



365

ETFO BLACK CANADIAN CURRICULUM PRIMARY TEACHER RESOURCE





ETFO Statement and Definition of Equity—June 23, 2011

It is the goal of the Elementary Teachers’ Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.

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The Elementary Teachers’ Federation of Ontario demands that the Human Rights of People of African Descent be protected.

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The term **Black Canadian** used in this resource refers to citizens or permanent residents of African descent and/or ancestry. They can be Canadian-born or from various national origins or backgrounds. The thematic categories highlighted in this curriculum come from or have ancestry from many parts of the world. Like educators, the individuals highlighted in the resource represent identities diverse in their makeup. Intersectionalities of gender, family, sex, culture, race and able-ness create the wonderful diversity of those who self-identify as Black Canadian. The individuals represent a range of leaders, activists and historical firsts from a cross-section of Canadians, whether their roots grow from the Caribbean, Africa, South or North America, Central America, Asia or Europe, in Canada.

This resource was designed as a touchstone for teachers and students in their exploration of Black Canadian history, culture, identity and reality in Canada, which goes back further than many of us are aware and should become a larger part of our collective consciousness.

Historical Discrimination

Black Canadians have lived in what we now call Canada since the early 1600s. Since their arrival, they have experienced a very specific form of racism that particularly impacts Canadians of African descent, called anti-Black racism. This racial discrimination began with enslavement based on race. People of African descent were enslaved by European settlers and some First Nations for 206 years, forced to labour without pay. They were deemed chattel property (personal possessions) and were denied legal status as persons. In slavery, Blacks had no rights or freedoms and were subjected to the control of their enslavers.

After the abolition of slavery in 1834, Black Canadians lived as British subjects and citizens. Their civil rights and civil liberties were limited. Blacks faced further legal and de facto racial discrimination in education, employment, housing and various public spaces, including swimming pools, restaurants and hotels and were sometimes impeded from exercising their right to vote. The rights and freedoms of Black Canadian women were further restricted because of their gender. Black Canadians have agitated throughout Canadian history against racial oppression and, in so doing, have dismantled many barriers. However, the legacies of anti-Black racism continue to be a real obstacle to full citizenship and equality and serve as the roots for contemporary issues that Black Canadians face.

—Writers of 365 ETFO Black Canadian Curriculum

365 ETFO Black Canadian Curriculum resource guide was written by elementary teachers and historical expert writers who have a proficiency and personal connection to Black Canadian communities in Ontario. The document was created to support elementary teachers in building inclusive, historically factual and safe learning environments for their students while discussing issues of racism and discrimination in a respectful and reflective manner, as well as celebrating and highlighting the contributions of Black Canadians.

This curriculum resource guide will allow educators to incorporate the lived experiences of Black Canadians from the past and present, 365 days a year. The combination of the calendar and lesson plans assures that Black Canadian history is acknowledged in Ontario schools on a daily, weekly and monthly basis. Because this very important history played an important role in the development of Canada, students and teachers go forward with a foundation of respect and acknowledgement of those who have fought long and hard for equality and justice in Canada.

Like students, teachers are encouraged to incorporate Bloom's Taxonomy by scaffolding their knowledge into subcategories of: **remembering/recalling** previously learned information, **understanding** or explaining what is required to ensure learning occurs, applying new content or material to everyday situations, **analyzing** content and drawing connections to different ideas and situations, **evaluating** the material taught so that discussions may be had in a thoughtful, critical and meaningful manner, and finally creating new work or modifying thinking by integrating content learned with confidence, accuracy and skill.

We are better educators when we take the time to reflect on what we have heard, seen, read and experienced and move forward understanding with compassion and thoughtfulness. We hope this resource will allow you to do this and move forward with confidence.

—Writers of 365 ETFO Black Canadian Curriculum

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**BLACK
CANADIAN
ATHLETES**

**HOCKEY—
CANADA'S
NATIONAL
SPORT**

BLACK CANADIAN ATHLETES: HOCKEY—CANADA’S NATIONAL SPORT **(5–6 LITERACY BLOCKS)**

OVERALL QUESTION

How have the contributions of Black Canadian athletes made an impact on society?

GUIDING QUESTIONS

- What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
- How do the Black community’s historical triumphs and struggles impact the community’s contemporary issues?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1, A3

Specific Curriculum Expectations:

For Grades 2 and 3, expectations (oral, writing, reading, media literacy) are very similar (but are more extended).

Language:

Grade 1: Oral Communication 1.1, 1.4, 1.5, 1.6

Grade 1: Writing 1.3, 1.4, 1.5, 2.2, 2.5

Grade 1: Reading 1.5

Grade 1: Media Literacy 1.5, 3.4

LEARNING GOALS

Students will:

- Understand the difference between fair and unfair treatment (through looking at words like segregation, racism, discrimination, equality, etc.)
- Understand the concept—and impact—of barriers and privilege
- Investigate four Canadian athletes
- Examine the importance of demonstrating perseverance
- See the connection between fairness and having respect for others

POSSIBLE SUCCESS CRITERIA

- Describe the difference between fair and unfair treatment
- Describe what privilege and bias look like, feel like and sound like
- Describe the struggles, accomplishments and impact of four Black Canadian athletes
- Describe a time he or she has demonstrated perseverance

MATERIALS REQUIRED FOR THIS LESSON**Students will need:**

- Writing, erasing and colouring utensils
- WS 4 Athlete Graphic Organizer (four—one for each athlete)
- WS 5 Perseverance Worksheet

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Different symbols related to athletics, including: hockey stick and puck, inside of a skating arena, baton (relay), Olympic rings, Team Canada symbol, etc. (Note: you can include other symbols that may not be connected to hockey, for example: football, basketball, soccer ball and net, cricket mallet, javelin, rower, swimming pool, etc.)
- Chart paper
- Markers
- Paper strips to write down Learning Wall words
- Links:
 - Herb Carnegie [Video](#): “Ice Hockey Pioneer Herb Carnegie on Trans World Sport”
 - Willie O’Ree [Video](#): “Rogers Hometown Hockey in Fredericton: Willie O’Ree Making History”
 - Angela James [Video](#): “Journey to the Hall: The Life of Angela James”
 - P.K. Subban [Video](#): “P.K. Subban’s Story” (Note: There is one swear word.)
 - “Sometimes You’re a Caterpillar” (From 2:20 to 2:26, the [video](#) describes some struggles or challenges that some people may face: “maybe you’re gay or trans, have a disability or different religion, member of a different race” Facilitator Note: **consider stopping the video at this point if these struggles have not been discussed in class.**)
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Athletic Images
- WS 4 Athlete Graphic Organizer
- WS 5 Perseverance Worksheet

TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Athlete Graphic Organizer, Learning Wall

Categorizing Thinking to Build New Knowledge: Fair/Unfair Activity, Oral Discussion and Documentation of Thinking, Anchor Chart

Consolidating the Learning Experience: Oral Discussion, Athlete Graphic Organizer, Learning Wall, Perseverance Worksheet

Background Information for Teachers

Before the lesson: Based on the students' abilities, the activities may need to be whole-class, teacher recorded. If your students are able to work in pairs independently, then you can begin the tasks and ask the pairs to finish. Bring the whole class back together to continue recording ideas on an Anchor Chart.

You will be creating a Learning Wall, primarily a Word Wall. To consolidate the learning experience, you and the students will add to the wall words that are introduced in or important to the lesson. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively.

For an activity after investigating the athletes, you will be dividing the students into two groups. Do not share your criteria (e.g., first name starts with A–L or M–Z; or according to birth dates, January–June and July–December). Use chart paper to record brainstorming and definitions.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Graphic Organizer, Learning Wall

Have students sit in groups or pairs. Say, "I'm going to put up some pictures on the board. With your partner/group, I want you to brainstorm what you think these images represent." Using WS 3 Athletic Images, display the images of a sprinter, hockey player, hurdler, swimmer, soccer ball, hockey puck, baton, hurdles, etc. You can add your own free clip-art images of other sports. Have groups share their answers. Tell the students that all of these sports are in the category of athletics. Give the students the following definition and record it on the Anchor Chart:

Athlete: a person who competes in one or more sports that involve physical strength, speed and/or endurance.

Para-athletics: is a disabled sport practiced by athletes with a physical disability who have competed at separate international events since 1952.

"Let's look at each of those words: strength, speed and endurance."

Strength: the property of being physically strong (you can do, say, 100 push-ups) or mentally strong (you can calculate percentages in your head while people are shouting at you).

Speed: the rate at which someone or something moves or travels.

Endurance: the ability to do something difficult for a long time.

“We’re going to look more closely at one sport: hockey. Hockey is known as ‘Canada’s national sport.’ And we’re going to get to know more about four Canadian hockey athletes: Herb Carnegie, Willie O’Ree, Angela James and P.K. Subban.”

Herb Carnegie [Video](#): Herb Carnegie was a Black Canadian hockey player, businessman, founder of a hockey school and recipient of the Order of Ontario and Order of Canada.

Willie O’Ree [Video](#): Willie O’Ree was a Canadian hockey player, the first Black player in the NHL and the recipient of the Order of New Brunswick and Order of Canada.

Angela James [Video](#): Angela James was not allowed to play on the boys’ hockey team (she had to travel to Scarborough to play hockey), endured racism (she was biracial - she had a white mom and Black dad) and did not make the Olympic team.

P.K. Subban [Video](#): (Note: There is one swear word.) P.K. Subban endured anti-Black racist comments in Montreal.

After playing each video clip, have students work in small groups to fill in WS 4 Athlete Graphic Organizer but leave two of the boxes blank for now: “Struggles” and “Character Trait(s) Displayed.” You will want to review some of the words that come out of the videos, to put on the Learning Wall. You might tell students, “We’re going to be starting a Learning Wall. We can put up new words we hear about each day or important concepts. We might post some pictures and maybe some of your work around the wall also. For today, there might be a few concepts or words we heard in the videos or that we used that we could put up on the wall. I would like you to tell me a word you think we should add to the Learning Wall. I’ve already written one word down: denied. What are some others? (ethnic minorities, visible minorities, inducted, NHL colour barrier, adversity, racial slurs and remarks, hardships, low-income community, passion, arena, shinny, ball hockey, MVP, power forward, excluded, etc.).

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Fair/Unfair Activity, Oral Discussion and Documentation of Thinking, Anchor Chart

Divide students into two groups without telling them why they are being separated. Direct the students in each group to sit in different areas of the room. Choose one of the groups to favour. Without explaining why, give everyone in your favoured group brand new crayons to use (or iPads to use or the new class library books to read). Explain to the group that only one group will get to use the new crayons. That same group will be the only ones to get other special privileges (such as being first in line, being the helpers in the room, getting extra

gym or recess time, etc.). Students in the other group will likely get upset and protest. After a few minutes, you may hear “That’s not fair.” Stop the exercise. Ask students if they know how you separated the groups (why one group was favoured and the other group wasn’t). Encourage all guesses and then share the answer.

Ask: “How did you feel during this activity? Do you think you would have felt differently if you had been the one getting the new crayons and special favours than if you had been the one not getting the crayons and special treats?” Write the word fair on the Anchor Chart. Ask the students, “What does the word fair mean?” (Being fair is treating people in a way that does not favour some over others.) Have students work in pairs to discuss, then share their main ideas with the large group. Document them on the chart paper.

Fairness: treating people in a way that does not favour some over others.

“Do you think it was fair or unfair that some students got to use the new crayons? Why? If it was not fair, what would have made it fair?” Allow students to brainstorm ideas.

“How would you feel if only certain students got new crayons or special privileges based on what they looked like? What does treating people fairly mean?”

Show the [video](#) “Sometimes You’re a Caterpillar.” (From 2:20 to 2:26, the video describes some struggles or challenges that some people may face: “maybe you’re gay or trans, have a disability or different religion, member of a different race . . .”). Facilitator Note: Consider stopping the video at this point if these struggles have not been discussed in class.

“What did the caterpillar realize about the experiences of the snail?” (Sometimes there are barriers stopping someone.) “What are barriers?” (Post to the Anchor Chart.) “The caterpillar also realized that he had privilege.” (Define and post on the Anchor Chart.)

Privilege: a special right, advantage or immunity granted or available only to a particular person or group of people.

Barriers: circumstances or obstacles that keep people or things apart or prevent communication or progress.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Oral Discussion, Athlete Graphic Organizer, Learning Wall, Perseverance Worksheet

“We learned about four Canadian athletes the other day. Can you identify times each of these athletes were treated unfairly or had to deal with unfair situations?” Possible answers are:

- Herb Carnegie was not allowed to play hockey in the NHL because he was Black.
- Willie O’Ree broke the Black colour barrier in hockey and was blind in one eye.

- Angela James was not allowed to play on the boys' hockey team (she had to travel to Scarborough to play hockey), endured racial discrimination (she was biracial - she had a white mom and Black dad) and did not make the Olympic team.
- P.K. Subban endured anti-Black racist comments in Montreal.

“If we think about character traits, what are some words that describe these athletes?” Record answers on chart paper. “There is one that really fits well, considering the athletes we just learned about—perseverance.”

Perseverance: the quality that allows someone to continue trying to do something even though it is difficult.

“Let’s take out our worksheets so we can fill in the last two boxes: ‘Struggles’ and ‘Character Trait(s) Displayed.’ ” Students work in groups to fill in the remaining boxes, listing one or two examples of the struggles the athletes dealt with, and one or two examples of when the athlete displayed perseverance.

“If we now look to our Learning Wall, based on our lesson today, what words could we add?” (Some possibilities include fair, perseverance, barrier and privilege.)

“Now, I want you to think about yourself and the character trait of perseverance. When is a time that you’ve shown perseverance, maybe at home or here at school?”

Facilitator Note: Guide students to realize that they display this trait often: when they use class time to finish work, focus on the lesson, study spelling words, do chores at home (even if they want to watch TV), practice their instrument or sport, etc.

“You are now going to draw two pictures. One picture will show you demonstrating perseverance and the other picture will be of one of the athletes we’ve learned about, showing a time that they also demonstrated perseverance.” Have each student work on the WS 5 Perseverance Worksheet.

