

Guest Children Lesson Plans

The Guest Children is part of the Picturing the Past website at the Canada Science and Technology Museum. Picturing the Past is a collection of essays, web exhibitions, and stories that focus on the Canadian National Railways photo gallery. The site exhibits this collection of images, obtained by the Canada Science and Technology Museum from CN Corporation on 10 May 2000. The collection spans more than one hundred years of Canadian history, providing a vibrant glimpse into our past through the lens of a camera. It contains more than one million images, including pictures of celebrities, royal visits, Canadian towns and cities, agricultural activities, First Nations people, preparations for the First and Second World Wars.

The collection itself is astonishing; however, there is often little information available about each individual photograph. Therefore, we have tried, through a series of fictional stories, exhibitions and essays, to give life and context to these pictures.

This story, The Guest Children, was developed to be used primarily by children aged nine to twelve. In keeping with this goal, we are providing a series of activities and questions that can be used in classrooms in conjunction with the site. Although the story itself is fictional, the experience of children crossing Canada is based on historical truths. As such, the site can be used for classes in the fields of:

- Language Arts,
- Geography
- History/Social Studies
- Drama
- Canadian Studies
- Others, as you deem appropriate

The Guest Children is divided into twelve stops -- each consisting of one or two short vignettes. The characters, Anne (aged twelve) and George (age nine) are British evacuees (called Guest Children by the Canadian Government) sent from cities in Britain to Canada during the Second World War for safety. The characters have a series of conversations, encounters and experiences as they travel from Britain to Canada by ship, and then from Halifax to Vancouver by rail. Each stop consists of a series of animations, which integrate the photographs that pertain to the encounters.

Short-answer questions are provided here to aide with the students' comprehension of the vignettes; each set is provided in printable, PDF format that can be handed out to your class. Each set of short-answer questions is followed by suggested activities.

Themes

- Evacuation / Guest Children / Separation of siblings
- Immigration / Loneliness / boredom
- Homesickness / leaving family and friends
- Sailing / safety precautions - lifeboat drills, gas masks, life jackets
- Soldiers / Canadian Army / women in the Armed Forces
- War effort / Victory Bonds / nursing / war work / hospital trains
- Bombing / Anderson shelter / U-boats
- Rationing / food
- Railway work / Centralized Traffic Control System
- Prisoners of war
- Recreation activities / amusement parks / baseball / swimming / beaches
- Scenery / Canadian Shield / the Prairies / mountains / ocean
- Airplane repair / maintenance / pilots
- Royal Canadian Air Force / TransCanada Airlines / Avro Ansons / Airplanes /
Royal Canadian Air Force / British Commonwealth Air Training Plan
- Agricultural work

Curriculum Links

Although each provincial curriculum is different, links have been provided when appropriate to the established goals and themes for classrooms across Canada, as of 2006.

Atlantic Canada

This website can be used to enhance Atlantic Canadian Social Studies and Language Arts Curricula outcomes in a variety of ways:

Social Studies

Based on the suggested framework for Atlantic Canadian Social Studies outlined in the document “Foundation for the Atlantic Canada Social Studies Curriculum”, this site can be integrated into the following outcomes:

- Time
- Continuity and Change
- Interdependence
- People, Place and Environment

The site also contains geographic information, including a map of Canada. It demonstrates how events far away have an impact on Canadian society. The site is designed to aide students in learning how to understand, study and describe the past in a meaningful way. It is focused on the human element of the Second World War, and uses the voices of children to help students identify with the subject.

Language Arts

This site and the following lesson plans will help students reach some of the key objectives communicated in the curriculum document “Atlantic Canada Language Arts Curriculum Elementary 4-6.” The following lesson plans integrate key elements of this document:

- A focus on group work and discussion
- learning how to follow simple directions
- detecting examples of stereotyping and prejudice

The site is set up as a work of historical fiction dealing with Canada and Britain during the Second World War. Below, a selection of short-answer questions can be printed and handed out for each section of the site. It is interactive and allows children to hear text as they read it.

Quebec

Social Studies

This site focuses on Canada between 1939 and 1945, and provides an outside perspective on Canadian society during this time period. The site is designed to aide students in learning how to understand, study and describe the past in a meaningful way. It is focused on the human element of the Second World War, and uses the voices of children to help students identify with the subject. The site has some geographic information, including a map of Canada. It also demonstrates how events far away have an impact on Canadian society.

