



Lesson Plan 2: Charter of Rights and Freedoms

Connections

Lesson Title:	Charter of Rights & Freedoms	Grade Level:	5	Date:	2005/2006
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Subject Areas:	<input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Fine Arts <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Socials <input type="checkbox"/> PE/Health <input type="checkbox"/> PP <input type="checkbox"/> French				
*Previous Lesson:	*Next Lesson:				
* Refers to lessons or exercises used by contributing teacher, not specifically to ones present yet in this manual					

SETTING THE SCENE

Theme:	Governance: levels & responsibilities of government
Goal (objective):	To understand individual rights and freedoms of Canadians in terms of equality and fairness, by considering how to address the corresponding needs of individual inhabitants of the seaquarium.
Activity:	Read & discuss Charter of Rights & Freedoms (whole class); translate these to Seaquarian Worksheet (individual work); use these to construct Seaquarian Charter Document including national symbols (group work); create bulletin board display (whole class).
Connecting to Experience:	Observations of animal behaviour in the seaquarium through daily data collection by marine teams. Could also equate to needs of an organism compared to human needs (to draw link to health and science curriculum such as Human Body Studies).
Initial Question:	What do we do about an aggressive <i>Pandalus danae</i> (Dock Shrimp)?

The Lesson

Materials Required:

- Canadian Charter of Rights & Freedoms (CCRF) Documents
- "Seaquarian Charter of Rights & Freedoms" worksheet (attached, teacher made)
- Display Material: poster paper, scissors, markers, drawing paper, glue sticks, etc.

Procedure:

introduction:	Review discussions of the school's behaviour expectations in terms of Rights and Responsibilities; revisit the previous days discussion of the Responsibility Report regarding the behaviour of the prawn.
body:	Each student provided with a document of the CCRF and Seaquarian worksheet; read and discuss the CCRF together; ask students for examples of how we can state a similar rule for creatures in our seaquarium (Think, Pair & Share; their examples will indicate if they understand the particular subsection);
close:	For guided practice, fill out one subsection of the worksheet together. Students will then work independently for the remaining sections. Worksheet should be completed for homework, which also provides the opportunity for discussion at home (to further the student's comprehension and allow the parents/guardians to consider our charter in a new way).

Student: (Discussion) related to goal, metacognitive or thinking about your thinking, new ideas.

All very proud of their projects (everyone kept them); students all appreciated the very different approaches taken by each group, and the different strengths contributed by different group members; as a class, they came to realize that the prawn was behaving in an appropriate way to fulfill its own needs, but that this was adversely affecting the needs of others in the seaquarium community.

What do you think now?

The prawn is too big and aggressive for our seaquarium and needs to have its needs met in the open ocean.

Teacher: Where do we want to go from here? Future Directions and Strategies to get there. Variations, lead up.

Consideration for how well the following PLOs were met:

Applications of Social Studies

- gathers and records information from a variety of primary and secondary sources
- develops alternative interpretations from varied sources

Politics and Law

- demonstrates understanding of equality and fairness in Canada with respect to the Charter of Rights and Freedoms, the B.C. Human Rights Code, and the Ombudsman Act

Earth and Space Science

- describes potential environmental impacts of using BC's living and non-living resources

Visual Arts (Context-Creating/Communicating)

- demonstrates ability to collaborate to develop a display for the school or community

Future Directions:

Look at responsibilities of other levels of government (e.g. Compare CCRF to the B.C. Human Rights Code (provincial)).

Supplementary Notes - Charter of Rights and Freedoms

This lesson was inspired by marine team observations.

Getting students set to learn

Review -- Review discussions on Rights and Responsibilities within the class and school. Discuss the Responsibility Report filled out for the large shrimp (prawn) and its behavior in the Seaquarium.

Anticipatory Set -- We will look at the rights and freedoms that are guaranteed to Canadians and create a charter of rights and freedoms for the creatures in our marine tank.

Objective -- Specific objectives from the PLO's.

Instruction

Input and Modeling -- Each student has a document, Canadian Charter of Rights and Responsibilities and a worksheet, Seaquarian Charter of Rights and Responsibilities. The worksheet includes the subheading from the Canadian Charter and Blanks for the descriptor that comes after each heading. Read through the charter together.

Checking for understanding

Checking Understanding -- Ask the students for examples of how we can state a similar rule for the creatures in our seaquarium. Their examples will indicate if they have the gist of the particular subsection. For some subsections students will turn to their partner and tell them their idea and then share their ideas with the class.

Guided Practice -- After reading the whole charter and discussing examples for many of the subsections, the students will have time to write their own ideas on the worksheet provided. This will provide a way to assess individual comprehension of the ideas discussed and read.

Independent practice

The worksheet is completed for homework. There is opportunity for discussion at home that furthers the student's comprehension and allows the parents/guardians the opportunity to see our charter in a new way. In class a follow up lesson is to provide time and materials for each group to develop a document of the Seaquarian Charter of Rights and Freedoms for display in the hall by the Seaquarium. Prior to this, however, a lesson on the Canadian Coat of Arms (present on our Charter), the Canadian flag, and the Parliament Building, will help students think about the symbols they will choose to be representative of the inhabitants of our Seaquarium.

GRADE 5 PLOs for this lesson

SOCIAL STUDIES

Applications of Social Studies

- gathers and records information from a variety of primary and secondary sources
- develops alternative interpretations from varied sources

Politics and Law

- demonstrates understanding of equality and fairness in Canada with respect to the Charter of Rights and Freedoms, the B.C. Human Rights Code, and the Ombudsman Act

SCIENCE

Earth and Space Science

- describes potential environmental impacts of using BC's living and non-living resources

FINE ARTS

Visual Arts (Context-Creating/Communicating)

- demonstrates ability to collaborate to develop a display for the school or community

Seaquarian Charter of Rights and Responsibilities worksheet

Rewrite the following items from the Canadian Charter of Rights and Freedoms in your own words regarding the rights of the creatures in our Seaquarium.

1. Guarantee of Rights and Freedoms:

2. Fundamental Freedoms:

3. Democratic Rights:

4. Mobility Rights:

5. Legal Rights:

6. Equality Rights:

7. Official Language of Seaquaria:

8. Other observations:

Seaquarian Charter of Rights and Responsibilities

Organizational chart:

Marine Team: _____

Share ideas with your group. Determine who will take what sections of the charter to write up for your charter:

Name	Section of Charter
_____	_____ _____
_____	_____ _____
_____	_____ _____
_____	_____ _____

Art Duties:
Coat of Arms: _____ Flag: _____

Seat of Government: _____ Banner Images: _____