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### SUBJECT/Grade: Canadian History Since World War 1 Suggested Time 75 min

### COURSE/Type/Code: Grade 10 Academic History

LESSON TITLE: *Why is the Charter of Rights and Freedoms Important and How does it work to serve Canadians?*

LESSON Description: The lesson will use the Charter of Rights as Freedoms to engage students in thinking critically about the human rights and freedoms that Canadians are entitled too. Topics will be introduced through different activities using a various literacy mediums in attempt to engage varied learning styles. Through group work, collaboration with peers, listening, note taking and research students will learn historically how the charter of rights and freedoms came to pass and how it works to protect the rights and uphold the freedoms of Canadians. All of these activities build upon the skills necessary to complete the final culminating assignment, which is choice based group presentation. Working within groups students must decide how they would like to present a case study that was informed, influenced by the charter of rights and freedoms.

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| Planning Information: | |
| Enduring Understanding/Learning Goal  *- Introduce the idea concept of freedoms and rights to students. To foster critical thinking in students.*  *-Develop collaborative, team building skills through group work. Students start to understand the idea for varying perspectives with regards to certain issues- preparing them to carry out a potential debate, in they so choose to do in their summative activity – Make abstract connections between current events and the charter of rights and freedoms* | |
| **Expectations**  **Overall expectations**  *- Students should be able to explain how local, national and global influences have helped shape Canadian identity*  *-Analyse the impact of external forces and events on Canada and its politics since 1914*  **Specific Expectations**  *-**Explain why the federal government has tried to promote a common Canadian identity, and how it has done so?*  *-Identify contributions to Canada’s multicultural society by regional, linguistic, ethnocultural and religious communities*  *-Assess the development of Canada’s role as a world leader in defending human rights since World War 11* | |
| **Prior Knowledge Required**  *-Students will have had a lesson on how to conduct effective and efficient research. At least two lab periods have already taken place giving students a foundation for how to look efficiently for information. (We would have gone over the definition of plagiarism and copy right law in a prior lesson)*  *-How to write a persuasive and argumentative paragraph will have already been gone over. Effective listening strategies and note taking skills*  *- Content wise- students have knowledge of the years leading up to the founding of the Charter of Rights and Freedoms-Analytical, critical thinking skills would have been developed and practiced over other historical events etc.*  *-The homework prior to this introductory lesson was giving students various resources / links to read through Charter of Rights and Freedoms. The students were asked to find articles specifically related to issues of social justice, for example articles on First Nations, women, and individuals in society who have typically been “othered”. In addition to reading thought he charter students were also asked to find an article online or in the newspaper that relates to the Charter. For example an instance where the charter was invoked in a legal case to defend a person’s right. If a student is unable to access the internet they were allowed to write to out an example scenario, historical event that could potentially relate to the charter* | |
| **Resources** *(for items in appendix, indicate with asterisk)*    **- \*Lyrics to song “ In the Beginning” by Canadian musical artist K ‘naan**  http://www.allthelyrics.com/forum/lyrics-request/41126-knaan-in-the-beggining-lyrics.html    - *All About Law: Exploring the Canadian Legal System.* Gibson, D Et al. Toronto: Nelson, 2003    - Online Resource: *United Nations Association of Canada: For Educators (no author provided)*  [***http://www.unac.org/learn/wrld/lesplan/lesso/session3.htm***](http://www.unac.org/learn/wrld/lesplan/lesso/session3.htm)  -The Ontario Curriculum Grades 9 and 10 *Canadian and World Studies Revised* 2005  ***-\**** Four Corners Activity  -\* Three- Two – One Activity | **Agenda**  *-Welcome (enter the classroom while a the K’naan song “In the Beginning” is playing)*  *- Rights and Freedoms Activity (Debrief)*  *-Practice Effective note taking (me speaking)*  *-Break off into groups*  *-Group Work News Article Match Up*  *-Present Information from Activity*  *- Wrap up Homework/ Question about Summative assignment / homework etc.* |

