



ETFO BLACK CANADIAN CURRICULUM

JUNIOR TEACHER RESOURCE



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO



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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**Elementary Teachers' Federation of Ontario,
136 Isabella Street, Toronto ON Canada**



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

365

**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?
- How did race (and/or gender) impact or influence each athlete? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?

CURRICULUM CONNECTIONS

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

Overall Curriculum Expectations:

Social Studies:

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A1, A2, A3

Visual Arts:

Grade 4–6: D1

Specific Curriculum Expectations:

Social Studies:

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A1.2, A1.3, A2.5, A3.3, A3.7, A3.8

Language:

For Grades 5 and 6, expectations (oral, writing, reading, media literacy) are very similar (but are more extended).

Grade 4: Oral Communication 1.2

Grade 4: Writing 1.5

Grade 4: Reading 1.6

Grade 4: Media Literacy 1.5

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

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/she demonstrated perseverance, as it relates to a personal goal
- Present a visual portrait, using symbols of barriers

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Writing and erasing utensils
- WS 3 Placemat (1 copy enlarged on chart paper for each group of 3–4 students)
- WS 4 Athlete Graphic Organizer (1 for each group)
- Computer (1 for each group)
- Internet access
- 11" × 17" paper or chart paper (1 sheet for each group)
- WS 5 Barrier Symbols (will need multiples of each symbol)
- WS 6 Worksheet/Journal Entry

Teachers will need:

- Learning goals and success criteria posted
- Chart paper
- Markers
- Access to AV equipment (i.e., computer, projector, speakers, etc.)
- Internet access
- Links to photographs of Canadian sports teams:
 - [Toronto Raptors Team Image](#)
 - [Canadian Synchronized Swim Team Image](#)
 - [Canadian Women's National Soccer Team Image](#)
 - [Canadian Para-Athlete Skiers Image](#)
 - [Canadian Judo Team Image](#)
 - [Team Canada Golf Team Image](#)
 - [Canadian women's Curling Team Image](#)
 - [Canadian Men's Curling Team Image](#)
 - [Canadian Cricket Team Image](#)
 - [Saskatchewan Roughriders Football Team Image](#)
 - [Canadian Men's Volleyball Team Image](#)
 - [Canadian Track Team Image](#)
 - [Canadian Men's Hockey Team 2014 Image](#)
 - [Canadian Women's Hockey Team 2014 Image](#)

- [*“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)
- Video links and documents about the four athletes to be investigated:
- [*Herb Carnegie Video*](#): “Ice Hockey Pioneer Herb Carnegie on Trans World Sport”
- Herb Carnegie – [*The Canadian Encyclopedia*](#)
- [*Willie O’Ree Video*](#): “Rogers Hometown Hockey in Fredericton: Willie O’Ree Making History”
- Willie O’Ree – [*The Canadian Encyclopedia*](#)
- [*Angela James Video*](#): “Journey to the Hall: The Life of Angela James”
- Angela James – [*The Canadian Encyclopedia*](#)
- [*P.K. Subban Video*](#): “P.K. Subban’s Story” (Note: There is one swear word.)
- P.K. Subban Article: [*“The Making of P.K. Subban’s Big-League Heart,”*](#) The Toronto Star
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Placemat
- WS 4 Athlete Graphic Organizer
- WS 5 Barrier Symbols
- WS 6 Worksheet/Journal Entry

TEACHING AND LEARNING STRATEGIES

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

Categorizing Thinking to Build New Knowledge: Athlete Graphic Organizer

Consolidating the Learning Experience: Visual Portrait, Group Presentation, Worksheet/Journal Entry

Background Information for Teachers

Before the lesson: Post learning goals and success criteria for this 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 ask the pairs to finish. Bring the whole class back to continue recording ideas on an Anchor Chart. For each of the athletes, there is a video clip and a short biography. If you are unable to have access to six to eight computers at one time (as students are to work in six to eight groups), then as a class you can fill in WS 4 Athlete Graphic Organizer for each athlete. Alternatively, two subgroups for each athlete can work together, so four computers would be needed. Make photocopies of WS 5 Barrier Symbols: each group will need sets of hands, fence, door and wall. Be prepared to share your own stories or experiences about any assumptions or expectations about sports teams. Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively. Prepare chart paper to record the brainstorming observations of “What do you notice about the sports teams?” You will record key ideas. Prepare chart paper to display the quotes.

STEP A: ASSESSMENT AS LEARNING

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

Students will be viewing images of some Canadian sports teams. Each group of four students will have an enlarged copy of WS 3 Placemat. Students are to individually fill in their quadrant of their group's placemat, noting their observations and thoughts while viewing the images. For each picture, you can ask some of the following prompting questions (or list a few questions on the board beforehand):

"How do you know who is a player and who is a manager or a coach?" (Different uniforms, suits/ties, etc.)

"What do you notice about the players? Do they match what you think the players should look like in that sport? Does anything surprise you?" (Race, gender, culture, ability, height.)

"What do you notice about the synchronized swim team?" (All women.)

"What do you notice about the Saskatchewan Roughriders athletes? How about the Toronto Raptors?" (The majority of the players are Black.)

"What do you notice about the Canadian hockey teams, both the men's and the women's? Who do you see? Who don't you see?" (There are very few Black people or other racial minorities.)

"Within the picture (sport) itself or compared to the other sports teams?"

[Toronto Raptors Team Image](#)

[Canadian Synchronized Swim Team Image](#)

[Canadian Women's National Soccer Team Image](#)

[Canadian Para-Athlete Skiers Image](#)

[Canadian Judo Team Image](#)

[Team Canada Golf Team Image](#)

[Canadian Women's Hockey Team Image](#)

[Canadian Women's Curling Team Image](#)

[Canadian Men's Curling Team Image](#)

[Canadian Cricket Team Image](#)

[Saskatchewan Roughriders Football Team Image](#)

[Canadian Men's Volleyball Team Image](#)

[Canadian Track Team Image 2014](#)

[Canadian Men's Hockey Team Image 2014](#)

[Canadian Women's Hockey Team Image 2014](#)

After students view the images and record their thoughts, have them share some of their observations within their groups. Have them look for commonalities. Students are to decide on two or three points they want to share with the class and record them in the centre section of the placemat. As the groups share, record the main points on chart paper and have the students put a checkmark beside the common points on their placemat. Give the groups time to add to their own placemats if they are missing some of the big ideas. Ask the students to consider "I wonder why that is?" as you review some of the points. If necessary,

guide students to see that there are not only gender issues but also race and perhaps cultural considerations. On the Anchor Chart, define gender, race and culture.

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

Race: as a social construct, a group of people who share similar and distinct physical characteristics.

Culture: the system of shared beliefs, values, customs, behaviours and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning. Be sure to record any other words or big ideas that students share, including bias, discrimination and stereotypes.

Bias: prejudice in favour of or against one thing, person or group compared with another, usually in a way considered to be unfair.

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

Stereotypes: widely held but fixed and oversimplified images or ideas of a particular type of person or thing.

State and/or write on the Anchor Chart: "Our environment shapes and influences us. What is seen as 'normal,' we pass down." Ask students to respond to that statement.

Environment: the surroundings or conditions in which a person, animal or plant lives or operates.

"Consider the images we viewed of different Canadian athletes (at the national level of competition), and the teams' diversity or lack thereof. Why might this be? How might we make changes? One way is through exposure to what is not seen as the norm, to what is different."

"Consider sports coverage, for example, for the Canadian women's and men's hockey teams. How often do you recall hearing about the women's teams winning? Over the last five Winter Olympics, the women's team earned four gold medals and one silver. The men's team won only three gold. Was there equal coverage?"

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 does barrier mean?” (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.

Intersectionality: the interconnected nature of social categorizations such as race, class, gender and ability as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

“Do you think there are barriers when it comes to playing sports? Is this in general or just for some sports?” Give students time to think individually and then share in their small groups. If students are having some trouble with stating some of the barriers, you may want to remind students of the words posted: race, gender, culture, stereotype, privilege, bias, etc. Have a big class share.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Research, Athlete Graphic Organizer

“We will be looking more closely at one sport—hockey, known as ‘Canada’s National Sport.’ What are some things we noted the other day about hockey? (There are very few Black Canadians or other racial minorities playing at the professional level.) “Can you name any Black Canadian hockey players—either currently or from the past—who play/played in the National Hockey League (NHL)?” Record the students’ answers on the Anchor Chart. (Possible answers: P.K. Subban, Malcolm Subban, Jordan Subban, Jarome Iginla, Grant Fuhr, Wayne Simmonds, Joel Ward, Herb Carnegie, Angela James, etc.)

“In 2014, there were 30 teams in the NHL and 18 Black players. There have been 52 Black hockey players to play in the NHL since the league began.”

“Would it surprise you to know that the history of Black players in North American ice hockey has roots dating back to the late 19th century? The first professional Black ice hockey star was Herb Carnegie during the Great Depression. Willie O’Ree broke the NHL’s Black colour barrier with the Boston Bruins. The Coloured Hockey League of the Maritimes began in 1895, as an initiative of Black Baptist churches in Nova Scotia. Black Nova Scotians are Black Canadians whose ancestors were enslaved in Nova Scotia by British settlers and those who fled the colonies of what is now the United States as slaves or freemen and later settled in Nova Scotia, Canada, during the 18th and early 19th centuries.”

“You’re going to have the chance to look more closely at four Canadian professional hockey players: Herb Carnegie, Willie O’Ree, Angela James and P.K. Subban.”

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.

- [Herb Carnegie Video](#)
- Herb Carnegie – [The Canadian Encyclopedia](#)

Willie O'Ree was a Canadian hockey player, the first Black player in the NHL, and a recipient of the Order of New Brunswick and Order of Canada.

- [Willie O'Ree Video](#)
- Willie O'Ree – [The Canadian Encyclopedia](#)

Angela James was a Canadian hockey player and captain of four world championship women's teams. She was the first openly gay player, and the second woman and second Black athlete to be inducted into the Hockey Hall of Fame.

- [Angela James Video](#)
- Angela James – [The Canadian Encyclopedia](#)

P.K. Subban is a Black Canadian hockey player and Olympic gold medallist.

- [P.K. Subban Video](#) (Note: There is one swear word.)
- P.K. Subban Article: "[The Making of P.K. Subban's Big-League Heart](#)," The Toronto Star

"As we find out more about these athletes, we will use guiding questions for this inquiry."

Post the following guiding questions:

"How did race impact or influence each athlete? How did it affect his/her accomplishments and triumphs and his/her challenges and struggles?" (For Angela James, gender was a bigger barrier than her mixed race.)

