

A Catholic Perspective to
The CBC Video Series
‘CANADA: A PEOPLE’S
HISTORY’

Series I: Episodes 1-9

Series II: Episodes 10A - 12A

Grades 6-8

By Luisa Busato and Les Miller

Revised to Include Series II Episodes
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Developed for use with or without the Teacher’s Guide to the
CBC Video Series: Canada: A People’s History

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A Catholic Perspective to the *CBC Video Series* 'CANADA: A PEOPLE'S HISTORY'

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Social Studies/History Ontario Curriculum Expectations in CBC Video Series: 'Canada: A People's History'

The content of Episodes 1 through 9 in the *CBC Video Series: Canada: A People's History*, when taught with the Teacher's Guide and this Catholic Perspective, meets most overall and specific expectations from Ontario's Social Studies/History curriculum, grades 6 to 8 from the strands indicated in the following chart.

Note that expectations that deal with present day events and people may be met through teacher-directed lessons and student activities. Some expectations from Developing Inquiry/Research and Communication Skills may also be met through student projects and presentations. Topics of curriculum expectations that are not included in the video series are indicated in the chart.

Episode	Grade	Strand/Topic	Major Video topic
1A	6	Aboriginal Peoples and the Early Explorers	Aboriginal Peoples' beginnings and lives -their encounters with Europeans
1B	6	Aboriginal Peoples and the Early Explorers	Explorers in North America
2A (Beginning)	6	Aboriginal Peoples and the Early Explorers	More Explorers in North America
2A (End)	7	New France	Champlain and early French settlement, Etienne Brule, relationships with different Aboriginal tribes, e.g., Huronia, Iroquois
2B	7	New France	Early French settlers and effects on Aboriginals, e.g., 'Black Robes', Women's lives in New France
3	7	New France	The expulsion of Acadians and its effects
4A	7	New France	Seven Years War & Plains of Abraham
4B	7	New France	Plains of Abraham and Quebec Act
5A	7	British North America	War of Independence and its effects
5B	7	British North America	War of 1812
6A	7	New France	Rivalry between the English and the French, e.g., Hudson's Bay Company versus the North West Company
6B	7	New France	Rivalry between the English and the French, e.g., Hudson's Bay

			Company versus the North West Company (continued)
6B	8	The Development of Western Canada	The Gold Rush and its effects on the development of Western Canada
7A	7	Conflict & Change	Rebellion of 1837 in Upper and Lower Canada
7B	7	Conflict & Change	Rebellion of 1837 in Upper and Lower Canada continued
8A	8	Confederation	Role of key individuals, factors and events leading to Confederation
8A	7	British North America	The Underground Railroad
8B	8	Confederation	Role of key individuals and events leading to Confederation
9	8	The Development of Western Canada	Factors and events leading to settlement in Red River and the rebellion led by Louis Riel -the Canadian railway from sea to sea (scandal) (Note: Does not deal with expectations dealing with the North West Mounted Police nor the North West Rebellion)
10A	8	The Development of Western Canada	-Factors leading to the rebellion led by Riel; -betraying the Aboriginals -hardships of new settlers in the west
10B	8	The Development of Western Canada	-The Northwest Rebellion -Louis Riel's trial & execution -CP Railway completed
11A	8	Canada: A Changing Society	-Gold Rush -new rush of immigrants to the west -new inventions, growth of cities, industrial revolution, new provinces on Canada's map -Laurier & Bourassa
11B	8	Canada: A Changing Society	-women's suffrage for the vote -East Asians immigrating to British Columbia -end of Laurier's term in office -beginning of World War I
12A	8	Canada: A Changing Society	-Canada's participation in WWI
12B (first 20 mins.)	8	Canada: A Changing Society	-impact of the war on veterans, families, Canada as whole, specific groups

Note: 10A to 12B are part of Series 2 of the CBC Video Series

Introduction

This 'Catholic Perspective', written through the Catholic Curriculum Cooperative, is a support document for the teacher's guide to the *CBC Video Series 'Canada: A People's History'* Series I, Episodes 1 to 9. It integrates the students' learning of Canadian history with gospel values found in Jesus' teachings. Each lesson focuses on one aspect of the video, either through the historical people that are involved or through a specific or general event. The lessons are divided into 4 components: **Orientation, Before Viewing, During Viewing,** and **After Viewing.**

The **Orientation** of each lesson usually connects one or more historical events from each video with at least one scriptural passage. This introduction to the lesson sets the stage for the analysis of history through our gospel values.

