

Museum London Cross-Curricular Teacher Resource – Grade Eight



Image: Ted Goodden, *Blackfriars Bridge*, 1983-1985, lead; clear and stained glass, Collection of Museum London, Gift of Dr. & Mrs. Lorne Taylor, London, Ontario, 1990

About the Style of Art

Blackfriars Bridge is located in London, Ontario and spans the River Thames. Although cars could travel across it, the bridge was created during the era of horse and cart (1875). It is a bowstring bridge and was constructed with wrought iron. It is 64.6 meters long. It was designated as a heritage site in April of 1992.

Blackfriars Bridge could not withstand the weight of the modern-day car and therefore had to be restored. The renovation cost \$8.6-million and took 13 months to strengthen the bridge.” It was reopened to traffic on Dec. 1st, 2018.

Stained glass art often refers to the small pieces of coloured glass arranged into patterns or pictures and often held together by strips of lead. These designs are then crafted into windows and secured in a strong frame. Churches frequently have stained glass windows installed in their buildings.

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| <p>Talk About the Art Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony Movement</p> | <ul style="list-style-type: none"> ➤ What clues can the viewer use to determine that the medium is stained glass? Explain how the artist uses the 'lead', which is used to connect the pieces of coloured glass, as the actual part of his design and 'drawing'. ➤ Explain how Ted Goodden's work can be a valuable primary source for history? ➤ Why do you think it was important for the artist to create 36 views of this one bridge? ➤ Where was the artist's location when creating each of the four views depicted in this work? ➤ Give examples of how he uses the elements and principles of design in this stained-glass art. (For example: How does he use weight of line to draw emphasis to the strength and delicacy of each object? How has he used value and proportion in his work? Etc.) ➤ What do you think is the most difficult aspect of working with this medium? ➤ Does the fact that there are multiple views within one window make it harder or easier to 'see' the artwork? ➤ In 2013 the bridge was closed to vehicles and from the fall of 2017 until December 2018 the bridge was closed to all pedestrians and cyclists as well. If Blackfriars Bridge had been unable to be repaired how would that have changed the importance of Ted Goodden's work? ➤ The "Rule of Thirds" involves dividing your image using 2 evenly spaced horizontal lines and 2 evenly spaced vertical lines so that there are 9 equal rectangles. The focal points and important elements of the image should be placed at the intersection of these dividing lines or along the dividing lines. Explain how Ted Goodden applied this rule to his art. ➤ List several vivid adjectives to describe this artwork. ➤ In one paragraph, describe this stained glass art work to a friend who cannot see it and must rely on your paragraph to 'picture it' in their mind. |
| <p>History Creating Canada, 1850-1890 1.2 impacts on rights, privileges for Indigenous cultures; 1.3 impact on rights and privileges on settlers and newcomers; 1.4 actions taken by groups to improve their</p> | <ul style="list-style-type: none"> ➤ Blackfriars Bridge was built in 1875. Many immigrants worked as labourers. Many were poor and worked wherever they could, including sweatshops. Why might a highly educated immigrant not be able to get highly skilled employment? Explain how it has, or has not, changed for immigrants today. ➤ Bridges physically connect groups of people. Why are diaries good connectors between the past and the present? ➤ Are diaries primary sources or secondary sources? |

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| <p>lives; 3.1 factors to key events or developments; 3.2 treaties and Indian Act; 3.3 residential schools;</p> <p>Canada, A Changing Society 1890-1914 1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 1.4 individual, group, and community actions; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key events; 3.3 effects of political and legal changes; 3.4 key social and economic changes; 3.5 cooperation and conflict; 3.6 significant individuals and groups</p> | <ul style="list-style-type: none"> ➤ You have just uncovered 4 diaries miraculously intact and they are all dated between the 1850-1914. ➤ Research the 'diary event' you chose and enter the correct dates as well as various facts you uncover. ➤ Write 4 or 5 sentences that you would have 'read' in each their diaries from each of the following events: <ul style="list-style-type: none"> A) A young teenager trying to catch up to his father who's been gone for months with the 'gold-rush fever' B) A young girl whose farming family welcomed two orphans from Europe C) A Chinese Immigrant working on the Canadian Pacific Railway D) The sister of one of the victims who drowned when the SS Victoria capsized in the Thames. ➤ Why is it important to consult both primary and secondary sources when trying to interpret history? ➤ In the late 1850s and early 1900s many immigrants moved to London. There were Hungarians, Ukrainians, Scottish, Chinese, Africans and Irish to name a few. Choose three various groups. List two reasons for each group explaining why they left their countries. List two ways, for each group, explaining how their life was different in the new world. ➤ List two challenges today that would be the same for immigrants and two challenges that would be different. ➤ Some of the immigrants were farmers. How were their experiences different from the farmers of today? ➤ Who could vote in 1900? Who couldn't vote and how is that different today? ➤ How did the treaties, the Indian Act, the reserve systems, and the residential school system try to eliminate the Indigenous groups? What challenges were specifically put in their way? How do some of those past actions still challenge many Indigenous people today? ➤ What is 'intergenerational trauma'? |
| <p>Geography Global inequalities: economic Development and Quality of Life: 1.1 factors contribute to quality of life; 1.2 global economies; 1.3 policies to improve quality of life; 1.4 media's affect on quality of life; 2.4</p> | <ul style="list-style-type: none"> ➤ Blackfriars Bridge spans the Thames River. Why did most settlements occur along rivers or near lakes? ➤ Who owns the water, such as the Thames River, in Canada? Who owns the Great Lakes? ➤ Why are cottages near water front often more expensive than other cottages? ➤ How does living near a river, lake, or ocean change the quality of life? (Think of other factors as well as financial.) ➤ What role does the access to clean water play in quality of life? |

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| <p>analyse and interpret data; evaluate evidence; 3.1 identify global factor indicators; 3.2 compare different country quality of life; 3.5 groups to improve life quality; 3.6 economic systems; 3.7 economic sectors relate to global development; 3.8 factors contribute to economic development; 3.9 spatial distribution of global wealth;</p> | <ul style="list-style-type: none"> ➤ How can access to clean drinking water lead to increase in diseases, a higher death rate, and high infant mortality rates? ➤ How has the lack of clean drinking water affected the Indigenous populations in the past? How does the lack of clean drinking water still affect their quality of life today? How is it possible that, in a country such as Canada, there are communities without clean drinking water? ➤ The Indigenous communities were forced to move from land that had many natural resources to land that was sparse, unsettled, and had few resources. How did this contribute to inequitable distribution of wealth? ➤ How can access of water affect the wealth of a farmer? ➤ How are temperature and soil affected by the availability of water? ➤ How does lack of access to water in general affect those living in refugee camps? ➤ List two other resources that would affect the quality of life. Give examples for each. ➤ How does education play a role in quality of life? ➤ How does media affect the availability of water and education to various communities? How does that media get public attention to focus on specific causes for fundraising? ➤ What impact might higher education have on the impoverished? ➤ Why are fewer girls, than boys, educated in certain countries? Why do you think it might be worthwhile to help fund the education of females in those countries? What social and economic benefits might occur? ➤ How might clean drinking water, availability of water, and more education affect the poverty rate? The per capita income? The unemployment rate? Literacy rates? Infant mortality rates? And life expectancy rates? ➤ What can you do to help countries that are not as socially, economically, physically, or mentally as rich as Canada is? ➤ What can you do to help Canadians in general who need the same help? ➤ What can you do to help your neighbourhood? ➤ What can you do to help your family? ➤ What can you do to help yourself? |
| <p>Science Water Systems: 1.1 personal water consumption; 1.2 media impact on</p> | <ul style="list-style-type: none"> ➤ Blackfriars Bridge spans the Thames River. Is the Thames River freshwater or salt water? How do you know? |

human sustainability actions; 1.3 impact on local and global water systems; 2.2 municipalities process of water; 2.3 chemical characteristics in water; 3.1 states of water and distribution; 3.2 watershed; 3.3 human and natural factors change water table; 3.4 factors affecting glaciers;

- What two lakes provide London with water? What area does London's watershed encompass?
- Why do most rivers flow into the ocean? How do the melting icebergs affect the water in London, Ontario?
- Can you tell the quality of water just by tasting? Support your answer.
- How much water consumption do you use in a day? (drinking, brushing teeth, cooking, washing dishes, toiletries, washing car etc.) How can you personally contribute to the sustainability of water?
- Why do you need to drink more water on hot days?
- What problems can arise if you get dehydrated?
- How does your body lose water?
- How does eating foods supply you with fluid intake? (Think of watermelon.)
- Why is water better to drink than just absorbing fluids like juices and pop?
- Why is it probably easier for you to drink as much water as you want than it is for some people in Indigenous Communities? Other countries? Refugee camps?
- Why is boiling water a fact of life in some places?
- The Greenway Wastewater Treatment Plant was first established (under a different name) in London, Ontario in 1901. Why is a treatment plant needed?
- How can the lack of sewers and garbage collection lead to water contamination?
- What is the connection between water and the cholera epidemic that hit London, Ontario in 1832?
- Why are the poor more afflicted by infectious diseases?
- Why do some people THINK that bottled water is better than London, Ontario's tap water? Are they correct or ill-informed? List multiple reasons why it is better to drink tap water than bottled water.
- Why does London sometimes have water restrictions in effect during the summer season? (Such as watering lawns and gardens during odd/even days?) When there is a shortage of water why should you not water the lawn on a windy day?
- How would William Thompson Sedgwick's discovery, in 1890, that there was a connection between contaminated water and infectious diseases, such as cholera, affect the global communities?
- Baby wipes came on the market in the late 1990s. By the early 2000s sewer systems were clogging and the equipment worldwide was being damaged. Wet wipes do not break apart. They gather together and seal

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| | <p>themselves onto rolling parts of the treatment plant equipment. They cause backups and overflows. Explain how literally millions of dollars are spent each year to fix the issues.</p> <ul style="list-style-type: none"> ➤ The wet wipes gather in clumps in drains, pipes, oceans, lakes, and rivers. How is this damaging to the environment? ➤ Storm sewers flow directly into the nearest creek, river, or lake and not directly into the treatment plant. Why is it important that we not deposit soap (from washing cars) and oil (from changing the oil in cars) onto our driveways? ➤ How does putting meat fats, sauces, gravies, salad dressing, butter, lard, and baking soda down your kitchen sink affect your neighbours water system? ➤ How can dropping fat, oil, and grease into your drains cost you large amounts of money? ➤ One litre of oil can contaminate roughly one million litres of water. Why is a tanker oil leak so detrimental to the environment? ➤ Why are Indigenous people concerned and fighting against the oil companies that want to build pipelines across their land? How does spilling land affect lakes, rivers, and oceans? ➤ Research which chemicals are purposely added to the drinking water and why. |
| <p>Math Numeracy -represent and order rational numbers; use exponential notation; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions and integers; multiply and divide decimals; use powers of ten; order of operations; use percents; use rates and proportions; Geometry - use diagonals properties; construct circles; relationships among similar shapes; angle</p> | <ul style="list-style-type: none"> ➤ Look at all five art pieces in this unit. Discover which year each was completed. Put the years in the correct order. ➤ Research the dimension of each art piece. Find their areas and write them in numbers as well as words. Put the areas in numerical order. ➤ Subtract the largest area from the smallest area. ➤ Subtract the smallest area from the largest area. ➤ Compare the area of Blackfriars Bridge to the area of the Huron Series. Use decimals, fractions, and percent to help your explanation. ➤ Blackfriars bridge has a lot of rectangles and squares. You will be asked to draw various geometric shapes on a piece of paper. ➤ Shapes can overlap previously drawn shapes but make sure there are large blocks of areas to colour. Lines and shapes can also expand pass the edge of the paper. ➤ Construct a circle, anywhere on your paper, with a radius of 7.5cm. |

