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CAPITALE DU CANADA

FEATURES:

Digital Literacy:
What does it mean to you?
Littératie numérique :
Que signifie le concept
de littératie numérique
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Digital Literacy:
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NOTES

What does Digital Literacy mean to you? That's the question we've recently posed to readers and we're excited to share with you some of their unique accounts. The responses represent a very wide spectrum of disciplines, from a future educator working toward her teaching qualifications, to a Doctorate of Education interested in integrating technology in a variety of learning environments.

For me, digital literacy means being open minded toward the emergence of new technologies; understanding their benefits and detriments and using them to my advantage while being cautious of others. Mostly, working in a digital media world, I recognize my ability to begin worldwide dialogues and encourage others to further develop technologies that will enhance our quality of life, whether in education, health, or even finance, but especially assistive technologies for those with special needs. Recently, I read an article announcing that people with speech and hearing disabilities will be able to use their mobile device to text 9-1-1 and reach emergency services in pilot cities across Canada. Digital literacy—knowing how to use digital devices—extends the lines of communication further than ever before.

Elsewhere in the issue, Futurist Richard Worzel also explains his definition of Digital

Literacy. He draws on the past, from the first vernacular translations of the bible to the invention of the Gutenberg press, to predict what Digital Literacy will be like for educators and students in the future.

We hope you find this issue's focus insightful and look forward to hearing about your own definition of Digital Literacy.

Quelle idée vous faites-vous du concept de littératie numérique? Voilà la question que nous avons récemment posée à nos lecteurs, et nous avons le plaisir de vous présenter d'excellentes réponses que nous avons reçues. Les répondants viennent de divers milieux, d'une femme qui veut acquérir les qualifications requises pour devenir une bonne enseignante à un docteur en éducation désirant intégrer la technologie dans différents environnements d'apprentissage.

La littératie numérique, c'est pour moi s'ouvrir l'esprit quant aux nouvelles technologies, en comprendre les avantages et les inconvénients et y recourir de manière à en retirer les bénéfices sans nuire aux autres. Étant donné que je travaille dans un monde numérique, je peux tisser des liens partout dans le monde et encourager les autres à mettre au point des technologies,

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notamment des technologies d'assistance à ceux ayant des besoins spéciaux, qui amélioreront notre qualité de vie, que ce soit en éducation, en santé ou même en finance. J'ai récemment lu un article qui mentionnait que les gens ayant des troubles de la parole ou de l'audition pourront utiliser leur appareil mobile pour composer le 9-1-1 et ainsi joindre le service d'urgence de certaines villes dans le cadre d'un projet pilote au Canada. La littératie numérique, cette capacité à utiliser des appareils numériques, fait reculer les barrières de la communication encore plus loin.

Aussi, dans le présent numéro, le futurologue Richard Worzel explique sa définition de la littératie numérique. Son raisonnement prend racine dans les premières traductions de la Bible en langues vernaculaires et s'étend jusqu'à l'invention de l'imprimerie par Gutenberg en vue d'extrapoler le rôle de la littératie pour les éducateurs et les élèves de l'avenir.

Nous espérons que le présent numéro vous éclairera sur le thème de la littératie numérique et attendons avec impatience votre définition personnelle du concept.

Lisa Tran,

Assistant Editor/rédactrice adjointe

Richard Worzel, C.F.A.



Digital Literacy: A Revolution Begins

Digital literacy is one of those phrases that we use without truly knowing its meaning. Indeed, part of the purpose of this issue of TEACH is to define the term in somewhat concrete terms. But before extending this concept into the future, I went to the past: what is the origin and original meaning of the word “literacy?” Well, literacy means “the quality of being literate,” and “literate” comes from the Latin, *litteratus*, which my online dictionary tells me means “learned” or “scholarly.” Yet, words evolve in meaning over time, and what we mean when we say a student is “literate” is not particularly that they are scholarly, but more that they have facility relating to words and language that enable them to read, write, and communicate. Saying that a columnist or an adult is literate on the other hand, means something else, but for a student, literacy implies that the student is enabled or empowered. And I will take that as my text: that digital literacy in education means that the student is enabled or empowered by the ability to use digital media.

With this as a starting point, let’s deal with the obvious aspects of digital literacy. The Internet has provided us with history’s greatest library, in our homes, in our schools, and increasingly in our pockets and hands, with us all the time. And this availability has massively empowered all of us, students and non-students alike. It’s now hard to imagine a life

without Google or Wikipedia, without being able to look up Joe Dimaggio’s batting average when we feel like it, or being able to get guidance from our peers about the best restaurant in Key West, or the best tour in Cozumel, or the atomic weight of sodium, or what number president is Barack Obama, when the Mayan calendar runs out, or almost anything else we wish to know.

And the ability to use the technology that allows us to access these riches is a key aspect of digital literacy, just as understanding how a library works is a key aspect of traditional literacy. Accordingly, knowing how to use a desktop computer, a search engine, instant messaging, take a photo with your cellphone and email it to a friend, edit a video, and all the other wonderful things that come with the most rapid, most dramatic advance in human history, the digital revolution, is essential to digital literacy.

But all of this is the present. What of the future? To get a feeling for that, I’m going to go back to the roots of the previous revolution in literacy with the invention (in the West) of movable type by Johannes Gutenberg in 1440.



Clearly words, writing, reading, and printing were around for centuries before Gutenberg's invention, but movable type was revolutionary because of its economic impact. When books were difficult to produce, they were desperately expensive. As a result, there weren't many around, and those that were, remained closely guarded and difficult to access. Movable type made books affordable and available to a much wider range of people. In turn, this made the ability to read—literacy—a skill worth having, which led to an explosion in literacy and to a more educated (and empowered) citizenry.

