

# SANKOFA

BLACK HERITAGE COLLECTION

## ONTARIO CURRICULUM CORRELATIONS (SECONDARY) AND CONTENT OVERVIEW

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# PART A: INTRODUCTION



All the **SANKOFA** student books meet the overall curriculum expectations for ENL1W, ENG2P, ENG2D, and most of the specific expectations in each strand: oral communication, reading and literature studies, writing, and media studies. In addition, the student books also meet the overall and specific curriculum expectations for ESLAO, ESLBO, ESLCO, ESLDO, and ESLEO (listening and speaking, reading, writing, and socio-cultural competence and media literacy) along with ELD Levels 1 to 5, with appropriate scaffolding provided at early levels.

The student books also correlate with curriculum expectations in many other subject areas and can be used cross-curricularly in an integrated manner in the first two years of secondary school. An additional course that is strongly correlated is Equity, Diversity, and Social Justice, HSE3E, Workplace Preparation (Grade 11). Because there is no prerequisite, younger students may choose to take this course since it is a course that allows students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts, which parallels the **SANKOFA** series in a compelling manner.

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## IN THIS DOCUMENT:

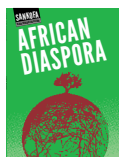
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Setting the Context (from **LOOKING TO THE PAST, MOVING FORWARD**, Sankofa Black Heritage teaching resource)

For each title:

1. Summary of the Learning Experience
2. Overview of Topics
3. Activities
4. Selections

# PART B: ONTARIO CURRICULUM CORRELATIONS (SECONDARY) AT A GLANCE



- 1. AFRICAN DIASPORA**, by Natasha Henry  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Science, Grade 9 Destreamed  
Science, Grade 10, Academic and Applied  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 2. BELONGING**, by Natalie Hodgson  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Canadian History since World War I, Grade 10 Academic  
Issues in Canadian Geography, Grade 9 Academic  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 3. THE BUSINESS WORLD**, by Lorraine Bailey  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 4. EARLY CIVILIZATIONS OF AFRICA**, by Adrienne Shadd  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)



- 5. FIRSTS**, by Natasha Henry  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Canadian History since World War I, Grade 10 Academic  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 6. FREEDOM**, by Adrienne Shadd  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Canadian History since World War I, Grade 10 Academic  
Issues in Canadian Geography, Grade 9 Academic  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 7. HEROES**, by Régine Grand-Pierre, Alisha Mohammed  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Science, Grade 9 Destreamed  
Science, Grade 10, Academic and Applied  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 8. HOPES AND DREAMS**, by Nicole Ricketts  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Career Studies, Grade 10 Open  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 9. MEDIA**, by Nadia L. Hohn  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Media Studies, Grade 11 Open  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 10. MUSIC**, by Nadia L. Hohn  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Drama, Grade 9 Open  
Music, Grade 9 Open



- 11. ON STAGE**, by Raquel Walker, Abeer Mohammed  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Dance, Grade 9 Open



- 12. RIGHTS AND EQUALITY**, by Tisha Nelson  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Canadian History since World War I, Grade 10 Academic  
Issues in Canadian Geography, Grade 9 Academic  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 13. SCIENCE AND TECHNOLOGY**, by Jody Nyasha Warner  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Science, Grade 9 Destreamed  
Science, Grade 10, Academic and Applied

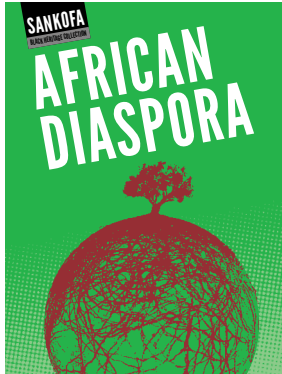


- 14. SPORTING LIFE**, by Philip Gibson  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 Open  
Canadian History since World War I, Grade 10 Academic  
Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation



- 15. TRADITIONS AND CELEBRATIONS**, by Nicole Ricketts  
English, Grade 9 De-streamed, and Grade 10, Academic and Applied  
English as a Second Language and English Literacy Development, (Levels 1–5)  
Canadian History since World War I, Grade 10 Academic

# PART C: DETAILED ONTARIO CURRICULUM CORRELATIONS (SECONDARY) BY STUDENT BOOK



## AFRICAN DIASPORA

by Natasha Henry

**Essential Question:** What does it mean to be a member of the African diaspora?

**English, Grades 9 and 10,** ENL 1W, ENG 2PO, ENG 2DO

**English as a Second Language** and **English Literacy Development,** (Levels 1–5)

**Civics and Citizenship, Grade 10 CHV2O**

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change

**Science, Grade 9 Destreamed SNC1W**

**A2. Applications, Careers, and Connections**

analyse how scientific concepts and processes can be applied in practical ways to address real-world issues and in various careers, and describe contributions to science from people with diverse lived experiences

**A2.3** analyse how the development and application of science is economically, culturally, and socially contextualized, by investigating real-world issues

