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CURRICULA:

CANADA'S CAPITAL TREASURES
Lesson Two: Peace Tower

LES TRÉSORS DE LA CAPITALE DU CANADA
2^e leçon : La tour de la Paix

FEATURES:

New Beginnings:
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COLUMNS:

The Future Tense of Education





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FEATURES

New Beginnings:
 Goal-Setting that Works 8
Karen Hume

Today's Learners are Tomorrow's Leaders:
 The Global Teenager Project 19
Anita Townsend



COLUMNS

Futures
 The Future Tense of Education 6
Richard Worzel

Field Trips
 What's on - The life and works
 of Leonardo da Vinci 10

Web Stuff
 Zimmer Twins at School 21

DEPARTMENTS

CURRICULA
 CANADA'S CAPITAL TREASURES
 LES TRÉSORS DE LA CAPITALE DU CANADA 11
 AD INDEX 21



NOTES

The setting of personal or professional goals is a common and powerful way to mark a new beginning. Without goals, we have neither destination nor roadmap.

Commonly, teachers like to use the tried and true SMART strategy—setting goals that are Specific, Measurable, Achievable, Realistic, and Timely. But do SMART goals yield exceptional results? Guest contributor and educator, Karen Hume experienced dubious success with this system. In fact, she has encountered quite a few failures. As a remedy, Karen has come up with her own method of achieving classroom goals. Our first feature story explores Karen's original model and goal-setting ideas for the classroom.

In another feature article, former principal and current coordinator for the Global Teenager Project shares how a new digital resource can allow students to become truly global citizens, as they study the same topics and issues—at the same time—as their international peers through innovative Learning Circles.

We've already seen hundreds of jobs that once belonged to hard-working blue-collar employees lost to automation. As technology ramps up its speed and abilities, we're now seeing white-collared jobs in North America on the decline. In his long-running, provocative column, Richard Worzel addresses this issue and ways in which education can change so that today's students will be prepared for the imminent future.

Also, in this issue is our regular Web Stuff column. It features an award-winning, Canadian website, Zimmer Twins at School. The site allows students to make fun and creative video shorts with a range of animation tools.

As this is our last issue for the year, we hope you have a wonderful holiday season! See you in the New Year and join us for the launch of our new interactive graphic novel and multimedia experience, *The Shadowed Road*—www.theshadowedroad.com.

All the best,

Lisa Tran, Assistant Editor

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Richard Worzel, C.F.A.

The Future Tense of Education

“The future ain’t what it used to be.” – Lawrence Peter (“Yogi”) Berra

The future that today’s students face is going to be very different than the future we faced when we finished our formal schooling, and the world in which they will live and work will be vastly different than the world of the ‘50s, ‘60s, and ‘70s. This should mean that they will need, and should get, an education that is also radically different – but they won’t, and we need to ask ourselves why, and then what we should do about that.

If someone finished their high school education in the 1960s and didn’t know what they wanted to do next, an older brother, neighbour, or friend would tell them, “Why don’t you come down to the factory. I’ll speak to the foreman, and we’ll get you a job.” If someone finished a post-secondary degree or diploma, they would have companies lined up to interview them and they would frequently have their pick of jobs.

As time went on, both of these workforce entry points faded away. Today, well-paying factory jobs are hard to come by. They’ve either emigrated to China, India, or some other Rapidly Developing Country (“RDC”), where the wage rates are dramatically lower, or been automated out of existence here at home. Indeed, until 2008, manufacturing output continued to rise, even as the number of jobs in manufacturing declined. And much worse is yet to come, not from foreign competition for jobs, but from automation. Over the next decade, technology forecasters like Raymond Kurzweil project that the cost-effectiveness of computer technology is going to increase by a factor of 1,000 times—far faster than that predicted by Moore’s Law that states computers will double in speed and halve in price every 18 months.

The Soviet Army had a saying that “quantity has a quality all its own.” When you have this massive increase in computer smarts, it is going to drive automation to eat its way up the workplace food chain at a rapidly accelerating pace. This is going to lead to the emergence of computer intelligences, such as IBM’s Watson computer that beat the two human champions on the TV game show Jeopardy!,

or Apple’s new genie (or personal digital assistant) Siri, found on its iPhone 4S. It’s also going to allow the emergence of what might be called everyday robots, robots we will encounter in our everyday lives, and not just in science fiction movies or on the floor of car factories. All of these will dramatically increase the ability of automation to do work currently done by humans.



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And the changes this will bring will be most keenly felt in white-collar occupations, not blue. More and more “paperwork” will be handled by automation, including both computer intelligences and robots. Blue-collar jobs have already been hit hard by automation. It’s already evident what foreign competition has done to white collar jobs, from customer service call centres, to radiologists who study X-rays dispatched electronically to In-

dia, with the diagnoses shipped back overnight, delivered to the requesting doctor the next morning by email.

Indeed, it's clear that where this is heading is the elimination of most routine work. It is true that local services, from plumbers to dentists to janitors, will not be exported—although automation will start to nibble away here as well. But beyond local services, and some areas where proximity to market is important, as with rapidly changing tech industries or fashion-oriented markets, today's students will not be able to get a routine job. This is already painfully evident in the widespread underemployment of recent graduates in today's job market. It will be true in spades, doubled, vulnerable, and redoubled, in tomorrow's job market.

What could tomorrow's graduates do, if routine work isn't available? If you take routine work out of the workplace, then what's left? Clearly, non-routine work that is creative, innovative work, where everyday is different, and workers are constantly reinventing their work, and their jobs. I suspect that tomorrow's workers, to the extent that they are "gainfully employed" will probably be self-employed more often than not, and hire themselves out for a project, or a contract term, or even on a piecework basis. Managing their own careers is going to be a critical part of their work, and should be part of what the education system does. The day of the paternalistic employer is over and the day of full-time employment, as such, is quickly passing.

