

# TEACH

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



## Using **URBAN LEGENDS** to Engage Struggling Readers

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HUNGER PANGS  
A CASE FOR FIDO

COLUMNS

FIELD TRIPS: Theatre for Kids  
WEBSTUFF: Homework Help

CURRICULA:  
Wilfrid Laurier : sa vie, son époque

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## TEACH MEDIA

Everyone is pleased to be back in school and naturally, we are very happy for all of you. As the weather transitions so do teachers and students as they ease back into the familiar routines imposed by the school year.

The fall is a great time to begin new initiatives while following through on the foundations built the year prior. As if it were only that simple. In publishing, we also try to do something new and innovative while also focusing on continuity. In our case, it is continuity in presenting thought-provoking stories and articles coupled with pragmatic tools and resources.

Animals are becoming more and more pervasive as service and therapy pets on public transportation systems and on airplanes, in particular. Freelance writer, Alex Newman examines how dogs have become integrated into the classroom, what's required to make this endeavor successful and the impact of that canine presence on students and teachers.

Writer Adam Stone tackles the issue of food insecurity in our communities across North America. We think we live in a wealthy society yet the numbers of kids going to school hungry doesn't abate and may, in fact be increasing. Take a look and see what can be done about this grievous situation.

Field Trips takes you into the world of children's theatre listing all of the major young people's companies and a sampling of their shows across the country. In keeping with the back to school theme, Webstuff features online homework help, just in time for students tackling those first assignments.

CURRICULA continues the exploration into the life of Sir Wilfrid Laurier ([www.sirwilfridlaurier.com](http://www.sirwilfridlaurier.com)), one of the recent, digital resources developed by TEACH.

Here are some others:

Suffrage: Canadian Women and the Vote ([www.canadiansuffrage.com](http://www.canadiansuffrage.com)),  
The Road to Confederation ([www.roadtoconfederation.com](http://www.roadtoconfederation.com)), and  
Dystopia 2153 ([www.dystopia2153.com](http://www.dystopia2153.com)).

Until next time,  
Wili Liberman, Editor  
@teachmag



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# Tech Tools and Toys to Accelerate Learning

Your students are on top of the latest tech—is your classroom keeping pace? Technology that accelerates learning is at the head of the class for the 2019/2020 school year. Here are some of the latest tech toys and tools that make classroom learning fun and interactive.

## Tech Toys and Games

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Grades K-3



This train set has programmable functions, controls, and customizable commands. Make playtime educational with swappable pieces that change how the train navigates. Only at Best Buy.

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- 4 **Sphero BOLT Robotic Ball**  
Grade 3+

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- 5 **Botzees Coding & AR Robotics Kit**  
Grades 1-5

This new kit is designed for smaller hands to build six pre-designed robots or create their own. Students can use programming to make the Botzees move, drum, and dance.



- 6 **Makeblock mBot Ranger 3-in-1 Educational Robot Kit**  
Grades 5-12

Kids can learn the basics of STEAM by building a functional tank, three-wheeled racing car, or self-balancing car that can follow lines, avoid obstacles, and keep balance.

## Tech Tools

- 7 **Dremel 3D Idea Builder 3D Printer**

3D printing can open new avenues to learning in math, science, technology, geography and art for students in almost any grade and prepare students for future careers.

- 8 **Google Expeditions VR set**

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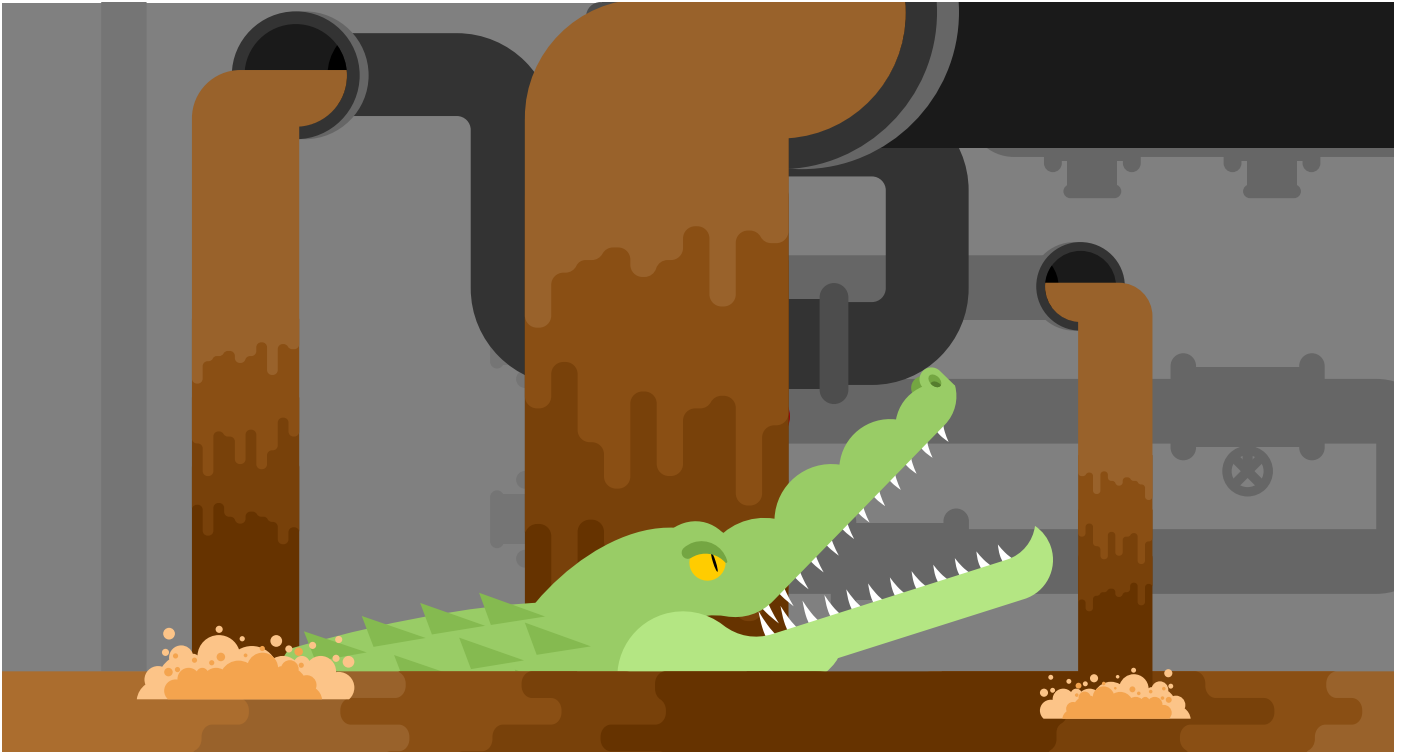
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# USING URBAN LEGENDS to Engage Struggling Readers


