

## MAY-JUNE 2015 E-RESOURCE NEWSLETTER

**Greetings.** Summer is almost here again and, though many of you are wrapping up required curriculum in your classrooms, I have included some resources below that can supplement courses next year and some ideas for you to pursue this summer on your own if not participating in one of the National Resource Center on Canada summer institutes—both of which filled before the registration deadlines this year.

The first item, however, is not about Canada at all. Instead, it is important news about how you can advocate on behalf of social studies and how you can field test the new changes to National Board Certification. I hope you understand why I've made an exception to the usual compilation of resources by including, and prioritizing, these opportunities for you to make a difference in education.

Please contact me directly if you use a resource on Canada that you'd like to recommend to others or wish I would provide some tips relating to a specific topic you teach. I'd be glad to research requests and look forward to hearing from you. In the meantime, best wishes for the remainder of the year. Tina Storer

**Please notify me if you receive duplicate notices or wish to be removed from the Listserv.**

**Western Washington University and University of Washington jointly perform K-12 STUDY CANADA outreach as a U.S. Department of Education-funded National Resource Center for Canada in the US.**

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### **1. MAKING A DIFFERENCE IN SOCIAL STUDIES EDUCATION**

**A.)** The National Council for the Social Studies recently shared an email reminder that I want to pass along to you since teacher advocacy and support is needed to ensure legislation supporting social studies education gets passed and remains part of a reauthorized **Elementary and Secondary Education Act** (aka **ESEA** or **NCLB**). This time, the social studies were not 'left behind' in the Senators' new bill being proposed by the U.S. Senate Health, Education, Labor and Pensions Committee. It contains provisions for the teaching of "American history and civics education" and even creates three competitive grant programs for social studies subjects. *This is the first time since 2011 that any Congressional action has offered the promise of Federal level funding for the social studies.*

The committee will likely pass this bill by early May and the full Senate is expected to vote on the reauthorization bill by the end of the summer. However, the US House has not yet passed a companion reauthorization bill. Senate passage of the reauthorization will put great pressure on the House to act. Once the House Committee and full US House have passed a bill, the Senate and House will reconcile the versions. Though this sends a powerful message that the social studies are important, it is vitally important that social studies professionals continue to advocate for these provisions at each step in the process and to lobby for funding in this year's appropriations bills.

*You can make a difference by adding your voice.* Sign-up for legislative alert emails from the NCSS Action Center at <https://www.votervoice.net/NCSS/register> and keep an eye on NCSS Action Center Alerts.

**B.)** Many of you may also be interested in shaping the future of National Board Certification. As you may be aware, the process for achieving certification is being revised. The revisions will make the certification process more flexible, affordable and efficient so that many more teachers and students of education can benefit. To help validate the proposed changes, the National Board for Professional Teaching Standards is currently field testing three components of the revised certification process.

National Board certified teachers, as well as those who have not yet achieved certification, are invited to apply for the field tests. It is open across all grades and subject areas and three incentives are being offered for participation:

- The choice to receive a \$25 Gift Card to either Amazon.com or Powell's Books upon successful completion of each online testing appointment.
- Additionally, participants may be eligible to receive up to two Continuing Education Units (CEUs).
- Finally, all participants will receive a letter of commendation from the National Board.

Participation in the field-testing also offers a rare chance for those considering certification to experience the revised assessment.

## **2. COMMEMORATING D-DAY / CANADIAN WAR MUSEUM**

Seventy-one years ago on June 6, was D-Day. To commemorate Canada's involvement, I wanted to introduce you to the resources at the Canadian War Museum located in Ottawa, Canada's capital. If not planning to go there yourself (like many of last year's STUDY CANADA participants did), be sure to visit the nineteen different virtual exhibits available online at <http://www.warmuseum.ca/home>, including several on WWII and, of course, others on the Seven Years' War, the American Revolution, the War of 1812, WWI, and more. The exhibitions use the human experience of war, through personal stories, artifacts, and recollections of ordinary Canadians, to engage visitors. In juxtaposition to its name, the museum ultimately celebrates peace and a future without war.