If the world tomorrow's students will graduate into is going to be vastly different, then how can we justify giving them what is, in many respects, educations that are more oriented towards 1950 than 2020? In my mind, the simple answer is: We can't. We must significantly change what we teach, how we teach, and why we teach. This will also imply radical changes in the techniques of teaching, the way we manage teacher-student interactions and the assets of our education systems.

Do a thought-experiment: If we were to approach education *de novo*, from scratch, would we design the curriculum as it is today? Would we devote massive chunks of the education budgets to buildings and minimal amounts to IT? Would we segregate students into groups based on age rather than interest or ability?

My answer to all three of these questions is no, we wouldn't.

Instead, I think we would design the curricula around both the interests of the students, and the skills and abilities they will need in the real world. This will create both well-rounded individuals from a liberal arts perspective, and adults capable of managing their own careers—with the kinds of skills and creativity they will need to have in tomorrow's world. We would include interpersonal skills such as teamwork, leadership, persuasion, and sales technique. We would assess their individual talents and abilities, then tailor a curriculum specific to each student. We would use IT to support and extend the efforts of teachers who would become more akin to the tutors of Oxford or Cambridge than lecturers at the front of a classroom.

If we were starting today, we would invest more in technology than in buildings. We would still have buildings, but not as many,

and students wouldn't spend all day, every day of their school lives in them. They would work with teachers and tutors all over the world, according to their interests and abilities.

And we would get rid of the antiquated labels, like "grade 3", or "gifted", or "special needs." Since each student would be unique, they would hew their own way through a customized education so comparisons with others would be pointless.

Is this approach likely to happen? No, I don't think it is. I think, instead, we will continue to bore the hell out of students with antiquated curricula, antiquated teaching methods, and a one-size-fits-all education mentality.

We will, in short, devote billions of dollars a year to give our students an education that will prepare them for failure in the very different world ahead of us. How can we justify this?

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.



New Beginnings: Goal-Setting that Works

By Karen Hume

I became a teacher for many reasons, not the least of which is that I love new beginnings. From the last day of summer which, I'm convinced, is the true New Year's Eve, to the first day of each new term or semester, there are so many opportunities to make a fresh start.

I have noticed a similar enthusiasm for new beginnings among many students. No matter how disengaged some students appear or how short-lived their efforts, there seems to be a honeymoon period at the start of each new school year or semester—a time when notebook entries are neatly written and dated; when students are keen to talk about who they are as learners and the hopes they have for the future.

The setting of personal or professional goals is a common and powerful way to mark a new beginning. When we establish a goal, for ourselves or with our students, we are stating our intention to achieve a particular result and focusing our attention on the actions necessary to success. It is not surprising that goal-setting is the essential first step for teachers when they are planning curriculum or for students engaged in self- or peer assessments. Without goals, we have neither destination nor roadmap.

Unfortunately, the goals established in school often share the notoriously short shelf life of New Year's resolutions and honeymoons. To avoid this fate, educators have borrowed a strategy from the cor-

porate world and learned to write goals that are SMART—Specific, Measurable, Achievable, Realistic, and Timely. Schools and districts create SMART goals to guide their work during the year—e.g., “Within their first year of high school, 75% of Grade 9 students will receive the full allotment of Grade 9 credits.” Students also create SMART goals, often focused on report card grades—e.g., “This year I'm going to get an ‘A’ in math.”

The SMART goals acronym made a lot of sense to me until I noticed that it didn't work. Students and I would dutifully record our intentions in the form of SMART goal statements and we'd make lists of actions we could take to achieve success. Sometimes we were able to maintain focus on our goals for a month; more often, we would last a couple of weeks. Rarely did our goal-setting efforts lead to any real change in anyone's behavior—mine or my students.

I believed that failure to achieve our goals came down to me being too busy to make goals a priority and to our collective lack of willpower. In the last few years of reading and work in the area of change management, I've learned that the problem was with the goals themselves. This past September, as I set goals for the school year, I did things very differently. See if any of the following ideas might help you and your students.

Start with the emotion, not the acronym

SMART goals are helpful because, as the acronym suggests, the goals are worded to make it easy to measure progress towards their achievement. But for a goal to be successfully attained, it first has to matter. If you are setting goals to satisfy your administrator or district, or if students are setting goals to satisfy you or their parents, failure is almost a certainty. The litmus test is to ask why the individual cares about the goal. If that question can't be answered, keep searching until you find something that you care enough to achieve.

Visualize success

Visualize yourself achieving the goal. The greater the sensory involvement, the more real the visualization, so make use of emotions and all five senses when creating your visualization. Visualizing primes the neural circuits that will be used to perform the task; aids recall of strategies that led to success in the past, and builds commitment and energy for the goal's achievement. Try visualizing key moments—either positive (what you are going to do well) or negative (how you will handle a potential problem). Consider finding or creating a photo or image that you can use as a touchstone to remind you of your goal and of how you will feel when you achieve it.

Choose a difficult goal

Research shows that achievement improves when the goal is specific and challenging, and declines when you decide to simply “do your best.” Neuroscientists speculate that difficult goals engage our brains, arousing our attention because they are a significant departure from everyday routines. You will know if a goal is difficult enough if its achievement requires that you learn something new or develop a new behaviour.

