



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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Wilfred “Boomer” Harding – An Inquiry Assignment

- ❖ Grade 8 Lesson Plan
- ❖ Language Arts (with a History focus)

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University
of Windsor

CENTRE
FOR DIGITAL
SCHOLARSHIP



Subject/Course: Language Arts (with a History focus)
Grade Level: 8
Topic: Wilfred “Boomer” Harding – An Inquiry Assignment
Estimated Time: one week (class time and homework)

Curriculum 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>2.3 Students will communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience.</p> <p>2.4 Students will use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of the audience.</p> <p>2.5 Students will identify a range of vocal effects and use them appropriately and with sensitivity towards cultural differences to communicate their meaning.</p> <p>2.7 Students will use a variety of appropriate visual aids to support and enhance oral presentations.</p> <p>Reading</p> <p>1.1 Students will read a variety of increasingly complex or difficult texts from diverse cultures, including literary 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>1.5 Students will make inferences about texts using stated and implied ideas from the texts as evidence.</p> <p>1.7 Students will analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction.</p> <p>2.3 Students will identify a variety of text features and explain how they help readers understand texts.</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>

Writing

- 1.1 Students will identify the topic, purpose, and audience for a variety of writing forms.
- 1.2 Students will generate ideas about a potential topic and identify the most appropriate for the purpose.
- 1.3 Students will gather information to support ideas for writing using a variety of strategies and oral, print, and electronic resources.
- 1.4 Students will sort and classify ideas and information for their writing in a variety of ways.
- 1.5 Students will identify and order main ideas and supporting detail and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies, and organizational patterns.
- 1.6 Students will determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary.
- 2.1 Students will write complex texts of a variety of lengths using a variety of forms.
- 2.6 Students will identify elements in their writing that need improvement, selectively using feedback from the teacher and peers.
- 2.7 Students will make revisions to their content, clarity, and interest of their written work, using a variety of strategies.
- 2.8 Students will produce revised draft pieces of writing to meet identified criteria based on the expectations.
- 3.1 Students will spell familiar words correctly.
- 3.2 Students will spell unfamiliar words using a variety of strategies.
- 3.3 Students will confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose.
- 3.4 Students will use punctuation appropriately.
- 3.5 Students will use parts of speech correctly to communicate their meaning clearly.
- 3.6 Students will proofread and correct their writing using guidelines developed by the teacher.
- 3.8 Students will produce pieces of published work to meet identified criteria based on the expectations.

What will students be able to do?

- use a few reading comprehension strategies before, during, and after reading to understand texts
- demonstrate an understanding of the article(s)
- develop research questions
- analyse primary and secondary sources
- interpret and analyse information and evidence relevant to their investigations
- evaluate evidence and draw conclusions
- communicate the results of their inquiries
- locate information in a text
- identify main ideas and supporting details
- write complete sentences and use appropriate punctuation, grammar, and spelling
- include all required elements of the assignment
- use vocabulary and terminology related to the unit of study
- communicate their ideas and information in a clear, coherent, and respectful manner

How will students be evaluated?

A rubric will be used to evaluate the biography (written) and oral presentation.

Materials/Resources

- printable worksheets (assignment outlines, graphic organizer, editing checklist, Jackie Robinson biography)
- computer and Internet access

Prior Knowledge/Building Background

Review:

- What is descriptive feedback and what does it look like? Descriptive Feedback is specific, meaningful, and clear information in the form of written comments or conversations that help the student understand what needs to be done in order to improve. Descriptive feedback informs the student on what they have done well, what needs improvement, and what specific steps they can take to improve.
- What is a primary source? A primary source offers a firsthand account about information from the past.

Examples:

- photographs, audio recordings, video recordings, films
- journals, letters, diaries
- speeches
- scrapbooks
- published books, newspaper and magazine articles published at the time
- oral histories
- records of organizations
- autobiographies and memoirs

- What is a secondary source? A secondary source is a record written at a later time by people who did not witness the original event. An example would be an article about the championship-winning team written fifty years later.

