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CURRICULA:

CANADA'S CAPITAL TREASURES
LES TRÉSORS DE LA CAPITALE DU CANADA

FEATURES:

We've come a Long Way, Baby. Have we really?
Delivering the Facts about Insidious Online Behaviour

COLUMNS:

The Question of the Century: What's Wrong with Our Schools and how Libraries can help

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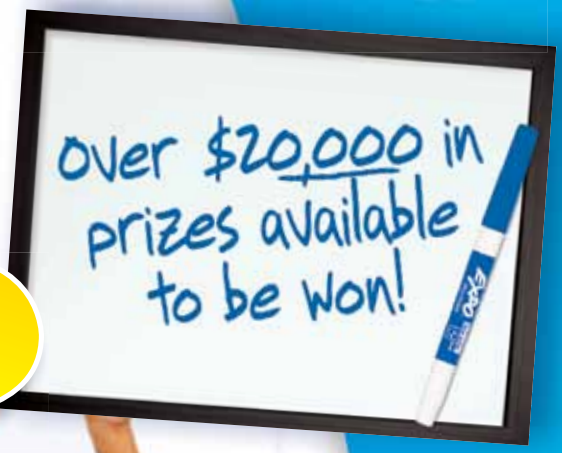

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NOTES

Welcome back to another school year! We've come a long way, riding the tide of technological innovation—but have we really? We now have devices that hold an entire library's worth of books and magazines, and smart phones capable of literally allowing us to tap into our friends' lives. But at the same time, these advancements do not match some seemingly obstinate attitudes about how to use these devices.

In recent news, we're hearing stories concerning classroom bullying. The common thread seems to be the use of social media and cell phones—weapons for 21st Century bullying. Yet do we have 21st Century methods for addressing or resolving the issue? Champion Against Cyber Bullying, Alex Penn, discusses potential causes, warning signs, and effective methods for fighting back against insidious online behaviour.

Futurist Richard Worzel asks in his column, what's wrong with our schools? Why are so many schools lagging behind in the integration of technology? Can we find answers by following the lead of our public libraries and their librarians?

Also in this issue is our latest Curricula series, Canada's Capital Treasures. A series of lesson plans and videos commemorates key people, places, and events as represented by important monuments, buildings, and memorials in our nation's capital.

As summer comes to an end and classes resume, we wish you a successful and bright start for the new school year.

Don't forget to visit teachmag.com for the latest stories in education.

Et c'est reparti pour l'école!

Nous avons grandement innové sur le plan technologique… ou peut-être que non, en fait. Nous avons certes des appareils qui peuvent contenir autant de livres et de magazines qu'une bibliothèque peut le faire et des téléphones multifonctions qui nous ouvrent littéralement une fenêtre sur la vie privée de nos amis, mais tous ces progrès sont limités par notre incapacité à bien exploiter ces appareils.

L'actualité regorge de nouvelles sur l'intimidation en classe. Le fil conducteur? Apparemment l'utilisation des médias sociaux et des cellulaires, les armes d'intimidation du XXIe siècle. Mais avons-nous les méthodes nécessaires pour remédier à la situation? Champion contre la cyberintimidation, Alex Penn parle des causes potentielles, des signes avant-coureurs et des méthodes efficaces de lutte contre les comportements en ligne insidieux.

Le futurologue Richard Worzel demande, dans sa rubrique, ce qui ne va pas avec nos écoles. Pourquoi y a-t-il autant d'écoles en retard pour ce qui est de l'intégration de la technologie? Peut-on trouver des réponses en suivant l'exemple de nos bibliothèques publiques et de nos bibliothécaires?

Aussi, dans le présent numéro se trouve le tout dernier article de la série Curricula sur la capitale canadienne. Vous y trouverez des plans de cours et des vidéos qui commémorent les personnes, les lieux et les événements représentés par des monuments et des bâtiments dans notre capitale.

En cette fin d'été et début des classes, nous vous souhaitons une excellente rentrée.

N'oubliez pas de visiter le teachmag.com pour l'actualité en éducation.

Lisa Tran,
Assistant Editor/rédactrice adjointe

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Richard Worzel, C.F.A.

The Question of the Century: What's Wrong with Our Schools and how Libraries can help

Libraries are cutting edge. Schools are not. Librarians move with the changes in technology. Teachers do not. And we need to ask ourselves why that is, because we spend a lot more on our schools than our public libraries.

Now let me make the obvious amendments: not every library and librarian rides the cutting edge of technology and not every school is stuck in the 19th century. But if you had to make a generalization about each of these two pillars of our culture—that would be the one to make because it's largely true. And this is ironic because these two institutions should, theoretically, complement and support each other as sources of knowledge, understanding, even wisdom.

Why is this so? Why have both institutions moved in such divergent fashions when they have so much in common with each other? Well, first of all, libraries are affected by something similar to market forces. In a world where a computer may cost a few hundred dollars, where I or almost anyone else can source the research that we need online without ever venturing into a reference library, what is the role of a library? When people can buy and download books into an iPad or smartphone and carry an entire library's worth of books in a single device, what is the role of a library? When cyberspace provides places for people with like interest to congregate, discuss, and network, no matter where they live, what is the role of a library? When you can consult experts, either live or through their video, audio, and published works, from wherever you are, what is the role of a library? When traditional print media are under siege by cybermedia, and you can read any newspaper or magazine from anywhere you want, what is the role of a library?

Nobody forces you to go to a library; you go because you want something and they have it—whether for pleasure or for serious intent. As a result, libraries have to operate at the cutting edge of technology otherwise they will lose their relevance and patrons will stop coming through their doors. And librarians have long since not only realized this, but embraced it, bringing in new technology and powerful tools that can help them to help library users.

There is no such force acting on schools. Students are required by law to go to school, so schools have an effective monopoly, which they abuse by forcing students to endure years of agonizing boredom. Well intentioned boredom and possibly useful-at-times boredom, but boredom notwithstanding.

Next, for the most part, except in major cities, libraries are lightly administrated and not terribly politicized. Most community libraries have a volunteer board that steers and assists them. There is usually a head librarian who acts as an executive, but there are not layers of administration heaped on top of the basic operations. There is no "ministry of libraries" and the most political aspect of libraries is their funding. Public schools, on the other hand, are top-heavy in administrators. They have principals and vice principals, each of whom must adhere to ever-thickening books of rules about what they can and cannot do, plus the many things they absolutely must do. Teachers must complete forms to convince the education bureaucrats that they are complying with the prescribed teaching

"There is no such force acting on schools. Students are required by law to go to school, so schools have an effective monopoly, which they abuse by forcing students to endure years of agonizing boredom. Well intentioned boredom and possibly useful-at-times boredom, but boredom notwithstanding."

plans and material. Each district has a board that administers the buildings, staff, budgets, and the pedagogy. And every province has a ministry, usually a very big ministry, to ensure that everyone else is doing only the right things at only the right moments. Change is very difficult. It is a dead weight on the progressiveness of schools.

Next, libraries do not attract a lot of political attention. Those who don't like them typically just don't go there. They don't argue that what's being done in libraries is undermining our rights or our government, or spreading unhealthy lifestyles or propaganda. Schools, unfortunately, have become highly politicized and everybody disagrees about what should be done, and how, which tends to exacerbate the paralysis.

