

Lesson Plan Template

School of Education and Professional Learning



Topic: Introducing Black peoples in the Caribbean and Canada.	
Course: Origins and Citizenship: The History of a Canadian Ethnic Group	Grade Level: 11 CHE30
Unit: Origins of Afro Caribbean People	Teacher: Shenel Boyce- First Year I/S Teacher Candidate Date: 1-2 periods/ 75 minutes each/ can be adjusted to suit class time.

Rationale - Curriculum Expectations:	
<p>Overall Expectation(s) addressed:</p> <p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating the history of the selected ethnic group.</p> <p>D2. Facing Challenges in Canada: analyse various challenges that have faced new immigrants to Canada, as well as policies that have been developed to address some of those challenges (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)</p> <p>D3. Contributing to Canada: explain various ways in which ethnic groups, including the selected ethnic group, have contributed to Canada (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)</p> <p>E2. From Assimilation to Multiculturalism: analyse the evolution of social and political perspectives and political policies related to immigration and cultural diversity in Canada (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)</p> <p>E3. Cultural Traditions: analyse some of the challenges that ethnic groups face in trying to maintain their traditional cultures, and describe ways in which groups in Canada have maintained their cultures (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)</p>	<p>Specific Expectation(s) addressed:</p> <p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments relevant to the history of the selected ethnic group.</p> <p>A1.2 select and organize relevant evidence and information on aspects of the history of the selected ethnic group from a variety of primary and secondary sources</p> <p>A1.8 use accepted forms of documentation.</p> <p>D2.1 analyse some challenges that Canadian immigration policies have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group.</p> <p>D2.2 analyse challenges that institutionalized racism and prejudice in Canada have presented to some ethnic groups, with a particular focus, where applicable, on the selected ethnic group.</p> <p>D3.1 describe the contributions of individuals from various ethnic groups, including the specific ethnic group under study, to their communities and the development of culture and identity in Canada</p> <p>E2.1 analyze the evolution of government policies and perspectives related to the place of immigrants in Canadian society</p>

	<p>E3.3 describe ways in which the selected ethnic group has retained its cultural traditions in Canada</p>
<p>Learning Goal(s):</p> <ul style="list-style-type: none"> ○ The key to this lesson is to allow students to understand that Black people in Canada come from different parts of the world, including the Caribbean. ○ They will gain deep knowledge about the African diaspora in the Caribbean and how it was formed. ○ Students will understand significant reasons for their migration to Canada and how it has benefitted the country. 	<p>Success Criteria:</p> <p>Success criteria should be posted at the beginning of the unit/lesson.</p> <p>Success Criteria for Research and Presentation: I will be grading students on their knowledge, thinking/inquiry, application and communication. Feedback will be provided.</p> <p>Knowledge (Image choices and researched materials-facts) 1, 2, 3, 4, 5,6,7,8,9,10. Feedback comments:</p> <p>Thinking/inquiry (Referencing- In-text and Works Cited, planning, processing): 1,2,3,4,5,6,7,8,9,10. Feedback comments:</p> <p>Application: (Power-point design, layout, valuable research skills) 1,2,3,4,5,6,7,8,9,10 Feedback comments:</p> <p>Communication (Written Work in presentation, visual and oral). 1,2,3,4,5,6,7,8,9,10 Feedback comments:</p>
<p>Essential Questions for Lesson:</p> <ol style="list-style-type: none"> 1. What are the key factors that led to Black people being sent to the Caribbean as slaves? 2. How did immigration reform enabled Afro-Caribbean peoples to migrate to Canada? 3. What are the shared histories of Black people in the Caribbean? 	

	Time	Activities / Planning
Minds-On	15 mins	<p>I will walk into the classroom wearing a masquerade mask and headpiece with feathers and jewels. I Will put on this calypso song while I jump up to the beat of the music https://www.youtube.com/watch?v=pD4lqYEwmil.</p> <p>Alternative Minds-On:</p>

	Assessment as learning	<ol style="list-style-type: none"> 1. For cultural appropriation purpose, non-Afro Caribbean educators can skip the dancing scene and present the video. After, use the question prompts below. 2. Invite someone from the Afro Caribbean community to assist with this activation or the entire lesson. <p>Pair and share in groups of 3-4: Students will be handed square cards to record their responses to the questions below:</p> <ul style="list-style-type: none"> ○ Where have you heard this music before? ○ Have you heard this music and seen these cultural looks in Canada? Where and what time during the year? ○ How did the song make you feel? ○ What is the message in the song, and what current issues does it connect to in Canada today? ○ Can you identify the racial group? If so, what part of the world do you think they originated from? <p>Discussion: Take up responses from students. Some students may not get the answers. Assure them that it is okay because you will provide them with the answers in a brief video.</p>
<p>Action (Who does what and when?) Include Specific Planned Assessments.</p>	<p>25 min</p> <p>30 mins</p> <p>Assessment of Learning</p>	<p>As a class, we will watch my <i>Educational Video</i> "A Brief History of the Caribbean" https://www.youtube.com/watch?v=spBr62CT7DQ. After the video, I will discuss the history of immigration of Caribbean people to Canada 'Post War immigration reform, West Indian Scheme.' When it began and what made it possible (Students will be told that before Caribbean migration, Caribbean slaves 'Jamaican Maroons' were shipped to parts of Canada, particularly Nova Scotia.</p> <p>In groups of 3, students will be sent to different stations that represent different Caribbean islands. They will choose a Caribbean island to investigate for presentation.</p> <p>They will include these elements in their research and presentation.</p> <ul style="list-style-type: none"> ○ Location of island/country in the Caribbean. Provide map. ○ When and how did Black people get there. ○ How did they survive and continue to survive? ○ Include cultural aspects, music, food, dance, art, religion, language. How do these things reflect who they are? <p>Migration to Canada</p> <ul style="list-style-type: none"> ○ Where and why do your group live in Canada? When did they start coming to Canada? 'Find Key factors.' ○ (Bonus) Include a video or quote by one of your group members talking about their experience in Canada.

		<ul style="list-style-type: none"> ○ What barriers do they face? Consider jobs, housing, school, marginalization, racism. ○ How much of the Canadian population do they make? 'Include a visual graph.' ○ How do they practice their culture in Canada? ○ What have they contributed to Canada or their local community? <p>All sources must be cited. https://www.citefast.com/?s=Chicago# Webpage</p> <p>This class might take 1-2 days.</p> <p>Students who are not done with their research and presentation will have an opportunity to finish during Study Hall. They will be given time at the beginning of our next class to present.</p> <p>Outstanding presentations will be posted on the school's website in honor of Black History Month.</p>
Consolidation (refer to Handbook)	5 mins Assessment for learning	Exit slip Jamboard: What is one thing that you never knew about Afro-Caribbean people in the islands and Canada that you now know? What surprised you and what did not?

Accounting for Learner Diversity:

Students will have access to all videos. The assignment allows students to include videos and texts in the research/presentation. Walking the room to provide help will be consistent. Students who are not done with their presentation will get the opportunity to do so during Study Hall the following day. Students are free to choose their group members.



Materials Needed:	References:
<ul style="list-style-type: none">○ Chromebooks○ Reusable stations with informational printouts.○ YouTube○ Jamboard○ Flags○ Rags○ Headpiece○ Jewels for neck, arms, and legs○ Citefast.com	<p>https://www.youtube.com/watch?v=spBr62CT7DQ https://www.youtube.com/watch?v=pD4lqYEwmi</p>