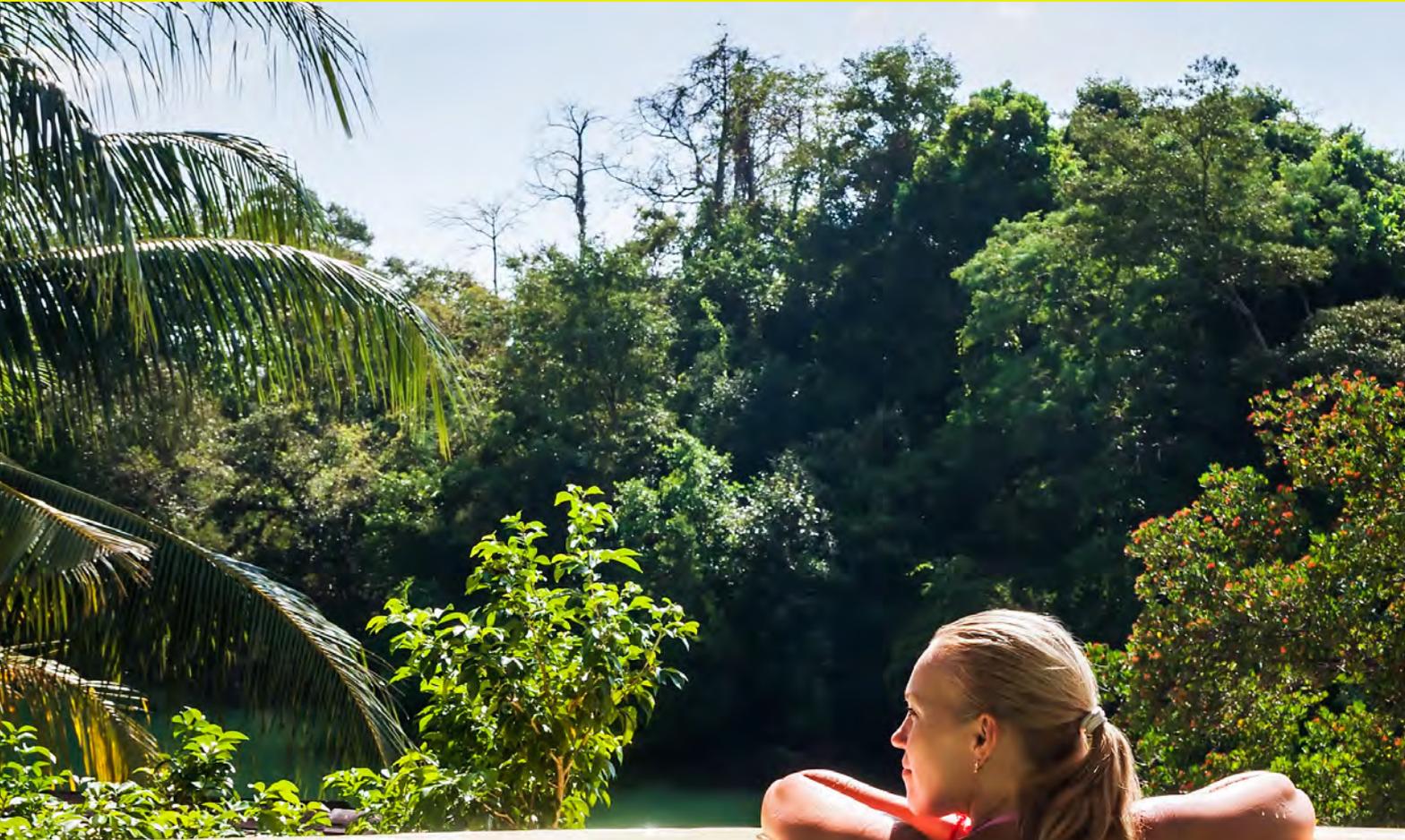


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KID-FREE HOLIDAY OPTIONS

FEATURE

KID-FREE HOLIDAY OPTIONS

COLUMNS

FIELD TRIPS: Nature Explorers
WEBSTUFF: World Languages

CLASSROOM PERSPECTIVES:
PACKING FOR SUCCESS

TEACH MAGAZINE • LE PROF

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The academic year is almost over. Teachers are thinking about time away from school and time away from their students. Realistically, who can blame them? Surrounded by kids all day, every day, may be too much of a good thing, sometimes.

Exploring this theme in some detail, is our feature writer, Adam Stone. He digs into the reasons why teachers need a break from their students, documenting specific experiences some teachers pursued and the associated results. Adam also lays out therapeutic travel options and discusses how the travel industry, in particular, has embraced adult-only excursions and experiences. Naturally, it is not only teachers who are interested in kid-free travel. This sector of the travel market has mushroomed around the world. A kid-free activity might be as simple as attending a professional sporting event, during the day (when kids should be in school), or holidaying in Europe, or other far-flung destinations. If you are looking for some soul-soothing suggestions, then take a look at Adam's piece.

Staying with the theme of travel, we have Classroom Perspectives written by Dr. Christine L. Cho and Dr. Julie K. Corkett, both professors of education who are running a community leadership program (CLE) where 16 teacher candidates travelled with them to France and taught in local French schools. Although the program required a lot of upfront organization, it turned out to be an excellent experience for the teachers candidates. It appears that plans to replicate the experience next year are under way.

Our columns in this issue explore Nature-oriented adventures and experiences in Field Trips along with online language learning programs in Webstuff. In the first instance, compelling, experiential trips and in the second, brain stretching apps intended to help expand verbal horizons.