Inform students that they will be analysing primary and secondary sources from a long time ago. The sources will contain information about the Chatham Coloured All-Stars.

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

Discuss how crimes are solved and how investigators are required to comb through crime scenes to find the most important information to help them build a case. Discuss crime shows they watch and what they enjoy about them.

Inform students that they are going to play the role of a detective, specifically, a history detective and they will be required to comb through online resources based on the life of Wilfred "Boomer" Harding in order to gather the most important information needed to write a biography about him.

Students will visit the following site for further information and resources:

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

WORKING ON IT

Review the criteria with students. Review the questions that they must answer. At this time, show students a few photos of Wilfred "Boomer" Harding and ask them to write down three additional questions that they want answered. They will be required to locate the answers in their research and include them in their oral presentation.

Read the biography on Jackie Robinson. Discuss certain details and their importance.

Then, students will begin their research. They will answer the assigned questions, the oral presentation questions, and the three questions they developed. They will write their information and ideas on their organizers.

CULMINATING ACTIVITY

Students will write a first draft of their biography. It will be edited by a classmate. Lastly, they will produce and submit a polished copy of the biography.

Students will deliver an oral presentation to the class.

EXTENSION

Students will create a multimedia presentation based on the life and times of Boomer Harding.

Wilfred “Boomer” Harding

A Biography

You are an investigator! Your job is to explore a variety of primary and secondary sources and investigate, gather, and organize information about the life of all-star athlete, Wilfred “Boomer” Harding. Then, you will write a biography and deliver an oral presentation.

In your oral presentation to the class, you will include your responses to the oral presentation questions and the three questions you developed.



What’s a biography? A biography is an account of a person’s life written by someone else.

In order to write an excellent biography, you’ll need to take notes about the person you are writing about. That’ll mean exploring a variety of sources about Harding. You’ll need information on the following:

- Early life and Childhood
- Education
- Family
- Hometown
- Adult life
- What they’re known for
- Later life
- Your feelings about the person



After you have written the first draft of your biography, please ask a classmate to edit your work. Peer editing checklist is included!

You’ll use these notes as the basis for your biography.

In addition to the sources provided, please visit the following website for further information:

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

You must respond to the following questions:

1. What is his name?
2. What is his date of birth?
3. Where was he born?
4. What did you learn about his childhood?
5. What did you learn about his parents?
6. Which schools did he attend?
7. What was life like in his town?
8. Was he married?
9. Did he have children?
10. Where did they live?
11. What was he like (character traits)?
12. What were his hobbies?
13. What challenges did he face?
14. What were his achievements? Honours?
15. When did he die?
16. In your opinion, what was his most important accomplishment/contribution? Why?
17. How should he be remembered?
18. What do you admire about him? Why?



You will develop three additional questions that you wish to be answered. You will explore the sources to locate the answers.

MY THREE QUESTIONS

- 1.
- 2.
- 3.

ORAL PRESENTATION QUESTIONS:

1. What were the three most interesting facts you learned about Mr. Harding?
2. What surprised you about your investigation into his life?
3. If you had the opportunity to interview Mr. Harding, what is the first question you would ask? Why?

* The three additional questions that you developed will also be answered in the oral presentation.



Name _____

GETTING TO KNOW BOOMER HARDING

Early life/Childhood (birth date, name, place of birth, significant events)	
Education	
Family	
Hometown	
Adult life	
Known for? (contributions/ achievements/honours)	

Later life

My feelings/reactions

Other notes



Notes

Answers to the questions for the oral presentation



Answers to my three questions



The answers to these six questions will make up your oral presentation.

Peer Editing Checklist

Check a box after each question and write a brief comment. At the bottom, provide descriptive feedback. Thank you!

