

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

Story by Dustin Milligan, DC Canada Education Publishing; Ottawa, Ontario 2013

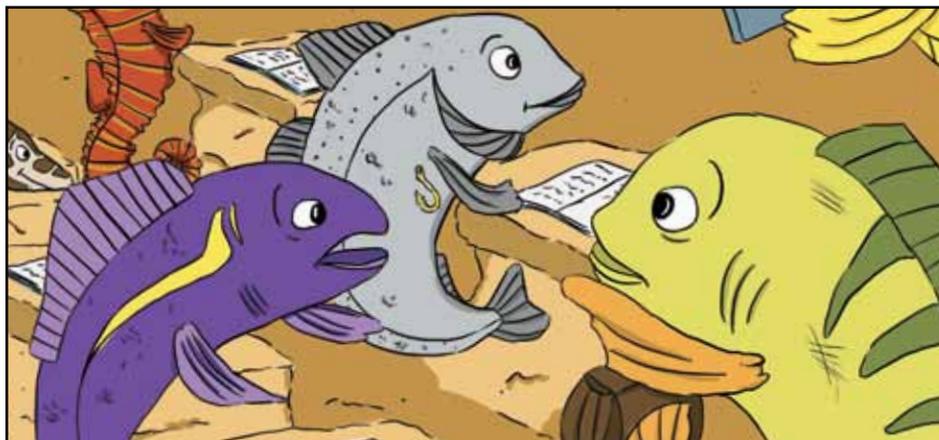
Lesson Plan developed by: Francesse Kopczewski, OCT, Ottawa, Ontario 2013

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 their 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.
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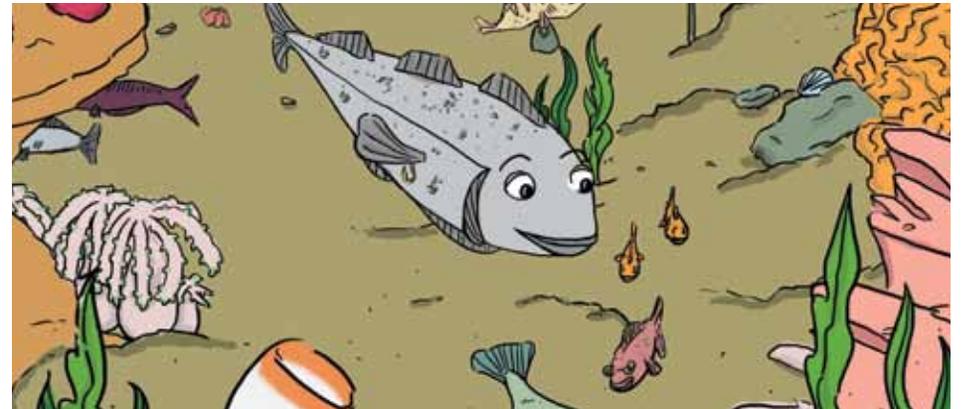


Projects:

- **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

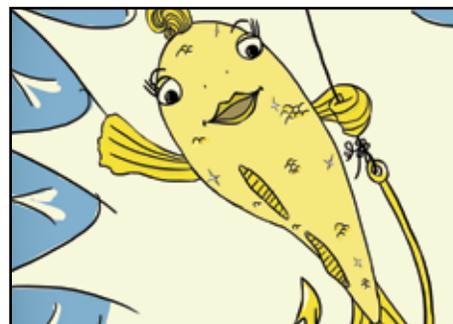
Curriculum Grades 1-8: Language 2006 (Revised), Ministry of Education for Ontario, Grade 5, page 100). Using direct guided instruction, demonstrate the method of taking jot notes and recording sources of information. Have students work in pairs to practise this skill using the internet and library resources.

- **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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