

Date Reviewed

March 2023

Course

[Explorations in Social Studies 11](#)

Topic

Black Lives Matter

Big Idea

Social justice initiatives can transform individuals and systems (from Social Justice 12).

Essential Question

How can understanding implicit bias and systemic racism help us address racial injustices?

Learning Standards**Content:**

Students are expected to know the following:

- methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)

Curricular Competencies

Students are expected to do the following:

- Assess the significance of people, places, events, phenomena, ideas, or developments (significance)

Core Competencies

Communication – I am able to define implicit bias and systemic racism.

Thinking – I can analyze the significance of legislation and policies and determine their impact on historical and contemporary racial inequality.

Personal and Social – I can explain why it is necessary to raise awareness of racism in Canada and to take action for justice.

First People's Principles of Learning

Learning involves generational roles and responsibilities.

Introduction

- Show the short New York Times video [Peanut Butter and Jelly Racism](#) (2:27).

- Provide students with a copy of the “Peanut Butter and Jelly Racism: Discussion Questions”. Show the video a second time, pausing to allow students to jot down notes for each question.
- Lead a discussion of the video using the “Peanut Butter and Jelly Racism: Discussion Questions Answer Key”.

Pre-Assessment

- Use the [Barometer Strategy](#) to have students demonstrate their opinions on the following statements:
 - Racism is an American problem not a Canadian problem.
 - Canada has a history of racial injustices.
 - Anti-black racism exists in Canada today.

Interactive Learning Activities

Part 1: Racial Identity and Racism

- Explain that everyone has a racial identity. Sometimes white racial identity is seen as the “default” and people mistakenly think only minorities have a race. It is important to emphasize that all people have experiences with race. People might experience those encounters with race directly, witness them happening to others, or have opportunities, or privileges, as a result of their racial identity.
- Have students respond to the following questions in a journal entry:
 - What is your earliest experience dealing with race and/or racism?
 - How did you feel while this was happening?
 - What was your response and what was the response of others around you?
 - What impact did it have on you? What did you learn from the experience?
 - Did the encounter change you in some way, and if so, how?
- Divide students into four groups and provide each group with a different story from the New York Times [First Encounters with Racism](#). Provide time for students to silently read their assigned stories.
- Have students meet with their group to discuss their story:
 - What happened?
 - What was the young person’s response?
 - How did their encounter with racism affect/change them?
 - What is your personal reaction to this story?
- Have each group report on the story they read.
- Then lead a whole class discussion of the following questions:
 - What did you learn that you didn’t know before?
 - Did anything challenge what you know or thought you knew?
 - How did each of the people’s encounters with racism affect or change them?

- o How were these effects similar and different from one another?
- o What is the difference between interpersonal racism (individual acts of bias, meanness or exclusion) and systemic racism (policies and practices that are supported by power and authority and that benefit some and disadvantage others) in these stories?

Part 2: Black History in Canada

- Show Heritage Minutes: [Viola Desmond](#) (1:00)
- Ask: “Why was Viola arrested? What does racial segregation mean? Are you surprised that segregation laws existed in Canada in 1946 (post WWII)?”
- Explain that in order to understand the current Black Lives Matter movement in Canada, we need to understand the history of Black people in Canada.
- Divide students into nine small groups and assign each group one of the following topics:
 - o Public Schools
 - o Post-Secondary and Medical Schools
 - o Housing
 - o Employment
 - o Military
 - o Theatres
 - o Restaurants and Inns
 - o Recreational Facilities
 - o Immigration
- Provide groups with access to the Canadian Encyclopedia article [Racial Segregation of Black People in Canada](#). Have groups record discriminatory practices and laws and then present these to the class.
- Using the Historica Canada’s [Black History in Canada](#), have students examine the timeline on pages 4-7. Provide each student with the handout “Black History in Canada Timeline” and have them identify legislation that oppressed Black people and legislative changes intended to improve the quality of life for Black people in Canada.
- Afterwards review the timeline using the “Black History in Canada Timeline: Answer Key”.

Part 3: Systemic Racism in Canada

- Remind students that systemic racism refers to policies and practices that are supported by

power and authority and that benefit some and disadvantage others. This is also known as institutional racism.