Create a sense of urgency

Even with highly motivated individuals, interim deadlines increase success. Create a sense of urgency by taking the end date of the goal and cutting that date in half, and then half again. At each point, determine what needs to have been accomplished in order to be on track for the goal's achievement. Ideally you will want to come to a determination of the action that needs to be taken each week, or even each day. Note that this strategy is especially important to avoid the complacency that often sets in when goals are long-term, such as a student working toward a specific mark on a report card.

“Unfortunately, the goals established in school often share the notoriously short shelf life of New Year's resolutions and honeymoons. To avoid this fate, educators have borrowed a strategy from the corporate world and learned to write goals that are SMART—Specific, Measurable, Achievable, Realistic, and Timely.”

Commit in writing

Writing down a goal improves the likelihood of it being remembered. Neuropsychologists call this the “generation effect”, meaning that we have an easier time remembering material we have generated ourselves as opposed to material we have simply read. When writing a goal, use concrete terms rather than abstract ones because concrete words are easier to visualize. Record the goal on sticky notes that you will post in several locations or as screen savers on your electronic devices.

Involve other people

Whenever possible, look for opportunities to work with others in the achievement of collective goals. Doing so supports our human need to belong and holds us accountable to the group. In addition to individually created

goals at the start of a new year or term, consider sharing daily learning goals with students at the beginning of each class. This action models the importance of goal-setting and reminds students that they are contributing members of a community.

Choose your own path

A central premise of differentiated instruction is that individuals differ in their readiness, interests, and learning preferences, meaning that they may take different paths to get to the same end point even on a commonly-held goal. Personalizing goals, including class learning goals, increases ownership of the goal and assists individuals in making choices that will address their particular needs and interests.

Celebrate progress

Once a goal has been set and action steps identified, it's essential to regularly assess and celebrate progress. Accomplishing even a few small action steps can build intrinsic motivation to continue. Keep track of progress in whatever form works for you or your students. It might be a daily journal entry, a regularly scheduled meeting where you provide a progress report, or perhaps a rubric, checklist, or graph.

Self-efficacy refers to the extent to which an individual believes he or she has the resources, ability, and power to achieve a goal. A focus on goal-setting and achievement at the start of a new school term provides you and your students with the first of many opportunities to develop a strong sense of individual and collective efficacy. Happy New Beginnings!

FIELD TRIPS

What's On — The life and works of Leonardo da Vinci

Leonardo da Vinci is often regarded as one of history's greatest inventors and artists, even a genius to some. But how are people formulating their opinions—merely based on his completed works and masterpieces? L3, the curators of *Leonardo da Vinci's Workshop: The Exhibition* currently touring in Toronto, want young people to form their own opinions of da Vinci by diving into his original codices, or notebooks, or analyzing his prototypes, and even his flops.

The exhibit offers students an in-depth look through digitized and restored versions of three of da Vinci's surviving notebooks. As students flip through the pages on the interactive touchscreens, they can read da Vinci's ideas in his own words, view animations of prototypes, and even build and manipulate other creations he was unable to complete. Students also have the opportunity to watch animated sequences of how some of his failed prototypes and paintings would have turned out, had his techniques been different.

Also at the exhibit are physical models of some of da Vinci's unique designs such as the aerial screw, the fully functioning, but strange sounding harpsichord-violin, and the first ever model of the great kite, his famed "flying machine."

There are a lot more recreated models, original drawings, and exciting opportunities for students to explore and learn at the new exhibit. As young minds observe the full scope of da Vinci's genius, the exhibit's curators hope that students may possibly be inspired to create their own works that are as creative and unique as those in the show.

Leonardo da Vinci's Workshop: The Exhibition is currently showing at the Ontario Science Centre in Toronto until March 2012. For more information visit, www.ontariosciencecentre.ca.





CURRICULA

FOR GRADES:
6 TO 9

CANADA'S CAPITAL TREASURES

Series Introduction

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. This series of lesson plans is available for download at www.teachmag.com/curricula. These lesson plans were produced by the National Capital Commission (NCC) in collaboration with the Virtual Museum of Canada and TEACH Magazine.

LESSON TWO: PEACE TOWER

Materials

Peace Tower video: www.canadascapital.gc.ca/capital-treasures

Learning Objectives

The learner will:

- Learn more about the symbolic meaning of towers in general and The Peace Tower specifically;
- Create a piece of persuasive media;
- Find out more about the use of symbolic imagery in Canada's Peace Tower;
- Learn more about the symbolic meaning of the Canadian flag and how it was chosen;
- Understand that symbolic imagery can exist in a variety of forms and places;
- Analyze different uses of form within a video.

Keywords

Peace Tower; campanile; Dominion Carillonneur; grotesques; gargoyles; Memorial Chamber; Robert Borden; Parliament of Canada.

Introduction

For most of the past century, the Peace Tower has proudly announced that our country stands for harmony in times of both peace and conflict. Overseeing the workings of Parliament, the 92.2-metre tower was built to replace the old tower after a fire destroyed most



Fire of 1916

Photo: Library and Archives Canada

After the fire of 1916, only the Library of Parliament was left standing. Observers report hearing the bell ringing before it came crashing to the ground. Work on the new buildings began almost immediately.

of the Parliament Buildings in 1916. Conceived in the literal and figurative ashes of the First World War, the new tower very aptly earned its symbolic moniker, the "Peace Tower."

Kings, queens, and heads of state enter Parliament through the entrance at the foot of the tower — look closely at a \$20 or \$50 bill and you'll see the archway. Crowds gather on the enormous lawn below the tower to celebrate events, memorialize losses, and to make their voices heard. During special evenings in the summer and winter, a sound and light show is projected onto the Parliament Buildings. Enjoy some beautiful aerial footage of the Peace Tower in the video, "Peace Tower."

