

# The Charter for Children: Anne of Green Tomatoes

## The right to be safe and secure

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 BE SAFE AND SECURE

- Unfair or unequal treatment
- Bullying and the use of intimidation to gain control over people
- "Security of the person" as defined in *The Canadian Charter of Rights and Freedoms*
- Physical and psychological harm
- Rights and freedoms in Canada: ("Everyone has the right to life, liberty, and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice." *Canadian Charter of Rights and Freedoms*, s 7, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982 (UK), 1982*, c 11.)
- How to affect change in society (protests, media, boycotts)
- The right in Canada to a safe environment



### Curriculum Objective: Grade 6

*Social Studies: Canada's Interactions with the Global Community*

- **A 1.3** 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 of advocacy organizations...) 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 Civil Rights Code....)
- **A2.2** Students will gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs...) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

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

### Curriculum Objective: Grade 6

*Language: Writing, Developing and Organizing Content*

- **1.4 Classifying Ideas:** Students will sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- **1.5 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)

*Language: Media Literacy, Understanding Media Texts (Point of View)*

- **1.5** Students will identify whose point of view is presented in a media text, identify missing or alternative points of view and, where appropriate, determine

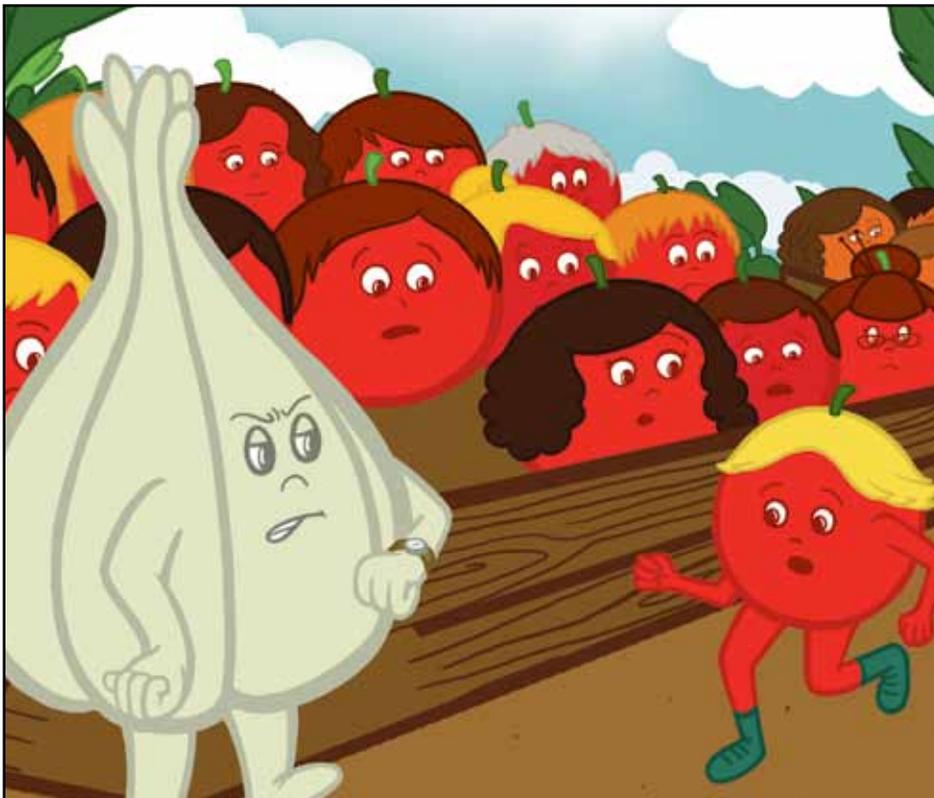
whether the chosen view achieves a particular goal...Teacher prompts:

"What biases or stereotypes can you detect in this advertisement?"

(from 2006 *The Ontario Curriculum Grades 1-8: Language, Revised 2006*, Ministry of Education for Ontario, page 114 and 118)

### Preview:

- Discuss with the class the concepts of "bullying", "physical harm", "psychological harm". Write the words and their meanings on an anchor chart to be used for reference.
- Through Guided Writing lessons, demonstrate the ways to organize information in order to write about it (e.g., use of a T-chart, flow chart, timeline, graphic organizer, point form, outlines). Discuss ways that information can be organized to form a structured, multi-paragraph piece of writing, such as making an outline, jot notes, using a raking grid, and create key visuals to guide the students in later writing assignments.
- Discuss the concepts of "inclusive", "multiculturalism" and "advocacy". Add these to a vocabulary list that the students can refer to in the classroom. Use this anchor chart when explaining or discussing aspects of this book.



