

COLLECTIVE ACTION AGAINST RACISM AND DISCRIMINATION



**BLACK HISTORY MONTH LESSON PLANS
DESIGNED FOR USE IN GRADE 10 HISTORY
AND CIVICS**

These lessons were distributed by the Human Rights Committee of Ontario Secondary School Teachers' Federation, District 12 (Toronto).

Writing Team:

Michelle Heather Ann Bailey

Eunice O'Mahony

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The Human Rights Committee – OSSTF, District 12

The D12 Human Rights Committee is comprised of members of the three D12 bargaining units: STBU, OTBU and PSSP. Members meet monthly to talk about social change within the TDSB, the city of Toronto and Ontario. The committee partners with other community organizations interested in the fight for social justice. The Human Rights Committee (HRC) also organizes Action Re-Action, an annual social justice forum for high school students, and also has a major award, The Camille Natale Award that is presented to a student or student group that best demonstrates the sentiments of the HRC.

Curriculum Connections

These lessons are designed to contribute to students' skills in understanding historical inquiry and thinking, and the social force that create conflict, and inequality. Students also learn how to forge social as well as political alliances; and engage in civic actions. The lesson materials can be used to meet the curriculum expectations in both grade 10 Canadian History Since World War I (CHC2D/P) and Civics and Citizenship (CHV2O)

Pedagogical Approach

These lessons are grounded in a social justice, anti-racism, anti-oppression, civil rights approach, and focus on the development of skills in historical inquiry as based in fact and evidence. The inquiry approach works with these lessons as it enables students to gather knowledge from such sources as the documentary *Welcome to Dresden*, and other historical resources. This knowledge can then be used to address racism, discrimination, and prejudice.

Assessment

The assignments are designed to let students demonstrate their learning strengths using various methods of assessment.

Materials Provided

DVD: *Welcome to Dresden*

Lesson Plans

Assignments

Discussion Questions

Research Questions

Rubrics

Essay Rubric

Journal Entry Rubric

News Paper Article Rubric

Personal Reflection Rubric

Handouts:

Glossary of terms

HISTORY: CANADIAN HISTORY SINCE WORLD WAR 1, ACADEMIC (CHC2D1)

Strand A: Historical Inquiry and Skill Development

Overall Expectations	Specific Expectations
<p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.</p>	<p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.</p> <p>A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources.</p> <p>A1.3 assess the credibility of sources and information relevant to their investigations.</p> <p>A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.</p>

Strand D. CANADA, 1945–1982

Overall Expectations	Specific Expectations
<p>D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.</p> <p>D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective).</p> <p>D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)</p>	<p>D1.1 analyse historical statistics and other primary sources to identify some key demographic trends and developments in Canada during this period.</p> <p>D1.4 describe some key political developments and/or government policies in Canada during this period.</p> <p>D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period.</p> <p>D2.2 describe some significant examples of social and/or political cooperation in Canada during this period, including a variety of social movements.</p> <p>D3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period.</p> <p>D3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity.</p>

(Ministry of Education, Canadian and World Studies 2013)

LESSON: CIVIC ENGAGEMENT & POLITICAL ACTION, REACTING TO EXCLUSION

OVERVIEW:

Students will respond to the topics of racism and discrimination and reflect on the importance of individual and collective responsibility in addressing social inequalities.

Prior Learning

- Students should have an understanding of racism, discrimination and prejudice.
- Students should have an understanding of basic human rights and human rights violations.

Learning Objectives

- To teach students about the history of anti-black racism in Dresden, Ontario.
- To have students reflect on how racism, discrimination and prejudice create conflict in local communities.
- To inform students about the political strategies and actions that they can use to address racism, discrimination and prejudice.

Teaching/Learning Strategies

Before showing the documentary, the teacher should introduce the following concepts: racism, discrimination, prejudice and bias. The teacher should let students know that the intent of watching the video is not to blame or initiate feelings of guilt, but to explicitly discuss how to engage in civic, as well as political action to address violations of human rights.

After showing the documentary: *Welcome to Dresden*

The teacher will begin by asking the students to identify concerns that came up in the video. A general discussion will occur naturally from the students' ideas. However, the following questions should also guide a meaningful discussion:

1. Why is it important to take civic actions against racism and discrimination in the society?
2. Explain the specific actions you saw in the video which illustrated that racism and discrimination were embedded in Dresden, Ontario
3. What were the different community organizations that worked together to overcome the obstacles in getting the Fair Accommodations Practices Act enacted on April 6, 1954?
4. Why do you think the Association for Civil Liberties, the Jewish Congress and the National Unity Association participated in addressing the situation in Dresden?
5. What are some civic and political actions that you would take to address racism?
6. Explain how Bromley Armstrong, Hugh Burnett and Ruth Lor Malloy made a difference in the history of Dresden.
7. Describe the local events that led up to the enactment of the Fair Accommodations Practices Act on April 6, 1954.
8. Explain why it is important to have labour unions active in local communities.

