African Canadian Studies 11

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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African Canadian Studies 11

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

NOVA SCOTIA

African Canadian Studies 11

Implementation Draft
May 2009

CURRICULUM

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Introduction

Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department is working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of new courses.

African Canadian Studies 11 is a revision of the former African Canadian Studies that satisfies the Canadian History requirement for graduation.

As one of the many courses which satisfies the Canadian History requirement, African Canadian Studies 11 demonstrates areas of commonalities with the other course options, but equally important exhibits areas of uniqueness. These courses which satisfy the Canadian History requirement offer students the opportunity to acquire a greater understanding and knowledge of African culture and its contributions to the development of Canada as a nation rich in diversity.

These course options provide increased opportunities for senior high school students to:

1. earn the credits they require to attain a high school graduation diploma
2. diversify their course options, and to prepare for varied post-secondary destinations
3. assist students in making connections among schools, the community, and the workplace, as to enable students to explore a range of career options.

Students will have many opportunities for hands on experiences and technology within areas of these courses to expand and develop their learnings and skills.

The Nature of African Canadian Studies 11

The major question in the development of African Canadian Studies Course, or any history course for that matter, is whether to use a chronological or thematic approach. African Canadian Studies 11 addresses both approaches throughout the course.

African Canadian Studies 11 contributes to the improvement of race relations, cross-cultural understanding and to students' understanding of human rights in the community, workplace, and society at large. Learning experiences are designed to: help learners understand the legacy of slavery and the effects of colonialism on the continent of Africa and on people of African descent in the African diaspora; develop insights into the history of the African Canadian community in Nova Scotia; understand the socioeconomic and political dynamics as they relate to the African diaspora; reflect on the contributions of African Canadians to their own community, to Canada and to the global community. As well, it underscores the need for socio-economic and political reforms to achieve social justice for all members of the Canadian society.

African Canadian Studies 11 serves not only to highlight the African Canadian experience, but to provide opportunities for all learners to gain a deeper understanding and appreciation of Africans and people of African descent. Learners are afforded opportunities to examine and explore the important contributions of Africans and people of African descent to world history. The learners are taken on a journey from Nubia to Canada. During this journey, they examine, analyse and interpret the history of people of African descent. In addition, this course is intended to provide a supportive learning environment where African Canadian learners are provided with the opportunity to develop a sense of pride in their historical and cultural heritage, a sense of identity and a positive self-image.

African Canadian Studies 11 affirms the history, culture, traditions and contributions of African Nova Scotians and African Canadians, and explores the ongoing influence of the African cultures on life in local, national and global contexts. Learning experiences in the course will enable all students to develop greater knowledge and understanding of and respect for the unique nature of the African Canadian culture.

Students will construct knowledge, deconstruct myths, and develop positive attitudes toward African peoples while refining their social studies skills. African Canadian Studies 11 will encourage learners to further investigate the history and culture of people of African descent.

The course is based on a structural framework of six modules:

1. Module I - Evolution and Change
2. Module II - Elements of the African Diaspora
3. Module III A - The Impact of Colonial Expansion
   Module III B - The Struggle for Identity
4. Module IV - Independent Study
5. Module V - In Pursuit of Justice
6. Module VI - The Journey Toward Empowerment

Essential Graduation Learnings

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings (EGLs). Details may be found in the document *Public School Programs.*

African Canadian Studies 11 was designed to support the students' attainment of the six essential graduation learnings'. The essential graduation learnings are statements that describe the knowledge, skills, and attitudes that students are expected to demonstrate when they graduate from public schools in Nova Scotia. They reflect the knowledge, skills, and attitudes developed throughout the curriculum and emphasize the need for students to make cross-curricular connections. The learning outcomes articulated for the African Canadian Studies 11 contribute to the general curriculum outcomes for Social Studies and ultimately to students' attainment of essential graduation learnings.

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills and attitudes in the following essential graduation learnings:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as, mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating

- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing, and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

The Senior High School Learning Environment

To establish the supportive environment which characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, cooperative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conferences with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

African Canadian Studies 11 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted, for example, refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas. Within the African Canadian Studies 11 curriculum outcomes framework, teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans.

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals, and consider the abilities, experiences, interests, and values which they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners

- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment
- practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with African Canadian Studies 11 in the classroom, in the community, and in the media.

Teachers should look for opportunities to
- promote critical thinking
- recognize knowledge as socially constructed
- model gender-free language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enrich their lives and their culture.

The curriculum outcomes designed for African Canadian Studies 11 provide a framework for a range of learning experiences for all students.

Teachers must adapt learning contexts, including environment, strategies for learning and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual (1996)*, Policy 2.6.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts which emphasize experimentation, inquiry, and critical and personal perspectives; in these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technologies

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

Basic Operations and Concepts
concepts and skills associated with the safe, efficient operation of a range of information technologies

Productivity Tools and Software
- the efficient selection and use of IT to perform tasks such as
- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

Communications Technology
the use of specific, interactive technologies which support collaboration and sharing through communication

Research, Problem Solving, and Decision Making
the organization, reasoning, and evaluation by which students rationalize their use of IT

Social, Ethical, and Human Issues
that understanding associated with the use of IT which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning

The Integration of Information and Communication Technologies for Learning and Teaching

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes of African Canadian Studies 11.
Technology can support learning for the following specific purposes.

Inquiry

Theory Building: Students can develop ideas, plan projects, track the results of growth in their understanding, develop dynamic, detailed outlines, and develop models to test their understanding, using software and hardware for modelling, simulation, representation, integration, and planning.

Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.

Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

Data Analysis: Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis or graphing software, and image processing technology.

Communication

Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multi-media events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

Interaction/collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

Construction

Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, and graphing and charting software.

Expression

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

Online Learning Components

The curriculum of African Canadian Studies 11 demands technology for teachers and for students. For example, hardware and software that are specific to the outcomes of the course are required. Many of the teaching and learning strategies suggested in this curriculum require the use of a computer with Internet access and specific software and available web space for teachers.

Collaborative Environment

Teachers of African Canadian Studies 11 will have available to them a digital environment that supports blogs, e-mails, forums, tutorials, and collaborative writing software. This environment can be found at http://lrt.ednet.ns.ca/ Teacher Resources

Course Design and Components

Addressing Racial Equity, Cultural Diversity and the Needs of All Learners

An important emphasis in this curriculum is the need to deal successfully with a wide variety of equity and diversity issues. Not only must teachers be aware of and adapt instruction to account for differences in student readiness, as students begin this course and as they progress, they must also remain aware of the importance of avoiding cultural, racial, and gender biases in their teaching. Ideally, every student should find his or her learning opportunities maximized in the Social Studies classroom.

The reality of individual student differences must be recognized as teachers make instructional decisions. While African Canadian Studies 11 presents specific curriculum outcomes for the course, it must be acknowledged that not all students will progress at the same pace or be equally positioned with respect to attaining a given outcome at any given time. The specific curriculum outcomes represent, at best, a reasonable framework for helping students to ultimately achieve the general curriculum outcomes.

Social Studies teachers can reach a variety of learners by using a multi-representational approach. If students experience many ways of connecting with a concept, they will obtain a deeper understanding of that concept, and students with different learning styles can access the concept with the representation that has the most meaning for them. A classroom environment that balances individual, small-group, and whole-class approaches to activities is recommended when trying to meet the needs all learners.

Learning Styles

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain have provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style,

depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

Cross Curricular Connections

African Canadian Studies 11 provides many connections to other subject areas in the high school curriculum. As a Social Studies course, it builds on the skills students may have acquired in fine arts courses, drama, dance, music and visual arts. The outcomes are geared according to the *Foundation for the Atlantic Canada Arts Education Curriculum.* These understandings and processes are inherent in the suggestions for learning, teaching, and assessment in this curriculum guide. The following three types of understanding and processes characterize all arts courses:

- creating, making and presenting
- understanding, and connecting context of time, place and community
- perceiving, reflecting and responding

Arts education enables students to see life in new ways. The arts explore relationships between ideas and objects and serve as links between thought and action. Arts education enhances students' abilities to think critically, solve problems, and make decisions, enabling them to take the calculated risks required for the successful demonstration of African Canadian Studies 11 outcomes.

African Canadian Studies 11 provides students with extensive experiences in current technologies. Technology in the Social Studies Curriculum is inclusive of those processes, tools and products that students use in the design, development, creation and presentation of their works.

Features of African Canadian Studies 11

African Canadian Studies 11 is characterized by the following features:

- outcome-based curriculum
- historiography and historical methods are embedded throughout the curriculum
- a strong connection to the essential graduation learnings
- a strong connection to the community with a focus on using real world community problems and situations as practical contexts for the application of knowledge and skills and for further learning
- a strong applied focus with an emphasis on integrating, applying, and reinforcing the knowledge, skills and attitudes developed in other courses
- a major focus on hands-on learning experiences, including experiences with a range of technologies

General Curriculum Outcomes and African Canadian Studies 11

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These GCOs statements identify what students are expected to know and be able to do upon completion of study in social studies. Details may be found in *Foundation for the Atlantic Canada Social Studies Curriculum*. Some examples of learning in African Canadian Studies 11 that helps students move toward attainment of the GCOs are given below.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance. Students will be expected to

2.2 examine the political, economic and social systems of ancient African kingdoms

3B.6 examine the implications of Confederation on Canada as a nation, and demonstrate an understanding of the contributions and roles that African Canadians have played in pre and post confederation

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society. Students will be expected to

3A.2 examine the transatlantic slave trade (routes, conditions, economics, etc.)

5.1 examine the concept of power and the correlation between power, disenfranchisement, segregation, and racism as these relate to the social conditions of people of African descent

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment. Students will be expected to

2.4 analyse the effects of these cultural components on the history of pre-colonial Africa and on the changes which took place from pre-colonial Africa to colonial Africa

3B.5 identify the problems Black settlers experienced coming to Canada.

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. Students will be expected to

1.3 describe their own cultural identity and why this identity is important

6.5 examine the evolution of Black families in Canada such as traditional family structure, extended family and nuclear family

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future. Students will be expected to

5.2 compare and contrast the history of civil rights movement in Africa, United States and Canada

3A.4 investigate how enslavement has been used to shape the world economically and politically throughout time

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future. Students will be expected to

5.3 analyse the impact of the civil rights movement on people of African descent in Canada, and in particular, in Nova Scotia

3A.6 examine how people of African descent used various means to resist enslavement through cultural expression (music, slave insurrections, religion, folktales, literature) and anti-slavery movements

Specific Curriculum Outcomes

Curriculum outcomes describe what knowledge, skills and attitudes students are expected to demonstrate at the end of the course. Specific curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of each module.

Module 1

Evolution and Change

1. Students will be expected to demonstrate an understanding of the diversity of Africa and various African cultures and show their importance in the development of Canadian identity.

Students will be expected to

1.1 share background knowledge that students bring to the course about African heritage

1.2 examine the diversity of Africa in light of its physical environments, cultures, languages and nationalities

1.3 describe their own cultural identity and why this identity is important

1.4 examine the meaning of culture and identify the various elements of culture

1.5 examine the meaning of "historiography, ethnocentrism, Eurocentrism, and Afrocentrism" and analyse the significance of these terms for the construction of identity

1.6 investigate the roots of Afrocentricity from the history, geography, and culture of Africa

1.7 explore the notion of Africa as the birth place of humankind

Module 2

Elements of the African Diaspora

2. Students will be expected to demonstrate an understanding of the history of the pre-colonial kingdoms up to the Transatlantic Slave Trade.

Students will be expected to

2.1 identify the historical and geographical location of different ancient African civilizations

2.2 examine the political, economic and social systems of ancient African kingdoms (Kush, Aksum, Ghana, Mali, etc.)

