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2009 TECHNOLOGY
SUPPLEMENT



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Focus on Citizenship, Multiculturalism,
Aboriginal Peoples and Diversity

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Regards sur la citoyenneté, le multiculturalisme,
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NOTES

The world continues to lurch in heavy economic seas. Both the private and public sector have been staggered by the depth and severity of the storm and astonished at its swift execution. Collectively, we were caught napping. Public institutions have remained a bulwark in tough times as it is governments that are bailing out banks and not the reverse.

What sort of world will emerge out of the ashes of the old? Will it be business and customs as usual once the fear and danger have drained away? Will the dominant world players still prevail or must they move aside for someone else?

The easy answer is that no one knows for certain what will form after the current crisis has ended. We do know that large organizations have been decimated by rocky times as we see mighty companies like General Motors, Lehman Brothers, and many others crumble.

Innovations in technology will play a role in aiding the recovery. The need to communicate effectively, locally and globally, in work places and in educational settings will continue to grow.

Years ago, we communicated primarily face to face or by telephone. Now we communicate principally through networks, networks that take on a social aspect. Begun as means to document one's life in a digital world while connecting with those within a common social circle, applications like blogs, Facebook, MySpace and Twitter et al, were viewed as media for the teen lifestyle. Now these tools are taken far more seriously and have significant implications for the ways in which we educate, work, and communicate in general.

In this issue, we feature an article on the use of social networking tools and their application for in-class use. Existing applications as mentioned above can be exploited to integrate collaborative, online

learning experiences in the classroom. This is the language that students speak, so it makes eminent sense for educators to learn that language.

We also feature our sixteenth annual technology supplement where we present new products and services that we feel will help in the classroom. Please bear in mind that the text does not constitute an endorsement or a review but a narrative description only.

Richard Worzel explores the question of why boys don't appear to fare as well in school as girls. Is the reason some genetic difference or perhaps, a different social orientation? Or is it something else entirely different? Read and find out.

This issue's CURRICULA explores the topic of early immigration to this country and documents a set of tragic circumstances that took place on one of the most important way stations for new arrivals to Canada. The story of Grosse Île documents a legacy of pain and suffering.

Next Issue

Field Trips: What's on Offer,
Futures, Web Stuff, CURRICULA
and more

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Richard Worzel

Lost Boys

Every once in a while a development strikes me as truly strange, partly for its own sake, but mostly because other people don't seem to be taking much notice of it. One such development is the speed with which boys seem to be falling behind girls in our society, especially in education. For several years now, there have been discussions and articles about how boys seem to struggle academically more than they have in the past and falling behind girls in achievement. Reading such articles has caused me to pause and wonder why.

Then I started to hear that enrollment in post-secondary institutions by women was now much greater than enrollment by men. For example, when my son began studying genetic engineering and molecular biology in university, he said that there were four women for every man in his classes. After a hiatus, he's now going back to university for a graduate degree and says that there are now six women for every man in the undergraduate classes he once took.

If you look at colleges and universities across North America, it is quite startling to find that women not only form a majority of students at the post-secondary level, but their numbers are staggeringly greater than their male counterparts. Today, there are approximately 50% more women going into post-secondary studies than men in North America. The number of women in fields that traditionally had mostly male students is increasing. In some fields, like veterinary science, women make up about 90% of new enrollment. When I considered these statistics, I was stunned by two things: first, that they were happening and second, that the problem attracted so little attention. From my perspective as a futurist, this constitutes an Earth-shaking shift, but no one seemed to be noticing. Moreover, I didn't know why it was happening and the only explanation I could offer was the gradual improvement in the status of women. However, I found this explanation, which is undoubtedly true, to be grossly insufficient to explain what the heck was going on with men.

Then I read an article in the *Globe & Mail*, published on Saturday, September 20, 2008, *Humanity at Risk: Are the Males Going First* and lots of pieces fell into place. One reason there are less men in post-secondary education is that males are under attack by the biosphere we have created. Let me explain by starting with a conclusion by one of the first researchers to address this issue, Dr. Theo Colborn Professor of Zoology at the University of Florida, Gainesville and President of The Endocrine Disruption Exchange (TEDX). She is concerned this attack on males may pose the greatest long-term threat to society exceeding even that of climate change. Yet, how much do you know about this?

Dr. Colborn is also an environmental analyst and is concerned that synthetic chemicals, man-made and I use the sexist term deliberately here, may interfere with the normal functioning of our hormonal systems. Specifically, endocrine (hormone) disruption can occur when women are exposed to common synthetic chemicals and pass it to their fetuses. Recently, in *Endocrine Disruption Overview: Are Males at Risk?* Dr. Colborn expresses her concern that these chemicals may affect males more profoundly than females. When she first started discussing this issue back in the mid-1990s, it sounded either trivial or alarmist, or both. However, she points out that the number of boys affected by attention-deficit disorders and hyperactivity disorders is two to four times the number of girls so affected. She thus believes this may be the primary explanation of



"If you look at colleges and universities across North America, it is quite startling to find that women not only form a majority of students at the post-secondary level, but their numbers are staggeringly greater than their male counterparts. Today, there are approximately 50% more women going into post-secondary studies than men in North America. The number of women in fields that traditionally had mostly male students is increasing. In some fields, like veterinary science, women make up about 90% of new enrollment. When I considered these statistics, I was stunned by two things: first, that they were happening and second, that the problem attracted so little attention."

FUTURES

why female enrollment in post-secondary education is dramatically greater than that of men because men are cognitively and behaviourally impaired by the chemicals.

Although it's unclear as to why males are more affected than females, other researchers have found similarities in their studies that point to the environment as the cause. Dr. Shanna Swan, Professor of Environmental Medicine and Director for the Center for Reproductive Epidemiology at the University of Rochester has found that the sperm count of healthy young men in rural Columbia was half that of their counterparts in American cities, possibly because of the pesticides used on farms. Dr. Thomas Travison of the New England Research Institutes theorizes that endocrine disruptors in the environment could have detrimental effects on weight, which in turn can affect hormones in males because extra fat cuts levels of testosterone. Similarly, Dr. Devra Davis, of the University of Pittsburgh has found that the U.S. and Japan had 262,000 fewer boys born in a 10-year period than was statistically normal. And 54% more Canadian men had testicular cancer in 2005 than in 1983.

Something is happening to males, but why? In short, humanity is finally showing the effects of decades of dumping chemicals with unknown properties, especially hormone analogs into our environment. Chemicals like Bisphenol A, or BPA, found in plastics like baby bottles and food tins, has the potential to cause prostate abnormalities and other developmental changes linked to sex hormones in men. Phthalates, a family of very common chemicals used to make plastic more pliable and found in almost everything from shower curtains to perfumes can inhibit testosterone synthesis. Preliminary research shows that these chemicals are harming men more than women. Some may say (with a great deal of justification) that this is merely poetic justice, but that won't help much or provide answers as to why the trend is continuing.

And what has this to do with education? It helps explain one reason why behavioural problems are on the rise in classrooms. An increasing number of boys (and probably girls as well) may be suffering from borderline neurological damage that affects their cognition and behaviour. But the bigger issue is what do we do about it? From a societal point of view, we should mend our ways by stopping the dumping of toxins, particularly suspected neurotoxins and synthetic hormones into our air, soil, and water. That may be difficult because we have become accustomed to developing new compounds to solve specific problems without considering the consequences of their release into the biosphere. There are very simple things we can do, like return all drugs, pharmaceuticals, and over-the-counter remedies to local drugstores for appropriate disposal. Do not flush them down the toilet because you will be transferring chemicals that are specifically designed to affect the human body into the water cycle. Likewise, do not pour oil, paints, or other household compounds down storm sewers or drains and try to use biodegradable household cleaners.

From an educational point of view, we need to educate our communities and ourselves. Look for new information on these issues and pass it on to the parents of your students by forwarding articles

to them and providing references they can pursue. Make recommendations about how parents can safeguard themselves and their children against the toxins based on the research available. Make it a public health issue in your community by raising the issue with your ministries of education and health and elected officials. School boards need to recognize that cognitive and classroom behavioural problems are widespread, continuing, and not caused by parental negligence. Boards need to look for ways to help children who are challenged in this way. This is particularly important because disruptive behaviour affects not only the children themselves, but also all children in the classroom. If Dr. Colborn is right and humans, particularly males, are under attack by these toxins, then we need to increase our understanding of the problem, assess its effects on the performance of students and teachers and come up with strategies to deal with it.

Richard Worzel is Canada's leading futurist who speaks to more than 20,000 business people a year. He is a former PTA president and a Scout leader. He volunteers his time to speak to high school students free of charge. You can reach him by email at futurist@futuresearch.com.

SOURCES

Humanity at risk: Are the Males Going First?

By Martin Mittelstaedt, Globe and Mail, September 20, 2008

<http://www.ourstolenfuture.org/index.htm>

<http://www.endocrinedisruption.com>

<http://www2.envmed.rochester.edu/envmed/tox/faculty/swan.html>

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TEACH Magazine is proud to present this year's 16th Annual Technology Supplement. We introduce you to new products and services that will be valuable tools for the classroom.

