

SCHOOL LIBRARIES IN CANADA

from
Everyday Challenges
to the
**Peaks of Human
Achievement**

Winter 2014

ISSN 1710-8535

Save the date!

CLA 2014 National Conference and Trade Show
Victoria, British Columbia : Victoria Conference Centre: May 28 - 31, 2014

Theme: Building Bridges to the Future -- Colleagues, collaboration and consultation will get us there.

In the spirit of "Building Bridges", the organizers of TMC are working with CLA Voices for School Libraries Network and the Project Steering Committee for New Standards for School Library Learning Commons to integrate the two initiatives into one fabulous program for Canada's school library community at CLA.

The program is still under development, but will likely be close to the following, and will be based on understanding and working with the new standards to place the Learning Commons at the helm of learning leadership and student achievement in Canadian schools.

Thursday, May 29th

7:00 pm -Keynote address

8:30-10:00 - Networking Reception

Friday, May 30th

9:00-11:30 - Content session: TMC3 style, with input speakers and collaborative group work

11:30-1:30 - Lunch at the Exhibits plus 20-minute launch of the Standards E-Book at the Exhibits with invited dignitaries, and free-browsing time

1:30-5:00 - Content session - TMC3 style, with input speakers and collaborative group work

6:00 pm - Off-site dinner - separately priced, optional (BCTLA will help to arrange & purchase of tickets will be through registration)

Saturday, May 31st

9:00-10:15 - Standards Session (Judith, Linda, intended for all CLA delegates)

10:15-10:30 - Break

10:30-Noon - Final session TMC3 with Summarizing Speaker, etc.

School Library Awards will be scheduled in.

Moderators: David Loertscher and Carol Koechlin

Keynote and Guest Speakers TBD

Registration will be through the CLA conference site, and this will be THE program for school libraries.

Cost: \$325 (registration) plus approximately \$40 optional for Friday night dinner

The Call For Papers will begin very soon (i.e. December 1-10)

The headquarters hotel for the 2014 CLA Conference & Trade Show in Victoria is the Fairmont Empress. To book your room, use the link below. A one-night non-refundable deposit is required at the time of booking.

<https://resweb.passkey.com/go/cla2014>

For additional information, please contact:

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School Libraries in Canada

Volume 32, Number 1

Fall 2013

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Contributors to *School Libraries in Canada* - Volume 32 Number 1

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<p>Judith Sykes Chair of the Steering Committee School Library Standards Project</p>	

Thank you to retired teacher-librarian Helen Lee for her assistance with this issue.

From Everyday Challenges to the Peaks of Human Achievement

Derrick Grose

Editor

School Libraries in Canada

Given that taxes are regarded as one of the two certainties in life, it makes sense that educators ensure that students are prepared to cope with that unfortunate reality. In this issue of *School Libraries in Canada* Revenue Canada has outlined a variety of resources that can be used to help students to understand our tax system and their responsibilities as citizens. For teachers who want to add a global perspective to their instruction there is an article from the Canadian Red Cross that will point readers to teaching materials for a wide variety of grade levels on International Humanitarian Law. Additional resources for teaching both media literacy and social awareness on both the national and international levels are available from the HotDOCS International Documentary Film Festival. Many of the films that are presented on that web site document the challenges facing human beings and pay tribute to a variety of triumphs of the human spirit. That same spirit is central to Joseph Boyden's novel, *The Orenda*, which is a contender for this year's *Canada Reads* title. This issue will suggest some sources of additional information for teachers and students who have been engaged by the novel and its potential to be the book that will change a nation.

One of the wonders of the school library and of the more broadly defined learning commons is that its concerns range from the mundane details of everyday life, such as taxation, to the highest peaks of human achievement and greatest sources of inspiration. Recognizing the range and importance of the school library's task, teacher-librarians, school librarians and other educators from across the country have been working on a new set of standards for school libraries and Judith Sykes reports on their progress. Additionally, Teacher-librarian Irv Osterer describes how the Super Week program at Merivale High School helped to raise awareness of the school library. Ontario Library Association President Anita Brooks-Kirkland describes models for integrating technology into instruction and makes a case for the importance of the teacher-librarian in this process. This issue also contains information on the [Treasure Mountain Canada Symposium](#) which will be held in Victoria in conjunction with the CLA's National Convention.

I hope that something in this issue of *SLiC* will help you and your clients, both in coping with everyday challenges, and in connecting with the spirit that makes the greatest achievements possible.

Canada Revenue Agency (CRA) Financial Literacy Products for Educators and Support Resources

**Tammy Pauls
Regional Outreach Program Officer
Canada Revenue Agency**

As technology advances, so do the resources available to Educators and support groups in the field of Financial Literacy.

With the assistance of curriculum writers, Canada Revenue Agency (CRA) has recently revised three educational products within the CRA's Financial Literacy program, providing information about Canada's tax system and how to prepare an income tax and benefit return.

Educator-led and Self-study products provide access to Learning about Taxes, Teaching Taxes and Responsible Citizenship, which are easily incorporated into Financial Literacy curriculum requirements.

•Self-Study Products

1. Learning About Taxes

(<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/lrn-tx/cntnt/menu-eng.html>)

- Learning about Taxes is a self-study course that provides students with the skills and knowledge to deal effectively with tax issues throughout their life. They will learn the history and administration of our tax system, how to complete a basic tax return, and will gain awareness of the tax system and their role in it.

• Educator products - Teaching Taxes, and Responsible Citizenship and Canada's Tax System.

2. Teaching Taxes

(http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/tchtx/thnk_dwnld-eng.html)

- The Teaching Taxes Program provides useful tools and information for educators to teach the basics of taxation to students. It introduces students to Canada's tax system and provides them with the life skills necessary to deal effectively with basic taxation issues throughout their lives. The materials provided offer simple straightforward tax examples designed to build understanding and confidence. Teaching taxes promotes and develops critical thinkers who are able to apply their learning in making sound personal choices.

- Teaching Taxes has been revised to meet current pedagogical approaches with emphasis placed on instruction that promotes and develops critical thinkers. Word walls, instructional processes, and 3-2-1 journal entries have been included.
- Students receive the practical real-life skill of preparing a simple tax return and an increased awareness of Canada's tax system.
- Educators are provided a flexible 180 minutes of in-class instruction and student exercises, easily taught in economics, accounting, business, mathematics, consumer education, social studies, and second language courses.

3. Responsible Citizenship and Canada's Tax System

(<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/rs-ct/cntnt/menu-eng.html>)

- Responsible Citizenship and Canada's Tax System is an online program available to educators, to help Canadian students learn and understand where their tax dollars go; it includes basic information about the tax system. There is an emphasis on instruction that promotes financial literacy and develops critical thinkers who are able to apply their learning in making sound personal choices and in becoming responsible citizens.
- Educators are provided a flexible and customizable 180 minutes of in-class instruction and student exercises to meet a wide range of teaching and learning preferences. It is easily taught with Teaching Taxes.

Educators and support staff can access specific program information, order electronic or print training programs and Educator guides online at Educators (<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/menu-eng.html>). These products are free of charge, easy to understand, and promote financial literacy.

Canada Revenue Agency

Canada

Individuals and families Businesses Charities and giving Representatives

Home » Individuals » Educators » Learning About Taxes » Module 1 » History of taxes

Learning About Taxes

- Course introduction
- Module 1 - Basics of taxation**
 - Introduction
 - What are taxes?
 - How are your tax dollars spent?
 - Characteristics of a tax system
 - History of taxes**
 - Common Canadian taxes
 - What we learned
 - Quiz 1
- Module 2 - The tax-filing process
- Module 3 - Roles and responsibilities
- Module 4 - How to complete a basic income tax and benefit return
- Definitions
- Resources
 - Online services
 - Forms and publications
 - A to Z index
 - Contact us

History of taxes

Previous page Module 1 Next page

Many people assume that taxes are a recent development and that our ancestors did not have to pay them, however, this is not the case.

Of course in the past, people did not always pay with money. Instead, most paid their tax bill with something they produced or gathered, such as grain, fish, minerals, or animals.

History of taxes in the world

Tax as we know it today, existed in various forms in different societies throughout civilization. Kings, queens, chiefs, rulers, and people in authority were responsible for imposing and collecting taxes from the people they ruled. What was taxed, when it was taxed, and how much tax was imposed varied from society to society.

The French and Latin of the 13th century were credited with the first use of a word similar to tax. The French had *Taxer* and the Latin used *Taxare* to describe the following acts: to estimate, to assess, or to touch repeatedly.