2.3 examine the various elements of pre-colonial African cultures

2.4 analyse the effects of these cultural components on the history of pre-colonial Africa and on the changes which took place from pre-colonial Africa to colonial Africa

Module 3A

Impact of Colonial Expansion

3A. Students will be expected to demonstrate an understanding of the impact of colonial expansion on the African diaspora.

Students will be expected to

3A.1 identify the colonial and imperial systems causing slavery

3A.2 examine the transatlantic slave trade (routes, conditions, economics, etc.)

3A.3 compare and contrast the difference between displacement, migration, and force migration as these relate to the African people throughout the diaspora

3A.4 investigate how enslavement has been used to shape the world economically and politically throughout time

3A.5 explore the development (economical, political, social, spiritual) of slave culture in North America and the Caribbean and analyse the effects of enslavement on people of African descent

3A.6 examine how people of African descent used various means to resist enslavement through cultural expression (music, slave insurrections, religion, folktales, literature) and anti-slavery movements

Module 3B

Struggle for Identity

3B. Students will be expected to demonstrate an understanding of the conditions of enslavement, strategies of resistance, and the implications of enslavement on African Canadian settlement.

Students will be expected to

3B.1 examine the causes and outcomes of the American Revolution and its implications for people of African descent

3B.2 investigate why the Black Loyalists, Maroons, and Black Refugees immigrated to Canada

3B.3 evaluate the impact of the Underground Railroad on the diaspora of African people within the United States and Canada

3B.4 analyze the implications of the Civil War and its aftermath (the Emancipation Act and Reconstruction) on people of African descent

3B.5 identify the problems Black settlers experienced coming to Canada, (i.e., Slave Code Laws, legislation, environment, and settlement patterns)

3B.6 examine the implications of Confederation on Canada as a nation, and demonstrate an understanding of the contributions and roles that African Canadians have played in pre and post confederation (i.e., leadership in communities and society, military, etc.)

3B.7 compare and contrast Black communities across Canada within changing demographics (i.e., Migration patterns, Immigration policy, expansion of Black communities after 1867)

Module 4

Independent Study

4. Students will be expected to demonstrate effective skills in conducting research using historical methods and in communicating the results of their research effectively.

Students will be expected to

4.1 develop and refine a proposal for an inquiry or creative work

4.2 develop a work plan that enables time management, monitors progress and contributes to the criteria for evaluation

4.3 formulate a question for research

4.4 conduct an organized research, using a variety of information sources (audio-visual materials, internet sites) that present a diverse range of perspectives on African Canadian Studies

4.5 organize research findings, using a variety of methods and forms: graphs, charts, maps, diagrams, etc.

4.6 demonstrate an ability to identify bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments and opinions

4.7 compare key interpretations of African Canadian studies

4.8 explain relationships and connections in the data studied (chronological ties, cause and effect, similarities and differences)

4.9 draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations

4.10 communicate effectively, using a variety of styles and forms

4.11 use an accepted form of academic documentation effectively and correctly (i.e., footnotes, endnotes, or author-date citations, bibliographies or reference lists, appendices) and avoid plagiarism

4.12 express ideas, opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others

4.13 reflect upon and value what they have learned

Module 5

In Pursuit of Justice

5. Students will be expected to analyse critically the struggle of peoples of African descent for the pursuit of civil rights and equality.

Students will be expected to

5.1 examine the concept of power and the correlation between power, disenfranchisement, segregation, and racism as these relate to the social conditions of people of African descent (i.e., employment, housing, education, and politics)

5.2 compare and contrast the history of civil rights movement in Africa, United States and Canada

5.3 analyse the impact of the civil rights movement on people of African descent in Canada, and in particular, in Nova Scotia

5.4 investigate how legal documents relate to the Canadian context re: Confederation, Constitution. (i.e., UN documents, Charter of Rights and Freedom, Constitutional documents)

5.5 examine the traditions of the Black church as an instrument for political, social, and educational leadership

Module 6

The Journey Toward Empowerment

6. Students will be expected to investigate the importance of collective consciousness of peoples of African descent as a strategy for empowerment.

Students will be expected to

6.1 examine the concept of empowerment (i.e., empowerment model: Catalyst, Awareness, Analysis and Action-CAAA) and investigate its impact on people of African descent through institutional change (education, economics, political institutions, individual empowerment, community empowerment)

6.2 investigate the global impact of political empowerment and independence of colonized countries from the 1950's to the present

6.3 demonstrate how community-based groups/grassroots organizations have developed and changed over time (i.e., NSAACP, AUBA, BUF, Nova Scotia Coloured Home, ABSW, BCC, Congress of Black Women)

6.4 demonstrate an understanding of the contributions and achievements of African Canadians in the following contexts: social, educational, political, religious, and judicial institutions

6.5 examine the evolution of Black families in Canada such as traditional family structure, extended family and nuclear family

6.6 examine the challenges facing African Canadians and African Nova Scotians today

6.7 demonstrate an understanding of the consciousness of people of African descent throughout the diaspora as these relate to the African continent

Organization

The curriculum for this course has been organized into four sections: curriculum outcomes, suggestions for assessment, suggestions for learning and teaching, and notes/resources.

The curriculum for this course has been organized in this way for several reasons:

- The relationship between outcomes and assessment strategies is immediately apparent.
- The organization illustrates how learning experiences flow from outcomes.
- Related and interrelated outcomes can be grouped together.
- The range of strategies for teaching and learning associated with a specific outcome or outcomes can be scanned easily.
- The organization provides multiple ways of reading the document or of searching for specific information.

Outcomes

This section describes what students are expect to know, be able to do, and value by the end of this course. While the outcomes may be clustered, they are not necessarily sequential.

Suggestions for Assessment

These suggestions may be used to assess students' success in achieving the outcome; they are linked to the Outcomes section. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Suggestions for Learning and Teaching

This section offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

Notes and Resources

This section contains a variety of information related to the items in the other sections, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

1. Students will be expected to demonstrate an understanding of the diversity of African and various African cultures, and show their importance in the development of Canadian identity.

Extended Outcomes

Students will be expected to

1.1 share background knowledge that students bring to the course about African heritage

1.2 examine the diversity of Africa in light of its physical environments, cultures, languages and nationalities

Suggestions for Assessment

It is important that teachers

- assess students knowledge that they bring to the course by observing their participation in the introductory activities
- observe their interaction with one another during the introductory activity

In assessing student responses, teachers need to remember that student responses may

- make predictions based on prior knowledge
- question their present knowledge
- be exploratory
- reinterpret and revalue what they know
- provide relevant and irrelevant information in the search for understanding

An effective way to respond to any text or new learning is through keeping a journal. It is important for students to keep an ongoing journal on their thoughts, emotions, and learning as it relates to African Canadian Studies. Students can quickly make discoveries through the act of reflecting, questioning their thoughts and ideas, writing, drawing, etc.

Students can and should use that journal from time to time to do critiques of their own work. This journal should include a diary of images and written material that acts as a bank for future use. This bank of ideas and images should be examined regularly. This provides a rich means of sharing thoughts about development of techniques, personal growth, historical awareness, etc.

Reflection may lead students to find new ways of expressing ideas, moods and feelings. Questions to be asked include:
What are the strong points of the material?
What are their thoughts and feelings?
What have they learned?

Teachers can assess

- students' knowledge of the diversity of Africa with re. geography, physical environments, cultures, languages, etc.
- class presentations through a rubric check list.
- the accuracy and completeness of map work.

- the journal responses throughout the course

Suggestions for Learning and Teaching

It is important that teachers provide students with a comfortable and safe environment for learning in this course.

Teachers need to provide opportunities for students to get to know one another, to express what they expect to learn from this course and to discuss the relevance of African Canadian Studies 11 for all students in our global society.

Appropriate learning experiences include those in which learners, for example
- engage in the activity, "Find Someone Who Knows"
- complete the activity KWL as part of an introductory session that can be discussed in later sessions

Examples for "Find Someone Who Knows"
1. Can name at least 5 African countries.
2. Can name the largest African Nova Scotian community.
3. Can name the African Canadian who won the Victorian Cross.
4. Can name the centre that preserves African Nova Scotian history.
5. Can name the African Nova Scotian community in Halifax that was destroyed.

K	W	L

To examine the diversity of Africa, students need to view key facts about the geographical make up of this continent.

Students might, for example, use atlases and outlined maps of Africa to determine and discuss the following:
- Land form regions
- Water systems
- Climate regions
- Natural resource regions
- Population demographics
- Political boundaries
- Cultural breakdown
- Languages

To provide for a greater understanding of geographical diversity, students can do a class presentation of different geographical regions, using a common framework.
Students might develop a map based on their particular region.

Notes and Resources

Teachers should use the first class as a way to introduce the course to the students and to review the learning outcomes, themes, and objectives to the course.

Teachers can develop a similar activity such as "Find Someone Who Knows" or develop a game around their perceptions and images of Africa.

Teachers may have to peruse the newspapers or magazines beforehand to collect articles for the students. Also, teachers may have to assist students as they read and analyse the information from the articles.

Teachers should encourage students to use appropriate vocabulary and keep a list of definitions discussed in class in their notebooks.

To demonstrate the diversity of Africa, its landforms and nations, at various points in history, it is important the teachers use a variety of maps and websites.

Two useful resources are:

National Geographic Picture Pack of Transparencies: Geography of Africa. (The picture Pack Transparencies contain very colourful transparencies of the physical and cultural geography of Africa. The transparencies show a good relationship between humans and their environment).

Transparencies: Civilizations: A Cultural Atlas

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

1. Students will be expected to demonstrate an understanding of the diversity of African and various African cultures, and show their importance in the development of Canadian identity.

Extended Outcomes

Students will be expected to

1.2 examine the diversity of Africa in light of its physical environments, cultures, languages and nationalities

1.3 describe their own cultural identity and why this identity is important

1.4 examine the meaning of culture and identify the various elements of culture

Suggestions for Assessment

Teachers can assess students' understanding of the definition of culture and its application to society through discussion, and by asking them to write a definition of culture.

Students should be able to understand

- how culture defines text
- how they define culture
- how they connect with differing texts to make meaning
- how aesthetics and the nature of expression and language affect them
- that the evaluation of text is a continuing and changing process

Appropriate assessment strategies and activities include:

- making a list of words discussed in class as part of the ongoing learning, to be kept in the student notebooks
- assessing students' knowledge of their own cultural beliefs and values through a class presentation or journal entry
- having students write about or describe an aspect of their family, community, or culture that is significant to them
- having a rubric to assess the class presentation of an artifact or custom that has important value to them
- having students design their own cultural collage to show their own cultural identity and what is important to them
- having students write a personal reflection on the article "White Privilege: Unpacking the Invisible Knapsack"

In assessing student response, teachers can

- use an observation checklist of student participation in class
- record the willingness of students to share their findings with the entire class
- assess students' participation in group work and discussions
- use a teacher-made observation checklist of listening skills
- assess students' reflection for growth of understanding the concepts discussed
- assess students' participation in the brainstorming activities
- assess students understanding of how music and all forms of art are an important part of culture

It is important that teachers assess students' journal responses on their understanding of their own culture and its connection to Canadian identity.

Suggestions for Learning and Teaching

It is important that teachers develop with students a definition of the word culture. Teachers need to provide students with resources that have the definition of culture.

Teachers might design with students a brainstorming activity to discuss a definition of culture.

Students might, for example,
- work in pairs to interview each other about what the definition of culture would be.
- share their definition with the class.

When discussing culture, students should consider the following questions:
- How is culture transmitted and preserved?
- What are the products culture produces?
- What similarities can you make between your culture and the culture of someone else?
- Why is culture important to a society?
- How do cultures change?
- What makes a culture?
- What are some elements of culture?

