



**BCSSTA**  
 BRITISH COLUMBIA  
 SOCIAL STUDIES  
 TEACHERS ASSOCIATION

Dimensions

Winter 2012

## Letter From the Editor

by Amber Rainkie

Students never fail to amaze me – for better or for worse in some cases. Recently I had a student of mine have me reconsider my teacher 'expertise' when discussing war.

Like many schools, the school I teach at had a Remembrance Day ceremony. I've had family serve in the military and currently have family members employed with the Ministry of Justice and considering the Air Force, so it is always a bit personal for me. As prepared as I think I am for student questions regarding Remembrance Day, one student had me scrambling to give an explanation.

All students were asked to wear a poppy, but one of my students, a refugee student born in the Congo refused to wear it. I asked him if he knew why we wore the poppy and he was able to recite verbatim several reasons that I would have supplied. But then he asked me a question – "But Ms. Rainkie, if there is still war going on and people fighting and dying, why do we do this?" The answer I supplied him with seemed insufficient – "Well, we remember those who have tried to stop the wars and the fighting. Sometimes there are evil people who do evil things and we try our best to stop bad things from happening."

This made me think of Romeo Dallaire's presentation – and his pointed questions of do we think that some humans are more human

than others. How do we decide what wars to help fight – and on what side? For many of us, war is something that happens to other people – something that happens in other countries – something that we may only consider once a year, at Remembrance Day. But for some of our students, they have experienced, and survived war.

In many of our learning outcomes there seems to be some 'war' to talk about (most popular these days seems to be the war of 1812) – if your students ask 'why do we have to learn about this', I'd argue that's an opportunity to connect with modern war and conquest – and maybe, just maybe, you'll have an expert in your class, or the school.

If students in your class have shared that they've been in a war zone but do not want to share beyond that, Ishmael Beah shares his experience of being a child soldier in *A Long Way Gone: Memoirs of a Boy Soldier*.

My hope is that our students have an opportunity to dirty their boots in a developing world – and perhaps they will find a way to stop bad things from happening and not choose inaction as their choice of action.

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Photos from conference courtesy of Barry Lindahl



**Keynote**

Lt. Gen. Romeo Dallaire challenged those in attendance to get their boots dirty in a developing country, and challenge their students to do the same



"To change this world, we must make our students activists!"

# BCSSTA Conference 2012

by Chris Moon

On October 19<sup>th</sup>, the BC Social Studies Teachers' Association hosted its largest and most ambitious Professional Development Conference to date, at Vancouver Technical Secondary. The theme for this year's conference was: Rights and Responsibilities – Thinking and Acting Locally and Globally. Keynote speakers at this conference were the Hon. Lt. General Romeo Dallaire, former Rwandan UN Peace Keeper and current Canadian Senator, and Dr. Peter Seixas of UBC. Amy Burvall was a special guest presenter from History Teachers Videos who spoke on storyfying history. Over 50 workshops and exhibition displays were offered to over 600 attendees.

The highlight of the day for many was Lt. General Romeo Dallaire's keynote presentation. His topic was "Will Humanity Survive or Thrive?" He began by sharing his belief that if we, as a global community choose to; we can eliminate conflict and war and live in a state of relative peace within a couple centuries. He went on to ask the audience if "...some humans more human than others?" Why did the Global Community intervene directly, with force, in the Yugoslavian crisis and in Kuwait and not in Rwanda? He declared that we must build empathy

and understanding for the millions who are today suffering crushing poverty and struggling to survive in refugee camps around the world. He told of his time in Rwanda, witnessing first-hand the horrors of genocide and the inadequate reactions of world leaders.

Lt. General Romeo Dallaire challenged us to consider the consequences of allowing a global set of double standards to exist. By choosing to not act is to buy into the paradigm that some are more human, and thus more worthy of mercy, than others. He stressed that "inaction is not an option... inaction is a deliberate decision... inaction is an action".

Lt. General Romeo Dallaire focused on the need to create empathy in our students, and that case studies & simulations are a good start, they can only truly understand by seeing, smelling, hearing and tasting the

developing world. He suggested that our students should have a "right of passage" where they spend time working in a developing country, where

they come home having seen these global issues first hand, where they have had to sweat, and where they have a muddied pair of boots under their beds or in their closets.

**"inaction is not an option... inaction is a deliberate decision... inaction is an action".**

**GET INVOLVED!**

Our next meeting is on December 6, 2012. We meet at Vancouver Technical Secondary School.

