

Museum London Cross-Curricular Teacher Resource – Grade Seven



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.

<p>Talk About the Art</p> <p>Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony</p>	<ul style="list-style-type: none"> ➤ What clues can the viewer use to determine that the medium is stained glass? Note 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'. ➤ What was the purpose for Ted Goodden to create this piece? ➤ Why do you think it was important for the artist to create 36 views of this one bridge? ➤ Where do you think the artist was standing to create 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 light and dark 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 some adjectives of how this art makes you feel. ➤ 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</p> <p>New France and British North America, 1713-1800 1.1 compare social values and aspect of lives of different groups in past and present; 1.2 analyse challenges facing various communities past and</p>	<ul style="list-style-type: none"> ➤ Blackfriars Bridge connected the people living in Petersville and London, Upper Canada. The two groups of people, though similar in some ways, saw things from different perspectives at times. ➤ Bridges physically connect groups of people. Why are diaries good connectors between the past and the present? ➤ Are diaries primary sources or secondary sources? ➤ You have just uncovered 4 diaries miraculously intact and they are all dated between 1826-1845. They are from a

<p>present; 1.3 analyse displacement experienced by various groups and communities; 2.1 investigate different perspectives; 2.3 importance of consulting multiple sources; 3.1 identify factors leading to key events; 3.2 identify key treaties; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.5 identify significant aspects of daily life in Indigenous groups; 3.6 Describe daily life of immigrants; 3.7 describe significant interactions between groups;; 3.8 identify significant individuals;</p> <p>Canada, 1800-1850: Conflict and Challenges same as above just different years</p>	<p>Loyalist (British) soldier, a Métis woman, an escaped slave from Michigan, and a 12-year-old child of a French settler.</p> <ul style="list-style-type: none"> ➤ Write 2 or 3 sentences that you would have 'read' in their diaries from each of the following events: ➤ A) A village called London is founded in 1826 ➤ B) Cholera hits the new settlement in 1832 ➤ C) Loyalists support London during the Upper Canada Rebellion of 1837 ➤ D) the British government establish their Garrison in 1838 and ➤ E) On April 13th, 1845 a fire destroys much of London (since most are wooden buildings) ➤ Why is it important to consult both primary and secondary sources when trying to interpret history? ➤ Why is it a good idea to check multiple sources? ➤ What factors led to the Constitutional Act of 1791? ➤ What treaty did the Constitutional Act of 1791 directly affect? ➤ When the Constitutional Act of 1791 was implemented what changed in the daily lives of the French and English? Who signed the Act? ➤ Why did the Métis people struggle to find their identity accepted by others? What were some factors that had an impact on the way the Métis people were treated? ➤ Today there is discord even among the Métis people themselves. Some say that only the people that can trace their heritage to one of eight traditional Métis establishments have the right to call themselves Métis. Others claim that they are Métis if they have a mixed European and Indigenous background. Why would that make a difference in today's society? What challenges would a person today have in tracing their First Nation or Métis heritage? Why might people of European heritage have an easier time tracing their heritage?
<p>Geography Physical Patterns in a Changing World</p> <p>1.1 responding to physical environment; 1.2 compare perspectives of different groups; 1.3 environmental impact on people; 1.4 adaptations allow</p>	<ul style="list-style-type: none"> ➤ Blackfriars Bridge spans the Thames River. Sometimes the river rises and causes flooding in the low-lying areas. List 4 different strategies that people use to try to control flood waters. ➤ Fanshawe Dam and Springbank Dam are two dams built in London, Ontario? Why were they built? How did they each alter the surrounding land? How were people compensated, or not compensated, based on their social status, for changes to their personal environment?

<p>different responses by different groups; 2.1 natural events and human events that change the physical environment; 2.5 draw conclusions about impact of natural and human made events; 3.1 identify physical landforms; 3.4 describe major water bodies and systems; 3.5 describe key factors that change water patterns; 3.9 describe major natural vegetation regions; 3.10 describe key factors that change vegetation patterns; 3</p>	<ul style="list-style-type: none"> ➤ How did the dams affect the Thames River in the two different areas? How might the local farmlands have been affected? Fisheries? Tourism? ➤ How does politics play a role in the decision of where, when, and how dams/bridges are built? ➤ Draw 6 stick people and one stick animal: forester; housing development owner; Indigenous person; environmental group leader; mayor; bank owner, and an animal whose habitat is affected. Write 1 - 3 speech bubbles showing their perspectives on the building of Fanshawe Dam. ➤ Why are the steep shorelines of dams often re-enforced with cement? ➤ Where a cliff is part of the shoreline is it better to have a long, smooth lawn leading up to the shoreline or multiple trees on the land? ➤ Think of climate and physical landscape and explain 4 hardships that living on a farm in this area can present? What are 4 benefits that living on a farm in this area can present? Think of another country, like perhaps Brazil or Ireland, and compare those hardships and benefits. ➤ What other reasons might have caused the direction of the Thames River to change its course? ➤ How might erosion of the banks affect the flow of the Thames River? ➤ What is the difference between the Thames River and the Atlantic Ocean? ➤ Where does the Thames River get its water? ➤ Why are the currents found in the Thames River dangerous to humans? ➤ What physical landforms are part of London, Ontario? ➤ London, Ontario is relatively flat land. Why would they have needed a bridge? Think of four other bridges located in London. Explain the reasons why they were built in those locations. ➤ Describe the major vegetation patterns that are part of London. ➤ Why is London, Ontario called "The Forest City"? ➤ How has the increase in population affected the vegetation patterns in and around the city?
<p>Science Life Systems: 1.1 impact of technologies on environment; 1,2 costs / benefits to protect environment;</p>	<ul style="list-style-type: none"> ➤ Blackfriars Bridge spans the Thames River. Under a bridge is a great location to find biotic and abiotic systems. ➤ Assume that you are standing on the shore but under Blackfriars Bridge. How would some of the abiotic

<p>2.2 design a model ecosystem; 3.1 understand ecosystems; 3.2 identify biotic and abiotic ecosystems and interactions; 3.3 producers, consumers, and decomposers; 3.4 transfer of energy in food chain; 3.5 cycling matter promotes sustainability; 3.6 primary vs secondary succession; 3.7 limit of ecosystem support; 3.8 human activities and technologies change environment; 3.9 Indigenous perspective on sustainability;</p>	<p>systems affect you? (sunlight, temperature, wind, water, and soil)</p> <ul style="list-style-type: none"> ➤ How do those same abiotic features affect any plants growing at the edge of the water/land? Why do some plants grow better there than in the middle of the field? ➤ Explain the types of biotic systems found under, and around, Blackfriars Bridge. (plants, animals, microorganisms) ➤ Explain 4 ways the biotic and abiotic systems interact. ➤ Traditionally river habitats include fish, aquatic wildlife, aquatic vegetation, macroinvertebrates like insect larvae, snails, and worms and microorganisms like bacteria or algae. ➤ Create a 12-block organizer (2 rows of 6 blocks). ➤ In row one list the headings: insects, amphibians, reptiles, fish, birds, and mammals. ➤ In row two list 4 creatures for each heading. Be sure that those animals can be found in the Thames River. ➤ Take those same animals and explain how they play the role of producer, consumer, and / or decomposer. ➤ Why is it important that people not constantly strain the river of all dead matter? Why is it important for people to compost? Why is it good to put composted matter back on the field or on the shores of a river? ➤ Why is it good to let the native plants grow on the shorelines as opposed to planting new species of plants? ➤ How would having a technology dump site right beside the river affect its ecosystem? What would be the impact on the rest of the environment around that area? ➤ Why was it wrong for people in the 1700s and 1800s to dump their waste products into the Thames River? ➤ What importance do you think the Indigenous people put on river ecosystems? Why? What steps do you think the Indigenous people would take to protect the water? State three ways you might be able to support the right to protect the river. If you don't think the river needs to be protected state three reasons why you have that opinion.
<p>Math Numeracy -represent, order, compare decimals; identify and compare integers; use appropriate representations (decimals, fractions,</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.

<p>percent); divide whole numbers by fractions; use mental strategies; multiply and divide by decimals; solve multi-step real-life context problems use estimation; add and subtract fractions; add and subtract integers; relate fractions, decimals, percents and ratios;</p> <p>Geometry Construct related lines such as parallel, perpendicular, intersecting at 30, 45, and 60 degrees; sort and classify triangles and quadrilaterals; construct angle bisectors and perpendicular bisectors; compare congruent shapes; plot points using all four quadrants; describe dilatations; create designs involving translations, reflections, dilatations, and/or simple rotations;</p>	<ul style="list-style-type: none"> ➤ Compare the area of Blackfriars Bridge to the area of the Huron Series. Use decimals, fractions, and percent to help your explanation. ➤ Identify the angles within the outside square. Find the total for the four angles. Repeat for the four interior views. ➤ Classify the four triangles. What are the angle degrees? Total the degrees. ➤ Replicate this drawing with a sketch. Label examples of each line that applies: parallel, perpendicular, intersecting, 30 degrees, 45 degrees, 60 degrees, and lines that bisect. ➤ Use the horizontal and vertical stained-glass lead lines to help you determine where the 1/2 way marks are on the frame. ➤ Estimate what percent the four interior views are of the complete art. Estimate the percent one view is. Estimate the percent all the little rectangles are. Estimate the percent the four corner triangles are together and individually. Place each of those percents in fractions and in decimals. ➤ Add the estimated percents for the interior views and for the mini rectangles. ➤ Subtract the interior fraction values from estimated corner triangle fraction values. ➤ Classify the quadrilateral shapes found in the art work. ➤ Compare congruent shapes. ➤ How could you determine the location of the point of origin? ➤ Use the four corner triangles to explain translations, reflections, dilatations, and simple rotations. ➤ What quadrilateral shapes can be created from combining two or more of the corner triangles?
<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</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 and do the same when you listen to others reading their journals

cues; 2.7 use visual aids to support

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;

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

out loud to you. 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.