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| <p>relationships for parallel and intersecting lines; faces, edges, vertices of polygon; Pythagorean relationship; co-ordinate planes and transformation;</p> | <ul style="list-style-type: none"> ➤ Construct a circle that has an area of approximately 50.27square cm. ➤ Draw a square with an area of 49cm and a perimeter of 28cm. ➤ Through that square draw two parallel lines extending outside the square on both sides. ➤ Draw a perpendicular line to the parallel lines. ➤ Create an acute triangle. Rotate the triangle 33 degrees. ➤ Draw an equilateral triangle with a diagonal line passing through one of the apexes. ➤ Draw a quadrilateral that has diagonals that bisect each other perpendicularly. ➤ Draw a trapezoid that has an area of 34 square cm, a height of 4 cm and a base of 10cm. ➤ Colour each block a different colour. (or use three colours only). The entire page should be filled with colour. |
| <p>Literacy</p> <p>Oral: 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention</p> | <ul style="list-style-type: none"> ➤ A Journal is a written record of your feelings, opinions, dreams, thoughts, experiences, actions, and observations. You can write in your journal every day or only when you feel the need to put pen to paper. ➤ Be sure to read a variety of texts to research and make sure that the facts you put in your journal are accurate. When reading your journal out loud to someone make it interesting and think about your purpose for reading it out loud. Perhaps use verbal and non-verbal cues. It might even be fun to dress up as the character while journal sharing. ➤ Choose one of the two following options and create 7 entries in your journal. ➤ Be sure to vary your sentences and use lots of adjectives and adverbs to make the entries exciting. ➤ Be a 'Ted Goodden' and record your observations and facts in words instead of with stained glass. <p>OPTION A:</p> <ul style="list-style-type: none"> ➤ Many Ukrainians settled in the prairie provinces. What problems would they have encountered on the boat and once they arrived in Montreal. (Think of racism, think of the cruise ships during Coronavirus.) ➤ How would they have travelled to the prairies? How would they have felt about arriving in a land that was so different from theirs? How would settlers already there treat the newcomers? ➤ Write at least 7 journal entries spaced apart so that the reader can learn about the events and treatment while on the ship, travelling out west, arriving in the stark |

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| <p>to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p> | <p>prairies, and trying to settle in with their neighbours. You might also do like Ted Goodden and consider the different views that you see.</p> <ul style="list-style-type: none"> ➤ The journal entries should not just tell what happened but should give the reader a glimpse into your personality, as the diary author, by showing how you reacted to certain instances. Remember that this is the late 1900s. <p>OPTION B:</p> <ul style="list-style-type: none"> ➤ Write the 7 journal entries but from a young Anishinaabe person who was pushed off their lands by all the newcomers. The journal should record feelings, thoughts, struggles, encounters with starving Ukrainians that struggle with farming in a new country, and how everyone coped emotionally with the unfairness of it all. |
| <p>Art 1.1 create works of art using traditional forms that express feelings, ideas, and issues; 1.2 understand compositions using principles of design and 'rule of thirds' to create theme or topic art; 1.3 use elements of design to communicate ideas and messages for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify feelings, issues, themes, and social concerns conveyed by art; 2.2 use elements and principles of design in own art work; understand how to interpret art; 3.2 understand function of art today and in past and influence on cultural identity;</p> | <ul style="list-style-type: none"> ➤ You will be making Faux Stained-Glass art. ➤ You will need one sheet of black cardstock (or something comparable); glue; three colours of cm strip paper; a sheet of white paper or cardstock. ➤ To make cm strip paper either cut different colours of cardstock, printing paper, or white paper painted with paint or food-colouring-tinted water. Wallpaper and wrapping paper will NOT work well. Keep each colour solid (without prints) but it is okay if the paper shows different tints from painting. ➤ Mark the center point of the sheet of black cardstock. ➤ Cut four rectangles of white paper each approximately 11cm by 8cm. Place these rectangles on your black cardstock using the center mark to guide the placement. Leave approximately 0.5cm of black showing around each white paper. DO NOT ATTACH yet. Just let them rest there. ➤ Cut eight 1cm squares out of colour 'A'. Put one square in each corner of the black cardstock allowing a glimmer of black to show all around the square. Put the other four squares aside. ➤ Cut six strips of colour 'B' each strip being approximately 8cm long. Place three strips along each of the long edges of the black cardstock leaving a glimmer of black between each strip. DO NOT ATTACH yet. Just let them rest there. ➤ Repeat this action with four 9cm strips of colour 'B' with two strips along each of the short edges of the black cardstock. ➤ Place the last four 1cm squares of Colour 'A' on the inside corners of the frame. |

- Of colour 'C' cut two strips approximately 23cm long and two strips approximately 16cm and lay them in the appropriate places.
- Adjust any papers that need to be trimmed to allow the black 'lead' lines to show.
- DO NOT GLUE THE WHITE RECTANGLES YET.
- Glue ONLY the cm strips/squares of coloured paper leaving the space for the white rectangles.
- Remove the white rectangles as you will now need them for drawing your 4 views.
- Set the black cardstock, with the glued 'stained glass' aside to dry.
- When creating the drawing keep each picture large enough to outline with black marker and have solid blocks of bright colour. The less detail the better these will turn out. Think of the stained-glass art in churches. The easiest ones to understand are the ones with large chunks of solid colour.
- Each of the four rectangles of white paper are for drawing/painting a scene.
- The four drawings/paintings will represent four points of view of **ONE topic**. For example, if you chose the building of the CPR across the land you might draw a scene from the perspective of a farmer; Sir John A. Macdonald; the Chinese worker; and the Indigenous people.
- Other individual topics to choose from to create your 4 points of view about might include Chinese Immigrants; the banishment of Indigenous people off their land; Confederation; the Underground Railroad; major immigrant groups settling the prairies; Louis Riel; any treaties; The Red River Resistance; etc.
- Don't forget to use the "Rule of Thirds" when drawing each of your four scenes. Use the elements and principles of design wisely.
- Once your 4 different points of view, OF THE SAME TOPIC, are finished and coloured/painted decide their placement on your sheet of black cardstock.
- When satisfied glue the pages down.
- On the back of your cardstock glue either a typed, or written, explanation of your topic and your four points of view.
- Don't forget to put your name on your art and display it proudly.



Image: Brian Jones, *Yard Scene # 1*, 1978, oil on canvas, Collection of Museum London, Gift of Richard and Beryl Ivey, London, Ontario, 1989

About the Style of Art

Brian Jones began his career as a photorealist. Photorealism is a very realistic style of painting and drawing that began in the 1960s. An artist takes a photo of what he wants to paint. The artist then studies the painting until the subject is so well known that it can be reproduced as realistically as possible using pastels, paints, charcoal, pencils, or pen and ink. Sometimes a photorealist painting can actually be mistaken for an actual photograph.

Gradually Brian Jones changed his style of art. He would make his people (or other subjects) with longer, wider, more rounded bodies. He would give them a more abstract shape. Brian Jones began to use sharper, brighter colours. Although he gave some subjects in the paintings a simple, magnified shape he maintained a photorealist effect in other parts of his paintings.

The scene depicted in 'Yard Scene #1' could be located almost any suburb in Southwestern Ontario.

Talk About the Art

Elements

Line;
Shape;

- Create 4 questions that arise when you look at this picture? How does this picture make you curious and have a sense of playfulness?
- Answer the five w's and how (Examples: Who are the people? Are they related? What is their connection to the

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| <p>Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony Movement</p> | <p>building? Where are they going? Why are they leaving? Are they in a hurry? Why do they appear excited? Why is the woman further behind the other two? Does the setting have anything to do with the Coronavirus? Why are they walking instead of getting in a car? Etc.)</p> <ul style="list-style-type: none"> ➤ The description below the painting states that the people live in that building. Either support or disprove that assumption? ➤ Support the concept that the plants and trees are 'clearly cultivated'. How does that help to prove the idea the artist is trying to get across? ➤ Why do you think he painted the trees with only short cropped branches? ➤ Make an 8-block organizer. In the top row of 4 blocks write the words: nouns, verbs, adjectives, and adverbs. ➤ In the second row of 8 blocks list 4 of each of the specified types of words. ➤ Read the description of Brian Jones' work and explain in your own words the use of proportion, harmony, and movement. ➤ How can the 'rigidity of structures shape urban life'? ➤ Define why the artist chooses to use organic lines how and where he does? Would the painting be as interesting if the people were in perfect proportion? ➤ Why do you think he decided to use such bold and solid blocks of colours as opposed to a variety of brushstrokes? ➤ Explain how he uses two elements of art, and two principles of art, not already discussed. |
| <p>History Creating Canada, 1850-1890 1.1 internal and external factors creating the Dominion of Canada; 1.2 impacts on rights, privileges for Indigenous cultures; 1.3 impact on rights and privileges on settlers and newcomers; 1.4 actions taken by groups to improve their lives; 2.1 investigate different perspectives on issues and events; 2.2 gather information; 2.3 assess credibility</p> | <ul style="list-style-type: none"> ➤ During the Irish immigration, during the Potato Famine years, many parents died on the ships and children arrived as orphans. Many French families adopted them. Again around 1860, and on, many British orphans were brought to Canada. There were no specific government agencies to care for them. How were the children taken care of in both situations? ➤ How did the introduction of the Children's Aid Society in 1891, and the Child Protection Act, alter the lives of children, particularly those brought over from Europe to serve as servants and farmer labourers? Were the children's best interest served? ➤ How did the Indigenous culture treat its own orphans? How was that different in how the Canadian government treated the Indigenous children? |

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| <p>of information sources; 2.4 interpret information and evidence; 2.6 evaluate evidence; 3.1 factors to key events or developments; 3.3 residential schools; 3.4 Fugitive Slave Act, 3.7 significant individuals and groups;</p> <p>Canada, A Changing Society 1890-1914</p> <p>1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key events; 3.3 effects of political and legal changes; 3.4 key social and economic changes;</p> | <ul style="list-style-type: none"> ➤ How does the Children’s Aid Society deal with orphan children today? How does it treat Indigenous children? Is the child’s best interest served? ➤ When was the first Residential school opened? When was the last school closed? ➤ How are Residential schools one of the greatest ongoing tragedies of Canada’s history? ➤ How did Residential schools disrupt First Nation families? ➤ Why were the parents’ rights disregarded when their children were removed? ➤ Why is there still a struggle to reclaim their language? ➤ How did these actions affect the social, emotional, physical, and mental success of some Indigenous people today? ➤ What impacts does systemic racism have on the economic circumstances of people? ➤ Which nationalities did the Immigration Act of 1910 target? Why was that deemed acceptable at that time? Would that Act be socially acceptable today? Support your answer. ➤ Explain systemic racism towards Indigenous people by touching on the following concepts: First Nation people were wards of the state; Indigenous ceremonies (powwows, potlatch etc.) were forbidden; the Bryce Report; and Indigenous women marrying non-Indigenous men? ➤ What was the Chinese Head Tax? ➤ How did the Fugitive Slave Act affect the children of Slaves? ➤ When did women get the right to vote? How did it make a difference in how women were treated? How was the treatment of women different from systemic racism against Black people, Indigenous people, and some immigrants? |
| <p>Geography</p> <p>Global Settlement: patterns and Sustainability</p> <p>1.1 physical environment influences settlement patterns; 1.2 physical environment affects future settlements; 1.3 features of a sustainable community in future;</p> | <ul style="list-style-type: none"> ➤ The Family is heading out to go visit their cousin. He already downloaded the photos he took and they will get to sit in those big comfy chairs in his giant media room. He is so lucky because he has travelled all over the world. He said that they can ask him any questions they want to when they see the photos he took. ➤ The first two pictures are quite interesting. They are from Rio de Janeiro in Brazil. The first one shows a whole nest of houses built right into the side of the mountain. The |

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| <p>2.2 gather and organize data; 2.4 interpret and analyze data; 2.5 evaluate evidence; 3.1 spatial patterns in settlements; 3.2 environment influence location and patterns; 3.3 land-use issues; 3.4 human current trends; 3.5 human settlement affects environment; 3.6 practices for sustainability;</p> | <p>second one shows some high-rise condos on the edge of the Copacabana Beach. He tells you there are nearly 6 and a half million people living in that city. How has the physical environment influenced where the Brazilians have made their homes? Which house do you think would be more expensive? Support your answer.</p> <ul style="list-style-type: none"> ➤ Explain why very few people have cars in Brazil. What modes of travel would be most popular? ➤ What happens when too much of the rural population moves to the cities? How does that affect the rest of the rural population? How can a small rural farming community support a very large urban community? Where does the city get its food resources? How does that affect its economy? ➤ How might a tsunami affect the condos? How might a mud slide affect the homes built into the side of the mountains? ➤ What types of action could be taken to prevent catastrophes in both those situations? ➤ How can either group become more environmentally sustainable by growing gardens? ➤ How will they be able to deal with a population growth? ➤ Using Brazil as an example what is the difference in population distribution and population density? ➤ Why does Rio de Janeiro sometimes run out of drinking water during the week? ➤ The next picture was of a giant cargo ship stuck in the middle of a little village. He said they weren't able to remove it after the tsunami hit Jakarta in 2004. There were hundreds of thousands of people killed. How will a warning system help Indonesia to prevent deaths in the future? What steps did they take concerning building small, and large, buildings along the shoreline? How did they make the buildings more sustainable and better able to withstand the tremendous force of a tsunami? ➤ Why would the people in the painting be overwhelmed when viewing some of the pictures their cousin took of the quality of life in other cities? |
| <p>Science Cells: 1.1 assess role of selected technologies; 1.2 cells beneficial/harmful effects on humans/ environment; 2.5 use appropriate vocabulary; 2.1 cell</p> | <ul style="list-style-type: none"> ➤ We are on the way to the zoo. We expect to see many of our Canadian animals there. I hope there aren't too many exotic animals. I would like to see them but I think they should be in their own countries. ➤ On the walk there we pass some trees and flowers. Draw and label a plant cell. |

