

Canadian Black Lives – WW2 – People & Contributions

Canadian Participation in WWII – Cdn Black Soldiers

Lesson Title: Black Canadian contributions	Date: Any
Grade Level: 7-10	Subject/Strand: History Social Studies
Topic: Volunteers & Conscription	Length of Period: 2-3
Lesson Plan Description – Students will be able to identify, recognize, and demonstrate a clear understanding of the contributions of Black Canadians in WW2 and on the Homefront.	

STEP 1: CURRICULUM CONNECTIONS	
<p>Ontario Curriculum Overall Expectations Strand A.1 – Historical Inquiry A.2 – Developing Transferable skills</p>	<p>Ontario Curriculum Specific Expectations</p> <p>C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)</p> <p>C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)</p>
<p>Learning Goals Discuss with learners: <i>What will I be learning today?</i></p> <p>WW2 was a period of strained and shifting relationships between different communities in Canada as well as between Canada and other countries.</p> <p>The actions of various individuals and communities had a major impact on the continuing development of Canada during this period.</p>	<p>Success Criteria Discuss with learners: <i>How will I demonstrate what I have learned?</i></p> <ul style="list-style-type: none"> • Students will identify the roles and contributions of Black Canadians, (North America) during WW2. • Students will analyze the challenges and barriers that they faced with their achievements. • Students will be able to examine the societal contributions of their efforts.

<p>Students will be learning about the achievement and advancements of Black Canadians who have been overlooked or omitted from historical sources.</p>	<p>I will be able to Identify the contributions and achievements of Black Canadians by presenting detailed information in relation to their efforts.</p>	
<p>STEP 2: ASSESSMENT</p>		
<p>Indicate purpose of the assessment: <input checked="" type="checkbox"/> FOR <input checked="" type="checkbox"/> AS <input type="checkbox"/> OF</p>		
<p>Indicate Achievement Chart categories being assessed <input checked="" type="checkbox"/> Knowledge and Understanding <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Application <input checked="" type="checkbox"/> Communication</p>		
<p>Indicate Learning Skills/Work Habits: <input checked="" type="checkbox"/> responsibility, <input type="checkbox"/> organization, <input checked="" type="checkbox"/> independent work, <input checked="" type="checkbox"/> collaboration, <input checked="" type="checkbox"/> initiative, <input type="checkbox"/> self-regulation (Incorporate one with Learning Goal and Success Criteria)</p>		
<p>Indicate Assessment Mode: <i>Written, Oral, Performance</i> (Write, Say, Do)</p>	<p>Indicate Assessment Strategy: Learners will present their information in a written or oral form using technology.</p>	<p>Indicate Assessment Tool: Rubric</p>

STEP 3: CONSIDERATIONS FOR PLANNING

Prior Learning: Students should have the ability to conduct research on their own or collaboratively. Use of resource citation is beneficial but at the discretion of the teacher. Basic computer application in word processing and slide presentation. **Use of library resource**

IEP program implications: Accommodations, Modifications (As Needed by the Instructor)

Differentiation -- *How will I differentiate the instruction to ensure the inclusion of all learners?*

Students can have the choice to present their findings in a written format, verbal presentation, or a dramatic reenactment.

Content *(Learners will learn about the technological and scientific initiatives of Canadian Black citizens)*

Process *(Students will explore the research process using prompts from the lesson below)*

Product *(Students can present findings in a written doc, a slide presentation with visuals, or even a dramatic re-enactment)*

Environment *(The classroom and or Library research facilities)*

Resources and Materials & Technology Integration

- Chromebook or laptop
- Access to search engine
- Use of Applications – Word, PowerPoints, Google slides, Google docs,
- Interactive Bibliography Tools ([Citation Machine](#), [BibMe](#), [Easybib](#))
- **APA or Chicago Style** citation formats
- Lesson Presentation and or Launching point visual information – Create by teacher, prior discovery.

Resource websites:

- [Black Canadians in service – WW2](#)
- [Homefront Service](#)
- [Equality Issues](#)
- [Black Canadians Fought Racism to serve](#)
- [Homefront work](#)
- [Black Canadians at Juno Beach](#)
- [Black Canadians at Sea](#)
- [Black Engineers](#)
- [A False Sense of Equality](#)

Lesson (2-4 days approximately)

INSTRUCTIONAL STRATEGY - After the initial presentation by the teacher, the teacher can model the basic requirements for presentation, share research material/resources to launch student initiatives. The teacher can then guide students through online research methods utilizing the tools above. This can be done on an individual basis or in small groups. The final presentation of research subjects can be presented to the class via a slide presentation, a written report, or a dramatic re-enactment of the researched experience.

Minds on: Motivational Hook/engagement /Introduction (approximately 10-20%)

This lesson can focus on the contributions of (North American) Black lives during World War 2, both on the Homefront and abroad.

