



# Elman W. Campbell Museum Traveling Exhibits

## Black History Month

This educational program was developed in 2024 in partnership with Newmarket African Caribbean Association, The Elman W. Campbell Museum and the Town of Newmarket.





# Elman W. Campbell Museum

# Traveling Exhibits

## Black History Month

### Opening Message from the Newmarket African Caribbean Canadian Association (NACCA)

When we look across our community, province and country, we see that Black Canadians everywhere are telling their stories and reshaping Canadian history. Whether it's Black-led agencies strategizing to support African resettlement in the Greater Toronto area or Black youth defying institutional barriers in their rise to success, Black Canadians are on the move. According to Nigerian writer Chimamanda Ngozi Adichie, "many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower, and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity." Agency is an important vehicle for change.

**The Black History Month educational outreach provides teachers with hands-on materials that will connect students to Black Canadian history and culture.**

### About the Exhibit

Teachers can access up to a maximum of 25 display boards that delve into conversations about how Black Canadians are using storytelling as a mode of resistance to counteract the systemic erasure, silencing, and marginalizing of Black Canadian history and experience. Storytelling, in all its forms, presents a counter-narrative in the change movement. Black Canadians are "talking back" to large narratives of benevolence. Ultimately, the band-aids have come off in the wake of George's Floyd's murder and what we are witnessing as resistance are the very acts that will rewrite the nation-story, potentially cast in a future where we are all our ancestors' wildest dreams.



# Bring the Museum to your School

The Black History Month educational outreach provides teachers with hands-on materials that will connect students to Black Canadian history and culture.

The outreach program contains:

- Museum quality display boards, max of 25
- Establish historical thinking concepts with easy-to-follow worksheets
- Analyze cause and consequences
- Selection of books
- Hands-on activities
- Handicrafts for display
- NACCA's Land & Ancestral Acknowledgment



Black History Month Exhibit 2024 at the Elman W. Campbell Museum

How much does the Travelling Display cost?

\$40 for a one-week loan period per teacher. Teachers are required to pick up the materials and return all items in a timely manner, and in good shape, to the Elman W. Campbell Museum.

Multi-teacher use:

If there are multiple teachers at one school who want to access the display boards, please indicate a list of all teachers and date of return.

Home schools:

Home school groups may reserve the display boards and learning case, based on availability.



# Learning Plan

## Black History Month

### Social Studies | Grades 3 to 6

#### Curriculum Strand A: Heritage and Identity

It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.

- Develop an understanding of the connections between the past and present.
- Interactions within and between diverse communities.
- The rights and responsibilities associated with citizenship.
- Develop an understanding of personal, cultural, and national identities, both past and present.
- Various contributions to heritage in Canada.

**Key Words:** Responsible Education, Citizenship, Diverse Community, Cause and Consequences.

### History | Grades 7 and 8

- Students learn about the experiences of and challenges facing Black Canadians.
- Students learn how to apply concepts of historical thinking and develop their understanding of how we study the past.

# Learning Plan

## Black History Month

### Learning R.E.S.P.E.C.T.:

- Responsible
- Education
- Society
- Past and Present
- Equality
- Contributions
- Trailblazers

### Key Questions:

1. What motivated historical and present Black Canadians to pursue their future aspirations?
2. What barriers did they face?
3. How did Black men and women fight against discrimination?
4. What contributions did they made to Canadian Society?

### Instructions:

1. Examine the display of mini biographies.
2. Read about their early life stories.
3. Learn about the struggles they faced.
4. Learn what changes they decided to make.
5. Complete all four activities.

### Objectives:

1. Gain knowledge of the involvement of Black Canadians in Canadian Society.
2. Draw suggestions and conclusions behind the motivations of Black Canadians.
3. Understand that racism and discrimination affected their choices.
4. Acknowledge the incredibly brave actions of Black Canadian men and women who took a stand against discrimination and segregation.





# Activity #1

## Migration of African People

- 1 Read aloud NACCA's Land and Ancestral Acknowledgment to gain an understanding of how African people migrated to Canada.

We want to acknowledge that the land on which we gather is the traditional territory of the Anishinaabe, Haudenosaunee and Wendat peoples. We acknowledge that the NACCA headquarters is situated upon the treaty lands of the First Nations of the Williams Treaty and the Chippewas of Georgina Island First Nation as our closest community.

