

School Libraries in Canada

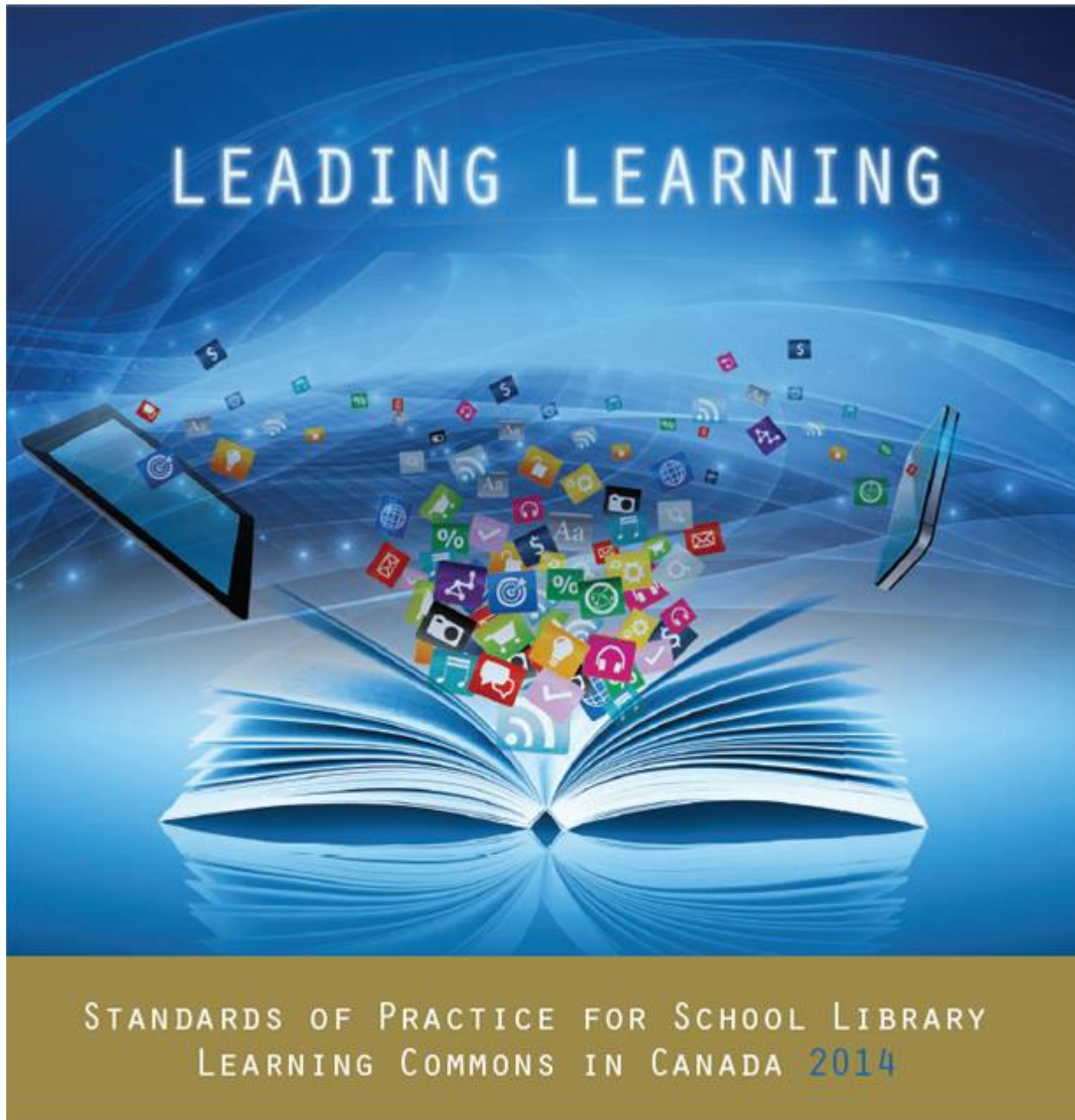
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of the Canadian Library Association

Presenting History

Spring 2014

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School Libraries in Canada

Volume 32, Number 2

Spring 2014

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

Presenting History

Derrick Grose

Editor

School Libraries in Canada

It seems ironic that "Presenting History" is the theme of an issue of *School Libraries in Canada* featuring the announcement of the release of the Canadian Library Association's very future-oriented document, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada, 2014*. However, the irony dissolves in the light of the document's recognition that learning is an on-going, experiential process that results from sharing discoveries. School libraries and learning commons provide venues for individuals and school communities to discover and share the human experience, our history, and to build upon that experience.

The forerunner of *School Libraries in Canada* was the newsletter of the Canadian School Library Association, entitled *Moccasin telegraph* (1961-1979). The Collins English Dictionary defines "moccasin telegraph" as a Canadian expression meaning, "the transmission of rumour or secret information; the grapevine." Suggestions of rumours, secrecy or even being on an inside track with respect to information do not promote learning. However, the idea inherent in "grapevine," a network promoting dissemination of information, is one to be cultivated; with this in mind, this issue of *SLiC* will spread the word about resources on the history of New France available from the Canadian Museum of History. "Multimedia memoirist" Robert Budd will talk about oral histories and his work as an archivist and novelist Rick Revelle will discuss the challenges of discovering and documenting the lives of ancestors who did not write their own histories. Accounts of the travels of Ibn Battuta will provide readers with an opportunity to see an often-neglected perspective on world exploration. In her column discussing the new standards document, Anita Brooks Kirkland states, "These standards embrace the capacity for continuous improvement, no matter where you are on the journey. The approach is focused on supporting learning, plain and simple." Both we and our students can learn from, and be inspired by, the experiences of others.

Do you have a school library idea or experience that your colleagues should know about? Share it on the Voices for School Libraries Facebook group or consider sending a school library profile or a proposal for an article to this journal (sliceditor@gmail.com). In the spirit of *Leading Learning*, let's collaborate to build on our history and on the energy of school libraries and learning commons in Canada.

Virtual Museum of New France: A guided tour for teachers and students

Canadian Museum of History

The Canadian Museum of History (historymuseum.ca) has a mandate to enhance Canadians' knowledge, understanding and appreciation of events, experiences, people and objects that reflect who we are and have shaped Canada's history and identity, and also to enhance their awareness of world history and cultures.

To fulfill this mandate, the Museum maintains a vast national collection related to the history of humans in Canada, which supports groundbreaking historical, archeological and ethnographic research while preserving the past. It also develops exhibitions, programs and online resources that appeal to all Canadians, including educators and their students. One outstanding example is the Virtual Museum of New France, a remarkable educational tool that supports classroom learning in a wide range of subjects, from cultural and religious studies to economics and geography.

Virtual Museum of New France

The Canadian Museum of History developed the Virtual Museum of New France (historymuseum.ca/virtual-museum-of-new-france) to share knowledge and raise awareness of the history, culture and legacy of early French settlements in North America. The online portal was launched in 1997, expanded in 2011, and continues to be updated with new information.

The museum includes a wealth of information, interactive maps, photos and illustrations based on current research into New France. This encompasses the French settlements and territories that spread from Acadia in the East through the Saint Lawrence Valley, the Great Lakes region, the Ohio Valley, and south to Louisiana from the 16th to the 18th centuries.

The site is divided into sections devoted to the following themes:

- Colonies and Empires
- The Explorers
- Economic Activities
- Population
- Daily Life
- Heritage

Articles related to each theme cover a variety of topics pertaining to New France, such as important historical figures, territorial expansion by France and competing colonial powers, immigration, social groups, the fur trade, slavery, religion, food, science and governance. The content is written by

scholars and reviewed by other experts, providing many avenues for exploration and research by teachers and students alike.

The thematic approach, varied content, logical presentation of information, excellent illustrations, and the availability of all the texts in both English and French make the online museum a valuable, versatile and credible source of historical information.

Each article is accompanied by suggestions for additional reading, and the site is complemented by an extensive list of links to other virtual exhibitions, websites and resources pertaining to the history of New France.

VMNF Portal

The home page (<http://historymuseum.ca/virtual-museum-of-new-france/>) offers two ways to begin exploring the museum: Through a simple “Enter the Virtual Museum” button, or through a “Did You Know?” box displaying an interesting fact about New France. Each comes with a “More Information” link that brings visitors to the related page.

For example, one fact box reads: “In the 16th century, the French attempted to settle in Brazil and in South Carolina before they established a permanent colony in Quebec in 1608” — an intriguing invitation to learn about France’s various ventures in colonizing the New World.

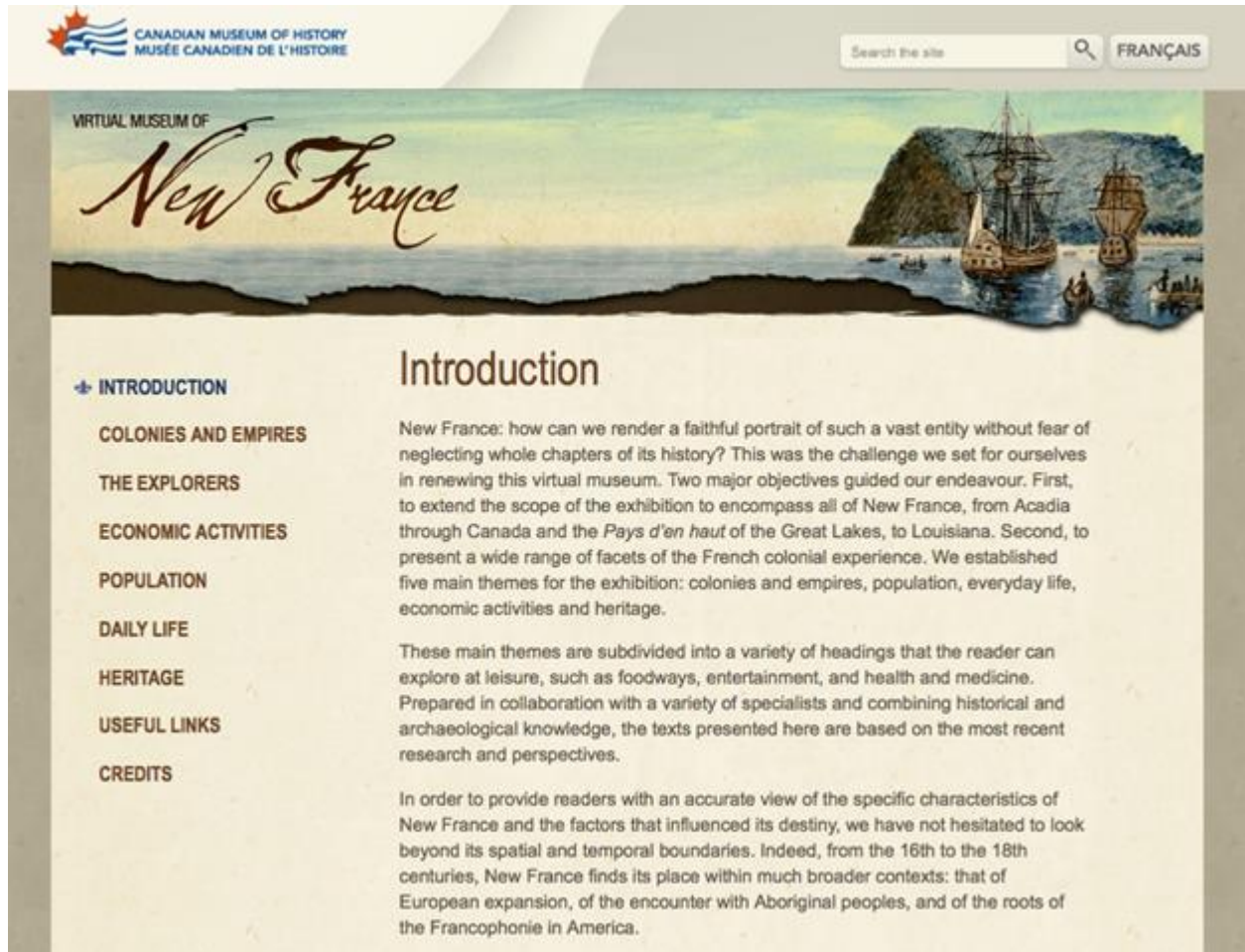
Introduction



The introductory page (historymuseum.ca/virtual-museum-of-new-france/introduction) explains the VMNF’s two major objectives: To encompass all of New France, and to present many facets of the French colonial experience, in the broader

historical context of European expansion, encounters with Aboriginal peoples, and the roots of the Francophonie in America.

From here, visitors can choose from a menu in the left sidebar to continue their exploration of the past.



Colonies and Empires

This theme (historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires) sheds light on life in North America before the arrival of Europeans, the circumstances that fuelled European expansion, the origins of the first settlers, and the shifting alliances and rivalries between the French, British, Dutch, Aboriginals and other groups competing for territory in the New World.

