

Appendix A1: Lesson #1: Activity 1, Black History Anticipation Guide and Answer Key

Black History Anticipation Guide

1. Did Canada have slavery?
2. Name a famous Black explorer?
3. When did the first Black person in Canada arrive?
4. Name 3 famous Black people in Canadian history
5. Name 3 famous Black Canadians today who are **not** in the music/sports Industries
6. Did Black Cowboys exist in Canada?
7. Did Black people serve in the Canadian army before the 1900s?
8. Who were the first Black freedom fighters in Canada?
9. Name two provinces in Canada where there is a rich Black history.

Black History Anticipation Guide: Answer Key

1. Did Canada have slavery? **Yes**

2. Name a famous Black explorer? ***Mathieu Da Costa***

3. When did the first Black person in Canada arrive? **1604**

4. Name 3 famous Black people in Canadian history

Mary Ann Shadd, Harriet Tubman, John Ware, Elijah McCoy, Richard Pier Point etc.)

5. Name 3 famous Black Canadians today who are **not** in the music/sports Industries

George Elliott Clarke: poet, writer; Keith Forde, chief of police in Toronto; Jean Augustine, Politician; Austin Clarke, writer.

6. Did Black Cowboys exist in Canada? **Yes**

7. Did Black people serve in the Canadian army before the 1900s?

Yes, starting in the War of 1812.

8. Who were the first Black freedom fighters in Canada? ***Maroons***

9. Name two provinces in Canada where there is a rich Black history.

Nova Scotia, Ontario, Quebec.

Appendix A2: Lesson #1, Activity 2: Mathieu Da Costa Scavenger Hunt & Answer Key

Mathieu Da Costa Scavenger Hunt

1. Where was Mathieu Da Costa from?
2. What year(s) did he arrive in Canada?
3. What was his job?
4. Who led the expedition to Canada?
5. Which “Father of Confederation” was he with?
6. What club did he belong to?
7. When and where did he die?
8. What languages did he speak?
9. Which French settlement did he help found?
10. Why is Mathieu Da Costa important to Canadian history?

Mathieu Da Costa Scavenger Hunt: Answer Key

1. Azores, Portugal
2. 1604-1606
3. Interpreter for the French
4. Pierre de Gua
5. Samuel Champlain
6. The Order of Good Cheer (Canada’s 1st Social Club)
7. Nova Scotia
8. French, Portuguese and Mi’kmaq (Native language)
9. Port Royal, Nova Scotia
10. He is the start of Black Canadian culture and heritage

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Appendix B1: Lesson #2: Activity 2, Chart, Student Jig-Saw Worksheet