One of the best examples of this empowerment comes from the translation of the Latin Bible into the vernacular in the 16th century, as it gave laypeople direct access to God's word (in the Christian faith) without the intercession (and interpretation) of a priest. For this enabling of the masses, translators like William Tynsdale were condemned by church authorities. Indeed, in 1535, Tynsdale was tried for heresy and tortured to death for the heinous sin of taking this power from the

church and giving it to the masses. There was a price for this literacy, though. Some educators of the 15th century decried the spread of printing, and thus of writing. They worried that people would become lazy and write things down rather than memorizing them. In the process, they would lose their trained memories, which had been the medium of transmission throughout history up until that time. In this, these educators were absolutely right: today many of us have a hard time remembering our phone numbers, let alone being able to recite the Iliad or the list of the begats of the Old Testament from memory. So we have lost a truly valuable mental ability when we chose to become literate.

How, then, will the digital revolution empower students (and the rest of us) in future? And what price will we pay for this empowerment?

To divine this revelation, let's first consider what digital technology will be capable of in future. And let me say at this outset that whenever I, or anyone else, talks about the future, they are giving their opinions. The fu-



FUTURES

ture hasn't happened yet so there is no evidence that one person will be right and another wrong.

First, I believe that computers will be able to monitor our health, heartbeat-by-heartbeat, and quickly diagnose emerging problems, far earlier than we can today. They'll then devise cures, treatments, and diagnoses that are far beyond what's available today, curing most of the chronic, acute, and genetic illnesses that bedevil us today. We will live in a world surrounded by invisible intelligences, not all of it benevolent, that will watch what we do, what we like, how we behave, and use this knowledge to serve us, sell to us, manipulate us, and exploit us. Countering this, we

will have computer companions, emerging from today's smartphones, that will accompany us all the time, watch over us, protect us, do our bidding, and be our proxies in cyberspace with other computers, and other people. Computer intelligences will take on many of the characteristics of distinct entities, emulating aware beings, and acting with

"We will become beings that earlier eras would have considered superhuman, based on what we can perceive and do. And what price will we pay for these things? Well, first, traditional literacy will become less valuable and thus less widespread.

Words have always been difficult things to master, and reading has always been an unnatural act, learned only through years of hard work and practice. When we can communicate using all senses through digital media, then words, books, and literacy will be relegated to a lesser status."

initiative and purpose. And we will live in a world where we encounter robots on an everyday and casual basis, most of which will be designed to fulfill a specific purpose, but some of which will be humanoid in appearance. And all of these advances will also provide tools that will enhance and enable our innate human talents and skills.

In a world such as I describe, what will digital literacy be like?

If the human brain is plastic enough, and I believe it is, we will be able to use the presentation of multiple images to stitch together a much broader view of the world, both immediately around us and at a distance. Much as Google Earth gives us a God-like view of some aspects

of the world, this "God's eyes" view will enable us to see through walls, around corners, and into distant lands whenever we wish. We may be able to apparently see inside our own bodies, and have problems illuminated and explained to us.

We will be able to communicate with each other by something that might be called

“electronic telepathy” where concepts, messages, and ideas go from my mind to yours without being spoken aloud, or illustrated through physical media. We will be able to operate tools and equipment at a distance, merely by thinking. We will be able to convey thoughts and emotions to others, perhaps to large groups of others, in much the way that electronics can allow one person to sing to 50,000 in a stadium, or to millions through CDs or television.

We will have available to us “just-in-time” learning, where information is presented to us at the moment we need it, and in the form that is best suited to our unique way of understanding of it. We will be guided as to what skills to develop, and what bodies of knowledge in which to immerse ourselves by our computer companions, acting as tutors, possibly in cooperation with human tutors and guides, whom we today call “teachers.”

We will live half in the physical world, and half in cyberspace, with sensory perception in both worlds that will make each seem equally real, and equally important. We will become beings that earlier eras would have considered superhuman, based on what we can perceive and do.

And what price will we pay for these things? Well, first, traditional literacy will become less valuable and thus less widespread. Words have always been difficult things to master, and reading has always been an unnatural act, learned only through years of hard work and practice. When we can communicate using all senses through digital media, then words, books, and literacy will be relegated to a lesser status.

And technologically delivered superpowers imply the potential for super-villains, as

the events of Oklahoma City and 9/11 amply demonstrated. Indeed, we may find that our very existence is threatened by those who use digital powers for ill.

But perhaps the greatest change is one that we may be overshadowed by our own digital creations. Whether a robot or computer intelligence can ever be truly aware or truly alive is a meaningless question when we can't even prove that other people are truly aware or truly alive. But we know what we mean, and by any objective standard, we will witness the emergence of a new race of beings that do not have our biological limitations.

So, to come back down to Earth, let me ask a simple, deliberately provocative question: Are our schools preparing today's students for this future, this empowerment, this digital literacy?

Richard Worzel is Canada's leading futurist, and speaks to more than 20,000 people a year. He volunteers his time to speak to high school students for free. Contact him at futurist@futuresearch.com.





AS PART OF TEACH MAGAZINE'S NEW DIGITAL LITERACY INITIATIVE, WE ASKED OUR READERS, WHAT DOES DIGITAL LITERACY MEAN TO YOU? READERS WROTE IN AND EXPLAINED HOW BEING DIGITALLY LITERATE IMPACTS THEM AS EDUCATORS, LIBRARIANS, ADMINISTRATORS, OR PRINCIPALS.

David J. Rosen

What does Digital Literacy mean to you?

At one end of the spectrum digital literacy means basic comfort and competence in using computers, smart phones, electronic tablets, and other web-accessible devices. Toward the other end it means what some call information literacy, the ability to judge the quality of information one receives through electronic means. If literacy is getting meaning from print, then digital literacy is getting basic meaning from what you read – or have read out loud to you – through the use of a digital electronic device. It is also, at the higher end of the spectrum, sorting out wheat from chaff, using the higher order thinking skills of analysis, synthesis, and evaluation.

For me digital literacy involves reading widely, keeping informed, knowing when and

how to be critical and when to embrace new information, new ideas. It also means how to approach new technologies – hardware and software – skeptically, fearlessly, and with enthusiasm. It means being limber in how one thinks, agile in using technology, expecting as normal seismic shifts in new information and communication tools.

Digital literacy is also fun. Unlike print literacy, we expect through digital literacy to be offered visual and sound embellishments of text. Digital magazines should be beautiful to see and hear. They should be interactive, with opportunities for talking and writing about what we read with others.

