

TEACH

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Education for Today and Tomorrow • L'Éducation - Aujourd'hui et Demain

LE PROF

ASPERGER'S SYNDROME:

Students need help
and understanding

CURRICULA:

CANADIAN STUDIES PROJECT

LE PROJET D'ÉTUDES
CANADIENNES

FUTURES:

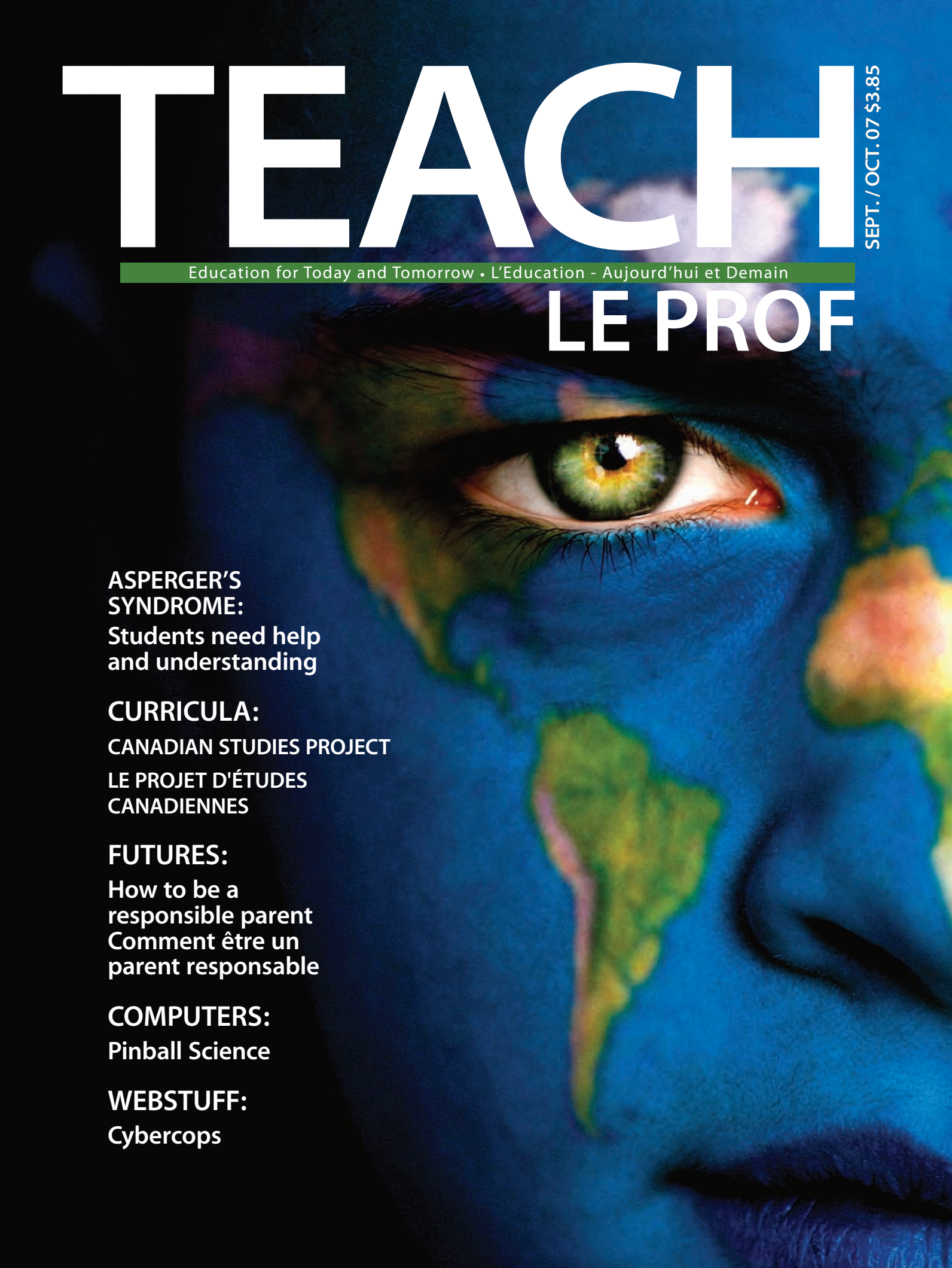
How to be a
responsible parent
Comment être un
parent responsable

COMPUTERS:

Pinball Science

WEBSTUFF:

Cybercops

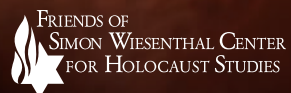




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BRING GREAT IDEAS INTO YOUR CLASSROOM

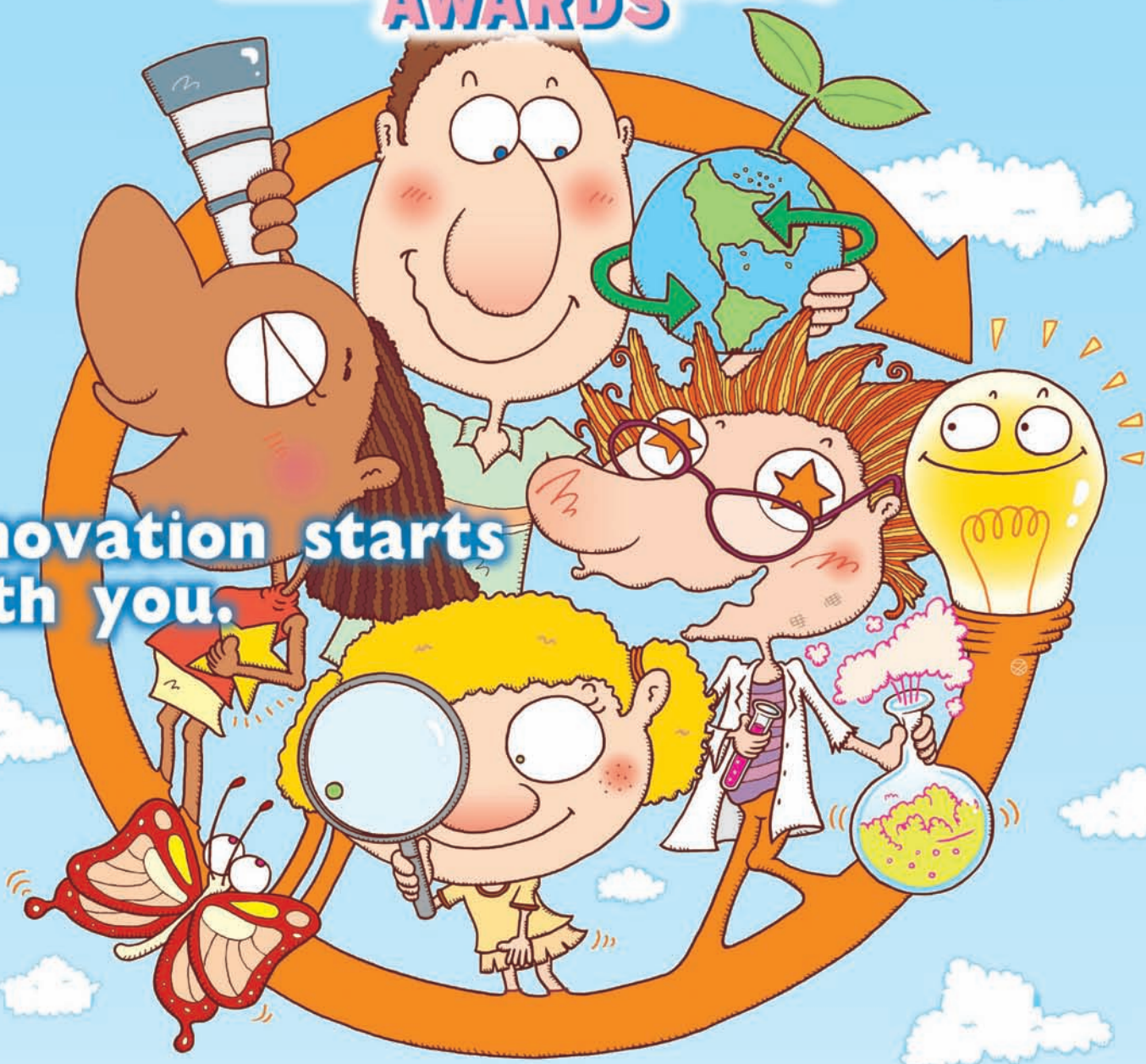
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NOTES

We are a nation of immigrants. This has been stated so many times that we may not actually hear it anymore. But it is clear when we walk around our cities that the urban landscape and their greater areas are evolving. This is a positive development for Canada and Canadian society.

We think of the modern immigrant stepping off a large jet emerging into a concrete and glass airport, whisked down moving staircases to collect their luggage, then, having cleared customs and immigration, thrust out into an expansive environment.

Gone but not entirely forgotten are the hardships and horrors experienced by their predecessors. Those who boarded overcrowded, unsanitary and sometimes, barely seaworthy ships, tossed on stormy seas. Many died from malnutrition or were infected by horrific diseases such as typhoid fever.

In this issue, we document one slice out of immigrant history through the examination of Grosse Île, a way station into Canada, a small island in the St. Lawrence 46 kilometres downstream from Quebec City, that acted as a gateway to the country. Unfortunately, it witnessed unmentionable suffering, death and disease as infected travelers made their way to Canadian shores. Some survived the primitive conditions where medical personnel were overwhelmed by the deluge of fever cases that beset them. The island is now a national park and a museum, poignant mementos of a troubled time and the commitment and perseverance of those who desired to become new Canadians. In the search for a better life, they died just before reaching the end of their journey and the beginning of a fresh start.

Grosse Île: Legacy of Pain is the CURRICULA in this issue, one component in a larger Canadian Studies online project that is posted to the TEACH Magazine Web site. The project was generously supported by The Canadian Studies Program, Department of Canadian Heritage.

Nous sommes une nation d'immigrants. On l'a d'ailleurs dit tant de fois qu'on ne l'entend peut-être plus. Cependant, lors-

que nous nous promenons dans nos villes, nous ne pouvons manquer de remarquer le changement du paysage urbain. C'est certainement une évolution positive pour le Canada et la société canadienne.

Pour nous, les immigrants modernes émergent d'un jumbo-jet et arrivent dans un aéroport où dominent le verre et le béton, descendent rapidement des escaliers mécaniques pour récupérer leurs bagages puis, après être passés à la douane et à l'immigration, se retrouvent confrontés à un immense espace.

Oubliées, mais non pas entièrement pardonnées, les difficultés et les horreurs qu'ont connues leurs prédécesseurs – ceux qui s'entassaient dans des bateaux aux conditions sanitaires déplorables et parfois à peine en état de naviguer, ballottés sur des mers démontées. Nombre d'entre eux périrent de malnutrition ou furent infectés de terribles maladies telles que la fièvre typhoïde.

