

The Practice of Slavery in Canada

Grade 6 Social Studies: Heritage and Citizenship- First Nations Peoples and Early European Explorers

Overview

This lesson revolves around the use of primary and secondary source documents, and requires students to use a number of skills, including interpretation, analysis, critical thinking, and communication.

Strand: Grade 6 Social Studies: Heritage and Citizenship- First Nations Peoples and Early European Explorers

Purpose

- To introduce the subject of Canadian slavery.
- To understand the roles of enslaved Africans in Upper Canada.
- To identify the ways that African slaves entered into Canada.
- To introduce students to the concepts of remembrance and commemoration.

Online Exhibit

Enslaved Africans in Upper Canada

<http://www.archives.gov.on.ca/english/exhibits/slavery/index.html>

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Expectations

Heritage & Citizenship: Grade 6– First Nations Peoples and Early European Explorers

Specific Expectations

Knowledge and Understanding:

By the end of Grade 6, students will:

identify the French, English, and African explorers who first came to and explored Canada, and explain the reasons for their journeys (e.g., the early fifteenth-century blockade of overland trade routes and the resulting search for new routes to the Far East; the fishing industry; the fur trade; the search for gold; population growth in Europe leading to the search for new areas for settlement)

Related Online Exhibit

Enslaved Africans in Upper Canada

Slavery existed on a global scale for centuries and had devastating implications for the individuals from around the world who were subjected to it. Many people do not know that slavery existed in Canada. The exhibit touches on the lives of enslaved Africans, and focuses on the actions that enslaved people took to resist their servitude in Upper Canada. It reveals that Lieutenant-Governor Simcoe's 1793 Act to Limit Slavery in Upper Canada was precipitated by the resistance of a slave woman named Chloe Cooley.

Enslaved Africans in Upper Canada

<http://www.archives.gov.on.ca/english/exhibits/slavery/index.html>

Lesson Plan

Description

The class will read the 'Historical Background' handout. Working individually or in small groups, the students will then design a memorial to the Luke slaves and all unknown slaves in Canada.

Getting Organized

Prior Knowledge Required:

Students should know that slavery existed in Canada, based on the earlier viewing of the exhibit, "Enslaved Africans in Upper Canada."

Students should know that both French and English powers found the enslavement of Aboriginals and Africans acceptable and even supported and enforced the practice with laws.

Options:

Consider using a cross-curricular approach by recruiting teachers from other curriculum areas (notably Language Arts and Visual Arts) to participate in the project.

Required Time:

6 sessions.

Session 1:

Read and discuss the 'Historical Background' handout, 'Slavery in Canada.' Have students answer the comprehension questions and take them up as a class.

Session 2: Watch the DVD, “The African Slave Trade: Becoming a Slave in Canada.” Students should then complete the video analysis questions. A teachers’ guide is also available online at: <http://www.ecb.org/pdf/africanslavetrade5.pdf>

Session 3: Begin this session by asking students what a memorial/ monument is.

Memorial/monument: an object that honours or thanks someone, or recognizes an event. The monument also communicates a message.

Continue with a review of the definition of a symbol and symbolism.

Symbol: something that stands for or suggests something else by reason of relationship, association, or convention. Discuss in what ways memorials can symbolize people, ideas, or events? Ask students if they can name symbols of Canada. Discuss with students why people who design monuments give so much time and thought to symbolism. Get students to brainstorm about why it might be important for Canadians to have monuments that symbolize people and events. Why do they think we visit these monuments? Why should we remember? What should we remember? Share some examples of Canadian memorials or have students do their own research and share with the class.

Session 4: Divide students into small groups. Ask each group to list characteristics of the Luke slaves, or just slaves in general that should be represented on a memorial. Then they should develop two or three ideas about how their idea could be executed in a purely symbolic design. (Remind the students that a symbol is something that stands for or suggests something else by reason of relationship, association, or convention.) Have students decide on symbols they will use in their monument in place of a portrait or likeness of the people they are memorializing. Next, have the groups brainstorm about the type of memorial that would best symbolize the details in their lists to commemorate the Africans owned by the Luke family and other unknown slaves in Upper Canada. Then, get them to begin their memorial plan.

- building
- statue
- painting
- boulder
- armament
- bust
- earthwork
- fountain
- plaque

Session 5: Organize peer-led conferencing in which groups that have completed their plans present them to the class for feedback and suggestions. Have the students create a model of their memorial. Give students options. The model can be made from paper and crayon to clay and stucco or wooden building supplies.

Session 6: Students should share their memorials with the class in a presentation. A written description of the ideas behind the structure should be included with each group's final project.

Planning Notes:

- Review all handouts prior to teaching lesson.
- Photocopy necessary handouts for students.
- Book and set up available audiovisual equipment before viewing DVD.
- Collect online and written reference materials on existing Canadian memorials.

Materials Required for Teacher:

- Copies of Historical Background, 'Slavery in Canada'
- Copies of Student Activity Package
- Copy of DVD, "The African Slave Trade: Becoming a Slave in Canada."

Accommodations/Modifications

- The 'Historical Background' can be simplified for students with reading difficulties. Audiotapes can be used here.
- Video Analysis questions can be simplified for younger grades.

Assessment/Evaluation Description

- Teacher observation
- Discussion participation
- Successful completion of comprehension and video analysis questions
- Formative rubric for memorial design, written description, and presentation

Resources

Archives of Ontario – "Enslaved Africans in Upper Canada" Online Exhibit
<http://www.archives.gov.on.ca/english/exhibits/slavery/index.html>

Archives of Ontario – "Enslaved Africans in Upper Canada" Travelling Exhibit

Slavery and Freedom in Niagara by Michael Power and Nancy Butler, Niagara Historical Society, 1993.

