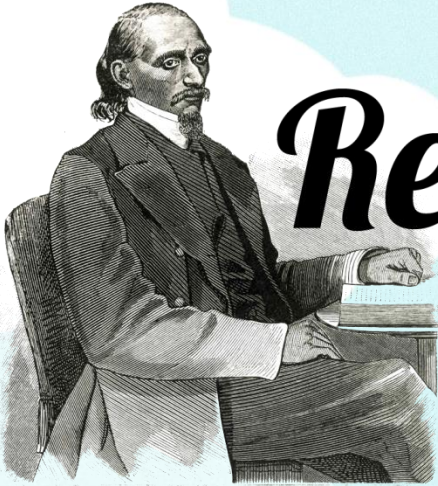




BREAKING THE CHAINS



Reverend Mitchell

TORONTO

William Mitchell: Life in Rural Toronto

Grade/ Subject /Strand:

Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 3 Social Studies – Urban and Rural Communities; Grade 7 History – British North America; Grade 7 Geography – The Themes of Geographic Inquiry; Grade 8 Geography - Patterns in Human Geography; Language - Writing

Curriculum Developer:

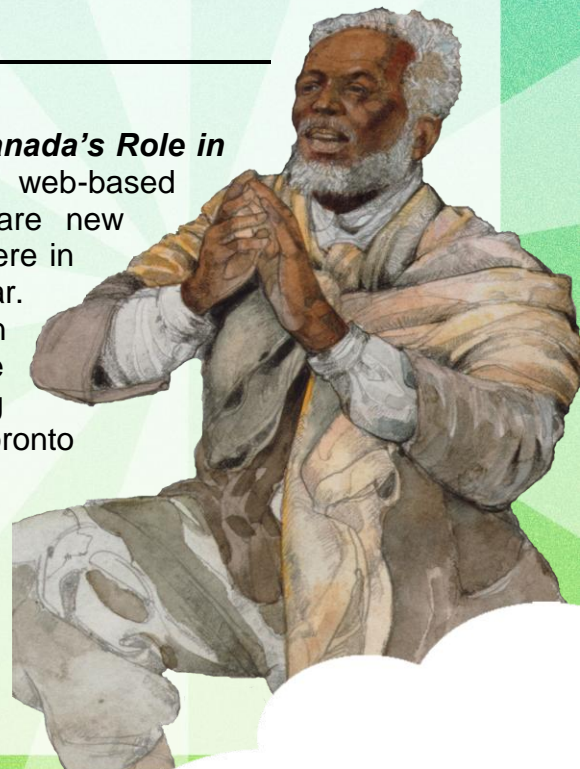
Natasha Henry, Education Specialist, Harriet Tubman Institute, York University

Website

Breaking the Chains: Presenting a New Narrative of Canada's Role in the Underground Railroad
www.yorku.ca/tubman/breakingthechains

The Website

Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad is a groundbreaking new web-based educational project. Its purpose is to develop and share new research about Canada and the brave people who came here in search of freedom in the years before the American Civil War. There is a particular focus on freedom-seekers who settled in the Niagara River and Detroit River borderlands; the Queen's Bush, a vast unorganized territory encompassing much of modern Wellington County; and the Greater Toronto Area.





BREAKING THE CHAINS

Instructional Objectives

- Examine the life of William Mitchell while he lived in York Township West between 1855 and the mid-1860s.
- Learn about the life of African Canadians/freedom-seekers in rural Toronto.
- Compare the advantages and disadvantages of life in urban and rural Toronto for freedom-seekers.
- Write an opinion piece from the perspective of William Mitchell about which community he would prefer to settle.

The Activities

Description

Students will read a narrative of William Mitchell and view the related augmented reality segments. They will then read and take notes on life on the outskirts of Toronto during the mid-19th century. Students will identify the advantages and challenges faced by freedom-seekers in rural and urban communities, after which they will write an opinion piece regarding the ideal settlement type of community and conditions for formally enslaved African Americans living in what is now Ontario.

