

# TEACH

LE PROF

JULY/AUGUST 2017 \$3.85

EDUCATION FOR TODAY AND TOMORROW - L'ÉDUCATION - AUJOURD'HUI ET DEMAIN



## MAD PD THE unCONFERENCE MAKING PROFESSIONAL DEVELOPMENT WORK FOR YOU

CURRICULA

**TERRE DÉVASTÉE : L'IDENTITÉ CANADIENNE PENDANT  
LA PREMIÈRE GUERRE MONDIALE**

COLUMNS

**WEBSTUFF: Mindfulness & Meditation  
FIELD TRIPS: Summer Camps for Adults**

# TEACH

M A G A Z I N E

PUBLISHER / EDITOR  
Wili Liberman

ASSOCIATE EDITOR  
Lisa Tran

ASSISTANT EDITOR  
Raenu Sarathy

EDITORIAL ASSISTANT  
Alexandria Saracino

CONTRIBUTORS  
Meagan Gillmore

ART DIRECTION  
Kat Bezner

EDITORIAL ADVISORY BOARD  
Bernice Slotnick  
*Teacher (retired)*

John Myers  
*Curriculum Instructor,  
Ontario Institute for Studies in Education/  
University of Toronto*

Rose Dotten  
*Directory of Library and Information Services,  
University of Toronto Schools  
(Retired)*

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

TEACH is published by 1454119 Ontario Ltd. Printed in Canada. All rights reserved. Subscriptions are available free of cost by writing our office, 1655 Dupont St., Suite 321, Toronto, ON M6P 3T1 E: [info@teachmag.com](mailto:info@teachmag.com) T: (416) 537-2103 or sign up for our newsletter at [teachmag.com](http://teachmag.com). Unsolicited articles, photographs and artwork submitted are welcome but TEACH cannot accept responsibility for their return. Contents of this publication may be reproduced for teachers' use in individual classrooms without permission. Others may not reproduce contents in any way unless given express consent by TEACH. Although every precaution is taken to ensure accuracy, TEACH, or any of its affiliates, cannot assume responsibility for the content, errors or opinions expressed in the articles or advertisements and hereby disclaim any liability to any party for any damages whatsoever. Canadian publication mail sales product agreement No. 195855. ISSN No. 1198-7707.

## Happy Summer!

**W**e hope you are enjoying your time off, but we are also sure the wheels are already spinning with ideas and plans for the upcoming school year. Perhaps some of the plans include professional development? Often teachers are encouraged to be flexible or individualize lessons for students, but that isn't always true when teachers are the students.

Our **Feature Story** explores professional development. We see how it can be more successful if teachers have input into what they learn and how they participate in that learning. For example, MAD PD, that stands for "Make a Difference" is a conference for educators that is ground breaking because there are no barriers to attend or present—literally. The conference went entirely virtual using platforms like Google Hangouts, YouTube, and Twitter. Read on and find out more about the new style of professional development and other "un-conferences."

The columns, **Webstuff** and **Field Trips**, focus specifically on offerings for educators because school's out and students are away. In **Webstuff**, we feature apps that explore Mindfulness and meditation. Mindfulness can help improve your physical and mental health. Whether you're a beginner or an expert, check out these apps to help keep mindfulness and meditation at your fingertips. In **Field Trips**, we take a trip down memory lane and explore summer camps—for adults! Whether you want to re-live the true summer camp experience or are simply looking to relax, we offer some suggestions from across the country for a summer camp getaway.

Do you like graphic novels or comic books? Are you interested in learning to code? If you answered, yes, then you'll love Dystopia 2153. We have been busy working on this latest project that teaches kids the basics of coding through a digital graphic novel. It connects 21st Century skills with the love of coding. The official launch is Fall 2017, for a sneak peak, visit [www.dystopia2153.com](http://www.dystopia2153.com).

Until next time,  
*Lisa Tran*, Associate Editor  
[@teachmag](https://twitter.com/teachmag)



# BE THE HERO



## Let us be the sidekick.

No minimum order  
Free Shipping  
FREE Sales Supplies  
Free full-colour catalogs  
All products guaranteed  
Collect your profits up front  
Expert help every step of the way

**EARN 50%  
ON EVERY SALE!**

You are the hero in your story. Start your fundraiser with Vesey's Fundraising and support your cause. You'll be raising fantastic profits with 100% guaranteed bulbs and seeds that help rejuvenate Mother Earth and beautify your community.

**Make a difference. Be the Hero.  
Vesey's Bulbs Fundraising is by your side.**

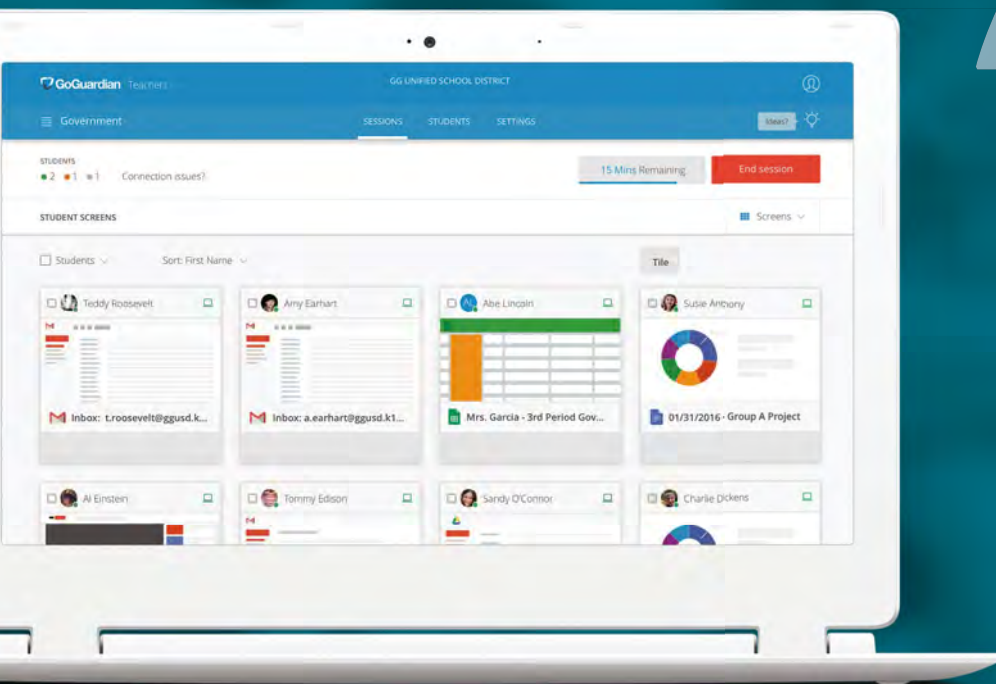
**Vesey's Bulbs**  
FUNDRAISING

Click or call today to receive your FREE Information Kit & Supplies

**[www.Veseys.com/fundraising](http://www.Veseys.com/fundraising) or 1-800-363-7333**

# The Teacher's Mission Control

GoGuardian Teacher™ enables teachers to make the most of their classroom technology, guide students towards the right information (at the right time), and encourage them along the way.



Our students struggle with remaining on task and avoiding social media. GoGuardian Teacher has allowed us to gently guide students back to where they're supposed to be.

*Natalie White*  
High School English Teacher,  
Prairie Due Chien School District



#### Screen View + Snapshots

See what your students are working on in real time.



#### Browser Control

Open & close tabs, lock screens, and share links with students.



#### Teacher/Student Chat

Turn on Chat to engage directly with individual students.



