

**SECONDARY 4**  
**Week of April 13<sup>th</sup> 2020**

# Writer's Notebook

## Information for students

“A writer’s notebook gives you a place to live like a writer, not just in school during writing time but wherever you are, at any time of day. “

- Ralph Fletcher

Keep a reader/writer notebook and write in it whenever you have an idea or something to share. You might:

- Write about anything that intrigues, interests, angers or surprises you.
- Write about what you notice around you.
- Write about what makes you wonder.
- Jot down bits of conversation you hear.
- Write about memories.
- Do collages and annotate them.
- Make lists.
- Draw sketches.
- Write down and reflect on quotations from books, poems, songs, etc.

## Extension Activity:

- Select one of your notebook entries and turn it into a written or media production.
- Jot down ideas for developing the piece and choose a text type (short story, poem, article, comic, speech, etc.).
- Write a rough draft and share it with someone to gain feedback.
- After discussing the piece, write a final version.

## Materials required

- Notebook and favourite writing pen or pencil

## Information for parents

### Activity details

Parents should review the instructions with their child if needed and provide feedback on the writing if requested.

# Thérapie par le rire!

## Consignes à l'élève

- Informe-toi sur... le rire!
  - ✓ Lis l'article [Pourquoi la thérapie par le rire est bonne pour vous?](#) (Canal Vie) **ou** [La thérapie par le rire.](#) (Passeport Santé)
  - ✓ Consulte ensuite [Les genres d'humour décortiqués.](#) (Curium)
- Après avoir lu sur les mythes entourant la propagation de la Covid-19, identifie celui qui t'angoissait le plus jusqu'à tout récemment ou qui te paraît, tout simplement, le plus ridicule.
  - ✓ Lis l'article [Covid 19 : cures d'ail, rasades d'eau et autres mythes qui persistent](#) (Radio-Canada) **ou** consulte différentes vidéos sur le site des [Décrypteurs](#) sur le sujet de la Covid-19.
- En t'inspirant des articles et vidéos ci-haut proposés, utilise ta créativité et ton sens de l'humour pour démystifier une de tes/nos angoisses en démontrant son caractère improbable, ridicule, voire impossible.
- Écris un poème, une chanson ou un sketch humoristique de quelques minutes et assure-toi de porter une attention toute particulière aux éléments suivants :
  - ✓ L'intention de communication
  - ✓ La structure de ton texte
  - ✓ Les stratégies humoristiques employées
  - ✓ Le vocabulaire (précis, varié et respectant les destinataires ciblés).
  - ✓ La grammaire de la phrase (à l'oral comme à l'écrit)

## Matériel requis

- Canal Vie <https://www.canalvie.com/sante-beaute/bien-etre/articles-bien-etre/therapie-rire-1.1103823>
- Passeport santé [https://www.passeportsante.net/fr/Therapies/Guide/Fiche.aspx?doc=rire\\_th](https://www.passeportsante.net/fr/Therapies/Guide/Fiche.aspx?doc=rire_th)
- Curium <https://curiummag.com/genres-dhumour-decortiques/>
- Radio-Canada <https://ici.radio-canada.ca/nouvelle/1664527/mythes-fausse-nouvelles-idees-recues-coronavirus-persistent-remedes-boissons>
- Les Décrypteurs <https://www.youtube.com/watch?v=SQNcaYG8tIU&list=PLZr1y64TPtN-TJcYraPGgDbkN7E1RRWLq&index=15>
- Papier, crayons et tout ouvrage de références jugé utile.

## Information for parents

### About the activity

Students should:

- familiarize themselves with the concept of laughter therapy and how useful it can be during the current pandemic
- understand how important it is to maintain their health (moral, physiological and emotional) during the current crisis

Parents could:

- ask their children about their fears (current, past and future)
- discuss how they manage their own emotions in the current situation (COVID-19 and social distancing)

# Make Way for the Subway

## Information for students

- The growing city of Bantingville is looking to build a subway system
- Bantingville would like to build two lines: one running east-west and another running north-south.
- Since the east-west line runs along areas where there is major infrastructure underneath the ground, the cost of developing the line costs more.
- The city has a limited budget, so they have to determine the cost of excavating and building the tunnels.
- There is also an issue with the current map, as different city documents have different coordinates where the two lines intersect. You have to determine the exact coordinates of where the two lines meet.
- The city has a budget of \$100 million to construct the subway system

