

## **Teacher's Resource for *Deeply Rooted***

Designed for:

Grade 9 Canadian Geography

Grade 11 English

Grade 12 Challenge and Change in Society

Grade 12 Equity and Social Justice: From Theory to Practice

Distributed by:

Black, Indigenous and Workers of Colour Committee

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Challenge and Change in Society, Grade 12 University Preparation  
HSB4U

Equity and Social Justice: From Theory to Practice, Grade 12  
HSE4M

Strand A: Research and Inquiry Skills	
Overall Expectations	Specific Expectations
<p><b>A1. Exploring:</b> explore topics related to the analysis of social change, and formulate questions to guide their research;</p> <p><b>A2. Investigating:</b> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</p> <p><b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p><b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>	<p><b>A1.3</b> formulate effective questions to guide their research and inquiry</p> <p><b>A2.1</b> create appropriate research plans to investigate their selected topics (e.g., outline purpose and method; identify sources of information, develop research tools such as surveys or questionnaires), ensuring that their plans follow guidelines for ethical research</p> <p><b>A2.2</b> locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – published primary research, film, photographs, data sets from Statistics Canada) and/ or secondary sources (e.g., book reviews, textbooks, literature reviews)</p> <p><b>A3.1</b> assess various aspects of information gathered from primary and secondary sources (e.g., accuracy, relevance, reliability, inherent values and bias, voice)</p> <p><b>A3.2</b> record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, summaries, audio/digital records)</p> <p><b>A3.3</b> analyse and interpret research information (e.g., compare information</p>

	<p>gathered from primary and secondary sources; determine whether similar information is found in different sources)</p> <p><b>A3.4</b> demonstrate academic honesty by documenting the sources of all information generated through research</p> <p><b>A4.1</b> use an appropriate format (e.g., oral presentation, brochure, flyer, poster, research report, seminar, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience</p> <p><b>A4.2</b> use terms relating to social change correctly (e.g., functionalism, structuralism, feminism, paradigm shift, cognitive dissonance)</p>
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<b>Strand B: Social Change</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>B2. Causes and Effects of Social Change:</b> demonstrate an understanding of the causes and effects of social change;</p>	<p><b>B1.3</b> explain major social science methodologies and research designs (e.g., qualitative and quantitative methods, critical ethnography, participant observation, survey, field observation, interview, experiment, focus group)</p> <p><b>B2.1</b> describe ways in which influential Canadian leaders have contributed to social change (e.g., Nellie McClung, Agnes Macphail, Tommy Douglas, Lester B. Pearson, Pierre Trudeau, David Suzuki, Phil Fontaine, Roberta Jamieson, Adrienne Clarkson)</p> <p><b>B2.2</b> explain how various economic, environmental, political, or sociocultural factors (e.g., global warming/climate change, environmental activism, the threat of</p>

	<p>separatism, leadership changes, pluralism) can lead to social change, and how other factors (e.g., cost, traditional values, fear of negative</p> <p><b>B2.3</b> explain various means of creating social change (e.g., direct action, protest, advocacy, community organization, revolution, political activism)</p> <p><b>B2.6</b> explain the impact of social change on individuals in Canada and on Canadian society (e.g., increased participation of women in the workforce has led to increased need for parental-leave provisions and daycare services; increased recognition of climate change has brought environmental issues to the forefront of political and economic debates; demographic changes have created a need for legal changes to prevent harassment and discrimination)</p>
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<b>Strand C: SOCIAL PATTERNS AND TRENDS</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>C2. Forces That Shape Social Trends:</b> demonstrate an understanding of how forces influence and shape social patterns and trends;</p>	<p><b>C2.2</b> describe ways in which culture, tradition, and language influence social trends</p>

### Equity and Social Justice: From Theory to Practice, Grade 12

<b>Strand A: RESEARCH AND INQUIRY SKILLS</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>A1. Exploring:</b> explore topics related to equity and social justice, and formulate questions to guide their research;</p> <p><b>A2. Investigating:</b> create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods;</p>	<p><b>A1.2</b> identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics</p> <p><b>A1.3</b> formulate effective questions to guide their research and inquiry</p> <p><b>A2.2</b> locate and select information relevant to their investigations from a variety of primary</p>

<p><b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p><b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>	<p>sources (e.g., interviews; observations; surveys and questionnaires; original documents in print and other media such as film, photographs, songs, advertisements) and secondary sources (e.g., book reviews, magazine articles, textbooks, critical analysis in journals)</p>
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<b>Strand B: UNDERSTANDING SOCIAL CONSTRUCTION</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>B2. Power Relations:</b> analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;</p>	<p><b>B2.1</b> analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary (e.g., the status of women in various historical periods and/or societies; power relations in slave societies; the connections between economic and political power; heterosexual privilege; power relations betw</p>

