

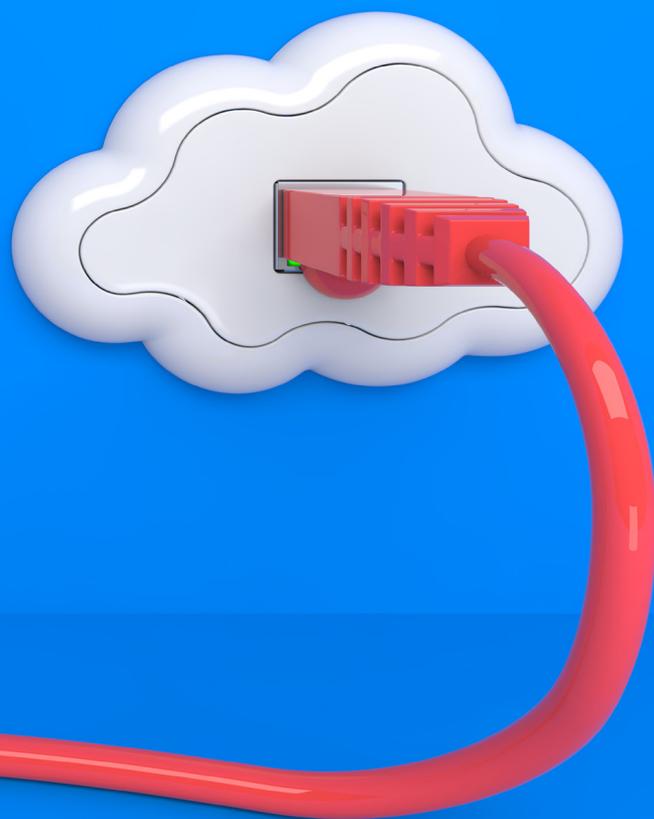
TEACH

LE PROF

SEP/OCT 2015

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

TEACHING WITH GOOGLE DRIVE ¹³



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THE KEY TO GETTING INCLUSIVE EDUCATION RIGHT

What is inclusive education and why is it important?



 Microsoft

#InclusiveLearning

Every student deserves full and equal access to education and the opportunities it provides regardless of their learning styles and accessibility needs. Yet for students with disabilities, which may range from vision, hearing, mobility, dexterity, language and learning impairments—often this has meant being isolated from their peers or being unable to overcome learning obstacles.



The World Health Organization estimates that one billion people live with some form of disability that is about 15% of the world's population. Technology is the game changer in the classroom, it can ensure that students with special needs no longer feel singled out. By bringing them in, allowing them to interact and connect with their peers it can help make learning a more enjoyable experience for all. That's an opportunity to empower the more than 600,000 Canadians aged 15 and older (2012 Canadian Survey on Disability) to learn and realize their full potential.

As a teaching and learning instrument used effectively and thoughtfully integrated into curriculum, technology can empower personalized learning and improve outcomes for students. The experts agree, with 80% of Canadian teachers agreeing that technology enables students with learning impairments or disabilities to succeed in school in a recent study by Microsoft. With the digital world at their fingertips, it's easier for teachers to provide accessible and specialized learning to empower students to realize their full potential.

The recent study by Microsoft found that 84% of Canadian teachers agree that students are more engaged in the lesson plan, and 78% said students learn more effectively, when technology is integrated within the lesson. Technology allows teachers to personalize education for all students – not only those with disabilities, but also students with diverse learning styles and different levels of aptitude. An inclusive school system that is both socially and academically inclusive can create a sense of belonging and competence for all students. It means that all students are integrated and are supported to learn – ensuring that students with special needs no longer feel so singled out.

By understanding how technology can open new possibilities for students with disabilities, educators can provide an inclusive learning environment for all students.

As a tool, technology is an equalizer and indispensable in enabling all students, including those with disabilities to integrate and participate fully in the learning environment. Using the latest devices and services, including Microsoft's specialized assistive technology in Windows, students with disabilities can access digital content that they would otherwise have difficulty seeing, hearing or using comfortably. Accessible assistive technology is not "one size fits all." For some students, solutions also may include specially designed assistive technology products, such as Narrator that converts text to speech, empowering students to learn at their own pace.

Educators today are faced with the challenge of both integrating technology into the classroom and teaching students of all learning styles and abilities—including students with disabilities. Let us work together to inspire and empower all students by giving them the foundation to build their dreams on. At Microsoft, we are committed to supporting the inclusive education vision by providing accessibility resources for educators to help them create an inclusive classroom. To find out more about an Inclusive Education workshop near you, visit Microsoft.com/education for more information.

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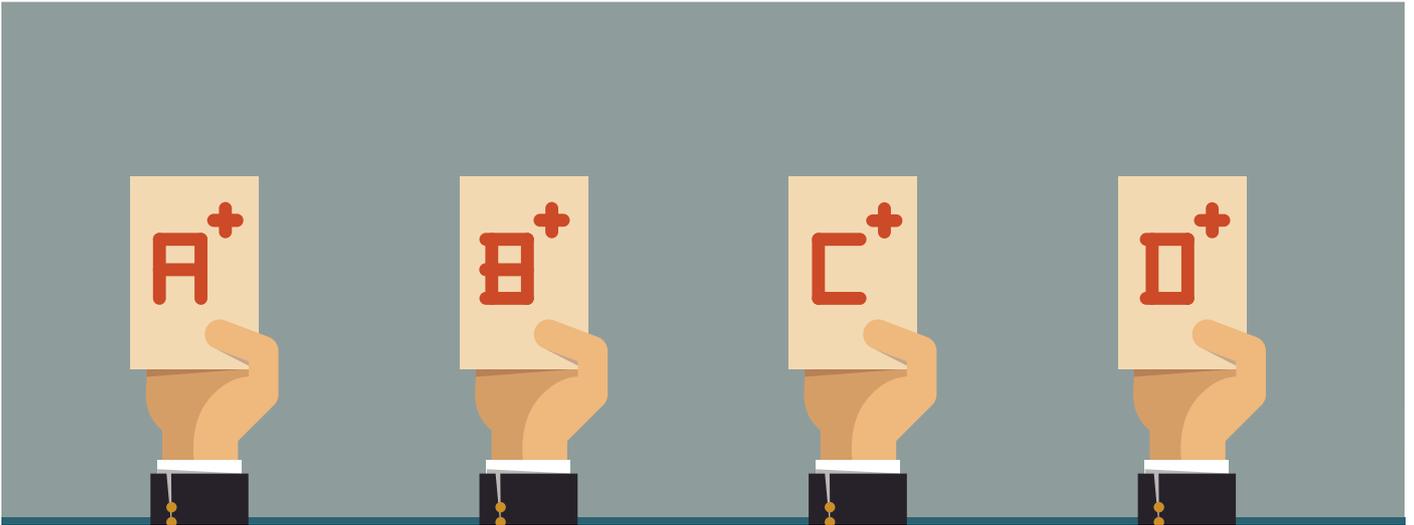
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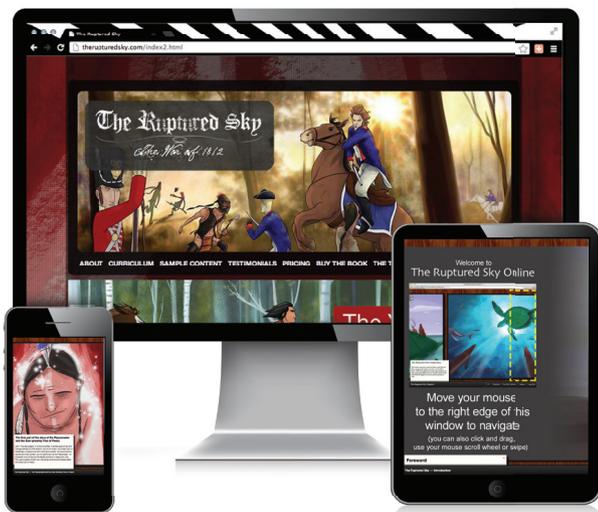
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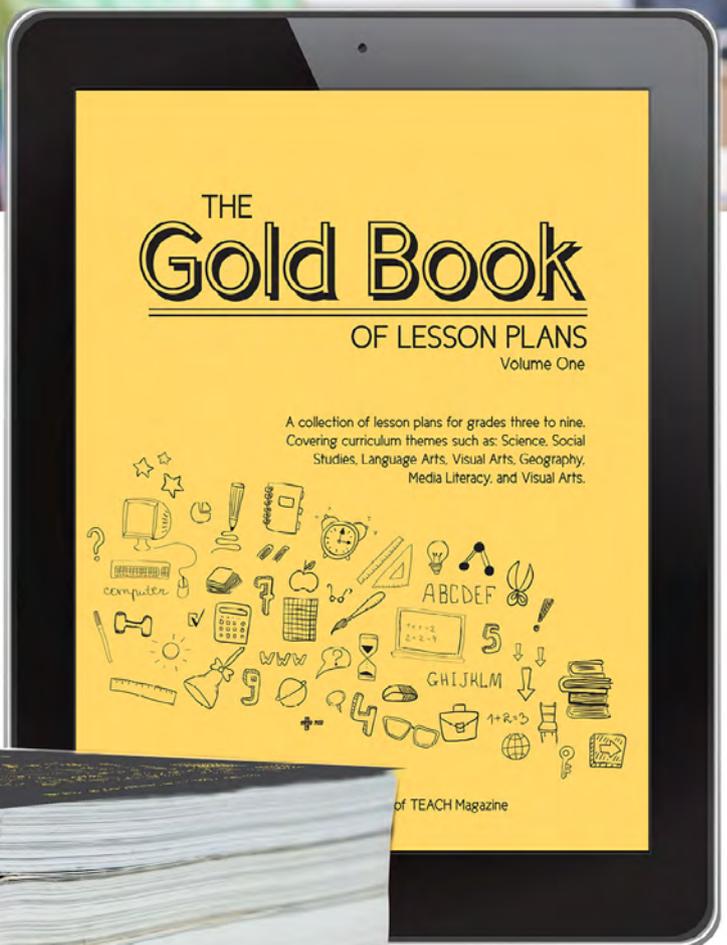