WORKSHEETS

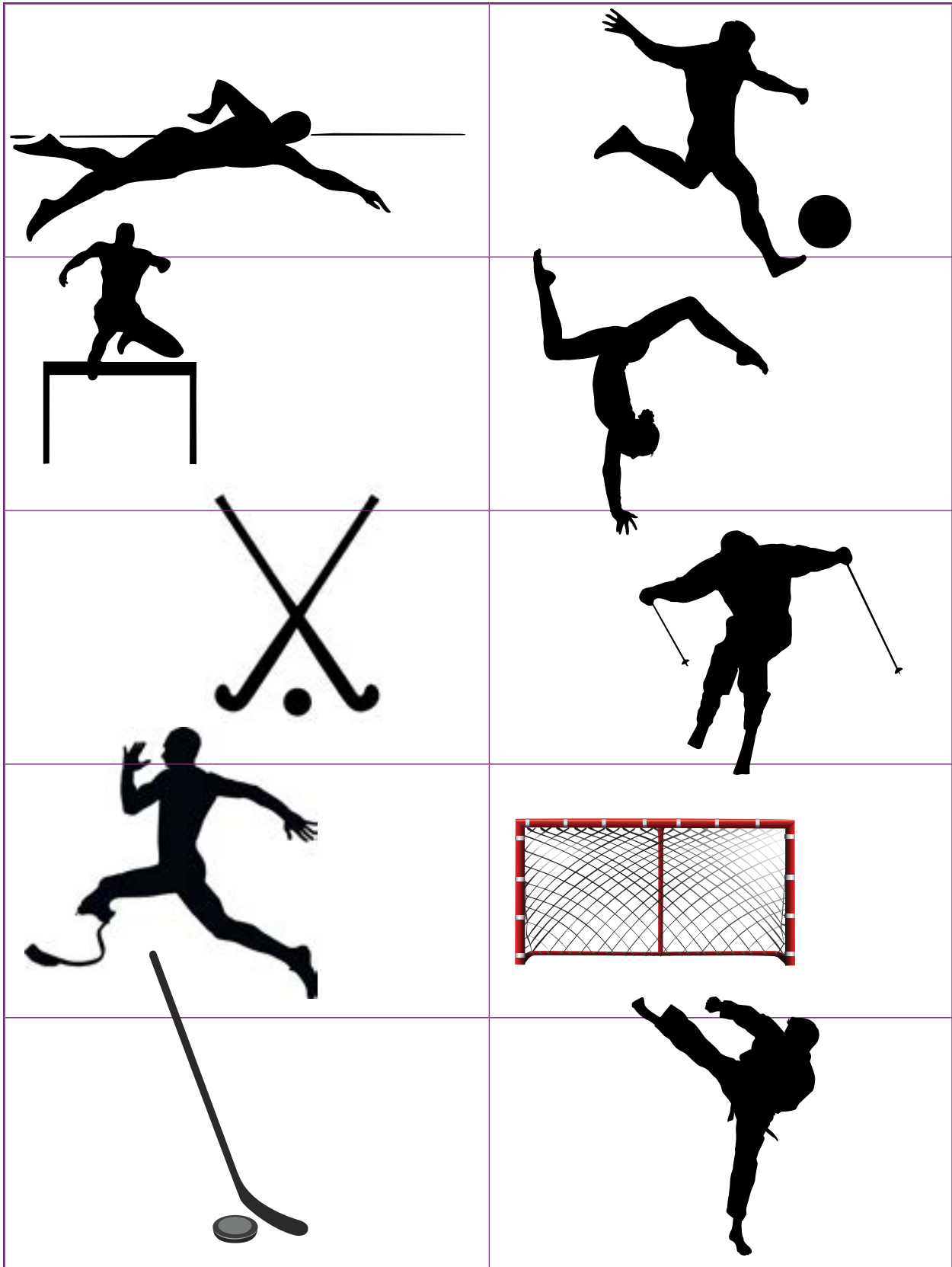
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Athletic Images
- WS 4 Athlete Graphic Organizer
- WS 5 Perseverance Worksheet

WS 1 STUDENT ASSESSMENT CHECKLIST

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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Name	Activating Schema: Oral Discussion Anchor Chart	Categorizing Thinking to Build New Knowledge: Oral Discussion Anchor Chart	Consolidating the Learning Experience: Athlete Graphic Organizer	Consolidating the Learning Experience: Perseverance Worksheet

WS 3 ATHLETIC IMAGES



WS 4 ATHLETE GRAPHIC ORGANIZER

<p>Athlete (Name, general information)</p>	<p>History (Where they are from, what their childhood was like)</p>
<p>Struggles (Did they have any roadblocks in reaching their goals?)</p>	<p>Triumphs (What were some positive moments in their lives?)</p>
<p>Accomplishments (What contributions have they made to society?)</p>	<p>Character Trait(s) Displayed</p>

WS 5 PERSEVERANCE WORKSHEET

Perseverance	
A time I displayed perseverance	When _____ displayed perseverance

365

**BLACK
CANADIAN
COMMUNITY
LEADERS**

BLACK CANADIAN COMMUNITY LEADERS

(4–6 LITERACY BLOCKS)

OVERALL QUESTION

In what ways did individual Black Canadians challenge racial inequality and mobilize to improve social conditions?

GUIDING QUESTIONS

- What roles do community leaders play in society? How do community leaders help society?
- How have Black community leaders in Canada impacted people inside and outside of their communities?
- What happened to change the (personal and social) responsibilities of some Black community leaders in Canada?
- In what ways are aspects of Black heritage passed on through certain social events (protests, marches, rallies, public meetings, speeches, singing performances, etc.)?
- What were some of the challenges individual Black Canadians faced and how did their communities help deal with them?
- How did Black Canadian communities seek social change?
- How were Black Loyalists treated in Nova Scotia? What settlement challenges did they face because of their race?
- What characteristics were developed through the personal, professional and/or social struggles these individuals faced?
- How is obtaining respect part of the work that community leaders do?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1, A3

Grade 2: Heritage and Identity: Changing Family and Community Traditions A3

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A2, A3

Specific Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1.1

Grade 2: Heritage and Identity: Changing Family and Community Traditions A1.1

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A2.1, A3.1

LEARNING GOALS

Students will:

- Investigate the racial discrimination Black Canadians experienced
- Identify the qualities of a community leader
- Investigate some Black community leaders in Canada, past and present
- Investigate the impact some Black community leaders in Canada made on their communities and society

POSSIBLE SUCCESS CRITERIA

- Identify qualities of a leader
- Begin to understand what a community leader is
- Provide examples of Black Canadian community leadership

MATERIALS REQUIRED FOR THIS LESSON**Students will need:**

- Writing, erasing and colouring utensils
- WS 4 Black Community Leaders in Canada Worksheet

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Chart paper
- Markers
- Paper strips to write down Word Wall words
- Books:
 - Hohn, N.L. (2015). “Wanting to Be Heard (Mary Ann Shadd Cary).” In T. Henderson (Ed.), *Media* (pp. 18–21). Oakville, ON: Rubicon Publishing Inc.
 - Sadlier, R. (2003). *The Kid’s Book of Black Canadian History*. Toronto, ON: Kids Can Press.
- Links:
 - [*Mary Ann Shadd Cary*](#): Government of Canada Article: “Notable Black Canadians”
 - [*Hugh Burnett Image*](#)
 - [*Hugh Burnett video*](#): Welcome to Dresden: Jim Crow Lived Here Too (3:38–4:55)
 - [*Lena O’Ree*](#): New Brunswick Black History Society
- Glossary of Terms
- WS 1 Student Assessment Checklist
- WS 2 Leadership Qualities Anchor Chart prepared on chart paper
- WS 3 Black Community Leaders in Canada Graphic Organizer prepared on chart paper
- WS 4 Black Community Leaders in Canada Worksheet prepared on chart paper

TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Wall

Categorizing Thinking to Build New Knowledge: Modelled Reading and Documentation of Thinking: Black Community Leaders in Canada Graphic Organizer

Consolidating the Learning Experience: Black Community Leaders in Canada Worksheet

Background Information for Teachers

Before the lesson: You will be taking an in-depth look at a few Black Canadian community leaders. Feel free to choose any of the listed people. A community leader can be defined as a person acting on a vision or dream to make their community or society a better place. Based on the students' abilities, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart. You will need to create the Anchor Chart, based on WS 2 Leadership Qualities Anchor Chart. Preview the video before showing it to the class and select a short clip. Add new words to the Word Wall as needed.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Wall

Have your chart paper version of WS 2 Leadership Qualities Anchor Chart in view of learners, with markers ready to document their thinking.

“We are going to think about people who are community leaders. What is a community leader?”

Community leader: a person acting on a vision or dream to make their community or society a better place.

“What do community leaders do? Can you think of any community leaders from our school and local communities or on television?” (Some ideas of leaders you can lead students to are the custodian and principal at school, the head of an after-school program they attend, or the head of a place of worship.) Record them on the Anchor Chart.

“What qualities do you think these leaders possess? Let’s brainstorm aspects of leadership.” As a class, brainstorm aspects (traits, qualities, characteristics) of leadership based on the examples of community leaders given, and record them on the Anchor Chart. Some positive leadership traits to identify are: passion, vision, honesty, ability to inspire, persistence, charisma, integrity, intelligence, curiosity, courage, flexibility, creativity, desire to make a difference for others, positive attitude, commitment etc. If there are qualities of a leader that students miss and you feel they are important, add them to the list. Continue to compile a

list of leaders, past and present, and from a range of fields. Depending on the community leaders that students suggest, ask them if their list is representative of different races and genders, and have them try to provide more diverse examples if they are lacking.

“Over the next few classes, we are going to learn about several Black Canadian men and women who have been influential leaders and have made significant contributions to Canadian society.”

Have the chart paper version of WS 2 Leadership Qualities Anchor Chart in view of learners.

“Yesterday, we explored who community leaders are and identified some of the traits that they have. Today, we are going to learn about some remarkable Black Canadian men and women who took a stand against the mistreatment of mistreating Black people because of the colour of their skin. Let’s review some of the leadership qualities we discussed yesterday.”

“Again, as a review, what do segregation, discrimination, respect and racism mean?” Discuss each word’s meaning and share some examples. Point to these words on the Word Wall. (See the “Law and Law Enforcement” lesson plan for an introduction to these terms.)

Segregation: the enforced separation of groups in a community.

Discrimination: unfavourable treatment based on prejudice, especially regarding race, age or gender.

Respect: deferential esteem felt or shown toward a person.

Racism: a belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth, and social status.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Modelled Reading and Documentation of Thinking: Black Community Leaders in Canada Graphic Organizer

Have your chart paper version of WS 3 Black Community Leaders in Canada Graphic Organizer in view of learners, with a marker ready to document their thinking. Introduce the three community leaders this lesson will be focusing on by showing a photo of them on the screen.

[Mary Ann Shadd Cary image](#)

[Hugh Burnett image](#)

[Lena O’Ree image](#)

As you show each image, ask the class if anyone recognizes the individual. If students can identify the person, record the information they share on WS 3 Black Canadian Community Leaders Graphic Organizer. If they cannot, go on to the next individual without revealing who they are. Then go back and name any person the class was not able to identify.

Mary Ann Shadd Cary was the first Black newspaperwoman in North America and the first woman to edit a newspaper in Canada. She was the first woman law student at Howard University, a historically Black university, and the second woman in the US to earn a law degree. Hugh Burnett was a Second World War veteran, a carpenter, a civil rights leader and human rights activist. Lena O’Ree was the first Black Canadian radio show host, a psychiatric nurse, a human rights activist and one of the first Black members of the YWCA in Canada. She challenged the Jim Crow practice of not allowing Blacks to enter through the front door of the hotel where she worked. Move on to the first person you will be teaching about.

Facilitator Note: You can substitute one of the suggested leaders with another one from the list. To expand student inquiry, you can look at more community leaders.

Black Community Leaders in Canada

Bromley Armstrong

Hugh Burnett

Viola Desmond

Marcus Garvey

Josiah Henson

Leonard and Gwendolyn Johnston

Donald Moore

Lena O’Ree

Thomas Peters

Charles Roach

Mary Ann Shadd Cary

Constance Timberlake

Begin investigating the first Black community leader, Mary Ann Shadd Cary. Read and show the recommended resources for students to gather information.

- Hohn, N.L. (2015). “Wanting to Be Heard (Mary Ann Shadd Cary).” In T. Henderson (Ed.), *Media* (pp. 18–21). Oakville, ON: Rubicon Publishing Inc.
- Sadlier, R. (2003). *The Kid’s Book of Black Canadian History*. Toronto, ON: Kids Can Press.

As a class, discuss the required information to complete each section on WS 3 Black Community Leaders in Canada Graphic Organizer. Fill in one row for this leader after the class has gathered information. To guide students, pose the following questions to the class:

- “What issue was the leader concerned about? What injustice did they experience or witness?”

- “How did the leader respond to the (anti-Black) racism they experienced and/or witnessed?”
- “What was the impact of the action the leader took or influenced?”
- “What leadership qualities did the leader exhibit in addressing the issue?”

Debrief: Ask students if some of the words they reviewed or learned at the beginning of class can be used to describe aspects of Mary Ann Shadd Cary’s story. Provide time for students to share in a large group setting. Ask students to provide you with examples of racial discrimination using evidence from the story.

Facilitator Note: As you focus on each community leader, add new words or important concepts to the Word Wall. Continue the class investigation on Hugh Burnett and Lena O’Ree. Show and read the recommended resources for students to gather information.

Hugh Burnett Video: “Welcome to Dresden: Jim Crow Lived Here Too” (3:38–4:55)

Lena O’Ree: New Brunswick Black History Society

Complete entries for Burnett and O’Ree on WS 3 Black Community Leaders in Canada Graphic Organizer using the guiding questions provided.

Debrief: Ask students if some of the words they reviewed or learned yesterday can be used to describe aspects of Hugh Burnett’s and Lena O’Ree’s stories. Again, provide time for students to share in a large group setting. Ask students to provide you with examples of racial discrimination using evidence from each story. End the debriefing by asking the class to summarize the struggles and impact of each community leader.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Black Community Leaders in Canada Worksheet

Have your chart paper version of WS 4 Black Community Leaders in Canada Worksheet in view of students. To consolidate learning, have students choose one of the Black community leaders in Canada they are most interested in and use what they learned to write one to three sentences in the voice of their chosen leader, speaking about their life, activism, impact and leadership qualities (a monologue in the first person). Have students draw an accompanying picture of the leader. Model completing the worksheet for one Black community leader in Canada.

