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## FEATURE

**6** BYOD: How Schools are Implementing "Bring Your Own Device"

## COLUMNS

**11** Classroom Perspectives: Don't Forget to Wonder

## CURRICULA

**12** THE RUPTURED SKY: The War of 1812 and Identities



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**FEATURE**

BYOD:  
How Schools are Implementing “Bring Your Own Device”  
*Martha Beach*  
..... 6

**COLUMNS**

Staffroom Perspectives: Don’t Forget to Wonder  
*Albert Roberts*  
..... 11

Web Stuff: The Virtual Campus Tour, and more  
..... 20

Field Trips: Virtual Tours  
..... 22

**CURRICULA**

The Ruptured Sky:  
The War of 1812 and Identities ..... 12

**AD INDEX** ..... 9

Schools edition

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## Welcome to the special technology issue of TEACH!

**M**ost will agree that technology is a given, but in a world where trends are ever-changing and devices are multiplying exponentially, it's easy to become overwhelmed by devices for the classroom. Students, however, especially the 'digital natives,' are often the most resourceful and keen to help their teachers troubleshoot technical issues. Although new educational technology can come with a steep learning curve for teachers, it's all worthwhile because the devices are beloved by today's tech-savvy kids and can therefore increase their classroom engagement.

Our **Feature Story** discusses BYOD—Bring Your Own Device to the classroom. Instead of teaching students how to use a program for presentations for example, teachers can jump right into their lesson since students will already be familiar with the presentation tools on their device. This article also explains the ways in which school boards are updating their IT infrastructure to accommodate BYOD. Discussed too are ways to provide access to those students who do not have a device to bring from home.

With all the benefits to technology in the classroom, it's important to remember there are also some disadvantages. In a society where children have instant access to information—whether educational or not—there's less room for the unknown; less room to come up with their own hypotheses or ideas; less room to wonder. In our **Staffroom Perspectives** column, a fellow educator speaks to how we can reap the benefits of technology while still allowing room for imagination.

Elsewhere in the issue are the regular columns, **Field Trips** and **Web Stuff**. To celebrate all things technology, we present very sophisticated and cool virtual field trip locations. Free and versatile, these "excursions" can drop students into galleries and historic sites all across the globe. In **Web Stuff**, we list some of the newest websites and apps, from an in-depth college and university virtual tour, to a classic story retold for today's tech-savvy kids.

We hope you enjoy this special technology issue and as always, would love to hear from you. Connect with us through Twitter ([@teachmag](https://twitter.com/teachmag)) or at [Facebook.com/teachmag](https://www.facebook.com/teachmag).

*Lisa Tran,*  
Associate Editor  
[@teachmag](https://twitter.com/teachmag)



# BYOD

## How Schools Are Implementing “Bring Your Own Device”

By Martha Beach

As the school bell rings, thirty grade six students settle into their desks for a history class. After a brief overview of last night’s homework, the teacher lets them know they have thirty minutes to work on their group project. Instead of pulling out lined paper and textbooks, they bring out their personal iPads, Netbooks, Tablets, and Chromebooks. A few take out iPods or Galaxy phones. Some groups of two or three students share giant tablet screens, while others use their own pocket devices. The class is almost silent as they open up digital files, shared through the school’s newly installed WiFi network, to collaborate on research and writing, gathering, creating, and sharing a group presentation.

These students are part of a Bring Your Own Device program (BYOD), a movement that has been gaining popularity over the past few years. Schools allow students to use personal devices for curriculum-related activities. The staff often employ rules regarding when a device can and cannot be used, and more often than not, digital citizenship is a hot topic for discussion. Many see the use of technological devices in class as the natural way to move forward and keep up in a tech-dependent world. So far, BYOD seems to be the most cost-effective way for the majority of students to work together using personal tools with which they are already comfortable.

"These devices are so influential in our students' lives. It is part of the way they're being raised," says Aubrey Dawe, principal at Beachy Cove Elementary in Portugal Cove-St. Philip's, Newfoundland, whose school recently introduced BYOD. One of the keys to the school's success is the awareness of the need to be on top of tech trends. "We need to tap into that energy and still follow curriculum," Dawe says. "But to go and source these types of items for 700 learners would be very difficult," he admits. For Beachy Cove, along with many other schools across Canada, BYOD seems like a great way to use digital tools in the classroom and keep up with the interests of students.

Peter Vogel is the head of the ICT department and physics teacher at Notre Dame Regional Secondary School in Vancouver, British Columbia. He also writes about Internet and technology for B.C. publications. "[BYOD] can save a school money on infrastructure and may foretell the end of dedicated classroom computer labs," he says. "However, BYOD typically means a major revamping of a school's Internet delivery technology, specifically advanced wireless capabilities," Vogel points out. Some critics are wary of investing in a Wifi network because there are few studies and limited research to support the economic and educational benefits of using digital devices in the classroom (BYOD or otherwise). The initial

installation costs and upkeep of such networks, however, may prove to be less than those of maintaining and updating a traditional computer lab.

Just as in any other sector or topic, research and review is often the key to success. Peel District School Board in Ontario worked with York University's Jennifer Jenson, a Professor of Pedagogy and Technology in the Faculty of Education, during 2011 and 2012 to conduct a review of the board's successes and challenges in integrating digital technology before implementing BYOD. After researching

**The number one reason we chose BYOD is personalization. It is possible and beneficial to incorporate and allow students to use technology they already know how to use, instead of spending valuable class time teaching different programs or tools or platforms, they bring what they are familiar with.**

similar programs in other countries and reviewing Peel's own process, the researchers had some suggestions for the board: allow students to BYOD, provide teacher support and training, and install a board-wide Wifi network. The school board accommodated these suggestions and made many changes to help students and teachers integrate tech in Peel classrooms. "The number one reason we chose BYOD is personalization. It is possible and beneficial to incorporate and allow students to use technology they already know how to use," says Patrick McQuade, instructional coordinator of ICT at Peel District School Board. Instead of spending valuable class time teaching different programs, tools, or platforms, they bring what they are familiar with," McQuade says. McQuade provides a good example: why would a geography teacher go to the computer lab to teach PowerPoint just so students can create and present a project? The teacher is not assessing PowerPoint; they are assessing the curriculum knowledge and ability to communicate. Students using a familiar device and program can create and communicate in a way that is easy for them. "Yes, it can be challenging for a teacher who can't just say 'Open PowerPoint.' They have to say 'Open your presentation-creation tool,'" says McQuade, indicating there are a many more options from which students may choose under BYOD.

