

# Black Marines “Walk and Talk”

## Commencement

One-to-two class periods



### Program Segments

- Summer 1814 The American Capital Burns (10 ½ minutes)

### NCSS Themes

- IV. Individual Development and Identity
- X. Civic Ideals and Practices

### Canadian (Ontario) Concepts

- Systems and Structures
- Interactions and Interdependence
- Culture

### Canadian (Ontario) Specific Expectations – Seventh Grade

- Describe the major causes and personalities of the War of 1812
- Explain key characteristics of life in English Canada from a variety of perspectives
- Describe the different groups of people

### Objectives

Students will be able to:

- describe the plight of “refugee slaves” in the early days of the American nation
- discuss the history of the Colonial Black Marines

### Focus Questions

1. What part did racism play in the War of 1812?
2. Can we see the impact of racism in the military and society today?

### Key Concepts

Racism, Slavery, “By any means necessary,” Hypocrisy

### Instructional Resources

- *The War of 1812* DVD
- Walk and Talk Guiding Questions
- Newspaper articles, blogs, online news sources, news magazines (electronic and hard copy), textbooks where appropriate

### Procedures

1. After viewing the program segment on the Black Marines, the teacher will escort the students out into the hallway or other suitable area.
2. Students will be instructed to form two lines, parallel and facing each other. Students who are opposite each other become a working pair.
3. If there are an odd number of students in the class, there can be a “triad” to work together, instead of a pair.

4. The teacher checks the time and gives the students 20-30 minutes (time can be shortened to 15-20 minutes depending on the size of the class) to “walk and talk” about the guiding questions given by the teacher. There are very few rules with the “Walk and Talk,” but they must be strictly followed.
  - Students must walk continuously, no sitting, no stopping.
  - Voices must be kept appropriate and other classes and the rest of the school must not be interrupted or annoyed.
  - Partners must listen attentively to each other as they share ideas and opinions.
  - All students must be back in the classroom at the required time.
5. Once the students have all returned to the classroom, the teacher will call upon each pair to share the **main ideas** from their discussion and any **conclusions** they have been able to reach. The teacher should encourage the students to report out what **their partner** had to share, as this encourages active listening and cooperation.
6. While the pairs are reporting out, the teacher may choose to capture some of the important ideas on the board, overhead, or chart paper. These can form the basis for the teacher summary at the end of the class.

### **Guiding Questions**

1. In the program it said, “Royal Navy Captains were more than happy to help slaves escape.” Why do you think enslaved blacks would put on the uniform of a foreign nation and fight against the country where they lived? What would have prompted them to do this? Can you see yourself risking your life in this way?
2. During this time period what examples can you describe that demonstrate that “America was really a hypocrite?” as it says in the program? What examples can you describe that demonstrate ways that America is hypocritical today in regard to race relations?
3. Connect the following quote from *The War of 1812*, “There was a long legacy of slaves trying to find any means necessary to have freedom . . .” to the 1960s Civil Rights Movement quote below.  
“We declare our right on this earth to be a man, to be a human being, to be respected as a human being, to be given the rights of a human being in this society on this earth in this day which we intend to bring into existence via any means necessary.” (Malcolm X)
4. Is there anything that you can do in your own life to combat racism?

### **Assessment Tasks**

Appropriate participation in the actual “Walk and Talk,” with students obeying the rules and addressing the task will indicate proficiency.

Students will be able to use the program and their background knowledge of U.S. History to answer the guiding questions through a thoughtful discussion with a peer.

Time permitting, the teacher may wish to assign, as homework, a student investigation of current events relating to racism in the military or society in general. Students should read 3-4 different articles and be prepared to present their ideas as a brief oral report to the class. Students may also be given class time the day after the “Walk and Talk” to tackle this task with their original partner. The teacher should be prepared with various news magazines, newspapers, texts, and access to a computer.