A Canadian flag flies from the tower's copper-covered apex and is changed daily, Monday to Friday. The flagpole is the "flagpole of the nation"; for example, a flag at half-mast triggers a day of national mourning.

The Peace Tower is visible from almost anywhere in the Capital Region, including across the provincial border in Gatineau, Quebec. Its four clock faces are almost five metres across and light up at night. The time is set by the atomic clock at the National Research Council Canada in the Capital.

Officially, the neo-Gothic tower is a campanile, or a free-standing

bell tower. The Dominion Carillonneur rings the 53 bells during national events like Canada Day, state funerals, and during Remembrance Day ceremonies. Watch the video, "Peace Tower," to hear a sampling of the bells being played on the organ-like carillon. The old tower was also a campanile; its bell crashed down during the fire, and can still be seen on the grounds of Parliament Hill today.

The tower is constructed of Canadian stone, ranging from Ontarian and Nova Scotian sandstone to Quebec granite. Artists created many carvings, including grotesques, which symbolize a fight against evil, and gargoyles, which direct water away from the outside of the tower.

The Peace Tower was designed and built as the First World War raged in Europe. As a reminder of this horrific conflict, the Memorial Chamber was created just above the entrance archway. It is the only Parliament in the world to have such a room. Within the richly carved and highly symbolic room, the Books of Remembrance list all Canadian soldiers, airmen, and seamen who have died in service. The pages of the books are turned daily at 11 am, ensuring that names of the fallen appear at least once every year; family members can arrange to be present at this ceremony.

When dedicating the new tower's building site in 1917, Prime Minister Robert Borden reminded the country of the need for peace in a world mired in war: "[the tower will be a] memorial to the debt of our forefathers and to the valour of those Canadians who, in the Great War, fought for the liberties of Canada, of the Empire, and of humanity."

The Peace Tower was commemorated as such in 1927 and to this day, celebrates our desire for a more peaceful world.

Activity One: Design a Gargoyle or Grotesque

Gargoyles and grotesques are stone carvings that protect buildings. Some take human or animal shapes, while others are fantastical monsters. Many are humorous. Pick a location in your school building where a grotesque or gargoyle would fit. Draw a design for a carving. Should it be a humorous carving? A scary one? What is the symbolic meaning of your design?

Activity Two: Make a Celebration

The Peace Tower figures prominently in many major Canadian celebrations, such as Canada Day. Choose one event that has happened on Parliament Hill. Using the Internet, determine what the elements of this event were. Was there a musical component?

A light show? Other performances? What was the role of the crowd, security, the military? Why did this event take place in Canada's Capital? Using your example, propose a new event on Parliament Hill. What or whom are you celebrating? Why should this event take place in the Capital? Sometimes, events result in the creation of more permanent markers, such as plaques or buildings. Think of the Vancouver 2010 Olympic Winter Games, for example. Is there any permanent legacy of your event? Outline a proposal for your class. Design a poster and an itinerary for your event.

Activity Three: Propose a School Tower

Towers are usually the tallest structures in a city or town. Towers can be used for communications, can have a military function (such as a watchtower) or can be important for religious reasons. Think about your school building. In small groups, discuss the idea of creating a tower for your school. What would its function be? What would it look like? Be creative!

Activity Four: Individual Research and Class Discussion

Canada's Peace Tower is highly symbolic. Using library and Internet resources, select one element of Ottawa's Peace Tower (e.g. the Memorial Chamber, the exterior, the clock, the carillon, the carvings, the actual name "Peace Tower") and reflect on its symbolic meaning. What is being commemorated and how? What are the pros and cons of making a permanent monument versus holding an event or having a less tangible commemoration? What does the Peace Tower mean to Canadians and how is this meaning given form in your chosen element?

Activity Five: Create a New Flag (Grade 7)

Today, a Canadian flag flies from the top of the Peace Tower; however, when the Peace Tower was built during the First World War, the Red Ensign that bore the British Union Jack and the royal arms of Canada flew instead. That's because Canada did not get its own flag until 1965. The Canadian flag was first raised on the Peace Tower on February 15, 1965.

How is having its own flag important for a country? Do some research to find out what designs were suggested as possibilities for Canada's flag (Canadians submitted almost 6000 designs to Ottawa for consideration by Canadians), and why and how the eventual one was chosen. Then imagine that Canada must choose a new flag and create three possibilities. Beside each one, record your reasons for the design and symbols you have chosen. As a class, review the suggestions and vote for the most popular flag.



Canada Day celebration, 2008

Photo: National Capital Commission

The lawn immediately below the Peace Tower is Canada's gathering place, where we celebrate our milestones and remember our losses.

Activity Six: Make a Noise for Canada (Grade 8)

In the video "Peace Tower," the Dominion Carillonneur mentions that Prime Minister Mackenzie King called the Dominion Carillon "the Voice of the Nation." Why do you think he referred to it in this way? What other examples are there of Canadian symbols that are "audible" (as opposed to visual)? Hint: consider televised sporting events, school assemblies, or the Olympic games. With a partner, come up with your own "Voice of the Nation." Decide whether it needs lyrics. Record your rendition. Be prepared to play it for the class and to defend your choice.