Partner Reading: Have students pair up with their elbow partner and take turns reading each other’s work. Each partner provides one feedback comment beginning with “I like”

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Leadership Qualities Anchor Chart

WS 3 Black Community Leaders in Canada Graphic Organizer

WS 4 Black Community Leaders in Canada Worksheet

WS 2 LEADERSHIP QUALITIES ANCHOR CHART

Examples of Community Leaders	Qualities of a Leader

WS 3 BLACK COMMUNITY LEADERS IN CANADA GRAPHIC ORGANIZER

Community Leader	Social Issues Concerned With	Character Traits Displayed	Legacy/Impact

WS 4 BLACK COMMUNITY LEADERS IN CANADA WORKSHEET

Sentence:

365

**BLACK
CANADIAN
FIRSTS**

BLACK CANADIAN FIRSTS

(8–10 LITERACY BLOCKS)

OVERALL QUESTION

What does it mean to be “the first”?

GUIDING QUESTIONS

- What were the roles and responsibilities of the individual?
- What are some of the difficulties in being the first?
- How and why did/does skin colour affect social status?
- What challenges or barriers did the individual face?
- What are some character traits possessed by individuals who pursued their dreams in spite of barriers?
- What impact did this individual have?
- How might it have felt to be the first?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1, A3

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A1, A2, A3

Specific Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1.1

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A1.2, A2.1

LEARNING GOALS

Students will:

- Demonstrate an understanding of Black Canadian life and the changes in its social structure through time
- Investigate the accomplishments and contributions of Black Canadians in various fields
- Understand the barriers and inequalities Black Canadians faced in their pursuit of equal opportunities
- Understand that Black Canadians have made social, economic and political gains since the 19th century

POSSIBLE SUCCESS CRITERIA

- Describe the accomplishments and contributions of Black Canadians in various fields
- Understand the barriers and inequities Black Canadians faced in their pursuit of equal opportunities
- Understand the impact of breaking racial barriers
- Describe how skin colour had a major impact on the social status of Black people in the past

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Open space in which to collaborate in small groups
- Recyclable items, and arts and crafts materials for one group
- Index cards for two groups
- Magazines and flyers to cut up
- Scissors, Glue sticks
- Writing, erasing and colouring utensils
- Doctor play set for one group (i.e., sphygmomanometer, thermometer, eye chart, measurement chart, clipboard, etc.)
- WS 2 Police Hat and Badge Templates (one for each member of one group)
- Red, blue and green dot stickers
- WS 3 Class Representative Vote Counting Sheet (one copy)
- WS 4 Athletics Exercise Drill Cards for one group
- Chart paper and markers for each group

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Chart paper
- Markers
- Masking tape
- Lotion or baby oil
- Index cards
- Books:
 - Horvath, P. (2008). *M Is for Mountie: An RCMP Alphabet*. North Mankato, MN: Cherry Lake Publishing.
 - Kulling, M. (2010). *All Aboard!: Elijah McCoy's Steam Engine*. Toronto, ON: Tundra Books.
 - Liebman, D. (2000). *I Want to Be a Police Officer*. Richmond Hill, ON: Firefly Books.
 - Miller, H. (2003). *Nurse*. Mankato, MN: Capstone Publishers.
 - Newhouse, M. (2004). *The RCMP Musical Ride*. Toronto, ON: Tundra Books.
 - Roy, L. (2000). *Three Caribbean Women in Canadian Politics: A Biography for Young People*. Toronto, ON: University of Toronto Press.
 - Scholastic Community Club Reader. (2016). *Police Officer*. Retrieved from <http://teacher.scholastic.com/commclub/officer/>

- Trumbauer, L. (2006). What Does a Nurse Do? New York, NY: Enslow Elementary.
- Links:
- Elijah McCoy – [The Canadian Encyclopedia](#)
- Elijah McCoy – [The Real McCoy Guided Reading Group Lesson](#), Paige Nordland
- Albert Jackson – [“Uncovering the Stories of Freedom”](#)
- Albert Jackson – [“Breaking the Chains: Albert Jackson”](#)
- Marisse Scott – [“Marisse Scott of Owen Sound”](#)
- Marisse Scott Article: [“A Triumph of Will”](#) by Clare McLean-Wilson, Northern Terminus: The African Canadian History Journal, Vol. 3, 2005: 7
- [Andrea Elaine Lawrence](#): Black Ink
- [Lori Seale-Irving](#): Government of Canada Profile
- Jean Augustine Video: [“Jean Augustine – First Black Woman in Parliament”](#)
- Barbara Howard Video: [“Black Strathcona: Barbara Howard”](#)
- WS 1 Student Assessment Checklist
- WS 2 Police Hat and Badge Templates
- WS 3 Class Representative Vote Counting Sheet
- WS 4 Athletics Exercise Drill Cards
- WS 5 Barriers on the Journey to First

TEACHING AND LEARNING STRATEGIES

Activating Schema: Masking Tape High Five

Categorizing Thinking to Build New Knowledge: Guided Group Sessions: Oral Discussion Activity

Consolidating the Learning Experience: Debriefing Discussion, Acrostic Poem, Gallery Walk Background Information for Teachers

Before the lesson: Based on students’ abilities, the activities may need to be whole-class, teacher recorded. If students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Post learning goals and success criteria for this lesson. Gather and organize necessary materials and resources for each activity. The activities below can be taught as whole class, teacher-led lessons or can be framed as modelled or guided shared sessions, depending on instructional time and student need. For guided sessions, other activities will need to be planned for students who are working independently. Teachers can choose to do all or a select number of the activities.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Masking Tape High Five

“Class, today we are going to play a game called Masking Tape High Five. Please listen closely as I explain the rules.” Facilitator Note: Have two students demonstrate a “high five.”

Masking Tape High Five: Give each student a loop of masking tape that goes around their hand, with the sticky side facing out. Once each student has their loop, the teacher gives a signal to begin. The students find a partner and “high five” their masking tape with their partner. The person that gets the other person’s loop of tape wins that round and the person who lost their tape is now a “cheerleader” for the student who won (walking behind them and cheering them on). They are now one unit. The person who won continues finding others to “high five” and collecting cheerleaders when they win a round. Eventually, there will be two people with masking tape and “cheerleaders” cheering each on. They have a final showdown and then “high five,” leaving one person the ultimate winner.

Regroup and ask the class the following debriefing questions:

“How did it feel to be the winner?”

“How did it feel to be the runner-up?”

“How did it feel to cheer on the person who got your tape?”

Record student responses on the board or on chart paper.

“We did this activity to get us to think about the feelings experienced in being first and not being first. We are going to learn about some Black Canadians who achieved firsts and the journeys and obstacles they faced in achieving their personal goals.”

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Guided Group Sessions: Oral Discussion and Activity

Introduce some Black Canadians who achieved firsts by showing a photo of them on the screen, saying their names and their accomplishments. You may choose some or all the individuals on the list of Black Canadian Firsts below.

Black Canadian Firsts

Elijah McCoy, first Black patented inventor born in Canada

Albert Jackson, Toronto’s first Black postal carrier

Marisse Scott, one of the first Black nursing graduates in Canada

Andrea Elaine Lawrence, the first Black female RCMP constable

Lori Seale-Irving, the first Black female commissioned RCMP officer

Jean Augustine, the first Black woman in Parliament

Barbara Howard, the first Black Canadian woman to represent Canada in a major international athletic competition and the first Black teacher in the Vancouver school board

“We are going to be dividing up into groups to get to know more about these Black Canadians who achieved firsts.” Review classroom expectations for student conduct and behaviour during guided group activities.

Organize the class into five or six small groups of four students each or use existing guided

student groups. Assign the name of a Black Canadian first to each group or allow groups to draw a name.

Elijah McCoy

Elijah McCoy, an inventor and mechanical engineer, was the first Black patented inventor born in Canada. Ask students to rub their hands together. As they continue to rub, ask them,

“What is happening?” (Their hands get warm.)

“What is this rubbing of two surfaces (your hands) called?” (Friction.)

Explain that the heat they are feeling between their hands is a result of friction. Tell them to stop. Ask the following questions:

“What are some other surfaces that rub together?”

“Can we put anything between our hands to reduce the amount of friction?”

Have a student come up, put some lotion or baby oil on their hands and rub their hands together. Ask what is happening.

“Why do you think you feel a lot less heat?”

Explain that the lotion or baby oil is a lubricant and reduces the amount of friction between the two surfaces. Less of the two surfaces are rubbing against one another. Explain that lubricants are very important in modern technology. Trains, cars, trucks, airplanes and machines all have parts that rub against one another. These parts would heat up, wear down and stop working if we did not have lubricants. Lubricants reduce the amount of friction between two surfaces that move against each other. Read the book *All Aboard!: Elijah McCoy's Steam Engine*. Pose the following guiding questions¹ as you read the book:

“What opportunities did Elijah have in Canada that he did not have in the United States?”

“What role did Elijah’s race play in his hiring with the Michigan Central Railroad?”

“Can you imagine having to lift over 2,000 pounds of coal each hour to make your parents’ car run? How would you feel?”

“Why did train rides take so long?”

“Elijah thought he could make his job more efficient. What does efficient mean?”

“What was Elijah’s invention and how did it make trains more efficient?”

“What opportunities did Elijah have in the United States that he did not have in Canada?”

“In what ways did Elijah challenge the stereotypes of Black people?”

“What does the phrase ‘the real McCoy’ mean?”

“Why was the job of a grease monkey dangerous?”

“What is a patent?”

Tell students that Elijah McCoy got his first patent on July 12, 1872, for his improvement in lubricators for steam engines (US patent #129,843). He was the first Black patented inventor born in Canada. Explain what an inventor is.

Inventor: someone who creates something new with materials.

Provide students with recyclable items and available arts and crafts materials and let them create their own inventions.

Albert Jackson

Albert Jackson was Toronto's first Black postal carrier. Read the narrative about him on the Harriet Tubman Institute website: "[Breaking the Chains: Albert Jackson](#)." Pose the following guiding questions to the students:

- "How did Albert and his family come to live in Toronto?"
- "What obstacles did Albert encounter when he began his job?"
- "What led to Albert finally working to deliver mail one month after he was hired?"
- "What impact did Albert have on the Black community and the city of Toronto?"

Students write postcards to two or three classmates on blank index cards. Have magazines, flyers, glue sticks and coloured pencils on hand for students to use. Have a few postcards to show as examples. Students in this group can then deliver the postcards.

Marisse Scott

Marisse Scott was one of the first Black nursing graduates in Ontario and Canada. Read a brief biography of her: "[A Triumph of Will](#)" by Clare McLean-Wilson, Northern Terminus: The African Canadian History Journal, Vol. 3, 2005: 7.

Pose the following guiding questions to the students:

- "Why was Marisse denied admission to the nursing school in Owen Sound?"
- "How did Marisse react to being rejected and how did her action help her?"
- "How were Marisse and other Black nurses viewed by some white people?"
- "Why do you think Marisse moved to another country shortly after she graduated as a registered nurse?"

Read a community helper-themed book on nurses, such as:

- Miller, H. (2003). *Nurse*. Mankato, MN: Capstone Publishers; or
- Trumbauer, L. (2006). *What Does a Nurse Do?* New York, NY: Enslow Elementary.

Set up a triage centre with a table and chairs, where students can explore what nurses do. Include clipboards, pencils, sphygmomanometers (blood pressure readers), thermometers and other items that can be found in a doctor playset. If possible, obtain an eye chart for students to assess vision, and a measurement chart for students to measure their height. In pairs, one student can play the role of the nurse who does intake and the other student can be the patient. Students then switch roles.

¹ Adapted from: Nordland, Paige. [The Real McCoy Guided Reading Group Lesson](#), University of Illinois, 2013.

Andrea Elaine Lawrence and Lori Seale-Irving

Andrea Elaine Lawrence was the first Black female RCMP constable. Lori Seale-Irving was the first Black female commissioned RCMP officer. (See the “Black Canadian Contributors: Law and Law Enforcement” lesson plan for more ideas to teach about Black Canadians in law enforcement.) Read a short biography of [Andrea Elaine Lawrence](#). Read a profile of [Lori Seale-Irving](#) (under *Current Leaders*). Pose the following guiding questions to the students:

- “In what year did Elaine join the RCMP?”
- “In what year did Lori join the RCMP?”
- “What kinds of duties did both women do?”
- “What ‘first’ did Lori achieve in 2007?”
- “What happened to Elaine in 1991?”
- “What action did Elaine take against the RCMP and why?”

Read one of the following community helper-themed books to learn more about the RCMP:

- Horvath, P. (2008). *M Is for Mountie: An RCMP Alphabet*. North Mankato, MN: Cherry Lake Publishing.
- Liebman, D. (2000). *I Want to Be a Police Officer*. Richmond Hill, ON: Firefly Books.
- Newhouse, M. (2004). *The RCMP Musical Ride*. Toronto, ON: Tundra Books.
- Scholastic Community Club Reader. (2016). [Police Officer](#).

Ask the group why we have rules. Ask them to identify some of the rules the class follows and explain why those rules are in place. Record their responses on chart paper. Have students colour or make a police hat and badge using WS 2 Police Hat and Badge Templates. Students can decorate their hats and badges and write their names on them.

Jean Augustine

Jean Augustine was the first Black woman in Parliament. Watch “[Jean Augustine – First Black Woman in Parliament](#).” Pose the following guiding questions to the students:

- “What was Jean doing before she entered politics?”
- “What did Jean say strikes you in the face?”
- “How did she experience racism and sexism in Parliament?”
- “How does Jean feel about people being treated unfairly?”

Read sections from *Three Caribbean Women in Canadian Politics: A Biography for Young People*. Students may complete either or both of the following activities:

Activity A: Establish the criteria for a class representative with the class. Then, in the guided groups, students collaboratively decide on a person to nominate to represent the class based on the criteria. Once each guided group has selected a candidate, there should be four to six names.

