

COMPLEMENT TO THE PROGRAMME DE FORMATION DE L'ÉCOLE QUÉBÉCOISE

SECONDARY EDUCATION

## ONE TOPIC: MANY TEXTS

A Reference for Secondary English  
as a Second Language Teachers

Core and Enriched

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# Introduction

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Have you ever considered the variety of texts that students can write or produce, generated by one single topic? This document was created to showcase the versatility that one topic can incite, when coupled with some inspiration and creativity. It is intended as a reference document for the development of Competency 3 *Writes and produces texts* for Secondary Core and Enriched ESL teachers.

A variety of texts can be written when a topic is chosen according to the students' interests, age and level of language development, as well as supplemented with excerpts from texts to provide background information on the topic. Students are then equipped to begin writing while using the writing and/or production processes to carry out a Competency 3 *Writes and produces texts* task. While there are examples of writing and production tasks listed in this document, it remains up to the teacher to create tasks that are appropriate for their students.

A C3 task should contain the following characteristics:

- It is relevant to the topic and students' needs.
- It is meaningful and authentic.
- It has a clear purpose and intended audience.
- It includes clear task requirements.
- It lists the text features and components required for the targeted genre.
- It requires students to use<sup>1</sup> the writing and/or production processes.
- It requires that each student delivers a personalized final product individually.

Since the competencies of the Secondary Core and Enriched ESL programs work in synergy, each task may contribute to the development of Competency 1 (C1) *Interacts orally in English*<sup>2</sup> and Competency 2 (C2) *Reinvests understanding of texts*.<sup>3</sup> However, this document focuses specifically on Competency 3 (C3) *Writes and produces texts*.

To exemplify the versatility of one topic, this document begins with a selection of **source texts** about the chosen topic: Canadian astronaut, Chris Hadfield. This is followed by a section that outlines the writing and production processes before 18 different text genres<sup>4</sup> with examples are introduced.

Following that is a section about differentiated instruction that includes examples of pedagogical flexibility to demonstrate how the use of one topic in the classroom can be made accessible to all students. There is also a section that explains the components of evaluation practices and provides an example of how choices may still be present while evaluating texts.

Finally, any words in bold type throughout the document are defined in the glossary.

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<sup>1</sup> Students may also adapt the processes to suit the task.

<sup>2</sup> Students develop C1 as they initiate, react to and maintain interactions throughout the various phases of the writing and/or production process.

<sup>3</sup> Students develop C2 as they explore and construct the meaning of the source texts as well as when they select, organize and adapt the pertinent information and knowledge from these texts as they carry out their writing/production task. Students might also develop C2 as they examine the required text components and features for a task by viewing examples that demonstrate these characteristics.

C2 support documents are available on the Ministère de l'Éducation website, <http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/secondary-english-as-a-second-language-c2-support-documents/?a=a&cHash=496481a7983a9f86e1ab7fb2d91af483>

<sup>4</sup> It is important to remember that the possibilities are not limited to what is presented in this document.

# Source Texts

The **source texts** provided in this document are excerpts from authentic texts that include headlines, images, facts and a video on the topic to provide context and to inspire students before they begin to write. For the purpose of this document, the topic is Canadian astronaut, Chris Hadfield.

THE GAZETTE • montrealgazette.com • SATURDAY, JANUARY 5, 2013 A3

## TWITTERVERSE EXPANDS

### Hadfield tweets inside story from outer space

ASTRONAUT answers questions from his 66,000 followers





### Chris Hadfield is doing Canadians proud

Where Chris Hadfield is going these days, others have gone before. Nevertheless, the 53-year-old Canadian astronaut is setting precedents on his current space flight.

The International Space Station, on which he has been orbiting Earth since December, was launched late last century, in 1998, and has been continuously occupied for more than 12 years now. Hadfield's distinction among those who have previously flown aboard the giant orbiting laboratory is that on this his third space flight, he is the first Canadian to take charge of the station.

Of the 35 ISS commanders to date, he is only the second who is neither an American nor a Russian. It is a singular honour for the former fighter pilot, in that Canada is the smallest partner among the five agencies involved in the space station program.



for which Montreal thanks to the way he...  
 One of Hadfield ever simultaneous the ground and sp...  
 Singing (same in and was jointly w renaked Ladies ir...  
 recorded as a due also on guitar) ba...  
 lege glee choir.  
 Opening lyrics g...  
 Turn the key and l...  
 Earth today / The...  
 may not surpass I...  
 ("Ground control...  
 protein pills and p...  
 most iconic of sp...  
 cumstances make...  
 The serious wor...  
 to conduct score...  
 experiments and...  
 the most complex...  
 launched into or...  
 impetently pe...  
 mand.  
 t what he is a...  
 Hadfield-Instagram

SPACE

## Hadfield awed by his view of Earth

JESSE M. KELLY  
FOR POSTMEDIA NEWS

Canadian astronaut, and new commander of the International Space Station, Chris Hadfield said Monday that if a visitor were to come aboard the station, he would bypass the science at first and show them the view instead.

## Hadfield returns to Earth

CANADIAN ASTRONAUT has become a social media sensation during his five months aboard the International Space Station

FRIDAY, MAY 10, 2013 | BREAKING NEWS VANCOUVERUSK.COM

CANADA & WORLD II **B3**

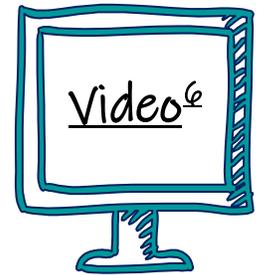
OPINION

### Space a fitting stage for such a brilliant star

Now safe on Earth, multi-talented Chris Hadfield deserves his due for somehow making the cosmos even more compelling

## Chris Hadfield: Just the Facts<sup>5</sup>

- Born August 29, 1959, in Ontario
- Grew up on a corn farm in southern Ontario
- Became interested in flying when he was young
- Likes skiing, playing guitar, singing, riding, writing, running, and playing volleyball and squash
- Underwent basic flight training in Portage La Prairie, Manitoba, for which he was named top pilot in 1980
- Received a bachelor's degree in mechanical engineering (with honours), Royal Military College, Kingston, Ontario, Canada, in 1982
- Trained as a fighter pilot in Cold Lake, Alberta on CF-5s and CF-18s in 1984-1985
- Received a Master of Science in aviation systems at the University of Tennessee in 1992
- Selected to become one of four new Canadian astronauts from a field of 5330 applicants in June 1992
- Inducted into Canada's Aviation Hall of Fame in 2005
- Assigned to Expedition 34/35 in September 2010
- Launched aboard the Russian Soyuz on December 19, 2012, en route to becoming the second Canadian to take part in a long-duration spaceflight aboard the International Space Station (ISS)
- Became the first Canadian to command a spaceship as Commander of the ISS during the second portion of his five-month stay in space on March 13, 2013
- Landed in Kazakhstan after travelling almost 99.8 million kilometres while completing 2 336 orbits of Earth on May 13, 2013
- Spent 146 days in space, 144 of which were aboard the ISS
- Announced that he would retire from the CSA as of July 3, 2013 to take up new challenges



<sup>5</sup> © Agence spatiale canadienne, 2013

<sup>6</sup> Chris Hadfield © Canadian Space Agency, 2013, *Chris Hadfield's Mission Reflections – Canadian Space Agency*, <https://www.youtube.com/watch?v=qPpLiNv7TAE>

# Writing and Production Processes

The writing and production processes are fundamental to the development of C3.<sup>7</sup> Students will use the appropriate process and adapt it to the task at hand, while moving back and forth between the phases as needed.<sup>8</sup> It is important that students reflect throughout the writing and production processes and that they exchange feedback with their peers when necessary. Keeping that in mind, the phases of each process are outlined below.

## The Writing Process

### Preparing to write

In this phase, students are encouraged to activate their prior knowledge of the topic and brainstorm ideas with others. While keeping the targeted genre in mind, they consider the purpose of the task and the intended audience. They may also research the topic and refer to various resources, including the source texts, to construct an outline of their text. During this phase, students may reflect on the questions listed below:

Task	Purpose
<ul style="list-style-type: none"><li>What do I know about this topic?</li><li>Which task should I choose if more than one is proposed?</li><li>What ideas do I have about the task? Will I need to do any research about the task?</li><li>What resources will I need in order to complete the task?</li><li>What are the characteristics of an effective (targeted genre)?</li><li>What text features and components should be included in the text?</li><li>What are the key vocabulary words and phrases for this topic?</li><li>What information from the source texts could be useful? How will I organize and adapt it to write/produce my own text?</li></ul>	<ul style="list-style-type: none"><li>What is the purpose of the task?</li><li>How can I best achieve the purpose?</li><li>What ideas do I have to achieve the purpose?</li><li>What language is most suitable for my purpose?</li></ul>
	Audience
	<ul style="list-style-type: none"><li>Who is the audience?</li><li>How can I best address the audience?</li><li>What does the audience already know about the topic?</li><li>How can I engage their interest?</li><li>What language register is most suitable for my audience?</li></ul>

<sup>7</sup> Please refer to the “Writing Process” and “Production Process” sections of the program for additional details, <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/languages/english-as-a-second-language/>.

<sup>8</sup> It is important that before engaging in the writing or production process, students deconstruct a variety of examples of the required genre.