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It seems like only yesterday that we were welcoming summer and now a new season is already upon us. We're pleased to share with you another issue of TEACH with new, exciting articles, stories, and perspectives.

Canadian politics and elections are prominent topics. Key issues were addressed by the candidates, but are young people paying attention? Do they even care? We've all heard the moans and groans about youth who don't care about their society, who can't tell you how the political system works, and who don't bother to vote. But apathy is more than not voting, it's part of a greater problem of civic disengagement. Our first **Feature Story** discusses how we can educate students about civic duties, rights and responsibilities to help them become engaged adults—voters. Simply feeding them information, however, is not the answer. Students need to learn that civic participation keeps the wheels of society oiled and running smoothly. Read on to find out more.

Before you know it, it'll be report card time and you may ask, are they making the grade or are we simply playing the card? The debate about report cards isn't limited to contract negotiations. It represents perennial debates in education: what learning means, and how it can be evaluated. Our second **Feature Story** explores the topic and delves into the question of whether report cards, as they're issued currently, are even needed. On one hand, they are time-consuming to produce and being a good student is more than just achieving high grades. But on the other hand, feedback is important for students and parents and outlines their progress. Where do you stand on the report card debate? Peruse this story before you decide.

Also in this issue is **Classroom Perspectives** where educator Deidra Moitzheim discusses how she uses Google Drive in her classroom. While it's true that technology has greatly improved our lives, for teachers, time is still a precious commodity. Google Drive has saved her invaluable time as well as being supportive of her students' writing process—from rough draft to final copy. Moitzheim outlines the different stages of brainstorming, drafting, editing, peer reviews, grading, etc. and the specific aspects of the cloud-based service she used.

In **Field Trips**, we're heading on a road trip down south and looking at some renowned museums and learning centres in the United States. From interactive, experiential explorations, to discovering American history and culture through artists' perspectives, there are boundless learning opportunities to be discovered. Finally, in **Webstuff**, we present some new and notable websites to help progress student learning and achievement—and they're all free!

We hope you enjoy this issue and look forward to your comments and feedback.

Until next time,

Lisa Tran, Associate Editor
@teachmag

American History

It's time for a road trip! We're heading south and featuring some of the many museums and educational centres in the United States. From interactive and high-tech exhibits, to exploring American history and culture through the lens and paintbrush of famed artists, these institutions offer unforgettable learning programs for visiting students. These listings are intended as suggestions for your next field trip, but if you cannot join the journey, you may take inspiration from these institutions to look elsewhere for an alternative or refer to their websites for free educational resources.

Museum of Tolerance

Los Angeles, CA

www.museumoftolerance.com



Photo courtesy of Museum of Tolerance

The Museum of Tolerance (MOT) is a human rights educational centre, dedicated to challenging its visitors to understand the Holocaust in both historic and contemporary contexts while confronting all forms of prejudice and discrimination today. The MOT is uniquely interactive and is more of an experiential environment than typical museum. Visitors are presented with different situations and collectively, they must decide which path to take, all of which will lead them to different outcomes. One of the educational programs is the Holocaust exhibit

tour. Participants are given a passport that represents the single story of a Holocaust victim. Afterward, the passport is inserted into a computer that prints out the victim's personalized story. Other exhibits teach students about the consequences of racism and the power of words and images while providing them with the tools for tolerance. The MOT is recommended for students 12 years; however, younger ones may still visit and view only the artifacts.

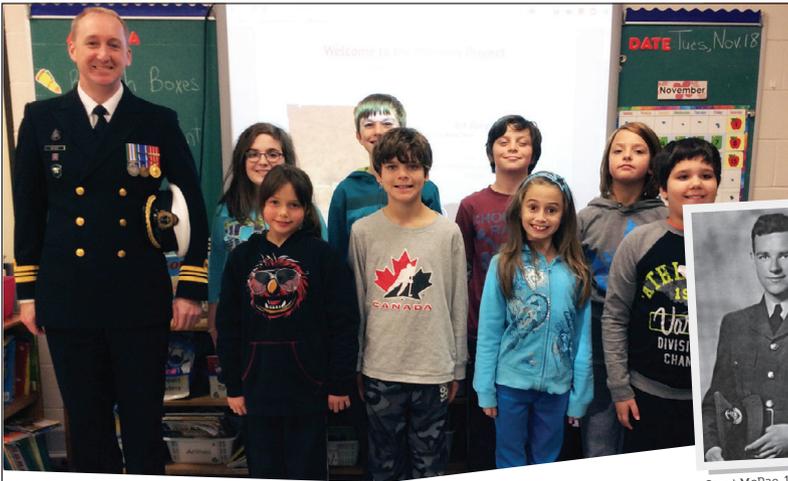


Photo courtesy of Smithsonian American Art Museum

Smithsonian American Art Museum and the Renwick Gallery Washington, DC

americanart.si.edu/visit/tours

The Smithsonian American Art Museum is the first collection of American art. Visitors can delve into three centuries of American life and culture that has been captured through free expressions of creativity and imagination. The collections include photography, modern folk, African American art, Latino art, and video games. Student groups can join interactive tours led by docents or embark on self-guided tours. A visit to the Renwick Gallery also provides students with the chance to handle examples of contemporary objects. Additionally, the museum offers



The Grant McRae Commemorative Contest

Le Concours commémoratif Grant McRae

The deadline for the contest is January 15, 2016.

La date limite pour participer au concours est le 15 janvier.

