



Socially-based Curriculum Unit: African Contributions to the Development of Canada

Unit Title: African Contributions to the Development of Canada

Time Frame (number of lessons or days required): 17 classes (75 minute periods)

Unit Developer(s): Sandra Hill and Julie Beattie

Developed for Course Name and Course Code: Canada: History, Identity, and Culture (CH14U)

Strand(s) and Curriculum Learning Expectations Addressed:

Communities: Local, National, and Global Strand

COV.03 · assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada;

Change and Continuity Strand

CCV.05 • evaluate the extent to which Canada has been transformed into a pluralistic society.

Citizenship and Heritage Strand

CHV.04 · evaluate Canada's evolving identity as a just society by analysing changes in Canadian perspectives, policies, and documents on human rights.

CH4.01 – analyse the causes and effects of prejudice and discrimination throughout Canadian history (e.g., expulsion of Acadians, residential schools for Aboriginal children, wartime internment camps, Christie Pits riot, unwillingness to admit Jewish refugees fleeing Nazism, Africville, glass ceiling, discrimination in hiring people with disabilities);

CH4.02 – evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., John Howard Society; J.J. Kelso and children's rights; first- and second-wave women's movement; campaigns for relief for the unemployed; Viola Desmond and civil rights; Canadian Bill of Rights, 1960; Ontario Human Rights Code; movement for Aboriginal self-government; gay rights movement; rights for people with disabilities; reparations for Japanese-Canadian internees and Aboriginal residential school students).

Social, Economic, Political Structures Strand

SE2.03 – analyse the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Pauline Johnson, Agnes Macphail, Emily Carr, Marie Lacoste-Gérin-Lajoie, Margaret Laurence, Bertha Wilson, Roberta Bondar, Jeanne Sauvé, Rosalie Abella).

SEV.04 • describe the nature of the Canadian political system and the groups and individuals who have contributed to its development;

SE4.05 – assess the impact of selected political figures (e.g., Jean Talon, George Brown, George-Étienne Cartier, Louis Riel, Wilfrid Laurier, Henri Bourassa, the Famous Five, William Lyon Mackenzie King, Maurice Duplessis, Pierre Trudeau, René Lévesque, Rosemary Brown, Anne Cools, Jeanne Sauvé, Ovide Mercredi, Elijah Harper, Matthew Coon Come, Adrienne Clarkson) on changes in Canadian politics.



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SEV.05 • assess the efforts of popular movements to reform Canadian society.

Methods of Historical Inquiry Strand

HIV.01 • use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;

HI1.01 – formulate questions for research and inquiry (e.g., To what extent have trade agreements challenged Canadian sovereignty over time? How have French Canadians attempted to preserve their political and cultural identity?) and develop a plan to guide research;

HI1.02 – select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;

HI1.03 – evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, reliability, underlying assumptions, prejudice and bias, and validity of argument);

HI1.04 – organize and record information gathered through research, using a variety of methods (e.g., summaries, lecture notes, note taking, visual organizers, maps);

HIV.02 • interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;

HI2.01 – analyse information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);

HI2.03 – analyse historical events and issues from the perspectives of different participants in those events and issues (e.g., early French colonization from the perspective of Aboriginal peoples, Jesuit missionaries, and representatives of the French government; the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government; the Great Depression from the perspectives of the urban unemployed, farmers in Saskatchewan, and founders of Social Credit and the Co-operative Commonwealth Federation);

HI2.04 – make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);

HI2.05 – draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations;

HI2.06 – complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

HIV.03 • communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

HI3.01 – express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);

HI3.02 – use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;



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Desired Results

Unit Description:

This unit is focused on the contributions of Africans and Black Canadians to Canadian society over the last four hundred years. The unit highlights famous Africans and Black Canadians, and communities and how they have influenced different regions of Canada, socially, politically and economically. A historical background is given in order to understand the origins of slavery in Canada, and how discrimination and racism has endured to present day. There is also a focus on current contributions of Black Canada to Canadian society.