Digital literacy opens a door to digital learning. We are seeing the dawn of online courses, digital chautauquas and online study circles.



DANS LE CADRE DU NOUVEAU PROJET SUR LA LITTÉRATIE NUMÉRIQUE DE TEACH MAGAZINE, NOUS AVONS DEMANDÉ À NOS LECTEURS DE DÉFINIR LE CONCEPT DANS LEURS PROPRES MOTS. ÉDUCATEURS, BIBLIOTHÉCAIRES, ADMINISTRATEURS ET DIRECTEURS ONT RÉPONDU À L'APPEL POUR NOUS EXPLIQUER LE RÔLE QUE JOUE POUR EUX LA LITTÉRATIE NUMÉRIQUE.

Que signifie le concept de littératie numérique pour vous?

We are also seeing the early stages of using digital technologies to learn anywhere, anytime, and as fast or slowly as one wants, with more easily accessible and better learning resources.

David J. Rosen, Ed.D. is President of Newsome Associates in Jamaica Plain, Massachusetts. His interests include integrating technology in the adult education classroom, using technology for learning outside the classroom, and education and employment for out-of-school youth. He is an implementation advisor for the Learner Web, a major national adult learner support initiative.

Par David J. Rosen

D'un côté, la littératie numérique est synonyme de capacité à utiliser des ordinateurs, des multiphones, des tablettes électroniques et divers autres appareils accessibles sur le Web. De l'autre, il y

a l'importance de savoir juger de la qualité de l'information donnée par voie électronique. Si la littératie se fait d'ordinaire au moyen de documents imprimés, la littératie numérique relève en revanche de ce qu'on lit ou de ce qu'on se fait lire au moyen d'un dispositif électronique. Enfin, le portrait ne saurait être complet sans d'excellentes compétences d'analyse, de synthèse et d'évaluation permettant de séparer le bon grain de l'ivraie.

À mon avis, la littératie numérique, c'est inciter à lire abondamment, à se tenir au courant de ce qui se passe, à savoir être critique vis-à-vis de l'information et des idées émises. C'est montrer qu'il faut réagir avec scepticisme, confiance et enthousiasme par rapport aux nouvelles technologies matérielles et logicielles. C'est aussi apprendre à être ouvert d'esprit, à se dé-

WHAT DOES DIGITAL LITERACY MEAN TO YOU

brouiller avec la technologie et à accueillir sans réserve les évolutions parfois immenses des outils d'information et de communication.

La littératie numérique est aussi un amusement. Contrairement aux médias imprimés, le numérique nous ouvre la porte aux images et aux sons qui rehaussent la qualité des textes. Les magazines numériques devraient aussi agréables à regarder et à écouter qu'à lire. Ils devraient comporter un volet

d'interactivité rendant possibles les échanges verbaux et écrits sur ce que nous lisons.

La littératie numérique ouvre la voie aux cours en ligne, aux classes d'été numériques et aux cercles d'étude en ligne. Nous sommes aussi de plus en plus nombreux à recourir au numérique pour apprendre de n'importe quel endroit à n'importe quel moment, et ce, à notre propre rythme avec des ressources didactiques de meilleure qualité et plus facilement accessibles.

David J. Rosen, docteur en éducation, est président des New-some Associates à Jamaica Plain au Massachusetts. Il s'intéresse à l'intégration des technologies dans les classes d'éducation aux adultes, à l'utilisation de technologies pour l'apprentissage hors classe et à l'éducation ainsi qu'à l'emploi chez les jeunes qui ne fréquentent pas l'école. Il est conseiller pour la mise en application de Learner Web, un projet national de soutien à l'apprentissage des adultes.

"Digital literacy involves reading widely, keeping informed, knowing when and how to be critical and when to embrace new information, new ideas"

« La littératie numérique, c'est inciter à lire abondamment, à se tenir au courant de ce qui se passe, à savoir être critique vis-à-vis de l'information et des idées émises »

By Mudita Kundra

Every time there is a buzzword in the education world, we look for definitions. Internet search engines show a neat set of no more than 30 words describing terms such as digital literacy in no less than 20 different ways. The basic definition of literacy remains the same: the ability to read and write. But to be literate in any given field is the ability to comprehend and to be well versed in it. I shall define

digital literacy by sharing the different contexts it exists within the world of education. I write as an educator, a graduate student, and a job applicant.

As an educator, I have applied digital literacy skills in my secondary school science classrooms. I have used instructional media like iClickers and SMART boards for interactive activities and virtual laboratories. I have also used grade management software like MarkBook to deduce and analyze trends for individual students and whole classes. Online instructional tools such as Wikis empower digitally smart educators to collaboratively design and deliver resources to nurture young minds.

For students to be digitally literate, they not only need to learn how to use technology, but

to be critical of the information they gather. Students are exposed to information digitally—articles, statistics, videos. They require explicit instruction that information might be old, biased, fake, illegal, or discriminatory. The Ontario provincial curriculum, like many others, talks about imparting 21st century skills, and digital literacy falls under that category. Educators are evolving instruction to teach students to discern information by being analytical thinkers.

The need for this evolution has been evident during my master's degree in Educational Studies, which I recently completed at Johns Hopkins University in the United States. The course assignments emphasized technology integration. And despite being familiar with e-databases like ERIC, I got a lesson in digital literacy as I worked entirely from online libraries to conduct literature reviews. My digital knowledge base kept expanding.

Mudita Kundra is a secondary science educator formerly based in Toronto. Her academic background in chemistry and interest in stargazing led her to pursue a master's degree from Johns Hopkins University in teaching earth and space science.

Par Mudita Kundra

Chaque fois qu'il y a un terme à la mode dans le monde de l'éducation, c'est la course à la définition. Seulement dans les moteurs de recherche Internet, on obtient une liste d'au plus une trentaine de mots décrivant des termes tels que « littératie numérique », et ce, d'au moins une vingtaine

de manières. La définition fondamentale de la littératie, elle, ne change pas : c'est la capacité de lire et d'écrire. Mais savoir lire et écrire dans un domaine donné veut dire être en mesure de maîtriser ce même domaine. Je souhaite définir la littératie numérique selon les divers contextes où on utilise le concept dans le monde de l'éducation. Je porte ici le chapeau d'éducatrice, d'étudiante diplômée et de demandeuse d'emploi.

