



Fluency in Perspective

Grade 7: Across the Curriculum



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Fluency in Perspective: What and Why

A collection of fluency passages about content rich topics from the Grade 7 Curriculum. These fluency passages can and should be used in classes beyond the Language Block. Reading in the content areas builds knowledge and key foundational literacy skills that can be specific to the text structure. Pre-teaching vocabulary and elements of syntax, and using a fluency routine and the comprehension questions provided, will ensure that students deepen and consolidate their learning and skill development.

Why to use fluency routines in the content areas:



“Introducing all young children to rich disciplinary content and vocabulary levels the playing field for learning. Knowledge is like an interest-bearing savings account: the more you know, the faster you learn. Therefore, growing knowledge about the natural and human world in the early grades is an essential equity investment, and it sets the stage for a lifetime of critical inquiry and analysis.” –Wexler, 2021

“If you look at what cognitive scientists know about how reading comprehension works, the evidence suggests that the more general academic knowledge and vocabulary you have, the better at general comprehension you are.” –Wexler, 2022

**“The integration of texts in topical units promotes both frequent encounters with words and knowledge across book genres and creates a deeper and more thorough understanding of the topic.”
–Neuman, 2019**



Natalie Wexler, an education journalist, is the author of *The Knowledge Gap* and co-author of *The Writing Revolution* with Judith C. Hochman. Wexler is also a senior education contributing editor at Forbes.com.

Susan B. Neuman is an educator and researcher in literacy and childhood education. She is also a Professor of Early Childhood and Literacy Education, and Chair of the Department of Teaching and Learning at NYU's Steinhardt School of Culture, Education, and Human Development.

Process and Development

Our purpose was to create a resource that could be used across the curricula to help educators address the demands of competing priorities during instructional time. There just aren't enough hours in the day, so this resource addresses multiple key learnings. *Across the Curriculum* gives Educators a resource to target skills and knowledge building in one ready-to-go instructional routine.

Moreover, reading text in the content areas is a specialized skill, so skill building in reading must occur in all subjects. Passages were developed using a team review process where we reflected on connections to curriculum and the importance of sharing perspectives from varied peoples across this land that we call Canada.

Our team reflected on each passage carefully, and asked questions including:

- *Will this reading support the age and stage of students in grade 7?*
- *Does this article share perspectives that have been underrepresented in curriculum, and in general, in the past?*
- *Will these passages build knowledge about grade 7 content curricula and Language curriculum themes including Indigenous culture and the impacts of colonization?*
- *Does this article spark students to think critically?*
- *Are there any perspectives that are missing?*
- *Does the collection of texts reflect some of the history, values and lived experiences of the diverse individuals who live here, or have lived, in the place we now call Canada?*

Are there topics you would like to see explored in future fluency passages? Let us know at info@onlit.org

Fluency Basics

This resource is designed using research-based practices for improving reading fluency. Fluency is required for comprehension, and is a key skill students need to develop that is outlined in Strand B – Foundations of Language. Fluency can be broken into three main components:

- 1 reasonably accurate reading,
- 2 at an appropriate rate,
- 3 with suitable expression.

–Hasbrouck & Glaser, 2019

**These elements
lead to accurate
and deep
comprehension,
and motivation
to read.**

Researchers have investigated the nature and importance of reading fluency which informs our understanding of what fluency is, and how we should best teach it:

Oral reading practice is important!

“The amount of oral reading practice ... is correlated with reading achievement gains more closely than the amount of in class silent reading practice.”

Prosody, or expression, supports reading comprehension

“Proper expression is important because there are many aspects to translating text that are not on the page. Except for punctuation, authors do little to help readers to group words together, pause appropriately, or raise or lower pitch. If you don’t get those things right it can be difficult to understand.”

Fluency instruction is powerful

“Whatever it is that students learn from fluency training with particular texts has been found to transfer to their performance with other texts.”

–Shanahan, 2021

Language Curriculum Connections

B2.3: – *Read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading.*

Reading fluency is a key element in strand B of the *2023 Language Curriculum*, but this resource also draws on many other elements of the Curriculum:

- The creation of a “safe and inclusive learning environment, where all students are valued, empowered, engaged, and able to take risks, reflect on their learning, and approach the learning in a confident manner.”
- The idea that “an effective language curriculum recognizes the diverse identities and abilities of students and their different language and cultural experiences and learning needs.”
- The need to “encourage students to experience the joy and possibility that literacy learning can ignite.”
- The fact that “reading materials should reflect the diversity of students in the classroom and Canadian and world cultures, including First Nations, Métis, and Inuit cultures.”

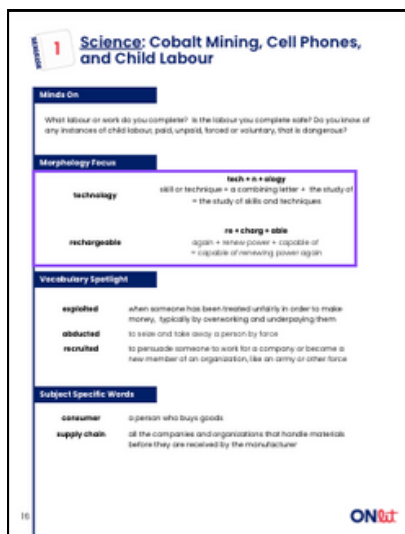
“In strands B through D, students integrate strand A expectations as they develop and apply their understanding of strand-specific concepts.”

The content in the *Fluency in Perspective* passages integrates many aspects of *strand A*, including supporting students to:

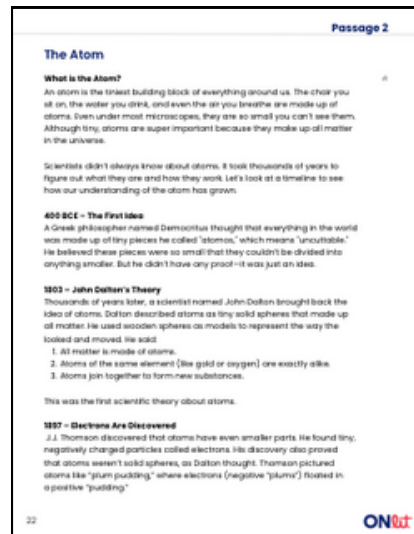
- understand diverse identities, experiences, perspectives, histories, and contributions while interacting with diverse texts,
- develop an understanding of their own identity through exploration of the concepts of identity, self, belonging, and the experiences of others, and
- analyze content and themes centred in First Nations, Métis, and Inuit cultures.

Using *Fluency in Perspective*

Fluency in Perspective consists of 22 passages designed to support systematic and explicit instruction in fluency. Each passage has two main components:



A two-sided educator summary



A two-sided student-facing passage

The educator summary page has seven main sections:

- **Minds On:** can be used to activate and build background knowledge prior to reading
- **Words That Matter:** supports readers with pronunciation when needed
- **Morpheme Focus:** supports key morphological awareness
- **Vocabulary Spotlight:** pulls out Tier 2 vocabulary words found in the passage that could be used with an explicit vocabulary instructional routine
- **Subject Specific Words:** pulls out Tier 3 vocabulary words to pre-teach to support students' fluency and comprehension, and could be used with an explicit vocabulary routine as well
- **Spotting Syntax:** showcases sentences with syntactical structures that may benefit from explicit instruction. See the B3 Language Conventions Continuum and the ONlit Syntax Party for additional detail
- **Digging Deeper:** includes four different types of comprehension questions

Using *Fluency in Perspective*

Fluency in Perspective was purposefully designed to be a helpful tool to support a variety of different instructional elements. Educators can:

- Provide explicit instruction in multisyllabic decoding, vocabulary, morphology, knowledge, and syntax using the educator support page for each passage, **pre-teaching content before students read passages**.
- Support fluency development with text suitable for grade 7 with a Quick Fluency Routine (see pages 10-11).
- Use a variety of evidence-based instructional routines, including Partner Reading/Paragraph Shrinking or repeated reading.

Differentiation and Scaffolding

It is important that all students have the opportunity to read complex text – this supports them to learn content, and continue developing important language comprehension skills that support overall comprehension. Most passages in this set were written to fall between Lexile levels 1010 and 1200.

For students who may not yet read proficiently, texts can be carefully scaffolded to support fluent reading for meaning:

- Pull out multisyllabic words, and explicitly teach students a flexible decoding strategy to break down these longer, more challenging words.
- Consider integrated instruction of complex words – including instruction of a word’s meanings, syllables, morphemes, and syntactical role to scaffold a challenging text.
- Explicitly teach scooping phrases, showing which words stick together. Give students opportunities to practice both orally and on paper.
- Build predictable routines, especially using an explicit “I do it. We do it. You do it” framework.
- Read the passage in its entirety to students before beginning fluency work, modelling fluent reading. Stop regularly on words that most students would know, and request a choral response. Occasionally, require students to chorally read a whole paragraph.

Student Pairings

Fluency in Perspective was purposefully designed to be a set of passages to flexibly support a variety of different evidence-based instructional routines. When using it with student pairs (such as with the Quick Fluency Routine on p. 11), consider using screening data to support intentional, purposeful pairs to support striving readers.

A stronger reader provides a striving reader with:

- a scaffold for decoding and accuracy
- a model of reading with prosody or expression
- an example of appropriate pauses and tone in complex sentence structure


Create data-driven pairings by:

- Order student data from most to least fluent, according to the Words Correct Per Minute score from an Oral Reading Fluency subtest.
- Split the list in half: pair the most fluent reader (first reader from the first group) with a reader with average reading fluency (first reader from the second group).
- Look at the pairs and move students as needed to support behaviour and social dynamics.

Considerations for striving readers:

- Talk to students before beginning a new instructional routine, asking for their input, including about student pairs
- Offer the passages in advance so students can pre-read with support
- Offer a pairing with the teacher if needed
- Consider other supports that may be necessary, including increasing time and intensity of reading instruction or intervention

	Name	WCPM
First Half	Noah	215
	Enzo	207
	Dasha	200
	Maya	197
	Rawan	184
	Rachael	173
	Federico	171
	Eve	169
	Amrit	154
Second Half	Jana	142
	Elijah	130
	Kyan	112
	Ammar	110
	Jie	103
	Imani	99
	Talisa	85
	Nesha	74
	Andrea	52



Link to more information from Dr. Matt Burns: [intentional student pairings](#)

Student Materials

For Students: All About Fluency

Reading fluency means reading smoothly with ease. It includes:

- 1 Accuracy - this is a **must have**, before speed or prosody
- 2 Automaticity - this means reading speed, but also the ease of reading
- 3 Prosody - reading with expression similar to everyday speech

By the end of grade 8, students should aim to read 150 - 204 words correctly per minute at a Lexile level of 1010 - 1185.

Reading fluency is important because reading out loud well helps us understand what we read. We need to be able to read with speed and ease to free up space in our brain to think about the ideas in a text, instead of just spending all our brain power figuring out what each word is.

Research shows that **students should read out loud for 30 minutes a day to improve fluency.**

Reading is like a sport, or a musical or artistic skill. You can be a good reader, just like there are good hockey players or musicians or artists. However, there are also incredible athletes who compete at the Olympics, and musicians who sell out stadiums all across the world, and artists whose works endure for centuries.

Everyone can always become a better reader. Practicing reading aloud is the key; it will make reading tricky passages in all courses so much easier. The Quick Fluency Routine (QFR) is like a really good drill in sports, or practicing a particular skill in art or music. It makes a big difference.


Being a fluent reader will help you understand contracts when you purchase or lease a vehicle, medical information from a doctor, or mortgage papers / rental agreements when you get your own place one day.

Practice your fluency and take your reading and understanding of complex text to the next level!

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All About Fluency



For Students: Quick Fluency Routine (QFR) Instructions

Students are put into pairs by the teacher. You will either be Partner 1 or Partner 2. Both partners are very important in this activity.

Each pair gets a passage. Passages have word counts down the side to help readers quickly count how many words they read correctly in a minute (WCPM).

Partner 1 Reads:

- Partner 1 reads first. The teacher sets a timer for one minute and says BEGIN. Partner 1 reads out loud in a quiet voice.
- Partner 2 circles any errors made as Partner 1 reads.
- When the timer beeps, Partner 2 puts two lines after the last word read and gives the page to Partner 1.
- Partner 1 finds their total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- Partner 1 calculates their words correct per minute (WCPM) and then graphs results.

Partner 2 Reads:

- Partner 2 reads the same passage from the beginning (same as Partner 1). The teacher sets timer for one minute and says BEGIN.
- Partner 1 circles any errors made as Partner 2 reads.
- When the timer beeps, Partner 1 puts two lines after the last word read and gives the page to Partner 2.
- Partner 2 finds the total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- Partner 2 calculates their words correct per minute (WCPM) and then graphs results.

This process continues for 4 - 5 days with the goal of increasing fluency. Remember - accuracy is the most important!

This routine is adapted from *Partner Reading* (Lindsay Kemeny & Dr. Matt Burns), *The Six Minute Solution*, and Lindsay Kemeny's *Reading Fluency Homework Routine*

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Quick Fluency Routine: Instructions

For Students: Reflecting on Progress

When we practice reading out loud, our fluency improves! We can track fluency progress in many different ways, including by graphing:



Seeing progress is very motivating!

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Reflecting on Progress Graph

For Students: Reflecting on Progress Graph

Reading with expression that is similar to everyday speech makes what we are reading easy to understand. Getting used to different kinds of sentences and understanding the way they work together helps us improve our fluency.

Use this rubric to **self-reflect** on your fluency skills as they develop and improve.

Fluency Rubric

	1	2	3	4
Expression and Volume	I read in a quiet voice as if to get words out. It doesn't sound like natural talking to a friend.	I read in a quiet voice. It sounds natural in part of the text, but I don't always sound as if I'm talking to a friend.	I read with good volume and expression. Sometimes I slip into expressionless reading and don't sound like I'm talking to a friend.	I read with varied volume and expression. I sound like I'm talking to a friend with my voice matching the interpretation of the passage.
Phrasing (Scooping)	I read word by word in a monotone voice - the same tone across the passage.	I read words together in groups of two or three, but I don't pause for punctuation or use it to add emphasis and tone.	I read with a mixture of run-on without pauses, I pause mid-sentence. There is some chopiness. I emphasize words when needed.	I read with good phrasing, using punctuation as guide for emphasis. I use the right tone.
Smoothness (Automaticity)	I often hesitate while reading. I sound out words, and I repeat words and phrases. I need many attempts to read the same passage.	I read with extended pauses and breaks. There are many "rough spots."	I read with occasional breaks in rhythm. I have difficulty with specific words, sentences, or sentence structures.	I read smoothly with some breaks, but I self-correct with difficult words or sentences.
Pace	I read slowly and it takes a lot of effort.	I read a little bit slowly.	I read fast and slow throughout the reading.	I read at a conversational pace throughout the reading.

