



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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The Chatham Coloured All-Stars and Their Contributions to Canadian Identity

- ❖ Grade 6 Lesson Plan
- ❖ Social Studies/Language Arts

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Course/Subject: Social Studies/Language Arts
Grade Level: 6
Topic: The Chatham Coloured All-Stars and Their Contributions to Canadian Identity
Estimated Time: 5 – 7 x 35 minute periods

Curriculum Expectations
<p><u>Social Studies</u></p> <p>A 1.1 Students will explain how various features that characterize a community can contribute to the identity and image of a country.</p> <p>A 1.2 Students will evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity.</p> <p>A 1.3 Students will explain how various groups have contributed to the goal of inclusiveness in Canada.</p> <p>A 2.2 Students will gather and organize information from a variety of primary and secondary sources.</p> <p><u>Language Arts</u></p> <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>1.5 Students will make inferences about texts using stated and implied ideas from the texts as evidence.</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 details and group them into units that could be used to develop a structured, multi-paragraphed piece of writing, using a variety of strategies.
- 2.1 Students will write longer and more complex texts using a wide range of forms.
- 2.2 Students will establish a distinctive voice in their writing appropriate to the subject and audience.
- 2.6 Students will identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language.
- 2.7 Students will make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies.
- 2.8 Students will produce 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)
- analyse primary and secondary sources
- complete vocabulary enrichment activities
- locate information in a text
- gather and organize information about the achievements of the Chatham Coloured All-Stars
- edit peer's work
- use feedback to improve their letter
- write a persuasive letter with complete sentences and appropriate punctuation, grammar, and spelling
- include all required elements in their letter
- use vocabulary and terminology related to the unit of study
- communicate their ideas and information in a clear, coherent, and respectful manner
- use persuasive language in their writing

How will students be evaluated?

A checklist rubric will be used to evaluate the persuasive letter.

Materials/Resources

- articles and photos
- activities (including baseball glove, stamp, and plaque templates)
- dictionaries
- computers (for research and typing)

Prior Knowledge/Build Background

Review:

- elements of Canadian identity

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

Ask students to recall Canadians who have made contributions to Canadian identity.

“In what ways did he/she/they contribute to Canadian identity?”

“What are some of the actions taken by Canadians to make a more inclusive society?”

Inform students that they are going to learn about a Canadian baseball team who made significant contributions to Canadian identity, but who remain largely unrecognized and unknown by most Canadians.

Show students the photo of the team and ask the following questions:

What are your first impressions?

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?

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?

Pre-Teaching Vocabulary

Next, distribute the vocabulary activities. Students will match the vocabulary word with the definition. They are encouraged to use dictionaries to help them.

Once the vocabulary exercise has been completed, distribute the article "*If battered glove could only talk*" to students.

Before Reading

- What do you think the article will be about?
- Why do you think that?
- What do you know about the baseball team so far?
- Does anything on the pages remind you of anything you've done or anyone you know?
- What do you wonder?

During Reading

- Is there anything you're wondering right now?
- Why do you think some people discriminated against the members of the baseball team?
- Have you ever witnessed racism?
- Have you ever been treated differently? How did that make you feel?
- Are you surprised to learn that this happened in Chatham, Ontario, Canada?
- Can you tell me what we've read so far?

After Reading

- What is the main message of the article?
- What questions would you like to ask the team?
- Can you retell the article in your own words?
- What's the most important thing to remember about the team?
- Does anything you read remind you of anything you've done or anyone you know?
- If the battered glove could talk, what would it say?

WORKING ON IT

Students will complete the glove activity. Imagining the glove could really talk, students will colour it and write three accurate and complete sentences on it. Students may share their sentences upon completion.

Students will continue working on the remainder of the vocabulary activities. They will use the vocabulary words in another context, locate information, review antonyms, and answer questions.

Distribute the article, "*Star Treatment.*" Students will read the article and answer the questions.

CULMINATING ACTIVITY

Persuasive Letter Writing

Students are going to write a persuasive letter. A persuasive letter presents reasons and examples to influence action. Effective persuasive writing requires the student to write a clear opinion and to include specific reasons and examples to support their opinion.

Examples:

- Writing a letter to the principal to request additional recess times.
- Writing a letter to your parents to request an allowance increase.
- Writing a letter to your parents to recommend a vacation destination.

Review the *Persuasive Letter Assignment* and the worksheet entitled "*Persuasive Letter Writing ~ Phrases and Words.*" Also, review the layout of a persuasive letter and how to write an attention-grabbing hook.

Students are encouraged to gather information from the two articles. Also, it is recommended that they read additional articles in an effort to gather further information. They will use the letter organizer to sort and organize their ideas and information. They will write a draft letter and have it edited by the teacher or a peer. They will make changes to improve their letter and complete a final draft. Before submitting the final draft, students will use their checklist to ensure that all requirements have been met.

Students will design and colour a stamp in honour of the Chatham Coloured All-Stars.

For further information, please visit: <http://cdigs.uwindsor.ca/BreakingColourBarrier/>

EXTENSION

Students will go to the post office and mail their letters.

Students will complete the Ontario Plaque assignment.

Students will create a scrapbook or a bulletin board featuring their stamps.

If Battered Glove Could Only Talk



Name _____

Match the vocabulary word in the left column with the definition in the right column by writing the correct letter in the middle column. Use different cues to help predict the meaning of each word.

