Challenges Facing Blacks in Canada: 1713-1850

8 Lessons based on the Historical Thinking Concepts
Grade 7, Ontario Curriculum
Created by: Chantel Van Ryswyck and Laura Skellet
# Introduction to Blacks in Canada

## Lesson Overview:

- Warm up activity that connects personal experience to the curriculum expectations. Students will independently identify a challenge they have faced.
- As a class we will then do a K/W/L chart pertaining to Black experiences in Canada.
- The students will then have the opportunity to build on their K/W/L charts with primary source material pertaining to the upcoming lessons.

### How this connects to lessons after...

By introducing students to the curriculum expectation, and various themes about Black experiences, students will have a general understanding about slavery in New France, Black Loyalists, Educational Experiences, and The Underground Railroad. This will introduce them to the challenges that Black people faced in Canada, and will inform them later in the unit as you begin to unpack their responses to these challenges.

## Learning Goals:

- To identify and understand challenges that they themselves and others have faced.
- Use primary sources to begin to understand about the challenges Black people in Canada faced and how they responded to them.

## Curriculum Learning Expectations:

**A1.2:** Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.

**B1.2:** Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges.

## Resources Needed:

- Appendix 1.1 – Primary Source Pictures (1 of each sheet)
- Access to a writing surface: black board/white board/SMART board/chart paper

## Plan of Instruction

<table>
<thead>
<tr>
<th>10 mins</th>
<th><strong>Step 1: Warm-Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will independently identify a challenge they have faced, and how they responded. They will discuss these challenges with a partner.</td>
</tr>
<tr>
<td></td>
<td>• When students come in they will participate in an independent reflection activity on challenges and responses. Personal reflection will allow students to connect their experience with their project.</td>
</tr>
<tr>
<td></td>
<td>• Students will have to respond in their notebook to the following questions:</td>
</tr>
<tr>
<td>10 mins</td>
<td><strong>Step 2: Discussion</strong></td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Explain to the students that they will now all copy a K/W/L chart into their notebooks and model for the students how to make a K/W/L chart and explain that K/W/L charts are helpful in that they give the students and the teacher the opportunity to recognize what each individual knows already, what they are curious about and eventually all the things they learned. Explain to the students that with each new lesson taught about Black peoples’ experiences in Canada, they should be adding to their “learned” column.</td>
<td></td>
</tr>
<tr>
<td>The students will then be given the opportunity to create a Know/Want to Know/Learned (K/W/L) Chart in their notebooks. They will then be given time to independently fill out the first two sections: what they know about Black experiences in Canada and what they want to know about them.</td>
<td></td>
</tr>
<tr>
<td>The students will then have the opportunity to share what they wrote in the first column and then what they wrote in the second column. This will be documented on poster paper in the classroom, for students and teachers alike to refer to throughout the unit for assessment.</td>
<td></td>
</tr>
<tr>
<td>This activity will help the teacher grasp how much the students know and do not know and thus how much time and energy will be required in discussions and lessons about the various Black experiences that will be examined.</td>
<td></td>
</tr>
<tr>
<td>Introduce the topics that the students will learn about:</td>
<td></td>
</tr>
<tr>
<td>• Slavery in New France</td>
<td></td>
</tr>
<tr>
<td>• Black Loyalists</td>
<td></td>
</tr>
<tr>
<td>• Educational Experiences of Black people in Canada</td>
<td></td>
</tr>
<tr>
<td>• The Underground Railroad.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 mins</th>
<th><strong>Step 3: Modeling/Step 4: Guided Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>As a class, look at and discuss some of the pictures found in Appendix 1.1. Only choose 3 of the examples to look at with the class and have a discussion about what they know about the images and what they want to know. Have the students fill this information out in their K/W/L charts.</td>
<td></td>
</tr>
<tr>
<td>The prompts below will hopefully be helpful in guiding discussion, provoking wonder, or be things that some of the students may already know and want to contribute:</td>
<td></td>
</tr>
</tbody>
</table>
| **Slavery in New France:** The article about the capitulation of Montreal outlines that both Black people and Aboriginals were held as slaves, pointing to the superiority that
White Europeans wielded. Finally, the last piece of evidence in Appendix 1.1 on slavery can lead to the students wondering why, in 1802/3 would a man write his son about his slave running away to the United States when we just learned that no new slaves were allowed into Upper Canada in 1793, and slavery is often thought to be worse and more rampant in the U.S. Finally why would slaves run away? Have a discussion about how the students think slaves would be treated in Canada and what it means to be a slave (idea of slaves as property, lack of liberty, little to no education, lack of mobility, physical and verbal abuse by many owners, etc).

**Black Loyalists:** This is a picture of Black Loyalists coming to Canada. Ask the students if they have heard of Loyalists. Explain to them a bit about the American Revolution and how those who were Loyal to Britain were promised land in what is now Canada if they fought on the British side. Then explain that White loyalists were often given good land whereas Black loyalists were given poor land. Then have a discussion about why students may think that was the case.

**Educational Experience:** Have a discussion about segregation in schools and if anyone knew that Black students and White students were not allowed to attend the same schools in most parts of present day Canada. Ask them what they wonder about this and have them add this to their charts. Then read to them a bit from the primary sources provided and ask them why segregation in schooling could be problematic or beneficial.

**The Underground Railroad:** If the students know one thing about Black experiences in Canada it might be tales about the Underground Railroad. After establishing what the students know and wonder you can discuss the abolition of slavery in the British Empire in 1833. Explain to the students that Canada is a colonial country and still to this day has ties to Britain. If any of the students has coins on them or a $20 bill it could be beneficial to point out the Queen to solidify the connection between Britain and Canada. This will help them understand why Britain came out with the abolition act in 1833 and not “Canada”. Then explain that because slavery was abolished in Canada, Canada became a “safe haven” for slaves trying to escape the United States. The Underground Railroad existed for a long time but became increasingly popular when the 1850 Fugitive Slave Act was introduced in the U.S. Explain that slavery was abolished in some states but not others (compare states to provinces to help the students understand this concept). In many Northern states slavery was not practiced, unlike the Southern states where plantations were still rampant and slavery was practiced. When the Fugitive Slave Act was introduced, slaves and indeed freed Blacks did not feel safe anywhere in the U.S. because slave catchers could and would capture any slave who ran away to a free state and return him or her to slavery. It also made all people accountable for returning any slave suspected of being a runaway to their proper owner or the authorities. As a result, of the constant fear that Black people felt after this Act came into effect, many slaves and other Black people went to Canada through a series of secret networks, often travelling at night so they would not be caught, to Canada. Explain that The Underground Railroad was not a railroad nor was it underground. It was “underground” because people would travel secretly, going to safe houses owned by abolitionists (people who wanted slavery to end), and free Blacks who would clothe, feed, and shelter slaves as they made the secret trip to
Canada. It was known as a railroad because those who helped the slaves were called “conductors”.

This information should be sufficient in introducing the topics that the students will eventually learn more about in the upcoming lessons. Not all of it needs to be relayed to the students in the introductory lesson. This is background knowledge for teachers to read before introducing this topic in order to help guide discussion and “fact check” some of the things that the students may know about Black people experiences in Canada and what life was like when they were here.

### Step 5: Independent Activity

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 mins</td>
<td>The remaining examples that were not discussed with the class will be projected onto a Smart Board or PowerPoint or overheads (whatever is available) and the students will be given 2 minutes to examine each primary source and write down in their notes what they know and what they want to know about the sources.</td>
</tr>
</tbody>
</table>

### Step 6: Sharing/Discussing/Teaching

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5 mins | Have a final class discussion about what the students wrote in their K/W/L charts, and add any additional information to the class K/W/L chart. Have a specific discussion about the challenges Black people faced.  

**Prompts:**  
- What kind of challenges can we infer from the sources we examined?  
- How could slavery effect what Black people could and could not do? What about the Black Loyalist experience? In education? In The Underground Railroad? |

### Assessment

**How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?**

The students will hand in their K/W/L charts as a form of formative assessment. This will help the teacher understand how much the students know and what they want to learn more about, and thus adjust their future lessons accordingly. Remember to return them by tomorrow’s lesson so the students can add what they learned that day in the final column. If you feel you will not have time to review them in one evening then do not collect them and instead, wander around the class and read what the students are writing while they are working on the sheets.

### Sources:


APPENDIX 1.1

Slavery in New France

The Negroes and papis (Aboriginal Slaves) of both sexes shall remain, in their quality of slaves, in the possession of the French and Canadians to whom they belong: they shall be at liberty to keep them in their service in the colony or sell them...

Article 47 of the Articles of Capitulation, Montreal September 8, 1760

On 22 of last month, the coldest day experienced here for several years, my Negro Boy, without any pretended reason whatever, ran away. ... my Negro Boy is gone again to the States. I despair of recovering him. This time the loss of him is more severely felt than formerly as he was becoming so very serviceable.

Stuart’s letters to his son James, March 6, 1902 and March 4, 1903

Most slaves were sold or passed down in families until the abolition legislation came into force. In his will, Colonel John Butler left to his grandson, granddaughter, and son respectively:

"a Negro Boy named George ... [to his grandson John] until the said negro arrives to the year the the Law directs to receive his freedom, ... also a Negro Girl ... named Jane ... [to his granddaughter Catharine] which girl is to remain her property until discharged from her servitude as the law directs ... [to his] son Andrew a Negro Woman named Pat...."

Will of John Butler, 11th June 1796, Archives of Ontario

Van Ryswyck & Skellet
APPENDIX 1.1

Black Loyalists
In 1883, a Windsor man, J. L. Dunn, caused quite an uproar when he decided to challenge this segregation by sending his daughter to the local public school.

These two newspaper clippings from September 6, 1883, report the incident from two different perspectives. The clipping to the right is from a Windsor area paper while the one below is from The Evening News, across the border in Detroit.
APPENDIX 1.1

The Underground Railroad

When the British Imperial Act of 1833 was passed in Britain, it ended the enslavement of Africans in the British Empire which included Canada. Effective August 1st, 1834, it was the first global human rights legislation impacting the situation of Africans and other enslaved peoples.

Van Ryswyck & Skellet
**Lesson Overview:**

- Watch a clip from the Lion King to introduce the Ethical Dimension and ask the class a series of questions about the clip
- Introduce the students to slavery in New France
- Have the class do a Jigsaw with historical newspaper clippings of slave sales
- Have the students individually examine the picture of a beaten slave and analyze it using the Ethical Dimension

**How this connects to previous lessons...**
In the first lesson Black experiences in Canada were introduced through a K/W/L chart in order to better understand what students are curious about in regards to Black experiences, which will help inform the teacher’s planning.

The students were also introduced to the curriculum expectations about a challenge they faced and how they responded.

**How this connects to lessons after...**
The next lesson, introducing Black Loyalists will touch upon slavery and freedom in Eastern Canada.

**Skills/Concepts to Review:**
Remind students that at the end of class they will have the opportunity to add to their K/W/L chart.

**Historical Thinking Concept Focus:**
Ethical Dimension

**How does this lesson address this concept?...**
The students will have the opportunity to learn about slavery in New France and understand how slaves were treated as chattel, something that was property that could be bought or sold. Moreover, students will learn about and apply an ethical judgement regarding whether the government was right or wrong to pass the act introducing slavery to New France.

**Learning Goals:**
- Understand the “Ethical Dimension” and how to take an ethical stance
- To learn about slavery in New France by examining multiple perspectives

**Curriculum Learning Expectations:**

**A1.2:** Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess
similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2:** Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

**Resources Needed:**
- Computer to show The Lion King clip to demonstrate the Ethical Dimension
- Slideshow
- Set up the classroom in table groups for the Jigsaw. This can be done by the students when they form their groups, or before the class begins to save time
- Appendix 2.2 - jigsaw handouts (one page/primary source per group)
- Worksheet with picture for the individual assessment

**Plan of Instruction**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5 mins | **Step 1: Warm-Up**  
Watch this clip on the Lion King. After showing the clip get them to think about it with the thought provoking questions provided with the slide on the Ethical Dimension. The slideshow is found in Appendix 2.1  
The clip features the hyenas taunting Simba and him attempting to escape.  
[http://www.youtube.com/watch?v=xXrqBP4BkY0](http://www.youtube.com/watch?v=xXrqBP4BkY0)  
*Prompts:*  
- Did the clip have heroes and villains?  
- Were they clearly ‘good’ and ‘bad’ or were there flaws in the good characters and a “good side” to the villains?  
- Did you care about some characters more than others right from the start? Why was that?  
- Was there a lesson or moral in the clip? If so, what was it? |
| 10 mins | **Step 2: Discussion**  
Now that the students have watched the clip ask them questions that have to do with the Ethical Dimension as it relates to the clip.  
*Here are some points that the students can note about ethics:*  
- Pleasing or attractive appearance can denote that someone is “good”.  
- Darkness, and ominous music can denote someone is doing a “bad” thing.  
- Often “good” actions are rewarded or resolved as a way to reinforce our values and beliefs. |
| 15 mins | **Step 3: Modeling**  
Give the students the background knowledge on slavery in New France through the slideshow and then look at one example of a slave ad. Analyze the advertisement |
using the Ethical Dimension. Once you have completed, put the class into groups to do a Jigsaw activity and explain how it is going to work by using the final slide in the presentation.

