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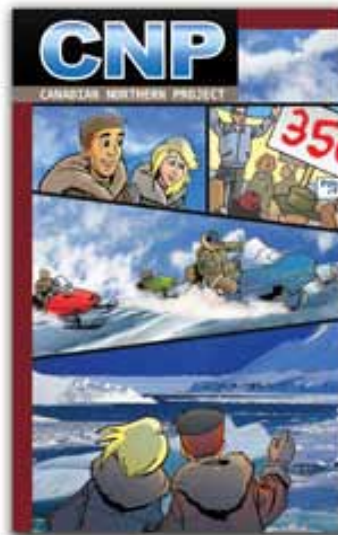
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NOTES

Much of our identity, as individuals or as a nation, is shaped by the events of yesterday and the goals for tomorrow. Our journey through life is forever a delicate balancing act of the past, present, and future. This is also true of this issue of TEACH.

As we look to the past, we recognize November as the month of remembrance. We celebrate the heroic efforts of our country's veterans on Remembrance Day. How will your class remember? Our Web Stuff column commemorates by featuring The Memory Project, a digital collection of stories and artifacts from some of Canada's Second World War veterans.

Also, revisit the past with your class on a prospective field trip to many of Ottawa's historic institutions. Our Field Trips column highlights the educational links to a number of Canada's famous monuments, making them fitting for a social studies excursion.

For the present, we examine how technology is shaping our classrooms. First, it's cloudy with a great chance of learning in our feature story: What is cloud computing and how do cloud applications benefit education? You are probably already using cloud apps and don't even know it.

Next, our Product Guide is now online, presenting you with some of the latest technologies for today. New this time, we introduce a listing of educational apps we think you'll find useful in your teaching. Whether the computer is your only form of technology, or you're a tech savvy teacher, you'll be sure to find something interesting as you peruse our guide.

For the future, Richard Worzel, a foremost futurist, shares his opinion on what changes are necessary in the education system so that we aren't setting up our students to fail.

Also, don't forget to check out our new website; now with a brand new blog, book reviews, teacher resources, articles, contests, and more. And connect with us on **Twitter (@teachmag)** and **Facebook.com/teachmag** too.

Until next time, thank you for supporting TEACH Magazine – Education for today and tomorrow.

Lisa Tran, Assistant Editor

TEACH

M A G A Z I N E

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Richard Worzel, C.F.A.

Educating to Fail

Our education is failing today's children in a big way. Yet, it's not only our education system; it's also our governments, our economy, and our national economic policy. These failings have potentially dire consequences, both for our children and for our country. Kids are leaving school with the degrees and qualifications we pushed them to get, but many of them are finding no work within their fields, and many others are substantially underemployed, especially in part-time and contract work.

But how is that a fault of the education system? Well, it's a shared failing, as I've said, but it traces back to a long-standing debate over the purpose of education: Is education supposed to create a well-rounded person, aware of the world and her place in it? Or is education supposed to prepare a student for a future occupation through skills training? This is one of those debates that appears to flutter around education, but the answer is both. While I think you could argue that we are, more or less, producing well-rounded individuals, we are clearly not equipping students to make a living.

Skills to make a living are the responsibility of the education system, in my opinion. For example, a friend of mine is an artist. She graduated from an Ivy League university with a B.A. in fine arts. During her last year, one of her art professors told the class that 10 years after their graduation, they'd be lucky if one out of 10 of them was still a full-time artist. My friend was furious. She believed, and rightly in my view, that the university had an obligation not only to teach them the techniques of art, but also the means of practicing it. Otherwise, the techniques were useless.

Sure enough, shortly after she graduated she found that she couldn't make a living as an artist, and started working for a software consulting company in marketing. Years later, she started an MBA in technology and while writing her thesis, something suddenly dawned on her — she now knew how to market things, including her own art. With that realization, she started painting on commission and gradually building a market and a following using her real world marketing skills. Ironically, she says that her alma mater now teaches

marketing to art students with the precise intention of helping them make a living out of art.

We must give students the skills they need to actually succeed. If we require students to attend more than 12 years of school whether they want to or not (and for much of those 12 years, it's "not"), then we have an obligation to make sure that the education we are force-feeding them is worth something.

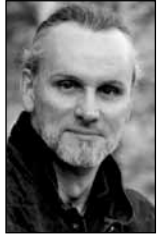
This is not just a matter of schools, hence my comments about the shared failings of our economy, our governments, and national economic policy. So why are students having such a hard time finding meaningful work? After all, when

"We must give students the skills they need to actually succeed.

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the boomers finished their formal education, they had people lining up to hire them, and with decent qualifications, there were some pretty juicy jobs. What's changed since then?

The simple answer is: the world has changed in two very important ways. First, we now have a global economy with a global labour force, which means increased competition for workers as well. Today someone working on a car assembly line is



competing with workers around the world, from Germany and Japan to China, India, Vietnam, and elsewhere.

Secondly, work has changed through automation. In response to greater competition from foreign companies that have lower labour costs, domestic industries responded by introducing as much automation as possible in order to minimize their own labour costs. But this eliminates jobs, because increased productivity means you can produce the same number of goods with fewer people.

The combination of these two forces – foreign competition and domestic automation – has been whittling away at the potential jobs available to emerging graduates here at every level.

Researchers and graduates students have also had an especially hard time getting funding for their research. Part of the reason is because the costs of living in a “rich” country like Canada are so much higher than in a developing country like China or India, so it simply costs more to do research here.

Is there any answer to these problems of employment? What should we be doing differently?

I believe there is an answer; it arises from the fact that the world has changed, but our education system fundamentally has not. True, there are computers in classrooms today, and true we are in the process of breaking the sit-still-and-listen-while-I-lecture model

of education, but we are still doing the same thing we did in the 19th century: teaching facts. Yet in today’s world, facts are cheap, you can look them up online, and therefore have very little value to a student who knows how to research.

