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EXPRESSIVE WRITING ON THE PINE RIDGE INDIAN RESERVATION



FEATURES

PASSWORD:
Cyber Security
in the Classroom

COLUMNS

FIELD TRIPS: Where Does Our Garbage Go?
WEBSTUFF: Reduce, Reuse, Recycle

CLASSROOM PERSPECTIVES:
COLLABORATING IN A SCHOOL

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Finally, it appears as if the country is beginning to thaw after a long, cold, harsh winter—for many. Technically, spring is a time of renewal and forward thinking. When the weather changes for the better, we see more people out and about on the streets. We emerge from winter cocooning and breathe in the warmer, more hospitable air.

Our feature writer, Adam Stone, highlights an issue that connects to more people—literally. A daunting exercise in classroom management involves passwords and how to deal with them in a hectic classroom environment. Students tend to be trusting with their devices and passwords while teachers may not follow the best protocols themselves. Read this feature as it provides a step-by-step primer on how to keep your sanity when it comes to passwords and their management. This is one headache everyone would like to avoid. Multiply this migraine times 30 students and relief may appear in the form of a common sense, logical approach.

Find out what it's like for a young, naïve teacher to work on a remote reservation who tries to instill a love of literature in a group of 80, uninterested middle school students. The students' first foray into literature involved writing graffiti on the walls of the school bathroom. The atmosphere in the school evoked a military barracks where discipline and control appeared to be paramount in contrast to learning. Nonetheless, Lex Talamo persevered, beginning with classroom journals and branching out from there, discovering how severely disadvantaged students are able to experience some form of success. This is a poignant story, well worth reading.

In **Classroom Perspectives**, Lisa Gay-Milliken writes about a vibrant part of the school and school life often taken for granted—the school library. Libraries fulfill a variety of roles and provide support to the school community and in particular, students who may struggle with their literacy skills.

Our columns, **Field Trips** and **Webstuff**, acknowledge that Earth Day is also soon upon us and explore the many facets of recycling with a range of places and activities to indulge in the same.

The CURRICULA lesson plan further explores the Life and Times of Sir Wilfrid Laurier, Canada's first Francophone Prime Minister.

Please do check out our latest teacher-student resources:

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

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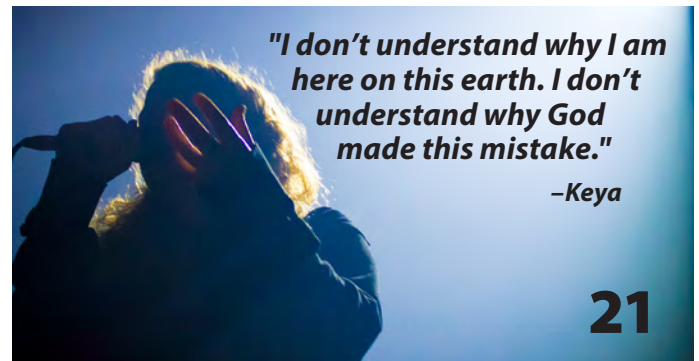
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Cyber Security in the Classroom

by Adam Stone

Before Emilie Ritchen Elementary School in Oxnard, California adopted one-to-one digital devices, it was chaos. Multiple apps on multiple machines meant kids were always forgetting their passwords.

"You never knew if it was their birthday, their student number, or something a teacher created. It was a nightmare. The kids would literally sit there and do nothing because you couldn't get around to all 30 students to get them logged in. We would give them their passwords on a piece of paper, but who knew where that would end up?" says one of the kindergarten teachers, Katherine Leppaluoto.

Password management can be a daunting classroom challenge for K-12 educators. Here we'll look at some of the common issues that arise when it comes to getting kids logged in, and then take a deep dive into some of the more effective solutions for organizing and managing classroom sign-on plans.

CLASSROOM CHALLENGES

When it comes to password management, kids and adults contribute equally to the problem.

"Children are far more trusting with their mobile devices and tend to share them along with their passwords to friends, without clearly understanding the risks they

potentially expose themselves to," explains Joseph Carson, chief security scientist at Thycotic, a Washington DC-based provider of access management solutions.

Teachers meanwhile may follow less-than-optimal practices themselves, such as writing down passwords or reusing passwords across multiple applications. "While they have more respect for both privacy and security, they tend to not be great role models for children when it comes to cybersecurity," Carson continues.

For many teachers, it is sheer forgetfulness that muddles the daily log-in effort. At Linden School No. 1 in New Jersey, technology teacher Kimberly Bachmann sees it all the time. Students are supposed to use their ID and Microsoft email to log in (id@student.lindenps.org), but for many, that's just too much to deal.

"It's long, they forget the @ symbol, they forget the dot or the spaces. Then it takes them 20 minutes to enter their passwords," she explains. "They forget their passwords because they are case sensitive, so you constantly have to remind them. It can be two or three kids each time where you have to go and look up their passwords, and that takes away from instruction time."

Bachmann works hard to sort this out at the start of the year, but by January new problems arise. "When new students come in the middle of the year, you have to get

them an ID number, you have to wait for them to be assigned a Mac, and then you have to train them on the sign-in. You can't just hand them a computer and assume they know what to do. It's like September all over again," she says.

When passwords are hard to manage, cybersecurity breaks down, and criminals come looking to see how they can benefit. "Researchers found that the education sector saw the largest year-over-year increase in email fraud attacks of any industry in 2018, soaring 192 percent to 40 attacks per organization on average," explains Chris Dawson, threat intelligence lead for security firm Proofpoint.

Fortunately, there are a number of steps that educators and administrators can take to make password management easier for students and less burdensome for teachers, that ultimately will enhance the cyber posture of education across the boards.

