

The Charter for Children Teacher Guide



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The **Charter** for **Children**

Teacher Guide Part 1

Background Information

by **Dustin Milligan**

I. Introduction

About the Author and the Project

As you open these initial pages of the Charter for Children, let me first introduce myself. Hailing from the small community of Tyne Valley, Prince Edward Island, I graduated from the Faculty of Law at McGill University in Montreal, Quebec. In working with the Faculty of Law's Human Rights Working Group in the spring of 2007, the idea for this project first emerged. Having studied law for a year at that point, I was concerned about the ability for the common Canadian to access the complicated legal system of our country – one that I myself had only begun to understand.

Added to this concern was the idea of educating children about their basic rights. Children are some of our most vulnerable citizens. With little voice, strength and knowledge of their rights, children are often neglected and silenced.[Interim Report of the Standing Senate Committee on Human Rights, *Who's In Charge Here?: Effective Implementation of Canada's International Obligations with Respect to the Rights of Children*, 19th Report (Ottawa: Senate of Canada, November 2005).] When children have a greater awareness of their rights, they have greater human agency to address inequality. With these concerns, and combining my love for literature and the law, the Charter for Children was born.

Now, the Charter for Children is not a conventional piece of legal literature – it's nothing like the textbooks at McGill (though I wish it was!). Instead of sizeable textbooks and legal language, it attempts to provide children with an awareness of some of their fundamental rights and freedoms through basic children's narratives. Each story in this collection focuses on at least one right or freedom protected in the Canadian Charter of Rights and Freedoms and is set in a different area of the country. From

potatoes on Prince Edward Island that overcome the prejudices of sexual orientation, to moose in Saskatchewan that deal with the challenges of a physical disability, the Charter for Children addresses a diversity of Charter rights in an unconventional format.

Writing these stories has really taught me the necessity of, and difficulties in, catering the law to a specific audience. Like a lawyer pleads her story before a court, each story in this collection is my own tale of the law, but with children as my audience as opposed to judges. I have therefore tailored my own understanding of the legal concepts in the Charter of Rights and Freedoms with children as my audience. There are bound to loopholes. No doubt I haven't always struck the perfect balance between entertainment and education. But, ultimately, children will be the judges of that!

¹Interim Report of the Standing Senate Committee on Human Rights, *Who's In Charge Here?: Effective Implementation of Canada's International Obligations with Respect to the Rights of Children*, 19th Report (Ottawa: Senate of Canada, November 2005).

About the Manual

This manual is an interpretive guide to the stories in the collection. My hope is that you can use the information provided in this manual to guide the children's understanding. This manual only touches upon a general background of the Canadian Charter of Rights and Freedoms, whereas each particular book in the collection is followed by an "Author's Note". The "Author's Note" provides a more point-specific guide to the right or freedom that the book addresses and a list of questions to engage with children.

The first section of this manual provides a brief explanation of key legal concepts: the significance of the Canadian Constitution, the role of the judiciary and the concept of "judicial review" in Canada.

The second section provides a brief history of the human rights discourse in Canada. It's a snapshot from Confederation to the adoption of the Canadian Charter of Rights and Freedoms.

The third section focuses on key themes in the human rights discourse, such as individual and collective rights, civil/political and economic/social rights, and different interpretive approaches to human rights and constitutional law.

The fourth section explains the fundamental difference between "children's rights" that children have as children and human rights that children have as humans. The Charter for Children focuses primarily on the latter.

The fifth section provides a broad overview of certain sections of the Charter (2, 7, 15, 23 and 25). It also explains why these sections were chosen for this project.

Three objectives have shaped my work:

1) introducing and encouraging children to learn more about their human rights and freedoms;

2) providing a thought-provoking dialogue between children and their parents, teachers and peers about human rights and freedoms; and

3) empowering children with more agency in their everyday lives.

You may want to keep these in mind when reading these stories to children. You may also want to consider your own objectives before proceeding.

Finally, I must admit that though the stories in this collection are written with children as an audience, I've tried to keep you in mind as well. I hope that you too find this collection entertaining and informative. You're my audience also, and by virtue of that, you're also a judge. So, I'll keep my fingers crossed that I don't lose the case.

II. Key Concepts

This section provides a brief background to familiarize yourself with key terms used in The Charter for Children. They will help provide a basic foundation for the rest of the manual and the stories – though your imagination will have to fill in the gaps!

To begin, the Constitution of Canada is an assortment of important rules, principles, and practices relating to the governance of Canada.² Two pertinent periods and documents provide its basic framework, including the British North America Act of 1867 and the Canada Act of 1982 (comprising the Charter of Rights and Freedoms).³

It is section 52(1) of the Constitution Act, 1982 that sets out the Constitution’s fundamental character. It states:

*The Constitution of Canada is the supreme law of Canada, and any law that is inconsistent with the provisions of the Constitution is, to the extent of the inconsistency, of no force or effect.*⁴

As the “**supreme law of the land**”, every other law or government action must be consistent with the Constitution and its provisions. Although the legislative branches of government are charged with upholding its principles, when a challenge arises, it is often the judiciary that must resolve the matter.

In challenging a law, an individual citizen can take her case before a court or tribunal in Canada. The matter can relate to any provision in the Constitution, but for our purposes, we are dealing with matters enshrined in the Charter of Rights and Freedoms. In evaluating the constitutionality of a law or government action, the court undertakes the process of judicial review. Like all legal texts, the words of the Constitution are open to many meanings. **Judicial review** involves determining the meaning to be given to

the Constitution and whether the action taken by the government complies with this meaning. If the law or government action does not comply, the Court declares the action as unconstitutional. If deemed unconstitutional, the law or one of its provisions will either be deemed void, or the Court may read another provision into the law to ensure it meets the standards of the Constitution.

The adoption of the Canadian Charter of Rights and Freedoms in 1982 greatly expanded the role of judicial review in Canada.⁶ The Canadian judiciary has been extremely influential in delineating the parameters of the Charter – of giving meaning to its words. The Supreme Court of Canada, as the highest court in the land, has been particularly influential in this process. All courts in the country must follow a similar line of reasoning as the Supreme Court. Therefore, Supreme Court decisions are one of the main sources for determining the scope and context of many of the principles relating to the Charter of Rights and Freedoms. These cases, along with other academic materials, help guide our own interpretation of the provisions.

These materials have also guided this work. While the stories themselves do not focus on challenges to courts and the process of judicial review, each story is derived from court cases or other academic materials. This is seen most clearly in the “Author’s Note(s)” that follow each story. The basis for The Two-Two-Eyed Potatoes

²The Constitutional Law Group, *Canadian Constitutional Law*, 3rd ed. (Toronto: Emond Montgomery Publications Ltd., 2003) at 3.

³*Ibid* at 4.

⁴Constitution Act, 1982, R.S. c. 6(7), s. 52.1.

⁵*Supra* note 2 at 29.

⁶Canadian Charter of Rights and Freedoms, R.S.C., s. 24(1).

for example, was based on the same-sex marriage reference at the Supreme Court and the debates about sexual orientation as a ground of discrimination. Each story therefore, has their foundation in a case or a number of cases from the Supreme Court. The characters are challenging a specific law (or “rule”) as being unconstitutional (or “unfair”) and the characters often seek alternative remedies to affirm their rights.

It is important to note that the Charter of Rights and Freedoms only applies to governmental actors and action, whether it be federal, provincial or municipal. It does not apply therefore, to matters between individual citizens.⁷ This is why the stories in this collection often feature “rules” or laws from an administrative body or community centre, like the Vineyard Assembly in *Alexander the Grape*, or Mayor Angajuq in *The Plight Beneath the Northern Light*. It is also important to note that governmental inaction can also receive judicial scrutiny for a government’s failure to protect people’s rights and freedoms.⁸

Before moving on, there is one more item to note. There is a general recognition that a democracy often favours the majority to the detriment of the minority. Unlike a legislature that represents the majority’s preferences, the judiciary can play an important role in ensuring that minority rights and freedoms are not denied. In this sense, the powers of judicial review are seen as vital to any democracy where human dignity is protected. Upholding human dignity however, requires much more than laws. There is a greater role that must be undertaken by civil society. Civil society, or the totality of organizations and institutions in Canada, has perhaps the greatest role in promoting consideration for others. This is

recognized throughout the Charter the Children, through the community organization ‘Greenfleece’ in *The Plight Beneath the Northern Light*, or the families of birds in *The First Flock*. The values of tolerance and respect, and the search for true human equality, cannot be achieved by a written document or by government intervention; they must be instilled in the hearts and minds of the people.

So, let’s proceed.

⁷*Ibid.* at s. 32(1).

⁸*Vriend v. Alberta*, [1998] 1 S.C.R. 493.

III. A Brief History Lesson

This section focuses on how our constitutional rights and freedoms have developed since the period of Confederation to the present. It stresses the importance of history: history not only informs our understanding of where we have been, but can also guide us to where we are going. You may wish share this history with children on a more basic level, or it may simply provide background information for answering questions and engaging with children. Though it is a quick snapshot, as American Jurist Holmes once stated, “[a] page of history is worth a volume of logic.”

At Confederation

It is wrong to assume that the Canadian Charter of Rights and Freedoms initiated the rights discourse in Canada when it was enacted in 1982. Even in 1867, when the British North America Act (BNA Act) was passed to form the Dominion of Canada, implicit with Confederation and within the BNA Act itself were certain fundamental guarantees.⁹

These fundamental guarantees came from three main sources. Firstly, upon Confederation, Canada was maintained as a dominion under the British Empire. There was the belief that at the heart of the British constitution was the fundamental right of liberty and the protection of individual rights that Canadians would subsequently enjoy. Secondly, a federal system of government with checks and balances from the Parliament, the provincial/territorial legislatures and the judiciary was thought to be a safeguard to individual liberty. Each branch of government could ensure the other was protecting what was considered “fundamental” at the time. Thirdly, specific enactments of legislation could also act to protect certain rights and freedoms.¹⁰

Individual rights were therefore recognized in the newly formed dominion, albeit to a limited degree. There were two kinds in particular that were recognized: 1) political rights: the rights to participate in government, including rights of representation and voting (initially limited to affluent men); and 2) civil rights: the rights of individuals to liberty from restraint by government, especially freedoms of the person, speech, religion and property.¹¹

Initial Steps – The “Implied Bill of Rights”

Throughout the twentieth century, the Canadian judiciary created what has come to be considered an “Implied Bill of Rights”. It is a series of cases that protected certain individual rights prior to the adoption of any particular statute or constitutional guarantee of the sort.

The first signs of an “Implied Bill of Rights” surfaced in a Supreme Court case in 1914. Justice Iddington stated that:

...the highly prized gifts of equal freedom and equal opportunity before the law, are so characteristic of the tendency of the British modes of thinking and acting in relation thereto, that they are not to be impaired by the whims of a legislature... there is implied the power to guarantee to all naturalized subjects that equality of freedom and opportunity...¹²

As you can see, he was arguing for fundamental guarantees derived from the first source mentioned above.

⁹ Justice Oliver Wendell Holmes, Jr. in *Lochner v. New York* 198 U.S. 45 (1905).

¹⁰ *Supra* note 2 at 633.

¹¹ *Ibid.* at 633-4.

¹² *Quong Wing v. The King* [1914], 49 SCR 440, 18 DLR 121

In time, the courts began recognizing a limited number of fundamental guarantees, such as:

Freedom of Speech: In 1938, the Supreme Court held that an Albertan act attempting to control the media was unconstitutional, as “freedom of discussion is essential to enlighten public opinion in a democratic State.”¹³

Freedom of Religion: In 1953, the Supreme Court declared that a by-law in Quebec City aimed at excluding Jehovah Witness’ from distributing pamphlets was invalid by recognizing the “fundamental character” of freedom of religion.

Freedom of Assembly: In 1937, a Quebec law that restricted persons from meeting in houses to propagate communism or bolshevism was declared unconstitutional. Justice Rand stated that:

*Parliamentary government postulates a capacity in men, acting freely and under self-restraints, to govern themselves; and that advance is best served in the degree achieved of individual liberation from subjective as well as objective shackles.*¹⁴

The “Implied Bill of Rights” took on new significance with the increased international consciousness about the need for human rights protection in the post-WWII era. Despite the Court’s willingness to embrace certain fundamental guarantees, such as freedom of speech, religion and assembly, the protections were nonetheless limited. Something more explicit and more significant was needed.

Another Step Forward - The Bill of Rights

There were a number of factors that contributed to Canada’s desire for a more firmly entrenched set of rights. The onset of

international human rights declarations, the liberal interpretations of the American Bill of Rights, Canadians’ fears about increased government regulation that had expanded during the war, and specific incidents of the denial of civil liberties in Canada, such as the treatment of the Japanese Canadians during WWII.¹⁵ The initiative finally came from Prime Minister John Diefenbaker.

In 1960, Parliament enacted the Canadian Bill of Rights.¹⁶ Unlike the Canadian Charter of Rights and Freedoms, the Bill of Rights did not have constitutional status or authority. It was only applicable to matters within the federal government’s power and it could be amended like any other statute.

¹³ *Reference re Alberta Statutes* [1938] SCR 100, 2 DLR 81.

¹⁴ *Switzman v. Elbling* [1957] SCR 285, 7 DLR (2d) 337.

¹⁵ *Supra* note 2 at 675.

¹⁶ *Ibid*

Although many of the rights included in the Bill were later included in the Canadian Charter of Rights and Freedoms, there were also significant differences. For example, the listed grounds of discrimination were limited to race, national origin, colour, religion and sex; whereas the Charter extended protection to the grounds of age, ethnic origin, mental and physical disability. On the other hand, section 1(a) of the Bill of Rights provided a guarantee to property rights that was not included in the Canadian Charter of Rights Freedoms.¹⁷

Some have described legislation like the Bill of Rights as having “quasi-constitutional” status.¹⁸ However, the Court interpreted its provisions relatively narrowly and adopted a “frozen rights” approach. Justice Ritchie stated that, “the meaning to be given to the language employed in the Bill of Rights is the meaning which it bore in Canada at the time when the Bill was enacted.” This is in contrast to the more liberal interpretation that the courts employ when interpreting the Charter.¹⁹

With its limited application to federal authorities, limited status as a statute, and its restrictive interpretation by the courts, the Bill of Rights failed to provide an expansive protection of rights and freedoms. Although it is still in force today, its relevance has been almost entirely usurped by the Charter of Rights and Freedoms.

The Leap - The Canadian Charter of Rights and Freedoms

Canada’s adoption of the Bill of Rights, Canada’s accession to the United Nation’s International Covenant of Civil and Political Rights in 1976, and the enactment of human rights legislation in most Canadian provinces increased Canada’s desire for constitutional pro-action.²⁰ At the time however, many of the provinces were wary about the idea of a Charter that could potentially delineate rights and freedoms that could challenge provincial legitimacy.

After a series of debates and a Supreme Court reference, the government of Canada ultimately drafted the Canadian Charter of Rights in Freedoms. Two important elements of the Charter’s structure are seen as compromises and mark the culmination of the contentious federal-provincial negotiation process. They are sections 1 and 33 of the Charter, which limit the absolute character of the rights and freedoms enshrined in the Charter.

Section 1 is a single and expansive limitation clause that reads:

*The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits as are generally accepted in a free and democratic society with a parliamentary system of government.*²¹

This clause recognizes that the rights and freedoms of the Charter are guaranteed but are not absolute, as they are subject to “reasonable limits”.²²

Section 33, on the other hand, allows Parliament or a provincial legislature to temporarily override section 2 or sections 7 to 15 of the Charter. This ‘notwithstanding clause’ has a five-year expiry date where the legislature is forced to pass new legislation to keep the overriding legislation in force.

With the negotiation process complete, the Charter of Rights and Freedoms was adopted alongside the patriation of the Constitution in 1982. Its adoption ushered in a new era of rights

¹⁷ *Canadian Bill of Rights*, R.S.C. 1960, c. 44, C-12.3.

¹⁸ *Ibid.* at 678.

¹⁹ *Ibid.* at 679.

²⁰ *Ibid.* at 692.

²¹ *Supra* note 6 at s. 1.

²² *R. v. Oakes*, [1986] 1 S.C.R. 103, 1986 CanLII 46 (S.C.C.).

protections in Canada and transferred significant powers of judicial review to the Canadian judiciary. This transformation has not been without controversy, as there has been much critique of the Charter. Nonetheless, the great majority of Canadians have embraced the Charter and recognize the advantages of a constitutional guarantee of their fundamental rights.

IV: Key Charter Themes

Now that you have been provided with a “volume of logic” (sorry if you feel Holme’s quote doesn’t quite apply!), it is necessary to provide a few key points about the Charter and the rights and freedoms enshrined therein. It may seem like a hodgepodge of information, but it is important to understand these fundamental characteristics of the Charter to fully appreciate its scope and application. They may also help guide your teaching or provide answers to questions from children.

Individual and Collective Rights

Firstly, the primary emphasis in the Charter is on individual rights. Individual rights focus on the individual as the main source of rights. It is derived from a liberal philosophy, seeking to maximize the liberty, freedom and security of the individual.

Throughout the Charter for Children, you will notice that most stories emphasize this tradition. Noah the Moose in *A Large Jaw in Moose Jaw* for example, has an individual right to participate in Moose Jaw Idol and not to be discriminated based on his disability. Noah himself is the primary agent, rather than a collective group that seeks collective recognition. This focus on individual rights is sometimes considered to contrast a collective rights approach where the group, community or nation is the primary agent.

Some collective rights are also included in the Constitution (see page 19). As you will see later, it is important not to draw too sharp of a contrast between collective and individual rights as they have many overlapping features.

²³ *Supra* note 6 at s. 33.

The Living Tree Approach

Secondly, it is important to note that the Supreme Court of Canada has given an expansive interpretation to the Charter. Unlike the “frozen rights” approach utilized in interpreting the Bill of Rights, the Court has embraced the “living tree” approach for its interpretation of the Charter. It is interpreted within the context of an evolving society, reflecting and adapting to change as time proceeds.²⁴

This emphasis is seen throughout the Charter for Children. For example, Mr. Bulldozer states in *In the Hoofsteps of Emooly Murphy*:

*Bulls and cows must be treated with respect,
And every law at the Stall must reflect,
Fairness for all cattle at the Stampede.
Only then will the Stampede succeed!*

Or, *The Greyest Tale on the Yukon Trail* when Sam argues:

*We cannot sit and drool,
While they treat us so cruel!
We must raise our paws,
For fair treatment by laws!*

There is a continual recognition that age-old rules must be re-examined throughout the Charter for Children in light of contemporary circumstances.

Positive and Negative Rights

Thirdly, some argue that the Charter primarily provides negative rights in contrast to positive rights. A positive right imposes an obligation on the government to act, while a negative right merely obliges the government to refrain from interfering with the liberty of its citizens.