by Sarah Hastings Morley

No matter what subject you teach, the beginning of the school year is filled with fun getting-to-know-you activities, establishing class routines, and fostering student-teacher relationships. It's an exciting and hopeful time, but after the whirlwind ends, I get anxious. I worry that my lessons won't live up to the start-of-the-year activities. Like me, many teachers may fear the transition into actual work. That it may bore their students, especially if you teach high school reading intervention classes like me. So, what's a teacher to do to keep the momentum going? The answer is—urban legends. "Hey class, so the other day I heard from my cousin's friend, that..."

After teaching high school reading intervention courses for many years, I know that starting with a novel is a mistake—it's too long. Literature circles are also a wonderful opening unit, but I found that introducing them too early often derailed my lesson plans and created absolute chaos. Then I tried beginning with Urban Legends, a unit I usually do at the end of the year. It became so successful that now I always start with it.

Whether teaching a literacy-based intervention class, creative writing, or a regular English class, students love reading and writing urban legends. They blend the lines of fiction and non-fiction but follow a very predictable pattern. The stories always starts with the source: "I heard from my brother's girlfriend that..." Then a situation: "A guy and girl run out of gas on a lonely road..." Then a general setting so that it can be anywhere, anytime, making it more realistic: "... A road surrounded by forest," or "... A friend's sleepover."

For struggling readers, this basic structure is easy to read. Later on, it helps them grasp more complex parts of the story like a surprising plot twist: "The boyfriend is dead. His body hangs from a gnarled tree, dripping blood." Or, "The escaped killer is calling from inside your house." Students



**[Urban Legends] blend the lines of fiction and non-fiction but follow a very predictable pattern.**

can then learn a lesson in morality or conduct such as, "Don't babysit for a family you don't know well," "Don't miss curfew," "Never trust a stranger," or "Be careful of your online privacy settings." While the stories may be outrageous, the morals are geared towards teens learning to live more independently from their parents, usually by hanging out with friends and exploring their freedom.

Urban legends can be gossip-y, mysterious, scary, or "spilling the tea" as the cool kids say these days. Many students will swear that some of the stories are real. Almost every community has an urban legend or folklore specific to the area. Our town has a mysterious island on a lake with buried treasure nobody has found yet and a haunted mansion. The stories are edgy enough to engage students. They will forget they are learning about story structure and close reading skills.

When surveyed on what to read, most of my students ask for creepy stories, even those who are repeating my reading intervention class. So, find your library's dusty anthology of local folklore or search for online rumors about *Charlie Charlie*, versions of *The Babysitter* or any of the gruesome versions of *Boyfriend's Death*, and I promise that your

students will love reading them. Students can track the structure and story elements in several different stories, or they may work in groups to debate the differences between similar versions. They can even decide which elements may be true. The urban legend of *Slenderman* is a good example. Even though two girls in Wisconsin confessed to the attempted murder of their friend after reading it, the story of *Slenderman* is completely untrue. And even though this tragic event made international news, the urban legend is still false. These difficult conversations may later lead to reading nonfiction topics open to debate and even, lessons on fake news.

For the culminating part of the unit, have students write an urban legend using the basic plot structure, mimicking the tone and style. Students should remember they heard the story from a friend of a friend... and it really happened! What's great is that students can modernize the classics to include current topics like social media hoaxes. Make certain your district and parents know you aren't doing any weird ghost séances in the classroom or creating fake internet hoaxes.

Beyond thoroughly enjoying the "Creepy Story Unit," I know students will be able to recognize more sophisticated text structures and work on inferring implicit messages in text throughout the year. Students may use the same checklist used to track story elements, or write their own, and later, come up with more detailed drafts.

Here is a checklist I like to use when teaching reading and writing urban legends:

- **The source of the story that cannot be traced, but seems believable:** "My boyfriend's mom's sister."
- **The situation:** "A girl cracks her phone screen. Her parents make her pay to fix it. She decides to babysit for extra cash, but the kids are asleep when she arrives."
- **General setting:** "The mysterious door on the third floor of the building."
- **Characters without specific names:** "The babysitter," or "The boyfriend," or "The man in the woods."
- **Twist:** "The girl died three years ago," or "The call came from inside the house," or "The dog was actually a giant rat."
- **Lesson:** Always teaches a moral to teens, "Don't pet animals you don't know," or "Don't go to a house where you don't know the people."

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Sarah Hastings Morley is both a Reading Specialist and a high school English Composition Teacher. This is her 13th year teaching in the northern suburbs of Chicago, Illinois. She earned her Bachelor's in Secondary English Education from Illinois State University, and her Master's in Education: Reading and Literacy from Benedictine University.



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# HUNGER PANGS

## ADDRESSING FOOD INSECURITY IN SCHOOLS

by Adam Stone

**T**his past summer, the Wyoming Valley West School District in Pennsylvania sent home an alarming letter to parents. If they didn't pay off their kids' school lunch debt promptly, "the result may be your child being removed from your home and placed in foster care."

Clearly, something is very wrong in the world of childhood nutrition. While a range of programs in Canada and the United States aim to ensure kids have ready access to healthy meals throughout the school day, many K-12 students aren't getting the food they need.

Here we'll take a look at the scope of the problem. We'll explore some of the government and non-profit efforts that address the issue, and we'll look at steps schools and teachers can take to ensure that hunger does not become a distraction in the classroom.

### FOOD INSECURITY

The problem runs wide and deep. The advocacy group No Kid Hungry reports that more than 12 million children in the United States live in "food insecure" homes, never sure where their next meal is coming from. One in six U.S. children lives with hunger. Some 22 million U.S. children rely on the free or reduced-price lunch they receive at school, while being eligible for free breakfast as well. Yet some 3

million children aren't getting the breakfast they need.

The picture looks much the same in Canada. The advocacy group Breakfast Club of Canada serves about 33 million breakfasts a year in almost 1,600 schools nationwide, in an effort to close the hunger gap for some 200,000 students.