See also <http://canadashistory.ca/Magazine/Online-Extension/Articles/Explaining-D-Day>. This interview offered by *Canada's History Magazine* last year with Canadian War Museum historian John Maker answers many questions about the invasion that liberated Europe during the Second World War.

## **2. AND WE KNEW HOW TO DANCE: WOMEN IN WORLD WAR I**

Many history lessons about World War I include facts about the actual fighting, focusing mainly on the soldiers who risked their lives for their respective countries. Only men were allowed to fight. Yet the Allied victory would not have been possible without the help of brave women who either filled in for men in the factories (manufacturing munitions and other products for the war effort), hopped on tractors to work on farms, or volunteered to take support positions in the field (ambulance drivers, nurses, laundresses, etc.). By gaining this experience, women of the Western world in this time period were finally allowed a taste of equality, which lit a fire under their fight for equal rights after the war was over.

The National Film Board of Canada documentary film *And We Knew How to Dance* profiles 12 Canadian women who entered the male-dominated world of munitions factories and farm labor during WWI. In 1994, aged 86 to 101, these women recall their wartime work experiences and the ways in which their commitment and determination helped lead the way to postwar social changes for women—do see [https://www.nfb.ca/film/and\\_we\\_knew\\_how\\_to\\_dance](https://www.nfb.ca/film/and_we_knew_how_to_dance) to download and view the film.

## **4. THE 2015 PAN AM/PARAPAN AM GAMES IN TORONTO**

Toronto was selected to host the 2015 Pan Am/Parapan Am Games, the third largest international multi-sport event in the world, after the Summer Olympics and the Asian Games. This summer, from July 10-26 and August 7-15, people from the 41 member nations will converge on Toronto to support their home country. Canada is proud that it ranks third after the US and Cuba for the most medals as well as being the only other country to host three times besides Mexico. \ These games represent a chance for countries to put aside issues of political sovereignty, as well as any tension from the past, creating a reason for political unity and nationalism. In Canada, the games have helped ease tensions between French and English Canada.

Even if you cannot make it to Toronto this summer, it may help to learn about the Games and view their effects not only on Canada's international relations but also relationships within its borders. The official site is: <http://www.toronto2015.org>.

## **5. WORTH THE VISIT: KEJIMKUJIK NATIONAL PARK AND NATIONAL HISTORIC SITE OF CANADA**

As the only dual national park/historic site in Canada, Kejimikujik National Park and National Historic Site of Canada (in Nova Scotia) receives much funding in order to preserve its culture and history which, in turn, makes it possible to offer online information and resources that help students connect from the past to the present of that area. Parks Canada has put together excellent backgrounders on the history of the region, including the history of the Mi'kmaw people who

have traveled and lived in the area for thousands of years. The park itself is a rare refuge for old growth forests and rock-girded seashore of world-renowned beauty that lies at the core of the second largest biosphere reserve in Canada. The website offers some wonderful learning opportunities to teachers and students. Learn more at <http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/index.aspx>. Maybe go camping there this summer!

## **6. WHAT'S IN A NAME?**

A name can tell you a lot about a place. Take the word "Canada," for example. Did you know that Canada was almost called Efigsa or Tuponia? How about the origins of the word, which are to this day not agreed upon? Fortunately, the Government of Canada has put together a resource summarizing William B. Hamilton's: *The Macmillan Book of Canadian Place Names* (full citation below), which includes the history of how Canada and its provinces and territories got their names.

Looking at the facts behind the names, we can learn more about history, especially the time period during which the location was named. For example, the word "Québec" comes from the Algonquin word for "narrow passage," and was in use as early as the beginning of the seventeenth century. This gives us insight on the relationship between First Nations people and European explorers; much of it was peaceful and mutually beneficial. In fact, many other provinces and even Canada received their names from First Nations words.

Find out about the history behind how your favorite province got its name here: <https://www.nrcan.gc.ca/earth-sciences/geography/place-names/origins-geographical-names/9224>. [Source: Hamilton, William B. (1978): *The Macmillan book of Canadian Place Names*, Macmillan of Canada, Toronto.]

