

# Extension Activities

by Avril Lewis

## Contents

Unit 1 • Jane Goodall .....	<b>1</b>
Unit 2 • Dalai Lama .....	<b>5</b>
Unit 3 • Bullying .....	<b>9</b>
Unit 4 • Women in Gangs .....	<b>14</b>
Unit 5 • Insomnia .....	<b>18</b>
Unit 6 • Anxiety .....	<b>23</b>
Unit 7 • Tree Planting .....	<b>28</b>
Unit 8 • Community Gardens .....	<b>33</b>
Unit 9 • The Japanese Canadians in World War II .....	<b>37</b>
Unit 10 • Residential Schools .....	<b>41</b>



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 1: Jane Goodall

### EXTEND YOUR KNOWLEDGE

#### Jane Goodall; Roots and Shoots; and Chimpanzees

Encourage the student to extend their knowledge base on the subjects introduced in Unit 1: Jane Goodall; Roots and Shoots; and chimpanzees. Many video clips about all three topics are available online. While the student watches a few video clips of their choice, have them take brief notes on what they learn, including any surprising information. Then have the student use their notes to give a spoken report of what they have learned.

### APPLY WHAT YOU KNOW

#### Evaluate A Website

In Unit 1, the student looked at a printed example of a website home page and answered questions based on its contents. Encourage the student to explore the home page of another website of their choice. Some suggestions are sites related to health such as the Heart and Stroke Foundation or Canadian Diabetes Association; sites related to public services such as libraries; or sites related to the student's interests such as cooking, cars, crafts or famous people. Provide the student with ample time to pick a site that appeals to them. Have the student explore the home page by locating the tool bars, trying all the active links, finding ways to contact the organization, and identifying other features such as membership logins or getting on an email list.

Then encourage the student to be the expert and make a judgment on the website. Ask the student the questions below. Then have the student write a list of advice for someone new to searching websites, based on all that they have learned.

What attracted you to this website?

What features made this website easy to navigate? Hard to navigate?



# Unit 1: Jane Goodall

Were there distracting elements on the page (e.g., advertising, popup screens, images)?  
How did these distracting elements affect you?

What do you think makes a good home page for a website?

What have you learned from Unit 1 and this activity about navigating a home page  
or using a website?

## REFLECT AND WRITE

### Free-writing: A Personal Passion

Many people have a passion for something as children. Some people are able to follow that passion into adulthood. Others lose the passion along the way. Begin with a discussion of Jane Goodall's passion for animals. Then provide the student with a copy of the questions below. Give the student ample time to read and think about the questions and explore the topic, a personal passion. The student does not have to verbalize their thoughts. Encourage the student to begin free-writing for five minutes on the topic at any time as they think about their personal passion. After five minutes of free-writing, have the student stop writing and take a 5- or 10-minute break. Then have the student read over their free-writing. Encourage the student to isolate one or two favourite ideas they have put down, and free-write again for five minutes to expand on these ideas.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

Did you ever experience a similar passion as a child, or as an adult?

Do you have the same or a similar passion now?

Did you grow out of it? Or can you see traces of it in the adult you have become?

If the passion has fallen by the wayside, why did it fall by the wayside? Would it be possible to breathe life back into your passion in the future?



# Unit 1: Jane Goodall

## WRITING

### Narrative: Animal Stories

Some people seem to have a gift when it comes to communicating with animals. Some are said to communicate better with animals than with people. Ask the student if they have a special memory about an animal—a funny pet they had, feeding wild birds, taking care of an animal in need, watching butterflies with their child, etc. Have the student bring in a personal photo, find a picture from a magazine, or choose an image from an online site of free images that fits the story. Then have the student share in writing their story of the animal.

**Option:** If the student cannot think of a favourite animal memory, have them search for images of animals and choose one image that they like. Encourage the student to create a story inspired by the image they have chosen.

## DISCUSSION

### A Deeper Understanding of Advocacy: If I Could Change the World

Jane Goodall became an advocate for animal rights. Explain to the student an advocate is a person who gets together with others to make changes where they see something that is wrong, unfair, or could be improved to better their own lives and/or those of others. Advocacy can be on a national scale like Mothers Against Drunk Driving (MADD). On a local scale, advocacy might be trying to get a bus route changed to serve a large housing development. Use a local example that the student can understand and relate to. Then have the student scan local newspapers and make a list of advocacy campaigns in their area. Have the student add to the list any issues that they feel need to be addressed in their area.

If one issue particularly interests the learner, discuss and explore with the student how they might move forward in finding out more about the issue and working toward a change. Could the student work toward change on their own? Who else might be interested in making this type of change? How can these people be brought together? What kinds of local resources are available?



# Unit 1: Jane Goodall

## DO SOME RESEARCH

### The Future of Wild Animals

Jane Goodall started her work with chimpanzees to educate people about chimps living in the wild. Now Jane's work is focused on educating people about the need to protect chimpanzees. Have the student choose a wild animal that they would like to learn more about. Encourage the student to focus their research on questions that pertain to the future of the animal they have chosen (e.g., Is the animal endangered or protected? Why is the animal endangered? Which organizations are working to protect the animal? How are organizations helping to protect the animal? Why is the animal important to humans and/or the environment?). Assist the student in using resources available at the library or searching online. If the student chooses to search online, remind the student to choose websites that are accessible and reliable (based on what they have learned about home pages and websites in Unit 1). Have the student take brief notes on what they learn and then use their notes to give a spoken report of what they have learned.



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 2: Dalai Lama

### DO SOME RESEARCH

#### Tibet—The Roof of the World

The literacy practice in Unit 5 focuses on a map of China and surrounding areas. Have the student go back to the map and locate Tibet. Explain to the student that boundaries are in dispute. On this map, Tibet is shown as a province of China called Xizang. On other maps, Tibet may be shown as an independent country. Have the student do some research on Tibet. Assist the student in using a variety of sources including atlases, maps, print resources, and online sites to find the following information about Tibet:

#### Population

It is likely that the student will find a range of population numbers cited if more than one source is used. Because boundaries are in dispute, the territory included in the population figure may vary depending upon the source of the information. Discuss possible reasons for any differences in population figures that the student comes across.

#### Elevation

Assist the student in using a map that has topographical features. Have the student locate the Himalayas and Mount Everest on the border of Tibet. What can be learned about the elevation of Tibet and the height of the mountains?

#### Climate

Assist the student in finding information on rainfall, snowfall, and temperatures in Tibet. Then have the student identify ways in which Tibet is similar to or different from the student's part of Canada.



## Unit 2: Dalai Lama

### EXTEND YOUR KNOWLEDGE

#### Tibetan Buddhism

Have the student explore images and/or short videos online about Tibet, using a word or phrase from the passage to focus the topic of their search, such as Lhasa Tibet; Potala Palace; Tibetan Monks; and Tibetan Buddhism. The student may find videos and material about chanting, meditation, how the mind can affect the body, the use of music, and more. After watching a few clips and videos, ask the student the following questions:

What strikes you most about the images and videos you have seen?

What did you learn about the topic(s) that you chose?

What more did you learn apart from the topic you chose?

If interest level remains high, ask the student what further questions have arisen after viewing the images and videos. Assist the student in finding answers to their questions.

### REFLECT AND WRITE

#### Paragraph: A Difficult Choice—Can You Relate?

Often choices carry both losses and gains. Draw the student's attention to the difficult choice the Dalai Lama had to make in 1959. He could stay with his people in Tibet but lose his freedom to speak out and likely be imprisoned, or he could go into exile in India with some of his people and stay free to spread the message about Tibet's struggle for freedom. Ask the student about a time when they had to make a difficult choice. Then provide the student with a copy of the questions below. Give the student ample time to read and think about the questions and explore the topic, a difficult choice. The student does not have to verbalize their thoughts. Have the student write two paragraphs about the experience.

##### Paragraph 1

What made your choice difficult?

How did it feel to be faced with this choice?

How did you decide what to do? Or did circumstances change and make the decision for you?



## Unit 2: Dalai Lama

### Paragraph 2

Did the choice you make have any unexpected results?

Did this experience change the way you look at life in any way?

What advice could you give someone who has a similar choice to make?

### PRESENT YOUR IDEAS

#### A Born Leader: Qualities and Behaviours

Open a discussion with the student about the phrase “a born leader” and its meaning.