## Materials required

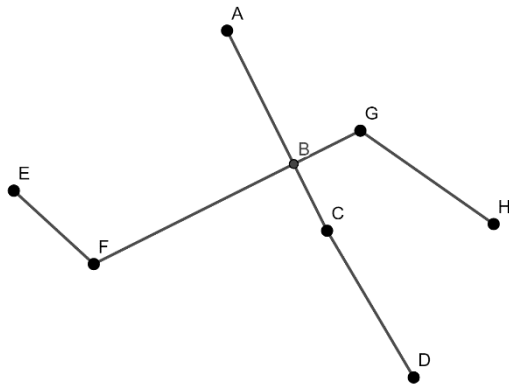
- The maps outlining the proposed subway stations with their coordinates
- The subway construction costs
- Formula sheet with distance formula

## Information for parents

- Read the instructions to your child, if necessary.
- Discuss the task together with your child, outlining the steps they need to carry out.
- Once the task is completed, you and your child can go over the task with the answer key provided.
- Also, due to rounding, your child's answers might be slightly different from those in the answer key. A difference of a few tenths is fine. It is more important for your child to demonstrate that they know how to solve the situation than for them to worry about rounding inconsistencies.

# Annex – Subway Maps

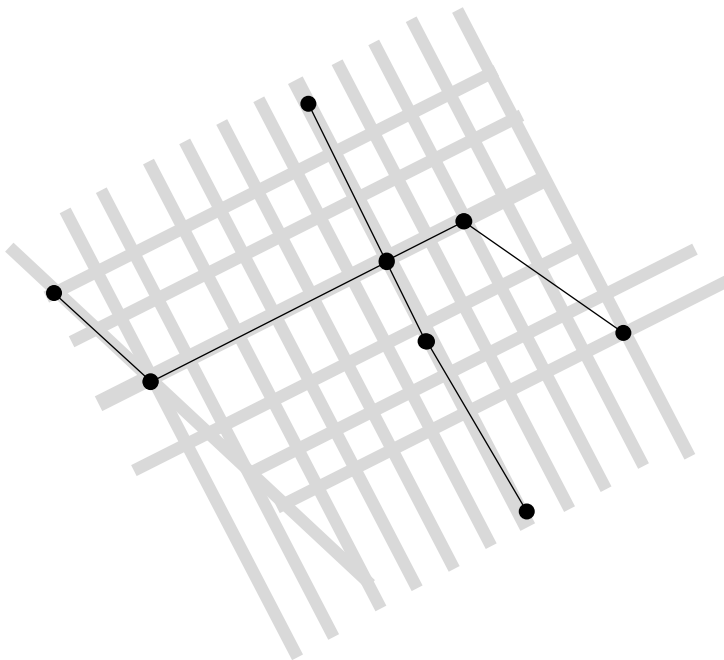
## Blueprint of Subway Station Coordinates



Station	Coordinates
A	(8.0, 11.2)
B	(?, ?)
C	(9.5, 8.2)
D	(10.8, 6.0)
E	(4.8, 8.8)
F	(6.0, 7.7)
G	(10.0, 9.7)
H	(12.0, 8.3)

All distances are measured in kilometers

## Blueprint of Subway Station Coordinates with Street View



## Annex – Subway Construction Costs

### East-West Line

Up to the first 3 km = \$30 million  
After 3 km, the cost per km is \$8 million

### North-South Line

Each km costs \$6 million up to the first 2.5 km.  
Every km after 2.5 km costs \$4 million.

## Annex – Formula Sheet

$$d(A, B) = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$



# Annex – Answer Key

## Coordinates of Station B

- Line  $\overline{AC}$ :  $y = -2x + 27.2$
- Line  $\overline{FG}$ :  $y = \frac{x}{2} + 4.7$
- Coordinates for Station B (using system of equations) is (9.0, 9.2)

## Lengths of each tunnel between stations

- $\overline{AB} = 2.236$  km
- $\overline{BC} = 1.118$  km
- $\overline{CD} = 2.555$  km
- $\overline{EF} = 1.628$  km
- $\overline{FB} = 3.354$  km
- $\overline{BG} = 1.118$  km
- $\overline{GH} = 2.441$  km

## Total measurements of each line

- North-South = 5.909 km
- East-West = 8.541 km

## Cost of Tunnel Excavation and Development

- North-South Line
  - $6(2.5) + 4(2.409) = \$24.636$  million
- East-West Line
  - $30 + 8(5.541) = \$74.328$  million
- Total Cost
  - $24.636 + 74.328 = \$98.964$  million

There will be enough money in the budget to construct the subway system.