For more information contact [bcستا@gmail.com](mailto:bcستا@gmail.com)

He identified five questions for the future of humanity

- 1) How do we stop crushing poverty?
- 2) How do we protect the environment?
- 3) How do we defend human rights?
- 4) How do we secure with short resources and food?
- 5) How do we get rid of nuclear weapons?

His main suggestion for how to begin dealing with all these issues is the empowerment of women and education for the youth, we must give them the intellectual rigour to understand the problems and find the solutions. As teachers in our schools we should support the NGO's that work to address these problems, and we must look beyond our neighbourhoods, towns, cities, provinces; we must engage our schools in the world. We must "lobby and harass the living daylights out of business leaders and politicians" He suggested we send an email a day to an MP, MLA or CEO, to tell them what it is we want done to address issues of poverty, inequality and conflict.

Finally, Lt. General Romeo Dallaire placed the responsibility at our feet, as teachers; we have the monumental responsibility to provide the youth of today the perspective and the intellectual tools necessary to thrive and not only survive. He pointed out that in Canada 2.9 million youth eligible to vote, have never done so. They hold the balance of power in our democracy. "We cannot allow them to cop-out by saying, *I don't know what to do.*", he said, "Turn it back on them as say *VOTE!*. To change this world, we must make our students activists."

Peter Seixas, a long time feature of BCSSTA conferences, spoke in depth about what the study of history has to offer in addressing present day global issues. Peter has worked long and hard with others to develop benchmarks for historical literacy. According to Peter; to think historically, students need to be able to: establish historical significance, use primary source evidence, identify continuity and change, analyze cause

and consequence, take historical perspectives, and understand the ethical dimension of historical interpretations.

To learn more about Dr. Seixas's work and the Centre for the Study of Historical Consciousness, visit their website: [www.historicalthinking.ca](http://www.historicalthinking.ca)

Amy Burvall flew in from Hawaii, where she teaches high school social studies and promotes the use of social media and an 'edupunk' approach to teaching history and humanities. She encouraged the approach of story-telling in lessons about history as the act of 'story telling' is one of the oldest and most meaningful ways of communicating history. For students to truly engage with history there must be an emotional component that inspires connection in their hearts as well as their minds. Amy presented a wide range of amazing resources we can use with our students to "storify" the study of history. To learn more about her approaches to teaching and engaging student interest visit her website: [www.amyburvall.com](http://www.amyburvall.com). You can also view some more online resources from Amy at <http://bcssta.ning.com/>

The BCSSTA has been very active over this last year, organizing this conference, sending delegates to many other conferences and coordinating on-line resources and forums to support the teaching of Social Studies at all grade levels in BC. To learn more about our work and to get involved contact us. Many hands make light work.

Chris Moon  
BCSSTA Secretary  
[christopher.c.moon@gmail.com](mailto:christopher.c.moon@gmail.com)

## WHAT YOU SAID

Phenomenally inspiring and educational. I feel 'changed' from listening to his presentation. Let's get more students and teachers wearing those 'muddied' boots!

Need more time for lunch and vendor displays.

More on museums, galleries, and heritage sites

I think that the student volunteers were wonderful ambassadors for your school and extremely helpful, cheerful and polite. This was the best BCSSTA conference that I have attended and very well organized. I hope that you continue to have such great attendance and inspirational speakers like Monsieur Dallaire.

Les Gibson  
I found the workshop very beneficial because it gave me a new direction in which to pursue higher level thinking from my students. Implementing

Teaching History - James Duthie  
AWESOME. He has some of the best ideas for teaching history in today's classroom.

This workshop [Civic Mirror] was excellent. I walked away with real resources that I can apply to my classroom immediately. I liked the presentation style with video clips and lots of Q&A time.

Amy Burvall - Bards & Bits  
Amazing. What a creative brain and an inspiring (yet overwhelming) list of digital teaching resources.

Labour history  
It was excellent! Top notch presenters who took turns showing resources, developing of the resources, and gave full lesson plans and demonstrated how to start a discussion around labour history. They even had

Romeo Dallaire was definitely my favourite part of the conference. I hope to continue to see amazing presenters such as him in future conferences.

I attended Wayne Demerse's workshop on the Lusitania & Pearl Harbour. Very interesting & engaging presentation; excellent handouts that I can use immediately in my classroom; and great follow-up conversations/Q&A session with attendees afterwards.