The activities offered to students in **Before Viewing** usually help the students connect prior knowledge of Jesus' works and sometimes their own stories with the concepts and events portrayed in the video.

To keep the students engaged **During Viewing**, a focus question or activity is available to encourage the students to think about the gospel values embedded in the events and decisions made by historical people in each video.

The first activity in **After Viewing** always addresses the During Viewing focus immediately after viewing the video. Another activity usually follows which helps the students reflect on what they viewed in relation to their own lives and our world.

The Ontario Catholic Graduate School Expectations and **Gospel Values** that each lesson deals with are also listed. These delineate what the students are learning through the analysis of people and events in Canada's history so that the students may learn to better apply gospel values to their own lives thereby bringing the Reign of God here on earth.

Ontario Catholic School Graduate Expectations

The gospel values incorporated in the Ontario Catholic School Graduate Expectations were integral criteria for the activities used in this Catholic Perspective to the CBC video series, 'Canada: A People's History'. The Ontario Catholic School Graduate Expectations were written by the Institute of Catholic Education (ICE) to provide a curriculum framework of gospel values that define what all students who have graduated from the Catholic school system should know, do, apply, and value. To achieve these goals, students need to learn to live these faith expectations throughout their elementary and secondary schooling in relation to self, others, the environment and God as Jesus taught us.

- 1) **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- 2) **An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- 3) **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- 4) **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- 5) **A collaborative contributor** who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good.
- 6) **A caring family member** who attends to family, school, parish, and the wider community.
- 7) **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Teaching/Learning Strategies

Concept Map – uses ideas or concepts webbed from a main topic, often with brainstorming activities. The main topic is placed in a centre bubble from which lines are used to web out to further bubbles of secondary ideas associated with the main topic. Further subtopics may then web out from the secondary ideas.

Guided Meditation – a leader guides a reflection to assist participants in meditating on a topic. Questions and reflective statements may be used to guide the meditation.

Jigsaw – The whole group is divided into expert groups which are assigned letters A, B, C, etc. Each group has the same number of members. These expert groups study a subtopic or a portion of a topic/article. While in these expert groups, each member of each group is assigned a number 1, 2, 3, etc. All members with the same number then meet, e.g., all number 1's meet, all number 2's, etc. Finally each person shares what was learned in the expert group with participants of this second group.

Pros & Cons – students use a T- chart or a 2-column chart to evaluate the advantages and disadvantages of an action/issue/decision, etc.

Reflection Journal – students record their thoughts, feelings, and/or understandings of an assigned topic usually after having had an opportunity to discuss or work with a topic of study. Sometimes, questions are used to guide the reflection journal writing.

Think, Pair, Square, Share – In this activity, the students build on each others' ideas. First each individual student thinks individually on a topic. Secondly, the individual ideas are shared with a partner. Thirdly, the ideas are shared in a group of 4. Finally, the small groups share their thoughts with the whole group.

Venn Diagram – a diagram of 2 circles overlapping in the centre is used to compare and contrast issues/people/objects, etc.

Episode 1A: When the World Began...

Ontario Catholic School Graduate Expectation

1. **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

Gospel Values

Relationship with Self
Uniqueness

Orientation: Vision Quests

In many Aboriginal tribes, young adolescents went on vision quests (1A 23:27-27:26) to find their identity within the power of nature, more specifically to find an animal's spirit to guide them in their lives. Jesus also felt the need to reflect when He went out into the wilderness for forty days and forty nights. (Matthew 4:1-11). In our Catholic communities, we sometimes use retreats as a time for us to reflect on our individual identities, who we are and where we are going.