Teachers can make the most of using handheld technology in the classroom by employing a slightly altered vernacular of verbs instead of nouns, allowing





students to bring familiar devices, and learning how to intertwine the tool with the curriculum. Dawe of Beachy Cove explains that he ensured students were aware that devices used in the classroom must have clear learning purposes. Tablets and smartphones for example, “must be used to drive education and curriculum,” he says. Hand-held devices are most often used for group research, writing shared documents, and sharing visuals in almost any subject, as long as learners follow the rules. Beachy Cove Elementary, like other schools with BYOD programs, has developed a digital citizenship document that articulates the expected behaviour and social norms of an online society. This helps students understand and regulate online behaviour. Rules for the physical world are also in place. The kids have been very respectful and understanding of the guidelines. Students can only use hand-held devices in class for curriculum purposes. The use of such devices in places like the schoolyard, halls, and cafeteria are prohibited.

Using such devices is routine and commonplace for kids, so setting clear guidelines is important.

While the technology may be easy for students to use, teachers don’t always have the smoothest go of it. “It can be stressful for the individual classroom teacher as they have to grapple with connection issues and charging problems with specific devices,” Vogel says. “No teacher can hope to troubleshoot every machine type and model. My experience is that students are really good with this.” Laun Shoemaker, teacher at Beachy Cove says something along the same lines: “There is a steep learning curve for me. The kids are digital natives. We come across problems and the kids figure out the solution, often before I do.” McQuade also points out that we often only hear the success stories, but it’s not always so simple. “It’s a new world so it’s no wonder students and teachers are grappling with issues as we move forward,” says McQuade. “We are on a learning continuum. We are in a transitional period.”

The unknown and transitional aspects of BYOD bring us back to research, and the fact that some educators are still hoping for much more fact-finding and analysis. “We’re all embracing technology. It’s very exciting, there is huge potential—but the theory has outstripped the real impact. I think it needs some scientific basis,” says Peter Sturup, headmaster of Pickering College, an independent school in Newmarket, Ontario. Sturup would ideally like to see a longitudinal study on the long-term impact of the use of

**We have to move with the times, that whole idea of becoming too dependent on technology is a really adult idea. In the future, you probably won’t have to go to a library or write things out by hand.**

technology on student achievement. “We are expanding student interest and understanding of technology, but it is so new we don’t yet have any way to predict the outcome,” he says. Despite the need for more long-term revision, many schools are jumping right in. “We aren’t doing BYOD because it’s a great headline. We’re doing it because we truly believe it will help students,” McQuade says. Plus, Peel offers great support for teachers and schools as they integrate tech into curriculum. There is an entire team dedicated to this task and there are a variety of support models available to teachers, from workshops to in-class help from a specialized educator.

Not all schools boards are currently able to upgrade their Internet networks, and certainly not all students can afford to bring in a device from home. “Schools need to be sensitive to the needs, and ability to afford technology tools, of all families that they serve,” says Vogel. “It is not a good thing when nearly everyone in a given class has a tablet or other mobile device and a few others in the class have no personal technology whatsoever.” He adds: “A school must be an equalizer wherever possible.” Vogel suggests equalizing through 1:1 programs, where students who don’t own a device are able to sign one out from a school’s supply (suggesting that schools should own a small number of devices, perhaps purchased through fundraising). But McQuade says that 1:1 isn’t always necessary. York University’s research on behalf of Peel found that a huge part of student learning is sharing information, so even if a students have a 2:1 or 3:1 ratio with tech tools, they can still easily collaborate and discuss.

Most likely in the future all students will have access to their own curriculum-integrated devices. “We have to move with the times,” Dawe says. “That whole idea of becoming too dependent on technology is a really adult idea. In the future, you probably won’t have to go to a library or write things out by hand,” he adds. Teachers need to dive right into BYOD. Internal revision, some external research, plus teacher support and training will help schools stay on top of the digital world, improving curriculum and benefitting students. For now, McQuade says we are all just starting to learn the new language of tech education. “We are digitally literate, but we are aiming to be fluent.”