CURRICULA this issue explores a relevant topic since we witness political volatility in countries around the world. This hands-on lesson plan focuses on Sir Wilfrid Laurier, who served as Canada's first Francophone Prime Minister some years ago. Wilfrid battled with and was challenged by the power and influence of the Catholic church. Wilfrid fervently believed in the separation of church and state as a fundamental principle of democracy. This lesson plan explores the difficult road he traveled in trying to balance his responsibilities to the country and his cultural and religious identity. Please do check out our latest teacher-student resources:

The Life and Times of Sir Wilfrid Laurier (www.sirwilfridlaurier.com),
Suffrage: Canadian Women and the Vote (www.canadiansuffrage.com),
The Road to Confederation (www.roadtoconfederation.com), and
Dystopia 2153 (www.dystopia2153.com).

Until next time,
Wili Liberman, Editor
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Creating a More Inclusive Classroom Environment Through Digital Tools

Every student in Canada deserves to be empowered through inclusive classroom environments regardless of their abilities or learning preferences. While a number of elements are essential in building inclusive classrooms, there are truly no limits to unlocking a student's potential when combining the right mix of digital tools and training for committed educators.

Empowerment Begins with Inclusion

According to Inclusive Education Canada, an NGO committed to quality education for all students, fewer than 50 per cent of children with intellectual disabilities are in fully inclusive classroom settings. This means millions of Canadian students with special needs are either being taught in segregated or special classrooms or have limited access to the resources they need to be successful.

The modern Canadian classroom is diverse and that's a positive for students. But for educators, diversity demands they create an inclusive learning environment that inspires confidence and encourages independence. With daily challenges and limited resources, educators need tools that help optimize the learning experience for every student, as well as meet professional goals and standards. This can be achieved by leveraging accessible technology in the classroom that address a diversity of needs including visual, hearing, speech, cognitive, mobility, neural disabilities—and students that simply have their own ways of learning.

Digital Tools for Every Type of Learner

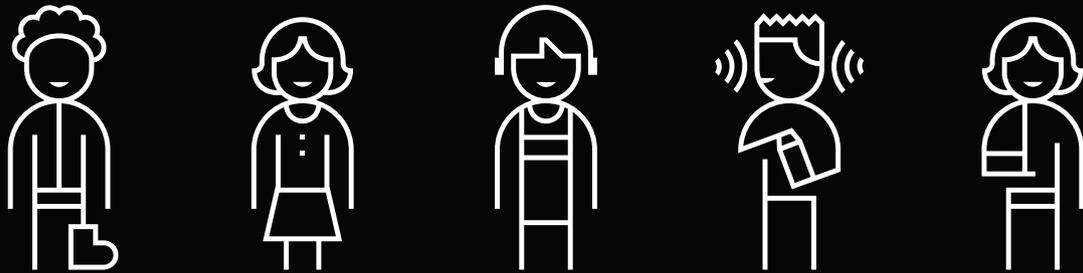
Technology is a scalable solution to remove barriers and obstacles. With an array of needs in Canadian classrooms, countless hours of instructional time in school can be lost to managing students' unique challenges. Microsoft tools and solutions work in tandem with Universal Design for Learning Principles (UDL), among others, and are designed to help teachers spend less time creating workarounds and more time working with their students. Built-in accessibility solutions can also reduce the stigma around learning challenges empowering students



to engage more critically with their curricula, classmates and teachers.

"Technology doesn't always need to be visible when it comes to creating the best learning experience," says Cam Smith, Senior Product Marketing Manager, Education for Microsoft Canada. "All of our solutions are designed to empower both students and educators in the classroom in an effective and seamless manner because we realize learning is more than just being accommodated or integrated—it's about being included."

Microsoft offers solutions empowering every type of learner, whether it's tools to assist with comprehension, fluency and decoding or accessibility features that aid with vision, hearing or cognition issues. Creating a common learning environment not only allows students to grow their potential and gain independence, it also has farther reaching effects. These types of classrooms empower teachers to engage every learner and help schools build reputations as positive places that promote equality and inclusion.



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Students would rather go without than stand out.
We need to move from assuming access to ensuring
access in classrooms.

Robin Lowell
Special Education Teacher



PACKING FOR SUCCESS

Establishing a Teaching Abroad Experience

by Dr. Christine L. Cho and Dr. Julie K. Corkett

The idea of travel evokes excitement for some and trepidation for others. A successful trip usually involves some degree of planning, the ability to manage expectations and deal with the unknown. Earlier this year, as university teacher education professors, we ran a 3-week community leadership experience (CLE) for 16 soon-to-be teachers enrolled in our Bachelor of Education program. The purpose of offering a CLE is to provide opportunities for teacher candidates to apply their teaching skills in a self-directed, non-traditional community setting to broaden their practical knowledge. Our teacher candidates were about to embark not only on a professional journey, but also an actual journey, to teach abroad. Our destination—France!

France is a country rich in history, with charming towns and vibrant cities. Synonymous with wine, cheese, and great cuisine, France is a wonderful destination for many travellers. We were headed for Angers (in the Loire Valley), a beautiful and welcoming eco-friendly city with a very young vibe and a historic city-centre. A highlight of the city is the Château d'Angers founded by the Counts of Anjou in the 9th century. Along with the draw of freshly baked croissants and Paris fashion, we set out to provide a teaching experience that would encourage risk-taking and, hopefully, encourage open-mindedness.

From the outset, our goal was to provide an experience that would encourage open-mindedness, independence, and risk-taking. Also, we knew the teacher candidates would have to handle some adversity in order to realize their own capabilities, not only as teachers in the classroom, but as travellers and tourists.