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

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

Divide students into four sections (one section for each athlete) with more than one group within the section (who will be using the same information). The groups are to view the video clip(s) and read the articles to gather information about their assigned athlete and fill in WS 4 Graphic Organizer. Next, give the students the opportunity to meet with the other group that investigated the same athlete. Give the groups time to review the data gathered and perhaps to add to their own WS 4 Graphic Organizer. Collect the sheets for now. (You will return them to the groups in the next class.)

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Visual Portrait and Group Presentation, Worksheet/ Journal Entry

"What visuals come to mind when you think of a barrier?" (A hand held up ("STOP!"), a fence, a wall, a door, etc.) "Which would be the most difficult to overcome? If you were to rank them according to difficulty, the order might be: a set of hands (not too hard to break through), a

fence (we can cut through it, climb it or go around it), a door (another may open, or look for a door you can open) OR a very large and very wide brick wall (it is possible to overcome, but often we might be dissuaded and move on to something else)."

"Take a look at the information you collected the other day, at the list of struggles and barriers." Have students work within their group to categorize the barriers as either a hand ("STOP!"), fence, door or wall. Students may need help categorizing the struggles/barriers.

"You will be presenting your information about your athlete by creating a visual portrait. Print out a picture of your athlete. On 11" × 17" paper, arrange the image of the athlete and visuals of the barriers you identified. Be sure to display the athlete's name prominently on your page."

Give students a copy of WS 5 Barrier Symbols. "Some of the athletes may have a few of one type of barrier, while others may have had to face different barriers. Here are some templates of a set of hands, a fence, a door and a wall. On each picture, you will write a sentence to describe the barrier the athlete faced."

Groups will come up to present their information. They should give a general overview (who, when, where), explain their visuals (barriers) and highlight some of the accomplishments and triumphs the athlete achieved.

"Let's take another look at our guiding questions."

How did race impact or influence each athlete? How did it affect his/her accomplishments and triumphs and his/her challenges and struggles? What kind of barrier do you consider racism to be? (For Angela James, gender was a bigger barrier than her mixed race.)

What key characteristics were developed through the personal, professional and/or social struggles that these individuals faced? (resilience, perseverance, etc.)

How have the contributions of Black Canadian athletes made an impact on society? When we consider character traits, one that each of these athletes embodies is perseverance.

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

"You are going to have the opportunity to reflect on all of this learning." (Give each student a copy of WS 6 Worksheet/Journal Entry). "Read over the four quotes below, as well as the definition of perseverance. Choose one of the quotes (it does not have to be from the athlete your group investigated). Write down your thoughts and ideas about overcoming barriers (obstacles, biases), about working toward your personal best. Think of one of your goals (e.g., short-term or long-term, academic, physical, interpersonal (getting along with others), etc.). How might you apply some of what we've learned in this unit to help you?"

P.K. Subban: “Whenever you’re faced with adversity, embrace it. As you can only come out of it better!”

Willie O’Ree: “If you say you can, then you can. If you say you can’t, then you are right.”

Angela James (as she was being inducted as one of the first females into the Hockey Hall of Fame): “The time is right. We are here. And who is next?”

Herb Carnegie (talking about his 14-year-old self): “I knew who I was. I knew what I could do. And that was a case of ‘I’ll show you!’”

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

WS 3 Placemat (one per group)

WS 4 Athlete Graphic Organizer (6—students will work in six smaller groups)

WS 5 Barrier Symbols

WS 6 Worksheet/Journal Entry

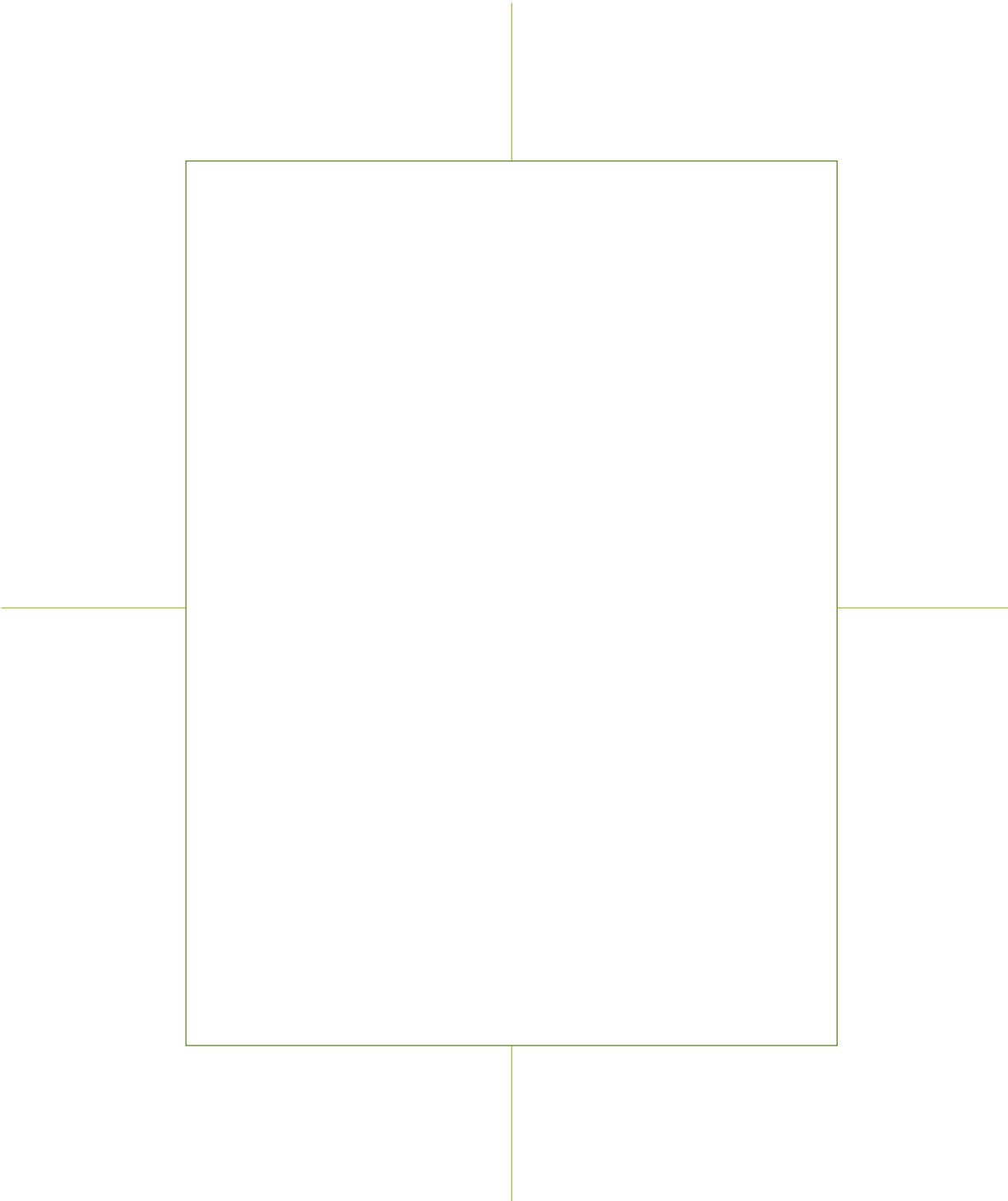
Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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Level 1: Incomplete, very little 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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WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING TRACKING TEMPLATE

[illegible]

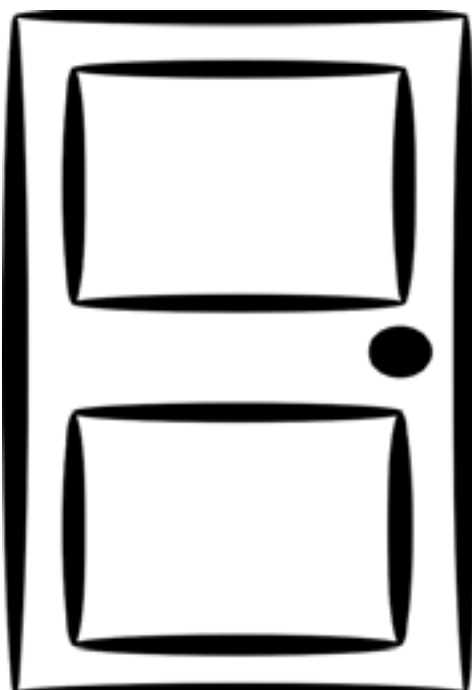
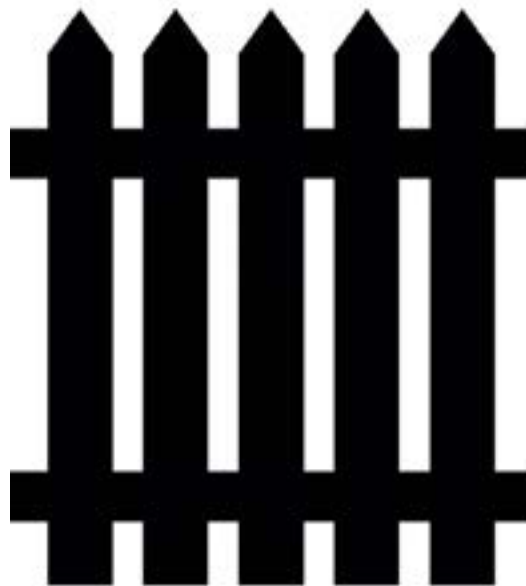
WS 3 PLACEMAT



WS 4 ATHLETE GRAPHIC ORGANIZER

Athlete (Name, general information)	History (Where they are from, what their childhood was like)
Struggles and Barriers (Did they have any roadblocks in reaching their goals?)	Triumphs (What were some positive moments in their lives?)
Accomplishments (What contributions have they made to society?)	Additional Information or Interesting Facts

WS 5 BARRIER SYMBOLS



365

**BLACK
CANADIAN
COMMUNITY
LEADERS**

BLACK CANADIAN COMMUNITY LEADERS

(8–10 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 that these individuals faced?
- How is obtaining respect part of the work that community leaders do?
- How were Black Canadians affected by the issues that Black community leaders were drawing attention to?
- What different actions did Black community leaders in Canada take to address the social issues facing Black communities in Canada?