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



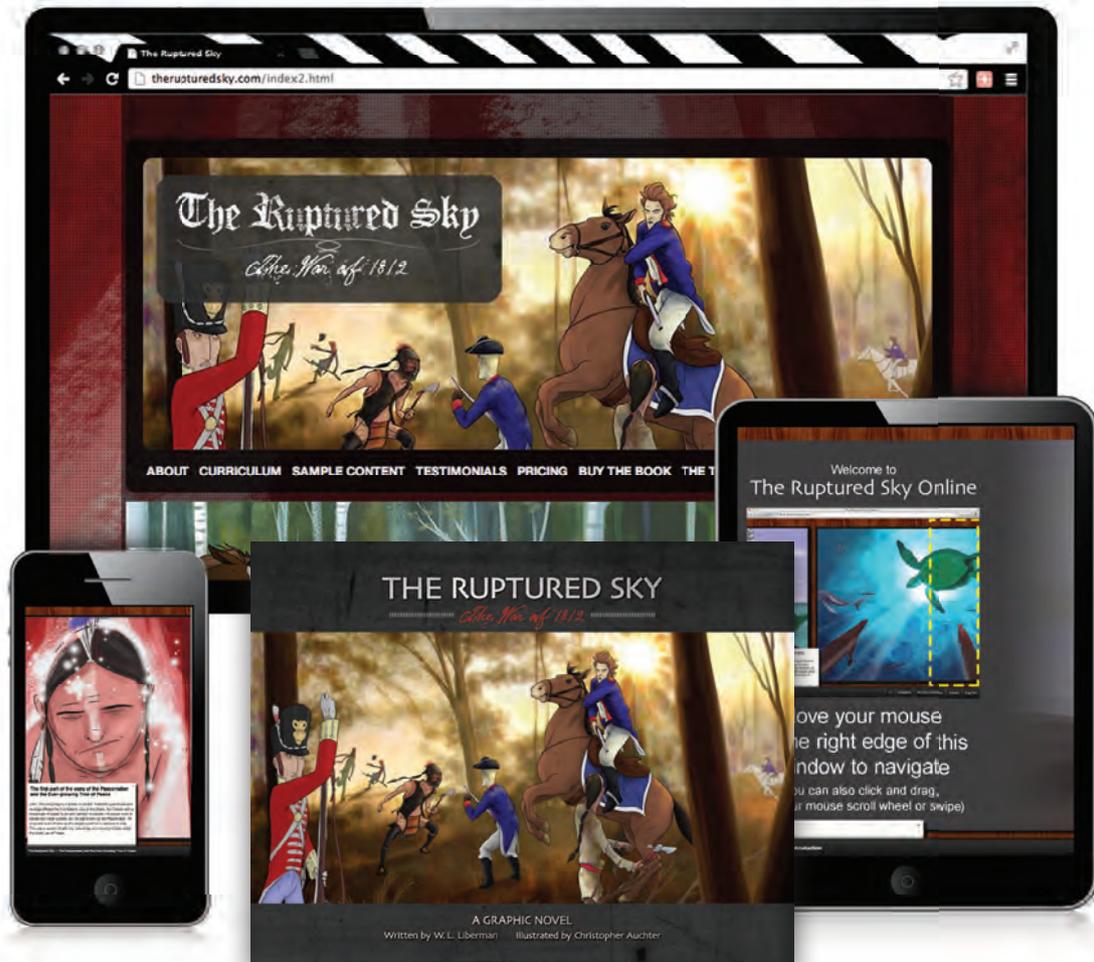
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## ADVERTISERS INDEX

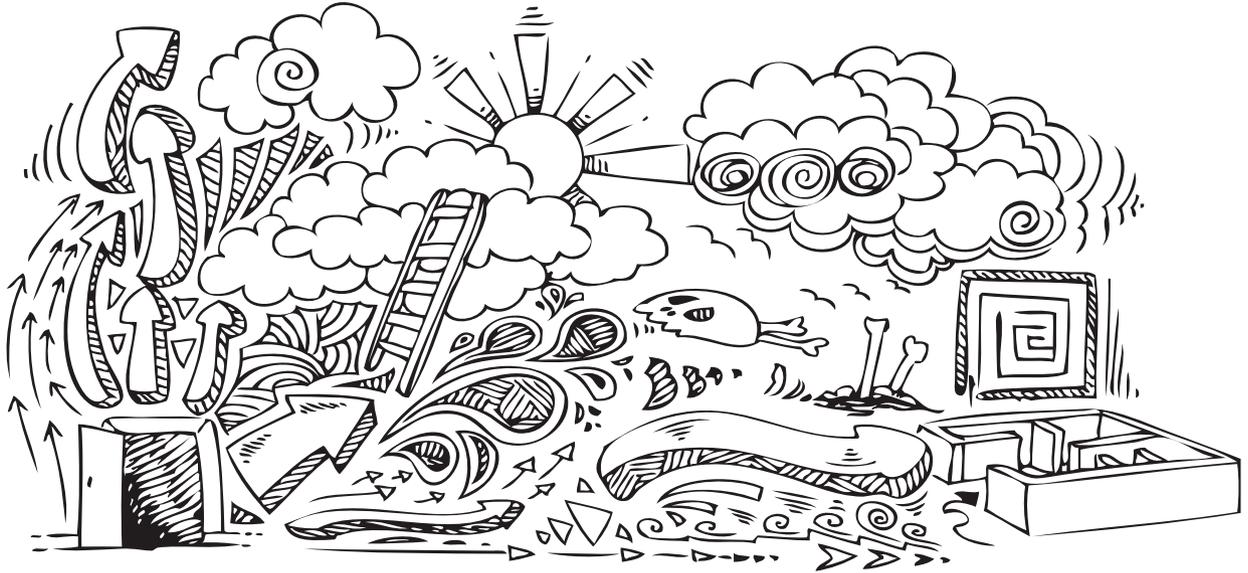
ADVERTISER .....	PAGE
1 Canada’s Parliament .....	IBC
2 Disney .....	IBC
3 Epson .....	21
4 Historica Canada .....	IFC
5 The Ruptured Sky .....	10
6 Vesey’s.....	OBC
7 WWF .....	4

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## Don't Forget To Wonder Has the Internet Made Knowledge Too Easy?

By Albert Roberts

It's nice to think of the Internet as a wonderful invention that has made our lives both richer and more efficient. It's a nice notion and it's an accurate one—the Internet has changed our lives for the better. We can now communicate with people from all four corners of the globe. We can share, swap, and gain as much knowledge as we could ever want or need. There are no negatives associated with instant knowledge—or are there?

When it comes to school children, the influence of the Internet is massive—even more so now that everybody has at least one mobile device in their pocket at all times. If you have a question that needs answering, you no longer have to wait until you can sit down in front of a desktop computer. You simply have to pull out your iPhone or Android device and type your question into Google. You will have an answer within a few seconds.

The problem with this is that children are neglecting the need to wonder and to not know. A developing mind needs to grapple with the concept of uncertainty, just as it needs to grapple with knowledge. After all, the best discoveries always come from a place of wonderment and innocence. Newton didn't need the Internet to discover the laws of motion—he saw an action that he didn't fully understand, so he decided to experiment with ideas about why that action might have occurred. It was a discovery that came from a place of wonderment, a place of not knowing.

It is, of course, useful to be able to find the answers to our questions in a matter of minutes. It doesn't matter what you want to learn about—hippos, the solar system, how to make bread, what a plant is made out of, or even what Justin Bieber is planning for his next tour. If you have a mobile device, you can find out about all of these things and so much more. What you cannot do is engage your own mind, you cannot teach yourself. This is a vital skill, because computer technology is fallible.

