



BREAKING THE CHAINS



Albert Jackson

TORONTO

Grade/ Subject /Strand:

Grade 1 Social Studies – The Local Community; Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 7 History – British North America; Grade 8 Geography - Patterns in Human Geography; Grade 12 History-Canada: History, Identity, and Culture (CHI 4U)

Curriculum Developer:

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Website

Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad

www.yorku.ca/tubman/breakingthechains

The Website

Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad is a groundbreaking new web-based educational project. Its purpose is to develop and share new research about Canada and the brave people who came here in search of freedom in the years before the American Civil War. There is a particular focus on freedom-seekers who settled in the Niagara River and Detroit River borderlands; the Queen's Bush, a vast unorganized territory encompassing much of modern Wellington County; and the Greater Toronto Area.



Instructional Objectives

- To learn about the experiences of African Canadian postal workers.
- To learn about 19th century North American communication systems.
- To understand that letters and stamps are primary sources.
- To describe the functions of post offices and discuss how these institutions impact the communities they serve.
- To understand the role of early postal workers in their communities during the 19th century.
- To support the development of critical thinking by identifying how historians learn about the past from the documentary and other sources (e.g. letters) available to them.

The Activities

Description

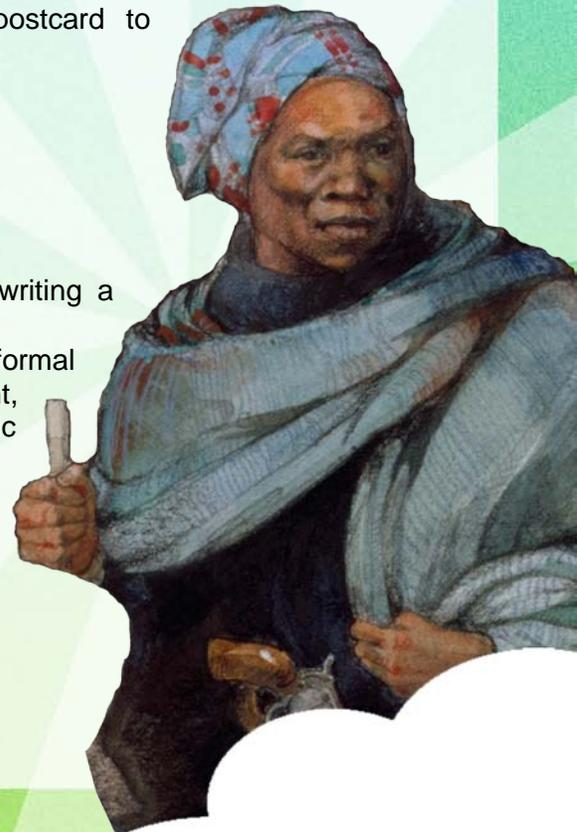
Students will read the narrative about Albert Jackson and view the Albert Jackson augmented reality vignette. They will read the Historical Background and complete one or more of the letter-writing activities – write a letter to the editor of a 19th century Toronto newspaper, write a letter of support for the naming of a Toronto laneway in honour of Albert Jackson, and write a proposal letter to Canada Post for a Black History Month commemorative stamp. Lastly, students will have the opportunity to design a stamp or postcard to commemorate early African Canadian postal workers.

Getting Organized

PRIOR KNOWLEDGE REQUIRED:

- Students should be familiar with the proper format for writing a friendly letter.
- Students should understand the concept of formal commemoration, which can take the form of an event, monument or an artifact intended to encourage the public memory of a person, event or activity.

ADVANCE PREPARATION:





- Print out and photocopy the student assignment and activity sheets, historical documents, and articles as needed.
- Review all materials prior to teaching the lesson.
- Book computer time for the class.

REQUIRED TIME:

Approximately 4 to 6 class periods

First and Second Classes:

1. Read the Albert Jackson narrative.
2. Ask students to view the related augmented reality segments.
3. Ask students to read some of the letters to the editors illustrating the public controversy surrounding Albert Jackson's appointment to the position of letter carrier. You should provide them with letters representative of differing viewpoints. Have a discussion with the class to have them identify and summarize the various opinions regarding Albert Jackson's appointment to this prestigious position. Ask students to discuss their feelings about the controversy.