À titre d'éducatrice, j'ai choisi un enseignement axé sur la littératie numérique dans mes cours de sciences au secondaire. J'ai utilisé des supports pédagogiques comme iClickers et des tableaux électroniques pour des activités interactives et des laboratoires virtuels. J'ai aussi utilisé le logiciel de gestion de notes MarkBook pour analyser les tendances chez chacun des élèves et pour des classes entières. Les outils pédagogiques en ligne tels que les wikis permettent aux « éducateurs numériques » comme moi de concevoir et de mettre à profit conjointement des ressources pour développer les facultés des jeunes.

Un élève ne doit pas s'en tenir à apprendre à utiliser la technologie pour être compétent avec cette dernière : il lui faut critiquer l'information recueillie. Dans un cadre numérique, l'élève est exposé à l'information sous forme électronique (articles, statistiques, vidéos). Il doit alors comprendre clairement que l'information pourrait être désuète, biaisée, fausse, illégale ou discriminatoire. Le pro-

gramme provincial de l'Ontario, comme beaucoup d'autres, parle de transmettre des compétences propres au XXI^e siècle, une description qui sied bien à la littératie numérique. Les éducateurs font évoluer l'enseignement en montrant aux élèves comment analyser objectivement l'information donnée.

La nécessité d'une telle évolution a été manifeste lors de ma maîtrise en sciences de l'éducation que j'ai récemment terminée à l'Université Johns Hopkins aux États-Unis. Les travaux donnés par les professeurs que j'ai eus mettaient en relief l'intégration des technologies. Et même si je m'y connaissais avec les bases de données électroniques comme ERIC, je dois dire que j'en ai beaucoup appris en matière de littératie numérique dans mon travail d'analyse documentaire à partir de bibliothèques numériques. Mon bagage de connaissances numériques ne cesse de s' étoffer.

Alors que je considérais en savoir déjà assez sur le plan numérique, je me suis de nouveau retrouvé en recherche d'emploi. Non seulement ai-je dû apprendre à chercher les offres d'emploi exigeant mes nouvelles compétences, mais j'ai aussi dû me familiariser avec le langage numérique requis par les postes offerts. On fait souvent une analyse préliminaire des demandes soumises par voie électronique, ce qui m'oblige à utiliser les mots-clés désirés dans mes lettres de présentation. Beaucoup d'emplois exigent également qu'on puisse mettre sur pied des cours sur le Web. Je n'ai

donc pas fini d'acquérir des connaissances sur la littératie numérique et de parfaire mes compétences dans la sphère virtuelle.

La littératie, c'est certes la capacité de lire et d'écrire, mais c'est aussi la capacité de comprendre. C'est cette même compréhension qui m'a permis de m'instruire, d'avoir une culture scientifique, d'enseigner. C'est cette même compréhension qui m'a ouvert la porte au numérique et qui m'a incitée à apprendre et à employer des technologies pédagogiques pour l'enseignement et l'aide aux élèves, à chercher et à critiquer l'information et à toujours m'améliorer dans le monde de l'éducation d'aujourd'hui dominé par l'apprentissage en ligne.

Mudita Kundra est enseignante en sciences au secondaire et a déjà travaillé à Toronto. Ses études en chimie et son intérêt pour l'observation des étoiles l'ont incitée à faire une maîtrise à l'Université Johns Hopkins en enseignement des sciences de la Terre et de l'espace.



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CANADA'S CAPITAL TREASURES

**FOR GRADES:
6 TO 9**

Series Introduction

Seven classroom-ready lesson plans and five introductory videos highlight and explore the significance and importance of Canada's Capital Treasures. These treasures represent knowledge, sacrifice, commitment and ingenuity. This series of lesson plans is available for download at www.teachmag.com/curricula. These lesson plans were produced by the National Capital Commission (NCC) in collaboration with the Virtual Museum of Canada and TEACH Magazine.



LESSON FOUR: FAMOUS 5 MONUMENT

Materials

Women are Persons! video:

www.canadascapital.gc.ca/capital-treasures

Learning Objectives

The learner will:

- Appreciate the contribution women have made to Canadian society;

- Write a script to convey the feelings and thoughts of the Famous Five about their success;
- Use effective text to write a persuasive headline;
- Celebrate those engaged in local community-building;
- Create a timeline to mark significant achievements of rights in Canada;
- Compare techniques used in informational videos.

Keywords

Women are Persons!; the Famous Five; Barbara Paterson; Irene Parlby; Louise McKinney; Nellie McClung; Emily Murphy; Henrietta Muir Edwards; Senate of Canada; Parliament Hill

Introduction

Walking along Wellington Street in Canada's Capital is like taking a trip through the country's law-making process. Along the length of this short street, visitors pass by the House of Commons, the Senate, and the Supreme Court of Canada. And, if visitors veer off the path just a little, they will find themselves having tea with five women who changed the rights of Canadians forever.

A hundred years ago, Canadian women did not have the right to own their own house, to vote as they saw fit, or to aspire to many professions.



**Women Are Persons!,
Peace Tower in background, 2005**

Photo: National Capital Commission
The monument celebrates the Famous Five's victory, just a short distance from the Parliament Buildings.

And they certainly did not have the right to be appointed as a member of the Canadian Senate.

As the video "Women Are Persons" illustrates, in 1928, the Famous Five — as Alberta's Irene Parlby, Louise McKinney, Nellie McClung, Emily Murphy and Henrietta Muir Edwards are better known — fought to be recognized as "persons."

At that time in Canada, women could not legally be appointed to the Senate. The Famous Five decided to fight this law and took their case all the way to the Supreme Court. They were denied the right, but they were not deterred. Their next stop was Britain's Privy Council, which overruled the Supreme Court decision.