There will come a time when the Internet fails you and you need to rely on your own wits. There's a very good reason why lots of teachers aren't keen on being overly reliant on technology. They can plan an amazing lesson in minute detail, but if the Internet goes down and they can't access it—it won't be any good to them. In that case, they've got to do things the old fashioned way and improvise. They've got to stand in front of a class and use their own brain to come up with new ideas fast and efficiently. These are the type of skills that our school children are currently at risk of losing.

Sometimes, there is joy to be had in not knowing. There is real value to be gained from coming to a right answer all by yourself. If you ask a child to Google the constituent parts of a plant, he might know the answer for a day or two, but they are bound to forget it. Why wouldn't they, if they can simply take to the Internet and look it up again? If you ask a group of children to discuss what they think plants are made of, you're bound to get a much longer lasting result. It's a lot more fun too.

Albert Roberts is a secondary school teacher in the UK. He recommends parents check out the services from School Explained to better understand modern teaching methods. Albert can be found online blogging about many education related topics, such as, how to engage challenging students.



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# CURRICULA

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**FOR GRADES**  
5 TO 6

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

## CURRICULUM LINKS

Language Arts  
Social Studies  
Visual Arts

## THE WAR OF 1812 AND IDENTITIES

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

## Overview

The goal is for students to reflect on their understanding of identity and consider it in a historical sense to understand how the different groups of people who participated in the War of 1812 helped shape Canadian identity. Before beginning this package, they will have, *The Ruptured Sky*, the story of how two young people studying the War of 1812 in school.

Students will examine and compare various aspects of personal, group, and nation identities. First, they will examine and reflect on their own personal identities as well as what is meant by a Canadian identity. They will then examine the identities of the various groups of people who participated in the War of 1812. Finally, they will explore in more depth the impact on identities of marginalization/exclusion and suggest ways to build positive identities. They will demonstrate their learning by creating a poster collage or mural to highlight the contributions of the various groups of people that participated in the War of 1812 battles described in *The Ruptured Sky*.

## Key Concepts

Students will explore the concept of “cause and effect” that is, a person or group of people, an event or series of events that cause significant and often long lasting change. Our perspective affects what is deemed to be causes of historical change.

“Cause and Effect” is based on the following principles:

- An action or event, people, places, and events that have led to big changes over long periods of time for large groups of people
- Can be linked to a larger societal issue or reveals something important for us in today’s times

Perspective:

- Identity is influenced by perspective

Skills:

- Critical thinking: Analyzing the impact of negative messages on identity
- Working with a partner and in small groups
- Communicating effectively (listening, speaking, and writing)

## Time Required

Five classroom periods, 40-60 minute sessions (plus time allotted for homework)

## Lesson Steps

- Step One Identity: What’s That?
- Step Two The Canadian Identity
- Step Three Seeds of a Canadian Identity
- Step Four Distinct Identities
- Step Five Performance Task: Building Positive Identities—making a mural/poster that highlights the contributions Aboriginal Peoples made during the War of 1812

*Performance Task:* Students will demonstrate their learning by creating a poster or mural to depict the various groups of people that participated in the battles described in the graphic novel.

## Blackline Masters

- #1 Sample Word Collages
- #2 People(s) that Participated in the War of 1812
- #3 Rubric: Class Discussions/Group Work
- #4 Rubric: Writing in Role
- #5 Rubric: Writing an Effective Paragraph
- #6 Rubric: Reflection Journal
- #7 Rubric: Poster/Mural

## Appendices

Appendix I “I am a Canadian” by Duke Redbird

## Materials Required

- Internet access
- Writing paper and supplies
- Art supplies (poster paper/mural paper)

## CURRICULUM EXPECTATIONS

### Overall Curriculum Expectations

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

### English Language Arts

Students will be:

#### *Listening*

Demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including working in groups (e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard).

#### *Speaking*

Demonstrate an increasingly sophisticated understanding of appropriate speaking behavior in a variety of situations, including paired sharing, dialogue, and small and large group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking).

#### *Reading*

Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights to other familiar texts and to the world around them.

#### *Writing*

Generate ideas about a potential topic and identify those most appropriate for the purpose.

Make revisions to improve content, clarity and interest of their written work, using a variety of strategies.

Produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation).

### Media Literacy

Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

### Social Studies

Grade 5 First Nations

Students will:

Apply their understanding of the relationships First Nations had with each other and Europeans to evaluate the significance of factors that created stability and or change among First Nations (e.g., clans, ceremonies, treaties, resource use, lifestyle, roles, trade, technology, conflict, disease, contact with Europeans, etc.).

Apply their understanding of the early First Nations and early European communities to explain how cooperation between First Nation groups and early European explorers benefitted both groups (e.g., Europeans gained medical knowledge, survival skills, and geographic knowledge; First Nations peoples acquired products of European technology such as cooking pots, metal tools, blankets, and clothing; military alliances helped both groups against a common enemy).

Pose questions to guide critical inquiry such as asking about the most significant factors that made First Nations distinct from each other and Europeans and facilitated cooperation with each other and that may have led to conflicts.

Evaluate source material for relevance and perspective.

Demonstrate an understanding of the concept of culture (language, belief, values, ceremonies, customs, etc.) and the role it plays in the formation of identity.

Identify the results of contact for both the Europeans and the First Nations peoples (e.g., sharing of beliefs, knowledge, and skills; intermarriage; trading alliances and conflicts; impact of European diseases on First Nations peoples; impact of the fur trade on natural resources such as beaver populations).

## IDENTITY: WHAT'S THAT?

### Materials Required

For the Teacher:

- Chart paper and markers
- Samples of collages

For Students:

- Internet access
- Paper for writing
- Blackline Master #1 Sample Word Collages
- Other samples of collages provided by the teacher
- Poster paper for collages
- Other materials [magazines, computer paper, etc., (if a mixed collage)]

### Teaching/Learning Strategies

Ask students to imagine that they have asked to construct an “identity” to post on a social media website to try to connect with friends. How do they want others to see them? How would they describe themselves? Ask them to think about themselves for minute and to record ten words that describe themselves. Have students then voluntarily share selected responses orally either in a share-pair grouping or with the large group.

