

LEND ME YOUR EAR: THE VOICE OF EARLY AFRICAN CANADIAN
COMMUNITIES IN ONTARIO THROUGH PETITIONS

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ABSTRACT

The inclusion of Black history in Ontario classrooms remains relatively marginalized and stagnant after thirty years of advocacy on the part of educators, groups and individuals in Black communities, and scholars to make the curriculum more inclusive of the Black experience in Canada and across the Diaspora. This Major Research Project investigates the current state of the teaching of African Canadian history in elementary and secondary public schools, to understand why it has remained virtually unchanged for decades despite gains in policy revision: the strong emphasis on American content, confinement to Black History Month in February. It also examines the impact of such systemic exclusion and marginalization of Black history on both Black and non-Black students.

Additionally, in an effort to model how the African Canadian counter-narrative can be incorporated within the existing curricular framework, part of this MRP is a curriculum unit, *Lend me Your Ear: the Voice of Early African Canadian Communities in Ontario through Petitions*. The unit is developed around six petitions penned by individuals and groups of African Canadians with the intent of bringing the voices, opinions, and experiences of African Canadians into classrooms. African Canadians crafted petitions to express their grievances on a range of issues that impacted their lives including enslavement, segregated schooling, hiring practices for civil servant jobs, and enlistment in the military. Through learning activities, the diversity and complexity of these African Canadian experiences is explored.

This study offers insight into how the advancement of the teaching of African Canadian history can be accelerated through a critical, balanced teaching approach, teacher training, the inclusion of specific curriculum expectations, and ideally the decolonizing of history education where ultimately we arrive at the juncture where African Canadian history is treated as Canadian history.

Introduction

In my experiences as a public school student in Toronto and now as an educator and historian, I've observed that the teaching of Canadian history in Ontario public schools excludes the African Canadian perspective and privileges Eurocentric histories. The history of African Canadians in the field of history is marginalized and is treated as ethnic history that is separate and apart from the dominant national narrative. Consequently, there is a critical need for teaching materials that reflect stories of African Canadians¹ from their perspectives. My major research project focuses on this missing element of Canadian history. I have created a curriculum unit of study for the Intermediate and Senior level school students. It is titled, *Lend me Your Ear: the Voice of Early African Canadian Communities in Ontario through Petitions*. The curriculum unit will help students investigate how African Canadians have literally and figuratively written themselves onto the Canadian landscape through petitions, which are written requests that were made to government officials and were supported by the signatures of numerous African Canadian citizens. My interest in developing this new curriculum unit is to challenge the colonial settler archetype of the European Anglophone or Francophone male and to advocate for a curriculum that places African Canadians at the centre of the Canadian narrative.

The Lack of Curriculum Resources for Teaching African Canadian History

The African Canadian historical narrative continues to be underrepresented and marginalized in Ontario Social Studies and History classrooms, contributing to the persistence of stereotypes of Blacks in Canadian culture, the public ignorance of the Black experience and contributions to Canada, and the disengagement of African Canadian students. For decades,

¹ The terms African Canadian and Black(s) are used interchangeably in this study and are meant to refer to anyone of African descent regardless of national origin or background.

communities, scholars, and educators have advocated to address this systemic exclusion and silencing through a more inclusive curriculum that incorporates many voices and experiences, instead of just a Eurocentric perspective.

The decision to exclude or only marginally represent the experiences of African Canadians has an impact on Black students' formation of a positive self-identity. It can cause African Canadian youth in the educational system to feel disconnected from society, and affect how they locate themselves in the public sphere. Persistent exclusion has also been linked to the underachievement of some Black students in Ontario schools, evident in the 23% dropout rate among youth of African descent in Toronto alone and the consistently low achievement gap of Black children in Ontario public schools (Toronto District School Board, (2009; Toronto District School Board, 2012). Hegemonic structures of the school system determine what is taught or not, which results in the validation of one particular group, usually Europeans, while marginalizing or silencing other groups such as people of African descent. Research has identified some concrete effects of exclusion from the curriculum on African Canadian students (see Dei and James, 2002; Dei, 2001; Dei 1996; James, 2003). For non-Black learners, the absence of an African Canadian narrative can reinforce a sense of entitlement and superiority over this particular social group that has been rendered invisible and can have far-reaching social implications.

In my work as an educational consultant who specializes in curriculum resources and workshops for teaching African Canadian history, teachers frequently ask me to point them to classroom-friendly resources that focus on being more inclusive of African Canadian experiences. This speaks to the need and demand for such materials. Another problematic issue that I have observed regarding the prevailing methodology to teaching African Canadian is that it

is taught in such a narrow way, one that often lacks complexity and reinforces rather than challenges myths of Black history in Canada.

This curriculum project is an important addition to a small body of curriculum units of study that are dedicated to representing diverse perspectives of African Canadians. Through the development of a curriculum unit of study focused on the memorialized concerns and ideals of African Canadians, I have demonstrated a pedagogical approach that contextualizes the experiences of African Canadians, recognizes and celebrates the fortitude and contributions of peoples of African descent in Canadian society, critically analyzes the present-day situations faced by people of African descent by making important connections to the past African Canadian faced, and inspires students to challenge inequality and participate in social justice efforts.

Although there is a specific focus on African Canadian history in the unit I developed, the intent of this project is to demonstrate how Blacks might be removed from the margin of the subjects of social studies and history and located within the Canadian landscape. As well, this project serves to advocate for a critical change in the treatment of the African peoples within the broader Canadian historical narrative.

Existing African Canadian History Curriculum Units

In a preliminary search for curriculum units of study on African Canadian history that exist, I have identified a small number of Canadian developed teaching resources that are specific to African Canadian narratives or more broadly to the African Diaspora, and are intended for long-term study through a series of learning activities, some to which I have contributed. Two curricula have been developed by teachers' unions. Members of the Ontario

Secondary School Teachers' Federation (OSSTF) wrote a socially-based curriculum unit called *African Contributions to the Development of Canada*. The aim of this document is to supplement the grade 12 course "Canada: History, Identity, and Culture" (CHI 4U). The Elementary Teachers' Federation of Ontario (ETFO) published *Black Canadian Women: a Legacy of Strength* in 2014. The lessons in this resource support the primary, junior, and intermediate divisions.

Two school boards have also developed curriculum to assist teachers in teaching Black history. *African Heritage: Activities and Resources for the K-8 Classroom* was developed by the Toronto District School Board (TDSB). The Greater Essex County District School Board (GECDSB) first released *African-Canadian Roads to Freedom Guide - Essex/Kent County African-Canadian Connections to the Ontario Curriculum* in 2010. An updated version was published at the beginning of the 2015/16 academic year. Outside of Ontario, *Some Missing Pages: The Black Community in the History of Québec and Canada* was developed in Quebec in partnership with the Quebec Board of Black Educators, the Provincial Association of Social Studies Teachers, and the Ministry of Education of Quebec.

In terms of private endeavours, the education division of the *Toronto Star* newspaper, Classroom Connections, published its first Black History Month teacher's resource in February 2014. The Ontario - based teacher resource publishing company S & S Learning Materials has printed a Black history teaching guide titled, "Moments in Canadian Black History." The Archives of Ontario, the Nova Scotia Archives, and the University of New Brunswick Atlantic Canada Virtual Archives all have individual lesson plans related to African Canadian history. As well, course profiles *African Canadian Studies 11* and *English 12: African Heritage Language*

Arts in Nova Scotia and *The History of African and Peoples of African Descent* grade 11 course in Ontario have been developed quite recently.

As mentioned earlier, I have developed a number of Black history curriculum resources on behalf of government-funded agencies. I wrote both the Learning Tool and the Supplement which accompany the Richard Pierpoint Heritage Minute by Historica that was released in 2012 as part of the commemorative and educational initiatives around the 200th anniversary of the War of 1812. Another War of 1812-themed education resource I contributed to was *We Stand on Guard for Thee: the Teaching and Learning the African Canadian Experience in the War of 1812* with the Harriet Tubman Institute for Research on Africa and Its Diasporas at York University. It includes a series of narratives, research reports, augmented reality vignettes, and lesson plans that I developed. In early 2015, I was commissioned to revise Historica's *Black History Education Guide* to tie in Lawrence Hill's historical fiction, *The Book of Negroes* and its television adaptation by CBC. I developed the elementary section of *The Book of Negroes Teachers' Guide* for Curio CBC Learning, and also designed materials to support the use of the miniseries in classrooms. However, none of these are to the level of detailed curriculum units of study.

Although there are some African Canadian history curriculum units that exist, not enough of these resources present a diverse lived experience of Blacks in Canada by including the complicated intersectionality of race, class, and gender. Further, only certain elements and stories are featured. These stories are often deemed to be more acceptable and shy away from or minimize the deep realities of racism in Canada. Another gap is that related primary documents are not made readily available in the curriculum resource.

Anti – Colonial Theory, Curriculum Theory and Teaching African Canadian History

This paper draws on the theoretical frameworks of anti-colonial theory and curriculum theory. The nature of reality in anti-colonial theory is that colonialism, while “officially” over, continues to affect various aspects of our lives in modern society, including the field of education. George Dei and Arlo Kempf state that “...anti-colonial is defined as an approach to theorizing colonial and re-colonial relations and implications of imperial structures on the processes of knowledge production and validation, the understanding of indigeneity, and the pursuit of agency, resistance, and subjective politics” (Dei and Kempf, 2006, 2). The lasting impact of colonialism is the prevalence of White supremacy in our society and institutions that results in inequality at numerous levels including race and gender.

Within this theoretical framework, indigenous knowledge and resistant knowledge are located in the centre in the effort to counteract racist hegemony (Dei and Kempf, 2006, 15). The teaching and harnessing of these knowledges will counter the negative influences of colonialism, namely oppression in many forms. Researchers (Dei and Kempf, 2006; Dei and Simmons, 2010; Franz Fanon, 1963 and 1967; Albert Memmi, 1991; Aimé Césaire, 1972) utilizing this critical theory identify Eurocentric values that may be present and could impact their research as well as draw on the values of the indigenous group being studied as a means to deal with the issues that arise out of the legacy of colonization. Additionally, the values of the subject group are placed at the centre of the cultural knowledge base for the purpose of improving the lives of the member of the group that have been affected by European domination.

An anti-colonial lens illuminates the ways in which education has been utilized as a tool to colonize the people of the lands that European nations sought to dominate, which includes Canada, and also brings to light the persistence of Eurocentricity in the Ontario educational

system (Willinsky, 2000, 17). This framework provides the space to question how colonization continues to shape knowledge. In this paper, the use of anti-colonial theory elucidates the manifestation of colonialism in relation to the teaching and learning of African Canadian history and its effects, which has effectively excluded the experiences of people of African descent from the official curriculum content. In so doing, I intend to make a case for a decolonization process in the context of history education to take place.

Dei explains that one key strategy of resistance to dominant Eurocentric discourse in education is the reclamation of voices that have been silenced or lost during the imperial project, such as the voice of African peoples (Dei and Kempf, 2006, 5). Through the use of stories and narratives about African Canadians in my curriculum unit, I have attempted to demonstrate how an African voice can be established and used as counter-narratives to challenge the dominant structure. I employed an anti-colonial paradigm as opposed to a post-colonial one as my preferred theoretical framework in assessing the presence of colonialism on the curriculum, because post-colonial theory focuses on the time period marked with the end of European colonization, locating Europe at the centre (Dei and Simmons, 2012; Childs, 1997). Therefore, the structures of colonial control remain central in the discussion of its impact on the education of students, thereby continuing the imperial process (Childs, 1997). Post-colonialism is concerned with the concept of otherness, whereby colonized peoples are defined against the colonizing European as the norm. It is my position that for the purposes of my curriculum project, this theory reinscribes the marginalization of African Canadian history in the curriculum.

The second theoretical framework that informs my research is curriculum theory. The formal or *official curriculum* is the planned learning objectives and content established to support a particular instructional agenda/ program. Operating alongside the written, formal

curriculum is both a null curriculum and a hidden curriculum (McCutcheon, 1997, 188-189). The *null curriculum*, coined by Elliot Eisner (1985), is the knowledge that students do not get in school based on either conscious or unconscious decisions by teachers, school administrators, or curriculum policy makers, who choose not to include particular subject matter. The *hidden curriculum* is what Gail McCutcheon describes as the unintended messages received daily by students (McCutcheon, 188). George Dei asserts that “the school curriculum can be a powerful site of social and cultural alienation and disinformation to many students” (Dei, 1998, 63). Such messages have far reaching and often harmful effects.

It can be said then that curriculum is a dynamic process that is comprised of official learning expectations and approved curriculum materials with implicit learning goals. It is also a process that is shaped by who creates the curriculum and the assumptions of who the students will be. I closely examined the provincially-mandated (read formal) curricula for Social Studies, History, and Geography (grades 1 to 8), Canadian World Studies (grades 9 to 12), and Social Science and Humanities (grades 9 to 12) to understand, what Catherine Cornbleth describes as “the selection, organization, and treatment of curriculum knowledge,” in order to interrogate how Blackness and the inclusion of African Canadian experiences in its diversity are taken up (Cornbleth, 2006, 203 - 206). A host of questions guided my analysis of the curriculum and my literature review:

- What is taught? Why is it taught? How is it taught?
- Who decides what gets taught? What is the relationship between knowledge and power?
- Whose curriculum is it?
- Whose “truth” is presented?
- Whose voice do we hear?

- Who is teaching it?
- Whose voice is absent or being suppressed?
- What does the displacement of African Canadian students in Eurocentric learning spaces mean to the learners themselves and to school boards?
- What should be taught?
- How should it be taught?
- What are the implications for teaching practices relating to African Canadian history?

Ontario SSHG and Canadian World Studies Curriculum Analysis

I have kept track of my observations of the SSHG and CWS curricula for implementation in my classroom since 1999. What follows are my observations of the inclusion and exclusion of the African Canadian narrative as a classroom teacher and curriculum consultant. In a nutshell, to date, there are no specific learning expectations on African Canadians; all related teaching topics are listed as options. The 1999 edition of the SSHG curriculum listed the Underground Railroad as an optional focus for grade 7 History under the strand of British North America, but was removed from the 2004 revision. Perhaps there was a consensus among the curriculum developers that as the most taught Black history topic, the Underground Railroad did not warrant being listed as a suggestion. It has been returned in the 2013 document.

In the 2004 SSHG document, when students learn about “Traditions and Celebrations” in grade 2 they do not learn about the multicultural celebration of Emancipation Day that has been marked for 181 years in Ontario and in other parts in Canada. Students’ earliest introduction to ‘history’ was in grade 3 in the unit “Early Settlements in Upper Canada” and this first encounter with history focused on European settlers. The very first learning expectation was to “identify

the countries of origin of the people who settled in Upper Canada around 1800 (e.g., United States, United Kingdom, France, Germany).” The suggested countries were all European. Chatham, Ontario is an example of a place where African Americans settled. For the grade 4 strand on “Medieval Times,” only European history was investigated and no other society that existed during this era was recognized.