I think the answer lies in a reply to a 1990s business cliché: in order to survive, businesses needed to “emigrate, automate, or evaporate.” In other words, manufacturers either had to move their production offshore to lower-wage countries, automate to keep labour costs down to remain competitive, or go out of business.

But I believe there is a fourth alternative: “Emigrate, automate, innovate, or evaporate.” The reply to greater foreign competition and domestic automation is workers who are creative, innovative, and entrepreneurial. And that’s what our education system should be aiming for. If we achieve anything less, we are setting our children up for failure. We have no choice. Our education system and our economy must move towards teaching individual creativity. Anything less will lead to disaster.

Richard Worzel is Canada’s leading futurist, and speaks to more than 20,000 people a year. He volunteers his time to speak to high school students for free. Contact him at futurist@futuresearch.com.

Invite Mr. X Into Your Classroom!

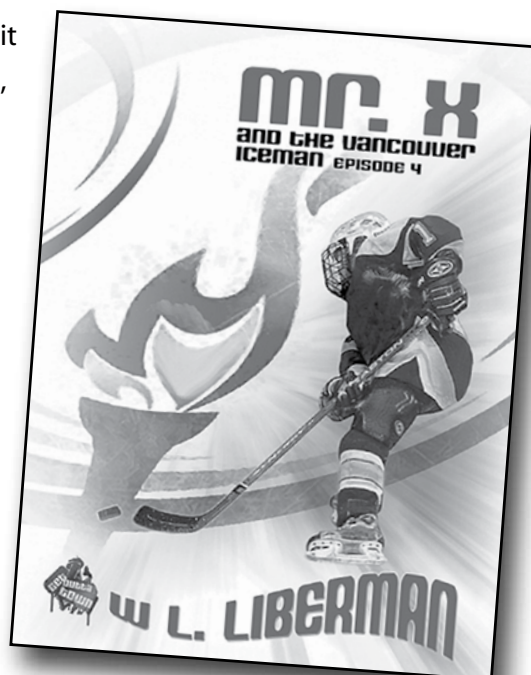
TEACH Magazine is proud to present the third in the series of teen adventure stories for readers aged 11-16 years.

Follow the antics of Xerxes Frankel and his crew in Mr. X and The Vancouver Iceman as they head to Vancouver to film the hit television series, Get Outta Town! Fun, funny and entertaining, Mr. X helps you support literacy in your classroom.

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For more information, please contact TEACH Magazine at info@teachmag.com

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Mr. X and the Vancouver Iceman ISBN 978-1--55278-814-1



CREATIVE FUNDRAISING

By Martha Beach

Schools have been holding bake sales, dance-a-thons, read-a-thons, and bottle drives forever. They are reliable ways to raise funds for much-loved causes, but these fundraising ideas are also boring and a bit tired. However, there are other great projects that are creative and inspiring. Here are some suggestions to get you started.

Monitor for the day: Older Grades

Homeroom classes will fundraise for a week. The class that produces the most money will have a student monitor for the day instead of their teacher. For an entire day, the winning class is free to do whatever they want, for example, watch movies, eat candy, play cards, play soccer, draw, or listen to music, with their student monitor looking on. This fundraiser requires little organization and planning on the teacher's part.

Gingerbread Design Contest and Raffle: All Grades

During holiday season, each homeroom class can design and create gingerbread houses. Students in each class can work in groups of three to four people. As a group, students will draw plans, gather materials, and assign jobs. A time limit should be placed on the construction period, for example, one period a day for three days. The morning of the raffle, all of the houses will be displayed in a hallway, the library, or the gym, with an empty slit-top box in front of them. Students will then sell raffle tickets for 25 cents each. Students and teachers can take turns visiting the houses and placing their raffle tickets in the boxes of their favourites. The number of raffle tickets sold to each person can be unlimited because the goal is to sell as many tickets as possible. The tickets are tallied at the end of the day and whoever puts in the most tickets per house wins that house to take home.

Mosaic Frames: Older Grades

Inexpensive pre-cut wooden frames can be bought at IKEA, craft stores, or dollar stores. Students can bring in old pieces of glass, beads, metal, etc., that they can use to decorate the frames. When complete, the frames will be covered in a translucent, shiny paint or gloss (sold at craft stores). The completed frames will be displayed without the artist's name for a silent auction. This type of fundraising works especially well when a school concert is held or during parent-teacher interviews. Parents can bid on photo frames while they're waiting. Some planning is required of teachers and some time is needed to buy frames and glue for this project. Schools may provide money for the project depending on school funding.



Class Quilt: Younger Grades

This is a traditional idea, but is also a good addition to a class studying pioneer history. Students will sew/create one square of a quilt. They can use scrap fabric or felt. They can glue material or sew it, depending on their grade level. When all the students have finished, teachers can collect their squares and sew them together to create a class quilt. When complete, hang the quilt in the hallway and raffle it off.

This fundraiser requires quite a bit of work by teachers as they must be able to stitch the quilt squares together. Depending on the grade level, students may be able to help with this part.

Photography Contest and Exhibit: All Grades

Digital and disposable cameras are easy to use and come by; most families own a digital camera and disposable cameras are inexpensive to buy. Students will take photos either in pairs or individually. They can go around the classroom or depending on the availability of supervisors, they can go around the school or even spend some time outdoors taking photos. For digital photos, simply print them in black and white in the class or computer lab. For disposable cam-

eras, have them developed, scan the ones students want enlarged, and print them in the class or computer lab. Make frames for the prints out of colourful paper and hang them around the classroom. Invite parents and students to vote for the best five photos and have them bid on the ones they like best.

This activity should coincide with parent-teacher interviews or some other event where parents come into the school like a spring concert or a school play. The photography contest takes some teacher supervision and it also takes time to pick and choose photos for printing. If disposable cameras are needed, the project cost will be approximately twenty dollars for cameras and photo paper. If digital cameras are used, the project cost will be approximately ten dollars for photo paper.