The Grant McRae Commemorative Contest encourages young Canadians to thank a veteran in a creative way!

Students and classrooms can submit cards, poems, recitals, plays, videos, musical recordings, visual art or essays online at:

thememoryproject.com/educator-resources
leprojetmemoire.com/ressources-educatives

Le Concours commémoratif Grant McRae encourage les jeunes Canadiens à remercier un vétéran de façon créative !

Pour participer, les étudiants peuvent soumettre des cartes, poèmes, récitals, pièces de théâtre, enregistrements musicaux, œuvres d'art visuel ou essais en ligne :



optional activities such as, Art à la Cart where students participate in animated gallery games and hands-on activities. Please consult with the education tour scheduler to inquire. The museum is free and it is recommended that you book your field trip at least one month in advance; self-guided tours do not require reservations. For more info on an educational field trip, see americanart.si.edu.

Whitney Plantation
Wallace, LA
www.whitneyplantation.com

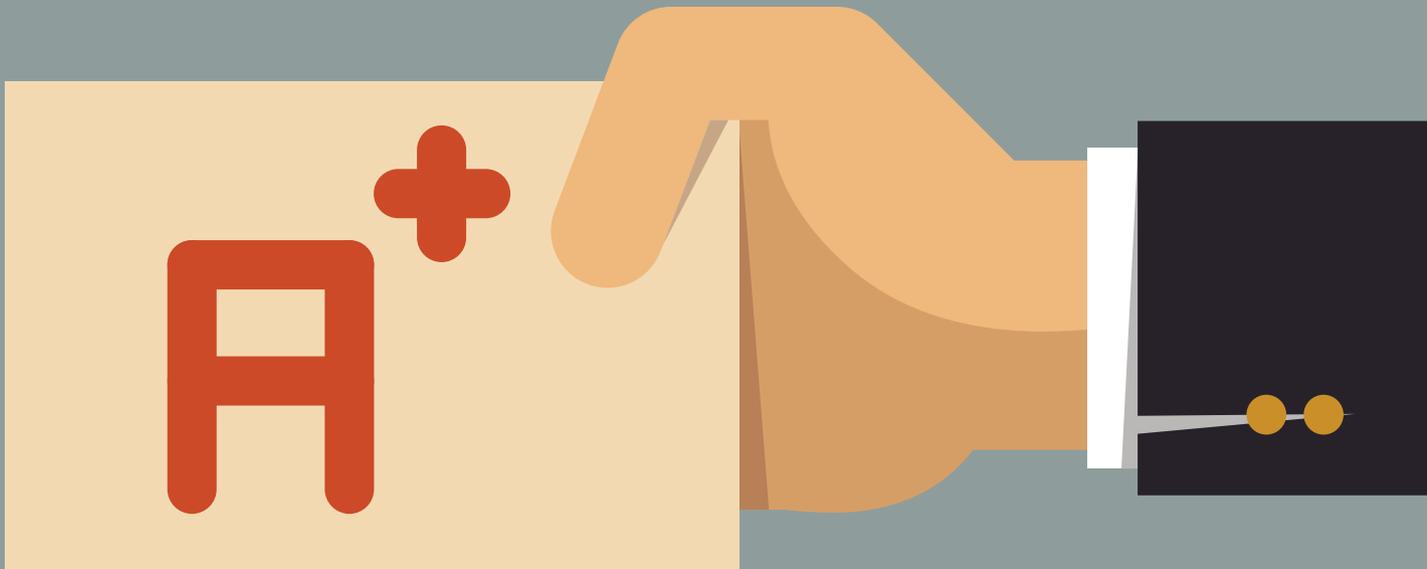
The Whitney Plantation near New Orleans, is the first museum in the United States with a focus on slavery. Visitors can explore museum exhibits, memorial artwork, and restored buildings. Many of the original buildings on the property were built by the slaves and their descendants. Today, it serves as a place for visitors to remember and pay tribute to them. The



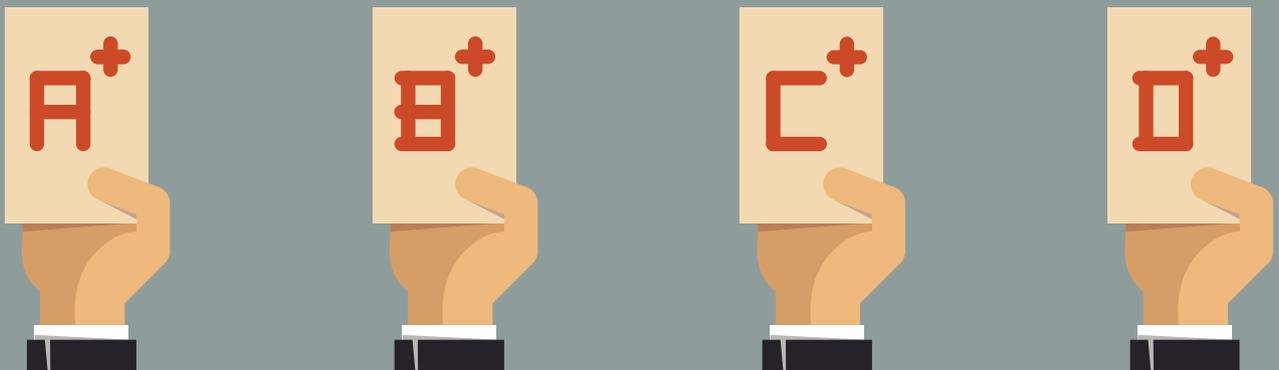
Photo courtesy of Whitney Plantation

plantation is open year-round, except for Tuesdays and some public holidays. Tours of the property last 1.5 hours and are open to all ages, but young

children may find it difficult. Teachers participating in field trips can also visit for free.



PLAYING THE CARD



by Meagan Gillmore

Are Report Cards Making the Grade?

The debate about report cards isn't limited to contract negotiations. It represents perennial debates in education: what learning means, and how it can be evaluated.

Barbara Dowling still remembers, clearly, the dinnertime conversations she and her brother would have with their parents about their report cards. They were typical students: he needed to pay attention more, she, a shy student, needed to participate. Regardless of how report cards made her feel then, she recalls those discussions fondly now.

But she couldn't have them with her daughter when she finished Grade 8 this past spring.

Her daughter, like many children in Ontario, did not receive a final report card. Several school boards didn't issue

them, due to contract negotiations between the teachers' union and the province. Some sent letters telling parents or guardians if students had advanced. Other children received cards with grades, but no comments.

"This is my daughter's last report card in the grade school that she's been in since JK," Dowling says of her initial reaction to finding out she wouldn't receive a report card. "I was particularly sad, because she's not going to get her last report card." (She was told one would come in August.) She keeps all her daughter's report cards; she still has some

of her own from when she was a student. She knew anger would not help. Parents were told they could ask teachers about their children's performance. She did.

What the teachers said didn't necessarily surprise her. Her daughter's always been a good student who independently compares each report card. What did surprise her was the thorough feedback she received.

"I didn't really need the grade," she says. "I also got more honest answers than the comments that they make on the report card."

The question about whether report cards, as they're issued currently, are needed is important. Teachers spend the equivalent of weeks preparing them—outside of regular teaching time. Report cards are being reviewed across Canada, from Newfoundland and Labrador to Nunavut; changes are happening to Nova Scotia's reports.

Students can learn—and be assessed—without them. Homeschooled children, for example, may never receive report cards for their entire primary and secondary education—and still excel academically. Carole Cardinal, a mother in Quebec, homeschooled her five children through elementary and secondary school. (The youngest is still in high school.) She began putting marks on some of their assignments when they entered high school. She never used red pens; she wanted to emphasize learning and growth, not mistakes. But her standards weren't



The final mark on a report card doesn't necessarily reflect the student's effort, or how a teacher worked with them in the class.

lax. She produced high school transcripts modelled after provincial transcripts required by post-secondary institutions. Her children had to redo any math test where they scored less than 70 percent. The threshold was higher for her son, who particularly excelled in the subject and eventually studied engineering.