OPTION A:

- Many Acadians can trace their heritage to the French descendants of the first French settlers in North America (what is called The Maritimes today). However, in the mid 1700s there was great struggle between England and France to determine dominance over the new lands. The Acadians were told they could stay on their land if they signed an oath to become loyal to the British King.
- In 1755 between 7000 and 8000 Acadians were ordered to leave their lands. All their livestock, and cattle, as well as their homes and everything inside their homes were forfeited to the British. The only things that the Acadians could take with them was what they could carry comfortably and their money. Some Acadians fled on foot, where they hid in the woods, starving and fighting the very cold winter weather. A good majority of them were herded onto ships, where many died. When the ships reached a port, cities refused to let the people get off the boat. (Think of racism, think of the cruise ships during Coronavirus.)
- Write at least 7 journal entries spaced apart so that the reader can learn about the events and treatment while you are on the ship. You might also do like Ted Goodden and consider the different views that you see. Enter summer and Fall dates, in French. Record who you are (include your age) and how you how you felt about being forced to board the ship today.
- The journal entries should not just tell what happened but should give the reader a glimpse into your personality by showing how you reacted to certain instances. Remember that this is the year 1755.

OPTION B:

- Write the 7 journal entries but from a young Haudenosaunee person who was pushed off their lands by both the French AND the British. The journal should record feelings, thoughts, struggles, encounters with starving Acadians in the woods, and how they 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"> ➤ Before creating this art, it is best to do a short experiment. ➤ On a plain white paper draw multiple apples. Colour one apple with a marker; one with wax crayons; one with pencil crayons; one with gel pens; and one with various shadings of a black lead pencil. ➤ When completed use a cotton ball, Kleenex, or paper towel to rub regular cooking oil first on the back of the drawing and then on the front of the drawing. See which mediums blur and which stay clear. Notice which mediums allow for clarity of detail. ➤ Hold the oiled paper in front of a light or a window. Which medium keeps the colour best? Which medium will be the one you choose to work with? ➤ Use the largest sheet of white paper that you can find. If you are unsure how to turn a rectangle into a square Google search "How to turn a rectangle paper into a square". ➤ Determine the centre point of your square. Sketch a simple frame along the edges of the paper (perhaps use the width of a ruler to help determine the width of the frame). ➤ Use the centre point and the inside edges of your sketched frame to create four interior squares. Draw the dividing lines lightly in case you want to blur the squares like Ted Goodden did. ➤ Before drawing, research the ships used between 1713 and 1850. Look closely at the details of the sails, crow's nests, steering wheels, anchors, types of sailor knots, spyglasses, shrouds, stays, gun ports, figureheads, etc. ➤ Decide on 4 views that you will include in your drawing. ➤ Double check your oiled sample paper and recheck your decision to use the chosen medium. ➤ Recall how Ted Goodden used the connecting 'lead' strips as part of his actual design and perhaps try to incorporate that into your own drawings. Your lead will be a black marker. ➤ In each of the interior squares draw one view. Pay close attention to your line weight as those lines will be traced over with black marker and the viewer will need to be able to see the 'coloured glass' between the lines. ➤ Make good use of positive and negative space, and form. ➤ Remember to use the 'rule of thirds' when drawing.
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- In the frame create a series of lines so that a wide variety of colour can be applied. This will also help to give your art piece a stained-glass appearance.
- Colour and outline in black (the connecting lead strips).
- Once your drawing is completed you may choose to set it aside to allow for the colours 'to set'.
- When the art piece is ready gently rub both sides of your paper with oil (start with the back first).
- Set the work aside so that all the oil can be absorbed into the paper.
- Hang in a window and admire your work.



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 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.

<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</p>	<ul style="list-style-type: none"> ➤ What questions arise as you look at this picture? How does this picture make you think about things? How does it make you curious? ➤ Answer the five w's and how (Examples: Where are they? Where are they going? Why are they leaving? Do they live in that building or were they visiting someone or something? What is actually happening? What are they feeling? Why are they leaving? When is this happening (year, season, time of day)? Does it have anything to do with the Coronavirus? Who are they? How are they getting to wherever they are going? Etc.) ➤ The description below the painting states that the people live in that building. Is there any proof of that or is that an 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 and no leaves or traditional parts of a tree? ➤ 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 contrast, space, and value. ➤ How can the 'rigidity of structures shape urban life'? ➤ Define why the artist chooses to use organic lines versus the use of geometric lines the way that he does? ➤ Why do you think he decided to use such bold and solid blocks of colours? ➤ Explain how he uses two elements of art, and two principles of art, not already discussed.
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<p>History New France and British North America, 1713-1800 1.1 compare social values and aspect of lives of different groups in past and present; 1.2 analyse challenges facing various communities past and present; 1.3 analyse displacement experienced by various groups and communities; 2.1 investigate different perspectives; 2.3 importance of consulting multiple sources; 2.7 communicate inquiry results; 3.1 identify factors leading to key events; 3.2 identify key treaties; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.5 identify significant aspects of daily life in Indigenous groups; 3.6 Describe daily life of immigrants; 3.7 describe significant interactions between groups;</p>	<ul style="list-style-type: none"> ➤ In the 1700s missionaries were abundant in Canada. They located themselves within the Indigenous villages. What did the presence of the missionaries imply about the social values of the colonizing people? ➤ How are some of these attitudes by non-Indigenous people still visible today? ➤ This family is very happy that they are going to visit their friends on the Chippewas of the Thames Reserve. They will visit twice, once in 1770 (reserve founded in 1760) and again in 2020. ➤ It is the 1770 visit. Create a 3-column graphic organizer so you can compare the differences and similarities between this family (they would have to be a settlement family from Quebec or Montreal since London was not established at this time) and the Chippewas family. <table border="1" data-bbox="609 751 1416 793"> <thead> <tr> <th data-bbox="609 751 860 793">topic</th> <th data-bbox="860 751 1140 793">differences</th> <th data-bbox="1140 751 1416 793">similarities</th> </tr> </thead> </table> <ul style="list-style-type: none"> ➤ The topics are: diet; clothing; religious practises; ceremonies/rituals; living conditions; recreation; games; political rights; attitudes toward slavery/black people/people of colour; social class; role of women; environmental concerns; crime and punishment; attitude toward the land; attitude toward the water; attitudes toward each other; attitudes toward the elderly; and education practises. ➤ Repeat this exercise with a family living in the Westmount London, Ontario subdivision, (who have teenagers attending Saunders Secondary School,) and interacting with a family living on The Chippewas of the Thames Reserve with teenagers attending the same school. ➤ What attitudes have changed? What attitudes have stayed the same? ➤ Has the gap between the living conditions increased? Decreased? Stayed the same over the last 250 years? ➤ In the school year of 2019-2020 there were some serious conflicts. What steps can be taken to diffuse the tension between both groups? Who should make decisions about the steps to be taken? 	topic	differences	similarities
topic	differences	similarities		
<p>Geography Physical Patterns in a Changing World 1.1 responding to physical environment; 1.2 compare</p>	<ul style="list-style-type: none"> ➤ The Family is heading out to participate in a game show. They know the questions are about the geography of Canada so they've studied hard. Here are the questions they are going to be asked. Can you compete with them? ➤ Why do the Canadian fishermen dislike other countries fishing off the Atlantic Coast of Canada? 			

