

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	8
Main Subject:	Social Studies
Big Idea:	Citizenship, Global Interdependence, Identity, Culture and Community, Historical Connections, Power and Authority
Title:	PEACE LITERACY
Cluster:	Understanding Societies Past and Present
Duration:	2 weeks
Materials:	Construction paper, markers/paints
Short Description:	<p>This teacher-led activity promotes Peace Literacy and encourages students to take collective action for peace. Students can work individually or groups, virtually or in-class, to create individual paper hearts or peace doves (or have students choose another symbol of peace) that can be arranged into a collective peace message. These creations will then be used to decorate a designated area around the school or community. Having an opportunity to discuss what makes them feel the world around them is a safe and peaceful place will not only be a positive way to engage discussion around International Days such as The Day of Peace (September 21) but it will also give students an opportunity to create artwork that helps change the feeling of their school and surrounding community. Students can work on this project independently with teacher check-ins.</p>

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/framework/grade8.pdf

8-SS-101

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Power and Agency, Exploration and Design, Sense Making, System

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/docs/visual_k8.pdf

Understanding Art in Context (A-U1); Art Language and Tools (A-L2); Creative Expression in Art (A-C1, A-C3); Valuing Artistic Experience (A-V1)

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X							X	X	X

Knowledge and Understanding—Students explore concepts related to peace around the world through time, civilization, and world view. Students examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development. Students also study various sources of historical knowledge and consider the importance of knowing and understanding.

Research and Communication—Research variety of strategies civilizations have used to resolve conflicts peacefully and fairly. Examples: clarification, negotiation, compromise. Have discussions about images of peace around the world and how these images can contribute to have students start conversations about peace in their communities.

Critical Thinking and Citizenship—Be willing to consider differing world views. Appreciate the important of finding ways to live together and sustaining the natural environment for future societies.

Communicate observations made about ***What does Peace looks/sounds/feels like?*** orally and through drawings. Record and communicate examples of peace in their community. Observe and describe what peace looks/feels/sounds like in our community.

Original concept created by: Linda Connor and Val Noseworthy

LEARNING EXPERIENCES AND ASSESSMENT

Question: Overall

Teacher's instructions

Beyond citizenship, the General Learning Outcomes for this assignment include historical connections identity, culture and community, power and authority, and global interdependence. The assignment targets the outcomes for Cluster 1: Understanding Societies Past and Present. The project could be done online or as a hands-on project. Students can work on this project independently with teacher check-ins.

Students will study how peace has been achieved around the world through time, and examine ways in which societies change their views of peace or remain the same. Students also will research various sources of historical knowledge and consider the importance of knowing and understanding the past.

Part 1: Building a Peaceful Community

- Engage students in a discussion about what a peaceful neighbourhood looks/sounds/feels like.
- Find a few photographs or images that demonstrate peaceful and non-peaceful situations to share with the class (e.g., *friends walking, people shouting or being aggressive, a large peaceful rally, tanks/soldiers, a protest*; *be careful not to choose images that depict graphic violence*). Include photos past and present, near and far. Ask students to present the pictures to a partner or group and ask them to share two or three words that describe each picture.
- Questions to prompt discussion: How does each picture make them feel? How are the images connected? What does each image represent?
- Ask the class to find photos/images that portray what their own peaceful community might look like, and share them with the class.
- Watch *Two Warriors Story*:
www.youtube.com/watch?time_continue=4&v=Y9fgcP6pOsl&feature=emb_logo
Video of storyteller and cultural presenter Jamie Oliverio. A short story about two warriors who fight but eventually set aside their differences (5–8).
- Questions: What brought the warriors together? How does “peace begin”? Why do stories bring us together? Why does sharing how we feel help us feel more connected to other people?
- After watching the video, students engage in a discussion about conflict through time and different places, and what “peace” looks like.
- (Possible Activity) Pre-walk: Explain to the class that they are going to take a walk (virtually or in-person) around the school community to talk with their classmates about peace. Walking and talking is a good way to get ideas flowing. Have students imagine what they would like to see walking around their school community. What are their favourite spots that makes them feel happy and safe? What could they create that would make others in their community to feel “peaceful”?

Part 2: Power of Words

- Introduce the idea of creating a written piece that represents the students’ ideas about peace through strategies such as discussion, journaling, etc. Students can write a poem, song, short story, play, or journal entry on the topic of Peace. Students can also draw/paint a picture or make a collage about peace.

