

The Character of our Canadian Military History Program

# Scavenger Hunt in the Museum

- All Conflicts -

## Learning Objectives:

- ✚ Describe at least two local military personalities and the characteristics they embodied during their service.
- ✚ Give examples of artifacts on display in the museum and describe their purpose and their use.
- ✚ Demonstrate the traits: communication; cooperation; courage; resilience; responsibility; thoughtfulness.

## Character Traits Explored:

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

**VALOUR  
CANADA**

**CONNECTING  
CANADIANS  
TO THEIR MILITARY  
HERITAGE**

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## Scavenger Hunt (in the Museum)

**Overview:** This activity provides each group with a list that tells the story of 8 local military persons. Participants must search the museum to find these individuals (fill-in-the-blanks) and items (take a no-flash photo). The 3 primary goals of this activity are: to give the participants time to experience the museum, to familiarize them with some local military personalities, and to introduce them to the six character traits explored in the CCMH Program.

### History Learning Objectives

- ✚ Describe at least two local military personalities and the characteristics they embodied during their service.
- ✚ Give examples of artifacts on display in the museum and describe their purpose and their use.
- ✚ Demonstrate the traits: communication; cooperation; courage; resilience; responsibility; thoughtfulness.

### Character Trait Development:

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

**Total Time:** 45-65 minutes

**Age:** 10 +

**Group Size:** 4-6 persons

**Space:** entire museum

### Materials (per group):

Part A- PowerPoint: “[Scavenger Hunt](#)”

- laptop with internet and projector

Part B- “[Scavenger Hunt - Handout](#)” (2 copies per group)

- Pencils/pens

- Personal phones

**Note:** 2 copies for each group so that they can cut/tear one of them and split up their group if they wish and then compile their answer on the uncut/torn copy. The participants may or may not need direction on this.



### Key Vocabulary

**Not Applicable**, however, ensure that the participants have an idea of museum layout (e.g. TMM in Calgary has 9 different galleries. Only the Founder’s Gallery does not have a person represented in the scavenger hunt).

### Preparation (for the presentation and activity):

- For part A- POWERPOINT:  
Setup laptop and projector and ready for presenting the slideshow “[Scavenger Hunt](#)”.
- For part B- ACTIVITY:  
Print 2 copies of “[Scavenger Hunt - Handout](#)” for each group and have ready for distribution. One of the copies should be cut into squares so that the participants can divide up the items and split up once they are exploring the museum.

### **Directions for Presenting the Module**

#### **A- PowerPoint Instructions:**

**(5 min)**

Setup the projector and the laptop. Then present the PowerPoint “[Scavenger Hunt](#)” and follow the speaking notes as necessary.

#### **B- Activity Instructions:**

**(40-55 min)**

The students will explore the museum and complete the Scavenger Hunt.

#### **C- Scoring:** (The solution is on page 4, below)

Whichever group has the highest score wins this activity. Note: the facilitator will need time to assess the responses. A good time to do this is during artifact handling, a guest speaker’s talk, or lunch.

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#### **Options for increasing/decreasing difficulty:**

1. To decrease difficulty, the participants can be advised to split up the task, they can be advised to only complete one of the 8 individuals required by the Scavenger Hunt, or they can be given hints about where the answers can be found.
  2. To increase difficulty, each participant can be asked to complete their own handout (8 of 8 fill-in-blank), then their group gets an average score (requires printing more handouts). Another option would be to decrease scores if spelling mistakes are made.
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**There is not a formal debrief for this activity.**

- END of Lesson Guide -  
(Solution on next page)

**Solution:**

YOUR GROUP'S NAME: \_\_\_\_\_

**Valour Canada/TMM Scavenger Hunt:**

Directions: 1. Find the person/thing and fill in the blanks. 2. For the last sentence of each section, choose 1 of the following 6 character traits: **Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness**, and in your opinion describe how each person best exemplifies that trait. Try to use each trait at least once. **Note:** each section is worth 5 points. **HINT:** Most have a Calgary connection.

**Calgary Highlanders Gallery**

Hint: The display is a wall inset below a very large "VC"  
Name: Arthur Knight  
He was awarded a Victoria Cross for his actions on Sept. 2, 1918 at Cagnicourt (DQ Line) where he captured (#) 20 POWs. His behaviour best reflects the characteristic of \_\_\_\_\_ because he \_\_\_\_\_.

**Lord Strathcona's Horse Gallery**

Hint: At the miniature/model scene of a battle  
Name: Gordon Flowerdew  
He commanded "C" Squadron and his Victoria Cross was awarded for his actions on 30 Mar. 1918 at Moreuil Wood during the German Spring offensive. His behaviour best reflects the characteristic of \_\_\_\_\_ because he \_\_\_\_\_.

**King's Own Calgary Regiment (KOCR) Gallery**

Hint: Beside a block wall protecting a machine gun  
Name: John Pattison  
Unit: (number) 50th or 137th Battalion  
Reason for enlisting: to protect his son (Henry)  
He lived in (city) Calgary and was awarded a Victoria Cross for his actions at Vimy Ridge. His behaviour best reflects the characteristic of \_\_\_\_\_ because he \_\_\_\_\_.

**Princess Patricia's Canadian Light Infantry (PPCLI) Gallery**

Hint: "VC" winner above the Vickers Machine Gun  
Name: George Mullin  
He was from (city, state) Portland, OR and was awarded a Victoria Cross for his actions at Passchendaele. He finished his career as the Sergeant-at-Arms in the Saskatchewan Legislature. His behaviour best reflects the characteristic of \_\_\_\_\_ because he \_\_\_\_\_.

**Army Museum of Alberta Gallery**

Hint: In the ladies' Section  
Name: Kay McCallum  
Unit: C.W.A.C. (Canadian Women's Army Corps)  
Unit Motto: "Proudly they Serve"  
# of Albertans who served: 1914. The first recruit from Calgary could first purchase a uniform in (year) 1941. Her behaviour best reflects the characteristic of \_\_\_\_\_ because SHE \_\_\_\_\_.

**Air Force Museum Gallery**

Hint: Below "Prisoners of War" and "The long march"  
Name: Henry Birkland  
While flying a Spitfire Mk. VB, he was shot down in Nov.(year) 1941 and taken as a POW by the Germans. He was involved in the Great Escape through the "Harry" tunnel, but after being recaptured, was 1 of (#) 6 Canadians shot as punishment. His behaviour best reflects the characteristic of \_\_\_\_\_ because he \_\_\_\_\_.  
\_\_\_\_\_. Another Canadian, Wally Floody, was the lead tunnel engineer.

**SPECIAL FINDS/TASKS:**

Take a photo (\*\*no flash\*\*) of the following items and show Aaron at lunch to claim the points.

- 3 Propaganda posters (anywhere) (2 points)
- Ejection Seat with you in it (Cold War Gallery) (2 points)
- Mural of Honour (???) (2 points)

**BONUS: Naval Gallery**

(5 points)

Find the map in the Naval Gallery with an upside-down "142" in the top left corner. Then answer the following:

Map Title: Strait of Gibraltar

Scale: 1 : 100 000

Which way is North on the map? Up; top of map

How do you know? Compass rose; 352/353°

Marine chronometers are set to which time?

Greenwich Mean Time