

# TEACH

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## LE PROF



### Recognition

Why Parents Don't Have More Respect for Teachers

### CURRICULA:

Roll A Coin Through The Curriculum Unit 1: New France



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# NOTES

**A**re teachers deserving of parental respect? That is a loaded question. In the vast majority of cases, the answer is an unequivocal, yes. Do teachers get the respect they deserve? Not necessarily. Certainly, not according to Richard Worzel, as he writes in his current column. As usual, Richard tells it straight. In some cases, perhaps many cases, the lack of respect accorded teachers is a factor of changed perception. That in good measure, some parents expect teachers to do their jobs and that the role of the teacher has changed. It has become multi-faceted; teacher, disciplinarian, social worker, facilitator, coach and more—all rolled into one.

In Canada, we don't realize how lucky we are...on many levels. Education is certainly one. Canada has a stable system with consistently good if not high standards. Why is this? I believe it is because the system is overwhelmingly funded by the government and although funding is always an issue, comparatively speaking, education in this country has remained solid. And the fact that it is generally on an even keel is evident in the way teachers, by and large, are treated. I'm thinking now of the education system in the UK, where it seems chaos triumphs in a multi-part system and paranoia among parents reigns. Where the system is fragmented, torn between an influential independent school system, state-funded religious schools, state-funded public schools, many of which are in trouble, grammar schools, a move toward developing academies and so on. The system is built on a high stakes testing regime and lives and dies by "league tables," basically a ranking system that receives enormous public scrutiny and is available widely through the media. All of which has parents frantically trying every gambit to get their children into the "good" schools. It is a mish-mash and the results are indicative of the deep divisions that exist.

Do teachers get respect there? I'll leave that question unanswered.

Back to Richard's point, however. One measure of respect for teachers in this country is the number of award programs that exist. They are in evidence across regions, political lines and thematic content. Deserving teachers are recognized and in the feature article by Carmen Berg, a comprehensive list is documented. The size and extent of that list is indicative of the esteem by which exemplary teachers and teaching practices are held. We've certainly done that well, if nothing else. There will never be a perfect educational system.

Stability, however, is not a bad thing.

Wili Liberman

## Next Issue

21st Century Learning and Teaching  
Computers, Web Stuff, Futures  
CURRICULA and More

# TEACH

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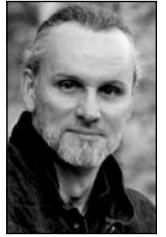
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Richard Worzel, C.F.A.

## Why Parents Don't Have More Respect for Teachers



**M**any parents are friendly, supportive, and eager to work with teachers to make sure their children get the best possible education. But some parents seem to have a problem with teachers. They don't display much in the way of respect, and the reasons often have nothing to do with the teacher involved. So, given that this seems to be happening more frequently, what are the causes of this lack of respect for teachers, and where is this headed?

Some of the older answers have to do with the perceived status of teachers, and one in particular is actually due to teachers' success in doing their jobs. A century ago, teachers were almost certainly among the most educated members of their communities. This meant that they were, to some extent, looked up to because of their learning (although they were also looked down upon because they didn't do "honest work"). Today, the education levels of teachers are perceived to be much the same as most of the community, in large part because so many members of society have finished high school, and even gone beyond. Accordingly, teachers are no longer looked up to because of their education. They are, however, still looked down upon, to some extent, because they don't work 9-to-5, and they have all of those holidays.

Which leads to the next reason—parents do not truly understand what teachers do in the classroom. Everyone has been to school, and therefore everyone assumes they understand what goes on there, and it doesn't seem that hard. You show up five days a week for six hours a day, talk for a while, and go home early. Never mind being able to get through to kids, never mind developing lesson plans and marking papers, never mind the difficulties of understanding how your students' minds work, never mind the theory and (difficult) practice of pedagogy, and particularly never mind the rising administrative and safety hassles. It looks, from the outside, as if teachers have a cushy gig. Of course, if most parents were to try teaching for a couple of weeks, their perspectives might change—but the

chances of that happening are pretty slim.

Politics can also be a reason why teachers receive less respect. Before the boomers, education was a political backwater. School board trustees were elected, it's true, but few people knew anything about them, and fewer cared. Politicians at more senior levels of government had little interest in education, and little reason to pay attention to it. Once the boomers had kids in the system, all of that changed. Anything that's important to the boomers (born roughly between 1947 and 1967) becomes important to politicians who want to be elected, so politicians at the federal and especially the provincial level discovered education as a hot-button issue. Unfortunately, this attention did not prove to be benign. When a premier announces that he wants to be known as the "education premier," it becomes incumbent upon him to make sure the province is very much involved in education. This has led to curricula and even daily lessons being dictated

by bureaucrats in provincial ministries and as a result, the unique needs of the students has been disregarded. Most of these bureaucrats are long on ideas and theory, but very short on actual experience. Too frequently they follow the foolish direction of ignorant people.

Worse, when things are perceived to be wrong with the education system, scapegoats have to be found to deflect the blame from the elected officials who were so eager to grab the reins. Unfortunately, teachers make a convenient target. Again, never

"Politicians at more senior levels of government had little interest in education, and little reason to pay attention to it. Once the boomers had kids in the system, all of that changed. Anything that's important to the boomers (born roughly between 1947 and 1967) becomes important to politicians who want to be elected, so politicians at the federal and especially the provincial level discovered education as a hot-button issue."



mind that the teachers are doing what the ministries of education are directing them to do. It's an easy political move to paint teachers as lazy, and, by inference, at fault for the perceived ills of the education system. And a number of premiers of all political stripes have done just that, often deliberately picking fights with teachers to score political points, and to show how tough they are.

Next, parents and their attitudes have changed. If you got into trouble in class when I went to school, not only were you disciplined by the teacher (or worse, the principal), you got it double at home. That's not always true today. Now many parents start with the assumption that their little darlings must be right, and therefore the teacher must be wrong. So they attack the teacher who had the temerity to discipline, or even give a poor grade to little Suzy or Johnny.

The reasons for this are surprisingly complex. First, parents are pushed for time. Often two parents are working, or a single parent is trying to cope (typically) on her own, and parents sometimes have to work two jobs or more to make ends meet. The result is that parents are often tired, frayed around the edges, with lots of repressed anger, and they don't have the patience to take a deeper look at what's going on with their kids. Indeed, part of their overreaction may be due to guilt. Since they don't spend enough time with or on their kids, they make up for it by trying to be good guys. This may mean allowing the kid to make the teacher the bad guy.

As well, some kids are ornaments for their parents' egos. Children are sometimes seen as another possession, like the flash car, or the glitzy vacations, or the upscale cellphone. And you certainly wouldn't allow someone to trash your car or your cellphone. How much worse then that a teacher would dare to diss your child, who is after all a manifestation of your very being, and a showcase for the superiority of your genes? In many ways, I feel bad for the kids of such parents who have to behave like good little ornaments. Or rather, I'd feel bad for them if they weren't, typically, such pains-in-the-neck, because the same lack of time and ego manifestation also causes parents to fail in their duty to discipline kids.