Write each candidate’s name on a separate piece of chart paper posted on the wall. Next, the entire class can do “dotmocracy”—vote using coloured dot stickers. Give each student three dot

stickers—red, blue, green—to use to vote for who they'd like to be their class representative. The red dot = 10 points, the blue dot = 5 points, and the green dot = 2 points. Students can decide to place all the stickers on one candidate or divide them between different candidates. Select one student from each guided group to form a vote counting group. Using skip counting, they count the dots each candidate received and record the data on WS 3 Class Representative Vote Counting Sheet. Verify and announce the results.

Activity B: In the guided group, have students discuss and identify issues of concern in class and/or school. Ask them to create a solution for one issue and to describe how this solution can bring about improvements. Students can share their identified issue and solution on a poster.

Barbara Howard

Barbara Howard was the first Black Canadian woman to represent Canada in a major international athletic competition, and the first Black teacher in the Vancouver school board. Watch "[*Black Strathcona: Barbara Howard*](#)."

Pose the following guiding questions to the students:

"Which track and field events did Barbara compete in?"

"Where did she travel to compete in the British Empire Games - now called the Commonwealth Games? How did she get there?"

"What additional 'first' did Barbara achieve as an adult?"

Students complete some exercise drills using cards made from WS 4 Athletics Exercise Drill Cards. One or two students in the group can be chosen to lead the drills.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Debriefing Discussion, Acrostic Poem, Gallery Walk

"We had the opportunity to learn about some amazing individuals who pursued their dreams and goals and in the process challenged and overcame barriers of race and gender. We also learned that these men and women received tremendous support from their families and communities on their journey." Engage in a debriefing discussion with the class, asking the following questions:

"Why are these community helpers important?" (They help to care for us and keep us safe)

"What challenges did they face? Were they able to overcome all of their challenges? If so, how? If not, why?"

"How did race and gender impact each individual's experiences?" (Refer to WS 5 Barriers on the Journey to First for key ideas.)

"What personality traits did these individuals have to help them succeed?"

"How do you think each person felt to be the first Black Canadian in that role?"

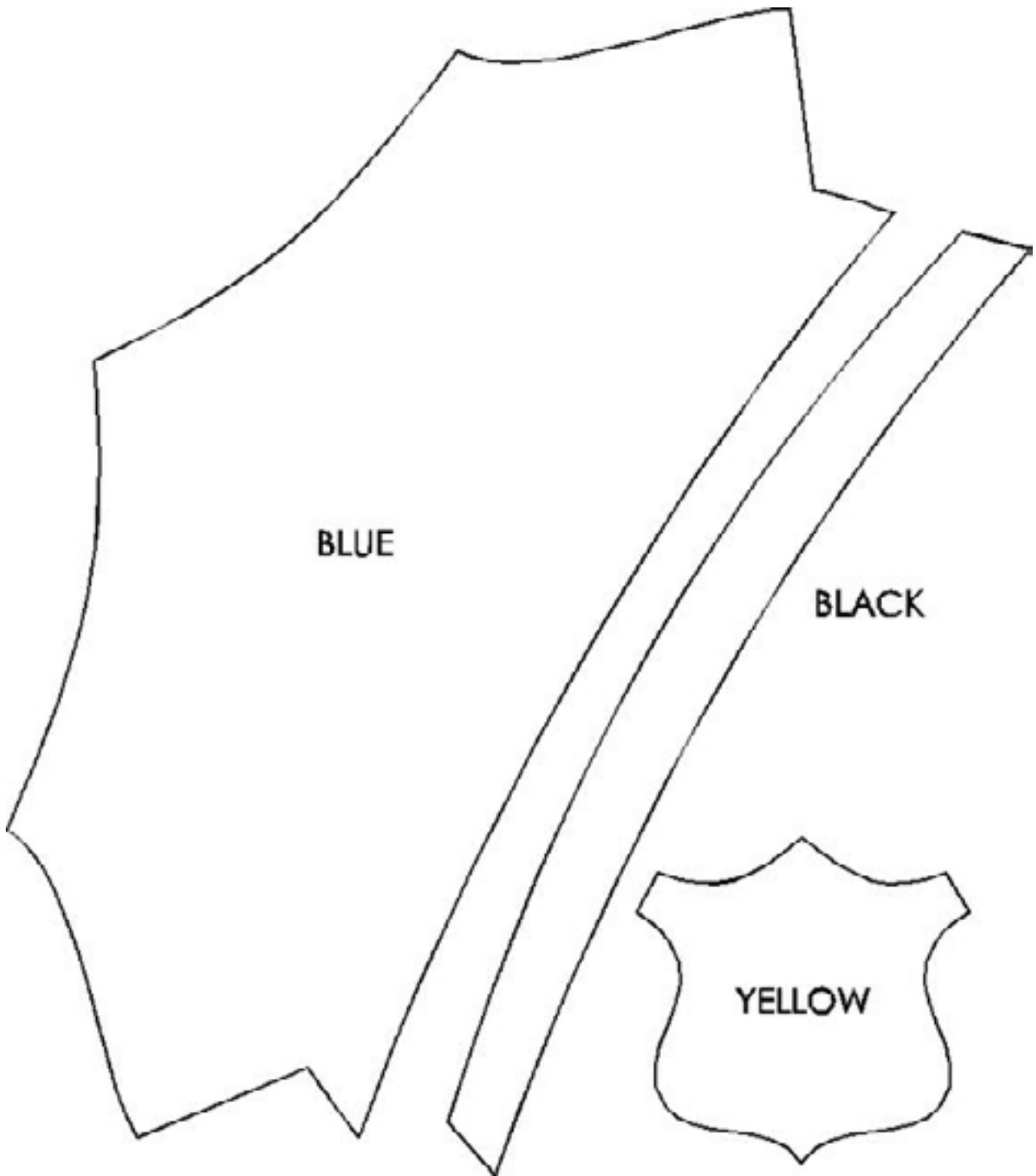
Acrostic Poem: To consolidate student learning, have each guided group create an acrostic poem on chart paper for the individual investigated in the guided sessions. Each letter of the person's name begins one line of the poem, which should show what students learned about the person, describe the person and reflect students' feelings toward them. Each line can be one word (an adjective) or a simple sentence, depending on the writing level of the group/class. Students can also include relevant images on their acrostic poem paper.

Gallery Walk: Display the completed acrostic poems around the classroom and have students participate in a gallery walk to view them.

WORKSHEETS

- WS 1 Student Assessment Checklist
- WS 2 Police Hat and Badge Templates
- WS 3 Class Representative Vote Counting Sheet
- WS 4 Athletics Exercise Drill Cards
- WS 5 Barriers on the Journey to First

WS 2 POLICE HAT AND BADGE TEMPLATES



<https://www.pinterest.com/pin/309692911847924410/>

WS 3 CLASS REPRESENTATIVE VOTE COUNTING SHEET

Candidate 1: _____	Candidate 2: _____	Candidate 3: _____	Candidate 4: _____	Candidate 5: _____
Red:	Red:	Red:	Red:	Red:
Blue:	Blue:	Blue:	Blue:	Blue:
Green:	Green:	Green:	Green:	Green:
Total:	Total:	Total:	Total:	Total:

WS 4 ATHLETICS EXERCISE DRILL CARDS

Run in place and count to 20. Do this three times.	Do 20 jumping jacks. Do this three times.
Reach for the sky and count to 20. Do this three times.	Touch your toes 10 times.
Do 20 knee-ups. Do this three times.	Do 10 squats. Do this three times.
Take five deep breaths. Count to eight for each breath.	

WS 5 BARRIERS ON THE JOURNEY TO FIRST

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Black Canadian Firsts	Race	Gender
Elijah McCoy	Could not attend post-secondary school in Ontario for engineering Was not hired as an engineer after graduating	
Marisse Scott	Was denied admission to nursing program	
Albert Jackson	Colleagues refused to train him	
Andrea Elaine Lawrence	Experienced harsher training than other recruits	Few women in the RCMP
Lori Seale-Irving		Few women in the RCMP
Jean Augustine	Treated as support staff	
Barbara Howard	Black and other visible minority teachers were not hired by the Vancouver school board	



**BLACK
CANADIAN
CONTRIBUTORS**

**LAW AND LAW
ENFORCEMENT**

BLACK CANADIAN CONTRIBUTORS: LAW AND LAW ENFORCEMENT **(3–4 LITERACY BLOCKS)**

OVERALL QUESTION

How have the contributions of Black Canadians made an impact on society, concerning law and law enforcement?

GUIDING QUESTION

- What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies

Grade 1: Our Changing Roles and Responsibilities A1, A3

Grade 1: The Local Community B2

Grade 3: Communities in Canada, 1780–1850 A2

Specific Curriculum Expectations:

For Grades 2 and 3, expectations (oral, writing, reading, media literacy) are very similar (but are more extended).

Language

Grade 1: Oral Communication 1.1, 1.4, 1.5, 1.6

Grade 1: Writing 1.3, 1.4, 1.5, 2.2, 2.5

Grade 1: Reading 1.5

Grade 1: Media Literacy 1.5, 3.4

LEARNING GOALS

Students will:

- Make connections between rules in the classroom and school, and rules/laws in society
- Investigate three Black Canadians in the law and law enforcement fields
- Investigate the impact a Black Canadian in law and law enforcement has made on society
- Investigate the importance of making a difference in the world around them

POSSIBLE SUCCESS CRITERIA

- Give some examples of rules in the classroom and school
- Describe the struggles, accomplishments and impact three Black Canadians have made
- Describe the character trait connection

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Writing, erasing and colouring utensils
- WS 4 Making a Contribution Graphic Organizer

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Chart paper
- Markers
- Links:
 - [Rose Fortune](#) – The Canadian Encyclopedia
 - [Rose Fortune](#) – Annapolis Heritage Society
 - [Violet King](#) – University of Alberta Faculty of Law
 - [Devon Clunis](#) Article: “From Police Chaplain to Chief,” by Aldo Santin and Bartley Kives, Winnipeg Free Press
 - [Devon Clunis](#) Article: “Jamaican Makes History as Canada’s First Black Police Chief,” Share News
 - [Devon Clunis](#) Speech: “The Importance of Difference Makers”
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Mind Map Graphic Organizer prepared on chart paper (three copies—one for each law/law enforcement person)
- WS 4 Making a Contribution Graphic Organizer

TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Modelled Reading and Documentation of Thinking: Mind Map Graphic Organizer

Categorizing Thinking to Build New Knowledge: Mind Map Graphic Organizer

Consolidating the Learning Experience: Making a Contribution Graphic Organizer Background Information for Teachers

Before the lesson: Based on students’ abilities, the activities may need to be whole-class, teacher recorded. If your students are able to work in pairs independently, then you can begin the tasks and then ask the pairs to finish. Bring the whole class back together to continue recording ideas on an Anchor Chart. Modelled reading and mind maps: you will be taking an in-depth look at three Black Canadians. The format will be the same for each of these investigations (Step B). There are a few linked articles you can choose to use. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Modelled Reading and Documentation of Thinking: Mind Map Graphic Organizer. As students share answers to the questions below, record them on the Anchor Chart.

“In school, we have some rules we need to follow. What does the word rule mean? What are some examples of rules in our school?” (No running in the hallways, keep your feet and hands to yourself, etc.) “We also have rules in the classroom. What are some rules we follow in our room?”

“What happens if you break any of the rules?” Ask students to share some possible consequences. You can ask students to take out their school agendas as well, to review the school and district school board expectations.

“Is it important to have rules at school? Why? Why do you think we have rules in the school and classroom?”

“Who monitors or makes sure we follow the rules in the school?” (Teachers, administration, the students themselves, lunchroom supervisor, etc.)

“There are people in our schools and communities whose job it is to keep us safe and to make sure we follow rules. Can you think of some people? What are some things they are responsible for?” (Lunchroom supervisors, crossing guards, police officers, etc.)

“So just like in school, out in society and in the community, we have laws we must follow. The legal system was developed so that people could live peacefully and safely. We have laws and regulations to protect the rights of everyone in that society. Can you think of some laws we have here in Ontario or in Canada? And just like in school, there are consequences if you break the law. What could happen if you break a law?”

“We’ve already recorded some occupations of people who help enforce laws. Are there others we can add to our list?” (Judges, lawyers, the mayor, the prime minister, etc.)

“Why do you think some people decide to pursue these occupations?” (They are trying to protect people, they want to be good people, they want to make a difference, they want to help make society safe, they want to be a role model, etc.) Record these answers.

“The laws we have today are not necessarily the same laws we had 100 years ago. Laws may change because people in society realize that something is not fair, or we need to protect people, animals, possessions, etc. We want to do good and be better citizens (or family members, or students)—we can always strive to do better.”

“There are many Canadians in law and law enforcement who have done wonderful things to make a difference for people in their communities. We see and hear about some of them on websites, in books and through various media.” You can ask students to name some. (The

prime minister, mayor, chief of police in your town/city, etc.)

“There are others who have made very significant contributions to Canadian society but may not have received the same recognition as others. We are going to learn about three Black Canadians over the next few periods.”

Before reading the information about Rose Fortune, introduce the following terms: segregation, discrimination, respect and racism. Discuss the words’ meanings in language appropriate to the students’ abilities and share some examples.

Segregation: the enforced separation of groups in a community.

Discrimination: unfavourable treatment based on prejudice, regarding race, age or gender.

Respect: deferential esteem felt or shown toward a person.

Racism: a belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth, and social status. Focus on the following aspects of Rose Fortune’s life: history, accomplishments and triumphs, and struggles.

Mind Map: Have your chart paper version of WS 3 Mind Map Graphic Organizer in view of learners, with different coloured makers ready to document their thinking. Focusing on those areas that came through the most during the modelled reading of the text, complete the mind map using ideas generated by the class discussion. You may complete the mind map during the reading, after the reading or in a combination of the two. Leave the sections of the mind map titled “Impact on Society” and “Character Trait Displayed” blank for now, as these will frame the next section of the lesson. Facilitator Note: Students will follow the same format investigating Violet King and Devon Clunis.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Mind Map Graphic Organizer

“We have learned about Rose Fortune and documented our learning on our mind map. You will notice that there are two sections that we have not completed. Let’s consider the impact of what Rose Fortune went through.”