Whereas people who don't like libraries probably never liked them, and probably never went to them, everyone had to go to school. And everyone who went to school as a kid thinks they know what's going on in our schools today, and that it's really pretty simple stuff that anyone could do, if they weren't occupied doing more important things. Couple this with the widely held misperception that teachers have a cushy number, knocking off work at 3 PM, taking extended holidays at Christmas, and enjoying Summers off, and it appears that teachers don't work very much or very hard. Nobody complains about "librarian's hours" because people mostly don't care, even though libraries are publicly funded. Of course, the fact that this perception of teachers and teaching is absolutely wrong doesn't get much attention.

Then there's the union issue. Librarians in big cities tend to be unionized, but with most small community centres, this is not the case. And while there is clearly a valid and legitimate reason for teachers' unions, they have, in the main, tended to block and fight changes in the way schools operate. They must feel threatened by such changes, although I'm not sure why. But the result is that they act like lead boots, further adding to the difficulties that prevent schools from changing.

The end result of this is that we have one of the critically important foundations of our society and economy—the school systems of this country—mostly stuck in the 19th century, whereas our libraries are racing forward, stretching into the second and even third decade of the 21st Century.

It's not good enough, and it needs to change. But who has the courage, the will, and the authority to change it? That may turn out to be the critical question for Canada in the 21st Century.

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

Invite Mr. X Into Your Classroom!

TEACH Magazine is pleased to present the fourth in the series of teen adventure stories for readers aged 11-14 years. Follow the antics of Xerxes Frankel and his crew in Mr. X and the Vancouver Iceman as they head to the Winter Olympics to film the hit television series, Get Outta Town! Fun, funny and entertaining, Mr. X helps you support literacy in your classroom.

You can purchase Mr. X and the Vancouver Iceman, as well as the first three titles in the series, Mr. X and the Circle of Death, Mr. X and the Cog Train from Heaven and Mr. X and the Rainforest Monkey through Amazon.ca, Chapters/Indigo and other fine bookstores.

Mr. X and the Rainforest Monkey, ISBN: 978-1-55278-639-0
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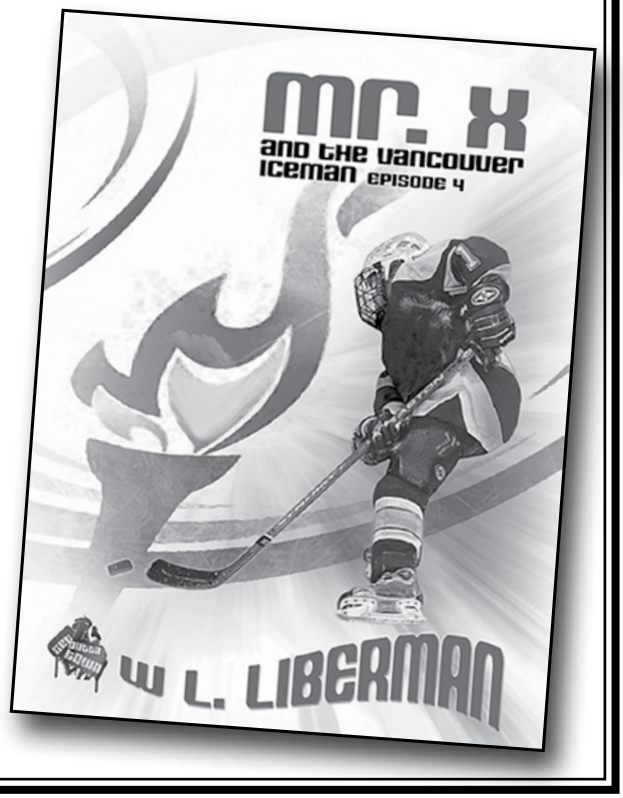


We've come a Long Way, Baby Have we really?

Delivering the Facts about Insidious Online Behaviour

By Alex Penn

I doubt Mark Twain was referring to cyber bullying when he said: "A lie can travel around the world while the truth is putting its shoes on." Although today, cyber bullying confirms the accuracy of Twain's statement.

Before the Internet made "social media" available, we were accustomed to talking to each other. Now, we can tap our phones to tap our way into someone's life. It's much easier than tapping into someone else's emotions—or our own for that matter. Facebook, MySpace, YouTube, Twitter, Chat Rooms, and Blogs make it happen.

Less than a decade ago, most of us probably couldn't have imagined this wired world, and for many, the technology leap is still new and mysterious territory. Today, children are born into the virtual world that offers both opportunities and risks. The Internet lets us promote ideas, access information, and increase our knowledge immediately. Kids love making new friends and networking with their peers and others living oceans apart. For them, technology makes socializing fun and easy. But, not for everyone….

SECRETS, LIES, AND THE INTERNET

Enter Cyber Bullying, a relatively new fact of life allowing bullies almost unlimited power to torment, harass and humiliate their targets via e-mail, password and ID theft, chat rooms, cameras, instant messaging and cell phones. Cyber bullying through proxy, a lesser known form of malicious bullying, occurs when bullies cause unsuspecting targets to do their dirty deeds. Malicious messages, defamatory words, compromising photographs and videos that inflict pain, damage reputations, demean, embarrass and attack the target's character and appearance, and reach thousands in overdrive, cause significant emotional distress, depression, and cyberbullicide. Kids feel there's no relief from their extreme pain resort to cyberbullicide—suicide caused by cyber bullying—a tragic result of a fragile system. According to a 1998 Stats Can study, an average of 10 Canadians take their lives every day. Suicide is the second leading cause of death among Canadian youth.

Most kids know the importance of looking good and will do almost anything to fit in. Pursuing the perfect look is a high priority. Plastic surgery is big business. ABC news reported one girl's story: Meghan, 15, tried breaking her nose against a brick wall. After enduring years of teasing, exaggerated pictures that circled the Internet, and name-calling like "Pinocchio," her mother agreed to plastic surgery. In January, Good Morning America reported that almost 90,000 teenagers had cosmetic surgery in 2007. In 2008, a report noted that 43,000

children under 18 had "surgically altered their appearance." In 2009, US teens purchased 12,000 injections of Botox. Since jealousy also makes pretty girls a target, shall we consider bullying an indication of a greater epidemic involving greater solutions?

When Jason received a text during recess warning him to forget about getting on the bus, advising him to acquire a few new coping and relating skills just didn't cut it. Informing kids at 12 or 18 that loving themselves for their own uniqueness doesn't make things better for them now. That light switch should have been flipped on years ago, when kids were younger, more receptive, heard and believed you. A bloody nose and surgery scars disappear, but the damage to a child's confidence can last a lifetime.

"Informing kids at 12 or 18 that loving themselves for their own uniqueness doesn't make things better for them now. That light switch should have been flipped on years ago, when kids were younger, more receptive, heard and believed you."

Studies confirm that teaching respectful behaviour, encouraging social interaction and providing the tools of language at a young age fosters positive communication and develops successful learners. Introducing appropriate self-esteem programs to impressionable preschoolers when bullying actually begins presents an ideal opportunity to guide young children to make the right choices, problem solve, and fulfill their needs verbally and respectfully rather than aggressively. That's prevention. By the time children reach grade one, their sense of self-esteem has developed.