Writer: _____ Editor: _____

Questions	Yes	No	Brief Comment
1. Is there evidence of planning skills (gathering, organizing information)			
2. Are paragraphs organized in a logical manner?			
3. Does the writer stay on topic?			
4. Is the biography interesting to read?			
5. Is the word choice appropriate for the task?			
6. Is punctuation used correctly?			
7. Is each sentence a complete thought?			
8. Are there spelling error? (please underline errors)			
9. Do subjects and verbs agree? (please underline errors)			
10. Are nouns, pronouns, adjectives, adverbs, and prepositions used correctly? (please underline errors)			

Strengths	Areas to Improve	Improvement Strategies

Example

Jackie Robinson



Jack Roosevelt Robinson was born on January 31, 1919, in Cairo, Georgia. His parents were Mallie and Jerry Robinson. He had four siblings and was raised by his mother in California, after his father left the family. He attended John Muir High School and Pasadena College. He was an outstanding athlete.

Jackie attended the University of California, Los Angeles, where he became the university's first student to win varsity letters in four sports: football, basketball, track, and swimming. He also played tennis.

Robinson briefly played professional football for the Honolulu Bears in 1941 until the United States entered into World War II. Robinson was drafted into the army in 1942 and served without seeing combat duty due to an ankle injury.

After his discharge from the Army in 1944, Robinson began to play professional baseball. At the time, the sport was segregated, meaning Blacks and Whites played in separate leagues. Robinson began playing in the Negro Leagues, but he was soon chosen to help integrate Major League Baseball. In 1946, he joined the all-White Montreal Royals, a farm team for the Brooklyn Dodgers. In that same year, he married Rachel Isum, a nursing student he had met at UCLA.

Robinson knew he would be subjected to racism, but he made a promise to not fight back. He regularly heard racial slurs and insults. Many teammates objected to having a Black player on their team. Also, his family was often threatened.

Despite the racial discrimination, Robinson had an outstanding start with the Royals. His successful year led to his promotion to join the Dodgers. Robinson played his first game for the Brooklyn Dodgers on April 15, 1947, making history as the first Black athlete to play Major League Baseball in the 20th century.

The harassment continued. During one game, a manager and players shouted derogatory insults at Robinson from their dugout. Sometimes, players on opposing teams threatened not to play against the Brooklyn Dodgers because they had a Black player on their team. Even some of his own teammates threatened to sit out. However, the team manager said he would trade them before he would trade Robinson.

Rather than respond to the racism he encountered, Robinson focused on his game. In his first year, he hit 12 home runs and helped the Dodgers win the National League pennant. That same year, Robinson led the National League in stolen bases and was selected as Rookie of the Year. He continued to amaze fans and critics alike with impressive feats, such as earning the National League's Most Valuable Player Award.

Robinson soon became a hero of baseball. He was an extraordinary base runner and he set a league record for stealing home 19 times in his career. He also became the highest-paid athlete in Dodgers history. More importantly, his success opened the door for other Black players.

In 1955, Robinson and his team achieved the ultimate victory: they defeated the New York Yankees and won the World Series. He helped the team win one more National League pennant the following season before being traded to the New York Giants. Jackie Robinson retired shortly after the trade on January 5, 1957, with an impressive career.

After his baseball career, Robinson became active in business and continued his work as an activist for social change. He became a vocal champion for Black athletes, civil rights, and other social and political causes.

In 1962, he became the first African-American to be inducted into the Baseball Hall of Fame. In 1972, the Dodgers retired his uniform number of 42.

In his later years, Robinson continued to fight for greater integration in sports.

On October 24, 1972, Jackie Robinson died in Stamford, Connecticut. His death was a result of heart problems and complications from diabetes. He was 53 years old. He was survived by his wife, Rachel Robinson, and two of their three children, Sharon and David. His son Jackie was killed in a car accident in 1971. After Robinson's death, his wife established the *Jackie Robinson Foundation*, which helps young people in need by providing scholarships and mentoring programs.

Robinson's life was the subject of the 2013 movie *42*. In 2016, a documentary about the baseball legend aired on PBS.