As students share, the teacher can begin to construct categories on chart paper such as age, gender, religion, etc. that are used when describing aspects of identity. Depending on what information students provide, the teacher may ask prompt questions to elicit information for other categories (e.g., socio-economic status, education level of parents, cultural background, etc.) or on the board, randomly scribe a wide array of words and short phrases describing other categories relevant to identity as well as some that are not. Ask students to read them over and to list the ones that are relevant to identity or a person’s sense of who they are.

Have students construct a word/word-images collage that reflects their “identity.” Provide students with sample collages, Blackline Master #1 Sample Collages, or additional ones collected by the teacher.

Ask students to submit the collages for assessment.

### Literacy Extensions

Have students read the poem, “Indian Enough” by Kateri

Akiwenzie-Damm. (Page 136, Aboriginal beliefs, Values and Aspirations. Pearson Canada: 2011.) Have students discuss how stereotypes might affect identity.

Ask students to write a one-page description of a person they would like to be, explaining why and respond to the following questions: What aspects of your current identity are like this person? Which ones aren’t? What do the differences say to you?

## THE CANADIAN IDENTITY

### Materials Required

For the Teacher:

- Chart paper and markers
- Blackline Master #3 Rubric: Class Discussions/Group Work
- Blackline Master #4 Rubric: Writing in Role

For Students:

- Internet Access
- Blackline Master #2 People(s) That Participated in the War of 1812
- Writing paper

### Teaching/Learning Strategies

Refer to the singing of O Canada, the national anthem. These are words that students sing daily, but have they ever stopped to think about what the words mean? What do these words that are sung so often really mean?

Ask students to share ideas orally about what it means to be a Canadian. Record responses on chart paper. The teacher may wish to do the brainstorming first in small groups with groups then reporting to the large group.

Ask students to think about the graphic novel they have just read. How would Chris and Angie describe themselves? Share responses orally. How would the elders describe themselves? Students may need a few minutes to reread specific sections before resuming discussion. All these are examples of personal identities.

Explain to students that there are many authors who claim that the seeds of the Canadian identity were sown as a result of the War of 1812.

Many Americans believed that when they marched on Canada that Canadians would welcome them with open arms. Thomas Jefferson, in fact, stated that he believed

it would be “a mere matter of marching.” Why would Americans believe that they could take over so easily? Why would this not be true?

Invite students to think back to the battles described in the graphic novel and to list the main groups of people who were involved in the War of 1812 (i.e., Americans, Mohawks, British, British North America militia, etc.). What other groups of people also participated in the War of 1812? (Black Americans, Métis, French Canadians, other Native Nations-Tuscarora, Cree, etc.)

Assign students to small groups and ask each group of students to construct an identity profile for each of the above groups that participated in the War of 1812. Provide them with copies of Blackline Master #2 People(s) That Participated in the War of 1812 (a list of phrases/statements that describe the perspectives that shaped the identities of various groups that participated in the battles). Students will select those phrases/statements that describe each group/person and report to the large group on the categorization choices they made. (Note: Depending on reading skills, the teacher could also delete the name of the group and provide students with the descriptors and ask them to match a title for each category of descriptors.)

Have groups share results orally in a large group setting. Teachers should refer to Blackline Master #3 Rubric: Class Discussions/Group Work.

Discuss possible differences in the ways that others see you and the way you see yourself e.g., How did the Americans see the British, the “Canadians,” and the Natives? Compare with how these various groups saw themselves? Discuss how different perspectives lead to people seeing things and others differently.

Ask students to take on the role of one of the people described above and write a letter home after one of the battles described in the graphic novel or they may choose to write a journal entry as one of the people involved in the battle. This could also be a homework assignment.

Ask students to submit their work for assessment of learning. Teachers should refer to Blackline Master #6 Rubric: Reflection Journal to assess.

Have students read aloud their letters/journal entries in pairs.

### Literacy Extension

Have students read Duke Redbird’s poem “I Am a Canadian” found in Appendix II. (Page 290-292 in *The Spirit of Canada*, Hehner, Barbara, Editor. Malcolm Lester Books: Toronto, 1999) and discuss. Ask students what they would add. The poem was originally presented to Queen Elizabeth II in Ottawa in 1997. Have students select their “top ten” from the poem that they agree are aspects of being “Canadian.” What would they add that is not in the poem? This poem was written in 1997. Duke Redbird’s poetry now contains much more about his Aboriginal identity. Why might that change have taken place?

## THE SEEDS OF THE CANADIAN IDENTITY

### Materials Required

For the Teacher:

- Chart paper and markers
- Blackline Master #5 Rubric: Writing an Effective Paragraph

For Students:

- Internet access
- Paper for letter writing

### Teaching/Learning Strategies

Ask students to predict how the identities of each group profiled in the previous activity might change after the war. Americans more distinctly American? (Star Spangled Banner), Black Americans (some now free men), Mohawks return to communities as peacekeepers, Canadian militia, (distinctly Canadian), (Laura Secord-heroine), British (maybe least amount of change).

Why would all these groups feel more connected to each other as a result of the war?

Advise students that even though the seeds of a “Canadian” identity may have been planted during the War of 1812, the retelling of history was done from the dominant culture’s perspective (newspapers, books, political discussions in government, etc.) so we have likely heard a very distorted view of the contributions of various people(s).

In most books and movies about the War of 1812, Aboriginal peoples are either not included or included in a marginalized way. The teacher may wish to provide several examples or if time permits, to provide students with samples of a range of print resources. Students may also read five of the suggested websites to assess whether Aboriginal peoples have been included in an accurate and detailed way that acknowledges their contributions to the War of 1812 in more than marginally. Tecumseh is fairly well represented, but the stories of John Norton, John Brant, and Dominique DuCharme are told less frequently and/or with less detail. Whenever the Battle of Queenston Heights is described, the Aboriginal people, sometimes acknowledged as Mohawks, may be included but are rarely highlighted as playing a pivotal role.

