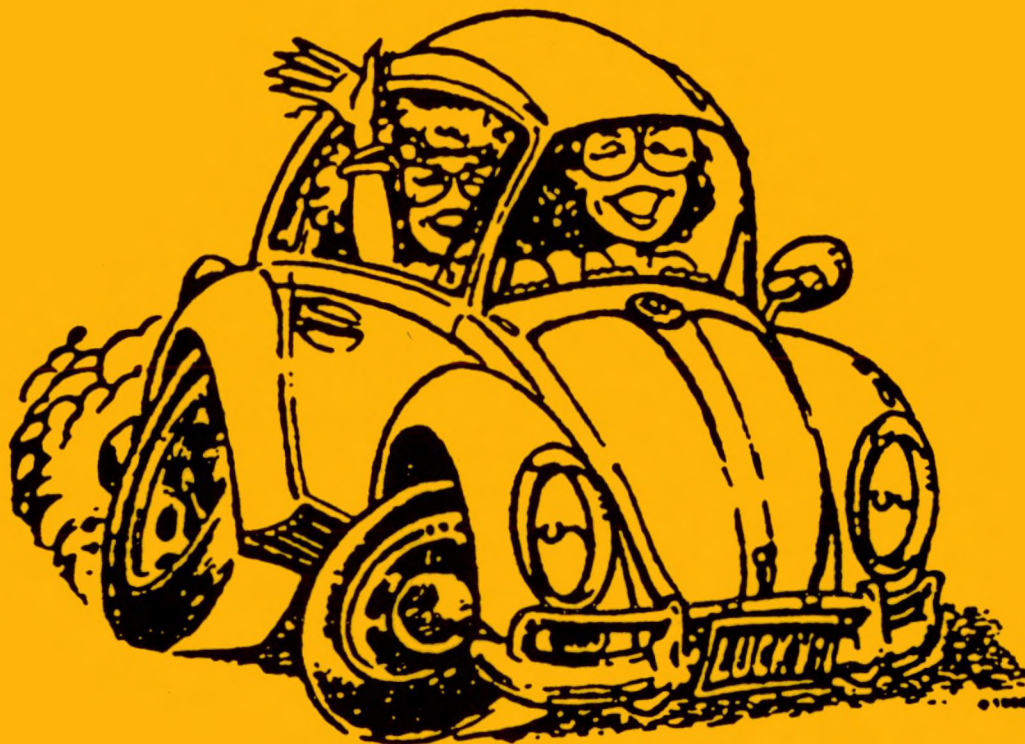


SEPTEMBER 2001
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BCTLA

THE BOOKMARK



THINK TANK

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THE BOOKMARK
on microform!

Did you know that those precious back issues of *The Bookmark* are available on microform? If you missed an issue when you forgot to renew, or you have just joined and want to purchase back issues, contact:

Micromedia Limited
20 Victoria Street,
Toronto, ON, M5C 2N8

Toll Free: 1-800-387-2689
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Fax: (416) 362-6161

IN CIRCULATION

by JOAN EATON and KAY

TREADGOLD, co-presidents, BCTLA.

Greetings! As co-presidents we are looking forward to an exciting year representing teacher-librarians on the provincial scene. With the political climate being what it is, we see advocacy as a priority of the BCTLA. As individuals, and as a group, we need to make an impact on the BCTF Bargaining team (<http://www.bctf.ca/About/staff.html#Department>) voicing our concerns and our support. We need to continue to advocate with our BCTF colleagues as to the role we play in helping them deliver curriculum, through the teaching of information literacy and information technology skills and promoting the appreciation of reading and literature. We also have to network with our colleagues to support one another, especially when job action has the potential to become challenging and divisive. Through our actions we need to show support for the BCTF stand on 'no contract stripping', therefore maintaining our presence in the provincial contract. Each of you is encouraged to visit the BCTLA (<http://www.bctf.ca/BCTLA>) and BCTF (<http://www.bctf.ca/home.shtml>) websites for additional materials and ideas on how you might advocate for your position. Some initial advocacy ideas are:

- Give presentations to your PAC on the role of teacher-librarians in the school
- Hold an Open House in the Library for parents
- Write letters expressing concerns or asking questions:
 - Christy Clarke – Ph 250-387-1977 Fax 250-387-3200, PO Box 9045, STN PROV GOV Victoria, B.C. V8W 9E2
 - Gordon Campbell – premier@gov.bc.ca
 - David Chudnovsky – dchudnovsky@bctf.ca
 - BCTF Bargaining Team – <http://www.bctf.ca/About/staff.html#Department> or Peggy Salaberry – psalaberry@bctf.ca
- Join the bctla forum <http://www.bctf.bc.ca/PSAs?BCTLA/bclistsv.htm> to keep up to date on teacher-librarian discussion topics
- Keep up to date on bargaining progress by checking the BCTF website (above)
- Let your staff know what you can do for them

Another focus of the BCTLA Executive is *The Bookmark*, the journal produced by and for BCTLA members. With the retirement of Liz Austrom and Jim Holgate this summer the *Bookmark* team finds itself in a year of transition. The outstanding leadership and dedication of Liz and Jim will be greatly missed by the remaining *Bookmark* staff and the entire membership of BCTLA. The membership – all of YOU - can ensure it remains a strong and vibrant journal by submitting articles and units for publication. Each of you is encouraged to submit one or two of your tried and true units, lessons, websites, district projects, reading summaries, masters projects, or other materials on teacher-librarianship or related issues. (Submit to G. Galloway ggalloway@vsb.bc.ca) We would also encourage you to share these materials with other appropriate PSA journals. As part of our on-going advocacy campaign we need to spread our expertise to other colleagues throughout the province, not just our own membership. During this transition time you may see some changes in *The Bookmark* format. Please address comments, suggestions, or concerns on the changes to *The Bookmark* to Kay, Joan or Glenys Galloway (ggalloway@vsb.bc.ca or gmgalloway@home.com) so that the journal reflects the wants and needs of the membership.

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266

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kmfth@hotmail.com

JOIN THE BCTLAFORUM!

The BCTLAFORUM is the B.C. Teacher-Librarians' Association listserv.

The listserv is the BCTLA's electronic discussion group. We welcome questions and comments related to teacher-librarianship in British Columbia. Commercial messages are discouraged.

TO JOIN YOU WILL NEED:

- an individual e-mail address;
- access to a communications program to allow you to read and compose messages;
- an e-mail mailbox where your messages will be stored.

STEPS TO FOLLOW:

1. Address a message to *bctlaforum-request@mala.bc.ca*.
2. You can type anything in the subject line, because the automated mail server ignores it.
3. Type "subscribe bctlaforum" in the first line of the message area.
4. Type "END" in the second line of the message area. This makes the automated mail server ignore your e-mail signature or any comments below the second line.
5. Send the message. The automated mail server will send confirmation that you have joined bctlaforum.

TO SEND A MESSAGE:

1. Send a message to: *BCTLAFORUM@mala.bc.ca*
2. Type the subject of your message.
3. Remember that what you send will be read by all the people who have subscribed!
4. Make sure that you include your signature at the end of the message: your name, work address, and e-mail address

JOIN TODAY — THERE IS NO COST, AND THE LINES OF COMMUNICATION WILL FLOW!



EDITOR'S COMMENTS

by **BARBARA SMITH**, retired teacher-librarian

With this issue a new era dawns for *The Bookmark*. The editors say goodbye to long-term editors Liz Austrom and Jim Holgate, as well as others from the board.

Liz Austrom has worked for *The Bookmark* since 1984, and served as president of the BCTLA before that. Liz wrote many articles (check the indexes for proof of that) and edited hundreds more. Pasteup of *The Bookmark* took place in Liz's and Sid's living room, dining room, kitchen and rec room four times a year for the last seventeen years. Sid's wine helped prop up flagging spirits at the end of a long day's work. Liz's countless hours of labour on behalf of teacher-librarianship and members of this organization have benefitted all of us. I believe her effect on education in this province will be felt for a long time through those of us who learned from her and were encouraged by her clear thinking, insightful analysis, and decisive approach to problem solving. Having retired from teaching five years ago, she feels it's time to hand the torch to the next generation. She is already greatly missed by all of us remaining on the editors' board. Liz will continue to edit reviews.

Jim Holgate served on the editors' board and later as chief editor of *The Bookmark* beginning with the June 1992 issue. His expertise with computers was important in speeding up the work on pasteup day, and his leadership and organizational skills were important to the smooth running of getting out the issues. He also set up the index model, and did all the inputting of the data for it, a huge task. Jim's quiet and acerbic wit will be greatly missed, as much as his capable help.


Trish Maskell has also left the editors' board. She has been of great help in proofreading and editing text over a number of years. Elizabeth Agosti, another proofreader, editor, and advisor on layout is taking six months leave owing to a new baby. Thanks to both these colleagues for their work on behalf of *The Bookmark*.

Any who check the list of names on *The Bookmark* Editorial Board published at the back of this issue will see that the board is greatly reduced in number. Of the remaining editors, two have given notice that the December issue will be their last, and another will leave after the June 2002 issue. The BCTLA executive will be in discussion with the editors and with the members regarding future directions for *The Bookmark*. One thing is clear — that your organization needs volunteers who will take on this work. Those of us who have worked on *The Bookmark* have found it stimulating, challenging, and a lot of fun. Although teacher-librarians are finding their work load increasing, this editor hopes that some will rise to the challenge, support their profession and their Professional Specialist Association, and develop their communication skills. In the past the editors have all been from the lower mainland, owing to the need to get together for pasteup and for editors' meetings. This may change, but in the meantime, we hope local teacher-librarians will step forward to join us. Please call Glenys Galloway (phone, fax and e-mail inside back cover) or Barbara Smith.



THANKS



BCTLA 2001
A LITERARY
DYSSEY

Victoria, BC

Come to the British Columbia Teacher-Librarians' Association Conference October 18-20, 2001 hosted by the Greater Victoria Teacher-Librarians' Association at Victoria High School.

THURSDAY EVENING:

Registration and social evening.

FRIDAY:

Keynote speaker, workshops, dinner and entertainment.

SATURDAY:

Chapter council meeting, lunch.

CONTACT:

Judith Reid
District Teacher-Librarian
Greater Victoria School District Resource Centre
923 Topaz Avenue, Victoria, BC, Canada, V8T 2M2
Telephone: (250) 360-4302 FAX: (250) 360-4308
e-mail: jreid@sd61.bc.ca
<http://www.sd61.bc.ca/school/colquitz/bctla.htm>

CALL FOR PRESENTERS:

Norma Jee
Teacher-Librarian
Victoria High School
1260 Grant Street, Victoria, BC, Canada, V8T 1C2
Telephone: (250) 388-5456 FAX: (250) 388-6702
e-mail: norma_je@sd61.com

LETTERS TO THE EDITOR

from JULIE LAWSON
Author of *White jade tiger*

Thank you for introducing your students to *White jade tiger*. Since its publication in 1993, I have received hundreds of letters from children telling me how much they have enjoyed the story. Their comments vary greatly. Some focus on the suspense of the story or on the mystery. Others discuss the characters or the writing.

Many young readers comment on the history aspect of *White jade tiger* or on the blend of fact and fiction. A high school student who recently arrived from Mainland China wrote: "The first reason I like this book is that you gave us a lot of free space to promote our imagination. The second reason was you gave me a lot of information about old China and Victoria's Chinatown." A younger Chinese boy wrote: "I feel real sorry for those young Chinese men working on the railroad. I'm lucky that I didn't experience what they did." One never knows the effect a book will have, once it leaves the author's hands and goes out into the world. The letters I receive are the unexpected bonus of creating a book that has touched a reader in some small way. I treasure such letters and feel fortunate that the readers take the time to share their opinions with me.

White jade tiger is now widely used as a novel study. Classes often visit Chinatown as a follow-up field trip, a highlight for both teachers and students alike. The number of classes visiting Chinatown, however, sometimes creates problems for shop owners and their staffs. Because of this, I have been asked to pass on the following request: that teachers make prior arrangements with the owners before entering their stores, and that groups are kept small to avoid congestion and crowding. Another problem that has been brought to my attention is the Scavenger Hunt. I created the Scavenger Hunt in 1990 - before I wrote *White jade tiger* - as an activity for my own class on a trip to Chinatown. It was included in Anne Nilsen's Novel Study as a guide for teachers wishing to develop a similar activity, but is now very much out-of-date. For those teachers who already have a copy of the Scavenger Hunt and wish to use it, please think of it merely as a starting point. And, at the request of the owner of Chinatown Trading, please remove the entry

for that particular store. I hope that field trips to Chinatown continue to be an enjoyable and enriching experience for all concerned. I also hope that my book continues to inspire, enlighten and entertain.

In the words of a grade five boy: "I loved *White jade tiger*. It was interesting, yet we were learning about Chinese culture, the Fraser Canyon and the history of the Canadian Pacific Railway. It was a wonderful book and it didn't seem like a novel study, but more like pleasure reading."

On that note, I wish you warm regards - and happy reading.

(signed) Julie Lawson

Note: The novel study for *White jade tiger*, written by Victoria teacher, Anne Nilsen, is available through Beach Holme Publishers at 1-888-551-6655 or through Storyline Books: storyline@coastnet.com

"Most kids prefer Net to library for homework aid - study"

Libraries are supposed to be quiet — but the Internet age is making the silence downright deafening. A recent study found that middle schoolers are making the Net their 'braries. Of the 12-to-15-year-olds polled, more than 70% of the ones with Internet access depend on the Web for homework help and for finding material for school projects. Only 24% hit the shelves for most of their schoolwork information. Just think, a whole generation of kids is growing up "shush-deprived."

Source: Newsbytes
<http://www.newsbytes.com/news/01/169662.html>

from John Goldsmith
goldsmith@rainbow.fvrcs.gov.bc.ca

***Please send us your
theme suggestions***

THE BOOKMARK, 2001 - 2002

COMING THEMES ARE:

DECEMBER 2001: PIONEERS — PAST, PRESENT & FUTURE

This topic applies to almost any subject area. Who are the people who have taken the risks and changed the way things are done or the way lives are lived? Who are today's pioneers and what are they doing that is remarkable? What fields of endeavour will require pioneers in the future? From the arts to sciences to economics to exploration — and beyond, people with initiative and vision have been at the forefront of change. Please submit units, articles, and bibliographies in any subject area, or across subject areas. **Deadline: October 27**

MARCH 2002: THE FIRST 2 R'S

Reading and writing are as vitally important today as they ever were. In this issue, we are hoping to explore the link between the two as well as looking at ways to enhance learning in both areas. We need articles looking at different approaches to instruction or exploring issues like the role of non-fiction in reading instruction, units which include components like pre-reading strategies or the development of expository writing, and annotated bibliographies of key resources. In addition, if you have found a specific book or article of great assistance in refining your own thoughts about instruction in the 2R's, why not share it by submitting a précis. **Deadline: January 27**

JUNE 2002: PASSION FOR POETRY

Poetry is becoming increasingly popular in elementary Language Arts and in secondary English classes. In addition, there are some marvelous contemporary poets out there. No longer is the Dead Poets Society the only game around. Today there is a Passion for Poetry that educators can build on to make poetry come alive for our youth. Share your favourite poets, poems, poetry collections, presentation tricks, units, and ideas for integrating poems into a variety of subject areas and into the total school environment. Don't forget to submit your own original poems, and ask your students to submit theirs. **Deadline: April 27**

SEPTEMBER 2002: RIGHTS AND WRONGS

Our world is full of ethical issues to explore. Teaching young people to examine both sides of important questions is key to the development of involved, thoughtful and concerned citizens. Playground behaviour, community issues, environmental protection, freedom to read, treatment of the disadvantaged, international disputes and human rights are a few of the areas the Editorial Board brainstormed. We invite your articles, units and resource suggestions. These ethical dilemmas are ideal for developing critical thinking and for using Internet resources. If you have developed a unit combining these elements with any ethical issue, please share it. **Deadline: July 27**

PLEASE SEND US YOUR CONTRIBUTIONS WELL IN ADVANCE OF DEADLINE DATES.

**SUBMISSIONS OUTSIDE THE THEME ARE ALSO
WELCOMED AND WILL BE PUBLISHED
IN "FEATURED IN THIS ISSUE"**

Be a WINNER!
***Place your ad in the premier
school library journal in
Canada —THE BOOKMARK***

Your ad in *The Bookmark* will reach over a thousand teacher-librarians, teachers, and members of college and university faculties in B.C. — as well as in other parts of Canada, Australia, the United States and Germany.

Unlike other magazines which are read and then discarded, *Bookmark* issues are kept for years because they are curriculum theme related. Back issues are treasured by teacher-librarians, stored carefully & referred to frequently. The chances of your ad being noted and remembered are greater than with "regular" publications.

BONUS!!! Each advertiser is listed in the table of contents as part of the Advertisers' Directory, providing *you* with a **free mini ad**, and *our readers* with **quick access to information** about your company. Your ad does not get lost in *The Bookmark*.

**CHECK THE ACCOMPANYING RATE PAGE, FILL IN
THE CONTRACT FORM & SEND IT TO:**

Alwynn E. Pollard,
Advertising Manager *The Bookmark*,
3516 W. 33rd Ave.,
Vancouver, B.C. V6N 2H4
Telephone: (604) 224-4321 (local 210)
FAX: (604) 224-0543

P.S. The divider pages, which indicate the start of sections, provide a great spot for ads that will draw attention. Readers turning to the outstanding articles which begin these sections will be certain to spot your ad!

THE BOOKMARK

the journal of the

BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

is published in September, December, March and June, and is
circulated to over 1100 teacher-librarians, teachers, college and university faculty.

Space rates per issue	Frequency discount			
	1 time	2 times	3 times	4 times
Inside front cover (full page)	\$250	\$240	\$225	\$200
Back of divider page (full page).	\$210	\$200	\$185	\$160
One full page.	\$175	\$165	\$150	\$125
One-half page	\$100	\$ 95	\$ 85	\$ 75
Inserts	\$175	\$165	\$150	\$125

Specifications

Full page — 6.5" wide x 9" long
Half page — 3 " wide x 9" long (vertical), or 6.5" wide x 4.5 " long (horizontal)
Inserts — 8.5" x 11" maximum (printed on one or both sides)

ALL ADS MUST BE CAMERA READY
DEADLINE: Seventh day of the month prior to publication

SEND FORM, ADS & CHEQUES TO: A. Pollard, Advertising Manager *The Bookmark*, 3516 W. 33rd Ave.,
Vancouver, B.C. V6N 2H4 Telephone: (604) 224-4321 (local 210)
FAX: (604) 224-0543

The undersigned agrees to purchase the following advertising:

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COMPANY: _____

STREET ADDRESS: _____

CITY & PROVINCE: _____ POSTAL CODE: _____

TELEPHONE: _____ FAX NUMBER: _____

Space: Inside front cover ___; Back of divider page ___; One full page ___; One half page ___; Insert ___.

Months to run: September ___; December ___; March ___; June ___.

Cost for ad: 1 x \$ ___; 2 x \$ ___; 3 x \$ ___; 4 x \$ ___.

Signature: _____ Date: _____

WANTED! BCTLA REVIEWERS

Once again, the **BCTLA REVIEWS** is asking for reviewers. If you are interested in reviewing materials for *The Bookmark*, or if you are presently a reviewer and you wish to update your data, please send the form below.

Name _____ Date _____
 Street Address _____
 City _____
 Telephone _____ Fax _____ E-mail _____
 School _____ District _____ Position _____

LEVEL (Check all that apply)

Primary _____ Intermediate _____ Young Adult _____

SUBJECTS (Circle all that apply)

- | | | | |
|--------------------|------------------|--------------------|-------------------|
| Agriculture | Ecology | Hobbies | Physics |
| Archeology | Economics | Home economics | Physics |
| Architecture | Education | Humour | Picture books |
| Art History | Fiction | Industrial arts | Poetry |
| Astronomy | First Nations | Law | Political science |
| Biography | Folklore | Local history | Psychology |
| Biology | French immersion | Multiculturalism | Religion |
| Botany | Gay and lesbian | Music | Science fiction |
| Business education | Gender equity | Mysteries | Sociology |
| Chemistry | Geography | Nature | Space science |
| Computers | Handicapped | Outdoor education | Sports |
| Consumerism | Handicrafts | Performing arts | Teacher resources |
| Cookbooks | Health | Photography | Travel guides |
| Drama | History | Physical education | Visual arts |

SPECIAL INTERESTS — hobbies, previous experience, qualifications, etc.