The jury is still out as to whether the social networks are stifling or depriving us of "real" social encounters. Dr. Shaheen Shariff, noted McGill professor and cyber bullying and social media expert and her team of legal and educational experts and researchers, are helping to clarify the boundaries relating to cyber bullying and socially responsible communications. "Our bilingual website, housed at McGill, ***definetheline.ca***, launching this spring, will draw attention to the differences between harmless online jokes and teasing to criminal harassment, defamation, libel, threats, and sexting among youth that can result in criminal charges," says Dr. Shariff. Supported by Stanford's Center for Internet and Society and Lester B. Pearson School Board, the website will provide resources for parents, teachers, policymakers, corporate intermediaries, and news media.

BACK-UP

A recent Canadian study reported that being seen as obese by peers resulted in rejection and bullying. A survey indicated that nearly half the girls in Grades 1 to 3 want to be thinner. A 2009 WHO report rates Canada 26th for bullying among both boys and girls—that's worse than the US and 24 of 35 developed nations surveyed. Canada's ranking has slipped. Other countries such as Britain and Norway have instituted successful national campaigns to address bullying problems.

Accepting that cyber bullying is a grave problem and will worsen if ignored is the first step to prevention. Secondly, responsible parents and schools need to learn how to protect children by recognizing and quickly addressing the signs of cyber bullying before it's too late. A recent Ipsos Reid study reported: 8% of Canadian parents of children aged 7-17 know that their child was cyber bullied; 26% weren't sure if their child was targeted; 34% of children aged 13-15 were unaware. Time spent online now exceeds watching TV.

In 2009, a Microsoft Canada study, reported that 40% of Canadian youth said they have been bullied online - up 25% since 2004.

According to New York's Mediamark Research and Intelligence, children's use of cell phones has increased by 68% since 2005 and 36.1% of 10-and 11-year-olds have cell phones. Kids today send or receive approximately 3,000 messages a month.

HANDLING CYBER BULLYING

Don't Respond:
Confronting a cyber bully can worsen the circumstances.

Collect evidence:
Save related e-mails, messages and postings as proof should you need to involve the law or school.

Determine the source:
Try to find out the bully's identity and what information he or she knows about you.

Report incidences:
Laws vary so contact local law enforcement first.

Protect your information:
Parents should make sure a child's social networking profile doesn't reveal any contact information.

DOUSE THE FIRE!

Through an innocent lack of discretion, these insidious predators glean a majority of personal information on social sites—

Top 10 Cyber Bullying Warning Signs

1. Reluctance to use the computer or other electronic devices
2. Fear of leaving home
3. Grades plunge, loses interest in school, or drops out
4. Lack of or extreme eating or sleeping
5. Change in dress and appearance
6. Appears sad or becomes angry after using computer or cell phone
7. Stops socializing with friends
8. Unusually depressed and/or moody
9. Expresses an unusual interest in self-harm or suicide
10. Switches screen or closes the computer when someone walks by

likes, dislikes, fears, and social status. Are you popular, do you have friends or are you a loner?

- Move promptly and quickly.
- Ensure the child is safe and feels supported and loved.
- Work together to devise a plan.
- Putting out the fire before it spreads is crucial. A person's reputation is at stake. The longer the posting is online, the greater the harm. Sometimes, the defamation can be removed before it's exposed to search engines. Meet legal deadlines, or a limitation period, if a case is heading to court.
- ***Wiredsafety.org***. will work with the police. Ensure all electronic evidence is preserved.
- Contact the cyber bully's parents.
- Work with the ISP—the Internet Service Provider and cellphone or service provider to investigate the assaults, remove current material and block further cyber bullying.
- Parents need to let the school know. They are in a position to keep an eye out for other kinds of bullying.
- Tell the police if you think a crime has already been committed. Depending on the bully's age, uttering a threat or harassment may constitute a criminal matter.
- Be sure kids understand that once it's on the Internet—it's public.
- Parents should educate their kids and set rules on safe and appropriate Internet and social media site use.
- Educators and parents need to track what sites kids are visiting, install tracking or filtering software, and learn the lingo—instant messaging slang.
- Facebook has launched a new "social reporting" system that will let people report content that violates Facebook policies.
- Check how much time your children spend communicating electronically with their friends. One mother went into shock to see her son's cell texts slightly over 3,000.

WHERE DO WE GROW FROM HERE? — REWIRING OUR BRAINS

Moving forward will take schools, parents and kids, cooperating, collaborating, and partnering. We need to instruct our students on how to better protect themselves and begin teaching young children acceptance, respect and the how-to of positive social interactions. Providing workshops to mobilize the bystanders by giving them the tools—the words and actions—on how to intervene is prevention that leads to solutions. Relying on anti-bullying laws is not enough. History has proven in many facets of our lives that legislation alone does not prevent others from spewing hatred and wounding others.

Both schools and parents need to get tech savvy and schools need to invest in forensic tracking software, new programs, policies and safe practices and training and curriculum addressing cyber bullying. Dr. Shariff advises: "There is a need to ensure young people are aware that whatever information they tweet or post on social media is public. We need to develop an inner filter in them, just as they know not to cross the road in heavy traffic."

The ramifications of psychological cyber bullying are widespread and efforts to curb cyber bullying appear skimpy, compared to the damage on lives and lives taken. Perhaps, we are suffering from a disconnect to our inners, lost some empathy along the way and need to reconnect. What if we start looking at the Internet and all our other available technology as tools and realize that staying connected to oursleves and our values means using technology as our tool to advance better freedom of expression? Like other tools and devices, we have choices and we can use them to either wound and destroy or advance and enhance our lives. It's in our hands.

Responding to the escalation in Youth Violence, Alexandra Penn founded Champions Against Bullying in 2003, an international organization that provides programs, workshops and keynotes to schools, parent groups and associations. Penn and her colleague, Leigh Rachel Faith, have just written a book on Bullying and Social Skills for the pre-school crowd. A survival bible for kids, teachers, and parents! For more information visit: ***www.championsagainstbullying.com*** *or e-mail Alex at:* ***info@championsagainstbullying.com***.

RESOURCES

Cyber bullying information:
www.definetheline.ca

Instant Messaging Lingo:
www.netlingo.com

CURRICULA

FOR GRADES :
6 TO 9

CANADA'S CAPITAL TREASURES

Introduction:

The National Capital Commission (NCC), TEACH Magazine and the Virtual Museum of Canada have collaborated to celebrate and commemorate key people, places and events as represented by important monuments, buildings, memorials and structures in the nation's capital. Seven classroom-ready lesson plans and five introductory videos highlight and explore the significance and importance of Canada's Capital Treasures. These treasures represent knowledge, sacrifice, commitment and ingenuity. We invite you to investigate and in doing so, come to understand their importance to Canada and Canadians. This series of lesson plans will be available on the Curricula website ***www.teachmag.com/curricula*** for download in October.

Lesson One: National War Memorial

The National War Memorial is close to many other buildings and monuments in the Capital that commemorate Canada's role in war and peace, including the Peace Tower (and the Memorial Chamber), the National Aboriginal Veterans Monument, and *Reconciliation*: the Peacekeeping Monument.

Materials

The Response: The National War Memorial video:
www.canadascapital.gc.ca/capital-treasures

Learning Objectives

The learner will:

- Learn more about the act of commemoration and explore the idea of community service;
- Discover the importance of the First World War and the Battle of Vimy Ridge to Canada's nationhood;
- Identify times and places in their own lives where the act of remembrance is valued;
- Determine how supporting elements like music and audio enhance the impact of video when used as a media literacy tool; and
- Create a piece of persuasive media to attract visitors to an event.