Dans ce numéro, nous examinons une tranche de l'histoire des immigrants en étudiant Grosse Île, poste-étape à l'entrée du Canada, situé sur le Saint-Laurent à 46 kilomètres en aval de Québec, qui servait de porte d'entrée au pays. Cette petite île a malheureusement été le témoin d'effroyables souffrances, de maladies et de décès, alors que des voyageurs contaminés débarquaient sur les rivages canadiens. Certains survécurent à des conditions très primitives, le personnel médical se trouvant submergé par une avalanche de cas de fièvre à laquelle il ne pouvait faire face. L'île est maintenant un lieu historique national et un musée, préservant les souvenirs poignants d'une époque troublée, avec, en toile de fond, l'engagement et la persévérance de ceux qui désiraient à tout prix devenir Canadiens. À la recherche d'une vie meilleure, ils moururent juste avant d'arriver au terme de leur voyage et de prendre un nouveau départ.

Grosse Île est le sujet du CURRICULA de ce numéro, une des composantes d'un projet plus vaste d'Études canadiennes en ligne affiché sur le site Internet de TEACH/LE PROF. Le projet a été généreusement soutenu par le Programme des études canadiennes du ministère du Patrimoine canadien.

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CyberCops / New Web Sites Encourage Students To Go Green

The Ontario Provincial government is taking steps to better protect children from online predators by increasing funding for the CyberCops Internet safety program. The province has purchased a license to use the CyberCops software that was developed by LiveWire Designs Ltd. These computer programs challenge students to put themselves in the shoes of a police officer and solve a crime. Officers in the Ontario Pro-



vincial Police's Investigation Bureau took an active part in developing the software.

The Ontario Physical and Health Education Association (OPHEA) has created a teacher resource package and training materials to help teachers integrate this material into the curriculum. The association is a provincial non-profit organization dedicated to supporting school communities through advocacy, quality programs and services. It places a strong emphasis on personal safety in the Ontario health and physical education curriculum.

Interactive CyberCops software is being used in classrooms for Grade 7 and 8 students and by police services across the province. Under the supervision of a teacher, students work in groups and play the computer games included in the software. Teachers will receive training so they can find the most effective ways of using the software in their classrooms. The interactive games help protect children by educating them about the methods stalkers and pedophiles use to lure victims on the Internet.

In 2006, teachers began using the CyberCops software called Mirror Image.

This game revolves around a story about two young girls who are lured by an online stranger claiming to be a modeling agent. The second phase of CyberCops, AirDogs, is currently being developed and will appear online in addition to the Mirror Image game. AirDogs is based on real-life events and is focused on themes of cyber-theft, extortion and bullying. There are downloads available for teachers that include game guides and case studies relating to each of the Internet safety topics.

For more information about CyberCops or to access the online resources, visit <http://www.cybercops.net>.

New Web Sites Encourage Students To Go Green

In an attempt to strengthen environmental education and continue support of the EcoSchools program, the Ontario Ministry of the Environment has launched two youth Web sites: www.obviously.ca for secondary

The new Web sites were created to present the challenges facing our planet and encourage students to take action to protect the environment. Instead of bombarding students with endless information and boring statistics, Obviously.ca uses video and audio clips to grab the viewer's attention and illustrate important environmental issues. This site tackles a variety of topics including climate change, air quality, smog, waste, landfills, water conservation and energy efficiency.

The second Web site, E-Zone, encourages elementary students to become environmental heroes. There are several animated characters on the site that help students learn about important issues such as air quality, conservation, climate change, waste and recycling. Online comics illustrating the negative effects of waste and air pollution are also included on this Web site. While visiting E-Zone, students have the opportunity to submit ideas, artwork or photographs for a prize draw.

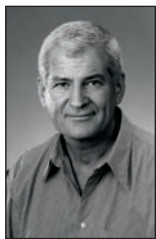
The Ontario Ministry of the Environment hopes that these new Web sites will in-



students and www.ontario.ca/ezone for elementary students. Ontario EcoSchools is an environmental education program that addresses how schools are run and what students learn. It has been designed by school boards to incorporate environmental education as well as environmentally responsible action in the school setting. Evergreen (www.evergreen.ca), a national charity that focuses on the relationship between nature, culture and community in urban spaces, has been a partner in the EcoSchools program since its inception. It has been developing and sustaining healthy outdoor settings on school grounds.

spire students to learn more about environmental issues and take positive steps towards improving their surroundings. For more information visit www.ene.gov.on.ca.

Dan Lang



Pinball Science

<http://www.learningvillage.com/html/rpinballscience.html>

Pinball Science is an exciting program for anyone who enjoys a top-notch game of pinball. When you begin the game, you are introduced to the off-screen narrator who is a rather eccentric inventor. He has created three “Great Works” that are in fact three massive and very interesting pinball machines. Through events you will hear about, he has become stuck in a rocket circling around the moon and his great pinball machines back on earth have fallen apart. To rebuild them, he needs your help.

You travel to a village and discover the first “Great Work”. It still works and you can play it but it needs to be repaired. If you want to rebuild it to its former

glory, you must reinstall its major components. To “earn” a component part, you must pick, for example, a faucet. You are then presented with three questions that relate to learning about the concepts of force, resistance and the fulcrum, as demonstrated in how a faucet actually works.

If you don’t know an answer, you have at hand “the inventor’s journal”. By clicking on the journal

(“research this”), you will be immediately brought to a page where a clear and simple explanation and an illustration of the concepts are found. Once you have

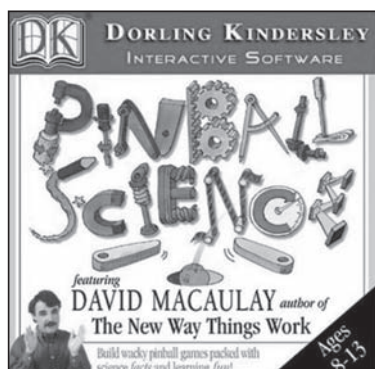
answered the questions correctly, you install the faucet into the machine and it transforms ingeniously into a working part of the pinball machine. And so you proceed, answering all the questions and doing your research until you have restored all the component parts.

You can stop and play the pinball games anytime during your rebuilding process, but the machines won’t work to their full power until you have all the parts back in place. Once you’ve completed rebuilding, off you go to pinball heaven. After the first machine, there are two more

to rebuild, each different from the last – one on an island and the other on the moon.

Pinball Science has a total of 94 learning modules and three levels of difficulty. The educational aspect of the game covers approximately 20 different areas of basic science and physics. Besides focusing on many of the concepts of basic science, the game incorporates reading comprehension and teaches students how to read with the purpose of finding an answer (i.e. how to research). The program also allows students to exercise their typing and spelling skills. The child who is going to enjoy this program is patient (is able to slow down and concentrate), likes reading and figuring things out and is prepared to do a little work first before play.

In terms of the pinball machines themselves, there



are literally thousands of different possible designs that create a brand new game every time you play. When fully operational, the pinball games are very well designed and perform in ways that a real pinball machine can’t match.

Dan Lang is the founder of Learning Village (www.learningvillage.com), an independent review and advisory centre for parents and teachers looking for information on educational software. You may contact Dan by email at dan@lang.com.

Publisher: Dorling Kindersley

Learning Areas: Introduction to the basic principles of physics and science – mechanical, electrical and magnetic energy, force and resistance, sound, gravity and more – and how these principles work in machines from faucets to ships to satellites

Age Range: 9-14

Grades: 4 through 9

Minimum Requirements: Win 95 or Mac 7.1

Ordering Info: The CD-ROM Store:

1-800-250-9229 or www.cdromstore.com

Richard Worzel, C.F.A.

How to be a responsible parent



One thing I hear from teachers on a regular basis is that a small, but growing percentage of parents are ignoring their responsibilities as parents, that they are leaving their kids to grow up as uncivilized savages instead of learning how to be responsible human beings. Such parents are shirking the jobs they (probably) volunteered for, and endangering the rest of us, harming themselves, but most of all harming their own children. Their kids come to school as ill-mannered, foul-mouthed brats with an attitude that makes it hard for them to learn, and interferes with teachers' ability to teach other kids as well. So how should you, in this day and age, be a responsible parent? What is the job description that goes with the position?

Well, first, children need to know that there are limits to what they can do and how they can behave. This isn't just to keep them pacified and manageable; it's also to help them feel safe and develop confidence. Minor children of all ages, including teenagers, will test the boundaries that you set, pushing against them, and they'll do it partly because they want to know where they are safe. If your messages are consistent about what they can and can't do, then they know that as long as they stay within those boundaries they will be secure. If your messages are not consistent, if you're harsh and unreasonable when you're feeling cranky, and easy-going and permissive when you're feeling good, then you're sending mixed messages, and you create anxiety in the minds of your children. They never know how to act, and wind up focusing on your behaviour rather than their own. Moreover, when you are inconsistent, you are guaranteeing that they will give you a progressively harder and harder time, nagging and whining to get their own way. If, on the other hand, they know that when you say "no", it's final, then they will stop once you've said no.

What this also means is that you have to think through what limits you set, and not just for today, but for years to come. For example, my wife and I made it an iron-clad rule when our kids were young that, except when we were playing with them, we never lied or exaggerated. When our kids were old-

er, they knew that they could absolutely rely on what we said to be true, whether it was about drugs, or sex, or our reasons why they couldn't stay out past a certain time. Sometimes that was uncomfortable, as when they asked where babies came from when they were young, or what we thought of marijuana when they were older.

Being consistent also means exercising a great deal of self-control. Disciplining children is never easy, but it has to be done, not by hitting them, but by making sure they know there are consequences for inappropriate actions. And the discipline has to be measured, meted out without anger, and consistent from one event to another so your kids learn what's right from what's not. Parents who fail to discipline are setting their kids up for failure, and dumping their garbage on other people, especially teachers. If you don't discipline your kids, or if you aren't consistent about it, your children will be disruptive and probably rude, which will make them hard to teach and jeopardize their future careers, their ability to get along with other people, and their ability to fit in successfully in society.

Next, you need to love your kids, and that means you need to spend time with them. You absolutely cannot substitute "quality time" for "quantity time". Quality time is a cop-out, an attempt to buy love. If you don't spend time with them, the message you are sending them is that they're not important. And since you are the most important things or people in their lives, they will draw conclusions about their own self-worth from your actions. Buying them presents may make their faces light up, but spending time in the evenings, on weekends, and on holidays together will make them feel good about themselves and about their relationship with you, which will become even more important as they get older.

