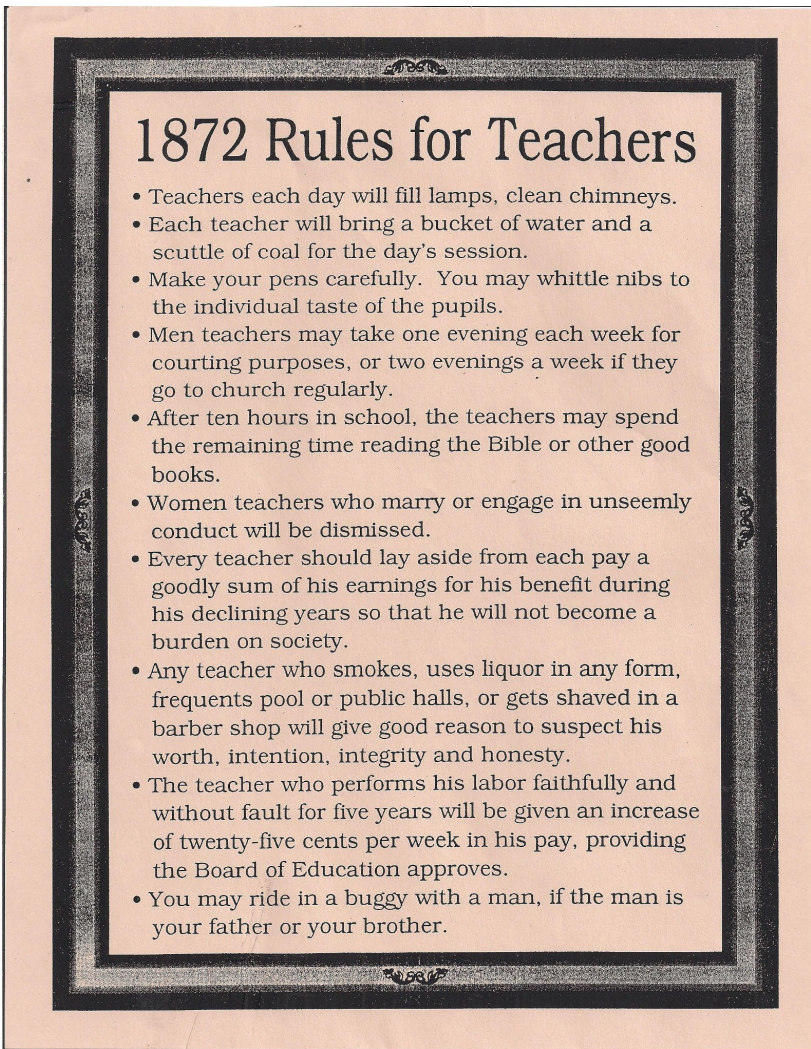


## Charter Challenge

Teacher:	Date:	Period:	Location:
Course and section: CHV20/ CLN4U	Unit: One: The Inquiry Process		
Lesson Title: Charter Challenge		Number of periods: 1	
<b>Background Briefing for Educator:</b>  <p>The Canadian Charter of Rights and Freedoms (Charter) is a document that affects the everyday lives of Canadians. Students will take a look back to why the Charter was created and how it became part of our Constitution through the eyes of women.</p> <p>Students will also explore different sections of the Charter and will focus on understanding the fundamental freedoms that Canadians enjoy as well as the limits that may be put on our freedoms in order to protect our society.</p> <p>Charter Challenges are a great way to expose students to legal topics in a variety of courses across the curriculum. They provide an opportunity for students to develop advocacy and inquiry skills, explore career modelling, work cooperatively, develop critical thinking, build conflict resolution skills and develop relationships with justice sector professionals.</p>			
<b>Curriculum Overall Expectations</b>			
<p>A1. The Inquiry Process in Legal Studies: use the legal studies inquiry process and the concepts of legal thinking when investigating legal issues in Canada and around the world, and issues relating to international law;</p> <p>A2. Developing Transferable Skills: apply in everyday contexts skills developed through the study of law, and identify careers in which a background in law might be an asset.</p> <p>Legal Principles of Human Rights Law: explain the principles underpinning human rights law and the legal significance of those laws, in Canada and internationally.</p>			
<b>Guiding Questions &amp; Learning Goals</b>			
<p>What were the roles of women in the legal system?</p> <p>What were the roles of women in Education?</p> <p>How has the role of women changed over the years?</p> <p>What have women's roles in Education been over the years?</p>			
<b>Background Information:</b> <p>Definitions of a Right and a Freedom:</p> <p>A <b>right</b> is a legal, moral or social expectation that Canadians are entitled to from the government. For example, a person accused of committing an offence is entitled to a lawyer and a fair trial within a reasonable amount of time. A <b>freedom</b> is a right to live your life without interference from the government unless you impinge on the freedoms of others.</p>			
<b>Prior Knowledge Assessment</b>		<b>Vocabulary &amp; Specific Terminology</b>	
<p>Prior Knowledge</p> <ul style="list-style-type: none"> <li>students have been introduced to the Canadian Charter of Rights and Responsibilities</li> </ul>		<p>Opening Proceedings</p> <p>Arraignment and Plea</p> <p>Opening Statements</p> <p>Witness</p> <p>Examining a witness</p> <p>Cross Examination</p> <p>Introduction of Evidence</p> <p>Objection</p> <p>Testimony</p> <p>Defence</p> <p>Judge</p>	
<b>Instruction Strategies</b>		<b>Assessment Strategies</b>	
		<p><i>C-conversation O-observation P-Product</i></p> <p><i>F-formative S-summative</i></p>	
Inquiry		<b>Conversation:</b> conference / interview	

