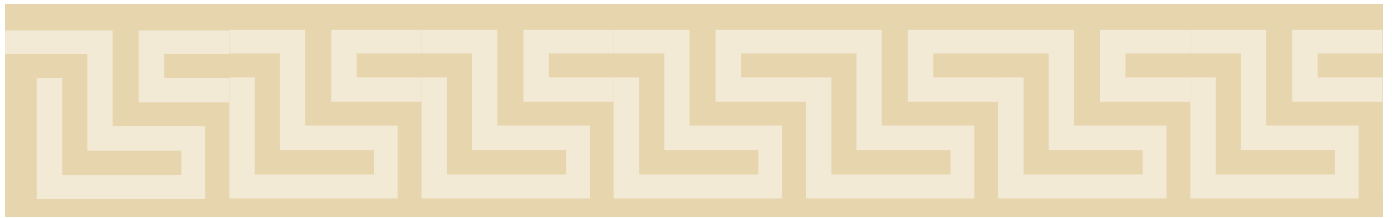


BLACK HISTORY MONTH – Teachers Guide

#BlackHistoryMatters



classroomconnection.ca



Habari Gani Teachers!

Habari Gani Teachers! Habari gani means “What’s the news?” in Kiswahili, a Southeast African language.

2015 marked the beginning to the United Nations International Decade for People of Descent: Recognition, Justice, and Development (2015-2024). One goal of The Decade is to encourage UN member states like Canada to implement public education initiatives to increase public knowledge on the contributions and experiences of people of African descent. This Toronto Star Classroom Connection Black History Month guide aims to increase the awareness of the long and varied history of people of African descent in Canada and make connections to the African Diaspora.

The 2021 Black History Month resource is structured around themes of African civilizations, African enslavement, freedom, racial discrimination, resistance, human rights, and equity. It encourages students to examine these issues in both historical and contemporary contexts.

As revered Black abolitionist Frederick Douglass said in a speech he delivered on August 3, 1857 at an Emancipation Day celebration in Canandaigua, New York, “If there is no struggle, there is no progress.” This year’s guide aims to celebrate the contributions of people of African descent to the progress and improvement of lives of Blacks in Canada and more broadly, the world while encouraging students to explore and acknowledge the historical struggles that Blacks have faced and overcome. This guide also aims to motivate young people to become agents of change, because although tremendous progress has been made, we still have farther to go in the journey of achieving social justice for all.

The guide is designed to offer opportunities for independent learning. There are also mini-lessons that require teacher assistance and support. The Black History Month guide provides opportunities to further develop critical thinking skills through interpreting primary and secondary sources and engaging in meaningful discussions. Some activities require students to use the internet, assisting in the development of media literacy skills. Additional resources to further examine Black history in Canada are provided.

We hope that this guide will be a valuable resource in your classroom to foster an appreciation that Black history matters all year round, not just in February.

WEEK 1 - AFRICAN CIVILIZATIONS

Use the words in the Word Bank to complete the sentences:

Word Bank:

pyramid	civilization	Sudan	artefacts
excavating	gold	Meroë	ROM
Egypt	Kush		

Nubia is the oldest **civilization** in the world.