Please send this form to the

<p>BCTLA REVIEWS COORDINATOR Debbie Hartley 2911 Ridgeview Drive Prince George, BC V2K 3T5 School: (250) 962-9211 Fax: (250) 962-8636 E-mail: hartley@mag-net.com</p>	<p>Send completed reviews by e-mail, postal mail or fax to: Liz Austrom 3675 West 39 Avenue Vancouver, BC V6N 3A6 Fax: (604) 264-1595 E-mail: laustrom@istar.ca</p>
---	---

THEME SECTION



Exploration of World Religions in the Middle Ages

A Grade 8 Humanities HyperStudio Project

Mary Whyte and Lisa Chase

Just a few notes to go with the outline and other handouts included in this package:

There is a “presearch” phase where students are given information through videos, books, and the textbook on each of the religions so that they can make an informed choice and so they can ask questions to focus their research. The “Religions Overview” chart is used here.

Students will work together in teams of three. They must interview at least three people in the class to find out whom they think they can work with. The interview process will be modeled by the teacher. All students have gone through an orientation to the multiple intelligences, so at least one question should be focused on that. They turn in their top three choices of people and their top three choices of religion. That way the teacher can try to balance the groups and make sure all religions are covered.

Mini-lessons on HyperStudio are given throughout the process to whet their appetites and so they can start thinking about how their presentation will look.

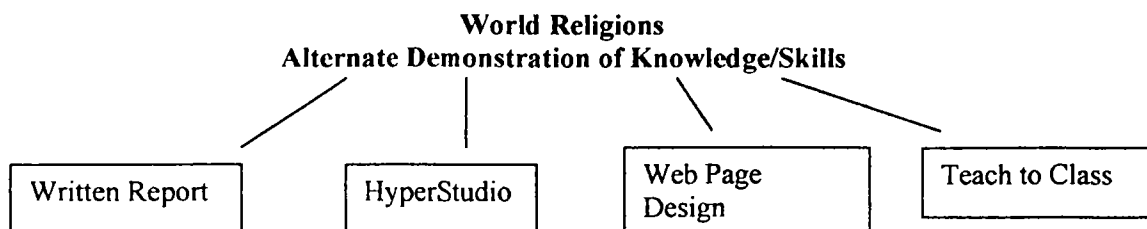
Students will spend approximately 8 classes researching; using books, internet, etc. They write the notes into rough draft form immediately after taking them. After this time, about 4 classes are spent writing the notes into paragraphs in a word processing program. Then the text can be easily cut and pasted into HyperStudio. Once this is completed, students move on to producing HyperStudio stacks (10 - 15 classes).

In order to find out about the other religions, students get two class periods to look at projects on other religions, using the “Knowledge Keys to the Religions” chart.

To make this more of a critical challenge, you can use the following: “You will be sent back in time to the 13th century. As you know, religion played a major role in all aspects of life during this time. Which country/religion would you choose to go back to and why? You will not be sent to a Christian country or to the one you studied in-depth.” (This would make a great short essay question on the final test.)

If you have other questions about the project, email me at: mstuwhyte@home.com

Mary Whyte
Comox Valley School District



Religions Overview

	Christianity	Judaism	Hinduism	Islam
Description (overview)				
Major Figures				
Writings				
Symbols				
Other Information				

	Buddhism	Shinto	Taoism	Animism
Description (overview)				
Major Figures				
Writings				
Symbols				
Other Information				

Criteria/Evaluation

Detailed discussion (explain fully)	5	4	3	2	1	0
Examples used	5	4	3	2	1	0
Information is well organized	5	4	3	2	1	0

Exploration of World Religions

A Grade 8 Humanities Hyperstudio Project

Your team is about to be transported back in time to the Middle Ages (1200's). You will land in a holy place of a particular religion. Once there, you will be treated as an apprentice of that religion. In order to get back to present day; your team will need to unlock the doors of knowledge with certain keys. (See below)

RESEARCH YOUR RELIGION, MAKING SURE YOU UNLOCK AND INCLUDE INFORMATION FROM THE FOLLOWING CATEGORIES:

	Partner #1	Partner #2	Partner #3
Key #1 Overview	Describe the religion and include visuals. This should include information on: Beliefs Rituals Place(s) of worship Symbols Map		
Key #2 Leaders		Describe and include a picture (if available) of the major figures whom were/are important in your religion.	
Key #3 Writings			Outline the major writings/tenets of your religion (e.g. 10 Commandments, the Koran, etc.). Provide a visual for this section.
Key #4 Connections Find a country where your religion was popular in the Middle Ages. How did this religion affect the people, laws, art, music, physical structure of buildings, political leaders, and education of the time?	Daily Life of the people	Government Laws Holidays Celebrations	Architecture Art Literature Music Dance

Each team member is responsible for producing two (2) questions & answers on their keys for the final test.

Hyperstudio

Once you have finished writing paragraphs, you should begin developing the Hyperstudio stack. Your team needs to get together and make some decisions on the layout/look of your stack.

Requirements

- Backgrounds should be consistent for all cards.
- Titles should all be the same font, complimentary colours, and easy to read.
- Buttons should look the same on all cards and be in the same position.
- All cards should link back to the table of contents card.
- All cards should include title, text and visuals.
- The final product will include all of the team's cards, divided into two stacks

Stack One (1) includes:

Title page
Table of Contents
Overview
Beliefs/Rituals
Place(s) of Worship
Symbols/Map
Major Figures
Writing

Stack Two (2) Includes:

Connections Table of Contents
Daily Life
Government/Laws
Architecture/Art
Literature
Music/Dance
Bibliography
Cool Facts
Test

Each student will work on their section of the project by creating their own cards for each of the keys. All cards will be linked together into two separate Hyperstudio stacks. It is the responsibility of each group to work cooperatively to produce a professional looking final product.

World Religions Project Timeline:

- You must have chosen a religion and a partner. Turn in your choices.
Due: _____
- You must complete your notes (research) and turn them into your teacher for marking.
Due: _____
- Paragraphs should be completed in *Word* or *Works* and turned in for marking.
Due: _____
- Conceptual plan and/or storyboards should be complete and turned in for marking.
Due: _____
- All text completed and in HyperStudio.
- Visuals should be chosen and in place.
Due: _____
- Project complete:
HyperStudio stack done.
Bibliography (which lists all resources) done.
Due: _____
- “Keys” chart on all religions completed.
Due: _____
- Test questions written and approved.
Due: _____

Evaluation

The following are some of the areas on which you will be evaluated on during this project:

- Collaboration with partner (how you handle disagreements, distribution of work...)
- Individual and group work
- Neatness
- Organization
- Visuals
- Flow
- Final product
- Your thinking (logic, sense, creativity)
- “So What?”
- Attention to detail...

**** Remember to refer to your final criteria sheet.**

Main Topic: _____

Name: _____

<p>Key Words/Phrases</p> <p>I. Sub Topic _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>II. Sub Topic _____</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>(Remember – 3 words per line)</p>	<p>References</p> <p><i>Book:</i> Author last name, First name, <u>Title</u>, publisher, Place, Date, Page #</p> <p><i>CD-ROM Encyclopedia:</i> (example) McDermott, James, "Buddhism" Microsoft Encarta, Microsoft, 1995.</p> <p><i>Online source:</i> (example) Olsommer, Ronald Henry, "The Taoism Page", 1999. http://www.easternreligions.com/taoism-n.html</p>	<p>Visuals Representing the Information (source)</p>
<p>Thoughts/questions</p> <p><input type="radio"/> Who <input type="radio"/> When</p> <p><input type="radio"/> What <input type="radio"/> How</p> <p><input type="radio"/> Why <input type="radio"/> Best/Worst</p> <p><input type="radio"/> Where</p> <p><input type="radio"/> Interesting fact</p> <p><input type="radio"/> Problems/solutions</p>	<p>Examples/Quotations</p>	<p>Connections/ Links to prior knowledge</p>

World Religions Research/Paragraphs - Evaluation

Name _____ Date _____ Religion _____

Research Evaluation

- 1 2 3 4 5 = _____ Several sources used (books, encyclopedias, internet, etc.)
1 2 3 4 5 X 3 = _____ Notes are written in the student's voice.
1 2 3 4 5 X 2 = _____ Quantity and quality of information is great
1 2 3 4 5 = _____ Information is well organized (categories)
1 2 3 4 5 = _____ Bibliographic information is complete for each source (given)
1 2 3 4 5 = _____ Time provided for research has been used exceptionally well.

Self-Evaluation = _____/45

Teacher Evaluation = _____/45

Teacher Comments:

Paragraphs Evaluation

- 1 2 3 4 5 = _____ Discussion not only demonstrates a clear understanding of the 'keys', but also extends knowledge and makes a personal connection.
1 2 3 4 5 = _____ In discussion of the content of the 'keys', not only are the opinions thoughtful and well backed by specific examples, but discussion is clear and concise; showing the patience of a natural 'writer's voice' (professional sound and feel).
1 2 3 4 5 X 2 = _____ Written entirely in the student's language (voice) –clearly demonstrates the student's understanding, not the source's.
1 2 3 4 5 = _____ Several quotations/examples are used from sources to add validity.

Self-Evaluation = _____/25

Teacher Evaluation = _____/25

Teacher Comments:

To move on to HyperStudio, you need your teacher's signature: _____

Hyperstudio Storyboard

Title Page
 - picture(s)
 - title
 - symbol

Table of Contents

- Overview
- Beliefs
- Place of Worship
- Leader
- Writings
- Connectors
- Test
- Bibliography

Overview

_____ [pic]

[B] [F]

Beliefs / Rituals

_____ [pic]

[B] [F]

Stack # 1

Places of Worship
 TITLE

_____ [pic]

[B] [F]

Symbols & Maps

[B] [F]

Major Figures / Leaders

_____ [pic]

[B] [F]

Writings

_____ [pic]

[B] [F]

Connections

- Daily Life
- Gov. / Laws
- Holidays & Celebrations
- Architecture / Art
- Music / Dance

Daily Life

_____ [pic]

[B] [F]

Gov. / Laws

[pic] _____
 [pic] _____

[B] [F]

Holidays & Celebrations

_____ [pic]

[B] [F]

Stack # 2

Architecture & Art

[pic] _____ [pic]

[B] [F]

Music / Dance

[pic] _____

[B] [F]

Literature

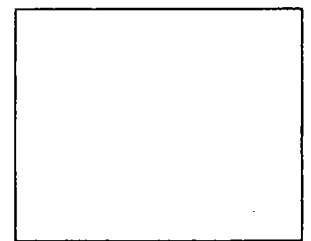
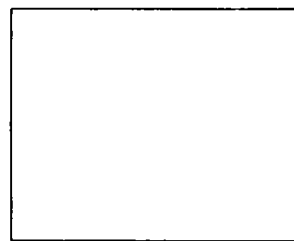
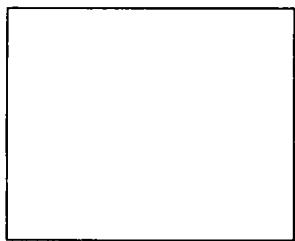
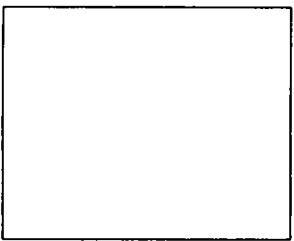
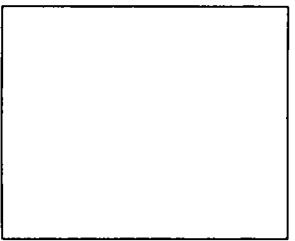
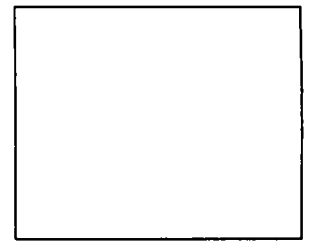
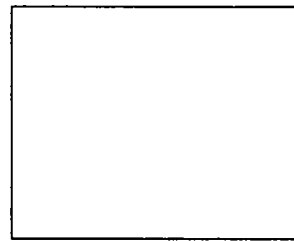
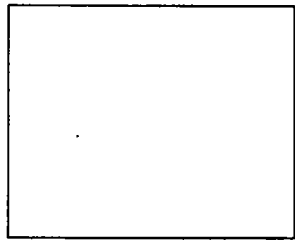
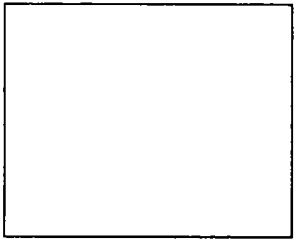
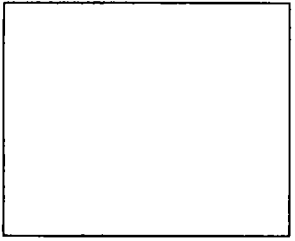
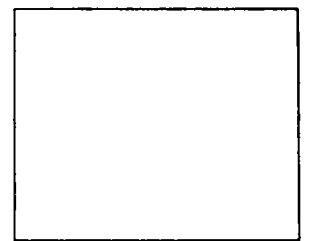
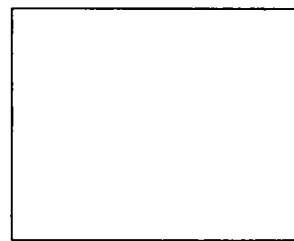
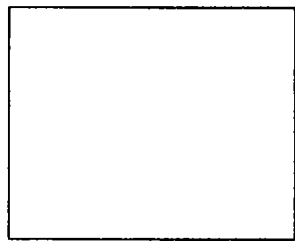
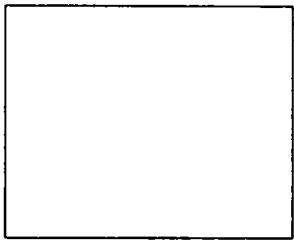
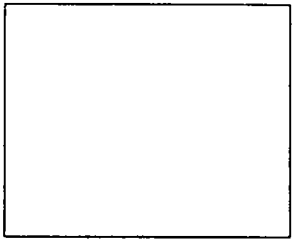
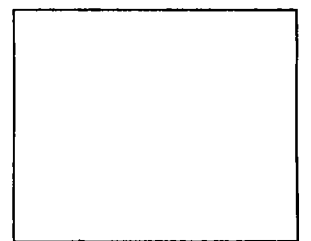
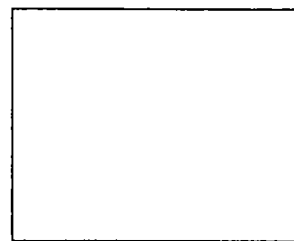
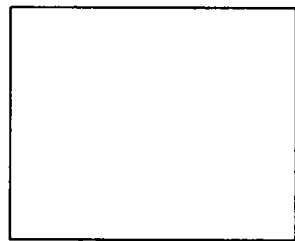
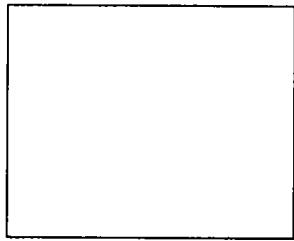
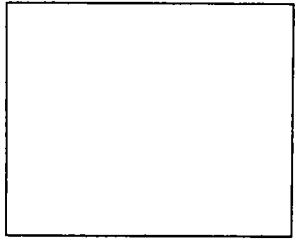
[pic] poem
 [pic] story

[B] [F]

Test
 2 questions per partner and answers

Bibliography
 All sources in alphabetical order

HyperStudio Storyboard



World Religions Project Evaluation Criteria

5	4	3	2 Redo	1 Redo
1. Discussion not only demonstrates a clear understanding of the "keys", but also extends knowledge and makes a personal connection.	1. Discussion clearly demonstrates an understanding of the "keys".	1. Discussion demonstrates some understanding, but has some gaps in credibility.	1. Paragraphs are incomplete. (Missing information)	1. Project is not handed in. Student is choosing to not demonstrate understanding.
2. Paragraphs have the sound and feel of professional writing (as demonstrated in class).	2. Many attempts have been made to give the paragraphs the sound and feel of professional writing.	2. Basic writing; weak attempts to provide the feel of solid writing.	2. Paragraphs lacks professional sound and feel.	
3. Images fit with the content of the "keys", are placed for best effect, and give extra information.	3. Images fit with the content of the "keys".		3. Images don't quite fit the content, but are of the appropriate religion.	
4. Presentation is choreographed to make perfect sense and there is a natural flow. The "viewer" can also easily navigate in other ways (not just in a linear fashion).	4. Presentation is choreographed to make sense and there is a natural flow. The "viewer" can also navigate in other ways (not just in a linear fashion).	4. Presentation makes sense and there is a flow. The "viewer" can usually navigate in other ways.	4. Navigation is poor.	
5. Written entirely in the student's "voice". Clearly demonstrates the student's understanding, <u>not</u> the source's.	5. Written mostly in the student's "voice". Demonstrates the <u>student's</u> understanding.	5. Written somewhat in the student's "voice".		
6. Many effective, specific examples/quotes are used to help convince the reader.	6. Several effective examples/quotes are used to help convince the reader.	6. Few examples/quotes are used.		
7. The project has a bibliography of all sources as follows: Author last name, first name, <u>title of book</u> , publisher, location, date. Bibliography is in alphabetical order (formats for other sources provided).	7. Bibliography has a few minor errors.	7. Bibliography is present, but is not in the format provided (or an officially recognized format), or is not complete.		
8. Extras (can be included for bonus marks at teacher's discretion): *Quotations *Glossary of important terms *Audio (adds to the effect or gives extra information) *Go above and beyond HyperStudio basics *Tutor others		Partners Names: _____ _____		

Name _____

Date Project handed in: _____

1. ____ X 3 = ____

2. ____ X 3 = ____

3. ____ X 3 = ____

4. ____ X 3 = ____

5. ____ X 3 = ____

6. ____ X 3 = ____

7. ____ X 2 = ____

8. Bonus _____

Total _____/100

Planning/Teamwork (circle) /25

25 - Worked with partners extremely well/Used class time well

20 - Worked with partners well/Used most of class time well

13 - Had some difficulty working with partners/Used more than 1/2 class time well