Here we'll take a look at a variety of strategies as suggested by educators and cybersecurity experts.

ONE-TO-ONE

For Leppaluoto, the school district's adoption of a one-to-one device policy has helped to tame the problem of password sprawl. "We've really streamlined it," she says. "Prior to that we had two computer labs with about 40 computers in each lab and then in the classrooms we had three to six desktops. With one-to-one, the user name is their first name and the first letter of their last name, followed by a number depending on how many Jonathan Smiths we have in the district. The password is their birthday with the first three letters of the month and a two-digit day and a four-digit year."

That stays constant and is therefore more easily remembered. "It's good for all of their school district mandated apps, of which there are four to eight depending on the grade level. A lot of the teachers may also bring in their own apps and they will also use the default user name and password," she explains. "It follows them for every year they are in the district, from kindergarten right on through."

REPEAT, REPEAT

At Roosevelt Charter Academy in Colorado Springs, Colorado, LynDel Randash runs the computer lab and teaches K-5 reading. She strives to keep the password situation under control by giving kids an early introduction to computer hygiene and then drilling them until log-in becomes automatic.

"When school first starts, we focus on rules and procedures, and then we practice logging in and out

repeatedly. By the middle of the year 90 percent off second-graders can log in without a problem," she says.

To keep the drill from becoming tedious, Randash introduces an element of play. "We make it a game: The first group to get 100 percent login will get five minutes of game time at the end of the class. Then I just look at my computer, which has all of their screens on it. It shows me who gets there first and also who needs help: Okay, #41 isn't logged in, who is that? And their partner will lean in and help them with whatever they need," she explains.

TAME THE SHARING

Good password management isn't just about streamlining the sign-in process. It's also about ensuring that kids resist that too-common temptation to share their online credentials with friends. One simple trick: Create a financial incentive for kids to keep mum, says Matt Vawter, a language arts teacher at Jennings County Middle School in Indiana.

"The students have a basic password to get logged in, which is related to their grade level—and their lunch code," he explains. "Students are pretty good about not sharing their password with others because they know that if someone has their password, they essentially have access to their lunch account."

KEEP IT SIMPLE

For years the tech gurus encouraged us to make passwords fabulously complex—eight characters, upper and lower case, a number and a special character. For teachers, especially those who work with younger kids, that's a formula for classroom chaos. "If they are very young and if they haven't had much exposure to a computer, that is just a lot for them to remember," LynDel Randash says.

She urges her kids to simplify their passwords. This means not just keeping them shorter, but also working within a format that will be easier to access when it comes time to log in. "I tell them: make the password something they can remember—something that has meaning to them, rather than just random numbers and letters. Then all it takes is a hint and they can usually get it again," she explains. Think pet's name or favourite food, for example.

PASSWORD MANAGERS

At Jamf, a provider of Apple management solutions, Education Evangelist Sam Weiss is a big fan of Apple School Manager, a simple, web-based portal that can be used to deploy iPads and Macs in schools. "Every student can log in to an iPad with their own individual username

and password, and all of their content follows as well," he explains. "Students no longer need to remember which iPad is theirs. Simply grab any available device, sign in with your unique user name, and you'll feel right at home."

Password managers like LastPass perform a similar function. A user can enter a master identity and the manager will keep track of—and automatically populate—user names and passwords across a range of applications. Managers like this offer a handy fix in environments where students are required to manage multiple passwords across diverse devices and applications.

"A password management application will enable you to create unique, high-strength, randomly generated passwords for every website and application you use," says Craig Lurey, CTO & Co-Founder of Keeper Security. "You don't have to remember each individual password—just one master password."

...BUT NOT ALL PASSWORD MANAGERS

While tools like LastPass are not bound to a single device, other password managers can be more limiting. Web browsers for instance will frequently offer to store a user's credentials. This may seem convenient, but on shared machines it becomes problematic.

"When Chrome offers to save the password, I always tell the kids to say no," Randash says. "I have six computer classes going through here every day, that's like 300 kids, and you never want your password saved on something that someone else is going to use."

REMEMBER THE BIG PICTURE

When it comes to password management, convenient log-in is important, but that's not the end game. In the big picture, a robust password management program is part of the larger effort to educate good cyber citizens.

"We spend five weeks on it at the beginning of school, talking about internet safety, safe places to visit on the internet. As part of that we talk about passwords and privacy," Kimberly Bachmann says. "We want to teach them that changing your password is part of good digital citizenship, it's how you keep your information protected. We want them to have these good habits when they start using the Internet to buy things. That means we can't just talk about it. We have to show them. We have to take them through the process."

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

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Reduce, Reuse, Recycle



April 22 is Earth Day, which may be a good time to tackle some environmental issues in the classroom, for example, recycling. A great way to start is by showing students that recycling is much more than sorting paper, plastic, metal, or glass. Instead, it's a complex process that involves city management and every citizen in their home, school, and place of work. Here are some websites and resources to help you and your students learn more about recycling.

We Are Teachers' 30 Earth Day Crafts

This post by the We Are Teachers website shares 30 unique crafts using recycled materials. Find pictures and videos on how to make beautiful crafts, like a hanging garden, and superhero cuffs. Students will also learn how to make their own games, like portable tic-tac-toe, and decorative items, such as a sun catcher. To browse this free resource, visit: www.weareteachers.com/earth-day-crafts-classroom-activities.



Waste Reduction Week in Canada

This website offers a variety of resources for teacher and students, for example, a school resource kit on how to implement a waste reduction action plan and a helpful flyer on how to pack a waste-free lunch. To learn more, visit: www.canada.com/en/get-involved/resources/tool-kits/schools.