When we asked our teacher candidates why they wanted to teach in France for 3 weeks, some told us that they may want to teach abroad after graduation and this seemed like a safe way to test the waters. Many have a working knowledge of French and wanted to improve their competency. Some wanted to travel, but not by themselves. Some had never travelled before and this seemed like a great way to begin. Regardless of their reasons for coming, we found that the teacher candidates returned with increased confidence, in themselves and their capabilities. For them, this was a “trip of a lifetime.”

Taking teacher candidates to France was a new CLE for our university and as it was our initiative, we had to do a lot of ground work that started well over a year prior to getting the project up and running. There were many initial factors to consider:

- **Location:** As primarily English speakers coming from a bilingual country, we wanted a safe place where teacher candidates could practice Canada's additional official language, French

- **Schools:** We needed to find suitable “host schools” for our teacher candidates that were walking distance from our hotel, and with teachers who would permit our teacher candidates to teach small group and whole class lessons
- **Accommodations:** We wanted clean, self-contained hotel-type accommodations that teacher candidates could share
- **Affordability:** We wanted to make most of the arrangements ourselves to reduce third-party costs (i.e. booking the hotels, arranging ground transportation, and establishing the partnerships with schools, etc.) to make it cost-effective for our teacher candidates
- **Experiences:** We wanted our teacher candidates to be able to see neighbouring cities and spend some time in Paris and visit Versailles

Our biggest challenges establishing the CLE were first, finding host schools and second, securing budget friendly accommodations for the final part of our trip—Paris. Assistance came in an unexpected and remarkable way: through the services of the American Field Services (AFS) Intercultural programs. As we began the initial legwork for this project, finding host schools was our biggest obstacle as we had no contacts in France. AFS works in conjunction with the Canadian Education Exchange Foundation (CEEF) that offers 2 and 3 month exchanges primarily for high school students. We had contacts at CEEF who were able to connect us with AFS France to see if they might be of assistance. While they had never done anything like this before, it was AFS who recommended Angers while volunteers from that organization selected the schools and arranged for our site visits.

Our second dilemma was also solved by an AFS recommendation. We were able to obtain accommodations at a youth hostel that was situated mere blocks from Notre Dame cathedral. Fortunately, we were able to visit the site just before tragedy struck earlier this year. The location and



budget-friendly costs meant our teacher candidates had four days in Paris and we included a day trip to Versailles.

From the outset, our goal was to provide an experience that would encourage open-mindedness, independence, and risk-taking. Also, we knew the teacher candidates would have to handle some adversity in order to realize their own capabilities, not only as teachers in the classroom, but as travellers and tourists.



...teaching abroad can offer: higher expectations for student behaviour, strategies for working with English language learners, and the joy that can be found from moving out of your comfort zone and learning in a new environment.

Our teacher candidates had to acclimatize quickly after arriving in France. We wanted them to have as much time as possible in their host schools, and the journey is long from Toronto to Angers. In addition to the flight, we had another 3 ½ hour bus ride from the Paris airport to our hotel in Angers. The first evening we took the teacher candidates on a walk to show them where their schools were located, as well as some highlights of the town. We did not have a lot of time as they were starting in their schools bright and early the next morning. This meant the teacher candidates had a lot of discovering to do on their own, such as:

- Navigating a town that was new to them and that also meant developing their mapping skills
- Eating new foods and navigating the grocery store (we chose to stay in a hotel with kitchenettes to reduce food costs)
- Functioning in an additional language, French
- Learning first-hand about another culture and adjusting to a different pace

While most of the teacher candidates had been able to contact their host teachers via email before we left, there were still a lot of unknowns—for them and us. We had met some of the teachers on our previous reconnaissance trip, but only for a brief amount of time. We didn't even know at that point if we'd be approved for the project. For some, the first day was chaotic and for others, it was a smoother transition. Our schools varied in size as well as with their

previous exposure to hosting teacher candidates. Three of our four schools had new principals, so the people we met the previous year and who had agreed to host us, were no longer there. At some points, we were as, or more, nervous than our teacher candidates managing the many unknown factors. Thankfully, we were able to place four teacher candidates in each school so nobody was alone.

There was a lot of learning that occurred on our inaugural CLE to France. We have gained intercultural experience and a deeper understanding of the French school systems, public and private. Our teacher candidates will take their newfound self-reliance into the teaching profession this fall. Going forward, we have also gained greater confidence: we have a better understanding of the partner schools with whom we will be working, the structure of the school days, and the teachers' expectations for our teacher candidates. Likewise, the local teachers in Angers have a better understanding of what we are seeking from this CLE experience. We are cautiously optimistic that our university will approve the same trip next February so we can refine the experience and expose a whole new group of future teachers to the incredible learning that teaching abroad can offer: higher expectations for student behaviour, strategies for working with English language learners, and the joy that can be found from moving out of your comfort zone and learning in a new environment.

Dr. Christine L. Cho is an award-winning educator at Nipissing University's Schulich School of Education. Prior to that, she was an elementary and intermediate teacher in Ontario, Canada, for over a decade.

Dr. Julie K. Corkett is currently a tenured Associate Professor at the Schulich School of Education. She has also worked as an intermediate and high school teacher.

