



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
- ❖ Applied

Ontario  
Trillium  
Foundation



Fondation  
Trillium  
de l'Ontario



University  
of Windsor

CENTRE  
FOR DIGITAL  
SCHOLARSHIP



## Grade 10 Lesson Plan

**Course:** Canadian History since World War I, Grade 10

**Level:** Applied

**Time:** 5 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

C3.1 describe how some individuals, organizations, and symbols contributed to the development of identity, citizenship, and/or heritage in Canada during this period

### **Description**

Students will use primary and secondary sources to investigate the experiences of the 1934 Chatham Coloured All-Stars baseball team. They will communicate their findings by creating and presenting a visual display and giving an oral presentation. In addition to responding to mandatory questions, students will develop their own research questions and use the historical inquiry process. 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

## **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' organizer
- 'Organizing Information' sheets
- Works Cited handout
- rubrics
- 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 and the mandatory eight questions.

## **Working on It**

Students will develop three research questions. They can record their questions on the organizer. 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 eight required questions. Students are reminded to use the organizers 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.

Once the displays are complete, students will deliver an oral presentation about their display. In their presentations, they will answer the three questions they developed. Audience members are encouraged to ask questions to each presenter following their presentation.

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

# CHC 2P GRADE 10 CANADIAN HISTORY SINCE WORLD WAR I

**Focus on:** *Historical Significance; Historical Perspective*

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

The following questions must be answered in complete sentences:

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 during the 1934 season?
8. Why do you think the history of the team is relatively unknown?

**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. Questions must come from curiosity. You will gather, organize, and locate the information to answer your questions.**

**On your visual display, you must have:**

- a large title
- your name
- answers to all questions (11 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

**PART B.** You will give an oral presentation about your visual display. You will answer the three questions you developed in your oral presentation. You must be prepared to answer questions from classmates.

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

# Research Steps

1. Review the 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	

Primary or secondary source?	
Type of source	
Date	
Title	
Author	
Main message	

## Analysing Primary and Secondary Source Documents

Primary or secondary source?	
Type of source	
Date	
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Type of source	
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## Analysing Primary and Secondary Source Documents

Primary or secondary source?	
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Primary or secondary source?	
Type of source	
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):

# 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.

Name: \_\_\_\_\_

## Visual Display Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Knowledge and Understanding of Content</b>	I demonstrate thorough knowledge and understanding of the experiences of the 1934 Chatham Coloured All-Stars. All of my information is accurate and detailed.	I demonstrate considerable knowledge and understanding of the experiences of the Chatham Coloured All-Stars. Most of my information is accurate and detailed.	I demonstrate some knowledge and understanding of the experiences of the Chatham Coloured All-Stars. Some of my information is accurate and detailed.	I demonstrate limited knowledge and understanding of the experiences of the Chatham Coloured All-Stars. Very little of my information is accurate and detailed.
<b>Assignment Requirements</b> <i>(11 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.
<b>Visual Appeal</b>	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.
<b>Spelling, Grammar, Punctuation, and Vocabulary</b>	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 of my 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 of my 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. Little vocabulary is relevant to the topic.
<b>Thinking</b> <i>(formulate questions, gather and organize information, 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.

Name: \_\_\_\_\_

# Oral Communication Rubric

	Level 4	Level 3	Level 2	Level 1
<b>Planning and Knowledge</b>	I effectively develop three specific, clear, and engaging questions. I clearly and accurately respond to them, providing many details.	I competently develop three specific, clear, and engaging questions. Most of my responses are clear and accurate. I provide a good amount of details.	I adequately develop three specific, clear, and engaging questions. Some of my responses are clear and accurate. I provide some details.	I develop three specific, clear, and engaging questions with difficulty. My responses lack accuracy and clarity. I provide few details.
<b>Eye Contact</b>	I consistently look at my classmates and teacher while communicating about my project.	I frequently look at my classmates and teacher while communicating about my project.	I adequately look at my classmates and teacher while communicating about my project.	I rarely look at my classmates and teacher while communicating about my project.
<b>Vocal Skills, Strategies, Non-Verbal Cues</b> <i>(facial expressions, body language)</i>	I consistently use appropriate volume, tone, pace, and non-verbal cues while speaking.	I usually use appropriate volume, tone, pace, and non-verbal cues while speaking.	I sometimes use appropriate volume, tone, pace, and non-verbal cues while speaking.	I seldom use appropriate volume, tone, pace, and non-verbal cues while speaking.
<b>Responses</b>	My responses to questions from classmates indicate an excellent understanding of the experiences of the 1934 Chatham Coloured All-Stars.	My responses to questions from classmates indicate a good understanding of the experiences of the 1934 Chatham Coloured All-Stars.	My responses to questions from classmates indicate some understanding of the experiences of the 1934 Chatham Coloured All-Stars.	My responses to questions from classmates indicate limited understanding of the experiences of the 1934 Chatham Coloured All-Stars.

## Feedback

<b>Total:</b>
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I liked how you...	I think you should...	To do this, you must...