<p>perspectives of different groups; 1.3 environmental impact on people; 2.1 natural events and human events that change the physical environment; 2.5 draw conclusions about impact of natural and human made events; 3.1 identify physical landforms; 3.4 describe major water bodies and systems; 3.5 describe key factors that change water patterns;</p>	<ul style="list-style-type: none"> ➤ How did Coronavirus create cleaner air? ➤ How does the burning rainforest in Brazil affect the people in your city? ➤ What impact does smog have on the health of people? How is smog created? Why is smog worse on some days than others? ➤ Why is the use of technology somewhat responsible for putting 8 species of bees on the endangered list? ➤ Who would be the two opposing groups if a new cell tower was to be built in your neighbourhood? ➤ Why does hitting bedrock when you are trying to build a house cost you more money? ➤ Why might building a dam cause people to lose their homes and /or businesses? ➤ Which province has more mountains: British Columbia or Ontario? ➤ Which two major water systems are closest to your home? ➤ What are four important facts about the use of water? ➤ In what ways do the following affect the shape of a river: A) vegetation; B) rock type; and erosion? ➤ How might the following affect the currents in a body of water: temperature, salinity, wind, prolonged rainfall, fierce storms? ➤ Who do you think won the game show? You or the family from the painting?
<p>Science Form and Function: 1.1 factors to be considered when building structures and devices; 1.2 impact of ergonomic designing; 3.1 solid, frame, shell structures; 3.2 centre of gravity affect stability; 3.4 external vs internal forces; 3.6 causes of structure failure; 3.7 suitability of materials</p>	<ul style="list-style-type: none"> ➤ These people are so excited. Today they are going to buy a tent so that they can sleep out in the backyard today. ➤ What size of tent should they look for? ➤ What materials should the tent be made of? ➤ Is a tent a solid, a frame, or a shell? ➤ What material is the best material to use to create a skeleton for the tent: steel, aluminum, wood, or straw? Support your answer and explain why the others would not work as well. ➤ What is the best material to stretch over the tent network: nylon, wool, cotton, or lace? Support your answer and explain why the others might fail. ➤ What shape is the best shape for a tent? ➤ What shape is a teepee? What are the many differences between teepees used in the traditional Indigenous way and tents used by non-Indigenous people for overnight camping? Research how many poles are used for making

	<p>a teepee and what they mean.</p> <ul style="list-style-type: none"> ➤ Why might a tent collapse shortly after putting it up? ➤ What are the structural advantages to having a tent floor? ➤ What are the structural advantages to buildings having floors? ➤ Why did the builder choose brick to build the building in the painting? ➤ Is the building a solid, a frame, or a shell? What about the sidewalks? ➤ What makes the best city sidewalks: cement, soil, pebbles, or wood? Why? When would the other types of sidewalks/paths be more appropriate? Support your answer. ➤ What external, and internal forces might cause the brick building to collapse? ➤ Why do building inspectors keep a close eye on the structures being built? ➤ Why do cheaper materials often cause buildings to collapse? ➤ Have you ever gone camping? List the pros and cons of camping. Does it depend where you camp? ➤ If you haven't, then explain why you would like to go camping or why you would not like to go camping.
<p>Math Geometry Construct related lines such as parallel, perpendicular, intersecting at 30, 45, and 60 degrees; sort and classify triangles and quadrilaterals; construct angle bisectors and perpendicular bisectors; compare congruent shapes; plot points using all four quadrants; describe dilatations; create designs involving translations, reflections,</p>	<ul style="list-style-type: none"> ➤ The three of you are off to the store to buy the materials you will need to help with the mathematical calculations for building a fort in the backyard. Dad said he would help but mom said you needed to do the calculations yourself. You buy a compass, a straight edge, a protractor, some graphing paper, some drawing paper, some paper to use for folding calculations, and some grid paper. ➤ You lay everything out on the dining room table. ➤ Dad says to draw a perfect square about 10cm by 10cm and that sometimes drawing on grid paper makes it easier. ➤ What degrees are each the four angles? Add the total. ➤ Mom says to cut out a square from the scrap paper and to fold the square in half diagonally. Sort and classify the two triangles. What degrees are the angles? Total up the degrees. Open up the square. ➤ On your grid paper draw an 'X' in the square. What degrees are each triangle? Total them up.

<p>dilatations, and/or simple rotations;</p>	<ul style="list-style-type: none"> ➤ Dad says that the 'X' is where the braces will go to keep the walls straight. ➤ How many parallel walls will you build? Why should the walls be perpendicular to the floor? ➤ Draw another square on your paper. Explain how you would bisect the top edge, in the middle, with a perpendicular line. ➤ Draw the roof lines at 30 degrees, 45 degrees, and 60 degrees. Choose one of those slopes for your playhouse. Support your answer. ➤ Inside the square you drew create a window. Do a dilation to create an entrance. ➤ Have fun building your fort.
<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;</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 150 years. (Check when the painting was created so that you know the approximate years.) Your setting will be the land around present-day London, Ontario which still had quite a lot of wilderness and only a few settlers at that time. The Chippewas of the Thames have their community but the Oneida of the Thames and the Munsee Delaware do have their communities 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. <i>For instance, the man could be as timid as a mouse but as strong as an ox so for 29 hours he chopped gigantic elm and ash trees to use in the cast iron stove that was as big as a living room in the year 2020.</i> ➤ Keep your historical facts accurate though for that year (<i>elm and ash were plentiful in the area, cast iron stoves were just starting to be used, wood was used as a heat source etc.</i>) ➤ Have them encounter vibrant characters, significant individuals of the times, who were deceitful, courageous, athletic, memorable, awe-inspiring, unapproachable, impractical, miserable etc.

<p>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"> ➤ Connect your key events observed through the eyes of your three main characters. <i>How did the treaties affect them in their daily lives?</i> ➤ Be sure to interact with some Indigenous groups. ➤ Include at least 5 events and 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'. ➤ Your illustration should include Indigenous issues. ➤ 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. ➤ Don't forget to use sharper and brighter colours. ➤ The following are possible choices from the years between 1713- 1850: <ul style="list-style-type: none"> A. A Missionary in the midst of an Indigenous village; B. An indigenous person gathering traditional medical remedies to share with the settlers; C. The people involved in the signing of the Royal Proclamation Treaty of 1763 D. An Indigenous village meeting their needs for food and clothing while a European settler observes. E. The forced removal of First Nations and Métis communities on the arrival of the Loyalists. ➤ 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.

<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</p>	<ul style="list-style-type: none"> ➤ A ceremony, by definition, is a special, or particularly formal, public occasion. Does the painting imply that a formal occasion is happening or that the event is a daily activity? Why would the artist title her painting to contrast to what is actually happening? ➤ 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. ➤ Think of a particularly happy, everyday, eating event that has occurred in your life. Explain how this painting might help you have a different perspective on your own experience. ➤ How is this painting a different viewpoint from the way most people would paint this scene? ➤ Support the idea that Bernice Vincent follows both the concept that surrealism has organic lines that are more prominent than geometric lines, and, that surrealism encourages creativity in the viewer. ➤ Look at the year this was painted. Why is this painting a good example of 'freezing time'? How does that benefit a viewer of your age in today's time? ➤ What things would change, and what would stay the same, if this same concept was painted today? ➤ What do you think of the person that lives here? 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. ➤ Close your eyes and ask a partner to ask you the position of an object in the painting. Keeping your eyes closed try to picture the object's placement and use directional words to provide your answer. Repeat the exercise twice more and then switch with your partner and let them try to answer.
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	<ul style="list-style-type: none"> ➤ What mood does this painting evoke? Would that mood be different for people of different ages or cultures? ➤ Based on the artist painting an everyday event in her life do you suspect she had an 'easy' life or a 'hard' life? Was she rich or poor or somewhere in between? Support your answers. ➤ Further discuss the painting by considering any two elements of design and any two principles of design to guide your discussion.
<p>History New France and British North America, 1713-1800 1.1 compare social values and aspect of lives of different groups in past and present; 1.2 analyse challenges facing various communities past and present; 1.3 analyse displacement experienced by various groups and communities; 2.1 investigate different perspectives 3.1 identify factors leading to key events; 3.2 identify key treaties; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.5 identify significant aspects of daily life in Indigenous groups; 3.6 Describe daily life of immigrants; 3.7 describe significant interactions between groups;; Canada, 1800-1850: Conflict and Challenges same as above just different years</p>	<ul style="list-style-type: none"> ➤ When someone has 'tea' with another person, confidences are often shared. It is a time for oral traditions to take place. ➤ Oral traditions are a great part of the Indigenous history. Treaties were recorded in the written form for the Europeans. They were recorded in the oral traditions for the Indigenous groups. Why might this make a difference in how treaties are interpreted? ➤ What is the difference in interpretations between emails or texts and face-to-face chats? ➤ How can feelings be hurt if a person can only rely on written messages? ➤ During Coronavirus why did people miss the social 'teas' or gatherings with friends? Why is physically being with people important to the health of people? ➤ How can the spirit and intent of what is being discussed sometimes be crucial to the interpretation of what is being written? ➤ Why is the statement, "People without a written history are people with no history" not correct? Justify your answer. ➤ Why does a ceremony make an agreement feel more real? ➤ Why are wampum belts good visible accounts of treaties? ➤ How could treaties between 1775 and 1850 force multiple Indigenous groups to move to the west? ➤ When you have 'tea' you generally have it with people that are like you in language, culture, and beliefs. How can this help to spread dislike of other communities? (gossip) What kind of dislike would have been spread in the early 1800s? Was this dislike always founded on fact? Support your answer with examples. ➤ How could those perspectives have been changed? ➤ Why did people gravitate to similar people? Why did change, and differences, scare/unsettle some people? What would have been a way to resolve that conflict?