**A2.5** analyse contributions to science by people from various communities, including communities in Canada

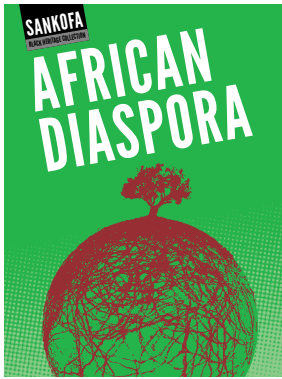
**B1. Relating Science to Our Changing World**

assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts

**B1.1** assess impacts of climate change on the sustainability of local and global ecosystems, describe local or global initiatives for combatting climate change, and identify solutions to address some of the impacts

**Science, Grade 10 SNC2D**

**D1.1 Relating Science to Technology, Society, and the Environment:** analyse current and/or potential effects, both positive and negative, of climate change on human activity and natural systems



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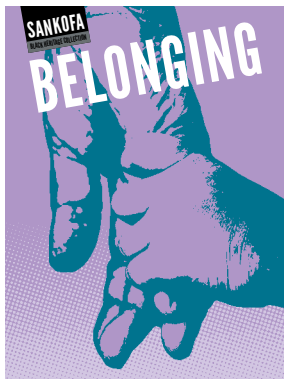
## **Science, Grade 10 SNC2P**

**D.1 Earth and Space Science: Earth's Dynamic Climate:** analyse effects of human activity on climate change, and effects of climate change on living things and natural systems

## **Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives



# BELONGING

by Natalie Hodgson

**Essential Question:** How do the people around you shape your identity?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1-5)**

**Civics and Citizenship, Grade 10 CHV2O**

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change

**Canadian History since World War I, Grade 10 CHC2D**

**B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present**

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada

**Issues in Geography, Grade 9 CGC 1D**

**D2. Immigration and Cultural Diversity:** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada **BIG IDEA:** Immigration and cultural diversity present both opportunities and challenges for Canadian communities

**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**D2. Human Rights, Equity, and Antidiscrimination:** demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives





# THE BUSINESS WORLD

by Lorraine Bailey

**Essential Question:** What does it take to become a successful entrepreneur?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Civics and Citizenship, Grade 10 CHV2O**

**A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

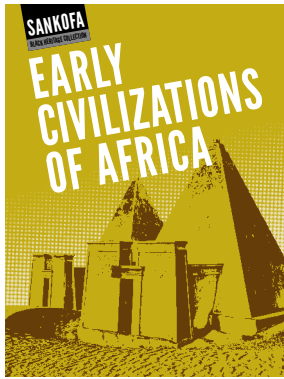
**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues



# EARLY CIVILIZATIONS OF AFRICA

by Adrienne Shadd

**Essential Question:** How can earlier civilizations teach us about our present society?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1-5)**



# FIRSTS

by Natasha Henry

**Essential Question:** What does it take to lead the way?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Civics and Citizenship, Grade 10 CHV20**

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

**Canadian History since World War I, Grade 10 CHC2D**

**Overall Expectations and Related Concepts of Historical Thinking**

**B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present**

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada

**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues



# FREEDOM

by Adrienne Shadd

**Essential Question:** Why are people willing to fight for freedom?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1-5)**

**Civics and Citizenship, Grade 10 CHV2O**

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change

**Canadian History since World War I, Grade 10 CHC2D**

**Overall Expectations and Related Concepts of Historical Thinking**

**B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present**

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

**Issues in Canadian Geography, Grade 9 CGC 1D**

**D2. Immigration and Cultural Diversity:** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (BIG IDEA: Immigration and cultural diversity present both opportunities and challenges for Canadian communities)

**D3. Demographic Patterns and Trends:** analyse patterns of population settlement and various demographic characteristics of the Canadian population (BIG IDEA: The distribution and characteristics of human settlement in Canada are determined by many factors and may change over time)



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## **Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues



# HEROES

by Régine Grand-Pierre, Alisha Mohammed

**Essential Question:** How do heroes make our world a better place?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Civics and Citizenship, Grade 10 CHV2O**

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change

**Science, Grade 9 Destreamed SNC1W0**

**A2.5** analyse contributions to science by people from various communities, including communities in Canada

**B2.6** identify and use various indicators of climate change to describe the impacts of climate change on local and global ecosystems, and analyse how human activities contribute to climate change

**Science, Grade 10 SNC2D**

**D1.2 Relating Science to Technology, Society and the Environment:** assess, on the basis of research, the effectiveness of some current individual, regional, national, or international initiatives that address the issue of climate change

**Science, Grade 10 SNC2P**

**D.1 Earth and Space Science: Earth's Dynamic Climate:** analyse effects of human activity on climate change, and effects of climate change on living things and natural systems