Between the First World War and Second World War, Canadian women won many rights, including the right to vote, hold office, own property, and sit as a senator. In subsequent years, more legislation was extended to protect the rights and freedoms of other Canadians, such as people of Aboriginal descent, people with disabilities, and new Canadians.

Civic engagement — when ordinary citizens participate in democratic change, such as getting involved in protests, petitions, or peace marches; writing letters to their members of Parliament; or challenging a law in court — is a cornerstone of Canadian democracy. The struggles and achievements of the Famous Five and other pioneers in social engagement have affected Canadians across the country, and continue to inspire citizens to exercise their hard-won rights.

On the very grounds where the Famous Five won their historic victory, a monument commemorating their success can be seen and enjoyed by all. Created in 2000 by Alberta artist

Barbara Paterson, the Women Are Persons! cast bronze monument is one of the few on Parliament Hill that honour “ordinary” citizens.

The action is frozen in a moment of victory — the women raise cups of tea in celebration and hold a newspaper of the day, boldly declaring that “Women are Persons!” The artist chose this scene deliberately: 100 years ago, Canadian women campaigned for “suffrage,” as the right to vote is sometimes called. As part of their effective organizing strategy, suffragettes held “pink teas” — parties that are deliberately festooned with doilies and pink decorations, a setting distasteful to men, where women could plan action to further women’s rights.

In a tip of the hat to both the past and the future, Paterson included an empty chair in her sculpture, inviting visitors to celebrate the Famous Five’s victory for all Canadians.

Activity One: Write a Short Paper

Since 1928, many women have served in the Canadian Senate. Choose one and write a short paper about her life, her achievements, and her contributions to Canada.

Activity Two: Write a National Headline

Newspapers have to capture the heart of a story in a few short words. Often, a person other than the writer of the main story composes the



Nellie McClung holding newspaper, 2007

Photo: National Capital Commission
Newspapers of the day declared that “Women are Persons!” in the wake of the Privy Council decision in favour of the Famous Five.

headline. Look at a national newspaper, either in print or online. How do headlines encourage people to read further? How can people across the country understand the headline? Would a headline about the same story get a different treatment from a local newspaper? Compare two newspapers, one national, another local. Select a story, but don’t include the headline. Exchange stories with a classmate and write a headline for the story.

Activity Three: Propose a New Commemoration

Who are the people making a difference in your community? How have they changed things for the better? Look up the term “civic engagement.” What does it mean? In small groups, select someone from your community, past or present,



Women Are Persons!, Peace Tower in background, 2005

Photo: National Capital Commission
The monument celebrates the Famous Five's victory, just a short distance from the Parliament Buildings.

who has made a positive difference. Design a monument to celebrate his or her successes. In Barbara Paterson's sculpture, the empty chair invites visitor participation. Can your monument do the same? Propose this monument to the rest of your class.

Activity extension:

Two copies of Paterson's bronze sculpture were cast: one is on Parliament Hill, the other one is in Calgary, Alberta. Does your monument have a provincial or national angle? Could it be located in Canada's Capital? If appropriate, suggest an Ottawa location for a copy of your monument.

Activity Four: Writing a Script (Grade 7)

The Famous Five sculpture looks just like a real-life scene about to be played out. Write a script that conveys information about the Person's Case while capturing the personalities of Irene

Parlby, Louise McKinney, Nellie McClung, Emily Murphy, and Henrietta Muir Edwards. Imagine what each of the Famous Five might have said on the day that the newspaper headline read: "Women are Persons!" If you wish, take the empty chair offered in the sculpture, include yourself as the sixth person in the room, and add your own voice to your script.

Activity Five: Creating a Time Line (Grade 8)

Paragraph four of the Introduction lists various rights won by Canadian women between the First World War and the Second World War, and it mentions legislation created or extended to protect the rights and freedoms of other Canadians, such as people of Aboriginal descent, people with disabilities, and new Canadians. In fact, as recently as June 2011, the Canadian Human Rights Act, introduced in 1977, was changed to include Aboriginal Canadians who were previously exempt under the Indian Act. Create a time line that spans 1867, the Confederation of Canada, to the present-day and include on it the 'Women are Persons' decision, as well as other events and legislation that you consider most significant to yourself and other Canadians.

Activity Six: Charting the Judicial System (Grade 9)

In 1928, women could not legally be appointed to the Canadian Senate. The Famous Five fought

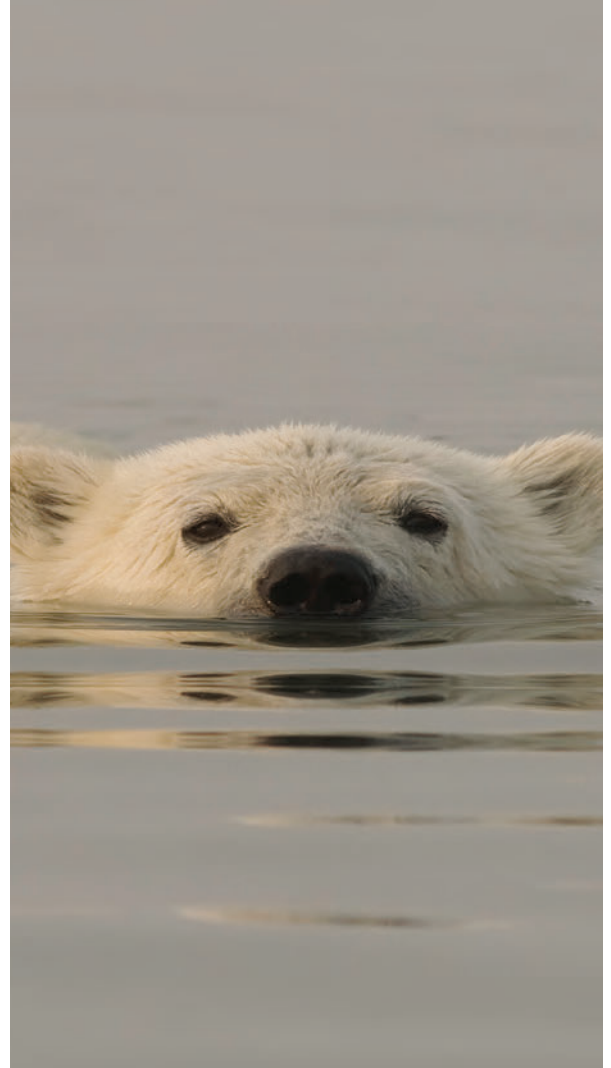
this law, but the Supreme Court denied their right. At the time, there was a higher court that had jurisdiction in Canada. This was Britain's Privy Council, and it overruled the Supreme Court decision. Research that decision. Since that time, there have been changes in the relationship between Britain and Canada. Now, Canada is independent from Britain. Research to find out how these changes affected the functioning of the judicial system in Canada. Create two charts, one outlining the "hierarchy" of the judicial system in Canada as it existed in the 1920s and one as it exists now, and compare them. Think about the decision the Supreme Court of Canada made in relation to the Person's Case in 1928 and whether the Court would make the same decision today. How does this help you understand the nature of the law and its interpretation?