## Writing the draft

In this phase, students write their draft by referring to their outline. They begin by roughly setting down any thoughts or ideas, as the focus during this phase remains on the meaning of the message. Students adjust their outline as needed. They confer with others to get feedback when necessary and reflect on the ideas written.

## Revising

In this phase, students concentrate on the content and organization of their draft and revise it by adding, deleting or rearranging words and ideas in order to clarify the meaning of their text. Students may also exchange their drafts with one another to receive constructive feedback related to the overall meaning of the text, including the organization and word choice. The feedback may include comments about something the reader liked or thought was well-done, a question to incite further reflection, a suggestion, etc. Students may need to return to the planning and drafting stages to make adjustments depending on how well they have conveyed the ideas for the intended purpose, audience and task at hand.

## Editing

In this phase, students focus on grammar and mechanics to improve their text. They can use resources to correct grammatical errors such as spelling, capitalization, punctuation, sentence structure and language usage before writing their final copy. It is important to remember that consulting with peers and/or the teacher might also be useful.

## Publishing

In this phase, students may publish their text and share it with the intended audience. Students are encouraged to use an authentic **medium** in order to do so. During this phase, students could reflect on how well they applied the writing process and whether their text reached the intended purpose and audience. It is however an optional phase, and depending on the writing task, it is not always necessary or possible to have students publish their text.

# The Production Process

## Preproduction phase

In this phase, students work collaboratively and consider the media text they will choose to produce according to the task at hand. They may anchor their choice by writing a **focus sentence** that will guide their group throughout the process. They reflect on the chosen **media conventions** and techniques to best achieve the purpose and reach their target audience. They use the appropriate phases of the writing process to create a script and/or storyboard of their media text and may validate their ideas with the teacher and/or peers. They make any necessary adjustments to their plan according to the feedback they are given.

## Production phase

In this phase, students continue to work collaboratively with their group and use their planning from the preproduction phase to create their media text. They use the appropriate media conventions and techniques for their text. They may validate the preliminary version of the production by presenting it to a sample audience and reflecting on the feedback they are given before making any adjustments.

## Postproduction phase

In this phase, students present their media text to the intended audience. They may reflect on the following elements: reaction/feedback from the audience, the production process, cooperation, language development, the final product, and any goals for future productions.

# Text Genres and Examples

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The following section presents a compilation of 18 text genres.<sup>9</sup> Each genre is defined and includes a list of typical text features and components, suggested writing and production tasks related to the topic,<sup>10</sup> and an example.

The examples demonstrate how to use the text components and features of the text genre and how the **source texts**, the purpose and the intended audience of the suggested task may be taken into account. It's important to note that creative license was used in producing the examples provided and that the content may not be fully accurate.

Students and teachers may find it useful to refer to the examples as models, as they explore, deconstruct, write or produce their text in the selected genre.

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<sup>9</sup> It is important to remember that the possibilities are not limited to what is presented in this document.

<sup>10</sup> It remains up to the teacher to choose a topic and appropriate tasks according to students' needs.

# Comic Strips

## Definition

A comic strip is a short series of drawings usually presented within panels. A comic strip may also include some text and/or dialogue. The images and text are used to tell a story. They are often published in newspapers but can also be featured elsewhere such as magazines or books.

Text features and components typically include the following:

- images
- **panels**

Other text features and components could include:

- **captions**
- **dialogue**
- **gutters**
- **onomatopoeia**
- thought/speech bubbles

## Suggestions

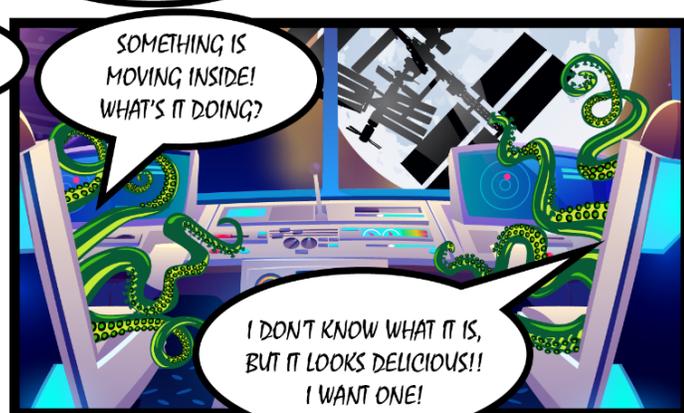
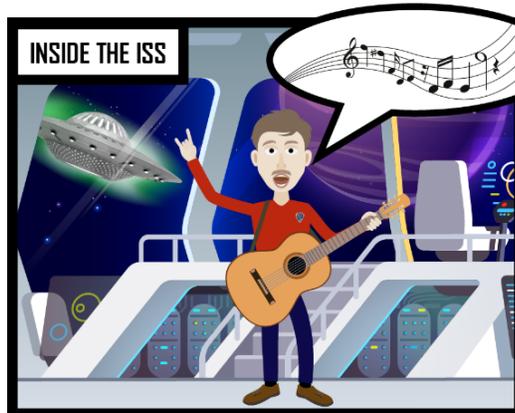
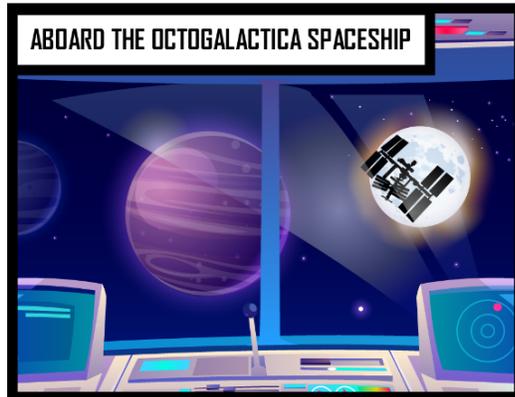
<b>Task</b>	Create a comic strip that depicts a specific moment (e.g. beginning, middle or end) from Chris Hadfield's space flight aboard the International Space Station (ISS).
<b>Purpose</b>	To entertain
<b>Target audience</b>	Peers

## Suggestion for the final production

Use pen and ink, colouring pencils, a computer software program or an application to produce the text.

Example

## THE ISS AND BEYOND



# Diary Entries

## Definition

A diary entry is a record of events and observations that illustrates the author's thoughts, feelings and opinions. The events are often written in the first person, using an informal and personal voice, and are often described in a chronological order. The entries generally occur on a regular basis.

*Text features and components typically include the following:*

- the date (day, month, year)
- first-person narration that includes the author's inner thoughts and emotions
- events in chronological order

*Other text features and components could include:*

- **colloquial language**
- a location

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield. You were selected among many others to become one of four Canadian astronauts. Write a diary entry explaining how you feel.  or  Assume the character of Chris Hadfield. You are headed for the ISS. Write a diary entry describing the launch and your feelings about leaving Earth.
<b>Purpose</b>	To express thoughts, opinions and feelings
<b>Target audience</b>	Yourself (as Chris Hadfield)

## Suggestion for the final production

Create subsequent diary entries at different key moments in Chris Hadfield's space trip. Present them in a booklet.

## Example

December 19, 2012

En route to the ISS aboard the Soyuz

Captain's Log...just kidding! Although, I can certainly understand how Captain Picard must have felt when the Enterprise departed on its first mission.

The launch this morning was quite the thrill ride. I have been training for this for so long, but there is nothing quite like the real thing. It brought back the same butterflies in my stomach that I had during my previous launches. It feels as though they both happened yesterday.

There is so much build-up to the actual launch, with so many people working so very hard to make what seems like the impossible, possible. The buzz and activity as all the last checks are done and everyone is strapped into position is incredible. Then there's that quiet moment right before they start the countdown... then it is 3, 2, 1 and blast off into space! Seems surreal!

This mission is by far the longest I will be going without seeing my wife and kids. Luckily, I know we can video chat and I'll get to share my experience with them, so for that I am grateful.

It's hard to believe that this small-town farm boy from Ontario is now circling the Earth among the stars once again. Sometimes I pinch myself to believe it is all real. Anyway, I had better wrap this up now as I just received notice that we are approaching the ISS. Until tomorrow....

# Haiku

## Definition

A haiku is a 17-syllable count poem that originated in Japan. It has three lines that follow a 5-7-5 syllable pattern. These poems generally depict comparisons involving nature.

*Text features and components typically include the following:*

- 3-line form
- 17 syllables in a 5-7-5 pattern

*Other text features and components could include:*

- focus on nature or seasons
- **imagery**

## Suggestions

<b>Task</b>	Create a haiku that captures the feeling of being in space and write a letter to the editor of a literary magazine explaining the word choices and poetic features used.
<b>Purpose</b>	To capture a moment
<b>Target audience</b>	A school poetry contest jury

## Suggestion for the final production

Present the haiku with font(s) and background image(s) that reflect the content of the piece.