History of taxes in Canada

Before Confederation

The colonial governments collected taxes and sent them to the two mother countries, England and France. The colonial governments usually collected revenue by charging customs duties. In 1650, Louis XIV of France imposed the first recorded tax in Canadian history. It was an export tax of 50% on beaver pelts and 10% on moose hides leaving his colonies.

1867 - The *British North America Act* was passed, allowing the Canadian government to raise money by taxation. In the next 50 years, the federal government used only indirect taxes such as customs duties and excise taxes to raise the money it needed. Direct taxation was left to the only four provinces: Ontario, Quebec, Nova Scotia, and New Brunswick.

The Fathers of Confederation divided the governmental responsibilities of this new country between the federal and provincial governments. The most expensive areas of responsibility - building railways, roads, bridges, and harbours went to the federal government. The provincial governments were responsible for education, health, and welfare.

After Confederation

World War I - On August 4, 1914 Britain declared war on Germany and as a British colony, Canada joined in the Great War at Britain's side. The pressures of financing World War I soon brought major changes to the Canadian tax system.

1916 - The federal government used a new method of direct taxation by starting a corporation tax known as the business profit

In addition, Educators can access a series of online tax information videos and webinars through CRA's Video gallery (<http://www.cra-arc.gc.ca/vdglry/menu-eng.html>) as a supplement to classroom training. Online tools and services are available 24-7, making it convenient for anyone to access or research. Video series that may be of benefit to students include:

Canadian Students and Income Tax (<http://www.cra-arc.gc.ca/vdglry/ndvdl/srs-stdnt-ncmtx-eng.html>) this video series gives information that helps students understand their responsibility to Canada's tax system. The video introduces students to a form TD1 - Personal Tax Credit Return, explaining the impact that it has on the amount of income tax that will be deducted from their pay check.

Preparing Your Income Tax and Benefit Return (<http://www.cra-arc.gc.ca/vdglry/ndvdl/srs-prprngrtrn-eng.html>). This video is intended for people who may never have filed their own income tax and benefit return, or who are filing for the first time. In this video, general information is provided on preparing and filing an income tax and benefit return.

Stay connected

To receive updates when new information is added to our Web site, you can:

 Follow the CRA on Twitter – [@CanRevAgency](https://twitter.com/CanRevAgency).

 Subscribe to a [CRA electronic mailing list](#).

 Add our [RSS feeds](#) to your feed reader.

 You can also visit our [YouTube Channel](#) for tax-related videos.

Produits de littératie financière de l'Agence du revenu du Canada (ARC) et ressources de soutien pour les instructeurs

Tammy Pauls
Regional Outreach Program Officer
Agence du revenu du Canada

Au fur et à mesure que la technologie progresse, les ressources offertes aux instructeurs et aux groupes de soutien dans le domaine de la littératie financière font de même.

Avec l'aide des rédacteurs de programmes d'études, l'Agence du revenu du Canada (ARC) a récemment révisé trois produits éducatifs du programme de littératie financière de l'ARC dans lesquels des

renseignements sur le régime fiscal canadien et la manière de préparer une déclaration de revenus et de prestations sont fournis.

Les produits dirigés par un instructeur et les produits d'auto apprentissage que sont Apprenons l'impôt, Enseignons l'impôt et Sens civique sont facilement incorporés aux exigences de programmes d'études sur la littératie financière.

- Produits pour les instructeurs – Enseignons l'impôt et Sens civique et régime fiscal canadien.

1. Apprenons l'impôt

(<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/lrn-tx/cntnt/menu-fra.html>)

- Apprenons l'impôt est un cours d'auto apprentissage qui fournit aux étudiants les compétences et les connaissances qui leur permettront de traiter efficacement des enjeux fiscaux tout au long de leur vie. Ils apprendront l'histoire de notre régime fiscal, la manière dont il est administré, la manière de remplir une déclaration de revenus de base et en sauront plus sur le régime fiscal et le rôle qu'ils y occupent.

2. Enseignons l'impôt

(http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/tchtx/thnk_dwnld-fra.html)

- Le programme Enseignons l'impôt fournit des outils et des renseignements utiles qui permettent aux instructeurs d'enseigner les bases de l'impôt aux étudiants. Le programme initie les étudiants au régime fiscal du Canada et leur donne l'occasion d'acquérir des connaissances pratiques qui leur permettront de s'occuper efficacement d'enjeux fiscaux de base tout au long de leur vie. Le matériel fourni comprend des exemples simples et directs en matière d'impôt, spécialement conçus pour favoriser une meilleure compréhension et accroître la confiance. L'enseignement de l'impôt favorise et développe la pensée critique des personnes qui sont alors capables de mettre en pratique leur apprentissage en faisant des choix personnels judicieux.

- Enseignons l'impôt a été révisé afin de correspondre aux approches pédagogiques actuelles en mettant l'accent sur un enseignement qui favorise et développe la pensée critique. Des murs de mots, des processus d'enseignement et des entrées de journal 3 2 1 y ont été ajoutés.

- Les étudiants acquièrent des connaissances réalistes et pratiques de la préparation d'une déclaration de revenus simple et sont sensibilisés au régime fiscal canadien.

- Les éducateurs ont accès à un manuel polyvalent comprenant 180 minutes d'enseignement et d'exercices en classe pour les étudiants, qui peut facilement être enseigné dans les cours d'économie, de comptabilité, d'administration, de mathématiques, d'éducation des consommateurs, de sciences sociales et de langue seconde.

3. Sens civique et régime fiscal canadien

(<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/rs-ct/cntnt/menu-fra.html>)

- Sens civique et régime fiscal canadien est un programme en ligne offert aux enseignants afin que ces derniers aident les étudiants canadiens à comprendre où va l'argent de leur impôt et à en apprendre davantage à ce sujet; il comprend aussi des renseignements de base sur le régime fiscal. Il met l'accent sur l'enseignement qui fait la promotion de la littératie financière et développe la pensée critique; les étudiants seront en mesure d'utiliser ce qu'ils ont appris afin de faire des choix personnels intelligents et de devenir des citoyens responsables.

- Les éducateurs ont accès à un manuel polyvalent et adaptable comprenant 180 minutes d'enseignement et d'exercices en classe, ce qui permet de répondre à un large éventail de préférences d'enseignement et d'apprentissage. Ce cours peut facilement être donné avec Enseignons l'impôt.

Les instructeurs et personnel de soutien peuvent accéder à des renseignements de programme précis, commander des programmes de formation imprimés ou électroniques et des guides de l'enseignant en ligne à la page Éducateurs (<http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/menu-fra.html>). Ces produits sont gratuits, faciles à comprendre, et ils font la promotion de la littératie financière.



Agence du revenu du Canada

Canada

Particuliers et familles Entreprises Organismes de bienfaisance et dons Représentants

Accueil > Particuliers > Éducateurs > Apprenons l'impôt > Module 1 > Historique de l'impôt

Apprenons l'impôt

Introduction au cours

Module 1 - Principes de l'imposition

Introduction

Qu'est-ce que l'impôt?

Où va l'argent des impôts?

Caractéristiques d'un régime fiscal

Historique de l'impôt

Impôts canadiens les plus communs

Ce que nous avons appris

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Module 3 - Rôles et responsabilités

Module 4 - Comment produire une déclaration de revenus et de prestations simple

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Historique de l'impôt

Page précédente Module 1 Page suivante

Bien des gens croient que l'impôt est un nouveau phénomène et que nos ancêtres n'en payaient pas. Toutefois, ce n'est pas le cas. Bien sûr, les gens ne payaient pas toujours avec de l'argent. La plupart payaient plutôt leur impôt en versant une partie de ce qu'ils produisaient ou cueillaient comme des grains, du poisson, des minéraux ou des animaux.

Histoire des taxes et de l'impôt dans le monde

L'impôt et les taxes, tels que nous les connaissons de nos jours, ont évolué au fil des ans et existé sous toutes sortes de formes dans diverses sociétés. Les rois, reines, chefs et personnes au pouvoir pouvaient imposer des impôts et des taxes aux gens qu'ils gouvernaient. Ce qui devenait imposable ou taxable, à quel moment et à quel taux variaient d'une société à une autre.

Ce sont les Français et les Latins du 13^e siècle qui auraient été les premiers à utiliser les mots « taxe » (de l'ancien français taxer) et du latin taxare pour ranger, fixer) et « impôt » (du latin impositum, imponere pour imposer, fixer).