If we look at *A Portrait of the Artist as a Young Lobster*, we can see how the citizens are forcing the lob-mob (government) to refrain from using force. They are therefore arguing that the government should not intervene with their freedom of expression (negative right). Nonetheless, this distinction can be somewhat artificial. For example, if Aliya brought a case to the Supreme Court of Canada (picture nine lobsters in red robes), she could argue that the government either 1) failed to protect her freedom of speech, arguing that the government had a positive obligation to protect and promote speech (positive right), or that the government 2) infringed on her freedom of speech, arguing that the government did not have the right to act (negative right). Sometimes, it merely depends on how you frame the right.

Some provisions in the Constitution, such as aboriginal rights and minority language educational rights, directly require the government to be proactive and employ the positive rights approach. In *Bario Leblieux* for example, the government was required to provide schooling to the francophone minority in Oxford if there were enough Bleuets in Bario’s patch “to make a blueberry muffin batter batch”. This kind of right allows citizens to mandate governmental intervention.

²⁴*Edwards v. Canada (Attorney General)* [1930] A.C. 124.

Political/Civil Rights and Economic/Social Rights

A further distinction can be drawn between the concept of political and civil rights and economic and social rights.²⁵ The Charter is primarily concerned with the enforcement of political and civil rights. They serve primarily to protect the individual from excesses of the state, which is consistent with the negative rights approach above. They include freedom of speech, freedom of religion and voting rights. It also largely includes the concept of equality as interpreted by the Court.

Judicial review has largely ignored underlying social and economic circumstances. Those who advocate for economic and social rights see civil and political rights as necessary to realize human potential, but argue that this will not materialize without appropriate social and economic circumstances. In this sense, poverty is the single most important concern of economic and social rights. Once again we can see the overlap between the two sorts of rights. The stories in this collection are more focused on the Charter's interpretation, and thus, civil and political rights.

This background information should aid in your understanding of the Charter for Children. In applying these concepts to the stories, it may sometimes take a stretch of your imagination. But, if you can already envision a grape fighting age discrimination, I'm sure you won't have any problem!

²⁵ Yash Ghai, "Human Rights and Governance: The Asia Debate" (1994) 15 *Aust. Y.B. Int'l L.* 24-34.

V. Children's Rights as Children

While it is important to be aware of the concept of children's rights that children have by virtue of their status as children, they are not the central feature of the Charter for Children. Instead, the Charter for Children seeks to provide a general introduction to key terms and legal concepts of fundamental rights that children have as human beings in the Canadian Charter of Rights and Freedoms. This section will briefly outline the difference between children's rights and human rights – simply for clarification.

The Canadian Charter of Rights and Freedoms does not specifically provide for children's rights, but rather the rights enshrined therein fall under the broader aegis of human rights. These fundamental human rights have special implications for children however, as "children [are] less able, or even unable, to defend themselves... but the damage that is done to children, physical and mental... is certainly more severe and permanent."²⁶

The UN Convention on the Rights of the Child (CRC) provides for more specific rights for children as children. The CRC attempts to protect children from child labour, armed conflict, drugs and prostitution and lifelong imprisonment or capital punishment.²⁷ Canada has ratified the convention, and though it can be used to inform the legislature and judiciary of Canada's obligations under international law, the convention itself has no immediate legal impact.²⁸

²⁶ Kristina Anne Bentley, "Can There Be Any Universal Children's Rights?" (2005) 9:1 *International Journal of Human Rights at 110. Debate*" (1994) 15 *Aust. Y.B. Int'l L.* 24-34.

²⁷ *Ibid.* at 113. *Debate*" (1994) 15 *Aust. Y.B. Int'l L.* 24-34.

²⁸ *Ahani v. Canada (Minister of Citizenship and Immigration)* [2002] 1 S.C.R. 72, 2002 SCC 2. The Court stated that "Canada has never incorporated either the Covenant or the Protocol into Canadian law by implementing legislation. Absent implementing legislation, neither has any legal effect in Canada."

Canada's commitments to children's rights are largely found outside the Constitution by looking at further sources of legislation and government programs geared towards children. Health care guarantees, tax-supported elementary and secondary education, minimum ages for employment, criminal laws designed to prevent child abuse, prohibitions on the use of child soldiers and the juvenile justice system are all examples of government actions to promote the rights of children.

Despite the fact that the rights and freedoms of the Canadian Charter are directed towards human beings and not children, a contextual analysis of the Canadian Charter may provide different interpretations and meanings for children. For example, each claimant for a Charter violation is analyzed in the context of his or her own personal attributes. In a recent case, the Foundation for Children, Youth and the Law challenged section 43 of the Criminal Code, which justifies the reasonable use of force by way of correction by parents and teachers against children in their care (spanking), as violating a child's security of the person. The Court then attempted to analyze the claim in regards to the child's status and vulnerability, stating that children come from a "highly vulnerable group".²⁹ The Canadian Charter will therefore have different scope for children than for adults, taking into consideration children's needs and vulnerabilities. Furthermore, it is important to note that not all provisions in the Canadian Charter of Rights and Freedoms apply to children. For example, section 3 protects the democratic rights of citizens to vote and seek office. The word 'citizens' however, only includes those 18 years of age and older.

²⁹ Foundation for Children, Youth and the Law v. Canada [2004] 1 S.C.R. 76, 2004 SCC 4 at para. 56.

As Kristina Anne Bentley states, "children remain among the most marginalised and abused human beings on earth." While most Canadian children have not experienced child labour or armed conflict, children are still some of the most vulnerable citizens in our country. They are particularly vulnerable to poverty, neglect and abuse. The Charter for Children attempts to address certain rights and freedoms, but it by no means addresses the full scope of hardship that Canadian children experience.

As Canadians, we still have a long way to go before our children will be provided with the care they require. As the Declaration of A Canada Fit for Children states:

*A country that believes in the future values its children. Canada is a forward-looking nation with a strong sense of responsibility. We believe that children should have the opportunity to be fully prepared to live a responsible life in a free society, in a spirit of understanding, peace, dignity, tolerance, equality and solidarity.*³⁰

³⁰ A Canada Fit for Children (April 2004), online: Human Resources and Social Development Canada <<http://www.hrsdc.gc.ca/en/cs/sp/sdc/socpol/publications/2002-002483/page03.shtml>>.

VI. Guide to the Charter for Children

It's almost time to read the stories! But please bear with me; it's important I clear up one last matter. This final section of the manual will provide a brief background to each of the provisions addressed in the Charter for Children. It provides a general overview of each provision and the "Author's Note(s)" at the back of each book provides a more point-specific analysis to the specific right or freedom that the story addresses.

Now, there are 34 provisions in the Canadian Charter of Rights and Freedoms. The Charter for Children addresses only five. Although this may not seem representative of the entire Charter, the books that are part of this collection have been chosen because they represent some of the most fundamental and basic rights and freedoms applicable to children. While it may be helpful for a parent/teacher to look at the excluded provisions to understand the full scope of the Charter, those provisions have less immediate relevance to the objectives of this project.³¹

The Charter for Children focuses on fundamental freedoms (section 2), legal rights (section 7), equality rights (section 15), minority language educational rights (section 23) and aboriginal rights (section 25 of the Charter and section 35 of the Rights of the Aboriginal Peoples of Canada). A brief synopsis of these provisions follows:

Section 2, Fundamental Freedoms:

- 2. Everyone has the following fundamental freedoms:
- a) freedom of conscience and religion;
- b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- c) freedom of peaceful assembly; and
- d) freedom of association.³²

This Charter provision took legal effect on April 17, 1982. Despite this recent constitutional acknowledgement, many of the rights have much deeper roots. For example, at least the Western version of freedom of religion has its roots in post-Reformation England.³³ As previously discussed, these freedoms were first recognized in the "Implied Bill of Rights" in Canada. They were also included in the 1960 Canadian Bill of Rights. As they can be limited by section 1 of the Charter (the limitation clause), they are not absolute.

³¹ The books do not specifically address (although they may in an indirect manner) the limitation clauses as discussed above (section 1 & 33), democratic rights (sections 3 – 5), mobility rights (section 7), a number of legal rights (sections 8 – 14), official languages (sections 16-22), enforcement (section 24), a number of general provisions (sections 26 – 31), or the application and citation of the Charter (section 32, 34).

³² *Supra* note 6 at s. 2.

³³ R. Moon, "The Secularization of Religious Freedom" in *supra* note 2 at 817.

Stories included in this section:

- A Portrait of the Artist as a Young Lobster (freedom of expression)
- The Golden Hook (freedom of religion)
- The Plight Beneath the Northern Light (freedom of assembly and association)

Section 7, Legal Rights:

*7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.*³⁴

This Charter provision provides both substantive and procedural rights. This means that more than simply providing due process in administrative proceedings and in the adjudicative context (procedural rights), it has on occasion touched upon major national policy issues such as entitlement to social assistance³⁵ and abortion³⁶ (substantive rights). Like the fundamental freedoms above, these rights can also be limited by section 1 of the Charter (the limitation clause).

Returning to the discussion of positive and negative rights, the Supreme Court has explicitly stated that section 7 does not convey positive rights or any positive obligations upon the government. Accordingly, the court cannot compel the legislature to provide economic assistance or social welfare to vulnerable citizens to protect life, to encourage liberty or to protect a person's security of the person.

Stories included in this section:

- Anne of Green Tomatoes (security of the person)

Section 15(1), Equality Rights:

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age

*or mental or physical disability.*³⁸

The purpose of section 15 is:

*...to prevent the violation of essential human dignity and freedom through the imposition of disadvantage, stereotyping, or political or social prejudice, and to promote a society in which all persons enjoy equal recognition at law as human beings or as members of Canadian society, equally capable and equally deserving of concern, respect and consideration.*³⁹

Section 15 provides a list of grounds. Citizens must claim that they have been discriminated based on one of the listed grounds. Citizens may also argue on behalf of an analogous ground: a new distinct group that the court has recognized. The court is therefore not limited to a conception of rights that was derived in 1982.

A ground will be considered analogous under s. 15(1) if it can be shown that differential treatment premised on the ground has the potential to bring into play human dignity and if it would serve to advance the fundamental purpose of s. 15(1).⁴⁰ The Court has found a number of analogous grounds to those listed in section 15. For example, though sexual orientation was not originally included as a ground of discrimination in 1982, the Court has since included sexual orientation as an analogous ground.⁴¹ As such, it has equal status and protection as all other grounds protected in section 15.

³⁴ *Supra* note 6 at s. 7.

³⁵ *Gosselin v. Quebec (Attorney General)* [2002] 4 S.C.R. 429, 2002 SCC 84.

³⁶ *R. v. Morgentaler* [1988] 1 S.C.R. 30, 63 O.R. (2d) 281.

³⁷ *Supra* note 35.

³⁸ *Supra* note 6 at s. 15(1).

³⁹ *Law v. Canada (Minister of Employment and Immigration)*, [1999] 1 S. C. R. 497, 1999 CanLII 675.

⁴⁰ *Andrews v. Law Society of British Columbia*, [1989] 1 SCR 143.

⁴¹ *Egan v. Canada*, [1995] 2 S.C.R. 513, 1995 SCC 49.

The courts have argued that section 15(1) should be used to provide for substantive equality, rather than formal equality. Formal equality provides an equality of opportunity so groups are treated equal in the law. Substantive equality on the other hand, requires the contextualization of equality claims and seeks to ensure the equality of results or outcomes, not the equality of opportunity. It recognizes therefore, that true equality sometimes requires differential treatment. This is seen throughout the Charter for Children. For example, in *A Large Jaw in Moose Jaw*, Noah the Moose required a new microphone to compete in Moose Jaw Idol because of his disability. He therefore required differential treatment to be treated equally.

Finally, though the Charter for Children addresses one ground per book, it is important to note that many individuals are discriminated on more than one ground. For example, a lesbian woman who comes from a racial minority may suffer prejudice by virtue of her sexual orientation, sex and race. While the courts have been reluctant to analyze the different layers of discrimination and the intersecting grounds that people experience, it is important to realize that discrimination is not narrowly confined to one ground.

Stories included in this section:

- The Greyest Tale on the Yukon Trail (national or ethnic origin)
- In the Hoofsteps of Eemooly Murphy (sex)
- Alexander the Grape (age)
- A Large Jaw in Moose Jaw (physical disability)
- The Two-Two-Eyed Potatoes (sexual orientation)

Collective Rights

There are a number of group rights enshrined in the Charter. Section 23, for example, provides for minority language educational rights. Furthermore, section 25 of the Charter and section 35 of the Rights of the Aboriginal Peoples of Canada recognize the rights of the First Nations and their collective identities.

The distinction between individual and collective rights should not be exaggerated. In recognizing the needs of a collective, such as the right to protect a language for example, the target is still the individual. The aim is to promote and respect the individual's dignity as a member of the collective.⁴² In a school therefore, a classroom of students can appear to have a collective right to education. Ultimately however, the goal of this collective right is to promote learning for each individual child.

Stories included in this section:

- Bario Leblieux (minority language educational rights)
- The First Flock (aboriginal rights)

⁴² Michael Ignatieff, *Human Rights as Politics & Idolatry* (Princeton, Princeton University Press, 2001), The Tanner Lectures on Human Values.

The **Charter** for **Children**

Teacher Guide

Lesson Plans

Developed by Francesse Kopczewski

The Charter for Children: Anne of Green Tomatoes

The right to be safe and secure

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT TO BE SAFE AND SECURE

- Unfair or unequal treatment
- Bullying and the use of intimidation to gain control over people
- "Security of the person" as defined in The Canadian Charter of Rights and Freedoms
- Physical and psychological harm
- Rights and freedoms in Canada: ("Everyone has the right to life, liberty, and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice." Canadian Charter of Rights and Freedoms, s 7, Part I of the Constitution Act, 1982m being Schedule B to the Canada Act 1982 (UK), 1982, c 11.)
- How to affect change in society (protests, media, boycotts)
- The right in Canada to a safe environment



Alberta Social Studies: Guiding Questions:

- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- The Canadian Charter of Rights and Freedoms promotes equal treatment under the law (rule of law)
- Diverse cultural communities continue to face discrimination and racism in Canada
- Citizen's rights ensure equality under the law; for example, owning property, fair application of justice, participating in decision making
- Democratic systems and the application of fundamental principles in societies change over time
- Individuals and groups take actions in democracies to influence government policies and bring about changes in societies.

Skills & Procedures:

- Critique factors that contribute to change in societies
- Examine cultural groups that experience discrimination in Canada
- Propose formal and informal actions individuals can take in society and through the political system that support Canada's democracy.

(from New Learn Alberta/Alberta's K-6 Social Studies Curriculum 2024; Grade 6, pages 1, 2 and 4)

Alberta English Language Arts: Writing: Guiding Questions:

- * How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Writing processes can be used to clearly compose and refine ideas and develop personal style, and include: planning; drafting; revising; editing; publishing.

Skills & Procedures:

- Express personal ideas through multiple paragraphs for the purpose of engaging an audience.

(from Alberta's English Language Arts and Literature Curriculum: Grade 6, September 2023, page 9)

Alberta Physical Education and Wellness:

* How can perspectives influence healthy relationships?

Knowledge:

- Consideration of perspectives includes recognizing and appreciating the points of view of others.
- Empathy involves trying to understand or share the feelings of another person.

(from Alberta's Physical Education and Wellness Curriculum: Grade 6, September 2022, page 8)

Alberta Visual Arts: Expression:

Component 10 (i): PURPOSE 2: Students will illustrate or tell a story.

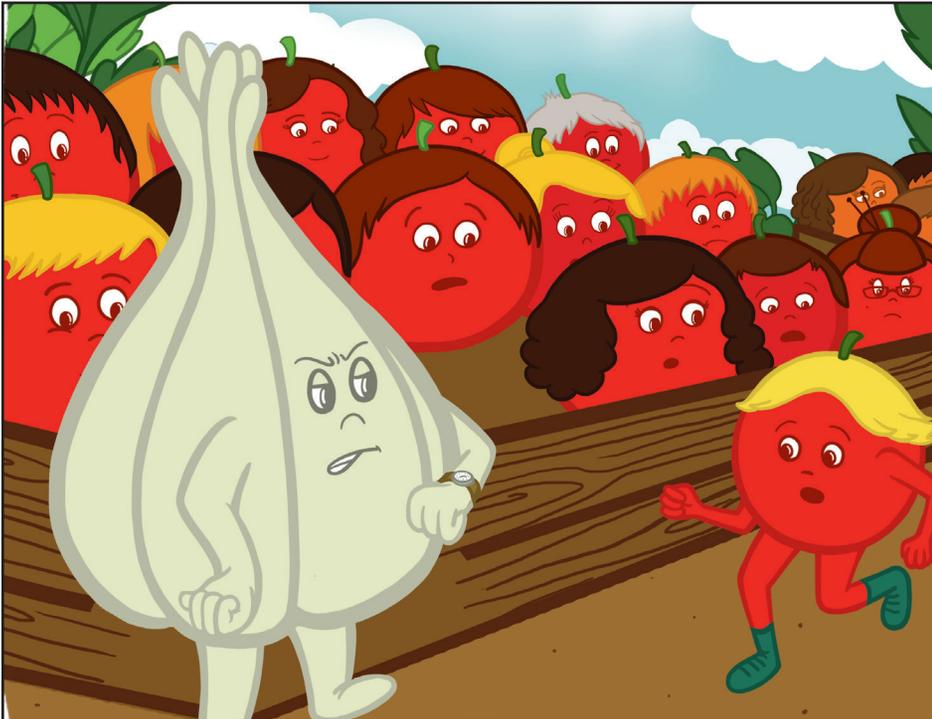
Concepts: A. A narrative can be retold or interpreted visually.

B. An original story can be created visually.

(from Alberta's Art (Elementary) 1985, Grade 6, EXPRESSION: Component 10, Purpose 2: Concept B: An original story can be created visually. Page C.12)

Preview:

- Discuss with the class the concepts of "bullying", "physical harm", "psychological harm". Write the words and their meanings on a chart to be used later as a class reference.



- By using an organizing technique (e.g., flow chart, graphic organizer, timeline, or point form), demonstrate to the students the ways to organize information in order to begin their writing. Discuss ways that information can be organized to form a structured, multi-paragraph piece of writing, such as making an outline or jot notes, and create a visual example to guide the students in later writing assignments.
- Discuss the concepts of "inclusive", "multiculturalism" and "advocacy". Add these to a vocabulary list that the students can refer to in the classroom. Use this list when explaining or discussing aspects of this book.