## **7. TEACHER-CREATED WEBSITE FOR BRUSHING UP ON CANADA**

J. Giannetta, a retired Grade 2/3 teacher from Regina, SK, and recipient of both *The Teacher's Corner Award* and *The Educational Site Award*, compiled an immense amount of information about Canada into several webpages. These webpages cover a wide variety of Canadian topics, including the Arctic, First Nations, Animals, Holidays, and more, including a strong focus on Saskatchewan where Giannetta taught. Each topic contains links to more specific topics; clicking on one will find you with variety of facts right at your fingertips. This resource is an incredibly useful website for student research projects and anyone else looking to beef up their knowledge of Canada. It is a delight to recommend such a teacher-created resource to others. Be sure to visit <http://www.aitc.sk.ca/saskschools/index.html>. [Note also that Giannetta also provides a link to the official curriculum of Saskatchewan. It may be of interest to you as well: <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>.

## **8. THIS SUMMER, VIEW THE TOP TEN CANADIAN FILMS OF ALL TIME**

As a summer activity, I thought you might be interested in watching Canadian films via Netflix or your local video store...if you still have one. This Toronto International Film Festival ranking (posted on Wikipedia) identifies the Canadian films that are considered the nation's best. The list, which was started in 1984 just as Canadian film was taking off, is compiled once every decade. In the past, it was compiled by polling critics, professors, movie fans and festival staff.

In 2015, the polling method changed with poll respondents divided into two groups: filmmakers and critics. Filmmakers made up 40% of the respondents. The resulting poll saw major changes to the list, including in the number one spot, which prompted essayist Steve Gravestock to comment, "This is likely the first time that a film by an indigenous filmmaker has topped a poll of national cinema."

[NB: Films in French\* include English subtitles. Note also that the list represents quite a cross-section of genres and that I am *not* recommending them for classroom viewing.]

## 2015 TOP TEN CANADIAN FILMS OF ALL TIME

Rank	Title	Year	Director
1	<i>Atanarjuat: The Fast Runner</i>	2001	Zacharias Kunuk
2	<i>Mon Oncle Antoine*</i>	1971	Claude Jutra
3	<i>The Sweet Hereafter</i>	1997	Atom Egoyan
4	<i>Léolo*</i>	1992	Jean-Claude Lauzon
5	<i>Jésus de Montréal*</i>	1989	Denys Arcand
6	<i>Goin' Down the Road</i>	1970	Don Shebib
7	<i>Dead Ringers</i>	1988	David Cronenberg
8	<i>C.R.A.Z.Y.*</i>	2005	Jean-Marc Vallée
9	<i>My Winnipeg</i>	2007	Guy Maddin
10 (Tie)	<i>Stories We Tell</i>	2012	Sarah Polley
	<i>Les Ordres*</i>	1974	Michel Brault

### 9. CANADIAN RECIPE OF THE MONTH: MAPLE PECAN BUTTER TARTS

Adapted from: *Brown Eggs and Jam Jars* by Aimée Wimbush-Bourque. <http://o.canada.com/life/food-drink/brown-eggs-and-jam-jars-family-recipes-that-get-kids-in-the-kitchen>

While butter tarts are a traditional Canadian dessert item, the maple pecan aspect is a contemporary, yet still Canadian, twist. It is very popular to add this Canadian flavoring to other dessert items, such as Tim Hortons' maple pecan Danish.

#### Ingredients:

- Crust: Use your favorite tart crust recipe to form one pie round
- ¼ cup chopped pecans
- 2 Tbsp unsweetened shredded coconut
- 2 Tbsp unsalted butter, softened
- ¼ cup raw cane sugar
- 1 medium egg
- ¼ cup pure maple syrup
- 2 tsp light cream (15 per cent)
- ½ tsp pure vanilla
- ¼ cup dried currants
- Pinch of salt