The descriptions serve as only product overviews; they are not our reviews or endorsements. We hope you find the list useful and remember to ask about educational discounts and pricing when contacting the product companies.

H A R D W A R E

AVerPenx2122

http://www.avermedia-usa.com/presentation/product_averpen.asp



AVerPenx2122 is an interactive classroom solution that combines collaborative learning with mobility, simultaneous teacher-student engagement, and immediate feedback all from virtually any surface in the room.

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gridMathematica 7

<http://www.wolfram.com/products/gridmathematica/>

gridMathematica 7 allows users to run more tasks in parallel, over more CPUs, for faster execution without changing a line of code. Whether computations are distributed over local or remote CPUs, process coordination and management is completely automated. gridMathematica 7 extends the built-in parallelization features of Mathematica. The Mathematica server provides a network-managed pool of computation kernels that can be shared by a group of users locally or run on remote hardware to combine the power of multiple computers. Using gridMathematica 7, users can automatically scale up their tasks to grids of any size – allowing them to deliver accurate solutions even faster. gridMathematica 7 requires Mathematica and is available for Windows, Mac OS X, and Linux.

S O F T W A R E



Toon Boom Studio 5

<http://www.toonboom.com/products/toonBoomStudio>

Toon Boom Studio

5 is a computer software that brings a wide array of animation capabilities. Studio 5 enables users to become familiar with stop-motion, traditional, digital, cutout and rotoscoping animation methods and to combine them for greater creativity. Its enhanced user interface is ideal for hobbyists, educators, and students. With Studio 5 you can do things like create stop-motion animation using your favourite characters, speed things up with Time-lapse Imagery, and change your backgrounds using Chroma Key Screens. Live View/Image Capture allows you to see images exactly as they will appear in your movie with optimized image playback. You can also position and align elements perfectly using Onion Skinning and annotation layers allows for feedback. With Studio 5 you can import Flip Boom Classic and Animation projects and bring them to the next level. Studio 5 allows you to easily export your animation directly to YouTube or Facebook.

W E B

ABRACADABRA

<http://abralite.concordia.ca>



ABRACADABRA (ABRA) is a free interactive web-based literacy program designed for early elementary school students, teachers, and parents. There are two main entry points to ABRA:



stories and skills. The stories expose children to different story genres, text types, and multiple perspectives, which help shape their world view. Children can read ABRA or student created stories. Skills support include, phonological awareness, reading fluency development, comprehension development, and writing development. Teachers may enter the Professional Development section to get overviews of ABRA's activities, stories, lesson plans, printable resources, just-in-time videos, or practical tips for teaching English Language Arts. ABRA is available as part of The Centre for the Study of Learning and Performance's Learning Toolkit and must be stored locally on a server at the school board or educational centre. There is also a lighter version of ABRA available at <http://abralite.concordia.ca>.

AutismPro

<http://AutismPro.com>



AutismPro is a customizable package of tools, content and programming, designed to help educators improve the learning experiences for students with autism. AutismPro includes, AutismPro Workshops and AutismPro Resources. AutismPro Workshops is a flexible, web-based professional development program. It provides videos and illustrated case examples of instructional techniques that can be applied across the spectrum of autism and autism-related disabilities. AutismPro Resources is a comprehensive set of online classroom tools. It allows special education teachers, support staff, and administrators to search a database of more than 5,000 lesson plans, teaching strategies, and behavioral supports. Users can download and print what each student's team needs to easily apply techniques and target learning objectives on a daily basis.

AutismPro Workshops is available for as little as \$50 per teacher, while AutismPro Resources is available for as little as \$2,500 per school.

To order and for more information, call 1-866-462-0991.

Canada Year Book Historical Collection

http://www65.statcan.gc.ca/acyb_r00-0-eng.htm



The Canada Year Book Historical Collection is a tool made to enlighten us about Canada's distinct past. Explore and discover major themes in history and social studies, such as Changing Families, Occupations, Immigration and Emigration, the Great Depression, Canada at War, and so on in a variety of neat formats including, tables, charts, photos, maps, and multimedia. There are no costs, no strings attached – just 100 years of Canadian history at your fingertips. Canada Year Book is a highly respected publication that has earned a reputation for providing a reliable, detailed, and unmistakable portrait of Canada and its people for over 140 years.

DreamBox Math Classroom

<http://www.dreambox.com>



DreamBox Math Classroom is an innovative online learning product for kids in grades K-2 that is built on a standards-based mathematics curriculum and wrapped in a fun, adventure-style game. Like its home version, DreamBox Learning K-2 Math, DreamBox Math Classroom develops and reinforces foundational math con-

cepts through effective, individualized instruction while simultaneously being fun and engaging. DreamBox Math Classroom presents in-depth math lessons that develop computational fluency, conceptual understanding, and problem-solving ability. The adventure themes include, pirate, pixie, dinosaur, and pets. There are more than 350 math lessons and audio and visual motivators to cheer on kids throughout their math lessons. DreamBox Learning's patented GuideRight™ technology analyzes a student's response and customizes the content and sequence for each child. Teachers and parents can also access the online dashboard that monitors and reports progress. DreamBox Math Classroom can be accessed by online with a standard browser and high-speed Internet connection.

LeapFrog Learning Path

<http://leapfrog.ca>



The LeapFrog Learning Path is like a crystal ball, letting parents see what children are really getting out of their education toys – how they did on games and quizzes and what skills they were working on in the process. The Learning Path makes it possible for parents to see the educational skills their kids are exploring with their LeapFrog products, from infant learning toys to grade school gaming platforms. The Learning Path links with LeapFrog products to provide parents an explanation of the skills their children are engaged with, how often their children play a particular game, what kinds of questions they answer, and how they are progressing. The LeapFrog Learning Path is now available from LeapFrog's website for parents with children from 4 years to 10 years old (or 5th grade) who are using the Tag Reading System, Didj



Custom Gaming System, or the Leapster2 Learning System. Additional products from LeapFrog will also be added to the Learning Path, expanding the range from birth to 13 years old. There is no cost to start a child on the LeapFrog Learning Path, and parents may set up accounts for up to ten children.

Ontario Science Centre's Memory Bank

<http://ontariosciencecentre.ca>



As part of its 40th anniversary celebrations, the Ontario Science Centre is launching an online Memory Bank to capture the public's stories, photos, and videos from the last four decades. This is an opportunity for visitors to the Ontario Science Centre to share their memories online, bringing our history to life and inspiring generations for many years to come. The first memory to kick off this new initiative is from the Honourable Premier Dalton McGuinty. To submit a memory, the public is invited to visit the official Facebook Fan Page: Ontario Science Centre Memory Bank, between now and the official 40th anniversary on September 26, 2009. Select

memories will also be featured on the Science Centre's website.

Pilot Math

<http://pilotmath.com>



Pilot Math is a blended math resource that combines print and online elements to create an engaging classroom experience for modern learners. The Pilot Math textbook and workbook are available in print as well as online, allowing students to access the texts anywhere there is an internet connection. Included with the textbook are supplementary online resources such as math animations, interactive math games, Notepad Tutor video lessons, and Concept Capsule lesson modules. Pilot Math is created by Etrafic Press that builds customized course content that match regional curriculum by combining a variety of technologies, online tools, gaming, and video media to enhance the learning experience for today's student.

MISCELLANEOUS

ExploraVision Program

<http://exploravision.org>

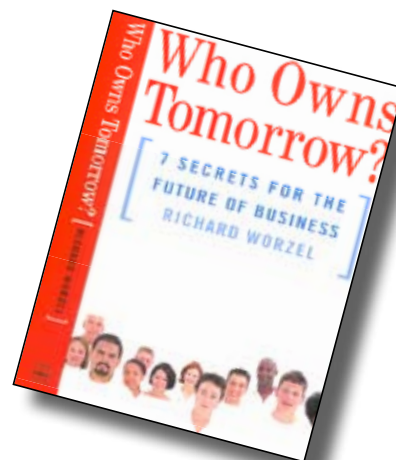


The ExploraVision program is one of the world's largest K-12 science and technology competitions. The program challenges students, working in teams of two to four, to research scientific principles and current technologies as the basis for designing innovative technologies that could exist in 20 years. With its multi-level, imaginative, and fun approach to learning, the ExploraVision program is designed to appeal to a broad range of students of all interest, skill, and ability levels. Students learn by presenting their project ideas in ways that reflect modern scientific methods, examining problems and deriving solutions much the same way scientists do in the field. The program selects winners based on how they combine imagination with the tools of real scientific research to envision future technologies that could exist in 20 years.

Who Owns Tomorrow?

7 secrets
for the
future
of business

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notable sites for teachers

Media Awareness Network

<http://media-awareness.ca>



The Media Awareness Network (MNet) is a non-profit organization that has been pioneering the development of media literacy programs since 1996. MNet focuses its efforts

on equipping adults with information and tools to help young people understand how the media works, how the media may affect their lifestyle choices, and the extent to which they, as consumers and citizens, are being informed about the media. Its award winning website is home to one of the world's most comprehensive collections of media education and Internet literacy resources. Online, teachers can access MNet's three signature programs both in English and French: media education, media awareness Canada, and young Canadians in a Wired World research. The website also hosts a wide variety of other resources including:

- More than 300 lesson plans for educators to use in classrooms
- Professional development resources for librarians and teachers
- Tips, information, and practical tools for parents
- An ever-expanding database of articles, research, reports, and other reference materials on current and emerging media issues

Teachers also have access to the blog where they can read about an array of relevant topics including, advertising and marketing, body image, cyber bullying, environment, human rights, media production, parents, professional development, and even video games. The resource catalogue has a great collection of articles and resources teachers can purchase, or alternatively, teachers can use the fun, interactive, and educational games as part of their classroom teaching at no cost.