#### Works Anywhere\*

Stay connected to your students wherever they learn.



#### Scenes

Create custom study, work, and testing environments to maximize learning time.



#### Free Online Training

Get "GoGuardian® certified" in less than one hour.



For a **FREE DEMO** and to learn more visit [goguardian.com/teachmag](https://goguardian.com/teachmag)

\*When installed on school-managed Chrome OS devices with an internet connection. Information deemed accurate as of 5/2017. For the latest updates and improvements visit [blog.goguardian.com](https://blog.goguardian.com). GT0517-1

© 2017 Liminex, Inc. doing business as GoGuardian. All rights reserved. Google, Chrome OS, the Chrome logo and Chromebooks are trademarks of Google, Inc. All rights reserved.



## FEATURES

**MAD PD: THE unCONFERENCE**  
Making professional development work for you  
*Meagan Gillmore*

7

## COLUMNS

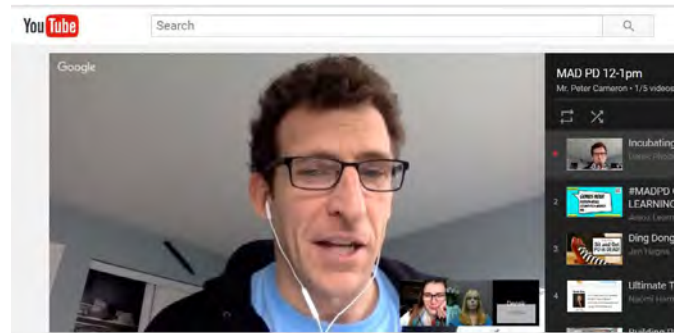
**Field Trips: Adult Summer Camps**  
..... 25

**Webstuff: Mindfulness and Meditation**  
..... 13

## CURRICULA

Terre Dévastée : Deuxième Leçon  
L'identité Canadienne Pendant la Première  
Guerre Mondiale ..... 18

**AD INDEX** ..... 11



# THE HAPPY HANDS CONTEST TEACH STUDENTS PROPER HAND HYGIENE AND WIN PRIZES FOR YOUR SCHOOL!



happyhands



K-12 schools now have the opportunity to educate students about the importance of hand washing, while also allowing them to express their artistic sides through the creation of an original design for a Deb dispenser!

For all contest rules, regulations and information, visit <http://www.debgroup.com/ca/happy-hands>  
Register your school today! Submissions close November 30th, 2017



## Make Hands Matter in the Workplace



# PHOTOED MAGAZINE

PHOTOGRAPHY INSPIRATION & EDUCATION

GET THE LATEST ISSUE ON NEWSSTANDS  
OR  
SUBSCRIBE ONLINE

EDUCATORS GET 15% OFF ONLINE!  
USE COUPON CODE: **TEACH**

# WWW.PHOTOED.CA





## Making professional development work for you

by Meagan Gillmore

At 5 on a Sunday May morning, Peter Cameron booted up a computer in a Seattle hotel room and prepared to learn from more than 60 teachers around the world. He was attending MAD PD—short for “Make a Difference.”

Cameron didn’t simply attend the 12-hour conference. He also presented and co-organized it with Derek Rhodenizer. A few months earlier, the friends had decided to hold a professional development day where teachers would share one thing they’ve done that has made a difference in their classrooms. “We limited it to nothing,” says Cameron.

The conference broke barriers. First, geography wasn’t a factor. It was entirely virtual, using Google Hangouts, YouTube, and Twitter. Presenters broadcasted talks on individual YouTube channels. They spent 15 minutes speaking and the next 15 minutes interacting with other educators. Many topics came up: #MADPD trended all day, reaching number two in Canada.

“The concept of this conference has helped blow apart the size of where we can learn. It doesn’t stop in the walls of your school and your district,” says Rhodenizer. “This type of technology is the highway to help us connect these people.”

MAD PD also broke barriers about who could present. Many of the them had never attended a conference before, given a presentation, or even used Google Hangouts. The traditional conference format was also disrupted. All the talks are archived online, so people can watch them again or share with others.

MAD PD appears unique. In some ways, it is. Twitter, YouTube, Google Hangouts: all are recent developments. Even Cameron—who calls MAD PD the most meaningful conference he has attended in more than 20 years of teaching—says, five years ago, he never thought he’d be on Twitter. But these developments demonstrate some of the

# The Shadowed Road

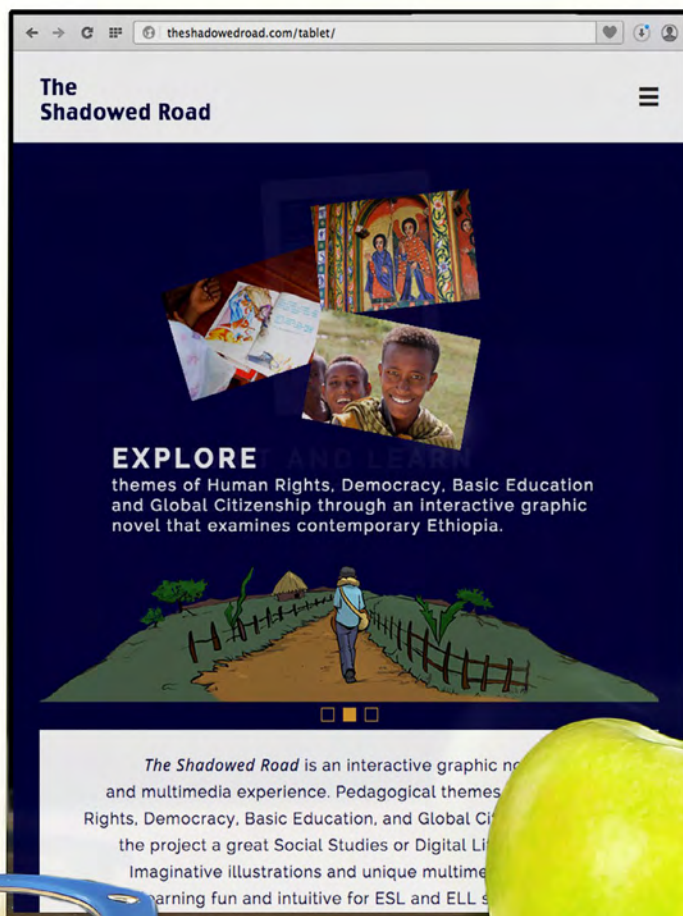
version 2.0

An improved multimedia experience  
for mobile devices.

Try it FREE today!



## TheShadowedRoad.com





key factors for successful professional development: the need for self-direction, the importance of community, and the willingness to be vulnerable.

Teachers are often told to individualize lessons for their students. While all students in a classroom may need to learn the same concepts or master similar skills, teachers need to be flexible in teaching the material so all students are engaged. Student choice is valued. But that isn't always true when teachers are the students.

**...key factors for successful professional development: the need for self-direction, the importance of community, and the willingness to be vulnerable.**

"Personalization has to exist in professional development in order to have perpetual growth for educators," says Noa Daniel, a teacher in Vaughan, ON who participated in MAD PD. Teachers need choice, so they can choose to learn about topics that will be most meaningful for them.

Teachers can't decide everything. When a new curriculum is introduced, for example, teachers need to know about it. If a school district introduces technology or grading platforms then everyone needs proper training. Professional development will be more successful, however, if teachers have some choice about what they want to learn and how they participate in that learning.

All those activities could be called training, says Ruth Dawson. As the coordinator of professional development and curriculum at the Elementary Teachers' Federation of Ontario, she plans and organizes professional development for educators across the province. But teachers need more than that.

