



BREAKING THE COLOUR BARRIER:  
AN ORAL HISTORY OF THE  
CHATHAM COLOURED ALL-STARS (1932-1939)

# Breaking the Colour Barrier Curriculum Materials

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## Roles and Responsibilities – Community Helpers - Wilfred “Boomer” Harding

- ❖ Grade 1 Lesson Plan
- ❖ Social Studies and Language Arts

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## Grade 1 Lesson Plan

**Subject/Course:** Social Studies and Language Arts

**Grade Level:** 1

**Topic:** Roles and Responsibilities – Community Helpers - Wilfred “Boomer” Harding

### Curriculum Expectations

#### Social Studies

A 1.1. Students will describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times.

A 2.2 Students will gather and organize information on people using primary and/or secondary sources (photos, newspaper articles).

A 3.1 Students will describe some of their own roles, relationships, and responsibilities.

A 3.2 Students will identify some of the significant people in the community and describe their purpose or the role they have.

A 3.5 Students will demonstrate an understanding that it is important to treat other people with respect.

B 1.2 Students will identify some services and service-related occupations in their community.

#### Language Arts

##### Oral Communication

1.2 Students will demonstrate an understanding of appropriate listening behaviour by using active listening strategies.

1.4 Students will demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g. use time-order words, such as *first*, *then*, *next*, *finally*, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details).

1.6 Students will extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience.

2.7 Students will use one or more appropriate visual aids to support or enhance oral presentations.

##### Reading

1.1 Students will read a few different types of literary texts.

1.4 Students will demonstrate an understanding of a text by retelling the story or restating the information, including the main idea.

##### Writing

1.1 Students will identify the topic, purpose, audience, and form for writing, initially with support and direction.

1.3 Students will gather information to support ideas for writing in a variety of ways and/or from a variety of sources.

1.4 Students will sort ideas and information for their writing in a variety of ways, with support and direction.

2.1 Students will write short texts using a few simple forms.

2.3 Students will use familiar words and phrases to convey a clear meaning.

2.4 Students will write simple but complete sentences that make sense.

### What will students be able to do?

Students will:

- describe how and why Wilfred Harding's roles and responsibilities changed in different places or situations and at different times
- describe their own roles and responsibilities
- compare themselves to Wilfred Harding
- write complete sentences with appropriate punctuation
- use a few reading comprehension strategies before, during, and after reading to understand texts
- demonstrate an understanding of the story
- communicate their ideas and information orally in a clear, coherent manner, using appropriate pace, tone, and volume

### How will students be evaluated?

Rubrics will be used to evaluate writing and oral communication. Students will give an oral presentation about the ways they are responsible at home, at school, in the community, and for the environment. They will show and describe the activity/activities in each image. They will not read their responses from the worksheet.

### Materials and Resources

- newspaper clippings/images
- worksheets
- chart paper and markers
- scissors
- glue
- crayons/coloured pencils

### Prior Knowledge and Skills

***What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***

Students need to know how to write a complete sentence. They need to understand where Chatham is located (one hour outside of Windsor). They will need to review vocabulary words before beginning the lesson.

- mail carrier
- umpire
- referee
- respect
- helper
- community
- athlete
- roles
- responsibilities

## Teaching Strategies

### **GETTING STARTED**

To begin the lesson, ask each student what it means to be responsible. Ask students to share one of their responsibilities at home and one at school and record their responses on chart paper. As a class, discuss the fact that our responsibilities change when our roles change. For example, at school students are responsible for completing their school work. At home, they are responsible for making their beds or helping take out the trash.

Continue brainstorming ways they are responsible in the community and for the environment and record their responses on chart paper.

Then, move on to different types of community helpers and compile a list with their responses. The focus will be on mail carriers, referees, and umpires.

Discuss the duties and responsibilities of mail carriers, referees, and umpires.

Inform the students that they are going to learn about Wilfred “Boomer” Harding, an important community member who lived one hour away from Windsor, in Chatham, Ontario.

**Show the images of Mr. Harding as a mail carrier. Ask students the following questions:**

1. Who/what do you see?
2. What is going on?
3. When do you think this photo was taken? How do you know?
4. What is his role?
5. What are his responsibilities?
6. How does he help others?
7. If you could ask Mr. Harding a question, what would it be?

Then, repeat the questions after looking at the images of Mr. Harding as a referee and an umpire. Ask the students if the images remind them of anything they've done or anyone they know.

At this time, distribute the story to the students and ask them to scan the page.

#### Before Reading

- What do you think this story will be about?
- Why do you think that?
- What can you tell about Wilfred “Boomer” Harding?
- What do you know about the images on the page?
- Does anything on the page remind you of anyone you know or anything you've done?
- What questions would you like to ask Mr. Harding?
- After looking at the page, what do you wonder?

#### During Reading

- How do you know that Mr. Harding was a great athlete?
- Do you know someone like him?
- How are you similar to Mr. Harding?
- How are you different from him?
- What comes to mind so far?

- Can you tell me what we've read so far, in your own words?
- Do you have a nickname?

#### After Reading

- What was the main message of the story?
- Why do you think his nickname was Boomer?
- What questions would you like to ask Mr. Harding?
- What's the most important thing to remember about him?
- Can you tell the story in your own words?