"All children of all income levels are often hungry at school. It is a universal problem," says Debbie Field, coordinator of the Coalition for Healthy School Food, a Montreal-based project of the nonprofit Food Secure Canada. "You can't spend a whole day learning if you haven't eaten good food."

Research points to a range of negative impacts that derive from classroom hunger. "Hungry children have lower math scores. They are also more likely to repeat a grade, come to school late, or miss it entirely," the National Education Association reports. Hunger drives poor attendance, lateness, inattention, and behavioural problems.

As a physical education teacher in the Westbury, NY school district, Jaclyn Beraud sees it every day. Most of the kids in this largely low-income school qualify for free lunch, but the problem of hunger persists.

"As a teacher and a coach, it's easy to see which kids are struggling," she says. "They come to school not having eaten. They are sleeping in the middle of the day. My

athletes get worn out at practice. And a lot of them are honest about it. They will say: I haven't eaten today."

Governments at the national, state, and provincial levels have recognized the problem and put programs in place, but those programs have proven insufficient, often failing to get to the heart of the problem.

## GOVERNMENT EFFORTS

The United States Department of Agriculture oversees federal programs that reimburse schools for the expense of providing free and reduced-priced meals.

In Canada, there is no federal program, but the various provinces have their own support systems that aim to make either breakfast or lunch readily accessible. Students in Newfoundland and Labrador all receive breakfast, Field shares; while about half of Ontario kids only get a midmorning snack; and students in Quebec and British Columbia have access to lunch programs.

With all these forms of support in place, a reasonable person might wonder why so many kids are hungry in school. The answers are complex.

"First, there is the money," says Judith Barry, co-founder of the Breakfast Club of Canada. Government subsidies may help pay for food, but that only scratches the surface. "You need to cover the food, but you also have equipment needs, and then there is all the daily supervision and all the work just to organize and operate and sustain the program. That requires manpower, it requires effort and coordination. It doesn't just happen."

In some cases, administrative hurdles get in the way. "The administration might not have all the information they need to navigate these programs. They may need technical assistance to put these things in place," says Kelley McDonough, senior manager for No Kid Hungry's Center for Best Practices.

Logistics also comes into play. When schools serve breakfast in the cafeteria, kids may not have time to grab what they need before class starts. "Students may get to school late in the morning, either because a bus is late or a caregiver is getting off work. Or maybe the cafeteria is not convenient for students, or there is not enough seating for students," McDonough says.

Despite the hurdles, schools that take a proactive approach, and that work in close cooperation with supportive non-profits, can move the needle on hunger.

Julie Pittman has taught for over 15 years in Rutherford County, NC, where 74 percent of kids qualify for free or reduced-price lunches. Six years ago, the district started offering free breakfast and lunch to all students.


"Before that, I was teaching in my fourth period class—after lunch—and I happened to look into a student's

backpack. I saw a half-eaten hamburger and an open carton of milk," says Pittman, who is presently on loan as an educational consultant to the nonprofit Share Our Strength. "I knew this kid's background and [that] he was probably taking [the] food home either to eat as a meal later or to bring to a younger sibling."

It wasn't just the one kid. "I was having a hard time getting my students to focus," she says. "When these kids are hungry, they are not able to actualize their full potential in the classroom. My job as a teacher is to grow these students into productive human beings and I cannot do that if they are hungry."

Things changed when the free meals started. "Once our kids were no longer scavenging for food, when they could come to school and eat a healthy breakfast and a healthy lunch, we as teachers were able to feed our students intellectually and emotionally," Pittman says.

Let's take a look at some winning strategies.



**"All children of all income levels are often hungry at school. It is a universal problem. You can't spend a whole day learning if you haven't eaten good food."**

## STREAMLINING THE SYSTEM

In Broward County, FL, school officials are looking to drive wider student participation in school meals.

The county offers free breakfast to all kids. For those whose income qualifies them for a free or reduced-priced lunch, the district is leveraging technology to ensure easy access. Students or parents can apply confidentially using MySchoolApps.com, which eases the administrative burden on both the school district and the families.

There is also a big push to raise awareness. "We have intensive marketing to make sure [that] everyone knows to apply," says Zoe Crego, Food and Nutrition Services Assistant Program Manager and registered dietitian. "We have billboards. We have a mobile unit [that] goes around staffed with people who can help you apply, because we know that not everyone has access to a computer. You can also apply through your smartphone, which we did in order to make it as accessible as possible to everyone."

In Ohio, the statewide nonprofit Children's Hunger Alliance (CHA) works with schools to help provide meals to some



of the state's 529,000 children who live in food-insecure households. That means, among other things, streamlining the breakfast service.

"When schools start a breakfast program, it is typically a traditional serving line. That means kids are in line to eat and the bell rings and so they have to go to class," says CHA President and CEO Judy Mobley.

"With just a little bit of funding, we can help them open a second serving line. We can help them set up a grab-and-go station in the hall, or we can put in a vending machine where kids can grab a meal if they are running late," she says.

"Our gold standard is breakfast in the classroom," she explains. "When they have breakfast in the classroom, when all kids get the same meal at the same time, then the stigma of being a needy kid is completely gone. The kids who finish eating can start a worksheet, and their day starts much calmer. If the kids clean up after themselves, then they are also learning some responsibility."

This push to reorganize breakfast service is a hot topic among child-hunger advocates. They say that simply changing where and how breakfast is served can give schools a low-cost way to dramatically increase participation in meal programs.

The non-profit community can also lend expertise to schools looking to up their game. "Some schools are very interested in making sure that all their kids get to eat, but they may lack the manpower or they may just have so many other priorities on their list," Mobley says. "We have experts who work with schools. We can evaluate the program and make suggestions about how to reach more kids."

Educators themselves can play a role. "Teachers are a

critical part of this," Kelley McDonough says. "They can be supportive of these innovative models, things like 'breakfast after the bell.' They can ask questions to ensure they understand the school meals that are offered. They can also be incredible advocates in their schools, their districts and their communities."

Some teachers take a direct approach, simply keeping snacks in their desks. A survey by the organization No Kid Hungry, found the average teacher spends about \$300 a year on food for kids. McDonough however, urges a more formal effort. She encourages teachers to find partners in the school wellness committee or school health advisory committee. "Teachers who want to have an active role can find a group like that and join in those discussions, in addition to seeking out their own training or professional development opportunities," she says.