Example

**Infinite black ink  
Stars, moons, me—light years away  
Awe-inspiring space**

---

*Dear Ms. Edison,*

*I would like you to consider my haiku for the school poetry contest: "More Than Just Words." I understand that the theme for next month's edition focuses on space. In keeping with the theme, I chose to create a haiku from the perspective of the famous Canadian astronaut and commander of the ISS, Chris Hadfield.*

*I wrote the haiku in the traditional 3-line, 17-syllable format. My goal was to capture the essence of a moment in space. I consciously chose to use a font that was futuristic, yet minimal to echo the feeling of floating in space with nothing around for miles and miles.*

*I hope you will consider this piece for the contest.*

*Sincerely,*

*Jennifer Hayes*

# Interior Monologues

## Definition

An interior monologue or internal monologue is a narrative technique used to convey the inner thoughts of a character which are often found in novels, short stories, plays or movies. The author uses the first person, so the audience can see into the character's mind and hear their thoughts.

*Text features and components typically include the following:*

- first-person narration
- italics to set the monologue apart from other narratives
- the character's inner thoughts and emotions

*Other text features and components could include:*

- a language register and/or tone that reflects the character's personality and thoughts

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield. You are looking out the space shuttle window after over 100 days in orbit. Create a short interior monologue depicting your current situation.
<b>Purpose</b>	To convey Chris Hadfield's inner thoughts
<b>Target audience</b>	Yourself (as Chris Hadfield)

## Suggestion for the final production

Create an audio recording of the text.

## Example

*It is so quiet and almost surreal, floating here and looking down at the Earth. The view is magnificent. I sometimes feel small within the vastness of this universe. I am on this tiny outpost, surrounded by an unforgiving environment, that is simultaneously breathtaking and awe-inspiring. It is humbling, and I'm honoured to represent my country. I feel so fortunate to be here and I want to share my experience with the rest of the world. I've been up here for over 100 days now. There are times when I miss my family and Earth; the smells, the sounds, the life. The sheer distance, knowing the rest of the human race is millions of miles away, is at times hard to imagine, yet despite this distance, I feel so connected. I sing. I broadcast. I tweet. I discuss. I debate. I answer questions. I work. I take pictures. I make videos. I am so proud to be a part of this opportunity and so thrilled to be able to share it with the people of our planet.*

# Interviews

## Definition

An interview is a structured conversation between two or more individuals: one is asking questions (interviewer) and the other is answering them (interviewee). The exchange usually follows a question-answer pattern where the interviewer asks open-ended questions in a logical sequence. The interview may be part of a newspaper article, television show or radio show in order to showcase the interviewee who is often a famous person or someone who has lived through an exceptional situation.

*Text features and components typically include the following:*

- an introduction to the interviewee
- open-ended questions
- answers
- a conclusion

## Suggestions

<b>Task</b>	Write an interview with Chris Hadfield. Question him about his long journey into space and about the training required to become the commander of a space mission
<b>Purpose</b>	To inform
<b>Target audience</b>	Teenage readers of a science magazine

## *Suggestion for the final production*

Record the interview as it would appear on a talk show or podcast.

## Example

**Journalist:** We are honoured today to be welcoming a very esteemed guest. He is the first Canadian astronaut to command a space mission aboard the International Space Station. He spent more than 145 days in space travelling close to 100 million kilometers around the globe. Without further ado, let's greet our very own Canadian hero, Chris Hadfield. Thank you, Mr. Hadfield, for taking the time to join us today for this interview.

**Chris Hadfield:** The pleasure is mine. It is always great to share my experience as an astronaut with young readers and possibly inspire some to pursue careers in that field.

**Journalist:** Speaking of becoming an astronaut, what kind of training was required?

**Chris:** Well, nobody starts off as an astronaut right now. There is no astronaut academy. I first became a pilot in the 1980s and specialized in mechanical engineering and aviation systems. I also became a CF-5 and CF-18 pilot for the army. All in all, it was about 15 years' worth of accumulating skills before I applied to the space program.

**Journalist:** That sure is an incredible journey! How did it feel to be chosen by the Canadian Space Agency?

**Chris:** It was an extraordinary privilege. I was one of four people chosen from over 5000 applicants for this opportunity. I felt extremely proud and enthusiastic, although I knew that years of training and dedication would be required to become an actual astronaut.

**Journalist:** Going from piloting planes, even fighter jets, to dealing with space ships must be quite the adjustment!

**Chris:** Absolutely! This is why we train for so many years before getting to fly in space! Everything is thought of; every possible scenario is rehearsed with simulators. We have encountered any possible problem beforehand to make sure that once we are in space, we would be adequately prepared to face any challenge or situation coming our way and have the safest possible outcome.

**Journalist:** What was your favourite moment in space?

**Chris:** It is hard to define a specific moment that was more special than any other. On a personal level, looking down to Earth is not something you get tired of doing. The view is simply mesmerizing, and it never gets old! However, reaching out to thousands of people on Earth through videos and live conferences made me feel so proud. The thousands of comments that people wrote about how they were now interested in science and how I made it accessible to them really caught me by surprise. I never expected that so many people would watch my videos and that it would impact their lives in this way.

**Journalist:** I think I can speak in the name of all Canadians when I say that you definitely made us proud! Thank you, Mr. Hadfield, for your generous time today! All past videos of Mr. Hadfield in space can be found on the website of the Canadian Space Agency. You can also see breathtaking pictures and fun facts on Mr. Hadfield's own Twitter account.

# Keynote Speeches

## Definition

A keynote speech is a talk or lecture for an intended audience. The content of the speech may include interesting facts or anecdotes that are presented along a main theme in order to inspire and/or motivate the audience. This kind of speech can be used to unite the audience and set the tone before an event.

Text features and components typically include the following:

- an introduction
- a body of text that includes facts and/or anecdotes
- a conclusion that may include a takeaway and/or a call to action

Other text features and components could include:

- humour
- motivational or inspirational tone

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield. Write a keynote speech to be given at a conference highlighting the key points of your space journey.
<b>Purpose</b>	To inform
<b>Target audience</b>	Members of a specific organization or university students attending a conference

## Suggestion for the final production

Create a video or audio recording that might appear within a blog or podcast.

## Example

Well, hello. I am humbled and honoured to be here among all of you, the Royal Military graduates today. Thank you so much for inviting me. It means a lot. Returning to Kingston has brought back wonderful memories. Actually, when I studied here at the beginning of the 1980s, I never would have thought that one day I would be travelling into space. I never would have thought my dream would actually come true.

Everything starts with a dream. Dreams are vital. Dreams are what keep you going when everything else falls apart. I am just a guy who had a dream. Did I need to work hard to make my dream become a reality? Yes. Did I sometimes lose focus? Yes. Did I need to make hard choices in order for my dream to come true? Yes. Was it worth it, though? Yes. Yes, it was. You will also need to work hard to reach your dream, your goals. You will need to find your focus when you are distracted, and you'll have to make choices that will sometimes be extremely difficult, but that's all part of the deal if you want your dream to come true. It might be a long journey, but believe me, it's all worth the ride.

For me it all started when I was nine. I was always telling these cheesy outer space jokes. Jokes like "why can't you tell anyone about space?" Any guesses? Well, because it's too out of this world of course! Each joke, however bad, was a way for me to share my passion with any poor soul who happened to cross my path. Looking back, I am grateful for how patient my family was with me during this stage in my life! I'm sure it wasn't always easy to feign interest! As I finally grew out of telling jokes incessantly, I knew I really wanted to be an astronaut, so every decision I made thereafter I asked myself, "will this help me get closer to achieving my dream?" I had to be strategic in my choices, and so I started accumulating skills that I thought would be useful for an astronaut to have. After all, there is no astronaut academy. Each new skill and experience added on to the last. I was very determined and focused and despite that, there were still times when I wondered if I would succeed in reaching my dream. It seemed so big, so unreachable at times. But it was my passion, so I didn't have a choice. Of course, I am grateful to have wonderful family and friends who were there to support me when I needed them. They were a great source of encouragement. My support system coupled with doing other things I loved helped me find clarity when I needed it. Evenings of hanging out with my family and friends and playing the guitar always helped me come back to the essence of what I knew I wanted in my heart.

As you are about to embark on the rest of your life journey, remember, it is all about striving toward what you are passionate about. That way, your life will be filled with joy by doing the things you love. I wish you all much success.

# Letters

## Definition

A handwritten or printed message generally written by a person or organization (the sender) and addressed to another person or organization (the recipient). A letter can be either formal or informal, depending on the purpose and audience.

*Text features and components typically include the following:*

- a date
- the recipient's address
- a salutation or greeting with the recipient's name
- the body of the letter
- a closing
- the writer's name and/or signature

*Other text features and components could include:*

- the writer's address
- a title/heading/subject

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield. Write a letter to your wife or children from space. or Write a letter to Chris Hadfield. Invite him to host a conference at your school about his ISS space mission.
<b>Purpose</b>	To inform or To request
<b>Target audience</b>	Chris Hadfield's wife or children or Chris Hadfield

## Suggestion for the final production

Compose the letter as an email.

Example

Magnolia High School  
495 Fleury Street  
Québec, Québec  
J0P 1X0

August 31, 2021

Chris Hadfield  
c/o Canadian Space Agency  
6767 Route de l'Aéroport  
Saint-Hubert, Québec  
J3Y 8Y9

### **National Leadership Conference**

Dear Commander Hadfield,

I am a teacher at Magnolia High School in Québec City. My Secondary IV leadership class and I followed your journey into space attentively and we were enthralled and inspired by your mission as commander of the International Space Station.