#### **WORKING ON IT**

Students will then complete the worksheet entitled Wilfred "Boomer" Harding. They will follow the instructions on the page. Once completed, they can share their responses about the most interesting fact they learned about Mr. Harding.

Students will complete the matching worksheet by drawing a line from the image to the correct word.

Students will complete the sorting worksheet. They are required to colour the images, cut them out, and glue them in the appropriate category.

Re-read the brief story with students. When finished, focus on the 5 Ws (*who, what, why, where, when*) to check their understanding and to give them the opportunity to make connections between themselves and Mr. Harding.

#### Sample questions

1. *What was his nickname? Do you have a nickname?*
2. *In what year was he born? In what year were you born?*
3. *Which sports did he play? What sports do you play/like?*
4. *Which city did he live in? Which city do you live in?*
5. *For how many years was he a mail carrier?*
6. *How would he dress for his role as a baseball player? Mail carrier? Referee?*
7. *Why do you think he spent his spare time helping in the community?*

Distribute the Venn Diagrams. Students will complete the activities and share their responses.

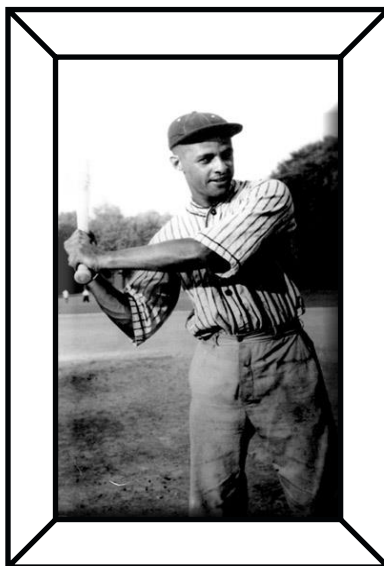
#### **CULMINATING ACTIVITY**

Students will complete the worksheet entitled "I am Responsible." They will draw and colour an image to represent the ways they are responsible at home, at school, in the community, and for the environment. They will write a complete sentence beneath each image. They will present their responses and pictures to the class. In their presentation, they will discuss their responsibilities by describing their drawings. (e.g. In this image, I am washing the dishes. I wash the dishes three days a week after dinner.)

#### **EXTENSION**

Students can colour the three colouring pages, cut them out, glue them onto popsicle sticks, and role play. For example, they can assume the role of Boomer Harding as a baseball player and discuss what he does and what his responsibilities are. This is a way to demonstrate further understanding of the information they have learned.

# Wilfred "Boomer" Harding



Wilfred Harding was born in Chatham, Ontario in October, 1915. His nickname was "Boomer." Boomer was a great athlete. He won championships in baseball, soccer, hockey, softball, track and field, darts, and bowling.

For more than 30 years, Boomer Harding was the most well-liked mail carrier in Chatham.



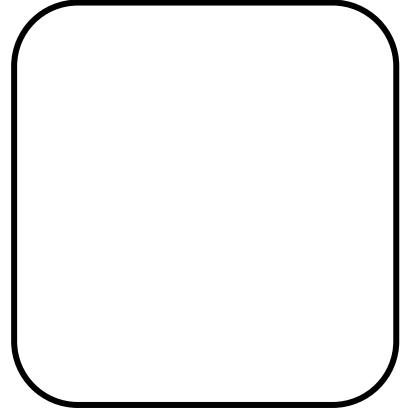
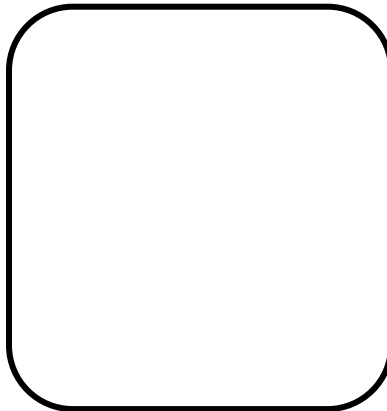
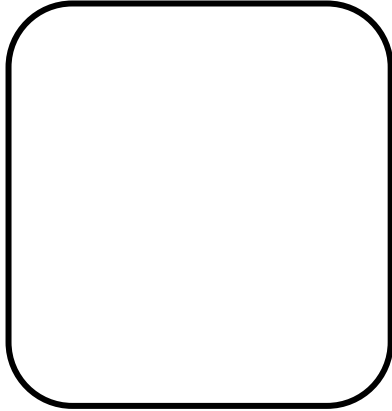
In his spare time, Boomer Harding volunteered as a baseball umpire and a referee for soccer and hockey games. He believed it was important to be a community helper.



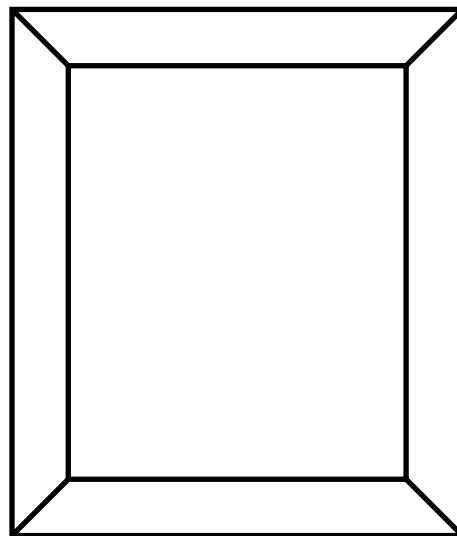
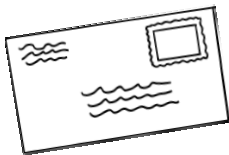
# Wilfred "Boomer" Harding

Name \_\_\_\_\_

Draw images of three sports that Boomer Harding played.