Les grandes dates du régime fiscal canadien

Avant la Confédération

Les taxes étaient perçues par les gouvernements coloniaux et envoyées aux deux mères patries, la France et l'Angleterre. Les recettes provenaient surtout de la perception des droits de douane. En 1550, le roi de France, Louis XIV, prélevait le premier impôt officiel au Canada : une taxe de 50 % sur les exportations de peaux de castor et de 10 % sur les exportations de peaux d'orignal.

1867 - Avec l'adoption de l'Acte de l'Amérique du Nord Britannique, le nouveau gouvernement canadien est autorisé à percevoir des fonds au moyen de taxes et d'impôts. Au cours des 50 années suivantes, il obtient toutes les recettes dont il a besoin au moyen d'impôts indirects, comme les droits de douane et les taxes d'accise. Le droit de percevoir des impôts directs est accordé aux quatre provinces fondatrices : l'Ontario, le Québec, la Nouvelle-Écosse et le Nouveau-Brunswick.

Étant donné que le Canada est un nouveau pays, les pères de la Confédération doivent diviser les champs de compétences entre le fédéral et les provinces. Le gouvernement fédéral obtient les responsabilités les plus coûteuses, telles que la construction de chemins de fer, de routes, de ports et de ports, tandis que les gouvernements provinciaux se voient confier l'éducation, la santé et le bien-être social.

Après la Confédération

Première Guerre mondiale - La Grande-Bretagne a déclaré la guerre à l'Allemagne le 4 août 1914. Le Canada étant une colonie britannique, il se retrouve immédiatement en guerre aux côtés de la Grande-Bretagne. Les pressions financières causées par les efforts de guerre entraînent d'importants changements au régime fiscal canadien.

De plus, les instructeurs peuvent accéder à une série de vidéos et webinaires d'information fiscale en ligne par la Galerie de vidéos (<http://www.cra-arc.gc.ca/vdgllry/menu-fra.html>) de l'ARC et peuvent les ajouter à la formation en classe. Les outils et les services en ligne sont accessibles 24 heures sur 24 et sept jours sur sept, ce qui donne à quiconque un accès pratique aux renseignements et permet une recherche au moment qui lui convient. Les séries de vidéos qui peuvent être bénéfiques pour les étudiants comprennent celles qui sont indiquées ci dessous.

La série de vidéos Les étudiants canadiens et l'impôt sur le revenu (<http://www.cra-arc.gc.ca/vdgllry/ndvdl/srs-stdnt-ncmtx-fra.html>) présente des renseignements pour aider les étudiants à comprendre leurs responsabilités à l'égard du régime fiscal du Canada. L'une des vidéos présente aux étudiants le formulaire TD1, Déclaration des crédits d'impôt personnel et explique l'incidence de ce formulaire sur le montant de l'impôt sur le revenu qui sera déduit de leur paie.

La série [Comment préparer votre déclaration de revenus et de prestations](http://www.cra-arc.gc.ca/vdgllry/ndvdl/srs-prprngrtrn-fra.html) (<http://www.cra-arc.gc.ca/vdgllry/ndvdl/srs-prprngrtrn-fra.html>) s'adresse aux particuliers qui n'ont peut être jamais produit eux mêmes leur déclaration de revenus et de prestations ou qui la produisent pour la première fois. Ces vidéos présentent des renseignements généraux sur la préparation et la production d'une déclaration de revenus et de prestations.

Soyez branché

Pour recevoir des mises à jour lorsque nous ajoutons de nouveaux renseignements à notre site Web, vous pouvez :

 Suivre l'ARC sur Twitter – [@AgenceRevCan](https://twitter.com/AgenceRevCan).

 Vous abonner à une [liste d'envoi électronique](#) de l'ARC.

 Ajouter nos [Fils RSS](#) à votre lecteur de nouvelles.

 Vous pouvez aussi visiter notre [Chaîne YouTube](#) pour regarder des vidéos sur l'impôt.

Canadian School Library Standards: Principles of an Effective School Library Learning Commons Project

by Judith Sykes

The School Libraries Advisory Committee and the Voices for School Libraries Network are currently producing a common set of standards for educators across Canada, to acquire and develop skills and expertise in order to implement a comprehensive school library learning commons model. The results of this project will be launched as an e-book at the 2014 CLA National Conference and Trade Show in Victoria. CLA focuses on partnerships and liaisons within and beyond the school, with other libraries and organizations – public libraries, academic libraries, school board trustees, Council of Ministries of Education Canada and is working in cooperation with the following eleven (11) organizations in coordinating this national initiative:

- **British Columbia Teacher-Librarian Association (BCTLA)**
- **Alberta School Library Association (ASLC)**
- **Saskatchewan School Library Association (SSLA)**
- **Manitoba School Library Association (MSLA)**
- **Ontario School Library Association (OSLA)**
- **Quebec Library Association, (QLA) School Library Section**
- **Nova Scotia (Regional Libraries and School Boards)**
- **New Brunswick (Regional Libraries and School Boards)**
- **Newfoundland and Labrador (Schools)**
- **Prince Edward Island Teacher-Librarian Association - TBA**
- **Yukon – Teacher-Librarians' Sub-Association**
- **NT (Schools)**
- **Nunavut - TBA**

December 2013 Update

The established steering committee and focus group have over the fall months developed a continuum of indicators for the five basic “Principles of an Effective School Library Learning Commons” based on initial feedback from the provincial/territorial committees. The chairs of these committees met via teleconference in November 2013 to discuss reviewing the indicators with their local committees and experts, and returning feedback to the steering committee at the beginning of February, 2014. Provincial/territorial committee chairs will meet again to discuss the response to this feedback at the end of February 2014. They will have a chance to review the entire e-book in March, prior to the steering committee work with CLA on the final editorial process. The launch of the Canadian School Library Standards will occur at the CLA Conference in Victoria, May 2014. <http://cla.pwwebhost.com/conference/2014/>.

Committees are being asked to review the continuum of indicators in terms of such questions: Do the indicators encompass the most relevant components of a school library learning commons? Are they clear? What is missing? What is redundant?

Additionally, each province or territory will attempt to provide illustrative examples or links for all the indicators in order to give them real relevance.

It is anticipated that the e-book will be about 20 -25 pages in length and will sell for approximately \$10. It will include an introduction, the five standard principles with background, and indicators for each, steps to using the standards, a glossary and key resource links. Discussions for a website and pamphlet to support the e-book are in progress.

If you would like further information on this project, please contact Judith Sykes, Chair of the Steering Committee at judith.sykes@shaw.ca. You can follow the work and resources on the project web site: <https://sites.google.com/site/nationalslproject/home>.

For updates, you can also subscribe to the Voices for School Libraries Network Facebook page (Voices for School Libraries) and Twitter feed (@CdnSchoolLibrar).

Super Week Helps to Build a Learning Commons

by Irv Osterer

Irv Osterer is the Teacher Librarian and Department Head of Fine Arts, Computer Studies, Technology Communication and Design FOCUS program as well as Specialist High Skills Major Coordinator at Ottawa's Merivale High School.

A true learning commons will be a place shared by the entire school community. Most school libraries have a faithful clientele who know and appreciate the many benefits of regular visits. One of the challenges faced by teacher librarians is finding ways to attract the attention of students and staff who are not amongst the converted. Popular culture is one of the tools that can be used to meet this challenge. Last November, an Ottawa secondary school demonstrated one way in which this tool can be used.