Before Viewing

Read Matthew 4:1-11. Explain that the event of this gospel passage took place before Jesus started His public ministry of preaching and healing. Have students discuss in small groups why Jesus would feel it was necessary to go out into the wilderness. With the whole class, share and discuss the results of the small group activity. Conclude by reading the 'Orientation'.

During Viewing

Distribute Black Line Master 1A-1 (BLM 1A-1).
Have students use BLM 1A-1 to think about and record responses to the following questions during the viewing of the video clip (1A 23:27-27:26):
What does the adolescent have to do on the vision quest?
How would you feel if you were on this vision quest? Explain why?

After Viewing

With the whole class, share responses.
Using BLM 1A-2, lead a guided meditation with the class.
After the meditation, have the class describe the experience.
Discuss why people meditate and/or go on retreats.

Resources:

Lord, Is It Mine? by Supertramp, CD Title: 'Breakfast in America'
Fr. Hervé Sauvé *Two Paths, One Journey* Catholic Missions in Canada,
available at www.missioncanada.ca/missioncanada/two_paths_one_journey.html

1A: When the World Began...

What does the adolescent have to do on the vision quest?	How would you feel if you were on this vision quest? Explain why?

Guided Meditation

Script ... Adapted from Whole Persons Associate (www.wholeperson.com)

Make yourself as comfortable as possible. Close your eyes and become aware of which parts of your body are feeling tense and which parts are relaxed.

Now take a few deep breaths, taking the air in through your nose, holding it momentarily . . . and then slowly exhaling through your nose . . . And with each exhale, you will find yourself relaxing more and more deeply, more and more completely.

Take the air in and let the air out. Allowing yourself to relax . . . relax . . . relax.

In a few moments, I am going to describe a very vivid scene in which you will picture yourself walking along a beach. I want you to imagine this scene as though you are there experiencing not only the sights, but the sounds, smells, tastes, and touches.

It is a bright summer day. It is late in the day. You decide to go for a walk along the beach. The sun is radiating warmth and comfort as it shines boldly. The sky is crystal clear without a cloud in sight. The grains of sand beneath your feet shine from the sunlight and warm the soles of your feet. The sound of the waves beating against the shore echoes in the air.

You feel the warm, light breeze brush against your face as you walk onward. Far off in the distance, you can hear the cries of sea gulls . . . You watch them glide through the sky, swoop down into the sea, and then fly off once again.

As you walk further along the shore, you decide to rest. You sit down on a mound of pure white sand and gaze out at the sea, staring intently at the rhythmic, methodical motion of the waves rolling into shore.

Each wave breaks against the coast . . . rises slowly upward along the beach, leaving an aura of white foam, and then slowly retreats back out to sea, only to be replaced by another wave that crashes against the shore . . . works its way up the beach . . . then slowly retreats back out to sea.

With each motion of the wave as it glides in and as it glides out, you find yourself feeling more and more relaxed, more and more calm . . . more and more serene.

The waves are gliding in . . . and the waves are gliding out . . . You feel more and more calm . . . Continue to watch the waves glide in . . . and out.

Now, as you stare off into the distance, you see that the sun is beginning to sink into the horizon. The sun is sinking down and you feel more and more relaxed as you see its movement going down . . . down . . . down.

The sky is turning brilliant colors of red . . . orange . . . yellow . . . green . . . blue . . . and purple . . . As the sun sets, sinking down . . . down . . . down . . . into the horizon, you feel very relaxed and soothed. You watch the sun as it sinks down . . . down . . . down.

The beating of the waves, the smell and taste of the sea, the salt, the cries of the gulls, the warmth against your body---all these sights, sounds, and smells leave you feeling very soothed, very calm, very serene.

Relax . . . relax . . . relax.

Pause

In a few moments your eyes will open and you will feel completely refreshed and totally relaxed.

CCC – A Catholic Perspective to the CBC Video Series: Canada: A People's History

Episode 1B: When the World Began...