Professional development, or learning, is "a lot less about going to see an expert and a lot more about exploring things and the impact they have on student learning in your classroom or the culture of your classroom," she says.

Teachers know what their students need. Governments may be focused on improving test scores, says Dawson, but teachers want to learn how to support students who are new to the country or living in poverty. Teachers also need flexibility in how they receive professional development. Teachers who are raising families or going to school themselves may not have time to attend a workshop. Online learning may be better for them.

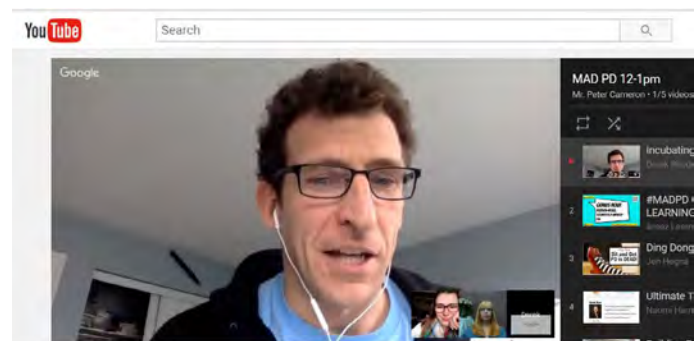
Teachers also need to know what they need to learn and be aware of what they're good at, plus areas where they need to grow. "When we have a sense of ourselves, that's

where we can self-direct," says Daniel, noting teachers can't wait for administrators to decide what they should learn. "The students need us to do more and be more for ourselves, because then we bring that to them," she says. Yet teachers can't rely on themselves. Professional development only exists because teachers need to learn from others.

That's how MAD PD happened: Rhodenizer is a regular podcaster, so he could handle the audio. He's not a blogger, but Cameron is. So Cameron did more of the writing. "We recognized each other's strengths and went with it," says Cameron.

Regardless of what their school or district's plans are, teachers need to seek out professional development opportunities that work for them. This requires creating a learning community. "You need to find your learning team," says Dawson. "Whenever you have someone else that you're learning with, it makes it more powerful." For many people, that means getting active on Twitter. If this seems intimidating, Dawson recommends starting by asking a trusted colleague and then seeing who they follow.

Twitter can be a good window into what's happening in other schools and districts. This is particularly important for teachers who are isolated. That's what Cameron and Rhodenizer discovered, even though the two teachers have yet to meet.



Both are in “oddly similar situations of isolation,” says Rhodenizer. He is the director of academics at Westboro Academy, an independent Ottawa school. Cameron is in Thunder Bay, hours from urban centres in southern Ontario.

Twitter keeps Rhodenizer informed about new ideas in education. There’s always something new being shared. Many people criticize Twitter for this shallow nature. “It can be. But it’s great for that because it’s a constant stream of information,” he says. Teachers need to learn how to use the tool appropriately: as an entry point to learning about subjects more deeply, “140 characters isn’t the answer, but it’s the starting point,” he says.

Face-to-face interactions help teachers apply what they learn to their own classrooms, says Dawson. Educators consistently rank in-person learning as their preferred method of professional development in the Elementary Teachers’ Federation of Ontario surveys, she says.

“A lot of educators are social beings, and that face-to-face piece is that whole social aspect of learning as a collective,” she says. Online learning has a place; it’s how Dawson earned her master’s degree. It can’t work for everything. Some topics—like classroom management—are best discussed in-person.

Teachers should also pursue in-person professional development with educators outside of their school.

Craig Mah, principal at Walton Elementary School in Coquitlam, BC, doesn’t determine topics for in-school professional development for his staff. He says professional development is more “relevant” when teachers can choose what they want to learn, but he says educators should pursue opportunities beyond their schools. He has found EdCamps and Ignite sessions helpful.

EdCamps are “unconferences,” explains Mah. He started attending them partly out of curiosity; he had been taught that professional development happens in formal workshops, he says. EdCamps don’t have pre-planned schedules or keynotes. Participants create the schedule at the beginning of the event. They decide what they want to learn about. This ensures the topics are relevant to teachers. At a recent EdCamp Mah attended, there was a session about the Netflix series *13 Reasons Why*.

Ignite are evening gatherings of teachers, often held at restaurants. They’re similar to MAD PD: teachers present for a few minutes about topics that interest them or what has helped them in their classroom. Then, they listen to others. Learning from others doesn’t mean becoming like them.

“It’s not about necessarily copying something and hoping that the teacher is going to copy it just the same way. That’s never really worked for anyone,” says Katherine Mulski. As a district instructional coach in Langley BC, she often helps

## EDITORIAL SPONSORSHIP

Learning &  
Teaching Expo 2017  
學與教博覽 2017  
Asia's Leading Education Expo 亞洲頂尖教育博覽

13-15 Dec 2017  
Hall 3DE, HKCEC  
香港會議展覽中心3DE展覽廳

The Learning and Teaching Expo (LTE) is Asia’s Leading Education Expo and Hong Kong’s annual signature education event. In its eighth year, the LTE provides an annual platform for education buyers, governments, school leaders, teachers and educators to discover the latest developments in educational resources and learning technology.

The Expo will feature more than 270 exhibition booths with global educational suppliers showcasing their advanced and innovative education technology and higher education focused solutions. A number of international pavilions will be established for trade delegations from different countries.

World-renowned scholars, government officials and education experts will gather at the Main Stage to deliver keynote presentations. The themes and topics will cover the hottest educational issues, including global educational development, eLearning and education technology, STEM education, early childhood pedagogies, inclusive education, assessment for learning, and innovative learning and teaching strategies.

**FOR MORE INFORMATION, VISIT: [WWW.LTEXPO.COM.HK](http://WWW.LTEXPO.COM.HK).**





teachers who are in new positions. "It's about teachers finding their own groove with something that's being presented out to them and seeing how they can take it out to their kids."

What works for one teacher may not work exactly the same for another. Teachers need personalization in what they choose to learn. They need it in applying those lessons. They also need to be vulnerable. Professional learning becomes "deep" when teachers share where they need to improve, says Dawson. This can be frightening, but beneficial.

Some of Noa Daniel's most recent professional development came when she was vulnerable with her students. She enjoys giving professional development because it keeps her accountable and helps her learn. But she prefers giving in-person presentations; doing so online "terrified" her. Her students were ready to teach her, staying in at lunch to show her how to present virtually. "We're not there to be filling empty vessels," she says. "We're there to model learning and support learning for our students."

Students learn best by example, so teachers need to be good learners themselves—failures included.

**Meagan Gillmore is a freelance writer in Toronto, ON.**

## ADVERTISERS INDEX

ADVERTISER.....	PAGE
1 80 Degrees North .....	26
2 AISC .....	11
3 DEB Canada .....	6
4 Dystopia 2153 .....	15
5 Go Guardian .....	4
6 Here's My Canada .....	24
7 Historica .....	22
8 Learning & Teaching Expo .....	10
9 Photo Ed Magazine .....	6
10 The Ruptured Sky .....	23
11 School Specialty .....	12
12 The Shadowed Road .....	8
13 Shattered Ground .....	16
14 Vesey's .....	3

## EDITORIAL SPONSORSHIP



Asia-Pacific International Schools Conference (AISC) is the annual event for international school leaders and educators in the Asia Pacific region. AISC brings together the international schools community to explore topical education issues that educators within Asia Pacific international schools are keen to debate.

