

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH





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"Every dream begins with dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

-Harriet Tubman

Black Canadian Women – A Legacy of Strength

With the attached poster and curriculum resource, the Elementary Teachers' Federation of Ontario encourages you to celebrate the strength of Black Canadian women in the development and creation of Canadian culture and identity. We have chosen five Canadian women whose lives span decades but whose struggle still resonates with many of us.

When we acknowledge individuals like Viola Desmond who is often referred to as 'Canada's Rosa Parks', we bring to the fore the struggle against segregation in the 1940's. When we discuss the contributions of women in sport, we celebrate the triumphs of the first female Hockey Hall of Fame inductee, Angela James. When we look to changing political leadership, we recognize the first Black Governor General of Canada, the Right Honourable Michaëlle Jean.

To understand why it's important to acknowledge Black Canadians, we need look no further than Rosemary Sadlier who initially put forward this notion. And finally, when we need to understand our history of segregation, anti-racist activism, and the ideal of education for all, we acknowledge 86 year old Wanda Robson who has spent decades breaking down barriers and showing us that the freedom to speak, be educated, and be respected are rights for all Canadians.

The curriculum and teacher resource (grade 1 to 8) is posted on the ETFO website –**etfo.ca** along with the poster for easy access for all members.

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Primary Lesson 1



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 1

Important People in Our Life (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between important people in their own lives (at home, at school, and in the community) and important people in Canadian society;• investigate what qualities make these people important; and• examine the importance of making a difference in the world around them, relating to the monthly Character traits.
Success Criteria	<ul style="list-style-type: none">• Give some examples of important people in their lives - at home, at school, in the community, and in Canada.• Identify qualities that make these people important.• Describe the connection to Character traits.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Important People in Our Lives chart;• Important People in My Life worksheet; and• writing and erasing utensils. Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted;• students placed in appropriate learning groups (approximately two to three students each);• chart paper;• markers for the Anchor Chart;• BLM #1 Student Assessment Checklist;• BLM #2 Anecdotal Observation/Conferencing Tracking Template;• BLM #3 Important People in Our Lives chart for each group and one enlarged onto chart paper;• BLM #4 Important People in My Life worksheet for each student; and• paper strips to write down Learning Wall words.
Teaching & Learning Strategies	<ul style="list-style-type: none">• Activating Schema: Class discussion.• Oral Discussion and Documentation of Thinking: Anchor Chart.• Categorizing Thinking to Build New Knowledge: Anchor Chart.• Consolidating the Learning Experience: Important People in My Life worksheet; Learning Wall.

Background Information for Teachers

Before Lesson

- **based on the abilities of your classroom, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart;
- you will be creating a “Learning Wall”, which grounds and connects each of the lessons. The Black Canadian Women Contributor Poster can be displayed, and perhaps some of the student work, but the Learning Wall will primarily be a “Word Wall”. To consolidate the learning experience, the students and you will add to the wall, at the end of each lesson, words that were introduced or are important to the lesson;
- post Learning Goals and Success Criteria for this lesson;
- be prepared to share your own stories and experiences about important people/contributors to your life; and
- have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

Activating Schema: Oral Discussion and Documentation of Thinking

Teacher Talk: We’re going to think about people in our lives - some people who have affected our lives, who are important to us.

Who are some of the people in your life? To fill in our chart [**see above note] we’re going to think about different parts of our lives - at home, at school, in the community or city, and in our country, Canada.

Let’s think about our family - those we might live with or other relatives, e.g., mom, dad, sister, brother, grandma, auntie, etc.)

Facilitation Note: As students name people in their families, if different names are used, honour the title and list them on the chart (e.g., Grandma, Nana, or names in other languages). You can take this opportunity to point out that “families” look different to different people (you may want to give some personal context here as well).

Teacher Talk: Now let’s think about people at school: Who are some of the important people at school? (Teacher, principal, lunchroom supervisor, caretaker, secretary, EA, librarian, etc.)

Now let's think of the neighbourhood or community: Who are some of the interesting people in the community? Who might you see when you are walking around with your parent or guardian or going to the store? (Crossing guard, postal worker, security guard in the building, cashier, minister, hockey coach, person who picks up the garbage, etc.)

What about in Canada: Can you name any important people? (Terry Fox, the prime minister, etc.)

[Record ideas on the Anchor Chart.]

**Step B:
Assessment
for Learning**

Categorizing Thinking to Build New Knowledge

Teacher Talk: That is some good sharing of ideas! I want you to think about all the people we listed on our chart and choose one from each section. You are going to get a handout titled "*Important People in My Life*". At the bottom of each section, complete the sentence and then draw a picture.

Facilitation Note: You may need to brainstorm what a student could draw (e.g., the teacher in the classroom, a cashier at the grocery store, or just the face of "Grandma").

**Step C:
Assessment
of Learning**

CONSOLIDATING THE LEARNING EXPERIENCE

Popcorn Share: This is an opportunity for students to share a big idea or question that they are leaving the learning experience with. This is an opportunity to see if the learning goals are being met and to consider the next steps in planning.

Teacher Talk: We have come up with many examples of people who are important in our lives. You also had an opportunity to draw a picture and write a sentence about four of these people.

We're going to be starting a Learning Wall. We can put up new words we hear about each day or important concepts. We might post some pictures and maybe some of your work around the wall also.

For today, there might be a few concepts or words we used that we could put up on the wall. I would like you to tell me a word you think we should add to the Learning Wall. I've already written one word down and that is "community". What are some others? (Possibilities are "Important," "neighbourhood", etc.)

**Black Line
Masters**

BLM #1 Student Assessment Checklist.

BLM #2 Anecdotal Observation/Conferencing Tracking Template.

BLM #3 Important People in Our Lives chart.

BLM #4 Important People in My Life worksheet.

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

	Family	School	Community or Neighbourhood	Canada

BLM #4 Important People in My Life



An important person in my family is...

An important person in the school is...

BLM #4 Important People in My Life



An important person in the community is...

An important person in Canada is...

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Primary Lesson 2



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 2

What Are the Qualities of an Important Person? (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between important people in their own lives (at home, at school and in the community) and important people in Canadian society;• investigate what qualities make these people important; and• examine the importance of making a difference in the world around them, relating to the monthly Character traits.
Success Criteria	<ul style="list-style-type: none">• Give some examples of important people in their lives—at home, at school, in the community and in Canada.• Identify qualities that make these people important.• Describe the connection to Character traits.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Placemat Template enlarged onto 11-x-17-inch paper for each group to create their own placemat• Character Trait Worksheet• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately three to four students each)• Anchor Chart from previous lesson• chart paper• markers for Anchor Chart• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Placemat Template enlarged onto 11-x-17-inch paper for each group and one enlarged onto chart paper• BLM #4 Character Trait Worksheet for each student• Paper strips to write down Learning Wall words

Teaching & Learning Strategies

- Activating Prior Knowledge: Revisiting Important People in Our Lives chart
- Oral Discussion and Documentation of Thinking: Anchor Chart
- Consolidating Thinking to Build New Knowledge: Placemat and Anchor Chart
- Consolidating the Learning Experience: Learning Wall and Character Trait Worksheet

Background Information for Teachers

Before Lesson

- Based on the abilities of your classroom, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart.
- You will be creating a “Learning Wall,” which grounds and connects each of the lessons. The Black Canadian women Contributor Posters can be displayed, and perhaps some of the student work, but the Learning Wall will primarily be a “Word Wall.” To consolidate the learning experience, the students and you will add to the wall, at the end of each lesson, words that were introduced or are important to the lesson.
- Have the Anchor Chart from Lesson 1 posted—you will be referring to each section to complete today’s tasks.
- Post Learning Goals and Success Criteria for this lesson.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 1, “Important People in Our Life.” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE; ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: During our last class, we brainstormed about some important people in our life. We looked at different categories: family, school, community or neighbourhood and, finally, Canada. We’re going to look closer at these people we listed. Let’s ask ourselves: Why are these people important? How do they affect us?

Placemat: This activity is to be done with small groups of three to four students at a table (**see above note). Have the Placemat Template, enlarged onto 11-x-17-inch paper, ready for the groups.

Teacher Talk: Let's look at our list of people in each category, and you can also think of the pictures you drew. We'll start with the important people in the school.

Facilitation Note: Guide the students by asking questions (e.g., What are some things the caretaker does that affect us?; you can go to the office staff if you need something; teachers).

Teacher Talk: In your section of the placemat, write down a few words about why that person from the school is important. Leave room to write down descriptive words for each of the four sections!

Now let's think about people in our community or neighbourhood. Ask students to name one of the people and then ask what that person does and how it affects us. Students record a word or two in their section of the placemat.

If we think about a Canadian like Terry Fox, why is he important? How has he affected Canadians like us?

And finally, think about your family. What are some of the things your family members do? How do they affect us positively?

Step B: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: So what we're actually talking about are the qualities of an important person. You each wrote down some words about how some of these people affected you, how they are important. As we share, we will think about other groups' thinking to find ideas that are the same or similar. These will become our class's thinking. I will document our confirmed thinking as we share.

Anchor Chart: As students share their ideas, write down the big ideas on chart paper or whiteboard, under the title "Qualities of an Important Person," adding any qualities that they may not bring out or think of due to not having the vocabulary to share.

Possible Ideas for Qualities of an Important Person/Impact on Society:

- Helps people
- Makes a difference for others
- Teaches people
- Makes us feel better
- Protects us
- Comes to work every day
- Looks after us even if not feeling well

- Inspires Canadians to help raise money for cancer research
- Inspires people to never give up, even if they have obstacles in their way
- Has a positive attitude
- Treats me nicely
- Is in charge of the school

Teacher Talk: Every month, we focus on Character traits. If we look at our list of qualities of an important person, is there a connection with the Character words?

[Ask students to name a Character attribute; go to the Anchor Chart and help them to see the connection (e.g., Perseverance is never giving up and looking after us even if not feeling well; Responsibility is looking after someone, protecting us, going to work every day; Co-operation is helping people). Record these Character attributes on the Anchor Chart.]

Step C: Assessment of Learning

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: Great job working together! On our Anchor Chart, we've listed some of the qualities shown by the people we identified, important people in our families, in school, in the community and in Canada. We were also able to make connections to some of the monthly Character traits we focus on in school.

If we now look to our Learning Wall, based on our lesson today, what words could we add? (Some possibilities are "Perseverance," "Responsibility," other Character attributes identified by the class, and words from the Anchor Chart.)

Now I want you to think about yourself and the Character traits we've identified. Which traits do you show, maybe at home or here at school?

Facilitation Note: Guide students to realize that they display some of these traits regularly: They show Perseverance by using class time to finish work, focusing on the lesson, studying their spelling words and doing their chores at home (even if they want to watch TV). They show Responsibility by making their bed, emptying their lunch bag when they get home, taking the attendance to the office and listening to the teacher.

Teacher Talk: Now I'd like you to choose one of these Character traits and draw two pictures: one picture will show you demonstrating that trait, and the other picture will be of one of the "important people" also showing that trait. Let's do an example together.

If we choose Responsibility, what could be a picture you could draw about yourself? If we choose someone from our neighbourhood list, who might you draw and of what? Be sure to write the Character attribute at the top of the worksheet.

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Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #3 Placemat Template

BLM #4 Character Trait Worksheet

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Placemat Template

Write down a word or two about why these people are important and impact you.

BLM #4 Important People in My Life

Character Trait: _____

BLACK CANADIAN WOMEN
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Primary Lessons 3 and 4



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lessons 3 and 4

Canadian Women Contributors (40 to 50 minutes each)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between important people in their own lives and important people in Canadian society;• investigate two Canadian women contributors to society;• investigate the impact a Canadian contributor has made on society; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Describe the struggles, accomplishments and impact that two Canadian women contributors have made.• Describe the Character trait connection.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Character Trait Worksheets (pictures drawn about a Character trait) from previous lesson• Mind Map• A Canadian Woman Contributor worksheet• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately two to three students each)• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• book: <i>Viola Desmond Won't Be Budged</i> (2010) by Jody Nyasha Warner (ISBN-13: 978-0888997791)• YouTube clip: <i>Hockey Hall of Fame Inducts First-Ever Female Athletes</i> youtube.com/watch?v=io1oabQ-P_Y (until 2:24 in the clip)• chart paper• markers• BLM #1 Student Assessment Checklist

	<ul style="list-style-type: none"> • BLM #2 Anecdotal Observation/Conferencing Tracking Template • BLM #3 Mind Map Template for each group and one enlarged onto chart paper (two—one for each woman) • BLM #4 A Canadian Woman Contributor worksheet (two—one for each woman) for each student • Paper strips to write down Learning Wall words
Teaching & Learning Strategies	<ul style="list-style-type: none"> • Activating Prior Knowledge: Revisiting “What Are the Qualities of an Important Person?” • Modelled Reading and Documentation of Thinking: Mind Map • Consolidating Thinking to Build New Knowledge: Mind Map • Consolidating the Learning Experience: Learning Wall; A Canadian Woman Contributor worksheet
Background Information for Teachers	<p>Before Lesson</p> <ul style="list-style-type: none"> • Based on the abilities of your classroom, the activities may need to be whole-class, teacher recorded. If your students are able to work in groups independently, then you can begin the tasks and ask the groups to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart. • You will be creating a “Learning Wall,” which grounds and connects each of the lessons. To consolidate the learning experience, the students and you will add to the wall, at the end of each lesson, words that were introduced or are important to the lesson. • Lesson 4 will follow the same format as Lesson 3: you will be taking an in-depth look at two of the women (poster and resource sheets are provided). Feel free to choose any of the other three women instead or complete activities for all five. • View lesson ideas for the book <i>Viola Desmond Won't Be Budged</i> in the teacher resource <i>Social Justice Begins with Me</i>. • For Angela James, use the resource sheet for the modelled reading, as well as the YouTube clip. • Have chart paper with the Mind Map Template (BLM #3) prepared. • Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
Step A: Assessment as Learning	<p>Lesson Note: This lesson starts with a review of Lesson 2, “What Are the Qualities of an Important Person?” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.</p>

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: For two lessons we have looked at important people in our lives—family, school, community or neighbourhood and Canada. We identified some of the qualities that these people displayed, including some Character traits. Last lesson, you chose a Character trait and drew two pictures—a picture of you demonstrating that trait, and another picture with one of the “important” people showing that trait. With your elbow partner, take a moment to share which character trait you chose and describe the two pictures you drew.

Facilitation Note: Remind students about respectful language when looking at others’ work. Encourage students to make a positive statement about their group mates’ work.

There are many Canadians who have done wonderful things to make a difference for people and their area of expertise. We’ve already mentioned Terry Fox, who is very famous and has contributed not only to Canadian society but has inspired millions of people around the world. We are going to focus today on a Canadian woman that has made a significant impact in her area of expertise and on Canada in general.

Lesson 4: As we discussed yesterday, there are some Canadian contributors who are very famous or popular. We see and hear about them on websites, in books and through various media. There are others who have made very significant contributions to Canadian society but may not have received the same recognition as others. We are going to learn about one amazing woman that fits into this category.

Step B: Assessment for Learning

MODELLED READING AND DOCUMENTATION OF THINKING

Teacher Talk: We are going to read about a woman who made a profound difference in how many people in Canada are treated on a daily basis as well as challenged the thinking of all Canadians. [Display the poster on the Learning Wall for the students to see.]

Facilitation Notes: Before reading the story, introduce the terms “segregation,” “discrimination,” “respect” and “racism” (write the words on paper strips to display on the Learning Wall). Discuss the words’ meanings and share some examples.

Focus on the following aspects of Viola Davis’s life as the book is being read: the history, accomplishments and triumphs, and struggles. This will frame the discussions after the reading of the book.

Have the Mind Map in view of the learners and have different coloured markers ready to document their thinking.

Focusing on those areas that came through the most during the modelled reading of the text, complete the Mind Map using ideas generated by the class discussion. You may complete the Mind Map during the reading, after the reading or a combination of the two. Leave the sections of the Mind Map titled Impact on Society and Character Trait Displayed blank, as these sections will frame the next part of the lesson.

Step C: Assessment of Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: We have done a great job of taking the information that we learned about Viola Davis in the book and documenting it on our Mind Map. You will notice that there are two sections that we have not completed. Let's consider what the impact of all that Viola Davis went through was.

Possible Focus Questions:

- What has the impact been on her, her family, her community, the country and the world?
- Are these impacts significant? Why or why not?

Facilitation Notes: Guide students to see the differing impacts of these two women, especially as one moves beyond community to the country and the world. Both women are inspirational, with significant impacts.

The last section of the Mind Map to fill in is Character Trait Displayed, and students will decide which character trait or traits Viola Davis displayed. Have students share and give their reasons why they feel the trait describes Viola.

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: If we now look to our Learning Wall, based on our lesson today, what words could we add? [Examples are "segregation," "discrimination," "respect," "racism," "contributor," "brave," "inspired," "rights," "hero," "struggles," "accomplishments," "impact," etc. Be sure to display Viola's poster as well. For Angela, Learning Wall words could be "hockey," "equal," "Olympics," "inspiration," "pioneer," "inductee," "athlete," "contributions," etc.]

To finish up today, you will draw a picture of Viola (or Angela). Write a sentence below your picture to describe what you have drawn. [Encourage students to pick a moment out of the story they heard that they want to illustrate. For Angela, their drawing could be from the resource sheet or the YouTube clip.]