Enduring Understandings / Learning:

Students will comprehend the ongoing contributions of Africans and Black Canadians to Canadian society over the last four hundred years. Students will gain an understanding of the struggles and barriers that Blacks in Canada have had to face over the centuries and today. There will be an emphasis on the positive contributions of individuals and communities over the same time periods. Students will learn to question mainstream interpretations of history, as well as how Black Canadians are portrayed in present day media. Students will further develop historical inquiry, research and presentation skills.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Students will create an educational resource focusing on one of the themes covered in the unit or have a topic approved by the teacher. This will result in the production of resources that can be used in future classes or in other courses, when covering Black history and contributions to Canada.

Assessment Criteria:

Reflections, timelines, jig-saw activities, study guide, media analysis, and educational resource. Evaluation tools will be rubrics, informal observations, checklists, and peer evaluations.



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Unit Planning Notes

Prior Learning Necessary (if any):

- Students should have research skills using the internet, and print resources.
- Students should have experience finding and using primary and secondary sources
- Students should be familiar with concept webs, mind maps, timelines, newspapers, etc.
- Students should be familiar with cooperating in classroom discussions and activities, working cooperatively in groups, and making presentations.
- Students will be familiar with analysing media sources, and locating media bias from prior English courses.

Preparation Notes (if any):

- Gather the necessary resources; books, videos, and documents, and provide Internet access.
- Compile a list of the necessary websites, and book time in the computer room and library
- Prepare materials such as a map of Canada, overview materials, appendices.
- Prepare definitions of discrimination, bias, stereotyping and racism.

Learning Plan

Lesson #1: Introduction to Black History

Time: 150 minutes

Learning Outcomes: Students will understand some of the main themes of the lessons to come. Students will also be introduced to one of the “hidden” stories of Canadian History, and they will begin to question how history is selective in terms of what stories are told, and which stories are left out.

Teaching/Learning Strategies

1. Students will complete the anticipation guide on Black History in Canada
2. The teachers will take-up answers with the class, and take time to discuss issues and interests as they arise.
3. Using the Internet and provided text resources students will complete the Scavenger Hunt on Mathieu Da Costa.



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4. Students will then share their results with their classmates.
5. The class will then watch the movie "The Ghost of Da Costa" which is a short introduction about the man and his contribution to Canada.
6. The teacher will then put the following discussion question on the board, giving students time to reflect on their answers and to discuss it in small groups: "Why are some contributions to Canadian History unknown?"
7. Students will then write a short paragraph on why they think Mathieu Da Costa remained unknown and uncelebrated for so long in Canadian schools.

Materials:

- Black History Anticipation Guide and Answer Key: Appendix A1.
- Mathieu Da Costa Scavenger Hunt and Answer Key: Appendix A2.
- Movie: Ghost of Da Costa: from the DaCosta 400 Website:
<http://www.dacosta400.ca/media/ghost%20of%20dacosta.mov>

Assessment & Evaluation of Student Achievement

Formative assessment: short reflection paragraph covering the main themes of the lesson.

Resources:

Print

Sadlier, Rosemary, and Wang Qijun. The Kids Book of Black Canadian History. Toronto: Kids Can P, 2003.

Websites

- Some Missing Pages: the Black Community in the History of Quebec and Canada. 1996. Provincial Association of Social Studies Teachers, Quebec Board of Black Educators. <http://www.learnquebec.ca/en/content/curriculum/social_sciences/features/missingpages/>.
- "Mathieu Da Costa and Early Canada: Possibilities and Probabilities." The National Parks and National Historic Sites of Canada. <http://www.pc.gc.ca/lhn-nhs/ns/portroyal/natcul/dacosta_e.pdf>.

Video

- "Mathieu Da Costa." DaCosta 400 Website. <http://www.dacosta400.ca/cavalcade/mathieudacosta.shtml>



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Lesson #2: Using Primary and Secondary Sources to Understand Slavery in Canada and Internationally

Time: 225 minutes

Learning Outcomes: Students will gain a better understanding of the causes and effects of the Atlantic Slave Trade and how slavery was organized in the Americas. Students will also gain a deeper understanding of the history of slavery in Canada and what life was like for slaves in Upper and Lower Canada. Students will also use primary and secondary sources to formulate opinions about history and to develop further historical enquires. Research skills will also be an important factor of this lesson.

Lesson Outline:

Activity #1: Understanding primary and secondary sources.

1. The teacher will go over the definitions of what are primary and secondary sources.
Primary Sources are actual records of events that have survived from the past. Examples of primary sources include letters, photographs, diaries, poems, newspaper accounts, and interviews.
Secondary Sources are accounts of the past created by people who are not first-hand witnesses of the event. Secondary sources offer an analysis or a restatement of primary sources. Examples of secondary sources include: dictionaries, encyclopaedias, books and articles that interpret or review research works.

