

# African Canadian Studies 11

*Outcomes*

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African Canadian Studies 11

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# African Canadian Studies 11

## General Curriculum Outcomes

Students will be expected to

1. demonstrate an understanding of the diversity of Africa and various African cultures and show their importance in the development of Canadian identity
2. demonstrate an understanding of the history of the pre-colonial kingdoms up to the Transatlantic Slave Trade
- 3A. demonstrate an understanding of the impact of colonial expansion on the African diaspora
- 3B. demonstrate an understanding of the conditions of enslavement, strategies of resistance, and the implications of enslavement on African Canadian settlement
4. demonstrate effective skills in conducting research using historical methods and in communicating the results of their research effectively
5. analyze critically the struggle of peoples of African descent for the pursuit of civil rights and equality
6. investigate the importance of collective consciousness of peoples of African descent as a strategy for empowerment

## Specific Curriculum Outcomes

Students will be expected to

### Module 1: Evolution and Change

- 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 analyze 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

- 2.1 identify the historical and geographical location of different ancient African civilizations
- 2.2 examine the political, economic, and social systems of ancient African kingdoms (e.g., Kush, Aksum, Ghana, Mali)
- 2.3 examine the various elements of pre-colonial African cultures
- 2.4 analyze the effects of these cultural components on the history of pre-colonial Africa and on the changes that took place from pre-colonial Africa to colonial Africa

## Module 3A: Impact of Colonial Expansion

- 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 analyze 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.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, (e.g., 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 (e.g., leadership in communities and society, military)
- 3B.7 compare and contrast Black communities across Canada within changing demographics (e.g., Migration patterns, Immigration policy, expansion of Black communities after 1867)

## Module 4: Independent Study

- 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 (e.g., 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 (e.g., chronological ties, cause and effect, similarities and differences)

## Module 5: In Pursuit of Justice

- 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 (e.g., employment, housing, education, and politics)
- 5.2 compare and contrast the history of the Civil-Rights Movement in Africa, United States, and Canada
- 5.3 analyze 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 regarding Confederation, Constitution. (e.g., 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

- 6.1 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 (e.g., education, economics, political institutions, individual empowerment, community empowerment)
- 6.2 investigate the global impact of political empowerment and independence of colonized countries from the 1950s to the present
- 6.3 demonstrate how community-based groups / grassroots organizations have developed and changed over time (e.g., Nova Scotia Association for the Advancement of Coloured People, African United Baptist Association, Black United Front, Nova Scotia Coloured Home, Association for Black Social Workers, Black Cultural Centre, 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