	<ul style="list-style-type: none"> ➤ Think of your own group of friends. How many of your friends share a 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 1800s. ➤ 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 it is a trait that is learned? How can we unlearn racism?
<p>Geography Natural Resources Around the World: Use and Sustainability 1.1 analyse interrelationship between location, extraction, and use of natural resources; 1.2 analyse natural resource extraction; 1.3 assess group/agencies/organizations efforts to preserve natural resources; 1.4 create personal plan of action for sustainability; 2.1 investigate impact of extraction/harvesting natural resources; 2.2 gather information from multiple sources; 2.5 evaluate evidence and draw conclusions about impactful issues; 2.6 communicate inquiry results; 3.1 identify Earth's renewable, non-renewable, and flow resources; 3.2 people using natural resources; 3.3 identify</p>	<ul style="list-style-type: none"> ➤ What type of fuel does this stove use? Is it a renewable or non-renewable resource? ➤ What are three advantages and three disadvantages of using natural gas? ➤ List four renewable resources. ➤ List four non-renewable resources. ➤ How does extracting non-renewable resources harm the environment? ➤ How does harvesting one of the fossil fuels, like natural gas, affect the surrounding community? ➤ What are the three fossil fuels and how are they formed? ➤ Why are they non-renewable? ➤ Why is there a conflict when trying to build pipe lines on Indigenous land? List three positive reasons and three negative reasons for building pipe lines. ➤ What happens to the land if there is an oil spill? How does it affect the environment? How does it affect the land? How does it affect water, even if there are no lakes or rivers nearby? ➤ Why do we need to take care of the land? ➤ Why do we need to take care of water? State why you agree, or disagree, that water is a very valuable resource. ➤ Explain why many First Nations Reserves still have a boil water advisory. How does boiling water make water safe enough to drink? ➤ List 7 ways water is used to sustain life. ➤ Think of 2 groups, or organizations, that work to preserve natural resources. ➤ List three things that you, yourself, can do to protect natural resources. ➤ What is sustainability?

<p>short- and long- term effects; 3.4 describe different perspectives; 3.5 describe responses to social and environmental challenges;</p>	<ul style="list-style-type: none"> ➤ How does plastic affect the communities that depend on fishing in the ocean for a livelihood? How can you help those fishermen be more successful? ➤ How are plastic bottles, plastic in general, baby wipes, and paper towels a global concern? ➤ What are two perspectives concerning plastic bag companies? ➤ What conflict did people have who were shopping for groceries, and other items, and the use of plastic versus cloth made grocery bags?
<p>Science Pure Substances and Mixtures: 1.1 impacts on pure substance disposal; 1.2 social and environmental impact of separating mixtures and solutions 2.1 safety when using chemicals; 2.3 process for separating mixtures; 3.1 pure substances vs mixtures; 3.2 describe the particle theory; 3.3 use the particle theory; 3.4 solutions vs mechanical mixtures; 3.5 process of separation; 3.5 solution components; 3.7 solutes and solvents; 3.8 describe concentrations; 3.9 saturated and unsaturated; 3.10 water is universal solvent</p>	<ul style="list-style-type: none"> ➤ Do you like drinking tea? If so, do you drink it black? With sugar? With honey? With cream or milk? ➤ Is tea a pure substance or a mixture? ➤ Once the tea is made how hard is it to separate the tea from the water? If you used tea bags? Tea leaves? ➤ How would you separate the sugar, honey, and cream from the tea? ➤ State why it is, or isn't, harmful to pour unused tea on your vegetable garden. ➤ Why is it not good to water your plants in the middle of the day? ➤ Sulfur, uranium, and tin are all pure substances. Why is it harmful to dispose of them in the ground? ➤ Explain how the particle theory works in cold tea, lukewarm tea, and hot tea? Try to get a group of 3 or 4 people. Physically use your body to explain the full particle theory. ➤ What safety rules do you have to be aware of when handling the boiling water? ➤ What happens to one cup of tea if you add 1 teaspoon of sugar? 3 teaspoons of sugar? 6 teaspoons of sugar? 15 teaspoons of sugar? ➤ Draw salt particles. ➤ Draw lemonade particles. ➤ Draw the particles of an alloy like bronze. ➤ Which do you prefer, tea or lemonade? ➤ In a cup of tea which is the solute and which is the solvent? ➤ Evaporation, sifting, filtration, distillation, and magnetism are all process to separate mixtures or solutions into their components. Explain how you would use at least one of these processes in each of the following: making jam from fruits and berries; brewing coffee, making maple syrup; separating solids from liquids; separating pins and needles from buttons; and getting the lumps out of flour.

	<ul style="list-style-type: none"> ➤ How can making maple syrup be bad for the environment? Think of maple tree infections and pesticides; hours of boiling; non-renewable resources; transportation and explain in greater detail.)
<p>Math Numeracy -represent, order, compare decimals; generate multiples and factors; use appropriate representations (decimals, fractions, percent); represent perfect squares and square roots; divide whole numbers by fractions; use mental strategies; multiply and divide by decimals; solve multi-step real-life context problems use estimation; add and subtract fractions; relate fractions, decimals, percents, and ratios;</p>	<ul style="list-style-type: none"> ➤ You have your list of items to put on the kitchen counter but because you are home-schooled of course your mom has made the list interesting and fun. As you gather your items you have to figure out exactly how many of each item to get ready for this evening’s tea ceremony. ➤ 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 the square of 4 cucumbers. ➤ You need $\frac{2}{3}$ of 30 oatmeal cookies and $\frac{3}{5}$ of 100 peanut butter balls. ➤ You need 15% of 80 apples and eight times that of lemons to make lemonade. ➤ You need the square root of 25 loaves of bread. ➤ You need $\frac{1}{2}$ plus $\frac{1}{6}$ of 90 little macaroon cookies. ➤ The ratio is 3 to 2 for pears to apples. You already have 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 tonight!
<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</p>	<ul style="list-style-type: none"> ➤ The year is 1838. You are going on a walking tour of London in Upper Canada. You will write a paragraph for each stop that you make. Be sure to use transitions words like “<i>first, next, then, at last, and finally</i>” 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, breath-taking, 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 brand new 32nd British Regiment Garrison. Describe who is there, what is happening, and whose side of the 1837 rebellion you are on. Your

<p>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</p>	<p>grandpa, tells you things about the War of 1812. Write a description of the fear and loud noises he heard during the war.</p> <ul style="list-style-type: none"> ➤ Describe your 10-minute walk down Richmond Street. You wonder if the Covent Market will be open and then you remember that it is Thursday so the farmers are coming into town sell their wares. Describe the horse and carts filled with fruits and vegetables. Talk about the sounds of excitement of people checking out all the food stalls and the sense of walking through the sawdust on the ground. Who are the different types of people, and ages, that you encounter? Are they settlers like you who just arrived in the area a few years ago or did they come with some earlier settlers in the 1820s? Are there any children from the local Chippewas of the Thames reserve just down the road? Do you encounter and nod to any of the government agents? Were you able to buy any trinkets of the times? Did your grandpa bargain over the cost of meat from the different butchers? ➤ After visiting the market, you ask your grandpa if you can stop at the courthouse. Discuss the castle-like features from the quarried stone. Talk about the very tiny jail cells and what it must be like to be a prisoner in one of those cells. Discuss that the courthouse will already be 10 years old by next year. He hesitates to stop there and you wonder if it's because six of the men who were convicted from last year's 1837 Rebellion are to be hung this afternoon. Write out this conversation between yourself and your grandpa while showing that you know the history of the 1837 Rebellion. If he lets you watch the hanging what emotions pass through your mind? ➤ Five minutes later you arrive at the end of your tour which includes an invitation to Eldon House to have tea with the children. Write this paragraph including the following information. Grandpa has to head home to put the meat in the ice chest. The house is so massive and they just built it 4 years ago. There are 9 Harris children all together. You wonder if you will see their youngest child. How will it feel to sit in the wicker chairs and have the servants, dressed in black and white, bring you refreshments? You have not had whipped cream before and you wonder if their scones, jam, and butter will taste the same as mother makes. When describing this scene, you will call on all your senses (hearing, sight, smell, taste, and touch). Use metaphors, similes, and many descriptive words to give your readers a true sense of the
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	<p>times. Include the weather, the clothing, the personalities of both the children and adults you encounter. You wonder if their money helped them escape the cholera epidemic that hit London, Upper Canada 3 years ago. Mention if you knew families that lost members to the cholera.</p> <ul style="list-style-type: none"> ➤ Finally, on the way home you glance across the Thames River and see some people from Peterville also returning home. Describe how different it would be for them if only there was a bridge built connecting their land to yours.
<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 activities while walking through London, Upper Canada in 1838; Tea at Eldon House, Shopping in Covent Market; Visiting the Military Garrison; the Rebellion of 1837; and the War of 1812. ➤ In the History and Geography sections you thought about the perspectives of different groups: The French settlers and soldiers; The British settlers and soldiers; The Indigenous Peoples and their involvement with the treaties etc. ➤ 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: a horse and cart filled with a farmer's fruit and vegetables; a cricket game on the lawns of Eldon House; the courthouse; the military barracks; an activity in an Indigenous village; fishing at the River Thames; a hoop and stick game; Covent Market stalls; riding or walking through the woods; etc. ➤ 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 on 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	<ul style="list-style-type: none">➤ The "Rule of Thirds" involves dividing your image using 2 evenly spaced horizontal lines and 2 evenly space vertical lines so that there are 9 equal rectangles. The focal points
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<p>Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony</p>	<p>and important elements of the image should be placed at the intersection of these dividing lines or along the dividing lines. How did Eric Atkinson apply the 'rule of thirds' to his painting?</p> <ul style="list-style-type: none"> ➤ What is the mood of this painting? How would it change if bright, bold, primary colours replaced the colours he chose? ➤ How would the appeal of the painting change if all the shapes in the background were distinct and recognizable structures? ➤ What do you know about the artist after reading the description below the painting? How would his living in two different countries have influenced how he looked at life? ➤ Do you prefer paintings that look exactly like real life or abstract art work? Why? ➤ Where is your eye drawn to first 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? ➤ How does the title help the viewer to interpret the painting? ➤ 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 New France and British North America, 1713-1800 1.1 compare social values and aspect of lives of different groups in past and present; 1.2 analyse challenges facing various communities past and present; 1.3 analyse displacement experienced by various groups and communities; 2.1 investigate different</p>	<ul style="list-style-type: none"> ➤ Treaties are agreements between two, or more, groups of people. Often the treaties were between the British Crown and the French, The British Crown and the Americans, or the Europeans (often British Crown) and Indigenous groups. ➤ The Crown (and the French King) was most interested in obtaining more control of the land for their settlements and for ownership of the natural resources. Many Indigenous people believed that no one had the right to 'own' land and considered the treaties as a method to build relationships between, and among, nations. They believed that the treaties were an agreement to take care of the land, enact stewardship. Why did that create conflict at the time? Why does that continue to create conflict today?