Another issue is the fact that the parents are often spoiled children themselves, used to having their own way and not understanding why the world won't just organize itself for their convenience. These people are rude, demanding, hostile to service people, and unfortunately, they view teachers as servants whose primary responsibility is to act as a nanny, and, oh yes, also teach something along the way. These parents will often blame teachers for the children's lack of manners or discipline, completely ignoring the fact that this is their responsibility, not the teacher's. The result, of course, is that the children of such parents wind up being the spoiled children of spoiled children—a bad combination.

And the system works against teachers. Two generations ago, discipline could mean some form of humiliation (“Go stand in the corner.”), a smack on the hand with a ruler, or even being sent to the principal for the strap. Today, all of these are considered Dark Age remedies, and teachers are almost powerless in matters of discipline. Worse, they often fear repercussions of even a mild rebuke. Since

such repercussions can be anything from a verbal confrontation with an irate parent, to physical assault from either the parent or the student, threats of a lawsuit, charges of assault, or worse, sexual assault, the risks are high and the payoff is minimal. This means that the motivation for teachers to discipline at all approaches zero. And, perversely, this lack of desire to discipline counts against teachers, for they are perceived as being weak, irresolute, and shirking their jobs.

How will all of this play out in future? Not well, I fear. First, as successive generations start families later and later, the ability of women in their 30s or even 40s to get pregnant for the first time will decline. The result will be fewer and fewer children, who will be seen as even more precious, and will develop the kind of “Little Emperor” syndrome that has been discussed regarding the lonely-only children in China. This will exacerbate all of the problems above.

Next, as competition increases for jobs and economic survival, and education is seen as a requirement and not an achievement, the value placed on education will decline in the eyes of the public, particularly below the college or university level. And I would not expect people, in this more competitive environment, to become more patient and spend more time understanding issues at school. Tomorrow's parents are more likely to have less patience, be more frazzled, and less interested in their child's issues—making them even worse as parents.

All of which sounds terribly dreary—and it is. But I will offer two thoughts in counterpoint. The first is that schools and teachers should become proactive in describing the responsibilities of all parties, including (especially) the parents. They should have a clear set of guidelines about what constitutes acceptable behavior, what are the disciplinary consequences for unacceptable behavior, and describe the process parents must follow if they want to appeal a disciplinary decision. I would also make it mandatory for parents to sign an acknowledgement of these issues and invite them, through the PTA, to discuss and offer amendments to the process. This won't solve the problems, but it may offer a means of defending a school and its teachers against parents who only want to complain and attack, especially if the school board is involved in the process.

The second counterpoint is as old as teaching itself. The work that teachers do is critical to the success of society, whether or not parents understand or acknowledge it. Teachers should enjoy as much satisfaction as they can from the accomplishments of the students they do reach because it is highly unlikely that society or a given set of parents will ever take the time to show appreciation.

So, on behalf of all the ill-mannered parents who don't know any better or don't bother to take the time, allow me to say what they should, but probably won't: Thank you, for all you do. As one of my peers said to my favorite teacher, “You make your living by teaching, but your profession is humanity.”

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*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](mailto:futurist@futuresearch.com).*

Dan Lang



## Canada: Confederation to Present – An Interactive History of Canada

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

**C**anada: Confederation to Present is a unique way to explore the many facets of Canadian history—from the 1850s to the present day. This CD-ROM/Web publication can serve as a textbook and/or reader for high school and post-secondary students, as a research tool for library users, or as a comprehensive reference guide for any Canadian history buff who would enjoy owning and exploring some of the best current papers on Canadian history written by professionals in the field.

The program is comprised of 24 overview narratives written by Canadian professors of history (working under the guidance of a 12-member editorial team from major universities across Canada) exclusively for Canada: Confederation to Present. Within the 24 narratives, there are over 120 “case studies” that explore specific topics and stages in the development of Canada.

The narratives and case studies also include over 1,600 historical photographs, political cartoons of the time, and dozens of rare panoramic photographs that you can zoom into and move around to see specific details. As well, you will find excerpts from original documents that pertain to elements of the narrative.

The program’s content and navigation pathways are organized around five major narrative themes—Natives, Society/Culture, Women, Politics/Economy, and Regional Dynamics. Within any one of these themes, you are presented with three levels of sub-menus that will allow you to access, for example, a period of time within a theme and specific events or developments. In the major theme section of Society and Culture, you may decide to choose features such as “Education” and the period of “1918-1945.” There you will find an essay on Competing Visions that includes an original document written by Hilda Neatby, an advocate for progressive education at the time.

You can also jump right into the case studies and read, for example, a biography of Laurier, Causes of the Great Depression, the 1990 Oka Crisis, or the story of the Avro Arrow, to name a few. All the narratives and articles have up-to-date bibliographies for further exploration of areas of research or reader interest. You may employ any of the pictures, short film clips, etc., to enhance a written or oral presentation. This built-in presentation feature is particularly useful for a teacher or a student. The program also has

bookmarking capabilities, a note pad, and a search function.

Canada: Confederation to Present is a program for anyone who goes into a library looking for guidance on possible essay topics. Simply scan the subject areas, explore possible topics of interest, read the related articles, select books from the bibliographies, and away you go. For any teacher of history either at the high school or university level, this program would be a very useful companion when designing a course or assembling bibliographical information. It is also a pragmatic in-class teaching tool.

The obvious question with a multimedia program in the field of history is, “why would a CD-ROM program be of interest, with all the books available and the Internet readily accessible?” We see the real value of Canada: Confederation to Present as a useful intermediary between the student (or history buff) and the world of books and/or the Internet. The program is, in essence, a contemporary first class survey on Canadian history assembled by some of the best in the field. It can be used as a stepping stone to specific areas of interest and in-depth research.

What is impressive about Canada: Confederation to Present is how easy it is to browse such a richly diverse range of subject areas, within the scope of Canadian history, in one source. As you may have discovered, finding and comparing resources on the Internet can be a time-consuming and, at times, frustrating experience.

The quality of writing is excellent and is presented in font sizes that are easy to read on a computer screen. The text is accessible, in terms of reading level, to high school students, yet is rich enough in detail to be of value at the university level. The collection of images on the narrative pages and case studies is excellent, and the media items can be easily assembled for use in presentations.

For a generation that is becoming accustomed to using the computer as a reading and research medium, Canada: Confederation to Present is the best Canadian history multimedia resource we have seen.

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*Dan Lang is the founder of Learning Village ([www.learningvillage.com](http://www.learningvillage.com)), an independent review and advisory centre for parents and teachers looking for information on educational software. You may contact Dan by email at [dan@dlang.com](mailto:dan@dlang.com).*

### Publisher: Chinook Multimedia

Learning Areas: The history of Canada is organized around the 5 themes of Natives, Society/Culture, Women, Politics/Economy and Regional Dynamics.