Teachers might have the students examine various books that speak about cultural identity, and why this identity is important.

It is important for teachers to initiate a discussion with the students to focus on whether being from a certain culture accords you special status. It would be helpful to have students read the article "White Privilege" Unpacking the Invisible Knapsack."

Students can be asked to consider the questions:
- Does society really celebrate all cultures?
- Whose perspective is given?
- What is excluded?
- In what ways can people with privileges benefit by sharing those privileges or changing situations to make them more equitable.

Teachers might show the documentary the "Color Adjustment," and have students discuss:

how people of African descent are portrayed
how African cultures are portrayed
what can be learned from the diversity of African cultures

Students might write a one page reflection on their understanding of their own culture and its connection to Canadian identity.

Notes and Resources

Culture is defined as the behavior, habits, beliefs, expressions, artifacts, and signs that groups, communities, and/or societies create to adapt to their physical and social environments.

Students should know what culture is and how it develops, to understand the development of the African culture and the culture of people of African descent in Nova Scotia.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

1. Students will be expected to demonstrate an understanding of the diversity of African and various African cultures, and show their importance in the development of Canadian identity.

Extended Outcomes

Students will be expected to

1.5 examine the meaning of "historiography, ethnocentrism, Eurocentrism, and Afrocentrism" and analyse the significance of these terms for the construction of identity

1.6 investigate the roots of Afrocentricity from the history, geography, and culture of Africa

1.7 explore the notion of Africa as the birth place of humankind

Suggestions for Assessment

Teachers can

- have students write in their journals a personal reflection on their discussion of "historiography, Afrocentrism, Ethnocentrism, and Eurocentrism"
- assess the student's KWL chart in her/his notebook

Teachers can evaluate class participation, staying on task, and completion of written assignments, by using a rubric check list.

Teachers might have students write a letter to the editor or to the Minister of Education, stating the importance of diverse representation and inclusion in public education.

Teachers can assess the student's fact-based sheet regarding the researched article.

Students can demonstrate their learning by

- recording in their journal or notebooks their opinions on what they have learned about the origin of humankind
- developing a timeline tracing the development of humankind
- completing a comparison and contrast organizer to demonstrate their knowledge of this module

It is important that teachers assess students' journal responses in making the connection of Africa and African cultures in the development of Canadian identity.

Where relevant, assessment of student learning can occur by completing a unit test or quiz.

Suggestions for Learning and Teaching

It is important that teachers expand the discussion on Afrocentrism by providing students the opportunity to brainstorm and discuss the following questions:

- What is Afrocentricity?
- Why is this course important to the Nova Scotia curriculum?
- Why study Africa?
-

Students might need help from teachers to discuss the terms, "historiography, ethnocentrism, Eurocentrism, and Afrocentrism".

Students might, for example,

- compare and contrast these terms
- explore these terms using a definition/organizer.
- read the article "the Importance of an Afrocentric Multicultural Curriculum" (see Suggested resources)
- debate how different perspectives can bring an imbalance if one of the terms is constructed in isolation
- discuss the significance of these terms for the construction of identity

It is important the students discuss the importance of Africa and the roots of Afrocentricity from the history, geography, and culture of Africa.

Teachers can help students by discussing with students, facts which they know about Africa from using the KWL organizer.

It would be helpful for students to research the newspapers or magazines for an article from Africa and complete a fact-based sheet. (See Suggested Resources)

It is important that teachers discuss with students the concept of Africa as the "dark continent".

It is important for students to discuss the origin of humankind. To enable this discussion, students can view videos, for example, "Upright Man", "the Origins of Humans".

Students might,

- discuss facts learned about Africa re. the birthplace of humankind, before viewing the video
- after viewing the video, discuss some of the first development in Africa, such as hieroglyphics, the first university, medicine, etc.

Students might complete a journal response to demonstrate the connection of Africa and African cultures in the development of Canadian identity.

Notes and Resources

Definitions

Historiography is the art of writing history.
Ethnocentrism focuses primarily on the experiences and achievements of one culture or national group, and emphasizes its beliefs and feelings of superiority over others.
Eurocentrism focuses primarily on the experiences and achievements of people of European background.
Afrocentrism focuses primarily on the experiences and achievements of people of African background; people of African descent place themselves at their own centre, not on the margins of other people's history. Molefi Asante
Afrocentricity is an effort to present African history from the African point of view. It links African and African-Canadian history to the struggle for freedom and equality. African people must see

themselves at the centre of human history. Afrocentricity is about the validation of African experiences and histories. It is also a critique of the continued exclusion and marginalization of African knowledge and scholarship.
"*Afrocentricity* is about Africans taking up our right to the experiences of the continent, the enjoyment of our culture, the celebration of our history. It is about the continued survival and unity of African peoples, irrespective of national borders" George Dei

The term *African* is used in a global sense, and is used interchangeably with African descent and Black.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

2. Students will be expected to demonstrate an understanding of the history of the pre-colonial kingdoms up to the Transatlantic Slave Trade

Extended Outcomes

Students will be expected to

2.1 identify the historical and geographical location of different ancient African civilizations

2.2 examine the political, economic, and social systems of ancient African kingdoms (Kush, Aksum, Ghana, Mali, etc.)

Suggestions for Assessment

Teachers can assess the students' prior knowledge about the historical and geographical locations of Africa up to the transatlantic slave trade through brainstorming.

Appropriate assessment strategies and activities include having students

- record responses in their journal about Africa now
- describe their knowledge through using different mediums, i.e., visuals, charts, rubric, etc.
- design posters of some aspect of Egyptian life or Nubian life
- complete a peer-evaluation of his/her peer presentation

In assessing student responses, teachers might assess

- the ability of students to acquire information from a map by answering possible questions
- the ability of students to make and place accurate information on the map
- the students' participation in discussion of the political, economic and social systems of the ancient African kingdoms
- the journal responses of students to the discussion activity
- the student's comparison of the two different civilizations, and the political, economic, and social systems of West Africa
- the presentations of students of their case study or biographies of a Great Leader
- the student's graphic organizers, charts or rubrics
- the student's KWL chart

Suggestions for Learning and Teaching

It is important that teachers review with students what they know about African history.

Teachers can help students by having students

- use a KWL organizer for their information
- discuss what Africa was like before and up to the Transatlantic Slave Trade
- create a cause and effect chart

Appropriate learning experiences include those in which learners, for example,

- use a pre-colonial map of Africa to identify various African civilizations
- examine a pre-colonial map of Africa and a modern day map of Africa
- compare and contrast the changes between the two maps

- use a category concept map or a KWL organizer to organize their information
- examine a map showing the location of the ancient African kingdoms
- examine the Nile Valley map and discuss questions in a group setting
- research the kingdoms of Nubia, Kush, and Aksum that were part of the Nile River civilization
- research the lives and accomplishments of famous Pharaohs such as Queen Neferti and Queen Imhotep of the ancient Nile Valley civilization
- compare and contrast two different kingdoms, one from the Nile River Valley and one from West Africa
- research and compare the political, economic, and social systems of the West African Kingdoms
- identify people of ancient African kingdoms who contributed to the development
- complete a case study of one of the Great Empires or Great Leaders

It is important that teachers discuss with students how the political, economic and social systems of West African kingdoms differed. Questions asked, may include:
- In what ways were they different or similar?
- What would you like to learn from these civilizations?
- Which kingdoms would you have liked to visit? Why?

Students might use an organizer for the West African kingdoms of Ghana, Mali and Songhai to demonstrate:
- duration of existence
- form of governance
- major economic resources
- factors leading to rise and fall

Notes and Resources

Civilization: The nations and peoples thought of as having reached an advanced stage of social and political organization.

- Africa is a continent of many nations. It is a vast continent containing valuable resources.
- Egypt is located in the northern part of Africa. It borders the north coast and east coast of Africa. The original name for Egypt is Kemet, meaning "Black Land".
- The Nile River located in Egypt was the blood of ancient African people. Its original name was "Hapi River". It is the longest river in the world.
- The African people of Kemet intensely studied the earth's surface and surrounding waters
- They developed the first calendar, number system, system of writing, wrote biographies, medical, and scientific text.
- The people of Kemet were excellent shipbuilders and Maritime travelers.
- The great pyramids, sphinx, temples and tombs showed their excellent building skills.
- The relationship between Egypt and Nubia was long and complex.
- Earlier forms of Egyptian architecture, science, religion, art and writing were present in the older Nubian cultures.
- A cataract is a water fall.

The majority of West Africans did not live in the larger African cities of Ghana, Mali, and Songhay. They lived in small villages on riverbanks, on the Savanna, or in rainforests. In these environments, Africans of many cultural groups developed political, economic, and social systems to serve their

needs.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

2. Students will be expected to demonstrate an understanding of the history of the pre-colonial kingdoms up to the Transatlantic Slave Trade

Extended Outcomes

Students will be expected to

2.3 examine the various elements of pre-colonial African cultures

2.4 analyse the effects of these cultural components on the history of pre-colonial Africa and on the changes which took place from pre-colonial Africa to colonial Africa

Suggestions for Assessment

Teachers can assess the students' knowledge of the various elements of pre-colonial African cultures, through brainstorming and testing.

In assessing student responses, teachers might assess

- the student's participation in the discussion of pre-colonial cultures and the changes which took place from pre-colonial Africa to colonial Africa
- the journal responses of students to the discussion
- the student's knowledge of the changes between the modern map of Africa and pre-colonial map of Africa
- the student's comparisons of the cultural components of pre-colonial Africa with those of colonial Africa
- the accuracy of their placement of kingdoms
- the presentations of students to the class
- the students' graphic organizers, charts or rubrics
- how well students supported their argument or stance throughout their debate

Appropriate assessment strategies and activities include having students

- record responses in their journal re the changes which took place from pre-colonial Africa to colonial Africa
- complete a self-assessment
- complete a peer-evaluation of his/her peer presentation

Suggestions for Learning and Teaching

It is important for students to recall the components of culture and the diversity of various cultures.

Keeping this in mind, students might, for example, work in pairs to

- research various elements of pre-colonial African cultures
- present this research to the class

It is important for students to examine how Europe divided Africa. This could be completed by having students engage in an activity, using different colors on an outlined map of Africa to demonstrate how several groups of European people conquered Africa, ignoring traditional boundaries.

Appropriate learning experiences include those in which learners, for example,

- examine the effects of cultural components on the history of pre-colonial Africa
- complete an analysis of these effects
- brainstorm and list reasons for the transition of Africa from the days of great empires and trading cities to colonial Africa and modern day Africa.
- use a graphic organizer to show the roles that African Slave Agents, the Portuguese, English, French, and Dutch, played re individual African kingdoms
- examine the changes which took place, i.e., lifestyles, land divisions, economics, political changes, and cultural conflicts throughout transition periods
- compare and contrast cultural components of pre-colonial Africa with those of colonial Africa
- debate the correlation between colonial rule and current unrest in Africa

Notes and Resources

Culture: The arts, beliefs, habits, institutions and human endeavours, considered together as being characteristic of a particular community, people or nation.

Africa is a continent of diverse cultures. It is a vast continent containing valuable resources.

The majority of West Africans did not live in the larger African cities of Ghana, Mali, and Songhay. They lived in small villages on riverbanks, on the Savanna, or in rainforests. In these environments, Africans of many cultural groups developed political, economic, and social systems to serve their needs.

Teachers may have to peruse the newspapers or magazines or internet beforehand to collect articles for the students. These articles can be shared with students as they continue in their process of discovery and learning.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

3A. Students will be expected to demonstrate an understanding of the impact of colonial expansion on the African diaspora

Extended Outcomes

Students will be expected to

3A.1 identify the colonial and imperial systems causing slavery

3A.2 examine the transatlantic slave trade (routes, conditions, economics, etc.)

