

The Charter for Children: Bario LeBlieux

The Right to Be Taught in French or English

Lesson Plan for Language, Social Studies, Physical Education and Health, Social Justice/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 BE TAUGHT IN FRENCH OR ENGLISH

- The right to protect and promote both French and English heritage in Canada
- The Canadian Charter of Rights and Freedoms: (The right) "to preserve and promote the two official languages of Canada, and their respective cultures, by ensuring that each language flourishes, as far as possible, in provinces where it is not spoken by the majority of the population". (Canadian Charter of Rights and Freedoms, s 23, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11).
- The right to be educated in French or English



Curriculum Objective: Grade 6

Social Studies: A3
Understanding Context: The
Development of Communities
in Canada

- A3.3 Students will identify various types of communities that have contributed to the development of Canada (e.g., the founding peoples – First Nations, Inuit, Métis, French and British...).
- A3.4 Students will describe significant events or developments in the history of two or more communities in Canada (e.g., First Nations: arrival of European explorers, the fur trade, the reserve system, the Indian Act, residential schools; French Canadians: expulsion of the Acadians, loss of the Battle of the Plains of Abraham...).

(from 2013 *The Ontario Curriculum: Social Studies Grades 1 to 6*, Ministry of Education for Ontario, page 122)

Physical Education and
Health: Movement Strategies:

- B2.1 Students will demonstrate an understanding of the basic components of physical activities

(e.g., movement skill games, game structures, basic rules and guidelines...).

(from 2010 *The Ontario Curriculum, Grades 1-8: Physical Education and Health*, Ministry of Education for Ontario, page 156)

Language, Reading: Reading
for Meaning:

- 1.3 Students will identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons...).
- 1.9 Students will identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented).

(from 2006 *The Ontario Curriculum Grades 1-8: Language*, Ministry of Education for Ontario, pages 111-112)

Language, Writing: Organizing Ideas:

- Students will identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance).

(from 2006 The Ontario Curriculum Grades 1-8: Language, Ministry of Education for Ontario, page 114)

Preview:

- Discuss the importance of education as a way to teach students about their culture and language. Do a tally chart or bar graph to show how many students in the class speak different languages at home or with their extended families. Brainstorm how difficult it would be to have all the signs, books and conversations in another language not familiar to the students. Put these ideas on chart paper.
- Using Guided Writing strategies, model how to construct an essay using a topic sentence and opening paragraph, two or three paragraphs outlining points related to the topic and a closing paragraph. Use strategies such as an outline and order of importance for the ideas generated in the above brainstorming session to model writing a four-paragraph essay, complete with a conclusion paragraph. Create an anchor chart with important questions the students can ask themselves (e.g., "What is my topic?", "What are the most important points I want to include?") to be used for reference in later writing assignments.
- Introduce the concept of "bilingualism" and what that means in Canada. Why is it important that we learn both English and French? Why is it important for other cultures to also retain their languages and culture?



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 Writing, Social Studies or Music assignments.
 - Discuss the French vocabulary in the book, focusing on meaning. On an anchor chart list special phrases used in the story. Discuss with the class the meanings of each of the phrases. This would be an excellent collaborative activity to do in advance with the Core French teacher, who could use the dialogue in the story for role-playing and drama activities. Re-read the story to the class.
 - Discuss how important speaking in French was to Bario, his parents and his grandfather. Record these ideas for the class on chart paper and visually link them with evidence from the story. How did Bario gain the right to have his classes in French at school (e.g., petition, phone call to the Schoolberry Board, discussions with friends and other French-speaking neighbours, researching through books/websites, tuning into French radio and television). List these on a web chart or flow chart showing the steps he took.
 - Looking at the history of Canada, discuss how First Nations people might have reacted to the arrival of European explorers and settlers; how they might have felt about the reserve system and the Indian Act; how they would have felt about residential schools where native children were removed from their families and were severely punished for speaking their language. Record these historical events on chart paper to help generate questions and to explore how Canada has changed to become an inclusive society.
 - Discuss the conflicts between English and French settlers beginning with the expulsion of the Acadians which led to the ultimate expulsion and demise of the Acadian French-speaking population. Continue exploring this conflict by discussing the conflict for land and power leading to the French losing the Battle of the Plains of Abraham. What is the current language situation in Quebec, Ontario and the rest of Canada? What is the Quebec Language Law and why did Quebec feel that it was so important to pass this law? What is the current status in our educational system to help preserve the right to learn French and English in our schools?
 - Discuss how the author uses different personalities in the story to present different points of view. Record on chart paper some of those characters (e.g., Don Berry = Don Cherry, a controversial sports broadcaster; Sidney Crosby = Sidney Crosby, a famous talented hockey player; Hayley Wickenberry = Hayley Wickenheiser, five-time Olympian and recognized as the best female hockey player in the world; The Stemley Cup = The Stanley Cup, the ultimate prize for NHL hockey players).
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Assignments:

- **Reading Response:** Have the students write about their culture, traditions at home and the importance that their family places on retaining their customs and beliefs. Students can include special activities or events that make their culture special to them.
- **Writing Response:** Brainstorm using Guided Writing methods (pose questions to generate ideas, provide prompts to extend thinking) why it was important that Emma and Bison Cummings stood up for the bison wanting to play other sports. Using a key visual plus anchor charts from class discussions, have students write about why they feel it is important to stand up for one's right to be taught in English or French, and to stand up to defend this right for others. This writing should focus on identifying the main idea of their writing, and ordering the supporting details into units that will form the outline for a multi-paragraph essay.
- **Writing Response:** Have students choose one of the historical events that you have discussed during the Activation of Learning lessons and write an opinion piece based on a certain point of view. By reviewing the events discussed using the chart paper notes and looking at the different points of view available, this will help clarify the assignment. An alternative writing assignment could be given where the event is chosen for the students (e.g., residential schools) and the points of view are discussed in advance (e.g., from the point of view of the teachers, of the government, of the native children, or of the families of these children). Having other research material, articles and photographs available for the students is recommended.

Projects:

- **Social Studies:** Have students do research on how many bilingual signs they see in their school or community and record or draw these for mounting on poster boards. As an extension of this assignment, discuss how the students could make their classroom or school a more bilingual place. Students could add translations on index cards to be posted beneath English or French only signs throughout the school. This project could be undertaken in partnership with the Core French or French Immersion teachers.
- **Physical Education and Health:** Have a discussion about the structure of the game of hockey, some of the key rules and penalties, along with some of the key movement skills necessary to play the game. Teach some of the key movement skills during gym classes using floor hockey equipment, observing all safety guidelines. Have students form teams of five or six players, or create the teams in advance to balance the playing levels. Introduce specific rules to encourage participation, such as the puck must be passed to all players before it can be shot at the net. Students will collaborate on choosing a name for their team, team colours, a team song or cheer and a team sign that is bilingual. Teams can play during gym class on five minute rotations or this can take place as a round robin house league tournament that is refereed during recess breaks.
- **Language Arts: Oral Communication: 2. Speaking to Communicate:** As an extension to the Reading Response assignment listed above, students will create oral speeches no longer than three minutes long about their culture, traditions and language. A web map and ordering key points with a ranking grid should be used to help in the writing process. Students may bring visual aids such as images, photographs, costumes and cue cards to enhance or help them with their oral presentations.

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