#### Method:

1. Preheat the oven to 350°F.
2. Using your favorite tart crust recipe, roll pie dough to 1/8th inch thick on a lightly floured counter and use the ring of a large Mason jar lid to cut out 12 rounds. You may need to gather the scraps and roll again to get a full dozen. Gently press the rounds into the cups of a standard muffin tin and place in the refrigerator to chill while you make the filling. This allows the dough to rest, resulting in a flakier tart crust.
3. Sprinkle chopped pecans and coconut onto a small rimmed baking sheet or pie tin and place in the oven. Toast for 4-5 minutes, shaking the pan occasionally to ensure even toasting. Remove pan from oven when the coconut is light brown and cool.
4. In a medium bowl, whisk together butter, sugar and egg until creamy. Add maple syrup, cream, vanilla, salt and currants and mix well. Toss in toasted pecans and coconut and mix to combine.
5. Remove tart shells from the refrigerator and divide the batter between each shell. Stir the filling with each scoop to ensure you get a little bit of each ingredient with each portion.
6. Bake for 20 minutes. Tarts will puff slightly and the tops will turn golden when they are ready. Remove from oven and cool. Store for up to 4 days in an airtight container or freeze for up to 8 weeks.

### 10. RUTH WRITER'S REVIEW OF CANADIAN LITERATURE

*Bride of New France* by Suzanne Desrochers. (Toronto: Penguin Canada, 2011.) ISBN 978-0-14-317338-0

Between 1663 and 1673, France sent almost eight hundred women to New France. These *filles du roi* were to become the wives of the men already living in the colony. Desrochers wrote about one of these young immigrants in *Bride of*

***New France***, an exciting first novel under the mentorship of the great Canadian novelist Joseph Boyden. This work of fiction highlights the lives of those young women who were compelled to emigrate to the new world, including the orphans, the poor, the prostitutes, the abandoned and otherwise socially forgotten.

Desrochers first delves into the meager existence experienced by many young women in Paris. Some lived in a dormitory for the unfortunate at La Salpêtrière Hospital. The conditions there were horrifying and included few creature comforts. They offered barely enough food to survive. Laure Beauséjour, the novel's central character, lived there until taken as a servant by a wealthy childless woman though she was returned there when the woman died. When she returned to the dormitory, she became an expert seamstress and lace maker. She befriended few girls but developed a friendship which led to her decision to leave when Louis XIV began recruiting young beautiful women to populate New France. In fact, the more children that were born there, the more government support they received.

The second phase of the novel recounts the daunting trials of the overseas journey to New France. Readers learn of the challenges faced on the ships as they crossed the Atlantic. Again, Desrochers vividly portrays the challenges of daily life where illness and depravation abundant. Woven into Laure's fictional story is the true account of Marguerite de la Rocque de Roberval, a French noblewoman who was marooned by her husband on the Île des Démons in the Gulf of Saint Lawrence, off the coast of Quebec. She became well known after her subsequent rescue and return to France.\*

Desrochers vividly tells of the journey up the St. Lawrence River to Québec City and finally to Ville Marie, in Montréal, where the young women are lodged in yet another dormitory and are introduced to their assigned mates. While on this journey for personal freedom, Laure comes in contact with numerous historical figures like Jean Talon and Marguerite Bourgeoys, who welcomed the *filles du roi*. Eventually, Laure becomes the bride of a former soldier who is now a fur trader though this *coureur du bois* abandons Laure for most of their first year of marriage to live with his Native "family." She barely survives the winter with the help of Deskaheh, a Native who befriends the young bride.

In Canada, most students learn of the *filles du roi* by middle school. The lessons portray these young women in a romantic, idyllic light. This novel counters this vision with a story likely more accurate than the history lessons though ***Bride of New France*** is clearly fictional since few of the young women were literate. Desrochers' in-depth research for the novel, including some of the letters of Marie de l'Incarnation, provides one of the many pleasures in this book. Laure's story provides a unique story of freedom, hardships, love, and tough choices in the wilderness along the St. Lawrence. After reading this fascinating novel, my appreciation for and understanding of the early families of New France was improved. I hope that others read it, too, with the same effect and appreciation.

\* Some past reviews consider other novels that concern Marguerite de la Rocque de Roberval including Joan Goodman's ***Paradise*** (reviewed October 2006) and Douglas Glover's ***Elle*** (reviewed April 2008). Goodman, Glover, and Desrochers all have quite different versions of Marguerite's story.

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