Vocabulary		Definition
1. locality		a) a part of a whole
2. leisure		b) demanded
3. pursuit		c) well known; respected
4. portion		d) not supporting either side
5. realized		e) attracting interest
6. appeal		f) to make sure
7. insisted		g) a problem that makes things difficult or impossible
8. neutral		h) free time with nothing to do
9. illustrious		i) a particular area
10. barrier		j) following or chasing someone or something
11. unfortunately		k) became aware of something; fully understood
12. to ensure		l) something unlucky has happened

B. Place the vocabulary words in the blanks.

to ensure	barrier	neutral	appeal	portion	leisure
locality	pursuit	realized	insisted	illustrious	unfortunately

1. This plant only grows in one _____.
2. The lions were running through the savanna in _____ of a zebra.
3. In her _____, she likes to play the piano or go to the movies.
4. He only ate a small _____ of the pie because he wasn't feeling well.
5. My grandfather has had an _____ career.
6. I never _____ how much a baby ate until I babysat my cousin.
7. He checked the temperature of the water _____ that it was warm enough for the children to swim.
8. Although I am adventurous, I cannot understand the _____ of bungee jumping out of a plane.
9. Even though I was not hungry, my grandmother _____ that I eat.
10. She remained _____ while her brothers argued.
11. We were supposed to travel to Niagara Falls last weekend, but _____ our car broke down.
12. When seeking volunteers for an outdoor art fair, weather is often a _____.



Our Heritage

If battered glove could only talk

Black team saw glory and woe

It's not really much to look at. It's just an old, beat-up rather pitiful looking baseball glove. In fact, it's so different in appearance from a modern day glove that it almost has a surreal look to it.

It now rests in "retirement" at Chatham's W.I.S.H. Centre in the Heritage Room, but we're sure it's aching to come out of its forced leisure and tell of the days when it was the property of one Kingsley Terrell and the things it saw in the 1930s.

Kingsley Terrell was a third basemen who sometimes took his turn on the pitching mound for the legendary Chatham Coloured All Stars.

He was one of the black athletes of the day who decided that they should put their talents together, form a ball team, find a park to play in (Stirling Park) and enter into some serious competition. In 1933 the Chatham All Stars



LISA and JIM GILBERT

made it to the finals of the Ontario Baseball Association Intermediate playoffs and they knew that with a little more luck they had a real shot at going all the way.

During their 1934 pursuit of an Ontario championship, the tram got to travel around a good portion of Ontario and if they had not known it before they soon realized that they were not your normal baseball team.

Everywhere they went they were treated differently. On the field they were always the heroes and had huge crowd appeal. In every ball park they played in, the crowds came out to see them and, for the most part, to cheer them.

However, once they left the baseball diamond, it was a whole new story.

The Chatham Coloured All

Stars were not welcome to eat at many restaurants.

Long road trips had to be planned well in advance to ensure that the locality had a restaurant that would serve them.

Trying to find a place to spend the night for the team also presented some real problems.

Some motels refused to have them stay at all while others insisted that they arrive well after dark in order that their white guests would never know that blacks were also staying at the same place.

When fall of 1934 rolled around the All Stars were down to the Ontario finals playing against a strong team from Penetang.

The first two games were split and, the third ended in a 2-2 tie. The final game was played in neutral territory, in Guelph, and the All Stars came ready to play.

The final score of the deciding Ontario Championship game was 13-7 in favour of the Chatham All Stars.

Pitching that day for Chatham was Earl (Flat) Chase who out-pitched Penetang's pitching sensation Phil Marchildon, and in later years, went on to have a long and

illustrious career in the American League playing for the Philadelphia Athletics.

This fact, of course, begs the question: How many of the Chatham All Stars were good enough to play in the big leagues if there had not been a colour barrier?

Teammates of Terrell and Chase including Wilf (Boomer) Harding, Len Harding, Goy Ladd and Ross Talbot unfortunately never got their chance to at least be denied a spot in the majors due to their performance. Their ineligibility was never in question.

When the Ontario champions arrived back home from Guelph after their victory that evening it was near midnight.

Nevertheless, their motorcade was met by hundreds at the city limits and escorted to the site of the old Fifth Street Bridge.

Here, Chatham Mayor Isaac Davis stood on the hood of a car and greeted the new champions. In his brief speech, he stated that "Chatham will win other ball championships but we'll always remembered it was the coloured boys who led the way."

At a civic reception held later on

that fall, the coach of the All Stars, Happy Parker, stood up and graciously thanked the City of Chatham for its support of the team.

He then went on to voice what many of the 175 black families living in Chatham's east end and the many other families at Buxton, Dresden and other locales must have had on their minds for a long time.

"We thank you," Coach Parker began, "for the fine banquet and the wonderful support ... now would it be too much to ask if you could give these same boys a chance to work at some of the places they just can't get into now?"

An affirmative answer to that question took a long time coming and some might contend that a totally positive response is still being awaited.

Is it any wonder then that Kingsley Terrell's glove, although full of sweet memories, still looks slightly battered and more than a little forlorn?

• Lisa and Jim Gilbert are local historians.

Flashbacks

Answer the following questions about the article.