Colonies and Empires

The history of New France is one of discovery. Cartier and Champlain, Cavelier de La Salle and La Vérendrye, to name but a few, pushed back the frontiers of the territory known to the French. Discovery was, it must be said, two-sided. For Aboriginal peoples, who had occupied the territory for millennia, the encounter with newcomers was just as critical. Territorial expansion and the promotion of human relations went hand in hand.



Jean Ribaut's stone column

The different subsections, each of which consists of an in-depth article accompanied by photos, illustrations and maps, are especially relevant to lessons in history, geography, archaeology and political science:

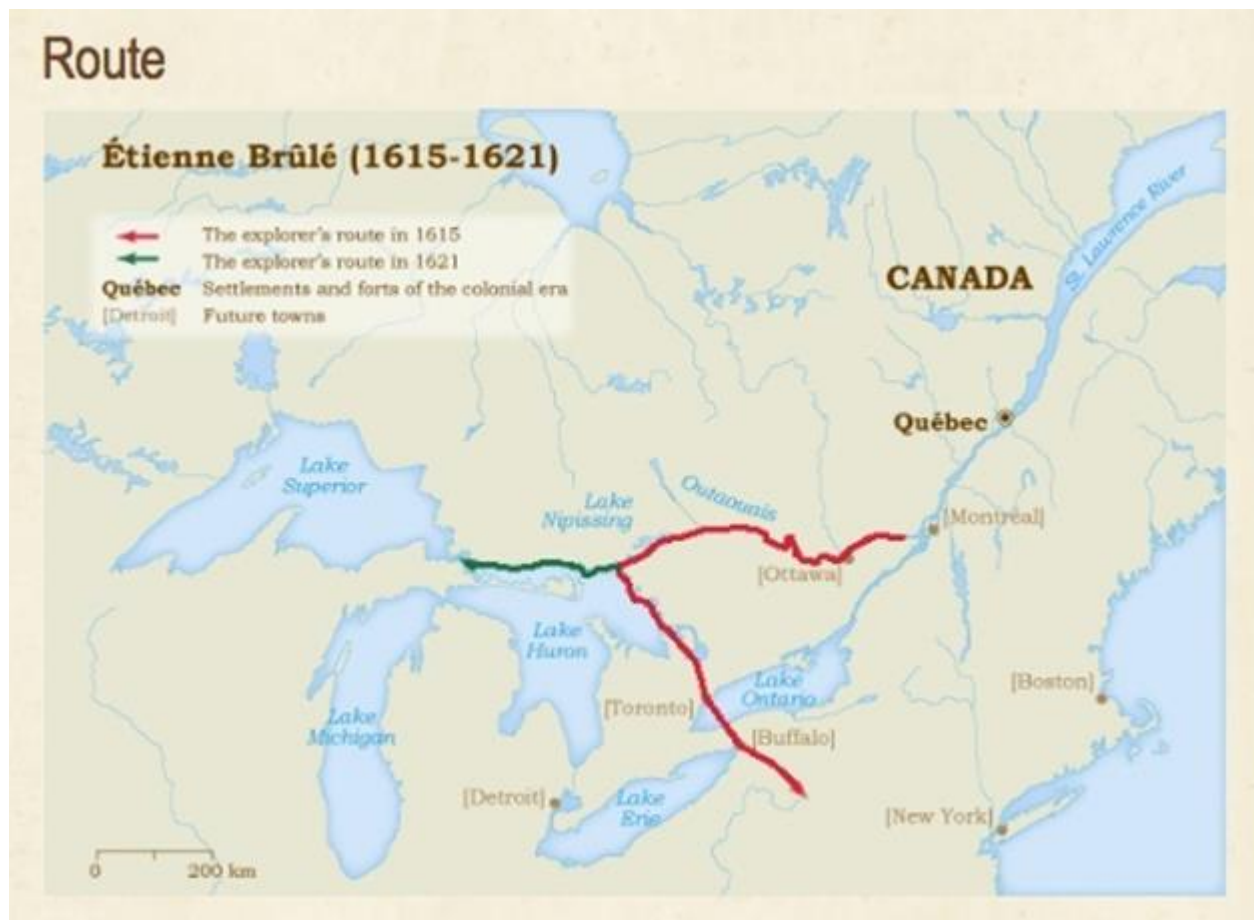
- North America Before New France
- From the Middle Ages to the Age of Discovery
- Founding Sites
- French Colonial Expansion and Franco-Amerindian Alliances
- Other New Frances
- Other Colonial Powers
- Wars and Imperial Rivalries
- Governance and Sites of Power

The economic and military alliances forged between the French and various Aboriginal tribes are an exceptionally interesting topic of study, because these connections helped ensure the survival of an under-populated New France for many years.

The Explorers

This section (historymuseum.ca/virtual-museum-of-new-france/the-explorers) introduces the intrepid Frenchmen who mapped North America from Hudson's Bay to the mouth of the Mississippi, and from the shores of Acadia to the Rocky Mountains. They pushed back the frontiers of the known world — for Europeans, anyway — opened trade routes, encountered Aboriginal peoples, and extended France's sphere of influence in the process.

The ranks of French explorers include the famous, like Jacques Cartier, Samuel de Champlain and René-Robert Cavelier de La Salle, along with less familiar but no less fascinating personalities like Pierre de Troyes, Louis-Armand de Lom d'Arce and Jacques Marquette. Detailed biographies describe each explorer's personal background, his objectives, accomplishments and failures, and his ultimate fate, while animated maps show the routes that each took while discovering the continent.



This section's relevance to geography is evident in the explorers' names, many of which — like Nicollet, Radisson, Hennepin, Perrot, Jolliet, Iberville and La Vérendrye — live on today in the names of streets, cities, parks and more.

Economic Activities

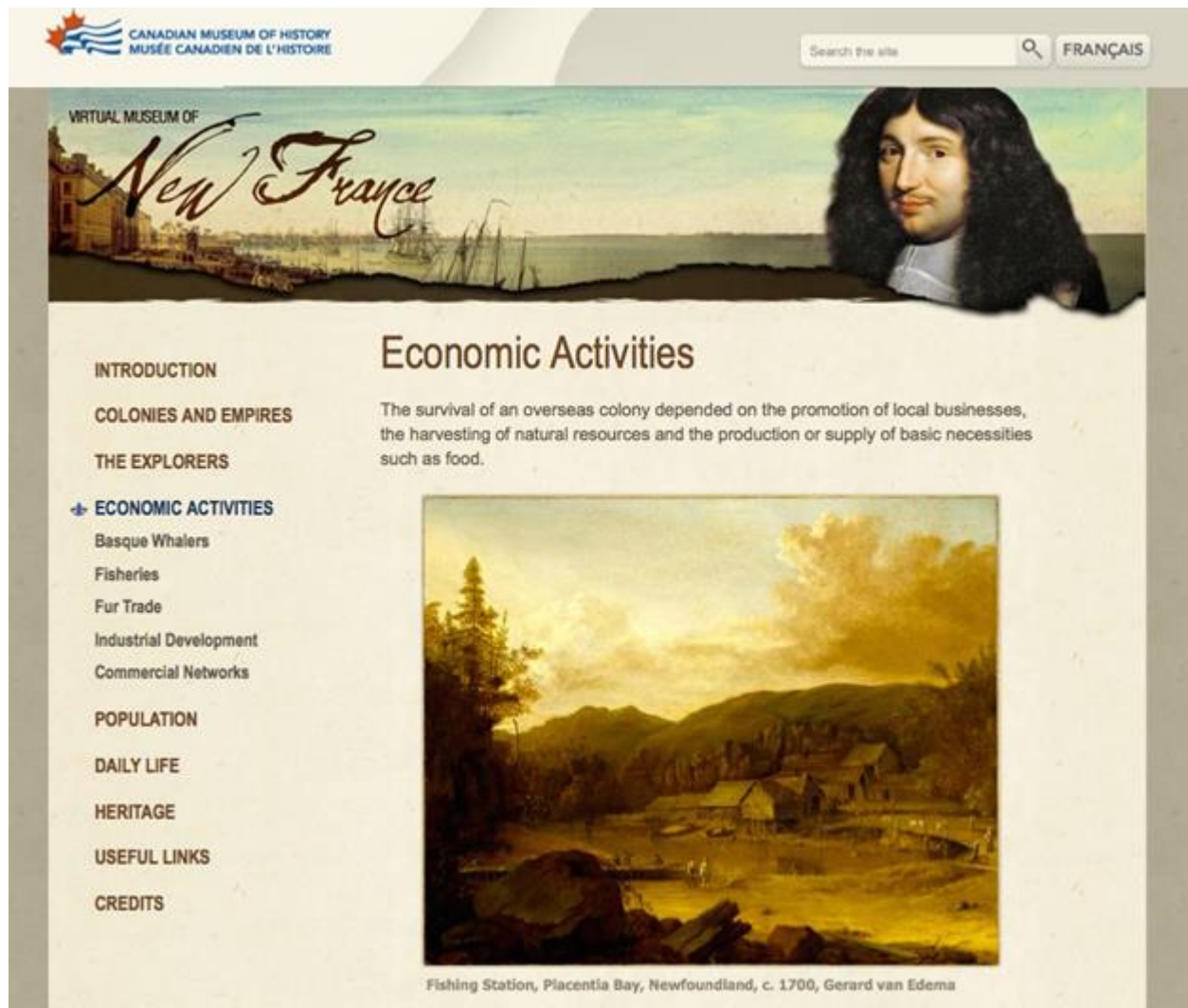
Explorers might have been motivated in their travels by a thirst for adventure, curiosity about unknown lands and personal ambition. But the main incentive and engine for European expansion was economic gain, for example through

trade or the exploitation of natural resources.

This section (historymuseum.ca/virtual-museum-of-new-france/economic-activities) examines five facets of early economic activity in New France, ideal material to support lessons in history, geography and, of course, economics:

- Basque Whalers
- Fisheries
- Fur Trade
- Industrial Development
- Commercial Networks

The harvesting of furs, for instance, was critical to the success of New France, because it created wealth, stimulated the exploration of the continent and created opportunities for alliances with Aboriginal tribes.



Population

This section (historymuseum.ca/virtual-museum-of-new-france/population) reveals the lives of colonists: why they were willing to start a new life in New France, the societies they built, the land they worked, the trades they mastered, and the role of religion in their communities.

The subsections are a particularly rich source of material for cultural studies, anthropology, sociology, religious studies and history:

- Immigration
- Social Groups
- Slavery
- Religious Congregations
- Pays d'en Haut and Louisiana

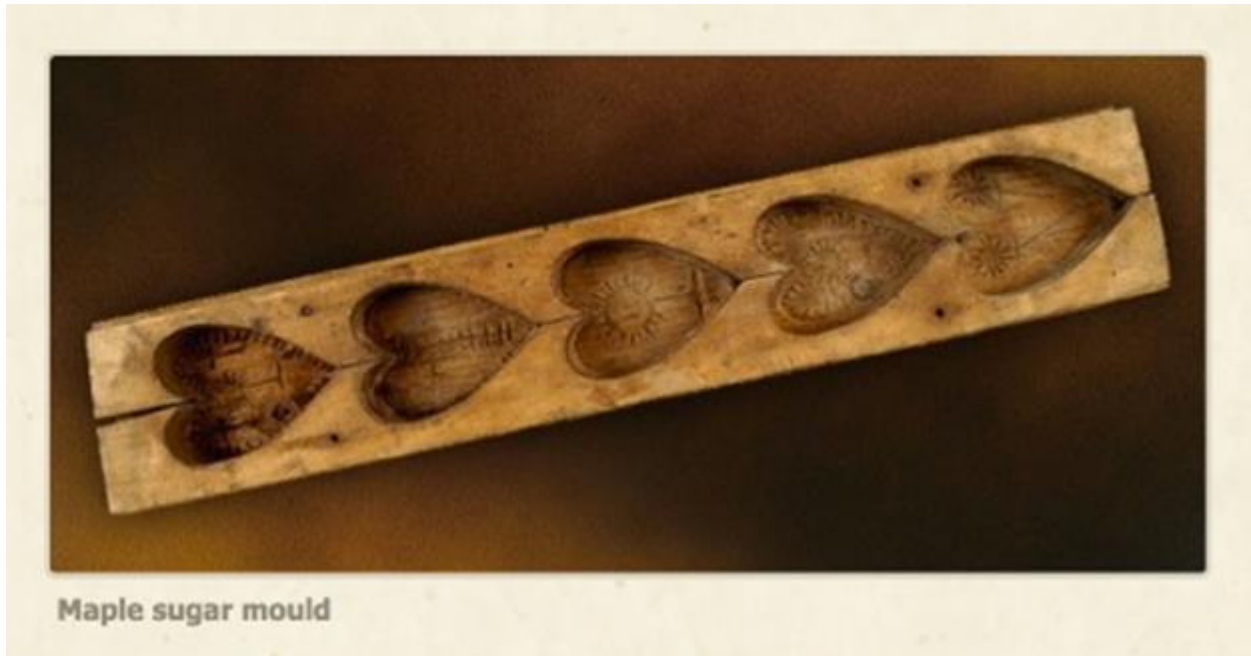


Examples of topics to study include slavery in New France — a subject often overlooked or glossed over by Canadian history books — and religious congregations and their efforts to evangelize the Aboriginal population.