CURRICULUM CONNECTIONS

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

Overall Curriculum Expectations:

Social Studies:

Grade 5: People and Environments: The Role of Government and Responsible Citizenship B2

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A3

Specific Curriculum Expectations:

Social Studies:

Grade 5: People and Environments: The Role of Government and Responsible Citizenship B2.1

Grade 6: Heritage and Identity: Communities in Canada, Past and Present 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
- Research and analyze the leadership of some Black Canadians

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:

- Open space in which to collaborate in small groups
- Computer (one for each group of five students)
- Access to the Internet
- Writing and erasing utensils
- WS 3 Black Community Leaders in Canada 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
- Paper strips to write down Word Wall words
- Glossary of Terms
- Books:
 - Arato, R. (2008). *Working for Freedom: The Story of Josiah Henson*. Toronto, ON: Napoleon Publishing.
 - Burchall, C. (2017). *Look for Me in the Whirlwind: A Story of Marcus Garvey*. Toronto, ON: CreateSpace Independent Publishing.
 - Cooper, J. (2005). *Season of Rage: Hugh Burnett and the Struggle for Civil Rights*. Toronto, ON: Tundra Books.
 - Flaherty, S. (2009). *Thomas Peters: A Remarkable Man*. Boston, MA: Houghton Mifflin.
 - 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.
 - Nelson, T. (2015). “Bromley Armstrong: *Not a Second-Class Citizen*.” In T. Henderson (Ed.), *Rights and Equality* (pp. 30–32). Oakville, ON: Rubicon Publishing Inc.

- Nelson, T. (2015). "Donald Willard Moore: Changing Canada's Laws One Letter at a Time." In T. Henderson (Ed.), [*Rights and Equality*](#) (pp. 22–25). Oakville, ON: Rubicon Publishing Inc.
- Nelson, T. (2015). "[*Sitting Down and Standing Up for Your Rights*](#)" (Viola Desmond). In T. Henderson (Ed.), *Rights and Equality* (pp. 16–21). Oakville, ON: Rubicon Publishing Inc.
- Nelson, T. (2015). "Strive to Be Like Rosa" (Charles Roach). In T. Henderson (Ed.), [*Rights and Equality*](#) (pp. 14–15). Oakville, ON: Rubicon Publishing Inc.
- Nyasha Warner, J. (2010). *Viola Desmond Won't Be Budged!* Toronto, ON: Groundwood Books/House of Anansi Press.
- Sadlier, R. (2003). *The Kid's Book of Black Canadian History*. Toronto, ON: Kids Can Press.
- Links/videos:
- [*Journey to Justice*](#), NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)
- [*Older Stronger Wiser*](#), NFB, 1989 (Delores Shadd, Grace Fowler, Addie Aylstock, Gwendolyn Johnston, Leonard Johnston, Eva Smith)
- [*Welcome to Dresden: Jim Crow Lived Here Too*](#), Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)
- [*Bromley Armstrong*](#) Image
- [*Bromley Armstrong*](#) Image
- [*Bromley Armstrong*](#) – *The Canadian Encyclopedia*
- [*Hugh Burnett*](#) – "The Long Road to Justice"
- [*Hugh Burnett*](#) – Ontario's Historical Plaques
- Toronto Star Classroom Connection. (2016). "Hugh Burnett and the National Unity Association." In [*African Canadian Life in the 20th Century*](#) (p.5).
- [*Viola Desmond*](#) Image
- Viola Desmond Video: [*The Long Road to Justice: The Viola Desmond Story*](#)
- Marcus Garvey: "[*About Marcus Garvey and the Black Star Line*](#)" by Martha King
- Marcus Garvey Article: Toronto Star Classroom Connection. (2016). "The UNIA." In [*African Canadian Life in the 20th Century*](#) (p.6).
- [*Josiah Henson*](#) – BlackPast.org
- [*Gwendolyn Johnston Image*](#), Akua Benjamin Project
- [*Gwendolyn Johnston*](#) – Akua Benjamin Project
- [*Gwendolyn Johnston*](#) Article: "Historicist: Third World Books and Crafts"
- [*Gwendolyn Johnston*](#) Article: "Historicist: Banned in Buffalo"
- [*Gwendolyn Johnston*](#) Obituary
- [*Leonard Johnston*](#) – Akua Benjamin Project
- [*Leonard Johnston*](#) Article – "Historicist: Third World Books and Crafts"
- [*Leonard Johnston*](#) Article – "Historicist: Banned in Buffalo"
- [*Leonard Johnston*](#) Obituary
- [*Donald Moore*](#) Image
- [*Donald Moore*](#) – "Caribbean Connection: One Man's Crusade"
- [*Lena O'Ree*](#) – New Brunswick Black History Society
- [*Thomas Peters*](#) (imagined likeness),
- [*Thomas Peters*](#) Article – BlackLoyalist.com
- [*Charles Roach*](#) – OFL "In Memoriam"
- [*Charles Roach*](#) Article: "Lawyer Charles Roach Dies with Citizenship Dream Unfulfilled," CBC News

- [Mary Ann Shadd Cary](#) – Historica Canada: Black History Canada “Notable Black Canadians”
- [Constance Timberlake](#) Image
- [Constance Timberlake](#) – New Brunswick Black History Society
- WS 1 Student Assessment Checklist
- WS 2 Leadership Qualities Anchor Chart prepared on chart paper
- WS 3 Black Community Leaders in Canada Graphic Organizer

TEACHING AND LEARNING STRATEGIES

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

Categorizing Thinking to Build New Knowledge: Research, Black Community Leaders in Canada Graphic Organizer, Debriefing Discussion, Word Wall, Jigsaw

Consolidating the Learning Experience: Monologue

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 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. Preview videos before showing to the students. Select a few short clips.

A community leader can be defined as a person acting on a vision or dream to make their community or society a better place. You will be taking an in-depth look at a few Black community leaders in Canada. Feel free to choose any of the listed people. Add new words to the Word Wall as needed. Have recommended resources ready for each student expert group.

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 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 “Scientists, Medical Professionals and Inventors” 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: Research, Black Community Leaders in Canada, Debriefing Discussion, Word Wall, Jigsaw

Introduce the five or six community leaders this lesson will be focusing on by showing a photo of them on the screen.

[Bromley Armstrong](#) Image

[Hugh Burnett](#) Image

[Viola Desmond](#) Image

[Marcus Garvey](#) Image

[Josiah Henson](#) Image

[Gwendolyn Johnston](#) Image

[Leonard Johnston](#) Image

[Donald Moore](#) Image

[Lena O'Ree](#) Image

[Thomas Peters](#) (imagined likeness)

[Charles Roach](#) Image

[Mary Ann Shadd Cary](#) Image

[Constance Timberlake](#) 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. If they cannot, go to the next individual without revealing who they are. Then go back and name any person the class was unable to identify. Facilitator Note: You can substitute one of the suggested leaders with another one from the list below. Choose the appropriate number of community leaders based on your class size so that there are no more than five students in an expert group. To expand student inquiry, you can look at more community leaders. Set out the recommended resources for each expert group. Each expert group should have access to a computer and the Internet.

Black Community Leaders in Canada

Bromley Armstrong

Hugh Burnett

Viola Desmond

Marcus Garvey

Josiah Henson

Gwendolyn Johnston

Leonard Johnston

Donald Moore

Lena O'Ree

Thomas Peters

Charles Roach

Mary Ann Shadd Cary

Constance Timberlake

“Now that we have been introduced to these women and men, additional information will allow us to learn more about them, their contributions as community leaders, the impact they have had on society and the leadership qualities they drew on and demonstrated. You will have the opportunity to select one of the community leaders shown that you would like to learn more about. In a small group, you will learn more about the person you have selected and independently conduct rapid research to document your thinking.”

Research: Create a meeting place in the classroom for each of the Black community leaders in Canada. Have students select a community leader to learn about and move to that area of the classroom. With the other students who have selected the same person to focus on, they work together in their expert group to gather information from the recommended resources to include on their individual WS 3 Black Community Leaders in Canada Graphic Organizer. Suggest that within their groups students divide up the research and take notes before completing the graphic organizer.

Bromley Armstrong

[Journey to Justice](#), NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

[Welcome to Dresden: Jim Crow Lived Here Too](#), Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)

Nelson, T. (2015). "Bromley Armstrong: [Not a Second-Class Citizen](#)." In T. Henderson (Ed.), *Rights and Equality* (pp. 30–32). Oakville, ON: Rubicon Publishing Inc.

[Bromley Armstrong](#) – *The Canadian Encyclopedia*

Hugh Burnett

[Journey to Justice](#), NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

[Welcome to Dresden: Jim Crow Lived Here Too](#), Esery Mondesir, 2014 (Bromley Armstrong, Hugh Burnett)

Cooper, J. (2005). *Season of Rage: Hugh Burnett and the Struggle for Civil Rights*. Toronto, ON: Tundra Books

[Hugh Burnett](#) – "The Long Road to Justice"

[Hugh Burnett](#) – Ontario's Historical Plaques

Toronto Star Classroom Connection. (2016). "Hugh Burnett and the National Unity Association." In [African Canadian Life in the 20th Century](#) (p.5).

Viola Desmond

Nyasha Warner, J. (2010). *Viola Desmond Won't Be Budged!* Toronto, ON: Groundwood Books/House of Anansi Press.

Viola Desmond Video: [The Long Road to Justice: The Viola Desmond Story](#)

[Journey to Justice](#), NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

Nelson, T. (2015). "[Sitting Down and Standing Up for Your Rights](#)." In T. Henderson (Ed.), *Rights and Equality* (pp. 16–21). Oakville, ON: Rubicon Publishing Inc.

Marcus Garvey

Burchall, C. (2017). *Look for Me in the Whirlwind: A Story of Marcus Garvey*. Toronto, ON: CreativeSpace Independent Publishing.

Marcus Garvey: "[About Marcus Garvey and the Black Star Line](#)" by Martha King

Marcus Garvey Article: Toronto Star Classroom Connection. (2016). "The UNIA." In [African Canadian Life in the 20th Century](#) (p.6).

Josiah Henson

[Josiah Henson](#) – BlackPast.org

Arato, R. (2008). *Working for Freedom: The Story of Josiah Henson*. Toronto, ON: Napoleon Publishing.

Sadlier, R. (2003). *The Kid's Book of Black Canadian History*. Toronto, ON: Kids Can Press.

Gwendolyn Johnston

[Gwendolyn Johnston](#) – Akua Benjamin Project

[Older Stronger Wiser](#), NFB, 1989 (15:55–20:10)

[Gwendolyn Johnston](#) Article: "Historicist: Third World Books and Crafts"

[Gwendolyn Johnston](#) Article: “Historicist: Banned in Buffalo”

[Gwendolyn Johnston](#) Obituary

Leonard Johnston

[Leonard Johnston](#) – Akua Benjamin Project

[Leonard Johnston](#) Article – “Historicist: Third World Books and Crafts”

[Leonard Johnston](#) Article – “Historicist: Banned in Buffalo”

[Leonard Johnston](#) Obituary

Donald Moore

[Journey to Justice](#), NFB, 2000 (Viola Desmond, Hugh Burnett, Bromley Armstrong, Donald Moore)

[Donald Moore](#) – “Caribbean Connection: One Man’s Crusade”

Nelson, T. (2015). “Donald Willard Moore: Changing Canada’s Laws One Letter at a Time.” In T. Henderson (Ed.), [Rights and Equality](#) (pp. 22–25). Oakville, ON: Rubicon Publishing Inc.