Possible Focus Questions:

“What has been the impact of her gender and race on her family, her community and the country?”
“Are these impacts significant? Why or why not?”

Repeat the process outlined above, presenting the other two subjects of study: Violet King and Devon Clunis. Guide students to see the differing impacts of these three people, especially as one moves beyond community to the country and the world. All three of these Canadians are inspirational, with significant impacts. The last information to fill in is the character trait or traits that Rose Fortune (Violet King, Devon Clunis) displayed.

“What are some character traits that we learn about here in school (celebrate every month)?” List these traits on the Anchor Chart. Have students share and give their reasons why they feel a certain trait or traits can be applied to Rose.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Making a Contribution Graphic Organizer

After all three Canadians have been investigated and the mind maps are filled in fully, give each student a copy of WS 4 Making a Contribution Graphic Organizer.

“To finish our investigation into Canadian law and law enforcement contributors, you will draw a picture of each of these people. Write a sentence below your picture to describe the contribution that he or she made.”

“You’ll notice that there is a fourth box. We started this unit by looking at the rules and guidelines we follow here at school. We learned about laws in the community and society. We want to be the best people we can be, to make positive contributions and make a difference, by following the rules or laws. You will draw a picture of yourself making a positive contribution either here in the school or at home.”

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

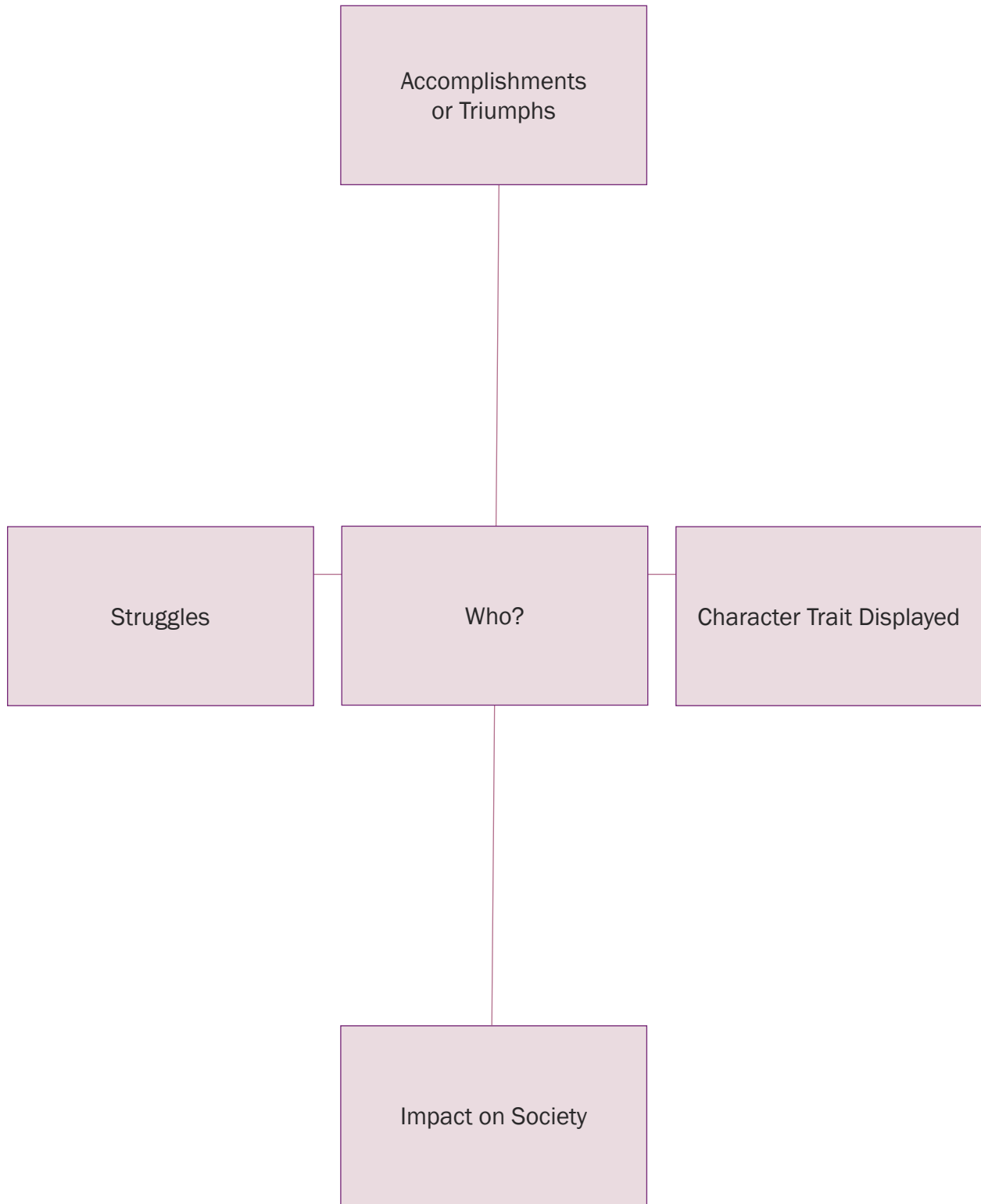
WS 3 Mind Map Graphic Organizer

WS 4 Making a Contribution Graphic Organizer

WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING TRACKING TEMPLATE

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

WS 3 MIND MAP GRAPHIC ORGANIZER



WS 4 MAKING A CONTRIBUTION GRAPHIC ORGANIZER

Rose Fortune	Violet King
Devon Clunis	Me

365

**BLACK
CANADIAN
MUSICIANS**

**FEELING THE
JAZZ!**

BLACK CANADIAN MUSICIANS: FEELING THE JAZZ!

(4–6 LITERACY BLOCKS)

OVERALL QUESTION

How have the musical contributions of Black Canadians made an impact on society?

GUIDING QUESTIONS

- How does jazz music impact audiences?
- How have Black Canadian community leaders impacted people inside and outside of the arts community?
- In what ways are aspects of Black Canadian heritage passed on through certain social events (protests, marches, rallies, public meetings, speeches, singing performances, etc.)?
- What were some of the challenges Black Canadian musicians faced, and how did their communities help deal with them?
- What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
- How is obtaining respect part of the work that community leaders do?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Language:

Grade 1: Oral Communication 1

Grade 1: Reading 1, 2

Grade 1: Media Literacy 1

Grade 2: Oral Communication 1

Grade 2: Reading 1, 2

Grade 2: Media Literacy 1

Grade 3: Oral Communication 1

Grade 3: Reading 1, 2

Grade 3: Media Literacy 1

Specific Curriculum Expectations:

Music: Grades 1–3: C.2, C.3

Language:

For Grades 2 and 3, expectations (oral, reading, media literacy) are very similar (but are more extended).

Grade 1: Oral Communication 1.4, 1.5, 1.6

Grade 1: Reading 1.4, 1.5, 1.8, 2.4

Grade 1: Media Literacy 1.3, 1.4

LEARNING GOALS

Students will:

- Listen to and analyze a variety of jazz music
- Understand the impact of jazz music in Canadian and world culture
- Be introduced to prominent past and present Black Canadian jazz musicians/artists and their impact inside and outside the arts community
- Develop movement interpretations to various jazz music pieces to describe their understanding of the stories, experiences, feelings and thoughts presented within them

POSSIBLE SUCCESS CRITERIA

- Describe understanding of jazz music and the message it communicates
- Describe the contribution Black Canadian jazz musicians have made to the music industry
- Describe the historical context of jazz music
- Share their interpretation of jazz music pieces through movement

Culminating Task: Develop and perform movements and beats that represent the context of the music presented

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Open space for movement
- Areas for small group work for WS 4 Placemat
- An enlarged version of WS 4 Placemat for each group of four to five students
- Writing and erasing utensils

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Chart paper or a white board
- Markers
- Book:
 - Farmer, B. (2015). *Oscar Lives Next Door: A Story Inspired by Oscar Peterson’s Childhood*. Toronto, ON: Owlkids.
- Links:
 - [“Morning: Barcarolle”](#) by R. Nathaniel Dett, performed by Leon Bates.
 - [Oscar Peterson Biography](#)
 - [“Hymn to Freedom”](#) performed by Oscar Peterson
 - [“All the Things You Are”](#) performed by Charlie Biddle
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template

- WS 3 Thinking Web prepared on chart paper or whiteboard, or projected through a document camera
- WS 4 Placemat (enlarged on chart paper for four to five students)

TEACHING AND LEARNING STRATEGIES

Activating Schema: Listening Party, Thinking Web

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Placemat, Individual and Collaborative Interpretation of Music

Consolidating the Learning Experience: Reflection Sheet

Background Information for Teachers

Before the lesson: This lesson may be divided into several shorter lessons leading to the culminating task of creating movement to a particular piece of jazz. Consider having a large area in which learners move and work collaboratively to the music. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively and independently. Using the information links included, read about the artists before starting this lesson in order to gain a stronger understanding of their experiences and musical influences. Consider connections of this musical genre to other genres the students are familiar with. Though only a few artists are introduced in this lesson, consider including other artists to expand learners' exposure to the genre. You may replace the jazz genre with other genres of music.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Listening Party, Thinking Web

Let students know that they will be listening to some music and will be sharing their ideas with a partner. They may close their eyes and lie down to better listen to the music if they choose. Prepare and play "[*Morning: Barcarolle*](#)" by Nathaniel Dett on the computer, but only play the first half of the piece.

Listening Party: Have students sit face-to-face and knee-to-knee after listening to this particular section of the music. Have the students share their own and their partner's response to one or more of the following prompting questions:

What instrument do you hear in this piece of music?
 Who do you think is playing? Why do you think this?
 What mood is the music sharing with the audience?

Play the second half of the piece. Have students sit face-to-face and knee-to-knee after listening to this particular section of the music. Have your chart paper (or whiteboard) version of WS 3 Thinking Web in view of students. Have them share their own and their

partner's response to one or more of the following prompting questions while recording their thoughts, leaving the centre bubble blank:

What did you hear in this piece?

Was the music fast, upbeat, fun, slow and/or melodic?

How did the music make you feel?

Did this music remind you of anything that you have heard or seen?

When students have finished generating ideas on WS 3 Thinking Web, explain that this music genre is called jazz. Write the word in the centre bubble.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Placemat, Individual and Collaborative Interpretation of Music

Share that jazz is a type of music that largely originated with Black American and Black Canadian communities. It was a means for them to express themselves and their histories. Many people influenced this music in Canada. One of these Black Canadian artists is Oscar Peterson. Using information from Oscar Peterson's [online biography](#), highlight aspects of his life, which may include the following:

- He was a jazz pianist, composer and educator.
- He was regarded as one of the greatest jazz pianists of all time.
- He won a Juno Award and eight Grammy Awards.
- He was the first recipient of the Governor General's Performing Arts Award for Lifetime Achievement.
- He was raised in a family of musicians.
- He toured all over the world.
- He wrote many songs that highlight the beauty of Canada and Toronto in particular.
- During the 1960s, many people of Black descent felt that they were not being treated fairly, based only on the colour of their skin. Many were not allowed to go to certain schools, stores or hospitals, to vote or even to drink out of water fountains, just because of their race. They wanted change. One way to bring attention to this was through dance, art and music.

Oscar Peterson composed and played a song that was considered an anthem or theme song for this important part of history for Black American and Black Canadian people. It was called "Hymn to Freedom." A hymn is a song or poem, and Peterson was using his music to sing a song of freedom for all. You may decide to read the book *Oscar Lives Next Door: A Story Inspired by Oscar Peterson's Childhood* to share more about Oscar Peterson's life and musical influences.

Placemat: Have students go to desks or arrange themselves in groups of four. Give each group a WS 4 Placemat.

Play the first half of Oscar Peterson’s “[Hymn to Freedom](#)” on screen so students can see the artist as well as hear the music. When you stop the video, have the students write in their section of the placemat their own responses to one or more of the following prompting questions (leaving the centre box blank):

- What instruments are being used in this piece?
- What mood is the music sharing with the audience?
- Was the music fast, upbeat, fun, slow and/or melodic?
- How did the music make you feel?
- Did this music remind you of anything that you have heard or seen?
- What do you notice about the artists as they are playing?

Before playing the second half of Oscar Peterson’s “[Hymn to Freedom](#)” on screen, let the students know that they should be looking for evidence to answer the following questions:

- Why do you think this piece was called “Hymn to Freedom”?
 - What do you hear or see that makes this a good name for this piece?
- Play the video to the end, reiterate the thinking questions and then ask students to share with the other students in their group what they wrote in their individual sections.

After this sharing, ask the students to think about and share what they think is the most important thing to know about this jazz music piece. When they have decided as a group, they should write their group’s response in the centre box. Facilitate as each group shares what they think is the most important thing to know. Tell students that they will be listening to another piece of jazz music, this one written and performed by Charlie Biddle. He was a bassist who was influential in promoting jazz music in Canada. His efforts helped to start the Montreal Jazz Festival, which is one of the most prestigious jazz festivals in the world. Tell students the name of the piece—“[All the Things You Are](#)”—and have students discuss with a partner what they think the piece is about and what it will sound like. Students share their thinking with the class community and you can record the ideas on chart paper or a whiteboard.

Play the first half of Charlie Biddle’s “All the Things You Are” for the students to listen to and make connections to the ideas documented on the chart/whiteboard. As you are about to play the second half of the piece, ask students to consider ways they could move their body to the music. Play the second half of the piece. After the music is finished, have students share in words and with their body, ways they could move to the music. You can show examples of what is appropriate (e.g., moving arms in a waving motion, marching, bending at knees, lifting knees, twisting and turning in a variety of ways, etc.).

Individual Interpretation: Tell students that you will play the song again and they can move to the music using movements they thought up or they saw others do during the sharing. Remind students to be mindful of space and safety when moving their bodies. Play the song again and have students interpret the music with their body movements. Assess students’ ability to use the tone, pace and mood to interpret the music, and invite students to share their movements with the class.

Collaborative Interpretation: Tell students that they will now have the opportunity to work with a partner to collaboratively come up with a group movement piece that shows their understanding of the same music. Students are placed in partnerships and given time to work together to develop a short (30-second) movement piece to “All the Things You Are.” Circulate while this is going on, supporting groups as they work together.

