

Canadian Black Lives – The Great War – WW1

Canadian Participation in WW1 – Cdn Black Soldiers

Lesson Title: Black Recruits in WW1	Date: Any
Grade Level: 7-10	Subject/Strand: History Social Studies
Topic: Volunteers & Conscription	Length of Period: 1 -2
<p>Lesson Plan Description – Students will be able to identify the roles and positions of Canadian Black recruits from 1914 – 1918. The Big idea/enduring understanding will help students to recognize that Canada did have many willing /active participants/recruits of color and will gain an understanding of the barriers that they faced.</p>	
<p style="background-color: #d9e1f2; margin: 0;">STEP 1: CURRICULUM CONNECTIONS</p>	
<p>Ontario Curriculum Overall Expectations Strand A.1 – Historical Inquiry A.2 – Developing Transferable skills</p>	<p>Ontario Curriculum Specific Expectations B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective) During this period, pre- dominant attitudes towards women, immigrants, First Nations, Métis, Inuit, (Black Canadians) and racialized groups and communities affected the development of identities and citizenship in Canada. In what ways did the lives and struggles of different individuals, groups, and communities help shape Canada during this period? What lasting impact did they have on Canada?</p>
<p>Learning Goals Discuss with learners: <i>What will I be learning today?</i> Recruitment for WW1 in Canada was requested and encouraged at first for only a specific group, other groups were initially denied without reason, but then with the issue of Conscription, they were reluctantly welcomed to only serve in subservient roles.</p>	<p>Success Criteria Discuss with learners: <i>How will I demonstrate what I have learned?</i></p> <ul style="list-style-type: none"> Students will identify and analyze documents to explain why certain groups were excluded. Students will analyze the challenges and barriers barring various racial participation. Students will examine the roles played by Black Canadians and determine their validity.
<p>We are learning about the challenges faced by willful volunteers of color in WW1.</p>	

STEP 2: ASSESSMENT		
Indicate purpose of the assessment: <input checked="" type="checkbox"/> FOR <input type="checkbox"/> AS <input type="checkbox"/> OF		
Indicate Achievement Chart categories being assessed <input checked="" type="checkbox"/> Knowledge and Understanding <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Application <input checked="" type="checkbox"/> Communication		
Indicate Learning Skills/Work Habits: <input checked="" type="checkbox"/> responsibility, <input type="checkbox"/> organization, <input checked="" type="checkbox"/> independent work, <input type="checkbox"/> collaboration, <input checked="" type="checkbox"/> initiative, <input type="checkbox"/> self-regulation (Incorporate one with Learning Goal and Success Criteria)		
Indicate Assessment Mode: <i>Written, Oral, Performance</i> (Write, Say, Do)	Indicate Assessment Strategy: What will learners do to demonstrate their learning?	Indicate Assessment Tool: Instrument used to record results/ document learning.
STEP 3: CONSIDERATIONS FOR PLANNING		
Prior Learning: Students should have the ability to conduct research on their own or collaboratively. Use of resource citation is beneficial but at the discretion of the teacher. Basic computer application in word processing and slide presentation.		
IEP program implications: Accommodations, Modifications (As Needed by the Instructor)		
Differentiation -- How will I differentiate the instruction to ensure the inclusion of all learners? Students can have the choice to present their findings in a written format, verbal presentation, or a dramatic reenactment		
Content (<i>Learners will learn about the contributions and challenges facing Black Canadians during WW1</i>) Process (<i>Students will explore the research process using prompts from the lesson below</i>) Product (<i>Students can present findings in a written doc, a slide presentation with visuals, or even a dramatic re-enactment</i>) Environment (<i>The classroom and or Library research facilities</i>)		
Resources and Materials & Technology Integration <ul style="list-style-type: none"> ● Chromebook or laptop ● Access to search engine ● Use of Applications – Word, PowerPoints, Google slides, Google docs, ● Interactive Bibliography Tools (Citation Machine, BibMe, Easybib) ● APA or Chicago Style citation formats ● Lesson Presentation and or Launching point visual information – Create by teacher, prior discovery. ● `They fought to fight': How Black Canadians battled racism to serve the country. ● `Black Canadians in uniform' ● Civilian Shoes to Combat Boots ● The Trenches – Claud Cloutier ● Personnel Records of WW1 		

