

The Charter for Children Teacher Guide



By Dustin Milligan, Francese Kopczewski
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The Charter for Children: Anne of Green Tomatoes

The right to be safe and secure

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: 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, 1982*, 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



Curriculum Objective: Grade 6

Social Studies: Canada's Interactions with the Global Community

- **A 1.3** Students will explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., the efforts of women's rights, civil rights, First Nations, or of advocacy organizations...) and assess the extent to which Canada has achieved the goal of being an inclusive society (e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Civil Rights Code....)
- **A2.2** Students will gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs...) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

(from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page 121)

Curriculum Objective: Grade 6

Language: Writing, Developing and Organizing Content

- **1.4 Classifying Ideas:** Students will sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- **1.5 Organizing Ideas:** Students will identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)

Language: Media Literacy, Understanding Media Texts (Point of View)

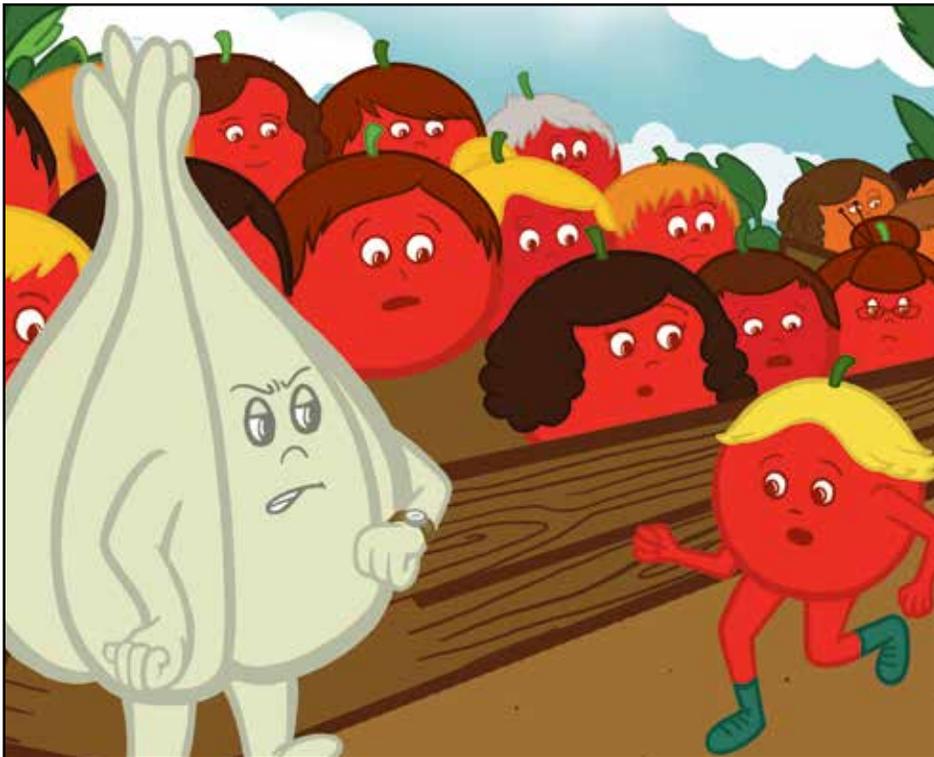
- **1.5** Students will identify whose point of view is presented in a media text, identify missing or alternative points of view and, where appropriate, determine

whether the chosen view achieves a particular goal...Teacher prompts:
"What biases or stereotypes can you detect in this advertisement?"

(from 2006 *The Ontario Curriculum Grades 1-8: Language, Revised 2006*, Ministry of Education for Ontario, page 114 and 118)

Preview:

- Discuss with the class the concepts of "bullying", "physical harm", "psychological harm". Write the words and their meanings on an anchor chart to be used for reference.
- Through Guided Writing lessons, demonstrate the ways to organize information in order to write about it (e.g., use of a T-chart, flow chart, timeline, graphic organizer, point form, outlines). Discuss ways that information can be organized to form a structured, multi-paragraph piece of writing, such as making an outline, jot notes, using a raking grid, and create key visuals 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 anchor chart when explaining or discussing aspects of this book.



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 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 being put on the bottom of the basket of tomatoes?
- 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 when coming to Canada? How have these groups and cultures contributed to the idea of Canada as an "inclusive" country or have contributed to Canadian identity? What other groups have made significant contributions (e.g., First Nations, English and French as founding nations, Chinese labourers in the building of the transcontinental railway, Irish and Italian workers in building the canal systems on the Great Lakes.) Record these ideas, thoughts, and experiences on an anchor chart highlighting each culture for writing assignments or a creative project (see below). 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.
- 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, loss of imagination).
- Stimulate discussions with the class what the concept of "advocacy" means and how this helped the green tomatoes to feel safe and secure. (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 newcomers to be included? (e.g., community groups, government-funded immigrant 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.

- Present a collection of oral stories, songs, paintings, books written about two specific communities, or archival collections regarding two distinct communities in Canada and ask the students what type of information they can get from these sources. Use these sources and points from the discussion to examine with the class the different perspectives of the two communities using a T-chart.

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.
- **Language: Media Literacy; Understanding Media Texts, (Point of View 1.5)** 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. ("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?") (reference The Ontario Curriculum, Grades 1-8: Language, 2006 Revised, page 118). Students can present their findings orally or as a slide show presentation.
- **The Arts, Drama: B1.1** 'Students will engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (e.g., adapt roles and develop improvised scenes based on human rights issues and/or environmental issues...)' (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 (Revised), page 40). Students will re-create the Anne of Green Tomatoes book as an assembly for primary students in their school. Use the information gathered previously to help students get into their assigned roles in

presenting and acting out the issues in this book. For a more in-depth focus on integrating this book into Drama, students will write about their experiences after the performance using any of the suggestions in the curriculum document cited below: The Arts, Drama: Reflecting, Responding and Analysing, B2.3: Students will identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., write a journal entry about a new strategy they have learned; write a letter to a new student about how to cope with stage fright; respond to interview questions about their growth and development; explain to the teacher how they collaborated and contributed to the group work of developing, planning, and designing a drama). Teacher prompts: "What advice about acting would you give a student who is new to drama?" "What are some important skills people need to work in drama?" "Describe your own strengths in drama." (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 Revised, Drama: B2.3, page 125).

- **The Arts, Visual Arts: Reflecting, Responding and Analysing 2.1:** 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 positions ("Students will interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey... [Teacher prompts: 'How does the artist convey a particular emotion through this art work?' 'How does each comic style use facial expression, body language, and colour to express emotion?']") (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 Revised, Visual Arts: 2.1, page 129).

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The Charter for Children: A Large Jaw in Moose Jaw

The right to participate and be included

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: 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 affect change (people's voice, media, peaceful protests, boycotts)



Curriculum Objective: Grade 6

Social Studies: Communities in Canada, Past and Present

- **A1.2** Students will evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity
- **A1.3** Students will explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., ...of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups) and assess the extent to which Canada has achieved the goal of being an inclusive society (e.g., with reference to the policy of multiculturalism, the *Canadian Charter of Rights and Freedoms*, the Ontario Human Rights Code...)
- **A3.5** Students will describe interactions between communities in Canada, including between newcomers and groups that were already in the country (e.g., ... cooperation between First Nations and the French and British in the fur trade;... racism directed at black settlers in Nova Scotia and southern Ontario; responses of local businesses, ranging from the refusal to serve certain groups to providing new products and services to help

meet the needs...)

(from *The Ontario Curriculum: Social Studies Grades 1 to 6*, 2013, Ministry of Education for Ontario, pp. 120-123)

Curriculum Objective: Grade 6

Language: Writing

- **2.1 Form:** Students will write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend of fantasy, based on themes from their reading, to entertain younger children)
- **2.3 Word Choice:** Students will use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

(from *The Ontario Curriculum Grades 1-8: Language*, 2006 Revised, Ministry of Education for Ontario, page 115)

Curriculum Objective: Grade 6 The Arts, Music

- **C 1.3** Students will create musical compositions for specific purposes and audiences (e.g., write a melodic composition reflecting a piece of art of their own or by another)

(from *The Ontario Curriculum, Grades 1-8, The Arts, 2009 (Revised)*, page 127)

Preview:

- In the weeks leading up to this unit, all books in this series could be read to the students since they all deal with elements in the *Canadian Charter of Rights and Freedoms*. Copies of the books should be available in the class for independent reading over a 1-2 week period. "Big Idea" discussions are highlighted throughout the series and will help the students put this book in context for deeper discussion and understanding.
- 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.

- Discuss the concepts of discrimination, stereotypes and mental or physical disability. Use a think-pair-share strategy to elicit feedback about these concepts to help build a "connection to self" reference chart. Have students write about their own personal experiences or their own opinions on these topics. Use other fiction or non-fiction sources to strengthen the meaning of these concepts. 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.
- Discuss what a "parody" is and how this could be used to make a point or to draw attention to a piece of work. Have the students think of their own parody phrases using common names (e.g., Sesame Street, Star Trek, Harry Potter series). As you read the story, write down the parodies and see if the students can find 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).

Activation of Learning

- Read the story to the class. Use Shared Reading and Think Aloud methods to encourage students to make 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. Check the rhyming scheme and the parody references. Discuss with the class the "voice" and "word choice" that helped to make this book more interesting to young readers. Assignment option: Find a historical or current musician that had some struggles in becoming known and write a story about him or her.
- 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 other moose, but it did not let him participate equally. Discuss how disabled or immigrant people, or various religious groups need to be accommodated in order to be "equal". Create key visuals outlining the discussion points.
- Introduce 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* has in a prominent place in the classroom.

