



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

Breaking the Colour Barrier Curriculum Materials

Shantelle Browning-Morgan
Greater Essex County District School Board

The Chatham Coloured All-Stars

- ❖ Grade 3 Lesson Plan
- ❖ Language Arts
- ❖ Oral
Communication
- ❖ Reading
- ❖ Writing

Ontario
Trillium
Foundation



Fondation
Trillium
de l'Ontario



University
of Windsor

CENTRE
FOR DIGITAL
SCHOLARSHIP



Subject/Course: Language Arts
Grade Level: 3
Topic: The Chatham Coloured All-Stars
Estimated time: 3 x 35 minute periods

Expectations
<p>Oral Communication</p> <p>1.2 Students will demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.</p> <p>1.3 Students will identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts.</p> <p>1.4 Students will demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.</p> <p>1.6 Students will extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p>2.4 Students will use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience.</p> <p>Reading</p> <p>1.1 Students will read a variety of literary texts and informational texts.</p> <p>1.2 Students will identify a variety of purposes for reading and choose reading materials appropriate for those purposes.</p> <p>1.3 Students will identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p>1.4 Students will demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</p> <p>3.1 Students will automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts.</p> <p>3.2 Students will predict the meaning of and rapidly solve unfamiliar words using different types of cues.</p> <p>Writing</p> <p>1.1 Students will identify the topic, purpose, and audience, and form for writing.</p> <p>1.2 Students will generate ideas about a potential topic, using a variety of strategies and resources.</p> <p>1.4 Students will sort ideas and information for their writing in a variety of ways.</p> <p>2.1 Students will write short texts using a variety of forms.</p> <p>2.4 Students will vary sentence structure and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences.</p> <p>3.1 Students will spell familiar words correctly.</p> <p>3.2 Students will spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling.</p> <p>3.3 Students will confirm spellings and word meanings or word choice using several different types of resources.</p> <p>3.4 Students will use punctuation to help communicate their intended meaning.</p> <p>3.5 Students will use parts of speech appropriately to communicate their meaning clearly.</p> <p>3.6 Students will proofread and correct their writing.</p>

What will students be able to do?

Students will:

- use a few reading comprehension strategies before, during, and after reading to understand texts
- demonstrate an understanding of the story
- use the required elements to write a paragraph
- use new vocabulary words in another context
- use joining words (*and, or*)
- use words related to time (*first, then, next, before, finally, later*)
- locate words in a text
- review synonyms and antonyms
- write sentences that make sense
- write complete sentences with appropriate punctuation and spelling
- use strategies to spell unfamiliar words
- communicate their ideas and information in a clear, coherent manner
- stay on topic

How will students be evaluated?

A rubric will be used to evaluate the paragraph.

Materials/Resources

- printable activities
- photo of the Chatham Coloured All-Stars
- dictionaries

Prior Knowledge/Building Background

Review:

- how to write a complete sentence/ how to write a paragraph
- how to maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences

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.

Teaching Strategies

GETTING STARTED

Ask students to name various baseball teams they’ve heard of. Ask if they’ve heard of the Chatham Coloured All-Stars. Ask if they can locate Chatham on a map.

Show the image of the team and ask questions while students analyse the photo.

- What do you notice first?
- Who do you see?
- What objects do you see?
- What is their relationship to one another?
- When do you think this photo was taken? How do you know?
- What are they wearing?
- Why are they wearing those items?
- Where was this photo taken? How do you know?
- What do you think happened right before the photo was taken?
- What do you think happened right after the photo was taken?
- What will you remember most about this photo?
- What questions do you still have about the photo?

Distribute the story “*All About the Chatham All-Stars.*” Ask students to look over the two pages.

Before Reading

- What do you think the story will be about?
- Why do you think that?
- Does anything on the pages remind you of anything you’ve done or anyone you know?
- What do you know about the images on the two pages?
- What do you wonder?