# Designing a Temporary Housing Unit

## Information for students

- Temporary housing units can be used as accommodation at music festivals or as emergency shelters for people affected by natural disasters.
- These housing units can be packed into a flat box for shipping, and then easily assembled and taken down.
- Your challenge is to design and build a prototype temporary housing unit, using paper and tape.

## Specifications:

- Able to fold and pack flat for easy transport
- Assembled in under 5 minutes with just tape
- Be > 2 cm above the ground
- Provide shelter from the sun and rain
- Have windows and a door that can open and close
- Have 100 cm<sup>2</sup> of floor space
- Is made from 2 manilla folders or 6 pieces of paper and 50 cm of tape
- Challenge: Can you make it strong enough to hold a weight such as a small can of soup?

## Try it!

- Brainstorm some designs.
  - Think about how you can fold or roll paper to make it stronger.
  - Research some examples of temporary housing units for festivals or disaster relief.
- Choose a design and build your prototype. Adjust your design as necessary.

## Reflecting on the design of temporary housing units

- What materials would you choose to manufacture temporary housing units? What properties should the materials used to design temporary housing units have? Why?
  - Consider some of these properties for your answer: elasticity, hardness, resilience, stiffness, fragility, corrosion resistance, lightness, thermal conductivity.

### Materials required

- Device with Internet access (optional, for research)
- 2 used manila folders or construction paper or plain paper
- Scissors
- Tape
- Timer

### Information for parents

#### Activity details

Students can try doing this activity on their own.

In this activity, children will practise: using specifications to design an object, choosing materials for an object based on their properties

Parents could:

- help their children find an appropriate workspace and materials that can be used for the activity

This activity has been adapted from *Design for Disaster Relief* by Science Friday.  
<https://www.sciencefriday.com/educational-resources/design-for-disaster-relief/>

# Energy Drinks and Movement

## Information for students

### Activity 1:

- Watch the video about energy drinks.
- During supper time, tell your family what you learned about energy drinks.

### Activity 2:

- Plan three physical activities<sup>1</sup> you will carry out this week.
- Carry out the physical activities you planned.
- Did you drink water to stay hydrated?

## Materials required

### Activity 1:

- The video [Energy Drink Risks](#)

## Information for parents

In the context of the current pandemic, the physical and social environment in which physical activities or active play are carried out must comply with the most recent guidelines issued by the Direction de la santé publique or by any other relevant authority.

### Aim of the activity:

- To carefully plan physical activities and think about the planning process afterward

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<sup>1</sup> Make sure that you have the materials required for an activity before you add it to your schedule.

# Still Life Drawing

## Information for students

Still life drawing is a fundamental in art instruction. Traditionally using everyday objects arranged on a tabletop. To start a still life drawing, you will need to arrange several objects (fruits, vase, cloth, objects of your choice) If you can use a light source (optional) such as a desk lamp you can position the light source on one side of your objects. This will create shadows and give you a better view of the composition.

Begin your drawing lightly sketching the objects, as you define shapes you can then add shadows to enhance the objects in your drawing. Don't worry if you only get to the sketching part. This exercise is to help students develop observation skills, understand composition and work on basic drawing techniques. The better you see, the better you can draw!

Have fun, try it several times and compare, the secret to all drawing is being able to see.

*This lesson is used in all art instruction at every level from kindergarten to Universities.*

## Materials required

Found objects from around your home (ex. fruit, bottle, vase, bowls, books, etc.) try with at least three objects.

- Plain Drawing paper, 8.5" x 11" but larger paper and or sketch books will work just fine.
- Drawing materials; Pencils, eraser, charcoal (optional), color pencils (optional)
- A directed light source if possible, such as a desk lamp would be ideal but not necessary.

## Information for parents

- This drawing activity is suitable for **all** grade levels and parents are encouraged to participate as well.

(The attached link gives step by step directions to assist in completing this lesson.)

<https://youtu.be/Xie8oMIME44>

Try this lesson a few times with different objects for practice and to challenge your drawing skills. If possible, you can research on-line Still Life drawing and or Still Life painting.

# Social Media & Teenagers: Advantages & Disadvantages

## Information for students

The use of social media by teenagers provides many advantages as well as disadvantages. It is important to identify the advantages and disadvantages of social media use in our current situation.

Once we identify the pros and cons of social media in our life, we are in a better position to design a social media plan to ensure we are finding balance and that WE are in control of our devices, not the other way around.