3A.3 compare the differences between displacement and forced displacements, migration and forced migration as it relates to the African people throughout the diaspora

Suggestions for Assessment

In assessing students, teachers can assess

- students' interpretation of colonialism
- students' understanding of the trade routes used to transport forced Africans to the African Diaspora
- students' drawings or graphic organizers of the transatlantic slave trade
- the graphic organizers on Olaudah Equiano created by students
- students' abilities to extract relevant information about the economics of slavery through their interpretations of the Venn diagram, historical maps, etc.
- students' journal reflection on economic reasons for slavery
- students' ability to show that they understand the role that supply, demand and profits played in the distribution of slaves in North America
- students' ability to calculate the profit of slavery (i.e., slave labour)
- students' graphic organizer on the effects of the industrial revolution for the enslavement of African people
- students' ability to analyze historical maps
- students' understanding of why Blacks migrated
- students' research of the registry of slave ships and ports of call
- students' understanding of the terms: displacement, forced displacements, migration and forced migration as it relates to the African people throughout the diaspora

In assessing student responses, teachers can assess

- students' participation in classroom activities, discussions, research, etc.
- students' answers to the questions
- students' small group dynamics and products
- students' ability to work cooperatively in a team
- students' understanding of the vocabulary given

Students can engage in peer evaluation of small group work (dynamics and product).

Assessment of student learning can be accomplished by completing a test or quiz.

Suggestions for Learning and Teaching

It is important that teachers provide opportunities for students to begin the process of understanding the concepts: colonialism, imperialism and neocolonialism, and to discover the relationship of these concepts with oppressions.

Students can brainstorm and discuss local situations re: colonialization in Canada and Nova Scotia. The teacher could have students start with what they know. (For example, the presence of the Queen and the discussion over French language issues, sovereignty, monarchy, and First Nations issues).

It is important for students to make connections between colonialization and their own situation.

Teachers might lead students in the discussion of issues of colonialism and imperialism by having students:

- brainstorm what they know
- examine the roles of colonizers: Britain, France Holland, Italy, Portugal, Spain
- discuss what products the colonizers wanted. (For example, ivory, gold, salt, etc.)
- compare the impact of colonialism on China, India, and countries of Africa and South America (assign a region to each small group to research)
- discuss the impact of slavery on the African diaspora
- work in small groups to discuss the various routes, the middle passage, and the conditions of the slaves (Students could present their findings by drawing a picture, developing an organizer or preparing a skit.)
- read the Life of Olaudah Equiano's article and discuss the conditions he encountered
- identify the reasons for slavery
- define the supply and demand of slaves as it relates to the economic market in North America

Teachers could discuss with students:

- the impact of various crops such as sugar cane, tobacco, rice and cotton on the slave trade
- how the demand for goods from the Caribbean enhanced the slave trade

Students can research and discuss the relationship between the industrial revolution and the increase of the enslavement of African people, especially in North America.

Teachers can discuss with students how Europe divided Africa into several countries among themselves and how the European conflict impacted Africa.

Activities which students might participate in could include:

- recreating a map of Africa which depicts European colonialization
- working in groups in order to explore the economic reasons for the slave trade across the Middle Passage to countries of the African diaspora, i.e., Caribbean, North America
- using the minimum wage as a benchmark to calculate the labour cost of one day of slave labour (profit for slave owners)

It is important for students to define the words: displacement, forced displacement, migration, African diaspora and forced migration when referring to African slavery.

Students can compare the differences between the various words and give reasons for people to migrate.

Notes and Resources

This whole section will require sensitivity on the part of the teacher.

Definitions:

Colonialism: the process of acquiring and maintaining colonies.

Imperialism: a policy of conquering and then ruling other lands as colonies.

The words imperialism and colonialism may be used interchangeably between the two; however, there are distinct features.

- Colonialism is a specific process; its purpose is to get something.
- Imperialism is the process of signing treaties and occupying territories. European states maintain a military presence in order to establish a foothold, along with the influx of colonial administrators with a deliberate plan.
- In the process of imperialism, European states, conquer territories, develop rules and actions to control all aspects of development.
- The key aspects used by the imperialists to control were: education, communication, land titles, language, religion, commerce.

Countries came, colonized and controlled Africa (Britain, France, Holland, Italy, Portugal, Spain)

African diaspora: the scattering of people of African descent after their captivity (working definition)

Displacement: being removed (working definition)

Migration: move from one place to settle in another place (working definition)

Forced Displacement: to remove unwillingly (working definition)

Forced Migration: to be forced to settle in a place other than the settler's original country (working definition)

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

3A. Students will be expected to demonstrate an understanding of the impact of colonial expansion on the African diaspora

Extended Outcomes

Students will be expected to

3A.4 investigate how enslavement has been used to shape the world economically and politically throughout time

3A.5 explore the development (economical, political, social, spiritual) of the slave culture in North America and the Caribbean, and analyse the effects of enslavement on people of African descent

Suggestions for Assessment

Teachers can assess

- each group presentation based on the findings of students
- the students' graphic organizers of their comparison between slave life in the Caribbean, the United States and in Canada
- the students' responses to slave narratives and to the conditions of slave life
- the students' graphic organizers of the division of labour among men and women
- the students' understanding of the development of slave culture in North America and the Caribbean, and the effects of enslavement on people of African descent

Suggestions for Learning and Teaching

Students can research the newspapers, magazines and internet to find articles that show how slavery has shaped the Western hemisphere. Students can make a presentation to the class based on their research.

It is important for students to compare and contrast slavery in similar locations: pre-colonial Africa, colonial Africa, and North America.

Teachers can show to the students a video which provides a visual understanding of the changes made to the world economically and politically.

Students might read or listen to slave narratives, discuss in a small group the conditions of everyday life of a slave, and write his/her personal reflection.

An activity for students might be to research slave life in the Caribbean, the United States and in Canada, and present their findings to the class.

It is important for students to examine the division of labour among women and men in the slave culture.

Assessment of student learning can be accomplished by completing a test or quiz.

Notes and Resources

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

3A. Students will be expected to demonstrate an understanding of the impact of colonial expansion on the African diaspora.

Extended Outcomes

Students will be expected to

3A.6 examine how people of African descent used various means to resist enslavement through cultural expressions (music, slave insurrections, religion, folktales, literature) and anti-slavery movements

Suggestions for Assessment

In assessing student responses, teachers can assess

- students' understanding of the variety of methods used to resist enslavement
- use a checklist to analyze students' understanding of music used to resist enslavement
- the biographies of leaders of famous slave insurrections
- the students' graphic organizers on their understanding of slavery
- the students' participation in sharing different words that relate to slavery
- the poems or skits developed by students to demonstrate how an individual might resist enslavement

Sample assessment tasks include those in which students, for example,

- develop a poem or skit about the means used to resist enslavement
- develop a comparison and contrast graphic organizer of songs of anti-slavery movements
- write their own protest song or poem as part of their assessment
- write a rap song telling the history of an event

Assessment of student learning can be accomplished by completing a unit test or quiz.

Suggestions for Learning and Teaching Strategies

It is important for students to listen to various spirituals and to discuss how these spirituals inspired resistance and freedom.

Teachers can discuss with students the various means of communication used during insurrection such as religious songs, drumming, and quilt messages.

Activities for students might be:

- to examine various symbols represented in folktales and proverbs that express resistance to slavery
- to examine two personalities who led slave insurrections and write a brief biography on how his/her insurrection was successful. For example, Toussaint L'Ouverture, the Maroons, Denmark Vessey, John Brown
- to view and to respond to various sources of media and print material to explain how people of African descent resist enslavement
- to consider the role of music in anti-slavery movements

Notes and Resources

Helpful resources: African American quilt videos, see *Gees Bend Series* (Art Gallery of Nova Scotia)

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

3B. Students will be expected to demonstrate an understanding of the conditions of enslavement, strategies of resistance, and the implications of enslavement on African Canadian settlement.

Extended Outcomes

Students will be expected to

3B.1 examine the causes and outcomes of the American Revolution and its implications for people of African descent

3B.2 investigate why the Black Loyalists, Maroons, and Black Refugees immigrated to Canada

3B.3 evaluate the impact of the Underground Railroad on the diaspora of African people within the United States and Canada

3B.4 analyze the implications of the Civil War and its aftermath (the Emancipation Act and Reconstruction) on people of African descent

3B.5 identify the problems Black settlers experienced coming to Canada, (i.e., Slave Code Laws, legislation, environment, and settlement patterns)

Suggestions for Assessment

Teachers can

- assess the various mediums which students use to represent the issues surrounding the American Revolution
- have students write a written response to the causes and outcomes of the American Revolution
- assess cause and effect graphic organizers of the American Revolution and its implications for people of African descent
- assess the students' research on the role of the Underground Railroad
- assess the student's cause and effect graphic organizer of the Civil War and its implications for people of African descent
- assess the students' response re the problems faced by Black settlers coming to Canada
- use a rubric to evaluate the student debate
- assess the map and chronology of Black community settlement

Assessment activities might include having students

- write a brief description of the implications of the Civil Was had on these communities
- create an organizer to demonstrate the impact on enslaved people and free Blacks
- use a skit or short monologue to demonstrate the organization and compilation of ideas that bring forth all aspects of an enslaved and free Black issues

Assessment of student learning can be accomplished by completing a test or quiz.

Suggestions for Learning and Teaching

In this section students will examine the implications of the American Revolution and Civil War for African Americans, the arrival of African Americans to various parts of Canada and the challenges which they faced.

It is important for students to have opportunities to:
- examine the causes and outcomes of the American Revolution
- compare and contrast the various perspectives re the causes of the American Revolution
- consider other options which might have been used to prevent the American Revolution
- debate the issues, (role play, town hall meeting, etc.)

To explore African Canadian settlement in Canada, appropriate learning experiences include those in which learners, for example:
- examine the central reasons why the various groups (Black Loyalists, Black Refugees, Maroons) came to Canada
- identify the locations of the three groups of Black settlers in Nova Scotia. (label a map of Nova Scotia to demonstrate locations)
- research the demographics of groups that came in 1783, 1796 and 1812
- compare the demographics of the (1783, 1796, 1812) settlements with the present time
- indicate other locations in Canada which experienced Black immigration around the same time period (i.e., Amherstburg, ON)
- research the challenges faced by Black settlers coming to Canada (for example, land grants, slave code laws, environment, settlement patterns)
- demonstrate through a variety of mediums the fears, hopes and feelings, and experiences of the Black settlers coming to Canada

To examine the importance of the Underground Railroad, students might
- examine the impact that the Underground Railroad had on enslaved people and free Blacks
- analyze various codes used by the slaves to assist runaway slaves, i.e., quilt patterns
- explore and discuss the private role of the abolitionist movement in the Underground Railroad

Students can read various accounts of a slave life and write about their findings as an enslaved and free Black.

It is important that students
- examine the causes and effects of the Civil War
- discuss the aftermath of the Civil War (the Emancipation, the Reconstruction Acts, Jim Crow Laws)
- debate whether social conditions improved for people of African descent in the short term following the Civil War
- examine the implications of the Civil War on Canada and on African Canadian settlements
- research and list the various African Canadian settlements
- plot the information on a map and complete a chronology of the communities. (For example, Wilberforce, Ontario; Dawn, BC; Amherstburg, ON; Birchtown, NS; The Elgin Community; P.E.I; Amber Valley, AL; Vancouver Island, Salt Spring Island.)

Assessment of student learning can be accomplished by completing a test or quiz.

Notes and Resources

Helpful resources: African American quilt videos, see *Gees Bend Series* (Art Gallery of Nova Scotia)

Information can be found at Black Cultural Centre and Nova Scotia Archives.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

3B. Students will be expected to demonstrate an understanding of the conditions of enslavement, strategies of resistance, and the implications of enslavement on African Canadian settlement.