We will be holding a national leadership conference at our school this October. Students from across Canada will be attending the conference. The theme of the conference is "Pushing the Limits." We hope to give our students the opportunity to partake in a variety of workshops on topics such as leadership, entrepreneurship and stress management.

With your extensive experience as a leader and commander of the ISS, we would like to invite you to the conference as our keynote speaker. We would be honoured if you could talk to our participants about what it takes to be a great leader, as well as the challenges you experienced as a commander, leader and role model for Canadians.

Thank you in advance for considering our request. We hope very much to see you in October and look forward to a favourable response.

Sincerely,

Velma Jones and my Secondary IV leadership class

# Limericks

## Definition

A limerick is a five-line humorous poem with a distinctive rhyme scheme of AABBA. The first, second and fifth lines are longer than the third and fourth lines. They are often written in a light-hearted and silly tone meant to entertain.

Text components and features typically include the following:

- a title
- 5-line form
- rhyme scheme of AABBA
- 1st, 2nd and 5th lines = three **stressed syllables**
- 3rd and 4th lines = two stressed syllables
- first line that begins with “there was” or “there once was”
- a humorous and light-hearted tone

## Suggestions

<b>Task</b>	Write a limerick about Chris Hadfield.
<b>Purpose</b>	To entertain
<b>Target audience</b>	Elementary Cycle One students

## Suggestion for the final production

Create a visual representation of the limerick accompanied by an image.

## Example

### **Galactic Melody**

There once was a man named Hadfield

“I will be an astronaut” he revealed

But no one plays music in space

I will have to keep a straight face

In his suitcase his guitar he concealed

# Lists

## Definition

A list is a way of presenting information using enumeration. It usually follows a sequence or logical order. Lists can be used to emphasize or organize information in a simplified manner. Lists can also be used as a way to keep track of things that need to be done.

*Text features and components typically include the following:*

- a title / topic sentence
- bullets, numbers or checkboxes

*Other text features and components could include:*

- explanations or justifications

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield. Create a five-point list of essential things you would need to take with you or things that you would need to take care of before embarking on a long space journey. Justify each list item with a short informative paragraph.
<b>Purpose</b>	To remind you
<b>Target audience</b>	Yourself (as Chris Hadfield)

## Suggestion for the final production

Present the information as it would appear on an online blog or create the list as part of an **infographic**. N.B. The text components and features for an infographic might be different from those of a blog.

## Example

The 5 most important things to bring into space:

### 1. **My guitar**

My acoustic guitar is the single most important item that I must take with me into space. It was the very first thing I thought of. I love to write songs and sing. My guitar brings me so much pleasure. It helps me to relax and allows me to express my thoughts and feelings. The simplicity of the instrument—wood and strings. Music is the great unifier and with my guitar, I will serenade the people of Earth.

### 2. **My camera**

I have always loved to take pictures, and this could be the last opportunity I will have to experience the wonder of space. I want to be able to capture the precious moments, the amazing view, the unusual environment, the new lifestyle, the sunrises and sunsets, the memories.

### 3. **My laptop**

Certainly in the top 5 items to bring, my laptop will be what keeps me connected to the rest of the world by allowing me to connect via social media. It will be my most precious tool for communicating with others. I will tweet the funny incidents onboard the ISS, broadcast live feed of what it's like to live in space; converse with students and answer their questions, and post photos and video of what life looks like from up here. I also plan to write a book, so I will be able to start writing when I have some downtime.

### 4. **A photograph of my family**

They say a picture is worth a thousand words, and a picture of my family will be like having them there with me. I know I'll be able to see and speak to them with the technology we have now, but the picture will be there for the moments we are not connected. When I wake up, they will be the first thing I see, and before I go to sleep I will wish them all sweet dreams from afar.

### 5. **My favourite t-shirt**

I'm going to be gone for a long time and a little comfort from home will be just the ticket to rest and relaxation. When I have some downtime and just want to kick back, I'll slip into my favourite t-shirt, with the smell of home and the comforting memories of all the times I have worn it.

# Lyrics

## Definition

Lyrics are the words of a song. They often rhyme and follow a rhythm. This composition generally contains multiple verses and a chorus that gets repeated.

Text features and components typically include the following:

- a title
- verses
- a chorus
- a rhythmic and/or melodic pattern

Other text features and components could include:

- informal language

## Suggestions

<b>Task</b>	Write song lyrics about Chris Hadfield or about his experience in outer space.
<b>Purpose</b>	To entertain
<b>Target audience</b>	A record company

## Suggestion for the final production

Use the lyrics to record a song with a melody or music.

## Example

### **Live Peacefully**

For years I've prepared  
Hard labour we shared  
The biggest adventure was risky  
It wasn't time to get cold feet  
I thought as I stepped slowly  
I knew I was part of the elite

#### Chorus

Once you're up in space  
Your head is in a different place  
You see your home for what it is  
A place where everyone should be free  
To think, speak and live peacefully

Looking down to Earth I thought  
How many injustices have not been fought  
Can't we all live together as one  
No one is better than anyone

#### Chorus

As I'm preparing for my descent  
I can't help but feel torment  
A message of love and peace  
Will be my new centerpiece  
Because up in space all you see  
We all deserve to be free

Chorus (x3)

# News Articles

## Definition

A news article is an informative text that reports facts on current events or a specific topic. The lead paragraph generally provides a recap of the main facts of the story by answering the six following questions: Who? What? Where? When? Why? How? It presents the information in an objective and formal tone from the most to the least important.

Text features and components typically include the following:

- a headline
- a **byline**
- a **lead**
- a body of text
- facts
- a formal tone

Other text features and components could include:

- a secondary headline
- a **placeline**
- quotes
- images
- captions
- columns
- **gutters**
- **a sidebar**

## Suggestions

<b>Task</b>	Choose one headline from the texts provided and write a news article to go with it.
<b>Purpose</b>	To inform
<b>Target audience</b>	General

## Suggestion for the final production

Write the news article as it would appear in a local newspaper.

# Space mission aboard International Space Station comes to an end

Hadfield returns to Earth after 5 months aboard the ISS

By Angela Manning  
Senior Reporter

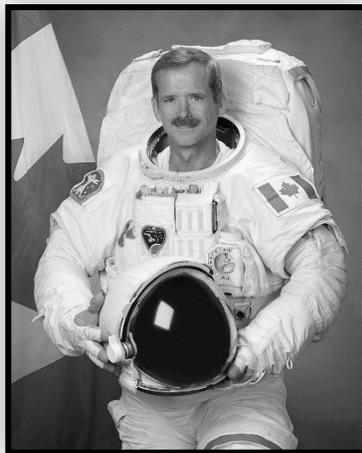
TORONTO – Canadian astronaut, Chris Hadfield, has just returned from five months aboard the International Space Station where, on March 13, 2013, he became the first Canadian to command a spaceship as Commander of the ISS during the second portion of his stay in space.

Hadfield explains that while he was away, he found it comforting to enjoy his usual pastimes, like playing the guitar. He often shared these moments on social media with his followers. “I am so grateful for technology because it allowed me to remain connected to life on Earth,” he says humbly, despite having over 2.3 million Twitter followers.

## A childhood dream

Hadfield explains that at the age of nine he knew that he wanted to be an astronaut and then proceeded to acquire skills that he thought astronauts would need to have. He joined the air cadets, studied leadership and meteorology, and became a pilot and an engineer

before he started working for the Canadian Space Agency (CSA) in 1992.



Hadfield before his departure aboard the ISS.

Now back after having been in space for 146 days, traveling over 99 million km and completing 2,336 orbits of Earth, Hadfield declares “I’m looking forward to the reality of it, the smells of it, the sounds of it, the noise of it, the clutter and the life of Earth.”

## Space Oddity

While Hadfield was aboard the ISS, he recorded a music video to David Bowie’s “Space Oddity.” “I recorded the entire video by myself just for fun during my free time one Saturday morning,” he points out. Hadfield also reveals that playing a guitar in space is quite challenging. “When you’re weightless, the guitar is weightless too, so every time you move your hand up and down the fret board, the guitar moves along with you,” he explains. The original song was written in 1969, and Hadfield’s video was released in May 2013. Since the release, the video has been viewed over 5 million times. Bowie has granted Hadfield the rights to his song for a period of one year.

# Profile Pieces

## Definition

A profile piece is an article about a person deemed interesting and newsworthy; they may have accomplished great things, overcome hardship, battled adversity, stood up for a cause, etc. A profile is written in the third person and may blend factual research about the person with the writer's perspective or impression. It often includes quotes by the person or about the person from people who are or were close to them. Strong profile pieces dig beneath the surface, so the reader feels they have a deeper understanding of the subject.

*Text features and components typically include the following:*

- a headline
- a byline
- an introduction
- a body of text
- **a close**
- third-person narration
- **quotes**

*Other text features and components could include:*

- a secondary headline
- anecdotes
- facts
- images
- captions
- **pull-quotes**

## Suggestions

<b>Task</b>	Write a profile piece on Chris Hadfield.
<b>Purpose</b>	To portray
<b>Target audience</b>	Teenagers

## Suggestion for the final production

Format the text as it would appear in a print or online magazine.

