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MINECRAFT IN THE CLASSROOM 10

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Happy Spring!

You have likely heard of the game Minecraft; many of your students may even play it at home. With over 100 million users, the virtual world game has become wildly popular across all demographics. But what's the secret to its success? Why does it resonate so easily with young people? More importantly, how can educators harness this excitement and apply it to teaching? Our first **Feature Story** explores Minecraft in the classroom and explains how teachers can use this fun platform to teach topics like government, earth science, and chemistry.

Similar to Minecraft, there are endless amounts of additional online games, apps, and resources that teachers can use as part of their teaching. But what if the school Internet speed is too slow to access any of them? Or what if your students do not have any Internet access at all to complete homework? This is the reality for many small communities throughout the country. High speed Internet access is not universal. But teaching with it—and without—highlights the never-changing qualities of good teaching. Is the Internet essential to good teaching? Take a look at our second **Feature Story** before you decide.

The concept of practicing gratitude is not new, but the recognition of its positive impact on student success, is recent. How can we demonstrate gratitude to students in tangible ways? How will this affect their learning? In **Classroom Perspectives**, educator Catherine Hickey explains some of the challenges her students face on a daily basis—many of them psychiatric—and how she changed her classroom by incorporating gratitude.

Elsewhere in the issue is **Field Trips** that provides suggested excursions for your dramatic arts class such as, a Shakespeare workshop where students perform everyday situations in Shakespearean language and Shakespearean situations in modern language. As well, in **Webstuff**, we feature some apps and websites that teach grammar in fun and engaging ways.

Finally, in **CURRICULA**, we feature a lesson plan from 80 Degrees North that tells the remarkable story of Canada's first Arctic Expedition that began over 100 years ago. Students will learn about Inuit Culture, Customs, and Traditions in this first lesson plan.

Until next time,

Lisa Tran,
Associate Editor
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Dramatic Arts

Dramatic Arts provide students with an outlet for self-expression using body language, facial expressions, and role-playing. Through a field trip, students can also develop creativity, as well as critical thinking, confidence, communication, leadership, problem solving, and group dynamics.

YOUNG PEOPLE'S THEATRE
Toronto, ON

The Young People's Theatre is celebrating its 50th anniversary by offering promotional early bird prices on performances. Students can also participate in companion workshops, where they connect with professional artist educators and learn about drama skills. Additionally, as a commitment to education, YPT has kept their school group prices unchanged for the past ten years. All of the shows have curriculum connections and educational themes. This year's playbill includes, *Mistatim*, an Aboriginal coming-of-age story, *Goodnight Moon*, *Scarberia*, and the *Wizard of Oz*. To learn more, visit ***www.youngpeoplestheatre.ca***.

THE CANADIAN IMPROV SHOWCASE
Ontario

The Canadian Improv Showcase offers workshops that meet a variety of curriculum expectations. Their introductory program provides a safe environment where students are introduced to the world of improv and work together with professional actors. They take part in various scenes designed to be fun, yet challenging. For secondary students, the focus is on 'the rules of improv,' teamwork, and scene integrity. For advanced drama students, or any English class, an Improv Shakespeare workshop is offered. Students can discuss problems and issues with understanding the text, explore archetypes, perform everyday situations in Shakespearean language, perform Shakespearean situations in modern language, and more. Book a workshop at ***www.canadianimprovshowcase.com***.

EVERGREEN CULTURAL CENTRE
Coquitlam, BC

The Evergreen Cultural Centre offers various performing arts workshops for students in Grades K-12. Theatre professionals guide students as they participate in drama games and learn about dramatic storytelling, characters, rhythm, movement, and improvisation. Through performing arts, students can explore and depict their feelings and ideas. The centre also offers a workshop focused on public speaking, covering skills in body language, projection, control, and movement. Can't make it to the centre? They also provide on the road workshops! For more information, visit ***www.evergreenculturalcentre.ca***.

HAMILTON CONSERVATORY FOR THE ARTS
Hamilton, ON

Through this field trip, students from K-8 learn about history, geography, different cultures, and nature through hands-on and observational arts experiences. They can practice presentation, theatrical improvisation, stage movement, character and story development. The HCA also provides in-school verbal theatre and production workshops taught by accomplished artists. Junior/intermediate students can learn stage skills, including movement, body language, role-playing, blocking, some memorization, and improvisation. To learn more, visit ***www.hcarts.ca/for-schools-field-trips***.

ALBERTA THEATRE PROJECTS
Calgary, AB

Alberta Theatre Projects offer various free student programs that provide a behind-the-scenes look into the production of a play. In one program, performing artists visit schools, and answer any questions about any aspect of live theatre. They also offer information-packed backstage tours of the Martha-Cohen theatre, giving access to components like the lighting grid, the under-stage, and the dressing rooms. These programs can be paired with a student matinee to provide a well-rounded look into live theatre. Alberta Theatre Projects perform in contemporary and relevant plays. Visit ***www.atplive.com*** to learn more.

MINECRAFT IN THE CLASSROOM

"Minecraft" is a trademark of Mojang AB

by Saima Zaidi

Toronto teacher Kristin Matus mulled over engaging ways to tackle social studies lessons when she suddenly had a brainwave. Why not teach the mundane units using Minecraft—a wildly popular computer game her elementary students played anyway? She enlisted the help of Diana Maliszewski, a teacher-librarian and gaming expert. The two of them worked together to bring topics like landforms and government to life. Soon, Grade 4 students zoomed around the landscapes of Minecraft to find biomes similar to those in Canada.

"The kids went on a scavenger hunt within the game and found things like lumber, fresh water, cows, minerals, and fossil fuels that helped consolidate their understanding of natural resources found in Canada," says Maliszewski. Grade 5 students, meanwhile, toured the virtual world on their school server and zeroed in on the services needed there—a hospital, a community centre, a farm, and food distribution centre. They planned and justified their choices, identified the level of government responsible for such things, and built these structures in Minecraft. "The students were excited about topics, which can sometimes be hard to access and understand," says Matus. "Beyond the subject-specific knowledge that they gained, I was thrilled to see them taking initiative and working collaboratively on the tasks," she adds.

Minecraft—the blocky, virtual world game—is a smash hit not only with children, but educators too. Matus and Maliszewski are part of a growing community of educators who have adopted it as a powerful engagement tool in mainstream subjects like math, science, social studies, and even language arts. The open-endedness of the game lends itself to teaching concepts like area, perimeter, and volume on the one hand, and plot structure and characterization in literature on the other.

Minecraft begins with players dropping into randomly generated landscapes—deserts, lakes, mountains, and forests—all made of digital blocks. They can choose creative or survival mode and explore the virtual world to gather raw resources by mining, harvesting, collecting, etc. For example, to build something simple like a house, you need wood from trees, but to obtain the wood you need a pickaxe that you fashion from stone found in caves. "Within the game, you can make things, break them, mix them with something else and turn them into something else, all with the help of simple blocks," explains Liam O'Donnell, founder of Gaming Edus—a platform to introduce teachers to the learning potential of the game. The company also provides a free Minecraft server shared by schools across Canada. And if you choose to play in survival mode, you also need to find food and stay safe from monsters that spawn at night. In the process, players draw upon real life skills such as, critical thinking, strategic planning, and problem solving.

What makes the experience of Minecraft so enriching is its immersive environment, according to O'Donnell. Unlike other games, where players pass through levels of a pre-fabricated world that they cannot touch or change, Minecraft offers the freedom of creating things of your choosing and interacting with them. Block by block, whole worlds rise in 3D that you can enter and explore—a space station, a modern city, a marine ecosystem. It is this untrammeled freedom to create and explore that makes it such a powerful tool in the hands of teachers, he says.

An innovative way of using Minecraft is allowing students to find answers to problems that might crop up in the game. O'Donnell recalls a former student who wanted to know what would happen if lava and water collided in his Minecraft world. He urged the student to find out more about underwater volcanoes, form a hypothesis, and conduct an experiment to answer his burning question. The result? When the student went back to the game, he predicted correctly what happened with the lava and water, and why. "Much of the learning happens *outside* the game when students are researching and testing their theories, drawing maps of their area or labelling things to be better players," says O'Donnell, "and teachers need to tap into that excitement and guide the moments when such authentic learning can take place."

When used in this student-led, inquiry-based manner, the game offers unlimited possibilities for engaging learners. Teachers succeed with a game like Minecraft because they make use of this intrinsic motivation connected to activities that happen outside of school, according to Dr. Rob Simon, associate professor at the Ontario Institute for Studies in Education and principal researcher in the *Minecraft Project*—an ongoing study about game-based learning. "If we give children the space to be brilliant, a blank canvas to project whatever they might be interested in, they often end up surprising us," he says. In one phase of the study, Simon invited eight children between the ages of 9 and 18 to participate in building a scale replica of their school library using Minecraft. The young gamers worked as a team for several months, bringing different kinds of talents to the project—creative imagination, programming ability, architectural know-how—to build an astounding structure complete with matching colours and textures and even, computer terminals for book searches.