You need to model the behaviour you want them to have. They usually won't pay much attention to what you say, but they will watch what you do and

"Next, you need to love your kids, and that means you need to spend time with them. You absolutely cannot substitute "quality time" for "quantity time". Quality time is a cop-out, an attempt to buy love. If you don't spend time with them, the message you are sending them is that they're not important."

take that as an indication of what they should do. If you lie and cheat, behave rudely to other drivers, overeat, act the couch potato, or yammer on your cell phone ignoring the people you're with, and irritating the strangers around you, you're giving them permission to do the same. When you get involved in community work and invite them to join you, you send a message about how to be a responsible citizen in far stronger language than any amount of empty preaching.

These two things – spending time with them, and being a good role model – are the toughest and require the most self-discipline because there's always the temptation to ease off, and you can't.

Next, let them know what they can't do. Set limits on the amount of time they spend gaming, on the Internet, talking to friends on the phone or texting. Establish rules about what movies and videos they may and may not watch – then monitor what they are watching and be consistent and appropriate to their ages. They may at times find ways around your restrictions, as when they visit friends. If you find out about it, tell them they can't visit those friends anymore. If they want to spend more time playing online computer games, then work out a system whereby they can earn such time by getting ahead with their schoolwork. Make sure they know they're supposed to say "please" and "thank you" and be courteous towards others. In short, teach them how to behave, because they won't know unless you do.

This will provoke arguments and heavy-duty eye-rolling, but it's important. There are a lot of things out there that can harm them

emotionally, psychologically, and even physically. And our society seems to be doing its best to undermine your efforts as parents. In particular, you're being told that it's your responsibility to insulate your children from all the negative effects of a society that has a commercial interest in corrupting them with inappropriate films, videos, computer games, and more. It's almost as if organizations are attempting to entice your kids to wallow in the mud while they simultaneously tell you it's your job to keep them clean. It's unfair, and it makes a tough job even tougher. Jim Garbarino, a sociology professor at Cornell University, describes this environment as a "toxic society."

Some parents believe that our schools should teach behaviour and courtesy. I've had teachers tell me about parents who berate them because their children are rude, as if it's the teacher's fault. They're wrong. Schools can only continue what the parents have largely done. If your kids are rude, then the reason is probably you.

And finally, make allowances for yourself. Parenting is difficult, and no one can ever be perfect at it. Don't let the guilt of past mistakes drag you down or make you angry with them or yourself. Do the best you can, and when you slip, resolve to do better next time.

Richard Worzel is Canada's leading futurist who speaks to more than 20,000 business people a year. He is a former PTA president and a Scout leader. He volunteers his time to speak to high school students free of charge. You can reach him by email at futurist@futuresearch.com.



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FSWC is a non-profit human rights organization dedicated to preserving the memory of the Holocaust by fostering tolerance and understanding through community involvement, educational outreach and social action.

Richard Worzel, C.F.A.

Comment être un parent responsable

J'entends régulièrement les enseignants me dire qu'un faible – mais croissant – pourcentage de parents négligent leurs responsabilités de parents, qu'ils laissent leurs enfants pousser comme les sauvages que nous étions tous à la naissance avant d'apprendre à devenir des êtres humains responsables. Ces parents se dérobent à une tâche pour laquelle ils se sont (je suppose) portés volontaires et nous mettent tous en danger, ce qui leur cause du tort mais surtout en cause à leurs propres enfants. Leurs sales gamins mal élevés et mal embouchés arrivent à l'école avec une attitude qui les rend peu réceptifs et affecte l'aptitude des enseignants à enseigner aussi aux autres élèves. Alors, comment être, en cet âge et de nos jours, un parent responsable ? Quelle est la description du poste ?

Eh bien, d'abord, les enfants doivent savoir qu'il y a des limites à ne pas dépasser dans leurs actions et dans leur comportement. Et pas simplement pour s'assurer qu'ils sont calmes et gérables, mais aussi pour leur permettre de se sentir en sécurité et de prendre confiance en eux. Les enfants mineurs de tout âge, y compris les adolescents, testeront les limites que vous établissez, essaieront de les repousser, et ceci en partie parce qu'ils veulent connaître leur zone de sécurité. Si les messages que vous transmettez sont cohérents, si les enfants comprennent ce qu'ils peuvent faire et ne pas faire, ils sauront que tant qu'ils restent dans ces limites, ils sont en sécurité. Si vos messages ne sont pas cohérents, si vous vous montrez dur et déraisonnable lorsque vous êtes de mauvaise humeur, complaisant et permissif lorsque vous êtes de bonne humeur, vous leur envoyez des messages contradictoires, et vous suscitez l'anxiété dans leur esprit. Ils ne savent jamais sur quel pied danser et finissent par se concentrer sur votre comportement et non sur le leur. De plus, lorsque vous n'êtes pas logique, vous pouvez être certain qu'ils vous donneront de plus en plus de fil à retordre, se plaignant et geignant jusqu'à ce qu'ils arrivent à leurs fins. Si, par contre, ils savent que lorsque vous dites non, c'est non, ils arrêteront une fois que vous aurez prononcé ce mot.

Ceci signifie que vous devez réfléchir aux limites que vous établissez, et pas seulement pour aujourd'hui mais pour les années à venir. Par ex-

emple, ma femme et moi avons institué une règle de fer lorsque nos enfants étaient petits : nous ne mentirions ou n'exagérerions jamais, sauf lorsqu'on jouait avec eux. Lorsqu'ils ont été plus grands, ils savaient qu'ils pouvaient absolument compter que ce que nous disions était la vérité, qu'il s'agisse de drogues, de sexe, ou de raisons pour ne pas les laisser rentrer après une certaine heure. Cela nous mettait parfois dans une situation inconfortable, notamment lorsque, petits, ils nous demandaient d'où venaient les bébés ou, plus grands, ce que nous pensions de la marijuana.

Rester constant dans ce que vous dites suppose une grande maîtrise de soi. Punir les enfants n'est jamais facile, mais il faut le faire tout de même, non pas en les battant mais en s'assurant qu'ils savent qu'un comportement déplacé entraîne certaines conséquences. Et la punition doit être mesurée, infligée sans colère, et cohérente d'un acte à l'autre, de sorte que les enfants apprennent à reconnaître ce qui est bien de ce qui ne l'est pas. Les parents qui ne punissent pas leurs enfants les exposent à l'échec et se déchargent de leurs problèmes sur autrui, notamment sur les enseignants. Si vous ne punissez pas vos enfants, ou si vous manquez de logique, vos enfants seront perturbateurs et probablement impolis, ce qui rendra leur instruction plus difficile mettant en danger leur future carrière, leur capacité à s'entendre avec les autres et leur bonne intégration dans la société.

Ensuite, il faut aimer vos enfants, et cela veut dire qu'il vous faut passer du temps avec eux. Dans ce domaine, vous ne pouvez absolument pas substituer la qualité à la quantité. Le temps de qualité est une dérobade, une tentative d'acheter l'amour. Si vous ne passez pas de temps avec vos enfants, vous leur montrez qu'ils ne sont pas importants. Et attendu que vous êtes les personnes les plus importantes dans leur vie, ils tireront de vos actes des conclusions sur leur propre valeur. Leur acheter des cadeaux pourra bien illuminer leur regard, mais passer du temps avec eux le soir, pendant les fins de semaines et les

« Ensuite, il faut aimer vos enfants, et cela veut dire qu'il vous faut passer du temps avec eux. Dans ce domaine, vous ne pouvez absolument pas substituer la qualité à la quantité. Le temps de qualité est une dérobade, une tentative d'acheter l'amour. Si vous ne passez pas de temps avec vos enfants, vous leur montrez qu'ils ne sont pas importants. »



vacances leur permettra d'être à l'aise avec eux-mêmes et facilitera la relation avec vous, ce qui deviendra essentiel à mesure qu'ils grandiront.

Vous devez donner l'exemple du comportement que vous attendez d'eux. D'une façon générale, ils ne prêteront pas beaucoup d'attention à ce que vous dites, mais ils surveilleront ce que vous faites et en tireront des leçons sur ce qu'ils doivent faire. Si vous mentez et trichez, si vous insultez les autres conducteurs lorsque vous êtes au volant, si vous mangez trop, jouez au télézard ou gueulez dans votre portable au mépris des personnes qui vous entourent, si vous irritez les gens autour de vous, vous leur donnez la permission d'en faire autant. Lorsque vous participez à un travail communautaire et les invitez à se joindre à vous, vous leur montrez comment être un citoyen utile de façon bien plus parlante qu'avec quantité de paroles creuses.

Ces deux éléments – passer du temps avec eux et être un bon exemple – sont les plus difficiles et exigent le plus d'autodiscipline car il y a toujours la tentation de se relâcher, et ce n'est pas possible.

Ensuite, dites-leur ce qu'ils ne peuvent pas faire. Fixez des limites sur la durée qu'ils passent à jouer à des jeux vidéo, à surfer sur l'Internet, à téléphoner à des amis ou à envoyer des textos. Fixez des règles à propos des films et des bandes vidéo qu'ils peuvent et ne peuvent pas regarder – puis contrôlez ce qu'ils regardent en conservant toujours les mêmes règles et en vérifiant qu'elles sont appropriées à leur âge. Il leur arrivera sûrement parfois de contourner vos restrictions notamment lorsqu'ils iront chez des amis. Si vous l'apprenez, dites-leur qu'ils ne pourront plus aller chez ces amis-là. S'ils souhaitent passer davantage de temps à jouer à des jeux électroniques en ligne, instituez un système selon lequel ils pourront « gagner » ce temps en prenant de l'avance pour leurs devoirs, par exemple. Assurez-vous qu'ils savent bien qu'ils sont censés dire « s'il vous plaît » et « merci » et faire preuve de courtoisie envers les autres. En bref, apprenez-leur comment se conduire parce qu'ils ne le sauront pas tant que vous ne le leur aurez pas dit.

Cela suscitera des discussions et beaucoup de mécontentement, mais c'est essentiel. Beaucoup de choses peuvent les blesser sur le plan affectif, psychologique et même physique. Et notre société semble faire de son mieux pour saper vos efforts de parents. On vous dit, en particulier, qu'il est de votre responsabilité d'isoler vos enfants de tous les effets négatifs d'une société dont l'intérêt commercial est précisément de les corrompre avec des films, des bandes vidéo, des jeux électroniques et autres choses qui ne sont pas pour eux. C'est presque comme si des associations essayaient d'attirer vos enfants pour les faire patauger dans la boue tout en vous disant que c'est votre travail de les garder propres. C'est tout à fait injuste, et cela complique encore un travail déjà difficile. C'est ce que Jim Garbarino, professeur de sociologie à l'Université Cornell, appelle une « société toxique ».