Student Jig Saw Worksheet

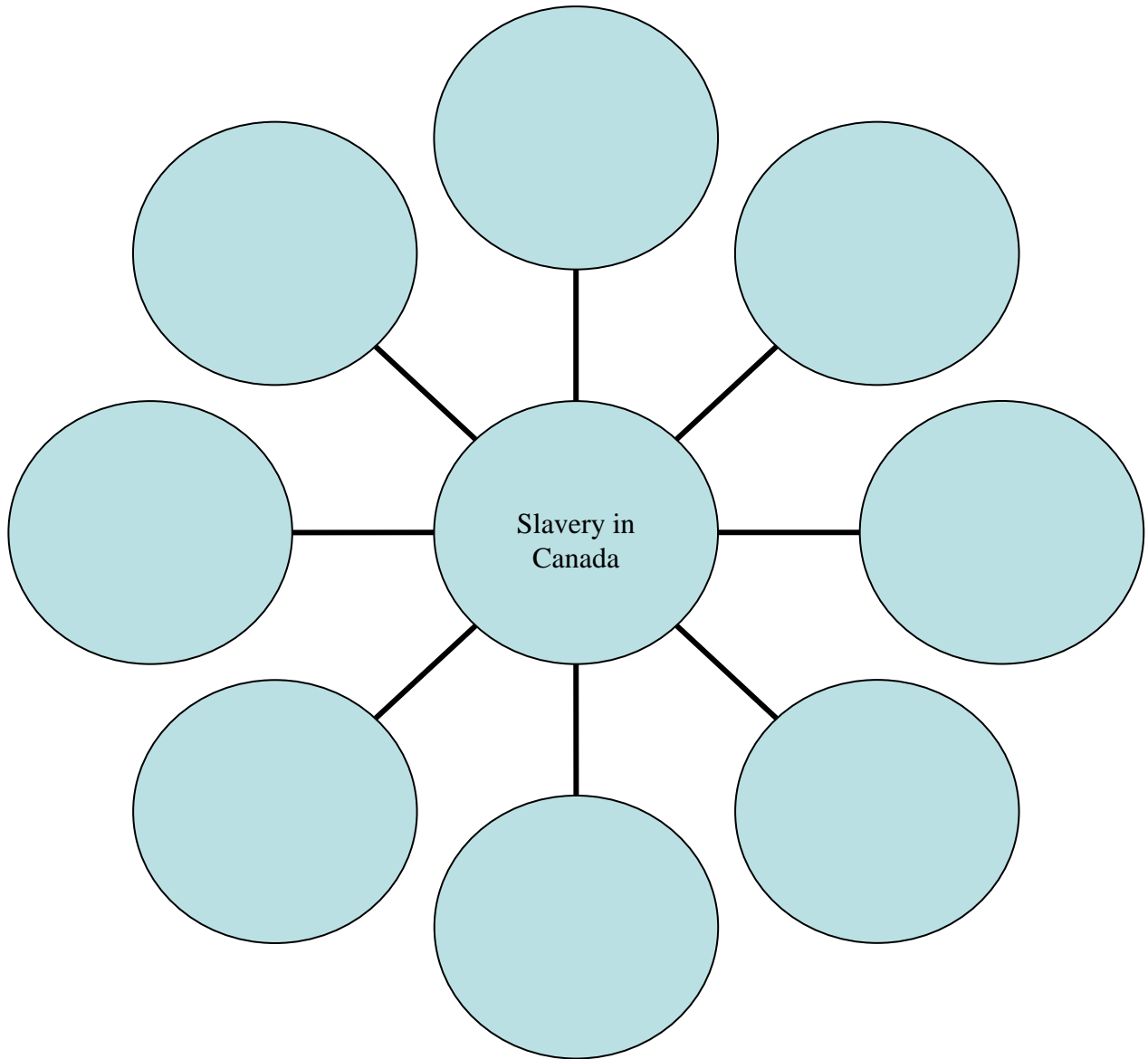
Student Name: _____

Date: _____

Sources	Africa: how did slaves become captured and sold?	Transportation of Slaves from Africa/middle passage	Where were they taken in the New World?

Appendix B2: Lesson #2: Activity 3, Mind Map Template

MIND MAP



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Appendix C1: Lesson #3: Activity 2, Newspaper Assignment Sheet & Rubric

Newspaper Assignment Sheet

Student: _____

Date: _____

Instructions:

In groups you will research one of the main movements of African settlers to Canada:

1. Slaves and Loyalists (Eastern Canada)
2. Underground Railroad (Ontario)
3. Pioneers (Western Canada)

You should have at least four articles covering the topics listed below:

1. Famous people from that time period
2. Reasons for settlement of blacks in this area
3. Challenges and Struggles faced by this group
4. Success Stories/Contributions of these individuals to the area
5. Significant Events in this time period relating to Black Canadians

Your newspaper front-page will be presented to the class and then will be part of the school gallery.

*Each individual in the group must present one article of the front page and be able to answer questions collectively as a group.

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Appendix C2: Lesson #3: Activity 2, Newspaper Assignment Rubric

Rubric for Front Newspaper

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - uses conventions of selected form - demonstrates understanding of information, ideas, concepts, themes researched	- limited use of convention of selected form - demonstrates limited understanding of information, ideas, concepts, themes researched	- some use of conventions of selected form - demonstrates some understanding of information, ideas, concepts, themes researched	- considerable use of conventions of selected form - demonstrates considerable understanding of information, ideas, concepts, themes researched	- thorough use of conventions of selected form - demonstrates thorough and insightful understanding of information, ideas, concepts, themes researched
Thinking/ Inquiry - interprets, classifies, and organizes information, ideas	- shows limited evidence of organizational structure	- shows some evidence of organizational structure	- shows considerable evidence of organizational structure	- shows highly effective evidence of organizational structure
Communication - communicates a sense of audience and purpose - uses language and images to communicate information, ideas	- communicates with a limited sense of audience and purpose - uses language and images to communicate information, ideas with limited effectiveness and clarity	- communicates with some sense of audience and purpose - uses language and images to communicate information, ideas with some effectiveness and clarity	- communicates with considerable sense of audience and purpose - uses language and images to communicate information, ideas with considerable effectiveness and clarity	- communicates with strong sense of audience and purpose - integrates language and images to communicate information, ideas with a high degree of effectiveness and clarity
Application - uses technology appropriately - uses language conventions effectively	- uses appropriate technology with limited effectiveness - applies language conventions with limited effectiveness	- uses appropriate technology with some effectiveness - applies language conventions with some effectiveness	- uses appropriate technology with considerable effectiveness - applies language conventions with considerable effectiveness	- uses appropriate technology with high degree of effectiveness - applies language conventions with high degree of effectiveness

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Appendix C3: Lesson # 3: Peer Presentation Rubrics