This kind of collaborative work provides a lot of opportunities for socialization and meaningful communication. "One of the major concerns with digital games is that it's a solitary activity, that the child is hunched in front of a screen all by himself for hours," says Simon. The flexible gaming environment of Minecraft, however, allows children to engage with others in a variety of ways. They can build projects together, compete against each other, invite their friends into virtual worlds and be invited in return. Jessica Bonin, a teacher-librarian in Prince George, British Columbia took advantage of the social nature of the game to bring a rather shy, but highly

Teachers succeed with a game like Minecraft because they make use of this intrinsic motivation connected to activities that happen outside of school.

skilled student out of his shell. When the others in her group encountered a problem within the game, she directed them to him. To her surprise, he enjoyed helping them out and they, in turn, enjoyed his company. "He became more confident and sociable. Now he even talks in the corridors with his new friends," she says.

For teachers looking to use Minecraft, Maliszewski suggests playing it first. It can be quite bewildering for teachers unfamiliar with the game to hear students talk about exploding creepers and attacking mobs, she says, and while the violence is not as graphic compared to other games, it can put off those not used to the gaming environment. "While you don't have to be an expert, you do need to understand how the game is played," she says. Not a difficult proposition these days with *MinecraftEdu*, a customized classroom version of the game that also provides a hosting service. It allows you to download readily available worlds from its World Library such as *MolCraft*—a molecular playground populated by protein structures used to teach the basics of chemistry, or *Symmetry City* for lessons in geometry. There's also the official website launched by Microsoft, that acquired the game in 2014 from the Swedish company, Mojang, for $2.5 billion. The site is intended as a forum where teachers can share ideas and swap lesson plans based on Minecraft.

With the software giant's entry into the fray, however, educators are wary of what the future holds. Like all good things before it, the game runs the risk of losing its novelty factor and hence its effectiveness if not used wisely, cautions O'Donnell. "Minecraft works because it was not created for teaching," he says. When teachers bring it into the school space, students react enthusiastically because it is something awesome that essentially belongs in their private worlds, outside school. But when the same teachers make students walk through educational versions of the game, which they cannot claim for their own, some of the magic is lost. The only way to sustain interest is to loosen the reins, give up tight control, and not be afraid of letting the students lead, says Simon. This will allow for more meaningful learning experiences for kids and prevent disenchantment, he concludes.

Saima Zaidi is a freelance writer in Edmonton, Alberta. She can be reached at saima@saimazaidi.com.

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Change Your Classroom with Gratitude

by Catherine Hickey, MS. Ed.

Sandra lives in a rooming house and arrived from Honduras last year. She is grateful for clean drinking water. Jasper has chronic arguments with his older brother, yet he is grateful for family. Gerard becomes frustrated and angry when he must do schoolwork. Today, he is grateful for his classroom teacher.

Despite the fact these students are preoccupied with more than studying for tests, they willingly express gratitude each morning. Often, we forget these same students come to class each day with a lot more on their minds than academics. Not unlike teachers, they are encumbered with problems at home, in the community, or simply with themselves. This burden can interfere with the ability to become a successful learner.

My current classroom is very different from the one in which I began teaching almost twenty years ago. Then, the focus was primarily on academic catch-up while each child worked with a therapist to maintain emotional stability in preparation for returning to a community school. Although we were very successful, there seemed to be a little something missing. The classroom environment didn't really allow for the cultivation of teamwork, community, or appreciation—elements now recognized as closely linked to academic success.

With a new focus on gratitude, the classroom now reflects a new feeling of optimism and gratefulness I would never have anticipated. Since I teach students who are struggling with a form of psychiatric crisis, it is often difficult for them to focus on the positive things in their lives. As a result of introducing a greater emphasis on gratitude, our shared school days pulse with a more positive and constructive tone. Often that tone extends into the school day smoothing the edge of an agitated child.

We know teachers want to enhance academic experiences for their students. Finding cool ways to present information that meet the diverse needs and learning styles of students has become a way of life. My students enter a typical classroom every morning, with one major exception. Beyond seeing posters about The Renaissance or The Periodic Table, students encounter a room adorned with Gratitude Trees. Each tree is strung with brightly coloured hearts reminding them of the many

things for which they, and other students, have expressed gratitude.

Since my students come with a very specific set of struggles and I have prior knowledge of these struggles, I have the good fortune to be in tune with how these challenges interfere with learning. I've experienced success using many common classroom strategies, but I always look for more.

I yearned to create a more positive tone in the classroom, one that might, for six hours a day, help my kids to feel a little happier and make the classroom atmosphere more positive. If successful, maybe this positive mood could carry over to other parts of their lives. It may even stay with them after they had left my program and returned to their community schools.

Enter "gratitude."

While taking a continuing education class, I came across the article, *How to Foster Gratitude in Schools* by Jeffrey Froh and Giocomo Bono, researchers studying the impact of gratitude upon youth. In the article, the two discussed the results of several of their studies. One finding resonated:

…a recent study of ours found that teens who had high levels of gratitude when entering high school had less negative emotions and depression and more positive emotions, life satisfaction, and happiness four years later when they were finishing high school. (Froh & Bono)

Incorporating gratitude into my classroom and curriculum just seemed to make sense. Of course, introducing another task into an already burgeoning school day presented its own set of challenges. After doing a bit more reading and research, and discussing it with our team at school, we decided to experiment with a bit of classroom gratitude and see where it led.

Each morning, before we start our daily academic schedule, the students set goals for the day. The goals may be academic: completing a particular Math project, for example, or they may be behavioural: staying awake. After the goal setting, each student also shares something for which they are grateful. It is particularly fascinating to hear the spectrum of gratefulness. Sometimes, the gratitude reflects tangible items like shoes or lipstick. Other times, it is physical like appreciation for good health, breakfast, or sleep. Even more interesting instances occur when a student is grateful for something that might be part of the cause of their difficulties, like an oppositional sibling or argumentative parent.

The concept of appreciation or practicing gratitude is certainly not new. Growing up, many of our parents may have reminded us to count our blessings if we were caught complaining. The expression of *the grass is always greener* was another favourite of my Dad's when I wished I had a bigger house or better clothes. Even though recognition of personal gratitude may not be new, the recognition of its positive impact on student success is recent.

"If students feel respected and are able to focus on the people and things that they appreciate at school, this should build trust with the very people who are trying to help them. This should, in turn, foster a stronger satisfaction with and a sense of engagement with school." (Bono & Froh, 85)

With a new focus on gratitude, the classroom now reflects a new feeling of optimism and gratefulness I would never have anticipated.

It has been a fascinating and rewarding experience to witness the correlation between the building of trust and the academic success of my students. Of course, the expression of gratitude, building of trust and the consequential positive atmosphere is the result of a process. At first, the idea of expressing gratitude is not only foreign to the students, it is also often uncomfortable. As gratitude becomes part of a daily routine, however, so does the optimistic, safe, and comfortable tone that accompanies it. The daily angst of academia is replaced by a sense of calm. This calm and mutual respect help make my students more receptive to learning, and accordingly, enable me to better meet their needs.

Incorporating gratitude into your classroom will certainly not resolve all learning and behavioural issues. What it will do is begin to replace skepticism with trust and frustration with engagement. You and your students will become a team whose members appreciate each other and who are better prepared to focus on learning.

Catherine Hickey has taught in the Rockland BOCES Intensive Day Treatment Program in West Nyack, New York for 19 years. She has a MS.Ed. from Iona College, as well as a Professional Certificate in Literacy from St. Thomas Aquinas College in Sparkhill, New York.

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CURRICULA

FOR GRADES
9 TO 12

The following is a lesson plan excerpt from *80 DEGREES NORTH*, a graphic novel and digital literacy title. To see the full lesson plan or to learn more, please visit ***www.80degreesnorth.com***.

LESSON ONE
Inuit Culture, Customs, and Traditions

SUBJECTS

Inuit Culture, Customs, and Traditions

DURATION

3 to 4 classes

80 Degrees North tells the remarkable story of Canada's first Arctic Expedition that began over 100 years ago. Led by the noted and controversial Arctic explorer, Vilhjalmur Stefansson, the expedition members experienced extreme conditions and staggering challenges. The flagship of the expedition, the Karluk, became caught in the ice and was lost early on. Twenty-two individuals and the ship's mascot, a cat, survived. The ship's captain, Robert Bartlett, trekked hundreds of miles over the ice in harsh conditions to effect the rescue. Divided into two parties, North and South, each had a separate mandate. The Southern Party, led by Dr. R.M. Anderson, noted zoologist and Stefansson's partner on a previous expedition, examined flora and fauna and mapped the Mackenzie River Delta. The Northern Party, led by Stefansson, explored the Western Arctic searching for new lands to be claimed for Canada and Britain in a bid to maintain sovereignty over the north. Despite setbacks and even, tragedy, both parties managed to fulfill their objectives. In particular, the findings of the Southern Party provided the basis of knowledge for Canadian scientists and researchers of the Arctic and Inuit peoples for decades to come.

TERMINOLOGY

Aboriginal: refers to all indigenous peoples in Canada, including First Nations, Métis, and Inuit

First Nation: refers to all the Aboriginal nations of North America (formerly tribes and includes over 65 different languages) except the Métis and Inuit

Métis: refers to Aboriginal people who are of First Nations and French descent

Inuit: refers to Aboriginal people who speak Inuktitut and live in Arctic Canada

Copper Inuit: refers to a specific group of Canadian Inuit people who relied on the use of native copper of the region

Inupiat: refers to a specific group of Alaska Native people

INTRODUCTION

The goal is for students to learn about Inuit culture, customs, and traditions. They will begin with a focus on content in Chapter 4 of the graphic novel 80 Degrees North, that describes the southern scientists who learn Inuit techniques for living in the North and especially the experience of ethnologist Diamond Jenness, who overwinters with two Inupiat families, investigates Inupiat ruins, and then travels with Ikpukhuak and Higilak to Victoria Island, learning more about Inuit customs and language. By participating in this activity, students will gain a better understanding of how the traditional ecological knowledge of the Inuit influence their beliefs about the natural environment and its importance to them and how the land has influenced the Inuit culture.