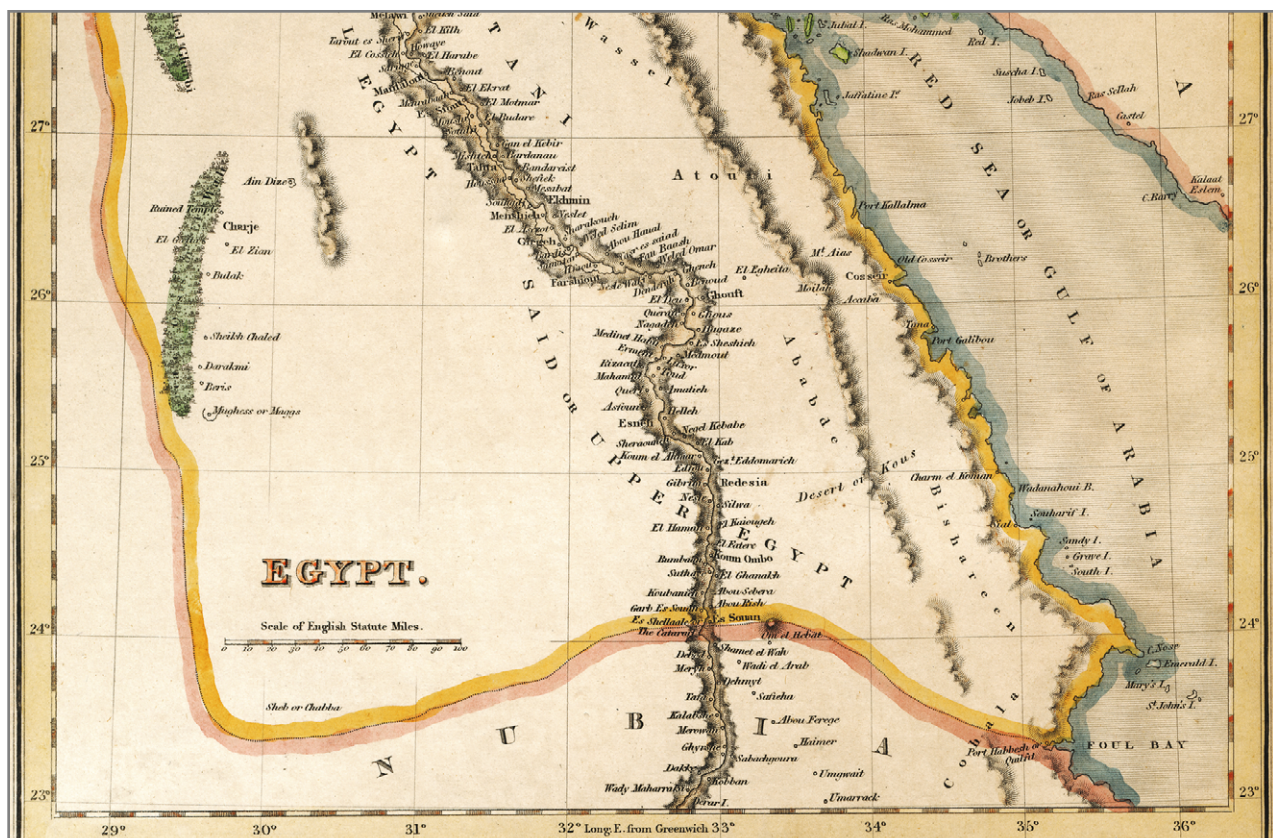
The kingdom of Nubia is in the present-day country of **Sudan**.

Kush was a state in Nubia and **Meroë** was one of its capital cities.

Archaeologists began **excavating** in 1909 with help from local workers. Some of the **artefacts** were donated to the **ROM** in Toronto.

Italian traveller and tomb raider Giuseppe Ferlini found lots of **gold** treasures in the royal **pyramid** of Queen Amanishakheto in Kush.

Nubia and **Egypt** were very closely connected.





WEEK 2 – SLAVERY AND FREEDOM IN CANADA

1. Prior to beginning the “Analyzing Slave Ads” activity, define and explain the terms that students will encounter in the advertisements and other slavery-related documents i.e. negro, wench, mulatto.
Negro: A person of African descent. It was not considered derogatory during the historical context of the time period.
Wench: Generally, it is a young female servant. As it relates to slavery, it referred to an enslaved woman of African descent of any age.
Mulatto: A person of mixed Black and white ancestry; one parent is Black and the other parent is white. Today the term is acceptable when used in a historical context.
Explain to students that these were words of the era and when interpreting historical documents it is important to understand them and interpret them as historically accurate language.
2. Point out the use of the long “s” in the ads, which was common practice in up to the mid to late 1800s. The long “s” is a form of the lowercase “s”. It was used where an “s” occurred in the middle or at the beginning of a word. The long s is often confused with the lowercase “f”, but it often does not have the nub (the horizontal stroke) across the top.
3. Discuss the difference between the terms slave/ enslaved and how this language has changed more recently by some historians.