<b>Strand C: ADDRESSING EQUITY AND SOCIAL JUSTICE ISSUES</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<p><b>C2. Leadership:</b> evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;</p>	<p><b>C2.1</b> evaluate the achievements of a range of individual Canadians (e.g., activists, actors, artists, economists, environmentalists, humanitarians, journalists, philanthropists, politicians, scientists, social visionaries, writers) in the areas of equity and social justice</p>

<b>Strand D: PERSONAL AND SOCIAL ACTION</b>	
<b>Overall Expectations</b>	<b>Specific Expectations</b>
<b>D3. Social Action and Personal Engagement:</b> design, implement, and evaluate an initiative to address an equity or social justice issue.	<p><b>D3.1</b> identify a specific need related to an equity or social justice issue, and design an initiative to address this need (e.g., an initiative such as designing a school workshop or campaign to promote diversity; creating and publicly presenting rap songs, videos, visual art works, dances, dramatizations, or podcasts on the impact and prevention of discrimination; organizing a petition or a letter writing campaign on a social justice issue)</p> <p><b>D3.4</b> implement their initiative using appropriate planning, organizational, evaluation, and communication skills</p>

### Overview

In the Activity, students will be asked to engage in discussion that reflects on the deeply rooted histories of Diasporic Africans in Canada. They will view the CBC doc *Deeply Rooted*, one person's story of being a 7th generation Black Canadian and assess the ways in which Cazzhmmere and other non-white Canadians confront and navigate the troubling assumptive question "Where are you really from?" This activity will culminate with students reflecting and investigating the history of Black peoples in Canada as students apply social science inquiry methods to explore, Diasporic Africans in Canada, a specific First Nations, Metis, Inuit group, or an ethnocultural group who has resided in Canada for over 100 years. They will then create (develop, produce?) a creative media documentary of the results of their research as an educational tool to educate junior students.

### Learning Goals

- We are learning about the deep roots of diasporic Africans in Canada and investigating this history through developing inquiry questions to guide or investigation

- We are learning to become socially engaged and demonstrate community engagement by identifying and engaging in research with and about specific cultural groups whose status as “Canadians” continues to be questioned
- Examine the role of media in as a learning tool in effecting change

### Success Criteria

- I can explain why we study the longstanding history of Black Canadians
- I can identify from personal accounts groups that are viewed as not being “Canadian”
- I can develop relevant inquiry questions to guide my research into discovering Black Canadian histories and other personal histories
- I can use problem solving skills in order to address the challenges of a groups in Canada whose Canadian identities are often challenged and retell the story of those challenges
- I can analyse and synthesize information gathered through research and inquiry
- I can apply critical race theory to the documentation of the historic inquiry of Black people in Canada
- I can identify the elements of an effective media presentation

### Learning Skills

**Initiative:** looks for and acts on new ideas for learning about Black Canadians through community connection. Demonstrates curiosity, interest and commitment in telling a story about a cultural group

**Responsibility:** fulfills individual responsibilities within the group, completes and submits contribution according to agreed-upon timelines

**Collaboration:** shares information and resources, responds positively to the ideas and opinions of others, works with others to achieve group consensus

**Organization:** uses information and resources to complete discussion and media presentation

### Materials

- Video link to [Deeply Rooted](#)
- CBC News video clip: [But where are you really from?](#)
- Appendix 1.1, 1.2, 1.3, 1.4
- Projector

- 3-4x75 min including time for independent work

**Prior Learning:** Prior to this lesson, teachers should familiarize students with concepts of Critical Race Theory, power and privilege and the various agents of socialization and methods of research.

### **MINDS ON:**

#### **PART 1:**

For the Minds On activity, Teachers can begin by asking students to infer the content of the lesson based on the title “**But Where Are you Really From?**” This is done informally and not guided by questions as it is a means of getting students to think, warm up to the subject and prepare for deeper discussion.

Use Appendix 1.1 as a rough template for organizing note taking.



## Appendix 1.1

## “But Where Are You Really From?”-Organizing My Thoughts

**PART 2: Notes** → Further investigation into the question: “But Where Are You **Really** From?”

### PART3: OCASI Ad Investigation

### ***Inquiry Questions:***

1.

2.