In Canada, some are looking to the federal government to step up. Debbie Field notes that in the federal budget that was approved in March 2019, the government committed to work with the provinces on the creation of a national food program.

"We have changed the conversation. Politicians finally see that the health crisis will consume all of the budget if we don't educate children when they are young and if we don't provide them with healthy food when they are in school," she says. "Now we need to make sure that the 2020 budget actually has money in it, in support of this."

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**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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## Homework Helper

It's no surprise that some kids often neglect their homework. After spending almost seven hours a day at school, can you really blame them? A little online support however, can go a long way. With the right aids to help them during their moments of struggle, kids might be likely to do better in their homework. Some of these following resources could lend a helping hand.



### Fact Monster

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

Packed with information on dozens of topics, this fun-to-use reference site helps users find quick answers to their homework questions. From world events, the human body, to formulas and fractions, Fact Monster's Homework Help centre has got it all. Users can also find tips on improving writing and study skills, and access multiple tools such as an atlas, dictionary, encyclopedia, periodic table, and spell checker.



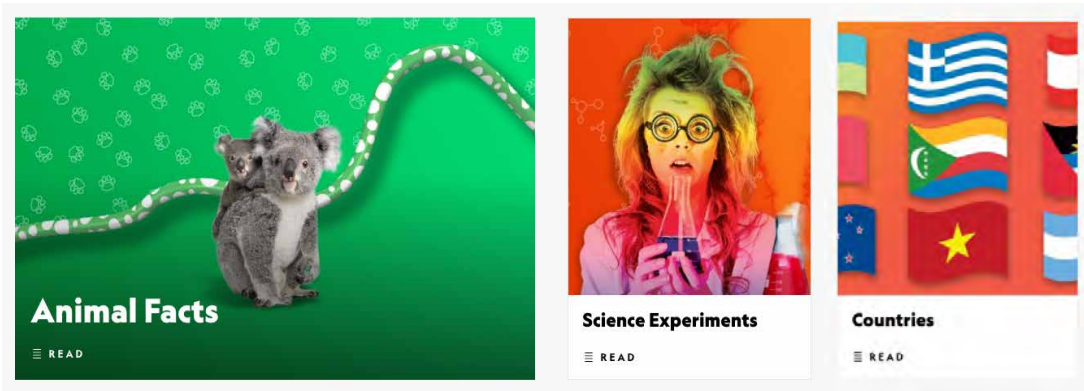
Image: Khan Academy

Image: Khan Academy

### Khan Academy

[www.khanacademy.org](http://www.khanacademy.org)

This non-profit educational platform has been designed as a useful tool to accelerate student education. Whether it's a math problem or a historical fact, this site knows no boundaries. Users can learn from the many short video tutorials available. Khan Academy also has personalized learning resources for all ages in subjects such as math, science, computer programming, history, and economics. It's free and available in more than 36 languages.



## National Geographic Kids

[kids.nationalgeographic.com/explore/homework-help](https://kids.nationalgeographic.com/explore/homework-help)

From animal facts to maps and all things space, Nat Geo Kids has a section dedicated to helping students ace their school assignments. Students can even access Nat Geo’s expansive Resource Library of encyclopedic entries spanning topics such as biology, oceanography, earth science, geology, ancient civilizations, and more. Looking for an idea for a science project? There’s a whole host of creative science experiments, on subjects like electrical charges, chemical explosions, and food chemistry.



## ReadWriteThink

[www.readwritethink.org](http://www.readwritethink.org)

Convincing kids to take an interest in literacy learning isn’t a cakewalk, but with the use of this site, things might become a little simpler. ReadWriteThink provides students with a variety of free resources to help them enhance their reading and writing skills. Catering to students from K-12, the website offers tools, printouts, and podcasts that students can employ after school. Whether you need book review templates, poem writing tips, or essay writing help, this site provides resources for it all.



## Socratic Math & Homework Help

Free – Android, iOS

Here’s an app that will help kids breeze through their homework and give them more time to play and unwind! Using Artificial Intelligence, Socratic works by allowing students to take photos of their homework problems in almost any subject and upload them to the app for help. Students in turn receive instant explanations, tutorial videos, definitions and more. Why wouldn’t they enjoy something that makes their life easier?

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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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# CURRICULA

## DEUXIÈME LEÇON

## WILFRID LAURIER ET LA QUESTION FRANCOPHONE

Wilfrid Laurier a grandi dans un monde de jonction entre les deux solitudes que sont les francophones et les anglophones, entre qui les relations étaient quasi inexistantes. Son père Carolus savait qu'il s'agissait là d'une situation qui posait problème, et c'est pourquoi il a grandement encouragé son fils à s'immerger dans la culture anglo-saxonne. Laurier a passé une partie de sa jeunesse à New Glasgow au sein d'une famille d'origine écossaise où il a appris à lire et à écrire l'anglais et observé la pensée et les mœurs anglo-saxonnes. Tout au long de sa carrière politique, il a tout fait pour en arriver à des compromis et trouver des solutions qui convenaient aux deux côtés de la médaille. C'est une façon de faire qui lui a été fort bénéfique pendant longtemps, lui qui est resté fort populaire même après que son parti et lui ne comptaient plus parmi les favoris. Cependant, à certains moments, les décisions qu'il a prises n'ont apaisé personne et ont même envenimé les tensions. Peut-être le francophone en lui a-t-il été finalement trop fort : l'exemple de son opposition à la conscription pendant la Première Guerre mondiale, qui lui a coûté la dernière élection, l'illustre à merveille. Cette conscription fait partie des nombreux antagonismes qui ont marqué les relations entre francophones et anglophones et a mis au jour les différences de perception et de sensibilité entre les deux communautés.

## MATIÈRES

Histoire du Canada,  
politique canadienne

## NIVEAU SCOLAIRE

9<sup>e</sup> à 12<sup>e</sup> année

## DURÉE

3 à 4 cours



## CONCEPTS ABORDÉS

Les élèves en apprendront sur l'état des relations entre francophones et anglophones contemporaines à Laurier, surtout pendant sa longue carrière politique. Laurier se percevait comme celui qui devait unifier les deux communautés, mais ce n'est pas toujours ce qui est arrivé. De nombreuses années durant, le Canada n'avait été qu'une colonie britannique; Laurier a grandi dans un pays qui commençait à couper les chaînes du colonialisme, mais où les tensions entre francophones et anglophones demeuraient vives.