Certains parents estiment qu'on devrait apprendre le comportement et la courtoisie à l'école. J'ai vu des enseignants me parler de parents qui les enguirlandaient parce que leurs enfants étaient impolis, comme si c'était de la faute du professeur. Ces parents ont tort. Les écoles ne peuvent que continuer ce que les parents ont largement entamé. Si vos enfants sont impolis, c'est probablement de votre faute.

Finalement, soyez indulgents envers vous-même. Ce n'est pas facile d'être parent, et dans ce genre de situation la perfection n'existe pas. Que la culpabilité d'erreurs passées ne vous fasse pas jeter le manche après la cognée ou vous mettre en colère contre vos enfants ou contre vous-même. Faites de votre mieux, et quand vous vous trompez, réparez et faites mieux la fois suivante.

Richard Worzel, le grand futurologue canadien, parle à plus de vingt mille gens d'affaires chaque année. Ancien président d'une association parents-maîtres et responsable du scoutisme, il donne bénévolement de son temps pour parler à des élèves du secondaire. Vous pouvez le rejoindre par courriel à futurist@futuresearch.com.

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Canadian Studies Project 2

Focus on Citizenship,
Multiculturalism, Aboriginal Peoples and Diversity.



Curricula

REPRODUCIBLE INSERT

THE HISTORY OF IMMIGRATION Gross Île: Legacy of Pain

Introduction

Canada, even before it was a country officially, experienced successive waves of immigration. Gross Île is an island in the St. Lawrence river roughly 46 kilometres downstream from Quebec city. Today, Gross Île stands as a monument to suffering and sacrifice, as well as a system that was ill-equipped to deal with the level of immigration it experienced and the difficulties rendered.

Before the advent of commercial flight, would-be immigrants boarded ships and sailed to their new destinations. With the collapse of the slave trade to North America, unscrupulous ship owners found a lucrative alternative in providing commercial passage to those leaving their homelands. The more passengers they could pack in, the more money the ship owners made. The cramped, unsanitary and airless conditions on board the ships provided the perfect breeding ground for disease precipitating a series of epidemics, among the first brought to the shores of North America. Passengers were forced to endure up to 10 weeks of hellish conditions before reaching port.

Given the rising incidence of disease found among passengers traveling on these vessels, Gross Île became a stopgap, a way station before any ships were allowed to sail closer to civilization and any passengers were allowed to disembark.

The event that triggered Gross Île's transformation into a quarantine station was a major cholera epidemic that broke out in 1832 where 51,746 Irish and English immigrants were examined. The disease had spread from Asia by passengers traveling west. Despite the quarantine, the disease managed to spread to Quebec City where 3800 perished and Montreal where 1900 died in the following year. Not much was known about the disease then or how to effectively contain it.

Subjects

Cross-Curricular Subjects
History, Geography, Civics,
English, Language Arts, Visual
Arts, Health and Well-Being

Grade Levels

Grades 10-12

Duration

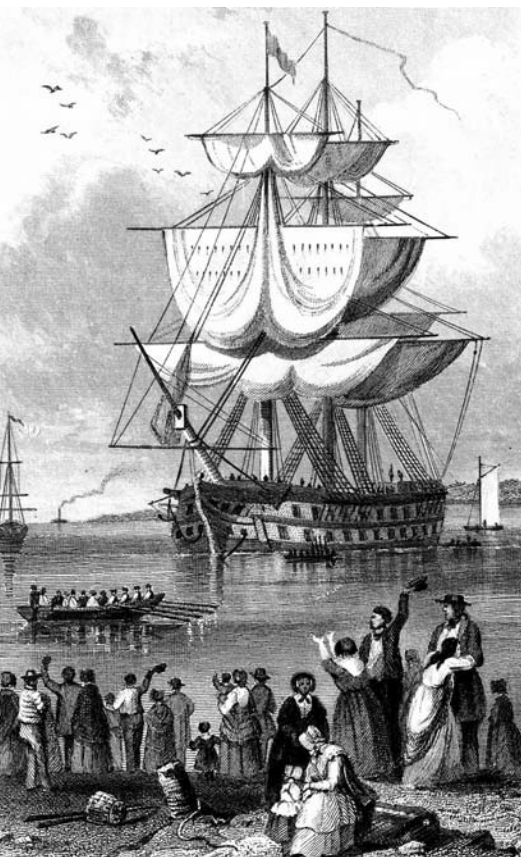
Four to six classroom periods

Key Issues and Concepts:

Students will uncover the path that many immigrants took to emigrate to Canada by discovering the sacrifices they were willing to make for a better life.

This project has been supported in part by the Canadian Studies Program, Department of Canadian Heritage; the opinions expressed do not necessarily reflect the views of the Government of Canada.

www.teachmag.com/canadian_studies_2/index.html



But that was not to be the worst of it. The year 1847 announced the Irish potato famine and droves of Irish immigrants fled starvation, all of which took place during a major typhoid fever epidemic. Ship after ship navigated the waters of the St. Lawrence only to be held back at Gross Île. The medical authorities in charge of the quarantine station had no idea what was sailing their way. After a number of years of relative calm after the cholera crisis had ended in the 1830s, conditions had stabilized and the medical staff and volunteers were well enough equipped to deal with most situations at the time.

As successive ships arrived in the St. Lawrence, none were permitted to go through until they were declared disease-free. Ships with fever cases were required to fly a blue flag. Gross Île soon found itself ill-equipped to deal with the sheer number of cases. Of the affected ships, passengers were required to stay on board for an undisclosed number of days. In some cases, doctors gave perfunctory examinations and allowed infected passengers to leave their vessels to spread the contagion elsewhere.

In relatively normal conditions, healthy passengers would have been kept in quarantine huts on the island while the sick were cared for in hospital. Because of the sheer numbers, this became impossible. Tents were set up as quickly as it was feasible, but many of the sick were left out in the open or stacked on wooden bunks. There was also a water shortage where the risk of dehydration led to a painful death.



In addition to other shortages, the numbers of qualified medical personnel were insufficient. And often, nurses, doctors, volunteers, even priests and clergymen succumbed to the spread of the disease. Most if not all of the afflicted came from the British Isles whereas other emigrants, such as the Germans, arrived healthy and disease-free. Even the so-called healthy passengers suffered from the privation inflicted on them due to the epidemic.

It is difficult to know how many actually perished in the epidemic as some bodies were buried at sea on the voyage over before reaching the St. Lawrence. Of all, Irish immigrants suffered the highest number of casualties. A monument to the Irish dead stands on Gross Île as does a cemetery where some 6,000 Irish men, women and children are buried. The remnants of the quarantine station on the island remain today as evidence of its tragic history. Gross Île is now a national historic site and national park. It is hard to imagine that almost 450 ships carried Irish immigrants to these shores and that medical personnel examined just over 90,000 passengers. At times, there were so many ships waiting to be cleared by authorities, that the line stretched over two kilometers. Some 25,000 immigrants were held on the island at one time while the crisis unfolded.



The quarantine station on Gross Île finally closed in 1937. During the Second World War, secret bacterial research was conducted there and public access was closed off. The island then reverted to a quarantine site but for animals.

In 1983, the Canadian government declared Gross Île a national historic site and it became a national historic park ten years later and operates under the authority of Parks Canada. In 1997, a memorial was erected dedicated to those who died on the island. The largest monument on the island is the Celtic Cross which stands some 15 meters or more in height and is dedicated to the Irish who perished there.

Objectives/Outcomes

Students will:

- Gain insight into the history of immigration in Canada;
- Work with primary source digital documents, archives and objects;
- Understand the sacrifices immigrants make when they leave their homelands to come to another country;
- Explore the history of Gross Île and compare the immigrant experiences of other groups that came to Canada;
- Understand the reasons people seek to emigrate;
- Appreciate the conditions and hardships immigrants faced;
- Work cooperatively in teams;
- Apply critical thinking techniques and processes; and
- Put themselves in the shoes of new immigrants.

Step One—Teacher-led Discussion

Teachers will lead a general discussion about immigration and immigration issues. If there are those in the class who have family stories or have recently emigrated, then these histories should be shared with the class. Make a list of reasons as to why people leave their land of origin and move to a new place. List these reasons on the board.

Step Two—Research

Students will be divided into teams of three or four. Each team will select a communicable disease that has had serious implications for immigration and immigrants as well as general populations. The teams will research the chosen disease and write a brief report. Choices of diseases include:



- Cholera
- Tuberculosis
- Diphtheria
- Influenza
- Tetanus
- Typhoid Fever
- Chickenpox
- Rubella (German Measles)
- Plague

The report will consist of a history of the disease, impact on the population, effects of the disease, whether it is treatable, how to prevent or avoid infection, and the consequences of not being treated. The report will be handed in to the teacher for evaluation.

Maximum length: two pages.

Step Three—Connecting to History

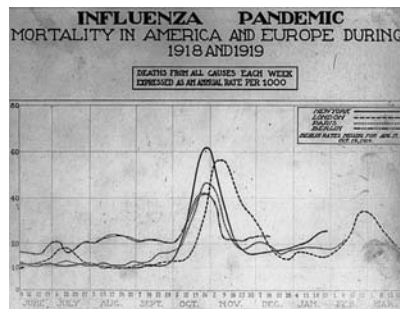
The devastating effects of cholera and typhoid fever were experienced on Gross Île roughly 150 years ago. This was not the worst epidemic in recorded history, however. There are historical reports of the Black Plague or Black Death that swept through Europe and the British Isles



and outbreaks of Bubonic Plague that were devastating. But none of these were the worst. That title belongs to the 1918 Influenza Pandemic known as the Spanish Flu outbreak at the tail end of the First World War. During the War, soldiers and civilians in conflict areas lived through horrific physical conditions but this was not the cause of the pandemic. The massive mobilization of armies and people displaced, however, increased the rate of infection. The Influenza Epidemic is estimated to have affected roughly five percent of the world's population and although no accurate numbers pertaining to the death toll have been recorded, it is thought that up to 100 million people died. There were many anomalies connected to this pandemic. In particular, it severely affected those in age from 20-40, just the opposite of common flu outbreaks that normally target the very

and isolation strategies were ineffective due to the mass numbers infected which included medical personnel and volunteers. The only remedy which appeared to have some positive impact was blood transfusions from recovered flu victims. But this was discovered late in the game and too late to help most who were stricken.

Contemplating such a scene today seems like a science fiction scenario and fodder for alarmists. Yet there have been serious warnings and significant media coverage on recent bird flu outbreaks, most of which appear to have originated in China but have spread to other countries and as far afield as the shores of the UK. Like the SARS crisis of several years ago, the spread of infectious disease can be rapid as we live in a mobile society where the globe can be traversed in less than a day and



young or the elderly whose immune systems are not as resistant to any given flu strain.