Adapted from Tim Rasinski - *Creating Fluent Readers*

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- 3 When the timer beeps, Partner 2 puts two lines after the last word read and gives the page to Partner 1.
- 4 Partner 1 finds their total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- 5 Partner 1 calculates their words correct per minute (WCPM) and then graphs results.

Partner 2 Reads:

- 1 Partner 2 reads the same passage from the beginning (same as Partner 1). The teacher sets timer for one minute and says BEGIN.
- 2 Partner 1 circles any errors made as Partner 2 reads.
- 3 When the timer beeps, Partner 1 puts two lines after the last word read and gives the page to Partner 2.
- 4 Partner 2 finds the total number of words read by using the numbers on the side, and counts the total number of errors. Words read incorrectly or skipped are errors, but extra words aren't. We all make mistakes sometimes!
- 5 Partner 2 calculates their words correct per minute (WCPM) and then graphs results.

This process continues for 4 – 5 days with the goal of increasing fluency. Remember: accuracy is the most important!



Reflecting on Progress – 1 Reading

When we practice reading out loud, our fluency improves! We can track fluency progress in many different ways, including by graphing:

WCPM					
240					
230					
220					
210					
200					
190					
180					
170					
160					
150					
140					
130					
120					
110					
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
	Day 1	Day 2	Day 3	Day 4	Day 5
Words Read					
Minus Errors					
Words Correct Per Minute (WCPM)					
Passage:					



Reflecting on Progress - 4 Readings

-Chart by J. Vanderzande, Near North District School Board

Monthly Reading Fluency Tracking Sheet

Name: _____

WCPM	Day 1	Day 2	Day 3	Day 4	WCPM	Day 1	Day 2	Day 3	Day 4	WCPM	Day 1	Day 2	Day 3	Day 4	WCPM	Day 1	Day 2	Day 3	Day 4
300					300					300					300				
290					290					290					290				
280					280					280					280				
270					270					270					270				
260					260					260					260				
250					250					250					250				
240					240					240					240				
230					230					230					230				
220					220					220					220				
210					210					210					210				
200					200					200					200				
190					190					190					190				
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170					170					170					170				
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90					90					90					90				
80					80					80					80				
70					70					70					70				
60					60					60					60				
50					50					50					50				
40					40					40					40				
30					30					30					30				
20					20					20					20				
10					10					10					10				
Week	Day 1	Day 2	Day 3	Day 4	Week	Day 1	Day 2	Day 3	Day 4	Week	Day 1	Day 2	Day 3	Day 4	Week	Day 1	Day 2	Day 3	Day 4
Words Read					Words Read					Words Read					Words Read				
Minus Errors					Minus Errors					Minus Errors					Minus Errors				
WCPM					WCPM					WCPM					WCPM				
Passage					Passage					Passage					Passage				

Month : _____

Reflecting on Progress Rubric

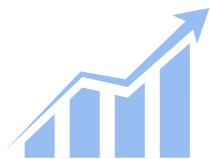
Reading with expression that is similar to everyday conversation makes what we are reading easy to understand. Getting used to different kinds of sentences and understanding the way they work together helps us improve our fluency.

Use this rubric to **self-reflect** on your fluency skills as they develop and improve.

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Phrasing (scooping)	I read word by word in a monotone voice – using the same tone – across the passage.	I read words together in groups of two or three, but I don't pause for punctuation or use it to add emphasis and tone.	I read with a mixture of run-on without pauses, I pause mid-sentence. There is some choppiness. I emphasize words when needed.	I read with good phrasing, using punctuation as guide for emphasis. I use the right tone.
Smoothness (automaticity)	I often hesitate while reading, I sound out words, and I repeat words and phrases. I need many attempts to read the same passage.	I read with extended pauses and breaks. There are many "rough spots."	I read with occasional breaks in rhythm. I have difficulty with specific words, sentences, or sentence structures.	I read smoothly with some breaks, but I self-correct with difficult words or sentences.
Pace	I read slowly and it takes a lot of effort.	I read a little bit slowly.	I read fast and slow throughout the reading.	I read at a conversational pace throughout the reading.

Adapted from Tim Rasinski – *Creating Fluent Readers*



Reflecting on Progress – Example

Here is a sample graph to show how you can use it to track your progress.

WCPM					
240					
230					
220					
210					
200					
190					
180					
170					
160					
150					
140					
130					
120					
110					
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
	Day 1	Day 2	Day 3	Day 4	Day 5
Words Read	106	108	110	112	110
Minus Errors	6	3	2	2	0
Words Correct Per Minute (WCPM)	100	105	108	110	110
Passage:	Autumn Peltier: Anishinaabe Water Protector				

Across the Curriculum: Passages

“

If you don't focus on literacy, there is no equity. None. And I think that's the main thing that people need to understand.

–Kareem Weaver



Science: Cobalt Mining, Cell Phones, and Child Labour

Minds On

What labour or work do you complete? Is the labour you complete safe? Do you know of any instances of child labour, paid, unpaid, forced or voluntary, that is dangerous?

Morphology Focus

technology

tech + n + ology

skill or technique + a combining letter + the study of
= the study of skills and techniques

rechargeable

re + charge + able

again + renew power + capable of
= capable of renewing power again

Vocabulary Spotlight

exploited

when someone has been treated unfairly in order to make money, typically by overworking and underpaying them

abducted

to seize and take away a person by force

recruited

to persuade someone to work for a company or become a new member of an organization, like an army or other force

Subject Specific Words

consumer

a person who buys goods

supply chain

all the companies and organizations that handle materials before they are received by the manufacturer

Science: Cobalt Mining, Cell Phones, and Child Labour

Spotting Syntax

Cobalt is also a type of "conflict mineral."

Quotation marks are used here to indicate that the word has a specialized definition which can be found in the next sentence.

While cobalt is critical for the technology we use every day, there are severe issues with how cobalt is mined and how companies are operating in the DRC.

"While" is used as a conjunction to introduce a subordinate clause, a clause, or piece of a sentence that can't stand on its own.

Digging Deeper

In the Text: What is cobalt?

Inferential: What might be the role of the ILO (International Labour Organization) in cobalt mining?

Making Connections: What responsibility do consumers (all of us) and cell phone companies have in ensuring that the materials they use are sourced ethically?

Extension: Research child labour. Are there organizations trying to put an end to this practice? Which organizations ensure that cobalt is ethically sourced? How could you take action? Where is most of the world's cobalt mined, and what challenges are associated with its mining?

Cobalt Mining, Cell Phones and Child Labour

Have you ever wondered how your cell phone works? It's packed with tiny parts that help it run smoothly. Cobalt is a metal used in the production of almost all lithium-ion rechargeable batteries. These batteries are a crucial component that help power items like your cell phone, laptop, and even electric cars. But there's a lot more to the story of cobalt mining than meets the eye.

Issues with Cobalt Extraction

Most of the world's cobalt comes from a place called the Democratic Republic of Congo (DRC), a country in central Africa. However, cobalt is big business globally, and corporations in this area and around the world are offering a lot of money to people for Cobalt. Many people in the DRC live in poverty - poverty that developed over hundreds of years.

In 1885, seven European countries, unethically partitioned Africa into the countries we see in Africa today, setting the stage for colonization and exploitation. Belgium's King Leopold II claimed the DRC as his own, and western countries have been extracting raw materials from the country ever since.

During the Cold War, countries in the western world supported a dictator by the name of Mobutu Sese Seko to try to maintain access to minerals that were obtained cheaply and without proper safety regulations. The devastating impact of the European colonization of the DRC overwhelmingly supports the cobalt industry. While cobalt is critical for the technology we use every day, there are severe issues with how cobalt is mined and how companies are operating in the DRC.

Child Labour

One major issue is child labor. Some mining companies use abducted or recruited children to dig up the cobalt. These children often work in dangerous conditions, handling heavy tools and chemicals that can be harmful. They are exploited by being put to work in dangerous situations, and working long hours for very little pay. They also miss out on school.

A child interviewed by the International Labour Organization (ILO) said "I don't want to go to the mine anymore," adding that his little brother who also works in the mine has a hand injury due to a fallen rock. He emphasized, "I do not want to be the next victim."

Many miners, including children, work in tunnels that aren't properly supported, 380
 which can lead to dangerous collapses. Sometimes, mining companies don't 390
 provide enough safety gear or training, making the work even more hazardous. 402

What is a Conflict Mineral? 407

Cobalt is a type of "conflict mineral." This term is used for minerals that are mined 423
 in regions where the money earned is used to fund violent conflicts. In the DRC, 438
 armed groups often control mining areas and use the profits to support their 452
 activities, which further creates violence and instability in the region. 461

Positive Changes 463

Efforts are being made to address these problems. Some technology companies 474
 are working to ensure their cobalt is sourced responsibly. They are trying to trace 488
 the supply chain to make sure the cobalt they use doesn't come from mines 502
 where child labor or unsafe conditions are present. Some companies are also 514
 supporting initiatives that help improve the lives of miners and their families. 526

Workers in the DRC continue to work to create unions and build safe working 540
 conditions and proper compensation, even though it can be dangerous to do so. 553
 Those who make the most profit will work against these efforts with threats and 567
 even violence. 569

Governments and organizations around the world are also taking steps to 580
 make mining more ethical. For example, there are laws and regulations that 592
 require companies to disclose where they get their minerals from and to 604
 make sure their supply chains are conflict-free. However, there are more gains 617
 needed. Some companies have spoken out against Cobalt sources that use 628
 child labour, but quietly return to using them after some time has passed. 641

As consumers, we can play a role too. By staying informed and making 654
 thoughtful choices, we can support companies that are committed to 664
 responsible sourcing. 666

Conclusion 667

In summary, cobalt is a crucial part of the technology we use every day, but 682
 the way it's mined can have serious consequences. As we continue to enjoy our 696
 gadgets, let's remember the impact our choices can have on people around 708
 the world and work towards a future where everyone benefits from technology in 721
 a safe and fair way. 726



Science: The Atom

Minds On

What are some facts from Science that you know? Who are some scientists that you have heard of? What do Scientists do? Would you like to be a Scientist? Why or why not?

Morphology Focus

scientist

scien + t + ist

the study of the natural world using evidence
+ combining letter + person who
= person who studies the natural world with evidence

Vocabulary Spotlight

absorb to soak up

represent to stand as an example of something

Subject Specific Words

matter any and all things that take up space – solids, liquids and gases are all matter

particles a tiny piece of stuff or matter that we cannot see with our eyes

element anything that is made of one type of matter only, and cannot be broken down or transformed by chemical reactions

substance anything that is made up of one type of atom or molecule, and includes both elements and compounds

orbits moves around a central body

Science: The Atom

Spotting Syntax

Although tiny, atoms are super important because they make up all matter in the universe.

“Although tiny” is a subordinating conjunction which means that it relates to and depends on the body of the sentence and cannot stand alone.

This showed that atoms have a tiny, dense center called the nucleus, which has a positive charge.

“which” is a relative pronoun, it is standing in for the noun nucleus in this case.

Digging Deeper

In the Text: What did J.J. Thomson discover?

Inferential: What technology do you think was used to discover the tiniest parts of an atom like electrons and the nucleus?

Making Connections: How are Philosophy and Science related in this article? How did a philosopher influence Science?

Extension: Research a scientist that interests you and write a paragraph about one of their discoveries.

The Atom

What is the Atom?

An atom is the tiniest building block of everything around us. The chair you sit on, the water you drink, and even the air you breathe are made up of atoms. Even under most microscopes, they are so small you can't see them. Although tiny, atoms are super important because they make up all matter in the universe.

Scientists didn't always know about atoms. It took thousands of years to figure out what they are and how they work. Let's look at a timeline to see how our understanding of the atom has grown.

400 BCE – The First Idea

A Greek philosopher named Democritus thought that everything in the world was made up of tiny pieces he called "atomos," which means "uncuttable." He believed these pieces were so small that they couldn't be divided into anything smaller. But he didn't have any proof—it was just an idea.

1803 – John Dalton's Theory

Thousands of years later, a scientist named John Dalton brought back the idea of atoms. Dalton described atoms as tiny solid spheres that made up all matter. He used wooden spheres as models to represent the way the looked and moved. He said:

1. All matter is made of atoms.
2. Atoms of the same element (like gold or oxygen) are exactly alike.
3. Atoms join together to form new substances.

This was the first scientific theory about atoms.

1897 – Electrons Are Discovered

J.J. Thomson discovered that atoms have even smaller parts. He found tiny, negatively charged particles called electrons. His discovery also proved that atoms weren't solid spheres, as Dalton thought. Thomson pictured atoms like "plum pudding," where electrons (negative "plums") floated in a positive "pudding."

1911 – The Nucleus	287
Ernest Rutherford ran an experiment where he shot tiny particles at gold foil.	300
Most particles passed through, but some bounced back. This showed that	311
atoms have a tiny, dense center called the nucleus, which has a positive	324
charge. He also discovered that most of the atom is empty space.	336
1913 – Electrons in Orbits	340
Niels Bohr improved Rutherford’s model. He said electrons move in specific	351
paths, or orbits, around the nucleus, like planets around the Sun. This idea	364
helped explain how atoms absorb and release energy.	372
1932 – The Neutron	375
James Chadwick discovered neutrons; these are particles in the nucleus	385
that have no charge—they are neutral. Now scientists knew atoms had three	398
main parts:	400
Protons (positive charge)	403
Neutrons (no charge)	406
Electrons (negative charge)	409
Atoms Today	411
Today, scientists know electrons don’t move in perfect orbits. Instead, they	422
move in areas called electron clouds around the nucleus. This new	433
understanding comes from quantum mechanics, which studies the strange	442
and tiny behaviours of atoms.	447
In modern science, knowing about atoms helps us create new materials,	458
develop medicines, and even understand the universe. Studying atoms led to	469
technologies like smartphones, lasers, and clean energy solutions. Atoms are	479
truly the foundation of everything in our modern world.	488



Science: The Burj Khalifa – The World's Tallest Building

Minds On

What are some of the most interesting and remarkable buildings you have seen? Why were they interesting? What did you like about these buildings?

Morphology Focus

structural

struct + ur + al

to make anew or again + adjective form + of the kind or type
= an adjective that describes the type and the way something is being made

Words That Matter

Burj Khalifa

berge-ka-lee-fa

Subject Specific Words

mammoth

gigantic (can also mean a very large elephant like creature from the ice age)

tapers

narrows down to a point

facilities

areas in a building designed for a certain purpose

piles

cement footings that go deep into the ground to support a structure, the bigger the structure, the bigger the piles need to be

tripartite

having three different parts

boring

drilling into some kind of material

Science: The Burj Khalifa – The World’s Tallest Building

Spotting Syntax

“The Burj Khalifa is more than just a tall building; it is a testament to human ingenuity.”