In my opinion, Jackie's most important contribution was breaking the colour barrier in baseball. This opened the door for many Black athletes to play in the Major Leagues. He should be remembered as a talented, patient, and courageous individual who broke down many barriers to achieve success. I admire the way in which he responded to racism with courage and grace, inspiring a nation.

“BOOMER” HARDING BIOGRAPHY – WRITING RUBRIC

Name: _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Knowledge of Content	I demonstrate an excellent understanding of the topic. I accurately answer all questions. I include many interesting and accurate details about Harding’s life.	I demonstrate a good understanding of the topic. I accurately answer most questions. I include interesting and accurate details about Harding’s life.	I demonstrate some understanding of the topic. I accurately answer some questions. I include some interesting and accurate details about Harding’s life.	I demonstrate limited knowledge of the topic. I accurately answer very few questions. I include a few interesting and accurate details about Harding’s life.
Planning Skills	I effectively gather and organize information.	I effectively gather and organize most information.	I adequately gather and organize information.	I gather and organize information with difficulty.
Communication	I express and organize all of my ideas into paragraphs in a logical manner. I consistently write clear sentences with complete thoughts. I stay on topic throughout the biography.	I express and organize most of my ideas into paragraphs in a logical manner. I frequently write clear sentences with complete thoughts. I stay on topic throughout most of the biography.	I express and organize some of my ideas into paragraphs in a logical manner. I sometimes write clear sentences with complete thoughts. I stay on topic throughout some of the biography.	I express and organize few ideas into paragraphs in a logical manner. I rarely write clear sentences with complete thoughts. I do not stay on topic throughout the biography.
Vocabulary and terminology	I consistently use appropriate vocabulary and terminology.	I regularly use appropriate vocabulary and terminology.	I sometimes use appropriate vocabulary and terminology.	I rarely use appropriate vocabulary and terminology.
Use of conventions	I have no spelling mistakes. I consistently use accurate grammar. I use correct punctuation at all times.	I have a few spelling mistakes. I regularly use accurate grammar. I use correct punctuation most of the time.	I have some spelling mistakes. I adequately use accurate grammar. I use correct punctuation sometimes.	I have many spelling mistakes. I rarely use accurate grammar. I seldom use correct punctuation.

“BOOMER” HARDING BIOGRAPHY — ORAL PRESENTATION RUBRIC

Name: _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Knowledge of Content	I accurately answer all questions in my presentation.	I accurately answer most questions in my presentation.	I accurately answer some questions in my presentation.	I accurately answer few questions in my presentation.
Planning Skills	I effectively gather and organize information. I effectively formulate questions, set goals, gather and organize evidence, and focus my research. I am able to solve problems and make decisions with a high degree of effectiveness.	I effectively gather and organize most information. I regularly formulate questions, set goals, gather and organize evidence, and focus my research. I am able to solve problems and make decisions with considerable effectiveness.	I adequately gather and organize information. I sometimes formulate questions, set goals, gather and organize evidence, and focus my research. I am able to solve problems and make decisions with some effectiveness.	I rarely gather and organize information. I formulate questions, set goals, gather and organize evidence, and focus my research with difficulty. I am able to solve problems and make decisions with limited effectiveness.
Communication	I effectively communicate in a clear, coherent manner, using a structure and style appropriate to the purpose. I consistently engage the audience.	I regularly communicate in a clear, coherent manner, using a structure and style appropriate to the purpose. I regularly engage the audience.	I adequately communicate in a clear, coherent manner, using a structure and style appropriate to the purpose. I sometimes engage the audience.	I rarely communicate in a clear, coherent manner, using a structure and style appropriate to the purpose. I seldom engage the audience.
Vocabulary and terminology	I consistently use appropriate vocabulary and terminology for the task.	I regularly use appropriate vocabulary and terminology for the task.	I sometimes use appropriate vocabulary and terminology for the task.	I rarely use appropriate vocabulary and terminology for the task.
Use of conventions	I make no grammatical mistakes.	I make a few grammatical mistakes.	I make some grammatical mistakes.	I make many grammatical mistakes.
Vocal Skills/Strategies	I consistently communicate at an appropriate tone, pace, and volume.	I regularly communicate at an appropriate tone, pace, and volume.	I communicate at an appropriate tone, pace, and volume some of the time.	I rarely communicate at an appropriate tone, pace, and volume.