Activation of Learning

- Read the story to the class. Encourage student connections with the story. Record any questions, thoughts on charts to be used later for discussion and reference.
- Discuss with the class the theme that Anne and the other green tomatoes have to be "changed" or "modified" to be acceptable to "the market". Was this fair or right? How was Anne made to feel when she was painted red? How did she and the other tomatoes feel when they were put on the bottom of the basket of tomatoes? Make a connection between this story and the concepts of "bullying" and "discrimination".
- Discuss how Anne experienced both physical and psychological harm. If there is no physical harm, is this really harm? What other types of psychological harms are there?
- Introduce The Canadian Charter of Rights and Freedoms, Section 7 (see above under FOCUS) and discuss how the Charter helps Canadians to feel safe and secure in Canada? What are the two major components of feeling secure? (safety from physical harm and safety from psychological harm such as mental stress, anxiety, feeling afraid).
- Discuss how Anne and the other green tomatoes were able to make a change for the better. Who helped them? How do people in Canada try to change things when they don't agree with what is happening? (Petitions, letters to officials, media, boycotts, etc.)
- Stimulate discussions with the class what the concept of "advocacy" means and how the sunflowers helped the green tomatoes to feel safe and secure. (Examples of teacher prompts: In the story, Anne and Diane gathered sunflower oil from the sunflowers. In this instance, how would you describe the role the sunflowers played in helping the green tomatoes feel safe and secure? (e.g., helpful, useful, supportive, as advocates). In what way are some organizations

in our community or in Canada advocates in helping others to be included? (e.g., community groups, government-funded associations, Citizenship and Immigration Canada [language classes, help finding a job, filling out forms, finding community services such as mentoring], school support groups, commercial enterprises such as banks, lawyers, translators, accountants, and other advocacy groups who offer services to help if there are cultural or language barriers). Create key visuals to support and record the discussion.

- What cultural groups have made significant contributions in Canada (e.g., First Nations/English/French as our three founding nations, Chinese labourers in the building of the transcontinental railway, Irish and Italian workers in building the canal systems on the Great Lakes, the Haudenosaunee Confederacy whose decision-making structure includes democratic principles). Record these ideas, thoughts, and experiences.
- Brainstorm how students can create an inclusive atmosphere in their classroom, in the school and in their communities. Part of this discussion will focus on various cultures and people.
- Discuss what experiences newcomers might have when first coming to Canada? What experiences might the students in the class, their families, or their grandparents have had? How have these groups and cultures contributed to the idea of Canada as an “inclusive” country or have contributed to Canadian identity?

Assignments & Projects:

- **Writing Response:** As a writing response, students can write about a time when they felt that they didn't fit in with others who made them feel unacceptable in some way; through appearance, actions, knowledge, language, or culture. How did this make them feel? What could have made a difference to make them feel more included?
- **Writing Assignment:** Students will organize the information and ideas generated in class discussions to write a 4-paragraph essay on the main idea of Anne of Green Tomatoes using an introductory paragraph stating the main idea and three additional paragraphs using three details from the story (one supporting detail per paragraph) to support their writing. To do this, they will need to demonstrate a particular strategy for organizing their writing, such as an outline, personal jot notes, a ranking grid, or a web as a few examples. Have the examples from previous class discussions available to help guide the students in their writing.

- **Research Assignment:** Discuss the concept of discrimination based on race. How was Anne discriminated against? Are there other groups in Canada facing discrimination? In pairs, have students research this topic and share their findings with the class.
- **Language Arts:** Discuss how Anne's colour made her “not attractive” or “not beautiful enough” for the veggieslature. Using magazines or flyers, have the students study the advertisements and identify whose point of view is being presented. Using a list of questions, have the students work in pairs or groups of three to answer questions about the ads (e.g., Are there any other points of view to be considered? What goal did the advertiser have when making this advertisement? Do you think they achieve their goal? What biases or stereotypes are being presented in this advertisement? How do you feel about the messages or stereotypes being presented? If you don't like it or don't agree with the stereotype, what can be done to change this?). Students can present their findings orally or in chart form.
- **The Arts, Visual Arts:** Have the students examine carefully the techniques used by the Illustrator, Jasmine Vicente, to convey emotion, thoughts, and actions on the part of the characters in the book such as use of lines, facial expression through various eye/mouth treatment, use of colour, and/or body position. Have students create their own animated characters doing activities or expressing emotions. This could also be in comic-book format, where the characters are acting out or telling a story, or it could be linked to other activities you are doing in the classroom. Pair your class to a primary class in the school so that students can share their stories with their primary “buddy” as a reading activity.



The Charter for Children: A Large Jaw in Moose Jaw

The right to participate and be included

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

- What issues are being addressed in this book? THE RIGHT TO PARTICIPATE AND BE INCLUDED
- Discrimination based on mental or physical disability
- Unfair or unequal treatment based on stereotypes (judging others unfairly)
- Equality versus equal or the same treatment... are they the same things and do they both result in fairness?
- Rights and Freedoms in Canada: The Canadian Charter of Rights and Freedoms, Section 15(1) *Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on...mental or physical disability (*Canadian Charter of Rights and Freedoms, s 15(1), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11)
- How to effect change (people's voice, media, peaceful protests, boycotts)

Alberta Social Studies: Guiding Questions:

- * In what ways does civic participation support democratic society?
- * What principles shape democracy?

Knowledge:

- Democracies have fundamental principles, including: equality under the law; justice; freedom; and representation
- Civic participation ensures the government is reflective of the values and priorities of the citizens
- Individuals and groups can influence change in society in various ways, including: questioning assumptions; thinking critically about issues; engaging in discussion; proposing new ideas; taking action

Skills and Procedure:

- Argue the importance of a fundamental principle of democracy.

(from Alberta's new Draft K-6 Social Studies Curriculum: 2024-2025, pages: 1, 2, and 10)

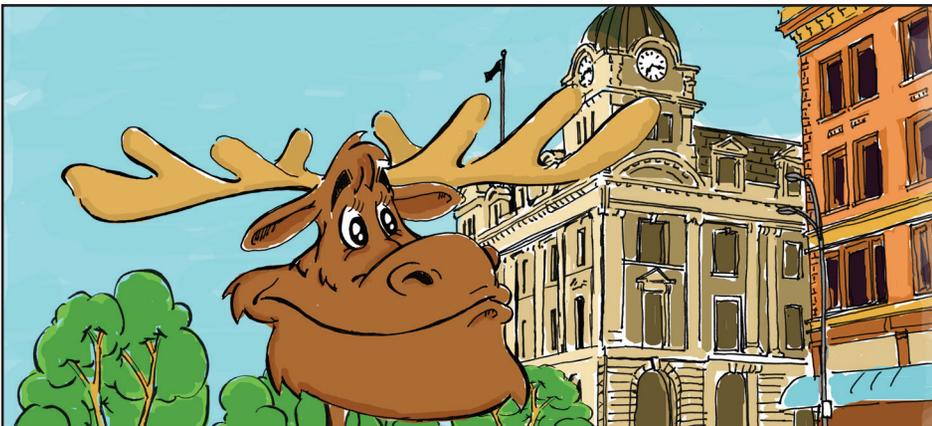
Alberta English Language Arts: Guiding Questions:

- * How can text form and structure improve understanding of content?
- * What relationships can be made between skillful oration and communication content, style and delivery?

Knowledge:

- * A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. (Text Forms)
- * An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges. (Text Forms)
- * A stock character is a stereotypical figure who is recognized from familiar literature and traditions. (Text Forms)
- * Organization and preparation for presentations can support confidence. (Oral Language)

(from Alberta's English Language Arts and Literature Grade 6 Curriculum: September 2023, pages 2 and 4)



Alberta Music: Skill: Creating:

- * Create melodic and/or percussion accompaniments for poems and songs.
- * Notate and perform original compositions (does not have to be formal)

(from Alberta's Music Curriculum (Elementary) C.13, 1989)

Preview:

- In the weeks leading up to this unit, keep note of current or local events that might have relevance to a case of discrimination to be used as an example when reading and working with this book. This will make it more relevant and real to the students.
- Build strong vocabulary anchor charts, using the language in books, novels, journals, non-fiction articles, and other texts. Keep these anchor charts readily available for reference and continue to expand them as opportunities arise. Use the rich new words in daily lessons and reference back to the anchor charts to enhance understanding. If possible, introduce some of the words used in the book ahead of time to improve understanding such as: strummed, dedication, stacked, sympathy, smirked, plodded, excluded, accommodate, impact.
- Discuss the concepts of "discrimination", "stereotypes" and "mental or physical disability". To elicit feedback about these concepts to help students build a personal connection to the story brainstorm ideas about different kinds of stereotypes with the class. Show a picture of different people and see what the students assume about each, then discuss why they made these assumptions (e.g., an old man, a punk rocker, a little baby, a person in a white medical coat, a mother with two children, etc.). Discuss how stereotypes about people are formed and whether they are good (fair) or bad (unfair) assumptions.



Activation of Learning

- Read the story to the class. As you read, comment on your own connections to the text to encourage students to also make personal connections with the story. Record any questions or thoughts on anchor charts to be used later for discussion and reference.
- Read the story again to the class and look at the parodies and poems in the text. Examine the rhyming scheme with the students. Discuss with the class the "voice" and "word choice" that helped to make this book more interesting to young readers
- Discuss what a "parody" is and how this could be used to make a point or to draw attention to a piece of work. As you read the story, write down the parodies and see if the students can figure out the real names (e.g., The Tragically Hoof = The Tragically Hip, Moose Jaw Idol = American Idol, Alanis Moosette= Alanis Morissette, New Deer Party = New Democrat Party, Canadian Wire = Canadian Tire). Have the students think of their own parody phrases using famous or well-known figures (e.g., Star Trek, Harry Potter, etc.) or current music stars such as Taylor Swift and Drake.
- Explore the concepts of "equal" or "sameness" versus "equality" as it relates to this story. Noah had equal access to the same microphone as all the other moose, but it did not let him participate equally. Do people need to be treated the same to be equal or does being treated the same sometimes create unequal treatment? Discuss how disabled or immigrant people, or groups of different cultures need to be accommodated in order to be "equal". Create key visuals outlining the discussion points and keep these posted in the classroom for the students to reference.
- Show the students the actual Charter of Rights and Freedoms and read The Charter of Rights and Freedoms section 15(1) that states: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on...mental or physical disability" Give each student a copy of The Charter and have them find the particular section that the book is referencing. Ensure that The Charter is in a prominent place in the classroom.
- Discuss the issue of conflict relative to history: the fraudulent scrip system imposed on the Metis after the 1885 Northwest Resistance; the expulsion of the Acadians; the internment of Japanese Canadians during WWII; racism directed at indigenous children and how they were placed in residential schools, the discriminatory practises of ancient Athens. How do these events relate to communities today? Discuss organizations that are helping to dispel discrimination, creating charts or visuals to support this discussion.

Assignments:

- **Reading Response:** Why did Michael Moose want to make the movie about Noah and how did this affect the people in Moose Jaw? Have students write about their opinions about this situation and what they feel about Noah's situation.
- **Writing Response:** In a poem (review rhyming schemes and poetry format), have students write a poem about their feelings about discrimination, stereotypes or unfair treatment of people. Post these on a bulletin board for further discussion, or use this as an opportunity for students to present their work orally.
- **Writing Assignment:** Research a historical or current musician that had some struggles in their career and write a story about him or her, highlighting if they had to overcome any discriminatory practises and how they did that to achieve success.

Projects:

- **Music:** In pairs, have students make up a song that will highlight their poetry (see assignment above) or have them write a new verse and chorus to their music. This music could be played for their class only, at an assembly, or at a Music Night event with parents and the community. (from Alberta Music (Elementary) C.13 1989: 5. Create melodic and/or percussion accompaniments for poems and songs, page 13)



- **The Arts, Music:** Research the music of rhythm and blues or reggae musicians in the 1970's, 1980's concerning equality and unfair treatment. Have students write an essay on the musician of their choice with regard to their struggles and their careers, using The Canadian Charter of Rights and Freedoms as a basis for their work.
- **Social Studies:** Have students further research the conflicts of different communities in Canada such as various indigenous communities. Have students share this information as a class discussion, debate, brainstorming session or research assignment.
- **Language and Social Studies:** Have students work in pairs to research the organizations and programs available to newcomers and immigrant groups, including settlement agencies or advocacy organizations. Create a spreadsheet, graph or list of the students' results, along with their explanations of the function of each group or program, to post in the classroom.
- **Language (Text) and Social Studies:** Have students research various cultural or religious groups to determine their contribution to our Canadian identity. How has this helped or hindered Canada's reputation as an "inclusive society"?



The Charter for Children: The Golden Hook

The right to believe and have faith

Lesson Plan

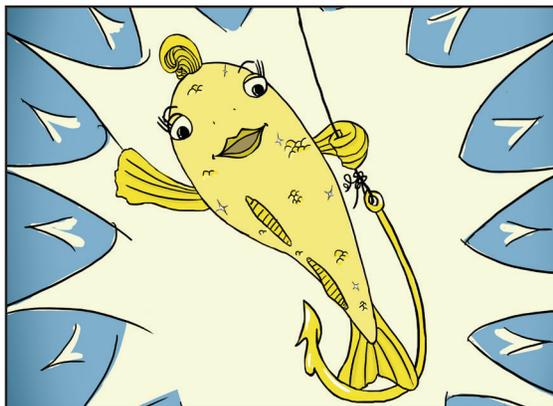
Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT TO BELIEVE AND HAVE FAITH

- Discrimination based on religious beliefs
- Societal perspectives of different religions and understanding about religious symbols
- Levels of government that make decisions
- Rights and responsibilities (community, school boards, regional government)
- Security versus religious beliefs and practises
- The Canadian Charter of Rights and Freedoms: "Everyone has the fundamental freedoms...(a)freedom of conscience and religion" (The Canadian Charter of Rights and Freedoms, s 2, Part 1 of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11 Religion is also included as a ground of discrimination in s 15, which prohibits religious discrimination.)
- How to affect change (e.g., discussions, meetings, debates, petitions, media, referendums, boycotts, etc.)



Alberta Social Studies Curriculum: Guiding Questions:

- * In what ways does civic participation support democratic society?
- * What principles shape democracy?

Knowledge:

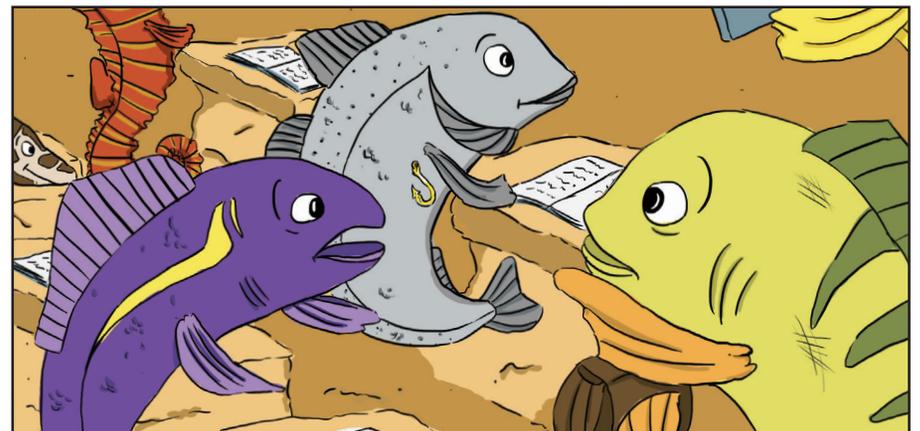
- The Canadian Charter of Rights and Freedoms can be used to challenge unjust policies and practices
- Individuals and groups can influence change in society in various ways, including: questioning assumptions; thinking critically about issues; engaging in discussion; proposing new ideas; taking action.
- Democracies have fundamental principles including: equality under the law; justice; freedom; and representation.
- Diverse communities in Canada continue to face discrimination; for example, antisemitism and islamophobia.

(from Alberta's K-6 Social Studies Curriculum: Grade 6: September 2024, pages 1, 2, and 4)

Alberta's Drama Curriculum: General Speaking Skills:

- * Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories.

(from Alberta's Drama (Elementary): 1985; CHORAL SPEECH; Grade 6: page C.4)



Alberta English Language and Literature Curriculum:

Guiding Questions:

- * What relationships can be made between skillful oration and communication content, style, and delivery?
- * How can text form and structure improve understanding of content?

Knowledge:

- Human-made structures on land convey meaning, such as: First Nations pictographs, First Nations petroglyphs; Inuit Inuksuit, Métis lobstersticks, Coastal First Nations totem poles, etc.
- Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.
- Effective oral communication is supported by combining verbal, non-verbal and paraverbal language.

(from Alberta's English Language and Literature Curriculum: Grade 6: September 2023, pages 3 and 4)

Alberta Art Curriculum: Grade 6: Media and Techniques:

- * Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, print making, sculpture, fabric arts, photography and technographic arts.

Print Making: Make prints by using incised (carved or indented) surfaces—wood, soap, wax, erasers, plaster of Paris, clay, Styrofoam.

(from Alberta's Art (Elementary) Curriculum: Revised 1985: Component 10 (iii) MEDIA AND TECHNIQUES, Grade 6: pages C.12 and C.13)



Preview:

- Discuss with the class the various rights and responsibilities that students have in the school (e.g., the right to an education, the right to be treated fairly, the right to participate in activities; responsibility to respect the rules of the school, to respect others and the environment in which we live). Discuss with students if they have the right to follow their own cultures and practise their own religions. Explain how all of these rights and responsibilities are part of The Canadian Charter of Rights and Freedoms.
- What if students or their parents have a problem? Who can help to resolve it? Explain by use of a tree chart, the various levels of government and what their role would be in settling a complaint or resolving an issue. Use different examples that would demonstrate the levels of power and jurisdiction. Give examples of a conflict and discuss who would be responsible for it (e.g., a personal issue or problem at school, local –family, school staff, professional doctor or lawyer; a traffic problem, local and regional; health care services, local, regional and national; environmental issues; local, regional and national)

Activation of Learning

- Read the story to the class. Encourage students to make connections with the story. Record any questions or thoughts on anchor charts to be used later for discussion and reference.
- Discuss the main idea of the story. Why did Aatma need to wear a golden hook? Brainstorm with the class: What is religion? Talk about different types of religions in the class and in the world, and different symbols for those religions. Discuss the spiritual nature of Inuit and First Nations peoples and their symbols as part of a spiritual belief system (e.g., Inuit Inuksuit; Métis lobstersticks; Coastal First Nations totem poles).
- Use this discussion to help students explore their thinking and clarify understanding of the religions being presented. What are the common elements in religions (e.g., a belief in a set of rules that help you be a better person; a belief in a higher power that guides the world in a good path)? Have students share this information as a class discussion or as a brainstorming session. Students could also research on the internet with a partner to find different types of religions in the world. Record this information on a chart or whiteboard for student reference.
- In the story, Aatma and his father take their concern to the School-of-Fish Board. Discuss the different levels of responsibility in your own school board (e.g., students, teachers and teaching staff, vice-principal, principal, superintendent, director, trustees, Ministry of Education). Where would students first take their concerns in school? Who would they go to next, if they were not comfortable with the decision made? Make a tree chart during the discussion to create a visual organizational diagram for students.



