



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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Canada: History, Identity, and Culture

❖ Grade 12 University (4U)

Ontario
Trillium
Foundation



Fondation
Trillium
de l'Ontario



University
of Windsor

CENTRE
FOR DIGITAL
SCHOLARSHIP



Canada: History, Identity, and Culture

Course: Canada: History, Identity, and Culture

Level: Grade 12 University (4U)

Time: 5-7 full periods

Curriculum Expectations

Students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history, with a focus on the development of identity and culture

A1.2 select and organize relevant evidence and information on aspects of Canadian history from a variety of primary and secondary sources, ensuring that their sources reflect a range of perspectives

A1.3 assess the credibility of sources and information relevant to their investigations

A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry

A1.6 use the concepts of historical thinking (*i.e., historical significance, cause and consequence, continuity and change, and historical perspective*) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canadian history

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.9 use accepted forms of documentation to reference different types of sources

A1.10 use appropriate terminology when communicating the results of their investigations

D1.1 analyse some key social developments as well as dominant social attitudes and values during this period (*e.g., changes in numbers and origins of immigrants; the expansion of Native residential schools; urbanization; increasing participation of women in the labour force; increasing French-Canadian nationalism; changes in social mores; changing attitudes towards women's roles in society and politics; attitudes towards racial, ethnic, and religious minorities*) and assess their significance for the development of Canada, including the development of identity in Canada

D1.3 describe a variety of developments in the arts and popular culture in Canada during this period (*e.g., in art, literature, music, sports and recreation, fashion, the press, radio, or motion pictures*), and explain how arts and popular culture contributed to the development of heritage and identity in Canada (*e.g., with reference to the work of Paul-Émile Borduas, Morley Callaghan, Emily Carr, Clarence Gagnon, Robert Harris, Louis Hémon, Harold Innis, C. W. Jeffries, Pauline Johnson, A. M. Klein, Stephen Leacock, Tom Longboat, Mary Pickford; the Canadian Broadcasting Corporation, the National Film Board of*

Canada, the Edmonton Grads, the National Hockey League; works by the Group of Seven or the Canadian Group of Painters)

D2.2 explain the main causes of key conflicts between groups in Canada during this period (e.g., with reference to government policies such as the Manitoba Schools Act, reciprocity, the Naval Service Bill, conscription, prohibition, Regulation 17 [1912]; anti-Chinese riots in British Columbia; the Maritime Rights movement; labour conflict such as the Winnipeg General Strike or the Ford strike; the On-to-Ottawa Trek and Regina Riot; the riot at Christie Pits), and assess how these events contributed to the development of Canada

Description

Students will use primary and secondary sources to investigate the experiences of the 1934 Chatham Coloured All-Stars. They will write a five-paragraph argumentative essay, responding to one of the following questions:

“How did the 1934 Chatham Coloured All-Stars contribute to the development of Canadian heritage and identity?”

“How did race and racial discrimination play a role in the development and success of the Chatham Coloured All-Stars?”

Students will access documents at the Chatham Coloured All-Stars’ online exhibit at:

<http://cdigs.uwindsor.ca/BreakingColourBarrier/>

Prerequisite Skills

- the concepts of historical thinking
- the historical inquiry process
- locating information on the computer
- the difference between primary and secondary sources
- essay writing basics

Please note:

It is beneficial for students to know that in the early 1800s, five Black families settled along McGregor’s Creek in the tiny town of Chatham, then known as “the Forks”. The village soon became a haven for runaway slaves who were escaping slavery and oppression in the United States. By 1850, a third of Chatham’s population was Black.

Once here, Blacks in Chatham thrived in business, education, medicine, sport, and literary and cultural arts. News of their success attracted Blacks to the area from across North America.

The history of Blacks in early Chatham is not only of local significance; the years of Black contribution and participation in Southwestern Ontario left a fundamental impression on the national landscape.

Please visit <https://ckbhs.org/> for further information on Black history in Chatham.

It is important to note that the terms “coloured” and “negro” are no longer acceptable terms. “Black” and “African Canadian” are used to refer to Canadians of African descent.

Materials/Resources

- assignment outline
- computer and Internet access
- ‘Useful Words and Phrases’ handout
- rubrics

Evaluation

A rubric is provided.