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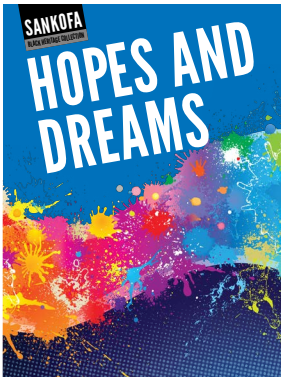
## **Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**B3. Social Awareness and Individual Action:** demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives



# HOPES AND DREAMS

by Nicole Ricketts

**Essential Question:** How can you achieve your hopes and dreams?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

## **Civics and Citizenship, Grade 10 CHV20**

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

## **Career Studies, Grade 10 GLC20**

**A1. Skills, Strategies, and Habits That Contribute to Success:** demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance

## **Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research

**A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry

**A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

**B3. Social Awareness and Individual Action:** demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives





# MEDIA

by Nadia L. Hohn

**Essential Question:** How are people of African descent changing the media landscape?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

## **Civics and Citizenship, Grade 10 CHV20**

**A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

## **Media Studies, Grade 11 EMS30**

\* The Sankofa student book MEDIA meets the overall expectations in the Media Studies strand of ENG1D/1P/2D/2P as well as the following overall curriculum expectations in EMS30:

### **A. UNDERSTANDING AND INTERPRETING MEDIA TEXTS**

**1. Understanding and Responding to Media Texts:** demonstrate understanding of a variety of media texts; (purpose and audience, message and meaning, audience responses)

### **B. MEDIA AND SOCIETY OVERALL EXPECTATIONS**

**1. Understanding Media Perspectives:** analyse and critique media representations of people, issues, values, and behaviours; (individuals and groups, current issues, behaviours and attitudes)

**2. Understanding the Impact of Media on Society:** analyse and evaluate the impact of media on society (Canadian identity, health and relationships, global awareness and globalization, privacy, effects of using media technology)

### **C. THE MEDIA INDUSTRY OVERALL EXPECTATIONS**

**1. Industry and Audience:** demonstrate an understanding of the ways in which the creators of media texts target and attract audiences

### **D. PRODUCING AND REFLECTING ON MEDIA TEXTS**

**1. Producing Media Texts:** create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques

**2. Careers in Media Production:** demonstrate an understanding of roles and career options in a variety of media industries

**3. Metacognition:** demonstrate an understanding of their growth as media consumers, media analysts, and media producers



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## **Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research

**A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry

**A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills



# MUSIC

by Nadia L. Hohn

**Essential Question:** Why is music an important part of the human experience?

**English, Grades 9 and 10,** ENL 1W, ENG 2PO, ENG 2DO

**English as a Second Language** and **English Literacy Development,** (Levels 1–5)

**Civics and Citizenship, Grade 10 CHV2O**

**C2. Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

**Music, Grade 9 AMU1O**

**B2. Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures

**B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music

**C2. Characteristics and Development of Music:** demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world

**Drama, Grade 9 ADA1O**

**B3. Connections Beyond the Classroom:** identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts



# ON STAGE

by Raquel Walker, Abeer Mohammed

**Essential Question:** How does the stage entertain and inspire us?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Dance, Grade 9 ATC10**

**B2. Dance and Society:** demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities

**B3. Connections Beyond the Classroom:** demonstrate an understanding of the purpose and possibilities of continuing engagement in dance arts

**C2. Contexts and Influences:** demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society



# RIGHTS AND EQUALITY

by Tisha Nelson

**Essential Question:** Why is it important to defend people's rights?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Civics and Citizenship, Grade 10 CHV2O**

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2 Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

**Canadian History since World War I, Grade 10 Academic CHC2D**

**B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present**

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada

**Issues in Canadian Geography, Grade 9 CGC1D**

**D2. Immigration and Cultural Diversity:** describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada

**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry

**B2. Power Relations:** demonstrate an understanding of the dynamics of power relations in various social contexts



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**B3. Social Awareness and Individual Action:** demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives



# SCIENCE AND TECHNOLOGY

by Jody Nyasha Warner

**Essential Question:** Why are biological innovations and scientific knowledge important to our lives?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

## **Civics and Citizenship, Grade 10 CHV20**

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**C1. Civic Contributions, Inclusion, and Service:** analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C2 Engaged Citizenship and Creating Change:** analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

## **Science, Grade 9 Destreamed SNC 1W**

### **A2. Applications, Careers, and Connections**

analyse how scientific concepts and processes can be applied in practical ways to address real-world issues and in various careers, and describe contributions to science from people with diverse lived experiences

**A2.5** analyse contributions to science by people from various communities, including communities in Canada

### **B1. Relating Science to Our Changing World**

assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts

**B1.1** assess impacts of climate change on the sustainability of local and global ecosystems, describe local or global initiatives for combatting climate change, and identify solutions to address some of the impacts

## **Science, Grade 10 SNC 2D**

### **Big Ideas: Earth and Space Science**

- Earth's climate is dynamic and is the result of interacting systems and processes.
- Global climate change is influenced by both natural and human factors.
- Climate change affects living things and natural systems in a variety of ways.
- People have the responsibility to assess their impact on climate change and to identify effective courses of action to reduce this impact.