The grade 5 strand titled “Early Civilizations” focused on civilizations outside of central Europe in the learning expectations. When this unit is taught, teachers mainly teach about Rome, Greece, or Egypt and Egypt is deliberately divided from the continent of Africa, seemingly as a way to erase the civilization’s Blackness. In grade seven, the different groups of people that teachers can teach about include Black Loyalists and slaves. A careful examination of expectations for grades 3 to 8 revealed that the topic of the institution of slavery, the historic truth of the enslavement of First Nations and Africans in colonial Canada were excluded. The only African Canadian historical figure suggested was Thomas Peters.

The 2013 revision of the SSHG curriculum does include more topics and prompts relating to African Canadian history. For instance, in what can be considered a major step, given the context, enslavement of First Nations and Africans in colonial Canada is acknowledged. The issues of racial discrimination and segregation are noted as impediments to African Canadian life. For possible topics on contributions to Canadian history, identity, and culture, there is an African Canadian option for each grade. Black History Month is identified as a component of Canadian identity. Kwanzaa is a celebration that is mentioned that grade 2 students can learn about. Black Loyalists are one of the key groups of African Canadians named as a topic selection. Richard Pierpoint, Mary Ann Shadd, Marie-Josèphe Angélique, Peggy Pompadour, and John Ware are the African Canadian people given as options.

However, some gaps exist. For example, the enslavement as a colonizing mechanism is absent in the new grade 5 heritage and identity strand “First Nations and Europeans in New France and Early Canada.”

References to African Canadians in the 2005 version of the CWS curriculum for grades 9 and 10 are quite sparse. African Canadians are identified as one of the many contributing cultural groups to Canada. Martin Luther King Jr. is named as one of the American cultural influences on Canada. The Black United Front is suggested as a civil rights group. Rosemary Brown and Oscar Peterson are the only African Canadians listed as individuals who contributed to Canadian identity and culture. In a section explaining anti-discrimination education in CWS, it states students “are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.” However, no instances of anti-Black racism that occurred during the time period covered in the grade 10 History course (1914 to present) had been referenced to give students opportunities to develop that awareness.

Like the SSHG curriculum, the 2013 revision of the CWS curriculum for grades 9 and 10 has included more topics and prompts relating to African Canadian history. For instance, Black History Month was suggested as a Canadian commemoration. The history of the Construction Battalion No. 2, the all-Black segregated military unit in First World War, is discussed. The recommended vocabulary terms are more inclusive of the Black experience in Canada listing words such as racism, discrimination, and segregation. This version fares better in offering some examples of anti-Black racism. The Ku Klux Klan, Africville, and racial segregation are cited as illustrations of social conflict or inequality. Additionally, the demolition of Africville and the arrest of Viola Desmond were identified as human rights tragedies.

The impact of the American civil rights movement on African Canadians and how it brought people together is a teaching option. Portia White, Rosemary Brown, the Nova Scotia Association for the Advancement of Coloured People, and Lincoln Alexander were noted as individuals and groups who have contributed to Canada. Oscar Peterson, Donovan Bailey, and Drake are examples of African Canadians who have made cultural contributions. Political developments that were a result of the efforts of African Canadians to push for change included the 1944 Racial Discrimination Act and *Christie v. York*, 1939.

Interestingly, the elective grade 11 *American History* (CHA3U) course in the CWS curriculum for grades 11 and 12 is the only course that has a specific learning expectation about people of African descent and is the only area that allows for the exploration of more of a historical context on the African experience in North America. In this course students learn to “describe the experiences of African Americans to the present time, particularly in connection with slavery, emancipation, and the civil rights movement (e.g., segregation, disenfranchisement, educational restrictions)” (Ontario Ministry of Education, 2005, 135). Through the process of achieving this particular expectation, students chart a continuum of African American history.

In her essay, Nancy Hoo Kong reflects that the American history course she took while attending a Toronto high school “embraced issues of slavery, institutional racism, and civil rights.” She went on to say: “In all, I found that American history not only acknowledged the existence of people of African heritage, but also discussed how they played a role in the construction of American society...I found the course to be, in many respects, liberating” (p.64). The very same curriculum that provided a meaningful learning experience for Hoo Kong, with a more inclusive approach to the history of Africans in America, simultaneously locates Africans on the outside of Canadian history, despite being developed for Canadian learners.

Canada: History, Identity, and Culture (CHI4U) had a few references to African Canadian history including Black immigration in the early 1800s. However, the forced and voluntary migration of people of African descent into Canada since the early 1600s is not mentioned. Also suggested is how Black identity has been expressed in Nova Scotia and how African Canadians have been a group that has been denied citizenship rights in Canada. American slavery was an optional topic, but Canadian slavery was not. The demolition of Africville was given as an example of prejudice and discrimination in Canada. Viola Desmond was named as a promoter of civil rights. Rosemary Brown, Lincoln Alexander were mentioned in all three Canadian oriented courses. Anne Cools, Mary Ann Shadd were added African Canadian in CHI4U.

The revision of the CWS curricula for the senior grades was made available in 2015. Basically, the optional topics on African Canadian history have remained the same in all history courses. There were some new additions of topic options. The specific term ‘Black Loyalists’ was added to the groups of people who faced challenges in Canada and whose immigration to Canada contributed to the development of Canadian identity. Canadian slavery and its abolition is recognized in CHI4U. The Underground Railroad was also added. Dudley Laws and Josiah Henson were other individuals who made contributions to Canada. Here again, the recommended vocabulary terms are more inclusive of the African Canadian experience in Canada listing words such as racism, discrimination, segregation, and oppression. *Canadian and International Law* (CLN4U) identified the demolition of Africville as a human rights violation. It also mentions enslavement as a violation, but only American slavery, not Canadian.

The most recent curriculum documents have been restructured to foster the development of more critical thinking skills, and the suggested topics are more inclusive of the African

Canadian experience, however there remains no specific learning expectations on African Canadian history in the 2013 revised SSHG curriculum document for grades one to eight or the CWS curriculum documents for grades nine to twelve. The salient point here is that the inclusion of an African Canadian history is optional and not mandatory for educators to teach, thus leaving it up to the teacher to decide if the African Canadian perspective should be taught. The 2004 version states that “teachers do not have to cover the full list of examples but might select two or three areas of focus from that list, or might choose areas of focus that are not included in the list” (Ontario Ministry of Education, 2004, 7). In the latest version it says that the examples “...are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and sample questions that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity” (Ontario Ministry of Education, 2013, 19).

The racialized groups identified in the curriculum that students are required to learn about are Aboriginals and white French and British peoples. People of African descent have a presence in what is now known as Canada going back to the early 1600s, establishing an early presence along with the French, the first colonists. Yet this extensive history is not deemed necessary knowledge for Ontario students to learn. Its inclusion is voluntary. This is the null curriculum.

Canadian history in the curriculum, and in the writing of history, is framed around settler colonialism, beginning with European explorers and tracing the experiences and nation-building endeavours of European colonists. The pre-European First Nations presence only becomes relevant when both groups begin to interact. The centrality of the European narrative is further apparent in the grade four learning topic for the Heritage and Citizenship strand in the 2004 version of the SSHG curriculum. Students are required to learn about Medieval Times and the

only societies focused on are European. The Eurocentric nature of the teaching of social studies/ history, even with the recent revision, essentially remains unchanged. Consequently, some of the unintended messages that students in Ontario continue to receive on a daily basis is that Europeans are superior and racialized groups such as African Canadians are inferior, that some Canadians belong more than others, and that African Canadians did not make any meaningful contributions to the nation-building of Canada.

In her article, “Dig Where You Stand” (2002), Naomi Norquay provides an insightful reflective viewpoint that substantiates my position. She wondered how, as a child, did she attempt to come to some understanding of why Blacks, who once lived on her family’s cottage property in Grey County and who were the first non-Native settlers in that area, were no longer present in the physical and historical sense. Norquay explained that the erasure of the area’s Black history at the community and school levels and the imposition of the narrative of the first “pioneers” as European, informed/ misinformed her racist assumptions about Black settlers. She developed the reasoning that:

...the black people wouldn't have been able to stand the harsh winter conditions of farming. Black people, I reasoned with certainty, are used to warmer climates, so town life would be preferable. That they had been given land by “our” Queen, was more a reflection on her beneficence than their worthiness or capability. I saw it as an act of charity - charity being something that those “who matter” confer upon those who do not (Norquay, 1).

Norquay’s lack of education on the history of Black settlement growing up as a child influenced her reasoning of who belonged and who didn’t and in what spaces. Such messages, when internalized and left unexamined, can have far-reaching social implications in school environments and in wider society, particularly when adults who hold these views are in

decision-making positions and positions of power that can impact people's lives, the lives of people from the very same group/s they have a racial bias (conscious or unconscious) towards.

Equally problematic is that the existing pedagogical framework of the Ontario SSHG and CWS curricula does not contextualize the suggested knowledge that students may learn about African Canadian history. For instance, how early have people of African descent been in what we now call Canada? Why was the enslavement of Africans in Canada legally and culturally sanctioned for over 200 years? What were the lives of African American freedom seekers like once they arrived here to free soil? What are the 'issues' surrounding Africville? Racism in society is the common thread in the responses to these questions. However, there is a silence around the naming and identification of issues of anti-Black racism and discrimination. The curriculum misleads and miseducates students because it ignores the underlying racist attitudes, values, and beliefs prevalent in Canadian society since its founding, which were at the core of efforts to colonize this new land. Consequently, student learners are not encouraged to develop a critical historical consciousness.

William Pinar postulates that the curriculum is a racial text, because it reinforces or suppresses particular racial identities. The curriculum represents race in so far as whose race is reflected and whose race is repressed (1993, 63). Pinar surmises that "the absence of African American knowledge in many school curricula in the United States is not a simple oversight. Its absence represents an academic instance of racism, or in Houston Baker's apt phrase, 'willful ignorance and aggression toward Blacks'" (Pinar, 2003, 62). All we have to do is mentally cross out the words 'African American' and 'United States' and replace them with 'African Canadian' and 'Canada' respectively to depict the situation with regards to the inclusion/ exclusion of the African Canadian narrative in the Ontario curriculum.

The Process of Curriculum Creation in Ontario

I also analyzed how the processes of official curriculum-making contribute to the dearth of curriculum units of study on African Canadian history. The curriculum undergoes a seven-year review cycle by the Ministry of Education. Established in 2007, the Curriculum Council (CC), is a group of education experts and community leaders that works with the minister to conduct the revisions. The chair of the CC is appointed. Members of the council are selected by the Minister and the chair. Members represent the English-language and French-language education communities. The CC advises the Minister of Education and makes recommendations. Another group that is involved in curriculum revision is the Working Group on Elementary Curriculum (WGEC). It was formed in 2009 and is comprised of various stakeholders. The WGEC assists the Curriculum Council in the examination and review of the curriculum. They hold public consultations and provide recommendations. The OESSTA (Ontario Elementary Social Studies Teachers Association) and the Ontario History and Social Studies Teachers' Association (OHASSTA) are the main history-oriented educators organizations that are part of the WGEC, providing expert feedback.

Through this process, what should be taught is determined. Learning expectations are constructed and topic choices are identified. The question to ask here is how many members and participants are knowledgeable about African Canadian history and anti-racist education?

Understanding African Canadian History Curriculum Frameworks

I undertook a review of literature to examine what scholarly research has been conducted on developing curriculum units of study specific to teaching African Canadian history and I have

only been able to identify two sources. In the chapter “Teaching and Learning African History” of his book *Teaching Africa: Towards a Transgressive Pedagogy* (2010), George Dei dedicates some time to critiquing the lack of meaningful inclusion of African Canadian history in Ontario history school courses through an analysis of the secondary curricula. Dei points out that although the recent revision of curriculum documents offers the potential for more diverse stories to be taught, he shares my observations of the elementary Social Studies, History, and Geography (SSHG) curricula that specific learning expectations remain missing. As a corrective measure, Dei provides an historical timeline spanning 400 years of African Canadian history that is supplemented with a lesson plan that teachers can use to engage students in learning about the extensive history of Africans in Canada.

Cape Breton University professor Maureen Finlayson wrote an article, “Infusing African Heritage into a Canadian Curriculum.” It is based on her research that examined the process used by teachers in Nova Scotia “to create a curriculum with a focus on African Canadian heritage” for a new course English 12: African Heritage Language Arts (2013, 1302). Finlayson explains that the reason for the creation of this course was to fulfil one of the recommendations of the Black Learners Advisory Report (1994) that suggested the inclusion of more Black history to address its absence and recommended the use of Black literature in classes to improve the academic success outcomes for Black Nova Scotian students. She interviewed the 12-member team that worked on developing the course. They shared the themes chosen for the course, learning expectations, resources used, cross-curricular connections, and student reception to the course. Finlayson summarizes some key components that were part of the development of this course of study. For example, the course is structured around a historical timeline that begins with pre-colonial Africa through to the 21st century, arts and technology are integrated in English

12: African Heritage Language Arts, and the work of African Nova Scotian writers and artists are studied.

The Ontario Ministry of Education created a software application called the Ontario Curriculum Unit Planner. It “supports Ontario teachers in designing, sharing, adapting, and managing instructional units, profiles and resources” (Ontario Ministry of Education, 2002, 5). Of the over 50 teacher-produced curriculum units housed on a Queen’s University Faculty of Education webpage, only one includes any reference to African Canadian history. None of the curriculum units have any concentration on the main element of my study, which is teaching about African Canadian history. I have been able to locate some American-based general how-to resources that provide generic formats for developing curriculum units created by Edutopia (2014), the Kentucky Department of Education (2015), and the California Center for College and Career (2010).

Overall, there appears to be little Canadian literature on curricula development with a Black history focus. I found Dei’s (2010) chapter to be the most instructive and the most in line with my approach to developing curriculum resources. Given my background as a curriculum consultant, the goals of this MRP were to contribute to the scholarship in this area and to provide teachers with a resource that will be produced to articulate one form of the collective action taken by African Canadians against racism based on firsthand accounts.

Outline of “Lend me Your Ear” Curriculum Unit of Study

Abstract

The *Lend me Your Ear: the Voice of Early African Canadian Communities in Ontario through Petitions* curriculum unit of study is a unique educational resource for uncovering the experiences of African Canadians at the time of occurrence through their own testimonies. People of African descent crafted petitions to air their grievances and express their opinions on a range of social issues that impacted their lives including enslavement, segregated schooling, hiring practices for civil servant jobs, and enlistment in the military.