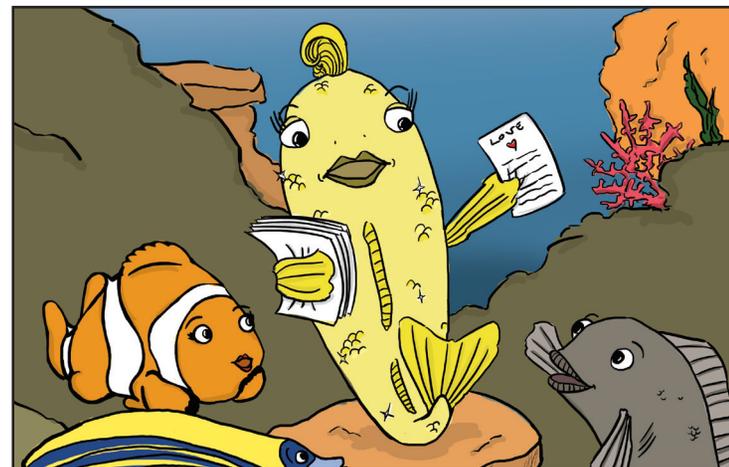
- Introduce The Canadian Charter of Rights and Freedoms, Section 2(a). Discuss with the class the explanation set out by the Supreme Court of Canada: “[t]he essence of the concept of freedom of religion is the right to entertain such religious beliefs as a person chooses, the right to declare religious beliefs openly and without fear of hindrance or reprisal, and the right to manifest religious belief by worship and practice or by teaching and dissemination.” (from R v Big M Drug Mart Ltd., [1985] 1 SCR 295, 18 DLR (4th) 321 at para 94). Put this into simpler terms to help with understanding and record this on a chart for student reference during their writing assignments.
- Why was the golden hook seen as a threat to the other fish? Discuss how it would seem threatening to others if you didn't understand it as an important symbol of Aatma's religion. Discuss how other symbols they have discovered in other religions may also be misunderstood (e.g., Sikhs carry a ceremonial dagger on a cloth belt around their body; Christians wear a cross; Muslims are not allowed to eat pork, etc.).
- Explore with students how change was made in the School-of-Fish board. Why did the School-of-Fish board change their mind about Aatma wearing his golden hook to school? How would students go about making a change today in their own school and with their own school board (e.g., discussions, meetings, letters, debates, presentations, petitions)?
- Discuss with the class that discrimination against religion still exists in Canada. Talk about the terms “antisemitism” and “islamophobia”, and what they mean. Why is it important to respect all religions in Canada?

Assignments:

- **Reading Response:** Have students write why they think the School-of-Fish Board finally agreed to let Aatma wear his golden hook to school? Do they think this was the right decision? Why or why not? How did the teacher help the other students overcome their fear of Aatma's golden hook?
- **Social Studies and English Language and Literature:** Have students write a short essay about one of the religions discussed in class. They should describe the religion and religious symbols and give details of some of the important religious practises.

Projects:

- **Social Studies and Art:** Have students select a religious symbol from one of the religions discussed to carve into a medium such as soap, wax, plaster of Paris, clay or Styrofoam. Using print making techniques, students should create an attractive background using the carved symbol and paint, paying attention to spacing, colour and layout. Once the printed background is dry, have students mount one or two facts about this religion on cue cards over the design and post on a bulletin board or present to the class.
- **Social Studies and Drama:** Working in a small group of three, have students select one of the religions to present to the class orally. Each presentation should have photos, drawings or reproductions of three important religious symbols, as well as three important beliefs, practises or stories. Each member of the group is responsible to present at least one belief, practise or story and one symbol to the class. To ensure that there are no repeated presentations, prepare the names of religions on folded pieces of paper placed in a container and have each group draw one of the papers!



The Charter for Children: The Plight Beneath The Northern Light

The right to meet and form groups

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT TO MEET AND FORM GROUPS

- Freedom of association and assembly: the right to establish, belong to, gather together a group of people and maintain an organization
- Being able to associate and to meet with people when there is no harm to others
- Levels of government responsible for regulating the law and rights and freedoms of citizens
- The Canadian Charter of Rights and Freedoms: "Everyone has the following fundamental freedoms...(c) freedom of peaceful assembly; and (d) freedom of association" (from Canadian Charter of Rights and Freedoms, s 2(c) & 2(d), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11)
- How to affect change (people's voice, media, boycotts)
- Environmental impact of industry balanced against human wants and **needs**



Alberta's Social Studies Curriculum: Guiding Questions:

- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- Fundamental freedoms identified in the Canadian Charter of Rights and Freedoms are guaranteed to everyone in Canada whether they are citizens or not.
- Democracies have fundamental principles, including: equality under law; justice; freedom; and representation
- Individual take actions in democracies to influence government policies and bring about changes in societies

(from Alberta's K-6 Social Studies Curriculum: September 2024; pages 1, 4 and 10)

Alberta English Language and Literature Curriculum: Comprehension and Writing:

- * How do comprehension strategies enhance interpretations of texts?
- * How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Planning can help organize thoughts and prioritize information and includes: consideration of audience, purpose and form
- Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts

(from Alberta's English Language Arts and Literature Curriculum: Grade 6: September 2023, pages 7 and 9)

Alberta's The Arts Curriculum: Visual Arts: Concepts:

- Drawing: Continue to explore ways of using drawing materials.
- Drawing: Use drawing to add details, textures, create pattern or suggest volume including hatching and cross-hatching, shading, dotting.

(from Alberta's The Arts Curriculum (Elementary) 1985: Visual Arts, Grade 6, C-12)

Preview:

- Review the provinces and territories of Canada, including the capital cities, and discuss the peoples who live in them. Identify some of the activities that you would find in each area of Canada (i.e., farming and oil rigs in the plains of Alberta and Saskatchewan, fishing in the Atlantic and British Columbia provinces, mining and forestry in Ontario and Quebec, etc.). Find the location of Hudson Bay and Nunavut as the setting for this book in relation to where the students presently live.
- Introduce the characters in the story complete with their names. Ask the students why the characters' names are different in sounds and spelling than most names in their school. What is the language of the Inuit? What are some of the student names and from which culture do they originate?



Activation of Learning

- Read the story to the class. Encourage student connections with the story. Record any questions, thoughts on anchor charts to be used later for discussion and reference.
- Discuss the importance of rules and responsibilities in the classroom, at home, in sports, including how rules are formed and how they are changed or modified. How are rules made for the communities in which the students live? What are these rules? Who makes the rules (laws) and how are the rules or laws changed? This will include a discussion about the different jurisdictions and responsibilities of various levels of organizations and governments (i.e.,

municipal (mayor), provincial and federal levels of government). A flow chart to record these ideas would help explain the hierarchy of government in Canada.

- Explain the concepts of “association” and “assembly”. Have the students relate to these two terms in a personal way (e.g., they can associate with more than one friend at a time; they can all meet in the classroom and in the school; they can have assemblies; they can join clubs and teams). Why is the freedom to associate with others or to be able to meet in groups important for one's freedom? How would the students feel if they did not have these freedoms?
- Discuss with the class the importance of the environment and how we can work together to make a difference in pollution and land fill sites. Explore with students the impact of cars and trucks. Where does the fuel and oil come from? How do cars and trucks contribute to our lives? What are the costs and benefits, both hidden and explicit (pollution with emissions, cost of items sold increases with distance, cost of upkeep and repair, maintaining roads, taxes, the cost of making cars plus the competition to sell the most cars, importing cars with costs of ocean liners and fuel, improved transportation for the average citizen, improved participation in community events since you can easily access them). Develop a T-chart, cycle diagram or flow chart to help organize this information.
- In the story, an announcer on television was talking about “global warming”. What is this concept? Should people be concerned about this issue? What can the average citizen do to help with this issue? Write ideas and explanations on a chart to be used later during class assignments.

Assignments:

- **Reading Response:** Have the students write about their feelings towards the mayor of Hudson Bay. Was the mayor behaving in a responsible way towards the other polar bears of his town? Why or why not? Have students write about a time when they felt there was an unfair rule, and what happened to resolve this.
- **Writing Assignment:** After the discussion about the freedom of association and assembly, have the students write about how they would feel if the school had the same rule during recess as Mayor Angajuq had for the town (e.g., could only meet in groups of two, and there could be no large groups or gatherings).
- **Writing Assignment:** Based on the discussions in class, have students work with a partner to find out facts about global warming. Students will put their facts on a sheet along with ideas for what could be done to fix the situation.



Projects:

- **The Arts, Visual Arts:** Have the students select one environmental issue and create a poster about it, using only drawing/coloured pencils as their medium, and highlighting what students can do to make the situation better (e.g., recycling, composting to reduce land fill sites, etc.). This could be a project stemming from the research that they did during the "Writing Assignment" listed above. Poster drawings should include the following elements for Grade 6: hatching or cross-hatching, shading, and dotting.
- **Social Studies and Language Arts:** Have the students work with a partner to develop a plan to address a current environmental issue. Students can reference the anchor charts created in earlier class discussions, or use appropriate sites on the internet to research. The plan should outline what the environmental problem is and steps that could be taken to correct it.
- **Language Arts (Writing) and The Arts (Visual Arts):** Students will select a scene from the book (e.g., the scene with the Polar Police arresting the Trivial Pursuit players, the chief of police talking with the mayor, the workers in the Polar Oil Company doing their work, the bears fishing for salmon, the annual dogsled race, Iqsi skating on the oily ice, Iqsi meeting at the Tim Hudson's for coffee, Iqsi

and Piqan putting their plan into place, the police reacting to the gathering of Iqsi and the town polar bears, the reaction of the mayor, etc.). For each of these scenes, students will write some additional dialogue to further enhance the scene and make the tension or emotion of the scene more revealing to the audience. Students can illustrate these new scenes, using some ideas from the book, but also using new drawing techniques when adding details such as shading, hatching, cross-hatching and dots.

- **Social Studies and Language Arts:** Have students select one industry in Canada to research, such as the oil industry, looking at the benefits and costs to the environment and to Canadian lives. What are the major problems to the environment? What are the major benefits to the consumer? What are some of the ways that industry and citizen groups are working together to solve these concerns? Students can share this information in an open discussion or as a writing assignment. Use a planning outline for notes and points for the essay or discussion.



The Charter for Children: The Case of the Missing Montreal Bagel

The right to privacy and security

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? *THE RIGHT TO PRIVACY AND SECURITY*

- Levels of government concerning rules and laws regarding privacy and security in Canada
- Reasonable and probable grounds for a search: there should be evidence that an offense has been committed
- The Charter of Rights and Freedoms: Section 8: "Everyone has the right to be secure against unreasonable search or seizure." (Canadian Charter of Rights and Freedoms, s 8, Part I of the Constitution Act., 1982 being schedule B to the Canada Act 1982 (UK) 1982, c 11).
- How to affect change (people's voice, media, boycotts, political processes)



Alberta's Social Studies Curriculum, Grade 6: Guiding Questions:

- * In what ways does civic participation support democratic society?
- * What principles shape democracy?

Knowledge:

- Civic participation in Canada's democracy can be informal; for example: initiating and signing petitions; participating in social media campaigns

- Civic participation ensures the government is reflective of the values and priorities of citizens
- Individuals and groups take actions in democracies to influence government policies and bring about changes in societies.
- The Canadian Charter of Rights and Freedoms: protects all Canadians; can be used to challenge unjust policies and practices; can be used to advocate for societal change
- The provincial government is structured in three branches:
 - executive: premier and cabinet ministers responsible for introducing bills
 - legislative: responsible for debating and voting on bills
 - judicial: court system responsible for interpreting and applying laws
- Members of the Legislative Assembly (MLAs) are elected government representatives who have many responsibilities; for example, representing constituents, participating in debates, voting on bills.

(from Alberta's K-6 Social Studies Curriculum 2024: Grade 6; pages 1, 2, 4, 8, and 10)

Alberta's The Arts Curriculum, Drama: Skills:

- Develop the ability to communicate a story:
 - refine communication skills in voice, movement and gesture
 - be aware of and use such theatrical elements as movement/ stillness, light/dark, sound/silence
 - appreciate the use of these theatrical elements in communicating a play
- Use the art of playmaking to express ideas and content from other subject areas; e.g., history

(from Alberta's The Arts Curriculum: Drama (Elementary) 1985; Grades 5-6, C.11)

Alberta's English Language Arts and Literature Curriculum:

Text Forms: Guiding Question:

* How can text form and structure improve understanding of content?

Knowledge:

- Text features can be digital or non-digital and can
 - organize and present important content
 - enhance comprehension of content
 - expand vocabulary

Writing: Guiding Question:

* How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Creative thinking processes involve
 - experimenting with ideas or processes to enhance expression
 - evaluating and adapting ideas in response to emerging conditions
- Word choice can reflect the author's voice or style...that
 - provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories...)
 - express opinions (e.g., speeches, personal responses, opinions)

Oral: Guiding Question:

* What relationships can be made between skillful oration and communication content, style, and delivery?

Knowledge:

- Styles of speaking include
 - formal
 - informal
 - colloquial
 - slang

(from Alberta's Language Arts and Literature Curriculum: Grade 6, September 2023, pages 1, 10

Alberta's French as a Second Language: (Optional: See Projects below)

Knowledge of Vocabulary:

- Basic food items
- Nutritious foods
- Expressions of feelings and emotions
- Trades and professions of people in the neighbourhood
- Question words
- Expressions of personal preference

(from Alberta's French as a Second Language Nine-year Program of Studies (Grades 4-12), Grade 6: pages 28-29

Preview:

- Develop a "tree" chart for reference in the classroom, showing Canada's levels of government (federal at the top, provincial and territorial next) AND, under Alberta as one of the provinces, list the three levels of this provincial government (a. Executive made up of the premier and the cabinet ministers who are responsible for introducing new bills into law; b. Legislative level which is responsible for debating and voting on bills and c. Judicial level composed of judges and the court system responsible for interpreting and applying the laws in a fair way. Discuss with the students these levels of government and their respective responsibilities. Have students research by themselves or in partners the current elected members, finding out who important people are within this chart and recording their names (e.g., Who is the Prime Minister? Who is the current premier of Alberta? Who are some of the current cabinet ministers that might be responsible for handling concerns where you live?. Discuss how these levels of government relate to personal concerns, community problems and national security. Which level of government would be responsible for personal concerns? Community concerns? National problems?



- Discuss with the class the concepts of “privacy” and “security”. On another anchor chart, record the ideas about these two concepts for reference in the class. What do privacy and security mean? How do we see these concepts at work in our homes, school and community? Who is responsible for our privacy and security at home? At school? In the community? Use the “tree” chart developed previously as a tool to review the various levels of government during your discussion.
- Discuss who is responsible for our privacy and security at the provincial and national levels of government? How can we find out if we don't know? Discuss research methods involving internet search engines, how to record ideas and their sources using explicit instruction. A worksheet listing information with a section for listing the source would be helpful.



Activation of Learning

- Read the story to the class. Encourage student connections by modeling and sharing your own connections with the story. As you are reading, pose questions or provide verbal prompts to extend student thinking (e.g., How can the Castor Cops find out who stole the Miracle Bagel? What would you be thinking if an unknown person stole something precious to your family? How would you feel if the police came to search your bedroom without warning? Record any questions, thoughts on anchor charts to be used later for discussion and reference.
- Introduce The Canadian Charter of Rights and Freedoms, Section 8, which talks about unreasonable search or seizure. Ensure the students understand the terms “search” and “seizure”. Record these on a vocabulary chart. What is meant by “unreasonable search or seizure”. How do the police determine if a search or seizure of goods is reasonable? (The police must have reasonable and probable grounds that a crime has been committed, and that there is evidence at the place they want to search and/or there are goods they want to seize relating to this crime).

- Have a discussion about how the beavers of Montreal were feeling when they were being searched by the Castor Cops. Were the Castor Cops right in searching all the beavers of Montreal to look for the stolen bagel? Why or why not?
- Look at the levels of government in the “tree” chart. In the boxes for each level of government, have a class discussion about who would have responsibility for making the decision about reasonable search and seizure (local, regional, national)? What level of government would be responsible for making changes to laws regarding search and seizure? Who is responsible for other services such as health care, the environment, garbage collection, maintaining roads/highways?
- Having discussed the responsibilities of levels of government for ensuring the security and privacy of people living in Canada, what are the rights and responsibilities of the citizens of Canada? (e.g., Rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote. Responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities). Record these rights and responsibilities on chart paper for posting on a bulletin board in the classroom. As you read more books in this series, you can add to these lists so that the class has a clearer understanding of the Canadian Charter of Rights and Freedoms.



Assignments:

- **Language Arts and Literature: Writing:** Have students refer to the anchor charts generated during class discussions to write a three-paragraph review of *The Case of the Missing Montreal Bagel*, using the first paragraph to outline the theme or main idea, and the middle paragraph to explain their opinion of the book, supported with details from the story, and the last paragraph to recommend or not recommend this book.
- **Social Studies: Systems:** Have students work in pairs or groups of three to fill in the flow chart with names of government officials responsible for having a “secure” neighbourhood. Students need to search the internet to find the department or individuals responsible for their own community (this may vary depending on where your students live). Have each group identify a different area of concern in their neighbourhood and write a letter to the appropriate government official detailing the concern and possible solutions. All of the students in each group should sign their groups’ letter.
- **Language Arts:** Re-read the story again with the class to have the students look for various elements in the writing style of the author that helped contribute to the meaning of the story (e.g., using poetry when a character speaks, using a different coloured text for spoken words, using capitals to emphasize specific words, using pictures to support dialogue and the story line etc.). Students will pick two or three elements of style used by the author and create their own short story based on a theme of their choice. These can be posted for other students to enjoy or read to the class by the author.

Projects:

- **The Arts, Drama:** Working in groups of three or four, have students develop a dramatic scene where they are taking their letters (see Writing Assignment above) to a government official to express their concern about an issue. Students will take turns being the presenter of the concern and the government official. Each dramatic scene should have a resolution and appropriate dialogue. Groups should be encouraged to brainstorm their ideas regarding community concerns and possible solutions. Their ideas can be drawn from local news or their own personal experiences. When writing, groups should think about appropriate dialogue. What would a concerned citizen actually say (use of slang, dialects)? How would a government official respond? What things need to be considered when playing these roles (professionalism, respect)? How can they plan the setting, placement of characters and movements for maximum effect? Students will present their dramas to the class over the course of a week as it will take some time to get through all the dramatic role plays. Students should be encouraged to be creative with costumes, props and the setting (arrangement of desks, chairs, etc.). This project can also be used to assess Language Arts: Oral skills.