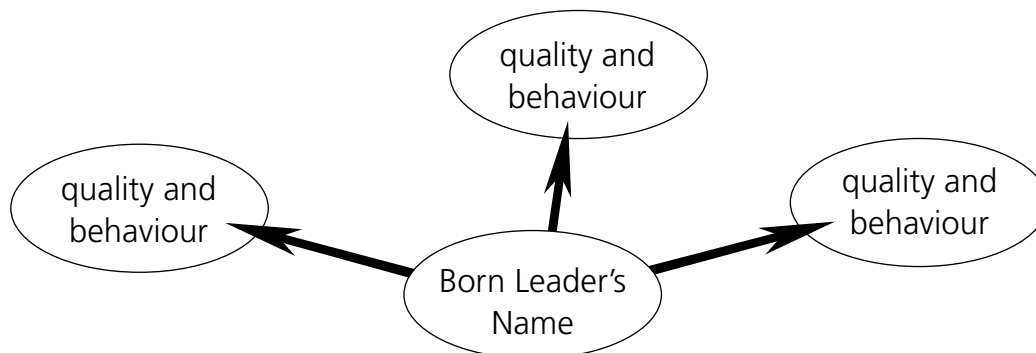
Relate the phrase to the information in the passage about the Dalai Lama by asking the student the following two questions:

What qualities do you think the monks saw in two-year-old Lhamo that made him a potential leader for Tibetan Buddhists?

What leadership qualities did the Dalai Lama show as an adult?

(Have the student refer to the passage in Unit 2 as necessary. Discussion might include the Dalai Lama’s dedication to study; his belief in truth, justice, courage, and peace; his willingness to sacrifice himself for his people; his ability to make a difficult decision; his persistence; his ability to get people to listen.)

After discussing the leadership qualities of the Dalai Lama, have the student think of someone who fits their description of a born leader. The student can choose someone they know from their community or life experience, or someone from Canada or the world that they have learned about in class or from the media. Encourage the student to give an example of a behaviour or action to support all the qualities that show this person is a born leader. Have the student organize their ideas by using a web like the one below. Then have the student present their ideas verbally or in writing, using their notes in the web as a guide.







## Unit 2: Dalai Lama

### WRITING

#### **Creative Writing: Tell Me a Story**

Sometimes young children like a parent, grandparent, or caring adult to tell them a story rather than reading a story from a book. This has the special advantage that the storyteller can include the child in the story. In the story of finding the 14<sup>th</sup> Dalai Lama, there are elements that could build a story for a child: a mission; a search; a long journey; taking some wrong turnings; a special sign showing the journey is at an end; a series of tests; going to a special place; growing in some way (such as learning new things). Encourage the student to make up a story that they could tell to a special child in their life. The student can use some or all of the elements listed above. Have the student record the story in writing.

**Option:** If the student is not comfortable with making up a story, have the student think of and put down in writing a favourite story that they heard as a child. After the student writes down the story, have them see how many of the elements listed above can be found in their story.



# Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 3: Bullying

### USE THE INTERNET

#### Why do people bully?

The passage in Unit 3 discusses why some children are targeted by bullies. Have the student think of and write down three reasons why some children, or adults, become bullies. Then have the student search online, using the search phrase “why do people bully,” and explore a few sites that talk about why people become bullies. (Assist the student in skimming and scanning each site to find the information they need, as well as negotiating any distracting elements on the web page.) Have the student take note of the reasons they find. Then have the student check their three reasons against the information they found on the sites. Ask the student the following questions:

Which reasons for bullying came up most often?

Which reasons are new to you?

Was anything you learned surprising in any way?

Then open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Using one of the websites chosen by the student in the activity above, assist the student in exploring the following features of a website or home page:

Does the website belong to a credible source, like an organization or foundation?

Does the speaker/author provide their name and a way to contact them?

Does the domain name end with .org? .gov? .edu? .ca? net.?

Does the information contain a lot of facts and figures? If so, are the facts and figures cited?



## Unit 3: Bullying

### DISCUSSION

#### Interactive Media and Cyberbullying

A whole new set of opportunities for bullying have emerged in the last few years. Now a bully can tease, insult, and threaten anonymously the person who has been singled out as a victim. For example, bullies can start mean rumours on Facebook, send text-message threats, put insulting photos and videos on websites they have created, hack into the victim's computer, etc. The victim may not even know who the bullies are. Explore what the student knows about cyberbullying by asking the following questions:

What are some examples of interactive (social) media?

How might bullies use interactive media to bully someone?

What are the challenges that interactive technology brings for parents today?

What would be difficult in helping a child who was a victim of cyberbullying?

What would you try to do as a parent or guardian?

If interest level remains high, have the student use the Internet to find out more about cyberbullying, or explore with the student anti-bullying programs and resources in the community.

### APPLY WHAT YOU KNOW

#### Positive Self-Talk: Develop a Personal List

Unit 3 introduced the concept of self-talk. Everyone benefits from having some positive messages about themselves ready at hand when difficulties come their way. With the student, brainstorm a list of positive adjectives that the student can use to describe themselves. If the student has difficulty with or feels uncomfortable coming up with ideas, help generate a list of adjectives by asking the student about times they have felt proud of themselves; drawing examples from previous writing to help the student find the adjectives they need; or by using your observations of positive traits you have noticed in your student (e.g., You might say, "You are a problem solver and you don't give up. When your bus to the program broke down, you thought about other



## Unit 3: Bullying

ways to get here and still arrived on time.) Have the student write the list in the present tense. Encourage the student to look back at the list from time to time and add to it. Here is an example list:

I am a problem solver.

I don't give up.

I am artistic.

I am proud of myself.

I am sociable.

I am friendly.

I am persistent.

I work hard.

I can achieve whatever I set out to do.

### WRITING

#### Acrostic Poem: Diversity

Canada is a country made up of many different cultures, languages, races, and backgrounds. This diversity can make our lives much more interesting, but it requires that we learn to get along with one another and respect our differences. Suggest to the student that they try writing a poem about diversity. Let the student know that there is no right or wrong way to write a poem and that everyone can do it. One non-threatening way to introduce the student to writing poems is to write an acrostic poem. As a start, encourage the student to try writing an acrostic poem based on a name or a noun of their choice. Here are examples:

##### **Sarah**

**S**arah

**A** lover of flowers

**R**eaches for a bloom

**A**bsorbs the scent

**H**eld in her hand

##### **Hope**

**H**elps me believe

**O**pens my heart

**P**ulls me forward

**E**very day

Have the student write an acrostic poem about diversity. If the student likes creative activities, encourage them to illustrate their poem with images, drawings, and photos.



## Unit 3: Bullying

### REFLECT AND WRITE

#### Parenting Today: A Letter to Myself

Discuss the following questions with the student:

What are the biggest challenges to face in bringing up a child?

Do you think these challenges are the same ones that parents faced when you were a child? What has stayed the same with respect to parenting? What has changed?

What would you share with new parents as they wait for the birth of their first child.

Then open a discussion with the student about what times or situations in childhood can be challenging. Suggest to the student that everyone can look back on times in childhood that were challenging to get through. Then provide the student with a copy of the following question:

What have you learned since being a child that would have helped you get through the challenging times of your childhood?

Give the student ample time to read and think about the question, and write down their thoughts. The student does not have to verbalize their thoughts. When the student stops writing, explain to them that they are going to write a letter to the child they were. Have the student write a letter to themselves at an age of their choice, telling their childhood self things that would have been comforting and supportive at that time.



## Unit 3: Bullying

### EXPLORE YOUR REALITY

#### Diversity in Your Community

The literacy practice in Unit 3 focuses on diversity in ads. The student might enjoy one of the following activities, which build on the concepts of diversity and personal reality.

##### Activity 1

Take a walk with the student through a nearby community. Look at the ads on billboards and in store windows. Encourage the student to discuss to what extent the ads reflect their reality and the community's reality.

##### Activity 2

Provide the student with a variety of magazines or ads that come in the form of flyers. Have the student cut out ads and pictures that reflect their reality, and shape them into a collage. Have the student talk about their collage by describing the pictures they chose and explaining why they chose them.