National War Memorial, 1939

Photo: Library and Archives Canada / C-6545
The National War Memorial was dedicated on May 21, 1939, by His Majesty King George VI. The artist who created the memorial, Vernon March, died before its completion, and the work was finished by his family.

Keywords
National War Memorial; Remembrance Day Ceremonies; commemoration; First World War; Second World War; *The Response*; Mackenzie King; Vernon March; Tomb of the Unknown Soldier.

Introduction
The National War Memorial is instantly recognizable: 22 bronze figures marching through a giant granite arch. It is featured on Canadian $10 bills and on some 25-cent coins. Every Remembrance Day, the Governor General and the Prime Minister lay wreaths at its base. This ceremony connects Canadians to more than 6,000 local war memorials across the country, and reflects our many smaller and more personal acts of remembrance.

The monument stands in the centre of Confederation Square, a short distance from the Parliament Buildings, in the very hub of downtown Ottawa. The square is a central public gathering place where many ceremonies and celebrations occur. Originally, the Gatineau Hills were considered for the location of the National War Memorial. However, then-Prime Minister Mackenzie King wanted it to be in the heart of Canada's Capital where everyone could see and access it. Confederation Square was created to receive the memorial.

The sculptural ensemble is entitled *The Response*. The memorial was created in the wake of the First World War, during which time Canada responded to Great Britain's call for aid. Artist Vernon March did not live to see the memorial completed. After his death in 1930, March's family finished his complex sculptural plan. They attended the opening ceremonies in the spring of 1939, a few short months before Canada would, once again, march to war at Britain's request.

Take a moment to view the video "*The Response*: The National War Memorial". You will notice that all branches of the service are represented in the sculpture, from infantrymen pulling a large cannon, to airmen and seamen. Other figures are given equal importance, however: the nurses who cared for war's casualties, and the expert foresters who cut wood for railways and cleared terrain for airfields. Perched at the apex of the arch itself, two winged figures symbolizing peace and liberty reign over all.

The First World War was a turning point in Canadian relations with Great Britain and the world. Following the war, during the 1919 Treaty of Versailles negotiations, Prime Minister Robert Borden insisted that Canada have the right to its own seat at the table, and to sign the treaty independent of Great Britain.

Originally honouring those who had served in the First World War, the National War Memorial was rededicated in 1981 to commemorate the response of all Canadians who have served our country in times of conflict and peace.

The National War Memorial is close to many other buildings and monuments in the Capital that commemorate Canada's role in war and peace, including the Peace Tower (and the Memorial Chamber), the National Aboriginal Veterans Monument, and *Reconciliation*: the Peacekeeping Monument.

Next to the National War Memorial is the Tomb of the Unknown Soldier. It is at the base of the National War Memorial.) The Unknown Soldier fell at Vimy Ridge during the First World War and was buried in France near the battle site. The anonymity of the fallen soldier is important; he symbolizes all Canadians — past, present and future — who have given, or will give, their lives in military service.

In 2000, the soldier's body was flown to Canada on a Canadian Forces plane with an honour guard, a group of veterans, a chaplain and two youth representatives. The body lay in state for three days and was then interred in Confederation Square's upper plaza. The sarcophagus is made from Quebec granite, and

features bronze relief sculptures of a sword, helmet and leaves, the same as those found on the altar at the Canadian National Vimy Memorial in Vimy, France. *The Tomb of the Unknown Soldier* is depicted on a 2008 commemorative 25-cent piece.

Activity One: Write a Short Paper

"It can hardly be expected that we shall put 400,000 or 500,000 men in the field and willingly accept the position of having no more voice and receiving no more consideration than if we were toy automata."

— Sir Robert Borden, January 4, 1916

Brigadier-General Alexander Ross, a battalion commander at Vimy Ridge, watched the Canadian troops move out: "It was Canada from the Atlantic to the Pacific on parade. I thought then...that in those few minutes I witnessed the birth of a nation."

Consider these two quotes. What was the importance of Vimy Ridge, not just to the war effort, but also to Canada as a nation? The last living Canadian veteran of the First World War has now passed away, taking away all living memory of that war. What is the value in studying a war that happened almost 100 years ago? Write a short paper about the importance, for young Canadians, of remembering the First World War, and particularly Vimy Ridge.

Activity Two: Make a Poster

When the Tomb of the Unknown Soldier was unveiled in 2000, Veterans Affairs Canada created a poster for the event. Imagine that it's 1939. You must create a poster for the unveiling of the National War Memorial. Over 100,000 people came to that ceremony on May 21, 1939, and the King of England, George VI, addressed the crowd.

Activity Three: Propose a New Monument

Remember that acts of heroism and sacrifice are important to individuals, communities, cities and nations. Divide into groups and research an individual, group, or particular event that has directly affected your community. Once your group has selected the person or topic, design an appropriate memorial. Submit a plan for the memorial, including the best location for it — consider national or local — and how you propose to unveil it (e.g., What kind of ceremony will there be? What special guests or speakers will unveil the memorial?).

***The Tomb of the Unknown Soldier*, 2006**

Photo: Reproduced with the permission of Veterans Affairs Canada, 2010
***The Tomb of the Unknown Soldier* is covered in poppies, following Remembrance Day ceremonies in 2006. It has become tradition to leave poppies on the tomb, immediately after the ceremony.**

Activity Four: Make a Commemoration Display

Monuments are just one way we commemorate important individuals and events. Name five more ways. List examples of these sorts of commemorations. What are the pros and cons of commemorating in these ways? Collect examples of these commemorations and analyze their strengths and weaknesses. Make a classroom display of the commemorations. Extend the activity by creating "pitch" teams, small groups that "sell" the idea of the commemoration to a panel of judges who will select the most effective pitch.

Activity Five: Individual Research and Class Discussion

The "central square" is an important feature of most communities, whether villages or large cities. Where is the "meeting place" in your community? What are its important features and how is it used? Research Confederation Square in Canada's Capital. When was it designed? What important events have happened there? Compare it to your community's "central square." What features are the same? Which are different? As a class, make a list on the board about your community's city square. What improvements would you suggest for your square?

Extend the activity: In small groups, propose plans for an

"improved" Confederation Square. What additions should be made and why? Should anything be removed or relocated? Draw out your revised plans using online maps and resources as a starting point.

Activity Six: Consider Names of Monuments (Grade 7)

The National War Memorial is named "*The Response*." Consider why it might have been given this name and research to find out more. Evaluate whether or not you think the name is a good one. Now think of three other possible names for the Memorial. List your reasons for choosing each one.

The "Tomb of the Unknown Soldier" is a name given to a specific type of grave. There is one in Ottawa; there are similar graves in other countries around the world. Mark as many of these as possible on a world map. How do you think these graves have come to share the same name? What might be the effect of the shared use of this name worldwide?

Activity Seven: Evaluate Community Service (Grade 8)

You have read that, although originally honouring those who had served in the First World War, the National War Memorial now commemorates all Canadians who have served our country in times of conflict and peace. What do you think the word "served" means in this context?