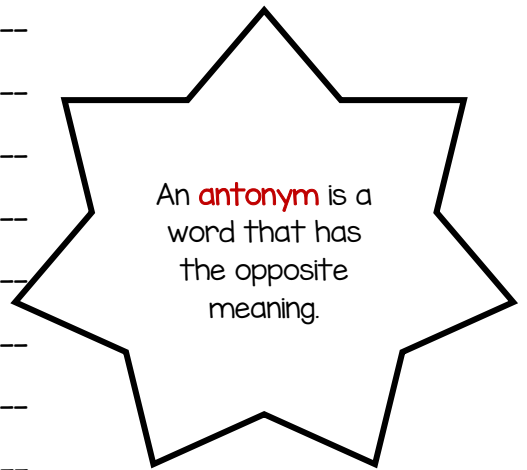
What is the title?	
When was it written?	
Who is the author?	
In which newspaper did it appear?	
What is the main message of the article?	

“Black team saw glory and woe”

glory – success, honour, praise
woe – misery, great pain, heartache } **antonyms**

C. Find antonyms (opposites) for the following words in the article.

- 1. alike _____
- 2. apart _____
- 3. misfortune _____
- 4. never _____
- 5. granted _____
- 6. weak _____
- 7. unknown, lackluster _____
- 8. lengthy _____
- 9. forgotten _____
- 10. negative _____



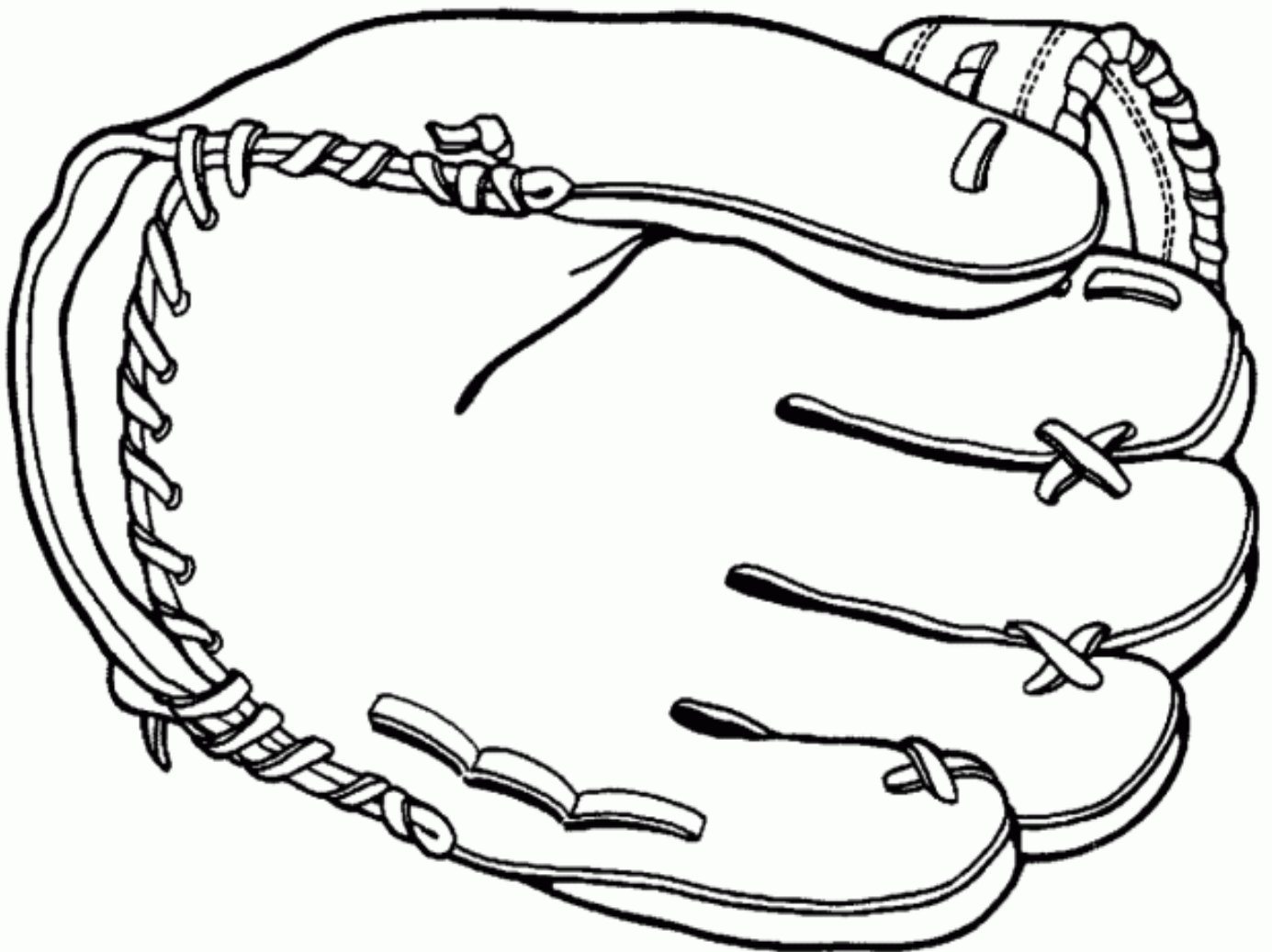
C. Respond to the following questions using complete sentences.

1. From the article “*IF battered glove could only talk*,” find three examples of racial discrimination that the Chatham Coloured All-Stars experienced.