Use of semi colon to join two sentences together that are independent clauses, but related in subject matter.

“It has become a global icon and a major tourist attraction, drawing millions of visitors from around the world.”

“drawing millions ...” is a complement phrase – a word, phrase, or clause that provides additional information about the subject or object of a sentence.

Digging Deeper

In the Text: Where is the Burj Khalifa located?

Inferential: What are three important features of the Burj Khalifa?

Making Connections: Do you think negative impacts from the building exist?

Extension: Research sustainability and environmental impacts of the building. Is it an environmentally positive building?

The Burj Khalifa – The World’s Tallest Building

The Burj (*berge*) Khalifa (*ka-lee-fa*), located in Dubai, United Arab Emirates, is the world's tallest building, standing at an astonishing height of 828 metres into the sky. It is not just a marvel of engineering but also a symbol of the rapid development and ambition of Dubai. To put it into perspective, it's more than twice as tall as the Eiffel Tower (330 metres), and 250 meters taller than the CN Tower (553 metres). Let's unpack the incredible features, history, and significance of this iconic structure.

Construction and Design

The construction of the Burj Khalifa began in 2004 and was completed in 2010. The building was designed by Adrian Smith as the lead architect and Bill Baker as the chief structural engineer. The design was inspired by the shape of the Hymenocallis flower, a regional desert flower, and the Islamic architecture of the region.

One of the remarkable aspects of the Burj Khalifa is its construction materials. The building used over 330 000 cubic meters of concrete. Additionally, 103 000 square meters of glass and 15 500 square meters of embossed stainless steel were used in the facade. The tower's foundation is supported by a large reinforced concrete mat, which is itself supported by bored reinforced concrete piles. Can you believe the building cost about \$2 072 977 500 CAD to build?

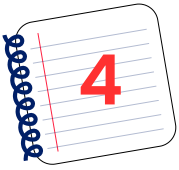
Height and Structure

The Burj Khalifa holds several world records, including:

- Tallest building in the world: 828 metres
- Highest number of stories: 163 floors
- Highest occupied floor: Level 154
- Tallest service elevator: 504 metres

To withstand the high winds at such elevations, the tower's structure includes a Y-shaped tripartite floor geometry, which reduces the wind forces on the building. Building such a mammoth structure required some innovative engineering. The Burj Khalifa has a strong and sturdy foundation made of 192 piles drilled deep into the ground. Its exterior is covered in gleaming glass panels that reflect sunlight, making it shine like a diamond.

Purpose and Uses	323
The Burj Khalifa is a mixed-use development, housing a variety of facilities.	336
It includes:	338
• Residential Units: Luxurious apartments offering stunning views of the city and the Arabian Gulf.	348 352
• Corporate Offices: Several high-profile companies have their offices in the Burj Khalifa.	363 365
• Hotel: The Armani Hotel Dubai, designed by fashion icon Giorgio Armani, occupies several floors	376 379
• Observation Decks: Tourists can visit the observation decks on the 124th, 125th, and 148th floors. The deck on the 148th floor, called "At the Top Sky," is the highest observation deck in the world!	390 406 413
Cultural and Economic Impact	417
The Burj Khalifa has had a significant impact on both the culture and economy of Dubai. It has become a global icon and a major tourist attraction, drawing millions of visitors from around the world. The tower is often featured in movies, television shows, and advertisements.	431 445 459 463
Economically, the Burj Khalifa has helped to transform Dubai into a global business hub. The building and the surrounding area, known as Downtown Dubai, have attracted businesses, and residents, contributing to the city's development.	475 486 496 497
Conclusion	498
The Burj Khalifa is more than just a tall building; it is a testament to human ingenuity. Its construction involved groundbreaking engineering techniques and materials, and its design is a beautiful blend of modern architecture and cultural inspiration. It stands as a symbol of Dubai's rapid growth and architectural marvels. Whether you are fascinated by its height, its design, or its impact, the Burj Khalifa is a remarkable skyscraper.	514 521 534 546 558 567



Science: The Power of Conduction – Nature’s Hidden Heat Transfer

Minds On

How does heat impact the environment around us? How does it help or hinder nature?

Morphology Focus

conduction

con + duct + ion

together or with + led into + the action or result of
= the action of leading something into or through a material
such as heat moving through various materials

Vocabulary Spotlight

landscapes

a scene or area of land

interplay

the way that things impact each other or react to each other

transformation

changing from one state to another

subtly

in a manner that is difficult to notice

gradual

slowly, bit by bit

Subject Specific Words

molecules

a group of two or more atoms that bond together. (Atoms can be compared to letters and molecules to words).

aquatic

water based

molten core

the centre of the earth that is made up of hot liquid metals according to Science

geothermal energy

heat that is continuously produced inside the earth, a renewable energy source that can be extracted from the earth and used.

Science: The Power of Conduction – Nature’s Hidden Heat Transfer

Spotting Syntax

“Heat moves in mysterious ways, shaping life and landscapes across the globe.

Alliteration for impact – life and landscapes both start with “l” and create a pleasing pattern with this brief repetition

“It’s a reminder of how interconnected nature’s systems are—and how even the smallest, invisible processes help drive life on Earth.”

Dash – used as a dramatic pause to introduce an important idea

Digging Deeper

In the Text: Why does the earth heat up throughout the day?

Inferential: What are the important features of conduction?

Making Connections: Do you think that geothermal furnaces will become the standard in households in the future and why?

Extension: Research another animal that uses conduction. How do they use conduction to survive and thrive in their habitats?

The Power of Conduction – Nature’s Hidden Heat Transfer

Heat moves and transfers in many ways, shaping life and landscapes across the globe. One of the most fascinating ways this happens is through conduction—a process where heat travels between objects in direct contact. Though it may seem invisible, conduction is at work in some of nature’s most familiar and essential processes.

The Warm Earth Beneath Our Feet

Have you ever stood barefoot on a sun-soaked beach and felt the heat rising through the sand? That’s conduction in action. When the sun’s rays strike the ground, they warm the surface, and this heat spreads through the soil and rocks below. The process doesn’t stop there—this warmth is also transferred to the air hovering just above the ground, creating a cozy microclimate. This interplay between Earth’s surface and the air is one reason mornings start cool but quickly heat up on a sunny day.

Melting Marvels

Picture a block of ice slowly transforming into a puddle on a sunny sidewalk. Conduction is behind this transformation. Heat moves from the warmer sidewalk to the colder ice, energizing its molecules. As these molecules gain energy, the solid ice shifts to liquid water. It’s the same process that causes glaciers to melt when warmed by the rocks and water around them—a small but significant piece of the global climate puzzle.

Beneath the Waves

In oceans and lakes, conduction subtly shapes water temperatures. Sunlight warms the surface water, and this heat trickles downward, layer by layer, through conduction. While water isn’t as efficient a conductor as metal, this gradual heat transfer helps create the varying temperatures we find at different depths. This interplay between warm and cool layers of water is vital for aquatic life, influencing everything from fish migration to the mixing of nutrients.

Life in the Soil	298
Beneath the ground, conduction works its magic in another way. During the	310
day, heat from the sun penetrates the soil, creating the right conditions for	323
seeds to sprout and plants to grow. By night, the process reverses, with	336
warmth moving from the ground back into the cooler air above. These	348
temperature swings are a key factor in the rhythm of life for plants and	362
animals.	363
 Heat on the Move in the Animal Kingdom	371
Animals, too, feel the effects of conduction. Imagine a lizard basking on a	384
sun-warmed rock, absorbing heat directly through its belly. Or think of seals	397
resting on ice, their body heat gradually leaching into the frozen surface. This	410
heat exchange influences how creatures survive and thrive in their habitats.	421
 Earth's Inner Fire	424
Far below our feet, conduction moves heat from Earth's molten core toward	436
the crust. This slow but steady flow of geothermal energy is what powers	449
natural wonders like hot springs and geysers. It's also a renewable energy	461
source we've learned to harness for electricity.	468
 Conclusion	469
From the ground we walk on to the oceans we explore, conduction quietly	482
shapes our world. It's a reminder of how interconnected nature's systems are	494
—and how even the smallest, invisible processes help drive life on Earth.	506



Geography: Bottling Water from Aquifers in Canada

Minds On

How would people with no clean and safe drinking water in their area access clean water?

Morphology Focus

aquifer

aqui + fer

water + that which carries
= that which carries water

Vocabulary Spotlight

regulations	rules, policies or laws
adhere	stick to
audit	check over to ensure all was done correctly
compliance	doing what one is supposed to do
extraction	taking something out of something else

Subject Specific Words

water table	the top of the area underground that is saturated with water where water fills in cracks throughout very small to very large spaces
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Geography: Bottling Water from Aquifers in Canada

Spotting Syntax

"An aquifer is a natural underground layer of water-bearing rock or sediment. Think of it like a giant sponge that holds water."

Anaphora – "it" in the second sentence is used to refer to an aquifer as explained in the first sentence

"The debate over water bottling plants in Ontario centres on environmental and economic concerns."

Homophone – one word with different meanings – centres can mean central places or in this case it means focuses

Digging Deeper

In the Text: What are aquifers and how are they used in bottling water?

Inferential: Are the federal government and the provinces doing a good job managing water bottling? Explain.

Making Connections: If there was a water bottling plant in your community, what side would you take in the debate about environmental safety and water bottling?

Extension: Which areas of Canada are under boil water advisories where residents require bottled water at all times?

Active Long Term Drinking Water Advisories website:
<https://www.sac-isc.gc.ca/eng/1614387410146/1614387435325>

Bottling Water from Aquifers in Canada

Bottling water from aquifers is a process that involves taking water from underground sources and putting it into bottles for people to drink. Canada has many clean and fresh water sources, and the bottling process is carefully managed to ensure the water remains safe and the environment is protected.

Aquifers

An aquifer is a natural underground layer of water-bearing rock or sediment. Think of it like a giant sponge that holds water. Aquifers are found deep underground and can provide a lot of water. Canada has many aquifers because it has plenty of groundwater resources. These aquifers can be tapped into to supply fresh water for various uses, including bottling.

Why Bottle Water?

Bottling water is important for several reasons. It provides people with convenient access to clean drinking water, especially in areas where tap water might not be available or is not clean enough for consumption. Bottled water is also useful during emergencies, such as natural disasters, when access to clean water might be limited.

Manage Responsibly

However, it is also important to manage the process responsibly. Overusing aquifers can lead to problems, such as lowering the water table, which can affect the surrounding environment. In Canada, regulations are in place to make sure that water bottling does not harm aquifers or ecosystems. Companies must follow these rules to ensure that their activities are sustainable and do not negatively impact the environment.

Federal Regulations

Bottled water is regulated as a food product under the federal Food and Drugs Act. Bottled water companies must adhere to quality standards, good manufacturing practices and labeling requirements. The federal government inspectors of the Canadian Food Inspection Agency regularly audit the operations of all bottled water companies to ensure compliance.

Provincial Regulations

In addition to the extensive federal regulatory requirements, the provinces also regulate bottled water. The most significant responsibilities of the provinces include; approving sources of water, drilling regulations, construction operations, allowable rates of production, and ensuring watershed protection.

The Debate

Despite regulations, some communities have fierce debates about water bottling operations. Supporters argue that these bottling plants provide jobs and a convenient water source, especially during emergencies. However, critics worry about the environmental impact, including lowered water levels and plastic pollution. They also believe water is a precious resource that shouldn't be taken for profit, especially when local communities might face shortages. The government has implemented regulations to manage water extraction, but some feel these measures are insufficient. Balancing economic benefits and environmental protection remains a challenge for Ontario.

Conclusion

Bottling water from aquifers in Canada involves a detailed process of finding, drilling, testing, filtering, and packaging water. This ensures that people have access to safe and convenient drinking water. With many clean aquifers, Canada can provide fresh drinking water through this method, contributing to the availability of clean water. However, this process requires careful management to protect water sources and the environment. Even though Canada follows strict regulations and practices to ensure the safety and sustainability of the water bottling industry, the environmental impact and potential overuse of water resources are still critical concerns.



Geography: Ocean Currents – What Are They and Why Are They Important?

Minds On

What forces do you think would impact the flow of water in lakes and oceans around the world?

Morphology Focus

surface

sur + face

top + form

(face can also mean facial area of a living being, but not in this case)
= top of the form

Vocabulary Spotlight

regulating

controlling with rules and policies

conveyor

something that carries something

indicator

something that shows the state or level of something

Subject Specific Words

thermohaline

the effect of both temperature and salinity (saltiness)

Gulf Stream

a powerful ocean current that carries warm water from the Gulf of Mexico to the Atlantic Ocean along the east coast of Mexico, the U.S. and Canada. Its pathway will shift based on factors like temperature, wind, storms, etc.

Geography: Ocean Currents – What Are They and Why Are They Important

Spotting Syntax

“By moving warm and cold water around the globe, they help balance temperatures and influence weather patterns.”

Prepositional phrase – a group of words “By moving warm water around the globe” is used to explain relationships between water and weather. Sentences that start with “By” often start with a prepositional phrase that is dependent on the second part of the sentence.

Digging Deeper

In the Text: What factors shape the flow of ocean currents?

Inferential: They are using ocean currents to navigate. What other elements could have been used in the past to navigate?

Making Connections: How are ocean currents and air currents similar or different?

Extension: Changes in ocean currents can be an indicator of climate change. For instance, if the Gulf Stream slows down, it could affect the climate in Europe and North America. Scientists study ocean currents to better understand how the climate is changing and to predict future impacts. Research how climate change has impacted ocean currents.

Ocean Currents – What Are They and Why Are They Important?

Ocean currents are like big rivers of water that move through the oceans. They play a crucial role in shaping the climate, weather, and marine life around the world. Understanding ocean currents helps us learn about our planet and how different systems are connected.

What Are Ocean Currents?

Ocean currents are large-scale flows of seawater that move in specific directions. They are caused by various factors, including wind, the Earth's rotation, and differences in water temperature and salinity (saltiness). Just like rivers on land, these currents flow in predictable paths and can cover vast distances across the ocean.

There are two main types of ocean currents: surface currents and deep currents.

1. Surface Currents: These currents occur at the top of the ocean and are mainly driven by the wind. When the wind blows across the surface of the water, it pushes the water along. Surface currents can move at speeds of up to 8 kilometers per hour and can travel across entire oceans. For example, the Gulf Stream is a powerful surface current that carries warm water from the Gulf of Mexico across the Atlantic Ocean to Europe, making the climate in Western Europe milder than it would otherwise be.

