

The Department of Education and Early Childhood Development is pleased to provide biographical profiles to support opportunities for learners to engage with the diverse and proud history of African Nova Scotians in our province. The profiles highlight the resilience, ingenuity, faith, and determination of the Black community in a variety of contexts. They also present the stories of historical figures who were leaders and innovators of their times and whose impacts live on in Nova Scotia today.

The stories found in the biographical profiles are important to our shared history as Nova Scotians. Told from an authentic historical perspective and supported by primary sources, the aim of the profiles is to engage students in African Nova Scotian history by making connections with prominent African Nova Scotian people who overcame the immense challenges of their times to create novel opportunities for themselves and their communities. The stories represented have strong curricular connections that can be used to support inquiry-based learning and to create dynamic learning experiences in several subject areas.

Note to Teachers:

The table below includes a selection of ELA and Social Studies 7 outcomes that could be used to explore the biographical profiles. In the case of Social Studies 7, the time frame of the course was taken into account when selecting the suggested profiles in relation to the outcomes. Teachers may wish to take a cross-curricular approach using profiles in order to support learning.

Profiles enhance literacy skills such as vocabulary development and reading comprehension strategies. Through the use of the gradual release of responsibility framework, teachers can model and guide learners to discuss, read and comprehend information texts, towards greater independence

Curriculum Outcomes	Profile
English Language Arts 7	
<p>GCOs- Students will be expected to :</p> <ol style="list-style-type: none"> 1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings 2. communicate information and ideas effectively and clearly, and to respond personally and critically 3. interact with sensitivity and respect, considering the situation, audience, and purpose 4. select, read, and view with understanding a range of literature, information, media, and visual texts 5. Interpret, select, and combine information using a variety of strategies, resources, and technologies 6. respond personally to a range of texts 7. respond personally critically to a range of texts, applying their understanding of language, form, and genre 8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences 9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes 10. use a range of strategies to develop effective writing and other ways of representing 	<p>Marie Marguerite Rose</p> <p>Rose Fortune</p> <p>Thomas Peters</p> <p>Richard Preston</p> <p>Barbara Cuffy</p> <p>William Hall</p>

Curriculum Outcomes	Profile
English Language Arts 7- Renewed	
<ul style="list-style-type: none"> Learners will formulate oral and written personal and critical questions and responses, in relation to audience and purpose. Learners will create oral, written, and visual communication forms for a range of audiences and purposes. Learners will implement speaking and writing strategies for effective communication in relation to audience and purpose. Learners will create meaning (listening, reading, and viewing comprehension) from a range of communication forms. Learners will analyse the accuracy, reliability, validity and bias in a range of written, audio, visual, and digital communication forms. 	Marie Marguerite Rose Rose Fortune Thomas Peters Richard Preston Barbara Cuffy William Hall
Social Studies 7 - Empowerment	
7.2.2 investigate the various ways economic systems empower or disempower people 7.3.1 evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African Canadians and Acadians 7.7.1 portray an understanding of the extent of empowerment of individuals, groups and the nation up to 1920	Rose Fortune Richard Preston William Hall
Renewed Social Studies 7 - Many Cultures: One Shared History	
Learners will reflect on historical opportunities and challenges in the Maritimes , inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels. <ul style="list-style-type: none"> Investigate the impact of civic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF) Question the impact of geographic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF) Analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF) Learners will create a response to changing societal conditions in the Maritimes. <ul style="list-style-type: none"> Investigate key individuals and groups active in changing social conditions (CZ, COM, PCD, CT, TF) Investigate how change was created in Maritime communities (CZ, COM, CT) Analyse the impacts of civic movements on the Maritimes (CZ, COM, CT) Analyse the impacts of innovations on the Maritimes (COM, TF, CT) 	Rose Fortune Richard Preston William Hall

How can the biographical profiles be used in the learning environment?

The storyboards and profiles can be used

- to engage in discussion and explore the importance of these stories to all Nova Scotians.
- to highlight the purpose of text features which support the comprehension of informational texts.
- as mentor texts to teach the writing process of informational texts.
- for focused literature circles and small group instruction.
- for modelled read-alouds, shared, guided and independent reading.
- for explicit instruction and practice of reading comprehension strategies such as determining importance, inferring, making connections (text to text, text to self, and text to world), predicting, questioning, summarizing, synthesizing, and visualizing.
- as a model of biographical writing and to support the explicit instruction of the writing process as it relates to biographies.
- to model organizational text structures such as cause and effect, problem and solution, description, and sequencing.
- to explore the meaning of Adinkra symbols of the Ashanti in Ghana (found on the back page of each profile)
- to support inquiry-based or project-based learning opportunities