- **French as a Second Language (FSL):** Working collaboratively with the FSL teacher, have students create lunch menus in French for a bagel restaurant in Montreal, serving different types of bagels, with different toppings (check for dietary and allergy restrictions of the students first). Talk about the use of bilingual signs and menu items. Brainstorm with the class the different words that might be used in English and French on such a menu. Students will work in groups of three or four to set up their menus using colour illustrations, cut-outs and lettering to entice the customer to buy their bagels. As a culminating event, set up the classroom as a restaurant with different menus for different tables. Students can help brainstorm what the restaurant should look like (tablecloths, place settings, decorations). By working with a group, student can decide who can bring in what items for their menu and take turns sitting in their “restaurant”. (If the school has a parent council, they might support this, or students can fund raise to pay for the food items.) Students must give their order to their group members, using the creative menus and speaking only French. The roles are switched once a student has eaten their half bagel or after a set time limit of approximately 2 minutes. As an additional bonus, other teachers, educational assistants, administration, office or caretakers, could also be invited in for the “La Fete de Bagel”!



The Charter for Children: A Portrait of the Artist as a Young Lobster

The right to speak, sing and laugh

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? *THE RIGHT TO SPEAK, SING AND LAUGH*

- Bullying and other forms of abusive control
- Unfair or oppressive rules or laws
- The right to a free flow of ideas and the growth of public knowledge as a key element in an open democratic society
- Freedom of speech and expression as it relates to individual autonomy
- The Canadian Charter of Rights and Freedoms, section 2(b) which states: "Everyone has the following fundamental freedoms...(b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication..." (reference the Canadian Charter of Rights and Freedoms, s 2(b), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11.)
- Freedom of speech is with limits; where expressions promote or condone hatred against a group, it is not permitted
- How to affect change in society (peaceful protests, media, boycotts) and community participation in social and political decisions



Alberta Social Studies Curriculum: Guiding Questions:

- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- Civic participation in Canada's democracy can be informal; for example, participation in social media campaigns, attending political rallies.
- The Canadian Charter of Rights and Freedoms can be used to challenge unjust policies and practices and to advocate for societal change
- Democracies have fundamental principles, including: equality under the law; justice; freedom.
- A freedom is a person's right to act, speak, or think as they choose, within reasonable limits.

(from Alberta's New Learn/Alberta, Alberta's K-6 Social Studies Curriculum 2024; Grade 6, pages 1, 4)

Alberta's Physical Education and Wellness Curriculum:

Character Development

- Discipline includes taking proactive steps to improve well-being and responding positively to successes and challenges.

(from Alberta's Physical Education and Wellness Curriculum: September 2022, page 5)

Alberta English Language Arts Curriculum: Text: Guiding Question:

- * How can text form and structure improve understanding of content?

Knowledge:

- Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal.
- A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles.

Skills & Procedures:

- Examine characters based on what they say, think or do or what others say and think about them.

(from Alberta's English Language Arts and Literature Grade 6 Curriculum: September 2023, pages 1-2)

Alberta's The Arts Curriculum: Visual Arts: Concepts:

- Colour harmonies affect the mood and feeling of the viewer.
- Specific messages, beliefs and interests can be interpreted visually, or symbolized.

(from Alberta's The Arts Curriculum (Elementary) 1985: Visual Arts, Grade 6, C.11-C.12)

Alberta's French as a Second Language Curriculum:

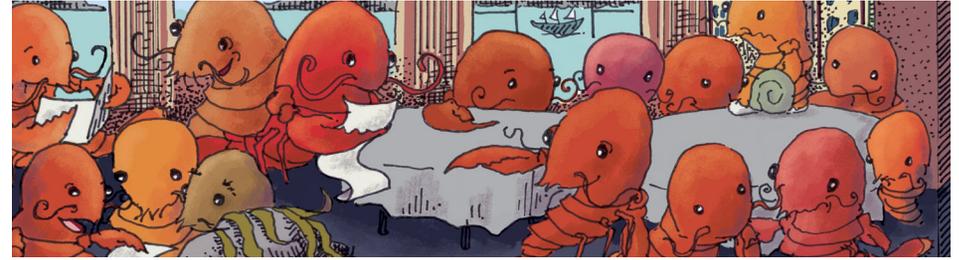
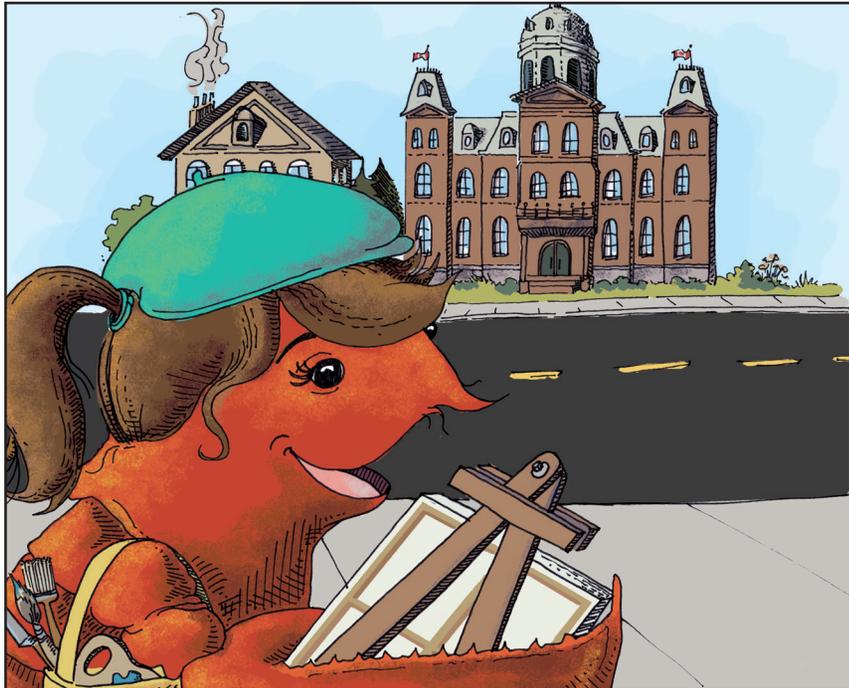
Application of Vocabulary and Language Concepts:

- expressions of feelings and emotions

(from Alberta's French as a Second Language Nine-year Program of Studies (Grades 4-12): 2004, Grade 6, page29)

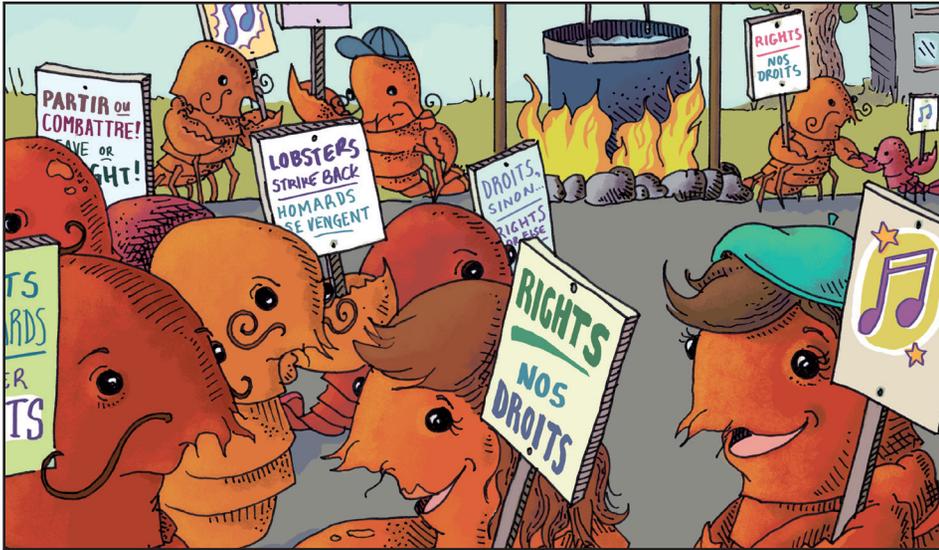
Preview:

- Review the map of Canada and locate New Brunswick, the setting of this book. Discuss what physical and cultural characteristics this setting would have (e.g., the ocean, the fishing industry such as cod and lobster, the sport of curling, bilingualism)
- Review the parts of a story, paying close attention to explaining the protagonist, antagonist and conflict. Have these concepts posted in the classroom on the whiteboard or on an anchor chart so the students can refer to it during their writing assignments.



Activation of Learning

- Read the story to the class. Encourage the class to share their connections with the story, by sharing your own thoughts and questions as you read (e.g., "I would feel upset if someone was threatening me if I sang a song or played my favourite sport." "I wonder how the town lobsters felt to see their town deteriorate."). Record any questions, thoughts on anchor charts to be used later for discussion and reference.
- How did the Lob-Mob negatively influence the town of Shediac (the town activities were cancelled, the people were negatively affected by becoming depressed and oppressed, and the people of Shediac had no say in how their community was being run)?
- Discuss how this story relates to the issue of "bullying", and how people fight against this (speaking out, making new rules/laws, etc.)? What are the different viewpoints in a bullying situation (the bully, the bullied, and the bystander)? What are some creative and safe responses to bullying (e.g., walking away to get help, speaking up to say that you don't agree, giving support to the person being bullied, etc.)?
- Encourage a class discussion on the main idea of this story; that freedom of expression is a right that is guaranteed to everyone living in Canada.
- The right to freedom of expression, thought and belief is an important one that the citizens of Shediac were deprived of and later gained back through Aliya's creative protest action. Have the students discuss whether people should have the right to say anything they want. Why or why not?
- Relate the right to say anything to the limitations on freedom of speech placed by the Supreme Court of Canada (freedom of expression can be limited when the expression in question promotes hatred against an identifiable group). Have a class discussion to talk about when "freedom of speech" becomes unacceptable as "hate speech". Have the class share their feelings with respect to this topic. What are some current examples of court cases which have ruled that certain internet postings, speeches or websites promote hatred and are not just someone's right to express themselves? When are postings on the internet a form of bullying and not just someone's right to speak?



Assignments:

- **Writing a Story:** In a story format, have students write about a time when they or someone else was being bullied and how the situation got resolved. Have them be specific about identifying the protagonist, the antagonist and the nature of the conflict.
- **Writing Response:** In your school, are you able to sing and laugh and speak? Are there times when this is not permitted? Have students work in partners or groups of three to record when it is appropriate to speak, sing or laugh and when it is not, giving reasons for their answers. Share the findings with the class.
- **Reading:** Review the story and have students write down words or phrases, both in English and French that describe the specific right that the book is trying to highlight (e.g., not allowed, utter, no more debate, express ourselves, strike back, our rights, nos droits, homards se vengent, droits des homards). Students can use these words and phrases in one of the projects listed below.

Projects:

- **Visual Arts:** Have students create a bilingual sign or poster that promotes either a) the right to express and share ideas, b) the right to participate in social community events, or c) the right to be able to sing/talk/play sports. Have students translate sayings or important slogans into French, placing both English and French slogans on the posters. Discuss colour harmonies and what emotions are elicited by certain colours, or groups of colours (e.g. pastel colours are softer, gentler, and calming, whereas vivid reds and blacks denote anger). Display these signs around the classroom or outside in the hallways to promote discussion.
- **Language Arts:** tudents will investigate how media is used to influence the thinking of others and make an analysis of whether this can be a good or a bad thing. This can be done with newspapers, magazines, internet articles, billboards, bus stop advertisements, or television commercials. Students can select two different media that are dealing with the same topic and analyse their effectiveness based on the treatment of ideas, the information given, the opinions expressed, or the presentation (visual, orally or both).
- **Language Arts:** Working with a complimentary partner, students will select from a list of pre-screened teachers, administrators, volunteers, office staff, or others, three or four people to interview. The interview questions relate to Section 2(b) of the Canadian Charter of Rights and Freedoms:
 - "Do you think that people should be able to say whatever they want? When should free speech be limited? When is it not good to limit free speech?"
 - Students should record their answers on a format that can be posted in the hallway of the school.



The Charter for Children: Alexander the Grape

The right to be treated fairly no matter how old you are

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? The Right to Be Considered No Matter How Old You Are

- The right to be considered to participate in activities, no matter how old you are
- The freedom to participate without discrimination based on age, within limits
- Levels of government responsible for regulating the law and rights and freedoms of citizens of all ages
- The Canadian Charter of Rights and Freedoms: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on ...age." (Canadian Charter of Rights and Freedoms, s 15(1), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act, 1982 (UK), 1982, c 11)
- Appreciating and welcoming diversity by respecting shared values, individual and collective rights, the democratic process
- How to affect change in a democratic society (e.g., discussions, presentations, petitions, meetings, letters, voting, etc.)



Alberta Social Studies Curriculum: Grade 6: Guiding Questions:

- * In what ways does civic participation support democratic society?
- * What principles shape democracy?
- * How are the principles of democracy part of governments in Canada?

Knowledge:

- Civic participation ensures the government is reflective of the values and priorities of citizens. Democracies have fundamental principles, including: equality under law; justice; freedom; representation.
- Individuals and groups take actions in democracies to influence government policies and bring about changes in societies
- Canada has levels of government, including: municipal, provincial and federal
- The provincial government is structured in three branches:
 1. Executive: premier and cabinet ministers responsible for introducing bills
 2. Legislative: responsible for debating and voting on bills
 3. Judicial: court system responsible for interpreting and applying laws
- Members of the Legislative Assembly (MLAs) are elected government representatives who have many responsibilities: for example,
 1. Representing constituents
 2. Participating in debates
 3. Voting on bills

(from Alberta's K-6 Social Studies Curriculum: September 2024, Grade6, pages 2, 4 and 8)

Alberta English Language and Literature Curriculum:

- * What relationships can be made between skillful oration and communication content, style, and delivery?
- * How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Fluent writing invites expressive oral reading that brings out the writer's voice or style.
- Organization and preparation for presentations can support confidence.
- The art of effective speaking (rhetoric) can be used to : share information or understandings; influence change; persuade

(from Alberta's English Language and Literature Curriculum: September 2023, Grade 6, page 4, 6 and 9)

Alberta Physical Education and Wellness Curriculum: Guiding Questions:

- * In what ways might risk influence the outcome of an action?

Knowledge:

- Risks of substance use can include: addiction; impaired brain development; decreased mental health; impaired thinking
- Short-term and long-term risk can be managed or reduced through planning, rehearsal, and evaluation.

(from Alberta's Physical Education and Wellness Curriculum: September 2022, Grade 6, page 6)



Activation of Learning

- Read the story to the class. Encourage student connections with the story; specifically, being not old enough to do something or participate in some activity. Record student ideas and thoughts on a whiteboard or chart for use later.
- Discuss the vocabulary in the text: on an anchor chart list special words used in the story. Discuss with the class how they could figure out the meanings of some of the words using the context of the sentence, prefixes or suffixes, the base word, or other cues. A suggested possible vocabulary words are: vineyard, sipped, desperately, beneath, approaching, maturity, candidates, produce, tween, bitter, consideration, ensure, convince, maturity, retire, debate, expire, captured, victory, confirmed, engage". Record the meanings of each of the words for student reference. This will especially important for English Language Learners or students with Learning Disabilities. Re-read the story to the class emphasizing the meanings of the words as you come to them in the story. During discussions of the story and during everyday dialogue, use these words in context (where possible) and refer to the recorded meanings as you use them. Encourage student use as well, both in their writing and in everyday dialogue.
- Students are exposed to rules and laws dealing with how old they are at a very young age. There are age limits on getting a driver's license, on when to begin school, or on when you can receive discounts for being a senior citizen. Discussing how and why limits are developed is an important part of understanding how decisions about age limitations are made in our society. Have students discuss how old a person should be to ride a bus by themselves, watch an R-rated movie, get a job, drive a car, vote, or get married. How have these age limits changed over time? What are some of the considerations the students used to make their decisions?

- Discuss the various levels of government in the story. Chan Payne and Rosé are both trying to be elected in The Grape Assembly. The Grape Assembly has the ability to make laws and change laws, which is why Alexander wants Rosé to win the election. What are the corresponding levels of government in Canada? Using a tree chart, show how the government is organized in Canada, including federal, provincial and municipal sectors. Which levels are responsible for creating and changing laws? Which level of Canadian governance would correspond to The Grape Assembly?
- Encourage in a discussion with the class, different instances in which they have experienced limits on doing something, based on their age. What were the reasons that they were not allowed to participate? Were there times when they felt that they were being ignored or their opinions were not respected due to their age? Record these examples on a chart for student reference during their writing assignments.

IMPORTANT NOTE: Although the book itself does not deal specifically with the subject of alcohol use or addiction, it is evident that the characters in the book are different types of wine. Education about alcohol use and abuse is one critical way to help students deal with peer pressure and societal expectations surrounding substance use and abuse. Students may come to this discussion from a variety of experiences. They may have family members struggling with addiction or who have died because of it; there could be strict religious or cultural sanctions about alcohol use; they may be exposed to alcohol abuse currently in their home. It is important that to have an inclusive and accepting classroom atmosphere that is based on mutual respect before starting these discussions. It is also important for educators to be able to recognize students who are vulnerable or having difficulty with this topic for whatever reason, and to give support to those students in an immediate way. Discuss with the class the reasons for drinking alcohol (e.g., celebrations, religious ceremonies, peer pressure, coming-of-age activity, etc.) and the possible effects of consuming too much alcohol. Why are there age limits on buying alcohol? What are some of the risk factors in consuming too much alcohol (e.g., loss of control, being sick, poor decisions that can harm themselves or others, permanent illness such as cirrhosis of the liver, and even premature death). It is very important that the class discussions also focus on hope and positive steps that can be taken, as well as support systems such as Al-anon or Alateen, and professionals within the school that can be of help. Record these points on a whiteboard or poster for the classroom.

Assignments:

- **Writing Response:** Brainstorm with the class why it was important that Alexander was considered in the election. Using the points from previous class discussions, have students write about a particular situation in which they were denied access because of their age OR they denied someone else because of their

age (e.g., they didn't allow someone to play a game because they were too young). Students should explain why they made this decision. In their conclusion, students should state if they would make the same decision again having read this story, and why.

- **Writing Response:** Discuss how citizens of Canada help to change laws to address issues within society or their communities (e.g., discussions, meetings, petitions, elections, etc.)? Record these on chart paper. Have students write a paragraph citing a rule or law that they would like to change, and record at least two different ways they could go about affecting this change. This can be a larger assignment if the students must also include why they think others may have a different perspective on changing this rule or law.