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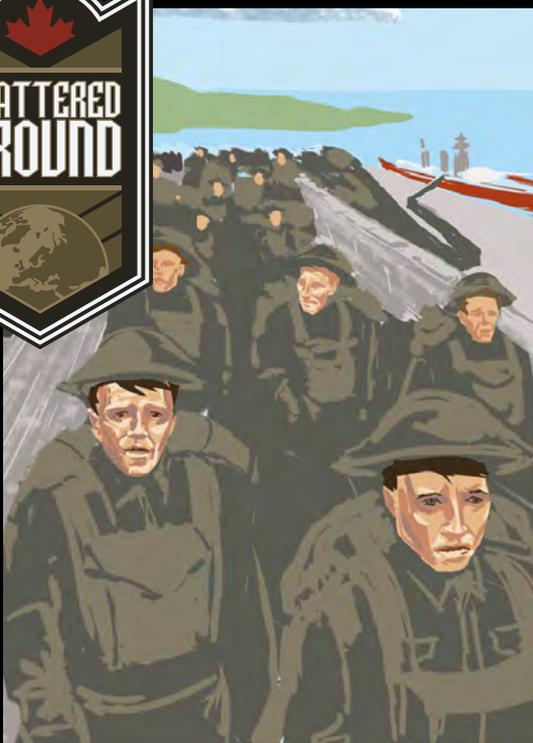


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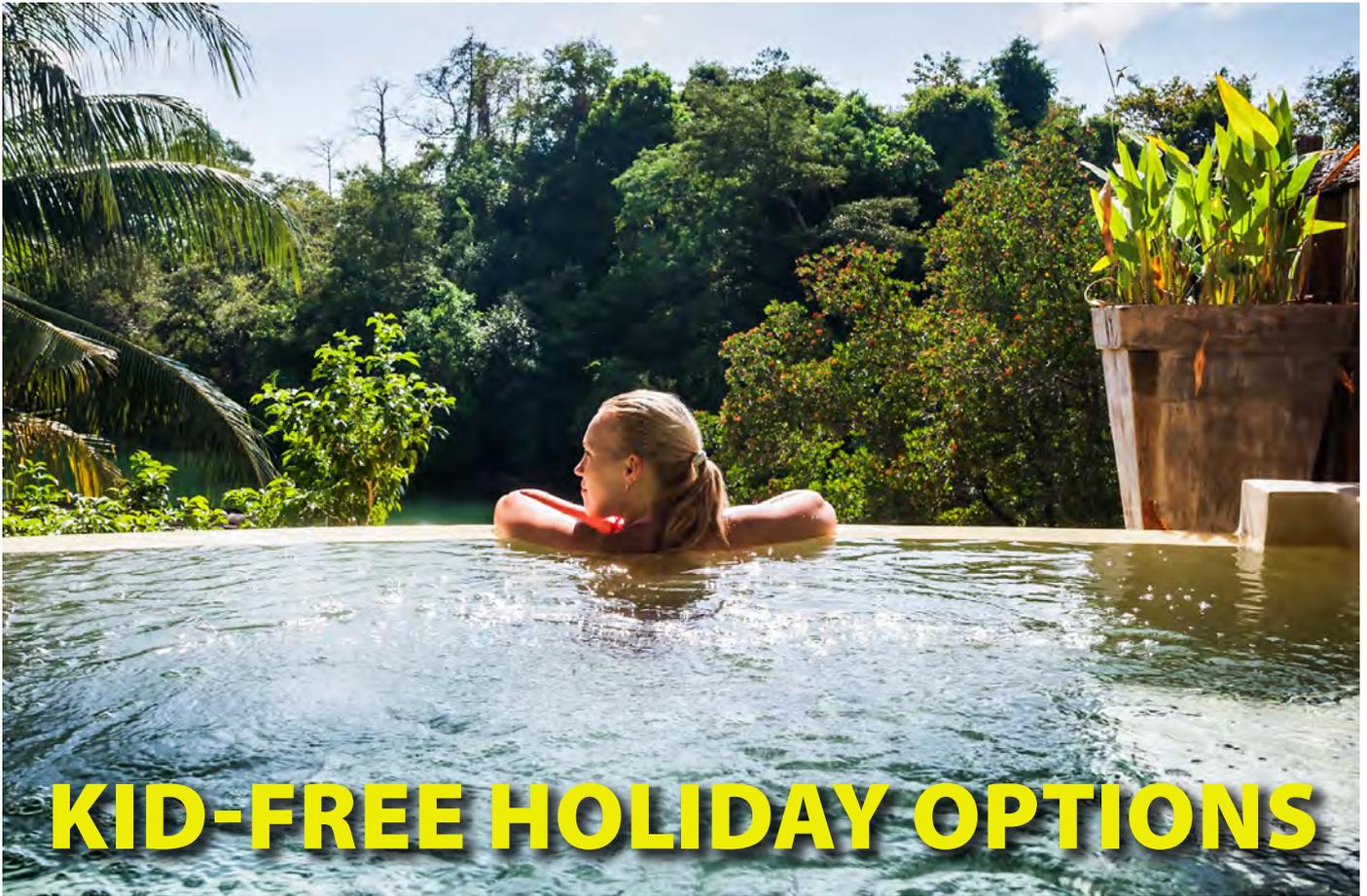
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KID-FREE HOLIDAY OPTIONS

by Adam Stone

When Elizabeth-Ann Rowilson and some friends decided to take a vacation last spring, they opted to go kid-free.

"I am dealing with 150 kids a day, with the whole range—from very wonderful to less wonderful kids," says Rowilson, a theater and music teacher at Bell Middle School in Golden, Colorado. "When I thought about going on vacation, it seemed like it would be a lot more relaxing if the adults could just be responsible for themselves."

She's not alone. For teachers who spend all their professional time surrounded by the K-12 crowd, an adult-only vacation destination may be just what is required to recharge the batteries.

An ESL teacher in New Hampshire's Webster Elementary School, Elizabeth Leone left her three kids behind in February for an adult-only trek through Costa Rica. "I got to spend time in the rainforest at a sustainable cocoa farm. I spent time on the coast. I did hiking trips on the volcano," she says.