MATERIALS REQUIRED

Graphic novel, *80 Degrees North*
Computers or devices with Internet access
Detailed map of Canada's North (*aps.nationalgeographic.com/maps/atlas/north-america-geophysical.html*)
Writing paper and utensils or note-taking apps
Other materials as 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 Canadian history and geography
- Analyze environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment
- Describe various aspects of Aboriginal life prior to contact with Europeans (e.g., economies, spirituality, relationship with the environment, political organization)
- Explain specific environmental influences on the social and cultural identity of Aboriginal peoples
- Demonstrate an understanding of the Aboriginal peoples' identity as custodians and protectors of the land entrusted to them by the Creator
- Describe how Aboriginal practices, behaviours, beliefs, and symbols (e.g., hunting and fishing traditions, ceremonies and feasts, the use of drums, music, and dance) strengthen Aboriginal cultural identities
- Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

BACKGROUND

Canada's North has been home to Inuit and Aboriginal peoples for thousands of years. The Inuit have a unique culture and language that reflects their northern environment and close relationship with the land. In 1914, the Southern Party of the Canadian Arctic Expedition, commanded by Dr. Rudolph M. Anderson, was assigned various tasks focussed on learning more about the land of the Arctic, including studying the Inuit people. Vilhjalmur Stefansson, the Commander of the entire expedition, introduced ethnologist Diamond Jenness to two Inuit families and arranged for him to live with them during the winter of 1914. Through this first-hand experience, Jenness learned much about the Inuit culture. For example, he recorded traditional drum songs that are now preserved in the archives of the Canadian Museum

of History. He learned several Inuit games and he became conversant in the Inuit language. He learned traditional hunting and fishing techniques. He also travelled to Barter Island and excavated and collected artifacts dating to 1500 AD from Inupiat ruins at ancient trading sites of the Mackenzie and Northern Alaskan Inuit. In subsequent years, these provided insight into early Inuit culture.

STEP ONE

TEACHER-DIRECTED DISCUSSION

Draw the students' attention to the Arctic regions on a map of Canada. Explain that they will be focussing on Chapter 4 of the graphic novel, *80 Degrees North*. Give them a general description of the Canadian Arctic Expedition teams and their purpose and show them the paths of the journeys of the teams on the map. Ask them: ***Who were the inhabitants of this land in 1914?*** Discuss the word Inuit and tell students it means "the people."

Explain that the Inuit had little contact with non-Inuit people until European whalers and explorers arrived. Explain to students that Diamond Jenness was an ethnologist on the expedition who was there to learn more about the Inuit. He overwintered in the home of an Inuit family and then travelled with them, learning about their customs, language, foods, shelters, and technologies.

As an introduction, play a short Canadian Museum of History video of Inuit singing recorded by Diamond Jenness: (*www.youtube.com/watch?v=DvQpkRMWwnc*). Also, share a video of Inuit tool making: (*www.youtube.com/watch?v=od9x1sFOOPU*).

Have the students read the graphic novel up to, and including, Chapter 4. Then ask them to share what they learned about the Inuit in this graphic novel, as well as anything they already know about the Inuit, their culture, language, beliefs and values, traditional system of governance, traditional way of life, and their contemporary way of life. As they discuss, encourage the students to examine the information through the lens of the natural environment, for example, ask: ***How does that connect the Inuit to the land? How did their specific location contribute to this feature of their life? How would this add to their experience and skills on the land?*** Have the students come up with ways to record the information so it can be shared amongst them all.

Finally, introduce the concept of *Traditional Ecological Knowledge (TEK) or Inuit Qaujimajatuqangit (IQ)*. It is a body of knowledge and unique cultural insights of Inuit gained from their experience living on the land into the workings of nature, humans, and animals. It is a structure and process that sets out the roles and responsibilities of the leader to a community and a parent to a family, and defines how information is communicated. It continues to be valuable to them and to other peoples today. Share and display these six main principles of IQ:

Pijitsirarniq: Concept of Serving. This sets out the Inuit conception of the relationship between a leader and the community or a parent and a family. The concept of serving is key to leadership. It reflects the understanding that each person has a contribution to make to the community/family and is a valued contributor. More so, everyone has a commitment to serving the common good.

Aajiiqatigiingniq: Concept of Consensus-Decision Making. Decisions are made by consensus, requiring strong communication skills, a strong belief in shared goals, and an ability to act collaboratively.

Pilimmaksarniq: Concept of Skills and Knowledge Acquisition. Knowledge is acquired through observation and experience. Knowledge and skills are passed on from person to person in this way, through observation and experience. When each member of the community has the skills for survival and success, the community as a whole benefits.

Qanuqtuurungnarniq: Concept of Being Resourceful to Solve Problems. It is crucial to be a resource problem-solver, making innovative and creative use of resources and demonstrating adaptability and flexibility.

Piliriqatigiingniq: Concept of Working Together for a Common Purpose. The Inuit stress the importance of the group over the individual. They value developing collaborative relationships and working together for a common purpose.

Avatimik Kamattiarniq: Concept of Environmental Stewardship. The Inuit understand that they have a mutually interdependent relationship with the land. Their concept of environmental stewardship stresses acting responsibly to live within the environment in a sustainable way.

STEP TWO

Write these three questions on the board:

- ***How do the natural characteristics of the Canadian Arctic influence the people living there?***
- ***How is identity tied to one's natural landscape?***
- ***What is the spatial significance of the Arctic to the Inuit?***

Tell the students that they will be expanding their understanding about the traditional way of life of the Inuit and the importance of the Inuit connection to the land, as they work towards considering the spatial significance of the Arctic.

Review with them the geographic concept of spatial significance. For example, explain that to determine the importance of a place, students must explore the connections between the geographical location of a site and its physical characteristics, as well as the relationships between the natural and human environments that exist there. Remind students that the importance of a place can be different for plants, animals, and humans, as well as different individuals or groups of people.

Explain that this lesson focuses on the Inuit in the past and a subsequent lesson will focus on contemporary Inuit life and the changing Arctic; understanding the Inuit's past way of life and their connection to the land is critical to understanding their identity.

Share a podcast that demonstrates how traditional knowledge and culture is passed onto children (*www.icor.ottawainuitchildrens.com/node/24*). Share other podcasts or other resources to engage the students in seeing and listening to information about the Inuit culture and technology, for example, the short podcast about the Inukshuk (*www.icor.ottawainuitchildrens.com/node/20*); the Inuit qulliq, an oil lamp (*www.icor.ottawainuitchildrens.com/node/28*); and Inuvialuit dog sleds (*www.pwnhc.ca/inuvialuit/placenames/popups/popuptravel2.html* and *www.facebook.com/media/set/?set=a.745025978891201.1073741872.542713652455769&type=1*). Have students consider the big questions including, what is the connection between the environment and the Inuit's way of life, their inventions and tools, and how they came to know about the world?

Have the students form small groups (four to six members) and work together to choose one of the following research topics in order to learn more about the Inuit before contact with Europeans explorers:

- Traditional economies
- Place names
- Spirituality
- Relationship with the environment
- Political organization
- Technologies (hunting, fishing, and transportation)

Make sure each topic is covered by at least one group in the class. Before they research, have the groups brainstorm key research questions about their topics. Provide students with time to go to the library and access Internet sources, using the questions to focus their research. You may choose to provide more than one class period for research or encourage students to continue their work at home.

••••••••••••

To see the full lesson plan or to learn more, please visit ***www.80degreesnorth.com***.

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Grammar

Grammar comprises the systems and structures of language used in all forms of communication. Despite its importance, grammar is surprisingly not included in all curriculums across Canada. If you are looking for additional ways to incorporate the fundamentals of the written language in the class, here are some tools on the screen that can help students develop and practice their skills.

Grammar Police

Grammar Police is suitable for elementary students of all ages. Designed as a fun game with colourfully hand drawn animations, it engages students in the correct use of verb tenses and construction of sentences. In the game, the *Tense Gang* are attempting to escape, and it's the student's job as the Grammar Police to catch the gang by correctly completing sentences. The app can be purchased for $1.39 CAD, and is compatible with iOS devices.

Grammar Up

Using a multiple-choice format and real-time error feedback, Grammar Up makes it easy to learn grammar rules by topic. It shares more than 1,800 questions in 20 different grammar categories such as adjectives, verb tense, conjunctions, and infinitives and gerunds, among many others. The app also features detailed test results and progress status. It is designed for iOS devices, and can be purchased for $6.99 CAD.

Grammaropolis

The eight parts of speech, each represented by an animated character, live in the fictional and bustling city of Grammaropolis. The characters appear in books, original songs, videos, and interactive games to teach grammar. This visual approach helps users of all ages identify and understand the different parts of speech. Additionally, traditional quizzes test students' knowledge. Grammaropolis offers nouns for free, with the option to purchase the other parts of speech. It is available online or through iOS and Android devices.