**Talking prompts:**
While taking notes on slavery in New France think about how the *ethical dimension* - the difference between right and wrong - comes into play without thinking like a 21st-century citizen.

- We no longer have slavery in Canada so it would be wrong to judge slave owners as terrible people because slavery was understood differently in the 1700s and 1800s than it is today,
- What were the political and economic factors at play in New France that allowed for slavery? Ex. Did the economy in New France justify slavery?

Here are some other facts about slavery you can tell the students, or keep in mind in case they ask:
- Black slaves arrived in Canada only near the end of the seventeenth century.
- Slaves were smuggled into the country from other British colonies or brought by merchants.
- Intendant Raudot issued an ordinance in 1709 that legalized slavery: “All Panis and Negroes who have been purchased and who will be purchased, shall be the property of those who have purchased them and will be their slaves; it shall be forbidden for said Panis and Negroes to leave their masters, and whosoever shall incite them to leave their masters shall be subject to a fine of fifty pounds.”
- Historian Marcel Trudel found that there were about 4,200 slaves in Canada between 1671 and 1833, the year slavery was abolished in the British Empire. Approximately 2/3 were Aboriginals and 1/3 were Blacks.
- In Canada, slightly more than one hundred slaves were freed under the French regime, yet to date, little is known of their circumstances. Manumission, which is freeing a slave, occurred when a master granted freedom to a slave. A freed slave had the same rights and privileges as any free citizen.
- Slaves had the opportunity to learn a trade when they became free citizens.
- Manumission could also lead to former slaves becoming beggars or thieves.
- By the 18th century slavery became more infrequent.
- In 1793, Upper Canada (Ontario) legislated against importing slaves, which helped contribute to the abolition of slavery.
- The same year, Lower Canada (Quebec) introduced a bill to abolish slavery; however, members of the political class were slave owners so they opposed the legislation.
- In 1833 slavery was abolished in the British Empire confirming the practice already in place in Canada.

<table>
<thead>
<tr>
<th>20 mins</th>
<th><strong>Step 4: Guided Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jigsaw Activity:</strong> Hand each of the groups one of the handouts for the Jigsaw found in Appendix 2.2. Each student will also need one copy of the handout found in Appendix 2.3. Once the class is in their groups make sure you walk around the class to ensure</td>
<td></td>
</tr>
</tbody>
</table>
students are on track and you can answer any of their questions. As the teacher you also have to keep your eye on the clock to ensure the students move to new groups.

### DAY TWO

*Based on a 45-minute period, class will end during this activity. Students will continue working on the guided practice when they return on the second day.*

<table>
<thead>
<tr>
<th>8 mins</th>
<th><strong>Step 5: Sharing/Discussing/Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take the Jigsaw findings up with the class.</td>
</tr>
<tr>
<td></td>
<td>• Ask students who were not the “experts” what they learned from others and what they learned in their own groups through a classroom discussion.</td>
</tr>
<tr>
<td></td>
<td>You can also review all the specific questions from the worksheet or whichever ones you think they might struggle with more.</td>
</tr>
<tr>
<td></td>
<td>• How are slaves described in the newspaper advertisement?</td>
</tr>
<tr>
<td></td>
<td>• Can we tell anything about how slaves were treated by their owners from this advertisement?</td>
</tr>
<tr>
<td></td>
<td>• Why did slavery exist in New France? Or, why was it so important to get a slave who ran away back to their owner?</td>
</tr>
<tr>
<td></td>
<td>• Are there any other thoughts your group has about this newspaper clipping?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 mins</th>
<th><strong>Step 6: Independent Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hand out Appendix 2.4. Using the slideshow, review The Ethical Dimension and ask students to fill out the worksheet. This worksheet asks students to examine a photo of a slave who has been punished. Students are to hand it in tomorrow, or in class if they have it finished.</td>
</tr>
<tr>
<td></td>
<td>Also remind them to fill out a few things they learned in their K/W/L charts.</td>
</tr>
</tbody>
</table>

### Assessment

*How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?*

The students will hand in their independent worksheet.

**Assessment:**

Since this is a formative assessment, the teacher will collect and assess the worksheet. The worksheet will not be assessed so much for grammar and writing style, but rather focus on students understanding of the content. This includes, but is not limited to:

- Understanding of the Ethical Dimension
- Understanding of Slavery in New France

### Homework:

If they are not done the independent worksheet (Appendix 2.4) they will have to take it home to finish it and hand it in the next day.
Add what they learned to K/W/L chart.

**Sources:**


Slideshow
Slavery in New France
The Ethical Dimension
The Ethical Dimension

Did the clip have heroes and villains?

Were they clearly ‘good’ and ‘bad’ or were there flaws in the good characters and a “good side” to the villains?

Did you care about some characters more than others right from the start? Why was that? Was there a lesson or moral in the clip? If so, what was it?
Ethical Dimension

When a film director portrays characters as good or evil he or she is suggesting ideas about ethics, ideas about what is right and what is wrong.

How did we see these elements of the ethical dimension in the clip?
Slavery in New France

- In Quebec and Montreal slaves were in the service of the political and social elite, such as governors, intendants, clergy, military officers, merchants and traders.

- About two-thirds of the masters owned one slave.
Slavery in New France

- In Canada, the colonial economy was not conducive to the growth of slavery because the two main industries were not labour intensive:

- The first of the industries was the fur trade, which was handled by fur traders and Aboriginal peoples.

- The other major part of the colonial economy was small farms, which could be controlled by individual families.
Slavery in New France

- Slaves were too expensive for most people in New France to own.
- Slaves lived in the house with their master with other servants or workers who were White or Aboriginal.
Was slavery justified in New France?

Think about it from an economic and moral perspective.

Discuss with a partner and then we’ll take it up as a class.
Twenty Dollars Reward.

RAN away from the Subscriber on Sunday the 7th instant, a Mutilato apprentice about nineteen years of age, and about 5 feet 9 inches high a Shoe-maker by trade, had on when he went away a brown Surtout coat, a Jean Coat and Leggins, a pair of Boots and new coarse Hat.

Also a Canadian man about twenty-six years of age, much marked with the small-pox, speaks broken English, had with him a brown Surtout coat, a brown coat and flinged welts, he is a Tanner and Currier by trade. Whoever apprehends the above mentioned men, and delivers them at Montreal, or to the Subscriber at Saullau Recollet shall receive the above reward and all reasonable charges, paid by

JOHN TIEPLE.

N.B. The apprentice's name is Eber Weiden, and the Canadian Pierre Agie.

MANUFACTURE DE TABAC.

Le souffle de la liberté d'informer les amis et ceux de défendre son père, le Public en général, qu'il a établi près de cette Ville une Manufacture de Tabac à fumer et à paître, et la propose de conducer avec sagesse et méthode dans toutes les droites branches, et encore par le moyen de son activité à leur ordre, ainsi qu'il se doit par les Marchands qui donnent le préférence. Ayant engagé quelques uns des meilleurs ouvriers de ce pays, il garantit tous les articles manufacturés par lui pour un temps raisonnable.

Il le propose tout d'abord en très peu de temps, en même endroit, avec l'aide d'Empreints et de Poudres de paître, l'année en sera donnée dans qu'elle sera en este d'aller, la même année sur le bord de sa place publique à sa droite où elle pourra être ouverte pour cette occasion.

Il s'adressera à Votre Majesté en Poudres; en Cigarettes, en Pasteur, en Surtout et en toutes autres sortes.
Twenty Dollar Reward

Ran away from the subscriber on Sunday the 7th instant. A Mulatto apprentice about nineteen years of age, and about 5 feet 9 inches high a Shoe-maker by trade, had on when he went away a brown Surtout coat, a Jean Coat and Leggings, a pair of boots and a new coarse Hat.

Also a Canadian man about twenty-five years of age, much marked with the small-pox, speaks broken English, had with him a brown Surtout coat, a brown coat and stripped vest, he is a Tanner and Courier by trade. Whoever apprehends the above mentioned men, and delivers them at Montreal, or to the Subscriber at Sault au Recolet shall receive the above reward and all reasonable charges, paid by JOHN TEMPLE.

N.B. The apprentice’s name is Eber Welden, and the Canadian Pierre Agie.
How are the two slaves described in the newspaper advertisement?

Can we tell anything about how slaves were treated by their owners from this advertisement?

Why did slavery exist in New France? Or, why was it so important to get a slave who ran away back?
Jigsaw

1. “Home” groups will be formed of 4-5 students. Number off within your group. Each person in a home group will be given a different advertisement.
2. Students leave their "home" groups and meet in "expert" groups where everyone has the SAME advertisement.
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their “home” group while filling out the worksheet.
4. Students return to their “home” teams and take turns teaching their home team members the material. On a separate sheet of paper add the new information you learned from each expert.
6. We’ll finish with a whole-class discussion.
TO BE SOLD

A Mulatto Boy sixteen years old, capable of Cooking and doing all kind of House Work, any person wishing to purchase, enquire of the Printer.

TO BE SOLD an excellent Saddle-Horse, fit for a Lady, seven years old, warranted found, Enquire of Printer
APPENDIX 2.2

Jigsaw Group Two: Analyzing Slave Advertisements

TO BE SOLD.

A Stout, healthy NEGRO MAN, about 28 years of age, is an excellent Cook, and very fit for working on a Farm, Enquire of the Printer - Montreal, April, 1789
APPENDIX 2.2

Jigsaw Group Three: Analyzing Slave Advertisements

Figure 5 – Sale Ad for a Black Female Slaves, age 25
Montreal Gazette, Reproduction from Microfilm
March 21, 1793

TO BE SOLD.

A Very stout Negro wench of about 25 years of age, she can Wash, Iron, Cook, and do any kind of House work. For further particulars apply to Mr. McMurray.
BROKE Goal and escaped on Sunday the 18th, ... about eight o’Clock in the evening, WILLIAM SPENSER, a Negro, charged with petty larceny: he is about five foot and six inches high, well made, and wore a short blue Jacket, and red waistcoat, black breeches, a round hat and generally a wig.

JACOB KUHN. Goaler.

All Officers of Militia in the country, as well as all other His Majesty’s subjects, are hereby required to use their utmost diligence in apprehending the said criminal and to lodge him in any way of the goals of this Province, the...keepers whereof are hereby required to receive the said WILLIAM SPENCER into their custody and him safely keep him until he shall be discharged by due court of law; and as a further encouragement a reward of four dollars and all reasonable charges shall be paid on the criminal being committed to any of the said Goals by

Edw. Wm. GRAY Sherriff.
APPENDIX 2.3

Jigsaw Worksheet

How are slaves described in the newspaper advertisement?

Can we conclude how slaves were treated by their owners from this advertisement?

Why did slavery exist in New France? Or, why was it so important to get a slave who ran away back to their owner?

Are there any other thoughts your group has about this newspaper clipping?
APPENDIX 2.4

Understanding Slavery and the Ethical Dimension Behind it

Questions

Answer the questions below in full sentence form on a separate piece of paper.

What do you see in this photograph?

Why did this kind of thing happen to slaves?