Engaging questions:

1. What roles did Black Canadians do during the war?
2. What barriers did Black Canadians face?
3. What roles did Black Canadian Women play on the Homefront?
4. Should Black Canadians be featured in Remembrance Day celebrations?

Action: During /Working on it.

How will I provide practice of new concepts, and have them demonstrate new learning?

Students will investigate the “Who, What, Where, When, and Why of Black Canadian involvement during WW2

BLACK CANADIAN INVOLVEMENT IN WW 2

INTRODUCTION: (Begin with the following Anecdote - Article)

- Have the students brainstorm as many examples as possible of early 20th century inventions that made everyday life easier.
- Instruct them to record their answers as they will revisit them in the future.

RE-VISIT THE OVERREACHING UNIT THEME

National and international events, trends, and developments during this period affected various groups and communities in Canada in different ways. Today we will focus on the innovation that made life easier.

COLLABORATIVE RESEARCH ACTIVITY – Black Canadian Participation in WW2 - People, Places, & the War Machine

As the focus of this assignment is of a Black Canadian (North American) nature, utilizing the resource list above, instruct the students to select a person, place, or technological contribution of Black Canadians during WW2. Once they have completed the initial research, students will then participate in a research forum or presentation to share their work/research.

Step One: Choose to do your profile on a 1) Person 2) Place or 3) The War machine from WWII. If you would like to base your presentation on a topic that is not on the list, you must have your choice approved by the teacher. Submit 3 choices – (*Options for Canadian Black lives are at the end of this list*)

PEOPLE

PLACES

WAR MACHINE

<ul style="list-style-type: none"> · HIROHITO · TOJO · WINSTON CHURCHILL · BENNITO MUSSOLINI · ROSEVELT · MACKENZIE KING · ELSIE MacGILL · HARRY S. TRUMAN · JOSEPH STALIN · HERMAN GOERING · RUDOLPH HESS · NEVILLE CHAMBERLAIN · DWIGHT EISENHOWER · HENRICH HIMMLER · THE TUSKEEGEE AIRMEN · INDIGIENOUS FIGHTERS · WOMEN ON THE FRONTLINE · BLACK WOMEN ON THE HOMEFRONT 	<ul style="list-style-type: none"> · MANCHURIA · HIROSHIMA/NAGASAKI · BATTLE IN THE PACIFIC · BATTLE IN THE ATLANTIC · THE MANHATTAN PROJECT · WARSAW GHETTO · BATTLE OF ORTONA · STALINGRAD · BATTLE OF BRITAIN · BATTLE OF RUSSIA · JEWISH MIGRATION · FRENCH RESISTANCE · BATTLE OF NORTH AFRICA 	<ul style="list-style-type: none"> · CONENTRATION CAMPS · INTERNMENT CAMPS · WORK CAMPS · AIR BATTLES/BOMBERCOMAND · LAND BATTLES · TANK BATTLES · WEAPONRY · ENIGMA MACHINE · CAMP X · NURMEBURG LAWS · NAZISM/RALLYYS · BLITZKRIEG · BLACK CANADIANS at SEA · BLACK CANADIAN ENGINEERS
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Step Two:

(Complete your presentation in a slide, you may add audio, or complete supplementary notes for your slides)

Your task is to prepare a **presentation** based on your topic. Your presentation should be clear and **must answer** the following:

KEY RESEARCH QUESTIONS

- What was your topic about – Introduce it - discuss importance
- What are some interesting and unique aspects of your topic?
- How did this event/person/war machine affect the war?
- Where did it take place / how did it take place?
- Additional Background / supplementary information
- What did we learn from it?
- An interesting fact about your topic?

Step Three:

- Use information from your documentaries, notes, textbook, the Internet and books from the library to prepare your presentation.
- All information gathered **MUST be cited. Complete an annotated bibliography of at least 3 of your listed sources. 5 additional sources should also be listed.**

Schedule and Requirements:

Teachers can schedule the appropriate research times as needed.

REQUIREMENTS:

1. Presentations (GOOGLE - SLIDES-VIDYARD)
2. Submission of a (2) page summary sheet with FULL AND DETAILED responses to the key questions
3. ANNOTATED BIBLIOGRAPHY (at least 3 with a submission of at least five more sources and citations.
MLA or APA format.

TIPS FOR A SUCCESSFUL PRESENTATION

- **PRESENT YOUR RESEARCH in a GOOGLE SLIDE PRESENTATION.**
- **MAKE SURE THAT YOU KNOW YOUR INFORMATION AND YOU ARE NOT JUST READING EACH SLIDE.**
- **START ON THIS ASSIGNMENT IMMEDIATELY, DO NOT DELAY.**
- **REVIEW THE KEY RESEARCH QUESTIONS AND ANSWER THEM CLEARLY IN YOUR SUMMARY.**

NEXT STEPS -- This lesson can be used as a catalyst while examining the roles of Black Canadians and other marginalized groups throughout Canadian society in the 20th Century. Current and future representation for people of color can be examined.

My Lesson Reflection – What worked, what didn't?