Petitions are interesting historical documents. They were usually formal requests seeking redress for a grievance from a government representative. Petitions were penned to solicit some favour, right, or other benefit. Sometimes they lobbied for the ban of actions that caused social harm. Occasionally, the gathering of signatures was not to make a demand, but to mobilize public sentiment for the purpose of expressing solidarity. The amount of signatures collected on a petition was a reasonable measure of public sentiment. Petitioning was a fundamental part of the political process that African Canadians engaged in like other Canadians. An interrogation of this political activity reveals that African Canadians had something to say and that they refused to be silenced in the midst of injustice. Instead, through these campaigns they agitated for change, talked back to their condition, including colonization, and asserted their rights as British subjects and later Canadians. The process of petitioning built a sense of community among African Canadians and assisted in the construction of a collective voice. It exploited existing social networks while enabling the establishment of new ones. Petitions are first-hand accounts and those penned by African Canadians are rich with information about their lives in the context of the time period they lived in. It is a valuable historical source to use in classrooms.

The unit includes a historical background that explains the purpose and historical use of petitions by citizens. It uses six petitions for students to investigate and analyze in six lesson plans. The learning activities are enhanced by the use of supplementary readings, video analysis, and extended research to introduce students to the concept of petitioning and to learn more about the communities and individuals who created them.

Advancing the Teaching of African Canadian History

Although more attention has been paid to a more inclusive approach to teaching Canadian history in recent times, my analysis of the SSHG and CWS curricula and my observations of existing curriculum units on African Canadian history and available scholarly literature makes it apparent that the heterogeneous, complex histories of peoples of African descent in Canada remains peripheral or non-existent. The failure of the specific learning expectations in the history curricula to be inclusive of African Canadian history is not an unintentional oversight. Norquay (2002) discusses the need to question and understand why the omissions occur and are maintained. What purpose(s) does it serve? The absence is indicative of the persistence of the colonial project and the role that the subject of history plays its mission. Michael Parenti raised a critical question about a suggestion in a teaching resource to omit information on First Nations at the teacher's discretion that is equally applicable to my research: "Has the reasoning evolved any more than the curriculum?" (2006, 142). Has the thought processes on African Canadians changed during the course of two curriculum revisions since 1999 and will it be transformed for future cycles?

Together, the conceptual frames of anti-colonialism and curriculum theory offer a critical lens through which to analyze the treatment of African Canadian history in the SSHG

curriculum. Additionally, both theoretical frameworks validate African Canadian knowledges and experiences and creates a space to build an awareness of their resistance to the oppression and racism they endured. An anti-colonial approach to teaching African Canadian history provides comprehensive context and appropriately links the past with the present. It gives and acknowledges the agency of the Black subjects, which can be achieved through narratives. Anti-colonialism summons teachers to think differently about the dominant curricula, recognizing that it can't be ignored completely. Resistance is a principal component of anti-colonialism; resistance in the introduction of new knowledges, but also in sharing examples of resistance by oppressed peoples. Petitions written by individuals and groups of African descent provide useful evidence of the historic resistance of African Canadians to the range of racism they endured. It is my position that my development of *Lend Me Your Ear* is an act of resistance against the omission of the narratives of African Canadians in the formal curriculum. In education, the curriculum is a site of oppression for racialized learners. Developing curriculum resources that aim to address these inequalities is a necessary method of attempting to deconstruct the hegemony of Eurocentricity. I designed a multidisciplinary curriculum unit that contributes to the dearth of African Canadian – focused curriculum units. My unit promotes critical historical thinking through the exploration of the struggle of African Canadian for equality through petitions written from their point of view and lend insight into their lived experiences. It also encourages students to use and analyze primary documents through practical activities and enable teachers to weave in the voices of early African Canadian citizens into the official curriculum. One key goal of this research is to model how the histories of African Canadians can be used to engage all students, but especially Black students, in learning and to establish a deeper, more critical connection to their country.

In revisiting the queries that guided my analysis of the SSHG and CWS curricula documents and the scholarly works I reviewed, this paper has clearly demonstrated that the official curriculum and the process of its production is a major contributing factor to the stagnant state of the teaching of African Canadian history. A critical look at the existing history curricula illustrates the need for its reconceptualization. Norquay correctly summarizes that:

“the contents of this curriculum, if taught at all in Ontario schools, occurs as an add-on, and has not been integrated into the regular “main-stream”. Its inclusion usually depends on there being a sizeable Black student population in the school, and/or the interest and willingness of individual teachers” (2).

Without any intentional changes in the position of the African Canadian narrative in the curriculum, its handling will remain the same. Black history will continue to be marginalized, receiving slightly more attention during Black History Month. The inclusion of African Canadian history will continue to be at the will and discretion of teachers. Students of African descent will continue to feel invisible and alienated. White superiority will continue to be reinscribed. However, I suggest several crucial steps that can be taken to work towards the transformation of history education as it relates to African Canadian history. As an immediate solution, I call for the inclusion of specific learning expectations on the experiences of African Canadians into the existing curriculum framework that recognizes the function of settler colonialism in the migration of Africans to Canada. This kind of curriculum revision has taken place, but we would have to look to the United States for examples. A more inclusive Ontario curriculum could mirror the framework of Michigan’s and Florida’s social studies curricula.

Adopted in 2002, the *Social Studies Grade Level Content Expectations for Grades K-8* was developed by the Michigan Department of Education. The revision in the teaching of United States history includes National Standards for United States History that “calls for the active

participation of students in exploring the historical roles of women and such minorities as Indians, blacks, and Hispanics as well as other immigrant groups” (“Overhaul”, 1994:A2). There are no less than sixteen content expectations regarding people of African descent. Students in Michigan must learn about “African Life Before the 16th Century” in grade five. They go on to examine “the convergence of Europeans, American Indians and Africans in North America” (Michigan Department of Education, 2007, 38). This then leads into the strand, *European Slave Trade and Slavery in Colonial America* where students are taught about the forced migration of African peoples to North America and their subsequent enslavement. In grade five, students will also gain knowledge on the role of African Americans “in helping shape the outcome of the [American Revolutionary] war” (Michigan Department of Education, 23).

In grade 8 students are exposed to a more critical perspective of African American life. At the end of studying the *Coming of the Civil War*, students will be able to “explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples” (Michigan Department of Education, 2007, 76). They delve further into the life conditions of African Americans during the Reconstruction era and end the course of study by investigating “the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and the response of African Americans” (Michigan Department of Education, 2007, 78). Unlike the Ontario curriculum, the elementary level social studies in Michigan offers a chronology of the experience of people of African heritage in America and provides more of a historical context to the African experience in the United States. The federally mandated learning expectations in the Common Core Curriculum paved the way for a more culturally relevant curriculum for African Americans.

In 1994, the state of Florida passed education legislation mandating the teaching of African American history from kindergarten through to grade twelve. This law was revised in 2002. Like the curriculum framework in Michigan, Florida's history curriculum provides important historical context on the history of people of African descent in America. Their teaching model begins with the history of African kingdoms and moves along a continuum to present-day contributions. A task force was created to develop the teaching model and to develop a supportive instructional guide. We can emulate their creation of a curriculum that encompasses specific learning expectations pertaining to people of African ancestry, provide opportunities for students to see history through an African Canadian lens, and encourage students to develop more of a critical understanding of the complex historical relationships that Blacks were part of with Natives and Europeans.

Decolonization must be the next step in moving towards a reconsideration of the history curriculum in Ontario. Decolonization requires that teachers move away from the traditional ideas of historical knowledge and challenge the ways in which dominant ideologies have shaped it. Part of the process of decolonizing the curriculum is fostering a critical understanding of the impact of settler colonialism on African Canadians in Canada. Through decolonization, Eurocentricity is de-centred and subsequently offers a space for multicentric alternatives.

Another approach to achieving an inclusive curriculum in Ontario is for African Canadian scholars and educators to be involved in a transparent process of curriculum revision, be selected as members of the writing teams put together by Ministry of Education, and be included in the designation process for textbooks placed on the Trillium List. Furthermore, the recommendations of African Canadian sociologists such as Dr. George Dei, Dr. Carl James, Keren Braithwaite, and the late Education professor Dr. Patrick Solomon, based on their

extensive research, should be implemented. This would be a response to the questions of who is writing the curriculum and who decides what gets taught.

A fourth step that needs to be addressed is the training of educators to be knowledgeable in anti-racism education. Teachers are not trained or equipped to critique the structures in place, and therefore unwittingly become agents in maintaining the status quo. Teachers should be challenging the institutional power dynamic instead of enforcing it by utilizing innovative, alternative methodologies to achieve inclusive schooling. What future teachers are taught will determine what classroom educators transmit to the next generation. Teacher education in anti-racism and culturally relevant education is neglected too. Black history is a “teachable” – an accredited subject for specialization in teacher’s college – in only one Canadian province, and that is a relatively recent development in Nova Scotia. There also needs to be a targeted recruitment of educators skilled and experienced in anti-racism education, African Canadian education, and African history.

Curriculum units of study structured like *Lend Me Your Ear*, support and/or counter official learning expectations. They would serve as a model of how to incorporate the use of historical resources, like petitions, that centre the authentic voices of African Canadians, work in meaningful ways to challenge the dominant structure of the curriculum and subvert the dominant Eurocentric Canadian narrative. The petitions represent the way in which African Canadians locate themselves in the Canadian historical narrative as settlers and citizens with the same rights as other British subjects and Canadians. Ultimately, it is my hope that this research project adds to the call for a reconceptualization of the Ontario history curriculum to be more inclusive of African Canadian history in the broader narrative of Canadian history.

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Curriculum Unit of Study

Unit Title: *Lend me Your Ear: the Voice of Early African Canadian Communities in Ontario through Petitions*

Unit Description: This unit uses six petitions written by African Canadians and supported by hundreds of people that presents their perspectives and goals on a range of issues that affected their lives. African Canadians crafted petitions to air their grievances on matters including enslavement, land grants, segregated schooling, minstrelsy, hiring practices for civil servant jobs, and enlistment in the military. The primary documents will be used to gather evidence, and use that evidence to make claims about the past and make connections to present-day. The learning activities are enhanced by the use of supplementary readings, video analysis, and extended research to introduce students to the concept of petitioning and to learn more about the communities and individuals who created them.

Learning Goals:

Students will develop an understanding of petitioning as a form of political activism that was employed by African Canadian communities in Ontario to address issues of racial discrimination. Students will learn about the issues of grievances that impacted their lives through the voices of African Canadians themselves. Students will further develop the skill of analyzing primary documents by gathering evidence from six petitions composed by individuals and organized groups in the Black community.

Subject(s): Social Studies, History, and Geography; History; Social Science; English

Grade Level(s): 6 – 12

Note: This unit can be adapted to meet the needs of students of varying ages and skill levels.

Time Allocation: Appx. 20 class periods

Unit Developer: Natasha Henry

Curriculum Overall and Specific Expectations Addressed:

Grade 6

HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

Overall

A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (FOCUS ON: Perspective)

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)

Specific

A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity (e.g., the contributions of African Canadians to political and social change)

A2.2 gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs, paintings, newspaper reports, books written on the experiences of new settlers in a community, books written about a specific community, online databases and archival collections) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., analyse petitions for evidence on the perspective of African Canadians on racial discrimination)

A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., enslavement, common schools, segregation, deputation, battalion)

A3.1 identify the main reasons why different peoples came to Canada (e.g., forced migration of enslaved Africans, political and social freedom of African Americans)

A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada (e.g., with reference to land ownership; agricultural practices; work; religion; dress and diet; family life and the roles of men, women, and children; social and service clubs), and identify significant ways in which settlers' places of origin influenced their ways of life in Canada

Grade 7

NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

Overall

A1. Application: analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: Continuity and Change; Historical Perspective)

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: Historical Perspective; Historical Significance)

Specific

A1.1 analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800 (e.g., with reference to attitudes towards slavery, political rights)

A1.2 analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges (e.g., with reference to restrictions on rights and freedoms of slaves; discrimination facing Black Loyalists), and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

A1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800 (e.g., the forced migration of enslaved Africans to New France and British North America)

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (e.g., the practice of the enslavement of Africans)

A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (e.g., petitions) and secondary sources (e.g., documentaries, web resources and/or books on Canadian history)

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., analyse petitions to understand the feelings of Blacks towards enslavement and to determine the attitudes of the people of New France towards slavery)

A2.5 evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain

A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., perspective, enslavement) and formats appropriate for specific audiences

A3.1 identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., the Seven Years' War; the importation of enslaved Africans as a result of the American Revolution, Black Loyalist migrations), and describe the historical significance of some of these events for different individuals, groups, and/or communities

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the Articles of Capitulation of Montreal, 1760; Treaty of Utrecht, the Royal Proclamation of 1763, the Haldimand Proclamation of 1784, the Constitutional Act of 1791), and explain the impact of some of these changes on various individuals, groups, and/or communities

A3.4 describe some significant aspects of daily life among different groups living in Canada during this period (e.g., with reference to enslaved Africans in New France)

A3.5 describe significant interactions between various individuals, groups, and institutions in Canada during this period (e.g., with reference to interactions affecting enslaved Africans with French and English colonists; the functions of, and interactions of people with, the Catholic Church, Protestant churches, or the French and/or British colonial administrations)

A3.6 identify some significant individuals and groups in Canada during this period (e.g., Marie-Josèphe Angélique, John Graves Simcoe, Frederick Haldimand, John Johnson), and explain their contribution to Canadian heritage and/or identity

CANADA, 1800–1850: CONFLICT AND CHALLENGES

Overall

B1. Application: analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (FOCUS ON: Continuity and Change; Historical Perspective) B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (FOCUS ON: Historical Perspective; Historical Significance) B3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific

B1.1 analyse social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850 (e.g., attitudes towards African Canadians; living conditions for different classes in industrializing cities; attitudes of political elites and groups seeking political reform), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (e.g., with reference to improvements in access to education; changes in attitudes towards African Canadians)

B1.2 analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (e.g., the unfair land granting process; discrimination, segregation and anti-Black stereotypes; limited access to education, loyalism) and ways in which people responded to those challenges (e.g., petitioning)

B1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 (e.g., displacements resulting from immigration of African Americans seeking land), and how some of these groups dealt with their displacement

B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (e.g., the Rebellions of 1837/38, increased Black immigration from the United States, education reform)

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (e.g., petitions) and secondary sources (e.g., documentaries, video clips, web resources and/or books on Canadian history)

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., analyse petitions to understand the feelings of Blacks towards slave catchers, racially segregated schools, and allegiance to Britain)

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., immigrant, rebels, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, segregation, enslavement, common schools, segregation, deputation, battalion) and formats appropriate for specific audiences