"I don't think we can do this job as teachers without adult down time, time for ourselves. Nobody can run on that many cylinders all the time. I need a lot of quiet, a lot of nature, just to reset my mind," she says.

Rowilson's kid-free trip took her to the TRS Turquesa Hotel in the Dominican Republic. It is an all-inclusive resort with an

adult-only option that includes a kid-free wing of the hotel for quiet bedtimes, as well as child-free zones around the property. "We had a separate pool and a couple of separate restaurants and a separate section of the beach," she says. "It is just so much calmer with no kids crashing into in the pool or running into you on the beach—so quiet and calm."

Teachers are not unique in their desire to occasionally travel without the wee ones in tow. In a recent survey, the Cruise Lines International Association found 30 percent of travellers say it is important to have an adult-only option when they vacation. Expedia reported that social media conversations about child-free trips doubled from 2016 to 2017.

It's a global phenomenon. The Spanish island of Majorca saw the number of adult-only hotels swell from 41 to 106 in the space of just a year.

Budget Friendly

While cruise lines and all-inclusive resorts may offer kid-free experiences at a premium price, it isn't necessary to break the bank just to get a break from the runny noses and general mayhem. For Amy Duke, a simple baseball game was enough.

"I took a day off of school to go see the Yankees and the Astros play, and since it was a day game it was a legitimate

kid-free day. There weren't any kids at the ballpark," says Duke, the Mathematics Department Chair at Bishop Lynch High School in Dallas, Texas.

"At first I didn't understand. I wondered where everybody was! My friend said to me: Amy, it's the middle of the school day. Where are you usually? Then I got it. It was a great happenstance," she says.

Like many teachers, Duke seeks out those grown-up moments as a counterbalance to the many hours of kid-oriented conversation that make up her work day. Adult time "is a time of renewal, a time to refresh. When you're talking to adults you have different subjects of conversation as compared to when you are talking to kids," she says. "No video games. No memes."

Expedia reported that social media conversations about child-free trips doubled from 2016 to 2017.

For those looking to vacation sans enfants, the travel industry has lately been stepping up its game.

- Viking Cruises has gone adult-only. For all cruises booked after August 1, 2018, passengers must be at least 18 years old. The Swiss-based line offers river and ocean excursions in North and South America, the Caribbean, Europe, Russia, Egypt, China, and Southeast Asia.
- For deep relaxation, Miraval Resort and Spa is an Arizona wellness destination for just the grown-ups. This may be the place if your tastes tend toward yoga, herb gardens, and spa sessions—and if you are heavily bankrolled. Rates can top \$1,000 USD a day.
- Secrets Wild Orchid Montego Bay is a massive adults-only resort in Jamaica. The all-inclusive amenities include multiple bars and restaurants, a luxury spa, movie theater, and shopping center, along with water sports, white sand beaches, and cooking classes.
- Teachers in search of a budget-friendly option may turn to Costco's online travel service that offers a range of adult-only destinations that are less likely to require a second mortgage.

This is just the tip of the iceberg, really. The travel industry has seen a proliferation of adult-only offerings in recent years. Savvy travellers may want to consider looking



up adults-only hotel guides from TripAdvisor or *Town and Country Magazine*. There are also travel agents who specialize in adult-only travel.

Some teachers who opt for an adult-only break explain that, even if they can leave the kids behind, they still bring a little of the classroom with them.

When Leone travelled to Costa Rica, she detoured off the beach to visit schools and connect with local educators. While she was glad to travel kid-free, she said, the visit still offered her a chance to build new professional ties. "I kind of always wear that hat," she says. "Everything is about learning, and I'm always looking for things that I can bring back and use."

A seasoned journalist with 20+ years' experience, Adam Stone covers education, technology, government and the military, along with diverse other topics.

An advertisement with a white background and a purple border. At the top, it says "ADULTS NEED" in purple, followed by "150 MINUTES" in large orange letters with a heart icon inside the zero, and "OF HEART PUMPING PHYSICAL ACTIVITY PER WEEK." in purple. Below this is an illustration of a person doing a yoga pose, two people walking, and a person climbing stairs, all in purple and orange. A flag with a heart is on the right. Below the illustration, it says "Research shows that even short, 10 minute bouts of physical activity are associated with increased fitness." At the bottom right is the "PARTICIPACTION" logo with the tagline "Let's get moving." and the website "participACTION.com". At the bottom left, it says "Source: Canadian Society for Exercise Physiology: Canadian Physical Activity Guidelines for Adults".

World Languages

For teachers and students alike, summer break is often the time for a much-needed vacation abroad. And while you start planning your perfect getaway, you might want to consider picking up a foreign language to help you on your travels. With Spanish, Mandarin, Hindi, and French, topping the list of the most widely spoken languages, here are some cool apps designed to help make learning them fun!

Hi!

你好!
Nǐ hǎo

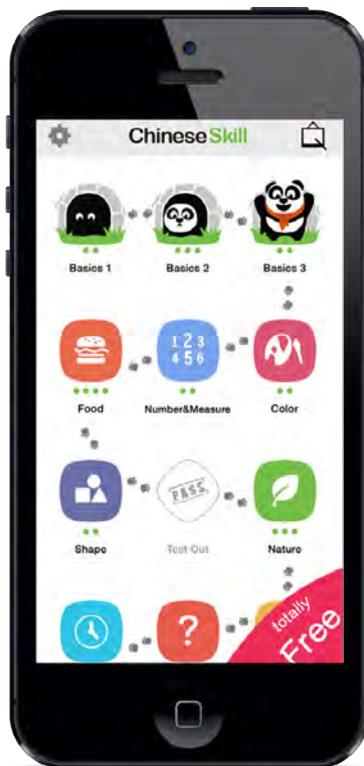
Chinese Skill

Free – iOS, Android

This game-based app uses mini lessons to train listening, speaking, reading, and writing skills in the Mandarin Chinese language. Questions start off easy, such as listening for Pinyin (pronunciation), single word translation, drawing Chinese characters with drag-and-drop strokes, and finding the correct order for words in simple phrases—eventually progressing to full sentence translation from English to Chinese. ChineseSkill consists of 45 topics covering everything from greetings, food, numbers, nature, social activities, and more.