Recycle City

From the US Environmental Protection Agency, this website features a fun way to learn about the recycling process in a city. Students are able to explore Recycle City and its different neighbourhoods and buildings, as well as, play games like Recycle City Challenge and Dumptown Game. Teachers can find a good source of recycling exercises in the Trash and Climate Change Activity Book, available as a PDF. To find all these resources, visit: www3.epa.gov/recyclecity/index.htm.

Recycling Truck

iOS – \$1.39 CAD

This app for young students is a great way to discover the sights and sounds of a typical neighbourhood on recycling day. Users will follow a recycling truck as it drives through the streets. They can help the driver pick up the recycling cans and unload the truck at the Recycling Sorting Center, where they sort materials by either paper, glass, metal, or plastic. Children can also tap on people, animals, or objects in the city to play a sound or perform actions. Find it on App Store.



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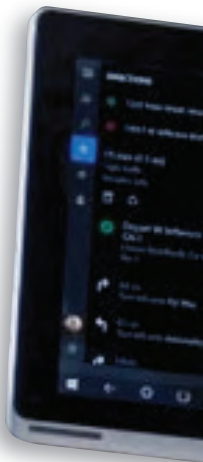
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COLLABORATING IN A SCHOOL WITH NO LIBRARY

by Lisa Gay-Milliken

Do you remember the first time you entered the school library as a child? I do. There were books everywhere. The librarian told me that I could borrow any of the books and take them home. Amazing! This excitement continued throughout the years. I couldn't wait for book fairs. I joined the audio-visual club. I still was able to check out as many books as I wanted.

Fast-forward 16 years later. I accepted my first teaching position. I was a special education teacher in a public high school and there was a beautiful school library. The librarian, Cleo, was remarkable. I fondly remember her creating a special bookshelf for my students who were significantly challenged, to assist them in finding books easily. It was a rewarding 15 years with Cleo; therefore, I assumed that all students and teachers have similar experiences. Unfortunately, I was wrong. There is no library in my current school.

Today, I work in a private day school in Virginia. Special education students who are not successful in their home school, due to challenging behaviors, come to us by way of an Individualized Education Program (IEP) team decision. The students are still "owned" by the public school yet are unwanted in regular schools.

In private, specialized day schools, we open the door to academic success by focusing on new ways of interacting with students and teachers. The challenge is to make learning fun again while acquiring the skills to deal with any behavior that holds them back from attending a public school. The ultimate goal is always to get the student back to their home school as soon as possible.

We are constantly communicating and collaborating with the public school special education teachers and case managers. The funding is limited in a private day school; therefore, there are no libraries in our school buildings. We have a room with some books that have been donated by the local Moose Lodge and Ruritan club (local organizations that do charity work), but that is not enough. Private day school students need and deserve a library as much as their peers. So, why are we not using the public school library and collaborating with the librarian?

Barriers to Collaboration

Recently, I went back to school to earn my school librarian endorsement; therefore, the topic of collaboration resurfaced for me. I found myself seriously considering the reason for this forgotten private-public collaboration with a public school librarian. Some potential barriers:

- Travel time could certainly be a problem. A private day school is in a separate building. The school accepts students from surrounding cities and counties. Several students are on the school bus for well over an hour.
- Whether it is the public school librarian traveling to the private school or the students being transported to the public school, transportation could be costly.
- The students in the school may have challenging behaviors. Perhaps these behaviors are remembered and there is a reluctance to allow the student back in the school library?
- School administration is not supportive of the collaboration.
- Lack of technology to support virtual collaboration.

The students in private, day, specialized education facilities are all reluctant learners and will certainly benefit from collaboration between special education teachers and the public school librarian.

Breaking Through the Barriers

Regardless of the reason, it is a forgotten collaboration for school librarians. It might represent an opportunity that most librarians do not even know exists. Libraries make learning fun! Reluctant students need learning to be fun. The students in private, day, specialized education facilities are all reluctant learners and will certainly benefit from collaboration between special education teachers and the public school librarian. Here are some ideas to help get the conversation started:

- Run a brief training session for private day educators on how to access and use the public school's online library catalog. Get permission for students to access it just as



- they would if they were attending the public school.
- Become a traveling librarian. Collaborate with the private day educator. Load a bunch of books, related to the students' interests, on a cart and take them to the private school for students to check out.
- Curate various e-books and teach the private day teachers/students how to access them.
- Invite the private day students to your makerspace, your book fair, or any event that you have for general education students.
- Collaborate with private day teachers as you would with the public school teachers. Ask your principal for permission to visit the private school to co-teach a lesson with one of the teachers.
- Create a pathfinder for the private day teacher. For example, a teacher may have a 4th grade student in the elementary classroom. Create a 4th grade pathfinder (a collection of information sources to help students begin their research) about weather for the science SOLs and send the link to them.
- Skype in so the class can see you on the interactive whiteboard and lead a literature circle discussion about a book they've read.
- Private day teachers work with the public library in the community to offer benefits to students similar to the school library.

Time remains a challenge for all librarians. Adding more teachers and students, not located on the school campus, may just be too much. It is important to remember these students will be returning to the public school and to your library. Why not work hard now to build positive relationships with these students? The benefits will go a long, long way.

Lisa Gay-Milliken has taught high school special education in Bridgewater, Virginia for 16 years. Currently, she is an administrator in a private day school for students with disabilities and a graduate student in the School Library Program at Old Dominion University. She has a B.A. in Special Education and an M.Ed. in Special Education and Education Administration.