Lesson Ideas for Modelled Reading inspired by *Social Justice Begins with Me* (2011)

**Black Line
Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #3 Mind Map Template

BLM #4 A Canadian Woman Contributor worksheet

BLM #1 Student Assessment Checklist

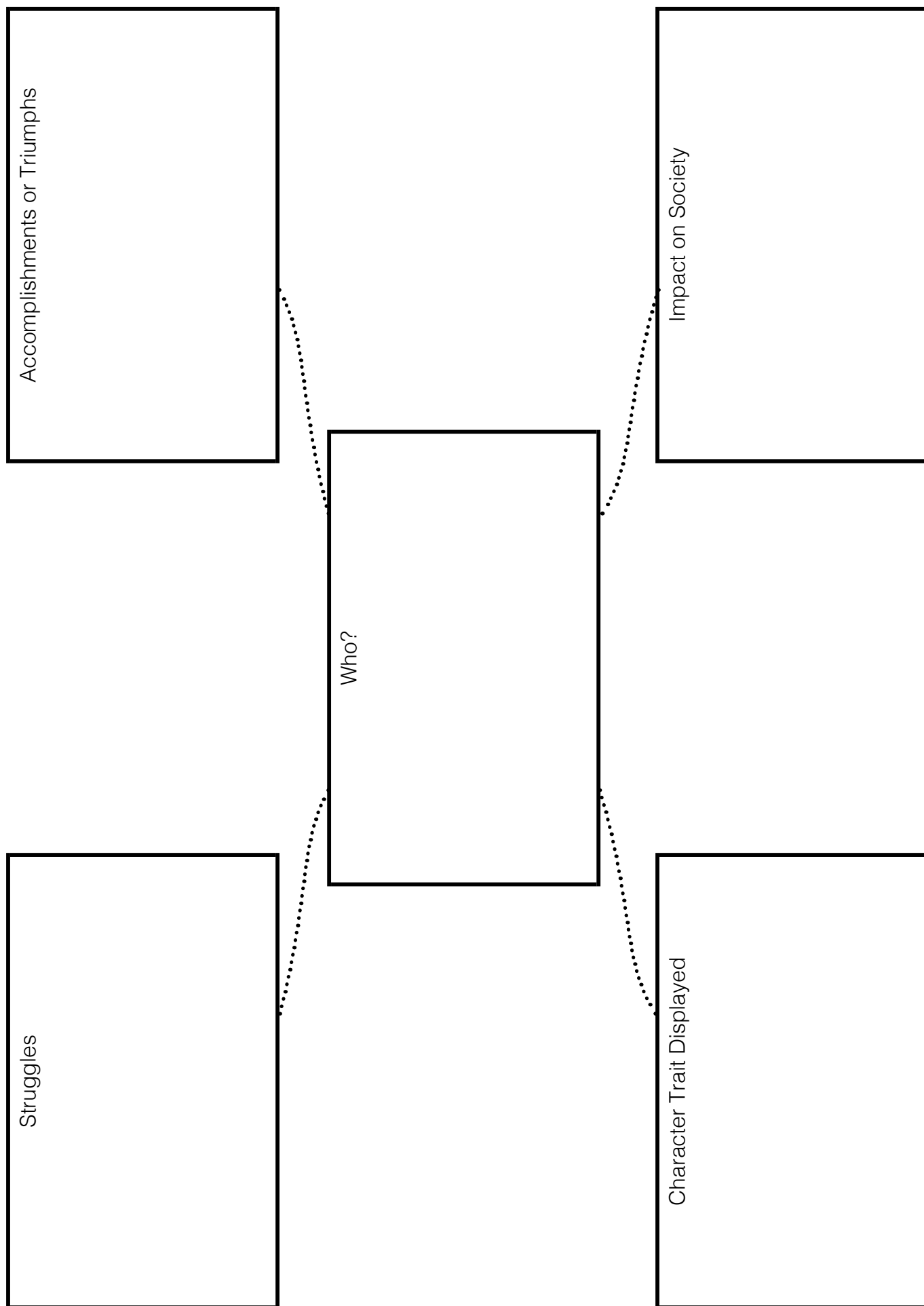
Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Mind Map Template



BLM #4 A Canadian Woman Contributor

Sentence: _____

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Primary Lesson 5



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 5

Canadian Women Contributors: Similarities and Differences (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between important people in their own lives and important people in Canadian society;• investigate two Canadian women contributors to society;• investigate the impact a Canadian contributor has made on society; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Compare and contrast two Canadian women contributors.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• A Canadian Woman Contributor worksheets from the last two lessons (pictures drawn about Viola and Angela)• Venn Diagram (enlarged) for each pair of students• Comparison Word/Phrase Strips in envelopes for each pair of students• Venn Diagram worksheet• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately four students each, though they will work in pairs for the comparison activity)• Black Canadian Women Contributor Posters (displayed on the Learning Wall)• Black Canadian Women Contributor Information Sheets• chart paper• markers• two hula hoops• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template

- BLM #3 Comparison Word/Phrase Strips (enlarged) for placing within hula hoops
- envelopes with Comparison Word/Phrase Strips (BLM #3) for each pair of students
- BLM #4 Venn Diagram for each student, and one enlarged on 11-x-17-inch paper for each pair of students
- paper strips to write down Learning Wall words

Teaching & Learning Strategies

- Activating Prior Knowledge: Group Sharing of Pictures
- Oral Discussion and Documentation of Thinking: Hula Hoop Activity
- Consolidating Thinking to Build New Knowledge: Venn Diagram
- Consolidating the Learning Experience: Learning Wall; Venn Diagram worksheet

Background Information for Teachers

Before Lesson

- **Based on the abilities of your classroom, the activities may need to be whole-class, teacher recorded. If your students are able to work in pairs independently, then you can begin the tasks and ask the pairs to finish. Bring the whole class back together to continue recording ideas on the Anchor Chart.
- You will be creating a “Learning Wall,” which grounds and connects each of the lessons. To consolidate the learning experience, the students and you will add to the wall, at the end of each lesson, words that were introduced or are important to the lesson.
- When completing the Venn Diagram activity, you can opt to have the whole class work together to complete the hula hoop, or, if they are able, have students work in pairs to complete the diagram.
- For the Venn Diagram activity, each pair of students will need an envelope with the Comparison Word/Phrase Strips (BLM #3). Make an enlarged set of strips for the whole-class hula-hoop portion.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lessons 3 and 4, “Canadian Women Contributors.” Please review those lessons to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE;

Teacher Talk: We learned about the contribution that Viola Desmond has made to society, as well as Angela James. On our Mind Maps, we recorded details about each woman’s struggles and accomplishments, the impact each had on society, and the character traits displayed.

You had an opportunity to draw pictures about Viola and Angela. Let's take some time to share the images you created about these two women. When you show your picture to your group mates, also read your sentence.

Facilitation Note: Remind students about respectful language when looking at others' work. Encourage students to make a positive statement about their group mates' work.

Teacher Talk: You've had some time to look at other students' drawings. When you shared, did any other person in your group have a picture or sentence similar to yours about Viola? [Allow students to share, guiding with some prompting sentences if needed.] How about with Angela—did any others draw pictures with the same event in Angela's life?

**Step B:
Assessment
for Learning**

ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: We are now going to take an even closer look and compare these two women, to see if there are any similarities and also to look at differences. What do these words mean: "Compare"? "Similarities"? "Differences"? [Record ideas on the Anchor Chart.]

Facilitation Note: When comparing and contrasting, students may be familiar with using a T-chart. You may need to explicitly teach Venn diagrams.

Teacher Talk: We are going to use a Venn diagram to do this task. Venn diagrams can have two or more circles. We're going to use two, since we're looking at two women. Look at these two hula hoops. The spaces that don't overlap will contain unique details. The circle on the left will be about Viola Davis; the circle on the right will have information about Angela James. The space where the circles overlap will contain information that is the same for each circle.

Before you work on this in pairs, we'll do a few strips together. [Read out a Comparison Word/Phrase Strip and have a volunteer place the strip in the hula hoops. Ask the student for his or her reasons for where he or she wants to place the strip. "Vi's Studio beauty parlour" should be placed in the circle for Viola, "hockey" should be placed in the circle for Angela, and "displayed perseverance" should be placed in the space where the circles overlap, since Viola didn't move out of her seat in the movie theatre, and Angela didn't stop playing hockey even though some people didn't want girls to play on the "boys' team."]

[Have students work in pairs to fill in the Venn Diagram. Give each pair a Venn Diagram enlarged onto 11-x-17-inch paper and an envelope with cut-out Comparison Word/Phrase Strips. If students are unsure of where to place a strip, ask prompting questions.]

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Now that you’ve finished sorting the strips in pairs, let’s fill our class hula hoops. Based on what you and your partner decided, let’s get some volunteers to place a few more strips. [If students disagree with the placement of a strip, debrief the thinking with the class, so that other groups can understand the “why” of the placement.]

Nicely done! If we now look to our Learning Wall, based on our lesson today, what words could we add? (Possibilities are “compare,” “similarities,” “differences,” “Venn diagram,” “unique,” etc.)

CONSOLIDATING THE LEARNING EXPERIENCE

You will now fill in your own Venn Diagram. Copying some of the strips from the hula hoops or what you did in pairs, choose nine strips in total—three that describe Viola, three that describe Angela, and three that describe both women, words that go in the overlapped section.

**Black Line
Masters**

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Comparison Word/Phrase Strips
BLM #4 Venn Diagram

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

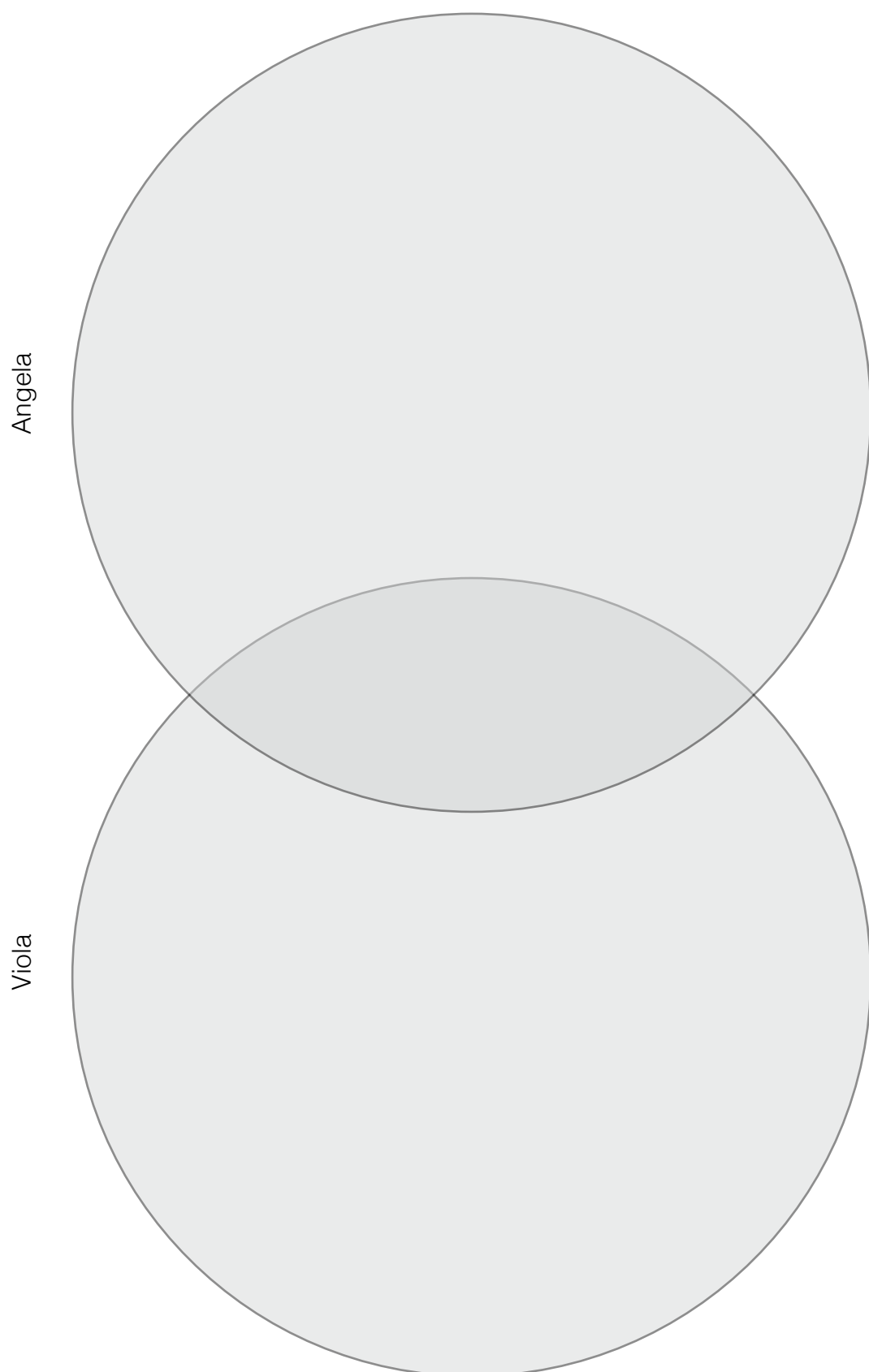
BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Viola	Angela	Similarities
Vi's Studio beauty parlour	Hockey kept her out of trouble as a youth	Persevered
Lived in Nova Scotia	Lived in Ontario	Canadian
Trouble happened once when she went to the movie theatre.	Hockey Hall of Fame inductee	Woman
Arrested by the police, locked overnight in jail, charged and found guilty	Experienced sexism—she was kicked out of the league because she was a girl	Was sometimes treated differently than others
Was a business woman, beautician, teacher and entrepreneur	Athlete	Overcame difficulties
Brave	Overlooked for the 1998 Winter Olympic women's team	Faced discrimination—others judging them
Car trouble	Pioneer (first)	Inspiration
Sat downstairs instead of in the balcony	Coach and referee	Contributor to Canadian society
In 2012, Canada Post issued a Canadian postage stamp commemorating her stand for justice.	Has an arena named after her	Contributor to Canadian society
She stood up for human rights.	Raised by a single mom	Experienced racism
Died in 1965	Mixed race child— her mom was white; her dad was black	Experienced injustice
	Grew up in a poor neighbourhood in Toronto	Challenged perceptions
		Leadership skills
		Persistent—never gave up

BLM #4 Venn Diagram



BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Primary Lessons 6 and 7



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lessons 6 and 7

Canadian Women Contributors Summative Task (40 to 50 minutes each)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between important people in their own lives and contributors to society;• investigate a Canadian contributor to society by “interviewing” her; and• investigate the impact a Canadian contributor has made on society.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Generate questions as news broadcasters.• Provide evidence of contributions of Canadian women to society.• Provide evidence of the impact of Canadian women on society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• access to Black Canadian Women Contributor Posters• Reflection Rectangle• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed into four appropriate learning groups• Black Canadian Women Contributor Posters• “Qualities of an Important Person/Impact on Society” Anchor Chart (see Lesson 2) and Mind Map (see Lessons 3 and 4)• chart paper• markers• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Reflection Rectangle for each student (there are two rectangles printed on the BLM)

Teaching & Learning Strategies

- Activating Prior Knowledge: Revisit “What Are the Qualities of an Important Person?” and Mind Maps for Viola and Angela
- Consolidating Thinking to Build New Knowledge: Generating Questions during News Broadcast Role Play
- Consolidating the Learning Experience: Reflection Rectangle; Learning Wall

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have spaces available for groups to meet, plan and prepare summative task.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have copies of Reflection Rectangle available (a half sheet per student).

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 2, “What Are the Qualities of an Important Person?” and Lessons 3 and 4, “Canadian Women Contributors.” Please review those lessons to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: You have been doing some excellent thinking about the qualities of contributors. We started by looking at important people in your life and then we investigated two Canadian women who have contributed to and made an impact on society.

[Revisit the Anchor Chart “Qualities of an Important Person/Impact on Society” and the Mind Maps for Viola Davis and Angela James. As a class, look over the chart, highlighting some of the points.

Ask the students if they think Viola Davis and Angela James share some of these qualities. To better answer this, direct students to look at the “Impact on Society” and “Character Trait Displayed” sections on the Mind Maps. Have students give reasons to back up their thinking.]

We also looked at Character traits, and when we did the Venn Diagram, Perseverance was one that both women displayed and therefore had in common.

Step B: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: As we’ve shown, these two women made significant contributions to Canadian society. What if you were there at one of the important moments in Viola Davis’s life? What if you could have spoken to Angela James? Well, you’re going to get the chance!

In groups, you will “interview” one of these women about a significant event in their lives. Two groups will be interviewing Angela James, and two groups will be asking questions of Viola Davis.

In your group, one of you will take on the role of Viola Davis. The rest of your group will be the news broadcasters, asking you questions about your story and about your feelings, thoughts, etc. As Viola, you have to answer the questions as best as you can. Or your group might be given Angela James. One of you will take on the role of Angela James, while the rest of your group will be the news broadcasters, asking you questions about your story and about your feelings, thoughts, etc.

For this role play, all of you must be in character, not just Viola and Angela. You’ll want each interviewer to have a “microphone”—you can make this prop. In your groups, you will develop the questions you want to ask the women, and you can think about the answers Viola or Angela would give.

Facilitation Note: You might want to show a clip or two from the local news of someone being interviewed.

Teacher Talk: As the interviewers, you’ll also want to give a wrap-up statement and thank viewers for watching your report. So you’ll be writing out the questions and answers, then you’ll get some time to practise, and finally you’ll present to the class.

Facilitation Note: Students will need guidance in creating questions. On chart paper, record some questions that the class generates together. You should also guide the students to ask questions about the impact on other Canadians because of what Angela and Viola did or went through.

Possible questions: What happened? Where and when did this happen? How did you feel? Why did this happen (why do you think it happened)? What did others around you think? Did you realize what you did would impact others in Canada and that you inspired many others?

Put students into four groups, assigning two groups to interview Angela James and two groups Viola Davis. Each group will decide what moment they want to report on for each woman. (Each group may decide to role-play the same event; you can decide if you’d like to guide them to choose another moment.)

Lesson Note: Provide time and space for learners to practise their role-playing. It may take additional time than allocated in these lessons for learners to write out their “news report” questions, and to practise and present their work.

Facilitation Note: Once students have completed their summative task, provide the space and time for them to present their work in front of the class.

**Step C:
Assessment of
Learning**

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: Thank you for all the hard work that you have put into your tasks to honour the women we have been learning about and to share your understanding and knowledge. Let's reflect on all that we have learned based on our guiding question, learning goals and success criteria.

Take a look at our Learning Wall, the posters of these Canadian women contributors and all the new vocabulary words and phrases. To finish up this unit, you are going to draw a picture, maybe adding a sentence, to answer this question: How have the contributions of Canadian women made an impact on society?

Facilitation Note: Have the students complete the Reflection Rectangle to consider their learning over the course of the lessons and their collaborative work with their peers. You may want to post their pictures on the bulletin board or around the Learning Wall.

Lesson Ideas for Character Chair/News Broadcaster inspired by *Social Justice Begins with Me* (2011)

**Black Line
Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #3 Reflection Rectangle

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Reflection Rectangle

How have the contributions of Canadian women made an impact on society?

How have the contributions of Canadian women made an impact on society?

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Junior Lesson 1



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 1

What Does It Mean to Be a Contributor to Society?

(40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between contributors in their own lives and contributors to society;• investigate what making a contribution to society is; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and who contributors are.• Describe the importance of contributors and contributions to society.• Give examples of contributions from a variety of contexts.• Give examples of contributors from a variety of contexts.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• yellow and pink sticky notes• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately four to five students each)• chart paper or whiteboard• markers for the anchor chart• yellow and pink sticky notes• envelopes, large sheets of paper or file folders (one for each group)• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template
Teaching & Learning Strategies	<ul style="list-style-type: none">• Activating Schema: Inside-Outside Circle• Oral Discussion and Documentation of Thinking: Anchor Chart• Categorizing Thinking to Build New Knowledge: Sticky Note Pileup and Gallery Walk• Consolidating the Learning Experience: Popcorn Sharing

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have a large area available for students to participate in Inside-Outside Circle.
- Be prepared to share your own stories or experiences about contributors to your life.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

ACTIVATING SCHEMA

Inside-Outside Circle: Organize students so that they are in partners with one partner standing in front of the other in two circles—one on the inside, and the other on the outside.

Teacher Talk: We are going to do some thinking and sharing together. I will be giving you some thoughts and prompts to consider. After some think time, share your ideas, thoughts and experiences with your partner. Then switch so that your partner has an opportunity to share. When you hear the signal, thank your partner and show attentive listening for the next instruction and prompt. Any questions or concerns?

Facilitation Note: After each prompt, have either the inside circle or outside circle move one, two or three people to the left or right so that for each prompt, they are with a different person.

Prompt #1: Describe a time when someone did something for you that was really meaningful and made a difference in your life.

Prompt #2: What type of difference did this experience make in your life?

Prompt #3: Describe the person that made a difference in your life.

Prompt #4: What qualities or characteristics did this person have that allowed them to make a difference in your life?