Projects:

- **Social Studies:** Student will select one of their ideas from the writing assignments to work on as a way of affecting change. This could take the form of a petition, a letter to an official (e.g., teacher, principal, member of Parliament), or a speech to the class that would outline clearly what change they want to make and why this would be a good idea.
- **Physical Education and Wellness:** Using the ideas generated during earlier discussions, have students make index cards with their ideas for saying "No thanks" when pressured to drink alcohol. These cards could involve actual things to say and do in these situations or include ideas or ways not to be in those situations. Post these in prominent places around the school or create a special bulletin board highlighting the students' work.
- **Social Studies and English Language and Literature:** Have students complete one of writing assignments listed above. Set up your own "Grape Assembly" and premier in the classroom along with "concerned citizens". Citizens will present their written concerns by reading them or giving them as a speech to the Assembly. The Assembly will have a short time to debate it before giving their decision. Change roles and repeat using different presenters.



The Charter for Children: The First Flock

Certain rights based on Aboriginal heritage

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?
CERTAIN RIGHTS BASED ON ABORIGINAL HERITAGE

- Discrimination based on race
- Unfair or unequal treatment
- Levels of government and their responsibility to govern fairly
- First Nations people in North America:
- The *Canadian Charter of Rights and Freedoms*: Section 35(1) “[t]he existing Aboriginal and treaty rights of the Aboriginal peoples of Canada are hereby recognized and affirmed.” * [W]here an Aboriginal community can demonstrate that a particular practice, custom or tradition is integral to its distinctive culture today, and that this practice, custom or tradition has continuity with the practices, customs and traditions of pre-contact times, that community will have demonstrated that the practice, custom or tradition is an Aboriginal right for the purposes of s. 35(1). (The *Charter of Rights and Freedoms* is included as ‘Part I’ of the larger *Constitution Act* of 1982. Aboriginal rights receive more direct constitutional protection under ‘Part II’ of that instrument, entitled *Rights of the Aboriginal Peoples of Canada*, particularly under section 35. Aboriginal rights are also protected in section 25 of the Charter, which guarantees that Aboriginal rights will continue to exist and that the Charter cannot derogate them.)
- How to affect change (people's voice, public discussions, media, boycotts, peaceful protest)



Alberta's Social Studies Curriculum: Grade 6:

Guiding Questions:

- * What principles shape democracy?
- * How have democracies throughout time been guided by common principles?

Knowledge:

- Democracies have fundamental principles, including:
 - Equality under law
 - Justice
- Aboriginal and treaty rights of Aboriginal (Indigenous) peoples in Canada affirm and recognize collective rights. (Section 25 of the Canadian Charter of Rights and Freedoms)
- Diverse cultural communities continue to face discrimination and racism in Canada.
- The Haudenosaunee confederacy is a group of First Nations in eastern North America who have a governing system that includes representation and consensus to make decisions on behalf of people

Understanding:

- The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy.
- Civic participation can promote change for the well-being of society.
- The Haudenosaunee Confederacy decision-making structure includes democratic principles

Skills and Procedures:

- Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications.
- Propose formal and informal actions individuals can take in society and through the political system that support Canada's democracy.
- Model the responsibilities of decision makers in the Haudenosaunee Confederacy.

(from Alberta's Draft K-6 Social Studies Curriculum: September 2024, pages 1-4 and page 7)

Alberta's English Language and Literature Curriculum:

Guiding Questions:

- * How can text form and structure improve understanding of content?
- * How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Text features can be digital or non-digital and can
 - Organize and present important content
 - Enhance comprehension of content
 - Expand vocabulary
- Fluent writing invites expressive oral reading that brings out the writer's voice or style
- Poetic structures include ballads, poems, or songs narrating stories in short stanzas.

Understanding:

- Text features are used to navigate, enhance, or create complex information in an efficient manner.
- Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.

Skills and Procedures:

- Include a variety of text features to help organize content, identify important information, and enhance personal expression.
- Listen to, recite, or sing poetry
- Experiment with creating poetry of various structures

(from Alberta's English Language and Literature Grade 6 Curriculum, September 2023 pages 1-2)



Preview:

- Discuss with the class the meaning of "First Nations", "aboriginal" and "founding nations" (First Nations, English and French). Have students investigate the different Nations that make up First Nation people in North America. Introduce the Haudenosaunee Confederacy, a group of First Nations people who live in eastern North America and who have a democratic governing system guided by a set of principles called The Great Law of Peace.
- Discuss the concepts of "heritage" and "traditions". Have students brainstorm any traditions that they have in their families.
- Just before reading the book, use a map of North America to locate the geographical areas mentioned in the book so the students will understand the settings (Northwest Territories, Colorado, the Bow River).
- Introduce, or review, The Canadian Charter of Rights and Freedoms and why this document is very important to all people living in Canada.

Activation of Learning

- Read the story to the class. Encourage student connections with the story. Record any questions or thoughts on anchor charts to be used later for discussion and reference.
- Brainstorm with the class how the geese finally did get the crows to listen to their need and right to hunt and fish on the Bow River. What are some other ways that groups of people affect change when they consider something unfair or not right?
- Review the class discussion on the meaning of First Nations. Review The Canadian Charter of Rights and Freedoms as an important document written to protect the rights and freedoms of all Canadians. Read the excerpt from The Charter together as a class and discuss what is meant by the Section 35 (1) that "the rights of Aboriginal peoples of Canada are recognized and affirmed". Record these points so that the students can refer to them later.
- What is meant by "distinctive culture" and how do practices, customs or traditions contribute to the distinctiveness of a culture? (Some of this may have already been discussed as a preview to this lesson.)
- Explore with the class what perspective the author used in writing this story. How would the story be different if written by the crows? What other perspectives are possible in this story? Why would the crows not let the geese land on the Bow River? Build a reference anchor chart with the students for later creative writing tasks.
- How is The First Flock similar to the story of First Nations in Canada? How did the geese and the crows demonstrate democratic principles similar to the Haudenosaunee Confederacy and the Great Law of Peace? Sample questions: Who were the first people in Canada? How is their story similar to

that of the flock of geese? How did the crow's own experience with sadness help him change his mind about allowing the geese to land at Bow River?

- **Brainstorm** positive and negative consequences of the geese flying to Bow River. How does this relate to Europeans and their actions when first coming to North America? Create a T-chart to compare and contrast the different consequences (e.g., Positive consequences: the lucrative fur trade; European use of First Nation native medicinal knowledge and ability to live in the Canadian climate; First Nation's knowledge of the geography or transportation routes. Negative consequences: the introduction of disease to First Nations; the loss of the use of land for First Nations; the fighting and conflicts; the start of reservations; etc.).



Assignments:

- **Reading Response:** Students will write a personal opinion piece about their feelings about the story. Did they like the story? Why or why not? If they could change one thing in the story, what would it be? Why?
- **Writing Response:** Have the students write a profile of Thanadel's personality and cite supporting details from the story to justify their opinions. Students can share these orally or have them posted in the classroom.

Projects:

- **Arts, Drama:** Have students work in pairs to write a dialogue based on a conflict of some kind, where the ending shows how the characters were able to resolve the conflict in a positive way. Have the students model their skit to the class. (Alberta Education: Drama (Elementary) Choric Drama C.7-9, 1985)
- **Social Studies and Language:** Have students research Canadian historical websites to read about land treaties and land ownership. Were there any differences between First Nations and Europeans with respect to owning land? Are there differences today? Have these views changed in present-day Canada? What are the current conflicts? Have the students write about the conflict from the perspective of First Nations and from the perspective of non-natives living on the land in question. What are the issues around land treaties and non-ceded land and how can they be resolved?
- **Social Studies, Drama:** Students will select various designs, photos and drawings from a variety of print media to form a collage that reflects their own identity and culture. Alternatively, students may select The Haudenosaunee Confederacy, or another culture of their choosing to create their collage.
- **Social Studies, Drama:** Organize the students in the class into the decision-making model of the Haudenosaunee Confederacy where decision-making involves meetings with Chiefs (selected by Clan Mothers), Councils (selected by Clan Mothers) and Clan Mothers. Decision-making happens by consensus under the democratic principles in The Great Law of Peace. Bring class problems to the Confederacy to be solved by consensus. This can continue throughout the year, with roles within the Confederacy changing every month so that all students can experience every important role. (Alberta's K-6 Social Studies Curriculum, September 2024: Grade 6, page 7)



The Charter for Children: The Greyest Tale on the Yukon Trail

The right to be treated fairly no matter what colour you are

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? *THE RIGHT TO BE TREATED FAIRLY NO MATTER WHAT COLOUR YOU ARE*

- Discrimination based on colour or race
- Unfair or unequal treatment
- Levels of government (concerning rules and laws)
- Stereotypes and discrimination
- The Canadian Charter of Rights and Freedoms: "Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on...colour [or] race." (Canadian Charter of Rights and Freedoms, s 15(1) Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11.)
- How to affect change in society (people's voice, letters, media, boycotts, meetings, petitions, discussions)



Alberta's Social Studies Curriculum: Grade 6: Guiding Questions:

- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- The Canadian Charter of Rights and Freedoms: protects all Canadians; applies to all levels of government; can be used to challenge unjust policies and practices; can be used to advocate of societal change
- Diverse cultural communities continue to face discrimination and racism in Canada
- Democracies have fundamental principles, including: equality under the law; justice; freedom; representation
- Civic participation in Canada's democracy can be informal; for example, participating in social media campaigns
- In Canada's past, civic participation was limited by various factors; for example, gender, ethnicity.

(from Alberta's K-6 Social Studies Curriculum 2024; Grade 6; pages 1 and 4)

Alberta's Physical Education and Wellness Curriculum: Guiding Question:

- * How can motivation support engagement in active living?

Knowledge:

- Motivation can lead to commitment, personal development, and increased levels of engagement.
- Goal-achievement strategies that can build hope include: listing personal priorities; setting specific goals; organizing goals into small steps; developing creative ways to overcome obstacles

(from Alberta's Physical Education and Wellness, September 2022, Pages 1 and 5)

Alberta's English Language Arts and Literature Curriculum:

- * How can text form and structure improve understanding of content?
- * How do comprehension strategies enhance interpretations of texts?
- * How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal.
- Words can create effects or emphasis, including: simplicity; clarity; colourfulness; precision; appeal
- Research processes can involve accessing information from multiple digital or non-digital sources.
- Conclusions can be judgements reached based on information that is stated in or inferred from texts.

(from Alberta's English Language Arts and Literature Curriculum: Grade 6; September 2023; pages 2, 7, 10 and 11)

Alberta's Drama (Elementary) A.1 (1985): Playmaking:

- Develop the ability to originate a dramatic story to meet a given situation: use dramatization skills to develop expression
- Develop the ability to shape a dramatic story: develop dialogue appropriate to the situation and develop awareness of mood and atmosphere

(from Alberta's Art Curriculum: Drama (Elementary) C.10 and C.11 1985)



Alberta's Art (Elementary): Composition:

- Transitions of colour, texture or tone relate the parts of a composition to a unified whole.

(from Alberta's Art Curriculum: Art (Elementary) Revised 1985, page C.11)

Activation of Learning

- Read the story to the class and encourage student connections with the story. Record any questions or thoughts on anchor charts to be used later for discussion and reference.
- Have a class discussion on the meaning of stereotypes. Explore stereotypes that the students already know from media sources or personal connections and analyse whether they are fair. Discuss why stereotypes are not fair judgements about people. Introduce The Canadian Charter of Rights and Freedoms as an important document written to protect the rights and freedoms of all Canadians. Read the excerpt from The Charter (see page 27) to the class and discuss what is meant by "equal protection and equal benefit without discrimination".
- Discuss how the author makes the issue of discrimination easy for children to understand (i.e., personification of the huskies, use of rhyme, sentence structure, adjectives, colourful pictures, use of vocabulary). Build reference charts with the students for later creative writing tasks using two or more of these techniques. Sample question: "What literary techniques did the author use to make you empathize with the character? "
- Discuss why Sam, as the protagonist in the story, is taken to the dog pound. Why do the other dogs rally to support him? Discuss the ways in which pressure was put on the Ministry to act more fairly. Brainstorm ways in which our governments today find out how people feel about issues (letters, phone calls, town hall meetings, public hearings, surveys, court challenges, commissions of inquiry, referendums, band council meetings, elections, etc.), and list these on chart paper. Explore with the class the various levels of government that would be involved in gathering public opinion. Who would the students contact if they had a problem at school? In the community? What about their parents? Who would they contact?
- Discuss why Sam felt that he had won the real Yukon Gold even though he came in third place (page 28) and what was motivating him to run the race. What motivates athletes to compete? What motivates the students in the class?



Assignments:

- **Reading Response:** After reading the story, have the students answer the first question from the back of the book. Remind them that they need to give two facts from the story to substantiate their opinion. "Was it fair that Sam wasn't considered to lead the Gold Mush? Why or why not?" (page 28).
- **Writing Response:** Have the class write about a time when they felt people were unfairly judgemental with them or with someone they knew based on a stereotype or on their race. Have them describe the situation, how they felt, what they did, and what was the outcome in each case. Use these responses to evaluate student understanding of the concepts of discrimination and stereotypes. Discuss these responses in class, or post on the class bulletin board for further discussion.

Projects:

- **Social Studies and Visual Arts:** Brainstorm social and environmental issues in Canada and record these on chart paper for student reference (e.g., the right to fair treatment without discrimination no matter what race you are, child poverty, managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions, etc.). Students can work individually or with a partner to research information on their issue. Teach the students how to create an impactful poster to hang up around the school to give information about these issues. Discuss with the students how certain colours are complementary or convey certain feelings (e.g., pastels are calming, reds are emotive, etc.). Have students look carefully at the wording in their posters, and brainstorm adjectives, verbs, and adverbs that would influence others to look and read their posters. Post the finished posters around the school.
- **Social Studies, Language Arts and Literature:** In pairs or small groups, have students research Canadian historical websites to read about true examples of unfair treatment of Canadian citizens based on race, such as the treatment of First Nations/Metis/Inuit people with regard to land and personal rights; the Chinese head tax; the internment of Japanese Canadians during WWII, or the use of slavery in Canada. Have students research the outcomes of these events, and write a 3-5 paragraph report on their findings.
- **Social Studies and Language Arts:** Have students work with a partner to write a letter to an official to address a current social issue (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities, etc.). This must be a persuasive letter to an appropriate level of administration or government, citing the concern, the impact of the issue and a proposed solution. For added impact, have students mail the letters and see the responses.

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The Charter for Children: In the Hoofsteps of Eموoly Murphy

The Right for Boys and Girls to Be Treated as Equals

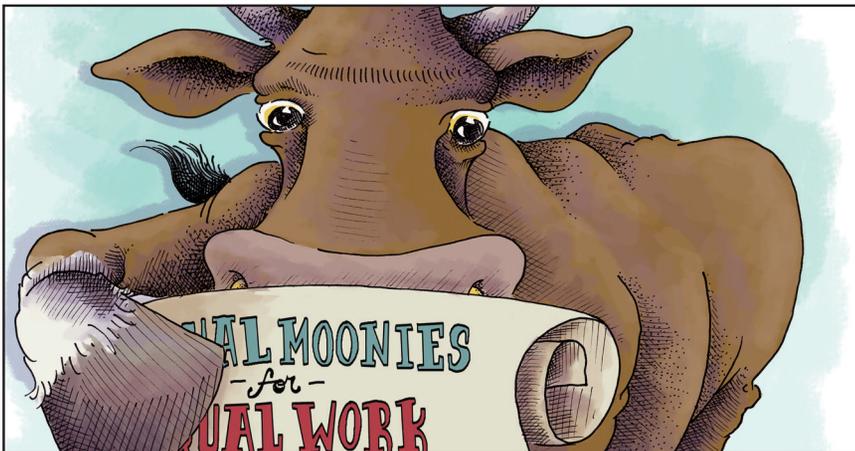
Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? *THE RIGHT FOR BOYS AND GIRLS TO BE TREATED AS EQUALS*

- Discrimination based on whether a person is male or female: women gaining the right to be considered a "person"
- Unfair or unequal treatment of women in Canada in the early 1900's: women's right to hold office and vote
- Rights and responsibilities (local, regional) in determining fair treatment for all
- How to affect change in society (people's voice, meetings, protests, boycotts, discussions, petitions, referendums)
- Equal pay for work of equal value (pay equity)
- The Canadian Charter of Rights and Freedoms: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on...sex" (Canadian Charter of Rights and Freedoms, s 15(1), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11.)



Alberta Social Studies Curriculum Guiding Question:

- * What principles shape democracy?

Alberta Social Studies Curriculum Learning Outcome:

- * Students explore principles of democracy and civic participation

Knowledge:

- Democracies have fundamental principles, including:
 - Equality under law
 - Justice
- The Canadian Charter of Rights and Freedoms
 - Can be used to challenge unjust policies and practises

Understanding:

- Democratic societies provide citizens' rights, responsibilities, and freedoms based on fundamental principles
- The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy

Skills & Procedures:

- Argue the importance of a fundamental principle of democracy.
- Compare different ways countries around the world apply the fundamental principles of democracy
- Analyze the reciprocal relationship between rights and responsibilities.
- Compare and contrast the Canadian Charter of Rights and Freedoms to comparable documents in other countries.
- Examine cultural groups that experience discrimination in Canada.

(from Alberta's Draft K-6 Social Studies Curriculum: April 2024, pages 1-4)

Alberta English Language Arts and Literature Curriculum: Writing: Guiding Question:

* How is precise writing influenced by ongoing craft and process development?

Alberta English Language Arts Learning Outcome:

* Students create texts that reflect personal voice and style through creative and critical thinking processes

Knowledge:

- Creative thinking processes involve
 - Communicating as intent in a variety of contexts and for a variety of audiences

- Tone expresses the text creator's attitude toward or feelings about the topic and audience

Understanding:

- Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details

Skills & Procedures:

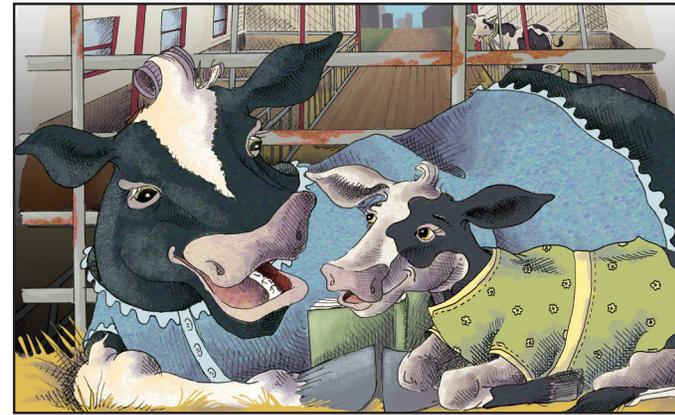
- Develop creative expression through the use of writing processes
- Analyze how ideas align with the purpose, audience, and form of writing
- Express personal ideas through multiple paragraphs for the purpose of engaging an audience
- Analyze writing for development of tone and point of view through language use.
- Narrow research questions to determine a clear, well-defined topic

(from Alberta's English Language Arts and Literature Grade 6 Curriculum/ April 2022, pages 9-12)

Preview:

- Review the elements of powerful writing using complex sentences, varied conjunctions, and rich language. In a lesson in which the teacher shares an actual writing experience, model how good writers edit their work to make it more interesting. Keep these anchor charts as a class reference.
- Review the concepts of discrimination and equality. Introduce the concept of pay equity by relating it to students' personal experience (i.e., should boys and girls get paid the same amount for doing a job such as shovelling the driveway or raking the leaves). Start a vocabulary anchor chart that can be referred to in class discussions or assignments. Add words such as: discrimination, pay equity, equal treatment, equality, rights, equal value, etc.