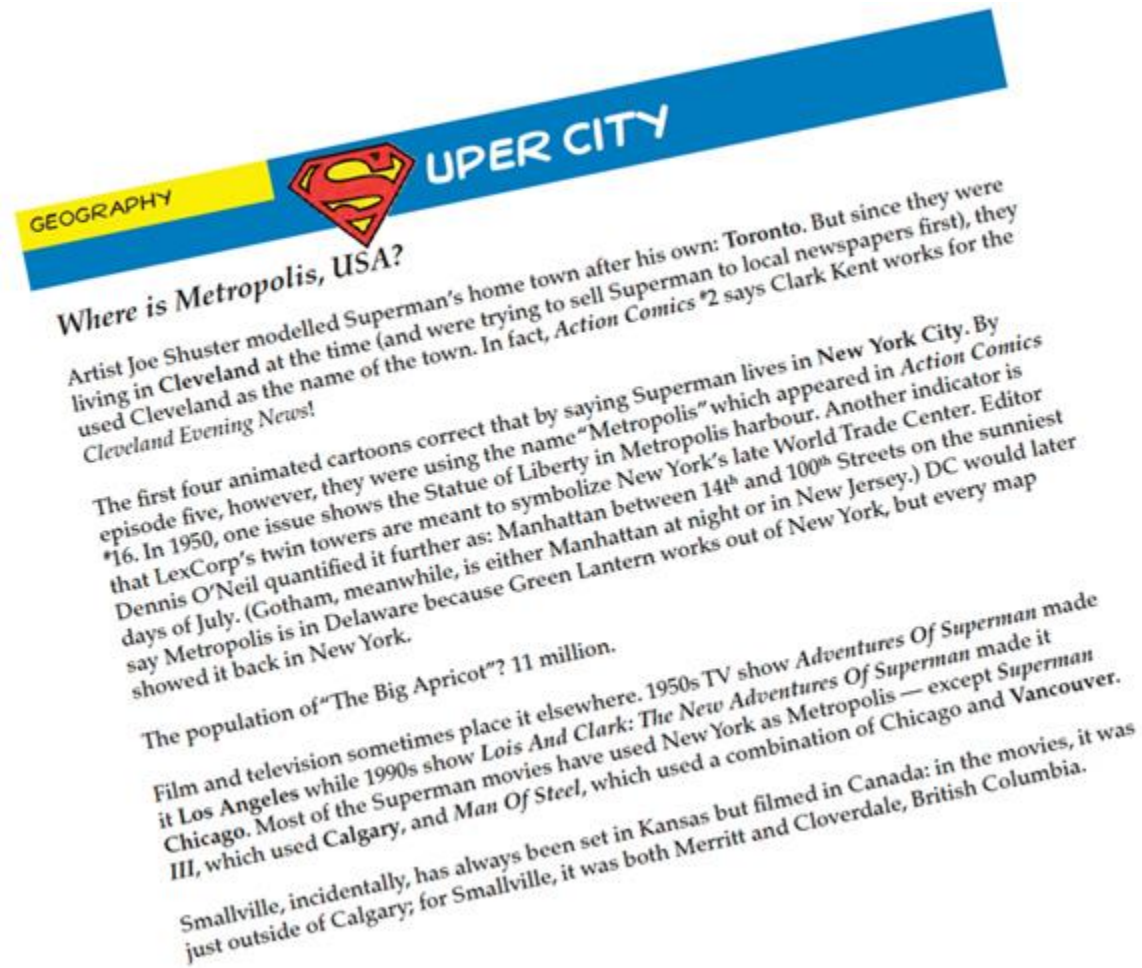
The program for Merivale High School Library's Super Event was designed to appeal to a diverse audience.

It was SUPER WEEK in the Merivale High School Library as students celebrated the Man of Steel's 75th birthday in grand style. It was a great time to revisit Superman's Canadian roots that have been celebrated with a Canadian Heritage Moment (<https://www.historicacanada.ca/content/heritage-minutes/superman>) as well as with some terrific new postage stamps and souvenirs released by Canada Post. Activities and displays reminded participants that artist Joe Shuster modelled Metropolis after his home town of Toronto - and the newspaper that was frequented by Lois Lane and Clark Kent first appeared in comics as the *Daily Star* (after the *Toronto Star*) before it later morphed into the *Daily Planet*.



Superman's Canadian roots have been celebrated with a Canadian Heritage Moment as well as with new postage stamps and souvenirs released by Canada Post.

Occasional teacher Brian Fried provided expertise in guiding this very successful event. Special PDF handouts that provided "Super" curriculum links to subject areas were distributed to teachers wishing to have their classes join in the festivities. A teacher of Music and History, Tessa Maclean, conducted a SUPERMAN music survey and contest. Coop student Tyler Nolan provided a review of Michael Chabon's *Kavalier and Clay* and some great new SUPER titles were added to the book collection. There was a screening of Max Fleischer Superman cartoons and even a Clark Kent library photo op!



Special PDF handouts that provided "Super" curriculum links to subject areas were distributed to teachers wishing to have their classes join in the festivities.

Superman's Canadian roots provided a perfect excuse for students and staff to find common grounds for learning and enjoyment in the school library. Does this example bring to mind any similar opportunities to use popular culture to promote learning and the library in your school? Merivale's experience suggests that it is well worth trying!

Visit Merivale High School's [web site](http://www.merivalehs.ocdsb.ca/) at <http://www.merivalehs.ocdsb.ca/>.

Models for Technology Integration in the Learning Commons

**by Anita Brooks Kirkland,
President, Ontario Library Association**

We've been talking about the effective integration of technology into learning for a very long time, yet it remains an elusive goal. Certainly progress has been made, but in far too many cases we see pockets of excellence, with innovative teachers leveraging technology in powerful ways. In far too many schools and classrooms, however, technology is still seen as a frill or even a threat.

But why should this be? Our society is immersed in technology. Our students have never known a time where technology use wasn't interwoven into virtually every aspect of their lives. More and more teachers in our system are themselves "digital natives." Shouldn't they be able to make the connections that have largely eluded a generation of educators? Certainly that seems to be a widely held expectation.

But is it really that simple? It is perhaps a revelation that many young teachers, despite apparent facility with technology use, struggle as much as any educator in making meaningful connections to learning contexts. Teacher education about technology is often disconnected from learning about effective pedagogy, leaving teachers to make those elusive connections for themselves. (Jaipal Jamani & Figg, 2013)

New Models for Learning with Technology

The good news is that solving this elusive problem has provoked some deeper thinking into how to leverage technology in learning contexts, and in the past few years new models have emerged that are already proving very useful for teachers and teacher educators. As teacher-librarians, we should count ourselves amongst the latter, as the role of the teacher-librarian as technology coach is already well established.

It is worth emphasizing that education systems around the world have been better at acquiring technology than they have at using it to change the system. Ontario over the past decade has resisted this temptation to invest heavily in technological tools. Instead we have built the pedagogical capacity of teachers to teach well and to learn from each other. Now with focused innovation we must invest in new practices that integrate pedagogy and technology, with the former as the driver.

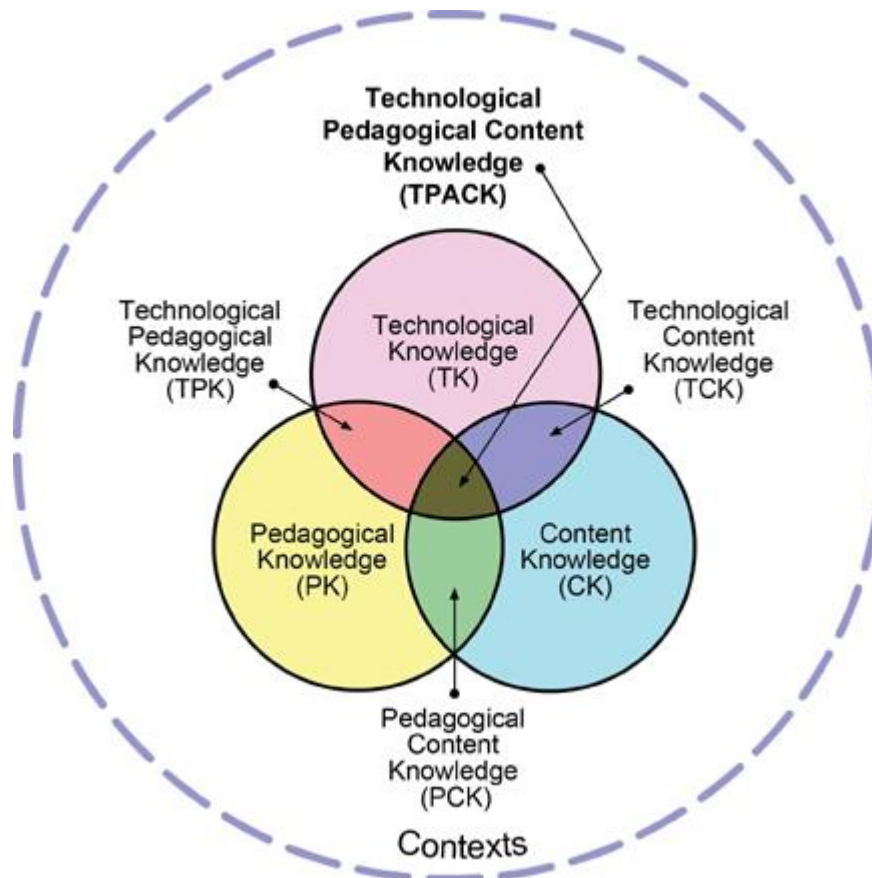
Michael Fullan, *Great to Excellent* (2012)

Two models, TPACK and SAMR have particular promise – the first focusing on teacher competencies and instructional planning, and the second providing a framework for assessing the efficacy of technology tasks.

