


Create Your Own Charter CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 5. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	9	General Outcome	9.1 Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians
Time Frame	6 classes	Enduring Understanding (purpose of the lesson)	The Charter of Rights and Freedoms directly impacts the student on a daily basis.
Developed By	Mandy Reed, Laura McCann, Hans Huizing, Kelly Brand		
Critical Challenge/Big Idea	Create your own Charter of Rights and Freedoms that will apply to your classroom, weighing the importance of individual rights and responsibilities.		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
<p>9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada</p>	<p>9.1.6 - assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:</p> <p>9.1.6.4 What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the Responsibilities of Canadian Citizens?</p>	<p>develop skills of critical thinking and creative thinking 9.S.1.2 evaluate, critically, ideas, information and positions from multiple perspectives</p> <p>develop skills of historical thinking 9.S.2.1 analyze selected issues and problems from the past, placing people and events in a context of time and place</p> <p>demonstrate skills of decision making and problem solving</p>	

		<p>9.S.4.4 propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making</p> <p>demonstrate skills of cooperation, conflict resolution and consensus building</p> <p>9.S.5.2 demonstrate a positive attitude regarding the needs and perspective of others.</p> <p>demonstrate skills of oral, written and visual literacy</p> <p>9.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.</p> <p>9.S.8.2 make reasoned comments relating to the topic of discussion</p> <p>9.S.8.5 listen to others to understand their perspectives</p>
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Note: Outcome 9.S.4.4 is not summatively assessed and therefore does not appear in bold. Outcomes 9.S.5.2, 9.S.8.2, 9.S.8.5 can be assessed in the U-shaped Discussion

Summative Assessment Strategies	Charter of Rights and Freedoms (see rubric below)
BEFORE LESSON:	<p>Constitution Crisis: Background (video from CBC Archives) http://archives.cbc.ca/search?q=charter+of+rights&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1</p> <p>Guiding Question: What was our country like before we had a Charter of Rights and Freedoms which was instituted in 1982? An overview: Governed by BNA Have students create a T-Chart that lists the BNA to the Charter of Rights and Freedoms. BNA side will be filled in prior to the activity. Charter of Rights and Freedoms side will be filled in after.</p> <p>Note: the <i>Canadian Human Rights Commission</i> website gives historical cases of human rights issues in Canada (in "Resources" section below).</p>
Introductory Activities/	<p>Activity 1: Human Rights Violations</p> <ol style="list-style-type: none"> 1. Show a variety of video clips where human rights have been infringed upon. There are many examples on CBC Archives. . Also see the "Resources" section of this document for more websites.

<p>Hook</p>	<p>2. Choose one case study that will apply to your classroom. Some guiding questions could be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What were the responsibilities of those governing the citizen? <input type="checkbox"/> What rights have been infringed upon? <input type="checkbox"/> What were the responsibilities of the citizens in this case? <input type="checkbox"/> What should happen according to Canadian Charter of Rights and Freedoms? <input type="checkbox"/> What were the results?
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: U-Shaped Discussion</p> <p>3. After the introductory case study has been discussed, conduct a U-shaped discussion on the question: WHOSE RESPONSIBILTIY IS IT TO ENSURE THE RIGHTS OF CITIZENS ARE MAINTAINED/RESPECTED/ UPHELD, GOVERNMENT or CITIZENS? (See U-shaped Discussion information on the Learn Alberta website for more information.)</p> <p>4. Students are to fill in Justification for Your Final Position and Charter of Rights and Freedoms U-Shaped Debate Form (below).</p> <p>5. Teachers can assess the participation with Assessing U-Shaped Discussion on Learn Alberta website (scroll down to near the end for the assessment tool). Summative assessment for this debate should only take place if students have already had experience with U-shaped discussions.</p> <p>Activity 2: Create a Charter of Rights and Freedoms</p> <p>6. Introduce a fictional country or a country that does not have a Charter of Rights and Freedoms. Alternatively, tell the students that they are to imagine their class is a country, and they are to create a Charter of Rights and Freedoms.</p> <p>7. Introduce the task. Students are to create a Charter of Rights and Freedoms that will protect the rights of a citizen of their "country".</p> <p>8. Students will present their Charter with a justification to the "Prime Minister" at the Charter Convention. **SEE THE STUDENT HANDOUT BELOW FOR COMPLETE ASSIGNMENT**</p>
<p>Resources:</p>	<p>Learn Alberta. (2008). <i>Support material: u-shaped discussion</i>. Retrieved March 25, 2010 from http://www.onlineguide.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html (** You will need your teacher name and password for Learn Alberta. **)</p>