During Reading

- How do you think it would feel to not be allowed to go to a certain restaurant because of the colour of your skin?
- What do you think will happen to the team?
- Is there anything you’re wondering right now?
- Have you faced challenges before?
- Do you think they should have changed their name when they registered? Why?
- Can you tell me what we’ve read so far?

After Reading

- What is the main message of the story?
- What questions would you like to ask the team members?
- Can you retell the story in your own words?
- What's the most important thing to remember about the team?
- Do you know anyone who has successfully overcome a challenge?
- How did they challenge racist beliefs?
- How did they bring the community together?

WORKING ON IT

Students will complete the vocabulary activities and questions. They are encouraged to use dictionaries to assist them.

CULMINATING ACTIVITY

Students will write a paragraph describing a time they were faced with a challenge. They will discuss how they overcame the challenge and how their success made them feel about themselves. They will write down ideas in the first box and write the paragraph in the box below. Once finished, have a class discussion about ways the students are similar to the Chatham Coloured All-Stars.

EXTENSION

Students will read their paragraphs to the class.

Students will re-enact the story.

Students will write a paragraph about how they are similar to the Chatham Coloured All-Stars.

paragraph Rubric



Name _____

writing

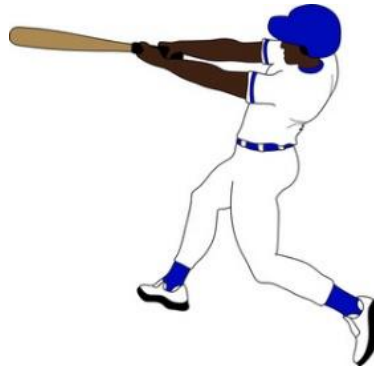
	Developing	Almost there	Good	Excellent
I print neatly.	1	2	3	4
I spell familiar words correctly.	1	2	3	4
I have ways to help spell unfamiliar words.	1	2	3	4
I begin my sentences with a capital letter.	1	2	3	4
I end my sentence with correct punctuation.	1	2	3	4
I write complete sentences that make sense.	1	2	3	4
My paragraph is related to the assigned task.	1	2	3	4
I have ideas and supporting details.	1	2	3	4
My ideas are well-developed.	1	2	3	4
I stay on topic.	1	2	3	4
I use joining words.	1	2	3	4
I use words related to time.	1	2	3	4

Feedback

Total:

All About the Chatham Coloured All-Stars

In the 1930s in Chatham, Ontario, a group of African Canadian men formed a baseball team called the Chatham Coloured All-Stars. At that time, teams were segregated, meaning that black players and white players could not play together on the same team. Certain movie theatres, hotels, restaurants, and barber shops were also segregated.



The team faced many challenges. Everywhere they went, they were treated differently because of their skin colour. One time, a team almost cancelled a game against the All-Stars when they realized that the players were black. On other occasions, players were not allowed to eat at certain restaurants or stay in certain motels. Despite these challenges, the team was determined to stick together and beat the odds.



In 1934, the team entered the Ontario Baseball Association league, becoming the first all-black team to do so. The team was registered as the Chatham All-Stars to avoid any racial problems. Teams were shocked when they realized they were playing against an all-black team.



That summer, the Chatham Coloured All-Stars made history when they became the first all-black team and the first Chatham team to win the Ontario Baseball Association championship.



The Chatham Coloured All-Stars are courageous Canadians who succeeded despite the adversity they faced. In addition to winning the provincial championship, they challenged racist beliefs, brought the community together, and never gave up on their dream.





Vocabulary

Name_____

A. Match the words in the left column with the meanings in the right column by writing the correct letter in the middle column. Use a variety of cues to help predict the meaning of each word.