You have CHOICES for this activity: what you read and how you read it; whether you annotate or not, and how; whether to discuss and share, or not.

Access the information by doing any or all of the steps listed below:

- Read the article(s), watch the video clips, watch or listen to the news or think about what you see and hear about the use of social media by teenagers.
- Identify the advantages and disadvantages of social media use by teenagers.
- Use highlighters, annotations or a list to identify and record the pros and cons of social media use.
- Discuss with someone in your household, a family member or friend if you wish.

## Materials required

- It is recommended you join Newsela (free) by following this link to access a printed or digital version of articles: <https://newsela.com/quickjoin/#/BTN8MA>. Newsela allows users to adjust the level of text for comprehension.
- Instructions for joining the class with Newsela can be found here: <https://newsela.com/people/classrooms/2001061392/quickstart/>.
- You can also (or instead) read this article from Global News (which includes many links to other resources (articles, research and video clips): <https://globalnews.ca/news/6108401/social-media-bad-for-teens/>.
- You will need device with Internet access OR printed versions of the articles.
- You will need paper, writing materials or 2 highlighters OR a device to work on.

## Information for parents

- Choices and options are provided for this activity (see above).
- Although not necessary, we encourage parents to discuss this topic with their child.

# Creating Canada

## Information for students

- Go to the website below and learn how the *Act of Union* of 1840 changed the colonies of Upper and Lower Canada:  
<https://www.thecanadianencyclopedia.ca/article/act-of-union>
- If you do not have access to the Internet, you can look at the historical document at the bottom of this page to help you instead of visiting the website above.
- Now that you have learned something about the *Act of Union* of 1840, answer the following questions:
  1. What **political change** did the *Act of Union* of 1840 have on the colony?
  2. What **remained the same** after the *Act of Union* of 1840?

## Materials required

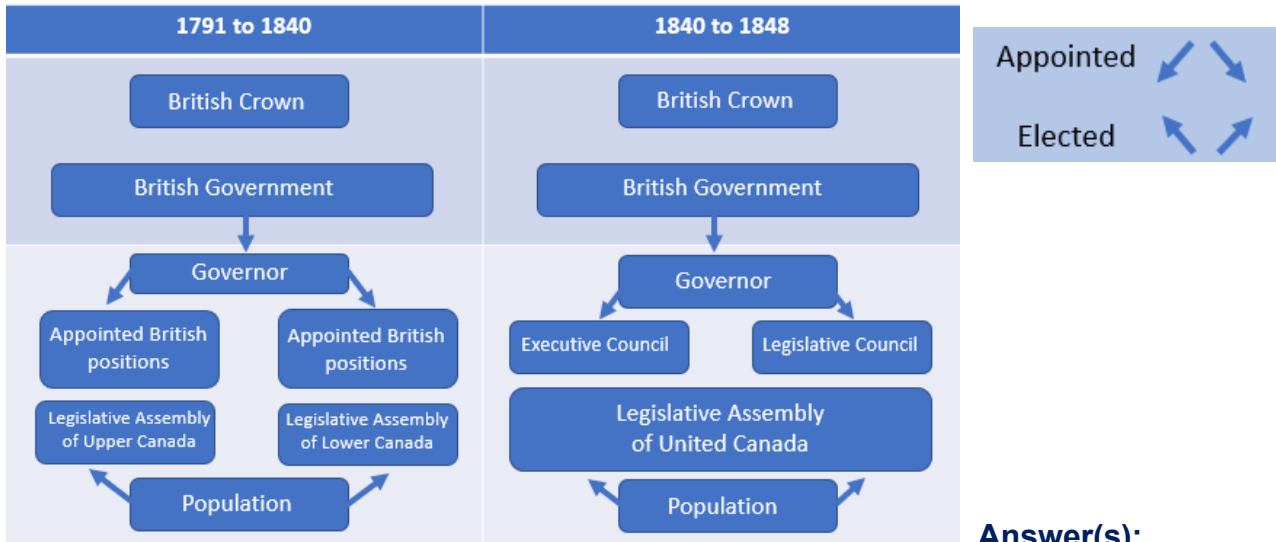
Useful resources, depending on personal preferences and availability:

- writing materials (paper and pencil)
- device with Internet access

## Information for parents

- Discuss the potential answers with your child.





- A **change** was...

The union of Upper Canada and Lower Canada into United Canada **OR** There was now one legislative assembly.

- What **remained the same** was...

The population still voted **OR** the legislative assembly was still elected **OR** the British Crown was still in power **OR** the British government still appointed the governor.