Is it ethical that in New France, slaves were treated as chattel - something that was property that could be bought or sold?
### Lesson Overview:
- Learn/review the historical thinking concept: Cause and Consequence
- Explore that there were multiple causes and multiple consequences of the Black Loyalists coming to British North America (BNA)
- Analyze primary sources to understand the past

### How this connects to previous lessons…
- Builds off of previous knowledge of The (white) Loyalists

### How this connects to lessons after…
- By understanding why Black Loyalists came to BNA, students can begin to imagine their perspective

### Skills/Concepts to Review:
- Loyalists in British North America
- Cause and Consequence

### Historical Thinking Concept Focus:
Cause and Consequence

### How does this lesson address this concept?
Asks students to dissect a cause or consequence, and then connect the two concepts to understand the Black Loyalists’ experience

### Learning Goals:
- To use a primary source to identify and understand a cause or consequence of the Black Loyalists’ movement to BNA
- To demonstrate an understanding of the Black Loyalists’ experience by connecting a cause and consequence
- To understand that events are influenced by multiple causes and consequences

### Curriculum Learning Expectations:
**A1.2**: Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2**: Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

### Resources Needed:
- Garbage Can
- 1 Ball (Dodge ball, Soccer ball, etc.)
- Access to a writing surface: black board/white board/SMART board/chart paper
- Appendix 3.1 (1 copy for teacher)
Plan of Instruction

15 mins  **Step 1: Warm-Up**

To capture students’ attention, the class will start off with a ball shooting competition that will review the historical thinking concept *Cause and Consequence*, and connect it to the students’ lives.

- Before class begins, set a garbage can at the front of the classroom. Have a ball on hand.
- Once the class has settled, ask for 2 volunteers to participate in a ball-shooting contest.
- Use Volunteer 1 as an example, and ask the volunteer to identify “the cause” of why he/she is a volunteer in this activity. You can also extend these questions to the class.  
  *Prompts:*
  - Why did you volunteer for this activity?
  - Why do you think I chose you for this activity?
  - Now to think even further back, what led to you being in this classroom today? (Ex: Being healthy and in class, passing the previous grade, being assigned to this class, etc.)

Scribe the answers in point form on the board under their name, under the section, “Cause”.

- After creating a list of approximately 5 causes, ask if you think these causes are the same for the other two participants. Write their name on the blackboard, and identify any different causes for their participation at the front of the class.
- Begin the contest. Have each student shoot 2-3 times. Vary up the shooting experience by having students shoot:
  - Further away from the basket
  - Closer to the basket
  - With their back to the basket
  - With their eyes closed
  - After spinning around in a circle 4 times

- After students complete the contest, ask them to return to their seat and thank them for their participation.
- Time to revisit the blackboard. Below the “Cause” section, create a “Consequence” section, and ask the class to identify the consequences of the students’ shots on the garbage can. You can also revisit the “Cause” section.  
  *Prompts:*
  - What was the result or consequence of Volunteer 1s shots?
  - Was this influenced by a different cause than what we have listed here?
  - How might Volunteer 1s experience in class be affected by their participation in this contest? (Ex: Maybe they will be too happy/embarrassed to pay attention, maybe they will remember the material more than non-participants, etc.)

- Connect the activity to today’s lesson on Cause and Consequence and the
### Black Loyalists.

**Prompts:**
- *Looking at the blackboard, can a student define what Cause and Consequence means?*
- *Today we will be looking at the Cause and Consequences of Black Loyalists in Canada*

### Step 2: Discussion

Before discussing the experience of Black Loyalists, students must recall the experience of Loyalists.

- First, the teacher will give the students a minute to discuss with their elbow partner what they know about The Loyalists.
- After having a minute to discuss, the teacher will redirect their attention to the front of the class. Together, they will make a word web to recall their knowledge on The Loyalists.
- The content of the word web will vary based on previous instruction. But, possible prompts include:
  - *What were the Loyalists loyal to?*
  - *Why did they leave America?*
  - *Where did they go?*
  - *What did they do once in BNA?*
  - *How did their lives change as a result of living in BNA?*
- Address that the experience of Black Loyalists differed from those of White Loyalists, or “The Loyalists”.
  **Prompts:**
  - *Today you are going to be detectives! Using evidence from the past, you’re going to examine Black Loyalists’ experience.*
  - *Going back to our ball shooting competition, did Volunteer 1 and Volunteer 2 have similar experiences? Did they have similar causes for shooting in the competition? Did they have the same result?*
  - *Like our participants in the shooting competition, we are going to uncover how Black Loyalists’ experience were influenced by different causes and consequences.*

### Step 3: Modeling

First, the teacher will guide students through an analysis of one piece of evidence – a slave collar that belonged to a Loyalist owner of slaves. This will serve as a model for other students to approach their evidence, and uncover how it represents the Black Loyalists Experience.

- Have students view the image of the Slave Collar seen in Appendix 3.1 by projecting it on a screen at the front of the class, or passing the image around the class.
- Once all students have had the opportunity to view the object, read aloud the description of the object.
**Step 4: Guided Practice**

Each student will now analyze a piece of evidence that represents a “Cause” or “Consequence” of Black Loyalists coming to BNA. This will be done in pairs.

- Explain the activity to students, and connect it back to the model.
  - **Prompts:**
    - *Now you will be given an artefact from the past. As a detective, you will be questioning the artefact and relating it back to the Black Loyalists*
    - *Like the example of the Slave Collar, you will be given a number of questions that you will have to answer about the artefact.*
    - *You can work in pairs to answer these questions.*
- Hand out the worksheets as seen in Appendix 3.2. There are 4 different worksheets – 2 causes and 2 consequences. Distribute so there is an equal amount of each.
- Assist and monitor guided practice.
- Once students have completed the worksheet, ask the students to explain the cause or consequence outline to their partner. Partners can correct or confirm that they have understood the object correctly.

---

**DAY TWO**

*Based on a 45-minute period, class will end during this activity. Students will continue working on the guided practice when they return on the second day.*

---

**Step 5: Independent Activity**

To demonstrate the understanding of their cause or consequence, each student will pair up with another student, and independently describe their artefact and its relation to Black Loyalists.

- Ask students to pick a partner. If a student has a cause, they are to pick a student with a consequence. If a student has a consequence, they are to pick a student with a cause.
- Each student is to explain to their partner their artefact and how it represents a cause for Black Loyalists to come to BNA, or a consequence of Black Loyalists coming to BNA. They will be required to do this without their original partner, and thus will demonstrate their independent understanding of the subject.

---

**Step 6: Sharing/Discussing/Teaching**

Students will learn their partners’ cause or consequence and describe it to the class.
This will be displayed on a flow chart on the board.

- After students have independently explained their artefact, they will switch sheets with their partner.
- Students will now have to teach their partner the other partner’s cause or consequence.
- After students finish explaining their cause or consequence, attention will be redirected to the front of the class.
- To summarize the activity, the teacher will ask 1 student to summarize each cause and consequence.
- Reflecting on the student’s summary, the teacher will connect the summary to the causes and consequences of Black Loyalists coming to BNA.
  *Example:* Looking at the Wheeler map, we see that Black Loyalists were promised land in BNA. However, if we look at the Petition, we see that Blacks were not receiving the land they were promised. So while they came to BNA for free land, the consequence or effect was that they actually did not receive free land.
- The teacher will create a flow chart on the board of the various causes and consequences, with a point form note for each.

| 15 mins | **Step 7: Independent Assessment Activity**

To help students bridge the connection between the causes and consequences, students will independently write a few sentences connecting a cause and consequence. This will be a formative assessment that will be submitted to the teacher as an assessment of their understanding of the material.

- Students will be asked to choose one cause and one consequence of Loyalists coming to BNA
- Using the worksheet in Appendix 3.3, students will identify and explain a cause and consequence. Encourage students to refer to their worksheet from Appendix 3.2 and the notes on the board.
- Students will then have to write 4-5 sentences connecting the Cause and Consequence.

**Assessment**

*How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?*

Students will complete a worksheet (Appendix 3.3) that will demonstrate their understanding of the Causes and Consequences of the Black Loyalists coming to BNA (as described in Step 7).

**Assessment:**
Since this is a formative assessment, the teacher will collect and assess the worksheet. The worksheet will not be assessed so much for grammar and writing style, but rather focus on students understanding of the content. This includes, but is not limited to:

- Identifying a cause and consequence
- Explaining what the cause and consequence is
- Connecting the cause and consequence together to show a cause and effect
<table>
<thead>
<tr>
<th>relationship</th>
</tr>
</thead>
</table>

**Homework:**

Complete the worksheet, Appendix 3.3, if not completed in class.

**Sources:**


APPENDIX 3.1

Cause: Slavery

Slave Collar
Owned by Abraham DeMill
Before 1834
Silver, bronze
Sussex New Brunswick

Many Black slaves came to BNA with their masters. They came to BNA as slaves and continued in slavery once they arrived. This slave collar has the owner’s name on the plate, showing that the Black slave belonged to the owner.

What type of object is this?

Who would wear this object?

What would this object be used for? Why?

Why is the owner’s name on the collar?
Imagine wearing this collar. What would it feel like to wear this collar?

Why did Black slaves come to BNA?

SUMMARY:
This object demonstrates that Blacks were Loyal to the British and came to BNA because...
During the American Revolution, the British wanted to expand their army. To do this, they looked to Black people in America who were slaves. As a reward for fighting with the British, Blacks were promised freedom in BNA after the war.
Look at the Black soldier. Describe him and his place in the painting.

How does the Black soldier look different from the other soldiers?

Why is the Black soldier fighting for Britain in the American Revolution?

SUMMARY:
This image demonstrates that Blacks were Loyal to the British because...
Cause: Promised Free Land

Wheeler Map
Created by a Surveyor
1780s
Land located in Westfield, New Brunswick

The British promised Blacks land in BNA if they were loyal to the Crown and left America. This map shows the plan for a settlement in New Brunswick for Black Loyalists.

What type of source is this?

What is this map of?

What do the rectangular boxes represent?

Describe the rectangular boxes and how they compare to one another.

Why was this map created?

What does this map represent to Blacks?

SUMMARY:
This map demonstrates that Blacks were loyal to the British because…
Consequence: No Land Received

Petition of Robert Lawson
21 February 1784
Maugerville

“Your Petitioners Came here In the line of Refugees, that they were Promised Land and Every [thing] that others were, None of which they have Rec(eived). They Beg Leave to Represent to your Excellency That they must be reduced to the Greatest Distress If Something Is not Done for them As many of them Have wives & Large Families.”

What type of source is this?

Who created this source?

What is a petition?

Why was this petition created?

What do the Refugees want?

Why do the Refugees want this?

SUMMARY:
This petition demonstrates that a consequence of Blacks’ loyalty to Britain was that…
APPENDIX 3.2

Consequence: Move to Sierra Leone

Declaration of the Sierra Leone Company of their readiness to receive into their Colony certain Free Blacks
2 August 1791

“The Sierra Leone Company, willing to receive into their Colony … Free Blacks… It is therefore declared by the Company:

• That every Free Black … shall have a Grant of not less than twenty acres of land for himself, ten for his wife, and five for every Child…
• That the civil, military, personal and commercial rights and duties of Blacks and Whites, shall be the same, and secured in the same manner.”

What type of source is this?

Who created this source?

Where is Sierra Leone?

Why was this declaration created?

What will Free Blacks be given in Sierra Leone?

How would Blacks be treated in relations to Whites?

SUMMARY:
This petition demonstrates that a consequence of Blacks’ loyalty to Britain was that…
APPENDIX 3.3

Cause and Consequence – The Black Loyalists

One reason the Black Loyalists came to BNA is …

Why was this a reason to come to BNA?

One consequences of the Black Loyalists coming to BNA is …

Why was this a consequence of coming to BNA?

Using the information above, write 4-5 sentences explaining a Cause and Consequence of Black Loyalists coming to BNA. Explain how the cause and consequence are connected to one another.
<table>
<thead>
<tr>
<th>Date: 2 day lesson*</th>
<th>Class: Grade 7 History</th>
</tr>
</thead>
</table>

**Perspective: Female Black Loyalists**

**Overview**

**Lesson Overview:**
- Learn/review the historical thinking concept: Perspective
- To learn how to take the perspective of a historical figure by analyzing primary sources
- To explore indentured servitude and independent working Black Loyalists

**How this connects to previous lessons…**
- Builds off of previous knowledge of Black Loyalists – the cause and consequence of coming to British North America (BNA)

**How this connects to lessons after…**
- By understanding Black Loyalists’ perspective on what life was like in BNA, students can begin to understand what their experience was like in the education system.