At AISC 2017, the speaker and conference programme will be centred around and explore the hot education issues covering three different themes: Authentic Pedagogy in the Early Years, Mental Health and Youth Wellbeing.

The conference will bring the education world's great speakers to Hong Kong to educate and inspire education

professionals as they look to educate and inspire the next generation of world leaders. This year, Dr. Gleason, a clinical psychologist who has worked with students in schools for 30 years, will deliver his keynote presentation in AISC with the topic: At What Cost? Defending Adolescent Development in Fiercely Competitive Schools.

The conference is on December 14-15, 2017 at the Hong Kong Convention and Exhibition Centre. Register now to reserve your seat - [www.AISC.com.hk](http://www.AISC.com.hk)

**SIGN UP BEFORE OCTOBER 27, 2017 AND GET 50% OFF\***

**Online Registration Code: aisc17off50**

\*50% off is based on standard rate per person.





School Specialty<sup>®</sup>

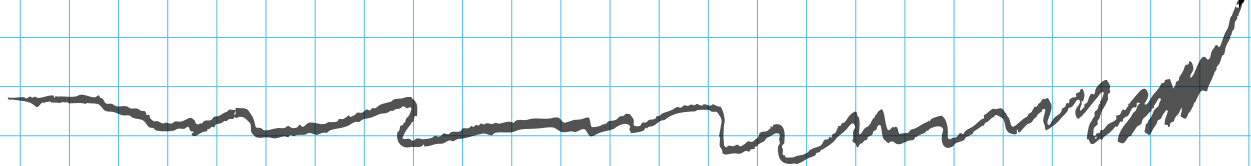
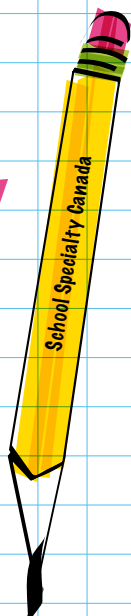
The **School Specialty Canada** lineup includes: Furniture & Equipment, Special Needs, Art Education, Science, Early Childhood, Audio/Video, Physical Education, and products/programs across the curriculum.

Browse through our digital catalogues at

**SchoolSpecialty.ca**

*School Specialty, the One Stop Shop for Educators!*

**1-866-519-2816**





## Mindfulness and Meditation

We often seem to be in a rush, with a need to complete an endless list of tasks, so, it's easy to lose connection to the present moment. Mindfulness is the practice of focusing attention to just that—the present moment—and accepting it for all that it is, without judgment. Mindfulness and meditation can improve well-being, physical health, and mental health. Since summer is the perfect time for teachers to take a moment to slow down, here are some tools to keep mindfulness and meditation at your fingertips.

### A good start to get into meditation

#### Breathe2Relax (Android, iOS – Free)

Breathe2Relax is a portable stress relief tool. Mental health experts maintain that diaphragmatic breathing is a fundamental part of stress relief. The app provides detailed information on the effects of stress on the body and guides you through exercises with clear videos that help you practice and master the technique. Plug in your headphones and inhale/exhale your way through any stressful time.



### A mindfulness tool for the whole family

#### Smiling Mind (Android, iOS - Free)

Smiling Mind is a free modern meditation app developed by psychologists and educators. Programs are designed to help people with mindfulness and meditation while dealing with the challenges of daily life. One of the most unique things about this app is that it's not just for adults.



The meditation content is sectioned in different age groups for children as young as 7 years old. Families are encouraged to create sub accounts so they can manage everything in one app. There's also a Mindfulness in the Classroom section for educators, at a variety of grade levels, so they can use the meditation exercises during the school day.

### Getting to know different uses of meditation

#### Headspace (Android, iOS – Free)

This app introduces users to various uses of meditation and mindfulness. With their free Basics pack, Headspace teaches users the essentials of living a healthier, happier life. The app provides hundreds of meditations on topics such as stress and anxiety, sleep and focus, building healthy relationships, and even sport packs to keep athletes' minds fit.

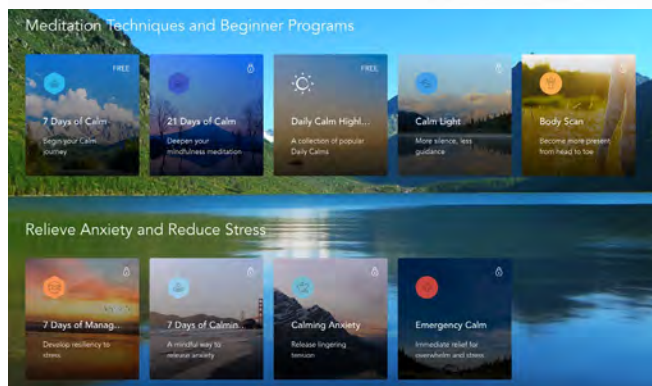




***If you're a beginner in meditation***

**Calm**  
(Android, iOS – Free)

With this free app, you can choose from a variety of guided meditation experiences, making it a great mindfulness app for beginners. There are also programs for intermediate and advanced users. The selections range from 3 to 25-minute sessions, so you can pick the perfect amount of time to fit with your schedule. Another option is Daily Calm, a 10-minute program you can practice right before your day begins or as it's about to end. Features include more than 50 sleep stories, breathing exercises, unguided meditations, and more than 25 soothing sounds to help you sleep.



***For advanced users***

**The Mindfulness App**  
(Android, iOS – Free)

If you're intermediate or advanced in meditation, this is the app for you. Used by millions of meditators in over 130 countries, this app comes packed with features, including a five-day guided meditation practice, meditation reminders, personalized meditation offers, and timers and statistics for keeping you on track. There's also a health app integration capability that allows users to sync meditation practice time.





COMING  
THIS FALL

# DYSTOPIA<sup>2153</sup>

— EPISODE ONE —  
ESCAPE FROM THE RATHOUSE

A NEW RESOURCE  
THAT WILL INSPIRE THE NEXT GENERATION  
OF CODERS AND STORYTELLERS

WATCH THE TRAILER

[dystopia2153.com](http://dystopia2153.com)

**OUR NEWEST PROJECT IS NOW AVAILABLE**



**SHATTERED GROUND:  
SOLDIERS MARCHING OFF TO WAR**

**An educational, interactive project commemorating the First World War centenary. Shattered Ground is designed to engage students in an exploration of the main educational themes related to the First World War, the impact of War on a way of life, and the legacy of sacrifice that is part and parcel of engaging in conflict.**

**SIGN UP TODAY!**

**[theshatteredground.com](http://theshatteredground.com)**







# CURRICULA

**NIVEAU SCOLAIRE**  
9<sup>E</sup> à 12<sup>E</sup> ANNÉE

Voici un extrait de plan de leçon du projet Terre dévastée, une ressource gratuite tournant autour d'une bande dessinée interactive. Pour voir l'ensemble des plans de leçon, rendez-vous à l'adresse [theshatteredground.com/fr](http://theshatteredground.com/fr).