The Blacks in Canada: a History by Robin Winks, McGill University Press, 1997.

Additional Resources for Teachers and Students

DVDs/ Videos

“The African Slave Trade: Becoming a Slave in Canada,” General Learning & GPN, 2001.

Articles

Article, “A simple cross and a plaque: Avery continues quest to recognize slaves' graves,” Sherbrooke Record, August 10, 2007, by Wendy Denman

“Townships' slave cemetery unique in Canada,” The Gazette (Montreal), Wednesday 6 September 2000, p.A1, by Paul Cherry

Various articles related to the Luke family slaves memorial initiative
http://www3.sympatico.ca/francis.scardera/ur/News_Print.htm

“Slaves in Ile Royale: 1713-1758,” French Colonial History, Vol. 5 (2004), pp. 25-42 by Kenneth Donovan

Books

The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal by Afua Cooper, Harper Collins, Toronto, 2006.

L'Esclavage au Canada Français by Marcel Trudel, Presses de l'université Laval, 1960.

African Canadian Contributions to New France and British North America by Natasha Henry, (Self-published), Fundi Educational Resources, 2003.

Plays

“Once a Flame,” a play about Marie-Joséphé Angélique by Beau Dixon. Produced by Heritage Pavilion Stage, hpstage@gmail.com

Websites

- Great Unsolved Mysteries in Canadian History: Torture and the Truth: Angélique and the Burning of Montreal
<http://www.canadianmysteries.ca/teachers/indexen.html>
- Parks Canada Underground Railroad Online Resources
http://www.pc.gc.ca/canada/proj/cfc-ugrr/cfc-ugrr1_e.asp

- The Anti-Slavery Movement in Canada by Library and Archives Canada
<http://www.collectionscanada.ca/anti-slavery/index-e.html>
- Remembering Black Loyalists, Black Communities in Nova Scotia
<http://museum.gov.ns.ca/blackloyalists/index.htm>
- Some Missing Pages
http://www.learnquebec.ca/en/content/curriculum/social_sciences/features/missingpages/
- Ontario Bicentenary of the Abolition of the Slave Trade Act
www.ontario.ca/abolition

Teaching and Learning Strategies

Discussion 1: Talk about slavery as a global phenomenon. Discuss how African slaves were dispersed around the world to various European colonies, including Canada, to be used as free labourers.

Reading and Vocabulary Comprehension: Students should read the ‘Historical Background’ handout and answer the comprehension questions.

Video Analysis: Show the video, “The African Slave Trade: Becoming a Slave in Canada” and assign the analysis questions or use them for class discussion.

Analysis: Draw conclusions about slavery in Canada through reading the Historical Background handout and the watching the video, “The African Slave Trade: Becoming a Slave in Canada.”

Cooperative Learning: Students will work in small groups to plan and design a memorial to the Luke family slaves.

Writing: Students will write a description of the ideas behind their memorial.

Oral Presentation: To wrap up the lesson, have students make oral presentations to share their memorial designs with the class.

Additional Activities

Research and present ways in which slaves in North America and the Caribbean like Denmark Vesey, Nat Turner, Gabriel Prosser, Toussaint L’Ouverture and those at Harpers Ferry rebelled against slavery.

Marking Rubric

| Criteria | Level 4 | Level 3 | Level 2 | Level 1 |
|---|--|--|--|--|
| <p>Planning of Memorial</p> <p>Student conducted research, drafted a detailed design plan. (T/I)</p> | <p>Student researched their chosen memorial carefully and thoroughly.</p> | <p>Student adequately researched their chosen memorial.</p> | <p>Student researched their chosen memorial with some accuracy and effectiveness.</p> | <p>Student had difficulty researching their chosen memorial.</p> |
| <p>Constructing a Memorial Model</p> <p>Student designed and built a memorial. (K/U, A)</p> | <p>Designed a creative, thoughtful memorial for the Luke slave memorial site.</p> | <p>Showed an adequate amount of thought and consideration in their memorial design.</p> | <p>Showed some thought and consideration in their memorial design.</p> | <p>Showed little thought or consideration in their memorial design.</p> |
| <p>Oral Presentation of Memorial</p> <p>Presented memorial with a confident voice tone, appropriate eye contact, and effective sequencing. (C)</p> | <p>Demonstrated a strong understanding of the designs and symbols behind memorials.</p> <p>Student used a clear and effective voice, could be heard and understood well, and had good eye contact with the audience.</p> | <p>Demonstrated an adequate understanding of the designs and symbols behind memorials.</p> <p>Student used a voice that could be heard and had good eye contact with the audience.</p> | <p>Demonstrated a satisfactory understanding of the designs and symbols behind memorials.</p> <p>Student could either not be heard or eye contact with the audience was missing.</p> | <p>Demonstrated a weak understanding of the designs and symbols behind memorials.</p> <p>Student was not well prepared for this presentation. Little or no rehearsal done.</p> |
| <p>Written Description of Memorial</p> <p>Student wrote a descriptive piece of writing about their memorial. (C, A)</p> | <p>Described all aspects of the ideas behind the memorial with insight.</p> | <p>Described most aspects of the ideas behind the memorial.</p> | <p>Described some aspects of the ideas behind the memorial.</p> | <p>Described few aspects of the ideas behind the memorial.</p> |