Age Range: 12 – adult  
Grades: 7 & up

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[www.cdromstore.com](http://www.cdromstore.com)





## ROLL A COIN THROUGH THE CURRICULUM:

### UNIT 1: NEW FRANCE

*“One of the Famous Old Totem Poles of the North.” -nd.*

*Photo from <http://library.usask.ca/native/>*

## Introduction

Before Europeans ventured across the Atlantic Ocean, Canada was an unnamed, sparsely populated region inhabited by aboriginal tribes. It was a vast landscape waiting to be settled. The arrival of early French explorers and the founding of New France set off a chain of activities that led to the creation of Canada. The new country’s unusual character was forged from an uneasy union between two European cultures that co-existed for centuries.

## General Outcomes/Expectations

Students will:

- understand the conditions under which new settlers and new settlements existed;
- gain insight into the day-to-day existence of settlers;
- see how the economy functioned and what part currency played in the local economy;
- conduct research using tools such as the Internet;
- hone critical assessment and evaluation skills; and
- work together in teams to accomplish tasks.

## Key Concepts and Issues

Students will explore how valuable and important economic activity was to the political and social existence in New France.

*This resource was produced for the Royal Canadian Mint by TEACH Magazine. For more information about this educational program, please visit [www.teachmag.com](http://www.teachmag.com) or email us at [info@teachmag.com](mailto:info@teachmag.com)*

## Curriculum Links

## Evaluation and Assessment

## Rubric

See above documents posted at [http://teachmag.com/teach\\_mint.html](http://teachmag.com/teach_mint.html)

## Activities

junior (grades 4-6), intermediate (grades 7-9), and senior (grades 10-12)



ROYAL CANADIAN MINT  
MONNAIE ROYALE CANADIENNE

## Duration

Two to three class periods

## Equipment Required

pencils, markers, pens, paper, access to computers and the Internet



*Taking of Quebec  
September 13th, 1759  
Courtesy of Library and Archives  
Canada, C-139911*

## JUNIOR LEVEL ACTIVITY

# New France: Currency in the New World

## Outcomes / Expectations

Students will:

- gain insight into the history of New France;
- understand what it was like to live during that period;
- research New France's monetary system;
- create an effective presentation;
- develop critical thinking and analytical skills; and
- work together in teams.

## Resources

[www.histori.ca](http://www.histori.ca)  
[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)  
[www.cbc.ca](http://www.cbc.ca)  
[www.archives.ca](http://www.archives.ca)

## Introduction

Beginning with the founding of Quebec City in 1608, French settlements were established along the banks of the St. Lawrence River. Smaller communities, however, started earlier. Like any new enterprise, systems of government had to be set up from scratch. The lifeblood of any community is steeped in commerce and trade. And, although the barter system was in use for much of the trade that took place, hard currency was a necessity. Merchants required payment for the goods they offered for sale. Members of the military who safeguarded early settlements needed to pay their troops with some form of currency.

For many of the early settlement years in New France, metal coins were a scarce commodity. These coins were transported from France. Once they were in circulation, a shortage developed. The settlements in New France were not capable or even allowed to produce their own currencies. Ships did sail back and forth to France, but did so infrequently. At times, the shortage of coins became so severe that an alternative was desperately needed. People who needed to be paid could not wait months, if not years, for ships to travel to France and back again.

The solution was both creative and innovative. In the absence of metal coins, playing cards were introduced as currency. Although a novel solution, the practice became widely accepted within the new colonies. When troops were to be paid, for example, senior officers would write the denomination on the back of the playing card, displaying its value. To the merchants and the general population in the settlements, the playing cards became accepted currency.

Working in teams of two to four, students will:

### Research

Investigate the history of coins in Canada using the Internet. (Please see the timeline posted on [http://teachmag.com/teach\\_mint.html](http://teachmag.com/teach_mint.html) for more information, and refer to the resources listed above.)

**Discuss**

Within the teams, discuss what has been discovered about the history of coins in Canada.

**Write**

Each team will write a brief summary of their research findings: half-page in length.

**Design**

Each team will design a set of playing cards as currency representing coin denominations that could be used in New France. These cards could be used to purchase goods and services in the settlements.

**Present**

Each team will present the card designs to the class, explain what the designs represent, and illustrate how the cards would be used in a settlement.

**Extension Activity**

The student teams will design a new set of coins for use in New France. Based on their currency and on how much money it would take to buy something like a pound of flour or grain, the teams will come up with price lists for a range of goods that might be offered for sale in a settlement. By going through this exercise, students will gain insight into the economic life of the settlers. The teams will present their coin designs and price lists to the rest of the class.



*Latin America, Philip V,  
1732 silver cob*

*Photo: <http://collections.ic.gc.ca>*



*New France, Louis XIV, 15 sols,  
1670, reverse*

*Photo: <http://collections.ic.gc.ca>*



*Reproduction of the 1714 issue of  
New France's playing card money*

*Photo: <http://collections.ic.gc.ca>*

*Photos:*

*Courtesy of the Bank of Canada*



## Duration

Two to three class periods

## Equipment Required

pencils, markers, pens, paper, access to computers and the Internet



**Trade Silver – The Beaver**  
Photo by John Evans, Ottawa



**North West Company Brass Token, 1820**  
Photo: <http://collections.ic.gc.ca>  
Photos:  
Courtesy of the Bank of Canada

## INTERMEDIATE LEVEL ACTIVITY

### New France: Community Life in New France

## Outcomes / Expectations

Students will:

- gain insight into the day-to-day life of inhabitants in New France through research;
- understand the way in which the local economy worked;
- assume the role of a merchant advertising wares for sale;
- create an advertising flyer, newspaper advertisement or town crier announcement;
- work cooperatively in teams;
- present their findings orally and discuss the strategy and approach of the kind of advertising each team has created; and
- develop critical thinking and analytical skills.

## Resources

[www.histori.ca](http://www.histori.ca)  
[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)  
[www.cbc.ca](http://www.cbc.ca)  
[www.archives.ca](http://www.archives.ca)

## Introduction

The early European settlements began on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. ( For more information, please see: [www.civilization.ca/vmnf/vmnfe.asp](http://www.civilization.ca/vmnf/vmnfe.asp) and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.

Working in teams of two to four, students will:

### Research

Investigate the lives and adventures of early explorers. Each team will select two explorers from the list below:

- Cartier, 1534-1536
- Champlain, 1604-1616
- Brûlé, 1615-1621
- Nicollet, 1634
- De Quen, 1647
- Des Groseilliers, 1654-1660
- Radisson, 1659-1660
- Perrot, 1665-1689
- Cavelier de La Salle, 1670-1687
- Albanel, 1672
- Marquette, 1673-1675
- Jolliet, 1673-1694
- Greysolon Dulhut, 1678-1679
- Hennepin, 1678-1680
- Lahontan, 1684-1688
- Chevalier de Troyes, 1686
- Le Moynes d'Iberville, 1686-1702
- Lamothe Cadillac, 1694-1701
- La Vérendrye, 1732-1739

### **Purpose**

The purpose of this research is to gain insight into how New France became established and how the Europeans interacted with the First Nations' peoples they encountered. In addition, students will gain insight into how community life began and existed. Each team will prepare a half-page report on each of the explorers selected. This research will help set the background for understanding the lives of those who inhabited the settlements. Each team will highlight any commercial transactions they come across while researching their selected explorers, including interactions explorers may have had with the native population and with those in their own community. For example, did the explorers trade commodities for beaver pelts and other furs? If so, what did they trade? Document the early forms of commerce that may have occurred.

