MUSEUM LONDON

presents

Black Communities in Southwestern Ontario 1830-1920 Teacher Resource Guide

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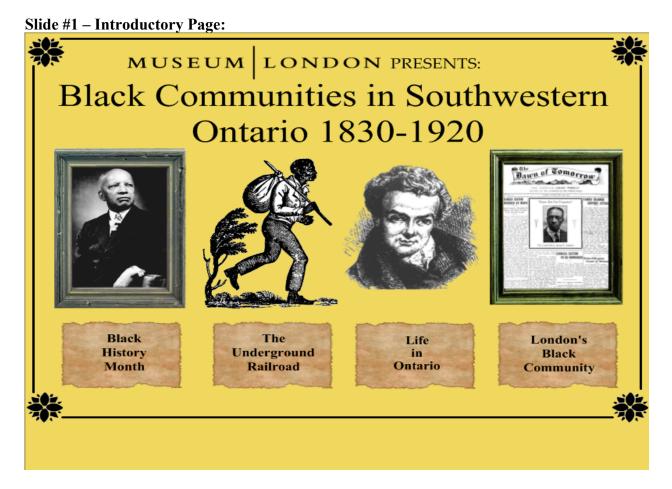
Introduction	Page 1
SMART Board Slides	ě
Unit 1: Black History Month	Page 3
Unit 2: Underground Railroad	Page 12
• Unit 3: Life in Ontario	Page 21
• Unit 4: London's Black Community	Page 30
Classroom Activities	Ũ
Further Resources	Page 45
Acknowledgements	Page 46

Table of Contents

Introduction:

This teaching module has been created to provide an overview of the history of Southwestern Ontario's Black population from the 1830s to the early twentieth century. The exhibit "People and Places: London's Black Community" was featured at Museum London from January 10 – April 4, 2004 and this teaching module is largely based on the exhibit's original material. Targeting grades seven and eight, the module links to the Social Studies and Language curriculum. Further educational resources for teachers related to Black history have also been included in the resource guide. The guide is meant to accompany the SMART Board slides. Each slide is presented with its intended use, curriculum links, and the page number of the corresponding classroom activity (where applicable) as well as any further information that is not included in the slide itself. The SMART board module is meant to be facilitated by the teacher rather than act as an independent classroom activity.

SMART Board Slides



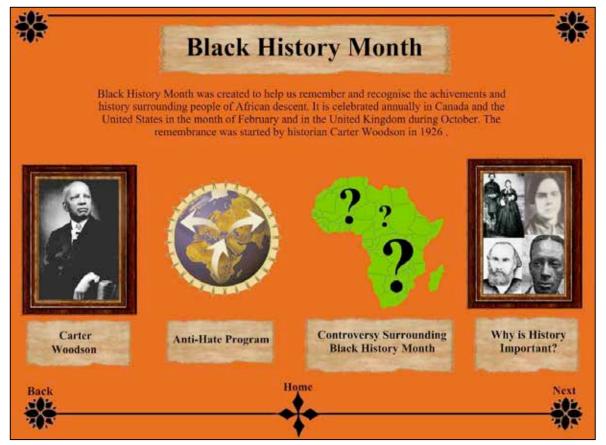
Intended Use:

This slide is the introductory page to the entire module. Divided into four units, this page allows teachers to choose appropriate lessons for a day's class without searching through the entire module. Though units may be completed in any order chosen by the teacher, by starting at the left a broad focus is presented which gradually narrows in scope. By touching any of the four images/titles, teachers will be directed to the title page for each of the individual units. Once a unit has been completed, teachers will be directed back to this start page.

Additional Information:

- Black History Month Image 1: A photo of Carter Woodson, the historian who first developed what is now Black History Month.
- The Underground Railroad Image 2: An image of a fugitive slave from 1837 appearing in advertisements for the capture of runaway slaves.
- Life in Ontario Image 3: A picture of William Wilberforce, a leading British abolitionist.
- London's Black Community Image 4: A 1931 front page of the newspaper *The Dawn of Tomorrow* published by the Canadian League for the Advancement of Coloured People.

Slide #2 – Black History Month:



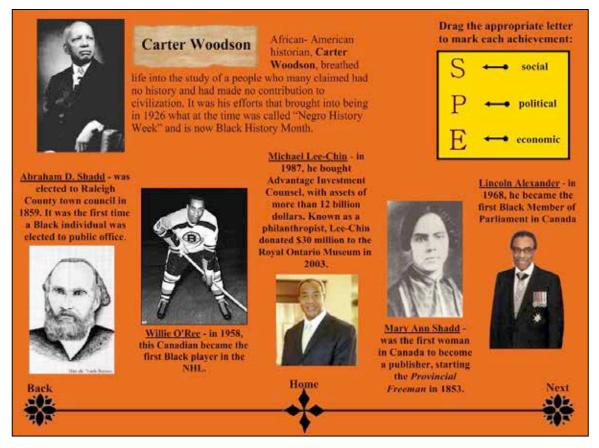
Intended Use:

This slide is an introduction to the unit about Black History Month. A brief description of Black History Month's origin is given at the top of the page. Teachers can touch one of the four images below to access the slides. At the page's bottom, the tool bar which also appears on all following pages allows for easy navigation (BACK takes the teacher to the introductory page, as does HOME, and NEXT leads to the first activity in the unit: an examination of Carter Woodson).

Additional Information:

- In 1915 an African-American historian, Carter Woodson (1875-1950), started what is now the Association for the Study of African-American Life and History and the following year began to publish the *Journal of Negro History* now the *Journal of African-American History*.
- It was his efforts that brought into being, in 1926, what at the time was called "Negro History Week." It has today grown into Black History Month and is now celebrated on both sides of the border.

Slide #3 – Carter Woodson:



Intended Use:

This slide will increase student's familiarity with Carter Woodson and the achievements of some prominent Black Canadians. Students are expected to drag the appropriate letter from the yellow box in the top right corner to the images. The correct placement of the letters is shown in the image below.



- One of the earliest contributors to Carter Woodson's journal, *Journal of Negro History*, was Fred Landon, a history professor and librarian at the University of Western Ontario. He wrote about the fugitive slaves that came to London and elsewhere in southwestern Ontario to start new lives and whose descendants Landon met and interviewed.
 - Not content to simply write about the Black community, Landon befriended James Jenkins and assisted him and others with the organization of the Canadian League for the Advancement of Coloured People and with the publication of *The Dawn of Tomorrow* to which he contributed many pieces on London's nineteenth century Black community.

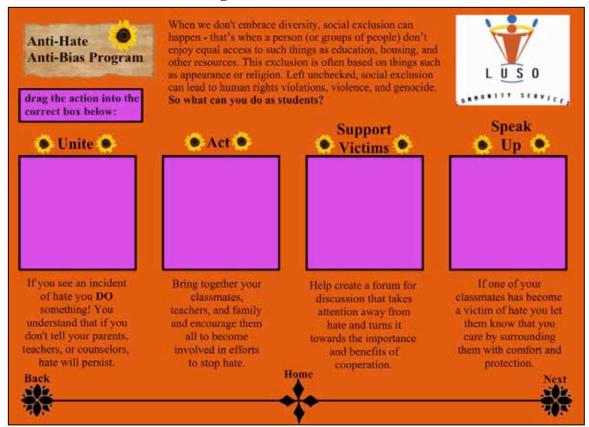
Specific Curriculum Links:

- **Grade 7:** Students are expected to understand social, political, and economic achievements and prepare and present a biographical sketch of an historical person.
- **Grade 8:** Students need to recognise some of the individuals who promoted political and social change in the twentieth century.