Third and Fourth Classes:

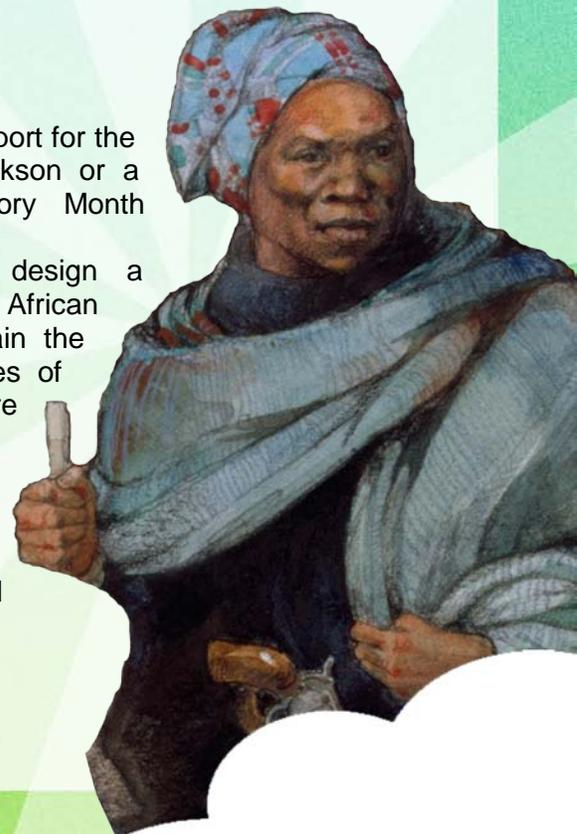
1. Read the Historical Background :African Canadian Postal Workers in the 19th Century: Their History and Experience" together as a class or use the Historical Background to give students notes to record.
2. Provide students with the "Write a Letter to the Editor" Assignment Sheet and rubric. Review the expectations for the task.
3. Ask students to begin a draft of their letter to the editor.

Fifth and Sixth Classes:

1. If you have decided to ask students to write a letter of support for the naming of a Toronto laneway in honour of Albert Jackson or a proposal letter to Canada Post for a Black History Month commemorative stamp, then assign these tasks.
2. If not, assign the activity whereby students will design a commemorative stamp or postcard to honour early African Canadian postal workers. Before students begin, explain the nature of a commemorative item and bring in examples of commemorative stamps, postcards or other items to share with the class.

PLANNING NOTES:

- Locate and bookmark suggested online materials and other useful websites.





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- Have art supplies available for students so they can create their own versions of commemorative stamps or postcards.

MATERIALS REQUIRED FOR TEACHER:

- Albert Jackson Narrative
- Student worksheets
- Examples of commemorative memorabilia.

ACCOMMODATIONS/MODIFICATIONS:

- Readings can be done aloud as a class or in small groups.
- The census activity can be completed as a class using an overhead.
- Pair students to complete tasks if needed.

SUPPLEMENTARY MATERIALS:

Websites

The Canadian Postal Archives, Library and Archives Canada
<http://www.collectionscanada.gc.ca/postal-archives/index-e.html>

Postal Resources, Canadian Museum of Civilization
<http://www.civilization.ca/exhibitions/canadian-postal-museum/postal-resources>

Post Office Act, 1867
http://en.wikisource.org/wiki/Post_Office_Act,_1867#46.

Historical Document: 'George Morton Letter to Sir Sam Hughes, 1915' (for use in the extended activities suggested below).

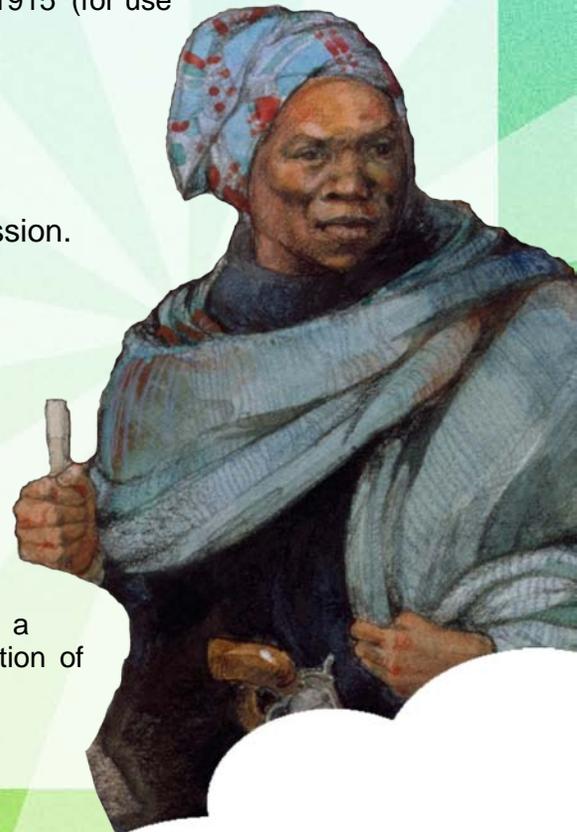
ASSESSMENT/EVALUATION DESCRIPTION:

1. Completion of written assignments.
2. Active participation in group activities and class discussion.
3. The creation of a commemorative stamp or postcard.

Teaching and Learning Strategies

Students will accomplish the instructional objectives by:

- Reading the Albert Jackson Narrative.
- Completing the comprehension worksheet.
- Participating in discussions and answering questions.
- Writing a letter to the editor of a 19th century newspaper, a letter of support for the naming of a laneway in recognition of





Albert Jackson, or a proposal letter to Canada Post for a Black History Month commemorative stamp.

- Designing a commemorative stamp or postcard.

EXTENDED ACTIVITIES: (IF ANY)

- Letters are useful documents for obtaining historical information. Ask students to analyze some letters and identify historical data included in the attached letter entitled Historical Document: 'George Morton Letter to Sir Sam Hughes, 1915': It
- is a supplementary resource for the lesson plan. It (or other historical letters) can be analyzed using the Historical Letter Analysis Questions.
- Set up an in-class or in-school postal system.
- Organize a pen pal exchange with students in another country.
- Research and describe the organizing of postal worker unions in Canada.

ADDITIONAL ACTIVITIES: (IF ANY)

- Investigate the racial profiling case of Black postal worker Ron Phipps filed with the Ontario Human Rights Commission, *Ron Phipps v. Toronto Police Services Board* <http://www.ohrc.on.ca/en/resources/submissions/hipps?page=hipps.html>

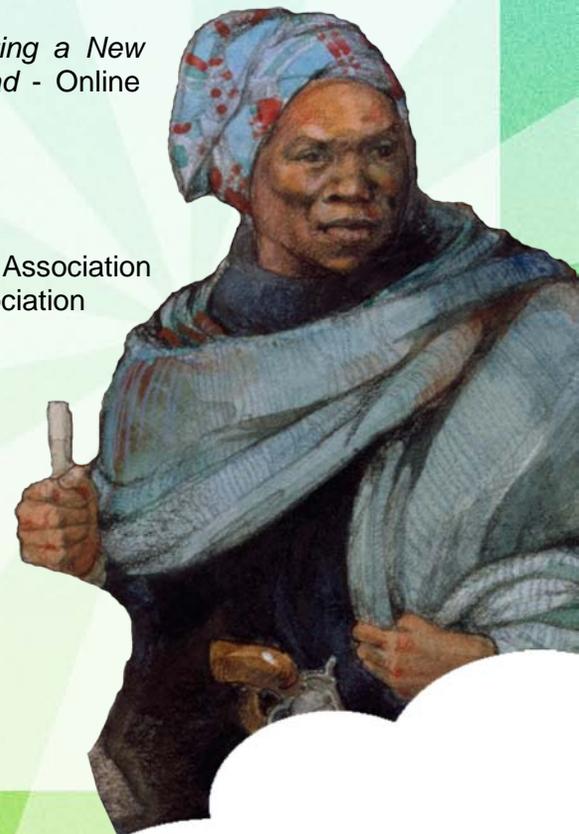
Instructional Resources:

WEBSITES

- Harriet Tubman Institute *Breaking the Chains : Presenting a New Narrative for Canada's Role in the Underground Railroad* - Online Exhibit

www.yorku.ca/tubman/breakingthechains

- Albert Jackson Lane Proposal, Harbord Village Resident's Association Laneway Naming Project, Harbord Village Resident's Association





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http://www.harbordvillage.com/laneways/HarbordVillage_lanewaynames_Feb14-2012.pdf

- Postal Services, African Canadian Community, *Windsor Mosaic*
<http://www.windsor-communities.com/african-business-postal.php>
- Postmaster Benjamin Harris Rolling Jr., Walter Rolling Online Digital Collection, King Township Public Library
<http://www.king-library.on.ca/sepia.php?pageID=sepia&subPageID=familyTree>
- City of Toronto's Survey and Mapping office, City of Toronto Street Naming Policy
http://www.toronto.ca/mapping/street_naming/index.htm

BOOKS

- Shadd, Adrienne, Afua Cooper, and Karolyn Smardz Frost. *Underground Railroad, Next Stop, Toronto!*. (Toronto, ON: Dundurn Press, 2002).