Writing prompts:

- Write about a time you encouraged peace.
 - Who is a peace advocate you admire?
 - What are three actions you can take to be more peaceful?
 - Describe peace in five words. Why did you choose these words?
 - Write a poem, story, song or play about a world where all the people stopped fighting.
 - Describe five outcomes of a world where there was peace. What would it be like?
- Ideally, students will be able to connect their written creations to the visual art they create at the end of this project (e.g., Writing a poem on a peace dove, placing their journal entry inside of a peace dove).

View: *How to Take Your Ideas & Create Poetry* (Video):

www.youtube.com/watch?v=IhhJTb-n1yE&feature=youtu.be

In this video, local youth poet, Janine Brown, shares with students her process of writing poetry and how to start creating poetry yourself!

- In the video, Janine reads her poem “To Be Better.” Students can watch the video and discuss why art/poetry can help to express important ideas about “Peace”.
- *How to Write Poetry* (Activity): www.youtube.com/watch?v=cFL6iiq9wyg&feature=youtu.be
This video by Janine Brown outlines seven stylistic devices and questions to ask when writing poetry about peace.
- Have students finalize their creation that expresses their feelings about “peace.”

Part 3: Individual Action

- Discussion: Have the students reflect on the “What does peace look/feel/sound like?” What actions can they take themselves?
- Ask the students to think about what kinds of images are connected to the idea of “peace.” Explain that many people use doves as a symbol of peace. Why do they think a dove represents “peace”? What are other ideas or images that the child feel represent the idea of “peace”? What monuments or statues or wall murals have they seen that look “peaceful”?
- Activity: Explain that they are going to create images of peace that reflect what they think and feel about their classroom/school community. These images will eventually be displayed. Students should discuss what kind of visual presentation would help spread a message of peace.
- Students can use images/written pieces as their individual creation. As the educator, you can direct their discussion toward an image (such as a dove or a heart) or an image of their choice. Have students create their own individual artistic representation of peace.
- *Peace Dove Creation Video*: www.youtube.com/watch?v=CqWE5tp4Do0
Students can use this short video for how to create a peace dove using construction/origami paper.
- Encourage students to consider how they will present their creations to the rest of the school (hanging from a mobile, in a specific location, on a poster, in a short film, etc.).

Part 4: A Peaceful Community

- Discuss: Once the student has completed their peace image ask them to consider how they could combine their individual creation into something with a group. What ideas do they have about how to share a message of peace using their individual creations as a starting point.
- Have a discussion about how to present all of the individually created pieces of art into a unique group expression of peace. How can the individual creations “work together” to create something unique and express the collective thoughts and desires? (See appendix for ideas of wall art.)
- Have students finalize their creations. Students should discuss how best to make an impact or share something meaningful with the community. Give students time to complete their final product and then display them for the community to see as a “Neighbourhood Gallery” (if possible).
- Students may be given an opportunity to view the work they have created virtually.
- Have students reflect on their discussion (*or written pieces*) about peace from the previous class(es).
- Ask each student to discuss with a partner a visual way they could share the idea of “peace” with their community. What is a symbol or visual idea that is clearly connected to peace? Make a list of ideas as a class.
- Discussion: Ask students to think about how they can combine each individual creation into a group one that will be displayed in the school or surrounding community.
- Option: *How to Create a Stop Motion Film* (Video)—Presented by FreezeFrame.
www.youtube.com/watch?v=ualoLGrHw4I&feature=youtu.be
A short video on the process of using a camera and a free app for creating a short film. If class is interested, this video is available for creating a short film or stop motion creation as a part of their peace display.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Peace Dove Art Activity (Preparation)

Start with either a student's drawing of a peace dove, or a photocopy of a drawing, and fold into enough sections so that each student can have a piece (For 16 or 32, keep folding in half. For 18 or 24, fold in thirds, and then thirds or halves.) Turn the page over and number the sections. Cut out each section (some will be blank), and distribute to students.

Set out paints and brushes. The material choice is up to you: tempera paint on heavy paper, latex exterior house paint on primed wood, watercolour on heavy watercolour paper, acrylic paint on cardboard or cloth. Tip: cover tables and place a pail with dish soap nearby (for paintbrushes and table-washing). For beginners, you may choose to limit the colours to two, plus white.