**Skills/Concepts to Review:**
- Loyalists in British North America
- Historical Perspective

**Historical Thinking Concept Focus:**
Historical Perspective

**How does this lesson address this concept?**
Ask students to reflect on a primary source, and imagine the experience of that person by creating a Bio-Poem.

**Learning Goals:**
- To use a primary source to understand the experience of a female Black Loyalist in BNA
- To take the perspective of a historic female Black Loyalist by creating a Bio-Poem

**Curriculum Learning Expectations:**

**A1.2:** Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2:** Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

**Resources Needed:**
- Appendix 4.1 and 4.2 (half of the class receives 4.1, the other half receives 4.2)
- Appendix 4.3 (copy for everyone in the class)
- Projector to play video ([http://www.youtube.com/watch?v=nAQAuONQwrM](http://www.youtube.com/watch?v=nAQAuONQwrM))
- Access to a writing surface: black board/white board/SMART board/chart paper
## Plan of Instruction

### Step 1: Warm-Up

To capture students’ attention, the class will watch a clip from the beginning of *Les Misérables*, and consider the historical perspective of the main character, Jean Valjean.

- Once the class has begun, play the opening scene from the movie *Les Misérables*, “Look Down” as a tool to quiet the class and focus their attention. This scene depicts the main character, Jean Valjean as a prisoner in France, who is required to do manual labour in a shipyard. He is treated harshly by the prison guard, and is asked to carry a heavy flag alone.
- After the clip has finished, ask the students a series of questions about the clip was about.
  
  **Prompts:**
  - Who does this clip focus on?
  - Who is he?
  - What is he doing?
  - Where is this clip? When is it taking place?
  - Why is he doing this?

- After the students piece together the context of the clip, and who the main actor is, refocus the attention to understanding the main character’s perspective.
  
  **Prompts:**
  - When the character is standing in the shipyard, pulling the rope, having water splashed in his face, what do you think he is thinking?
  - What might it feel like?
  - What is he dreaming about?
  - What is he scared by?
  - What is he inspired by?

- Connect the analysis of Jean Valjean to historical perspective, and today’s lesson on the perspective of female Black Loyalists.
  
  **Prompts:**
  - Using this clip from Les Misérables, you began to take on the view or perspective of Jean Valjean.
  - Today, we’re going to be revisiting the topic of The Black Loyalists
  - Using artefacts, we’re going to look at 2 very different females and try to imagine their perspective of living in Nova Scotia in the early 1800s.

**Note:** This activity was done with a clip from Les Misérables, but could be done with any movie clip, music video, etc. that would appeal to your students. Using any clip that is historical in nature (i.e.: Les Misérables is set in the early 1800s) and can create distance from students’ lives, as they have to imagine a world that is different from theirs.

### Step 2: Discussion

Before asking students to imagine the perspective of female Black Loyalists, students must recall their previous knowledge of the Black Loyalists.
• The teacher will ask students to pull out their worksheet from the previous class on the causes and consequences of Black Loyalists migration to BNA.
• Students will then be given a minute to recall with their elbow partner what they have learned about the Black Loyalists – why they came to BNA, and what their life was like when they got here.
• Students will then be invited to the board to write one word, or a few words that can be used to define the Black Loyalists. Similarly, students can add a sticky note on the board with their response.
• After students have filled the board, read over the words, and ask a few students to explain their word choice. Connect the words together, and give a quick summary of what was covered in the previous class.

<table>
<thead>
<tr>
<th>5 mins</th>
<th>Step 3: Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where you demonstrate the kinds of actions/skills/thinking patterns for the class</td>
<td></td>
</tr>
<tr>
<td>First, the teacher will model the creation of a bio-poem based on the clip from Les Misérables by reflecting on the 5Ws.</td>
<td></td>
</tr>
<tr>
<td>• Explain today’s activity.</td>
<td></td>
</tr>
<tr>
<td>Prompts:</td>
<td></td>
</tr>
<tr>
<td>• Today you will be given an artefact from the early 1800s. It will either tell the story of Lydia Jackson, a woman who was sold back into slavery or the story of Rose Fortune, a woman who became a successful independent businesswoman. These are two different perspectives of what it meant to be a Black Loyalist in the early 1800s.</td>
<td></td>
</tr>
<tr>
<td>• After viewing the artefact, you will have to answer a series of questions on the artefact that relate to the 5 Ws. You will also be asked to reflect on what it might feel like to be Rose or Lydia.</td>
<td></td>
</tr>
<tr>
<td>• Model the activity for the class by using the example of Jean Valjean. On the board, scribe point-form answers to the 5 Ws and 3 possible feelings of Jean Valjean.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 mins</th>
<th>Step 4: Guided Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In pairs, students will analyze an artefact that represents Lydia Jackson or Rose Fortune to identify whom this person was.</td>
<td></td>
</tr>
<tr>
<td>• Hand out the worksheets as seen in Appendix 4.1 and 4.2. Distribute so there is an equal amount of each profile in the classroom.</td>
<td></td>
</tr>
<tr>
<td>• Students will work in pairs to read through the artefact/description. They will then answer the questions on the worksheet identifying the 5 Ws, and a few thoughts on what this figure might be feeling.</td>
<td></td>
</tr>
<tr>
<td>• Assist and monitor guided practice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 mins</th>
<th>Step 4.5: Modeling – Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>After students have completed the first worksheet, the teacher will model the second</td>
<td></td>
</tr>
</tbody>
</table>
part of the activity – creating a bio poem.

- Explain the second part of activity.
  **Prompts:**
  - *Now that you understand who Lydia or Rose is, you’re going to create a bio poem about a female Loyalist.*
  - *To create a bio poem, you will be given a worksheet where you will have to fill in blanks to create the poem.*
- Hand out the worksheet 4.3 so that students can reference it while the teacher is modelling the activity.
- Model the activity for the class by using the example of Jean Valjean. On the board, complete the first three lines of the poem: I am, I wonder, I hear.
- In modeling the activity, push students to not just write one word answer, but to elaborate on what they’re feeling and paint a picture for the viewer. (Example: Instead of just “I hear the rain”, ask students to describe the rain. “I hear the patter of the rain which mimics this repetitive work”. “I hear the rain as it drowns me in this slave pit.” Highlight key words: as, which, that can connect and elaborate student thoughts.

<table>
<thead>
<tr>
<th>12 mins</th>
<th><strong>Step 5: Independent Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will independently create a bio poem on their historical figure to demonstrate their understanding of historical perspective.</td>
<td></td>
</tr>
<tr>
<td>- Students will work on creating their bio-poem, using the primary source worksheet as a reference</td>
<td></td>
</tr>
<tr>
<td>- Students will be required to finish this assignment for homework if it is not completed in class</td>
<td></td>
</tr>
<tr>
<td>- This assignment will be collected for formative assessment by the teacher</td>
<td></td>
</tr>
</tbody>
</table>

**DAY TWO**

*Based on a 45-minute period, class will end during this activity. Students will finish their independent activity for homework, and complete Step 6 at the beginning of class the next day.*

<table>
<thead>
<tr>
<th>15 mins</th>
<th><strong>Step 6: Sharing/Discussing/Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will share their bio-poem with their peers to be exposed to other historical perspective.</td>
<td></td>
</tr>
<tr>
<td>- Students will break into groups of 4-5 to share their bio poem. By sharing their work with one another, students will be exposed to a wider range of historical perspective. This will allow them to develop their public speaking in an intimate setting.</td>
<td></td>
</tr>
<tr>
<td>- The teacher will walk around, monitoring the groups</td>
<td></td>
</tr>
<tr>
<td>- The poem will be collected at the end for assessment</td>
<td></td>
</tr>
</tbody>
</table>
## Assessment

**How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?**

Students will complete the bio-poem that will demonstrate their understanding of historical perspective of female Black Loyalists (as described in Step 5-6)

**Assessment:**
Since this is a formative assessment, the teacher will collect and assess the bio-poems. The worksheet will not be assessed so much for grammar and writing style, but rather focus on the students’ ability to take historical perspective.

**Sources:**

The Story of Lydia Jackson

30 November, 1791

The following is an account of the story of Lydia Jackson, written by John Clarkson. Lydia was a free Black Loyalist, who was left by her husband. She was invited to reside in Mr. Hedley’s house, and she agreed to become an indentured servant for one year.

“The writings were in consequence drawn up by a Mr. Harrison of the same place, but taking advantage of her ignorance the term of thirty nine years was specified in the Indenture, instead of the one she had consented to; and to this paper she without the least suspicion made her mark”

After signing this contract, Lydia went to a new master, Dr. Bulman, where she was informed she would be a slave for 39 more years.

“Dr. Bulman turned out to be a very bad master, frequently beating her with the tongs, sticks, pieces of rope &c. about the head & face, his wife likewise was by no means backward to lend him her assistance on these occasions. For some words she had spoken with the least intention of giving offence Bulman took occasion to knock her down, and though she was then in the last month of pregnancy, in the most inhuman manner, stamped upon her whilst she lay upon the ground.”

Questions about Lydia

Who is Lydia Jackson?

What did Lydia do?

Why did this happen to Lydia?
How did this happen to Lydia?

Write 3 things that Lydia might feel as a result of this incident.
The Story of Rose Fortune

1774-1864

Rose Fortune, a Black Loyalist, was born during the US Revolutionary War period as the daughter of slaves, Fortune emigrated to British North America at age ten as a Black Loyalist.

Earning a living was difficult for black Loyalists who came to Canada. Yet, over time Fortune developed two successful businesses in the area – something that was unusual for a Black woman to do at the time.

She began working as a baggage carrier, transporting luggage and provisions from ships, which she would deliver in her wheelbarrow. Later, she implemented a rudimentary "wake-up call" service in which she would alert people at nearby inns in danger of missing departing ships.

Fortune also imposed and enforced curfews at the wharves and the surrounding area, hence enforcing the law. Many consider her the first policewoman in Canada.

In time, Fortune's entrepreneurial pursuits became successful. Her baggage company became known as Lewis Transfer in 1841, and horse-drawn wagons replaced wheelbarrows. Fortune's grandchildren carried on the family business for the next 100 years.

Questions about Rose

Who is Rose Fortune?

What did Rose do?

Why did this happen to Rose?
How did this happen to Rose?

Write 3 things that Rose might feel as a Black Loyalist
Reflecting on your primary source and the 5 Ws, imagine that you are a historical female Black Loyalist – Lydia Jackson or Rose Fortune. What has this person been through? What would it feel like to be in this position? Fill out the poem below as if you were Lydia or Rose.

Bio-Poem on ______________________________

By: _________________________

I am _____________________________________________ (2 special characteristics you have)
I wonder ____________________________________________ (something you are curious about)
I hear __________________________________________________ (an imaginary or real sound)
I see _____________________________________________________ (an imaginary or real sight)
I touch _________________________________________________ (an imaginary or real touch)
I want ____________________________________________________ (an actual desire)
I am ____________________________________________________________ (repeat first line)
I face ___________________________________________ (a barrier or challenge that you face)
I accept the power of _____________________ (a force or factor that is beyond your influence)
I worry _________________________________________________________ (a worry you have)
I seek the help of ___________________________________ (a person or people who help you)
I am inspired by _______________________________ (a person or people who inspire you)
I am ____________________________________________________________ (2 special characteristics you have)
I understand _________________________________________ (something you know to be true)
I say _______________________________________________________ (something you believe in)
I dream________________________________________ (something you actually dream about)
I try _____________________________________________ (something you really make an effort to do)
I am ____________________________________________________________ (repeat first line)
### Lesson Overview:
- Learn/review the historical thinking concept: Continuity and Change
- To learn how to identify key moments of progress, decline, continuity and change
- To explore the education experiences of Black students from the 1600s to the present day

**How this connects to previous lessons…**
- Through the previous knowledge of challenges faced by Black people in British North America in the 18\(^{th}\) – 19\(^{th}\) century, students can examine how these challenges have changed over time.

**How this connects to lessons after…**
- By understanding how challenges in the educational realm have changed overtime, students will be able to greater assess change and continuity for Black people

### Skills/Concepts to Review:
- Continuity and Change

### Historical Thinking Concept Focus:
Continuity and Change

**How does this lesson address this concept?**
Ask students to assess how Black students’ education has changed and stayed the same.