ARTICLES

- McFarquhar, Colin. "Blacks in Toronto: The Search for Equality," in *Ontario History*, 99: 1 (Spring 2007), 64-76.





Historical Background:

AFRICAN CANADIAN POSTAL WORKERS IN THE 19TH CENTURY : THEIR HISTORY AND EXPERIENCE

African Canadian men were employed in a variety of capacities in early postal service operations in Canada West (now Ontario). African Canadian men such as Albert Jackson in Toronto, George Morton in Hamilton, George Hazard in Priceville, and Benjamin Arthur McDowell in Windsor were some of the first mail carriers. Benjamin Harris Rolling Jr. was one of the first Black postmasters. Women were not hired for postal jobs until later in the 19th century.

African Canadians were not always readily considered for government jobs such as that of postal worker. When they were, they were sometimes met with opposition or disapproval from members of the white community, who believed that such secure and high-ranking jobs should be reserved for whites (mail carriers' jobs were of higher rank in the post office than that mail sorter, for instance). Others held racist beliefs that implied Blacks were inferior and not capable of completing the required tasks, while a number of whites took offense at African Canadians holding higher status positions in society.

In the early 1800's, most news travelled by way of letters. During this time, the postal service in Canada was conveyed by foot, by stagecoach, by train, and by boat. Post offices were responsible for sorting and delivering letters and newspapers, and also issued money orders.

Postal service in Canada was controlled by the British government until 1851, after which the administrative body was the Province of Canada. The Canadian postal service was operated by the newly-created federal government after Canadian Confederation in 1867. This was when the service began to be centralized and formalized as a government department.

Post offices served the local community. Before home mail delivery service began, people had to go to the post office, usually located in the general store, to retrieve their mail. There were several duties that were carried out to ensure the efficient delivery of service. All postal workers had to be able to read and write and do basic arithmetic.

Mail clerks sold stamps, money orders, postal stationery, mailing envelopes and boxes. They also weighed packages to determine the amount of postage required. They checked that packages were in a satisfactory condition for mailing. These clerks registered, certified, and insured mail and answered questions about various postal matters such as postage rates, post office boxes, and mailing restrictions. Window clerks also assisted





customers in filing claims for damaged packages.

After a postage stamp had been purchased and applied to the letter or package, the “stamper” impressed it with a dated postmark including the time. This “postmark” was specific to that particular post office, and was used both to “cancel” the stamp so that it could not be reused, and to identify the source of the letter or package. This was first done by hand and later, by machine. The “stamper” also stamped a postmark onto the back of incoming letters when they arrived at a post office, before they were delivered locally.

Another job was that of mail sorter. Mail sorters separated and organized incoming and outgoing letters and parcels into different boxes according to their addressed destinations.

When carrier routes were established in emerging cities and later in rural communities, letter carriers delivered mail and parcels to residents and businesses after the incoming mail had been processed and sorted at the post office.