- Show at least one of the following videos:
 - Book trailer for Robyn Maynard's [Policing Black Lives](#) (3:28)
 - CBC's [What Systemic Racism in Canada Looks Like](#) (9:56)
 - Global News' [Living in Colour: Being Black in Canada](#), Global News (22:17)
- Ask: "What policies and practices indicate systemic racism in Canada?"
- Explain that while Black Lives Matter is a worldwide movement, Canada has its own set of circumstances that make the Canadian movement distinct.
- Distribute the article [This is What Sets Toronto's Black Lives Matter Movement Apart from America's](#). Have students read the article and complete the chart "Black Lives Matter in the U.S. and Canada" to compare and contrast the two movements.

Part 4: Impact of Racism in Canada

- Explain that in Canada the [Charter of Rights & Freedoms](#) and the [Canadian Multiculturalism Act](#) are two of our strongest pieces of legislation to combat racism. There are many ways in which the Government of Canada can address racism:
 - policy changes
 - providing funding to NGOs to support their efforts in addressing racism
 - collaborating with provincial governments and international institutions
 - sharing information with the public.
- Distribute "Evidence of Racism in Canada" and have students indicate what information they already knew and which is new to them.
- Have students select one topic from "Impact of Racism in Canada" to research. They can present their findings to the class using a [Pecha Kucha](#) slideshow with 10 slides.

Post-Assessment

- Have students respond in a journal entry: "How can I raise awareness of racism in Canada and to take action for justice?"

Extension Activity

- Have students explore [Songs of Black Lives Matter: 22 New Protest Anthems](#) on Rolling Stone magazine’s website.
- Have students select one of the songs, listen to the song, find the lyrics online, annotate the lyrics, consider the meaning of the title and the theme(s), and explore the historical and cultural context.
- Students should select one key lyric from their selected song that connects to Black Lives Matter and write the lyric on a piece of paper. Students can then tape their individual lyrics on the wall and discuss their songs and selected lyrics as a group.

Additional References:

Black Lives Matter – Canada. 2023. <https://blacklivesmatter.ca/>

Canada. 2018. Canada’s Anti-Racism Strategy. *Canadian Heritage*.
<https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/deepening-understanding-developing-ideas.html>

Cole, Desmond. [2017]. “The Skin We’re In.” *CBC*. [Documentary] [Scroll down to see this clip.]
<https://gem.cbc.ca/media/firsthand/season-2/episode-14/38e815a-00be178daef>

Palmer, Pam. 2020. Yes, Canada has a Racism Crisis and it’s Killing Black and Indigenous Peoples. *Canadian Dimension*.

<https://web.archive.org/web/20200610084311/https://canadiandimension.com/articles/view/yes-canada-has-a-racism-crisis-and-its-killing-black-and-indigenous-peoples>

Project Implicit. 2011. “Harvard Implicit Bias Test.”
<https://implicit.harvard.edu/implicit/selectatest.html>

The Skin We’re In. [n.d.] “Docs for School.”
https://media.curio.ca/filer_public/4f/a3/4fa39215-bfa5-4fb7-95b3-90de2a77ecf5/skinwereinhdguide.pdf

Spiegler, Jinnie. 2017. “First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations.” *The New York Times Lesson Plans*.
<https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>

University of British Columbia. [n.d.] Anti-Racism Resources. *Faculty of Education. Teacher Education Office*. <https://teach.educ.ubc.ca/anti-racism-resources/>

Books

Cole, Desmond. *The Skin We're In: A Year of Black Resistance and Power*. [Toronto]: Doubleday Canada, [2020].

Maynard, Robyn. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax ; Winnipeg : Fernwood Publishing, [2017].

Materials and Resources:

Peanut Butter and Jelly Racism: Discussion Questions

Answer Key

- What is implicit bias?

Thought processes that happen without us knowing it. Stereotypes that affect our understanding and actions in an unconscious manner.

- How is implicit bias different from racism?

Racism is when people face discrimination or hatred based on their race. Racism often leads to hatred and is an emotionally loaded word. Implicit bias comes from how our unconscious mind makes connections/associations between two things that we've experienced together.

- How does implicit bias lead to discrimination like racism?

Negative associations with a race, for example connecting violence with black men.

- What do implicit bias or racism have to do with peanut butter and jelly?

If we hear "peanut butter", we automatically think "jelly" because these words have been repeatedly experienced together.

- What's an example of implicit bias that you have experienced, witnessed or heard about?

Responses may include: Asian people are thought to be good at math. Attractive people seem to be more friendly.

Black History in Canada Timeline

Use the Black History in Canada Timeline on pages 4-7 of Historica Canada’s Education Guide: http://education.historicacanada.ca/files/19/EN_BlackHistory_Digital.pdf to list the historic laws that oppressed and improved the lives of Black people in Canada.