Draw an image of Boomer Harding as a community helper.



What was the most interesting fact you learned about Boomer Harding? Why?

\_\_\_\_\_

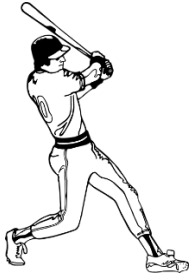
\_\_\_\_\_

\_\_\_\_\_

# Boomer Harding's Roles and Responsibilities

Name \_\_\_\_\_

Draw a line to match the image(s) to the correct word.



**umpire**



**athlete**



**mail carrier**



**referee**

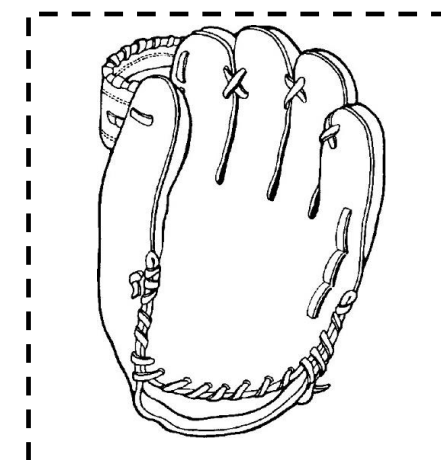
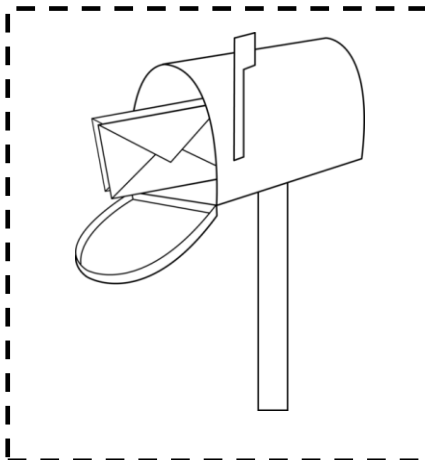
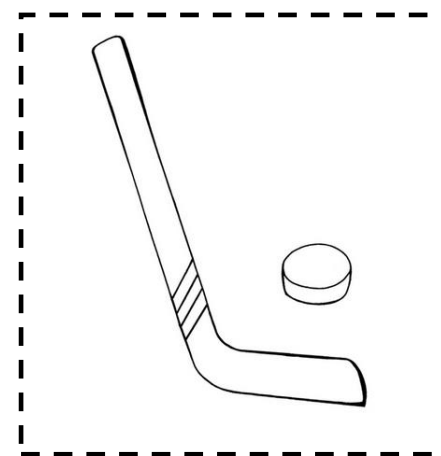
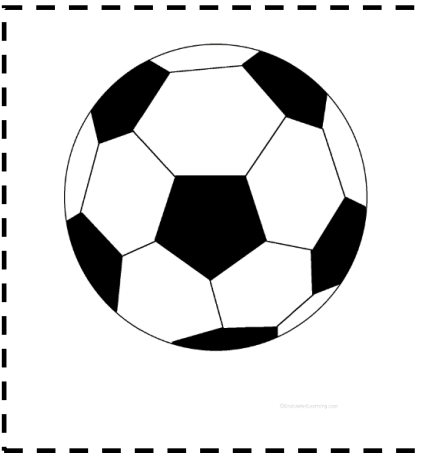
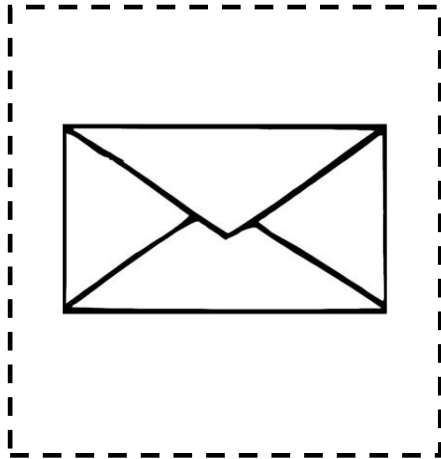
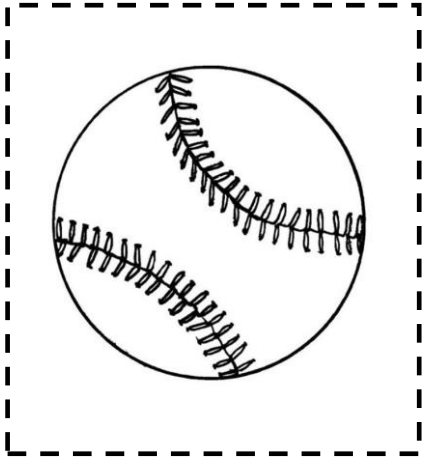


# Community Helpers

Name \_\_\_\_\_

Wilfred "Boomer" Harding was a champion in many sports. He was also a mail carrier, an umpire, and a referee. Look at the images, cut them out, and glue them in the appropriate category. Once finished, colour the images.