Extended Outcomes

Students will be expected to

3B.6 examine the implications of Confederation on Canada as a nation, and demonstrate an understanding of the contributions and roles that African Canadians have played in pre and post confederation (i.e., leadership in communities and society, military, etc.)

3B.7 compare and contrast Black communities across Canada within changing demographics (i.e., Migration patterns, Immigration policy, expansion of Black communities after 1867)

Suggestions for Assessment

Teachers can assess

- the students' understanding of Confederation and its implications for Canada as a nation
- the student's response to the impact of Confederation for African Canadians, First Nations (Mi'kmaq), French, and British and other ethnic groups
- the students' understanding of the contributions and roles that African Canadians have played in pre and post Confederation
- the student's model for Confederation
- the resource booklet
- oral presentations and biographies

Teachers can

- ask students to discuss why the role of Black in the military did not encompass front line fighting, air force, intelligence categorizing, and holding high military positions
- ask students to develop a map that shows the area where Blacks participated overseas in the military effort (i.e., war areas (fighting) and where Blacks provided support

Assessment of student learning can be accomplished by completing a unit test or quiz.

Suggestions for Learning and Teaching

It is important for students to examine the implications of Confederation on Canada as a nation. Activities for students might be to:

- brainstorm the reasons for Confederation and its impact on African Canadians, First Nations (Mi'kmaq), French, and British
- discuss who were the leaders, who was included, who was excluded, (i.e., politically, socially, and economically)
- examine the legacy of Confederation on today's society, i.e., Federalism, Separatism, Regionalism (Regional geography, history, cultures, languages, natural resources, etc.)
- develop viable options for models of confederation based on the examination of above terms

To understand the contributions and roles that African Canadians have played in pre and post Confederation, appropriate learning experiences might include:

- to examine the role of people of African descent in the military during 1812, WWI, and WWII (i.e., 1812, Pioneers, Buffalo Soldiers, William Hall, WW1, & WWII, #2 Construction Battalion, highest ranking Black female in military, etc.).
- to research contributions of African Canadians in politics, law, medicine, science inventions, education, religion, etc.
- to select various African Canadians, African Americans, and African Nova Scotian personalities and write a detailed account of his/her contribution. (For example, Elijah McCoy, inventor, John Ware, rancher, Mary Ann Shadd, writer, Henry Bibb, Sam Langford, Thomas Peters, Ms. Bethune and Mae Jamieson, David George, Rose Fortune, William Hall, etc.)

It is important for teachers to discuss with students various parts of the Immigration Policy (over a period of time) to see how people of African descent have been included and excluded.

It is important for students to compare and contrast Black communities across Canada within changing demographics. Activities might include:

- to examine the countries of origin of people of African descent who have come to Canada, and how their arrival has changed Canadian demographics
- to develop a chart to show the demographic changes among immigrants from Africa and the Caribbean
- to determine the number and location of communities of people of African descent
- to postulate the influence of immigration, race, ethnic, language on the inception of the Multiculturalism Policy

Students may develop a resource booklet or database of African American, African Canadians, and African Nova Scotians.

Notes and Resources

Teachers may want to consult Canadian History 11 Curriculum guide and Mi'kmaw Studies 10 Curriculum guide for information to support this section.

Information can be found at Black Cultural Centre and Nova Scotia Archives.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

4. Students will be expected to demonstrate effective skills in conducting research using historical methods and in communicating the results of their research effectively.

Extended Outcomes

Students will be expected to

4.1 develop and refine a proposal for an inquiry or creative work

4.2 develop a work plan that enables time management, monitors progress and contributes to the criteria for evaluation

4.3 formulate a question for research

4.4 conduct an organized research, using a variety of information sources (audio-visual materials, internet sites) that present a diverse range of perspectives on African Canadian Studies

4.5 organize research findings, using a variety of methods and forms: graphs, charts, maps, diagrams, etc.

4.6 demonstrate an ability to identify bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments and opinions

4.7 compare key interpretations of African Canadian studies

4.8 explain relationships and connections in the data studied (chronological ties, cause and effect, similarities and differences

4.9 draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations

4.10 communicate effectively, using a variety of styles and forms

4.11 use an accepted form of academic documentation effectively and correctly (i.e., footnotes, endnotes, or author-date citations, bibliographies or reference lists, appendices) and avoid plagiarism

4.12 express ideas, opinions and conclusion clearly, articulately, and in a manner that respects the opinions of others

4.13 reflect upon and value what they have learned

Suggestions for Assessment

This reflection on history and historiography would take place toward the end of the course. Teachers can ask students to demonstrate the historical skills refined during the independent study, by asking them to apply those skills to the course (curriculum resources and pedagogy), to determine what perspectives and interpretations are embedded in this study of history.

Although the term paper comes readily to mind when on talks of historical research, it is only one of many forms that the presentation of the results of historical research can take. It is important that the variety of ways by which students learn be reflected in the opportunities for research and presentation.

Students can present their historical research in one of a variety of ways including, but not limited to

- written presentations (a report, term paper, a documented position paper, annotated text, collection of folklore, stories, poetry, music, a book, etc.)

- class oral presentation
- audio/video presentation
- visual arts display
- computer generated presentation
- demonstration
- showcase for a museum or art gallery
- performance or public celebration
- dramatic presentation
- creation of a document study using primary and secondary sources
- combination of the previous

Students can
- contribute insights and suggestions to peers and apply the insights and suggestions of peers and teachers to their own project development and presentation
- reflect on aspects of their project according to particular criteria identified, at the outset of the project
- through presentations, observe and assess techniques used to successfully engage the audience
- assess and offer suggestions for the selection of materials, presentation formats, and organization of their own presentations and those of their peers

Teachers can
- review with students specific criteria for assessment of presentation/creative works
- monitor student progress and success in meeting agreed upon timelines by examining and responding to student journals frequently
- provide critical feedback and suggestions to students who may be falling behind in their schedules. In some cases the project goals may have to be modified as the project proceeds. The ability of students to deal with necessary changes could form part of the teacher's evaluation.
- provide opportunities for students to engage in conversations with one another about the progress of their project work. If students are working together in groups, allow for time within the schedules for groups to reflect upon each person's progress in terms of their roles and responsibilities
- provide a rubric or construct one with students which will describe how projects will be evaluated. Teachers should use this rubric as a basis for negotiating expectations for project work with the student.
- monitor student progress and provide feedback and/or appropriate directions at regular intervals
- prepare a variety of assessment materials for students who need to acquire specific skills or understandings throughout the process. Include reflective writing for those engaged in a research project, as well as, for students preparing a creative work or performance

Suggestions for Learning and Teaching

It is important for teachers to:
- help students find a project focus by making available sample historical questions/topics and pertinent links to resources and materials
- work with students to ensure that their suggestions for projects are appropriate and reasonable, for example, in terms of time, ability of students, and available resources

- engage students in reflective dialogue regarding the learning that is taking place

Students can

- negotiate, with the teacher, the criteria for achievement during project work
- participate in discussions with their peers, making and responding to suggestions (Students may discover strategies which may be useful in their own projects)
- work with others to encourage peers, suggest and assess solutions, and resolve research difficulties
- select or develop criteria which can be used to evaluate their projects, according to their particular strengths and areas identified for improvement
- submit a written plan for completing the project showing timelines, a selection of resources to be used, ideas, and possible materials for presentation
- maintain journals to record progress, identify learning needs, and monitor deadlines
- display 'work in progress', in order that peers, teachers, and others may respond by making suggestions

Students should engage in reflective writing prior to and following the completion and presentation of their projects, addressing such questions as:

- Did I accomplish what I set out to do?
- Did I encounter difficulties and how did I attempt to resolve them?
- Were there any surprises during the learning process?
- What would I do differently next time?
- How might I improve my organization, research, presentation skills?
- How will the feedback help me to improve on the process next time?
- How have I contributed to the study of the history of African Canadian studies?

Notes and Resources

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

5. Students will be expected to analyse critically the struggle of peoples of African descent for the pursuit of civil rights and equality.

Extended Outcomes

Students will be expected to

5.1 examine the concept of power and the correlation between power, disenfranchisement, segregation, and racism as these relate to the social conditions of people of African descent (i.e., employment, housing, education, and politics)

5.2 compare and contrast the history of civil rights movement in Africa, United States and Canada

5.3 analyse the impact of the civil rights movement on people of African descent in Canada, and in particular, in Nova Scotia

5.4 investigate how legal documents relate to the Canadian context re: Confederation, Constitution. (i.e., UN documents, Charter of Rights and Freedom, Constitutional documents

Suggestions for Assessment

Teachers can assess

- students' understanding of the concept of power and the correlation between power, disenfranchisement, segregation, and racism as these relate to the social conditions of people of African descent
- students group participation
- students' written understanding of human rights and civil rights
- comparison and contrast chart of civil rights movement in Africa, United States and Canada
- students' written response to the articles
- students' understanding of legal documents in relation to the Canadian context
- students' model of possible Canadian Charter of Rights and Freedom
- students' creative mediums in presenting their major civil right leader
- chart of comparison of approaches of civil rights movements in Africa, United States and Canada
- comparison of the commonality and difference between the struggle for justice between people of African descent and First Nations (self government).
- student presentations

Appropriate assessment strategies and activities include

- teacher observation
- student self-assessment
- assessing student investigations of legal documents

Students have been asked to keep journals about their work. They can and should use that journal from time to time to do critiques of their own work. This journal should include a diary of images and written material that acts as a bank for future use. This bank of ideas and images should be examined regularly. This provides a rich means of sharing thoughts about development of techniques, personal growth, historical awareness, etc.

Reflection may lead students to find new ways of expressing ideas, moods and feelings. Questions to be asked include:
What are the strong points of the material?
What are their thoughts and feelings?
What have they learned?

Assessment of student learning can be accomplished by completing a test or quiz.

Suggestions for Learning and Teaching

It is important for teachers to provide opportunities for students to:
- examine the concept of power
- understand the terms: power, disenfranchisement, segregation, racism
- discuss in small groups issues of power as these relate to human rights and civil rights
- examine various cases that analyze disenfranchisement, segregation, and racism of African people as it relates to their social conditions, i.e., employment, housing, education, and politics
- draw the correlation between power, disenfranchisement, segregation, and racism as these relate to the social conditions of people of African descent

Teachers can choose several pictures that illustrate the correlation between power, disenfranchisement, segregation, and racism. Teachers can place students in groups and have students discuss how the picture related to the world. Students can share ideas with class.

Teachers can have students complete a word cycle or a three point approach (In a three point approach students give definition/draw a picture/write a synonym or example for the word or concept).

Students might examine various articles on racism in employment, education, law, military to get a better understanding of the impact.

It is important for students to:
- examine the relationship between power and its impact on Aboriginal people
- compare the commonality and difference between the struggle for justice between people of African descent and First Nations (self government)

Appropriate learning experiences for students would be to:
- examine the history of civil rights, focusing on the time, events and outcomes of the Civil Rights Movement in the United States
- discuss the impact of the Civil Rights Movement on Canada and Nova Scotia
- develop a chart that compares and contrasts the different approaches used during the civil rights movement in the United States and in Nova Scotia
- critically analyze the parallel among the North American Civil Rights Movement, African National Congress, and the Anti-Apartheid
- brainstorm to identify key leaders in the civil rights movement in the United States and Canada
- work in pairs to research one of the major leaders who played a significant role in the struggle for civil rights in the United States and in Canada. (i.e., Martin Luther King Jr., Stickily Carmichael, Rosa Parks, Viola Desmond, Tony Johnston, Ropey Douglas (George Brown

College)
- present their research to the class, in a variety of mediums

It is important for students to consider the interrelationship between human rights and civil rights by examining the UN Declaration of Human Rights and the Canadian Charter of Rights and Freedom.