Daily Life

The articles in this theme (historymuseum.ca/virtual-museum-of-new-france/daily-life) describe everyday life in New France, from what settlers hunted or harvested for food to what games they played during their leisure time; from how they survived the cold winters to how they treated common ailments:

- Foodways
- Entertainment
- Communications
- Health and Medicine
- Vernacular Architecture in New France
- Science



Maple sugar mould

This section offers educational support for many subjects, ranging from sociology to nutrition to biology and beyond. For example, students can learn about the architecture of New France, or about new food sources that helped sustain settlers: squash, corn, cranberries and the passenger pigeon, which, unfortunately, was hunted to extinction.

Heritage

The final section (historymuseum.ca/virtual-museum-of-new-france/heritage) reviews the legacy of New France, including its influence on the modern world, its descendants, the evolution of the French language in Canada, and the place names that remind us every day why this fascinating part of our national heritage is worth studying.

VIRTUAL MUSEUM OF

New France

INTRODUCTION

COLONIES AND EMPIRES

THE EXPLORERS

ECONOMIC ACTIVITIES

POPULATION

DAILY LIFE

✚ HERITAGE

USEFUL LINKS

CREDITS

Heritage

New France disappeared in 1763, but its legacy persists to this day. The transfer to Great Britain and Spain of the territory occupied and claimed by France brought about a major political transition. The transatlantic networks which until then had animated the French colonies were reconfigured in fundamental ways. The French colonial population nevertheless remained firmly rooted. It did not overnight lose its religion, its customs, or its language. Colonial institutions were restructured, but many of them retained for many years to come the character they had acquired under the **French Regime**.



Reenactment at Fort Niagara

ADDITIONAL ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Marius Barbeau: A glimpse of Canadian culture (1883–1969)

Lesson plans, activities, games and more for all grade levels

historymuseum.ca/cmc/exhibitions/tresors/barbeau/index_e.shtml

Wax Cylinder Collection

A fascinating look at the Canadian Museum of History's unique collection of 3,312 original wax cylinders, which contain audio recordings of French-Canadian songs and folkloric music as well as audio recordings of Aboriginal languages

<http://www.historymuseum.ca/cmc/exhibitions/tresors/barbeau/mbf0300e.shtml>

Northern People, Northern Knowledge – The story of the Canadian Arctic Expedition 1913 – 1918

A virtual exhibition on the legendary Canadian Arctic Expedition, featuring an extraordinary collection of glass negatives and film footage

historymuseum.ca/cmce/exhibitions/hist/cae/int02e.shtml

Morning Star – Gambeh Then'

Aboriginal artist Alex Janvier's modern masterpiece

historymuseum.ca/morningstar

Other Online Exhibitions

historymuseum.ca/exhibitions/online-exhibitions/online-exhibitions

Student Resources

historymuseum.ca/education/student-resources

Teacher Resources

historymuseum.ca/education/teacher-resources

Teacher Overviews

Pre-and post-visit activities, program outlines and detailed curriculum connections for school programs

historymuseum.ca/education/teacher-overviews

Canadian War Museum Teacher Resources

warmuseum.ca/education/teacher-resources

Search the Canadian Museum of History Collections

Find or browse artifacts from the Museum's vast holdings of material history

collections.civilization.ca

Search the Canadian Museum of History's Library and Archives

Find documents and information in the Museum's Library and Archives catalogue

catalogue.civilization.ca

Fun & Games

historymuseum.ca/exhibitions/games-fun

Musée virtuel de la Nouvelle-France : une visite guidée pour les enseignants et les élèves

Musée canadien de l'histoire

Le Musée canadien de l'histoire (museedelhistoire.ca) a pour mandat d'accroître la connaissance, la compréhension et le degré d'appréciation des Canadiens à l'égard d'événements, d'expériences, d'individus et d'objets qui ont façonné l'histoire et l'identité du Canada, ainsi que de les sensibiliser à l'histoire et aux cultures du monde.

Pour réaliser son mandat, le Musée assure la conservation d'une vaste collection nationale portant sur l'histoire humaine du Canada, ce qui permet une vaste gamme de recherches innovatrices en histoire, en archéologie et en ethnographie tout en préservant notre passé. Le Musée met aussi sur pied des expositions, des programmes et des outils Web qui s'adressent à l'ensemble des Canadiens, y compris les enseignants et leurs élèves. Le Musée virtuel de la Nouvelle-France (MVNF) en offre un excellent exemple. Il constitue un merveilleux outil pédagogique qui soutient l'apprentissage en classe, et ce, dans un large éventail de disciplines, des études culturelles et religieuses à l'économie et la géographie.

Musée virtuel de la Nouvelle-France

Le Musée canadien de l'histoire a créé le Musée virtuel de la Nouvelle-France (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france) dans le but de partager ses connaissances et de sensibiliser les gens à l'histoire, à la culture et à l'héritage des premiers établissements français de l'Amérique du Nord. Le portail Web fut lancé en 1997, puis amélioré en 2011. Encore aujourd'hui, on continue d'y ajouter de nouvelles informations.

Le musée présente une foule de renseignements, de cartes interactives, de photographies et d'illustrations fondées sur les plus récentes recherches sur la Nouvelle-France, qui, du XVI^e au XVIII^e siècles, était composée d'établissements et de territoires français s'étendant de l'Acadie, à l'est, jusqu'à la vallée du Saint-Laurent, la région des Grands Lacs, la vallée de l'Ohio et, au sud, la Louisiane.

Le site est divisé en plusieurs sections consacrées aux thèmes suivants :

- Colonies et empires
- Les explorateurs
- Activités économiques
- Population
- Vie quotidienne
- Héritage de la Nouvelle-France

Sous chaque thème, des articles traitent de sujets précis se rapportant à la Nouvelle-France, comme par exemple d'importants personnages historiques, l'expansion territoriale de la France et des pouvoirs coloniaux rivaux, l'immigration, les groupes sociaux, la traite des fourrures, l'esclavage, la religion, l'alimentation, les sciences et la gouvernance. Le contenu est rédigé par des universitaires et révisé par d'autres experts, ce qui offre de nombreuses voies d'exploration et de recherche aussi bien pour les enseignants que pour les élèves.

L'approche thématique, le contenu varié, la présentation logique des renseignements, la qualité des illustrations et l'inclusion d'une version française et anglaise pour chacun des textes font de ce musée virtuel une source précieuse, versatile et crédible de renseignements historiques.

Chaque article s'accompagne de suggestions de lecture additionnelles. De plus, le site contient une vaste liste de liens vers d'autres expositions virtuelles, sites Web et ressources portant sur l'histoire de la Nouvelle-France.

Portail du MVNF

La page d'accueil (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/) propose deux options pour commencer l'exploration du musée : un bouton « Entrez dans le musée virtuel » et un encadré intitulé « Saviez-vous? », qui présente un fait intéressant au sujet de la Nouvelle-France. Cet encadré contient un lien, « Plus d'information », qui dirige le visiteur vers la page où ce fait est présenté de façon détaillée.

L'un de ces encadrés, par exemple, contient le texte suivant : « Au XVI^e siècle, les Français ont tenté de s'établir au Brésil et en Caroline du Sud avant de s'implanter durablement à Québec en 1608 ». Voilà une intrigante invitation à en apprendre davantage sur les divers moyens qu'a pris la France pour coloniser le Nouveau Monde.

Introduction



La page d'introduction (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/introduction) explique les deux principaux objectifs du MVNF : embrasser la totalité de la Nouvelle-France et présenter de nombreuses facettes de l'expérience coloniale française dans le contexte historique plus large de l'expansion européenne, de la rencontre avec les Amérindiens et des souches de la francophonie d'Amérique.

À partir de cette page, les visiteurs peuvent continuer leur exploration du passé en choisissant l'un des thèmes du menu de gauche.



Colonies et empires

Ce thème (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/colonies-et-empires) se penche sur la vie en Amérique du Nord avant l'arrivée des Européens, les circonstances qui ont nourri l'expansion européenne, les origines des premiers colons et les alliances et rivalités mouvantes entre Français, Anglais, Hollandais, Amérindiens et autres groupes qui se disputaient alors les territoires du Nouveau Monde.





INTRODUCTION

♣ **COLONIES ET EMPIRES**

L'Amérique du Nord avant la Nouvelle-France

Du Moyen-Âge aux Grandes découvertes

Lieux de fondation

Expansion territoriale et alliances

D'autres Nouvelles-Frances

D'autres puissances coloniales

Guerres et rivalités impériales

Administration et lieux de pouvoir

LES EXPLORATEURS

ACTIVITÉS ÉCONOMIQUES

POPULATION

VIE QUOTIDIENNE

HÉRITAGE DE LA NOUVELLE-FRANCE

LIENS UTILES

Colonies et Empires

L'histoire de la Nouvelle-France en est une de découvertes. Cartier et Champlain, Cavelier de La Salle et La Vérendrye, pour nommer que quelques-uns de ses explorateurs, repoussent tour à tour les frontières du territoire connu des Français. La découverte, il faut le souligner, est double. Pour les populations autochtones, qui occupent le territoire depuis des millénaires, la rencontre des nouveaux venus est tout aussi déterminante. L'expansion territoriale et l'extension des relations humaines vont de pair.



Colonne de pierre de Jean Ribaut

À l'ère de l'expansion européenne, les Français ne ciblent pas exclusivement ce qui

Les diverses sous-sections, qui consistent chacune en un article approfondi accompagné de photographies, d'illustrations et de cartes, seront particulièrement utiles pour les leçons d'histoire, de géographie, d'archéologie et de sciences politiques :

- **L'Amérique du Nord avant la Nouvelle-France**
- **Du Moyen-Âge aux Grandes découvertes**
- **Lieux de fondation**
- **Expansion territoriale et alliances**
- **D'autres Nouvelles-Frances**
- **D'autres puissances coloniales**
- **Guerres et rivalités impériales**
- **Administration et lieux de pouvoir**

Les alliances économiques et militaires établies entre les Français et divers peuple amérindiens représentent un sujet d'étude des plus intéressants; en effet, pendant de nombreuses années, ce sont ces liens qui ont contribué à assurer la survie d'une Nouvelle-France sous-peuplée.

Les explorateurs

Cette section (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/les-explorateurs) présente les intrépides Français qui ont dessiné la carte de l'Amérique du Nord, de la baie d'Hudson à l'embouchure du Mississippi, des rivages de l'Acadie aux montagnes Rocheuses. Ils ont repoussé les frontières du monde connu – connu des Européens, à tout le moins –, ouvert de nouvelles routes commerciales, rencontré des Amérindiens et, par la même occasion, élargi la sphère d'influence de la France.

Nous retrouvons dans les rangs des explorateurs français des personnages célèbres, tels que Jacques Cartier, Samuel de Champlain et René-Robert Cavelier de La Salle, ainsi que des individus moins connus, mais tout aussi fascinants, comme Pierre de Troyes, Louis-Armand de Lom d'Arce et Jacques Marquette. Une biographie détaillée présente les antécédents personnels de chaque explorateur, ainsi que ses objectifs, ses réussites, ses échecs et son ultime destin, accompagnés de cartes animées qui illustrent les itinéraires empruntés par chacun d'eux à la découverte d'un continent.

LES EXPLORATEURS

- Jacques Cartier 1534-1542
- Samuel de Champlain 1604-1616
- Étienne Brûlé 1615-1621**
- Jean Nicollet 1634
- Jean de Quen 1647
- Médard Chouart Des Groseilliers 1654-1660
- Pierre-Esprit Radisson 1659-1660
- Nicolas Perrot 1665-1689
- René-Robert Cavelier de La Salle 1670-1687
- Charles Albanel 1672
- Jacques Marquette 1673
- Louis Jolliet 1673-1694
- Louis Hennepin 1678-1680
- Daniel Greysolon Dulhut 1678-1679
- Louis-Armand de Lom d'Arce, baron de Lahontan 1684-1689
- Pierre de Troyes 1686
- Pierre Le Moyne d'Iberville 1686-1702
- Antoine Laumet dit de Lamothe Cadillac 1694-1701
- Pierre Gaultier de Varennes et de La Vérendrye 1732-1739

ACTIVITÉS ÉCONOMIQUES

POPULATION

Itinéraire

Étienne Brûlé (1615-1621)

Itinéraire de l'explorateur en 1615
Itinéraire de l'explorateur en 1621
Établissements et forts de l'époque coloniale
Villes futures

The map shows the Great Lakes region of North America. A red line indicates the 1615 expedition route from Quebec City, through the St. Lawrence River, Lake Ontario, and Lake Erie to Lake Huron. A green line indicates the 1621 expedition route from Quebec City, through the St. Lawrence River, Lake Ontario, and Lake Erie to Lake Michigan. Key locations marked include Quebec, Montreal, Toronto, Detroit, and New York. A scale bar shows 0 to 200 km. A button at the bottom right says 'RÉINITIALISER LA CARTE'.