Step B: Assessment for Learning

ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: Now that we have had an opportunity to share our experiences and listen to the stories and experiences of others, let's discuss as a larger community any common ideas, thoughts and insights that we notice about our experiences with people who contributed to our life.

Anchor Chart: On chart paper or whiteboard, record student thinking as they share, focusing on the qualities of a person who contributes to or makes a difference in someone's life.

Possible Responses:

- They made me feel good/valued/loved/safe.
- They were smart/kind/interesting/honest.
- They helped solve a problem/conflict/misunderstanding.
- They helped me to understand/be a better person/learn something new/have new perspectives.
- They were an expert in what they did.
- They were passionate about what they did.
- Even though it was hard/challenging, they still worked hard (persevered).

Facilitation Note: Sharing your own stories and experiences regarding contributors to your life will provide learners with a model of who contributors to their life are or can be and the difference that they make to individuals as well as the larger community.

**Step C:
Assessment
of Learning****CATEGORIZING THINKING TO BUILD NEW KNOWLEDGE**

Sticky Note Pileup: Organize students into small groups (four to five students each) at tables or desks where they can all see each other and work together easily.

Teacher Talk: We have come up with many great ideas about people who have made a difference in our lives, and it is clear that there are common ideas. Working collaboratively in a group, you will have an opportunity to take the ideas that we have shared and place them in groups that make sense to you and your group members.

You will be given yellow sticky notes to write down the ideas we have on the Anchor Chart and any new ideas you would like to add. Once you have them written down, begin to think about putting sticky notes that have similar ideas together into piles. Remember to consider everyone's ideas as to how the sticky notes are to be grouped.

Facilitation Note: Guide students as they work by asking prompting and clarifying questions regarding their thinking in how they organize their sticky notes. They should try to place each sticky note into a category, but they can have as many categories as they choose.

Possible Prompting and Clarifying Questions:

- Tell me your thinking as to why you placed the ideas on these sticky notes together.
- When I read this idea, I think of this. What do you think of?
- You have several different piles of sticky notes. Do you see piles that are similar that can be put together?
- I am interested in what you see in common in these ideas. Can you share what your group's thinking was?

Teacher Talk: Thank you for the thinking you have already done in your groups. Now you are going to be given pink sticky notes. These are for you to write down a title or category for the piles of sticky notes you have already created. This will allow others to know what you and your group's thinking was in placing the yellow sticky notes together. You should have one pink sticky note for each pile of yellow sticky notes. Feel free to make changes to your piles of yellow sticky notes as you continue to work.

Gallery Walk: This is an opportunity for learners to confirm or contradict their thinking about the categories they have developed collaboratively. This should be done once they have some categories completed but not all done in order to give groups opportunities to make changes if they choose to.

Teacher Talk: I know that you are not completely done at this point, and I thank you for the great thinking that you have done so far. We are now going to take some time to confirm or contradict our thinking around the categories we have already completed. When I say, "Go," you will quietly travel as a group around the classroom to view other groups' work. See if there are ideas that are similar to what your group came up with. Remember to respect the work of others and talk with your group members about what you are observing as you travel.

Facilitation Note: Allow a few minutes for groups to "visit" other groups' work. Guide them in their observations and help them make connections between what they are observing and what their own group did.

Teacher Talk: Please return to your sticky notes and see if there are any additions, deletions or changes that you would like to make to your group's thinking. You have the next few minutes to complete your categories using the pink sticky notes.

Facilitation Notes: Once groups have completed their categories, have them place their sticky note piles in a suitable place for storage (e.g., an envelope with the group's name on it, a large piece of paper, a file folder, etc.). They will be returning to this work in subsequent lessons.

CONSOLIDATING THE LEARNING EXPERIENCE

Popcorn Share: This is an opportunity for students to share a big idea or question that they are leaving the learning experience with. This is an opportunity to see if the Learning Goals are being met and to consider next steps in planning. Have students randomly share their ideas. Remind students that they should wait for one student to complete their statement before stating their own.

Teacher Talk: We have been doing a lot of thinking and sharing about those that have made a contribution to our life and the common traits that they have. What is one thing that you have learned, an appreciation you may have or a question that you are thinking about that you would like to share?

Facilitation Note: Have a variety of learners share their ideas and if there are any that will push the thinking forward, add them to the Anchor Chart or make a note of them for future lessons.

**Black Line
Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Junior Lesson 2



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Angela James – photo provided by the *Hockey Hall of Fame*

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Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 2

What Are the Qualities of a Contributor to Society?

(40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between contributors in their own lives and contributors to society;• investigate what making a contribution to society is; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and who contributors are.• Describe the importance of contributors and contributions to society.• Give examples of contributions from a variety of contexts.• Give examples of contributors from a variety of contexts.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• the envelopes, sheets of paper or file folders containing the students' sticky notes from Lesson 1• Placemat Template enlarged onto 11-x-17-inch paper• access to technology with Internet access• access to library resources• green, yellow and red stickers• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• the envelopes, sheets of paper or file folders containing the students' sticky notes from Lesson 1• chart paper or whiteboard• markers for Anchor Chart• students placed in appropriate learning groups (approximately three to four students each)• technology with Internet access for learners to use individually or as a group (i.e., computer, iPad, etc.)• access to school library• green, yellow and red stickers for each group

- BLM #1 Student Assessment Checklist
- BLM #2 Anecdotal Observation/Conferencing Tracking Template
- BLM #3 Placemat Template enlarged onto 11-x-17-inch paper for each group
- BLM #4 Contributor to Society Graphic Organizer for each group
- BLM #5 Traffic Light Assessment Poster

Teaching & Learning Strategies

- Activating Prior Knowledge: Revisit Sticky Note Pileup
- Oral Discussion and Documentation of Thinking: Anchor Chart; Placemat
- Consolidating Thinking to Build New Knowledge: Contributors to Society Graphic Organizer
- Consolidating the Learning Experience: Traffic Light Assessment

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Make arrangements for students to have access to technology to find information.
- Make arrangement for students to access the school library.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have the enlarged Placemat Template (BLM #3) ready for each group.
- Have the Contributor to Society Graphic Organizer (BLM #4) ready for each group.
- Have the Traffic Light Assessment Poster (BLM #5) posted.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 1, What Does It Mean to Be a Contributor to Society? Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Revisit Sticky Note Pileup: Place students in the same groups that they were in for Lesson 1 and return the envelopes, sheets of paper or file folders containing the categorized sticky notes to the groups. Allow a few minutes for the learners to organize their materials and to revisit their thinking.

Teacher Talk: During our last class, we were categorizing our thinking about contributors to our lives. You should now have your ideas on yellow sticky notes organized into several categories, which we are going to share. As we share, we will think about other groups' thinking to find categories that are the same or similar. These will become our class' thinking. I will document our confirmed thinking as we share.

Anchor Chart: As students share their group's thinking, write down the categories and big ideas on chart paper or whiteboard, under the title "Qualities of a Contributor to Society," adding any qualities that they may not bring out or think of due to not having the vocabulary to share. The thinking that comes out of this will frame subsequent lessons.

Possible Categories/Big Ideas for Qualities of a Contributor to Society:

- Making a difference for others
- Several life accomplishments
- Positive character traits
- Overcoming problems
- Helpful to others
- Never giving up
- Helping others and the world
- Expert in their field

**Step B:
Assessment
for Learning**

ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: We have been focusing our thinking around contributors to our own lives. With these great ideas that we have come up with as a class, let's think of people who have been contributors to many people in our community or the world.

Placemat: This strategy is to be done with small groups (three to four students each) at a table. Have the Placemat Template (see BLM #3) enlarged for each group or have them create the template on paper themselves.

Teacher Talk: In your section of the placemat, brainstorm as many people as you can think of who have made a difference in our community or the world. Remember, this is brainstorming, so all ideas are welcome. Write down as many people as you can think of.

Facilitation Note: Feel free to give examples of contributors from your school, school community or the world as examples of what the learners can be considering in their responses.

DEFINITIONS

Segregation

Segregation is the act of separating, especially when applied to separating people by race.

An example of segregation is when African American and Caucasian children were made to attend different schools.

Discrimination

Discrimination is defined as distinguishing differences between things or treating someone as inferior based on their race, sex, national origin, age or other characteristics.

An example of discrimination is when a company refuses to hire women because they are women.

Respect

Respect (noun) means a feeling or show of honor or esteem for someone or something.

An example of respect is the feeling a student has about a great teacher.

Respect (verb) is defined as to feel or show esteem or honor for someone or something.

- a. An example of respect is being quiet in a cathedral.*
- b. An example of respect is truly listening to someone speak.*
- c. An example of respect is walking around, rather than through, protected wilderness.*

Racism

Racism is a belief that one race is superior to the other or the practice of treating a person or group of people differently on the basis of their race.

- a. An example of racism is believing that Caucasians are superior to African Canadians.*
- b. An example of racism is refusing to hire a South-Asian person for a job.*

Teacher Talk: You have had an opportunity to brainstorm your ideas, and many of you have several ideas on your section of the placemat. Take some time now to look at your section of the placemat and circle two that you think are the best examples of a contributor to our community or the world. Be ready to share your two ideas with your group.

Facilitation Note: Give students time to consider which two people they would like to share from their brainstorming list.

Teacher Talk: You will now have the opportunity to share your two ideas in your group. Make sure that everyone has an opportunity to share. Once everyone has shared, you will collaboratively choose one name that meets many of the criteria that we discussed earlier (refer back to the qualities of a contributor that were documented in the Anchor Chart in Step A) and you will put that name in the centre of the placemat. This might be a person who has made a significant contribution to society or someone who everyone in your group knows or admires.

Facilitation Note: Provide time for learners to share their ideas with their group members and to collaboratively decide which person they will place in the centre of the placemat. Guide them, when making their decision, to focus on ensuring their selection has several of the qualities of a contributor that were documented in the Anchor Chart in Step A.

Teacher Talk: We are now going to share the person that your group has selected for the centre of the placemat. Be prepared to give a reason why this particular person was selected by your group.

Facilitation Note: Have each group share and highlight the reasons for their selection by referring back to the Anchor Chart that was developed in Step A.

Step C: Assessment of Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: You will now have the opportunity to focus your thinking on the person that your group selected. With your group, find information about your person to show evidence of the Qualities of a Contributor to Society that we came up with. You will have a graphic organizer to help you organize your thinking.

Facilitation Notes: You may want to use one of the people selected by a group as a starting point to help the learners understand what type of evidence they need to focus on and what type of information they should look for. Use the Contributor to Society Graphic Organizer to frame your sample responses and show where the information should be included.

Students work collaboratively to complete the Contributor to Society Graphic Organizer. Remind them that this is not a full research project but rather an opportunity to quickly find and verify information they already know about the person so they can share it.

If necessary, show learners how to effectively and safely find information on the Internet.

The students may need additional time to complete this task.

CONSOLIDATING THE LEARNING EXPERIENCE

Have the Traffic Light Assessment Poster posted where the students can view it. Distribute red, yellow and green stickers to each group.

Teacher Talk: Great job working together and using our Anchor Chart to find qualities of a contributor to society in the amazing people you came up with today. Think about what you currently know and understand about the qualities of a contributor to society. Using our Traffic Light [Assessment Poster] select a red, yellow or green sticker and place it on your group's graphic organizer to document your thinking. Remember that we are still learning. The sticker represents your understanding at this point of our learning.

Facilitation Note: This self-assessment gives you the opportunity to see how comfortable the students are with the concepts at this point. It can be used as an indicator of whether more time is needed to focus on key concepts before moving forward with new learning experiences.

**Black Line
Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #3 Placemat Template

BLM #4 Contributor to Society Graphic Organizer

BLM #5 Traffic Light Assessment Poster

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Placemat Template

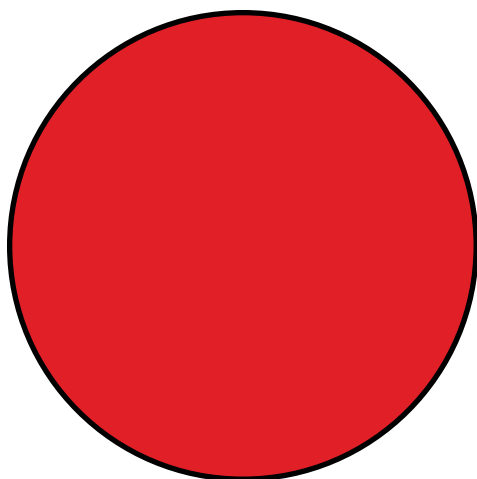
Write or draw quietly in your section of the placemat.

Through group sharing, write the key idea and information for the question or concept.

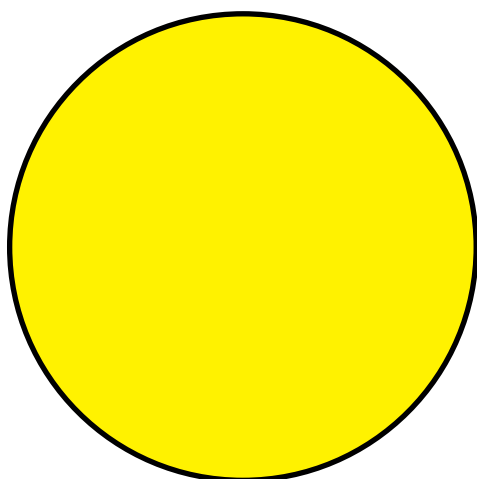
BLM #4 Contributor to Society Graphic Organizer

<p>Contributor to Society (name, picture, general information)</p>	<p>Struggles (Did they have any roadblocks in reaching their goals?)</p>
<p>History (Where they are from. What their childhood was like)</p>	<p>Triumphs (What were some positive moments in their lives?)</p>
<p>Accomplishments (What contributions have they made to society?)</p>	<p>Impact on Society (How have their contributions made a difference for people?)</p>

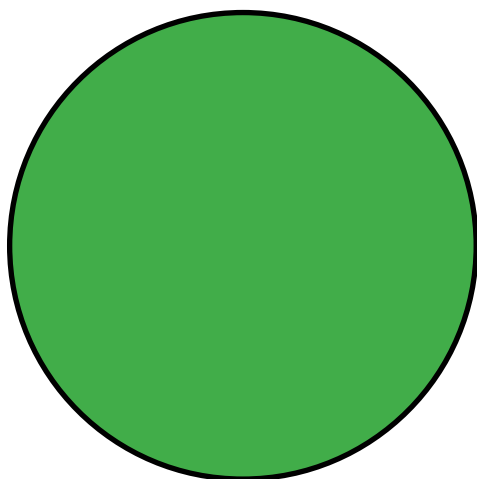
BLM #4 Contributor to Society Graphic Organizer



**I don't get it!
I need some help
understanding.**



**I think I understand
but I need a little
support.**



**I understand and
can try this on my
own.**

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Junior Lesson 3



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 3

Canadian Contributors to Society (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between contributors in their own lives and contributors to society;• investigate a Canadian contributor to society;• investigate the impact a Canadian contributor has made on society; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Describe the importance of contributors and contributions to society.• Give examples of contributions from a variety of contexts.• Give examples of contributors from a variety of contexts.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• journal• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately four to five students each)• photocopies of pictures of various contributors to Canadian society (see BLM #3)• adhesive tape• book: <i>Viola Desmond Won't Be Budged</i> (2010) by Jody Nyasha Warner (ISBN-13: 978-0888997791)• chart paper• markers of various colours• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #4 Mind Map Template enlarged onto chart paper

Teaching & Learning Strategies

- Activating Prior Knowledge: Guess Who?
- Modelled Reading and Documentation of Thinking: Mind Map
- Consolidating Thinking to Build New Knowledge: Journal Entry
- Consolidating the Learning Experience: Round-Robin Sharing

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have a large space available for students to easily move around for the Guess Who activity.
- Have photocopies of pictures of various contributors to Canadian society ready to be taped on students' backs.
- View lesson ideas for the book Viola Desmond Won't Be Budged in the teacher resource Social Justice Begins with Me.
- Have the Mind Map (see BLM #4) enlarged on chart paper.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 2, What Are the Qualities of a Contributor to Society? Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Guess Who: Attach a picture of a prominent Canadian contributor to society to the back of each student. Have them mill around an open area. While milling, they ask questions to try and identify the photo of the person on their back. They cannot ask directly who the person is but rather critical thinking questions to identify who they are and what their contribution to society has been. Once they have guessed their photo, they move it from their back to their front and continue to help others to identify their photo.

Facilitation Note: If students are having difficulty giving clues or knowing who their person is, feel free to give clues to move the activity along and allow students to feel successful. Stop the activity when most have their photo on the front of them or when there is a lag in activity.

Teacher Talk: With an elbow partner, talk about what is common among all the people that are in the photos.

Possible Responses:

- They are all adults.
- They are all Canadians.
- They are all celebrities.
- They all have done something important.
- They have made a difference in their area of interest/expertise.

Facilitation Note: As the class discusses the activity, give brief information about those contributors in the pictures that students may not be familiar with, or focus on the contributions they have made to society.

Teacher Talk: Thank you for all your responses. As this activity shows, there are many Canadians who have done wonderful things to make a difference for people or their area of expertise. We are going to focus today on a Canadian that has made a significant impact in her area of expertise and on Canada in general.

**Step B:
Assessment
for Learning****MODELLED READING AND DOCUMENTATION OF THINKING**

Teacher Talk: We are going to read about a woman who made a profound difference in how many people in Canada are treated on a daily basis as well as challenged the thinking of all Canadians.

Facilitation Notes: Before reading the book *Viola Desmond Won't Be Budged*, introduce the terms "segregation," "discrimination," "respect," and "racism." Discuss the words' meanings and share some examples.

Focus on the following aspects of Viola Davis's life as the book is being read: her history, accomplishments, struggles and triumphs. These aspects will frame the discussions after the reading of the book.

Mind Map: Have the enlarged Mind Map in view of the learners, and have different coloured markers ready to document their thinking. Focusing on the themes that came through the most during the modelled reading of the text, complete the Mind Map using ideas generated by the class discussion. You may complete the Mind Map during the reading, after the reading or a combination of the two. Leave the section of the Mind Map titled "Impact" blank, as this section will frame the next part of the lesson.

**Step C:
Assessment
for Learning****CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE**

Teacher Talk: We have done a great job of taking the information that we learned about Viola Davis in the book and documenting it on our Mind Map. You will notice that there is one section that we have not completed. Let's consider what the impact of all that Viola Davis went through was.

Possible Focus Questions:

- What has the impact been on her, her family, her community, the country and the world?
- Are these impacts significant? Why or why not?
- Why has Viola Davis's contribution not been as valued as others?
- Why are some contributions to society valued more than others?

Journal Entry: Have students write a journal entry about the impact or change that Viola Desmond brought about due to her actions. Have them use the class discussion to frame their responses.

CONSOLIDATING THE LEARNING EXPERIENCE

Round-Robin Sharing: Organize students into groups of approximately four to five each. Each student will take turns sharing within the groups one impact that they included in their journal entry. Remind students that everyone needs to have an opportunity to share.

Lesson ideas for modelled reading inspired by *Social Justice Begins with Me* (2011).