These suggestions represent some easy and stimulating ways to fundraise. Students are able to participate fully, be creative, and innovative. Some time and effort is required of the teacher, but the project outcomes and the money they raise are well worth it.

C

Curbsider /kûrb sid'ər/ *noun*
A con artist who poses as a private seller and sells damaged, stolen or misrepresented vehicles.

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BrianPop

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BrainPOP has hundreds of animated, curriculum-based movies on science, arts and music, social studies, English, math, health, and engineering and technology. Each movie is closed-captioned and features Tim and Moby, a robot,

and together they illustrate often difficult concepts in a fun format uniquely suited for the 21st-century learner.

Within the seven main categories, there are movies explaining diverse topics such as global warming, Shakespeare, Black History Month, Voting, and Tsunamis. Each movie is accompanied with supplemental features such as pop quizzes, do-it-yourself experiments, cartoons, timeline of related events, and a Q&A forum.

BrainPop movies are geared toward Grades 3-12 while BrainPop Jr. is for K-3. BrainPop ESL and Espanol are also available. All BrainPop movies are supported by BrainPOP Educators, the teacher community with over 110,000 members. The educators website is free and features lesson plans, video tutorials, professional development tools, graphic organizers, best practices, and much more.

BrainPop movies are ideal for both group and one-on-one settings and can be used to introduce new lessons or topics or to illustrate complex themes as review before a test. Content is fully compatible with interactive whiteboards, learner response systems, projectors, Macs, and PCs. No downloading, installation, or special hardware is required.



The Memory Project

www.thememoryproject.com

I was about 13 when the war broke out. And I was walking with my dad down Bay Street, Bay and Wellington [Toronto], where the recruiting effort for the Air Force was and they had signs up, join the Air Force, do this, do this, do this, do this.

Decades later, Eric Hawley, now a veteran of the Second World War shares this story with the help of The Memory Project, a digitized collection of oral interviews, artefacts, and memorabilia from him and other World War II veterans.

There are old black and white photos of Eric, one where he was only days away from being deployed overseas; an image of a pamphlet given to him on the Responsibilities of a Prisoner of War, 1944; and a breakfast and dinner menu from SS Ile de France on his return trip to Canada after the war on May 12, 1946.

As soldiers fighting for Canada, these veterans gave Canadians an invaluable gift, help celebrate their achievements by becoming a witness to history and learning about the war from a first-person account.

The stories and artefacts are available online for teachers, students, and the general public.

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Clouds in the classroom will not create a murky learning environment. Rather, these “clouds” or, cloud applications, are being hailed as the next big thing in technology. Major corporations like Google, Microsoft, and Amazon.com have begun the race to become leading cloud computing providers. However, with today’s ever accelerating speed of development, cloud applications are already entering the classroom and will clear a path for students toward accessible computer programs.

You are probably using cloud applications or, apps, like Facebook, Flickr, or Gmail but may not realize it. In spite of this, many of us active cloud users only have a vague sense of what cloud computing entails. There are at least 22 definitions of cloud computing existing in literature, according to a report cited by John Powell, Lecturer at Leicester Business School. Loosely defined, cloud computing is on-demand, powerful Internet computing that does not rely on one’s own computer.

Cloud computing is actually a very simple concept. One basic example of a cloud app is Flickr, a photo storing and sharing website. Pretend you have uploaded hundreds of photos from your European vacation last summer onto Flickr to publically or privately share with friends and family. Where exactly are those pictures stored? As soon as you click the “upload” button, all of your information is sent up to Flickr’s massive and powerful data centres or, “the cloud.”

There are a variety of benefits for basic cloud apps such as Flickr or Gmail. One of the main benefits is accessibility; all you need is a login and the Internet. You do not even need a computer since many apps have mobile options for all types of smart phones. You can view your content anytime and anywhere. Another benefit is cost—most apps are free. For those who require more capabilities, apps can offer tiered pricing options to meet individual needs.

Simply put, basic cloud apps provide affordable and accessible

Gazing Down From Cloud Number Nine

By Lisa Tran



storage and sharing. In today’s age of technology, this may sound mundane, but if we break it down, it really is marvelous technology. To upload those vacation photos, for example, you did not need additional hard drive space or memory on your computer. You also did not have to purchase or install any software. All the computing is done not on your machine, but done through the Internet. You simply connected your camera to your computer, logged into your online photo sharing account, and the app’s powerful data centre took care of the rest. Sophisticatedly put, you “tapped” into Flickr’s cloud the same way you plug into a utility.

Every minute, there are millions of cloud app users simultaneously uploading billions of bytes of data onto their accounts effortlessly (well, most of the time). The smooth functioning of apps relies heavily on immensely powerful data centres.

Data centres are expansive storage areas for refrigerator-sized computer towers. Microsoft’s

Chicago Data Centre is a true powerhouse. It is a warehouse filled with shipping containers, each 40 feet in length and holding 2000 servers. The processing power within data centres results in computations 10,000 times faster than a home computer. For educators this means greater access. Previously, many teachers and students had limited access to programs and apps because older, slower school computers could not run new software. Now that many apps run through the Internet, teachers require only a high speed Internet connection instead of computer software.

Cloud apps are advantageous for education because there is no need to upgrade every single computer in a school to run a new program. Schools that elect to use cloud apps will no longer have to make the upfront investment of purchasing hundreds of software licenses or discs. There are even greater savings for schools because, in addition to free versions, apps run on a “pay as you go” model.

You pay for the amount of storage, capabilities, or length of subscription you require. This is a more cost-effective approach rather than buying a full software suite only to use one or two of its features.

The *2010 Horizon Report: K-12 Edition* explains that “the value of cloud computing as a way to provide access to services and tools without the need to invest in additional infrastructure makes it an attractive option for many schools.” The report also says that student use of the cloud is rare because many of the existing cloud apps are primarily administrative in nature, which is excellent for teachers. They can easily coordinate their documents and schedules from the classroom, their home, or on the go on a mobile device.