We also acknowledge that we are all Treaty peoples – including those who came here as settlers – as immigrants either in this generation or in generations past and those who came here involuntarily, particularly as a result of the Trans-Atlantic Slave Trade. We must also recognize the fact that this colonial nation is founded in historic and ongoing dispossession of this land's Indigenous peoples, and African descendant peoples. We especially pay tribute to the ancestors of those of African and Indigenous origin and descent.

As an organization that centers on social justice, we feel it is critical to be informed on the past and the ongoing consequences of colonialism. We encourage everyone to learn about the history of these lands, and to support resistance here and across Turtle Island.

NACCA gives thanks for the land that nourishes us and enables us to live in communities. May we continue to aspire to nurture and care for this land and for each other.

- NACCA

- 2 What does the acronym NACCA stand for?

# Activity #2

## Trailblazer Worksheets

### Learning about Trailblazers

1. Read and learn about all the Trailblazers on display.
2. There are 12 worksheets to complete.
3. Readings can be done aloud or in small groups.
4. Teachers can divide the class into small working groups to learn about 3 or 4 of the Black Canadians highlighted on display.
5. Provide each group with selected worksheets to complete.
6. Discuss the findings with the class.
7. Discuss why education is important.
8. Discuss why learning about Black History is important.

### Mary Ann Shadd

1. Where was Mary Ann born?

2. What profession did Mary Ann become?

3. What type of school did Mary Ann attend to receive an education?

4. Where was the school located?

5. What newspaper did Mary Ann eventually go on to create in Canada?

6. List one type of change that Mary Ann's newspaper promoted?



Mary Ann Shadd, c. 1850s.  
National Archives of  
Canada.

# Activity #2

## Trailblazer Worksheets

### Dr. Daniel G. Hill

1. Where was Daniel born?

2. What profession did Daniel become?

3. Which school did Daniel attend?

4. Where was the school located?

5. What reason given did Daniel experience in the WWII U.S. army?

6. In 1978, what organization did Daniel establish?



Daniel Grafton Hill III.  
Courtesy of Daniel Hill.



# Activity #2

## Trailblazer Worksheets

### George Ethelbert Carter

1. Where was George born?

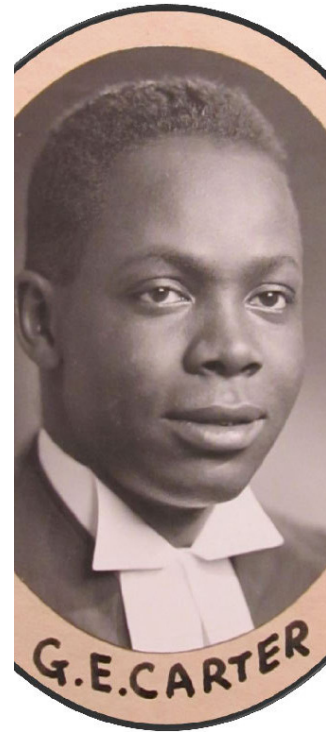
2. What profession did George become?

3. Which school did George attend?

4. Where was the school located?

5. What profession is George listed as being the first Black Canadian-born?

6. What 2 organizations did George help to create?



George Ethelbert Carter.  
1948.

# Activity #2

## Trailblazer Worksheets

### Viola Desmond

1. Where was Viola born?

2. What profession did Viola become?

3. Which school did Viola attend?

4. Where was the school located?

5. What is one reason given that would cause Viola to be arrested and dragged out of a theatre?

6. What action did Viola take in November of 1946?



Viola Irene Desmond.  
c.1940. Winnipeg Free  
Press

# Activity #2

## Trailblazer Worksheets

### Charles Roach

1. Where was Charles born?

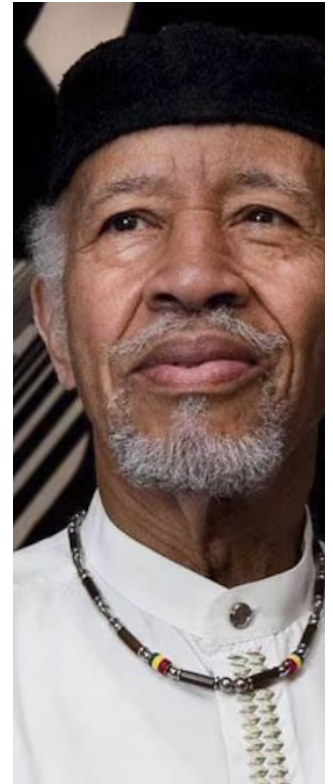
2. What profession did Charles become?