CURRICULA

LESSON TWO LAURIER AND THE FRANCOPHONE QUESTION

Wilfrid Laurier grew up in a world that was comprised of two solitudes—distinctly English and French communities that coincided but rarely interacted in substantive ways. Wilfrid's father, Carolus, knew this situation remained problematic and actively encouraged his son to immerse himself in English culture. Wilfrid spent time in New Glasgow living with a family of Scottish heritage, where he learned to read and write in English and gain insight into English attitudes and ideas. Throughout his political career, Wilfrid was able to forge compromises and settlements that accommodated both sides of a given issue. This approach served him well for a long period of time, and he remained very popular even when he and his party were out of favour. There were times when his approach to policy and decision-making appeased neither side and in some instances, served to inflame tension and conflict. Perhaps, in the end, Wilfrid could not deny that he was a Francophone first, as his objection to conscription during the First World War, for example, cost him that final election. The issue, one of many that divided the French and English communities, is indicative of the differences in attitude and sensibility between the two.

SUBJECTS
Canadian History,
Canadian Politics

GRADE LEVEL
Grades 9 to 12

DURATION
3 to 4 classes

KEY CONCEPTS AND ISSUES

Students will come to understand the state of French-English relations during Wilfrid's lifetime and more importantly, his lengthy political career. Wilfrid saw himself as one to unite the two communities but that didn't always come to pass. For many years, Canada functioned exclusively as a British colony and Wilfrid grew up as the country was beginning to throw off the binds of colonialism, although tension between French and English continued.

MATERIALS REQUIRED

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

EXPECTATIONS/OUTCOMES

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

Students will:

- Increase their knowledge of early French-English relations;
- Analyze the social, and political implications of different political events and their impact on French/English relations;
- Understand Wilfrid's early influences and how they informed his political career;
- Explain how certain key events and personalities affected Canada's French-English relations and how that might have changed if Wilfrid had taken another path;
- Demonstrate an understanding of the political times in which Laurier lived;
- Describe the relationship between French and English communities at the end of Laurier's career and now, and;
- Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.

BACKGROUND

During Wilfrid's life and political career, certain events took place that widened the schism between French and English. As a result, Francophones across the country felt aggrieved at the hands of the Anglophone majority following crises such as, the Red River Rebellion (1869-1870), the Manitoba Act (1870), the 1905 Act, and Ontario's Regulation XVII. Even in Quebec, where the Francophone population constituted the majority, these attacks made clear that ties to Britain and English rule remained strong and intransigent, widening the gap between the two communities. Since the days of Robert Baldwin and Louis-Hippolyte LaFontaine—the architects of Responsible Government—efforts to forge a truly bilingual nation where Francophones existed as equal partners in a political union, had been tried and tried again. Wilfrid, when elected to the federal parliament, walked into a kind of minefield. Yet it is entirely likely that only Wilfrid, with his background, upbringing and perspective, who had the instincts of a conciliator, might have negotiated such a hazardous path. And negotiate it he did for a long period of time. But even the "Great Conciliator" had to admit defeat eventually. Wilfrid, for example, startled his law school classmates and guests when, as valedictorian, delivered his speech entirely in French. This had been rarely, if ever, done.

STEP ONE

TEACHER-DIRECTED DISCUSSION

Divide the class into teams and assign one of the events listed above as a topic of discussion. Without referring to any notes or previous research, have the teams list what they know of the event they've been assigned. Have each team, in a round robin format, read out the information they have discussed for each event. Make notes on the board, tablet, whiteboard, etc. Then have the teams research the event they've been assigned and subsequently, read out loud what they have discovered. Each presentation should be about five minutes in length. Add more detail to the previous notes made for the class using whatever method is common. Are there any preliminary conclusions the student teams might draw from the points that have been made? Can they encapsulate the event they've researched and its importance to French-English relations at that time?

STEP TWO**UNDERSTANDING WILFRID**

Have students connect Wilfrid's actions to the event they have researched. Would they say he acted in a responsible manner, in the sense of being a responsible citizen and letting the principles of citizenship govern his actions? Or, perhaps not? Were Wilfrid's actions important and significant and if so, how? Students will write a 1-2 page essay on Wilfrid's attitudes, thoughts and actions regarding the event in question. Is there something he might have done? Was Wilfrid mindful in his approach in response to the event? Did his actions have outcomes and/or consequences? If so, have students list these in the papers they write. The assignment will be given to the teacher for assessment upon completion.

STEP THREE**THE RED RIVER REBELLION**

Louis Riel is an important figure in Canadian history. At the time of the Red River Rebellion, Wilfrid took a reasoned and less critical tone toward Riel and his actions. The first Rebellion in 1870 failed and Riel was expelled by the Canadian government and forced to live in exile in the United States for a minimum of five years. Wilfrid had been elected to a federal seat for the Liberal party. At the time of the rebellion, he sat as an opposition MP in the House of Parliament. The Riel situation polarized the French and English communities. Wilfrid defended Riel, stating that he favoured amnesty like many Francophones, but for the reason that Riel's rights under British law were contravened. As a result of this position, Wilfrid generated a lot of support in Quebec for the Liberal party from the Francophone community, one that had traditionally supported the Conservatives. After the failure of the subsequent 1885 rebellion, Riel was brought to trial. The Francophone community generally wanted to see Riel bear some responsibility for his actions. The Anglophone community wanted to see Riel severely punished. Riel was formally charged with treason after putting forward a motion to create a provisional government for the territory known as Saskatchewan. He went to trial, was found guilty and subsequently—hung.