Research Assignments

1. Write a newspaper article about the history of one of the following associations: the *Association for Civil Liberties, The Jewish Congress and The National Unity Association*. You should explain:
 - when the organization began,
 - who the members were,
 - the purpose and function of these bodies,
 - what was the main goal of the organization
 - what actions their members took to achieve its goal
2. Write an essay about the significance of Uncle Tom's Cabin to Canadian history. Explain why this historical site is symbolic to civil rights and the preservation of equality.
3. Write a news report to explain why the Fair Accommodations Practices Act is important to equity and human rights.
4. Write a three – five paragraph article to commemorate the unveiling of the provincial plaque for Hugh Burnett and the National Unity Association. The information you need for this assignment can be found on the following website:
<http://www.heritagetrust.on.ca/CorporateSite/media/oht/PDFs/Hugh-Burnett-NUA-ENG.pdf>
5. Write a three-paragraph article to explain three important events that occurred in Dresden, Ontario and which demonstrated that Canadians were invested in reducing racism, discrimination and prejudice.

CHV20 GRADE 10 CIVICS

STRAND: CIVIC ENGAGEMENT AND ACTION

Overall Expectations	Specific Expectations
<p>C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)</p> <p>C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)</p> <p>C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)</p>	<p>C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals</p> <p>C1.2 describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level</p> <p>C1.3 explain how various actions can contribute to the common good at the local, national, and/or global level</p>

By the end of this lesson, students will be able to:

- apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics
- recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)
- demonstrate effective written communication skills
- identify attributes associated with active citizenship, including:
 - ethical behaviour (e.g., honesty, fairness, reliability)
 - respect for diversity
 - empathy
 - questioning and promoting discussion
 - individual and collective responsibility
 - remaining informed over time
 - advocating responsibly for own and others' rights
- demonstrate skills of collaboration and co-operation, including the ability to collaborate and consult with others

- give examples of Canada's treatment of minorities, recognize connections between events and their causes, consequences, and implications (e.g., relate current events to historical contexts)

TIME: 3 x 75 minute periods

OBJECTIVES: – After watching *The Dresden Project*, students will be able to:

- Critically analyse the issue of racism, differentiating reasons from justifications.
- Gather relevant information from various sources, on-line and text books to support their research
- Produce a poster that will capture the contribution of the Black community **and** that of various unions in bringing about the Fair Accommodation Practices Act of 1954.

INTRODUCTION AND OVERVIEW

Using the DVD *Welcome to Dresden*, this lesson will focus on what it takes to bring about legislative change and subsequently, changes in societal attitudes. Students will learn about an Ontario that was overtly unashamedly and unapologetically racist and discriminatory. They will learn how stereotypes become a foundation for a society that seeks to exclude various groups. Students will learn that it's important to make allies in a fight to bring about any kind of cultural, social, and legal change. What does it take for someone to buck the system and challenge privilege?

BACKGROUND INFORMATION

Imagine a world where you and your community are deemed unsuitable for full citizenship. Post-war Ontario was not hospitable to Black Canadians. They were refused service in restaurants, declined employment opportunities, and also turned down in apartment searches. They had no means of fighting this discrimination as it was **not illegal to racially discriminate** against any community. When Hugh Burnett returned to his home town Dresden after fighting for Canada in the Second World War, he went to the local restaurant for a meal. Although he was dressed in his King's Army uniform, he was not served. He began to fight for the right to be treated as a regular Canadian citizen – with all the privileges that go with that status. His fight for this change caught the attention of several unions and journalists.

Bromley Armstrong was a young black member of the National Unity Association (NUA) whose mandate was to eliminate anti-black discrimination and discrimination. Fortunately, Armstrong and other members of the NUA were also members of the United Food and Commercial Workers (UFCW) and other labour unions. This meant that they were given release time to pursue the fight for racial equality and the civil rights of all citizens. This meant that they were paid their regular wages while they were off work. This was a significant act as this meant that

they could both, fight for change AND not lose their source of income. They could comfortably provide for their families. As well, they received considerable legal assistance through the union.

But Mr. Armstrong was not alone in this challenge. Hugh Burnett, Ruth Lor and other minorities also played an important role. They had several allies. Apart from his union, UFCW, there were journalists, lawyers, and eventually, the Premier of the day, Leslie Frost.

ACTIVITIES:

MATERIALS NEEDED: *Welcome to Dresden*, access to a library, internet access, poster paper, paints, markers, scissors, and glue.