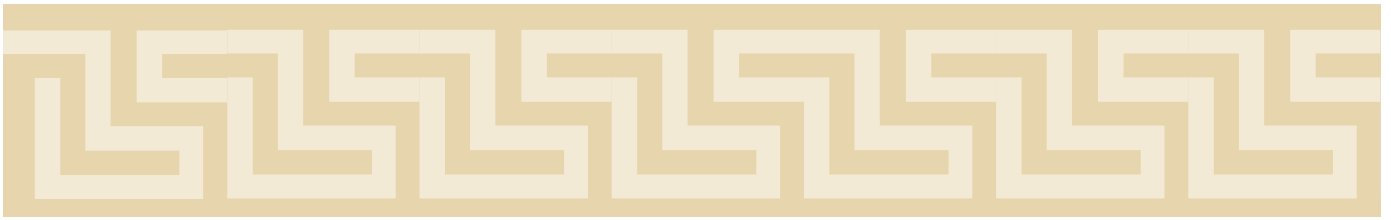
In some instances the use of the term “slave” dehumanizes and makes it seem like being a slave is a natural identity. It is important to note that it is an accurate historical term that should be recognized in its historical context. The term “enslaved” is a contemporary term that is used today to critically refer to the condition that human beings were forced to endure.

If necessary, provide guiding questions for students to assist them in analyzing the ads.

Notice.

RAN away from the subscriber, a Servant black woman, by the name of *BET*, with a male child, two years old and upwards. — Whoever will return the said Wench and boy, to the subscriber, or give information, so that they and he may be brought back, shall receive six pence reward, and no charges paid. All persons are strictly forbid harboring or trusting him on my account, under the penalty of the law.

R. LEAVENS.
Bellville, 29th Sept. 1818. 19



WEEK 3 – AFRICAN CANADIAN LIFE IN THE 20TH CENTURY

After reading *Sorry, You Can't Skate Here*, complete these sentences.

Fifteen year old Harry Gairey Jr. and his friend Donny Jubas went **ice skating**.

Harry could not get a **ticket** because of the colour of his skin.

Harry's father worked as a **railroad porter**.

The **Brotherhood of Sleeping Car Porters** was an all-Black labour union.

Students from the **University of Toronto** protested in front of the ice rink in support of Gairey Jr.

In **1947**, Toronto passed a law against **racial discrimination**.

The Harry Ralph Gairey Rink was named in **honour** of **Harry Gairey Sr.**

Use the information on the background page on Hugh Burnett and the National Unity Association to answer these questions.

Which towns did the NUA operate in? **Chatham, Buxton, Dresden**

What two occupations did Hugh Burnett hold? **Soldier and carpenter**

Name the 2 laws the NUA helped to get passed. **The Fair Employment Practices Act (1951), the Fair Accommodation Practices Act (1954)**



WEEK 4 – LEGACIES, STRUGGLES, AND CONTRIBUTIONS IN THE 21ST CENTURY

Logos use symbols and colours to convey a meaning.

Examine the IDPAD logo.

Describe what you see, what you think it represents, and the message it is trying to convey.

The UN provided this description of the International Decade Logo. Use the description to assist you in providing more guidance to students interpreting the logo and when assessing student work.

“The modern and simple design of the International Decade for People of African Descent logo anchors Afro-descendants in the now and the future, and connotes advancement now and in the years to come. It implies inclusion of all people of African descent into one group, who share a common history and heritage. The abstract form of a spiral coming off and spreading out from Africa (as the ‘origin’) in its center represents simultaneously the past, present and future of people of African descent. The spiral itself symbolizes the globe, and represents migration and advancement/progress.”

http://www.un.org/en/events/africandescentdecade/assets/pdf/UN_Guidelines_special_emblem-IDPAD.pdf

What are the commonalities between the abolition movement, the Pan-African movement, and the BLM movement?