### **Next step**

Now, leap forward to project life in an early settlement such as Hochelaga and Stadacona. Search the Internet using a search engine such as Google.ca or ca.Yahoo.com to acquire background information and document, in point form, any information that the team finds on settlement life. In particular, the team should look for information about goods and supplies that settlers required to sustain their lives, and what forms of economic activity occurred. Share this information among team members.

### **Create**

The teams will draw on the research information to create an advertising campaign that maintains the tone and character of the period (1720s, for example). They must select a merchant (male, female, or establishment) and determine what sort of goods or services this merchant has for sale. The team must decide how they will promote this business to the inhabitants of the settlement by means of a flyer, a newspaper, a town crier, use of a troupe of actors, or something else. The first step after determining what goods are to be sold and at what price will be to storyboard the advertising campaign. The storyboard may be drawn by hand or with the use of a computer.

### **Present**

Each team will present its advertising campaign to the class and will discuss the campaign strategy and the pricing of its advertised goods.

## **Extension Activity**

The student teams from the previous activity have created an advertising campaign promoting wares for sale dating from the 1700s in New France. As a group, the class will create its own settlement market, offering its wares for sale. The wares don't have to be real

## Duration

Four to six class periods

## Equipment Required

pencils, markers, pens, paper, access to computers and the Internet



**Scale Model of the Battle of the Plains of Abraham,**

© Canadian War Museum

**Illustration by Malcolm Jones, 2005**

but may be represented by a coupon or scrip. The challenge, however, will be for teams to purchase goods needed for the following scenarios:

- A two-week canoe trip down the St. Lawrence River, for at least two but not more than four people;
- A new household in the settlement supporting a mother, father, and two young children. The teams may assume that the family has brought certain items with them from their former home in France;
- A baker who is setting up shop in the settlement;
- A shoemaker who is servicing the needs of the settlement; and
- Something/someone selected by the team.

## SENIOR LEVEL ACTIVITY

### New France: Bringing New France to Life

## Outcomes / Expectations

Students will:

- develop a role play where the characters are based on inhabitants of settlements in New France;
- produce a detailed script for the role play that is to be created;
- conduct research using the Internet to find relevant information;
- work in teams to research, develop, and create the role play;
- perform the role plays for the rest of the class;
- hone critical thinking and analytical skills; and
- use media that is appropriate for the specific projects.

## Resources

[www.canadianheritage.org/books/canada3.htm](http://www.canadianheritage.org/books/canada3.htm)

[www.archivescanadafrance.org](http://www.archivescanadafrance.org) (click on links)

[www.upei.ca/fac\\_ed/tlit/vrcs/grade7.html](http://www.upei.ca/fac_ed/tlit/vrcs/grade7.html)

[www.civilisations.ca/vmnf/avent/abc09-12/accu\\_cde.htm](http://www.civilisations.ca/vmnf/avent/abc09-12/accu_cde.htm)

[www.etsb.qc.ca/en/teacher\\_resources/ICT\\_RECIT/resources/webquests/nf/Resources/dailylife.htm](http://www.etsb.qc.ca/en/teacher_resources/ICT_RECIT/resources/webquests/nf/Resources/dailylife.htm)

## Introduction

The early European settlements were founded on the banks of the St. Lawrence River. Soldiers and sailors, sent over by the king of France, were the first people to reach the shores of this new land. It was already known that this new territory was rich in resources such as timber, fish, and beaver, whose pelts became extremely popular in Europe. While gold and diamonds were yet to be discovered, they were, however, on the minds of both those voyaging across the ocean and those who had sent them on the trip. Knowledge of these commodities came from the earliest European explorers, people such as John Cabot, Jacques Cartier, and Samuel de Champlain. (For more information, please see: [www.civilization.ca/vmnf/vmnfe.asp](http://www.civilization.ca/vmnf/vmnfe.asp) and click on Explorers.) In fact, the early European explorers were sent for the specific purpose of seeking out whatever riches could be found and sent back to the respective



king or queen, and to claim territory for the crown. Nobody thought about the people who, for thousands of years, had inhabited and owned the lands we now call Canada.

Working in teams of two to four, students will:

### **Divide**

Students will be divided into teams of four or five and engage in a role-playing activity that will require their collective skills and efforts, as they work together to create the role play.

### **Research**

Student teams can either refer to the Web sites listed above, or alternatively, search the Internet using the phrase “life in New France.”

### **Summarize**

Each team will summarize its findings in point form. Maximum length: one page. For research and background information, teachers may also refer to the information detailed in the Intermediate Level Activity.

### **Points to consider**

Using the resources listed, teams will examine the roles of men, women, and children as well as look at the differences between rural and urban life. In the early days of the settlements, the area and size of these early towns and villages were limited which meant that many new settlers lived on farms and pursued the agricultural way of life. The social and legal doctrines were not as stringent in the farming communities, yet families fell into a distinct pattern of behaviour. Factor in the influence of the clergy, the military, and interactions with native tribes.

### **Discuss**

Each team will discuss their research, and decide which roles to feature in their role play (farmer, farmer’s wife, soldier, child, merchant and/or priest), and determine the responsibilities for the role play.

### **Format**

The role play may take a number of different formats. It is up to each team to determine how to proceed. For example, the role play may take the form of a short scripted play or encounter, where the players pretend to live in New France and respond or interact as they imagine they would have in the days of New France. The format may follow that of an interview in which the characters are asked questions about their lives in New France.

### **Script**

The role play must be scripted or storyboarded in whatever format the team selects. (For background information on storyboarding, please see links above in the unit on the Intermediate Level Activity).

### **Present**

Each team will perform their role play for the class. After each role play has been presented, the class will give feedback on what it learned.

## **Extension Activity**

As part of the role play, the presentations may be audio or video taped. Role plays may be presented within a talk show format, where a host conducts the interviews, and the guests represent a figure from New France. Technical assistance will be needed to record the presentation. This activity will also require a post-production phase, in which the tape is edited for video and/or sound. Music may also be woven into the production.

## Notable Sites for Teachers

### Anash Interactive

[www.anashinteractive.com](http://www.anashinteractive.com)

Anash Interactive is an award-winning Web site where kids can create comics, build stories, play games and puzzles, watch webisodes, download podcasts, read stories and comics produced by other online users, and learn about the Tlingit people of Canada and the northern United States. The Web site was created for elementary students in grades four to six, but it can also be used in a variety of ways for students from kindergarten to grade twelve.