Ontario Catholic School Graduate Expectation

7. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Respect for Diversity
Equity
Non-violence
Dignity

Orientation: Do Unto Others...

'The first shall be last, and the last shall be first.' Mark 10:31 Jesus loved and respected everyone. He taught us not to feel superior to others. The video portrays the challenge of living this gospel value, particularly in the encounter between Cartier and Donnacona.

Before Viewing

Introduce the topic of prejudice by recounting an experience of prejudice (e.g., from a storybook, a newspaper article, a movie, a personal experience based on gender, race, age, or religion, etc.). Invite students to share some of their experiences or stories they have heard. Ask the students what they think Jesus would do in Cartier's place. Discuss.

During Viewing

Have students complete the left column of BLM 1B-1 while viewing Episode 1B 9:38-27:34.

After Viewing

Have students complete the right column of BLM 1B-1 individually after viewing the video.
Distribute another copy of BLM 1B-1 to each group of 3.
In these groups, the students choose 1 event from each of their BLMs 1B-1 to discuss how Jesus would respond to the same situations. Have the students record the results on the right column of the group BLM 1B-1. Selected groups share their responses with the whole class. Discuss how this activity could extend into their own lives.

Do Unto Others...

On the left column, choose 3 important events from the Episode 1B that show how the relationship between Cartier and Donnacona broke down. On the right column, describe what Jesus would have done in the same situations.

Conflicts between Cartier & Donnacona	Jesus' Response
1.	
2.	
3.	

Episode 2A: Adventurers & Mystics

Ontario Catholic School Graduate Expectation

- 5. A collaborative contributor** who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good.

Gospel Values

Trust
Respect
Tolerance
Mutual Understanding

Orientation: Interdependence

Although the disciples depended on Jesus for leadership, Jesus showed them that He was also dependent on them when He washed their feet (John 13:1-20). Jesus told the disciples that He was depending on them to continue His work of service. Furthermore, He was dependent on the disciples to continue His mission after Pentecost. This model of interdependence is reflected in the developing relationship between the Aborigines and the first French settlers led by Champlain.

Before Viewing

Distribute BLM 2A-1.

Have students complete the activity individually and then have a whole class discussion on some of their responses to the case study. Make sure the students understand the notion of interdependence and the related gospel value of trust.

During Viewing

While viewing Episode 2A, have the students note at least one or two reasons for interdependence both from the views of the Aborigines and of the French settlers.

After Viewing

Discuss why the Aborigines and the French settlers were interdependent. What values may have developed from this interdependence? (e.g., trust, respect, tolerance, understanding)

Distribute BLM 2A-2 Prayer of St. Teresa of Avila.

Have students read the prayer and reflect on how it shows that Jesus is dependent upon us to continue His work. Explain how we are dependent upon Jesus when we do His work.

Interdependence

Case Study

Jody has been assigned a history project to do with a group of 3 other students. Each member of the group has a job to complete, and it is due in 2 weeks. At first Jody is not sure if everyone will do his/her job, but Jody is determined to complete the task well. The day arrives when each member brings in their share of the project work to assemble the written and visual parts onto one display board. Jody notices that each member of the team has worked hard on the project and has completed their fair share.

Questions:

- 1) How do you think Jody felt about the team members when the group project was assigned?

- 2) How do you think Jody felt about the team members at the end of the project?

- 3) How was Jody dependent on the other team members, and how were the team members dependent on Jody?

- 4) If a future project is assigned to this same group, will Jody trust the other team members to complete the task well?

Prayer of St. Teresa of Avila

Christ has no body now on earth but yours
no hands but yours
no feet but yours.
Yours are the eyes through which He is to look out.

Yours are the feet
with which He is to go about doing good;
yours are the hands
with which He is to bless now.

Reflection:

How does this prayer demonstrate the interdependence between Jesus Christ and you as one of His disciples?