Teachers can distribute a copy of the Charter of Rights and Freedom for all students and begin a discussion with the students about the meaning of the document.

Students can discuss their rights under the Charter of Rights and Freedom. Students can write an example of how their rights may have been infringed upon, preserved, overlooked.

It would be helpful for students to:
- examine some of the Aboriginal cases that were taken to the World Courts rather than to the Supreme Court
- examine the Meech Lake Accord to see how that document compared to Canadian Charter of Rights and Freedom
- compare the documents: UN documents, Canadian Charter of Rights and Freedom and Provincial Constitutional Rights
- create a model of Canadian Charter of Rights and Freedom which they perceive as being more reflective of today's environment

Notes and Resources

It is important that teachers bring to the attention of students, the different categories of power: social, political, economical, educational, cultural.

Important documents: Canadian Charter of Rights and Freedom, UN document, Meech Lake Accord

Provincial Constitutional document states the reasons that the provinces came together; the UN document provides the international context and process.

Teachers can hold a discussion with the students on individual rights vs collective rights; minority rights vs majority rights. This could lead to issues of power. Videos re these issues, may be helpful at this time.

Teachers may want to consult Canadian History 11 Curriculum guide and Mi'kmaw Studies 10 Curriculum guide for information to support this section.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

5. Students will be expected to analyse critically the struggle of peoples of African descent for the pursuit of civil rights and equality.

Extended Outcomes

Students will be expected to

5.5 examine the traditions of the Black church as an instrument for political, social, and educational leadership

Suggestions for Assessment

Teachers can assess

- the student's account of the role of the church played in the Underground Railroad
- the students' understanding of the role of the Black church as an instrument for political, social and educational leadership
- the student's article on Black religious leaders and their influence on communities
- the students' knowledge of the roles of African Canadian women for the pursuit of civil rights and equality
- the accuracy of the students' maps
- the student's graphic organizer

Assessment of student learning can be accomplished by completing a unit test or quiz.

Suggestions for Learning and Teaching

It is important that students trace the history of various religions of people of African descent, discuss the similarities and differences, and examine the traditions of the various churches.

Students might, for example,

- research and write an account of the role of the church played in the Underground Railway
- develop a map that show the sites of Black churches today in Nova Scotia.
- identify the men and women who served as religious leaders
- write an article on a religious leader such as Rev. David George, Boston King, Rev. Richard Preston and state their influence through the church on Black communities in the USA, Nova Scotia, and other parts of Canada
- view the video: *Black Mother, Black Daughter* and discuss the roles of African Canadian women in the church and in African Nova Scotian communities
- examine the role of the Black church in the education of African Canadians
- view the video: *Little Black School House*, and examine the role of education in Nova Scotia in the struggle of African Nova Scotians for the pursuit of civil rights and equality
- debate the changing role of the Black church in today's society and in particular, in African Nova Scotian communities
- create a graphic organizer to connect the role of women as portrayed in the videos with the changing role of the Black church in today's society

Notes and Resources

Information can be found at the Black Cultural Centre.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

6. Students will be expected to investigate the importance of collective consciousness of peoples of African descent as a strategy for empowerment.

Extended Outcomes

Students will be expected to

6.1 examine the concept of empowerment (i.e., empowerment model: Catalyst, Awareness, Analysis and Action-CAAA) and investigate its impact on people of African descent through institutional change (education, economics, political institutions, individual empowerment, community empowerment)

6.2 investigate the global impact of political empowerment and independence of colonized countries from the 1950's to the present

6.3 demonstrate how community-based groups/grassroots organizations have developed and changed over time (i.e., NSAACP, AUBA, BUF, Nova Scotia Coloured Home, ABSW, BCC, Congress of Black Women)

6.4 demonstrate an understanding of the contributions and achievements of African Canadians in the following contexts: social, educational, political, religious, and judicial institutions

Suggestions for Assessment

Teachers can assess

- students' understanding of the concept of empowerment and the global impact of political empowerment on nations of African descent
- students' position papers on the impact of colonialism on African Nations
- students' understanding of the concept of collective consciousness and self consciousness
- the charts created by students on community-based organizations
- the accuracy of the timeline of community-base groups or organizations
- students' participation in discussion groups
- students' presentations
- students' understanding of the contributions and achievements of African Canadians
- students' biographies
- students' newspaper profiles or scrapbooks on women

Assessment activity for students might be to write a newspaper editorial about the event or interview the person.

Assessment of student learning can be accomplished by completing a test or quiz.

Suggestions for Learning and Teaching

It is important that teachers provide for students, opportunities to discuss key concepts such as collective consciousness, self consciousness, strategy, empowerment and movements.

Using the CAAA model, (outcome 6.1), students should choose two institutions and analyse the process, beginning with and ending with the action point. It is important for students to highlight any key leaders that emerged and the direction which they took. Students will have to do their own

research for this activity. The goal is for students to develop a timeline that demonstrates the key figures that have change over time and to re-examine the model.

It is expected that students review the impact of colonialism on African nations.

Teachers can have students examine the United Nations and the role played in supporting Africa's development (financial aid, technical aid, and the political process for political independence, peacekeeping, food and medical aid.)

Appropriate learning experiences for students might include:
- a discussion of the process used by the UN
- a discussion of the roles and strategies used by the UN
- a role play representing the following: UN mediator, colonial power, and emerging African state
- an examination of the situations in Tanzania, Sierra Leone, Nigeria, Kenya, and Sudan

Students might construct a chart showing the advancements made by people of African descent in all aspects of life, whether they were made locally, nationally, or internationally. (For example, social issues, political involvement, medicine, education, employment and athletics.)
Questions to be addressed are: In what area were most of the gains made? What areas experienced most of the gains? How did this affect people of African descent?

Students can identify through brainstorming the names of community-based groups/grassroots organizations and their purpose.

Teachers can assist students in understanding why groups developed and changed over time. It is important that students examine several community-based groups to analyze their development and how they changed over time.

Teachers can assist students in developing a chart on the organization, development, change and future direction of a particular community-based group.

Students might, for example:
- examine the life of various individuals who have made a difference because of their struggle such as Cinque, Frederick Douglas, Marcus Garvey, Dr. Carrie Best, Viola Desmond
- examine some of the key groups that advocated for power such as the Back to Africa Movement and Pan Africanism. Teachers could discuss this change with students.
- research the achievements of African Canadians and African Nova Scotians: Dr. Carries Best, Mary Ann Shadd, Dr. D. D. Skeir, Dr. W. P. Oliver, Sydney Jones, Rosemary Brown, Dr. Daurene Lewis, Judge Corrine Sparks, Kirk Johnson, Raymond Downey, Inspector Upshaw, Senator Oliver, Dr. Sylvia Hamilton, etc.
- brainstorm the contributions of African Canadian women in Canada, as a group
- choose one group or woman and develop a newspaper profile or scrapbook
- discuss how women's involvements have changed from the past to the present
- can then interview one of the African American women of today

Notes and Resources

Teachers might discuss with students the processes of empowerment and the catalysts to initiate and complete the processes.

After World War II, dialogue between African nations and their colonial powers was more frequent; this stemmed from their experience fighting against Nazism. As well, there was an emergence of Black consciousness in African nations. There was movement of improved language rights among the Mi'kmaq and the Acadians.

Teachers should consult BLAC Report on Education

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

6. Students will be expected to investigate the importance of collective consciousness of peoples of African descent as a strategy for empowerment.

Extended Outcomes

Students will be expected to

6.5 examine the evolution of Black families in Canada such as traditional family structure, extended family and nuclear family

Suggestions for Assessment

Teachers can assess

- students' report on their findings
- students' presentations to the class, by using a rubric
- students' role plays
- students' charts

Suggestions for Learning and Teaching

It is important that teachers discuss the importance of families and some of the key principles in a Black family.

Students can compare the extended family with the nuclear family.

Helpful activities for students will be to:

- examine the traditional family structure within African and other countries where people of African descent live (for example, families of matriarchal and patriarchal societies)
- write a report on their findings and present their findings to the class
- describe through various role plays, the reasons that families were destroyed, i.e., enslavement, racial divide
- develop a chart that shows the differences between male and female roles in the family, past and present

Notes and Resources

Information can be found at the Black Cultural Centre.

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

6. Students will be expected to investigate the importance of collective consciousness of peoples of African descent as a strategy for empowerment.

Extended Outcomes

Students will be expected to

6.6 examine the challenges facing African Canadians and African Nova Scotians today

6.7 demonstrate an understanding of the consciousness of people of African descent throughout the diaspora as these relate to the African continent

Suggestions for Assessment

Teachers can assess

- student's chart of the links between Africa and African Nova Scotians. These charts could be in the form of pictures, words, or poems
- students' understanding of the relationship among the African diaspora and the people from the African continent, i.e., discuss cause/effect relationships, debates, etc.
- student presentations

Assessment of student learning can be accomplished by completing a unit test or quiz.

Suggestions for Learning and Teaching

It is important for students to discuss some of the challenges facing African Canadians and African Nova Scotians today, either on the macro or micro level.

Students can collect articles that speak to the challenges facing African Canadians, such as employment, youth, education, housing and immigration.

It is important for teachers to provide opportunities for students to re-examine the difference between race and ethnicity.

Students can brainstorm the links between African and African Nova Scotians.

Students can examine the perspectives of new Canadians from Africa and the perspectives of the descendants of the African diaspora.

Students can explore the transmission of culture such as clothes, music, dance and names (i.e., Cotton Tree Exchange, Gambian Project, Coady Institute, Connecting to Africa).

Students can make a presentation to the class of their findings.

Notes and Resources

For further information re resources, please see www.lrt.ednet.ns.ca /Teacher resources/Curriculum materials/Curriculum Related Websites/Social Studies/African Canadian Studies 11 or ACS11 Teacher's Information Booklet

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgements or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgements about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular, specific, frequent, and consistent feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- certifications
- checklists
- conferences
- demonstrations
- dramatizations
- exhibitions
- interviews (structured or informal)

- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- portfolios
- presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- rating scales
- reports
- reviews of performance
- self-assessments
- sorting scales (rubrics)
- surveys
- videotapes
- work samples
- written assignments

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work.

Students should

- have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, for example marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? Students need to ask questions such as: What have I learned? What can I do now that I couldn't do before? What do I need to learn next?

Effective assessment practices provide opportunities for students to

- reflect on their progress toward achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices which affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning.

Teachers should be flexible in evaluating the learning success of students, and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media which accommodate their needs, and at their own pace.

Portfolios

A major feature of assessment and evaluation in African Canadian Studies 11 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning, along with multiple revisions, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio which demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A career portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary

institutions.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom, when assessing learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve responding to a text or solving a problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop an answer. Students might be given a range of questions, issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in creating texts; responding to texts or issues; solving problems; or gathering, evaluating, and synthesizing information.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations, or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes toward which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- accommodate multiple responses and a range of tasks and resources
- include students in developing, interpreting and reporting on assessment

Appendices

Appendix A: Examples of Instructional Strategies and Approaches

Teachers recognize that an effective learning environment is one in which students interact with each other co-operatively, construct meaning, and confirm understanding through conversation. A learning environment is dynamic. It is one in which teachers guide students in searching for meaning, acknowledging and valuing uncertainty, and assuming a large measure of responsibility for their own learning. Particular strategies have been developed that foster such a climate. Brief descriptions of a number of these follow.

Group Discussion

Turn to Your Partner and . . . (TTYPA)

This strategy is used frequently in interactive classrooms. As a concept or idea is presented to the class, students are asked to turn to a partner and talk about it. Students explore personal connections to the topic under discussion. By articulating ideas to each other, students enhance their learning. These short interactions are followed by a transition to a small group or full-group discussion.