Black Line Masters

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #3 Canadian Contributors to Society Photo Suggestions

BLM #4 Mind Map Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Canadian Contributors to Society Photo Suggestions

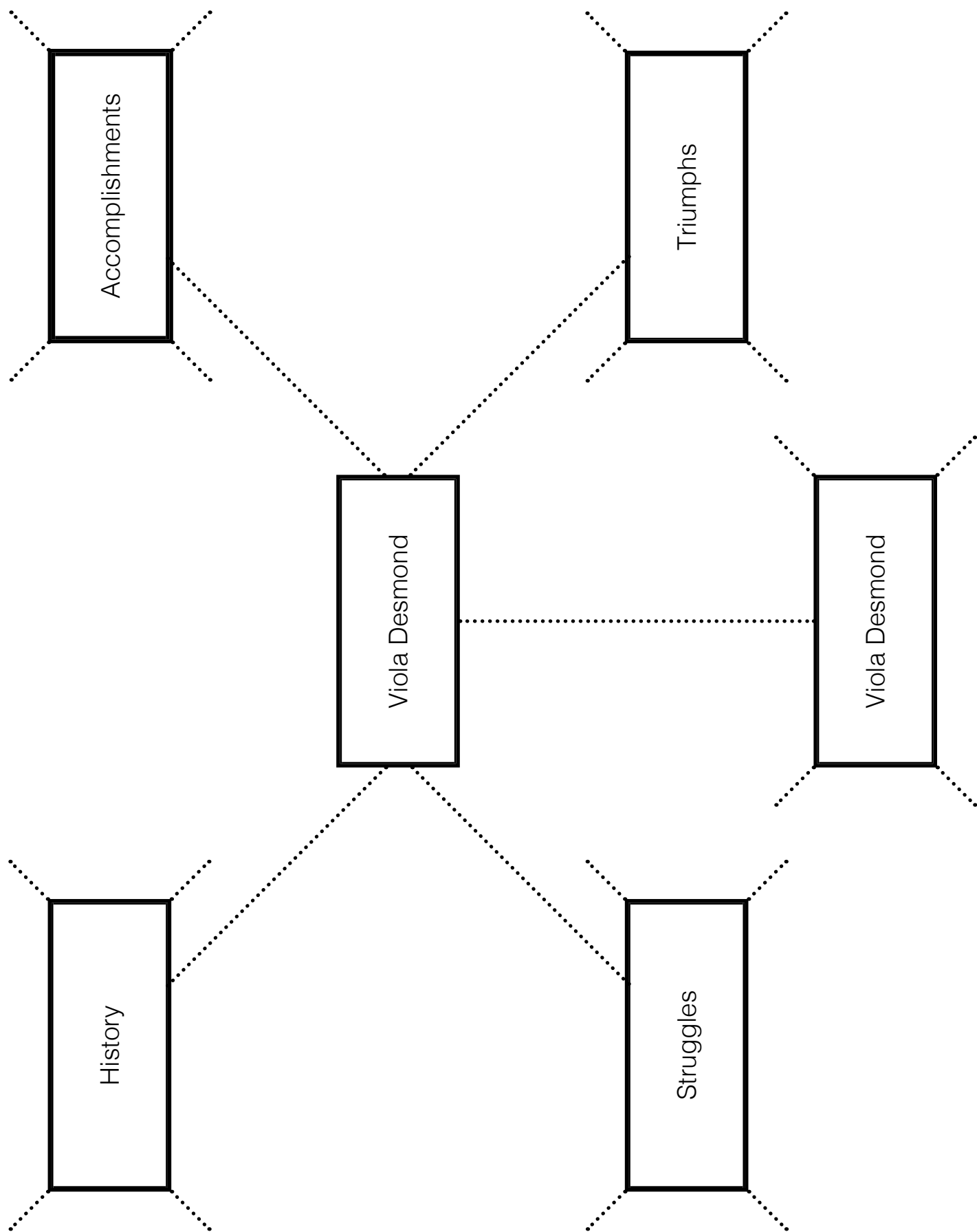
Canadian Contributor	Resource
Stephen Harper (prime minister of Canada)	pm.gc.ca
Justin Bieber (singer)	justinbiebermusic.com
Roberta Bondar (scientist, astronaut)	famouscanadians.net/name/b/bondarroberta.php
Marc Garneau (scientist, astronaut)	famouscanadians.net/name/g/garneau marc.php
Lucy Maud Montgomery (author)	famouscanadians.net/name/m/montgomerylucymaud.php
Big Bear (first major chief to refuse to sign Treaty No. Six)	famouscanadians.net/name/b/bigbear.php
Rose Fortune (first female police officer in Canada)	famouscanadians.net/name/f/fortuneroses.php
David Suzuki (environmentalist)	davidsuzuki.org
Howie Mandel (comedian, television host)	howiemandel.com
Cirque du Soleil (theatre production company)	cirquedusoleil.com
Mario Lemieux (hockey player)	mariolemieux.org
Sidney Crosby (hockey player)	biography.com/people/sidney-crosby-507611

Note: This is a small sampling of Canadian contributors. Further research for relevant contributors that are recognizable and relevant to your students is encouraged.

Resources:

famouscanadians.net
canadians.ca

BLM #4 Mind Map Template



BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Junior Lesson 4 and 5



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 4 and 5

Canadian Women Contributors (40 to 50 minutes each lesson)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between contributors in their own lives and contributors to society;• investigate a Canadian contributor to society;• investigate the impact a Canadian contributor has made on society; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Describe the importance of contributors and contributions to society.• Provide evidence of contributions of Canadian women to society.• Provide evidence of the impact of Canadian women on society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• their journal entry from Lesson 3• access to Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• Rapid Research Graphic Organizer• sticky notes in two different colours• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students' journal entries from Lesson 3• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• sticky notes in two different colours; one of each colour for each student• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Rapid Research Graphic Organizer for each student• BLM #4 Ticket Out the Door Template enlarged onto chart paper

Teaching & Learning Strategies

- Activating Prior Knowledge: Partner Reading
- Shared Reading and Documentation of Thinking: Black Canadian Women Contributor Posters
- Consolidating Thinking to Build New Knowledge: Rapid Research
- Consolidating the Learning Experience: Ticket Out the Door

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have copies of Black Canadian Women Contributor Information Sheets available for small groups.
- Have technology and text resources available for research (extension suggestion).
- Have spaces available for small groups to meet, discuss and complete research.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have the Ticket Out the Door Template enlarged onto chart paper and posted.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 3, Canadian Contributors to Society. Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We learned about the contribution that Viola Desmond made to society, and we had an opportunity to write a journal entry about the impact that her contribution had. Let's take some time now to reflect on the impacts that you wrote about.

Partner Reading: Have students pair up and find a space where they can listen to each other read their journal entries. Encourage them to make connections between the impacts that they share with each other while reading their journals.

Step B: Assessment for Learning

SHARED READING AND DOCUMENTATION OF THINKING

Teacher Talk: As we discussed yesterday, there are some Canadian contributors that are very famous or popular. We see and hear about them through websites, books and various other media. There are other Canadians who have made very significant contributions to society but may not have received the same recognition as others. We are going to learn about some amazing women that fit into this category.

Facilitation Notes: Display the Black Canadian Women Contributor Posters for all the students to see. Use one to focus on the text features and layout of the posters. You may choose to use the poster of Viola Desmond to consolidate the learning from the previous lesson, or another poster to compare Viola Desmond with.

Read the captions and information about one of the women and make connections to Viola Desmond and the contributors that students shared in previous lessons. Invite questions and comments based on what is shared from the reading and viewing of the poster.

Step C: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Now that we have been introduced to these incredible women, additional information will allow us to learn more about them, their contributions and the impact they have had on society.

You will have the opportunity to select a woman contributor that you would like to learn more about. In a small group, you will learn more about the person you have selected and independently conduct “rapid research” to document your thinking.

Rapid Research: Create a meeting place in the classroom for each of the women contributors from the posters, where students can work collaboratively. Have students select a woman to learn about and move to that area of the classroom. With the other students who have selected the same woman to focus on, they work together to read and discuss information from the Black Canadian Women Contributor Information Sheet to include on their individual Rapid Research Graphic Organizer.

Facilitation Note: Ensure that students in their self-selected research groups have access to the relevant poster and information sheet along with their Rapid Research Graphic Organizer. You may choose to include Viola Desmond as part of the rapid research for those students who would like to learn more about her or to support those students who may find rapid research challenging without prior experience with the topic.

Teacher Talk: Now that you have had an opportunity to read the information sheet and have discussions with those in your group, you may begin working on documenting your thinking on the Rapid Research Graphic Organizer. Remember: even though you are completing your rapid research independently, you can discuss ideas and your thinking with others to help you do your best on your research.

Lesson Note: For this lesson, the focus of the rapid research is the individual Black Canadian Women Contributor Information Sheets. The rapid research can be extended to include students doing additional research using online and/or text resources.

CONSOLIDATING THE LEARNING EXPERIENCE

Ticket Out the Door: Distribute one sticky note of each colour to each student. Have them use one colour of sticky note to write down something they have learned, and the other colour to write a question that they have. Once completed, they place their sticky notes on the enlarged Ticket Out the Door Template (BLM #4).

Black Line Masters

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Rapid Research Graphic Organizer
BLM #4 Ticket Out the Door Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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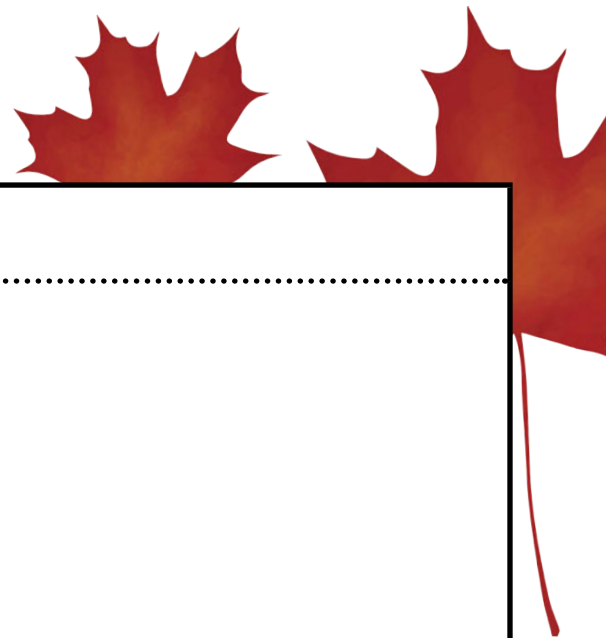
BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Rapid Research Graphic Organizer

<p>Contributor to Society (name, picture, general information)</p>	<p>Struggles (Did they have any roadblocks in reaching their goals?)</p>
<p>History (Where they are from. What their childhood was like)</p>	<p>Triumphs (What were some positive moments in their lives?)</p>
<p>Accomplishments (What contributions have they made to society?)</p>	<p>Impact on Society (How have their contributions made a difference for people?)</p>

BLM #4 Sticky Out the Door Template



Something that I learned...

A question that I have...

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Junior Lesson 6 and 7



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 6 and 7

Canadian Women Contributors Summative Task (40 to 50 minutes each lesson)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• make connections between contributors in their own lives and contributors to society;• investigate a Canadian contributor to society;• investigate the impact a Canadian contributor has made on society; and• examine the importance of making a difference in the world around them.
Success Criteria	<ul style="list-style-type: none">• Describe what a contribution is and qualities that significant contributors have.• Describe the importance of contributors and contributions to society.• Provide evidence of contributions of Canadian women to society.• Provide evidence of the impact of Canadian women on society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• access to Black Canadian Women Contributor Posters• their completed Rapid Research Graphic Organizer from Lessons 4 and 5• Reflection Form• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• Black Canadian Women Contributor Posters• Anchor Chart: Qualities of a Contributor to Society (see Lesson 2)• Choice Board options posted• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3A and #3B Reflection Form for each student
Teaching & Learning Strategies	<ul style="list-style-type: none">• Activating Prior Knowledge: Revisit Qualities of a Contributor to Society• Consolidating Thinking to Build New Knowledge: Choice Board• Consolidating the Learning Experience: Reflection Form

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have spaces available for groups to meet, plan and prepare summative task.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have copies of the Reflection Form available.
- Have the Choice Board options posted.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 2, What Are the Qualities of a Contributor to Society?, and Lessons 4 and 5, Canadian Women Contributors. Please review those lessons to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We have been working hard both collaboratively in your expert groups as well as independently on your rapid research on your woman contributor. You now have lots of information to share with our class and school community about this important person in our past or current history.

Revisit Qualities of a Contributor to Society: Revisit the Anchor Chart Qualities of a Contributor to Society. Have students in their women contributor expert groups discuss if their contributor shares these qualities and evidence of it from the research they have done. Have students share their thinking with the class community.

Step B: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: With your expert group, you are going to decide on a creative way to share your new knowledge, understanding and information about the woman contributor you are the expert of. You have the following choices for sharing your knowledge with the class. You must decide as a group the choice you will select.

Facilitation Note: The following are suggestions of summative tasks that the students can choose. Add to, delete from or modify this list to best meet the needs, interests and skill level of your learners. Have the choices posted or photocopied for easy access for learners.

Choice Board:

- Create a blog on your woman contributor.
- Create a dramatic presentation highlighting the major events in the woman contributor's life.
- Write a rap or song about your woman contributor.

- Design and create an original monument celebrating the woman contributor.
- Create a comic strip highlighting the major event in the woman contributor's life.
- Create and perform a radio advertisement.
- Interview your women contributor and write the transcript of the interview.
- Create "artifacts" that share the life and historical significance of the woman contributor.

Lesson Note: Provide time, space and resources for learners to complete their selected choice for sharing their knowledge. It may take additional time than allocated in these lessons for learners to complete and present their work.

Facilitation Note: Once students have completed their summative task, provide the space and time for them to present their work. This may take the form of a time where presentations are done in front of the entire class, and other tasks are organized in gallery style so that students can mill around the space viewing and interacting with the work.

Once all presentations and tasks have been shared, provide a time where learners share "glows" (something they did well) and "grows" (areas to possibly improve) feedback to their peers.

Step C: Assessment for Learning

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: Thank you for all the hard work that you have put into your tasks to honour the women we have been learning about and to share your understanding and knowledge. Let's reflect on all that we have learned based on our Guiding Question, Learning Goals and Success Criteria.

Reflection Form: Once all students/groups have shared their oral feedback and comments based on the work of their peers, have them complete the Reflection Form to consider their learning over the course of the lessons and their collaborative work with their peers.

Black Line Masters

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3A and #3B Reflection Form

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3A Reflection Form

Success Criteria Reflection and Feedback

Guiding Question:

How have the contributions of Canadian women made an impact on society?

Learning Goals:

- Students will make connections between contributors in their own lives and contributors to society.
- Students will investigate a Canadian contributor to society.
- Students will investigate the impact a Canadian contributor has made on society.
- Students will examine the importance of making a difference in the world around them.

Highlight the success criteria that you felt you achieved.

Success Criteria:

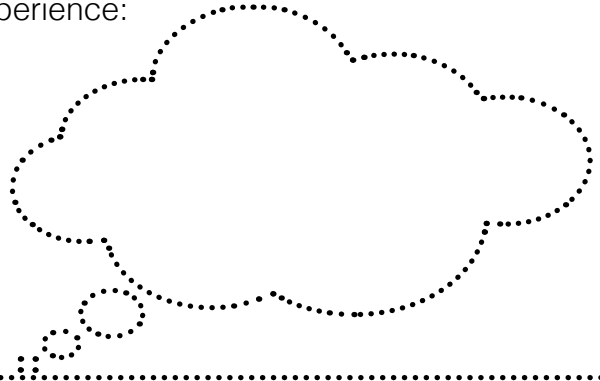
- Describe what a contribution is and qualities that significant contributors have.
- Describe the importance of contributors and contributions to society.
- Provide evidence of contributions of Canadian women to society.
- Provide evidence of the impact of Canadian women on society.

Student Reflection

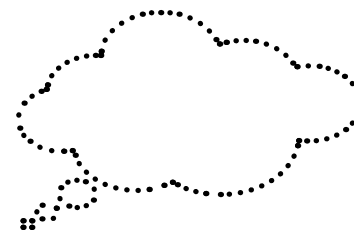
Two things I did well:



Something to think about for my next learning experience:



Teacher Feedback



BLM #3B Reflection Form



How have the contributions of Canadian women made an impact on society?

What have you learned about women contributors to society?

Why do you think that some contributors to society are more recognized than others?

What questions do you still have regarding women contributors to society?

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Intermediate Lesson 1



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 1

What Does It Mean to Have Perseverance? (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• investigate the value of showing character;• investigate the traits of Perseverance; and• examine the importance of displaying Perseverance and the benefit to self, family, community and society.
Success Criteria	<ul style="list-style-type: none">• Give examples of positive character attributes (drawing upon your Board's monthly themes, as well as other traits).• Define "Perseverance" and describe what it means to demonstrate Perseverance.• Describe the benefits of showing Perseverance—to self, family, community (others) and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Perseverance Looks Like/Sounds Like T-Chart• Mind Map• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (three to four students each, though they will work in pairs for the T-chart activity)• chart paper• markers for Anchor Chart• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Perseverance Looks Like/Sounds Like T-Chart for each pair of students• BLM #4 Mind Map for each student
Teaching & Learning Strategies	<ul style="list-style-type: none">• Activating Schema: Human Knot and Debrief• Oral Discussion and Documentation of Thinking: Anchor Chart• Categorizing Thinking to Build New Knowledge: Mind Map; Pair and Share; Discussion• Consolidating the Learning Experience: Popcorn Sharing

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson after the Human Knot activity.
- Be prepared to share your own stories and experiences about a time in your life when you showed Perseverance.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.

Step A: Assessment as Learning

ACTIVATING SCHEMA; ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: Explain the “rules” for this game (do not give the context ahead of the activity).

Human Knot: The group starts out in one or two tight circles. Everyone in the group reaches across the circle with their right hand to grab another group member’s right hand. Then everyone reaches in with their left hand to grab a different group member’s left hand. The object is to untangle the group without letting go of hands until a circle is formed. If the group is having extreme difficulty, you can administer “knot first-aid” and break one set of tangled hands (with group consensus), otherwise group members may not let go at any time. You may have to decide as a group that the knot is not solvable, after prolonged attempt. Note: You can have the group do this without talking, if they are advanced enough.

Teacher Talk: How was the activity? What were the difficulties? What would have happened if everyone just gave up? How did having even just one or two people not give up affect the outcome? What words would you use to describe what you needed to do to solve it? (Possible responses are “Perseverance,” “working together,” “listening to others’ ideas,” etc.)

We are going to now focus on Perseverance. What does this word mean to you? How would you describe or define this word?

Anchor Chart: On chart paper or whiteboard, record student answers as they share. Possible responses are “not giving up”; “continued effort to do or achieve something despite difficulties, failure or opposition”; “the quality that allows someone to continue trying to do something even though it is difficult”; etc.

**Step B:
Assessment
for Learning**

ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: Now that we have defined “Perseverance,” let’s delve into this word/concept a bit more. In pairs, take a few moments to record your ideas on the Perseverance Looks Like/Sounds Like T-Chart. Be prepared to share a few ideas from your chart to record as a class. (Possible responses are “commitment,” “hard work,” “patience and endurance,” “staying with a task and not giving up,” “being able to bear difficulties calmly without complaint,” “remaining focused on a goal,” “demonstrating self-discipline,” “pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure,” etc.)

