

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

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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 1 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
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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"!

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