Activity Seven: Discovering Canada's Architects (Grade 9)

After the Centre Block of the Parliament Buildings was destroyed by fire in 1916, hundreds of architects submitted their designs, hoping to win the reconstruction job. The Canadian government chose architects John Pearson and Jean Marchand. Why do you think it was important to the government that the pair represented an English- and French-Canadian collaboration? Pearson and Marchand both admired British and American architecture, but believed that it was possible to create a uniquely Canadian architectural form. How did they achieve this with the Peace Tower? Do some research to find out more about other Canadian architects, such as Douglas Cardinal, David



a) why the makers of the video decided to make them all this length; b) whether or not you agree that the length is suitable and achieves the purpose of makers of the video.

Peace Tower, close-up of gargoyle, 2005

Photo: National Capital Commission

The Peace Tower prominently features four gargoyles, each more than eight metres long. These stone creatures have a very important function: they direct rainwater away from the building and help preserve the stone.

Ewart, Étienne Gaboury, and Moshe Safdie, who have created other important symbolic buildings in Canada. What philosophies or viewpoints were they trying to convey in the buildings they designed, and how did they achieve their goals? Write several paragraphs to explain, and include a visual and informative caption of at least one of the buildings you mention.

Media Literacy Activity

View the video "Peace Tower" again. How does it successfully convey information about the Peace Tower and make its many features "come alive" to the audience? Why do you think the makers of the video chose to include a brief segment profiling a person closely associated with the Peace Tower, the Dominion Carillonneur? Did they achieve their purpose? Determine the length of the five videos linked to the Seven Capital Treasures project. Write a short paragraph giving your opinion of:



CURRICULA

ANNÉES :

De la 6^e année à la 9^e année
ou de la 6^e année du
primaire à la 3^e année du
secondaire au Québec.

LES TRÉSORS DE LA CAPITALE DU CANADA

Introduction

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 le savoir, le sacrifice, l'engagement et l'ingéniosité. Téléchargez cette série de plans de leçon en visitant la rubrique Curricula de TEACH Magazine – Le Prof à l'adresse www.teachmag.com/curricula. Produits par la Commission de la capitale nationale (CCN) en collaboration avec le Musée virtuel du Canada et TEACH Magazine.

2^e LEÇON : LA TOUR DE LA PAIX

Matériel

Vidéo « La tour de la Paix » : www.capitaleducanda.gc.ca/tresors-capitale

Objectifs d'apprentissage :

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

- en apprendront davantage sur la signification des symboles des tours en général et de la tour de la Paix en particulier;
- créeront un outil médiatique convaincant;
- découvriront l'usage de l'imagerie symbolique de la tour de la Paix;
- en apprendront davantage sur la signification des symboles du drapeau canadien et sur la façon dont il a été choisi;
- comprendront que l'imagerie symbolique peut exister dans une variété de formes et d'endroits;
- analyseront les divers usages de la forme dans une vidéo.

Mots clés

Tour de la Paix, campanile, carillonneur du Dominion, marmouset, gargouilles, Chapelle du Souvenir, Robert Borden et Parlement du Canada

Introduction

Depuis près d'un siècle, la tour de la Paix annonce fièrement que notre pays prend le parti de l'harmonie en temps de paix comme en période de conflit. Surveillant les travaux du Parlement, la tour de 92,2 mètres a été construite pour remplacer l'ancienne après l'incendie qui a détruit la majeure partie des édifices du Parlement en 1916. Conçue dans les cendres de la Première Guerre mondiale — au sens propre comme au sens figuré— la nouvelle tour a mérité à juste titre son surnom symbolique de « tour de la Paix ».



Photo de l'incendie de 1916

Photo : Bibliothèque et Archives Canada

Après l'incendie de 1916, seule la Bibliothèque du Parlement est restée debout. Les observateurs disent avoir entendu la cloche sonner avant de s'effondrer sur le sol. Les travaux de construction des nouveaux édifices ont commencé presque aussitôt.

Rois, reines et chefs d'État pénètrent dans le Parlement par l'entrée située au pied de la tour. Regardez attentivement un billet de 20 ou de 50 dollars et vous verrez l'arcade. Les foules se rassemblent sur l'immense pelouse au pied de la tour pour célébrer, commémorer et se faire entendre. Certains soirs, en été et en hiver, les édifices du Parlement servent d'écran pour la projection du spectacle son et lumière. Visionnez la vidéo « La tour de la Paix » pour découvrir les magnifiques images aériennes de la tour de la Paix.

Le drapeau canadien flotte au-dessus du toit de cuivre de la tour; on le remplace chaque jour, du lundi au vendredi. Ce mât est « le mât de la nation »; par exemple, un drapeau en berne indique un jour de deuil national.

On peut voir la tour de la Paix de presque partout dans la région de la capitale, y compris de l'autre côté de la frontière provinciale, à Gatineau, au Québec. Les quatre côtés de l'horloge ont presque cinq mètres de largeur et s'illuminent quand vient le soir. L'heure est réglée par une horloge atomique au Conseil national de recherche du Canada, situé dans la capitale.

Officiellement, la tour néogothique est un campanile, ou clocher autoportant. Le carillonneur du Dominion fait sonner les 53 cloches lors des célébrations et cérémonies nationales, comme la fête du Canada et les funérailles d'État, et pendant la cérémonie du jour du Souvenir. Visionnez la vidéo « La tour de la Paix » pour entendre un extrait des cloches du carillon, un instrument qui rappelle l'orgue. L'ancienne tour était aussi un campanile. Sa cloche s'est effondrée pendant l'incendie; on peut la voir aujourd'hui sur les terrains de la colline du Parlement.

La tour est construite en pierre du Canada, dont du grès de l'Ontario et de la Nouvelle-Écosse et du granit du Québec. Des artistes ont créé plusieurs sculptures, y compris des marmousets, qui symbolisent la lutte contre le mal, et des gargouilles, qui rejettent l'eau loin des murs extérieurs de la tour.