Activity #2: Using Secondary sources to understand the causes and effects of slavery in Africa and in the Americas.

1. The teacher organize a jigsaw activity focused on using secondary sources to research slavery internationally.
2. The teacher will direct students to one of three workstations. In the stations students will work in small groups focusing on one of three issues: Africa: how slaves become captured and sold; The Middle Passage: how slaves were transported from Africa to the Americas; and where slaves were taken in the New World.
3. In each workstation, students will be provided with texts so they can research their issue.
4. After the small groups are finished their research, students will then be organized into groups of three so they can teach each other about their issue.
5. The teacher will then bring students together as a class to discuss some of the main ideas that have been researched and shared.

Activity #3: Using Primary sources to understand life for Blacks in Canada from the 1600s-1800s

1. The teacher will provide students in small groups with a list of Internet sites that contain primary sources focused on slavery in Canada. These sources will be in the form of media that was produced at that point in time. For example: Advertisements for slaves, bounty announcements, and abolitionist group meetings.
2. From the information that is in the primary sources, students will create a mind map using the following prompts: laws, slavery, abolitionists, bounty hunters, everyday life, places of origin, family life, and famous slaves.



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3. Students after completing their mind maps will share their information with each other in small groups.
4. The teacher will read from two Canadian novels that are focused on slavery in Canada: Afua Cooper's "The Hanging of Angelique", pages 6-7; and Lawrence Hill's "The Book of Negroes", pages 321- 324.
5. Students will then reflect in writing on the following question: "What would life be like as a Black Canada during this time period?"

Materials:

- Student Jig Saw Worksheet, Appendix B1.
- Mind map Template: Appendix B2.

Assessment & Evaluation of Student Achievement

Formative assessment: reflection assignment on "What would life be like as a Black Canada during this time period?"

Resources

Print

Cooper, Afua. The Hanging Of Angelique: The Untold Story Of Canadian Slavery And The Burning Of Old Montreal. Toronto: HarperCollins. 2006.

Cummings, Joseph. Pioneering Peaceful Protest: History's Greatest Untold Stories. Washington: National Geographic Society, 2006.

Hill, Lawrence. The Book of Negroes. Toronto: Harpercollins. 2007.

Hill, Daniel G. The Freedom Seekers. Toronto: Stoddart Publishing Company. 2002.

French, Robert. Out of the Past into the Future. Toronto: Random House. 1998.

Alexander, Ken and Avis Glaze. 1996. Towards Freedom. Toronto : Umbrella Press

Sadlier, Rosemary. The Kids Book of Black Canadian History. Toronto: Kids Can Press. 2003.

Pachai, Bridglal. The Nova Scotia Black Experience through the Centuries. Halifax: Nimbus Publishing. 2007.

Websites

- "African Nova Scotians in the Age of Slavery and Abolition." Nova Scotia Archives and Records Management. 2006. Government of Nova Scotia.

<<http://www.gov.ns.ca/nsarm/virtual/africanns/ch1.asp?Language=English>>.

- "Enslaved Africans in Upper Canada." Archives of Ontario. 2007. Ontario Ministry of Government and Consumer Services. <<http://www.archives.gov.on.ca/ENGLISH/exhibits/slavery/index.html>>.

- "Freedom From Slavery." Archives of Ontario. 2005. Ontario Ministry of Government Services. <<http://www.archives.gov.on.ca/ENGLISH/exhibits/humnrits/slavery.htm>>.

- "Images of Black History: Exploring the Alvin McCurdy Collection." Archives of Ontario. 2005. Ontario Ministry of Government Services.

<http://www.archives.gov.on.ca/english/exhibits/alvin_mccurdy/index.html>.



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"Some Missing Pages: the Black Community in the History of Quebec and Canada." 1996. Provincial Association of Social Studies Teachers, Quebec Board of Black Educators.

<http://www.learnquebec.ca/en/content/curriculum/social_sciences/features/missingpages/>.

- "Sophia Burthen Pooley, Part of the Family?" Archives of Ontario. 2007. Ontario Ministry of Government and Consumer Services. <<http://www.archives.gov.on.ca/english/exhibits/slavery/sophia-pooley.htm>>.