10 - Did not work well with partners/Poor use of class time

Knowledge Keys to the Religions

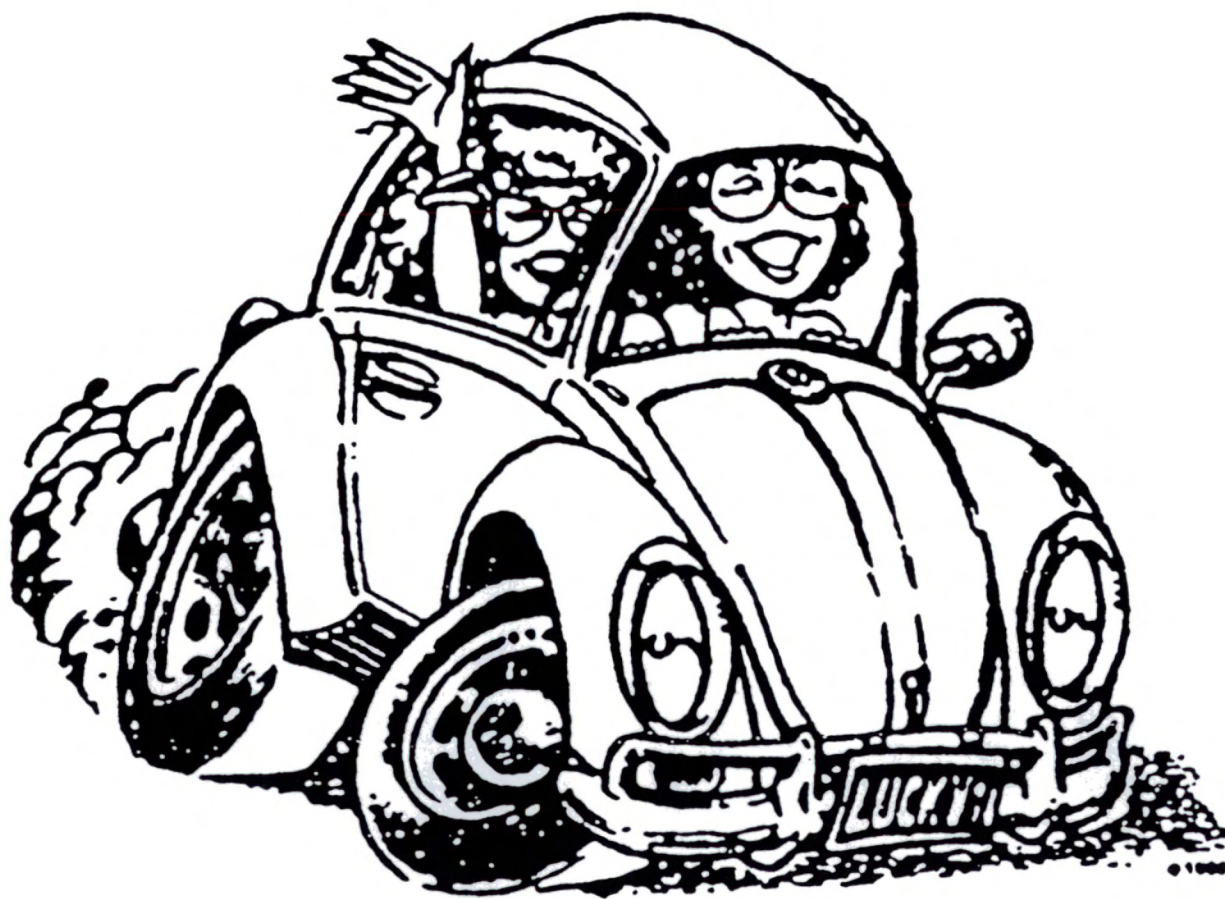
	Christianity	Judaism	Hinduism	Islam
Key #1 Overview				
Key #2 Leaders				
Key #3 Writings				
Key #4: Connections				
Daily Life				
Holidays/ Celebrations				
Government/ Laws				
Art/ Architecture				
Music/Dance				

	Buddhism	Shinto	Taoism	Animism
Key #1 Overview				
Key #2 Leaders				
Key #3 Writings				
Key #4 Connections				
Daily Life				
Holidays/ Celebrations				
Government/ Laws				
Art/ Architecture				
Music/Dance				

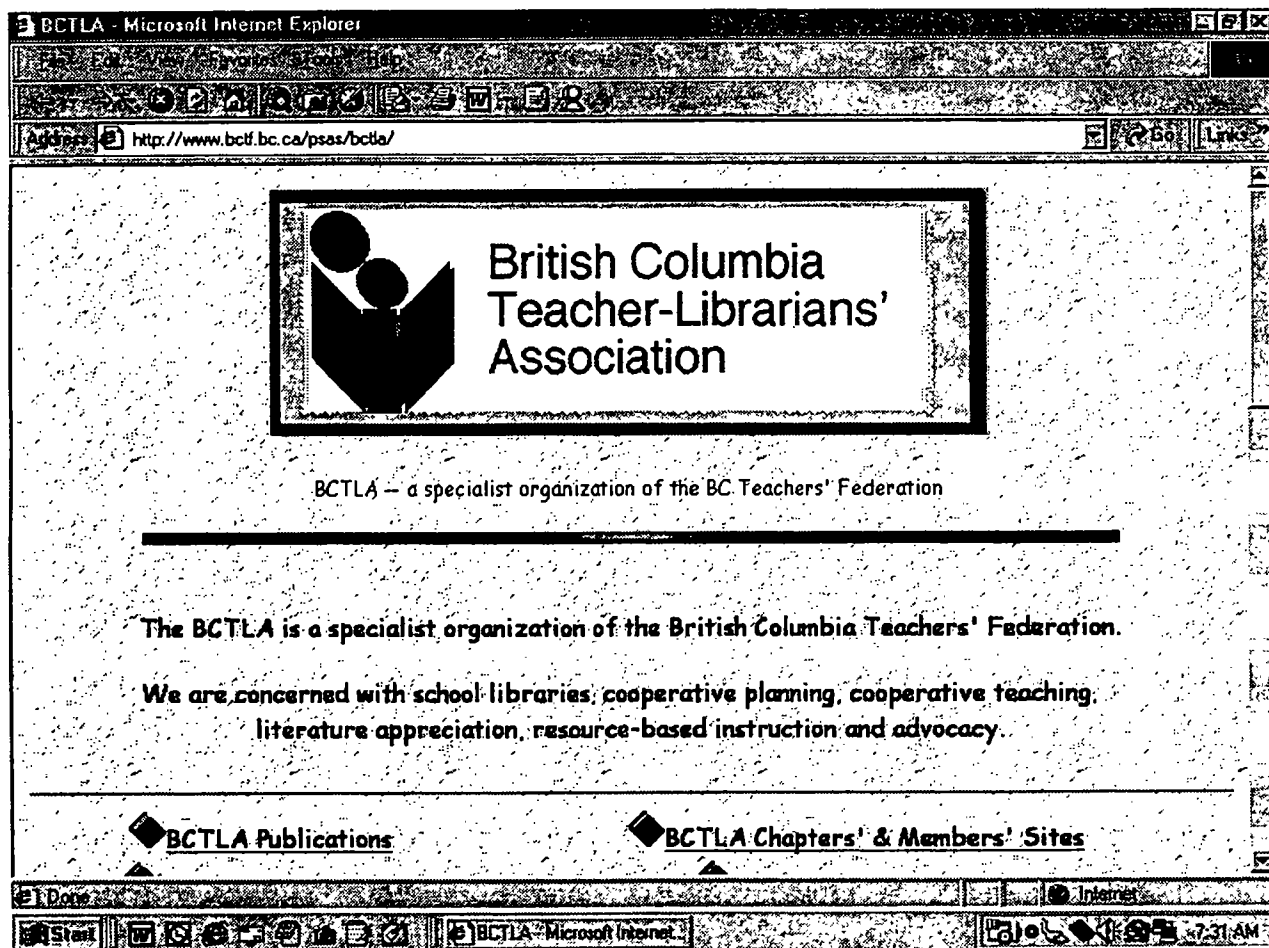
Criteria/Evaluation

Detailed discussion (explain fully)	5	4	3	2	1	0
Examples used	5	4	3	2	1	0
Information is well organized	5	4	3	2	1	0

REGULAR FEATURES



VISIT THE BCTLA ON THE WEB



Do you have access to the Internet? If so, check out the BC Teacher-Librarians' Association website managed by Val Hamilton. The address is <http://www.bctf.bc.ca/psas/bctla>. Visit today!

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Dr. George M. Weir Elementary School
2900 E 44th Ave,
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School (604) 713-4771
Fax (604) 713-4773
E-mail: vhamilton@telus.net

THE PORTRAIT: VIVIEN BOWERS

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver)

As a teacher-librarian in an elementary school, I was already familiar with and admired Vivien Bowers' non-fiction children's books. Her two titles, *Crime science: how investigators use science to track down the bad guys* (Owl Books, 1997) and *Wow Canada! Exploring this land from coast to coast to coast* (Owl Books, 1999) have both been recognized with numerous awards. *Crime science* was the winner of the Canadian Science Writers Award and a finalist for both the Silver Birch and Red Cedar Awards. *Quill & Quire* magazine named it the second best non-fiction children's book of 1997 and it also claimed the Information Book "Honour" Award by the Children's Literature Roundtables of Canada. *Wow Canada!* won both the Sheila A. Egoff Award for best children's title at the B.C. Book Awards and the Information Book Award by the Children's Literature Roundtables of Canada. It was also a finalist for the Mr. Christie Award, Canadian Science Writers Association Award, Libris Award and the Alberta Reader's Choice Award. *Quill and Quire* magazine named *Wow Canada!* the best non-fiction children's book of 1999. Certainly, it is apparent that I am not the only fan of Vivien Bowers' work.

Vivien Bowers has been a successful freelance writer and editor for the past twenty years. Her published work includes children's non-fiction trade books, elementary and secondary school materials, and magazine articles for adults and children. Vivien has her own web page, www.netidea.com/~vbowers that details all her work and provides information on workshops and readings that she is available to present around B.C.

Bowers was born in Vancouver in 1951. She received a Bachelor of Arts Degree in Honours English from the University of B.C. in 1974 and then continued her studies obtaining her teaching certificate in 1976. Vivien's teaching experience includes two years as a grade five teacher (1976-78) in Nelson, B.C. and various adult community college courses in April of 1998. Vivien Bowers continues to live in Nelson, B.C. today.

Due to the distance between Vivien's home in Nelson and my home in Vancouver, our communication for this portrait has been through e-mail. The following

excerpts, in the form of my questions and Vivien's answers, are derived from our e-mail messages. I have retained the informal nature of such communications.

Q What prompted you to start writing? When was it?

A: I started after attending a one-day seminar called something like "Writing Magazine Articles for Fun and Profit." I was taking a break from teaching and trying to figure out what else to do with myself. Writing seemed like an interesting thing to do. I'm still not sure about the "Profit" part, though.

Q: I really enjoy your web site. It shows you've written articles and books for both adults and children. For which age group do you prefer to write? What type of writing is your favourite?

A: Mostly I thrive on variety, and try to mix it up. If I do too much of any one kind of writing I become stale. Creating the humour that's in *Wow Canada!* was a delight, but after a prolonged stint I got tired of being witty and clever. This winter I have two children's books on the go along with an adult non-fiction book, so I figure to switch back and forth. When writing children's material I tend to write for the 8 - 12 year old crowd, because that's the age level I taught as a Grade 5 teacher. But I've written for older and younger readers.

Q: How do you choose your topics?

A: I always have reams of ideas. I send them to my publisher (Owl Books) and let the folks there choose which ideas they think are marketable. *Crime Science* was one they picked out of a list of about six topics (only then did I realize that I knew zilch about the topic). I wrote the proposal for *Wow Canada!* because I wanted to take my own kids on a cross-Canada trip, and couldn't afford it without a work tie-in. Its success has led me to focus on a series of "Canadian" books.

Q: Both *Crime Science* and *Wow Canada!* are wonderful combinations of prose, anecdotes, information and illustrations. Do you have a say in how your books are designed and produced?

A: I leave a lot of those decisions to my publisher, who has more expertise in that area. She has done a fabulous job of choosing illustrators and producing high-quality books that make me look good. In my manuscripts I do write in all the suggestions for the illustrations, cartoons, page treatments and so on. I try to think visually, and to present content through graphics as much as text. Some books include my photographs (about 60% of the photos in *Wow Canada!* are mine). The finished book really is a collaborative effort.

Q: How do you do your research? Do you enjoy doing research?

A: I really want the information in my books to be first-rate and accurate, even if it's presented in a deceptively witty, kid-friendly way. As a magazine writer, I am used to doing extensive research, both in the library (or on the internet) and first-hand. I'm a curious soul, so yes, I like it. The topic of each book determines the modus operandi for the research. Research for *Crime Science* was done before much popular, forensic-related material was available, so my information had to be gained first hand by actually visiting forensic labs and tracking down experts (such as forensic entomologist Dr. Gail Anderson at SFU) to find out what they do - then transcribing dozens of interview tapes. Usually my research comes from both published material and first-hand experience. For instance, I've just come back from hiking the Chilkoot Trail as part of my field research for a kid's book on the Klondike. My teenagers are now too old to use as models for the characters in the book, so I 'borrowed' suitable-aged kids I met along the trail to find out their experiences. Yet, I've also read through piles of books on the Gold Rush.

Part of the challenge and frustration of writing a children's book is having to select such a small amount of material to end up in the finished book. But there's no point in having the kids' eyes glaze over.

Q: *Wow Canada!* is mainly written as a story diary. Have you ever considered writing fiction, or do you have any desire to do that?

A: I've thought about it, but I really do think I have a non-fiction brain. I've come to books from a background of fact-based magazine journalism and educational writing (I've written a number of

school textbooks). When I listen to fiction writers such as Monica Hughes talk about how her characters do things beyond her control, I can't imagine that happening. So even though I include a narrative storyline in my books, I am never really in doubt that they are primarily information books. Whereas someone like Monica Hughes or Janet Lunn may include factual information in what is definitely a novel. I like to stretch the boundaries and smudge the edges of those categories, though.

Q: Do you have a writing regime?

A: I'm a mother. I've learned to work whenever I can.

Q: What authors influence you? Any special favourites?

A: Among children's non-fiction authors, an old favourite and mentor is Holling C. Holling who wrote *Paddle to the Sea*, *Pagoo*, and other wonderful information books 50 years ago. He also used a narrative to draw the reader into his subject. I swiped his idea of using little pencil doodles in the margins of the text. When I was coming up with the tone of *Wow Canada!*, my kids were mad about Calvin and Hobbes cartoons. I tried to inject some of that kind of outrageous, sardonic, roll-your-eyes wit and silliness into my manuscript.

Q: Is there anything special you would like to write about?

A: The specific topic is less important to me than the treatment. A topic such as *Crime Science* has instant appeal so is easier to present than a topic like Canada, which tends to make kids yawn. My excitement comes from creating innovative ways to mix information yet also engage and entertain kids.

Q: What are you working on right now?

A: I'm working on a children's book with the working title "Follow the Voyageurs!" It's based on a canoe trip my family did last summer along the Churchill River in northern Saskatchewan. We paddled along the same routes used by David Thompson, Alexander Mackenzie, Peter Pond and all those big names during the Fur Trade. We slogged along the exact same portages. My kids got tired of hearing about it. As with *Wow Canada!*, the book will tell the story of a contemporary family trip, with lots of sidebars, cartoons and references to Fur Trade

history, the natural history of the Canadian Shield, and how not-to swamp a canoe in rapids. I'm also writing my first adult non-fiction book, which will be a sort of 'biography' of a fatal avalanche that happened near my home in Nelson a few years ago.

At present, Vivien Bowers continues her busy life at home in Nelson, B.C. working on her successful writing career and raising her two sons. She also has stated she enjoys escapes into the wilderness when time permits. I know we'll all look forward to her new works and all I can add is, "Wow Vivien!"



NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher-librarian), Fraser Valley Regional Correspondence School, SD#33, Chilliwack (E-mail) jgoldsmi@rainbow.fvracs.gov.bc.ca For daily web site updates try, "Catch Of The Day" at <http://catch.fvdes.com> or <http://www.dailycatch.net>

WebQuests: The Inquiry Sensation That's Sweeping The Nation

"At The Hop"
Danny & The Juniors

Bah-bah-bah-bah, bah-bah-bah-bah
Bah-bah-bah-bah, bah-bah-bah-bah, at the hop!

Well, you can rock it you can roll it
You can stop and you can stroll it at the hop
When the record starts spinnin'
You calypso when you chicken at the hop
Do the dance sensation that is sweepin' the nation at the hop

In the 1950s, North American teen-agers were captivated by a dance sensation called "The Hop". Fifty years later, another sensation is sweeping the nation and it has nothing to do with adolescent music. This time it's something more usable and interesting for teacher-librarians — WebQuests!

For those who have never heard the term before, perhaps a definition provide by Professor Bernie Dodge of San Diego State University might help:

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation.

Professor Dodge should know, as he is generally considered to be the person who first developed this model of inquiry back in 1995.

Even back then, it was obvious that technology in general and the Web in particular would play an increasingly important role in most aspects of education. It was also obvious that the size and chaotic nature of the web would preclude it from being used as an information source without some form of structure or scaffolding. Simply turning learners loose on the 'Net in hopes of finding appropriate, relevant data often required vast amounts of time and achieved, at best, questionable results. As well, once information was found, students would often copy and paste it into a document or report and submit it. Having spent all that time locating the needed information they obviously felt their task was done.

What was needed was a structured activity which would allow the learner some exposure to the 'Net and the information resources found there but within an organized, structured environment. As well, the activity should also encourage the learner to use that information (as well as data gathered from available books, periodicals, CD-Roms, etc.) in tasks which would promote critical thinking and higher level thinking skills such as analysis, synthesis and evaluation. As a result, this activity would not only require students to find information, it would also ask them to use it in some meaningful way. From these requirements, Professor Dodge created an inquiry model which has become known as a WebQuest.

WebQuests are structured, focused, fully developed units of inquiry with a task or goal for students to achieve, a methodology or framework for students to follow and some form of student evaluation. A WebQuest may require only one or two periods to complete or it may require many periods. Its focus is on tasks or objectives which will encourage the development and growth of higher-level thinking skills, critical thinking and problem-solving abilities. A WebQuest also encourages the integration of technology within the curriculum, but in the context of a typical classroom/library situation where Internet access or technology availability may be limited and teacher prep time almost non-existent. As a result, students do not spend large amounts of time searching for information on the 'Net. Instead, they access (for the most part), web sites which have been preselected. The amount of Internet information used in a WebQuest will depend on the technology and Internet connectivity

available to the Teacher-librarian. That means that a WebQuest can be done using only one computer connected to the Internet or a whole lab filled with Internet capable computers.

What does a WebQuest look like? There are five distinct or separate sections to a WebQuest. They are:

The Introduction

The purpose of the Introduction is two fold. It should orient the learner to what is coming and it should raise some interest in the learner. One of the things that sets a WebQuest apart for other research activities is the requirement to engage or captivate the learner. While WebQuests can be created for any topic, those which interest or affect the learner have proven to be particularly effective. These include such things as the environment, pollution, species extinction, immigration and AIDS. Historical topics are also popular.

The Task

The Task defines the objective which students are to achieve or goal they are to accomplish. The goal should not only be achievable, but it should also be presented in a way that will engage and motivate the learner. The Task could include a series of questions that must be answered, a problem that must be solved, a position that must be defended or anything that requires learners to process and transform the information they've gathered.

The Process

The process outlines steps that students must take to accomplish the task. A popular alternative is to assign students a role to assume as part of a group. The group must accomplish an objective or mission and each member assumes a part of that responsibility.

The process should be sufficiently well defined and well explained that students can use it as a road map to accomplish their task with little, if any, further instruction.

The Resources

These are the information resources provided for students to use in accomplishing their task. The resources may depend heavily on the Internet but books and other library resources may be the main information source depending on the task, and on what resources, time and technology are available.

The Evaluation

This is the list of criteria by which the end product will be evaluated.

Sample WebQuest

To give you some idea of what these sections actually look like or how they fit together I have included a WebQuest created by teachers Elaine Beaulieu & Carmen Willis. This one is fairly typical and is a good demonstration of the various WebQuest steps. Though it was created for American students, it can be readily adapted for Canadian classrooms.

Canada: A Family Vacation

by Elaine Beaulieu & Carmen Willis

Introduction

Canada, our neighbor to the north, is a vast land. Canada is made up of several regions. Each region has its own special features that it is proud to share with the rest of the world. Your job, as a group, is to plan a one week vacation for a family of four. The family consists of a father, mother, a teenage boy, and a five year old girl.

Task:

After researching the assigned region, your group will plan the family's vacation. You will research the people, climate, economy, culture, geographic features, language, heritage, and leisure activities. Your group will incorporate individual interests and desires into the vacation plans so that each member of the family is satisfied. Compromise will be necessary.

What should the family pack?

Where will the family stay?

How far is your destination from your home city?

What will this trip cost the family?

What is the present currency rate?

What will your family's daily schedule be?

Process

The steps to completing this project are as follows:

1. You will be assigned to teams of four or five. Within each team you will study and research your assigned region. You will collect and record data about the people, climate, economy, culture,

geographic features, language, heritage, and leisure activities.