It has been dubbed the Spanish Flu as it was thought the epidemic originated in Spain, or at least, it was the first area recognized to have been stricken. Since then, however, it is thought that the flu pandemic actually originated on a military base in Kansas where chickens were raised. Just recently, it has been determined by forensic scientists that the flu pandemic has been identified as a type of avian flu that may have jumped from poultry to humans and was spread through direct contact. Given the massive disruption and mobilization of people at the end of the Great War, the disease spread rapidly across Europe, Asia and North America. The impact of the H5N1 avian strain of virus was horrendous and some communities were almost entirely wiped out. Many of those stricken died within hours of exhibiting symptoms. Medical research was in its infancy in those days and not much was known about the disease, how to prevent it or how to treat it. Conventional quarantine

the enclosed ventilation systems of airplanes make for opportune conditions for disease transmission. There was a recent case where an individual with a highly infectious and drug-resistant strain of tuberculosis took several flights between North America and Europe. Hundreds of passengers may have been directly affected through exposure to the disease. The incident raised a media firestorm.

Keeping the same teams, students will research and write a news broadcast where the situation involves the outbreak of a new pandemic. The team needs to convey clear information to their audience detailing what the disease is, its origins, how it can be contained, treated and/or cured while documenting the immediate impact with specific stories or case histories of those affected. The stories should focus on those traveling or emigrating from one country to another as the primary source of transmission and spread of this new pandemic. The news broadcast may be presented live, video or audio taped

and/or storyboarded. The class and the teacher will evaluate the effectiveness of the news broadcasts.

Step Four—Trace the Steps

Like Ellis Island in the United States and later on, Pier 21 in Canada, Gross Île was meant to be a way station or clearinghouse for those wishing to settle in this country. Working in teams or individually, students will research the immigration history of a particular nationality, such as Italians or the Vietnamese. Where possible, bring individual stories to light to make the journey taken more personal. Look for archival materials that document direct experiences (check the Canadian Museum of Civilization Web site: www.civilization.ca). Once the research has been completed, write up a brief report of the findings. Submit the report to the teacher. Maximum length: Two pages.

Step Five—Walk in the Shoes

Drawing on the research that was conducted for Step Four, students, working individually or in teams will create a diary or a journal documenting the journey of an immigrant. The journal can be based on a real person discovered in the course of the research or a fictionalized character created for this activity. The idea is to bring to life the thoughts, perceptions, feelings and observations of an individual going through the life changing event of leaving a homeland and settling in a new country. If desired, the journal can be augmented with sketches, illustrations, even objects or mementos to bring the journal to life. The journal entries do not have to be enormously detailed but should cover a minimum two-week period in the character's life. The journal should also include a biography of the character that details relevant background information (age, gender, education etc).

Step Six—I, the Minister

It is the year 1920. The First World War has recently ended and the devastating flu pandemic has been brought under control. Student teams will take on the role of the Minister of Immigration and the Immigration department. That is, what will the immigration policy for the new, emerging Canada be? Will the country welcome new immigrants or close its doors? Part of the



policy document to be created will set out conditions for qualifying to emigrate to Canada and what sort of future citizens the country requires. For example, will there be an emphasis on farmers or factory workers, does the government want families or single men with a trade? What health screening will be required? Will any government services be provided to new immigrants and if so, what will they be? Once the policy is drafted up, each team will present their document in “Parliament” to the members of the government and the opposition. The government policy must be publicly released to members of the government and the public.

Once the document has been circulated and presented, members of the House of Commons (classmates) will have the opportunity to question aspects of the policy that is being tabled. Typically, new policies are sent off to various committees for discussion and study before



making it through the process that is required to pass a proposed bill into law. The policy needs to be carefully thought out by each team and research completed so answers to questions may be provided. At the end of the discussion, the “parliament” can vote on the policy to determine whether the proposed policy has a chance of making it into law. And the vote will determine how successful the team has been in promoting their immigration policy.

<http://www.parl.gc.ca/information/library/PRBpubs/bp437-e.htm>
<http://www.canadiana.org/eco.php?doc=projgovdocs>
http://www2.parl.gc.ca/Parlinfo/compilations/OfficersAndOfficials/ProceduralOfficersAndSeniorOfficials_Library.aspx?Language=E

Optional Extension Activities

- Write and produce a storybook for younger children that tells the story of a young person’s journey from their homeland to Canada;
- Create an immigration symposium in the school to address specific issues around concerns immigrants have and invite guest speakers from the community;
- Put on a heritage fair in the school or community that focuses on immigrant stories and history;
- Build a public awareness campaign around specific issues of concern to new immigrants and invite the local media;
- Examine current immigration policy and have a debate as to whether this policy serves the needs of the community or not; and
- Invite recent immigrants to the class and have them tell their stories.

Resources

[En.wikipedia.org/wiki/Spanish_flu](http://en.wikipedia.org/wiki/Spanish_flu)
Virus.stanford.edu/uda (Google search influenza pandemic of 1918)
[En.wikipedia.org/wiki/cholera](http://en.wikipedia.org/wiki/cholera)
[En.wikipedia.org/wiki/typhoid](http://en.wikipedia.org/wiki/typhoid)
www.canadianencyclopedia.ca/ (search Grosse Île)
www.moytura.com/grosse-ile.htm
en.wikipedia.org/uk/wiki/Grosse_isle_Quebec
ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html
Island of Hope and Sorrow, The Story of Grosse Île, Anne Renaud, Lobster Press, 2007.

Assessment and Evaluation

- Completed Manifesto using writing guides from 6+1 Traits of Effective Writing. Web link: <http://www.writingfix.com/Traits.htm>

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

Articulation of goals, devising alternate solutions, selecting best alternatives

- Presentation Rubric: <http://www.ncsu.edu/midlink/rub.pres.html>

Études canadiennes - deuxième projet

Sept. / Oct. 2007

Regards sur la citoyenneté,
le multiculturalisme, les peuples autochtones et la diversité.



Curricula

Cet encart peut être reproduit.

L'HISTOIRE DE L'IMMIGRATION

Introduction

Avant même d'être officiellement un pays, le Canada connaît des vagues successives d'immigration. La Grosse-Île est une petite île du Saint-Laurent, à environ 46 kilomètres en aval de Québec. Aujourd'hui, la Grosse-Île se dresse en témoin des souffrances et des sacrifices qu'ont endurés ces immigrants, et d'un système inadéquat pour prendre en charge le niveau d'immigration qu'elle a connu et les difficultés qu'elle a rencontrées.

Avant l'avènement de l'avion, et des vols commerciaux, les futurs immigrants se rendent à leurs nouvelles destinations par bateau. Lorsque prend fin la traite des esclaves vers l'Amérique du Nord, les propriétaires de navires sans scrupules trouvent une autre façon de faire de l'argent en offrant la traversée de l'Atlantique à bas prix à ceux qui quittent leur pays d'origine. Plus ils embarquent de passagers sur leurs navires, plus les propriétaires s'enrichissent. Les cales insalubres, où il y a très peu d'air frais et de lumière, où sont entassés les passagers, deviennent un terrain fertile pour les maladies, entraînant une série d'épidémies, parmi les premières que connaissent les rivages de l'Amérique du Nord. Les passagers doivent endurer jusqu'à dix semaines de conditions infernales avant d'atteindre leur port d'arrivée.

Face à l'incidence des maladies qu'on retrouve chez les passagers qui voyagent sur ces navires, la Grosse-Île devient une station intermédiaire, où tout navire doit s'arrêter avant d'être autorisé à poursuivre son voyage vers l'intérieur du continent et que tout passager puisse y descendre.

L'épidémie de choléra, qui se déclare en 1832, est l'événement qui déclenche la transformation de la Grosse-Île en une station de quarantaine où 51 746 immigrants irlandais et anglais sont examinés. La maladie, originaire de l'Asie, est propagée par des voyageurs se dirigeant vers l'Ouest. Malgré la mise en quarantaine, la maladie réussit à atteindre la ville de Québec, où elle fait 3800 victimes, et Montréal, où 1900 personnes en meurent l'année suivante. On en sait très peu sur la maladie à cette époque, et comment la contenir de manière efficace.

La Grosse-Île : Un héritage marqué par la souffrance

Sujets

Pour toutes les matières :
histoire, géographie,
éducation civique, anglais,
arts du langage, arts visuels,
santé et mieux-être

Niveaux :
de la 10^e à la 12^e année

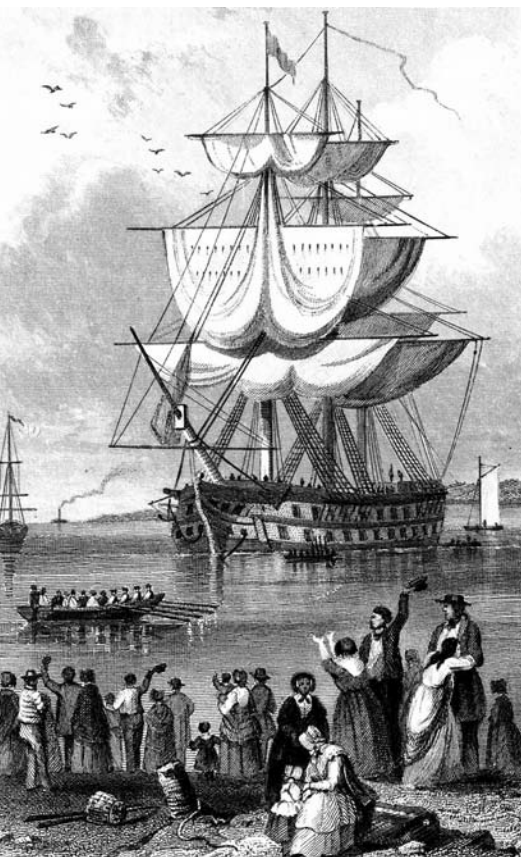
Durée : de quatre à six périodes
de classe

Questions et concepts clés :

Les élèves découvriront le sentier qu'ont emprunté de nombreux immigrants pour venir s'établir au Canada, et les sacrifices qu'ils étaient prêts à faire pour une vie meilleure.

Ce projet a reçu l'aide financière partielle du Programme des études canadiennes, ministère du Patrimoine canadien. Les opinions exprimées n'engagent pas le Gouvernement du Canada.

http://www.teachmag.com/etudes_canadiennes_2/index.html



Après quelques années d'un calme relatif à la suite de la crise du choléra qui a pris fin dans les années 1830, la situation se stabilise et le personnel médical et les bénévoles sont suffisamment bien préparés pour faire face à la plupart des situations de cette époque.

Hélas, le pire est encore à venir. Les autorités médicales responsables de la quarantaine n'ont aucune idée de ce qui vogue vers eux.