PEER PRESENTATION RUBRIC

	Advanced (4)	Proficient (3)	Capable (2)	Emerging (1)	Scores
Organization	<ul style="list-style-type: none"> - product evidences sophisticated structure, engaging the audience - Major and subsidiary points are presented clearly, logically sequenced -Clear transitions between ideas/sections evident - Details are interwoven in creative ways 	<ul style="list-style-type: none"> -product includes coherent introduction, body and conclusion -Major points are presented clearly and are logically sequenced -Details/examples are related to major and minor points 	<ul style="list-style-type: none"> -product shows some structure or pattern -major points are clear - details are minimal but relate to major points being made 	<ul style="list-style-type: none"> -minimal structure, lacking outline or pattern -major points unclear - lacking detail or connections between details and major points 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
Grammar and Usage	<ul style="list-style-type: none"> - Learner demonstrates mastery of conventions of standard English -Material is presented powerfully through attention to style, word choice, sentence variety, and tone 	<ul style="list-style-type: none"> -Learner clearly demonstrates knowledge of conventions of standard English (types of clauses, verb forms, mechanics, sentence structure) -Spelling and punctuation are correct (if written product) 	<ul style="list-style-type: none"> - Learner shows adequate understanding of conventions of English (types of clauses, verb forms, mechanics, sentence structure) -Spelling and punctuation are adequate (if written product) 	<ul style="list-style-type: none"> - Learner shows minimal understanding of conventions of English (types of clauses, verb forms, mechanics, sentence structure) -Spelling and punctuation need significant improvement (if written product) 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
Content	<ul style="list-style-type: none"> -Learner demonstrates sophisticated, critical understanding of concepts and main ideas (comprehension) - Learner demonstrates ability to apply academic skills in new ways or in variety of contexts (application) -Product reflects rich detail, vivid or useful examples, interesting connections (depth) 	<ul style="list-style-type: none"> -Product shows clear understanding of important concepts and main ideas (comprehension) -Learner clearly demonstrates ability to apply standards/ academic skills to the given task (application) -Learner provides clear detail and supporting evidence (depth) 	<ul style="list-style-type: none"> -Learner demonstrates adequate understanding of topic (comprehension) -Learner demonstrates basic ability to apply academic skills to the given task (application) - Learner provides some detail or supporting evidence (depth) 	<ul style="list-style-type: none"> -Learner demonstrates minimal understanding of topic (Comprehension) - Learner demonstrates little application of academic skills to the given task(application) - Product lacks details or examples, learner provides few facts or supportive evidence (depth) 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
Originality	<ul style="list-style-type: none"> -Learner provides new slant/viewpoint on subject -Viewer/Reader learns something new -Learner presents material/ideas in very creative or engaging manner - Learner makes connections between topic and own/others' experience 	<ul style="list-style-type: none"> -Learner provides new slant/viewpoint on subject -Learning demonstrates some creativity in manner of presentation -Learner makes connections between others and own experience 	<ul style="list-style-type: none"> -Learner demonstrates some originality, either in content or manner of presentation 	<ul style="list-style-type: none"> -little or no new thinking 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
				TOTAL SCORES	

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Appendix D: Checklist for Reflection Paragraph

Checklist for Paragraph

CRITERIA	YES	NO
Does the topic sentence indicate the purpose of the paragraph?		
Is the paragraph coherent?		
Are the sentences organised by a logical framework?		
Are any necessary ideas left out?		
Do the sentences focus on the topic?		
Do they link to previous sentences?		
Are the sentences in the most effective order?		
Is the paragraph adequately developed?		
Are sentences connected to each other with easy, effective, and natural transitions?		
Can the paragraph be broken down into smaller paragraphs for greater clarity?		
Does the closing sentence "clinch" what has been said in the paragraph?		

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Appendix E: Rubric for Performance Task

Rubric for Performance Task

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - uses conventions of selected form - demonstrates understanding of information, ideas, concepts, themes researched	- limited use of convention of selected form - demonstrates limited understanding of information, ideas, concepts, themes researched	- some use of conventions of selected form - demonstrates some understanding of information, ideas, concepts, themes researched	- considerable use of conventions of selected form - demonstrates considerable understanding of information, ideas, concepts, themes researched	- thorough use of conventions of selected form - demonstrates thorough and insightful understanding of information, ideas, concepts, themes researched
Thinking/ Inquiry - interprets, classifies, and organizes information, ideas	- shows limited evidence of organizational structure	- shows some evidence of organizational structure	- shows considerable evidence of organizational structure	- shows highly effective evidence of organizational structure
Communication - communicates a sense of audience and purpose - uses language to communicate information, ideas	- communicates with a limited sense of audience and purpose - uses language to communicate information, ideas with limited effectiveness and clarity	- communicates with some sense of audience and purpose - uses language to communicate information, ideas with some effectiveness and clarity	- communicates with considerable sense of audience and purpose - uses language to communicate information, ideas with considerable effectiveness and clarity	- communicates with strong sense of audience and purpose - integrates language to communicate information, ideas with a high degree of effectiveness and clarity
Application - uses language conventions effectively	- applies language conventions with limited effectiveness	- applies language conventions with some effectiveness	- applies language conventions with considerable effectiveness	- applies language conventions with high degree of effectiveness