After the 1870 Rebellion Wilfrid said: "It has been said that Mr. Riel was only a rebel. How is it possible to use such language? What act of rebellion did he commit? Did he ever raise any other standard than the national flag? Did he ever proclaim any other authority than the sovereign

authority of the Queen? No, never. His whole crime and the crime of his friends was that they wanted to be treated like British subjects and not bartered away like common cattle. If that be an act of rebellion where is the one amongst us who if he had happened to have been with them would not have been rebels as they were? Taken all in all, I would regard the events at Red River in 1869-70 as constituting a glorious page in our history, if unfortunately, they had not been stained with the blood of Thomas Scott. But such is the state of human nature and of all that is human: good and evil are constantly intermingled; the most glorious cause is not free from impurity and the vilest may have its noble side."

The above quote exemplified Wilfrid's conciliatory approach to tackling significant issues. He supported Riel and his position at the time, questioned the government's handling of the Riel question and ended up supporting a compromise version of the exile that was imposed upon him, versus the complete exoneration that many Francophones supported.

What if Wilfrid took an opposing view to the one quoted above and for which he was famous? What would that look and sound like? Have students draft up an alternate version of Wilfrid's support for Riel up to two pages in length. These opposite approaches will be written out and read out loud to the class. Students must be able to justify the particular approach they've taken. They must also be available to discuss what they learned about Wilfrid as a result of going through this process.

STEP FOUR**CULMINATING ACTIVITY**

Using the graphic novel as a guide, students will write a short story that explores Wilfrid's struggle to reconcile his Francophone background, upbringing, and culture with the overwhelming desire to appeal to all Canadians and present compromising views and platforms on important issues. As an alternative to the short story, students may also write diary entries written from Wilfrid's perspective that explore this issue of walking the line between English and French relations while attempting to co-opt the support of the majority, to find that middle way through very tricky issues he faced. The short stories/diary entries will be submitted for assessment. The teacher also has some flexibility as the short story may also be illustrated or drawn, like a graphic novel for those students who prefer the visual versus the literary approach.

OPTIONAL EXTENSION ACTIVITIES

- Have students turn the short story/diary entry they completed into a one-act play or monologue. Students will rehearse and perform the one-act plays for the rest of the class.
- Using quotes from famous Canadian personalities and politicians (William Lyon Mackenzie King, Pierre Elliott Trudeau, Sir Robert Borden, Tommy Douglas, Joey Smallwood, Agnes McPhail, Emily Stowe, etc.), replicate the exercise where students take the opposite view or stance on a particular issue. For example, what if Emily Stowe didn't believe in or support the Canadian suffrage movement? How might that view be portrayed? Students must be able to justify the approach they take.
- **The student debate:** have students form into debating teams. Here is the question to be debated: Be it resolved that Louis Riel was unfairly treated by the government of the day and never should have faced the death penalty. One team shall take the Pro side and the other, the Con side. Formal debating rules will be followed: www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf. Those class members not on the two teams will act as judges and select the winner of the debate. The teacher shall act as moderator.
- **Opinion piece:** Students will write an opinion piece evaluating the legacy of Sir Wilfrid Laurier. Wilfrid is generally revered as a great orator who worked to bring the French and English communities together. He searched for a middle road hoping to find common ground on issues and events. Just how would students characterize his legacy? This piece will run a minimum of 500 words and handed in for assessment.
- One of Wilfrid's achievements centred on opening up the West to settlement. He wanted to see the creation of a great nation that stretched from coast to coast. During his tenure, some two million emigrants came and settled in the West. He presided over the setting up of Alberta and Saskatchewan as provinces. On at least two occasions, Wilfrid took extended trips out west where he stopped en route and spoke to large crowds of admirers. Is it possible to consider Laurier as the first true Canadian? Someone who straddled cultures and communities while articulating a vision for the country during his lifetime and in the future. Break students into small groups and have them discuss this question.

ASSESSMENT AND EVALUATION

Each lesson plan has a comprehensive approach to assessment and evaluation. Teachers will be required to

assess prior knowledge of each topic by referring to the questions listed for "before" the lesson and "after" the lesson has been implemented.

STUDENT EVALUATION QUESTIONS SPECIFIC TO THE LESSON PLAN

Before (Pre-Implementation)

- Do students have a general understanding of the issues concerning Francophone communities during the period that Wilfrid entered and served in politics?
- Do students have a clear understanding of the key issues affecting Francophones during Wilfrid's time?
- Do students have any prior understanding of the concerns of the Francophone community during Wilfrid's political career?
- Are students familiar with events such as the Manitoba Schools Question or the Rebellions of 1870 and 1885?

After (Post-Implementation)

- Students will describe the concerns of the Francophone community during Wilfrid's tenure.
- Students will reflect an understanding of the importance of the actions Wilfrid took to deal effectively with those issues.
- Students will determine whether Wilfrid was successful in his efforts to resolve the crises that affected Francophones across Canada.

TEACHER EVALUATION QUESTIONS

Before (Pre-Implementation)

- Do you have a general understanding of French-English tensions during Wilfrid's time?
- Do you have a clear understanding of the major issues that concerned Francophones when Wilfrid served in politics?
- Do you have any prior understanding of French-English questions during this historical period?
- Are you familiar with Wilfrid as a politician who worked to bring the two communities together?

After (Post-Implementation)

- Describe Wilfrid's actions during the Manitoba Schools Question and the two Rebellions previously mentioned.
- Have a clear understanding of Wilfrid's standing in the French-English communities as a result of the actions he took during controversial events.
- Understand why Wilfrid chose the path he took when it came to French-English relations.



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Key People and Themes

Sir Wilfrid's family life; Francophone politics in Quebec and on the national stage; The tragedy of Louis Riel; the Manitoba Schools Crisis; Outbreak of the First World War; and Mandatory conscription.

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EXPRESSIVE WRITING on the Pine Ridge Indian Reservation

by Lex Talamo

I moved to the Pine Ridge Indian Reservation as a naïve 22-year-old teacher in 2009, with high hopes and big plans to instill my love of writing in my 80 incoming middle school students.