## MATÉRIEL REQUIS

- Bande dessinée *Wilfrid Laurier : sa vie, son époque*
- Ordinateurs ou autres appareils avec accès Internet
- Matériel nécessaire à la préparation des présentations

## OBJECTIFS

Les objectifs présentés ci-dessous ne servent que de point de départ. Il est recommandé aux enseignants de faire des liens avec les objectifs de leur région et de leur niveau scolaire.

Voici les résultats attendus pour les élèves :

- enrichir leurs connaissances sur les relations entre francophones et anglophones à une époque plus ou moins lointaine;
- analyser les incidences sociales et politiques de divers événements politiques et leurs effets sur les relations entre francophones et anglophones;
- connaître les premières influences de Laurier et les effets qu'elles ont eus sur sa carrière politique;
- étudier l'effet qu'ont eu certains événements et certaines personnes sur les relations entre francophones et anglophones et ce qui aurait pu arriver si Laurier avait emprunté une autre voie;
- bien comprendre la politique à l'époque de Laurier;
- décrire les relations entre francophones et anglophones à la fin de la carrière de Laurier et aujourd'hui;
- transmettre leurs idées, leurs arguments et leurs conclusions par divers moyens et dans divers styles selon le public cible et le but recherché.

## CONTEXTE

Des événements ont élargi le fossé entre francophones et anglophones tout au long de la vie de Laurier. Les

francophones du pays ont en effet senti qu'ils étaient relégués en arrière-plan au profit de la majorité anglophone à la suite de diverses crises, notamment la rébellion de la rivière Rouge (1869-1870), la crise de la Loi sur le Manitoba (1870), la crise de la Loi sur l'Alberta (1905) et la crise du règlement 17 de l'Ontario. Pour les Québécois, majoritairement francophones, ces situations prouvaient hors de tout doute que le droit britannique continuait de s'appliquer de manière intransigeante et que les liens avec la Royaume-Uni demeuraient bien réels. On avait essayé tant bien que mal de mettre en place un pays réellement bilingue où les francophones étaient sur un pied d'égalité politique avec les anglophones depuis l'œuvre des cofondateurs du gouvernement responsable, Robert Baldwin et Louis-Hippolyte La Fontaine, mais sans succès. Laurier se voyait donc ouvrir les portes d'un champ de mines lorsqu'il a été élu au Parlement fédéral. Mais il ne fait pratiquement aucun doute que seul Laurier, par son expérience de vie, la manière dont il a été élevé et ses perspectives, avait l'instinct du conciliateur qui lui permettait de traverser ce champ sans difficulté. C'est d'ailleurs ce qu'il a fait pendant longtemps, même si le grand conciliateur a dû se résoudre à admettre la défaite au bout du compte. Par exemple, il a pris de court ses condisciples en droit ainsi que les invités présents lorsqu'il s'est exprimé entièrement en français pour la remise de son diplôme à McGill, ce qui n'avait jamais ou que très rarement été fait auparavant.

## PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Divisez la classe en groupes et assignez à chacun d'eux l'un des événements décrits ci-dessus comme sujet de discussion. Sans recourir à des notes ou faire de recherche, les élèves devront dresser la liste de ce qu'ils savent sur l'événement qui leur a été assigné. Demandez à chaque groupe de faire lire à tour de rôle les éléments de cette liste. Prenez des notes sur le tableau ou une tablette, par exemple. Dites-leur ensuite de faire une recherche sur l'événement qui leur a été assigné et de lire à haute voix les choses qu'ils ont découvertes. Chaque présentation devrait durer environ cinq minutes. Étouffez les notes déjà prises pour la classe de la manière qui vous convient le mieux. Les élèves peuvent-ils tirer des conclusions préliminaires des points qui ont été abordés? Peuvent-ils bien cerner l'événement sur lequel ils ont fait une recherche et son importance pour les relations entre francophones et anglophones à l'époque?

### DEUXIÈME ÉTAPE : DANS LA PEAU DE LAURIER

Demandez aux élèves de faire un lien entre les gestes posés par Laurier et l'événement sur lequel ils ont fait leur recherche. Les élèves devront rédiger un essai d'une à deux pages sur les perceptions, la mentalité et les actions de Laurier par rapport à cet événement. A-t-il agi de manière responsable? Autrement dit, a-t-il laissé les principes du citoyen responsable guider ses actions ou non? Ce qu'a fait Laurier était-il important? Quelle était cette importance? Aurait-il pu faire quelque chose d'autre? Laurier a-t-il bien réfléchi avant de réagir à l'événement? Ses actions ont-elles eu des conséquences? Dans l'affirmative, dites aux élèves d'en faire la liste dans leur essai. Le texte sera évalué par l'enseignant.

### TROISIÈME ÉTAPE : LA RÉBELLION DE LA RIVIÈRE ROUGE

Louis Riel est une figure importante de l'histoire canadienne. Concernant la rébellion de la rivière Rouge, Laurier s'est montré plus rationnel et moins critique à l'égard de Riel et des gestes qu'il a commis. Cette rébellion, survenue en 1870, a été un échec; Riel s'est vu expulser par le gouvernement canadien et a été forcé de vivre en exil aux États-Unis au moins cinq ans. Au moment de cette rébellion, Laurier occupait un siège à la Chambre des communes pour le Parti libéral qui formait l'opposition. Riel a profondément polarisé l'opinion des francophones et des anglophones aux deux extrémités du spectre. Laurier a défendu Riel, se disant en faveur d'une amnistie comme bon nombre de francophones, mais se basant sur le fait que les droits de Riel, conformément au droit britannique, avaient été violés. La position de Laurier a valu au Parti libéral d'importants gains parmi la population francophone au Québec, qui était traditionnellement en faveur des conservateurs. Après l'échec de la rébellion du Nord-Ouest en 1885, Riel a subi un procès. Les francophones voulaient généralement que Riel ne soit tenu qu'en petite partie responsable de ses actes. Les anglophones, pour leur part, préféraient que Riel soit sévèrement puni. Riel a été formellement accusé de trahison après avoir présenté une motion pour créer un gouvernement provisoire pour le territoire qu'on appelle aujourd'hui la Saskatchewan. Le procès a suivi son cours, et Riel a été reconnu coupable et pendu.