Lena O’Ree

[Lena O’Ree](#) – New Brunswick Black History Society

Thomas Peters

Flaherty, S. (2009). *Thomas Peters: A Remarkable Man*. Boston, MA: Houghton Mifflin.

[Thomas Peters](#) Article – BlackLoyalist.com

Charles Roach

Nelson, T. (2015). “Strive to Be Like Rosa.” In T. Henderson (Ed.), [Rights and Equality](#) (pp. 14–15). Oakville, ON: Rubicon Publishing Inc.

[Charles Roach](#) – OFL “In Memoriam”

[Charles Roach](#) Article: “Lawyer Charles Roach Dies with Citizenship Dream Unfulfilled,” CBC News

Mary Ann Shadd Cary

Hohn, N. L. (2015). “[Wanting to Be Heard](#).” In T. Henderson (Ed.), *Media* (pp. 18–21).

Oakville, ON: Rubicon Publishing Inc.

Constance Timberlake

[Constance Timberlake](#) – New Brunswick Black History Society

Give students in their expert groups time to research and discuss the required information to complete their section on WS 3 Black Community Leaders in Canada Graphic Organizer. To provide guidance to each group, pose the following questions:

“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 the other day can be

used to describe aspects of the leaders' 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. Possible discussion questions are:

What traits are shared by all of the leaders?

What experiences did all the leaders share?

Do leaders have to demonstrate all the leadership traits to be effective? Why or why not? (Refer to brainstorming.)

Which of the leadership qualities do you possess?

Why is it important for us, as individuals today, to be active and engaged in making a positive impact on our community, just as these people did?

Facilitator Note: During the debriefing discussion, add new words or important concepts to the Word Wall.

"You are going to have the opportunity to share your Black community leader in Canada to a small group. Remember that you are the experts on your community leader and you will therefore need to be prepared not only to share but to answer questions about them, their life and activism, and how they demonstrate leadership. With your expert group, you are going to discuss all that you know and understand about your community leader. Consider questions that may be asked about your community leader, the issues they were concerned about, the evidence of leadership, their impact, and interesting facts your audience may want to know about your community leader. Use your notes on your Black Community Leaders in Canada Graphic Organizer. You will complete your graphic organizer with the information that you will learn from the other experts."

Facilitator Note: Give students ample time to share in their groups, and encourage students to use additional supports so that they are comfortable sharing when they are not with their expert group (i.e., research notes).

For the Jigsaw activity divide each of the Black community leaders in Canada expert groups so that there are one or two students from each expert group in a new group. (Therefore, there are one or two students representing each of the Black community leaders in Canada in a group.) Select a community leader to start with and give students a specific amount of time to share (e.g., three to five minutes per community leader). As each community leader is shared, the other students are attentively listening and completing their WS 3 Black Community Leaders in Canada Graphic Organizer. After all the students have shared, provide time for them to return to their expert group, share their thoughts on the other community leaders and complete their WS 3 Black Community Leaders in Canada Graphic Organizer. Provide a time where learners share "glows" (something they did well) and "grows" (areas to possibly improve) feedback to their peers.

STEP C: ASSESSMENT OF LEARNING**Consolidating the Learning Experience: Monologue**

To respond to the learning experience and to share their new knowledge, students will choose one of the Black community leaders in Canada studied and researched and use what they learned to write a monologue as their summative task, in which their chosen leader speaks about his/her life activism, impact, and leadership qualities. Students present the monologue to the class. Before students begin the tasks, define what a monologue is and share an example of a monologue with the class. (You can present a monologue by doing a reading or by showing a clip from a movie of an actor delivering a monologue.)

Facilitator Note: Provide time, space, and resources for learners to complete their monologues for sharing their knowledge. Once students have completed their summative task, provide the space and time for them to present their work to the entire class.

Once all presentations and tasks have been shared, provide a time where learners share “glows” (things they did well) and “grows” (areas to possibly improve) feedback to their peers.

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Leadership Qualities Anchor Chart

WS 3 Black Community Leaders in Canada Graphic Organizer

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: Leadership Qualities Anchor Chart	Categorizing Thinking to Build New Knowledge: Black Community Leaders in Canada Graphic Organizer	Categorizing Thinking to Build New Knowledge: Debriefing Discussion	Consolidating the Learning Experience: Monologue

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	Strategies	Resolution	Character Traits Displayed	Legacy/Impact

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 a “first”?

CURRICULUM CONNECTIONS

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

Overall Curriculum Expectations:

Social Studies:

Grade 5: People and Environments: The Role of Government and Responsible Citizenship B2

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A3

Specific Curriculum Expectations:

Social Studies:

Grade 5: People and Environments: The Role of Government and Responsible Citizenship B1.1

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A3.1

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 have 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 one group
- 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.)
- Red, blue and green dot stickers
- WS 2 Class Representative Vote Counting Sheet (one copy)
- 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:
 - Goodall, L. (2004). *Singing Towards the Future: The Story of Portia White*. Toronto, ON: Napoleon Publishing.
 - 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*.

- 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](#) – “Breaking the Chains: Albert Jackson”
- [Albert Jackson](#) – “Uncovering the Stories of Freedom”
- [Albert Jackson](#) – Harriet Tubman Institute
- [Marisse Scott](#) Image
- Marisse Scott Article: “[A Triumph of Will](#)” by Clare McLean-Wilson, *Northern Terminus: The African Canadian History Journal*, Vol. 3, 2005: 7.
- [Marisse Scott](#) – “Miguel Shares a Powerful Story about His Grandmother in *The Columbia Chronicle*”
- [Andrea Elaine Lawrence](#) – Prezi Project
- [Lori Seale-Irving](#) – Government of Canada Profile
- [Jean Augustine Video](#): “Jean Augustine – First Black Woman in Parliament”
- [Barbara Howard Video](#): “Black Strathcona: Barbara Howard”
- [Barbara Howard](#) Article: “Sprinter Barbara Howard on Life as an East Van P.E. Teacher”
- [Portia White](#) – [The Canadian Encyclopedia](#)
- [Portia White](#) Video: “Celebrating Portia White,” CBC
- WS 1 Student Assessment Checklist
- WS 2 Class Representative Vote Counting Sheet
- WS 3 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 the 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 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, 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
Portia White, the first Black Canadian concert singer to win international acclaim, teacher and mentor

“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 names of Black Canadian firsts 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 their hands together, 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 questions* as you read the book:

“What opportunities did Elijah have in Canada that he would not have had 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 a long time?”

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

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

“What is a patent?”

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

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

“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?”

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 material 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 may complete either or both of the following activities:

Activity A: 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.

Activity B: Write a letter from the viewpoint of Black community members describing your support for Albert and the significance of Albert's hiring as the first Black postal carrier.

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.

Read "[Miguel Shares a Powerful Story about His Grandmother in The Columbia Chronicle](#)."

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.

Trumbauer, L. (2006). What Does a Nurse Do? New York, NY: Enslow Elementary.

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

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 play set. 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 do intake and the other student can be the patient. Students then switch roles.

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 “Law and Law Enforcement: Black Canadian Contributors” lesson plan for more activities on Black Canadians in law enforcement.)

Read a short biography of [Andrea Elaine Lawrence](#). Read a profile of [Lori Seale-Irving](#). 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.

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 entire 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 2 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](#)." Read "[Sprinter Barbara Howard on Life as an East Van P.E. Teacher](#)."

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?"

"How did Barbara feel about her track and field accomplishments when she was 17 years old? How does she feel about them now?"

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

Have students, individually or as a group, create and write a "cheer" or "chant" for Barbara Howard that reflects what they have learned about her accomplishments. Students perform their cheer or chant to the class.

Portia White

Portia White was the first Black Canadian concert singer to win international acclaim, and a teacher and mentor. Read a synopsis of [Portia White](#)'s life and achievements. Watch "[Celebrating Portia White](#)."

Pose the following guiding questions to the students:

“Where and when was Portia born?”

“How did Portia become involved in singing?”

“What kind of training did she receive?”

“Who supported Portia, and in what ways?”

“What personal and social barriers did Portia face in her pursuit of her dream to become a performance concert singer?”

“Why does society respond favourably to Portia White and other artists of colour while at the same time discriminating against them?”

Have students use Reader’s Theatre to retell aspects of Portia’s life discovered through the research, including one of the concerts she performed (as described in *Singing Towards the Future*).

Students can follow these steps:

Assign roles (narrator, characters, etc.).

Write a short script using the text resources.

Practise the dramatic presentation.

Perform it for the class.

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 racism and sexism impact each individual’s experiences?” (Refer to WS 3 Barriers on the Journey to First for key ideas.)

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

“How might it have felt to these individuals to be a ‘first’?”

“How did their achievements of ‘firsts’ impact society?”

Acrostic Poem: To consolidate student learning, have each 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 they 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 Class Representative Vote Counting Sheet

WS 3 Barriers on the Journey to First

[illegible]

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 3 BARRIERS ON THE JOURNEY TO FIRST

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	
Portia White	Barred from performing in some venues Could not stay in some hotels in Canada and the United States	



**BLACK
CANADIAN
DIFFERENCE
MAKERS**

**LAW AND LAW
ENFORCEMENT**

BLACK CANADIAN DIFFERENCE MAKERS: LAW AND LAW ENFORCEMENT

(6–7 LITERACY BLOCKS)

OVERALL QUESTION

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

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?
- How did race (and/or gender) impact or influence each Black Canadian in the area of law and law enforcement? What effect did it have on his/her accomplishments and triumphs and on his/her challenges and struggles?
- What shared experiences have shaped the lives and stories of Black Canadians in Canada?

CURRICULUM CONNECTIONS

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

Overall Curriculum Expectations:

Social Studies

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A3

Specific Curriculum Expectations:

Social Studies:

Grade 6: A1.2, A1.3, A2.5, A3.3, A3.6, A3.7, A3.8

Language:

For Grades 5 and 6, expectations (oral, writing, reading, media literacy) are very similar (but are more extended).