### 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 discussion and reference.
  - Discuss with the class the theme that Anne and the other green tomatoes have to be "changed" or "modified" to be acceptable to "the market". Was this fair or right? How was Anne made to feel when she was painted red? How did she and the other tomatoes feel being put on the bottom of the basket of tomatoes?
  - Discuss what experiences newcomers might have when first coming to Canada? What experiences might the students in the class, their families, or their grandparents have had when coming to Canada? How have these groups and cultures contributed to the idea of Canada as an "inclusive" country or have contributed to Canadian identity? What other groups have made significant contributions (e.g., First Nations, English and French as founding nations, Chinese labourers in the building of the transcontinental railway, Irish and Italian workers in building the canal systems on the Great Lakes.) Record these ideas, thoughts, and experiences on an anchor chart highlighting each culture for writing assignments or a creative project (see below). Brainstorm how students can create an inclusive atmosphere in their classroom, in the school and in their communities. Part of this discussion will focus on various cultures and people.
  - Introduce the *Canadian Charter of Rights and Freedoms*, Section 7 (see above under FOCUS) and discuss how the Charter helps Canadians to feel safe and secure in Canada? What are the two major components of feeling secure? (safety from physical harm and safety from psychological harm such as mental stress, anxiety, loss of imagination).
  - Stimulate discussions with the class what the concept of "advocacy" means and how this helped the green tomatoes to feel safe and secure. (Teacher prompts: In the story, Anne and Diane gathered sunflower oil from the sunflowers. In this instance, how would you describe the role the sunflowers played in helping the green tomatoes feel safe and secure? (e.g., helpful, useful, supportive, as advocates). In what way are some organizations in our community or in Canada advocates in helping newcomers to be included? (e.g., community groups, government-funded immigrant associations, Citizenship and Immigration Canada [language classes, help finding a job, filling out forms, finding community services such as mentoring], school support groups, commercial enterprises such as banks, lawyers, translators, accountants, and other advocacy groups who offer services to help if there are cultural or language barriers). Create key visuals to support and record the discussion.
- .....

- Present a collection of oral stories, songs, paintings, books written about two specific communities, or archival collections regarding two distinct communities in Canada and ask the students what type of information they can get from these sources. Use these sources and points from the discussion to examine with the class the different perspectives of the two communities using a T-chart.

### Assignments & Projects:

- **Writing Response:** As a writing response, students can write about a time when they felt that they didn't fit in with others who made them feel unacceptable in some way; through appearance, actions, knowledge, language, or culture. How did this make them feel? What could have made a difference to make them feel more included?
- **Writing Assignment:** Students will organize the information and ideas generated in class discussions to write a 4-paragraph essay on the main idea of Anne of Green Tomatoes using an introductory paragraph stating the main idea and three additional paragraphs using three details from the story (one supporting detail per paragraph) to support their writing. To do this, they will need to demonstrate a particular strategy for organizing their writing, such as an outline, personal jot notes, a ranking grid, or a web as a few examples.
- **Language: Media Literacy; Understanding Media Texts, (Point of View 1.5)** Using magazines or flyers, have the students study the advertisements and identify whose point of view is being presented. Using a list of questions, have the students work in pairs or groups of three to answer questions about the ads. ("Are there any other points of view to be considered? What goal did the advertiser have when making this advertisement? Do you think they achieve their goal? What biases or stereotypes are being presented in this advertisement? How do you feel about the messages or stereotypes being presented? If you don't like it or don't agree with the stereotype, what can be done to change this?") (reference The Ontario Curriculum, Grades 1-8: Language, 2006 Revised, page 118). Students can present their findings orally or as a slide show presentation.
- **The Arts, Drama: B1.1** 'Students will engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (e.g., adapt roles and develop improvised scenes based on human rights issues and/or environmental issues...' (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 (Revised), page 40). Students will re-create the Anne of Green Tomatoes book as an assembly for primary students in their school. Use the information gathered previously to help students get into their assigned roles in presenting

and acting out the issues in this book. For a more in-depth focus on integrating this book into Drama, students will write about their experiences after the performance using any of the suggestions in the curriculum document cited below: The Arts, Drama: Reflecting, Responding and Analysing, B2.3: Students will identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., write a journal entry about a new strategy they have learned; write a letter to a new student about how to cope with stage fright; respond to interview questions about their growth and development; explain to the teacher how they collaborated and contributed to the group work of developing, planning, and designing a drama). Teacher prompts: "What advice about acting would you give a student who is new to drama?" "What are some important skills people need to work in drama?" "Describe your own strengths in drama." (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 Revised, Drama: B2.3, page 125).

- **The Arts, Visual Arts: Reflecting, Responding and Analysing 2.1:** Have the students examine carefully the techniques used by the Illustrator, Jasmine Vicente, to convey emotion, thoughts, and actions on the part of the characters in the book such as use of lines, facial expression through various eye/mouth treatment, use of colour, and/or body positions ("Students will interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey... [Teacher prompts: 'How does the artist convey a particular emotion through this art work?' 'How does each comic style use facial expression, body language, and colour to express emotion?']") (reference The Ontario Curriculum, Grades 1-8: The Arts, 2009 Revised, Visual Arts: 2.1, page 129).

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