

## Before and After Viewing the Gallery MILITARISM AND CHILDREN

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### Before Viewing the Gallery: CONNECT-EXTEND-CHALLENGE

#### Purpose:

- To help students reflect on how their thinking has been extended by viewing this slide show;
- To remind students that ideas and thoughts are dynamic; and
- To take note of puzzles (questions) within this material that are worth further attention.

#### Steps:

1. **Before viewing the slide show**, invite the students to write down all the ways that they can think of that militarism is visible in their lives. Below are some examples that students may think of:

- War toys, comic books
- Video games
- Camo clothing
- Recruitment ads appealing to youth: "No Life Like It!"
- Recruitment, particularly in the US, of poor youth
- US military support for the making of Hollywood movies extolling the military by providing equipment and tech assistance
- Sale of used military vehicles to police forces in large cities normalizes their appearance in daily life
- Promotion of the military at sports events and parades in the US and Canada
- Promotion of the military in citizenship documents
- Government signage: Veterans' Highway; Highway of Heroes

Then direct them to watch the slide show and think about how its information connects with what they knew, extends their knowledge further and provides them with new challenges and puzzles to think about.

2. *Connect.* **After viewing the slideshow**, ask students, "How are the ideas and information in the slide show about militarism and children connected to what you already knew?" Provide time for them to write their ideas down.
3. *Extend.* Ask, "What did you learn from the slideshow?" Ask them to write their ideas down.
4. *Challenge.* Ask, "What challenges or puzzles have come up in your mind about this topic now that you've been presented with these new ideas and information? Write these questions or issues down."

5. *Share the thinking.* Direct students to share their ideas with partners or in small groups, devoting time to each of the three parts: Connect, Extend, Challenge. When sharing, it is important that students give reasons.

**Source:** The Connect-Extend-Challenge protocol is found in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners.* San Francisco: Jossey-Bass.

## **After Viewing the Gallery: MILITARISM AND CHILDREN**

### **Questions for Thought and Discussion:**

1. Is there such a thing as an ethical war?
2. Should we just accept military authority as youth were expected to do in the past?
3. Is dependence on war technology a good strategy for peace?
4. Is a military approach the only solution to the world's problems?
5. What about the impact of war on soldiers?
6. How can young people be a voice for peace?

**PAPER TALK: What comes to mind when you think about these questions? What connections can you make to others' responses? What questions arise as you think about these ideas and the thoughts of others?**

Purpose:

- Learners engage with ideas, questions and problems by silently responding in writing to the prompt and the responses of their peers.
- The silent writing provides time to think, consider other points of view and make comments.
- This activity is very collaborative and open-ended.
- The opportunity to respond anonymously is freeing.

Steps:

1. Write each of the questions on a separate sheet of chart paper. Place each paper on a table with markers. (Or give a marker to each student.) Create small groups which will move together from paper to paper through this activity.

2. For questions 1 – 4, create a line with YES at one end and NO at the other. Direct students to place their initials on the line to indicate their agreement or disagreement.
3. *Present the Paper Talk prompt.* Ask students to think about their responses to the question, talk about the particular reason within their group and write their ideas and around each question. Also encourage them to respond to the others' comments with thoughts and questions. Their comments can be written in 360 degrees around the paper so that many can write at the same time. Those who wish can sign their first names so that students can meet up with one another for further discussion.
4. *Circulate.* Provide time for the small groups to move from paper to paper. Give each group 5 - 10 minutes per question, and then 5 minutes to return to the page where they began this activity to see the responses to their comments and questions. As groups move from paper to paper, they will silently read what has been written there, discuss and add their comments and questions.
5. *Facilitate.* Prompt groups to connect ideas, elaborate on others' ideas and pose questions. Participate yourself to model how to comment and add new thoughts. Watch the clock and announce when it is time for groups to move on.
6. *Share the thinking.*
  - a. Direct students to return to their starting point to read what others have written on their page.
  - b. If there is time, direct them to view other papers.
  - c. Ask:
    - i. "What common responses and reactions have emerged?"
    - ii. "What ideas or questions have surprised you?"
    - iii. "How did your thinking develop during this activity?"
7. Save the pieces of chart paper. At the end of War and Children, post them on the walls with new pieces of chart paper below each one. Direct the students to repeat the exercise by beginning with one of the first pieces of chart paper and writing on the new one below what they think now that they have completed viewing all six galleries.

**Source:** This activity is called a Chalk Talk in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*. San Francisco: Jossey-Bass.

## Alternate:

### Before & After Viewing the Gallery MILITARISM AND CHILDREN

**3 -2 -1 BRIDGE: Think about a key topic before studying it. Describe your impression and thoughts with 3 words, 2 questions and 1 metaphor, simile or analogy. Study the topic and then repeat this exercise to capture your new response. Finally, explain the bridge; how did your initial response morph into your new response after you learned more?**

#### Purpose:

- This activity helps students link their prior knowledge, questions and feeling about a topic with the new ideas that arise after viewing the slide show progresses.
- The use of the bridge is a metacognitive task. Students are asked to identify and name what has led to their new understandings.
- Repetition of this activity after periods of instruction reveals how well the students are integrating new information into their thinking.

#### Steps:

1. *Ask for 3 words.* "What immediately comes to mind when you think of the topic of militarism in children's lives? Do this quickly."  
*Students will record their initial responses* in a way that these will not be lost. They may use their notebooks or you may choose to collect their responses and save them for later
2. *Ask for 2 questions.* "What 2 questions quickly come to mind when you think about this topic?"
3. *Ask for a simile or metaphor.* "Complete the statement *Militarism in children's lives is like..... or is .....* Remind them that this is simply a matter of making connections by comparing something to something else.
  - a. A simile uses the words "like" or "as": "When he gets up in the morning, he is like an angry bear."
  - b. A metaphor does not use "like" or "as" but states that something IS something else: "When she gets up in the morning, she is an angry bear."
  - c. NOTE: Younger students may find it easier to create an analogy. Ask, "What can you compare this to?" "What is this like?"
4. *View the slide show.*
5. *Repeat the 3 – 2 – 1 activity.* Now students will choose words, questions and a metaphor or simile that reflects their current thinking on the topic after they have had the instruction.
6. *Share the thinking.* Students will have in hand their initial response and this second response. Emphasize that first responses are neither right nor

wrong, simply a starting point. In pairs, ask them to discuss how they see their thinking has been changed by the new knowledge gained in the instruction. Then as a group, capture the major changes in thinking about this topic.

7. *If you have time, explore the metaphors and similes and bridges.* Identify some of the most effective metaphors /similes and bridges from the first response and the second response. Present them on charts or slides so that they can be read side-by-side. Discuss the evolution of thinking that is revealed by this comparison.

**Source:** The 3-2-1 Bridge protocol is found in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*. San Francisco: Jossey-Bass