Connaître le pays et ses peuples

En 1610, le fondateur de la Nouvelle-France a déjà exploré la rivière Richelieu jusqu'au lac Champlain. Il s'intéresse au pays intérieur dont la découverte doit s'amorcer à l'ouest du saut Saint-Louis (rapides de Lachine). À la fin du mois de juin, le fondateur de la colonie en confie le repérage à Étienne Brûlé :

« J'avois un jeune garçon qui avoit déjà yverné deux ans à Quebecq, lequel avoit desir d'aller avec les Algonmequins, pour apprendre la langue [...] pour scavoir quel estoit leur pays, voir le grand lac, remarquer les rivières, quels peuples y habitent ; ensemble decouvrir les mines & choses les plus rares de ces lieux & peuples, afin qu'à son retour nous peussions estre informez de la vérité. »

Le 13 juin 1611, Samuel de Champlain franchit les rapides de Lachine. Il précise alors qu'avant lui, aucun « autre Chretien, hormis mondit garçon » n'avait tenté l'expérience. En aval ou en amont de l'obstacle, il rencontre Étienne Brûlé :

La pertinence de cette section en termes de géographie se révèle dans les noms de ces explorateurs, dont plusieurs, comme Nicollet, Radisson,

Hennepin, Perrot, Jolliet, Iberville et La Vérendrye, vivent encore aujourd'hui dans les noms de rues, de villes, de parcs, etc.

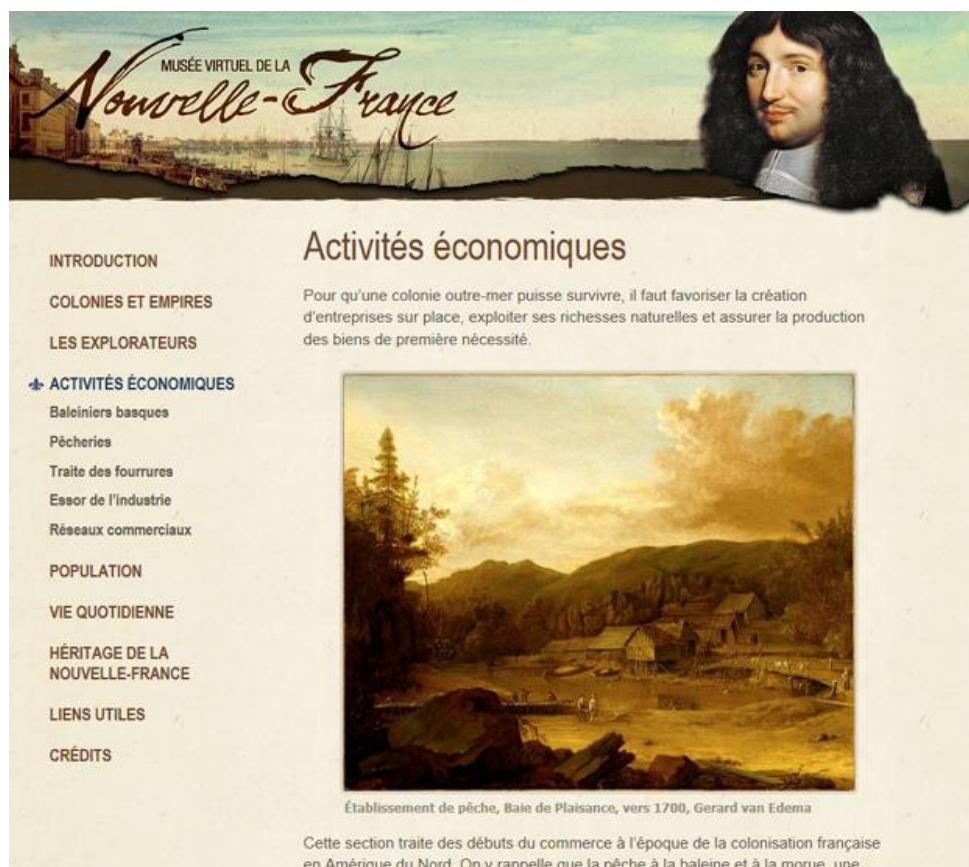
Activités économiques

Malgré le fait que les explorateurs ont peut-être été motivés à voyager par une soif d'aventure, une curiosité à l'égard de terres inconnues ou une ambition personnelle, le moteur essentiel et la principale motivation de l'expansion européenne fut le gain économique, sous forme, par exemple, d'échanges commerciaux et d'exploitation des ressources naturelles.

Cette section (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/activites-economiques) examine sous cinq volets les premières activités économiques en Nouvelle-France. Il s'agit de matériel pédagogique idéal pour les leçons d'histoire, de géographie et, bien sûr, d'économie :

- Baleiniers basques
- Pêcheries
- Traite des fourrures
- Essor de l'industrie
- Réseaux commerciaux

La traite des fourrures, par exemple, était essentielle au succès de la Nouvelle-France; elle créait de la richesse, favorisait l'exploration du continent et offrait des possibilités d'alliances avec les peuples amérindiens.



Population

Cette section (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/population) nous révèle comment vivaient les colons : les raisons qui les ont poussés à refaire leur vie en Nouvelle-France, les sociétés qu'ils ont bâties, les terres qu'ils ont cultivées, les métiers qu'ils ont pratiqués et le rôle de la religion dans leurs communautés.

Les sous-sections constituent des sources particulièrement riches de matériel pédagogique pour les études culturelles, l'anthropologie, la sociologie, les études religieuses et l'histoire :

- Immigration
- Groupes sociaux
- Esclavage
- Communautés religieuses
- Pays d'en Haut et Louisiane



MUSÉE VIRTUEL DE LA Nouvelle-France

Population

INTRODUCTION

COLONIES ET EMPIRES

LES EXPLORATEURS

ACTIVITÉS ÉCONOMIQUES

✚ **POPULATION**

- Immigration
- Groupes sociaux
- Esclavage
- Communautés religieuses
- Pays d'en Haut et Louisiane

VIE QUOTIDIENNE

HÉRITAGE DE LA NOUVELLE-FRANCE

LIENS UTILES

CRÉDITS

Pour qu'une colonie puisse se développer en un lieu donné, il faut avant tout que des hommes et des femmes s'y rendent, l'habitent, occupent le territoire et y développent une activité économique. La population est le cœur de la colonie : c'est elle qui la fait vivre et la fait prospérer, c'est également elle qui la défend et la transforme. Il est donc particulièrement important de connaître la population de la Nouvelle-France.

C'est pourquoi vous trouverez, dans cette section, de l'information à son sujet : les régions d'où provenaient les colons, leurs origines sociales et ce qui a pu les motiver à se rendre en Amérique. Vous verrez comment s'est organisée la société que les colons ont formée et comment vivait chacune de ses composantes.

Vous saisissez également le rôle et l'importance des congrégations religieuses au sein de la colonie, qui ont, dès le début, cherché à évangéliser les Autochtones. Finalement, vous découvrirez peut-être un aspect peu ou mal connu de l'histoire de la Nouvelle-France : l'esclavage.



Couple de Canadiens, deuxième moitié du XVIII^e siècle

Parmi les sujets traités, mentionnons l'esclavage en Nouvelle-France, un sujet souvent négligé ou ignoré dans les livres d'histoire canadienne, et les efforts des congrégations religieuses pour évangéliser la population autochtone.

Vie quotidienne

Les articles présentés sous ce thème (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/vie-quotidienne) décrivent la vie quotidienne des habitants de la Nouvelle-France : par exemple, la chasse et les récoltes qui les nourrissaient, les jeux auxquels ils se consacraient durant leurs temps libres, leurs moyens de survivre au froid de l'hiver et leurs remèdes aux maux les plus courants :

- Alimentation
- Divertissements
- Communications
- Santé et médecine
- Architecture vernaculaire en Nouvelle-France
- Sciences



Moule à sucre d'érable

Cette section offre un soutien à l'enseignement d'une variété de disciplines, comme la sociologie, la nutrition, la biologie et plus encore. À titre d'exemple, les élèves pourront découvrir l'architecture de la Nouvelle-France ou de nouvelles sources de nourriture qui ont aidé les colons à survivre : courge, maïs, canneberges et tourte voyageuse (malheureusement, cette dernière fut tellement chassée qu'elle est aujourd'hui disparue).

Héritage de la Nouvelle-France

La dernière section (museedelhistoire.ca/musee-virtuel-de-la-nouvelle-france/heritage-de-la-musee-virtuel-de-la-nouvelle-france) retrace l'héritage laissé par la Nouvelle-France, y compris son influence dans le monde moderne, ses descendants, l'évolution de la langue française au Canada et les noms de lieux qui, tous les jours, nous rappellent pourquoi ce fascinant volet de notre patrimoine national mérite d'être étudié.



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Héritage de la Nouvelle-france

La Nouvelle-France disparaît en 1763, mais ses legs persistent encore aujourd'hui. La cession de son territoire occupé et revendiqué à la Grande-Bretagne et à l'Espagne entraîne une transition politique capitale. Les réseaux transatlantiques qui l'animaient jusqu'alors sont reconfigurés de manière fondamentale. Sa population reste toutefois solidement enracinée. Cette population ne perd pas du jour au lendemain sa religion, ses coutumes, sa langue. Les institutions coloniales sont réaménagées, mais dans plusieurs cas conservent encore longtemps leur caractère du **Régime français**.



Reconstitution au Fort Niagara

RESSOURCES WEB SUPPLÉMENTAIRES POUR LES ENSEIGNANTS ET LES ÉLÈVES

Marius Barbeau : Un aperçu de la culture canadienne (1883-1969)
Plans de leçon, activités, jeux et beaucoup plus pour les élèves de tous les niveaux.

museedelhistoire.ca/cmc/exhibitions/tresors/barbeau/index_f.shtml

Collection de cylindres de cire

Un regard fascinant sur la collection unique de 3 312 cylindres de cire originaux du Musée canadien de l'histoire. Ces cylindres contiennent des enregistrements de chansons et de musique folklorique canadiennes-françaises, ainsi que des enregistrements oraux en langues autochtones.

museedelhistoire.ca/cmc/exhibitions/tresors/barbeau/mbf0300f.shtml

Peuples et connaissance du Nord : Expédition canadienne dans l'Arctique (1913-1918)

Cette exposition virtuelle sur la légendaire expédition canadienne dans l'Arctique présente une extraordinaire collection de négatifs en verre et de séquences filmées.

museedelhistoire.ca/cmc/exhibitions/hist/cae/int02f.shtml

Étoile du matin – Gambah Then'

Chef d'œuvre d'art moderne de l'artiste autochtone Alex Janvier.

museedelhistoire.ca/etoiledumatin

Autres expositions en ligne

museedelhistoire.ca/expositions/expositions-en-ligne/expositions-en-ligne

Ressources pour les élèves

Ressources pour les enseignants

museedelhistoire.ca/education/ressources-pour-les-enseignants

Aperçus à l'intention des enseignants

Activités à réaliser avant et après une visite au Musée, description du programme et détail des liens avec les programmes d'études provinciaux.

museedelhistoire.ca/education/apercus-a-lintention-des-enseignants

Ressources pour les enseignants proposées par le Musée canadien de la guerre

[museedelaguerre.ca/education/ressources-a-lintention des enseignants](http://museedelaguerre.ca/education/ressources-a-lintention-des-enseignants)

Recherche dans les collections du Musée canadien de l'histoire

Cherchez un artefact précis ou furetez dans les vastes collections d'histoire matérielle du Musée.

collections.civilisations.ca

Recherche dans le catalogue des bibliothèques et archives du Musée canadien de l'histoire

Cherchez des documents ou de l'information dans le catalogue des bibliothèques et archives du Musée.

catalogue.civilisations.ca

Pour s'amuser

museedelhistoire.ca/expositions/pour-samuser

A Vision for Canadian School Library Learning Commons

Canadian Library Association and Treasure Mountain Canada

On Wednesday, May 28 The Canadian Library Association (CLA) announced the launch of its latest publication *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* at the annual CLA National Conference and Trade Show in Victoria, BC, on Friday, May 30th, 2014. This publication presents a model for the development and implementation of the school library as a library learning commons. It provides educators with a common set of standards of practice for moving forward. CLA President Marie DeYoung stated that the organization considers this publication as a “definitive learning support that is critical for all Canadian schools.”