TPACK: Technological, Pedagogical and Content Knowledge

Put simply, the TPACK model provides a framework for identifying the

teacher knowledge required to integrate technology effectively within the complexities of the larger context of teaching. In TPACK, Technological Knowledge – TK, is most effective when it is combined with deep Content Knowledge – CK (curriculum subject matter) and Pedagogical Knowledge – PK (teaching strategies and knowledge of the learner). While the intersection of Content Knowledge and Pedagogical Knowledge is largely understood to be at the heart of effective teaching, adding Technological Knowledge into the mix provides an effective filter for teachers to really examine the way that they think about technology integration.

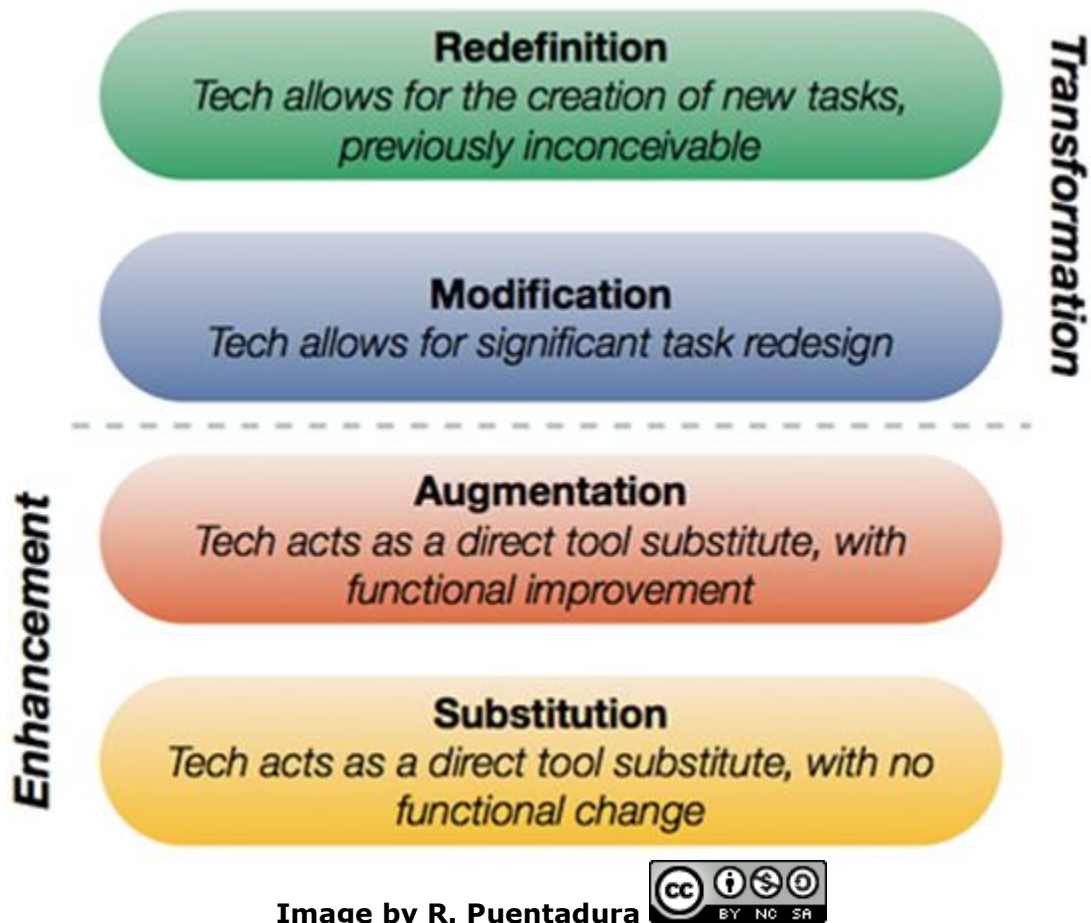


Reproduced by permission of the publisher, © 2012 by tpack.org

Filtering instructional planning through the TPACK model should serve to eliminate frivolous or irrelevant use of technology, and inspire teachers to make deeper connections to all aspects of effective instruction. The TPACK website (<http://www.tpack.org/>) explains the model in more depth than afforded in this column, and is definitely worth exploring.

SAMR: Substitution, Augmentation, Modification, Redefinition

While TPACK frames our thinking about the relevance of technology in learning, SAMR provides us with a critical framework for assessing the richness of the technology task itself.



While tasks grouped under Enhancement in the model (Substitution and Augmentation) may serve some useful purpose (i.e., word processing functionality may be more efficient than handwriting), technology tasks that can be categorized on the Transformation side of the model (Modification and Redefinition) provide opportunities for learning that do not exist without technology. For example, a shared document, available online 24/7 offers collaborative writing and knowledge-creation opportunities not otherwise possible.

The key to using the SAMR model is not to think of it as a progression to work through. Really using technology effectively means creating the kind of rich tasks that redesign traditional ways of learning and create opportunities that do not exist without the use of the technology. A Substitution or Augmentation task may serve a particular purpose, but chances are it does not leverage technology for richer learning experiences.

More Than a Pretty Picture

TPACK and SAMR are by no means the only models for technology integration. Other images seem to cycle endlessly through online professional networks. Most notable amongst these are the endless versions of Bloom's "Digital" Taxonomy that align particular computer and/or mobile applications with each element or mode of thinking. These diagrams are, in my view, incredibly ill conceived. Trying to pigeonhole a

rich and varied application like Google Drive as being useful for only one type of thinking skill is overly simplistic and not useful for making stronger connections to effective learning strategies. The SAMR model, by comparison, recognizes the diverse ways one application can facilitate learning.

Don't Press the Easy Button Yet!

The TPACK and SAMR models may make sense, but that doesn't mean that every teacher will be able to make instant connections. Nor will every teacher-librarian, who arguably may have more experience with learning technologies than the average teacher. Designing a rich learning task is a challenge for any teacher, and trying to synthesize the dynamic world of technology into the mix adds an extra element of risk and uncertainty. Understanding the models is not enough. Having facility with technology is not enough. Technology education for teachers that centres on skills first does not help either. Innovative teacher educators are now exploring ways to have technology learning driven by content and pedagogy (Jaipal Jamani & Figg, 2013). Implementing a similar approach within a school offers a wonderful opportunity for the teacher-librarian, in the context of a learning commons approach.

The Learning Commons: A Natural Fit

There is no doubt that the effective use of technology for learning is at the core of teacher-librarianship, and the teacher-librarian is often the school's "go-to" person when it comes to tech. Within the context of a learning commons approach, where everyone is a learner, the teacher-librarian can play a pivotal role in implementing a TPACK approach to instructional planning and assessing learning tasks through the filter of the SAMR model. Jayme Linton (2012) makes a strong case for using TPACK as a framework for collaborative teacher inquiry within a learning commons model, leveraging the teacher-librarian's leadership role.

Teacher-librarians bring even greater contexts that can enrich a collaborative teacher inquiry into learning with technology. We have our own TPACK "Content Knowledge" about information ethics: copyright, plagiarism and citation. We can help students and teachers understand the rights of information creators and users in our sharing, remix culture. Teacher-librarians can extend their support for related learning about digital citizenship.

The learning commons invites teachers and teacher librarians to engage in collaborative learning beyond traditional models of professional development. Teacher librarians working in the learning commons encourage and welcome opportunities to work shoulder to shoulder with teachers and develop a shared language focused on student learning... Other educators who provide instructional support, including curriculum coordinators, instructional technology facilitators, literacy specialists, etc., should be invited into these collaborative conversations as well.

J. Linton. *TPACK as a Framework for Collaborative Inquiry in the Learning Commons*. (2012)

TPACK and SAMR offer new and powerful ways for teacher-librarians to extend their own role as technology coaches in the school. The challenge is, of course, to humbly reframe some of our own notions about technology-enabled learning, and seeing this as an opportunity to sharpen our own understanding – accepting that our primary role is to model learning how to learn.