B3.1 identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., racially segregated education, the Upper Canada Rebellion, African American immigration, establishment of the Underground Railroad), and describe the historical significance of some of these events/ trends for different individuals, groups, and/or communities

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the Abolition of Slavery Act of 1833, the Common School Acts of 1846 and 1850), and explain the impact of some of these changes on various individuals, groups, and/or communities

B3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., an increase in African American immigration, , political reform movements in Upper and Lower Canada, education reform), and explain the impact of some of these changes on various individuals, groups, and/or communities

B3.4 describe interactions between different groups and communities in Canada during this

period (e.g., French, English, First Nations, Métis, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants)

B3.5 identify some significant individuals and groups in Canada during this period (e.g., Robert Baldwin, William Lyon Mackenzie, Richard Pierpoint, Peggy Pompadour, Paola Brown; African Canadian groups advocating integrated public education), and explain their contribution to Canadian heritage and/or identity

Grade 8

CREATING CANADA, 1850–1890

Overall

A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 (FOCUS ON: Cause and Consequence; Historical Perspective)

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (FOCUS ON: Historical Perspective; Historical Significance)

A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

Specific

A1.2 assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890 (e.g., with reference to discrimination facing African Canadians)

A1.3 analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives (e.g., petition campaigns against anti-Black racism)

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (e.g., African American immigration and their presence in Canada, racially segregated schooling, anti-Black hiring practices)

A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., petitions) and secondary sources (e.g., documentaries, video clips, web resources and/or books on Canadian history)

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., analyse petitions for the views of African Canadians on segregated schools and Blacks not being hired for certain jobs, use graphic organizers to help them to compare perspectives in the information they have gathered on segregated education)

A2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period

A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., racism, segregation, Underground Railroad, resistance, refugee, settlement) and formats appropriate for specific audiences

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this

period (e.g., the U.S. Fugitive Slave Act of 1850, the Common Schools Act of 1850), and explain the impact of some of these changes on various individuals, groups, and/or communities

A3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., the introduction of provisions for separate schools), and explain the impact of some of those changes on various individuals, groups, and/or communities

A3.4 describe significant instances of cooperation and conflict in Canada during this period (e.g., racial conflicts between Blacks and Whites on the issues of segregated schools, hiring for civil servant jobs; cooperation between various individuals and groups to organize petitions)

A3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., George Morton, Paola Brown, James C. Brown, Stanton Haunton, and William P. Newman), and explain their contributions to Canadian heritage and/or identity

CANADA, 1890–1914: A CHANGING SOCIETY

Overall

B1. Application: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals, and to some of the actions Canadians have taken to improve their lives (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (FOCUS ON: Historical Perspective; Historical Significance)

Specific

B1.1 analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914 (e.g., African Canadians)

B1.2 analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 (e.g., enlistment in Canadian military), and compare some of these challenges with those facing present-day Canadians

B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (e.g., heightened rivalries in Europe)

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., petitions) and secondary sources (e.g., reference books)

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use organizers to help them compare perspectives in the information they have gathered)

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., enslavement, common schools, segregation, deputation, battalion, enlistment) and formats appropriate for specific audiences (e.g., a deputation written in the voice of a UN conference delegate)

B3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., Arthur Harding Alexander, Sir Sam Hughes, Arthur Alexander), and explain their contributions to Canadian heritage and/or identity

Grade 10

CANADIAN HISTORY SINCE WORLD WAR I (CHC 2D/2P)

Overall

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (FOCUS ON: Historical Significance; Historical Perspective)

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: Historical Significance; Cause and Consequence)

Specific

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914 (e.g., causal questions: Why were Black men turned away from military recruiting centres?)

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources (e.g., primary sources: petitions; secondary sources: books and/or articles from the library, current newspaper or magazine articles, documentary and/or feature films or videos, information from websites, textbooks), ensuring that their sources reflect multiple perspectives

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., enlist, military, racism,)

B1.4 explain the impact on Canadian society and politics of some key events and/or developments during World War I

B2.1 analyse some of the consequences of Canada's military participation in the war (e.g., with reference to enlistment; the conscription bill; the military consequences and the human costs of battles involving Canadian forces; issues faced by Black veterans)

B2.3 describe some major instances of social and/or political conflict in Canada during this period, including conflict between French and English Canada (e.g., differing views on the enlistment of Black men), and analyse some of their causes and consequences

B2.4 explain the goals and accomplishments of some groups and/or movements that contributed to social and/or political cooperation during this period (e.g., movement of Black communities to have Canadian government confirm their right to enlist)

B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in

Canada during this period (e.g., with reference to racism, segregation, and discrimination towards Black Canadians), and explain their impact

B3.1 explain how some individuals, groups, and/ or organizations contributed to Canadian society and politics during this period and to the development of identity, citizenship, and/or heritage in Canada (e.g., George Morton, Paola Brown, James C. Brown, Stanton Haunton, and William P. Newman)

GRADE 11

ORIGINS AND CITIZENSHIP: THE HISTORY OF A CANADIAN HISTORY GROUP (CHE 30)

Overall

D2. Facing Challenges in Canada: analyse various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges (FOCUS ON: Cause and Consequence; Historical Perspective)

Specific

D2.2 analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group (e.g., with reference to segregation, discrimination, stereotypes)

D2.3 analyse ways in which Canadian public policy and/or institutions reflect a recognition of challenges that have faced ethnic communities in Canada (e.g., with reference to the establishment of human rights legislation and commissions)

GRADE 12

CANADA: HISTORY, IDENTITY, AND CULTURE (CHI 4U)

Overall

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history, with a focus on the development of identity and culture

B1. Setting the Context: analyse the significance, for different groups in Canada, of various social/ cultural, economic, and political practices and developments prior to 1774 (FOCUS ON: Historical Significance; Historical Perspective)

B3. Diversity and Citizenship: assess the impact of various individuals, groups, and colonial policies prior to 1774 on the development of identity, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C1. Setting the Context: analyse various social/cultural, economic, and political events, trends, and/or developments that occurred in or affected Canada between 1774 and 1867, and assess their impact (FOCUS ON: Historical Significance; Continuity and Change)

C2. Interactions and Interdependence: analyse the impact on the development of Canada of various interactions between different groups in Canada, as well as between Canada, Great Britain, and the United States, from 1774 to 1867 (FOCUS ON: Cause and Consequence; Historical Perspective)

C3. Diversity and Citizenship: analyse how various individuals and groups contributed to the social and political development of Canada between 1774 and 1867 and to the evolution

D1. Setting the Context: analyse how various social/cultural, economic, and political events,

trends, and/or developments in Canada from 1867 to 1945 contributed to the development of the country (FOCUS ON: Continuity and Change; Historical Perspective)

D2. Interactions and Interdependence: analyse how various interactions at both the national and international level between 1867 and 1945 contributed to the development of Canada (FOCUS ON: Historical Significance; Cause and Consequence)

D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

Specific

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history, with a focus on the development of identity and culture

A1.2 select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources (e.g., primary: petitions; secondary: books and/or articles from the library, current newspapers or magazines, documentaries and/or other films, textbooks, websites), ensuring that their sources reflect a range of perspectives

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.10 use appropriate terminology when communicating the results of their investigations

B1.3 describe various practices and developments associated with the emerging economy in colonial Canada prior to 1774 (e.g., slavery), and assess their significance for the development of Canada, including the development of identity in Canada (e.g., with reference to the establishment of colonial settlements)

B3.3 analyse ways in which colonial policy and practices reflected ideas about rights, citizenship, and social status in Canada prior to 1774 (e.g., with reference to slavery)

C1.1 describe various key social trends and developments in Canada during this period (e.g., the practice of slavery; the abolition of slavery), and analyse their impact on people in Canada

C2.1 analyse some of the challenges facing various communities in Canada during this period and how different communities responded to them (e.g., with reference to anti-Black racism and discrimination; isolation facing pioneers and homesteaders; challenges associated with transportation)

C3.1 explain the contributions of various individuals to society and politics in Canada during this period (e.g., Paola Brown, Egerton Ryerson, Mary Ann Shadd), and assess their impact on the development of identity, citizenship, and/or heritage in Canada

C3.2 analyse how immigration changed Canadian society and contributed to the development of identity in Canada during this period (e.g., with reference to African American freedom-seekers)

C3.4 explain how escalating demands for democratic reform during this period affected the evolution of Canada's governmental system (e.g., with reference to demands for responsible government leading up to, during, and after the rebellions of 1837–38)

D1.1 analyse some key social developments as well as dominant social attitudes and values

during this period (e.g., attitudes towards people of African descent), and assess their significance for the development of Canada, including the development of identity in Canada
D2.2 explain the main causes of key conflicts between groups in Canada during this period (e.g., with reference to government policies such as the Ontario Common Schools Act of 1850), and assess how these events contributed to the development of Canada

D2.3 analyse the goals, strategies, and effectiveness of a variety of reform movements/organizations during this period (e.g., the movement for school desegregation by Black parents, military enlistment by Black men)

D3.1 explain the contributions of various individuals to Canadian society and politics during this period (e.g., George Morton, James C. Brown, Stanton Haunton, and William P. Newman, Sam Hughes), and assess their impact on the development of identity, heritage, and/or citizenship in Canada

GRADE 11

EQUITY, DIVERSITY, AND SOCIAL JUSTICE (HSE3E)

Overall

C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;

Specific

A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., petitions) and secondary sources (e.g., textbooks, magazines)

A3.1 assess various aspects of information gathered from primary and secondary sources

B2.4 describe the effects of discrimination and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, anger, hopelessness; motivation to seek societal change or engage in advocacy, action)

C1.1 describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers (e.g., prejudice and discrimination, racism)

C2.1 describe a variety of historical and contemporary examples of inequity and social injustice in Canada

C3.2 describe forms of social activism, including those unique to contemporary society (e.g., petitioning)

GRADE 12

EQUITY AND SOCIAL JUSTICE: FROM THEORY TO PRACTICE (HSE4M)

Overall

C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues

Specific

A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., petitions) and secondary sources (e.g., textbooks)

A3.1 assess various aspects of information gathered from primary and secondary sources

B2.2 analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups (e.g., feelings of marginalization, powerlessness, motivation to seek

societal change or engage in advocacy, action)

B2.4 demonstrate an understanding of how the use of language can empower or marginalize individuals and groups

C1.1 analyse the rationale for specific instances of social injustice in Canadian history (e.g., racial segregation), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed

C3.1 compare challenges facing various equity seeking groups (e.g., African Canadians seeking racial equity), and describe some of the policies, strategies, and initiatives used by these groups to address their concerns (e.g., petitioning)

GRADES 9

ENGLISH (ENG 1P)

Specific

1.9 identify how a few different presentation strategies are used in oral texts to inform, persuade, or entertain (e.g., rhetorical devices, anecdotes)

GRADE 11

ENGLISH (ENG 3C)

Specific

2.3 identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts (e.g., the choice of words in a letter to the editor can reveal the attitude of the author; rhetorical questions can help to engage the reader's interest when used to introduce the topic or thesis of a report or essay)

GRADE 11

ENGLISH (ETC 3M)

Specific

2.5 identify various elements of style used in Canadian literary texts and explain how they help communicate meaning and enhance the effectiveness of the text (e.g., identify and demonstrate an understanding of the role of rhetorical devices used in a Canadian text)

GRADE 12

ENGLISH (ENG 4U)

Specific

1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose (e.g., determine whether and how rhetorical devices help clarify the accompanying stories for the reader)

**GRADE 12
ENGLISH (ETS 4U)**

Specific

- 1.2 identify a purpose (or purposes) for reading particular texts (e.g., a petition, to obtain information a time period, or various rhetorical and literary devices)
- 2.5 identify various elements of style used in texts and explain how they help communicate meaning and enhance the effectiveness of the text
- 5.3 identify ways in which literary texts might promote social and personal change

**GRADE 12
ENGLISH (ETS 4C)**

Specific

- 2.5 identify various elements of style used in texts and explain how they help communicate meaning and enhance the effectiveness of the text (e.g., identify and explain the effect of rhetorical devices used in petitions)

**GRADE 12
ENGLISH (EWC 4C)**

Specific

- 1.4 analyse the ways in which writers use elements of style (e.g., rhetorical devices)

Essential Questions

1. What are the features of a petition?
2. How is rhetoric important to the construction of petitions?
3. How did petitioning help freedom seekers and free Black in Canada construct communal identities in Canada?
4. What social and economic realities did African Canadians face in Canada through to the 20th century?
5. To what extent were the petitions successful even if they were ignored, tabled, or denied?
6. What role can initiatives by the United Nations play in addressing social justice?

Assessment Tasks

Assessment Criteria: Reflections, jig-saw activities, media analysis, and conference presentations. Evaluation tools will be informal observations, discussions, guiding questions, and a rubric.

Culminating Task: a presentation of a deputation at a UN Conference

Petitions in Unit

1. 27 October 1778. “Memorial of Rathass Coffee.” Haldimand Papers, Library and Archives Canada, MS21877:2227.
2. 21 June 1828. “A Petition of the People of Color at Ancaster,” Upper Canada Land Petitions “B” Bundle 15, pt. 2, 1820 – 1829, 115f, 115g, Library and Archives Canada, RG1, L3, Vol.50, accessed at the Archives of Ontario, microfilm reel C-1628; *Journal of Negro History*, vol. 15, no. 1 (1930): 115 – 116.; *Gore Gazette*, 21 June 1828: 3.
3. 20 May 1836. Address to the Lieutenant Governor Sir Francis Bond Head from coloured inhabitants of Hamilton, Dundas, Brantford. Civil Secretary’s Correspondence, Upper Canada Sundries, May 1836, (RG5, A1, Vol. 166A), pp.90769, 90769a – I, and 90770.
4. 7 March 1852. “Committee of the Col[oured] Cit[izens] of Chatham” to Edgerton[sic] Ryerson. J. C. Brown et al. to Egerton Ryerson, 7 March, 1852, Department of Education Incoming General Correspondence, RG-212, B231851, Archives of Ontario; Black Abolitionist Papers on microfilm, Reel #7, 444-45.
5. 25 December 1889. “Market, Fire, Police: The Colored Citizens Present Their Rightful Claims,” *Hamilton Herald*.
6. 6 November 1914. Petition by Arthur Alexander of North Buxton to Sir Sam Hughes, Minister of Militia and Defence. RG 24, Vol. 1206, File 297-1-21, Library and Archives Canada.