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 4: Women In Gangs

### DISCUSSION

#### A Safer Community: Money to Spend

Gangs can make residents feel unsafe in their own homes. Explore with the student whether the presence of gangs or other threats make them feel unsafe in their own community by asking the following questions:

To what extent do gangs threaten safety in your community?

Do residents in your community feel unsafe for other reasons?

What is your opinion of policing in your area? Give reasons for your opinion.

What other aspects of life need to be looked at in terms of creating safe communities (e.g., educational opportunities; job opportunities; opportunities for sport and recreation; physical changes that require public spending on things such as parks, buildings, lighting, streets and roads)?

If you had as much money as you needed to spend in your community, how would you spend it in order to make your community safer?

As a follow-up to the discussion, a community resource person can be invited in to discuss safety, crime, and crime prevention in the community.



## Unit 4: Women In Gangs

### RESPOND TO A MOVIE

#### Street Gang Movies: Fact or Fiction?

View a street gang movie, or part of one, with the student. Here are some possibilities; the student may have suggestions as well:

*Gangs of New York* (2002), Director: Martin Scorsese

A young Irish-American immigrant is released from prison after fifteen years and vows revenge against the powerful anti-immigrant gang leader who killed his father.

*Boyz in the Hood* (1991), Director: John Singleton

This film depicts life in South Central Los Angeles among drugs, violence, and street gangs.

*New Jack City* (1991), Director: Mario Van Peebles

A crime lord sets out to take over the city by becoming the kingpin of crack cocaine.

*The Outsiders* (1983), Director: Francis Ford Coppola

This movie depicts the lives of teen gang members in a 1960's Oklahoma town

*West Side Story* (1961), Directors: Jerome Robbins, Robert Wise

New York street gangs, the Jets and the Sharks, face off in this Romeo and Juliette inspired classic set in the streets of Manhattan.

Then have the student discuss and give their opinion on the movie by asking the following questions:

What, about the movie, seemed real to you? What seemed less real?

What did you learn about each gang members' life history?

Did the gang members have specific roles and responsibilities (e.g., flunkie)?

Did the gang include female members? What roles did they play in the gang?

Did any character quit or escape life in a gang? What helped the character do so?

How do you think a teen would respond to the movie? Explain your answer.





## Unit 4: Women In Gangs

### WRITING

#### Paragraph: Working Together—A Positive Group Experience

Gangs represent only one side of the coin of group membership. Being part of a group can be a positive experience, too. Assist learners in exploring groups that they may have been a part of. Some of these groups might have been organized, others not. Some examples might be a group of parents with preschoolers; a group of neighbours who get together regularly; a sports team; or a work group. Then ask the student the following questions:

Was the group, or team, already formed? How did you come to join the group?  
How did you feel becoming a part of this group?

Were you part of starting a group? How and why did the group come together?  
What part did you play in starting the group?

How did it feel to be part of the group? What did you bring to the group?  
What was the advantage of working with others?

After discussing the student's involvement in groups, encourage the student to free-write for five minutes on the topic, group involvement. After five minutes of free-writing, have the student stop writing and take a 5- or 10-minute break. Then have the student read over their free-writing. Encourage the student to isolate one or two favourite ideas they have written, and free-write again for five minutes to expand on these ideas. Then assist the student in shaping their free-writing ideas into a paragraph. The following steps are a start:

Underline the ideas you like best in your free-writing.

Make sure you used complete sentences  
to express these ideas.

Rewrite these ideas in a logical order.

Check the rewritten ideas again for grammar.

Check for spelling and punctuation.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.



## Unit 4: Women In Gangs

### DO SOME RESEARCH

#### Self-Help and Support Groups

The passage in Unit 4 states that women sometimes turn to gangs as a safe haven from abuse in their lives or as an answer to legal, money or health issues. Open a discussion on how dealing with life experiences and trying to change behaviour can be very difficult on one's own, by asking the student what alternatives for support these women might have, rather than turning to a gang. Explore what the student knows about self-help or support groups (e.g., These groups are made up of people who share a common experience or concern, and provide mutual support. Groups can focus on education, information, emotional support and sharing, and/or opportunities to socialize and form friendships.).

Then assist the student in researching a self-help or support group that interests them. Have the student suggest what they would like to find out about the group. Examples of such groups that might resonate with the student are groups for health concerns such as diabetes, anxiety, weight loss, depression or breast cancer; life cycle issues such as bereavement; addiction support such as Alcoholics Anonymous, Adult Children of Alcoholics, Gamblers Anonymous, and Narcotics Anonymous; or smoking cessation support. If the research is done online, help the student focus the search by starting with the following search phrases: self help; name of the issue; student's city, community, province or territory. In major cities there may be a self-help centre that can be found online.

### LEARN ABOUT USING THE INTERNET

#### Online Communities and Personal Safety

The passage in Unit 5 states that there is a growing belief that female gang members are involved in credit card fraud. People are becoming more and more dependent on online activities such as banking and shopping. Also, many people are increasingly having an online social life through using chat rooms, dating services, music sites, Facebook, etc. If the student pursues activities online or is interested in doing so, open a discussion on privacy issues and the public nature of postings when using online services or posting online, and its implications (e.g., the necessity of safeguarding passwords; the importance of not responding immediately online when angry). If interest level remains high, encourage the student to search for more information online, using as a start the search phrases "protect online identity" or "choose strong passwords."



# Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 5: Insomnia

### APPLY WHAT YOU KNOW

#### A Closer Look at Everyday Medication

Provide the student with the packaging from a few everyday over-the-counter medications that would be commonly found in many homes, such as medication for pain or allergies. Have the student pick one of the medications, then create a table and compare the chosen medication label with the label they looked at in the literacy practice activity on page 48 in Unit 5. After comparing the two labels, ask the student the following questions:

Did any of the information surprise you in any way?

Did any of the information raise questions that you might ask a pharmacist?

	Student's Choice	Lemon Drink Label (page 48)
Dosage for adults		
Dosage for children		
Warnings		
Side effects		
Time before visiting a doctor		
Storage		



## Unit 5: Insomnia

### REFLECT AND WRITE

#### Free-Writing: My Personal Health—Challenges and Coping Skills

Everyone has some challenges in trying to stay healthy. Begin with a discussion of challenges people might have when trying to stay healthy and the coping skills people develop to help deal with these challenges (e.g., A person may be dealing with a serious illness that needs regular intervention, so the person has lined up three people she can call to take care of her children during her periods of treatment.). Then provide the student with a copy of the questions below. Give the student ample time to read and think about the questions and explore the topic, personal health. The student does not have to verbalize their thoughts. Encourage the student to begin free-writing for five minutes on the topic at any time as they think about their health. After five minutes of free-writing, have the student stop writing and take a 5- or 10-minute break from writing. Then have the student read over their free-writing and isolate one or two favourite ideas they have put down. Have the student free-write again for five minutes to expand on these ideas.

Do you consider yourself to be in very good health? What makes you believe you are in good health? How do you contribute to your good health?

Do you face challenges in trying to stay healthy? What are these challenges? What coping skills have you developed to help deal with these challenges?

### ESCAPE FROM STRESS

#### Draw a Mental Picture: A Comforting Place

Most people feel stressed from time to time. Ask the student what they do to reduce feelings of stress (e.g., talk to someone, take a walk, take deep breaths). Introduce the idea that being able to replace thinking about troublesome worries by drawing a mental picture that is calming can help those who struggle with temporary insomnia or stress. Encourage the student to try drawing a mental picture. Have the student close their eyes and picture a scene where they feel happy, relaxed, and safe. Encourage the student to be open to their senses and notice what they see, hear, feel, and smell. (If the student is not comfortable with closing their eyes, have them look down toward their heart.) After a few minutes, have the student describe the scene in writing in the present tense, as if they are actually in the location. Encourage the student to begin their sentences with sense words: I see, I hear, I feel, I taste, I smell. Finish the exercise by explaining to the student that with practice, some people can draw their mental picture in times of stress and feel comforted by it.