En effet, en 1847, pour fuir la terrible famine de la pomme de terre qui afflige l'Irlande, les Irlandais quittent leur pays en nombre encore jamais vu, alors que sévit une importante épidémie de fièvre typhoïde. Les navires font la file sur les eaux du Saint-Laurent, où ils sont retenus à la Grosse-Île.

Alors que les navires pénètrent l'un après l'autre dans le fleuve Saint-Laurent, aucun n'a le droit de poursuivre sa route jusqu'à ce qu'il soit déclaré exempt de malades. Les navires où on trouve moins de cas de la maladie doivent arborer un drapeau bleu. La Grosse-Île devient vite incapable de prendre en charge le nombre élevé de malades. Sur les navires touchés, les passagers doivent rester à bord pendant un nombre de jours incertain. Dans certains cas, les médecins font des examens de routine et permettent aux passagers atteints de quitter leurs vaisseaux, répandant ainsi la contagion ailleurs.

Dans des conditions relativement normales, les passagers en santé seraient mis en quarantaine sur l'île pendant que les malades seraient soignés à l'hôpital. En raison du nombre élevé de malades, ceci devient impossible. On érige donc des tentes le plus rapidement possible, et quand on le peut, mais bon nombre de malades restent dehors, au grand air, allongés sur des lits de camp en bois. L'eau se fait rare et la mort par déshydratation est très douloureuse.

En plus des autres pénuries, il y a insuffisance de personnel médical compétent. Souvent, les infirmières, les médecins, les bénévoles, voire même les prêtres et les membres du clergé, succombent à la maladie qui se propage rapidement. La plupart sinon la totalité des personnes malades proviennent des îles britanniques, alors que les autres immigrants, notamment les Allemands, arrivent en santé et sans aucune maladie. Même les passagers soi-disant en santé souffrent cependant des privations qu'impose l'épidémie.

Il est difficile de dire combien de personnes sont mortes lors de cette épidémie, certains morts ayant été jetés à la mer avant même que les navires atteignent le Saint-Laurent. Les Irlandais sont le groupe d'immigrants qui a connu le plus de morts. Un monument est érigé à la Grosse-Île à la mémoire des Irlandais qui y sont morts, et où quelque 6000 hommes, femmes et enfants irlandais sont enterrés. Ce qu'il reste aujourd'hui de la station de quarantaine sur l'île est le témoignage de cet épisode tragique de l'histoire de notre pays. La Grosse-Île est maintenant un lieu historique national et un parc national. Il est difficile d'imaginer que presque



450 navires y ont jeté l'ancre et que le personnel médical y a examiné un peu plus de 90 000 passagers. Parfois, les navires attendant d'être déclarés exempts de malades sont tellement nombreux qu'il forment une file de plus de deux kilomètres. À une période donnée, quelque 25 000 immigrants sont retenus sur l'île pendant que la crise sévit.

La station de quarantaine de la Grosse-Île ferme finalement en 1937. Durant la Seconde Guerre mondiale, le gouvernement y implante une station de recherche secrète sur les armes bactériologiques et l'île est interdite au public. À partir de 1965, l'île sert à nouveau de station de quarantaine, mais cette fois-ci pour les animaux d'importation. En 1983, le gouvernement canadien déclare la Grosse-Île lieu historique national et, dix ans plus tard, l'île devient un parc historique national, sous la gestion de Parcs Canada. En 1997, on érige un monument à la mémoire de ceux qui sont morts sur l'île. Le monument le plus imposant sur l'île est la croix celtique. Dédiée aux Irlandais qui y sont morts, elle fait près de 15 mètres de hauteur.

Objectifs/résultats

Les élèves pourront :

- En apprendre davantage sur l'histoire de l'immigration au Canada;
- Travailler avec des documents numériques, des archives et des objets de premier ordre;
- Comprendre les sacrifices que les immigrants ont faits lorsqu'ils ont quitté leur terre natale pour aller habiter dans un autre pays;
- Étudier l'histoire de la Grosse-Île et comparer les expériences de ces immigrants à celles d'autres groupes qui sont venus s'établir au Canada;
- Comprendre les raisons pour lesquelles les personnes cherchaient à émigrer;
- Mieux comprendre les conditions dans lesquelles les immigrants ont vécu et les épreuves qu'ils ont dû surmonter;
- Travailler en équipes, en collaborant;
- Mettre en application les techniques et les processus de la pensée critique;
- Se mettre à la place des nouveaux immigrants.

Première étape — Discussion dirigée par l'enseignant(e)

L'enseignant(e) dirigera une discussion générale sur l'immigration et sur les questions reliées à l'immigration.

S'il y a des élèves dans la classe qui sont des descendants d'immigrants, ou qui ont récemment immigré au Canada, leur demander de partager leur histoire avec la classe. Faire une liste des raisons pour lesquelles les gens ont quitté leur pays d'origine pour aller vivre dans un nouveau pays. Dresser la liste de ces raisons au tableau.



Deuxième étape - Recherche

Les élèves seront répartis en équipes de trois ou quatre personnes. Chaque équipe choisira une maladie contagieuse qui a eu des répercussions graves sur l'immigration et les immigrants, ainsi que sur les populations en général. Les équipes effectueront une recherche sur la maladie choisie, et elles rédigeront un rapport à ce sujet. Voici quelques-unes des maladies que les élèves pourront choisir :

- | | | |
|-------------|-------------------|---------------|
| • Choléra | • Fièvre typhoïde | • Tuberculose |
| • Varicelle | • Diphtérie | • Rubéole |
| • Influenza | • Peste | • Tétanos |

Le rapport comprendra l'historique de la maladie, ses répercussions sur la population, les effets de la maladie, le fait qu'elle soit traitable ou non, comment la prévenir et éviter l'infection, et les conséquences de son non-traitement. Le rapport sera remis à l'enseignant(e) pour évaluation. Longueur maximale : deux pages.

Troisième étape — Faire le lien avec l'histoire

Les effets dévastateurs de la fièvre typhoïde se sont faits ressentir à la Grosse-Île il y a environ 150 ans. Il ne s'agit toutefois pas de la pire épidémie connue de



l'histoire. Il existe des rapports documentaires sur la peste noire qui a balayé l'Europe et les îles britanniques et sur les épidémies de plaque bubonique qui ont été dévastatrices. Aucune de ces épidémies ne remporte toutefois la palme. Ce malheureux honneur revient à la pandémie d'influenza de 1918, connue sous le nom de grippe espagnole, qui s'est déclarée vers la toute fin de la Première Guerre mondiale.

Pendant la guerre, les soldats et les civils vécurent dans des conditions physiques horribles, mais ce ne fut pas la cause de la pandémie. La mobilisation massive des armées et le déplacement de millions de personnes ont toutefois accru le taux d'infection.

On estime que la pandémie d'influenza aurait touché environ cinq pour cent de la population mondiale. Bien qu'il n'existe pas de données précises quant au nombre de personnes qui en sont mortes, on croit que ce nombre pourrait s'élever à 100 000 000 de personnes. Cette pandémie comportait aussi de nombreuses anomalies, en particulier le fait qu'elle ait gravement touché les personnes âgées de 20 à 40 ans, ce qui est tout à fait l'opposé des épidémies de grippe communes qui ciblent habituellement les personnes très jeunes ou les personnes âgées dont le système immunitaire n'est pas aussi résistant à toute souche de grippe.

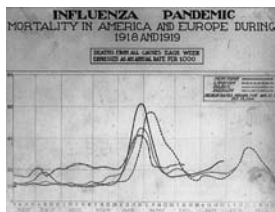
On l'a appelée la grippe espagnole car on croit que l'épidémie a pris naissance en Espagne ou, du moins, c'est la première région du globe où elle a frappé. Toutefois, il semble que la pandémie de grippe a, en fait, commencé sur une base militaire du Kansas où on élevait des poulets. Récemment, des experts légistes ont déterminé que la pandémie de grippe était un type de grippe aviaire qui a pu se propager des volailles aux humains et s'est transmise par contact direct. Étant donné la mobilisation et le déplacement massifs des personnes à la fin de la Grande Guerre, la maladie s'est répandue rapidement à travers l'Europe, l'Asie et l'Amérique du Nord. L'impact de la souche aviaire H5N1 du virus a été effroyable, et certaines collectivités ont presque entièrement disparu. Bon nombre des personnes atteintes sont mortes quelques heures seulement après la manifestation des symptômes. La recherche médicale

en était à ses premiers balbutiements à cette époque, et on en savait très peu sur la maladie, sur sa prévention et sur son traitement. Les stratégies de mise en quarantaine et d'isolation conventionnelles ont été inefficaces à cause du nombre incroyable de personnes atteintes, dont le personnel médical et les bénévoles. Le seul remède qui semblait avoir une incidence positive était la transfusion sanguine, avec du sang provenant de personnes qui avaient survécu à la grippe. Malheureusement, on l'a découvert tard dans la pandémie de grippe, et trop tard pour soigner les personnes que la maladie frappait.

Aujourd'hui, l'idée d'un tel événement semble relever de la science fiction et « nourrit » les alarmistes. Rappelons-nous toutefois des avertissements sérieux et de l'importante couverture médiatique sur les récentes éclosions de grippe aviaire, dont la plupart semblent être apparues en Chine pour ensuite s'étendre à d'autres pays, aussi loin qu'aux portes du R.-U. À l'instar de la crise du SRAS (syndrome respiratoire aigu sévère) que nous avons connue il y a quelques années à peine, une maladie infectieuse peut se répandre rapidement car nous vivons dans une société mobile où on peut faire le tour de la planète en moins d'une journée dans des avions dont les systèmes de ventilation recyclent l'air, créant ainsi des conditions opportunes pour la transmission des maladies. On a rapporté, récemment, le cas d'une personne atteinte

d'une souche de tuberculose très infectieuse et résistante aux médicaments qui a pris plusieurs fois l'avion entre l'Amérique du Nord et l'Europe. Des centaines de passagers pourraient avoir été directement atteints par une exposition à la maladie. Cet incident a déclenché une véritable tempête de feu dans les médias.

Tout en restant dans les mêmes équipes, les élèves effectueront une recherche sur l'éclosion d'une nouvelle pandémie, et ils rédigeront un bulletin de nouvelles à ce sujet. Chaque équipe devra transmettre des renseignements clairs à son auditoire, fournissant des détails sur la nature de la maladie, ses origines, la façon de la contenir et de la soigner ou de la traiter, tout en en étayant les répercussions immédiates par des histoires précises ou des histoires de cas de personnes qui en



sont atteintes. Les histoires devront mettre l'accent sur les personnes qui voyagent ou qui émigrent d'un pays à un autre comme principale source de transmission et de propagation de cette nouvelle pandémie. Le bulletin de nouvelles pourra être présenté en direct, être enregistré sur bande sonore ou visuelle, ou les deux, ou sous la forme de scénarimage (scénario en images). La classe et l'enseignant(e) évalueront l'efficacité des bulletins de nouvelles.