### Learning Goals:
- To understand how Black students’ educational experience has stayed the same or changed

### Curriculum Learning Expectations:

**A1.2:** Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2:** Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

### Resources Needed:
- Appendix 5.1 (a set of cards for each group of 3-4 people, cut cards apart ahead of time)
- Access to a writing surface: black board/white board/SMART board/chart paper
- Poster paper
- Poster making tools: markers, pencil crayons, etc.
- Access to computers for students who would rather create posters electronically
- Appendix 5.3 (copy for each student)
## Plan of Instruction

<table>
<thead>
<tr>
<th>10 mins</th>
<th><strong>Step 1: Warm-Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In small groups, students will receive a series of cards about key events in Black education, and will have to organize them in chronological order.</td>
</tr>
<tr>
<td></td>
<td>• Distribute a set of cards as seen in Appendix 5.1 to groups of 3-4 people. Each card has a fact or event in Black education from the 1600s – present day. Note: every card is assigned a letter, so that you can easily report the correct order of the cards to the students at the conclusion of the activity.</td>
</tr>
<tr>
<td></td>
<td>• Ask students to put the cards in chronological order. Encourage students to debate and discuss in their groups why each card should go in its spot.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 mins</th>
<th><strong>Step 2: Discussion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher will take up the activity with the students and put the cards in the correct chronological order. In doing so, they will engage the students in a discussion on things that changed and stayed the same.</td>
</tr>
<tr>
<td></td>
<td>• After students have organized their cards, ask one student from each group to write down the order of their cards on a piece of paper by using the letters assigned to each card. By writing down the order, students will be able to see how the correct order was different or similar to what they originally inferred.</td>
</tr>
<tr>
<td></td>
<td>• The teacher will then take up the timeline using the Answer Key in Appendix 5.2. This can be done in multiple ways: posting large-scale versions of the cards at the front of the classroom, or using a PowerPoint to introduce each event.</td>
</tr>
<tr>
<td></td>
<td>• When introducing each card, spend time explaining it, and engaging in a dialogue with students about it. Add the date beside each card – inform students that this is a timeline that goes up until the present day and demonstrates how Black students are still engaging with education. Some additional facts can be found on the Answer Key.</td>
</tr>
<tr>
<td></td>
<td>• After compiling the complete list, ask students to compare their timeline with the one on the board. Ask students’ about their experience with the activity. You can do this directly with them, but also ask them to discuss it first with their group.</td>
</tr>
<tr>
<td></td>
<td><strong>Prompts:</strong></td>
</tr>
<tr>
<td></td>
<td>• What surprised you the most when we took up the timeline?</td>
</tr>
<tr>
<td></td>
<td>• Was there a specific card that was drastically different from what you put down?</td>
</tr>
<tr>
<td></td>
<td>• Was there something that didn’t surprise you that you got right? Why?</td>
</tr>
<tr>
<td></td>
<td>• After students talk about their experience, redirect the conversation to discuss continuity and change.</td>
</tr>
<tr>
<td></td>
<td><strong>Prompts:</strong></td>
</tr>
<tr>
<td></td>
<td>• What had changed the most?</td>
</tr>
<tr>
<td></td>
<td>• What has changed the least?</td>
</tr>
<tr>
<td></td>
<td>• What were key turning points?</td>
</tr>
<tr>
<td></td>
<td>• What events show progress? Decline?</td>
</tr>
</tbody>
</table>
### Step 3: Modeling

Building off of the discussion, the teacher will model for students how to compare events on the timeline to assess continuity and change. This will help students complete the worksheet with their peers.

- Hand out Appendix 5.3, a worksheet that asks students to identify key moments of continuity and change in the timeline.
- Model for the students how to answer the first question: *What is something that has changed about Black students and Education?*
  
  **Prompts:**
  - Looking over this question, one key word that I would pull out is “change” – so how do things change between one event and another on the timeline.
  - I’m going to look at the event from 1930 that states that a teachers’ group thought that Black students were of equal intelligence. But if you look at 1964, a study said that Black students were inferior, or not as smart.
  - So these two events demonstrate that there was a change in what people thought of Black students as there was debate of if they were as smart as white students.
  - Jot a sentence describing this into the worksheet, and have students copy that sentence onto their worksheet.

### Step 4: Guided Practice

Students will complete the worksheet together identifying key moments in continuity and change.

- After completing question 1 together, have students work together to identify key moments on the timeline.
- Walk around the classroom, helping keep students on task.
- Intermittently take up the questions, to ensure that students are on task.

**DAY TWO**

*Based on a 45-minute period, class will end during this activity. Students will continue working on the guided practice when they return on the second day.*

### Step 5: Independent Activity

Students will pick one answer from their worksheet, and elaborate on that point by creating a poster.

- Once students complete the worksheet and the answers are taken up, they will move onto the independent activity task located on the bottom of the worksheet.
- For this activity, students will create a poster that illustrates a moment of continuity or change. This will be based on one of their answers from the worksheet.
• Posters need to include a large title, 2-3 sentences explaining the continuity and change, and an image.
• Have poster-marking materials on hand. Some students may prefer to create posters electronically, so try to have access to computers.
• This will be homework for the next day if it is not completed in class.

**15 mins**

**Step 6: Sharing/Discussing/Teaching**

**DAY THREE**

*Students will present their final posters in a separate class so that they have time to work on them outside of class.*

Students will share their poster with their classmates. This will allow them to express their understanding of continuity and change, and to learn from their classmates.

- Students will each take a moment to present their poster to the class. During this presentation, students will read their poster, explain their image, and be asked to describe in their own words about continuity and change.
- The poster will be collected at the end for assessment.

**Assessment**

*How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?*

Students will complete a poster on continuity and change that will demonstrate their understanding of continuity and change in education for Black students (as described in Step 5-6)

**Assessment:**
Since this is a formative assessment, the teacher will collect and assess the poster. The poster will not be assessed so much on writing style and artistic ability, but rather focus on the students’ ability to understand the knowledge, and apply it to the historical thinking concept Continuity and Change. Moreover, this formative assignment will allow the teacher to give formative feedback on presenting ideas in an artistic manner, which will help inform the final summative task for this unit, where students have to make a creative product.

**Homework:**

Complete independent poster activity if not already complete

**Sources:**
### APPENDIX 5.1

<table>
<thead>
<tr>
<th><strong>B</strong></th>
<th><strong>K</strong></th>
<th><strong>G</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“The other day I had a little Savage on one side of me, and a little Negro or Noor on the other” – a Jesuit Father describing a day teaching.</td>
<td>Society for the Propagation of the Gospel worked with the Black community to develop schools – the first organization outside of the Black community to do so.</td>
<td>Schools in St John, New Brunswick extended instruction to Negroes, but white parents would not let their children attend since Black children were in attendance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C</strong></th>
<th><strong>M</strong></th>
<th><strong>A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lieutenant Governor declares that since Blacks pay taxes to common school, they are entitled to admittance. However, this law is not practiced as Blacks are not allowed inside the schools.</td>
<td>The only reference to Black students in Nova Scotia textbooks is that they “are perpetually begging and receiving charity” … “yet in general they are neither prosperous nor useful”.</td>
<td>“The parents of white children would sooner cut their children’s heads off and throw them into the road side ditch than send their children to school with [Black students]” – Document describing the atmosphere in Amherstburg.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>F</strong></th>
<th><strong>J</strong></th>
<th><strong>H</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anyone could request a separate school for Black students be created if they submit a petition of 12 signatures to the government.</td>
<td>It is stated that separate schools were created for the safety of white students from Black students. “It can hardly be supposed that the Legislature authorized such separate schools under the idea that it would be more beneficial or agreeable to the coloured people.”</td>
<td>According to the law, if there was a separate school created for Black students, they had to attend it, even if it was very far.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L</strong></th>
<th><strong>D</strong></th>
<th><strong>E</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Teachers’ Association stated they believed black students were of equal intelligence.</td>
<td>Study stated that Black students in Nova Scotia were intellectually inferior to white students.</td>
<td>Black students in Nova Scotia no longer had to attend a separate school by law.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Toronto school passes a motion to have an African focussed curriculum. “If 50 years from now we still have black-centric schools, we will have failed abysmally, but for a period of time I’m willing to listen to people saying, ‘We need your help’.”</td>
</tr>
</tbody>
</table>
Answer Key: Chronological Order

- **B**: 1632, “The other day I had a little Savage on one side of me, and a little Negro or Noor on the other” – a Jesuit Father describing a day teaching
  - First written record of a Black person receiving education
  - Not common for Black people to receive education
- **K**: 1796 – Society for the Propagation of the Gospel worked with the Black community to develop schools – the first organization outside of the Black community to do so
  - Previously only Blacks assisted with education
- **G**: 1822 – Schools in St John, New Brunswick extended instruction to Negroes, but white parents would not let their children attend since Blacks were in attendance
- **C**: 1840 – The Lieutenant Governor declares that since Blacks pay taxes to common school, they are entitled to admittance. However, this law is not practiced.
- **M**: 1842 – The only reference to Black students in Nova Scotia textbooks is that they “are perpetually begging and receiving charity” … “yet in general they are neither prosperous nor useful”.
- **A**: 1846 – “The parents of white children would sooner cut their children’s heads off and throw them into the road side ditch than send their children to school with [Black students]” – Document describing the atmosphere in Amherstburg
- **F**: 1850 – Anyone could request a separate school for Black students if they submit a petition of 12 signatures to the government.
  - Often white people would collect signatures to force Black students out of their common school
- **J**: 1854 – It is stated that separate schools were created for the safety of white students from black students. “It can hardly be supposed that the Legislature authorized such separate schools under the idea that it would be more beneficial or agreeable to the coloured people”
  - Wasn’t created with the purpose of giving Black students a better education
- **H**: 1859 – According to the law, if there was a separate school created for Black students, they had to attend it, even if it was very far.
  - Some students had walk up to 4 miles
- **L**: 1864 – A Teachers’ Association stated they believed black students were of equal intelligence
- **D**: 1930 – Study stated that Blacks in Nova Scotia were intellectually inferior to white students
- **E**: 1964 – Black students in Nova Scotia no longer had to attend a separate school by law.
- **I**: 2012 – A Toronto school passes a motion to have an African focussed curriculum “If 50 years from now we still have black-centric schools, we will have failed abysmally, but for a period of time I’m willing to listen to people saying, ‘We need your help’”
Continuity and Change in Black Education

*Continuity* = stay the same                     *Change* = different

*Reflecting on the events on the timeline of Black students and Education, answer the following questions.*

1. What is something that has changed about Black students and Education?

2. What is something that has stayed the same?

3. Name a turning point— one event that changed how Black students received education.

4. What event showed progress, or that things were getting better for Black students?

5. What event showed decline, or that things were getting worse for Black students?

**INDEPENDENT ACTIVITY**

From the above questions, pick one question to focus on. Create a poster that illustrates your answer. Include:

- A large title
- 2-3 sentences that describe the *continuity, change, progress, or decline.*
- An image

Van Ryswyck & Skellet
### Lesson Overview:
- "Stand up if you…." Activity to assess how much they know already
- Introductory lesson on the Underground Railroad
- Group activity with primary sources
- Take up the group activity with the class
- Independently answer the question provided to demonstrate their understanding of the learning goal

### How this connects to previous lessons…

We’ve previously learned about slavery in Canada, the Black Loyalists, and Educational Experiences for Black people in Canada and now we are looking at The Underground Railroad. As a result, the students should have a diverse understanding of how Black people were treated in Canada and the pervasiveness of racism, segregation and inequality.

However, the Underground Railroad is often taught to students as this magical time in Canadian history whereby White people helped thousands of escaped slaves and freed Black people cross over to the Canadian border in hopes of freedom and a better life. What is all too often left out of lessons on Black experiences in Canada, especially that of the Underground Railroad, are the ways in which Black people were treated once they came to Canada, and the less than perfect lives they led due to the racism of so many Canadians who were not part of the Underground Railroad and did not want to see the Black population greatly expand in Canada.

### How this connects to lessons after…

Next we will look at Historical Significance and Harriet Tubman and her historical significance with the Underground Railroad, which will expand upon students understanding of the topic. She was chosen specifically because she is often taught about in Canadian schools as a heroic Black woman so we want to look at why and how she became significant and what that means in terms of understanding the Underground Railroad.