2. What did you learn about the experiences of Black people living in Chatham in the early to mid-1900s?

3. Why do you think there was a colour barrier in baseball?

4. You are going to imagine that the baseball glove can talk. What would it say? On the baseball glove template, write at least three sentences. The information must be accurate, descriptive, and in your own words. When finished, colour the glove.



Star treatment

Monday, July 15, 02
C. D. News

1934 Chatham Colored All-Stars' surviving members overwhelmed by salute to their historic championship

By Mark Malone
The Daily News

TORONTO — Don Tabron and Sagasta Harding couldn't understand what all the fuss was about.

They were just a couple of good ball players on a great team.

Surely they didn't deserve to be treated like Hall of Famers by the Toronto Blue Jays or escorted onto the SkyDome field while thousands cheered Saturday.

"It didn't seem like I was worth it," said Tabron, 86, of Detroit. "Just part of a team a long time ago."

Their children knew better.

So did their teammates' children. And grandchildren. And great-grandchildren.

They came from Chatham and Windsor, from Detroit and Ypsilanti, from Buffalo, N.Y., and Washington, D.C.

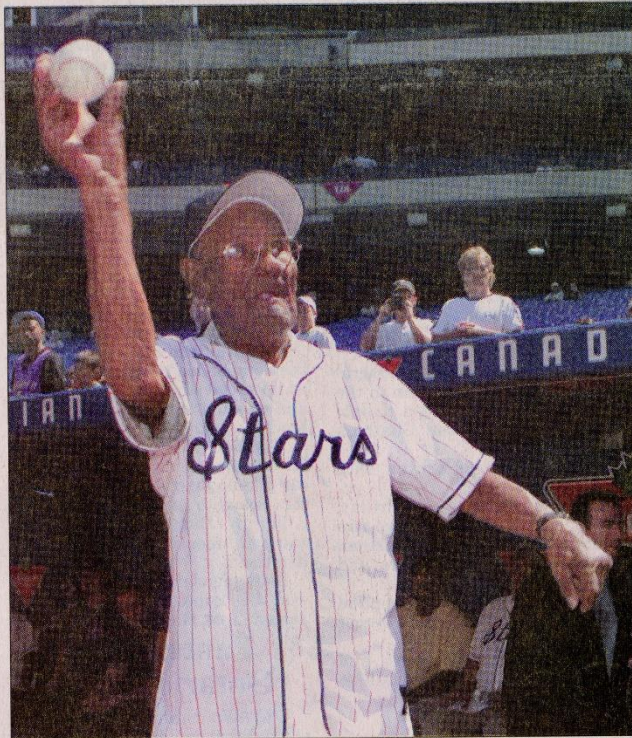
They came to see a tribute paid to the 1934 Chatham Colored All-Stars, a team which made history when black men had limited opportunities to make an impact.

The Colored All-Stars left their mark on baseball diamonds across Ontario. But their greatest legacy could be found Saturday in the stands.

Four generations of relatives, both blacks and whites, watched as the Blue Jays played the Boston Red Sox while wearing the uniforms of Ontario's first all-black baseball champions.

The Red Sox dressed in the road greys of the Boston Royal Giants.

"It's a chance to think about what those guys accomplished," said Chatham's Blake Harding, 54, whose father Wilfred and uncle Len played for the Colored All-Stars. "They just wanted to play baseball. But here we are years later — sons



Diana Martin Photo

SAGASTA HARDING GETS IN A PRACTICE THROW ...before taking part in first-pitch ceremony

and daughters, grandchildren, great-grandchildren. It's pretty awesome that here they are in the SkyDome being honoured by major league baseball.

"It's one of those days when you sit back and realize life is pretty good."

Blake Harding wore a T-shirt with his father's name on the back. Later, he changed into another shirt that read, "I am Wilfred 'Boomer' Harding's son" on the front and "I am Len Harding's nephew" on the back.

Earl and Horace Chase handed

out buttons with a photo of their father, All-Stars legend Earl (Flat) Chase.

Down in the Blue Jays' dugout, 94-year-old Sagasta Harding sat next to grandson Robert Harding. Beside them was Don Tabron Jr. snapping pictures of his father.

Tabron Jr. grew up listening to his father — a shortstop and pitcher — talk about baseball. Stories of playing against Satchel Paige and visiting the segregated south with the Detroit Stars. Stories about the ugly racism he encountered in some towns and the kindness he found in others.

"All the stories he's told me, it's like he's finally getting his due for all the hard work he put in," said Tabron Jr., 23. "He's finally reaping the benefits."

Tabron and right-fielder Sagasta Harding are the only Colored All-Stars who lived long enough to see the team finally honoured by the baseball establishment.

Yet, there's no trace of bitterness. No sense of entitlement. Just gratitude for the surprising and long-deserved recognition.

"I didn't know what to think," said Harding of Romulus, Mich. "I know they've been awful nice to me here. And I do want to thank the participants who took part in this, to make this event real. This is once in a lifetime."

Not that he expected to see it in his lifetime.

"No, never," he said. "Never thought of it. But I wouldn't have missed it for the world."

The two Colored All-Stars, wearing replicas of their old jerseys, threw out the ceremonial first pitches. They were joined in the pre-game celebration by Horace Chase.

See STARS Page 12

Stars

Continued from Page 9

"(I was) very humbled, to tell you the truth," said Chase, 66, of Chatham. "I felt so honoured to be out there on the field. It was a life dream. A field of dreams, being out there with those two guys..."

