



# Emeline Shadd

## QUEENS BUSH

### *Grade/ Subject /Strand:*

Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 7 History – British North America; Grade 8 Geography - Patterns in Human Geography; Grade 10 History-Canadian History Since World War One (CHC 2D/2P); Grade 11 History-Canadian History and Politics Since 1945 (CHH 3C/3E); Grade 11 Understanding Canadian Law (CLU 3M); Grade 12 History-Canada: History, Identity, and Culture (CHI 4U)

### *Curriculum Developer:*

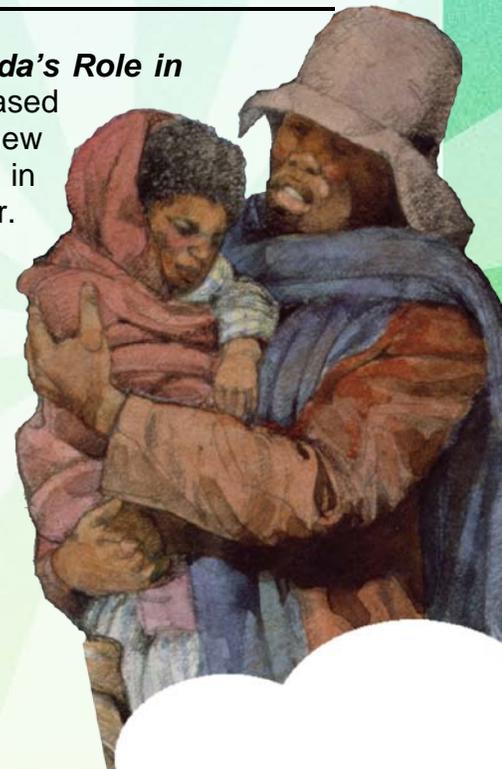
Natasha Henry, Education Specialist, Harriet Tubman Institute, York University

### *Website*

*Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad*  
[www.yorku.ca/tubman/breakingthechains](http://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.





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# *Instructional Objectives*

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- Utilize critical viewing and/or reading skills to learn facts about racially-segregated schools in Canada West and other parts of Canada.
- Gain an understanding of how parents and community members fought segregation in education through court challenges and direct action.

# *The Activities*

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## *Description*

Students will first read the Emeline Shadd Narrative and view the Emeline Shadd Augmented Reality vignette. They will then analyze images of segregated schools in Ontario. Next, the students will watch the DVD documentary, ***The Little Black School House***, and respond to the Video Discussion questions. Following that, students will review and analyze court cases that challenged racially segregated schools.

## *Getting Organized*

### **PRIOR KNOWLEDGE REQUIRED:**

- Understand that enslaved Africans living in the United States before the Civil War included men, women, and children.

### **ADVANCE PREPARATION:**

- Print out and photocopy the student assignment and activity sheets as needed.
- Teachers should review all materials prior to teaching the lesson.
- Book computer time for the class.

### **REQUIRED TIME:**

Approximately 4 to 10 class periods

### First and Second Classes:

1. Read the Emeline Shadd Narrative.
2. Ask students to view the related Augmented Reality segments.





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3. Next, show the class the images of Black children in segregated schools in Ontario. Also have images of all-white schools. Ask students to describe what they observe in the two sets of images. If needed, lead them to realize that the student body in the image is either all Black or all white.
4. Discuss the word SEGREGATION

#### Third and Fourth Classes:

1. Read the Historical Background, "Education, Teachers, and Racially Segregated Schools in Canada West" together as a class and ask students to record notes.
2. Talk about the practice of "gerrymandering".