<p>perspectives; 2.3 importance of consulting multiple sources; 2.4 construct maps; 2.7 communicate inquiry results; 3.1 identify factors leading to key events; 3.2 identify key treaties; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.5 identify significant aspects of daily life in Indigenous groups 3.7 describe significant interactions between groups;</p> <p>Canada, 1800-1850: Conflict and Challenges same as above just different years.</p>	<ul style="list-style-type: none"> ➤ There are four main Treaties that surround Lake Huron on the Canadian side: Treaty 29 (1827); Treaty 6 (1796); Treaty 45 ½ (1836) and Treaty 72 (1852). Research these treaties. List the signatories. State two major facts about each treaty. ➤ Explain the meaning of each of the following words in such a way that you clearly understand the meaning of the word or phrase. Support your answer: Aboriginal Title; Assimilation; Cede; Infer; Jurisdiction; Marginalize; Signatory; Sovereignty. ➤ Why is assimilation, when one group does not want it, a strong injustice? Which groups of people, in the world, are continuing to be assimilated? ➤ How does being marginalized play a role in how a city's, or country's, funds are dispersed? ➤ How does systematic racism continue to play a role in marginalizing people? What steps can be taken, by groups in political power, to eliminate the concept of marginalization/systemic racism? ➤ List 7 groups that were consistently marginalized in the late 1700s and early 1800s. (Think financially, culturally, mentally, and gender orientation) ➤ What challenges did those marginalized groups face on a daily basis? ➤ List 7 groups that are consistently marginalized in the year 2020 and onward. (Think financially, culturally, mentally, and gender orientation.) ➤ What challenges do these marginalized groups face on a daily basis? ➤ How can being marginalized give you a different perspective on life? Why is this sometimes a more realistic perspective? What does it mean, "to walk in someone else's shoes"? ➤ How do you suspect immigrants felt when they left their countries and came to live in a country that may, or may not, have treated them equally? Support your answer. ➤ How do you suspect refugees feel when they are displaced from their countries and come to live in a country that may, or may not, treat them equally? Support your answer. ➤ What steps can you, yourself, take to help eliminate the feeling of being marginalized? ➤ What steps can you, yourself, take to help eliminate systemic racism?
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Geography
Physical Patterns
in a Changing
World 1.1

responding to physical environment; 1.2 compare perspectives of different groups; 1.3 environmental impact on people; 2.1 natural events and human events that change the physical environment; 2.5 draw conclusions about impact of natural and human made events; 3.1 identify physical landforms; 3.4 describe major water bodies and systems; 3.6 describe major climate regions; 3.7 describe factors that change climate patterns;

Natural Resources
Around the World:
Use and Sustainability

1.1 analyse interrelationship between location, extraction, and use of natural resources; 1.2 analyse natural resource extraction; 2.1 investigate impact of extraction/ harvesting natural resources; 2.5 evaluate evidence and draw conclusions about impactful issues 3.1 identify Earth's renewable, , non-renewable, and flow resources; 3.2 people using natural resources; 3.3 identify short- and long- term effects; 3.4 describe different perspectives; 3.5 describe responses

- How was Lake Huron formed? Is it fresh water or salt water?
- Why do companies like to build their manufacturing plants close to large bodies of water?
- What are the pros and cons for building a steel manufacturing business in the area of Lake Huron?
- State the perspectives from the point of views of cottagers, employees, companies, and environmentalists for having salt industries near the shores of Lake Huron.
- How does Lake Huron extend the number of frost-free days in the area allowing for a longer growing season?
- Why is farming a popular industry along the coastal shores of Lake Huron? What made the soil so rich?
- Why can living along the coast be hazardous in the winter months? Why can the weather be unpredictable? Why can the snow be quite sticky at times making it harder to shovel and to drive on?
- Why do the areas nearer the great lakes receive higher amounts of precipitation?
- Why are the abundance of rocks good for mining? Why is it detrimental to the environment when the minerals are extracted? Are minerals renewable or non-renewable resources?
- Why does extracting minerals cause friction between local Indigenous groups and the local miners? How can some of those issues be resolved?
- Sifto Salts is a Goderich industry. They mine the salt multiple kilometres below the surface of the earth and under Lake Huron. How is salt used as a preservative? As daily consumption? As a safety device in winter? As a pool sanitizer? As a water softener?
- Is salt a renewable or non-renewable resource?
- Why do farmers put blocks of salt in the fields for their cattle?
- Salt is extracted from soft stone. Often dynamite is used to open up the area where salt can be mined. How does the actual process of extracting the salt from the earth affect the environment?
- A liquid saturates the salt and then hauls the brine to the earth's surface. How can a salty brine have the salt extracted?
- How is it possible that Sifto, in Goderich, could bag salt 24 hours a day and 7 days a week from October to the end of February and still run out of salt?

<p>to social and environmental challenges;</p>	<ul style="list-style-type: none"> ➤ Why would that be dangerous for some cities like Sault Ste. Marie or Toronto? ➤ How can salt be used to treat asthma patients? ➤ Why do some people put salts in the bath water? ➤ Why do people not water their gardens with salty water? ➤ How can too much salt be bad for your blood pressure? 															
<p>Science Life Systems: 1.1 impact of technologies on environment; 1,2 costs / benefits to protect environment; 2.2 design a model ecosystem; 3.1 understand ecosystems; 3.2 identify biotic and abiotic ecosystems and interactions; 3.3 producers, consumers, and decomposers; 3.4 transfer of energy in food chain; 3.5 cycling matter promotes sustainability; 3.6 primary vs secondary succession; 3.7 limit of ecosystem support; 3.8 human activities and technologies change environment; 3.9 Indigenous perspective on sustainability;</p>	<ul style="list-style-type: none"> ➤ Cards - In the early 1800s, most children's card games were designed to be educational. Card games helped children learn about math, geography, history and science. Some card games even taught girls about cooking. ➤ Create a deck of 45 blank cards. There will be one word or phrase for each blank card. They will be from the Life Systems unit. ➤ Once the cards are created the cards will be shuffled. Each player will be dealt an equal number of cards. Leftover cards will be placed in a centre pile. ➤ The game is played by one person turning over one of their cards at a time. To successfully keep the card a correct definition AND AN EXAMPLE OF ITS MEANING must be given. If the players agree that it is correct the player keeps the card. An EXTRA point is given each time the example is connected to Lake Huron. If the player cannot successfully explain the definition AND give an accurate example the card is forfeited to the centre pile. ➤ Only one card can be played at a time. The turn is passed to the player to the left of the first player and continues until one person no longer has any cards. That person can then draw one card at a time from the centre pile. ➤ The game ends when all cards have been correctly used. ➤ The person with the most points wins. ➤ These are the words or phrases to write on your cards: <table border="1" data-bbox="548 1455 1417 1843"> <tr> <td>Impact of tech on environment</td> <td>ecosystems</td> <td>Abiotic ecosystems</td> </tr> <tr> <td>Biotic ecosystems</td> <td>Producers</td> <td>Consumers</td> </tr> <tr> <td>Decomposers</td> <td>Transfer energy in a food chain</td> <td>Food Chain</td> </tr> <tr> <td>Sustainability</td> <td>Primary succession</td> <td>Secondary succession</td> </tr> <tr> <td>Humans change environment</td> <td>Indigenous perspective on sustainability</td> <td>Recycling</td> </tr> </table>	Impact of tech on environment	ecosystems	Abiotic ecosystems	Biotic ecosystems	Producers	Consumers	Decomposers	Transfer energy in a food chain	Food Chain	Sustainability	Primary succession	Secondary succession	Humans change environment	Indigenous perspective on sustainability	Recycling
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	Reducing	Reusing	Pest management strategy
	Positive control of water flow	Negative control of water flow	Ecosystem interactions
	Ecosystem community	Invasive species	infestation
	Living organisms	Interactions between abiotic and biotic elements	Interaction between producers and consumers
	Interactions between consumers and decomposers	Elimination of part of a food chain	The cycling of matter
	Crop rotation	Nutrients	Natural Resources
	Native grasses and plants	Decomposition	Factors affecting balance of ecosystems
	Human alter environments	Consequences of impacts	Extinct
	Instinct	Camouflage	Endangered
	Adaptation	Species	Population limit
<p>Math Numeracy -represent, order, compare decimals; generate multiples and factors; use appropriate representations (decimals, fractions, percent); divide whole numbers by fractions; use mental strategies; multiply and divide by decimals; solve multi-step real-life context problems use estimation; add and subtract fractions; relate fractions, decimals, percents, and ratios;</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 all the cans of soda pop, the hot-dog buns, the wieners, and the Nanaimo Bars. ➤ 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 80 guests, including you and your family. The pop comes in cases of 24. How many cases do you need to buy? What is the sub-total if each case costs \$5.29? ➤ Your ratio for hot-dogs to people is 2 to 1 but you don't want to have any wieners or hot-dog buns leftover so you know a few helpers will be able to have an extra hot-dog. How many packages of buns will you buy? How many packages of wieners will you buy no make sure none is leftover? How many helpers will get an extra hot-dog? ➤ What is the sub-total if hot-buns are \$1.69 each and packages of wieners are \$3.29 each? Estimate before you calculate. 		