## **DEUXIÈME LEÇON : L'IDENTITÉ CANADIENNE PENDANT LA PREMIÈRE GUERRE MONDIALE**

*Terre dévastée* est une ressource numérique interactive sur le thème de la Première Guerre mondiale. Cette ressource tourne autour d'une bande dessinée racontant les joies et les peines de quatre jeunes hommes qui font la guerre. Il est important que les élèves tentent de se mettre dans la peau des jeunes personnages pour bien prendre le pouls de la guerre et comprendre ce qu'elle implique et, ultimement, les conséquences qu'elle a sur la vie des gens, la société et la géopolitique. À grande échelle, un conflit d'envergure comme celui de la Première Guerre mondiale modifie les rapports entre les pays, mais on ne doit pas oublier que ses effets se font aussi ressentir sur la vie personnelle des gens : certains en sortent blessés, d'autres perdront des êtres chers et d'autres encore n'en verront pas la fin. La bande dessinée est offerte sous trois formes : interactive, livre électronique et livre imprimé. Le projet est structuré selon les moments charnières de la Première Guerre mondiale, du début des hostilités à des événements tels que la bataille de la crête de Vimy. En fin de parcours, il convient d'avoir un œil critique sur ce qui s'est produit pendant toutes ces années, si ce n'est que pour trouver comment de tels conflits destructeurs peuvent être évités à l'avenir.

### **THÈMES**

Histoire de 1900 à 1919,  
histoire politique,  
guerre et société

### **DURÉE**

3 à 4 cours



## INTRODUCTION

Avant l'éclatement de la Première Guerre mondiale, le Canada n'était pas totalement maître de sa destinée. Il était perçu comme une filiale, une entité subordonnée, une roue dans l'engrenage qu'était l'Empire britannique. Le 4 août 1914, lorsque le Royaume-Uni a déclaré la guerre à l'Empire allemand, le Canada avait par défaut lui aussi déclaré la guerre. Les citoyens canadiens n'ont pas été consultés d'abord. Aucun débat n'a eu lieu à la Chambre des communes. C'était comme si le premier ministre du moment, Robert Borden, avait implicitement accepté de soutenir le roi souverain du Canada, lui emboîtant étroitement le pas sur le sentier boueux menant à la guerre. Le présent plan de leçon traite de l'identité canadienne au début de la guerre et après la guerre. L'identité canadienne, c'est la manière dont le pays et ses citoyens se perçoivent eux-mêmes et dont les alliés, ennemis et pays neutres du reste du monde percevaient le pays. Comment les perceptions internes et externes ont-elles changé au cours des années de guerre? Comme nous le savons, l'identité canadienne se subdivise en trois grandes cultures : anglaise, française et autochtone. Les relations entre ces trois cultures avaient déjà été mises à mal avant la guerre de 1812, et on pourrait dire que la situation ne s'est pas vraiment améliorée depuis. Nous verrons si la participation du Canada à la Première Guerre mondiale a changé les règles du jeu entre les trois cultures et, le cas échéant, si ce fut pour le mieux.

## CONCEPTS ABORDÉS

Les élèves s'informeront sur les événements qui ont mené à la Première Guerre mondiale et les causes des conflits qui ont éclaté. Quels sont les facteurs, les influences, les alliances et les stratégies qui ont incité la participation des belligérants? Quels messages les autorités gouvernementales transmettaient-elles aux civils pour justifier la déclaration de guerre qu'elles ont faite à leurs ennemis? Comment la population a-t-elle réagi à une telle déclaration? Après plus de cent ans, les élèves porteront un jugement critique sur les événements ayant entraîné la déclaration de guerre, les principaux motifs invoqués et les raisons pour lesquelles on a ressenti le besoin de prendre les armes au sein des alliances formées de chaque côté. Les élèves appliqueront par la suite leurs apprentissages et leur nouvelle perspective aux conflits qui font actuellement rage un peu partout dans le monde.

## MATÉRIEL REQUIS

- Bande dessinée *Terre dévastée*
- Ordinateurs ou autres appareils avec accès Internet
- Les sites Web suivants présentant de l'information contextuelle sur le patriotisme et l'identité canadienne :  
<http://encyclopediecanadienne.ca/fr/article/identite-canadienne/>  
[www.museedelaguerre.ca/premiereguerremondiale/introduction/evenements-canadiens-cles/](http://www.museedelaguerre.ca/premiereguerremondiale/introduction/evenements-canadiens-cles/)  
[www.veterans.gc.ca/fra/remembrance/history/firstworld-war/fact\\_sheets/vimy](http://www.veterans.gc.ca/fra/remembrance/history/firstworld-war/fact_sheets/vimy)  
[https://fr.wikipedia.org/wiki/Red\\_Ensign\\_canadien](https://fr.wikipedia.org/wiki/Red_Ensign_canadien)
- Matériel nécessaire pour la préparation des présentations

## OBJECTIFS

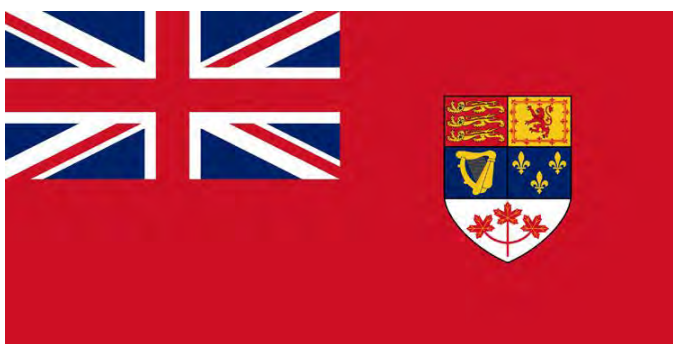
Voici les résultats attendus pour les élèves :

- Accroître leur bagage de connaissances sur l'histoire canadienne, surtout l'histoire militaire
- Étudier les aspects de l'identité canadienne au début de la Première Guerre mondiale, pendant la guerre et à la fin de la guerre
- Décrire les événements qui ont influencé l'identité canadienne au cours de la période
- Se familiariser avec la perception qu'on avait du Canada de l'extérieur et de l'intérieur du pays
- Analyser l'importance de l'identité et déterminer si la Première Guerre mondiale a encore une influence à ce chapitre aujourd'hui
- Définir l'identité canadienne à la lumière de la participation du Canada à la Première Guerre mondiale
- Communiquer leurs idées, leurs arguments et leurs conclusions de diverses manières et dans différents styles selon le contexte

## CONTEXTE

Au début de la Première Guerre mondiale, le Canada était encore un tout jeune pays, la Confédération ayant eu lieu à peine 47 ans auparavant. À l'international, il suivait de près les traces de son grand oncle, le Royaume-Uni. Les liens étaient forts entre les deux pays, car l'un des deux peuples fondateurs était britannique. Bon nombre de Canadiens étaient des expatriés britanniques qui avaient émigré. Ces nouveaux Canadiens avaient un sentiment d'attachement à leur terre patrie à la déclaration de guerre contre l'Allemagne, ils ont été parmi les premiers volontaires à se proposer pour combattre à l'étranger,

croyant à tort que la guerre serait terminée avant qu'ils aient la chance de s'y rendre. Nous le savons déjà, les citoyens d'origine britannique n'étaient pas les seuls habitants du Canada. On comptait des immigrants de bon nombre de pays, une population francophone bien établie et les premiers habitants du pays, les Autochtones. Le pays n'avait pas de symboles nationaux caractéristiques. Par exemple, le drapeau national n'était pas celui que nous connaissons aujourd'hui. Le Canada a adapté le Red Ensign britannique pour en faire un Red Ensign canadien aux couleurs britanniques avec quelques éléments d'iconographie canadienne. Ce drapeau n'a jamais été réellement adopté par le Parlement et n'était utilisé que de manière non officielle. C'est tout de même devenu le drapeau canadien par défaut, un drapeau qui mettait en relief le statut de colonie britannique du Canada.