#### Fifth Class:

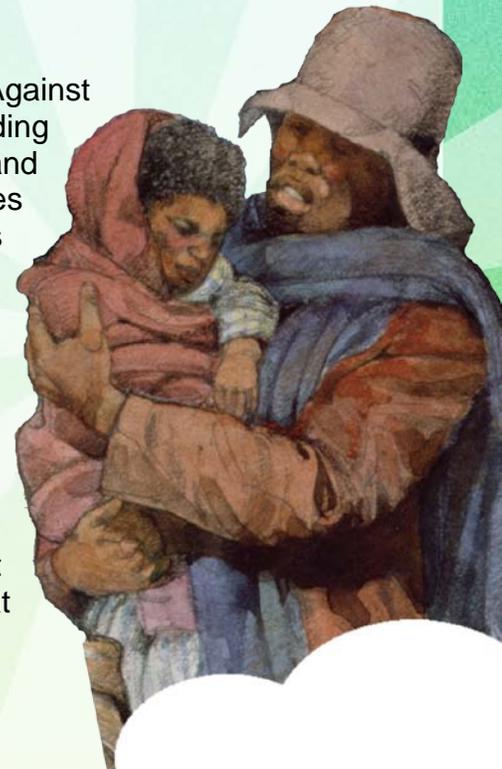
1. Show the DVD *Little Black School House* to the class.
2. Discuss the documentary using these questions as a guide:
  - What were the drawbacks benefits of racially segregated schooling for African Canadian students?
  - What were the benefits of racially segregated schooling for African Canadian students?
  - What impact might racially segregated education have had on African Canadian children?
  - How were segregated schools eradicated in Ontario?
  - Have you ever felt excluded at school? Describe when this happened, and how you felt.

#### Sixth Class:

1. Ask students to complete the "Court Challenges Against Racially Segregated Schools in Ontario" activity by reading court case information included in the Teacher's Guide and then writing a case summary for one of the court cases using the Case Summary Worksheet. Use the instructions on "How to Write a Case Summary" in the Teacher's Guide.
2. Once students are finished, ask them to share their case summaries for each case and discuss the decisions.

#### Seventh Class:

1. Explain to students that one way we know about racially segregated schools in Ontario is from the statistics that were kept by the Ontario Department of Education (what we know today as the Ministry of Education).





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2. Give students the data sheet, “Report on Education, 1851” and the Worksheet, “Analyzing Data on Racially Segregated Schools from the Ontario School Reports” to complete the questions.
3. Take up the answers as a class.

#### Eighth Class:

1. Begin by talking with students about the opposition to racially segregated schools on the part of African-Canadian parents. Review the section of the Historical Background that discusses the fact that Black parents wrote over twenty petitions during the 1850s. Ask the class if they know what PETITIONS are. (A **PETITION** is a formal written request or complaint that includes the signatures of numerous people in a demonstration of solidarity and strength in the pursuit of redress.)
2. Instruct the class that they will be examining some of these petitions. Divide students into groups. Provide each group with a copy of a transcribed petition and the “Primary Source Documents” worksheets. Ask students to read their given petition and complete the Worksheet.
3. Gather as a class to share responses and to discuss the following questions:
  - What motivated the writing of the petition?
  - What was the reaction of the government?
  - What is the main idea contained in each document? Are there any similarities or differences between those in the documents you have examined?
  - How might the writers of each primary document have influenced one another?
4. Ask students to write their own petition letter to the Superintendent of Education demanding that racially segregated schools be banned.

#### PLANNING NOTES:

- Locate and bookmark suggested online materials and other useful websites.
- If time is limited, select one of the student activities for the class to complete.

#### MATERIALS REQUIRED FOR TEACHER:

- Emeline Shadd Narrative
- Student Worksheets
- DVD: *The Little Black School House* by Sylvia Hamilton, 2007.





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- Images of segregated schools and all-white schools

### **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:**

#### **Books**

Henry, Natasha. *Talking About Freedom: Emancipation Day Celebrations in Canada* (Toronto, ON: Dundurn Press, 2012)

#### **Articles**

Aladejebu, Funke. "I Don't Want to be Anything Special. I Just Want to Teach School: A Case Study of Black Female Educators in Colchester, Ontario 1960".

### **ASSESSMENT/EVALUATION DESCRIPTION:**

1. Completion of Worksheets
2. Active participation in group activities and class discussion





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## *Teaching and Learning Strategies*

Students will accomplish the instructional objectives by:

- Reading the Emeline Shadd narrative.
- Viewing Augmented Reality vignettes.
- Completing worksheets.
- Participating in discussions and answering questions.
- Writing a petition.
- Writing a biography on a historical African Canadian teacher.

### **EXTENDED ACTIVITIES: (IF ANY)**

- Research and write a report on modern-day child slavery.
- Ask students to read local newspapers and online newspapers for present-day examples of citizens seeking redress of grievances.
- Ask students to organize a class or school petition on an issue of concern to them and send it to an elected official.