<b>Mail Carrier</b>	<b>Referee</b>	<b>Umpire</b>



# I am Responsible

Name: \_\_\_\_\_

In each box, draw and colour a picture that shows how you are responsible. Under each picture, write a sentence to describe what you are doing.

at home 	at school 
in my community 	for the environment 





# 'I am Responsible' Rubric

Name \_\_\_\_\_

## writing

	Developing!	Almost there!	Right on track!	Wow! Impressive!
I leave spaces between my words and my printing is neat.	1	2	3	4
I spell familiar words correctly.	1	2	3	4
I begin my sentences with a capital letter.	1	2	3	4
I end my sentence with correct punctuation.	1	2	3	4
I write complete sentences that make sense.	1	2	3	4
Feedback				Total:

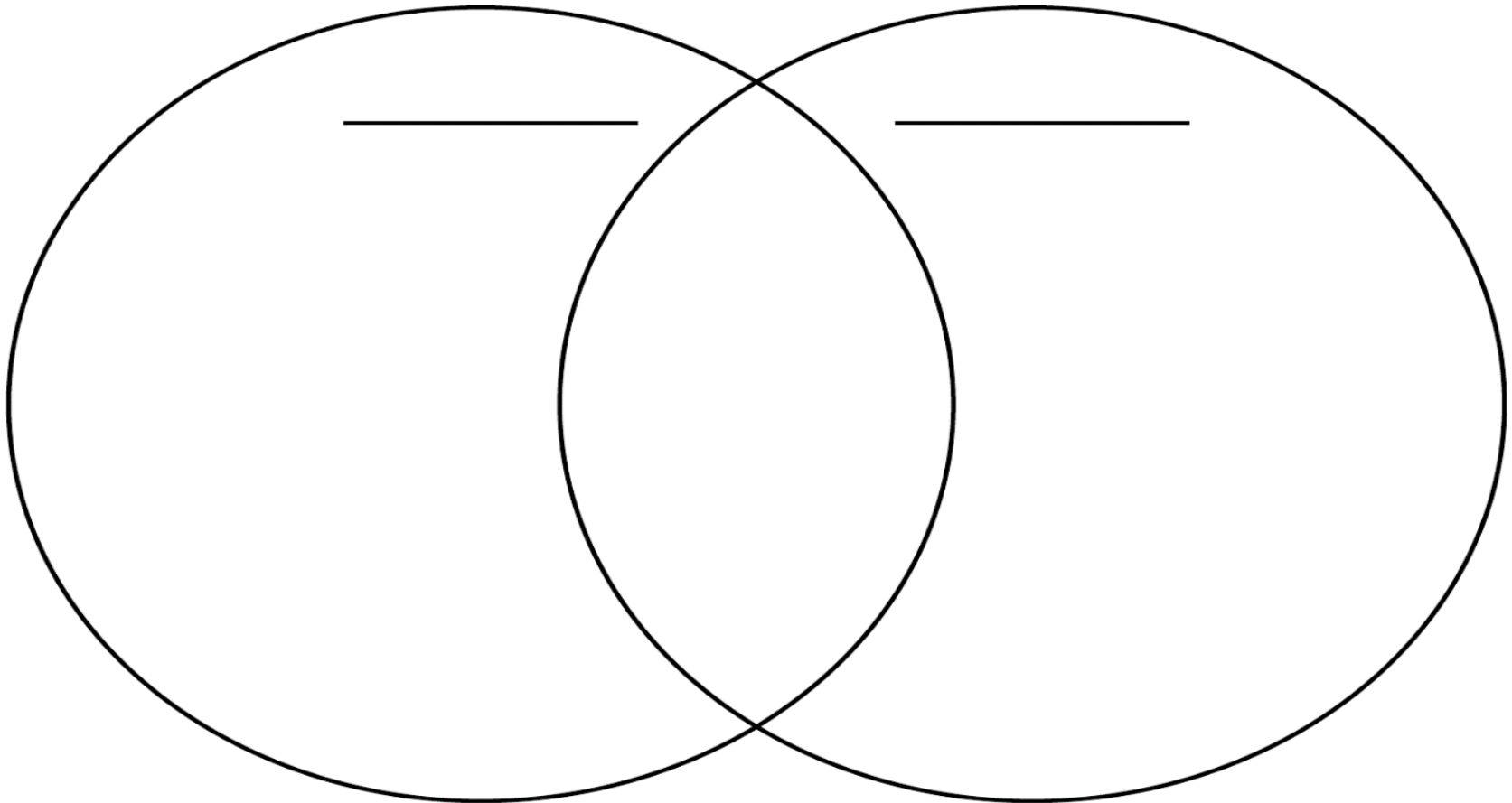
## speaking

	Developing!	Almost there!	Right on track!	Wow! Impressive!
I speak at an appropriate volume.	1	2	3	4
I follow directions.	1	2	3	4
I use my pictures to help me describe my responsibilities.	1	2	3	4
I look at my classmates and my teacher.	1	2	3	4
I use words related to responsibilities.	1	2	3	4
I speak clearly.	1	2	3	4
Feedback				Total:

# Compare and Contrast

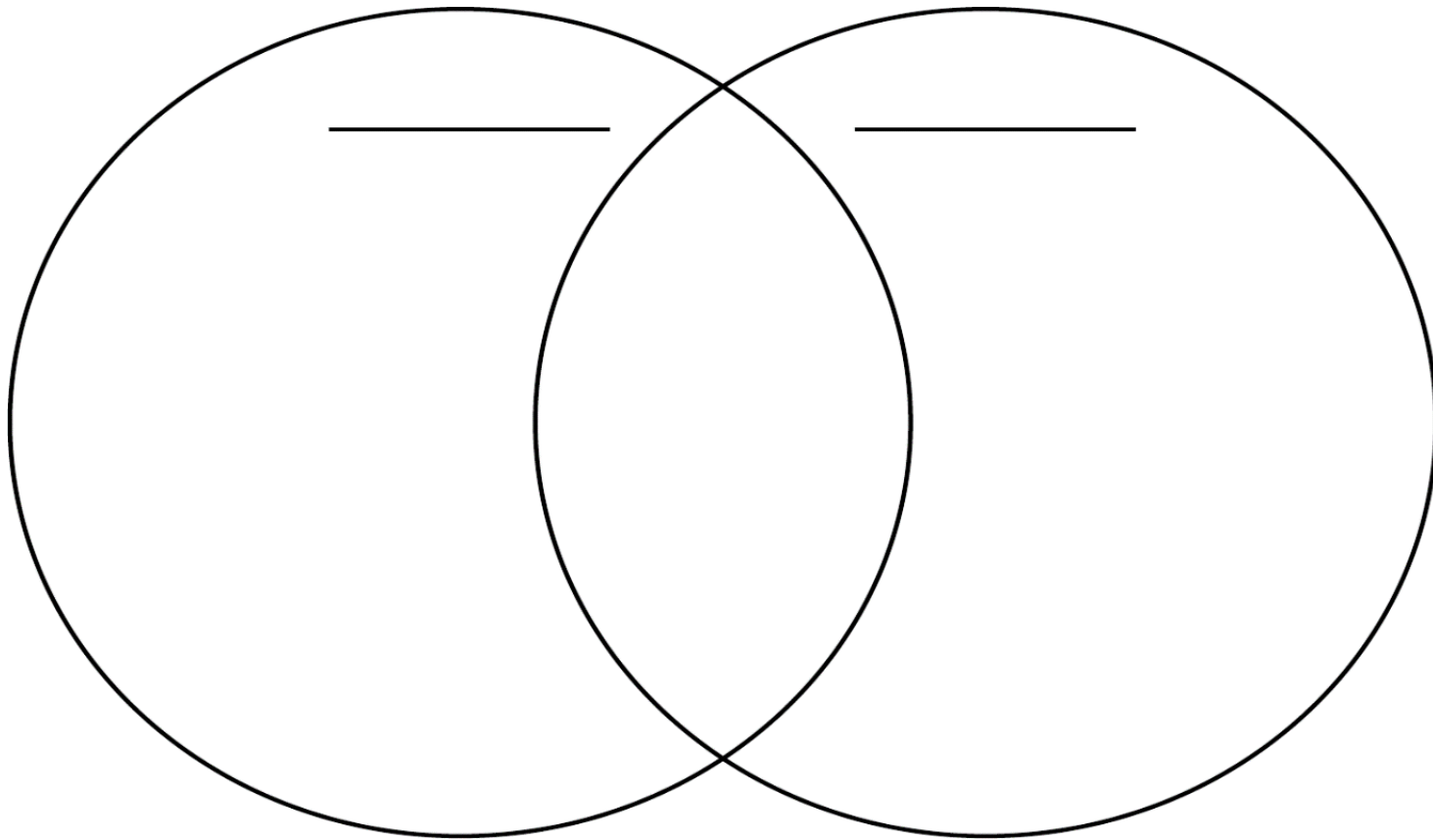
In the circle on the left, write "Boomer Harding" on the line. In the circle on the right, write your name on the line. In Boomer's circle, write two activities that he liked. In your circle, write two activities that you like. In the middle, write an activity that you both like.

Activities



In the circle on the left, write "Boomer Harding" on the line. In the circle on the right, write your name on the line. In the circle for Boomer Harding, write a character trait to describe him. In your circle, write a character trait to describe yourself. In the middle, write a character trait that you both have in common.