3. Which school did Charles attend?

4. Where was the school located?

5. What two reasons given did Charles use his expertise to fight for?

6. What organization did Charles help start?



Charles Roach.  
Courtesy of  
Aaron Vincent Elkaim/  
The Canadian Press



# Activity #2

## Trailblazer Worksheets

### Fred Thomas

1. Where was Fred born?

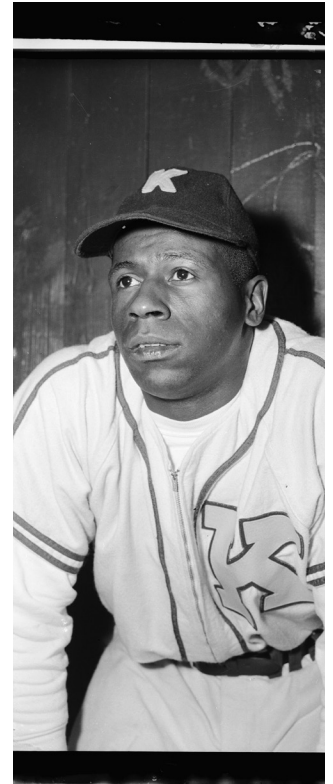
2. What profession did Fred become?

3. Which school did Fred attend?

4. Where was the school located?

5. What is one reason given that Fred quit professional sports?

6. What organization was Fred inducted to in 1995?



Fred Thomas. May 26, 1952.  
Courtesy of University  
of Waterloo Library.

# Activity #2

## Trailblazer Worksheets

### Lincoln Alexander

1. Where was Lincoln born?

2. What profession did Lincoln become?

3. Which school did Lincoln attend?

4. Where was the school located?

5. What is the reason given that Lincoln quit the Air Force in 1945?

6. From 1985 to 1991 what position did Lincoln serve?



Lincoln Alexander.  
Courtesy of Lincoln  
Alexander Centre.

# Activity #2

## Trailblazer Worksheets

### Portia White

1. Where was Portia born?

2. What profession did Portia become?

3. Which school did Portia attend?

4. Where was the school located?

5. In 1944 Portia became the first Black Canadian to perform at what venue?

6. What music agency did Portia sign with in 1945?



Portia White. Taken in 1946 by Yousuf Karsh.



# Activity #2

## Trailblazer Worksheets

### Measha Brueggergosman-Lee

1. Where was Measha born?

2. What profession did Measha become?

3. Which school did Measha attend?

4. Where was the school located?

5. What other continent has Measha been to?

6. What Canadian Opera did Measha have the lead role in?



Measha Brueggergosman-Lee performing September 2009. Courtesy of Damien D.

# Activity #2

## Trailblazer Worksheets

### Violet King Henry

1. Where was Violet born?

2. What profession did Violet become?

3. Which school did Violet attend?

4. Where was the school located?

5. What three accomplishments did Violet achieve?

6. Violet moved to New Jersey in 1963. What is the reason given that Violet helped the Black community with?



Violet Pauline King Henry, 1956. University of Calgary Collections.

# Activity #2

## Trailblazer Worksheets

### Carrie Mae Prevoe Best

1. Where was Carrie born?

2. What profession did Carrie become?

3. What type of study did Carrie's parents encourage her to learn?

4. What reason given was Carrie charged with in 1941?

5. What type of lawsuit did Carrie file in 1941?

6. What newspaper did Carrie and her son create?



Carrie Mae Best, 1946.  
Courtesy of Carrie M. Best:  
A Digital Archive  
(by Sheryl Grant).



