



Lesson Plan

Mayor Moe and the Important Personage

Subject(s): Language Arts, Social Studies/Humanities

Grade Level: 3-6

Specific Student Learning Objectives:

- Students will explore their right to gather for a peaceful purpose, including peaceful protests.
- Students will use The Acorn Test to examine limits on the freedom of peaceful assembly
- Students will think critically about ways in which rights can conflict with one another in democracies.

Enduring Understanding(s) + Big Ideas

- Peaceful assemblies and protests are one way groups can draw attention to their complaints.
- Not everyone will be happy when peaceful protesters gather.
- It is important to consider and balance many different points of view when deciding when/if limits on peaceful protest are fair.

Essential Questions

- What reasons do people have for getting together in public places?
- When might it be fair to stop or place limits on a public assembly or protest?
- What kinds of messages are more effectively delivered by groups rather than by individuals?

Context: This lesson would be most effective if students have already been introduced to the “Acorn test” that will be reinforced in this lesson plan. If students are not familiar with the Acorn test, an interactive presentation explaining this three-question critical-thinking test is accessible via this link: [CCLA Acorn Test](http://thatsnotfair.ca/acorn-test). This lesson is supported by web resources.

PREAMBLE:

In order for this lesson – or any critical-thinking lesson – to be effective, students must be given clear permission to disagree. Divergent points of view must be encouraged throughout the lesson, so that the issues raised can be fully and meaningfully explored. There are no right answers to these questions, and part of the lesson is to help students understand how challenging and interesting issues of fairness, citizenship and justice can be. Quite aside from adding to the debate, encouraging diversity of opinion and point of view is vital to fostering democratic habits and active citizenship.

Is there a Connection for Students? This lesson deals with the challenges created by differences of opinion on how public space should be used and how people should be allowed to express themselves in public. Students may be familiar with a variety of public gatherings, such as a parade, a big family picnic in a park, a picket line outside a government office or place of business, or a street festival. Some students may know of recent high profile protests from the news or from family or personal experience, such as the G20 and Occupy protests, teachers’ strikes, Climate Strikes, the Wet’suwet’en protests or Black Lives Matter protests. While there are many ways to get a message across, students may not know that the right to protest and gather together peacefully is protected by Canada’s *Charter of Rights and Freedoms* and is generally guaranteed to people living in democracies – including young people like themselves.

<p>PART 1: Minds On: Activating Prior Knowledge [10 – 15 mins]</p> <p>Topics that will be introduced</p> <p>1. The Acorn Test for reasonableness of a limit to freedom</p> <p>2. People use public spaces for many purposes!</p> <p><i>Ask the students the following question and give them thinking time:</i> If you and your family and friends wanted to have a picnic in the park, should you be allowed to do so? What if you had 200 friends? What if your friends wanted to sing loudly during your picnic? What if you wanted to have your picnic in the middle of the night? What if everyone at the picnic was there to protest against your city cutting down trees or closing the playground?</p> <p><i>Use the Acorn Test to help students think about the fair usage of public spaces:</i></p> <ol style="list-style-type: none"> Why might people want to stop your picnic? <ol style="list-style-type: none"> <i>Prompt (if necessary): Does your picnic affect how others use the park? Do they think your picnic or protest is bothering them? Could it be too noisy, especially if it was taking place at night?</i> If you are forced to stop your picnic or protest, will everyone be able to use the park as they wish? Will it be quieter if your group can't use the park? What else will happen if your picnic or protest were not allowed? <ol style="list-style-type: none"> <i>Prompt (if necessary): Are there other people or groups who will be excluded from using the park? Do you think it's important for people to hear your groups' complaints about the city cutting down trees or closing the playground? Why or why not? If you want to draw attention to an important issue, is it more likely that people will pay attention to one voice, or many voices?</i> 	<p>Materials</p> <ul style="list-style-type: none"> Mayor Moe and the IP Word-Wall Words Acorn Test anchor chart
<p>PART 2: Action [15 - 20 mins]</p> <p>Introduce and watch the video</p> <p>In this video, the council makes rules for the city. Sometimes, the rules work, but sometimes the rules have unintended results. While you're watching, try to decide if you think the rule is reasonable. *Play the video (4 minutes).</p> <p>Using a Character Hot Seat activity, explore whether the 'no protests in the city' bylaw was fair:</p> <ul style="list-style-type: none"> <i>Introduce the activity:</i> "Students, you are all City Councillors and you have to decide whether the 'No Protests in the City' bylaw was fair. You will have to invite people from the City to answer your questions and help you decide." <i>Ask the class:</i> <i>Who should we invite?"</i> <i>Make a list of 3-5 characters and write their names on the board. Ensure that the list includes some of the characters who are for and against the bylaw. The list may include: Barry Bullmastiff, the newsman; a protester; Mayor Moe; Councillor Feather; The IP of Kleeple; a citizen of Kleeple; Councillor Bug etc.</i> <i>Next, select two students at a time to come up to the front of the class and both take on the role of the same character from the list. These students are "in the hot seat".</i> <i>The class will ask the students in the hot seat about how the bylaw affected their character. Students should try to stay in their role.</i> <i>Repeat hot-seating procedure for each character on the list, as time permits.</i> 	<p>Materials</p> <ul style="list-style-type: none"> Chalk or white board or flip chart. AV equipment Mayor Moe and the IP video: http://thatsnotfair.ca/episodes/mayor-moe-and-the-important-personage/