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| Teaching-Learning Sequence & Strategies/***Minds On***  See APPENDIX for Teacher O/Hs & Learner H/O’s | |
| **Stage 1 - MENTAL SET / SHARING EXPECTATIONS** *(introductory hook for lesson, written in full)*  *-****The song*** *“In the Beginning” is playing as students take a seat. Lyric sheets are waiting on the desk for students to*  *-****Think- pair- share*** *and take a look a . This song specifically was chose as it showcases a genre of music (hip hop) that speaks to students. Introduces thematically the idea of freedom through the medium of music – a medium many high school students relay on for information during their leisure time etc.*  *-****Opening circle –*** *Go through agenda (written on the board) with the class. (Physically have the desks in a u shape or turn our chairs around to face each other) – talk about the song in particular the verse beginning with “its better to…” to introduce the idea of Freedom and what it means to be free. Ask students if they feel comfortable sharing times where their freedom was either up held or infringed upon*  *-Activity- students in the circle play the* ***pen game*** *–* ***Goa****l- to successfully pass a pen around the group seated in a circle.* ***Purpose****-To demonstrates to students how rules or laws are made without consulting all people lead to unfairness, injustice and often violence.* ***Set Up****- explains to the class that the rules of the game will not be explained*. *Begin activity by passing the pen to the first student. Every so often tell that student has broken a rule, the broken rules are arbitrary intended only to frustrate the students as the rules don’t make sense and keep changing. For example you have to say “thank you” every time you pass, or you must pass the pen from its tip etc.*  -***Debrief******of Activity*** *– Ask questions: What mistakes were made? What were the rules of the game? Why was this unfair? Who is to blame for the errors the participants or the facilitator? How should the game be changed? How can the game be changed to be more fair and just?*  *- On the board I make a* ***mind map*** *of students answers to the following set of questions: What are human rights? What is the difference between a right and a freedom? Brainstorm ideas. Transitions into the introduction of the Charter of Rights and Freedoms*  *(United Nation Association of Canada: for Educators)* | |
| Stages 2 to 5 - INPUT / MODELLING / CHECK for UNDERSTANDING / PRACTICE*/Action* | |
| *Optional:*  *20 min*  *20 min*  *15 min* | *- Using their notebooks while still sitting in the circle formation I will introduce through the example of the pen game how the Charter of Rights and Freedoms came to be.* *-My body language and physical presence is always turned towards the class, I will assist students in their note taking skills by writing important key point on the board explaining that effective note taking is an essential skill in university. You will often have professors talking a mile a minute important to decipher what is valuable in a lesson to record. When not writing on the board I will circulate around the room and the circle desk formation, making eye contact and noticeably looking for and encouraging student engagement*  - ***I will explain*** *after World 11 and the formation of the United Nations a group of some fifty countries got together and agreed on the Universal Declaration of Human Rights – a universal document that lists the rights that each person has. Canada has a special involvement with the UDHR as a Canadian named John Peters Humphrey from New Brunswick wrote the first draft of the declaration.*  *-Some countries like Canada have been influenced by the UDHR to make their own laws. Canada has done this through the founding of the Canadian Charter of Rights and Freedoms (1982) and the Canadian Human Rights Act.*  *- As well there are also two international treaties based (Ask students is they know what a treatie is) Write definition on the board. Explain that once a country has signed a treatie they are bound to them. Some of Canada’s treaties are on political, economic, social and cultural rights.*  *-* ***Explain*** *that human rights come in different sections / categories but together they are all equally valuable*  *- Ask students from the homework (read through the charter of rights and freedoms) What are some of Canadian’s different rights and how do they translate into law? Thank the class for whatever answers we were able to generate together*  *-Answers I am looking for: I will have these prepared and written out before class on colored chart paper- I will now post this Chart which will read: Political Freedom (right to vote), Civil Rights (right to freedom of opinion), Equality Rights (right to be free from racism), Economic Rights (right to be paid fairly for work)*  *(United Nations Association of Canada for Educators)*  *-****Activity – Four Corners -*** *in the four corner of the room there are different sections from the charter of Rights and Freedoms. Tell students if they are having trouble placing matching their article to a corner (section of the charter) that corner 1-“Fundamental Freedoms” is a good default option as it includes a lot of different freedoms.*  *-First ask students to get up and do a* ***gallery walk*** *and read the four different sections of the charter poster around the room – Ask students to situate themselves in a particular corner based on topic of the article they brought to class. For example if it was an article about an election campaign that might fall under Political Freedom (the right to vote) in which case they congregate around that piece of chart paper. I have also provided articles in the four corners for those students unable to bring an article into class.*  **-*Group work****- in groups with flip paper have students pick a recorder and a presenter – match homework which was current event to that section of the charter – Answer questions (written on the chart paper) / Discuss with your group members how each person’s article relates or doesn’t relate*  - ***Each group will present*** *their answers to the class (discussion may be generated if other students have questions for different groups - 3 min each group)*  *\*- See attached hand out of the different sections on the charter I will have written out on chart paper with different bloom level questions to ignite discussion of the relationship between their articles and the laws of the charter*  ***NB: Continue this section on multiple pages as needed …*** |