Being a good student was about more than high marks. "I wanted my children to learn for the love of learning," Cardinal explains. "I wanted my children to want to be successful for self-satisfaction. I wanted my children to gain autonomy in the learning process, and autonomy includes, 'I didn't get this. I need to do this over again,' without feeling like you're a failure, or that you're not good enough because somebody put a mark on it."

Ideally, all teachers want students to know learning involves more than marks. Perhaps that's what makes report cards such a point of tension—not just for the students and parents receiving them, but also for the teachers making them.



"Mentally, it's exhausting," says Chris Cocek, a teacher in Halifax. He estimates he spends 25 hours preparing during each reporting period. They're never too far from his mind. Teachers are constantly assessing students, formally or informally. Summarizing months' worth of learning and achievement into a few hundred characters can be challenging. "You're reporting on children that you've got a rapport with, that you are responsible for," he says, "and it's not always nice saying there's a challenge."

Sending a child home with a lower mark can be "heart-wrenching," says Laurie Vonk, a primary teacher in Ontario. Teachers spend so much time "just trying to get (students) to feel happy," she says. Current educational philosophy emphasizes creating room for growth and allowing students to make mistakes and take risks. The final mark on a report card doesn't necessarily reflect the student's effort, or how a teacher worked with them in the class.

That's one reason jurisdictions review report cards. This past school year, the Anglophone West School District in New Brunswick tried a new report card. Representatives of the province's teachers had approached the government with concerns about assessment. The province has a goal of helping every student succeed and learn to take risks. This wasn't always reflected in reporting practices. It was causing "cognitive dissonance," says Kimberly Bauer, a government learning specialist who was part of the committee to review and recommend changes to the report cards.

Before, marks were recorded differently depending on grade levels. Students in kindergarten to Grade 2 received criteria-based report cards, which indicated whether students' performances were strong, average, or below-average. Letter grades, with pluses, were used in Grades 3-5. Depending on the school, students in Grades 6-8 received letter grades or percentage grades. Different

methods of recording grades could confuse students and parents. Consistency was needed. The pilot project used a four-point scale, with Level 1 indicating students who were working “below learning goals” and Level 4 for those who were “exceeding learning expectations.” It also included four reports: two for academic achievement, and two for progress.

Feedback showed the scale was helpful, but the language could be vague. Many felt the Level 3 description of “meeting learning expectations” was too broad. The committee decided to add pluses to Levels 3 and 4 to provide clarity and motivation for high-achieving students.

In the future, parents and guardians in New Brunswick will be able to log onto their child’s portfolio and see their attendance records and how they’re achieving at school.

They’ve also decided to have three reporting periods, and to eliminate the progress reports. The new report cards will be used in the district this coming year.

New technology drives many of the changes happening in reporting. Teachers often use electronic record-keeping systems; some are used to generate report cards. Jurisdictions across Canada are implementing new digital marking systems. The Anglophone West School District was chosen for the pilot project because the district was also going to be implementing a new recording database, says Bauer. These reporting systems have also eliminated the need for some reports. In the future, parents and guardians in New Brunswick will be able to log onto their child’s portfolio and see their attendance records and how they’re achieving at school. That’s why the progress reports have been eliminated, says Bauer.

“For those parents that really want to keep track of progress and so forth, that will be very powerful,” she says.

How technology is used in making reports varies, even within districts. For his part, Cocek welcomes digital-based report cards. His ideal report would be entirely online, printed copies available on request. It would be one page, with a checklist of how students are doing in different areas. Infographics would be included, to show what provincial averages are, and to help communicate with those families who may not speak English. They’d be issued about every six weeks to give a “snapshot” of how students are doing, he says. (Currently, report cards in Nova Scotia are issued three times a year in elementary school. The standard report card is three to four pages, but Cocek says he’s written longer

ones, depending on the comments.)

Regardless of format, the need for clear communication remains. Teachers will need to remember to write comments parents can understand. Students will have to be encouraged to do well—but not base their entire identity and worth on a final grade. Vonk reviews each report card with students individually before they’re sent home, so no one is surprised and they can answer their parents’ questions. She encourages students there’s something they can “glow about”—and an area where they can grow.

Despite the labour negotiations and educational jargon, this remains clear: report cards are about communication. As parents and guardians—the primary audience—read them, they learn how their children are progressing. Children learn the same way, and become prepared for receiving workplace evaluations. As teachers write reports, they can reflect on their own teaching practices and formulate ways to better assist their students. And they provide a gateway for further education.

But they do represent only a moment.

“There’s so much more to school than just the mark,” says Anelia Coppes, a mother of four from Parry Sound, ON. They’re important. Especially in younger grades, children like to see the feedback, the report card posted on the refrigerator, she said. Report cards can generate conversation with older siblings and extended family members.

Admittedly, she missed receiving her son’s final report card this past year—he had finished Grade 8. With her older children she was “just so glued to those numbers, those comments,” she says. “But now in the big scheme of things, report cards come and go.”

Meagan Gillmore is a freelance writer in Toronto, ON and recent graduate of the Publishing: Book, Magazine and Electronic Program at Centennial College.



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TEACHING WITH GOOGLE DRIVE

by Deidra Moitzheim

In today's world we experience so much technology that it has become a mainstay in our lives. Often our students know more about the digital age than we do, and are eager to experience it in the traditional classroom setting. But while technology has greatly improved our lives and made many tasks easier, let's face it, for teachers, time is still a precious commodity. That's why I believe we need to incorporate Google Drive into our everyday teaching standards. It can serve as an invaluable time saver and support students' writing process.

Simply put, Google Docs is like an online version of the Microsoft Word suite, but it's free and has real-time sharing and collaborating abilities. And Google Drive is like a management and storage system for the documents, as well as a place to store other types of files in the cloud, such as photos and videos. I use both Docs and Drive with my 8th grade students throughout the entire ELA writing process—from the rough draft to the final copy.

My kids are excited to use the Google suite in the classroom because it's technology of their generation: simple and easy to use. And it's become a great tool to help them with writing. After we have moved through our brainstorming process, we go into the computer lab to start writing the rough drafts on Docs. I email my students a Process Checklist so that they are held accountable for their time and efforts. And because it's saved on Drive (along with rubrics and resources), students can refer to it at anytime. I change this document to assess whatever TEKS (Texas Essential Knowledge and Skills) we are focused on.

Once students start writing, each keystroke is instantly saved. I no longer hear, "I lost my rough draft," or "I can't find my paper." These complaints are now a thing of the past. No more hunting, looking, or wasting time rewriting what was already completed. Students can easily access



their Drive anywhere there's Internet access, whether on a computer or device.

After the students have written their rough draft, they open up the Peer Conference Form that I've emailed them and write down a focus question for a partner who will review their work. They then open up their Doc and share it with their partner, giving them commenting permission. All revisions and comments are colour-coded and automatically saved in the Revision History.

When my students turn in their revised draft, along with their Peer Conference Form, I am able to view their Revision History. I use this feature to see when they have conferenced with a partner, with whom, and what suggestions were made. This is another checkpoint both for the student, as well as for me.

I no longer hear, "I lost my rough draft," or "I can't find my paper."

Along with the assignment details, students also are given a Teacher Conference Form. With it, I am able to allot my time according to each of my student's needs. I have them share their document and come sit with me while we conference in person. They write a focus question that they need me to assist them with. By focusing my efforts and time on a specific area, I can connect with my students and build a sense of trust. We are collaborating instead of me simply assigning a grade.