## Unit 5: Insomnia

### USE THE INTERNET WITH CAUTION

#### Find a Credible Source: Canadian Health and Safety Sites

People often value the opportunity to learn more about a health concern online. Open a discussion with the student about the importance of not substituting a doctor's visit with Internet information. Explain that the Internet is a good place to find information in order to learn what questions to ask a doctor. Then have the student list two or three questions they have about a health concern. Assist the student in searching at least two of the following sites for the answers to their questions:

[www.healthcanada.gc.ca](http://www.healthcanada.gc.ca)

[www.sexualityandu.ca](http://www.sexualityandu.ca)

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

[www.passeportesante.net](http://www.passeportesante.net)

[www.aboutkidshealth.ca](http://www.aboutkidshealth.ca)

[www.safety-council.org](http://www.safety-council.org)

After the student has explored two sites for answers to their questions, ask the student how satisfied they are with the information provided on the sites, and why. Then have the student prepare a list of questions they might ask a doctor, using the information they have as a starting point. The student might ask the doctor to verify information they have found, explain terms, discuss any options provided, relate the information to their case, etc.

Then open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Using one of the websites chosen by the student in the activity above, assist the student in exploring the following features of a website or home page:

Does the website belong to a credible source, like an organization or foundation?

Does the speaker/author provide their name and a way to contact them?

Does the domain name end with .org? .gov? .edu? .ca? net.?

Does the information contain a lot of facts and figures? If so, are the facts and figures cited?

**Note:** With the exceptions of the Health Canada and Canada Safety Council websites, the health sites listed above appeared in the Top 10 list of Canadian health sites put together by The Consumer and Patient Health Information Section (CAPHIS) of the Medical Library Association (MLA) to provide CAPHIS members and other librarians with a resource to use in their daily practice and teaching.



## Unit 5: Insomnia

### DO SOME RESEARCH

#### My Caffeine of Choice: Coffee, Tea or...

Unit 5 states that some people use caffeine to help them function when they are tired or overtired. Most Canadians drink coffee or another caffeinated drink such as tea, cola, or an energy drink without giving these drinks much thought. Have the student use the Internet to do some research on the caffeine of their choice. Before starting the search, have the student compile a list of at least eight specific questions to answer. Suggest to the student that in many cases, using the question itself as a search term is an easy way to focus their search. Have the student take notes as they research so that they can give a spoken report on their caffeine product of choice. Encourage the student to make a special note of anything interesting they find out about their favourite caffeine as they research. These questions may help the student get their list of research questions started:

Where is the product produced?

How is it produced?

How does it get to us?

What does the term free-trade mean (relevant for coffee and tea)?

How much caffeine is there in the product?

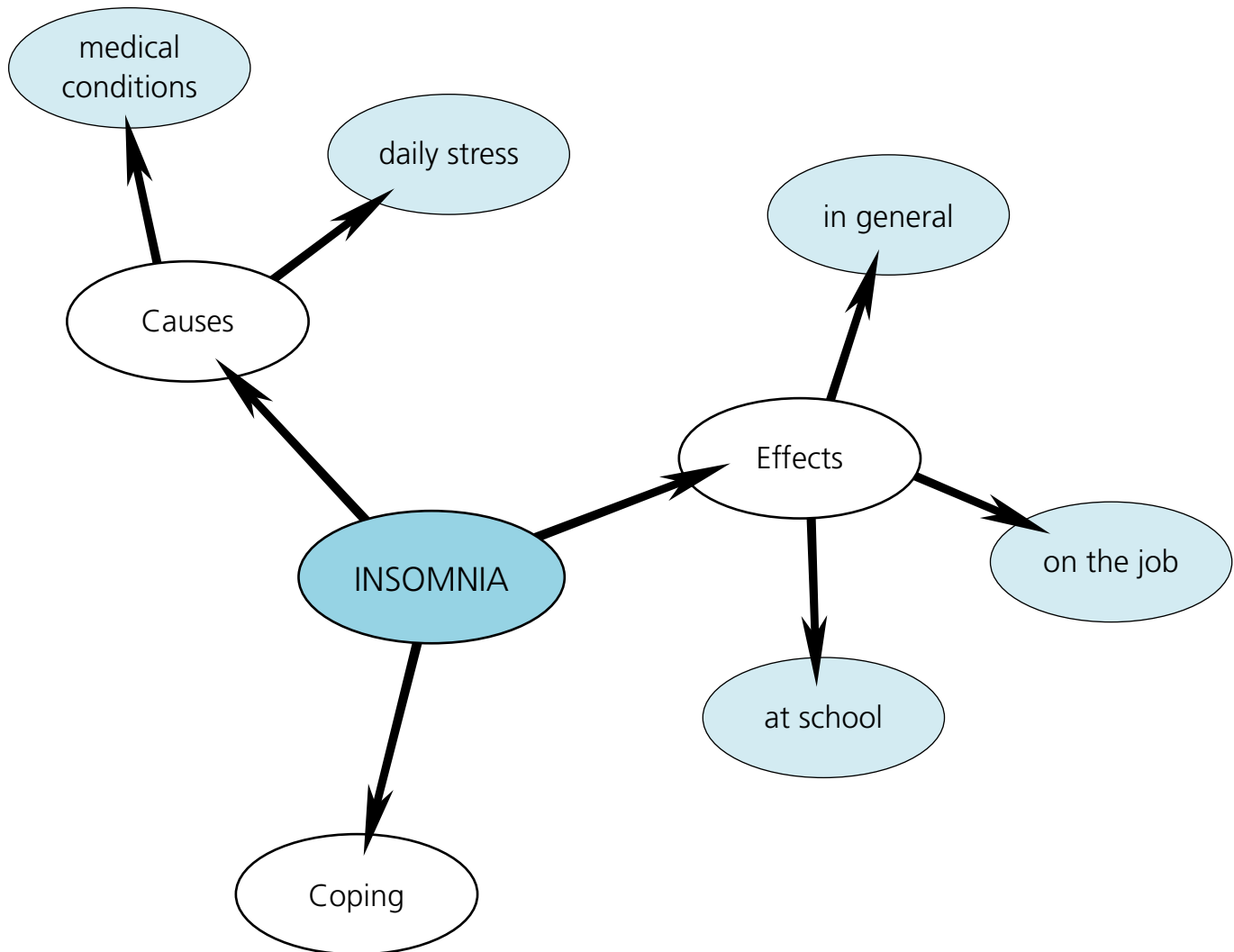


## Unit 5: Insomnia

### MAPPING INFORMATION

#### Draw a Web: Insomnia

Mapping out the information in a passage is one way to help students make sense of how text is organized. Unit 5 provides information on the causes and effects of insomnia as well as coping with insomnia. Have the student review the passage in Unit 5 and complete the web below by adding to it as necessary.





# Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 6: Anxiety

### USE ROLE PLAY

#### A Happy Ending

Unit 6 opens with Kim allowing the new shift schedule to override her needs to go to the review session for the GED exams. Have the student imagine that they are in Kim's situation. Ask the student the following questions:

How would you have acted in this situation?

Would you have spoken up in the group?

What words would you have used with the supervisor to get the shift change you needed?

Then have the student imagine a conversation between themselves and the supervisor, in which they and the supervisor find a solution that works for both of them. Encourage the student to use an approach to finding a solution that fits their own personality. Role-play the situation with the student. (Remind the student that role-play means to act the part of a person or character.)

As a follow-up, have the student suggest other situations they might like to role-play (e.g., talking to a landlord; returning an item to a store; questioning a bill).

**Note:** Role play is not easy for some people. Make sure the student is comfortable with this activity before proceeding.





## Unit 6: Anxiety

### WRITING

#### Narrative: A Little Anxiety Can Be Your Friend

The passage in Unit 6 states that feeling a little nervous is beneficial because it can make one more alert and focused. Introduce the idea to the student that a degree of nervousness or anxiety can be their friend. For example, for some people, feeling a little anxious will help them perform their best. Some performers say that the day that they no longer feel nervous is the day they should retire. Feeling a little anxious may help athletes do better than they would have expected. Ask the student to think of a time when experiencing some nervousness was useful to them. Have the student tell the story in writing. Here are some ideas that might help the student organize their thoughts:

Why did you feel nervous in this situation?

What were your expectations?

How did you try to deal with feeling nervous?

How did your nervousness help you in this situation?

Did your expectations of the situation match what happened?

Do you think you would be nervous again in a similar situation?

Why or why not?

### DISCUSSION

#### Facing Up to a Fear

Unit 6 focuses on one common anxiety that many people share—anxiety in social situations. Explore with your student other common fears that they may be aware of such as fear of open spaces; fear of confined spaces; fear of some animal such as dogs, snakes or insects; or fear of separation from a parent, as a young child. Then have the student discuss the following questions:

Do you think feeling fear and anxiety is a normal human experience?