In this section students learn key concepts such as:

- Interpreting change in society
- Being open to diversity

They will also acquire skills such as:

- Map reading
- Timelines creation
- Historical study and research

Language Arts

The Language Arts program for Quebec focuses on specific skills: reading, oral expression, comprehension and interpretation. The stories found on this site complement these skills by providing students with a chance to read and understand while they engage in a multimedia experience. This site will help students understand how to take meaningful information from historical fiction. The lessons below provide an opportunity for group work, written and oral presentations, and outside

research. Students have the option to either read along with the spoken text or to read the story without the sound. Each vignette is also an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

Ontario

Social Studies

The site is designed to help students understand, study and describe the past in a meaningful way. It is focused on the human element of the Second World War, and uses the voices of children to help students identify with the subject. Links to the curriculum of Ontario are located in the Canada and World Connections strand of Elementary Social Studies. This site will help students understand the geography of Canada, the political divisions of the provinces and some of the major cities. The site will allow students to understand that Canada is affected by world events. Students will also see the historic relationship between Canada and the United Kingdom, outside of the traditional explorers and colony relationships of earlier centuries. Lesson eight will also pick up on the Ontario curriculum's focus on Aboriginal contributions to Canadian society, with a lesson plan built around Native veterans.

Language Arts

The site is set up as a work of historical fiction dealing with Canada and Britain during the Second World War. Below, a selection of short-answer questions can be printed and handed out for each section of the site. It is interactive, and allows children to hear the words as they read them. The lessons provide an opportunity for group work, written and oral presentations, and outside research. Students have the option to either read along with the spoken words or to read the story without the sound. Each vignette is an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

Manitoba

Social Studies

This site fits very well with the Manitoba elementary school curriculum set out for grade 6. Vignettes specifically deal with the "changing role of women" in Canada, identify contributions by Native peoples to Canadian society, in the form of volunteering for military service, describe Canada's contributions to the Second World War, and help students appreciate the sacrifice made by Canadian soldiers. Specifically, in the cluster entitled "An Emerging Nation (1914-1945)", this site meets the requirement that students read stories depicting the life and times of people during the Second World War.

Language Arts

The site is set up as a work of historical fiction dealing with Canada and Britain during the Second World War. Below, a selection of short-answer questions can be printed and handed out for each section of the site. It is interactive and allows children to hear the words as they read them. The lessons provide an opportunity for group work, written and oral presentations, and outside research. Students have the option to either read along with the spoken words or to read the story without the sound. Each vignette is an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

Saskatchewan

Social Studies

The Grade 6 Social Studies Curriculum for the province is entitled “Canada and its Atlantic Neighbours.” This site fits in well with the goals and needs of this grade level. Students will see, through working with this site, that Canada is affected by world events. Specifically, they will learn about the Second World War and the relationship Canada had with Great Britain at that time. Students at this grade level are expected to understand how to organize information, and lesson plans provided allow for group work, essay-type projects, and discussion that will aide them in acquiring this skill. They will have the chance to create oral, written and visual displays, and to learn how to work with multimedia and computer resources. The site can help teachers convey the concepts of map-reading and group identity, as well as aide students in understanding what a primary source is used for and what an artefact is.

Language Arts

This site will help students understand how to take meaningful information from historical fiction. The lessons below provide an opportunity for group work, written and oral presentations, and outside research. Students have the option to either read along with the spoken words or to read the story without the sound. Each vignette is an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

Alberta

Social Studies

The Alberta elementary curriculum for Social Studies in grade 5 focuses on Canada: Its Geography and People. This site fits with the goal of helping students explore what activities people across the country were engaged in, and how they related to their environment. Students are also expected to understand Canada’s historic relationship with other countries, and this site will introduce Great Britain. The site contains some

geographic information, including a map of Canada. It also demonstrates how events far away have an impact on Canadian society. The site is designed to help students understand, study and describe the past in a meaningful way. It is focused on the human element of the Second World War, and uses the voices of children to help students identify with the subject.