Getting Organized

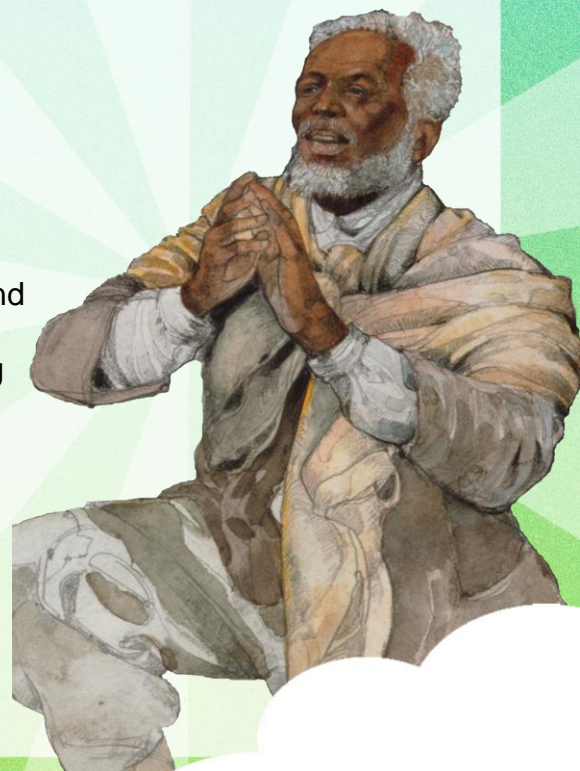
PRIOR KNOWLEDGE REQUIRED:

- Some knowledge of rural and urban life in Ontario.
- Ability to sort and classify information.

ADVANCE PREPARATION:

- Print out and photocopy the student assignment and activity sheets as needed.
- Teachers should review all materials prior to teaching the lesson.
- Book computer time for the class.

REQUIRED TIME: Approximately 4 to 6 class periods





First Class:

1. Read the William Mitchell narrative. Ask students to view the related augmented reality segments.

Second Class:

1. Read the Historical Backgrounder and make notes on the features of rural community life on the outskirts of Toronto in the 1850s.
2. Use Chapter 6, “Living on the Outskirts,” in *The Underground Railroad: Next Stop, Toronto!* to provide students with additional information.
3. After compiling data about life in rural and urban 19th century Toronto, students of all grades can be assigned the task of drawing a map that depicts both Toronto and surrounding communities in the 1850s and 1860s.

Third Class:

- Ask Grade 7 and 8 students to complete the comparison chart in order to assist them in constructing an opinion about the community in which William Mitchell would prefer to settle.
1. Students can use the Historical Backgrounder, the book *The Underground Railroad: Next Stop, Toronto!* and their own online research to locate the information needed to complete the chart.

Fourth Class:

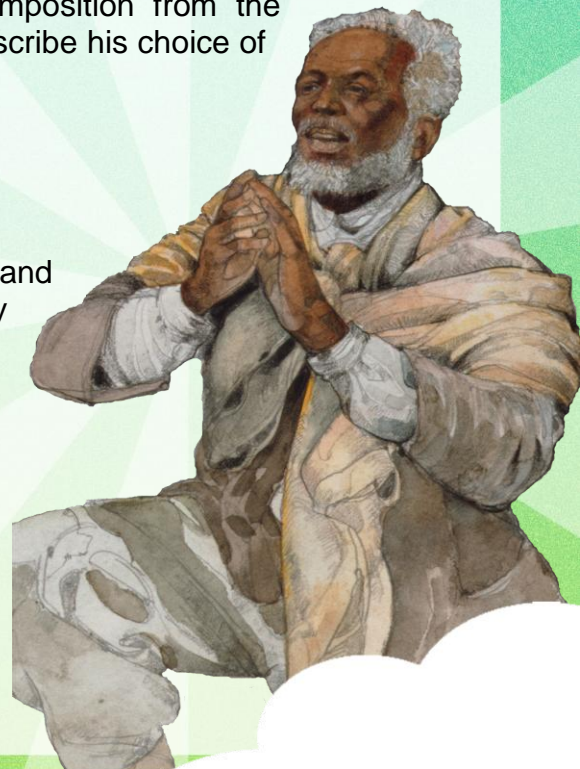
1. Assign students the task of writing an opinion composition from the perspective of Reverend William Mitchell. This will describe his choice of community in which to settle – rural or urban.