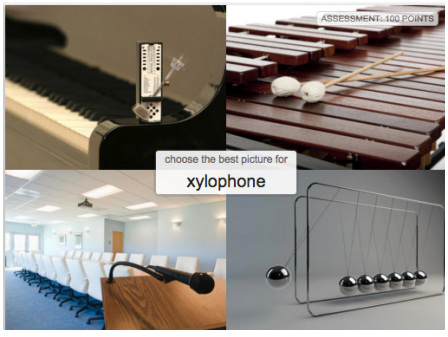
Jumbled Sentences

Jumbled Sentences is a series of free apps aimed at beginners to help improve their writing skills. It teaches and supports students as they compose sentences with proper word order. Students must rearrange jumbled words to create a coherent sentence. The design is colourful and whimsical, and each app features a different theme appropriate for young learners.

Same Sound Spell Bound

In Same Sound Spell Bound, users play as either Luna or Leo, young magicians who are learning to master the magic of words. Players must help the characters correctly identify homophones in sentences from their spell book. If they are correct, the animal statue that is being conjured will spring to life, but if they are wrong, the statue crumbles to dust. The app can be purchased for $1.39 CAD in the App Store.

Vocabulary.com



The website Vocbulary.com, is now available as an app aimed at students age 13+. The app promises a comprehensive ad custom experience for each user by using algorithms to teach 12,000 words. It can also identify the way in which users learn and retain new words, and adapts the game accordingly. Vocabulary offers over 50,000 lists of words for those studying for a standardized test. The definitions are written in a 'friendly' and simple manner so that they're easy to remember. The app is available from the App Store and Google Play for $3.99 CAD.

THE INTERNET: ESSENTIAL TO GOOD TEACHING?

by Meagan Gillmore

High-speed Internet access is *not* universal. But teaching with it—and without—highlights the never-changing qualities of good teaching.

Some students at Timothy Davis' school live in homes that sometimes seem "primitive," their principal says. They're not connected to high-speed Internet.

Davis has worked at Deer Island Community School in Deer Island, NB for seven years. A small island in the Bay of Fundy, it boasts a population of about 1,000, more during summertime. Less than 60 students attend the elementary school, and Davis estimates 25 to 30 percent of them come from homes with dial-up Internet connections. Most island residents can access high-speed Internet, so the school isn't "lagging behind," he says. But when children can't access the same resources at home, their academics suffer. They have fewer opportunities to practice research skills they'll need when they attend high school on the mainland. (Ferries run regularly to and from the island.) Communication between the school and parents becomes difficult. Students bring home paper newsletters each week; not everyone can access updates on the school's website.

Earlier this year, the school needed to phone a parent, only to hear a repeated busy signal. It wasn't an emergency—thankfully. When they eventually connected, the mother explained she had been answering emails. Because her Internet connection is dial-up, this meant she couldn't talk on the phone and answer emails at the same time.

"That's not something a lot of us think about," Davis says about the situation, adding he doesn't remember the last time he had to use dial-up Internet.

Neither can many students and teachers. Forget dial-up; they don't know a world without the Internet and constantly connected mobile devices. (The iPhone will turn 10 in 2017.) Virtual reality is reality. But for all this, teaching with limited Internet access reminds us of the importance of key components of non-digital life: places and people.

Location matters. Canadians like the Internet. According to the Canadian Internet Registration Authority (CIRA), in 2013, 87 percent of households were connected. This makes Canada the second-most connected country in the G8 and 16th worldwide.

Virtually all Canadian households have access to Internet speeds of at least five megabits per second (Mbps). The majority can access up to 10 Mbps. But that's rare in rural or northern communities. Less than 80 percent of households in Saskatchewan, Manitoba, P.E.I, Newfoundland and Labrador and the three territories have access to 10 Mbps of Internet or more, states CIRA.

The Internet is a "network of networks," explains Jacques Latour, chief technology officer at the CIRA. To share information, networks need to connect and be social. This happens at Internet Exchange Points (IXPs) that Latour describes as large switches. At these facilities, often

managed by not-for-profit community groups, Internet providers may connect directly and exchange traffic, like transportation "hubs" says Latour. Organizations, like research agencies, school boards, or companies that pay to join these networks through peering agreements, can quickly access information from companies like Google and Microsoft. Canada only has six IXPs—all along the southern border. (The CIRA is working to create exchange points in major geographic centres throughout Canada.)

Students expect constant connectivity. "Unless your wireless goes down in your school, they're pretty much connected full-time," says John Procyk, who retired last year after 40 years of teaching high school in Vancouver. Teachers are expected—required, in some ways—to teach this way.

"It's just a total expectation that teachers implement '21st century learning,'" says Kasi Humber, an education student at Memorial University in St. John's, NL. This means incorporating technology for learning into the classroom. Humber took a university course dedicated to the topic.

Unreliability remains one of technology's few constants. All teachers need back-up plans. "A paper will never fail you," Humber says—shortly before the Skype connection at the school where she's a student teacher failed, forcing her to continue the interview by phone.

Teachers in rural areas are matter-of-fact about these struggles, but they're still challenging. Limited Internet makes it hard for teachers to access what they need to teach. They may feel like they're "on the periphery," when it comes to participating in district-wide initiatives, says Virginia Ivey, who's taught at a small elementary school near Kamloops, BC for more than a decade. The school's wireless connection is slow. When the computer lab is full, little can be done online. (The school, that has just less than 70 students, has just over 20 computers in the lab.) As of early February, they were still waiting for a fibre optic line to be attached to the school.

The slow speed makes it hard to use Internet-based recordkeeping tools, or stay current on certain professional development opportunities. Ivey's fortunate because her home Internet connection allows her to access recordkeeping platforms at home. She knows teachers in other areas who have to do this work at school, because the school has the best connection. Ivey attended her first webinar earlier this year, but couldn't view the video. When she was president of the B.C. Rural and Multi-Grade Teachers' Association, the executive met through conference call, not Skype. Twitter updates? Impossible. Hearing about different educational tools and programs excites her—until she realizes learning about them would waste her time. When the fibre optic line is installed, she hopes to "expand (her) horizons" and find new ways to better utilize the technology she has, like her interactive whiteboard. So far, she hasn't been able to use much of the training she's received about it.

… while lack of reliable Internet hampers some teachers, in other remote communities, the Internet makes education possible.

Even strong Internet connections can slow down teaching. Planning takes longer. Teachers in earlier generations spent years perfecting specific lessons and stored them for reference, says Procyk. Not so anymore. Teachers can spend hours searching for the latest and best YouTube videos and apps. While Procyk says he likes the challenge of learning new things, it is "time-consuming" and can make balancing work and personal responsibilities hard.

Discrepancies in Internet access also impacts how teachers assign homework. They can't assume students can use certain applications or programs at home to complete assignments. "It's not a level playing field," says Davis. They don't assign homework that requires the use of these programs, no matter how good they are. In many schools, students work on large projects at home. But at his school, students work on science fair projects in the classroom. The teachers are used to this and schedule their time appropriately, he says.

But while lack of reliable Internet hampers some teachers, in other remote communities, the Internet makes education possible. Students across several northern Ontario First Nations communities, often only reached by airplanes or ice roads, wouldn't graduate from high school without it.

Keewaytinook Internet High School (KIHS) opened in 2000 so students could earn Grade 9 credits at home. These communities sometimes with only a few hundred people, may not be large enough to sustain a full school. Students at KIHS meet in classrooms in nearly a dozen communities,

where they access course material on an online platform. It's similar to correspondence courses, says Kevin Dempsey, the school principal. Trained classroom teachers are there to help students as needed. Those teachers also produce subject-specific material for use across the sites. Students started completing full high school diplomas through the school about seven years ago, producing nearly 100 graduates. Many stay in the community after completing high school.

"The school is not about the Internet, but it exists because of the Internet," says Dempsey. "It provides the bricks and mortar for virtual school that also has physical classroom spaces."

Even in brick-and-mortar schools, reduced Internet access can promote close connections.

"Kids are more in the moment. They're more focused on what's going on in the school," says Ivey. While she waits for increased professional development opportunities, her teaching methods are more advanced than some teachers who have greater access. She doesn't need to learn about how to incorporate local geography into her lesson plans. Instead, her classes study science at the nearby lake. Physical education happens outdoors.

Students have advantages, too. They have fewer opportunities to access negative content online, or to use social media to bully others. They're forced to interact face-to-face, often across grades.

"I don't wish non-Internet access to anybody," says Davis. "But I do think (less access) has something to do with the culture of our school and our community in a positive way."

Teachers with greater Internet access at school shouldn't worry that will automatically make their students ignore those around them. Adults struggle with this too, says Humber. "Kids are people. Their behaviour is going to reflect their parents' behaviour," she says. "I don't know if it's an issue with children, or people." When technology fails the teacher, students often want to help fix the problem. Their "immediate response is, 'Maybe I can fix it,'" says Humber.

The Internet can't replace positive, human interactions. No matter how teachers are able—or unable—to use the Internet to teach their students, they still remain the teachers. What good teaching looks like may change, but what makes good teaching hasn't, says Procyk.

"Building relationships and communicating and having a great environment in the classroom between the teacher and the students, to me, is still the most important thing," he says. "Everything else is still a tool."

Meagan Gillmore is a freelance writer and editor in Toronto.