To learn more, visit:

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French Class

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Linguineo's French Class app offers a full course of 10 language lessons covering conjugations of more than 100 verbs, a vocabulary bank of over 4000 words, as well as 40 grammar topics and 200 useful phrases. Activities include games such as crosswords, word searches, and recognize the image exercises, along with an awards system. Users can keep track of their progress by saving statistics and summaries of their completed exercises, together with errors made.

To learn more, visit: www.linguineo.com/#!/course_apps

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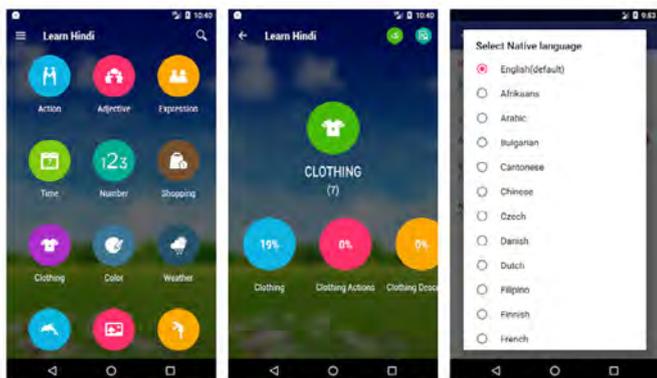
नमस्ते
namaste

Learn Hindi Free

Free – Android

Featuring over 9,000 words and phrases with audio pronunciation, Learn Hindi Free created by InnovationApps, works best as a phrasebook of sorts. Lessons are divided into categories and subcategories, ranging from actions, adjectives, expressions, numbers, shopping and more. There are quiz games where you can match words with the correct Hindi translation or rearrange Hindi words to form entire sentences. With a useful integrated search tool, you can also find instances of an exact word or phrase translated into the language.

To learn more search the Google Play store.

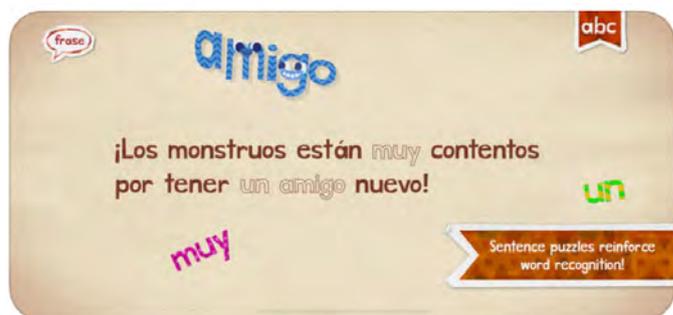


Endless Spanish

Free - iOS, Android

Geared towards younger kids, Endless Spanish teaches commonly used Spanish words through interactive word puzzles. Learners must assemble letters of words that turn into adorable little monsters, and solve sentence puzzles that transform into animated illustrations of what they describe. See the word "grande" (big) grow larger, and the word "flor" (flower) open and bloom! The app also tracks progress by rewarding points and badges, and includes a narrator that pronounces each word that is displayed.

To learn more, visit: www.originatorkids.com/?p=961



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For more information on building budget-friendly, modernized solutions for your classroom, contact your CDW account team at 800.972.3922. or visit [CDW.ca/eduwins](https://www.cdw.com/eduwins)



¹"Harnessing automation for a future that works," McKinsey Global Institute, 2017. ²"The class of 2030 and life-ready learning: The technology imperative," Microsoft Education, 2018. ³"The Total Economic Impact of Microsoft 365 Education: Improving student learning while reducing cost and effort," Forrester, 2018. ⁴Estimated retail price, actual prices may vary.

End of support for windows 7 January 2020. We recommend Windows 10.



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CURRICULA

LESSON THREE

Laurier and the Catholic Church

Sir Wilfrid Laurier was a proud Francophone and a proud Quebecker. Often, the descriptors, Francophone and Catholic, became almost synonymous. The Catholic Church in Quebec, historically, wielded enormous political power. What was preached in pulpits around the province had tremendous influence. Priests preached political dogma, compelling their parishioners to agree with their or rather, the Church's views. Wilfrid was a free thinker and although raised Catholic and a church-goer, early on, his views were considered by the Church hierarchy to be almost heretical. Certainly, Wilfrid's ideas and actions screamed defiance against the norms and values of the church. His deep-rooted belief in the separation of Church and State formed the bedrock of his beliefs while causing the Church considerable anxiety. Wilfrid's conflict with the Church defined him early on. Yet, against these considerable odds, he fell in with like-minded citizens and managed to get elected to the provincial and federal legislature. Despite being Catholic and French, however, he wasn't trusted by the Church and a case may be made that he also wasn't trusted by some elements of the Anglophone community.

SUBJECTS

Canadian History,
Canadian Politics

GRADE LEVEL

Grades 9 to 12

DURATION

3 to 4 classes

KEY CONCEPTS AND ISSUES

Students will come to understand the meaning of the separation of Church and State, how this concept is applied in liberal democracies and how Wilfrid viewed these principles as he grew into an important public role in politics ultimately culminating in becoming Canada's first Francophone Prime Minister.