Red Ensign canadien

### PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Discutez en classe de la perception du Canada qu'on avait à l'extérieur et à l'intérieur du pays avant la Première Guerre mondiale. Quel genre de société avait-on à cette époque? N'oubliez pas que peu de temps avant la Grande Guerre, le Canada avait participé à la guerre des Boers en guise de soutien aux troupes britanniques en Afrique du Sud. C'était alors la première fois que le gouvernement canadien dépêchait des soldats à l'étranger à des fins expressément militaires. Le premier ministre de l'époque, sir Wilfrid Laurier, s'était montré plutôt réticent, mais avait fini par envoyer un contingent plus petit que prévu. Au cours de la guerre des Boers, ce sont quelque 7 000 troupes et un petit groupe de soeurs infirmières qui soignaient les blessés ou les malades pendant les batailles qui ont été envoyés sur place. Cependant, le simple fait d'envoyer des troupes a semé la controverse et a mis au jour des déchirures dans le tissu social. Parlez des retombées de la décision de Laurier. Qui s'est opposé à l'envoi de troupes en Afrique du Sud et pourquoi? Est-il possible de faire une comparaison entre la polémique sociale créée par la participation du Canada à la

guerre des Boers et la Première Guerre mondiale? Qui était pour? Qui était contre? Pourquoi?

### DEUXIÈME ÉTAPE : LE CANADA SUR LA SCÈNE INTERNATIONALE

Comme il a déjà été mentionné, avant la Première Guerre mondiale, le Canada était perçu par les autres pays comme une colonie britannique redevable envers la reine et, donc, la monarchie. Au pays, par contre, l'unanimité brillait par son absence. Le pays est demeuré en proie à un certain nombre de conflits qui ont perduré pendant la guerre et pour les décennies qui ont suivi. Le contexte a beaucoup évolué au cours des années ayant précédé la guerre. En font partie l'ascension du mouvement ouvrier et du militantisme chez les agriculteurs; la naissance du mouvement des suffragettes au sein duquel les femmes ont commencé à revendiquer une citoyenneté complète avec droit de vote et la divergence des perceptions sur le rôle du Canada dans la guerre et sur la scène internationale entre les communautés anglophone et francophone. Les élèves formeront des équipes et effectueront une recherche sur l'un de ces sujets, faisant ressortir l'importance de la question étudiée. Ils s'attarderont à la perception que les Canadiens avaient d'eux-mêmes ainsi qu'à ce que les autres pouvaient penser du Canada par rapport à leur question.

### TROISIÈME ÉTAPE : L'EXERCICE DU POUVOIR PENDANT LA CRISE

Le premier ministre canadien au cours de la Première Guerre mondiale, Robert Borden (connu par la suite comme sir Robert Borden), a été en poste de 1911 à 1920. Le chef de l'opposition était sir Wilfrid Laurier. À l'aube de la guerre, un nombre effarant de jeunes hommes se sont portés volontaires pour l'effort de guerre. Au début, la guerre soulevait les passions et faisait germer des idées de romantisme. Alors qu'on avait prévu à 25 000 le nombre de volontaires lorsque la guerre a éclaté, ce ne sont pas moins de 100 000 personnes qui se sont enrôlées de partout au pays, et ce, en peu de temps. Les troupes canadiennes ont été appelées au front pour la première fois en février 1915.

Le groupe d'hommes volontaires a formé le Corps expéditionnaire canadien pendant un certain temps. Bien entendu, d'autres leur ont emboîté le pas dans un élan patriotique et pour assouvir leur désir d'aventure. Au fur et à mesure qu'avancait la guerre, de plus en plus embourbée dans des combats de tranchée où peu de progrès étaient accomplis sur une longue période, le nombre de blessés et de morts a augmenté. Dans certaines batailles, le



nombre de personnes tuées, blessées et manquantes était horriblement élevé. Le Canada a commencé à manquer d'hommes à envoyer au front. On avait cruellement besoin de sang frais pour soutenir l'effort de guerre. Suivant la diffusion des nouvelles sur les batailles et les listes de blessés et morts, l'enthousiasme d'origine pour la guerre s'est grandement estompé. Le nombre de volontaires a chuté de beaucoup. Les nationalistes canadiens français comme Henri Bourassa étaient par exemple contre la participation, mais le premier ministre du Québec de l'époque, Lomer Gouin, est demeuré silencieux sur cette question. Les mouvements ouvrier et agricole s'étaient aussi prononcé contre l'effort militaire. Les mouvements ouvrier et agricole s'étaient aussi prononcé contre l'effort militaire. Néanmoins, Robert Borden a dû prendre une décision difficile. Pour assurer la solidité de ses troupes, Borden a proposé la conscription, une idée qui a fait l'objet d'un vif débat pendant presque toute l'année 1917 jusqu'au début de l'année suivante. Enfin, la loi rendue nécessaire, et appelée Loi du Service Militaire, est passée par toutes les étapes obligatoires avant d'entrer en vigueur en août 1918. Les frictions qu'à entraînées la conscription sont demeurées ancrées dans la société, constituant des sources de division qui ont miné le visage politique pendant des décennies.

Étant donné la durée du débat et son importance, notamment symbolique, pour le pays, il est à propos que les élèves tentent de recréer ce débat sur le bien-fondé de la conscription. Les élèves doivent tenter de comprendre le contexte et les émotions en jeu des deux côtés.

L'enseignant divisera la classe en trois équipes représentant les grands partis à la Chambre des communes; un président sera nommé, et un public pourra assister au débat. En temps normal, les débats ne présentent que deux parties, mais au sein du gouvernement, chaque parti officiel doit avoir l'occasion d'argumenter pour ou contre la question à l'étude. L'enseignant choisit lui-même la manière dont le débat sera structuré. La question à débattre pourrait s'énoncer comme suit : « *Il est résolu que la conscription, telle qu'elle est définie par la Loi sur le Service Militaire en 1917 sous l'impulsion du premier ministre Robert Borden, était la bonne solution à adopter pour le gouvernement canadien.* » L'équipe représentant le gouvernement sera en faveur de la conscription tandis que les autres présenteront des arguments contre. La personne nommée au poste de président se fera modératrice et juge en même temps (l'enseignant pourrait occuper ce rôle). Lisez les règles de débat ci-dessous pour déterminer les procédures à suivre.

Les règles régissant les débats se trouvent au premier lien ou par simple recherche en ligne. Le deuxième lien décrit le déroulement des débats parlementaires au

Québec à titre illustratif.

- [www.lecole-ensemble.org/pdf/methodo\\_01.pdf](http://www.lecole-ensemble.org/pdf/methodo_01.pdf)
- [www.assnat.qc.ca/fr/abc-assemblée/organisation-travaux-assemblée/calendrier/deroulement-seance.html](http://www.assnat.qc.ca/fr/abc-assemblée/organisation-travaux-assemblée/calendrier/deroulement-seance.html)

S'il reste des élèves, ils peuvent former un public qui assistera au débat et déterminera quelle équipe a été la plus convaincante; l'évaluation peut prendre la forme d'un vote.

### QUESTIONS D'ÉVALUATION DES ÉLÈVES PROPRES AU PLAN DE LEÇON

#### Avant les activités

Les élèves comprennent-ils de manière générale la position du Canada dans le monde et la perception qu'on avait du pays avant l'éclatement de la Première Guerre mondiale?

Les élèves connaissent-ils bien les différences entre ceux qui sont pour la conscription et ceux qui s'y opposent?

Les élèves connaissent-ils déjà les circonstances ayant mené à l'adoption de la conscription lors de la Première Guerre mondiale?

Les élèves connaissent-ils le rôle du gouvernement face aux enjeux qui influencent l'issue de la guerre??