Anchor Chart: On chart paper or whiteboard, record student thinking as they share, under two columns titled “Looks Like...” and “Sounds Like...”

Facilitation Note: To help draw out ideas, you may want to have students think about broad categories such as athletics, studying, musicians, artists, scientists, baking, etc.

**Step C:
Assessment
of Learning**

CATEGORIZING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: We have come up with what Perseverance might look like and sound like. Now let’s look at one time when you displayed Perseverance, in order to answer the question: How does Perseverance affect you? We’ll start to consider what is the benefit to self, your family and the community or society (if any).

Facilitation Note: Some students may need to hear about some specific situations in which Perseverance was displayed (they may not realize that they do demonstrate Perseverance). You may want to brainstorm with the class.

Teacher Talk: Let’s brainstorm some examples: studying for a test (maybe giving up your TV or computer time); spending hours practising your music; saving up money and making sacrifices to buy something; practising drills daily; missing a week of school and trying to catch up; crossing the finish line at the end of a difficult race; trying out for something you weren’t successful at the first time; fundraising money for a worthy cause; etc.

Let’s look at the boxes you’ll be filling in on the Mind Map. In the centre will be the example from your life. The boxes around are “My motivation to keep going”; “Events or people that supported me”; “Events or people that interfered or hindered me”; “How I resisted those who interfered with my goal”; “The outcome of my perseverance”; “How I felt about my accomplishment”; and “The importance of perseverance.”

You will work on an example independently and then you’ll get together with two or three others to share your Mind Map.

Facilitation Note: Guide students as they work independently; some students may need you to ask some prompting or clarifying questions, perhaps about things that could have interfered with their goal.

Teacher Talk: Now you are going to share your Mind Map with two or three other students. As you listen and read through the boxes, keep in mind what we recorded earlier on our Perseverance Looks Like/Sounds Like T-Chart—we may be able to record some other categories.

Large Class Discussion: Now that you have had a chance to hear about a few other examples, do you want to add to our chart? Are there any similarities you noticed when you shared in your group?

Facilitation Note: You may want to guide them in their observations to see some connections and similarities, and to point out that as a class they have shown Perseverance in a variety of situations.

CONSOLIDATING THE LEARNING EXPERIENCE

Popcorn Share: This is an opportunity for students to share a big idea or question that they are leaving the learning experience with. This is an opportunity to see if the Learning Goals are being met and to consider next steps in planning.

Teacher Talk: We have been doing a lot of thinking and sharing about characteristics of Perseverance, from our own personal examples to hearing about some of our classmates, and ultimately looking at the importance of Perseverance. Your own example demonstrates that Perseverance affects you; there is a benefit to you. Let's consider the affects beyond us: Does your Perseverance affect your family? Does it affect the community or society?

Facilitation Note: Allow students to share their thoughts as a group. Students should see that their specific example affected not only themselves but their family. The effect could be as simple as someone commenting and feeling proud—feeling happier, which affects the family dynamic—but it could have far-reaching effects, such as raising money for a worthy cause. The next lesson will look at people who have shown Perseverance, with their contributions affecting themselves, others and society as a whole.

Black Line Masters

- BLM #1 Student Assessment Checklist
- BLM #2 Anecdotal Observation/Conferencing Tracking Template
- BLM #3 Perseverance Looks Like/Sounds Like T-Chart
- BLM #4 Mind Map

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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BLM #2 Anecdotal Observation/Conferencing Tracking Template

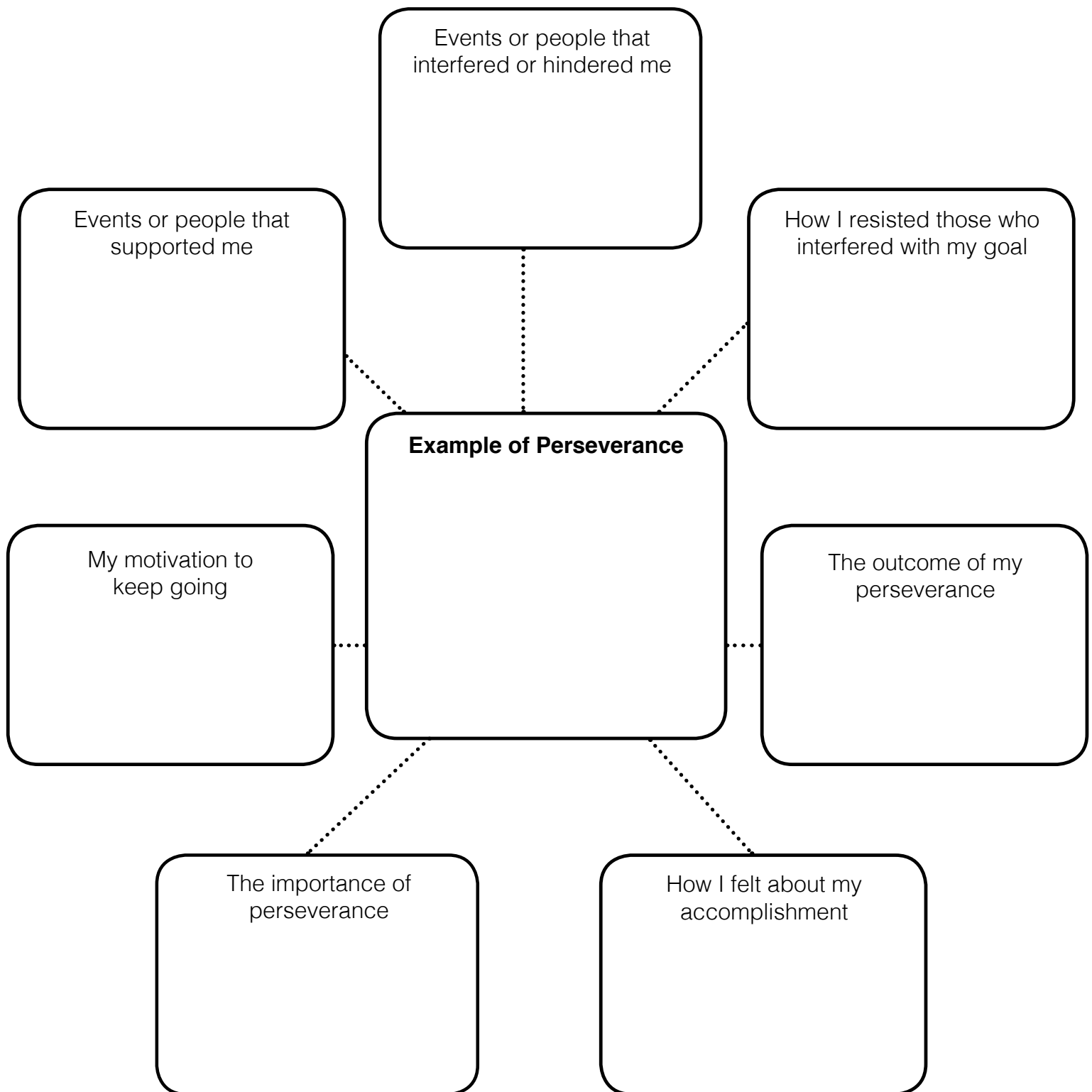
Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Perseverance Looks Like/Sounds Like T-Chart

PERSEVERANCE

Looks Like...	Sounds Like...

BLM #4 Mind Map



BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Intermediate Lesson 2



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Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 2

Who Are People Who Have Shown Perseverance? (50 to 60 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• investigate the traits of Perseverance;• examine the importance of displaying Perseverance and the benefit to self, others and society; and• examine if there are different levels of Perseverance (does it have to influence others in society?).
Success Criteria	<ul style="list-style-type: none">• Describe the benefits to self, others and society of showing Perseverance.• Give examples of people, from a variety of contexts, who display Perseverance.• Identify if there are different levels of Perseverance (the impact on self versus society).
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Perseverance Strips• 8-x-14-inch sheet of paper• Impact of Perseverance on Self, Others and Society Venn Diagram enlarged onto an 11-x-17-inch sheet of paper• writing and erasing utensils• scissors• tape or glue• Response Journal Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (three to four students each)• Perseverance Looks Like/Sounds Like Anchor Chart from Lesson 1• chart paper• markers for Anchor Chart• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Perseverance Strips (one set for each student)

- a blank 8-x-14-inch sheet of paper for each group of students to categorize their list of people
- BLM #4 Impact of Perseverance on Self, Others and Society Venn Diagram enlarged onto an 11-x-17-inch sheet of paper for each group, and one enlarged onto chart paper

Teaching & Learning Strategies

- Activating Prior Knowledge: Revisiting the Anchor Chart and Mind Maps
- Oral Discussion and Documentation of Thinking: Table Headings and Anchor Chart
- Consolidating Thinking to Build New Knowledge: Impact of Perseverance on Self, Others and Society Venn Diagram; Gallery Walk
- Consolidating the Learning Experience: Small Group and Class Discussion; Response Journal Entry

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have a blank 8-x-14-inch sheet of paper for each group to create their chart for categorizing.
- Have an Impact of Perseverance on Self, Others and Society Venn Diagram (BLM #4) enlarged on 11-x-17-inch paper ready for each group, and one enlarged on chart paper.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 1, “What Does It Mean to Have Perseverance?” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Anchor Chart: Revisit Perseverance Looks Like/Sounds Like T-Chart and Mind Maps.

Teacher Talk: During our last class we discussed what Perseverance means, as well as what it looks like and sounds like. Does anyone want to add to the chart, now that you’ve had time to reflect?

You also had the opportunity, on your Mind Map, to look closer at one example from your own life in which you displayed Perseverance. We looked at how displaying Perseverance affected not only you but also others.

ORAL DISCUSSION AND DOCUMENTATION OF THINKING

Teacher Talk: With these great ideas in mind, let's think of other people who have displayed Perseverance. Take a few minutes to list eight people who you feel have displayed Perseverance—they could be from your community or some other part of the world, in the present or the past. Once you have your eight names written down, cut the paper into eight strips, so that each strip has one name on it.

In groups, you will each share your list of people. If you've duplicated some of the same names, you may wish to brainstorm as a group to add a name or two. Your task is to sort these people into categories—categories you will develop with your group. You've been given a sheet of paper to make a table. The categories your group develops will be the headings on the table. As a group, place each of your name strips under the appropriate heading.

Facilitation Note: If students are struggling with this task, help guide them with commonalities and possible headings such as Sports, Arts, Life; Famous, Not famous; Alive, Dead; Canadian, Different nationalities; Men, Women; etc.

Anchor Chart: Call upon each group to share their headings and the reasons they chose to sort their names into those groupings. As each group shares their headings (and reasons for them?), record them on chart paper.

Step B: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Recall the discussion in the last lesson about how your own example of Perseverance had an impact not only on yourself, but also perhaps on others, like your family or the community. Some acts of Perseverance and some of the people you brainstormed may impact only their own lives. The fact that you named them, however, probably points to these people having a bigger impact, perhaps on their family or others, or maybe even on society in general.

Facilitation Note: You may need to review Venn diagrams. Each circle represents a set of information; the overlapping area of the circles visually represents the commonalities among the groupings.

Teacher Talk: In your groups you will now look at each person's name in your table and decide where he or she had a direct impact: on themselves, others or society. Remove the name strips from the table and place them in one of the sections of the Venn Diagram. You should notice that there are intersecting areas, where a person's perseverance impacted self and others; others and society; or self and society. There is one further intersection, which represents all three sections being impacted.

Place each of your strips in a section, explaining your thinking to your group. After a group discussion, you may decide to change the placement of the strip in the Venn Diagram. Work together as a group to place all the names. You may have a name or two that you cannot, as a group, decide where to place—if you’ve discussed it and still cannot come to agreement, place that name outside of the three circles for now.

Facilitation Note: Guide students as they work in groups. If a disagreement occurs about where to place a name, you may need to ask some prompting or clarifying questions. It is okay, though, to not have agreement and to leave the name off to the side. Perhaps later in the lesson they will come to agreement on its placement.

Gallery Walk: This is an opportunity for learners to confirm or contradict their thinking about the placement of names that they worked on collaboratively. You can have students tape down the names into the sections before the Gallery Walk or after the Gallery Walk, when changes can be made if a group decides collaboratively.

Teacher Talk: We are now going to take some time to view the other groups’ work, to perhaps confirm or contradict your group’s thinking around the impact a person had. When I say, “Go,” you will quietly travel as a group around the classroom to view other groups’ work. See if there are some of the same names and if their placement within the circles is similar to what your group came up with. Remember to respect the work of others and talk with your group members about what you are observing as you travel.

Facilitation Note: Allow a few minutes for groups to “visit” other groups’ work. Guide them in their observations and help them make connections between what they are observing and what their own group did.

Teacher Talk: Return to your own Venn Diagram. If after seeing other groups’ work, you’d like to make a change or two, then as a group you need to come to consensus. If you have any names on the outside of the circles, maybe now your group is prepared to slot them into a section.

Looking at your own group’s Venn Diagram and the twenty-four or so names, where are most names placed? There are seven sections: Self, Others, Society, Intersections between two sections and finally all three intersecting in the middle.

Facilitation Note: Have each group share the names that were placed in the middle, the area for people displaying Perseverance that had a direct impact not only on self but others and society. Record these names on the Venn Diagram on chart paper.

**Step C:
Assessment of
Learning**

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: Excellent job of working together and sharing your examples! Considering the people you brainstormed, what is the evidence of Perseverance in their life? Let's look closer at one together as a class: Terry Fox. Terry Fox would be placed in the middle section of the Venn Diagram—correct? What are some pieces of evidence that Terry Fox showed Perseverance, that he never gave up? [Record responses on chart paper.]

You will work individually for a moment and then regroup. Each of you is to choose two names from your group's Venn Diagram—these do not have to be from your original list. Just as we did for Terry Fox, in your Response Journal, you will list a few pieces of evidence of Perseverance that each of the two people displayed and are known for.

Facilitation Note: This activity does not require further research into each of the names. If a student is not familiar with any of the twenty-four names, one option is to pair them with another student to work on this.

Teacher Talk: Great job working together to look at the contributions of people in our community or in society as a whole. We've looked at the direct impact an individual's Perseverance has had on themselves, others and society. As we did with Terry Fox, can you tell the class about another person and the Perseverance evidence you've written down? [After the student has shared, ask where his or her group placed this person on the Venn Diagram (which of the seven sections). Place the name on the Venn Diagram on the chart paper. Record at least five or six examples shared by the class.]

Let's think about what you currently know and understand about the qualities of Perseverance. Consider the following questions and write down your responses in your Response Journal: Are there different levels of Perseverance? Does Perseverance have to influence others in society?

Facilitation Note: As a class (or if there is time, you can have students discuss their responses in their groups first) ask students their responses to these questions. Remind students to be respectful of what the other group members are saying, as there will be some disagreement. Students may think that the names that are in the middle of the Venn Diagram (showing a direct impact on all three sections) are "better" than those placed in only one section or an intersection of only two sections.

Students are to write in their Response Journal their thoughts about these two questions.

**Black Line
Masters**

- BLM #1 Student Assessment Checklist
- BLM #2 Anecdotal Observation/Conferencing Tracking Template
- BLM #3 Perseverance Strips
- BLM #4 Impact of Perseverance of Self, Others and Society Venn Diagram

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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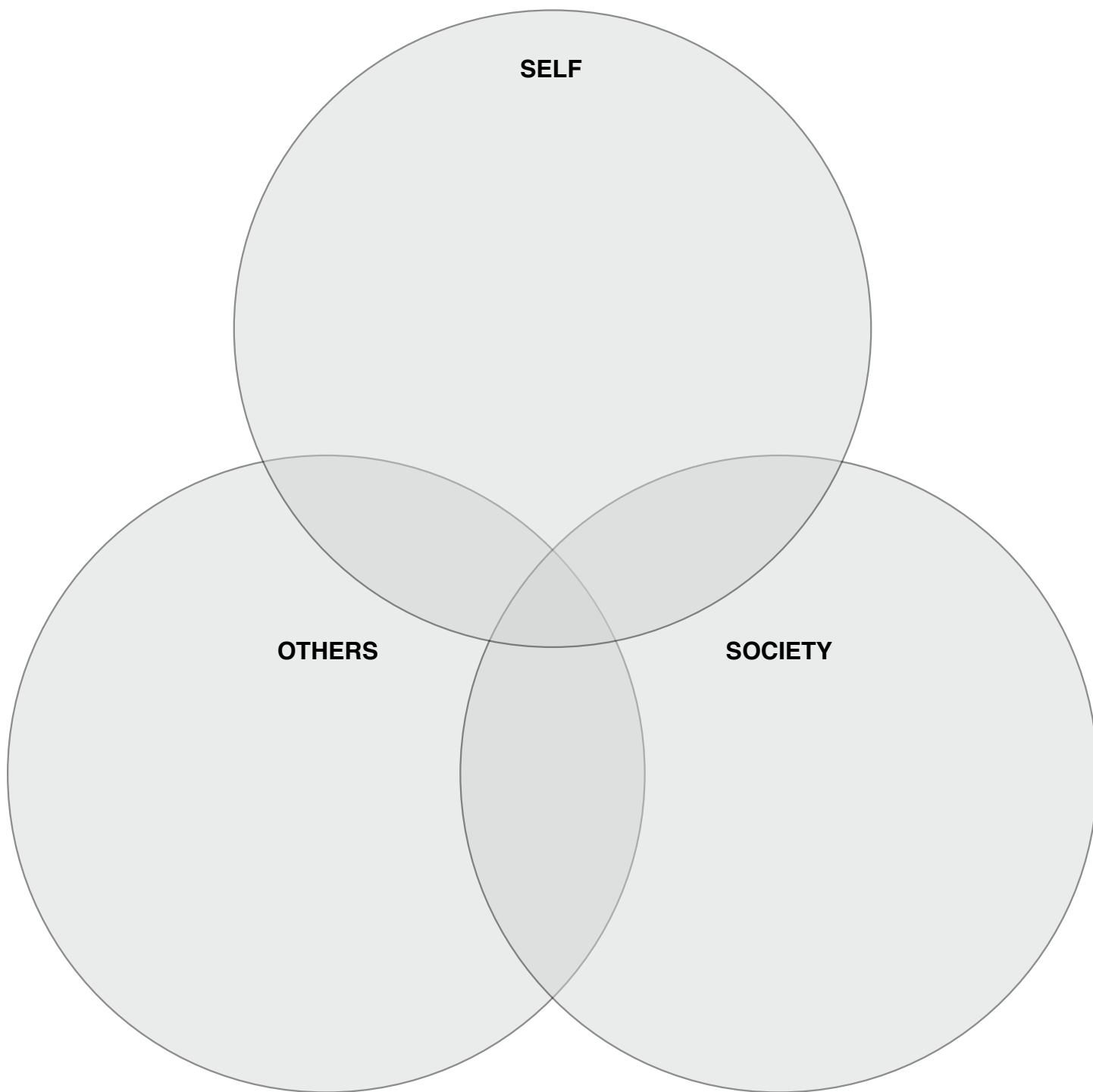
BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3: Perseverance Strips



BLM #4 Impact of Perseverance on Self, Others and Society Venn Diagram



BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Intermediate Lesson 3



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Lesson 3

The Female Wayne Gretzky: The Story of Angela James, Part 1 (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in Angela James's life;• investigate the impact that Angela James has had on herself, others and Canadian society; and• examine the impact that Perseverance has on oneself, others, and society
Success Criteria	<ul style="list-style-type: none">• Make connections from the story of Angela James's life.• Describe the impact that Angela James has had on herself, others and society.• Give evidence of Perseverance in Angela James's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• Focused Viewing/Shared Reading Graphic Organizer• ETFO Text on Angela James• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• students placed in appropriate learning groups (approximately four to five students each)• Black Canadian Women Contributor Poster of Angela James posted• YouTube video: <i>Journey to the Hall: The Story of Angela James</i>, youtube.com/watch?v=NeV7CrFuFk4• ETFO Text on Angela James for each student• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Focused Viewing/Shared Reading Graphic Organizer for each student

Teaching & Learning Strategies

- Activating Prior Knowledge: Think-Pair-Share
- Focused Viewing/Shared Reading and Documentation of Thinking:
- Focused Viewing/Shared Reading about Angela James
- Consolidating Thinking to Build New Knowledge: Questions I still have.../I know...
- Consolidating the Learning Experience: Round-Robin Sharing

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Preview the YouTube video “Journey to the Hall: The Story of Angela James” to understand the issues that are shared and to prepare meaningful critical thinking questions.
- Have an understanding of the difference between men’s and women’s amateur hockey and the issues that surround it.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 2, “Who Are People Who Have Shown Perseverance?” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: The last couple of lessons, we have been talking about a variety of character traits with a focus on Perseverance. Think to yourself about what you understand about Perseverance based on our discussions and learning yesterday. Once you have done that, share your ideas with those in your table group. Be prepared to share your group’s thinking with the class community.