My principal informed me there was no formal writing curriculum—I would have to create one from scratch. I quickly ditched the idea of throwing together anything from the materials in the two creaky roller carts in my classroom: a class set of dog-eared red Merriam Webster dictionaries and an 80-year-old set of Houghton Mifflin grammar books, so scarred with gang signs and ink as to be illegible.

I paid out-of-pocket for class sets of novels, drafted long term plans, pirated resources from the lethargic internet connection. Then, I eagerly awaited my first batch of students, who I quickly learned had their own ideas about what would happen in my classroom.

They nicknamed me “Miss Tomato” on the first day of

school and chose to either sleep through my class or litter my classroom floor with confetti of spitwads and chewed gum. My first indicator that my students could write, with enjoyment and from their own free will, came in the form of a chastisement from my principal, on the second day of school.

“There was graffiti found in the girl’s bathroom,” she announced, at an “emergency” after-school meeting. “We’re on Day 2, people, and I just read the Riot Act this morning. We need to nip this behavior in the bud.” My principal dismissed the other teachers. She kept me behind. “Alexa,” she said. “Which one of your female students used the bathroom today?” I asked how she knew the culprit was one of my students. My principal held up the incriminating green pencil stub, found in a stall. “I gave each teacher a different color of pencil,” she explained. “Yours are green.”

Students at my school were not expected—nor allowed—to bring any supplies from home; the school provided

folders, pencils, paper, and journals. The reservation school was located smack-dab in the poorest county in the United States—where 97 percent of families lived below the federal poverty line and families averaged a yearly \$4,000 income.

The overarching school environment stressed almost militaristic discipline and control, in an attempt to provide my students with structure they so desperately needed. Into this atmosphere, I introduced the smallest modicum of freedom and choice.

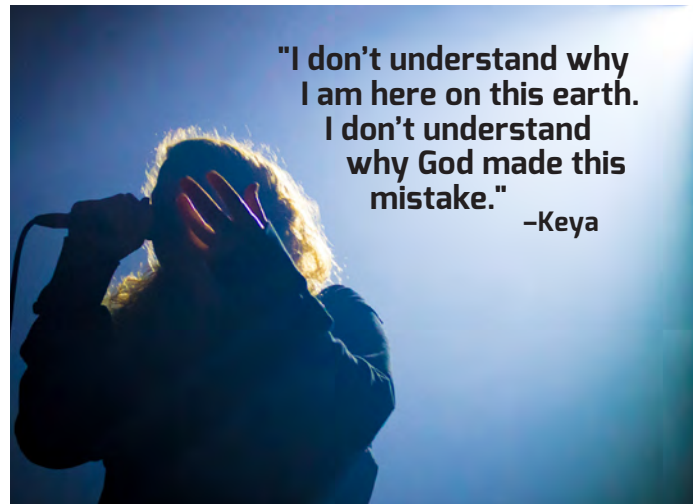
I told my students they needed to write a page each day; but what they chose to write was up to them.

Micco Brave Dog, a 12-year-old seventh grader, liked to write little stories featuring Indigenous protagonists for his required page-long journal entries. In one such story, which he titled “From Abandonment to Independence,” he wrote the life story of a 10-year-old Native girl named Tatunka’win.

Tatunka’win lives in Lame Deer, Montana. Tatunka’win parents died in an automobile accident. She was 10 years old. Since the accident she lived with relatives all over the reservation. Her relatives are all abuse and alcohol. Tatunka’win is now in the 7th grade and she is 14 years old. She has very little support from her relatives but they all want her disability and social security checks for drugs and alcohol. Her relatives drink up her money every month. Then one day Tatunka’win met a nice lady who offered her a nice place for teen girls. Tatunka’win use the court system and move into the girls home. She had her own room, and was able to save her money and learn independence.

The overarching school environment stressed almost militaristic discipline and control, in an attempt to provide my students with structure they so desperately needed. Into this atmosphere, I introduced the smallest modicum of freedom and choice.

Their classroom journal entries were how I came to know them—to really know them—and to see beyond their misbehaviors to the trauma they wore like badges of honor. One of my students, named Cetan “Hawk” Little Thunder, was an eighth grader who read and wrote on a second grade level, but whose intense blue-grey eyes followed every motion of my dry erase marker, as if he wished he



could absorb the scrawls through intention alone. My principal had told me that the Little Thunders were a “rough” family: Hawk’s parents were in and out of jail, his older brother had joined a gang, and his sister had already dropped out of high school. “He may be the only one in his family who has a chance,” my principal said. “He wants something more for his life, and he knows education is the only way he’ll get off the reservation.”

Hawk wrote in his journal:

miss talamo i am so tird of death death all around me everywhere i turn i cannot escape it and i am so afraid so afraid i will lose to death.

I knew about the reservation’s high death rate and low life expectancy (47 for men, 52 for women). I knew some of my students had been hit harder than others by death: Hawk, at age 13, couldn’t even count the total number of his deceased friends and relatives on both hands.

I could tell that my students were bored with my lessons; my classroom instruction wasn’t cutting it. These students needed more than a first-year teacher who couldn’t properly manage her classroom and expected them to be excited over stories with clear beginnings, middles, and ends.

I brainstormed ideas over the summer. I attended professional development at the National Writing Project. *Make writing meaningful for students*, my mentor advised. *Give them incentives to learn*. I returned for a second year with a re-vamped curriculum and the idea for a classroom store, where students could “buy” candy or stuffed animals or cameras or jewelry after amassing enough raffle tickets earned for attendance, class participation, completed homework, and improvement in their writing grades.

