

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Intermediate Lesson 5



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

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Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 5

Canadian Women Contributors, Part 1 (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in a Canadian contributor's life;• investigate the impact a Canadian contributor has had on herself, others, Canadian society and the world; and• examine the impact that Perseverance has on oneself, others and society.
Success Criteria	<ul style="list-style-type: none">• Make connections from the stories of a variety of Canadian contributors' lives.• Describe the impact that a variety of Canadian contributors has had on themselves, others and society.• Give evidence of Perseverance in a Canadian contributor's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• their opinion journal from the previous lesson• access to Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheet• Rapid Research Graphic Organizer• sticky notes in two different colours; one of each colour• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• sticky notes in two different colours; one of each colour for each student• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Rapid Research Graphic Organizer for each student• BLM #4 Sticky Out the Door Template enlarged onto chart paper, whiteboard or bulletin board, to accommodate all the students' sticky notes

Teaching & Learning Strategies

- Activating Prior Knowledge: Partner Reading
- Shared Reading and Documentation of Thinking: Black Canadian Women Contributor Posters
- Consolidating Thinking to Build New Knowledge: Rapid Research Graphic Organizer
- Consolidating the Learning Experience: Sticky Out the Door

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have Black Canadian Women Contributor Posters and Information Sheets available for small groups.
- Have technology and text resources available for research (extension suggestion).
- Have spaces available for small groups to meet, discuss and complete research.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have the Sticky Out the Door Template (BLM #4) enlarged onto chart paper, whiteboard or bulletin board.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 4, “The Female Wayne Gretzky: The Story of Angela James, Part 2.” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We have been learning about the contribution that Angela James has made to the sport of hockey specifically and to society in general, and we had an opportunity to write an opinion journal about evidence of her Perseverance through many life challenges. Let’s take some time now to reflect on the opinions and evidence that you wrote about.

Partner Reading: With a reading partner, have students find a space where they can listen to each other read their opinion journal. Encourage them to make connections between the evidence that they share with each other while reading their journals.

**Step B:
Assessment
for Learning**

SHARED READING AND DOCUMENTATION OF THINKING

Teacher Talk: As we have been discovering over the last few lessons, there are some Canadians who are very famous or popular. We see and hear about them on websites, in books and through various other media. There are other Canadians who have made very significant contributions to society but may not have received the same recognition. We are going to learn about some amazing women that fit into this category and have had life experiences that demonstrate Perseverance.

Facilitation Notes: Display the Black Canadian Women Contributor Posters for all the students to see. Use one to focus on the text features and layout of the posters.

Read the captions and information about one of the women and make connections to Angela James. Invite questions and comments based on what is shared from the reading and viewing of the poster.

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Now that we have been introduced to these incredible women, additional information will allow us to learn more about them, their contributions, the impact they have had on society and how Perseverance has played a role in their lives.

You will have the opportunity to select a woman contributor 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.

Rapid Research: Create a meeting place in the classroom for each of the four woman contributors from the posters. Have students select a woman to learn about and move to that area of the classroom. With the other students that have also selected the same woman to focus on, they work together to read and discuss information from the Black Canadian Women Contributor Information Sheet to include on their individual Rapid Research Graphic Organizer.

Facilitation Note: Ensure that when students are in their self-selected research groups, they have access to the relevant poster and information sheet along with their Rapid Research Graphic Organizer.

Teacher Talk: Now that you have had an opportunity to read the information sheet and have discussions with those in your group, you may begin working on documenting your thinking on the Rapid Research Graphic Organizer. Remember: even though you are completing your rapid research independently, you can discuss ideas and your thinking with others to help you do your best on your research.

Lesson Note: For this lesson, the focus of the rapid research is the individual Black Canadian Women Contributor Information Sheets. The rapid research can be extended to include students doing additional research using online and/or text resources.

CONSOLIDATING THE LEARNING EXPERIENCE

Sticky Out the Door: Distribute one sticky note of each colour to each student. Have them use one coloured sticky note to write something they have learned and the other coloured sticky note to write a question they have. Once they've completed this, they place their sticky notes on the Sticky Out the Door Template (BLM #4) on chart paper, whiteboard or bulletin board.

Black Line Masters

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Rapid Research Graphic Organizer
BLM #4 Sticky Out the Door Template

BLM #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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BLM #2 Anecdotal Observation/Conferencing Tracking Template

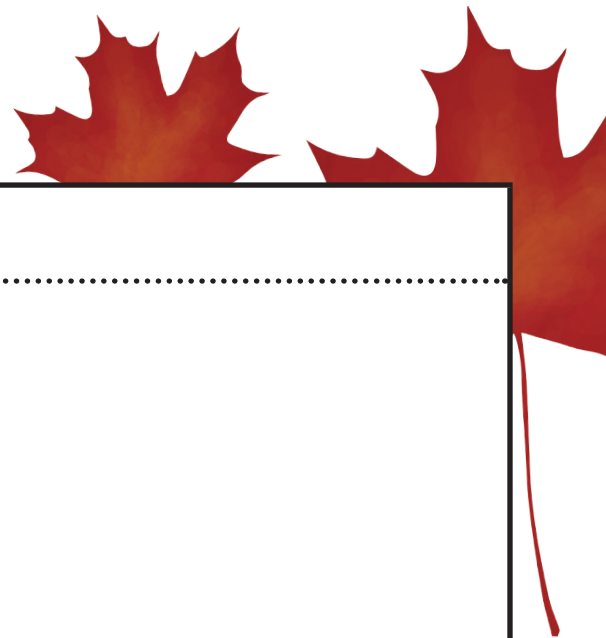
Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Rapid Research Graphic Organizer



<p>Contributor to Society (name, picture, general information)</p>	<p>Struggles (Did they have any roadblocks in reaching their goals?)</p>
<p>History (Where are they from? What was their childhood like?)</p>	<p>Triumphs (What were some positive moments in their lives?)</p>
<p>Accomplishments (What contributions have they made to society?)</p>	<p>Impact on Society (How have their contributions made a difference for people?)</p>

BLM #4 Sticky Out the Door Template



Something that I learned...

A question that I have...