Think-Pair-Share: Have students discuss their learning from yesterday’s lesson focused on the impact of Perseverance on themselves, others, the community and society. Once students have had enough time to discuss, have one student from the group share a summary of the group’s thinking with the class community.

Teacher Talk: Now I would like for you to think to yourself and then discuss in your group what you know about the sport of hockey and any prominent players that you are aware of. As you discuss, think about what you previously discussed in your group and what we have shared as a class and any connections that you can make.

Facilitation Note: As students are sharing, listen to their conversations to find out what they know about hockey and the players that they highlight. Consider comments, ideas or insights that are shared that would spark further conversation with the class community during the share portion of this activity and make connections to the story of Angela James.

Have some students share their thinking and the thinking of the group with the class community.

**Step B:
Assessment
for Learning**

FOCUSED VIEWING AND DOCUMENTATION OF THINKING

Lesson Note: There is a focused viewing and shared reading section to this portion of the lesson. You may choose to do both or select one to do with your students. Doing both will require additional time than is noted in this lesson.

Teacher Talk: We are going to view a video and read about a hockey player who has been described as “the female Wayne Gretzky.” She has made a profound difference in the hockey world, and we are going to learn about the journey she went through to reach these goals. Consider what we have been learning about Perseverance and if there is any evidence of Perseverance impacting herself, others and society. As we watch the video, please use the Graphic Organizer to document your thinking.

Focused Viewing: Show YouTube video *Journey to the Hall: The Story of Angela James*, [youtube.com/watch?v=NeV7CrFuFk4](https://www.youtube.com/watch?v=NeV7CrFuFk4).

Facilitation Notes: As they view the video, students complete the first column (“What I viewed/heard...”) of BLM #3, Focused Viewing/Shared Reading Graphic Organizer. They will complete the second column after the viewing and discussions regarding the video content.

There are several social issues and situations that are explicitly and implicitly noted in the video, including the following:

- race/ethnicity
- being bi-racial in a family that is not
- gender
- exclusion and acceptance
- homosexuality
- socio-economic condition/poverty
- men’s versus women’s hockey (visibility, validity, etc.)

Many of these issues frame the evidence of Perseverance that students will have been asked to consider in other lessons. Deconstruction of these issues will need to be tailored to the needs of your students in order for them to fully understand Angela James's triumphs and challenges that support evidence of Perseverance in her life.

After the students have viewed the video, have discussions with them about the challenges and triumphs that Angela James had and the impact they had on herself, others and society.

Possible questions to spark discussion:

- Why would Angela James be so well regarded as a hockey player but not be included on Canada's women's Olympic team?
- How would Angela's exclusion from the Olympic team impact herself, her family and other hockey players?
- How would Angela's upbringing have an impact on her learning and excelling in hockey?
- Why is Angela James considered the "female Wayne Gretzky" yet many of us have not heard of her?

Give students time to add their conclusions and additional information to the second column ("The impact on herself, others and society...") of BLM #3, Focused Viewing/Shared Reading Graphic Organizer.

SHARED READING AND DOCUMENTATION OF THINKING

Teacher Talk: We are going to get another perspective on Angela James's life by reading the following text. Take some time to read this to yourself and then we will read it together as a class. As you read, write down any information that you learn about Angela James on your Graphic Organizer.

Facilitation Note: Structure the reading of this text to best meet the needs of your students. You may choose to do a read aloud, a full-class shared experience or have guided learning experiences with small groups of students. You may also project the text so that the entire class has access to it. As they read, students complete the third column of BLM #3, Focused Viewing/Shared Reading Graphic Organizer ("What I read...").

Shared Reading: Read the text, stopping to have meaningful conversations regarding the triumphs and challenges in Angela James's life. Make connections between what they viewed in the video compared to what they read in the text (e.g., "Has your thinking been confirmed or contradicted by the reading of this text?").

Teacher Talk: Now take into consideration all that we have viewed, read and discussed today and write what you NOW think the impact of the triumphs and struggles of Angela’s life has been on herself, others and society.

Facilitator Note: Provide time for the students to complete the fourth column of BLM #3, Focused Viewing/Shared Reading Graphic Organizer (“The impact on herself, others and society…”).

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: We have done a great job of taking the information that we learned about Angela James through the video and documenting our thinking on our Graphic Organizer. We have also found evidence of Perseverance in her life and the impact it has had.

We are now going to reflect on our learning by considering any questions we have about Angela James, the impact she has had and any other insights that you want more information on. As well, what do you now know based on our learning experiences today? What is the “big idea” that you are leaving with? Take some time to complete the final two boxes of your Graphic Organizer.

CONSOLIDATING THE LEARNING EXPERIENCE

Round-Robin Sharing: Within each group, each student takes a turn to share one statement that he or she included on the Focused Viewing/Shared Reading Graphic Organizer. Remind students of equal voice and that everyone needs to have an opportunity to share.

**Black Line
Masters**

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Focused Viewing/Shared Reading Graphic Organizer

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Focused Viewing/Shared Reading Graphic Organizer



<p>YouTube Video: "Journey to the Hall: The Life of Angela James"</p>	<p>Text: Angela James</p>
<p>What I viewed/heard...</p>	<p>The impact on herself, others and society...</p>
<p>Questions I still have...</p>	<p>Based on what I have viewed, read and discussed, I know...</p>

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Intermediate Lesson 4



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Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 3

The Female Wayne Gretzky: The Story of Angela James, Part 2 (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in Angela James's life;• investigate the impact Angela James has had on herself, others and Canadian society; and• examine the impact that Perseverance has on oneself, others and society.
Success Criteria	<ul style="list-style-type: none">• Make connections from the story of Angela James's life.• Describe the impact that Angela James has had on herself, others and society.• Give evidence of Perseverance in Angela James's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• journal/notebook• ETFO Text on Angela James (for reference)• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• YouTube video <i>Cammi Granato and Angela James Inducted into the Hockey Hall of Fame</i>, youtube.com/watch?v=RBMc06oqdRw.• chart paper or whiteboard• markers• appropriate amount of space for students to stand in a line shoulder to shoulder• ETFO Text on Angela James (for reference)• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template

Teaching & Learning Strategies

- Activating Prior Knowledge: Focused Viewing: Video
- Focused Viewing/Shared Reading and Documentation of Thinking: Put Yourself on the Line/Slide the Line
- Consolidating Thinking to Build New Knowledge: Opinion Journal
- Consolidating the Learning Experience: Popcorn Share

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Preview the YouTube video *Cammi Granato and Angela James Inducted into the Hockey Hall of Fame* to understand the issues that are shared and to prepare meaningful critical thinking questions.
- Have an understanding of the issues related to women being inducted into the Hockey Hall of Fame (e.g., less men inducted due to women being inducted; women do not play as often and therefore have to have more years of playing time to be considered for recognition; the difference between men's and women's hockey; less prominence and recognition of women's hockey compared to men's; less prominence of women's hockey outside of Canada; etc.).

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 2, "The Female Wayne Gretzky: The Story of Angela James, Part 1." Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We are going to view a video blog of one person's perspective about Angela James's induction into the Hockey Hall of Fame. As you watch and listen, consider his point of view and the issues that he raises. Also think about what you know and understand about Angela James's life.

Focused Viewing: Show YouTube video *Cammi Granato and Angela James Inducted Into the Hockey Hall of Fame*, [youtube.com/watch?v=RBMc06oqdRw](https://www.youtube.com/watch?v=RBMc06oqdRw).

Facilitation Notes: There are several social and sport-related issues that are explicitly and implicitly noted in the video blog, including the following:

- men's versus women's hockey (visibility, validity, etc.)
- controversy around men hockey players who were not inducted due to women being inducted
- women's role in hockey and the Hall of Fame
- corporate sponsorship of men's versus women's hockey
- the lack of professional women's hockey

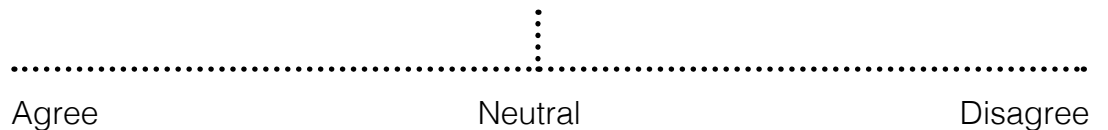
You may consider showing the video more than once to allow more opportunities to listen for, deconstruct and discuss the social and sport-related issues that the video blogger shares. Have a discussion with the students about these issues and document the thinking on chart paper or whiteboard.

**Step B:
Assessment
for Learning**

FOCUSED VIEWING AND DOCUMENTATION OF THINKING

Teacher Talk: We have documented many of the issues that this video blogger has shared. You will now have an opportunity to think about and share your opinion about some of these issues.

Put Yourself on the Line: Starting with Statement 1, have students stand shoulder to shoulder based on their stance on the issue. Indicate that each end is not necessarily the most extreme stance on the issue, but rather it is a continuum based on the class. There may be others that have more extreme views, but they are not present to share them.



Statements:

1. Women should be included in the Hockey Hall of Fame even though there is currently no women's professional hockey league.
2. Angela James's life and career support her induction into the Hockey Hall of Fame.

Slide the Line: Once students have placed themselves on the line, cut the line in half and have one end step forward, turn around and shift down in the opposite direction until each student is standing in front of someone else. Students with views on opposite ends of the continuum should NOT be standing in front of each other. Label each side of the lines Side A and Side B (Person A and Person B).

Teacher Talk: Would Person A please share your views on the statement with your partner? Person B, you are only attentively listening at this time. Once Person A has finished, Person B you will paraphrase/summarize what they shared with you.

Facilitation Note: Give time for students to share and paraphrase back. This is important to ensure that each student has been heard and they clarify their thinking if necessary.

Teacher Talk: Now we are going to switch roles. Person B, you are going to share your views on the statement; and Person A, you will attentively listen. Once Person B has finished, Person A, you will paraphrase/summarize what they shared with you.

Facilitation Note: Complete this same sequence of Put Yourself on the Line and Slide the Line for Statement 2.

Once completed, have a large group discussion about the ideas, opinions and insights that have been shared.

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Let's take some time now to consolidate our thinking about these sport issues, how they relate to Angela James's life and how they are evidence of her Perseverance.

Using what you know about Angela James's life and the issues as evidence, write a journal about your opinion on one of the following statements:

- Women should be included in the Hockey Hall of Fame even though there is currently no women's professional hockey league.
- Angela James's life and career supports her induction into the Hockey Hall of Fame.

Facilitation Note: Students should be encouraged to use the Text on Angela James as they write. You may choose to have students do this as a video blog rather than a written journal.

CONSOLIDATING THE LEARNING EXPERIENCE

Popcorn Share: This is an opportunity for students to share a big idea or question that they are leaving the learning experience with. This is an opportunity to see if the Learning Goals are being met and to consider next steps in planning.

Teacher Talk: We have been doing a lot of thinking and sharing about sports issues and Angela James's life. What is one thing that you have learned, an appreciation you may have or a question that you are thinking about that you would like to share?

Facilitation Note: Have a variety of students share their ideas with the class community by randomly stating their idea. Remind students that they should wait for one student to complete their statement before stating their own.

**Black Line
Masters**

BLM #1 Student Assessment Checklist

BLM #2 Anecdotal Observation/Conferencing Tracking Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLACK CANADIAN WOMEN A LEGACY OF STRENGTH

Intermediate Lesson 5



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 5

Canadian Women Contributors, Part 1 (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in a Canadian contributor's life;• investigate the impact a Canadian contributor has had on herself, others, Canadian society and the world; and• examine the impact that Perseverance has on oneself, others and society.
Success Criteria	<ul style="list-style-type: none">• Make connections from the stories of a variety of Canadian contributors' lives.• Describe the impact that a variety of Canadian contributors has had on themselves, others and society.• Give evidence of Perseverance in a Canadian contributor's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• their opinion journal from the previous lesson• access to Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheet• Rapid Research Graphic Organizer• sticky notes in two different colours; one of each colour• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• sticky notes in two different colours; one of each colour for each student• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Rapid Research Graphic Organizer for each student• BLM #4 Sticky Out the Door Template enlarged onto chart paper, whiteboard or bulletin board, to accommodate all the students' sticky notes

Teaching & Learning Strategies

- Activating Prior Knowledge: Partner Reading
- Shared Reading and Documentation of Thinking: Black Canadian Women Contributor Posters
- Consolidating Thinking to Build New Knowledge: Rapid Research Graphic Organizer
- Consolidating the Learning Experience: Sticky Out the Door

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have Black Canadian Women Contributor Posters and Information Sheets available for small groups.
- Have technology and text resources available for research (extension suggestion).
- Have spaces available for small groups to meet, discuss and complete research.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have the Sticky Out the Door Template (BLM #4) enlarged onto chart paper, whiteboard or bulletin board.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 4, “The Female Wayne Gretzky: The Story of Angela James, Part 2.” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We have been learning about the contribution that Angela James has made to the sport of hockey specifically and to society in general, and we had an opportunity to write an opinion journal about evidence of her Perseverance through many life challenges. Let’s take some time now to reflect on the opinions and evidence that you wrote about.

Partner Reading: With a reading partner, have students find a space where they can listen to each other read their opinion journal. Encourage them to make connections between the evidence that they share with each other while reading their journals.

**Step B:
Assessment
for Learning**

SHARED READING AND DOCUMENTATION OF THINKING

Teacher Talk: As we have been discovering over the last few lessons, there are some Canadians who are very famous or popular. We see and hear about them on websites, in books and through various other media. There are other Canadians who have made very significant contributions to society but may not have received the same recognition. We are going to learn about some amazing women that fit into this category and have had life experiences that demonstrate Perseverance.

Facilitation Notes: Display the Black Canadian Women Contributor Posters for all the students to see. Use one to focus on the text features and layout of the posters.

Read the captions and information about one of the women and make connections to Angela James. Invite questions and comments based on what is shared from the reading and viewing of the poster.

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: Now that we have been introduced to these incredible women, additional information will allow us to learn more about them, their contributions, the impact they have had on society and how Perseverance has played a role in their lives.

You will have the opportunity to select a woman contributor that you would like to learn more about. In a small group, you will learn more about the person you have selected and independently conduct rapid research to document your thinking.

Rapid Research: Create a meeting place in the classroom for each of the four woman contributors from the posters. Have students select a woman to learn about and move to that area of the classroom. With the other students that have also selected the same woman to focus on, they work together to read and discuss information from the Black Canadian Women Contributor Information Sheet to include on their individual Rapid Research Graphic Organizer.

Facilitation Note: Ensure that when students are in their self-selected research groups, they have access to the relevant poster and information sheet along with their Rapid Research Graphic Organizer.

Teacher Talk: Now that you have had an opportunity to read the information sheet and have discussions with those in your group, you may begin working on documenting your thinking on the Rapid Research Graphic Organizer. Remember: even though you are completing your rapid research independently, you can discuss ideas and your thinking with others to help you do your best on your research.

Lesson Note: For this lesson, the focus of the rapid research is the individual Black Canadian Women Contributor Information Sheets. The rapid research can be extended to include students doing additional research using online and/or text resources.

CONSOLIDATING THE LEARNING EXPERIENCE

Sticky Out the Door: Distribute one sticky note of each colour to each student. Have them use one coloured sticky note to write something they have learned and the other coloured sticky note to write a question they have. Once they've completed this, they place their sticky notes on the Sticky Out the Door Template (BLM #4) on chart paper, whiteboard or bulletin board.

Black Line Masters

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Rapid Research Graphic Organizer
BLM #4 Sticky Out the Door Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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BLM #2 Anecdotal Observation/Conferencing Tracking Template

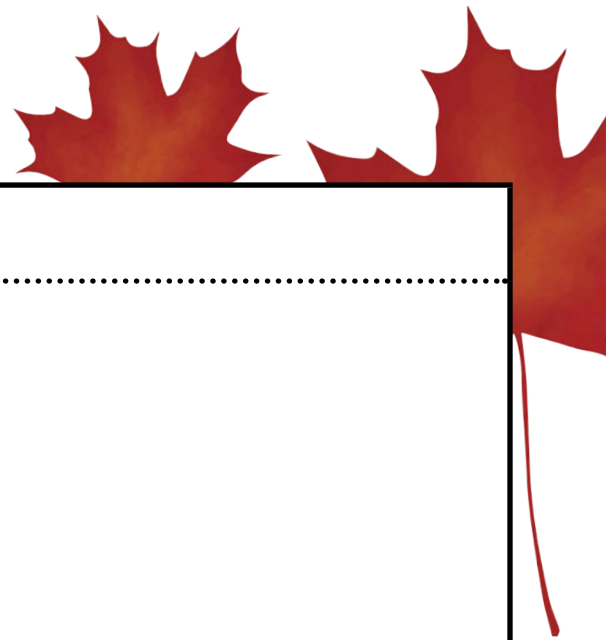
Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Rapid Research Graphic Organizer



<p>Contributor to Society (name, picture, general information)</p>	<p>Struggles (Did they have any roadblocks in reaching their goals?)</p>
<p>History (Where are they from? What was their childhood like?)</p>	<p>Triumphs (What were some positive moments in their lives?)</p>
<p>Accomplishments (What contributions have they made to society?)</p>	<p>Impact on Society (How have their contributions made a difference for people?)</p>

BLM #4 Sticky Out the Door Template



Something that I learned...

A question that I have...