How do you think a fear begins in a person? Explain your idea by giving a specific example.

Do you think the more we face up to our fear, the more the fear becomes less worrisome?



## Unit 6: Anxiety

Have you ever faced a fear successfully? What was it like to put yourself in this situation? How did you feel at the time? How did you feel afterwards? Has facing your fear helped you with other fears?

### RESPOND TO MUSIC

#### Music Makes the World Go Round

One way to deal with anxiety is to listen to music or a favourite song. Ask the student to suggest a type of music or a song that they would like to listen to for each of the following situations:

when you feel nervous

when you need energy

when you are discouraged

to help you exercise

when you are in a good mood

when you are doing chores

If this activity resonates with the student, ask them to share any collection of songs they have put together, or would like to put together, and have them discuss their choices of music.

### BUILD A PERSONAL MEDICAL EMERGENCY RECORD

Discuss the advantages of having personal or family medical information in one place and close at hand. (e.g., You can provide information to a doctor, paramedic, or pharmacist quickly.) Then discuss the advantages of carrying personal medical information around with you. (e.g., In case of an emergency doctors will know your medical condition and any allergies you may have to drugs. Doctors will be able to treat you more quickly. Medical staff can contact your family.) Then review the types of medical information that could be included in a personal medical emergency record (see example form below). Encourage the student to develop a personal medical record that would meet their needs, and fill in as much information as they feel comfortable with. Assist students with finding names and numbers in the phone book, the Yellow Pages, on previous prescriptions, etc., and online.



## Unit 6: Anxiety

Personal Medical Emergency Record
Name:
Address:
Friend/Family Member to Contact:
Closest Emergency Room and Number:
Clinic Name and Number:
Pharmacy Name and Number:
Family Doctor Name and Number:
Specialist(s) Name and Number:
Past Medical Conditions:
Current Medical Conditions:
Current Medications and Dosages:
Drug Allergies:
Other Allergies:
Past Surgeries or Treatments:



## Unit 6: Anxiety

### APPLY WHAT YOU KNOW

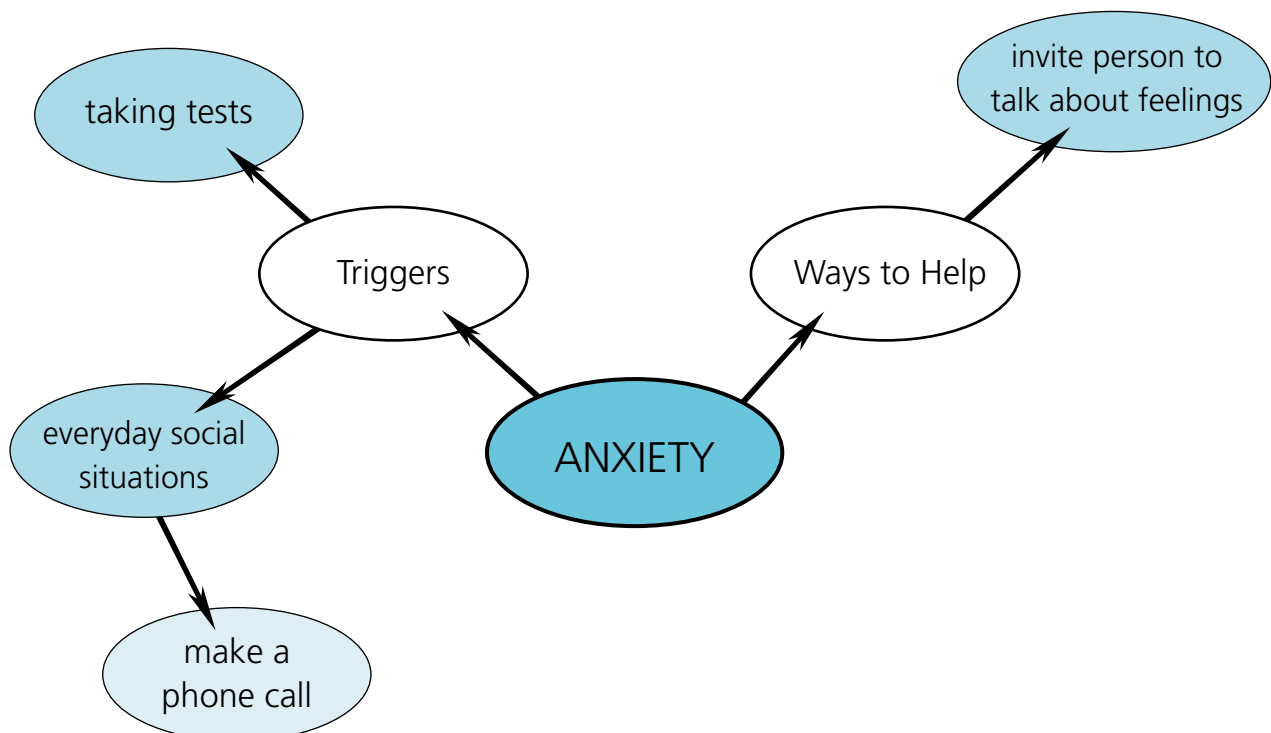
#### Preview and Predict: Do I Want to Read This?

The literacy practice in Unit 6 focuses on previewing. Provide the student with one or two health magazines and have them look through the content pages or flip through the magazines until they see an article that might interest them. Have the student preview the article they chose and then decide if they want to read the article or not. Have the student explain their decision. Once the student finds an article they would like to read, have them predict what they might find out in the article. Then give the student time to read the article.

### MAPPING INFORMATION

#### Draw a Web: Anxiety

Mapping out the information in a passage is one way to help students make sense of how text is organized. Unit 6 provides information on main triggers of anxiety and ways to help a loved one who suffers anxiety. Have the student review the passage in Unit 6 and complete the web below by adding to it as necessary.





# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 7: Tree Planting

### RESPOND TO IMAGES

#### Images of Kenya

Provide the student with ample time to view images of Kenya in Yahoo! Images or Google Images, using the search phrase “Kenya in Africa” as a start. Assist the student in focusing their image search if they find a particular topic of interest (e.g., wildlife). After the student has spent some time viewing images, ask them what struck them most about the images they have seen. Then have the student choose two of the following topics and write at least three descriptive sentences about each topic:

- wildlife in Kenya
- the people of Kenya
- the countryside in Kenya
- Kenya’s capital city, Nairobi
- farming in Kenya

Encourage the student to use active verbs (e.g., “A female lion crouches in the tall, dry grass.” and “An old man scratches in the dry earth of his farm.” as opposed to “There are a lot of lions in Kenya.” and “The land is dry.”).

If interest level remains high, ask the student what further questions have arisen after viewing the images of Kenya and/or Nairobi. Assist the student with finding answers to their questions.



## Unit 7: Tree Planting

### EXTEND YOUR KNOWLEDGE

#### Wangari Maathai and the Green Belt Movement

Wangari Maathai was a 2004 Nobel Prize Laureate (i.e. winner) so the details of her amazing life are available in several forms online: images, interviews, and video clips. Explore the student's interest in learning more. The student could search for information about her persecution by the government; put a face to her name by searching images; learn more about the Green Belt Movement; look for other issues that Wangari has written about; check out her later work as a politician in Kenya. Have the student focus their research by composing some questions prompted by the question words who, what, where, when, why, and how. Assist the student in focusing on key search words. The student can report back in writing or by doing a presentation.

### REFLECT AND WRITE

#### Narrative: Going Away – Returning Home

Wangari Maathai left Kenya to study for a number of years. When she returned home, she was shocked to see how life had changed. Ask the student if they have ever experienced leaving their home, community or country for a period of time and then returning home. Provide the student with a copy of the questions below, which may help them organize their ideas. Have the student tell the story in writing. The student does not have to verbalize their thoughts.

Why did you leave?

When did you leave? When did you return?

Did you experience any surprises or shocks on your return?

What changes did you notice?

How did the changes make you feel?

Did you return for good, or leave again?

What did you learn about yourself from the experience?