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| <p>theory; 3.2 structures/organelles in cells; 3.2 compare plant & animal cells; 3.4 diffusion; osmosis; 3.5 unicellular organisms; 3.6 cells, tissues, organs, systems</p> | <ul style="list-style-type: none"> ➤ We spy the neighbour's cat sitting in the tree. Draw an animal cell. ➤ Mom asks me to play a game. She asks lots of questions. ➤ How do you get from cell to organ systems? ➤ What are the three parts of the cell theory? ➤ Why is the nucleus so important to a cell? ➤ We pass the neighbour's window. How did that odour from their kitchen reach all the way over here? ➤ Mom says that I need to study. Did I think that I could learn through osmosis? What does she mean? ➤ Why is the lawn so green and no bugs or dandelions? What are the pros and cons of using pesticides? ➤ We reach the little zoo. First, we go to the invertebrates' room. List 4 invertebrates. ➤ Next, we go to the vertebrates' room. List 4 vertebrates. ➤ Then we get a chance to look under their fancy microscopes. We look through the eyepiece and see unicellular organisms and multicellular organisms. Give two examples of each. ➤ Not the typical kind of zoo but it was fun. |
| <p>Math Numeracy -represent and order rational numbers; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions; multiply and divide decimals; order of operations; use percents; use rates and proportions;</p> <p>Geometry - use diagonals properties; construct circles; relationships among similar shapes; angle relationships for parallel and intersecting lines; Pythagorean relationship</p> | <ul style="list-style-type: none"> ➤ The three of you are off to the store to buy kites. Dad buys the regular kite. The length of his kite is 60cm and the width is 45cm. Mom's kite is twice that area. What is the area of mom's kite? ➤ You bought a box kite. It has the same height and width as mom's kite. What are the dimensions and area of your kite? ➤ Explain how the two interior angles of a kite, that are on opposite sides of the symmetry axis, are equal. ➤ Use dad's kite to explain the following: supplementary, congruent, opposites, adjacent, equivalent, ➤ Where are the lines bisected? Where are the perpendicular lines? Support your answer. ➤ Does a kite have two consecutive angles that are complementary or supplementary or neither? ➤ What is the perimeter of dad's kite? Mom's kite? ➤ Prove, or disprove, that the sum of a kite's interior angles is 360 degrees. ➤ Use your box kite to explain parallel lines and perpendicular lines. |

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| | <ul style="list-style-type: none"> ➤ Your kite was 45% off the regular price of \$33.99. Tax, of course, was added at the end. Write your final cost as a decimal and as a fraction. ➤ Dad's total cost was $\frac{3}{4}$ the total cost of yours and mom's total was 65% of your total cost. What did each of the two kites cost before taxes? ➤ After kite flying you went back home and made some juice but you made enough strawberry/lemonade to sell at your juice stand, to help pay for your kite. The ratio for the juice was one-part frozen lemonade to 4 parts water to 2 parts sliced strawberries. You had 6 cans of frozen lemonade. How much water and how many cans of strawberries did you use? ➤ The cans are 13cm high and 7cm across. What is the volume of each can? What is the surface area of the cylinder? ➤ Draw the cylinder using a compass. |
| <p>Literacy</p> <p>Oral: 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4</p> | <ul style="list-style-type: none"> ➤ You are an author and you are gathering information to write a new Tall Tale story. You have been inspired by Brian Jones' painting so you know that your story will be about everyday life. You do have a dilemma though as you are an historical fiction writer. You determine that that is not really a problem as you will use his three characters and transport them back 97 years from the date of the painting. (Check when the painting was created so that you know the approximate years.) You will embellish the everyday life and add some adventure. Your setting will be the land around London, Ontario which has now been established as a city. Blackfriars Bridge has been built and the sinking of the SS Victoria in the Thames River happens. Research how many people drowned and what caused the capsizing of the vessel. How are your three people going to interact with the event? ➤ The Chippewas of the Thames, and the Oneida of the Thames, have their communities but the Munsee Delaware do have their community established at that time. ➤ Like Brian Jones you want to elongate and expand the personalities of your three main characters so give them lots of exciting exaggerated characteristics and activities. Feel free to use metaphors, similes, and personification in your story. ➤ Keep your historical facts accurate whenever possible. ➤ Have the three people encounter vibrant characters, significant individuals of the times, who were deceitful, |

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| <p>vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p> | <p>courageous, athletic, memorable, awe-inspiring, unapproachable, impractical, miserable etc. Perhaps some were on the boat but some may have been along the shorelines and you see them interact with the people.</p> <ul style="list-style-type: none"> ➤ Be sure to interact with some Indigenous groups. ➤ Describe your setting with lots of interesting adjectives. Use your adverbs wisely so it lends a sense of excitement to your story telling. ➤ When you have completed your story read it out loud to someone so it is easier to catch mistakes and revise before making a good copy. |
| <p>Art 1.1 create works of art using traditional forms that express feelings, ideas, and issues, including opposing points of view; 1.2 understand compositions using principles of design and 'rule of thirds' to create theme or topic art; 1.3 use elements of design to communicate ideas and messages for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify feelings, issues, themes, and social concerns conveyed by art; 2.2 use elements and principles of design in own art work;</p> | <ul style="list-style-type: none"> ➤ Choose one of the following scenes to paint or draw in the 'Neighbours Style'. ➤ Illustrate it by making the background as realistic as possible and the people in the 'Neighbours Style'. Research your work so you can write the year somewhere in your art and so that you can understand the concept. ➤ Include the use of organic and geometric lines. Use the geometric lines to reflect accurate facts and organic lines to emphasize emotions and to get a message across to the viewer. ➤ What aspects of your subject's personality will be emphasized or exaggerated in your portrait? Use the techniques of distortion; cropping; blurring; layering; and rotation. Think of the message for the viewer. ➤ Don't forget to use sharper and brighter colours. ➤ The following are possible choices from the years between 1850-1914: <ul style="list-style-type: none"> A) The Confederation proclamation. B) The Gold Rush C) The Stanley Cup D) The first Grey Cup E) British Home Children F) Laying the last spike ➤ It would be wise to create a simple sketch of your intended artwork so that the "Rule of Thirds" can be applied. |



Image: Bernice Vincent, *Tea Ceremony*, 1978, acrylic on board, Collection of Museum London, Gift of the artist, 2006

About the Style of Art

Bernice Vincent liked to create her paintings while looking at real objects or landscapes. Since she didn't take photographs to help her study the object or scene, she had to spend a long process of looking. She would look at ordinary, everyday, domestic objects and turn them into realist paintings. Because she saw them from different points of view, and painted them in that usual format, they had a surrealist tone.

Surrealism art uses symbols and a sort of dream-like visual. It's a little bit unusual and unexpected. Often everyday objects, or characters, like cats, pears, bedsheets, and ironing boards, are assembled in a bizarre kind of way or from a very unexpected viewpoint. The artist helps the viewer to see life and motion in ordinary items and that gives those objects a more powerful existence.

In Surrealism art organic lines are more prominent than geometric lines. Surrealism encourages spontaneity and creativity in the viewer.

The tea plant is an evergreen of the **Camellia** family that is native to China, Tibet and northern India. Tea is harvested by hand and only select leaves are chosen. The leaves are taken to a factory to be processed. They are sorted into black, green, or white tea. They are also graded for quality.

Ireland has three official tea times and plenty of choices of kinds of milk and various flavoring (chocolate, nuts, cinnamon) to add to the tea. The first serving is around 11 a.m. with scones and cookies (which they call biscuits). The second tea time is mid afternoon with a bit of cake or something sweet to eat. The third tea time is served with the evening meal around 6 p.m. It is served with a full meal and often includes servings of cheese.

Ojibwa tea is made from leaves and roots that can be harvested and made into tea immediately. Spruce needles ferns, raspberry, peppermint; burdock (not the nettle), and beebalm could all be used to make tea. The linden tree produced spring flowers which could be brewed into tea as well as licorice root. In the olden times tea was smoked, not brewed.

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| <p>Talk About the Art Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony Movement</p> | <ul style="list-style-type: none"> ➤ A ceremony, by definition, is a special, or particularly formal, public occasion. Why the contradiction with the title? ➤ Read the description below the painting. The writer is assuming that this is a painting of a 'middle-class Western kitchen' and 'is far from the rituals of the Japanese tea ceremony ... or the ceremony of taking English "high tea"'. Give evidence that his assumptions may very well be correct. ➤ Explain how this painting might help you have a different perspective on an everyday, eating event that has occurred in your personal life? ➤ Why would this be called a 'bird's eye view'? ➤ Support the idea that Bernice Vincent follows both the concept that surrealism has organic lines that they are more prominent than geometric lines. ➤ How does surrealism encourage creativity in the viewer? ➤ Use the painting to give evidence that this is a scene from the 1970s. ➤ How would that scene differ from today? ➤ How can a painted scene reflect the personality of the home owner? Write 4-7 adjectives describing that person's personality. ➤ How long do you think it took Bernice Vincent to paint this picture? Support your answer. ➤ Observe the painting closely. Keeping your eyes closed try to picture each objects' placement and use directional words to provide your answer. Without looking at the painting briefly sketch the scene yourself. How accurate were you? ➤ What techniques does an artist use to express emotions in a painting? What mood does this painting evoke? How do those emotions differ depending on the viewer's age or culture? ➤ Further discuss the painting by considering any two elements of design and any two principles of design to guide your discussion. |
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| <p>History Canada, A Changing Society 1890-1914 1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 1.4 individual, group, and community actions; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key events; 3.3 effects of political and legal changes; 3.4 key social and economic changes; 3.5 cooperation and conflict; 3.6 significant individuals and groups</p> | <ul style="list-style-type: none"> ➤ When were teabags invented? ➤ When someone has 'tea' with someone, confidences are often shared. It is a time for oral traditions to take place. ➤ During Coronavirus why did people miss the social 'teas' or gatherings with friends? Why is physically being with others important to the health of people? ➤ When you have 'tea' you generally gravitate to people that are like you in language, culture, and beliefs. How can this help to spread dislike of other communities? (gossip) What kind of immigrant suspicions would have been spread in the 1890s? Were these suspicions always founded on fact? Support your answer with examples. ➤ People are generally afraid of the unknown and differences. Why? How can communicating with people who are different from you change your perspectives over time? ➤ Think of your own group of friends. How many of your friends share similar language, culture, and beliefs? Why is it easy to not associate with people who think differently than you do? ➤ Give three examples of racism that was happening in the early 1890s. Do those same examples of racism occur today? How is that possible when 200 years have passed? Why is it taking humans so long to get it right and treat everyone equally? ➤ Do you believe that people are born being racist or do you think is a trait that is learned? How can we unlearn racism? ➤ Which groups were available to help immigrants arriving in Canada between 1890 and 1914? Which groups can help new immigrants today? ➤ What programs, or services, are available to help people living below the poverty line? The Elderly? Were any of these programs, or services, available in the year 1903? ➤ Are there different programs, or services, in the city than there are in the rural communities? Why? ➤ Are the services, and programs, the same for Indigenous people as non-Indigenous people? Support your answer. |
| <p>Geography Global inequalities: economic Development and Quality of Life: 1.1 factors contribute to quality of life; 1.2 global economies; 1.3 policies to improve</p> | <ul style="list-style-type: none"> ➤ Tea is rather a British thing and coffee is a Canadian thing. What was the connection between Britain and Canada in the year 1913? ➤ In the late 1800s and early 1900s Home Children from Britain were sent to Canada. ➤ What were poorhouses in London, England around the year 1913? |