Lesson Plan Summary

1. Lesson Plan #1: Rathass Coffee’s Quest for Freedom
2. Lesson Plan #2: Mobilizing the Black Masses
3. Lesson Plan #3: Loyal We Remain
4. Lesson Plan #4: Taxation, But No Education
5. Lesson Plan #5: Full Citizenship Denied
6. Lesson Plan #6: The Fight to Fight
7. Lesson Plan #7: Culminating Task - A Deputation for the United Nations as part of events for the UN International Decade for People of African Descent International Conference

Unit Preparation Notes

Required Prior Student Knowledge:

- Research skills
- Finding and using primary and secondary sources
- Note taking organization of information
- Participation in class discussions and cooperative learning

Teacher Planning Notes:

- Gather the necessary resources and secure Internet access
- Prepare definitions of petitions, racism, segregation, discrimination and other words students may need
- The terms African Canadian and Black(s) are used interchangeably in this unit and are meant to refer to anyone of African descent regardless of national origin or background.

Background on Petitioning by People of African Descent

Petitions are a formal request seeking redress for a grievance. They often bear the names of people making the request in the form of a list of signatories. Petitions are addressed to a person or group of persons in authority or power who can fulfil the appeal or holds power and connections to influence a favourable decision. The intent of petitions is usually to solicit some favour, right, or other benefit. Sometimes they lobby the ban of actions that cause social harm.

Throughout the history of Africans in North America, enslaved and free Africans filed petitions. Petitions represented the beliefs of the petitioners. These documents were scribed by members of the community who could read and write. The issues of concern ranged from: seeking emancipation from enslavement, the abolition of the institution of slavery, promised land grants earned for military service, segregation in public spheres, limited citizenship status, the enforcement of legal rights, the perpetuation of negative stereotypes of Africans in public performances of minstrel shows, discriminatory hiring practices. Petitions by people of African descent presented diverse issues to public officials. Even if they were not granted, the petitions raised important questions that at times helped to shape government policies.

Petitions by Blacks serve as an example of the political participation of Blacks from all walks of life. The names of cosigners offer additional insight into the varied lives of Blacks in Canada and the United States. Some signed their names while others signed with an 'x,' often a sign of illiteracy. Many petitions prepared, signed, and circulated by Blacks were collective, or group, petitions. The demonstrated a level of collective consciousness and shared vision.

Petitions are useful historical documents that represent the immediate testimonies of individuals and groups at the time. They can be used to uncover the experiences of Blacks in North America in their own public voices.

Lesson Plan #1: Rathass Coffee's Quest for Freedom

Duration: 3 classes

Learning Outcomes: Students will learn how to analyze a primary document and will gain an understanding of the features of a petition. Students will also learn about the enslavement of Africans in early Canada and the experiences of Blacks during the American Revolution. This lesson will help students further develop research skills.

Materials:

- “Memorial of Rathass Coffee.” 27 October 1778. Haldimand Papers, Library and Archives Canada, MS21877:2227.
- Background reading
- “Return of Negroes and Negroe Wench’s brought into the Province by Parties under the Command and Direction of Lieut. Colo. Sir John Johnson Bart.,” Haldimand Papers, MS21763, B-103: 368– 9, Library and Archives Canada, microfilm reel H-1447. (Appendix A)
- *Book of Negroes* miniseries, episodes 3 and 4. (When Revolution breaks out in New York, Aminata seizes her chance and escapes to freedom in the haven of Canvas Town. After British defeat, Aminata registers Black Loyalists in The Book Of Negroes for an escape to freedom in Nova Scotia.)

Resources:

- Mackey, Frank. *Done with Slavery: the Black Fact on Montreal, 1760 – 1840*. Montreal: McGill-Queen's University Press, 2010.
- *Book of Negroes* Miniseries Teachers’ Guide, CBC Curio Learning
http://media.curio.ca/filer_public/4e/51/4e515f0b-6298-48b9-9a95-2fe34f0e6ca7/bon_teachersguide.pdf

Considerations/ Accommodations:

- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.
- The *Book of Negroes* episodes contain what some may view as sensitive topics including nudity, violence, and derogatory language. Preview episodes before hand and inform students of content prior to viewing.

Assessment & Evaluation of Student Achievement:

- Formative assessment: debriefing; completion of analysis and interpretation questions
- Summative assessment: position paper

Minds On:

1. Ask students what they know about the enslavement in North America.
2. Ask them if they were enslaved, what would they do to be free?

Teaching & Learning Strategies:

- Review the definition of a primary document and have students list examples.
- Read the petition.

- Identify and define unfamiliar words in the petition.

A. *Analyze the Petition*

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

1. When was this petition written?
2. What is the name of the petitioner?
3. Who was the petition written to?
4. Where was the petition written?

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

1. Under which circumstances did Rathass meet Major Skene?
2. What promises did Major Skene make to Rathass?
3. What is ‘the last war’ Rathass was referring to? What evidence in the petition could be used to support your answer?
4. What major event was happening at the time this petition was written?
5. Who do you think took Rathass and Skene as prisoners? What evidence in the petition supports your answer?
6. Since Rathass did not receive the things promised by Skene, what do you think happened to Rathass?
7. What dangers do you think Rathass faced in his escape to Quebec?
8. What is Rathass requesting from Sir Haldimand?
9. Why is he asking Haldimand to grant him freedom if he has already escaped to Quebec?
10. How does Rathass feel about his predicament?
11. List two things you learned about the experiences of Blacks during the American Revolution.
12. What were some of the choices enslaved people made to achieve their freedom during the era of the Revolutionary war?
13. What were advantages and disadvantages of Blacks choosing to runaway, or joining either side of the War?

C. *Judgement Call: Could Rathass Coffee receive his request?*

Students will hypothesize whether or not Halidmand would grant Rathass his request from freedom and the fulfillment of Skene’s promises, given the conditions of enslaved Blacks in Quebec at that time.

- Examine the document, the “Return of Negroes and Negroe Wench’s brought into the Province by Parties under the Command and Direction of Lieut. Colo. Sir John Johnson Bart.” as a class (Appendix A). Have students read the Background. Students will then research secondary sources to help gather evidence to draw their conclusion.

- The teacher should have a debriefing discussion with the class to talk about their findings and any questions that arise.
- Students will then write a short piece explaining their position, using supporting facts from their research.

Consolidation:

Have students complete an Exit Jeopardy card. Create several questions on the key points of the lesson beforehand. Give the answers to the class. Students have to give the question to the answer given to them in order to leave.

Extension:

Learn more about the experiences and roles of Africans and African Americans during the American Revolution. Watch episodes 3 and 4 of the *Book of Negroes* miniseries.

Background

Frederick Haldimand was a British military officer and was appointed as the Governor of Quebec (which included Ontario) in 1778. In 1781, Haldimand asked Sir John Johnson to take a census of the enslaved Blacks that were brought in to Quebec by incoming white Loyalists. That record was called the “Return of Negroes & Negroe Wench’s brought into the Province by Parties under the Command and Direction of Lieut. Colo. Sir John Johnson Bart.” Haldimand attempted to prohibit the illegal entry of enslaved Blacks to try to curb escaping slaves from entering Quebec and to address the theft of slave property that Loyalists and First Nations were engaging in through raids on their way to safety in Quebec. However, many slaves who were held by Loyalists and Patriots and were fleeing bondage, made their way in to the province to seek refuge. White Loyalists who had their slave property stolen, made claims to Haldimand when they arrived in Quebec.

Major Philip Skene was a British half-pay officer and founder of Skenesborough (Whitehall) at the foot of Lake Champlain in the British colony of New York. In 1775 Skene was appointed lieutenant-governor of the forts at Crown Point and Ticonderoga. He was also the surveyor of the forest of Lake Champlain. Skene enslaved at least 24 Blacks who mined iron ore. During the Seven Years’ War (1756-1763), Skene had taken part in the British attacks on Martinique and Havana. Skene had been nowhere near the “East Indies.” Based on his service records, it leads to the conclusion that “Ibana In the East Indies” was most likely Havana in the West Indies. Skene purchased more slaves from Havana, bringing the total he owned to forty.

During the War of Independence, Rathass Coffee escaped from American forces and landed at St-Jean sur-Richelieu in early October 1778. Coffee and Skene were captured by Americans at Ticonderoga in 1775, where Coffee eventually escaped from. He immediately petitioned to Governor Haldimand for his freedom. In his request, Coffee claimed that during the Seven Years War (1756– 63), he had jumped ship to the British side, likely from a Spanish ship at the British attack on Havana in June 1762, when he met Skene who promised Coffee his freedom, fifty acres and a cow. Instead, Coffee was taken to New York, enslaved by Skene and was forced work for him during the ensuing years.

Memorial of Rathass Coffee, 27 October 1778

Praying to grant him his Liberty

To His Excellency Frederick Haldiman[d]

Governor in Chief of all Kanedy[Canada] and the Territories there unto Belonging ~

The petition of Rathass Coffee humbly sheweth that your poor petitioner run the hazard of his life by runing away from a ship at Ibana[Havana] in the East[West] Indies I Agreed with Mj.^r Skeene he promised me fifty acres of free land and a cow but did not perform his promise as have been in America sence the last war Your petitioner was was taken prisoner at Ticonderoge[Ticonderoga] I made My Escape with two white Men to St. Johns[Saint-Jean sur Richelieu] And has Gon through Many perils And Dangers by Both Land And Water. My Master Was taken Prisoner Also And Made his Escape. Your Petitioner begs through Your Great Clemency And Goodness that you'l be pleas'd to Look Into the State of his Case And Grant his Liberty for which as in duty bound he will ever pray.

Your Petitioner thinks its Avery hard Case that he Can Neither Get his Agreement Nor his Liberty.

Quebeck the 27th of Octb.^r 1778

“Memorial of Rathass Coffee,” 27 October 1778,
Haldimand Papers, Library and Archives Canada, MS21877:2227.

To his Excellency Frederick Holdeman
Governor In Chief of all Kanesy And the Territories
thereunto belonging

The Petition of Rathap Coffie humbly sheweth
that your poor petitioner Run the hazard of
his life by running away from a Ship at the
Ybana In the East Indies of Agued with Mr.
Skene he promised Me fifty Acres of free land
And a Cow but did Not perform his promise
I have been In America Since the last War
your petitioner was taken prisoner at Ticonderoga
I made my escape with two white Men call John
And has gon through Many perils And Dangers
by Both Land And water My Master Was
taken Prisoner Also And Made his escape your
Petitioner begs through your Great Clemency And
Goodness that you be pleas'd to Look Into the state
of his case And Grant his Liberty for which as
In duty Bound he will ever pray

Your Petitioner thinks its very hard And that he
Can Neither Get his Agreement Nor his Liberty

Quebek the 27 of Oct^r 1770

Lesson Plan #2: Mobilizing African Canadian Citizen

Duration: 3 – 5 classes

Learning Outcomes: Students will gather relevant information from a primary document (petition), examine the features of a petition, and will gain an understanding of collective petitioning. Students will learn about the racial discrimination and anxiety experienced by freedom-seekers in Upper Canada. Students will also learn about the 1793 Act to Limit Slavery in Upper Canada, the first anti-slavery legislation in the British colonies. This lesson will help students further develop research skills.

Materials:

- “A Petition of the People of Color at Ancaster,” as printed in the *Ancaster Gazette*, 18 June 1828; Upper Canada Land Petitions “B” Bundle 15, pt. 2, 1820 – 1829, 115f, 115g, Library and Archives Canada, RG1, L3, Vol.50, accessed at the Archives of Ontario, microfilm reel C-1628; *Journal of Negro History*, vol. 15, no. 1 (1930): 115 – 116.; *Gore Gazette*, 21 June 1828: 3.

Resources:

- Chloe Cooley and the Act to Limit Slavery, Canadian Encyclopedia <http://www.thecanadianencyclopedia.ca/en/article/chloe-cooley-and-the-act-to-limit-slavery-in-upper-canada/>
- Shadd, Adrienne. *The Journey from Tollgate to Parkway: African Canadians in Hamilton*. Toronto: Dundurn Press, 2010: 61 – 63.
- Paola Brown Biography http://www.biographi.ca/en/bio/brown_paola_8E.html

Considerations/ Accommodations:

- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.

Assessment & Evaluation of Student Achievement:

- Formative assessment: completion of analysis and interpretation questions, discussion

Minds On:

1. What are some current ways that people use to organize around an issue?
2. How do you think people mobilized in the 19th century? Why?

Teaching & Learning Strategies:

- Read the petition.
- Identify and define unfamiliar words.

A. Analyze the Petition

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

1. When and where was this petition produced?
2. How many people signed the petition?
3. Conduct an internet search for the words "...as is duty bound will ever pray." What role does this phrase play in a petition?

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

1. Why was this petition written? What problem did the petitioners want to address?
2. How do we know this petition was written by Black in Ontario? What evidence in the petition supports your answer?
3. What was the main challenge Blacks were facing?
4. What are the petitioners requesting and why?
5. How were Canadians said to have been involved in the kidnapping of a Black man in the Niagara area?
6. What Upper Canadian (Ontario) anti-slavery law did the kidnappers violate?
7. How was this petition circulated? Why did they take this approach?
8. Why did the organizers of the petition include an appendage?

C. *Collective Petitions: Strength in Numbers*

- Research the 1793 Act to Limit Slavery and describe its key points. How did this legislation influence the immigration of African Americans into Ontario and increase the provinces Black population?
- What effects do you think racial exclusion had on Blacks?
- What does the fact that 237 African Canadians signed the petition attesting to its content reveal about the attitudes and treatment towards Blacks? What does it say about African Canadian's feelings towards their circumstances?
- In the 1800s, the newspaper was the main medium to reach a mass audience. Today, what kind of media is used to large numbers of people?

Consolidation:

Have students create 5 tweets and/ or hashtags on paper based on the issues of this petition. If you have a class Twitter account, students can send tweets, once approved.