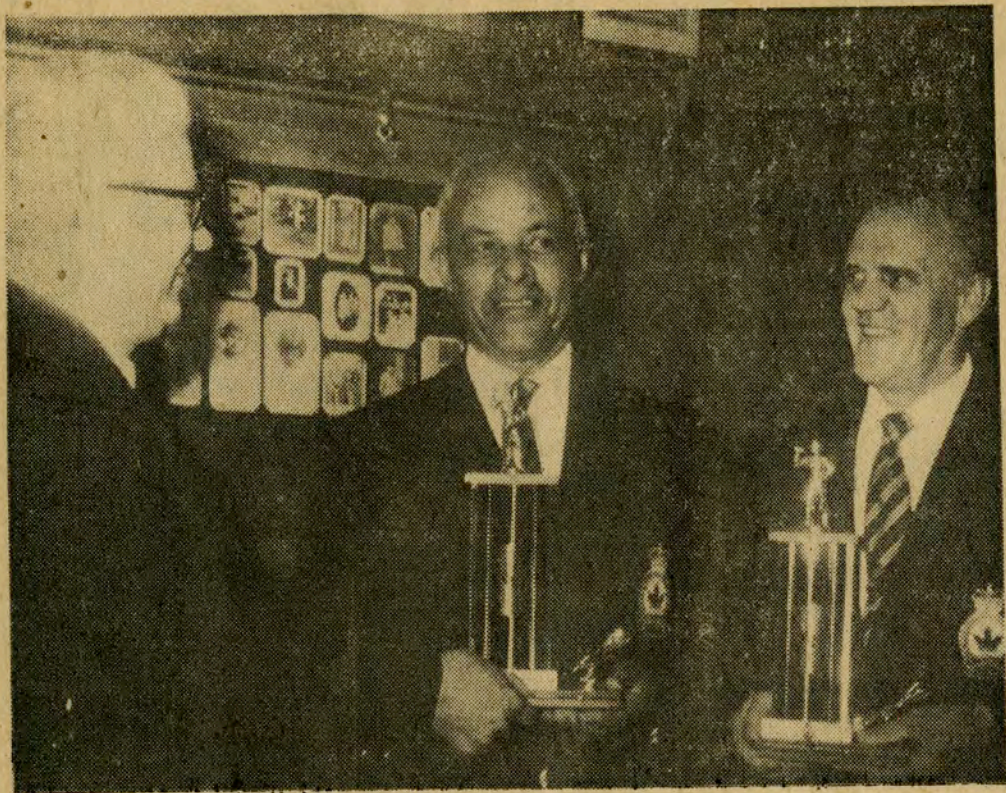
ONTARIO . TEAM CHAMPS



ONTARIO DOUBLES

CHAMPS





PLACE SECOND IN CANADA

Chatham's Wilfred Harding and Cliff Scott teamed up May 24 in Lachine, Quebec to place second while representing Ontario in the annual First Annual Royal

Canadian Legion National Dart Championships. The Branch 28 duo lost out to the Alberta team. Scott had the honor of having the high score

for the day, 171. Above from left are Ontario Provincial Publicity and Public Relations chairman Charlie Moon, Harding and Scott. (Staff)

March 22, 1983



CITY MAN DISTRICT 'A' DART CHAMPION

Chatham Branch 28 Legion hosted the District A Darts tournament recently with a Windsor squad winning the team competition, a London pair taking the doubles event a Chatham man taking the singles title. Wilfred "Boomer" Harding, front row left, of Chatham Branch 628 was the singles winner, while Dave Green and Dave Couper of Branch

2 London took the doubles crown. In back, district sports officer Sam Westbury, left, and deputy district sports officer Ken Dixon, right, congratulate the winning team from Branch 578 Windsor comprised of Skip McMahon, Bill Messenger, Greg McMahon, Pete Smallman and Bob Marshall. All the winners advance to the provincial competition in London this April. (Staff)