	<ul style="list-style-type: none"> ➤ For the Nanaimo Bars you decide that you will get 1 bar for each guest and 20% more for extras. You get a deal at the M&M food Market for \$15.75 a box. You can get 16 pieces per box. How many boxes do you need? What is the sub-total? ➤ List your three sub-totals in order of least to most. ➤ What is the lowest cost? What is the highest cost? What is the difference? ➤ What is the total? ➤ What approximate fraction of the total cost are cases of pop? ➤ Write the factors for one case of pop; One package of hot-dogs; One package of wieners; And one package of Nanaimo Bars. ➤ 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"> ➤ You are travelling by canoe down the St. Lawrence Seaway. You are either a British soldier, a French soldier, Anishinaabe or Haudenosaunee. The character, and the year, you choose will reflect your actions. You will create a diary of the actions and people you encounter on your canoe, and portage, trip from Quebec City to the shores of Lake Huron. ➤ The time is the Seven Years War (1754-1763). The British and French were trying to gain control over both Upper and Lower Canada so they were against each other. The Haudenosaunee had already established the Two Row Wampum Belt Treaty and the Covenant Chain Wampum Belt Treaty with the British. The Haudenosaunee and the British were on the same side. ➤ The Anishinaabe however, sided with the French because the British treated the Anishinaabe with contempt and disdain. (It was not until 1765 that the British softened their approach with the Anishinaabe and with the Treaty of Paris the Anishinaabe sided with the British, and again in The War of 1812, because the Anishinaabe did not want the Americans to take their land.) ➤ The British won the Seven Years War and established Upper Canada for the British and Lower Canada (Quebec) for the French.

	<ul style="list-style-type: none"> ➤ Keeping these facts in mind write a diary, with at least 14 entries chronicling the factual details of your journey from Quebec City to the shores of Lake Huron during the times of the Seven Years War. How many friends will you meet? How many enemies will you meet? What actions will be taken to avoid, or confront, your enemies and friends? What settlements will you enter or bypass? ➤ How far will you travel by canoe down the St. Lawrence Seaway? At which point will you choose to portage across the land to reach the Great Lake? ➤ 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. ➤ 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</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.

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;

- 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.
- You may either choose to recreate historical artifacts from 1713-1850 or choose to recreate items of today's generation, and culture, which would prove beneficial to the generations a hundred years from now.
- The rules are: a) it should be 3-dimensional; b) it should contain realistic detail as much as possible; c) it should be beneficial to the study of history either past or future; 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, 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.

<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</p>	<ul style="list-style-type: none">➤ In this painting how does Clark McDougall's use of colour make the painting different from photorealism?➤ What is the general atmosphere of this painting? (upsetting? Anxious? Disturbing? Peaceful? Tranquil? Energetic? Calming? Etc.) Support your answer.➤ Read the information below the picture and discuss the length of time it might have taken to create this painting.➤ List the multiple steps that would have been involved in creating this kind of painting? What medium did Clark McDougall use?➤ What colours speak most to you? Why?➤ What is the first thing that your eye notices? Is it the same for the people around you?➤ 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?➤ When is outlining a good technique to use? When is it better to not outline in a dark colour?➤ How does the artist use, shape, colour, proportion, and light to create distance?➤ Observe just the foreground, then just the background, then just middle ground. What details did you notice that you had not noticed when you looked at the whole image?➤ 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
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	<p>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.</p> <ul style="list-style-type: none"> ➤ Explain how you can tell this is a rural scene and not an image from a city? ➤ If you were painting this scene state two things that you would alter to make this painting your own. ➤ 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 New France and British North America, 1713-1800 2.1 investigate different perspectives; 2.3 importance of consulting multiple sources; 2.7 communicate inquiry results; 3.1 identify factors leading to key events; 3.2 identify key treaties; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.5 identify significant aspects of daily life in Indigenous groups; 3.6 Describe daily life of immigrants; 3.7 describe significant interactions between groups; 3.8 identify significant individuals; Canada, 1800-1850: Conflict and Challenges same as above just different years.</p>	<ul style="list-style-type: none"> ➤ Churches are places of faith and belief in each other. It is where someone goes to find peace within themselves and learn how to find peace with others. It is where people believe in rules of faith. ➤ Treaties are formal commitments with yourself or with others. Once you enter into a treaty you have faith that the rules will be followed. You have faith that you will be treated fairly and that fair treatment will last into the future. Explain how this was not always the case? ➤ There were multiple treaties created between 1713-1850. What factors would exist in a treaty being 'broken'? ➤ Treaties were the results of trying to create peace between two groups. Sometimes Indigenous people were forced to sign those treaties under duress. Sometimes clauses were purposely put into the treaties which would create unfair balances between the two groups. <i>For example, a yearly payment, to Indigenous community members living on the reserve, would be put in place but the payment would not be prorated. In other words, for selling their land, each community member would receive \$4 in 1764 and in the year 2020 they would still receive \$4 as a yearly payment.</i> Choose one of the following treaties and identify the relevance to Indigenous people during this period, including the wampum belts exchanged, and explain the significance of the agreement with different people and their community. Identify the two parties and if you can identify the significant individuals who would have signed the treaty: <ul style="list-style-type: none"> ➤ A) The Treaty of Niagara and Covenant Chain Wampum of 1764 ➤ B) Peace and Friendship Treaties 1713-1760 or ➤ C) The Treaty of Ghent 1814

	<ul style="list-style-type: none"> ➤ What aspects did the treaty you studied have on the daily lives of the settlers and on the lives of the Indigenous communities involved? ➤ What significance do the Peace treaties have in today's Indigenous rights to hunt and fish on the land? ➤ Research the Haldimand Treaty of October 25, 1784 (perhaps in the Canadian Encyclopedia https://www.thecanadianencyclopedia.ca/en/article/haldimand-proclamation) to help you understand how treaties can be interpreted differently due to vagueness and errors. Summarize your research and explain it clearly to someone else. ➤ Why did some treaties, like the Seven Years War Treaty, not have wampum belts attached to them even though they affected Indigenous individuals and communities?
<p>Geography Physical Patterns in a Changing World 1.1 responding to physical environment; 1.2 compare perspectives of different groups; 1.3 environmental impact on people; 1.4 adaptations allow different responses by different groups; 2.1 natural events and human events that change the physical environment; 2.3 analyse and construct maps; 2.5 draw conclusions about impact of natural and human made events; 3.1 identify physical landforms; 3.4 describe major water bodies and systems; 3.5 describe key factors that change water patterns; 3.6 describe major climate regions; 3.7 describe factors that change climate patterns; 3.9 describe major natural vegetation regions; 3.10 describe key</p>	<ul style="list-style-type: none"> ➤ St James Church, and the surrounding land, is up for sale as it would be too expensive for the owners to repair the building. Should they sell the land to a farmer, who will help out on market days, or to a manufacturer who will employ local workers? The manufacturer plans to extract iron from the hills behind the church. ➤ What is the best climate for growing fields of flowers in Southwestern Ontario? Support your answers. ➤ Of what value are flowers? ➤ The owners of St. James Church have agreed to let a small business owner gather flowers every two weeks. The flowers will be dried and manufactured. What is her possible industry? ➤ The church is close to Lake Erie. How does Lake Erie affect the climate in the area in the summer? In the winter? ➤ The parish has decided to stop growing flowers and start growing food plants to help the local food bank. What plants would be good to grow? (assume it has the same climate as where you live.) ➤ The winters start later (late December) and end later (in mid-May). How does this affect the growing of food plants? ➤ Parishioners from St. James Church often have cottages near Lake Erie and fish in the waters. How did Coronavirus affect these people? ➤ Generally, there are catch restrictions for fishing on the lake. If those restrictions are lifted for the entire summer months how will that affect the local community who work in that industry? The cottagers?