- "The Anti-Slavery Movement in Canada." Library and Archives Canada. 19 Mar. 2002.

www.collectionscanada.gc.ca. <<http://www.collectionscanada.gc.ca/anti-slavery/index-e.html>>.

- "The Loyalists." Arrival of the Black Loyalists: Saint John's Black Community: Heritage Resources Saint John. 31 Jan. 2008. Heritage Resources and New Brunswick Community College - Saint John.

<<http://www.saintjohn.nbcc.nb.ca/~Heritage/Black/loyalists.htm>>.

LESSON #3: Settlements in Canada

Time: 300 minutes

Learning Outcomes: Students will focus on the main movements of African settlers to Canada: Slaves and Loyalists, Underground Railroad, and Pioneers. They will also understand the time periods for these settlements, and the impact these communities had on the four regions in Canada. They will look at the causes for the settlements, the effects on Black populations, and highlight important persons and contributions. Students will complete this research in small groups using text and Internet resources. Students will then put their information together as a front page of a newspaper, which will be shared with the class and then with the school as a gallery display.

Teaching/Learning Strategies

Activity #1: Overview of Black Settlements

1. The teacher will briefly introduce the four major settlements of Blacks into Canada using a map of Canada.
2. Using the prepared overview materials, the class will look at the Canadian Regions that have a significant population of Black Canadians: East Coast, Ontario, Quebec and Western Canada.

Activity #2: Newspaper Assignment

1. The teacher will divide the class into small groups focusing on one of the three movements of African settlers to Canada: Slaves and Loyalists, Underground Railroad, and Pioneers.
2. The teacher will explain the assignment and expected outcomes.



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3. Students will then research in their groups using the internet and print resources, focusing on covering the following points:
 - Famous people from that time period
 - Reasons for settlement of blacks in this area
 - Challenges and Struggles faced by this group
 - Success Stories/Contributions of these individuals to the area
 - Significant Events in this time period
4. Students will then write a front page of a newspaper from that era and region using a template provided by the teacher.
5. Student groups will present their newspaper in class as a group
6. Students will be given time to complete their peer evaluations

Activity #3: Hallway Gallery

1. As the performative task, students will put together a hallway gallery of front page newspapers
2. Students will be on hand of the opening of the gallery for question and answering period.
3. Students will be informally evaluated for their participation in this event.

Materials:

- Assignment Sheet, Appendix C1.
- Presentation Rubric, Appendix C2.
- Peer Evaluation sheet, Appendix C3.

Assessment & Evaluation of Student Achievement

Formative assessment: short reflection paragraph covering the main themes of the lesson.

Resources:

Print

Internet

- "Alberta's Black Pioneer Heritage." 2007. Heritage Community Foundation, Black Pioneer Descendants' Society. <<http://blackpioneers.albertasource.ca/index.html>>.
- Black History in Guelph and Wellington County. Guelph Museums. <<http://guelph.ca/museum/BlackHistory/wellington.htm>>.
- "Black Loyalists: Our History, Our People." Black Loyalists Digital Collections. Canada's Digital Collections. <<http://blackloyalist.com/canadiandigitalcollection/>>.
- "Black Pioneers." African Canadian Online. 2002. York University. <<http://www.yorku.ca/aconline/culture/pioneers.html>>.
- Buxton National Historical Site and Museum. <<http://www.buxtonmuseum.com/index.htm>>.
- Carrasco, H., and O. Solberg. The Underground Railroad Site. 1996. U.C. Davis Division of Education. <<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents.htm>>.