### Character Traits



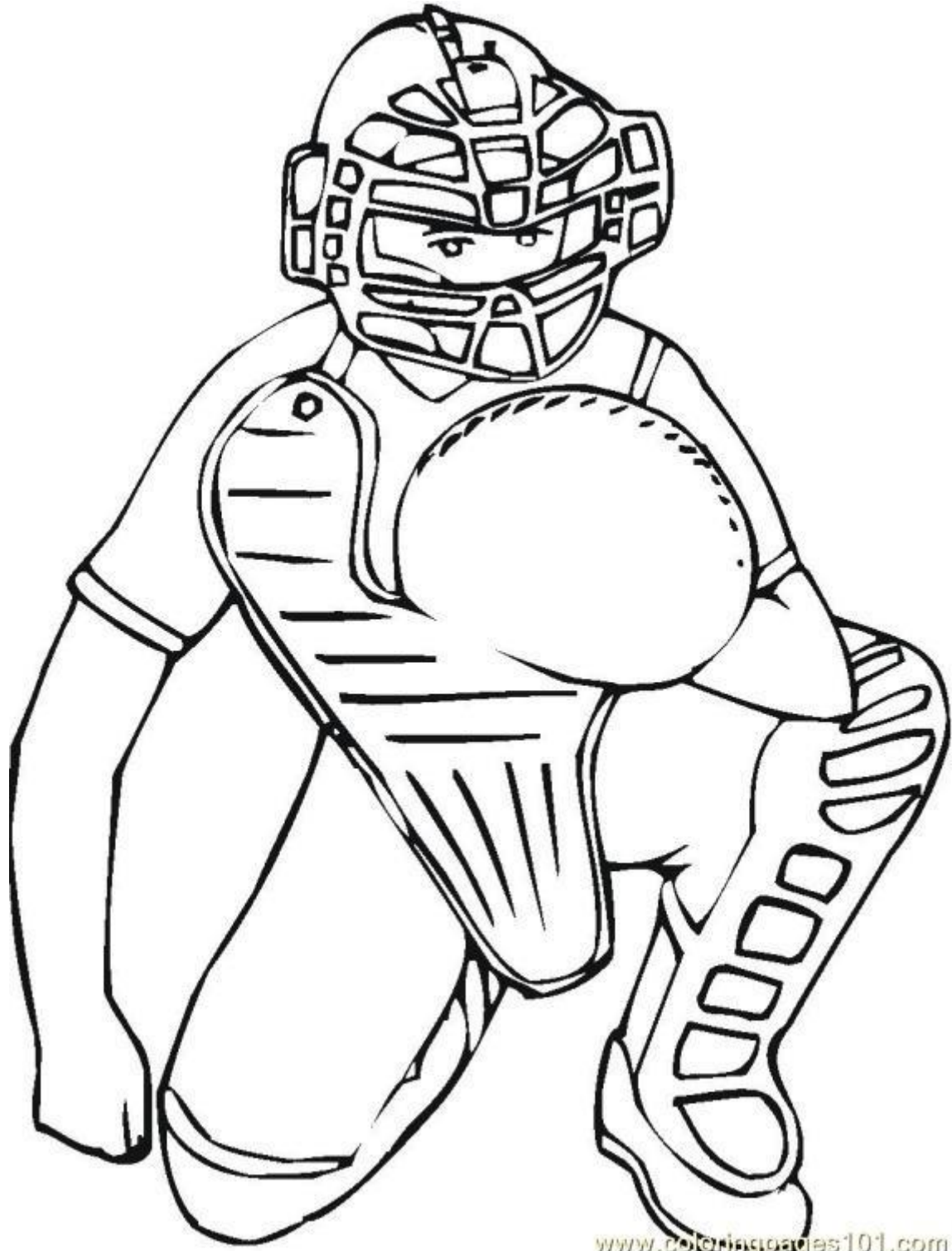
Draw and colour an image of Boomer Harding in the box on the left.  
Write your first and last name vertically in the box on the right. Draw and colour an  
image of you in the second box.

<b>B</b>		<b>H</b>
<b>O</b>		<b>A</b>
<b>O</b>		<b>R</b>
<b>M</b>		<b>D</b>
<b>E</b>		<b>I</b>
<b>R</b>		<b>N</b>
		<b>G</b>









### MAIL CARRIERS TO AID X-RAY SURVEY

Mail carriers employed by the Chatham post office will be among those assisting the committee arranging the Kent county mass X-ray survey next

month. Those who will assist are shown above: (front row, from left) Carl Lister, campaign co-chairman, Ted Flynn, Bill

Schamahorn, R. N. Henderson, John McGuire, Al Phillips, Bob Merilees, Wilf Harding and Dan

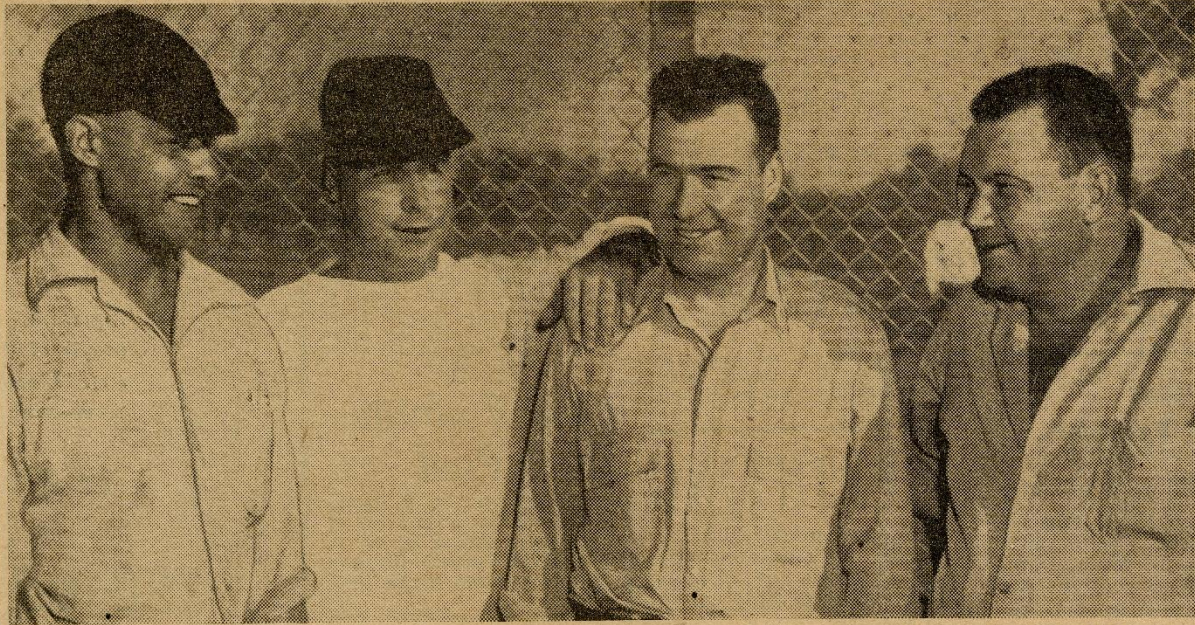
Lillie, supervisor. In the back row (from left) are Dennis Pake, Doug Lozon, Ray Norris, Jim Warbutt, Stan Burke, Bill Tong and Romeo Trahan. (Staff)