Leading Learning addresses the impact on education of new technologies. The explosion of digital information calls for new working spaces, new networks, and new approaches to supporting learning. *Leading Learning* is focused on the concept of the new school library learning commons which responds to the needs of 21st century learners. School libraries are measured by the transformative changes in knowledge and learning they encourage and support. In the document, learning commons are positioned as centres of teaching expertise which is achieved through a combination of resources, technologies, collaborative strategies, and physical and virtual learning spaces that support all learners as they evolve.

This publication offers a vision and provides practical approaches for all those engaged in creating successful 21st century school libraries in Canada. Its framework presents five standards supported by a set of themes and growth stages that lead to the transformation from traditional library facility to vibrant library learning commons. The standards represent guideposts along a journey of continuous growth. Because Canadian schools are at different points on this journey, this publication includes a range of markers of progress, sets of implementation strategies, and rich examples of innovation and success. *Leading Learning* also contains key resources to provide educators, individual schools, and school districts with helpful direction and support.

CLA focuses on partnerships and liaisons within and beyond the school with other libraries, such as public and academic libraries, and organizations such as school board trustees, and the Council of Ministers of Education in Canada. *Leading Learning* has been developed jointly by CLA’s Voices for School Libraries Network and CLA’s School Libraries Advisory Committee.

Leading Learning is an example of partnership in action. Its development involved regional committees and individual and small group participation from the following organizations: British Columbia Teacher-librarians’ Association (BCTLA), Alberta School Library Council (ASLC), Saskatchewan School Library Association (SSLA), Manitoba School Library Association (MSLA), Ontario School Library Association (OSLA), Québec association pour la

promotion des services documentaires scolaires (APSDS), New Brunswick Department of Education, Nova Scotia Department of Education, Mount Saint Vincent University (NS), Newfoundland and Labrador Teacher-Librarians, Yukon Teacher Librarians' Sub-Association, Prince Edward Island Teacher-Librarians' Association (PEITLA), Northwest Territories- Yellowknife Catholic School Board, and Nunavut Department of Education.

The complete *Leading Learning* document is available free of charge

at: <http://clatoolbox.ca/casl/slic/>

with accompanying bibliography:

<http://clatoolbox.ca/casl/slic/llbibliography.pdf>

Carol Koechlin, who coordinated both the writing team and Treasure Mountain Canada symposia, responded to the announcement saying, "Many thanks to all at CLA and 3Flow Communications for your support of our 'national dream' project. Together we have created a valuable tool that will empower every school in Canada to move forward and support all students and teachers in their learning journeys. I am extremely proud of the collaborative background of this document as it grew from a dream four years ago in Edmonton at our first TMC symposium to expand to rich knowledge building with dedicated individuals and committees from every province and territory in our country. The process to create this publication is indicative of the potential of a learning commons to inspire, facilitate, nourish and celebrate the work of the learning community. Now in Victoria we will begin another phase as we commit to embracing this work to lead learning in our schools. It's time for action!"

People need to have more access to stories

Robert "Lucky" Budd

"People in our culture tend to rely on the primacy of the written word."



Robert "Lucky" Budd
Historian and Archivist

Robert "Lucky" Budd has worked extensively to preserve spoken voices from the past. From 2000 to 2004 he worked with the CBC and the Royal British Columbia Museum to restore and preserve the historical recordings bequeathed by radio documentary maker Imbert Orchard. In 2005 Budd graduated from the University of Victoria with a Masters Degree in History specializing in Oral History. In 2006 he founded "Memories to Memoirs," a company dedicated to turning personal histories into audio, visual and written memoirs for future generations to enjoy. In 2010 he drew upon his archival experience with the work of Imbert Orchard to publish *Voices of British Columbia: Stories from our Frontier* (ISBN 9781553654636). In 2013 he collaborated with Roy Henry Vickers to keep alive the traditional story of *Raven Brings the Light* (ISBN 9781550175936). *School Libraries in Canada* appreciates his willingness to tell us about his life and work as an oral historian.

SLiC - How did you get the nickname "Lucky"?

RB - I was named Lucky when I was a couple of days old by my brother Adam who was 5 ½ at the time. I was the youngest of four and with two brothers and sister, it was hoped that I would be a girl. My brother started to call me Lucky because he felt lucky to have another brother. The name stuck. Fortunately for me my parents put Robert on my birth certificate as Lucky Budd may have made getting a bank card or passport a little awkward. However, I have been called Lucky by family and friends my whole life.

SLiC - How and why did you first become involved with oral history?

RB - In 2000, the CBC embarked upon a nationwide initiative to digitize all CBC holdings housed at all the provincial and territorial archives. As an audio preservationist, I was hired by the BC Archives to digitize the massive CBC collection housed there. Of all the collections, the crown jewel is the Imbert Orchard oral history collection. From 1959 to 1966, Orchard traveled all over BC with sound technician Ian Stephen interviewing and recording all of the old-timers he could find who could give him "the story of the country". These were first hand accounts of what BC was like as it went from a place with 200 non-

native people in 1858 to 300,000 by 1914 by the people who lived through the changes, built the roads, pre-empted land and otherwise contributed to BCs "settlement era" including interviews with several First Nations people. In all, the collection took me four years to work on as the 998 interviews totalled 2700 hours.

One week into the collection I came across a tape titled "Patenaude – Horsefly". Among my best friends is Pharis Patenaude. This was a recording with her great-great grandfather and great-great uncle who were among the first non-native families to settle in the Cariboo region of BC back in 1859. It hit me that this was an interview with a family member in a language she could understand about a place that was familiar to her. I also knew that no such interview would have existed in my family, especially in a language I could understand. The importance of the collection hit me on a personal level that day. I extended that to understand the potential of this collection to help all British Columbians to connect with our history in a deeply personal and engaging way. I therefore made it my long-term mission to bring this collection to the public.

SLiC - What do you see as the key factors in the increasing recognition and appreciation of oral history?

RB - Quite simply, people need to have more access to stories. Anecdotes have a way of communicating through nuance and a connection to characters. Facts are embedded within the narrative. My experience clearly shows that people remember the facts when there is a story that ties them together.

SLiC - What obstacles are there to the development of oral history as a field of research?

RB - People in our culture tend to rely on the primacy of the written word. However, as the availability of oral sources spreads, so too will the benefits.

SLiC - What has been your most memorable experience in your multimedia work with your company "Memories to Memoirs"?

RB - I love talking with people. When we establish a rapport and speak about significant experiences in their lives, something magical often happens. I see it as a distance in their eyes. As their gaze drifts to a time long past, the stories they share come from a deep deep place, deep within the heart and less from the head. There is so much beauty in being a part of that journey. I have been privy to many exceptional stories.

SLiC - What do you like best about multimedia work?

RB - I like the 3d aspect of it. To listen to a story about a place, the mind tends to recreate environments and scenes. To augment that with a photo really helps to bring the story to life in a way that a written word can not. The images in the story tend to take on a more vivid form when various media come together. Furthermore, many people are not visual learners, just as

some are not auditory. Bringing in many different media can help more people get a sense of a story.

SLiC - What memories do you have of libraries when you were in elementary school or high school?

RB - My first image of a library would have come when I was about three. In our local library the audio section had several warped records hanging by strings from the ceiling. I was always drawn to that section because it was the only place where warped records were showcased instead of being destroyed. Growing up, I often went to the library and enjoyed the overall feel of being there. It was a place where being quiet and getting into what I was reading made sense. To this day, it is the place I visit most often with my own small children (often several times a week!!).

SLiC - What were your two favorite books when you were growing up and what was their appeal?

RB - That's a great question! My earliest favourite book was *The Lion, The Witch and The Wardrobe*. I loved the fantasy, the element of magic, the talking animals and I felt a connection to the characters. Bonding with a book early in life is quite a gift! As soon as I finished my Masters thesis in 2005, the first thing I did was read the entire Chronicles Of Narnia series. I needed something non-academic that could take me away and get me back in touch with old friends, places and adventures in the pages. As a kid, I also loved choose-your-own adventure books!

In high school, my favourite book was *Siddhartha* by Herman Hesse. I was just as captured by the story as I was by the writing. Hesse is able to capture the spirit of this character using very few words without losing the vivid imagery.

SLiC - How did you become involved with Roy Henry Vickers in the *Raven Brings the Light* project?

RB - When Roy was a student at Oak Bay high in the 60s, he was allowed to go to the Royal BC Museum to conduct his own research, focusing mostly on his ancestry among the cultures of the northwest coast. After graduating, he kept going to the museum to learn more about these cultures. In his research, he came across several recordings conducted by Imbert Orchard. Over the course of the next 40 years, the tapes of the interviews got lost in the shuffle. In 2011, he sought me out as the expert in Orchard's work to find these long lost tapes. We hit it off! I suggested to him that as a storyteller of 65 years of age, we should meet to discuss him writing a memoir. After meeting a few times I went to record a storytelling session he conducted at his gallery in Tofino. It was there that I recorded his retelling of the *Raven Brings The Light* story. It was magical! I suggested that besides the memoir, there was a whole series of "storytelling" books we could create together. That was the genesis of our collaboration on this series. *Raven Brings The Light* was book #1 in the series; *Cloudwalker* will be out in May and there will be at least two more in this series over the next two years. We have a common vision of what these

books ought to be and we work very well together. It is a pleasure and an honour to be a part of these projects!

SLiC - What other projects are you working on now? What inspired them?

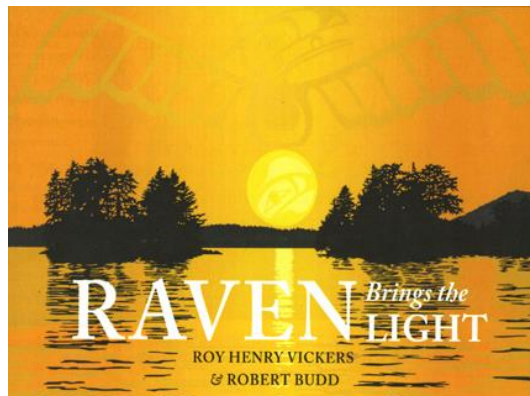
RB - I have several projects on the go. I fashion myself as a full-time dad to my two small children, with the help of my amazing wife. Working from home however, I have completed three books in the last two months that will be in stores in 2014! I still host my monthly CBC radio show Voices Of BC as part of North By Northwest, am working on several other books that will be out over the next few years including at least four more with Roy Henry Vickers. I am busy with memories to memoirs projects and am constantly juggling work. Inspiration comes from being excited about projects or ideas and finding ways to bring them to light. If I am excited about a project, I work on it. It's that simple.

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

RB - Just that it is a pleasure to be asked to talk about my work. I see the potential of the projects I work on being tools for teachers and librarians! Stories have a way of breaking through and communicating morality, facts, values, emotions and many other useful tools for learning.

SLiC - Thanks for agreeing to contribute to *School Libraries in Canada's* "Presenting History" issue.

RB - My pleasure.



Raven Brings the Light
ISBN 9781550175936

Visit Robert Budd's [Memories to Memoirs](http://www.memoriestomemoirs.ca/) website.
(www.memoriestomemoirs.ca/)

From Hubris to Humility: Welcoming New Standards for School Libraries in Canada

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

By the time this article is published, Canada's new standards for school libraries will have been released and celebrated at the annual Canadian Library Association (CLA) conference in Victoria, British Columbia. There is much to celebrate. Leading Learning: Standards of Practice for School Library Learning Commons in Canada creates the possibility of a cohesive national vision of the role of the school library in learning.

That the new standards have even been attempted can be credited to the organizers of Treasure Mountain Canada (TMC), a biannual symposium to foster research on school librarianship that has been held in conjunction with CLA conferences. Recognizing the need, [TMC 2012](#) focused on generating a vision for the new standards and developed a process for gathering input from across the country for getting there. The [realization of the process](#) is described by one of the two lead writers for the project, Judith Sykes (2014). [TMC 2014](#) will focus on implementation of the new standards, celebrating and learning from action research by practitioners across the country.

Publication of the standards marks the culmination of a long journey to the new understandings it expresses. Understanding that journey puts the new standards in context, and helps us set the stage for moving forward. The journey parallels emerging understandings about evaluation of library programs and services in all sectors. A recent symposium in Toronto, [Defining New Metrics for Library Success](#), tackled the challenge of moving from measuring outputs to measuring and effectively communicating outcomes and impacts of libraries in all sectors.