**To His Excellency Sir Peregrine Maitland, Knight
Commander of the Most Honorable Military Or-
der of the Bath, Lieutenant Governor of the Pro-
vince of Upper Canada, and Major General Com-
manding His Majesty's Forces therein, &c. &c. &c.**



THE Petition of the under-named People of Color, residing in different parts of the Province, Hum-
bly Sheweth, that your Petitioners duly appreciate the excellent constitution of the Province, and anx-
iously desire to enjoy more fully the many privileges it confers, and from which they are, in their pre-
sent situation, in a great measure excluded. One of the many, and perhaps the greatest disadvantage
under which they labor, is the want of means of educating their children—which desirable object they
fondly cherish—the hopes of being able to accomplish, should they be formed into a settlement, where
they could combine and unite their means and exertions for so laudable a purpose as that of securing
to their posterity the means of obtaining a moral and religious education, with all its happy consequen-
ces; and your petitioners hope that it will be the means of preventing the system of kidnapping which
is now carried on through His Majesty's Provinces by the Georgia and Virginia kidnappers, from the
southern states of America; a recent instance of which your Petitioners beg leave to mention to your
Excellency. In the month of April last, a black man by the name of James Smith, in the employ of Mr.
R. M. Long, of Clinton, was seized in his bed, in the night, by a band of slave-holding ruffians from the
south, and conveyed across the Niagara River, gagged and pinioned. He was kept concealed in some
barrack while the Virginia kidnapper was making arrangements for proceeding onwards with his cap-
tive; but very fortunately the poor man made his escape, and after lying concealed for 48 hours without
fire or food, actually swam the Niagara River in the night, and thus secured his retreat. The poor fellow
landed at the fishing ground on this shore, and was first discovered by a party of fishermen, buffeting
the chilly element nearly exhausted. He states that some of the party who seized him were disguised,
and are supposed to be Canadians bribed for the disgraceful purpose. Last summer—1827—there was
another poor man taken from this Province, by the Kentucky or Virginia kidnappers, and carried into
slavery, which is a violation of the glorious laws of this province; and it is disgraceful to the free and
independent state of New York, after riding herself from the curse of slavery, that kidnapping can be
carried on from this province through her. Your Petitioners are of opinion, could they but unite them-
selves together into a township, it would prevent kidnapping, and we could become useful to our King
and country. We know that His Majesty's Government have given us land on Lake Simcoe, but there
are many disadvantages which prevent us from getting to that place. To mention them would be to
make this petition too long. Your Petitioners therefore humbly pray, that your Excellency will be so
graciously kind as to grant to your Petitioners—contiguous to the main road leading from Burlington to
Lake Huron—such portion of the waste lands of the Crown, as to your Excellency shall seem meet, on
which to establish a settlement of Colored People, and your Petitioners as in duty bound will ever pray.

(Signed by [two hundred thirty-seven] coloured persons)

N.B. The people of colour in different parts of the province, are requested to united with the promoters of this undertaking, and affix their signatures to the printed petitions, which will be forwarded to the different districts for that purpose.

Ancaster, June 18, 1828.,

Editors of the other Provincial papers are requested to give the above an insertion.

=====

if it is not your Excellency pleasure your petitioners humbly[*sic*] pray that your Excellency will be so graciously kind as to grant to them some little aid to get to Lake Simcoe [Oro Settlement] and your petitioners as In duty bound will ever pray

Paola Brown
Charles Jackson

“A Petition of the People of Color at Ancaster,” as printed in the *Ancaster Gazette*, 18 June 1828; Upper Canada Land Petitions “B” Bundle 15, pt. 2, 1820 – 1829, 115f, 115g, Library and Archives Canada, RG1, L3, Vol.50, accessed at the Archives of Ontario, microfilm reel C-1628.

Lesson Plan #3: Loyal We Remain

Duration: 2 classes

Learning Outcomes: Students will learn how to interpret primary documents (petitions) and will gain an understanding of the features of a petition, including rhetorical language. Students will learn that a petition sometimes did not ask for anything, but could also be a collective declaration of ideological principle. Students will develop some background knowledge about how and why African Canadians declared their loyalty.

Materials:

1. 20 May 1836. Address to the Lieutenant Governor Sir Francis Bond Head from coloured inhabitants of Hamilton, Dundas, Brantford. Civil Secretary's Correspondence, Upper Canada Sundries, May 1836, (RG5, A1, Vol. 166A), pp.90769, 90769a – I, and 90770.
2. Background

Resources:

- Sir Francis Bond Head Biography
http://www.biographi.ca/en/bio/head_francis_bond_10E.html

Considerations/ Accommodations:

- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.

Assessment & Evaluation of Student Achievement:

- Formative assessment: completion of analysis and interpretation questions, discussion

Minds On:

1. Name the current major political parties.
2. Who won the last federal election?
3. Why do you think the winning party appealed to the majority of voters?
4. How do people show their support for a particular political party today?

Teaching & Learning Strategies:

- Read the petition.
- Identify and define unfamiliar words.

A. *Analyze the Petition*

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

1. Where and when was this petition written?

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

1. Why did African Canadians in Hamilton, Dundas, and Brantford write and support this petition?
2. How did the petitioners feel about living in Upper Canada?
3. How did they describe the life of Blacks in the United States compared to theirs in Upper Canada?
4. Why do you think the petitioners felt the need to express support for Lieutenant-Governor Head during the tense political climate?
5. Why do you think they chose not to give their opinion on whether or not the proposed changes to the Constitutional Act were acceptable?
6. How did Blacks justify their political allegiance to Head and the Tories?
7. Could this declaration of loyalty benefit African Canadians later on? How?

C. *Showing Party Colours*

Consolidation:

Create a visual image that represents the sentiment of this petition.

Background

Sir Francis Bond Head was the Lieutenant-Governor of Upper Canada from 26 January 1836 to 23 March 1838). He was a Tory (Family Compact). Head's disregard of the goals outlined in a speech delivered by Governor Lord Gosford at the opening of the legislature during the fall of 1835 caused political turmoil. French Canadians, represented by the Patriotes were demanding changes to the Constitutional Act to be more inclusive of their requests, including an elective Legislative Council and provincial control of certain royal revenue streams. Lord Gosford acknowledged support for future changes. However, Head published an announcement that no changes should be expected. Consequently, Louis-Joseph Papineau and other members refused to authorize more than six months of payment for the bill of supply, monies to pay the salaries of government officials, and would not vote for any more after the six months if their demands were not met.

Additionally, Head had serious disagreements with six councillors that he himself appointed when he took up his post. Three weeks later, the councillors resigned in protest. Head did not consult them on matters of the government. Head informed them that as Lieutenant Governor, he alone was responsible for the operation of the government. These actions further alienated Head from the Executive Council.

Sir Francis Bond Head prorogued (dissolved) government in April 1836 after the Reform-dominated Assembly censured him. Head won the June 20, 1836 election by appealing to citizens' sense of loyalty. Head's actions contributed to the Rebellions of 1837/38.

20 May 1836

To His Excellency Sir Francis Bond Head Knight Commander of the *Royal Hanoverian Guelphic Order*, *Knight of the Prussian Military Order of Merit*, Lieutenant Governor of the Province of Canada, &c., &c., &c.

May I Please Your Excellency,

We His Majesty's Loyal, and Dutiful Subjects the Coloured Inhabitants of Hamilton, Dundas, and Brantford, Most Respectfully beg leave to convey to your Excellency an expression of our sentiment at the present important Era in the History of this province, - to assure your Excellency of our unabated loyalty and attachment to our Sovereign and of unshaken confidence in the Wisdom and Integrity of your Excellency's Liberal, and Enlightenment Administration.

Surrounded as we are with innumerable Blessings, and living as we do in full, free, and unfettered possession of the Rights, Liberties, and, Privileges of British Subjects, we cannot but feel, the deepest emotions of Gratitude to a kind, Overruling, Providence for having cast our Lot in this happy, portion of the British Empire. Did a single doubt exist in our minds as to the glorious benefits we enjoy, it is only necessary for us to cast our eyes over passing events in the neighbouring Republic where, from High Authority, we are told, Her citizens live under the happiest Institutions but where, moreover, we are likewise made to understand, The Political, Edifice rests on its foremost foundation when the Civil, and Religious Institutions of their Union are based and consolidated on the wrongs and oppressions of our unhappy and far less fortunate Coloured Brethren. On the other hand a bright picture opens to our view. We have seen the British Nation through their Representatives in the Imperial parliament, after a calm, and, matured, deliberation solemnly recognise the Right and, title of the whole Coloured Population in her various Colonies, to the full enjoyment of all those privileges which are in the possession of any, class of His Majesty's Subjects. We require only to look on this and on that side of the Picture to convince us that we cannot too strongly depreciate any

rash and ill informed changes in our present happy Constitutions, the consequences of which it is impossible either to foretell or foresee. We merely lamented to perceive the difficulties with which your Excellency, was beset, so soon after assuming, the Government of the Province; and we deplored and regretted to see your Excellency assailed by the violence of Party and the Clamour of Faction to a degree unparallel'd in the annals of the Province and had we possessed less confidence in the wisdom of A Firmness Of your Excellency, than we actually did, we might have felt alarm and anxiety for the result. Without venturing to express an opinion on the propriety of the changes which are demanded in the Constitution of the Executive Council, of this Province, we may state, that is our humble belief it requires but a feeble of the understanding from those whose judgements are not blinded, by the Bad, Passions of Party Spirit, to know that all such great Organic Changes in our Constitution must be the result of the calm and deliberative wisdom of the Imperial Parliament.

That your Excellency may be long offered?? to administer the Government of the Province in the Spirit of the British Constitution is the fervent prayer of those whose names are attached to this address.

W^m. Williamson, Grocer, A Freeholder, Hamilton

[signed by 492 signatories]

To His Excellency Sir Francis Biddis, Knight
the Royal Prussian Ambassador, and Extraordinary
Viceregent Governor of the Province of Upper Canada &c. &c.
May I Please Your Excellency,

We His Majesty's Loyal and Dutiful Subjects, the
Beloved Inhabitants of Hamilton, Brantford, and Burlington, do most respectfully beg leave to convey to
your Excellency an expression of our sentiments at the present important crisis in the history of this Province, in a firm
proof of our unabated loyalty and attachment to our Sovereign, and of our unshaken confidence in the Wisdom
and Integrity of your Excellency's liberal and Enlightened Administration.

That we are not without innumerable blessings, and long we are to a full, free, and unimpeded enjoyment of the Rights
Privileges, and Liberties of British Subjects, we cannot but feel the deepest conviction of our duty to a most conscientious
Viceregent for sharing it with the happy people of that British Empire. But, as might doubt exist in our minds as
to the glorious benefits we enjoy, it is only necessary for us to cast our eyes and passing glance at the neighbouring Republics,
where, from High Calceity, we see still the Citizens live under the happiest Constitutions, and where, moreover,
we are likewise said to understand, the Political, & other, rest on its firm foundation when the best, and the
Substitutions of their Union are basic and consolidated, and the success and enjoyment of our unhappy and forlorn
and beloved Motherland. On the other hand, a bright picture offers to our view: We have seen the British Nation
through their Representatives in the Imperial Parliament offer a calm and rational deliberation, solemnly recognize the
Rights and Title of the whole British Population to the various Colonies, to the full enjoyment of all their franchises
which are in the possession of any of His Majesty's Subjects. We require only to look on the one or that
side of the Picture to comprehend that our Councils should, before any such and such an all, or any change
in the present happy Constitution, be the consequence of which it is impossible either to predict, or foresee.
We sincerely lament to perceive the difficulties with which your Excellency has been, for some time, surrounded, by the weakness of
body, and the ill-health of, &c. &c. &c. to a degree unparalleled in the career of the Province, and had we not
felt, less confidence in the Wisdom & Integrity of your Excellency, than we actually did, we might have felt alarm
and anxiety for the result. Without venturing to express an opinion on the propriety of the measures which
you demanded in the Constitution of the Executive Council of this Province, we may state, that a true
reasonable belief, it requires but a gentle effort of the understanding from those whose judgements are
not blinded, by the Mist, Passions of Party Spirit, to know that all such good Organic Changes
in our Constitution, must be the result of the calm and deliberative Wisdom of the
Imperial Parliament.

That your Excellency may be long spared to administer the Government of this Province
in the Spirit of the British Constitution is the fervent prayer of those who remain so
attached to this Address. W^m Williamson, Secy, & Esq. Brantford, Hamilton

Benjamin Harris
1
2
3

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Lesson Plan #4: Taxation, But No Education

Duration: 3 classes

Learning Outcomes: Students will gather relevant information from a primary document (petition) and will learn about the practice of excluding Black children from public schools.

Materials:

- “Committee of the Col[oured] Cit[izens] of Chatham” to Edgerton[sic] Ryerson, 7 March 1852.
- “Law of separate schools in Upper Canada, by the Roman Catholic bishops and the Chief Superintendent of Schools: being the first part of the correspondence ordered to be printed by the Legislative Assembly.” Toronto: Printed by Lovell & Gibson, 1855: 1 - 2.
<https://archive.org/details/lawofseparatesch00ryer>
- *The Little Black School House* by Sylvia Hamilton, 2007 (DVD).

Resources:

- McLaren, Kristin. “We Had No Desire to be Set Apart” *Social History / Histoire Sociale*, Vol. 37, No. 73, 2004: 27 – 50.
<http://hssh.journals.yorku.ca/index.php/hssh/article/view/4373/3571>
- Knapp, Jessica. “On the Importance of Education... it is as necessary as the light—it should be as common as water, and as free as air... ”: Perpetuating Racial Discrimination through Education in Nineteenth Century Windsor and Sandwich," *The Great Lakes Journal of Undergraduate History*, Vol. 1, Iss. 1, 2013: 8 - 36.
<http://scholar.uwindsor.ca/gljuh/vol1/iss1/2>.
- “Repeal of the Common Schools Act, 1850,” *Share News*, March 25, 2015.
<http://sharenews.com/repeal-of-the-common-school-act-of-1850/>
- *The Provincial Freeman and the Voice of the Fugitive* 19th Black Canadian newspapers
<http://ink.ourdigitalworld.org/>
- Emeline Shadd Lesson Plan on Segregated Schools in Ontario
<http://breakingthechains.tubmaninstitute.ca/sites/breakingthechains.tubmaninstitute.ca/files/Emeline%20Shadd.pdf>
- Cooper, Afua. "The Letters of Solomon Washington," in Boraks-Nemetz, Lillian, *Dear Canada Hoping for Home: Stories of Arrival*. Scholastic Canada, 2011:171 – 191.
- Robinson, Gwendolyn and John W. *Seek the Truth: A Story of Chatham's Black Community*. Self-Published, 1989.
- de B'éri, Boulou Ebanda, Nina Reid-Maroney, and Handel Kashope Wright, editors. *The Promised Land: History and Historiography of the Black experience in Chatham-Kent's Settlements and Beyond*. University of Toronto Press, 2014.

Vocabulary:

- common schools: government funded schools (public)
- segregation: the enforced, legal separation of people based on race

Considerations/ Accommodations:

- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.

Assessment & Evaluation of Student Achievement:

- Formative assessment: completion of analysis and interpretation questions, discussion

Minds On:

1. Ask the class to explain how public education is funded? What was the premise behind this kind of taxation system? Is it fair that everyone is taxed, but that only some of those taxpayers get use of the public services?
2. Inform students that they will be examining a petition that highlights this unfair treatment experienced by Black parents in Ontario.
3. To get students' mind on the issue discussed in the petition for this lesson, show *The Little Black School House*. If time does not permit to show the entire 60 minutes, show the first 10 minutes of the documentary.

Teaching & Learning Strategies:

- Read the petition.
- Identify and define unfamiliar words.