Grade 4: Oral Communication 1.2

Grade 4: Writing 1.5

Grade 4: Reading 1.6

Grade 4: Media Literacy 1.5

LEARNING GOALS

Students will:

- Investigate the idea of being a “difference maker”
- Investigate the impact Black Canadians in law and law enforcement have made on society
- Investigate the importance of making a difference in the world around them

POSSIBLE SUCCESS CRITERIA

Describe the struggles, accomplishments and impact of a Black Canadian within the law and law enforcement fields

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Open space in which to collaborate in small groups
- WS 3 Placemat enlarged on chart paper for each group of three to four students
- Writing and erasing utensils
- copy of Devon Clunis speech
- Access to computers and Internet to conduct research and create media texts
- WS 4 Making a Contribution Graphic Organizer
- Sticky notes (two different colours)

Teachers will need:

- Learning goals and success criteria posted
- Access to AV equipment (i.e., computer, projector, interactive whiteboard, speakers, etc.)
- Chart paper
- Markers
- Links:
 - [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 – “Black History Month: An Interview with [Devon Clunis](#)”
 - Devon Clunis Speech: “[The Importance of Difference Makers](#)”
 - [Rose Fortune](#), first Black police officer in Canada
 - [Violet King](#), first Black female lawyer
 - [Alton C. Parker](#), first Black police officer in Windsor and first Black police detective in Canada
 - [Juanita Westmore-Traoré](#), first Black dean of the law faculty at University of Windsor, first Black judge in Quebec
 - [Mark Saunders](#), Toronto’s first Black chief of police
 - [William Hall](#), the first Black person to be honoured with the Victoria Cross
 - [Delos Rogest Davis](#), second Black lawyer in Canada, and the first Black person appointed to the King’s Counsel in all of the British Empire
 - [Robert Sutherland](#), first Black graduate of a Canadian university and the first Black lawyer in British North America
 - [Lori Seale-Irving](#), first Black female commissioned officer in the RCMP
 - [Craig Gibson](#), first Black commanding officer in the RCMP
 - [Selwyn Romilly](#), first Black Supreme Court justice in British Columbia
 - [George Carter](#), first Canadian-born Black judge
 - [Stanley Grizzle](#), the first appointed Black Canadian judge in the Canadian Court of Citizenship
- WS 1 Student Assessment Checklist

- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Placemat enlarged on chart paper for each group of three to four students
- WS 4 Making a Contribution Graphic Organizer
- WS 5 Sticky Out the Door Template enlarged onto chart paper, whiteboard or bulletin board, to accommodate all the students' sticky notes

TEACHING AND LEARNING STRATEGIES

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

Categorizing Thinking to Build New Knowledge: Research, Making a Contribution Graphic Organizer, Visual Profile and Presentation

Consolidating the Learning Experience: Sticky Out the Door

Background Information for Teachers

Before the lesson: Have WS 2 Anecdotal Observations/Conferencing Tracking Template ready on a clipboard to use while students are working collaboratively. You will be projecting part of a speech given by Devon Clunis on an interactive whiteboard and/or giving copies of it to students to follow along.

STEP A: ASSESSMENT AS LEARNING

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

Divide the class into small groups of three to four students. Give each group an enlarged copy of WS 3 Placemat. Project the following text on an interactive whiteboard and/or give copies to students to follow along with. Read it over with the class.

Devon Clunis was Canada's first Black Canadian chief of police (and a "difference maker").

"I have to tell you honestly that when I became a police officer, I did not set out to make any type of history. I simply set out to make a difference by impacting the lives of young people in a positive way, the same way my life had been impacted. I was initially driven by a desire to set an example for Black youth in our city, to break the stereotypes seen in mainstream media of what it meant to be Black. I soon realized that the need for role models crossed ethnic boundaries and that the youth didn't care what you looked like, as long as you cared about them. The main message I want to leave you with . . . is that when given the opportunity, we have a responsibility to be a difference maker, particularly in the lives of young people. Our ability to be difference makers is not dependent on our occupation; it's certainly not dependent on our ancestry; it's not dependent on our social status or any other limitations individuals or society may try to place on us. We simply need to make that our purpose, our driving desire, to make a difference, and set out to find a way."

Tell students that this text is part of a speech that Devon Clunis made. He was—until his retirement in 2016—chief of the Winnipeg Police Service and Canada’s first Black Canadian chief of police. Post the following questions, to guide students’ discussion in small groups:

"How does Chief Clunis define being a “difference maker”?"

"What are some of the stereotypes he might be referring to (for Black youth, youth in general, etc.)?" He states that, “We simply need to make that [being a difference maker] our purpose, our driving desire . . . and set out to find a way.” It’s not that it will be easy but it can be done! Do you agree with his statement? Why or why not?

Allow students time to jot down their thinking on their segment of the placemat. Next, have a large group discussion. Record student responses on the Anchor Chart.

“Consider Chief Clunis’s statement on stereotypes that people have to contend with. What is the definition of stereotypes?” Record it on the Anchor Chart along with identity.

Stereotypes: widely held but fixed and oversimplified images or ideas of a particular type of person or thing.

Identity: the quality or condition of being a certain person or thing.

Have students generate identities that might historically be stereotyped or discriminated against and record them on their placemat (these might involve race, age, ability, religion, gender, sexuality, culture, etc.). Record students’ ideas on the Anchor Chart.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Research, Making a Contribution Graphic Organizer, Visual Profile and Presentation

“People in careers to do with law and law enforcement are in a unique position to try to effect change and become a difference maker. Devon Clunis started as a police officer and became chief of police! What are some other professions you can think of within this broad category of law and law enforcement?” Record students’ ideas on the Anchor Chart. (If some of these answers are not mentioned, be sure to add them: lawyer, judge, politician—member of provincial Parliament, member of Parliament, prime minister.)

Facilitator Note: Politicians are another group of people who are/can be difference makers. You can refer to the primary unit in this series, “Politics: Lincoln Alexander—Leading Change.”

“Some Black Canadians within the field of law and law enforcement are famous or popular (Lincoln Alexander, first Black Canadian member of parliament and Ontario’s lieutenant-governor; Mark Saunders, chief of police in Toronto; etc.). We may see and hear about them through websites, books and various other media. There are other Canadians who have made very significant contributions to society but may not have received the same

recognition as others. We are going to learn about some amazing Black Canadian difference makers, within the field of law and law enforcement.”

Provide students with the following list of Black Canadians in law and law enforcement (there is one link beside each name, to get students started with their research). If a student wants to research a Black Canadian in law and law enforcement who is not on this list, allow them to.

[Rose Fortune](#), first Black police officer in Canada

[Violet King](#), first Black female lawyer

[Devon Clunis](#), first Black chief of police

[Alton C. Parker](#), first Black police officer in Windsor and first Black police detective in Canada

[Juanita Westmore-Traoré](#), first Black dean of the law faculty at University of Windsor, first Black judge in Quebec

[Mark Saunders](#), Toronto’s first Black chief of police

[William Hall](#), the first Black person to be honoured with the Victoria Cross

[Delos Rogest Davis](#), second Black lawyer in Canada, and the first Black person appointed to the King’s Counsel in all of the British Empire

[Robert Sutherland](#), first Black graduate of a Canadian university and the first Black lawyer in British North America

[Lori Seale Irving](#), first Black female commissioned officer in the RCMP

[Craig Gibson](#), first Black commanding officer in the RCMP

[Selwyn Romilly](#), first Black Supreme Court justice in British Columbia

[George Carter](#), first Canadian-born Black judge

[Stanley Grizzle](#), the first appointed Black Canadian judge in the Canadian Court of Citizenship

Hand out WS 4 Making a Contribution Graphic Organizer so students can document their thinking. Students will work individually or in pairs to research one of the 14 individuals listed above. Students may create a picture book, visual biography, video biography, comic strip (paper or computer graphic design) or PowToon, etc. Students should decide what 7 to 10 key points they want to share with the class about:

- law and doing what is good;
- the person, and why they are important to the idea of making a difference and/or doing good;
- how they are accomplishing their goals; and
- how they are difference makers.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Sticky Out the Door

“You have heard about 14 Black Canadian difference makers. You will now have an opportunity to write down some of your thoughts from this inquiry unit.” Devon Clunis stated: “Our ability to be difference makers is not dependent on our occupation; it’s certainly not dependent on our ancestry; it’s not dependent on our social status or any other limitations individuals or society may try to place on us. We simply need to make that our purpose, our driving desire, to make a difference, and set out to find a way.”

Distribute one sticky note of each colour to each student. Have them use one coloured sticky note to write something they have learned in this unit, and the other coloured sticky note to write a question they have. Once they've completed this, place their sticky notes on the enlarged WS 5 Sticky Out the Door Template.

Later that day or during the next period, take the time to review the students' questions on sticky notes.

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

WS 3 Placemat

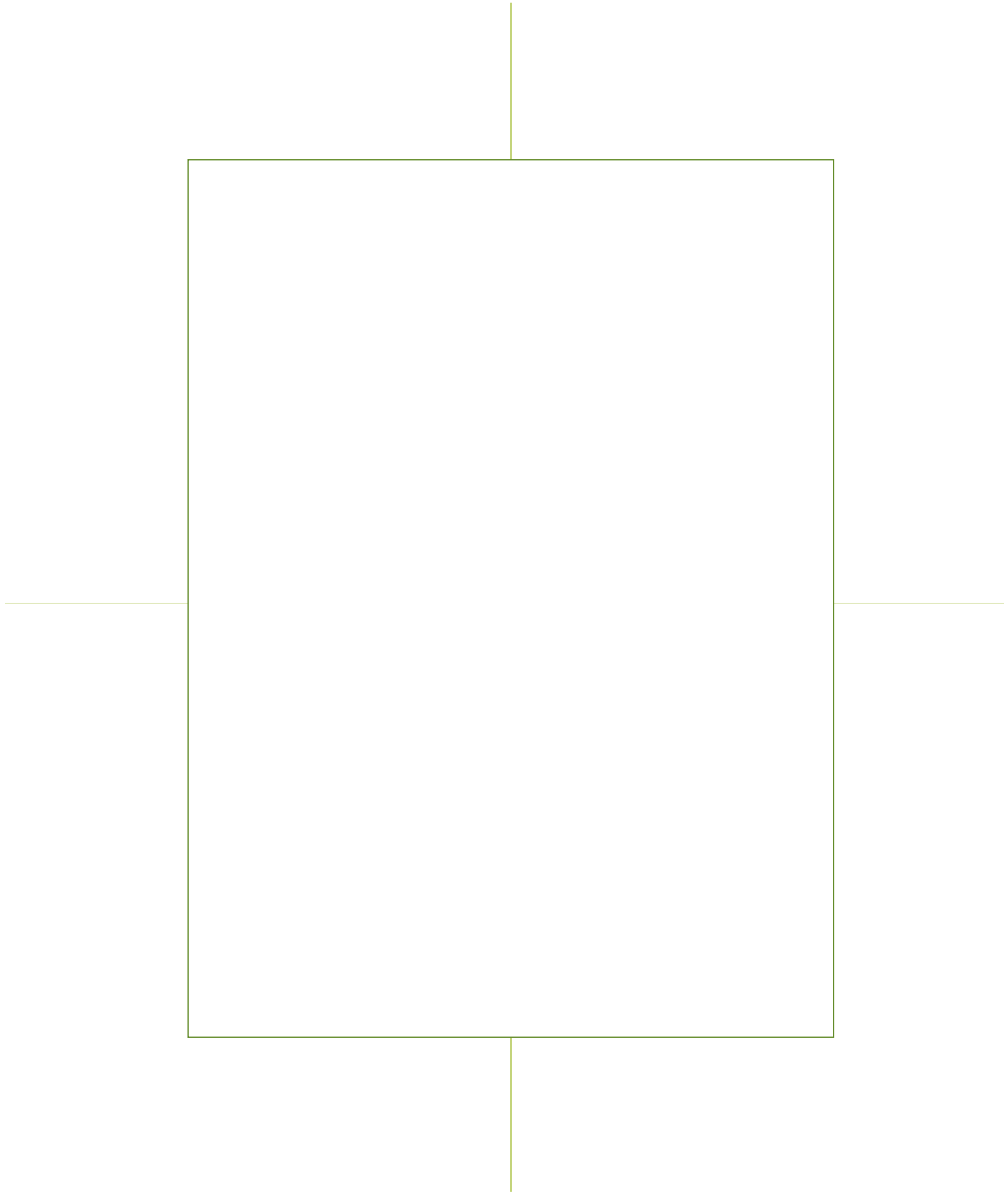
WS 4 Making a Contribution Graphic Organizer