- Discuss the issue of conflict relative to Canadian history: the cooperation or conflict between the First Nations and the French and the British in the fur trade; the conflict between Catholic and Protestants in Ontario or white and Asian residents in British Columbia; racism directed at Black settlers in Nova Scotia and southern Ontario. How do these events relate to communities today? How did white residents of Canada view immigrants from Asia in the 19th and early 20th centuries? How do these events relate to communities today? Discuss organizations that are helping immigrants, creating key visuals to support this discussion.

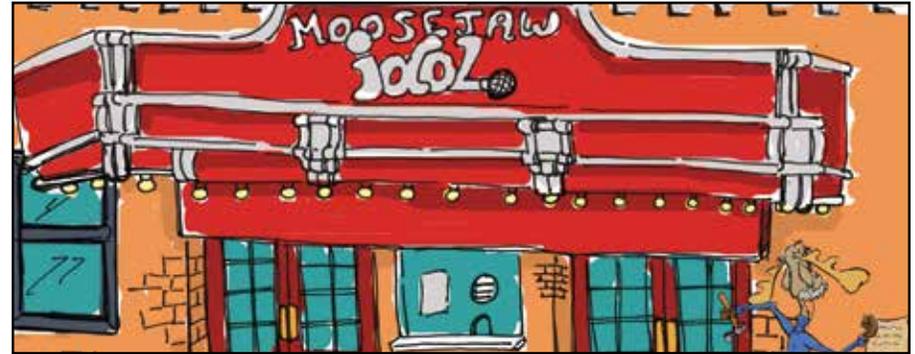
Assignments:

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 outside the class for further discussion.

Projects:

- **Music: C 1.3** ("Students will create musical compositions for specific purposes and audiences [e.g., write a melodic composition reflecting a piece of art of their own or by another"] (reference The Ontario Curriculum, Grades 1-8, The Arts, 2009 Revised; Music, Grade 5, page 127). 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
- **Music: C 1.3** ("Students will create musical compositions for specific purposes and audiences [e.g., write a melodic composition reflecting a piece of art of their own or by another"] (reference The Ontario Curriculum, Grades 1-8, The Arts, 2009 (Revised), Music, Grade 5, page 127). Have students write music that will go with the poetry in this story. This can be played for the class, for a "buddies" class, or for an assembly.
- **The Arts, Music:** Research the music of rhythm and blues musicians in the 1930s, 1940s, 1950s and 1960s with regard to 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. Review writing Form and Word Choice from the Language Arts curriculum when developing a student rubric.

- **Social Studies:** Have students further research the conflicts of different communities in Canada such as the First Nations and French or British; the Catholic and Protestants in Ontario; the white and Asian residents in British Columbia; the Black settlers in Nova Scotia and southern Ontario; the Acadians; the responses of local businesses in refusing to serve certain groups. 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, Media Literacy 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 efforts to be an "inclusive society"?



The Charter for Children: The Golden Hook

The right to believe and have faith

Lesson Plan

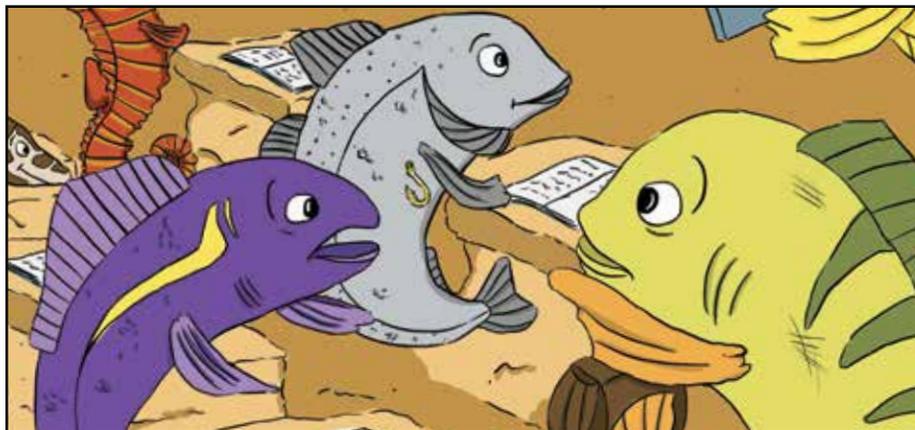
for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

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
- Unfair or unequal treatment
- Levels of government that make decisions
- Rights and responsibilities (local, regional, religious)
- 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 (people’s voice, meetings, debates, petitions, referendums, boycotts)



Curriculum Objective: Grade 5

Social Studies, B3.

*Understanding Context:
Roles and Responsibilities of
Government and Citizens:*

- **B3.1** Students will describe the major rights and responsibilities associated with citizenship in 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)
- **B3.4** Students will describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation

(from *The Ontario Curriculum Grades 1-8: Social Studies 2013, Grade 5, page 114*)
Curriculum Objective: Grade 5

*Language, Reading: 1.
Reading for Meaning*

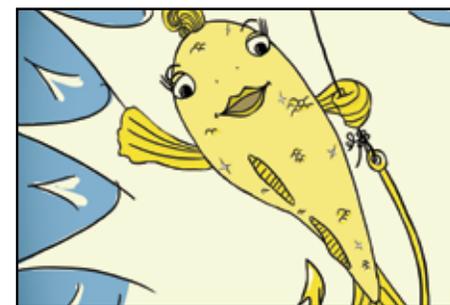
- **1.6** Students will extend understanding of texts by

connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

*Language, Writing: 1.
Developing and Organizing
Content*

- **1.3** Students will gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)

(from *The Ontario Curriculum Grades 1-8: Language 2006 (Revised)*, Ministry of Education for Ontario, Grade 5, pages 97 and 100)



Preview:

- Discuss with the class the various rights and responsibilities that students have in the school (e.g., rights: the right to an education, the right to be treated fairly, the right to participate in activities; responsibilities: to respect the rules of the school, to respect others and the environment in which we live). Brainstorm the rights and responsibilities of 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 on an anchor chart.
- 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 (e.g., garbage collection, local and regional; health care services, local, regional and national; environmental issues; local, regional and national)
- In the story, Aatma and his father take their concern to the School-of-Fish Board. Discuss the levels of responsibility in your own school board (e.g., student, teachers, vice-principal, principal, superintendent, director, trustees, Ministry of Education). Use a tree chart to create a key visual for students.



Activation of Learning

- Read the story to the class. Use Shared Reading and Think Aloud methods to 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? Record this on an anchor chart.
- 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 an anchor chart for student reference.
- Brainstorm with the class different types of religions in the world and different symbols for those religions. Use this discussion to help students explore their thinking, respond to the ideas of others, process the information 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 being that guides the world in a good path). Have students share this information as a class discussion, brainstorming session or writing research assignment.
- 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.
- Explore with students how change was made in the School-of-Fish board. How could change be made today with the various levels of governments (e.g., letters, meetings, presentations, discussions, petitions, voting, debates, media, referendums, boycotts)

Assignments:

- **Reading Response:** Have students write a Reading Response stating 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?
- **Writing Response:** Have students write a short summary (3-4 sentences) of the main idea of this book, using evidence from the story to substantiate their points.



Projects:

- The Arts, Visual Arts 1. Creating and Presenting: D1.1** Students will create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view (e.g., a painting based on a photo montage about children's rights and responsibilities;...)(from The Ontario Curriculum, The Arts, Grades 1-8, 2009 (Revised), Visual Arts Grade 5, page 118). Have students create murals about their thoughts and feelings regarding being a good citizen of Canada, using symbolism where appropriate. Murals should have a sense of proportion with elements that the students deem most important given emphasis while others are smaller based on a scale. Guided exploration of the concept of proportion is important for students to learn the skill required to apply this concept. The teacher, modelling this concept or skill, helps students to visualize their ideas and order them in terms of importance. Teacher prompts: "How can you use size and shape in your painting to express your feelings or point of view about the importance of the different images in your montage?"(from The Ontario Curriculum, The Arts, Grades 1-8, 2009 (Revised), Visual Arts Grade 5, page 118).
- Language, Writing; Developing and Organizing Content: 1.3** Students will gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)(from The Ontario

Curriculum Grades 1-8: Language 2006 (Revised), Ministry of Education for Ontario, Grade 5, page 100). Using direct guided instruction, demonstrate the method of taking jot notes and recording sources of information. Have students work in pairs to practise this skill using the internet and library resources.

- Language, Writing; Organizing Ideas: 1.5** Students will identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework...)(from The Ontario Curriculum Grades 1-8: Language 2006 (Revised), Ministry of Education for Ontario, Grade 5, page 100). Students will write a four paragraph essay on "What is a good Canadian citizen?" using information discussed in class, on anchor charts, their own jot notes and other resources, using the first paragraph to introduce their topic and the next three paragraphs to expand on various rights and responsibilities that they deem important using an organizational pattern such as "first", "second", "lastly".



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The Charter for Children: The Plight Beneath The Northern Light

The right to meet and form groups

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: GRADE 4

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



Curriculum Objective: Grade 4

Social Studies:

- **B1.1** Students will analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry (e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper....)
- **B1.2** Students will assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada (e.g., hydroelectric development in Quebec, the development of the oil sands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, forestry and fishing in British Columbia, coal-powered electrical plants in Ontario....)
- **B1.3** Students will describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (e.g.....consulting with First Nations, Metis and/or

Inuit communities about resource development in their territories) and assess their effectiveness.

