



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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Canadian History since World War I

- ❖ Grade 10
- ❖ Academic

Ontario
Trillium
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University
of Windsor

CENTRE
FOR DIGITAL
SCHOLARSHIP



Grade 10 Lesson Plan

Course: Canadian History since World War I, Grade 10

Level: Academic

Time: 5-7 x 75 minute classes

Curriculum Expectations

Students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources

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

A1.5 use the concepts of historical thinking when analysing, evaluating evidence about and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914

A1.6 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

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

A1.8 use accepted forms of documentation to acknowledge different types of sources

A1.9 use appropriate terminology when communicating the results of their investigations

C1.1 describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada

C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period

C3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society, politics, and/or culture during this period

Description

Students will use primary and secondary sources to investigate the experiences of the 1934 Chatham Coloured All-Stars baseball team. In addition to responding to mandatory questions, students will develop their own research questions and use the historical inquiry process. They will communicate their findings by creating and presenting a visual display. Also, in groups, students will create a *Heritage Minute* based on 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
- how to record a video
- students should watch some *Heritage Minutes* to familiarize themselves with the short films
<https://www.historicacanada.ca/heritageminutes>

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
- 'Analysing Primary and Secondary Source Documents' organizers
- 'Organizing Information' sheets
- Works Cited handout
- rubrics
- access to a video camera (iPad, smart phone)
- projector, speakers, laptop (to show *Heritage Minutes*)
- poster board
- glue
- scissors

Evaluation

Rubrics are 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 develop three research questions. They can record their questions on one of the organizers. Once their questions are developed, they can begin gathering and organizing their information. Students will gather and organize information and evidence for their three questions plus the 10 mandatory questions. Students are reminded to use the organizer worksheets when identifying key points or ideas. After they have evaluated the information, they will communicate their arguments, conclusions, and judgements clearly and logically.

Putting it All Together

Students will organize their visual display in a logical manner. They are encouraged to make their display colourful, neat, appealing, engaging, full, creative, and error-free. Their display must have a title. Each question and answer must be grouped together in a section. Students will add images, headlines, articles, and a Works Cited Section.

Students will submit all organizers, draft work, and the visual display for assessment.

Once visual displays and presentations are complete, students will organize themselves into groups of two to four and they will plan and film a *Heritage Minute*. They will be shown to the class.

CHC 2D GRADE 10 CANADIAN HISTORY SINCE WORLD WAR I

Focus on: *Historical Significance; Historical Perspective; Continuity and Change*

Part A. You are going to use at least six primary and secondary sources to investigate the experiences of the 1934 Chatham Coloured All-Stars. You will create a visual display to communicate their history and importance.

The following questions must be answered:

1. Who were they?
2. Where were they from?
3. What are they known for?
4. What are some significant dates?
5. Why are the Chatham Coloured All-Stars significant to Canadian history?
6. What can we learn from the ways in which the Chatham Coloured All-Stars met challenges?
7. What was the most important event that took place in the history of the Chatham Coloured All-Stars?
8. Why do you think the history of the team is relatively unknown?
9. How have attitudes towards Black Canadians changed or stayed the same?
10. Why were there race-based tensions during this period? What circumstances led to this?

Visit the online exhibit for the 1934
Chatham Coloured All-Stars at:

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

You will develop three additional research questions. They cannot be answered with “yes” or “no.” Your questions must be clear, specific, and engaging. Excellent questions come from curiosity. Keep that in mind!

YOUR VISUAL DISPLAY MUST INCLUDE:

- a large title
- your name
- answers to all questions (13 in total)
- at least 5 images
- three headlines
- two original articles
- a Works Cited section
- * all images must have a caption
- * you will present your display to the class

visual displays are:

colourful neat appealing
engaging full creative error-free

All organizational notes and draft work must be submitted with your project.

Part B. Group Assignment

In a group of two to four students, you will create a *Heritage Minute* based on the Chatham Coloured All-Stars. *Heritage Minutes* are 60-second short films depicting a significant person, story, or event in Canadian history. You will record the video with a phone, iPad, or video camera. The video will be shown to the class. Each group member must have a prominent speaking role in the video.

To prepare, you must:

- determine roles
- determine the props required
- determine setting
- determine costumes
- write an accurate, interesting, and educational script (*significant events, dates, names, and details appropriate and correct spelling, grammar, punctuation*)
- write a script that flows logically

In the video:

- you must follow the script without reading it (*words and actions*)
- you must assume the role of the character (*be convincing*)
- there must be smooth shifts from scene to scene
- the setting, props, costumes must be realistic and accurate

You will submit the typed script and all notes.

Getting Started

Research steps

1. Review the 10 questions.
2. Formulate three questions (*What are the questions you want answers to?*)
3. Gather and organize credible, accurate, and reliable sources.
4. Identify key points or ideas in each source.
5. Evaluate information and draw conclusions.
6. Communicate your arguments, conclusions, and judgements clearly and logically.

Analysing Primary and Secondary Source Documents

Primary or secondary source?	
Type of source (<i>newspaper, journal article, interview, etc.</i>)	
Date	
Title	
Author	
Main message	

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Date	
Title	
Author	
Main message	

Organizing Information

Who were they?

Source(s):

What are they known for?

Source(s):

Why are they significant to Canadian history?

Where are the players from?

Source(s):

Source(s):

Significant dates

Source(s):

What can we learn from the way they responded to challenges?

Source(s):

What was the most important event in their history? Why?

Source(s):

Why do you think they're relatively unknown?

Source(s):

How have attitudes towards Black Canadians changed or remained the same?

Source(s):

What was the root of race-based tensions during that period?

