

Teacher's Guide for *The Children of Africville* by Christine Welldon

Strand: People, Place and Environment

Create a model of the Africville community.

Materials: cereal boxes of various shapes and sizes, tempera paint, construction paper, felt tip pens, glue, scissors, butcher paper, CD “Africville Suite”

Talk with students in a group setting about the community of Africville. Lead the discussion to draw on students' awareness of features unique to the community; the church, the railroad track, the waterfront, the long road into Halifax, the blueberry patch, the garbage dump, the tobogganing hill.

Listen to some music from the CD “Africville Suite.”

The plan may be first drawn on the chalkboard or chart paper, and then transferred to the butcher paper placed on the floor.

Direct the students to work individually in pairs, or in small groups to make buildings from the cereal boxes and art supplies.

Place the cereal boxes in appropriate spots on the streets and roads drawn on the paper.

Make trees, flowers, grass, water, from various art supplies to add interest.

Provide time and opportunity for the students to talk freely about the model.

Strand: Citizenship

Identify similarities and differences in the ways cultures meet human needs and wants

Students will be able to determine the difference between wants and needs.

Make a collage showing wants and needs/a Venn diagram/a Poster/Hold a debate

Materials: sheets of chart paper, magazines, glue, scissors, and construction paper.

Use Think-Pair-Share Strategy. Ask students to think about things they want, then pair up and talk with a partner about their wants. Have each group share with the large group. Teacher places results on chart paper under the heading Wants. Repeat this process for Needs. Ask students to think of things they need rather than want. While the students share with a partner, hang up another piece of chart paper titled Needs. Again have the groups share their ideas of needs. Discuss how their community supplies wants and needs.

Have students read about the wants and needs of the Africville children. Have children work in groups of four. Appoint a Recorder and Facilitator in each group. Students discuss their opinions of the Needs and Wants of the Children of Africville i.e. they wanted to go tobogganing, to eat blueberry duff, they needed clean drinking water; they needed the church to help celebrate their togetherness. Students record their answers on chart paper and present their findings.

How many wants and needs did the community supply? Have the students go through magazines and make a collage of wants and needs of the Africville children. The collage must be divided into two parts, so the wants and needs are separated.

Create a Venn diagram comparing the services that the students have in their community to the services that the children of Africville had, and what both groups have/had in common.

Discuss the requests that the Africville people made to the Government of Halifax. Pretend you are living in Africville and you wish to make the Government of Halifax aware of your need to have clean water, central heating, fire protection, snow plough

services, police protection. Choose three needs. Create a poster you would post around City Hall, illustrating these needs. Share your poster with the group.

Discuss the chapter “Doing Without” on Page 10. What did the Africville people ask for? What did the Government officials reply and what reason did they give? Hold a debate representing the pros (represented by Africville people) and cons (represented by government) of giving the Africville people what they asked for.

Strand: Culture and Diversity

Create a poster/Write a journal entry

Resources: The Children of Africville, Skin Deep, page 27

Discuss examples given of racial prejudice experienced by the Africville children. Relate these experiences to those students may have experienced personally. Invite students to share their personal experiences or situations they have witnessed. Design a poster that discourages racial prejudice and encourages equality. Write a journal entry of a child in Africville telling about an experience of racial prejudice.

Strand: Culture and Diversity

Create newspaper headlines that reflect point of view/Write a letter to the editor

Materials: local newspaper

Look at the newspaper headlines on chapter beginning “Leaving Africville.” Identify one element that editors use to convey editorial bias (negative headline). Which headlines show that the newspaper is against Africville? Identify the words that show a negative connotation and have students discuss their meaning and why they seem negative. (Ugly Shacktown, Ghetto, Africville Problem). Which headline is neutral, neither positive or negative? (City to make Africville move as painless as possible.) Have the children create headlines that reflect the Africville people’s point of view about Africville and its right to remain as a vibrant community. (i.e. Let’s Rebuild Africville, Africville Must Stay).

Students look at examples of “Letters to the Editor” column in a local newspaper. Students write a letter to the editor that is either for or against allowing Africville to remain and giving reasons why they think so.

Strand: Heritage

Read for information/Make notes/Write a biography

Resources: Internet

Review note-taking skills

Students research the contributions of Africville people: Richard Preston, Portia White, Gordon T.C. Jemmott, Joe Sealey, George Dixon, ‘Pa’ Carvery, Irvine Carvery.

Create a Famous Africville People Bulletin Board in the classroom with posters and biographies of these names.

Strand: Time Continuity and Change

Create an accordion picture book of Africville's historic events/write captions.

Materials: Strips of newsprint paper, crayons, Timeline page 74, *Children of Africville*

Ask questions associated with historical methodology to answer: What happened? How do we know what we know? Why is it important?

On chart paper, discuss with class and list up to ten important events of Africville beginning with the establishing of the community in 1848. Use Timeline for assistance. Create accordion book with strips of newsprint. Students use art to illustrate the events and write a caption for each page.

Strand: Time Continuity and Change

Plan a heritage site/Create a map/Write a journal entry

Materials: newspaper clipping or printout from internet, "We are profoundly sorry" Toronto Star, February 25, 2010; chart paper, crayons, felt pens

Read and discuss the newspaper article. Invite students to give reasons why an apology was made to the Africville people and record on chart paper. (unfair treatment of the Africville community, Africville people lobbied for compensation, annual Africville picnic kept the memory alive, the work of the Africville Geneology Society,)

What key elements do students think the Africville people might include in their planning for Seaview Memorial Park, and why would they include them. (museum or interpretive centre, replica of the church, home for senior Africville people.)

What items might the Africville people place in the interpretive centre? (maps to show migration patterns of Black Loyalists, famous Africville people, artefacts from parents or grandparents, the church pulpit.)

Sketch a map of Seaview Memorial Park and how it might look in the future when the Africville people have used their funds to build on the land.

Ask students to imagine they were born in Africville. Write a journal account of how they felt when they heard the news of the apology and compensation.

Resources

Black History Portal—Parks Canada: www.pc.gc.pa

Black Cultural Centre: www.bccns.com

Africville Suite by Joe Sealey (CD)