PLANNING NOTES:

- Locate and bookmark suggested online materials and other useful websites provided in the Supplementary Materials section.

MATERIALS REQUIRED FOR TEACHER:

1. William Mitchell narrative
2. Chapter 6 in *The Underground Railroad: Next Stop, Toronto!* by Adrienne Shadd, Afua Cooper, Karolyn





BREAKING THE CHAINS

Smardz Frost (Toronto, ON: Natural Heritage Books, 2002).

3. Student worksheets

ACCOMMODATIONS/MODIFICATIONS:

- Readings can be done aloud as a class or in small groups.
- The census activity can be completed as a class using an overhead.
- Students can be paired to complete tasks if needed.

SUPPLEMENTARY MATERIALS:

Books

- Pictorial books on Toronto's early history

Websites

"The Earliest Known Photographs of Toronto", City of Toronto Archives online exhibit
http://www.toronto.ca/archives/earliest_1_earliestknown.htm

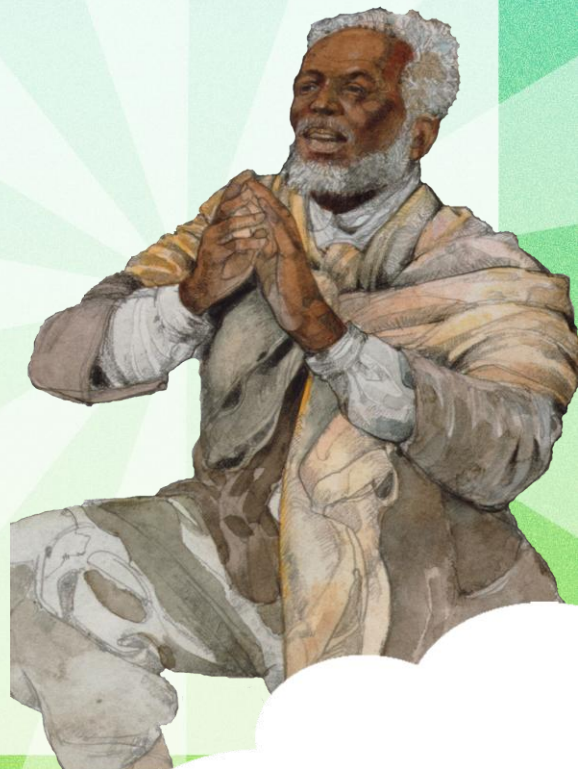
ASSESSMENT/EVALUATION DESCRIPTION:

1. Completion of comparison chart
2. Active participation in group activities and class discussions
3. A written opinion piece

Teaching and Learning Strategies

Students will accomplish the instructional objectives by:

- Reading the William Mitchell narrative
- Viewing augmented reality vignettes
- Completing a comparison chart
- Writing an opinion piece
- Working cooperatively to complete the student tasks
- Conducting online research





BREAKING THE CHAINS

Instructional Resources:

WEBSITES

- Harriet Tubman Institute “Breaking the Chains: Presenting a New Narrative for Canada’s Role in the Underground Railroad” - Online Exhibit

Website address: www.yorku.ca/tubman/breakingthechains

The Under-Ground Railroad by William Mitchell,
1860. http://www.gutenberg.org/catalog/world/readfile?fk_files=1499200





Historical Background

LIFE IN RURAL TORONTO

The area now known as the Annex north of Bloor in central Toronto was part of the rural outskirts of the city in the 1850s and 1860s. It was part of York Township, which surrounded the City of Toronto, extending from just above Bloor St on the south, the Scarborough line (and Scarborough Township) on the east, and the Humber River (and Etobicoke Township) on the west. York Township stretched north as far as Vaughan and Markham Townships. Yonge Street separated York Township West from York Township East.

