

The Road to Peace

AN ACTIVITY BOOKLET FOR GRADES 4 - 6

Veterans' Week, November 5-11

PURPOSE OF THE SCAVENGER HUNT

The goal of this educational activity is to first research a specific topic (First World War, Second World War, Korean War, or Peacekeeping) through an Internet scavenger hunt and then to collaboratively construct a *Road to Peace*.

SPECIFIC LEARNING OUTCOMES

This particular Internet Scavenger Hunt will enable students to learn about the First World War, the Second World War, the Korean War, and the role of Peacekeeping around the world, by using the Internet.

TARGET AUDIENCE

This activity is directed toward Grades 4 to 6, and focuses on social studies and language arts skills. The lesson could be adapted for use in younger or older grades.

AIM

Veterans Affairs Canada has designed an Internet Scavenger Hunt! While this activity is aimed at Grades 4-6, it may be adapted to appeal to any age group.

This activity is an artistic and graphical representation of how Canadians have worked for peace at home and around the world, over time.

WHAT IS A SCAVENGER HUNT?

A scavenger hunt is an activity in which individuals, groups, or classmates locate and bring back miscellaneous items on a list.

WHAT IS THE APPEAL OF SCAVENGER HUNTS?

Scavenger hunts are something unique and exciting students can enjoy while practising problem solving skills, improving comprehension skills, and, in the case of an Internet scavenger hunt, improving technological skills.

Scavenger hunts can be used as a whole class activity, group activity, or individual activity and they can be geared to virtually any curriculum area or subject.

Predetermined Web sites can make searching for the information more achievable for students and less time consuming than searching for the information through search engines or books.

The difficulty level of a scavenger hunt can be adjusted depending on the needs of the students (i.e. younger students may have only a few Web sites to access while older students may be given the opportunity to seek their own sites).



ADAPTING THE SCAVENGER HUNT TO THE CLASSROOM SETTING

One challenge of this scavenger hunt may be to adapt it according to the technology accessible in your classroom setting and another may be class size. These are the realities that many schools face. The key is to adapt this scavenger hunt to meet your needs. The following are a few scenarios to consider.

1. FEW OR NO COMPUTERS WITH INTERNET ACCESS: In the case of having few or no computers with Internet access, there is the option of printing all required materials located on the Internet Scavenger Hunt site.

There are four topics: First World War, Second World War, Korean War, and Peacekeeping. You may print as many handouts as needed (e.g. one per student or one per group) and pass them around. The students can use the handouts to answer each of the questions in the scavenger hunt.

2. LARGE CLASS SIZE: For large class sizes, rather than having all students divided into only four groups, an option would be to have more than one group working on each specific topic with three or four students per group. The resulting *Road to Peace* would then simply have more displays.

OUTLINE

FIRST WORLD WAR (1914 – 1918):

This group will be studying the First World War. They will learn about Canadians fighting in the trenches, the struggle and victory at Vimy Ridge, and more.

SECOND WORLD WAR (1939 – 1945):

This group will learn about Canadians who fought in Europe, Africa, and Asia. They will understand how some battled enemy submarines and war planes, and that many died or became prisoners at Dieppe. They will also learn about Canada's participation in the D-Day invasion of Europe.

KOREAN WAR (1950 – 1953): This group will learn about the Canadians who fought in Korea, in mountains, swamps, and rice fields, and through heavy rain and snow.

PEACEKEEPING: This group will develop an understanding of why, after three terrible wars, Canadians looked for ways to prevent conflict in other countries through missions with the United Nations and other international groups. They will also develop knowledge of how Canadians protect the delivery of food, clean water and medical supplies, and above all, help keep peace in today's world.

Each part has six or seven questions pertaining to each specific topic. Below each question is a Web site where the answer can be found. Students will work in groups and go to each Web site and collect all the answers to the scavenger hunt. At the end of each part there is a BIG question, which is intended to be discussed as a group and then answered. At the end of the scavenger hunt each student should be expert on their specific topic.

ROAD TO PEACE

This *Road to Peace* will be a vibrant, student-created display of remembrance of the men and women who sacrificed, and continue to sacrifice, so much for our nation. It will serve as a testament to Canadians' ongoing willingness to put ourselves in harm's way in the quest for peace and freedom. It will also serve as an exhibit about Canada's role in some of the most pivotal chapters of world history over the past 90 years.

After the scavenger hunt is completed, each group will collaboratively create a *Road to Peace* that summarizes their newly acquired knowledge. A *Road to Peace* is similar to a time line, as it outlines important events, people, or places relating to a specific topic. A *Road to Peace* is made by using text, pictures, artwork, etc. to depict the events of each topic.

The classroom *Road to Peace* will be made by each group placing information (written factual information, drawings, pictures, etc.) neatly on a piece of Bristol board or chart paper and then putting all four posters together in sequence on the chalk board, wall, or bulletin board, where a road has already been drawn, to create the actual *Road to Peace*. Each group then briefly shares with the rest of the class what they have learned about their topic. Use the Veterans' Week *Road to Peace* map as an example to get the class started. It is located at www.vac-acc.gc.ca/youth.