"I think they were in awe. They were enjoying themselves so much, they were almost speechless. I told them, 'You've done so much, this is your reward.'"

Blue Jays pitcher Corey Thurman expressed the same sentiment upon meeting Tabron and Harding.

"It's an unbelievable feeling, being African-American and knowing what these guys had to go through," Thurman said. "Well, not really knowing because it was so tough, but they paved the way for people like myself and all African-American people in the game of baseball."

The Colored All-Stars, most of whom hailed from Chatham and North Buxton, began barnstorming across Ontario in 1932.

They joined Chatham's City Baseball League in 1934 and went on to win the provincial intermediate 'B' championship. The team disbanded in 1939, though several players got back together after the Second World War on the Chatham A.C. Taylors.

"(Pitcher) Flat Chase and (catcher) Don Washington, they were the backbone of the team," Tabron said. "Flat could have played on any team in the country. He was a pitcher and a hitter. He hit the longest balls in every park we had played in."

"He threw the ball so hard that nobody wanted to pinch hit against him. They refused to pinch hit when it started getting dark. In fact, in Chatham he hit one fellow and broke three ribs."

"Every park that we played in, it was a newspaper-type home run — hitting the ball out at dusk and getting it back in at dark."

When Chatham Coun. Larry Mansfield Robbins was a youngster, he and the other neighborhood kids took hitting lessons from Chase.

"He'd demonstrate how to hit the ball a mile," Mansfield Robbins said. "One of his favourite tricks was standing in his backyard on Foster Street and hitting the ball over the houses to Stirling Park."

Mansfield Robbins had two uncles, Stanton Robbins and Hyle Robbins, on the Colored All-Stars. He even has a medallion from Stanton Robbins commemorating the 1934 season that he sometimes wears on a chain.

He organized a bus trip taking 56 people from St. John's Lodge to the game. They were part of a Chatham contingent conservatively estimated at more than 300.

Total attendance was 28,112 on a warm and sunny day. On Sunday, the Blue Jays distributed comic books featuring the Colored All-Stars and the Toronto players.

"I'm glad the Blue Jays decided to do this while there's still two of them alive," Blake Harding said. "If they waited another year, they might not be here."

"To see the All-Stars and the Negro Leagues honoured the way they are today, it's very gratifying," added Toronto's Robert Browning, 59, son of Len Harding. "I'm very proud to know my father played for the team."

The Colored All-Stars never had the chance to take their careers much farther than Chatham. It wasn't until 1947 that Jackie Robinson broke baseball's colour line. By then, the All-Stars were well past their prime.

Tabron liked Flat Chase's chances of making the major leagues. He wasn't as positive about his own.

"I thought I might have made the No. 1 minor (league)," he said. "I thought my hitting as a short-stop would have kept me out of the majors. I was not a great hitter."

Back then, ball players were happy to find a diamond with some grass. Many fields were just dirt and gravel.

Tabron chuckled when asked how it felt to finally step onto a big-league field, with a retractable roof and artificial turf and seating for more than 50,000 fans.

"Wish I could have done it earlier in life," he smiled. "It's something you never anticipate doing. You wonder if you were worth all of that."

What is the title of the article?

Who is the author?

When was it written?

In which newspaper did it appear?

What is the main message of the article?

Star Treatment

D. After reading the article entitled "*Star Treatment*," respond to the following questions. All answers must be written in complete sentences.

1. Write three facts you learned about the Chatham Coloured All-Stars.

2. In your opinion, how have the Chatham Coloured All-Stars contributed to Canadian identity?

3. In your opinion, what qualities/character traits made the Chatham Coloured All-Stars successful?

4. How should the team be remembered?

Persuasive Letter Assignment

You are going to write a letter to Canada Post to suggest that the Chatham Coloured All-Stars appear on a Black History Month stamp. Canada Post issues an annual Black History Month stamp to commemorate the accomplishments and contributions of Black Canadians. You will also design and colour a stamp in honour of the team. The stamp will NOT be sent to Canada Post with your letter.

Your letter must include:

- a brief description of the subject
- their importance in the Canadian context
- any significant anniversaries or upcoming events



IMPORTANT: Annual stamp programs close in the summer of the year before the stamps are issued.

Canada Post Stamp Selection Criteria

Your suggested subject for a stamp should:

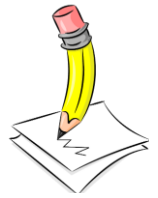
- have broad appeal to the Canadian population, encouraging Canadians of all ages to buy and collect stamps,
- relate primarily to Canada and be of national significance, such as:
 - evoke Canadian history, traditions, accomplishments or natural heritage,
 - illustrate the social, cultural, political or economic life of Canada, and
 - commemorate people (generally after their death), their work, their birth or a life event to recognize outstanding contributions to Canada.

All stamp subject suggestions should be directed to:

Chairperson of the Stamp Advisory Committee
CANADA POST CORPORATION
2701 RIVERSIDE DRIVE SUITE N1070
OTTAWA ON KIA 0B1

- Canada Post acknowledges all suggestions it receives. A copy of the public announcement of the subjects chosen for the annual stamp program will be sent to all those who suggested subjects related to that year's program.

Persuasive Letter Writing ~ Phrases and Words



Indent each paragraph!