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| <p>quality of life; 1.4 media's affect on quality of life; 2.4 analyse and interpret data; evaluate evidence; 3.1 identify global factor indicators; 3.2 compare different country quality of life; 3.4 population pyramids; 3.5 groups to improve life quality; 3.6 economic systems; 3.7 economic sectors relate to global development; 3.8 factors contribute to economic development; 3.9 spatial distribution of global wealth;</p> | <ul style="list-style-type: none"> ➤ Why would children be abandoned at that time? What would cause a large number of orphans to be in England? How would that affect the quality of life in England for these orphans? (Consider food, shelter, education, and employment when they get older) ➤ Why would children sleep under bridges, in alleys, or in cramped spaces anywhere that they could find? Does that happen today? ➤ How might the Coronavirus have increased the number of homeless people world wide? ➤ Why would their quality of life cause them to steal and/or beg? ➤ What does it mean to die of exposure? Do you think this still happens somewhere in the world? Why do people not solve this problem? ➤ Who was Thomas Bernardo? ➤ Why would abandoned, orphaned, and poor children be sent to Canada? What was the connection between England and Canada? ➤ Why didn't Canada just send money instead of taking in, and possibly adopting some of these children. ➤ What factors would hopefully provide these children with a better quality of life? ➤ Why would farmers want to take the older children, especially boys, and leave the younger children behind? What would this immigration impact have on farmers? ➤ Why were families not kept together? What would have been the short-term and long-term effects of this action especially if the children didn't know that was going to happen until they reached the final stop of the train station? ➤ Which groups would be responsible for bringing the children over to Canada? Who would be responsible for the children once they were in Canada? ➤ Did their quality of life improve just because they were transported to Canada? ➤ What do you suppose was in the trunk each Home Child was allowed to bring with them? What do you think happened to those trunks once the child arrived? ➤ If that was to happen today what would be similar and what would be different? ➤ Why is it important for a child to know their heritage? |
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| | <ul style="list-style-type: none"> ➤ Why were some of the boys allowed to go to school but not the girls? How would that affect their quality of life as an adult? ➤ Does education affect life expectancy? Explain. |
| <p>Science Fluids: 1.3 mass-to-volume ratio; 2.3 density of liquids; 3.1 viscosity; 3.2 mass, volume, density relationship; 3.3 density of solids, liquids, gases; 3.4 compressibility; 3.5 buoyancy; 3.6 pressure, volume, temperature; 3.8 fluids use in living things vs fluid use in manufactured objects;</p> | <ul style="list-style-type: none"> ➤ It's time to get baking. There are quite a few guests expected for the tea ceremony tomorrow evening so you need to get busy cooking this afternoon. ➤ You are going to make molasses cookies. These are the ingredients that you need: 96g of margarine, 128g of white sugar, 96 g of brown sugar, 1 egg, 32g of molasses, 256g of flour, 8g of baking soda, 2g of salt, 4g of cinnamon, 2 g of cloves, 2 g of ginger. Separate the egg into yolk and egg white. Melt the margarine. Make a list for the solids. Make a list for the liquids. ➤ Place the items in order of density. ➤ When people are baking, they often mix all the dry ingredients in one bowl, mix the liquid ingredients in one bowl, and then add the two substances together. Why? ➤ The molasses was kept in the fridge. Why is it extremely thick? How can you make the molasses flow faster? ➤ Why does sifting flour increase the volume and make it less dense? ➤ How does the liquid egg white become solid? How does the solid egg yolk become liquid and then solid again? ➤ What happens to the density of the brown sugar when you pack it? ➤ Which will reach the saturation point faster, cold water and sugar or hot water and sugar? Explain using the particle theory. ➤ Place the following cups in order of weight: packed brown sugar, molasses, dry milk, water, corn syrup, honey, liquid milk, and oil. ➤ Place the same ingredients in order of density. Is the list the same? Explain. ➤ If you can do an experiment. Place the following liquids in a clear glass or jar. Pour one substance at a time. Pour the substance gently down the inside edge of the glass. The substances are: water, oil, honey, dish soap, milk, and shampoo. What happens? Explain using density and the particle theory. Drop the following items into your glass and explain what happens: a marble, a cherry tomato, a ping pong, a popcorn kernel, and a soda pop tab. ➤ Which substance would win the race, and which would lose the race, if you poured the following down the side |

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| | <p>of a board: water, ketchup, cold molasses, and shampoo? Explain using the term viscosity.</p> <ul style="list-style-type: none"> ➤ You put your molasses cookies in the oven. Why do the cookies fluff up and spread out? ➤ Why do you need to stir soup when you are heating it up on the stove? ➤ Enjoy your tea ceremony tomorrow evening. |
| <p>Math Numeracy -represent and order rational numbers; use exponential notation; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions and integers; multiply and divide decimals; use powers of ten; order of operations; use percents; use rates and proportions;</p> | <ul style="list-style-type: none"> ➤ You have a list of items to take out of the back cooler for the tea ceremony. You are home-schooled so your mom has made the list interesting and fun. You have to figure out exactly how many of each item to put on the counter. ➤ You get out a paper and pencil but your mom asked you to try to figure out as many as you can in your head. ➤ You need $\frac{1}{4}$ times the square of 12 cucumbers. ➤ You need to figure out how many peanut butter balls to make. You remember that last week 24 people ate 72 peanut butter balls and that 67 people have said that they were coming to this ceremony. ➤ The ingredients you need to make 18 peanut butter balls are: $\frac{1}{4}$ cup butter, $\frac{1}{2}$ cup peanut butter, $1\frac{1}{2}$ cups icing sugar and $1\frac{2}{3}$ cups dark chocolate. How much of each ingredient in total to make the right number of peanut butter balls? ➤ You need 5 to the third power times 2 to the third power of oatmeal cookies. ➤ You need 1.6 plus 13% of 80 apples and eight times that of lemons to make lemonade. ➤ You need the square root of 16 bags of mini carrots. ➤ You need $\frac{1}{2}$ plus $\frac{1}{6}$ of 90 radishes. ➤ The ratio is 3 to 2 for pears to apples. You already put out 21 pears. ➤ You think you have everything ready but now you need to make the lemonade. Find all the factors for 96. ➤ The ratio to make lemonade is 8 lemons per 1 cup of sugar to 6 cups of water. ➤ How many pitchers of lemonade can be made? How much sugar will you use? How many cups of water, in total, will be used? ➤ You need to get busy because that's a lot of lemonade to get ready. Enjoy your Tea Ceremony! |
| <p>Literacy Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5</p> | <ul style="list-style-type: none"> ➤ The year is 1913. You are going on a tour of the city of London. Things have changed a lot since Confederation. ➤ Choose some of the following suggestions and write a paragraph for each stop that you make. |

inferences from stated and implied; 1.6 connect to personal knowledge and experience;
Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces

- Do research so your facts are accurate.
- Be sure to use transitions words like “*first, next, then, at last, and finally*” to connect your paragraphs. Use impressive words like “brash, impressive, ambitious, humble, sociable, imposing, shrewd, arrogant, and talented” to describe the personalities that you encounter. Use enticing words like “bustling, breathtaking, picturesque, and memorable” to describe the settings you encounter. Similes and metaphors are a great way to add descriptions to your story.
- Your first stop is the Blackfriars Bridge. It is more than a quarter of a century old now. You observe all the people coming and going over the bridge. You notice the shadow of something under the bridge and you go investigate.
- You hear the distinct noise of one of those new Model T cars. Of course, only a few families here can afford them. You can’t believe how fast they can go. This one even has windshield wipers and you are fascinated how they work.
- The bicycle has been around for a few years now. You wish you could afford to get one. You watch some people enjoying their bike ride.
- You notice a couple of farmers wearing those Levi jeans and you think how great the blue jeans are.
- You hear someone speaking about the London Asylum for the Insane. You’re glad they built that church, and the horse stable, on the site but you can’t believe everything you are hearing about how they treat the people who live there.
- You read the plaque dedicated to the SS Victoria capsizing on the Thames River and drowning about 200 people. What a catastrophe that was.
- As you pass one of the local shops you hear a live radio broadcasting talking about one of those new powered flight machines coming to London in a couple of months. You wonder if regular folk will ever be able to go in those newfangled machines.
- You see a sign up for the University of Western Ontario. You know some people now who had graduated from university but no one in your family had ever gone that far in school. You hoped that you might be the first.
- Five minutes later you arrive at the end of your tour and you sit down and enjoy a nice cold Coca Cola in one of those fancy glasses. You think to yourself that these are probably the best inventions in the world.
- On the way home you wonder if there will ever be a day when regular people could have one of those telephones.

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| | <p>It was so cool to go to the general store and listen to people talking on them. Well a person could only dream.</p> |
| <p>Art 1.1 create works of art using traditional forms that express points of view; 1.2 understand compositions using principles of design and 'rule of thirds' to create theme or topic art; 1.3 use elements of design to communicate ideas for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify themes, and social concerns, conveyed by art; 2.2 use elements and principles of design in own art work; 3.2 understand influence on cultural identity;</p> | <ul style="list-style-type: none"> ➤ In the literary part of this art lesson you encountered and thought about several new inventions and localities while taking a tour in 1913. ➤ In the History and Geography sections you thought about the perspectives of different groups: ➤ Review the art work by Bernice Vincent. She has a bird's eye view of a daily activity. ➤ Choose a daily activity or setting to draw from a bird's eye view. Examples are various immigrants arriving at the train station or settling in their new places of residence; the events of the Home Children; Blackfriars Bridge; SS Victoria capsizing, the University of Western Ontario etc. ➤ You might prefer to draw birds eye views, or cross-sections, of some of the new inventions of the time. Do make sure to do research so you can draw accurate descriptions for the year 1913. Examples might be Model T cars; bicycles, Levi jeans; radio; telegraph, telephone; plastic, motorcycle, gramophone, teabags, vacuum cleaners, and powered flight. ➤ Before drawing sketch out your foreground, middle ground, and background using the 'Rule of Thirds'". ➤ Use the weight of line carefully. Be prepared to defend your use of the principles and elements of design. ➤ The art you create today should reflect accurate facts, and issues, of the past. |



Image: Eric Atkinson, *Huron Series 4 & 5*, 1994, acrylic and graphite with sandpaper, Collection of Museum London, Gift of the Estate of Ethel May Horn, 2007

About the Style of Art

Eric Atkinson was considered a Canadian Abstract Landscape Painter.

Abstract artists do not paint from photographs nor do they try to make realistic work. They freely use line, colour, shape, texture, and form to leave concepts and ideas to the viewer's interpretation. Although abstract artists may have studied a scene, such as a lake or farm, until they know it well, they self-interpret how that scene should be portrayed.

The abstract artist still needs to use their personal skills, and the elements and principals of design, to create sound compositions. Although the finished painting is not an accurate depiction of realistic landscape it is a depiction of what the artist had in their mind. The viewer is left to self-interpret what they see.

Talk About the Art

Elements

Line;
Shape;
Colour;
Texture;
Value;

- The "Rule of Thirds" involves dividing your image using 2 evenly spaced horizontal lines and 2 evenly spaced vertical lines so that there are 9 equal rectangles. The focal points and important elements of the image should be placed at the intersection of these dividing lines or along the dividing lines. Did Eric Atkinson apply the 'rule of thirds' to his painting? Support your answer.