### Skills/Concepts to Review:
- How people were treated and perceived in Canada prior to The Underground Railroad
- Review: slavery, Black Loyalists, education

### Historical Thinking Concept Focus: Evidence

**How does this lesson address this concept?**

This lesson uses evidence to teach students about the Underground Railroad and to criticize Canada’s role as a “safe haven”.

---

*Van Ryswyck & Skellet*
Learning Goals:

- To learn how to use a broad range of primary sources to make historical inferences
- To understand the multiple experiences for Blacks in Canada as a result of The Underground

Curriculum Learning Expectations:

A1.2: Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

B1.2: Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

Resources Needed:

- Print everything in the Appendix.
- Appendix 5.1: Lesson the teacher will give using the PowerPoint. The students will take notes. If there are students in the class who have an accommodation for note taking and cannot take notes, provide them with a copy of PowerPoint
- Appendix 5.2: Print this source as an overhead or project it onto a Smart board
- Appendix 5.3: Print out one copy of each source to distribute to the groups in the class. If you have a better printer, all the sources can be found at [http://www.archives.gov.on.ca/en/explore/online/black_history/canada.aspx](http://www.archives.gov.on.ca/en/explore/online/black_history/canada.aspx)
- Appendix 5.4: Print out enough copies for every student in the class to have one worksheet
- Have extra paper, highlighters and pencils available for students who may not have them

Plan of Instruction

5 mins

**Step 1: Warm-Up**

Begin the lesson by asking the students a series of questions. This will help you gage how much they know about the Underground Railroad.

Tell the students that you will ask them questions and if they “agree” with the statement they must stand up. If this is unclear give an unrelated example such as, “stand up if you think the Toronto Maple Leafs is the best team ever”, and then if they agree they would stand up, if they disagree they would stay seated.

Stand up if you:

- Know anything at all about slavery in the United States
- Believe Canada had slaves
- Have heard of the Underground Railroad
- Believe that when Black men, women and children arrived in Canada after escaping slavery in the United States that life was wonderful
- Believe that when Black men, women and children arrived in Canada after
escaping slavery in the United States that life was better but involved many challenges due to racist beliefs

<table>
<thead>
<tr>
<th>15 mins</th>
<th><strong>Step 2: Discussion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the following excerpt to the students and begin a discussion about evidence, asking them how the impact of secrecy and the piecing together of information from numerous secondary sources can make proving what happened and the experiences of Black Canadians more challenging. Then have them do the activity about evidence in their own lives that follows.</td>
</tr>
</tbody>
</table>

The Ontario Ministry of Government Services has information about the Underground Railroad on their website. One of the excerpts that they have says:

*The story of Black Canadians is one that has been pieced together through oral histories, stories passed down through generations, and documents created by a variety of groups, individuals and official sources. In order to protect their means of arriving in Canada, former enslaved Africans were often secretive.*

*Today, much of what we know about the history of Black people in Ontario can be found in secondary sources and survives because of the significance the Black community has placed on their history.*

When the discussion is complete, have the students do the following task:

Write down everything they did in the past 24 hours. Give them 3 minutes to do so. Then ask them what a “trace” is. (Concrete evidence like a photograph or a receipt)

1. Have them highlight all the traces in their life from the past 24 hours.
2. Underline any traces that were purposeful
3. Ask them which ones would likely be preserved and why

Now re-examine the previous discussion about lack of “traces” left by Black people during the Underground Railroad and how that can make it difficult to understand their experiences from their own perspective. Whose perspective and whose evidence do they think we have?

<table>
<thead>
<tr>
<th>10 mins</th>
<th><strong>Step 3: Modeling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Talk about the Underground Railroad briefly with the students and let them know exactly what it was. A mini lesson can be found in Appendix 5.1. After introducing them to the Underground Railroad show them the first piece of “evidence” located in Appendix 5.2, the 1833 British Imperial Act and have a classroom discussion about evidence and primary sources. Information for how this discussion should go can be found in the lesson in Appendix 5.1</td>
</tr>
</tbody>
</table>

| 10 mins | **Step 4: Guided Practice** |
Outline to the students that they will now break into groups (you can make them or they can choose their groups depending on the type of class they are). Each group should have 4-5 people in depending on class size. Once they are in groups they will be given one piece of evidence and they will have to answer the questions on the worksheet provided. Tell them that they will each need to take on a role within their groups. One person will be the *recorder* and fill out the worksheet, one-two people will be the *speaker(s)* and share with the class what their source was and summarize their answers to the worksheet when it is taken up, one person will be the *time keeper* to make sure people are on task, and one person will be the *leader* to make sure that everyone’s voice is heard.

Primary source evidence Appendix 5.3  
Worksheet provided in Appendix 5.4

<table>
<thead>
<tr>
<th>10 mins</th>
<th><strong>Step 5: Sharing/Discussing/Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a class we will take up the worksheets that they did as a group and then we will have a discussion about why all the sources are important in having a full understanding of the Underground Railroad and Black peoples experiences not only on their travels, but also after they were in Canada. Here we corroborate the sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 mins</th>
<th><strong>Step 6: Independent Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write the following question on the board and have students consider it individually and write a response to it on the back of their worksheet:</td>
</tr>
<tr>
<td></td>
<td>After hearing about the different primary sources, explain why Canada was a “safe haven” for Black people and why Canada was not a “safe haven” for Black people.</td>
</tr>
</tbody>
</table>

**Assessment**

*How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?*

The students will each hand in their worksheet and the teacher will mark them as part of a formative assessment.

Through the final discussion with the class the teacher will hopefully be able to see the awe in the responses and how there are some sources that point to a positive life in Canada but others that show that Canada was a place of segregation and life was not an easy transition for all Black people.

Also, the final response that the students must write individually will help show the teacher if the students understood that Canada was a safe haven because slavery was not practiced there, but it was not a safe haven completely in the sense that there was still racism in Canada which resulted in segregation and thus people were not “free” to live where they wanted to per se, or be educated where they wanted to, etc.
### Homework:

Teach at least one other person who is not in this class something interesting you learned today and write down in two-three sentences what their reaction was. Where they surprised? Did they already know a lot about the Underground Railroad? Did they have a question you could not answer? Did they have a question you could answer.

Tomorrow you will have to hand in the sheet.

### Sources:


The Underground Railroad
Understanding Evidence
Evidence

The Ontario Ministry of Government Services has information about the Underground Railroad on an educational website. One of the excerpts that they have says:

The story of Black Canadians is one that has been pieced together through oral histories, stories passed down through generations, and documents created by a variety of groups, individuals and official sources. In order to protect their means of arriving in Canada, former enslaved Africans were often secretive.

Today, much of what we know about the history of Black people in Ontario can be found in secondary sources and survives because of the significance the Black community has placed on their history.
What does this mean in terms of the available evidence that we have in order to fully understand what happened during The Underground Railroad?
I Left a Trace: Understanding Evidence

*Write down everything you did in the past 24 hours.

*What is a “trace”?

*Highlight all the traces in your life from the past 24 hours.

*Underline any traces that were purposeful.

*Which traces would likely be preserved and why?
The Underground Railroad

- The Underground Railroad was a result of four hundred years of slavery in the United States.
- Due to the help of Abolitionists and Anti-Slavery proponents, many slaves were able to travel on the network known as the Underground Railroad to reach Canada, or “the land of freedom.”
- The Underground Railroad was not underground nor was it a railroad.
- It was a fluid network that began in the Southern United States and went up through the Northern States to Canada.
The Underground Railroad

- Slaves also went to Mexico and the Caribbean to achieve freedom.
- The Underground Railroad did not have any formal organization.
- Its purpose was to ensure that thousands of Black people were liberated from slavery.
The Underground Railroad

- Due to the British Imperial Act passed in 1833, which formally abolished slavery, that Canada became a “safe haven” for people trying to escape slavery.

- Once slaves arrived in Canada they were free to live and work, form families, and obtain an education in a way they never could before, they also lost their “slave” status.

- Between 1834 and 1865 Ontario was developing quickly. Toronto became the center of abolition which meant that Black Canadians found acceptance and support there.
The Underground Railroad

- Black people settled all over Canada, sometimes in existing communities and other times in their own all Black communities.

- Wherever they settled they built homes for their families, a community church, and a school, all signs of freedom.

- However, while the 60,000 or so enslaved Black people put their lives at risk to live in Canada to experience freedom, they were often met with challenges such as segregation in schooling and racism from many White Canadians.
Understanding Evidence

The British Imperial Act of 1833
An Act for the Abolition of Slavery throughout the British colonies; for promoting the Industry of the manumitted Slaves; and for compensating the Persons hitherto entitled to the Services of such Slaves. [28th August 1833.]

WHEREAS divers Persons holden in Slavery within divers of His Majesty’s Colonies, and it is just and expedient that all such Persons should be manumitted and set free, and that a reasonable compensation should be made to the Persons hitherto entitled to the Services of such Slaves for the Loss which they will incur by being deprived of their Right to such services
What type of source is it?
What do you see?
What do you think about what you see? For instance, who created it, when was it created, and why?
How can this primary source help you learn more about The Underground Railroad and what life was like for Black people in Ontario once they arrived here?

What does this source illuminate about the impact of slavery?
Each page is one handout per group.

Marble Village Coloured School
Alvin D. McCurdy fonds
Reference Code: F 2076-16-5-2
Archives of Ontario, 100024783
Narrative of the Life and Sufferings of Rev. Richard Warren

Van Ryswyck & Skellet
APPENDIX 6.2

Each page is one handout per group.

Baptist Sunday School group in Amherstburg, Ontario, [ca. 1910]

Alvin D. McCurdy fonds
Reference Code: F 2076-16-5-1-38
Archives of Ontario, 10027813
Settlers in their Sunday best, possibly Essex County, [ca. 1900]

Alvin D. McCurdy fonds
Reference Code: F 2076-16-3-4
Archives of Ontario, 10014677
Each page is one handout per group.

Southwestern Counties of Canada West - showing the principal stations of the free colored population, 1855
Reference Code: Pamphlet no. 41
Archives of Ontario
October 12th, 1857

Mr. Stevenson, I rise these few lines to inform you and all my old friends that these few lines have come in good health and hoping these will find all my arguments in the same place I gave my love to my aunt Dinah. 

I am not told them I say they must not come to the states but stay in the land of freedom. 

With the help of God, with the help of God, we can take their names, were once they can find them and live. 

Several Colored people have some of which was born free but they had not their free papers and would not be allowed proper time to send for them with a friend. I respect to leave the States the last of hospital for no Colored person in safety in any part of the States.

My advice to all colored people to stay in Canada, 

The Stevenson please send this within letter to Mr. W. W. Cunningham by some trusty person for I have sent several letters and received no answers.

Respectfully yours from S. Wictham.

Please excuse my bad pen.
Oswego October 12th 1850

Mr Stevenson I write these few lines to inform you and all my old picton friends that these few lines leaves me in good health and hoping these will find all my acquaintences in the same pleas sir give my love to my aunt Dinah Caty and Jane bennet tell them I say they must not come to the States but stay in the land of freedom [if] while they have good homes for the law is so [now ] all through the united States that the slave holders can take their slaves were ever they can find them and since that law pased here has bin several colard people taken some of wich was borned free but they had not their free papers and would not be alloud proper time to send for them neither a friend I expect to leave the States the last of [boating] for no colard person is safe in any part of the States my advice to all colard people to stay in canada wither they are free or fugatives.

Mr Stevenson please send this within letter to Mr Wm. W. Cunningham by some trusty person for I have sent several letters and received no answer

Respectfully yours from S. Wickham

please excuse my bad pen

Letter dated Oct. 12, 1850 from S. Wickham warning of slave-catchers in the United States
D. B. Stevenson fonds
Correspondence for 1850, letter from S. Wickham to D. B. Stevenson October 12, 1850
Reference Code: F 499 MU 2885
Archives of Ontario
Working with Primary Sources: Evidence

Name: _______________________________________

What type of source is it?

Write down everything you SEE only.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Ask good questions about what you SEE in the source. For instance, who created it, when was it created and why?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
How can this primary source help you learn more about the Underground Railroad and what life was like for Black people in Ontario once they arrived here?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
### Lesson Overview:
- Slideshow on Harriet Tubman: Introduce who she was and what she did as part of the Underground Railroad
- Lesson on what makes something historically significant with a practice example
- Guided discussion of what made Harriet Tubman historically significant
- Practice reading a quote as a primary source to glean more information about what Harriet Tubman did and why that made her historically significant
- Put the students in pairs and do a Think/Pair/Share activity with the quotation handouts

### How this connects to previous lessons…
This lesson will build upon the broader content of The Underground Railroad by looking at one specific, significant person within the Underground Railroad.