2. Each person will be assigned a role. He/she will develop the "perfect" week long vacation for his/her role.

3. Roles to be chosen will be:

Father - enjoys hunting and fishing as well as other outdoor activities (really wants to fish for trout or salmon)

Mother - enjoys museums and galleries (really wants to see the capital building)

Teenage son - enjoys sports, hiking, and canoeing (really wants to see a rodeo)

Young girl - enjoys amusement parks, shopping (really wants a Canadian piggy bank)

4. Begin by making a list of everything your character would like to do on a Canadian vacation. Order your list from favorite to least favorite.

5. Each individual will be responsible for keeping track of materials used.

6. Meet as a group. Create a group list of activities for the family to do. Compromise will be necessary. Plan the family's weekly schedule.

7. Create your group presentation. For your presentation you may want to use maps or charts. The presentation can be in the form of a skit, slide show, puppet show, or some other form. Your group will make a presentation to the class.

Resources:

Images of Parks Canada (<http://parkscanada.pch.gc.ca/schoolnet/pcimages/homepage/homepage.htm>)

Go to the site (http://www.fleethouse.com/fhcanada/fhc_tips.htm) for traveler's tips on Canada

Go to the site for (<http://www.fleethouse.com/fhcanada/accommod/fhc-acco.htm>) accommodations

Inuit restaurant (<http://www.nunanet.com/~mmason/toonoo.html>)

Duck Bay Lodge (<http://www.duckbaylodge.com/>)

Canada Basics (<http://www.hotwired.com/rough/canada/>)

Fishing in Manitoba (<http://www.marlintravel.com/alicearm.htm>)

Fishing in Quebec (<http://yes.virtuel.net/~labrador/text/indexE.html>)

Fishing in Ontario (<http://netra.voyageur.ca/~anilson/homepage.index.html>)

More Fishing in Manitoba (<http://www.pineisland.mb.ca/>)

Lonely Planet Destinations (<http://www.lonelyplanet.com/dest/nam/can.htm>)

(The remaining resources omitted for space considerations)

Evaluation

You will get a group grade for this project. You will need to complete all 6 group tasks to have a completed project. It is necessary for all group members to put all effort possible into this project. Rubric is as follows:

4- Excellent (A)

The name of the region is stated.

Neatly written and well organized family schedule.

Includes neat and organized posters, charts, or props for presentation.

3 - 5 min. class presentation

3 - Good (B)

The name of the region is stated.

Neatly written family schedule.

Includes neat and organized posters, charts, or props for presentation

2- 3 min. class presentation

2 - Fair (C)

Name of the region is stated

A family schedule

Includes a few neat and organized posters, charts, or props for presentation

1 - 2 min. class presentation

1 - Poor (D)

No region stated
A family schedule
No neat and organized posters, charts, or props
No class presentation

0 - No Effort (F)

No effort given to the project

Conclusion

For this project you will be responsible for a family's vacation. Remember you will need to consider each family member's interest. Everyone wants to have a good time. It is important to use all resources possible and all the creativity you know of to have the most exciting project possible. Have fun.

Summary:

In summary, WebQuests are a structured inquiry activity designed to encourage and promote higher level thinking skills while at the same time making the best use of a learner's time and available library resources. To achieve that efficiency and clarity of purpose, WebQuests contain an introduction that sets the stage and provides some background information, a task that is doable and interesting, a set of information sources needed to complete the task, a description of the process the learners should go through in accomplishing the task, broken out into clearly described steps, some guidance on how to organize the information acquired (this can take the form of guiding questions, or directions to complete organizational frameworks such as time lines, concept maps, or cause-and-effect diagrams) and an evaluation that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

As well, WebQuests are often carried out as a group activity or done individually. They can be designed around a single subject or they can be interdisciplinary.

In closing, WebQuests represent a way to easily incorporate technology and Internet use within a cooperatively planned unit of inquiry which emphasizes higher level thinking skills in a way that is engaging and interesting for the learner. No wonder it's the new sensation that sweeping the nation!

WEBQUEST ONLINE RESOURCES:

CONNECT WEBQUEST TRAINING SITE

<http://www.co-nect.net/sregion/webquesttrain.html>

The site has a complete outline for a four day workshop to teach teachers how to create WebQuests. In addition it also contains a multitude of examples and links to other WebQuest sites.

EDHELPER

<http://www.edhelper.com>

Edhelper is a site packed with WebQuests and teacher resources on a variety of subject areas.

**EDUCATIONAL CYBERPLAYGROUND
WEBQUEST PAGES**

<http://www.edu-cyberpg.com/Teachers/webquest.html>

A page of links information and resources on WebQuests maintained by the Educational Cyberplayground.

**PACBELL: FILAMENTALITY GUIDE TO
WEBQUESTS**

<http://www.kn.pacbell.com/wired/fil/formats.html#WebQuest>

This site contains an extensive overview about WebQuests as well as a database of about 200 sample units.

**PROJECT-BASED LEARNING JUST BECAME
EASY: AN INTRODUCTION TO WEBQUESTS**

http://www.techlearning.com/db_area/archives/WCE/archives/agarry.htm

An article on creating and using WebQuests by Adam Garry for the Technology and Learning magazine,

WEB & FLOW

<http://www.web-and-flow.com/>

A collection of articles and information linked to information on the topic of WebQuest.

WEBQUESTS FOR LEARNING

<http://www.ozline.com/webquests/intro.html>

An Australian site with lots of information about creating WebQuests as well as links to other sites and resources.

THE WEBQUEST PAGE

<http://edweb.sdsu.edu/webquest/webquest.html>

The web site maintained by Dr Bernie Dodge which has become a portal for sites and resources on WebQuests.

WHAT IS A WEBQUEST

<http://www.is.helena.k12.mt.us/whatwebquest.htm>

A very simple and easy to follow site created by Sandi Smith, Educational Technology Specialist, Helena, MT.

NEW WEB SITES

ARTS

204 CHILDREN'S SONGS

<http://www.antenna.nl/wwwciv/songs/layout/allsongs.html>

(Elem) ...from around the world, in different languages. Have fun singing these wonderful children's songs. Many you already know, but be sure to explore those from different lands and cultures as well. (Classroom Flyer)

ART KIDS

<http://www.artkids.co.uk/>

(Elem) "Art Kids provides a fun and educational art environment for creative kids up to 9 years old. The site includes sketch books, colouring books, art history, puzzles and so much more!" (Netsites)

ART ON THE WEB

www.bc.edu/bc_org/avp/cas/fnart/Artweb.html

(Sec) This site is a major art meta site with more than 1200 links to art related web sites around the Internet in virtually all fields of art including; Ancient Art, Architecture, Art Databases, Art Education, Art Programs, Art Sites & Galleries, Art Therapy, Auctions, Baroque, Careers, Computers and Art, Conservation, Course Materials Online, French Art, General Reference, Image Collections, Listserves and Newsgroups, Medieval Art, Museums, Mythology, Native American Art, 18th Century Art, 19th Century Art, 20th Century Art, Non-western Art, Other Libraries, Photography, Renaissance, Sculpture, Starting Points in the Arts, Surrealism, Texts Online, Visual Literacy, War Art, Web Search Tools, Women Artists and much more. (LM_Net)

ART SAFARI

http://artsafari.moma.org/safari_menu.html

(K-12) Are you ready to go on a journey? On the Art Safari you will explore animals and art. View the painting and sculpture collection of The Museum of Modern Art and then write a story about what you see, there are questions to guide you. "This site encourages learning about art by looking and sharing interpretations." (Great Sites For Kids, Newsletter)

ARTS & CRAFTS 4 KIDS

<http://artsandcrafts4kids.homestead.com/index.html>

(Elem) "Arts and crafts for kids offers hours upon months of family bonding crafts. Christmas to Kwanzaa. Pokemon to Valentine's Day crafts. Easter, Halloween, St. Partakes Day, Thanksgiving and Nature Crafts. Over 200 kid safe crafts to make." (Surfing The Net With Kids)

THE CHILDREN'S MUSIC ARCHIVE

<http://judyanddavid.com/cma.html>

(Elem) This site offers lots of lyrics, sing-along suggestions, coloring sheets and activities for children's songs. (Great Sites For Kids, Newsletter)

THE CHILDREN'S MUSIC ARCHIVE:

<http://judyanddavid.com/cma.html>

(Elem) Subtitled, "An Online Songbook", and it certainly delivers... Singing suggestions, coloring pages, and related activities are also included here. (Classroom Flyer)

DREAMGIRL MAGAZINE: THE ARTS MAGAZINE FOR GIRLS

<http://www.dgarts.com/>

(Sec) Online presence of an ad-free print magazine for girls ages 10-15, interested in the arts of all kinds. Music, art, writing, cartooning, movies, dancing, photography, book reviews, and projects to do at home are all included as are interviews with adult artists, authors, and musicians. Readers can contribute their own submissions. Each issue includes a section about getting the most out of school and public libraries. (LIWEEK)

THE GREAT CANADIAN TUNEBOOK:

<http://members.home.net/bntaylor/canmidi.htm>

(Elem) A large collection of traditional Canadian tunes

(Farewell to Nova Scotia, Valse Frontenac . . .) along with the song lyrics. (Please note that these are old traditional tunes; not all lyrics will be suitable for younger children.) (Great Sites For Kids, Newsletter)

KIDZSING GARDEN OF SONGS:

<http://members.home.com/veeceet/index.html>

(Elem) Nursery rhymes and holiday songs are featured at this site — perfect for preschool and early elementary grades. (Great Sites For Kids, Newsletter)

MAMA LISA'S WORLD:

<http://www.mamalisa.com/world/>

(Elem) "Children's Songs and Rhymes of All Nations"... The only continent you won't find here is Antarctica. Unfortunately not all lyrics are accompanied by audio files. (Classroom Flyer)

MOJO'S MUSICAL MUSEUM:

<http://www.kididdles.com/mouseum/index.html>

(Elem) Sing your hearts out with lyrics to hundreds of children's songs listed at this site. (Classroom Flyer)

EDUCATION

THE EXWORTHY EDUCATIONAL LINKS

<http://www.exworthy.com>

(K-12) The Exworthy Educational Links site is a searchable library of Web resources for parents, teachers, and students. Updated regularly, this site contains detailed site descriptions and integration ideas for technology coordinators, staff development presenters, Web site creators, and K-12 teachers. (Net-Happenings)

GATEWAY TO EDUCATIONAL MATERIALS

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

(Staff) A search engine for high quality lesson plans, curriculum units, and other education resources on the Internet. The Gateway to Educational Materials (GEM) project is a consortium effort to provide educators with quick and easy access to the substantial, but uncatalogued, collections of educational materials found on various federal, state, university, non-profit, and commercial Internet sites. (Weekly Bookmarks)

INSIDE EDUCATION

<http://www.insideeducation.net/>

(Gen) "Education news, articles, product reviews, technology and business solutions for K-12 school and district superintendents, business and financial managers, curriculum directors, technology coordinators and principals - includes online articles, education columnists, industry news, standards, budgets, funding and grants solutions, educational software and books, staffing and hiring ideas." (Netsites)

LD ONLINE - LEARNING DISABILITIES INFORMATION AND RESOURCES

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

(K-12) This site contains; Learning Disability News, Feature Articles, In Depth Information on a Wide Variety of Topics, Books, Newsletter, Discussion Boards, Resource Lists and Links. Here's a great site to look for more information to help with your special needs students. Just take advantage of all the resources here to learn about and understand the disabilities involved as well as to develop more effective teaching strategies. If you are fairly new to the field of learning disabilities, be sure to check out the ABCs of LD/ADD for a basic introduction. The LD in Depth section features background papers as well as classroom and parent oriented features. You can keep abreast of the latest news by checking the What's New section. (Education Planet Newsletter)

MULTIMEDIA LANGUAGE LEARNING

<http://user.gru.net/richardx/index.html>

(Sec) This is a great learning site for learners of English as a second language and has one of the largest collections of links useful for practicing English and for getting cultural information. (Weekly Bookmarks)

NUTTIN' BUT KIDS

<http://www.nuttinbutkids.com/index.html>

(Elem) This site contains; themed resources, finger plays, songs, activities, book lists, related links. What fun students have when you add finger plays to verses or songs. Here is a great resource site to find finger plays, songs, activities, and group time suggestions to go with all of your themed units. Just click on the themes button to get to the main resource list. Topics include Animals, Environments, Holidays, Seasons and Miscellaneous which encompasses a variety of math, science and social studies topics. There are also related web links at the bottom of each theme page. (Education Planet Newsletter)

RESPONSIBILITY TEACHING IDEAS:

<http://info.csd.org/staffdev/chared/Connections/middle/middle.html>

(K-12) Self-discipline, commitment, and goal-setting are some of the character traits covered under this lesson plan for teaching about responsibility. Students will discuss responsibilities for different careers, and create a budget in money management exercises. Student worksheet also provided (Classroom Flyer)

ENGLISH

THE CHILDREN'S LIBRARY

<http://www.laeuchli.com/sheba/library/>

(Elem) "Find new, original, and free children's stories and plays to read online or print out! Some of the stories were written by kids and some by older people. Browse through the Children's Library." (Netsites)

DIARY OF ANNE FRANK ACTIVITIES:

http://islavista.goleta.k12.ca.us/9798/html/anne_frank_activities.html

(Sec) Explore art and writing activities to accompany your discussion of Anne Frank and the Holocaust, or your class reading of *The Diary of Anne Frank*. (Classroom Flyer)

ELEMENTS OF A STORY:

<http://www.lessonplanspage.com/LAWildThingsStoryElementsK2.htm>

(Elem) The ideas and activities here explore elements of a story as they specifically relate to *Where the Wild Things Are*. (Classroom Flyer)

CHESSBOARD NOVEL:

<http://www.teachers.net/lessons/posts/32.html>

(K-12) Here is a great idea for gifted students or your high school English class—students will create short stories for each move they make on a chessboard, and then weave those stories into a novel once the game is finished. Setting and character sketches are determined in advance. (Classroom Flyer)

GRAMMAR SCHOOL

<http://www.dailygrammar.com/>

(K-12) If the fine art of correctly diagramming a

sentence has eluded you, the daily grammar Web site is here to help. Sign up for a daily grammar lesson that will be delivered right to your email inbox. The site includes a glossary so that you can bone up on the parts of speech before taking the plunge. Search the archive for past lessons, send words of appreciation, or check out related links. (Dummies Daily)

GUIDE TO GRAMMAR AND WRITING

<http://ccc.comnet.edu/grammar/index.htm>

(K-12) The Guide to Grammar and Writing contains scores of digital handouts on grammar and English usage, over 170 computer-graded quizzes, recommendations on writing — from basic problems in subject-verb agreement and the use of articles to exercises in parallel structures and help with argumentative essays, and a way to submit questions about grammar and writing. Javascript and cgi-based quizzes (form enabling required). Acrobat Reader, sound card, and PowerPoint recommended but not required." (Netsites)

IT'S A MYSTERY TO ME:

<http://www.cis.yale.edu/ynhti/curriculum/units/1995/1/95.01.07.x.html>

(K-12) Students are introduced to the detective genre with novels from Poe, Doyle, and Christie. They will learn the elements of detective fiction, author backgrounds, and complete vocabulary and comprehension worksheets. (Classroom Flyer)

WEE ONES MAGAZINE

<http://www.weeonesmag.com/>

(Elem) "*Wee Ones* is the first online children's magazine dedicated to bringing parents and children together through reading and family-oriented fun. We offer a safe, fun internet environment for children ages 3 to 8 as well as a separate web space for parents to learn, share, and be entertained." (Netsites)

WELL KNOWN ADVENTURE STORIES FOR CHILDREN

<http://www.2020site.org/robinhood/>

(Elem) "Looking for an adventure or short story for children? Read various fairy or folk tales including Ali Baba, Mother Goose, Robinson Crusoe... These versions have pictures and come right out of a children's story book." (Netsites)

WHERE THE WILD THINGS ARE: ACTIVITIES

http://www.alternativeparenting.com/Lesson_plans/K_through_3/language_reading/book_activities/wild_things.htm

(Elem) Comprehension questions, sequencing charts, and a puppet activity round out class reading for grades 1 through 3. (Classroom Flyer)

WHERE THE WILD THINGS ARE: THEMATIC UNIT:

<http://www.elko.k12.nv.us/northside/wild.htm>

(Elem) Find several activities to support Sendak's book, including student illustrations of wild things with Kid Pix and a student play. (Classroom Flyer)

WHERE THE WILD THINGS ARE: TRACK

<http://lessons.k12.tn.us/~trackstar/tracks/t00485.html>

(Elem) Activities here include Story Prediction, Landform Activity, creative writing, interactive puzzles, and author studies. (Classroom Flyer)

WILD THINGS MASK:

<http://www.teachers.net/lessons/posts/1357.html>

(Elem) Students can get crafty and make a mask when they have finished reading their stories. (Classroom Flyer)

WRITING RUBRICS FOR K-GRADE ONE:

<http://bard.huensd.k12.ca.us/html/writingrubrics.html>

(Elem) Appropriately tailored to early elementary writing assignments, find assessment rubrics here. (Classroom Connect)

WRITING RUBRICS: K-GRADE FOUR

<http://www.uwf.edu/kasmuss/careers/rubrics.htm?ti2Xdw=www.uwf.edu/%7Ekasmuss/careers/rubrics.htm>

(Elem) For Kindergarten through grade four, here are some excellent rubrics for writing assessment. (Classroom Connect)

LIBRARY

ACADEMIC RESOURCE NET

<http://www.academicresources.net/http://www.academicresources.net/>

(Sec) This site contains research and reference

information from the Web for students and professionals. Links to journals, reference sites, libraries, research institutes, universities, government sites, databases and other sources. (Netsites)

FAST FACTS

<http://gwu.edu/~gprice/handbook.htm>

A compilation of almanacs, fact books, statistical reports and related reference tools.