# CONTINUED

## A2. Career Exploration

A2. identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.

### D. Earth and Space Science: climate change

D1. analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change

D1.1 analyse current and/or potential effects, both positive and negative, of climate change on human activity and natural systems

D.2 investigate various natural and human factors that influence Earth's climate and climate change

D3. demonstrate an understanding of natural and human factors, including the greenhouse effect, that influence Earth's climate and contribute to climate change

## Science, Grade 10 SNC 2P

### Big Ideas: Earth and Space Science

- Global climate change is affected by both natural and human factors.
- Climate change affects living things and natural systems in a variety of ways.

### Scientific Investigation Skills and Career Exploration

A2. identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields

A2.1 identify and describe a variety of careers related to the fields of science under study

A2.2 identify scientists, including Canadians, who have made a contribution to the fields of science under study

### D. Earth and Space Science: Earth's dynamic climate

D1. analyse effects of human activity on climate change, and effects of climate change on living things and natural systems

D1.1 analyse, on the basis of research, various ways in which living things and natural systems have been affected by climate change

D2. investigate various natural and human factors that have an impact on climate change and global warming

D1.2 analyse ways in which human actions (e.g., burning fossil fuels, implementing tree planting programs) have increased or decreased the production of greenhouse gases

D3. demonstrate an understanding of various natural and human factors that contribute to climate change and global warming





# SPORTING LIFE

by Philip Gibson

**Essential Question:** How do sports and games improve our lives?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)  
Civics and Citizenship, Grade 10 CHV2O**

**B1. Civic Issues, Democratic Values:** describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B3. Rights and Responsibilities:** analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**Canadian History since World War I, Grade 10 Academic CHC2D**

**B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present**

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada

**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research



# TRADITIONS AND CELEBRATIONS

by Nicole Ricketts

**Essential Question:** How do our traditions and celebrations define who we are?

**English, Grades 9 and 10, ENL 1W, ENG 2PO, ENG 2DO**

**English as a Second Language and English Literacy Development, (Levels 1–5)**

**Canadian History since World War I, Grade 10 CHC2D**

Overall Expectations and Related Concepts of Historical Thinking

B: Canada, 1914–1929 C: Canada, 1929–1945 D: Canada, 1945–1982 E: Canada, 1982 to the Present

**B/C/D/E3. Identity, Citizenship, and Heritage:** explain how various individuals, organizations, and specific social changes between 1914 and present contributed to the development of identities, citizenship, and heritage in Canada

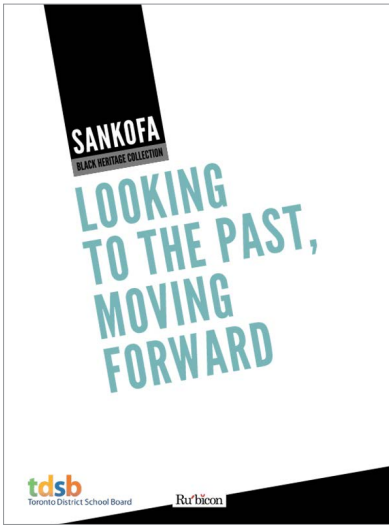
**Equity, Diversity, and Social Justice, Grade 11 Workplace Preparation HSE3E**

**A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research

**A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues

# PART D: ADDITIONAL INFORMATION ABOUT EACH SANKOFA STUDENT BOOK

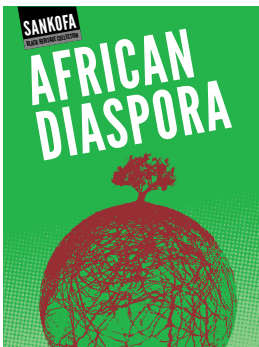


## SETTING THE CONTEXT: FROM *LOOKING TO THE PAST, MOVING FORWARD* (SANKOFA BLACK HERITAGE TEACHER RESOURCE)

Teachers who use the Rubicon series recognize the harm caused by curricula and texts that represent only white Eurocentric views and peoples. To support the implementation of Black-centred texts and culturally relevant pedagogies in literacy classrooms, we are pleased to share this Sankofa Black Heritage Series Teachers' Guide. The use of Black authored and Black-centred texts in literacy learning experiences is vital for Black and non-racialized students and teachers to deepen their understanding of the incredible and complex histories, stories, and cultural legacies of people of African descent. ...

We believe that anti-racist and anti-oppressive pedagogy that uses culturally relevant and sustaining practices to address issues of power and privilege in literacy classrooms is a successful means to eliminate opportunity gaps and educational debt in literacy practices in schools. We hope that students and teachers will be engaged and transformed by the learning experiences in this resource. ...

Critical literacy is stressed as an essential skill, especially the skill of challenging text as it relates to issues of equity, power, and social justice with the goal of informing a critical stance, response, and/or action. These learning experiences are a starting point for teachers, and we encourage you to share the new knowledge that emerges from student learning with families, communities, and colleagues.