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CANADA'S CONFEDERATION: RECONCILING INTERPRETATIONS

PRESENTED BY THE ASSOCIATION FOR CANADIAN STUDIES

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THIS 2017, CANADA WILL CELEBRATE ITS 150TH ANNIVERSARY.

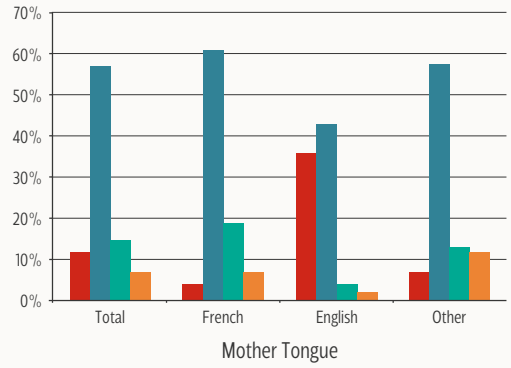
WHAT DO CANADIANS KNOW ABOUT CONFEDERATION?

KEY QUESTIONS TO CONSIDER

- When was Canada founded?
- What does "founding" mean?
- Who did the founding?
- Why was Canada founded?
- What is meant by "Canada" or "nation"?
- How are "nations" different than "peoples"?
- Can a nation be comprised of multiple sub-nations?
- How do language, ethnicity, religion, culture and citizenship intersect with national identity?

INTERPRETING CONFEDERATION: THE VIEWS OF CANADIANS

When was Canada Founded? Francophones and Non-Francophones Diverge



- 1608 (Founding in New-France)
- 1812 (Anglo-American War of 1812)
- 1867 (Creation of the Dominion of Canada)
- 1982 (Canada Act of 1982)

Source: Leger Marketing for the Association for Canadian Studies, 2013

CANADIANS' ASSESSMENT OF THEIR KNOWLEDGE

One-in-two believe they have a good knowledge of the history of Confederation.

One-in-ten believe they have a very good aknowledge of Confederation...

...with some four in ten saying they are somewhat knowledgeable.

Canadians over the age of 55 are more likely to believe they know about the history of Confederation with one in six saying they are very knowledgeable...

...compared to one in twenty between the ages of 18 and 24.

Two-thirds believe "it is vital to know the 1867 Confederation Agreements to understand Canada's Identity."

Source: Leger Marketing for the Association for Canadian Studies, 2013

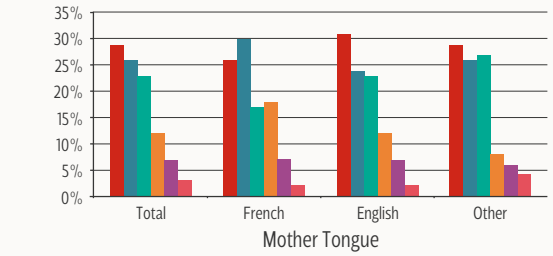
	TOTAL	French	English	Other
1608 (Founding of New-France)	**12%**	4%	36%	7%
1867 (Creation of the Dominion of Canada)	**57%**	61%	43%	58%
1812 (Anglo-American War of 1812)	**15%**	19%	4%	13%
1982 (Canada Act of 1982)	**7%**	7%	2%	12%

SURVEY QUESTION: WHAT WERE THE REASONS FOR CONFEDERATION?

TOP RESPONSES AMONG CANADIANS	TOTAL % OF RESPONDENTS
The threat of takeover by the United States.	18%
Britain didn't want to continue paying for the colonies' military and government.	7%
To secure cooperation to construct a railroad that would connect the provinces.	8%
Conflicts within the United Provinces of Canada promoting the idea that it made sense to split them into "Ontario" and "Quebec".	7%
End of the 1865 Reciprocity Treaty and free trade with the United States meant that Canadians needed to trade more freely with each other.	6%
Joining together would make it easier to expand westward into the present day Prairie Provinces and the Northwest Territories.	8%

Source: Leger Marketing for the Association for Canadian Studies, 2013

SURVEY QUESTION: WHO WERE THE FOUNDING PARTNERS OF CANADIAN CONFEDERATION?



- British and French
- Aboriginals, French and British
- The four provinces: Quebec, Ontario, Nova Scotia and New Brunswick
- Aboriginals, French, Irish, Scottish, English and Acadian
- French, Irish, Scottish, English and Acadian
- Catholics and Protestants

Source: Leger Marketing for the Association for Canadian Studies, 2013

	TOTAL	French	English	Other
British and French	**29%**	26%	31%	29%
Aboriginals, French and British	**26%**	30%	24%	26%
The four provinces Quebec, Ontario, Nova Scotia and New Brunswick	**23%**	17%	23%	27%
Aboriginals, French, Irish, Scottish, English and Acadian	**12%**	18%	12%	8%
French, Irish, Scottish, English and Acadian	**7%**	7%	7%	6%
Catholics and Protestants	**3%**	2%	2%	4%

INTERPRETING CONFEDERATION: THE VIEWS OF THE FEDERAL GOVERNMENT AND THE COURT

A 1960S REINTERPRETATION? In the 1960s, Canadian politicians expressed grave concerns about the state of relations between English and French Canadians. In response, the Liberal government led by Prime Minister Lester B. Pearson established a *Royal Commission on Bilingualism and Biculturalism* whose mandate was: "...to report on the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between the two founding races (later changed to two founding peoples), taking into account the contribution made by the other ethnic groups to the cultural enrichment of Canada and the measures that should be taken to safeguard that contribution." Source: http://www.scc-csc.ca/court-cour/judges-juges/spe-dis/bm-2008-02-06-eng.aspx

THE CURRENT DAY The Supreme Court of Canada, based on Caron v. Alberta (2015), indicates that: "The Constitution of Canada emerged from negotiations and compromises between the founding peoples, and continues to develop on the basis of similar negotiations and compromises. Such compromises are achieved when parties to the negotiations make concessions in pursuit of a mutual agreement and reach a meeting of the minds."..." The story of our nation's founding therefore cannot be understood without considering the perspective of the people who agreed to enter into Confederation."

The Government of Canada's *Citizenship Guide* states that: "From 1864 to 1867, representatives of the Nova Scotia, New Brunswick, and the Province of Canada, with British support, worked together to establish a new country...the old Province of Canada was split into two new provinces: Ontario and Quebec, which together with New Brunswick and Nova Scotia, formed the new country called the Dominion of Canada." The guide also says that: "To understand what it means to be Canadian, it is important to know about our three founding peoples." Source: http://www.cic.gc.ca/english/resources/publications/discover/section-05.asp

INTERPRETING CONFEDERATION: THE VIEWS OF SCHOLARS

"Canada does not appear to possess a definitive or authoritative narrative around the founding of Confederation notably as regards the intention of its principal architects. Today, many Canadians remain unsure about whether the federation arrangements were a compact between two cultures or a deal between four founding provinces or some combination of both." *-Jack Jedwab*

"Contemporary Canada is not easily defined. The interactions of peoples with the Canadian political community are too diverse to allow for the imposition of one a singular description of the country." *-Jocelyn Maclure*

"...in our present attempts to chart the course for Canada's second century, it is tempting to look to Canada's past for guidance, to put our history, as it were to use. Unfortunately our desire to make use of the past often makes it very difficult for us to know the past as it really was." *-Ralph Heintzman (1971)*

CITC CANADIAN ISSUES THÈMES CANADIENS

To read more about the founding of Canada go to the Association for Canadian Studies 2016 Spring/Summer edition of Canadian Issues.

Please visit https://acs-aec.ca/en/publications/canadian-issues in May 2016 to access the full publication.

WHO WERE THE FOUNDING PARTNERS OF CANADA?

"We know that the 1867 Confederation deal gave impetus to the idea that the country had two founding nations – the French-Canadian and English-Canadian inhabitants of the original four provinces. The only mention of Aboriginal or First Nations in the 1867 BNA Act is found in Section 91(24), which provides that the federal government has the legislative jurisdiction for 'Indians and lands reserved for the Indians."

"Recognition and reconciliation go hand in hand. For the Parliament of Canada to recognize indigenous peoples as equal partners in the founding of the nation would be a powerful, long overdue recognition and a profound gesture of reconciliation." *-Kathleen Mahoney*

"When Canada was founded in 1867, it was understood to comprise a single nation in the political sense, even though it was obviously composed of diverse peoples. Sir G.E. Cartier called Canada a "political nationality," meaning that allegiance to the Crown through Canada's proposed system of self-government would hold the country together, while differences of language, religion, and race could be accommodated within the federal system." *-Tom Flanagan*

"As there are hundreds of first nations and the vast majority of Canadians identifying as 'anglophones' do not identify with an English-Canadian nation, the idea of a tri-national Canada with three founding nations is erroneous." *-Jocelyn Maclure*

"...many Canadians now endorse the idea that Confederation was a product of three founding partners and hence the compact might be described as "tricultural". It's wrong to say that aboriginals were a partner in the Confederation agreement. It is important to recall that they were excluded from the agreement. The contention that aboriginals were a founding partner of Canada requires that the 1867 Confederation not be regarded as the country's founding event." *-Jack Jedwab*

LA CONFÉDÉRATION CANADIENNE : RÉCONCILIER NOS INTERPRÉTATIONS

PRÉSENTÉ PAR L'ASSOCIATION D'ÉTUDES CANADIENNES

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EN 2017, LE CANADA VA CÉLÉBRER SON 150E ANNIVERSAIRE.