WW1 - Participant lists of individuals/groups

- [Black Volunteers in the First World War](#)
- [CALVIN RUCK & the No.2 Construction Battalion](#)
- [CHARLES LIGHTFOOT ROMAN](#)
- [EVERETT SYLVESTER CROMWELL](#)
- [JAMES FRANKLIN](#)
- [JEREMIAH JONES - VIMY RIDGE](#)
- [LEONARD BRAITHWAITE](#)

[The Canadian Encyclopedia - Black Military involvement.](#)

- <https://www.thecanadianencyclopedia.ca/en/browse/people/military/black-canadians#:~:text=The%20No.,battalion%20in%20Canadian%20military%20history.>

[Black Canadians in uniform - A proud tradition](#)

- <https://www.veterans.gc.ca/eng/remembrance/people-and-stories/black-canadians>

[The Story of Canada's WW1 all-Black military battalion](#)

- <https://www.cbc.ca/kidscbc2/the-feed/we-stand-on-guard-for-thee>

[Black on the battlefield: Canada's forgotten First World War Battalion](#)

- <https://www.theglobeandmail.com/canada/article-black-on-the-battlefield-canadas-forgotten-first-world-war-battalion/>

[Canada to apologize to Black battalion of WW1](#)

- <https://www.rcinet.ca/en/2021/03/29/canada-to-apologize-to-black-battalion-of-wwi/>

[How Black and Indigenous young men fought to support World War effort](#)

- <https://uwaterloo.ca/news/how-black-and-indigenous-young-men-fought-support-world-war>

VIDEO

[Canada's First Black Battalion](#)

Lesson (1-3 days approximately)

INSTRUCTIONAL STRATEGY - After the initial presentation by the teacher, they will model the format of a good presentation, share research material/resources to launch student initiatives. The teacher can then guide students through online research methods utilizing the tools above. This can be done on an individual basis or in small groups. The final presentation of research subjects can be presented to the class via a slide presentation, a written report, or a dramatic re-enactment of the researched experience.

Minds on: Motivational Hook/engagement /Introduction (approximately 10-20%)

This lesson can be placed at the onset of the WW1/Great War unit when discussing the recruitment efforts of Canadian Soldiers. Subsequently, this lesson can also be used during the “Conscription Recruitment” period from 1916 until the end of the war.

Engaging questions:

1. Who is eligible to participate in the Canadian Armed Forces Today?
2. Canada today has a very diverse citizenry. During WW1, it was much less, and a significant portion of the population was of European descent. Communities of Black, Indigenous, and Asian peoples participated in all facets of life and in turn were willing to volunteer for duty. Why would they not be welcomed in the army?
3. What is a “Barrier”?
4. Why would segregation be acceptable in the army?
5. A young black Canadian student brings a picture of a Great-Grandparent to a Remembrance Day Ceremony and is barred from including it in a soldier memorial, how could you prove his story to be true?

Prompting Questions and Possible Learner Responses:

Questions used to activate prior knowledge and develop critical/creative thinking

Why would segregation be acceptable in the army?

Due to prejudice, fear, and the ignorance of non-white groups of people.

Action: During /Working on it (approximately 60%)

How will I provide practice of new concepts, and have them demonstrate new learning?

Students will investigate “WHO” were the soldiers that participated in various battles during WWI. Using the various links listed above, students will review and select from the introductory information provided.

Prompting Questions and Possible Responses:

Critical thinking questions used throughout the lesson.