National Film Board of Canada's Educational Resources

<http://www.onf-nfb.gc.ca/eng/education>



The National Film Board of Canada (NFB) is Canada's public film producer and distributor, providing the country and world with a unique experience. For over 70 years the NFB has partnered with educators and teachers and provided many resources and educational activities to them. For example, there are many films teachers can access such as, *Weight of the World*, a documentary film and educational program that helps fight obesity by promoting healthy living among children. The program has three parts – a full-length film, tools and lesson plans for teachers, and the *Weight of the World Challenge*. NFB also provides teachers with study guides for films and DVDs, a learning resources calendar, and the NFB Store with more than 6,000 DVDs, documentaries, and animation. In addition, NFB.ca has a collection of over 700 full-length movies and documentaries that can be accessed for free. Their collection includes animation, documentaries, experimental films, alternative dramas, and trailers. The showcased films take a stand on issues of global importance that matter to Canadians – stories about the environment, human rights, international conflict, the arts and more.

Let's Get



By Lisa Tran

People have a natural desire to share and communicate their thoughts and ideas with others. We are beings who learn socially and create our own understandings based on social contexts. Lev Vygotsky, a Russian developmental psychologist throughout the 1900s, theorized that social interaction plays a fundamental role in the development of cognition. He states, “every function in [a] child’s cultural development appears twice: first, on the social level, and later, on the individual level.” If Vygotsky was still alive, his motto would certainly be: learning is constructed physically and socially.

However, in the years since Vygotsky, so-

ciety has changed into one that is digitally driven where human interaction is often through technologies such as social networking websites. For teachers, social networking websites can provide them with a new and relevant way of communication and learning for their students. Social networking and blogging sites are now the fourth most popular activity on the Internet according to a 2009 study by A.C. Nielsen, the ratings giant. According to other researchers, nine to 17-year olds indicate they spend as much time using social networks as watching TV—about 9 hours a week. Surprisingly, 59% of students who use social networks say they talk about educationally related topics like,

college planning; learning outside of school; news; careers; politics; religion; and schoolwork.¹ We know that students are eager to share their thoughts on social networks because a surprising 96% of them with online access say they have used a social network.² Thoughts and ideas are exchanged on these websites as well as in person events and activities planned exclusively through them. The style of discussion among students has changed recently and it might be helpful to bring education into these social networking applications.

One of the greatest benefits of social networks for students is the furthering of discussion outside of the classroom. Peter

1. Source: Study by Grunwald Associates LLC and the National School Boards Association, 2007

2. Ibid.



Pappas, an American educational consultant for the last 35 years, recently said that students are most comfortable with discussions where their comments are valued by their peers. Says Pappas: “Watch a typical whole group discussion in the classroom and you’ll most likely see a “hub/spokes” flow of information. Teacher to student A and back to teacher. Teacher to student B and back to teacher. So it goes as the “bluebirds” get to show how smart they are.” Over time, Pappas says, students learn that their comments are not valid until they’re “approved” by the teacher. “That’s because in this style of discussion the teacher is most likely searching for specific replies—sort of playing “guess

what I’m thinking,”” he adds. So often, only students who are able to give “correct” answers participate. However, students are eager to share their thoughts in small classroom group discussions and social networks because there is no information “gate keeper.” Teachers can now foster the type of discussion that is harder to achieve in a classroom by using social networks. They can pose questions or start discussions based on school work. Students are likely to participate when they are at home “social networking” because social networks are an entirely different forum. It is no longer “the teacher” asking “the student” a question because teachers can choose to participate as

just another member of the online forum.

On the other hand, sometimes classroom discussions go so well that all students want to join in. Unfortunately, time limits the length of the discussion before a teacher has to move on and some students may not get to comment. That is where a social network can help. They are not limited by time and the comments are made in real time, representing live conversation.

Social networking is beneficial for students because it can help prepare them for higher education. Teachers can encourage student use of social networks to contact students enrolled in colleges and universities for the purpose of gaining an insider’s

LET'S GET SOCIAL

perspective on a particular course of study, for example. As more and more college and university instructors incorporate social networking as part of their teaching, K-12 students will become familiar with this form of learning and discussion early on. This is especially important because participation is often a factor in a college or university student's final grade. Furthermore, a social network can help develop a student's thinking and writing as some, famously Twitter (www.twitter.com), provide only 140 characters for one's thoughts. So a student gets practice honing their ideas into a single, concise thought.

Social networking for students does not necessarily mean having only academic

“Students can connect with their peers or other students around the world and share their experiences and information.”

discussions in real-time on Twitter. It can be fun and engaging through something unique like Xoolon (www.xoolon.com), a social networking initiative centred around sports, fitness, and an active lifestyle. Students can log in their scores, times, personal bests, and progress with an array of sports and other fitness activities using a computer or mobile device. Students can connect with their peers or other students around the world and share their experiences and information. Martin Spence, founder of Xoolon says, “the student benefits [from Xoolon by] accessing and maintaining their own academic record and creating their own agenda for healthy living whereas the teacher/coach can orchestrate activities which challenge the students both mentally and physically. The [teacher or] coach has access to all

performances and can easily demonstrate record keeping for school reporting and achieving goals set by [school boards]...” Students can also easily share results with their parents and guardians who can help them maintain an active lifestyle. Current membership to Xoolon is exclusively through schools in the UK, but there are plans to expand the program into Canadian schools in the near future.

Some teachers may not be familiar with social networks so using an application like Facebook with a simple interface is recommended. Technologically savvy students are able to guide teachers through the process. Experienced teachers can come up with interesting ways to include social networks in their lessons. For example, one way to use Facebook (www.facebook.com) in an English Literature lesson is to have students create a profile for a character in a novel or play. Together, students and teachers can determine the character's interests, favourite activities, etc. while leaving comments on the profile as if they were that character's friend. Similarly, students can create a fictional band or musical act and use MySpace (myspace.com)--a social network famous for promoting bands, singers, and musicians--to create a page for the band and include songs they think capture a character's state of mind during a critical part of a novel or play.

Social networking is not just for students. There are great social networks specifically for teachers. The Schools United (<http://www.theschoolsunited.com/community>) is the first networking site dedicated solely to the education community worldwide. It provides schools and staff with a free facility to share educational resources and experiences. There is also Classroom 2.0 (<http://www.classroom20.com>), a social network for teachers already in tune with social networking and interested in Web 2.0 and collaborative technologies in education.

Social networking is not merely a trend

for students. It is a style of communication that connects people from all over the world and encompasses greater participation among its members. For teachers it can be an effective and creative tool in student education. Social networking has become a nexus of communication and learning that delivers new tools and resources to the classroom environment. Learning is not rigidly defined where the teacher only teaches and the student only studies. Instead, the classroom is a destination for both teachers and students to communicate and learn together. Social networking is another avenue for students and teachers to continuing learning together while engaging socially. These interactive communication tools provide a more dynamic classroom environment. Lev Vygotsky would be impressed.

Lisa Tran is currently working as an intern at TEACH Magazine.

RESOURCES

Creating & Connecting: Research and Guidelines on Online Social – and Educational – and Networking, National School Boards Association, July 2007

GLOBAL FACES AND NETWORKED PLACES:

A Nielsen report on Social Networking's New Global Footprint, March 2009

CLASSROOM 2.0

(<http://www.classroom20.com>)

LEV VYGOTSKY RESEARCH

(<http://tip.psychology.org/vygotsky.html>)

PETER PAPPAS

(http://peterpappas.blogs.com/copy_paste/2009/05/engage-student-discussion-use-the-social-network-in-your-classroom.html)

THE SCHOOLS UNITED

(<http://www.theschoolsunited.com/community>)