The writing process isn't linear. It doesn't go from Point A, to Point B, to Point C, and so forth. It is constantly changing, shifting, refocusing, and going back, sometimes, to the beginning. Google Docs is a flexible tool that I use for all of my ELA papers. My students

have produced the highest quality writing this year and I attribute a large share to the way we can easily access, edit, collaborate, and revise using the program.

When students finally submit their finished assignments, I can read them and make comments directly on the digital papers. No more red marks on a page. When I'm finished grading, I simply close the document and click the "Return Assignment" button. The students instantly receive an email notification that their documents have been evaluated and are available for viewing. Returning assignments is the bane of my existence! I hate wasting valuable class time by passing out papers. With one mouse click, I'm done!

Time is the one thing we as teachers can't create. We have a set amount that doesn't increase when our workload grows. We also need our students to embrace writing as a process. I have discovered that using Google Drive has helped facilitate growth in my students' writing. As well, it has allowed me to connect with their work on a personal—while still timely—manner.

Deidra Moitzheim currently teaches 8th grade English Language Arts at Briscoe Middle School in San Antonio, Texas. She loves to share her love of reading and writing. When she isn't reading or writing, you will find her spending time with her husband and daughter.

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The Shadowed Road

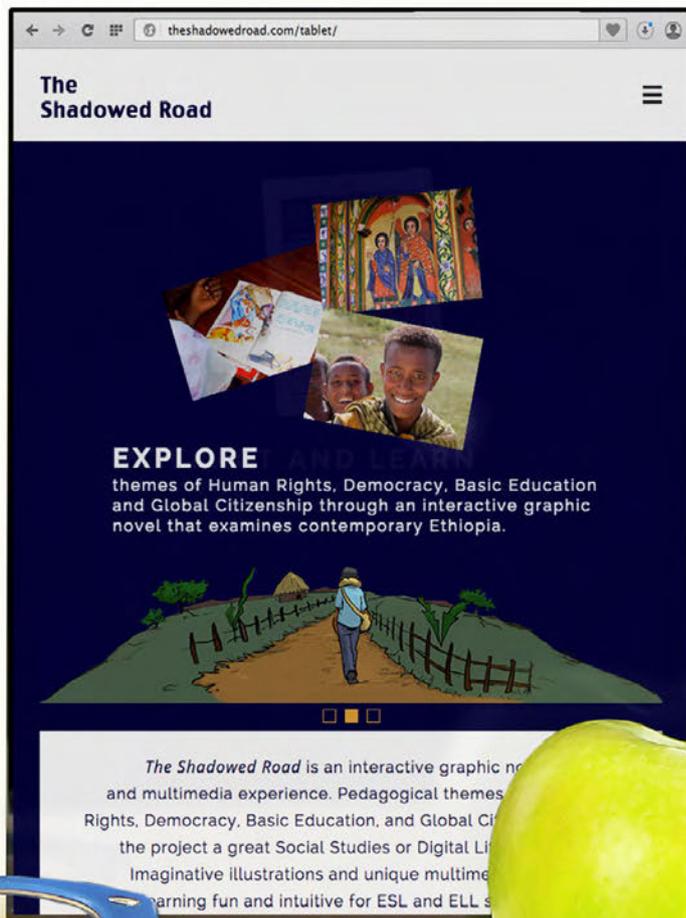
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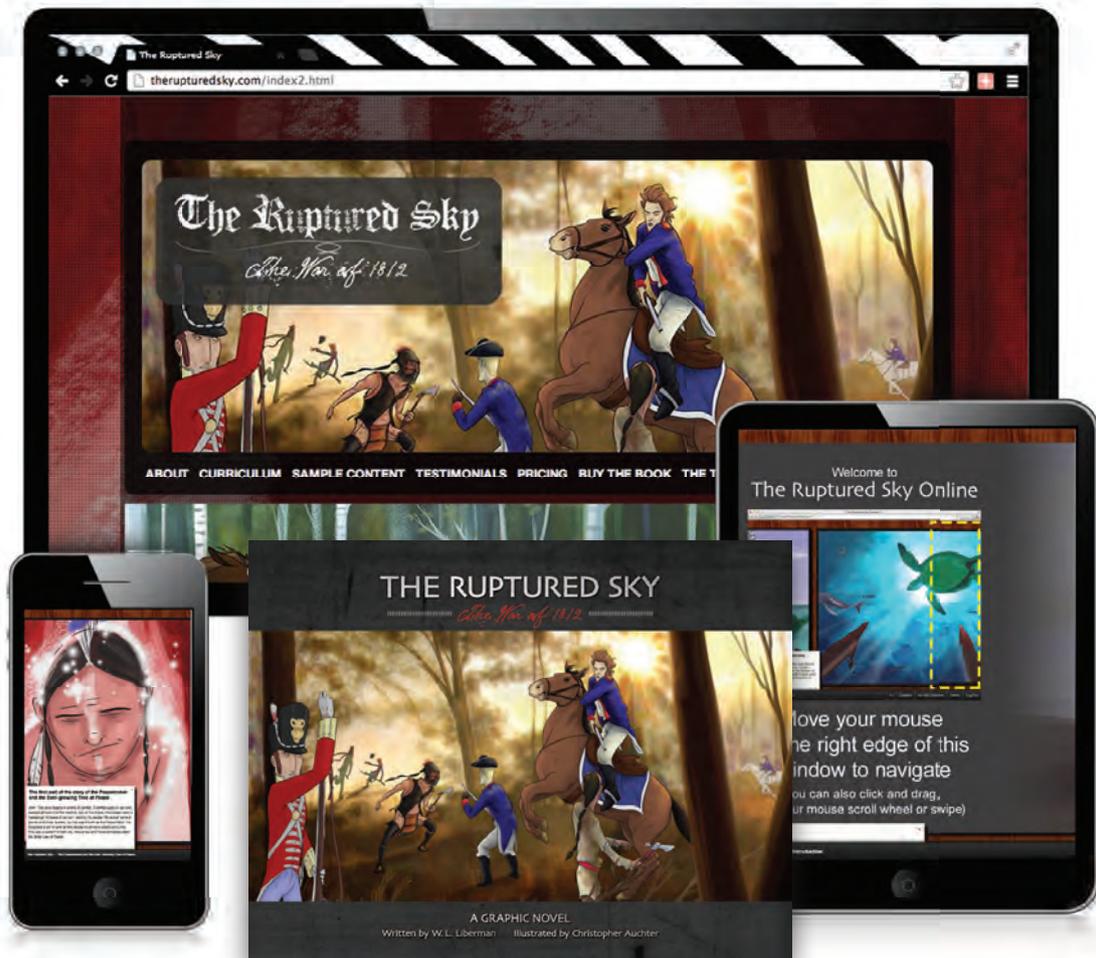
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* Officially approved resource for the Manitoba Ministry of Education, York Region District School Board and the Toronto District School Board.



CURRICULA

FOR GRADES
9 TO 10

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

CURRICULUM LINKS

Canadian History, Civics,
English

THEY FOUGHT FOR US: WILL YOU FIGHT FOR THEM? LESSON TWO

The Ruptured Sky looks at the War of 1812 from a contemporary time frame. Two First Nations teenagers, Chris and Angie, are working on a school project about the war. Chris' grandfather, John Montour, figures that the teenagers might like to hear about the events of the war directly from a group of First Nations elders. As each of the elders relates part of the story of the War of 1812, the people, places, and events come to life. Chris and Angie experience the war through these important stories. They hear firsthand about the great Shawnee war chief, Tecumseh, the Mohawk War Chief, Joseph Brant and his protégé, John Norton, to name some. They come to understand the importance of the role of First Nations warriors in key battles such as the taking of Fort Detroit, Beaver Dams, and Queenston Heights. Chris and Angie learn this story of long ago is still evolving, that the events of history still resonate and influence events of today. In the end, the story is theirs to continue.

