

[BLACK CANADIAN POLITICAL LEADERS]

JEAN AUGUSTINE: AGENT FOR CHANGE

(4-6 LITERACY BLOCKS)



Excerpted from: *365 ETFO Black Canadian Curriculum* by:
Natasha Henry, Peel Occasional Teacher Local
Rita Gill, Elementary Teachers' of Toronto
Charmain Brown, York Region Teacher Local

This resource is intended to help educators incorporate Black Canadian history on a daily, weekly and monthly basis. It was written by elementary teachers and historical expert writers who have a proficiency and personal connection to Black Canadian communities in Ontario. The document was created to support elementary teachers in building inclusive, historically factual and safe learning environments for their students while discussing issues of racism and discrimination in a respectful and reflective manner, as well as celebrating and highlighting the contributions of Black Canadians. Download the full resource from etfo.ca

OVERALL QUESTION

How can we use political influence to support social change in our communities?

GUIDING QUESTION

- How have Black Canadian political leaders effected change in Canadian government and for the communities that they serve?

POSSIBLE SUCCESS CRITERIA

- Describe the roles and responsibilities that Black Canadian political leaders have had in Canada
- Describe how the roles and responsibilities of Black Canadians have effected change in government and the communities they serve
- Share how we can make a difference in our communities
- Make connections between what Black Canadian political leaders have done and what we can do to make a difference

LESSON

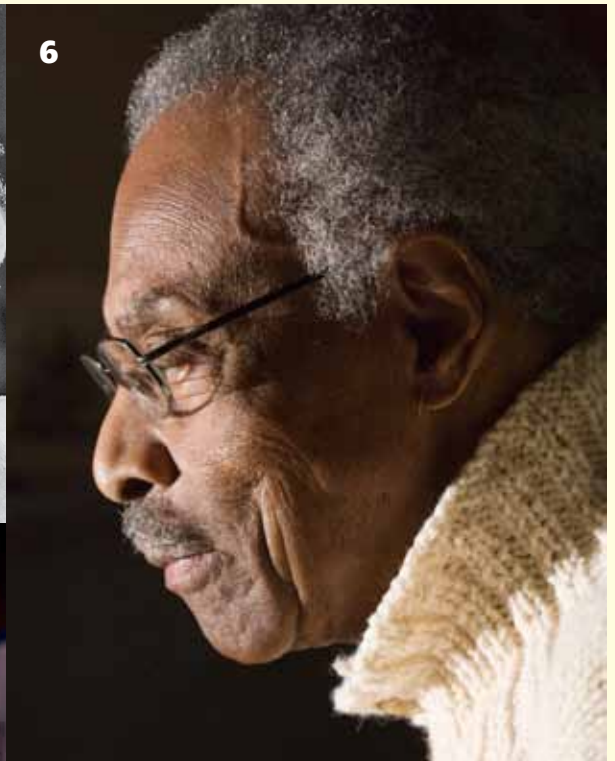
Categorizing Thinking to Build New

Knowledge: Picture Word Induction Model (PWIM), Visual Profile

Have students seated at their desks in small groups with a clear view of the screen where you will be showing photos of Jean Augustine. Do not tell the students the person's name or gender in advance. Tell students that they will be seeing some images that show different aspects of an individual's life. They are to view the images and have a discussion in their group as to what they see, hear, feel, infer and predict about the images to tell the story of the individual. As they collaboratively come up with ideas, they are to write them down on chart paper so that they can make connections between the images and their group's thinking.