## AFRICAN DIASPORA, by Natasha Henry

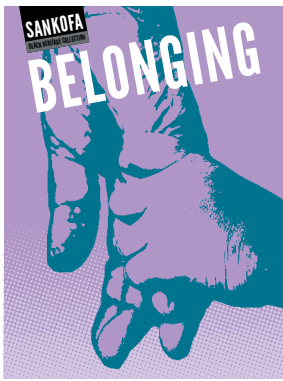
**1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Africa is the second largest continent in the world and the birthplace of human societies. With great diversity within its people, cultures and traditions, geographical components, and social, economic and political structures and practices, the history of people of African descent is rich and dynamic. The history of Africa has been and continues to be shaped by contact with other areas of the world through the ongoing legacy of enslavement and colonialism.

There have been numerous African contributions to various areas in the world, including but not limited to knowledge and cultural methods of expression, informational technologies, agriculture, material goods, and minerals. This learning experience provides opportunities to examine the many contributions of African peoples alongside the deconstruction of fragmented representations and stereotypes of the continent of Africa.

**2. Overview of Topics:** Definition of diaspora, transatlantic slave trade (poem), pan-Africanism, Universal Negro Improvement Association and African Communities League (UNIA-ACL), Black experimental theatre, oral tradition, music, African dance, celebrations (African Heritage Month February, 25 March Day of Remembrance, African Liberation Day 25 May, Mandela Day, 18 July, Emancipation Day 1 August), food, "Negro Cemeteries" (poem), technology/connecting/refugees

**3. Activities:** Personal response writing, research, quotations, performance (create dance, poem, song, etc.), writing film review

**4. Selections:** Q&A, map, poetry, profiles, reports, folk tale, article, recipe, film review



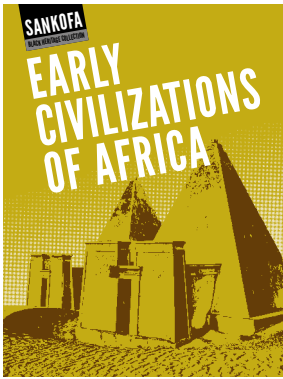
## **BELONGING**, by Natalie Hodgson

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Our identity is made up of visible and invisible identity markers that come together to make up who we are. Many factors shape our identity. They can afford us power and privilege and can allow us to connect with others; they can also give us a sense of belonging. By learning about and reflecting on aspects of our own identity, we will better understand the power and privilege that some identities are afforded over others, as well as the disadvantages faced by some groups, both historically and currently. This reflection also allows us to think critically about how some individuals, communities, and groups have been — and continue to be — treated unjustly based on their identity. This learning experience is a starting point for students to think critically about how they can use their voice to create change for themselves and others by recognizing and speaking out against injustices.
- 2. Overview of Topics:** Black settlements in Canada, Africville, friendship, *Harriet's Daughter* excerpt, discrimination/racism, Black history organizations, names, Anansi folk tale, Africentric school TDSB, Caribbean culture
- 3. Activities:** Research, writing in character, writing a rap, creative writing/oral presentation, creating media product/poster
- 4. Selections:** Reports, reader's theatre, news article, poetry, novel excerpt, fact cards, dramatic monologue, folk tale, interview



## **THE BUSINESS WORLD**, by Lorraine Bailey

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Being an entrepreneur is a rewarding and challenging endeavour. Many Black cultures encourage cooperation and networking to support Black businesses to ensure communal economic prosperity. In this resource, students create a business plan based on their own interests and identify service needs and business needs in their own communities; they research possible supports to advocate for those needs.
- 2. Overview of Topics:** Yukon Gold Rush, "racialization by the numbers" (poverty, unemployment, earnings, jobs), networking, fashion, small/family stores, bloggers/influencers, entrepreneurship, health care/Africa/AIDS/education, advocacy, hair-care industry, Jobberman.com Nigerian job search website
- 3. Activities:** letter writing, creating media product/poster, creation of business plan, career goals/presentation
- 4. Selections:** Quotations, informational text/Q&A, infographic, article, poetry, report, personal account, folk tale, interview, novel excerpt, profile, speech



## **EARLY CIVILIZATIONS OF AFRICA**, by Adrienne Shadd

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Our ways of knowing and being are largely informed by our experiences and our environments. Learning about our history helps us understand our present communities and project new, culturally responsive opportunities for the future. This resource will highlight the myriad ways in which early civilizations in Africa have influenced societies and been responsible for innovations around the world.
- 2. Overview of Topics:** Ancient African history (timeline), African's earliest communities, women in ancient Egypt (law, work, marriage, children, power, fashion), ancient Nubia, Queen Nzinga, Ethiopia, Mansa Musa. Timbuktu, math and writing in early Africa, Lebombo Bone, Ishango Bone, Rhind Mathematical Papyrus, Egyptian hieroglyphs and Nsibidi, Vai writing system, Ge'ez writing system, calligraphy/scribes, archaeology
- 3. Activities:** research, report writing, writing in another voice, personal/oral responses, paragraph writing
- 4. Selections:** timeline, map, informational text/list, profile, folk tale, personal account, poetry, short story, report, news article, interview, journal entry



## **FIRSTS**, by Natasha Henry

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** People help to inspire people. When students learn about and celebrate the people who paved the way for them and others, they are inspired to break barriers and dream big.