Whether you're a teacher, parent, or professional development provider, you will find interactive educational Web activities on this site that can be used both in the classroom and at home. The site features activities and puzzles that encourage students to tell their own stories. The wealth of information on the Web site about the Tlingit people raises cultural awareness and demonstrates our need, as human beings, to tell stories.

Anash Interactive was developed by the Edmonton-based production company, Reel Girls Media ([www.reel-girlsmedia.com](http://www.reel-girlsmedia.com)). This content-driven company is dedicated to fostering a deeper understanding of the world and the human spirit through the production of award-winning and non-factual television and new media programs for the global market.

### RunJumpThrow

[www.bcathletics.org/main/rjt.htm](http://www.bcathletics.org/main/rjt.htm)

Adopted by Athletics Canada and BC Athletics as a grassroots development program, RunJumpThrow (RJT) teaches the technical skill progressions for track and field events for boys and girls aged six to twelve.

RJT is:

- Integrated for development at all levels
- Broad-based and progressive
- Inclusive for all abilities and maturational stages
- Adaptive for special needs and athletes with disabilities
- Gender equitable

RJT stresses:

- Skills of running, jumping, and throwing in age appropriate sequential progressions
- Individual improvement and positive reinforcement
- Fun and active learning environment

- Improvement in physical and emotional well-being
- Safety and certified instruction

The skills of running, jumping, and throwing form the basis of all land-based sports and as such, RunJumpThrow is a foundation program from which all youth can benefit. This Web site includes news updates about the program and PDFs of RJT newsletters.

### Triune Arts

[www.triune.ca](http://www.triune.ca)

Triune Arts, a non-profit, charitable institution established in 1981, has developed award-winning educational programs on a variety of subjects including: conflict resolution, restorative justice, cross-cultural communication, workplace violence prevention, employment training for youth, preventive intervention with preschoolers, and international development.

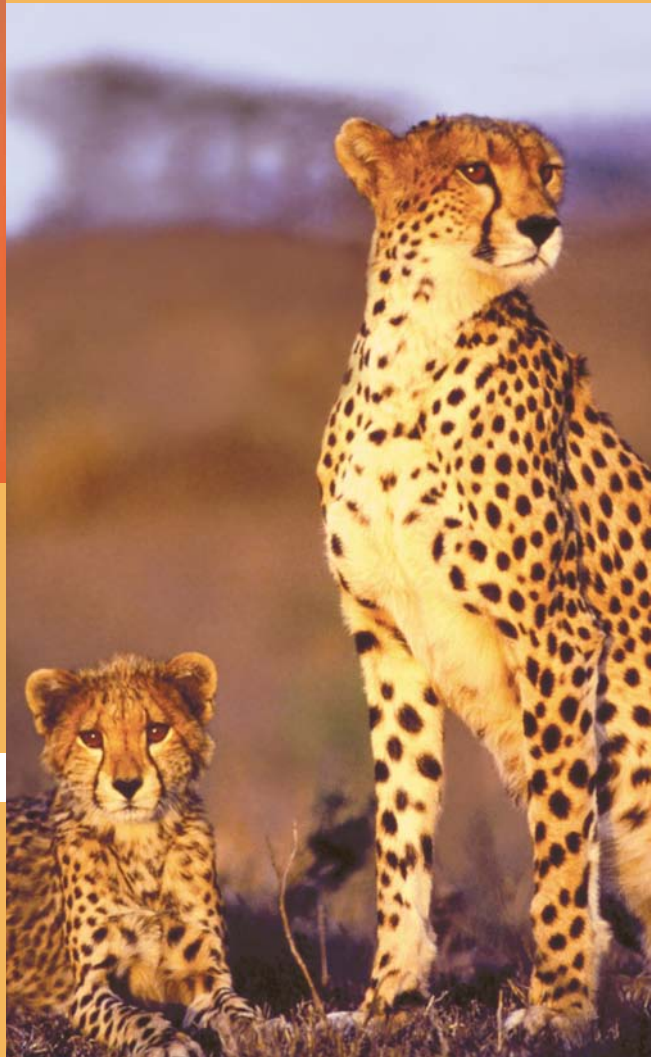
Healing Circles (featured video): Although the entire series ("Resolving Conflict Creatively") helps to build safer schools and communities, this award-winning video is a particularly effective tool in Anti-Bullying Programs.

Bullying is recognized as one of the most serious and widespread problems facing schools today. Not only does it hamper the educational process, but it very often leads to victim suicide or revenge, often with the use of weapons. So far, educators, parents, social workers, and police have not found an effective solution to this problem. Healing Circles presents a model that can be adapted to the needs of distinct communities and it has been used successfully by many diverse groups in North America.



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# Recognition

*“We are what we repeatedly do. Excellence, then, is not an act but a habit.”*

*Aristotle*

By Carmen Berg

**I**t’s not why most educators stepped into the classroom. The majority would cite having a positive influence on children, a love of the subject matter, or a desire to promote a love of learning in future generations. But many programs, at the provincial or national level, have been organized to do just that—recognize excellence in the classroom. Whether it’s for teaching practices, subject material promotion, innovative and interesting learning projects or value-added community service, awards like the federal Prime Minister’s Award for Teaching Excellence identify stand-alone teachers or group initiatives for their efforts in today’s classroom.

“Industry does it,” says Frank Bruseker, Alberta Teachers Association (ATA) president, “why not the teaching profession?”

Each awards program has its own nomination process and associated deadline, selection criteria and rules governing who can and cannot make a nomination. Recipients are usually determined by a committee or panel. For the individual teacher, most programs issue some type of plaque or certificate suitable for display. In addition, there may be a cash award, however, these financial awards are typically issued to the recipient’s school to be spent under the recipient’s direction.

**LISTED BELOW ARE SOME OF THE AVAILABLE TEACHER AWARD PROGRAMS.**

**National**

**Name:** *Canada's Outstanding Principals*  
**Web site:** <http://www.canadasoutstandingprincipals.ca>  
**Purpose:** Recognize excellence in public  
**Number:** 30  
**Award:** Plaque, four-day executive leadership training program and membership in National Academy of Principals  
**Nominator:** School staff, (secondary school) students, district supervisory officials, parents, local business members, members of the community at large, or social agency partners

**Name:** *Canada Post Community Literacy Awards*  
**Web site:** [http://www.canadapost.ca/corporate/about/community/literacy/literacy\\_awards/pdf/educator\\_08-e.pdf](http://www.canadapost.ca/corporate/about/community/literacy/literacy_awards/pdf/educator_08-e.pdf)  
**Purpose:** Honour English and French-speaking educators who have demonstrated a commitment to adult literacy or adult ESL/FSL training  
**Number:** Up to 26  
**Award:** Cash award of \$500 and a personalized Certificate of Achievement  
**Nominator:** Anyone including nominee

**Name:** *Distinguished Principal/Vice-Principal Award*  
**Web site:** <http://www.cdnprincipals.org/AWARDS.htm>  
**Purpose:** Honours leadership in school administration exemplifying dedication and enthusiasm in the provision of programs designed to ensure excellence in education  
**Number:** 1 for each  
**Award:** Certificate, conference registration, flight and accommodations to the Canadian Association of Principals (CAP) annual conference  
**Nominator:** Anyone except nominee

**Name:** *Governor General's Award*  
**Web site:** <http://www.historysociety.ca/gga.asp?subsection=rul>  
**Purpose:** Celebrates leadership and innovation in teaching about Canada's past  
**Number:** 6  
**Award:** Medal, \$2,500 and a trip for two to the awards ceremony. The recipient's school also receives \$1,000.  
**Nominator:** Anyone including nominee. Self nomination is encouraged.