Voici une citation de Laurier après la rébellion de 1870 :  
« On a voulu dire encore que M. Riel n'était qu'un rebelle. Comment a-t-on pu tenir un pareil langage? Quel acte

de rébellion a-t-il commis? A-t-il jamais arboré d'autres étendards que l'étendard national? A-t-il jamais proclamé une autre autorité que l'autorité souveraine de la Reine? Non, jamais. Tout son crime et le crime de ses amis a été de vouloir être traités comme des sujets britanniques, et de ne pas souffrir qu'on trafiquât d'eux comme d'un vil bétail. Si c'est là un acte de rébellion, quel est celui d'entre nous qui, s'étant trouvé avec eux, n'aurait pas été rebelle comme eux? Somme toute, je considérerais les événements de la rivière Rouge en 1869-1870 comme une page glorieuse, si malheureusement elle n'avait pas été souillée du sang de Thomas Scott. Mais telle est la condition de la nature humaine et de tout ce qui est humain : le bien et le mal y sont constamment mêlés; la cause la plus glorieuse peut n'être pas exempte d'impureté, et la plus vile peut avoir son côté noble. »

La citation ci-dessous est un exemple probant du penchant de Laurier pour la conciliation dans les situations délicates. Il s'est positionné du côté de Riel, a remis en question la manière dont le gouvernement a traité l'affaire et a fini par en venir à un compromis sous forme d'exil, alors que bon nombre de francophones voulaient qu'il soit complètement innocenté.

Que serait-il arrivé si Laurier avait opté pour une position opposée à celle qui a fait sa réputation, comme dans la citation ci-dessus? Comment aurait-il tourné la chose? Demandez aux élèves de rédiger sur un maximum de deux pages un autre point de vue qu'aurait pu avoir Laurier sur Riel. Les textes rédigés seront lus à la classe. Les élèves doivent être en mesure de justifier leurs idées. Ils doivent aussi pouvoir parler de ce qu'ils ont appris sur Laurier en faisant l'exercice.

### QUATRIÈME ÉTAPE : ACTIVITÉ DE SYNTHÈSE

En prenant la bande dessinée comme guide, les élèves devront rédiger un court récit qui traite de la difficulté qu'a eue Laurier à trouver un compromis entre le fait qu'il soit francophone et qu'il ait été élevé et qu'il ait baigné dans la culture francophone et son désir irrésistible de plaire à tous les Canadiens et d'opter pour des positions intermédiaires sur les enjeux cruciaux. En remplacement du court récit, les élèves peuvent aussi écrire des billets de journal du point de vue de Laurier qui parlent de la gestion des relations entre francophones et anglophones, de ses tentatives de séduction de la majorité et des concessions qu'il a dû faire dans les dossiers épineux. Les courts récits ou billets de journal seront évalués. L'enseignant peut aussi se montrer

plus flexible et permettre que soient illustrés ou dessinés les courts récits (comme pour une bande dessinée) pour les élèves qui préfèrent le support visuel au support écrit.

## ACTIVITÉS SUPPLÉMENTAIRES

- Demandez aux élèves de transformer leur court récit ou leur billet de journal en pièce d'un acte ou en monologue. Les élèves répéteront et présenteront la pièce devant le reste de la classe.
- Est-il possible de faire ressortir une personne ayant eu plus d'influence que les autres sur Laurier? Le cas échéant, qui serait-ce et pourquoi? Les élèves rédigeront une analyse d'une page qui explique leur choix.
- À l'aide de citations de Canadiens célèbres (William Lyon Mackenzie King, Pierre-Elliott Trudeau, Robert Borden, Tommy Douglas, Joey Smallwood, Agnes McPhail, Emily Stowe, etc.), refaites l'exercice du point de vue différent sur une question donnée. Par exemple, qu'en aurait-il été si Emily Stowe n'avait pas cru au mouvement pour le droit de vote des femmes au Canada? Comment pourrait-on formuler un tel point de vue? Les élèves doivent être en mesure de justifier leur démarche.
- Débat d'élèves : Demandez aux élèves de former des équipes pour débattre de la question suivante : il ne fait aucun doute que Louis Riel a été injustement traité par le gouvernement de l'époque et qu'il n'aurait jamais dû être condamné à la peine capitale. Une équipe sera pour et l'autre, contre. Il faudra suivre les règles d'un bon débat. Les élèves qui ne font partie d'aucune des deux équipes seront les juges qui décideront qui a remporté le débat. L'enseignant aura le rôle de modérateur.

## ÉVALUATION

Chaque plan de leçon comprend tout un ensemble d'outils d'évaluation. Les enseignants devront estimer les connaissances des élèves sur chaque sujet à l'aide des questions d'évaluation s'appliquant avant et après les activités réalisées.

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

#### Avant les activités

- Les élèves comprennent-ils de manière générale les enjeux concernant les francophones à l'époque où

Laurier a fait son entrée en politique et pendant sa carrière?

- Les élèves saisissent-ils bien les questions qui touchent les francophones à l'époque de Laurier?
- Les élèves savent-ils déjà des choses sur les préoccupations des francophones pendant la carrière politique de Laurier?
- Les élèves connaissent-ils les événements tels que la question des écoles manitobaines ou les rébellions de 1870 et 1885?

#### Après les activités

- Les élèves décriront les préoccupations des francophones pendant la carrière politique de Laurier.
- Les élèves saisiront bien l'importance de ce qu'a fait Laurier pour donner suite à ces préoccupations.
- Les élèves détermineront si Laurier a réussi à résoudre les crises qui touchaient les francophones de partout au pays.