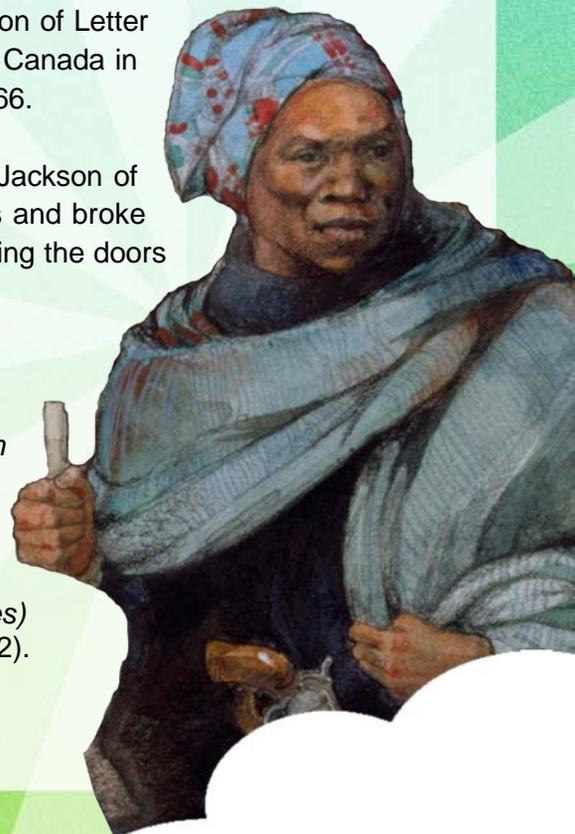
The postmasters managed the mail distribution operations of the post office for which they were responsible. They also supervised the letter carriers and clerks assigned to their post office. They had to write regular reports to the Postmaster General. One condition of this position was that the postmaster had to be bonded, which meant that the postmaster had to provide security in the form of money or assets worth hundreds or thousands of dollars that could cover the risk of debt, loss, or theft that might take place during the operation of the business. Real estate was usually used as collateral or a surety (someone willing to put up their money and assets as guarantee for the person needing the bond) was obtained. The political appointment of postmaster was an important public office and the postmaster was held in high esteem.

More recently, Black postal workers were members of labour unions that formed to protect the rights of all postal workers. This included the Federated Association of Letter Carriers (1897-1966), which became the Letter Carriers Union of Canada in 1966 and the Canadian Union of Postal Workers (CUPW) after 1966.

The first known African Canadian postal workers such as Albert Jackson of Toronto served with distinction. They demonstrated their abilities and broke down some of the barriers that Blacks faced in employment, opening the doors of opportunity for future generations.

Bibliography

1. Henry, Natasha. *Emancipation Day: Celebrating Freedom in Canada* (Toronto, ON: Dundurn Press, 2010).
2. Shadd, Adrienne. *The Journey from Tollgate to Parkway: African Canadians in Hamilton* (Toronto, ON: Dundurn Press, 2010).
3. Harrison, Kate (ed). *Priceville and its Roots (Routes)* (Priceville, ON: Priceville (and area) Historical Society, 1992).



Worksheets

A Letter to the Editor

WRITING ASSIGNMENT

You will write a letter to the editor of one of Toronto's 19th century newspapers explaining why you think Albert Jackson's appointment as mail carrier should be upheld.

WHAT IS A LETTER TO THE EDITOR?

A letter to the editor of a newspaper or magazine is written in the hopes that it will be published. Its purpose is to influence readers' thoughts and feelings on a particular problem or issue.

Make sure that your editorial letter has all the following elements:

- Your address
- Date (Remember the time period is 1882)
- Recipient name – to whom are you sending the letter?
- Recipient address
- Greeting – your salutation to the person to whom you are writing (e.g. Dear Peter,)
- Body or content of the letter – the reason you are writing (for example, your opinion of Albert Jackson's appointment, supported by some facts and examples, including your argument as to why readers should agree with you)
- Closing – the ending comment of your letter (e.g. Yours truly)
- Signature – your signed name





Support for the Albert Jackson Lane Naming Initiative

Write a letter to the City of Toronto's Survey and Mapping office explaining why a laneway in Harbord Village (the area around Spadina Avenue and Harbord Street, near the University of Toronto) should be named after Albert Jackson.

FRIENDLY LETTER FORMAT:

- Your address
- Date (Remember that the time period is 1882)
- Greeting – your salutation to the person to whom you are writing (e.g. Dear Peter,)
- Body/content of letter
- Closing – the ending comment of your letter (e.g. Yours truly . . .)
- Signature – your signed name

CANADA POST COMMEMORATIVE STAMP RECOMMENDATION

Since 2009, Canada Post has issued commemorative stamps as part of its Black History Month Series that recognize African Canadian history. Only a limited number of commemorative stamps are printed. Past stamps that have been issued in this series include William Hall V.C., Abraham Doras Shadd, Rosemary Brown, Carrie Best, Fergie Jenkins, John Ware, and Viola Desmond. However, stamps in honour of Josiah Henson, Portia White, and Oscar Peterson were issued before 2009 when the series became a yearly release.