Resources to Explore:

The TPACK website explains the model, connects to additional resources, and facilitates a learning community for sharing ideas for implementation: <http://tpack.org/>

Dr. Ruben Puentadura shares resources related to the SAMR model, which he first conceptualized: <http://www.hippasus.com/rrpweblog/>

A teacher explains TPACK and SAMR, in two minutes each:

TPACK in Two Minutes: <http://youtu.be/FagVSQIZELY>

SAMR in 120 Seconds: <http://youtu.be/us0w823KY0g>

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Anita Brooks Kirkland is now an independent consultant for libraries and learning, after serving as Library Consultant with the Waterloo Region District School Board for twelve years. Currently she is an instructor for the [Ontario Institute for Studies in Education](#) (OISE), University of Toronto, where she teaches courses for teachers seeking additional qualifications in school librarianship. Anita is the President (2014) of the [Ontario Library Association](#). Learn more about Anita at: www.bythebrooks.ca



Moving us with incredible visions and stories from the world around us

One challenge faced by school libraries is finding ways to meet the needs of teachers whose understanding of literacy is expanding to encompass visual literacy involving a wide variety of media. How can libraries help students and teachers to access diverse media resources at a time when many budgets are either being cut or shrinking as a result of inflation?

HotDOCS solves part of this problem by offering free access to a wide range of documentaries to educators who have access to the Internet. In promoting the use of documentaries as educational resources the festival web site explains, "At their best, documentaries move us with incredible visions and stories from the world around us. Great documentary filmmakers use their craft to tell stories with a personal point-of-view and shared emotional resonance. Documentaries also provide excellent opportunities to learn about our world, and can be used to help educate students across all study areas." The festival web site provides an opportunity for educators to test this for themselves by providing streaming access to a wide variety of documentaries in their DocLibrary for their [Educators' Community](http://www.hotdocslibrary.ca/dsr/#/en/community/3) at <http://www.hotdocslibrary.ca/dsr/#/en/community/3>.



The Hot Docs Teacher Advisory Council has helped the festival to develop a list of thirty-one films to support a wide variety of curriculum areas for Grades 7 to 12. *Breakaway* is the story of the relationship between two Nova Scotia men who are brain injury survivors. In *The Rise and Fall of the Great Lakes* Bill Mason explores the geological history of the region and humanity's role in devastating the work of ages. *Super Amigos* is the story of five real-life "social wrestlers" who have capitalized on the popularity of Mexico's *Lucha Libre* wrestlers to defend the rights of tenants, oppose cruelty to animals, protect the environment and promote gay rights. Visit the DocLibrary to see the complete list.

Founded in 1993, HotDOCS, the Canadian International Documentary Festival, seeks to advance and celebrate the art of documentary, and to showcase the work of and create production opportunities for documentary filmmakers. It is North America's largest documentary festival and, each year, it presents a selection of more than 180 cutting-edge documentaries. This year's HotDOCS festival will take place from April 24 - May 4 in Toronto.

The ascension to stardom of Canada's best basketball players

Brian Daly

"... from the time I first played organized basketball in the seventh grade, I was hooked."



Brian Daly
Journalist and Basketball Enthusiast

Brian Daly is a Montreal-based journalist whose basketball articles have appeared in *The Toronto Sun*, *The Toronto Star* and *Le Journal de Montreal*. For over a decade he has maintained QHoops.net, one of the first web sites dedicated to basketball in Canada. He has worked in every branch of the Canadian media as a television host, reporter and producer, national wire-service correspondent, magazine editor and radio journalist. He agreed to talk to *School Libraries in Canada* about the sport he loves and his first book, *Canada's Other Game: Basketball from Naismith to Nash*.

SLiC - You have said that it took you fifteen years to overcome the excuses you had for not writing a book about Canadian basketball. How did Canadian basketball change over the course of those years?

BD - The ascension to stardom of Canada's best basketball players has captured the national imagination and has also caught the attention of the media, including the publishing industry. Canada has always had great players but there's been a spike this century in NBA prospects out of Canada, beginning with Steve Nash, and the interest from the Canadian media is unprecedented. I'm a news reporter by profession, and my colleagues in the news media are coming up to me and asking questions about basketball. That never happened before, and it's a sign that the sport is reaching unprecedented heights.

SLiC - How did your reasons for writing the book change over those years? Why, when you finally committed yourself to the project, did you think it was important to write such a book?

BD - It became clear that the timing was right. The Toronto Raptors recently celebrated their 20th anniversary, and we have a professional basketball league called the National Basketball League of Canada that

operates in nine cities. But mainly, I wanted to go back in time and tell the story of Almonte, Ontario native James Naismith and the sports ministry that he created to reach young people for the gospel. Basketball spread around the world so quickly, that he lived long enough to see the sport make its Olympic debut in 1936! Basketball has continued to grow in Canada in terms of participation, but development on the elite side has lagged behind in Canada for many decades and is only now starting to take off.

SLiC - You played basketball at the high school, community college and university level. How and why did you first become involved in basketball?

BD - I actually started out as a baseball player, but from the time I first played organized basketball in the seventh grade, I was hooked. It's amazing how much travelling I have done through basketball. I've been to every part of Quebec and Ontario, including northern regions of both provinces, plus ten U.S. states and the Bahamas. Hard to stay focused on hoops when you're in the Bahamas!

SLiC - How has your involvement with basketball enriched other aspects of your life?

BD - Basketball has helped to make me the man I am today. I was sort of a loner as a child, but through basketball I made friendships with young people of all stripes. It's through basketball that I first made friendships with Haitian and French people. I had previously grown up almost exclusively around English-speaking people in west-end Montreal. Basketball also kept me in great physical shape. In recent years, I have had the privilege of coaching youth basketball, which provides a chance to give back to the community and mentor our youth. Very rewarding!

SLiC - What is the appeal of basketball for so many young Canadians?

BD - Basketball is inexpensive and promotes teamwork and inclusiveness. It's also considered a "cool" sport in our society, which can help young players gain self-confidence among their peers. In keeping with James Naismith's original vision, basketball doesn't have the body-checking of hockey or the tackling of football, resulting in fewer serious injuries. And basketball's strict rules discourage, and severely penalize, unsportsmanlike conduct and violence.

SLiC - What are your favorite basketball books? What makes them your favorites?

BD - *My Life* by Magic Johnson is my all-time favourite basketball book. Magic Johnson was a childhood hero of mine, and I was devastated to learn that he had contracted the HIV virus in 1991, when such a diagnosis was considered a death sentence. But Magic had such incredible optimism and charisma in the face of his ordeal, and he gave hope to all of his fans. The fact that Magic is still alive and well more than 20 years later would

have been impossible to imagine back then. He has proven to be quite the role model despite his earlier indiscretions.

SLiC - As the title suggests, your book discusses the contributions of many people to Canadian basketball. James Naismith and Steve Nash aside, who was the most interesting character you encountered in the course of your research and what made that person distinctive?

BD - Gino Sovran, the first Canadian to play in the NBA in 1946, is spry as ever at nearly 90 years old. He kept me entertained for hours with his basketball stories. Mr. Sovran also provided me with many documents that helped in the writing of *Canada's Other Game*. I also loved speaking to 99-year-old Kay MacBeth, a pioneering member of the Edmonton Grads basketball powerhouse of the 1930s. She's as sharp as a tack, a woman of great faith, and very inspiring to interview.

SLiC - Your book offers insights into many aspects of Canadian social history as it examines topics such as the evolution of Canadian women's basketball and the participation of Canadian Jewish athletes in the Berlin Olympics. What was the most surprising discovery you made about Canadian society as a consequence of your research into basketball?

BD - Many societal factors that mark modern Canada are reflected in basketball. For example, Scottish, Jewish, Italian and West Indian immigrants have played a major role in the development of basketball, just as they have in the larger society. Also, some of the regional divisions (east-west, rural-urban, English-French) that are present in Canadian society also show up in basketball. On the court, Canadians of all stripes can put aside their differences and work together to achieve greater goals. We should also aspire to that ideal in Canadian society at large.

SLiC - Were you interested in reading about basketball and other sports when you were growing up? What are your memories of school libraries in your elementary and secondary schools?

BD - I have always been a reading aficionado. My father says I began reading the newspaper out loud when I was four years old. Sports books have always been in my collection. My earliest library-related memory from elementary school was a colourful librarian named Mr. Cuevas, who was a Second World War veteran, and entertained us with fascinating stories while stoking our love for reading.

SLiC - What has been the role of libraries in your work as a journalist and as an author? Has technology changed that role over the course of your career?