Corresponding Classroom Activity:

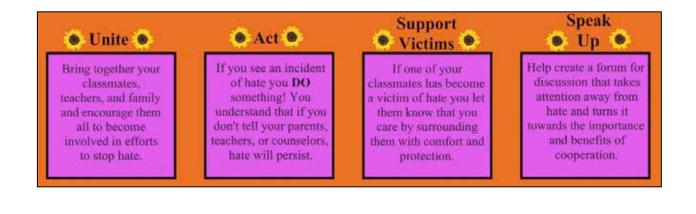
Students will be expected to complete independent research on one of the individuals presented in the slide; Abraham D. Shadd, Willie O'Ree, Michael Lee-Chin, Mary Ann Shadd, or Lincoln Alexander and present their findings to the class.

Slide #4 – Anti-Hate Anti-Bias Program:



Intended Use:

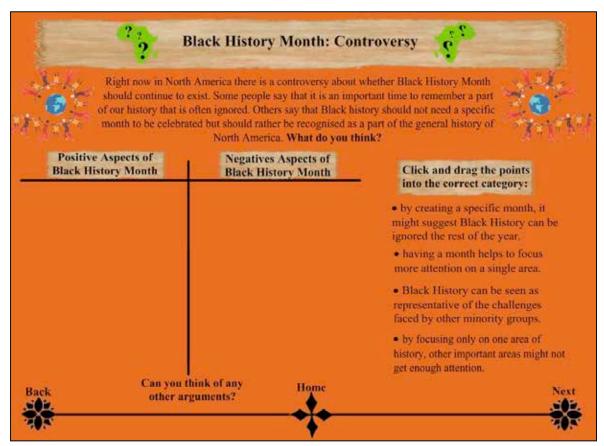
This slide will increase the student's familiarity with the issue of social exclusion and what can be done about it on an individual basis. Students are expected to read the various scenarios listed at the bottom of the slide and place them in the correct box. The correct placement of the scenarios is listed below.



- In addition to the four actions listed in the slide there are additional ways in which students can stop hate in their environment:
 - DO YOUR HOMEWORK. Informed responses to hate are effective ones. Be sure to understand the differences between hate crimes and hate and bias activity. If an organized hate group is involved in incidents, be sure to research and understand related symbols and agendas.
 - CREATE AN ALTERNATIVE. Draw media and public attention away from hate. Create rallies, parades, art exhibits, writing contests, and celebrations in support of diversity, unity and cross-cultural understanding.
 - LOBBY LEADERS. Elected officials and other community members can be important allies in efforts to stop hate. (It is important to remember that some individuals must overcome reluctance and others, their own biases before they are able to take a stand).
 - LOOK LONG RANGE. Promote understanding and address bias before issues develop into hate activity (including hate crimes). Expand your community's comfort zones to allow you to learn and live together.
 - TEACH UNDERSTANDING. Bias and hate are learned early usually in the home. Schools, parents, and caregivers can offer lessons in acceptance and unity. Reach out to youth who may be vulnerable to hate-related propaganda and prejudice.
 - DIG DEEPER. Look inside yourself to identify any prejudices and stereotypes that you carry. Work to dismantle these; if needed, seek support in doing so. Build your own cultural competency and then keep working to expose discrimination wherever it happens – in employment, housing, education, healthcare, and more.

Specific Curriculum Links:

• **Grade 7 and 8:** Throughout all levels of education students are expected to demonstrate a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. The learning activities used to teach the curriculum should be inclusive in nature, and should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship.



Slide #5 – Controversy Surrounding Black History Month:

Intended Use:

In this slide students will become familiar with the current controversy surrounding Black History Month in North America. Students will drag the arguments into their correct position on the left-hand chart. The correct placement of points is depicted in the image below. Furthermore, if students develop any additional arguments there is sufficient room for them to be written onto the board.

Positive Aspects of Black History Month	Negatives Aspects of Black History Month
 having a month helps to focus more attention on a single area. Black History can be seen as representative of the challenges faced by other minority groups. 	 by creating a specific month, it might suggest Black History can be ignored the rest of the year. by focusing only on one area of history, other important areas might not get enough attention.
	think of any guments?

- From its inception, Carter G. Woodson's Negro History Week was plagued with controversy that continues into the twenty-first century.
 - Carter G. Woodson was confronted with many of the current arguments that keep Black History out of the curriculum.
- The first Black History Week fell on the second week of February to honour the birthdays of civil rights activists Abraham Lincoln and Frederick Douglass. Furthermore, W. E. B. DuBois an important civil rights leader and co-founder of the NAACP, was born on February 23, 1868.

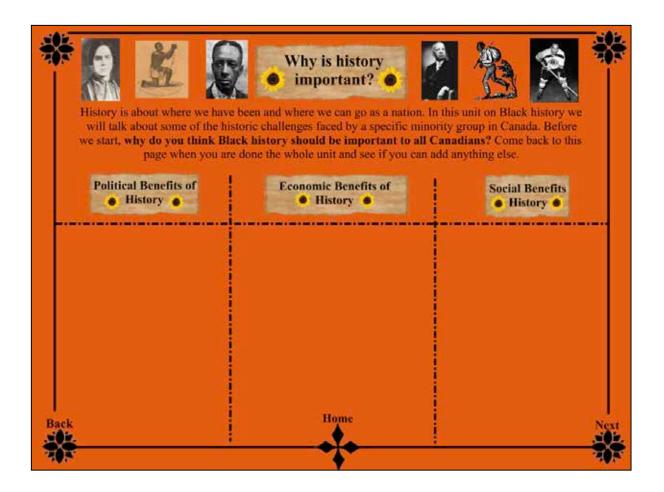
Specific Curriculum Links:

- **Grade 7:** Emphasis is placed on the development of critical thinking skills, including the ability to examine issues from more than one point of view
- **Grade 7 and 8:** In both grades students are expected to construct and use a wide variety of charts and diagrams to organize and interpret information (i.e. a decision-making chart showing the advantages and disadvantages of a historical topic).
- **Grade 8:** Students are expected to identify a range of purposes for listening in a variety of situations including evaluating the effectiveness of the arguments on both sides of a debate.

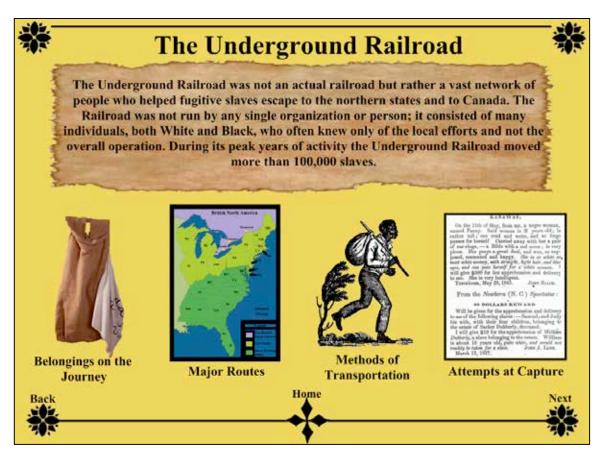
Slide #6 – Why is History Important?