Think/Pair/Share

In the think/pair/share design of co-operative interaction, a teacher's question is deliberately followed by three to ten seconds of silence, called "wait time" by its original researcher, Mary Budd Rowe. After giving students sufficient wait time to think through a question and make some personal connections, the teacher asks the members of the pairs to share their thinking with each other. As students begin to share their ideas, each partner can benefit from the other's perspective. Partners retrace their words, searching for examples and clarifying their thinking. The teacher may ask the partners to synthesize their ideas into one.

Triads: Observer Feedback

In this strategy, partner work is complemented by a third role, that of an observer. While partners engage in the learning task, the observer outside the interaction records observable behaviours and later provides feedback to the pair of them.

Triads: Three-Step Interview

Students work in triads' each group member assumes, in turn, one of three different roles: interviewer, interviewee, or recorder. Usually, the teacher provides a number of open-ended interview questions and a form for recording responses. Though the initial questions are pre-established, interviewers are encouraged to use their own questions to prompt and probe.

Triads: Carousel Activity

In this activity, students have the opportunity to develop a collective knowledge base and respond to one another's ideas and opinions. Open-ended questions are written on pieces of chart paper.

The questions are placed in accessible locations around the classroom, and student triads move in rotation to these sites. They record their knowledge and/or viewpoints and respond to the ideas of prior groups. Triads may prepare for this activity in a variety of ways (e.g., by reading related material or watching a video). Through full-class critical dialogue, students review their ideas and opinions.

Co-operative Learning in Groups

Co-operative learning occurs when students work together to accomplish shared goals. Three to five learners are grouped for co-operative work on a particular task. Participants work over a period of days or weeks on a shared assignment. The cooperative "base group," heterogeneous in nature, may be in place for a long term, possibly a year. Its members help, encourage and support one another over the long term. Key elements for co-operative groups include positive independence, individual accountability, group processing, such as respectful listening, social skills, and face-to-face interactions. Assigned roles may include timekeeper and recorder.

Jigsaw Activity

This activity involves students in learning and teaching. In essence, individual students become familiar with a portion of an assigned task and "teach" the selected material or skill to a small group of their peers. Two types of groupings are involved: base and expert. Each member of the base group selects or is assigned a different portion of the task (e.g., one aspect of curriculum content). Students with the same materials meet as an expert group, review their task, and decide what to teach and how to teach it. Students then return to their base groups and provide a series of mini-lessons as each student shares his/her information and knowledge. To perform the jigsaw effectively, students need explicit instructions on how to select and share information.

Red Tag Technique

This technique is designed to encourage some level of participation from all students and to ensure that individual students do not monopolize group discussions. Each member of the group is given four red tags (the teacher may vary this number). Each time a member makes a contribution, he/she must discard one tag. The group cannot finish the discussions until all the participants have used up their red tags. If a student is asking a question for clarification, he/she does not have to discard a tag. Teachers may wish to have students practise this technique on a topic that generates vigorous discussion such as gender.

Community Circle

A circle provides a supportive setting for a sharing of ideas. In the circle, one person is the speaker. All other group members should listen carefully and respectfully to the speaker. When finished, the speaker turns to the student beside him/her and that student becomes the speaker. This procedure is followed until all students have had an opportunity to speak. Students may pass if they do not

wish to speak at that time. This activity is effective in allowing students to share their feelings and ideas. Initially, the teacher may have to take an active role to ensure that individual students in the circle speak in turn and that other students listen carefully. Often a decorated talking stick or South American rain stick is helpful in focussing both speakers and listeners.

Brainstorming Webs

These webs foster individual and/or group creativity. They allow students to draw on their personal knowledge and explore their own understanding. For example, in Module III B, students working in triads may brainstorm their ideas about reasons for emigration of a people. In Module II, students working independently may create a mind map of the concept of culture as conveyed through the arts.

Graphic Organizers

Several visual tools can help students and teachers construct knowledge, organize information, and communicate their learning to others. Brainstorming webs, task-specific organizers, and thinking-process maps are three such techniques. Students in African Canadian Studies 11 use a variety of graphic organizers throughout the course. Although these visual tools are useful for all students, they are particularly meaningful to those with visual learning strengths.

Task-Specific Organizers

These organizers foster specific content learning. They assist students in drawing information from various source materials, in constructing categories, and in recognizing relationships among ideas and concepts. Task-specific organizers are particularly well-suited to group work. They are well defined by a task, graphically consistent, and easily shared among students with varying abilities.

Thinking-Process Maps

Thinking-process maps foster cognitive development and critical thinking. They extend students' thinking and encourage the transfer of skills and knowledge into new areas.

Other Strategies

Oral Presentation

Oral presentations are a means by which students communicate ideas, concepts, stories, poetry, and research findings to their peers. Oral presentations are important in this course as they allow students to practise and enhance communication skills that were so important in the transmission of African culture.

Students need to understand the importance of body language (showing confidence and making eye contact with the audience), voice and projection (clear and strong voice), and organization (use of interesting visuals, involving the audience by inviting and answering questions, and keeping within the time frame) in conducting a successful presentation. This process is easier for some students than others, and sensitivity is required in modelling and coaching.

Dramatic Representation

Drama is a powerful learning tool. It may take many forms and is a particularly important means by which we acknowledge and strengthen varying learning styles and intelligences. In all modules of *African Canadian Studies 11*, opportunities exist for students to represent their understandings through this medium. Many recommended strategies are available in the *Drama 10 and 11* curriculum guide. A few follow:

Role-playing is an activity in which students assume a character role in a simulated situation. Role-playing allows students to build on and apply prior knowledge and skills while developing their communication, cooperative, and interpersonal skills.

Readers Theatre is a forum in which students read aloud from scripts (commercial or adapted versions from literature) with no special costumes, sets, props, or music. Whole class or partners can participate in this strategy which encourages students to reflect on the story, the character, the author's intent, or the theme.

Dance drama is expressive movement through which ideas, stories, sounds, and music can be interpreted. It can be used effectively for such episodes as slow-motion battle scenes or dream sequences from stories.

A *tableau* is a still image, a frozen moment, or a photograph created by posing still bodies. It communicates a living representation of an event, idea, or feeling and can be a powerful statement to initiate discussion or reflection.

Flash backs and flash forwards can be used effectively to help build belief, challenge the students to consider the consequences of their decisions, and support periods of reflection.

Visual Arts, Dance, and Music

Many students have strengths in art, dance, and music that can enhance learning in any subject area. These students can be encouraged to share their expertise and invited to express their understandings through these media. The soul of African Canadian culture is reflected in its music, art, dance, and language, and many suggestions appear throughout the modules that incorporate the arts as a means of teaching, learning, and assessment.

Portfolios

A portfolio is a selection of work samples and other items that demonstrate students' interests, talents, skills, and achievements. The purpose of a portfolio is to show others—teachers, counsellors, parents, peers, possible employers—what students have learned, accomplished, and/or produced. Students should frequently update their portfolios, and reflect on their progress and growth.

Portfolios at the high school level can be used to display and summarize a range of achievements and can serve to help students

- identify and acknowledge personal growth and achievement

- demonstrate their achievements to families and others
- apply to post-secondary institutions
- apply for scholarships and bursaries
- obtain a volunteer position
- make decisions concerning career path choices

Reflective writing is a key component of portfolios.

Creating Portfolios

There are a range of options for students and educators in the creation and use of portfolios. There are however, four basic types of portfolios:

Student Portfolios demonstrate the skills, accomplishments and achievements of a student's academic career over a specific time period. The portfolio can represent one area of study or it can encompass a broad range of disciplines. Students are often encouraged to include materials that represent accomplishments and interests outside of the classroom.

Project Portfolios are designed to outline the steps or progress of a specific project or independent study. Students are required to record and comment on the process and outcome of their efforts.

Expert and Professional/Employability Portfolios identify the initiatives and accomplishments of students focussed on pursuing career interests. This type of portfolio is becoming popular as a useful addition to the standard résumé.

A Personal Portfolio is designed in a format similar to a scrapbook or a personal journal. It reflects the personal interests, ideas, and aspirations of the student.

The most important factor for a successful portfolio format is durability, accessibility and presentability. Whether a portfolio is in a binder, scrapbook, a folder, on computer disks, multi-media CD-ROMs, video or audio tape, it must be easy to transport, showcase, and understand. Students must be able to easily organize and maintain their portfolios.

The decision of what to include in a portfolio is entirely dependent on the purpose of the portfolio. Following are some of the materials that could be included:

- essays, position papers
- reflective writing
- awards
- evaluations/reviews
- articles, newspaper clippings
- rubrics, test results, assessment information
- photographs
- letters of invitation, thanks
- art and design work
- poems, tunes, stories

Assessing Portfolios

The assessment of portfolios should be discussed and negotiated with students before the process of their creation is initiated. Assessment often reflects the design and purpose of the portfolio. The most important form of feedback to students often comes in the form of dialoguing and conferencing. However, whether in the form of dialogue or a written comment, there are a few general qualities that students should be aiming to achieve:

- clean format—easy to read and understand
- thoughtfully organized and creative
- thoughtful self-evaluation
- clear representation of learning goals

Debate

A debate is a formal discussion that begins with a statement of one point of view on a particular issue. Participation in debates allows students to explore different points of view and to respond critically to a range of issues.

Three standard forms of formal debate are:

- Cross examination—modelled after courtroom procedures; debaters question or cross-examine their opponents
- Oxford—the most basic form where two teams of two to three members each debate the resolution point by point; emphasis is placed on the debating skills of each team.
- Parliamentary—modelled after Westminster parliamentary procedure; after the prime minister and the leader of the opposition have spoken, then members of the government and the loyal opposition take turns debating various points of the bill before the House.

Choose an interesting, two-sided topic that is relevant to the interests and abilities of your students. Avoid broad or complicated questions or propositions that can never be proved or disproved.

Field Study

Field studies provide the opportunity for students to gain a "first-hand" impression of an African Nova Scotian cultural experience, event, or site. The local community often provides an excellent forum for students to investigate a range of cultural experiences. Field studies can be teacher-directed, student-directed, or expert-led experiences. Examples of field studies are

- a walking tour of a local historic area
- a field trip to a Black Cultural Centre, attraction, celebration, site, such as the No. 2 Construction Battalion - Pictou
- a travel experience which focusses on a particular African Canadian experience such as a milling frolic or a local dance
- a project that includes data gathering, observation, and analysis such as the interviewing of senior African Nova Scotian speakers

Interviewing

The process of preparing and participating in an interview provides a range of learning opportunities and experiences for students to explore and develop their reading, writing, speaking, listening, and critical thinking skills. Interviews help students gain a better understanding of concepts developed in the classroom setting as well as helping them to build important links between themselves, their community, and their school.

Planning for an interview is crucial for its success and usefulness. Students should research their topic in advance and prepare a list of questions to review with their teacher before the interview. Decisions on the date, time, place and method of recording should be confirmed well in advance of the interview. A well-prepared and confident student will conclude most interviews with a wealth of information and an important connection to their community and the African/African Nova Scotian culture.

Journal Writing

The use of personal or interactive journals provides an effective means by which students may reflect upon most classroom proceedings and activities. Reflective journals assist students in articulating what they have learned and what they want to learn. The form and content of journals can be tailored to suit the particular activity and the needs of the individual student. It is important that the journal be an interactive means by which teachers can respond to students questions, concerns, deadlines, etc.

