

**Wanda Robson**  
Anti-Racist Author and Activist



**Rosemary Sadler**  
President of the Ontario Black History Society

# **BLACK CANADIAN WOMEN**

## **A LEGACY OF STRENGTH**

**PRIMARY LESSONS 6 AND 7**

**Viola Desmond**  
Nova Scotian who  
stood up against  
segregation

PHOTO PROVIDED BY ROSEMARY SADLER

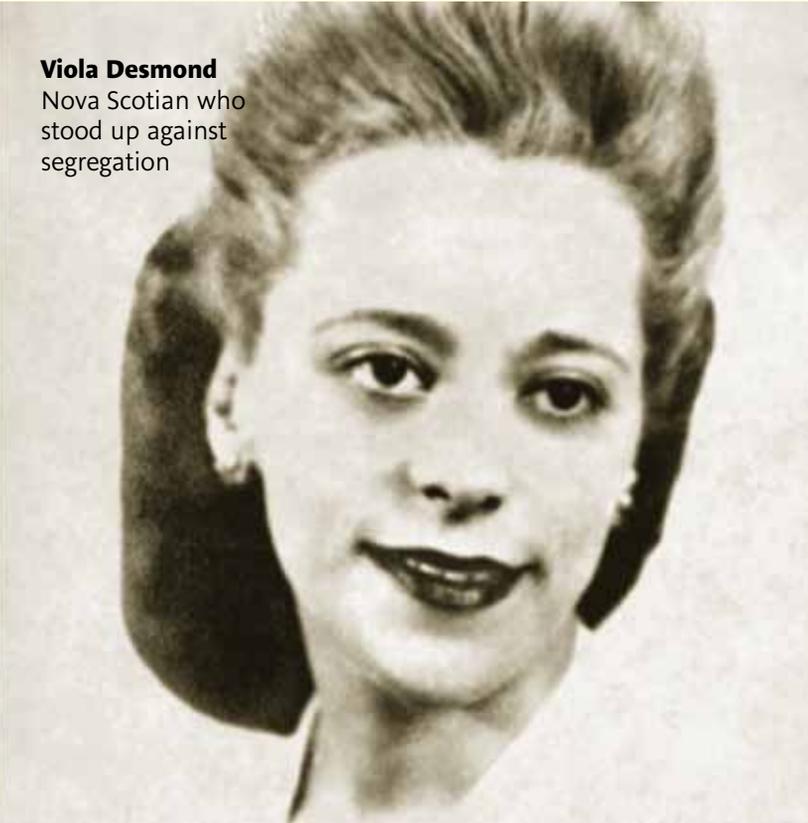


PHOTO PROVIDED BY WANDA ROBSON

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

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

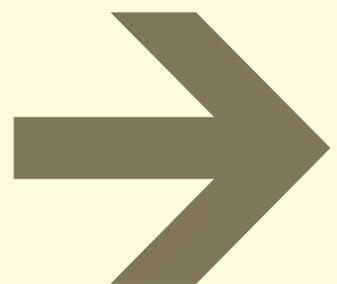
To understand why it’s important to acknowledge Black Canadians, we need look no further than Rosemary Sadler who initially put forward this notion. And finally,

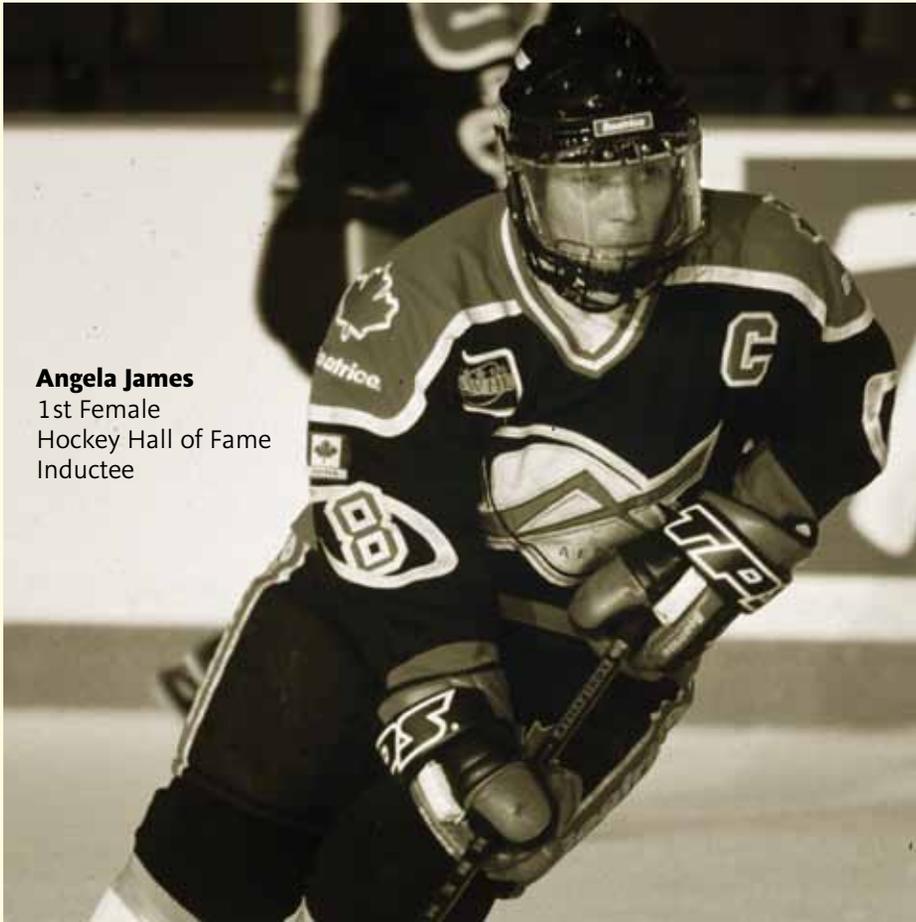
when we need to understand our history of segregation, anti-racist activism, and the ideal of education for all, we acknowledge 86 year old Wanda Robson who has spent decades breaking down barriers and showing us that the freedom to speak, be educated, and be respected are rights for all Canadians.