2. Deep Currents: These currents flow much deeper in the ocean and are driven by differences in water density, which is affected by temperature and salinity. Cold, salty water is denser and sinks, while warmer, less salty water is lighter and rises. This creates a global conveyor belt of water movement, known as "thermohaline circulation." Deep currents move slowly and can take a thousand years to complete their journey around the planet.

Why Are Ocean Currents Important?

1. Climate and Weather: Ocean currents play a significant role in regulating the Earth's climate and weather. By moving warm water from the equator to the poles and cold water from the poles to the equator, currents help balance temperatures around the globe. Changes in ocean currents can lead to extreme weather events, such as hurricanes and heat waves.

2. Marine Life: Ocean currents help distribute nutrients and organisms throughout the ocean. Many marine animals, including fish and plankton, rely on currents to carry them to different areas where they can find food or reproduce. For example, some fish species migrate long distances following ocean currents to spawn.

3. Navigation and Shipping: Historically, sailors used ocean currents to navigate the seas and make long journeys more efficient. Even today, understanding currents helps ships and submarines travel more safely and save fuel by using natural water movement to their advantage.

Conclusion

Ocean currents are essential for regulating the climate, supporting marine life, and aiding navigation. By moving warm and cold water around the globe, they help balance temperatures and influence weather patterns. Understanding these currents helps scientists predict changes in our environment and ensures that we can protect our oceans and the life they support. So next time you think about the ocean, remember that it's not just a big body of water—it's a dynamic system with powerful currents shaping our world.



Geography: Dutch Land Reclamation –Turning Water into Land

Minds On

How could you turn water into land? Is it possible?

Words That Matter

Afsluitdijk (<i>uff-slowt-dike</i>)	(<i>Af</i> means off, <i>sluit</i> means closed, <i>dijk</i> means dike)
Zuiderzee (<i>zow-der-zay</i>)	(<i>Zuider</i> means southern, <i>zee</i> means sea)
Ijsselmeer (<i>ice-ul-mayr</i>)	(<i>Ijssel</i> , after the river that flows into this lake, <i>meer</i> means lake)

Vocabulary Spotlight

reclamation	the act of restoring poor quality land or materials
infrastructure	all the basic systems that work together to make a country, a company, a house, or something else that requires many components
stabilize	to make something more steady and secure

Subject Specific Words

dikes	dams or high walls to prevent flooding
floodplains	large low lying lands that get flooded, this process brings nutrients to that land
polders	tracks of land reclaimed from a body of water
inlet	a bay or stream where water meets the shore and collects before moving out into a body of water like the sea

Geography: Dutch Land Reclamation – Turning Water into Land

Spotting Syntax

“The Netherlands, located in northwestern Europe, is a country defined by its relationship with water.”

Adjective clause, enclosed in commas, is used to further describe the noun (The Netherlands).

“The Dutch became experts at land reclamation—creating land where there was once water.”

Use of a dash, in this case, to add a definition to a clause.

Digging Deeper

In the Text: Why did the Dutch need land reclamation?

Inferential: What is the importance of land reclamation becoming more sustainable over time?

Making Connections: Can you think of any examples of how land reclamation might have been used in wetlands and swamp lands of Canada? If so, how?

Extension: Find online a video that explores Dutch land reclamation.

Dutch Land Reclamation – Turning Water into Land

The Netherlands, located in northwestern Europe, is a country defined by its relationship with water. About one-third of its land lies below sea level, making it highly prone to flooding. To solve this problem and gain more land for farming, housing, and industry, the Dutch became experts at land reclamation—creating land where there was once water.

Why Did the Dutch Reclaim Land?

Centuries ago, much of the Netherlands was covered by lakes, wetlands, and parts of the sea. As the population grew during the Middle Ages, the Dutch needed more space to live and grow crops. They also needed to protect their communities from frequent flooding. Reclaiming land allowed them to address both issues, expanding their country and making it safer from flooding at the same time.

How Land Reclamation Works

The process of land reclamation starts with building dikes, which are large walls made of earth, clay, and stone. These dikes keep water from rivers or the sea from flowing into certain areas. Once the dikes are in place, pumps are used to drain the water inside. Long ago, windmills powered these pumps. Today, modern machines do the job more quickly and efficiently. Most windmills today no longer function to pump water, however they remain a back up for the modern technology and are still a long-standing symbol of the Netherlands.

After the water is removed, the land—called a polder—is left to dry out. However, because polders are often below the surrounding water level, they require ongoing maintenance. Canals and pumping systems are used to make sure the land stays dry and usable.

Major Land Reclamation Projects

One of the most famous land reclamation projects in the Netherlands is the Zuiderzee (Zow-der-zay) Works. In the early 1900s, the Dutch built the Afsluitdijk (uff-slowt-dike), a massive dike that closed off the Zuiderzee, a large inlet of

the North Sea. This turned the salty water into a freshwater lake called the IJsselmeer (ice-ul-mayr). Over the years, the Dutch created several polders around the IJsselmeer, adding thousands of square kilometers of new farmland and space for towns.

Another major project is the Delta Works, which was built after a devastating flood in 1953. The Delta Works is a system of dams, barriers, and locks designed to protect the Netherlands from flooding. While its main purpose is flood control, it also helps protect and stabilize reclaimed land.

Sustainability and Maintenance

In recent decades, large-scale land reclamation in the Netherlands has slowed, with a shift toward maintaining existing polders and focusing on sustainability. Climate change and rising sea levels have prompted efforts to adapt infrastructure, such as strengthening dikes and upgrading pumping systems.

Additionally, projects like "Room for the River" aim to restore natural floodplains, allowing controlled flooding to reduce pressure on dikes and improve water flow. These modern approaches balance the need for safety, environmental conservation, and sustainable land use.

A Global Example

The Netherlands is a leader in land reclamation and water management. Its engineers have shared their knowledge with countries around the world, helping places like New Orleans and Jakarta deal with flooding. Dutch land reclamation is a powerful example of how people can use innovation to adapt to their environment and overcome challenges.



Geography: Sustainable Wood Products

Minds On

What kinds of things are made with wood in your home, in the school, and other buildings and structures around your community?

Morphology Focus

sustainable

sus + tain + able

down + hold + capable of
= capable of holding down

Vocabulary Spotlight

sustainable	something that can last for a long time
harvested	collected from the earth like crops or trees or seaweed
stewardship	the job of supervising or taking care of something
endorsement	giving public approval
certified	officially recognized as possessing certain qualities
compliance	following rules and regulations
contentious	to provoke or cause an argument

Subject Specific Words

old growth forest	a mature forest that has never been cleared or harvested
forest management	the use of technology, science and labour to protect a forest and its legal, environmental and economic assets

Geography: Sustainable Wood Products

Spotting Syntax

"We can make sustainable choices by; checking for certification labels, asking questions, understanding the source, choosing recycled wood, and thinking about the wood type."

Use of a semi-colon to introduce a list separated by commas.

"While Canada is known for strong forest practices, it is important to remember that the issue is very complex."

Prepositional clause: this complex sentence starts with the preposition "while", so the first clause is dependent on the second.

Digging Deeper

In the Text: Identify a type of wood that is sustainable and explain why it is sustainable.

Inferential: Do you believe that Canada manages forests sustainably?

Making Connections: How would sustainable forest practices protect or help wildlife?

Extension: Identify a forest near you and research the types of trees in that forest. What benefits do those trees provide to wildlife? What uses might they have for people?

Sustainable Wood Products

When you buy wood products, it's important to know if the wood is "sustainable." 14
 Sustainable wood means that the trees used to make the product were grown 27
 and harvested in a way that is good for the environment, the people, and the 42
 economy. Here are some ways to tell if a wood product is sustainable. 55

Certification Labels 57

One way to obtain information about the sustainability of wood is to look for 71
 certification labels. These labels are given by organizations that check if the 83
 wood is harvested responsibly. However, there have been complaints about 93
 certified wood. Some critics say some certifications have had "minimal impact 104
 on tropical deforestation and at times ... served only to provide a cover for 117
 trafficking in illegal timber." (Yale School of Environment, 2018). However, experts 128
 also say that there is an increased chance of sustainable forest management 140
 with certifications. 142

Check the Source 145

Knowing where the wood comes from can also help. Some countries have 157
 stricter laws and better practices for sustainable forestry. Wood from these 168
 countries is more likely to be sustainable. For example, Canada and Sweden are 181
 known for strong forest management practices. Canadian laws that govern 191
 forestry practices include, but are not limited to the Forestry Act, Timber 203
Regulations, the First Nations Land Management Act, and the 212
National Parks Act. 215

Although Canada is known for strong practices in forestry, Indigenous issues in 227
 regards to forest management are often contentious. 234

Indigenous Land Rights and Forestry 239

Part of sustainability is ensuring that forest management practices are good for 251
 people in the area. Indigenous peoples across Canada have often disputed the 263
 use of forests for logging and other purposes. 271

Conflicts over land and forestry span Canada's history including disputes over 282
 logging in old growth forests like Temagami in Ontario. A well known example is 296
 when protestors blockaded roads into the surrounding forests at Red Squirrel 307
 Road in 1989 for many months. People of the Temagami First Nation organized 320
 some of the blockades. 324

One protestor said, "We didn't give up our Indigenous rights to this land. That's the land we were given and that comes from Creator, not from some government or someone who decided to draw a map." Forestry in Temagami is still an issue today. While Canada is known for strong forest practices, it is important to remember that the issue is very complex.

Look for Recycled Wood

Using recycled wood is a great way to ensure sustainability. Recycled wood comes from old furniture, buildings, or other wood products that have been reused. By choosing recycled wood, you help reduce the demand for new trees to be cut down. Many companies now offer furniture and other products made from recycled wood.

Think About the Wood Type

Some types of wood are more sustainable than others. For example, bamboo grows very quickly and can be harvested without causing much damage to the environment. Other types of wood, like teak and mahogany, take a long time to grow and are often harvested unsustainably. Choosing wood that grows quickly and abundantly can be a more sustainable choice.

Ask Questions

Another way to know if wood is sustainable is by asking questions. When you buy wood or wood products, you can ask the seller:

- Where does the wood come from?
- Is the wood from a certified forest?
- How are the forests managed?
- Are the rights of Indigenous peoples in the area respected?

These conversations are important because sellers need to know that consumers are motivated by sustainability in order to shift practices.

Conclusion

Determining if a wood product is sustainable is a complicated issue because many aspects including human, environmental and economic health are involved. We can make sustainable choices by; checking for certification labels, asking questions, understanding the source, choosing recycled wood, and thinking about the wood type. Sustainable wood helps protect forests for future generations while providing us with the materials we need today.



Geography: The Evolution of Digital Mapping Technology

Minds On

Technology has made life easier in many ways. What technology do you use in your daily life to make things easier that your parents or perhaps even your older siblings did not have access to? Have you ever used Google Earth to see your home, school or community?

Morphology Focus

geographic

geo + graph + ic

earth + small piece of ground or shapes + pertaining to
= pertaining to small pieces of ground or shapes on earth

Vocabulary Spotlight

imprecise	not accurate
static	not moving or stationary (static electricity is a charge that is also stationary)
aerial	from or in the air
emerged	to become known or to come into view
analyze/analysis	to look carefully at something to detect patterns and meaning
remote	far away and isolated
conservation	to keep and protect something
sustainability	to act in a way that does not use up all the resources, plan for the future

Subject Specific Words

high resolution	a very clear image that is made up of many many pixels
Landsat program	a series of Earth-observing satellite missions jointly managed by NASA and the US Geological Survey.

Geography: The Evolution of Digital Mapping Technology

Spotting Syntax

"However, interpreting these photos required experts, and the data was static—it couldn't show real-time changes."

Use of a dash to add in an explanation of the word static

"The early 20th century saw a major innovation: aerial photography."

Use of colon to introduce a term

Digging Deeper

In the Text: What was the first technological tool to impact mapping forests?

Inferential: Which technology would be best for mapping forests in northern Ontario. Why?

Making Connections: What experiences have you had using a paper map and/or a digital map? Which did you prefer and why?

Extension: Check out <https://www.globalforestwatch.org> and explore forest loss and gain maps from around the world. What has happened in Ontario?

The Evolution of Digital Mapping Technology

Mapping has always been vital in forestry, helping people manage and protect forests. Early navigators around the world, including Indigenous peoples across Turtle Island, used natural landmarks and oral descriptions to navigate and understand landscapes. Over time, mapping technology has continued to grow to include drawings and tools like satellites, Geographic Information Systems (GIS), and drones.

Early Mapping Tools

Historically, maps of forests were drawn by hand, based on direct observation. Tools like compasses and ropes cut to known lengths helped improve accuracy. Early maps provided basic information, such as the location of forested areas, rivers, and landmarks, but they were often imprecise. They were mainly used for logging, land management, and navigation.

Aerial Photography

The early 20th century saw a major innovation: aerial photography. Planes were used to take pictures of forests from above, allowing foresters to map large areas much faster than before. This technique was first widely used after World War I. Aerial photographs revealed the layout of forests, clearings, and disturbances like pest outbreaks or fires. However, interpreting these photos required experts, and the data was static—it couldn't show real-time changes.

Satellites and Digital Mapping

The launch of Earth-observing satellites in the 1970s revolutionized forestry. The Landsat program, starting in 1972, was among the first to provide detailed satellite images of Earth. These images allowed scientists to track forest cover, deforestation, and tree health on a global scale. Unlike aerial photographs, satellite images were available regularly, making it possible to monitor changes over time.

Digital mapping emerged during this era, combining satellite data with computers. Foresters could now create maps that were not just visual but also packed with data about soil types, rainfall, and vegetation. This made planning and monitoring much more efficient.

Geographic Information Systems (GIS)

In the 1990s, GIS became a key tool for foresters. GIS is software that lets people layer and analyze different types of information on maps. For example, GIS can combine data about tree species, wildlife habitats, and fire risks to create a comprehensive view of a forest. It can also be used to predict how forests will change over time, such as how a new road might affect wildlife. GIS maps are interactive, allowing users to zoom in, update data, and perform detailed analyses.

Drones and Artificial Intelligence (AI)

In recent years, drones and AI have further advanced forestry mapping. Drones can fly over forests and capture high-resolution images, even in remote areas. This helps foresters monitor tree health, identify illegal logging, and map areas affected by fires or storms.

AI can analyze massive amounts of data quickly. For instance, it can identify tree species, detect signs of disease, or predict how climate change might impact forests. Together, drones and AI make mapping faster, more accurate, and more detailed than ever before.