Intended Use:

This is both the opening and concluding activity of the unit and has been left "open" intentionally. Students will be asked to list the political, economic, and social benefits of understanding Black history while the teacher records their answers on the chart. Upon completing the unit, this slide can be returned to and additional points listed. With this activity teachers will be able to review what has been covered in the module and address any questions their students may have.



Slide #7 - The Underground Railroad:



Intended Use:

This slide is an introduction to the unit covering the Underground Railroad. A brief overview of what the Railroad was is given at the top of the page. Below, teachers can choose from the four unit options by touching either the image or title.

Additional Information:

- While the free Blacks could emigrate on their own, most of the escaped slaves, known as "fugitives," arrived in Canada via the Underground Railroad.
- The Underground Railroad was initially developed in the 1820s and 1830s.



Slide #8 – Belongings on the Journey:

Intended Use:

Students using this slide are expected to drag the two items they have chosen to take on the journey from the green box on the right to the blanket on the left.

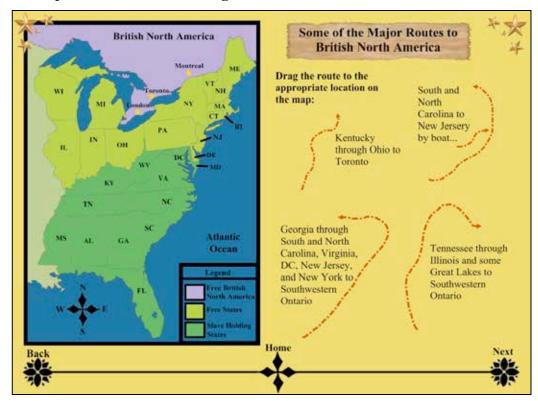


The image on the left depicts the correct answer to the activity.

- The network of escape routes and sanctuaries were by manned abolitionists, Quakers, and former slaves, who provided food, lodging, directions, and transportation.
- In some cases, fugitive slaves traveled as many as one thousand miles on the railroad.
- This journey often began with little more than a compass and a loaf of bread.

Specific Curriculum Links:

- **Grade 7:** Students are expected to use a variety of sources (for example artefacts) to understand the challenges early settlers faced in their new home.
- **Grades 7 and 8:** Students in both grades are expected to undertake learning activities that can help them to become more sensitive to the experiences and perceptions of others.
- **Grade 8:** Students are expected to analyse research on migration and mobility; including, what barriers exist for new immigrants? In which time period would it be harder for people to immigrate to Canada now or the early 1800s?



Slide #9 – Major Routes on the Underground Railroad:

Intended Use:

Students using this slide are expected to drag the route (red-dash line) on the right side of the page to its appropriate location on the page's left map. By reading the description of the route (including its start and finish) students should be able to locate its correct space.



The image on the left depicts the correct placement of the four routes.

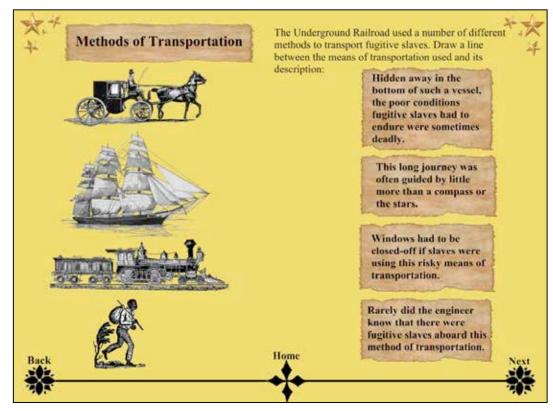
- Many of the routes on the Underground Railroad were not independent of one another. For example, the South and North Carolina routes would have met with the Georgia route for those slaves continuing on to British North America.
- Even the Northern States were not safe for fugitive slaves after 1850 with the passing of the Fugitive Slave Act. The Act allowed slave hunters to come into the northern states and retrieve runaways still considered property under the law. The Act also required state and local authorities to assist in the return of escaped slaves.

Specific Curriculum Links:

- **Grade 7:** Students are expected to describe the different groups of people (e.g. slaves), their patterns of migration and identify their areas of settlement.
- **Grades 7 and 8:** Students are expected to construct and use maps to organize and interpret information (e.g., on a map of North America, trace the migration routes and identify their areas of settlement).
- **Grade 8:** Students are expected to use thematic maps to identify patterns in migration (e.g., location of regions that were sources of significant immigration and flow along emigrational routes to Canada).

Corresponding Classroom Activity:

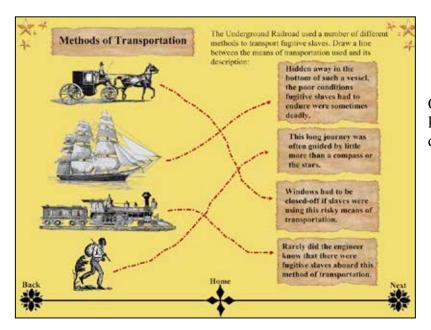
This slide is meant to be accompanied by the blank map of the Eastern United States and Canada on page 38. The map can be coloured to indicate Slave Holding States, Free States, and British North America; in addition, the routes of the Underground Railroad can be drawn on the map.



Slide #10 – Methods of Transportation:

Intended Use:

In this slide students are expected to draw a line between the image representing methods of travel on the left side of the page and its appropriate description on the right. By reading the description of the method, students should be able match it to the correct image.



On the left is the correct answer linking the images and descriptions.

- More than 20,000 slaves came to Ontario during the fugitive slave era.
- Escaping slaves rarely relied on a single form of transportation for their escape. More often, a journey may have included any number of methods depending on what was safe and available.
- "I've now embarked for yonder shore, where men are men by law,

The vessel soon will bear me o'er to shake the Lion's paw

No more I shall dread the auctioneer, or fear my master's frown

No more to tremble when I hear the baying of the hounds

Good bye Old Massa prey don't think hard of me

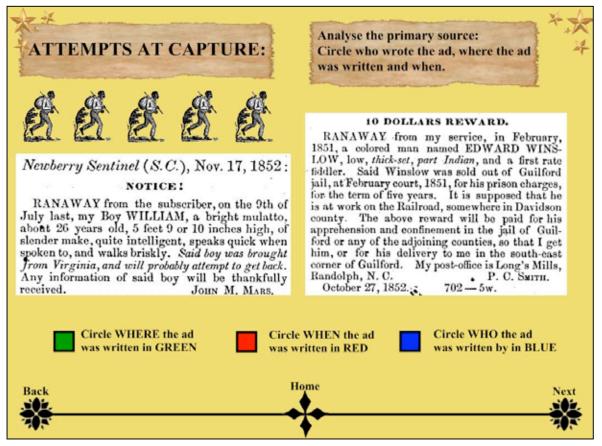
For I am just in sight of Canada, where coloured men are free."

- *On My Way to Canada,* (Possibly a version of *The Free Slave* by American abolitionist George W. Clark) Fred Landon Papers, The University of Western Ontario Archives.

Specific Curriculum Links:

- Grade 7: Students are expected to explain key characteristics of life in the nineteenth century, such as transportation.
- **Grade 8:** Students are expected to explore the many factors that influence relocation and mobility. They are to identify patterns of migration, and examine challenges and opportunities that migration presented to individuals.