- Discuss what makes up our Canadian identity: symbols (the beaver, hockey and the maple leaf); ethnic diversity; cultural traditions; climate and landscapes (prairies, fishing ports, transcontinental railway, wildlife, the Rocky Mountains), multiculturalism, bilingualism, constitutional monarchy, parliamentary democracy, three founding nations, universal health care, and respect for diversity and human rights.
- Explore with the class various cultural groups that have made a contribution to the development of Canada (i.e., the founding peoples—Aboriginal peoples, Inuit, Métis, French and British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, Irish, Italians, etc.).



Learning Activation

- Read the story *In the Hoofsteps of Emooly Murphy* to the class using Read Aloud and Shared Reading techniques; record questions and ideas generated as the book is read and use these anchor charts for later discussions. Discuss the point of view in this book and summarize the main idea.
- Review the concept of fairness and equality. How does the issue of equality for the cows in this story compare to equality for women in Canada today? Introduce the Section 15(1) of the Canadian Charter of Rights and Freedoms (see page 27). Read this excerpt from *The Charter* together and as a class discuss what is meant by "equal protection and equal benefit...without discrimination based on ...sex". Put this on a bulletin board with student responses to questions or with student projects (see below). Post this document and/or give a copy of this document to each student. Have them find the section that deals with equal rights and highlight it.
- Discuss how the author makes the issues of bullying and discrimination based on sex easy for children to understand (i.e., personification of the cows/bulls, use of rhyme and school situations that might be personally relevant, colourful pictures).

- Discuss why it was important for the cows to be allowed into City Hall and to be considered as “cattle”. Make an anchor chart for later use showing comparisons between the cows’ fight to be considered as “cattle” and women’s fight for equality in Canada in 1929 to be considered as “persons”. Students can write a “Reading Response” to the author’s question: “What can you do to make sure that girls and boys are treated as equals in your school and your community?” (page 26).
- Discuss the ways in which pressure was put on City Hall to act more fairly. Brainstorm ways in which our governments today find out how people feel about issues (elections, town hall meetings, public hearings, surveys, court challenges, commissions of inquiry, referendums, band council meetings, petitions).
- Encourage a class discussion about the equality of women today in Canada. Are women who stay at home to raise their children valued in our society? Why or why not? How does this impact equity for women in Canada concerning their careers, services, or business experiences such as getting a loan? What are the implications for mothers working outside the home versus at-home mothers? What is maternity or paternity leave and what are the rules regarding this in Canada? Do they vary depending on the business or workplace? Why? (A deeper discussion could also encompass the situation around daycare, its affordability/availability and how this impacts women and their return to the workforce.)

Assignments & Projects:

- **Visual Arts:** Students will create posters to put up around the school regarding issues about equality that have contributed to an inclusive society in their school/community/Canada, such as equal use of the playground, or equal rights to be involved in activities. Alternatively, a current issue from the local paper can help to generate ideas for this project. The finished product should involve design elements of size, colour, texture or tone, as well as patterns and symbolic drawings. (Alberta Arts Curriculum: Purpose 4.A and 4.B: Feelings and moods can be interpreted visually. Specific messages, beliefs and interests can be interpreted visually, or symbolized. Art (Elementary) C.12, Revised 1985)
- **Language Arts, Writing and Media Literacy:** Have students research the “Famous Five”: who were these women and how did their fight to be recognized as “persons” change the rights of women in Canada? How did this influence our Canadian society? Students could write a biography on each of the women with a paragraph giving their point of view about the influence each of these women have had in contemporary Canadian society.
- **Language Arts: Writing:** Have students write 2 or 3 diary entries based on the lives of one of the “Famous Five” (Emily Murphy, Irene Parlby, Nellie McClung,

Louise McKinney and Henrietta Edwards) as they petitioned the Supreme Court of Canada in 1929, or as their appeal to the British Judicial Committee of the Privy Council successfully deemed them as “persons” and gave them the right to hold office as a Senator.

- **Language Arts: Writing:** Have students investigate, through research, other famous women in Canada, both past and present, who have made a significant contribution to ensuring equality for women. In their writing, students should identify, using written and oral presentations, their history, their achievements, their challenges and how they affected, or continue to affect change in the lives of women in Canada (e.g., Alice Munro, Kathleen Wynne, Emily Carr, Anne Murray, Celine Dion, Margaret Atwood, Kim Campbell, Sarah Polley, Heather Exleben, Emily Stowe, Manon Rheaume, Roberta Bondar, Glenda Simms, Jean Sauve, etc.).
- **Technology and Language Arts (Oral and Writing):** The issue of equality is very broad and can reach into other areas besides gender. For this, you can read to the class other books in this series such as *A Large Jaw in Moose Jaw*, *The Greyest Tail on the Yukon Trail*, or *Anne of Green Tomatoes* for different perspectives on the same issue.
- Have students work in pairs or in groups of three to investigate through the internet or library resources different perspectives on the experience of other groups that have struggled to gain equality. This leads into a lesson on where democracy originated, and how it evolved from male-dominated to democracy as we know it today. (i.e., Ancient Athens had a direct democracy where adult male citizens participated in making decisions on behalf of the whole society and only males were allowed to participate; or the Haudenosaunee Confederacy and the Great Law of Peace). (Reference Draft Alberta Social Studies Grade 6 Curriculum: Social Studies/April 2024 pages 4-7). Have students present their work as a speech, slide show, poster, visual presentation or role-play drama.



The Charter for Children: Bario LeBlieux

The Right to Be Taught in French or English

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

WHAT ISSUES ARE BEING ADDRESSED IN THIS BOOK? THE RIGHT TO BE TAUGHT IN FRENCH OR ENGLISH

- The right to protect and promote both French and English heritage in Canada
- The Canadian Charter of Rights and Freedoms: (The right) "to preserve and promote the two official languages of Canada, and their respective cultures, by ensuring that each language flourishes, as far as possible, in provinces where it is not spoken by the majority of the population". (Canadian Charter of Rights and Freedoms, s 23, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11).
- The right to be educated in French or English

Alberta's Social Studies Curriculum: Guiding Questions:

- * How are the principles of democracy part of governments in Canada?
- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- Democracies have fundamental principles, including: equality under the law; justice; freedom; and representation.
- Francophones and Anglophones in minority setting have collective language education rights (Section 23 of the Canadian Charter of Rights and Freedoms).
- Collective rights in Canada are rights for specified groups.
- Individuals and groups take actions in democracies to influence government policies and bring about changes in societies
- Canada has levels of government, including: municipal, provincial or territorial, federal
- Provincial governments in Canada have the authority to make decisions in areas listed in the Constitution Act, for example: education, health care, natural resources and road regulations.

(from Alberta's new Draft K-6 Social Studies Curriculum 2024, Grade 6, pages: 1, 4, 8-10)

Alberta's French as a Second Language Curriculum:

- Production Strategies: develop and use production strategies to produce a simple oral or written message
- Cognitive
 - use models to create a similar text
 - repeat a word, an expression...silently or aloud
 - use reference materials (e.g., vocabulary and expressions posted in the classroom)

(from Alberta's French as a Second Language Nine-year Program of Studies: Grade 6, Language: Production Strategies; Cognitive, page 32)



Alberta's English Language Arts Curriculum: Guiding Questions:

- * How can text form and structure improve understanding of content?
- * How is precise writing influenced by ongoing craft and process development?
- * What relationships can be made between skillful oration and communication content, style and delivery?

Knowledge:

- Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect
- Writing processes can be used to clearly compose and refine ideas and develop personal style, and include: planning; drafting; revising; editing; and publishing
- Research processes can involve accessing information from multiple digital or non-digital sources
- Effective oral communication is supported by combining verbal, non-verbal and paraverbal language

(from Alberta's English Language Arts and Literature Grade 6 Curriculum: September 2023, pages 1, 4, 9 and 10)

Alberta's Physical Education and Wellness Curriculum:

- * How can motivation support engagement in active living?
- * How can lifelong learning be supported?

Knowledge:

- Motivation is supported by setting goals and monitoring progress toward those goals.
- Goal-achievement strategies that can build hope include: listing personal priorities; setting specific goals; organizing goals into small steps; developing creative ways to overcome obstacles
- Motivation can lead to commitment, personal development, and increased levels of engagement.

(from Alberta's Physical Education and Wellness Curriculum, Grade 6: September 2022: pages 1 and 5)



Preview:

- Teach the class about the three levels of government in Canada: municipal, provincial or territorial, and federal. Make a tree chart to outline how these three levels of government operate. Discuss how provincial governments have responsibility for setting laws and rules about important areas of our lives such as education, health care, natural resources and road regulations. Keep this chart posted in the classroom.
- Discuss the importance of education as a way to teach students about their culture and language. Do a tally chart or bar graph to show how many students in the class speak different languages at home or with their extended families. Discuss how difficult it would be to have all the signs, books and conversations in another language not familiar to the students. Put these ideas on a whiteboard or chart paper for student reference.
- Teach how to construct an essay using a topic sentence and opening paragraph, two or three paragraphs outlining points related to the topic and a closing paragraph. Use strategies such as an outline and order of importance for the ideas generated in the above brainstorming session to model writing a four-paragraph essay, complete with a conclusion paragraph. Create an anchor chart with important questions the students can ask themselves (e.g., "What is my topic?", "What are the most important points I want to include?") to be used for reference in later writing assignments.
- Introduce the concept of "bilingualism" and what that means in Canada. Why is it important that we learn both English and French? Why is it important for other cultures, such as indigenous peoples, to also retain their own languages and culture?

Activation of Learning

- Read the story to the class and encourage student connections with the story by sharing your own personal connections (e.g., "I remember when I was growing up, my parents only spoke Tagalog, while all my friends spoke English/" "I play hockey and once wanted to be in the NHL!").
- Discuss the French vocabulary in the book, focusing on meaning. On an anchor chart list special phrases used in the story (e.g., "Bonjour mon petit gars. Mon cher fils, comment ca va? Il faut beaucoup de pratique, si tu veux jouer aux Olympiques! Merci maman. Mon garçon, qu'est-ce que tu fais? Tu perds ton heritage francais! Des classes en francais, ca te dit? Si t'es d'accord, signe donc ici! Bravo aux Blueberries et aux Bleuets, qui vivent ensemble avec respect!). Discuss with the class the meanings of each of the phrases. This would be an excellent collaborative activity to do with the French-as-a-Second-Language teacher who could use French dialogue in the story for role-playing and drama activities. Re-read the story to the class, making sure the students understand the French phrases as they come up in the story.
- Discuss how important speaking in French was to Bario, his parents and his grandfather. Record these ideas for the class on chart paper and visually link them with evidence from the story. How did Bario gain the right to have his classes in French at school (e.g., phone call to the Schoolberry Board, discussions with friends and other French-speaking neighbours, researching through books/websites, tuning into French radio and television, creating a petition). List these on a web chart or in point for showing the steps he took.
- Looking at the history of Canada, discuss how First Nations people might have reacted to the arrival of European explorers and settlers; how they might have felt about the reserve system and the Indian Act; how they would have felt about residential schools where native children were removed from their families and were severely punished for speaking their language. Record these events on chart paper to help discussion and understanding of their historical significance and to explore how Canada has changed to become a more inclusive society.
- What is the current French language situation in Alberta? In Quebec? On the east coast? In the rest of Canada? What is the Quebec Language Law and why did Quebec feel that it was so important to pass this law? What is the current organization in our Alberta educational system to help preserve the right to learn French and English in our schools? Why is enshrining the right to be taught in French or English in Canada so important in Canada that it became part of the Canadian Charter of Rights and Freedoms?



- Discuss how the author uses different personalities in the story to present different points of view. Record on chart paper some of those characters and the parodies the author used on their names to link them to the story (e.g., Don Berry = Don Cherry, a controversial sports broadcaster; Sidney Crosberry = Sidney Crosby, a famous talented hockey player; Hayley Wickenberry = Hayley Wickenheiser, five-time Olympian and recognized as the best female hockey player in the world; The Stemley Cup = The Stanley Cup, the ultimate prize for NHL hockey players). Discuss how the students could use this literary technique in their own writing.
- Discuss the steps needed to become a top athlete. What personal qualities would you need to develop? (Determination, motivation, willing to work hard, etc.) How would you qualify to go to the Olympics in a particular sport, keeping in mind that this will vary from sport to sport?

Assignments:

- **Reading Response:** Have the students write about their culture, traditions at home and the importance that their family places on retaining their language, customs and beliefs. Students can include language, special activities or events that make their culture special to them.
- **Writing Response:** Brainstorm using writing prompts (pose questions to generate ideas, provide prompts to extend thinking) why being taught in French was important to Bario Leblieux? Why was speaking in French also very important to his family? (e.g., family heritage, culture, identity, etc.). Refer to your anchor chart made earlier in class discussions. Have students write a three or four-paragraph essay explaining the importance of French to Bario Leblieux and how this relates to their own heritage. Their writing should focus on identifying their main idea, and ordering their supporting details into units that will form the outline for a multi-paragraph essay. This is a multi-step assignment and includes all elements of the writing process, such as planning, drafting, revising, and editing. Final essays could be published in a spiral-bound volume that students can share with each other, or display on a bulletin board for the school.



Projects:

- **Social Studies:** Have students do research on how many bilingual signs they see in their school or community and record or draw these for mounting on poster boards. As an extension of this assignment, discuss how the students could make their classroom or school a more bilingual place, or a more inclusive multi-lingual place. Students could add translations on index cards to be posted beneath English or French only signs throughout the school. This project could be undertaken in partnership with the French as a Second Language teachers.
- **Physical Education and Health:** Have a discussion about the structure of the game of hockey, some of the key rules and penalties, along with some of the key movement skills necessary to play the game. Teach some of the key movement skills during gym classes using floor hockey equipment, observing all safety guidelines. Have students form teams of four or five players, or create the teams in advance to balance the playing levels. Introduce specific rules to encourage participation, such as the puck must be passed to all players before it can be shot at the net. Students will collaborate on choosing a name for their team, team colours, a team song or cheer and a team sign that is bilingual. Teams can play during gym class on five-minute rotations or this can take place as a round robin house league tournament for their own "Stemley Cup".
- **Language Arts: Oral Language:** As an extension to the Reading Response assignment listed above, students will create oral speeches no longer than three minutes in length about a few aspects of their culture, traditions or language. Students may bring visual aids such as images, photographs, costumes and cue cards to enhance or help them with their oral presentations.



The Charter for Children: The Little Courthouse on the Prairie

The Right to Liberty

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

WHAT ISSUES ARE BEING ADDRESSED IN THIS BOOK? THE RIGHT TO LIBERTY

- Freedom (liberty) to enjoy and participate in activities that are open to all Canadians and to be protected from unfair confinement or imprisonment
- Levels of government responsible for regulating the law and rights and freedoms of citizens
- The Canadian Charter of Rights and Freedoms: "Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice." (Canadian Charter of Rights and Freedoms, s 7, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11)



Alberta Social Studies: Guiding Questions:

- * In what ways does civic participation support democratic society?
- * What principles shape democracy?

Knowledge:

- Democracies have fundamental principles including: equality under the law; justice; freedom; and representation
- Civic participation ensures the government is reflective of the values and priorities of the citizens
- Individuals and groups can influence change in society in various ways, including: questioning assumptions; thinking critically about issues; engaging in discussion; proposing new ideas; taking action.
- The Canadian Charter of Rights and Freedoms can be used to challenge unjust policies and practices.
- Skills and Procedures:
- Argue the importance of a fundamental principle of democracy.
- Analyze the reciprocal relationship between rights and responsibilities.

(from Alberta's K-6 Social Studies Curriculum: 2024 pages 1, 2, and 4)

Alberta The Arts Curriculum: Drama: Playmaking Skills:

- Develop the ability to shape a dramatic story: organize events, develop dialogue appropriate to the situation; develop awareness of mood and atmosphere; appreciate the art of structuring a play
- Use the art to playmaking to express ideas and content from other subject areas; e.g., history...

(from Alberta Education, Drama (Elementary) 1985, C.11)

Alberta The Arts Curriculum: Music:

- Identify some of the following: theme and variations, ragtime, blues, jazz, rock.

(from Alberta Education, Music (Elementary) 1989, C.7)

Alberta English Language Arts: Guiding Questions: Writing

* How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Fluent writing invites expressive oral reading that brings out the writer's voice or style.
- Word choice can reflect the author's voice or style, including in texts that express opinions

Skills & Procedures:

- Organize writing around clear ideas or positions that are supported by examples or relevant evidence.
- Revise text for clarity, focus, and audience.
- Enhance personal style and voice through careful selection of words to create emphasis or effects.
- Create narratives that develop setting, plot, and character using suspense figurative language, and dialogue

(from Alberta's English Language Arts and Literature Grade 6 Curriculum: Sept 2023; pages 9-10)

Alberta Physical Education and Wellness: Guiding Questions:

* How can conflict resolution support engagement in physical activity?

Knowledge:

- Practices to manage conflict include: discussing possible outcomes and proposing solutions

Skills & Procedures:

- Practise conflict resolution
- Reflect on practices used to resolve conflict.