1ST CPL. HARDING

Chatham Army Camp Track Team Ready for Meet



MEMBERS of the track team of Number 12 Basic Training Centre, Chatham, shown above, are confident of victory in the district track meet to be held at London July 10. Shown are, front row, left to right: Pte. H. A. Edwards of Windsor, Pte. T. Marucci of Guelph, Pte. G. Cochrane of St. Marys, Lieut. Ken Porter of Galt, who is coach as well as a member of the team, Pte. E. Hodges of Windsor, Pte. M. Robinson of Detroit, and Pte. J. Wyse of London. Back row, left to right: Pte. W. Harding of Chatham, Lance-Corporal Harry McLean of Toronto, Cpl. Harry Morgan of Windsor, Cpl. Charles Wills of Windsor, Cpl. Jack Heydon of Windsor, and Cpl. George McCurdy of Amherstburg. Absent from the picture are Sgt. Harry Brewer of Parkhill and Lance-Corporal William Pillsworth of London. *(By Staff Photographer.)*

Adanacs Lead Chatham City Hockey League



THE "Adanacs," sponsored by the Canada-Dominion Sugar Company, who are now leading the Chatham City Hockey League. They have developed splendidly within the past few weeks and form a powerful unit in the league. From left to right are: J. Lacey, sub-goal; W. Walters, forward; E. Lett, defense; E. Smith, defense; W. Fleming, defense; W. Harding, forward; G. Kistler, forward; C. Dawson, forward; R. Hales, forward; E. Smith, defense; T. McKie, forward; J. Borman (captain), goal; P. R. Parliament, manager.

—Photo by Westlake especially for The Border Cities Star.