WS 5 Sticky Out the Door Template

[illegible]

[illegible]

WS 3 PLACEMAT



WS 4 MAKING A CONTRIBUTION GRAPHIC ORGANIZER

<p>Difference Maker (Name, general information)</p>	<p>History (Where they are from, what their childhood was like)</p>
<p>Struggles and Barriers (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>Additional Information or Interesting Facts</p>

WS 5 STICKY OUT THE DOOR TEMPLATE

Something I've Learned	Something I Have a Question About

365

**BLACK
CANADIAN
MUSICIANS**

**ALL THAT
JAZZ!**

BLACK CANADIAN MUSICIANS: ALL THAT 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:

Music:

Grades 4–6: C2, C3

Specific Curriculum Expectations:

Language: For Grades 5 and 6, expectations (oral, reading, media literacy) are very similar (but are more extended).

Grade 4: Oral Communication 1.4, 1.6

Grade 4: Reading 1.4, 1.5, 1.8, 2.4

Grade 4: 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 culture
- Be introduced to prominent past and present Black Canadian jazz musicians/artists
- Develop visual arts interpretations based on various jazz music/artists

POSSIBLE SUCCESS CRITERIA

- Describe understanding of jazz music and the message it communicates
- Describe the contribution that 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 a visual arts piece

CULMINATING TASK

- Create a visual arts piece that represents a self-selected jazz music piece, and research the Black Canadian artist who performed/composed the piece.

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Computer and Internet access for each small group of four to five students
- Chart paper
- Writing and erasing utensils
- A variety of materials for visual arts (e.g., construction paper, tissue paper, string, glue, paint, markers, etc.)

Teachers will need:

- Learning goals and success criteria posted
- Technology to access and show YouTube videos (i.e., computer, projector, speakers, Internet access)
- Chart paper or whiteboard
- Markers
- Pictures of typical jazz instruments (e.g., trumpet, saxophone, piano, drums, bass, trombone, clarinet, guitar, etc.) if students are not familiar with them
- Book:
 - Farmer, B. (2015). *Oscar Lives Next Door: A Story Inspired by Oscar Peterson's Childhood*. Toronto, ON: Owlkids.
- Links:
 - "[*Lucky*](#)," Molly Johnson
 - [*Molly Johnson*](#) biographical information
 - "[*And So We Dance*](#)," Kellylee Evans
 - [*Kellylee Evans*](#) biographical information
 - "They All Laughed," [*The Charlie Biddle Trio*](#)
 - [*Charlie Biddle*](#) biographical information
 - "C Jam Blues," [*Oscar Peterson*](#)
 - [*Oscar Peterson*](#) biographical information
 - "Juba: Dance" by [*R. Nathaniel Dett*](#), performed by Leon Bates
 - [*Nathaniel Dett*](#) biographical information
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template

TEACHING AND LEARNING STRATEGIES

Activating Schema: Partner Share

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Mood and Image, Jazz Interpretation, Artist Mini-Research

Consolidating the Learning Experience: Sharing and Reflection

Background Information for Teachers

Before the lesson: This lesson may be divided into several shorter lessons over a number of days, leading to the culminating task of creating a visual arts piece that interprets a particular piece of jazz. 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 (e.g., gospel, rap, pop, etc.).

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Partner Share

Let students know that they will be listening to a piece of music and will be sharing their ideas with a partner. They may choose to close their eyes if it helps them to focus on the music. Prepare and play the video of "Lucky" by Molly Johnson on the computer.

Partner Share: Have students turn to their elbow partner after watching the video and listening to the music. Have the students share their own and their partner's response to one or more of the following prompting questions:

- "Where do you think this is happening?"
- "What genre of music is being played? How do you know?"
- "Was the music fast, upbeat, fun, slow and/or melodic?"
- "How did the music make you feel?"
- "What mood is the music sharing with the audience?"
- "What message is being communicated to the audience?"
- "What are you left with after listening to this piece?"
- "Did this music remind you of anything that you have heard or seen?"

You may document ideas on chart paper or a whiteboard. When students have finished

generating ideas, confirm that this music genre is called jazz. Write the word on the chart. “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, and to share feelings, emotions, personal stories and social issues. Many people influenced this music in Canada. We will be learning about a few past and present artists.” Tell students that the song “Lucky” was performed by an influential Canadian jazz singer, songwriter and broadcaster named Molly Johnson. Using information from Molly Johnson’s online biography, highlight aspects of her life, which may include the following facts:

Molly Johnson is a jazz singer, songwriter and broadcaster on CBC.
She is regarded as one of Canada’s greatest jazz singers.
She has won a Juno Award and a National Jazz Award.
She was named an Officer of the Order of Canada.
She co-founded the Kumbaya Foundation AIDS charity.
She has toured all over the world.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Oral Discussion and Documentation of Thinking: Mood and Image, Jazz Interpretation, Artist Mini-Research

Tell students that they are going to listen to the song “Lucky” again, and this time, they are going to focus on the instruments they can see/hear in the video (drums, bass, piano). Play the video. Afterwards, write students’ responses on chart paper or the whiteboard. Explain that many instruments are used in jazz bands and each instrument has its own important role in communicating mood, lending to the tempo (beat), supplying melody, etc. If students are not familiar with them, show pictures of typical jazz instruments (e.g., trumpet, saxophone, piano, drums, bass, trombone, clarinet, guitar, etc.). Share with students that they are going to listen to a variety of jazz music by a variety of artists, and they will collaboratively discuss and share what they feel is the “mood” of the music. Explain that mood is an expression of feelings about a situation that can take many forms in art and music (e.g., happy, excited, sad, nervous, etc.).

Mood and Image: Students should be divided into small groups (of four or five). Each group should be given a computer that can access the music via YouTube. Provide each group with one of the following artists/songs to analyze:

“And So We Dance,” [Kellylee Evans](#)
“They All Laughed,” [The Charlie Biddle Trio](#)
“C Jam Blues,” [Oscar Peterson](#)
“Juba: Dance” by [R. Nathaniel Dett](#), performed by Leon Bates

As students listen to the music, they should consider the following thinking questions:

"What is the mood of the music?"

"How did it make you feel?"

"Did you like the music? Why or why not?" As a group, they should document their response on chart paper provided.

Carousel: Have the groups travel to another group's workstation to listen to the music and read the responses of the original group. They may share their thinking if they choose on the chart paper as well. They continue to travel to each of the group locations until they have heard all of the clips. Have a discussion as a class about connections that they see/hear between the pieces.

Jazz Interpretation: Share with the students that they will now have an opportunity to select one of the four pieces that they listened to and analyze it more closely, showing their understanding of it through art. This artwork will reflect the mood of the jazz selection by employing different types of materials and using them in different ways. They may use realistic forms such as the actual shape of an instrument they hear being played as well as abstract forms such as swirls, blocks of colour, various line elements (e.g., zigzags), etc. You may choose to demonstrate by cutting out the shape of a guitar or trumpet from a piece of paper and gluing it onto another piece of paper. Then, paint around the instrument with particular colours, lines and/or forms to reflect a particular mood. Provide students with the opportunity to select one of the four pieces to focus on. Once selected, they are to use the mood, tempo, beat, etc., of the music to create an artwork that represents their interpretation of the piece.

Remind students of the thinking questions:

"What is the mood of the music?"

"How did it make you feel?"

Artist Mini-Research: Once students have completed or almost completed their artwork, they should begin to collect information about the artist who performed or composed the music that they selected for their artwork. They should focus on the following questions to guide their mini-research:

"When and where were they born?"

"What are some triumphs and struggles that they experienced?"

"What are some of their career accomplishments?"

What was their influence on music and/or society?

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Sharing and Reflection

Students gather together in common groups based on the music selection. They then share their artwork and describe how it answers the thinking questions. Common group shares their artwork with the other groups and have them make connections between the artwork pieces presented.

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

[illegible]

365

**BLACK
CANADIAN
POLITICIANS**

**JEAN
AUGUSTINE—
AGENT FOR
CHANGE**

BLACK CANADIAN POLITICIANS: JEAN AUGUSTINE—AGENT FOR CHANGE **(4–6 LITERACY BLOCKS)**

OVERALL QUESTION

How can we use political influence to support social change in our 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 5: The Role of Government and Responsible Citizenship B1, B2, B3

Grade 6: Communities in Canada, Past and Present A1, A2, A3

Grade 6: Canada's Interactions with the Global Community B1, B2, B3

Specific Curriculum Expectations:

Language: For Grades 5 and 6, expectations (reading, media literacy) are very similar (but are more extended).

Grade 4: Reading 1.5, 1.6

Grade 4: 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 that 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 collaboratively develop a profile of a Black Canadian political leader using visual images.

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Open space in which to collaborate in small groups
- Chart paper for each group
- Writing and erasing utensils
- Biographical information on Jean Augustine
- Access to computers and Internet to conduct research and create media texts

Teachers will need:

- Access to AV equipment (i.e., computer, projector, document camera, speakers, etc.)
- Internet access
- Biographical information on Jean Augustine, Canada's first Black female member of Parliament and cabinet minister, social justice advocate, teacher and principal
- Video: "Jean Augustine—First Black Woman in Parliament"
- Optional: Information on Rosemary Brown, Canada's first Black female member of provincial Parliament, first woman to run for leadership of a political party, social worker
- Optional: Information on Lincoln Alexander, first Black Canadian member of Parliament, cabinet minister, lieutenant-governor of Ontario, lawyer
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Visual Images A – Jean Augustine
- WS 4 Visual Images B – Jean Augustine

TEACHING AND LEARNING STRATEGIES

Activating Schema: Inside-Outside Circle

Categorizing Thinking to Build New Knowledge: Picture Word Induction Model (PWIM), Visual Profile

Consolidating the Learning Experience: Small Group Conferencing

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, read about Jean Augustine before starting this lesson in order to gain a stronger understanding of her 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 of this lesson to other curriculum areas that the students have experience with. Though only one political leader is presented in this lesson, consider including other Black Canadian political leaders to expand learners' exposure to a variety of individuals. Links to information on Rosemary Brown and Lincoln Alexander are provided as possible subjects.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Inside-Outside Circle

Divide the class in half. Have one half form a circle (standing shoulder to shoulder) facing out of the circle. Have the other half of the students form a circle around the first circle but facing into the circle. (Each student should be facing someone once the two circles have been created.) Ask students to consider the following question and be prepared to share with the person standing in front of them: "Why does an individual get into politics?"