KENT RURAL LEAGUE—Fast, rugged hockey featured the opening game of the Ridgetown-East Kent Rural and Town Hockey League at Ridgetown Arena, Monday night. Three games will be played each Monday night

with "Boomer" Harding, well-known Chatham athlete, calling the play. From the left are Bob Bailey, Morpeth; Boomer Harding and Buff Stewart, Blenheim. (Star South Kent Bureau Photo by Bill Wood)

## Umpires Needed When O.P.P. Tangles With Chatham City Police



Two teams of mighty men clashed last night in an exhibition softball game at Chatham's Lacroix Street Park. The Ontario Provincial Police detachment team trounced the Chatham City Police team, 19-11, in an error-riddled game which produced three

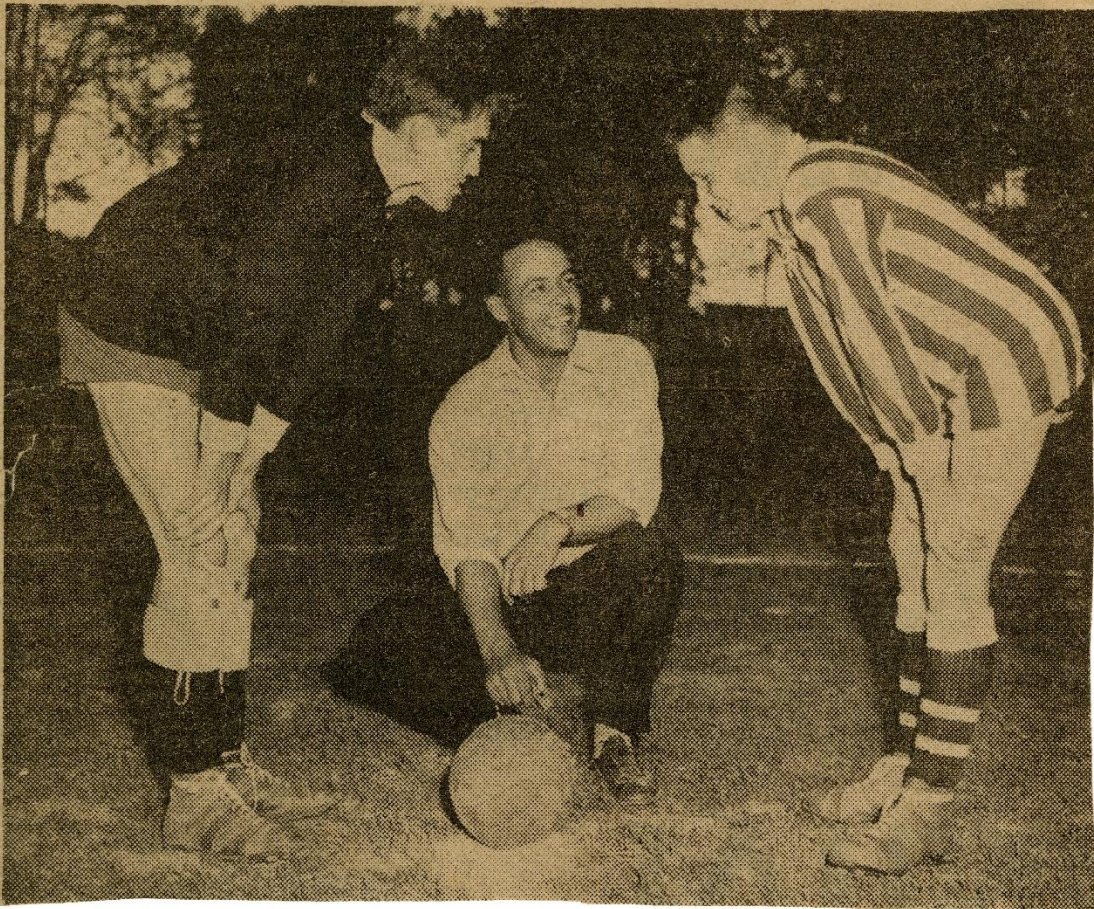
home runs. Here, opposing captains are shown with the umpires prior to the game, left to right, Umpire Boomer Harding, Provincial Police Captain Bill Shepherd, Chatham City Police Captain Jack Crawford and Umpire Bill Little. 1953?

