

28 Moments of Black Canadian History - For February and Beyond...

	(Insert Day)					
	(insert date)	?	?	?	?	?
	28 Moments of Black History Introduction	Mathieu Da Costa	Viola Desmond	Slavery In Canada	Underground Railroad	?
	Africville	Black Loyalists	Immigration Policy	Zami	Rap in Canada	
	Trauma and Resilience	Jean Augustine	The Dawn Settlement	Black Beauty Culture	Rosemary Brown	
	Origins of Caribana	Dub Poetry	Marie Joseph-Angélique	Anderson Abbott	Hogan's Alley	

Additional Clips:

<p>Lincoln Alexander Oscar Peterson Carrie Best Afro-Canadian Church Music Black Wimmin Muffin Gibbs Fred Christie Case Harry Winston Jerome Jamaican Maroons</p>	<p>Mindful Moments of Reflection</p> <ol style="list-style-type: none"> 1. Describe the connections made between the young person in the video and the history they presented. 2. Was this story familiar? Have you heard of it? What courses would you place the people/events/places in? 3. These stories connect present day Black Canadian lives with people and events in Black Canadian history. What is the significance of these connections? Why is this history important for everyone to learn?
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Title: 28 Moments of Black History

Subtitle:

Duration: from 1 period to multi-day lesson depending on actively form 1-10 chosen

Best Courses fit: The Arts, Canadian & World Studies, English (Can be adapted to ESL), Interdisciplinary Studies, Social Sciences & Humanities, Business Studies, Guidance & Career Education

Facilitator Reflection

This resource can be used in multiple ways in multiple courses

The original resource is set up for facilitators to create a calendar for the Black Heritage Month. The number of videos are more than the number of days and can be used outside of February.

As the [introduction](#) states, Each video provides information on a person/place/event in Black Canadian history. This information is brought to the viewer by a number of Black youth who express their reality as a Black Canadian and then makes personal connections to that person/place/event.

An integral part of each lesson idea for this resource is that each participant's reflection should speak to the resilience of Black people through each experience highlighted in the video resource.

3. **Short Animation** - Choose one person/place/event and conduct more research. Create a short animation to highlight your choice. Use the planning sheet to organize your ideas. Create a [storyboard](#) as part of your planning.

Person/Place/Event	Animation program	Scripting (know your story)	Resilience Check	Storyboarding (concept art)	Voiceover
	Flipaclip PowToon	-Keep your film brief -connect with audience -make sure the main parts of the story is expressed	-Did you ensure the story was told from a perspective of empowerment of the person/place/event	-visualize the imagery and consider the timeline	

4. **Interactive Quiz** - Make connections between stories and/or take the learning beyond. Participants can be divided in groups to use the video as a jumping off point to research about the person/place/event noted in the video or combine a minimum 2 similar stories (ex. Early Black communities, people etc.) Gather more information and develop a presentation that highlights the video, then provides more information to the rest of participants. The end result of that presentation is an interactive quiz such as [Kahoot](#), to present to class/participants. Student presenters will play the video, present their further research and information, ask participants to take notes and then play the interactive quiz. The presentation should include an introduction, the quiz, answering the quiz and a conclusion. A works cited list is expected.

Person/Place/Event	
10 Questions	

5. **Visual “Quilt”** - Have each participant work in groups of 2. Each group will choose a person/place/event to explore and will result in the creation of an art piece that will be put together to create a collective artwork to display in school/work spaces. Each group will be given a surface to work on that is identical in size. This visual art piece can be drawn on paper, be collaged on paper, digitally generated, painted. The defining factor is that the image size must remain the same. When participants have contributed their art pieces, they can be put together side by side to create a larger collective art piece similar to a quilt. (Quilts have critical significance in the Underground Railroad). This collective art piece can be then put on display within the classroom or in school/work spaces.