A. *Analyze the Petition*

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

Signatories are people that have signed a legal document. Individuals can sign their name or in the past, could give their mark of 'X' if they could not read or write. Signatories of the petitions in this unit came from all backgrounds. Signers give us insight into the individuals who gave their support and information about the composition of the communities.

1. What evidence can be gathered by examining the signatures? Identify and record at least 3 facts.
2. The names on this petition, and the others in this unit, are all males. Why?

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

1. When and where was this petition written?
2. What is the reason the committee wrote this petition?
3. How did the committee justify their reason for being able to air their grievance?
4. What problem were they encountering?
5. How have they tried to get this matter resolved?

C. *Challenging the Law*

- Read sections 13 and 14 of the 1850 Common Schools Act as a class (see Materials) and conduct some online research. Summarize the key points of the additions to the Act as it

relates to ‘colored people’ (Blacks). Explain why the local superintendant and trustees referred the committee to the Act? How did the Act support the actions of the local superintendant and trustees?

- Research when the provisions in the Separate Schools Act referring to separate schools for Blacks were removed from Ontario’s education legislation. What does this reveal about the perceptions of African Canadians in education policy?
- Who do you think was responsible for fixing the problem of unequal, segregated schools in parts of Ontario and Nova Scotia: Parents? Students? Teachers? Government officials? Other community members? All of the above? Explain your opinion.

Consolidation:

Ask students to write a journal entry describing three things they learned this lesson.

Extension:

1. Identify whose voice is not heard in this petition and the other petitions in the unit. Make an argument for why their signatures should have been included.
2. Read “The Letters of Solomon Washington” (see Resources) as a class to share the perspective of a Black child who experienced being banned from his local common school because of his race and whose parents filed a lawsuit against the school trustees. Students write a reflection that describes how Solomon’s perspective, although historical fiction, adds to their understanding of segregated schools in Ontario.
3. Have students research the personal history of these men who signed the petition: James C. Brown, Stanton Hunton, and William P. Newman. How did their life stories influence their activism? Write a short biography on one of these men and share in a multimedia presentation (PowerPoint, Prezi).

Background

The Separate Schools Act was implemented in 1850. This provision in the Common Schools Act allowed for the establishment of separate schools for Catholics, Protestants, and Blacks. These communities could request a separate school, but local school trustees could also decide to form separate schools for any of these groups, even if they objected. During the 1850s, Black parents in Ontario sent over 20 petitions to the Education Department criticizing the exclusion of their children in common (public) schools and requesting that Dr. Egerton Ryerson, the Chief Superintendent of Education, act to allow their children to be given admission.

School taxes were collected from parents who owned property to support public schools. Even though Black property-holding were also taxed, their children could not attend local public schools because of their race. In some places, a rate bill (fees) was charged for children to attend school. Levied taxes for schooling could be one or the other, or a combination of both. Black parents could not withhold the school tax, but could refuse to pay the rate bill. Black parents believed that it was wrong for them to pay taxes to support an educational system from which their children were excluded.

The matter of segregated schools was covered regularly in the two Black newspapers of the day, the *Voice of the Fugitive* and the *Provincial Freeman*. Black parents also organized community meetings to discuss the issue and to strategize how to obtain resolution. Another approach Black parents took in their effort to have common schools desegregated and for Black separate schools to receive equal funding was to file legal challenges. Between 1850 and 1885, at least six lawsuits were launched by Black parents. Only one of these cases received a ruling in favour of the Black family, granting the child admission to the local common school. In the other five cases, the practice of excluding Black children from common schools was upheld by the Superior Court of Canada West (Ontario).

Chatham, Canada West March 7th, 1852

Hon. E. Ryerson:

Dear Sir: - We the undersigned committee of the colored citizens of this place, for the purpose of securing our gov. school rights as a people & taxable inhabitants of this Land, address you, in order, to know of you as the Gen. Superintendent of the Gov. Schools, what we are to do, in view of the following facts, which, truly grieve us to relate.

We are taxed in common with our white fellow citizens for school purposes & have paid them. Yet our children are denied the benefits of the gov. School of the town. The large and commodious School House here is closed against us. We are not allowed even a room in it. There are no provisions made for our children – being left without the benefits of gov. School, & we may add, that we have requested no separate school for our pupils, & yet the Trustees seem determined to set off to ourselves & to give us a School at their convenience – such is the case in no school section east of this place in this province. We have waited on the local Superintendent, Trustees, & Teacher of the Gov. School, & they all alike refuse to give us satisfaction, other than reference to the School Act. There are about one hundred col. Children in Chatham, many of whom are the offspring of loyal & legal British Subjects.

We look to you, dear Sir, for advice in our trying circumstances. Hence you will please to give us a reply at your earliest convenience & oblige your humble servants.

Comm. of the Col. Cit. Of Chatham

{

J[ames].C. Brown, Chairman

G. H. Green

John Davis

Stanton Hunton

George Smith

Henry Gains

W[illiam]. P. Newman

Secretary to the Comm.

J. C. Brown et al. to Egerton Ryerson, 7 March, 1852, Department of Education Incoming General Correspondence, RG-212, B231851, Archives of Ontario; Black Abolitionist Papers on microfilm, Reel #7, 444-45.

1852, March 7
Chatham, Canada West

12499

Brown, J[ames] C.; et. al. to E[ngerton] Ryerson

5996

Chatham Canada West March 7th 1852.

Hon. E. Ryerson:

D. Sir - We the undersigned Com-
mittee of the Colored Citizens of this place, for the purpose
of securing our Gov. School rights, as a people, & taxable
inhabitants of this Law, address you, in order, to know
of you as the Gen. Super in control of the Gov. Schools,
what we are to do, in view of the following facts, which,
truly given us, to relate.

We are taxed, in common, with our white fellow
Citizens for school purpose, & have paid them. Yet our
Children are denied the benefits of the Gov. School of the
Law. The large & commodious School House here is closed
against us. We are ^{not} allowed even a room in it.

There are no provisions made for our Children -
being left without the benefits of Gov. School, & in my
add; that we have requested no separate School for
our Pupils, & yet the Trustees seem determined to set off to
ourselves & to give us a school at their convenience -
Such is the case in no school section East of this place
in this Province.

We have waited on the Local Superintendent -
Trustees, & Teacher of the Gov. School, & they all alike
refuse to give us satisfaction, other than reference to
the School Act. There are about one hundred Col.
Children in Chatham. Many of whom, are the offspring
of Loyal & Loyal British Subjects.

We look to you, dear Sir, for advice in our

Trying circumstances = Hence, you will please to give
us a reply at your earliest convenience & oblige -

Your humble servants &c

Com. of the Col. Cit. of Chatham.

J. C. Kramer Chairman

G. H. Egan

John Davis

Stanton Henton

George Smith

Henry Evans

W. P. Newman

Sec. to the Com.

Hon. E. Ryerson

Sup. Gov. School

Wilmington, N. C.

Lesson Plan #5: Full Citizenship Denied

Duration: 2 classes

Learning Outcomes: Students will analyze a petition for rhetorical devices and their purpose. Students will gain an understanding that Blacks in Canada were not hired for civil servant/ public sector jobs because of their race.

Materials:

- “Market, Fire, Police: The Colored Citizens Present Their Rightful Claims,” *Hamilton Herald*, 25 December 1889.
- Henry, Natasha. “Fighting Fires While Fighting Injustice,” *Firsts*, Sankofa Black Heritage Collection. Toronto: Rubicon Publishing, 2014: 38 – 39.

Resources:

- Shadd, Adrienne. *The Journey from Tollgate to Parkway: African Canadians in Hamilton*. Toronto: Dundurn Press, 2010.
- Henry, Natasha. *Emancipation Day: Celebrating Freedom in Canada*. Toronto: Dundurn Press, 2010.
- Henry, Natasha. *Talking about Freedom: Celebrating Emancipation Day in Canada*. Toronto: Dundurn Press, 2010.

Vocabulary:

- Logos (logic, reasoning): the argument itself; logical evidence; using reason and facts to convince the audience
- Ethos (character, ethics): how an author builds credibility and trustworthiness; employs qualities of the author to make his words more credible
- Pathos (emotion): words or passages an author uses to activate emotions; employs the emotions of the audience to convince the reader of the argument

Considerations/ Accommodations:

- Students will need to have some prior knowledge of *logos*, *ethos*, and *pathos*.
- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.

Assessment & Evaluation of Student Achievement:

- Formative assessment: discussion; completion of analysis and interpretation questions
- Summative assessment: biography of George Morton

Minds On:

1. Read “Fighting Fires While Fighting Injustice” as a class. Ask students to summarize the key points of this piece.
2. Ask students if fire departments today reflect the diverse communities they serve? How has the demographics of fire departments changed or remained the same?

Teaching & Learning Strategies:

- Read the petition.
- Identify and define unfamiliar words.
- Discuss with the class that the purpose of petitions were and are to persuade the intended audience to take action for or against something and that strategic language, rhetoric, is selected by the petitioners to persuade the audience.

A. *Analyze the Petition*

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

1. The petitioners employed the rhetoric of citizenship and equality. Identify the words and phrases in the petition that support this line of argument.
2. Identify how this petition appeals to logos, ethos, and/or pathos

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

1. Who is this petition addressed to?
2. What is the issue the petition is concerned with?
3. What is the petition requesting?
4. The petition states that “In the neighboring republic, they have for a number of years performed with credit and satisfaction,” Explain what they are referring to? Why do you think the petitioners included this example?

C. *Campaigning for Equal Rights*

1. Read “Fighting Fires While Fighting Injustice” for background information on African Canadian firefighters and the struggles of Black men to be hired for these positions.
2. Richard Gwyder, George Morton, Hiram Demun, and James L. Lightfoot presented and submitted petitioned to the Hamilton city council committee. Write a first-person profile/ biography on one of these men.

Consolidation:

Take up the analyzing petition questions as a class. Ask further guiding questions as necessary, based on the responses of students.

Extension:

When people write petitions today, what are the kinds of issues they are petitioning for or against? Conduct some online research to get some ideas. Following the format of a petition, write a petition on an issue in your school community that you are interested in and collect some signatures.

Petition to Market, Fire, Police Committee

Your petitioners regret to say that positions of public trust and usefulness in the city [Hamilton] have not hitherto been awarded and distributed with regard to the colored people, as a class of citizens whom, we respectfully submit, are entitled to a fair share of the public trusts of the city[of Hamilton]. Your petitioners, seeing this opportune time in which you can in some measure give a distinct and pronounced tangible recognition to our citizenship, respectfully requests that you will appoint a full company of colored men as firemen in charge of the new fire station on John street north. Your petitioners are satisfied and can fully guarantee that there is to be found among the colored young men of Hamilton efficient, capable, sober, energetic, courageous, vigilant, and painstaking persons who will do as well and faithfully guard the interests of the public as any other classes of citizens. In the neighboring republic they have for number of years performed with credit and satisfaction the duties of guardians of public property, and your petitioners feel assured that if given chance as firemen that they will not be found wanting in courage or ability to perform the duties of the position.

[Signed by twenty-seven petitioners]

Hamilton Herald, 25 December 1889

Lesson Plan #6: The Fight to Fight

Duration: 3 classes

Learning Outcomes: Students will gather relevant information from a primary document (petition) and will learn about the struggles of Black men to enlist and serve in the Canadian military during the First World War.

Materials:

- Arthur Alexander of North Buxton to Sir Sam Hughes, Minister of Militia and Defence. 6 November 1914. RG 24, Vol. 1206, file H.Q. 297-1-21, Library and Archives Canada.

Resources:

- Ruck, Calvin. *Canada's Black Battalion: No. 2 Construction, 1916-1920*. Halifax: Black Cultural Centre for Nova Scotia, 1986.
<http://www.ourroots.ca/e/page.aspx?id=3575825>
- Black Canadians in Uniform: a Proud Tradition
<http://www.veterans.gc.ca/eng/remembrance/those-who-served/black-canadians-in-uniform>
- “George Morton to Sir Sam Hughes, September 7, 1915” in Wilson, Barbara (editor). *Ontario and the First World War, 1914 – 1918: a Collection of Documents*. Toronto: Champlain Society for the Government of Ontario: University of Toronto Press, 1977. (available at public libraries)
- Pittman, Danielle. *Moving Mountains: The Construction Battalion No.2 and the African Canadian Experience During the First World War*.
<http://dc.msvu.ca:8080/xmlui/bitstream/handle/10587/1168/DaniellePittmanBAMThesis2012.pdf?sequence=1>
- Buxton Museum
<http://www.buxtonmuseum.com/>
- Bonner, Claudine. “This Tract of Land: North Buxton,” 1873 – 1914.
<http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1098&context=etd>

Considerations/ Accommodations:

- Read the petition out loud to assist with understanding and develop empathy for African Canadians.
- If students require additional assistance in reading, place students in pairs.

Assessment & Evaluation of Student Achievement:

- Formative Assessment: completion of analysis and interpretation questions, discussion

Minds On:

1. Locate pictures of the Construction Battalion No.2 online. Show these to the class with the projector. Ask students to share their observations by beginning their statement with “I see...”
2. Next, ask the class if the images have provoked any questions. Record student questions.
3. Inform the class that some of the men of the No.2 petitioned to be able to serve in the Canadian military.

Teaching & Learning Strategies:

- Read the petition.
- Identify and define unfamiliar words.

A. *Analyze the Petition*

Have students answer these questions to help them become familiar with the features of a petition.

Understanding the features of a petition

1. When and where was this letter written?
2. Who was the intended audience?

B. *Interpret the Petition*

Have students answer these questions to help interpret this petition.

C. *Shall we Serve?*

1. What issue is this letter bringing attention to?
2. What is the problem?
3. What reason were Black men not enlisted?
4. What resolution do you think Alexander is seeking?

- If possible, share the George Morton letter with the class to analyze it and discuss.

Consolidation:

- Discuss what the images of the Construction Battalion No.2 and the letters reveal about the service of Black men in Canada during the First World War.
- Revisit the questions students asked regarding the images of the Construction Battalion No.2. Pose each question to the class to answer them. For any unanswered questions, get students to research responses.

Extension:

1. Research the history of North Buxton. What is North Buxton's significance to Canadian Black history?
2. Learn more about the Construction Battalion No.2 that was formed in 1916. 2016 will mark the 100th anniversary of the battalion. How do you think their service and fight against racism should be commemorated?

November 6/ 1914

To Sir Sam Hughes
Minister of Militia and Defence
Ottawa

Dear Sir:

The colored people of Canada want to know why they are not allowed to enlist in the Canadian militia. I am informed that several who have applied for enlistment in the Canadian expeditionary forces have been refused for no other apparent reason than their color, as they were physically and mentally fit.

Thanking you in advance for any information that you can & will give me in regards to this matter I remain yours respectfully, for King & Country.

Arthur Alexander,
North Buxton, Ont.