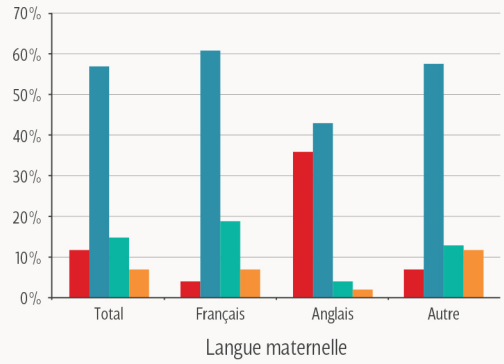
QUE CONNAISSENT LES CANADIENS À PROPOS DE LA CONFÉDÉRATION ?

QUESTIONS IMPORTANTES À CONSIDÉRER

- Quand est-ce que le Canada a été fondé?
- Que signifie «la fondation»?
- Qui étaient les fondateurs?
- Pourquoi est-ce que le Canada a été fondé?
- Qu'est-ce que l'on entend par «Canada» ou «nation»?
- De quelle façon est-ce qu'une «nation» se différencie d'un «peuple»?
- Est-ce qu'une nation peut être composée de plusieurs sous-nations?
- De quelle façon est-ce que la langue, l'ethnicité, la religion, la culture et la citoyenneté se recoupent avec l'identité nationale?

INTERPRÉTER LA CONFÉDÉRATION : LES OPINIONS DES CANADIENS

Quand est-ce que le Canada a été fondé?
Les opinions des francophones et des anglophones divergent.



- 1608 (la fondation de la Nouvelle-France)
- 1812 (la guerre anglo-américaine de 1812)
- 1867 (la création du Dominion du Canada)
- 1982 (Loi de 1982 sur le Canada)

Source: Léger Marketing pour l'Association d'études canadiennes, 2013

LES CANADIENS ÉVALUENT LEURS CONNAISSANCES

Un Canadien sur deux croit posséder une bonne compréhension de l'histoire de la Confédération.

Un Canadien sur dix croit posséder de très bonnes connaissances à propos de la Confédération.

Près de quatre Canadiens sur dix estiment avoir un niveau de compréhension modéré.

Les Canadiens de plus de 55 ans sont plus enclins à croire qu'ils connaissent l'histoire de la Confédération; un Canadien sur six de ce groupe d'âge affirme posséder de très bonnes connaissances...

...comparativement à un Canadien sur vingt pour le groupe d'âge des 18-24 ans.

Deux tiers de Canadiens considèrent qu'«il est essentiel de posséder des connaissances à propos des ententes qui ont mené à la Confédération de 1867 afin de comprendre l'identité du Canada.»

Source: Léger Marketing pour l'Association d'études canadiennes, 2013

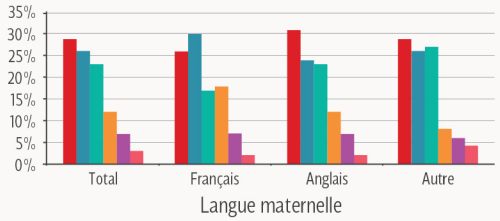
	TOTAL	Français	Anglais	Autre
1608 (la fondation de la Nouvelle-France)	**12%**	4%	36%	7%
1867 (la création du Dominion du Canada)	**57%**	61%	43%	58%
1812 (la guerre anglo-américaine de 1812)	**15%**	19%	4%	13%
1982 (Loi de 1982 sur le Canada)	**7%**	7%	2%	12%

QUESTION DE SONDAGE : QUELLES ONT ÉTÉ LES RAISONS AYANT MENÉ À LA CONFÉDÉRATION ?

LES RÉPONSES LES PLUS POPULAIRES DES CANADIENS	TOTAL % DES RÉPONDANTS
La menace d'une invasion américaine.	18%
La Grande-Bretagne ne voulait pas continuer à payer pour les forces militaires et le gouvernement des colonies.	7%
Afin d'assurer la coopération des provinces pour construire un chemin de fer les reliant entre elles.	8%
Les conflits entre les provinces unies du Canada et l'idée qu'il serait préférable de les séparer en «Ontario» et «Québec».	7%
La fin du Traité de réciprocité de 1865 et du libre-échange avec les États-Unis signifiait que les Canadiens avaient besoin d'échanger plus librement entre eux-mêmes.	6%
Unir les provinces favoriserait la colonisation de l'Ouest (les Prairies et les Territoires du Nord-Ouest).	8%

Source: Léger Marketing pour l'Association d'études canadiennes, 2013

QUESTION DE SONDAGE: QUI ONT ÉTÉ LES PARTENAIRES FONDATEURS DE LA CONFÉDÉRATION CANADIENNE?



- Britanniques et Français
- Autochtones, Français et Britanniques
- Les quatre provinces: Québec, Ontario, Nouvelle-Écosse et Nouveau-Brunswick
- Autochtones, Français, Irlandais, Écossais, Britanniques et Acadiens
- Français, Irlandais, Écossais, Britanniques et Acadiens
- Catholiques et protestants

Source: Léger Marketing pour l'Association d'études canadiennes, 2013

	TOTAL	Français	Anglais	Autre
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Français, Irlandais, Écossais, Britanniques et Acadiens	**7%**	7%	7%	6%
Catholiques et protestants	**3%**	2%	2%	4%

INTERPRÉTER LA CONFÉDÉRATION: LES OPINIONS DU GOUVERNEMENT FÉDÉRAL ET DE LA COUR

UNE RÉINTERPRÉTATION DANS LES ANNÉES 1960? Dans les années 1960s, les politiciens canadiens ont exprimé d'importantes inquiétudes par rapport à l'état des relations entre les Canadiens anglais et les Canadiens français. En guise de réponse, le gouvernement libéral du premier ministre Lester B. Pearson a créé une Commission royale sur le bilinguisme et le biculturalisme dont le mandat était de: «...faire enquête et rapport sur l'état présent du bilinguisme et du biculturalisme au Canada et recommander les mesures à prendre pour que la Confederation canadienne se développe d'après le principe de l'égalité entre les deux peuples qui l'ont fondée, compte tenu de l'apport des autres groupes ethniques à l'enrichissement culturel du Canada, ainsi que les mesures à prendre pour sauvegarder cet apport.» Source: http://epe.lac-bac.gc.ca/100/200/301/pco-bcp/commissions-ef/dunton1967-1970-ef/dunton1967-70-vol1-fra/dunton1967-70-vol1-partie2-fra.pdf

AUJOURD'HUI La Cour suprême du Canada, se basant sur Caron c. Alberta (2015), indique que: «La Constitution du Canada est le résultat de négociations et de compromis entre les peuples fondateurs et c'est sur le fondement de négociations et de compromis semblables qu'elle continue de se développer. De tels compromis interviennent lorsque les parties aux négociations font des concessions mutuelles afin de parvenir à un accord de volontés... L'histoire de la fondation de notre nation ne peut donc se comprendre en ignorant la perspective du peuple qui a accepté d'entrer dans la Confédération.»

Le guide pour la citoyenneté *Découvrir le Canada* du gouvernement du Canada stipule que: «De 1864 à 1867, les représentants de la Nouvelle-Écosse, du Nouveau-Brunswick et de la Province du Canada, avec l'appui des Britanniques, travaillent ensemble pour créer un nouveau pays. On appelle ces hommes les Pères de la Confédération. Ils instaurent deux ordres de gouvernement, soit le fédéral et le provincial. L'ancienne Province du Canada est séparée en deux nouvelles provinces: l'Ontario et le Québec, qui, ensemble, avec le Nouveau-Brunswick et la Nouvelle-Écosse, forment le nouveau pays appelé le Dominion (ou Puissance) du Canada.» Le guide déclare aussi: «Pour comprendre ce que signifie être Canadien, il faut connaître nos trois peuples fondateurs: les Autochtones, les Français et les Britanniques.» Source: http://www.cic.gc.ca/francais/ressources/publications/decouvrir/section-05.asp

INTERPRÉTER LA CONFÉDÉRATION: L'OPINION DES EXPERTS

«Le Canada ne semble pas posséder un récit définitif ou unique à propos de la fondation de la Confédération, particulièrement pour ce qui en est des intentions de ses principaux architectes. Aujourd'hui, beaucoup de Canadiens demeurent incertains à propos des ententes ayant menées à la fédération – ont-elles été un pacte entre deux cultures ou un accord entre quatre provinces ou une combinaison des deux?» - *Jack Jedwab*

«Le Canada d'aujourd'hui ne se laisse pas définir facilement. Les rapports à la communauté politique qu'est le Canada et à l'identité canadienne sont trop diversifiés pour qu'une description univoque du pays puisse s'imposer.» - *Jocelyn Maclure*

«La nation Métis était la seule nation parmi les «peuples autochtones du Canada» qui a été un partenaire actif lors des négociations de la fondation du Canada. Il est, par conséquent, exact d'inclure la nation Métis comme l'une des nations fondatrices du Canada... Les partenaires de négociation originaux dans la création du Dominion du Canada en 1867 représentaient les deux langues principales et les deux groupes religieux dominants – les Français/catholiques et les Anglais/protestants – résidant dans différentes provinces. À savoir si chacun de ces deux groupes était reconnu en tant que nation en 1867 est sujet à débats.» - *Jean Teillet*

QUI ÉTAIENT LES PARTENAIRES FONDATEURS DU CANADA?