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- Ontario Black History Online. School Net Digital Collections. <<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/obho/index.html>>.
- "Remembering Black Loyalists, Black Communities in Nova Scotia." Nova Scotia Museum. 2001. Virtual Museum of Canada. <<http://museum.gov.ns.ca/blackloyalists/index.htm>>.
- Some Missing Pages: the Black Community in the History of Quebec and Canada. 1996. Provincial Association of Social Studies Teachers, Quebec Board of Black Educators. <http://www.learnquebec.ca/en/content/curriculum/social_sciences/features/missingpages/>.
- The Black Historical and Cultural Society. 2004. <http://www.bhcsbc.org/historical_bc.html>.
- The Black Loyalist Heritage Society. Canada's Digital Collections. <<http://www.blackloyalist.com/>>.
- "The Blacks, Anti-Slavery and the Underground Railway." Canadian Confederation. 14 Dec. 2001. Library and Archives of Canada. <<http://www.collectionscanada.gc.ca/confederation/023001-2050-e.html>>.
- "The Loyalists." Arrival of the Black Loyalists: Saint John's Black Community: Heritage Resources Saint John. 31 Jan. 2008. Heritage Resources and New Brunswick. Community College - Saint John. <<http://www.saintjohn.nbcc.nb.ca/~Heritage/Black/loyalists.htm>>.
- The Underground Railroad. National Geographic. <<http://www.nationalgeographic.com/features/99/railroad/>>.
- "The Underground Railroad." The Ontario Black History Society. <<http://www.blackhistorysociety.ca/URR.htm>>.
- The Underground Railroad Years: Canada in an International Arena. Canada's Digital Collections, Industry Canada. <<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/freedom/default.htm>>.

Lesson #4: African Canadian Contributions to the Canadian Military

Time: 225 minutes

Learning Outcomes: Students will learn about the contributions of African Canadians to the Canadian military from the period of the war of 1812 until World War Two. They will become familiar with the participation of such well-known figures such as Richard Pierpont and groups like the No. 2 Construction Group. They will learn the significance of these individuals' contributions and the challenges they faced in terms of discrimination and racism. Students will put together a time line on Power Point, which they will then use to come up with a study guide for the final exam.

Teaching/Learning Strategies

Activity #1: Visualizing Activity

1. The teacher will ask students to "brain storm" who is your typical Canadian Soldier.
2. The teacher will write student response on the board.
3. The teacher will use these responses to introduce Richard Pierpoint.



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Activity #2: Timeline for Black Soldiers Assignment

1. Teacher will re-familiarize students with timelines using an example from everyday life.
2. The students will be asked to individually create a timeline of African Contributions to the Canadian Military focusing on:
 - War: 1812-“The Coloured Corps”, Richard Pierpoint
 - WWI- No. 2 Construction Battalion
 - WWII- racially mixed units
3. Students will produce timelines using the Power Point software.

Activity #3: Performance Task: Study Guide

1. Individually, students will create from their timelines a study guide for upcoming tests.

Assessment & Evaluation of Student Achievement

Formative assessment: A study guide on Black involvement in Canada's military.

Resources

Print

Pitt, Steve. To Stand and Fight Together: Richard Pierpoint and the Coloured Corps of Upper Canada. Toronto: Sandcastle/Dundurn, 2008.

Ruck, Calvin W. The Black Battalion: 1916-1920, Canada's Best Kept Military Secret. Halifax: Nimbus Ltd., 1987.

Websites

- "Black History." Niagara Falls Museum. 2004. <<http://www.niagarafallsmuseum.ca/blackhistory.html>>.
- Black History in Guelph and Wellington County. Guelph Museums. <<http://guelph.ca/museum/BlackHistory.htm>>.
- Government of Canada. Veterans Affairs Canada. www.vac-acc.gc.ca.
- Meyler, D. "Slave, Soldier, Settler One Pioneer's Story, the Life of Richard Pierpoint." <<http://www.edunetconnect.com/cat/soccult/pioneer.html>>.
- "No. 2 Construction Battalion: Documents." 11 Nov. 1996. <<http://www.littletechshoppe.com/ns1625/conbat2a.html>>.
- "Reward for Military Service: The Petition of Richard Pierpoint." Fort George National Historic Site of Canada. 2003. Parks Canada. <http://www.pc.gc.ca/lhn-nhs/on/fortgeorge/ne/ne7_E.asp>.



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Lesson #5: Media Coverage of Black Contributions to Canada in the Present Day

Time: 150 minutes

Learning Outcomes: Students will understand how discrimination, bias, stereotyping and racism affect bias in the media, and understand how community input into media representations can promote more positive images of Black Canadians. Students will look first at mainstream media to see how Black Canadians are portrayed in both articles and advertisements. They will then compare their findings with representations in two community produced media sources to see if there is a more positive representation of Black Canadians. As a performance assessment students will write a reflection on one successful Black Canadian in present day.

Teaching/Learning Strategies

Activity #1: Locating Media Bias

1. The teacher will pre-teach the definitions of: Bias, stereotyping, racism, and discrimination.
2. The teacher will also refresh student knowledge of how to analyse media sources and locate bias in the media.