Media Literacy Activity

View the video, "Women are Persons!" Then view (or review) the video, "The Response: National War Memorial." How are the sculptures highlighted in these videos similar? How are they different? Jot down your responses. Now focus on the videos themselves. How do they use similar and/or differing techniques to engage the viewer in understanding the significance of their subjects, the sculptures? What can you learn from this?

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LES TRÉSORS DE LA CAPITALE DU CANADA

ANNÉES :

De la 6^e année du
primaire à la 3^e année
du secondaire au
Québec; de la 6^e à la
9^e année en Ontario

Introduction

Sept plans de leçon prêts à être utilisés en salle de classe et cinq vidéos d'introduction soulignent et expliquent brièvement la signification et l'importance des trésors de la capitale du Canada. Ces derniers représentent le savoir, le sacrifice, l'engagement et l'ingéniosité. Téléchargez cette série de plans de leçon en visitant la rubrique Curricula de TEACH Magazine – Le Prof à l'adresse www.teachmag.com/curricula. Produits par la Commission de la capitale nationale (CCN) en collaboration avec le Musée virtuel du Canada et TEACH Magazine.



4^e LEÇON : LE MONUMENT DES CÉLÈBRES CINQ

Matériel

Vidéo « Les femmes sont des personnes! » : www.capitaleducanada.gc.ca/tresors-capitale

Objectifs d'apprentissage :

En participant à une ou plusieurs des activités qui suivent, les élèves :

- apprécieront l'apport des femmes à la société canadienne;

- écriront un scénario afin de transmettre les sentiments et les pensées des Célèbres cinq au sujet de leur succès;
- se serviront d'un texte efficace pour écrire une manchette convaincante;
- souligneront le travail de ceux et celles qui participent au développement de la conscience communautaire dans leur collectivité;
- créeront une ligne du temps pour indiquer les réalisations importantes dans le domaine des droits au Canada;
- compareront des techniques utilisées pour faire des vidéos d'information.

Mots clés

Les femmes sont des personnes!, les Célèbres cinq, Barbara Paterson, Irene Parlby, Louise McKinney, Nellie McClung, Emily Murphy, Henrietta Muir Edwards, Sénat du Canada et colline du Parlement

Introduction

Marcher le long de la rue Wellington dans la capitale du Canada, c'est comme parcourir le processus législatif du pays. Le long de ce court tronçon de rue, les gens passent devant la Chambre des communes, le Sénat et la Cour suprême du Canada. Et s'ils s'écartent un peu du chemin, ils se retrouveront à prendre le thé avec cinq femmes qui ont fait évoluer les droits des Canadiens — et surtout des Canadiennes! — à tout jamais.

Il y a 100 ans, les Canadiennes n'avaient pas le droit d'être propriétaires de leur maison, de voter ni d'aspirer à exercer nombre de professions. Elles n'avaient certainement pas non plus le droit de siéger au Sénat du Canada.



« Les femmes sont des personnes! » avec la tour de la Paix à l'arrière-plan, 2005

Photo : Commission de la capitale nationale
Le monument souligne la victoire des Célèbres cinq, à quelques pas des édifices du Parlement.

Dans la vidéo « Les femmes sont des personnes! », on voit, en 1928, les Célèbres cinq — nom sous lequel sont mieux connues les Albertaines Irene Parlby, Louise McKinney, Nellie McClung, Emily Murphy et Henrietta Muir Edwards — se battre pour être reconnues en tant que « personnes ». À cette époque, au Canada, les femmes ne pouvaient être légalement nommées au Sénat. Les Célèbres cinq ont décidé de contester

cette loi et ont porté leur cause jusqu'à la Cour suprême. Ce droit leur a été refusé, ce qui ne les a pas découragées. Elles ont ensuite amené leur cause devant le Conseil privé britannique, qui a cassé la décision de la Cour suprême.

Entre les deux guerres mondiales, les Canadiennes ont acquis de nombreux droits, y compris celui de voter, d'occuper un poste, d'être propriétaire et de siéger au Sénat. Dans les années qui ont suivi, davantage de lois ont été modifiées de façon à protéger les droits et les libertés d'autres Canadiens et Canadiennes, comme les personnes de descendance autochtone, les personnes handicapées et les Néo-Canadiens.

L'engagement civique — quand des citoyens et citoyennes ordinaires prennent part au changement démocratique en manifestant, en signant des pétitions, en marchant pour la paix, en écrivant des lettres à leur député ou en contestant une loi devant les tribunaux — est la pierre d'angle de la démocratie canadienne. Les luttes et les réalisations des Célèbres cinq et d'autres pionniers et pionnières de l'engagement social ont touché les gens du Canada d'un bout à l'autre du pays et continuent d'inciter les citoyens et citoyennes à exercer leurs droits durement gagnés.

À l'endroit même où les Célèbres cinq ont remporté leur victoire historique, on peut voir et admirer un monument commémorant leur réussite. Créé en 2000 par l'artiste albertaine Barbara Paterson, « Les femmes sont des personnes! », un monument en bronze coulé, est l'un des quelques monuments de la colline du Parlement qui honorent des citoyens et citoyennes « ordinaires ».

