

# FINAL REPORT

## 1. Project Description

*Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.*

"Situating Our Learning in ELA Using an Interactive *Reader Map*" is about creating an interactive map for students to map, track their reading experiences and, consequently, their learning. The map acts as proof of reading for novels, articles, poems, MUSIC, multimodal hypertexts, and becomes an innovative reading portfolio that promotes a nexus of cross-curricular learning; multi-literacies as well as digital literacies.

As ELA teachers who are committed to diversity and inclusion in the classroom, we see a need for students to recognize the economic, historical, personal and political implications of their text choices.

Poet Nayyirah Waheed says, "How beautiful that you can lay down a map and with a straight finger show me who you are..." We need students to see that readers are not defined by just one place on a map, and we hope that our students seek opportunities to read with curiosity about our world.

Students use the *Situating Our Learning* worksheet created by Lynn Senecal, *Soundprints* (1999/2002) as an initial analogous entry to their chosen text. This worksheet prompts students to pay close attention to Where? (world map), When? (timeline), Who? (noteworthy names), and What? (glossary of theme words that we must understand to explore their text); the worksheet also prompts students to return to it and add content or new learning.

We began the year by discussing Truth and Reconciliation, honoring place, and recognizing our ancestors - the keepers of our memories. Poet Joy Harjo who created an interactive map with the US Library of Congress: [Living Nations; Living Voices](#) inspired us.

Harjo writes, **Place**: "We all emerge from a place. Everyone does, whether you are mineral, plant, animal or winds. Our identity springs from place...." It is instrumental to our graduating students that they find their place in the world.

As part of the original cohort for the EMSB Advanced 5 Balanced Literacy Classrooms (a collaboration with Paul Kettner, Donna D'Amato and Julie Tytler) Ruwani Payoe and I have invested in autonomy, choice and student agency as the backbone of our pedagogy. We have found inquiry to be a keystone of the Media Pursuit -- so *Situating Our Learning Using Interactive Maps* will become a mainstay in this pursuit. Though one does not have to be using the A5 literacy framework in their class to do this project.

Ruwani and I have both observed how the students' curiosity peaks when they are shown a map of whatever it is that we may be talking about. This virtual reading voyage that spans the globe (and perhaps beyond!) is a way of deconstructing what the students learned while

reading; and, reconstructing their understanding of a text by weaving new knowledge about place and reading choices we make. We have also seen how offering text choice in the classroom helps students' engagement. We have seen how keeping low-stakes reading stamina charts, and a reading inventory helps build confidence in reluctant readers . Using cartograf to map their reading inventory offers students a similar non-evaluative space to think critically about texts.

## 2. Project Goals

***Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.***

This academic year was a difficult one and we were not able to see through the original scope of the project. For example, the project did not necessarily help diversify our classroom libraries... That being said, what was accomplished was worth re-doing and building-on because looking at reading through the lens of a map effectively ignited the students imagination, curiosity and engagement.

In Ruwani's classroom, while reading **The Outside Circle**, a student learned about the location of Treaty 6 and mapped it on the collaborative class map. Students in Sec.IV who are also studying the formation of the Provinces in Canada noticed how Treaty borders did not respect provincial borders. While reading **Ghostopolis**, a student asked 'How do I map the afterlife?', and, after some discussion, chose a location in Croatia that held some significance in her life. Students also wondered about how they could map places in outerspace and imaginary places on a virtual worldmap.

Building our collaborative map was delayed, so the current cohort will not be able to use the map to filter their reading choices for this year, but we will be able to show the maps we created to our next cohort of students.

