

## Canadian Black Lives–Challenges of the Depression

<b>Jazz Music &amp; Racial Segregation</b>	
<b>Lesson Title: Challenges of the Depression – Jazz Music &amp; Racial Segregation</b>	<b>Date: Any</b>
<b>Grade Level: 7-10</b>	<b>Subject/Strand: History Social Studies Arts Technological Education</b>
<b>Topic:</b>	<b>Length of Period: 1 -2</b>
<b>Lesson Plan Description</b> – Students will be able to identify the Jazz musical contributions of Canadian (North American) Black Lives in the 1920's & 30's	
<b>STEP 1: CURRICULUM CONNECTIONS</b>	
<p><b>Ontario Curriculum Overall Expectations</b> Strand A.1 – Historical Inquiry A.2 – Developing Transferable skills</p>	<p><b>Ontario Curriculum Specific Expectations</b></p> <p><b>B3.</b> 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 (<b>FOCUS ON: Continuity and Change; Historical Perspective</b>)</p>

<p><b>Learning Goals</b> <b>Discuss with learners:</b></p> <p>The 1920's &amp; 30's was the birth period of Jazz and recorded music. Students will be investigating and learning about the contributions of Black Canadians to this musical genre that blossomed during the 1920's &amp; 1930's.</p>	<p><b>Success Criteria</b> <b>Discuss with learners: <i>How will I demonstrate what I have learned?</i></b></p> <ul style="list-style-type: none"> <li>· Students be able to identify notable Canadian and North American Jazz figures.</li> <li>· Students will analyze the challenges and barriers that they many faced in Canadian Society.</li> <li>· Students will examine the social contributions that this genre of music provided for the wider community.</li> </ul>
<p>Students will be learning about the achievement and advancements of Black Canadians who have been overlooked or omitted from historical sources.</p>	<p>During this period, pre- dominant attitudes towards women, immigrants, First Nations, Métis, Inuit, Black and racialized groups and communities affected the development of identities and citizenship in Canada.</p>

<b>STEP 2: ASSESSMENT</b>		
Indicate purpose of the assessment: <input checked="" type="checkbox"/> <i>FOR</i> <input checked="" type="checkbox"/> <i>AS</i> <input type="checkbox"/> <i>OF</i>		
Indicate Achievement Chart categories being assessed <input checked="" type="checkbox"/> <i>Knowledge and Understanding</i> <input checked="" type="checkbox"/> <i>Thinking</i> <input type="checkbox"/> <i>Application</i> <input checked="" type="checkbox"/> <i>Communication</i>		
Indicate Learning Skills/Work Habits: <input checked="" type="checkbox"/> <i>responsibility</i> , <input type="checkbox"/> <i>organization</i> , <input checked="" type="checkbox"/> <i>independent work</i> , <input checked="" type="checkbox"/> <i>collaboration</i> , <input checked="" type="checkbox"/> <i>initiative</i> , <input type="checkbox"/> <i>self-regulation</i> (Incorporate one with Learning Goal and Success Criteria)		
<b>Indicate Assessment Mode:</b> <i>Written, Oral, Performance</i> (Write, Say, Do)	<b>Indicate Assessment Strategy:</b> Learners will present their information in a written or oral form using technology.	<b>Indicate Assessment Tool:</b> Rubric

**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** (*Learners will learn about musical contributions of Canadian Black citizens*)

**Process** (*Students will explore the research process using prompts from the lesson below*)

**Product** (*Students can present findings in a written doc, a slide presentation with visuals, or even a dramatic re-enactment*)

**Environment** (*The classroom and or Library research facilities*)

**Resources and Materials & Technology Integration**

- 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.

**Resource websites:**

- [Black History in Canada: 1900's – 1960's](#)
- [Struggles of Black Canadians – 1930's](#)
- [Racism during the Great Depression & Christie v. York](#)
- [The Universal Negro Improvement Associations of Canada \(UNIA\)](#)
- [The UNIA in Toronto](#)
- [Canada commemorates the UNIA as an event of National Historic Significance](#)
- [When Marcus Garvey came to Canada](#)
- [12 Black Canadians Who Changed the Music Scene](#)
- [African Canadian Impact on Canadian Identity](#)
- [All That Jazz](#)
- [Toot Sweet: When Jazz ruled Montreal](#)
- [Cotton Club – Musical selections](#)
- [Show Girls – Celebrating Montreal's Legendary Black Jazz Scene](#)

## 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 provide the students with a vocabulary terminology using the following words that resonate with the topic, ie. Segregation, Speakeasy, Porters, Marcus Garvey, UNIA, etc. Then research on these terms can be conducted with the results being 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%)

Segregation and Jazz music in Canada.

Engaging questions:

1. What were the experiences of Black Canadians during the 1920's and 1930's?
2. What legal challenges and barriers impacted Black Canadians during this period?
3. What jobs and industry customarily employed Black Canadians?
4. How did Montreal and the Black Jazz scene flourish during this time?

**Prompting Questions and Possible Learner Responses:**

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

Why do you think it was difficult for people of color during this period?

*Due to prejudice, fear, and financial and legal constraints of the era.*

**Action: During /Working on it.**

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

Students will research, identify, and reflect on the challenges of Black Canadians during this period.

Students will gain an understanding of how Jazz music flourished and sustained many Black artists during this period.

**Prompting Questions and Possible Responses:**

*Critical thinking questions used throughout the lesson.*

Was and is it fair for governments to pass laws that refused service to Black Canadians?

## **Jazz Music and Segregation in Canada**

### **INTRODUCTION:**

- Have students watch the documentary – [“Show girls – Celebrating Montreal’s Legendary Black Jazz Scene”](#)
- Teacher will create a viewing sheet or instruct students to take notes that represent the information presented.

### **RE-VISIT THE OVERREACHING UNIT THEME**

National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways. Today we will focus on the challenge of Segregation and Jazz Music in Canada

### **RESEARCH DISCUSSION QUESTIONS – Jazz Music in Canada**

1. Students will use the Personnel search tools listed above to discover the topics of Jazz Music and segregation.
2. Students will identify significant factors that they led to the development of the UNIA.
3. Students will also identify the challenges and obstacles Black musical artists experienced.
4. Using examples from the resource listed, students will identify the jobs that Black people were limited to.
5. Students will identify and examine the various areas of Segregation in the lives of Black Canadians.
6. Students will examine the impact of Jazz music in Montreal and other major Canadian cities and its legacy.
7. Research information can be presented orally, written, or in conjunction with a slide presentation – models can also be built or illustrated to show the complexity of the invention.



**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 20<sup>th</sup> Century. A focus on contributions to everyday Canadian society and music throughout the 20<sup>th</sup> century will help to recognize the contributions of Black Canadians.

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