(from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page 102-103)

Language: Analysing Texts:

- **1.8** Students will make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.
- **2.4** Students will identify various elements of style—including word choice and the use of similes, personification, comparative adjectives and sentences of different types, lengths and structures—and explain how they help communicate meaning

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page 98)



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 in the plains of Alberta and Saskatchewan, fishing in the Atlantic provinces, mining and forestry in Ontario). Find the location of Hudson Bay and Nunavut as the setting for this book in relation to where the students presently live.
- 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. This will include a discussion about the different jurisdictions and responsibilities of various levels of organizations and governments (i.e., students, teachers, parents, administrators, school boards, Ministry of Education). A flow chart to record these ideas would help explain the hierarchy of organizations.
- 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).
- Introduce the characters in the story complete with their names. Ask the students why their names are different in sounds and spelling than most names in the school. What is the language of the Inuit?



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 to be used later for discussion and reference.
- Discuss with the class how the situation in Hudson Bay, Nunavut was
- 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?
- Have students select one industry in Canada to research, 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.

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?
- **Writing Response: B1.3** Students will describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (e.g.,...consulting with First Nations, Metis and/or Inuit communities about resource development in their territories) and assess their effectiveness. Using the anchor charts from class discussions and their own research on the internet, students will select one area of concern (e.g., the clear cutting of trees) and describe what actions are being taken by citizens and by industry to address the problem. What else could be done?



Projects:

- **The Arts, Visual Arts:** Have the students select one environmental issue and create a poster about it, highlighting what students can do to make this better (e.g., recycling, composting to reduce land fill sites). As the emphasis in the Grade 4 Visual Arts curriculum is use of colour intensity, contrast in value, placement and size of shapes, and/or weight of line to create a particular focal point, use these concepts when demonstrating these techniques to the class prior to undertaking this project.
- **Social Studies:** Have students work in pairs to develop a plan to address a current environmental issue. Students can reference the anchor charts created in earlier class discussions, their own notes 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.
- **The Arts, Drama; Reflecting, Responding and Analysing: B2.2** Students will explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works (e.g., characters' differing points of view can be used to create tension; comic characters and scenes can help relieve tension; thought tracking can give insight into a character). Teacher prompts: "Who is the intended audience for this drama? What drama elements were adapted specifically to interest that audience?" (from The Ontario Curriculum, Grades

1-8, The Arts, 2009 (Revised), Drama, Grade 4, page 103). 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). 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 perform these dialogues to the class.



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

The right to privacy and security

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

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)

Curriculum Objective: Grade 5

Social Studies: The Role of Government and Responsible Citizenship

- **B3.1** Students will describe the major rights and responsibilities associated with citizenship in 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...)



- **B3.4** Students will describe different processes that governments can use to solicit input from the public (e.g., elections, town hall meetings, public hearings, band council meetings, commissions of inquiry, supreme court challenges,...), and explain why it is important for all levels of government to provide opportunities for public consultation
- **B3.3** Students will describe the shared responsibility of various levels of government for providing some services ...(e.g.,...health care, the environment, and/or crime and policing)

(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6* Ministry of Education for Ontario, page 114)

Curriculum Objective: Grade 5

Language, Writing: Developing and Organizing Content

- **1.3** Students will gather information to support ideas for writing, using a variety of strategies and a range of

print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)

- **1.5** Students will identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes, following a writing framework) and organizational patterns (e.g. chronological order, comparison, cause and effect)

Language, Reading:
1. Reading for Meaning

- **1.4** Students will demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs...theme and supporting plot details in short stories)

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education of Ontario, page 100)

.....

Preview:

- Discuss with the class the concepts of “privacy” and “security”. On an 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? A flow chart developed to look at various levels of government and their responsibility is a good tool for understanding these connections.
- Discuss who is responsible for our privacy and security at local, regional, 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 jot notes, and the importance of recording the source of the information. This should involve explicit teacher modelling for the skills required to do this.
- Develop a “tree” chart for reference in the classroom, showing the levels of government. Have students research the responsibilities of the different levels of government and how they relate to personal, community and national security.

Activation of Learning

- Read the story to the class. Use Shared Reading and Think Aloud methods to encourage student connections with the story. As you are reading, pose questions or provide verbal prompts to extend student thinking. Record any questions, thoughts on anchor charts to be used later for discussion and reference.
- 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?

- Encourage a class discussion about the main idea of this story. What are some of the supporting facts that strengthen the message of the story? Record these on an anchor chart for use as a Reading Response assignment.
- 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).
- 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? How can we find out? 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 that the security and privacy of people living in Canada are respected, what are the rights and responsibilities of 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). (from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, B3.1, page 114). Record these rights and responsibilities on chart paper for posting on a bulletin board in the classroom.

Assignments:

- **Language, Reading Response, 1.4 and 1.5:** Have students use the anchor charts generated during class discussions to write a three-paragraph response to The Case of the Missing Montreal Bagel, using the first paragraph to outline the theme or main idea, and the subsequent paragraphs to explain the supporting details.
- **Writing Response, Social Studies B 3.3:** Have students reference the flow chart for government responsibility into having a secure community. Students need to search the internet to find the department or individual responsible for their community and write a three-paragraph letter about a safety concern or a



need they have identified in their community. This can be used in the project outlined below.

- **Language, Reading, 1. Reading for Meaning; Analysing Texts:** Re-read the story again with the class to have the students look for various elements in the writing style of the author that help contribute to the meaning of the story (from The Ontario Curriculum Grades 1-8, 2006 (Revised), Language, Reading Grade 5, 1.7 Students will analyse texts and explain how various elements in them contribute to meaning (e.g., narrative: character development, plot development, mood, theme... page 98). Students will pick two elements of style used by the author and create their own short story based on a theme of their choice.

Projects:

- **The Arts, Drama B 1.3:** Working with a partner, have students develop a dramatic scene where they are taking their letters (see Writing Response above) to a the government official and presenting their concern. Students will take turns being the presenter of the concern and the government official. Each dramatic scene should have a resolution and appropriate dialogue. ("Students will plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role (e.g., In role: improvise possible solutions to a dramatic conflict based on ideas from discussion and personal experience; Out of role: brainstorm in a group to generate ideas and make artistic choices). Teacher prompts: In role: "What do you think I can do, as a representative of the municipal government, to address your concerns?" Out of role: "What needs to be considered when you are getting ready to play the role of a government representative? What should be said? What feelings should be expressed?" "How can you plan the movements and placement of the characters in your performance to express their feelings in relation to the government

official?") (reference The Ontario Curriculum, The Arts, Drama: B1.3, page 113). Students will present their dramas to the class over the course of 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 Oral Communication skills.

- **Language, Media Literacy (3. Creating Media Texts):** Have students create lunch menus for a bagel restaurant in Montreal of different types of bagels, with different toppings (check for dietary restrictions of the students). 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, using the techniques of Visual Arts. (from The Ontario Curriculum, The Arts, Visual Arts: D 1 Creating and Presenting, D1.3 Students will use elements of design in art works to communicate ideas, messages, and understandings, page 118; AND D 2 Reflecting Responding and Analysing, D2.2 Students will explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding (e.g., packaging designs...) Teacher prompts: "How does the use of colour engage the viewer and help sell the product? Which colour scheme do you think is most effective in persuading the buyer, and why?", page 119) Students will set up their menus using illustrations and lettering in colour to entice the customer to buy their bagels. As a culminating event, set up the classroom as a restaurant with different menus on different groups of tables. Students can help brainstorm what the restaurant should look like (tablecloths, place settings, decorations). By working with partners, student take turns sitting in the "restaurant" and giving their order to their partner, using the creative menus. The roles are reversed once a partner has eaten their half bagel or after a set time limit of approximately 5 minutes. As an additional bonus, other teachers, administration, secretaries, volunteers or parents could also be invited in for the "Bagel Fest"!



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

The right to speak, sing and laugh

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: 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 (peaceful protests, media, boycotts) and community participation in social and political decisions



Curriculum Objective: Grade 6

Social Studies: Communities in Canada, Past and Present

- **A1.1** Students will explain how various features that characterize a community can contribute to the identity and image of a country
- **A1.3** Student will explain how various groups have contributed to the goal of inclusiveness in Canada (e.g., ...the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code,....)
- **A2.1** Students will formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada
- **A3.5** Students will describe interactions between communities in Canada, including between newcomers and groups that were already in the country

(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6* Ministry of Education for Ontario, page 120-123)

Curriculum Objective: Grade 6

Language: Writing

- **1.1 Purpose and Audience:** Students will identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem...a persuasive letter...a script on a topic of current interest for a mock television broadcast)
- **1.3 Research:** Students will gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g.,...interview people with knowledge of the topic; identify and use graphic and multimedia resources)

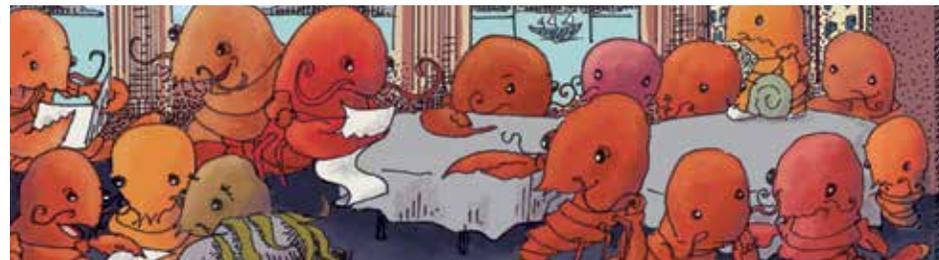
Language: Reading

- **1.4** Students will demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters...; main theme and important details in short stories, poems)

