

**Canadian Black Lives –
Black Inventors & Innovators**

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| Lesson Title: Canadian Black Innovation/Inventions | Date: Any |
| Grade Level: 7-10 | Subject/Strand: History Social Studies Technological Studies |
| Topic: 1920's - 30's innovation & inventions | Length of Period: 1 -2 |
| Lesson Plan Description – Students will be able to identify, recognize, and showcase engineering, medical, business and the technical contributions of Canadian (North American) Black Lives in the 1920's | |

STEP 1: CURRICULUM CONNECTIONS

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| <p>Ontario Curriculum Overall Expectations Strand A.1 – Historical Inquiry A.2 – Developing Transferable skills</p> | <p>Ontario Curriculum Specific Expectations B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups (Canadian Black Lives) and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Historical Perspective)</p> |
| <p>Learning Goals Discuss with learners: <i>What will I be learning today?</i></p> <p>The 1920's was a period of innovation, advancement, and intellectual achievement. Students will be investigating and learning about the contributions of Black Canadians to the various industries that contributed to the excitement of the "Roaring Twenties".</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 the technological achievements of Black Canadians, (North America) • Students will analyze the challenges and barriers that they faced with their achievements. • Students will examine the societal contributions of their efforts. |
| <p>Students will be learning about the achievement and advancements of Black Canadians who have been overlooked or omitted from historical sources.</p> | <p>I will be able to Identify the achievements of Black Canadians by presenting detailed information about their contributions.</p> |

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| STEP 2: ASSESSMENT | | |
| 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) | | |
| Indicate Assessment Mode: <i>Written, Oral, Performance</i> (Write, Say, Do) | Indicate Assessment Strategy: Learners will present their information in a written or oral form using technology. | Indicate Assessment Tool: 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 the technological and scientific initiatives 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:

- [“Honouring Black Canadians in Science & Technology”](#)
- [“Charles Lightfoot Roman”](#)
- [“Dominique Gaspard”](#)
- [“Alfred Schmitz Shadd”](#)
- [The Real McCoy – One of the Greatest Black Inventors was Canadian](#)
- [“Noteworthy Black Historical figures”](#)
- [“North American Black Inventors”](#)
- [“Famous Canadian Scientists and Inventors of African Descent”](#)
- [“Canadian Black Scientists Network”](#)
- [“8 Black Inventors who made life easier”](#)

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 used as a part of the “Innovations of the 1920’s - Inventions”, sub-unit. Scientific ingenuity exploded as a part of the Roaring 20’s, therefore a focus on Canadian (North American) Black lives can be utilized to reinforce Black contribution in the world of STEM who made life easier and more efficient.

Engaging questions:

1. What inventions do you (the student) know of that has made everyday life easier?
2. Who is a “Black Inventor” that you know of?
3. What is “Barriers” did they face in getting recognition for their work?
4. Where do you think the term “The Real McCoy” came from?

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 to receive recognition for their work?

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 investigate “WHO” the inventors and innovators of color in Canada were and what they invented. 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?

BLACK CANADIAN INNOVATION AND INVENTIONS 1920'S - 1930'S

INTRODUCTION: (Begin with the following Anecdote - Article)

- Have the students brainstorm as many examples as possible of early 20th century inventions that made everyday life easier.
- Instruct them to record their answers as they will revisit them in the future.

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 innovation that made life easier.

COLLABORATIVE RESEARCH ACTIVITY – Black Canadian Soldier Profile.

As the focus of this assignment is of a Black Canadian (North American) nature, utilizing the resource list above, instruct the students to select a name or “invention” to research. Once they have completed the initial research, students will then contribute or add their findings to a collective classroom timeline to display Black innovation during the 1920's.

1. Students will use the Personnel search tools listed above to discover Black inventors.
2. Students can either start with a name listed above or the “invention” to trace and discover the innovator.
3. Students will create a brief profile on the object and the innovator and will add it to a classroom timeline.
4. Students will also identify the challenges and obstacles that these Black innovators faced with their inventions.
5. Students will provide a connection to the invention that is still in use today or a variation of the tool.
6. 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.
7. A direct connection and explanation of how the invention has made everyday life easier will conclude the research.

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 continued STEM, Innovations, and Inventions throughout the , 30's, WWII, the 60', 70's , and throughout the 80's to early 2000's

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