#### Après les activités

Les élèves décriront la société qui prévalait au Canada avant la Première Guerre mondiale.

Les élèves afficheront une compréhension du conflit faisant rage entre diverses factions de la société canadienne au pays pendant les années de guerre.

Les élèves réfléchiront sur les retombées sociales de la conscription sur le Canada vers la fin de la guerre et ses effets à long terme et expliqueront leurs idées sur le sujet.

### QUESTIONS D'ÉVALUATION DES ENSEIGNANTS

#### Avant les activités

Comprenez-vous de manière générale l'identité canadienne au cours des années précédant la Première Guerre mondiale?

Comprenez-vous clairement comment a évolué l'identité canadienne au cours des années de guerre?

Avez-vous déjà des connaissances sur les effets de la conscription sur la société canadienne pendant la guerre?

### Après les activités

Décrivez l'évolution de l'identité canadienne pendant les années de guerre.

Faites comprendre les circonstances ayant mené à la décision d'imposer la conscription.

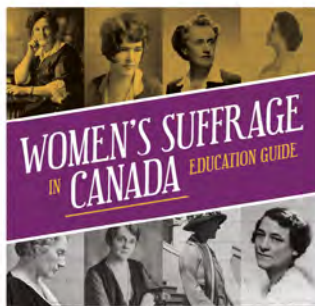
Réfléchissez sur les retombées de la conscription sur la société canadienne de l'époque et au-delà ainsi que sur les répercussions de la guerre une fois cette dernière terminée et expliquez vos idées sur le sujet.



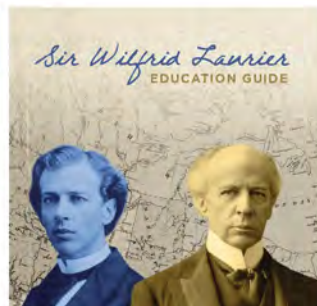
**MISSED AN ISSUE? CATCH UP!**

Download past issues from [teachmag.com/latest-issue](http://teachmag.com/latest-issue)

Explore important milestones in Canadian history with **Historica Canada's** free, bilingual education guides!



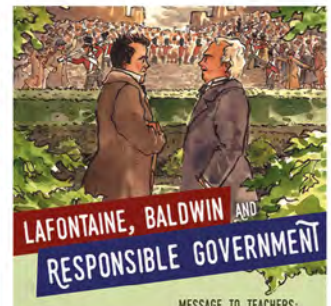
**Women's Suffrage in Canada**  
Equality. Social Justice. Activism.



**Sir Wilfrid Laurier**  
Immigration. Louis Riel. First World War.



**Fenian Raids**  
Confederation. Immigration. Nationalism.



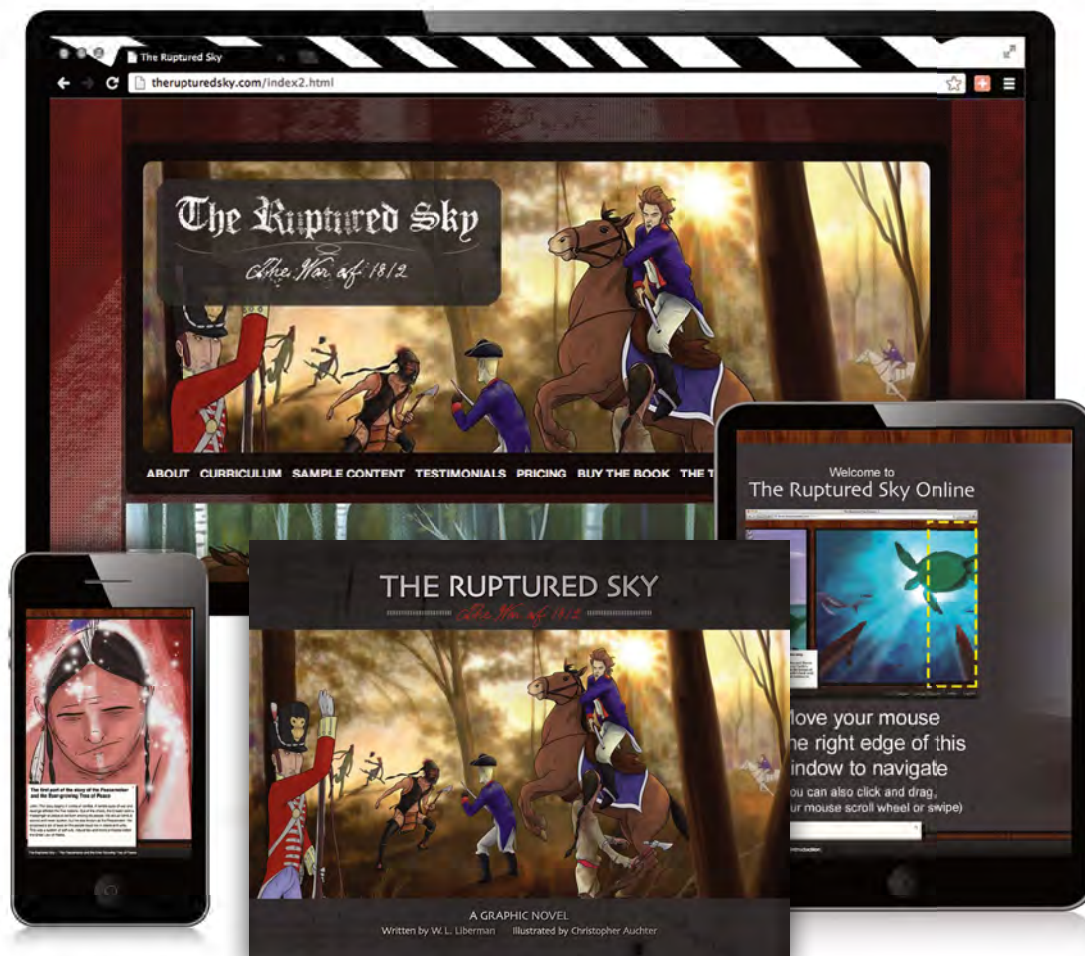
**LaFontaine, Baldwin and Responsible Government**  
Democracy. Multiculturalism. Politics.

Download these guides and hundreds of other free lesson plans on the Education Portal!  
[education.historicacanada.ca](http://education.historicacanada.ca)





# THE RUPTURED SKY IS OFFICIALLY APPROVED!\*



**The Ruptured Sky is a digital literacy title that explores the War of 1812 from First Nations perspectives. A great resource for teaching social studies, history, literacy, and First Nations curriculum.**