1. PERIOD 1: Share the background information with students and have them discuss the following guiding questions:
 - Have you ever been a victim of stereotyping?
 - Have you been a participant in an activity that excluded someone or a group?
 - Have you been a witness to acts of exclusion?
 - What would you do?
 - Who would you go to for help? (10 minutes)
2. Students then watch the documentary, *Welcome to Dresden*. (15 – 20 minutes)
3. Teacher divides the class into two groups. Each group will research either: Union involvement in challenging the status quo and bringing about social change OR Bromley Armstrong's life and career. Each student is to keep notes on their research. (45 minutes)
4. PERIOD 2: Students are to get into pairs, each pair comprising of one person from the Union involvement group and one from the Bromley Armstrong group. The pair will put their research together, discuss their findings and find ways of weaving the research together into a narrative that can be translated into a poster for their school's Black History Month celebrations. By the end of the lesson, they should have a good sketch. (75 minutes)
5. PERIOD 3: The pairs are to work together to produce the poster. They may use any media to create the poster. (75 minutes)

FURTHER INQUIRY AND INVESTIGATION

1. What Union was Bromley Armstrong affiliated with? How did this Union help in bringing about the change in legislation?
2. It is important to have allies in the fight against racism. Who were the prominent allies in this documentary? Write a short biography on three of your choices.
3. Dresden has a rich history. What is its main claim to fame? (Clue: Uncle Tom's Cabin)
4. The Fair Accommodation Practices Act of 1954 came about after a lot of community protest. What communities in particular, were very involved? (e.g. Labour unions, Churches, Synagogues, etc.)
5. The labour movement was pivotal in bringing this change in legislation. Research other social changes brought about by the labour movement in Canada. Focus on both provincial and federal legislative changes. Write a five- paragraph essay on three of these changes.
6. Why should the labour movement become involved in bringing about community changes? Aren't they only interested in getting their members more money?
7. Many social changes occur because of help from the media. The story of the Dresden campaign for racial equality was brought to the public by Toronto journalists. How can the media help or hinder the advancement of Human Rights? Think of three instances where media stories brought about change in government policy and write an essay on this.
8. Three of the heroes of this documentary are Hugh Burnett, Ruth Lor and Bromley Armstrong. Create a short 'Canadian Heritage Minute' documentary, to present at your school's Black History Month celebration. Your minute should include the involvement of all the different labour organizations involved in bringing about the Fair Accommodations Practices Act of 1956.
9. Write a journal entry on how the information you've learned from the documentary, *Welcome to Dresden*, might apply to your own life. You may consider incidents you've seen, or in which you were the victim. You might choose to focus on the need to respect different individuals, communities, and cultures. Be creative in how you choose to write your journal entry. It could be done in the form of prose, poetry, rap, or song. Your peers are your audience. Make sure the genre you choose suits your purpose. Be creative! Rubric (APPENDIX 1) follows.
10. Canada has long been held as a beacon of rights of freedoms. In the beginning of the documentary, *Welcome to Dresden*, Esery Mondesir, writer and director of the documentary posits that our history books claim that stereotyping and discrimination are confined to the United States. However, there have been many instances of Canadians doing the unthinkable – physically and socially excluding communities. Some examples are: Residential Schools, The Chinese Head Tax, The Komogata Maru, The S.S. St. Louis, and Japanese Internment Camps – to name a few. Working in groups of 3 or 4, research one of these topics and write a news story that will report what happened. Your news report must include a reporter, victims, and bystanders/witnesses. See the rubric that follows. (APPENDIX 2)

11. Stereotyping is a social disease that allows hatred to become embedded in society. One reason that it took so long for the Fair Accommodation Practices Act of 1954 to become a law was that many white people held on to the belief that Blacks were inferior and therefore, deserved to be excluded and eliminated from our communities. Have you ever been a victim of stereotyping? Have you been a participant in an activity that excluded someone or community? Have you been a witness to events of exclusion? Write a story about a time in your own life, when you were stereotyped, or when you witnessed stereotyping. Include details about the event and describe how you felt and how you think the other person or people felt. Explain, using the example of your story, why you think stereotyping is unacceptable in Canada today. Use the rubric that follows to guide you. (APPENDIX 3)

References

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<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

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Hugh Burnett and the National Unity Association, Ontario Heritage Trust <http://www.heritagetrust.on.ca/CorporateSite/media/ohr/PDFs/Hugh-Burnett-NUA-ENG.pdf>

Rubric <http://rubistar.4teachers.org/index.php>

Websites

Black History Canada. <http://www.blackhistorycanada.ca/topic.php?id=123&themeid=2>

Canadian Human Rights Commission <http://www.chrc-ccdp.gc.ca/eng>

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<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

Picture on the front cover, *Welcome to Dresden*

https://www.google.ca/search?q=Welcome+to+Dresden++images&biw=1440&bih=828&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjzgsDYlqnKAhWFgj4KHTGSAi4Q_AUIBigB#imgc=fR6rQscF1pbGzM%3A