After the students have been given enough time, they share their movement with another partnership and share one star and one next step to provide feedback to the other partnership. When an appropriate amount of creation time has been given, the students share their interpretation. This can be done as a performance to the entire class, with all partnerships sharing at the same time, two partnerships performing at a time, or in another way.

STEP C: ASSESSMENT OF LEARNING

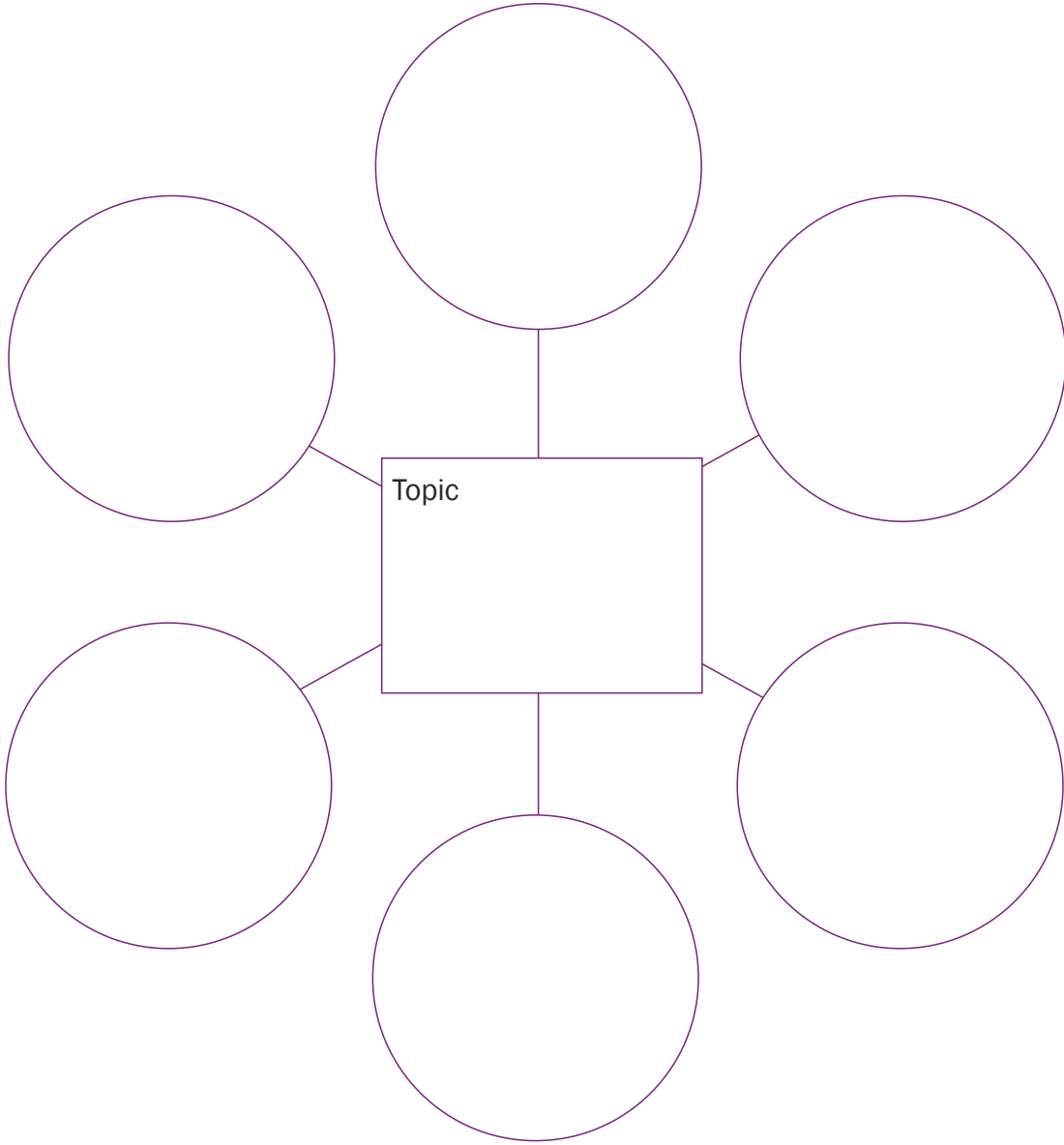
Consolidating the Learning Experience: Reflection Sheet

On paper, students write and/or draw what they know about jazz music in Canada and how it makes them and others feel based on the experiences they have had with the three pieces of music.

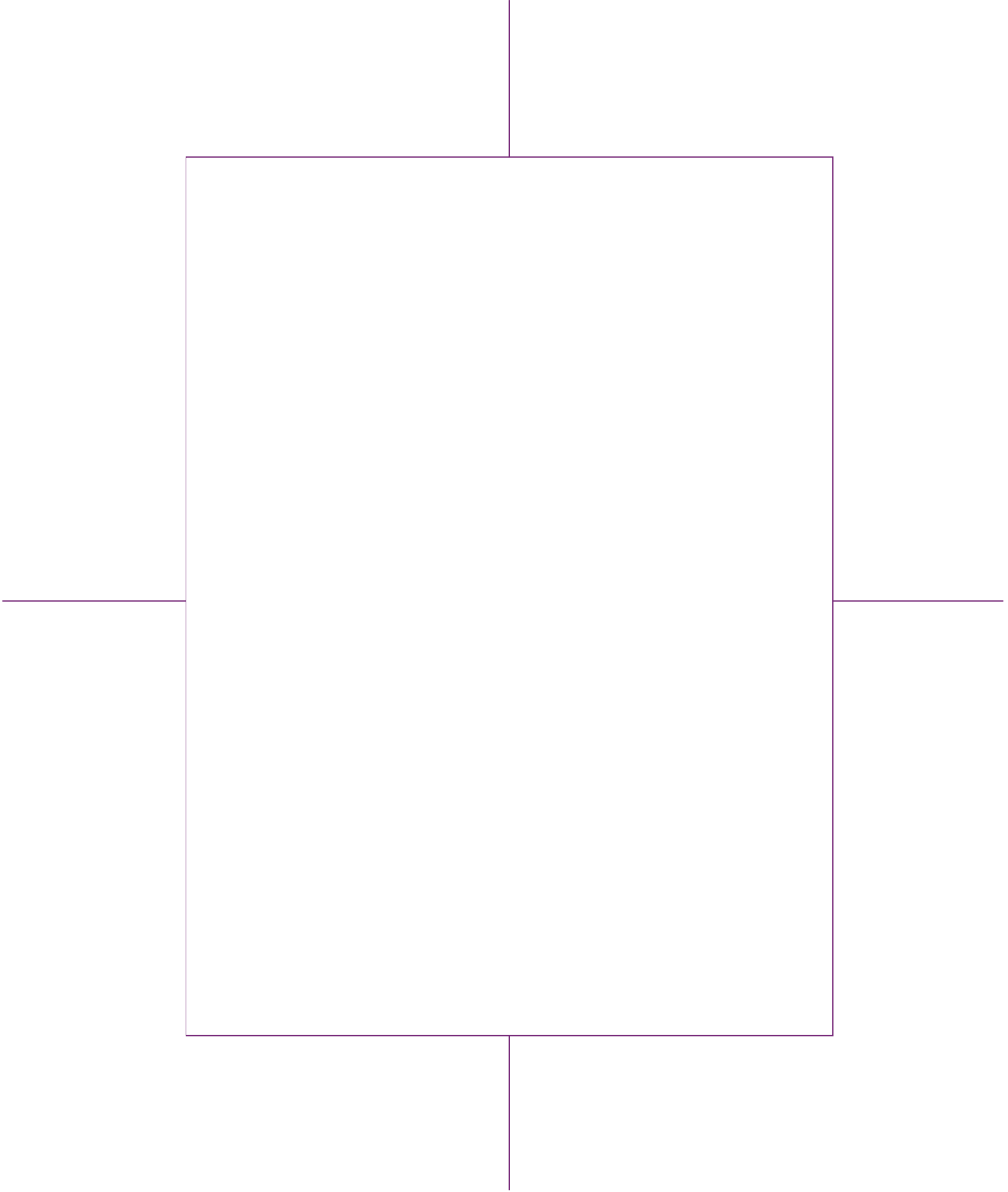
WORKSHEETS

- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Thinking Web
- WS 4 Placemat

WS 3 THINKING WEB



WS 4 PLACEMAT



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**BLACK
CANADIAN
POLITICIANS**

**LINCOLN
ALEXANDER—
LEADING
CHANGE**

BLACK CANADIAN POLITICIANS: LINCOLN ALEXANDER—LEADING CHANGE **(4–6 LITERACY BLOCKS)**

OVERALL QUESTION

How can you use political influence to support social change within communities?

GUIDING QUESTION

- How have Black Canadian political leaders effected change in Canadian government and for the communities that they serve?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A.1, A.3, B.1

Grade 3: Heritage and Identity: Our Changing Roles and Responsibilities A.3

Specific Curriculum Expectations:

For Grades 2 and 3, expectations (reading, media literacy) are similar (but are more extended).

Language:

Grade 1: Reading 1.5

Grade 1: Media Literacy 1.5

LEARNING GOALS

Students will:

- Understand the roles and responsibilities that Black Canadian political leaders have had in Canada
- Understand the impact that Black Canadian political leaders have had on government policies and practices
- Understand the impact that Black Canadian political leaders have had on the communities they serve
- Understand the impact of the role that we each play in our community

POSSIBLE SUCCESS CRITERIA

- Describe the roles and responsibilities that Black Canadian political leaders have had in Canada
- Describe how the roles and responsibilities of Black Canadians have effected change in government and the communities they serve
- Share how we can make a difference in our communities

- Make connections between what Black Canadian political leaders have done and what we can do to make a difference

Culminating Task: Students complete a response template that consolidates their understanding about Lincoln Alexander and his roles, responsibilities and impact on government and the communities he served.

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Four printed images selected from WS 4 Visual Images A – Lincoln Alexander, WS 5 Visual Images B – Lincoln Alexander or WS 6 Visual Images C – Lincoln Alexander
- Open space in which to collaborate in small groups
- Markers
- writing and erasing utensils
- WS 7 Lincoln Alexander Response Graphic Organizer

Teachers will need:

- Learning goals and success criteria posted
- Chart paper
- Markers in different colours
- Access to AV equipment (i.e., computer, projector, document camera, etc.)
- Internet access
- Links:
 - [Lincoln Alexander](#) – The Canadian Encyclopedia
 - [Lincoln Alexander](#) Biography – McMaster University
 - [Lincoln Alexander](#) – “Lincoln Alexander to Lie in State at Ontario Legislature,” Toronto Star
 - Lincoln Alexander Video: [A Linc in Time](#). Nicole Brooks
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Paper Doll Template prepared on chart paper (two copies)
- WS 4 Visual Images A – [Lincoln Alexander](#)
- WS 5 Visual Images B – [Lincoln Alexander](#)
- WS 6 Visual Images C – [Lincoln Alexander](#)
- WS 7 Lincoln Alexander Response Graphic Organizer

TEACHING AND LEARNING STRATEGIES

Activating Schema: What We Know, What We Think: Paper Doll Template

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Picture Word Induction Model (PWIM), Four Corners Activity.

Consolidating the Learning Experience: Lincoln Alexander Response Graphic Organizer

Background Information for Teachers

Before the lesson: This lesson may be divided into several shorter lessons leading to the culminating task. Using the information links included, learn about Lincoln Alexander before starting this lesson in order to gain a stronger understanding of his accomplishments, experiences and struggles. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively and independently. Consider connections between this lesson and other curriculum areas that the students have experience with. Though only one Black Canadian political leader is introduced in this lesson, consider including other Black Canadian political leaders to expand learners' exposure to a variety of individuals.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: What We Know, What We Think: Paper Doll Template

Bring students to the carpet and let them know that as a class they will be learning about political leaders' roles and their responsibility to meet the needs of the people whom they serve. "We will start by thinking about what we know about political leaders." Display (or project) WS 3 Paper Doll Template so that all students can view it. Have the students discuss with their elbow partner what they know about people who work in politics. As students come up with responses, discuss with the students if their idea is something that is inside the person (part of their personality—e.g., they are caring, thoughtful, smart, innovative, etc.) or outside the person (a role or responsibility they have—e.g., to take care of people, work at Parliament, have meetings, speak with people, go to events, etc.). Write their responses in the appropriate part of the paper doll template (inside or outside the figure's body).

Once several ideas have been shared and documented on the paper doll template, ask the learners what they think a political leader should do. Write these ideas on the paper doll template in a different colour. Discuss the idea that political leaders help to make sure that all the people have what they need and are treated fairly and with respect. They find out what the problems/issues are by knowing the people who live and work in the community and then find ways to help through their work/influence in the government (i.e., making policy, changing laws, asking questions, getting help from other community helpers, etc.).

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Picture Word Induction Model (PWIM),

Four Corners Activity: Prepare to display or project one of the images from WS 4 Visual Images A – Lincoln Alexander, WS 5 Visual Images B – Lincoln Alexander or WS 6 Visual Images C – Lincoln Alexander for all the students to view. Tell students that they will be viewing an image of a political leader and will have a discussion with their elbow partner about what they see, hear, feel, infer and predict about the image to tell a story about the

people and events in the image. Do not tell the students in advance who the person is. Have students view the image. Students will share their ideas with the class community. As they share, write down their ideas around the projected image on chart paper or a whiteboard so that connections can be made between the image and their paper doll ideas. Encourage discussion using the following probing questions:

- Who are the people in the image?
- What are they doing?
- Where are they?
- How are the different people in the image connected?
- What information do we get from what we see in the background?
- What role do you think each person has in the image?
- What does this image say about who the person is?
- Who do you think is the politician in this image? How do you know?
- Who is not in the image?
- If we were to “zoom out” on this image, what else/who else might we see in the image?
- What sounds/words might we be hearing in the image?
- What do we know about this person based on what we infer in this image?

Share with students that the person in the image is Lincoln Alexander, who was a political leader in Canada. Discuss any connections between their thinking on the paper doll template compared to their thinking around the image of Lincoln Alexander. Ask students what they think they know about Lincoln Alexander based on the image they viewed and discussed as a class. Have several students respond and document important ideas.