Intended Use:

In this slide students are expected to analyse the primary source by circling where the advertisement was written, when, and by whom. By reading through the entire advertisement, students should be able to locate the necessary information. The correct answers are given below.

Newberry Sentinel S.C., Nov. 17, 1852 NOTICE :

RANAWAY from the subscriber, on the 9th of July last, my Boy WILLIAM, a bright mulatto, about 26 years old, 5 feet 9 or 10 inches high, of slender make, quite intelligent, speaks quick when spoken to, and walks briskly. Said boy was brought from Virginia, and will probably attempt to get back. Any information of said boy will be thankfully received.

10 DOLLARS REWARD.

RANAWAY from my service, in February, 1851, a colored man named EDWARD WINS-LOW, low, thick-set, part Indian, and a first rate fiddler. Said Winslow was sold out of Guilford jail, at February court, 1851, for his prison charges, for the term of five years. It is supposed that he is at work on the Railroad, somewhere in Davidson county. The above reward will be paid for his apprehension and confinement in the jail of Guilford or any of the adjoining counties, so that I get him, or for his delivery to me in the south-east corner of Guilford. My post-office is Long's Mills, Randolph, N. O

October 27, 1852

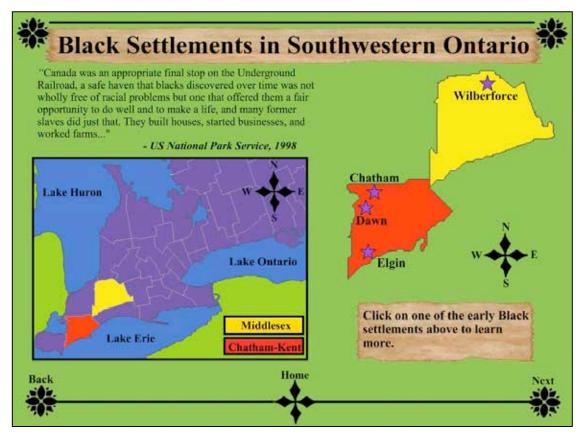
18

Specific Curriculum Links:

- **Grade 7:** Students are expected to use a variety of primary sources (such as newspapers) to locate relevant information about the challenges faced by early Canadian settlers.
- **Grades 7 and 8:** In both grades, students will be expected to use primary sources with increasing sophistication; analyse their content and distinguish between primary and secondary sources.
- Grade 8: Students are expected to identify the conventions and techniques appropriate to specific media texts and explain how these conventions and techniques to help communicate its message.

Corresponding Classroom Activity:

This slide is meant to be accompanied by the newspaper advertisements found on page 39. The advertisements can be highlighted to illustrate who wrote the ad, when it was written, where, the amount of the reward offered, and the slave's name. Furthermore, a list of unfamiliar terms found in the ads is located at the bottom of the sheet and students will be expected to research the word's definition.



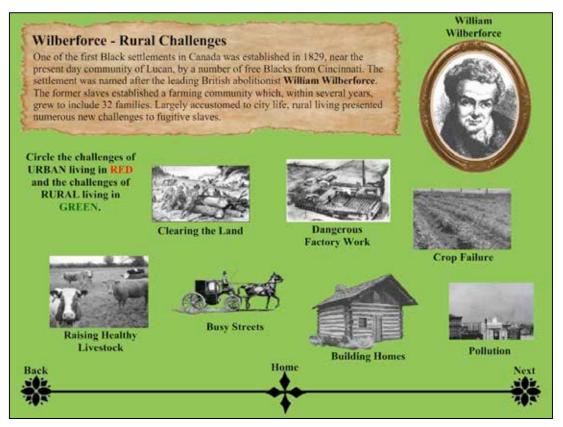
Intended Use:

This slide is an introduction to the unit focusing on Black settlements in southwestern Ontario. A brief description of life in Canada is given on the top left-hand corner of the page. To the right, teachers can choose from the four unit options by touching any of the four purple stars to learn more about a specific settlement.

Additional Information:

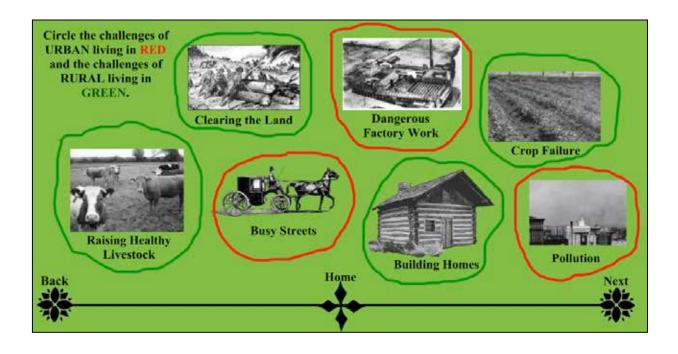
• While the Black population of Canada West (Ontario) increased greatly after 1850, there were already several settlements in southwestern Ontario, including: Wilberforce, Chatham, Dawn, Elgin. Many of these settlements had been specifically established to provide a home for escaped slaves.

Slide #13 – Wilberforce:



Intended Use:

Students using this slide are expected to circle the individual images in either red (representing urban) or green (representing rural) challenges of early settlement. Wilberforce settlement was chosen for this particular activity as its rural setting was a challenge for many former slaves accustomed to urban living. The correct answers are given in the image below.

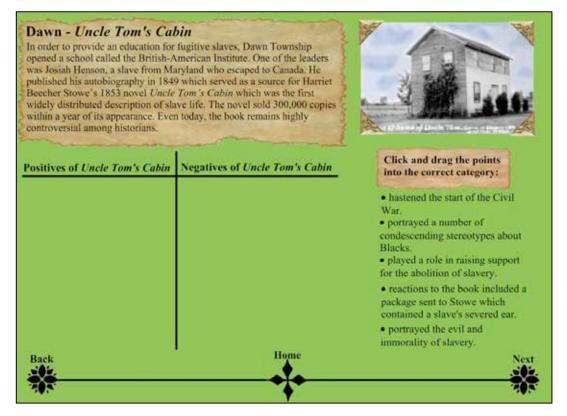


- In Ohio, violence and prejudice had escalated with the strict enforcement of the state's "Black Laws" which, among other things, required free Blacks to register and provide a \$500 bond for "good behaviour" forcing many to flee to Wilberforce.
- Initially, the settlement was led by James C. Brown and later by Austin Steward.
- Wilberforce's population began to decline, possibly because many of the residents found it difficult to move from life in an urban setting to starting a farm in the dense bush of Upper Canada.
- There were several settlers who stayed on however, including Peter Butler, a former slave from Maryland whose descendants remain in the area today.

Specific Curriculum Links:

- Grade 7: Students are expected to use a variety of secondary sources (such as illustrations) to explore the challenges faced by settlers in their new homes.
- **Grade 8:** Students are expected to identify the push and pull factors that influence people to move (e.g., *push:* lack of freedom, persecution; *pull:* security, climate). Furthermore, students should be able to describe the effects that migration has had on the development of (i.e. urban and rural resettlement).

Slide #14 – Dawn: Uncle Tom's Cabin:



Intended Use:

In this slide students are meant to drag the positive points of *Uncle Tom's Cabin* into the left column and the negatives into the right. A list of points to choose from has been given on the right side of the slide. There is also room to write any further points students may want to add. The correct placement is given below.