Activity #2: Analyzing Mainstream and Community Media for Bias

1. Using the Internet students will look at the 4 most popular major newspapers in the GTA: Toronto Sun, Toronto Star, Globe and Mail, and The National Post. To look at how African Canadians are portrayed in the mainstream media.
2. Students will find three articles and three advertisements where Black Canadians are the main focus. Using these findings students will refer back to their notes on bias, stereotype, racism and discrimination and select key phrases, descriptions and main messages to demonstrate media bias.
3. Students will then look at online versions of Ebony and Sway magazines to find differences in the portrayal of Blacks in the media created by the Black community using key phrases, descriptions and main messages to demonstrate their findings.

Activity #3: Reflection

1. Using Sway magazine's Power Issue, students will choose one individual that stands out for them, and will write a reflection on why they would like to either emulate this individual or why this individual stands out for them.

Materials

Checklist for Reflection Paragraph: Appendix D.

Assessment & Evaluation of Student Achievement

Formative: Reflection Paragraph.



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Resources

Websites

Ebony Magazine. <<http://www.ebonyjet.com/>>.

Globe & Mail. <http://www.globeandmail.com>.

The National Post. <http://nationalpost.com>.

Sway Magazine. <http://www.swaymag.com>.

"The Power Issue." *Sway Magazine* Apr. 2008. <http://swaymag.com>.

The Toronto Star. <<http://www.thestar.com/>>.

The Toronto Sun. <http://www.torontosun.com>.

Lesson 6: Performance Task/Culminating Assignment

Time: 375 minutes

Learning Outcomes: Students will choose one of the themes, or topics previously discussed in the unit. Students can also have their own area of research approved by the teacher, and a list of additional topics will be given out in order to promote a more in depth understanding of Black and African contributions to Canada. Students will research their topic in order to produce an education resource that can be used in subsequent classes, or in other classrooms. Students will have a variety of options for this resource: children's book, website, power point, pamphlet, poster, etc.

Teaching/Learning Strategies

1. The teacher will introduce the culminating project, and stress some of the themes and subjects covered in the unit to date.
2. Students will be given a chose of topics, of those already covered, and of additional suggested topics:
 - Caribana and Canada
 - Maroons
 - Black Immigration: groups
 - Black Immigration: laws
 - Contributions of specific Caribbean, or African groups to Canada
 - Individuals who have made a difference
 - Back to Africa Movement in Canada: Sierra Leone
 - The Brotherhood of Sleeping Car Porters
 - Africville
 - Segregation in Canada
 - The Ku Klux Klan (KKK)
 - Black Schools in Toronto (Debate)



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3. Students will have 2 classes to research their topic, and two classes to complete their educational resource.
4. Students will then take part in a display period where they can share their resources with the classes.

Materials:

Rubric for Performance Task: Appendix F.

Assessment & Evaluation of Student Achievement

Summative assessment: Educational resource.

Attachments

Appendix A1: Lesson #1: Activity 1, Black History Anticipation Guide and Answer Key
Appendix A2: Lesson #1, Activity 2: Mathieu Da Costa Scavenger Hunt & Answer Key
Appendix B1: Lesson #2: Activity 2, Chart, Student Jig-Saw Worksheet
Appendix B2: Lesson #2: Activity 3, Mind Map Template
Appendix C1: Lesson #3: Activity 2, Newspaper Assignment Sheet & Rubric
Appendix C2: Lesson #3: Activity 2, Newspaper Assignment Rubric
Appendix C3: Lesson # 3: Peer Presentation Rubrics
Appendix E: Checklist for Reflection Paragraph
Appendix F: Rubric for Performance Task

Other Possible Course Applications

CHY4C1: World History: the West and the World
CHC2D/P: Canadian History in the Twentieth Century, Grade 10, Academic & Applied
CVC2O: Civics, Grade 10, Open
CPC3O: Canadian Politics and Citizenship, Grade 11, Open
HSP3M: Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation
HQB3O: Philosophy: The Big Questions, Grade 11, Open
CGW4U: Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation
CHM4E: Adventures in World History, Grade 12, Workplace Preparation
HSB4M: Challenge and Change in Society, Grade 12, University/College Preparation
HQT4U: Philosophy: Questions and Theories, Grade 12, University Preparation