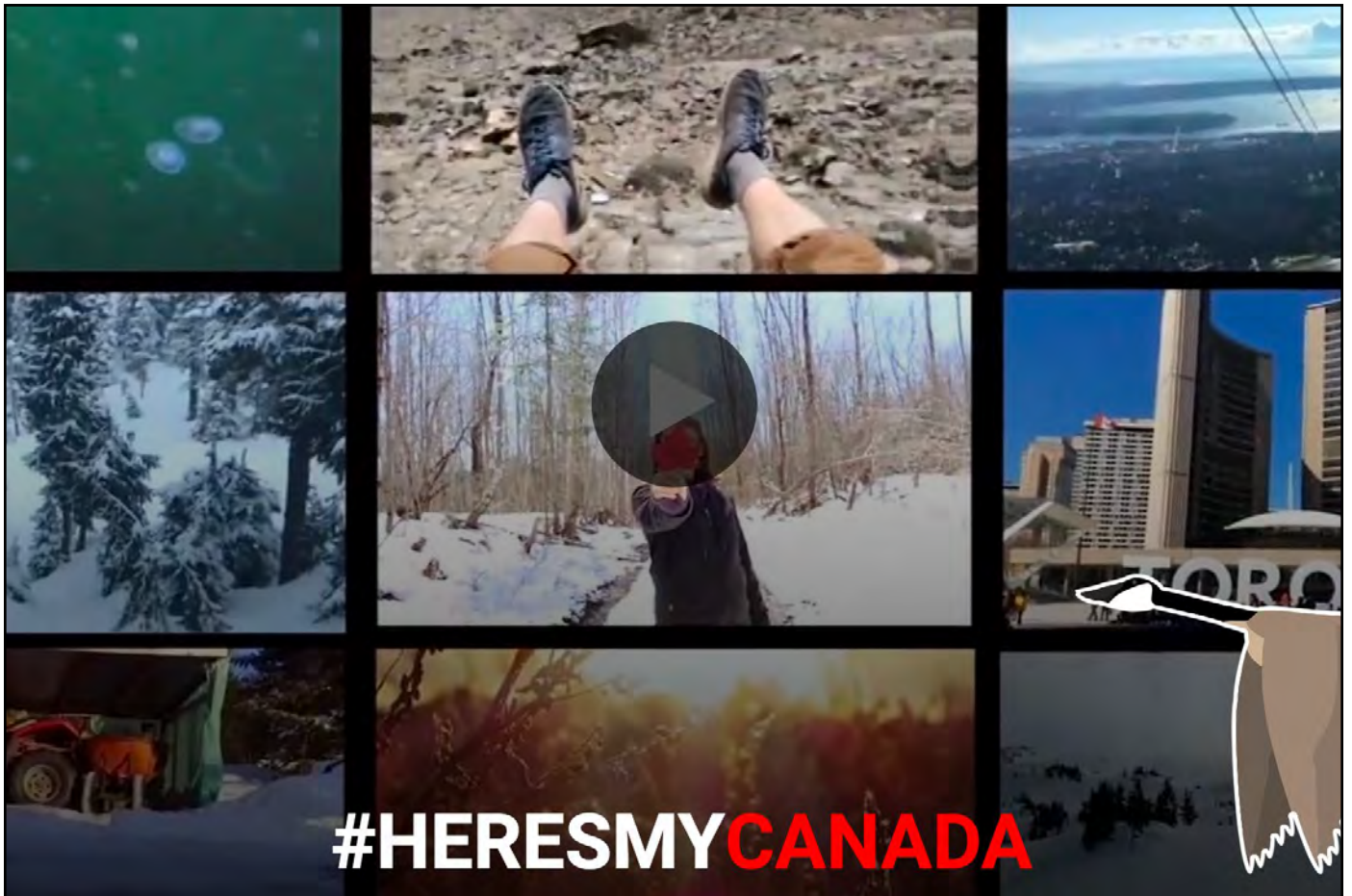
**SEE MORE INFO AT [THERUPTUREDSKY.COM](http://THERUPTUREDSKY.COM)**



PEARSON

TEACH  
MAGAZINE • LE PROF

\* Officially approved resource for the Manitoba Ministry of Education, York Region District School Board and the Toronto District School Board.



#HERESMYCANADA

## VOTING IS OPEN FOR THE *HERE'S MY CANADA* CONTEST!



The *Here's My Canada* video contest is now accepting votes for the People's Choice Award. Your students can submit their videos for a chance to win and vote for their favourite entries. Show your school pride and support your students!



Historica Canada's new video contest, *Here's My Canada*, encourages Canadians ages 6 and up to celebrate and reflect on the 150th anniversary of Canadian Confederation.

Visit [heresmycanada.ca](http://heresmycanada.ca) or download the FREE app to view submissions, vote and submit your own videos!

Students can win great prizes including a \$2,000 gift card to Cineplex, Best Buy, Indigo, Air Canada or Via Rail.

Download our FREE bilingual learning tools for activities to help you and your students start filming!

Deadline to submit is August 31, 2017.





## Summer Camps for Adults

Summer Camp isn't just for kids! Whether you're looking to re-live the true summer camp experience and engage in active, outdoorsy activities, or just looking to relax and reconnect with your inner self, here are some destinations you may want to check out.

### **Camp Chestermere – Chestermere, AB** [www.campchestermere.com/familycamp](http://www.campchestermere.com/familycamp)

Camp Chestermere in Chestermere, Alberta, is hosting a family camp from August 4-7. Enjoy time with your family and engage in camp activities such as power-tubing, wall climbing, archery, kayaking, canoeing, target shooting, movie making, biking, and more. There will also be a representative from Family Life Canada leading sessions entitled 'Together for Good' which will aim to help couples bring life and sustainability to their relationships.

### **Camp Le P'tit Bonheur – Lac Quenouille, QB** [www.ptitbonheur.com](http://www.ptitbonheur.com)

If you speak French and wish to relive the magical camp experience, this is the camp for you. Activities here include canoeing, climbing, hiking, kayaking, obstacle courses, and more. The focus of this camp is to get outdoors and remember what it is really like to have fun. Campers will roast marshmallows, sing campfire songs, and eat meals in the cafeteria. This camp is only offered once in the fall. If you can't make the fall session, they also offer a winter session complete with snow activities such as snowshoeing, skiing and snowball fights.

### **Canadian Adventure Camp – Temagami Lakes, ON** [www.canadianadventurecamp.com](http://www.canadianadventurecamp.com)

For most of the summer, this camp is a traditional lakefront camp for boys and girls, but for one week at the end of the summer it is transformed into an adults-only summer camp. You can re-live all of the most exciting summer camp experiences, like the giant water slides, Tarzan swing, climbing walls, and more. This camp in Northern Ontario offers campers modern facilities and an abundance of activities. Many campers come here to learn how to water-ski and wakeboard. Enjoy the Starlight Lake Cruises and relaxing evenings in the lounge.

### **Hollyhock – Cortes Island, BC**

[www.hollyhock.ca/programlist](http://www.hollyhock.ca/programlist)

Hollyhock is on the southeastern tip of Cortes Island, BC, approximately 160 kilometres north of Vancouver. At their Lifelong Learning Centre, you'll have opportunities to connect with the natural world around you, write about your life as part of your personal transformation, learn about meditation, and much more. The camp offers a variety of programs all summer long, and there is a wide range of onsite accommodations from which to choose—all of which come with organic meals, yoga classes, and hot tubs overlooking the ocean.

### **Northern Edge – Algonquin, ON**

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

Slip away from technology, cell phones, and constant connectivity at Northern Edge. This environmentally conscious summer camp, located in Algonquin Park, Ontario, focuses on exploring the surrounding wilderness by offering many different retreats and adventures. Activities include everything from yoga-specific retreats to overnight canoe adventures and stand up paddling safaris. Accommodations include cabins; either wood or canvas, and all meals are based on the idea of SLOW—sustainable, local, organic, and wholesome. This experience comes complete with everything you need, including all outdoor equipment for activities, such as paddle boards, canoes, and kayaks.



# 80 DEGREES NORTH

**BRING AN HISTORIC TALE  
OF DISCOVERY AND ADVENTURE  
INTO YOUR CLASSROOM**



80 DEGREES NORTH is a FREE bilingual teaching resource that explores topics of scientific inquiry, examination of Inuit culture, and Canadian sovereignty — all part of the Canadian Arctic Expedition of 1913-1918.

**SIGN UP TODAY!**

**80DEGREESNORTH.COM**