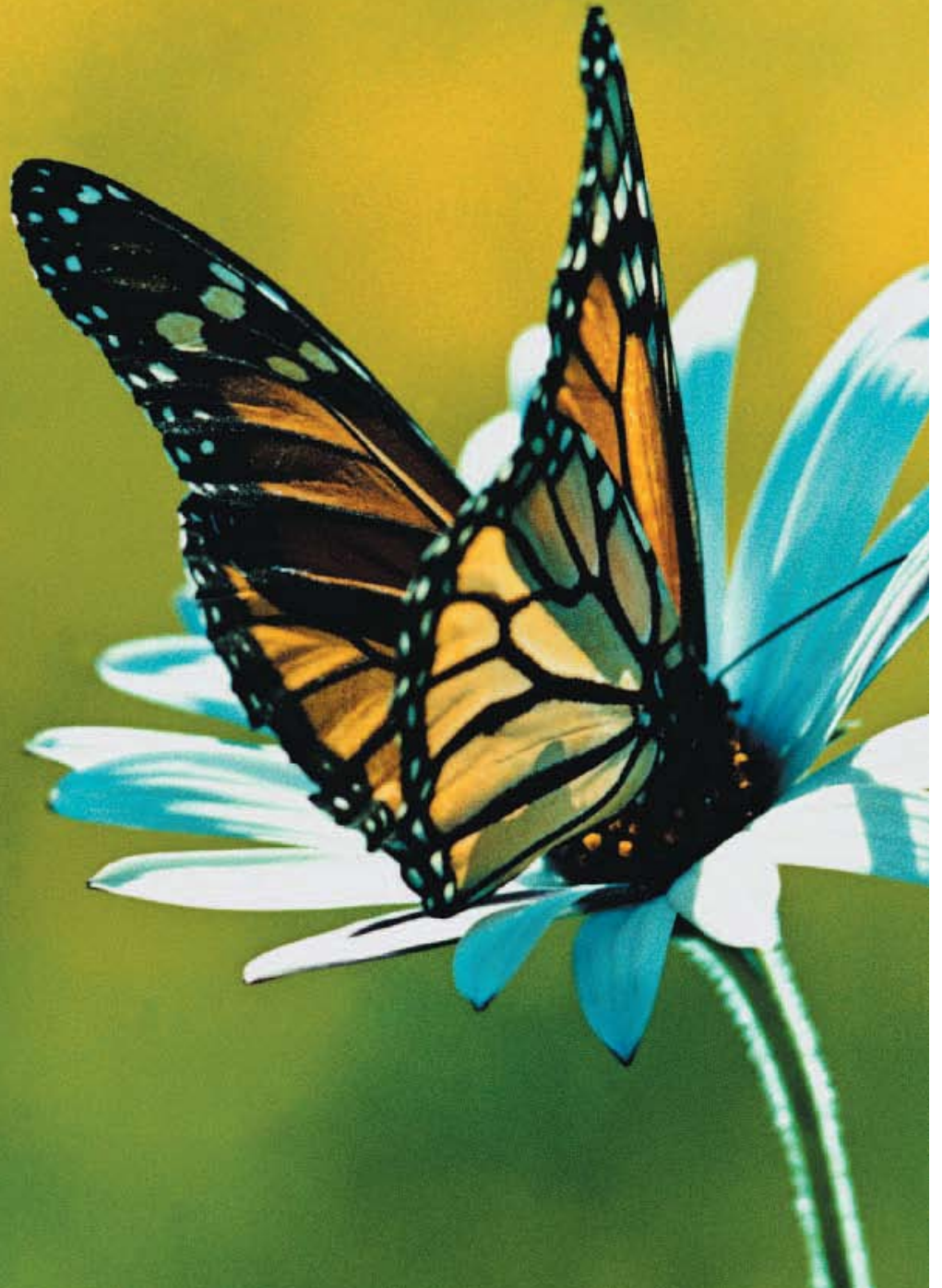
XOOLON

(<http://www.xoolon.com>)

We share the sky

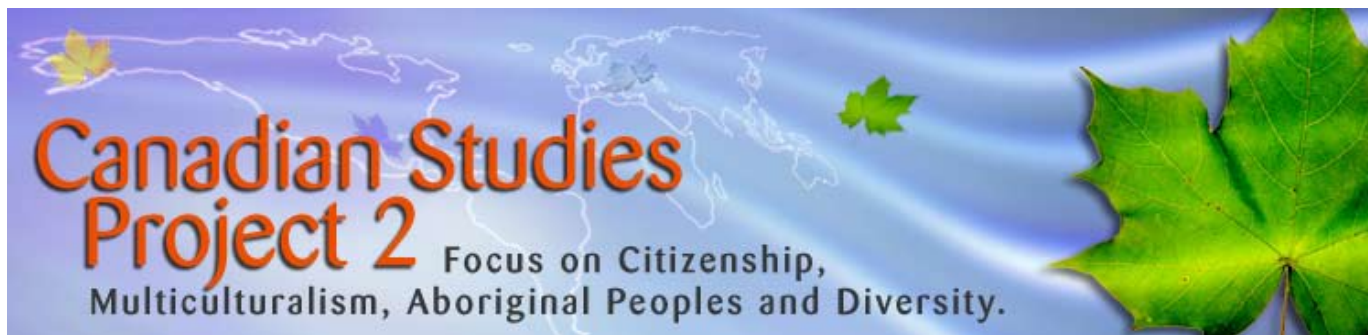
We share the future

Now is the time
to join together
to protect our world
or we could lose all
it gives us. To learn
how you can help,
order your free
World Wildlife Fund
Action Kit.



TOGETHER, WE CAN BE A FORCE FOR NATURE.
800-CALL-WWF | worldwildlife.org/act





CURRICULA

REPRODUCIBLE INSERT

The Canadian Studies Project: Focus on Citizenship, Multiculturalism, Aboriginal Peoples and Diversity comprises a suite of resources that explore Aboriginal history and culture, the history of immigration and through the concept of welcoming communities, how multiculturalism and diversity represent Canada’s strengths as a nation. You and your students will have the opportunity to explore each topic in detail. Emphasis will be placed on working collaboratively in teams and facilitating exemplary communications.



The History of Immigration

Grosse Île: Legacy of Pain

Key Issues and Concepts:

Students will uncover the path that many immigrants took to emigrate to Canada by discovering the sacrifices they were willing to make for a better life.

Introduction

Canada, even before it was a country officially, experienced successive waves of immigration. Grosse Île is an island in the St. Lawrence River roughly 46 kilometres downstream from Quebec City. Today, Grosse Île stands as a monument to suffering and sacrifice, as well as a system that was ill-equipped to deal with the level of immigration it experienced and the difficulties rendered.



This project has been supported in part by the Canadian Studies Program, Department of Canadian Heritage; the opinions expressed do not necessarily reflect the views of the Government of Canada.

Before the advent of commercial flight, would-be immigrants boarded ships and sailed to their new destinations. With the collapse of the slave trade to North America, unscrupulous ship owners found a lucrative alternative in providing commercial passage to those leaving their homelands. The more passengers they could pack in, the more money the ship owners made. The cramped, unsanitary and airless conditions on board the ships provided the perfect breeding ground for disease precipitating a series of epidemics, among the first brought to the shores of North America. Passengers were forced to endure up to 10 weeks of hellish conditions before reaching port.



Given the rising incidence of disease found among passengers traveling on these vessels, Grosse Île became a stopgap, a way station before any ships were allowed to sail closer to civilization and any passengers were allowed to disembark.

The event that triggered Grosse Île's transformation into a quarantine station was a major cholera epidemic that broke out in 1832 where 51,746 Irish and English immigrants were examined. The disease had spread from Asia by passengers traveling west. Despite the quarantine, the disease managed to spread to Quebec City where 3800 perished and Montreal where 1900 died in the following year. Not much was known about the disease then or how to effectively contain it.



But that was not to be the worst of it. The year 1847 announced the Irish potato famine and droves of Irish immigrants fled starvation, all of which took place during a major typhoid fever epidemic. Ship after ship navigated the waters of the St. Lawrence only to be held back at Grosse Île. The medical authorities in charge of the quarantine station had no idea what was sailing their way. After a number of years of relative calm after the cholera crisis had ended in the 1830s, conditions had stabilized and the medical staff and volunteers were well enough equipped to deal with most situations at the time.

As successive ships arrived in the St. Lawrence, none were permitted to go through until they were declared disease-free. Ships with fever cases were required to fly a blue flag. Grosse Île soon found itself ill-equipped to deal with the sheer number of cases. Of the affected ships, passengers were required to stay on board for an undisclosed number of days. In some cases, doctors gave perfunctory examinations and allowed infected passengers to leave their vessels to spread the contagion elsewhere.

In relatively normal conditions, healthy passengers would have been kept in quarantine huts on the island while the sick were cared for in hospital. Because of the sheer numbers, this became impossible. Tents were set up as quickly as it was feasible, but many of the sick were left out in the open or stacked on wooden bunks. There was also a water shortage where the risk of dehydration led to a painful death.

In addition to other shortages, the numbers of qualified medical personnel were insufficient. And often, nurses, doctors, volunteers, even priests and clergymen succumbed to the spread of the disease. Most if not all of the afflicted came from the British Isles whereas other emigrants, such as the Germans, arrived healthy and disease-free. Even the so-called healthy passengers suffered from the privation inflicted on them due to the epidemic.

It is difficult to know how many actually perished in the epidemic as some bodies were buried at sea on the voyage over before reaching the St. Lawrence. Of all, Irish immigrants suffered the highest number of casualties. A monument to the Irish dead stands on Grosse Île as does a cemetery where some 6,000 Irish men, women and children are buried. The remnants of the quarantine station on the island

remain today as evidence of its tragic history. Grosse Île is now a national historic site and national park. It is hard to imagine that almost 450 ships carried Irish immigrants to these shores and that medical personnel examined just over 90,000 passengers. At times, there were so many ships

waiting to be cleared by authorities, that the line stretched over two kilometers. Some 25,000 immigrants were held on the island at one time while the crisis unfolded.