Grab their attention!

Introductory paragraph

I am writing to...

I think that...

I feel that...

I strongly believe...

In my opinion...

I am certain...

Greetings

Dear Ms./Mrs./Mr. _____,

Dear Sir/Madam,

To make your case (reasons)

Firstly, secondly, thirdly...

Also...

Furthermore...

In addition...

Similarly...

Certainly...

Lastly...

Most of all...

Surprisingly...

Examples

For example...

In fact...

For instance...

Another...

Specifically...

In particular...

Other words to persuade

excellent

should

because

important

deserve

Remember to thank the reader for their time and consideration!

To summarize

In conclusion...

This is important because...

As you can see...

For these reasons...

Closing salutation

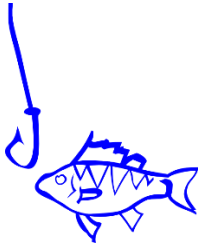
Sincerely,

Yours truly,

Yours respectfully,

Regards,

The Hook



When writing a persuasive letter, you want an attention-grabbing hook at the beginning of your introductory paragraph.

Examples:

1 open with a question

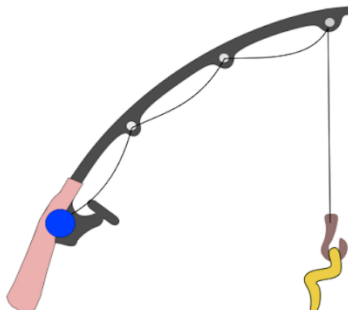
Have you ever wondered what it would be like to go to Disney World?

2 open with a series of questions

Wouldn't it be amazing to go on a field trip to another country? Shouldn't young people explore the world and experience other cultures? Wouldn't that provide an authentic learning experience for students? If you answered yes, then allow me to explain why our annual class trip should be to Paris, France.

3 open with a bold statement

Contrary to popular belief, students should have to go to school during the summer months.



Persuasive Letter Layout

School name
School address
City, Province, Postal Code

Name of the Recipient
Address
City, Province, Postal Code

Date

Opening Salutation
(Dear Mr./Mrs./Miss/Ms. _____,

Introductory Paragraph (open with a hook, state your opinion on the topic and purpose of the letter)

Reasons and Examples (give three reasons to support how you feel and three examples to support your opinion)

Concluding paragraph (Restate your opinion with more feeling and thank the reader)

Closing salutation (Sincerely, Yours Truly, Yours Respectfully, Regards,)

Signature

Name

Persuasive Letter Organizer

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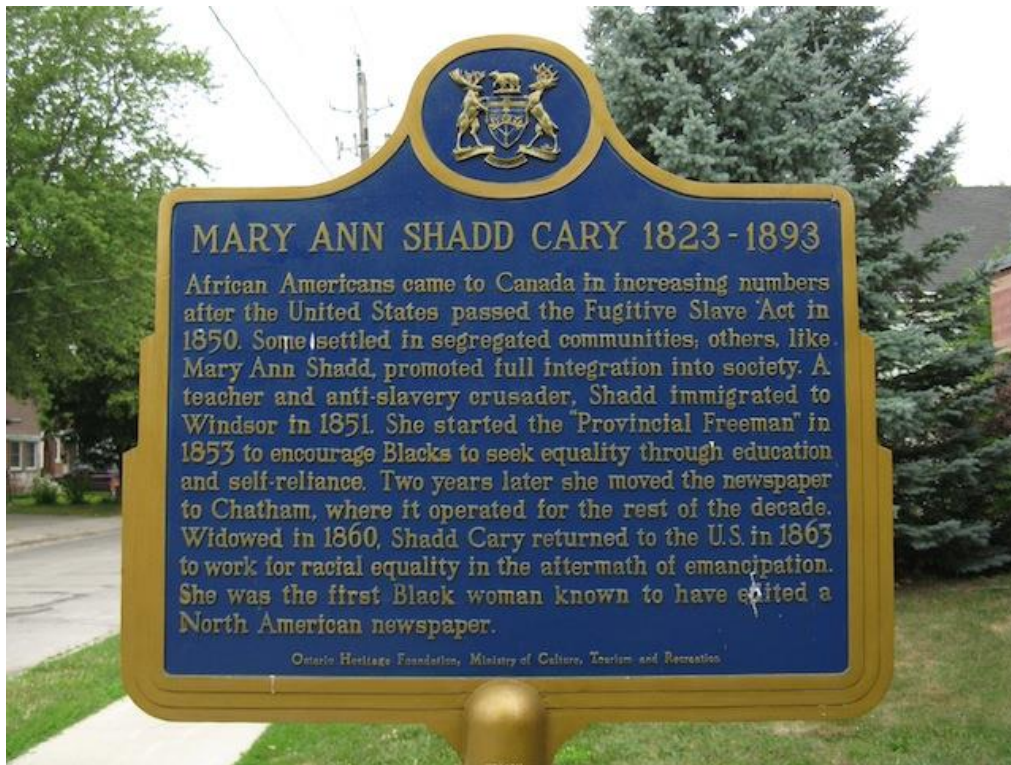
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Persuasive Letter Checklist

- My school name and school address is in the top right corner of the page.
- The name and address of the recipient is on the left side of the page.
- The date is on the left side of the page beneath the recipient's information.
- I used a salutation and appropriate title.
- I have clearly identified my audience.
- I have an attention-grabbing hook.
- I have clearly identified the purpose of my letter.
- I have stated my opinion on the topic.
- I have detailed reasons that make my argument more convincing.
- I used effective examples and facts.
- My closing paragraph restates my opinion.
- I thanked the reader.
- I used a closing salutation.
- I signed my name.
- My name is printed beneath my signature.
- Each paragraph has an indent.
- My letter is brief and convincing.
- The tone is respectful.