Vocabulary Word		Definition
1. segregated		a) difficult problems
2. challenges		b) understood, became aware of something
3. occasion		c) to succeed despite not having a good chance of succeeding
4. despite		d) separate or divided
5. realized		e) even with
6. beliefs		f) a certain time or event
7. determined		g) related to a province
8. "beat the odds"		h) making a decision and sticking to it
9. equality		i) a difficult situation; misfortune
10. provincial		j) the quality of being equal
11. adversity		k) things that are believed to be true



B. Using the following vocabulary words from the story, fill in the blanks.

challenges equality segregated provincial occasion
beat the odds despite adversity determined beliefs realized

1. At my school, gym classes are _____. Boys have their own class and girls have theirs.
2. Even though she was short, she was _____ to play on the basketball team.
3. The doctor said he would never walk again, but he _____.
4. When she woke up at 9:30 in the morning, she _____ that she was late for school.
5. I believe _____ is an important part of Canadian culture.
6. My sister faced many _____ after she broke her hand. For example, it was very difficult to write.
7. Kids should play outside more and eat less junk food. These are the _____ of my parents.
8. In Ontario, the white trillium is our _____ flower.
9. I have a good memory, but on one _____, I forgot my homework on the bus.
10. _____ being in a wheelchair, he plays on a basketball team.
11. She showed courage in the face of _____.

C. Look through the story and find the synonyms for the following words.

1. males _____
2. cinema _____
3. difficulties _____
4. diners _____
5. surprised _____

A **synonym** is a word that has the same meaning.

Find the antonyms for the following words.

1. integrated _____
2. apart _____
3. last _____
4. losing _____
5. for _____

An **antonym** is a word that has the opposite meaning.



The Chatham Coloured All-Stars

For each letter, write a word or a sentence related to the Chatham Coloured All-Stars team.

C
H
A
T
H
A
M

C
O
L
O
U
R
E
D

A
L
L

S
T
A
R
S

example

B – **Balls** flying everywhere.

A – **Athletes** run quickly to the bases.

S – **Baseball** is a fun sport.

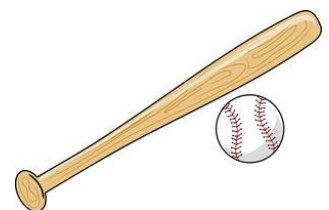
E – Players wear special **equipment**.

B- **Bases** are loaded.

A – Baseball players are **athletic**.

L- I play for a baseball **league**.

L- We **lost** two games.



Look and Find



Name _____

Look through the story and find the following:

For example:

the name of the baseball team The Chatham Coloured All-Stars

1. the name of a city _____
2. the name of a province _____
3. two colours _____
4. the name of a sport _____
5. the past tense of 'go' _____
6. the plural of 'player' _____
7. a year _____
8. two shapes _____
9. a season _____
10. a verb that means
'to put food into your mouth,
chew, and swallow it' _____



Questions

1. Despite the many challenges the team faced, they continued to play, even in towns where they were treated unfairly. What does this tell you about the team members?

- a) They were cowardly.
- b) They were determined.
- c) They liked baseball.

2. What does “avoid” mean in paragraph 3?

- a) enjoy
- b) like
- c) prevent

3. In paragraph 4, what does “made history” mean?

- a) to do something important that has never been done before
- b) to study the past
- c) to repeat a past success

In the box below, write ideas for a paragraph describing a time you were faced with a challenge. Describe how you overcame the challenge and how your success made you feel about yourself. Remember to use joining words (e.g., *and, or*) and words that indicate time and sequence (e.g., *first, then, next, before, finally, later*).

Ideas for my paragraph

Write your paragraph in the box below. Please check spelling, grammar, and punctuation.

Grade 3 Answer Key

A.

1. d

2. a

3. f

4. e

5. b

6. k

7. h

8. c

9. j

10. g

11. i

B.

1. segregated

2. determined

3. beat the odds

4. realized

5. equality

6. challenges

7. beliefs

8. provincial

9. occasion

10. Despite

11. adversity

C.

1. men
2. movie theatre
3. challenges
4. restaurants
5. shocked

1. segregated
2. together
3. first
4. winning
5. against

Look and Find

1. Chatham
2. Ontario
3. black, white
4. baseball
5. went
6. players
7. 1934
8. star, diamond
9. summer
10. to eat

Questions

1. b
2. c
3. a

