

Greetings! I trust that most of you received the K-12 STUDY CANADA resource flier mailed out two weeks ago that focused on the inukshuk logo and resources relevant for teaching the 2010 Winter Olympics in Vancouver/Whistler. I hope you found it all interesting! Those who didn't receive a hard copy can download it from our website by clicking on "Spring 2006 issue" at <http://www.wvu.edu/depts/castudies/k12studycanada/resourceflier.shtml>.

Good news, too, for those who missed the April 1 deadline for the **STUDY CANADA Summer Institute**--we received hotel approval to extend the deadline to **May 15!** Space is limited and applicants accepted on a rolling basis so don't delay forthcoming registrations for too long! Teachers from across the country (including AZ, CO, FL, MI, NY, SC, TX, and WA) will be meeting in Vancouver on June 25 to begin the 6-day program that includes 3 nights in Whistler. The draft agenda and detailed course information is now available online by scrolling down to "Related Links" at the bottom of the page at www.wvu.edu/depts/castudies/k12studycanada/scsi.shtml.

The Department of Foreign Affairs, Canada has selected the **O Canada! The True North Strong and Free!** publication I wrote (available on our homepage) to be part of an educational/promotional kit that will be sent to 300 Government of Canada embassies, consulates and public affairs offices around the world! In addition, Nadine Fabbi (UW) and I will be copresenting with the Northeast NRC for Canada at an upcoming USDOE Outreach Conference to be held at the University of Wisconsin. We will be sharing our highly successful ideas for educational outreach by partnering with each other and organizations like *Newspapers for Education*.

It has been a very busy month so, though the list of resources below is short, it is sweet. I hope you find them useful and that you enjoy a pleasant spring! Tina Storer

Should you no longer wish to receive this email, simply reply with "Please remove my name from the Canada Listserv". These resource notices and the K-12 Resource Flyer are also available on the K-12 STUDY CANADA website under K-12 News. K-12 STUDY CANADA represents shared outreach by WWU's Center for Canadian-American Studies & UW's Canadian Studies Center which jointly form the Pacific Northwest National Resource Center for Canada, funded by the USDOE (Title VI). Additional support is given by the Government of Canada.

- **ARCTIC MISSION (THE DVDS)** - This 5-part set of DVDs produced by the National Film Board of Canada and filmed in breath-taking high definition showcases the beauty and splendor of the Arctic while highlighting the threat of global warming in the North. *Arctic Mission* is an exciting scientific voyage through the Arctic's fabled North-West Passage that will inspire and enlighten students about Canada's North. You can order the set online at www.nfb.ca/store or by phone at 1 800 542-2164 for \$19.95.
- **ARCTIC MISSION (THE ONLINE ADVENTURE)** – The NFB has also created an interactive website that allows students to relive the journey through the North-West Passage and view the cyber-documentary of the Sedna IV's trip! Discover 26 video clips, 789 photos, 21 scientific articles, 150 entries in the mission leader's and SEDNA's logs, and 27 360-degree panoramic images - including a virtual tour of the 51 m sailboat's quarters. Relive the expedition via the interactive map, learn about the passionate crew, and the 5 extraordinary documentaries shot entirely in HD. Visit <http://www.nfb.ca/aventures/?sub=sedna&v=h>
- **GEOGRAPHY OF CANADA LESSON PLANS BY THEME AND GRADE LEVEL** - The online *Atlas of Canada* site at http://atlas.gc.ca/site/english/learningresources/lesson_plans/index2.html offers teachers a collection of 39 lesson plans for junior, middle and senior levels that correlate to the online maps and resources also made available for free. The lessons are based on provincial and territorial curricula and the Canadian Geography Standards of the Canadian Council for Geographic Education. These standards can be readily to most US state standards for curriculum as well.
- **INTERESTED IN TEACHING ABOUT CANADA'S CULTURAL MOSAIC?** – While researching information for this year's workshop. I learned about the following material from Statistics Canada that offers great opportunities for students to learn about and better understand immigration and cultural issues in Canada:
 - ***Ethnocultural diversity in Canada: Prospects for 2017***
<http://estat.statcan.ca/content/english/articles/cst/cst-pop26.pdf>
 - ***South Asians in Canada: Unity through Diversity***
<http://www.statcan.ca/english/kits/pdf/social/asian.pdf>

- **Chinese Canadians: Enriching the cultural mosaic**
<http://estat.statcan.ca/content/english/articles/cst/cst-pop20.pdf>
- **Blacks in Canada: A Long History** <http://www.statcan.ca/english/studies/11-008/feature/11-008-XIE20030046802.pdf>
- **100 Years of immigration in Canada** <http://estat.statcan.ca/content/english/articles/cst/cst-pop11.pdf>
- **Passing on the Language: Heritage Language Diversity in Canada**
<http://estat.statcan.ca/content/english/articles/cst/cst-pop12.pdf>
- **Canada's Population: Charting into the 21st Century**
<http://www.statcan.ca/english/kits/pdf/social/popul2.pdf>
- **RUTH WRITER'S REVIEW** - Melissa Fay Greene. *Last Man Out*. (Orlando: Harcourt, Inc., 2003). ISBN 0-15-100559-1
With so many recent mining disasters in the United States, I was intrigued by the story of the Springhill, Nova Scotia, coal mine disaster of 1958. When I first started reading this factual account of the disaster, I realized it would read as though it were an interesting novel and was not disappointed. Ms. Greene captures the fears, hopes, and events of that October disaster almost a half century ago. Readers will learn of the events leading up to the fateful day where generations had traveled down into the depths of the mine with the thought that each day might be “the” day.

She takes us into the homes of the miners to learn of their families before, during and after the disaster. There are rich and disturbing descriptions of the slow, painful reality of being trapped deep below the surface of the Nova Scotia landscape. There were many who never lived to see the light of day but the focus was upon those who did survive.

A parallel story is that of the state of Georgia which placed a welcome mat on their door for the survivors to experience the newly developed coastal vacation spot. This welcome mat was two sided—one for the white miners and the other side was for the African Canadian miner whose family saw a different “vacation.” I highly recommend this book to learn of the Nova Scotia community and the reaction of those here in the United States.

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