Arguably, student use of cloud apps is not as rare as the *Horizon Report* purports. More and more students are taking advantage of the cloud’s inherent accessibility. Students can easily log in and access the newer and more powerful apps previously denied them due to slow classroom computers. However, cloud apps are not limited to photo storage or e-mail. For example, Google Docs and Adobe Buzzword are online word processors that run on the cloud. Students can compose their work in the library or computer lab and not worry about saving their work on public machines or losing their memory sticks. Another cloud app is Picnik, an online photo editor that allows users to easily edit and add creative brushstrokes to their photos. ArcGIS Online by ESRI is another cloud app that includes a suite of online mapping tools that students can manipulate for history or geography assignments.

Online apps also mean easier collaboration for students, especially for those students residing in remote areas who rely on distance learning. Students need not hover over one screen in order to provide their input. They can collectively comment, whether in real-time or asynchronously, on the same document while logged into their accounts on their own computer.

Cloud computing provides opportunities for even those educators living without the benefits of the Western World. In 2009 for example, an article appearing in *The Seattle Times* entitled, *Microsoft Cloud Computing Gets Down to Earth*, reported that the Ethiopian government provided 250,000 laptops to its teachers, all tapped into Microsoft’s cloud platform, *Azure*. The teachers downloaded curriculum, kept track of academic records, and transferred data throughout without building a data centre. The teachers “are going to be able to leapfrog ahead of most companies in the U.S.,” says Danny Kim, chief technology officer of FullArmor, a Boston company working on the software deployment in the Ethiopian project.

The appeal of cloud computing is its scalable possibilities. For teachers in Ethiopia, cloud computing substitutes the Internet for complex infrastructures of hardware and networks. On the other side of the world, Canadian teachers who are teaching summer school for example, can simply purchase a one month subscription—and not longer—to their cloud app of choice.

Not every program runs on the cloud. The majority of programs out there—in every market—is still software in a disc format that installs on one’s computer. This can be problematic if your computer is old and lacking the necessary power to process the software.

However, there are now public data centres popping up around the world that sell power and storage to the general public. This means you can buy an immensely large and powerful design software suite, give it to a public data centre, and they will run the software from their machines. You access it online by simply logging in or, tapping into their cloud. You would only pay a usage fee. If you use the program a lot, you will pay more, but if you seldom use the program, you will pay less. This process is called Software as a Service or SaaS and can benefit teachers who want to introduce students to comprehensive software the school computers cannot handle.

Like any technology, there are drawbacks to cloud computing. The main concern is privacy. All websites have a ‘terms of services’ agreement that details each user’s privacy rights. However, technology cannot exist without glitches and there have been incidents where users’ private data has been exposed to the public. Caution is recommended when sharing sensitive information similar to making a credit card purchase in a store. You trust that your information will not be stolen, lost, or manipulated. But it happens.

The other drawback to cloud computing is the Internet itself. You may not need the latest model of a computer, but you do require a reliable broadband connection. A fast Internet connection is also expensive. As reported by the CBC in early 2010 in *Canadian Internet Slow, Expensive: Harvard*, Canada has the slowest and most expensive Internet access in the developed world. This is a debate that is far from over. Slower Internet connections, however, should not deter educators, especially at the higher levels, from introducing cloud apps to teachers for administrative use or for student use.

In short, cloud computing extends the reach and ability of education outside the walls of the classroom and transforms current e-learning practices. In the near future, cloud computing will become the type of technology that will be sewn seamlessly into the fabric of learning. As more companies develop software for the cloud, it will quickly be adopted for everyday use. The benefits of cloud apps move up the ladder from students, to teachers, to principals, to school board members, and trustees. Just like cloud computing allows us to easily collaborate on a single project, it can bring all those within the education system together and toward a positive future filled with infinite learning opportunities—a cloud nine of education.

For more information:

Adobe Buzzword <http://www.adobe.com/acom/buzzword>

ArcGIS <http://www.esri.com/software/arcgis/index.html>

Cloud Computing – What is it and what does it mean for Education? By John Powell <http://erevolution.jiscinvolve.org/wp/files/2009/07/clouds-johnpowell.pdf>

Flickr <http://www.flickr.com>

Google Docs <http://docs.google.com>

Horizon Report <http://wp.nmc.org/horizon2010>

How Cloud Computing Can Help School Education

<http://www.cloudave.com/link/how-cloud-computing-can-help-school-education>

Picnik <http://www.picnik.com>

What is Cloud Computing? <http://cloudbook.net/directories/what-is-cloud-computing>



GRADE LEVELS: 9-12

CURRICULA

Key Concepts and Issues:

Students will explore the concept of citizenship and how it connects to issues surrounding Canada's North.

Subject:

Citizenship and Canada's North

Curriculum Links

Social Studies, World History
World Geography

Duration:

3 to 5 sessions

Lesson 3: Citizenship and Canada's North

INTRODUCTION:

The goal is for students to reflect on their understanding of the concept of citizenship and then to apply it to the issues surrounding Canada's North, including Canada's sovereignty in the north. Students will review the rights and responsibilities that they share with all Canadians, and discuss why being an active citizen is important. They will discuss the changing face of democracy and how technological tools can increase the abilities of citizens to participate meaningful in the process. They will cooperate to plan and put into action an Anti-Apathy! Campaign. This project engages students in encouraging their fellow students to participate in the democratic process by accessing information, and voicing their concerns, about "big issues," such as sovereignty in the Arctic, by using online tools. Together, they will try to stimulate a "buzz" about Canada's North in order to make their opinions known and in so doing perhaps influence one another and their government representatives.

They will read (or reread) the pages in the graphic novel, Project North: Canadian Sovereignty in the Arctic, describing what Alex and ZaZi learn about the connection between citizenship and sovereignty in the north.