Language Arts

Students at this level are expected to be able to write several short well-constructed paragraphs, collect and organize information, and develop group-work skills. This site will help students understand how to take meaningful information from historical fiction. The lessons below provide an opportunity for group work, written and oral presentations, and outside research. Students have the option to either read along with the spoken words or to read the story without the sound. Each vignette is an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

British Columbia

Social Studies

Students in grades 4 to 6 in the province of British Columbia are expected to develop certain skills: problem-solving, research, analysis of source materials and the ability to develop coherent presentations. This site and the lessons plans provided allow students to develop all of these skills while learning about Canada's relationship with Great Britain during the Second World War. The site contains some geographic information, including a map of Canada. It also demonstrates how events far away have an impact on Canadian society. The site is designed to help students understand, study and describe the past in a meaningful way. It is focused on the human element of the Second World War, and uses the voices of children to help students identify with the subject.

Language Arts

Students at this level are expected to be able to write several short well-constructed paragraphs, collect and organize information, and develop group-work skills. This site will help students understand how to take meaningful information from historical fiction. The lessons below provide an opportunity for group work, written and oral presentations, and outside research. Students have the option to either read along with the spoken words or to read the story without the sound. Each vignette is an example of interactive dialogue; the animation provides both verbal and non-verbal cues to aide student understanding of language.

Activities for use with any Stop

Here are several activities appropriate for use with the whole site or with any specific stop.

1. Drama Activity

(Duration: Approximately four forty-minute periods)

1. This activity will help students practice finding new and different ways to communicate information, and help teachers evaluate comprehension.

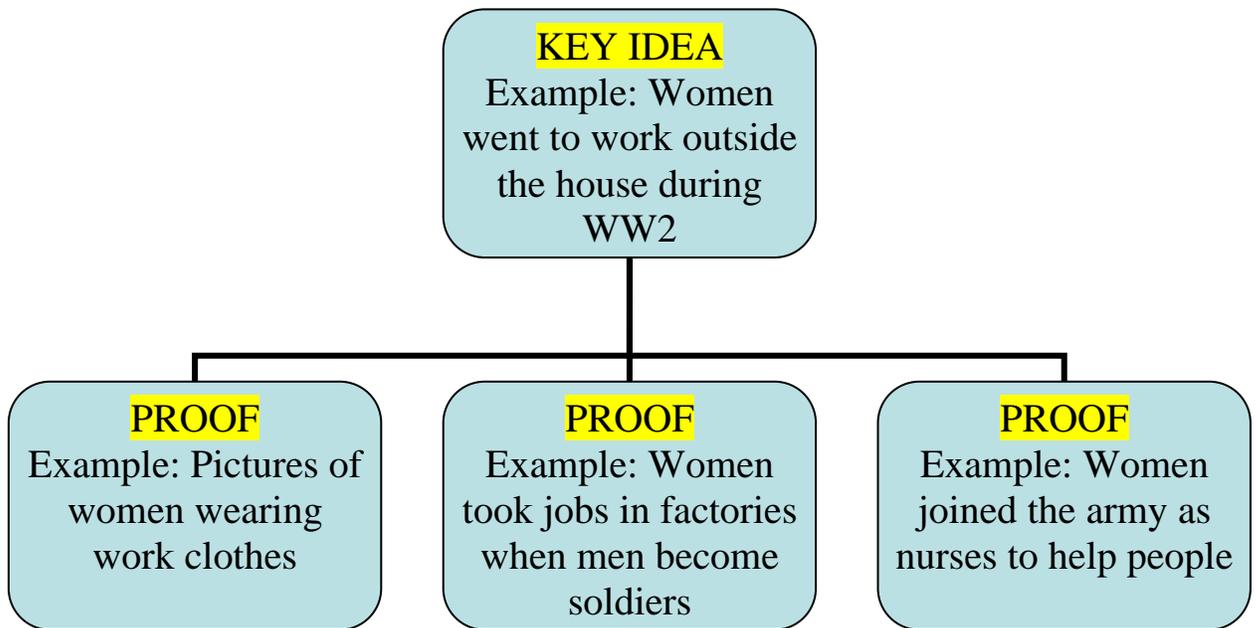
- Divide the class into groups of two to four; assign each group a stop based on the Guest Children website.
- Ask students to make up their own dialogue about the story, using the themes provided
- Students may use the characters of Anne and George or create their own
- If students are unfamiliar with specific events, encourage the use of the extra information provided
- Skits should be between one to three minutes in length, and can be performed following the lesson
- The use of costumes and props is at the instructor's discretion