BD - Every newsroom in Canada had a library when I first got into the business in the mid-1990s. Reverse phone books, volumes of encyclopedia, postal code directories, you name it. Some media corporations even had staff librarians. But wow, have things changed! The newsroom where I currently work has a few dictionaries, and that's about

it. Everything else is done on the internet. But the internet is a very poor imitation of a real library. The web has nowhere near the depth of information of a library, and so much of what's on the 'net is simply ranting and raving, with no usable information. But I doubt things will go back to the way they were.

I spent many, many hours in libraries in the course of writing *Canada's Other Game*. No one had ever written a book on Canadian basketball, so I was required to do all of my own original research, mainly at McGill and at the University of Montreal. The 12 months of research and interviews was the most rewarding part of the project for me.

SLiC - Are you planning any other book projects? If so, what will you be writing about?

BD - I'll stick to basketball for my next project - it's worked for me so far! All I can say right now is that my next book will be a biography. Human stories connect with readers, and there are plenty of incredible stories among our sports figures. As for the rest, keep visiting my website, QHoops.net, for the latest news regarding my book projects!

SLiC - Is there anything else you would like to add?

BD - I would encourage people to read books as much as possible to stay informed. The technological revolution cannot replace good old fashioned books, which provide an experience that no gadget can duplicate. And make sure to get your own thoughts down in writing, in the form of a journal, for example. Write a book! You could change someone's life.

SLiC - Thanks for taking the time to share your experiences and for all of your work documenting basketball in Canada.



Canada's Other Game
ISBN 9781459706330

Visit Brian Daly's QHoops website at <http://www.qhoops.net/>.

Explaining International Humanitarian Law

Sharonya Sekhar, Policy Advisor
Canadian Red Cross | Croix-Rouge canadienne

International humanitarian law is the body of law which applies during times of war. International humanitarian law (IHL) is a set of written and unwritten rules which aim to protect life and human dignity during armed conflict to prevent and reduce the suffering and devastation caused by war. It applies to wars between states and civil wars but not to violence that happens during peacetime, such as violent crimes or riots. War is an inherently violent and destructive phenomenon, and the aim of IHL is to mitigate the worst of the violence and destruction for both those engaged in the conflict and those not involved in the fighting. People often confuse International Humanitarian Law with International Human Rights Law. The Canadian Red Cross as a member of the International Red Cross and Red Crescent Movement has a responsibility to spread awareness and understanding of IHL in Canada.

Introductory exploration: Images and perceptions

(13 pages, 307 Kb)



Module 1: The humanitarian perspective

(39 pages, 1.5 Mb)



Module 2: Limits in armed conflict

(89 pages, 5.5 Mb)



Module 3: The law in action

(63 pages, 1.4 Mb)



Module 4: Dealing with violations

(63 pages, 1.6 Mb)



Module 5: Responding to the consequences of armed conflict

(65 pages, 1.5 Mb)



Closing exploration: Where do we go from here?

(12 pages, 303 Kb)



The International Red Cross modules for teaching about International Humanitarian Law can be ordered in print or downloaded in PDF format.


The mission of the Canadian Red Cross is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world. Within this mission, the Canadian Red Cross has a mandate to promote knowledge and respect for international humanitarian law. One of the ways the Canadian Red Cross does this is with the Exploring Humanitarian Law toolkit. The toolkit was developed in collaboration with Education and Legal Experts from around the world by the International Committee of the Red Cross as a means to teach IHL to young people. The Canadian Red Cross trains teachers across the country on the toolkit and provides in-depth training teachers can learn about current events related to IHL as well as become comfortable with the teaching materials. The teacher workshops provide an opportunity for teachers to meet with lawyers and humanitarians who use IHL in their everyday work and prepare them for discussing these fascinating topics in the classroom.

The EHL toolkit is an international education program designed to enhance young peoples' level of respect for human dignity, understanding of and respect for international humanitarian law, and the development of humanitarians. EHL is available in multiple languages and can be downloaded for free at www.ehl.icrc.org. In addition to EHL, the Canadian Red Cross has developed a series of workshops to augment the EHL toolkit. These workshops can be found at <http://www.redcross.ca/what-we-do/international-humanitarian-law/tools-for-teachers>

Tools for Teachers

- Emergencies and Disasters in Canada
- Emergencies and Disasters Worldwide
- First Aid and CPR
- Swimming and Water Safety
- Community Health Services in Canada
- Worldwide Health
- Violence, Bullying and Abuse Prevention
- Red Cross Youth
- International Humanitarian Law
- What is International Humanitarian Law?
- Tools for Teachers
- Conferences, Trainings and Events
- Publications


The Canadian Red Cross helps educators teach students about the importance of international humanitarian law, the rules that ensure respect for life and human dignity in war. Exploring Humanitarian Law is an adaptable toolkit that gives educators easy-to-use materials to expose students to issues in international humanitarian law. The toolkit offers educators primary source materials and strategies that reinforce and enrich existing curricula and educational programs.



Educators can use these additional tools and resources to complement the Exploring Humanitarian Law toolkit.



Exploring Humanitarian Law Virtual Campus: This web-based resource centre and online community for the exploring humanitarian law education program helps teachers as they introduce the basic principles of international humanitarian law to students in secondary schools. A wide range of teaching resources is available on the website, such as learning modules, workshops, training videos and an online discussion forum.



Facing Fear: With the wars in Afghanistan and Iraq, and the increasing number of 'terrorist' events reported by the media, the last decade has caused anxiety and concern among Canadian youth. Teachers felt they were lacking appropriate tools to address these issues. Facing Fear is a flexible curriculum aimed at helping young people aged 5-16 be prepared for disasters and deal with the aftermath of war, terrorism and tragic events, whether they occur at home or elsewhere in the world.

Facing Fear Module (ages 5-7)

Facing Fear Module 2 (ages 8-10)

Facing Fear Module 3 (ages 11-13)

Facing Fear Module 4 (ages 14-16)

The Canadian Red Cross offers teacher resources for a variety of age groups on a wide variety of topics including "Facing Fear" and dealing with violence and bullying.

For more information on EHL and teacher workshops, please contact your local Canadian Red Cross branch.

Pursuing the Orenda

According to Dictionary.com, “Orenda” is a Wendat word for “inherent power” or “supernatural force” that “is present in varying degrees in all objects or persons, and to be the spiritual force by which human accomplishment is attained.” In his 2013 novel, *The Orenda*, Joseph Boyden has shown this force working in three narrators: a Wendat warrior, a Haudenosaunee girl he orphans, kidnaps and then adopts as his own daughter, and a Jesuit missionary who is travelling with them. This powerful work of historical fiction reveals the humanity that the characters share, as well as the cultural differences that seem to separate them. Boyden’s exploration of the operation of the Orenda through these characters is likely to inspire great interest in this period; this article will suggest some resources for teachers and students who want to find out more.



From a historical perspective, a primary source for studying this period is *The Jesuit Relations*. The reports of the Jesuit missionaries in New France are available on-line from Creighton University

at <http://puffin.creighton.edu/jesuit/relations/>.

An icon of interaction between the two cultures is “The Huron Carol.” For younger students there is David Bouchard’s book *An Aboriginal Carol* with illustrations by Moses Beaver and a recording of the carol by Susan Aglukark. A useful resource for providing background information on Canada’s First Nations is Diane Silvey and John Mantha’s profusely illustrated *The Kids Book of Aboriginal Peoples in Canada*.

For older students and teachers there is an interesting discussion of the commonly heard version of the song as well as a literal translation at the [The Cockburn Project](http://cockburnproject.net/songs&music/ia.html) (<http://cockburnproject.net/songs&music/ia.html>). This could be a useful entry point for discussion of the interaction between different cultures and their different perspectives on the world. For an academic discussion of the history of this interaction from a Wendat point of view, read George E. Sioui’s *Hurons-wendats : une civilisation méconnue*, and, in English, *Huron Wendat The Heritage of the Circle*.



Sainte-Marie among the Huron (images on the left) and Site de la Nouvelle France (images on the right) offer opportunities for contemporary visitors to travel back to the seventeenth century.

Whether or not a field trip to Huronia is feasible, a useful source of background information about the lives of both Aboriginal peoples and Europeans in North America is the web site for **Sainte-Marie among the Hurons**: www.saintemarieamongthehurons.on.ca/sm/en/HistoricalInformation/index.htm. If Quebec's Saguenay valley is more readily accessible, you might consider visiting le Site de la Nouvelle-France at St-Félix-d'Otis (<http://www.sitenouvellefrance.com/>). This was the set for the film version of Brian Moore's novel *Black Robe* and it includes reconstructions of both Wendat and European settlements from seventeenth century New France.