Overview

In this lesson package, students are asked to explore the concepts of bias and perspective and Eurocentrism in relation to Aboriginal peoples and issues. They will begin by (re)reading *The Ruptured Sky* to gather information on the various Aboriginal leaders and Nations that participated in the War of 1812. Students will critically analyze bias in relation to the ways in which Aboriginal participation in Canada's war efforts are acknowledged; newspaper accounts, websites, audio-visual resources, books, historical plaques, monuments etc., to understand why the stories of Aboriginal peoples' participation in Canada's war efforts have been marginalized as well as why we need to revisit history in order to include and acknowledge the significance of these less well-known stories. Students will also describe the relationships that Aboriginal peoples had with other Canadians and how they were treated before, during and after participating in wars and make judgments about the fairness of this treatment. Students will then demonstrate their learning by engaging in active citizenship by speaking and writing persuasively.

Key Concepts

Students will explore the following concepts:

- Historical Significance
- Bias
- Ethical Judgment
- Active Citizenship

Skills

- Critical Analysis Skills
- Art of Persuasive Speaking and Writing
- Assessing the validity of websites

Time Required

Allotted classroom periods consisting of 40-60 minute sessions (plus time allotted for homework), over a three-four week period, based on local program schedules and student needs.

Lesson Steps

Step One Our Heroes Deserve Better. Analyzing an Article

Step Two *The Ruptured Sky*
Step Three Deconstructing Bias
Step Four Honouring Warriors & Veterans
Step Five Aboriginal Veterans: The Truth Revealed
Step Six They Fought for You. Will You Fight for Them?
Step Seven Performance Task

Blackline Masters

- #1 Summarizing Information—Making Notes Rubric
- #2 *The Ruptured Sky*
- #3 Group Work-Peer Assessment
- #4 Bias Rubric
- #5 Using the Internet to Conduct Research
- #6 Checking for Bias: Websites
- #7 Active Citizenship
- #8 Reflection Journal Rubric
- #9 Writing Rubric
- #10 Oral Presentation Rubric
- #11 Oral Presentation Self/Peer Assessment Rubric

Appendices

- Appendix I Article: Our Heroes Deserve Better
- Appendix I A Short Statement of the Victory Obtained at Queenston
- Appendix III Newspaper Article-Big Guns brought out to mark War of 1812-Montreal Gazette
- Appendix IV Newspaper Article-Remembering the fight for Canada 200 years on, Toronto Star
- Appendix V Newspaper Article- The War of 1812 Still Matters, National Post

Materials Required

For Teachers

- Recommended Resources
- See each lesson step

For Students

- Student copies of *The Ruptured Sky*
- Student handouts (included)
- Access to a computer if possible
- Library access
- Lesson specific materials
- Recommended resource

CURRICULUM EXPECTATIONS

Overall Curriculum Expectations

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.

English Language Arts

Listening

Listen to others in-group discussions and to audio resources to understand and respond appropriately.

Communicate orally in a clear coherent manner for different purposes using language suitable for the intended audience.

Reading

Read and demonstrate an understanding of a variety of informational and graphic texts from different historical periods by identifying the important ideas and supporting details.

Identify the perspectives and/or biases evident.

Writing

Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Draft and revise writing based on self, peer and teacher feedback.

Revise drafts to improve content, organization, clarity, and style of their written work

Use language and conventions accurately and effectively.

Use several different presentation features to enhance clarity and communication in their work (fonts, computer graphics, design features and elements etc.)

Media Arts

Create a variety of media texts for different purposes and audiences using appropriate forms, conventions and techniques.

Identify the perspectives and bias in media texts.

Describe the topic, purpose and audience for media texts and explain how various features of this format communicate the intended key ideas and information.

Canadian History

Grade 10

Assess the influence of Great Britain and Europe on Canada's participation in war and peacekeeping.

Describe the contributions of Canadians during World War I and II.

Evaluate the impact of social and demographic change on Aboriginal communities (e.g., relocation, urbanization, education, pressures).

Assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity.

Describe the achievements of Aboriginal organizations (e.g., Assembly of First Nations, National Aboriginal Veterans Association, Union of Ontario Indians) in gaining recognition of the rights of Aboriginal peoples in Canada.

Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry.

Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Research

Formulate different types of questions when researching historical topics, issues, and events.

Gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations (e.g., school and public libraries, resource centres, museums, historic sites, community and government resources).

Distinguish between primary and secondary sources of information (e.g., primary: artifacts, diaries, documents; secondary: books, articles), and use both in historical research.

Evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudice, and bias).

Organize and record information gathered through research (e.g., using notes, lists, concept webs, timelines, charts, maps, graphs, mind maps).

Formulate and use a thesis statement when researching a historical topic or issue;

Analyze information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences).

Distinguish between fact, opinion, and inference in texts and visuals found in primary and secondary sources.

Identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion.

Draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence.

Complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting arguments and evidence.

Communication

Express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations).

Use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all sources of information, including electronic sources.

Use appropriate terminology to communicate results of inquiries into historical topics and issues.

Civics

Describe fundamental beliefs and values associated with

democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others).

Explain how democratic beliefs and values are reflected in citizen actions (e.g., Remembrance Day services, National Aboriginal Day,).

Explain the rights and responsibilities associated with Canadian citizenship.

Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions.

Demonstrate an understanding of their responsibilities as citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship.

STEP ONE: Our Heroes Deserve Better. Analyzing an Article

Background Information

Students will have some knowledge of Canada's Military participation in The First World War and The Second World War as well as the role of Aboriginal peoples in these wars or will have completed in the previous lesson.

Materials Required

For Teachers:

- Chart paper and markers
- Chalk/white board

For Students:

- Copies of Appendix I Article: Our Heroes Deserve Better

Teaching/Learning Strategies

Part A

Ask students the following questions and have students share responses orally.

- Where is the "Highway of Heroes" located?
- How and why did it get its name? What's in a name? What

do we mean by “heroes?”

- Why does Canada send troops to wars and/or war torn countries of the world? What is the ultimate goal?
- What wars has Canada/have Canadians participated in during the course of history? (List on Chart Paper or Chalkboard)
- In which of these wars has Canada had a formal “military?” What do we mean by a “formal military.”
- Discuss the actual formation of Canada’s military. When did this take place?

What about the wars before there was a formal military?

Who fought for Canada?

Have students share responses orally.

The year 2012 is/was the 200th anniversary of the war of 1812 so there are/were many ongoing special events to commemorate the anniversary.

Ask students to share responses orally to the following:

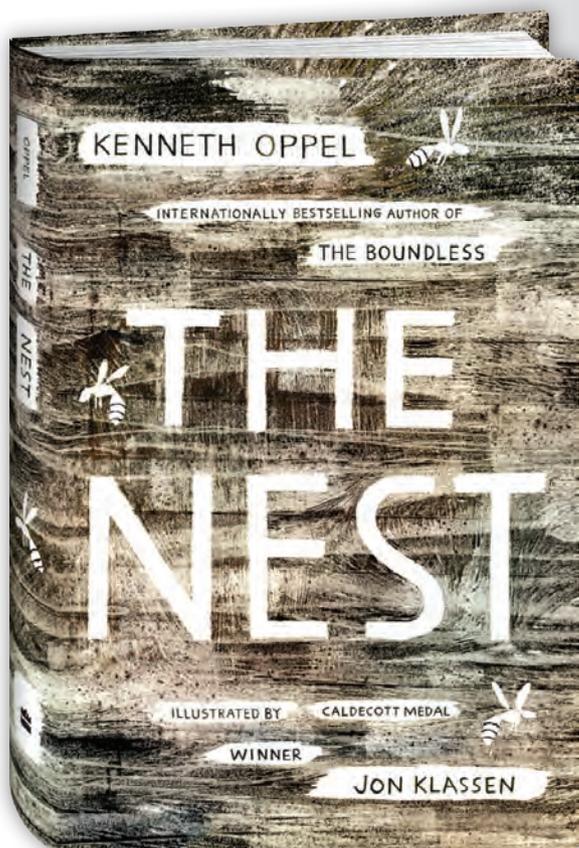
- What was the War of 1812 about?
Who fought in the War of 1812?
- Why would Canadians believe it is important to remember this war?