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education for Ontario, page 114 and)

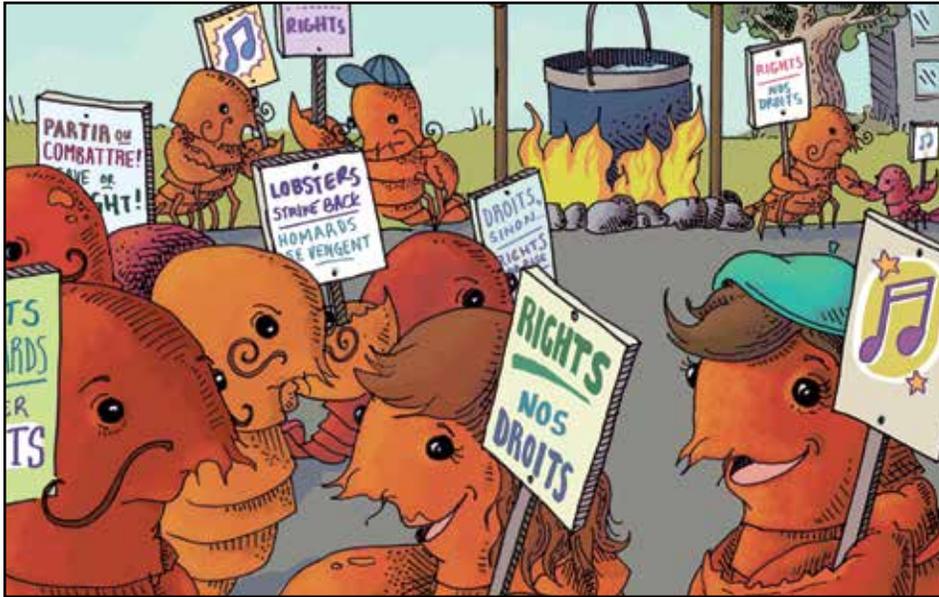
Preview:

- Review the map of Canada and locate with the students the location of the New Brunswick setting of this book. Discuss what characteristics this setting would have using students' prior knowledge (e.g., the ocean, the fishing industry such as cod and lobster, the sport of curling, bilingualism)
- Discuss with the class the meaning of an "inclusive society" and whether they think Canada is an inclusive country. Develop an anchor or T-chart that can be used as a reference for students. Discuss whether their class or their school is "inclusive", and why or why not they have this opinion. This can also be a writing response assignment, think-pair-share, class debate, or small group assignment.
- As part of the "inclusive society" discussion, talk about the experience of immigrant families (while being aware that many children in the class will have their own histories to share). Part of this discussion should include historical Canadian discriminatory practises that have since been addressed (e.g. the development of reserves for First Nations, the forced relocation of Japanese Canadians during the Second World War, the Chinese experience during the "head tax", including the reasons behind the formation of ethnic neighbourhoods).



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 to be used later for discussion and reference.
- Encourage a class discussion on the main idea of this story. What are some of the supporting facts that strengthen the message of the story? Introduce 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.)
- How did the Lob-Mob negatively influence the town of Shediac? As a teacher-guided activity, research what the situation was in Canada in the early 1900s and how white residents might have viewed other immigrant groups such as the Irish, Italian, Asian or Scottish people. Discuss with the class how have things changed in present day and what organizations are available to help newcomers feel welcome in Canada? Discuss how to research these organizations and create a chart listing different organizations and their purpose and possible websites available for information. Have students work in pairs to select one organization and do a written or oral presentation, using their research.
- Discuss how this story relates to the issue of "bullying", and how people fight against this? 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?
- 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 and relate this to the limitations placed by the Supreme Court of Canada. 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 herself or himself?

Assignments:

- **Writing Response: 1.3** Pair students, choosing complimentary partners. Students will select from a list of pre-screened teachers, administrators, volunteers, office staff and parents, two or three people for an interview regarding this section of the Charter. Students work collaboratively to come up with thoughtful questions, taking turns to ask and record answers. The final product will be a summary of their findings, which can be as a written report, a script for a mock television program, a slideshow presentation or a speech.

Projects:

- **Visual Arts: Creating and Presenting, D3.1** Students will use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content). Have students create a bilingual sign or poster that promotes the right to express and share ideas, the right to participate in social community events, the right to be able to sing/talk/play

sports, (reference the Ontario Curriculum, The Arts, Grades 1-8, 2009, page 129).

- **Media Literacy: Understanding Media Texts, 1.5** Students will investigate the use of media 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 (reference the Ontario Curriculum Grades 1-8 Language Revised 2006 page 118).
- **Media Literacy: Creating Media Texts, 3.1** Students will describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose. "Why do you think it is important for people to know about this topic? Why might you need to be especially persuasive to interest them in the topic?" (reference the Ontario Curriculum Grades 1-8 Language Revised 2006 page 118). Have students use a multimedia presentation format or a slideshow presentation to explain this section of The Canadian Charter of Rights and Freedoms and why it is an important right in a democratic society. This could be a combination of a personal perspective, interviews with others, or research on appropriate websites.
- **Music: C1.2** Students will apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., compose a piece in the theme and variations form, using a well-known song for the theme to engage the listener... reference the Ontario Curriculum, The Arts, Grades 1-8, 2009, page 126). Student will create a musical piece that will show the difference in tone and emotion between Mobster Lobster, and Aliya and the town's lobsters once they had their freedom back.



The Charter for Children: Alexander the Grape

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

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT TO BE TREATED FAIRLY NO MATTER HOW OLD YOU ARE

- Discrimination based on age
- Unfair or unequal treatment
- Levels of government (concerning rules and laws)
- Rights and responsibilities (local, regional)
- 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...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.)
- How to affect change (people's voice, media, boycotts)



Curriculum Objective: Grade 5

Social Studies:

The Role of Government and Responsible Citizenship

- **B1.1** Students will assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance
- **B1.2** Students will create a plan of action to address a social issue of local, provincial/territorial, and/or national significance
- **B2.1** Students will formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives
- **B3.1** Students will describe the major rights and responsibilities associated with citizenship in Canada
(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6* Ministry of Education for Ontario, page 112-114)

Curriculum Objective: Grade 5

Language: *Analysing Texts*

- **1.7** Students will analyse texts and explain how various elements in them contribute to meaning (e.g., character development, plot development, mood, theme...).

Language: *Speaking to Communicate*

- **2.3** communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
- **2.4** Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience.

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education for Ontario, page 95)

Preview:

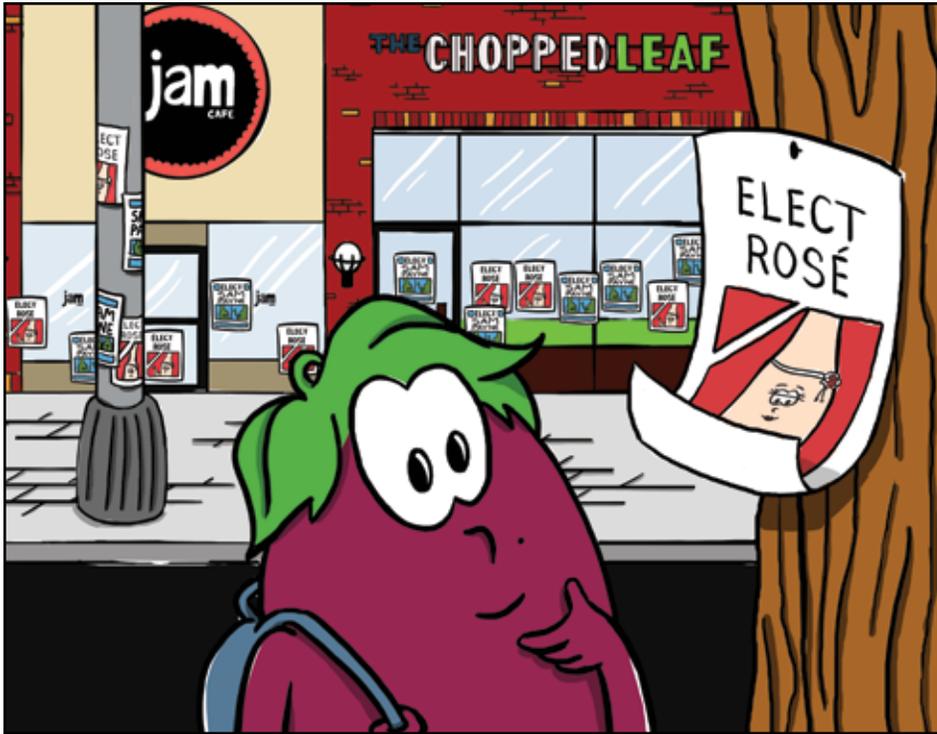
- Discuss with the class the concepts of age versus maturity and the role of discrimination. Do you need to be a certain age to have certain rights? Brainstorm ideas about different kinds of rights and the role age can play with the class and record student responses on an anchor chart or graphic organizer. Show a picture of different age groups and see what the students assume about each one (e.g., a baby, a child, a teenager, an adult, a senior citizen) and then discuss why they made these assumptions. Discuss how rights about people based on age are formed and what determines the age at which certain rights are granted (eg., right to safety, right to drive, right to vote).
- Discuss the concept of being actively involved and informed of political issues. Do you have to wait until you can vote to be involved and informed in political debates? Why or why not?
- Discuss the importance of rules and responsibilities in the classroom, at home, in society, including how rules are formed and how they are changed or modified. This will include a discussion about the different jurisdictions and responsibilities of various levels of organizations and governments (i.e., students, teachers, parents, administrators, school boards, Ministry of Education). A flow chart or tree diagram can be developed as a key visual.
- Review in many ways and in various subjects the various elements of style such as word choice, similes, personification, comparative adjectives, building class anchor charts to help students build vocabulary and understanding of literary style. Included in this are guided writing and shared writing lessons where, through direct instruction, a variety of different sentence structures are examined.