INFODESIGN

<http://www.bogieland.com/infodesign/>

(Sec) "The InfoDesign site provides information designers and information architects with up-to-date information and communication facilities on aspects of the growing field of Information Design and Information Architecture. Its main objective is to collect, structure and disclose relevant resources." (Netsites)

LIBRARY AND ARCHIVAL EXHIBITIONS ON THE WEB

<http://www.sil.si.edu/SILPublications/Online-Exhibitions/>

(Sec) "The site features links to online exhibitions created by libraries, archives, and historical societies, as well as to museum online exhibitions with a significant focus on library and archival materials (such as printed books, book illustrations, manuscripts, photographs, printed ephemera, posters, archival audio and video recordings, artist's books, and the book arts). Includes a separate introduction. The list of exhibitions is arranged alphabetically by title and shows the names of the sponsoring institutions." (Netsites)

THE NONVERBAL DICTIONARY OF GESTURES, SIGNS, AND BODY LANGUAGE CUES

<http://members.aol.com/nonverbal2/diction1.htm>

This monumental resource consists of definitions, relevant quotes, photos, and illustrations painstakingly researched and assembled by David B. Givens, director of the Center for Nonverbal Studies. Explore the silent side of human communication, from the Adam's apple jump to the classic shoulder shrug display, from flight and fright reflexes to true and false smiles. It's a fascinating look at how we express ourselves and how we act when the mute button is on. (Yahoo Picks)

THE QUOTATIONS PAGE

<http://www.quotationspage.com/>

(K-12) "A large site devoted to quotations from famous people and literature. Over 10,000 quotations are available for searching and browsing. Includes the popular Quotes of the Day, Motivational Quotes of the Day, Quote Search, and Random Quotations pages." (Fred's Finds)

SFANDF (SCIENCE FICTION AND FANTASY)

<http://www.sfandf.com/>

(Sec) A searchable database of Science Fiction and Fantasy Books. Lists authors, series, covers pictures, back cover blurbs, author bios and more. (Netsites)

VIRTUAL LRC (Library Resource Centre)

<http://www.virtuallrc.com/>

(K-12) "The Virtual LRC provides easy access to many of the most important information sites on the Internet, including reference, humanities, history, social sciences, art and art history, biology, biography, careers, government information, health information, lesson plans, newspapers, dictionaries, encyclopedias, almanacs, and electronic texts or e-texts." (Fred's Finds)

VISIBOOKS

<http://www.visibooks.com/>

(K-12) "Most people find it easier to learn visually—through illustrations rather than text. Visibooks are created for visual learners, with more show, less tell." (Netsites)

WORDSMYTH

<http://www.wordsmyth.net/>

(Sec) "Wordsmyth is an innovative and evolving language reference source that meshes the functions of a dictionary and a thesaurus with powerful and flexible search capabilities. Both the Wordsmyth Educational Dictionary-Thesaurus and the Wordsmyth web site reflect the philosophy that word meanings are not simply equations that one can get right or get wrong, but rather grow out of and depend on specific uses and contexts." (Netsites)

MATHEMATICS

CVC MATH DOMAIN

<http://www.cvc.org/math/>

(Sec) The CVC Math Domain contains information to help teachers and students in the area of mathematics. It also contains a program of studies for the CVC math courses offered in Middle School and High School. (EDTECH)

ESCAPE FROM KNAB

<http://www.escapefromknab.com/>

(Sec) "Escape from Knab is an educational simulation which takes participants through a series of financial decision-making experiences in the fun and entertaining setting of the fictitious planet, Knab, where visitors discover the results of their actions and decisions." If you think money grows on trees then this is a great site for you! The goal of this site is to prepare you for real-life financial situations. (Great Sites For Kids, Newsletter)

I KNOW THAT (MATH)

<http://www.iknowthat.com/com/L2/TopicSelect?Area=Math>

(Elem) Interactive and lots of fun math problems to solve. See if you can get Leon the chameleon through his adventures by solving math problems. (Netsites)

KING'S MATH

<http://www.k111.k12.il.us/king/math.htm>

(K-12) This hotlist organizes most of students' basic math needs into categories, then links the user directly to webpages that have a tool or game to meet that need. Under Graphing, there is a link to Gere's Bike Shop, an activity at BBC Online. From Beginning Math activities to Probability, this site links to activities from all over the globe. Because of the nature of the interactive sites it links to, there may be a preponderance of popup windows and ads. (Blue Webbin')

MATHGEN

<http://www.mathgen.com/free.htm>

(Elem) This site offers 15 work and answer sheets for math at the K-6 level. (EDTECH)

MATH AID

<http://www.mathaid.com/>

(K-12) "Interactive mathematics self-study online and offline educational software with hands-on tutorials, problem-solving lessons, and customizable tests." (Netsites)

MATH LEAGUE

<http://www.mathleague.com/>

(K-12) The Math League Program strives to foster interest and confidence in Mathematics through the solution of worthwhile problems. There are contests for Grades 4 through 12 plus a separate Algebra I contest. Even if your school is not participating in these contests, you can sign up for the homeschooled Math League program or just utilize the sample problems with solutions provided online. There is also a Grades 4-8 Help Facility with background information and examples for a variety of math topics. For further practice both problem books and math software are available. (Education Planet Newsletter)

MATH MAVEN'S MYSTERIES

<http://teacher.scholastic.com/maven/index.htm>

(Elem) Math Mysteries, Math Mysteries, Can your students solve them? Challenge your students to become detectives and then to take a case to solve. Encourage them to not just jump to an answer but to thoroughly explore the problem and then work towards a solution. The mysteries are graded from one to three stars in difficulty and involve math topics such as logical reasoning, whole number operations, fractions and ratios, money and decimals, patterns and missing number equations, combinations and probability, measurement and time, and geometry and spatial relationships. (Education Planet Newsletter)

THE UNIVERSITY OF BUFFALO GIFTED MATHEMATICS PROGRAM

<http://wings.buffalo.edu/org/giftedmath/>

(Sec) The nationally recognized University at Buffalo Gifted Math Program provides an enriched and accelerated mathematics course of studies for over 250 Western New York secondary school students who demonstrate superior mathematics ability. (Weekly Bookmarks)

WHAT GOOD IS MATH?

<http://www.richmond.edu/~ed344/webunits/math/home.htm>

(K-12) Have you ever asked yourself, "What do I need to learn math for?" This site was created to answer that question. "We all use math every day, most of the time without even realizing it!" Find out how art and math are related, learn how to get the most out of your dollar, and get help when planning a trip or a party. This site has received several education awards. (Great Sites For Kids, Newsletter)

MISCELLANEOUS

DEALING WITH PRESSURES:

<http://www.goodcharacter.com/BCBC/Pressures.html>

(K-12) Everyone has to deal with various pressures during their lives. These lesson ideas will engender student discussion along guided topics, and introduce writing and further extension activities to explore this topic. (Classroom Flyer)

EDUCATIONAL PLACEMENT SERVICE

<http://www.educatorjobs.com/>

(Staff) "The largest teacher placement service in the US. Accredited by the National Association of Teacher Agencies." (Netsites)

FAMOUS PEOPLE WHO HAD DISABILITIES:

<http://www.northcoast.com/~hope/famous5.txt>

(K-12) Students will search pictures on the internet of famous people who had disabilities (or let them draw their own portraits), and learn that despite being disabled, these heroes still managed to lead highly successful lives. (Netsites)

FIRST AID BOOKLET:

http://db.pecentral.org/lessonideas/Action.lasso?-database=pec_lessons.fp5&-layout=main&-response=view.lasso&-recordID=33882&-search&-Token.type=Health

(K-12) Students use online resources to create their own first aid booklet, with appropriate treatments and procedures. Have them create one addressed to their own age/grade level, by conducting a survey first on what are the most common injuries for middle/high school students. (Classroom Flyer)

HOW TO PREVENT FIGHTS:

<http://www.goodcharacter.com/BCBC/PreventingConflicts.html>

(K-12) Equipping students with tools in the forms of strategies and steps to take when confronted by violence is an empowering gift for students of all ages. Follow the tips, discussion topics, and further activities to help your students learn how to prevent fighting and violence in their own lives. (Classroom Flyer)

JUST COLLEGES

<http://www.justcolleges.com/>

(Sec) Just Colleges features colleges in USA, India, UK, Australia, and Canada. Each year millions of students move on to broaden their horizons, some are just entering college whereas others are pursuing their further studies. Moving on to become doctors, lawyers, scientists, managers.....the list is never-ending. Searching for the right college, a college that meets all of your requirements can be quite a tedious task. This site has been built to aid such individuals, to lead them in the right direction. We shall help you narrow down your list to an ample few. (Net-Happenings)

KITE FLYING FOOL'S KITE SITE

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

(K-12) "Kite Related information, Building Kites, Plans, Links, Flying, Fun, Festivals, Pictures." (Netsites)

ONLINE EXPEDITIONS

<http://orion.neiu.edu/~ctc/onlineexpeditions/>

(K-12) This site contains information on; online expeditions, curriculum guides, journey, journals and pictures, web links. Have you ever been to the Amazon? If not, now you can take a trip via cyberspace to the Amazon Rainforest and follow along in the footsteps of the adventurers who traveled to the Amazon earlier this year. You can follow their day by day progress through their journals and pictures. But that is just the start. There is a whole inquiry based technology and arts integrated curriculum that is designed to encourage students to investigate global issues and then become involved in local issues. Stay tuned for Antarctica later this year and China in 2002. (Education Planet Newsletter)

THE ULTIMATE PUZZLE SITE

http://www.dse.nl/puzzle/index_us.html

(K-12) This site contains; puzzles, riddles, brainteasers, complex problems, quizzes, brain tests and experiments, and puzzle jokes. How can you help your students learn to think? With puzzles and brainteasers

of course! Since the Ultimate Puzzle Site puzzles are graded as to hardness and to the amount of math needed, you can pick the proper place to start and then work up to more challenging problems. Often it is not the math per se that is the problem but rather confined thinking. Can your students keep away from the gotcha's, by not jumping to conclusions? How can you get them analyzing the problem at hand and thinking more broadly? How can they use their new found thinking skills in their everyday lives? (Education Planet Newsletter)

SCIENCE

15 ONLINE SCIENCE TESTS:

<http://www.gooseholler.com/main/soft/testpg.html>

(Sec) Targeted to middle school, with true or false or multiple choice questions. Most contain around 30 questions, all topical for middle school sciences. (Classroom Flyer)

ASK DR. UNIVERSE

<http://www.wsu.edu/DrUniverse>

(K-12) It's great to encourage students to ask questions, but finding the answers can often be tough. The Dr. Universe website draws upon the resources of the Graduate School at the University of Washington to find answers to these burning questions. Respected researchers are consulted to arrive at a full answer to the questions. Your question may already have been answered - just search the treasure chest of questions and answers to see. If not, then just submit your question. Are you interested in Genetics or the Mayan Civilization? Be sure not to miss these special sections featured on Dr. Universe's home page. (Education Planet Newsletter)

AUSTRALASIAN SCIENCE

<http://members.ozemail.com.au/~search/>

(K-12) Australia's monthly magazine devoted to Science for the general public. (Netsites)

BIOCRAWLER.COM

<http://www.biocrawler.com/>

(Sec) A portal-style directory of Biology materials, sites and related sciences. If you're looking for something in the field of Biology, chances are you'll find it here. The picture of the frog is pretty cool too. (Weekly Bookmarks)

**CARNEGIE SCIENCE CENTER: ASTRO
CALENDAR**

[http://www.carnegiesciencecenter.org/teachers/
planet_calendar.asp](http://www.carnegiesciencecenter.org/teachers/planet_calendar.asp)

(K-12) Astro Calendar presents a monthly look at what's playing in the night sky near you. And the big news (listed on the front page under the headline "Astronomical Highlights 2001") is the Mars Opposition of 2001. With a simple diagram showing the Mars and Earth orbits, its easy to understand the term "opposition." This year, gazers in the Southern Hemispheres will get the best view, because Mars will appear high in the sky where there is less atmospheric distortion. Those of us in the Northern Hemisphere will find Mars low in the nightly sky. (Surfing The Net With Kids)

A CENTURY OF PHYSICS

<http://timeline.aps.org/APS/>

(Sec) "By the end of the nineteenth century, after more than two thousand years of intellectual struggle that began with the Greek philosophers, physical scientists had reason to believe that they were beginning to understand the universe. Their theories of matter and energy, of electricity and magnetism, of heat and sound and light were confirmed in laboratories throughout the world with increasing precision. Experimentation was the method, and mathematics the language, of a powerful, coherent body of knowledge called classical physics." (Netsites)

GREAT BEAR RAINFOREST

<http://www.greenpeace.org/greatbear/>

(K-12) Great Bear Rainforest - take a tour of the largest temperate rainforest on the planet. (Yahoo Picks)

LOGAN'S WILDLIFE PAGE

<http://frank.mtsu.edu/~jpurcell/Walker/animals.html>

(K-12) Nice home page put together by young Logan Walker detailing information about tigers, elephants, cougars, gorillas and polar bears. (Netsites)

MARS ACADEMY

<http://www.marsacademy.com/>

(K-12) Is it possible to send men to Mars? In 1997, a group of students gathered together in cyberspace to design a virtual manned mission to Mars. This Web site serves both as a guide to developing your own Mars

mission, as well as a record of their project. Best clicks are the Online Courses and Special Projects (from Mars Intro to Artificial Gravity) and the Interactive Features that let you test various aspects of your design. (Surfing The Net With Kids)

MIT'S BIOLOGY HYPERTEXTBOOK

<http://esg-www.mit.edu/>

(Sec) This searchable hypertextbook provides extensive information on the structure and function of cells, molecules, and enzymes. It also includes an overview of glycolysis, the Krebs cycle, photosynthesis, genetics, and recombinant DNA. (LIWEEK)

MOLECULAR EXPRESSIONS

<http://micro.magnet.fsu.edu/index.html>

(Sec) "The Molecular Expressions Website features hundreds of photomicrographs (photographs through the microscope) of everything from superconductors and high-tech materials to ice cream and beer." (Netsites)

MUSEUM OF PALEONTOLOGY

<http://www.ucmp.berkeley.edu/>

"The mission of the University of California Museum of Paleontology is to investigate and promote the understanding of the history of life and the diversity of the Earth's biota through research and education."

OCEAN QUEST

<http://www.capecod.net/oceanquest/>

(Sec) Hands on teaching of Oceanography: "programs for students, teachers and learners of all ages! We invite you to browse our site for information on all we have to offer." (Netsites)

RAINFORESTWEB.ORG

<http://rainforestweb.org/>

(Sec) This site is a wide-ranging portal that leads to areas such as: Why are rainforests important? What's happening in rainforests? Why are rainforests being destroyed? These categories lead to hundreds of relevant links. There are also highlights of recent rainforest victories, honored activists, news articles, and ways to contribute. From the Rainforest Action Network. (LIWEEK)

REVIEW OF MIDDLE SCHOOL PHYSICAL SCIENCE TEXTS

<http://www.psrc-online.org/curriculum/book.html>

(Sec) Teachers are often blamed for the faults of their students and their lack of knowledge but how good are the materials that they are teaching from? According to this report, the present state of Middle School Textbooks leaves much to be desired. So what if many of these teachers do not have a science background. If they had good materials and proper professional development, many would be very successful. This report points out many of the problems and errors in the present textbooks and provides many tips for teachers and publishing companies to improve the teaching of science. (Education Planet Newsletter)

SING ALONG MIDIS AND LYRICS FOR THE NIEHS KIDS PAGES

<http://www.niehs.nih.gov/kids/music.htm>

(K-12) "Sing-Along Midis and Lyrics for the NIEHS Kids Pages, developed by the National Institute of Environmental Health Sciences as a means of introducing kids to science and research interests." (Netsites)

WALKER'S WILDLIFE PAGE

<http://frank.mtsu.edu/~jpurcell/Walker/animals.html>

(K-12) On this site you can find information on tigers, polar bears, gorillas, cougars and elephants. Read about what they eat, where they live, what size they are, their lifestyle and more. (Great Sites For Kids, Newsletter)

WINDOWS TO THE UNIVERSE: MARS

<http://www.windows.ucar.edu/cgi-bin/tour.cgi?link=/mars/mars.html>

(K-12) Pages and pages of Mars delights await you at this educational site from the University of Michigan. To begin, choose to view either the Beginner (upper elementary ages), Intermediate (middle school) or Advanced (high school and older) site. You'll find the selection at the top of each page in a small centered menu. Best clicks are Latest News ("Mars Global Surveyor still going strong.") and Tour Mars, a slide show presentation of eleven topics including Life on Mars? Mars Climate, and Water on Mars. Unfortunately site navigation requires extensive use of the browser back button to return to the main Mars menu. (Surfing The Net With Kids)

THE WORLD OF SCIENCE

<http://www.theworldofscience.com/>

(Sec) The World of Science has science news briefs, in-depth articles, and biographies of famous scientists. There is a good collection of links to magazines and journals in chemistry, biology, physics, and other sciences. Users can participate in discussion groups on science topics. Teachers may also be interested in the online testing program. (Weekly Bookmarks)

THE WORLD'S BIOMES

<http://www.ucmp.berkeley.edu/glossary/gloss5/biome/>

(Sec) Well-written, informative pages that provide key facts regarding aquatic, desert, forest, grassland, and tundra biomes. Includes references and details reasons why it is important to know and recognize the key traits and attributes that make each biome unique. (LIWEEK)

YOUR SKY

<http://www.fourmilab.to/yoursky/>

(K-12) Working with map skills? Help your students build a sky map. This program lets you choose a nearby city, or enter your latitude and longitude, to find out what is in the sky presently. Using fairly easy-to-use controls, you can then manipulate the data to find a star map for the next night, or the next week. (Blue Webbin')

SOCIAL STUDIES

AUSTRALIA - THE LAND AND ITS PEOPLE

<http://www.webweaver.com.au/australia/>

(K-12) "G'day and welcome to the land Down Under!" Visit this site to learn all about Australia - the land, wildlife, culture, its people, sports and much more! (Great Sites For Kids, Newsletter)

BLACK LOYALISTS: OUR HISTORY, OUR PEOPLE -

<http://collections.ic.gc.ca/blackloyalists/>

(Sec) Useful for historians and students, this site describes how Canada became the home of the first settlements of free blacks outside Africa. Includes biographies of prominent Black Loyalists, descriptions and maps of Black Loyalist communities, and original historical documents, including first hand accounts of what life was like as a Black Loyalist in Nova Scotia. Discusses the service of Black Loyalists in the

American Revolution, issues such as prejudice and religious faith, and their exodus from Nova Scotia. From Canada's Digital Collections. (LIWEEK)

CANADA'S ROLE IN THE ATOMIC BOMB
<http://ccnr.org/chronology.html>

(Sec) Canada's Role in the Atomic Bomb - offers a chronology of major atomic bomb milestones, from 1938 to 1976, and Canada's role in the bomb programs of the United States, Britain, France, and India. (Net-Happenings)

CANADIAN MUSEUM OF CIVILIZATION
<http://www.civilization.ca/>

(K-12) This site contains; Canadian History and Culture, Online Galleries and Exhibits, dual language English and French, Colouring Book. This Canadian Museum of Civilization Corporation website is actually the gateway to four different online museums: the Canadian Museum of Civilization, the Canadian War Museum, the Museum of New France, and the Virtual Museum. Be sure not to miss the Canada Hall Virtual Tour with its 21 panoramic movies that is part of the Virtual Museum. (Education Planet Newsletter)

CONQUISTADORS
<http://www.pbs.org/conquistadors/>

(K-12) This site, beautifully illustrated with period maps, drawings, letters, etc., follows the paths of sixteenth century conquistadors Hernan Cortes in Aztec Mexico, Francisco Pizarro in the Incan Empire of South America, Cabeza de Vaca in Texas, and Francisco de Orellana on the Amazon River. Each explorer's adventure and biography are chronicled. There are extended activities for educators and students. Fuller details are linked to sidebar icons that tell the effects, motivations, and historical interactions of the conquest. (LIWEEK)

THE GREAT GLOBE GALLERY ON THE WORLD WIDE WEB
<http://hum.amu.edu.pl/~zbzw/glob/glob1.htm>

(K-12) Often, the world is studied from a country or continent standpoint so it is hard to get an overall view of the world in general. Also, the use of printed maps often distorts our view of the northern and southern regions of the world. The Great Globe Gallery focuses on the world by providing links to all sorts of globes and global data sets on the world wide web. As well as physical geography, there is also information on global

vegetation, weather, biodiversity, ocean topography, climate, glaciers, snow and ice, and the Ring of Fire. (Netsites)

MAPS AND GLOBES — WHERE IN THE WORLD ARE WE?
<http://www.coreknowledge.org/CKproto2/resrscs/lessons/K99Maps&Globes.pdf>

(Elem) This kindergarten unit introduces students to concepts of mapping and geographical representations. They will become familiar with cardinal directions, hemispheres, poles, and oceans. Students will have a chance to design their own maps and clay globes. (Classroom Flyer)

MR. DOWLING'S ELECTRONIC PASSPORT
<http://www.mrdowling.com/>

(Elem) Here is a set of study guides on world geography and history, for Social Studies students from roughly Grade 6 and up. The intended audience is the middle grades since Mr. Dowling teaches in Roosevelt Middle School in West Palm Beach, Florida. Because the topics receive brief treatment, with a "most important concepts to remember" flavour, Mr. Dowling's summaries should be a good basis for research or review projects. A good place for teachers to start is the FAQ's. There are study guides, homework assignments, and exams for teachers to download and edit as well. (Network Nugget)

PLATE TECTONICS/CONTINENTAL DRIFT
<http://www.quia.com/jg/514.html>

Geography World-Plate Tectonics/Continental Drift Matching games, concentration, flash cards, and word searches all related to the study of plate tectonics and continental drift. (Great Sites For Kids, Newsletter)

PRINTABLE MAPS:
<http://www.nationalgeographic.com/xpeditions/atlas/index.html>

(K-12) This service from National Geographic lets you print out maps of the world, the seven continents, or the three North American countries. Available as detailed, basic, and with or without country borders. (Classroom Flyer)

TECHNOLOGY/INTERNET

BRAINRUB

<http://www.brainrub.com/>

(K-12) Stimulate your brain by learning things about the Internet. Great site for newcomers to the Internet. (Netsites)

COMPUTER ERGONOMICS FOR ELEMENTARY SCHOOL

<http://www.open.k12.or.us/cergos/>

(Elem) Look at your computers in classrooms and labs. Are your students computing safely? This site offers solutions for common problems like a monitor being too high, a table or chair too low or too high—solutions kids can make themselves individually or teachers might want to use as a class project. (Blue Webbin')

DIGGIT!