Getting Started

Introduce students to the 1934 Chatham Coloured All-Stars. Inform them that they are going to learn about their experiences and ground-breaking success. Review the assignment criteria.

Working on It

Students will begin selecting and organizing their information. Then, they will interpret and analyse the evidence. At this point, they will be prepared to form an argument and provide evidence. They must also develop a counter argument and gather evidence and information to refute it.

Putting it All Together

Students will organize notes and write a first draft of their essay. They will proofread and edit their work.

Concluding Activity

Students will submit their first draft, their organizational notes, and the polished draft of their essay on the assigned due date.

Canada: History, Identity, and Culture
An Argumentative Essay

You will write a five-paragraph argumentative essay about the Chatham Coloured All-Stars. You must use at least three primary sources and at least four secondary sources for your research. In your essay, you will respond to one of two questions.

1. *“How did the 1934 Chatham Coloured All-Stars contribute to the development of Canadian heritage and identity?”*
2. *“How did race and racial discrimination play a role in the development and success of the Chatham Coloured All-Stars?”*

In your essay, you will:

- analyse attitudes towards African Canadians,
- assess the contributions and significance of the 1934 Chatham Coloured All-Stars, and
- explain the main causes of racial tensions during this period.

The five-paragraph essay consists of (a) an introductory paragraph (b) three evidentiary body paragraphs, one of which must include an opposing view(s) and (c) a conclusion.

STEPS

1. Review the question and requirements.
2. Gather and organize evidence and information.
3. Interpret and analyse evidence.
4. Evaluate and form an argument. (*What message are you trying to send to your reader?*)
Write down reasons you support this argument. Consider a counter argument and gather reliable evidence to refute it.
5. Communicate your ideas, information, and conclusions.

TIPS

Use primary and secondary sources • Give your paper a title that is representative of the contents • Stay focused throughout your essay • Use useful words and phrases • Your writing should help the reader experience history as they read the essay • It is not enough to state opinions, you must include reliable facts, details, and examples • Document your sources (MLA) • Include original thoughts (new connections, new perspectives) • Communicate honestly • Include opposing viewpoints (anticipate your opposition and refute their arguments within the body of your essay) • Proofread! Double check grammar, spelling, and punctuation!

Please follow these general guidelines:

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper and use a legible font (e.g. Times New Roman).
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

For further information and examples, please visit:

<https://owl.english.purdue.edu/owl/resource/747/24/>

MLA Works Cited

Please visit: <https://owl.english.purdue.edu/owl/resource/747/05/> for further information on the MLA Works Cited Page: Basic Format.

- Reminder: you must use a minimum of three primary sources and four secondary sources.

MLA In-Text Citations

Please visit: <https://owl.english.purdue.edu/owl/resource/747/2/> for further information on MLA In-Text Citations: The Basics.

Structure

Paragraph #1

The introduction will begin with an attention-grabbing hook related to the topic. This will be followed by a general historical background of the topic, usually between three to four sentences. *What do the readers need to know?* The final sentence of the first paragraph will be your thesis statement. Your thesis statement can be one to two sentences. It will inform the reader about the argument your paper will make. It must be clear, specific, and debatable.

Paragraphs #2 and #3

In each of these paragraphs, you will assert a claim and provide reliable evidence to support your claim. For each claim, provide two examples of supporting evidence. Each paragraph will end with a concluding sentence.

Paragraph #4

In the fourth paragraph, you will present an opposing side of the argument. You will refute the opposing argument with evidence, which will further strengthen your position and lend more credibility to your stance.

Paragraph #5

In the conclusion, you will rephrase your thesis statement. You will summarize your main ideas in an effort to demonstrate the strength of your position. Also, you will provide a final thought for your reader.

For further information on argumentative essays, please visit:

<https://owl.english.purdue.edu/owl/owlprint/724/>



The first draft should be completed and edited by _____.

The polished draft, first draft, and notes will be submitted on _____.