MATERIALS REQUIRED:

computers with Internet access

detailed map of Canada's North:

<http://maps.nationalgeographic.com/maps/atlas/north-america-geophysical.html>

writing paper and utensils graphic novel Project North:

Canadian Sovereignty in the Arctic

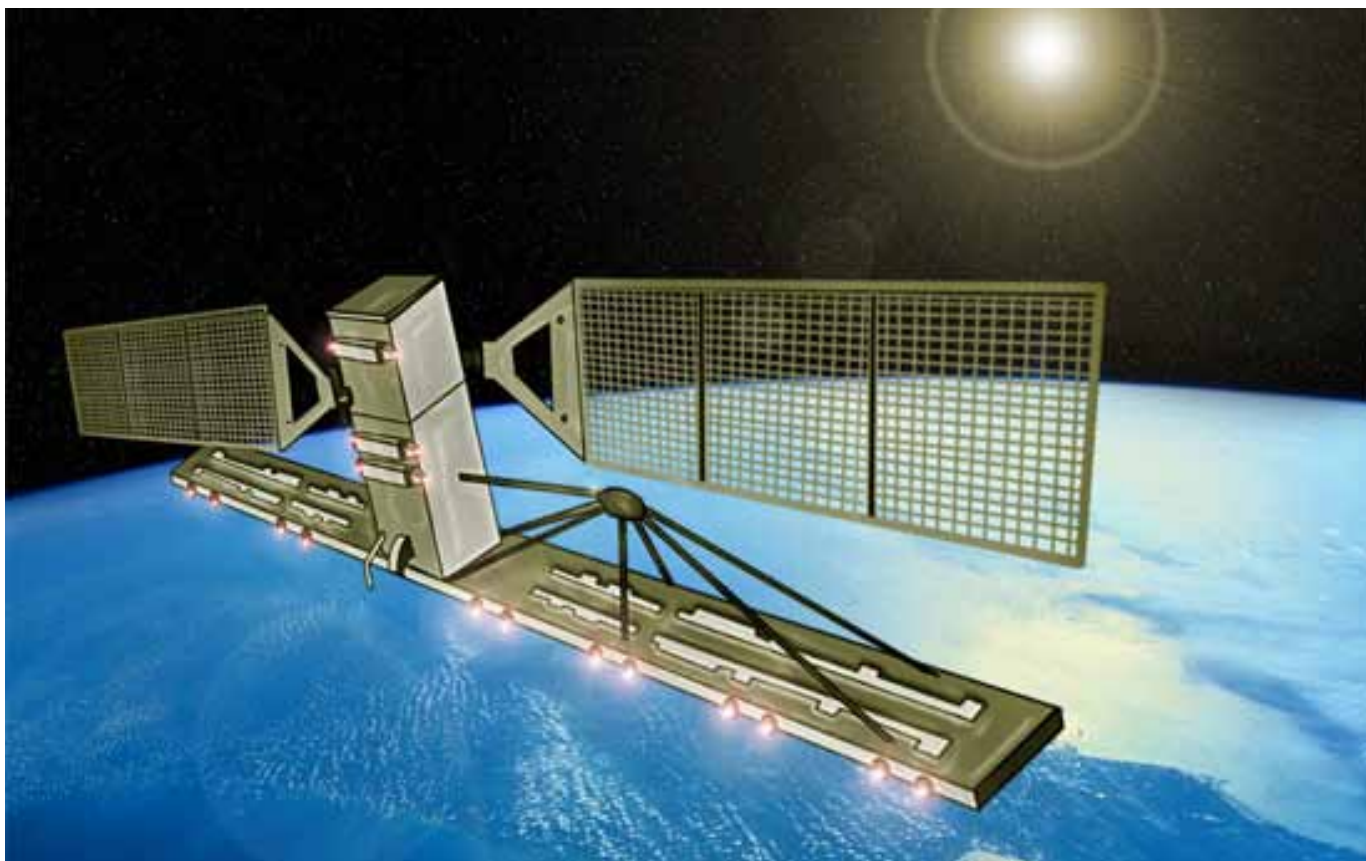
EXPECTATIONS/OUTCOMES:**Students will:**

- identify and explain the rights and responsibilities of individual citizens in a local, national and global context;
- demonstrate an understanding of the need for democratic decision-making;
- analyze a contemporary crisis or issue of international significance (e.g., Canada's sovereignty in the Arctic);
- recognize the difficulties in prioritizing global issues;
- evaluate the impact of some technological developments on Canadians in different periods;
- take age-appropriate actions to demonstrate their responsibilities as citizens.

Background

The country with sovereignty in the Arctic region will have significant benefits; Canadian sovereignty in the North is being challenged by many Arctic countries, including the United States, Russia, Iceland, Denmark, Finland, Norway, and Sweden. Students have learned about, and researched the issue, in Lessons 1 and 2 and will understand that Canada must take a leadership role in preserving, and continuing to assert, its sovereignty in the North.

The focus of the project is students motivating other students to get involved in participatory democracy by using the tools available to them through the Internet. (Remind students to be cautious in accessing sites and review with them the rules of appropriate and safe Internet use.) Some of the tools are: social networking sites (such as Facebook and MySpace, that allow people to "chat" about topics); texting (that allows rapid communication between individuals using online services on computers, cell phones, etc; Twitter is a social networking site that allows users to send and read text-based messages known as tweets, that are 140 characters and under), websites (that allow people to post information and opinions publicly, and respond in kind), and instant messaging (that allows real time text-based communication between two or more individuals, and can include live voice or video calling, as well as being available on some social networking sites).





Step One: Teacher-Led Discussion

Begin with a general discussion about citizenship and what it is. Ask students to suggest the roles and responsibilities of a Canadian citizen.