# Water School

(part 3 of 8)

by Tony Woodruff

## WORKING IN KISORO

Wednesday Jan 25<sup>th</sup>

This was a FULL day. After breakfast, we went to the office. Ignatius and the team worked on setting up the Village Health Team training session, while Joseph, James, Herbert and I went to see Gideon, the District Health Inspector. He reports to the District Health Officer, but is more relevant for us because he is responsible for community health, which contains all the local health responsibility except for hospitals. He organizes the volunteer Village Health Teams, which we work with closely, as part of the Water School implementation team.

Gideon was a very impressive guy and when asked gave the exact number of typhoid cases they had confirmed – 230 in the period from July 2011 to November 2011. The actual number was probably some degree more. Information like this is carefully guarded because it can be used by political opposition against incumbents, and he only told us when we said we were working with him, and had no business talking with journalists. He also confirmed that several people had died, and that the outbreak was both in the rural areas and the town where there was piped water.

I asked Gideon what percentage of the people in the district are using safe water. He said he didn't know for sure, but his estimate of the 320,000 total district population was :

- 40% use Sodis (almost certainly an exaggeration – it is often considered polite to bend the facts to tell people what the speaker thinks they want to hear.)
- 10% use piped water (at least some of which probably isn't safe. This number seems reasonable.)
- 50% may be using unsafe water from various sources (too low a number, I believe.)

The 40% number is higher than our recorded number of trained users, but we know that



peer training is resulting in more people using the system than we have actually trained. We have 126 trained VHTs who are responsible for about 25 families each, making about 20,000 people at 6 per family. In addition we have trained about 20,000 children. Other activities will inflate the trained number higher. Thus it seems that between 15% and 40% of the population are actually using SODIS. (Later discussion with Herbert showed that the actual number using SODIS WASH programs is 19-20% of all the people in Kisoro District.)

I asked Gideon what his main health concerns and priorities were. He said

- #1 Poor Sanitation and hygiene
- #2 Malaria

I then asked what additional steps he thought the Water School should be taking to spread our message faster. His answer was to raise awareness of the programs. We should make sure all political and administrative leaders properly understood it. Also the 14 health assistants and the health inspectors. I believe that we have done some of this work but maybe not included everyone yet. He said it is hard to change attitudes e.g. "how can the sun be as safe as boiling water?" One thing else we can do is to provide the key government leaders and workers with materials, so that when they go out to do meetings and training, they can also teach the Water School program, like we do with the 126 VHTs.

### HOW YOU CAN HELP

#### Make An Investment

The generosity of donors help to run programs and bring clean water to thousands of people. Donations are graciously accepted and nearly all the funds go directly to the projects in Uganda and Kenya.

#### Support A School

Individuals, community groups, businesses and churches can help start a Water School project for as little as \$10 000 dollars. For more information contact [info@waterschools.com](mailto:info@waterschools.com)

#### Hosting A Fundraising Event

A great way to raise awareness about Water School is to host a fundraiser. Visit [www.waterschool.com](http://www.waterschool.com) for some ideas to get you started.

Like the other officials we spoke with he said he really appreciated our help and the generosity of our donors. He also asked if could take on water testing. It was a great meeting with a committed guy.

We returned to the community school building where we were doing the VHT training. Ignatius was using a power point presentation, but a difference from doing this in the west, was that we needed a diesel generator to provide our power. Everything is just a bit more complicated in a place like rural Uganda. The 30 people gradually

drifted in. Some had walked up to 15 kms to get there – even while carrying babies!

The training was in the local language, Lufumbira, because not everyone's English is great (this is also the language of Rwanda). All the team took different parts in it, and they were really able to get these subsistence farmers engaged. Although it started out pretty quietly, after a few minutes the questions started coming and also a few ideas for improving the program.

We then had lunch of meat, beans, matoke, potatoes, with peanut sauce. I'm not sure if I have ever seen people eat so much. Even though we had an enormous amount of food, we just about ran out. After lunch, we all walked a km to a farmer's home, where we were to do a transformation of their compound. From cutting down a few small trees and splitting them, and a few other local materials, in a couple of hours the farmers, with the guidance of the Water school team, had:

- Built a working tippy tap
- Improved a private bath house
- Dug a rubbish pit
- Built a drying rack for dishes and household utensils
- Swept the compound clean

It was quite a transformation, and cleverly reinforced everything we had talked about in the morning.

Finally we went back to the school and gave each person a summary of the program and a "Burnaby British Columbia" pin, kindly donated by my friend, Gary Begin. They were very pleased and started their long journeys home.