The day I introduced the classroom store, Keya Walks Out—a 16-year-old seventh grader interested only in the American Indian Movement—snickered. “What am I going to do with a pink stuffed bear?” he asked me. I knew Keya was fiercely protective of his younger sisters; I asked if he could earn prizes for his sisters. He replied, “I guess” and put his head back down on the desk.

Later that evening, I paused over Keya’s submitted writing assignment for the day. I had assigned the students to write an “I Don’t Understand” poem, and Keya had written two sentences, across a single line:


I don’t understand why I am here on this earth. I don’t understand why God made this mistake.

The classroom store, for students like Keya, wasn’t going to cut it, either. I had a break-through with Keya only by accident, when my principal put me in charge of preparing students for a county-wide speech competition. Eager for a chance to miss a day of school, Keya volunteered—for the first time in my history with him—to join the team.

I let him write an expository speech about Russell Means. I was surprised by how seriously he took his writing. On the day of the speech competition, he brought home a second-place finish—and, for a very brief moment, he gave me a smile.

Keya’s victory made several things immediately clear to me: my students needed to experience success. They needed to write about what they loved. And they needed to see that their writing could impact a broader audience than the one held captive each day between the four walls of my classroom.

I decided I needed to celebrate my students’ writing, and that they needed to celebrate each other. I created a monthly newsletter featuring the students’ best writing, which they helped disseminate to each homeroom class. I started publishing class anthologies of the students’ writing twice a year and accepted art submissions from my students to accompany the pieces. These anthologies—along with the students’ journals—were the only school items not discarded in the giant gray trash bins left in the middle school hallways on the last day of each school year.



Rather than assign a paper, give students time to write, then collect and grade their papers, I switched to a writing workshop format.

Soon after the first installment of “Voices from the Middle” ran, a section of my students decided they wanted more time to write. They asked me to start a newspaper club. Twice a week, we gathered in my classroom for two hours after school. I brought in my coffee pot from home and four different kinds of tea; they enjoyed how seriously I served them tea and tiptoed around the room, so as not to disrupt their creative thought process.

Ghost Story Night evolved from the newspaper club. Like many middle school students, mine were obsessed with

horror stories. I gave my students one hour to write; then we lit candles and turned off the lights, and the students, delighted, read their completed pieces to the shrieks and howls of the others.

Seeing how excited my newspaper club students became when they were allowed to write together or share their writing, I re-worked my approach to my writing classroom. Rather than assign a paper, give students time to write, then collect and grade their papers, I switched to a writing workshop format. Students conferenced with me twice, and with each other through peer response once, before turning in their final drafts.

The result was that they tried harder. They also enjoyed the assignments more. My students were slowly starting to see that they could find joy in writing. But I wanted them to realize writing could be more powerful than just that.

In my third year of teaching, I started with a slam poetry unit. I had my students watch “Why I Love Education But Hate School” by Suli Breezy, “Pretty” by Katie Makkie, and “Thinking About You,” performed at *Brave New Voices* by a young man named Mike. I watched their eyes widen.

“Can we really write about things like that?” one timid eighth grader asked me. I told her they could, and I turned them loose. I watched them write.

Eighth grade student Renae dove straight into a poem about her complicated relationship with her abusive parents:

“Taken” – R.M.

*You take away the finer things
You take away the air I breathe
You take away what I love
Places only I know of
You make a way that I hate
You make a way to have me forgotten
You take away from my siblings the same.
You make a way, to take away
And gain to fame
You make a way, five, ten, twenty,
You take away all you can
And leave a wound that cannot heal
You make a way to conceal a life
Permanently, I run away with myself cause
You made me make myself this way
You take away and make a way
Take these words, pursue them
For who I am and make it known,
That what I dream and what I feel
Can never be taken.*

Their writing was real, raw, honest. Too good to contain to our classroom. I subscribed to *Teen Ink*, a monthly magazine written by teenagers and published by the Young Authors



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Foundation. I helped my students set up online accounts. I gave them one class period each month to submit their best works—and they did so with gusto.

My students did not seem to care whether their writing was published in the magazine or not. The online postings allowed other teens to comment on my students' submitted works. I saw, immediately, the joy they found in connecting with other teens from across the country, through their writing.

It took me four years to figure out a working formula, but my students eventually experienced the power of writing, the sense of connection that came from sharing their words with others, and an understanding that they were not alone in the struggles they faced.

Many of my students, after they graduated, came back to visit me during the school's community events. They told me they had kept up with their *Teen Ink* accounts; they had joined poetry clubs (if they existed) at their high schools; they had kept up with their writing.

"I'm still writing, Miss Talamo," many told me, without my having to ask.

"Good," I would tell them. "So am I."

*Student names have been changed, but their work has been republished, with parental permission and *unedited*, to represent the struggles they face.

Lex Talamo graduated with a Master's Degree in investigative journalism from Arizona State University's Walter Cronkite School of Journalism. She has also taught writing courses to middle and high school students.

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Where Does Our Garbage Go?

With the arrival of the warm weather, we often find ourselves doing some spring cleaning. It's easy enough to simply toss things we don't use or need, but what happens, after we place our unwanted items in recycling or garbage bins? This is a good opportunity to help students think about the amount of garbage they produce and show them the importance of reducing waste, *before* reusing or recycling it. Consider visiting your local disposal facility. Many of them offer educational tours that show visitors firsthand the enormous and complex process of managing waste. Check out the following suggestions for your next field trip or find a similar facility in your area.