LONDON ARMY HOCKEY CHAMPS



Intermediate "A" OHA CHAMPS

DETROIT

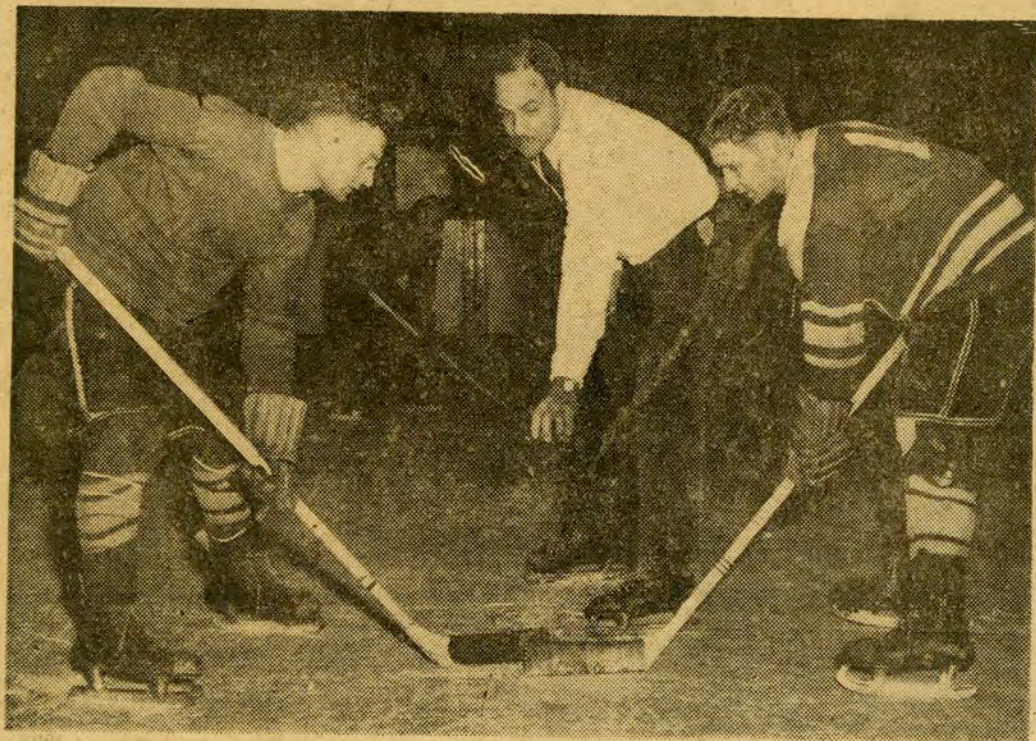


Bromer
Detroit

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London Free Press 1978

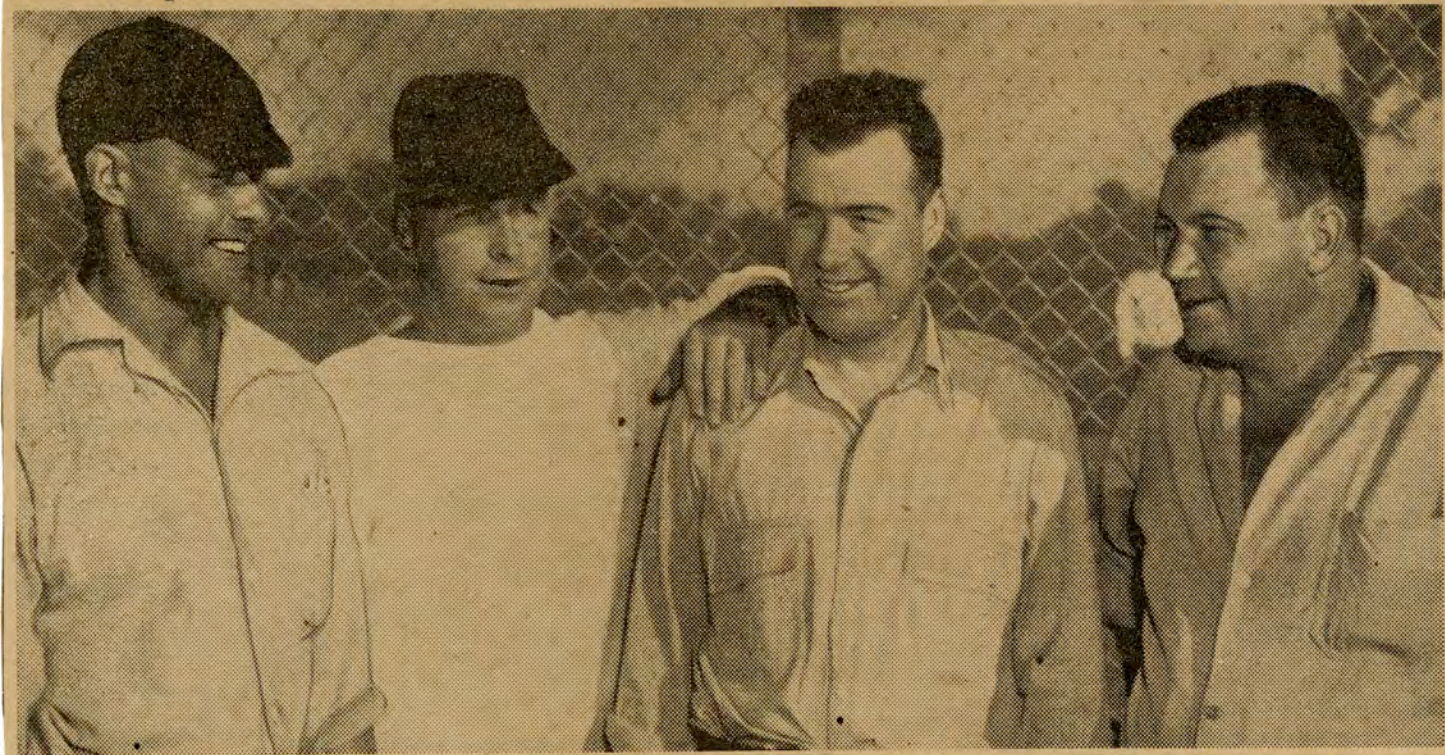


KENT RURAL LEAGUE—Fast, rugged hockey featured the opening game of the Ridgetown-East Kent Rural and Town Hockey League at Ridgetown Arena, Monday night. Three games will be played each Monday night

with "Boomer" Harding, well-known Chatham athletes, 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.