According to Citizenship and Immigration Canada, "everyone in Canada has rights and responsibilities. These are based on Canadian laws and shared values. Many of these rights are defined in the Canadian Charter of Rights and Freedoms."

They describe some of the rights of a Canadian citizen as:

- legal rights;
- equality rights;
- mobility rights;
- Aboriginal peoples' rights;
- freedom of thought;
- freedom of speech;
- freedom of religion; and
- the right to peaceful assembly.

They describe some of the responsibilities of a Canadian citizen as:

- to obey Canada's laws;
- to express opinions freely while respecting the rights and freedoms of others;
- to help others in the community;
- to care for and protect our heritage and environment; and
- to eliminate discrimination and injustice.

Have them discuss the rights and responsibilities of citizens in a local, national, and global context. Review with students the importance of the North to Canada and remind them that other nations are challenging Canada's claim to the Arctic. Have them review (from Lesson 2) what Canada is doing to ensure it maintains its presence in the Arctic.

Have students read on in the graphic novel *Project North: Canadian Sovereignty in the Arctic* to learn more about citizenship and Canada's North.

STEP TWO

Do a secret survey, asking students to indicate

- whether or not they care about Canada's sovereignty in the North
- whether or not they want to do something about helping protect our heritage in the North.

Have volunteers tally the results and report them to the class.

Initiate a class discussion about participatory democracy, specifically focussing on whether or not they think Canadian youth are active as citizens. Discuss some reasons why youth might not feel interested in world issues, or even in events or challenges being faced by Canadians (ignorance of issues, overwhelmed by number of issues and magnitude of media news, issues are "boring" and not connected to lives of youth, difficult to prioritize issues, issues are generalized and "dumbed down" in the media and no analysis is provided). Discuss some reasons

why youth might not feel connected to the political process in Canada (not old enough to vote yet, sense of futility in ability to make a difference, lack of inspiring leadership, ignorance of issues, ignorance of where and how to become involved).

Ask:

- Should citizens be more involved in their democracy?
- Why is it important to share your political, and social, views?

Suggest to students that, as citizens, they have a responsibility to care for, and protect, our heritage and environment, including Canada's North. Remind them that they have learned a lot about this issue and perhaps have formed opinions. Taking a stand and making their voices heard are ways they can make a difference; they can influence decision-making and create change in a democracy. Apathy is not an option! Explain that all youth have a responsibility to get involved, and tell them that this lesson will focus on the question: How can we use modern communications technology to get more involved in protecting our heritage, specifically our connection to the North, and how can we help stimulate other youth to learn about the issue and get active too? How can we get a "buzz" going about Canada's sovereignty in the North?

STEP THREE

Begin by having a discussion about how technology has changed, and continues to change, the face of democracy. For example, explain that the advent of newspapers and, later, radio, and, later, television, changed the politicians' ability to reach a wider public. Have them reflect on what type of impact these media might have made in each instance (for example, ask: What would it be like to read the exact words made in a leader's speech? What would it be like to hear the actual voice of a political candidate? What would it be like for the population of a country to be able to view a live political debate simultaneously?).

Encourage students to do research and make a timeline of technological tools used to inform and influence citizens about political and social matters (for example: in 1955, the CBC televised the Opening of Parliament of the first time; the first televised presidential debate took place in 1960 between John F. Kennedy and Richard Nixon; in 1961, John F. Kennedy was the first president to hold a press conference on television; in 2006, Twitter was created and it began being used for political campaigning; the Canadian prime minister began posting weekly podcasts on his government website to communicate to citizens; in March, 2010, Stephen Harper did a YouTube inter-



view, responding to questions submitted by Canadians to the YouTube site).

Gather together as a class and ask, Is technology changing the face of democracy, and, if so, how?

Read these three quotes to the students, and discuss:

"Yet another attempt from Stephen Harper to avoid the real media and try to control his message from the safe confines of a one-way podcast." -- 'Bankboy,' writing at the iTunes site in response to a podcast by Stephen Harper

"It's a refreshing change to see a Prime Minister trying to reach out to the public and in this case a younger audience." -- 'Maple Leaf,' writing at the iTunes site in response to a podcast by Stephen Harper

"What we have to do is deliver to people the best and freshest most relevant information possible. We think of Twitter as it's not a social network, but it's an information network. It tells people what they care about as it is happening in the world." -- Evan Williams, CEO of Twitter

Tell students, that when Stephen Harper agreed to an interview on YouTube, a total of 5,128 people cast 170,000 votes on 1,797 questions submitted by Canadians. Ask them to evaluate these results.

Gather as a group and make a chart listing the tools. Have students assess the success of these tools by asking questions such as:

- What is the impact of technological communication developments on Canadian participatory democracy in different periods?



- Do the modern tools provide a one-way message, or offer a two-way dialogue?
- How do you assess the ability of each of these modern tools to provide youth with information?
- How can youth use technological tools to become more involved in democracy?

STEP FOUR

Tell students they will launch an Anti-Apathy! Campaign to help rally youth to become active around the issue of sovereignty in Canada's North. Explain that they will have several hours throughout the weeks ahead to work on the campaign.

If you wish, share these suggestions from Mary Simon, President of the Inuit Tapiriit Kanatami (ITK), about what people can do to help resolve the issues in the North:

"... [C]ontinue to inform yourselves ... about the Arctic. Visiting websites, including for example that of Inuit Tapiriit Kanatami (ITK), is a good start. The ITK recently provided Government with an Inuit Action Plan. ... You will find this on our website. I encourage you to read it. Being better informed you will be better placed to hold decisions-makers to account. Begin to ask questions. Within your sphere of influence, take up Arctic issues. Communicate to your family ... and governments your interest in the Arctic. Read government, Inuit, and international agency reports. They are numerous and most are available on the Internet. Contact your member of Parliament. Tell that person you want to see more discussion in Parliament about what is important to you regarding the Arctic."