Why It Matters

Digital mapping helps foresters manage forests sustainably. It aids in reforestation efforts, wildlife conservation, and protects forests from threats like illegal logging or wildfires. Mapping is also crucial in fighting climate change, as forests play a key role in absorbing carbon dioxide.

From hand-drawn maps to drones and AI, mapping technology continues to evolve, helping us better understand and protect our forests.



Geography: Endangered Species in South Asia

Minds On

What is your favourite wild animal and why? Do you know of any animals that are currently endangered?

Morphology Focus

destruction

de + struct + ion

from or down + build + the action of
= the action of taking down something that was built

Vocabulary Spotlight

decline

to get lesser and lesser

alliance

a bargain between people, groups or countries to protect each other

stabilize

keep from falling or toppling over or breaking up

safeguard

protect

Subject Specific Words

poaching

illegal hunting

eco-tourism

tourism and adventure travel that supports and reduces harm to the environment in some way

urbanization

when land becomes used for cities as they sprawl outwards

echolocation

a sonar system used by some animals to determine where objects are

biodiversity

when the environment has lots of different plants and animals

temperate

mild temperatures

Geography: Endangered Species in South Asia

Spotting Syntax

"Bengal tigers, found in India, Bangladesh, Nepal, and Bhutan, are powerful predators that help maintain balance in their ecosystems."

Centre-embedded syntax.
The clause "found in India..." is an extra piece of information that can be removed and the sentence will still read smoothly

"Red pandas, with their striking red fur and bushy tails, are found in the Himalayan forests of Nepal, India, Bhutan, and Myanmar."

Centre-embedded syntax.
Ask students to identify the centre-embedded syntax here.

Digging Deeper

In the Text: What are the similarities and differences between the animals in the article?

Inferential: How do elephants spread seeds?

Making Connections: How does each animal contribute to the ecosystem?

Extension: Research an endangered animal.

Endangered Species in South Asia

South Asia is home to incredible wildlife. Unfortunately, many species across South Asia and the globe are endangered due to habitat destruction, poaching, and human activities. Let's explore some of the animals in South Asia, the challenges they face, and what is being done to protect them.

Bengal Tigers

Bengal tigers, found in India, Bangladesh, Nepal, and Bhutan, are powerful predators that help maintain balance in their ecosystems.

- Population: About 2,967 Bengal tigers live in the wild, with most in India.
- Threats: Poaching for their skins and bones, often sold in illegal markets, has led to a significant decline in their population. Habitat loss due to deforestation and urban expansion further threatens their survival.
- Habitat: These tigers inhabit forests, grasslands, and mangroves like the Sundarbans. Fragmented habitats make them more vulnerable to poachers.
- Conservation Efforts: India's *Project Tiger* and protected reserves have helped stabilize tiger numbers, but poaching and human-wildlife conflicts remain as challenges.

Asian Elephants

Asian elephants are vital to South Asian ecosystems, helping to shape forests and spread seeds.

- Population: Fewer than 50 000 wild Asian elephants remain, with 60% in India. Smaller populations exist in Sri Lanka, Nepal, and Bhutan.
- Threats: Habitat destruction due to farming and urbanization forces elephants into human settlements, leading to conflicts. Poaching for Ivory also occurs.
- Habitat: These elephants live in forests, grasslands, and wetlands, relying on corridors to move between fragmented habitats.
- Conservation Efforts: Protected areas, eco-tourism, and programs like the Asian Elephant Alliance aim to reduce human-elephant conflict and safeguard habitats.

Ganges River Dolphins	256
Known as the "Tiger of the Ganges," these dolphins are crucial for river ecosystems and a symbol of freshwater biodiversity.	269
• Population: Only about 3 500 remain in rivers like the Ganges, Brahmaputra, and Meghna in India, Nepal, and Bangladesh.	276
• Threats: Pollution from industrial waste and sewage harms their habitats. Fishing nets and boat traffic frequently injure or kill these dolphins. Dams disrupt migration and breeding.	286
• Habitat: They live in slow-moving freshwater rivers and rely on echolocation to hunt and navigate due to poor eyesight.	294
• Conservation Efforts: India has declared the Ganges river dolphin its <i>National Aquatic Animal</i> . <i>Project Dolphin</i> focuses on cleaning rivers and protecting their habitats.	304
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Red Pandas	365
Red pandas, with their striking red fur and bushy tails, are found in the Himalayan forests of Nepal, India, Bhutan, and Myanmar.	379
• Population: Fewer than 10 000 red pandas remain in the wild.	387
• Threats: Deforestation for farming and development has reduced their bamboo-rich habitats. Poaching and accidental trapping also contribute to their decline.	397
• Habitat: They live in temperate forests, spending much of their time in trees and eating bamboo.	406
• Conservation Efforts: Organizations like the Red Panda Network strive to protect their forests, while national parks such as <i>Singalila National Park</i> provide safe habitats.	415
	418
	430
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	455
	458

Why Are They Endangered?	462
Key threats include habitat loss, poaching, pollution, and human-wildlife conflict. As human populations grow, animals face increasing challenges to survive.	472
	481
	483

How Can We Help?	487
Supporting conservation programs, spreading awareness, and promoting sustainable development are crucial. By protecting habitats and reducing human impact, these animals can continue as important species in the ecosystems of South Asia.	494
	503
	514
	518



History: The Battle of the Plains of Abraham

Minds On

What are the relationships between Quebec and the rest of Canada like? Why do you think relationships between French and English speaking Canada can be strained sometimes?

Morphology Focus

crucial

cruc + ial

the most important or decisive point + relating to
= relating to the most important issue

Vocabulary Spotlight

perspectives

the way one sees or thinks about something, some people might see or think about something very differently. E.g.; some people might think french language protection is a critical issue while others may not see why it is so important to the Quebecois

allied

groups of people or nations who banded together for strength in conflicts or wars, or even peace times, to help one another

mutual

owned or shared by two different people or groups

crucial

very important and necessary

lucrative

makes a lot of money

dominance

power over another

stakes

the things that can be gained or lost

expansion

growing outward or growing bigger

autonomy

having control over oneself and one's lands, lives, etc.

Subject Specific Words

militia

a group of citizens who are not trained soldiers but serve in battle in emergency situations

History: The Battle of the Plains of Abraham

Spotting Syntax

"Led by General Louis-Joseph de Montcalm, the French forces included professional soldiers, local militia (settlers with little military training), and Indigenous allies."

Dependent Clause – the first clause *"Led by General Louis-Joseph de Montcalm,"* gives extra information about the second clause, and it can not be used alone – it is not a complete sentence.

Digging Deeper

In the Text: Who were the three groups involved in the Battle of the Plains of Abraham?

Inferential: How did the different skill levels of the British and French soldiers affect the outcome?

Making Connections: During this time period the Indigenous people allied with the French settlers in Canada. Who does Canada ally with today?

Extension: Find a virtual tour online of the Plains of Abraham

The Battle of the Plains of Abraham

The Battle of the Plains of Abraham, fought on September 13, 1759, near Quebec City, was a key event in the Seven Years' War between Britain and France. It involved several groups, each with different perspectives on the conflict due to their unique goals and alliances.

Groups Involved

1. The British Army: Commanded by General James Wolfe, the British forces aimed to capture Quebec, a critical stronghold, as part of their campaign to dominate North America. Their 4,500 troops included professional soldiers including British regulars and soldiers from the Thirteen Colonies.

2. The French Army and Allies: Led by General Louis-Joseph de Montcalm, the French forces included professional soldiers, local militia (settlers with little military training), and Indigenous allies. They sought to defend New France from British invasion. Their force was nearly equal in size but less trained than the British troops.

3. Indigenous Peoples: Various Indigenous nations, including Huron-Wendat, Abenaki, and others, allied with the French. They were involved in the battle due to their longstanding partnerships with the French, built on trade and mutual defense agreements.

Different Perspectives on the Conflict

1. The British: The British viewed the battle as a crucial opportunity to end French influence in North America. By capturing Quebec, Britain hoped to gain a strategic advantage and secure control over lucrative fur trade routes and valuable land. General Wolfe's troops were determined, even though the campaign involved hardships such as navigating the St. Lawrence River and scaling cliffs to reach the battlefield. For Britain, the battle represented a chance to expand its empire and secure dominance over its rival, France.

2. The French: The French saw the battle as a desperate attempt to defend their territory and way of life in North America. Losing Quebec would mean losing control of New France, which stretched across vast areas of modern-day Canada and the United States. For the French settlers and soldiers, the battle was about protecting their homes, farms, and communities. Montcalm's forces were outnumbered and had to respond quickly to Wolfe's surprise attack, which added to their challenges.

3. Indigenous Allies: The Indigenous peoples, allied with the French, had their own stakes in the battle; they supported the French because of long-standing alliances, trade relationships, and a shared interest in limiting British expansion. Many Indigenous groups saw British settlers as a greater threat to their lands and ways of life. Their perspective was not purely about the French cause—they were fighting to maintain their own autonomy and survival in a rapidly changing world.

The Fall of New France

The Battle of the Plains of Abraham marked a turning point in North American history, as the British victory led to the fall of Quebec and, eventually, all of New France. Each group viewed the conflict differently: the French sought to protect their colony, the British aimed to expand their empire, and Indigenous peoples fought to preserve their alliances and lands. These differing perspectives highlight the complexity of the battle and its lasting impact on the history of Canada.



History: Missing Voices in Early Historical Documents

Minds On

Think of a time when you saw the same situation differently than someone else? Who's viewpoint prevailed? Why have Indigenous perspectives often been missing in history books?

Morphology Focus

protected

pro + tect + ed

bring forward + something that is rare + in past tense
= brought something forward that was rare

Vocabulary Spotlight

values

our deepest beliefs that impact the way we act in everyday life

justify

to prove that something is right or reasonable

exotic

strikingly mysterious or unusual

segment

one piece of a larger thing

peculiarities

odd little things

Subject Specific Words

Inuit

a member of an indigenous community in the north of Canada, Alaska or Greenland, many of whom speak a common language Inuktituk

oral histories

history that is passed down through spoken word, Oral history is often an important part of many Indigenous communities

History: Missing Voices in Early Historical Documents

Spotting Syntax

“Historical writings by early European explorers, like those of William Parry, often give us only one side of the story when it comes to Indigenous cultures.”

Centre-embedded syntax.
The clause “like those of William Parry,” is an extra piece of information that can be removed and the sentence will still read smoothly.

“They saw land as something to own, while many Indigenous groups saw land as something everyone shared and took care of for the future.”

Use of the word “while” as a conjunction between two separate clauses.

Digging Deeper

In the Text: Identify two innovations credited to the Inuit.

Inferential: How might the Inuit during William Parry’s time have described the land they lived on?

Making Connections: What things might someone from another culture find peculiar about culture in your family or community?

Extension: Research Inuit culture including games, sport, lifestyle and traditions.

Missing Voices in Early Historical Documents

Historical writings by early European explorers, like those of William Parry, often give us only one side of the story when it comes to Indigenous cultures. When explorers wrote about their travels, they described the people they met in ways that fit European ideas and values. This meant that Indigenous voices, beliefs, and knowledge were left out. These missing voices led to history that's often one-sided and incomplete.

Explorers like Parry admired the skills of the Inuit, but they didn't fully understand their way of life. The Inuit had special tools and techniques they created for surviving in the Arctic. The Inuit created products like snow goggles to prevent snow blindness and warm layered clothing that protected against the extreme cold. Instead of seeing these inventions as complex or advanced, explorers often described them as "simple" compared to European technology. This attitude ignored the skill and understanding that went into creating tools suited to the Arctic environment. Inuit knowledge about the land, animals, and seasons was deep and passed down through generations. However, explorers rarely valued this knowledge.

Because the Europeans often thought their culture was the "right" way, they did not see the Inuit's unique wisdom. For example, Indigenous cultures often had a close connection to the land, treating it with respect and considering it a shared resource. Early explorers described Indigenous lands as "empty" or "wild," which helped the Europeans justify taking control. They saw land as something to own. Many Indigenous groups saw land as something everyone shared and took care of for the future.

Additionally, the way explorers described Indigenous people reflected European beliefs that Indigenous ways were "behind" or "primitive." They often used words that made Indigenous people seem mysterious or "exotic". This way of writing down history made it seem like Indigenous cultures weren't changing or advancing, even though these societies had rich traditions and evolved over time. The explorers' writings often painted Indigenous people as objects of study rather than as communities with their own strengths and innovations.

Parry's writings are an example of missing perspectives in historical documents. He wrote about Indigenous peoples through European ideas and values, creating an incomplete version of history. When we read these documents, we can analyze the text for these flaws. Can you spot the flaws in the segment below written by Parry in 1825:

"By whatever peculiarities, however, they in general be distinguished, they are by no means ill-looking people; and there were among them three or four grown-up persons of each sex who, when divested of their skin-dresses, their tattooing, and above all, of their dirt, might have been considered pleasing-looking."

– From Parry's *Third Voyage: for the Discovery of a North-West Passage in the Years 1824 and 1825*.

When we read these early records, it's essential to remember what's missing. Today, people are working to include Indigenous voices in our understanding of history. By talking to Indigenous communities, learning from oral histories, and including their knowledge systems, we can better understand what life was like from multiple points of view. Recognizing these missing voices helps us build a fuller, more respectful picture of history—one that values Indigenous cultures and their important contributions to the world.



History: Displacement in Canada

Minds On

If you were forced to leave your home due to a natural disaster, what things would you want to bring with you?

Morphology Focus

relocations

re + locate + ion + s

again + place + verb + the action of
= the action of finding a place again

Vocabulary Spotlight

persecution	continually being cruel to a person or group of people based on discrimination
marginalized	a person or group who are pushed to the margins or the edges, places where power is harder to grasp
expulsion	kicking someone out permanently
colonization	when a country settles in an area that does not belong to them to gain control, riches and power
treaties	agreements that should be made in good faith about sharing land and resources in a fair way
reconciliation	trying to rebuild and maintain a respectful relationship

Subject Specific Words

Acadians	New France had five colonies in Canada. Acadia was one of these French speaking colonies and was located on the East Coast of Canada. Acadia had its own unique culture. In 1755, the British took the colony and forcibly deported over 11,000 Acadians, many of whom died. Others moved into the U.S. and settled in New Orleans, Louisiana.
Loyalists	Americans who stayed loyal to the British Crown

History: Displacement in Canada

Spotting Syntax

"As Chief Perry Bellegarde of the Assembly of First Nations once said, 'The history of Canada is the history of Indigenous displacement.' This quote highlights the enduring impact of forced relocations and the need to address these injustices."