Elisha had invited Dan, a young guy from the local radio station to attend the training and workshop, and Dan asked if he could do an interview with me for their English language channel. Of course, I said yes, and I got to do a 3 minute plug for our program of Sodis, proper latrines and hand washing and sanitation. I asked if we could also do it in Lufumbira, and Joseph got to do the same for that channel. We listened to the broadcast the following day, and it worked out pretty well. These broadcasts went out to the whole district.

Time was running and we still had one more meeting. We dashed off to the centre of town to meet William, who is the distributor who supplies all our plastic bottles. He is a smart businessman with a number of different interests – a hotel, a maize mill,

construction, and farming as well distributing food to schools and plastic bottles. I explained that I was a businessman too, and I asked him about the logistics and cost structure of the bottle business. He said he was pleased I was a businessman and not an aid worker, because it made it easier to talk frankly. He was pretty frank, and we found some ways to save overall cost. One thing I understand better now is that our bottles are thicker than the normal commercial bottle, and that we can get up to 2 years' use from them, which wouldn't be the case with a commercial bottle. I explained that while he was a businessman, we were a charity trying to save lives, and any cost reduction he could give us, would just allow us to help more people. I said please go away and think about how much you can help us. He promised to get back to us by Feb 1<sup>st</sup>.

Excited by all we had achieved that day we decided to go and see the border where the road goes into the Congo. We descended west out of town, with the land getting lower and flatter. The temperature went up a few degrees. In a few minutes we were at the busy border crossing with lots of people and trucks, police and soldiers. If we had continued another 80 kms along this road we would have reached the Congolese town of Goma, which has seen terrible fighting over the past 20 years. Joseph, who is from here and seems to know everyone, talked to the Ugandan immigration people who told us that if we just wanted to take a look, it was fine with them if we just walked across the border, as long as I had a passport on me. They said that the Congolese guards won't mind either – just go ahead. We walked past the barrier showing the entry point into Uganda and walked across the "no man's land" between the 2 countries. I took pictures of the Congo side, and then decided it wasn't worth the risk of actually entering Congo. Remembering some experiences in Central America, I didn't want to be any poor soldier's opportunity to make a quick \$100, or tick someone off who was having a bad day. So we walked back into Uganda. It was interesting being so close to what seems like (and is) such a lawless, exotic place.

As we were leaving, Joseph pointed out a small, older woman walking along the road, singing at the top of her voice. "She's a Batwa", he said. "Don't let her see you taking her picture!" Batwa are the pygmies of the Congo. They are quite common in Kisoro, but very much keep to themselves and are somewhat paranoid about being thought of as small. They don't like people taking their picture, and can be very aggressive. When I asked Joseph if there was

anything to be wary of when I walked around Kisoro, he said "stay away from the Batwa!" Anyway, I did sneak a photo of the singing lady. So we returned to the Noah's Ark.

As I sat outside the hotel, drinking a Bell's lager and watching the sun go down, I ran into the owner of the hotel, also called William. I had heard that he had once been Uganda's Ambassador to Libya, and I asked him about his life, and how he got to that job. It was a very interesting story.

He was born in 1934 and had grown up in Kisoro. He got various scholarships and became an electrical engineer, studying along the way in Madagascar, France and England. He was a good soccer player and had played for the Uganda national team. Most of his life he worked for the Uganda National Power Company, and eventually became their Chief Engineer. He retired in 1994, and was asked to run for the Uganda Parliament. He lost to a powerful man, who became a government minister. Word got around that he was a smart guy who was too young to retire, and he was asked to go to Kampala to meet President Museveni. The President interviewed him, and then asked him to be his representative in Libya, which was an important post, because Libya gave a lot of money to Uganda. I asked him what he thought of Quaddafi, whom he knew quite well, because he ended up being in Libya for 10 years. He said it was sad that Quaddafi met the end he did, because he was a very generous man who had given billions and billions of \$ to developing countries all over the world. He did think that Libya needed a change because Quaddafi "had forgotten that there were other people who were better than him." He didn't deserve what he got though.

Finally dinner and then bed and a long sleep!

#### FOR MORE INFORMATION

Visit [www.waterschool.com](http://www.waterschool.com) to read more about the world's water crisis and what you can do to help.

To read the previous installments of the "Water School" series, please visit <http://bcssta.wordpress.com/dimensions-newsletter/> and follow the links.

# Student Vote 2013

Submitted by David Halme

This spring, British Columbia's elementary and high school students will have the opportunity to cast ballots for the official candidates running in the provincial election.