Episode 2B: Adventurers & Mystics

Ontario Catholic School Graduate Expectation

- 3. A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Gospel Values

Compassion
Empathy
Forgiveness

Orientation: What is sin?

According to the Catechism of the Catholic Church, sin involves

- knowledge that the act is sinful
- intent to harm
- the harmful act. (CCC Section 1857, Libreria Editrice Vaticana, Vatican City, 1994)

The Jesuits have been accused of sinful action. As we consider the video and related activities, we should ask ourselves if these actions were really sinful.

Before Viewing

Discuss 'What is sin?' (knowledge that the act is sinful, intending to harm, and harming a relationship with God, others, and self)

Give the following example and have students decide when a sin is being committed:

-An eight-year-old boy runs into the street and a lady on a bike crashes into him. The boy is unhurt but the lady is injured. The boy runs away in fear. A few days later, the lady's husband comes to the door and asks the boy if he was the one who broke his wife's leg. The boy pauses for a few seconds and denies causing the accident. After repeated questioning, the boy finally admits being the person who caused the accident. (The sin occurs when the boy intentionally lies not during the unintentional accident.)

During Viewing

Have students consider: Were the missionaries sinful toward the Hurons?

After Viewing

Discuss if the missionaries were sinful toward the Hurons. What was their intent?

If not, on BLM 2B-1, have students write a journal entry from the viewpoint of a Jesuit missionary who has been accused of being part of the destruction of Huronia. Include in this response:

- the intent of the Jesuits who created Ste. Marie among the Hurons
- his feelings about the events
- recommendations for future missionary activity

Resources

Sainte-Marie among the Hurons www.saintemarieamongthehurons.on.ca/english/

A Missionary's Journal

Write a journal entry from the viewpoint of a surviving Jesuit missionary who has been accused of being part of the destruction of Huronia. Include in this response:

- the intent of the Jesuits
- his feelings about the events
- recommendations for future missionary activity (Catechism of the Catholic Church, Section 1857, Libreria Editrice Vaticana, Vatican City, 1994)

Episode 3: Claiming the Wilderness

Catholic Graduate Expectation

- 7. A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Peace
Anti-war
Non-violence
Courage

Orientation: Peace

Despite his illness, the Huron chief, Kondiaronk was determined to be present at the talks for 'The Great Peace'. There are different forms of peace, all worth striving for.

John 14:27 "Peace is what I leave with you. It is my own peace that I give you. I do not live it as the world does. Do not be worried and upset; do not be afraid."

Before Viewing

Read the Orientation to the class.

Brainstorm the different forms of peace (e.g., socio-political, physical, intellectual, emotional, spiritual). Discuss the differences among the different forms.

During Viewing

Guiding Question: How does Kondiaronk exhibit the qualities of a peacemaker?

After Viewing

Read the prayers on BLM 3-1. Have students use these passages to complete the concept map on the supporting values of a peacemaker BLM 3-2.

Prayer Reflection

Each student writes a prayer for peace based upon a conflict either personal, communal, or global that needs resolving.