Reread the introduction and/or view the video again as you make a list of the variety of roles Canadians have played in these conflicts. Then do further research to add to your list, looking also at what Canadians did on the home front to help the war effort. Make a similar list of the variety of ways in which Canadians serve their country in times of peace. What is "community service"? In what ways is it an important Canadian value? Think about the volunteer hour requirement for high school students in many provinces and territories, and write a paragraph explaining whether or not you think this could be an important experience for you.

Write a statement indicating whether or not you think it is important that the National War Memorial commemorates Canadians who have served our country and list three or four reasons for your opinion.

Activity Eight: Hearing an "Echo" (Grade 9)

Vimy Ridge, located in France, was the site of a decisive battle fought by four divisions of Canadian Expeditionary Forces during the First World War. It has come to be a symbol of Canadian achievement and sacrifice. The Canadian National Vimy Memorial was built on Vimy Ridge to commemorate the Canadian soldiers who fought there and throughout France during the First World War. Find images of the Canadian National Vimy Memorial, the Tomb of the Unknown Soldier in Ottawa, and the National War Memorial. Why do you think the bronze relief sculptures of a sword, helmet, and leaves on the Tomb of the Unknown Soldier were created to replicate those on the altar at the National Vimy Memorial? How might "echoes" of specific symbols be an important way of conveying messages?

When you compare images of the Canadian National Vimy Memorial and the National War Memorial, what common messages do you think they might be sharing? Who do you think is responsible for deciding the content of these messages? Research to find out. Why do you think these particular messages were chosen? Tell a partner how you arrived at this conclusion.

Extension activity: Read Activity Six and think about how Tombs of the Unknown Soldier around the world might be considered "echoes," meaning, examples of sacrifice and dedication to a cause or an ideal, in this case by those who are unknown and died in wars for their respective countries. Can you think of any other examples of echoes in other types of art such as, books or movies? Why are "echoes" powerful? (Hint: Consider actions in the Harry Potter series, books and films and Lord of the Rings books and films, as potential examples.)

Media Literacy Activity

View the video "*The Response*: The National War Memorial" again, but this time, watch it without the sound. What do you notice? Think about how both the music and the script affect your reaction to the content of the video. With a partner, choose two or three other music clips as background sound for the video. Play these for another set of partners. What effect were you trying to create? Use the comments of the listening pair to decide whether you were successful.

Extend the activity: With a partner, read the transcript for the video. Then write a new script for the video. What aspects of the National War Memorial will you choose to highlight and why? How does bias affect your final product?

CURRICULA

ANNÉES :
De la 6e année du primaire à la 3e année du secondaire au Québec; de la 6e à la 9e année en Ontario

LES TRÉSORS DE LA CAPITALE DU CANADA

Introduction :

La Commission de la capitale nationale (CCN), TEACH Magazine et le Musée virtuel du Canada ont joint leurs efforts pour reconnaître et célébrer des personnages, des endroits et des évènements clés qui sont représentés dans les monuments, édifices et structures de la capitale du Canada. Sept plans de leçon prêts à être utilisés en salle de classe et cinq vidéos d'introduction soulignent et expliquent brièvement la signification et l'importance des trésors de la capitale du Canada. Ces derniers représentent la connaissance, le sacrifice, l'engagement et l'ingéniosité. Nous vous invitons à explorer ces sujets avec vos élèves et, ce faisant, à comprendre leur importance pour le Canada ainsi que pour les Canadiens et les Canadiennes. Téléchargez des octobre cette série de plans de leçon en visitant la rubrique Curricula de Teach Magazine – Le Prof à l'adresse : ***www.teachmag.com/curricula***

1re leçon : Le Monument commémoratif de guerre du Canada

Le Monument commémoratif de guerre du Canada est situé près de nombreux autres édifices et monuments de la capitale qui rappellent le rôle du Canada en temps de guerre et de paix, notamment la tour de la Paix (et la Chapelle du Souvenir), le Monument aux anciens combattants autochtones, et *Réconciliation*, Monument au maintien de la paix.

Matériel

Vidéo « ***La Réponse*** : Monument commémoratif de guerre du Canada » : ***www.capitaleducanada.gc.ca/tresors-capitale***

Objectifs d'apprentissage

En participant à une ou plusieurs des activités qui suivent, les élèves :

- en apprendront davantage sur le geste de commémoration et sur le service à la collectivité;
- découvriront l'importance de la Première Guerre mondiale et de la bataille de la crête de Vimy dans le statut de nation du Canada;
- identifieront des endroits ou des moments de leur vie où l'acte de commémoration est important;
- découvriront comment les éléments de soutien tels que la musique et le son accentuent l'effet d'une vidéo lorsqu'elle est utilisée pour informer;
- créeront un outil médiatique convaincant pour attirer les gens à une activité.

Mots clés

Monument commémoratif de guerre du Canada, cérémonies du jour du Souvenir, commémoration, Première Guerre mondiale, Deuxième Guerre mondiale, *La Réponse*, Mackenzie King, Vernon March et *La Tombe du soldat inconnu*.

Le Monument commémoratif de guerre du Canada, 1939

Photo: Bibliothèque et Archives Canada / C-6545
Le Monument commémoratif de guerre du Canada a été inauguré officiellement le 21 mai 1939 par Sa Majesté le roi George VI. Vernon March, l'artiste qui a créé le monument, est décédé avant de l'avoir terminé; les travaux ont été achevés par sa famille.

Introduction

On reconnaît tout de suite le Monument commémoratif de guerre du Canada : 22 personnages en bronze défilent sous un arc géant en granit; cette scène figure sur le billet de 10 dollars canadiens et sur certaines pièces de 25 cents. Chaque année, le jour du Souvenir, le gouverneur général et le premier ministre déposent des couronnes de fleurs au pied du monument. Cette cérémonie rassemble les Canadiens et Canadiennes autour du monument commémoratif de guerre dans plus de 6 000 localités du pays; elle témoigne aussi de nos petits gestes, aussi nombreux que personnels, qui rappellent ce souvenir.

Le monument se dresse au centre de la place de la Confédération, près des édifices du Parlement, au cœur du centre-ville d'Ottawa. Cette place est un lieu de rassemblement public central où se tiennent de nombreuses fêtes et cérémonies. On avait d'abord envisagé d'ériger le Monument commémoratif de guerre du Canada dans les collines de la Gatineau. Toutefois, le premier ministre de l'époque, Mackenzie King, voulait qu'il soit au cœur de la capitale du Canada, où tout le monde pourrait le voir et y avoir accès. La place de la Confédération a été aménagée pour y accueillir le monument.

L'ensemble sculptural s'intitule *La Réponse*. Le monument a été créé dans la foulée de la Première Guerre mondiale, période durant laquelle le Canada a répondu à l'appel à l'aide de la Grande-Bretagne. L'artiste Vernon March est décédé avant d'avoir vu son œuvre achevée. Après son décès, en 1930, sa famille a terminé le plan complexe de la sculpture de l'artiste et a assisté aux cérémonies d'inauguration au printemps de 1939, à peine quelques mois avant que le Canada prenne une fois de plus les armes à la demande des Britanniques.