To hear from Joseph Boyden himself about *The Orenda*, listen to Shelagh Rogers' October 28, 2013 interview with him on **The Next Chapter**: <http://www.cbc.ca/thenextchapter/listen/>. You can also view his discussion of **Modern Aboriginal Story-telling** with Waubgeshig Rice and Wab Kinew at Ottawa's Wabano Centre (<http://www.cbc.ca/books/canadareads/cbc-ottawa-presents-aboriginal-reads.html>) on February 25, 2014.



Hopefully some of this information will help to enrich your experience as you reflect on Joseph Boyden's *The Orenda*. Follow the novel's fortunes on **Canada Reads** (<http://www.cbc.ca/books/canadareads/>).

Publishers recommend . . .

Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to sliceditor@gmail.com by April 30th for the Spring 2014 issue.

Story Books and Fiction

Moon at Nine
by Deborah Ellis
Toronto: Pajama Press, 2014 (April).
224 p.; Ages 13+; ISBN 9781927485576

Based on a true account, *Moon at Nine* is the story of two teenaged girls who are arrested for being gay in Iran—a country in which homosexuality is considered so abhorrent that it is punishable by death. As the daughter of an aristocratic mother and wealthy father, Farrin must keep a low profile at her school for gifted girls in Tehran. In 1988, the deeply conservative and religious government controls every facet of life. Who knows what will be sacrificed if the Revolutionary Guard finds out about her mother's questionable loyalties or about Farrin's love for her schoolmate?



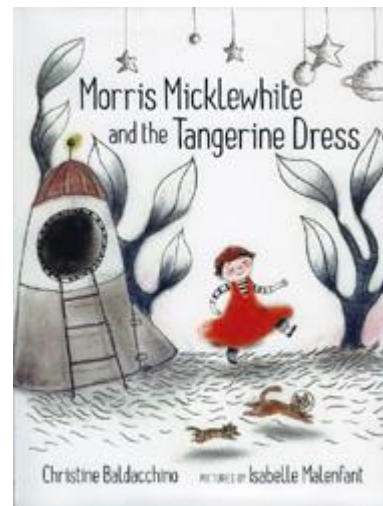
The Last Wild Boy
by Hugh MacDonald
Charlottetown, Prince Edward Island: The Acorn Press, 2013.
232 pp.; Ages 12+; ISBN 9781927502136

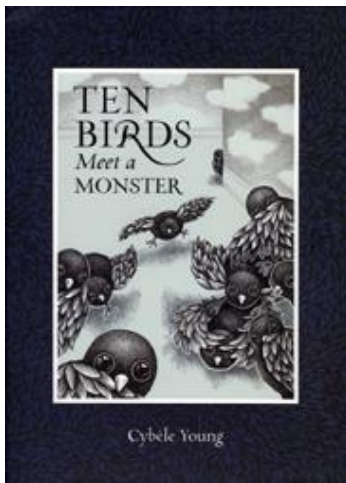
After the brutality of patriarchal control brought humanity to the brink of self-destruction, women took control of the world, including the walled city of Aahimsa, an idyllic community of girls and women working together to make a peaceful life. Although cloning has replaced natural reproduction in most of the world, Aahimsa continues to use a strictly controlled male population. The discovery that a male infant has escaped the society's controls tests the morality and the fundamental humanity of the society.



Morris Micklewhite and the Tangerine Dress
by Christine Baldacchino
illustrated by Isabelle Malenfant
Toronto: Groundwood Books, 2014.
32 p.; Ages 4-7; ISBN 9781554983476

Morris has a great imagination. He paints amazing pictures and he loves his classroom's dress-up center, especially the tangerine dress. The other children don't understand--dresses, they say, are for girls. Inspired by a dream, Morris paints a picture and begins his journey towards winning the appreciation of his peers. This is an inspirational story about the courage and creativity that it takes to be different.





Ten Birds Meet a Monster
by Cybèle Young
Kids Can Press: Toronto, 2013.
32 pp.; all ages; ISBN 9781554539550

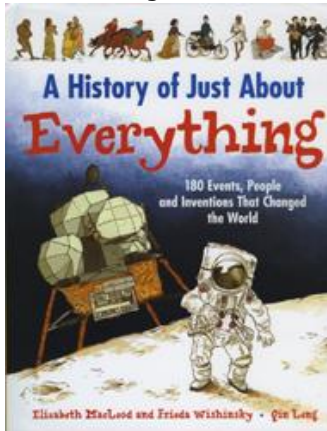
Faced with a mysterious monster, the ten curious birds are in a flap. What is to be done? The first bird, always inventive, fashions a scary, sartorial creation, and steps forward with the Vicious Polkfi-dactyl. Are the others as brave and imaginative? Working together, will they be able to chase away the monster?

A whimsical counting book, *Ten Birds Meet a Monster* is also a story about creativity and cooperation. With finely detailed pen and ink drawings, this playful and inventive book for all ages reminds us of the value each individual brings to the collective creative spirit.

Non-Fiction

Lost Beneath the Ice
by Andrew Cohen with images selected by Parks Canada
Toronto: Dundurn Press, 2013.
152 p.; all ages; ISBN 9781459719491

When Sir John Franklin disappeared in the Arctic in the 1840s, the British Admiralty launched the largest rescue mission in its history. Among the search vessels was HMS *Investigator*. Like Franklin's ships, the *Investigator* disappeared. In 2010, Parks Canada sent a team of archaeologists to Mercy Bay to find out what had become of the ship. This formidable challenge, demanded expertise and patience. There, off the shores of Aulavik National Park, they found *Investigator*. This is a sensational story of discovery and intrigue in Canada's Arctic illustrated with archival imagery and startling underwater photographs of *Investigator* and its artifacts.



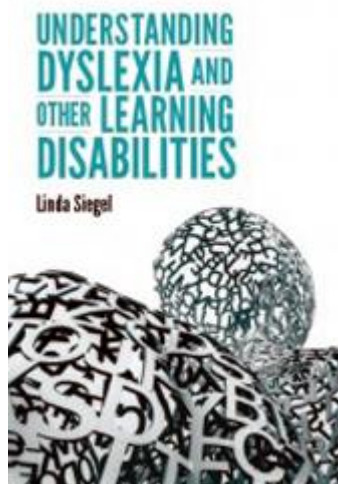
A History of Just About Everything
by Elizabeth MacLeod and Frieda Wishinsky
with illustrations by Qin Leng
Toronto: Kids Can Press, 2013
120 p.; Ages: 8 to 12; ISBN 9781554537754

From Buddha and Muhammad to King and Mandela, from the discovery of fire to the invention of the World Wide Web, and from Romeo and Juliet to Harry Potter and the Philosopher's Stone, this is a thorough and thoroughly entertaining compendium of important people and events.

Struggling Readers - Why Band-Aids Don't Stick and Worksheets Don't Work
by Lori Jamison Rog
Markham, Ont.: Pembroke Publishers, 2014
160 p.; ISBN 9781551382920

Struggling Readers provides practical and effective reading instruction strategies for students in Grades 3 to 9. Offering much more than "band-aid solutions" that focus on discrete skills and don't transfer to real reading, this book shows teachers how to give struggling and reluctant readers what they really need. By providing opportunities to read more texts they can and want to read, and explicitly teaching long-term strategies they can use on their own, educators can help students build confidence as readers, writers, and thinkers. Lesson routines are specifically designed for small-group work and are easily adaptable for whole-class or individualized learning.





Understanding Dyslexia and Other Learning Disabilities
by Dr. Linda Siegel
Vancouver: Pacific Educational Press, 2013.
296 p.; Adult / Professional; ISBN 9781926966298 .

Understanding Dyslexia and Other Learning Disabilities addresses the failure to identify many learning disabilities and calls for the adoption of straightforward diagnostic techniques so that treatment options can be implemented at a young age. Many children who struggle with learning become discouraged and isolated. Adults whose learning disabilities were not recognized often suffer from feelings of inadequacy that prevent them from developing relationships, careers and happy lives. First-hand accounts of people living with learning disabilities, case studies from literature, and profiles of highly accomplished individuals encourage people with learning challenges, and those who support them, to nurture each person's special talents.

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