USEFUL WORDS AND PHRASES

To list arguments:

First of all,
To start with,
To begin with,
Firstly, Secondly, Thirdly,
Finally,
In addition (to),
Furthermore,

Presenting arguments for:

The most important advantage of ...
One major advantage of ...
A further advantage ...
One/Another/An additional advantage of ...
It is often suggested/believed/argued that ...
Some/Many people suggest/believe/feel/argue that...
Some/Many people are in favour of/are convinced that ...

Presenting arguments against:

One major disadvantage of ...
The main/most important disadvantage/drawback of ...
One/Another/An additional disadvantage of ...
One point/argument against ...
Some/Many people are against ...

To make contrasting points:

on the other hand,
on the contrary
however,
despite/in spite of (the fact),
nevertheless,
even though,
although,
it can be argued that,

Presenting examples, causes,
results:

for example/instance,
such as,
like,
in particular,
thus,
for this reason,
because,
as,
since,
as a result,

To add more points to
the same topic:

furthermore,
also,
in addition to,
besides,
apart from this/that,
too

To conclude:

to conclude/sum up,
all things considered,
in conclusion,
taking everything into
account,
taking all this into
account/consideration,
above all,
as was previously stated,

Argumentative Essay Evaluation Rubric

Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Assignment Requirements <i>(due date, 5-paragraphs, 3 primary/4 secondary sources)</i>	I completely fulfilled all assignment requirements.	I fulfilled most assignment requirements.	I fulfilled some assignment requirements.	I fulfilled very few assignment requirements.
Knowledge and Understanding of Content	I demonstrate accurate knowledge and understanding of the experiences of the 1934 Chatham Coloured All-Stars.	I demonstrate considerable knowledge and understanding of the experiences of the 1934 Chatham Coloured All-Stars.	I demonstrate adequate knowledge and understanding of the experiences of the 1934 Chatham Coloured All-Stars.	I demonstrate limited knowledge and understanding of the experiences of the 1934 Chatham Coloured All-Stars.
Communication	I effectively express ideas, arguments, and conclusions appropriate for the audience and purpose. I consistently use language to convince my reader and strengthen my position.	I frequently express ideas, arguments, and conclusions appropriate for the audience and purpose. I regularly use language to convince my reader and strengthen my position.	I adequately express ideas, arguments, and conclusions appropriate for the audience and purpose. I sometimes use language to convince my reader and strengthen my position.	I seldom express ideas, arguments, and conclusions appropriate for the audience and purpose. I rarely use language to convince my reader and strengthen my position.
Thesis Statement	I can develop a thesis statement that is clear, debatable, and specific.	I can develop a thesis statement that is mostly clear, debatable, and specific.	I can develop a thesis statement that is somewhat clear, debatable, and specific.	I can develop a thesis statement that is not very clear, debatable, nor specific.
Development	I can develop a logical and organized essay with accurate evidence that clearly and effectively supports my thesis statement with a high level of proficiency.	I can develop a logical and organized essay with accurate evidence that clearly and effectively supports my thesis statement with considerable effectiveness.	I can develop a logical and organized essay with accurate evidence that clearly and effectively supports my thesis statement with some effectiveness.	I can develop a logical and organized essay with accurate evidence that clearly and effectively supports my thesis statement with limited effectiveness.
Planning and Processing Skills	I can effectively select, organize, interpret, analyse, evaluate, and synthesize information to lead to the formation of an argument.	I can competently select, organize, interpret, analyse, evaluate, and synthesize information to lead to the formation of an argument.	I can adequately select, organize, interpret, analyse, evaluate, and synthesize information to lead to the formation of an argument.	I can select, organize, interpret, analyse, evaluate, and synthesize information to lead to the formation of an argument with difficulty.
Opposition/Refutation	I clearly explain an opposing view and effectively refute it.	I competently explain an opposing view and refute it.	I adequately explain an opposing view and refute it.	I explain an opposing view and refute it with difficulty.
Knowledge of Conventions	I have no spelling errors. I use punctuation and grammar correctly and effectively.	I have minor spelling errors. I use correct punctuation and grammar most of the time.	I have many spelling errors. I use correct punctuation and grammar some of the time.	I have major spelling errors. I rarely use correct punctuation and grammar.
Paper/Works Cited Format	I correctly follow MLA format.	I generally follow MLA format.	I occasionally follow MLA format.	I inconsistently follow MLA format.

Feedback

Grade: _____