6. **Interview with/on a Person/Place/Event-** Select one of the person/place/events on the list. Conduct additional research on your choice. Your role- Imagine you are an interviewer during the time of this person/place/event. You will develop 10 carefully composed, specific questions that highlight your investment in your choice. (No questions such as what is your favorite colour.) When you have composed your questions, consider your research and then take an opportunity to answer those questions. Be conscious of your responses. You are not being asked to impersonate the individual but rather to use your research to provide an accurate picture of the reality of the experiences of the person/place/event. Your responses to the questions should directly reflect the experiences of the person/place/event chosen. Participants are providing information that uncovers the parts of the story that will contribute to new learning. Use language accurate to the period of your choice. Once complete. Participants can record an audio of the interview. Interviews can be shared in class. A works cited list is expected.

Part of the challenge to writing interview questions is knowing what are the right questions to ask. Provide participants with tips to write effective questions.

- Is the question relevant? Consider how your question contributes to providing more understanding about the topic.
- Is the question clear? Clarity in question will allow you to develop a clear response.
- How does the question provide the viewer with more information?
- Ensure that the question is not offensive or biased. Consider *how* you are wording your question.
- Does the question result in a yes or not response? If it does revise it to make it more open ended
- Make sure questions do not have assumptions

7. **Vlog Post-** For this activity, participants will record a vlog post where they will reflect on a person/place/event from the video resources. Your response to this activity will be a personal reflection that centers around the questions:
- What was a “did you know moment” for you when watching this video?
 - What does this story mean to me?
 - What does this story mean to my understanding of the Black experience in Canada today?
 - What did this story tell me about the resilience of Black peoples in this story?
8. **Connection Corner-**Each video in this resource begins with a Black Canadian youth highlighting their lived experiences. They each speak to their experience of Blackness within the community(ies) where they reside. One of the lessons taught in viewing these videos, is that there is great cultural diversity within the designation “Black.” You will now look to your own communities. Conduct research on organizations within your community that highlight the stories and accomplishments of Black people and have a focus on youth. Collectively, as a group you will create a resource for your establishment (school, organization...) that will highlight community connections (Guest speakers list) that your establishment can reach out to to provide opportunities to bring these organizations within your spaces to inform and educate about issues within Black communities from authentic perspectives. As a group, create a chart that will highlight the necessary information to include in the resource.

Facilitators, here is an example below:

Organizations Name/Contact	Focus of work	Connections to our school/establishment
<p>Nia Centre for the Arts: First Black Arts Centre in Toronto</p> <p>info@niacentre.org 416-535 2727</p>	<ul style="list-style-type: none"> -Youth mentorship and engagement -Provides professional Development -Presents exhibitions -Offers Workshops 	<ul style="list-style-type: none"> -Offers virtual school engagement opportunities They can Bring to our school: -Workshops -Field Trips -Volunteer Opportunities and Placements -University Tours

9. **Trivia!**- Using [kahoot](#) or another media option, divide the featured stories amongst participants and have them develop accessible trivia questions. With participants working in a shared document, have them contribute questions and responses then organise it in the media chosen. This can become a challenge that can be a classroom challenge and beyond to a school/organization challenge. Have participants develop the language for the challenge.
 Ex. “You are challenged to view 28 Moments of BlackCanadian History over the course of the month (any month). As a class or organization, we will view one video daily. At the end of the month, we will play a trivia game and the winner gets...”

The shared document could look like this below:

28 Moments of BlackCanadian History TRIVIA!		
Episode(person/place/event)	Question	Answer

10. **Black Youth Profiles**-Using websites like [Nia Center for the Arts](#), [By Blacks](#), [Black North Initiative](#) (prompt them to find more or facilitators can develop a list) highlight the work, contributions and entrepreneurship of Black Canadian Youth in an artist/business/entrepreneur profile. Many of these organizations arise out of the need for representation of Black peoples, and have participants also speak to the services that address those needs. Together, participants develop the look fors to complete this assignment and fill out the chart generated with the information. *Example*- highlight the organization, youth connection, need they fulfil, young people at the forefront of.

Consolidation

Consider the ways in which the information generated from these assignments can be moved into the realm of **action** and shared within the school community. (video display, display boards, library spaces, as announcements, quick activities can be viewed at the opening of classes...)