



Black History Month



By: Kevin Ouellette, Ashley MacCallum, Robert Harvie, Brooks Skyers, Brody Mann, Cathlia Ward

Table of Contents

Grade Level: Page 2

Toolkit Topic and or theme: Page 2

Toolkit objective: Page 2

1 Page Arts Lesson: Page 3-6

Brief summaries of storybooks that touch on BHM: Page 7

6 Online resources with summaries and activity ideas: Page 8-9

Description of culminating project: Page 9-12

Grade level: 4

Toolkit topic: Black History Month

Toolkit objectives: 4.1.1 Examine the concept of exploration:

During this unit we will focus on the concept of exploration. We believe exploration to be a broad enough topic which will allow us to cover Black History Month. "Students will examine and describe different types of exploration (Places, People, and Ideas). These will include explorations of our physical world (e.g., historical explorations and modern-day explorations including the ocean and outer space)". Most of us came to the conclusion that our students we're rather unaware and ignorant about black history, specifically with the stunning lack of diversity often seen in rural New Brunswick schools. This means that we can explore black folks, ideas, places and history in general using the resources assembled into this toolkit.

6. Art Lesson Plan (Henry's Freedom Box)

Unit/Topic: Social Studies/Art

Date: February 26, 2020

Key Learning Area: Black History Month

Year Level: 4

LESSON OUTCOME:

(GCO) use maps, globes, pictures, models, and technology to represent and describe physical and human systems

recognize and explain the interdependent nature of relationships among individuals, societies, and the environment.

LESSON STRUCTURE:

Time	Introduction (Set):
	<ul style="list-style-type: none">· A brief overview of what we have covered in class up until this point (exploration of space, Black History Month)· UR recap https://www.youtube.com/watch?v=GlwDAwKNfTU· Key Words: Segregation, Underground Railroad, Slavery, Slaves, Racism, Justice, Equality

	<p>Main Content</p> <ul style="list-style-type: none"> · Read Henry’s freedom box by Ellen Levine · Explain to students that the goal of the assignment is to create their own “freedom box” where they can decorate it however they want. · Following the completion of their box, they will write about some of the thoughts or feelings they might have if they were in Henry’s position and locked in a box for 27 hours. · This written section will also contain information about where their box is going and how it will get there. · They will place their writing in the box
--	---

Time	Conclusion:
	<ul style="list-style-type: none"> ● Group students. ● Students share their boxes with each other. ● If students want to present to the entire class, they are allowed to do so.

Resources

Boxes (Shoe box, food box, etc)

Markers, pencils

Art tissue paper

Glue

Paper

Writing Prompts

iPads/maps/laptops

(Include equipment required for class and/or for teacher preparation)

Conclusion

Student express their reaction to the story.

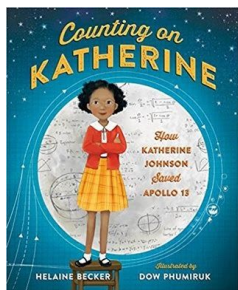
Student completes their “freedom box”

Extensions

- Bring knowledge of the Underground Railroad and other topics covered in this book/assignment and apply it to a poster project or the parade that is discussed later on in the toolkit.

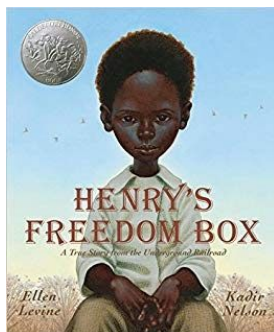
7. Counting on Katherine by Helaine Becker

Counting on Katherine tells the journey of Katherine Johnson from a young and bright student who grew up in a segregated community to working at NASA and having a key role in the rescue of Apollo 13. Katherine's story demonstrates the importance of academics, exploration, and what can happen when one decides to follow their heart rather than accepting what others tell a person what they are allowed to be. Throughout *Counting on Katherine*, difficult concepts such as sexism and racism are discussed in a way that informs readers on past and current injustices while sharing an inspiring story to help guide them in the future.



Henry's Freedom Box by Ellen Levine

Henry's Freedom Box tells the story of Henry "Box" Brown, who grew up in slavery, and after finding a sense of happiness in the position he was placed in, he had it ripped away from him. Henry decided that in order to achieve freedom, he would have to mail himself in a box to Philadelphia, PA, where slavery was abolished at that time. Henry's story is a heartbreaking, informative, and inspiring event that provides several discussion topics and extension activities for students.



Part 8: Six Online resources

The Princess and The Frog (2009), by Disney.

Disney's "*The Princess and the Frog*" (2009), is a modern twist to the original which should help students more easily connect. More importantly, "*The Princess and the Frog*" (2009), is Disney's first animated picture since "*The Song of the South*" (1946), to feature an African American character, not to mention Disney's first animated African American princess. This resource may be utilized to illustrate changing stereotypes and the portrayal of African American's in contemporary cinema (particularly if used in conjunction with "*Dumbo*" or "*The Song of the South*"). Additionally, because elements of African American culture - although relatively specific to New Orleans - are shown throughout the movie, this resource may also serve as a means to introduction.