Excerpted from *Black Canadian Women; A Legacy of Strength*

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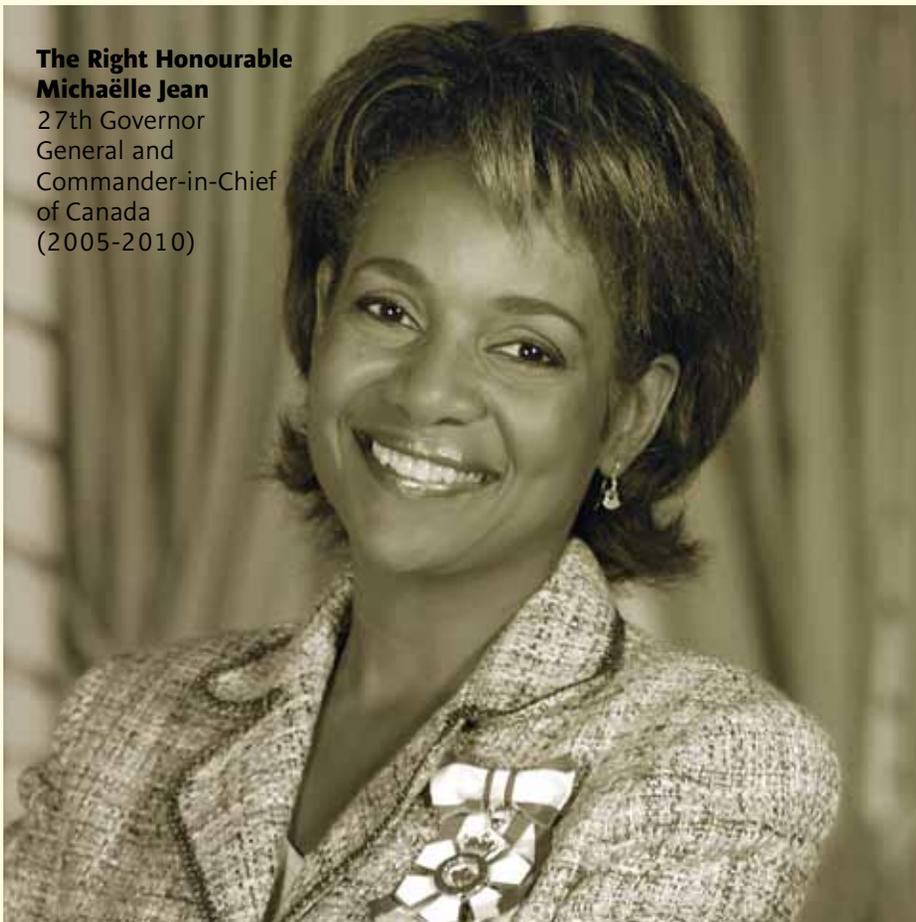
Charts and assessment forms for this section can be found in the full resource. The full resource is available online for free at <http://www.etfo.ca/Resources/BCW/>





**Angela James**  
1st Female  
Hockey Hall of Fame  
Inductee

PHOTO PROVIDED BY THE HOCKEY HALL OF FAME



**The Right Honourable  
Michaëlle Jean**  
27th Governor  
General and  
Commander-in-Chief  
of Canada  
(2005-2010)

PHOTO PROVIDED BY RIDEAU HALL

## Canadian Women Contributors Summative Task

(40 to 50 minutes each)

### Guiding Question:

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

### Learning Goals

#### STUDENTS WILL:

- Make connections between important people in their own lives and contributors to society;
- Investigate a Canadian contributor to society by “interviewing” her; and
- Investigate the impact a Canadian contributor has made on society.

### Success Criteria

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

### Materials Required for This Lesson

#### STUDENTS WILL NEED:

- access to Black Canadian Women Contributor Posters
- Reflection Rectangle
- writing and erasing utensils

#### TEACHERS WILL NEED:

- Learning Goals and Success Criteria posted
- students placed into four appropriate learning groups
- Black Canadian Women Contributor Posters
- “Qualities of an Important Person/Impact on Society” Anchor Chart (see Lesson 2) and Mind Map (see Lessons 3 and 4)
- chart paper
- markers
- BLM #1 Student Assessment Checklist
- BLM #2 Anecdotal Observation/Conferencing Tracking Template

- BLM #3 Reflection Rectangle for each student (there are two rectangles printed on the BLM)

## Teaching & Learning Strategies

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

## Background Information for Teachers

### BEFORE LESSON

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

### STEP A: Assessment as Learning

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

### ACTIVATING PRIOR KNOWLEDGE

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

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

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

Maps. Have students give reasons to back up their thinking.]

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

### STEP B: Assessment for Learning

#### CONSOLIDATING THINKING TO BUILD NEW KNOWLEDGE

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

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

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

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

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

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

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

and Viola did or went through.

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

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

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

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

### STEP C: Assessment of Learning

#### CONSOLIDATING THE LEARNING EXPERIENCE

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

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

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

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