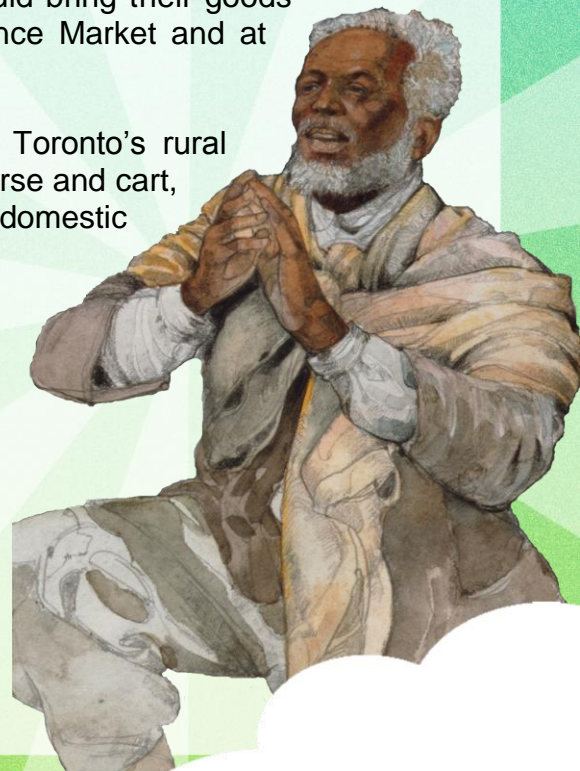
By 1861, York Township had become home to the second largest number of Blacks in Toronto, with a population of 224. (The largest African Canadian population lived near Osgoode Hall in St. John's Ward, between University and Yonge Streets, north of Queen Street). York Township West, Ward 3 – where Reverend Mitchell resided – held the highest number of Blacks, at 119, of all of the wards of York Township at that time. It was very large and included the area west of Yonge Street to the Humber River, and north of Bloor extending well past St. Clair Avenue.

York Township West was mainly rural farmland, which was attractive to African American migrants because many formerly enslaved African Americans had lived in rural communities in the United States. Therefore, the country provided a familiar setting in which freedom-seekers and free Blacks were already familiar. The lower cost of living in comparison to city life was also attractive. New settlers could purchase larger tracts of land for less money than in an urban centre. Those large tracts could be used for growing crops and raising animals such as cows, chickens, and pigs. The nearby city provided a market for surplus farm goods, and farmers would bring their goods down Yonge Street by cart. They sold them at St. Lawrence Market and at other small markets located in each of the city wards.

Men and women who did not farm found employment in Toronto's rural outskirts clearing land, chopping wood, hauling lumber by horse and cart, building barns and houses, washing laundry, taking jobs as domestic servants, and working as dressmakers or hairdressers.

Bibliography

1. Shadd, Adrienne, Afua Cooper, Karolyn Smardz Frost, *Underground Freedom Next Stop Toronto!* (Toronto, ON: Natural Heritage Books, 2002).





Student Task:

THE BEST COMMUNITY FOR FREEDOM-SEEKERS

- A. Using class notes and the completed comparison chart, write an opinion composition that describes your choice of the best type of community in which freedom-seekers could settle – rural or urban. Be sure to include supporting facts.