## 3. Project Outcomes

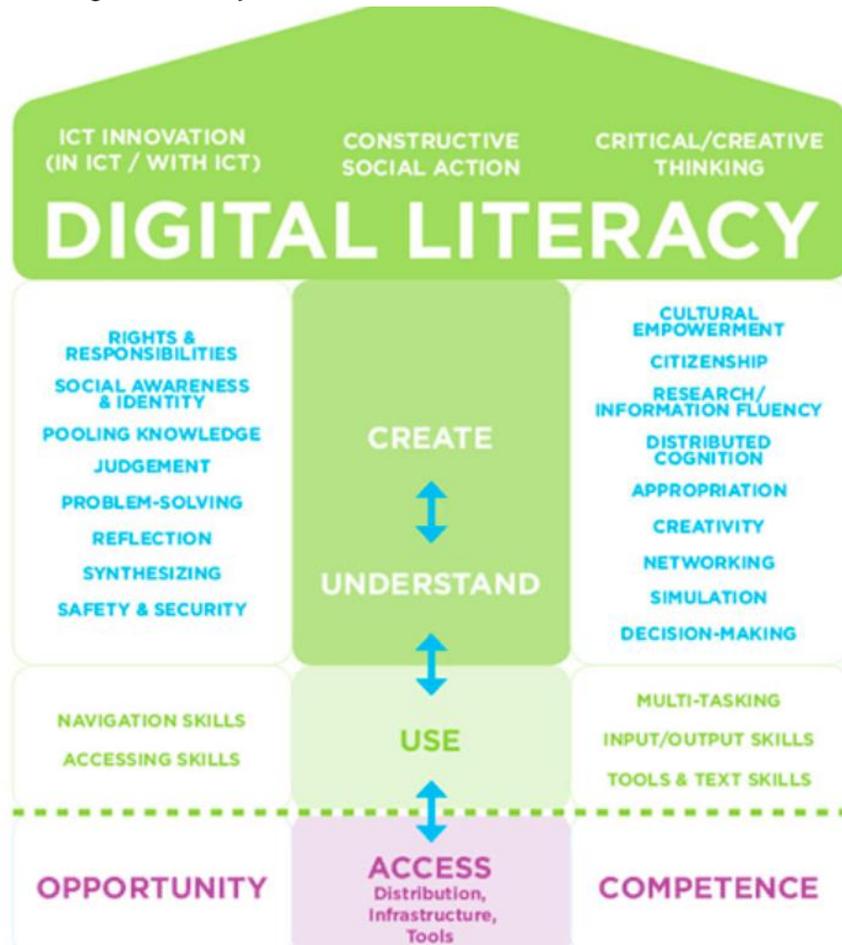
*Describe/show the gains that the participating teachers achieved through this project.*

1. Learning how to use Cartograf and implementing it in the classroom.

Cartograf is an open-source, interactive and collaborative mapping and drawing application, built for students in Quebec by LEARN QC. Anyone is welcome to sign up, create and share maps, collect and analyze images, and work collaboratively on class projects!

Within the Media/Research Pursuit (Advance 5 Literacy Framework), we wanted to help students develop both their inquiry skills and digital literacy. Students at different development stages on the learning continuum were able to use Cartograf, and at every stage of the project it was easy to shift learning goals based on a student's needs.

## 2. Exploring the Digital Literacy Continuum



3. Working in collaboration with Paul Rombough (LEARN) allowed us to troubleshoot computer glitches as they happened. Students' computers have all been updated with Microsoft Edge, userlogins have been created, and some problem areas with Cartograf have been fixed.
4. Colleagues who heard about our project shared their suggestions for resources. Annette Macintyre, librarian at Royal Vale, who worked with us on the Reading Pursuit, recommended a list of books. We received a grant from ATEQ to buy books that focus on PLACE so that we can execute this project in the coming years. Caroline Dupuis from RECIT helped us with the rubric, which we will continue to work on.

Here is a list of resources that were recommended to us:

<https://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/living-nations-living-words/>

<https://native-land.ca/>

<https://brilliantmaps.com/>

<https://www.queeringthemap.com/>

<https://uploads.knightlab.com/storymapjs/794da99e2084021d7be0aa03c95d0e16/ellies-letter/index.html>

<https://storymap.knightlab.com/>

[atlascine.org](http://atlascine.org)

<https://www.historypin.org/en/>

<https://azgaar.github.io/Fantasy-Map-Generator/>

#### 4. Reinvestment

***Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. Make sure you include these resources with your report. If applicable, comment on whether or not this project should be carried out by other teams.***

- LEARN BLOG POST
  - Paul Rombough is currently interviewing us to write a blog post which will be posted on the LEARN website.
- ELA PLC
  - The Senior Outreach ELA PLC meets regularly to discuss our students and the various initiatives. Two of the group's members worked on Cartograf using a historical lens and so we were able to discuss with them how we could potentially explore it as a reading tool.
- ATEQ
  - We received a GET Grant in order to purchase books and create a unit to share with ATEQ members.
- LEARN Cartograf Public Map Scenario (The first one in ELA!!)