There is no doubt that school libraries in Canada need to embrace this shift in focus. Standards for school libraries need to help us demonstrate value to student learning, but they must also help us to make better decisions about our own practice.

Strong Studies and Unrealized Potential

Demonstrating value has always been a huge challenge for school library programs. We find pride in the [large body of research](#) whose compelling results demonstrate the correlation between library programs and student achievement. These studies identify aspects of the library program that most effectively support student success, and in turn inspired standards based on those general areas. A correlation between appropriate staffing and student success inspired standards for teacher-librarian staffing. Similarly adequate budgets, flexible scheduling, hours of operation, collection size and quality, and collaborative planning time provided fodder for establishing standards for these factors.

***Achieving Information Literacy: Standards for School Libraries in Canada* (2003) presented a compelling vision and a set of detailed “output” standards and rubrics in these areas. While the document has been extremely useful since its publication, the factors it seeks to measure have evolved over the past decade. Most importantly, expectations about measurement itself have shifted dramatically. In today’s context, output measures must clearly support learning outcomes for students and the impact of the program in supporting the larger goals of education.**

The Evidence-Based Practice Revolution

Fresh thinking about evidence-based practice, led in large part by Dr. Ross Todd of Rutgers University, simultaneously breathed new life into advocacy efforts and compelled school library leaders to engage in considerable soul-searching. We knew that school libraries had a positive impact, but when it came down to it, reasoning about how that happened was largely based on informed intuition rather than real evidence. Todd was telling us very clearly that “if school librarians can’t prove they make a difference, they may cease to exist” (Todd, 2006). He implored us to get down off our soapboxes and start advocating with real evidence of learning outcomes. Ross’s own research with the [Center for International Scholarship in School Libraries](#) (CISSL) seeks to gather that evidence, and has made an enormous contribution to the evolution of library program efficacy.

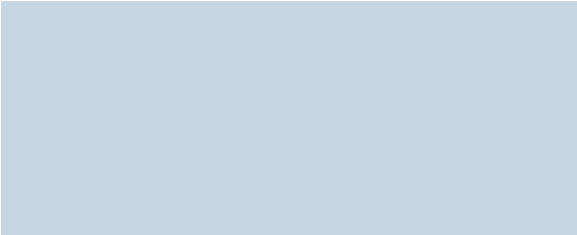
Evidence-based school librarianship is an approach that systematically engages research-driven evidence, school librarian-observed evidence, and user-reported evidence in the ongoing process of decision-making, development, and continuous improvement to achieve the school’s mission and goals. These goals typically center on student achievement and quality of teaching and learning.

Ross Todd (2006). The Evidence-based manifesto. *School Library Journal*

A New Vision: The School Library Learning Commons

Those fighting to maintain support for library facilities look back on the days of strong quantitative guidelines with a sense of longing. If school libraries were still required to have twelve books per student, the ability to seat 10 percent of the student body simultaneously, and a prescribed square footage, the fight would be easier, some defenders claim. And yes, it probably would, except that the above argument plays right into the hands of those who would repurpose the library space in schools. The use of virtual resources is increasing, and access to digital collections outside the school day is increasing at an astronomical pace. If the space is tied to students’ and staff members’ sitting in the library for the purpose of using materials that cannot leave the room, then we will fight a losing battle.

New understandings in education about inquiry-based, collaborative and technology-enabled learning have breathed new life into the potential of the library program. School library leaders, now armed with specific evidence, knew intrinsically that this represented a huge opportunity for evolving practice. All over the country new thinking was emerging about the school library as the centre of a school-wide learning commons. In Ontario, we published *Together for Learning: School Libraries and the Emergence of the Learning Commons*. All over the province



school library practitioners have been inspired to change practice, and certainly this has garnered some positive attention from other educators and decision-makers.

As might be expected, practitioners have latched on to the most tangible aspects of transforming practice, most notably the physical space. While that transformation represents an important first step, an open and flexible space in and of itself does not constitute a true learning commons (Brooks Kirkland, 2013). Deeper program transformation remains an elusive target for many practitioners, and many struggle with aspects such as the virtual commons, technology for learning and fostering multiple literacies. These challenges of consistency were emerging as early as a year after the publication of *Together for Learning*, as we conducted selected surveys of practitioners (Brooks Kirkland, 2011).

A Tangible and Realistic Framework for Everyone to Transform Practice

Enter the new standards. I am so impressed with what lead writers Carol Koechlin and Judith Sykes, and the entire project steering committee have been able to accomplish. They have managed to bring representatives from thirteen jurisdictions across the country to a common understanding of growth and working towards a common goal. The project has managed to engender the humility of understanding that we are all on the same journey, no matter our role or local context, and that we all need to engage in continuous improvement. We are all proud of our work in libraries. The new standards help break down barriers, so that we can support each other as we work on specific improvements, relevant to a wide range of contexts.

School libraries and school librarians are rarely evaluated in a consistent and systematic way, but evaluation helps to ensure that the library's programs and services are 'relentlessly focused on learning.' Evaluation can indicate the extent to which students and teachers perceive that they benefit from those programs and services, and it can also help to shape those programs and services and enhance the understanding of and commitment to those programs and services for both library staff and library users. Evaluation can enhance both accountability and transformation, addressing decision-making or problem solving concerns (accountability) and also influencing people's thinking about and developing support for the school library (transformation).

The new standards provide a framework for collaborative inquiry to inform and improve practice. They present multiple entry points for growth. Everyone can find their place in these standards, and every school community can find areas for focused improvement. Nothing else has a chance of working, with our highly differentiated needs. While school library programs thrive in some jurisdictions, the reality is that in too many areas students suffer from lack of access to quality libraries. Yet there are practitioners everywhere who understand the power of the school library learning commons approach.

These standards embrace the capacity for continuous improvement, no matter where you are on the journey. The approach is focused on supporting learning, plain and simple. Using the standards gives us the opportunity to measure the impact of school library programs on student success, and share the evidence of that impact with education decision-makers at all levels. Whether these standards have any effect depends entirely on how well we all embrace and use them. We have a huge opportunity to leverage these standards for change and improvement. By embracing the challenge with humility and diligence we have our best chance yet to give all Canadian students access to the richness of the school library learning commons – a chance that we cannot afford to ignore.

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<http://www.metricsandlibraries.org/>

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

I have always wanted to tell the story about who I was

Rick Revelle

"The way the Algonquins were not portrayed was the number one reason I wanted to write this book."



Rick Revelle
Novelist and proud member of
the Ardoch Algonquin First Nation

A member of the Ardoch Algonquin First Nation, Rick Revelle was born in Smiths Falls, Ontario and raised in the Odessa – Wilton area in Ontario. Although he knows little about his ancestors, he does know that his Great, Great, Great Grandfather Oliver Cota brought his family from the Petite Nations reserve in Quebec and built a cabin in Bedford Township, north of Kingston, Ontario. This was in the 1830's and the cabin still stands today. He agreed to talk to *School Libraries in Canada* about his exploration of the history of his people and the novel that grew out of those explorations, *I am Algonquin*.

SLiC - You have said, "Ever since I was a young boy I had a story in my head waiting to get out?" What was the story and why did it have to wait to get out?

RR - I have always wanted to tell the story about who I was. That was the easy part, wanting to do the story. But I needed the time and a framework. I retired when I was 50, though for the next few years I was too busy being retired. Then the door opened and a light came on. I went and watched the movie *Apocalypto* in December of 2006. I now knew how I wanted to write this book.

SLiC - What does being an Algonquin man mean to you? How does it make your life different from the lives of other Canadian men?

RR - Being an Algonquin man today should not mean I am any different than any other Canadian. In my Grandfather's day in the 1930's though it was a different story; if he wanted a job he had to keep it to himself that he was Native. When I go into schools to talk about my book I ask the students to raise their hands if they are Native. I then say to them, "Be Proud of Who you are!" So to answer your question, I am very quick to say I am an Algonquin Native Canadian.

SLiC - Who or what has been the most important influence in shaping your identity as an Algonquin man?

RR - Three people: an Elder, Arthur Cota who is a cousin in his 70's who helped me discover who I was; another cousin who is also an Elder, Dale Cota. He makes me laugh every time I talk to him. He always has a positive outlook even though he suffered the loss of an eye that was shot out by an arrow when he was ten years old. Then when he was in his twenties he survived a horrific car accident. He says he is the only one-eyed Indian crane operator in Canada. Finally my son. He has a job as a professional in the radio and TV business. A few years ago he started cutting his hair into a scalp lock. My wife said to him, "Why are you doing that, you have nice hair?" He answered, "It is who I am mom!" I was proud of him when he said that.

SLiC - How, if at all, were the Algonquin people represented when you were in elementary school or high school? How were you affected by that representation or lack of representation?

RR - There was no representation of the Algonquin people when I was in school. That was in the 1950's so you can imagine what the history books taught us. The way the Algonquins were not portrayed was the number one reason I wanted to write this book.

SLiC - What books or stories influenced you most as a child and as a teenager? Why?

RR - *The Last of the Mohicans* was my one of my favourite books. Plus, all the old classics: *Tom Sawyer*, *Treasure Island*, *Kidnapped*, etc. I loved the adventure novels and the less than perfect heroes who came out on top in the end. I really enjoyed stories of the young boys who survived mishaps in the three classics I mentioned and gave hope to us all as we were growing up.

SLiC - Have you had any memorable experiences in school libraries? If so, were the experiences and what made them memorable?

RR - My family never had much money when I was young. I received books on my birthday and for Christmas, no other times. Between those occasions the school library was my oasis. I loved reading. Reading is like magic, it transforms you to another time and place where you can experience all the

adventures and perils of the characters in the books. A good book “enlightens the soul.” I still have all the books I received when I was young. They are my treasures and my connection to my childhood fifty years past.

It saddens me to know that 25% of the households in Canada do not have a book in the house and only 48% of the households in Canada buy books.

SLiC - You are a member of the Loyalist Township Sports Hall of Fame for softball and you hold a black belt in judo. Do your interests and experiences as an athlete influence your writing?

RR - When I write, all my characters have come from people I have met in the sporting world. When I talk about pain in the book I have experienced it at some time in my sporting life.

SLiC - Why did you choose to write a novel rather than a non-fiction work about Algonquin history and traditions?

RR - My books will only be written about pre-contact years. I call those the “Idyllic Years” of all the People who then resided in what was going to become North and South America. There have been many books written about the contact years, but few about the “Idyllic Years.” In reality it had to be fiction; not a lot has been written about these years on this side of the ocean, and there is no one who can really talk about what went on in these years. I had to do a lot of research to be able to piece together what was happening during this time.

SLiC - You cite museums as important sources for your research. What is the appeal of museums for you?

RR - Museums to me are like libraries. Like the books in a library where you can get lost in the story, museums are similar. When I walk through a museum the artifacts and displays take me the place that they represent. I become lost in the eras that are being represented and try to put myself into that space to experience what it would have been like. Time capsules!

SLiC - What has been your most memorable experience in your research for the novel?

RR - A few experiences stand out; my reading of two books (among many), *Algonquians, Hurons and Iroquois: Champlain Explores America* by Samuel de Champlain and *Stolen Continents: The “New World” Through Indian Eyes* by Ronald Wright, was very memorable and getting the feeling of being in a longhouse at Sainte-Marie among the Hurons in Midland, Ontario was riveting.

SLiC - You have noted that there is not a huge collection of artifacts documenting Algonquin history. Of the exhibits you have seen, which one is most memorable? What made it memorable?

RR - Seeing the Anishinabe exhibit in the Thunder Bay Museum was very memorable. I rode a bus from my home to there, 24 hours one way. Seeing this exhibit made every mile worthwhile.

SLiC - Your novel graphically portrays extremely violent interactions between First Nations. Despite the fact that you make a point of explaining the historic context and the strategic function of the violence, do you have any concerns about creating or reinforcing negative stereotypes of First Nations peoples?

RR - I do not think that it created a negative stereotype of our Peoples. It was survival. What was going on in Europe during this same time frame was much more brutal and violent than what was happening on Turtle Island. In Europe armies were slaughtering each other to keep Kings and Queens happy. This time frame saw the loss of one third of the population of Europe to disease, starvation from drought and war. Whereas on Turtle Island our losses could maybe be counted in the 100's. Turtle Island tribes did not have the armament, the ability or desire for wholesale devastation of the populace like the Europeans did. Which was the more civilized culture?

SLiC - Why did you think it was important to include the women warriors, Agwanìwon Ikwe and Kìnì Odenan in the novel?

RR - I wanted the reader to realize that women could carry just as much responsibility as men. If they chose to be warriors they were accepted as equals. Also that Gay women were important contributors to the Native society. Besides providing for Elders they also raised orphans for the community.

SLiC - What has been the response in your community to your book?