Learning about Black trailblazers provides space to challenge and disrupt deficit thinking and negative stereotypes. By providing students with opportunities to learn about diverse, positive examples of people in the media, professional world, and the world in general, students will feel more valued and appreciated and have a better sense of belonging, as well as be more accepting and understanding of others.

- 2. Overview of Topics:** Nubia, trailblazers (politics, medicine, arts, television, sports), *The Quiet Corner*, *The Clarion*, *The Pictou Advocate*, modelling, comic book superheroes, firefighters, lawyers, volunteering
- 3. Activities:** research, journal entry, storytelling, writing a profile, creating a media product, creating comic strip/superhero, headline writing, paragraph writing, defending point of view
- 4. Selections:** traditional story, profiles, timeline, report, newspaper excerpts, quotations, map, novel excerpt, poetry



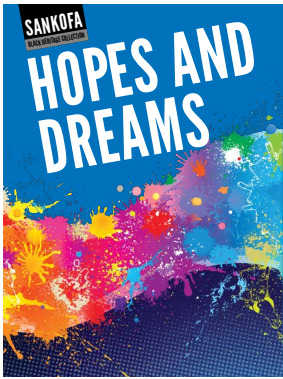
## **FREEDOM**, by Adrienne Shadd

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Freedom is a concept that is often discussed but is difficult to define. Learning about freedom allows students to reflect on their own understanding of the concept and the rights that they have that uphold their freedom. When students are exposed to examples of freedom, resistance, and oppression and are provided with opportunities to explore the journey and the fight for freedom by freedom fighters, they will better understand the sacrifices made by some for a better chance at equality. Defining freedom requires students to think critically about their own understanding of freedom and what it means to truly be free. The texts explored focus on freedom as defined, denied, fought for, and gained in different Black communities at different time periods.
- 2. Overview of Topics:** timeline/fighting against slavery, segregation/schools, *Provincial Freeman* newspaper, Brotherhood of Sleeping Car Porters, No. 2 Construction Battalion, The Ontario Human Rights Code, Michaëlle Jean, Universal Declaration of Human Rights, Lincoln Alexander, Jean Augustine, War of 1812, Underground Railroad, *My Name is Henry Bibb: A Story of Slavery and Freedom*, *Voice of the Fugitive*, Emancipation Day, The Nobel Peace Prize: Ellen Johnson Sirleaf, Leymah Gbowee, and Tawakkol Karman, Apartheid, African National Congress (ANC), ANC Youth League, Martin Luther King Jr., racism, March on Washington/28 August 1963, Montgomery Bus Boycott, "I Have A Dream" speech, US Civil Rights Movement, World War I, No. 2 Construction Battalion, modern-day slavery, child slavery/child labour/restavek, Restavek Freedom, performance poetry
- 3. Activities:** personal response, research, speechwriting/news article writing, blog writing, oral presentation, biography writing, song writing
- 4. Selections:** poetry, timeline, article, novel excerpt, reader's theatre, memoir, speech, profile, song lyrics, personal account, report



## **HEROES**, by Régine Grand-Pierre, Alisha Mohammed

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Every individual has the potential to be a hero. Heroes have the capacity to make us reconsider our views of the world and build our understanding of various social justice issues. This learning experience explores how ordinary people fill us with admiration and hope through the extraordinary things they do. Heroes embody characteristics that are deeply valued across cultures, and they inspire us to do and be better people for the betterment of our communities.
- 2. Overview of Topics:** Underground Railroad, The National Association for the Advancement of Colored People (NAACP), *A Long Way Gone*, child soldiers, advocacy, environmental heroes, *Akeelah and the Bee* (film review), HOPE Crossing Borders/10,000 Toys for Haiti, Haiti, community work
- 3. Activities:** research, personal response, letter writing, personal essay writing, paragraph writing, review writing, retelling from different perspective, speech writing
- 4. Selections:** quotations, timeline, memoir excerpt, poetry, personal account, profiles, article, film review, folk tale, interview, spoken word poetry, speech



**HOPES AND DREAMS**, by Nicole Ricketts

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Having hopes and dreams is an essential component of growing up. By exploring messages, quotes, and people's journeys, students will be encouraged to dream big and have high hopes for their future. They will share their learning about their life in a vision board. Students will also explore their dream for the world, connecting their passions and interests with social justice (UN Sustainable Development Goals).
- 2. Overview of Topics:** career planning, stereotypes, immigration, "Canadian dream," journalism, activism, fundraising, International Women's Day, MOSAIC, storytelling, friendship, peer mediation, No. 2 Construction Battalion, belonging, equality, Paralympics, perseverance
- 3. Activities:** journal entry, research, interviewing, retelling, oral discussion, oral presentation, paragraph writing, creative writing, role-playing, media product/poster
- 4. Selections:** Q&A, checklist, poetry, profile, opinion piece, speech, folk tale, reader's theatre, report, short story, personal account