<p>factors that change vegetation patterns;</p>	<ul style="list-style-type: none"> ➤ Draw a map of the area. Include St. James Church and the transportation route to Lake Erie. Along the way map in a park or play ground, multiple residential homes and businesses. Halfway between St. James Church and Lake Erie there is a major accident and a convoy of three trucks have an unexpected oil spill. Explain how this impacts the communities in the area. ➤ How will flooding affect the fields of St. James Church? A Drought? ➤ How will a storm on Lake Erie affect the local area? ➤ How can swimming in Lake Erie be dangerous? ➤ How can an abundance of tourists visiting St. James Church, and its local sites, effect the economy, the community, and the environment of the local area?
<p>Science Life Systems: 1.1 impact of technologies on environment; 1.2 costs / benefits to protect environment; 2.2 design a model ecosystem; 3.1 understand ecosystems; 3.2 identify biotic and abiotic ecosystems and interactions; 3.3 producers, consumers, and decomposers; 3.4 transfer of energy in food chain; 3.5 cycling matter promotes sustainability; 3.6 primary vs secondary succession; 3.7 limit of ecosystem support; 3.8 human activities and technologies change environment; 3.9 Indigenous perspective on sustainability;</p>	<ul style="list-style-type: none"> ➤ There are good medicinal plants in the fields and there are cedar and pine trees over by the church. Explain how and why insects and bees need the plants. Explain why the leaves from the deciduous trees, and the flowers, are important in the roles of producers, consumers, and decomposers. ➤ Make a list of why plants are needed. Research specific plants that the Indigenous people use as medicinal plants. ➤ Imagine that you can stand in the middle of the field of flowers. Actually, close your eyes and try to transport yourself to that atmosphere. Describe your surrounding using your five senses to help you use descriptive words. ➤ Again, standing in the field of flowers, use simile and/or metaphors to describe some abiotic systems (sunlight, temperature, wind, water, and soil). ➤ How do those abiotic systems interact with the environment in positive ways? In negative ways? ➤ What environmental changes would occur if a telecommunications tower was erected in the middle of the field? A wind turbine tower? ➤ What would be the two conflicting points of view if that were to happen? ➤ Illustrate a model ecosystem that would be in the area around St. James Church. ➤ Identify the biotic and abiotic systems in that ecosystem. ➤ List 4 of each of the following: producers, consumers, and decomposers around St. James Church. ➤ How do dead tree trunks contribute to the biodiversity of the ecosystem and to ecological processes?

	<ul style="list-style-type: none"> ➤ Large areas of the natural rainforests in Brazil are being destroyed by fire. How would that affect us in Canada? (Think of carbon, nitrogen, and phosphorus cycles.) ➤ How do the flowers absorbing heat from the sun give energy to the Bald Eagle flying overhead? ➤ Rabbits do well in this field because they love munching the clover that grows there. If the rabbits have all their predators temporarily removed from the area how is that detrimental to the flowers? ➤ How will an extension of the church graveyard affect the ecosystem in the area? ➤ Why do the Indigenous people, in general, care so much for the land? What is their perspective on sustainability? ➤ List 5 everyday things that you can do to sustain water resources. ➤ List 5 things that you can do to sustain land resources.
<p>Math Geometry Construct related lines such as parallel, perpendicular, intersecting at 30, 45, and 60 degrees; sort and classify triangles; construct angle bisectors and perpendicular bisectors; compare congruent shapes; plot points using all four quadrants; describe dilatations; create designs involving translations, reflections, dilatations, and/or simple rotations;</p>	<ul style="list-style-type: none"> ➤ Divide a sheet of regular grid paper into an x-axis and a y-axis. ➤ Draw St. James Church making the point of origin the bottom left corner of your house. (Draw a simple rectangle with a triangle on top.) ➤ Write the co-ordinates for all 4 points of the rectangle. ➤ Write the co-ordinates for the triangle. ➤ Where are the parallel lines? ➤ Starting at the point of origin, and extending the line until you reach the edge of the rectangle, draw 3 lines: one at 30 degrees; 45 degrees; and 60 degrees. ➤ Turn each of these into triangles (Some of those three lines may have already created triangles.) Give the co-ordinates of your new triangles. ➤ Classify each triangle. ➤ In the next quadrant draw a bisecting line at 30 degrees starting at the point of origin and extending the line until you reach a comfortable co-ordinate number (in other two intersecting lines). Create a triangle by creating a perpendicular line to the x-axis. ➤ Repeat but using 45 degrees and bypassing the first triangle. ➤ Repeat using 60 degrees and bypassing the second triangle. ➤ Repeat these actions in each quadrant. ➤ Sort and classify each triangle. Choose one triangle and explain how translations, reflections, dilatations, or simple rotations have occurred. Use co-ordinates to help clarify your answers.

	<ul style="list-style-type: none"> ➤ Which triangles are congruent? ➤ When you have completed the math work, colour your design. How does that alter your perspective?
<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"> ➤ The City of St. Thomas has decided that the location of St. James Church would make a great place to build a Mini Tourist Mall. They could pave over the fields of flowers and the railroad would be far enough away from the parking lot as to not disturb the little tourist shops that would become part of the Mall. It would be good for business and St. Thomas and the stores would bring more people to the town. ➤ You neighbour, a member of the Oneida of the Thames who lives off-reserve, enlists your help. You both decide that building a tourist mall is not a good move as you would prefer to keep the plants growing in the fields. ➤ Use some of the facts you discovered while doing the science section for this art piece. ➤ Make a list of the damage a mall will do the habitats of the local animals in both the fields and the area around the church. Use your knowledge about producers, consumers, and decomposers to support your opinion. ➤ Use the facts you have gathered to write a persuasive essay. You may want to research the value of, sage, cedar, sweetgrass, dandelion, wild roses, rosehips, and stinging nettle to the Indigenous community. ➤ The persuasive essay will consist of an introduction paragraph, 3 paragraphs for the body of the essay, and a closing paragraph. ➤ In your introduction state your topic sentence and list three major concepts that you will use 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: plants can be used for medicinal purposes) and then states multiples facts, examples, quotes, and details (for example, which plants, how they are used specifically, how they are native plants to the area etc.). 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.

	<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"> ➤ Everyone leaves a footprint on the land. You don't want a painting to be the only remembrance of a field of flowers. ➤ You will create an art piece in the style of Fauvism. ➤ Trace your foot (or your shoe) onto a larger sheet of paper remembering to use the "Rule of Thirds". ➤ Write your name, or initials, by using bubble letters inside the foot shape. Each letter should touch the top and bottom edge of the foot shape. ➤ Choose one colour to do the organic lines and a different colour to do the geometric lines. Do not choose black as you will be using black to outline the shapes. ➤ Fill the first letter with one repetitive organic line shape. Choose a different repetitive organic line shape for each of the other bubble letters but use the same colour for each bubble letter. ➤ Fill the rest of the foot spaces, within the foot shape, with a variety of geometric line shapes. ➤ Like Clark McDougall outline the shoe shape with a thick black line. Outline each of the bubble letters with a thinner black outline. ➤ Fill the area surrounding the foot shape with bright flowers, grass, trees, or whatever objects of nature you prefer. ➤ 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 to outline your nature items in black.



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;

- What do you notice first, the man or the donut?
- If you only had this picture to use to create your decision, what type of personality would you say that Tim Horton had? Use three words to describe him and explain how the artist makes you feel that.
- Read the message under the picture and explain in your own words what the artist's message was.