L'action est figée au moment de la victoire — les femmes lèvent leur tasse de thé à leur réussite et tiennent un journal où la manchette du jour titre « Les femmes sont des personnes! ». L'artiste a délibérément choisi cette scène : il y a 100 ans, les Canadiennes ont milité pour obtenir le droit de vote, ou droit de suffrage comme on disait parfois. Un des éléments de l'efficace stratégie d'organisation des suffragettes consistait à inviter les gens à un « thé rose », une petite fête organisée dans un endroit méticuleusement tapissé de napperons et de décorations roses — déplaisant à souhait pour ces messieurs —, où les dames pouvaient planifier leur plan d'attaque pour faire progresser les droits des femmes.

En hommage aux personnes qui ont lutté et qui lutteront pour leurs droits, Barbara Paterson a ajouté une chaise vide à sa sculpture, invitant ainsi les gens en visite à fêter la victoire des Célèbres cinq, qui était aussi celle de tous les Canadiens et Canadiennes.

1^{re} activité : Rédigez un court texte

Depuis 1928, de nombreuses femmes ont siégé au Sénat du Canada. Choisissez-en une et rédigez un court texte sur sa vie, ses réalisations et sur ce qu'elle a apporté au Canada.

2^e activité :

Rédigez une manchette nationale

Les journaux doivent saisir l'essence d'une histoire en quelques mots. Souvent, une autre personne que l'auteur ou l'auteure de l'article rédige la manchette. Regardez un journal national dans sa version imprimée ou électronique. En quoi la manchette incite-t-elle



Nellie McClung qui tient un journal, 2007

Photo : Commission de la capitale nationale
La manchette du jour titrait « Les femmes sont des personnes! » à la suite de la décision favorable du Conseil privé à la requête des Célèbres cinq.

les gens à lire l'article? La manchette du même article serait-elle différente dans un journal local? Comparez deux journaux, l'un national, l'autre local. Choisissez un article, mais omettez son titre. Échangez votre article avec celui d'un ou d'une autre élève et donnez un titre à l'article.

3^e activité : Proposez un nouveau monument commémoratif

Qui sont les personnes qui ont une influence marquante sur votre collectivité? Comment ont-elles changé les choses pour le mieux? Cherchez l'expression « engagement civique ». Que signifie-t-elle? En petits groupes, choisissez une personne qui a vécu ou qui vit dans votre collectivité et dont l'influence a été positive. Concevez un monument commémorant ses réalisations. La chaise vide de la sculpture de Barbara Paterson invite les gens à participer.



« Les femmes sont des personnes! », 2005

Photo : Commission de la capitale nationale
On voit les Célèbres cinq qui fêtent leur victoire autour d'une tasse de thé. Une chaise vide invite les visiteurs et visiteuses à se joindre à elles.

Votre monument peut-il en faire de même?
Proposez ce monument à votre classe.

Élargissez l'activité!

On a coulé deux exemplaires de la sculpture de bronze de Barbara Paterson : l'une est installée sur la colline du Parlement, l'autre se trouve à Calgary, en Alberta. Votre monument a-t-il un caractère provincial ou national? Pourrait-on l'installer dans la capitale du Canada? Si tel est le cas, suggérez un endroit où l'on pourrait installer votre monument à Ottawa.

4^e activité : Rédigez un scénario (7^e année ou 1^{re} année du secondaire au Québec)

La sculpture des Célèbres cinq ressemble à une scène de la vraie vie qui est sur le point de se dérouler. Rédigez un scénario qui transmettra de l'information sur l'affaire « Les femmes sont des personnes », tout en saisissant les personnalités d'Irene Parlby, de Louise McKinney, de Nellie McClung, d'Emily Murphy et d'Henrietta Muir

Edwards. Imaginez ce que les Célèbres cinq ont pu dire le jour où la manchette titrait : « Les femmes sont des personnes! ». Si vous le désirez, asseyez-vous sur la chaise vide offerte dans la sculpture, joignez-vous aux Célèbres cinq et ajoutez votre propre voix au scénario.

5^e activité : Créez une ligne du temps (8^e année ou 2^e année du secondaire au Québec)

Dans le quatrième paragraphe de l'introduction, on dresse une liste des divers droits qu'ont acquis les Canadiennes entre les deux guerres mondiales. On y fait aussi mention de lois qui ont été votées ou modifiées de façon à protéger les droits et les libertés d'autres Canadiens et Canadiennes, comme les personnes de descendance autochtone, les personnes handicapées et les Néo-Canadiens. En fait, en juin 2011, la Loi canadienne sur les droits de la personne, adoptée en 1977, a été modifiée afin d'inclure les Autochtones, lesquels étaient exemptés en vertu de la Loi sur les Indiens. Créez une ligne du temps qui débute par la Confédération du Canada, en 1867, et se termine aujourd'hui. Ajoutez-y la décision de l'affaire « Les femmes sont des personnes » et d'autres affaires et lois que vous jugez importantes pour vous-même et pour les Canadiens et Canadiennes.

6^e activité : Créez un tableau du système judiciaire (9^e année ou 3^e année du secondaire au Québec)

En 1928, les femmes ne pouvaient être légalement nommées au Sénat du Canada. Les Célèbres cinq ont contesté cette loi, mais leur demande a été rejetée par la Cour suprême. Toutefois, à cette époque, une cour supérieure avait juridiction au Canada : le Conseil privé

britannique, qui a cassé la décision de la Cour suprême. Faites une recherche sur cette décision. Depuis, les relations entre la Grande-Bretagne et le Canada ont changé. Aujourd'hui, le Canada est indépendant de la Grande-Bretagne. Faites une recherche pour trouver les répercussions de ces changements sur le fonctionnement du système judiciaire canadien. Créez deux tableaux. Le premier mettra l'accent sur la « hiérarchie » du système judiciaire canadien tel qu'il était dans les années 1920 et le deuxième décrira le système judiciaire actuel. Comparez-les. Réfléchissez à la décision de la Cour suprême du Canada qui a été prise dans l'affaire « Les femmes sont des personnes » en 1928. Selon vous, la Cour prendrait-elle la même décision aujourd'hui? Comment

cette décision vous aide-t-elle à comprendre la nature de la loi et son interprétation?