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| <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony Movement</p> | <ul style="list-style-type: none"> ➤ How would the ambiance of the painting change if bright, bold, primary/secondary colours replaced the colours the artist chose? ➤ How would the appeal of the painting change if all the shapes were distinct and recognizable structures as opposed to abstract shapes? Which are easier to paint? Why do you think that? ➤ Summarize the artist information gathered from the write-ups. Explain how experiences can shape your perspective about life. ➤ Which appeals to you more: realistic paintings or abstract paintings? Why? ➤ Where is the point of emphasis in this art piece? ➤ Have your whole arm follow the path of the 'ribbon line' in the foreground. How does that create a different mood than just looking at the background of the painting? ➤ How does Eric Atkinson lead the viewer's eye through the painting using the directional line and arrows that he uses? ➤ How could his painting be used in a discussion about environmental stewardship? ➤ Would it be easier or harder to interpret the painting without the use of the title? Support your decision. ➤ Use any two elements of design and any two principles of design to challenge your thinking of art in a way not considered previously. |
| <p>History Canada, A Changing Society 1890-1914 1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 1.4 individual, group, and community actions; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key events; 3.3 effects of political and legal</p> | <ul style="list-style-type: none"> ➤ Why did many of the early immigrants settle around the Great Lakes and many of the later immigrants settle on the Western prairies? ➤ Why is the area around Lake Huron not as heavily settled as the areas around Lake Erie and Lake Ontario? ➤ How did the new immigrants help to create the Dominion of Canada, especially the settlement out west? ➤ How were these immigrants treated upon their arrival in 1890 to 1914? (Think financially, culturally, mentally, and gender orientation) How are some immigrants treated when they arrive in Canada today? Is there a difference between how immigrants are treated and how refugees are treated? Are those treatments dependent on the country of origin? Support your answer. ➤ What challenges did those mistreated immigrants and First Nation and Métis groups face on a daily basis? ➤ Why were the Métis not accepted by First Nation people and not accepted by the European people? |

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| <p>changes; 3.4 key social and economic changes; 3.5 cooperation and conflict; 3.6 significant individuals and groups</p> | <ul style="list-style-type: none"> ➤ How does systematic racism today continue to play a role in mistreating people? What steps can be taken, by groups in political power, to eliminate the concept of systemic racism? ➤ How was it possible for immigrants from different countries, who didn't even speak similar languages, to help each other out in times of trouble? ➤ How did the First Nation people help the western homesteaders? ➤ What is the difference in how women were treated in the First Nation culture and how women were treated in the rest of Canada? ➤ When did men get to vote in the provincial and federal elections? When did they get to run for office in Canada? ➤ When did women get to vote in the provincial and federal elections? When did they get to run for office in Canada? ➤ When did First Nation people get to vote in the provincial and federal elections? When did they get to run for office in Canada? ➤ Why is French an official language in some provinces but not in other provinces? ➤ What steps can you, yourself, take to help eliminate the feeling of being treated unfairly? ➤ What steps can you, yourself, take to help eliminate systemic racism? |
| <p>Geography Global Settlement: patterns and Sustainability 1.1 physical environment influences settlement patterns; 1.3 features of a sustainable community in future; 2.2 gather and organize data; 2.4 interpret and analyze data; 2.5 evaluate evidence; 3.1 spatial patterns in settlements; 3.2 environment influence location and patterns; 3.3 land-use issues; 3.4 human current trends; 3.5 human settlement affects environment; 3.6 practices for sustainability;</p> | <ul style="list-style-type: none"> ➤ Why is Lake Erie far more polluted than Lake Huron? ➤ Lake Erie also has more algae than Lake Huron. Why is that not so good for Lake Huron's ecosystem? ➤ The Great Lakes are shared with the United States. Why would Britain have encouraged more people to settle in that southernmost tip of Upper Canada? ➤ How did it affect the Haudenosaunee who lived in that area? ➤ How would the Great Lakes have influenced the climate, landforms, soil type, and vegetation in the area? ➤ What does this land use tell you about natural resources? Why is it a highly industrialized area? ➤ What natural disasters might occur in that geographical area and how will the cities be impacted? ➤ How can large cities adjust their transportation policies to make cities more sustainable? ➤ How can large cities use gardens and plants to create more sustainability? ➤ What actions can be taken to protect their fresh water supply? |

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| | <ul style="list-style-type: none"> ➤ How would naturalized parks with native species of flowers, grasses, and trees make a more sustainable community? ➤ What factors need to be considered when trying to find a more equal balance between the population around Lake Erie and the population around Lake Huron? ➤ Give an example of the three spatial patterns in Ontario (linear, scattered, and clustered). Is there a correlation between population distribution and population density? Where is the population sparsest? Why? ➤ Elliot Lake was once a very busy mining town. Now it isn't so busy. What would have happened? ➤ Where is housing more expensive? Toronto? London? Elliot Lake? Explain your answer with supportive facts. ➤ Which of three places would be an easier place to grow a garden (consider space, growing season, economy etc.)? ➤ Where would you like to live? Why? |
| <p>Science Cells: 1.1 assess role of selected technologies; 1.2 cells beneficial/harmful effects on humans/ environment; 2.5 use appropriate vocabulary; 2.1 cell theory; 3.2 structures/organelles in cells; 3.2 compare plant & animal cells; 3.4 diffusion; osmosis; 3.5 unicellular organisms; 3.6 cells, tissues, organs, systems</p> | <ul style="list-style-type: none"> ➤ Cards - In the early 1900s, many card games were designed to be educational and fun. The game 'PIT' was invented. ➤ Create a deck of 48 blank cards. There will be one word or phrase for each blank card. Twelve words will be used and you will need 4 sets of each word. Choose 12 words from one of the science units or choose a combination of words from combined units. The number of players is a factor of 12. The ideal number of players is 6 as then each player will receive 8 cards to begin and the noise and laughter is contagious. If there are only 3 or 4 players perhaps choose 2 sets per player before shuffling the cards so that each player will end up with 8 cards to begin. If you have an odd number of players just create 2 extra sets of word cards to accommodate the number of players. ➤ Once the cards are created the cards will be shuffled. Each player will be dealt an equal number of cards. There should be no leftover cards. ➤ The game is played by each person checking their dealt cards and looking for sets of 4. If they have 4 of the same cards they call out "Corner on whatever the word or phrase is." To successfully keep the set of cards a correct definition AND AN EXAMPLE OF ITS MEANING must be given. If the other players agree that it is correct the player keeps the card set. If the player cannot |

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| | <p>successfully explain the definition AND give an accurate example the cards are shared among all players and entered back into the game.</p> <ul style="list-style-type: none"> ➤ If no one has card sets then players decide how many cards they want to trade (between one and three cards can be traded at one time but ALL cards must be the same word or phrase). Everybody shouts their number into the middle and waves their cards face down until someone is ready to trade the same number of cards. Action is happening all the time and is only stopped briefly when someone shouts, "Corner on" AND gives their definition and example. ➤ The game ends when all cards have been correctly used. ➤ The person with the most card sets wins. ➤ These are sample words or phrases to write on your cards: <table border="1" data-bbox="623 747 1419 905"> <tr> <td>Osmosis</td> <td>Diffusion</td> <td>Organs</td> </tr> <tr> <td>Organ systems</td> <td>Tissues</td> <td>Unicellular</td> </tr> <tr> <td>Multicellular</td> <td>Nucleus</td> <td>Chromosomes</td> </tr> <tr> <td>Organelles</td> <td>Permeability</td> <td>Impermeability</td> </tr> </table> | Osmosis | Diffusion | Organs | Organ systems | Tissues | Unicellular | Multicellular | Nucleus | Chromosomes | Organelles | Permeability | Impermeability |
| Osmosis | Diffusion | Organs | | | | | | | | | | | |
| Organ systems | Tissues | Unicellular | | | | | | | | | | | |
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| <p>Math Numeracy -represent and order rational numbers; use exponential notation; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions and integers; multiply and divide decimals; use powers of ten; order of operations; use percents; use rates and proportions;</p> | <ul style="list-style-type: none"> ➤ YES! You have been waiting all week for the fiesta at Lake Huron to begin. You are in charge of getting some food and drinks. ➤ You realise that some people only drink one can of pop, some want two, and some people only drink water from the water fountain to save the environment. You will use a ratio of 3 pop for every 2 people. You have been told that there will be $\frac{1}{2}$ the square of 12 guests plus your family of three. ➤ What is the best buy for pop, the case of 6 that costs 0.267 times 10 to the second power; the case of 12 that costs the square root of \$122500 times 10 to the negative power of four or the case of 24 that costs the square of \$25? ➤ Your ratio for apples to people is 4:5. How many apples do you need to pick if you are expecting the above stated number of guests plus your own family? ➤ You need to buy ice cream bars. The exact number is $450 \times 0.50 - 1404/18$. ➤ For slushies you will bring the lowest common multiple of 15 and 20. ➤ For Chocolate bars you will have $1/3 \times 210 + 100 \times 1/5$. |
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| | <ul style="list-style-type: none"> ➤ Everybody was very happy with your planning. The food and drinks were a huge success at Lake Huron’s Fiesta. Well done. |
| <p>Literacy</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p> | <ul style="list-style-type: none"> ➤ It is 1913 and you are travelling by train all the way from Halifax to Vancouver. Keep in mind which provinces are actually part of the Confederation of Canada at this time. ➤ Explain why you do or do not have a sleeping car. ➤ Keeping these facts in mind write a diary, with at least 14 entries chronicling the factual details during your multiple stops along the way. How many people will you meet? Encounter at least two important people of the times as well as First Nation and Métis people. ➤ How long does the trip take? (Use diary entries to answer this question.) ➤ Mention the different languages you hear and the landscapes you pass through. The landscape in the Maritimes would be very different from the prairies out west and the mountains of British Columbia. ➤ How close do you travel to Lake Huron or any of the other great lakes? ➤ Do you pass through any large herds of animals? ➤ What are the towns and cities like? Why did you not encounter any ghost towns you heard about? ➤ What kind of travelling styles did you see? Any construction happening? Did you see the new Parliament Buildings? ➤ What goods were on the train? What foods did you have in the dining car? ➤ Use plenty of vivid vocabulary like remote, imposing, accessible, inaccessible, awe-inspiring, off the beaten track, isolated, breath-taking, charming, panoramic, and unspoiled, to describe the places you encounter. ➤ Great words to attach to your characters are chatty, clever, aggressive, bad-tempered, anxious, adventurous, impulsive, easy-going, dependable, charismatic, dim, gregarious, egotistical, deceitful, miserable, compassionate, and sympathetic. When you use the words attach actions to help explain why you think your character is that way. |

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| | <ul style="list-style-type: none"> ➤ Make your adventure filled with action and drama and fun to read by varying your sentences and clearly establishing your main character’s point of view. ➤ Remember to proofread, use your parts of speech wisely, and publish it in an attractive manner. |
| <p>Art 1.1 create works of art using traditional forms that express feelings, ideas, and issues, including opposing points of view; 1.2 understand compositions using principles of design; 1.3 use elements of design to communicate ideas and messages for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify feelings, issues, themes, and social concerns conveyed by art; 2.2 use elements and principles of design in own art work; understand how to interpret art; 3.2 understand function of art today and in past and influence on cultural identity;</p> | <ul style="list-style-type: none"> ➤ Research the The Assiginack Canoe. It was made around 1821 by a great Odawa Nation chief. Chief Jean-Baptiste Assiginack was a great orator, translator, and a veteran of the War of 1812. He sided with the British and made this canoe for a British friend. It is presently stored at The Canadian Museum of History in Ottawa. ➤ Canoes would have been the main method of travel along the shores of Lake Huron. ➤ He used birchbark, paint, cloth, and feathers to represent the original seven people in the boat. He paid great attention to carving the faces so that they would resemble their real counterparts. The seven paddlers wore leggings, breechcloths, garters, sashes, and they even had feather head-dresses. And if you pay close attention to the different head-dresses, and facial paint, you may be able to tell which Nation each character was a member of. ➤ Just as Assiginack created a 3-dimensional work of art with great detail you will be asked to create a 3-dimensional work of art with great detail. ➤ Recreate historical artifacts from 1850-1913. There are lots to chose from such as Model T cars; bicycles, Levi jeans; radio; telegraph, telephone; plastic, motorcycle, gramophone, teabags, vacuum cleaners, and powered flight. Research your item for accuracy and details of the time. ➤ The rules are: a) it should be 3-dimensional; b) it should contain realistic detail as much as possible; c) it should be connected to the study of history and d) it should communicate ideas and messages for the viewer. ➤ Use whatever mediums are available to you. ➤ Although the canoe carved by Jean-Baptiste Assiginack was one metre long yours should not be that size. Ideally your project should be between 15 square cm and 30 square cm. If you need to present to a group outside the location in which you are building it make sure that all the parts are secure and can be transported safely. Have fun. |



Image: Clark McDougall, *St. James Church*, 1963, acrylic, Collection of Museum London, Gift of Mrs. Marion McDougall, St. Thomas, Ontario, 1988

About the Style of Art

Though Clark McDougall started out painting in watercolour he eventually changed to Fauvism. Fauvism is the use of intensely vivid and non-naturalistic colours. It was started by French artists and lasted from 1903 to 1908. After his coronary in 1957, Clark was forced to use photographs to help him create his art. At that time, he decided that the outline of the form was to play a major role in his art work. He painted in his own style of Fauvism.

Fauvism uses unnatural colours. The brilliant colours create emotional reactions to the paintings. The paint is applied, often right from the tube of paint, to create massive explosions of colour and feelings. Spontaneity and the sometimes clashing of colours play with value and intensity. The heavy black enamel outlines create a strong, unified work that appears flat on the canvas.

Talk About the Art Elements

Line;
Shape;

- Use a Venn diagram to compare photorealism and Clark McDougall's painting?