	<p>CBC Digital Archives. (2009). http://archives.cbc.ca/</p> <p>Historica. (2007). <i>History by the minute: Nellie McClung</i>. Retrived March 26, 2010 from http://www.histori.ca/minutes/minute.do?id=10643 (There are many women’s rights videos accessible here)</p> <p>Amnesty International (2010) http://www.amnestyusa.org/all-countries/page.do?id=1041024 Human rights - Non-Examples (countries with violations)</p> <p>Human Rights Around the World http://www.derechos.org/human-rights/world.html</p> <p>Human Rights Watch (2010) http://hrw.org/doc/?t=pubs</p> <p>Canadian Human Rights Commission (2010) http://www.chrc-ccdp.ca/default-en.asp</p> <p>Case studies- Time portal - Canadian examples - 1900-2000, A chronological view of the development of Human Rights in Canada - <i>Canadian Human Rights Commission website</i> http://www.chrc-ccdp.ca/en/index.asp</p> <p>Media TV and Radio clips 5 from radio and 10 Television. Explore to find clips that meet the needs of your class. http://archives.cbc.ca/search?q=charter+of+rights&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1</p>
Formative Assessment Strategies	Students will be assessed for their participation in the U - Shaped discussion.

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Rubric for the Individual Charter Rights for Our Country

Level Criteria	Excellent	Proficient	Adequate	Limited
Connects rights to responsibilities (9.1.6.4)	The right and related responsibilities and issues are accurate ; the application to all citizens is pertinent .	The right and related responsibilities and issues are reasonable ; the application to all citizens is reasonable .	The right and related responsibilities and issues are partial ; the application to all citizens is partial .	The right and related responsibilities and issues are flawed ; the application to all citizens is flawed .
Justifies right from multiple perspectives (9.S.1.2)	Reasons given are insightful and purposeful in considering the different perspectives.	Reasons given are thoughtful and logical in considering the different perspectives	Reasons given are predictable and simplistic in considering the different perspectives	Reasons given are simplistic and/or unsupported in considering the different perspectives
Communicates ideas in a persuasive manner (9.S.8.1)	Communication of the stance is compelling and engaging .	Communication of the stance is effective and interesting .	Communication of the stance is realistic and straightforward	Communication of the stance is vague and ineffective

Comments:

Charter of Rights and Freedoms U-Shaped Debate Form



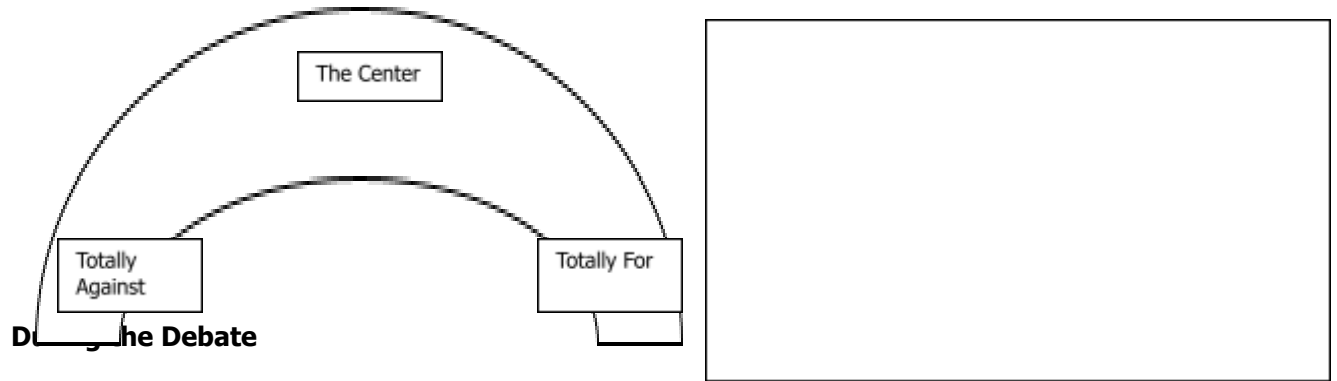
THE ISSUE: _____

1. What is your stance on the issue? What are two ideas that you would like to contribute on the issue?

- First idea:
- Second idea:

2. Where do you sit in the debate?

Why are you closer to this side?



3. Which two students did you agree with the most? Why?

- First Student: _____: Why?
- Second Student: _____: Why?

4. Which two students did NOT agree with? Why?

- First Student: _____: Why?
- Second Student: _____: Why?

5. Has your initial view or perspective changed? Why or why not?

Justification for Your Final Position

List the four most powerful reasons that support your final position on the issue.
Why do these reasons mould your viewpoint? Give examples.

Reason 1

Example:

Reason 2

Example:

Reason 3

Example:

Reason 4

Example:

Marking Rubric for U-Shaped Debate

During the Debate

Student's Name	Participated	Argument	Perspective	Engagement
		G: 1; VG: 2; EX: 3	One: 1 Two: 2	Act: 1; Tot: 2
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3
	1 2	1 2 3	1 2	1 2 3

(Participation: How many times did the student contribute to the debate?)

Argument: What is the quality of the ideas and arguments presented by the student?

Perspective: How did the student interpret other points of view?

Engagement: Was the student actively listening, making notes and creating stance?)

-These marks can be cumulative; a weak argument can be supplemented by a stronger argument to reach the 3 mark.

Justification Marking:

Content: /10 marks (How well was the student able to convey his/her stance on the issue?)

Examples: /10 marks (How well did the case studies support the content?)

Communication: /5 marks (How well were the content and examples presented?)

Charter of Rights and Freedoms Convention Student Handout



What rights does an individual “need” or “deserve”?

Welcome to your newly created country! It has been in existence for 14 years, yet no Charter of Rights and Freedoms exist to protect your citizens. As members of the government this is an issue you feel passionately about and wish to see rectified.

Use what we have learned about rights and responsibilities afforded to other citizens in other countries and use it to create your own Charter of Rights. Do not assume that if they are in the Canadian Charter of Rights and Freedoms that they need to be included in YOUR constitution. You must evaluate the rights you want to include to ensure that they match with the values of your country.

Examine gender, age, race, religion to frame the major issues generally associated with individual rights. You will need to provide for each right:

1. Justification of why each right is included,
2. What are the consequences for violation?
3. What basic right does it protect?
4. Who will the right benefit the most?
5. What responsibilities are associated with this right?
6. Who is responsible for protecting this right?

When you have drafted your Charter of Rights and Freedoms, you need to present your proposed Charter to the Prime Minister (your teacher) at the Constitutional Conference. Each group needs to have a 10 minute presentation that proves that the right deserves a place in the Charter.

Your group will be made up of four people who each represent a specific individual whose needs differ from the others. If there are only three in your group, one person must represent two roles.

Chose a role for each member:

AGE: You are a man over the age of 65. You have lived in this country your entire life.

GENDER: You are a woman who is a single parent. You are 32 years old. You are a landed immigrant, pursuing your citizenship.

RACE: You are a visible minority. You recently arrived in this country from a refugee camp in Sudan.

RELIGION: You are a Muslim woman who strictly maintains traditional customs of Islam. You are a citizen of this country.

Example

Right	What Basic Right Does it Protect	What responsibilities are associated with this right?	Which people (roles) in your group will benefit most from the right?	Who is responsible for protecting this right?	What are the consequences for violating this right?
You have the right to be protected from being hurt and mistreated, in body or mind.	Your right to safety.	Not to inflict harm or mistreatment other people. Not place yourself in the direct line of danger. Taking smart risks.	This right will provide be equally beneficial to all members of society.	The Federal and Provincial Government	Violations will be punishable with . . .