

VIDEO MODULE EXERCISE FOR

Christie VS The York Corporation

Prerequisite knowledge: Have students watch the video *Christie VS The York Corporation* before completing the exercise questions.

PRELIMINARY HEARING (ICEBREAKER)

A) Reflective Practice

Refer to the quote below taken from the video *Christie vs York*. This quote should be visible and accessible for all students.

“I carry the message. Lessons in the form of a poem. For the glory of our stories die when we stay silent to wrong.”

- Jamaal Amir Akbari Jackson Rogers (Spoken word poet/narrator)

Have students use this quote as a source of reflection and inspiration to complete a brief free writing exercise. Consider this a fun and flexible exercise - there are no “right” or “wrong” answers!

Encourage students to note any thoughts, ideas, words that come to mind: How does the quote make them feel? How do they interpret these words?

DISCOVERY (MAIN ACTIVITY)

B) Immersive Experience (Case study)

In the video *Christie vs The York Corporation*, the spoken word poet mentions significant historical figures (listed below) who played a crucial role in working to establish opportunities and rights for Black people in Canada.

Fred Christie

Viola Desmond

El Jones

Mathew Henson

Albert Jackson

Select one of these figures and do some preliminary research to better understand their story and their situation. While doing so, students are encouraged to explore and respond to the guiding questions below.

Guiding Questions

- 1) In your opinion, what are the 3 most important facts about this individual? Justify your answer.
- 2) How did this individual's actions change anything for the future? How did they make a difference?
- 3) Put yourself in the shoes of one of the individuals listed above. Write a letter to the Canadian government, explaining your situation and how you feel.

C) Creative collaboration (Code of conduct)

Have students individually reflect on the following question: What are you doing to learn about social justice? (5 minutes)

As a class, have students share their answers. The teacher should record answers via a shared classroom document for future use. (15 minutes)

Upon reviewing and sharing everyone's responses, have students brainstorm ideas for a "code of conduct" for their classroom and/or school at large. Two students can be assigned "conduct leaders" and may help with the final presentation of this information, in collaboration with the teacher (and other staff members; at the discretion of the classroom teacher).

CLOSING ARGUMENTS (Takeaways)

Knowledge and understanding: Write down one thing you learned from having completed this exercise.

Analysis and reflection: Write down a question or a point of uncertainty regarding the explored topic(s). Describe what you wish to have answered and/or clarified.

Application and creation: Explain how this information will help shape your future action as a student and as an individual.