Submit a proposal to Canada Post to suggest that a commemorative stamp should be issued for Albert Jackson. Write a letter to the Stamp Advisory Committee explaining why your proposal should be selected. Review the submission criteria on the Canada Post Stamp Selection Policy webpage.

Canada Post Stamp Selection Policy
<http://www.canadapost.ca/cpo/mc/personal/productsservices/collect/stampselection.jsf>

Canada Post Commemorative Stamps
<http://www.canadapost.ca/cpo/mc/personal/productsservices/send/postagestamps.jsf#Stamps>





DESIGN A COMMEMORATIVE STAMP OR POSTCARD

Design a commemorative stamp or postcard that honours Ontario's first African Canadian postal workers or any other aspect of African Canadian history.

HISTORICAL LETTER ANALYSIS QUESTIONS

1. Who wrote the document?
2. When was it written?
3. Who was the intended audience?
4. What was the purpose of the letter?
5. What can I learn about the society that produced this document?
6. What does this document mean to me?



Marking Rubric for Letter to the Editor

CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
KNOWLEDGE & UNDERSTANDING The student demonstrates understanding of the experiences of early African Canadian postal workers.	Limited understanding of the source materials as they relate to the experiences of early African Canadian postal workers.	Some understanding -- though lacking in completeness, clarity and integration -- of the source materials as they relate to the experiences of early African Canadian postal workers.	Clear and comprehensive understanding of the source materials as they relate to the experiences of early African Canadian postal workers.	A clear, comprehensive, balanced and well integrated understanding of the source materials as they relate to the experiences of early African Canadian postal workers.
OPINIONS AND SUPPORT The student demonstrates an ability to express a personal opinion supported by facts and examples.	Personal opinion is not easily understood. Has no reference to the issue. Preparation is weak; arguments are weak or missing; and less than three points are made.	Personal opinion is not clearly stated. Little or no references to the issue. Two points made; shows some preparation, but weak arguments	Clearly states a personal opinion. Some references to the issue. Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.	Strongly and clearly states a personal opinion. Clearly identifies the issue. Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.
COMMUNICATION The student writes effectively utilizing the format of an editorial letter, using clear and persuasive language that elicits a positive response.	Little or no evidence of sentence or editorial letter structure.	Sentence and editorial letter structure is somewhat effective and inconsistent.	Sentence and editorial letter structure is generally effective, correct, and consistent.	Sentences and editorial letter format are complete, well written, and varied.
CONVENTIONS Use of conventions, vocabulary, and terminology	Many spelling errors Many capitalization and punctuation errors that affect overall meaning.	Some spelling is correct Some capitals and punctuation are correct	Spelling is correct Capitals and punctuation are correct	Spelling is accurate Capitals and punctuation are accurate



Ontario Curriculum Expectations

Canada and World Connections: Grade 1 - The Local Community

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- Describe how people in the community interact with each other and the physical environment to meet human needs.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 1, students will:

- List the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- Identify the places in which people work and describe the technologies, tools, and vehicles they use;
- List the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

Inquiry/Research and Communication Skills

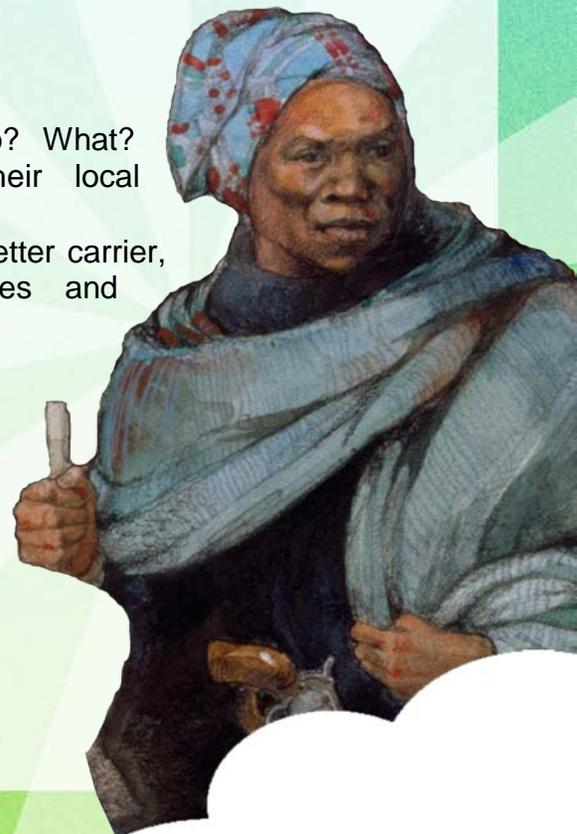
By the end of Grade 1, students will:

- Brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;
- Use appropriate vocabulary (e.g., post office, mail, letter carrier, stamp) to communicate the results of inquiries and observations about their local community.