After some time, stop the conversation and have the outside circle move one person to the right. Then, pose the same question. After some time, stop the conversation and have the outside circle move two students to the right. Then, pose the following question: "What type of job/career would be helpful to a person who gets into politics?" After some time, stop the conversation and have the inside circle move three students to the left. Then, pose the following question: "What challenges would face a person who wants to get into politics or is in politics?" After some time, stop the conversation and have the inside circle move two students to the left. Then, pose the following question: "What would prevent someone from entering into their chosen career (i.e., politics)?"

After these questions have been asked, have students return to their desks or the carpet to have class discussions about their conversations. Ask probing questions about why they think the way they do (e.g., "How do you know that? What have you seen or heard that confirms that thinking? What do you think about your partner's ideas? Can you give an example of what you are thinking?") Tell students that we will be learning about political leaders, how they came to be politicians and how their work has had an impact on Canadian government and the communities they serve.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Picture Word Induction Model (PWIM), Visual Profile

Have students seated at their desks in small groups with a clear view of the screen where you will be showing photos of Jean Augustine. Do not tell the students the person's name or

gender in advance. Tell students that they will be seeing some images that show different aspects of an individual's life. They are to view the images and have a discussion in their group as to what they see, hear, feel, infer and predict about the images to tell the story of the individual. As they collaboratively come up with ideas, they are to write them down on chart paper so that they can make connections between the images and their group's thinking.

Prepare to show the images of Jean Augustine from WS 3 Visual Images A – Jean Augustine and WS 4 Visual Images B – Jean Augustine. Before projecting the first image on the screen, tell students that you will view and discuss the first image together as a class. Project the image and deconstruct it with the students. 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?”

“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?”

Show the next image and tell students to discuss with their group what they see, hear, feel, infer and predict about the image. Remind them to think about all the information they were able to pull out of the first image, and encourage them to do the same with this image, remembering to write down all of their ideas on the chart paper. You may want to start the group discussion by asking some of the same probing questions that were asked with the first image.

Continue this process with two to four more images, ensuring that a well-rounded perspective of Jean Augustine is given. As students are working, you should circulate to get a sense of the students' thinking and the level of their inferences based on the images, asking probing questions to those groups that need it to extend and/or focus their discussion. After the groups have had time to think, discuss, share and document their thinking, bring the class together and have each group share their thoughts. As students'/groups' thinking is confirmed, write big ideas on the whiteboard or chart paper. Once all the images have been viewed, discussed, documented and shared, have a discussion about what we think we know about the individual. Consider the following:

Do we know who the individual is?

Do we know their role/position?

Do we know what their life path has been?

Do we know whom they work for or with?

Do we have any clues as to any challenges that they have had in their life journey?

Provide each of the groups with one or two of the following nine sections of biographical information for Jean Augustine found at the Canadian Encyclopedia:

- Introduction
- Early Years
- Teacher to Principal
- First Black Woman in Parliament
- Black History Month
- First Black Woman in Cabinet
- Ontario Fairness Commissioner
- Legacy
- Honours and Awards

Have each group read and discuss the information in the section assigned to them and provide support as needed to help students understand the vocabulary and content. As students gain and/or confirm information based on their reading, they should compare it to the information they pulled out of the images that they documented earlier and add any new information to their chart paper. Let the students know that they will have the opportunity to share their thinking and new information that they gained with the other groups.

One Stay, Rest Stray: Select or have students select one person from their groups who will remain with their chart paper to share their group's thinking based on their section of the biography. The remaining students from the group will travel together to view each of the other groups' chart paper and listen to the student who remained with it. Have students rotate to the other groups to hear and view the information about Jean Augustine. Once the students have visited each of the other stations, share as a class what they now know about Jean Augustine, her life journey and challenges in her political career.

As a class, view the video “Jean Augustine—First Black Woman in Parliament” and talk about the challenges that Jean Augustine describes facing during her political career (i.e., racism, discrimination, etc.). Discuss how these challenges have encouraged Jean to continue to work for equality for all. To create a visual profile, have each student select an image from Jean Augustine's life journey (either from those provided or one they source for themselves [online](#)) and use it to create a profile for her based on the information that they gained throughout the lesson(s) and/or from any research. They may present the information as a mind map, picture web, [PowToon](#), infographic or image timeline (using the images that they viewed during the lesson or others that they source themselves).

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Small Group Conferencing

Bring small groups of students together to share their findings and make connections based on the research they did on Jean Augustine. Have the groups answer the following questions either orally, on paper or via video:

What did Jean Augustine accomplish?

What challenges did she face?

How did she use her career before politics to make a difference in the work she did for the communities she served?

How did she impact the Canadian government and the community throughout her political career?

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

WS 3 Visual Images A – Jean Augustine

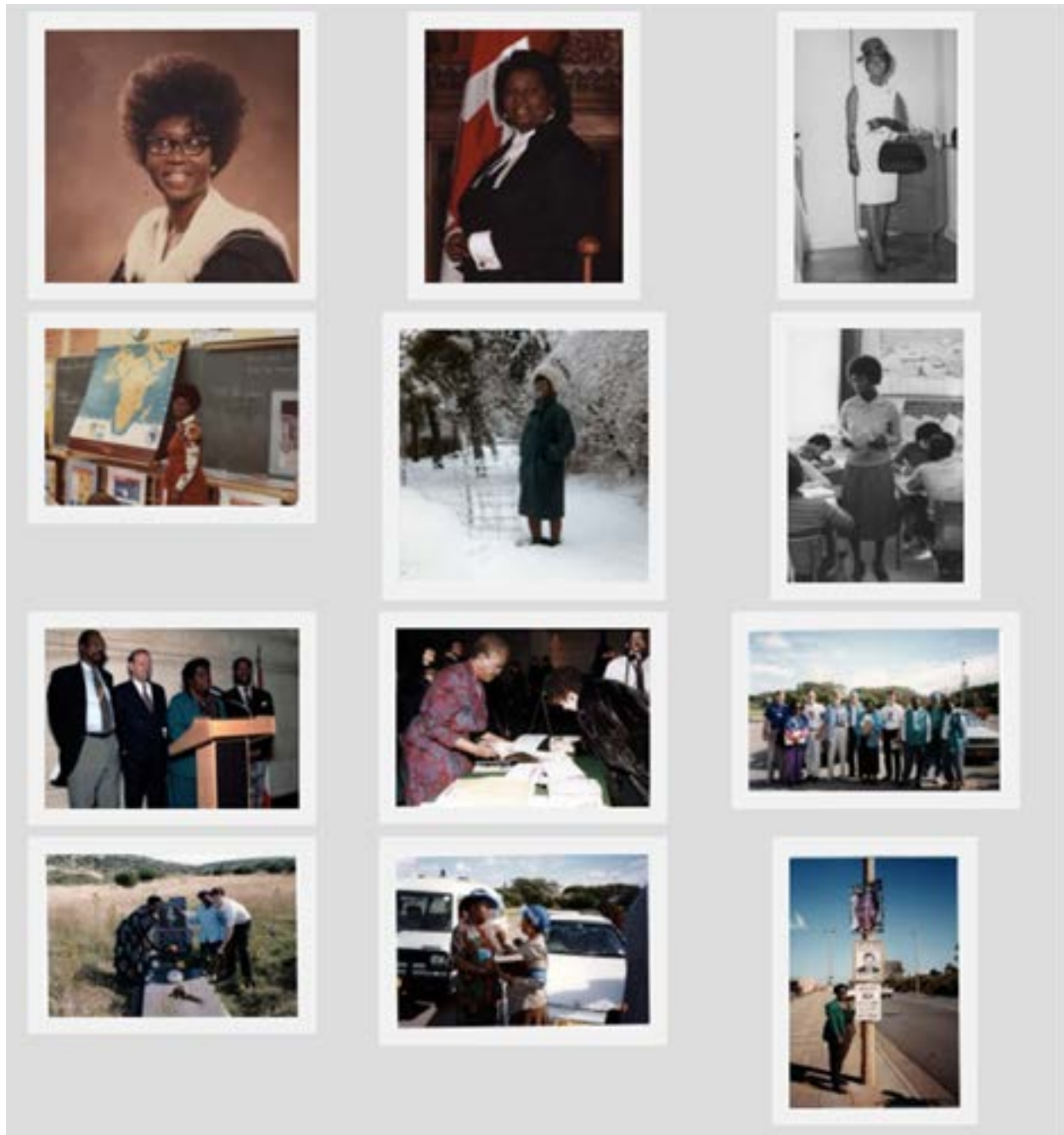
WS 4 Visual Images B – Jean Augustine

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
Name	Activating Schema: Inside-Outside Circle	Categorizing Thinking to Build New Knowledge: Picture Word Induction Model (PWIM)	Categorizing Thinking to Build New Knowledge: Visual Profile	Consolidating the Learning Experience: Small Group Conferencing

[illegible]

WS 3 VISUAL IMAGES A – JEAN AUGUSTINE



WS 4 VISUAL IMAGES B – JEAN AUGUSTINE



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**BLACK
CANADIAN
SCIENTISTS**

**MEDICAL
PROFESSIONALS
AND INVENTORS**

BLACK CANADIAN SCIENTISTS, MEDICAL PROFESSIONALS AND INVENTORS

(4–6 LITERACY BLOCKS)

OVERALL QUESTION

How have the contributions of Black Canadian scientists, health care practitioners/physicians, and inventors made an impact on society?