Anaphora: the words these injustices in the second sentence refer back to Indigenous displacement

"By comparing past and present examples of displacement, we can see both similarities and differences in the causes and effects of these events."

Dependent clause: the first clause is dependent on the second

Digging Deeper

In the Text: According to the article, how did the expulsion of the Acadians in 1755 and the displacement of Indigenous peoples during European colonization affect their communities?

Inferential: How do the causes and impacts of historical displacement in Canada, such as the Acadian Expulsion and Indigenous land dispossession, compare to modern examples like the relocation of the Kashechewan First Nation or Syrian refugees seeking safety in Canada?"

Making Connections: How can Canada balance the need for economic development with the rights and needs of Indigenous peoples?

Extension: Search up a personal narrative of someone who shares a story of displacement. Describe their experiences.

Displacement in Canada

Displacement has played a significant role in shaping Canada's history. 10
 Many groups have experienced forced relocations due to social, political, 20
 and economic pressures. By comparing past and present examples of 30
 displacement, we can see both similarities and differences in the causes 41
 and effects of these events. 46

Displacement in the Past

Between 1713 and 1800, largescale displacement occurred across Canada. 50
 One early example was the expulsion of the Acadians in 1755. French speaking 59
 settlers living in Nova Scotia were forced out by the British. They feared the 72
 Acadians might support France in colonial conflicts. Known as the Great 86
 Upheaval, this event forced the Acadians to move from their communities to 97
 places like Louisiana. 109
 112

At the same time, Indigenous peoples, including First Nations, Metis, and Inuit 124
 communities were losing their lands due to European colonization. Treaties 134
 made during this era often favoured the economic interests of settlers, 145
 pushing Indigenous peoples onto less desirable land. This displacement 154
 deeply affected their traditional ways of life. 161

As Chief Perry Bellegarde of the Assembly of First Nations once said, "The 174
 history of Canada is the history of Indigenous displacement." This quote 185
 highlights the enduring impact of forced relocations and the need to address 197
 these injustices. 199

After the American Revolution, the arrival of Loyalists in Canada brought more 211
 changes. Loyalists, who had supported Britain during the war, fled the United 223
 States to seek safety. Among them were African American Loyalists who had 235
 escaped slavery. The land given to Loyalists often displaced Indigenous 245
 communities, creating new conflicts over resources. African American Loyalists 254
 faced additional challenges, such as receiving smaller plots, less provisions, or 265
 no land and provisions at all. Some eventually left Canada to establish a new 279
 colony in Sierra Leone, Africa, in 1792. 286

Displacement Today

Today, displacement in Canada continues, but it is driven by modern factors like climate change, economic pressures, and global conflicts. Many First Nations communities, for example, are being forced to relocate because of environmental issues. The Kashechewan First Nation in Northern Ontario has faced repeated evacuations due to flooding and unsafe living conditions, showing one of the ways that colonialism and poor infrastructure still impacts Indigenous peoples today.

Immigration also brings new examples of displacement. Refugees from countries like Syria and Ukraine have fled war and persecution to seek safety in Canada. While Canada provides services like language classes and job training, these supports often do not fully address the emotional, economic and cultural challenges new-comers face when rebuilding their lives.

Conclusion

In summary, displacement has deeply influenced Canada's past and continues to shape its present. Looking at both historical and modern examples, we see that economic and political forces often drive displacement. Historically, marginalized groups are generally the most affected. However, there has been some progress. Recent policies show a growing recognition of these issues.



History: Journal Entries of a Millworker

Minds On

What do you think it would be like to live without running water, electricity, cars and computers. What would be the hardest thing? Are there any benefits to living without modern conveniences?

Morphology Focus

expendable

ex + pend + able

out + hang or weigh + capable of
= capable of hanging / throwing out

Vocabulary Spotlight

grueling	very difficult
famine	a period of time marked by lack of food and often starvation
monotonous	a constant sameness that is often boring
vigilance	watching with a sharp eye usually to protect
lingered	stayed around for a long while

Subject Specific Words

fraught	a sophisticated word for full of something
palpable	a sophisticated word for noticeable
wages	financial earnings paid
foreman	a boss of a job site or particular group of people

Journal Entries of a Millworker

Spotting Syntax

"I walk through the damp chill to the mill, where I labour for twelve to fourteen hours, feeding logs into the saws."

Feeding logs into the saws is an example of personification where something non-human is given the characteristics of a human being

Digging Deeper

In the Text: How does working in the mill impact the writer physically?

Inferential: What complications and health problems could be attributed to working in a mill?

Making Connections: This article was written based on the known working conditions of the many Irish men who came to Canada and worked in the Mills in the 1800s. Do you think a man in this situation would have been literate to write these journal entries? Why or why not?

Extension: Research the history of sawmills in your area. Do sawmills still exist today in your area? Are working conditions better in the sawmills today? Why are working conditions better in some time periods and or countries than others?

Journal Entries of a Millworker

April 5, 1843

The journey from Ireland to Canada was long and fraught with uncertainty, but I came seeking work and the hope of a better life. I've secured a position at a sawmill, but it's nothing like I imagined. The work is grueling, and the pay barely keeps me fed.

Each day begins before dawn. I walk through the damp chill to the mill, where I labour for twelve to fourteen hours, feeding logs into the saws. The machinery roars endlessly, drowning out conversation and thought. The air is thick with sawdust, stinging my eyes and clogging my lungs. My hands, once strong, are now blistered and raw. The few coins I earn barely stretch to cover bread and beans, let alone anything better.

I share a single, suffocating room with five other men, all Irish like me. There is no privacy; our bunks are crammed close together, and the air reeks of sweat and damp straw. Many of us came here fleeing the worsening famine in Ireland, but it's hard to feel that this life is any improvement. The promise of opportunity feels like a cruel joke.

May 10, 1843

The days blur together, each one as monotonous and exhausting as the last. The overseer patrols the floor with hawk-like vigilance, barking orders and docking pay for the slightest perceived slack. A man who lingered too long over a drink of water was sent home without his day's wages.

My body aches more with each passing day. My back is bent from lifting heavy planks, and my hands are riddled with splinters. Rumors circulate about other jobs in the city, but these positions require skills or connections that I lack—and Irish workers are rarely welcomed with open arms. The discrimination against us is palpable; we are seen as expendable, fit only for the harshest labor.

At night, my fellow workers talk of heading west. They dream of claiming land 323
and farming their own plots, but none of us can afford the journey. We are 338
chained to the mill, with no hope of escape in sight. 349

June 22, 1843 352

A man lost his hand in the saw today. The machine caught him, and his 367
screams echoed through the mill. The foreman barely glanced at him before 379
ordering the rest of us to clean up and continue. The injured man was sent 394
home without pay or care. His fate terrifies me—what would I do if I were hurt 411
and unable to work? 425

The sawdust in the air makes my lungs burn, and my persistent cough 428
worsens. I feel as though my body is breaking under the strain. 440

July 14, 1843 443

We have spoken in hushed tones of organizing for better wages or hours, but 457
fear silences us. The overseer would replace us without hesitation, and our 469
families depend on what little we earn. 476
Still, at night, I dream of a different life. I cling to the faint hope that someday, 493
this back-breaking labor will lead to something better. Until then, I endure, 506
one day at a time. 511



History: The Toronto Purchase Treaty (1805)

Minds On

How important to you is it to be fair when making a deal with someone else, to make sure everyone is in agreement and that people fulfill their end of the deal?

Words that Matter

Indigenous

The word "Indian" is used in the passage because it was the term commonly used during that time in history. However, today, we use the term Indigenous Peoples of Canada to refer to First Nations, Inuit, and Métis. When possible, it is best to be specific by using the name of the community, such as The Mississaugas of the Credit.

Morphology Focus

discontent

dis + con + tent

not + together + stretched over
= not stretching over together

Vocabulary Spotlight

controversy	something that brings up opposing viewpoints
legality	the state of being legal
grievances	complaints related to injustices
acquisition	the act of getting or acquiring something
compensation	paying back someone for work provided or to make up for a wrongdoing

History: The Toronto Purchase (1805)

Subject Specific Words

treaties	agreements between the Crown, the Government of Canada, and Indigenous groups. These agreements set out the rights and responsibilities of everyone involved, although there are often disagreements about what the treaties mean and how they are honoured.
The Crown	the legal name for the British monarchy and later Canadian federal, provincial and territorial governments.
settlers	people who travel to another land to live when others already live there
shillings	about 5 or 10 cents

Spotting Syntax

"While these areas have grown into vibrant communities, the history of their acquisition reminds us of the challenges and injustices faced by Indigenous peoples."

Dependent clause:
the first clause is
dependent on
the second

"Before European settlers arrived, the Mississaugas of the Credit lived in the area now known as Toronto."

Dependent clause:
the first clause is
dependent on
the second

Digging Deeper

In the Text: Why did the Mississaugas leave the Credit River?

Inferential: In what ways were the Toronto Purchase treaties in 1797 and 1807 unfair?

Making Connections: How is the topic of treaties related to Land Acknowledgements? What do these Land Acknowledgements really mean and why do we say them?

Extension: Explore the treaty map of Ontario. Notice what treaties cover what areas of the province.

<https://www.edu.gov.on.ca/eng/indigenous/the-first-nations-and-treaties-map-of-ontario.pdf>
https://files.ontario.ca/iao_community_wall_map_en_2019-08.pdf

The Toronto Purchase Treaty (1805)

The Toronto Purchase Treaty is an important part of Canadian history that highlights the relationship between the Crown and the Mississaugas. This agreement, first attempted in 1787 and revised in 1805, shaped the development of what is now the Greater Toronto Area. However, it has also been the subject of much debate and controversy due to its questionable legality and fairness regarding land ownership.

The Land and the People

Before European settlers arrived, the Mississaugas of the Credit lived in the area now known as Toronto. They relied on the land for food, shelter, and cultural practices. The land was not just a place to live; it was deeply connected to their identity and way of life.

When settlers arrived, they wanted to use the land for farming, building homes, and creating towns. The British government wanted to secure land for settlement, so they negotiated treaties with Indigenous groups. One of these was the Toronto Purchase.

The 1787 Agreement

In the late 1780s, the Crown wanted to secure lands around Lake Ontario to protect communication and supply lines between its settlements from Kingston to Niagara. Sir John Johnston, Superintendent General of the Indian Department, met with the Mississaugas at the Bay of Quinte in 1787 to purchase land. However, the deed for this purchase was later found to be blank, with no clear description of the land being sold. Additionally, the signatures of the Mississauga chiefs were written on separate pieces of paper and attached to the document, raising questions about whether they truly agreed to the sale. When the Crown tried to survey the land in 1788, the Mississaugas opposed it, showing there was no agreement on the boundaries. These issues cast doubt on the treaty's legitimacy and left many settlers without clear legal ownership of their land.

The 1805 Agreement

The Crown eventually realized the flaws in the 1787 agreement and took steps to fix them. In 1805, they negotiated a new deal with the Mississaugas of the Credit for 250 830 acres of land, including what is now Toronto, for the sum of 10 shillings. Although the Mississaugas retained the exclusive right to fish in Etobicoke Creek, they eventually left their traditional lands along the Credit River in the 1840s due to a combination of pressures from European settlers, government policies, and dwindling access to resources. Concerns about fairness remained.

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Modern Claims and Compensation

In 1998, the Mississaugas of the Credit filed a claim against the Government of Canada. They argued that the Crown had taken more land than agreed upon, including the Toronto Islands, and that the 1805 purchase sum was unreasonably inadequate. After years of negotiation, the Canadian government settled the claim in 2010, agreeing to pay 145 million in compensation. This settlement was the largest of its kind in Canadian history at the time and acknowledged the longstanding grievances of the Mississaugas.

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Legacy of the Toronto Purchase Treaty

The lands covered by the Toronto Purchase Treaty now include cities such as Toronto, Etobicoke, North York, York, and Vaughan. While these areas have grown into vibrant communities, the history of their acquisition reminds us of the challenges and injustices faced by Indigenous peoples. The 2010 settlement was a step toward reconciliation, but it also underscores the need to respect and honour agreements with Indigenous nations.

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The Toronto Purchase Treaty is more than a historical event; it is a reflection of Canada's colonial past and a reminder of the importance of honesty, fairness and justice in building relationships with Indigenous peoples.

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History: The Robinson Huron Treaty (1850)

Minds On

Maurice Switzer of the Mississaugas of Alderville First Nation wrote a book called “We are All Treaty People” to promote the understanding of treaties across Ontario. What do you think it means that “we are all treaty people”.

Morphology Focus

unrestricted

un + re + strict + ed

not + again + observing rules + in the past
= was not observing rules again

Vocabulary Spotlight

colonialism	the practice or policy of controlling a country or territory against the will of the people indigenous to the area
retained	kept
settlement	the process or result of solving a dispute
reconciliation	the process of restoring friendly relations after conflict

Subject Specific Words

annuities	a contract between two parties where one party pays the other immediately and in the future
interim payments	a sum of money given in advance of total payment

History: The Robinson Huron Treaty

Spotting Syntax

"This was a major victory for the Anishinaabek, confirming the Crown failed to honour its commitments."

Complement phrase –
"confirming the Crown failed..." is a clause that provides additional information about the subject or object of the first clause.

"The lands covered by the Toronto Purchase Treaty now include cities such as Toronto, Etobicoke, North York, York, and Vaughan."

Commas – used to separate items in a list

Digging Deeper

In the Text: What was the main promise made in the Robinson-Huron Treaty of 1850?

Inferential: Why might the failure to increase the annuities be seen as a breach of trust between the Robinson-Huron First Nations and the Crown?

Making Connections: What might the settlement of the Robinson-Huron Treaty case suggest about the Canadian government's approach to reconciliation with Indigenous peoples?

Extension: Research another treaty. Look for information from Indigenous sources as well as other sources. Look for similarities and differences between the two treaties, and the resulting actions.

The Robinson Huron Treaty (1850)

The Robinson-Huron Treaty Case

Before the 1850s, treaties in what is now Ontario mainly focused on the Southern Great Lakes and St. Lawrence River areas. As industries like mining, forestry, and agriculture grew, interest shifted to the Upper Great Lakes for their resources. At this time mining was already occurring without approval from First Nation communities.

The Robinson-Huron Treaty of 1850 was an agreement between the British Crown and several Anishinaabek Nations. The treaty covered a large area, including the North Shore of Lake Huron, from Penetanguishene to near Sault Ste. Marie and Lake Superior.

The Robinson Huron Treaty was an agreement to share land and resources. The Anishinaabek did not surrender their land but agreed to share it in exchange for annual payments from resource revenues. The Anishinaabek Nations wanted to ensure their own lands were protected, without government interference. They retained unrestricted rights to hunt and fish in their traditional territories. These rights were essential for the Anishinaabe peoples' continued way of life.