The quarantine station on Grosse Île finally closed in 1937. During the Second World War, secret bacterial research was conducted there and public access was closed off. The island then reverted to a quarantine site but for animals. In 1983, the Canadian government declared Grosse Île a national historic site and it became a national historic park ten years later and operates under the authority of Parks Canada. In 1997, a memorial was erected dedicated to those who died on the island. The largest monument on the island is the Celtic Cross which stands some 15 meters or more in height and is dedicated to the Irish who perished there.

Cross-Curricular Subjects: History, Geography, Civics, English, Language Arts, Visual Arts, Health and Well-Being

Grade Levels : Grades 10-12

Duration: Four to six classroom periods



Objectives/Outcomes

Students will:

- Gain insight into the history of immigration in Canada;
- Work with primary source digital documents, archives and objects;
- Understand the sacrifices immigrants make when they leave their homelands to come to another country;
- Explore the history of Grosse Île and compare the immigrant experiences of other groups that came to Canada;
- Understand the reasons people seek to emigrate;
- Appreciate the conditions and hardships immigrants faced;
- Work cooperatively in teams;
- Apply critical thinking techniques and processes; and
- Put themselves in the shoes of new immigrants.



Step One—Teacher-led Discussion

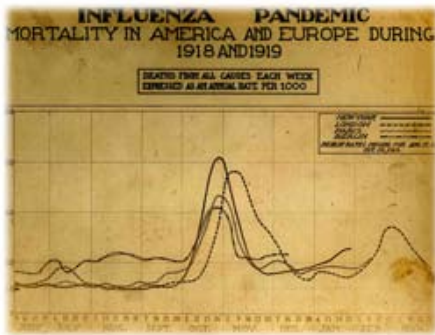
Teachers will lead a general discussion about immigration and immigration issues. If there are those in the class who have family stories or have recently emigrated, then these histories should be shared with the class. Make a list of reasons as to why people leave their land of origin and move to a new place. List these reasons on the board.

Step Two—Research

Students will be divided into teams of three or four. Each team will select a communicable disease that has had serious implications for immigration and immigrants as well as general populations. The teams will research the chosen disease and write a brief report. Choices of diseases include:

- Cholera
- Typhoid Fever
- Tuberculosis
- Chickenpox
- Diphtheria
- Rubella (German Measles)
- Influenza
- Plague
- Tetanus





The report will consist of a history of the disease, impact on the population, effects of the disease, whether it is treatable, how to prevent or avoid infection, and the consequences of not being treated. The report will be handed in to the teacher for evaluation.

Maximum length: two pages.

Step Three—Connecting to History

The devastating effects of cholera and typhoid fever were experienced on Grosse Île roughly 150 years ago. This was not the worst epidemic in recorded history, however. There are historical reports of the Black Plague or Black Death that swept through Europe and the British Isles and outbreaks of Bubonic Plague that were devastating. But none of these were the worst. That title belongs to the 1918 Influenza Pandemic known as the Spanish Flu outbreak at the tail end of the First World War. During the War, soldiers and civilians in conflict areas lived through horrific physical conditions but this was not the cause of the pandemic. The massive mobilization of armies and people displaced, however, increased the rate of infection. The Influenza Epidemic is estimated to have affected roughly five percent of the world's population and although no accurate numbers pertaining to the death toll have been recorded, it is thought that up to 100 million people died. There were many anomalies connected to this pandemic. In particular, it severely affected those in age from 20-40, just the opposite of common flu outbreaks that normally target the very young or the elderly whose immune systems are not as resistant to any given flu strain.

It has been dubbed the Spanish Flu as it was thought the epidemic originated in Spain, or at least, it was the first area recognized to have been stricken. Since then, however, it is thought that the flu pandemic actually originated on a military base in Kansas where chickens were raised. Just recently, it has been determined by forensic scientists that the flu pandemic has been identified as a type of avian flu that may have jumped from poultry to humans and was spread through direct contact. Given the massive disruption and mobilization of people at the end of the Great War, the disease spread rapidly across Europe, Asia and North America. The impact of the H5N1 avian strain of virus was horrendous and some communities were almost entirely wiped out. Many of those stricken died within hours of exhibiting symptoms. Medical research was in its infancy in those days and not much was known about the disease, how to prevent it or how to treat it. Conventional quarantine and isolation strategies were ineffective due to the mass numbers infected which included medical personnel and volunteers. The only remedy that appeared to have some positive impact was blood transfusions from recovered flu victims. But this was discovered late in the game and too late to help most who were stricken.

Contemplating such a scene today seems like a science fiction scenario and fodder for alarmists. Yet there have been serious warnings and significant media coverage on recent bird flu outbreaks, most of which appear to have originated in China but have spread to other countries and as far afield as the shores of the UK. Like the SARS crisis of several years ago, the spread of infectious disease can be rapid as we live in a mobile society where the globe can be traversed in less than a day and the enclosed ventilation systems of airplanes make for opportune conditions for disease transmission. There was one case where an individual with a highly infectious and drug-resistant strain of tuberculosis took several flights between North America and Europe. Hundreds of passengers may have been directly affected through exposure to the disease. The incident raised a media firestorm.



Keeping the same teams, students will research and write a news broadcast where the situation involves the outbreak of a new pandemic. The team needs to convey clear information to their audience detailing what the disease is, its origins, how it can be contained, treated and/or cured while documenting the immediate impact with specific stories or case histories of those affected. The stories should focus on those traveling or emigrating from one country to another as the primary source of transmission and spread of this new pandemic. The news broadcast may be presented live, video or audio taped and/or storyboarded. The class and the teacher will evaluate the effectiveness of the news broadcasts.



Step Four—Trace the Steps

Like Ellis Island in the United States and later on, Pier 21 in Canada, Grosse Île was meant to be a way station or clearinghouse for those wishing to settle in this country. Working in teams or individually, students will research the immigration history of a particular nationality, such as Italians or the Vietnamese. Where possible, bring individual stories to light to make the journey taken more personal. Look for archival materials that document direct experiences (check the Canadian Museum of Civilization Web site: www.civilization.ca). Once the research has been completed, write up a brief report of the findings. Submit the report to the teacher. Maximum length: Two pages.



Step Five—Walk in the Shoes

Drawing on the research that was conducted for Step Four, students, working individually or in teams will create a diary or a journal documenting the journey of an immigrant. The journal can be based on a real person discovered in the course of the research or a fictionalized character created for this activity. The idea is to bring to life the thoughts, perceptions, feelings and observations of an individual going through the life changing event of leaving a homeland and settling in a new country. If desired, the journal can be augmented with

sketches, illustrations, even objects or mementos to bring the journal to life. The journal entries do not have to be enormously detailed but should cover a minimum two-week period in the character's life. The journal should also include a biography of the character that details relevant background information (age, gender, education etc).

Step Six—I, the Minister



It is the year 1920. The First World War has recently ended and the devastating flu pandemic has been brought under control. Student teams will take on the role of the Minister of Immigration and the Immigration department. That is, what will the immigration policy for the new, emerging Canada be? Will the country welcome new immigrants or close its doors? Part of the policy document to be created will set out conditions for qualifying to emigrate to Canada and what sort of future citizens the country requires. For example, will there be an emphasis on farmers or factory workers, does the government want families or single men with a trade? What health screening will be required? Will any government services be provided to new immigrants and if so, what will they be? Once the policy is drafted up, each team will present their document in "Parliament" to the members of the government and the opposition. The government policy must be publicly released to members of the government and the public.

Once the document has been circulated and presented, members of the House of Commons (classmates) will have the opportunity to question aspects of the policy that is being tabled. Typically, new policies are sent off to various committees for discussion and study before making it through the process that is required to pass a proposed bill into law. The policy needs to be carefully thought out by each team and research completed so answers to questions may be provided. At the end of the discussion, the "parliament" can vote on the policy to determine whether the proposed policy has a chance of making it into law. And the vote will determine how successful the team has been in promoting their immigration policy.

<http://www.parl.gc.ca/information/library/PRBpubs/bp437-e.htm>

<http://www.canadiana.org/eco.php?doc=projgovdocs>

http://www2.parl.gc.ca/Parlinfo/compilations/OfficersAndOfficials/ProceduralOfficersAndSeniorOfficials_Library.aspx?Language=E

Optional Extension Activities

Write and produce a storybook for younger children that tells the story of a young person's journey from their homeland to Canada; Create an immigration symposium in the school to address specific issues around concerns

immigrants have and invite guest speakers from the community; Put on a heritage fair in the school or community that focuses on immigrant stories and history; Build a public awareness campaign around specific issues of concern to new immigrants and invite the local media; Examine current immigration policy and have a debate as to whether this policy serves the needs of the community or not; and Invite recent immigrants to the class and have them tell their stories.

Resources

[En.wikipedia.org/wiki/Spanish_flu](http://en.wikipedia.org/wiki/Spanish_flu)

Virus.stanford.edu/uda (Google search influenza pandemic of 1918)

[En.wikipedia.org/wiki/cholera](http://en.wikipedia.org/wiki/cholera)

[En.wikipedia.org/wiki/typhoid](http://en.wikipedia.org/wiki/typhoid)

www.canadianencyclopedia.ca/ (search Grosse Île)

http://en.wikipedia.org/wiki/Uk/wiki/Grosse_isle_Quebec

ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html

Island of Hope and Sorrow, The Story of Grosse Île, Anne Renaud, Lobster Press, 2007.