Prepare to show the images of Jean Augustine from WS 3 Visual Images A – Jean Augustine





1. Jean Augustine (Jean Augustine, Lawrence Kerr Photography); 2. Lillie Johnson (Government of Ontario); 3. Nathaniel Dett (Everett Collection STREVT); 4. William Hubbard (City of Toronto Archives, Globe and Mail); 5. Rosemary Brown (THE CANADIAN PRESS); 6. Honourable Lincoln Alexander (The Hamilton Spectator/Ron Albertson); 7. Oscar Peterson (Government of Canada Archives, Harry Palmer/Bibliothèque et Archives Canada/PA-182399); 8. Angela James (THE CANADIAN PRESS); 9. Kadiesha Buchanan (THE CANADIAN PRESS); 10. Viola Desmond (Public Domain); 11. Kellylee Evans (Courtesy Kellylee Evans); 12. PK Subban (THE CANADIAN PRESS/Graham Hughes)

“WE ARE BETTER EDUCATORS WHEN WE TAKE THE TIME TO REFLECT ON WHAT WE HAVE HEARD, SEEN, READ AND EXPERIENCED AND MOVE FORWARD UNDERSTANDING WITH COMPASSION AND THOUGHTFULNESS.”

and WS 4 Visual Images B – Jean Augustine. Before projecting the first image on the screen, tell students that you will view and discuss the first image together as a class. Project the image and deconstruct it with the students. Encourage discussion using the following probing questions:

“Who are the people in the image?”

“What are they doing?”

“Where are they?”

“How are the different people in the image connected?”

“What information do we get from what we see in the background?”

“What role do you think each person has in the image?”

“What does this image say about who the person is?”

“Who do you think is the politician in this image? How do you know?”

“If we were to ‘zoom out’ on this image, what else/who else might we see in the image?”

“What sounds/words might we be hearing in the image?”

“What do we know about this person based on what we infer in this image?”

Show the next image and tell students to discuss with their group what they see, hear, feel, infer and predict about the image. Remind them to think about all the information they were able to pull out of the first image, and encourage them to do the same with this image, remembering to write down all of their ideas on the chart paper. You may want to start the group discussion by asking some of the same probing questions that were asked with the first image.

Continue this process with two to four more images, ensuring that a well-rounded perspective of Jean Augustine is given. As students are working, you should circulate to get a sense of the students’ thinking and the level of their inferences based on the images,

asking probing questions to those groups that need it to extend and/or focus their discussion.

After the groups have had time to think, discuss, share and document their thinking, bring the class together and have each group share their thoughts. As students’/groups’ thinking is confirmed, write big ideas on the whiteboard or chart paper. Once all the images have been viewed, discussed, documented and shared, have a discussion about what we think we know about the individual. Consider the following:

Do we know who the individual is?

Do we know their role/position?

Do we know what their life path has been?

Do we know whom they work for or with?

Do we have any clues as to any challenges that they have had in their life journey?

Provide each of the groups with one or two of the following nine sections of biographical information for Jean Augustine found at the Canadian Encyclopedia:

— Introduction

— Early Years

— Teacher to Principal

— First Black Woman in Parliament

— Black History Month

— First Black Woman in Cabinet

— Ontario Fairness Commissioner

— Legacy

— Honours and Awards

Have each group read and discuss the information in the section assigned to them and provide support as needed to help students understand the vocabulary and content.

As students gain and/or confirm information based on their reading, they should compare it to the information they pulled out of the images that they documented earlier and add any new information to their chart paper.

Let the students know that they will have the opportunity to share their thinking and new information that they gained with the other groups.

One Stay, Rest Stray: Select or have students select one person from their groups who will remain with their chart paper to share their group’s thinking based on their section of the biography. The remaining students from the group will travel together to view each of the other groups’ chart paper and listen to the student who remained with it. Have students rotate to the other groups to hear and view the information about Jean Augustine. Once the students have visited each of the other stations, share as a class what they now know about Jean Augustine, her life journey and challenges in her political career.

As a class, view the video “Jean Augustine—First Black Woman in Parliament” and talk about the challenges that Jean Augustine describes facing during her political career (i.e., racism, discrimination, etc.). Discuss how these challenges have encouraged Jean to continue to work for equality for all. To create a visual profile, have each student select an image from Jean Augustine’s life journey (either from those provided or one they source for themselves online) and use it to create a profile for her based on the information that they gained throughout the lesson(s) and/or from any research. They may present the information as a mind map, picture web, PowToon, infographic or image timeline (using the images that they viewed during the lesson or others that they source themselves).