Possible encounters the children could act out

- Meeting a conductor
- Meeting a factory worker
- Meeting a returning soldier
- Meeting a group of Canadian children

2. Language Arts Writing Activity
(Homework assignment)

- Students will choose any theme or topic from the Guest Children website, (e.g., evacuation of children from Britain, women performing war work)
- They will write a short report (three or four paragraphs: introduction, description, significance, conclusion); reports should include a short description of the event or topic and discussion of its importance
- Writing should be grammatically correct and show evidence of some secondary research (web-based or through books, depending on resources available).
- Encourage students to use an information mapping chart, such as the one below, to organize information



3. Social Studies or Creative Writing Activity
(Duration: approximately three forty-minute periods)

a. As a class, discuss what the Guest Children would do if they stopped in your town today.

- What would be the same as in 1940?
- What would have been different?
- What kinds of things would the Guest Children have been expected to do if they lived with a family in your town?

As more suggestions come up, write them on the board.

b. Ask students to research local history of the Second World War time period by interviewing older townspeople or anyone else with pertinent information.

- Have students write collected information in a journal-style paragraph reflecting their acquired knowledge of their town.
- Students may use the short interview script provided below.

Interview Questions

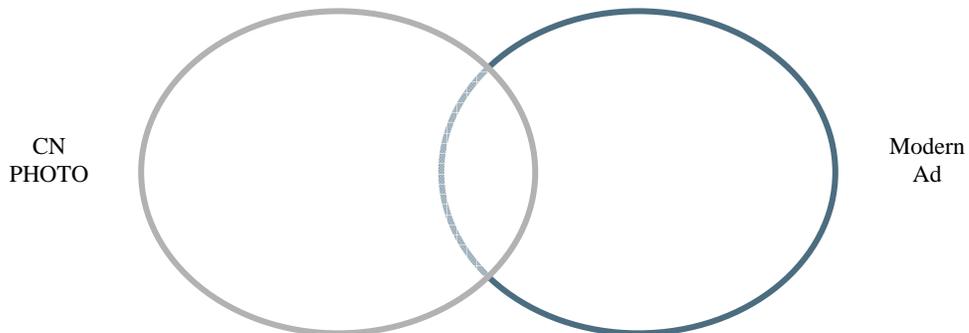
1. What kinds of things did people in insert town name here do during the Second World War?
 - a. Did some people join the armed forces?
 - b. Did some people work in factories to make things for the war?
 - c. Did some people grow food for the war effort?
 - d. Did some people send special things, like clothes, books, toys and money, to England?
2. Did Guest Children ever live in insert town name here?
3. What could a kid do here during the Second World War?
4. a. Are things very different in insert town name here now than they were in 1940?
 - b. Are any things the same as they were in 1940?
5. Do you remember the Second World War?
6. Did you even meet a Guest Child/ Were you a Guest Child?

4. Language Arts or Social Studies Activity

Media Awareness

(Duration: approximately two forty-minute periods)

- a. Look at the photographs that are attached to each section. Have students examine the photos you deem to be of particular interest, using the following questions:
 - a. What is happening in the picture?
 - b. Why do you think someone took the picture?
 - c. Who does it show?
 - d. What can we learn from pictures of the past?
- b. Engage students in a comparison and analysis of publicity photos used in the Guest Children website with modern promotional images.
 - Ask students to browse used magazines (brought by the students or provided by the instructor) and choose advertisements or pictures
 - Have students ask the same questions of the modern advertisements as they did of the photos in Part A
 - Compare and contrast using a Venn diagram, such as the one below:



5. Social Studies or Language Arts
(duration; 3-6 40 min periods)

Have students set up their own Guest Children museum. Brainstorm with the class about how they want the exhibits to look:

- Should there be drawings, models and artefacts, or text?
- What do they like to do at museums?