Required Classroom Materials:

- Computers with access to the Internet
- four or more (depending on number of groups) pieces of white Bristol board
- markers, scissors, craft supplies

CROSS-CULTURAL LEARNING OUTCOMES

LANGUAGE ARTS:

- Students will use writing to represent thoughts and learning, and will create texts collaboratively on the classroom *Road to Peace*.
- Students will speak, and listen in groups to explore, clarify, and reflect on their thoughts and feelings. Students will communicate information by contributing to group discussions.

SOCIAL STUDIES:

- Students will demonstrate an understanding of the interdependent relationship between individuals and societies. Students may identify causes, consequences and possible solutions to universal human rights and other selected global issues.
- Learners will develop an understanding of past wars and peacekeeping efforts and how they have affected the present and future of Canada and other nations.
- Students will develop an understanding of the geographical locations where Canadians have served during times of war and peace.
- Learners will develop an understanding of the impact of technological innovations during the war, such as air planes.

TECHNOLOGY:

- Students will use a variety of technologies in this learning strategy. They will be engaged in an Internet Scavenger Hunt, and other technology to research, create, edit, and publish text.

ART:

- *Aesthetic Expression:* Students will be completing a classroom *Road to Peace* and, as such, will be involved in representing thoughts through art, drawings, paintings, etc.

STEP ONE: GETTING STARTED

Divide the class into four equal groups. Each group will be assigned a specific topic to research: First World War, Second World War, Korean War, or Peacekeeping (each group should have four to five students). If it is a large class, the students may be divided into more than four groups and more than one group may be assigned to each topic.

STEP TWO: RESEARCH AND WRITING

On the first day the groups are given the scavenger hunt handout that gives the questions they are to answer and the Web sites they will consult to obtain the information. The groups will go to the Web sites and research their assigned topics. There are various ways this could be done (choose the one that best suits you and your students' needs).

If there is one computer available for every student: Within each group, each student could be assigned specific questions to work on independently. Once all questions are answered the group could come together and share their answers with one another.

If there is only one computer per group: Students could take turns finding the information for each question and reading the answer aloud for the rest of the group to hear and copy down.

If there are no computers available for students: The facilitator can print, for each group, handouts on the four specific topics containing all necessary Web site pages. These handouts are available at: www.vac-acc.gc.ca/youth.

- *Students may be assigned specific questions to answer independently with the use of the handouts.* Once all questions are answered the group could come together and share their answers with one another.

- *Students may all work together and answer each question as a team.* Specify to the students how you would like them to perform the research. As the students are searching the Internet for answers, have them be on the lookout for good pictures to print (if printing facilities are available) to illustrate their *Road to Peace*.

STEP THREE: ASSEMBLE INFORMATION

Once the groups have completed the writing process, they will turn to finding a way to make a creative and interesting display (*Road to Peace*) to present and share with the rest of the class what they have learned about their topic.

Each group will receive a piece of Bristol board or chart paper which they will use to create their *Road to Peace*. The exact form the *Road to Peace* takes is limited only to the imagination of the students. It should, however, include the following:

- their findings from the scavenger hunt, typed on a word processor and printed;
- printed resources and pictures from the Internet;
- photocopied pictures from books; and
- drawings made by the students.

To this end, each group ought to have at least one “war artist” (perhaps take a minute to explain how, over the years, Canada has often employed artists during times of conflict whose official role is to paint scenes of our war effort and record these things for posterity).

These “war artists” are to collaborate with their group and create pictures that represent important things they came across and what the group has learned during the scavenger hunt. Remind the artists and the groups to use lots of colour and creativity.

STEP FOUR: PRESENTATION

The next step is for each group to make a short presentation to the class (approximately 5 minutes) on what they have discovered about their assigned area of research. By presenting their information, the students will be teaching others about their “expert” knowledge, in addition to learning from others about what they found in their area of research.

The presentations will begin with the group researching the First World War and will continue on in sequence of time (Second World War, Korean War, Peacekeeping). The teacher will have previously drawn a simple outline of a winding road on the chalk board, wall, or bulletin board entitled *Road to Peace*.

Each group will hang their *Road to Peace* next to the one before it on top of the already drawn winding road so that in the end the class will have one giant *Road to Peace* beginning with the First World War and ending with Peacekeeping.

STEP FIVE: CLOSING

After all groups have presented their findings and the *Road to Peace* has been pieced together, a brief concluding exercise may be performed where the knowledge the students have acquired is reviewed and the similarities of what the soldiers who were involved in each effort experienced are stressed.

The following are suggested questions which may be used to begin the discussion:

- Who enjoyed this project? Why?
- Who did not enjoy this project? Why?
- Did you learn a lot about past wars and peacekeeping?

- Did you notice any similarities in the presentations regarding efforts and experiences?
- Name something that has stood out to you regarding a past war or Peacekeeping.

Close the exercise by speaking of the importance of peace in our homes, our schools, our communities, our country, and our world.

“We remember and reflect upon those who served and [those who] died protecting Canadian values – the same values which we strive to protect here and elsewhere in the world.”

CONCLUSION

This scavenger hunt offers learners a broad range of cross-curricular learning opportunities and is a worthwhile activity.

For example, it addresses many areas of learning, including social studies, history, language arts, computer competencies, and more. Further, it meets diverse needs in the classroom, and can be a real collaborative project for students to engage in.

We hope you have fun and enjoy it!