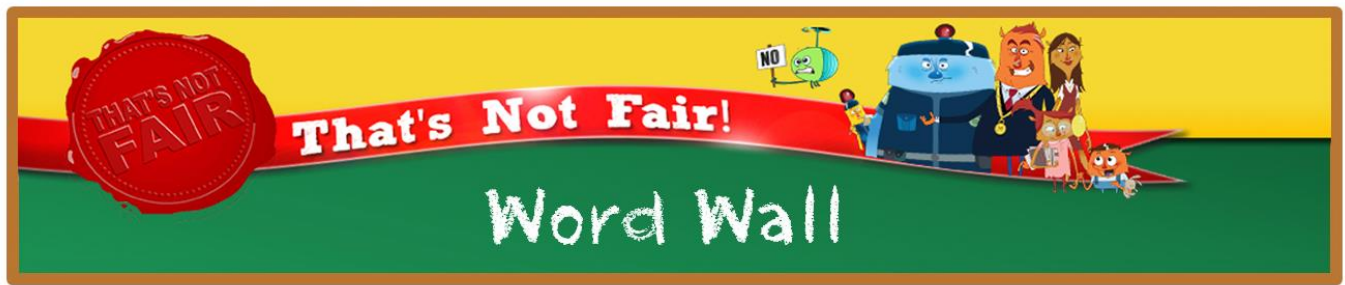
<p>PART 2: Action (continued)</p> <p>Prompt questions for hot-seated characters:</p> <ul style="list-style-type: none"> • What was the the purpose of the “No Protests in the City” bylaw? (<i>Acorn Test Q1</i>) <ul style="list-style-type: none"> ○ <i>Prompt: To make a good impression on the IP of Kleeple?</i> ○ <i>Prompt: To sell hovercars? To keep the City peaceful?</i> • Do you think the limit worked? Did it achieve its purpose? (<i>Acorn Test Q2</i>) <ul style="list-style-type: none"> ○ <i>Prompt: Did the make a good impression on the IP of Kleeple? Were they successful in selling hovercars? Was the city more peaceful?</i> • What <i>side-effects</i> did the bylaw have for you (i.e. your character)? For others? (<i>Acorn Test Q3</i>) <ul style="list-style-type: none"> ○ <i>Prompt: How did the “No Protests in the City” bylaw affect your character?</i> ○ <i>Did you benefit from “No Protest in the City” bylaw? If so, how?</i> ○ <i>Did the bylaw cause you or others harm? If so, how?</i> ○ <i>What happened to the protesters who were forced to protest in the countryside? Did the IP, the City Councillors or anyone else get to hear their important message?</i> <p>City Council Vote All the students, as Councillors, will vote on whether to withdraw the bylaw. Announce the vote. Optional: Students may use their Fair/Not Fair voting paddles (see Materials) if they wish.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Acorn Test anchor chart • Optional: Fair/Not Fair voting paddles printouts (one for each student). See paddle template
<p>PART 3: Consolidation and Debrief [5 - 10 min] Illustrated Journaling activity or Group Discussion Question: Protests are ways for people to come together to complain about something they think is unfair and demand change. Do you think it is important to give people the freedom to do this? Why or why not? Do you think there could there ever be a time when people should not be allowed to gather and protest? Explain. Question: What are some different ways people in democracies can complain about things that aren’t fair? (Some examples might include petitions, letters to the newspaper, boycotting, speaking to City Council etc.)</p>	<p>Materials</p> <ul style="list-style-type: none"> • individual journals & pencils/coloured pencils (optional)
<p>Next Steps – Suggestions:</p> <ul style="list-style-type: none"> • Continue exploring issues of fairness in your classroom using the rest of the videos and teacher resources • Next time you hear students say, “That’s not fair,” see if they can apply the Acorn Test to help resolve conflicting viewpoints. 	

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Here are a few key words and definitions from **Mayor Moe and the IP**. As you watch the video, feel free to add new words and definitions of your own. Send your suggested words to us at info@thatsnotfair.ca and we may even use your definitions on our website!

Word:	Definition:
Protest	A gathering of people for the purpose of complaining or objecting to a rule or policy, or to something done by an authority
Peaceful Assembly	A gathering of people for a non-violent purpose
Dictator	A ruler who was not elected and does not obey law, but decides what to do based on his or her own best interests only
Democracy	Government by the people with protection for rights and freedoms
Confiscate	To take away a possession and not return it, usually as a punishment

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To help you decide if a limit to a right or freedom is fair, use:

The Acorn Test

- 1.** Why? What is the *purpose* of the limit?
- 2.** Will the limit work? Does the limit achieve its purpose?
- 3.** What else will it do? How are others affected by the limit? Does the limit go too far?

If you decide the limit is unfair, what could be done to make the limit more fair?

For more teaching resources
and videos visit
www.thatsnotfair.ca



Make your own voting paddle to use when you decide something is fair or unfair in each of the *That's Not Fair* videos! Here's how:

1. Cut out both Councillor Bug images on the dotted line.
2. Using a pencil, trace around one of your Councillor Bug cut-outs onto a piece of construction paper. Cut out the traced shape.
3. Tape one end of a tongue depressor to the back of the construction paper (this is the handle of your voting paddle)
4. Paste each Councillor bug image on one side of the construction paper cut out (it should look like a sandwich with the construction paper in the middle)
5. Watch the *That's Not Fair* series at www.thatsnotfair.ca and vote whenever you see something fair or unfair happening in each story! Happy voting! ☺



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