Marking Rubric for Opinion Writing

CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<p>Reasoning</p> <ul style="list-style-type: none"> – complexity of ideas – exploration of social issues and clarification of personal concerns – number and relevance of supporting details 	<ul style="list-style-type: none"> – writes a few simple, undeveloped ideas – states facts about a social issue, but shows little understanding of it – provides very few facts supporting his or her point of view 	<ul style="list-style-type: none"> – writes and develops a variety of simple ideas – shows some understanding of a social issue – provides some supporting evidence for his or her point of view 	<ul style="list-style-type: none"> – writes and develops ideas of some complexity – shows understanding and personal concern about a social issue – supports his or her point of view with relevant facts 	<ul style="list-style-type: none"> – develops ideas fully to create greater understanding – shows thorough understanding and commitment to a social issue – supports his or her point of view fully with relevant facts
<p>Organization</p> <ul style="list-style-type: none"> – overall structure (introduction, body, conclusion) 	<ul style="list-style-type: none"> – there is no clear overall structure or organization – very little attempt has been made to define the issue in the introduction – there is no summary or clear call to action 	<ul style="list-style-type: none"> – there is some evidence of a structure or organization – the issue is mentioned in the introduction, but is not clearly defined – some attempt has been made to summarize the issue 	<ul style="list-style-type: none"> – the organization is logical and appropriate – the issue is defined in the introduction, and the introduction and conclusion are connected – the final paragraph summarizes the issue and suggests further action 	<ul style="list-style-type: none"> – the organization supports the purpose and enhances the argument – the introduction clearly defines the issue, captures the reader's attention, and is connected to the conclusion – the issue is summarized and the action required is clear and compelling
<p>Communication</p> <ul style="list-style-type: none"> – purpose (to express an opinion in an opinion piece) – voice (opinion) – clarity and precision of ideas – word use and vocabulary – sentence variety (structure, type, length) 	<ul style="list-style-type: none"> – states facts – contains no clear opinion or point of view – contains few ideas and facts clearly stated – contains little or no evidence of new vocabulary – relies on one sentence type 	<ul style="list-style-type: none"> – attempts to persuade – contains an opinion somewhat clearly expressed – contains some ideas and facts clearly stated, but which may be repetitive – contains some new vocabulary – contains a variety of sentences 	<ul style="list-style-type: none"> – is persuasive – contains an opinion or point of view expressed clearly – contains ideas and facts that are mostly clearly stated – contains vocabulary that suits the purpose and audience – contains a wide variety of sentences 	<ul style="list-style-type: none"> – is very persuasive – contains an opinion or point of view expressed clearly and convincingly – contains all or almost all ideas and facts clearly and concisely stated – contains new words or special terminology that supports the opinion presented – contains a wide variety of sentences used effectively
<p>Writing Conventions</p>	Limited use of conventions, vocabulary, and terminology.	Some use of conventions, vocabulary, and terminology.	Appropriate use of conventions, vocabulary, and terminology.	Uses conventions, vocabulary, and terminology with a high degree of effectiveness.





BREAKING THE CHAINS

Ontario Curriculum Expectations

This lesson plan correlates to:

Heritage and Citizenship: Grade 3 - Early Settlements in Upper Canada

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- Describe the communities of early Black settlers in Canada West in the 1850s.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 3, students will:

- Identify the countries of origin of the people who settled in Canada West in the 1850s (e.g., United States);
- Identify the areas of early Black settlement in Upper Canada (e.g. Essex County, Toronto, the Queen's Bush, and the Niagara Region);
- Describe the major components of an early African Canadian settlement;
- Describe the various roles of male and female settlers (e.g., farm worker, church minister, teacher, merchant, blacksmith, seamstress, laundress, homemaker).

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

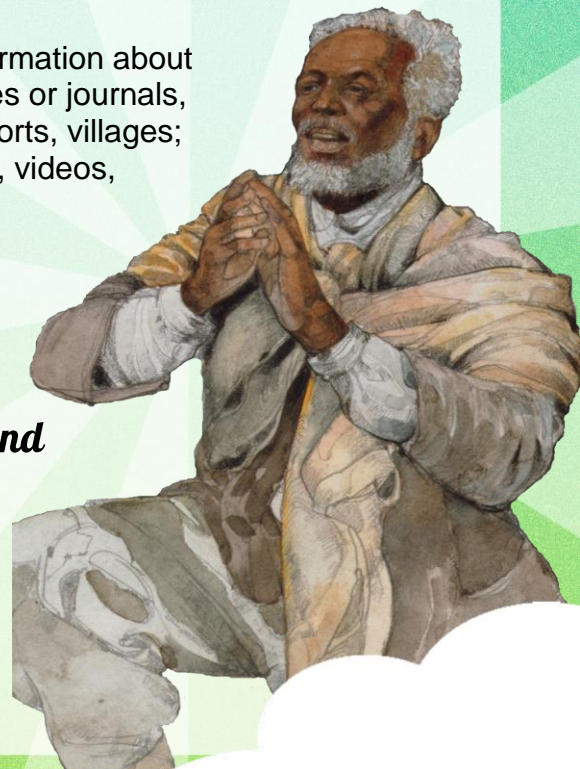
By the end of Grade 3, students will:

- Use primary and secondary sources to locate key information about early settler communities (e.g., primary sources: diaries or journals, information at local museums, early settlers' houses, forts, villages; secondary sources: maps, illustrations, print materials, videos, websites, CD-ROMs);
- Use appropriate vocabulary (e.g., pioneer, settlers, enslaved, freedom-seekers, free Blacks, settlement, doctor, blacksmith, African Canadians) while making their inquiries and observations.

Canada and World Connections: Grade 3 - Urban and Rural Communities

OVERALL EXPECTATIONS

By the end of Grade 3, students will:





- Identify and compare distinguishing features of urban and rural communities;
- Use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- Explain how communities interact with each other and the environment to meet human needs.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 3, students will:

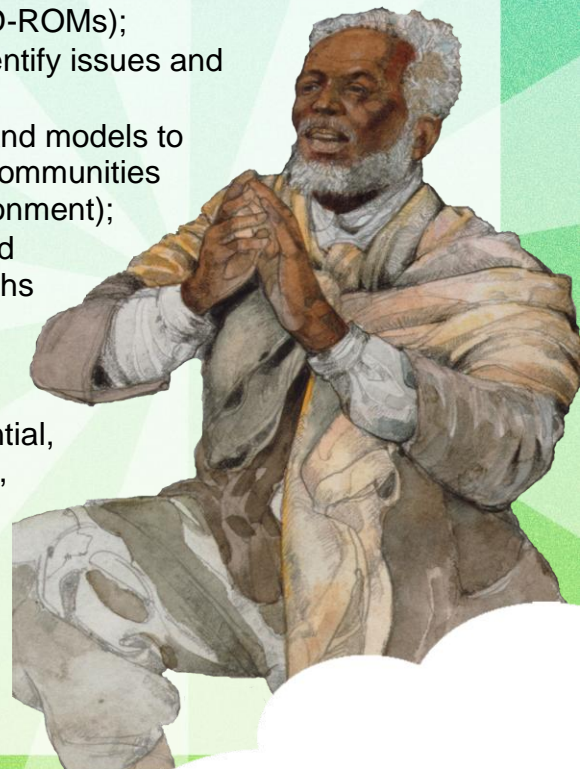
- Compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities;
- Compare transportation in urban and rural communities;
- Compare population density and diversity in urban and rural communities;
- Compare buildings and structures in urban and rural communities.

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

By the end of Grade 3, students will:

- Ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? What is the role of natural resources? Is transportation a factor? How would have affected life in 19th century Canada? How does population growth affect life in an urban or rural setting?);
- Use primary and secondary sources to locate key information about urban and rural communities (e.g., primary sources: surveys, interviews, fieldwork; secondary sources: charts, graphs, maps, models, CD-ROMs);
- Sort and classify information about communities to identify issues and solve problems;
- Construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment);
- Use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features);
- Use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population) to communicate the results of inquiries and observations about urban and rural communities.





BREAKING THE CHAINS

SPECIFIC EXPECTATIONS

Map, Globe, and Graphic Skills

By the end of Grade 3, students will:

- Make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;
- Consult map legends when looking for selected features.

SPECIFIC EXPECTATIONS

Application

By the end of Grade 3, students will:

- Describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).

History: Grade 7 - British North America

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- Explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of settlers of African origin, and outline the causes, events, and results of the War of 1812;
- Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new colonies of British North America.