# Activity #2

## Trailblazer Worksheets

### Elijah McCoy

1. Where was Elijah born?

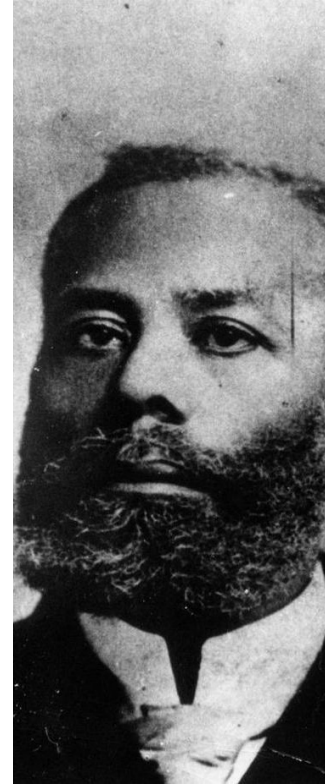
2. What profession did Elijah become?

3. What country was Elijah sent to for an apprenticeship (a type of education)?

4. What type of profession did Elijah qualify to work as when he finished his apprenticeship?

5. What type of job did Elijah have at the Michigan Central Railroad?

6. What is the reason given that Elijah received his first patent for developing in 1872?



Elijah McCoy. c.1890.

# Activity #3

## Griots and Trailblazers

### Fill in the blanks

Find these two reproduction newspapers in the learning kit and fill in the blanks to finish the sentence.

**A newspaper started by Mary Ann Shadd was called the ‘Provincial [REDACTED]’.**

**A newspaper started by Carrie Mae Prevoe Best was called ‘The C [REDACTED]’.**

Find this display board that will give you the answer to these two questions.

**Poets, Historians and Musicians are three examples of a G [REDACTED].**

**A person who is the first to do something is known as a T [REDACTED].**

# Activity #4

## Letter of Apology

On April 15, 2010, the Province of Nova Scotia granted an official apology and free pardon to Viola Desmond for being wrongfully jailed and fined in 1946. Read the Apology and Grant of Free Pardon for Viola Desmond.



1. Would Viola have known about the Apology and Grant of Free Pardon?
2. Discuss as a class the definition of apology.
3. Knowing how to say you're sorry, is an important skill.
4. What should you include in a letter of apology?
5. As a class, practice writing a letter of apology to one of the historical people on display.

# Activity #4

## Letter of Apology



*Province of Nova Scotia*

*Elizabeth the Second, by the Grace of God of the United Kingdom,  
Canada and Her other Realms and Territories  
Queen, Head of the Commonwealth, Defender of the Faith,  
By Her Honour The Honourable Mayann E. Francis,  
Lieutenant-Governor of Nova Scotia, on the advice  
and recommendation of the Minister of Justice and  
Attorney General of Nova Scotia, and by virtue of the powers  
in her vested and in the exercise of the Royal Prerogative of Mercy,  
is pleased to approve the following:*

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# *Grant of Free Pardon*

## VIOLA IRENE DAVIS DESMOND

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WHEREAS Viola Irene Davis Desmond, born July 6, 1914, was convicted of an offence contrary to s. 8(8) of the Theatres, Cinematographs, and Amusements Act, R.S.N.S., 1923, c. 162 on November 8, 1946;

AND WHEREAS Viola Irene Davis Desmond passed away on February 7, 1965;

AND WHEREAS it is considered desirable that Viola Irene Davis Desmond be posthumously granted a Free Pardon from that offence;

NOW THEREFORE it is hereby ordered by virtue of the powers in me vested in the exercise of the Royal Prerogative of Mercy we do hereby grant a FREE PARDON to VIOLA IRENE DAVIS DESMOND from conviction entered on November 8, 1946 for an offence contrary to s. 8(8) of the Theatres, Cinematographs, and Amusements Act, R.S.N.S., 1923, c. 162.

IN TESTIMONY WHEREOF we have caused these Our Letters to be made Patent and the Great Seal of Nova Scotia to be hereunto affixed.

*Her Honour, The Honourable Mayann E. Francis  
Lieutenant Governor of Nova Scotia*

*At Our Province House, in the Halifax Regional Municipality,  
this 15th day of April in the year of Our Lord,  
Two Thousand and Ten and in the 59th year of Our Reign.*

*By Command.*

*Provincial Secretary  
Minister of Justice and Attorney General*