### How this connects to lessons after…
Will inform their summative project.

### Skills/Concepts to Review:
- Introductory lesson on the Underground Railroad
- Group Activity with primary sources including books and pictures which are meant to help them understand that while the Underground Railroad was a positive thing it did not always end well for Black people.

### Historical Thinking Concept Focus: Historical Significance
This lesson looks at the first two guideposts of historical significance:
- How someone or something resulted in change
- That events and people have historical significance if they are revealing.

### Learning Goals:
- Students will understand the first two guideposts of historical significance: the result in change and the revealing nature of the person or event.
- The students will use primary source quotations to understand how Harriet Tubman is historically significant.

### Curriculum Learning Expectations:

**A1.2:** Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2:** Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges
**Resources Needed:**

- Slideshow Appendix 7.1
- Handout to accompany slideshow Appendix 7.2
- Handouts for Think/Pair/Share Appendix 7.3
- Exit Slips Appendix 7.4

**Plan of Instruction**

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 5 mins | **Step 1: Warm-Up** | Start the class with a discussion of the following question: Name some people in Canadian history who you think could be considered historically significant or why they are important in history. Be prepared to explain why you think they are “historically significant”. (If no one is answering then give him or her an example of someone who is historically significant and why you think they are). Now that some people have shared, briefly sketch out to the class the first two guidelines of historical significance and how we will use them in this lesson.  
**Teacher Prompts:** The students will learn that something or someone (in this case Harriet Tubman) gains significance when it/they had consequences for a great number of people over a long period of time, or results in change.  
- Harriet Tubman, along with other Underground Railroad “conductors” helped thousands of people escape slavery in the United States by getting them to Canada. Harriet serves as an example of one of the most prominent people in this move from slavery to freedom  
The second guidepost that the students will learn about is that events and people have historical significance if they are revealing.  
- Harriet Tubman is revealing in the sense that she is an important historical figure in the Underground Railroad, which served as a major means of escaping slavery and is often given significance in Canada’s history as a historical moment where people came here because Canada was free from slavery, and therefore, a “country to be proud of”, in terms of its historical reputation. |
| 15 mins | **Step 2: Discussion** | Using the Slideshow introduce the class to Harriet Tubman while having the students fill in the blanks on their handout. |
| 8 mins | **Step 3: Modeling** | **Teacher Prompts:** Do the practice example with the class about J.K. Rowling (as seen on the slideshow as |
seen in Appendix 7.1) and historical significance. The mind map can be completed on the board, a Smart Board, or an overhead through a discussion with the students and their reasoning to believe she is historically significant. If they point out something that relates to her resulting in change or leading to something revealing then be sure to stress the importance of those ideas.

Next, show the students the quotation in the slideshow and read it to them or if you have people that like to volunteer to read allow the students to do so. Once they have read the quotation begin answering the questions on the next slide with the class through a discussion. Once they have adequately answered the questions let them know they will be getting into pairs to do a think/pair/share with a quotation which they will answer questions for on the page with the quotation and eventually share that information with the class.

There are 6 quotations so there will be overlap which is good because some groups might pull out answers that others do not so it will give students a good opportunity to think about what they are learning.

<table>
<thead>
<tr>
<th>10 mins</th>
<th>Step 4: Independent Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin the think/pair/share with the quotations.</td>
</tr>
<tr>
<td></td>
<td>Students must THINK independently and answer the questions they have on their worksheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 mins</th>
<th>Step 5: Guided Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Next they’ll PAIR with their neighbour who will have the same worksheet and they will talk about their answers and add any details they did not have</td>
</tr>
<tr>
<td></td>
<td>The teacher should walk around and be available to answer questions, provoke thought and listen in on student discussion to ensure they understand the activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 mins</th>
<th>Step 6: Sharing/Discussing/Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finally, the class will SHARE what they found to everyone by going through their answers.</td>
</tr>
</tbody>
</table>

**Assessment**

How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?

The students will be given an exit slip found in Appendix 7.4, which asks them to demonstrate what they learned and thus what they took away from the lesson. This is a formative assessment to check their understanding of content.

**Homework:**
None, although they cannot leave until they have handed in their Exit Slip.

**Sources:**


Slideshow
The Underground Railroad
Understanding Evidence
Evidence

The Ontario Ministry of Government Services has information about the Underground Railroad on an educational website. One of the excerpts that they have says:

The story of Black Canadians is one that has been pieced together through oral histories, stories passed down through generations, and documents created by a variety of groups, individuals and official sources. In order to protect their means of arriving in Canada, former enslaved Africans were often secretive.

Today, much of what we know about the history of Black people in Ontario can be found in secondary sources and survives because of the significance the Black community has placed on their history.
What does this mean in terms of the available evidence that we have in order to fully understand what happened during The Underground Railroad?
I Left a Trace: Understanding Evidence

*Write down everything you did in the past 24 hours.

*What is a “trace”?

*Highlight all the traces in your life from the past 24 hours.

*Underline any traces that were purposeful.

*Which traces would likely be preserved and why?
The Underground Railroad

- The Underground Railroad was a result of four hundred years of slavery in the United States.

- Due to the help of Abolitionists and Anti-Slavery proponents, many slaves were able to travel on the network known as the Underground Railroad to reach Canada, or “the land of freedom.”

- The Underground Railroad was not underground nor was it a railroad.

- It was a fluid network that began in the Southern United States and went up through the Northern States to Canada.
The Underground Railroad

- Slaves also went to Mexico and the Caribbean to achieve freedom.
- The Underground Railroad did not have any formal organization.
- Its purpose was to ensure that thousands of Black people were liberated from slavery.
The Underground Railroad

- Due to the British Imperial Act passed in 1833, which formally abolished slavery, that Canada became a “safe haven” for people trying to escape slavery.

- Once slaves arrived in Canada they were free to live and work, form families, and obtain an education in a way they never could before, they also lost their “slave” status.

- Between 1834 and 1865 Ontario was developing quickly. Toronto became the center of abolition which meant that Black Canadians found acceptance and support there.
The Underground Railroad

- Black people settled all over Canada, sometimes in existing communities and other times in their own all Black communities.

- Wherever they settled they built homes for their families, a community church, and a school, all signs of freedom.

- However, while the 60,000 or so enslaved Black people put their lives at risk to live in Canada to experience freedom, they were often met with challenges such as segregation in schooling and racism from many White Canadians.
Understanding Evidence
The British Imperial Act of 1833
An Act for the Abolition of Slavery throughout the British colonies; for promoting the Industry of the manumitted Slaves; and for compensating the Persons hitherto entitled to the Services of such Slaves.  

[28th August 1833.]

WHEREAS divers Persons holden in Slavery within divers of His Majesty’s Colonies, and it is just and expedient that all such Persons should be manumitted and set free, and that a reasonable compensation should be made to the Persons hitherto entitled to the Services of such Slaves for the Loss which they will incur by being deprived of their Right to such services.
What type of source is it?
What do you see?
What do you think about what you see? For instance, who created it, when was it created, and why?
How can this primary source help you learn more about The Underground Railroad and what life was like for Black people in Ontario once they arrived here?

What does this source illuminate about the impact of slavery?
Harriet Tubman

Instructions: Fill in the blanks with the most appropriate responses from the presentation.

She was the most famous ______________ of The Underground Railroad
She was known as _______________ and her legendary rescue missions were _______________ planned, for instance, she always led groups out on Friday nights because they would not be discovered as gone until _______________ morning.
She was a ______________ leader that many could look up to and encouraged people to escape to Canada
Harriet Tubman is an example of the ______________ that Black people faced in the United States, but also how people like herself risked their lives to ______________
She made a total of _____ trips from the North to the South leading ______ African American slaves to freedom
Harriet decided to follow the ______________ to ________________, which was a free state
Harriet brought many of her family members over

What makes someone historically significant?

1) Someone is historically significant if they did something that helped ______________. This means they did something that had vast consequences for many people over a long period of time.
2) If an event or person is ______________ it can also be historically significant. What does the person reveal about the time period?

Activity
Instructions: Draw your mind map here answering the question, “What makes J.K. Rowling significant?”
Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

While visiting St. Catharines in 1860, William Wells Brown and others met several people whom Harriet Tubman had brought from the United States, and they all believed that she had supernatural power.

Of one man we inquired, "Were you not afraid of being caught?" "Oh, no," said he, "Moses has got the charm." "What do you mean?" we asked. He replied, "The whites can't catch Moses, [be]cause she's born with the charm. The Lord has given Moses the power."

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

Harriet Tubman interview with Sarah Bradford “Scenes in the Life of Harriet Tubman” 1869

“Fearlessly she went on, trusting in the Lord.” [Harriet] said, "I started with this idea in my head, there’s two things I’ve got a right to, and these are Death or Liberty – one or the other I mean to have. No one will take me back alive; I shall fight for my liberty, and when the time has come for me to go, the Lord will let them kill me."

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
APPENDIX 7.3

Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

Harriet Tubman interview with Sarah Bradford “Scenes in the Life of Harriet Tubman” 1869

“Sometimes members of her party would become exhausted, foot-sore, and bleeding and declare they could not go on, they must stay where they dropped down, and die; others would think a voluntary return to slavery better than being overtaken and carried back, and would insist upon returning; then there was no remedy but force; the revolver carried by this bold and daring pioneer would be pointed at their heads. “Dead people tell no tales,” said Harriet; “Go on or die” and so she compelled them to drag their weary limbs on their northward journey.”

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

Rev. R. A. Ball, was a young lad in St. Catharines while the underground railway was in operation and remembers Harriet Tubman...

“Throughout Ontario to-day there are hundreds of coloured people whose ancestors were brought out of slavery by the strong arm and keen intellect of Harriet Tubman. She is dead at a ripe old age in the Auburn Home for Negroes, founded with the money she received from the sale of Sarah Bradford’s book, “Harriet, the Moses of Her People.” Among the heroic figures of the great anti-slavery drama there was none more unselfish or devoted than the woman who risked her life hundreds of times for the freedom of the men and women of her race.”

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

BME minister, Rev. R. A. Ball Toronto Globe, 1913

Once the journey to freedom began, no one was allowed to turn back. Those who were fearful or weary were told, “dead people tell no tales, go on or die” as she pointed her pistol at them. Tubman said, “if a man was weak enough to give out, he’d be weak enough to betray us all, and all who helped us; and do you think I would let so many die just for one coward man?” Freedom seekers were well advised and known to carry defensive weapons for their safety and protection.

Harriet Tubman was never captured nor betrayed. When reminiscing about the UGRR years later, Tubman would say, “I never ran my train off the track and I never lost a passenger”.

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
APPENDIX 7.3

Handouts for Think/Pair/Share

Quotations Relating to Harriet Tubman

Loguen to Higginson, “The Liberator,” May 1858

“Abolitionist Thomas Wentworth Higginson heard the whispers about the courageous woman, code named “Moses”. He asked his good friend Jermaine Loguen about her. Loguen replied, “Among the slaves she is better known than the Bible, for she circulates more freely.”

Questions

1) What are some new pieces of information you gained from this source?

2) What are two things that can make someone historically significant?

3) How does this source prove that Harriet Tubman was historically significant?
Exit Slip

1) In two sentences explain why Harriet Tubman is historically significant.

2) What makes someone historically significant?