**Name:** *Prime Minister's Award for Teaching Excellence*  
**Web site:** <http://pma-ppm.ic.gc.ca/epic/home.nsf/html/pma-pmm>  
**Purpose:** Designed to recognize the efforts of outstanding educators  
**Number:** 15 certificates of excellence; 50 certificates of achievement  
**Award:** Certificate, pin and \$5,000 (excellence)  
 Certificate, pin and \$1,000 (achievement)  
**Nominator:** Any person or group with direct knowledge of the nominee's contribution. Self-nominations or nominations received from a nominee's direct family members are not accepted.



## RECOGNITION

### Provincial

**Name:** *Arbos Awards (Saskatchewan)*

Web site: [http://www.stf.sk.ca/services/awards\\_grants\\_scholarships/index.html](http://www.stf.sk.ca/services/awards_grants_scholarships/index.html)  
[http://ssla.ca/awards/grants\\_awards\\_scholarships\\_stf.pdf](http://ssla.ca/awards/grants_awards_scholarships_stf.pdf)

Purpose: Award those who make outstanding contributions to education

Number: Various

Award: Honourary life membership in Saskatchewan Teachers Federation (STF) and figure of Arbos

Nominator: Any individual or group involved in the education system (local associations, special subject councils, teachers, trustees, directors of education, teacher educators or officials in educational organizations). Not students or parents.

**Name:** *Excellence in Education Award (Yukon)*

Web site: [http://www.education.gov.yk.ca/psb/excellence\\_in\\_education\\_awards.html](http://www.education.gov.yk.ca/psb/excellence_in_education_awards.html)

Purpose: Recognize significant contributions to education

Number: 2 Rural, 3 Urban

Award: One framed limited edition Ted Harrison serigraph "Northern Education"

Nominator: Anyone but nominee



### Excellence in Teaching Awards

**Name:** *Excellence in Teaching (Alberta)*

Web site: <http://www.education.alberta.ca/teachers/excellence.aspx>

Purpose: Recognize innovative and outstanding teaching, celebrate contribution teachers make to student learning and show appreciation of the profession

Number: 20 + 3 SMARTer Kids Innovative Use of Technology Awards Finalists  
130 semi-finalists

Award: Individual and school certificate, pin and \$4,000 (finalist) recognized at provincial dinner Individual and school certificate, pin and \$1,500 (semi-finalist) recognized at North or South informal luncheon

Nominator: Anyone except nominee

**Name:** *John Gaw Award (Québec)*

Web site: <http://www.nald.ca/ateq/awards/johngawaward.pdf>

Purpose: Recognize outstanding Language Arts teachers in the province of Québec

Number: 1

Award: Certificate

Nominator: Anyone but nominee

**Name:** *Manitoba's Celebration of Excellence in Teaching – Minister's Awards*

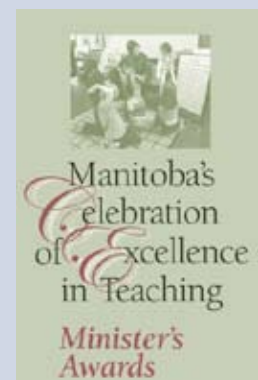
Web site: [http://www.edu.gov.mb.ca/k12/proflearn/excellence/brochure\\_2007.pdf](http://www.edu.gov.mb.ca/k12/proflearn/excellence/brochure_2007.pdf)

Purpose: Recognize outstanding achievement by Manitoba teachers

Number: 5

Award: Certificate of recognition, \$500 for individual and school

Nominator: School trustee, superintendent, principal, teacher colleague, student, parent or any other Manitoban



**Name:** ***NBTA Centennial Award (New Brunswick Teachers Association)***

Web site: <http://www.nbta.ca>

Purpose: Recognition of having made a significant contribution to education in New Brunswick

Number: 1

Award: Silver and gold pin and \$1,500

Nominator: Anyone but nominee

**Name:** ***OTIP Teaching Awards (Ontario Teachers Insurance Plan)***

Web site: <http://www.teachingawards.ca>

Purpose: Given to outstanding teachers who light sparks in students, inspire colleagues and hearten parents

Number: 3

Award: Individual and school certificate of recognition with cash awards of \$1,000 for both

Nominator: Current student, former student, parent, teaching colleague, administrator or member of the community. Self nominations or nominations of family members are not accepted.

**Name:** ***Premier's Awards for Teaching Excellence (British Columbia)***

Web site: [http://www.bced.gov.bc.ca/teacherawards/pa\\_brochure.pdf](http://www.bced.gov.bc.ca/teacherawards/pa_brochure.pdf)

Purpose: Recognize outstanding B.C. teachers who have made exceptional contributions to benefit and improve student achievement

Number: 20 in 2008

Award: Certificate of recognition and \$1,500 for professional development

Nominator: Fellow teacher, principal or superintendent



**Name:** ***Premier's Awards for Teaching Excellence (Ontario)***

Web site: <http://www.edu.gov.on.ca/eng/document/nr/06.10/bg1016.html>

Purpose: Recognize educators and staff who excel at unlocking the potential of Ontario's young people

Number: 15 in 2007/2008

Award: Engraved crystal trophy and framed certificate

Nominator: Anyone but requires three letters of support

**Name:** ***Premier's Awards of Excellence in Education (New Brunswick)***

Web site: <http://www.gnb.ca/0000/awards.asp>

Purpose: Recognize and honour teachers who help to promote excellence in their schools

Number: 9 district awards + 6 others

Award: Sculpture, framed certificate of appreciation and \$1,000 professional development bursary

Nominator: Individuals or groups (e.g. parent school support committees, home and school associations, student councils, branches of the teachers' association) in the nominee's school district



## RECOGNITION

### Subject-Specific

**Name:** *Award of Excellence (Alberta)*

Web site: <http://ssc.teachers.ab.ca/awards+and+scholarships>

Purpose: Acknowledge the hard work and contributions that teachers in Alberta make in the pursuit of excellence in social studies education

Number: More than one may be given each year

Award: Engraved plaque

Nominator: Must be member of the ATA Social Studies council

**Name:** *Best Practice Awards (Ontario)*

Web site: <http://www.oecta.on.ca/services/bestpractice.htm>

Purpose: Recognize excellence in the professional writing Ontario English Catholic Teachers Association (OECTA) members do as part of their practice as teachers and educators