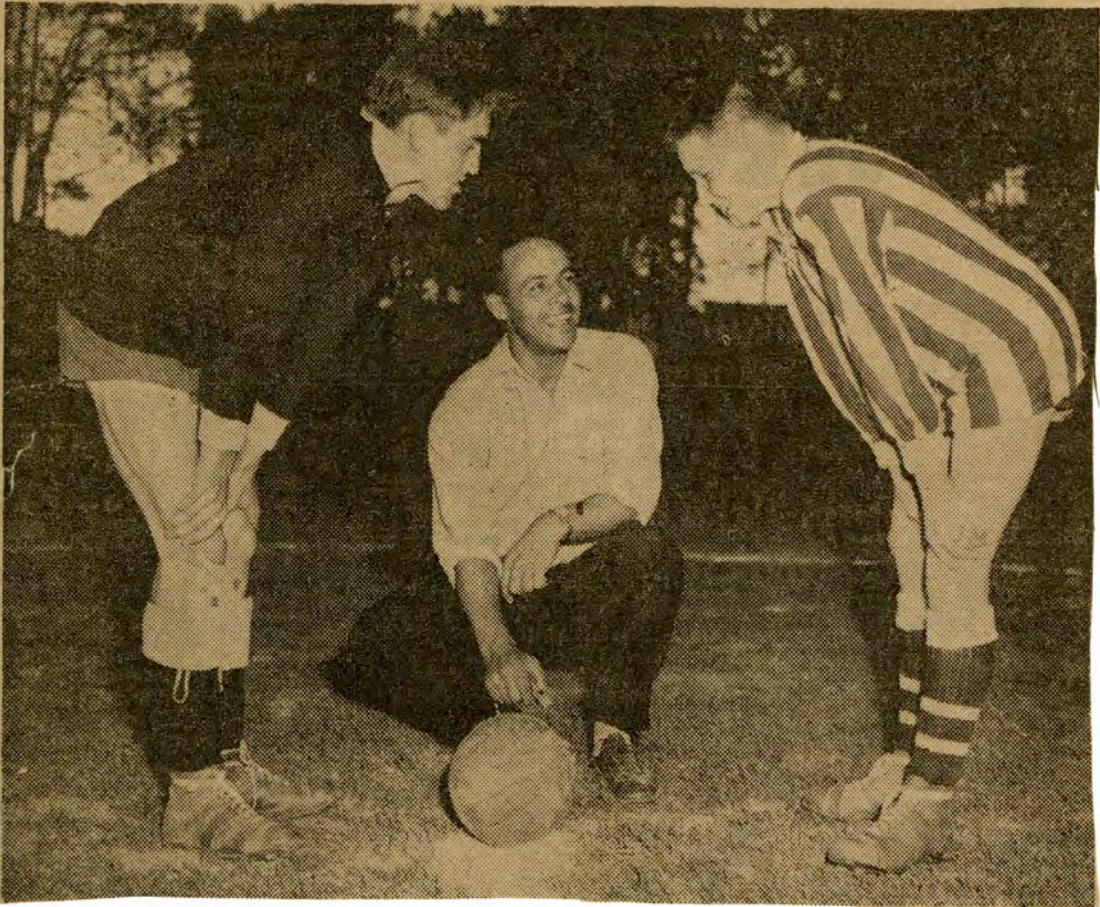
1953?

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.

7 Jan 71



MARK ANNIVERSARY—Three Chatham Post Office employees were honored Wednesday for having completed 30 years service. From left are Wilfred (Boomer) Harding, Wes Newcombe and Glenn Shaw. The three received wallets and an anniversary cake each from Postmaster Charles Foster to mark the occasion.