If there are many Canadians who believe that the War of 1812 and the stories of the people who participated in it warrant numerous celebrations on its 200th anniversary then there must be many who believe it was significant in some way. Have students suggest reasons why it was a significant war in the context of the history of Canada. Record on chart paper for future reference.

Write the following quote on chart paper/the chalk/white board. Ask students to read it silently while the teacher/a student reads aloud.

“Are you sitting down? I have something shocking to tell you. Here it is. The Canadian Armed Forces does not officially recognize the War of 1812 as part of its heritage. Most Canadians will find this ridiculous. “Of course the Department of National Defence (DND) recognizes its 1812 roots”, some might say. Well you would be wrong.”
—Appendix I # Our Heroes Deserve Better.

Although the Canadian military does not formally trace its history back to the War of 1812, there are many Canadians who maintain that the foundation for Canada’s military



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began during the War of 1812. One of them, Robert Henderson, is the author of an article called *Our Heroes Deserve Better*.

Explain to students that they will be asked to read an article entitled “*Our Heroes Deserve Better*” to find out what the author is saying.

Provide students with a copy of Appendix I, an article entitled: “*Our Heroes Deserve Better*.”

- What is the main idea the author is trying to convey?
- What points does he use to support his main idea?

The teacher can read the article aloud first and ask students to share ideas orally about what they think the main idea is? Clues to the main idea can be found in the title, in the first paragraph and in the summary/concluding paragraph.

Explain to students that when authors write articles, essays, opinion pieces, persuasive letters, etc., they generally begin with a hypothesis or a statement that describes the main idea they are trying to convey. Then they write a series of paragraphs that describe their reasoned arguments along with evidence (specific examples) to support their hypothesis following which they bring their arguments to a conclusion. The concluding paragraph often restates the original hypothesis/main idea but is frequently paraphrased (rewritten in different words). It may also describe any insights drawn from the reasoned arguments presented and even make suggestions/ recommendations or predictions. The teacher may wish to record the outline of steps in effective writing on chart paper for future reference and/or have students record these steps in their notebooks.

Ask students to reread the article silently recording the key points the author is making to support his main idea then submit their notes to the teacher for assessment for learning purposes assign as homework or during class time. Have students submit their summaries for assessment for learning purposes. (Refer to Summarizing Information—Making Notes Rubric)

Part B

Return student notes. Have students share responses orally. The teacher may wish to model summary notes on the chalkboard, stating the main idea, recording the supporting evidence in a logical sequence and paraphrasing the conclusion. Students may wish to add to/revise their notes during this lesson reflecting on what they are hearing and what they have written down.

Ask students the following:

- How would you go about analyzing an article?
- What do we mean by “analyze?”
- What evidence is there that the statements made by the author of the article, “*Our Heroes Deserve Better*” is substantiated?
- Do the reasoned arguments make sense?

Have students share responses orally.

Literacy Extension

Have students research and read several online sources of information about reasoned arguments and reflect on the main ideas being expressed.

STEP TWO: *The Ruptured Sky*

Materials Required

For Teachers:

- Appendix II A Short Statement of the Victory Obtained at Queenston: Kingston Gazette, October 24, 1812, page 3 on overhead or provide students with copies.
- Summarizing Information—Making Notes Rubric (BLM #1)

For Students:

- Copies of *The Ruptured Sky*
- Appendix II A Short Statement of the Victory Obtained at Queenston: Kingston Gazette, October 24, 1812, page 3
- Either student copies or project on a screen for students to read.
- *The Ruptured Sky* (BLM #2)
- Group Work-Peer Assessment (BLM #3)

Teaching/Learning Strategies

Part A

Ask students to read the article from the Kingston Gazette, Appendix II, A Short Statement of the Victory Obtained at Queenston: Kingston Gazette, October 24, 1812, page 3

- What is the article about?
- How much is written about General Brock?
- How is the role of Aboriginal peoples described? (and a group of Indians).
- Who were these “Indians”?

The article extols the bravery and feats of General Isaac Brock but reduces the role of the “Indians” to a generic group of unknowns whose role was minimal. Yet we know that many did play very significant roles in the war and in the Battle of Queenston Heights. Why would the author of the article present the account of General Brock’s death in this way?

Introduce the concept of “His story,” the idea that history as we know it has been told primarily by white Anglo-European males and the stories of others (Aboriginal peoples, French Canadians, Blacks, women), when they were included, were seen only as an adjunct to the history of European males. This is called Eurocentrism.

Discuss bias and perspective. In Step One, we examined critically (analyzed) the reasoned arguments and evidence put forward by one author but we also need to examine any biases that an author may have that might affect the selection of information and ideas as well as reasoning. Bias can affect the selection of what to include as well as the presentation of ideas, for example. Whose heroes are we talking about? Explain how bias can affect what is deemed to be significant.

Explain to students that, over the past few decades, we have been increasingly called on to take note of these inequities and to revisit history in order to locate and tell the stories of everyone from their own perspectives. Why would there be pressure to do this?

The Kingston Gazette article has shown us a very biased perspective on who played a significant role during one War of 1812 battle.

The graphic novel, *The Ruptured Sky*, was written to tell us more about the stories of the Aboriginal peoples and their leaders/heroes who fought in the War of 1812 from their perspectives.

Ask students to read the novel and after reading each chapter reflect on the following:

To view this lesson plan in its entirety, please visit www.therupturedsky.com for more information.

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TUNED INTO POLITICS?

by Martha Beach

We've all heard the moans and groans about youth who don't care about their society, teenagers who can't tell you how the political system works, and citizens who don't bother to vote. Some of those complaints ring true. The 2008 federal election saw the lowest voter turnout in the history of our country at 58.8 percent. The 2011 federal election saw a slight improvement at 61.1 percent. But voter turnout just skims the surface of a deep community issue: civic engagement.

Civic engagement keeps the wheels of society oiled and running smoothly. Educating youth about civic duties, rights and responsibilities is the only way to be sure they become engaged adults. But feeding them information won't get the job done.

"If we want kids to vote, to be engaged, we need to address them directly, hear their concerns, give them a reason to be engaged. This means honest, direct, adult-like conversations, not high speed 'kid' conversations," says Stephen Young, high school teacher and founder of Ontario's Civics Education Network (CEN). Students want to see results, affect change, and deal with issues that they know of. "So focus, teach, and work locally. Transit, schools, the city, garbage, policing. These are all local issues of deep interest to kids," he adds.

Another method of reaching kids is having open discussions about addressing the problems they find most concerning, says Josh Fullan, founder and director of Maximum City, primarily a summer program for youth to study civic planning and urbanism.

Pick a current civic issue that is important to kids, like garbage disposal, gay rights, or curriculum issues. "It's about raising questions and engaging them to see what the answer might be," says Alan M. Sears, a social studies and educational research professor at the University of New

Brunswick. And it's not always about agreeing with one another. "As citizens we wrestle with complicated topics and sometimes we feel differently. So rather than eliminating disagreement, they need to learn how to engage with those who disagree," Sears says.

Maximum City uses the same tactic. "The skills we want to teach will only be learned by having them tackle a messy problem," Fullan says. Students collaborate on real-world problems, like transit in southern Ontario, and are encouraged to voice respectful disagreement.

The hard part is following curriculum all the while holding their attention and encouraging discussion. "We know that the political system is boring, but we also know that it's really important," says Sharon Cook, professor of education at the University of Ottawa. Cook suggests we grab them on a public policy issue that is important to youth, then slip in information about how to create change within the system, and how they can lend their voice and ask for change. We have to help them see their part in the system.