## PART 4: Response to Inquiry Questions

## PART 6: What Worked? What Didn't?

Effective Media Campaign Strategies	Ineffective Media Campaign Strategies

## PART 2:

After a few responses have been shared, teachers will inform students that they will further investigate and interrogate their responses to the question, in small groups, by considering the questions below. Project these questions onto a large screen. Students will write their responses in the handout.

- Who do you think in Canada is considered “Canadian”?
- What factors do you think makes one “Canadian”?
- Do all people who live in Canada assume a “Canadian” identity?
- What have you learned about groups of people that have been in Canada for over 200 years?
- Did you know that people of African Descent have lived in Canada from as early as the 1600s?
- Are people of African descent who live in Canada, Canadian?
- Draw some conclusions as to how and why people of African Descent ended up in Canada.
- Are Indigenous people considered “Canadian?”
- What other ways have non-europeans come to Canada? (Prompts: Chinese and railroad, East Indian ...)

In a whole group discussion, have students share their responses about the questions and teachers can offer some feedback for accuracy from the resources provided. Teachers can introduce Critical Race Theory as a lens by which to study the questions.

## PART 3:

**Set up ➔** “The Ontario Council of Agencies Serving Immigrants (OCASI) published a series of images for their “Toronto for All” anti-discrimination ad campaign. Let's take a look. Be prepared to ask probing questions of this image to investigate your interpretation of the image ”

Show the OCASI image:

[Campaign Posters](#) (you can choose from the images on this site)



Allow students an opportunity to **study the image and develop inquiry questions of the image** as groups. The expectation is that their questions be thorough and thoughtful to exhibit their understanding of asking relevant inquiry questions. Teachers may need to pause here to have students reflect on how to ask an inquiry question; resource below.

[Engaging in Inquiry Learning](#)

Allow student groups to present their questions to the class, by writing them on large paper so it is visible to all.

#### **PART 4:**

Students will consider these posted inquiry questions and develop responses with a rationale, by reflecting on the questions below. At the end of the discussion, have students revisit their original questions and determine if any of those questions have been addressed and/or answered through the discussion.

- What you see is an advertisement from OCASI. Describe what you see.
- This is a Toronto advertisement, what can you read visually from this advertisement?
- What does the language "Go back to where you are from" imply?
- Do you feel it reflects a Toronto sentiment?
- How does this sentiment come to be?
- How do we counter this sentiment?
- What assumptions do we make about who belongs in Canada and who gets to be Canadian?
- Who gets asked this question?

- Do our school resources affirm this question? Explain.
- Are there lessons to be learned from viewing this image? What are those lessons?

### Resource

[Campaign Posters](#)

[Critical Race Theory](#)

[Early Black Settlement in Canada Timeline](#)

After students have shared their reflections with the class, keep the inquiry questions posted for the remainder of the lesson.

### PART 5:

Teachers will now prepare students to view a quick video of the same theme, just different media.

**Set up ➔** We are going to watch a quick video of diverse Canadians speaking to their experiences of being confronted with the question. “But where are you *really* from? When the video is finished, let us reflect on our understanding learned from both sources to determine what is necessary for society to acknowledge Black, Indigenous and People of Colour in order for them to feel belonging in a Canadian identity. Teachers can have students recall their understanding of Critical Race Theory to analyze how deeply rooted histories of people of colour have been documented and its place within the fabric of this nation.

Teachers will then play the following CBC News video clip:

[But where are you really from?](#)

### PART 6:

Follow up the video and OCASI analysis by having students consider what was effective about both campaigns and what could be improved in terms of engaging and educating the public. It is important for them to jot down notes on the strategies they feel were important in both media sources in disseminating a message about belonging in Canada as this will prepare them to complete the culminating activity.

### Teaching/Learning Strategies

#### Pre Viewing Preamble

**Set Up ➔** In our previous lesson, we were asked to reflect on how we can ask society to think about belonging in Canada and we established an understanding that the people who get asked the question “But where are you *really* from?” are often Black, Indigenous and People of

colour. We made some conclusions that this is often because these histories are missing from the common textbooks and resources we are exposed to in our early educational journeys.

Although you will be given more details at a later time, in your culminating activity for this assignment, you will be tasked with documenting a history of a “Deeply Rooted” group in Canada that has been left largely untold. As you are watching the documentary, fill out the accompanying handout reflecting on Cazhmmere’s story, her methods of investigating and researching as well as the structural elements of how the documentary is made.

In the short video titled [Deeply Rooted](#), we are about to view the narrative of one Canadian, a 7th generation, proud, Black Canadian filmmaker named Cazhmmere as she challenges her audience to consider perceptions of what a multi-generational Canadian family looks like.