Positives of Uncle Tom's Cabin	Negatives of Uncle Tom's Cabin
• hastened the start of the Civil War.	• portrayed a number of condescending stereotypes about Blacks.
• played a role in raising support for the abolition of slavery.	• reactions to the book included a package sent to Stowe which contained a slave's severed ear.
• portrayed the evil and immorality of slavery.	

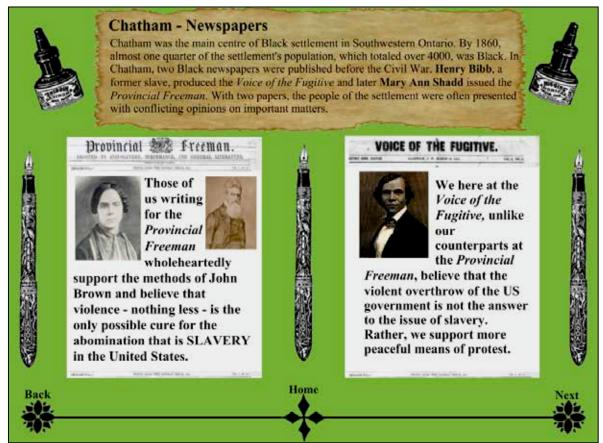
- The entire novel can be found online at: http://etext.lib.virginia.edu/toc/modeng/public/StoCabi.html
- Stowe was a teacher at the Hartford Female Academy and an active abolitionist. She focused the novel on the character of Uncle Tom, a Black slave. The novel depicted the cruel reality of slavery while also asserting that Christian love can overcome such obstacles.
- The book, and even more the plays it inspired, also helped create a number of stereotypes about Blacks. These include the dark-skinned mammy; the "Pick ninny"¹ stereotype of black children; and the Uncle Tom, the long-suffering servant continually faithful to his master.
- Stowe, wrote the novel as a response to the 1850 passage of the second Fugitive Slave Act (which punished those who aided runaway slaves and diminished the rights of fugitives as well as freed Blacks).
- Josiah Henson was a black man who lived and worked on a tobacco plantation in North Bethesda, Maryland. Henson escaped slavery in 1830 by fleeing to the Province of Upper Canada (Ontario). It was in Canada that he wrote his memoirs.
 - Harriet Beecher Stowe acknowledged that Henson's writings inspired Uncle Tom's Cabin. When Stowe's work became a best-seller, Henson republished his memoirs as The Memoirs of Uncle Tom, and traveled extensively in America and Europe. Stowe's novel lent its name to Henson's home – Uncle Tom's Cabin Historic Site, near Dresden, Ontario – which since the 1940s has been a museum.

Specific Curriculum Links:

- Grade 7: The entire history curriculum is meant to develop critical thinking skills, including the ability to examine issues from more than one point of view.
- **Grades 7 and 8:** In both grades students are expected to construct and use a wide variety of charts and diagrams to organize and interpret information (i.e. a decision-making chart showing the advantages and disadvantages of a historical topic).
- **Grade 8:** Students are expected to identify a range of purposes for listening in a variety of situations including evaluating the effectiveness of the arguments on both sides of a debate.

¹ **Pick ninny** is a derogatory term referring to a caricature of black children which is widely considered racist.

Slide #15 – Chatham: Newspapers:



Intended Use:

This slide gives students some basic information about the two newspapers in Chatham representing the area's Black population. The issue of the appropriate means for the abolishment of slavery is debated by the two papers. The class will be divided into two groups, each representing opposite sides of the debate, and will be asked to write an article supporting their standpoint.

Additional Information:

- John Brown (1800-1859) was an ardent abolitionist who came to believe that slavery could only be ended by the violent overthrow of the US government.
 - He came east from Kansas in 1858 with the idea of gathering a force that would raid southern plantations, free the slaves and then arm them for the final insurrection. He visited Chatham that year, where he wrote his provisional constitution and appealed for support.
- Most of the area's Black community feared the violent nature of his plan and refused to support him. Others did however, including Mary Ann Shadd, whose friend Osborne Anderson would accompany Brown to Harper's Ferry.

• Before returning to Kansas, Brown visited other Black communities and may have come to London. Brown put his plan into action in 1859, attacking the federal arsenal in Harper's Ferry, Virginia, in order to obtain weapons. He was caught, tried along with several of his followers, and hanged. He became a martyr to the abolitionist cause and, during the Civil War that soon followed; Union troops went into battle singing: "John Brown's body lies a-moldering in the grave, but his soul goes marching on."

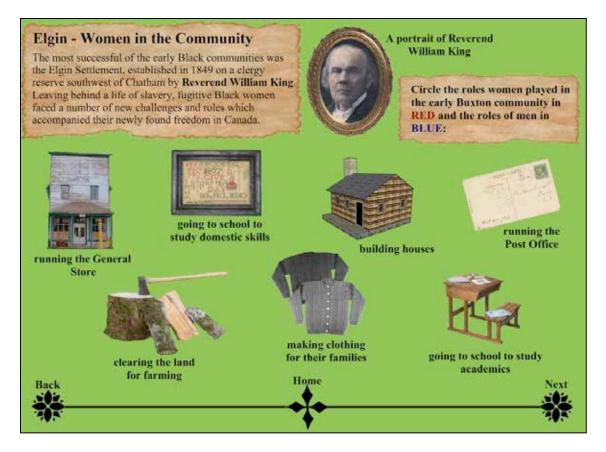
Specific Curriculum Links:

- **Grade 7:** Students are expected to analyse oral presentations in order to evaluate how effectively they communicate ideas/opinions and suggest possible improvements (i.e. listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic).
- **Grades 7 and 8:** In both grades, students must be able to differentiate between fact and opinion and therefore evaluate the credibility of sources while recognising factors such as biases.
- **Grade 8:** Students are expected to identify the point of view presented in texts, including increasingly complex or difficult texts, and give evidence of any biases they may contain.

Corresponding Classroom Activity:

This slide is meant to be accompanied by the blank newspaper templates found on pages 40 and 41. Students will be asked to perform independent research on their group's position concerning the appropriate method to end slavery. Once they have developed a number of key arguments, the two class groups will be asked to present their positions to the classroom.

Slide #16 – Elgin: Women in the Community:



Intended Use:

In this slide students are expected to circle the roles played by men in the early Elgin/Buxton community in blue and those by women in red. Though many traditionally male roles are given, the small size of the Elgin community necessitated that women participate in all of the listed tasks. The image below gives the correct answer.



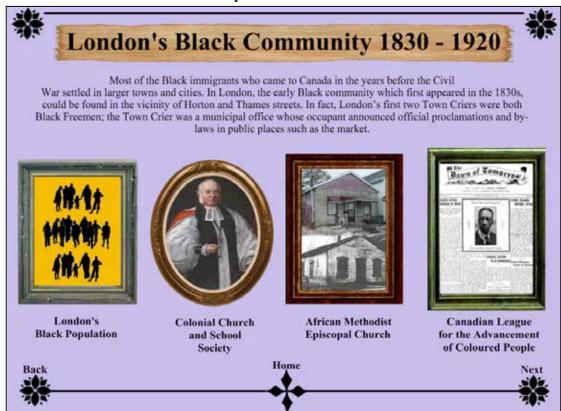
- The roles women played is based on the article "*The Women of the Elgin Settlement and Buxton*" by Joyce Shadd Middleton which can be found online at: http://www.buxtonmuseum.com/History/buxtonwomen.html below are some highlights:
 - When William King arrived in the area in 1849, he brought with him fifteen former slaves; prepared to begin a new life of freedom in Canada. Seven of these fugitives were women who left behind them a life of slavery.
 - These women worked alongside their husbands in clearing the land and building a home for their families.
 - By 1857 the Elgin settlement boasted more than two hundred families and a school for females was added to assure that the girls of the settlement would be adequately taught domestic skills, while at the same time academic education continued to be made available to them.
 - The Parkers, a local family, had escaped from slavery in Maryland, and while hiding in Christiana Pennsylvania, the slave-catchers threatened their freedom. During the rioting that followed, Eliza Parker joined the men and used a gun in their defence.
 - Harriet Shreve Dyke ran the Post Office and General store in the village for fourteen years.