Brainstorming Think/pair/share Place mat 3 Step Interview KWL chart Socratic Discussion Presentations Collaboration Demonstration Video	<b>Observation:</b> skills checklist / group work / group discussions <b>Product:</b> self or peer assessment / class work / exit or entry card / rubric / quiz / test / performance task / homework
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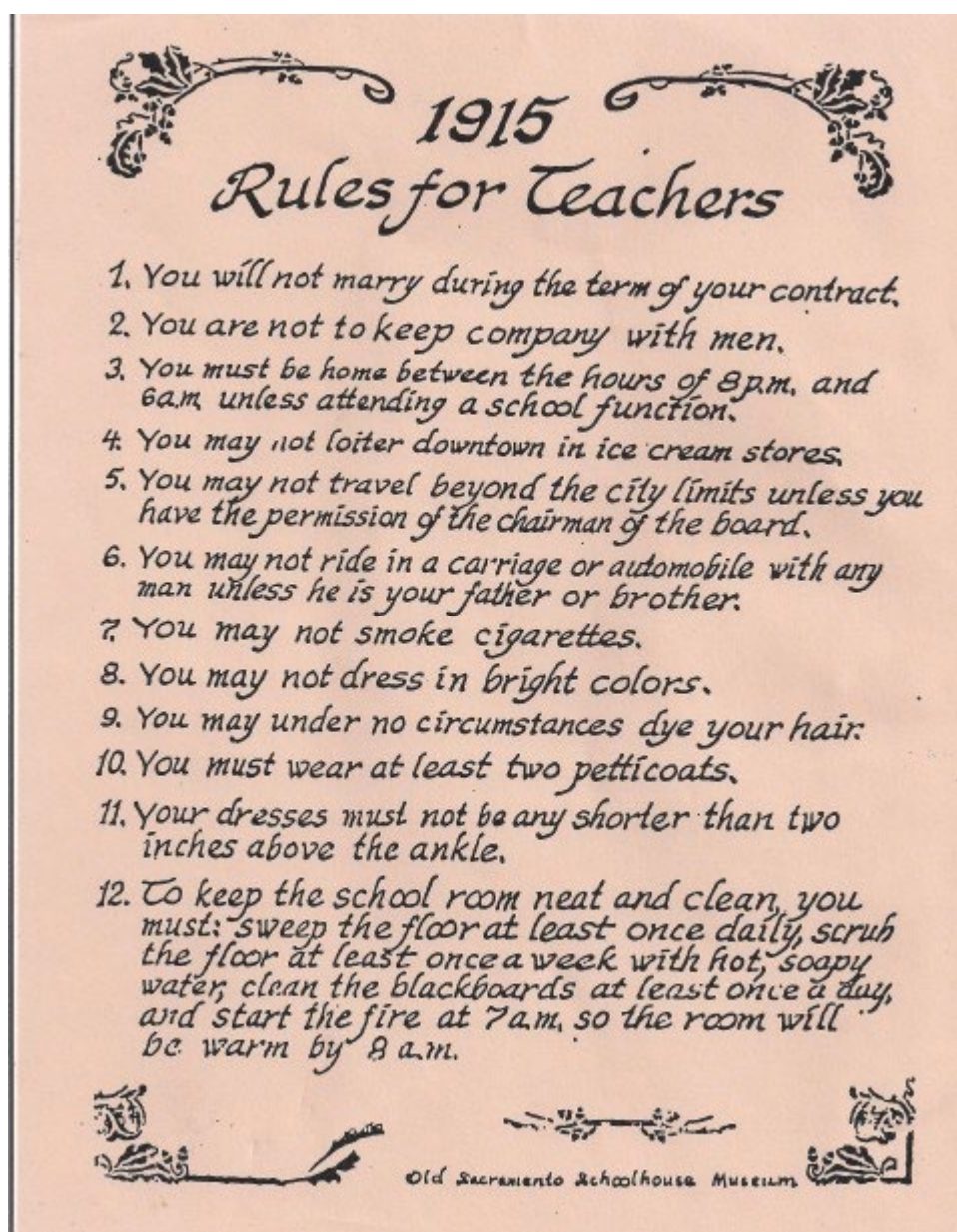
Time	Lesson Sequence
	<p><b>Getting Started:</b></p>  <p><b>1872 Rules for Teachers</b></p> <ul style="list-style-type: none"> <li>• Teachers each day will fill lamps, clean chimneys.</li> <li>• Each teacher will bring a bucket of water and a scuttle of coal for the day's session.</li> <li>• Make your pens carefully. You may whittle nibs to the individual taste of the pupils.</li> <li>• Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.</li> <li>• After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.</li> <li>• Women teachers who marry or engage in unseemly conduct will be dismissed.</li> <li>• Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.</li> <li>• Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.</li> <li>• The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.</li> <li>• You may ride in a buggy with a man, if the man is your father or your brother.</li> </ul> <p>Minds On: These rules were written in 1872.</p>

Imagine you are a private school board that has issued a 2021 rules for teachers. Re-phrase using modern language.

What are the issues with this?