Ask students to describe why the role of the Mohawk warriors in the Battle of Queenston Heights, led by John Norton, was historically significant? Point out to students that when you look for books/resources on General Brock you will find dozens of books. Try looking for a book on John Norton or even Captain Dominique DuCharme. What can be found?

Explain to students that a form of bias that extols the feats of the dominant culture and either sidelines (marginalizes) or omits the stories of others considered less important is also called Eurocentrism.

Have students share ideas orally about what impact this might have on the identity of the Aboriginal groups/nations without whose support the United States would undoubtedly have won and there would be no Canada.

Summarize impacts of War of 1812 on Aboriginal people

- Peace and solidarity amongst Six Nations
- Further encroachments of lands in New York and Michigan resulted in more migration to Upper Canada
- Dwindling land base
- Establishment of reserves
- Broken promises, broken treaties
- Unscrupulous speculators swindled millions of acres of land from Aboriginal people
- Stress increased on families as traditional forms of sustenance eroded
- Divided Haudenosaunee communities in United States and Canada under different white powers
- Bitterness and distrust lingered between Aboriginal peoples and non-Aboriginal peoples

Discuss the following with students:

What impact would the above have on Aboriginal identities?

How does the graphic novel try to address this historical tendency towards marginalizing the role that Aboriginal peoples played in the War of 1812?

Have students write a short paragraph on why it is important to include balanced accounts of history.

## DISTINCT IDENTITIES

### Materials Required

For the Teacher:

- Chart paper and markers
- Blackline Master #6 Rubric: Reflection Journals

For Students:

- Reflection Journals

### Teaching/Learning Strategies

Ask students to recall what they have learned about personal identities, group identities, and nation identities.

Ask students whether Aboriginal people consider themselves “Canadians” and to support their answers with reasons they believe this.

Explain that Aboriginal peoples in Canada do not consider themselves to be “Canadians” but rather to be Aboriginal peoples living in Canada. Why would this be true?

Provide background information as needed. In the Royal Proclamation of 1783 at the end of the American Revolution, Britain guaranteed Aboriginal nations as “nations within nations” meaning that they could maintain their status as distinct nations within Canada. This is a “unique” status and one that is often at the root of misunderstandings. To Aboriginal peoples it means they also have the right to govern themselves.

What does it mean to be Mohawk? How is being “Mohawk” distinctly different from being a Canadian? (Depending on the grade level of students and their prior knowledge related to Aboriginal peoples, the teacher might wish to discuss the issue of First Nation passports and why First Nations peoples are insisting on their right to them.) Discuss the following questions with students:

Are there other peoples in Canada who have status as a “distinct people?” (i.e., French Canadians have guaranteed rights, French language, and their own assembly in Quebec.) Many people in Quebec feel very strongly about their distinct identity as Quebecers or “Canadiens” but they do not enjoy the status of “nation” like First Nations.

What do we mean by a “distinct” identity?

Do other cultural groups in Canada enjoy these same rights? (i.e., no, however part of the Canadian identity is the belief in valuing and respecting diversity while still seeing yourself as a “Canadian.”)

What rights are guaranteed in the Canadian Charter of Rights and Freedoms?

Ask students to write in their Reflection Journals describing the cultural heritage they value. Have them describe why would it be important for students in schools to see themselves reflected in the curriculum (the learning environment) in accurate and meaningful ways that honour authentic perspectives?

- How does it feel to be excluded or marginalized?
- What do you think when this happens?
- How does it feel to be included?
- What do you think when you feel included?
- How do these responses affect identity?

Ask students to submit Reflection Journals for assessment.

### Literacy Extension

Have students conduct further research on the participation of one of the groups identified and write a short report on the impact that the War of 1812 had on their identity.

Have students assess their classroom to determine whether everyone in the class would see themselves reflected there in positive ways.

## PERFORMANCE TASK: BUILDING POSITIVE IDENTITIES

### Creating a Poster/Mural to Highlight Aboriginal Contributions in the War of 1812

### Materials Required

For the Teacher:

- All assessment information gathered through steps one to four
- Blackline Master #7 Rubric: Poster/Mural

For Students:

- Internet and printer access
- Materials to create a mural/collage

### Teaching/Learning Strategies

The graphic novel, *The Ruptured Sky* is one attempt to highlight the inclusion of Aboriginal peoples in a specific war.

Ask students to share some ideas of other ways we could we acknowledge the contributions of Aboriginal leaders and Nations made in the War of 1812 other than in a graphic novel.

Explain that they are going to create a mural illustrating the various groups of people involved in the War of 1812 so that the perspectives of everyone who participated are depicted in accurate and authentic ways, or a poster illustrating one of the battles described in the graphic novel highlighting the participation of Aboriginal peoples and leaders.

Describe the media that will be available to students. The artistic representation may combine various media, paint, collage of photos/drawings of archival documents, artifacts, historical plaques, stamps, monuments, battlefields then and now, people, uniforms, etc. The collage should reflect a distinct identity for one or more group(s) e.g., Mohawks, Mississauga, Shawnee, etc.

Review the rubric with students. Refer to Blackline Master #7 Rubric: Poster/Mural.

Ask students to sketch out a plan for the mural or a poster. If designing a mural, small groups could each design a section to illustrate one of these battles and create one large class mural.

Provide students with paper, paint/paint/markers and/or other materials needed. Ask them to sketch out design first. Allow adequate time for giving and receiving feedback on sketches. Have students describe to each other what they will be including. Have students rotate so that each student meets with three to five students. Have students reflect on

what they have heard and examine their own plans again to determine if they wish to make changes. Then provide time for students to use suitable media to complete the finished products. Completion of final product may also be assigned as a homework activity.

Have students submit final products for assessment and evaluation.

### Culminating Activity

A culminating activity is a celebration of learning as differentiated from a performance task which assesses and evaluates student performance.

Display murals or posters in the school halls or library. Write a poem to accompany the poster.