Prenez quelques instants pour visionner la vidéo « *La Réponse* : Monument commémoratif de guerre du Canada ». Tous les métiers de l'armée sont représentés, des hommes de l'infanterie tirant un gros canon aux aviateurs, en passant par les marins. On donne toutefois une importance égale à d'autres personnages : les infirmières qui ont pris soin des blessés de guerre et les experts forestiers qui ont coupé le bois nécessaire à la construction de voies ferrées et qui ont déboisé pour aménager des terrains d'aviation. Perchés au sommet de l'arc, deux personnages ailés symbolisent le règne de la paix et de la liberté.

La Première Guerre mondiale a été un point tournant dans les relations entre le Canada, la Grande-Bretagne et le reste du monde. Après la guerre, durant les négociations du Traité de Versailles de 1919, le premier ministre Robert Borden a insisté pour que le Canada ait son propre siège à la table et le droit de signer le traité indépendamment de la Grande-Bretagne.

Conçu à l'origine pour rendre hommage à ceux et celles qui avaient servi durant la Première Guerre mondiale, le Monument commémoratif de guerre du Canada a été de nouveau inauguré officiellement en 1981 pour commémorer *la réponse* de tous les Canadiens et Canadiennes qui ont servi leur pays en temps de conflit et de paix.

Le Monument commémoratif de guerre du Canada est situé près de nombreux autres édifices et monuments de la capitale qui rappellent le rôle du Canada en temps de guerre et de paix, notamment la tour de la Paix (et la Chapelle du Souvenir), le Monument aux anciens combattants autochtones, et *Réconciliation*, Monument au maintien de la paix.

À côté du Monument commémoratif de guerre du Canada se trouve *La Tombe du soldat inconnu*. Le soldat inconnu est mort au combat à la crête de Vimy durant la Première Guerre mondiale et il a été inhumé en France près du champ de bataille. L'anonymat du soldat décédé est important; il symbolise tous les Canadiens et Canadiennes qui ont perdu ou perdront la vie pendant leur service militaire.

En 2000, le corps du soldat a été rapatrié au Canada à bord d'un avion des Forces canadiennes. Il était accompagné d'un garde d'honneur, d'un groupe d'anciens combattants, d'un aumônier et de deux représentants de la jeunesse.

Le corps a reposé en chapelle ardente pendant trois jours, puis il a été inhumé dans l'aire supérieure de la place de la Confédération. Le sarcophage est en granit du Québec et il est décoré d'une épée, d'un casque et de feuilles en reliefs de bronze sculptés, comme ceux qui se trouvaient sur l'autel au Monument commémoratif du Canada à Vimy, en France. *La Tombe du soldat inconnu* apparaît sur une pièce commémorative de 25 cents frappée en 2008.

1re activité : Rédigez un court texte

« On peut difficilement s'attendre à ce que l'on mette 400 000 ou 500 000 hommes sur le terrain et à ce que l'on accepte de bon cœur de ne plus pouvoir s'exprimer et de ne pas recevoir plus de considération que des jouet-robots. »

— Sir Robert Borden, le 4 janvier 1916

Le brigadier-général Alexander Ross, commandant d'un bataillon à la crête de Vimy, regardait les troupes canadiennes se porter au combat : « Le Canada de l'Atlantique au Pacifique défilait. Je me suis dit qu'au cours de ces quelques minutes, je venais d'être témoin de la naissance d'une nation. »

Réfléchissez à ces deux citations. Quelle a été l'importance de la crête de Vimy, pas seulement pour l'effort de guerre, mais aussi pour le Canada en tant que nation? Le dernier vétéran de la Première Guerre mondiale est décédé tout récemment, emportant avec lui le vif souvenir de cette guerre. Pourquoi est-il important d'étudier une guerre qui remonte à près de 100 ans? Rédigez un court texte sur l'importance, pour les jeunes du Canada, de se souvenir de la Première Guerre mondiale, en particulier de la crête de Vimy.

2e activité : Créez une affiche

Quand *La Tombe du soldat inconnu* a été dévoilée en 2000, Anciens Combattants Canada a créé une affiche pour l'occasion. Imaginez que nous sommes en 1939 et que vous devez créer une affiche pour le dévoilement du Monument commémoratif de guerre du Canada. Plus de 100 000 personnes ont assisté à cette cérémonie le 21 mai 1939, et le roi d'Angleterre, George VI, s'est adressé à la foule.

3e activité : Proposez un nouveau monument

Se souvenir des actes d'héroïsme et du sacrifice est important pour les gens, les collectivités, les villes et les pays. Formez des groupes et cherchez une personne, un groupe ou un évènement particulier qui a touché directement votre collectivité. Quand votre groupe aura choisi une personne ou un sujet, concevez un monument qui convient. Soumettez le plan du monument en précisant le meilleur endroit où l'ériger, de votre localité ou ailleurs au pays, et ce que vous proposez pour son dévoilement (p. ex. : Quel genre de cérémonie sera organisée? Qui seront les invités importants ou les intervenants qui dévoileront le monument?).

***La Tombe du soldat inconnu*, 2006**

Photo : Reproduite avec la permission d'Anciens Combattants Canada, 2010
***La Tombe du soldat inconnu* est recouverte de coquelicots après la cérémonie du jour du Souvenir de 2006. La tradition veut que l'on dépose son coquelicot sur la tombe tout de suite après la cérémonie.**

4e activité : Créez une exposition commémorative

Les monuments ne sont qu'une façon de nous rappeler le souvenir de gens et d'évènements importants. Nommez-en cinq autres et donnez une liste d'exemples. Quels sont les pour et les contre de ces façons de commémorer? Recueillez des exemples et analysez leurs forces et leurs faiblesses. Exposez-les dans votre classe. Élargissez l'activité en formant des équipes de présentation, de petits groupes qui « vendent » l'idée de la commémoration à un jury qui choisira la présentation la plus efficace.

5e activité : Recherche personnelle et discussion en classe

La « place centrale » est un endroit important dans la plupart des collectivités, et ce, dans les villages comme dans les grandes villes. Où se trouve le « lieu de rencontre » de votre collectivité? Quelles en sont caractéristiques importantes et à quoi sert-il? Cherchez la place de la Confédération de la capitale du Canada. Quand a-t-elle été aménagée? Quels évènements importants ont eu lieu à cet endroit? Comparez-la à la « place centrale » de votre collectivité. Qu'ont en commun ces deux places? En quoi sont-elles différentes? En classe, écrivez au tableau ce qui caractérise

la place centrale de votre collectivité. Quelles améliorations proposeriez-vous d'y apporter?

Élargissez l'activité! En petits groupes, proposez des plans pour améliorer la place de la Confédération. Que devrait-on y ajouter et pourquoi? Y a-t-il des choses qu'on devrait enlever ou déplacer? Dessinez vos plans remaniés en vous servant de cartes et de ressources en ligne pour point de départ.

6e activité : Trouvez des noms de monuments (1re année du secondaire au Québec; 7e année en Ontario)

Le Monument commémoratif de guerre du Canada s'appelle « *La Réponse* ». Selon vous, pourquoi porte-t-il ce nom? Faites une recherche pour en savoir plus. Selon vous, ce nom est-il approprié? Ensuite, pensez à trois autres noms possibles pour désigner le monument. Écrivez les raisons pour lesquelles vous avez choisi chacun des noms.

« *La Tombe du soldat inconnu* » est le nom donné à une telle sépulture. Il y en a une à Ottawa et dans d'autres pays. Marquez autant de tombes du soldat inconnu que possible sur une carte du monde. Selon vous, comment se fait-il que ces tombes portent le même nom? Quelle conséquence découle du fait qu'elles portent le même nom partout dans le monde?