A key promise of the treaty was that payments would increase if the land generated wealth. However, despite billions of dollars in resource revenue, the annual payment has not increased since 1874 and remains just \$4. This broken promise led to a legal battle.

The Legal Battle

The Robinson-Huron Treaty Annuities Case was a legal battle over the Crown's failure to increase payments promised in the treaty. Originally, payments were made in cash to individual band members instead of lump sums to the bands. The treaty required the Crown to raise payments if the land became more profitable, but payments stayed the same despite wealth from mining and timber. In 2018, the court ruled that the Crown had broken the treaty by not increasing annuities. This was a major victory for the Anishinaabek, confirming the Crown failed to honour its commitments.

Settlement and Compensation

In 2021, the Robinson–Huron Treaty Nations reached a historic settlement. The agreement included a \$30 million interim payment and committed to further discussions about additional compensation and future cooperation. This was one of the largest treaty-related settlements in Canadian history.

Although the settlement was a major step, it did not resolve all the issues tied to the treaty. The case primarily focused on annuities, but Indigenous leaders stressed the need to address broader topics, including land rights, resource impacts, and the lasting effects of colonialism.

Moving Forward

The settlement is part of a larger effort to address historical injustices through legal and negotiation processes. Similar cases, like the Sixties Scoop settlements and land claims across Canada, show some progress in recognizing Indigenous rights.

The Robinson–Huron Treaty settlement highlights the importance of honouring treaties and provides an example of how legal action can bring justice for Indigenous peoples. However, it also emphasizes the need for continued discussions on fairness, reconciliation, and addressing past wrongs.

In conclusion, the settlement is a key milestone in Canada’s journey toward recognizing Indigenous rights. While it provides some compensation, it underscores the importance of ongoing efforts to ensure justice and equity for Indigenous nations.

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Health: Online Gambling – Entertainment or Risky Business

Minds On

“The safest way to double your money is to fold it over once and put it in your pocket.” What do you think this quote means about gambling with the hopes of making more money?

Morphology Focus

perceived

per + ceiv + ed

through or thoroughly + to get + past tense
= to already get something thoroughly or
understand something thoroughly

Vocabulary Spotlight

perceived	seen or understood
intended	meant
revenue	money made
leisure	relaxing and or fun activities
continuum	a scale showing all the variations, levels, stages, or steps

Subject Specific Words

gambling	taking a risky chance in the hope of winning money or items
addiction	very big urge to do something that is very difficult to stop or get control of

Health: Online Gambling: Entertainment or Risky Business

Spotting Syntax

"Gambling can be perceived as a harmless or low-risk social activity for participants of all ages; it is not unusual to see parents offering lottery tickets, especially scratch cards, to their children, even if this activity is meant for adults only."

Use of semicolon (instead of a period) to separate two independent clauses that are related by meaning

Digging Deeper

In the Text: At what age were many problem gamblers introduced to gambling, according to research?

Inferential: Gambling provides revenue for community services, but it can also cause harm in the community. Does it make sense to potentially cause harm and support community services at the same time?

Making Connections: There are lots of ways that people bet on sports these days. Would betting on sports change the way we watch and enjoy sports for the better or for the worse?

Extension: Research the history of a specific type of gambling like horse racing, card games, slot machines or online gambling.

Online Gambling – Entertainment or Risky Business

Gambling is a leisure activity that can occur in many forms including casino games, lotteries, sporting events, and fundraising events. Gambling is taking part in any activity in which you risk money to win more money. With greater access to the internet, gambling has moved online leading to more risks for adults and adolescents. In Canada, online gambling is legal, but there are some significant risks. Risks may occur over a continuum, ranging from casual social gambling, with no harm caused, to gambling addiction, with serious harmful consequences.	13 23 38 51 63 75 86 88
Gambling can be perceived as a harmless or low-risk social activity for participants of all ages; it is not unusual to see parents offering lottery tickets, especially scratch cards, to their children, even if this activity is meant for adults only. We know from research that many problem gamblers were introduced to gambling activities by family members as early as 10 years of age.	101 115 129 141 153
The majority of people who gamble never experience any problems. These individuals play for fun, on an occasional basis, know that they will most likely lose the money being wagered, and only bet money they can afford to lose. After playing, these people go back to their regular activities and responsibilities. However, for some people, gambling can lead to serious problems.	163 176 190 203 212 214
One significant risk is that it can be addictive. Individuals may be losing control of their gambling behaviour if they:	228 234
<ul style="list-style-type: none"> • Begin spending more money than they intended • Play for longer periods than planned • Want to gamble when knowing they should be doing other things • Are not able to stop thinking about gambling 	241 247 258 266

A gambling addiction can also be difficult to recognize, not just for the person,	280
but family and friends often take longer to catch on as well. Often, the signs	295
don't become obvious until financial ruin sets in. Warning signs can include:	307
• Unexplained absences	309
• Borrowing or stealing money	313
• Mood swings	315
• Anxiety	316
• Depression	317
There is also the risk of online scams. Although many gambling sites are	330
regulated, there are still some unregulated websites that are not safe. These	342
sites might try to trick people into giving away their personal information	354
or money.	356
Despite the risks, online gambling is legal, but regulated by the Canadian	368
government. The government regulates and monitors online gambling sites	377
to ensure they follow rules that protect players. This way, players have a better	391
chance of being treated fairly and they are less likely to fall victim to scams.	406
The government also collects taxes from gambling activities. This money can	417
be used for public services like healthcare and education.	426
Online gambling is legal in Canada because it helps ensure that gambling is	439
safe and regulated, and it provides tax revenue for public services. However, it	452
comes with serious risks like addiction, financial problems, and potential	463
scams. If gambling becomes an addiction, quitting is not an easy task. It often	477
takes support from loved ones, a treatment program, and community group	488
support. Government services such as the Canadian Mental Health Association	498
have information and support available for individuals or families that may be	509
affected by online gambling addiction.	514



Health: Earphones – Listen Responsibly

Minds On

What are some of the dangers associated with using headphones?

Morphology Focus

auditory

aud + it + ory

hearing/listening + the nature of + the place for or something that serves for
= something that serves for the nature of hearing

Vocabulary Spotlight

volume (sound)	how loud or quiet a sound is
pose	present or offer
rigid	stiff or strong
cumulative	when things keep adding on

Subject Specific Words

tinnitus	a medical condition that causes a constant ringing sound in the ears
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Health: Earphones: Listen Responsibly

Spotting Syntax

"Once these hair cells are damaged, they can't repair themselves, leading to permanent hearing loss."

Dependent Clause - *"leading to permanent hearing loss"* is a dependent clause and needs to be attached to other clauses.

Anaphora - *they* in second clause refers to *hair cells* in first clause

Digging Deeper

In the Text: Explain what the 60/60 rule is in your own words.

Inferential: What things would be difficult for a person diagnosed with hyperacusis?

Making Connections: What activities have you engaged in that might have damaged hair cells in your cochlea?

Extension: Research other causes for hearing loss.

Earphones – Listen Responsibly

Using headphones or earbuds is very common today, especially for listening to music, watching videos, or playing games. However, if not used properly, earphones can cause hearing damage. To better protect ourselves, let's learn about how our ears work and how to protect our ears from hearing damage.

How Ears Work

When sound reaches our ears, it travels along the ear canal to the eardrum causing it to vibrate. The vibrations are transmitted by three small inner ear bones into the inner ear called the cochlea. The cochlea has fluid and hair cells, also known as sensory cells. These hair cells convert sound into electrical signals that travel along the auditory nerve to the brain. Next, the brain interprets the signals as speech, music, or noise. You're born with a set number of hair cells. Once they die, your body doesn't replace them.

Hearing Damage

Loud sounds damage the hair cells in your cochlea. Hair cells are rigid structures and regular exposure to loud sound causes them to lose their rigidity over time. Like grass that's stepped on, hair cells get bent by sounds. This is especially true for loud sounds. Grass eventually dies when it's repeatedly walked over or trampled. Similarly, hair cells can be 'trampled' by loud sounds until they die and can no longer convert sound into electrical signals for the brain. This happens faster:

- the longer your ears are exposed to loud sounds
- the louder the sound with fewer breaks in between the exposure

Additionally, hearing damage is cumulative. Once damage has occurred, future damage can happen at lower volumes and durations than were previously normal for the person. Once the hair cells are damaged, they are easier to damage the next time.

Types of Hearing Damage

These physical changes to the ear present as Tinnitus, hearing loss or both. Tinnitus is the constant ringing or other noises in the ear. Tinnitus can vary, from being temporary to becoming a long-term bothersome condition. Sometimes, these physical changes can also present as hyperacusis, a disorder where a person becomes even more sensitive to sound because of damage to the hair cells.

Protect Your Ears

You can protect your ears from damage by:

- Following the 60/60 rule: 60% volume for no more than 60 minutes
- Keeping the volume at or below 60% of your device's maximum setting
- Adjusting the volume limit setting on your device or headphones
- Using an app that limits the maximum volume for you
- Reducing background noise in your environment, instead of turning up the volume
- Adjusting and lowering the master volume on your gaming system
- Taking breaks or alternating between using headphones and using speakers

Listen Responsibly

It is crucial to take the necessary precautions to maintain your hearing health. Even though earphones and earbuds can appear harmless in the short term, they can lead to long-term consequences. While headphones add convenience and enjoyment to our daily lives, being aware of the potential risks to our hearing health and using them responsibly is crucial to keeping our ears happy in the long term.



Dance: Dance, Social Media, and Body Image

Minds On:

What dance trends have you seen on social media? Do you like watching or participating in dance trends on social media?

Morphology Focus

expression

ex + press + ion

out + pushing or squeezing + the state of
= the state of pushing out (feelings or ideas)

Vocabulary Spotlight

curated

made a collection in a careful way to highlight the best of the best

foster

to aid and encourage growth and development

resonates

amplifies, resonates often means that an idea or feeling is being felt strongly

Subject Specific Words

platforms

A platform is a raised structure where something is more visible. A political platform is the political ideals that parties or politicians share and raise up.

When the word platforms is used with technology, it refers to different programs or interfaces that support an application running smoothly. There are 11 different categories of technology platforms. Examples include operating system platforms like Windows or iOS. Databases have different platforms for all kinds of stored information. Engagement platforms include various types of social media such as Facebook and TikTok. Web platforms, Content Distribution and Digital Marketplace platforms are some of the other categories.

Dance: Dance, Social Media, and Body Image

Spotting Syntax

"While these platforms can boost confidence, inspire creativity, foster community, and raise cultural knowledge, youth must use them wisely."

Dependent clause - the first clause *"while these platforms..."* is dependent on the second *"youth must use them wisely."*

Digging Deeper

In the Text: What are the downsides of dance on social media?

Inferential: How can social media impact young people in the development of their identities?

Making Connections: Are there downsides to your use of social media? (negative effects/problems/addiction)

Extension: Research a style of dance that interests you.

Dance, Social Media, and Body Image

Dance has always been a powerful way for people to express themselves. 12
With the rise of social media platforms like TikTok and Instagram, its influence 25
on teenagers has grown. These platforms allow young people to share their 37
dance moves with a global audience. Dance trends on social media can 49
impact character development and sense of identity in various ways. 59

Building Confidence and Self-Esteem 64

Posting dance videos online can boost a teenager’s confidence and self- 75
esteem. When teens receive positive feedback and likes on their videos, it 87
can make them feel good about themselves. This encouragement can 97
motivate them to keep dancing, helping them develop a positive self-image. 109
However, it’s also important to remember that not all feedback will be 121
positive. Learning to handle criticism is a crucial part of building resilience 133
and confidence, as long as criticism does not become overwhelming. 143
Many young influencers have experienced a crush of negative feedback, 153
and their mental health has been impacted negatively. Some felt the need to 166
leave social media. 169

Developing a Sense of Identity 174

Engaging with dance on social media might help teens explore and develop 186
their sense of identity. By experimenting with different dance styles and 197
participating in various challenges, they can discover what resonates with 207
them. This process of exploration is vital for self-discovery and personal 219
growth. Dance allows teens to express and celebrate their individuality. 229

Encouraging Creativity and Self-Expression 234

Dance is a form of self-expression. Social media platforms provide a stage 247
for teens to showcase their creativity. Teens can use dance to express their 260
emotions and ideas. A creative outlet is essential for personal growth. 271

Fostering Community and Belonging	275
Social media also enables teens to connect with others who share similar interests. By participating in dance challenges and trends, teens can become part of a larger community. This sense of belonging is important for character development. It helps young people feel connected and supported. Being part of a dance community can also teach valuable social skills, such as teamwork and collaboration – individuals often work together to create and perfect their dance videos.	287 297 309 319 331 341 348
Promoting Cultural Awareness and Diversity	353
Dance trends on social media often include styles from different cultures. This promotes cultural awareness and appreciation among teens. When teens learn and share dances from around the world, they develop a broader understanding of diverse traditions and practices. This exposure can foster respect for different cultures and encourage inclusivity, helping develop a more global perspective.	364 373 386 396 406 409
Influence of Media Depictions	413
While dance on social media can have benefits, it's not all positive.	425
1. Body Image and Comparison: Young people may compare themselves to others on these platforms, leading to body image issues and low self-esteem. Seeing only the highlights of others' lives can create unrealistic expectations. It's crucial for teens to understand that social media often shows a curated version of reality.	436 448 459 470 476
2. Peer Pressure and Trends: The desire to fit in and be popular can lead youth to participate in trends they might not be comfortable with. It's important for teens to make choices that align with their values and not feel pressured to conform to every trend.	492 505 519 523
3. Online Safety: Sharing videos online comes with privacy concerns. Online users need to be aware of the importance of protecting their personal information and understanding who can see their posts. Setting boundaries and using privacy settings can help ensure a safer online experience.	534 546 556 567
Conclusion	568
Dance on social media sites can have a big impact on a teen's identity and character development. While these platforms can boost confidence, inspire creativity, foster community, and raise cultural knowledge, youth must use them wisely.	583 592 602 604



Drama: Theatre in Your Community

Minds On:

What does the word community mean to you? How are you connected to your community?

Morphology Focus

community

com + mun + ity

together + public service + the state of
= the state of coming together for the good of the public

Vocabulary Spotlight

collaborate

a partnership; a union with others; the act of producing or making something together

obstacle

something that prevents or makes it difficult to do something or go somewhere

Subject Specific Words

theatre production

encompasses all the work that goes into putting on a play from acting to costumes, lighting and set design

director

the person who makes decisions for all aspects of the production

set builders

the people who build the scenic backdrops and props to indicate place and time on stage

lighting technicians

the people who use complex lighting systems to create mood and drama with lighting

Drama: Theatre in Your Community

Spotting Syntax

"Community theatre allows people to express stories about their communities' experiences, obstacles, dreams, and histories."