**MEDIA**, by Nadia L. Hohn

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Media and other forms of popular culture play a significant role in shaping our understanding of our experiences, local environments, perceptions of others, and global communities. While in theory, this would provide opportunities for diverse perspectives to be represented and stories to be told, many racial and historically marginalized communities struggle to be heard, not because of their own doing but because of the different structures put in place by people in power. This ultimately leads to ongoing silencing and a denial of voice along with a limited, and distorted, view of others. While different forms of media are being developed as are the types of portrayals they include, people of African descent have long been determining on their own the types of futures they would like to see for themselves.
- 2. Overview of Topics:** biases, stereotypes, Canada's Centre for Digital and Media Literacy, media representation, diversity, film festivals, cartoons, "first-mover advantage," marketing products, Adidas, Nike, enslavement, *Provincial Freeman*, Underground Railroad, segregation, Planet Africa Group, activism, historical perspective, rap, Black Media, killing of Michael Brown/Ferguson, Missouri, #BlackLivesMatter, Trayvon Martin, dominant/diverse cultures, "Black Barbies"/Mattel, media-related careers, television, media whiz kids, shadeism/colourism, science fiction, futuristic music, Afrofuturism, visual art
- 3. Activities:** storyboard, summarizing, creating media message, report writing, opinion writing, creating social media post, writing profile, oral presentation, career planning, creating a T-chart, brainstorming, creating new media product/service, creating ad, poster creation
- 4. Selections:** infographic, fact cards, interview, report, profile, short story, quotations, online article, poetry, report



**MUSIC**, by Nadia L. Hohn

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Musicians are storytellers—documenters of actions and ideas related to their culture, their experiences, and their beliefs. Understanding the identities and experiences of musicians helps us explore how their experiences inform their music and helps us see the impact and influence of the messages on the rest of the world. Due to its far-reaching and often intimate nature, music can also be a powerful tool in addressing injustice.
- 2. Overview of Topics:** traditional African music/instruments, transatlantic slave trade, dub poetry, onomatopoeia, rap, refugees, “Wavin’ Flag,” oral tradition/griots, jazz, Montreal jazz scene, reggae, roots reggae, mento, Jamaica, Rastafari, nyabingi, ska, immigration, Jamaican Canadian music/musicians, dub, dancehall, Canadian hip-hop, classical music, urban music scene, *RapCity* television show, R&B, American Civil Rights Movement, *Music by Prudence*, life in Zimbabwe, musicians with disabilities, Africville, prison system, careers in music industry, rock and roll, activism
- 3. Activities:** research, poster design, soundscape poetry writing, paragraph writing, retelling, fact card creation, biography, journal entry, letter writing, summarizing/creating an ad
- 4. Selections:** reports, poetry, list, folk tale, fictional narrative, timeline, list, poster, advice column, film review, profile, fact cards, persuasive paragraph



**ON STAGE**, by Raquel Walker, Abeer Mohammed

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** The term “performing arts” refers to forms of art where an artist uses their face, voice, body, and overall presence to convey feeling or meaning. Many performances on stage are inspired by the artist’s culture, experiences, beliefs, and interests. Performing arts can be therapeutic both for the artist and for the audience; the performing arts can also advocate for social justice. As with many careers, there are many skills involved in the performing arts and one of them, which will be explored in this resource, is working through stage fright.
- 2. Overview of Topics:** jazz, hip hop, Broadway/*Aida*, hoop dance, Red River Jig, Artcirc, stage fright, dub poetry, reggae music, family heritage, soca and calypso music, Ballet Creole, Anansi/sharing with others, magic tricks, theatre jobs
- 3. Activities:** research, discussion, writing questions, poetry writing, report, oral presentation, writing a folk tale, report writing, poster creation, writing a description
- 4. Selections:** newspaper article, interview, magazine article, how-to guide, poster, poetry, short story, folk tale, fact cards, report





## **RIGHTS AND EQUALITY**, by Tisha Nelson

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Learning about human rights and equality teaches students how they should be treated and how to respect others. Understanding our individual rights gives us the knowledge to speak up while empowering us to challenge others when our rights are not honoured or respected. It is essential for students to understand the rights that they have in order to be protected and productive members of society. Students should also know that many Canadian Black social justice activists have fought and continue to fight for equal rights and equality.
- 2. Overview of Topics:** Canadian Charter of Rights and Freedoms, American Civil Rights Movement, human rights, Apartheid, Canada's civil rights timeline (including Viola Desmond, Elections Act, Fair Employment Practices Act, Universal Declaration of Human Rights, Multiculturalism Policy of Canada, Canadian Bill of Rights, Criminal Code, Canadian Charter of Rights and Freedoms), multiculturalism, immigration, racial profiling
- 3. Activities:** Research, journal entry, opinion piece, creation of media products (visual, text)
- 4. Selections:** timeline, Q&A, poetry, fictional narrative (historical: Viola Desmond), opinion piece, informational text/case studies, reader's theatre, short reports



