

# The Charter for Children: A Large Jaw in Moose Jaw

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

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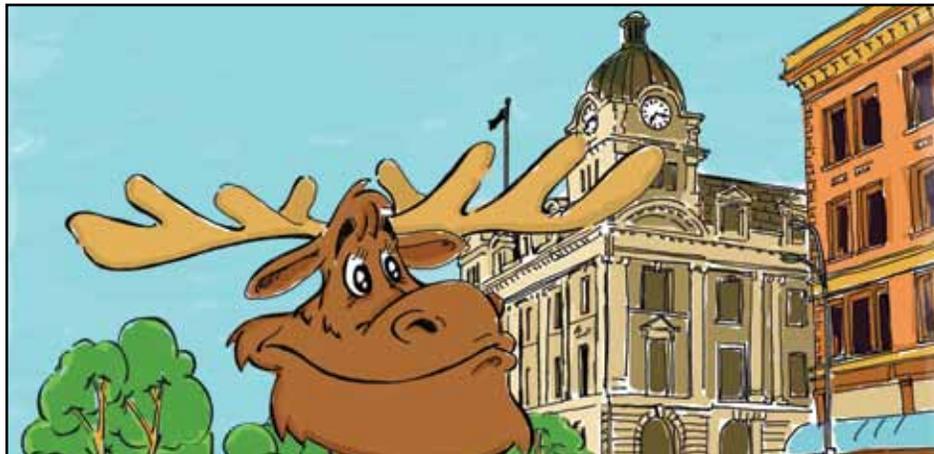
## FOCUS: The Canadian Charter of Rights and Freedoms

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 treatment... are they the same?
- **Rights and Freedoms in Canada:** The Canadian Charter of Rights and Freedoms, Section 15(1)

*\*Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on...mental or physical disability (\*Canadian Charter of Rights and Freedoms, s 15(1), Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11)*

- How to effect change (people's voice, media, peaceful protests, boycotts)



## 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 2013 The Ontario Curriculum: Social Studies Grades 1 to 6 Ministry of Education for Ontario, page120-123)*

## 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 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page115)*

## Preview:

- In the weeks leading up to this unit, 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 the opportunity arises. Use the rich new words in daily lessons and reference them 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. 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)

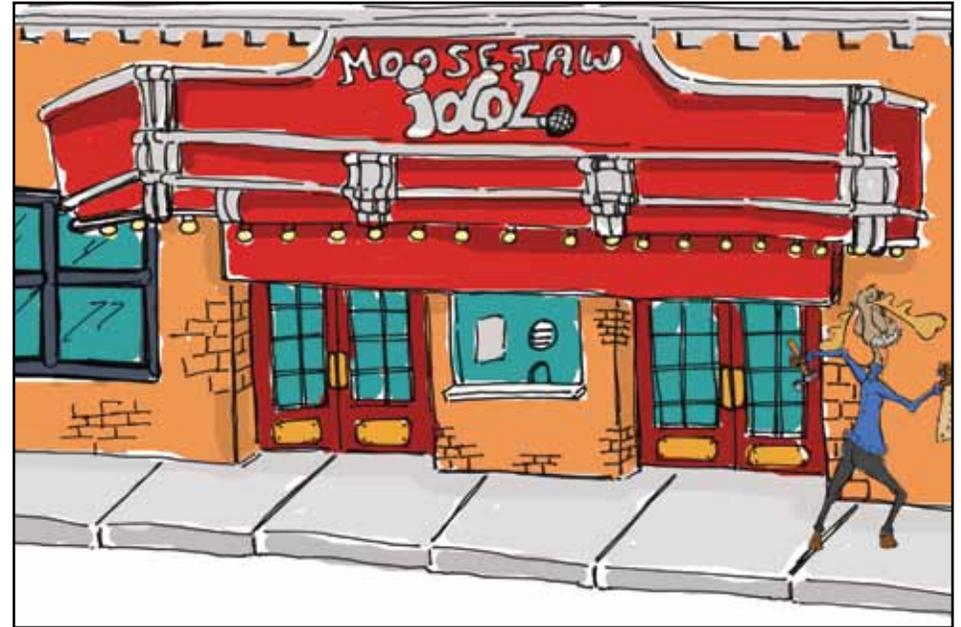


## Activation of Learning

- 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 (reference the Ontario Curriculum in Science and Technology for research).
- Explore the concepts of "equal" and "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".
- 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* is 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?

## 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). 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 (reference the Ontario Curriculum, The Arts, Grades 1-8, 2009, page 127).
- **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). 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, (reference the Ontario Curriculum, The Arts, Grades 1-8, 2009, page 127).
- **Technology:** Research the music of rhythm and blues musicians in the 1930's, 1940's, 1950's and 1960's with regard to equality and unfair treatment (reference the Ontario Science and Technology curriculum document). Have students write an essay on the musician of their choice with regard to their struggles and their career, using *The 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.
- **Technology:** Have students 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 writing research assignment.
- **Language & Technology:** Have students 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, Social Studies, Technology:** Have students research various cultural or religious groups to determine their contribution to our Canadian identity. How has this helped or hindered Canada being an "inclusive society"?
- **Visual Arts:** Students will create a model of "The Canadian" using his/her research and background information. This fictional character will be either a sculpture or painting, showing shadow design.



## 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.

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