Assessment and Evaluation

Completed Manifesto using writing guides from 6+1 Traits of Effective Writing. Web link:

<http://www.writingfix.com/Traits.htm>

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

Articulation of goals, devising alternate solutions, selecting best alternatives

Presentation Rubric:

<http://www.ncsu.edu/midlink/rub.pres.html>



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Études canadiennes : Regards sur la citoyenneté, le multiculturalisme, les peuples autochtones et la diversité. Ce projet comprend un ensemble de ressources qui explorent l'histoire et la culture autochtones et l'histoire de l'immigration et qui montrent comment, grâce au chaleureux accueil des collectivités, le multiculturalisme et la diversité sont devenus les traits caractéristiques du Canada en tant que nation. Vous et vos élèves aurez l'occasion d'étudier chaque sujet dans le détail. On mettra l'emphase sur le travail collectif en équipes et sur la facilitation de communications exemplaires.



L'histoire de l'immigration

Grosse-Île : Un héritage de douleurs

Questions et concepts clés :

Les élèves découvriront le sentier qu'ont emprunté de nombreux immigrants pour venir s'établir au Canada, et les sacrifices qu'ils étaient prêts à faire pour une vie meilleure.

Introduction

Avant même d'être officiellement un pays, le Canada connaît des vagues successives d'immigration. Grosse-Île est une petite île du Saint-Laurent, à environ 46 kilomètres en aval de Québec. Aujourd'hui, Grosse-Île se dresse en témoin des souffrances et des sacrifices qu'ont endurés ces immigrants, et d'un système inadéquat pour prendre en charge le niveau d'immigration qu'elle a connu et les difficultés qu'elle a rencontrées.



Ce projet a reçu l'aide financière partielle du Programme des études canadiennes, ministère du Patrimoine canadien. Les opinions exprimées n'engagent pas le Gouvernement du Canada.

Avant l'avènement de l'avion, et des vols commerciaux, les futurs immigrants se rendent à leurs nouvelles destinations par bateau. Lorsque prend fin la traite des esclaves vers l'Amérique du Nord, les propriétaires de navires sans scrupules trouvent une autre façon de faire de l'argent en offrant la traversée de l'Atlantique à bas prix à ceux qui quittent leur pays d'origine. Plus ils embarquent de passagers sur leurs navires, plus les propriétaires s'enrichissent. Les cales insalubres, où il y a très peu d'air frais et de lumière, où sont entassés les passagers, deviennent un terrain fertile pour les maladies, entraînant une série d'épidémies, parmi les premières que connaissent les rivages de l'Amérique du Nord. Les passagers doivent endurer jusqu'à dix semaines de conditions infernales avant d'atteindre leur port d'arrivée.



Face à l'incidence des maladies qu'on retrouve chez les passagers qui voyagent sur ces navires, Grosse-Île devient une station intermédiaire, où tout navire doit s'arrêter avant d'être autorisé à poursuivre son voyage vers l'intérieur du continent et que tout passager puisse y descendre.

L'épidémie de choléra, qui se déclare en 1832, est l'événement qui déclenche la transformation de Grosse-Île en une station de quarantaine où 51 746 immigrants irlandais et anglais sont examinés. La maladie, originaire de l'Asie, a été propagée par des voyageurs se dirigeant vers l'Ouest. Malgré la mise en quarantaine, la maladie réussit à atteindre la ville de Québec, où elle fait 3800 victimes, et Montréal, où 1900 personnes en meurent l'année suivante. On en sait très peu sur la maladie à cette époque, et comment la contenir de manière efficace.



Après quelques années d'un calme relatif à la suite de la crise du choléra qui a pris fin dans les années 1830, la situation se stabilise et le personnel médical et les bénévoles sont suffisamment bien préparés pour faire face à la plupart des situations de cette époque.

Hélas, le pire est encore à venir. Les autorités médicales responsables de la quarantaine n'ont aucune idée de ce qui vogue vers eux.

En effet, en 1847, pour fuir la terrible famine de la pomme de terre qui afflige l'Irlande, les Irlandais quittent leur pays en nombre encore jamais vu, alors que sévit une importante épidémie de fièvre typhoïde. Les navires font la file sur les eaux du Saint-Laurent, où ils sont retenus à Grosse-Île.

Alors que les navires pénètrent l'un après l'autre dans le fleuve Saint-Laurent, aucun n'a le droit de poursuivre sa route jusqu'à ce qu'il soit déclaré exempt de malades. Les navires où on trouve moins de cas de la maladie doivent arborer un drapeau bleu. Grosse-Île devient vite incapable de prendre en charge le nombre élevé de malades. Sur les navires touchés, les passagers doivent rester à bord pendant un nombre de jours incertain. Dans certains cas, les médecins font des examens de routine et permettent aux passagers atteints de quitter leurs vaisseaux, répandant ainsi la contagion ailleurs.

Dans des conditions relativement normales, les passagers en santé seraient mis en quarantaine sur l'île pendant que les malades seraient soignés à l'hôpital. En raison du nombre élevé de malades, ceci devient impossible. On érige donc des tentes le plus rapidement possible, et quand on le peut, mais bon nombre de malades restent dehors, au grand air, allongés sur des lits de camp en bois. L'eau se fait rare et la mort par déshydratation est très douloureuse.

En plus des autres pénuries, il y a insuffisance de personnel médical compétent. Souvent, les infirmières, les médecins, les bénévoles, voire même les prêtres et les membres du clergé, succombent à la maladie qui se propage rapidement. La plupart sinon la totalité des personnes malades proviennent des îles britanniques, alors que les autres immigrants, notamment les Allemands, arrivent en santé et sans aucune maladie. Même les passagers soi-disant en santé souffrent cependant des privations qu'impose l'épidémie.

Il est difficile de dire combien de personnes sont mortes lors de cette épidémie, certains morts ayant été jetés à la mer avant même que les navires atteignent le Saint-Laurent. Les Irlandais sont le groupe d'immigrants qui connaissent le plus de morts. Un monument est érigé à la Grosse-Île à la mémoire

des Irlandais qui y sont morts, et où quelque 6000 hommes, femmes et enfants irlandais sont enterrés. Ce qu'il reste aujourd'hui de la station de quarantaine sur l'île est le témoignage de cet épisode tragique de l'histoire de notre pays. Grosse-Île est maintenant un lieu historique national et un parc national. Il est difficile d'imaginer que presque 450 navires y ont jeté l'ancre et que le personnel médical

y a examiné un peu plus de 90 000 passagers. Parfois, les navires attendant d'être déclarés exempts de malades sont tellement nombreux qu'il forment une file de plus de deux kilomètres. À une période donnée, quelque 25 000 immigrants sont retenus sur l'île pendant que la crise sévit.

La station de quarantaine de la Grosse-Île ferme finalement en 1937. Durant la Seconde Guerre mondiale, le gouvernement y implante une station de recherche secrète sur les armes bactériologiques et l'île est interdite au public. À partir de 1965, l'île sert à nouveau de station de quarantaine, mais cette fois-ci pour les animaux d'importation. En 1983, le gouvernement canadien déclare la Grosse-Île lieu historique national et, dix ans plus tard, l'île devient un parc historique national, sous la gestion de Parcs Canada. En 1997, on érige un monument à la mémoire de ceux qui sont morts sur l'île. Le monument le plus imposant sur l'île est la croix celtique. Dédiée aux Irlandais qui y sont morts, elle fait près de 15 mètres de hauteur.



Pour toutes les matières

Histoire, géographie, éducation civique, anglais, arts du langage, arts visuels, santé et mieux-être

Niveaux :

de la 10^e à la 12^e année

Durée :

de quatre à six périodes de classe

**Objectifs/résultats****Les élèves pourront :**

- En apprendre davantage sur l'histoire de l'immigration au Canada;
- Travailler avec des documents numériques, des archives et des objets de premier ordre;
- Comprendre les sacrifices que les immigrants ont faits lorsqu'ils ont quitté leur terre natale pour venir habiter dans un autre pays;
- Étudier l'histoire de la Grosse-Île et comparer les expériences de ces immigrants à celles d'autres groupes qui sont venus s'établir au Canada;
- Comprendre les raisons pour lesquelles les personnes cherchaient à émigrer;
- Mieux comprendre les conditions dans lesquelles les immigrants ont vécu et les épreuves qu'ils ont dû surmonter;
- Travailler en équipes, en collaborant;
- Mettre en application les techniques et les processus de la pensée critique;
- Se mettre à la place des nouveaux immigrants.

Première étape — Discussion dirigée par l'enseignant(e)

L'enseignant(e) dirigera une discussion générale sur l'immigration et sur les questions reliées à l'immigration. S'il y a des élèves dans la classe qui sont des descendants d'immigrants, ou qui ont récemment immigré au Canada, leur demander de partager leur histoire avec la classe. Faire une liste des raisons pour lesquelles les gens ont quitté leur pays d'origine pour aller vivre dans un nouveau pays. Dresser la liste de ces raisons au tableau.