MATERIALS REQUIRED

- *The Life and Times of Sir Wilfrid Laurier* graphic novel
- Computers or devices with Internet access
- Materials needed for preparing presentations

EXPECTATIONS/OUTCOMES

The overall expectations listed below serve as an entry point for teachers. Teachers are encouraged to make connections to specific expectations in their region and grade.

Students will:

- Increase their knowledge of Catholicism generally and Catholicism in the province of Quebec;
- Analyze the social, and political implications of the role of the Catholic Church in politics during Wilfrid's time;
- Understand Wilfrid's influences and views with regard to the Catholic Church;
- Explain why Wilfrid felt the way he did about the role of the Catholic Church in politics;
- Demonstrate an understanding of the political dynamics during Wilfrid's time;
- Describe the role of the Catholic Church in Quebec-based politics today and how that role has changed over time, and;
- Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

BACKGROUND

Wilfrid Laurier was born in 1841, quite a long time ago. He would have been raised in a society where rules, regulations, norms, standards of behaviour, etc. were

rigidly defined. That a sense of acting in a proper manner would have been clear and clearly understood. In Quebec, at that time, if you were both Francophone and a Catholic that meant following the principles of the Church and obeying its rules while bending to the authority of the local priest and his superiors. In towns and villages, the Church controlled the actions of everyday life. They influenced public opinion and behaviours and didn't tolerate dissent or disagreement. Yet Wilfrid Laurier was born into a Francophone, Catholic family environment. Unusual for the time, his father, Carolus, was an open-minded, critical thinker. He instilled in Wilfrid a set of values that taught him to assess ideas and events, to consider other points of view and not to accept what was presented at face value. This perspective set Wilfrid apart from many of his contemporaries. Given that he was learned, intelligent and a gifted and impassioned orator, served him well over a long, successful political career.

STEP ONE

TEACHER-DIRECTED DISCUSSION

What does the class know about the principle of the separation of Church and State? By way of reference: https://en.wikipedia.org/wiki/Preamble_to_the_Canadian_Charter_of_Rights_and_Freedoms. This article or others may be found to give some context to the question while determining what case law has taken place. Have a general discussion to solicit student views on this topic. What is their impression? Is it an important topic? If they think it is important, what reasons can they give? What other jurisdictions outside of Canada have laws that advocate the separation of Church and State? Are there exceptions? Should there be exceptions? Do governments interpret this ideal differently or are these interpretations influenced by political ideology and if so, how?

STEP TWO

RELIGION AND CONFLICT

In the graphic novel, *The Life and Times of Sir Wilfrid Laurier*, there are numerous mentions of religion and conflict in the story and more specifically, situations in which Wilfrid found himself conflicted, in relation to the Catholic Church. The mentions aren't always in the context of conflict with the Church, but many instances raise the prospect of discussion about religion and religious values at the very least. Mentions are found on the following pages: 5, 6, 8, 14, 15, 17, 18, 25, 26, 27, 51, 53, 56, and 57.

Have students review these pages and pick a page or a scene from the graphic novel. Have them describe what is happening, how it connects to the story and Wilfrid's life and/or career as well as, what the scene means in relation to the Church and its role and influence on the government of the day. The assignment will run at least a page and will be handed in for assessment.

STEP THREE

THE CATHOLIC SCHOOL DEBATE

Recently, in Ontario, there have been renewed calls to amalgamate the school systems into one publicly funded entity thus eliminating the Separate School boards across the province. This has been an ongoing discussion for a number of years and has regained some momentum. What do students think of this idea? Should Catholic schools remain publicly funded? Do they embrace the universal values espoused by public schools? Should the government give preferential treatment to a single religious group? What do students think Wilfrid's perspective on this question might be? How might he view the issue given that he was Catholic and a Francophone, but one who remained open-minded and truly liberal in his views? Students will write about this question from two perspectives. The first perspective will be their own and the second perspective will be that of Wilfrid Laurier, trying to emulate his voice and style, in effect. In each case, students must justify their responses. Each perspective will run about a page each. Students will then present their views to the class.

STEP FOUR

CULMINATING ACTIVITY

The teacher will divide students into groups. Each group will select a scenario and discuss it among themselves. Each group will then prepare a presentation based on their answer(s) to the question and the rationale. They should also provide a background to the question and a rationale for their response. Each group will present to the rest of the class. The presentations will be assessed by the teacher.

Scenario One

Rahul and Maya are the parents of a young son who is turning five. He will be starting school full-time the following September. There is a Catholic elementary school about two blocks away from their home. The public elementary school is about a kilometre away and no bussing is available. Maya is Catholic but Rahul is not. Neither Rahul nor Maya are particularly religious although Maya did attend services when she was a child. Rahul objects to their son receiving religious instruction at the Catholic school believing that worship and belief don't belong in a school setting. Maya just wants her son to have a good education.

Question: Which school should Rahul and Maya's son attend?

Scenario Two

Eleanor has a terminal illness, but her condition hasn't impaired her mentally yet while physically, she can manage in the short term. When the time comes, she wants her family doctor to help her end her life painlessly. The government of the day has legislation pending that will permit doctor-assisted death under a set of strict conditions. The government is one that is based on the principles of the separation of Church and State. Eleanor's daughter, however, is an evangelical Christian and she doesn't believe in doctor-assisted death. She believes that life is sacred and needs to be preserved. She feels that Eleanor can be kept comfortable and pain-free until the time comes.

Question: Who is right?