Learning Activation

- Read the story to the class. Use Shared Reading and Think Aloud methods to encourage student connections with the story. Record any questions or thoughts on anchor charts to be used later for discussion and reference.
- Review the class discussion on the concept of age versus maturity and the role of discrimination. Explore any new examples that the students think of and analyse whether they are fair. 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, discuss what is meant by “equal protection and equal benefit of the law without discrimination” and post on the bulletin board with the student reading and writing responses (see assignments below).
- Discuss how the author makes the issue of discrimination easy for children to understand (i.e., personification of the grapes, use of rhyme, sentence structure, adjectives, colourful pictures, use of vocabulary). Build reference anchor 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 Alexander felt that he had “learned a very important lesson that summer” (see page 26) and have the students create a graphic organizer to record the discussion about the lessons he had learned.
- Explore with the class the rights and responsibilities people in Canada have to be good citizens (i.e., equal protection and treatment under the law,





freedom of speech, of religion, the right to vote; to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities, to respect the law). Sample questions: "What are the rights of a citizen in Canada? What does it mean to be a good citizen? What are your responsibilities as a member of this class? As a citizen of Canada?"

Assignments:

- **Reading Response:** Have the students answer the fourth question from the back of the book in their Reading Response notebooks. Remind them that they need to consider the rights of people from all age groups, including those who are younger and older. "What can you do to make sure that younger and older people are considered and respected in your life?" (see page 28)
- **Writing Response:** Why is it important to be informed about and involved in politics even if you can't vote? Use these responses to evaluate student understanding of the importance of one's voice and opinion being considered as a Canadian citizen.

Projects:

- **Visual Arts:** Have each student create campaign posters as if they were running for the position of Leader of the Grape Assembly. Students should consider the most effective manner of conveying their message and image (i.e., campaign goals, effective use of language, colour scheme, and graphics). Consider using the first Language Arts project listed below when developing the campaign poster. Use a student rubric to aid in design elements, colour selection, lettering, and message (reference the Ontario Visual Arts curriculum document).
- **Language Arts and Social Studies:** Have students work in groups of 4 or 5 to argue one of four different policies: 1) The age limit to vote should be lowered to 16; 2) The age limit to vote should stay the same; 3) The age limit to vote should be raised to 20; and, 4) There should be no age limit to vote. Research Canadian websites and classroom/library resources to read about the importance of voting and the right to vote. Students will write a summary of their arguments and present them to the class, following which there will be an election to choose the best policy. (Reference The Ontario Curriculum Grades 1-8, Revised 2006, Language: Oral Communication, 2.3 and 2.4. Reference the 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page 112-114)
- **Language Arts:** Have students work in groups of 3 or 4 to develop a persuasive letter around an issue of their choosing to the political official of their choice (e.g. Mayor, MP, MPP). This plan must include a letter to an appropriate level of administration or government, research on the issue noting the impact of the issue and a proposed solution (reference The Ontario Curriculum Grades 1-8, Revised 2006, Language: Writing, 3.7 Publishing, "Students can use a range of appropriate elements of effective presentation in the finished product...(e.g.....a formal letter layout for a letter to a public official", page 102). Students can reference the anchor charts created in earlier class discussions or use appropriate sites on the internet for research purposes.



The Charter for Children: The First Flock

Certain rights based on Aboriginal heritage

Lesson Plan

for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

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)



Curriculum Objective: Grade 5

Social Studies A1. Application:
The Impact of Interactions

- **A1.1** Students will describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries), and analyse their significance
- **A1.3** Students will explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada (e.g., land claims, treaty rights, environmental stewardship, resource ownership and use)

(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6* Ministry of Education for Ontario, page 108-109)

Curriculum Objective: Grade 5

Language, Reading; Responding to and Evaluating Texts:

- **1.8** Students will make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views (e.g., sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text)

Language, Reading; Point of View:

- **1.9** Students will identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role play an interview with a person who represents one of the missing voices)

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education for Ontario, page 98)

Preview:

- Discuss with the class the meaning of “First Nations” , “aboriginal” and “founding nations” (First Nations, English and French). Have students investigate the different tribes that make up First Nation people in North America.
- With a map of Canada, outline the region of New France and have the students label the map. Locate the areas mentioned in the book so the students will understand the settings (Northwest Territories, Colorado, the Bow River).
- 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. Use Shared Reading and Think Aloud methods to encourage student connections with the story. Record any questions, thoughts on anchor charts to be used later for discussion and reference.
- 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”?
- What is meant by “distinctive culture” and how do practices, customs or traditions contribute to the distinctiveness of a culture?
- 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? 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?
- Sample questions: ...”If you look at the consequences of interactions between First Nations and Europeans in New France, which were of greatest significance to Europeans? To First Nations? Which are the most significant to Aboriginal and non-Aboriginal Canadians in the twenty-first century? Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering? (The Ontario Curriculum Social Studies 2013, Grade 4, Section A Heritage and Identity: First Nations and Europeans in New France and Early Canada, A1.1, page 108 (e.g., early settlers benefited from First Nations people’s knowledge of medicine, geography, and modes of transportation appropriate for local conditions; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from new materials and some of the technologies introduced by Europeans) (The Ontario Curriculum Social Studies 2013, Grade 4, Section A Heritage and Identity: First Nations and Europeans in New France and Early Canada, A1.2, page 108)
- Brainstorm positive and negative consequences of European contact with First Nations. Create a T-chart to compare and contrast the different consequences. (Examples might be the 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 examples might be 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 in their journals a personal opinion piece about their feelings to the story. 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.
- **Media Literacy, 1. Understanding Media Texts:** Students will write in their journals why they feel that various people in the class might respond differently to this book than they do. How does culture, age or gender alter a person’s perspective?

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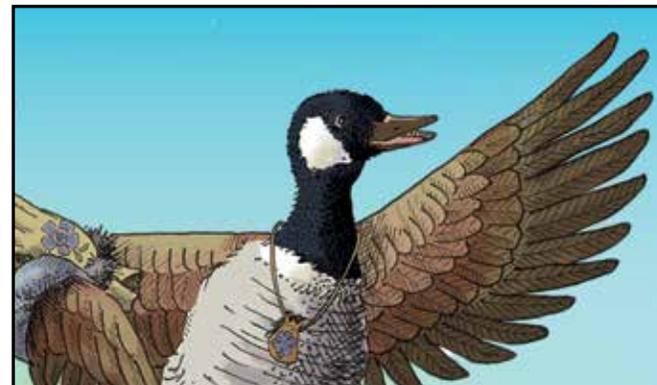


Projects:

- **The Arts, Drama B2; Reflecting, Responding and Analysing:** Have students work in partners 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. (The Ontario Curriculum Grades 1-8 The Arts, 2009 (Revised), B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works (e.g., draw a picture or write poetry to show how they see a character at the beginning and end of the drama; use journal writing to convey a feeling of connection to a character in a drama), page 113)
- Have students research Canadian historical websites to read about the views on land treaties and land ownership. What are the differences between First Nations and Europeans in New France with respect to owning land? Have these views changed in present-day Canada? What are the current conflicts? Have the students write about the conflict from the perspective of the First Nations and from the perspective of non-natives living on the land in question. What are the issues and how can they be resolved?
- **The Arts, Visual Arts B2; Creating and Presenting:** 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. (The Ontario Curriculum, The Arts 2009 (Revised), D 1.4 Students will use a variety of materials, tools, and techniques to determine solutions to design challenges (e.g.,.... mixed media: a composite image that uses photographs, photocopies, transfers, images, and selected opaque and transparent materials to reflect their self-identity), page 118)

- **The Arts, Visual Arts D3; Exploring Forms and Cultural Context:** Students will select one aboriginal tribe to research in terms of artwork (beadwork), quill patterns, painting on horses and other types of artistic expression and compare that to modern day aboriginal art (sculpting, painting). How does the artwork reflect how the lives of these aboriginal people have changed over time.



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

for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

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)
- Rights and responsibilities (local, regional)
- 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 effect change (people's voice, media, boycotts)



Curriculum Objective: Grade 5

Social Studies:

The Role of Government and Responsible Citizenship

- **B1.1** Students will assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance
- **B2.1** Students will formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives
- **B3.1** Students will describe the major rights and responsibilities associated with citizenship in Canada
- **B3.4** Students will describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation

(from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page 112-114)

Curriculum Objective: Grade 5

Language: Analysing Texts

- **1.7** Students will analyse texts and explain how various elements in them contribute to meaning (e.g., character development, plot development, mood, theme...).
- **2.4** Students will identify various elements of style—including word choice and the use of similes, personification, comparative adjectives and sentences of different types, lengths and structures—and explain how they help communicate meaning

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page 98)

Preview:

- Discuss with the class the concepts of discrimination and stereotypes. Brainstorm ideas about different kinds of stereotypes with the class and record student responses on an anchor chart or graphic organizer. Show a picture of different people and see what the students assume about each one (e.g., a business woman, a baby, an old man, a punk rocker) and then discuss why they made these assumptions. Discuss how stereotypes about people are formed and if it is right to make assumptions about people based on this. Can stereotypes ever be accurate or helpful? Why or why not?
- 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. This will include a discussion about the different jurisdictions and responsibilities of various levels of organizations and governments (i.e., students, teachers, parents, administrators, school boards, Ministry of Education). A flow chart or tree diagram can be developed as a key visual.
- Review in many ways and in various subjects the various elements of style such as word choice, similes, personification, comparative adjectives, building class anchor charts to help students build vocabulary and understanding of literary style. Included in this are guided writing and shared writing lessons where, through direct instruction, a variety of different sentence structures are examined.