RR - I live in Kingston Ontario and the book has sold out two or three times at the two book stores in the city which are Novel Idea and Chapters. At the book signings, each store sold over sixty copies of my book. As a first time author I am very pleased. The Limestone District School Board produced two sixty second radio bytes about the novel and so far my book has been read in four classrooms as a Native study project, encompassing grades six to eleven.

SLiC - Are you working on a new book or any other new projects connected with your investigations of Algonquin culture? What attracts you to this work?

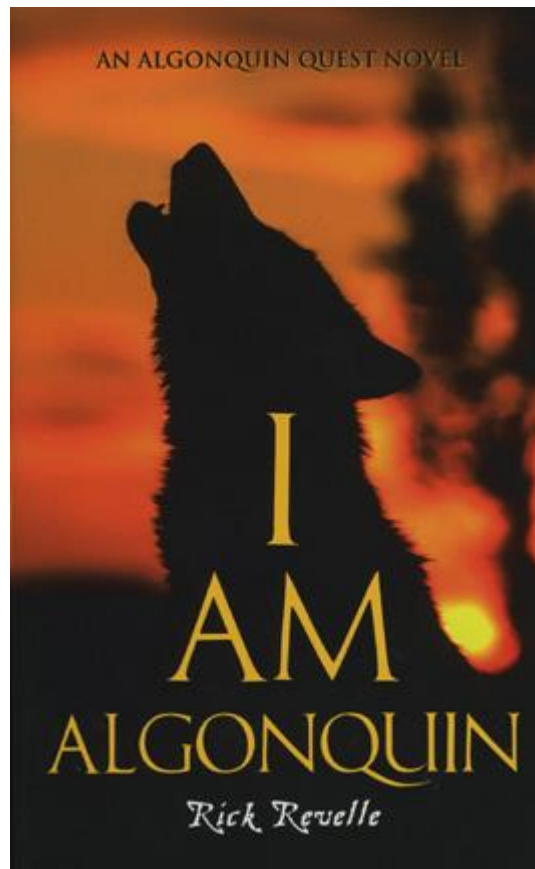
RR - I have just finished the second book of this trilogy "Algonquin Spring" that takes up six years after "I Am Algonquin." In this book the Mohawk and Mi'kmaq languages are introduced along with the Algonquin language. Currently I have sent eight copies out to Elders of these three communities to be read and for them to give me feedback. Then another three or four editing processes and hopefully this novel will be out by 2016 published again Dundurn Press if all goes well. The third and final installment will be called "Algonquin Pursuit" and will take place 11 years after the second novel. Along with the Algonquin Nation I will also write about the Sioux and Ojibwa peoples. The research attracts me to this work, plain and simple. At my age,

early 60's it is so wonderful to still be able to learn and become excited about creating something people enjoy.

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

RR - The only thing I would like to say to all the educators and librarians is; the more our young children read about the Native Peoples the stronger our history will become. Read my book. I think you will enjoy it and hopefully learn from it.

SLiC - Thanks for agreeing to contribute to *School Libraries in Canada's* "Presenting History" issue.

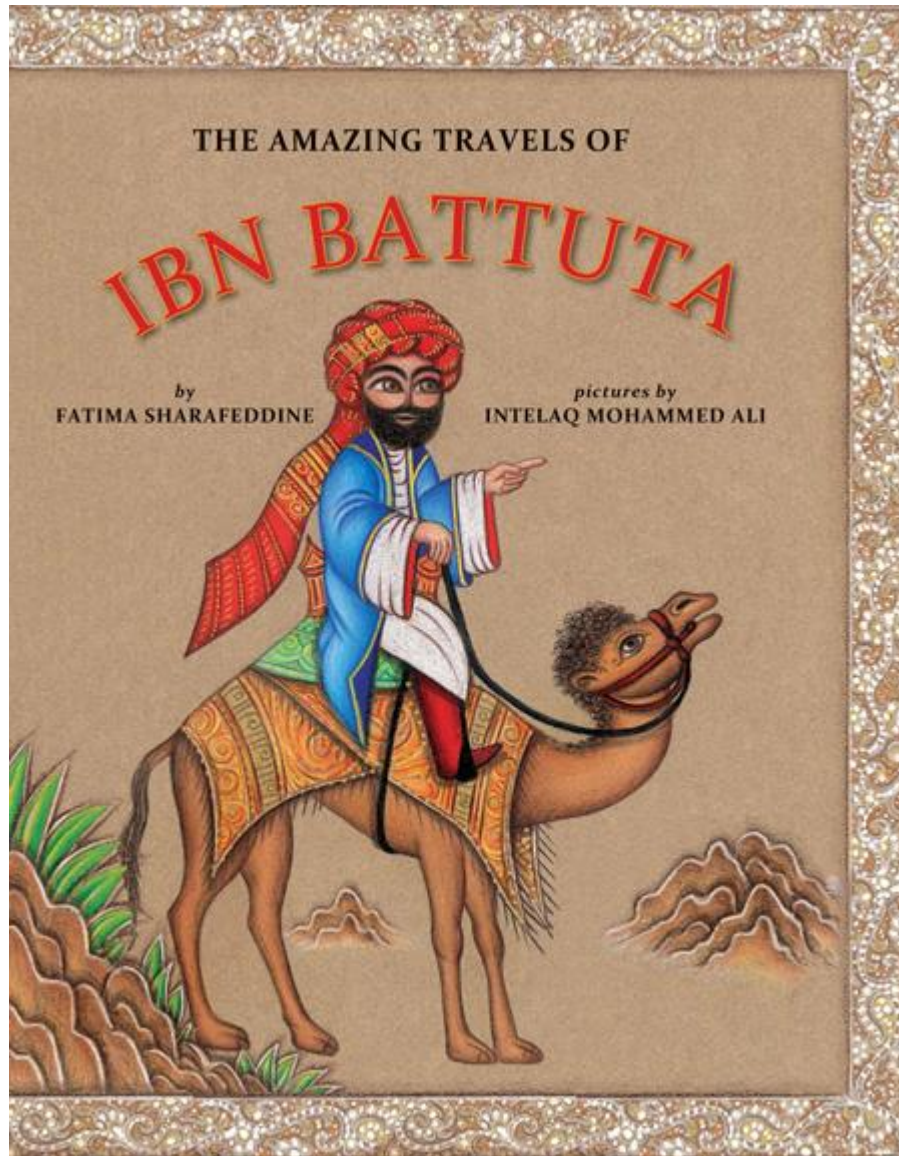


I Am Algonquin
ISBN 9781459707184

Read Ruth Latta's [review of *I am Algonquin*](#) at [Canadian Review of Materials](#).

In pursuit of Ibn Battuta

Resources Suggested by Derrick Grose



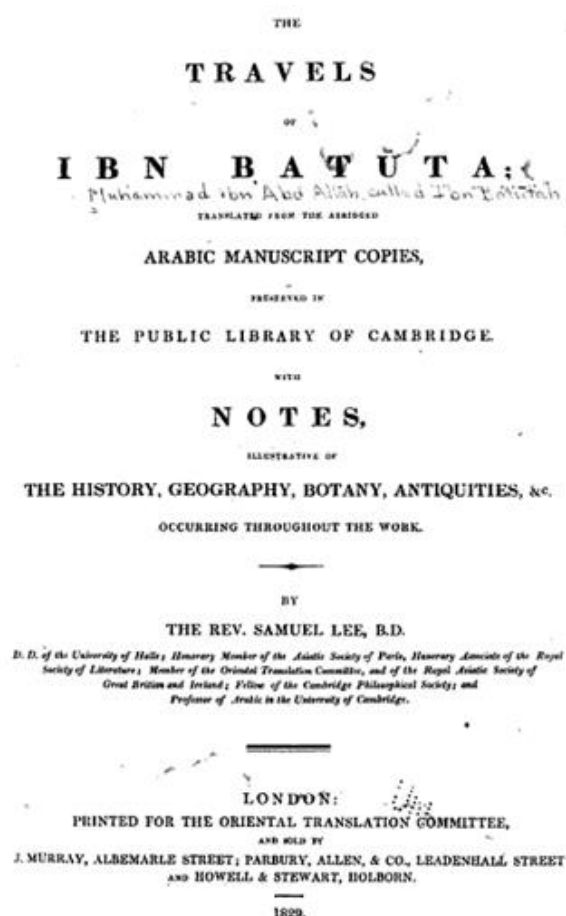
The new Groundwood Books edition of *The Amazing Travels of Ibn Battuta* grabs a viewer's attention with its bright, colourful cover art depicting a man dressed in exotic looking clothing riding a camel. Who is this man? The title suggests that his name is Ibn Battuta but that does not help much. Why doesn't this name ring a bell. Reading the text by Fatima Sharafeddine and revelling in the evocative illustrations by Intelaq Mohammed Ali bring to mind the travels of Marco Polo. Why don't I remember this fourteenth century traveller's name in the same way that I do that of Marco Polo?

Why should I have remembered this name? In 1325 Ibn Battuta set out from his birthplace, Tangier in Morocco, on the Hajj, his religious pilgrimage to Mecca. Fascinated by the world he was discovering, he continued his explorations visiting Iran, Iraq, the Arabian Peninsula and the east coast of Africa. He visited Turkey and the Black and Caspian Seas before travelling to

India and Sri Lanka. He became the Indian ambassador to China. Later travels took him to Spain and to the Kingdom of Mali in Africa. Even today such travels would be remarkable, but in the fourteenth century they were worthy of note. Ibn Battuta's manuscripts were collected into a book entitled *Rihla of Ibn Battuta* and they have been translated many times over the centuries.

Ibn Battuta's name is not found in the textbooks that taught me about Marco Polo, and I suspect that it related to the fact that the Arab traveller came from Tangier, Morocco, rather than Venice, Italy. The limited Eurocentric historical perspective in my Grade Five history text has no place in today's inclusive schools. Fatima Sharafeddine's working helps to fill some of the gaps in children's views of history. In the Author's Note to the Greenwood Books edition, she writes, "As a writer for children and young adults, I see it as my duty to introduce them to prominent historical figures from the Arab and Islamic world--people who have contributed a great deal to shaping modern times in various scientific and literary fields." This book, written for 7 - 11 year-olds, will promote a balanced presentation of history in school libraries. It will also help readers to understand that we are all explorers of the same world.

For senior students and adult readers, a free e-book containing the 1829 translation of *The Travels of Ibn Batuta* by the Reverend Samuel Lee is available from Google Books:



Several on-line editions books documenting the travels of Ibn Battuta can be accessed from *Gallica*, the digital library of the [Bibliothèque nationale de France](#).

The screenshot shows the Gallica website interface. At the top, there's a search bar with 'Voyages d'Ibn-Batoutah' entered. Below the search bar, there's a 'Documents suggérés' section. The main results area shows three items:

- Voyages d'Ibn-Batoutah dans la Perse et dans l'Asie centrale, extraits de l'original arabe, traduits et accompagnés de notes, par M. Deffrémery,...** (1848). This item includes detailed information and a full text search available. The author is Ibn Battoutah (Muhammad ibn 'Abd Allāh (1304-1369)).
- Documents arabes relatifs à l'histoire du Soudan / par Abderrahman ben Abdallah ben 'Imran ben 'Amir Es-Sa di ; traduit de l'arabe [et édité] par O. Houdas,...** (1898). This item also includes detailed information and a full text search available. The author is Sa'di, 'Abd al Rahmān ibn 'Abd Allāh al- (1596-1656).
- Description de l'Afrique septentrionale (Ed. rev. et corr.) / par El-Bekri ; trad. par Mac Guckin de Slane -A. Jourdan (Alger)-1913**. This item includes detailed information and a full text search available. The author is Bakrī, 'Abd Allāh ibn 'Abd al- 'Azīz Abū 'Ubayd al- (1040-1094).

On the left side, there's a 'Refine' section with filters for 'My initial search', 'Simple search', 'Type of document', 'Author', 'Publication date', 'Language', and 'Theme'.



Traveller and writer Ibn Battuta has been honoured on the postage stamps of his native country, Morocco, on several occasions.

Carol Koechlin awarded the Angela Thacker Memorial Award 2014



The Angela Thacker Memorial Award has been established in memory of Angela Thacker, teacher-librarian, library coordinator, and school library colleague, mentor, leader and advocate who served the Association for Teacher-Librarianship in Canada (ATLC) and the Canada School Library Association (CSLA) in many capacities. This award honours teacher-librarians who have made contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and/or information literacy. Carol Koechlin has enjoyed a long and rich career in teacher-librarianship in Canada. Since Carol started in the early 1980's, school libraries have morphed from traditional rooms of books through Learning Resource Centres, Information Centres, and now Learning Commons with a strong virtual component. Carol has been at the forefront of all these changes – leading the field and working passionately to bring the profession along with her.