La tour de la Paix a été conçue et construite alors que la Première Guerre mondiale faisait rage en Europe. En souvenir de cet horrible conflit, la Chapelle du Souvenir a été aménagée juste au-dessus de l'arcade de l'entrée du Parlement qui, d'ailleurs, est l'unique parlement du monde à compter une telle pièce. Au centre de cette pièce richement ornée et hautement symbolique, les Livres du Souvenir listent les noms de tous les soldats, aviateurs et marins canadiens morts en service. Tous les jours, à 11 h, on tourne les pages de ces livres pour que les noms de celles et ceux qui sont tombés au champ d'honneur apparaissent au moins une fois par année. Les parents peuvent prendre des dispositions pour être présents à cette cérémonie.

Lorsqu'il a inauguré le site de construction de la nouvelle tour en 1917, le premier ministre Robert Borden a rappelé au pays la nécessité de la paix dans un monde embourbé dans la guerre : « [la tour sera] un monument à la mémoire de nos ancêtres et du courage de ces Canadiens qui, pendant la Grande Guerre, ont combattu pour défendre les libertés du Canada, de l'Empire et de l'humanité ».

La tour de la Paix a été inaugurée comme telle en 1927 et depuis, elle incarne notre désir d'un monde plus pacifique.

1^{re} activité : Concevez une gargouille ou un marmouset

Les gargouilles et les marmousets sont des sculptures de pierre qui protègent les édifices. Certaines ont la forme d'un humain ou d'un animal tandis que d'autres sont des monstres fantastiques. Beaucoup sont amusantes. Choisissez un endroit dans votre école où l'on pourrait installer un marmouset ou une gargouille. Dessinez un modèle de sculpture. Devrait-elle être amusante? épeurante? Quelle est la signification symbolique de votre concept?

2^e activité : Organisez une fête

La tour de la Paix est bien en évidence lors de nombreuses festivités, comme la fête du Canada. Choisissez une activité qui a eu lieu sur la colline du Parlement. En vous servant d'Internet, trouvez les éléments qui composaient cette activité. Y avait-il de la musique? un spectacle de lumière? d'autres prestations? Quel était le rôle de la foule, des agents de sécurité, des militaires? Pourquoi l'activité a-t-elle eu lieu dans la capitale du Canada? En vous servant de votre exemple, proposez la tenue d'une nouvelle activité sur la colline du Parlement. Que fêtez-vous ou qui fêtez-vous? Pourquoi cette activité devrait-elle avoir lieu dans la capitale? Parfois, certaines activités donnent lieu à la création de marques plus permanentes, comme des plaques, des édifices. Songez, par exemple, aux Jeux olympiques d'hiver de 2010 à Vancouver. Votre activité léguera-t-elle une marque permanente? Exposez les grandes lignes de votre projet à l'intention de votre classe. Concevez une affiche et faites un plan pour votre activité.

3^e activité : Proposez une tour pour votre école

D'habitude, les tours sont les plus hautes structures d'une ville ou d'un village. Elles peuvent servir aux communications ou à des fins militaires (une tour de guet, par exemple); leur importance peut aussi être d'ordre religieux. Pensez à votre école. En petits groupes, discutez de l'idée de doter votre école d'une tour. À quoi servirait-elle? De quoi aurait-elle l'air? Soyez créatifs!

4^e activité : Recherche personnelle et discussion en classe

La tour de la Paix du Canada est hautement symbolique. En vous servant des ressources de la bibliothèque et d'Internet, choisissez une composante de la tour de la Paix (p. ex. la Chapelle du Souvenir, l'extérieur, l'horloge, le carillon, les sculptures, le nom de « tour de la Paix ») et réfléchissez à sa signification symbolique. Que commémore-t-on et comment? Quels sont les pour et les contre d'édifier un monument permanent par rapport à ceux d'une activité ou d'une commémoration moins concrète? Que signifie la tour de la Paix pour les gens du Canada, et comment a-t-on représenté cette signification dans la composante que vous avez choisie?

5^e activité : Créez un nouveau drapeau (7^e année ou 1^{re} année du secondaire au Québec)

Aujourd'hui, le drapeau canadien flotte au sommet de la tour de la Paix. Toutefois, lorsqu'elle a été érigée pendant la Première Guerre mondiale, c'est le Red Ensign, arborant l'Union Jack et l'écu des Armoiries royales du Canada, qui ornait la tour de la Paix. C'est parce que le Canada n'a pas eu son propre drapeau avant 1965. Le drapeau canadien a été hissé au sommet de la tour de la Paix pour la première fois le 15 février 1965.



Festivités de la fête du Canada, 2008

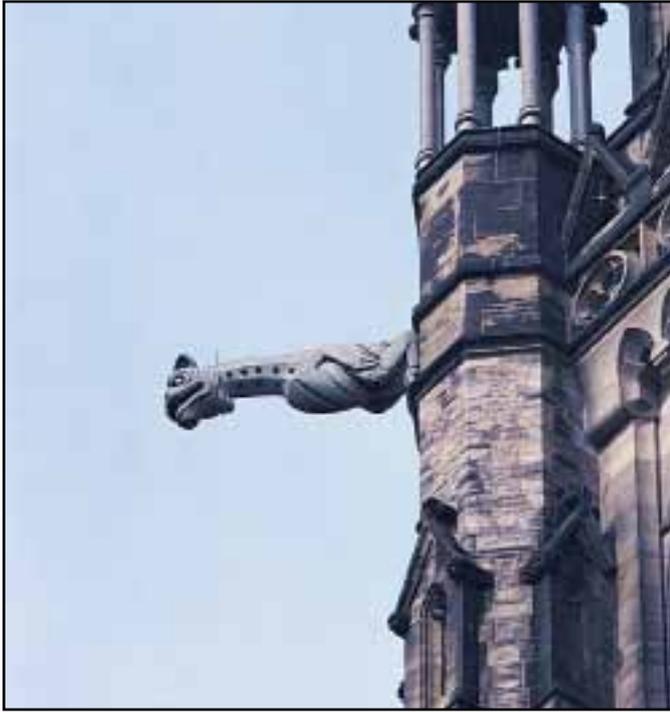
Photo : Commission de la capitale nationale