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 or thoughts on anchor charts to be used later for discussion and reference.
- Review the class discussion on the meaning of stereotypes. Explore any new stereotypes that the students think of and analyse why they are unfair. 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, discuss what is meant by "equal protection and equal benefit" and post on the bulletin board with the student reading and writing responses (see assignments below).
- 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 anchor 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 is taken to the dog pound and why 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 (elections, town hall meetings, public hearings, surveys, court challenges, commissions of inquiry, referendums, band council meetings), and list these on chart paper. Explore with the class the various levels of government that would be involved in gathering public opinion. . Make an anchor chart for use in creative writing lessons.
- Discuss why Sam felt that he had won the real Yukon Gold even though he came in third (page 28) and have the students create a graphic organizer to record the discussion.
- Explore with the class the rights and responsibilities people in Canada have to be good citizens (i.e., equal protection and treatment under the law, freedom of speech, of religion, the right to vote; to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities, to respect the law). Sample questions: "What are the rights of a citizen in Canada? What does it mean to be a good citizen? What are your responsibilities as a member of this class? As a citizen of Canada?" (from *The Ontario Curriculum, Social Studies, 2013 (Revised), Grade 5, page 114*).



Assignments:

- **Reading Response:** Have the students answer the first question from the back of the book in their Reading Response notebooks. 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 judging them or someone else based on a stereotype or on race. Use these responses to evaluate student understanding of the concepts of discrimination and stereotypes. Post these responses on the class bulletin board for further discussion amongst the students.

Projects:

- **Visual Arts:** Brainstorm social and environmental issues in Canada and record these on chart paper for student reference. Have the students create posters to hang up around the school to give information about these issues (i.e., 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).

Use a student rubric to aid in design elements, colour selection, lettering, and message (reference the Ontario Visual Arts curriculum document).

- **Language Arts (Understanding Media Texts) and Social Studies (Applications and Government and Citizens Working Together):** Have students research Canadian historical websites to read about other true examples of unfair treatment of Canadian citizens based on race in our history 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; or slavery in Canada, and what the outcome of these events were. Students will write a summary of what they discovered.

(Reference The Ontario Curriculum Grades 1-8, Social Studies, B1.2, page 112, and The Ontario Curriculum, Language, Grades 1-8, Revised 2006, Media Literacy, Responding to and Evaluating Texts 1.3 page 103: "Students will express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the text to support their opinions [e.g.,...defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message]".)

- **Language Arts:** Have students work in groups of 3 or 4 to develop a plan to address a current environmental or social issue (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities). This plan must include a persuasive letter to an appropriate level of administration or government, research on the issue noting the impact of the issue and a proposed solution (reference *The Ontario Curriculum, Language, Grades 1-8, Revised 2006: Writing, 3.7 Publishing*: "Students can use a range of appropriate elements of effective presentation in the finished product... [e.g.,...a formal letter layout for a letter to a public official], page 102). Students can reference the anchor charts created in earlier class discussions or use appropriate sites on the internet for research purposes.



The Charter for Children: Alexander the Grape

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

Lesson Plan

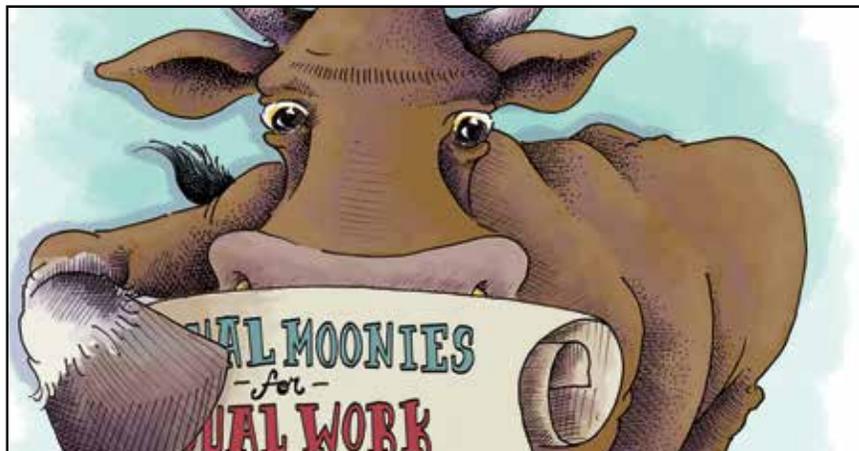
for Language Arts, Social Studies, Social Justice and Character Education: GRADE 5

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT TO BE TREATED FAIRLY NO MATTER HOW OLD YOU ARE

- Discrimination based on age
- Unfair or unequal treatment
- Levels of government (concerning rules and laws)
- Rights and responsibilities (local, regional)
- 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...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.)
- How to affect change (people's voice, media, boycotts)



Curriculum Objective: Grade 5

Social Studies:

The Role of Government and Responsible Citizenship

- **B1.1** Students will assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance
- **B1.2** Students will create a plan of action to address a social issue of local, provincial/territorial, and/or national significance
- **B2.1** Students will formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives
- **B3.1** Students will describe the major rights and responsibilities associated with citizenship in Canada

(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6* Ministry of Education for Ontario, page 112-114)

Curriculum Objective:

Language: Writing Grade 6

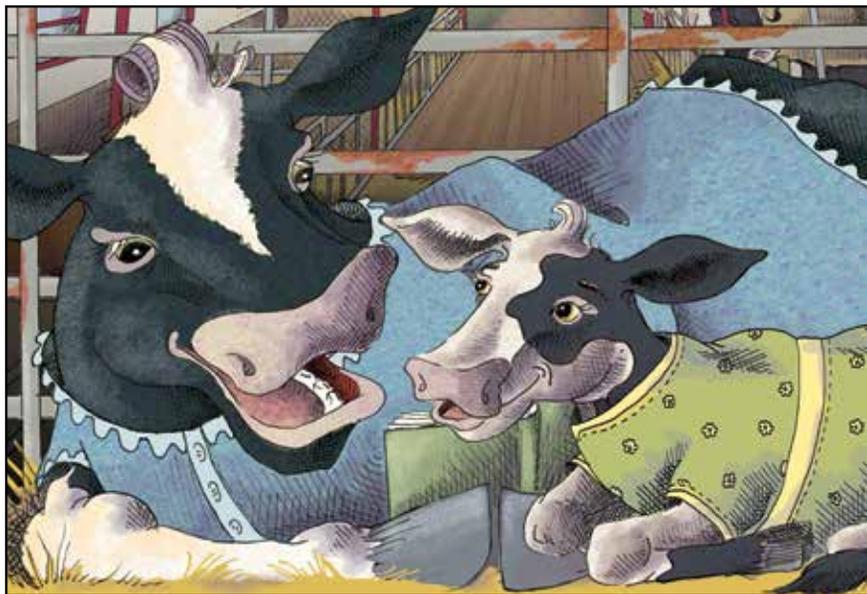
- **2.1 Form:** Students will write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians...)
- **2.4** Students will create complex sentences by combining phrases, clauses, and/or simple sentences....
- **2.5 Point of view:** Students will identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence...

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education for Ontario, page 115)



Preview:

- Review the elements of powerful writing using complex sentences, varied conjunctions, and rich language. In a Shared Writing lesson, 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.
- Discuss what makes up our Canadian identity: symbols (the beaver and the maple leaf); ethnic diversity; cultural traditions; climate and landscapes (prairies, fishing ports, transcontinental railway, logging towns, wildlife, the Rocky Mountains), multiculturalism, bilingualism, constitutional monarchy, parliamentary democracy, three founding nations, universal health care, and respect for diversity and human rights. (Ontario Curriculum: Social Studies, Grade 6: A3.8, page 123)
- Explore with the class various cultural groups that have made a contribution to the development of Canada (i.e., the founding peoples—First Nations, Inuit, Métis, French and British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, Irish, Italians, etc.) (The Ontario Curriculum: Social Studies, Grade 6: A3.4, page 122).



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 Stall 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 Stall 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:** (*The Ontario Curriculum for The Arts: Reflecting, Responding and Analysing: D 2.2 Students explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding (e.g., identify the point of view or gaze of the main subject, and explain how it is used to influence an intended audience of an art work or a media work:...explain how a rough texture can be used to represent strength, anger, or something unpleasant: page 130).* Students will create posters to post around the school regarding communities that have contributed to an inclusive society in Canada. This will involve design elements of lines that direct the viewer's attention and lines that create the illusion of force or movement.
- **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 should write a biography on each of the women with a paragraph giving their point of view about the influence 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. 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 Rheame, 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* or *Anne of Green Tomatoes*. 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 in Canada that have struggled to gain equality, not based on gender, but based on race (i.e., the forced relocation of Japanese Canadians, the governments both at the time of the forced relocation and at the later point in time when an apology was publicly made; the imposed Chinese head tax from the viewpoints of the Chinese immigrating to Canada, the government that imposed the tax, and the families left behind in China) (*reference The Ontario Curriculum, 2013, Social Studies Grade 6: A2.1 Inquiry: The Perspectives of Diverse Communities, page 121*). 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

for Language, Social Studies, Physical Education and Health, Social Justice/Character Education: 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



Curriculum Objective: Grade 6

*Social Studies: A3
Understanding Context: The
Development of Communities
in Canada*

- A3.3 Students will identify various types of communities that have contributed to the development of Canada (e.g., the founding peoples – First Nations, Inuit, Métis, French and British...).
- A3.4 Students will describe significant events or developments in the history of two or more communities in Canada (e.g., First Nations: arrival of European explorers, the fur trade, the reserve system, the Indian Act, residential schools; French Canadians: expulsion of the Acadians, loss of the Battle of the Plains of Abraham...).