Source(s):

My Three Questions and Answers

Source(s):

Source(s):

Source(s):

Works Cited

<https://owl.english.purdue.edu/owl/resource/747/05/>

Basic rules

- Begin your Works Cited page on a separate page.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and centre the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.

Capitalization and punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.
- Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles).

Online Sources

- All Works Cited entries end with a period.

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008,
owl.english.purdue.edu/owl. Accessed 23 Apr. 2008.

Article in a Newspaper

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post*, 24
May 2007, p. LZ01.

Published Interviews (Print or Broadcast)

Gaitskill, Mary. Interview with Charles Bock. *Mississippi Review*, vol. 27, no. 3, 1999, pp. 129-50.

Amis, Kingsley. "Mimic and Moralists." *Interviews with Britain's Angry Young Men*, By Dale
Salwak, Borgo P, 1984.

Heritage Minute Organizer

Group Members	
Roles	
Setting	
Props	
Costumes	
Significant events, dates, names to be included	
Notes	

Total:

Name: _____

Visual Display Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding of Content <i>(facts, experiences, ideas, comparing past and present)</i>	I demonstrate accurate knowledge and understanding of the 1930s and the experiences of the Chatham Coloured All-Stars. I very successfully communicate accurate details.	I demonstrate considerable knowledge and understanding of the 1930s and the experiences of the Chatham Coloured All-Stars. Most of my information is accurate and detailed.	I demonstrate some knowledge and understanding of the 1930s and the experiences of the Chatham Coloured All-Stars. Some of my information is accurate and detailed.	I demonstrate limited knowledge and understanding of the 1930s and of the experiences of the Chatham Coloured All-Stars. Very little of my information is accurate and detailed.
Assignment Requirements <i>(13 questions answered correctly in complete sentences, 5 images, 3 headlines, 2 articles, a Works Cited section, a title, name, number of sources)</i>	All required elements are present.	I am missing 1-2 required elements.	I am missing 3-4 required elements.	I am missing more than 5 required elements.
Visual Appeal	I demonstrate excellent use of colour, appeal, and space. My work is original, engaging, and creative.	I demonstrate good use of colour, appeal, and space. Most of my work is original, engaging, and creative.	I demonstrate adequate use of colour, appeal, and space. Some of my work is original, engaging, and creative.	I demonstrate minimal use of colour, appeal, and space. My work is not very original, engaging, or creative.
Spelling, Grammar, Punctuation, and Vocabulary	I have no spelling errors. I have no grammatical errors. I have no punctuation errors. My words are consistently legible. My vocabulary is relevant to the topic.	I have minimal spelling errors. I have minimal grammatical errors. I have few punctuation errors. My words are mostly legible. Most vocabulary is relevant to the topic.	I have frequent spelling errors. I have frequent grammatical errors. I have some punctuation errors. My words are somewhat illegible. Some vocabulary is relevant to the topic.	I have multiple spelling errors. I have multiple grammatical errors. I have many punctuation errors. My words are mostly illegible. Minimal vocabulary is relevant to the topic.
Thinking <i>(formulate questions, gather/organize info, form conclusions)</i>	I very successfully formulate questions, gather and organize information, and form conclusions.	I successfully formulate questions, gather and organize information, and form conclusions.	I adequately formulate questions, gather and organize information, and form conclusions.	I formulate questions, gather and organize information, and form conclusions with difficulty.

Heritage Minute Rubric

Time: _____

Total: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge <i>(accurate and detailed information)</i>	The contents of the script are historically accurate and very well-detailed.	The contents of the script are mostly historically accurate and well-detailed.	The script has some historical accuracy and some details.	The script has limited historical accuracy and few details.
Communication <i>(expression of ideas and information, looking in the right direction)</i>	I demonstrate an accurate use of language and grammar suited to the task and topic. I am focused throughout the entire video.	I demonstrate good use of language and grammar suited to the task and topic. I am focused throughout most of the video.	I demonstrate adequate use of language and grammar suited to the task and topic. I am focused throughout some of the video.	I demonstrate limited use of language and grammar suited to the task and topic. I am rarely focused throughout the video.
Application <i>(applying knowledge and skills in a new context)</i>	The video contains smooth shifts from scene to scene. There is excellent and creative use of setting, space, props, and costumes.	The video contains many smooth shifts from scene to scene. There is good and creative use of setting, space, props, and costumes.	The video contains some smooth shifts from scene to scene. There is some creative use of setting, space, props, and costumes.	The video contains very few smooth shifts from scene to scene. There is little creative use of setting, space, props, and costumes.
Creativity / Interest	The video is presented in an interesting and engaging manner.	Most of the video is presented in an interesting and engaging manner.	Some of the video is presented in an interesting and engaging manner.	Very little of the video is presented in an interesting and engaging manner.
Thinking <i>(planning and processing skills, critical/creative thinking)</i>	Strong evidence of gathering, organizing, and synthesizing information. Excellent problem-solving and decision-making skills.	Good evidence of gathering, organizing, and synthesizing information. Good problem-solving and decision-making skills.	Adequate evidence of gathering, organizing, and synthesizing information. Some problem-solving and decision-making skills.	Limited evidence of gathering, organizing, and synthesizing information. Problem-solving and decision-making skills need improvement.
Script <i>(spelling, grammar, punctuation, script is followed, script flows logically)</i>	The script has no errors in spelling, grammar, or punctuation. The script is followed by students and flows logically.	The script has minor errors in spelling, grammar, or punctuation. The script is mostly followed by students and flows logically.	The script has some errors in spelling, grammar, or punctuation. The script is adequately followed and flows logically at times.	The script has major errors in spelling, grammar, or punctuation. The script is rarely followed by students and doesn't flow logically.

Visual Display Feedback

I liked how you...	I think you should...	To do this, you must...

Heritage Minute Feedback

I liked how you...	I think you should...	To do this, you must...