Student Vote is a parallel election for youth under the voting age, coinciding with official election periods. Participating students learn about the democratic process and party platforms through in-class activities, campaign events, family dialogue and media consumption.



The program ends with an authentic voting experience where students take on the roles of election officials and conduct a vote on the official election candidates. The results are collected from schools and shared with media for broadcast and publication after the polls close on Election Night.

The Student Vote program is having a positive impact on political knowledge, discussion with parents, interest in politics and civic duty, which are all important predictors of voting.

If you are interested in having your class participate in this program please visit their website for more information.



## FOR MORE INFORMATION

To register for Student Vote BC 2013, visit: [www.studentvote.ca](http://www.studentvote.ca) or call 1-866-488-8775.

## Congrats!

By: [Canada's History](#)



Janet teaches at Gladstone Secondary, Vancouver, B.C.

For Janet Thompson, the best way to engage students is to give them opportunities to be actively involved in their learning by thinking like historians. It's this passion for teaching historical thinking that drives her in the classroom.

Students in her class know that they are expected to "do history." They learn that the study of history is more than just a list of "facts to be forgotten" — it's a discipline that involves rigorous methodology.

She has created an extensive body of work — in particular for her Grade 10 course — that is designed around the concept of continuity and change. Students complete a number of units that include everything from creating a comprehensive picture of early pioneer life in Upper Canada and analyzing primary documents regarding the journey from Europe to Canada, to recreating Confederation and building a historical walking tour of her school's community



# Tikwalus Trail Field Trip

by Charles Hou

## Looking for a great history field trip? Try the Tikwalus Trail in the Fraser Canyon.

Visit the website of the Hope Mountain Centre at <http://www.hopemountain.org/>, click on Trails and then on Tikwalus Heritage Trail. This will take you to a site which contains all the background information you need.

The trail, formerly known as the First Brigade Trail, was recently upgraded and posted with a series of excellent interpretive signs giving the history of the trail from a First Nations perspective. It is an excellent place to teach a number of topics, including

- the fur trade
- the gold rush
- the Cariboo Wagon Road
- the Canadian Pacific Railroad
- the Canadian National Railroad
- the Trans-Canada Highway
- logging
- hydroelectricity (power lines from the Bennett Dam are visible from the trail)
- tourism (one of the best places to view the Black Canyon of the Fraser River)

The trail is open from mid-May to November but the best times to hike it with students are from mid-May to mid June or September to October.

Here are a few ideas if you are planning a trip:

### Requirements

- Hike students in groups of 10 to 15 with an adult in front and one in the rear.
- Everyone must remain in sight of one another so that students do not get lost; there are bears and cougars in the area.
- Bring a student or adult with a lifeguard certificate if you plan to go swimming.

- Garbage in, garbage out. Students should carry their own garbage.
- All fires must be thoroughly doused. Make a big deal out of this. If you show students how to light a fire you must also show them how to put it out. Never leave a fire unattended. Discuss this with your group when you pass the sections of the trail hit by a fire started by an accident in the canyon.
- Give the students instructions on what to do if they get lost:
  - immediately stop moving
  - listen for sounds of the rest of the group
  - blow their whistle every 10 minutes (3 short blasts)
  - erect a shelter
  - start a small fire
  - sit and wait to be rescued (at night it is easy to see flashlights if you are close to the trail).
- Teachers should take attendance at the halfway point, at the top, halfway down and at the bottom of the trail. However, getting lost is pretty difficult on this trail.
- Bring a cell phone (there is a relay station at Hell's Gate).

### Times

It takes about 2½ hours from the freeway in Vancouver to reach a large parking lot about 500 feet past Alexandra Lodge (allowing for a short stop at Hope for snacks and a bathroom break). The trail starts about two kilometers past the bridge which crosses the Fraser River just north of Spuzzum. It should take about 2½ to 3½ hours to hike from the parking lot to the top of Lake Mountain and somewhat less coming down. Allow time for lunch. If you cook hot dogs at the bottom of the hill and provide carrot sticks, fruit and something to drink you will not have to stop for dinner on the way back to the city.