### QUESTIONS D'ÉVALUATION DES ENSEIGNANTS

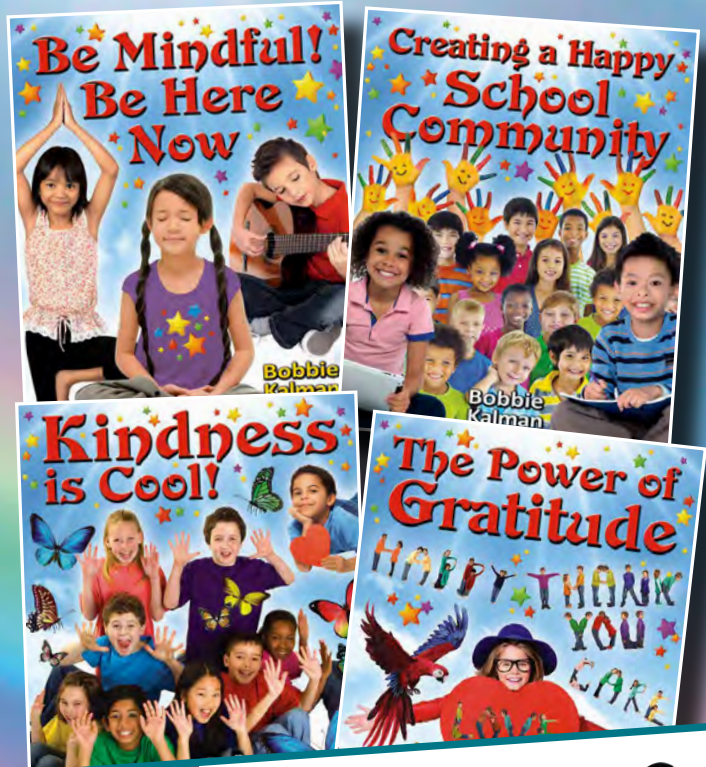
#### Avant les activités

- Comprenez-vous de manière générale les tensions qui prévalaient entre les francophones et les anglophones à l'époque de Laurier?
- Saisissez-vous bien les grands enjeux qui touchaient les francophones pendant la carrière politique de Laurier?
- Savez-vous déjà des choses sur les relations entre francophones et anglophones à cette époque?
- Connaissez-vous Laurier le politicien qui a œuvré à rassembler les deux communautés?

#### Après les activités

- Vous décrierez les gestes posés par Laurier pour la question des écoles manitobaines et les deux rébellions mentionnées plus haut.
- Vous saisirez bien la réputation qu'avait Laurier chez les francophones et les anglophones à la suite des décisions qu'il a prises lors d'événements controversés.
- Vous comprendrez pourquoi Laurier a choisi de faire ce qu'il a fait concernant les relations entre francophones et anglophones.

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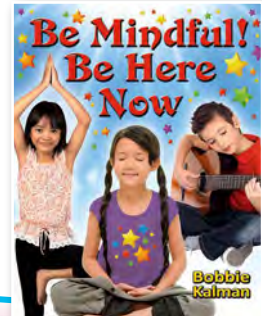
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# THE CASE FOR FIDO IN THE CLASSROOM

by Alex Newman

**W**hen law student Michelle Woolfrey was 16, a rare brain condition led to severe visual impairment and sight loss. For the first year or so, she walked with a cane, but unfortunately, she experienced severe bullying from her classmates. So, she soon transferred to the School for the Blind in Brantford, ON, some 250km away. During her second year of attendance at the new school, she received a fully-trained service Poodle named Thompson who replaced the cane. The following year, Woolfrey was able to return to her hometown of Barrie, ON and back to her former high school.

The difference between her year with a cane, and her year with a dog, was “night and day,” she says. “I was no longer the weird girl with the stick, but Michelle with the cute dog. We became a conversation starter rather than a conversation ender, and a way for me to make friends.”

Although Thompson wasn’t formally trained as a psychiatric service dog, he quickly learned how to calm her down—since being diagnosed, Woolfrey had developed an anxiety disorder.

Dogs also assist with other special needs, especially students with autism. Retired special education teacher, Margaret Marsh, witnessed this firsthand during her years at the Waterloo Regional School Board in Ontario. “Autistic children tend to be runners and a dog prevents that, and that in turn prevents a lot of class disruption. The dog’s job is to stay with the child, so [the] teacher can concentrate on teaching and that can bring calmness into the class.”

Autism Speaks Canada is a huge promoter of therapy dogs saying, “For the family living with autism, dogs provide important therapeutic support. Both research and pet therapy providers alike support that dogs provide important pet therapy to individuals with autism which help improve their social interaction, increase attention and cooperation, decrease


anxiety and provide support for independence skills.”

Dogs aren’t only beneficial to the individual child with special needs—interaction with them benefits general students as well. According to a study by the National Institutes of Health in the U.S., the presence of a dog in the classroom, promotes a positive mood and reduces stress, encourages concentration, attention, and relaxation. Even touching and petting a dog lowers blood pressure and heart rate, thereby lowering the cortisol stress hormone. And a dog trained in “reading” mood changes can mean the difference between an orderly classroom and a chaotic one.

Marsh says, that in her experience, the dogs chosen for this kind of service are smart, well trained, and know what is expected of them. “It’s when they’re not trained, or even a family pet, that you run into trouble.”

Jane Morrey, a special education teacher in the Simcoe County District School Board in Barrie, ON, has experienced both good and not so good situations. “One of our autistic students had the best dog—well trained, calmed the child right down. But another student’s dog was a disaster. On its first day, it peed in the hall and the Mom brushed it off as nervousness because of normal school commotion. Sorry, but these dogs should be trained to stay calm under any circumstance.”

Morrey adds that things became worse in that particular situation because when agitated, the child would attack the dog. Teachers had to protect the dog by pulling the child away.



**The dogs chosen for this kind of service are smart, well trained, and know what is expected of them... “It’s when they’re not trained, or even a family pet, that you run into trouble.”**

One of the problems with dogs in the class, states Alberta psychologist Eileen Bona, is a lack of national standards. Each province must develop its own. Alberta, for example, has adopted the Assistance Dog International (ADI) standard. ADI is a worldwide coalition of not-for-profit programs that train and place assistance dogs.

In Ontario, the guidelines are vague, Woolfrey says. “All you need is a doctor’s note, and you can print that off, or buy one for \$20 and have your dog, cat, monkey, whatever, and say it’s a therapy animal. Ontario—Canada too—needs more progressive service animal laws, and a

way for folks to file complaints, and to deny entry to dogs that aren’t trained properly. You can’t have a dog that bites, for example. Just this morning I was getting onto [public transit] and met a woman with [presumably] a fake service dog [that] was lunging and snapping at my dog [who could’ve reacted and pulled me down].”

It’s important to distinguish between service and therapy dogs, Bona says. Service dogs are “trained to the hilt” and often come from a long line of service dogs. They assist with specific disabilities—blindness, or seizure disorders, while therapy dogs provide comfort and support.

The lack of guidelines leads to challenges, since breeders and trainers have few parameters. There are some unscrupulous breeders who market puppies as support or wellness dogs, says Bona, who has been involved in creating, teaching, and implementing animal assisted therapy programs across Canada. “And there’s another issue of insufficient training for handlers.”