Create a Memorial Plaque in Honour of the Chatham Coloured All-Stars

Plaques make Ontario's history come alive by telling stories of the people, places and events that helped shape our province. They enrich our sense of place. They also introduce newcomers and visitors to the unique character of each region of the province. Here is an example of a provincial plaque:



who: Mary Ann Shadd Cary, a teacher, an anti-slavery crusader, an editor

what: She immigrated to Windsor. She started a newspaper, the *Provincial Freeman*. She was the first Black woman to have edited a North American newspaper.

where: United States, Windsor, Chatham

when: There are many significant dates on her plaque.

why: Her overall goal was to encourage Black people to seek quality through education and self-reliance.

My Provincial Plaque

Fill in this organizer with ideas and information you will include on your plaque in honour of the Chatham Coloured All-Stars.

Name _____

Who

What



Where

Why

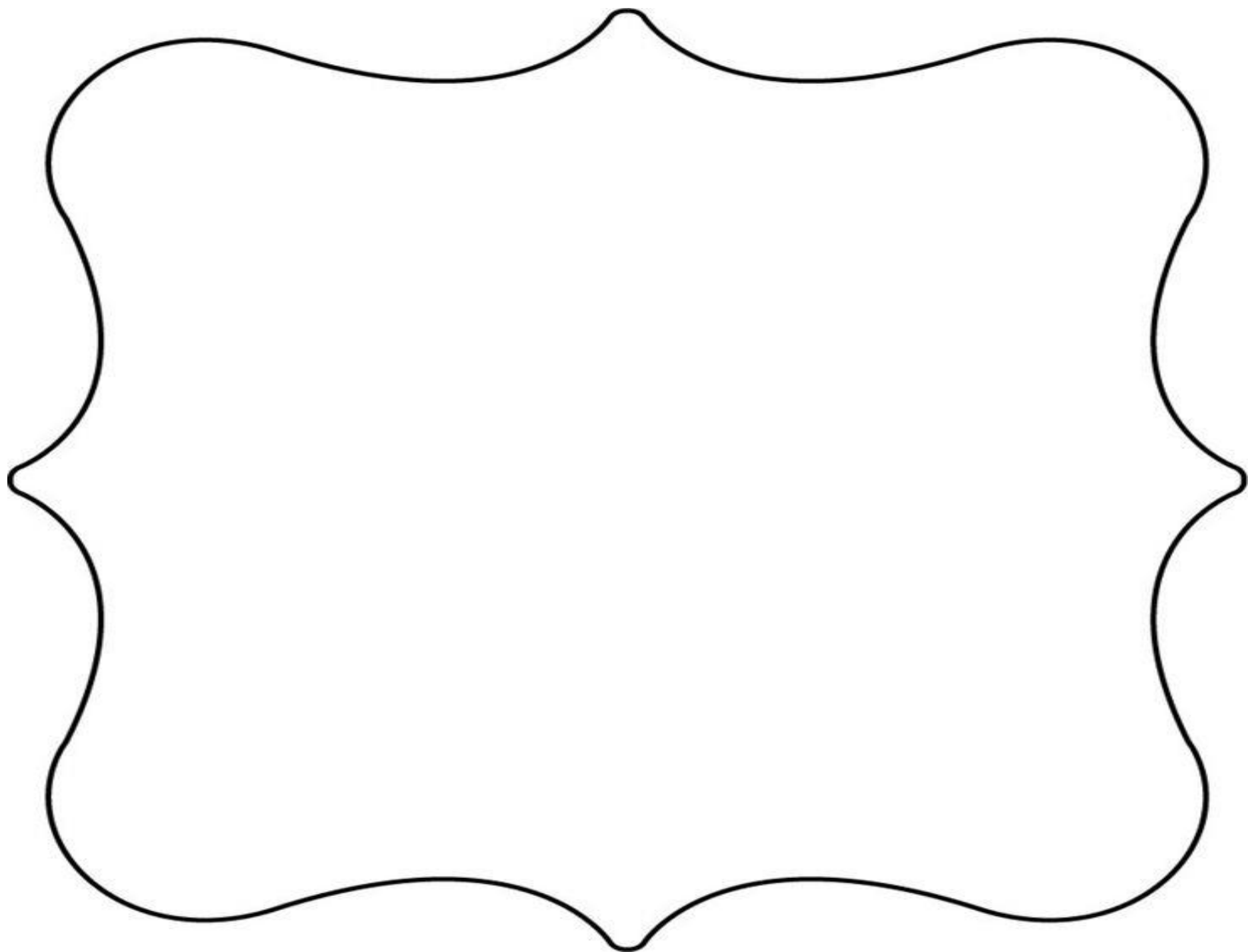
When

Chatham Coloured All-Stars Plaque

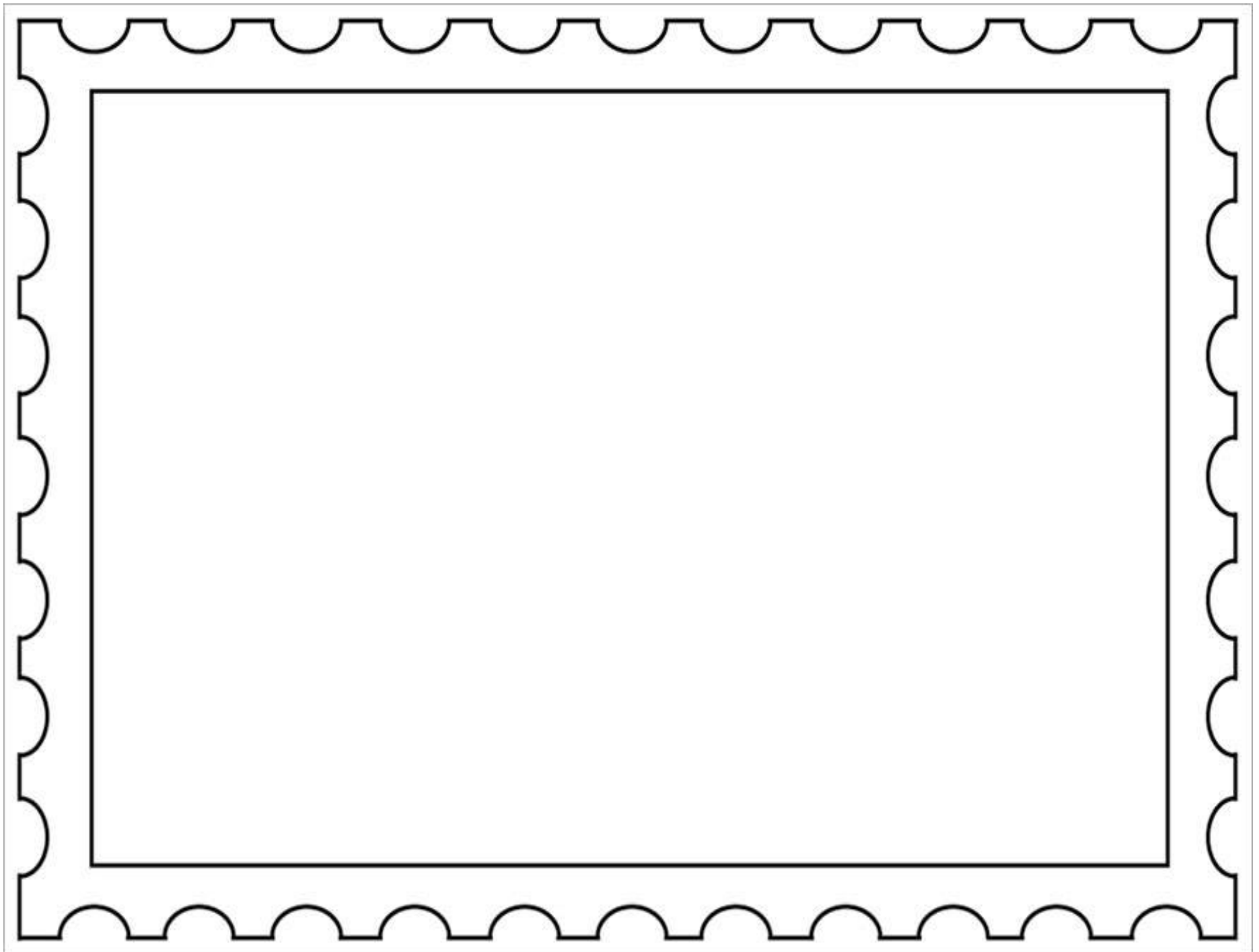
Name _____

In the box, write the information that will appear on your plaque. Look it over and check spelling, grammar, and punctuation before writing the final copy on the plaque template. On the plaque template, the background must be coloured blue. Your text must be darker so that it is easy to read.