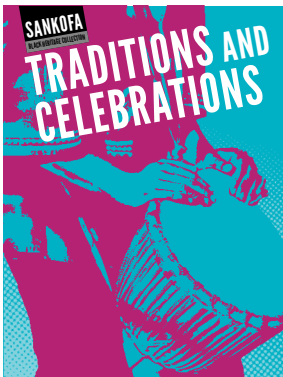
## **SCIENCE AND TECHNOLOGY**, by Jody Nyasha Warner

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** People of African descent have made and continue to make important contributions to science and technology through inventions, innovations, medical breakthroughs, and educating communities. Despite this known fact, Black-identifying scientists and innovators continue to face systemic racism and other barriers to success. These barriers are further compounded in individuals with intersectional identities (e.g., race, gender, ability, class). As students explore technological innovations and brainstorm ideas for creating their own inventions that will further enhance their communities, they will think critically as to how the intersections of their own identities and experiences might impact or inform their creation, as well as affect their access to resources, opportunities, and ultimately their success.
- 2. Overview of Topics:** apps, inventions, patents, engineering, fractals/mathematics, fractal geometry in African art and culture, astronomy in ancient Africa, Stonehenge, Nabta Playa in Egypt, ancient technologies, agriculture in Africa, ancient farmers, 1947 Clark Doll Test, psychological effects of segregation, racial discrimination, *Brown v. Board of Education of Topeka* (Kansas), bias, early Black doctors, enslavement, Emancipation Proclamation 1863, climate change in the Caribbean, alternative energy, alternative agriculture, eco-friendly lifestyle, scientific diving
- 3. Activities:** brainstorming, oral presentation, summarizing, research, creating a design, persuasive essay writing, summarizing, letter writing, writing in role, creating a poster
- 4. Selections:** article, timeline, newspaper article, photo essay, Q&A, folk tale, experiment, letters, report, poetry



## **SPORTING LIFE**, by Philip Gibson

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** As an institutionalized structure, sports organizations are wrought with systemic barriers that continue to marginalize and capitalize on racialized and women athletes. While many changes have been made to policies, salaries, and the organizational practices of teams, sports continue to be sites of protest and vehicles of positive change against racial capitalism, sexism, racism, and other social injustices.
- 2. Overview of Topics:** Colored Hockey League of the Maritimes, all-Black Halifax Diamonds, Savoy Big Five/Harlem Globetrotters, Olympics, Special Olympics, sports/people with intellectual disabilities, Paralympics, diversity in the NHL, traditional African games, different types of games (racing, oppositional, and positional), modern African games, video games, journalism, Right To Play, Count Me In, gymnastics, apartheid, power/impact of sports, celebrity athletes, football, role models
- 3. Activities:** creating a timeline, oral presentation, research, radio ad script, creating a T-chart, summarizing, creating a game, discussion, creating questions, paragraph writing, profile
- 4. Selections:** timeline, Q&A, newspaper article, poetry, folk tale, report, fact cards, inspirational quotations, profile, short story, journal entry in role, opinion piece, personal account



## **TRADITIONS AND CELEBRATIONS**, by Nicole Ricketts

- 1. Summary of the Learning Experience (From *Looking to the Past: Moving Forward*):** Traditions are practices, customs, and beliefs passed from one generation to the next. They present a link to the past as we honour our ancestors, help us understand our present environment, and mould the future practices of our descendants. The ways in which individuals and communities weave traditions highlight the complexity and diversity of the beliefs, practices, and customs. As people and communities evolve, traditions adapt over time to reflect the experiences and changes within communities.
- 2. Overview of Topics:** Martin Luther King Jr. Day, Black History Month, Harriet Tubman Day, Underground Railroad, Juneteenth, enslavement, National Indigenous Games, Heritage Day, Kwanzaa, rites of passage (birth, birthday, coming of age, death), Gullah (Geechee) people/ language, culture, traditions; talking drums, toys, corn husk dolls, Festival of the New Moon, storytellers, traditions with food, African cuisine, Ethiopia, Morocco, Ghana, Chad, Senegal, Madagascar, Mali, chef career, clothing, Zambia, hair/hairstyles/types of braids, South Africa's painted houses/ Ndebele house painting
- 3. Activities:** proposal writing, research, report writing, personal response, creating a soundscape, summarizing, journal entry in role, storytelling, letter writing in role, creating interview questions, paragraph writing in role
- 4. Selections:** timeline, fact cards, reports, poetry, instructions, short story, profiles, interview, photo essay, Q&A



# SANKOFA

BLACK HERITAGE COLLECTION

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