Quatrième étape — Retracer les étapes

À l'instar de l'île Ellis aux États-Unis et, plus tard, de Pier 21, au Canada, la Grosse-Île devait être une station intermédiaire ou un poste de triage pour les personnes qui voulaient s'établir dans notre pays. En équipes ou individuellement, les élèves feront une recherche sur l'histoire de l'immigration d'une nationalité particulière, comme les Italiens ou les Vietnamiens. Lorsque cela sera possible, ils raconteront des histoires d'individus particuliers pour rendre le voyage entrepris encore plus personnel. Consulter les documents d'archives qui relatent des expériences directes (consulter le site du Musée canadien des civilisations : www.civilization.ca). Une fois la recherche terminée, rédiger un court rapport sur ce qui a été appris. Remettre le rapport à l'enseignant(e). Longueur maximale : deux pages.

Cinquième étape — Se mettre à la place d'un(e) immigrant(e)

En se basant sur la recherche effectuée pour la quatrième étape, les élèves, en équipe ou individuellement, créeront un journal personnel où ils décriront le voyage d'un immigrant. Ce journal pourra être basé sur une personne réelle découverte au cours de la recherche ou sur un personnage fictif créé spécialement pour cette activité. L'idée, c'est de donner vie aux pensées, aux perceptions, aux sentiments et aux observations d'une personne dont la vie change radicalement au fil des événements menant du départ de sa terre natale à son établissement dans un nouveau pays. Si les élèves le désirent, ils pourront agrémenter leur journal de saynètes, d'illustrations, voire même d'objets ou de souvenirs, pour le rendre plus vivant. L'information entrée dans le journal personnel ne devra pas nécessairement être très détaillée, mais elle devrait couvrir au moins une période de deux semaines dans la vie du personnage. Le journal devrait aussi comprendre la biographie du personnage avec

des détails pertinents (âge, sexe, éducation, etc.).

Sixième étape — Moi, le Ministre

Nous sommes en 1920. La Première Guerre mondiale vient de prendre fin et la pandémie de grippe dévastatrice est sous contrôle.

Les équipes d'élèves assumeront le rôle de ministre de l'Immigration et de ministère de l'Immigration. Quelle sera la politique en matière d'immigration pour le nouveau Canada en émergence? Le pays accueillera-t-il de nouveaux immigrants ou fermera-t-il ses portes à l'immigration? Une partie du document de politique qui devra être créé établira les conditions pour immigrer au Canada et le genre de futurs citoyens dont le pays a besoin.

Par exemple, mettra-t-on l'emphasis sur les fermiers et les ouvriers d'usine, le gouvernement veut-il des familles ou des hommes célibataires ayant un métier? Quel genre de contrôle de la santé sera requis?

Le gouvernement offrira-t-il des services aux nouveaux immigrants et, dans l'affirmative, quels seront ces services? Une fois la politique rédigée, chaque équipe présentera son document au « Parlement », aux membres du gouvernement et à l'opposition. La politique gouvernementale devra être diffusée publiquement, aux membres du gouvernement et au public.

Une fois le document diffusé et présenté, les membres de la Chambre des communes (confrères de classe) auront l'occasion de poser des questions sur divers aspects de la politique déposée. [En général, les nouvelles politiques sont envoyées à divers comités aux fins de discussion et d'étude avant le processus requis pour l'adoption d'une loi] (le passage d'un projet de loi à une loi). Chaque équipe devra se pencher attentivement sur la politique et terminer sa recherche pour pouvoir répondre aux questions. À la fin de la discussion, le « Parlement » pourra voter pour déterminer si la politique



proposée a une chance, ou non, de devenir une loi.
Le vote déterminera dans quelle mesure l'équipe a réussi à promouvoir sa politique en matière d'immigration.

<http://www.parl.gc.ca/information/library/PRBpubs/bp437-f.htm>
<http://www.canadiana.org/nml.php?doc=projgovdocs>
http://www2.parl.gc.ca/Parlinfo/compilations/OfficersAndOfficials/ProceduralOfficersAndSeniorOfficials_Library.aspx?Language=F

Activités additionnelles facultatives

- Écrire et produire un livre de contes pour des enfants plus jeunes leur racontant l'histoire d'une jeune personne de sa terre natale jusqu'au Canada;
- Organiser un symposium sur l'immigration à l'école pour aborder des questions précises sur les préoccupations des immigrants et y inviter des orateurs de la communauté;
- Organiser une fête du patrimoine à l'école ou dans la communauté qui met l'accent sur des histoires d'immigrants et sur l'histoire de l'immigration
- Organiser une campagne de sensibilisation sur des sujets particuliers qui préoccupent les nouveaux immigrants, et y inviter les médias locaux;
- Étudier la politique actuelle en matière d'immigration et tenir un débat sur la question suivante : la politique répond-elle, ou non, aux besoins de la communauté?;
- Inviter des immigrants récents dans la classe et leur demander de raconter leurs histoires.

Ressources

www.fr.wikipedia.org/wiki/Grippe_espagnole
www.pages.usherbrooke.ca/jrobin/index39.htm#ancree
(recherche Google – pandémie de grippe de 1918)
www.reunioncapsante.net/professionnel/infectio/10_grippe%20aviaire_pandemie.html
www.stethonet.org/news/actu.php?cat3=2145
www.fr.wikipedia.org/wiki/Choléra
www.fr.wikipedia.org/wiki/Typhoïde
www.canadianencyclopedia.ca/ (recherche – Grosse-Île)
[http://fr.wikipedia.org/wiki/Grosse-Île_\(archipel_de_l'Isle-aux-Grues\)](http://fr.wikipedia.org/wiki/Grosse-Île_(archipel_de_l'Isle-aux-Grues))
www.pc.gc.ca/lhn-nhs/qc/grosseile/index_f.asp
www.ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html

La Grosse-Île, Terre de chagrin et d'espoir, Anne Renaud, Les Éditions Homard Ltée, 2007

Évaluer les équipes de la classe en se basant sur leurs rapports verbaux :

Contenu : Le contenu ou la stratégie était-il(elle) clairement articulé(e) et les élèves y avaient-ils bien réfléchi? Les points avancés par l'équipe étaient-ils convaincants?

Exposé : L'exposé a-t-il été bien présenté, facile à entendre et à comprendre avec une bonne qualité aux niveaux de la voix, des gestes, de la posture, etc.?

Efficacité : Les points ont-ils été présentés de manière efficace? Les suggestions étaient-elles pratiques?

Travail en équipe : les membres de l'équipe ont-ils bien travaillé ensemble, et efficacement?

Évaluer le travail écrit des élèves :

Grammaticalement correct, avec phrases structurées adéquatement, c.-à-d. utilisation de structures de phrases complexes, et temps des verbes, orthographe et ponctuation exacts.

Compréhension des mots/expressions — les phrases conviennent clairement le sens.

Idées exprimées clairement.

Information bien structurée.

Évaluer l'exposé des groupes :

L'information y est-elle communiquée clairement?

Qu'ont-ils fait pour améliorer l'exposé?

Le recours à la communication verbale et visuelle est-il efficace?

Évaluer l'exposé des élèves :

Leur contribution aux connaissances du groupe.

Le préparation effectuée en vue de la recherche et de l'enquête.

Articulation des objectifs, apport de solutions de rechange, choix des meilleures solutions de rechange.



Students with Asperger's Syndrome Need Help and Understanding

By Karen Hoffmann-Zak

Ever come across a child who seems to know everything and nothing at the same time? This is the child who puts up his hand at every question. His knowledge and its expression seem vast, encyclopedic, and—like a dam about to burst its banks—almost unstoppable. Then, you ask him to prepare a presentation with a group of classmates. He crumbles. He cannot work in a group, compromise, or take turns. Insults, hurt feelings, tears often result.

Who is this child? How can you help him to maximize his potential and minimize his problems?

As schools become increasingly integrated and as the rise in autistic youth continues, teachers learn more about autistic students. Many are non-verbal and intellectually challenged. What teachers may not realize is that at the upper end of the autistic spectrum are Mr. and Ms. Encyclopedia—an estimated one of every 300 youth—with Asperger's Syndrome. These students are typically average or above average in intelligence but below average in social and emotional maturity due to a brain abnormality—a neurological disorder.

"What these kids are missing is the script of life," said Margot Nelles, founder and executive director of the Asperger's Society of Ontario. "Their biggest problem is knowing what's expected of them. You may look at this kid and think, 'He's smart; he should know better.' Well, he doesn't. It's not enough to tell him that what he's doing is wrong. You need to tell him what's right, going step by step."

Because students with Asperger's Syndrome (often referred to as Aspies) can be bright and verbal, their learning disabilities, often non-verbal, may be overlooked. But despite their intelligence,

sometimes brilliance (think Bill Gates, Albert Einstein, Wolfgang Amadeus Mozart), these students miss more than 80 percent of what's happening. That's because Aspies don't understand body language, including facial expressions and verbal intonations, accounting for more than 80 percent of communication.

"Learning a social language is twice as difficult as learning a second language," said Dr. Tony Attwood, an internationally-renowned psychologist specializing in Asperger's Syndrome, who spoke at a recent Toronto conference.

While many Aspies master facts effortlessly, social nuances are another matter. They don't comprehend the give and take of conversations (especially small talk), taking turns, and knowing when to start or stop talking. They may seem arrogant or indifferent, but are usually loving people who can't read other people's thoughts or feelings, said Attwood.

People sometimes assume that Aspies choose solitude. Typically, however, they crave friends and normality. As teenagers, their social awkwardness, rejection by others, and resulting isolation can lead to low self-esteem and debilitating depression.

Desperate for friends, Aspies sometimes do silly things from naiveté and a desire to please. Always ask, "Why did you do it? Did somebody put you up to it?" said Attwood.

Aspies get bullied frequently and may, eventually, retaliate fiercely. Then, it's important to punish all involved, said Attwood. If you only punish Aspies, they may lose faith in school and society and may drop out or stop following rules.

As well as struggling with social cues at recess, many Aspies

battle verbal cues in class, the result of central auditory processing difficulties. "When the teacher says, 'Take out your math book, turn to page 158, and do questions one to seven, but skip 5B,' all the other kids get it, while the Aspie kid is still at 'take out your math book,'" said Nelles. Aspies value their intellects and hate looking stupid. In embarrassing situations, such as the one above, they may refuse to work, or misbehave to get thrown out of class.



These students are then often mistakenly diagnosed with Oppositional Defiant Disorder (ODD), said a therapist from Integra, a children's mental health centre in Toronto. It's an inability to follow sequences, rather than ODD, that's central to their problems.