7e activité : Évaluez le service à la collectivité (2e année du secondaire au Québec; 8e année en Ontario)

Vous avez lu que le Monument commémoratif de guerre du Canada a été érigé pour rendre hommage à ceux et celles qui ont servi pendant la Première Guerre mondiale. Toutefois, aujourd'hui, ce monument rend hommage à tous les Canadiens et Canadiennes qui ont servi en temps de conflit et de paix. Selon vous, que veut dire l'expression « servir » dans ce contexte?

Relisez l'introduction ou visionnez de nouveau la vidéo afin de dresser une liste des nombreux rôles qu'ont joués les Canadiens et Canadiennes lors de conflits. Ensuite, faites une recherche pour ajouter à votre liste ce qu'ils et elles ont fait au pays pour contribuer à l'effort de guerre. Faites une liste semblable des différentes façons dont les Canadiens ont servi leur pays en temps de paix. Qu'est-ce que le « service à la collectivité »? En quoi est-ce une valeur canadienne importante? Plusieurs provinces et territoires obligent les élèves des écoles secondaires à faire du bénévolat. Écrivez un paragraphe expliquant si vous pensez que ça pourrait être une expérience importante pour vous.

Écrivez un texte à savoir si, selon vous, il est important que le Monument commémoratif de guerre du Canada rende hommage aux Canadiens et Canadiennes qui ont servi leur pays et énumérez trois ou quatre raisons pour appuyer votre opinion.

8e activité : Un « écho » qui résonne (3e année du secondaire au Québec; 9e année en Ontario)

La crête de Vimy, en France, est l'endroit où s'est déroulée la bataille décisive des quatre divisions des corps expéditionnaires canadiens pendant la Première Guerre mondiale. Elle est devenue un symbole national de réussite et de sacrifice. Le Monument commémoratif du Canada à Vimy a été érigé sur la crête de Vimy pour rendre hommage aux soldats canadiens qui se sont battus sur cette crête et ailleurs en France pendant la Première Guerre mondiale. Trouvez des images du Monument commémoratif du Canada à Vimy, de *La Tombe du soldat inconnu* d'Ottawa et du Monument commémoratif de guerre du Canada. Selon vous, pourquoi les sculptures de relief en bronze d'une épée, d'un casque et d'une feuille de *La Tombe du soldat inconnu* ont-elles été recréées sur l'autel du Monument commémoratif du Canada à Vimy? Comment les « échos » de symboles particuliers peuvent-ils être une façon importante de véhiculer des messages?

Comparez des images du Monument commémoratif du Canada à Vimy et du Monument commémoratif de guerre du Canada et trouvez les messages qu'ils ont en commun. Selon vous, qui décide du contenu de ces messages? Faites une recherche pour en savoir davantage. Selon vous, pourquoi ces messages précis ont-ils été choisis? Expliquez à un ou une camarade de classe comment vous en êtes arrivé à cette conclusion.

Élargissez l'activité! Lisez la sixième activité et pensez aux façons dont les tombes du soldat inconnu du monde entier pourraient être des « échos », c'est à-dire des exemples de sacrifice et de dévouement à une cause ou à un idéal, dans ce cas de la part de ceux et celles dont on ne connaît pas l'identité et qui sont morts pour leur pays en temps de guerre. Trouvez d'autres exemples d'« échos » dans d'autres formes d'art comme les livres ou les films. Pourquoi les « échos » sont-ils si touchants? (Indice : Pensez aux actions de la série *Harry Potter* ou encore aux livres et aux films du *Seigneur des anneaux* comme exemples possibles.)

Activité de littératie critique

Visionnez la vidéo « *La Réponse* : Monument commémoratif de guerre du Canada » de nouveau mais, cette fois-ci, sans le son. Que remarquez-vous? Pensez à la façon dont la musique et le scénario influencent votre réaction au contenu de la vidéo. Avec un ou une camarade de classe, choisissez deux ou trois autres bandes sonores pour accompagner les images de la vidéo. Faites-les jouer à d'autres camarades. Quel effet avez-vous tenté de créer? À l'aide des commentaires de ces camarades, décidez si vous avez atteint votre objectif.

Élargissez l'activité! Avec un ou une camarade de classe, lisez la transcription de la vidéo. Ensuite, rédigez un nouveau scénario pour la vidéo. Quels aspects du Monument commémoratif de guerre du Canada mettrez-vous en valeur et pourquoi? Comment cela influence-t-il votre produit final

The term, "Ecology," is derived from the Greek words for "the study of" and "house". That's what students will experience during a class field trip exploring Ecology/Ecosystem and Habitat Studies. When students visit a local conservation area or nature centre, environmental education staff will guide them as they closely examine native organisms and their surrounding habitats. Forests, gardens, ponds, streams, marshes, and fields bring students closer to nature and are ideal locations for careful environmental examinations.

At the University of Alberta Devonian Botanic Garden, for example, students can immerse themselves in insect studies. They can discover adaptation features in the meadows of the Prairies, or examine closely the flora and fauna of Albertan aquatic and terrestrial environments.

Interested in salamanders within their true ecosystems? Join the University of Saskatchewan's Centre for Continuing and Distance Education. Students can participate in a guided ecosystem field trip to a wetland or grassland. In attendance will be live salamanders!

Moving east, the Memorial University Newfoundland Botanical Garden offers curriculum-linked programs where students learn about plant and animal adaptation and may familiarize themselves with organisms in the St. Lawrence Marine Ecosystem.

Another notable field trip location is the Kortright Centre for Conservation in the Toronto area. Students who visit will discuss the interactions within aquatic ecosystems such as mutualism, amensalism, commensalisms, and parasitism. They can also participate in sampling and inventory techniques for comparative analysis of habitat features and the animal communities such as a marsh and stream.