## Unit 7: Tree Planting

### REFLECT AND WRITE

#### Free-Writing: On the Journey Toward a Goal

Unit 7 describes how Wangari Maathai saw something that needed to be done and kept on going towards that goal whatever difficulties came her way. Suggest to the student that experiencing difficulties is part of the journey toward achieving any goal. There will always be setbacks that we did not expect and problems that need to be solved. It is important not to give up but to keep moving forward, even if we are slowed down from time to time. Ask the student if they have experienced (or are experiencing) working toward a goal or completing a project. Then provide the student with a copy of the questions below. Give the student ample time to read and think about the questions and explore the topic, working toward a goal. The student does not have to verbalize their thoughts. Encourage the student to begin free-writing for five minutes on the topic at any time as they think about their experience. After five minutes of free-writing, have the student stop writing and take a 5- or 10-minute break. Then have the student read over their free-writing and isolate one or two favourite ideas they have put down. Have the student free-write again for five minutes to expand on the ideas they isolated.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

What setbacks did you have to face?

How did you overcome or adjust to these setbacks?

What unexpected problems came up?

How did you overcome or adjust to these problems?

What kept you going?

What did you learn along the way?



## Unit 7: Tree Planting

### USE A CURRENCY CONVERTER

#### Where a Little Money Goes a Long Way

In television ads that solicit aid for programs in developing countries, we are often surprised to hear how much one Canadian dollar will buy. For example, a dollar a day will buy a child a chance to go to school. Assist the student in finding an online currency converter. Prepare a simple table, like the one below, that includes a column for the names of countries, the names of currencies, and the equivalent of the currencies to the Canadian dollar. Assist the student in researching the currencies and conversion rates for the African countries listed in the table. Then encourage the student to expand the table by adding other countries of their choice.

Country	Currency Name	Currency Equivalent to One Canadian Dollar
Kenya	Kenyan Shilling	
Tanzania		
Morocco		
Egypt		

To give the concept of currency exchange more meaning, choose one country and assist the student in finding a list of costs of basic items in that country. Have the student consider how much one Canadian dollar can buy in that country.





## Unit 7: Tree Planting

### COMPARE OPTIONS

#### Problem and Solutions: I don't know what to do!

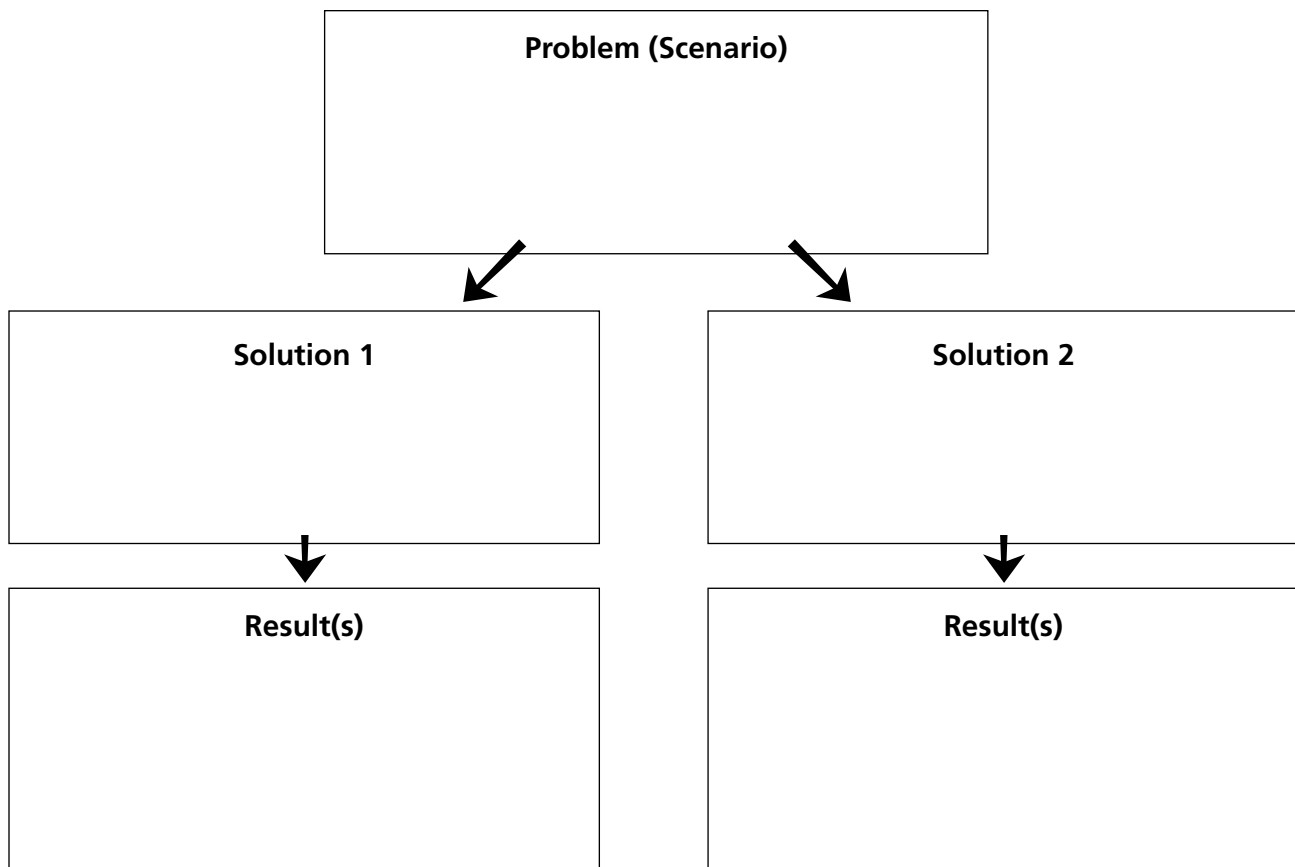
The mini-lesson in Unit 7 focuses on organizing ideas in terms of problem and solution. Have the student choose one of the following scenarios below (or come up with their own) and suggest two possible solutions. Then, using an idea map like the one below, have the student consider the possible results of implementing each solution. After filling in the idea map, have the student determine which of their solutions seems better.

#### Scenarios:

A family member always shows up at your place, with her kids, right around dinner time.

A co-worker talks to you all the time about her personal problems. She takes up a lot of your time. Your work is beginning to suffer.

A good friend borrowed \$250 from you six months ago. Since then, she has said nothing about paying you back.





# Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 8: Community Gardens

### DO SOME RESEARCH

#### Ice Roads: The Dempster Highway

Have the student locate the Northwest Territories on a map of Canada. Help the student see the Northwest Territories in relation to their own province. Then assist the student in finding Inuvik on the map. Remind the student that Unit 8 mentions a highway that links Inuvik with southern towns. This main highway into Inuvik is the Dempster Highway. Ask the student what they know about the Dempster Highway. Tell the student that the Dempster Highway is an ice road. Have the student share what they know about ice roads, or what they imagine an ice road is. Then have the student complete a K-W-L activity about the Dempster Highway. Encourage the student to use different sources (e.g., the Internet, maps, books) to find answers to the questions they wrote in the “What I Want to Learn” column, and find eight facts about the Dempster Highway that they can put in the “What I Learned” column.

What I Know about the Dempster Highway	What I Want to Learn	What I Learned
<i>Ice road</i>  <i>Closes down for a few months each year because of bad weather</i>		