3) What was the most interesting thing you learned today?
### Lesson Overview:
- Review key content discussed throughout the 8 lessons
- To analyze how Black Canadians faced challenges in Canada between 1713-1850, and how they responded to those challenges
- To make a creative product that demonstrates an understanding of challenges and responses

### How this connects to previous lessons...
- Summarizes information discussed in all 8 lessons, and asks students to analyze those concepts through the lens of “challenges and responses”

### Skills/Concepts to Review:
- Key content from previous lessons:
  - Slavery
  - Black Loyalists
  - Black Students and Education
  - The Underground Railroad

### Learning Goals:
- To analyze challenges facing Black Canadians, and their responses by making a creative product

### Curriculum Learning Expectations:
**A1.2**: Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

**B1.2**: Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges

### Resources Needed:
- Access to a writing surface: black board/white board/SMART board/chart paper
- Handout Appendix 8.1, 8.2, 8.4 for the entire class
- Handout Appendix 8.3 – each group needs 1 of 4
- Access to creative materials to create the product (Ex: computers, markers, poster paper, etc.)
### Plan of Instruction

<table>
<thead>
<tr>
<th>10 mins</th>
<th>Step 1: Warm-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will revisit the introduction activity from lesson one and independently identify a challenge they have faced, and how they responded. They will discuss these challenges with a partner.</td>
</tr>
<tr>
<td></td>
<td>• When students come in, they will participate in an independent reflection activity on challenges and responses. Personal reflection will allow students to connect their experience with their project.</td>
</tr>
<tr>
<td></td>
<td>• Students will have to respond in their notebook to the following questions:</td>
</tr>
<tr>
<td></td>
<td>• When have you faced a challenge?</td>
</tr>
<tr>
<td></td>
<td>• When have you felt that you don’t belong? Or that you’re not treated fairly?</td>
</tr>
<tr>
<td></td>
<td>• How did you respond to this challenge?</td>
</tr>
<tr>
<td></td>
<td>• After students have answered the questions in a few sentences, they will take a few minutes to discuss with a partner a challenge they faced and how they responded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 mins</th>
<th>Step 2: Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will use their understanding of personal challenges and responses to think about challenges Black Canadians have faced. The class will review key events of Black Canadians’ experience discussed in the lessons thus far.</td>
</tr>
<tr>
<td></td>
<td>• After students have reflected with a partner, the teacher can ask a few students to share their responses to the questions with the class. This will assist in generating conversations.</td>
</tr>
<tr>
<td></td>
<td>• Connect discussion topic to the topic of today’s lessons: challenges facing Black Canadians</td>
</tr>
<tr>
<td></td>
<td>Prompts:</td>
</tr>
<tr>
<td></td>
<td>• Today we’ll be focusing on challenges and responses that people have faced in history.</td>
</tr>
<tr>
<td></td>
<td>• We’ll be reviewing key topics on the Black experience in Canada, and starting to think specifically about challenges and how they responded.</td>
</tr>
<tr>
<td></td>
<td>• Before we get into today’s activity, we’ll review what we have learned thus far about the Black experience.</td>
</tr>
<tr>
<td></td>
<td>• Review key themes in unit on the Black Experience:</td>
</tr>
<tr>
<td></td>
<td>• Slavery</td>
</tr>
<tr>
<td></td>
<td>• Black Loyalists</td>
</tr>
<tr>
<td></td>
<td>• Black Students and Education</td>
</tr>
<tr>
<td></td>
<td>• The Underground Railroad</td>
</tr>
<tr>
<td></td>
<td>• In reviewing these themes, teachers can make a web on the board with a few points on each theme. In reviewing these concepts, teachers should start discussing challenges and response.</td>
</tr>
<tr>
<td></td>
<td>Key questions to ask for each theme:</td>
</tr>
<tr>
<td></td>
<td>• What happened?</td>
</tr>
</tbody>
</table>
- Why did it happen? How did it happen?
- Can we think of one challenge this group faced?
- How did they respond to this challenge?

### 15 mins  **Step 3: Modeling**

Outline the summative assignment, and model how to approach the organizer for the activity.

- Hand out Appendix 8.1 – the Summative Activity.
- Inform students that they will be completing this in groups of 2-3 people. It is up to you if you want them to pick their own groups.
- Go through the handout with the class, modeling how you would approach the organizer (Ex: going through your notes, where to find information)
- After modeling the outliner, explain the task, and its requirement. Since students have creative agency in their approach, outline what you are assessing when reviewing students’ submission. Provide students with the rubric in Appendix 8.2 for this assignment so that they can reference your expectations.

### N/A  **Step 4: Guided Practice**

Students will receive a primary source, which will represent a theme in the Black Experience. This primary source will inspire the final creative product.

- Students will meet in groups and will be given a primary source that represents a theme. These primary sources can be found in Appendix 8.3.
- Students first need to complete the graphic organizer. This will outline their understanding of challenges and responses. This will be submitted to help inform the teacher of the students’ process.
- Students should have several class periods to complete the organizer and make a creative product.
- Ensure that students’ have access to necessary materials, such as computers, markers, poster paper, etc.

**MULTIPLE DAYS**

*Based on a 45-minute period, class will end during this activity. Students should be given a few classes to complete this activity.*

### N/A  **Step 5: Sharing/Discussing/Teaching**

*Steps 5+6 have been reversed on this activity*

Groups will present their final product to the class.

- During a separate class, have students present their final product.
- Students can play their film, perform their skit, or read their newspaper.
- This will allow students to learn from their peers and practice their
| 15 mins | **Step 6: Independent Activity**  
After students have presented their work, they will reflect on the assignment and how they expressed challenge and responses in their creation.  
- Students will independently write a reflection, as outlined in Appendix 8.4.  
- This reflection will be completed in class, and submitted to the teacher along with the organizer and final product. |

### Assessment

*How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?*

As taken from the outline…

After completing the organizer, students will be responsible for creating a product that illustrates a challenge that has faced Black Canadians and how they have responded. This primary source needs to inform the final product.

The product can take one of many forms:
- Newspaper  
- Film  
- Skit  
- Poster  
- You can propose additional mediums to the teacher

Your product needs to demonstrate your understanding of:
- The event or theme  
- The challenges this group faced  
- How this group responded

*Assessment:*  
See Rubric, Appendix 8.2

### Sources:

### APPENDIX 8.1

**Summative Activity:**
**Challenges and Responses of Black Canadians**

*This organizer will be marked as a part of your final assignment.*
*Please complete & submit for your final grade.*

<table>
<thead>
<tr>
<th>Focus Theme</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your primary source? Describe it.</td>
</tr>
<tr>
<td>How does it relate to challenges and responses?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your notes and handouts from previous lessons to complete this section…</td>
</tr>
<tr>
<td>Who does this involve?</td>
</tr>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>Where did it happen?</td>
</tr>
<tr>
<td>When did it happen?</td>
</tr>
<tr>
<td>Why did it happen?</td>
</tr>
<tr>
<td>How did it happen?</td>
</tr>
<tr>
<td>Challenges</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>What challenges have Black Canadians faced, in relation to your topic? Name at least 3 challenges they faced.</td>
</tr>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
<tr>
<td>3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did Black Canadians respond to this challenge? Name at least 3 responses.</td>
</tr>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
<tr>
<td>3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing this organizer, you and your group will be responsible for creating a product that illustrates a challenge that Black Canadians have faced. This product needs to relate to your primary source.</td>
</tr>
</tbody>
</table>
| Your product can take one of many forms. Pick one with your group:  
• Newspaper  
• Film  
• Skit  
• Poster  
• You can propose additional mediums to the teacher |
| Your product needs to demonstrate your understanding of:  
• The event or theme  
• The challenges this group faced  
• How this group responded |
| Use this graphic organizer to inform your product. Touch upon things discussed in your organizer. |
## APPENDIX 8.2

### Summative Rubric

**NAME: ___________________________**  
**LEVEL: ___________________**

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>Level 4 (80-100%)</th>
<th>Level 3 (70-79%)</th>
<th>Level 2 (60-69%)</th>
<th>Level 1 (50-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student shows rich and detailed knowledge of historical facts in the planner and final product.</strong></td>
<td>Demonstrates thorough knowledge of content</td>
<td>Demonstrates considerable knowledge of content</td>
<td>Demonstrates some knowledge of content</td>
<td>Demonstrates limited knowledge of content</td>
</tr>
<tr>
<td><strong>Student’s reflection demonstrates excellent understanding of the relationship between facts and historical thinking.</strong></td>
<td>Demonstrates thorough understanding of content</td>
<td>Demonstrates considerable understanding of content</td>
<td>Demonstrates some understanding of content</td>
<td>Demonstrates limited understanding of content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Level 4 (80-100%)</th>
<th>Level 3 (70-79%)</th>
<th>Level 2 (60-69%)</th>
<th>Level 1 (50-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student uses planner to organize information for final product.</strong></td>
<td>Uses planning skills with a high degree of effectiveness</td>
<td>Uses planning skills with considerable effectiveness</td>
<td>Uses planning skills with some effectiveness</td>
<td>Uses planning skills with limited effectiveness</td>
</tr>
<tr>
<td><strong>Student’s critical and creative thinking is demonstrated in a thoughtful and creative final product.</strong></td>
<td>Uses critical/creative thinking with a high degree of effectiveness</td>
<td>Uses critical/creative thinking with considerable effectiveness</td>
<td>Uses critical/creative thinking with some effectiveness</td>
<td>Uses critical/creative thinking with limited effectiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 4 (80-100%)</th>
<th>Level 3 (70-79%)</th>
<th>Level 2 (60-69%)</th>
<th>Level 1 (50-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student expresses and organizes their final product, information and ideas in a clear, professional, and ascetically pleasing manner.</strong></td>
<td>Expresses and organizes ideas and information with a high degree of effectiveness</td>
<td>Expresses and organizes ideas and information with considerable effectiveness</td>
<td>Expresses and organizes ideas and information with some effectiveness</td>
<td>Expresses and organizes ideas and information with limited effectiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Level 4 (80-100%)</th>
<th>Level 3 (70-79%)</th>
<th>Level 2 (60-69%)</th>
<th>Level 1 (50-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student is able to show their knowledge of historical facts and information through their final product.</strong></td>
<td>Transfers knowledge and skills to new contexts with a high degree of effectiveness</td>
<td>Transfers knowledge and skills in new contexts with considerable effectiveness</td>
<td>Transfers knowledge and skills in new contexts with some effectiveness</td>
<td>Transfers knowledge and skills in new contexts with limited effectiveness</td>
</tr>
<tr>
<td><strong>Student is able to show their knowledge of historical facts and information through the analysis of primary sources.</strong></td>
<td>Applies knowledge and skills in familiar contexts with a high degree of effectiveness</td>
<td>Applies knowledge and skills in familiar contexts with considerable effectiveness</td>
<td>Applies knowledge and skills in familiar contexts with some effectiveness</td>
<td>Applies knowledge and skills in familiar contexts with limited effectiveness</td>
</tr>
</tbody>
</table>
Slavery

Upper Canada Gazette, 4 July 1793

_Five Dollars Reward_

Ran away from the Subscriber on Wednesday the 25th of June last, a NEGRO MAN servant named John, who ever will take up the said negro man and return him to his Master shall receive the above reward and all necessary charges. Thomas Butler.

N.B. All persons are forbid harbouring the said Negro man at their peril.—Niagara, 3rd July, 1793.

_Transcript of Above:_

Five Dollars Reward

Ran away from the Subscriber on Wednesday the 25th of June last, a NEGRO MAN servant named John, who ever will take up the said negro man and return him to his Master shall receive the above-reward and all necessary charges. Thomas Butler.

N.B. All persons are forbid harbouring the said Negro man at their peril. – Niagara 3rd July, 1793.
APPENDIX 8.3

Black Loyalists

1835, Robert Petley
Black Loyalist family on the Hammonds Plains Road, with Bedford Basin in the background
APPENDIX 8.3

Black Students and Education

School group, between 1910 and 1930
APPENDIX 8.3

Underground Railroad

Chatum Canada West July the 9 1854

Dear Mary Warner

I now take this opertainty to informe you that I am well at present and hope theas few lines will finde you [text obscured] and the reste are also well the girls hav joinid the Meathedist Church and Al has got marid to Mrs Hopday I hav saw the moste of the folks from our parte of the Cuntry and I think it is one of the best cuntry I eve wos in thare is lots of culord peaple hear and a coming every day more or les O Dear Mary how I should like to see you I would giv all of the world to see you and I would com but I cant be a slave agane tell my master that I should like to see him and mistress and all the reste of the folks but give me my liberty before all the world giv my beste respects to all inquirrings freinds but giv my lov all to your self wright to me to Windsor C. West and let me no how all of the folks are agitting along I remane your truly til Death so may god bles you Dearist this is from your

Tom Elice
**APPENDIX 8.4**

**Reflection**

<table>
<thead>
<tr>
<th>Describe your final product:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you represent challenges? How did you represent responses to those challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you believe you were successful at? What do you wish you could improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>