Resource: The Song of the South, by Disney, & The Song of the South (Racial Discrimination) by the Human Rights Network.

Disney's "*The Song of The South*" (1946), depicts African Americans as eagerly bringing happiness to a white family while living on their plantation in Georgia. Notably, the film neglects to include any historical indicators that racism and discrimination was a part of the everyday experiences African Americans during during the Reconstruction Era. As a resource, particularly if used in conjunction with another, "*The Song of the South*" serves as excellent credo and primer for discussion regarding attitudes towards racism and discrimination, as well as the changing stereotypes and the portrayal of African American's in cinema.

YouTube Link: <https://youtu.be/vzf277YVMyg>.

The Brown Bookshelf

<https://thebrownbookshelf.com/>

This resource is a blog about black authors and their books, it would be a good resource for teachers. It provides good summaries about books which deal with racial issues as well as equality. It offers a wide array of selection for different age groups and different reading levels. This resource is aimed at promoting black writers and highlighting their contribution to the literacy world. They have a section called 28 Days Later and it starts on February 1st and each day of Black History Month it picks an author of children's or young adult books to highlight.

1849 Harriet Tubman Underground Railroad Animation

<https://www.youtube.com/watch?v=Jh-MOFmFt20>

This is an animated video that talks about the trials of black people during the time of slavery. The short video is 27 mins long and examines Harriet Tubman and her contributions to the Freedom Trail. The video follows Harriet's journey to fight for freedom and how she helped Black slaves to freedom. The video uses beautiful graphics and is age appropriate for upper elementary and early middle school, it covers a difficult topic without being overly graphic. This resource is a great place to begin a conversation about equality and how Harriet's contribution changed the lives of hundreds of Black slaves.

African American Athletes

<https://www.biography.com/search?query=african%20american%20athletes>

This is an easily maneuvered website that has compiled numerous african american athletes, to tell their stories of success, through various barriers and obstacles. It is often important to have content available to students, that reflects their own interests, and relating something as heavy as black history to athletic prowess could be a great way to bring in some of the more reluctant students in your class. This resources dolls out quick facts regarding each individual, as well as a quick recap of their career as well as personal life and in some cases overall impact on society and or the sporting world.

Inventions You Can't Live Without

<http://teacher.scholastic.com/activities/bhistory/inventors/>

Part 9: Culminating Activity

Name: Brooks, Kevin, Brody, Cathlia, Ashley, Robert	Subject: Social Studies	Date: February 26 th , 2020
--	--------------------------------	--

	Topic: Black History Month	Grade: 4
<p>General / Specific Curriculum Outcomes:</p> <p>4.1.1 Examine the concept of exploration</p> <p>4.4.4 Examine symbols associated with Canada's landscape</p> <p>4.4.3 Describe the political landscape of Canada</p> <p>4.3.3 Examine the relationship between humans and the physical environment</p>		
<p>Lesson Objective: Students will prepare and engage in a parade. To find the best route for the parade, the students will create a map of their school/community.</p>		
<p>Required Materials: Costumes, craft materials, boxes, tools, various writing utensils, different kinds of paper, paint, cardboard, music, instruments, anything and everything!</p>		
Warmup / Hook:	<p>-Students will reflect on the unit and discuss which people or events that impacted them. A warm up activity could be creating a mind map on the board or a chart illustrating the student's ideas.</p>	

<p>Introduction / Opener: [Review-Activate--Recap]</p>	<ul style="list-style-type: none"> -Show various youtube clips of parades demonstrating black history. -Some examples might be: Martin Luther King Jr. parades. Black history month parades *Bring attention to the fact and ask the question, “How do you think they decided which route to take the parade?”
<p>Body:</p> <p>*This will take more than one class.</p> <p>Body:</p> <p>*This will take more than one class</p>	<ul style="list-style-type: none"> -Invitie students to collaborate and decide where they would like to hold their parade. -Divide up the work and have some students work on the mapping process and others on the parade. -Have students research historical figures or events to decide what will be displayed in the parade. -Create costumes and parade materials -Practice routines -Have members of class get in contact with school administration and other members of the school community to plan the parade. -Assign a day for the parade -Parade!

Closure:	<p>-inquire with the students about how they felt the parade went. What worked? What would they do different next time? And finally, congratulate them on their hard work and ask if there are any parting remarks or reflections on their Black History Unit.</p>
Assessment:	<p>-Students contributed to the process of planning and conducting a parade. Things to assess may include: mapping for the parade, school and community relations, costume and set design, group work, practice and rehearsal.</p>