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Intermediate Lesson 6



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 6

Canadian Women Contributors, Part 2 (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in a Canadian contributor's life;• investigate the impact a Canadian contributor has had on herself, others, Canadian society and the world; and• examine the impact that Perseverance has on oneself, others and society.
Success Criteria	<ul style="list-style-type: none">• Make connections from the stories of a variety of Canadian contributors' lives.• Describe the impact that a variety of Canadian contributors has had on themselves, others and society.• Give evidence of Perseverance in a Canadian contributor's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• access to Black Canadian Women Contributor Posters• their Rapid Research Graphic Organizer from previous lesson• Perseverance Graphic Organizer• Ticket Out the Door Template• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• markers• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 Perseverance Graphic Organizer for each student and one enlarged on chart paper or whiteboard• BLM #4 Ticket Out the Door Template for each student

Teaching & Learning Strategies	<ul style="list-style-type: none"> • Activating Prior Knowledge: Review and Share • Oral Discussion and Documentation of Thinking: Perseverance Graphic Organizer • Consolidating Thinking to Build New Knowledge: Independent Practice • Consolidating the Learning Experience: Ticket Out the Door
Background Information for Teachers	<p>Before Lesson</p> <ul style="list-style-type: none"> • Post Learning Goals and Success Criteria for this lesson. • Have Black Canadian Women Contributor Posters and Information Sheets available for small groups. • Have spaces available for small groups to meet, discuss and complete tasks. • Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
Step A: Assessment as Learning	<p>Lesson Note: This lesson starts with a review of Lesson 5, “Canadian Women Contributors, Part 1.” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.</p> <p>ACTIVATING PRIOR KNOWLEDGE</p> <p>Teacher Talk: We have been working hard both collaboratively in your expert groups as well as independently on your rapid research on your women contributors and the impact that they have had on themselves, others and society. Take some time now to review your findings with your expert group.</p> <p>Review and Share: Provide some time for students to review their rapid research and share findings with the other students who did their rapid research on the same Canadian woman contributor.</p>
Step B: Assessment for Learning	<p>ORAL DISCUSSION AND DOCUMENTATION OF THINKING</p> <p>Teacher Talk: Now that you have information about your women contributors and have considered how their triumphs and challenges have impacted their lives, the lives of others and society, let’s consider if there is evidence of Perseverance in their lives.</p> <p>Perseverance Graphic Organizer: We are going to use a graphic organizer to document our thinking. Let’s use what we know about Angela James as a model for what we can do for the woman you are focused on.</p>

Facilitation Note: Complete the Perseverance Graphic Organizer on chart paper or whiteboard by having students discuss in small groups and then share evidence for each section from what they know and understand about Angela James. Remind them to refer to the Black Canadian Women Contributor Poster and Information Sheet for Angela James for support. The focus should be on specific evidence from her life to support the Character trait of Perseverance.

**Step C:
Assessment
of Learning**

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: It is now your opportunity to share evidence of Perseverance of the woman contributor you have completed your rapid research on. Continue to work collaboratively with your expert group as you work on your graphic organizer.

Independent Practice: Support students as necessary as they complete the Perseverance Graphic Organizer. Remind them to use the Angela James model, the Black Canadian Women Contributors Poster and Information Sheet along with their discussions and other notes to complete the graphic organizer.

CONSOLIDATING THE LEARNING EXPERIENCE

Ticket Out the Door: During our next lesson, we will be sharing your woman contributor to a small group. Take some time now to consider one fact that you would want someone who does not know anything about your woman contributor to know about and how that fact is evidence of Perseverance or another Character trait. Write it on the Ticket Out the Door and hand it in once you are done.

Lesson Note: Use the Ticket Out the Door responses to determine if students need more time, lessons or instructions to consolidate their learning and meet the Learning Goals and Success Criteria.

**Black Line
Masters**

BLM #1 Student Assessment Checklist
BLM #2 Anecdotal Observation/Conferencing Tracking Template
BLM #3 Perseverance Graphic Organizer
BLM #4 Ticket Out the Door Template

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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BLM #2 Anecdotal Observation/Conferencing Tracking Template

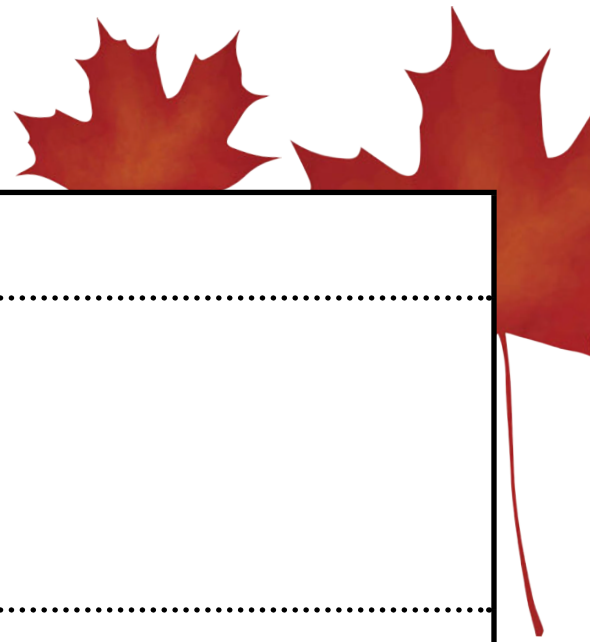
Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #3 Perseverance Graphic Organizer

Name of Woman Contributor: _____

PERSEVERANCE			
Impact on Herself	Impact on Others	Impact on Society	
Impact	Impact	Impact	Evidence
Evidence	Evidence		

BLM #3 Rapid Research Graphic Organizer



Name of Woman Contributor:

Interesting Fact:

Character Trait Demonstrated:

Evidence of Character Trait:

Name of Woman Contributor:

Interesting Fact:

Character Trait Demonstrated:

Evidence of Character Trait:

BLACK CANADIAN WOMEN
A LEGACY OF
STRENGTH

Intermediate Lesson 7



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Viola Desmond – photo provided by Wanda Robson

Angela James – photo provided by the *Hockey Hall of Fame*

Michaëlle Jean – photo provided by Rideau Hall

Rosemary Sadler - photo provided by Rosemary Sadler

Wanda Robson – photo provided by Wanda and Joe Robson



Lesson 7

Canadian Women Contributors Summative Task (40 to 50 minutes)

Guiding Question	How have the contributions of Canadian women made an impact on society?
Learning Goals	Students will: <ul style="list-style-type: none">• learn about the triumphs and challenges in a Canadian contributor's life;• investigate the impact a Canadian contributor has had on herself, others, Canadian society and the world; and• examine the impact that Perseverance has on oneself, others and society.
Success Criteria	<ul style="list-style-type: none">• Make connections from the stories of a variety of Canadian contributors' lives.• Describe the impact that a variety of Canadian contributors has had on themselves, others and society.• Give evidence of Perseverance in a Canadian contributor's life.• Describe how Perseverance can impact oneself, others and society.
Materials Required for This Lesson	Students will need: <ul style="list-style-type: none">• access to Black Canadian Women Contributor Posters• their Rapid Research Graphic Organizer from Lesson 5• their Perseverance Graphic Organizer from Lesson 6• My Woman Contributor Graphic Organizer• Women Contributors Graphic Organizer• Reflection Form• writing and erasing utensils Teachers will need: <ul style="list-style-type: none">• Learning Goals and Success Criteria posted• Black Canadian Women Contributor Posters• Black Canadian Women Contributor Information Sheets• Choice Board options (optional)• BLM #1 Student Assessment Checklist• BLM #2 Anecdotal Observation/Conferencing Tracking Template• BLM #3 My Woman Contributor Graphic Organizer for each student• BLM #4 Women Contributors Graphic Organizer for each student• BLM #5A and #5B Reflection Form for each student

Teaching & Learning Strategies

- Activating Prior Knowledge: Revisit Perseverance Graphic Organizer
- Consolidating Thinking to Build New Knowledge: Jigsaw
- Consolidating the Learning Experience: Reflection Form

Background Information for Teachers

Before Lesson

- Post Learning Goals and Success Criteria for this lesson.
- Have spaces available for groups to meet, plan and prepare the summative task.
- Have the Anecdotal Observation Template (BLM #2) ready on a clipboard to use while students are working collaboratively.
- Have copies of Reflection Form available.

Step A: Assessment as Learning

Lesson Note: This lesson starts with a review of Lesson 6, “Canadian Women Contributors, Part 2.” Please review that lesson to get some background on and insights into the learning experiences that this lesson will build upon.

ACTIVATING PRIOR KNOWLEDGE

Teacher Talk: We have been working hard both collaboratively in your expert groups as well as independently on your Rapid Research and Perseverance Graphic Organizers on your woman contributor. You now have lots of information to share with our class and school community about this important person in our past or current history.

Revisit Perseverance Graphic Organizer: Have students in their women contributor expert groups discuss Perseverance and evidence of it from the research they have done.

Facilitation Note: Keep the sharing to within their expert group at this time as there will be an opportunity to share with the class community later in the lesson.

Step B: Assessment for Learning

CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

Teacher Talk: You are going to have the opportunity to share your woman contributor to a small group. Remember that you are the experts on your contributor and you will therefore need to be prepared to not only share, but answer questions about them, their lives and how they demonstrate the Character trait of Perseverance.

With your expert group, you are going to discuss all that you know and understand about your woman contributor. Consider questions that may be asked about your contributor, evidence of Perseverance, interesting facts that others would be interested in and what your audience may want to know about your contributor. Use the My Woman Contributor Graphic Organizer (BLM #3) to take notes on what you will share.

You will use the Women Contributors Graphic Organizer (BLM #4) to document the information that you will learn from the other experts.

Facilitation Note: Give students ample time to share in their groups, and consider providing additional supports so that they are comfortable sharing when they are not with their expert group (i.e., fact sheet, graphic organizer, highlighted information sheet, etc.).

Jigsaw: Divide each of the women contributor expert groups so that there are one or two students from each expert group in a new group. Therefore there are one or two students representing each of the women contributors in a group.

Select a woman contributor to start with and give students a specific amount of time to share (e.g., 5 minutes per woman contributor). As each woman contributor is shared, the other students are attentively listening and completing their Women Contributors Graphic Organizer.

After all the students have shared, provide time for them to return to their expert group, share their thoughts on the other women and complete their Women Contributors Graphic Organizer.

Provide a time where learners share “glows” (something they did well) and “grows” (areas to possibly improve) feedback to their peers.

ALTERNATIVE SUMMATIVE TASKS

The following are suggestions for summative tasks that your students can choose for themselves. Add, delete or modify to best meet the needs, interests and skill level of your learners. Have the choices posted or photocopied for easy access for learners.

Choice Board

- Create a blog on your woman contributor.
- Create a dramatic presentation highlighting the major events in the woman contributor's life.
- Write a rap or song about your woman contributor.
- Design and create an original monument celebrating the woman contributor.
- Create a comic strip highlighting the major event in the woman contributor's life.
- Create and perform morning announcements on a Character trait and a woman contributor.
- Interview your women contributor and write the transcript of the interview.

- Create “artifacts” that share the life and historical significance of the woman contributor.
- Create Character trait posters with examples of women that exemplify a particular Character trait.

Facilitation Note: Once students have completed their summative task, provide the space and time for them to present their work. This may take the form of a time when presentations are done in front of the entire class and other tasks are organized in gallery style so that students can mill around the space viewing and interacting with the tasks.

Step C: Assessment of Learning

CONSOLIDATING THE LEARNING EXPERIENCE

Teacher Talk: Thank you for all the hard work that you have put into your tasks to honour the women we have been learning about and to share your understanding and knowledge. Let’s reflect on all that we have learned based on our Guiding Question, Learning Goals and Success Criteria.

Reflection Form: Once all the students/groups have shared their oral feedback and comments based on the work of their peers, have them complete the Reflection Form (BLM #5A and #5B) to consider their learning over the course of the lessons and their collaborative work with their peers. Have them submit it with their My Woman Contributor Graphic Organizer (BLM #3) and Women Contributors Graphic Organizer (BLM #4) for assessment/evaluation.

Black Line Masters

BLM #1 Student Assessment Checklist
 BLM #2 Anecdotal Observation/Conferencing Tracking Template
 BLM #3 My Woman Contributor Graphic Organizer
 BLM #4 Women Contributors Graphic Organizer
 BLM #5A and #5B Reflection Form

BLM #1 Student Assessment Checklist

Level 1: Incomplete, very little evidence of learning	Level 2: With assistance and some evidence of learning	Level 3: Independent and considerable evidence of learning	Level 4: Independent and excellent understanding
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[illegible]

BLM #2 Anecdotal Observation/Conferencing Tracking Template

Student Date	Descriptive Feedback Given to Student	Anecdotal Observations

BLM #4 Women Contributors Graphic Organizer



Name of Woman Contributor:	Name of Woman Contributor:
Interesting Facts/Impacts:	Interesting Facts/Impacts:
Evidence of Perseverance:	Evidence of Perseverance:
Questions/Comments/Connections:	Questions/Comments/Connections:

BLM #5A Reflection Form

Success Criteria Reflection and Feedback

Guiding Question:

How have the contributions of Canadian women made an impact on society?

Learning Goals:

- Learn about the triumphs and challenges in a Canadian contributor's life.
- Investigate the impact a Canadian contributor has had on herself, others, Canadian society and the world.
- Examine the impact of perseverance on oneself, others and society.

Highlight the success criteria that you felt you achieved.

Success Criteria:

- Make connections from the stories of a variety of Canadian contributors' lives.
- Describe the impact that a variety of Canadian contributors has had on themselves, others and society.
- Give evidence of perseverance in a Canadian contributor's life.
- Describe how perseverance can impact oneself, others and society.

Student Reflection

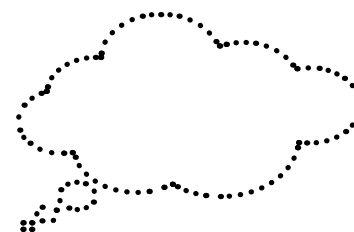
Two things I did well:



Something to think about for my next learning experience:



Teacher Feedback



BLM #5B Reflection Form



How have the contributions of Canadian women made an impact on society?

What have you learned about the character of women contributors?

Why do you think that some contributors to society are more recognized than others?

What questions do you still have regarding women contributors?

RESOURCES

timetoast.com/timelines/black-canadians-rights

timetoast.com/timelines/michaelle-jean

timetoast.com/timelines/louis-riel

timetoast.com/timelines/law-timeline-minority-rights

nfb.ca/film/journey_to_justice

youtube.com/watch?v=yI00i9BtsQ8

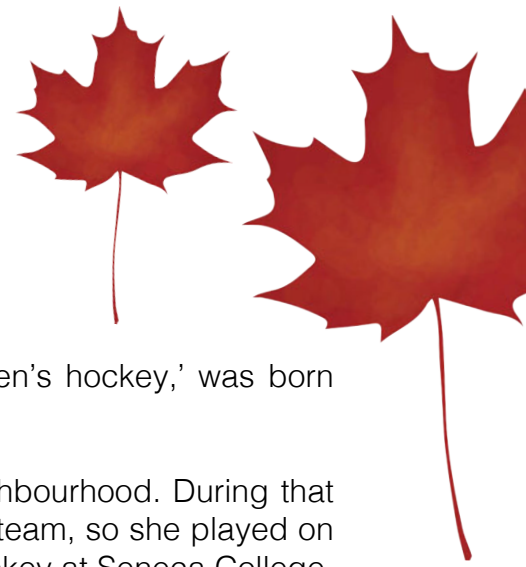


Angela James Timeline

- December 22, 1964** Angela James, in Toronto, Ontario.
- 1968** Attended elementary school in Flemingdon Park neighbourhood of Toronto
- 1972** At age eight, she joined a boys' house league in Flemingdon Park.
- 1974** Angela James quickly became the league's top scorer, but in her second year, a new league policy was passed which restricted membership to boys only.
- 1978** Attended Valley Park Middle School in Toronto
- 1978** At the age of 13, she started playing senior women's hockey with the Newtonbrook Saints.
- 1981** Attended Overlea High School.
- 1979-1984** Angela played in the Ontario Women's Hockey Association, where she dominated. While leading her team to numerous OWHHA league and provincial championships, she was the leading scorer in eight seasons and most valuable player in six. Her style was described as a combination of the aggressiveness of Mark Messier combined with the pure goal-scoring talent of Mike Bossy.
- 1985** She won a Youth of the Year Award.
- 1984-1985** At Seneca College in Toronto, Ontario, she led her team to several college championships and was the leading scorer in the league for three consecutive seasons, scoring 50 goals while playing defence.
- 1985** Graduated from Seneca College with Recreation Facilities Management from Seneca College and was hired as the schools' sports programmer.
- 1990** She was selected to join Canada's team at the inaugural Women's Championship, held in Ottawa, where she led the team to the gold medal with 11 goals in 5 games.
- 1992** She was recognized by the City of Toronto as one of its Women in Sport Enhancement.
- 1994-1996** She met her partner, Ange, and the couple formalized their relationship in a commitment ceremony two years later.
- 1992-1997** Led the Women's Team to gold medals in Tampere, Finland, 1994 in Lake Placid, United States and 1997 in Kitchener, Ontario.

- 1996-1999** James led Canada to gold medals in the Three Nations Cup. Another gold medal was earned by the James-led Canadian team at the Pacific Rim International tournament.
- 1998** In a controversial decision, Angela was excluded from Team Canada Women's Team for the 1998 Winter Olympics. People were shocked -- from 1987 until that time, James had been Canada's perennial scoring threat no matter where and when she played.
- 2005** Hockey Canada honoured Angela with the Female Breakthrough Award, given for making significant contributions to the promotion and/or development of hockey for girls and women in Canada.
- 2006** Angela was inducted into both the Black Hockey and Sports Hall of Fame and the Ontario Colleges Athletic Association (OCAA) Hall of Fame.
- 2008** The Angela James Bowl was instituted, awarded annually to the leading scorer in the Canadian Women's Hockey League (CWHL).
- 2008** She was one of three women inducted into the International Ice Hockey Federation (IIHF) Hall of Fame, the first in the Federation's history, joined by Cammi Granato and Geraldine Heaney.
- 2009** Canada's Sports Hall of Fame inducted James.
- 2009** Flemingdon Park Arena was renamed Angela James Arena.
- 2010** Following an amendment to its by-laws in 2009, the Hockey Hall of Fame opened its doors to women, and welcomed Angela James in 2010.
- 2014** Today Angela James is the sports co-ordinator at her alma mater, Seneca College, in Toronto. She also owns and operates the Breakaway Adult Hockey School. She and her partner Ange, have 3 children.

BIOGRAPHY OF ANGELA JAMES



Angela James, who was dubbed the ‘Wayne Gretzky of women’s hockey,’ was born December 22, 1964 in Toronto, Ontario.

James grew up playing road hockey with the boys in her neighbourhood. During that era, it was impossible for Angela to find a women’s ice hockey team, so she played on boys’ teams, although struggled to get ice time. She played hockey at Seneca College, and led her team to several championships, eventually being honoured with having her number 8 retired by the school.

Beginning in the late-1970s, Angela played in the Ontario Women’s Hockey Association, where she dominated. While leading her team to numerous OWSHA league and provincial championships, she was the leading scorer in eight seasons and most valuable player in six. Her style was described as a combination of the aggressiveness of Mark Messier combined with the pure goal-scoring talent of Mike Bossy.