## Example

The MEQ Magazine

Wednesday, July 16, 2014

# Dare to do what you love

## How Chris Hadfield became an astronaut

By Angie Rosen

Imagine living a life where you get to do what you love every single day, where “work” is more like play and you wake up eager to see what the day holds. Chris Hadfield has been able to do just that. Since the age of 9 he knew he wanted to be an astronaut, and every decision he has made since then has led him toward accomplishing that dream. He explains that “it was an incredible amount of work, but it was all worth it” and he wouldn’t change a thing.

**“It was an incredible amount of work, but it was all worth it.”**

You may be wondering: how did he prepare for something like this? Chris explained that it wasn’t always easy. He had to develop various skills that he thought would be useful for working in outer space because there is no real program in university that prepares you to be an astronaut! He completed multiple courses and degrees over a span of 15 years, ranging from being a pilot to a mechanical engineer, all the while raising a family of three kids with his high-school sweetheart, Helene.

All of his hard work paid off and, in 1992, he was selected to become one of four new Canadian astronauts from a field of 5330 applicants. This was where he finally launched his career with the Canadian Space Agency, which lasted over 20 years. He says that despite being away from his family and friends while he was in outer space, sharing his experiences through social media allowed him to stay connected with people at home.

After a fulfilling and successful career, Chris Hadfield recently announced his retirement from the CSA on July 3, 2013. He says he is looking forward to taking up new challenges here on Earth and encourages everyone to follow their dreams, take risks and dare to do what they love.



Hadfield juggling Easter eggs aboard the ISS.

# Radio News Reports

## Definition

A radio news report is a short account of current events presented as a broadcast. It includes relevant facts about a recent local, national or international news event that are stated in an objective manner that is clear and to the point.

Text features and components typically include the following:

- program/broadcast introduction
- the reporter's name
- an introduction or hook for the segment
- the body of the report
- facts
- a wrap-up (may include a transition into the next segment)

Other text features and components could include:

- an interview segment
- audio clips
- a conversational style

## Suggestions

<b>Task</b>	You are a news reporter for a local radio station. Chris Hadfield's space shuttle will soon be launched or has just been launched into space. Write the radio news report.
<b>Purpose</b>	To inform
<b>Target audience</b>	Listeners of a local radio station

## Suggestion for the final production

Create an audio recording or podcast of the news report as it could be heard if it were broadcast over the radio or streamed online.

## Example 1

(Wednesday, December 19, 2012)

*Program introduction jingle with music: From MNN Montréal News Now, here is your morning news.*

Good morning. I'm Eddie Jones. Canada's own Chris Hadfield has just left Earth aboard the Russian space shuttle Soyuz. The space shuttle will deliver him to the International Space Station. Hadfield's long-duration space flight on the ISS will make him the second Canadian to complete such a long mission, as well as the first Canadian to command the ISS when he takes over on May 13.

Hadfield's mission includes a huge social media component since the astronaut committed to communicating with people from all over the world via Twitter throughout the mission. He went on to say that he would also record videos featuring his answers to people's questions about space and share them online.

This is Hadfield's third space mission and he has spoken of the awe-inducing majesty that comes from being on the "edge of human experience." It is clear that his 146 days in space during this mission will give this beloved Canadian astronaut opportunities that few can even dream of.

We here at Montréal News Now wish Hadfield a safe journey. Remember to tune in daily at 10 each morning for our Space Update providing you with up-to-the-moment details about Hadfield's trip to the stars.

## Example 2

(Tuesday, December 18, 2012)

*Program introduction jingle with music: Montréal News Now, the top news source in Montréal.*

**Eddie Jones:** Good afternoon. Eddie Jones here for M-N-N. After years of training and weeks of preparation, Canadian Astronaut Chris Hadfield will take off for the International Space Station early tomorrow morning. Hadfield is expected to be on board for the next five months, which will make him the second Canadian to complete such a long mission, as well as the first Canadian to command the ISS when he takes over on May 13. Let's get some insider details from Rebecca Brown, live on-site at the Canadian Space Agency.

**Rebecca Brown:** Thank you, Eddie. It is an exciting day here today at the Canadian Space Agency where we will watch the live departure of the Russian Soyuz spaceship in less than twenty-four hours. The Russian Soyuz space shuttle will depart from Baikonur, Kazakhstan, at around 6 a.m. tomorrow and is expected to connect to the International Space Station only a few hours later. I am lucky to have Chris Hadfield with me as he and the other crew members are getting the final preparations ready before the launch. Good afternoon Mr. Hadfield.

**Chris Hadfield:** Good afternoon, Rebecca.

**Rebecca Brown:** You are about to embark on the longest mission of your career – could you tell us how are you feeling?

**Chris Hadfield:** Well, I am thrilled. This is my third space mission and I have to say that the awe-inducing majesty that comes from being on the "edge of human experience" is a privilege each time.

**Rebecca Brown:** I heard that you are planning on being very active on social media throughout the mission. Is that correct?

**Chris Hadfield:** That's correct. I will communicate with people from all over the world via Twitter and I am planning on recording videos to answer people's questions about space and sharing them online.

**Rebecca Brown:** Well, that'll be a first! Can't wait to see that! To our listeners, make sure you start following Mr. Hadfield on Twitter so you don't miss out on any of the action, and I guess if you don't have an account yet, now would be the time! Thank you, Mr. Hadfield, we look forward to following your journey. Eddie, back to you.

**Eddie Jones:** Thank you, Rebecca. That's it for today. We here at Montréal News Now wish Mr. Hadfield a safe journey. I know I'll be following Mr. Hadfield on Twitter and if our listeners tune in daily at 10, I'll be providing all the latest details about Mr. Hadfield's trip to the stars.

# Scripts

## Definition

A script is a story that is written with the intention of being performed on stage (e.g. play, skit) or TV (e.g. short film). It consists mainly of written dialogue between characters of a story and include details of the setting within the **scene heading**. Other relevant details about the actions or tone of the characters can be found in the stage directions along with details about sound effects, lighting, mood, etc.

Text features and components typically include the following:

- a title
- **acts**
- scenes
- scene headings
- characters
- dialogue that is authentic to the character(s) and reflects who they are
- a **plot**
- stage directions

## Suggestions

<b>Task</b>	Create a scene from a play, skit or short film starring Chris Hadfield. Write the script.
<b>Purpose</b>	To entertain
<b>Target audience</b>	Teenagers

## Suggestion for the final production

Act out a scene or the entire script in front of a class using prompts and a set or record it to create a short film.

## Example

“The Big Launch” by Matthew S. Clark

Cast of Characters: Mr. Davies, teacher  
Harvey, student 1  
Alyssa, student 2  
Chris, student 3  
Ms. B, guidance counsellor

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### ACT ONE

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[Scene One]

INTERIOR (INT.) RURAL HIGH-SCHOOL CLASSROOM IN ONTARIO – MID-AFTERNOON

The period is coming to a close. Some students are listening attentively to the teacher while others are daydreaming or scribbling in their notebooks. One student is sleeping on his desk. The bell rings to signal the end of class. Use of florescent lighting while in the school.

MR. DAVIES

Ok everyone, that’s it for today. Make sure you start working on your college applications. See you next week.

Students pack up their belongings and shuffle out of class into the hallway.

INT. SCHOOL HALLWAY – MID-AFTERNOON

Students walk down the hallway and stop in front of some lockers. There is chatter of students talking and the noise of lockers opening and closing.

HARVEY

So, you guys wanna hang out after school today?<sup>11</sup>

ALYSSA

Sure, I’ve got soccer practice though so let’s meet up a bit later, like, around 5, ok?

CHRIS

Yeah, I’m totally down to hang out, but I need to leave at 7 for an Air Cadets meeting.

ALYSSA

Yeah, perfect, I’ll need to study a bit anyway so 7 is good.

HARVEY

Yeah, sounds good. Last class and then fiiiiiiinally this day is over!

CHRIS

I hear you. We are almost there. If you want, we can hang out while Alyssa is at practice.

---

<sup>11</sup> The use of colloquial language has been chosen to mimic authentic interactions between the adolescent characters.

HARVEY

Yeah cool, I'll meet you out back after class.

CHRIS

Cool.

ALYSSA

Later, guys.

Bell rings. Students grab stuff from lockers, we hear the lockers close and students start walking to class.

#### EXTERIOR (EXT.) SCHOOL – AFTERNOON

It is a sunny day. Students are on their phones, talking, eating. Some are kicking a soccer ball and others are waiting at the bus stop. HARVEY and CHRIS walk across the schoolyard toward the road.

HARVEY

The day is finally done! Let's go get a slush while we wait for Alyssa.

CHRIS

Yeah, excellent idea!

HARVEY

Have you thought about the applications Mr. Davies was talking about today? I am not even convinced I want to go to college next year. Maybe I'll take a year off and work at my uncle's garage instead.

CHRIS

Honestly, I have no idea where to start, so I'm really not too sure what to do about that. Mr. Davies mentioned talking to the guidance counsellor though, so maybe I'll chat with Ms. B this week if she is around.

HARVEY

Oh yeah, that's a good idea! Maybe I could talk to her too . . . I'd be curious to know if there is something other than college that I can go to next year . . . .

CHRIS

For sure, let's stop by her office tomorrow.