## *Instructional Resources:*

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### **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](http://www.yorku.ca/tubman/breakingthechains)

**The Black Canadian Experience in Ontario 1834 – 1914: Community of Interest**, *Archives of Ontario* (Web link for segregated schools, text versions of petition of Black parents and other related correspondence, image of King Street School)

<http://www.archives.gov.on.ca/english/on-line-exhibits/black-history/community.aspx>

**The Black Canadian Experience in Ontario 1834 – 1914: Freedom**, *Archives of Ontario* (Web link for image of Marble Village Coloured School)





<http://www.archives.gov.on.ca/english/on-line-exhibits/black-history/freedom.aspx>

**Lessons Learned: The Evolution of Education in Ontario**, *Archives of Ontario* (Web link for image of King Street School, images of all-white schools)

<http://www.archives.gov.on.ca/english/on-line-exhibits/education/legislation.aspx>

## *Historical Background:*

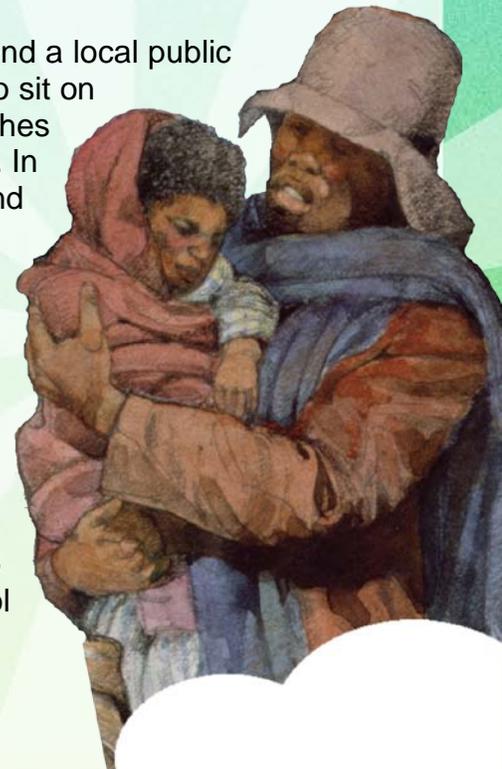
### *Racially Segregated Schools, Teachers, and Education in Canada West*

Separate schools existed in Upper Canada, (after 1841, Canada West and now Ontario) from at least the 1830s. As the Black population began to increase across Ontario with the influx of freedom-seekers from the United States, many white settlers objected to their children attending school with Black children. As a result, many children of African descent were barred from attending the common schools (public schools). Black communities, despite the fact that they paid public school taxes, were usually forced to open their own facilities.

Racially segregated schools did not actually become legal in Canada West until 1850, when the Common Schools Act was passed. In fact, before 1850 segregated schools were against the law. The School Act of 1843 stated that school officials could not refuse access to education of “any class or description of persons resident within the School district to which such common school may belong.” However, public school officials continued to deny African Canadian students admission to publicly-funded schools to yield to complaining whites who were against integration.

In some cases, African Canadian children were permitted to attend a local public school, but were kept apart from the white students and forced to sit on separate benches, and to keep their bags, coats, and lunches separate. This was the case in Hamilton and West Flamborough. In some class pictures, Black children were made to stand separately and apart from their white classmates.

Several other strategies were used to keep common schools segregated. One tactic was for white parents to withdraw their children from a school if a Black child entered the school and attempted to attend. Another tactic was for white teachers to refuse to teach the African Canadian children who came into the school. School board trustees intentionally redrew school districts – called gerrymandering - so as to include as many white families as possible in districts where they wanted to exclude Black children. School trustees set up segregated school





sections which included separate schools for Roman Catholics, Protestants, and Blacks.

This was a very discriminatory practice because equal access to public education was being denied on the basis of race. In some situations, African Canadian children were denied any education at all because they were refused access to the nearby common school and the separate school for Blacks was too far away. Further, Black families were discriminated against by refusal of admission even though Black parents paid school taxes, which provided financial support to common schools in their communities as did their white counterparts. Where separate schools were established for African Canadian children, they did not receive equal funding. They were housed in dilapidated buildings and received old textbooks and supplies, if any at all. Nevertheless, the passage of the Common Schools Act of 1850 made these discriminatory practices legal.