## Unit 8: Community Gardens

### CREATE AN ON-SCREEN COLLAGE

#### Images of the Arctic

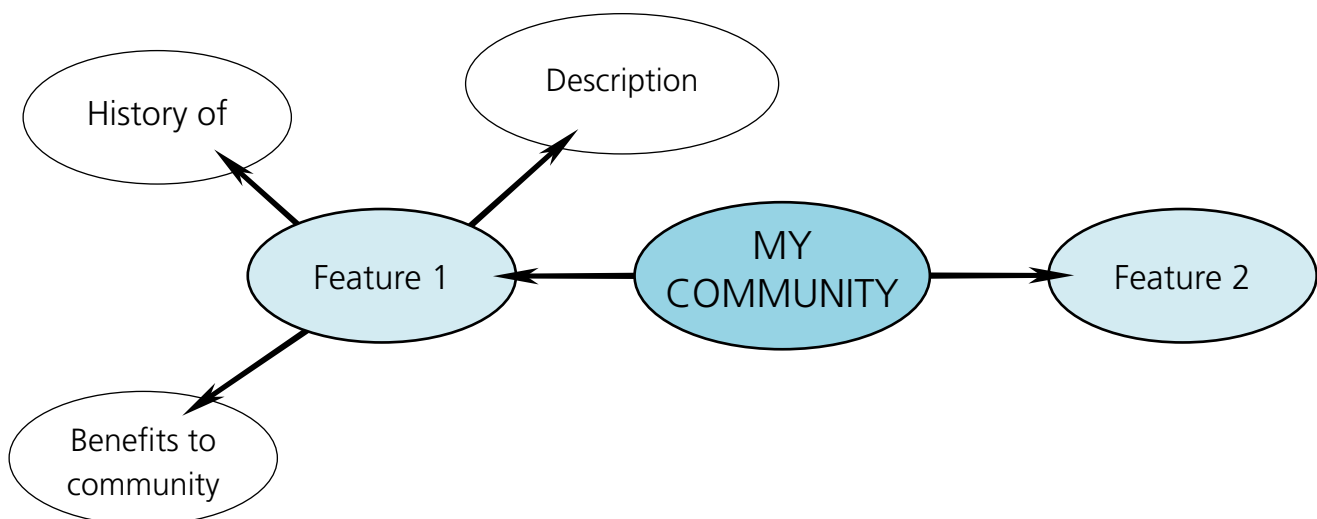
Encourage the student to use a source of free images such as Google! Images or Yahoo Images to find images of Inuvik, the Dempster Highway, and/or ice roads. Have the student scroll through the images and drag the images that strike them most into a word document to make an on-screen collage.

**Note:** Show the student how to draw text boxes in a word document, including how to adjust the size of text boxes and format borders using the formatting palette. The student will have more control over where the image places on the page if they draw text boxes first. If the text box is too big or small for the image, the student can adjust the size of the text box to accommodate the image.

### WRITING

#### Paragraph: Community Pride

The people of Inuvik are proud of their community garden. Have the student think about their community or neighbourhood. Ask the student what aspect(s) of or feature(s) in their community make them proud. Have the student organize their ideas in a web. Then have the student write a paragraph about what makes them proud of their community.





## Unit 8: Community Gardens

### WRITING

#### Creative Writing: List Poem

Have the student write a poem about Inuvik, the Dempster Highway, or ice roads, using online images as inspiration. Let the student know that there is no right or wrong way to write a poem and that everyone can do it. One non-threatening way to introduce the student to writing a poem is to write a list poem. Have the student write down, on separate pieces of card, ten phrases that describe what they see in their on-screen collage. Then have the student choose eight phrases and arrange them in a list. Encourage the student to move the phrases around until they like the way their poem sounds. The student can then copy the poem into their notebook, onto a piece of card stock, or into a word document. If the student likes creative activities, they can illustrate their poem with images, drawings, and photos.

Here is an example of a list poem:

#### Ice Roads

Stretch out forever

Snow banks pile up like concrete walls

Blue-white mist and lightning trapped in black ice

A red truck speeds along in a cloud of snow

Roads deteriorate as spring approaches

Heavy equipment swallowed up

A polar bear plays on the watery ice

A lone Arctic fox in the orange sunset



## Unit 8: Community Gardens

### DESIGN A GARDEN

Explore the student's experience with and interest in gardening. Ask the student if they have done any kind of gardening, indoors or outdoors, or if gardening is an interest or hobby. If the student has an interest in gardening, have them imagine that they have a garden plot 1.5 m. x 4 m. in a community garden. Assist the student in drawing a blueprint of the garden plot to scale on a piece of squared (graph) paper. Then have the student design their garden plot by deciding what they would like to grow and where they would plant everything in the plot. Encourage the student to be as specific as possible in their design. Then have the student research the plants they have decided to grow to find out the following information: sun and water requirements; space needed for growing; hardiness of the plant; and climate requirements (direct the student to search "plant hardiness zones"). After the student has researched their plants, have them determine if they need to make adjustments to the design of their garden plot (e.g., space plants out more, replace one plant with a hardier plant, etc.). As a follow-up, assist the student in researching existing community gardens in their area.

**Note:** This activity could be adjusted to research indoor pot planting, or any kind of gardening that might work in the student's own circumstances.

### APPLY WHAT YOU KNOW

#### Evaluate a Recipe

The literacy practice in Unit 8 focuses on determining the cost of home-cooked meals. Have the student pick a recipe that they often use at home. Then, either on their own or on a field trip to a store, have the student price the ingredients used in the recipe and work out what it costs to prepare a single portion. If applicable, have the student compare this cost with the cost of buying the same food ready-made. Then have the student review the suggestions at the top of page 78 in Unit 8, about the advantages of home-cooked meals in providing good nutrition. Have the student evaluate their recipe by answering the following questions:

In what ways is your recipe a healthy one?

What ingredient(s) could be changed to make the recipe healthier?

Would the change(s) increase the cost? If so, by how much?

**Note:** If working with a group of students, the recipes can be shared by "publishing" a group recipe book.



## Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

# Unit 9: The Japanese Canadians in World War II

## REFLECT AND WRITE

### Narrative: An Unexpected Move

Ask the student if they have ever had to leave their home or community suddenly or against their will. Then provide the student with a copy of the questions below. Give the student ample time to read and think about the questions. The student does not have to verbalize their thoughts. Then have the student write a narrative that describes their experience. Explain to the student that they should only give as much detail as they feel comfortable sharing.

How did it feel to have to move against your will?

What were the hardest things about having to move?

Did the move turn out badly? Or was there eventually a positive side to the move?

## EXTEND YOUR KNOWLEDGE

### Japanese Canadians Who Were Interned

Unit 9 states that over 700 Japanese Canadians were interned because they resisted separation from their families. The CBC Digital Archive site at [archives.cbc.ca](http://archives.cbc.ca) has a number of radio clips and TV clips that relate to the internment of Japanese Canadians in World War II. The clips are of different lengths, ranging from a few minutes to over 20 minutes long. Have the student search the CBC Digital Archive site, using the search phrase “relocation to redress” and choose one of the clips to view. Have the student take short notes of any information that surprises them or anything new that they have learned from the clip. Have the student give a 3-minute spoken report on the clip they chose. Encourage the student to include in their report any new questions that arose while watching the clip. Then assist the student in finding answers to their questions.



## Unit 9: The Japanese Canadians in World War II

### DISCUSS AND WRITE

#### Scapegoats: An Example Closer to Home

Suggest to the student that the Japanese Canadians written about in Unit 9 could be described as scapegoats. Ask the student what they know about the term “scapegoat.” Then have the student look up the definition of scapegoat in two sources. Have the student choose the meaning that best explains why Japanese Canadians in Canada during World War II could be described as scapegoats. Have the student think about (a) who used the Japanese Canadians as scapegoats and (b) why they were they able to use the Japanese Canadians as scapegoats. Then together with the student brainstorm and discuss other examples of scapegoating that the student may be familiar with (e.g., blaming immigrants for a lack of jobs; firing a coach because a team lost a championship game; blaming a teacher for a child’s poor performance). After discussing a few examples of scapegoating, ask the student (a) why they think scapegoating happens and (b) what ideas they might have for dealing with scapegoating.

Then have the student choose and write three connected paragraphs about one instance of scapegoating, using the title Scapegoats. Here are some questions to help the student organize their ideas:

#### Paragraph 1

Describe the group, or person, you have chosen to write about.

Describe how this group was used as a scapegoat.

#### Paragraph 2

Give your opinion on why this group was used as a scapegoat.

#### Paragraph 3

Explain why you have chosen to write about this group.

Suggest some ways to deal with this instance of scapegoating.



## Unit 9: The Japanese Canadians in World War II

### WRITING

#### Creative Writing: Haiku (HI – koo)

Haiku is a type of poetry from traditional Japanese culture. Each haiku is only three lines long and has a set form. The first line usually contains five syllables, the second line seven syllables, and the third line, five. A haiku does not rhyme. Explain to the student that haiku poets often write about nature, but the student could try a different topic like sports, art, music or family, or get inspiration from the content in Unit 9. Encourage the student to try to paint a picture in the reader's mind, using very few words.

Here is an example of a haiku:

Ocean slaps on shore (5 syllables)

White foam swirls surrounding rocks (7 syllables)

Draws me into waves (5 syllables)

Author: A. Lewis

Find and provide the student with other examples of haiku, which can be used for inspiration.