In 1990, she was selected to join Canada’s team at the inaugural Women’s Championship, held in Ottawa, where she led the team to the gold medal with 11 goals in 5 games. She also led the Women’s Team to gold medals in 1992 in Tampere, Finland, 1994 in Lake Placid, United States and 1997 in Kitchener, Ontario. In 1996 and 1999, James led Canada to gold medals in the Three Nations Cup. Another gold medal was earned by the James-led Canadian team at the Pacific Rim International tournament.

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A superstar in women's hockey, James has received numerous other career awards and accolades. She won a Youth of the Year Award in 1985 and was recognized by the City of Toronto as one of its Women in Sport Enhancement in 1992. In 2008, the Angela James Bowl was instituted, awarded annually to the leading scorer in the Canadian Women's Hockey League (CWHL). Flemingdon Park Arena was renamed Angela James Arena in 2009.

Following an amendment to its by-laws in 2009, the Hockey Hall of Fame opened its doors to women, and welcomed Angela James in 2010.





BIOGRAPHY OF MADAME MICHAËLLE JEAN

Michaëlle Jean was born in Port au Prince, Haiti. As a young child in 1968, she and her family left her country and sought refuge in Canada.

She received a Bachelor of Arts in Italian and Hispanic languages and literature, and continued her studies towards a Master of Arts in comparative literature at the University of Montreal. From 1984 to 1986, she taught at the Faculty of Italian Studies at the University of Montreal. She is fluent in five languages: French, English, Italian, Spanish and Creole and fluently reads Portuguese.

As she pursued her studies, Michaëlle Jean worked for eight years, from 1979 to 1987, with Québec shelters for battered women. She has taken in, supported and accompanied hundreds of women and children in crisis, while actively contributing to the establishment of a network of emergency shelters throughout Québec and elsewhere in Canada. She was also involved in aid organizations for immigrant women and families, and later worked at Employment and Immigration Canada and at the Conseil des Communautés culturelles du Québec.

For 18 years, she has been a highly regarded journalist and anchor of information programs. She joined Radio-Canada in 1988, working successively as a reporter, host and anchor.

In the mid-1990s, Michaëlle Jean also participated in a number of documentary films produced by her husband, filmmaker Jean-Daniel Lafond: *La manière nègre* ou Aimé Césaire chemin faisant, *Tropique Nord*, *Haïti dans tous nos rêves*, and *L'heure de Cuba*. These thought-provoking documentaries were critically acclaimed and earned awards both in Canada and internationally.

She holds the following official titles: membership in the Queen's Privy Council for Canada (C.P.), Companion of the Order of Canada (C.C.), Commander of the Order of Military Merit (C.M.M.), Commander of the Order of Merit of the Police Forces (C.O.M.) and the Canadian Forces Decoration (C.D.).

Sworn in on September 27, 2005, as the 27th Governor General and Commander-in-Chief of Canada the Right Honourable Michaëlle Jean, assumed the function of Head of State. She ensured that the institutional space she occupied could become, more than ever before, a meeting place where dialogue prevails and citizen voices are heard. A fervent practitioner of "diplomacy of proximity" and "diplomacy on a human scale," she also led forty missions and State visits abroad in Afghanistan, in China, in ten African countries, in nine countries in the Americas, and in more than ten European countries.

On October 1st, 2010, Ms. Jean was appointed UNESCO Special Envoy for Haiti. She and her husband, philosopher, filmmaker and essayist Jean-Daniel Lafond, oversee the Michaëlle Jean Foundation. The Foundation empowers underserved youth, across Canada, to use the arts to take action for change in their communities.

That same year, when asked by the Secretary General of the International Organisation of La Francophonie, Ms. Jean accepted the role of Grand Témoin de la Francophonie for the London 2012 Olympic and Paralympic Games.

On November 7, 2011, the University of Ottawa appointed Ms. Jean as its new Chancellor, a role she assumed on February 1st, 2012.

Recently, the Governor General was presented the 2009 United Nations Development Fund for Women (UNIFEM) Canada Award for her outstanding manner in advancing gender equality.

In 2009, she received the Board of Governors Recognition Achievement Award from the National Quality Institute for her contribution to the quality of life of Canadians and humanity.

In 2011, the Universities Fighting World Hunger international network launched the Michaëlle Jean Award granted to students who have made a major contribution to fighting hunger in situations of emergency relief.



BIOGRAPHY OF VIOLA DESMOND



Born and raised in Halifax, Viola Desmond trained as a teacher but soon joined her husband Jack Desmond in a combined barbershop and hairdressing salon, a beauty parlour on Gottingen Street. While expanding her business across the province, Viola went to New Glasgow in 1946.

In New Glasgow, Desmond developed car trouble and decided to go to the movies while repairs were made. She bought a ticket, entered the theatre and took a seat on the main floor, unaware that tickets sold to African Canadians in this town were for the balcony and the main floor was reserved solely for White patrons. Theatre staff demanded that she go to the balcony, but she refused, since she could see better from the main floor. The police were summoned immediately and she was dragged out, which injured her hip. She was charged and held overnight in jail; she was not advised of her rights.

Maintaining her dignity, Desmond remained sitting upright, wearing her white gloves (a sign of sophistication and class at the time). The following morning, despite not having done anything wrong, she paid the imposed fine of \$20. Besides being fined, she was charged with defrauding the Government of Nova Scotia of the difference in the tax between a ground floor and a balcony seat, which amounted to one cent.

While discussing the incident with the doctor who tended to her, Desmond decided to fight the charges. Clearly, the issue was about her being African Canadian and there being a racist seating policy in place; it was not about tax evasion. In taking the matter to the courts, Viola Desmond's experience helped to galvanize public opinion locally and internationally, and to raise awareness about the reality of Canadian segregation.

When she returned to Halifax, the newly formed Nova Scotia Association for the Advancement of Colored People encouraged her to fight to overturn that malicious conviction. Unfortunately, the appeal to the Supreme Court of Canada was unsuccessful. The 1946 conviction remained on her record.

Viola Desmond had been denied the protection that one expects from the police, the prosecutors, the judges and the courts. Eventually, she left her business, left Nova Scotia and left Canada. Her 1965 death occurred in New York City.

In 2010, sixty-four years after the fact, the government of Nova Scotia apologized to Viola Desmond's remaining family and acknowledged the integrity, strength and bravery of her action defending human rights. In 2012, Canada Post issued a Canadian postage stamp commemorating her stand for justice.

For decades, Viola Desmond's ordeal inspired the emergence of Human rights legislation and fair accommodation laws throughout Canada during the 1950s and 1960s. The loss of Viola as a dynamic business role model has denied generations of Black entrepreneurs of her inspiration in that field. Today Black Business entrepreneurs still feel frustration and resistance.

Canada celebrates her strength of character in defying social injustice in 1946 Nova Scotia. As Dr. Martin Luther King Junior wrote in 1963, "...injustice anywhere is a threat to justice everywhere". For that, Viola (Davis) Desmond remains a role model and source of pride for African-Canadians.



BIOGRAPHY OF WANDA ROBSON

Wanda Robson was born in Halifax in 1926 to Gwendolyn Irene Davis and James Albert Davis. Wanda attended Sir Charles Tupper, Alexandra School, Bloomfield Junior High, and Graduated from Queen Elizabeth High School. In 1943 Wanda began working at the Federal Fisheries Research Station on Lower Water St. as a lab assistant. She later married and moved to the United States where she lived for 10 years. She divorced and returned in 1959 with her three boys to Halifax and work at the Fisheries Lab. She remarried in 1971 and in 1975 moved to North Sydney with her husband Joe and their two children. Wanda first attended UCCB (now Cape Breton University) in 1999 and graduated at age 77 with a BA. For the past several years Wanda has been talking to school and University students and other groups about her sister Viola Desmond. It is mostly due to Wanda's letter writing that the Province of Nova Scotia posthumously granted The Queen's Royal Prerogative of Mercy Free Pardon to her sister Viola in April of 2010.

Wanda is the author of *Sister to Courage: Stories from the World of Viola Desmond, Canada's Rosa Parks*.



BIOGRAPHY OF ROSEMARY SADLIER



Rosemary Sadlier has served since 1993 as the volunteer President of the Ontario Black History Society (OBHS), the first and only provincial heritage organization in Canada focused on African-Canadian history. February was first proclaimed as Black History Month in Toronto in 1979 due to the efforts of the OBHS; under Sadlier's leadership, the OBHS obtained the formal proclamation of February as Black History Month at the Ontario level and initiated the national declaration in Canada - effective December, 1995. The OBHS has also initiated the formal celebration of August 1st as Emancipation Day, obtained at the Provincial level, and pending nationally. Sadlier has represented the OBHS as a judge on the final selection committee of the Mathieu Da Costa Awards - the programme devised by Canadian Heritage to mark the OBHS inspired national declaration of February as Black History Month. The OBHS worked to create an Underground Railroad exhibit, with Parks Canada and others, to be gifted to the OBHS for inclusion in their planned cultural centre/museum of African-Canadian history in Toronto.

You may be familiar with Sadlier from her participation in films such as *Seeking Salvation: A History of the Black Church in Canada*, or *A Scattering of Seeds: the Mary Ann Shadd story*. On behalf of the OBHS, she has given Black history presentations across Ontario. Additionally, she has presented at summer institutes, libraries, forums and conferences in Toronto, Halifax, Kingston, Calgary, Ottawa, St. John NB, Vancouver and Victoria and many more.

Sadlier has received many awards including the William Peyton Hubbard Race Relations Award, a Woman for PACE Award, the Black Links Award, the Planet Africa Marcus Garvey Award, a Harry Jerome Award, the Order of Ontario, and she is a Kentucky Colonel! Her work with the OBHS, in addition to her recent publications, including the best selling title, *The Kids Book of Black Canadian History*, have made her a frequent guest on national television and radio. She is the author of 6 books on African-Canadian history and consultant/co-author of *Black History: African, the Caribbean and the Americas* (Emond Montgomery Pub.) selected as the textbook for all schools in Nova Scotia. Her most recent book is *Harriet Tubman: Freedom Seeker, Freedom Leader* by Dundurn Press. She was a consultant and appeared in the PBS film *Underground Railroad: The William Still Story*; she was the consultant for the recently released Historica Heritage Minute on War of 1812 veteran Richard Pierpoint. She is a doctoral candidate of the Ontario Institute for Studies in Education, University of Toronto

Michaëlle Jean Timeline

- Sept 6th 1957** Michaëlle Jean was born in Port-au-Prince, Haiti. Her mother was Luce Depestre, and her father was Roger Jean
- 1965** She was homeschooled by her parents.
- 1967** Michaëlle Jean's father emigrated to Canada
- 1968** a year after her father came to Canada, Michaëlle Jean, her mother and her sister traveled to Canada and moved to Thetford Mine, Quebec. Canada seeking a safer, more stable life and she grew up in Montreal.
- 1980 – 1985** After graduating from high school, Michaëlle Jean attended several universities including the University of Montreal and the University of Florence. Because of her background and University Education, she can speak and read five languages fluently.
- 1982** She worked in shelters for abused women and helped set up a chain of shelters for battered women around Quebec
- 1982 - 1985** She studied Italian and Hispanic languages at the University of Montreal, earning her masters degree and began to teach at the University. Her interests also extended to working with shelters for battered women and helping to setup a network throughout Quebec and other parts of Canada.
- 1988 – 1990** Michaëlle Jean became a reporter and broadcaster for Radio Canada.
- 1992** Michaëlle Jean was married to Jean-Daniel Lafond.
- 1999** Adopted a daughter, Marie-Eden.
- 2001- 2014** She worked in French and English CBC broadcasts and shows, while gaining fame as a prominent figure.
- Sept 27, 2005** Became the 27th Governor General of Canada
- She was:**
- the first Governor General of Caribbean descent
 - third woman to be governor general -fourth youngest
 - fourth former journalist
 - second to be not of political or military heritage
- 2010** Steps down as Governor General of Canada. November 8th, 2010, she became a “special envoy” for Haiti, via the UN, with a focus on fighting poverty and promoting education and culture.
- 2010 - present** The Michaëlle Jean Foundation was created to promote education, culture, and creativity for the younger generation in places like small, northern and poor communities.

CONVICTION

Province of Nova Scotia

County of Pictou

Town of New Glasgow, N.S.

Be it remembered that on this 9th day of November, A.D., 1946, Viola Desmond, of the town of the Town of New Glasgow, in the County of Pictou, is convicted before the undersigned, Rod G. MacKay, a Stipendiary Magistrate in and for the said Town of New Glasgow, for that she, at the said Town of New Glasgow, on or about the 8th day of November, A.D., 1946, unlawfully did enter a theatre, to wit, the Roseland Theatre, the same being a place where a tax is imposed by "The Theatres, Cinematographs and Amusements Act" without paying the said tax, contrary to the said "The Theatres, Cinematographs and Amusements Act," Section 8 [8] [a], and it was thereby adjudged that the said Viola Desmond, for her said offense, should forfeit and pay the sum of Twenty Dollars to be paid and applied according to law, and should pay to Henry McNeil, The Informant herein, the sum of Six Dollars for his costs in this behalf, and, if the said sums were not paid forthwith, it was further adjudged that the said Viola Desmond should be imprisoned in the common gaol** of the County of Pictou for the term of one month.

Given under my hand at the said Town of New Glasgow, the day and year first above written.

Rod G. MacKay

A Stipendiary magistrate in and for in the said Town of New Glasgow.

(The above is a copy of the actual court record for the conviction of Viola Desmond.)

** (gaol is a British variant of JAIL, pronounced as is jail)

Viola Desmond Timeline

July 6, 1914 Born Viola Irene Davis in Halifax, Nova Scotia, she was the daughter of James Davis, a self-employed barber and businessman, and Gwendolyn Irene Johnson, a homemaker.

1924 (?) When she was refused admittance to Nova Scotia's hairdressing school because of her race, Desmond was forced to move to Montreal, then New York City, and eventually Atlantic City, New Jersey, to complete her training.

Date (?) She returned to Halifax where she married Jack Desmond and opened her first salon. She later opened a school to train other beauticians.

November 8, 1946 in New Glasgow, Nova Scotia, while waiting for her car to be repaired she took in a movie at the local Roseland Theatre, which was segregated with a main floor for white patrons and a balcony for black patrons. Unaware of the segregation policy, Desmond proceeded to the main floor. She was ordered by the manager to go to the balcony.

November 9, 1946 Viola Desmond refused, the manager called the police. Viola was charged with tax evasion for her failure to pay the proper tax for a downstairs ticket. She was, according to prosecutors, one cent short.

November 10, 1946 Desmond was convicted and fined twenty dollars and court costs.

January 1947 Viola launched an appeal with the support of the Nova Scotia Association for the Advancement of Colored People (NSAACP) she was were defeated when the Nova Scotia Supreme Court dismissed the application for judicial review.

1954 Nova Scotia dismantled its segregation laws.

1965 Viola Desmond died while on a visit to New York City. She was 50.

1964-1967 the relocation of Africville

1969 The Seaview African United Baptist Church at Africville was demolished at night to avoid controversy.

January 2, 1970 The last Africville home was demolished.

May 2005 The introduced of a bill in the provincial legislature called the Africville Act called for a formal apology from the Nova Scotia government, a series of public hearings on the destruction of Africville, and the establishment of a development fund to go towards historical preservation of Africville lands and social development in benefit of former residents and their descendants.

2005 A replica of the Seaview African United Baptist Church was built.

February 23, 2010 the Halifax Council ratified a proposed “Africville apology” with an arrangement with the Government of Canada to establish a \$250,000 Africville Heritage Trust to design a museum and build a replica of the community church

April 15, 2010 Forty-five years later, the Honourable Mayann Elizabeth Francis, the Lieutenant Governor for Nova Scotia and the first Afro-Canadian to hold the post, invoked the Royal Prerogative and posthumously pardoned Desmond, declaring her innocent of wrong doing.

September 25, 2011 The Seaview African United Baptist Church, demolished in 1969, was rebuilt and was ceremonially opened.

November 9, 1946 Viola Desmond refused, the manager called the police. Viola was charged with tax evasion for her failure to pay the proper tax for a downstairs ticket. She was, according to prosecutors, one cent short.

Viola (Davis) Desmond

November 8, 1946

On this date, Viola Desmond, a successful beautician and businesswoman, was traveling from Halifax, Nova Scotia to Sydney to deliver orders of her beauty products. Her car developed a mechanical problem near New Glasgow and the garage mechanic advised her he would have to order a part and the car would be repaired the next morning. She decided to catch a movie at the Roseland Theatre

Viola is black, and a segregated theatre doesn't allow blacks to sit down stairs, only in the balcony. She purchased a ticket, was given a balcony ticket and not realizing the theatre was segregated sat in the lower section. The usher told Viola that she had an upstairs ticket and was asked to move upstairs. Viola went to the ticket office and asked for a down stairs ticket, she was told "We don't sell downstairs tickets to you people". Viola returned to her seat. In spite of maintaining that she had offered to purchase the correct ticket and was doing no wrong, she was eventually physically and forcefully removed by the theatre manager and a policeman. (Viola stood 4ft. 11in. tall and weighed less than 100 pounds). She was arrested, and after spending the night in jail was taken before a judge in the morning. (**9 November**)

Viola was convicted of defrauding the government of 1 cent. This was the difference in the Provincial Amusement tax of 2¢ on the upstairs tickets and 3¢ for lower floor. Viola was fined 20 dollars and 6 dollars court cost **or** 30 days in jail. She paid the \$26.00 and returned back home to Halifax. There was no mention made of race or the segregation of the theatre during her trial.

Viola's injuries were examined by her family doctor, Dr. Waddell. She was advised by her father that she should appeal her conviction. The recently formed Nova Scotia Association for the Advancement of Colored People (N.S.A.A.C.P.) took up her case and a lawyer was hired. The appeal was denied by Supreme Court Justice M.B. Archibald and was then put before the full bench of the Supreme Court of Nova Scotia. The full court upheld Justice Archibald's decision. The denial was due to the appeal process used and a late filing of the same. Again no mention was made during the appeal trials that the case was about racism. However, one of the justices, Justice W. L. Hall, did comment:

"One wonders if the manager of the theatre who laid the complaint was so zealous because of a bona fide belief that an attempt to defraud the Province of Nova Scotia of the sum of one cent, or was it a surreptitious endeavor to enforce a Jim Crow rule by misuse of a public statute".

Her lawyer, F. W. Bissett did not bill for his work.

It should be noted that segregation in Nova Scotia was illegal and **not** reinforced by legal statutes as it was in the United States. The segregation that did take place was “understood” to be the way and varied substantially from one community to another.

Viola went back to her work at her salon and the class of students that she currently was training. In contrast to Rosa Parks, Viola did not become an activist for the cause. She went on with her life. Viola died at age 50 in 1965 in her New York apartment from intestinal bleeding.

A full account of the court proceedings and some of Viola’s family background can be found in

Backhouse, Constance, *Color Coded a Legal History of Racism in Canada, 1900 to 1950*. Toronto: University of Toronto Press, 1999.

The information is also available at this site: constancebackhouse.ca/fileadmin/publicationlist/Racial_Segregation_in_Canadian_Legal_History_-_part_1.pdf

Further information about Viola Desmond and Black History in Nova Scotia can be found in *The Times of African Nova Scotians*, Nova Scotia School Book Bureau, stock code 25668.