The School Act of 1850 added a provision to the already existing clause allowing separate schools for Protestants and Catholics. It stated that any board of trustees was permitted "on the application, in writing, of twelve, or more, resident heads of families, to authorize the establishment of one, or more, Separate schools for Protestants, Roman Catholics, or Coloured people." Although written to imply that it was strictly voluntary on the part of Black parents, the clause was used by white trustees and municipalities to impose segregation, or even the outright denial of an education for Black students. Separate schools for Black children were established in many towns in southern Ontario including Amherstburg, Windsor, Chatham, Sandwich, Harrow, Charlotteville, St. Catharines, and Brantford.

Many African Canadian parents were strongly opposed to the establishment of segregated schools and challenged the practice in many ways. For instance, over twenty petitions were sent by Black parents to the Department of Education (known as the Council of Public Instruction after 1850), the Superintendent of Common Schools, and other government officials in the 1850s alone. In their written complaints, African Canadian parents noted their objection to the exclusion of their children because of their ethnic background and appealed for admission.

African Canadian parents also launched lawsuits against local school boards. Several Black parents filed court cases to challenge their inability to access public schools for their children. In all but one case, the practice of excluding Black children was upheld by the Supreme Court of Canada West (Ontario). In the 1852 case of *Hill v. Camden*, in which a Black parent, Dennis Hill, sued the trustees of Camden Township to allow his children to attend the local public school nearby instead of a separate school four miles away, Chief Justice John Bevery Robinson ruled that "the separate schools for coloured people were authorized ... out of deference to the prejudices of the white population." Once a separate school had





been established, Black children were forced to attend that school, regardless of its distance or quality. Robinson's ruling therefore declared that segregated education for Blacks and whites was legal throughout the province.

In another show of objection, some African Canadians boycotted the separate schools established for them by refusing to send their children. In one case, after decades of protesting segregation, Chatham citizens and the Kent County Civil Rights League participated in a series of actions one after the other: they carried a petition to the school trustees and addressed them at a board meeting, wrote letters to the board and the newspapers, appeared at more than one school with their children in an attempt to gain admission, and threatened legal action. In April 1893, fearing a protracted legal battle, the trustees finally voted to end segregation in Chatham's public schools.

In addition to separate government schools, private schools were established by Black community members in response to their children being barred from the public schools. Some were founded by educators such as Mary Ann Shadd, Mary Bibb and Amelia Freeman.

Many parents also took advantage of the alternative education choice of mission schools established in Amherstburg, Chatham, Dawn, London, St. Catharines and other locales by anti-slavery and religious groups, such as the American Missionary Society, the Colonial Church and School Society and the American Baptist Free Mission Society.

There were whites who also opposed and spoke out against racial discrimination in education. Some white teachers wanted to admit Black students, but faced reprimand or the loss of their jobs. Other white citizens publicly expressed their objections to the practice in letters to the editors of newspapers, and to school officials.

Toronto was one exception to the practice of racially-segregated schools in Canada. African Canadian children living in that urban centre attended public schools in an integrated student body. However, racism did exist in the city's educational system because all of the teachers were white. Very few Black teachers were hired by the Toronto school board until 1952. The teachers of segregated schools in Ontario were usually of African descent.

The determination and persistence of African Canadians to make the province uphold the spirit of equality of Canadian law led to sweeping changes in the practice of maintaining racially segregated schooling, with the gradual integration of public schools across Ontario.

The last racially segregated school was closed in Colchester, Essex County, Ontario, in 1965 due to the efforts of the South Essex Citizens' Advancement Society led by community activist George McCurdy.





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### Bibliography

Cooper, Afua. "Black Teachers in Canada West," in *We're Rooted Here and They Can't Pull us Up: Essays in African Canadian Women's History* (Toronto, ON: University of Toronto Press, 1994): 143-170.

McLaren, Kristen. "We Had No Desire to be Set Apart," in *Histoire Sociale/Social History*, 37: 73 (2004): 27-50.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4373/3571>

Shadd, Adrienne, "No 'Back Alley Clique': The campaign to desegregate Chatham's public schools, 1891-1893," in *Ontario History*, 99: 1 (Spring 2007): 77-95.