Assist them in discussing and mapping out the general format of the campaign, for example, by asking questions such as:

- What are your goals for the campaign? (to educate youth about Canada's Arctic and help provide analysis about the issues, to motivate them to become involved in taking action and provide some tips about what they can do, to get youth to prioritize this issue, to get a "buzz" going on the issue)
- How will you go about achieving these goals? (work in small groups, each one with a different technological tool; decide what key information to present and make sure it is analytical and not "dumbed-down") What technological tools that we discussed will you use, and why? (communicate with others by making a website, creating a social networking group, make a video representing group's views about Canada's political status in the North and post it on YouTube, create a blog on the topic of Arctic sovereignty)
- Is your plan realistic?
- How will you know if it has been successful? (ask for online responses, survey level of interest/concern before and after campaign, tally number of fans that sign up to website group, tally number of hits on YouTube video, recognize that it may take time for the "buzz" to build momentum)



Assist the students in setting out an agenda of the tasks to be performed before the Campaign launch. Have them agree on the dates by which the tasks need to be completed, the date of the launch, and the date on which they agree that they can determine the success of the campaign.

STEP FIVE

Give students sufficient time to meet in their groups and complete their Anti-Apathy! Campaign assignments.

If needed, guide them in considering how to organize, record, and present information about Canadian sovereignty in the Arctic and tips about how to get involved in the issue so it "grabs" the audience (other youth) and can be accessed readily and directly. Encourage them to think creatively while still being practical.

Monitor teamwork, and encourage each student to share their skills (which may vary widely).

STEP SIX

Assist students in launching the Anti-Apathy! Campaign on the designated day.

After the time allotted, meet again as a class. Discuss as a class the results of the Anti-Apathy! Campaign. Help the students evaluate the process they created, and establish whether the final goals were met. Have them think about what they might do differently next time. Ask them to share comments about how it felt to try to motivate others to become more involved in Canada's democracy and what they learned from this experience.

OPTIONAL EXTENSION ACTIVITIES:

- In his article, "Thank You for Not Voting," Will Wilkinson, a research fellow at the Cato Institute in Washington, DC., argues that low turnout can signal social solidarity, reflect real civic virtue, and even make democracy work better. For example, he claims that "lower levels of turnout may suggest that voters actually trust each other more -- that fewer feel an urgent need to vote defensively, to guard against competing interests or ideologies." He also states, "If well-informed voters have a better picture of the candidate or party most likely to promote the general welfare, then especially high turnout can actually tilt an election away from the better choice, leaving everyone a bit worse off." Have students in small groups discuss these ideas and give an opinion about them. Then encourage them to

research to find, and read, online this particular article or other materials on this topic. Have them gather again to discuss what they have found out and whether their views have changed.

- Students can watch the first Kennedy-Nixon debate (and, if possible, the three that followed), and write their reflections. Who do they think "won" the debates, and why? Then research to find out the response of the general public at the time. What does this tell them about the media and the impressions made by political leaders?
- Students can consider how blogging is used in politics and political campaigns, for example, they can listen to Conservative Alberta MP Monte Solberg's comments about blogging being "the newest tool in politics" and why he believes it is becoming more popular. (He posts blogs to communicate with his constituents about "the inside things that occur on Parliament Hill" and also because it's "fun.")
- Students can check out the Apathy is Boring! website to compare the suggestions offered there to strategies adopted by the student groups in the class. Have them write a short paragraph assessing the site.

ASSESSMENT AND EVALUATION RUBRICS:

Rubric

General

Discussion

Level 1—Did not participate or contribute to the teacher-directed discussions

Level 2—Participated somewhat in the teacher-directed discussions

Level 3—Active participation in the teacher-directed discussions

Level 4—Made a significant contribution to the teacher-directed discussions

Content

Level 1—Demonstrated limited understanding of concepts, facts and terms

Level 2—Demonstrated some understanding of concepts, facts and terms

Level 3—Demonstrated considerable understanding of concepts, facts and terms

Level 4—Demonstrated thorough understanding of concepts, facts and terms

Written Work

Level 1—Written report had many grammatical errors, is poorly structured and confusing

Level 2—Written report was generally clear but has numerous grammatical errors

Level 3—Written report was well-structured and clear but has a few significant errors

Level 4—Written report was very clear, well-organized with few errors

Oral Presentation

Level 1—Oral report was confusing, lacked emphasis and energy with no discussion resulting

Level 2—Oral report was clear but lacked energy and emphasis with little discussion resulting

Level 3—Oral report was clear and vibrantly presented but lacked some emphasis and energy with a good discussion resulting

Level 4—Oral report was clear and enthusiastically presented with energetic discussion resulting

Team Work

Level 1—1 or 2 members dominated the team, very little cooperation

Level 2—Majority of the group made a contribution with some recognition of individual strengths but cooperation was superficial

Level 3—Most members made a significant contribution with a good level of cooperation

Level 4—All members made a significant contribution, individual strengths were recognized and used effectively, excellent cooperation among group members

SPECIFIC

Step One

Student has a poor understanding of citizenship and global

citizenship

Student has a basic understanding of citizenship and global citizenship

Student has a good understanding of citizenship and global citizenship

Student has an exemplary understanding of citizenship and global citizenship

Step Two

Student demonstrated poor participation in discussion about participatory democracy

Student demonstrated poor participation in discussion about participatory democracy

Student demonstrated poor participation in discussion about participatory democracy

Student demonstrated poor participation in discussion about participatory democracy

Step Three

Student has a poor ability to assess the impact of technological communication developments on Canadian participatory democracy

Student has a basic ability to assess the impact of technological communication developments on Canadian participatory democracy

Student has a good ability to assess the impact of technological communication developments on Canadian participatory democracy

Student has an exemplary ability to assess the impact of technological communication developments on Canadian participatory democracy

Step Four

Student exhibited poor participation in the planning of the Anti-Apathy! Campaign

Student exhibited basic participation in the planning of the Anti-Apathy! Campaign