Le parterre gazonné qui se trouve au pied de la tour de la Paix est le lieu de rassemblement du Canada, là où nous célébrons les événements marquants et où nous nous souvenons de ceux et celles qui nous ont quittés.

En quoi est-ce important pour un pays d'avoir son propre drapeau? Faites une recherche et trouvez les dessins qui ont été suggérés pour le drapeau du Canada (les Canadiens et Canadiennes ont soumis près de 6 000 dessins à Ottawa pour étude), et les raisons pour lesquelles le drapeau actuel a été choisi. Imaginez ensuite que le Canada doive se doter d'un nouveau drapeau et créez trois dessins. À côté de chacun d'eux, inscrivez les raisons qui vous ont amené à faire ce dessin et à choisir ces symboles. En classe, examinez les suggestions et votez pour le drapeau le plus populaire.

6^e activité : Des sons en l'honneur du Canada (8^e année ou 2^e année du secondaire au Québec)

Dans la vidéo « La tour de la Paix », la carillonneuse du Dominion affirme que le premier ministre Mackenzie King appelait le carillonneur du Dominion « la voix de la nation ». Pourquoi, selon vous, le nommait-il ainsi? Quels sont les autres exemples de symboles canadiens « audibles » (par rapport à « visuels »)? Indice : Inspirez-vous de manifestations sportives télévisées, de réunions d'élèves ou des Jeux olympiques. Avec un ou une camarade de classe, trouvez votre propre « voix de la nation ». Voulez-vous des paroles? Enregistrez votre prestation. Préparez-vous à la livrer à votre classe et à expliquer votre choix.



Gros plan d'une gargouille de la tour de la Paix, 2005

Photo : Commission de la capitale nationale

Il y a quatre gargouilles bien en vue sur la tour de la Paix, chacune mesurant plus de huit mètres de long. Ces créatures de pierre sont très utiles : elles rejettent l'eau de pluie loin de l'édifice, aidant ainsi à protéger la pierre.

7^e activité : À la découverte des architectes canadiens 9^e année ou 3^e année du secondaire au Québec)

Après la destruction par le feu de l'édifice du Centre du Parlement en 1916, des centaines d'architectes ont soumis des dessins afin d'obtenir le contrat de reconstruction. Le gouvernement canadien a choisi les architectes Jean Marchand et John Pearson. Selon vous, pourquoi était-ce important pour le gouvernement que le duo soit formé d'un Canadien français et d'un Canadien anglais? Marchand et Pearson aimaient beaucoup l'architecture britannique et américaine, mais ils désiraient créer une forme architecturale bien canadienne. Comment y sont-ils parvenus avec la tour de la Paix? Faites une recherche pour en savoir davantage sur d'autres architectes canadiens, tels que Douglas Cardinal, David Ewart, Étienne Gaboury et Moshe Safdie, qui ont dessiné d'autres édifices symboliques importants au Canada. Quels points de vue et philosophies ont-ils tenté de véhiculer par les édifices qu'ils ont dessinés et comment ont-ils atteint

leurs objectifs? Rédigez plusieurs paragraphes pour expliquer ce que vous en pensez et joignez-y une image d'au moins un des édifices que vous avez mentionnés avec une légende.

Activité de littératie critique

Visionnez la vidéo « La tour de la Paix » de nouveau. Comment réussit-elle à transmettre l'information sur la tour de la Paix et à la rendre dynamique pour le public? Pourquoi, selon vous, les réalisateurs de la vidéo ont-ils incorporé un bref segment où apparaît une personne qui a un lien étroit avec la tour de la Paix, c'est-à-dire la carillonneuse du Dominion? Ont-ils atteint leurs objectifs? Trouvez la longueur des cinq vidéos liées au projet des sept trésors de la capitale. Rédigez un court paragraphe pour donner votre avis sur ce qui suit : a) les raisons pour lesquelles les réalisateurs ont décidé de la longueur des vidéos; b) si oui ou non vous trouvez que la longueur des vidéos est convenable et qu'elle permet d'atteindre l'objectif des réalisateurs.



As our world shrinks, it is increasingly important for students to connect and collaborate with their global peers, especially as we continue to deal with complex world issues. Using the right resources, students have the opportunity to develop and model cultural understanding and global awareness by engaging with students of other cultures while using 21st century learning tools.

The Global Teenager Project (GTP) is a dynamic online resource that provides curriculum-connected topics that students pursue using Learning Circles and Web 2.0 tools. A Learning Circle is a methodology created and researched by Dr. Margaret Riel of Pepperdine University. There are two Learning Circles in a year, commencing in September and again in February, lasting for ten weeks. They are created by connecting groups of 8 to 12 classes from all over the world in an online Wiki environment.