### EQUIPMENT



### Student Equipment

- day pack
- rain gear
- appropriate clothing in layers
- hiking boots or running shoes with tread (the trail can be slippery when wet)
- water – 2 litres per student (teacher should also carry water purification system)
- lunch – sandwich, trail mix, chocolate bar or hard rock candy
- whistle, lighter or matches (in waterproof container, compass)
- small roll of toilet paper (in plastic)

### Teacher Equipment

- first aid kit including moleskin
- matches and candle for lighting fires
- one 9' by 12' sheet of plastic and 50' of nylon cord per 10 students
- pot and stove to heat soup or hot chocolate for lunch if it is wet or cold (a good stove is much faster than lighting and putting out fires)
- a large collapsible water container for putting out fires
- compass and flashlight (before starting up the hill tell the students that they will be hiking in a northerly direction up a ridge situated between the Fraser River and the Anderson River, and then how to use a compass)
- trowel for burying human waste (there is an outhouse at the top of the hill but some students might not make it that far; bury waste so that other hikers do not have an unpleasant experience).

# Short Takes

by Ed Harrison



The Lorax  
Chrysta MacKeigan Burkitt

"The Lorax" by Dr. Seuss is the focal point of the short lesson sequence. While it was written for a kindergarten class it may easily be adapted for an primary class. It could also be adapted for a grade 4 class.

"I Speak for the Trees" – Lesson 1 (The Environment)

Students use the distinct environments illustrated in 'The Lorax' to help identify with the natural and man-made structures in their own local environment. Encourage students to identify aspects of the environment that are important to themselves.

Begin by asking students if they know what a Lorax is. Read the first half of the story up to the point the Once-ler invents the Super-Axe-Hacker. Stop periodically to ask questions such as which environment the students would prefer and asking the students to identify another way the Lorax could ask the Once-ler to stop cutting down the trees.

Explain to the students the difference between natural and man-made structures in the environment using pictures of local structures. Also explain to the students that we will be drawing an environment that demonstrates what is important to us.

Use an example of a picture demonstrating the important structures of the environment. Ensure that students understand there are many ways they can complete their drawing. Then hand out the paper that the students will complete their drawing on.



Here are some research ideas and sources for you to consider for your classes.

1. Have students research the number of gas pipeline proposals to be built in British Columbia's northwest. Compare these to the proposed Alaska north slope gas pipeline. The following links provides an overview of the proposed projects:

<http://www.kitimat.ca/EN/main/business/invest-in-kitimat/major-projects.html>

<http://energeticcity.ca/article/news/2012/09/10/spectra-bg-propose-new-natural-gas-pipeline-prince-rupert>

[www.cbc.ca/news/canada/british.../09/.../bc-natural-gas-haisla.html](http://www.cbc.ca/news/canada/british.../09/.../bc-natural-gas-haisla.html)

Overview of liquefied natural gas is available at Wikipedia:

[http://en.wikipedia.org/wiki/Liquefied\\_natural\\_gas](http://en.wikipedia.org/wiki/Liquefied_natural_gas)

Sketch a map of the various proposed routes. Compare these to the Enbridge route.

One of the plants is proposed for Kitimaat Village. Haisla people have supported having one of the projects on their territory. Why have they supported this project?

Compare the natural gas pipelines to the proposed Enbridge oil pipeline. Why does there not seem to be the same level of opposition to the natural gas pipelines?



2. Most social studies teachers have probably done some work on the crisis in Syria. If you haven't and are looking for background material consider the following:

<https://www.cia.gov/library/publications/the-world-factbook/geos/mr.html>

The site provides an excellent compendium of world information but like other sources use it wisely.

<http://www.maproom.org/s/penguin/index.html>

These atlases are some of the best for providing information on various topics of interest to students. But you may use these to focus on a nation like Syria. Vary reasonably priced.

For historical maps that you might find appropriate ipad app store has two useful free apps : Discovery maps and World History Maps . Research ideas related to Syria:

Organize the research with a chart including the following information:

Compare the population of the nations which surround Syria. Consider: population, climate, major rivers, number of births and deaths, education, number of persons under 15, economy, type of government , recent conflicts they have been involved in or supported.



# Budget 2012-2013

Form 2b: Proposed Budget for BCSSTA - Y590 [PSA] for 2012-13

INCOME ACCOUNTS				2011-12 Budget	2011-12 Actual	2012-13 Proposed
99921	Income surplus (deficit), June 30, 2012*					8,479.82
99922	Portion of income surplus held as reserve June 30, 2012*					
99923	Conference surplus outside account, June 30, 2012					1,647.05
99930	Membership/subscriptions fees					8,952.50
	BCTF members	174	@	\$ 30.00		
	Students/Retirees	71	@	\$ 15.00		
	Subscribers	55	@	\$ 48.50		
99931	BCTF grant <sup>174</sup> @ \$19.00 (\$5,000 minimum)*					5,000.00
99932	Advertising					
99933	Sale of back issues					
99934	Interest income					
99935	Project grants					
99939	Other [for internal BCTF use only]					
99940	Conference fees					
99941	Conference grants					
99942	Conference advertising revenue					
99943	Conference exhibits/sponsorships					
99944	Conference entertainment					
99948	Conference sale of souvenirs					
99949	Conference miscellaneous (specify)*					
<b>TOTAL INCOME</b>				\$ 0.00	\$ 0.00	\$ 24,079.37