Field Trip Opportunities

Claremont Field Centre – Pickering, ON
www.trca.on.ca

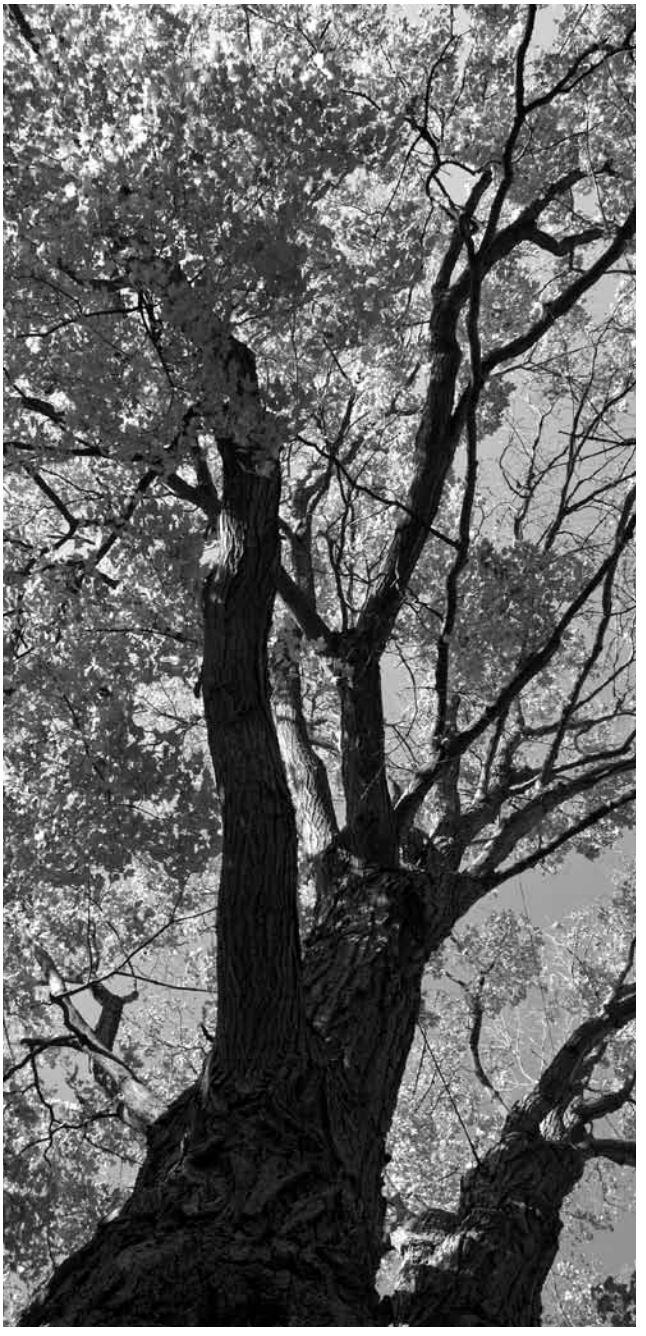
Kortright Centre – Woodbridge, ON
www.kortright.org

Memorial University of Newfoundland Botanical Garden – St. John's, NL
www.mun.ca/botgarden

Montreal Botanical Gardens – Montreal, QC
www2.ville.montreal.qc.ca/jardin

University of Alberta Devonian Botanic Garden – Parkland County (near Edmonton, AB)
www.ales.ualberta.ca/devonian

Vancouver Aquarium – Vancouver, BC
www.vanaqua.org



Netvibes

www.netvibes.com

Netvibes is a free website that lets you personalize the way you navigate the Internet—an account allows users to create a personal and private Dashboard. You can take your favourite newspapers, magazines, blogs, weather, email, search, videos, photos, social networks, podcasts, widgets, games, and countless other applications, and bring them together in one single page—your personalized Dashboard.

The content on your Dashboard is updated each time you visit. Educators and students can use Netvibes to track current and trending topics in the media or follow the updates of information that are changed over a longer period of time, for example, an academic study. Netvibes can help students view the Internet not as a static repository of information, but as a constantly changing and current source of information. You can also create a public Dashboard to share with others and access it on mobile devices.

The Private Eye

www.the-private-eye.com

The Private Eye is a hands-on, investigative learning process that uses everyday objects, a jeweller's loupe, and simple questions to help accelerate science, writing, art, mathematics and social studies, as well as vocational and technological education.

The jeweller's loupe is a magnification tool, quite different from and superior to a hand lens in its use and effect. It helps strip an object of its stereotyped image. The second "magnification tool" is a pair of questions; as students loupe-look at their own fingerprint, or a piece of popcorn or a flower, they'll ask these questions to evoke thinking by analogy. These analogies become the basis for poems, essays, short stories, and become the foundation for hypothesizing and theorizing.

The Private Eye lesson plans and tools will help students develop observational skills, thinking by analogy, and theorizing abilities—furthering their interdisciplinary minds. The Private Eye offers professional training for teachers and is intended for K-10.

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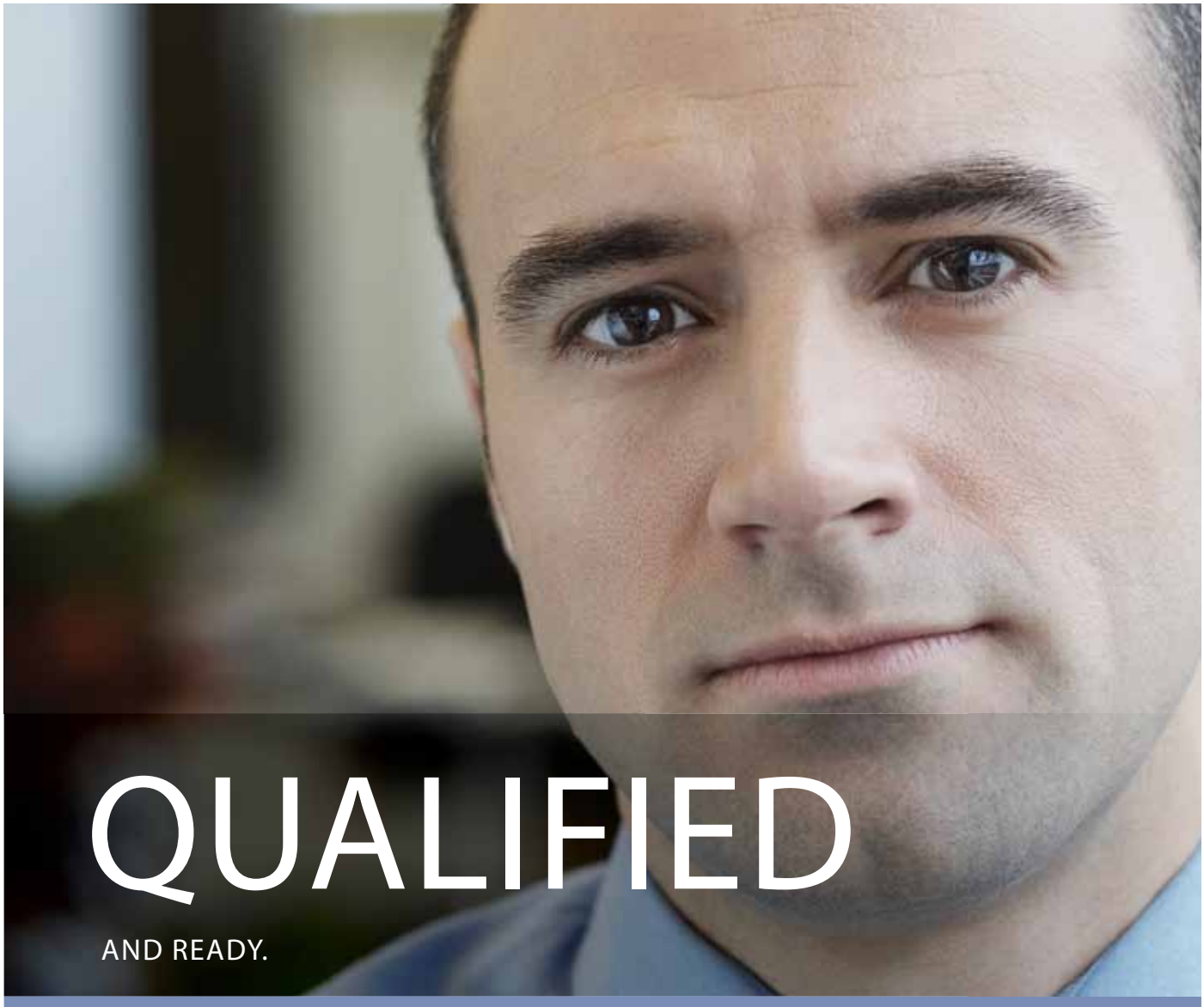

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