Specific Curriculum Links:

- Grade 7: Students are asked to illustrate the historical development of their community (i.e. the contributions of various groups such as women), using a variety of formats.
- Grade 8: Students are asked to describe how specific events helped change the position of women and children in Canada (i.e. escaping from slavery to the un-cleared land of Canada).

Corresponding Classroom Activity:

Students will be asked to create a poster advertising Elgin to women in the United States. The poster should include specific references to the information given in the slide/article and highlight why Elgin was a desirable place for women to settle in the nineteenth century.



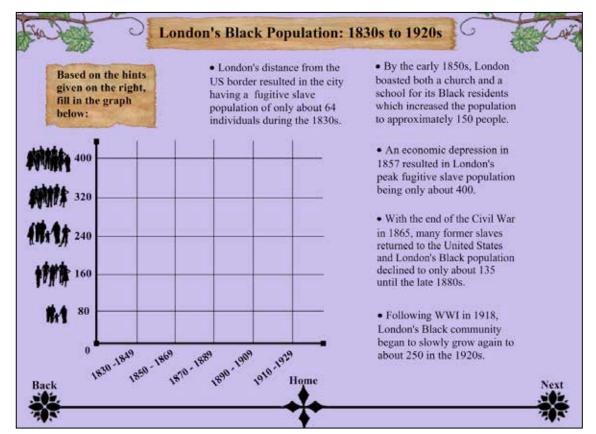
Intended Use:

This slide is an introduction to the unit covering the history of London's early Black community. A brief description of the community is given at the top of the page. Teachers can touch one of the four images to access the slides.

Additional Information:

- For his book, *The Narratives of Fugitive Slaves in Canada*, Benjamin Drew interviewed 16 Black Londoners, several of whom were long-time residents. Below are two:
 - Benjamin Miller, after arriving in London in 1836, served as a pastor in the Methodist church and raised a family of eight.
 - Alfred Jones, an herbalist who eventually ran a successful drug store on Ridout Street, escaped slavery in Kentucky and came to London in 1833, where he acquired several properties.
- Early Black Londoners held various occupations; some were labourers and others were in the boot and shoe trade; almost a quarter of the men listed, however, were barbers.
 - One of the best known of London's Black barbers was Shadrack Martin. Born a free man in Tennessee in 1833, Martin trained as a barber and came to London when he was 21. He worked in his own shop across from the market on King Street until World War I.

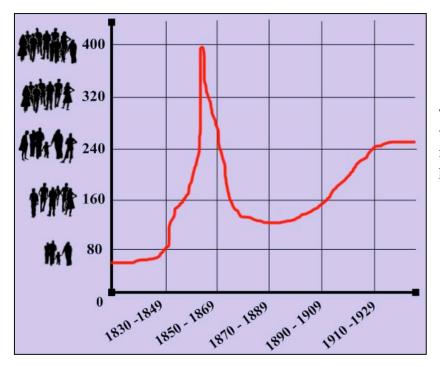
Slide #17 – London's Black Community

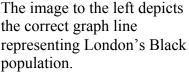


Slide #18 – London's Black Population:

Intended Use:

In this slide students are expected to draw the appropriate line on the graph to represent London's Black population from 1830 to 1929. By following the information given in the points above and to the right of the graph, students should have all the clues necessary to properly fill in the graph.





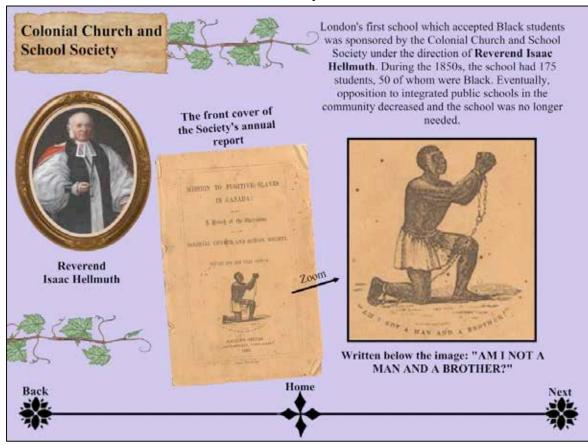
- Following the end of the Civil War in 1865 even long-term residents wished to return to the United States following Emancipation and the passage of the Thirteenth Amendment in 1865.
- London's 1878 City Directory, which lists the inhabitants of the city along with their addresses and occupations, includes names with the notation "col'd" beside it, meaning coloured. While it is odd that the Directory's editors felt the need to identify the members of the Black community in this way, doing so has at least left a record of who they were.
- A large portion of the Black community remained in the vicinity of Grey and Maitland Streets, where Beth Emmanuel British Methodist Episcopal Church had been built c. 1870, in close proximity to the Hill Street Baptist Church.
 - Following 1878, the names which appear in that year's street directory slowly disappear from the area. Black families moving into the city after this period were more likely to locate further east.
- By the 1960s immigration from Jamaica and elsewhere in the Caribbean was starting to revive the Black community and by 1969 it numbered about 700 people.
 - By the 1980s, an estimated 5000 Blacks resided in the London area. More recently, immigration from the African nations of Eritrea, Somalia and the Sudan has further changed the composition of the Black community in London.

Specific Curriculum Links:

- **Grade 7:** Students are expected to construct and use a wide variety of graphs and charts to organize and interpret information.
- Grades 7 and 8: Students need to learn how to locate relevant information from a variety of sources, such as diagrams and charts.
- Grade 8: Students are expected to identify and explain the factors affecting population distribution.

Corresponding Classroom Activity:

This slide is meant to be accompanied by the blank graph on page 42. Students are given a blank chart with relevant information at the bottom of the page. Similar to the chart on the slide, student will draw on a line representing London's Black population; however, they will also write in the population numbers and years to complete the graph.



Slide #19 – Colonial Church and School Society:

Intended Use:

The purpose of this slide is to introduce students to the Colonial Church and School Society and illustrate the Society's yearly report. Teachers should draw special attention to the cover of the annual report and ask students why the Society chose the specific image, quote, etc.

Additional Information:

- During the 1850s, the Society operated the integrated school in a former barracks building.
- The Colonial Church and School Society established mission schools throughout Canada, particularly for children of fugitive slaves but open to all.
- One of the school's Mistresses believed that the success of the schools and their students proved the "feasibility of educating together white and coloured children."
- The reports themselves reproduced letters of thanks for food, clothing, shoes, and books sent from England.