EXPENSES ACCOUNTS				2011-12 Budget	2011-12 Actual	2012-13 Proposed
99950	Meeting—executive					4,500.00
99951	Meeting—table officers					300.00
99952	Meeting—PSA Council*					
99953	Meeting—subcommittee					
99954	Meeting—annual general meeting					300.00
99958	TTOC expenses for meetings					3,000.00
99959	Meeting—other					
99960	Publication—journal					
99961	Publication—newsletter					500.00

	2011-12 Budget	2010-12 Actual	2012-13 Proposed
99962 Publication—other			
99969 Publication—equipment			
99970 Operating			500.00
99971 Equipment purchase			500.00
99972 Chapter support			3,000.00
99973 Affiliation fees and meetings			1,000.00
99974 Response to curriculum or development of resources			1,000.00
99975 Projects			
99976 Complimentary memberships			300.00
99978 Scholarships			2,000.00
99979 Miscellaneous			500.00
99980 Conference—operating			500.00
99981 Conference—facilities			
99982 Conference—catering			5,000.00
99983 Conference—printing			
99984 Conference—promotions			
99985 Conference—committee costs			
99986 Conference—entertainment			
99987 Conference—equipment rental			
99988 Conference—speakers			800.00
99989 Conference—start up costs			379.37
99998 Conference—hold, future conference expenses*			
99999 Conference—miscellaneous (specify)*			
<b>TOTAL EXPENDITURES</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 24,079.37</b>

The association presented/will present its 2012-13 financial statement (as of June 30, 2012) to its members at its AGM (date and location) October 19 2012, Vancouver Technical Secondary School

and will publish it for members (state where (e.g., journal, website) and date

Dimensions Newsletter, December 2012 Issue

**Notes**

Consider inflation and HST when calculating proposed expenditures (materials, labour, postage, accommodation and transportation). If your PSA shows a deficit as of June 30, carefully budget to prevent a similar deficit next year. Total expenditures must not exceed total income.

PSA membership fees must be no less than the per capita grant, and subscription fees must be equal to or greater than the sum of the member fee plus the per capita grant. Base the income from fees on projected membership. If higher membership is expected, reflect that expectation in fees, not as a separate item under other income.



# British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 • 604-871-2283, 1-800-663-9163 • [www.bctf.ca](http://www.bctf.ca)  
A Union of Professionals

BC SOCIAL STUDIES TEACHERS' ASSOCIATION Y590

STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)  
FOR THE YEAR ENDED June 30, 2012

Balance, July 1, 2011 \$ 18,189.98

Receipts

Conference surplus outside account	9,911.89	
BCTF grant	5,000.00	
Membership/subscription fees	9,840.12	
Interest	201.63	
Other	-1,519.24	
		23,434.40

Disbursements

Meeting-executive	2,843.72	
Meeting-TOC costs	2,915.00	
Publication-equipment	812.05	
Operating	100.00	
Chapter support	3,000.00	
Scholarships	2,500.00	
Miscellaneous	501.07	
Conference-operating	2,772.72	
Conference-catering	7,000.00	
Conference-printing	400.00	
Conference-promotions	2,000.00	
Conference-entertainment	1,300.00	
Conference-speakers	2,000.00	
Conference-Startup Costs	5,000.00	
		-33,144.56

Balance, June 30, 2012 \$ 8,479.82

Notes:

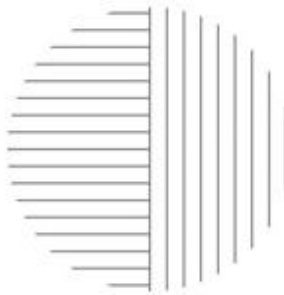
1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Social Studies Teachers' Association.