Application

By the end of Grade 1, students will:

- List a variety of occupations in the community and explain how they meet people's needs.





Heritage and Citizenship: Grade 3 - Early Settlements in Upper Canada

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- Describe the communities of early Black settlers in Canada West in the 1850s.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 3, students will:

- Identify the countries of origin of the people who settled in Canada West in the 1850s (e.g., United States, England, the West Indies, Africa);
- Identify the areas of early Black settlement in Upper Canada (e.g. Essex County, Toronto, the Queen's Bush, and the Niagara Region);
- Describe the major components of an early African Canadian settlement;
- Describe the various roles of male and female settlers (e.g., farm worker, church minister, teacher, merchant, blacksmith, seamstress, laundress, homemaker).

Inquiry/Research and Communication Skills

By the end of Grade 3, students will:

- Use primary and secondary sources to locate key information about early settler communities (e.g., *primary sources*: diaries or journals, information at local museums, early settlers' houses, forts, villages; *secondary sources*: maps, illustrations, print materials, videos, websites, CD-ROMs);
- Use appropriate vocabulary (e.g., pioneer, settlers, enslaved, freedom-seekers, free Blacks, settlement, doctor, blacksmith, African Canadians) while making their inquiries and observations.

Application

By the end of Grade 3, students will:

- Compare and contrast aspects of daily life for enslaved children and children in present-day Ontario (e.g., food, education, work and play).





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History: Grade 7 - British North America

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of settlers of African origin, and outline the causes, events, and results of the War of 1812;
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new colonies of British North America.

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artifacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- Analyze, synthesize, and evaluate historical information (e.g., why was it necessary for African Canadians to establish community organizations?).

Application

By the end of Grade 7, students will:

- illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a dramatic skit or role play, a brochure, a Web page).

History: Grade 8 - Confederation

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:





- Identify key social, political, economic, and physical characteristics of African Canadian communities in British North American colonies/Canada between 1850 and 1870.

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Analyze, synthesize, and evaluate historical information;
- Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

Geography: Grade 8 - Migration

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- Connect the real experiences of Canadians to information about the causes and effects of migration.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify the push and pull factors that influence people to move (e.g., *push*: lack of freedom, discrimination; *pull*: freedom, security, opportunities).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Use appropriate vocabulary (e.g. migration) to describe their inquiries and observations.

Application

By the end of Grade 8, students will:





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- Investigate the migratory roots of early African Canadians and relate them to Canada's cultural development.

History: Grade 12 - Canada: History, Identity, and Culture (CH1 4U)

Citizenship and Heritage

SPECIFIC EXPECTATIONS

Culture and Identity

By the end of this course, students will:

- Analyze the causes and effects of prejudice and discrimination throughout Canadian history (e.g., racially segregated education);
- Evaluate efforts on the part of individuals, groups, and government to promote human rights in Canada (e.g., African Canadian parents; South Essex Citizens' Advancement Association; Ontario Human Rights Code).

Social, Economic, and Political Structures

SPECIFIC EXPECTATIONS

Social Programs and Policies

By the end of this course, students will:

- Assess the extent to which education and health care have shaped regional, provincial, and national identities (e.g., Egerton Ryerson's public school system).

Popular Reform Movements

By the end of this course, students will:

- Analyze the impact of the Civil Rights Movement in Canada (e.g., the desegregation of public schools).

Methods of Historical Inquiry and Communication





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OVERALL EXPECTATIONS

By the end of this course, students will:

- Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

SPECIFIC EXPECTATIONS

Interpretation and Analysis

By the end of this course, students will:

- Analyze information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);
- Analyze historical events and issues from the perspectives of different participants in those events and issues (e.g., public education from the perspectives of members of African Canadian students and parents);
- Draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations.

Communication

By the end of this course, students will:

- Express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, group presentations);
- Use appropriate terminology to communicate results of inquiry into historical topics and issues.