Peace Dove Art Activity

Show examples of artwork (*available for online viewing*). Ask, what elements of the painting seem peaceful to you? *Peace Painting*, by Norval Morisseau—light pink and light blue pastel colours (*made by tinting a colour with white*) and circle shapes rather than sharp edges. *Dove of Peace* and *Guernica* by Pablo Picasso—Picasso fled the war in Spain, and was exiled to Paris. He named one of his daughters Paloma, the Spanish word for peace. His huge painting *La Guernica* (*approximately 3.5 metres by 8 metres*) is in black and white, has sharp angles (*like newspapers*) and shows the pain caused by war.

Students copy the simple lines from their small piece of paper onto a larger piece (*be sure the orientation of the large surface matches the small piece—portrait or landscape*).

Students consider their writing, and which colours, shapes, and marks will best represent their ideas. Cover a surface with interesting colours, shapes, and marks. Check that the lines (*#2 above*) are outlined with contrasting colour.

Allow paint to dry overnight. The following day, students use permanent markers, or paint and fine brushes (*in black or contrasting colours*) to write their text.

Assemble the finished pieces into the shape of a peace dove. This might be on a bulletin board, or a schoolyard fence. The result can be photographed to share online, or reproduced to send with messages of peace. Ask students with whom they would like to share their work (*senior's residences, government representatives, family... or?*).



Grade 8 Peace Literacy Rubric

Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
Social Studies— Knowledge and Understanding	Student skillfully and objectively synthesizes, organizes, and represents the important and significant vocabulary and information about Peace, making connections across historical, cultural, societal, environmental, and geographical contexts.	Student accurately synthesizes, organizes, and represents important vocabulary and information about Peace, making connections across historical, cultural, societal, environmental, and geographical contexts.	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize, and represent appropriate information about Peace, and/or make connections across historical, cultural, societal, environmental, and geographical contexts.	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize, and represent appropriate information about Peace, and/or make connections across historical, cultural, societal, environmental, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Research and Communication	Student generates clear thought-provoking questions, collects relevant and important information from various sources, and accurately & comprehensively communicates information and ideas about Peace in communities and resolving conflicts peacefully and fairly.	Student generates relevant questions, collects relevant information, accurately communicates information and ideas about Peace in communities and resolving conflicts peacefully and fairly.	Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about Peace in communities and resolving conflicts peacefully and fairly.	Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about Peace in communities and resolving conflicts peacefully and fairly.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Critical Thinking and Citizenship	Student thoughtfully responds to, generates and expresses critical analysis and opinions about Peace, differing world views, and the importance of finding ways to sustainably live together.	Student generates some opinions, recognizes and responds to critical analysis and opinions about Peace, differing world views, and the importance of finding ways to sustainably live together.	Student requires occasional teacher or peer support to generate opinions, recognize and respond to critical analysis and opinions about Peace, differing world views, and the importance of finding ways to sustainably live together.	Student requires considerable, ongoing teacher support to generate opinions, recognize and respond to critical analysis and opinions about Peace, differing world views, and the importance of finding ways to sustainably live together.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMP. Reading	Student uses strategies and cues before, during, and after reading to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.

Language Arts— COMP. Listening and Viewing	Student uses strategies and cues before, during, and after listening and viewing to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of Peace, across historical, cultural, societal, environmental, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMM. Writing	Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about Peace, across historical, cultural, societal, environmental, and geographical contexts, with very few convention errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and organize thinking, ideas , and information about Peace, across historical, cultural, societal, environmental, and geographical contexts, with some convention errors.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about Peace, across historical, cultural, societal, environmental, and geographical contexts, and correct convention errors.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas , and information about Peace, across historical, cultural, societal, environmental, and geographical contexts, and correct convention errors.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMM. Speaking and Representing	Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— Critical Thinking	Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about Peace, across historical, cultural, societal, environmental, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Arts Education— Visual Arts	Student demonstrates interest and curiosity while developing awareness of art from various times, places, social groups, and cultures to design, create and refine original Peace art and appreciate others' Peace art.	Student demonstrates interest while developing awareness of art from various times, places, social groups, and cultures to design, create and refine Peace art and appreciate others' Peace art.	Student requires occasional teacher or peer support to develop awareness of art from various times, places, social groups, and cultures to design, create and refine Peace art and appreciate others' Peace art.	Student requires considerable, ongoing teacher support to develop awareness of art from various times, places, social groups, and cultures to design, create and refine Peace art and appreciate others' Peace art.	Does not yet demonstrate the required understanding and application of concepts and skills.