



THE DIGITAL PILGRIMAGE

LESSON PLAN #3 – THEMATIC, INTERDISCIPLINARY MULTIMEDIA PROJECT



BIG IDEA:

To understand the personal and intergenerational impact of war and conflict on the lives of people in Canada - past and present.

To investigate the lives and experiences of Canadian soldiers and military personnel - past and present.



INQUIRY QUESTION:

How might we investigate, understand, and commemorate Canadian experiences with conflict?

What are the lasting effects of conflict for people in Canada?

What role do oral histories and testimonies have in research?

OVERALL DESCRIPTION:

In this project, students will explore *The Digital Pilgrimage* platform to research thematic units within it. Using this platform as a starting point, students will create a multimedia art, music, and literature presentation. This project is scaffolded to also teach students to work within a set amount of time, as well as incorporate primary and secondary sources in an overlapping manner through media.

GRADES: 9-12; secondary III-V (QC)

TIME NEEDED: 1-2 weeks



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COMPETENCIES:

Research/Inquiry process

Critical Thinking

Primary and secondary sources

[Big Six Historical Thinking Concepts](#)

Multimedia analysis and construction

Technology skills

MATERIALS:

1. [The Digital Pilgrimage](#)
2. [Multimedia task sheet and worksheets](#)
3. [Rubric](#)



ACTIVITIES/INSTRUCTIONS FOR TEACHERS:

1. Introduce *The Digital Pilgrimage* platform site and give an overview of the themes.
2. Allow the students some time to explore the testimonies across different themes.
3. Divide the students into groups that reflect the nine themes in *The Digital Pilgrimage*. You may want students to divide themselves into groups according to their interests as well.
 - Mourning
 - The Defenders
 - Truth and Knowledge
 - Spirit of Sacrifice
 - Hope
 - Charity
 - Honour
 - Justice
 - Peace





ACTIVITIES/INSTRUCTIONS FOR TEACHERS:

4. Allow students to brainstorm the themes and what they think these mean in the Canadian context in a Think/Pair/Share activity. This can include historic or present-day reflections on war and conflict and more broadly. As a group, students should decide on a thesis statement that exemplifies the theme for them. You may need to prompt them on the thesis statements by questioning the meaning of the themes. For example: What does it really mean to have justice? Can peace really exist? How do testimonies reflect or differ from the meaning you have identified? How does qualitative testimony differ from quantitative data?
5. Once students have brainstormed, allow them to dig deeper into each of the themes that are reflective of their group. They should try to find evidence, including the testimonies included in *The Digital Pilgrimage*, that support their reflections in the brainstorming activity, as well as evidence that may contradict their original definitions of the theme. They should consider how the themes and testimonies contribute to investigating, understanding, and commemorating Canadian experiences with conflict.
6. Allow students to share their findings with the class.
7. Introduce the concept of *The Digital Pilgrimage* as a multimedia platform and discuss how this has been accomplished through its design and content. Have students discuss what they would add to the platform or specifically to their theme that they feel needs to be added. This is also an opportunity for the students to analyse the testimonies and the themes included.
8. Introduce the [Interdisciplinary Multimedia Presentation](#) project that will be based on the theme of the group. Students may elaborate on the thesis they have developed. Stress that the presentation is process-heavy in terms of marks and reflects their thinking. Each portion of the process must be completed for the presentation to be successful. Instructions for students are included in the [Task Sheet](#) and can be modified by teachers to suit the needs of the class.