«Nous savons que l'accord sur la Confédération de 1867 a donné un nouvel élan à l'idée que le pays a deux nations fondatrices – les habitants canadiens-français et les habitants canadiens-anglais des quatre premières provinces. La seule mention des Autochtones ou des Premières nations se trouve dans l'article 91 (24) de l'AANB de 1867, qui stipule que la compétence de légiférer à propos des «Indiens et des terres réservées pour les Indiens» revient au gouvernement fédéral... La reconnaissance et la réconciliation vont de pair. La reconnaissance des peuples autochtones comme étant des partenaires égaux dans la fondation de la nation par le gouvernement canadien serait une instance de reconnaissance puissante qui est depuis longtemps attendue et un geste profond de réconciliation.» - *Kathleen Mahoney*

«Lorsque le Canada a été fondé en 1867, il était entendu qu'il formait une nation unique dans le sens politique, bien qu'il était évidemment formé de divers peuples. Sir G.E. Cartier appelait le Canada une «nationalité politique», sous-entendant par là que l'allégeance du Canada à la Couronne par son système de gouvernement autonome maintiendrait l'unité du pays, alors que les différences dans la langue, la religion et la race seraient accommodées par le système fédéral.» - *Tom Flanagan*

«Comme il y a des centaines de peuples autochtones différents et que la vaste majorité des Canadiens dits «anglophones» ne s'identifient pas à une nation anglo-canadienne, la représentation d'un Canada trinational fondé sur les rapports entre trois nations fondatrices est erronée.» - *Jocelyn Maclure*

«...plusieurs Canadiens soutiennent maintenant que la Confédération a été le produit de trois partenaires fondateurs et, qu'ainsi, cette entente peut être décrite comme étant «triculturelle». C'est faux de prétendre que les Autochtones ont été des partenaires lors de la Confédération. Il est important de se rappeler qu'ils ont été exclus de cet accord. L'affirmation que les Autochtones ont été des partenaires dans la fondation du Canada requiert que la Confédération de 1867 ne soit pas considérée comme l'évènement fondateur du pays.» - *Jack Jedwab*

CITC CANADIAN ISSUES THÈMES CANADIENS

Pour en découvrir davantage à propos de la fondation du Canada, consultez notre numéro Printemps/Été 2016 de Thèmes canadiens.

Visitez https://acs-aec.ca/en/publications/canadian-issues au mois de mai 2016 afin de télécharger la publication complète.

FIELD TRIPS

If the cold winter has kept your class from venturing out on a field trip, fear not—Spring is right around the corner! We've compiled a list of excursions for you—all in one convenient place—so when the warmer and pleasant days finally arrive, you'll be prepared with plenty of options.

Nation-wide

Bricks 4 Kidz

www.bricks4kidz.com

Bricks 4 Kidz delivers in-school workshops that that teach the fundamentals of STEM using LEGO Bricks. Theme-based models include, Amusement Park, Space Adventure, and Transportation Timeline.

Alberta

Aero Space Museum of Calgary
www.asmac.ab.ca
Educational programs teach visitors the secrets of flight using real aircraft. Students also learn about the forces of flight, Bernoulli's Principle, Newton's Laws of Motion, and the control surfaces of an aircraft.

Alberta Aviation Museum
www.albertaaviationmuseum.com
A full day of educational programming includes theory demonstrations and interactive exercises led by former airline or military pilots and other aviation specialists.

Bomber Command Museum of Canada
www.bombercommandmuseum.ca
Students can learn about the history and science of flight by climbing into a Snowbird jet and "flying" the plane. Curriculum-based activities are available for free for visiting classes.

Calgary Opera
www.calgaryopera.com/education
The Calgary Opera runs the educational program, *Let's Create an Opera*. Schools work with the company for an entire school year to produce an original opera. A playwright, composer, stage director, sound and lighting equipment are provided. A technician runs the equipment at a discounted rate.

Head-Smashed-In-Buffalo-Jump
www.history.alberta.ca/headsmashedin/default.aspx
For thousands of years, Blackfoot hunted buffalo in this area, south of Calgary. Now the Jump—a small, elevated landmass—allows students to experience Blackfoot culture, including a simulated dig and learning about Blackfoot legends while making their own tipi.

The Jungle Farm
www.thejunglefarm.com
This family farm teaches students about agriculture. In addition to seasonal tours through the fields, other educational activities include, touring the woodlot where they can learn about the forest's life cycle, making jams or pickles, or learning about Alberta's history.

Robotics Lab at Telus World of Science
telusworldofscienceedmonton.ca/exhibits-events/robotics-lab
This program uses Lego Mindstorms, a kit that combines the fun and familiar building blocks with hardware and software to teach students about basic programming and robotics.

British Columbia

British Columbia Aviation Museum
www.bcam.net
This museum collects, restores, and displays aircraft and artifacts related to the history of aviation in Canada, with emphasis on British Columbia. They offer special, customized educational programming.

Canadian Museum of Flight
www.canadianflight.org
This museum offers a practical, hands-on look at aviation history by allowing students to see the inner workings of an engine and the construction details of a World War I aircraft. Call the museum directly for school group arrangements.

FarmWonders at UBC Farms
www.farmwonders.ca
Visiting classes work with farmers to start their own garden and return to tend to them in the summer months. Educational topics include, plant life cycles, basic soil science, organic farming, and the role of farms in our food system.

FlyOver Canada
www.flyovercanada.com
This virtual ride flies visitors across Canada and offers spectacular views that can't be seen anywhere else. Riders are suspended in the air with their feet dangling before a 20-metre spherical screen special effects like wind, scents, and mist.

Greater Vancouver Zoo
www.gvzoo.com
This zoo takes great strides in getting involved in wildlife recovery programs. They permit animals to live as naturally as possible in captivity and offer an array of school programs.

Grouse Mountain Refuge for Endangered Wildlife

www.grousemountain.com/wildlife-education

Programs include, Bears of North America, Owls of Grouse Mountain, and Survival Within the Ecosystem. Students also experience a Hiwus First Nations Feasthouse presentation.

Maan Farms

www.maanfarms.com

This family farm offers educational tours that explain the science of agriculture. Students can learn about the many uses of corn and barbecue corn over an open fire. The farm's different mazes expose classes to the science of farming.

Pacific Opera Victoria

www.pov.bc.ca/schools.html

Students have the opportunity to attend the dress rehearsals for POV`s productions. Additionally, complimentary in-class workshops prior to the performance are available that teach students what is an opera? Why do we tell stories with music?

Squamish Lil'wat Cultural Centre

www.slcc.ca

Students have the unique opportunity to learn about both the Squamish and Lil'wat First Nations in one place. Trips include guided tours, performances by traditional dancers, and craft-making workshops.

Ontario

Andrews' Scenic Acres

www.andrewsscenicacres.com

Students can tour the orchards or fields and learn about how food moves from the farm to the table. They can learn about what was growing in this area when early settlers arrived. There's also the Green Energy Program tour that explains how the farm uses solar panels and windmills to conserve energy.

Canadian Aviation and Space Museum

www.casmuseum.techno-science.ca

Educational programs include, identifying 3-D shapes on aircraft, building flying machines, and dressing up like aviators for Kindergarten students and handling materials used to build aircraft from many eras for high school students.

Canadian Warplane Heritage Museum

www.warplane.com

Educational programs are held in an aviation environment. They're taught by pilots, retired educators, and other aviation specialists. Topics include, the science and principles of flight and the role that Canadians played during wartime and of peace.

Canadian Opera Company

www.coc.ca

The COC offers class tours and tailored workshops for classes of all ages. As well, they also run an opera creation program for Grades 4 through 12. The company also offers free concerts each week from late September to early June.

Essex Region Conservation Authority

www.erca.org

Elementary programs include studying birds, butterflies, and dipnetting for critters. Secondary programs include water quality monitoring and bug sample analysis.

Growing Up Organic

www.cog.ca/ottawa/growing-up-organic

This organization provides teachers with tools and resources to create school gardens. They also help identify suitable local organic farms for field trips where students can harvest food and then prepare a meal with a local chef or nutritionist.

Haliburton Forest and Wild Life Reserve

www.haliburtonforest.com

The 80,000 acre forest provides educational activities for Grades 7-12. A unique feature is the Wolf Centre where students may observe a pack of non-socialized wolves through one-way glass.

ManoRun Farm

www.manorun.com/index.php

Located in Lynden, Ontario, this farm offers programs that teach students the value of local sustainable food and organic farming. Students can also interact with livestock to learn the animals' roles in our diet and soil fertility.

nanOntario

www.mse.utoronto.ca/future/nanontario

nanOntario is an educational program that teaches bio-inspired

nanotechnology based on samples found in Ontario's outdoors to senior students. There is no charge for the program.

Pingle's Farm Market

www.pinglesfarmmarket.com

Educational tours include lessons about bees and pollination and time to visit the farm animals for younger grades.

Sainte-Marie Among the Hurons

www.saintemarieamongthehurons.on.ca/sm/index.htm

Guided tours of this recreated French Catholic settlement teach students about some of the earliest interactions between the Huron Wendat people and Europeans. Historical interpreters teach students about First Nations' customs and the missionaries' lifestyles.