Walker, James W. St. G. "Religion and Education", *The Encyclopedia of Canada's Peoples/African Canadians*

<http://multiculturalcanada.ca/Encyclopedia/A-Z/a16/6>





# Worksheets

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## COURT CHALLENGES AGAINST RACIALLY SEGREGATED SCHOOLS IN ONTARIO

There were several court cases launched by African Canadian parents to challenge racially segregated schools. Choose one of the court cases listed below and write a case summary for it.

1. *Hill vs. Camden*, 1854
2. *Washington vs. The Trustees of Charlotteville*, 1854
3. *Simmons vs. Chatham*, 1861
4. *Hutchinson v. St. Catharines*, 1871
5. *James L. Dunn vs. Windsor Board of Education*, 1883



# *Case Summary Worksheet*

Citation: \_\_\_\_\_

Nature of the case: \_\_\_\_\_

Facts:

1. \_\_\_\_\_

2. \_\_\_\_\_

Issue(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

Plaintiff's Argument: \_\_\_\_\_

Defendant's Argument: \_\_\_\_\_

General principle of law for which this case stands :

\_\_\_\_\_



Towns and Cities	Separate Schools(a)	Towns, Municipalities and Villages	Separate Schools(b)
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Holding (Rationale for reaching decision): \_\_\_\_\_

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Decision: \_\_\_\_\_

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[Report on Education, 1851](#)

Table 1: Data





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<i>COUNTIES</i>	<i>COLOURED</i>	<i>TOWNS</i>	<i>COLOURED</i>
Glengarry	....	Belleville	....
Stormont	....	Brantford	....
Dundas	....	Brockville	....
Prescott	....	Bytown	....
Russell	....	Cobourg	....
Carleton	....	Cornwall	....
Grenville	....	Dundas	....
Leeds	....	Goderich	....
Lanark	....	London	....
Renfrew	....	Niagara	....
Frontenac	....	Peterborough	....
Addington	....	Picton	....
Lennox	....	Port Hope	....
Prince Edward	....	Prescott	....
Hastings	....	St. Catharines	....
Northumberland	....		
Durham	....	<b>Total</b>	<b>0</b>
Peterborough	....		
York, North Riding	....	<i>TOWN MUNICIPALITIES</i>	
" South Riding	....	Amherstburg	....
" East Riding	....	Chatham	1
" West Riding	....	Guelph	....
Simcoe	....	Perth	....
Halton	....	Simcoe	....
Wentworth	....	Woodstock	....
Lincoln	....		
Welland	....	<b>Total</b>	<b>1</b>
Haldimand	....		
Norfolk	....	<i>VILLAGES</i>	
Oxford	....	Chippewa	....
Waterloo	....	Galt	....
Perth	....	Oshawa	....
Huron	....	Paris	....
Bruce	....	Thorold	....
Middlesex	....		
Kent	1	<b>Total</b>	0
Lambton	....		
Essex	2		
<b>Total</b>	<b>3</b>		
<i>CITIES</i>			
Toronto	....		
Hamilton	....		

Kingston	....		
<b>Total</b>	<b>3</b>	<b>Total</b>	<b>1</b>

**Table 1: Summary**

<b>TOTAL COUNTIES</b>	<b>3</b>
" CITIES	....
" TOWNS	....
" TOWN	
<b>MUNICIPALITIES</b>	<b>1</b>
" VILLAGES	....
<b>TOTAL FOR 1851</b>	<b>4</b>
" FOR 1850	<b>Not Reported</b>
<b>INCREASE</b>	....
<b>DECREASE</b>	....

Ontario Department of Education, *Annual report of the normal, model, grammar, and common schools, in Upper Canada for the Year 1851* (Quebec: Legislative Assembly, 1851), 42-45.





## *Analyzing Data on Racially Segregated Schools from the Ontario School Reports*

Use the data sheet “Report on Education, 1851” to answer these questions:

- 1) How many counties operated separate schools for Black children?
- 2) Name the counties.
- 3) In what town or municipality did a separate school for “coloured” children exist?
- 4) How many separate “coloured” schools in total were reported in 1851?





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## *The Power of the Pen: Petitioning for Change*

Individuals, citizen's groups, or businesses write petitions to important decision makers for the purpose of affecting some sort of change when a particular matter is causing a grievance to a segment of society. A **PETITION** is a formal written complaint that includes the signatures of numerous people in a demonstration of solidarity and strength in the pursuit of redress.