There is no significant national conversation about civic education. Sears points out that provinces are "living in a parallel universe. Education groups are doing the same work side by side." Young adds, "The education system needs to take political education seriously." In Ontario, there is a mandatory careers and civics education course in Grade 10. "But we continue to waste the opportunity," he says.

Chloe Simms, a second-year environmental sciences student at Waterloo University in Ontario and recipient of the Schulich Leadership Scholarship, agrees that the program doesn't quite hit the mark. "We didn't learn about the issues that were relevant at the time, and we didn't learn enough about each party," she says of her high school civics course. "My generation doesn't know enough about politics to participate, so the easiest thing to do is nothing."

"We treat this course like a pointless annoyance. Schools routinely put unqualified teachers into the class. Many teachers have zero interest in teaching this and do a poor job," says Young. Sears agrees, "People without the right academic background are teaching these courses," he says. And as a result, many students see civics class as a chance to finish a book report for English class or complete their biology homework.

The way we teach the subject is problematic, but it has improved in the last 20 years. "The school system continues to refashion itself to deal with this," says Cook. As a recent example, Quebec had a major overhaul in social studies program to focus less on information and more on discussion. "Curriculum is really a mixed bag," says Miriam Lapp, assistant director of outreach and stakeholder engagement with Elections Canada. "Making the topic mandatory isn't necessarily the answer. On one hand, it ensures you're reaching people up to age 16. On the other hand, they're not all engaged or interested," Lapp says. "The more important issue is whether it is taught in an interesting and engaging manner."

Of course students also need a basic knowledge of what the government does and who the players are. But that is just a small portion of civic education. "The best civic education is experiential, getting involved in a local cause," says Lapp. Teach the mechanics of politics, but don't focus on them. Instead, use the city as a classroom, says Fullan. He points out that the vast majority of Canadians live in urban areas. "We need to engage people in meaningful and authentic ways to be stewards in an urban world," Fullan says.

Are these students ready to be stewards at the age of 12, 14, or 16? So far, the experts agree that drastic measures, such as changing the voting age, won't make a big difference in terms of civic engagement. "It's hypothetical at this point. There are multiple factors that go into deciding whether people will vote. Any single institutional change may or may not have the effect you want. Democratic engagement involves voting, but that's not all there is to it," Lapp says. Cook agrees. "Generally speaking, the younger the student, the less equipped they are," she says.

But among young people who are newly of voting age, there is definitely a "subset" that are politically involved, particularly on university campus, says Sarah Kahn, fourth-year biochemistry student at University of Victoria in British Columbia and also a recipient of the Schulich Leadership Scholarship. "Educators need to stress the importance of youth participation in politics in order to interest them in topics of civic life," Kahn says. Jivetesh Chhatwal immigrated to Canada from India in 2010 at the age of 15. Now a Schulich leader and in his fourth-year biochemistry at Memorial University in Newfoundland, Chhatwal says that most of the current young voting generation is "heavily involved," especially when it comes to social justice. "But I also encounter in some youth a sense of disillusionment," Chhatwal says. "Every person, young or old will acknowledge

being affected by the world around them. The questions really are—if they feel motivated enough to take action and will their actions lead to some improvement?"

For now, the important thing to do is focus on discussion of local, community issues that interest and affect students. "We want better citizens who are responsive to and responsible for what is happening around them. We want them to be better stewards," says Fullan. A well-educated student will one day be a well-educated voter and a valuable, contributing member of society. The goal is not to create a future politician, but simply a well-rounded, engaged adult.

Martha Beach is a graduate of Ryerson University's journalism program. Currently, she is a freelance writer and factchecker in Toronto.

RESOURCES FOR TEACHING CIVICS

Elections Canada has many resources and a couple of programs available. For the younger set, *Choosing our Mascot* introduces the voting experience. During an election period, *Student Vote* is a parallel election in which older students vote for real candidates. After the election, they can compare how they voted with the riding. Miriam Lapp notes that student results tend to mirror adult results. "The parallel vote also has positive effects on teachers and parents: they get more involved and more interested. There is spillover into the broader community," notes Lapp. Outside of election period other classroom resources are available online, such as *Canada at the Polls* (an election simulation) or *Voting Rules*.

For those lucky students in Edmonton and Calgary, there is *City Hall School*. Teachers can apply to bring a class to spend a week there. Each week has a theme. Through speakers and activities, students learn about municipal issues, the city around them, and how they are connected to it. "It's a full five days of being a part of city hall, just so connected and feeling a sense of ownership of the city," says Linda Hutt, *City Hall School* teacher in Edmonton. "The whole city is your classroom and it's all there if you shine the right light. Kids are ripe for impression. I feel like I'm planting seeds for the future," Hutt says. "The City Hall School program empowers them with ways to look at the world and see that we are all equal."



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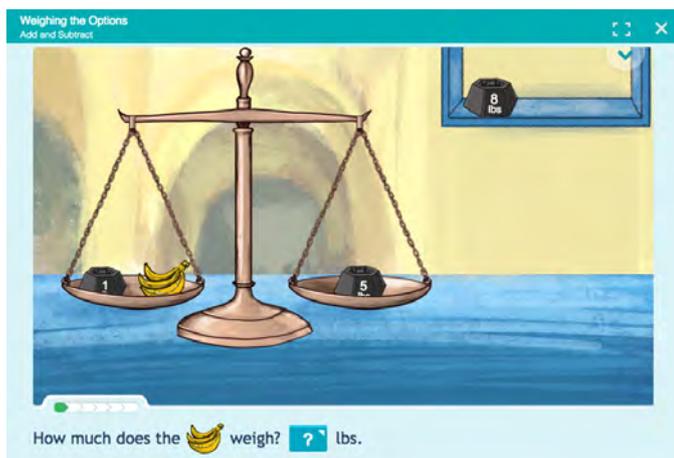
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Homework Help

In this edition of Webstuff, we feature new and notable websites that are free and provide teachers and students with resources and homework help in creative formats. From balancing fruits and vegetables to determine their weight, to entering a virtual reality for homework help in French, these websites cover a wide range of learning outcomes for all age groups.

 **Matific**
www.matific.com



Matific is an award-winning website that provides hundreds of math games for students in kindergarten to grade six. The interactive games cover a wide variety of skills such as, adding and subtracting to learning about quotative division using puzzles. In the adding and subtracting game called *Weighing the Options*, students are given a vintage balancing scale with bananas, for example, on one side and a few dumbbells of varying weight set to the side. Students must balance the scale to determine the weight of the fruit or vegetable by moving the dumbbells around. Matific is available in nine different languages, including English, French, and Spanish and is free to use for educators and students.

 **NOTES** National Opera
Teacher and
Educator Source

**NOTES – National Opera Teacher
and Educator Source**

www.operaamerica.org/NOTES

OPERA America, a non-profit organization, has launched a National Opera Teacher and Educator Source (NOTES) that provides free online lesson plans and resources. The website features over one hundred study guides and teaching tools that incorporate opera into K-12 classrooms. Studying opera is not simply listening to music; opera can help develop critical thinking, creativity, collaboration, reading and comprehension. Examples of lessons include, *The Magic Flute Study Guide: How the Voice Works* that teaches students about the science behind singing and hearing. Students may experiment using their own voices. NOTES is funded through a donation from the Hearst Foundation.



Voilà Learning

www.voilallearning.com

Voilà Learning is a not-for-profit organization consisting of hundreds of French teachers across Canada. Beginning this September, the organization will provide free, online homework help in French to over 150,000 students. Students will be able to access homework help through avatar-based, virtual reality software allowing them to interact with live teachers on Mondays to Thursdays, from 5pm to 8pm. Voilà Learning is available on computers and mobile devices and is funded by the Trillium Foundation and different ministries of education.



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