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| <p>Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony Movement</p> | <ul style="list-style-type: none"> ➤ What is the ambiance of this painting? (upsetting? Anxious? Disturbing? Peaceful? Tranquil? Energetic? Calming? Etc.) Support your answer. ➤ List the multiple steps that would have been involved in creating this kind of painting? What medium did Clark McDougall use? What medium do you like to work with? Why? ➤ What colours speak most to you? Why? ➤ What is the point of emphasis? Is the point of emphasis always the same for all viewers? Explain. ➤ Draw three apples on a piece of paper. Colour them all the same colour. Do not outline the first one. Outline the second one in a thin black line. Outline the last one in a thick black line. What are the effects? Which apple do you prefer? Research and compare this to the Woodland Cree style of painting. ➤ When is outlining a good technique to use? When is it better to not outline in a dark colour? ➤ What elements and principles are used to create distance? ➤ How does observing just the foreground, then just the background, then just middle ground help the viewer gain a clearer understanding of the art work? ➤ The “Rule of Thirds” involves dividing your image using 2 evenly spaced horizontal lines and 2 evenly spaced vertical lines so that there are 9 equal rectangles. The focal points and important elements of the image should be placed at the intersection of these dividing lines or along the dividing lines. Explain how Clark McDougall applied this rule to his art. ➤ What symbols, or concepts, can an artist use to distinguish between an urban setting and a rural setting.? ➤ This scene depicts a comfortable location and a happy place to be for the artist. What scene would you paint? ➤ Use any two elements of design and any two principles of design to provide constructive feedback in a critique of Clark McDougall’s work. Remember that a critique can state some very positive comments as well as perhaps a suggestion or two to think about. |
| <p>History Creating Canada, 1850-1890 1.1 internal and external factors creating the Dominion of Canada; 1.2 impacts on rights, privileges for</p> | <ul style="list-style-type: none"> ➤ By 1860 Canada West, Canada East, Nova Scotia and New Brunswick all had their own railways but there were no railways that joined the colonies. How did those facts play an important role in the creation of the Dominion of Canada? |

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| <p>Indigenous cultures; 1.3 impact on rights and privileges on settlers and newcomers; 1.4 actions taken by groups to improve their lives; 2.1 investigate different perspectives on issues and events; 2.2 gather information; 2.3 assess credibility of information sources; 2.4 interpret information and evidence; 2.6 evaluate evidence; 3.1 factors to key events or developments; 3.5 social and economic changes; 3.6 co-operation and conflict in Canada; 3.7 significant individuals and groups;</p> <p>Canada, A Changing Society 1890-1914</p> <p>1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 1.4 individual, group, and community actions; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key events; 3.3 effects of political and legal changes; 3.4 key social and economic changes; 3.5 cooperation and conflict; 3.6 significant individuals and groups</p> | <ul style="list-style-type: none"> ➤ What was the first railroad build in London, Ontario? Was it the same railroad for St. Thomas? Why did the railroad improve the quality of life for Londoners but not for those people living in St. Thomas? ➤ What benefits would a railway line provide for the people in the community? ➤ Which communities would have done the labour? ➤ How do you think that the First Nation people were compensated to railroads being built over their lands? ➤ What form of protest did the Indigenous create involving trains in 2020? What were they protesting? Explain the various community reactions to that protest. ➤ How could immigrants travel out west faster on a railroad than by mule and cart? ➤ Why was the arrival of a train an exciting event? ➤ When, where, and why did the Last Spike take place? ➤ Write a paragraph explaining how Sandford Fleming, a Scotsman, would have prepared the way for the Simcoe and Huron Railroad (Toronto to Georgian Bay) by surveying his way through swamps, bush, and rocks. ➤ Why was it important that a route be surveyed before the actual building of the railroad began? ➤ Why did Indigenous people often get hired as guides? ➤ How would Sandford Fleming’s creation of the 24-hour clock, instead of two 12-hour time slots, make a difference in catching a train on time? ➤ Why would multiple countries, from all over the world, have to agree on using one location, such as the Greenwich Observatory in London, England to use as a standard for setting all clocks? ➤ How were the Chinese treated during the building of the railroad? ➤ Why did the financial supporters of the railroads get richer while the workers got poorer? ➤ Explain the roles of the following workers. Do you think specific immigrant groups, or social classes, would have participated in those jobs? Explain your reasoning. The workers are: surveyors, grading gangs, measuring gangs, transit crews, levelling gangs, topographers, navvies, track layers, bridge gangs, and dynamite crews. ➤ Sir John A. Macdonald is considered one of the leading Fathers of Confederation. What does that mean? ➤ John A. Macdonald did bring the four provinces together but he also did a great deal of harm to the Indigenous people. Explain the British North America Act, residential schools, and the Royal Mounted Police Force. How did |
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| | <p>those policies affect Indigenous people of the past and how do those affects continue to linger on today?</p> <ul style="list-style-type: none"> ➤ How does the colliding of trains affect the surrounding communities? |
| <p>Geography Global inequalities: economic Development and Quality of Life: 1.1 factors contribute to quality of life; 1.2 global economies; 1.3 policies to improve quality of life; 1.4 media's affect on quality of life; 2.4 analyse and interpret data; evaluate evidence; 3.1 identify global factor indicators; 3.2 compare different country quality of life; 3.5 groups to improve life quality; 3.6 economic systems; 3.8 factors contribute to economic development; 3.9 spatial distribution of global wealth;</p> | <ul style="list-style-type: none"> ➤ Churches do a lot of fundraisers aimed at improving the quality of life in various countries. What does it mean when you say "you can't see the forest for its trees"? How could you apply that meaning to the churches fundraising for other countries? ➤ How can fundraising groups not be aware of issues closer to home? ➤ What would happen if the flowers in the field experienced a drought period? Why is water essential to life? How does easy access to clean water raise the quality of life? ➤ Why is it better to fundraise for the building of a village well rather than for a year's worth of bottled water for that village? ➤ Explain the quality of life in a refugee camp? ➤ How does large government debt affect quality of life in a country? Who does it affect the most in that country? ➤ How does foreign ownership of a country's resources affect its citizens? ➤ Why can celebrities be more successful at fundraising than churches? ➤ How can education improve one's quality of life? ➤ When missionaries continued to go to various countries in the late 1800s what did it often imply about their thoughts concerning the native people of the country? ➤ When missionaries want to fundraise, they often show pictures of people living in poverty. How can these pictures imply the social and economic status of various communities? How does media use photos and video to help get their fundraiser message across to greater numbers of the public? ➤ Churches sometimes cater their help to specific community groups. How can systematic racism drastically affect quality of life for some groups even though the country's overall quality of life is considered a high level? ➤ How might churches be helpful in discovering a country's infant mortality rate? Fertility rate? Life expectancy? Birth and death rates? ➤ How might there be a correlation between infant mortality and availability of clean water? |

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| | <ul style="list-style-type: none"> ➤ How might the Coronavirus unexpectedly alter the life expectancy of the elderly? |
| <p>Science Cells: 1.1 assess role of selected technologies; 1.2 cells beneficial/harmful effects on humans/ environment; 2.5 use appropriate vocabulary; 2.1 cell theory; 3.2 structures/organelles in cells; 3.2 compare plant & animal cells; 3.4 diffusion; osmosis; 3.5 unicellular organisms; 3.6 cells, tissues, organs, systems</p> | <ul style="list-style-type: none"> ➤ The electron microscope can 'see' into cells and better understand the process of how they work. Scientists can develop pest-resistant crops so that pesticides are not needed. What is the danger that these genetically modified plants might cross-breed with the native plants of the area? How will that affect habitat populations and balances? ➤ What happens if you put a cut carnation flower in a vase with clear water and that add food colouring to the water? Explain how that happens. ➤ What are the pros and cons of altering human cells? Animal cells? Plant cells? ➤ Draw a cell of one of the flowers found in this painting. Label the parts of the flower cell. ➤ You are walking through the field. Your soda pop goes flat. Why? ➤ You see someone smoking. Why do you keep your distance? ➤ Someone else is also strolling through the field but it is Coronavirus time. You are following suggestions and spending time outside. There is a little breeze flowing. Why do you still need to keep a distance between other people and yourself? Support your answer with facts and concepts. ➤ Use the particle theory to explain diffusion. ➤ It's pretty hot out and even with the little breeze your body perspires. Your cotton T-shirt gets wet. Your sibling is hot as well but he is wearing a silicone T-shirt. Use words like osmosis, diffusion, permeability, and impermeability to explain why your shirt is wet and his isn't. ➤ The flowers smell lovely. How come the aroma of flowers is stronger on a warm breezy day then on a brisk cold day (explain diffusion). ➤ List 4 invertebrates and 4 vertebrates from the area. How do they meet their basic needs? ➤ Why is salt harmful to slugs? ➤ You notice a little family of frogs. How do you know water must be near? ➤ Frogs don't actually drink water so how do their cells get the water that they need? |

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| | <ul style="list-style-type: none"> ➤ How have amphibians, such as frogs, adapted to their needs? (Consider eggs, metamorphosis, legs, feet, colour, eyes, nose, tongue, and habitat.) ➤ List the steps to get from cells to organ systems and give examples for each step. ➤ Why did/do front line workers need N95 masks while the general public are reasonably safe with fabric masks? |
| <p>Math Numeracy -represent and order rational numbers; use exponential notation; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions and integers; multiply and divide decimals; use powers of ten; order of operations; use percents; use rates and proportions;</p> <p>Geometry - relationships among similar shapes; angle relationships for parallel and intersecting lines; Pythagorean Theory</p> | <ul style="list-style-type: none"> ➤ In the painting there is evidence of a railroad. Often railroads were built on a trestle bridge. ➤ Research trestle bridges, particularly those used for railroads. ➤ Try to print a picture of a trestle bridge. If you can't get a printed copy try to sketch one. ➤ Sketch a trestle bridge and label the geometric parts of the bridge's design. Find and locate as many of the following angles as possible: scalene, isosceles, equilateral, right, obtuse, acute, congruent, supplemental, and alternate interior. ➤ Identify the following lines: parallel, intersecting, perpendicular, vertical, and horizontal. ➤ What is the sum of any one triangle? Estimate the degrees of three different triangles. What do you notice? ➤ In the field across from the church a baseball game is happening. Create your own baseball question using as many of the geometrical terms as you can. ➤ Jane wants to be the catcher on the team. She knows that they will check to see how far she can throw the ball. She stands on the catcher's mound. She knows that the bases in this field are 27.5m. How far will she have to throw the ball to second base? ➤ If $\frac{5}{6}$ of the field is perennials what percentage of the field has to be planted every year? ➤ The ratio of marigold plants to geraniums is $\frac{3}{2}$. If there are 15 marigold plants how many geranium plants are there? ➤ In the picked bouquet of flowers, the ratio is 4:3:2, focal flower (carnations): filler flower (baby's breadth): greenery (pine sprigs). If there are 16 carnations how many baby's breadth and how many pine sprigs are there? What is the total number of items? What fraction of the total is each flower? Write each fraction as a decimal. Write each fraction in its lowest form. ➤ The sale said buy 1 rose bush and get two daisy plants free. If you bought 6 rose bushes how many daisy plants |

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| | <p>did you get? Support your answer using the terms ratios and proportion.</p> <ul style="list-style-type: none"> ➤ If each seed packet cost \$0.48 what is the rate? Write it as a fraction. Write the fraction in its lowest form. |
| <p>Literacy</p> <p>Oral: 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p> | <ul style="list-style-type: none"> ➤ In the early 1900s there were many conflicts concerning education. Residential schools were created, public schools were for the poor who could not provide their own tutors, and certain subjects, like social hygiene (which later became know as sex education) were introduced. ➤ Create a table with four columns. In the first column list the subjects taught in public schools today. In the first column number them from lowest level of importance to highest level of importance according to the school board. In the second column the importance is according to your parents. In the third column the importance is according to you. ➤ During the Coronavirus many of these subjects were ignored while some were emphasized even more. Even within the subjects themselves importance of content was changed. ➤ Write a persuasive essay stating which subjects you think should be taught in today’s school, stressing the level of importance for each subject. Be sure to support your essay with facts. It would be good to brainstorm with others and use your oral and reading skills to summarize some ideas. ➤ The persuasive essay consists of an introduction paragraph, 3 paragraphs for the body of the essay, and a closing paragraph. ➤ In the introduction state the topic sentence and list three major concepts that will be used to support your opinion. Your conclusion sentence summarizes your topic introduction sentence. ➤ The three body paragraphs each take their own major concept and has its own topic sentence (for example: Math is an important subject) and then states multiples facts, examples, quotes, and details (for example, how math is used specifically in daily living). The concluding sentence of each body paragraph should transition smoothly to the following body paragraph. ➤ The concluding paragraph should summarize the points alluded to in the essay. ➤ All supporting sentences should be facts and ideas using examples and details that support your main opinion. |