Scenario Three

What happens when a government revamps and updates controversial information for schools and religious-based groups and organizations object? Sex education or Healthy Living as it may be known, explores sensitive issues that touch on topics with which many adults are not comfortable regardless of religious affiliation. When the Sex Education curriculum was revamped in the province of Ontario, considerable anger and protest resulted as the new curriculum was opposed by a range of religious groups. Some parents pulled their children from schools and classes because they objected to certain topics in the new curriculum and how they were presented.

Question: Were the parents right to protest as well as remove their children from school?

OPTIONAL EXTENSION ACTIVITIES

- Have students turn the culminating activity into a website or blog and post it for the class and the community to view.
- Students will critique the presentations from the other student groups either written or orally. Written critiques will be handed in for assessment.
- There has been some discussion about the principle of the separation of Church and State. Students will look at other jurisdictions and determine if that principle applies. If so, they will describe how it applies and if not, what are the differences? Have students select one or two countries for comparison. For example, the United Kingdom, the Republic of Ireland, Saudi Arabia, Finland, South Africa, North Korea, India, Malaysia, or Venezuela. Students will document the country they've selected and write or talk about the system of government at work in the country selected.
- **Role Play:** The teacher will group the students into teams of four or five students. Within each team, half the students will each select one side of the Church and State question. For example, they may take on the role of a political party that has views about the question. These political parties may be based on existing ones such as the Conservatives or the Liberals or students may make up their own parties for this purpose. For example, the Silly party or the No Religion Allowed party, etc. The issue of Church/State will then be debated as if students were elected officials in the legislature. These role plays will be staged for the rest of the class.
- **Opinion Piece:** What if Wilfrid had been religious? What if he had gone along with the Church and its teachings? What if he hadn't challenged the authority of the Church? Students will write an opinion piece based on these questions exploring what effect this might have had on Laurier's personal life and his political career. The opinion piece will run a maximum of two pages and will be handed in for assessment.

STUDENT EVALUATION QUESTIONS SPECIFIC TO THE LESSON PLAN

Before (Pre-Implementation)

- Do students have a general understanding around the subject of the separation of Church and State?
- Do students have a clear understanding of how influential the Church was during Wilfrid's time?
- Do students have any prior understanding of the role religion played in politics?
- Are students familiar with Wilfrid's position when it came to his view of the Church and its political role?

After (Post-Implementation)

- Students will describe the rationale for the separation of Church and State in government.
- Students will reflect an understanding of the importance of the actions Wilfrid took in response to the Church and its effect on politics
- Students will determine whether Wilfrid was successful in his efforts to minimize the Church's influence on the government of the day.

TEACHER EVALUATION QUESTIONS

Before (Pre-Implementation)

- Do you have a general understanding of Laurier's conflict with the Catholic Church during his lifetime?
- Do you have a clear understanding of the issues that concerned Laurier when looking at the role of the Church in Canadian politics?
- Do you have any prior understanding of the impact of the Church on politics during this historical period?
- Are you familiar with Laurier as a politician who refuted the influence of the Catholic Church in the political process?

After (Post-Implementation)

- Describe Wilfrid's actions in opposition to the Catholic Church.
- Have a clear understanding of Wilfrid's standing in the French-English communities as a result of the actions he took in response to the Catholic Church's influence on the political process.
- Understand why Wilfrid chose the path he took when it came to his opposition to the role of the Catholic Church in relation to government.

Nature Explorers

It's finally spring, so get outdoors and enjoy the balmy weather. Help students develop environmental stewardship by exploring the local environment and learning more about ecology and ecosystems up close! Here are some of Canada's nature centres that offer curriculum-linked programs.

John Janzen Nature Centre – Edmonton, AB

Students can experience nature in a very fun way, with guided tours in the heart of the River Valley, the largest stretch of urban parkland in North America. Kindergarten children can dig for dinosaur fossils, and grade 3-6 students are able to observe a working beehive and go on a hunt under the leaves and logs. For more information, visit: www.edmonton.ca/attractions_events/john_janzen_nature_centre/school-programs.aspx.



Photo: Grand River Conservation Authority

Nature Centres – Grand River Area, ON

With a variety of hands-on outdoor classes for K-12 students, The Nature Centres in the Grand River area, has a huge list of programs from which to choose. One of them is Air and Water in the Environment that includes a pollution simulation, water cycle game, and temperature and wind speed measurements. In Rocks and Minerals, students may complete a scavenger hunt for Rock Hounds or make a trace fossil of natural materials to take back to school. The cities offering these programs are Brantford, Guelph, Waterloo, Rockwood, Cambridge, and Cayuga. To learn more, visit: www.grandriver.ca/en/learn-get-involved/School-programs.aspx.



Photo: Michael Schmidt

Stanley Park – Vancouver, BC

Vancouver's largest urban park offers a diverse range of school field trips for kindergarten to grade 7 students. K-3 children can explore the temperate rainforest in a sensory journey through nature, with the opportunity to meet bugs, feed trees, and explore the bats' habitat. Grade 2 and 3 students will dive into the water cycle to discover nature's way of recycling. Grade 4-7 students will learn about invasive plants and their impact on biodiversity. For more information, visit:

www.stanleyparkecology.ca/education/school-programs/park-based-programs.

Assiniboine Park – Winnipeg, MB

Assiniboine Park offers interdisciplinary programs for K-12 students, encouraging them to connect with the huge diversity found in nature. For middle school years, students have more action-based classes. The programs include hands-on activities and different learning styles are encouraged through story, music, verbal presentations, tours and team work. All programs, regardless of location, include Zoo admission. To learn more, visit:

www.assiniboinepark.ca/park-landing/home/learn-play/school-group-programs.

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