Aspies need to be taught to clarify teachers' expectations. Teachers can help by speaking slowly, by giving Aspies extra time for questions and answers, and by teaching and assigning both visually and orally. As many Aspies learn visually, teach with diagrams and encourage visualization. Aspies of all ages do better with visual aids, agendas, and notebooks, rather than stray papers. Checklists can help, as can breaking assignments into steps, so as to not overwhelm students.

Social skills can also be taught visually with social stories: short stories composed of a few sentences, pictures and, sometimes, cartoon-like balloons. Find social stories, such as those written by Carol Gray, pioneer of the technique, or create your own for children and teens, referring to the following Web site:

<http://www.thegraycenter.org/socialstories.cfm>

"It's social learning rather than self-directed learning that Aspies need," said Attwood, referring to homework. Attwood and Nelles emphasize Aspies' intense anxiety. If you've ever had the kind of day where everything goes wrong, tensions and anxiety mount, and all you're fit for by day's end is takeout pizza and a relationship with your TV, you'll have sampled a portion of what Aspies endure daily. "There's no way we can expect these kids to be receptive to what we're trying to teach them if their anxieties or obsessions continually get in the way. It's important for Aspies to have time to relax and recover in order to get up and do it all over again the next day," said Nelles. Limiting daily homework to 20 to 30 minutes is, therefore, important. So, too, is giving Aspies time alone when needed during the school day, term, and year, said Attwood. Generally, the calmer and more controlled their environments and routines, the better. Drawing, too, relieves stress for many Aspies, said Attwood. In class, they can draw and listen to you simultaneously. Stop them drawing, and they'll feel more anxious and angry.

Even exam stress can be defused. Fiona Green, a British teacher, writes about an Aspie who froze at a difficult question, a common response. Green taught him to colour code questions ("green for CAN DO, orange for THINK, and red for NO.") Consequently, the boy both felt and did better in his exams, wrote Green in an Internet newsletter published by the Asperger's Society of Ontario.

Other ways exist to boost the low self-worth of Aspies. Motivate and encourage students by praising their intellects. A compliment

like, "You know so much about bees," means more to them than "I'm proud of you; good job." In addition, build on their many strengths. Ask them to give a presentation on something they're especially interested in or to help classmates with their work—a win-win scenario.

Socially, you can help these students, too. Start lunchtime buddy and leadership clubs (where mature students learn to include and protect more vulnerable students), and pair or surround Aspies with mature students in class. A teacher's attitude of acceptance, tolerance, and even appreciation towards Aspies, who are often interesting and creative, contributes to an accepting atmosphere school wide.

With an Aspie in your class, it is often essential to get expert help. In Ontario, for instance, Nelles recommends contacting your board's PDD autism team, and bringing in an expert on Asperger's Syndrome to work with the team. (Remember that individuals with autism and those with Asperger's Syndrome, although diagnosed along the same spectrum, are very different and must be treated differently.) The Asperger's Society of Ontario is an excellent resource and one of few organizations worldwide dedicated to the syndrome. Informative books have been written on the subject, including *Asperger's Syndrome, a Guide for Parents and Professionals*, by Dr. Tony Attwood. Lastly, remember parents. Many parents of Aspies are experts on the syndrome and, more importantly, on their child.

Though your class may be calmer without Aspies, "Our civilization," writes Attwood, "would be extremely dull and sterile if we did not have and treasure people with Asperger's Syndrome."

Random Tips for Working with Aspies

- Many Aspies can better understand and concentrate when not distracted by eye contact and facial expressions. For one-on-one discussions, it's often better to sit side by side.
- Punishing an Aspie for tactlessness is like punishing an asthma sufferer for coughing. Try to teach tact but know that it can take years of weekly therapy to truly succeed.
- As Aspies can feel overpowered by sights, sounds, smells, tastes, and touch, prevent or solve sensory problems by seating them in quiet spots. When in doubt, ask what's bothering them.
- Aspies can be stoical about intense pain. Act immediately if an Aspie expresses even mild discomfort—it may be serious.
- Soothe angry or anxious Aspies before attempting to discipline or reason with them. When angry, they may argue with you, but they won't really hear what you're saying.
- Educate rather than punish misbehaving Aspies, as rewards and punishments often fail with these students. Collaborative problem-solving approaches help too.

Karen Hoffmann-Zak is a Toronto-based freelance writer and editor. She can be reached at khoffmannzak@rogers.com

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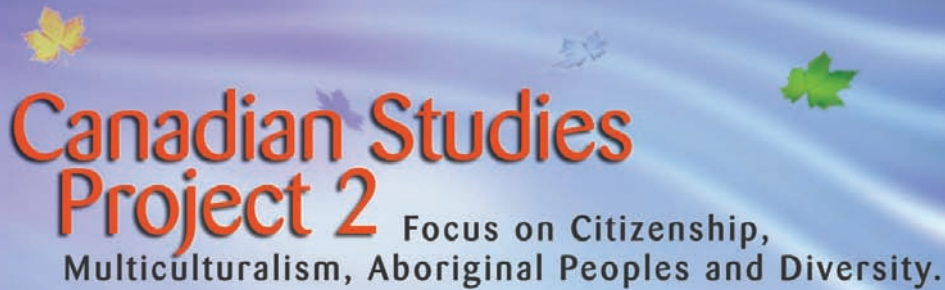
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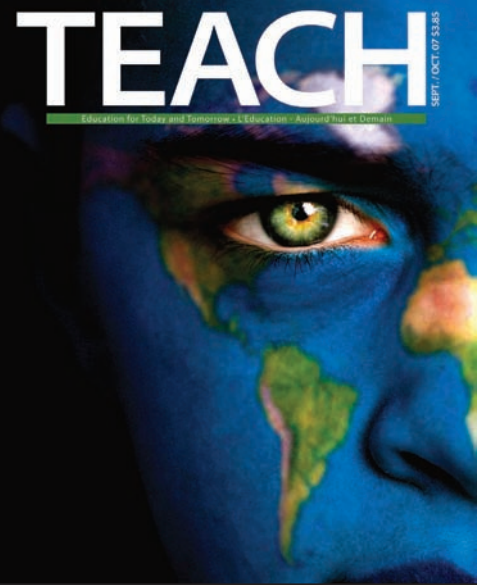
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CURRICULUM LINKS: Language, Mathematics, Health and Physical Education

Motivate and teach your students through the sport of baseball with the Jays@School program! New to this year's program are cool new lesson plans featuring Lyle Overbay and Aaron Hill. This program also includes 20-minute daily activities developed to meet the guidelines from the Ontario Ministry of Education. Plus have your student's join BJ's Book Club – a club designed to help encourage your students to read.

CONTESTS

YOUR STUDENTS COULD WIN A \$15,000 CLASSROOM MAKEOVER!

Your students could win a \$15,000 Classroom Makeover for your school! Just have your students submit original essays or letters of 100 words or less describing how they would re-design their classroom. The grand prize can include converting your old chalkboard into a new whiteboard along with new furniture, fresh paint, and cool decorations. Plus, we'll stock the winning student's classroom with fun writing and marking instruments from Sanford.

Visit www.expoclassroommakeover.ca for complete contest details.

GET YOUR STUDENTS CREATIVE WITH CRAYOLA® AND THEY COULD WIN!

Have your students tell us what the number 1 place in the world that they'd like to explore and they could win a Total Tools™ prize pack from Crayola! Simply have them cut, glue, paint, draw, highlight, staple or layer anything they want to create their masterpiece answer as entry into the contest. Visit popteachers.com for contest details.

Visit
popteachers.com
for other curriculum-linked
activities and contests for
you and your students!



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>> Visit **WWW.POPTEACHERS.COM** to register today!

Across Cultures: www.nfb.ca/acrosscultures

NFB Launches New Bilingual Web site on Multiculturalism



Within this new and innovative bilingual Web site designed specifically for teachers and students in grades 9-12, there is a vast range of educational materials that connect directly to the curriculum exploring multiculturalism, citizenship and diversity in Canada. There are six primary themes: **1.** Canada: A welcoming land?; **2.** How have we contributed to Canada?; **3.** Who are we? What can we become?; **4.** Why did we come to Canada?; **5.** How do we reach out?; **6.** How does integration challenge us?

Across Cultures is chock full of hands-on tools and resources. Here's what you'll find when you go there:

Films: 120 of them, uncut, divided equally between English and French, free of charge, varying in length from three to 83 minutes—all relating to the immigrant experience;

Film Excerpts: thematically organized and ideal for classroom analysis, discussion and research (80 excerpts in English and 84 in French);

Lesson Plans: consists of a general lesson plan for the site and one lesson plan for each of the six core themes. The Cinema and Representation section offers a lesson plan that explores media literacy and critical analysis and several film-specific lesson plans are also available on the site;

Archival Materials: stockshots, photographs and audio files from the NFB and Library and Archives Canada archives grouped according to the core themes;

Glossary: practical terms connected to cultural diversity are explained;

Suggestions: clicking on linked terms provides varied opportunities for information comparison within multimedia sources;

Search (text-based): keyword search capability matches to excerpt descriptions, photographs and catalogue descriptions of films;

Articles: original articles written by NFB specialists discussing historical aspects of the films;

Interviews with the filmmakers

Vox Populi: videos of people from across the country responding to Across Cultures theme questions;

See Everything, Hear Everything: an accessible, online catalogue of the films, excerpts and audio clips on the site;

Bibliographical and Online Resources: provides additional Web links relevant to classroom use, additional links for research purposes, reference link to the NFB catalogue detailing films for purchase or those available in libraries.

All content is available online and free of charge to educators across Canada.

Across Cultures: www.nfb.ca/acrosscultures

To order the latest NFB Learning Resources Catalogue, free of charge, please call:

1-800-267-7710 or, in the Montreal area, 514-283-9000



For some students, there are athletics.
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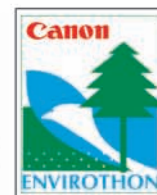


The **Canon Envirothon** has many of the same ingredients as athletics - outdoor teamwork, discipline, preparation, competition, performance and more! Combining in-class curriculum and outdoor training, Envirothon is guaranteed to enhance your students' knowledge of environmental science. Some program highlights include:

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No purchase necessary. Participants must be age of majority. To enter, send in your school supply list including your full contact information to Elmer's School Supply List Sweepstakes, P.O. Box 338, 104-1920 Ellesmere Road, Toronto, ON M1H 3G1.

Odds of winning depend on the total number of entries received. Be one of the first fifty teachers to submit your school supply list and you will receive a free classroom pack of Elmer's® Squeeze 'N Brush. For a complete set of rules, send a self addressed stamped envelope to the address above. All entries must be received by September 28, 2007 (the "Contest Closing Date"). Offer valid only in Canada. Limit of one (1) entry per person.