Number: 5

Award: Provincial winners receive a plaque and \$100 award

Nominator: Anyone including nominee

**Name:** *Educator of the Year Award (Manitoba)*

Web site: <http://www.manace.ca/Memberawards.htm>

Purpose: Recognize educators who have made a significant impact on the exemplary use of technology in education

Number: Up to three per year

Award: Gift certificate for a dinner at a local restaurant and a certificate of appreciation

Nominator: Must be member of the Manitoba Association for Computing Educators

**Name:** *Irwin Talesnick and Jack Bell Award (Science Teachers Association of Ontario)*

Web site: <http://www.stao.org/aboutstao/award-winners/award-winners.htm>

Purpose: Recognize and honour members who make significant contribution to quality Science and Technology education

Number: 2

Award: Certificate

Nominator: Colleague, supervisor or other professional contact

**Name:** *Outstanding Science Teacher Award (Alberta)*

Web site: <http://sc.teachers.ab.ca/Awards+and+Scholarships>

Purpose: Recognize excellence in science teaching in Alberta

Number: 1

Award: Plaque and expenses (travel, registration, one night accommodation and meals) associated with attending the Science Council Conference

Nominator: Must be member of the Alberta Teachers Association (ATA) Science Council

**Name:** *Science Teaching Award and Science Achievement award (Manitoba)*

Web site: <http://www.stam.mb.ca/Awards%20Page.htm>

Purpose: Recognize those making exemplary contributions to the field of science teaching

Number: 2

Award: Certificate

Nominator: Must be a member the Science Teachers' Association of Manitoba





**Industry**

**Name:** ***APEGGA Teacher Awards Program (The Association of Professional Engineers, Geologists and Geophysicists of Alberta)***  
**Web site:** <http://www.apegga.org/members/scholarshipsawards/taward.html>  
**Purpose:** Recognize exceptional elementary, junior high and senior high school teachers  
**Number:** 14  
**Award:** Certificate and \$2,000 to be used at their discretion for professional development, school equipment, resource materials, Web site development, teaching aids, or other tools to improve teaching and student learning  
**Nominator:** Students, parents, school staff, other teachers, school principals and others

**Name:** ***Canadian Family Great Teacher Awards***  
**Web site:** <http://www.canadianfamily.ca/contests/37>  
**Purpose:** Celebrate teachers who make a difference  
**Number:** 3  
**Award:** Profile in September edition of Canadian Family magazine and \$1,500 to use toward programming and supplies at their school  
**Nominator:** Student, parent or fellow teacher

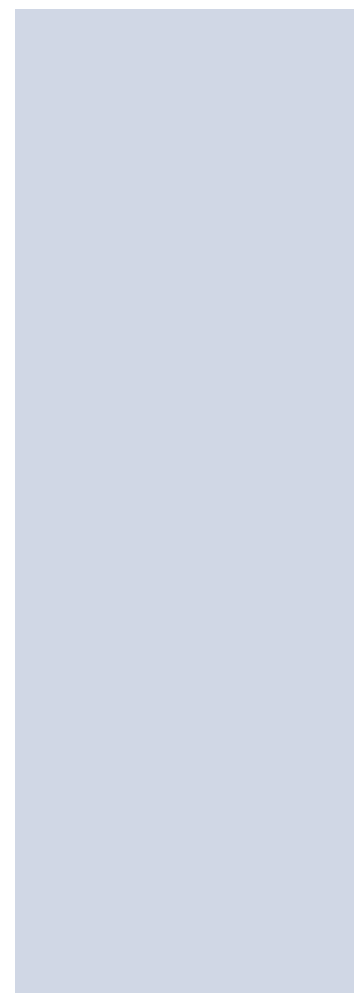
**Name:** ***Presidential Award for Reading and Technology (Alberta)***  
**Web site:** [http://www.ira.org/association/awards/teachers\\_presidential.html](http://www.ira.org/association/awards/teachers_presidential.html)  
**Purpose:** Honours educators in grades K–12 who are making an outstanding and innovative contribution to the use of technology in reading education  
**Number:** 1 Regional  
**Award:** Certificate and \$500 U.S. cash award  
**Nominator:** Anyone including nominee

**Name:** ***Teaching Excellence Award***  
**Web site:** <http://www.biotech.ca/media.php?mid=1174>  
**Purpose:** Promote and recognize teaching of biotechnology at the secondary school level in Canada  
**Number:** 3  
**Award:** One \$5,000 and two \$2,500 cash awards to be divided equally between the winning teacher and his/her school  
**Nominator:** Anyone including nominee

Attended by various members of the recipient’s school or district, as well as provincial or federal government designates, the teacher award ceremonies may be held during a luncheon or banquet. Alberta’s 2008 Excellence in Teaching Awards ceremony, which included a VIP reception and dinner, was held at the Hyatt Regency Hotel in downtown Calgary. With almost 400 people in attendance, the 23 awards were distributed by the Minister of Learning, Dave Hancock. “These awards are a way, for us, to publicly express that what teachers do in the classroom is important and valued,” he says.

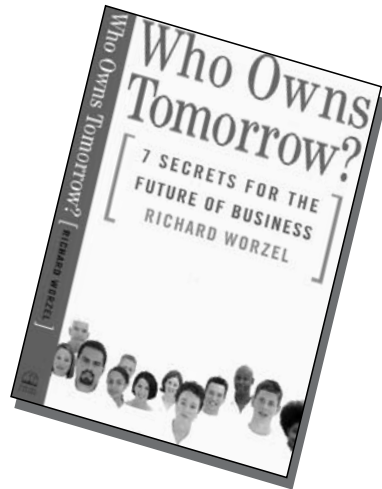
For award winners like Rhonda Draper, recipient of the 2007 Governor General’s award, “it was an unexpected thrill.” Thrice-nominated science teacher and textbook author, Cliff Sosnowski reports that the “accolades reaffirm his devotion to students and science education,” while 2003 PMA recipient, Sarah Varghese, has had many opportunities to share her expertise including “seminars and workshops for teachers to promote the concept and application of teaching diversity within the classroom.” For most, like 2008 Excellence in Teaching recipient, Helen Hammel, “it’s a little overwhelming but very appreciated.”

Professionally, these awards are a great addition to a teacher’s resume, but as Richard Fournier, assistant principal of École Routhier writes, “the award is a personal re-affirmation that I am doing the right thing for my students, their parents, and my school.”