Was and is it fair for the officials that oversaw recruitment to restrict enrollment by “Black Canadians” and other marginalized groups?

CANADIAN BLACK SOLDIERS IN WW1

INTRODUCTION: (Begin with the following Anecdote - Article)

- Share the following anecdotal article with your students.

My Great Grandfather's Sacrifice – *The Halifax Beacon Herald Tribune*
(Fictional Newspaper Editorial Article)

A young girl brings a picture of soldier to the Remembrance Day memorial. As the memorial is unveiled, a few of the students begin to giggle and point. After a swift re-direction by the teacher, she investigates further to find out what the snickering was about. A reluctant student reveals that a picture of a soldier was the cause of the commotion. The teacher looks and discovers that the name on the soldier picture is the same as one of her students. Jerimiah "Jerry" Jones – Regimental #716221 of Truro, Nova Scotia, was in fact the Great Grandfather of her student Lilian Jones, one of her Black Canadian Students. She reluctantly at first, then proudly tells the story of his sacrifice at Vimy Ridge and the Canadian Forces Distinguished Medallion that he was awarded, a cherished Canadian Black Family's soldier's story.

- Have the students brainstorm any reason that they could think of as to why the picture would have caused an issue.
- Instruct them to record their answers as they will revisit them in the future.

RE-VISIT THE OVERREACHING UNIT THEME

THE TRENCHES

Share with your students the animated video – [The Trenches](#), this will help them to revisit the experience of the recruits and trench warfare. (Be aware of graphic scenes – preview the video)

THE SOLDIERS

Share the following videos and links with the students. These videos and text links will serve to introduce the students to the Black Canadians who did in fact play a vital role in Vimy Ridge and other battles.

- [They fought to fight': How Black Canadians battled racism to serve the country.](#)
- [`Black Canadians in uniform'](#)
- [Civilian Shoes to Combat Boots](#)

Minister of Militia & Defence
Ottawa.

Dear Sir:-

The colored people of Canada want to know why they are not allowed to enlist in the Canadian militia. I am informed that several who have applied for enlistment in the Canadian expeditionary forces have been refused for no other apparent reason than their color, as they were physically and mentally fit.

Thanking you in advance for any information that you can & will give me in regards to this matter I remain
yours Respectfully,
Arthur Alexander
North Buxton, Ont.

NOV. 6 1914
AUG 28 1914
G. 797-
CANADA

Figure 2: Letter from Arthur Alexander to Sam Hughes. November 6, 1914.

Source: Library and Archives of Canada, RG 24, vol. 1206, file 297-1-21. Reproduced courtesy of Spencer Alexander.

- A Soliders letter on enlistment refusal to Sam Hughes, Nov 6, 1914

RESEARCH ACTIVITY – Black Canadian Soldier Profile.

Now the students have been made aware of the vital role that Black Canadians and other marginalized groups did play in WW1 assign them the research tasks to investigate the various names, struggles, experiences, and roles that they played.

1. Students will use the Personnel Record search tools listed above to identify a Canadian Black Soldier
2. They will then utilize the archival tool to connect with the soldier
3. Students will either create a profile on the soldier, their home in Canada, their tasks as a recruit and any additional background information of the soldier.
4. Items such as role, deployment, and what medals were granted would be essential to present.
5. Students will also investigate possible reasons for Canadian Black Soldiers initial refusal and then acceptance.
6. Students can present their findings in a written report, a slide presentation, and or a dramatic re-enactment to accentuate the story of this soldier. (Using the tools above)
7. Students are encouraged to use the citation tools to support their research and ensure proper citation is complete.

NEXT STEPS -- This lesson can be used as a catalyst while examining the roles of Black Canadians and other marginalized groups throughout Canadian society in the 20th Century. This will/can include social and political movements in the 20's, 30's, WWII, the years of activism during the 60's and 70's and throughout the 80's to early 2000's

My Lesson Reflection – What worked, what didn't?