SPECIFIC EXPECTATIONS

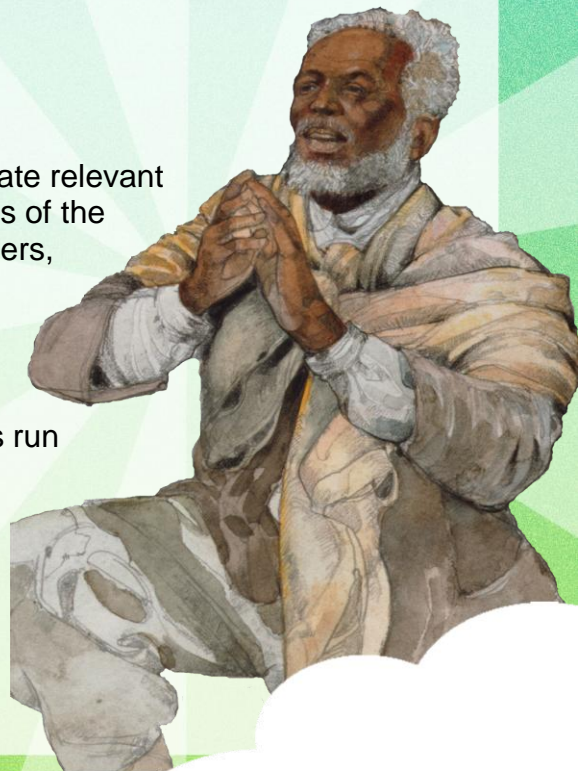
Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artifacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- Analyze, synthesize, and evaluate historical information (e.g., Why did enslaved African Americans run away to Canada?).

Application

By the end of Grade 7, students will:





- Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a web page).

Geography: Grade 7 - The Themes of Geographic Inquiry

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 7, students will:

- Explain the geographic concept of location/place (e.g., "location" means where a place is and where it is relative to other places);

History: Grade 8 - Confederation

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify key social, political, economic, and physical characteristics of African Canadian communities in British North American colonies between 1850 and 1870.

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

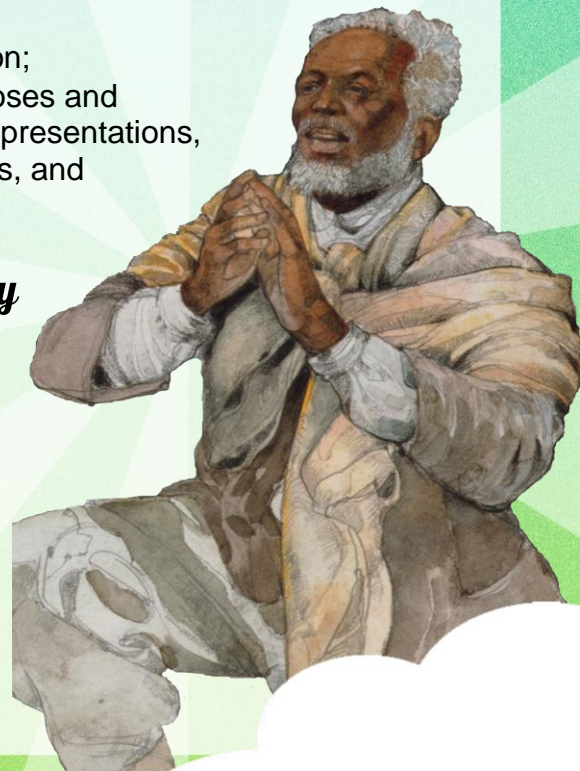
- Analyze, synthesize, and evaluate historical information;
- Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

Geography: Grade 8 - Patterns in Human Geography

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- Identify the main patterns of human settlement and identify the factors that influence population distribution and land use.





BREAKING THE CHAINS

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify and explain the factors affecting population distribution;
- Identify and describe the types of land use.

SPECIFIC EXPECTATIONS

Application

By the end of Grade 8, students will:

- Locate relevant information from a variety of primary and secondary sources (e.g. statistics, occupations);
- Use appropriate vocabulary.

Geography: Grade 8 - Migration

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- Connect the real experiences of Canadians to information about the causes and effects of migration.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify the push and pull factors that influence people to move (e.g., *push*: lack of freedom, discrimination; *pull*: freedom, security, opportunities).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Use appropriate vocabulary (e.g. migration) to describe their inquiries and observations.

Application

By the end of Grade 8, students will:

- Investigate the migratory roots of early African Canadians and relate them to Canada's cultural development.