Activité de littératie critique

Visionnez « Les femmes sont des personnes! ». Ensuite, regardez la vidéo « La Réponse : Monument commémoratif de guerre du Canada ». En quoi les sculptures mises en évidence dans ces vidéos sont-elles semblables? En quoi sont-elles différentes? Notez vos réponses. Maintenant, concentrez-vous sur les vidéos. Quelles sont les similarités et les différences dans les techniques utilisées pour amener les gens à comprendre l'importance des sujets et des sculptures? Quelles leçons peut-on en tirer?

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FIELD TRIPS

As spring livens up the landscape, steam train tours are a unique way to connect students to Canadian and Social Studies. Step back into the early 1900s onto a locomotive that helped make Canada what it is today. Not only do these field trips educate students on the history of the steam engine, they connect kids to the intriguing past of the region they travel through. Regular excursions normally begin in May and last until at least Fall.

At the Prairie Dog Central Railway in Manitoba for example, students can actually touch and use railway controls during their field trip. Escorted by volunteers, visitors can learn how the steam locomotive boils water with coal. They can experience the growl of the diesel engine, see how trains switch tracks, and receive a lesson in Safety First on the railway. On a vintage train ride through small-town Manitoba with a conservation corridor, groups can see how settlers and immigrants travelled throughout Canada and explore an abandoned railway line that has been reclaimed by nature. The bilingual Social Studies Field-Based Experience Guidebook supports the Manitoba K-12 curriculum. It's specific on the educational outcomes for each activity, while allowing teachers to decide which experiences and skills to focus on.

Ten miles of amazing views await visitors in British Columbia's Kettle Valley Steam Railway. Passengers have the option of travelling in a vintage car or in open air as they trek past orchards, vineyards, land, and lake. This same route had once led the way for the fruit industry into the global market, created employment, and carried hobos who traveled across the country by hopping on and off trains. Trips are accompanied by children's games, anecdotes, and music.

On the South Simcoe Railway in Ontario, the Conductor's educational commentary will enlighten your trip through the countryside. The excursion promises to immerse passengers in railroad history as they venture across the Beeton Creek Valley in vintage cars that are heated when it's cold. As a bonus, there's a conservation park nearby so field trips can include swimming, picnics, and camping.

With every whistle of the engine, kids begin to ven-

ture back in time with the Hull-Chelsea-Wakefield Steam Train. Located in Quebec, this trip is one of the lengthiest steam train trips in Canada. At five hours long with a two-hour stop in a scenic town, the train turns back on the last operating manual turntable in the country, according to OttawaTourism.ca.

Alberta Prairie Railway Excursions offer special school excursions. With Canadian history and geography as the focus, passengers will be kept informed of the route's historical significance. The departure trip includes some Métis history, a children's entertainer, and the opportunity to travel between cars to the concession area or for open-air travel. The route passes through animal-rich farmlands—deer and moose sightings are common—and oil fields, among other sites. On the stop in Big Valley, a tour guide will take kids through a rural Alberta town, which includes a 1912 Canadian Northern Railway Station turned museum.

Field Trip Opportunities

The Kettle Valley Steam Railway
Summerland, B.C.

www.kettlevalleyrail.org

South Simcoe Railway
Tottenham, ON

www.southsimcoerailway.ca

Prairie Dog Central Railway
Winnipeg, MB

www.pdcrailway.com/schools.htm

The Hull-Chelsea-Wakefield Steam Train
Gatineau, QC

www.ottawatourism.ca/en/visitors/what-to-do/tours-and-sightseeing/21-fast-facts-hcw-steam-train

Alberta Prairie Railway Excursions
Stettler, AB

www.absteamtrain.com/typical/school.htm

Check out the following websites that the editors of TEACH think you'll find useful in your teaching, from math and science tutorials to LGBT resources and support networks for educators.

Zane Education

www.zaneeducation.com



Zane Education helps improve learning outcomes through on-demand subtitled curriculum-based educational videos, quizzes, study tools, and free

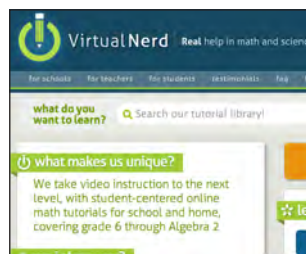
lesson plans.

GLSEN — Gay Lesbian & Straight Education Network

www.GLSEN.org



Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. They provide lesson plans, curricular tools, information on teacher training programs, and more.



Virtual Nerd

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TEACH Magazine is pleased to present the fourth in the series of teen adventure stories for readers aged 11-14 years. Follow the antics of Xerxes Frankel and his crew in Mr. X and the Vancouver Iceman as they head to the Winter Olympics to film the hit television series, Get Outta Town!

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Train from Heaven and Mr. X and the Rainforest

Monkey through Amazon.ca, Chapters/Indigo

and other fine bookstores.

Mr. X and the Rainforest Monkey, ISBN: 978-1-55278-639-0

Mr. X and the Cog Train From Heaven, ISBN: 1-55278-583-1

Mr. X and the Circle of Death, ISBN: 1-55278-583-3

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The Shadowed Road

An Interactive Graphic Novel and Multimedia Experience

An Online Digital Project by TEACH Magazine

The Shadowed Road is an interactive graphic novel and multimedia experience. Pedagogical themes of Human Rights, Democracy, Basic Education, and Global Citizenship make the project a great Social Sciences or Digital Literacy tool. Imaginative illustrations and unique multimedia means learning will be fun and intuitive for ESL and ELL students.

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The Shadowed Road graphic novel is also available as a hardcopy book or an eBook. Order yours today!

Target audience

Grades 6-9, or 6-12 for ESL/ELL learners

Languages

The Shadowed Road graphic novel and all digital and academic components are available in both English and French. French curriculum links however, are available to only those provinces with a French curriculum.

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