NOV 6/1914

Gov.
Minister of Militia & Defence
Ottawa.

NOV 1 1914
CANADA

Dear Sir:—

The colored people of Canada want to know why they are not allowed to enlist in the Canadian militia. I am informed that several who have applied for enlistment in the Canadian expeditionary forces have been refused for no other apparent reason than their color, as they were physically and mentally fit.

Thanking you in advance for any information that you can give me in regards to this matter I remain
yours respectfully,
for King & Country,
Arthur Alexander,
North Buxton, Ont.

52 Augusta St.,
Hamilton, Ont
Sept. 7, 1915.

A matter of vital importance to my People (the colored), in reference to their enlistment as soldiers, provokes this correspondence with you.

In behalf of my people I respectfully desire to be informed as to whether your Department has any absolute rule, regulations or restriction which prohibits, disallows or discriminates against the enlistment and enrolment of colored men good character and physical fitness as soldiers?

And whether you as the well-qualified, popular and Honorable Head of said Department, have issued instructions to this effect, to your subordinates?

The reason for drawing your attention to this matter, and directly leading to the request for this information, is the fact that a number of colored men in this city (Hamilton), who have offered for enlistment and service, have been turned down and refused, solely on the ground of color or complexioned distinction; this being the reason given on the rejection or refusal card issued by the recruiting officer.

Now among the recruiting officers here, in respect to this matter, there seems to be a difference and conflict of opinion. Some officers aver that there are no regulation orders or rules making such invidious discrimination and distinction.

A number of leading white citizens here, whose attention I have drawn to this matter, most emphatically repudiate the idea as being beneath the dignity of the Government to make racial or color distinction in an issue of this kind. They are firm in their opinion that no such prohibitive restrictions exist and have assured me they would very deeply deplore and depreciate the fact if it should turn out that such was in force and they have urged me to communicate with you as to real existing facts.

Notwithstanding this kindly expressed opinion, there still remains this cold and unexplained fact that the proffered service of our people have been refused. Now our people feel most keenly this unenviable position in which they seem placed and they are very much perturbed and exercised over the matter as it now stands. The feeling prevails that in this so-called Land of the Free and the Home of the Brave that there should be no color lines drawn or discrimination made. As humble, but as loyal subjects of the King, trying to work out their own

destiny, they think they should be permitted in common with other peoples to perform their part and do their share in this great conflict. Especially so when gratitude leads them to remember that this country was their only asylum and place of refuge in the dark days of American slavery and that here, on this consecrated soil, dedicated to equality, justice and freedom, that under the all-embracing and protecting folds of the Union Jack, that none dared to molest or to make them afraid.

So our people, gratefully remembering their obligations in this respect, and for other potential reasons, are most anxious to serve their King and Country in this critical crisis in its history and they do not think they should be prevented from so doing on the ground of the hue of their skin.

If there are restrictive regulations as regards to our peoples' enlistment (which I trust there are not), a knowledge of this fact, unpleasant as it may be, will prevent them from further offering their services in the hour of their country's great need, only to suffer the humiliation of being refused solely on color lines.

It at your earliest opportunity you will honor me with a reply to the information herein asked for, I will deeply appreciate it.

In closing, permit me, Hon. Sir, in behalf of our people, to offer our humble congratulations to you on the recent signal honor so worthily conferred upon you by his His Most Royal Majesty The King, for your distinguished services to the country.

George Morton to Sir Sam Hughes, RG 24, v. 1206, file HQ 297-1-21, Library and Archives Canada

Lesson Plan #7: Culminating Task - A Deputation for the United Nations as part of events for the UN International Decade for People of African Descent International Conference

Duration: 4 or 5 class periods

Learning Outcomes: Students will prepare a deputation to be presented at a conference. The deputation must synthesize their learning from this unit by summarizing some of the historical experiences of racism faced by Blacks in Canada, using evidence from the petitions in the unit. The deputation should also include one or two suggestions of programmes that Canada can organize as part of the UN International Decade to promote awareness of the country's Black history.

Materials:

- All 6 petitions
- Responses to analysis and interpretation questions
- Class notes
- Appendix B: Culminating Task Assignment Sheet
- Appendix C: Presentation/ Deputation Rubric

Resources:

- UN International Decade for People of African Descent
<http://www.un.org/en/events/africandescentdecade/index.shtml>
- UN Web TV
<http://webtv.un.org/>
- Claire McWatt Deputation to City of Toronto Budget Committee, 8 December, 2011
<https://www.youtube.com/watch?v=lawrrnARR5I>

Vocabulary:

- Deputation: a formal written or verbal presentation to make your views and opinions known

Assessment & Evaluation of Student Achievement:

- Formative assessment: observation, group conferencing
- Summative assessment: Presentation of deputation

Minds On:

1. Define what a deputation is. Locate video examples from UN Web TV and/ or local municipal proceedings to show the class.
2. How are deputations examples of political engagement?
3. What role does the UN play in addressing human rights concerns internationally?

Teaching & Learning Strategies:

- The teacher will introduce the culminating task to the class. Distribute assignment sheet (Appendix B).
- As a class, read about the UN Decade to gain an understanding of the purpose and aims of the initiative.

- Place students in small groups of 3 or 4.
- Students will have 2 class periods to write their deputations and 1 class period to the timing and content of their presentations.
- Hold the mock conference the following period.
- The teacher or a designated student gives conference opening remarks that give an overview of the UN International Decade.
- The teacher moderates the conference, places student groups in speaking order.
- Teacher or a designated student gives closing remarks that summarizes the reasons for the conference and the importance of the deputations.
- Collect student presentation notes to include in summative assessment.

Consolidation:

Have students complete an in-class reflection on:

- a) How deputations can ensure views and concerns are heard by officials to shape policies and raise awareness
- b) How and why Canada can become involved in the UN International Decade for People of African Descent
- c) How the unit enhanced her/his understanding of the history of anti-Black racism in Canada

APPENDIX A:

Return of Negroes & Negroe Wench's brought into the Province by Parties under the Command and Direction of Lieut. Colo. Sir John Johnson Bart.

Name	Former Master	Loyalist or Rebel Property	Brought in by	Sold to	Price (Halifax Currency)	Whereabouts	Remarks
Tom	Conyne	Loyalist	Canadian Indians	Jacob Jordan esq.	£12.10	Montreal w/ Mr. Jordan	
Charles	Smythe	Rebel		Revd. Mr. Delisle	£20	Montreal w/ Mr. Delisle	
Nero	Col. Gordon	Rebel	Mohawk Indians	John Mittleberger	£60	Montreal in the Provost Goal	<i>Taken at Balls Town making his escape out of a window in Col. Gordons House – Runed away some time ago from his late Master.</i>
Jacob	Col. Gordon	Rebel	Mohawk Rangers	Samuel Judah	£24	Quebec	<i>Taken at the same place (as No.3) endeavouring to make his escape – also runed away from his late Master.</i>
A Negroe Wench	Col. Gordon	Rebel	Mohawk Rangers	Samuel Judah	£60	Montreal w/ Mr. Judah	<i>Sold by Sir John Johnson in lieu of a Negroe Wench & Child of his Property which Col. Gordon exchanged for this Wench.</i>
Betty	Capt. Collins	Rebel	Mohawk Indians	John Gregory	£45	Montreal w/ Mr. Gregory	
Tom	Col. Fisher	Rebel	Mohawk Indians	Capt. (Andrew) Thomson	£25	Montreal w/ Mr. Langan	<i>Sold by Capt. Thomson of Col. Butlers Rangers, to Sir John Johnson who gave him to Mr. Langan</i>
Jack	Barney Wemple	Rebel	Royal Rt. N.Y.			Montreal w/ Capt. Anderson	<i>Since Dead</i>
Diana	Adam Fonda	Rebel	Royal Rt. N.Y.			Montreal w/ Capt. Anderson	
William	Major Fonda	Rebel	Mohawk Indians	Mr. McDonell	£30	Quebec	<i>Taken at his masters house by Capt. John the Mohawk, with a Waggon & Horses which he got ready to convey his Mistress to Schenectady</i>
Combwood	J. Wemple	Rebel	Mohawk Indians	Capt. Sherwood	£12.10	St. Johns w/ Capt. Sherwood	

Catherine	Dow Fonda	Rebel	Canada Indians	John Grant	£12.10	St. Genevieve w/ Capt. A. McDonell	<i>Sold by John Grant to Capt. Alexander McDonell</i>
Simon						Niagara w/ A. Wemple	<i>A Free Negroe, whom formerly lived with Capt. Fisher</i>
Boatswain	Lewis Clement	Loyalist	Canada Indians			Niagara w/ his former Master	
Jane	Lewis Clement	Loyalist	Canada Indians			Niagara w/ her former Master	
Dick	Col. Butler	Loyalist	Mohawk Rangers			Niagara w/ his former Master	
Jack	Wm. Bowen	Loyalist	Royal Rt. N.Y.	Capt. J. McDonell	£70	Nigara w/ Capt. McDonell	<i>Sold by Wm. Bowen his former Master, to Capt. John McDonell of Col. Butlers Rangers</i>
Peggy	Mr. Young	Loyalist	Royal Rt. N.Y.			Niagara w/ her former Master	
Mink	Capt. Herkamer	Loyalist				Coteau du Lac w/ his former Master	
Tanse	Adam Fonda	Rebel				Coteau du Lac	<i>Came in with Sir John Johnson, and are now employed in Capt. Herkamers Com. Of Batteau Men.</i>
Cato	Pruyme	Rebel				Coteau du Lac	<i>Came in with Sir John Johnson, and are now employed in Capt. Herkamers Com. Of Batteau Men.</i>
Jack	Major Fonda	Rebel				Coteau du Lac	<i>Came in with Sir John Johnson, and are now employed in Capt. Herkamers Com. Of Batteau Men.</i>
Jack	Major Fonda	Rebel				Coteau du Lac	<i>Came in with Sir John Johnson, and are now employed in Capt. Herkamers Com. Of Batteau Men.</i>
William	Sir J. Johnson	Loyalist	R.R.N.Y.			With is Master	
Frank	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	
Fary	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	
Jack	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	
Abraham	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	
Tom	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	
Sam	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	<i>Since Dead. All those marked for Sir John Johnson Joyned him in the Mohawk River.</i>
Jacob A Boy	Sir J. Johnson	Loyalist	R.R.N.Y.			With his Master	

Tanae A Boy	Sir J. Johnson	Loyalist	R.R.N.Y			With his Master	
Phillis	Sir J. Johnson	Loyalist	R.R.N.Y.			With her Master	
Betty	Sir J. Johnson	Loyalist	R.R.N.Y.			With her Master	
Jude	Sir J. Johnson	Loyalist	R.R.N.Y.			With her Master	
Jane	Sir J. Johnson	Loyalist	R.R.N.Y.			With her Master	
Hagar	Sir J. Johnson	Loyalist	R.R.N.Y.			With her Master	
Nicholas	Col. Claus	Loyalist	Mohawk Rangers			With his Master	
Tom	Col. Claus	Loyalist	Mohawk Rangers			With his Master	
Peter	Col. Claus	Loyalist	Mohawk Rangers			With his Master	
Maria	Col. Claus	Loyalist	Mohawk Rangers			With her Master	
A Negroe Man Name Unknown	A soldier of ye 8 th Regt.						<i>Sold by a soldier of the 8th Regt. To Lieut. Herkamer of the Corps of Rangers, who sold him to Ensign (Walter) Sutherland of the R.R.N.Y.</i>
Charles Grandison	Col. Warner	Rebel	Mohawk Indians				<i>Sent a Prisoner to Fort Chambly – The Indians still claim the allowance promised them by ye Commander in Chief.</i>

N.B. Several others carried to Niagara by Indians & white men.

John Johnson
Lieut. Col. Comm.

Transcribed from *Done with Slavery*, pg. 387 - 394

Original citation: "Return of Negroes brought in Canada by Scouts, and Sold at Montreal," Haldimand Papers, MS21763, B-103: 368–9, Library and Archives Canada, microfilm reel H-1447. [Images 1032-1033 on Heritage Canadiana Online]

APPENDIX B:

A Deputation for the United Nations as part of events for the UN International Decade for People of African Descent International Conference

TASK:

An international conference is being hosted by the United Nations as part of events for the UN International Decade for People of African Descent (2015 - 2024). The conference is seeking information from countries around the world about the historical experiences of African peoples. Your task is to prepare a 10 minute deputation in a small group present to the UN High Commissioner for Human Rights, who coordinates the Decade.

The deputation must summarize some of the past experiences of racism faced by Blacks in Canada, using evidence from the petitions in the unit to educate the conference audience. It should also emphasize why the UN Decade objective to “promote respect, protection and fulfilment of all human rights and fundamental freedoms by people of African Descent, as recognized in the Universal Declaration of Human Rights” is important today. To close, the deputation should offer one or two suggestions of programmes that Canada can organize as part of the UN International Decade to promote awareness of the country’s Black history.

STEPS:

1. Conduct research to gather additional information as necessary.
2. Brainstorm and describe one or two programme ideas that Canada can organize as part of the UN International Decade to promote awareness of the country’s Black history. Include at the end of your deputation.
3. Write the script of your groups’ deputation from the perspective of delegates to the conference. You will submit this to the teacher.

PRESENTATION:

All group members must be present.

REFLECTION:

Once all groups have presented their presentations, you will complete an in-class reflection on:

- a) How deputations can ensure views and concerns are heard by officials to shape policies and raise awareness
- b) How and why Canada can become involved in the UN International Decade for People of African Descent
- c) How the unit enhanced her/his understanding of the history of anti-Black racism in Canada

Appendix C: Presentation/ Deputation Rubric

Group members: _____

Criteria	Level 1 (0% - 59%)	Level 2 (50% - 69%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Form –structure of the deputation	The work has multiple errors in structure which interferes greatly with the ability to understand the argument.	The work has some errors in structure which interferes with the ability to understand the argument.	The work is well structured, and logically laid out.	The work is extremely well structured, and logically laid out.
Content – level of research and knowledge displayed	The work displays a minimal level of knowledge about the subject matter with no evidence of research.	The work displays only a moderate level of knowledge about the subject matter with very little evidence of research.	The work displays an excellent level of knowledge about the subject matter with adequate evidence of research.	The work displays a high level of knowledge about the subject matter including strong evidence of research.
Presentation – delivery of deputation	The deputation is very short and fails to cover all issues; Weak voice and ineffective communication of materials.	The deputation is less than six minutes and/or fails to cover all issues; Somewhat effective, engaging and interesting vocalizations.	The deputation is less than ten minutes and covers all of the issues; Effective, engaging, interesting and strong vocalizations.	The deputation is a full ten minutes in length and effectively covers all of the issues; Very effective, engaging, interesting and strong vocalizations.

Comments:

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