Four Corners Activity: Place four other images of Lincoln Alexander from WS 4 Visual Images A – Lincoln Alexander, WS 5 Visual Images B – Lincoln Alexander or WS 6 Visual Images C – Lincoln Alexander around the room (either on walls or on tables) with chart paper underneath.

Tell learners that they will be looking at other images of Lincoln Alexander to get more information about him. Place students in small groups (three to four students), giving each group a marker. Each group will go to one of the “corners” to view and discuss what they see, hear, feel and infer about Lincoln Alexander and his various roles and responsibilities. Have them jot their ideas on the chart paper. After some time, have groups move to another corner, read the ideas of the previous group and add any new ideas they have based on their interpretation of the image. As students are working, you should circulate to get a sense of the students’ thinking and the level of their inferencing based on the images, asking probing questions to those groups that require it to extend and/or focus their thinking. Continue this process until all the groups have viewed the images in the four corners and returned to their original image.

Bring the class together, and have a new, blank copy of WS 3 Paper Doll Template, titled “Lincoln Alexander,” in view of learners. Have each group share what they know about Lincoln Alexander based on the Four Corners activity.

The following questions can be used to help guide the class discussion:

- What do you think his role was in the government?
- What do you think was something important that he did?
- Do we have any clues as to successes he may have had?

As students share thinking, discuss if that is part of the inside (personality/characteristics) or the outside (roles/responsibilities) of who Lincoln Alexander is. Write the students' ideas in the appropriate part of the template (inside or outside the figure's body). You can now use the same images from the Four Corners activity as the backdrop to share highlights of the roles, responsibilities, triumphs and challenges that Alexander had throughout his life and career.

Highlights include:

- He joined the Royal Canadian Air Force in 1942 although there was a restriction of non-whites from entering service.
- He went to university after the Second World War and became a lawyer.
- He entered politics in 1965.
- He became the first Black Canadian to sit in the House of Commons.
- He was appointed Minister of Labour by Prime Minister Joe Clark (Conservative).
- He became the first Black Canadian lieutenant-governor (of Ontario) in 1985.
- He took an active role in the multicultural affairs of Ontario.
- He received the Order of Canada in 1992.
- He contributed to the inclusiveness of Canada today.
- He was honoured when several schools and parks were named after him in appreciation of his accomplishments.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Lincoln Alexander Response Template

Show the class WS 7 Lincoln Alexander Response Graphic Organizer. Tell students that they are going to write in the web as many ideas as they can about what they now know about Lincoln Alexander and his roles and responsibilities in Ontario and Canada. They may use the Four Corners charts and the paper doll templates to help their thinking. Once they have completed the web, they use it to complete the statements at the bottom with their own thinking, based on what they understand about Lincoln Alexander.

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

WS 3 Paper Doll Template

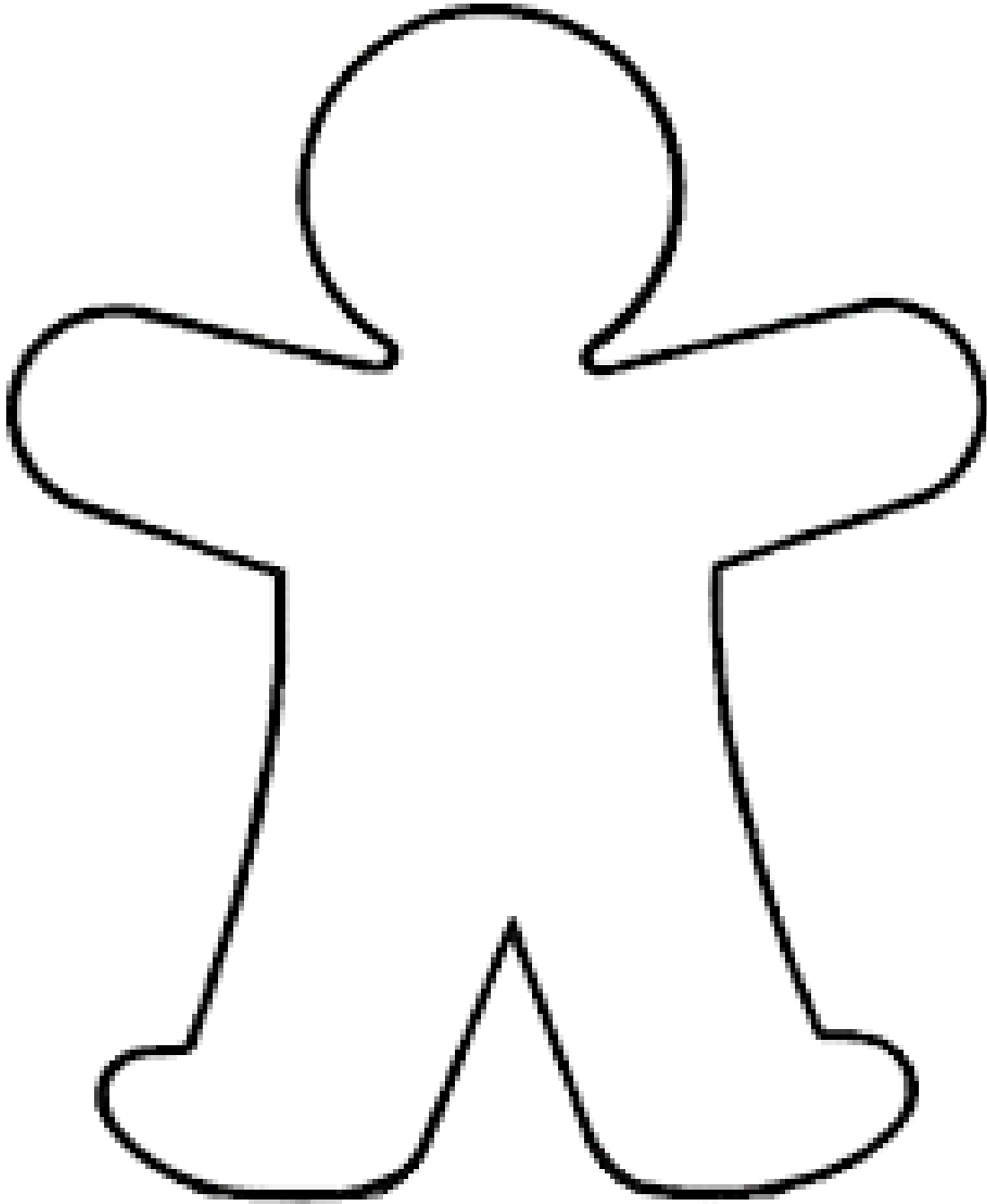
WS 4 Visual Images A – [Lincoln Alexander](#)

WS 5 Visual Images B – [Lincoln Alexander](#)

WS 6 Visual Images C – [Lincoln Alexander](#)

WS 7 Lincoln Alexander Response Graphic Organizer

WS 3 PAPER DOLL TEMPLATE



WS 4 VISUAL IMAGES A - LINCOLN ALEXANDER



WS 5 VISUAL IMAGES B - LINCOLN ALEXANDER



WS 6 VISUAL IMAGES C – LINCOLN ALEXANDER

LINCOLN ALEXANDER

"It is not your duty to be average. It is your duty to set a higher example for others to follow. I did. You can. You will."

©2013 Parliamentary Works for Students. Member Public School - Agincourt, Ontario, M1S 2S2

- 1945 Graduated from McGill University with a B.A. in Economics and History.
- 1948 Graduated from Osgoode Hall Law School.
- 1949-50: 1st Black Cabinet Minister.
- 1950-55: Ontario MPP (Lieutenant Governor, first Black person to hold this office in Canada).
- 1959-65: Chancellor of the University of Guelph.
- 1960: Appointed a Companion of the Order of Canada, and to the Order of Ontario.
- 1976-82: Chairman, Canadian Race Relations Foundation.

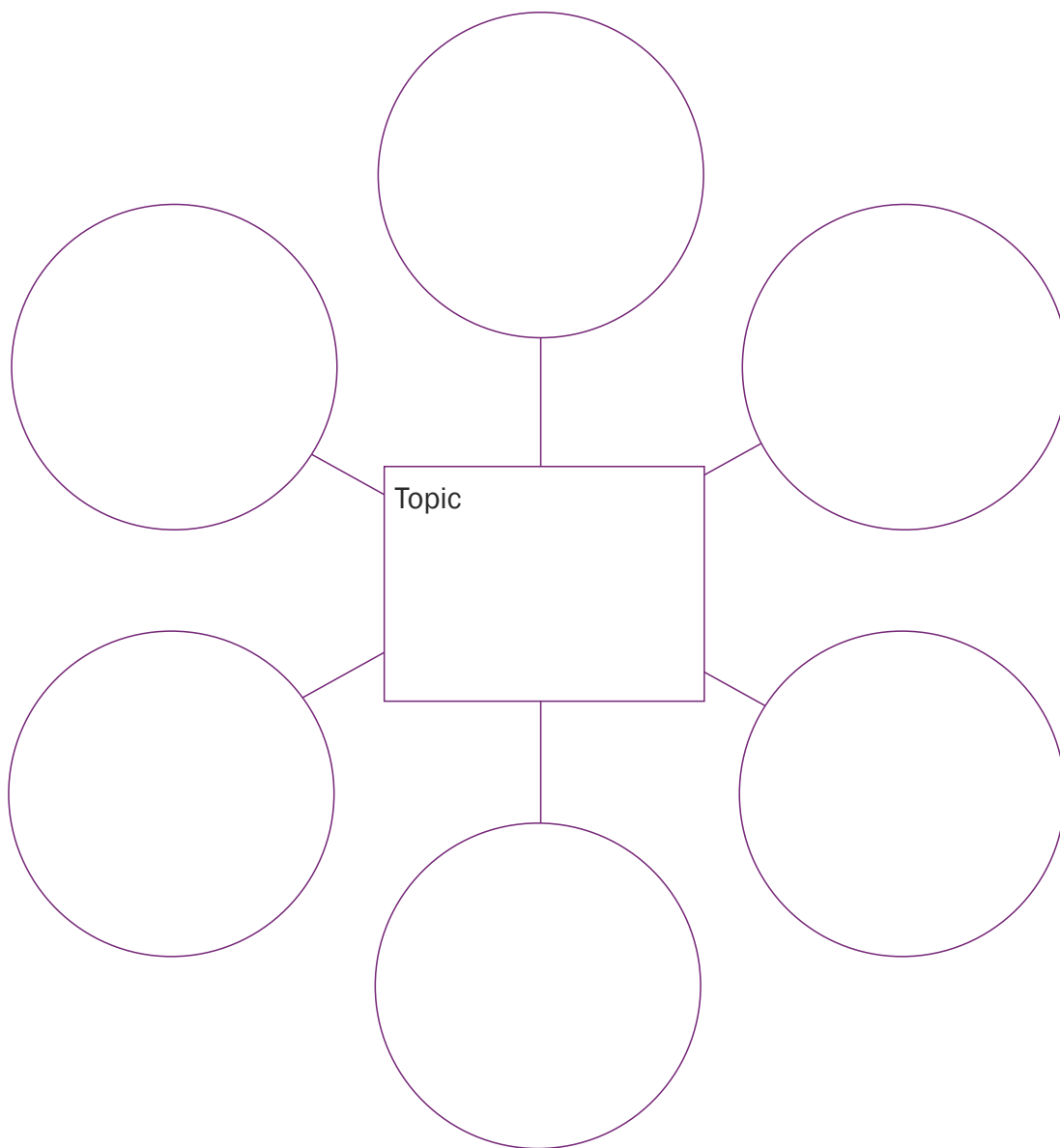
BLACK HISTORY MONTH 2013

Parliamentary Works for Students
Education: the empowerment of the young people in Ontario and Ontario
Photos: courtesy of The Hamilton Spectator
Page by: White Star Image Enhancement

A life of service, a beacon of hope, courage, and determination.

WS 7 LINCOLN ALEXANDER RESPONSE GRAPHIC ORGANIZER

Lincoln Alexander: Creating Change



What I know about Lincoln Alexander

What I learned about Lincoln Alexander:

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**BLACK
CANADIAN
SCIENTISTS,
MEDICAL
PROFESSIONALS
AND INVENTORS**

BLACK CANADIAN SCIENTISTS, MEDICAL PROFESSIONALS AND INVENTORS **(3–4 LITERACY BLOCKS)**

OVERALL QUESTION

How have the contributions of Black scientists, physicians and inventors made an impact on society?

GUIDING QUESTIONS

- What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?
- How do the Black community's historical triumphs and struggles impact its contemporary issues?
- What were some of the challenges Black Canadians faced and how did their communities help deal with them?
- How did Black Canadian communities seek social change?
- What shared experiences have shaped the lives and stories of Black people in Canada?
- How have the lives and stories of Black Canadians helped to shape Canadian identity?
- What role does gender play in the perspectives of Black Canadians presented in the stories we share? Whose voices are heard and whose voices are often silenced?

CURRICULUM CONNECTIONS

Codes below are from the Ontario Curriculum. Find full specific expectation lists [here](#).