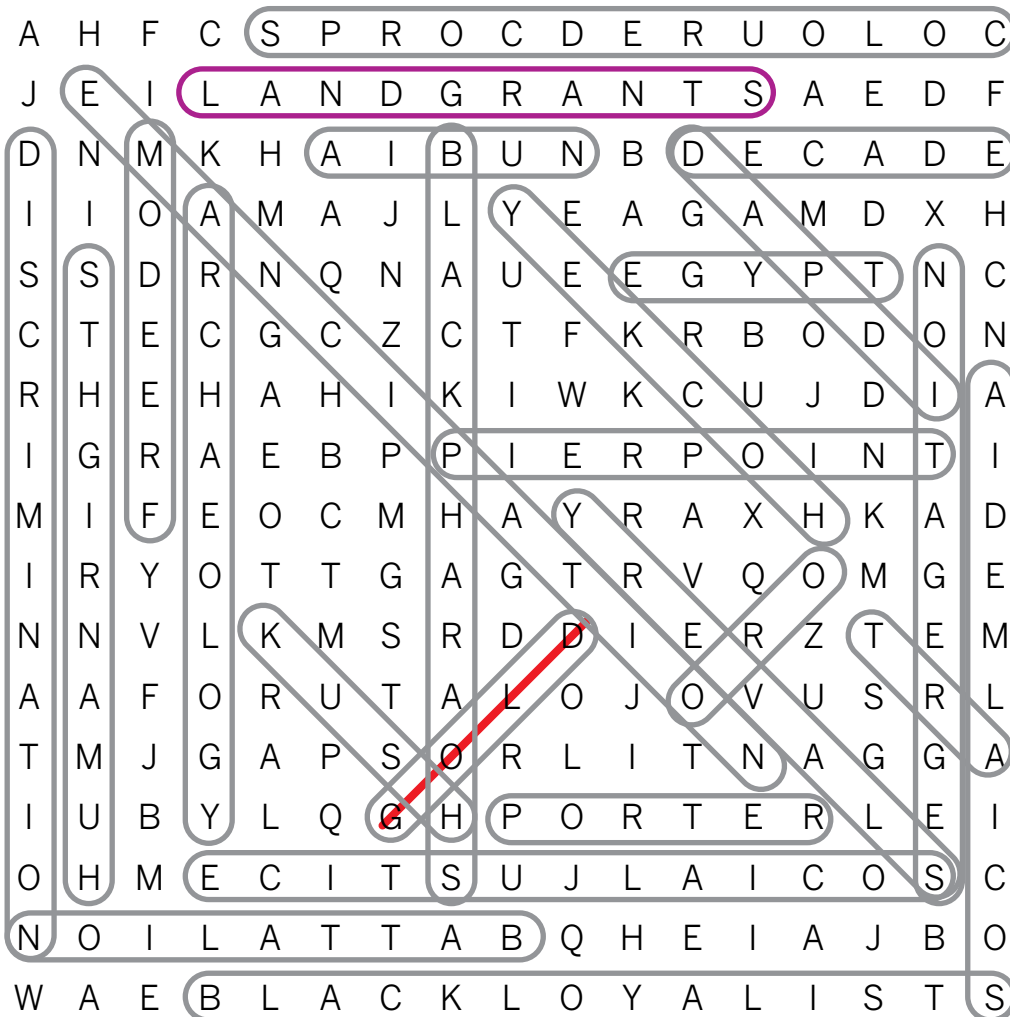
Student response to this question may require them to conduct some research. Here are some general points that students should make when comparing the three movements:

- Each started because of the racial discrimination and marginalization Blacks experienced in their daily lives.
- Each influenced by the actions of people of African descent who resisted racial discrimination and were seeking equal treatment and equal rights.
- In some ways, the each movement is an evolution of the preceding movement.
- Used similar strategies: used education to liberate, sought international solidarity, used mass protesting,



WORD PUZZLE ANSWERS

INSTRUCTIONS: Print out the Word Puzzle below. Search the letters to find the words listed on the right hand column of this puzzle. Words can run in all directions – up, down, right, left, backwards even diagonally and can even share common letters. One of these words has already been found.



- ARCHAEOLOGY
- ART
- BATTALION
- BLACK LOYALISTS
- BLACK PHARAOHS
- COLOURED CORPS
- DECADE
- DISCRIMINATION
- EGYPT
- EMANCIPATION
- FREEDOM
- ~~GOLD~~
- HOCKEY
- HUMAN RIGHTS
- IDPAD
- KUSH
- NUBIA
- ORO
- PIERPOINT
- PORTER
- SEGREGATION
- SLAVERY
- SOCIAL JUSTICE
- SOCIAL MEDIA

UNLISTED CLUE: For their service, Black Loyalists were offered 100-acre

LAND GRANTS

(2 words).