Carol began her teaching career with the Scarborough Board of Education, Ontario, in 1984, became a teacher-librarian in 1986, a consultant in the central program department until 1999, and an Instructional Leader for Library and Learning Resources from 1999 to 2003. Carol retired from the Toronto District School Board in 2003 and remains active professionally through writing, workshop presentations and professional development work. Since the early 1990's, Carol has been an instructor for School Librarianship through York University and OISE/University of Toronto.

Carol has made significant and influential contributions to the professional literature having written several books on the inquiry and research process and information literacy, co-authored first with Sandi Zwaan and more recently with Dr. David Loertscher. (*Info Tasks for Successful Learning, Build Your Own Information Literate School, Q Tasks, Ban Those Bird Units, Beyond Bird Units* and *The Big Think*.) Her recent works envisioning the library as a learning commons, co-authored with David Loertscher, Sandi Zwaan, and Esther Rosenfeld (*Building a Learning Commons, Learning Commons Treasury, The New Learning Commons*, and *The Virtual Learning Commons*) have rejuvenated thinking about the role of the library in transforming educational practice. Carol's contribution to professional literature has also included dozens of journal articles over a long period of time. Carol was an early adopter of using collaborative virtual space, wikis, virtual conferences,

virtual libraries, and building knowledge together using Google tools. Carol was one of the writers of the Ontario School Library Association document, *Together-for-Learning: School Libraries and the Emergence of the Learning Commons*, and the driving force behind the creation of the website to support the document. She is on the Steering Committee and a principal writer for CLA's *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada* and has worked diligently for many long hours behind the scenes to collate the national committee's input, set up virtual working spaces for each province and territorial committee, and to synthesize, document and pull the work together.

Carol understands mentoring and the importance of succession, and has constantly encouraged the involvement of younger professionals in writing, workshop presentations, and instruction in school librarianship courses. She has been a frequent presenter at Treasure Mountain Research Retreats in the United States; created in 1989 to provide researchers in the field of school library media studies an opportunity to share their research, gather ideas, and interact with practitioners "in the field." Together with David Loertscher and Liz Kerr, Carol initiated Treasure Mountain Canada. The first was in Edmonton in 2010, the second in Ottawa in 2012, and the third will be in Victoria, BC in late May 2014 – integrated within the CLA conference.

Carol has travelled to numerous school boards across Canada to conduct staff development events, sometimes with Sandi Zwann, and/or David Loertscher: Williams Lake, BC, Regina, SK, Calgary, AB, Winnipeg, MB, over 20 school boards in Ontario – many on multiple occasions. For over 20 years, Carol has been a popular workshop presenter at library conferences. In summer 2013, Carol and David were keynote speakers in Puerto Rico at the International Conference of Librarians. In March 2014 Carol will keynote the Protestant School Board of Greater Montreal School Board two-day event on transforming school libraries to learning commons. In August 2014, Carol and David will be the keynote speakers and workshop leaders for the School Library Association of Victoria, Australia.

Carol's outstanding contributions, devotion, passion, research, leadership and expertise in the field of school libraries, teacher-librarianship and transformation to learning commons is well known across Canada and internationally, touching two generations of educators. Her publications, productions, mentorship and professional development activities have inspired school, public and academic librarians. Carol exemplifies teacher-librarianship and models collaboration. She makes a profound difference in the lives of learners of all ages. Carol is a kind and caring individual who has raised a family and now enjoys grandchildren. Carol's daughter, Julia Ross, has followed in her mother's footsteps and become a teacher-librarian. She says of her mother, "... she is an inspiration to my dad, and to both my brothers and their spouses, and to Hendrik and I (and to all of her grandchildren!), and her tireless efforts and contributions to the world of education continue to astound us. We are all so very proud of her body of work and so very proud of the embodiment of excellence she aspires to. She loves what she does ... so she has yet to appreciate the true meaning of the word 'retirement'!"

Publishers recommend . . .

Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to sliceditor@gmail.com by September 15th for the Fall 2014 issue.

Story Books and Fiction

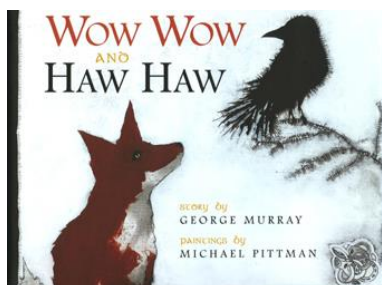
Kira's Secret

by Orysia Dawydiak

Charlottetown: The Acorn Press, 2013.

160 p.; Ages 9-12 (children's chapter book); ISBN 9781927502174

Twelve-year-old Kira loves to swim. But her parents, who adopted her as a baby, have forbidden her to go near the sea where they live on the north Atlantic coast. Frustrated by their rules, Kira decides to rebel and jumps into the icy waters. She is shocked by what she learns about herself. With the help of her friend Cody, Kira begins the search for her original family. She soon discovers why her adoptive parents were afraid to let her go into the sea.



Wow Wow and Haw Haw

by George Murray with illustrations by Michael Pittman

St. John's: Breakwater Books, 2014.

36 pp.; Children; ISBN 97819550814621

Wow Wow the fox pup has learned a lot about the hows and whys of being a fox. He knows how to hunt and hide, and he's very proud of his red and white and black fur. But he doesn't know much about fleas, until the day he wakes up feeling very, very itchy. Haw Haw the crow offers her friendship and guidance in this charming adaptation of the Celtic legend, "How The Fox Lost His Fleas." Murray's playful rhyme and repetition, set against a backdrop of Pittman's lush paintings, will make *Wow Wow and Haw Haw* an instant classic.

Revenge on the Fly

by Sylvia McNicoll

Toronto: Pajama Press, 2014.

223 pp.; Ages 8+; ISBN 9781927485569

Twelve-year-old William Alton and his father sail from England, leaving behind the graves of his mother and baby sister. Will hopes to leave death behind but disease follows them. Why must everyone around Will get sick and die? A competition at Will's new school offers an answer. In 1912, cities around the world declare war on the fly, blaming it for the spread of the diseases. To avenge his mother and his sister, Will throws himself into the local fly-killing contest. William climbs into the top ranks of fly-catchers, but along the way loses track of his real mission.



This One Summer

by Mariko Tamaki with illustrations by Jillian Tamaki

Toronto: Groundwood Books, 2014.

320 p.; Young Adult; ISBN 9781554981526

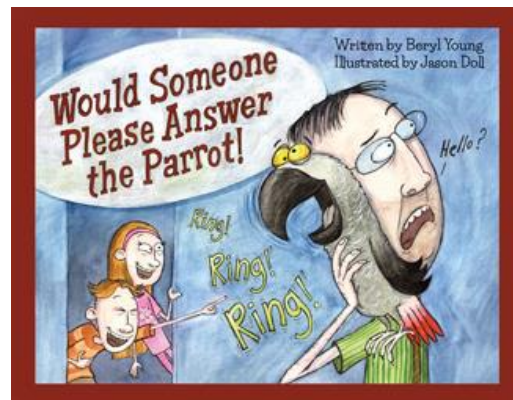
Rose and Windy, summer friends, have visited Awago Beach for as long as they can remember. But this year is different, and they find themselves tangled in teen love and family crisis. Being at the cottage isn't about the beach anymore. The girls spend much of their time renting scary movies and spying on the teenagers at the corner store, as well as learning stuff about sex no one mentioned in health class. Pretty soon everything is messed up. The end of summer brings the realization that, while Awago Beach might always be the same, the girls have changed forever.

Would Someone Please Answer the Parrot
by Beryl Young with illustrations by Jason Doll
Winnipeg: Peanut Butter Press, 2013.
32 pp.; All Ages; ISBN 9781927735008

Would Someone Please Answer the Parrot! tells the hilarious story of twin seven-year-olds who are given a talking parrot named Guapo. The clever bird can imitate voices, sirens, dogs and even the telephone. The twins love the noisy parrot but their parents do not.

When nasty Auntie Pattie comes to visit she is disliked by everyone, including the excitable Guapo, and the children devise a clever plan to use Guapo to get rid of the unwanted guest.

Young and old alike will enjoy the fun the children have with Guapo's antics!

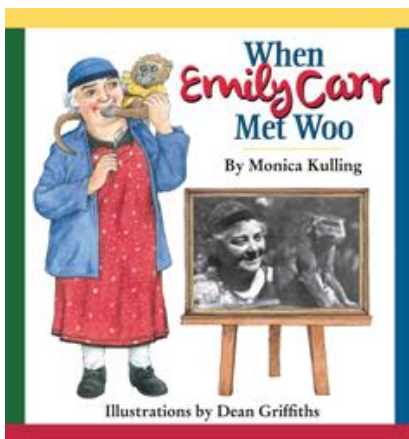
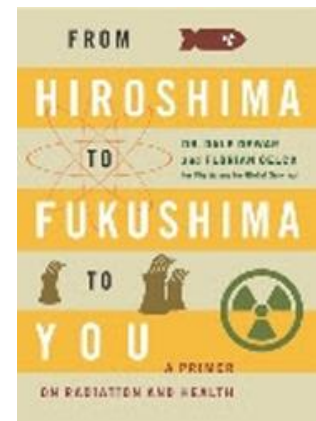


Non-Fiction

From Hiroshima to Fukushima to You
by Dale Dewar and Florian Oelck
Toronto: Between the Lines, 2014.
216 p.; Adult; ISBN 9781771131278

From the bombing of Hiroshima on August 6, 1945 to the shocking 2011 disaster at the Fukushima nuclear plant, radiation has often grabbed international attention but the exact nature of what has been unleashed is still unclear and transparency remains low on the agenda for many governments and corporations.

Meanwhile, few physicians give thought to the delayed health effects of radiation. It has been the bold physician who has challenged the potential overuse of chest X-rays, CT scanning, or PET scans. In clear language this book provides accurate information about radiation so that we can all make informed choices.

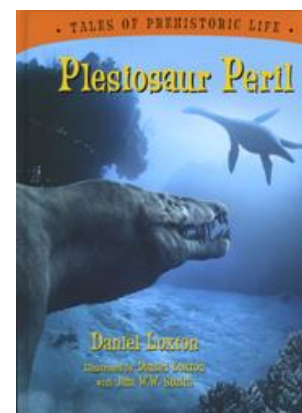


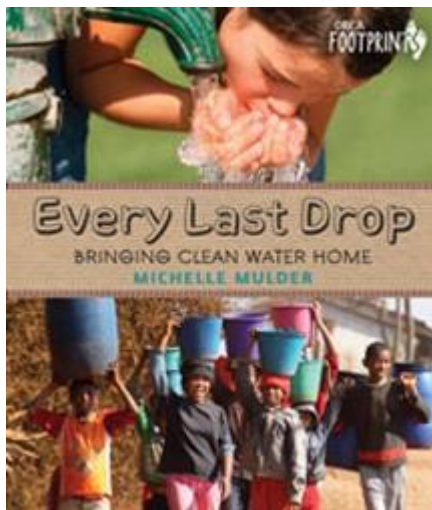
When Emily Carr Met Woo
by Monica Kulling with illustrations by Dean Griffiths
Toronto: Pajama Press, 2014
32 p.; Ages 5+; ISBN 9781927485408

In *When Emily Carr Met Woo*, BC illustrator Dean Griffiths's watercolours capture the mood of the 1920's with historical details of Victoria and its surroundings. Monica Kulling, using prose as simple and expressive as Emily's own brush strokes, retells the true story of one of Canada's most beloved artists—and of her most beloved pet. The book includes historical photos throughout and concludes with a biography of Emily Carr.

Plesiosaur Peril
by Daniel Loxton with illustrations by Daniel Loxton and Jim W.W. Smith
Toronto: Kids Can Press, 2014
32 p.; Ages 4-7; ISBN 9781554536337

Plesiosaurs, marine reptiles distantly related to land-based dinosaurs, are the subject of this narrative which is also a source of factual scientific information about the lives of plesiosaurs, their ocean habitat, the ocean's other inhabitants and the ways these creatures interacted with each other. With its photo-realistic illustrations, this book from the Tales of Prehistoric Life series would make an excellent resource for life science lessons on prehistoric animals and their environments, evolution and how modern scientists use their discoveries to make deductions about the animals of the distant past.





Every Last Drop
by Michelle Mulder
Victoria: Orca Books, 2014
48 p.; Grades 3-5; ISBN 9781459802230

For millions of families worldwide, finding clean water is a daily challenge, and kids are often the ones responsible for carrying water to their homes. *Every Last Drop* looks at why the world's water resources are at risk and how communities around the world are finding innovative ways to quench their thirst and water their crops. Maybe you're not ready to drink fog, as they do in Chile, or use water made from treated sewage, but you can get a low-flush toilet, plant a tree, protect a wetland or just take shorter showers. Every last drop counts!

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