**Option:** Have the student find a picture or take a photo of the object or scene they would like to base their haiku on.





## Unit 9: The Japanese Canadians in World War II

### RESPOND TO A PHOTO

#### Tell a Story

The literacy practice in Unit 9 focuses on reading a photo. Provide your student with some magazines or books from the library that focus on photos rather than text. The photos should be of high quality. Possible sources of photos are Canadian Geographic or books found in the oversized-books section of the library. Allow the student free choice and ample time to browse and pick a photo that appeals to them. Have the student use the photo to write the first paragraph of a story inspired by the photo. This activity should be done without the student's reading the text. Explain to the student that there are no wrong responses.

### RESPOND TO A SONG

#### History in Song: *Sayonara Maverick* from *Heroes* (1984); Murray McLaughlin

Many events in history are recorded in song. Explain to the student that the song *Sayonara Maverick* is written from the viewpoint of the son of a Japanese Canadian couple. Have the student look up the meaning of each word in the title. Then assist the student in finding the lyrics to *Sayonara Maverick* online. Give the student time to read through the lyrics and discuss any questions that come up. Then encourage the student to give their opinion on the song through answering the following questions:

Which lyrics stood out for you? Why?

How did the song make you feel? Why?

How do you think the son feels about his parents? Explain your answer.

**Note:** A recording of *Sayonara Maverick* is probably available for loan from the local library. The student may enjoy reading the lyrics while listening to the song.



## Extension Activities

***Note to the educator:** The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

# Unit 10: Residential Schools

## REFLECT AND WRITE

### Narrative: Feeling Lost

Aboriginal children were forced to move into a strange culture. Although many people make major moves in their lifetime, not all have experienced so drastic a move into a new culture. Encourage the student to make a personal connection to the passage in Unit 10 by asking the following questions:

Has finding yourself in a new group of people ever left you feeling lost?

Has a move to or a long stay in an unfamiliar community ever left you feeling lost, alone, and missing home?

Then provide the student with a copy of these questions:

How were your expectations of how to think and act different from the group or place you found yourself in?  
How did this difference in expectations feel?  
How did you cope?

What did you learn about your own beliefs and values from this experience? Were you changed by the experience? How?

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

Give the student ample time to read and think about the questions and explore the topic, feeling lost. The student does not have to verbalize their thoughts. Encourage the student to begin free-writing for five minutes on the topic at any time as they think about their experience. After five minutes of free-writing, have the student stop writing and take a 5- or 10-minute break. Then have the student read over their free-writing and circle one or two favourite ideas they have put down. Have the student free-write again for five minutes to expand on the ideas they circled.



## Unit 10: Residential Schools

Then assist the student in shaping their free-writing ideas into a paragraph. The following steps are a start:

Underline the ideas you like best in your free-writing.

Make sure you used complete sentences to express these ideas.

Rewrite these ideas in a logical order.

Check the rewritten ideas again for grammar.

Check for spelling and punctuation.

### EXTEND YOUR KNOWLEDGE

#### Residential Schools in Your Province or Territory

Have the student summarize, in words, what they learned from Unit 10 about Indian residential schools. Then have the student explore online footage of Mackay Residential School, a residential school that existed in Manitoba from 1915 to 1980, at [images.nfb.ca/images/pages/en](http://images.nfb.ca/images/pages/en), using the search phrase “Mackay Residential School.” Give the student ample time to choose and view a few of the many video clips available. After the student has viewed a few clips, have the student give their impressions of life at Mackay Residential School. Then ask the student to compare what they saw in the footage with what they read in Unit 10. What was the same? What was different? Were there any surprises? Discuss with the student possible reasons why there might be differences between what they saw in the footage and what they read about residential schools in Unit 10.

Then explore what the student knows about Indian residential schools in their province or territory. If the student has some information about residential schools in their area, suggest they begin by listing all the facts they know, and then listing research questions to fill in gaps. If the student does not have much information, suggest they begin by listing research questions. Have the student research residential schools in their province or territory (or a neighbouring province and territory, in the case of Nunavut). Encourage the student to use different print resources as well as online resources such as video and image sites to find answers to all of their research questions. Have the student find a residential school that operated in, or close to, their hometown or city, and find as much information as possible about that residential school. Then have the student present their information in a way that can be easily shared with others.



## Unit 10: Residential Schools

### YOU BE THE EXPERT

#### Design a Class for a Seven Year Old

Seven was the age that Aboriginal children were taken to residential schools. It is likely that the student has strong views about education, especially education for younger children. Explain to the student that they are going to have a chance to design a classroom and program for seven year olds. Encourage the student to use their imagination and personal experience to describe the perfect elementary school for any seven-year-old child. Give the student ample time to think and jot down notes. Here are some aspects to consider to get the student started:

**Physical Aspects:** location; facilities; equipment; class size; classroom size and shape  
If the student has a good visual sense, suggest they draw out a floor plan on squared (graph) paper, marking out special areas.

**Organization of Time:** How much time would be spent indoors? Outdoors? On sports? On doing arts and crafts? Playing? Educational field trips? etc.

**Staffing:** What would you look for in a teacher? Would there be more than one teacher?

Then have the student describe their classroom and a typical day the children would experience.

### SHARE A POEM

The literacy practice in Unit 10 focuses on poetry. Explore to what extent the student has been exposed to poetry. Do they ever read poems? Do they have a favourite poem? Are there a couple of lines from poetry that they have memorized? What about a favourite song lyric? Explain that some song lyrics would qualify as poetry. Have the student share their poetry experience and favourite poem, if they have one. Be prepared to share your favourite poem.

Then provide the student with a range of poetry books, including anthologies and children's poetry and rhymes. Assist the student in finding a poem of their liking. One way to start would be by looking at an anthology of poems organized by theme. Look through the poems and poetry books together, each choosing a poem. Make this a time to read aloud together. Practise reading the poems aloud. This is an opportunity to discuss the importance of the sounds of the words in poetry. As a follow-up, make a recording of the student reading of the poem.

**Option:** Search for poems online, using the key phrase "poetry archive." Assist the student in navigating sites as necessary. A number of sites organize poetry by theme as well as author's last



## Unit 10: Residential Schools

name. Some sites offer the option to hear the poetry read aloud, sometimes by the original author, as well as providing the text. If a reading of the poem is available, suggest that the student listen to a poem of interest several times while following along with the text, noting if they like the reading online. Encourage the student to then try their own reading.

### CREATE A TIMELINE

#### Local History: The Place Where You Live

The mini-lesson in Units 9 and 10 focuses on chronological order and timelines. Ask the student what they know about the history of their county, town, or city. Then have the student research the local history of where they live. Encourage the student to conduct their research in a variety of ways (e.g., interviewing people; visiting a local museum, library, or tourist information centre; using print and online resources, etc.). Then assist the student in creating a timeline that includes all the key events that make up the history of their county, town, or city. The student will have to consider the following:

Which events and dates are the key ones?

What is the total number of years that have to be shown on the timeline?

Is this possible? Or is it necessary to focus on a certain period of time?

What should the increment of years on the timeline be? Five? Ten? Fifty?

What is the best way to describe each event in as few words as possible on the timeline?

After completing the timeline, have the student present the history, using the timeline as support. Encourage the student to use a variety of time markers in their presentation (see Unit 10, page 96 for examples).



# Unit 10: Residential Schools

## DO SOME RESEARCH

### History in Context

Open a discussion with the student about how historical events are not isolated events but happen in a broader context. Explore the topics below with the student, using print, library, and online resources to find answers to the research questions. Let the level of student interest determine how far you explore the topics and where the research takes you.

#### **Topic: Building the Trans-Canada Railway**

Find a map of the route of the trans-Canada railway. Look at the route.

What do you think “trans-Canada” means?

Find out why the Canadian government build the Canadian Pacific Railway.

How do you think the building of the railway affected First Nations people?

#### **Topic: Settling the West**

Which groups of people came to settle on the Canadian prairies?

Why did settlers come to Canada? How did they travel to the prairies?

How do you think the settlers’ arrival affected the First Nations people?

#### **Topic: Bison on the Canadian Plains**

Why were bison important to the First Nations people?

What happened to the bison?

How do you think the disappearance of the huge bison herds affected First Nations people?