In British Columbia, abuse of the service dog system has become so great that the government now issues service dog IDs in order to weed out the fakes.

It’s not just the dog that needs certification, but the handler as well, Bona says. “They need to understand all the ethics surrounding the situation... to take into consideration all stakeholders, families, and communities.”

There is a proper way to introduce a dog to the school. Bona has been working with one school in Alberta to prepare for having a resident wellness dog. “Before the dog arrived, we had assemblies, conversations, [slideshows] about her and what to expect, [and] how to communicate and understand her. This ensures that by the time the dog gets to school there will be no chaos.”

According to Steve King, founder of Chestermere Therapy Dogs, much rests on good communication. While his Alberta non-profit provides reading buddies for short stays rather than all day in-class service dogs, the principles are similar. “You need to physically walk those involved through the process—it’s not enough just to read about it. When a new school contacts me, I sit down with the principal and my coordinator... and we go through everything. You can almost predict the questions—mainly principals trying to ensure that this is not some amateurish effort that will backfire. And they want to know all the components: the dog, where the reading will take place, and so on.”

With a dog reading program, it’s easier for participants to sit in a separate room near the door than to bring a dog into a classroom. The idea is to minimize exposure to hair and allergens, not only for the one child, but for anyone else in the school who has allergies. That’s why reading buddy dogs are never allowed to wander around the school.

Due to the increased demand—and need—for therapy or service dogs in the classroom, schools are having to



develop protocols for consistency. Upper Grand District School Board in Guelph ON, for example, recently developed protocols, such as only allowing certified therapy dog teams, and stating that programs must be initiated by the principal.

“If everything is done properly, animals in the classroom can be an improvement to class,” Bona says. “Having policies in place will allow parents to discuss concerns with the principal [for example,] if a child’s culture doesn’t allow for contact with dogs, or if they have allergies. Provisions need to be made for those things, and everyone informed before the dog steps foot in the school.”

Although having a dog in class is gaining currency, schools are under no obligation to accept them. An incident in the Waterloo Catholic District School Board is a good illustration of this. In 2017, after a three-year dispute with the parents of an autistic child who had a service dog, the board ruled against allowing the dog in the school, stating the child had performed equally well before the dog arrived.

While the Guide Dog Act allows service dogs in public places, under the Education Act, schools aren’t considered public spaces. This means a school board isn’t obliged to allow service or therapy dogs into the school. In the case of the Waterloo child, parents argued the Human Rights Code—and the requirement by school boards to accommodate disabilities—but lost.

All of these concerns are legitimate, Bona explains, but relatively easy to address.

Regarding cleanliness, it’s up to the handler (the child or their parents) to ensure the dog has all its shots and is healthy. All students should be informed to wash hands before and after handling the dog. To minimize allergies, handlers must groom the dog before going to the school so there is less animal dander. In cases of severe allergies, the dog would need to stay in a separate location, like an office, or the child with allergies should be permitted to move to another class. Preferably, this would be done before school starts, to prevent interrupting studies.

A whining, barking dog isn’t properly trained or supervised. Dogs need exercise and regular potty breaks, which should be scheduled ahead so they don’t disrupt classroom time.

Animals used in therapy isn’t a new thing, Bona says. “There’s a long history of the human animal bond, it waxed and waned, and then fell apart for several years, when we started using prescription meds to treat mental health symptoms. In the last ten years, however, the medical establishment recognizes the many neurochemical responses to positive contact with animals, such as decreased cortisol [stress hormone].”

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Alex Newman is a Toronto freelance writer and editor. Visit her website, [alexnewmanwriter.com](http://alexnewmanwriter.com).



## Theatres for Kids

Lights, camera, action! The grandeur of the big stage, colourful costumes, and the thrill of live performance—it can all be an unforgettable experience for kids of all ages. What’s more, field trips to live theatres are said to enhance students’ understanding of story elements such as plots, vocabulary, and social perspectives. Many theatres for young people offer creative performances, as well as curriculum-linked workshops and resources so that kids leave with a well-rounded experience. Take a look at some of these offerings:

### Young People’s Theatre (YPT)

– Toronto, ON

YPT offers plays designed to address curriculum areas such as music, language, equity, and social studies. Current shows include, *The Mush Hole*, a dance performance about truths of the Mohawk Institute residential schools; and *A Million Billion Pieces* that finds the beauty of life in difficult circumstances. To find out more the show and recommended audiences please visit, [www.youngpeoplestheatre.ca](http://www.youngpeoplestheatre.ca).

### Theatre Calgary

– Calgary, AB

Through their vast focus on educating viewers, this theatre offers various activities to enhance learning. Future student matinees include, *The Louder We Get*, inspired by the true story of Marc Hall who fought the Catholic school system for the right to take his boyfriend to prom; and *Admissions*, a production that looks at the culture of private schools. For more information, visit: [www.theatreocalgary.com](http://www.theatreocalgary.com).

### Carousel Theatre for Young People (CTYP)

– Vancouver, BC

With an aim to develop emotional literacy in young people, CTYP brings important themes to the stage such as friendship, sharing, imagination, and mental illness. For example, their *Peter Pan* production circles around the themes of growing-up, imagination, and exploration. For more information, visit [www.carouseltheatre.ca](http://www.carouseltheatre.ca).



### Manitoba Theatre for Young People (MYTP)

– Winnipeg, MB

Catering to audiences between 3-19 years old, MYTP allows students to explore meaningful topics, such as family and illness in *Tiny Treasures*, and love and adventure in the *New Owner*. The theatre also offers a variety of creative expression workshops in acting, improv, puppet making and more. For more information, visit <https://mtytp.ca>.

### L’Arrière Scène

– Beloeil, QC

L’Arrière Scène is a francophone theatre company outside Montreal that offers a diverse variety of programs, which take a sensitive look at the challenges of the world. Among the topics covered are the construction of oneself in *Je suis chantier (I am Building)*; immigration in *Conte du Soleil (Tale of the Sun)*; the notion of gender in *Le problème avec le rose (The Problem with the Rose)*; resilience in *Petite Sorcière (Little Witch)*; and learning the world in *Les Saisons du Poulain (The Seasons of the Foal)*. For scheduling and audience information, visit: <http://arrierescene.qc.ca>.

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