(from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6, Ministry of Education for Ontario, page 122)

*Physical Education and
Health: Movement Strategies:*

- B2.1 Students will demonstrate an understanding of the basic components of physical activities

(e.g., movement skill games, game structures, basic rules and guidelines...).

(from 2010 The Ontario Curriculum, Grades 1-8: Physical Education and Health, Ministry of Education for Ontario, page 156)

*Language, Reading: Reading
for Meaning:*

- 1.3 Students will identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons...).
- 1.9 Students will identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented).

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, pages 111-112)

Language, Writing: Organizing Ideas:

- Students will identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance).

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page 114)

Preview:

- 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. Brainstorm 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 chart paper.
- Using Guided Writing strategies, model 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 to also retain their languages and culture?



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 to be used later for Writing, Social Studies or Music assignments.
- Discuss the French vocabulary in the book, focusing on meaning. On an anchor chart list special phrases used in the story. Discuss with the class the meanings of each of the phrases. This would be an excellent collaborative activity to do in advance with the Core French teacher, who could use the dialogue in the story for role-playing and drama activities. Re-read the story to the class.
- 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., petition, phone call to the Schoolberry Board, discussions with friends and other French-speaking neighbours, researching through books/websites, tuning into French radio and television). List these on a web chart or flow chart 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 historical events on chart paper to help generate questions and to explore how Canada has changed to become an inclusive society.
- Discuss the conflicts between English and French settlers beginning with the expulsion of the Acadians which led to the ultimate expulsion and demise of the Acadian French-speaking population. Continue exploring this conflict by discussing the conflict for land and power leading to the French losing the Battle of the Plains of Abraham. What is the current language situation in Quebec, Ontario and 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 status in our educational system to help preserve the right to learn French and English in our schools?
- Discuss how the author uses different personalities in the story to present different points of view. Record on chart paper some of those characters (e.g., Don Berry = Don Cherry, a controversial sports broadcaster; Sidney Crosby = 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).



Assignments:

- **Reading Response:** Have the students write about their culture, traditions at home and the importance that their family places on retaining their customs and beliefs. Students can include special activities or events that make their culture special to them.
- **Writing Response:** Brainstorm using Guided Writing methods (pose questions to generate ideas, provide prompts to extend thinking) why it was important that Emma and Bison Cummings stood up for the bison wanting to play other sports. Using a key visual plus anchor charts from class discussions, have students write about why they feel it is important to stand up for one's right to be taught in English or French, and to stand up to defend this right for others. This writing should focus on identifying the main idea of their writing, and ordering the supporting details into units that will form the outline for a multi-paragraph essay.
- **Writing Response:** Have students choose one of the historical events that you have discussed during the Activation of Learning lessons and write an opinion piece based on a certain point of view. By reviewing the events discussed using the chart paper notes and looking at the different points of view available, this will help clarify the assignment. An alternative writing assignment could be given where the event is chosen for the students (e.g., residential schools) and the points of view are discussed in advance (e.g., from the point of view of the teachers, of the government, of the native children, or of the families of these children). Having other research material, articles and photographs available for the students is recommended.

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. 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 Core French or French Immersion 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 five or six 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 that is refereed during recess breaks.
- **Language Arts: Oral Communication: 2. Speaking to Communicate:** As an extension to the Reading Response assignment listed above, students will create oral speeches no longer than three minutes long about their culture, traditions and language. A web map and ordering key points with a ranking grid should be used to help in the writing process. Students may bring visual aids such as images, photographs, costumes and cue cards to enhance or help them with their oral presentations.

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The Charter for Children: The Little Courthouse on the Prairie

The Right to Liberty

Lesson Plan

for Language, Social Studies, The Arts (Music), Social Justice/Character Education: GRADE 5

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)



Curriculum Objective: Grade 5

*Social Studies: B2 Inquiry:
Differing Perspectives on
Social Issues:*

- B2.2 Students will gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues,...

*Social Studies: B3
Understanding Context:
Roles and Responsibilities of
Government and Citizens:*

- B3.6 Students will explain why different groups may have different perspectives on specific social... issues
- B3.7 Students will describe some different ways in which citizens can take action to address social... issues

*(from The Ontario Curriculum 2013 Revised:
Social Studies Grades 1 to 6, Ministry of
Education for Ontario, pages 113-115)*

*The Arts, Dance: A3 Exploring
Forms and Cultural Contexts:*

- A3.1 Students will describe, with teacher guidance, dance

forms and styles that reflect the beliefs and traditions of diverse communities, times and places (e.g., ...group and partner dances – such as the swing and the salsa – reflect various types of social interaction...)

*The Arts, Music: C2 Reflecting,
Responding and Analysing:*

- C2.1 Students will express detailed personal responses to musical performances in a variety of ways...

*(from The Ontario Curriculum, 2009 Revised,
The Arts Grades 1-8, Ministry of Education for
Ontario, pages 111 and 115)*

Language: Reading:

- **1.8 Responding to and Evaluating Texts:** Students will make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.
- **3.1 Reading Familiar Words:** Students will automatically read and understand most words in common use (e.g., words from grade-level texts, subject-specific terminology used regularly...)

- **3.2 Reading Unfamiliar Words:** Students will predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g. prefixes, suffixes, base words...); syntactic (language structure) cues (e.g. familiar words within larger words, syllables...)

(from The Ontario Curriculum 2006 Revised, Language Grades 1-6, Ministry of Education for Ontario, page 98)

Physical Education and Health: Personal Safety:

- C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills)

(from The Ontario Curriculum 2010, Physical Education and Health Grades 1-8,, Ministry of Education for Ontario, page 145)

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 to be used later for Writing, Social Studies or Music 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. This will especially important for English Language Learners or students with Individual Education Plans. 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 how students can deal with discrimination when it is directed at them (see examples from **C2.2 Physical Education and Health: Personal Safety** listed above). Be sure to emphasize with the students that these ideas should be general and not include names or incidents that others will recognize. Record these on a permanent poster to be used for resolving possible future conflicts.
- 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.

- Discuss with the class, using visual clips from the internet, various types of dances that may have been used for different types of music, such as salsa, the jitterbug, the waltz, and swing, as they relate to different music genre. Have the students look at these various styles and comment on what they liked or didn't like about the dances. Have the class vote on one or two types of dancing that they would like to work on during physical education classes, and choose only 2-3 specific steps or moves that the students can perform for each style of dance. These could be performed at an assembly for the junior division, or as a demonstration for parents.

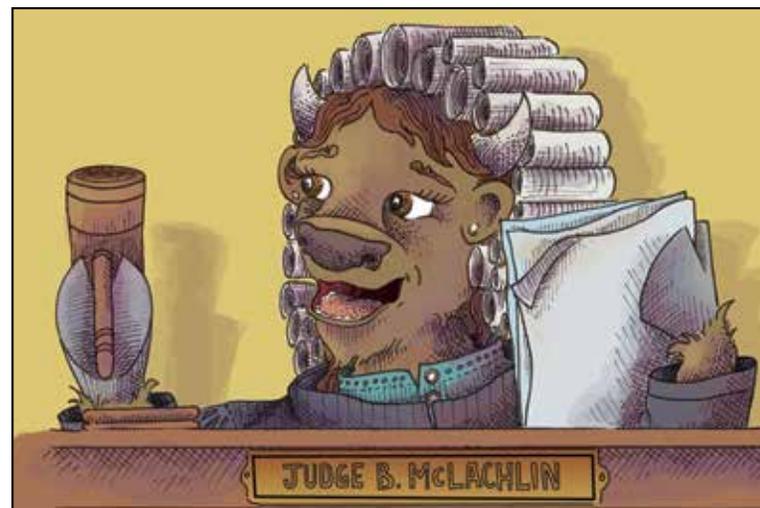
Assignments:

- **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 using Guided Writing methods (pose questions to generate ideas, provide prompts to extend thinking) why it was important that Emma and Bison Cummings stand up for the bison wanting to play other sports. Using a key visual plus anchor charts from class discussions, have students write about why they feel it is important to stand up for one's right to freedom, and to stand up to defend this right for others.
- **Writing:** Discuss the situation in New France between First Nations and the Europeans. Have students compare (think-pair-share) the similarities between Sherriff Buffy wanting to take the land to play only football and the Europeans in New France wanting to take land from the First Nations for their own use. Record these on a T-chart and have students write a paragraph about each of the perspectives using an opening sentence, three points and a closing statement.
- **Writing Response:** Discuss how Emma chose to effect some change in 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? 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. 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 Response assignment to work on as a way of effecting change. This could take the form of a petition, a letter to an official (e.g., teacher, principal, member of Parliament), 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 Health: 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.



The Charter for Children: The Two-Eyed Potatoes

The right to choose a best friend

Lesson Plan

for Language, Social Studies, Health, Social Justice/Character Education: GRADE 5

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 Note:

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 principal know about the content so that they are prepared for discussions and questions both at home and at school. This would include a letter home to the parents, discussions with the Principal and Vice Principal, individual discussions with parents who are concerned, discussions with colleagues (especially in the junior division) and a thorough understanding of the scope and nature of this topic. It is 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 also important 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 important to being a good Canadian citizen. It would be helpful when developing this inclusive classroom to first use some of the other books in this series including: *The Golden Hook* and *The Greyest Tale on the Yukon Trail* to help build this understanding and respect for all cultures, beliefs and sexual orientations.