#### INT. GUIDANCE COUNSELLOR'S OFFICE – MORNING

The environment is warm and inviting with motivational posters on the walls and a candy dish on the desk. Chris and Ms. B. are sitting on either end of a long couch, turned toward each other.

MS. B

So, Chris, what brings you into my office this morning?

CHRIS

Well, Mr. Davies has been talking to us about college applications and I don't really know what program to apply for . . . .

MS. B

Ok, yes, it is that time of year. When you were a kid, was there a specific career that you always imagined yourself doing when you got older?

CHRIS

Yeah, well, I always had this dream to go to outer space, but I doubt there's a program at any college called "how to be an astronaut."

MS. B

Oh, that is a wonderful dream, Chris, how fascinating! What is it about going to outer space that appealed to you?

CHRIS

I remember Neil Armstrong landing on the moon and I thought that was just out of this world, literally I guess! I am really into flying planes and I joined Air Cadets so I could learn more about becoming a pilot, so I guess the thought of flying into outer space would be like the ultimate dream.

MS. B

And is this a dream you still have, Chris?

CHRIS

Sure, but I guess it just seems so far out of reach.

MS. B

I understand. While there might not be a specific program geared toward exactly that, we can definitely look into which program would help you develop the skills that an astronaut would need.

You are already on the right track with your flying lessons. Maybe an engineering degree or joining the Canadian Armed Forces could be an option for you. Let me do some research. You can do a bit on your own as well, and then let's meet again next week. What do you say?

CHRIS

Sure, that sounds great, Ms. B, thanks.

MS. B

My pleasure Chris. I'll see you next week, then. I'll let you sign up for the day and time that suits you best. Have a great day.

END OF SCENE ONE

# Short Stories

## Definition

A short story is a fully developed fictional piece of prose that typically can be read in one sitting. As it is much shorter than a novel, it usually covers a shorter period of time, introduces only a few characters and locations, and focuses on a single main event/conflict and a resolution.

Text features and components typically include the following:

- a title
- characters
- a plot
- dialogue
- a single setting
- a theme
- conflict
- a resolution
- illustrations

## Suggestions

<b>Task</b>	Write a short story featuring young Chris Hadfield.
<b>Purpose</b>	To entertain
<b>Target audience</b>	Children (4-6 years old)

## Suggestion for the final production

Publish the short story as an authentic children's picture book (print or digital book).

## Example

### The Magic of Moon

One night while Christopher was trying to sleep, he was woken up by the light of Moon. He felt Moon call to him, so he got out of bed and went over to the window. When he looked up at Moon, it was so big and bright, no wonder it woke him up! Then he heard Moon whisper to him, "I am magic, come and see for yourself." Christopher thought a visit to outer space to see the moon, the stars and the galaxy sounded like a lot of fun, but how would he get there? Christopher went back to bed and decided that first thing in the morning, he would come up with a plan.

The next morning, he went back to the window. Moon was still there but not as bright as the night before. Christopher noticed a branch on a tree in his backyard that led right to Moon! "That must be the answer!" he thought. He knew this would be the way he could visit Moon and see the magic. He quickly got dressed and went outside. He climbed the trunk and carefully and steadily made his way up the tree. Finally, when he got to the branch that reached toward Moon, he made sure to shuffle along on his belly while hugging the branch with his arms and his legs. He inched forward slowly and carefully, like a little caterpillar until he was just about at the middle. He looked up, but Moon wasn't there anymore. He missed his chance. Where did Moon go? Maybe Moon was tired from being awake all night and decided to go for a nap. Christopher decided he would try again later so he spent the afternoon riding his bike, running and playing outside, patiently waiting for Moon to come back. As the day passed, Christopher kept playing and trying to keep busy. He really wanted to see Moon again, but Moon never came out to play, not even once.



Finally, his mother called him inside. It was time for supper and his bath before bedtime, she said. So, in he went, feeling a little sad that Moon had not come out to play all day.

As Christopher was getting ready for bed that night, he went over to his bedroom window, and to his surprise, Moon was there! "Oh, hi, Moon!" said Christopher "I was waiting for you all day. Where have you been?"

Moon said, "My magic only happens at nighttime, you'll see."

"You'll see," thought Christopher, "but I don't see anything different." At least, he didn't think so. So, he decided to look at Moon a little longer, looking for some clues. All he noticed was that Moon looked like a big bright circle. Christopher couldn't find the magic, so he went to bed in case it had to happen while he was sleeping.

When he woke up the next morning he checked to see if anything magical had happened, but everything seemed the same. He felt the same. He looked in the mirror and he looked the same. When he looked out the window, Moon was disappearing again, fading away as the sun came out. To be able to appear and disappear was kind of like magic, thought Christopher but he remembered that Moon said *it happens at night*, so he decided that every night before bed he would go look at Moon.

As the nights went by, he checked on Moon every night before bed. Moon was sometimes covered by clouds and sometimes not, but Moon only ever came out to stay while it was dark. As the nights went on, Christopher started to notice that Moon was changing. At first Moon was a full circle and now Moon was changing shapes! Christopher started to draw a picture of Moon every night to keep track of any changes in case it was a secret code. Moon kept getting smaller and smaller and then one night, Moon wasn't there at all! Christopher was worried. Was Moon sick? A few days later, like magic, Moon appeared again. And grew and grew and grew until Moon was a full bright circle again! As time went on, Christopher started to notice the pattern of shapes that Moon would make. Every 28 nights Moon would become full again and then slowly fade away and continue the cycle. So, Moon was there all along, sometimes changing shapes and sometimes disappearing, like magic. Now every night before bed, Christopher wishes Moon a magical goodnight.

# Social Media Posts

## Definition

A social media post can include thoughts, ideas, text, images, videos and/or hyperlinks that are shared and published on the web through a social media platform. Posts can be entertaining, informative or persuasive and are often used as a way to network and/or interact with a community. Posts may vary in length, however some social media platforms impose a character-count limit which may result in shorter posts that get straight to the point.

Text features and components typically include the following:

- body of the text

Other text features and components could include:

- emojis
- hashtags (#)
- images, videos, hyperlinks
- a limited character-count
- mentions/tags (@)

## Suggestions

<b>Task</b>	Assume the character of Chris Hadfield and write a series of posts about the roller coaster of emotions you experienced aboard the ISS.
<b>Purpose</b>	To express emotions
<b>Target audience</b>	Chris Hadfield's followers

## Suggestion for the final production

Organize the series of posts as they would appear on a given social media platform.

# Example

**Chris Hadfield**  
@Cmdr\_Hadfield

Have you ever felt small, but in a good way? I am grateful for this experience and humbled by the vastness of our universe. It is remarkable and awe-inspiring. Thank you @NASA 🙏

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

Looking at the Earth from space is magical and mesmerizing. 🌍  
#canadian #astronaut #iss #perspective #grateful

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

Look, no hands! 😊 #nogravity



🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

Tree is "up;" stockings are floating around; do you think Santa will make it out here? Happy Holidays from all of us aboard the ISS! May your spirits be happy and bright!



🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

It is almost suppertime! Ever wonder what astronauts eat in space? Join me live tonight at 5 pm to see what's on the menu! 🍷🍔🍌🥗  
#food #space

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

I am missing the sounds of Earth so let's have a jam session tonight! Let's say, 7 pm? I'll bring my guitar! See you there! 🎸🎵

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

Workout session, done! Lifting weights is a lot easier when there is no gravity 😊

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

The novelty of sleeping vertically is wearing off. I'll be happy to sink into my mattress when I get home! Sleep tight, everyone! 😊

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

Space food is starting to get a little bland and it isn't because we aren't allowed salt and pepper. What food would you miss the most if the only food you had access to was vacuum packed?

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

I am not really sure what day it is anymore. Like they say, time flies when you are having fun. Or maybe it floats? 🤔

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

I have to say, I am looking forward to a long, hot shower once I get back to Earth. Space baths are getting a little dry... literally!

🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

July 3, 2013  
The past 146 days in space will forever remain in my heart.  
#endings #newbeginnings #retirement



🗨️ ↻️ ❤️ 📤

**Chris Hadfield**  
@Cmdr\_Hadfield

If your dream is to become an astronaut like me, take a look at the jobs available at the Canadian Space Agency.  
<https://www.asc-csa.gc.ca/eng/jobs/default.asp>

🗨️ ↻️ ❤️ 📤

# Sonnets

## Definition

A sonnet is a 14-line poem that follows a strict rhyme scheme. Each line of a sonnet usually consists of 10 syllables written in **iambic pentameter**. There are many types of sonnets, but one very common one is the Shakespearean sonnet. This type of sonnet follows the ABAB CDCD EFEF GG rhyme scheme and the lines are grouped into three **quatrains** and one **couplet**. Traditionally, sonnets encompass the theme of love. However, modern sonnets can have different themes.

*Text features and components typically include the following:*

- a title
- 14 lines divided into 4 parts with 3 quatrains and one couplet
- a rhyme scheme of ABAB CDCD EFEF GG
- 10 syllables per line
- iambic pentameter<sup>12</sup>
- expresses love and admiration
- **figurative language**

## Suggestions

<b>Task</b>	Write a sonnet about Chris Hadfield. Emphasize the fact that he is multi-talented.
<b>Purpose</b>	To praise
<b>Target audience</b>	General

## Suggestion for the final production

Create a visual representation of the sonnet accompanied by an image or create an audio or video recording of the sonnet that may appear on a podcast or **vlog**.