<p>Principles: Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance Unity and Harmony</p>	<ul style="list-style-type: none"> ➤ How can a picture of a man and a donut represent an idea, a concept, a political statement? ➤ 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 he use the same colour on 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. ➤ Does your opinion of this piece change after you know the history behind the painting and message Bob Bozak intended for the viewer? ➤ 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? ➤ 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 New France and British North America, 1713-1800 1.1 compare social values and aspect of lives of different groups in past and present; 1.3 analyse displacement experienced by various groups and communities; 2.1 investigate different perspectives; 3.3 identify key political and legal changes; 3.4 identify key social and economic changes; 3.7 describe significant interactions between groups;; 3.8 identify significant individuals;</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

<p>Canada, 1800-1850: Conflict and Challenges same as above just different years</p>	<p>actually have statues in their honour) should remain standing or should be removed:</p> <ul style="list-style-type: none"> ➤ A) Laura Secord (1775-1868) ➤ B) Marquis de Montcalm (1712-1759) ➤ C) James Wolfe (1727-1759) ➤ D) Sir Guy Carleton (1724-1808) ➤ E) Isaac Brock (1769-1812) ➤ E) John Graves Simcoe (1752-1806) ➤ F) Chief Tecumseh (1767-1813) ➤ G) Chief Jean-Baptiste Assiginack (1768-1866) ➤ Choose any two from the above list of names and identify key political and legal changes and/or key social and economic changes they would have they would have incurred.
<p>Geography Natural Resources Around the World: Use and Sustainability 1.1 analyse interrelationship between location, extraction, and use of natural resources; 1.2 analyse natural resource extraction; 1.3 asses group/agencies/ organizations efforts to preserve natural resources; 1.4 create personal plan of action for sustainability; 2.1 investigate impact of extraction/harvesting natural resources; 2.2 gather information from multiple sources; 2.3 analyse and construct maps; 2.5 evaluate evidence and draw conclusions about impactful issues; 2.6 communicate inquiry results; 3.1 identify Earth's renewable, , non-renewable, and flow resources; 3.2 people</p>	<ul style="list-style-type: none"> ➤ What fuel sources do Tim Hortons restaurants use? ➤ What disposable products do they use? How does that affect the environment? ➤ Research what Tim Hortons policy on sustainability is. Does their policy to send children to camp, give out scholarships, and fund charities affect the sustainability of the environment or the social responsibility of Tim Hortons? ➤ How does using less salt in their products and purchasing products from local farmers affect natural resources and help local communities? ➤ How does turning off the lights, reducing hours of operation, creating more recyclable material, and supporting local clean-up crews help the planet? ➤ Why is it important that Canadian purchasers of Coffee products from other countries deal fairly with the product workers? Research Tim Hortons to see if any profit from their company reaches the farmers in other countries. ➤ How has the Coronavirus made it more difficult to use cloth bags, instead of plastic bags for purchases, and your own cup, instead of disposable cups for coffee? ➤ Some countries, like Italy and China, have banned the use of plastic bags. State the different perspectives why this policy should, or should not, be followed in Canada. ➤ How does the global environment benefit from the fact that Tim Hortons has eliminated its plastic straws for iced beverages throughout Canada?

<p>using natural resources; 3.3 identify short- and long- term effects; 3.4 describe different perspectives; 3.5 describe responses to social and environmental challenges;</p>	<ul style="list-style-type: none"> ➤ What natural resources are used in the creation of plastic straws and plastic bags? Research the life cycle of a plastic straw, or plastic bag, and make a case for banning both products forever. ➤ Who suffers from the permanent banning of both products forever? What kind of solution can be offered to those people? ➤ Even if plastic bags are not banned what plan of action can you take for sustainability of the planet? ➤ How can altering the way products are shipped, and/or packaged help with sustainability?
<p>Science Heat in the Environment: 1.1social and environmental benefits of technologies reducing heat; 1.2 impacts of using conventional and alternative forms of energy; 2.2 investigate effects of heating and cooling on volume of a solid, liquid, gas; 3.1 use particle theory to compare heat on particle movement 3.2 heat production; 3.3 effect of heat on volume in solids, liquids, and gases; 3.4 conduction; 3.5convection; 3.6 radiation and effects from sun; 3.7 role of radiation in heating and cooling; 3.8 greenhouse gases;</p>	<ul style="list-style-type: none"> ➤ Be aware that this Tim Hortons unit could have the same Pure Substances and Mixtures component as the painting "Tea Ceremony". ➤ Tim Hortons is a very large chain of fast food restaurants in Canada and multiple other countries. There are more than 4 800 chains in Canada alone. Why does that make a difference to global environmental issues if this company decides to use extra insulation in their buildings? ➤ What are some areas of the restaurant where heat might escape? How can the company alter that to benefit the environment? ➤ Why do these fast food restaurants not have to worry too much if they make energy-efficient airtight buildings? ➤ What problems arise with homes that are airtight? ➤ What kind of fuel source do you think Tim Hortons restaurants use? Do you think they use different heat/fuel sources depending on their location? Support your answer. ➤ Give three reasons why wind turbine farms are a good idea. Give three reasons why they are not a good idea. ➤ What would be the benefits, and costs, from both an economic perspective and an environmental perspective for installing a geothermal heat pump in your home? ➤ How does Tim Hortons heat their coffee? What effects does heating and cooling have on the liquid? ➤ How does Tim Hortons keep their food cool or their ice-cream frozen? ➤ What does carbon dioxide gas have to do with the soda drinks they sale? ➤ Why do restaurant workers have to be aware of the steam caused by cooking on a grill or a hot pot of coffee? ➤ Work with a partner so the two of you can dramatize the particle theory in a steaming cup of coffee versus a cold

ice tea; The different parts of a milkshake; an old-fashioned plain Timbit versus a hot chocolate.

- Why is there sometimes a film on the top of a hot bowl of soup that has cooled down?
- Why do they not put unopened bottles of juice in the freezer?
- Why do they not shake their cans of pop before serving them to you?
- Why can you not leave your hamburger outside on a hot summer day?
- Why can't freezers and fridges be disposed of at a regular garbage site?
- What does the gas Nitrous Oxide have to do with their whipped cream and cooking sprays?
- Is Nitrogen gas used for heating or cooling?
- Why would they use Helium Gas at some of their party celebrations?
- What are some major greenhouse gases?
- What is the 'greenhouse effect'?
- How is methane produced?
- Why is burning coal, oil, and gas dangerous to the environment?
- What can you do, yourself, to prevent the 'greenhouse effect'?

Math Numeracy
 -represent, order, compare decimals; generate multiples and factors; identify and compare integers; use appropriate representations (decimals, fractions, percent); represent perfect squares and square roots; divide whole numbers by fractions; use mental strategies; multiply and divide by decimals; solve multi-step real-life context problems use estimation; add and subtract fractions; relate fractions,

- This is a possible menu from Tim Hortons:
- Breakfast: calories and prices

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	128	\$1.59
- Hot Beverages

Coffee	4	\$1.76
Mocha Latte	211	\$3.39
Specialty Tea	0	\$1.74
Cappuccino	93	\$3.09
Hot Chocolate	280	\$1.79
- Cold Beverages

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

decimals, percents,
and ratios;

➤ Lunch

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

➤ Desserts

Fruit Explosion muffin	353	\$1.69
Peanut Butter Cookie	278	\$0.99
Blueberry Crumble Bar	250	\$1.89
Danish	372	\$1.67
Old Fashioned Glazed Timbit	87	\$0.29

- Choose one item from each of the categories.
- Put the prices in order of value. Put the calories in order of value.
- Total up the calories. Total up your cost.
- Round off each price to the nearest tenth. Write each of those as a fraction. 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)?
- Estimate the cost of buying those same items for your whole family.
- Choose a different item from each category. Multiply each chosen item by three. What is the new cost?
- Round each of the numbers, from that last activity, to the nearest tenth. Remove the decimal to have just whole numbers. Which numbers are prime and which are composite numbers? Which number is closest to 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?
- 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".*)

	<ul style="list-style-type: none"> ➤ If the cost of the half dozen donuts was \$4.99 and went up by 6% what is the new cost of donuts? ➤ 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. ➤ 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</p>	<ul style="list-style-type: none"> ➤ Think of one of your heroes, maybe a famous known personality that you admire or a sports hero that you would like to emulate. It doesn't have to be someone who is rich. It doesn't even have to be someone who is famous actually. ➤ 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? ➤ The person you choose needs to be someone about whom you can list several positive things 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. Explain how you know them. Share with your audience why that person was chosen by you. ➤ 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 basic facts about the person.

<p>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"> ➤ Body paragraph number two should deal with at least one way they make the world a better place. ➤ Body paragraph number three should deal with additional ways they use 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. ➤ If your hero is someone you actually know, perhaps you could share your essay with that person.
<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; 3.2 understand function of</p>	<ul style="list-style-type: none"> ➤ Think of one of your sports heroes, or a famous known personality that you admire. You can choose the person you wrote about in the literary part or you can choose someone different. ➤ It must be someone about whom you can list three positive things that they have done to make the world a better place. How have they used their fame to benefit others? Concentrate just on positive aspects. ➤ 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. ➤ A bust is a sculpted representation of the upper part of the person. It depicts the person's head and neck and sometimes a portion of the chest and shoulders. ➤ Use a regular pencil to draw a large bust of the person you have chosen. Use weight of line, hatching, and cross-hatching to create shading within the bust. Think of value, shape, texture, contrast, proportion, unity and harmony as you are using the "Rule of Thirds". ➤ The bust should be large, clear, and easily recognizable. ➤ When you have completed the bust divide the background into three sections. ➤ In one of the three sections use colouring crayons to fill the spaces with descriptive words that explain your

<p>art today and in past and influence on cultural identity;</p>	<p>admiration for that person. The words should describe that person's physical appearance as well as their personal qualities.</p> <ul style="list-style-type: none">➤ The second section should be filled with words that describe their positive actions, hobbies, and interests.➤ The third section should be filled with your name and have words that describe how you have some of the same positive personality traits.
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