

The Charter for Children: In the Hoofsteps of Emooly Murphy

Lesson Plan for Language Arts, Social Studies, Social Justice and Character Education: GRADE 6

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

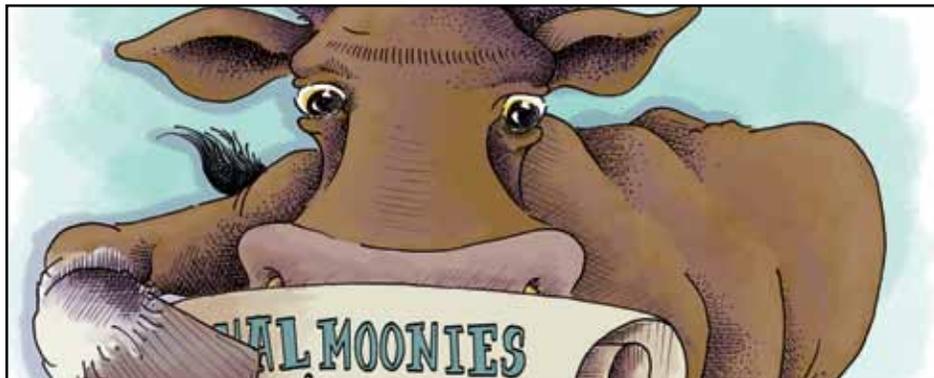
Lesson Plan developed by: Francesse Kopczewski, OCT, Ottawa, Ontario 2013

FOCUS: The Canadian Charter of Rights and Freedoms

What issues are being addressed in this book?

THE RIGHT FOR BOYS AND GIRLS TO BE TREATED AS EQUALS

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



Curriculum Objective:

Social Studies:

- **A1 Application:** Diversity, Inclusiveness, and Canadian Identity Grade 6
- **A1.3** 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 labour organizations, or 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...)
- **A3.8** Students will identify and describe fundamental elements of Canadian identity (e.g., inclusiveness, respect for human rights, respect for diversity, multiculturalism, parliamentary democracy, constitutional monarchy, bilingualism, three founding nations, universal health care)

from 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page 121 and page 123)

Curriculum Objective:

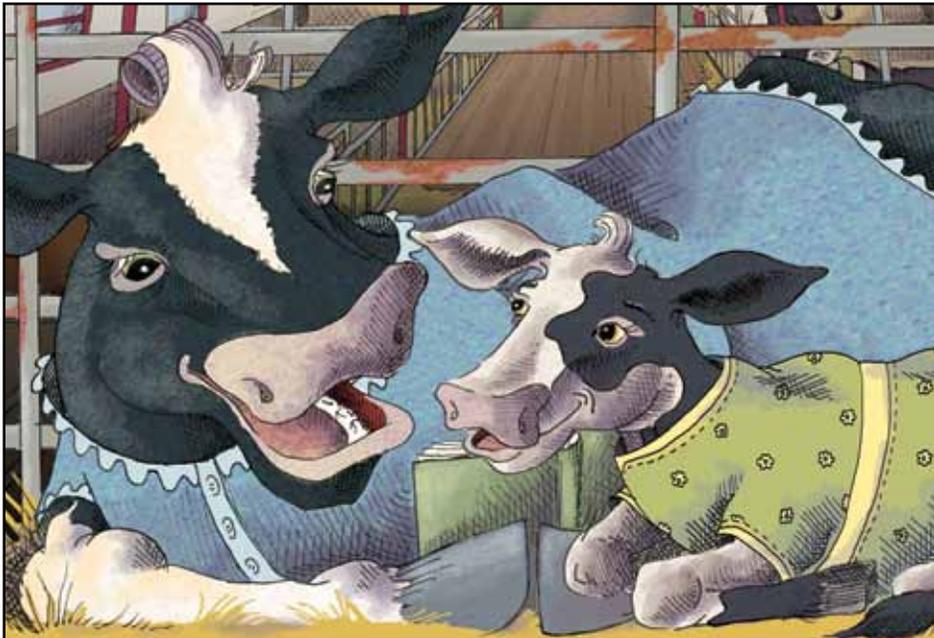
Language: Writing Grade 6

- **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

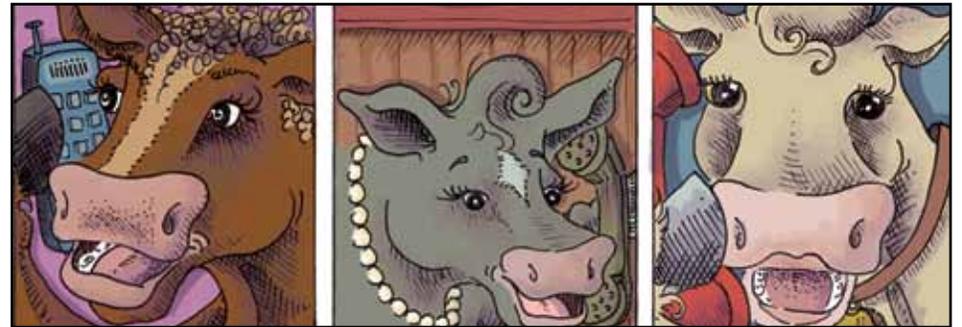
- Read the story *In the Hoofsteps of Emooly Murphy* to the class using Read Aloud and Shared Reading techniques; record questions and ideas generated as the book is read and use these anchor charts for later discussions. Discuss the point of view in this book and summarize the main idea.
- Review the 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)



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.
- Science and Technology:** 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.
- Technology and Language Arts (Oral and Writing):** Have students work in pairs or in groups of three to investigate different perspectives on the experience of other groups in Canada that have struggled to gain equality (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: Ontario Social Studies Curriculum, 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.



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