- Have students create props for the exhibit (e.g. Guest Children ID tags, gas-mask boxes, passports, etc.)
- Students should bring in objects that can be used in a museum setting (such as old clothing, suitcases, other relevant artefacts) – these items do not need to be from the 1940s era, but should appear similar to the objects in the story
- Each stop can have its own exhibit, featuring the photographs from the site, along with reproductions and artefacts related to the themes - e.g. stops relating to military activities can include badges (made from paper or clay), uniforms (or drawings of uniforms), etc.
- Students can include murals in exhibit using newsprint
- The simplicity or extensiveness of the museum is up to the instructor's discretion –consisting solely of murals, drawings and photographs or using a mixture of artefacts, replicas, and text

When the exhibit is finished, ask the students to reflect on the experience:

- Could they put everything they wanted into the exhibit?
- What did they have to leave out?
- What would they change if they had to do it over again?

Complete this activity with a “Gallery Opening”. Invite Guests, such as parents and Interviewees (if applicable). Have the children to present their work, and explain some of the process and what they have learned.

Stop-Specific Activities:

Stop 1: On the ship from Liverpool to Halifax

Event A

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Why are Anne and George getting on a boat?
2. Where are they going?
3. What do they have to practise?
4. Who helps them while they are on the ship?

Activities

Brainstorm as a class about what it would have been like to be a Guest Child:

- What emotions you would have felt?
- What experiences would have had in England? On the boat? On the train? And in your new home?

As you continue through the stories, write the items on a chart.

1. Have the students divide into groups and write a list of things they would take with them on such a journey. Ask them to consider possible limitations:
 - lack of electricity
 - unknown living arrangements
 - unknown weather conditions
 - space restrictions
 - possibility of all remaining items in home being destroyed while you are gone
 - etc.

Make sure they also have several items which *have* to be taken:

- gas mask
 - a coat
 - an ID card
-
- Have students present their lists and discuss the rationale for their choice of items
 - Once students have presented their lists, show them the real list (below) of items children were allowed to take. Discuss why this list is different than the students' lists.
 - Emphasize that many poor children did not own these clothing items, and received them only through charity donations or did without

LIST (From Geoffrey Bilson's book **The Guest Children*)

1 Cap	1 Mac (style of raincoat)
1 Pair of grey pants	1 Pair of running shoes
1 Suit	2 Pairs of pyjamas
3 Pairs of socks	2 Pairs of shorts
1 Sleeveless sweater	1 Bible
1 Pullover	6 Handkerchiefs
3 Shirts	1 Face towel
4 Vests	1 Towel
1 Dressing gown (housecoat)	1 Toothbrush
1 Overcoat	1 Toy (teddy bear, etc.)

*list represents boys only; no information available for girls

Event B

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Who does George talk to on the ship's deck?
2. How many provinces will George have to cross to get to his new home? Can you name them?
3. What kind of job does Jack have?
4. Why is Jack's job important?

Activities

1. Discuss and make a list with students of the qualities of a hero; relate the list to the role of the Merchant Navy during the Second World War;
 - Discuss the dangers associated with being a Merchant Marine during the war
 - Review the non-veteran status of the Merchant Navy at the end of the war, placing emphasis on their struggle for recognition in Canada culminating in the 1999/2000 decision from Parliament to provide limited compensation to surviving Merchant Navy veterans and their spouses.
 - Review the importance of formal recognition by the Government of Canada to veterans of the Merchant Navy.

Resources

Veterans Affairs Canada – The Battle of the Atlantic

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic>

War Amps – Merchant Seaman: Battle on the Internet

<http://www.waramps.ca/news/merchant/home.html>

War Amps – News Release: Merchant Seaman Backgrounder – Essential Facts

<http://www.waramps.ca/news/merchant/back.html>

Veterans Affairs Canada – Merchant Navy: The Historic Contribution of Canada's Merchant Navy

<http://www.vac-acc.gc.ca/clients/sub.cfm?source=history/other/merchant/hist>

Veterans Affairs Canada – Valour at Sea: Canada's Merchant Navy

<http://www.vac-acc.gc.ca/clients/sub.cfm?source=history/other/sea>

CBC Radio - Merchant mariners win benefits and status, 1992

http://archives.cbc.ca/IDCC-1-71-1039-5842/conflict_war/canada_veterans/

Stop 2: Halifax Harbour

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What is a ration book?
2. Why are there soldiers standing on the dock in Halifax?
3. What kind of job does George and Anne's father have?