## APPENDIX I

### *I am Canadian*

by Duke Redbird

*I'm a lobster fisherman in Newfoundland  
I'm a clambake in P.E.I.  
I'm a picnic, I'm a banquet  
I'm mother's homemade pie*

*I'm a few drafts in a Legion hall in Fredericton  
I'm a kite-flyer in Moncton  
I'm a nap on the porch after a hard day's work is done*

*I'm a snowball fight in Truro, Nova Scotia  
I'm small kids playing jacks and skipping rope  
I'm a mother who lost a son in the last Great War  
And I'm a bride with a brand new ring  
And a chest of hope*

*I'm an Easterner  
I'm a Westerner  
I'm from the North  
And I'm from the South  
I've swam in two big oceans  
And I've loved them both.*

*I'm a clown in Quebec during carnival  
I'm a mass in the cathedral of St. Paul  
I'm a hockey game in the forum  
I'm Rocket Richard and Jean Beliveau*

*I'm a coach for little league Expos  
I'm a babysitter for sleep defying rascals  
I'm a canoe trip down the Ottawa  
I'm a holiday on the Trent  
I'm a mortgage, I'm a loan  
I'm last week's unpaid rent*

*I'm Yorkville after dark  
I'm a walk in the park  
I'm a Winnipeg gold-eye  
I'm a hand-made trout fly  
I'm a wheat-field and a sunset  
Under a prairie-sky*

*I'm Sir John A. MacDonald  
I'm Alexander Graham Bell  
I'm a pow-wow dancer*

*And I'm Louis Riel*

*I'm the Calgary Stampede  
I'm a feathered Sarcee  
I'm Edmonton at night  
I'm a bar-room fight*

*I'm a rigger, I'm a cat  
I'm a ten-gallon hat  
And an unnamed mountain in the interior of B.C.  
I'm a maple tree and a totem pole  
I'm sunshine showers  
And fresh-cut flowers*

*I'm a ferry boat ride to the Island. I'm the Yukon  
I'm the Northwest Territories  
I'm the Arctic Ocean and the Beaufort Sea  
I'm the Prairies, I'm the Great Lakes  
I'm the Rockies, I'm the Laurentians*

*I am French  
I am English  
And I'm Métis  
But more than this  
Above all this  
I am Canadian and proud to be free.*

This sixty-line poem celebrates the peoples of Canada, and was presented to Queen Elizabeth at her Silver Jubilee in 1977. Ojibwa Elder Duke Redbird is a poet, writer, and entertainment reporter for CITY TV.

In this technology issue, we are presenting some new websites and apps that cover a variety of topics ranging from reading and writing, to the new way to attend a college campus tour.

## **Kidblog**

[Kidblog.org](http://Kidblog.org)



Kidblog allows K-12 teachers to provide each of their students with an individual blog. Kids often need additional motivation to write

beyond that of receiving a passing grade. A blog naturally draws in an interested audience, and if students know their work will be published, they may be inspired to write with a new purpose. Students can write as freely and often as they choose and with their favourite devices through Kidblog; however, teachers act as the administrators and are the ones who hit the final 'publish' button. A blog is not just for writing; Kidblog also allows integration of digital media such as slideshows, podcasts, videos, Google Docs, and other applications like, Storybird, Animoto, and Glogster. Over 4 million blogs have been set up through Kidblog; it's free and does not require student emails or push any unwanted ads.

## **Little Red Riding Hood: Read, Listen, & Play**



This fun educational app retells the Brothers Grimm tale of Little Riding Hood in a new format for today's digital reader. Geared for children aged 4-6, the whimsical illustrations come to life through

subtle animation while still keeping the reader's focus on the text. Users can read the book on their own or opt to listen to the spoken text that highlights each word as it is narrated. They can play several interactive games such as, spot the difference between two images, find all the animals hiding in the forest, and create your own original scenes by placing the book's characters and objects onto a landscape. Little Red Riding Hood: Read, Listen & Play is available for purchase from iTunes and Google Play.

## **Visual Dictionary Online**

[visual.merriam-webster.com](http://visual.merriam-webster.com)



This free website by Merriam-Webster is a digital dictionary that provides users with a new point of view. Divided into fifteen major themes, over 6,000 words and concepts are defined with graphics.

From the origin and evolution of species that depict the continents and oceans as they appear during different points on the geologic time scale, to a diagram of a variety of percussion instruments, this website is especially useful for visual learners. Organized like a dictionary, the definitions are short and concise and offer auditory pronunciations, if needed. With both a description and an image or diagram, there is no need to search elsewhere for supplementary references to a word or concept.

## **YouVisit.com**



YouVisit is the new way prospective students can take the all-important college or university campus tour. The website offers users a 'visit' through 360 degree, high definition panoramas, walking tours (similar to that of Google Street View), videos, and photos of school campuses around the world. The tours cover the main grounds as well as inside different campus buildings, even dining halls. A peek inside some of the classrooms, studios, and facilities is also beneficial for those attending a technical institution, such as an arts or culinary school. The footage taken often shows the campus when class is in session so 'visitors' can see what an actual school day may look like. This website is incredibly useful as the campus visit is often the deciding factor amongst different offers of admission. Also, for those who cannot attend an in-person visit because their school is out of town or even in another country, YouVisit acts as a handy resource. For Canadian and international tours, find schools by typing the name in the search box, and for American campuses, select by state from a drop down list.