GUIDING QUESTIONS

- What shared experiences have shaped the lives and stories of Black Canadians in Canada?
- What roles do gender and race play when Black Canadians' stories are shared? Whose voices are heard and whose voices are often silenced?
- What 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 5: The Role of Government and Responsible Citizenship B3

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A1, A2

Specific Curriculum Expectations:

Social Studies:

Grade 5: The Role of Government and Responsible Citizenship A2.4, B3.3

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A1.2, A1.3, A3.2

Language:

Grade 4: Media Literacy 1.5

Grade 5: Media Literacy 1.5

Grade 6: Media Literacy 3.1

LEARNING GOALS

Students will:

- Critically discuss and reflect on the lack of archival documentation on Black Canadians
- Create biographical stories about Black Canadian scientists, health care practitioners/physicians and inventors using various technologies
- Understand the impact of racial discrimination/segregation and sexism on the livelihood of Black Canadians past and present in the area of science, medicine and inventorship
- Define and begin to understand the impact of words such as anti-Black racism, racism, prejudice and segregation

POSSIBLE SUCCESS CRITERIA

Collaboratively develop a visual biographical profile of a Black Canadian scientist, health care practitioner/physician or inventor using technology (PowToon, PowerPoint, animation programs, etc.). Share these biographies with peers and others

MATERIALS REQUIRED FOR THIS LESSON

Students will need:

- Open space in which to collaborate in small groups
- Writing and erasing utensils
- Access to computers and Internet to conduct research and possibly create media texts
- WS 3 Word Journal
- WS 4 Research—Scientists, Medical Practitioners/Doctors and Inventors
- WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors
- WS 6 Ws and H Graphic Organizer
- WS 7 Comic Strip Planning Sheet for students who wish to create a comic strip
- WS 8 Peer Editing Evaluation Sheet
- WS 9 Oral Presentation Rubric: Peer Assessment Rubric

Teachers will need:

- Learning goals and success criteria posted
- Students placed in appropriate learning groups (approximately two to three students each)
- Chart paper
- Markers
- Glossary of Terms
- WS 1 Student Assessment Checklist
- WS 2 Anecdotal Observations/Conferencing Tracking Template
- WS 3 Word Journal
- WS 4 Research—Scientists, Medical Practitioners/Doctors and Inventors
- WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors
- WS 6 5 Ws and H Graphic Organizer
- WS 7 Comic Strip Planning Sheet
- WS 8 Peer Editing Evaluation Sheet
- WS 9 Oral Presentation Rubric: Peer Assessment Rubric

TEACHING AND LEARNING STRATEGIES

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Journal, Research—Scientists, Medical Practitioners/Doctors and Inventors

Categorizing Thinking to Build New Knowledge: Research and Visual Biography

Consolidating the Learning Experience: Oral Presentation and Peer Assessment

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. Teachers can choose to do all or a select number of the activities.

STEP A: ASSESSMENT AS LEARNING

Activating Schema: Oral Discussion and Documentation of Thinking: Anchor Chart, Word Journal, Research—Scientists, Medical Practitioners/Doctors and Inventors.

Begin by asking students what they think the words prejudice, sexism, racism, anti-Black racism and segregation mean. Write each word or phrase on the Anchor Chart and list students' ideas under each one.

Prejudice: a preconceived opinion.

Sexism: unfavourable treatment based on prejudice about gender.

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.

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.

Segregation: the enforced separation of groups in a community.

As a whole class, discuss what the words mean. Provide time for students to share personal stories or examples using these words. Give each student a copy of WS 3 Word Journal (or have them create word journals in lined exercise books) and have them print these words on it, define them and use them in a sentence. Explain that they will add new words they encounter in this unit to help them build their vocabulary. Next, define the terms archive and archival gap on the Anchor Chart, and have students add them to their WS Word Journal.

Archive: (1) a collection of records of or about an institution, family, etc.; (2) a place where such records are kept; (3) (computing) data transferred to a memory key or hard drive for long-term storage rather than frequent use

Archival gap: a deficiency in a collection of recorded information where information is missing

Discuss the words' meanings as a whole class. You might mention that several common phrases—bridge a gap, close a gap, fill a gap, stop a gap—mean “remedy a deficiency.” Give each student a copy of WS 4 Research—Scientists, Medical Practitioners/Doctors and Inventors, and have them (individually or in pairs) research the names listed and fill in the required information. Students may use the Internet, library books, etc., for approximately an 30-45 minutes. Have students return to their desks. Ask the following questions of students and discuss as a large group:

“About whom were you able to find information?”

“Why were some of the names more difficult to gather information on?”

“Who usually writes down the history of accomplished people?”

“How do gender, race and history impact these searches?”

Reintroduce the term archival gap and have students explain in their words what the term means to them after this activity. Facilitator Note: Allow students to determine the reason for the archival gap.

STEP B: ASSESSMENT FOR LEARNING

Categorizing Thinking to Build New Knowledge: Research and Visual Biography

Provide students with WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors. In pairs, students will choose one of the individuals listed and then research them using the Internet, library books, etc. They will use WS 6 5 Ws and H to record and organize their research, and then will create a picture book, visual biography, video biography or comic strip (using WS 7 Comic Strip Planning Sheet), etc., based on their research including the person's name, date of birth, date of death, occupation, country of birth and country of residence, challenges the person faced and contributions the individual made to their field and society. As an extension, students may include a quote from the individual or someone else or lyrics to conclude their project. The students will be presenting their visual biographies to the class. Provide them with WS 8 Peer Editing Evaluation Sheet and WS 10 Oral Presentation Rubric: Peer Assessment Rubric to assist them in evaluating their process and interaction with their partner.

STEP C: ASSESSMENT OF LEARNING

Consolidating the Learning Experience: Oral Presentation and Peer Assessment

Students present their final biographies to classmates.

WORKSHEETS

WS 1 Student Assessment Checklist

WS 2 Anecdotal Observations/Conferencing Tracking Template

WS 3 Word Journal

WS 4 Research—Scientists, Medical Practitioners/Doctors and Inventors
WS 5 Links for Scientists, Medical Practitioners/Doctors and Inventors
WS 6 5 Ws and H Graphic Organizer
WS 7 Comic Strip Planning Sheet
WS 8 Peer Editing Evaluation Sheet
WS 9 Oral Presentation Rubric: Peer Assessment Rubric

[illegible]

WS 2 ANECDOTAL OBSERVATIONS/CONFERENCING 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 RESEARCH—SCIENTISTS, MEDICAL PRACTITIONERS/DOCTORS AND INVENTORS

Name	Date of Birth	Date of Death	Occupation	Resource (book, weblink etc.)	Interesting Fact
Anderson Ruffin Abbott					
Alexander Thomas Augusta					
Philip Edwards					
Sarah Helen McCurdy Fitzbutler					
William Henry Fitzbutler					
Anna Jarvis					
William Allen Jones					
Thomas Massiah					
Elijah McCoy					
Miriam Rossi					
Douglas Salmon					
Robert Sutton					

WS 5 LINKS FOR SCIENTISTS, MEDICAL PRACTITIONERS/DOCTORS AND INVENTORS

Name: Date:	
Anderson Ruffin Abbott	Canadian History for Kids Article Buxton Museum Virtual Exhibit Heritage Trust Featured Plaque of the Month, February 2009 Black History Canada Profile CBC News Article : “Black Doctor from Canada Served in U.S. Civil War, Attended Dying Abe Lincoln” Video “ Dr. Anderson Ruffin Abbot: An Afro Canadian Pioneer ” York University African Canadian Online
Alexander Thomas Augusta	Wikipedia Article Alexander Thomas Augusta National Institute of Health/National Library of Medicine Article Dr. Alexander T. Augusta “Binding Wounds Pushing Boundaries African Americans in Civil War Medicine ” Video “ Voices of the Civil War ”
Philip Edwards	Canada’s Sport Hall of Fame Winner Philip Edwards 1936 Olympic Athletes Philip Edwards Canada’s Sports Hall of Fame Honoured Member Stories Journal of Olympic History Article Philip Edwards McGill Athletics and Recreation Hall of Fame Philip Edwards
Sarah Helen McCurdy Fitzbutler	Louisville Medicine Greater Louisville Medical Society Article University of Louisville Article Sarah Helen McCurdy Fitzbutler
William Henry Fitzbutler	Louisville Medicine Greater Louisville Medical Society Article University of Louisville Article William Henry Fitzbutler
Anna Jarvis	Article “ Oakville Doctor’s Service to Be Recognized at Toronto Gala ” Article “ Reflections on My Career : Serendipity and Great Mentors” Video “ Dr. D. Anna Jarvis Vice Chancellor’s Award Honouree 2014 UWI Toronto Benefit Gala”
Sophia Jones	Spelman College Article “ Sophia B. Jones Charts a Course of Success for African-American Doctors” Chatham This Week Article “ ‘Gunsmith’ Jones Saw Opportunity in Chatham ”
William Allen Jones	Black History Awareness Society William Allen Jones Canadian Black History Interactive Map and Timeline
Thomas Massiah	The Toronto Observer Article “ Black History Month Brings Prominent Activist to Malvern ”
Elijah McCoy	The Black Inventor Online Museum Elijah McCoy Video Elijah McCoy “ The Real McCoy ” Video “ A Moment in Black History – Elijah McCoy, Inventor”
Nathan Mossell	Wikipedia Article Nathan Francis Mossell University of Pennsylvania Article “ A Principled Man ” BlackPast.org Article Nathan Mossell
Miriam Rossi	U of T Magazine Feature Article “Doctor on Call” – Miriam Rossi “ Dr. Miriam Rossi Honoured by Youth Mentorship Network”
Douglas Salmon	Dr. John Douglas Salmon Biography U of T Magazine Article “ Recognizing a Trailblazer ”
Robert Sutton	Toronto Star Article “ Pediatrician Made Us Cry for the Right Reasons ”
100 Accomplished Black Canadian Women	http://www.100abcwomen.ca/

(Circle one) Scientist Physician Inventor

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

WS 7 COMIC STRIP PLANNING SHEET

Scene and Actions	Characters	Landscape and Props	Caption
1			
2			
3			
4			

WS 8 PEER EDITING EVALUATION SHEET

Check the box with the best answer:

Name of Partner:	Always	Sometimes	Never
I added to my partner's writing.			
I asked questions in my writing.			
I answered my partner's questions.			
I included drawings with my writing.			
I used the prompt chart.			
I used examples from the book in my writing.			

What do you know about your partner's famous person from reading their research?

WS 9 ORAL PRESENTATION RUBRIC: PEER ASSESSMENT RUBRIC

Category	4 Excellent	3 Good	2 Satisfactory	1 Unsatisfactory
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and Eye Contact	Student stands up straight, looks relaxed, confident and establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.
Content	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
Screen Design	The screen design is very attractive and complements the subject matter.	The screen design is attractive and appropriate for the subject matter.	The screen design is acceptable.	The screen design is distracting. It doesn't complement the subject matter.
Media (e.g., audio, graphics, movie clip, animation, etc.)	At least four different types of media are used in the presentation.	Three types of media are used in the presentation.	Two types of media are used in the presentation.	Only one type of media is used in the presentation.
Text and Graphics	The text and graphics complement each other and add to the comprehension of the subject matter.	The text and graphics complement each other.	The text and graphics don't really complement each other.	The text and graphics do not match.



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 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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