Activities

1. Have students write a fictional diary entry for either George or Anne, being sure to include details such as various aspects of the journey (waiting for the boat, waiting for/receiving medical examinations, meeting foster families, emotions experienced, etc)
 - Following oral presentation of the diary entries, discuss with the students the situations which Anne and George would have experienced
 - Have the students write their own journal entries about an experience they have had that is scary and exciting at the same time

Stop 3: Halifax

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What does Anne find strange when she reads the menu at the diner?
2. How does the waitress figure out Anne and George are from England?
3. What was the name of the ship the children travelled on?
4. What is an Anderson Shelter?

Activities

1. Promote discussion about the variety of foods found in Canada by having students bring in a different food item (that their family likes to eat) and share it at a class party. Discuss how different parts of the world have different foods, or prepare foods with different ingredients

Stop 4: Train from Halifax to Montreal

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What makes Anne excited when she looks at the newspaper being read by the man on the train?
2. What is the man's job?
3. Why did he have to move to Boston?
4. Why did he come back to Canada?

Activities

1. Have the class work in pairs; each group should chose one newspaper article from 1940-1945.

A good source for old articles online can be found at the Canadian War Museum, which has scanned a large collection of clippings from the Second World War http://www.warmuseum.ca/cwm/newspapers/intro_e.html.

What type of language was used? What is the opinion the article seems to give?

Have students organize their thoughts in a table.

Title	Date	Event	Opinion of the author	Strange words and sentences

Stop 5: Montreal

Event A

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Where are the soldiers going?
2. What is a U-boat?
3. What does the soldier tell George about his nephew?
4. What does the soldier think George should do when he gets to Vancouver?

Activities

1. Discuss with students the types of activities that would have taken place on the “home front” to aide in the war effort.
 - Emphasize the importance of these activities by showing students some of the posters that were prominently displayed all over Canada and Britain, urging citizens to do their part (visit the Canada War Museum’s Website “Weapons of Mass Dissemination” http://www.warmuseum.ca/cwm/propaganda/index_e.html).
 - Have students design and draw their own slogans and posters relating to the war and display them in the classroom.

Event B

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What building does Mrs. MacTavish tell Anne about?
2. What does Anne ask Mrs. MacTavish about the factory workers?
3. What kinds of jobs did women do during the Second World War?

Activity

See activity for Stop 6

Stop 6: Montreal to Toronto

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What does an army nurse do?
2. What does Anne say was scary?
3. What types of places did army nurses work?

Activity

1. Have students read the Women at War section of the “Learn More” link found on this site.
 - Ask them to write a paragraph discussing the many activities women were involved in during the Second World War, and what types of changes in following decades were the result of these activities

Stop 7: Toronto

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Where did Mrs. MacTavish take Anne and George?
2. What was Anne's favourite ride? George's?
3. What new foods did George eat?
4. Why couldn't Anne and George swim in lakes or the ocean when they lived in England?

Activity

1. Have students write a journal entry about their own experiences in amusement parks, exhibitions, national parks or any other vacation-type spot. Ask them to compare Anne and George's experience to their own, based on pictures of the park and the children's conversation.

Stop 8: Toronto to Winnipeg

Event A

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What part of Canada does Anne tell George about?
2. What is the secret the porter tells the children?

During the Second World War, England sent German prisoners of war to Canada, where they lived in camps and performed farm work, other jobs and cut wood until the end of the war. German soldiers were not, however, the only prisoners at these camps. Japanese and German nationals living in Canada were also detained, along with Jewish refugees from Germany whom the government thought might be a threat. Canadian citizens of Japanese origin living in British Columbia were also sent to camps far from the coastal areas.

Activity

1. For a child's view perspective on the Japanese internment, read the book *A child in prison camp by Takashima* (New York, Morrow, 1974) as a class.
 - Discuss some of the parallels between the treatment of the Japanese people and the treatment of other races today.
 - Talk about racism and its detrimental impact on society as a whole.

Additional Resources

Japanese-Canadian Internment

http://www.japanesecanadianhistory.net/home_page.htm

CBC – Canada’s Forgotten PoW Camps

http://archives.cbc.ca/IDD-1-71-1642/conflict_war/pow_camps_Canada/

Event B

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Where is Joe Cook from?
2. Why is he in Winnipeg?
3. How long was his trip?
4. What does he tell George to be careful about?