<http://www.diggit.com/>

Diggit! is an Image Search Engine. Indexing close to six million images, this tool searches by keyword, image, URL, and text. Text searches allow searches of a dozen other major search engines. Advanced searches provide a selection of image sizes, formats, and sources of text. Results can be narrowed to similar images. Diggit Graffiti (Java 2) or FX (ActiveX) controls open drawing windows and enable searches of portions of images, hand-drawn pictures, and other advanced graphic features. A thorough tutorial is provided. (LIIWEEK)

FINDSOUNDS

<http://www.findsounds.com/>

(Gen) FindSounds.com is new search engine devoted to finding sample sounds and sound effects on the Web. The easy-to-use search feature offers variables including the file formats AIFF, .wav, and .au; mono or stereo; resolution; sample rate; and maximum file size up to two megabytes; as well as simply the subject of the sound. For those who might feel overwhelmed, there is also a partial directory of sounds in order to help users get started. After users find the sound-types they are looking for, they may also choose the Find Sounds Like This One button, which will find up to 100 audio files on the Web that most closely match the given file. For users aiming to find their own matches on the Web, the free downloadable Comparisons Audio Player shows a colored sound wave image of the

sound file. All or part of this sound wave may be highlighted and searched on the Web for matches. (Network Nuggets)

MEGAPIXEL

<http://www.megapixel.net/>

(Gen) "Megapixel.net is a monthly webzine that reviews digital still cameras, and offers a wealth of easy-to-understand information on how digital imaging and cameras work." Site in English and French. (Netsites)

PLAGIARISM STOPPERS: A TEACHER'S GUIDE"

http://www.ncusd203.org/central/html/where/plagiarism_stoppers.html

(K-12) Have you seen "Plagiarism Stoppers: A Teacher's Guide" It's a page devoted to "places to go for help with student plagiarism, how to identify it, what to do when it happens, how to prevent it. " It includes discussions of the issue and resources for catching plagiarism, both free and commercial. (Net-Happenings)

POWERMACUSER

<http://www.powermacuser.com/>

(K-12) "If you're interested in the latest Macintosh news, then Powermacuser.com should be your first place to visit. We cover new product reviews, hot Mac links, fantastic Mac tips and much more." (Netsites)

POWERPOINTERS

<http://www.powerpointers.com/>

(K-12) Site dedicated to helping you communicate better by learning how to use MS PowerPoint more effectively. Site teaches and guides you in the use of PowerPoint and offers a newsletter. (Netsites)

R/COM MEDIASCHOOL

<http://www.mediaschool.com>

(K-12) If you are a Mac user, this is a fantastic site with an extensive list of free online 1 hour courses such as Mac operating systems, digital editing with iMovie, iMovie2 and Final Cut Pro, and soon there will be an Appleworks course. Even if you are not a Mac user, there is a Digital Video series with courses such as camera composition, and Field Audio Production as well as a Business Tools series to learn Microsoft Word, Excel and Powerpoint. Full certificate programs

RELEASE FORM FOR BC TEACHER-LIBRARIANS' ASSOCIATION PUBLICATIONS

Date: _____

School Name: _____

Dear Parents / Guardians:

Pictures of students at work in the library eloquently portray why school libraries are important. I appreciate your permission to use your child's picture(s) very much.

During the school year, I will be having pictures taken of students working on library projects. Some of the photographs may be included in a publication of the BC Teacher-Librarians' Association, (a professional association of the BC Teachers' Federation) as outlined below. BC Teachers' Association publications are available to teachers, administrators, university staff and students, and other people interested in resource-based learning.

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- Video (specify) _____
- Other (specify) _____

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Note to teacher-librarian: Please submit the form(s) with the picture(s) and retain a copy for your records.

*Publications Coordinator
British Columbia Teacher-Librarians' Association
c/o BC Teachers' Federation
550 West Sixth Avenue, Suite 100
Vancouver, BC V5Z 4P2*

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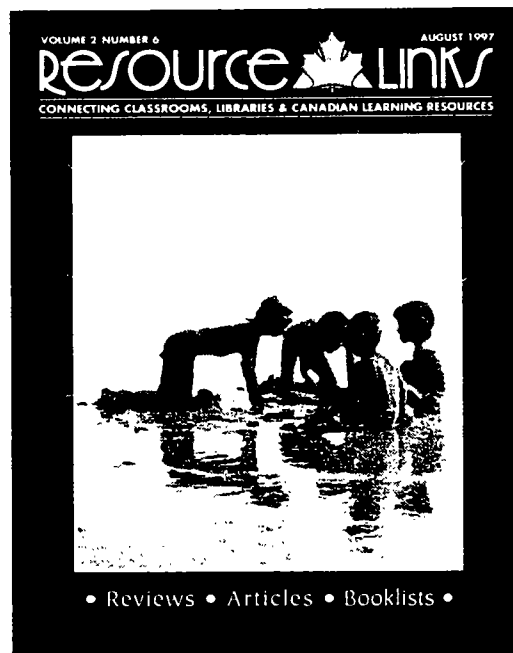
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CLOUD OF MYSTERY SURROUNDS CANADIAN CHILDREN'S BOOK WEEK 2001

First-Ever Bilingual Book Week Slated For November 3-10

Canadians from coast to coast will join the Canadian Children's Book Centre (CCBC) and the TD Bank Financial Group in celebrating Canadian children's literature during TD Canadian Children's Book Week, November 3-10, 2001. BC's Lower Mainland welcomes Alberta author Martine Bates Leavitt and Ontario illustrator Ange Zhang to the province for the celebration.

The theme of this year's celebration is Uncover a Mystery!/Mystere a la page! Fittingly, we launch the week to schools and the media with a day of readings at the Vancouver Museum—its current exhibit, Sherlock Holmes and the Clocktower Mystery, makes a perfect match for our theme. Leavitt, author of *The dragon's tapestry*, *The prism moon*, *The taker's key*, and most recently, *The dollmage*, shares the stage that day with local writer Vivien Bowers, who wrote *Crime science* and *Wow! Canada*.

Throughout the week, Leavitt and Ange Zhang (*Thor*, *To the mountains by morning*, *The fishing summer*, *The stoneboat*, *Grandfather counts* and *The kid line*), will greet enthusiastic audiences at schools and libraries throughout the Lower Mainland. On November 6, the Vancouver Children's Literature Roundtable features our visitors as well as local authors at their gala Book Week event. In addition, the Children's Writers and Illustrators of BC holds its annual publishing panel at the Vancouver Public Library on the evening of Nov. 5, and the Young Readers' Choice Awards Society launches its fifth Red Cedar Book Award Program.

Since its inception in 1977, TD Canadian Children's Book Week has brought hundreds of thousands of young readers together with children's books and their creators. During Book Week 2001, talented children's book writers, illustrators and storytellers in English and French will gather together with children, parents, teachers, and librarians from St. John's to Victoria to gather evidence, search for clues, and nab the culprit in the most satisfying activity of all

reading! Look for more information at the new Book Week Web site: www.bookweek.net
<<http://www.bookweek.net>>.

The Canadian Children's Book Centre gratefully acknowledges the support of Book Week's sponsors and funders: Title Sponsor: TD Bank Financial Group; Co-Associate Sponsors: Imperial Oil Charitable Foundation, Pearson Education Canada; Major Funder: The Canada Council for the Arts; Funders: Alberta Foundation for the Arts, British Columbia Ministry of Municipal Affairs, Manitoba Arts Council, Manitoba Dept. of Culture, Heritage and Tourism, New Brunswick Board of Education, Northwest Territories Dept. of Education, Culture and Employment, Nova Scotia Department of Tourism and Culture, The Ontario Arts Council; Partners: Communications-Jeunesse, Storytellers of Canada/Conteurs du Canada, Toronto Public Library. BC also thanks Owl Books and the group at Great Pacific Management.

Cora Lee
BC Regional Officer
Canadian Children's Book Centre

tel: 604.831.9392
fax: 604.301.0993
email: ccbc@look.ca



RED CEDAR BOOK AWARD PROGRAM

As part of TD Canadian Children's Book Week, held November 3-10, 2001, the Young Readers' Choice Awards (YRCA) Society of BC launches its fifth Red Cedar Book Award Program. The YRCA Society invites groups to register starting October 1, 2001.

Tens of thousands of children throughout BC are expected to join the annual program to choose the best in Canadian children's literature. Their votes will see one fiction and one nonfiction book named winners of the 2001-2002 Red Cedar Book Awards.

Established in 1996, the program aims to increase literacy and promote quality Canadian children's books. The BC program is one of the most successful of its kind. Last year, 624 groups registered, with over 900 students meeting their favourite authors and illustrators at the awards ceremony in May.

The program's success stems from its recognition of both the readers and the creators of books. "The creators of children's books are important to their readers, no doubt," says Ruth Foley, President of the Young Readers' Choice Awards Society of BC. "But the reverse also applies: the children are just as important to the writers and illustrators."

From October to April, participating children in grades 4 to 7 will read at least five books of either fiction or non-fiction (or both) from a shortlist of Canadian books. By the end of BC Book and Magazine Week in April, the children will make their choices, and finally, reveal the winners at a gala ceremony held May 11 in Victoria.

Look for more information and a list of the nominated books for 2001-2002 on the Red Cedar Book Award website: <http://redcedar.swifty.com>. To register, contact the Young Readers' Choice Society of BC, c/o BCLA office at 150-900 Howe Street, Vancouver, BC, V6Z 2M4; tel: 604.683.5354 or e-mail: redcedar@bcla.bc.ca

The Young Readers' Choice Awards Society gratefully acknowledges the support of the Vancouver Foundation and the Province of British Columbia through the British Columbia Arts Council.

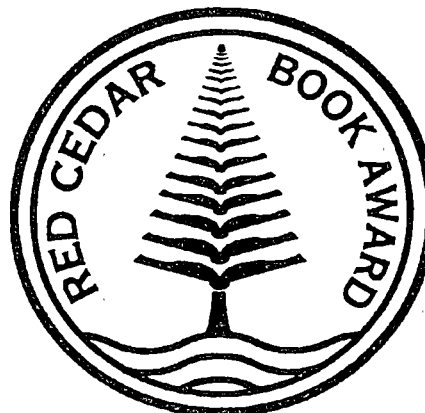
Contact:

Ruth Foley, President
Young Readers' Choice Awards Society of BC
Tel: 604.904.3782 Fax: 604.904.3792 Email: rfoley@uls.com

Marg Brimacombe, Vice-President
Young Readers' Choice Awards Society of BC

Cora Lee
BC Regional Officer
Canadian Children's Book Centre

tel: 604.831.9392
fax: 604.301.0993
email: ccbc@look.ca





Every exit is an
entry to some-
where else.

-Tom Stoppard



I'm not young
enough to know
everything.

-J. M. Barrie

Bookmarks by Berson



The truth has never
been of any real
value to any human
being-it is a symbol
for mathematicians
and philosophers to
pursue. In human
relations kindness
and lies are worth a
thousand truths.

*Graham Greene (1904-91),
British novelist.*

a man
thinks he amounts
to a great deal
but to a
flea or a
mosquito a human
being is
merely something
good to eat



*Don Marquis (1878-1937),
U.S. humorist, journalist.*



BEGINNINGS: *Stories of Canada's Past*

Edited and with an introduction by Ann Walsh

0-921870-87-6 5-1/4 x 7-5/8 228 pp \$12.95 pb

This anthology of Canadian short stories focuses on "first time" historical experiences, such as the first meeting between Natives and Europeans in B.C., the first filles du roi, and the first election in which women could vote. Complete with extensive historical notes.

THE TENTH PUPIL

Constance Horne

0-921870-86-8 5-1/4 x 7-5/8 160 pp \$8.95 pb

A young adult novel about life in the logging camps of Vancouver Island in the 1930s and the problems of racism between the Japanese Canadians and the European Canadians — all seen through the eyes of a young girl.

A Teacher's Guide is available.



BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

Debbie Hartley
2911 Ridgeview Drive
Prince George, BC
V2K 3T5
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The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Liz Austrom
BCTLA Reviews Editor
3675 West 39th Ave.
Vancouver, BC,
V6N 3A6

Reviews are edited by Ruth Allman and Liz Austrom.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

Publishers are requested to send materials they wish to have reviewed to the Reviewing Service c/
o Debbie Hartley, 2911 Ridgeview Drive, Prince George, BC, V2K 3T5

F BUT

Butcher, Kristin. *The Gramma war*. — Orca Publishers, 2001. — 166 p. — ISBN 1-55143-183-1. — \$8.95 paper.

Reviewed by: Margaret Montgomery, retired teacher-librarian, Vernon.

Put yourself in Gramma's shoes — she has lived in Winnipeg all her married life, but a fall and a broken hip put an end to that, and she is uprooted from her own house and garden to go to live in Victoria, BC, with her son, his wife and two adolescent daughters. Her daughter-in-law waits on her hand and foot, leaving Gramma to sit in the living room and smoke, staring out the window.

However, the story is told from Annie's point of view: she is eleven and enjoys life, including her own room, her pet gerbils, her best friend, Joel, a teacher she truly loves, and she is looking forward to joining "History Repeats Itself" when she is twelve. Suddenly, everything changes — Annie is "evicted" from her own room, the gerbils have to move next door, her teacher is gone (no explanation) to be replaced by one she is determined to hate, the History group folds, and a stranger who is a cranky bull-headed old woman moves in.

There is a great opening chapter which describes Annie moving in with her sister, Claire, who is fifteen. Claire is a slob, her messy room is plastered with photos and posters of actors and rock stars, and Claire does not like the gerbils.

Annie does not remember her Gramma well, but she certainly does not get a doting grandparent. In fact she feels that Gramma does not like her. Eventually, the substitute teacher calls in her parents to show them Annie's journal. It tells the story — she has gone from being a happy eleven year-old to being a depressed twelve year-old.

With her parents' help, Annie's life improves; she joins a genealogy group and gets interested in her family history — and Gramma suddenly helps! She has a great memory for the past and has brought a trunk full of heirlooms from Winnipeg. When Annie cannot remember all of Gramma's stories, Dad suggests a tape recorder.

Then Mother collapses from exhaustion and it is clear that something drastic needs to be done, but the nursing home they look at upsets the girls. However, Gramma

has a heart attack and dies in the hospital. The funeral upsets Annie again because she does not understand.

The story is well written, fine for grades four or five. It has a message — kids should try to know their grandparents and take an interest in family stories. The characterization of Gramma and of the two girls is good, but sometimes Annie acts and speaks like an adult, controlling her temper (in *The war with Grandpa*, the boy acts and speaks his age).

Recommended for elementary library collections.

F GAE

Gaetz, Dayle Campbell. *Mystery from history*. — Orca Books 2001. — 160 p. — ISBN 1-55143-200-5. — \$8.95 paper.

Reviewed by: Gloria Reinheimer, teacher-librarian, Bear Creek Elementary School, SD#36 (Surrey).

Katie and Shelia are best friends. Russell, who hates to be called Rusty, is Katie's cousin. While cycling near their Victoria homes, the threesome stumble upon an abandoned mansion in a secluded part of the waterfront. Katie peeks in the window of the old house and sees something moving among the shrouded objects in the house. Could those shrouded shapes have anything to do with a recent robbery at a local art gallery? And if the house is over 100 years old why is the dock new? Tire tracks and vehicles covered with branches add to the summer mystery.

Shelia's mom is a police officer but she has recently begun dating Chief Carlson. The children feel Carlson cannot be trusted so they do not confide in her. While trying to solve the art gallery mystery, Shelia, Katie and Rusty learn the history of the abandoned mansion. It had belonged to Sir Charles Matthews, but he disappeared one stormy night, supposedly killed by the ghosts of two natives. They in turn had been killed by Spanish pirates. One of the first banks in Victoria had been robbed of its gold rush cache and rumour said it was stashed near the mansion. Mrs. Matthews also disappeared shortly after her husband. Could the Matthews' butler Carlson be related to Chief of Police, Carlson? Throughout this story Katie manages to ignore her pesky younger brother, yet it is Mikey who comes to their rescue.

Dayle Campbell Gaetz has written a number of mysteries within this mystery from history. She has also woven in a good portion of Victoria's history. Gaetz

manages to solve the historical and modern mysteries in a plausible action-packed ending. This is a well written story a good reader will finish in one sitting. Those readers who like to solve crimes will also absorb some local history.

Recommended for grades four and up.

F HEN

Henighan, Tom. *Viking quest*. — Beach Holme, 2001. — 113 p. — ISBN 0-8878-421-X. — \$8.95.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

When Leif Eriksson landed in the New World, he established a Viking village in an area he named Vinland, on the coast of what we now know as Newfoundland. Eriksson returned to Greenland, leaving some of his people to continue to investigate the lands surrounding the village until his return in the autumn. Among the volunteers were Leif's son, Rigg, and Tyrkir, a German who had nursed Leif as a boy. Conflict with Ivar, one of the leaders of the villagers, and Rigg's love of adventure contribute to the plot.

After seeing what he thought was a demon, Rigg runs to tell the men, but is laughed at by everyone except Tyrkir. The two of them leave the village to seek some answers and Tyrkir is captured by a strange race speaking a strange language. Rigg, by using his wits, succeeds in rescuing Tyrkir.

Returning to the village after a harrowing trip by canoe, Rigg finds himself trying to convince Ivar that the demons with painted faces are actually human and that they should try to establish trade with these people and befriend them. The results of the villagers' meeting with the "red faces" and the situations which follow cause Rigg to dig "... deep in his own soul in a land where survival depends on facing danger...."

Canadian author, Tom Henighan, uses his expertise on Viking lore and Norse mythology to weave a gripping tale that includes some interesting ideas regarding the early explorers of Canada. His characters are believable and the plot moves quickly.

Recommended for grades four to seven.

E LEB

LeBox, Annette. *Wild bog tea*. — Greenwood Books, 2001. — unp.: col. ill. — ISBN 0-88899-4060. — \$18.95 hardcover.

Reviewed by: Jennifer Delvecchio, teacher-librarian, Blundell Elementary School, SD#38 (Richmond)

In this story, we are surrounded by life cycles. Parallels are made between a little boy and a young bog and a grandfather and a maturing bog as they grow together through life, death and rebirth.

The narrator is the grandson and he opens by explaining that when his grandfather was a young boy he used to visit the marsh. Then the marsh gave birth to the bog and on the day that the grandson was born, the bog welcomed him with the grandfather's discovery of bog orchids. As the boy grows, his life and memories with his grandfather are enmeshed with the bog — visits, teachings, discoveries and bringing home the ingredients for wild bog tea.

As time passes, the bog ages as does the grandfather. While the narrator moves to the city, amid the big city lights, he fondly recalls and misses the bog and his grandfather. When he returns home for a visit he finds that his grandfather is too old to visit the bog. So he goes alone and performs all the "bog rituals" that they used to do.

Eventually the grandfather dies and is fondly remembered by his grown-up grandson who visits the bog frequently and notes his grandfather's presence everywhere in the bog — in the scent of wild plum, the moss below his feet and, of course, in the taste of the wild bog tea.

Annette LeBox thoughtfully gives the baby bog human characteristics through the grandfather. We are able to humanize the bog's birth and growth and eventually its death and rebirth. We are able to understand its tremendous life span as we follow the grandfather who lives his whole life during the bog's baby stage. This is where LeBox succeeds the most — in communicating the importance of time for nature's survival and a respect for all the life it sustains.

The text is simple as well as informative. An author's note that follows the story describes the real-life setting of Blaney Bog in Maple Ridge, BC, and outlines the life cycle of a bog and the environmental threats to it. As a perfect complement, Harvey Chan provides sensitive coloured-pencil illustrations with torn-paper

borders. These illustrations evoke the passage of time beautifully and the precious memories that the narrator covets.