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| Lesson Wrap-up: ***Consolidation and Connection*** |
| **Stage 6 - CLOSURE** *(student activity that summarizes or extends key lesson knowledge/concepts/skills)*  *-* ***Link the lesson*** *back to the K’naan song played at the beginning- talk about the Importance of freedom. Ask students having gone through different case studies from the news, why is the Charter of Rights and Freedoms an important document for Canadians?*  *- What some example in society or in other countries today that relate to the pen game? In other words who is playing me, the person who imposes rules with out consensus or consideration of people’s rights and freedoms?*  ***- Finish with a 3- 2- 1*** *Have students write out three things they learned, Two things they still have questions about and one take home “AHaa” moment. Have the students hand this in before they leave.* |
| **– PREP/Hwk**  *- Ask Start thinking about the Culminating activity – what groups they want to be in and what different mediums they want to use, media clip, staged debate, overheads etc. Next class, to avoid duplication students will have to tell me their topics.*  *- Final thought- ask students to think of one rule / law they think is most important for the world to be peaceful and everyone’s rights respected (United Nations Association of Canada for Educators)* |

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| Planning Considerations: | |
| Accommodations/Special Needs:  -*Students who do not have access to the internet at home or who are unable due to financial restrictions to afford a newspaper were accommodated through being able to handwrite an example of a previous historical moment they remember from class that might relate to the charter. I also provided additional articles in the four corners for students who did not have an article to discuss. Those students who were unable to read the charter of rights and freedoms on line for homework were asked to come to my office during lunch and or after school where I provided them with a resource where they could read they could skim through the charter.*  - *During group time any students with students who have IEPs will be given extra time and attention- the student and I can discuss briefly how things are going, possibly arrange a time to meet later* | Lesson Assessment: (include formative)  *– Assessment as learning:*  *– Articles brought in from Homework- Group work and subsequent presenting of how their articles relate to the content from the charter*  *- 3- 2-1* |

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| Teacher Reflection on Lesson: *Written after the Micro-Teaching* | |
| Aspects that worked:  -*The song worked really well*  *-The debate went well- the ideas would have been more fleshed out if there was more time*  *-I felt surprisingly confident ( I thought I would be more nervous) the small group of people helped with my nerves* | Changes for next time:    -*Be more clear and concise – coming recently from a university setting I forget that I have to change my language and use more accessible terminology. In the same vein I would change, upon reflection the topic I chose to have my audience debate.*  *- I reflected on this decision immediately after my micro- teaching and then later had it confirmed again in my micro- teaching feed back forms.*  *-Abortion is a little too loaded and controversial topic to be debating at grade 10 level* |

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