Aboriginal people in Canada joined the Canadian Armed Forces during both the First and Second World Wars and played a vital role in the military. They were denied citizenship and land rights, yet still fought for the country in its time of need. Discuss with students the contribution made by Aboriginal people to the war effort (more information is available in the “Learn More” section of the site).

Activity

1. As a class, watch the NFB film “Forgotten Warriors” (written/directed by Loretta Todd, 51 mins); following the film, have each student write a response to the information they have seen in the film and on this site.

Questions to Consider:

- What would it have been like to be an Aboriginal soldier?
- What would it be like to come home again?
- What difficulties would an Aboriginal soldier face?

Additional Information

Veterans Affairs - "Native Soldiers, Foreign Battlefields"

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/other/native/intro>

CBC: Native veteran gets no benefits, loses status Indian designation, 1993

http://archives.radio-canada.ca/IDCC-1-71-1039-5843/conflict_war/canada_veterans/

Senate to investigate discrimination against Native veterans, 1994

http://archives.cbc.ca/IDCC-1-71-1039-5844/conflict_war/canada_veterans/

Continuing the Fight: Canada's Veterans, 2002

http://archives.cbc.ca/IDC-1-71-1039-5838/conflict_war/canada_veterans/clip7

War Amps

<http://www.waramps.ca/news/abvet/back.html>

Stop 9: Winnipeg to Saskatoon

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Why is George not allowed to sit in the airplane?
2. What does RCAF stand for?
3. What are these planes used for?

Activities

1. Canada has a rich aviation history. Visit the Canada Aviation Museum's resources website <http://www.aviation.technomuses.ca/schoolzone/resources/resources.shtml> for more information, and activities involving aviation history.

Stop 10: Saskatoon to Edmonton

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. Where does Ruthie live?
2. What are her chores?
3. What are the differences the girls notice between Canada and England?
4. Does Ruthie like her house in Canada?

Activities

1. a. Ask students to brainstorm with you about what types of emotions Ruthie would be feeling when she left England?

Brainstorming Questions to Consider:

- What would it be like to move to a new country all alone?
- How would Ruthie feel when she arrived at Canada? When she got to her new home?

- b. Have the students write a paragraph about personal experiences that have brought out similar emotions (sadness, excitement, relief, fear, etc.)

Stop 11: Edmonton to Jasper

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What are the children excited to see in Jasper?
2. What is a wireless?
3. What is a Nazi?
4. Why are Anne and George worried?

Activities

Use this time to introduce students to web searches. Discuss the difference between sites that have reputable information, or “good” sites, and sites which do not - “bad” sites.

Write the answers on the board as students give possible answers. With students, develop a grid of questions they should ask when looking at websites to evaluate if the content is good or not. For example:

Author	Ease of use	Date created	Sponsors	Good information
Is the author's name on the site? Do they have credentials?	Is it clear how to get around the site and find information?	When was the site created? When was the last update?	Who sponsored the site? A school? A museum? A company?	Is this site useful for you? Does it have lots of interesting information?

After this has been created, ask students to use a kid-friendly search engine (recommended by your school) to search for words like “World War 2” and “Blitz.”

Ask them to fill out a sheet on each term you have chosen:

Term	Date it occurred	Definition	URL of site	Is this a good site to find information?
World War 2	1939-1945			

Stop 12: Jasper to Vancouver

Event A

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. How long have Anne and George been travelling?
2. What types of things have the children travelled on?
3. What does Mrs. MacTavish tell the children about Vancouver?
4. Do the children have to wear gas masks in Vancouver?

Activities

1. Ask students to create a booklet or comic book of illustrations (with a descriptive sentence for each illustration) for the activities Mrs. MacTavish describes to Anne and George.

Event B

Short-Answer Questions

(See printable PDF Version to hand-out to students)

1. What do Anne and George use to talk to their mum and dad?
2. What did George learn how to do?
3. What did Anne join to help the war effort?
4. Why is George getting a paper route?

Activities

1. Write a chronology of the things Anne and George did and saw on their journey, including all important stops, people the children meet, and events they discuss. Use a roll of newsprint and have the students illustrate stops and people from the vignettes to place on the timeline.