“[Deeply Rooted](#) was born out a conversation she’s had hundreds of times:

Q: Where are you from?

A: Canada.

Q: No, I mean, where are you *from*?

A: Canada.

Q: Well, where are your parents from?

A: Canada.

Q: But where are your grandparents or great-grandparents from?

A: Canada.”

While viewing the film, have students complete the graphic organizer handout: **Deeply Rooted- Collecting Information**. The film is a short doc and may not require any pausing for clarity but could include encouraging students to partake in a second viewing.

## Appendix 1.2

Deeply Rooted - Collecting Information
<p>In the film <i>Deeply Rooted</i>, filmmaker Cazhmmere is a 7th Generation, proud Black Canadian who documents, through interviews, the story and rich history of her multigenerational family in Canada. Despite this history, Cazhmmere is often confronted with the question, “Where are you really from?” This documentary exposes the viewer to a history of the Downey/Collins family, woven into the fabric of this nation and also exposes how “our nation can easily forget that not every person of colour is a newcomer to Canada.”</p>
<b>While viewing the film</b>
<p>List the ways in which Cazhmmere’s family contributed to the fabric of Canada? In what ways has their contributions resulted in social change?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<p>How do these contributions/accomplishments contribute to ways the Downey family have been entrenched in the fabric of the community?</p>
<p>What challenges did the Downey/Collins family encounter? Do you feel these challenges still exist for Black Canadians? Explain?</p>
<p>Cazhmmere’s family goes back 7 generations, how did her family come to settle in Nova Scotia?</p>

What questions do you feel the film has yet to answer?

Why is this story important to know?

What about this story resonates with you the most? What did you learn?

**After viewing the film**

What social science method of inquiry did Cazhmmere use to investigate this film?

What was the “evidence” of this deeply rooted history?

How can you apply your knowledge of Critical Race Theory to the question “But where are you really from?” faced by Cazhmmere as a Black Canadian?

What were some of the effective ways in which the information was delivered in the doc?

## Lesson Culminating Activity

### **“Where Are You Really From?” “Canada.”**

For your lesson culminating activity, you will work in groups to develop and produce a creative media presentation to be used to educate students in grade 9 or 10 classes. This media presentation will document the “deeply rooted” history of your choice of diasporic Africans in Canada, a specific First Nations, Metis, Inuit group, or a visible ethnocultural group who has roots in Canada for over 100 years.

You will apply social science inquiry methods to investigate your subject and will use your knowledge generated by previous lessons exploring the histories of Black Canadians. You will also access your notes used when evaluating the lesson resources including the documentary “Deeply Rooted” to determine relevant information for your media presentation as well as effective ways in which to present that media.

**(creative media presentation ideas: video documentary, podcast, video advertisement, audio advertisement, interactive slide presentation...)**

### **PART 1 - Co-constructing Success Criteria Checklist**

Using prior knowledge and the three resources (OCASI image, CBC news clip, Deeply Rooted doc) presented to students in the lesson, in your student groups, (3or4) engage in brainstorming a list of no less than 10 items that students feel are necessary for a successful media campaign. Once all submitted, distill the list down to 5-8 items on the checklist and share with the class.



**Appendix 1.3** (example of template for criteria for success, when complete, it can be adapted into a checklist)

CRITERIA	EXAMPLES OF SUCCESS FOR CRITERIA
<b>Strategies used to engage target audience of Grades 9/10</b>	-The media presentation introduces and uses appropriate language - "excerpts" of information are short and succinct
<b>Presents artifacts that document history</b>	-newsarticles, photographs, museum artifacts...
<b>other</b>	
<b>other</b>	
<b>other</b>	
<b>other</b>	

After the checklist has been generated, teachers can review with students the final rubric for the presentation.

## **Part 2 - Research & Investigation-** *Applying social science methods of inquiry*

Now that you have determined what makes a successful media presentation, you are going to research and choose a group and gather information on that group using social science methods of inquiry. This will require active engagement with community so teachers will speak to students about respectful and safe interactions with organizations and members of communities.

*Consider the following:*

- ➔ Choose, with your group the type of media presentation you are interested in producing and make sure that your information can be displayed in that style of presentation
- ➔ What relevant information is necessary to educate your audience?
- ➔ Who should you be talking to and where should you look for information?
- ➔ What method(s) of inquiry will be most impactful for your presentation? (e.g. interview observation of cultural event etc...)