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| | <ul style="list-style-type: none"> ➤ When you revise your essay pay close attention to your chosen verbs; are they vivid and powerful so they grab your attention immediately? ➤ It is always beneficial to read your essay out loud before saying it is completed. |
| <p>Art 1.1 create works of art using traditional forms that express feelings, ideas, and issues, including opposing points of view; 1.2 understand compositions using principles of design and ‘rule of thirds’ to create theme or topic art; 1.3 use elements of design to communicate ideas and messages for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify feelings, issues, themes, and social concerns conveyed by art; 2.2 use elements and principles of design in own art work; understand how to interpret art;</p> | <ul style="list-style-type: none"> ➤ You will create an art piece in the style of Fauvism. ➤ Perhaps you might want to re-read the description of Fauvism so that you understand that it is okay to use massive explosions of unnatural, clashing colours. Don’t forget you will be outlining your objects in black. ➤ Choose one of three scenes: Immigrants settling the west and setting up their garden; Indigenous people setting up the three sisters garden or gathering herbs for their medicines; or The Underground Railway. ➤ You will be needing a half sheet of white Bristol Board, Elmer’s white glue, Elmer’s clear glue, a pencil, scrap paper, black paint, a stirring stick or dowel, and an assortment of paint colours. ➤ Mix about one tablespoon of black paint in a bottle of white Elmer’s Glue. Stir, or shake, the bottle of glue. On a piece of scrap paper draw an apple three different sizes: one should be the size of your thumbnail, one the size of a Loonie, and one the size of your palm. Outline each with the black glue. Notice that the thumbnail size is almost completely filled in and very little inside colour would show. Be aware of this when you are drawing your scene. ➤ On the white Bristol Board lightly sketch in the “Rule of Thirds” so that you know where to place your objects. ➤ On a separate scrap of paper sketch the objects you would like to include in your scene. Think of foreground, middle ground, and background. Use the elements and principles of design wisely. ➤ Once you are satisfied with your sketch begin to draw on your Bristol Board. Keep your objects quite large as the glue makes the outlining a thick line. ➤ Once you have finished drawing and BEFORE painting in your scene outline what you can with your black glue. Allow that to dry fully before painting otherwise you might smudge the black outline. ➤ Once the black glue is dry you will mix the clear glue and paints to make some vibrant, jewel-like colours. ➤ An old muffin tin or a foil muffin tin works well for this, otherwise just use whatever you have on hand, including scraps of cardstock or foil or wax, paper. |

- You need about two tablespoons of clear glue and about 1 teaspoon of paint. Stir the glue and paint and use to paint in the areas of your art work. The black paint will stop the coloured paint from running into the next section. It is a good idea to paint all the different sections that will use that colour before mixing another colour.
- Don't worry about getting the exact same hue throughout the painted as it will represent the brush strokes of Clark McDougall's work.
- Clean your brush between uses but it is okay if paint colours blend a little.
- Mix more glue-paint as needed.
- Set aside to dry and admire the bright glue colours of your art.
- Don't forget to initial your work and be proud of what you have created.



Image: Bob Bozak, *Tim Horton, and Donut*, 1974, enamel, Collection of Museum London, Gift of Ms. Dawn Johnston, London, Ontario, 1993

About the Style of Art

Representational Imagery is also called Figurative Art. It is a work of art that the viewer easily recognizes. It is not photorealism as the details do not have to be realistic, the shape and form simply have to be recognizable to the viewer. It takes identifiable objects and gives them their physical appearance in general terms. Representational Imagery does not deal solely with figures or landscapes. It can represent objects as well. Colours do not have to be realistic.

Bob Bozak had two themes that he expressed, often, in his art: the idea of the popular hero, or the latest known personality, and the way they used that fame to achieve financial gain.

Talk About the Art

Elements

Line;
Shape;
Colour;
Texture;
Value;

Principles:

Contrast; Repetition
and Rhythm
Variety
Emphasis
Proportion
Balance
Unity and Harmony
Movement

- How does Bob Bozak cause the man and the donut to blend into each other? How does that help to get the artist's message across to the viewer?
- Based on just the painting, what type of personality would you say that Tim Horton had? Use three adjectives to describe Tim Horton and compare those to the adjectives chosen by others. Should the adjectives be comparable?
- Summarize the artist's message based on the write-ups.
- How can a picture of a man and a donut represent an idea, a concept, a political statement? Who would you choose to represent the same message?
- Which colour relationship does Bob Bozak use to show the shadow on the neck and the bright highlights of the face and donut?
- Why would similar colours be applied to both the face and donut?
- This is not photorealism yet the image is totally recognizable. How is this possible?
- What is your reaction to this painting? Do you think the reaction might be different to a hockey fan of Tim Horton the hockey player, such as Wayne Gretzky? Support your answer.
- How does the writeup help to clarify the painting for the viewer? Did your perspective change after reading the writeup?
- List other celebrities who use their fame for personal gain. Who use their fame for the benefit of others? How does this work?
- Why do organic lines work better than geometric lines for this particular image? Sketch a square donut. Does the painting feel different?

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| | <ul style="list-style-type: none"> ➤ Use any two elements of design and any two principles of design, not already mentioned, to explain the use of the artist's techniques. |
| <p>History Creating Canada, 1850-1890 1.1 internal and external factors creating the Dominion of Canada; 1.2 impacts on rights, privileges for Indigenous cultures; 1.3 impact on rights and privileges on settlers and newcomers; 2.1 investigate different perspectives on issues and events; 2.2 gather information; 2.3 assess credibility of information sources; 2.4 interpret information and evidence; 2.6 evaluate evidence; 3.1 factors to key events or developments 3.5 social and economic changes; 3.6 co-operation and conflict in Canada; 3.7 significant individuals and groups; Canada, A Changing Society 1890-1914 1.1 similarities and differences in group experiences; 1.2 Challenges to the Indigenous people; 1.3 Challenges to non-Indigenous groups; 1.4 individual, group, and community actions; 2.2 gather and organize information and evidence; 2.5 analyse and interpret information; 3.1 factors to key issues; 3.2 factors to key</p> | <ul style="list-style-type: none"> ➤ Tim Horton's hockey career is often over-shadowed by his connection to the fast food restaurants. Eventually even his cardboard likenesses were removed from the chain restaurants. ➤ Perspectives towards historical heroes, people designated as important at one time, can be drastically altered as we learn to see these heroes as real people with real faults. Although some of these people have even had statues built to commemorate their role in history, perspectives can change enough that those statues are dismantled and torn down. Do you feel that statues should be completely removed or do you feel that the statues should stay there but somehow be changed to reflect the changing perspectives? ➤ Following are the names of multiple historical figures. Research why they were famous. List two groups that would see each of these figures from a different perspective and explain those perspectives. Decide, based on the more socially aware anti-racism perspectives of today, whether their statues (if they actually have statues in their honour) should remain standing or should be removed: <ul style="list-style-type: none"> ➤ A) Louis Riel (1844-1885) ➤ B) William Cornelius Van Horne (1843-1915) ➤ C) Sam Steele (1849-1919) ➤ D) Sir John A. Macdonald (1815-1891) ➤ Who were the main players in the promotion of Confederation for Canada? What reasons did they provide for acceptance of Confederation? ➤ Who were the main players in resisting Confederation for Canada? What reasons did they provide for not wanting to join Confederation? ➤ What does political deadlock mean? ➤ What role did the wives and daughters, of the political men involved in Confederation, play? ➤ What were Canada's first 4 provinces? ➤ How were the Indigenous people treated around the time of Confederation? ➤ What views did multiple First Nation people hold during the time of Confederation? |

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| <p>events; 3.3 effects of political and legal changes; 3.4 key social and economic changes; 3.5 cooperation and conflict; 3.6 significant individuals and groups.</p> | <ul style="list-style-type: none"> ➤ How would the Indian Act of 1876 have affected on First Nation people. (It defined a 'person' as "an individual other than and Indian".) ➤ What legal rights did an Indigenous person (First Nation, Métis, and Inuit) have? What privileges did other people have that the Indigenous people not have? ➤ How does that affect Indigenous people of today? ➤ In the late 1800s what legal status did women have regarding the right to vote in provincial elections? How did some of that change by 1914? ➤ Why would it have been beneficial to have a variety of diaries written by the different groups of communities living at that time? |
| <p>Geography Global Settlement: patterns and Sustainability 1.1 physical environment influences settlement patterns; 1.2 physical environment affects future settlements; 1.3 features of a sustainable community in future; 2.1 investigate interrelationships 2.2 gather and organize data; 2.4 interpret and analyze data; 2.5 evaluate evidence; 3.1 spatial patterns in settlements; 3.2 environment influence location and patterns; 3.3 land-use issues; 3.4 human current trends; 3.5 human settlement affects environment; 3.6 practices for sustainability;</p> | <ul style="list-style-type: none"> ➤ Little Current is the largest town located on Manitoulin Island (the largest fresh water island in the world). It was founded in 1879 and people travelling from, and to, the mainland from, and to, the island must go through Little Current as it is on the island end of the swing bridge connecting the two. Little Current's population is approximately 1 500 people. It is a great tourist area as it is built along the shoreline. Towns, and villages, are apart on the island. ➤ Based on this information, and any additional research you do, explain why there are no high-rise buildings on Manitoulin Island. ➤ What impact would the rising lake levels have on the town? ➤ What actions could be taken to protect some of the buildings? ➤ In 2020 Tim Hortons built its first ever Tim Hortons in Little Current. Why do you think it might, or might not, build it on the shoreline? ➤ Why did it choose Little Current? Why did it wait so long to build one of their restaurants there? ➤ How will this affect people's access to employment? ➤ What conflicts will be caused with the local restaurants and small business coffee shops? ➤ There are approximately just over 13 250 people living on the island. Explain the island's population density and population distribution? ➤ Research an aerial photograph or map of the island and explain the spatial pattern of the human settlements (linear, scattered, or clustered). Give reasons why that happened. |

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| | <ul style="list-style-type: none"> ➤ How do you think human settlement affected the surrounding environment? Compare that to London Ontario's settlement. ➤ Kenjgewin Teg Educational Institute, is one of the few, if only, post-secondary schools on the Island. How does this affect students that have completed high school? ➤ Do you think that the young people return to the island after completing their education or do you think that they gravitate to the cities? Give reasons. ➤ How do their decisions affect the local community? ➤ Do you think that the multiple First Nation communities have benefited or harmed the sustainability of the island? Support your answers. ➤ Explain why it would be more expensive, or cheaper, to live on the island. ➤ Create a Venn diagram comparing the quality of life living on the island to the quality of life living in London, Ontario. |
| <p>Science Fluids: 1.1 technologies based on fluids; 1.2 impact of fluid spills; 1.3 mass-to-volume ratio; 2.3 density of liquids; 3.1 viscosity; 3.2 mass, volume, density relationship; 3.3 density of solids, liquids, gases; 3.4 compressibility; 3.5 buoyancy; 3.6 pressure, volume, temperature; 3.8 fluids use in living things vs fluid use in manufactured objects;</p> | <ul style="list-style-type: none"> ➤ Use the particle theory to explain the difference between donuts, coffee, and the steam off the cooker. List the three substances in order of density. ➤ You pour syrup on your pancake. Which is denser? ➤ You drink your coffee black, a friend adds two tsp of sugar, another friend adds two creamers of milk, and the third friend adds two tsp of sugar and two creamers. List the coffees in order of density. Explain. ➤ If you add too much sugar to the coffee what happens to the sugar? ➤ What has a higher viscosity the ketchup on your fries or the syrup on your pancakes? ➤ Is peanut butter a solid or a liquid? Explain your answer. ➤ Why does a helium filled balloon fly higher than a balloon you blow up yourself? Support your answer. ➤ If you place a Styrofoam peanut in your cup of coffee would it float or sink? Why? Use scientific vocabulary. ➤ Are the doors that open and close using pneumatic devices or hydraulic devices? How do you know this? ➤ What are the differences between pneumatic devices and hydraulic devices? ➤ A donut is solid and hot cocoa is a liquid so why does a piece float on top of the hot chocolate? ➤ What is denser, a crescent or an apple fritter? Explain. ➤ Why might an ice cube crack and pop when you put it in warm water? |