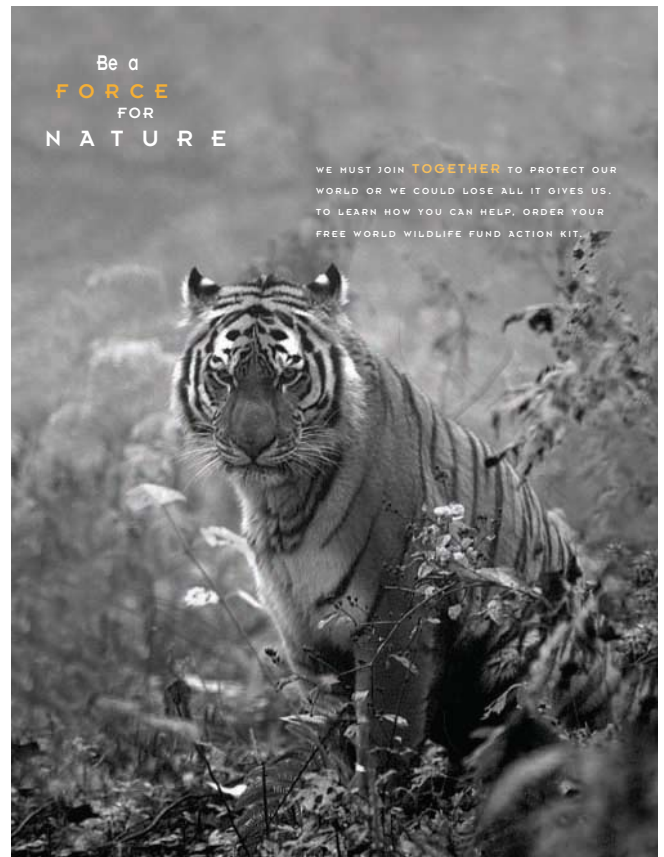
*Carmen Berg is a contributing author for **Physics** published by Pearson Education Canada and a regular contributor for **Calgary’s Child**. She can be reached at [ccrberg@hotmail.com](mailto:ccrberg@hotmail.com).*

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## CASL. *The Canadian Association for School Libraries*

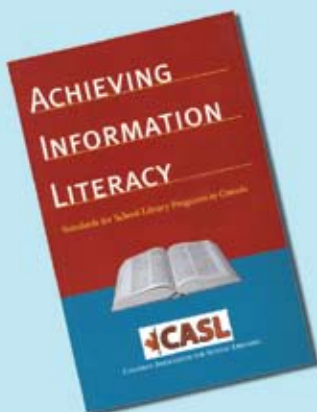
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For more information please go to: [www.cla.ca](http://www.cla.ca).



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### Achieving Information Literacy

This publication outlines standards for Canadian School Libraries seeking to develop information literacy skills with their students. It is a practical publication geared towards ensuring that all Canadian children and youth have equal access to well-equipped school libraries and trained professionals from kindergarten to their graduation year. It is a publication recommended for anyone seeking guidance on developing school library programs focused on supporting students as they take their place in today's learning society.

(2003) ISBN 0-88802-301-4. Member price - \$20, Non-Member Price \$23  
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For more information, please contact TEACH Magazine at [info@teachmag.com](mailto:info@teachmag.com)

Mr. X and the Rainforest Monkey, ISBN: 978-1-55278-639-0  
Mr. X and the Cog Train From Heaven, ISBN: 1-55278-583-1  
Mr. X and the Circle of Death, ISBN: 1-55278-583-3

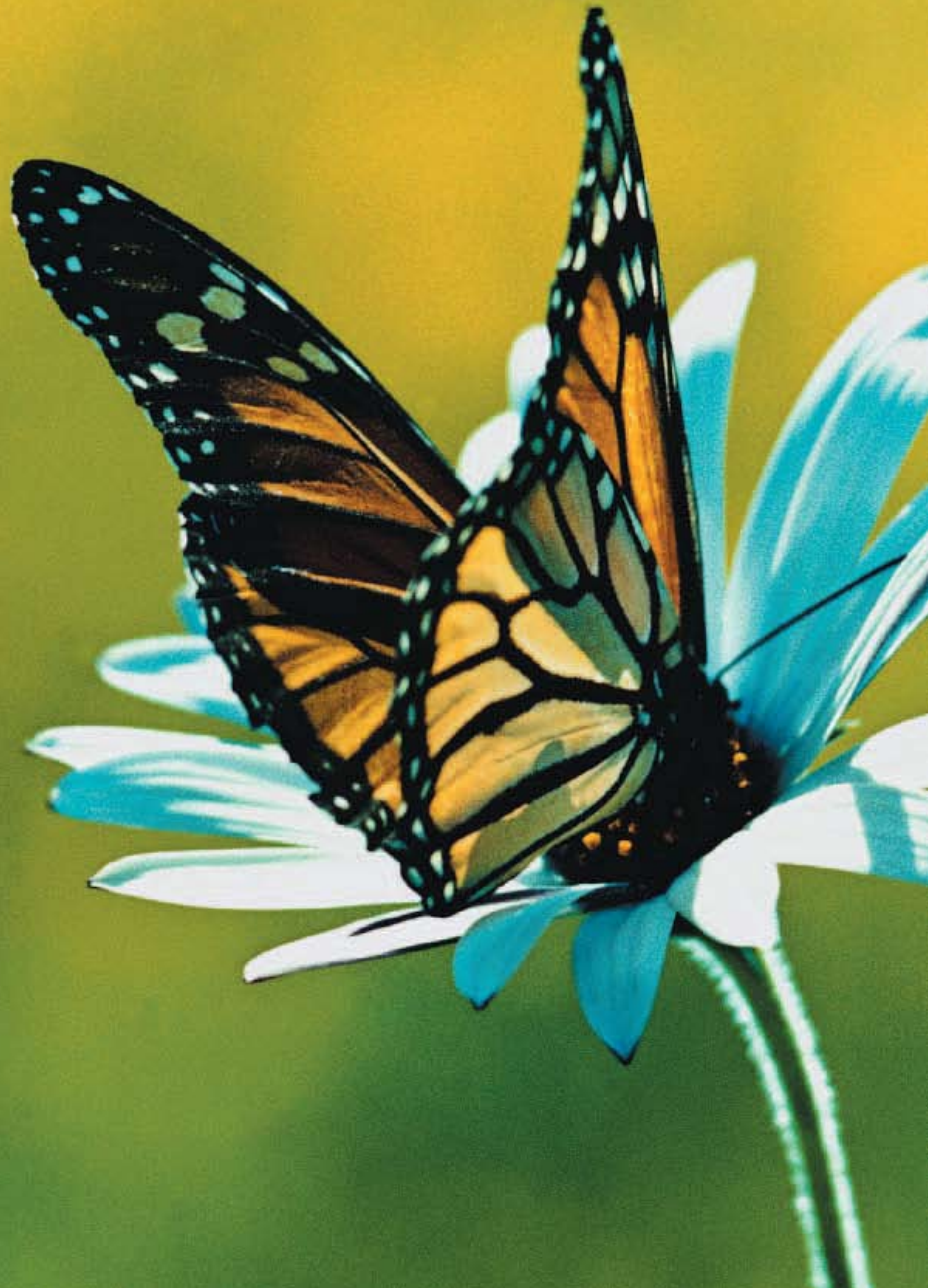




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