Springridge Farm

www.springridgefarm.com

Educational programming includes, The Niagara Escarpment Rock Walk to learn about its history, and discover the three types of sedimentary rocks that make up the escarpment. In the fall, primary students can see how wheat is ground into flour and then make their own gingerbread cookie.

Toronto Zoo

www.torontozoo.com

This zoo houses over 460 species of animals and is divided by continent. Educational programs include, guided tours, half- and full-day workshops, and in honour of the visiting giant pandas, a special program dedicated to pandas.

Woodland Cultural Centre

www.woodland-centre.on.ca

This centre and art gallery offers students guided museum tours, traditional dance performances, educational scavenger hunts, and craft workshops. Workshops about the history of the Six Nations of the Grand River and land claims are available.

Prince Edward Island

Legislative Assembly of Prince Edward Island

www.assembly.pe.ca/classtour

School groups can visit when the members are present during a session, to experience the provincial parliament in action from the public gallery. When the members are not sitting, students can view the Legislative Assembly Chamber from just inside the entrance.

Manitoba

Assiniboine Park Zoo

www.assiniboineparkzoo.ca

The zoo's education mission is to connect students with nature and to inspire them to be environmental stewards. Programs include, discovering megabats and microbats, as well as the role of zoos in a changing climate.

Legislative Assembly of Manitoba

www.gov.mb.ca/legislature/education/classroom.html

The Legislative Classroom program teachers students about our democratic process and role play how laws are made in Manitoba. The program combines discussion and interactive, fun games and is open to students in Grades 4 – 12.

Manitoba Opera

www.manitobaopera.mb.ca

Students can attend dress rehearsals at Manitoba Opera. The company also rents out trunks of opera resources to teachers that contain costumes, props, a CD and DVD of the opera, activities, and a study guide. Manitoba Opera also serves Saskatchewan and northwestern Ontario.

Royal Aviation Museum of Western Canada

www.royalaviationmuseum.com

Aircraft, artifacts and exhibits are used as teaching tools at this museum. Educational programs include, designing and building an aircraft and become archaeologists by finding, excavating, and preserving plane parts.

Newfoundland

House of Assembly of Newfoundland and Labrador

www.assembly.nl.ca/education/reachingout.htm

The Speaker's Outreach Program promotes awareness and understanding of the House of Assembly and the democratic process to students through a non-partisan approach.

North Atlantic Aviation Museum

www.northatlanticaviationmuseum.com

This museum preserves and presents stories and artifacts highlighting Gander's role in the development of Trans Atlantic Aviation. Exhibits include, multimedia displays and a new flight simulator. Special admission rate for school group tours.

New Brunswick

Legislative Assembly of New Brunswick

www.gnb.ca/legis/education/visit/tour-e.asp

School groups can visit the provincial legislature in Fredericton and participate in a custom-tailored tour, according to their studies. They can also meet the member of the Legislative Assembly that represents the school's area.

Magnetic Hill Zoo

www.mhzooeducation.com

This is the largest zoo in Atlantic Canada and first opened in 1953 as a farm that housed indigenous species that were either injured or orphaned. Today, educational programming includes live animal demonstrations that allow students to pet or touch the animal, scavenger hunts, and guided tours.

Nova Scotia

Fraser's Homestead

www.explorenovascotia.com/nova-scotia-attractions/?id=30

Located in Peggy's Cove, this family home has over 100 years of history, including being the home of Ivan Fraser, famous for his book and legend of Peggy's Cove. Visitors can tour the house and experience a lively and interesting foray in Nova Scotia lore and history.

Glooscap Heritage Centre and Mi'kmaw Museum

www.glooscapheritagecentre.com

This museum uses multimedia presentations, scavenger hunts, and exhibits to teach Mi'kmaw history and culture. Additional programming includes drumming workshops, legend presentations, or discussions about specific First Nations issues.

Noggins Corner Farm

www.nogginsfarm.ca

This is one of the oldest farms in Nova Scotia. Educational programs include, introduction to different fruits and vegetables for young students, and soil, geology, and farming technology for older grades.

Quebec

Assemblée Nationale du Québec

www.assnat.qc.ca/en/visiteurs/index.html

Visitors to the National Assembly are introduced to the history and inner workings of Québec's parliament. They can attend parliamentary proceedings, join a guided tour, visit the National Assembly Library, or explore one of the exhibitions.

Droulers-Tsiionhiakwatha Archaeological Site Interpretive Centre

www.sitedroulers.ca

This is a full-scale replica of a 15th Century Iroquois village. A field trip includes, a guided tour and lessons about First Nations legends and a game of lacrosse.

Forillon National Park

www.pc.gc.ca/eng/pn-np/qc/forillon/Activites-educatives/sites-patrimoniaux.aspx

This park is located in the Gaspé Peninsula and within it are

the Hyman and Sons General Store and the Anse-Blanchette homestead. Visitors can learn the importance of the cod fishery to villagers of the town many decades earlier and its important place in their province's history.

Granby Zoo

www.zoodegranby.com

This zoo is home to over 225 species and nearly 1000 animals. They offer educational programing that highlight sustainable development, the protection of biodiversity, the preservation of nature and the fight against climate change.

Johnville and Bog Forest

www.parc-johnville.qc.ca

Students can explore and analyze nature in a unique lab that features a developed peat bog. They will learn about wildlife habitat characteristics, their threats, and how to protect them.

Saskatchewan

Seager Wheeler Farm

www.seagerwheelerfarm.org

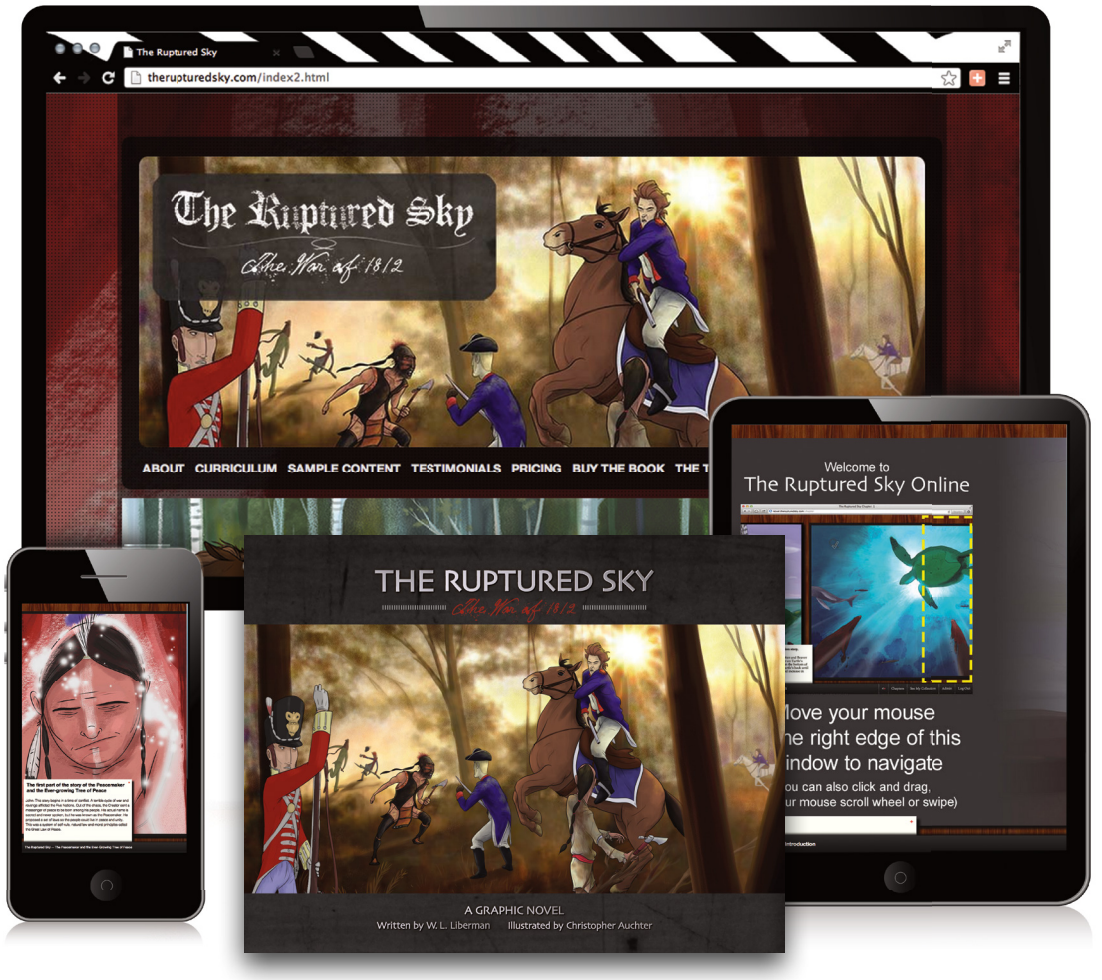
Built in the early 1900s, this farm has been fully restored along with the farming equipment used in that era. Students can tour the grounds, learning about the history and importance of agriculture and specific farming practices in Canada.

Wanuskewin Heritage Park

www.wanuskewin.com

This is the longest-running active archaeological site in Canada and provides a rare look at how Northern Plains Indigenous peoples lived. Students learn about bison hunting, First Nations medicine and history. They can also make their own bannock and tipis.

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.

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