Student exhibited good participation in the planning of the Anti-Apathy! Campaign

Student exhibited exemplary participation in the planning of the Anti-Apathy! Campaign

Step Five

Student exhibited poor teamwork and sharing of skills in preparing the Anti-Apathy! Campaign materials
 Student exhibited basic teamwork and sharing of skills in preparing the Anti-Apathy! Campaign materials
 Student exhibited good teamwork and sharing of skills in preparing the Anti-Apathy! Campaign materials
 Student exhibited exemplary teamwork and sharing of skills in preparing the Anti-Apathy! Campaign materials

Step Six

Student came away with a poor understanding of the results of the Anti-Apathy! Campaign
 Student came away with a basic understanding of the results of the Anti-Apathy! Campaign
 Student came away with a good understanding of the results of the Anti-Apathy! Campaign
 Student came away with an exemplary understanding of the results of the Anti-Apathy! Campaign

RESOURCES:

information about becoming a Canadian citizen:
<http://www.cic.gc.ca/english/citizenship/index.asp>

Canadian non-partisan organization:
<http://lpathyisboring.com>

Canadian prime minister's webpage with podcasts:
<http://lpm.gc.ca>

Kennedy/Nixon debate, 1960 (part 1):
<http://www.youtube.com/watch?v=3P7sWRs6MaE>

First televised American news conference (Jan 25, 1961):
<http://www.youtube.com/watch?v=BF2YCJXFyJU>

First podcast report from Capital Hill, Ottawa, 2005:
<http://www.politicswatch.com/what%20is%20podcasting.mp3>

www.youtube.com

http://lpathyisboring.com/en/the_facts/articles/48

Canada's World website:
<http://www.canadasworld.ca>

MP Monte Solberg's comments on blogging as the newest political tool:
<http://www.politicswatch.com/solberg-blog-may27-2005.mp3>



FIELD TRIPS : what's on



Welcome to another edition of Field Trips: What's On. Our focus this time is Canadian Social Studies. Situated along the Rideau Canal, our nation's capital is the ideal destination for students to learn about Canada's political history. Discover why Queen Victoria selected Ottawa as the capital as you stand where she once stood, along the banks of the Rideau Canal. Sit in on a House of Commons session to learn how a bill is passed through Parliament. Commemorate the efforts of Canada's war veterans and heroes at the National War Memorial and the Tomb of the Unknown Soldier.

Also in Ottawa is the Bank of Canada's Currency Museum. A visit will teach students how older forms of currency worked, view examples of coinage and notes from Canada's earliest days, and gain insight into the importance of reliable currency in a modern economy. Continue learning about Canada's heritage and citizenship at the Library of Parliament with curriculum-based interactive activities and tours. Finally, students can judge for themselves the roles and responsibilities of the judicial system by visiting the Supreme Court of Canada.

A field trip series centred around social studies presents students with opportunities to actively experience Canada's rich history. Trips to some of Canada's oldest and historic institutions will enhance students' appreciation for our national identity.

FIELD TRIP OPPORTUNITIES

Currency Museum

<http://www.currencymuseum.ca>

Canadian Museum of Civilization, Gatineau, Quebec

www.civilization.ca/cmcl/home/cmcl-home

National War Memorial and Tomb of the Unknown Soldier

<http://www.vac-acc.gc.ca>

Parliament Hill

<http://www.parl.gc.ca>

Royal Canadian Mint

www.mint.ca

Supreme Court of Canada

<http://www.scc-csc.gc.ca>



1. Multiculturalism and Cana...

Students will explore the concept of multiculturalism and how it connects to issues surrounding Canada's North.

Continue Reading

We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage.

Canada

Nous reconnaissons l'appui financier du gouvernement du Canada par l'entremise du ministère du Patrimoine canadien.

Lesson 1: Multiculturalism and Canada's ...

Students will explore the concept of multiculturalism and how it connects to issues surrounding Canada's North

Comments Recent Archives

nwtadmin: Stuck on a word? Leave us...

The question of Canada's sovereignty in the Arctic Archipelago is both important and very current. A number of countries including Russia, the United States and Denmark are claiming part of the Arctic Archipelago as their own territory. The Canadian Northern Project, brought to you by TEACH Magazine, explores this topic in a variety of ways. Visit the Canadian Northern Project:

www.teachmag.com/cnp



La souveraineté canadienne dans l'archipel arctique est une question de première importance à l'heure actuelle. En effet, des pays comme la Russie, les États-Unis et le Danemark revendiquent des portions de l'archipel. Le Projet sur le Nord canadien, offert par les rédacteurs de TEACH-LE PROF, explore le dossier sous différentes facettes :

www.teachmag.com/pnc



**The editors of TEACH Magazine are pleased to announce
an exciting, new, bilingual resource:
PROJECT ETHIOPIA.**

Exploring the themes of Basic Education, Global Citizenship, Human Rights and Democracy, Project Ethiopia has an online, interactive, graphic novel as its core component. ***The Shadowed Road*** tells the story of Selome Fekadu, a young girl from northern Ethiopia, who dreams of becoming a teacher. When that desire is crushed, she runs away from her village to the capital city of Addis Ababa, where she hopes to fulfill her dream.

The Shadowed Road is a full-length graphic novel and it is supported by four substantive lesson plans, an interactive video documentary introducing students to the wonders and realities of life in Ethiopia, comprehensive curriculum links, student and teacher wiki applications, rubrics, evaluation and assessment tools and is designed for teachers and students in grades six to eight.

Project participants include the literacy organization,

CODE (www.codecan.org)

and the Simcoe County District School

Board (www.scdsb.on.ca/).

Project funding has been generously
provided by the Canadian International
Development Agency

(*CIDA*— www.acdi-cida.gc.ca) through its Global Classroom Initiative.

For more information about Project

Ethiopia, please go to:

www.teachmag.com and www.codecan.org

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