Deuxième étape - Recherche

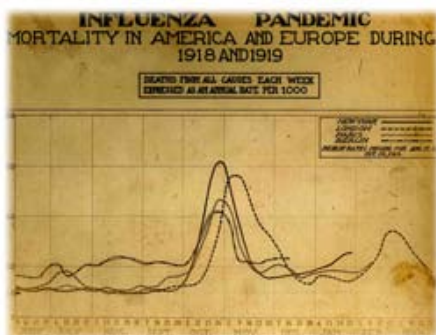
Les élèves seront répartis en équipes de trois ou quatre personnes. Chaque équipe choisira une maladie contagieuse qui a eu des répercussions graves sur l'immigration et les immigrants, ainsi que sur les populations en général. Les équipes effectueront une recherche sur la maladie choisie, et elles rédigeront un rapport à ce sujet. Voici quelques-unes des maladies que les élèves pourront choisir :





Choléra Fièvre typhoïde Tuberculose Varicelle
Diphthérie Rubéole Influenza Peste Tétanos

Le rapport comprendra l'historique de la maladie, ses répercussions sur la population, les effets de la maladie, le fait qu'elle soit traitable ou non, comment la prévenir et éviter l'infection, et les conséquences de son non-traitement. Le rapport sera remis à l'enseignant(e) pour évaluation.
Longueur maximale : deux pages.



Troisième étape — Faire le lien avec l'histoire

Les effets dévastateurs de la fièvre typhoïde se sont faits ressentir à la Grosse-Île il y a environ 150 ans. Il ne s'agit toutefois pas de la pire épidémie connue de l'histoire. Il existe des rapports documentaires sur la peste noire qui a balayé l'Europe et les îles britanniques et sur les épidémies de plaque bubonique qui ont été dévastatrices. Aucune de ces épidémies ne remporte toutefois la palme. Ce malheureux honneur revient à la pandémie d'influenza de 1918, connue sous le nom de grippe espagnole, qui s'est déclarée vers la toute fin de la Première Guerre mondiale.

Pendant la guerre, les soldats et les civils ont vécu dans des conditions physiques horribles, mais ce ne fut pas la cause de la pandémie. La mobilisation massive des armées et le déplacement de millions de personnes ont toutefois accru le taux d'infection. On estime que la pandémie d'influenza aurait touché environ cinq pour cent de la population mondiale. Bien qu'il n'existe pas de données précises quant au nombre de personnes qui en sont mortes, on croit que ce nombre pourrait s'élever à 100 000 000 de personnes. Cette pandémie comporte aussi de nombreuses anomalies, en particulier le fait qu'elle ait gravement touché les personnes âgées de 20 à 40 ans, ce qui est tout à fait l'opposé des épidémies de grippe communes qui ciblent habituellement les personnes très jeunes ou les personnes âgées dont le système immunitaire n'est pas aussi résistant à toute souche de grippe.

On l'a appelée la grippe espagnole car on croit que l'épidémie a pris naissance en Espagne ou, du moins, c'est la première région du globe où elle a frappé. Toutefois, il semble que la pandémie de grippe a, en fait, commencé sur une base militaire du Kansas où on élevait des poulets. Récemment, des experts légistes ont déterminé que la pandémie de grippe était un type de grippe aviaire qui a pu se propager des volailles aux humains et s'est transmise par contact direct. Étant donné la mobilisation et le déplacement massifs des personnes à la fin de la Grande Guerre, la maladie s'est répandue rapidement à travers l'Europe, l'Asie et l'Amérique du Nord. L'impact de la souche aviaire H5N1 du virus a été effroyable, et certaines collectivités ont presque entièrement disparu. Bon nombre des personnes atteintes sont mortes quelques heures seulement après la manifestation des symptômes. La recherche médicale en

était à ses premiers balbutiements à cette époque, et on en savait très peu sur la maladie, sur sa prévention et sur son traitement. Les stratégies de mise en quarantaine et d'isolation conventionnelles ont été inefficaces à cause du nombre incroyable de personnes atteintes, dont le personnel médical et les bénévoles. Le seul remède qui semblait avoir une incidence positive était la transfusion sanguine, avec du sang provenant de personnes qui avaient survécu à la grippe. Malheureusement, on l'a découvert tard dans la pandémie de grippe, et trop tard pour soigner les personnes que la maladie frappait.



Aujourd'hui, l'idée d'un tel événement semble relever de la science fiction et « nourrit » les alarmistes. Rappelons-nous toutefois des avertissements sérieux et de l'importante couverture médiatique sur les récentes éclosions de grippe aviaire, dont la plupart semblent être apparues en Chine pour ensuite s'étendre à d'autres pays, aussi loin qu'aux portes du R.-U. À l'instar de la crise du SRAS (syndrome respiratoire aigu sévère) que nous avons connue il y a quelques années à peine, une maladie infectieuse peut se répandre rapidement car nous vivons dans une société mobile où on peut faire le tour de la planète en moins d'une journée dans des avions dont les systèmes de ventilation recyclent l'air, créant ainsi des conditions opportunes pour la transmission des maladies. On a rapporté, récemment, le cas d'une personne atteinte d'une souche de tuberculose très infectieuse et résistante aux médicaments qui a pris plusieurs fois l'avion entre l'Amérique du Nord et l'Europe. Des centaines de passagers pourraient avoir été directement atteints par une exposition à la maladie. Cet incident a déclenché une véritable tempête de feu dans les médias.



Tout en restant dans les mêmes équipes, les élèves effectueront une recherche sur l'éclosion d'une nouvelle pandémie, et ils rédigeront un bulletin de nouvelles à ce sujet. Chaque équipe doit transmettre des renseignements clairs à son auditoire, fournissant des détails sur la nature de la maladie, ses origines, la façon de la contenir et de la soigner ou de la traiter, tout en en étayant les répercussions immédiates par des histoires précises ou des histoires de cas de personnes qui en sont atteintes. Les histoires devraient mettre l'accent sur les personnes qui voyagent ou qui émigrent d'un pays à un autre comme principale source de transmission et de propagation de cette nouvelle pandémie. Le bulletin de nouvelles pourra être présenté en direct, être enregistré sur bande sonore ou visuelle, ou les deux, ou sous la forme de scénarimage (scénario en images). La classe et l'enseignant(e) évalueront l'efficacité des bulletins de nouvelles.



Quatrième étape — Retracer les étapes

À l'instar de l'île Ellis aux États-Unis et, plus tard, de Pier 21, au Canada, Grosse-Île devait être une station intermédiaire ou un poste de triage pour les personnes qui voulaient s'établir dans notre pays. En équipes ou individuellement, les élèves feront une recherche sur l'histoire de l'immigration d'une

nationalité particulière, comme les Italiens et les Vietnamiens. Lorsque cela sera possible, ils raconteront des histoires d'individus particuliers pour rendre le voyage entrepris encore plus personnel. Consulter les documents d'archives qui relatent des expériences directes (consulter le site du Musée canadien des civilisations :



www.civilization.ca). Une fois la recherche terminée, rédiger un court rapport sur ce qui a été appris. Remettre le rapport à l'enseignant(e). Longueur maximale : deux pages.

Cinquième étape — Se mettre à la place d'un(e) immigrant(e)

En se basant sur la recherche effectuée pour la quatrième étape, les élèves, en équipe ou individuellement, créeront un journal personnel où ils décriront le voyage d'un immigrant. Ce journal peut être basé sur une personne réelle découverte au cours de la recherche ou sur un personnage fictif créé spécialement pour cette activité. L'idée, c'est de donner vie aux pensées, aux perceptions, aux sentiments et aux observations d'une personne dont la vie change radicalement au fil des événements menant du départ de sa terre natale à son établissement dans un nouveau pays. Si les élèves le désirent, ils peuvent agrémenter leur journal de saynètes,

d'illustrations, voire même d'objets ou de souvenirs, pour le rendre plus vivant. L'information entrée dans le journal personnel ne doit pas nécessairement être très détaillée, mais elle devrait couvrir au moins une période de deux semaines dans la vie du personnage. Le journal devrait aussi comprendre la biographie du personnage avec des détails pertinents (âge, sexe, éducation, etc.).

Sixième étape — Moi, le Ministre

Nous sommes en 1920. La Première Guerre mondiale vient de prendre fin et la pandémie de grippe dévastatrice est sous contrôle. Les équipes d'élèves assumeront le rôle de ministre de l'Immigration et de ministère de l'Immigration. Quelle sera la politique en matière d'immigration pour le nouveau Canada en émergence? Le pays accueillera-t-il de nouveaux immigrants ou fermera-t-il ses portes à l'immigration? Une partie du document de politique qui devra être créé établira les conditions pour immigrer au Canada et le genre de futurs citoyens dont le pays a besoin. Par exemple, mettra-t-on l'emphase sur les fermiers et les ouvriers d'usine, le gouvernement veut-il des familles ou des hommes célibataires ayant un métier? Quel genre de contrôle de la santé sera requis? Le gouvernement offrira-t-il des services aux nouveaux immigrants et, dans l'affirmative, quels seront ces services? Une fois la politique rédigée, chaque équipe présentera son document au « Parlement », aux membres du gouvernement et à l'opposition. La politique gouvernementale doit être diffusée publiquement, aux membres du gouvernement et au public.