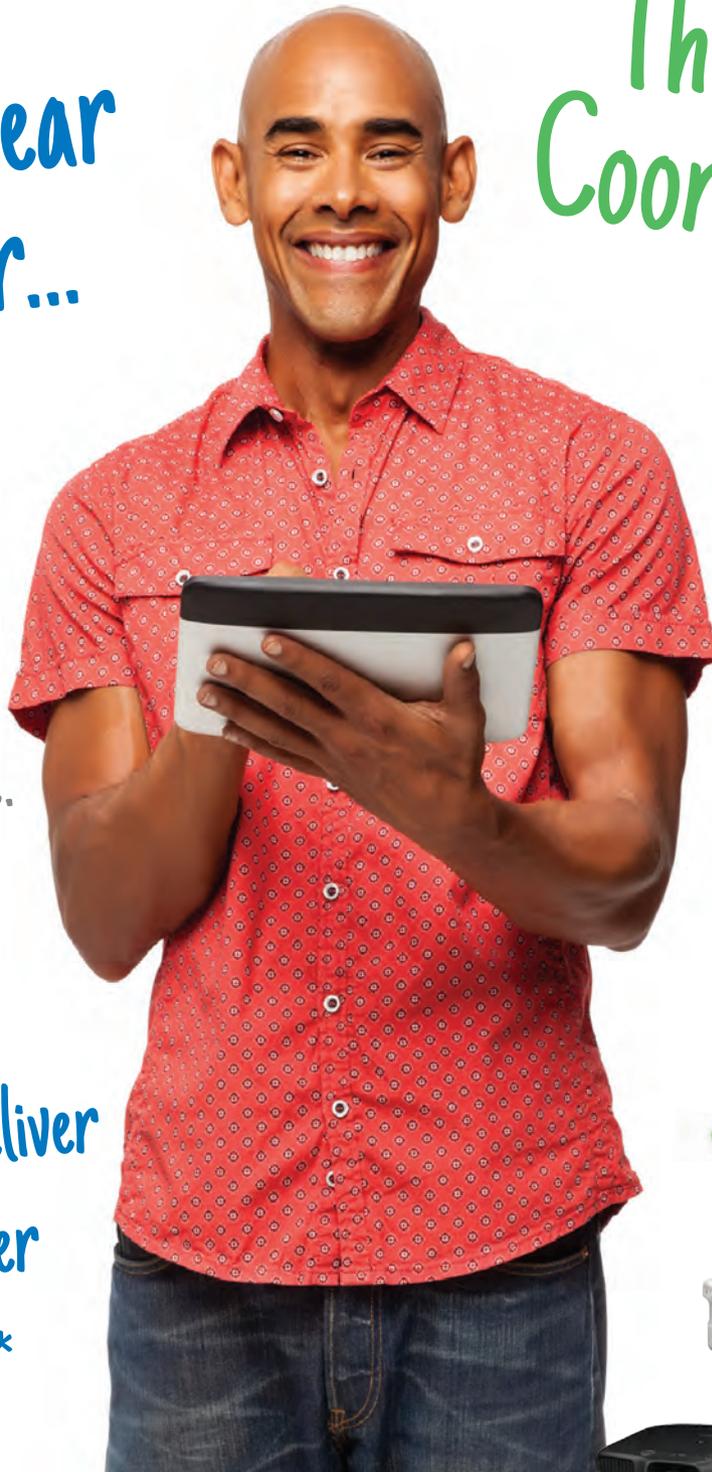
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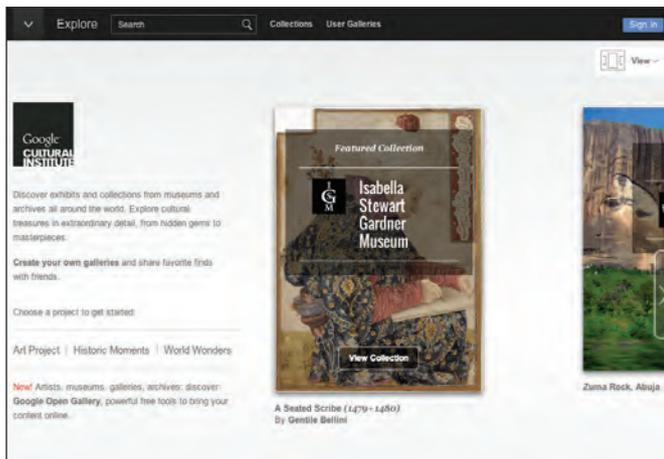
# field trips

## Virtual Trips

What better place for a technology-based field trip than a virtual one! Imagine viewing works of art from the Hungarian National Museum or touring the ruins of Pompeii, all from the comfort of your classroom. As the sophistication of technology continues, many museums, cultural institutes, and organizations are offering interactive tours fitting a 21st Century learner.

These trips are not only free, but allow students to experience different locations all around the world. A vast variety of virtual field trips are available to cover many curriculum areas. A quick Internet query will offer plenty of ideas, but below are a few suggestions to get you on your way to your next field trip.

### Google Cultural Institute



Google has partnered with hundreds of cultural institutions and museums to house and share some of the world's greatest cultural works online. Beginning with the Art Project, over 40,000 pieces are displayed in special exhibits. Some paintings are interactive and allow visitors to zoom in at brushstroke level to closely examine the finest details. Using another Google technology, Street View, users can move Peg Man throughout the interior of some famous landmarks such as the Palace of Versailles and 1600 Pennsylvania Avenue—The White

House. Afterward, visitors can build and share their own gallery. Another facet of the Google Cultural Institute is the World Wonders Project. This experience drops students right into modern and ancient world sites using Google technologies. Historic destinations include, Stonehenge, the archaeological areas of Pompeii, and the Great Barrier Reef. For more, see [google.com/culturalinstitute](http://google.com/culturalinstitute).

### The Hershey Company

Ever wonder how a Hershey's Kisses forms that perfect shape? Not specifically a virtual tour, but the Hershey Company offers a series of great videos of how its chocolate is made—great for younger students or any lover of the sweet stuff. The video journey begins with farmers harvesting raw cacao beans and obtaining cow's milk, and moves to cocoa bean processing, milling and pressing, mixing ingredients, refining, then the best part—producing chocolate! The videos are informative and provide insight into how some of students' favourite treats are made. To learn more about chocolate making, visit, [www.thehersheycompany.com/about-hershey/our-story/making-our-chocolate.aspx](http://www.thehersheycompany.com/about-hershey/our-story/making-our-chocolate.aspx).

### Museo Galileo



The Museo Galileo in Florence offers users a sophisticated virtual tour for those who can't make it out to Italy. Visitors have access to two entire floors of the museum, with the first housing the Medici Collection, and the second preserving the Lorraine Dynasty Collection. Thematically curated, users can visit each room and watch videos and animations that highlight more than 1,000 artifacts and reconstruct its historical context. The museum tour also offers biographies of the inventors and makers of all the artifacts. As well, an in-depth glossary define not only the artifacts, but also concepts and technical terms. To join in on this tour, visit [catalogue.museogalileo.it](http://catalogue.museogalileo.it).

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