This story has many universal themes woven throughout — environmental, simplicity in relationships, young and old, patience, love and respect. It will make a great addition to a science unit on habitats, bogs and wetlands, and conservation.

Recommended for kindergarten to grade five and for all elementary school library collections.

E LEV

Levert, Mireille. *An island in the soup*. — Groundwood, 2001. — 32 p.: col. ill. — ISBN 0-88899-403-6. — \$15.95.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

Mireille Levert is both the author and illustrator of this fantasy, in which “Victor of the Noodle, grand knight of the Order of the Macaroni” battles fearsome monsters in his soup until his Mum saves him from the clutches of Bad Fairy, Zoop.

The book is mostly organized around double page spreads featuring a small transom-like illustration over a half page of text on the left, facing a full page illustration on the right. Unfortunately, there is an odd static quality to the text that never fully engages the reader. The art work is childlike: flat figures with almost featureless faces, comic and fanciful details and bold colours will appeal to pre-school and kindergarten age children.

Many picture books deal with the topic of children who are reluctant to try new foods. This is an additional purchase for libraries requiring more titles on this theme for pre-school and grade one children.

F MUI

Muir, Gladys. *Where the rivers meet*. — Morgan Muir — Desktop Publishing, 1998. — 275 p. — \$14.00 paperback.

Available from: Gladys Muir, 1321 131st Street, Surrey, BC, V4A 4A5; telephone 604-538-8368.

Reviewed by: Marilyn Clements, retired teacher, Courtenay.

This novel of two cultures is the story of Ellen (Hla Sint) an aboriginal girl of the BC north coast, beginning when she is four years old. Her mother has died and her father, unable to care for her and brother Simon, lets them be taken from their village and clan into a residential school. Life there for Ellen is stark and cold. Separated from her brother and forced to learn English (students are physically punished for speaking their native language), she is made to labour in the kitchen and gardens. She is befriended by one kindly nun, Sister Anne, who supports Ellen throughout this terrible time. They are to become lifelong friends. Her brother Simon is not so fortunate. He is sexually abused by a priest and frequently runs away from the school.

When Ellen is eleven, the school is closed and she returns to her village and her roots. As well as attending and excelling at the local white schools, she relearns her native language and traditions. Eventually she trains as a teacher and contributes much to her clan and culture.

The author entangles the two cultures, a love story and two murders to make an interesting novel. We see the good and the bad of the white man’s religion and legal system and we see the spirituality of the native peoples as they interact with their environment. Ms. Muir brings us up to present time with the progress of the First Nations land claims.

This book presents a tolerant and positive portrayal of both cultures despite bad happenings, and the story will keep readers interested right to the end. The pencil sketches by Frank Muir are somewhat simplistic, but they suit the text.

Strongly recommended for grades eight through twelve.

F ROB

Roberts, Ken. *The thumb in the box*. — Groundwood, 2001. — 95 p.: ill. — ISBN 0-88899-422-2. — \$7.95 paper.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

This novel for beginning readers works on many levels. The cast of quirky characters live in a small isolated fishing village on the west coast of British Columbia. With a deft touch, breezy style and just the right

amount of convincing detail, Roberts weaves a tight comedy about a roadless village that needs a water pump but gets a fire truck (such is politics!). The villagers plot to transform the unwanted vehicle from a practical joke into a practical pump is ingenious and makes for an intriguing read. Each of the six short chapters begins with a black and white illustration by Leanne Franson.

Highly recommended for grades three to seven.

F TUT

Tuttle, Cameron. *The bad girl's guide to getting what you want*. — Raincoast, 2000. —192 p.: ill. — ISBN 0-8118-2896-4. — \$22.95 paper.

Reviewed by: Sheila Black, teacher-librarian on leave. SD#39 (Vancouver).

Bad girls, according to the author, are “dreamers, risk-takers, and visionaries who defied the norms of their times. They didn’t conform and they didn’t take no for an answer. They weren’t afraid to break the rules to get what they wanted.” Bad girls are women like Billie Holiday, Sheryl Crow, Katharine Hepburn, Mae West, Florence Griffith Joyner, Joan of Arc, Eleanor of Aquitaine, Georgia O’Keefe, Gloria Steinem, Oprah Winfrey, and Madonna.

Young women can always use positive role models who will instill self confidence and self worth. However, this is where the loftiness of the ideals at the outset of the book take a nose dive. The remainder of the book instructs how to be bad — which really means not delaying self-gratification. This guide instructs readers on how to get what they want in love, sex, money, power, parking spaces, free drinks at bars, etc.

While mildly amusing in places with a somewhat “tongue-in-cheek” tone, this book really speaks more to a woman in her twenties or thirties, as the press release suggests, than to teenage women. The text is broken up into short snippets with pithy illustrations by Susannah Bettag which are much more amusing than the text.

Not recommended.

F WAL

Walters, Eric. *Hoop crazy!* — Orca Books, 2001. — 176 p. — ISBN 1-55143-184-X. — \$6.95 paper.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

Basketball fiction is one genre that will entice many young athletes to enjoy reading. Eric Walters adds a third installment to his previous best sellers about basketball: *Three on three* (1999, ISBN 1-55143-170-X) and *Full court press* (2000, ISBN 1-55143-169-6).

Hoop crazy follows the trials of a trio of twelve year olds who are entered in a prestigious three-on-three tournament. When their fourth member has to accompany his family to Europe and they need someone to take his place, along comes Ned, a cousin of Nick, the main character. Nick and Ned are complete opposites, as Nick is passionate about basketball while Ned is crazy about bugs, reading and anything that is non-sports. However, Ned is five foot eight inches, extremely tall for a twelve year old and they need him to replace Mark, who is injured. With Nick’s help, Ned becomes adept enough to assist Nick and teammate Kia to reach the finals of the tournament. In their progress towards the outcome of the tournament, Nick and Ned learn much from each other, as do Kia and Mark.

Although it seems a little beyond the capabilities of twelve year olds to be running plays and shooting the ball as described by Walters, the terminology is well used and the story is believable.

Recommended for grades two to five, ages eight to eleven.

F WAL

Walters, Eric. *Tiger in trouble*. — Beach Holme, 2001. — 180 p. — ISBN 0-88878-420-1. — \$8.95 paper.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

This sequel to *Tiger by the tail* is an action-packed adventure for children in grades four to seven. The protagonists, Sarah and Nicholas Fraser, are engaging and other characters are either interesting in their eccentricity or deliciously obnoxious. Initially, as with the first title, credulity is challenged by the children’s amazing opportunity to get to know and work with

exotic animals housed on a neighbouring farm. However, once the reader is able to suspend disbelief, the plot quickly develops into a believable crisis that is resolved by the children with the help of adult friends.

There is an unsettling sequence at the beginning of the book that may require a cautionary disclaimer ("Reader: don't try this at home!") in which Nick tries to out stare a chimpanzee.

All in all, this is a satisfying adventure which also delivers a message about the need to preserve endangered animals.

Recommended for intermediate grades.

343.71 ROS

Rose, Alex. *Spirit dance at Meziadin. Chief Joseph Gosnell and the Nisga'a Treaty.* — Harbour Publishing, 2000. — 248 p.: ill., photos. — ISBN 1-55017-244-1. — \$21.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L.McLeod Elementary School (SD#91 (Nechako Lakes)).

Alex Rose has worked for the *Globe and Mail*, *Vancouver Sun* and *BC Business Magazine*. He is the author of two previous books on the Nisga'a, *Bringing our ancestors home*, and *Nisga'a: People of the Nass*, which won the Roderick HaigBrown Award in 1993. He was hired by the Nisga'a Tribal Council in 1989 to help explain to Canadians the 130-year-old Nisga'a quest to settle the "Land Question." This book is his record of the events he witnessed that resulted in the ratification of the Nisga'a treaty in the spring of 2000.

Rose made use of his great familiarity with the treaty process to explore the historical and political issues behind the Treaty. He writes in a precise and engaging manner, tracing the Nisga'a struggle over the last century to gain stewardship of their land. He also examines the issues that polarized the camps of the First Nations, Victoria, and Ottawa and drew both national and international attention. This book brings to life the people who participated in this monumental process, particularly Chief Joseph Gosnell, who emerged as one of Canada's most respected and well-known First Nation leaders.

Spirit Dance at Meziadin is a very valuable resource for anyone seeking to understand the history of land claims

in BC and the tenets of the 1999 agreement. It also offers great insight into the Nisga'a culture. Terry Glavin comments: "This book should contribute enormously to a better public understanding of the Nisga'a treaty, the negotiations that produced it, and the controversy surrounding it. It is an insider's account, refreshingly unburdened by sentiment or romanticism."

The book is hard to put down. It is well written, includes many photographs, plus appendices that include Joe Gosnell's answers to FAQs (frequently asked questions), timeline, costs of the treaty, and bibliography. It is a very important book for BC libraries to have in their collections.

Recommended for grade five to adult .

363.728 GRE

Greening school grounds. Edited by Tim Grant and Gail Littlejohn. — New Society Publishers, 2001. — 136 p.: ill. — ISBN 0-86571-436-3. — \$21.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L.McLeod Elementary School (SD#91 (Nechako Lakes)).

Recently, teachers, administrators, and parents in thousands of North American schools have begun to take a critical look at their school grounds and realize the enormous potential for transforming barren expanses of pavement into exciting natural spaces for learning and playing. Schoolyard "greening" is an excellent way to promote hands-on, interdisciplinary learning about the environment through projects that benefit schools and increase green space and biodiversity in communities.

This title includes ideas for numerous schoolyard projects, from tree nurseries to school composting to native plant gardens, along with ideas for enhancing learning by addressing the diverse needs of students. More than a dozen schoolyard habitat and garden options are presented, ranging from roof top and multicultural gardens, through desert and butterfly gardens, to ponds and prairie restorations. For project planners, there are practical tips on minimizing vandalism, maximizing participation, and raising funds. For teachers, there are dozens of outdoor classroom activities and curriculum links, an annotated bibliography of learning resources, and up-to-date listing of funders and training organizations.

Packed with inspiring ideas, practical examples, photographs, and extensive resources, *Greening school grounds* is an essential guide for educators, project planners, parents, and students. It is a series of articles, written by many different people from all over North America, that are well-researched and supported with comprehensive bibliographies.

Tim Grant and Gail Littlejohn, both former high school teachers, are the editors of *Green Teacher* magazine. Published in Toronto since 1991, this non-profit quarterly offers practical ideas for K-12 educators and parents who seek to foster environmental literacy and global awareness in young people. It features a reader-friendly text, with lots of illustrations and resource lists. For those schools that want to implement some of these "greening" ideas, it would also be an excellent resource.

Recommended for teachers and other staff of elementary and secondary schools.

364.1 AND

Anderson, Frank W. *Old Bill Miner, last of the famous western bandits*. — Heritage House, 2001. — 95 p.: ill., photos. — ISBN 1-894384-04-0. — \$9.95 paper.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo-Ladysmith.

This book is an expansion of Frank Anderson's *Bill Miner, train robber* (1963) and *Bill Miner: Stagecoach and train robber* (1982). Miner's tombstone in Milledgeville, Georgia is the source of the subtitle.

From his first stagecoach robbery in 1866 in California to his last prison escape in Georgia in 1912, Miner was a busy miscreant, with the years from 1903 to 1907 of particular interest to Canadians as these years spent in British Columbia involved a successful train robbery near Mission Junction and another unsuccessful train robbery near what is now known as Monte Creek. This last robbery resulted in a RCMP manhunt, his capture and subsequent sentence to life imprisonment in the New Westminster Penitentiary. His escape from prison caused Prime Minister Sir Wilfred Laurier to inquire into "connivance" involved in the escape of this popular "hero".

Photographs on almost every page turn contribute to the attractiveness of the book and even those few photographs that do not directly portray Miner, his hench-

men, or his pursuers do establish the background within which Miner lived. Descriptions of the philosophical differences between prison systems in California and British Columbia and the resultant differences in application are of current interest. Three pages of bibliography and acknowledgments and two pages of index are valuable supports to the text.

This worthwhile purchase for secondary schools will support Canadian history courses and biography studies.

573.5 SWA

Swanson, Diane. *Skin that slimes and scares*. — Greystone Books, 2001 — 30 p.: ill. ISBN 1-55054-817-4. — \$14.95 hardcover.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

Diane Swanson has added yet another title to her list of books on the natural world. This latest one offers up fascinating examples to illustrate each category of skin. Included are examples of the usual "oooh gross" sort that seem to delight young readers. For example: the anole lizard that sheds then eats its own skin.

The structure of the book makes it easily accessible for research projects. It has a table of contents and an index. There are excellent photographs as well as side bar drawings. Both types of illustrations have captions that support the concept in the main body of the text. These illustrations encourage the browser to use the expanded text.

This title will be of interest to children aged six to eleven. The book has colourful illustrations, sturdy binding and is well priced as it is a Canadian publication.

Recommended for all elementary libraries.

573.9 SWA

Swanson, Diane. *Headgear that hides and plays*. — Greystone Books, 2001. — 30 p.: ill. — ISBN 1-55054-819-0. — \$14.95 hardcover.

Reviewed by: Gerrie Green, teacher-librarian, Malaspina Elementary, SD#57 (Prince George).

Diane Swanson's fifth book in her *Up Close* series is just as well researched and interesting as her other four. The concept of sorting and classifying has been used to relate a variety of animals through their headgear. Most sections of the book begin with an introductory paragraph about human behaviour and their reasons for wearing different headgear, then the author introduces animals from all around the world that have the same reason for a particular type of head. Examples are easily understood. Humans wear helmets to protect their heads when doing sports such as football or riding a bike, while African buffalo have thick helmets and horns for fighting as well as defending themselves against an attacker such as a lion. Soldiers wear camouflage headgear and clothing to blend in with their surroundings just as animals, such as the great horned owl and a small fish called the warbonnet, have camouflage headpieces.

Children will not only enjoy the information contained in the text, but will also be attracted to the colourful photographs and hand drawn illustrations with brief captions. Students looking for information on a particular animal will be assisted by the table of contents and the index. The language is clear and descriptive, but simple enough for an upper primary student to read by themselves. Younger children will enjoy having the book read to them and discussing the many different types of headgear. Teachers can use this book for a sorting and classifying lesson by encouraging students to add to the list of animals with each special characteristic.

This hardcover book will make an excellent addition to elementary school library collections.

577 SUZ

Suzuki, David and Kathy Vanderlinden. *Eco-fun; great projects, experiments and games for a greener earth*. — Greystone Books, 2001. — 127 p.: ill. — ISBN 1-55054-823-9. — \$14.95 paper.

Reviewed by: J. Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

As one would expect from a publication published by the David Suzuki Foundation, this book is both printed on recycled paper and focused on science and ecology. It is organized in five sections, with each section containing a number of activities or experiments that young people can do on their own or with friends: Section 1 on air; Section 2 related to water; Section 3 involves the earth and soil; Section 4 related to the sun and/or heat and Section 5 on plants and animals. In some ways Section 5, "Our Fine Feathered (and Leafy) Friends," is misnamed. It suggests that there are a number of activities related to birds, but there are none.

While the activities are ones that students can do on their own, many will require adult supervision. Where this is the case, "Safety Tips" such as "Be sure to have permission to use matches or have an adult standing by" or "Ask an adult to lift the cover off the toilet tank" are given. Each of the 48 activities has "What you need" and "What to do" sections. Many also have a "What's going on" section.

Eco-fun would be a useful resource for science classes and many of the activities could be classroom or science fair projects. One activity creating a commercial that says "Don't buy so much" could be used in Language Arts or Media classes. Simple black and white drawings and a user-friendly text make this publication very suitable for students in grades four through seven, and even grade eight. A glossary and index are included.

Recommended for grades four to eight.

599.5 TUC

Tuck, Lynne. *Investigate whales*. — Whitecap Books, 2000. — 63 p.: ill. — ISBN 1-55285-066-8. — \$4.95 paper.

Reviewed by: Eleanor Elliott, retired teacher-librarian, Vancouver.

This slight paperback book offers great browsing for young readers. It supplements other resource materials on this topic, and is of interest to those of us who live on the west coast. The book is well organized with a table of contents, glossary and index, plus a bibliography of books and web sites. The colourful illustrations are enhanced by captions and sidebars. The text provides information on all aspects of the whale's life. It also includes information on threats to whales (e.g., whaling, habitat destruction), and it touches on the issue of whales in captivity.

This book will be used and enjoyed by children aged six to ten (or older for poor or reluctant readers). At \$4.95 it is a bargain. A small set of this title would be useful at a learning centre in the library resource centre or the classroom.

Recommended purchase for an elementary school library.

759.11 BRA

Braid, Kate. *Emily Carr: Rebel artist*. — XYZ Publishing, 2000. — 192 p.: ill. — ISBN 0-9683601-6-5. — \$15.95 paper.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary School, SD#39 (Vancouver).

This comprehensive biography, portraying Emily, her family and her career throughout her life, is part of the *Quest Library Collection of Canadian biographies*. Emily was born in 1871, the eighth of nine children in a family dominated by her father, while her mother was ill most of the time. Both of her parents died when she was a young teenager.

Emily's studies included the Art School in San Francisco, the Westminster School of Art in London, and a sojourn in Paris. Her work was greatly influenced by the Canadian wilderness and by the mythological figure of D'Sonoqua (wild woman of the woods). Never one to conform, Emily rebelled against tradition and the limited opportunities available to women of her day. Her life was full of troubled times and she found solace in her painting and her animals. As a female artist trying to find her own style in a man's world, Emily was labelled eccentric and "hard to get along with." At one point, Emily was forced to turn her hand to other projects and not until she met the Group of Seven with their unique Canadian style did she begin a renewal of her painting.

This well-written book includes a detailed index and a table of contents for easy access to information. A bibliography of books, catalogues, pamphlets and web sites is provided for further research. A chronology of events from 1848-1966 compares Emily's life with the historical events in Canada and the world. Numerous black and white illustrations complement this factual resource.

Recommended for grade seven and up, this title will make a great addition to secondary school and public library collections.

796.334 MAC

Mackin, Bob. *Soccer the winning way*. — Greystone Books, 2001. — 62 p.: ill. — ISBN 1-55054-825-5. — \$14.95 paper.

Reviewed by: Anne Lansdell, retired teacher-librarian, Victoria.

Defining a short, precise way to learn to play soccer is the aim of this book. Bob Mackin has outlined many strategies and selected excellent picture of youngsters to illustrate how to use the various skills presented. From the tips offered by professional players such as Roberto Carlos and coaches such as Bob Lenarduzzi, to the readable descriptions of the many suggested drills, Mackin has produced an appealing manual suitable for budding coaches as well as beginning players. Divided into five main chapters (Kick Off, Ball Control, Playing Defense, On the Attack), this superb learning resource will benefit many young soccer players, both boys and girls.

The colourful illustrations also have specific tips accompanying them. For example, the one used to start the "Kick Off" section is enhanced by this tip: "Being fit means that Sun Wen can concentrate on keeping up her fast pace and unflappable nerves, traits that make her one of the world's most potent finishers." Tips like this will encourage young players to read and follow the many strategies presented by Mackin, a Vancouver journalist and a former youth soccer player.

Recommended for grade seven to adult.

808.1 IOA

Ioannou, Susan. *A magical clockwork. The art of writing the poem*. — Wordwrights Canada. — 155 p. — ISBN 0-920835-12-0. — \$16.95 paper.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo-Ladysmith.

This book offers a practical blend of inspiration and technical suggestions which acknowledge various literary "schools" without prescribing the restrictive approaches of one movement or another.

Although the six chapters do not stand independently of each other, their organization allows them to be referred to and reflected upon after completing the entire book. Half of the chapters are further divided into parts and

generally the final paragraph of a part or of a chapter summarizes that section.