In the Ontario Physical and Health Education Curriculum for Grades 1-8, 2008, it states that "In health education, the study of healthy relationships, particularly with respect to bullying/harassment and violence prevention, should include a focus on sexist, racist, and homophobic behaviour" (p. 56). It is good to be thoroughly cognizant of the elements in this curriculum document as it relates to concerns and issues brought up by parents and students.

Curriculum Objective: Grade 5

Social Studies: B2 Inquiry: Differing Perspectives on Social Issues:

- B2.2 Students will gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues.
- Social Studies: B3 Understanding Context: Roles and Responsibilities of Government and Citizens:
- B3.6 Students will explain why different groups may have different perspectives on specific social and environmental issues.

- B3.7 Students will describe some different ways in which citizens can take action to address social and environmental issues.

(from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, pages 113–115)

Language: Reading; Analysing Texts:

- 1.8 Students will make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.
- 2.4 Students will identify various elements of style—including word choice and the use of similes, personification, comparative adjectives and sentences of different types, lengths and structures—and explain how they help communicate meaning.

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page 98)

Physical Education and Health: Personal Safety:

- C2.2 Students will demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills,

including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses).

- C3.2 Students will explain how a person's actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others.
- Teacher prompt: "Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different than us, whether it is because of something visible like a physical disability or something invisible... we view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong negative impact on someone's self-concept and well-being. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone's feelings, self-concept or reputation in a positive way."

(from 2010 The Ontario Curriculum Grade 1-8: Physical Education and Health, Ministry of Education for Ontario, pages 145-146)



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. This will include a discussion about the different jurisdictions and responsibilities of various levels of organizations and governments (i.e., local, regional, provincial and national levels). A flow chart to record these ideas would help explain the hierarchy of organizations and levels of government. Be sure to include the Supreme Court of Canada and Parliament as those jurisdictions will fit into the discussion on how levels of government are responsible for addressing issues. The "Notes for Parents and Teachers" at the end of this story has a brief review of the rights for homosexual individuals as concluded by the Supreme Court of Canada and the recognition of same-sex marriages in Canada in 2005.
- 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 all meet in the classroom and in the school; they can have assemblies; they can join clubs and teams, they can make friends and play with whom they like, girls or boys, without fear of insults, name-calling, teasing, bullying and homophobic comments). Discuss the words "homosexual", "heterosexual", "lesbian", "gay", and "homophobia" as they relate to being able to choose who you associate with or like as a friend or partner.
- Discuss the meaning of the word "discrimination" and use brainstorming or leading questions to find out the students' level of understanding. Talk about all kinds of discrimination that students might have seen or experienced, including discrimination based on culture, religion or sexual orientation. Make an anchor chart or web chart that has "discrimination" as its main focus and brainstorm what that might look or sound like. Make a second chart or web for the term "homophobia" and do the same.

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 to be used later for discussion and reference.
- Discuss the vocabulary in the text: on an anchor chart list 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 of the words with examples and record these on chart paper for student reference. This will especially important for English-as-a-Second-Language students or students with Individual Education Plans for language. Re-read the story to the class.



- Discuss with the class the similarities between One-eyed /Two-eyed Potatoes vs same sex friendships, and the Best Friends' Rule vs same-sex marriages or same-sex friendships. Talk about the laws and rules in Canada. What is the law today about same-sex marriages? Was it always this way? How did the law change and why? (See the Teacher Notes at the end of the book for more specific information.)
- Discuss with the class how the author used various literary techniques such as the use of personification, adjectives, rhyme, comparative adjectives, and sentences of various lengths/structures to create interest. Using lists, outline various examples of each from the story and have students think of other examples for each concept. Record these under the appropriate literary element.
- Discuss how students can deal with discrimination when it is directed at them (see examples from the **C2.2 Physical Education and Health: Personal Safety** curriculum listed above) 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 your own best friend without someone saying mean things, making fun of you, or excluding you 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.

- **Writing Response:** Using a “think-pair-share” approach and the brainstorming ideas from previous discussions, do a review of various literary techniques used in this story. Have students write down their ideas with respect to ending discrimination in their school. Using the literary tools of rhyme, personification, similes and/or mixed sentence length, have the students individually compose a short paragraph or poem to illustrate their message. These can be shared with the class using the specific Oral Communication expectations of Clarity and Coherence as well as Vocal Skills and Strategies of tone, pitch and volume (The Ontario Curriculum Grades 1-8, Language, 2006, 2. Speaking to Communicate; 2.3 and 2.5, page 95).

Projects:

- **Social Studies:** Have students work in pairs to develop a plan to address bullying based on discrimination towards having a best friend or partner that is the same sex. Students can reference the anchor charts created in earlier class discussions, their own notes or use appropriate sites on the internet to research. The plan should outline what the discrimination towards sexual orientation looks like and concrete steps that could be taken to correct it. This project could include a Visual Arts component in which the students create a poster to post outlining ways in which to stop bullying and discrimination.
- **Physical Education and Health: Personal Safety:** 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. 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. Larger projects can incorporate the use of components of the Visual 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

for Language, Social Studies, Physical Education and Health, Social Justice/Character Education: 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 have limits
- The responsibility to understand that rights and freedoms must not harm anyone but 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.)



Curriculum Objective: Grade 6

*Social Studies: B2 Inquiry:
Differing Perspectives on
Social Issues:*

- B2.2 Students will gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues.

Social Studies:

- B3.6 Students will explain why different groups may have different perspectives on specific social and environmental issues.
- B3.7 Students will describe some different ways in which citizens can take action to address social and environmental issues.

*(from The Ontario Curriculum 2013 Revised:
Social Studies Grades 1 to 6, Ministry of
Education for Ontario, pages 113-115)*

*Language: Reading for
Meaning –Analysing Texts:*

- 1.8 Students will make judgements and draw conclusions about the ideas and information in texts and

cite stated or implied evidence from the text to support their views.

*Language: Reading with
Fluency – Reading Unfamiliar
Words:*

- 3.2 Students will predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues...; syntactic (language structure cues...; graphophonic (phonological and graphic) cues....

*(from 2006 The Ontario Curriculum Grades 1-8:
Language, Ministry of Education for Ontario,
page 98 and page 112)*

*The Arts - Music: C1. Creating
and Performing:*

- C1.3 Students will create musical compositions for specific purposes and audiences (e.g....with a partner, compose a song to promote Canada to the rest of the world).

*Arts – Drama: B1. Creating and
Presenting:*

- B1.1 Students will engage

actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas... (e.g., adapt roles and develop improvised scenes based on human rights issues...).

(from 2006 The Ontario Curriculum Grades 1-8: The Arts, Ministry of Education for Ontario, page 124 and page 127)

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.
- Model, through Guided Writing techniques, how to construct a paragraph using a topic sentence, two or three sentences outlining points related to the topic and a closing sentence. Create an anchor chart to be used for reference in later writing assignments.
- Introduce (or re-introduce if you have used other books in this series) the concepts of a "charter" and "rights and freedoms", and brainstorm what rights and freedoms Canadians enjoy in this country. Retain these ideas on anchor charts posted in a central point in the classroom for further reference and discussion.

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 or thoughts on anchor charts to be used later for Writing, Social Studies or Music assignments.
- Discuss the vocabulary in the text: on an anchor chart list special 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 meanings of each of the words and record for reference. As an added treat, provide the students with samples of Maple Taffy, or have the class make their own "poutine". These activities may not be possible if you have students with food allergies or who have diabetes. Special safety precautions must be observed when students are around hot gravy, microwaves, or ovens.
- Review the map of Canada and locate the various places referenced in the story, such as, Ottawa, New Brunswick, and Saskatchewan. Discuss the regions in Canada where you might find polar bears, moose, lobsters, bison and cod, and label all these areas on the map. If your school is located close to Ottawa, a field trip to Parliament Hill and the Library of Parliament would help students understand the setting of the book. If this is not possible,

there are many wonderful websites which have beautiful illustrations of the nation's capital.

Assignments:

- **Writing Response:** Brainstorm using Guided Writing methods (using the charts generated during Preview activities) why it is important to have rights and freedoms in Canada. Have students write a paragraph stating their thoughts and feelings about this.
- **Writing:** Discuss the situation that happened on Parliament Hill when everyone was demanding that their rights were more important than any other. Have students answer Question 2, page 27, from the back of the book: "Why is it important to limit our rights in certain situations? Can limiting out rights make our society fairer and freer?"

Projects:

- **Social Studies:** Form debating teams of 5-6 students. Pick one "right" from the story and have one team argue for no limits on this right while the other team argues for limits in certain situations.
- **Social Studies and The Arts:** Have students discover the Prime Ministers of Canada, starting with Sir John A. Macdonald to the present day (as of 2015, there have been 22 different Prime Ministers). Students can work individually or in partners to create a dramatization of one of these Prime Ministers, complete with period costume, manner of speech, and one important issue that they brought forward to help mold Canada into the country it is today. Students present these dramatizations to the class.
- **The Arts – Music:** Go to <https://www.youtube.com/watch?v=JaRH4WqTQ4> and download the song, "Who We Are" written by Scott Paterson and performed by Scott Paterson and John Warner. Teach the song to the class. Have students work in partners or groups of three to write their own verses to the song which can be performed for the class, parents or the school.