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<sup>12</sup> While sonnets traditionally follow iambic pentameter rhythm, it remains up to the teacher to adjust text components to make the text genre more accessible to students.

## Example

### **Our Very Own**

For years we searched for someone bright  
Who could inspire our dreams and take us far  
Into the heavens amid the darkest night  
And lead us forward like a shining star.

He kept his goal solidly in mind  
Through many lengthy years of ceaseless labour:  
Chris Hadfield, brilliant, humorous and kind,  
Our fearless leader, friend and fellow neighbour.

He sang and strummed the music of the spheres;  
He took a cosmic stroll in outer space;  
He deftly balanced family and career—  
Was there a task he could not squarely face?

For all of us he's been an inspiration,  
A mentor to admire, worth imitation!

# Travel Brochures

## Definition

A travel brochure is an advertisement for a destination. It is used to encourage people to visit a location by including facts and attractive images. Brochures may highlight such things as landmarks, climate, entertainment options, language(s) spoken, top places to visit, local attractions and transportation options.

Text features and components typically include the following:

- the name of the destination
- a slogan
- information
- images
- captions
- descriptive paragraphs
- lists

## Suggestions

<b>Task</b>	Create a travel brochure depicting possible field trips to the ISS.
<b>Purpose</b>	To publicize the trip and/or the destination
<b>Target audience</b>	Tourists given the opportunity to travel into space

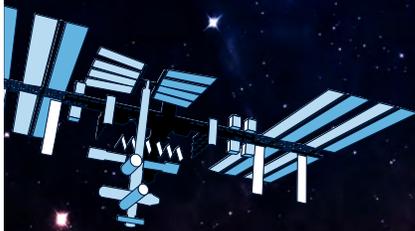
## Suggestion for the final production

Organize your text as it would appear in an authentic travel brochure.

Example



**SEE THE EARTH FROM A NEW PERSPECTIVE ABOARD THE ISS**



**SET-UP YOUR VISIT TODAY**

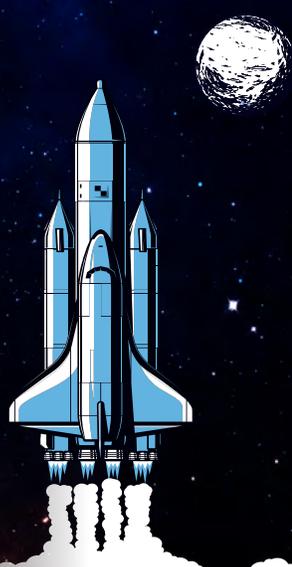
514-555-5555  
visit@inspacestation.com

**HAVE YOU EVER WONDERED WHAT ASTRONAUTS DO ALL DAY IN SPACE?**

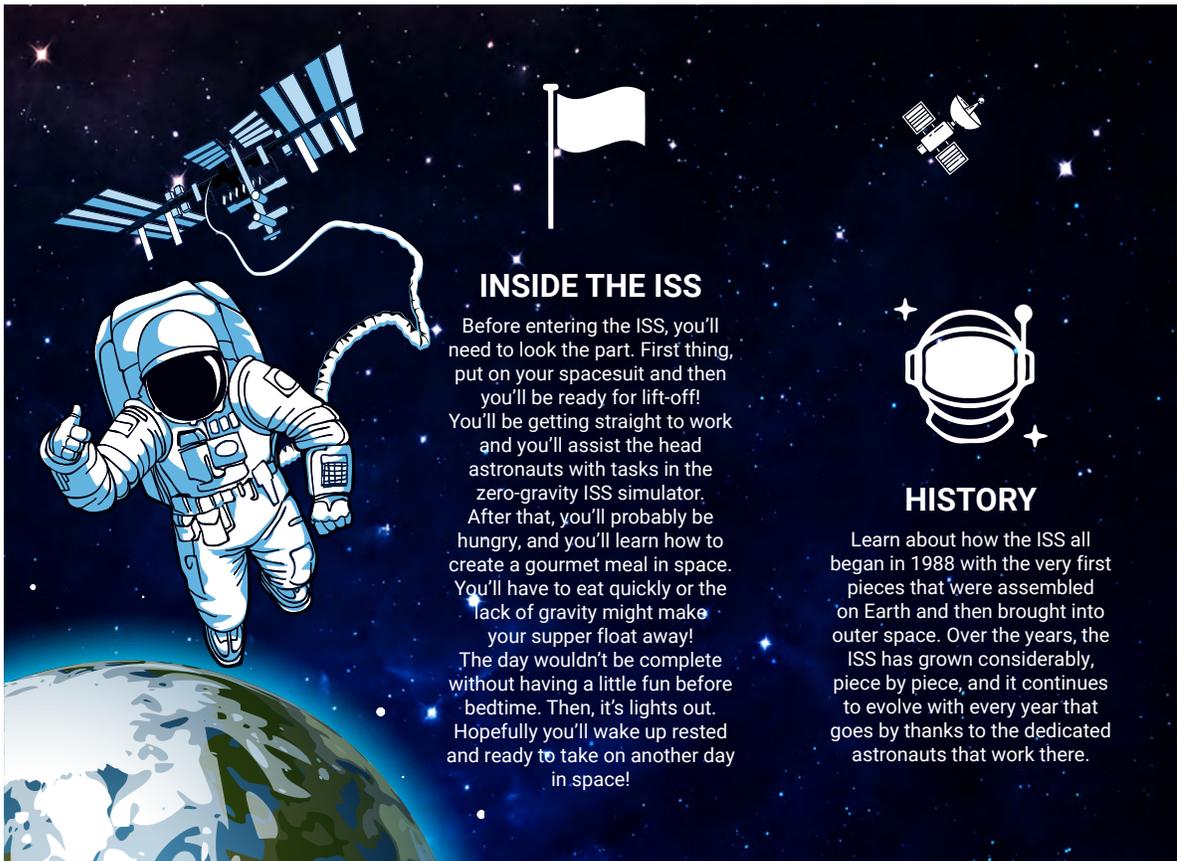
Come aboard the ISS and get the full experience by following part of an astronaut's daily schedule. You'll get to prepare and eat gourmet space meals, see what astronauts do for work as you assist them in their daily tasks and find out how they keep in shape and have fun. You'll also learn how they bathe and sleep in space! Everything is a bit different due to no gravity, of course!

**Daily schedule:**  
6:00 a.m. - wake up  
6:30 a.m. - eat breakfast  
7:30 a.m. - work  
11:30 a.m. - exercise  
12:30 p.m. - lunch  
1:30 p.m. - work  
5:30 p.m. - exercise  
6:30 p.m. - supper  
7:30 p.m. - free time  
9:30 p.m. - bedtime  
10:00 p.m. - lights out

**READY, SET, LIFT-OFF!**



**SEE WHAT AWAITS ABOARD THE INTERNATIONAL SPACE STATION (ISS)**



**INSIDE THE ISS**



Before entering the ISS, you'll need to look the part. First thing, put on your spacesuit and then you'll be ready for lift-off! You'll be getting straight to work and you'll assist the head astronauts with tasks in the zero-gravity ISS simulator. After that, you'll probably be hungry, and you'll learn how to create a gourmet meal in space. You'll have to eat quickly or the lack of gravity might make your supper float away! The day wouldn't be complete without having a little fun before bedtime. Then, it's lights out. Hopefully you'll wake up rested and ready to take on another day in space!

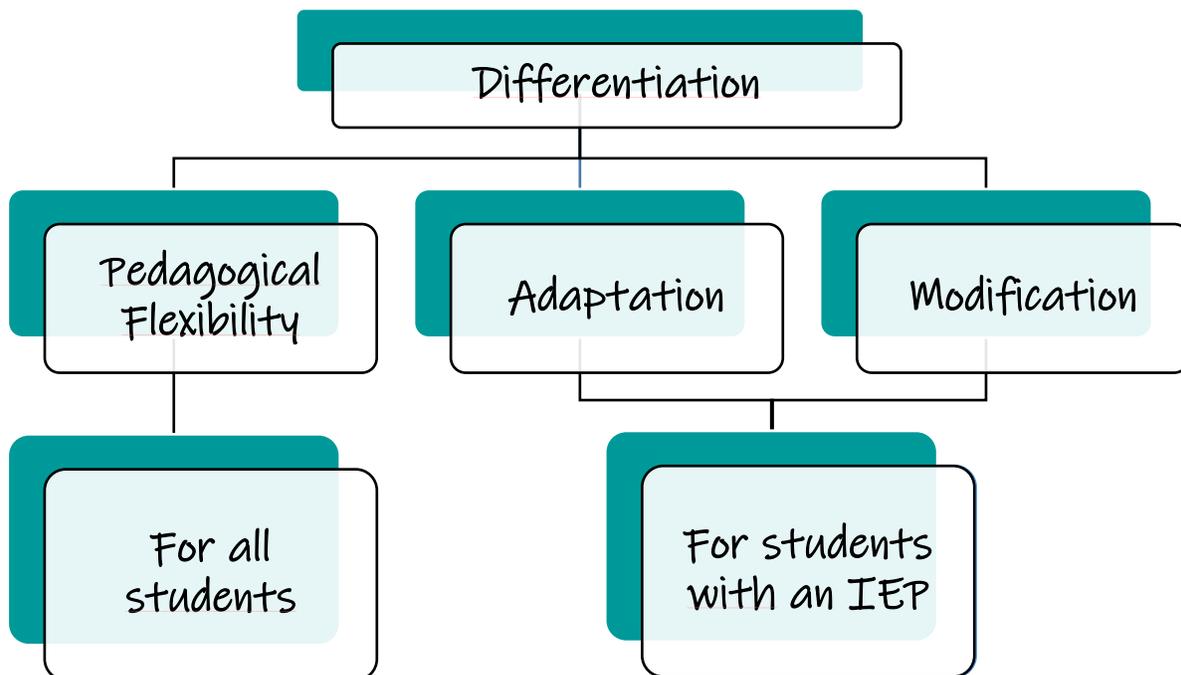
**HISTORY**



Learn about how the ISS all began in 1988 with the very first pieces that were assembled on Earth and then brought into outer space. Over the years, the ISS has grown considerably, piece by piece, and it continues to evolve with every year that goes by thanks to the dedicated astronauts that work there.