Specific Curriculum Links:

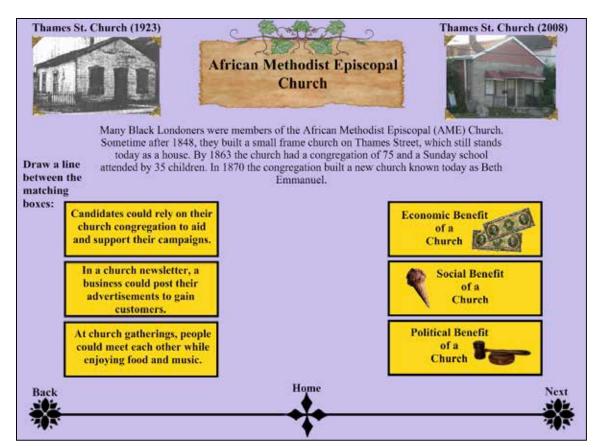
• **Grade 7:** Students are expected to identify conventions and techniques used by certain texts and how those techniques help communicate the text's message.

Grades 7 and 8: Student's media literacy should explore the influence of mass media by examining various texts. Students must be able to recognize bias and question depictions of violence and crime.

• Grade 8: Students are expected to explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g., print advertisements use text, images, colour, and different fonts to create an effect).

Corresponding Classroom Activity:

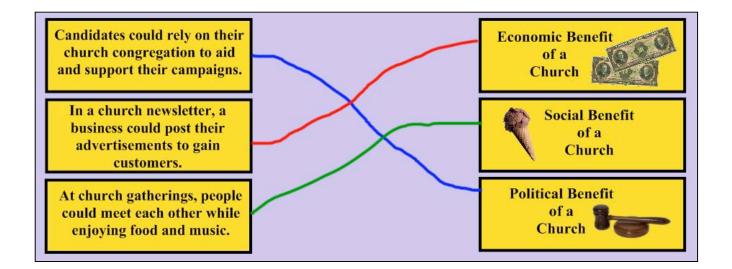
This slide is meant to be accompanied by the classroom activity on page 43. Students are asked to create an advertisement for the Colonial Church and School Society soliciting donations. Teachers may ask students to justify their choice of image and text and how they feel their choices reinforce the beliefs of the Society and will impact the audience.



Slide #20 – African Methodist Episcopal Church:

Intended Use:

In this slide students will become familiar with the African Methodist Episcopal Church. Students using this slide are expected to draw a line between the description of various church activities to the box which describes the activity as economic, social, or political in nature. The correct answer is given below.

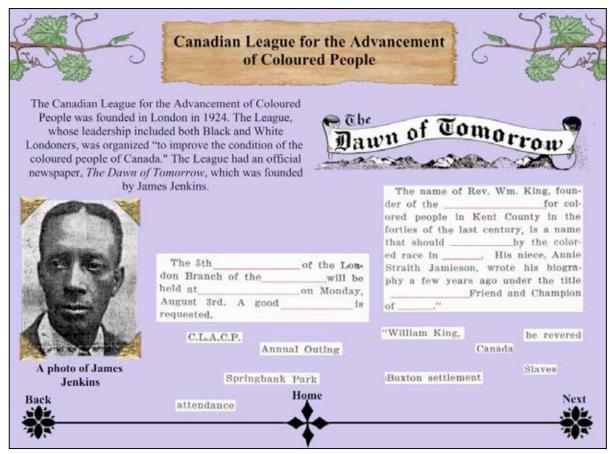


- In 1856, the several African Methodist Episcopal churches in Ontario formed themselves into a separate body and renamed their churches British Methodist Episcopal (BME) signalling their desire to make a closer connection to their new home in British North America.
- London's Black community also included a number of Baptists who, by 1880, occupied a small church on Horton Street near Wellington Street.
 - They later built or purchased a large frame church on Hill Street, where they remained until about 1930.
- By 1948 Beth Emmanuel was the only Black church in London. The church was the centre of the community's life. It was known in the 1940s and 1950s for its Southern style fowl suppers, held each November.
- In the 1940s the Canadian League for the Advancement of Coloured People donated their funds to Beth Emmanuel Church to support its programmes, which served nearly all of the Black community in London.

Specific Curriculum Links:

- **Grade 7:** Students are expected to use inquiry/research and communication skills to identify social, economic, and political changes in the colonies between 1837 and 1850.
- **Grades 7 and 8:** Both grade 7 and 8 students are expected to develop an understanding of historical events/movements from social, economic, and political standpoints.

Grade 8: Students are expected to identify key social, political, and economic characteristics of the British North American colonies between 1850 and 1860.



Slide #21 – Canadian League for the Advancement of Coloured People:

Intended Use:

In this slide students will become familiar with the activities associated with London's Canadian League for the Advancement of Coloured People and are expected to fill in the missing words in this primary source. Taken from the pages of *The Dawn of Tomorrow*, these social announcements date from 1931. The image below gives the correct placement of the words.

The 5th Annual Outing of the London Branch of the C.L.A.C.P. will be held at Springbank Park on Monday, August 3rd. A good attendance is requested. The name of Rev. Wm. King, founder of the Buxton settlement for colored people in Kent County in the forties of the last century, is a name that should be revered by the colored race in <u>Canada</u>. His niece, Annie Straith Jamieson, wrote his biography a few years ago under the title "William King, Friend and Champion of <u>Slaves</u>."

- One of the League's main goals was the provision of educational opportunities for the young. This was in response to a nationwide loss of talented, younger Black people to the United States, which would result in a net loss to the African-Canadian population into the 1920s.
- The founding of the League was mainly the work of James F. Jenkins, a resident of London since 1907.
 - Jenkins was born in Georgia and educated in Atlanta, where he may have come in contact with W.E.B. Dubois, then a teacher at the Atlanta University and later a founder of the National Association for the Advancement of Coloured People (NAACP), established in 1909. Dubois would also become the editor of the NAACP's magazine *The Crisis*, which began publication a year later.
- Jenkins may well have sought to pattern the League after the NAACP.
- *The Dawn* was to serve many purposes. It would inform the Black community on issues of the day, many of which originated in the United States, and it would bring the Black communities in other Ontario towns and cities closer together by listing their activities in columns of social and church notices. It was also Jenkins's intention to "chronicle any achievements of (the) people and any advance that would spur young people to self effort."
- James Jenkins died suddenly following surgery in 1931. His widow Christina (later Mrs. Frank Howson), who had from the beginning supported and encouraged her husband's work, carried on the publication of the paper with the help of her large family.
- At its height in about 1971, *The Dawn* had a total circulation of 48,000, and 21,000 subscribers in various parts of the world.
 - It is still published today, with issues appearing at Easter and Christmas.

Specific Curriculum Links:

- **Grade 7:** students are expected to illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups).
- **Grades 7 and 8:** In both grades, students will be expected to use primary sources with increasing sophistication; analyse their content and distinguish between primary and secondary sources.
- **Grade 8:** students are expected to use a variety of primary and secondary sources to locate relevant information about the regional interests of their province.