**Mock Charter Challenge: 1875? How would this go against the charter?**

Think-Pair-Share



	<p><b>Working on it:</b></p> <p>1. Ask students to create a definition for “Freedoms.” (You may give the actual definition after hearing student responses.)</p> <p>2. Ask students, “What are your responsibilities at school and in the classroom?” Write down students’ responses on the whiteboard.</p> <p>Is this different for men and women?</p> <p>3. Ask students to come up with a definition for “Responsibilities.” Write down students’ responses. (You may also want to put up the actual definition for the students.)</p> <p>4. Create a</p>						
	<p><b>Consolidate &amp; Reflect on it</b></p> <p>What do you feel are the most important freedoms for Canadians and why? These answers are going to be dependent on students’ answers. Remember to evaluate them by looking at the response - does it exist in the Charter and do they explain why they choose those freedoms.</p> <p>How have the roles of women changed over the years in Education?</p>						
<table><tr><th>Universal Design Modifications (For all)</th><th>Specified IEP Accommodations</th><th>Resources</th></tr><tr><td></td><td></td><td></td></tr></table>		Universal Design Modifications (For all)	Specified IEP Accommodations	Resources			
Universal Design Modifications (For all)	Specified IEP Accommodations	Resources					
<b>Educator’s Lesson Reflections</b>							
<b>Modifications for other courses</b> *Applicable to any of the threads							