# Differentiated Instruction

Differentiated instruction<sup>13</sup> emphasizes the use of flexible teaching, learning and evaluation practices<sup>14</sup> in light of the varied abilities, needs and interests of students and to enable them to make optimal progress in developing the competencies targeted in the program. The elements of differentiated instruction include pedagogical flexibility, adaptation and modification of expectations associated with the *Programme de formation de l'école québécoise*. Pedagogical flexibility involves taking into account the characteristics of the individuals and the group, and offering a variety of choices that enable all students to learn, whereas adaptations and/or modifications can only be made if explicitly stated in a student's Individualized Education Plan (IEP).



<sup>13</sup> Ministère de l'Éducation, Differentiated Instruction <http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/differenciation-pedagogique-soutenir-tous-les-eleves-pour-favoriser-leur-reussite-educative/?a=a&cHash=5b1a120865fd615c849a39c342965290>

Ministère de l'Éducation, Identifying Students' Needs to Optimize Planning and Learning (video), <https://www.youtube.com/watch?v=NqBjG2uSZAQ>

<sup>14</sup> See section "Flexibility in C3 Evaluation Practices."

# Flexibility in C3 Teaching Practices

The aim of pedagogical flexibility is to provide students with different choices throughout their learning based on their individual needs and interests. This form of differentiated instruction is used on a regular basis in order to consider the individual characteristics of the students and the group as a whole in order to provide reasonable and varied choices that promote learning for all students. These choices may occur within the content, process, learning environment and/or product. Multiple elements can be targeted at the same time.

The following chart presents a non-exhaustive list of general suggestions and specific examples:

Elements to differentiate	General suggestions for pedagogical flexibility	Specific examples
Content	Provide task options for students to choose from using a single text genre.	Students can be given the choice between two different tasks such as writing a diary entry or a letter. <sup>15</sup>
	Allow students to come up with their own angle.	When writing a profile piece, students could decide to cover different moments or segments of the person's life.
Process	Vary the text formats (e.g. written text, audio text, video) that students are presented with before accomplishing a task.	Students can read and listen to audio versions of haiku or limericks before writing their own.
	Set routines to allow students to request/provide/integrate feedback.	While reading a peer's travel brochure, a student could provide feedback and discuss it with the writer.
Learning environment	Group students into pairs or small groups to carry out an activity.	Working with a partner, students could brainstorm items they would include on a list before sharing their ideas within a larger group.
	Organize the classroom into learning stations.	Students could explore various learning stations, where each station in the classroom is devoted to a different text form (e.g. a script, an interview, a radio news report).
Product	Allow students to choose the format of their final product.	Students can choose to record/film/perform a keynote speech, an interior monologue, song lyrics or a sonnet.
	Allow students to choose the information and communication technologies to produce their text.	Students could use the computer software or application of their choice to produce a comic strip, news article, short story, social media post, etc.

<sup>15</sup> See the suggested task options in the section "The Diary Entry" and "The Letter."

# Flexibility in C3 Evaluation Practices<sup>16</sup>

There are two primary purposes for evaluation: evaluation to support learning and evaluation to recognize competency development. Therefore, it is important to first determine the purpose of the evaluation.

## Evaluation to support learning

Evaluation as support for learning allows for continuous feedback between the teacher and the student and vice-versa. It allows teachers to adjust their teaching practices based on feedback received from the students and to regularly inform students about their learning progress. This provides students with an opportunity to use this feedback to gradually take charge of their learning. Differentiated instruction may be used during the process to offer enrichment and support when appropriate.

## Evaluation to recognize competency development

Evaluation can also be used to recognize competency development. It is important to remember that if a task is used for this purpose, any choices that are provided to the student must not affect the complexity of the task, the task requirements or the evaluation criteria of the targeted competency. This will ensure that the criteria can be applied effectively and equitably for all students, and that the evaluation is valid.<sup>17</sup>

For example, if students were to write a diary entry assuming the character of Chris Hadfield, a variety of task options could be offered in order to cater to diverse interests (see chart below). The task requirements, level of complexity and evaluation criteria would be the same for each task.

## Task Options

<b>Task 1</b>	Write a diary entry explaining the details of your daily life in microgravity aboard the ISS.
<b>Task 2</b>	You have been notified that a safety protocol is in effect due to space junk in the vicinity of the ISS. Write a diary entry to explain what the day has been like.
<b>Task 3</b>	Write a diary entry about what you like to do during your free time aboard the ISS.

Task requirements are the same for each task: <ul style="list-style-type: none"><li>▪ Purpose and audience</li><li>▪ Targeted genre</li><li>▪ Text components and features</li></ul>	Evaluation criteria are the same for each task: <ul style="list-style-type: none"><li>▪ Content of the message</li><li>▪ Formulation of the message</li></ul>
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<sup>16</sup> Adapted from: "Differentiated Evaluation—Questions and Answers," Ministère de l'Éducation, du Loisir et du Sport, <http://collections.banq.qc.ca/ark:/52327/bs47386> and *Evaluation of Learning at the Secondary Level – Framework*, Direction générale de la formation des jeunes, Ministère de l'Éducation du Loisir et du Sport. <http://collections.banq.qc.ca/ark:/52327/bs47393>.

<sup>17</sup> With the exception of students that have adaptations and/or modifications indicated in their IEP.

# Glossary

Word	Definition
Act	A major section within the script of a play; short plays may consist of a single act, while longer plays are divided into several acts. Acts are usually subdivided into shorter sections called scenes
Byline	A line that states the author's name at the beginning of a newspaper or magazine article
Caption	A short text that explains or describes an image
Close	The last paragraph in an article that leaves the reader with a lasting impression
Colloquial language	Words and expressions that are more informal in nature, typically used during casual conversations
Couplet	Two successive lines in a poem that usually rhyme
Figurative language	Figures of speech used to exaggerate literal interpretations (e.g. metaphor, simile, personification, idioms, puns)
Focus sentence	Summary sentence that may be written by students in the preparing phase of the production process to help the group to keep the focus throughout the task
Gutters	The horizontal and vertical spaces between columns or panels
Iambic pentameter	A grouping of 10 syllables per line that accentuates the rhythm of alternating unstressed and stressed syllables. Stressed syllables are generally longer, louder and higher in pitch than unstressed syllables.
Imagery	A type of figurative language that creates vivid images in the reader's mind using words
Infographic	A visual representation of information that may include text and/or images
Lead	An introduction containing the most important elements of a news story or article

Word	Definition
Media conventions	Refer to the elements found in media texts that influence the viewer's perception and create an effect on the audience using colours, shapes, fonts, sound effects, music, silence, setting, props, clothing, movement, lighting, camera's point of view, portrayal of emotions and use of famous images, etc.
Medium	Print, graphics, images, sound/audio, animation, video, etc.
Onomatopoeia	Words that mimic sounds
Panel	The space in a comic that contains a single drawing that depicts a moment of action
Placeline	A line that indicates where a story is being reported from
Plot	The sequence of events within a piece of fiction
Pull-quotes	An excerpt from a text that is enlarged and used as a means to draw attention to the piece
Quatrain	A grouping of four lines in a poem
Scene heading (or slug line)	Information given before the scene begins to let the reader know the location of the scene and the time of day the scene is taking place; the location is indicated by the abbreviations "int" for "interior" and "ext" for "exterior"
Sidebar	A short, complementary news story that appears near the main article, to provide additional information of a similar topic/theme
Source texts	Texts that may be used to carry out a given task
Text features and components	Purpose, audience, cultural elements, topic, type of language and components relating to the format and key elements of the text <sup>18</sup>
Vlog	A blog in a video format that may include images, text and video related to the creator's thoughts, opinions, experiences, etc.

<sup>18</sup> It remains up to the teacher to choose the appropriate text features and components according to students' needs and the task at hand. Examples of text features and components can be found on page 54 in the Secondary Cycle Two program.  
[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/jeunes/pfeg/PFEQ\\_anglais-langue-seconde-deuxieme-cycle-secondaire\\_EN.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeg/PFEQ_anglais-langue-seconde-deuxieme-cycle-secondaire_EN.pdf)

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