Participating teachers select a theme that connects to their curriculum from the circle topics listed on the GTP website. These topics are universal such as, environmental sustainability, cultural

Today's Learners are Tomorrows Leaders

The Global Teenager Project

By Anita Townsend

celebration, diversity, communication, impact of technology, and our goals and future aspirations. Learning Circle topics encourage inquiry-based questions, testing of hypotheses, and collection of knowledge from a variety of sources. As questions are posed, answered, and researched, students connect with their peers around the world in their Learning Circle to discover the local reaction and impact on the same topic within different cultures, climates, and geography.

Consequently, students gain a whole new perspective on the chosen topic from the unique global perspectives they've gained from their peers. For example, students who live in desert communities place a different value and urgency on water quality and the preservation of water than those who live in a community where fresh water is abundant. With this new knowledge,

students can produce a variety of required outcomes of learning as oral and visual presentations such as, debates, position papers, documentaries, proposals, simulations, models, visual art, and reports. Assessment of this learning is done using those criteria and assessment tools required within the curriculum.

Six Phases of a Learning Circle

Phase 1: Teachers learn how to manage a Wiki environment and prepare their pupils to take part in the learning circles.

Phase 2 (Week 1): Students and teachers introduce themselves to other learning circle participants by providing background information about their class and school through a variety of media for example, video, slide show, or text.

Phase 3 (Weeks 2-3): Students create an inquiry-based question related to the chosen theme for the other learning circle participants to answer.

Phase 4 (Weeks 4-7): Students answer questions posed in the Learning Circle from the other participating schools.

Phase 5 (Weeks 8-9): Students reflect upon the new information they've learned, question if necessary, extend research, and create a summative product. The product can be a multimedia or one of the text forms listed in most Literacy Curricula. Products are posted for all to view within the Learning Circle.

Phase 6 (Week 10): Students reflect on the peer work posted in the circle and formalize a farewell to the other members.

Recently, students at Redstone Elementary School in Richmond Hill, Ontario participated in the Global Teenager Project. One junior class (grades 4-6) selected the Eco Friendly Schools Learning Circle and discussed issues and actions their school was undertaking to improve their local environment with their global peers. The Redstone students did not realize the severity and global impact of environmental sustainability until they connected to classes around the world.

Students covered a variety of curriculum strands through their Learning Circle. Redstone teacher, Stephanie Ratti, reports, "Since the topic was so broad based we were able to spend all Art, Science, and Literacy classes working on the project during the ten week time period. Art and Science [lessons] were 100 minutes per week and literacy was 100 minutes per day." In literacy, students covered research skills, persuasive writing techniques, media messages, and public speaking through their work on the project topic.

Intermediate teachers on the other hand, planned and worked as a team to include all grade 7 and 8 students in a collaborative

effort. They were able to connect their curriculum to explore what it means to be globally aware and be a Global Citizen.

Overall, Redstone teachers noted that through GTP, they saw students actively working toward their goals and exploring their creative expressions. GTP's benefits to student learning were obvious. Students saw a real life purpose to their efforts in school and were fully engaged by choice, real-life action, and talking to their peers around the world.

GTP is a resource that empowers students as learners and leaders through the theme-based and interdisciplinary approaches that enriches student learning. The teacher's role in a Learning Circle begins as a leader and grows into that of a partner, as they join their students as a learner in the circle's activities. When teachers and students from different places work side by side to learn and share their unique visions of the world, everyone acquires a new level of understanding of the rich diversity in our interconnected world.

The project was originally founded and developed by educators in the Netherlands and has been included in classroom programs both in Ontario and New Brunswick for the past three years. The project operates in over 42 countries on all continents and gives students the opportunity to work in the following seven languages: English, French, Spanish, German, Dutch, and Arabic. The Global teenager project works best for students age nine and older and supports students with specific learning needs. It has been successfully used by teams of teachers teaching the same grade or subject as well as for a single class teacher.

To review what the Global Teenage has to offer your students, visit www.globalteenager.org or contact anita@globalteenager.org for information on being part of the project.





Zimmer Twins at School

www.zimmertwinsatschool.com

The Zimmer Twins is an Emmy award-winning Canadian children’s website and broadcast animation project that combines online participation and broadcast delivery. Partnered with major cartoon networks, children are invited to create and share short animated episodes using a kid-friendly editor and library of media. The episodes star Zimmer twins, Edgar and Eva, and their psychic cat, 13. Kids tell their stories by choosing actions, characters, props and backgrounds. They can also add their own dialogue and speech bubbles. User-generated episodes are produced into broadcast shorts and air on networks such as Teletoon in Canada.

Now the story-telling website has launched a new branch, Zimmer Twins at School, that bundles the popular moviemaker with new teacher-friendly class management tools and privacy settings.

Features unique to the educational site include:

- Individual password protected accounts for each students, administrated by teachers;
- Gated communities: movies published on Zimmer Twins at School are only visible to other members of the class group;
- Open comments and ratings for students and teachers;
- Teachers can write blog posts, polls, and select featured movie; and
- Easy-to-use content moderation.

A free membership allows five student accounts and the creation of up to twelve movies. A paid VIP membership unlocks further features.

With emphasis on media production skills, online citizenship, and collaborative production, Zimmer Twins at School prepares students to be digital citizens of the 21st century. Since 2005, more than one million animated movies have been created and shared.



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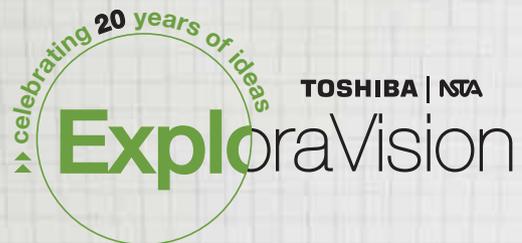
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