# The Chatham Daily News

THE HOME PAPER FOR SOUTHWESTERN ONTARIO

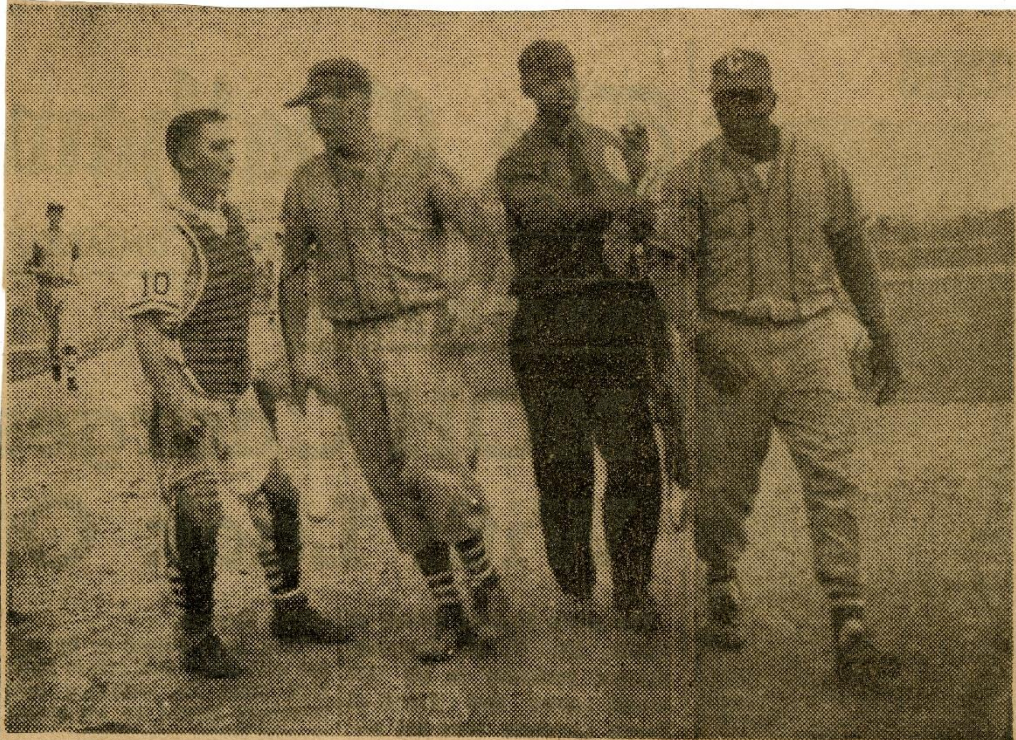
CHATHAM, ONT., TUESDAY, SEPTEMBER 23, 1952

## SOCCER SEASON OPENS ON TECUMSEH PARK



The 1952 soccer season of the Kent County Secondary Schools Athletic Association got underway for Chatham and Blenheim Collegiates on Tecumseh Park yesterday afternoon.

Top left picture, shows the centres getting last minute instructions from referee Boomer Harding. They are Blenheim's Sam Smith left and Chatham's Milton Gold.



**SENIORS'** Charlie Cooper (right) walks off the field after being ejected in the sixth

inning. Umpire is Boomer Harding, while Lee Fox of Chatham is in front of 'Burg cat-

cher Bucky Butterman.

(Staff)

## Seniors Win Fourth With Unearned Run

An unearned run in the bottom half of the seventh inning kept Chatham Seniors winning streak in the Western Counties Senior circuit alive last night at Rotary Park as they edged Wallaceburg 4-3.

Chatham entered the seventh trailing 3-2, but came up with a pair of runs to pull the game out.

Ray Reaume pinch-hitting for Ron Haddock led off the inning with an infield single, and moved to second when the 'Burg third baseman threw the ball wide of first base. Reaume came home on a single by Mel Cross.

'Burg starting pitcher Larry Pettinger was pulled in favor of Bud Getty who got Jim

McFarlane to pop up in a bunt attempt, but walked Gene Dzidura. George Montague filed out for the second out, but Bob Wright hit a ground ball to second baseman John Armitage who hobbled the ball, and retrieved it but couldn't make a play at second for the force or at first. Don Wakabayashi who was running for Cross, was off with the pitch and came home on the grounder, beating Armitage's throw to catcher Bucky Butterman with the winning run.

The win is the fourth in a row for the Seniors who dropped their only decision in the opening game of the season.

Fergie Jenkins went the route for Chatham to pick up

the victory. He was tagged for seven hits while fanning ten and walking one. It is his first victory of the season.

Larry Pettinger started on the hill for Wallaceburg, with Getty coming on in the seventh. Pettinger allowed all Chatham's eight hits and was charged with the loss. He fanned eight and walked two.

### EJECT COOPER

Chatham outfielder Chuck Cooper was ejected from the game in the sixth inning when he and pitcher Pettinger became involved in a fracas at home plate when Cooper scored on a wild pitch.

Wallaceburg took a 2-0 lead in the second inning on consecutive singles by Carm Kahle, Pettinger and Ken Grant. They added their third run in the sixth on a single by Dick Nixon, an error, passed ball and sacrifice fly by Bucky Butterman.

Chatham scored two runs in the sixth inning on singles by George Montague, Cooper an error, and the wild pitch.

Chuck Cooper sparked the eight-hit Chatham attack with a double and single in three trips before his ejection. Other Chatham hits, all singles,

# Sports