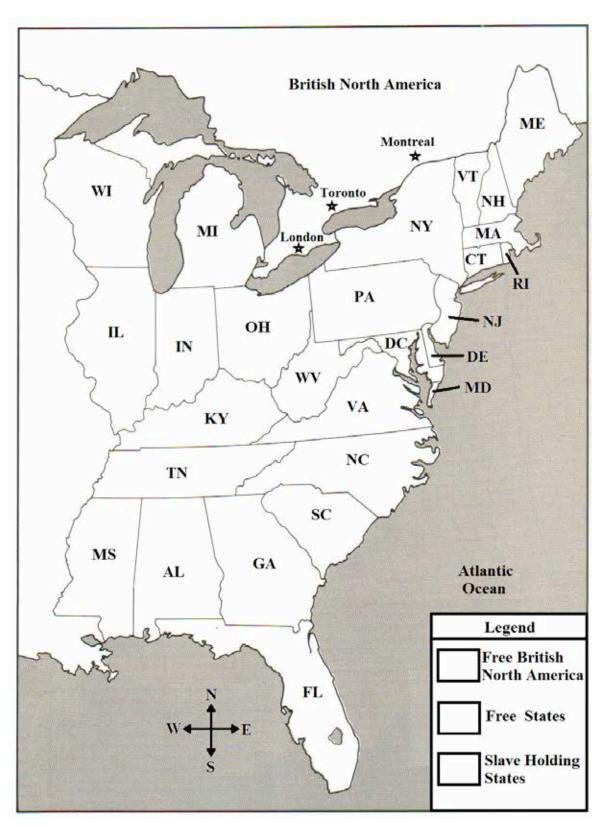
Corresponding Classroom Activity:

This slide is meant to be accompanied by the *Dawn of Tomorrow* template on page 44. Students will be asked to write an article for *The Dawn of Tomorrow* about an issue occurring in today's world. Through independent research, students will be expected to choose a topic to examine which fits with Jenkin's original goal of "chronicle[ing] any achievements of people and any advance that would spur young people to self effort."





Date:



Attempted Capture: Newspaper Advertisements

Name:

RT The same

RANAWAY,

On the 15th of May, from me, a negro woman, named Fanny. Said woman is 2(years old; is rather tall; can read and write, and so forge passes for herself. Carried away with her a pair of ear-rings, — a Bible with a red cover; is very pious. She prays a great deal, and was, as supposed, contented and happy. She is as white as, most white women, with straight, light hair, and blue eyes, and can pass herself for a white woman. ! will give \$500 for her apprehension and delivery to me. She is very intelligent.

Tuscaloosa, May 29, 1845.

JOHN BALCH.

From the Newbern (N. C.) Spectator:

50 DOLLARS REWARD

Will be given for the apprehension and delivery to me of the following slaves : — Samuel, and Judy his wife, with their four children, belonging to the estate of Sacker Dubberly, deceased.

I will give \$10 for the apprehension of William Dubberly, a slave belonging to the estate. William is about 19 years old, quite white, and would not readily be taken for a slave. JOHN J. LANE. March 13, 1837.

25 DOLLARS REWARD.

Ranaway from the plantation of Madame Fergus Duplantier, on or about the 27th of June, 1846, a bright mulatto, named Ned, very stout built, about 5 feet 11 inches high, speaks English and French, about 35 years old, waddles in his walk. He may try to pass himself for a white man, as he is of a very clear color, and has sandy hair. The above reward will be paid to whoever will bring him to Madame Duplantier's plantation, Manchac, or lodge him in some jail where he can be conveniently obtained.

Date:

- Circle **WHO** wrote each ad (or on whose behalf the as was written).
- Circle **WHEN** the ad was written.
- Circle **WHERE** the ad was written.
- Circle the **NAME** of the slave in each ad.
- Circle the amount of money offered as a **REWARD** for the capture of each slave.

Find Definitions for the Words Below:

Forge (or Forged):

Pious:

Estate:

Plantation:

Mulatto:

39



ALEX, KANDER, Ger. Miller.

TORONTO, CANADA WEST, SATURDAY, JUNE 24, 1854.

VOL 1.-- NO. 14."



HENRY BIBB, EDITOR.

SANDWICH, C. W., MARCH 12, 1851,

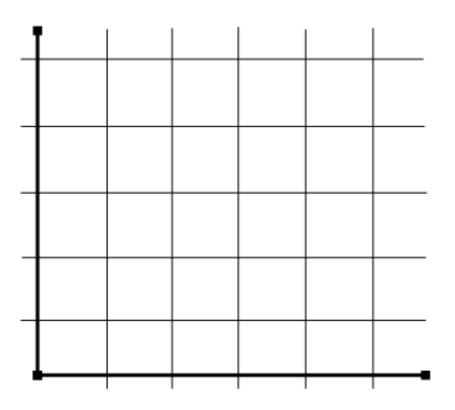
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VOL. I, NO. 6.

London's Black Population 1830 - 1929

Name:

Date:



Information that should be represented:

London's distance from the US border resulted in the city only having a fugitive slave population of about 64 individuals during the 1830s.

By the early 1850s, London boasted both a church and a school for its Black residents and an increased fugitive slave population of approximately 150 people.

In 1857, London's fugitive slave population peaked at about 400.

With the end of the Civil War in 1865, many former slaves returned to the United States and London's Black population declined to about 135 until the late 1880s.

Following WWI in 1918, London's Black community began to slowly grow again to about 250 in the 1920s.

MISSION TO FUGITIVE SLAVES IN CANADA: WE NEED YOUR DONATIONS



THE NATIONAL NEGRO WEEKLY DEVOTED TO THE INTERESTS OF THE DARKER RACES

Further Resources on Regional Black History:

- Buxton National Historic Site & Museum: The history of the Buxton Settlement and the surrounding area is rich with stories of the Underground Railroad and the successes of early settlers in the community they built. The task of preserving it is the reason for the establishment of, and remains the primary focus of, the Buxton Historic Site & Museum.
 Site: http://www.buxtonmuseum.com/index.htm
 Website includes primary/junior and intermediate educational resources available for purchase, information about Museum tours, and various links to similar resources.
 Address: 21975 A.D. Shadd Road, North Buxton, Ontario, Canada, N0P1Y0
 Email: buxton@ciaccess.com
- Uncle Tom's Cabin Historic Site: commemorates the life of Reverend Josiah Henson. Recognized for his contributions to the abolition movement and for his work in the Underground Railroad, he rose to international fame after Harriet Beecher Stowe acknowledged his memoirs as a source for her 1852 anti-slavery novel, *Uncle Tom's Cabin*. Site: http://www.uncletomscabin.org/

Website includes a history of the site, information about educational tours for kindergarten through grade 12, and educational materials available for purchase. Address: 29251 Uncle Tom's Rd. Dresden, Ontario, Canada, NOP 1M0 Telephone: (519) 683-2978 Email: utchs@heritagetrust.on.ca

Anti-Hate Anti-Bias Program Resource:

LUSO Community Services: The Multicultural Outreach program works to improve cross cultural competency and sensitivity within the school environment and to engage students in violence prevention. The program consists of workshops and presentations on cultural and racial understanding, race relations, conflict resolution, self-esteem, assertiveness training, anti-bullying and gang prevention. The program is customized according to the individualized needs of each school/classroom.
Site: www.lusocentre.org

Telephone: (519) 452-1466

- The Hate Helpline (519-951-1584): The Hate Helpline is a confidential service that provides support, advocacy, information, and referral services to people who have either experienced or witnessed hate and bias activity in the city of London. The helpline is answered Monday to Friday, from 9:00am – 5:00pm.
 - Hate and bias activity may include the following:
 - Assault, Offensive graffiti, Obscene or threatening calls, Intimidation and harassment, Verbal slurs and threats, and Vandalism of religious or minority properties.

Acknowledgements:

MUSEUM LONDON



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