Legislation that oppressed Black people	Legislative changes meant to improve life for Black people
1689—	
1790—	1793—
	1833—
	1944—
	1954—
	1962--
	1971—

Black History in Canada Timeline

Answer Key

Legislation that oppressed Black people	Legislative changes meant to improve life for Black people
<p>1689—Louis XIV authorized slavery in New France (King of France okayed slavery in what would become Canada)</p> <p>1790—Imperial Statute (Allowed people to bring slaves to Upper Canada as long as they fed and clothed them)</p>	<p>1793-- Upper Canada's Lieutenant Governor John Graves Simcoe's Anti-Slave Trade Bill (Gradual ban of slavery)</p> <p>1833—British Parliament abolished slavery (Slavery no longer allowed in British colonies including Canada)</p> <p>1944—Ontario passes Racial Discrimination Act (Prohibited signs of racial discrimination)</p> <p>1954—Ontario Government passed Fair Accommodation Practices Act (Cannot deny access to hotels, restaurants, or other services and facilities)</p> <p>1962-- Fairclough Dismantled Discriminatory Policy (Changed "White Canada" immigration policy)</p> <p>1971-- Prime Minister Trudeau Introduced Canada's Multicultural Policy (Promoted cultural freedom of all Canadians)</p>

Black Lives Matter in the U.S. and Canada

Read “This is What Sets Toronto’s Black Lives Matter Movement Apart from America’s” <https://www.vice.com/en/article/qv5ndw/this-is-what-sets-torontos-black-lives-matter-movement-apart-from-americas> and compare and contrast the movements in the chart below.

United States	Canada

Black Lives Matter in the U.S. and Canada

Answer Key

Read “This is What Sets Toronto’s Black Lives Matter Movement Apart from America’s” <https://www.vice.com/en/article/qv5ndw/this-is-what-sets-torontos-black-lives-matter-movement-apart-from-americas> and compare and contrast the movements in the chart below.

United States	Canada
More police shootings	Black Americans see Canada as a safe haven
Overt racism	Less obvious and more subtle racism
Focus on black nationalism	Focus on immigrant experience
Focus on black liberation	Focus on intersectionality (eg. diversity of ethnicity, religion, gender identity, sexuality...)
	Black and Indigenous solidarity
	Mass incarceration of Blacks and Indigenous peoples
	Fewer black communities (black people make up less than 3% of population)
	Need for non-black allies

Evidence of Racism in Canada

Consider the following statistics provided by the Government of Canada:

<https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/deepening-understanding-developing-ideas.html#fn2>

For each fact, indicate whether you already knew this or if this is new information.

Statistic	I knew this	This is news to me
Foreign-born visible minorities earn, on average, 78 cents for every dollar earned by foreign-born non-racialized people.		
Black men face a larger earnings gap in the private sector than Whites, while Black women face this gap in both public and private sectors. The earnings gaps they face, as reported in the 1996, 2001 and 2006 census, have not lessened over time.		
In 2017, Indigenous People represented 4.9% of the Canadian population but accounted for 23.1% of the 2016-17 total federal offender population. Further, Indigenous women in custody represented 36.6% of all in-custody women while Indigenous men in custody represented 26.3% of all men in custody.		
There were 1,409 police-reported hate crimes in Canada in 2016 – a 3% increase over the previous year due to more incidents targeting South Asians, West Asians, Jewish people, and people based on their sexual orientation.		
Hate crimes targeting Jewish and Muslim populations were the most common type of hate crime related to religion, comprising 48% and 30% of crimes against a religion, respectively.		
11% of individuals with a non-Christian religion indicated that they faced discrimination based on their religion in the previous five years compared to 1% of Christians.		

Impact of Racism in Canada

Using what you have learned so far as well as conducting further research, find out how racism is impacting Canadians' lives in one of the following areas:

Employment & Income

- Workplace discrimination
- Representation by job category (for example, number of Chief Executive Officers from racialized communities)
- Earnings and wage gaps
- Unemployment rate

Social Participation

- Individuals' sense of belonging to their community
- Mental health
- Access and inclusion in arts, sports, leisure

Access to Justice

- Over policing
- Over representation in the criminal justice system (arrests and incarceration)
- Hate Crimes

Present your findings to the class using a [Pecha Kucha](#) slideshow with 10 slides.