Use of the apostrophe in the word *communities'* to show ownership

"This influx of visitors can benefit local businesses, such as restaurants and shops, as visitors often spend money while they are visiting."

Compound-complex sentence
- there are three clauses in this sentence, the third clause is dependent on the first compound clause

Digging Deeper

In the Text: What are some different roles people can have in a community theatre production, both on stage and behind the scenes?

Inferential: How can participating in community theatre help someone develop new skills or build confidence?

Making Connections: Have you ever been to a community theatre performance? If so, what did you see and what did you enjoy about it? If not, what kind of play or musical would you like to see?

Extension: Many people are involved in drama or theatre in the community. Research a job in community theatre.

- Actors/Actress
- Directors
- Playwrights
- Lighting designers
- Set Designers
- Sound designer
- Costume designers
- Costume Maker
- Wigs, Hair and Makeup
- Theatre Electrician
- Theatre Carpenter
- Producer
- Fight Scene director
- Prop Maker

Theatre in Your Community

Community theatre is a wonderful and important part of many towns and cities around the world. It draws people together, showcases amazing stories, creates jobs, and provides entertainment for everyone. Let’s explore why community theatre is so valuable and how it impacts our lives.

Telling Stories

At the heart of any theatre production is storytelling. Community theatre allows people to share stories about their communities' experiences, obstacles, dreams, and histories. These stories can be funny, dramatic, and/or educational. They help us understand different perspectives and build empathy. For example, a play about a local historical event can teach us about our community’s history, while a comedy might make us laugh and feel closer to our neighbours.

Offering Employment and Rewarding Volunteer Experience

Theatre can provide various job opportunities in larger community centres where productions create enough profit to pay wages or salaries. It’s not just about the actors on stage; there are many people working behind the scenes to make a production come to life. Directors, stage managers, costume designers, set builders, lighting technicians, and makeup artists are just a few of the occupations involved. Plus, local businesses, like fabric stores and hardware shops, benefit from selling materials needed for costumes and sets.

Many of the people who bring the magic of theatre to life volunteer their time, talents and skills. These volunteer positions can be a great way for people to explore their interests in the arts, have fun, contribute to their community, and gain experience to build towards a career in theatre.

Bringing People Together

One of the most beautiful aspects of community theatre is how it brings people together. Performers, crew members, and audience members collaborate to create and enjoy a show. For performers and crew, working on a production fosters teamwork and creativity. They spend hours rehearsing and building sets, forming strong bonds and friendships.

For the audience, attending a theatre production is a social event. People 322
gather to watch the performance, share reactions, and discuss the play 333
afterward. This shared experience helps strengthen the sense of community 343
and belonging. 345

Attracting Visitors 347

Community theatre also attracts visitors to the area. When a theatre group 359
puts on a popular show, people from nearby neighbourhoods may come to 371
see it. This influx of visitors can benefit local businesses, such as restaurants 384
and shops, as visitors often spend money while they are visiting. A thriving 397
community theatre can even become a cultural hub, making it a more 409
attractive place to live and visit. 415

Providing Entertainment 417

Entertainment is a crucial part of our lives, and community theatre offers a 430
unique form of it. Watching a live performance is a different experience from 443
seeing a movie or watching TV. The energy and excitement of a live show 457
can be captivating. Community theatre provides affordable entertainment, 465
making it accessible to many people. It also offers a variety of performances, 478
from classic plays and musicals to original works by local playwrights. 489

Educational Benefits 491

Community theatre is also educational. For young people, participating in 501
theatre can help build confidence, improve public speaking skills, and foster 512
creativity. It's a fun way to learn about literature, history, and different cultures. 525
Schools often collaborate with community theatres to give students the 535
chance to perform or watch plays, enriching their education. 544

Conclusion 545

Community theatre is much more than just a place to watch plays. It tells 559
important stories, offers jobs, brings people together, attracts visitors, and 569
provides entertainment. It enriches our lives and strengthens our communities. 579
By supporting community theatre, we help keep the arts alive and ensure that 592
everyone has the chance to experience the magic of live performance. 603
Whether you're on stage, behind the scenes, or in the audience, community 615
theatre has something valuable to offer. So, the next time you hear about a 629
local production, consider getting involved or simply going to watch. You'll be 641
supporting an essential part of your community and enjoying a unique and 653
rewarding experience. 655



Art: The Music of The Halluci Nation: A Blend of Electronic Innovation and Indigenous Identity

Minds On

The Halluci Nation used to be called *A Tribe Called Red*, but changed their name after the death of Indigenous poet and activist, John Trudell. Trudell used the term the Halluci Nation to describe people across the globe who “remember at their core what it means to be human.” Why do you think a well known band / musician would change their name?

Morphology Focus

indigenous

in + di + gene + ous

within + two + born from a place + the state
= the state of being born from two people within a place

Vocabulary Spotlight

systemic	when something affects all parts of something like a disease that goes through the whole body or discrimination that permeates into all areas of society
accolades	congratulations, admiration, and even awards
resonate	something that continues like a sound or an idea
genres	categories for music, literature and other art forms like rock or rap in music, or mystery or romance in literature

Subject Specific Words

electronic music	music created with synthesizers and software as opposed to traditional music
throat singing	a traditional and complex singing technique that originated in Indigenous communities around the arctic circle - multiple sounds are produced in the throat at the same time and singing often passes back and forth between two singers in an overlapping way
pow wow drums	special drums played with care and skill that are often central in bringing diverse indigenous people together at pow wow celebrations - the drumming is sometimes referred to the heartbeat of the earth bringing all life into balance

Art: The Halluci Nation

Spotting Syntax

The collective's 2016 album "We Are The Halluci Nation" is a prime example of their mission.

Quotation marks used to indicate the title of a short work

"We're trying to create a new genre of music that tells our stories and expresses who we are, as Indigenous people, while also embracing the future," says a member of the collective, Bear Witness.

Comma used to set off the direct address of a proper noun, the name, *Bear Witness*, in this case

Digging Deeper

In the Text: What are some of the traditional elements of Indigenous music in Canada, according to the article?

Inferential: Why do you think the music of The Halluci Nation might resonate with younger generations?

Making Connections: Who is your favourite musician? Explain how one of their songs resonates with you.

Extension: Research the poetry and impact of John Trudell

The Halluci Nation

A Unique Musical Journey

The Halluci Nation, previously known as *A Tribe Called Red*, is a pioneering collective of Canadian electronic musicians who have redefined the sound of electronic music. They blend modern beats with Indigenous cultural influences to create a captivating sound. Based in Ottawa, the group emerged from the growing urban Indigenous movement in Canada. They draw attention both in their home land and around the world. *The Halluci Nation* is widely regarded as one of the most exciting acts in the realm of electronic music today for their innovative sound, and their dedication to Indigenous storytelling and activism.

An Innovative Fusion of Sound and Culture

The Halluci Nation's music represents a groundbreaking fusion of electronic music genres with traditional Indigenous music. The musicians incorporate elements like powwow drums, throat singing, and spoken word. Their signature style, described as "powwow step," combines electronic beats with the rhythmic intensity of powwow drums in a vibrant, energetic way. "We're trying to create a new genre of music that tells our stories and expresses who we are, as Indigenous people, while also embracing the future," says a member of the collective, Bear Witness. "It's about finding a way to bridge the gap between generations, between cultures, and showing the world that Indigenous people are part of the future, not just the past."

Activism Through Sound

The Halluci Nation's music is more than just entertainment—it is a form of activism. They use their platform to speak out against the struggles faced by their communities. These struggles include systemic racism, colonialism, and the ongoing fight for cultural preservation. The music brings these issues into the mainstream through an accessible and compelling medium. "Music has always been a tool for resistance," says Zoolman, another member of the collective. "Our art is not just for fun; it has a purpose. It's a way to amplify the voices of Indigenous communities and bring attention to the issues we face every day."

The collective's 2016 album "*We Are The Halluci Nation*" is a prime example of their mission. The album features collaborations with artists like Tanya Tagaq, Yasiin Bey (formerly Mos Def), and Saul Williams.

Cultural Representation in the Digital Age

The collective has made use of technology to not only reach global audiences, but also to bring Indigenous languages, traditions, and values into the conversation. "We live in a world where technology has taken over, and we're using that to our advantage," says Bear Witness. "We can now share our culture with people across the world who might not have otherwise been exposed to it. The digital world helps us tell our story." Through their music videos, social media presence, and performances, *The Halluci Nation* highlights the beauty and importance of Indigenous languages in ways that resonate with younger generations.

Legacy and Influence

The Halluci Nation's impact on both the music industry and Indigenous representation in the arts cannot be overstated. They have opened doors for other Indigenous artists to explore electronic music and new media. Their influence can be seen in the work of a new generation of musicians blending cultural heritage with contemporary styles. Their groundbreaking approach has earned them numerous accolades. They have received nominations for the Juno Awards – Canada's prestigious music awards, and recognition from the Polaris Music Prize, a non-profit organization that celebrates diversity and creativity. The group's work has not only reshaped the landscape of Canadian music, but has also contributed to the global conversation about Indigenous identity in the modern world.

Conclusion: A New Era of Indigenous Music

The Halluci Nation continues to break boundaries with their innovative fusion of electronic music and Indigenous culture. They have created a powerful platform for Indigenous voices, ensuring that the stories, struggles, and triumphs of their people are heard in a rapidly evolving digital world. As they continue to push the limits of what is possible in music, *The Halluci Nation* is proving that electronic music can be a powerful tool for cultural preservation, social change, and artistic innovation.



Visual Arts: Exploring the Afrofuturistic World of Artist Ekow Nimako

Minds On

Nimako explains, "My wife always says, 'All movements of resistance are rooted in that imagination.' You have to imagine the freedom, the emancipation. You have to imagine this struggle being over. You have to project that in order to rise up, in order to resist. What else are you resisting for, if not for that Promised Land?" he said. "Even art is a form of resistance and it's been used as a form of resistance for a very long time."

What do you think the artist, Nimako, and his wife mean by this quote?

Morphology Focus

symbolic

sym + bol + ic

together + stem + the nature of
= the nature of two things coming together

Vocabulary Spotlight

intrinsic

being essential or central to the nature of something, e.g., his kindness is intrinsic to his nature

aesthetics

concerned with beauty or the appearance of beauty

transcend

to rise above or go beyond

Subject Specific Words

mythologies

a story that can belong to a specific cultural tradition or religion that carries meaning important to that group of people

Visual Arts: Exploring the Afrofuturistic World of Artist Ekow Nimako

Spotting Syntax

"This is the vision of Ekow Nimako, a talented artist, who uses his creativity to explore Afrofuturism."

Appositive: *a talented artist* is another noun, enclosed in commas, used to describe the noun *Ekow Nimako*

"The aesthetics of the things that I build – they come from looking at Star Wars and looking at sci-fi structures and wanting to recreate them so we can have a physical documentation of these kinds of mythologies and storylines."

Anaphora: *they* is used as pronoun for aesthetics

Digging Deeper

In the Text: What is Afrofuturism?

Inferential: Describe Nimako's art.

Making Connections: Would you like to see an exhibit of Nimako's work? Why or why not?

Extension: Research another artist who celebrates African identity.

Exploring the Afrofuturistic World of Artist Ekow Nimako

Imagine a world where ancient African cultures meet futuristic technology, creating something entirely new and exciting. This is the vision of Ekow (echo) Nimako (nim-aw-ko), a talented artist, who uses his creativity to explore Afrofuturism. Afrofuturism is a movement that combines African culture with futuristic ideas and technology. It imagines a future where African culture and technology merge to create new possibilities. This movement is not just about imagining futuristic technology, but also about reimagining history and culture in a way that celebrates African identity. Ekow Nimako is one of the leading artists in this movement.

Who Is Ekow Nimako?

Ekow Nimako is a Toronto-based artist of Ghanaian descent, but his art has been shown around the world. He attended York University and is known for his unique sculptures and structures. His works often include intricate designs that reflect both ancient African aesthetics and modern technology, including the use of black Lego bricks as a medium. Nimako's art invites viewers to think about how the past and future can come together in innovative ways. Ekow says, "There's an intrinsic essence of life in my work. The sculptures are inanimate objects made of plastic. There's something that's quite synthetic about them. But it's that synthetic quality that I strive to transcend with life, (by) spending a lot of time developing the eyes of each sculpture."

Each sculpture takes 50–800 hours to make. Ekow says he is "never in a rush."

Ekow Nimako's artistic vision

Ekow Nimako's art is deeply rooted in Afrofuturism. One of his most famous works is a series of sculptures that represent figures from African folklore or traditional symbols but with a modern twist. The choice of black LEGO bricks as material is symbolic, showing how something playful and modern like LEGO can be used to explore serious and historical themes. He says, "The aesthetics of the things that I build — they come from looking at Star Wars and looking at sci-fi structures and wanting to recreate them so we can have a physical documentation of these kinds of mythologies and storylines."

Why are Nimako’s sculptures important?

Nimako’s sculptures are important because they challenge the way we think about art and history. By using LEGO bricks, Nimako transforms a familiar and playful material into something that speaks about African culture and future possibilities. His work encourages us to see the connections between our past and future and to think creatively about how we understand and represent history.

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He credits the movie Transformers as a source of inspiration, “It was in 2007, the year that I went to school, that the Transformers live-action movie came out, the Michael Bay movie. I am a lifelong Transformers fan, so seeing a live-action movie was like one of those pivotal moments in my life. That pushed me to start playing with Lego again. When I was a kid, I’d watch Transformers and then I’d build and try and create things. After the movie, I had all this inspirational creativity in me and I didn’t know how to get it out. And then I started building the Transformers from the movie. Most of my life was spent around other musicians that I grew up with, so it wasn’t until this time that I was surrounded by visual artists all day long, and seeing kids [in school] that were much younger than me and that were so talented really pushed me to be better.”

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How does Afrofuturism impact us?

Afrofuturism, as seen through Nimako’s art, has a big impact on how we view the future. It resonates with people around the world, and reminds us that technology and progress are not just about new gadgets and machines, but also about cultural and artistic expression. It shows that the future can be a place where diverse cultures come together and where imagination plays a key role in shaping what’s to come.

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Ekow Nimako’s work is a fascinating example of how art can blend different cultures and ideas to create something new. By exploring his art, we can appreciate the rich possibilities that arise when we think about the future through the lens of different cultures.

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Fluency in Perspective

Grade 7: Across the Curriculum