

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

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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



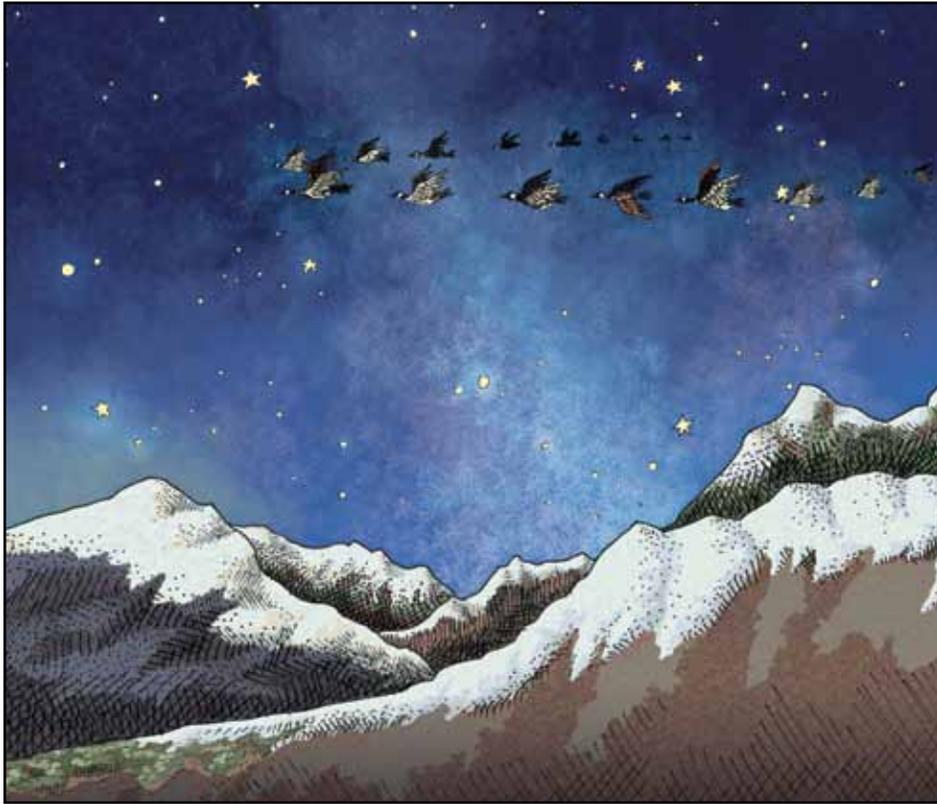
story. How would the story be different if written by the crows? What other perspectives are possible in this story? Build a reference anchor chart with the students for later creative writing tasks.

- 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?





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.



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