Edmonton Waste Management Centre – Edmonton, AB

Book a school tour to visit Edmonton Waste Management Centre. Students will discover how recyclables are sorted, organic materials are turned into compost, e-waste is recycled, and how waste is converted into methanol and ethanol. The tour is for grades 4-12 and takes 2 hours. There is a limit of 40 participants per tour, including adults. For more information, visit: www.edmonton.ca/residential_neighbourhoods/garbage_recycling_waste/ewmc-tours-for-schools.aspx

Vancouver Waste-to-Energy Facility – Vancouver, BC

On this exciting tour, students will discover how 25% of Metro Vancouver's garbage (280,000 tonnes) is turned into electricity that is enough to power 15,000 homes per year. The tours are available for grade 5-12 and they take 1.5 to 2 hours. The maximum class size permitted is 32 students. The tours are available on Wednesdays and Thursdays.

For more information, visit:

www.metrovancouver.org/events/school-programs/K-12-field-trips/facility-tours/waste-to-energy/Pages/default.aspx.

Guelph Waste Diversion Education Centre – Guelph, ON

On this interactive guided tour, students will learn how Guelph's organics, recyclables, and garbage are collected and processed, and how to minimize and divert the amount of garbage we produce. Kids will be able to touch and feel recycled materials at different stages in the recycling process, see how the organic waste processing facility operates, and learn how to minimize waste at home by sorting it properly. The Education Centre is best suited for groups of 25 people or less. For more information, visit: www.guelph.ca/living/garbage-and-recycling/waste-resource-innovation-centre/waste-diversion-education-centre.

Ottawa Valley Waste Recovery Centre – Ottawa, ON

The Ottawa Valley Waste Recovery Centre offers a variety of educational programs for grades K-12. Some of their programs include, a Princess and Water Fairy skit for the youngest students; learning about greenhouse gases; and becoming an electronic waste steward. The programs are run by educational staff and connect to the local curriculum. For more information, visit: www.ovwrc.com/teachers-tours-and-presentations-2.



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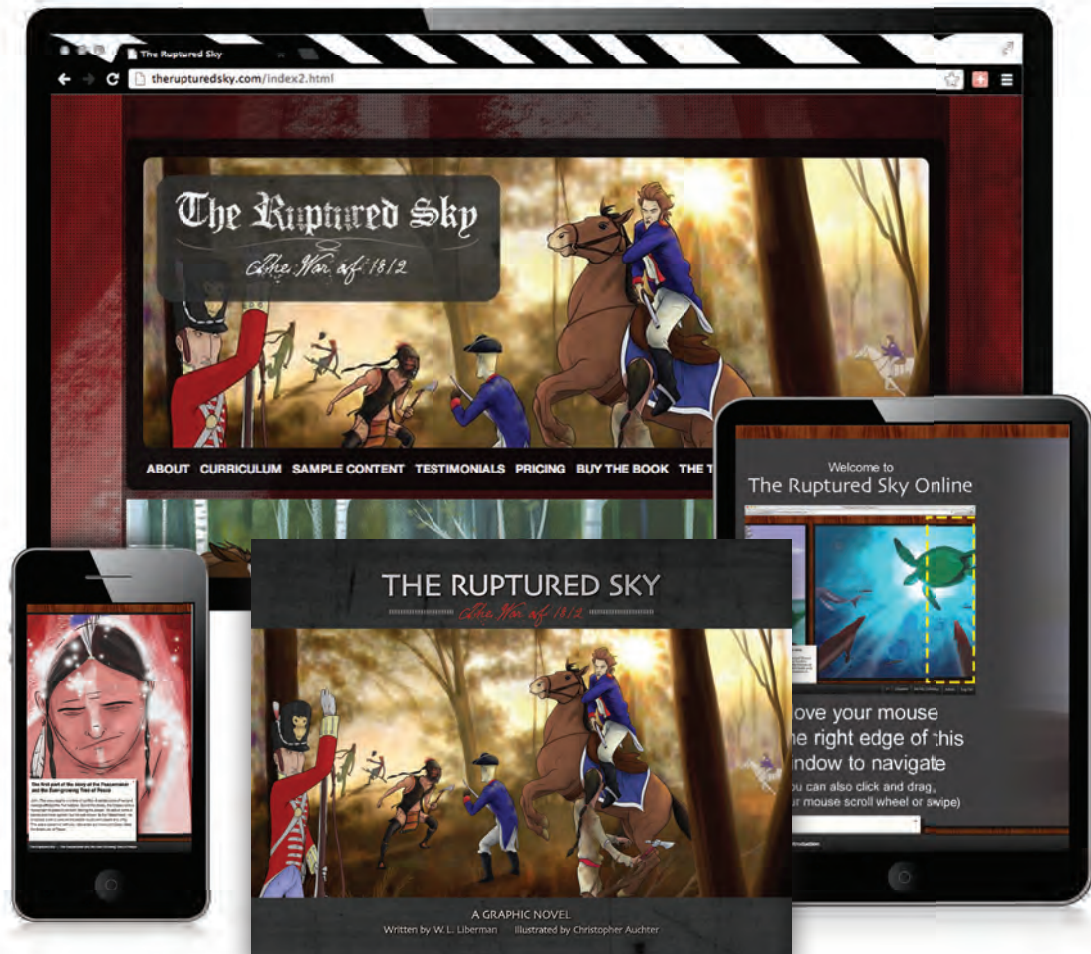
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Dystopia 2153 allows my struggling readers to shine with coding skills while challenging my high-level students. I cannot recommend it enough!"

- Robin Kuhn, K-12 Educator, Iowa, USA

The artwork is exquisitely dark and beautiful. The coding lessons are well thought out and I appreciate all the opportunities to practice while levelling up.

- Iain Brodie, Educator, Toronto, Canada

ABOUT TEACH

Dystopia 2153 is developed and produced by TEACH (teachmag.com), a national, educational publishing company based in Toronto, Canada.

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