VANCOUVER HOLOCAUST EDUCATION CENTRE



FACING  
HISTORY  
AND  
OURSELVES

### **8TH BIENNIAL SHAFRAN TEACHERS' CONFERENCE**

**FRIDAY, MARCH 1, 2013**

**8:30 AM - 3:00 PM**

**WOSK AUDITORIUM, JEWISH COMMUNITY CENTRE**

950 West 41st Avenue, Vancouver

Registration information and form now available. [Learn more.](#)

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The day-long event features *Facing History and Ourselves*, a Holocaust education organization that works with schools to combat racism, antisemitism, and bigotry, and to promote a more humane and involved citizenry.

*The conference is made possible by the David & Lil Shafran Endowment Fund of the VHEC.*

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## Collaborative Professional Learning



# CEET Meets

November 2-7: Dr. Valerie Irvine  
**Moving Educational Traditions for Open Practices**

November 16-21: Stephanie Samaras  
**Facebook, Twitter, and Other Social Media—  
Teaching Tools? Really?**

December 7-12: Lisa Read  
**The Secret Language of QRs**

January 18-23: David Le Blanc  
**Best Practices in Instructional Design**

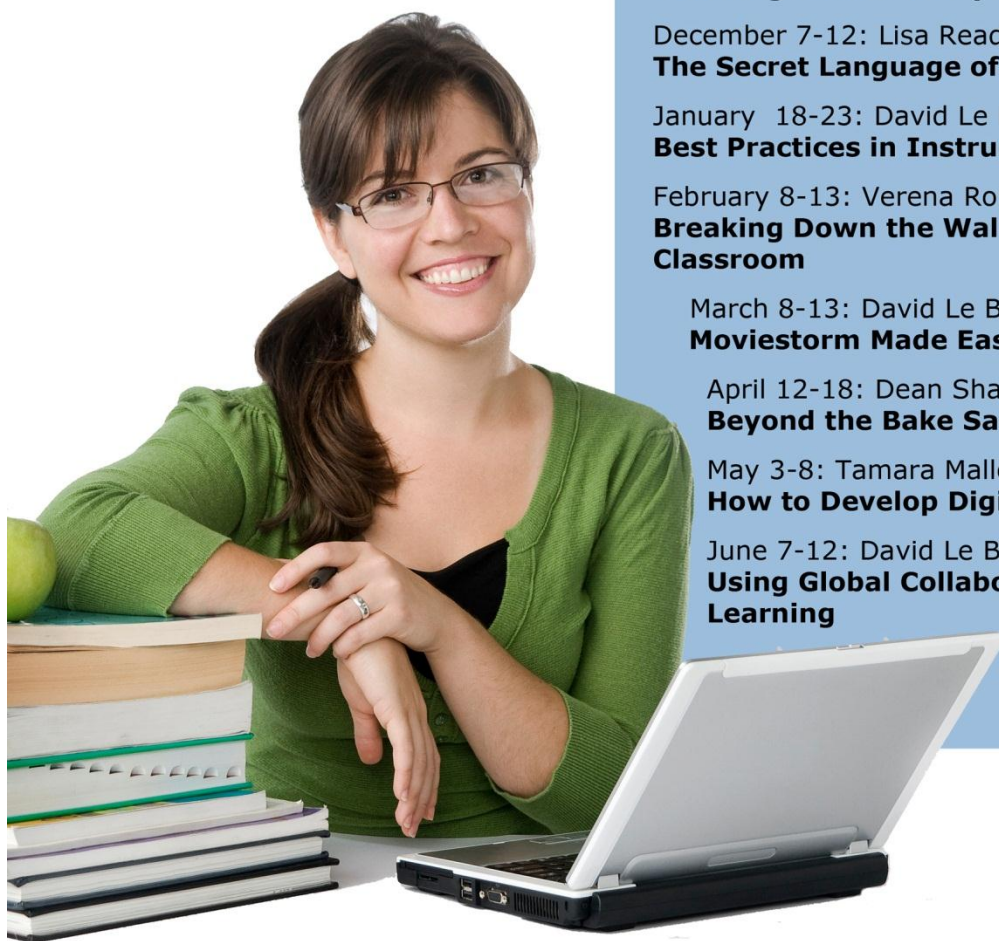
February 8-13: Verena Roberts  
**Breaking Down the Walls - Creating an Open  
Classroom**

March 8-13: David Le Blanc  
**Moviestorm Made Easy**

April 12-18: Dean Shareski  
**Beyond the Bake Sale - Building Community**

May 3-8: Tamara Malloff  
**How to Develop Digital Literacy Skills**

June 7-12: David Le Blanc  
**Using Global Collaborative Projects to Enhance  
Learning**



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