The Research Process

The research process involves many different skills and strategies grouped within phases or stages. The process is cumulative in nature, each stage laying the groundwork for the next. The phases or stages are commonly identified as

- identify the research question/focus
- planning (or pre-research)
- assessing and gathering information (or information retrieval)
- evaluating information sources
- interacting with information
- organizing information
- creating new information
- preparing, sharing, and presenting information
- evaluating the research process

Students' use of the information process is not linear or purely sequential. A new piece of information, artifact, or conversation with a resource person may lead a student to either revise a question under consideration, or help determine a perspective or point of view from which to examine critically the information available or to develop an alternate plan.

During the introductory stage of the research process, students are usually involved in a classroom theme, unit of study, or an area of personal interest.

- Topics or questions are identified for further inquiry. These often arise from the discussion that surrounds a purposeful activity. Students and teachers decide on a general area of interest that requires further investigation and information. The topic or area of focus is then clarified or narrowed to make it more manageable and personal for students.
- Questions are developed and students use individual or group methods to guide information processing. As they begin to ask questions, students also develop a growing sense of ownership of their idea or research focus.
- Sources of information that could be used by the students are considered.
- Methods of recording data, information, or notes are demonstrated or reviewed; strategies for keeping track of the materials they used are introduced.

Students assess appropriate learning resources (print, non-print, information technology, human, community). The actual resource is located, and the information is found within the resource. Students will need to learn and practise several important skills:

- search (with direction) a card catalogue, electronic catalogue, the World Wide Web to identify potential information resources such as books, journals, newspapers, videos, audios, databases, or other media
- locate resources (e.g., community, text, magazines, artifacts from home, World Wide Web sites) and determine appropriate ways of gaining access to them
- select appropriate resources in a range of media
- use organizational tools and features within a resource (e.g., table of contents, index, glossary, captions, menu prompts, knowledge tree for searching electronically, VCR counter to identify video clips for specific relevance)
- skim, scan, view, and listen to information to determine the point of view or perspective from which the content is organized/told
- determine whether the content is relevant to the research question
- determine whether the information can be effectively shaped and communicated in the medium the student will use to complete the project

Teachers should help students realize that fewer appropriate resources are better than a multitude of inappropriate resources.

Students continue to evaluate the information they find to determine if it will be useful in answering their questions. Students will practise reading, viewing, and listening skills:

- question, skim, read (QSR)
- use text features such as key words, bold headings, and captions
- read and interpret simple charts, graphs, maps, and pictures
- listen for relevant information
- scan videos, bookmark and highlight websites
- compare and evaluate content from multiple sources and mediums

They will also record the information they need to explore their topic, attempting to answer their guiding questions. Simple point-form notes (facts, key words, phrases) should be written or recorded symbolically (pictures, numerical data) in an appropriate format, such as a concept map, Web site, matrix sheet, chart, computer database or spreadsheet.

Students will cite sources of information accurately and obtain appropriate copyright clearances for images, data, sounds, and text they reference or include in their work.

Students may use a variety of strategies to organize the information they have collected while exploring their topics and answering their guiding questions:

- numbering
- sequencing
- colouring, highlighting notes according to questions or categories
- creating a Web page of annotated links to relevant Internet sources
- archiving e-mail collaborations using subject lines and correspondents' names
- creating a database of images and sound files using software such as ClarisWorks

Students will also review their information with regard to their guiding questions and the stated requirements of the activity to determine whether they need additional information, further clarification before creating their products, planning their performance or presentation, exhibiting their works, or to reframe the research forms in light of information and sources gathered.

Students should have many opportunities to share with a variety of audiences what they have learned, discovered, and created and to examine carefully the responses of those audiences to their work.
Students should reflect on the skills and learning strategies they are using throughout activities. They should be able to examine and discuss their learning processes.

Teachers and library professionals can help students with evaluation by

- providing time and encouragement for reflection and metacognition to occur (e.g., What did we/you learn about gathering information?)
- creating a climate of trust for self-assessment and per assessment of process, creation, or performance. (Students tend to be realistic and have high expectations for their own work.)
- asking questions, making observations, and guiding discussions throughout the process
- conferencing
- monitoring student progress (e.g., demonstrated ability to organize notes)

Appendix B: Literacy and African Canadian Studies 11

Students can best become literate in any given subject area if reading, writing, talking, and viewing, along with other ways of representing, are an integral part of content learning. History is a subject that allows for each of these communication dimensions to be integrated on an ongoing basis in our constructivist history classrooms. None of these modes of learning should be an add-on to an already busy classroom environment, but rather "the way" teachers facilitate and monitor learning. Talking-, reading-, writing-, and viewing- to learn activities, are ways to maximize the learning of History content and to instil in students, a desire to learn, as well as develop tools for learning independently. In this sense, the development of literacy is not a "bag of tricks" but a conscious, structured effort on the part of the teacher to immerse students in a thinking climate, where students can practice and refine the skills of communication.

History, like all content areas, has its own vocabulary and vocabulary knowledge is a critical factor in reading comprehension. The vocabulary density of history reading material can be a major cause of poor comprehension in the subject. Thus, what can the History teacher do to promote vocabulary acquisition so that students can learn more effectively?

First of all, the teacher can generate excitement about words by utilizing strategies such as a word wall, where a section of the classroom might be dedicated to a particular topic or theme and key words and concepts are placed there by students as they encounter them in their readings, discussions, research. Teachers also may place words on this wall, as appropriate, to highlight key elements of a topic. In this way, the module on "Roots" could enthusiastically generate a wall of words from students and teacher that traces the evolution of student understandings of this concept. Further exploration could lead to students, grouping words into concept webs (where ideas are linked), and graphic organizers created to extend thinking. Moreover, writing assignments can be given where students write about the link between selected words on the wall and the module being explored. Such instruction, activates student prior knowledge and ownership of material under study.

Having students select words from their reading and research, which can be shared with the class, can also increase student excitement about words and language and increase depth and breadth of student vocabulary. (Ruddell, Shearer, 2002). This Vocabulary Self Collection Strategy (VSS), focuses on words that students want to know, that are important to them, and about which they have expressed interest and curiosity. Other motivational strategies include, word of the day and word of the week, where students can have fun with words and increase their vocabularies.

Additional instructional approaches that may help to motivate students and connect them to a topic include, brainstorming, K-W-L, and anticipation guides. Students are presented with statements related to what they are about to read, in order to activate prior knowledge and anticipate and predict what an article or book is all about. In this way, reading is more likely to be meaningful, through an active thinking process, rather than the passive decoding of words.

The application of reading as a tool to learn subject matter doesn`t occur automatically and a strategy that helps to bridge this gap is "Scintillating Sentences and Quizzical Quotes" (Stephen and Brown, 2000). Upon assigning a reading, the teacher asks each student to identify and share a "Scintillating Sentence", which is one that the student thinks represents a significant idea or key point and to identify one "Quizzical Quote", which is a sentence that the student may not quite

understand and for which clarification may be required. These quotes can be written on paper strips and placed around the room, where they become the focal point for discussion, led by the student who brought forth the sentence(s). These sentences can also be the focal point for student writing, which becomes the visual expression of student thinking. Thus students, through this activity could be involved in reading, writing, talking and listening.

Motivating and engaging students to speak, ask questions, learn new vocabulary and write their thoughts can come more easily when they are curious, exploring and engaged in historical inquiry. The challenge for African Canadian Studies 11 teachers is to create this environment in their classrooms by using a multiplicity of instructional strategies which encourage reading, speaking, listening, viewing and writing. Writing is how we think our way into a subject and make it our own, many different opportunities for writing need to be provided. One way to do this on an ongoing basis, is to have students write "reflections" often, about what they have been learning. Such a "reflection" can be a short (1-2 page) opinion, supported by evidence, of what they believe about some topic/concept addressed in class, why they feel this way and the implications of such an opinion. Over time, such short writings can improve student thinking and writing skills and keep them connected and involved in their learning. These short assignments can be used for assessment purposes and are not onerous in marking time. Variations of this approach can challenge students to predict, hypothesize, question and interpret issues, quotations, pictures, cartoons, etc., around a theme being investigated.

Teachers may ascertain what students are learning and/or what difficulties are being encountered by periodically having students write an "exit paragraph". Students can be given time near the end of class to write a paragraph about questions that baffle them, what they have been learning during the week, or what the implications are of what they have been studying. This focussed writing engages students in creating meaning and gives the teacher a clearer picture of what learning and connections are being made so that instruction may be differentiated to meet the needs of all students.

Teachers are encouraged to use other writing assignments with students such as having them write a "dialogue" between two historical figures that highlight opposing viewpoints. For example, ... Students could be asked to write "letters" that convey feelings of a historical figure to a particular audience. For example, ... Students could be asked to write a "newspaper editorial" about a historical event.

In the independent project for African Canadian Studies 11,students could interview individuals who experienced recent historical events and write oral histories afterwards. For example, interview a soldier, sailor who participated in the "war against terrorism" and present his or her story. Because classrooms are rich with students from a variety of backgrounds, experiences and talents other assignment opportunities present themselves. Students may wish to write a song, a poem or create a visual such as a Hero/Wanted poster that illustrates the most salient features about a person, event or controversy. Assignments that are compelling enough for students to care about will result in inspired writing. (Bower, Lobdell, Swenson, 1999)

Moreover, to assist students to develop listening skills, a variety of music from various eras can be presented. Analysing such songs for key concepts, use of language etc., can be an excellent motivator and even inspirational.

In the fast-paced visual world of today, where the media through television, computers and advertising confront students daily, experience in visual and technological literacy are a requirement. Presentation and interpretation of historical cartoons, pictures, paintings etc., can be a regular part of the African Canadian Studies 11 classroom, to develop student analytical and critical thinking skills. For example, interpretations of immigration posters can present an image of a far different world than exists today in terms of gender roles, contributions and stereotypes. Such visual strategies can be highly motivational, lead to deep understanding and lifelong skills of analysis, interpretation and construction of meaning.

African Canadian Studies 11 will include many opportunities for research and reading of internet site information. Student technological literacy will be a requirement as teachers provide opportunities and experiences for students to determine the validity of both internet sites and information contained on them. Questions as to the site's accuracy, authority, objectivity, currency and coverage need to be part of the student's repetoire of skills.

Teachers are encouraged to use these ideas as a springboard to continue to develop their own literacy strategies to meet the needs of all learners to advance the goal of becoming lifelong, independent learners.

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Appendix C: Information, Media and Critical Literacy

The teaching of various literacies is a critical component of any multi-disciplinary course. Many forms of text are integrated into students' curriculum as sources of past and current information, as a means to stimulate student interest and discussion, and as a vehicle to present real-world issues and situations to students. It is important that students be able to critically evaluate these resources.

Students should be able to understand how text (information, media and visual) is organized and constructed to produce meaning and the impact text has on them as readers and viewers. Students should be able to investigate issues; question assumptions; and distinguish fact from opinion and propaganda from responsible, objective communication. For further elaboration see "A Note on the Role of Information, Media and Visual Literacy" in the *Atlantic Canada English Language Arts Curriculum 10-12*.

Analysis of any media requires students to consider

- the nature and intent of the message
- the purpose and qualification of the author(s)
- the type of source and how that source is monitored (e.g., an established newspaper as opposed to an article appearing on the Internet)
- audience that benefits from the message and the audience that does not/or is damaged by the message. Students should consider in whose best interest a particular target audience was chosen and how the author(s) chose to reach that audience.
- the presence of inaccuracies, contradictions, or illogical reasoning
- what source(s) of information are used and how information is interpreted by the author
- opinions or obvious bias in the work in terms of culture, class, gender, race, ability
- the presence of unsupported ideas and/or conclusions

Students may, for example, wish to investigate several differing accounts of one particular aspect of history, such as the ...., and apply the above considerations to the study.

When analyzing websites in particular, students should focus their attention on the use of unsupported conclusions, testimonials by unknown or unqualified people, and the use of unsubstantiated events or quotes to draw conclusions.

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