(from Alberta's Physical Education and Wellness Grade 6 Curriculum: April 2022, page 4)



Activation of Learning

- Read the story to the class. Use Shared Reading and Think Aloud methods to encourage student connections with the story. Record any questions, thoughts on anchor charts for use late in Writing, Social Studies or Drama assignments.
- Discuss the vocabulary in the text: on an anchor chart list special words used in the story such as: prairie, bison, popular, lacrosse, hoofball (soccer), sheriff, solution, fiercest, superior, challenge, forbidden, chanted, faint glow, defend, declared, oppose, stuttered, and silo. Discuss with the class how they could figure out the meanings of some of the words using the context of the sentence, prefixes or suffixes, the base word, or other cues. Record the meanings of each of the words for student reference. Re-read the story to the class emphasizing the meanings of the words as you come to them in the story. During discussions of the story and during everyday dialogue, use these words in context (where possible) and refer to the recorded meanings as you use them. Encourage student use as well, both in their writing and in everyday dialogue.
- Talk about the rules and laws that we live with every day, especially ones that could affect the students in the class. How did Emma change the rule made by Sheriff Buffy? Who helped her in this (e.g., other bison who went to the courthouse, bison who were in the Bison Pen, Judge Bufferley McLachlin, and finally Bison Cummings, who stood up and supported her views when others were too afraid to speak out against Sheriff Buffy).
- Discuss the particular section of the Canadian Charter of Rights and Freedoms that deals with the right to liberty. Discuss how the Charter can be used to challenge unjust policies and how it can be used to advocate for change.
- Discuss different genres of music and ask students if they know of Canadian artists in the field of folk, rock or pop music. This may be difficult for them, so your research on the internet will be important. Be careful showing music videos as these can display graphic, violent or sexual content. Record these artists in a list under the various genres, making sure to include Burton Cummings (Bison Cummings in the book). Play some of the most known music of these artists so the students can listen while they enter or leave the classroom, clearly outlining who the artist is and the type of music (e.g., Ann Murray, Celine Dion, Burton Cummings, Jann Arden, Bruce Cockburn, Gordon Lightfoot, Neil Young, Robbie Robertson, Leonard Cohen, Shania Twain, K. D. Lang, Rush, The Guess Who and Bryan Adams). This will involve previewing some of their songs for content and language. For Burton Cummings, songs such as "Break It to Them Gently", "It All Comes Together", "Share the Land" and "Free" can be used as examples of some of his work. Other artists also wrote interesting songs: Bruce Cockburn wrote the theme song for the children's television "Franklin"; Celine Dion performed the song "My Heart Will Go On" from the movie Titanic, Neil Young's "Heart of Gold", Gordon Lightfoot's "Beautiful", Bryan Adams' original "All I Do, I Do It for You". Because there are many other examples from these

artists and other Canadian musicians, this is an informative activation that could continue throughout the year, and include other styles of music such as ragtime, blues, country and jazz.

similarities and differences. Record these on chart paper. Have students write a paragraph citing a rule or law that they would like to change and record three ways, in sentence form, they will go about effecting this change. For a larger assignment, the students must also include why they think others may have a different perspective on changing this rule.



Assignments:

- **Reading Response:** Have the students write about their feelings towards Emma being silent when she did not agree with Sherriff Buffy, including in their response if they themselves have ever been quiet when they saw someone being treated unfairly, being teased or being bullied. Discuss some of these situations (anonymously) with the class and ask for their input in the types of things they could do in those situations. Record these on chart paper, using a web planner or tree graph. Reference previous discussions the class has had with respect to dealing with discrimination, unfairness and bullying.
- **Writing Response:** Brainstorm by posing questions to generate ideas and providing prompts to extend thinking as to why it was important that Emma and Bison Cummings stand up for the bison wanting to play other sports. Record student answers on charts. Have students write about why they feel it is important to stand up for one's right to freedom, or to stand up to defend this right for others.
- **Writing Response:** Discuss how Emma was able to change the way Sherriff Buffy was making rules and taking over the fields. Discuss how the students themselves can work on change when they see something that is, in their opinion, an unfair rule. How do citizens of Canada help to change laws to address issues within society or their communities? You can tie this discussion into ways the Greeks and Romans resolved conflicts and compare the

Projects:

- **Social Studies:** Student will select one of their ideas from the Writing Response assignment to work on as a way of affecting change. This could take the form of a petition, a letter to an official (e.g., teacher, principal, member of Parliament) or a speech to the class that would clearly outline what change they want to make and why this would be a good idea.
- **Physical Education and Wellness: Personal Safety:** Using the ideas generated during earlier discussions, have students make index cards with their ideas for making the school a safer place for students who are in threatening situations. These cards could involve actual things to say and do in these situations or include ideas for controlling their own anger or frustration. Post these in prominent places around the school or create a special bulletin board highlighting the students' work.
- **Drama:** Using the book as an example, have the students create their own mini-plays of a courtroom drama that results in changing an unfair situation or rule. Encourage students to be creative in their dialogue and costume. Students can perform these skits in class.



The Charter for Children: The Two-Eyed Potatoes

The right to choose a best friend

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book? *THE RIGHT TO CHOOSE A BEST FRIEND*

- Freedom of discrimination based on sexual orientation; being able to associate and to form relationships no matter what sex you are
- Levels of government responsible for regulating the law and rights and freedoms of citizens
- The Canadian Charter of Rights and Freedoms: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination." (Canadian Charter of Rights and Freedoms, s 15(1), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11)
- Respect for other people no matter what their sexual orientation, religious beliefs or culture

Preview Introduction

This book deals with the sensitive topic of sexual orientation. It is advised to use this book as part of a comprehensive approach to health education and bullying prevention. In addition, before starting this book, it is important to let parents and the school administration know about the content so that they are prepared for discussions and questions both at home and at school.

It is also very important before introducing this book, to have an inclusive classroom that will value the opinions and beliefs of others in a respectful way. It is necessary to instill in the class a sense that Canada is a diverse population with many cultures, beliefs and religions, and that being accepting and respectful of this is an important part of being a good Canadian citizen.

It would be helpful when developing this inclusive classroom to also use some of the other books in this series including *The Golden Hook*, *Ann of Green Tomatoes*, and *The Greyest Tale on the Yukon Trail* to help build this understanding and respect for all cultures, beliefs and sexual orientations.

"Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good." (Government of Alberta/ Alberta Education. Physical Education and Wellness Grade 6 Curriculum / April 2022, page 8)

Alberta Social Studies Curriculum: Guiding Questions:

- * What principles shape democracy?
- * In what ways does civic participation support democratic society?

Knowledge:

- The Canadian Charter of Rights and Freedoms can be used to challenge unjust policies and practices.
- Individuals and groups can influence change in society in various ways, including: questioning assumptions; thinking critically about issues; engaging in discussion; proposing new ideas; taking action.
- Democracies have fundamental principles including: equality under the law; justice; freedom; and representation.
- Civic participation ensures the government is reflective of the values and priorities of the citizens.
- Individuals and groups take actions in democracies to influence government policies and bring about changes in societies.

(from Alberta's K-6 Social Studies Curriculum: Grade 6: September 2024, pages 1, 2, and 4)

Alberta's Art Curriculum:

Purpose 4: Students will express a feeling or a message

Concepts:

- B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

(from Alberta's Art (Elementary) Curriculum: Grade 6, Revised 1985, page C.12)

Alberta Physical Education and Wellness Curriculum: Guiding Questions:

* How can perspectives influence healthy relationships?

Knowledge:

- Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good.
- Consideration of perspectives includes recognizing and appreciating the points of view of others.
- Empathy involves trying to understand or share the feelings of another person.
- Empathy can be improved through: role modelling; practice; reflection.

(from Alberta's Physical Education and Wellness Curriculum: Grade 6: September 2022, page 5)

Alberta English Language Curriculum: Guiding Questions:

* How do comprehension strategies enhance interpretations of texts?

* How is precise writing influenced by ongoing craft and process development?

Knowledge:

- Organizational structures can help focus the expression of ideas or information, such as: introduction; details in order of sequence or importance; transitions; conclusions
- Critical thinking involves considering the thoughts and experiences of others to develop empathy
- Authors can explicitly and implicitly share perspectives through text creation

(from Alberta English Language Arts and Literature Curriculum: Grade 6, September 2023, pages 8 and 9)

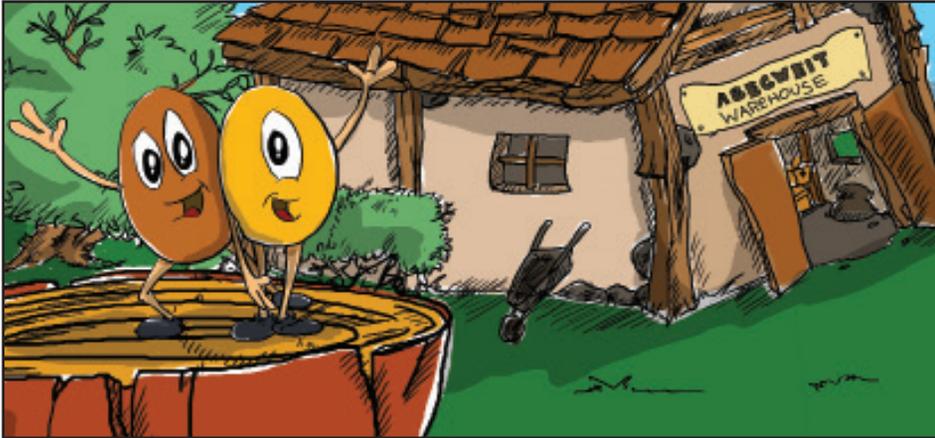


Preview:

- Discuss the importance of laws, rules, and responsibilities in the classroom, at home, and in the community including how laws and rules are formed and how they are changed or modified
- Discuss the meaning of the word “discrimination” and use brainstorming or leading questions to find out the students' level of understanding. Have a class discussion about all kinds of discrimination that students might have seen or experienced in their communities. Explain that this may include discrimination based on culture, religion or sexual orientation. Make web chart that has “discrimination” as its main focus and brainstorm what that might look or sound like, using the students' own words.

Activation of Learning

- Read the story to the class and encourage student connections with the story. Record any questions, thoughts on chart paper or whiteboard to be used later for discussion and reference.
- Discuss the vocabulary in the text: display a list of special words used in the story such as: banished, spud, slurped, tater, scrub, pretend, ridicule, absurd, cruel, duel, kilts, anticipation, trendy, blight, and inspired. Discuss with the class the meaning of each word and record these on chart paper for student reference. This will especially important for students who are English Language Learners or for students who have a learning disability in language.
- Explain the concept of “association”. Have the students relate to this term in a personal way (e.g., they can associate with more than one friend at a time; they can meet with their friends in the classroom/ school; they can have assemblies; they can join clubs and teams, they can make friends and play with whom they like, girls or boys; they have the right to pick their friends or their future partners without fear of insults, name-calling, teasing, bullying and homophobic comments). Discuss the words “homosexual”, “heterosexual”, “lesbian”, “gay”, “transgender” and “homophobia” as they relate to being able to choose who they associate with or who they like as a friend or partner.
- Discuss with the class the similarities between One-eyed /Two-eyed Potatoes and same-sex marriages or same-sex relationships. Talk about the laws and rules in Canada. What is the law today about same-sex marriages? Are students free to choose who they can associate with or who can be their partner? Was it always this way? How did the law change and why? The “Notes for Parents and Teachers” at the end of this story has a brief historical review of the rights for individuals as concluded by the Supreme Court of Canada and the recognition of same-sex marriages in Canada in 2005.
- Discuss how students can deal with discrimination when it is directed at them and record these on a permanent poster to be used in the classroom for resolving conflicts.

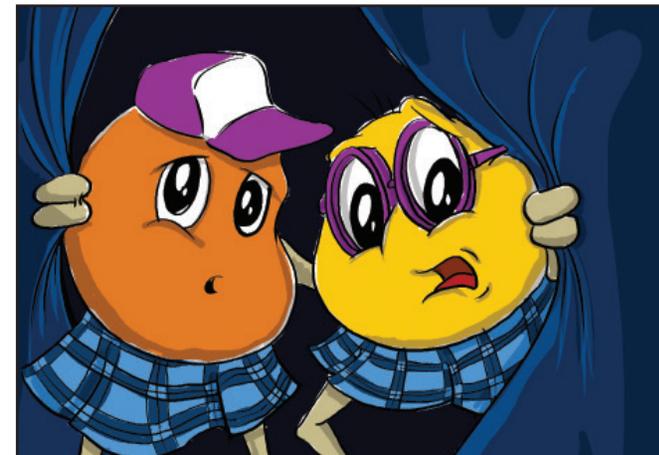


Assignments:

- **Reading Response:** Have the students write about their feelings towards being able to choose their own best friend without someone saying mean things, making fun of them, or excluding them from activities in the yard, the classroom or in the community.
- **Writing Response:** Using the anchor charts from class discussions and their own feelings, have students write about whether they feel that putting up the new sign over the Abegweit Warehouse will put an end to the discrimination of Taylor and Jordan. Why or why not? Have the students give three points to their opinion, and a concluding statement.
- **Writing Response:** Using the brainstorming ideas and discussions from previous lessons, do a review of various vocabulary words used in this story. Have students write down their ideas with respect to ending discrimination in their school using the specific vocabulary in the story. Alternatively, have the students individually compose a short paragraph or poem to illustrate their message.

Projects:

- **Social Studies:** Have students work in pairs to develop a plan to address discrimination, bullying or taunting, especially when it is directed at having a partner that is the same sex. Students can reference the charts created in earlier class discussions, their own thoughts or use appropriate sites on the internet for research. The plan should outline what discrimination towards sexual orientation looks like, what it sounds like, and concrete steps that could be taken to correct it. This project could include an Arts component in which the students create a poster, outlining ways in which to stop this type of bullying and discrimination.
- **Social Studies and Arts:** Students will create "positive action" cards that they feel would be helpful or positively affect the feelings or emotional well-being of their peers in the class and around the school with regards to bullying or prejudice towards lesbian, gay, bisexual or transgender (LGBT) students. These can be posted in the class or on a bulletin board outside the classroom for everyone to read. This project can combine elements of the Writing Response assignment listed above, or can be a classroom brainstorming effort. Have the students incorporate the use of components of the Arts curriculum, particularly drawing (coloured pencils) or mixed media (photographs, clippings, magazines) to emphasize their message.



The Charter for Children: An Unusual Thrill on Parliament Hill

The Responsibility to Respect the Rights of Others

Lesson Plan

Alberta's K-6 SOCIAL STUDIES Curriculum 2024, GRADE 6

FOCUS: The Canadian Charter of Rights and Freedoms

*What issues are being addressed in this book?
The Responsibility to Respect the Rights of Others*

- The responsibility to understand that all rights and freedoms in Canada have limits
- The responsibility to understand that rights and freedoms must not harm anyone.
- The responsibility to promote and respect the rights and freedoms of others as well as our own
- The Canadian Charter of Rights and Freedoms: "The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society." (Canadian Charter of Rights and Freedoms, s 1, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11.)
- Respect for the rights and freedoms of others is an important part of our democratic society



Alberta Social Studies Curriculum: Guiding Questions:

* What principles shape democracy?

Knowledge:

- Citizenship means belonging to a society and having the rights and responsibilities of civic participation.
- A freedom is a person's right to act, speak, or think as they choose, within reasonable limits.
- Canadian laws are designed to protect (enshrine) citizens' equal rights, responsibilities, and freedoms.
- The Canadian Charter of Rights and Freedoms (1982) was entrenched in the Constitution to reflect the values and principles of democracy in Canadian society
- There are reasonable limits to the rights and freedoms described in the Canadian Charter of Rights and Freedoms to protect others.

(from Alberta's Social Studies Curriculum: September 2024, Grade 6, pages 1 and 4)

Alberta Drama Curriculum:

* Students should develop skills of presentation by becoming aware of the importance of face, voice and body.

(from Alberta's Drama Curriculum: Drama (Elementary), 1985, Grade 6; page C.4)

Alberta English Language and Literature Curriculum: Guiding Questions:

- * How is precise writing influenced by ongoing craft and process development?
- * What relationships can be made between skillful oration and communication content, style, and delivery?

Knowledge:

- Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect.
- Organization and preparation for presentations can support confidence.
- Research processes involve management of information, including: questioning, gathering, organizing and recording.
- The art of effective speaking (rhetoric) can be used to: share information or understandings, influence change, and persuade.
- Collaborative dialogue can empower individuals or groups to: voice ideas, express understandings, consider a variety of perspectives, and examine new ways of thinking.

(from Alberta's English Language and Literature: September 2023, Grade 6, pages 4,5, 9, and 11)

Preview:

- Discuss the importance of rights and responsibilities in the classroom, at home and in the community. What are some common elements in each of these settings? Generate student input through large group, small group, or think-pair-share dialogues and record these ideas in bullet form or on a Venn diagram.
- Review how to construct an essay with the first paragraph introducing the topic, two or three sentences outlining points related to the topic and a concluding paragraph. Create a visual chart to be used for reference in later writing assignments.
- Introduce (or re-introduce if you have used other books in this series) The Canadian Charter of Rights and Freedoms and brainstorm what rights and freedoms Canadians enjoy in this country. Is this the same in other countries around the world? Record the rights and freedoms on chart paper or a whiteboard posted in a central point in the classroom for further reference and discussion.

Activation of Learning

- Read the story to the class and encourage student connections with the story.
- Discuss the vocabulary in the text: on a chart, list interesting words used in the story such as: selected, Maple Taffy, bison, critters, promotes, interrupt, scold, portraits, former, whispers, corridor, peeked, poutine, mate, focused, gasped, chomped, and frantic. Discuss with the class the meaning of each word and record on chart paper for reference.
- Review the map of Canada (provinces and territories) and locate the various places referenced in the story such as our nation's capital of Ottawa (Parliament Hill), New Brunswick, and Saskatchewan. Discuss the regions and habitats in Canada where you might find polar bears, moose, lobsters, bison, wolves, geese, racoons and cod.
- Locate where your school is on the map and calculate how far Olivia travelled to get to Parliament Hill!



Assignments:

- **Writing Response:** Select one or two current events around the world where citizens do not have the same rights and freedoms as Canadians. Discuss the situation with the class, including the specific rights or freedoms that are not protected in that country. Have students write a personal paragraph describing how they would feel living in Canada if they did not have that right or freedom.
- **Writing Response:** Discuss the situation that happened on Parliament Hill when everyone was demanding that their rights were more important than the others. Why is it important to have limits to what a person can and cannot do or say in society? What if there were no limits on what another student could do or say in the classroom? In their community? Have students write a three- or four-paragraph essay about why they feel having limits help make their classroom and our society safer and fairer for everyone. Their essay should have an introduction, three or four points in the body of the essay and a conclusion.



Projects:

- **Social Studies:** Carefully build equal debating teams of 3-4 students. Each team should select one of the rights from The Canadian Charter of Rights and Freedoms. While the rest of the class observes, have one team argue for “No limits on this Right” while the other team argues for “Limits on this Right in certain situations”. Give the teams time and direction for formulating their arguments and point of view for the debate. The class can decide the winner by a show of hands or by the level of enthusiastic clapping at the end of 4-5 minutes of debate!
- **Social Studies and Drama:** Have students research the Prime Ministers of Canada, starting with Sir John A. Macdonald. Create a timeline in the class, showing when each Prime Minister served in office up to the present day. Students can work individually or in partners to create a dramatization of one of these Prime Ministers, complete with period costume and manner of speech. In dramatizing to the class, have students talk about one important thing their Prime Minister did to help mold Canada into the country it is today. Ensure that all Prime Ministers are represented in the final class dramatizations.
- **Social Studies:** If possible, plan an exciting field trip to Parliament Hill and the Library of Congress with your class as a memorable year-end trip. If this is not possible, there are many wonderful websites which have beautiful illustrations of the nation's capital. Have students explore these with a partner or share them as a class activity.