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| | <ul style="list-style-type: none"> ➤ A steaming cup of chicken noodle soup is placed before you. Use the particle theory to explain the three states of matter. ➤ Compare how the valves in your circulatory system work and the way that the valves work in a dishwasher machine. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Math Numeracy -represent and order rational numbers; use exponential notation; solve multi-step problems; use whole numbers and decimals; multiply and divide fractions and integers; multiply and divide decimals; use powers of ten; order of operations; use percents; use rates and proportions;</p> | <ul style="list-style-type: none"> ➤ This is a possible menu from Tim Hortons: ➤ Breakfast: calories and prices <table border="1" data-bbox="620 478 1417 678"> <tr><td>Grilled Wrap</td><td>547</td><td>\$3.79</td></tr> <tr><td>Sausage and Bacon Sandwich</td><td>575</td><td>\$4.67</td></tr> <tr><td>Egg and Cheese Sandwich</td><td>276</td><td>\$3.23</td></tr> <tr><td>Bagel B.E.L.T.</td><td>486</td><td>\$4.38</td></tr> <tr><td>Hashbrown</td><td>139</td><td>\$1.59</td></tr> </table> ➤ Hot Beverages <table border="1" data-bbox="620 756 1417 955"> <tr><td>Coffee</td><td>4</td><td>\$1.76</td></tr> <tr><td>Mocha Latte</td><td>211</td><td>\$3.39</td></tr> <tr><td>Specialty Tea</td><td>0</td><td>\$1.74</td></tr> <tr><td>Cappuccino</td><td>91</td><td>\$3.09</td></tr> <tr><td>Hot Chocolate</td><td>280</td><td>\$1.79</td></tr> </table> ➤ Cold Beverages <table border="1" data-bbox="620 1033 1417 1232"> <tr><td>Fruit Smoothie</td><td>254</td><td>\$3.57</td></tr> <tr><td>Mocha Iced Capp</td><td>458</td><td>\$3.79</td></tr> <tr><td>Frozen Lemonade</td><td>236</td><td>\$2.19</td></tr> <tr><td>Creamy chill</td><td>585</td><td>\$3.79</td></tr> <tr><td>Milk</td><td>130</td><td>\$1.99</td></tr> </table> ➤ Lunch <table border="1" data-bbox="620 1310 1417 1509"> <tr><td>Turkey Bacon Club</td><td>498</td><td>\$5.99</td></tr> <tr><td>Ham Melt</td><td>485</td><td>\$5.94</td></tr> <tr><td>Chili</td><td>310</td><td>\$4.67</td></tr> <tr><td>Spicy Thai Chicken Soup</td><td>210</td><td>\$3.53</td></tr> <tr><td>Caesar Salad</td><td>310</td><td>\$4.23</td></tr> </table> ➤ Desserts <table border="1" data-bbox="620 1587 1417 1787"> <tr><td>Fruit Explosion muffin</td><td>354</td><td>\$1.71</td></tr> <tr><td>Peanut Butter Cookie</td><td>278</td><td>\$0.99</td></tr> <tr><td>Blueberry Crumble Bar</td><td>250</td><td>\$1.65</td></tr> <tr><td>Danish</td><td>372</td><td>\$1.68</td></tr> <tr><td>Old Fashioned Glazed Timbit x 3</td><td>246</td><td>\$0.87</td></tr> </table> ➤ Choose one item from each of the categories. | Grilled Wrap | 547 | \$3.79 | Sausage and Bacon Sandwich | 575 | \$4.67 | Egg and Cheese Sandwich | 276 | \$3.23 | Bagel B.E.L.T. | 486 | \$4.38 | Hashbrown | 139 | \$1.59 | Coffee | 4 | \$1.76 | Mocha Latte | 211 | \$3.39 | Specialty Tea | 0 | \$1.74 | Cappuccino | 91 | \$3.09 | Hot Chocolate | 280 | \$1.79 | Fruit Smoothie | 254 | \$3.57 | Mocha Iced Capp | 458 | \$3.79 | Frozen Lemonade | 236 | \$2.19 | Creamy chill | 585 | \$3.79 | Milk | 130 | \$1.99 | Turkey Bacon Club | 498 | \$5.99 | Ham Melt | 485 | \$5.94 | Chili | 310 | \$4.67 | Spicy Thai Chicken Soup | 210 | \$3.53 | Caesar Salad | 310 | \$4.23 | Fruit Explosion muffin | 354 | \$1.71 | Peanut Butter Cookie | 278 | \$0.99 | Blueberry Crumble Bar | 250 | \$1.65 | Danish | 372 | \$1.68 | Old Fashioned Glazed Timbit x 3 | 246 | \$0.87 |
| Grilled Wrap | 547 | \$3.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sausage and Bacon Sandwich | 575 | \$4.67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Egg and Cheese Sandwich | 276 | \$3.23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bagel B.E.L.T. | 486 | \$4.38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hashbrown | 139 | \$1.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coffee | 4 | \$1.76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mocha Latte | 211 | \$3.39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialty Tea | 0 | \$1.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cappuccino | 91 | \$3.09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hot Chocolate | 280 | \$1.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fruit Smoothie | 254 | \$3.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mocha Iced Capp | 458 | \$3.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frozen Lemonade | 236 | \$2.19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creamy chill | 585 | \$3.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Milk | 130 | \$1.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Turkey Bacon Club | 498 | \$5.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ham Melt | 485 | \$5.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chili | 310 | \$4.67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spicy Thai Chicken Soup | 210 | \$3.53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caesar Salad | 310 | \$4.23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fruit Explosion muffin | 354 | \$1.71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Peanut Butter Cookie | 278 | \$0.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blueberry Crumble Bar | 250 | \$1.65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Danish | 372 | \$1.68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Old Fashioned Glazed Timbit x 3 | 246 | \$0.87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- Put the prices in order of value. Multiply each price by 10 to the power of 2. Put the calories in order of value and multiply each value by 10 to the power of three. Find the total of the price values and the calorie values combined. Reduce your answer by 10 to the power of negative 2.
- Look at the calorie column for each section. Estimate which column will have the highest total; the lowest total. Validate your assumptions.
- Total up the calories for desserts.
- Write each dessert's calories as a fraction of the total calories. Reduce where possible.
- Put the reduced fractions in order.
- Add those fractions. Is it easier to add reduced fractions or decimal numbers (dollars and cents)?
- Total up the cost column for desserts.
- Write each dessert's cost as a fraction of the total cost. Reduce where possible.
- Put the reduced fractions in order.
- Put both calorie fractions and cost fractions in order.
- Estimate the cost of buying those same items for your entire family.
- Choose a different item from each category. Multiply each chosen item by 10 to the power of negative three.
- How could you check the menu list to find 5 numbers divisible by 2? Divisible by 3? 4? 5? 6? Or 10?
- Find two prime numbers and two composite numbers? Which was easier to find? Why?
- Which number is a perfect square number?
- One cookie is priced at \$0.99 and has 324 calories. A pack of 6 Cookies costs \$5.89 and has 1,860 calories. A pack of 12 cookies cost \$9.99 and has 3,360 calories. What is the best deal price wise? What is the best deal calorie wise? How can the calorie of a cookie change?
- Most of Tim Hortons donuts are priced at \$1.19 each. A pack of 6 donuts is \$5.29 and a pack of 12 donuts is \$9.39. What is the best price?
- If the cost of the half dozen donuts was \$4.99 and went up by 6% what is the new cost of donuts?
- In January a dozen donuts changed from \$8.99 to \$9.39. What was the raise in percent? (*If you are unsure how to do this google search "how to calculate the percentage something has increased by".*)
- If you had \$20 estimate if you could buy one of each in the breakfast group. Calculate. What is the difference? Repeat for each of the other categories.

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| | <ul style="list-style-type: none"> ➤ The General minimum wage was \$11.60 and changed to \$14; The Student minimum wage was \$10.90 and changed to \$13.15; the Liquor Server minimum wage was \$10.10 and changed to \$12.20; Did they all increase by the same percentage? ➤ How much money would a single parent earn each week if they worked 35 hours a week? Is this enough to support one parent and two children? ➤ How does the increase in minimum wage affect small business owners? ➤ Research how Tim Hortons reacted when the minimum wage increased. |
| <p>Literacy</p> <p>Oral: 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech;</p> | <ul style="list-style-type: none"> ➤ Tim Hortons is a famous hockey player. Many people may not know this until they researched him. ➤ The following are additional famous Canadian people who you may not recognize until you look them up. ➤ Choose one of the following famous Canadian personalities: Terry Fox, Dr. David Suzuki, Wayne Gretzky, Rick Hansen, Dr. Marc Garneau, Pierre Berton, Colonel Chris Hadfield, Oscar Peterson, Dan George, E. Pauline Johnson, Alexander Graham Bell, Dr. Frederick Banting, Nellie McClung, Buffy Sainte-Marie, Roberta Bondar' or Nancy Greene. ➤ The person you choose needs to be someone about whom you can list multiple positive actions that they have done to make the world a better place. How have they used their fame, or abilities, to benefit others? Concentrate just on positive aspects. ➤ Write a descriptive writing piece. In the introduction paragraph you state the general facts about the person. Summarize what you know about them. ➤ In the three body paragraphs always start with a topic sentence, 3 or 4 sentences stating facts, ideas, examples, and quotes to support your topic sentence. In the concluding sentences create a link to the next paragraph. ➤ Body paragraph one should deal with their physical appearance, personality traits, and a minimum of three basic facts about how the person benefits, or benefitted, Canada. ➤ Body paragraph number two should deal with at least one way they make (made) the world a better place and that fact should have been briefly mention in the introduction paragraph. |

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| <p>3.6 proofread; 3.8 produce published pieces</p> | <ul style="list-style-type: none"> ➤ Body paragraph number three should deal with additional ways they use (or used) their fame, hobbies, money, and interests to benefit others. ➤ The concluding paragraph should express your personal interest in that person and summarize the topics touched upon throughout the essay. It should refer back to the opening topic sentence. ➤ Use an abundance of vivid vocabulary. Instead of saying the person is 'nice' perhaps say that they are dependable, charismatic, or sympathetic and then give a reason why you think that. Let their actions support your descriptive word choice. ➤ Read your essay out loud before saying that it is complete. ➤ How has the concept of 'hero' changed since the Coronavirus? How have people who literally make millions of dollars been replaced by some people who only make minimum wage? ➤ Why are the statues of historical people of the past being toppled today? |
| <p>Art 1.1 create works of art using traditional forms that express feelings, ideas, and issues, including opposing points of view; 1.2 understand compositions using principles of design and 'rule of thirds' to create theme or topic art; 1.3 use elements of design to communicate ideas and messages for audience or purpose; 1.4 use a variety of materials; 2.1 interpret a variety of art works and identify feelings, issues, themes, and social concerns conveyed by art; 2.2 use elements and principles of design in own art work;</p> | <ul style="list-style-type: none"> ➤ Research the statue of John A. MacDonald. Think of how this historical political figure's 'heroism' has been challenged in the recent months by the acknowledgement of his offensive beliefs and actions. ➤ How has the perspective in which people view him now changed from how people use to view MacDonald's characteristics? (or someone comparable to him) ➤ Many people think that certain historically inaccurate statues should be toppled. Some people think the statues should remain but be adjusted to reflect the clearer concept of the political personality. How would you alter a political statue? ➤ You will be creating Representational Imagery which means colours do not have to be realistic and the object simply has to be recognizable. Contour lines are great for this. ➤ Think of how your perspective on someone famous can change once you become aware of their true personalities. ➤ Divide your art paper into two columns. ➤ In the first column draw the before statue. The statue that depicts what you thought the person was like. |

understand how to interpret art; 3.2 understand function of art today and in past and influence on cultural identity;

- Use weight of line, hatching, and cross-hatching to create shading within the statue. Think of value, shape, texture, contrast, proportion, unity and harmony as you are using the "Rule of Thirds". The drawing should not be coloured so that attention is paid to the details.
- The statue should be large, clear, and easily recognizable.
- When you have completed the 'before' drawing, illustrate the 'after' drawing. The 'after' drawing should clearly show a different point of view of the person's personality. Added props to the statue might help to clarify your thoughts and ideas.
- Use as many of the elements and principles of design to clearly get your message across to the viewer.
- Don't forget to sign your art. Be sure to ask viewers if they can interpret your message.