Une fois le document diffusé et présenté, les membres de la Chambre des communes (confrères de classe) auront l'occasion de poser des questions sur divers aspects de la politique déposée. En général, les nouvelles politiques sont envoyées à divers comités aux fins de discussion et d'étude avant le processus requis pour l'adoption d'une loi (le passage d'un projet de loi à une loi). Chaque équipe doit se pencher attentivement sur la politique et terminer sa recherche pour pouvoir répondre aux questions. À la fin de la discussion, le « Parlement » peut voter pour déterminer si la politique proposée a une chance, ou non, de devenir une loi. Le vote déterminera dans quelle mesure l'équipe a réussi à promouvoir sa politique en matière d'immigration.

<http://www.parl.gc.ca/information/library/PRBpubs/bp437-f.htm>

<http://www.canadiana.org/nml.php?doc=projgovdocs>

http://www2.parl.gc.ca/Parlinfo/compilations/OfficersAndOfficials/ProceduralOfficersAndSeniorOfficials_Library.aspx?Language=F

Activités additionnelles facultatives

Écrire et produire un livre de contes pour des enfants plus jeunes leur racontant l'histoire d'une jeune personne de sa terre natale jusqu'au Canada;

Organiser un symposium sur l'immigration à l'école pour aborder des questions précises sur les préoccupations des immigrants et y inviter des orateurs de la communauté;

Organiser une fête du patrimoine à l'école ou dans la communauté qui met l'accent sur des histoires d'immigrants et sur l'histoire de l'immigration

Organiser une campagne de sensibilisation sur des sujets particuliers qui préoccupent les nouveaux immigrants, et y inviter les médias locaux;

Étudier la politique actuelle en matière d'immigration et tenir un débat sur la question suivante : la politique répond-elle, ou non, aux besoins de la communauté; Inviter des immigrants récents dans la classe et leur demander de raconter leurs histoires.

Ressources

www.fr.wikipedia.org/wiki/Grippe_espagnole
www.pages.usherbrooke.ca/jrobin/index39.htm#ancre
(recherche Google – pandémie de grippe de 1918)
www.stethonet.org/news/actu.php?cat3=2145
www.fr.wikipedia.org/wiki/Choléra
www.fr.wikipedia.org/wiki/Typhoïde
www.canadianencyclopedia.ca/ *(recherche – Grosse-Île)*
[http://fr.wikipedia.org/wiki/Grosse-Île_\(archipel_de_l'Isle-aux-Grues\)](http://fr.wikipedia.org/wiki/Grosse-Île_(archipel_de_l'Isle-aux-Grues))
www.pc.gc.ca/lhn-nhs/qc/grosseile/index_f.asp
www.ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html

La Grosse-Île, Terre de chagrin et d'espoir, Anne Renaud, Les Éditions Homard Ltée, 2007

Évaluation

Évaluer les équipes de la classe en se basant sur leurs rapports verbaux :

Contenu : Le contenu ou la stratégie était-il(elle) clairement articulé(e) et les élèves y avaient-ils bien réfléchi? Les points avancés par l'équipe étaient-ils convaincants?

Exposé : L'exposé a-t-il été bien présenté, facile à entendre et à comprendre avec une bonne qualité aux niveaux de la voix, des gestes, de la posture, etc.?

Efficacité : Les points ont-ils été présentés de manière efficace? Les suggestions étaient-elles pratiques?

Travail en équipe : les membres de l'équipe ont-ils bien travaillé ensemble, et efficacement?

Évaluer le travail écrit des élèves :

Grammaticalement correct, avec phrases structurées adéquatement, c.-à-d. utilisation de structures de phrases complexes, et temps des verbes, orthographe et ponctuation exacts.

Compréhension des mots/expressions — les phrases conviennent clairement le sens. Idées exprimées clairement. Information bien structurée.

Évaluer l'exposé des groupes :

L'information y est-elle communiquée clairement? Qu'ont-ils fait pour améliorer l'exposé? Le recours à la communication verbale et visuelle est-il efficace?

Évaluer l'exposé des élèves :

Leur contribution aux connaissances du groupe. Le préparation effectuée en vue de la recherche et de l'enquête. Articulation des objectifs, apport de solutions de rechange, choix des meilleures solutions de rechange.

By Jason Finley – ESL teacher

Language Trek Grades 5 & 6

<http://www.learningvillage.com/html/rLanguageTrek56.html>

Language Trek Grades 5 & 6 is a reading, writing, media literacy, and language usage multi-media program for students in grades 5 and 6. The content is based on Canadian language curriculum. Language Trek has tutorials and activities that make connections to the language interests of students and will appeal to the instructional needs of teachers.

The forms and conventions of the English language are found within four learning centres of the program. For example, within the “Publishing Company”, students are presented with the structure and meaning of various writing forms and apply what they have learned by writing something of their own. The other locations include The Library, Production Studio, and Communication Museum.

The user may log in as a student, guest, or teacher. The student login allows a user to save the results of their activity in a portfolio. The teacher login can track the results of student activities. Once a user has selected the appropriate login, they are presented with a screen that describes each of the locations.

After selecting a location, a user chooses from a set of topics and is then directed through a tutorial that explains the form and meaning of a topic. The information is presented both visually and aurally using clear voice and visual communication and an uncluttered layout. At any point, a user may return to a prior screen or the main menu.

An example of a topic is “You are a Poet and You

Know it,” which is found in the Writing Room sub-section of the Publishing Company. Other Writing Room topics include fairy tales, mysteries, writing for real life, and writing for me. Within the poetry section, a user chooses from one of six options that focus on different poetic forms. Each option presents users with an explanation of the purpose and required elements of a poetic form. A user is then prompted to compose their own poetry based on their newly

acquired knowledge and their own ideas. A checklist then appears asking the user if they have fulfilled each of the requirements of the chosen poetic form.

Teachers will find Language Trek appealing because it fulfills curriculum expectations and offers instructional opportunities. At any point during the experience of a topic, a teacher can view the curriculum expectations that the topic is addressing. As well, the design of the program allows a teacher to use it for whole class instruction or for an independent activity.

Language Trek is appealing to students because it makes connections to their lives. This is evident in the layout of the language locations. The layout will often mirror what a student sees in their classroom for example, students write in a visual workbook that has three ring binder holes, like a real workbook. Topics are aimed at appealing to the interest of students while meeting curriculum expectations for example, comic strips are used as a means to communicate ideas. Language Trek is a unique learning experience and whose goal is to promote a student’s proficiency in any of the language topics.



Publisher: The Nectar Foundation

Learning Areas:

For each grade level, over 60 specific learning outcome areas in the three domains of Writing, Reading, and Oral & Visual Communication.

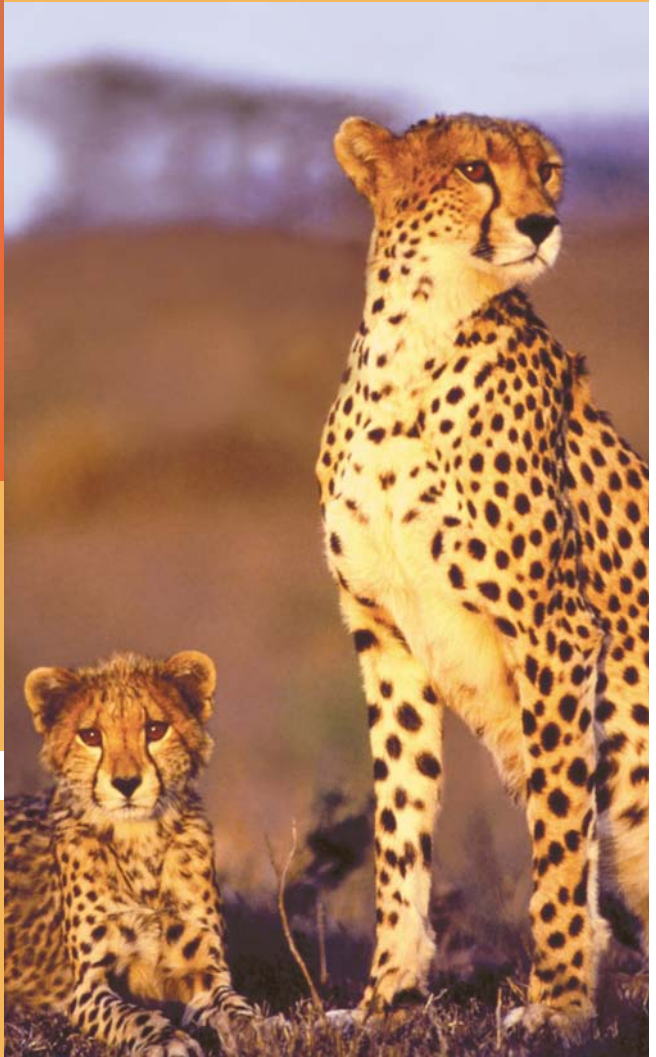
Age Range: 10-12 Grades: 5 & 6

Minimum Requirements: Windows 95+, or PowerMac OS 7+

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