Send your plaque to HardingProject@uwindsor.ca and it might be featured on the Chatham Coloured All-Stars website



Send your stamp to HardingProject@uwindsor.ca and it might be featured on the Chatham Coloured All-Stars website

Grade 6 Persuasive Letter Writing Checklist Rubric

Success Criteria	Beginning	Developing	Good	Excellent
I can write an attention-grabbing hook.				
I can state a clear opinion.				
I can include details and examples to support my opinion.				
I can describe ways the Chatham Coloured All-Stars contributed to Canadian identity.				
I can use persuasive language words and phrases.				
I can write a convincing and engaging letter.				
I can express myself using a respectful tone.				
I can use vocabulary related to the unit of study.				
I can spell words correctly.				
I can use appropriate punctuation.				
I can use grammatical structures correctly.				
I can include a clear introduction, body, and concluding paragraph.				
I can include all required elements of a letter.				
I can communicate in a clear, coherent manner.				
Feedback				

Grade 6 Answer Key

A.

1. i

2. h

3. j

4. a

5. k

6. e

7. b

8. d

9. c

10. g

11. l

12. f

B.

1. locality

2. pursuit

3. leisure

4. portion

5. illustrious

6. realized

7. to ensure

8. appeal

9. insisted

10. neutral

11. unfortunately

12. barrier

C.

1. different
2. together
3. luck
4. always
5. refused
6. strong
7. illustrious
8. brief
9. remembered
10. positive