African Canadian parents wrote letters to various government representatives requesting that racially segregated schools be eliminated. Select one of the petitions listed and read it.

- 1) Hamilton parents to Governor General Charles Metcalfe, 1843 (text available online on AO)
- 2) Chatham parents, 1851
- 3) Simcoe parents, 1851
- 4) Dennis Hill of Camden (near Dresden) to Egerton Ryerson, 1852
- 5) Clayborn Harris of Windsor, letter to William Horton, February 16, 1859
- 6) South Essex Citizens' Advancement Association, 1965

After students read the petition, complete the "Primary Source Questions Worksheet."

Discuss your responses with your class.



## *Primary Source Questions Worksheet*

- 1) What is this document?
- 2) Who produced it?
- 3) When was it produced?
- 4) Where was it produced?
- 5) For what purpose was the petition produced?
- 6) For whom was the petition produced?





## *A Biography of an African Canadian Educator*

Write a biography of one of the following African Canadian teachers:

- John Henry Alexander
- Wilson Oliver Brooks
- Mary Bibb
- Mary Ann Shadd
- Nina Mae Alexander
- Ethel Lanonia Alexander
- Arthur Alexander



## Rubric for Court Challenges and Petitions Against Racially Segregated Schools

CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<b>Knowledge &amp; Understanding</b> Understanding of key terms (segregation, petition, racial discrimination, etc.)  Understanding of content (the legal practice of segregated schools and challenges against it)	Understands few of the key terms  Demonstrates limited understanding of the legal practice of segregated schools and challenges against it	Understands some of the key terms  Demonstrates some understanding of the legal practice of segregated schools and challenges against it	Understands most of the key terms  Demonstrates considerable understanding of the legal practice of segregated schools and challenges against it	Understands all key terms  Demonstrates thorough understanding of the impact of the legal practice of segregated schools and challenges against it
<b>Thinking and Inquiry</b> Use of processing skills, use of critical/creative thinking processes	Uses processing, analytical, and interpretive skills with limited effectiveness	Uses processing, analytical, and interpretive skills with some effectiveness	Uses processing, analytical, and interpretive skills with considerable effectiveness	Uses processing, analytical, and interpretive skills with a high degree of effectiveness
<b>Communication</b> Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	Answers few questions correctly and concisely; requires assistance	Answers some questions correctly	Answers most questions correctly and concisely	Answers all questions correctly and concisely
<b>Application</b> Application and transfer of knowledge and skills (concepts of law and the judicial systems)	Applies and transfers knowledge and skills in familiar contexts with limited effectiveness	Applies and transfers knowledge and skills in familiar contexts with some effectiveness	Applies and transfers knowledge and skills in familiar contexts with considerable effectiveness	Applies and transfers knowledge and skills in familiar contexts with a high degree of effectiveness



# *Ontario Curriculum Expectations*

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This lesson plan correlates to:

## *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 1850's (e.g., United States);
- Identify the areas of early Black settlement in Upper Canada (e.g. Essex and Kent Counties, Toronto, the Queen's Bush, and the Niagara Region);
- Describe the major components of an early African Canadian settlement (e.g. school, church);
- Describe the various roles of male and female settlers (e.g. farm worker, church minister, teacher, merchant, blacksmith, seamstress, laundress, homemaker).

### **SPECIFIC EXPECTATIONS**

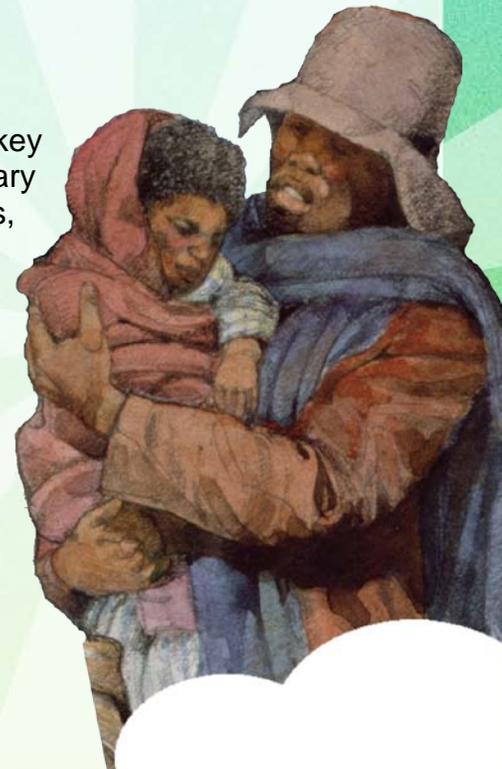
*Inquiry/Research and Communication Skills*

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).