Overall Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1, A3

Grade 2: Heritage and Identity: Changing Family and Community Traditions A3

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A2, A3

Specific Curriculum Expectations:

Social Studies:

Grade 1: Heritage and Identity: Our Changing Roles and Responsibilities A1.1

Grade 2: Heritage and Identity: Changing Family and Community Traditions A3.1

Grade 3: Heritage and Identity: Communities in Canada, 1780–1850 A2.1, A3.1

LEARNING GOALS

Students will:

- Understand the impact of racial discrimination/and sexism on the livelihood of Black Canadians past and present in the areas of science, medicine and inventorship

POSSIBLE SUCCESS CRITERIA

- Provide examples of what fairness, equality, separation and acceptance look like, feel like and sound like
- Begin to understand what gender equity and racial discrimination is and why it is important to advocate for it
- Begin to consider the skills required to become a scientist, medical professional and/or inventor

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Writing and erasing utensils
- WS 3 Word Journal
- WS 5 KWHL Graphic Organizer
- Access to computer and Internet
- WS 6 5 Ws and H Graphic Organizer

Teachers will need:

- Learning goals and success criteria posted
- Glossary of Terms
- Chart paper
- Markers
- Paper strips to write down Word Wall words
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Book: Coleman, E. (1996). *White Socks Only*. Park Ridge, IL: Albert Whitman & Company.
Related video clip: [click here](#)
- Links:
 - [*"The ABC's of Black Inventors: A Children's Guide"*](#)
 - [*Dr. Anderson Ruffin Abbott*](#)
 - [*Elijah McCoy*](#)
 - [*Dr. William Henry Fitzbutler*](#)
 - [*Dr. Sarah H. McCurdy Fitzbutler and Dr. William Henry Fitzbutler*](#)
 - [*Scholastics – Black History*](#)
 - [*12 Books About Black Inventors*](#)
 - [*Black Inventors*](#)
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Word Journal
- WS 4 Physician, Scientist and Inventor Graphic Organizer
- WS 5 KWHL Graphic Organizer
- WS 6 5 Ws and H Graphic Organizer

TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Journal, Word Wall, Reading, Debriefing Discussion

Categorizing Thinking to Build New Knowledge: 5 Ws and H and Physician, Scientist and Inventor Graphic Organizers, Research

Consolidating the Learning Experience: Oral Discussion and Documentation of Thinking: Anchor Chart, KWHL Graphic Organizer

Background Information for Teachers: Before the lesson: Based on the students' abilities, the activities may need to be whole-class, teacher recorded. If students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart. You will be adding words to the class Word Wall to ground and connect each of the lessons. To consolidate the learning experience, in each lesson you and the students will add words that were introduced in or are important to the lesson. Have WS 2 Anecdotal Observations/ Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively. Students will investigate a physician, scientist or inventor of Black heritage and use their research to fill out WS 6 5 Ws and H.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Journal, Word Wall, Reading, Debriefing Discussion

Begin by asking students what they think the words acceptance, fairness, gender, gender equality, race, racism and segregation mean. Write each word or phrase on the Anchor Chart and list students' ideas under each one.

Acceptance: willingness to tolerate and include.

Fairness: treating people in a way that does not favour some over others.

Gender: a person's self-identification between male and female (typically used with reference to social and cultural differences rather than biological ones).

Gender equality: treating people the same regardless of their gender.

Race: a social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture and/or facial features.

Racism: a belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in

the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth, and social status.

Segregation: the enforced separation of groups in a community.

As a whole class, discuss what the words mean. What is the same and different about their meanings? Explore the concepts of male/female roles; separating people based on gender, race or ability; etc. Combine words into compounds like gender equality and draw parallels to separation and segregation. Provide time for students to share personal stories or examples using these words. Have students print and define the words on WS 3 Word Journal. Add the words to the Word Wall as part of the unit's vocabulary. Consider asking deeper, more critical questions:

“Why do you think people are treated differently?”

“How are they treated differently?”

“Can you give some examples of this?”

Have students Think-Pair-Share with their elbow partner. Use the Glossary of Terms to support their use of the language. Read the story *White Socks Only* by Evelyn Coleman or show the [video](#).

Debrief: Ask students if some of the words they learned at the beginning of class can be used to describe aspects of *White Socks Only*. Provide time for students to share in a large group setting. If clarification is required, ask students to provide you with an example of gender inequality or racial discrimination from the story.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: 5 Ws and H and Physician, Scientist and Inventor Graphic Organizers, Research

Have your chart paper version of WS 4 Physician, Scientist and Inventor Graphic Organizer in view of learners, with a marker ready to document their thinking.

“We’re going to think about people who are physicians/doctors, scientists and inventors. What does a physician/doctor do? How do they do it? Where do they do it? What skills do they need?” Record students’ ideas on WS 4 Physician, Scientist and Inventor Graphic Organizer. Ask the same questions about scientists and inventors, and fill in the graphic organizer.

Facilitator Note: Leading questions may be required: “Can you think of different types of doctors?” “What types of things have been discovered by scientists?” “Can you think of things we use every day that were invented?” (Light bulbs, furnace, folding bed, laser surgery device, lawn sprinkler, etc.).

[Dr. Sarah H. McCurdy Fitzbutler and Dr. William Henry Fitzbutler Scholastics – Black History](#)

View the video [“The ABC’s of Black Inventors: A Children’s Guide”](#)

Give each student a copy of WS 5 KWHL Graphic Organizer.

“What do you know about Black doctors, scientists and ? What more do you want to learn about Black doctors, inventors and scientists?” Ask students to fill in the graphic organizer columns “What I Know,” “What I Want to Know” and “How I Will Find Information.” They will leave “What I have Learned” blank for now.

“We are going to learn about some incredibly strong people who have worked hard to become the best in their profession.” Students will work individually or in pairs to research a physician, scientist or inventor of Black heritage and fill out WS 6 5 Ws and H, using the following links and resources:

- [Dr. Anderson Ruffin Abbott](#)
- [Elijah McCoy](#)
- [12 Books About Black Inventors](#)
- [Black Inventors](#)

As a class, discuss the information required to complete each section of WS 6 5 Ws and H.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Oral Discussion and Documentation of Thinking: Anchor Chart, KWHL Graphic Organizer

“The other day we had the opportunity to learn more about some remarkable Black physicians/doctors, scientists and inventors.” Explain how Black physicians/doctors, scientists and inventors may have had different barriers when trying to make their contributions to the field. Have students discuss what they think is the reason for this. Ask them if some of the words they learned the other day (acceptance, fairness, gender, gender equality, race, racism and segregation) can be used to describe aspects of the lives of the Black physicians/doctors, scientists and inventors they learned about. Provide time for students to share in a large group setting and record the ideas on the Anchor Chart. Have students take out their WS 5 KWHL Graphic Organizer and fill in the last column, “What I Have Learned.”

WORKSHEETS

- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Word Journal
- WS 4 Physician, Scientist and Inventor Graphic Organizer
- WS 5 KWHL Graphic Organizer
- WS 6 5 Ws and H Graphic Organizer

WS 2 ANECDOTAL OBSERVATIONS/CONFERRING TRACKING TEMPLATE

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

WS 3 WORD JOURNAL

1. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

2. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

3. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

4. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

5. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

6. Word: _____

Pronunciation: _____

Definition: _____

Use the word in a sentence: _____

WS 4 PHYSICIAN, SCIENTIST AND INVENTOR GRAPHIC ORGANIZER**What Does a Physician, Scientist and Inventor Do?**

Profession	What Do They Do?	How Do They Do It?	Where Do They Do It?	What Skills Do They Need?
Physician				
Scientist				
Inventor				

WS 5 KWHL GRAPHIC ORGANIZER**Black Physicians, Inventors and Scientists**

What I KNOW	What I WANT to Know	HOW I Will Find Information	What I Have LEARNED

WS 6 5 WS AND H GRAPHIC ORGANIZER

Name of Person:

(Circle one) Scientist Physician Inventor

Who Is This? Tell About this Person	What Did They Do? Give Examples of What They Did	Where Did They Do It?	Why Did They Do It? Was It Easy or Difficult? Why?	How Did They Do It?

<http://www.qjlongform.com/black-history-month/balakumar.html>



GLOSSARY OF TERMS

GLOSSARY OF TERMS: A COLLECTION OF COMMON TERMS AND DEFINITIONS RELATED TO RACE AND IDENTITY IN ONTARIO

Acceptance. An affirmation and recognition of people whose race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, abilities or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

Accommodation. An adjustment made to policies, programs, guidelines or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code or other factors. (Refer to the *Ontario Human Rights Commission's Guidelines on Accessible Education and Policy and Guidelines on Disability and the Duty to Accommodate*, at ohrc.on.ca.)

African Canadian.** A Canadian of African descent.

Anti-Black racism.** Prejudice, stereotyping and discrimination directed against Black people. Anti-Black racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Anti-discrimination education. An approach that seeks to eliminate from an educational system and its practices all forms of discrimination based on the prohibited grounds identified in the *Ontario Human Rights Code* and other factors. Anti-discrimination education seeks to identify and change educational policies, procedures and practices that may unintentionally condone or foster discrimination, as well as the attitudes and behaviours towards a group that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to discrimination, power and privilege. Anti-discrimination education promotes the removal of discriminatory biases and systemic barriers.

Anti-racist.** Seeking the elimination of racism in all its forms, including systemic, institutional, structural, subtle, and individual racism.

Anti-racist education. An approach that integrates the perspectives of Aboriginal and racialized communities into an educational system and its practices. Antiracist education seeks to identify and change educational policies, procedures and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power and privilege. Antiracist education promotes the removal of discriminatory biases and systemic barriers based on race.

Barrier. An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits or advantages that are available to other members of society.

Bias. An opinion, preference, prejudice or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgments.

Black.** A person with dark skin who comes from Africa (or whose ancestors came from Africa) who identifies as Black or who is labelled as Black.

Code grounds. The grounds of discrimination under the *Ontario Human Rights Code*: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, disability, age, marital status (including same-sex partners), family status, receipt of public assistance (in housing accommodation only), and record of offences (in employment only). People are also protected from discrimination based on intersecting grounds (see intersectionality), or association with someone who identifies with a Code ground, or when they are perceived to be a member of a group identified by a Code ground. (Refer to www.ohrc.on.ca/en/commission/about.)

Colour line.** Social or political barrier/restrictions imposed by whites on non-whites based on differences in skin colour. The social and legal practice of individuals, businesses or government institutions not allowing people of a different skin colour to do the same things or be in the same places as white people.

Culture. The totality of ideas, beliefs, values, knowledge, language and way of life of a group of people who share a certain historical background.

Discrimination. Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the *Ontario Human Rights Code* (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Diversity. The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.

Dominant group. A group that is considered the most powerful and privileged of groups in a particular society and that exercises power and influence over others through social and political means.

Equity. A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnicity. The shared national, ethnocultural, racial, linguistic and/or religious heritage of a group of people, whether or not they live in their country of origin.

Fair. Treating people equally without favouritism or discrimination.

Gay. An individual who is emotionally/romantically/sexually/physically attracted to and/or involved with other individuals of the same sex.

Gender. A term that refers to those characteristics of women and men that are socially constructed. (See also sex; gender identity.)

Gender expression. The manner in which individuals express their gender identity to others. A person's gender expression is often based on a social construct of gender, which is either stereotypically male or female. However, some individuals who do not see themselves as being male or female but as some combination of the two genders, or as without gender, choose to express their identity in terms of a multiple gender model, mixing both male and female expressions.

Gender identity. A person's sense of self, with respect to being male or female. Gender identity is different from sexual orientation and may be different from birth-assigned sex. (Refer to the *Ontario Human Rights Commission's Policy on Discrimination and Harassment because of Gender Identity* at ohrc.on.ca.)

Harassment. A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching or other behaviour (including the display of pictures) that insults, offends or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating and hostile.

Hate crime. A criminal offence, perpetrated on a person or property, that is motivated by bias or prejudice based on actual or perceived race, ancestry, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, gender identity, sexual orientation or other, similar factors. Hate crimes can involve intimidation, harassment, physical force or threats of physical force against a person or an entire group to which the person belongs. (Any act, including an act of omission, that is not a criminal offence but otherwise shares the characteristics of a hate crime is referred to as a hate incident.)

Hate propaganda. Ideas, beliefs and ideologies transmitted in written, oral or electronic form for the purpose of creating, promoting, perpetuating or exacerbating antagonistic, hateful and belligerent attitudes or actions against a particular group or groups of people.

Human rights. Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the *Ontario Human Rights Code* or other factors.

Inclusive education. Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected.

Intersectionality. The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the *Ontario Human Rights Code*, or other factors, which may result in additional biases or barriers to equity for that individual or group.

Invisible minority. People who may experience social inequities on the basis of factors that may not be visible, such as a disability or sexual orientation. The term may refer to a group that is small in number or it may connote inferior social position.

Minority group. A group of people within a given society that has little or no access to social, economic, political, cultural or religious power. The term may refer to a group that is small in number or it may connote inferior social position.

Multicultural education. An approach to education, including administrative policies and procedures, curriculum and learning activities, that recognizes the experience and contributions of diverse cultural groups. One of the aims of multicultural education is to promote the understanding of and respect for cultural and racial diversity.

Ontario Human Rights Code (“the Code”). A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing and services. The goal of the Code is to address and prevent discrimination and harassment. (Refer to ohrc.on.ca.)

Positive school climate. The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

Power dynamics. The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment.

Power imbalance. A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment.

Prejudice. The prejudgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias or stereotypes.

Privilege. The experience of freedoms, rights, benefits, advantages, access and/or opportunities on the basis of group membership or social context, which is denied or not extended to members of all groups.

Race. A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture and/or facial features. The term is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background). There may be several ethnic groups within a racial group. (Refer to the *Ontario Human Rights Commission's Policy and Guidelines on Racism and Racial Discrimination*, at ohrc.on.ca.)

Racism.** A belief in the superiority of a particular race, and antagonism toward people of other races, particularly as a result of this prejudice. These beliefs can be deeply rooted in the rules, procedures, and practices of social systems and public and private institutions and intentionally or unintentionally prevent or limit members of racialized groups from being fully and equally included while preserving privilege and racial gaps in various areas including education, employment, wealth, and social status.

Racialization. The process through which groups come to be seen as different and may be subjected to differential and unequal treatment.

Segregation.** The separation or isolation of a race, class or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities or by other discriminatory means.

Sexism. Prejudice, stereotyping and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Social justice. A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties and full participation in the social, educational, economic, institutional and moral freedoms and responsibilities of that society.

Stereotype. A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the *Ontario Human Rights Code* or on the basis of other factors.

Systemic discrimination. A pattern of discrimination that arises out of apparently neutral institutional policies or practices that is reinforced by institutional structures and power dynamics and that results in the differential and unequal treatment of members of certain groups.

Visible minority. A group of people who may experience social inequities on the basis of factors that may be visible, such as race, colour and ethnicity, and who may be subjected to differential treatment. The term may refer to a group that is small in number or it may connote inferior social position. (See also racialized group.)

GLOSSARY CREDITS

Government of Ontario, *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, pages 81–91. ** Refers to definitions not included or have been modified from the above [document](#).

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