- ➔How will you locate and select authentic information relevant to your investigations from a variety of primary sources (e.g. original documents in print or other media – published primary research, film, photographs, data sets from Statistics Canada and/or secondary sources (e.g. books, case studies, etc.)
- ➔Who are the notable figures in this groups past and present history?
- ➔How does that history traces from the past to present? What are some defining markers of that groups contributions to their communities internal and external communities
- ➔How are these stories a challenge to the status quo of who a Canadian is or who belongs in Canada?
- ➔Is the message motivating? How does this highlight the accomplishments of chosen group but makes aware the challenges faced by the group?
- ➔How will you collaborate with community to acquire primary resources?
- ➔What are respectful ways to connect with members of the community?

### **Part 3 - The Media Presentation- *Preparing and Presenting***

Now that you have gathered and synthesized the information from your research, your group can begin to edit that information into your media presentation. Remember to reference the checklist you developed as a class to ensure you are making decisions that will result in a successful media presentation. Teachers will conference with students throughout the process of creation.

Students will present their culminating to the class and teachers will evaluate the culminating based on the rubric presented to you in Part 1.

Conclude activity allowing students to reflect on the process and the learning through oral or written feedback. Embrace opportunities to share the media presentations in a public school space.

## Appendix 1.4

### “Where are you Really From?” “Canada.” - Media Presentation rubric

Group Members: \_\_\_\_\_

Chosen Cultural Group: \_\_\_\_\_

Expectations/Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 - (60 - 69%)	Level 1 (50 to 59%)
<b>Knowledge</b> Demonstrates an understanding of social challenges and forces pertaining to the history of chosen cultural group in Canada  Demonstrates an understanding of media presentation techniques to communicate about a cultural group  /10	Student's media presentation shares very clear critical knowledge of group and excellent understanding of social forces that impacts the telling of a cultural groups history  Presentation is sequential, logical and effectively conveys the meaning and purpose to the audience through highly effective media presentation techniques	Student's media presentation shares considerably clear critical knowledge of group and considerable understanding of social forces that impacts the telling of a cultural groups history  Presentation is considerably sequential, logical and audience understand the purpose to the audience through considerably effective media presentation techniques	Student's media presentation shares somewhat clear critical knowledge of group and some understanding of social forces that impacts the telling of a cultural groups history  Presentation may not be completely sequential or logical but the audience understands the purpose through some media presentation techniques	Student's media presentation shares limited critical knowledge of group and limited understanding of social forces that impacts the telling of a cultural groups history  Presentation is not sequential or logical and it may be hard for the audience to understand the purpose through limited media presentation techniques
<b>Thinking</b> Analyse and synthesize information gathered through research and inquiry into a visual media presentation  /10	Student uses processing information skills with a high degree of effectiveness	Student uses processing information skills with considerable effectiveness	Student uses processing information skills with some effectiveness	Student uses processing skills with limited effectiveness
<b>Communication</b> Communicate the results of their research and inquiry clearly and effectively in a media format accessible to younger audiences  /10	“Story” is very clear, concise and explores history of 100+ years  Excellent attempt to engage target audience	“Story” is considerably clear, concise and explores history of 100+ years  Good attempt to engage target audience	“Story” is somewhat clear and concise and does not completely explore history of 100+ years  Some attempt to engage target audience	“Story” is not clear, concise and does not explore history of 100+ years -  Little attempt to engage target audience

<p><b>Application</b> Locate and select information relevant to their chosen cultural group, using appropriate social science research and inquiry methods</p> <p>Design of media presentation reflects criteria for success</p> <p>/10</p>	<p>Student uses methods of inquiry to analyze the history of the cultural group, by locating relevant and critical information, and carefully selecting significant information for inclusion in their timeline with a high degree of effectiveness</p> <p>Student conscientiously applies the success criteria for a highly effective social media presentation</p>	<p>Student uses methods of inquiry to analyze the history of the cultural group, by locating relevant and critical information, and carefully selecting significant information for inclusion in their timeline with considerable effectiveness.</p> <p>Student carefully applies the success criteria for a considerably effective social media presentation</p>	<p>Student uses methods of inquiry to analyze the history of the cultural group, by locating relevant and critical information, and carefully selecting significant information for inclusion in their timeline with some effectiveness</p> <p>Student somewhat applies the success criteria for a somewhat effective social media presentation .</p>	<p>Student uses methods of inquiry to analyze the history of the cultural group, by locating relevant and critical information, and carefully selecting significant information for inclusion in their timeline with limited effectiveness</p> <p>Student applies the success criteria for an effective social media presentation with limited effectiveness</p>
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