## ***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., what was the educational experience of African Canadians like?).

*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).





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## ***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 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 10 - Canadian History since World War One (CHC 2D/2P)***

Communities: Local, National, & Global

### **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Explain how local, national, and global influences have helped shape African Canadian identity.

### **SPECIFIC EXPECTATIONS**

*Forging a Canadian Identity*

- Identify African Canadian contributions to Canada's multicultural society.

*Citizenship and Heritage*

### **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Analyze the contributions of African Canadians to various social and political movements in Canada since 1914.

*Methods of Historical Inquiry and Communication*

### **SPECIFIC EXPECTATIONS**

*Communication*

- Express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reenactment, group presentations).

## ***History: Grade 11 - Canadian History and Politics Since 1945 (CHH 3C/3E)***

*Communities: Local, National, and Global*

### **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Analyze the influence that people of African descent have





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had on Canadian society since 1945;

- Assess the role of social justice in Canada's diverse society since 1945.

## **SPECIFIC EXPECTATIONS**

*Canadian Peoples*

By the end of this course, students will:

- Assess the impact of the Charter of Rights and Freedoms and the Ontario Human Rights Code on personal and cultural relations in Canada and Ontario (e.g., educational rights for minority groups).

*Social Justice*

By the end of this course, students will:

- Describe and/or summarize the major issues and events that have led to the expansion of Canadian multicultural and equity legislation and programs, and explain the key challenges in maintaining these programs;
- Analyze the role of government in the development of social justice for Canadians (e.g., Charter of Rights and Freedoms; Ontario Human Rights Code).

*Change and Continuity*

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Assess key ways in which Canadian society has changed since 1945;
- Analyze continuing issues, concerns, and strengths in Canadian society since 1945;
- Demonstrate an ability to use the organizing concepts of chronology and cause and effect in the study of Canadian history since 1945.

## **SPECIFIC EXPECTATIONS**

*Chronology and Cause and Effect*

By the end of this course, students will:

- Analyze interrelationships among political, social, economic, and cultural developments, issues, and ideas, using examples from post-1945 Canada (e.g., the Charter of Rights and Freedoms and equity policies).

*Social, Economic, and Political Structures*

## **Overall Expectations**

By the end of this course, students will:





BREAKING THE CHAINS

- Evaluate how well post–World War II Canada fits the description of an open, equitable, democratic society;
- Analyze the spectrum of political beliefs and social attitudes in Canada since 1945.

## **SPECIFIC EXPECTATIONS**

*Promoting Democratic Society*

By the end of this course, students will:

- Explain the fundamental concepts that define an open, equitable, democratic society(e.g., basic freedoms, rule of law, tolerance and compromise, citizen participation and responsibility);
- Evaluate the continuing efforts by Canadian groups and individuals to promote equity and multiculturalism since 1945 (e.g., African Canadian parents; South Essex Citizens' Advancement Association).

### *Methods of Historical Inquiry and Communication*

## **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 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:





BREAKING THE CHAINS

- 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 inquiries into historical topics and issues.

## ***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*

#### **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





BREAKING THE CHAINS

- 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 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 inquiries into historical topics and issues.

## ***Understanding Canadian Law (CU 3M) Grade 11, College/ University Preparation***

### Heritage

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Analyze the contemporary impact of major historical developments in Canadian law.

### Rights and Freedoms

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- Describe historical and contemporary barriers to the equal enjoyment of human rights in Canada.

### Methods of Legal Inquiry and Communication





## OVERALL EXPECTATIONS

By the end of this course, students will:

- Use appropriate research methods to gather, organize, evaluate, and synthesize information;
- Apply the steps in the process of legal interpretation and analysis;
- Explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

## SPECIFIC EXPECTATIONS

### *Research*

By the end of this course, students will:

- Draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies).

### *Communication*

By the end of this course, students will:

- Express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations);
- Use correct legal terminology to communicate legal concepts, opinions, and arguments.