Chapter 1, The Parallel World (Assumptions, Immediacy, and Movement), explores how art parallels life and how the reader's mood and expectations can be led by the poem's structure. Chapter 2, The Persona, deals with giving the poem a clear voice. Chapter 3, The Image, touches on both the imagery developed by the words of the poem and the image of the poem on the page before going on to discuss Single-Word Metaphor, Linear Metaphor and Embedded Metaphor. Chapter 4 explores Sound (The Dancing Ear, Metre, Free Verse, and Rhyme and Tone), while Chapter 5, Vision, discusses having something important to say. Chapter 6, The Magic, contributes a valuable source of techniques to stimulate fresh poetry.

Drawing when necessary from poets of other nations in other times, Iaonnou has used Canadian poets extensively for both illustrative examples and quotes from interviews or essays to clarify various approaches. Eight pages of bibliographic information on works quoted and nine pages of index add greatly to the book's value and accessibility.

Despite twice wrongly attributing Ernest Laurence Thayer's "Casey at the Bat" to Robert Service this book would be a worthy purchase to support literature programs at the secondary level as a resource material and source of inspiration for both the instructor and the poet.

A 28-page companion workshop guide, writing exercises and resources are also listed as available, but were not included for review.

Recommended for junior and senior secondary teachers and students.

811 LIV

Livingston, Billie. *The chick at the back of the church*. — Nightwood Editions, 2001. — 80 p. — ISBN 88971-177-1. — \$16.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian,
W. L. McLeod Elementary School
SD#91 (Nechako Lakes).

Billie Livingston's poems drive straight for the sharp edge — from the rough, self-assured and brash voice of a woman who poses nude at seventeen while considering the 40-year-old photographer as her guinea pig, to

the confidante of relatives and friends grappling with the torturing frustration of love, sexuality, adultery and death. These jagged realities also collide with the innocence of childhood — a toddler being offered LSD by the next-door neighbour, a Catholic schoolgirl being dropped into the front lines of a fierce abortion protest and a young woman trying to relax with a book in a park but instead facing an unwelcome exposure. Livingston also includes a selection of poems written from the disparate voices of a self-destructive family that eventually developed into her popular novel *Going down swinging*.

These poems are very raw and frank and will probably be disturbing to some readers, and cathartic to others. While suitable for senior secondary students and adults, the reader has to be prepared for unpleasant imagery and brutal honesty. The poetry seems written more for emotional release, than for literary excellence.

This collection of poetry could be a part of a senior secondary library, but careful review of the contents should be undertaken before circulating it among the students.

Recommended for grade eleven to adult, with the above caution.

811 THE

Thesen, Sharon (Editor). *The new long poem anthology*. — Talonbooks, 2001. — 496 p. — ISBN 0-99922-438-2. — \$29.95 paper.

Reviewed by: Liz Austrom, retired teacher-librarian,
Vancouver.

Sharon Thesen notes that this revised, second edition of *The new long poem anthology* builds not only on the first edition (Coach House, 1992), but also on an earlier anthology edited by Michael Ondaatje, *The long poem anthology* (Coach House, 1979). The current volume contains work by nine poets not included in the 1992 version, and some of the selections by writers who were represented in that volume have been changed. Thesen acknowledges that many other excellent poets could have been included if space had permitted. Indeed, some of the selections included are excerpts from longer works. She comments that this collection offers "an expanded repertoire that reaches forward into contemporary writing as well as back into the "new" writing that long poems seem always to have performed." In her view, long poems free poets to experiment by eliminating the constraints of closure and allowing their ideas to expand and explore the "new."

Each of the following Canadian poets is represented by one long poem in the anthology: Robin Blaser, George Bowering, Dionne Brand, Anne Carson, Jeff Derksen, Christopher Dewdney, Louis Dudek, Patrick Friesen, Diana Hartog, Roy Kiyooka, Robert Kroetsch, Daphne Marlatt, Steve McCaffery, David W. McFadden, Don McKay, Barry McKinnon, Erin Mouré, bpNichol, Michael Ondaatje, Lisa Robertson, George Stanley, Lola Lemire Tostevin, Yolande Villemaire, Fred Wah and Phyllis Webb. Their poetry is uniformly intellectually sophisticated, but styles vary widely. Some will have strong appeal for young adults; for example, Robert Kroetsch's "The Ledger" uses a family ledger and "poem for two voices" format to look at what his family's settlement in Ontario meant to individual people, to the land they transformed and to the animals they displaced.

Also included in this book are the "Introduction to the First Edition" which appears as an Appendix (pp. 451-454) and "Statements by the Poets" (pp. 455-496). These two features add immeasurably to the anthology's usefulness in an educational setting. Thesen's introduction discusses the place of the long poem within poetic tradition, and the reasons why many poets find it an appealing mode of expression and poetic experimentation, despite difficulties in publication and recognition in an era of "the briefer the better." The poets' "statements" vary in usefulness, some explaining key elements or themes in their work, others discussing the specific poem included, and one offering little more than a list of published works.

This is a high quality paperback that should stand up to moderate library use, however, sending it out for pre-use hardcover binding would be advisable for public and university libraries. In a secondary school, use will depend on the type of English program offered and the emphasis placed on Canadian literature and poetry. This title should be drawn to the attention of senior English teachers.

Recommended for grade eleven to adult.

811 ZIE

Zieroth, David. *Crows do not have retirement.* — Harbour Publishing, 2001. — 126 p. — ISBN 1-55017-250-6. — \$18.95 paper.

Reviewed by: J. Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

This is the sixth book of poetry written by David Zieroth, a creative writing instructor at Douglas College. This anthology of thirty poems has one solitary poem, eight grouped under the topic "Ghosts," three grouped under "Ravine: I," four grouped under "Ravine: II," five under "Ravine: III" and nine under the heading "Prayers." Poems range from short lyrics to linked poems and longer meditations. Length varies from two to eleven pages. Through these poems Zieroth explores both the world of everyday life and the world of dreams. Sometimes it can be difficult to be certain which is which.

The title of this book is also the title of one of the poems. Its basic message is that crows do not have retirement homes because they just die.

This anthology will appeal to a limited number of senior secondary students. Only the brightest and most sensitive will fully appreciate Zieroth's writing. Schools with grades eleven and twelve should consider purchasing this title. There is nothing in the context or vocabulary that makes it unsuitable for younger students, rather it is the depth of the material and the complexity of the thoughts that render it unlikely to be appreciated by students below grade eleven.

Recommended for grades eleven and twelve.

812.54 PAN

Panych, Morris. *Earshot..* — Talonbooks, 2001. — 96 p. — ISBN 0-88922-444-7. — \$14.95 paper.

Reviewed by: Sheila Black, teacher-librarian on leave, SD#39 (Vancouver).

Doyle hears everything — cupboards opening, polyester rustling, food thawing, and bubbles bursting. He literally hears too much as a result of a childhood accident. While this may seem like a funny problem, it is driving Doyle crazy or has already driven him crazy — we cannot be sure.

Doyle is the lone on-stage character in this Morris Panych play. Doyle is shabby, unemployable, very peculiar, but witty. It is through Doyle that we learn about the many neighbours in the apartment building where he lives. We chuckle at the remarks he makes about Mr. Plimley's wheelchair, senile Mrs. Noon, Rimple the whistling retiree, but he finds our sympathy with his obvious infatuation with Valerie, and his

complete inability to even approach her for fear his oddity will scare her off. Sadly, Doyle's life is his small apartment. His affliction keeps him caged there where there is less sound than outside, where he would surely be paralyzed by the cacophony around him.

This play is certainly an allegory of the "information age" and what can result from information overload.

Recommended for grades eleven and twelve or a school with a strong drama department.

842.54 TRE

Tremblay, Larry. *Talking bodies*. — Talonbooks, 2001. — 224 pp. — ISBN 0-88922-445-5. — \$14.95.

Reviewed by: Marv Worden, retired elementary teacher, Nanaimo-Ladysmith.

The book contains four independent solo performances thematically connected in that each character attempts to create a mask of language to reestablish an identity that has been destabilized through some trauma to the body. Only "Anatomy Lesson" has a female protagonist and only "Ogre" has pauses indicated where supposed dialogue from unseen characters cause the character to react. Otherwise, each play allows great freedom for director, actor, and technical designer. Especially valuable are the ten pages of "work notes" made by the playwright/actor as he attempted to learn how to present the character and story of "A Trick of Fate", which involves the loss of body parts, including the head.

"The Dragonfly of Chicoutimi" was written in English so that as the character loses his maternal French he reinvents his life in English words using French syntax. Sheila Fischman has translated the other three monologues into English, brilliantly in the case of "Anatomy Lesson" and "Ogre", but redundancies and clichés weaken the language of "A Trick of Fate" (e.g., one brief moment, looming on the horizon, fateful moment, lie deceitfully deceptive).

This book will offer challenges and rewards to secondary schools with strong drama programs.

Recommended for secondary library collections.

843.54 DES

Desjardins, Martine. *Fairy ring*. — Talon Books, 2001. — 224 p. — ISBN 0-88922-449-8. — \$18.95 paper.

Reviewed by: Sheila Black, teacher-librarian on leave, SD#39 (Vancouver).

This novel, originally published in French as *Le cercle de Clara*, was nominated in 1998 for both the Prix littéraires du Québec and the Grand prix des lectrices Elle Québec.

In 1895, Clara Weiss and her husband Edmond rent the home of Arctic explorer Captain Ian Ryder in Blackpool off the coast of Nova Scotia. Clara has just been released from a "clinic" where she was being treated for her frail constitution. Now, her husband is nursing her back to health following many bizarre Victorian healing methods recommended by the doctors at the clinic. These are methods Clara is neither happy about nor senses are truly necessary. She begins to get the impression that her husband may have ulterior motives for imposing these medicinal procedures on her. The plot takes a wonderful and unexpected twist near the end of the story.

The novel takes the popular Victorian form of diary entries and letters, from Clara, Edmond and various family members and friends, which allow the reader to see into the more intimate and sordid feelings and details of upper class Victorian life. There is considerable sexual innuendo, but it is just that — innuendo. Everything is glossed over by "proper" Victorian manners on the outside.

While this is a very unique and remarkably fast paced look at a completely different side of Victorian life, it is a very dark story of personal relationships meant for more mature readers.

Recommended for grades eleven and twelve.

917.1104

Lewis, Jim. *Goldpanning Fraser, Thompson, and Columbia River systems*. — Heritage House, 2001. — 95 pp.: ill. — ISBN 1-894384-05-9. — \$9.95 paper.

Reviewed by: Gerrie Green, teacher-librarian, Malaspina Elementary, SD#57 (Prince George).

The cry of "Gold!" has created excitement in British Columbia since the 1850's. Jim and Sue Lewis have written a book about goldpanning in BC that starts with

the essentials (e.g., selecting and surveying a creek, techniques for recovering the gold, rules for safe prospecting, equipment needed) then reviews three of the regions where gold is still found. The final section in the "essentials" chapter gives a glossary of prospecting terms. Included in each chapter are many historical facts and figures about these areas. Maps and pictures are included as well as a few special pages relating anecdotes by Jim Lewis about his prospecting experiences.

Although students study the Gold Rush days in history classes, many are unaware that gold can still be found throughout BC. This book not only adds to their understanding our history, but is written to excite the adventurer in all of us. Imagine taking a shovel and a gold pan out to the creek near your home after spring run-off or a heavy rainstorm, and finding flakes of gold in the creek bed.

Goldpanning is a well designed book with a table of contents, an appendix providing addresses for further information, and an index. It can be read by intermediate students, and will also be a good resource for teachers presenting BC history.

Recommended for purchase by elementary and secondary school libraries.

940.54 MUM

Mumford, Gordon. *The black pit ... and beyond*. — General Store Publishing House, 2000. — 138 p. — ISBN 1-894263-19-7. — \$19.95 paper.

Reviewed by: J. Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#83 (North Okanagan-Shuswap).

Beginning in December 1942 and finishing in March 1945, this title presents some of the personal experiences of the author during World War II. Mumford began his merchant naval career as a wireless operator when he was seventeen years old.

These memoirs describe his experiences on three of the five ships on which he served. His second ship, the *Scottish Heather*, was torpedoed in mid-Atlantic on December 27th, 1942. The crew was forced to abandon ship, but was not picked up by the rescue ship, which needed to stay with the convoy. Fortunately, they survived a leaking lifeboat and the *Scottish Heather* did not sink and they were able to reboard it and make it to Britain. Next, Mumford relates his experiences about

his third ship, the *Empire Harmony*, a supply freighter travelling the Mediterranean: Gibraltar, Algiers, Tripoli, Benghazi, Tobruk, Alexandria, Port Said and Naples. Again, they sailed under threats and attacks by aircraft and U-boats. His fourth voyage, on the *Empire Path*, ended with the ship hitting a mine and sinking.

This book is more than just a log of three ships' voyages. Mumford shares his personal thoughts, emotions and fears at the time. Coping with the recent death of his father, he had concerns about his manhood, he mistook the overtures of a prostitute as a genuine romantic interest, he experienced the loss of shipmates, and he feared for his own life. Men in one lifeboat not coming to the rescue of those in the water was also difficult to deal with.

The black pit ... and beyond will be a useful resource for Social Studies 11 and History 12, particularly because it covers the efforts of the Merchant Marine, which has been overlooked in most World War II titles. There are also elements of "coming of age" that could be used with some aspects of CAPP. The writing style is straightforward and can be easily handled by students in grades ten through twelve.

This will be a good addition to secondary school library collections.

968 SIM

Simpson, Judith. *Africa*. — Whitecap Books, 2000. — 63p.: ill. — ISBN 1-55285-153-2. — \$4.95 paper.

Reviewed by: Gerrie Green, teacher-librarian, Malaspina Elementary, SD#57 (Prince George).

This small paperback from the *Investigate Series* has some colourful photographs and drawings. The text is done in a snapshot format with short paragraphs and sentences describing the illustrations. Each double page spread covers a topic related to Africa, however, there is very little depth to the information. Throughout the text, special words are written in bold face and definitions for these words are found in the glossary at the back of the book. Maps, a table of contents, and an index are also included.

Some of the topics touched on are bird life, mummies, animals, houses, climates, early man, and regions of Africa. Many of the double page spreads also feature a "Look Again!" spot which gives another tidbit of information.

This book will give late primary and early intermediate students a brief introduction to the continent, but the reading level may be a little above this age group. Older students will find there is not enough information on any one topic for use in research or report writing.

This book is not recommended for purchase by libraries, however, it may be of interest to middle grade students in a classroom setting.

971.06 EAG

Eagle, Raymond. *In the service of the Crown: the story of Budge and Nancy Bell-Irving*. Golden Dog Press, 1998. — 359 p. — ISBN 0-919614-83-3. — \$29.95 paper.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

The name of Henry Bell-Irving is familiar to most adults in British Columbia, due to his wartime service with the Seaforth Highlanders, his postwar success in the Vancouver real estate business, and his contributions as BC's 23rd Lieutenant-Governor. Less well-known is his wife Nancy, who was his partner for sixty years, until she died in 1997. Based on extensive interviews with both "Budge" and Nancy, the author provides a detailed account of Bell-Irving's life and accomplishments. A Postscript updates the biography and tells of his long commitment to the Disabled Sailing Association of BC.

The strength of this work is in conveying Henry Bell-Irving's ideas and beliefs about a wide range of topics (e.g., failures in training for Non Permanent Active Militia NCOs during the years between the wars, p. 98). Throughout his life, his commitment to Crown and country (and Scotland!) remained steadfast. In addition, many of the quotations embedded in the text offer remarkable glimpses at the realities of wartime (e.g., Nancy's comments about living in a London under bombardment, p. 126).

The table of contents follows a useful practice which used to be common but is now seldom seen — it summarizes the content in each chapter. Also included is a very detailed index. Together, they provide good access to the time periods of Bell-Irving's life and to specific details, names and events. Ten brief, numbered appendices provide additional information on a variety of topics (e.g., Shooting Down the Seaplanes, The Macdonald/Campbell Feud, Operation "Mincemeat"), and a bibliography listing only ten items concludes the book.

The only visual appeal is provided by sixteen pages of black and white photographs, found between pages 174 and 175. Additional features that could have provided some visual assistance to readers include a family tree, particularly in the initial chapters, and simple maps in the war sections.

While this book is one which should appear in all British Columbia public, college and university libraries, its purchase for secondary school library collections needs to be carefully considered. While the readability level is appropriate, the level of detail is likely to be overwhelming for senior students, who are often hard pressed for time. That said, there are sections of the book that could be very useful to a creative teacher, simply because the close working relationship between the author and Bell-Irving creates an aura of "insider" knowledge. Nancy remains very much "the wife" in this biography, making the sub-title somewhat deceptive.

Recommended for senior secondary with the above caveats.

971.1 CHO

Choate, Chilco. *The fire still burns*. — Heritage House, 2001. — 192 p.: b&w photos. — ISBN 1-894384-07-5. — \$16.95 paper.

Reviewed by: Rosemary Anderson, teacher-librarian, W. L. McLeod Elementary School SD#91 (Nechako Lakes).

Old Nero, the biggest grizzly of the Chilcotin; Siberia, the too-friendly black wolf and Lucky, the not-so-lucky guide, are some of the characters found in Chilco Choate's latest collection of yarns and pithy observations from BC's back country. Changing some names to protect the guilty, he lambastes the once-a-year hunters who, stricken by "buck fever," blast away like they're at a target range, then wonder why their guide won't take them out after big game. This long-time hunter also reveals how he's maybe softening with age, enjoying time in the bush with a camera as much as a gun, and sometimes cheering on the prey instead of the predator. There are tried-and-true packing tips for readers planning their own expeditions to the back country, a discussion of fire-power, and culinary ideas sure to whet the appetite of trail-weary travellers, as well as a few yarns about memorable bush-camp meals that weren't so tasty. There are also close encounters with wolves and cougars, and fascinating details on the

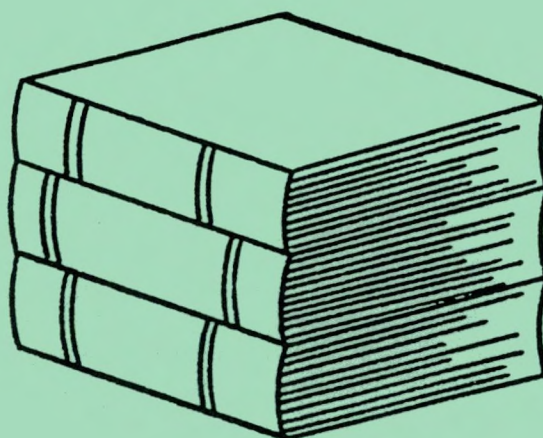
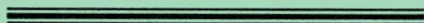
lives and behaviour of some of BC's most revered critters.

For a change of pace, Chilco describes a winter he spent away from his beloved Chilcotin feeding herds of elk in the East Kootenay. This gives him a chance to examine the resource-use plans too often dictated by ranchers and foresters who turn a blind eye to conservation and the rights of the pre-existing wildlife.

Chilco Choate first came to the Chilcotin in 1952 to try cowboying. Enticed by the lure of the great plateau, he was soon leading both seasoned hunters and hesitant dudes through the back country by day and spinning campfire stories by night. Chilco's previous book for Heritage House, *Born in the wild country*, tells of his early years, hunting and playing hooky along the Nicomekl River near White Rock, BC. In *Unfriendly neighbours*, his first book, he describes his volatile relationship with the Gang Ranch.

This is an interesting book which is suitable for secondary and adult readers. Secondary libraries should consider it for their collection, although it will probably have limited circulation.

Recommended for grade eight to adult.



THE BOOKMARK

Index to Volume 42

September 2000 - June 2001

by **LIZ AUSTROM**, retired teacher-librarian, SD # 39 (Vancouver),
JIM HOLGATE, teacher-librarian, A. H. P. Matthew Elementary School, SD #36
(Surrey) and **BARBARA SMITH**, retired teacher-librarian, SD # 44 (North Vancouver).

The Bookmark is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

This index does not include the regular features "In circulation", "Editor's comments" and "Letters to the editor." Other regular features (e. g. "Chapter reports" and "Reading checklist" are indexed to the journal issues they are found in, but not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences".

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

Canadian Education Index regularly scans and indexes *The Bookmark*.

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