Peace Prayers

Prayer of St. Francis

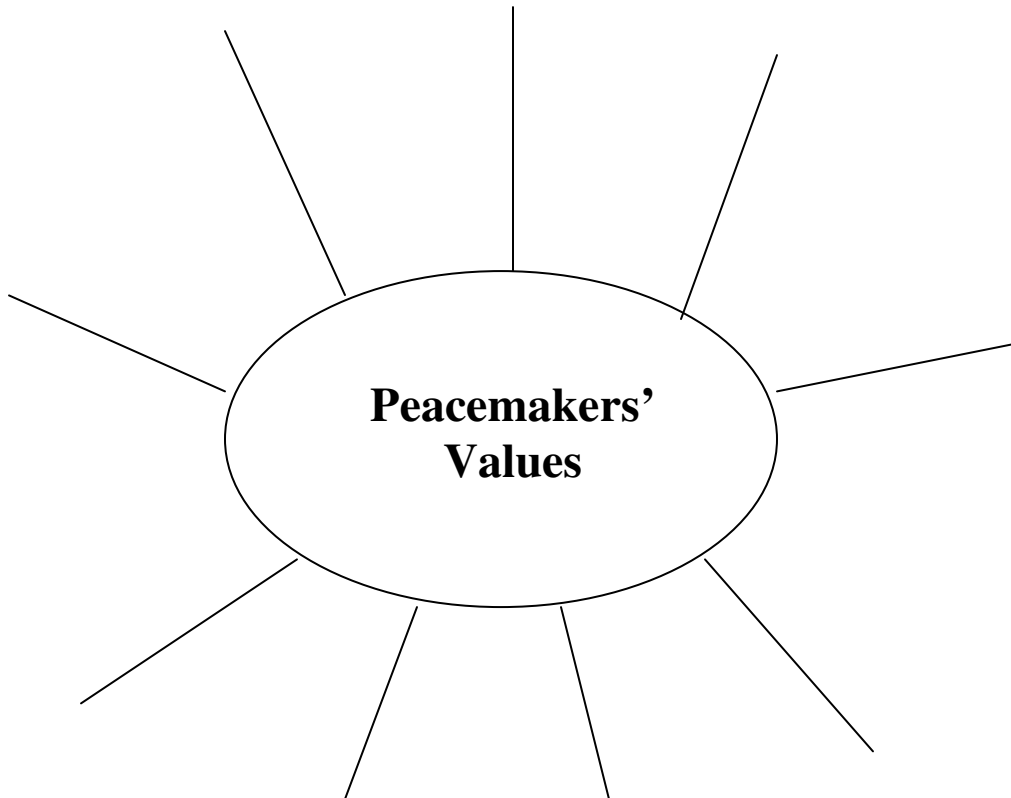
Lord, make me an instrument of your peace.
Where there is hatred . . . let me sow love
Where there is injury . . . pardon
Where there is doubt . . . faith
Where there is despair . . . hope
Where there is darkness . . . light
where there is sadness . . . joy
O Divine Master,
grant that I may not so much seek
To be consoled . . . as to console
To be understood . . . as to understand,
To be loved . . . as to love
For it is in giving . . . that we receive,
It is in pardoning, that we are pardoned,
It is in dying . . . that we are born to eternal life

Christian Prayer for Peace

Blessed are the PEACEMAKERS,
for they shall be known as the Children of God.
But I say to you that hear, love your enemies.
Do good to those who hate you.
Bless those who curse you.
Pray for those who abuse you.
To those that strike you on the cheek, offer the other one also,
and from those who take away your cloak,
do not withhold your coat as well.
Give to everyone who begs from you,
and of those who take away your goods,
do not ask for them again.
And as you wish that others would do to you, do so to them.
-compiled from various Gospels

Concept Map of Peacemakers' Values

Read the prayers on BLM 3-1. Brainstorm the values and qualities of a peacemaker on the concept map below.



Episode 4A: Battle for a Continent

Ontario Catholic School Graduate Expectation

- 4. A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.

Gospel Values

Service
Compassion
Respect
Wisdom

Orientation: Qualities of a Christian Leader

What are the qualities of a good leader who exhibits gospel values? Jesus, the leader, exemplifies the skills needed for Christian leadership: vision, compassion, courage, inspiration, communication, adaptability, trust, honesty, service, integrity, humility, etc. These qualities epitomize Christian leadership. The Christian leadership qualities of Marie-Anne de Drucour, Montcalm, and Wolfe are described in this episode.

Before Viewing

On a concept web BLM 4A-1, brainstorm with the whole class the qualities of a good leader who exhibits gospel values.

Have students use BLM 4A-2 to record Jesus' Christian leadership qualities. Discuss why 'negative leadership qualities' is shaded in for Jesus on the chart. (Jesus does not have any negative leadership qualities.)

During Viewing

Students use the chart BLM 4A-2 to record positive and negative leadership qualities of Marie-Anne de Drucour (the governor of Louisbourg's wife), Montcalm, and Wolfe from a Christian perspective.

After Viewing

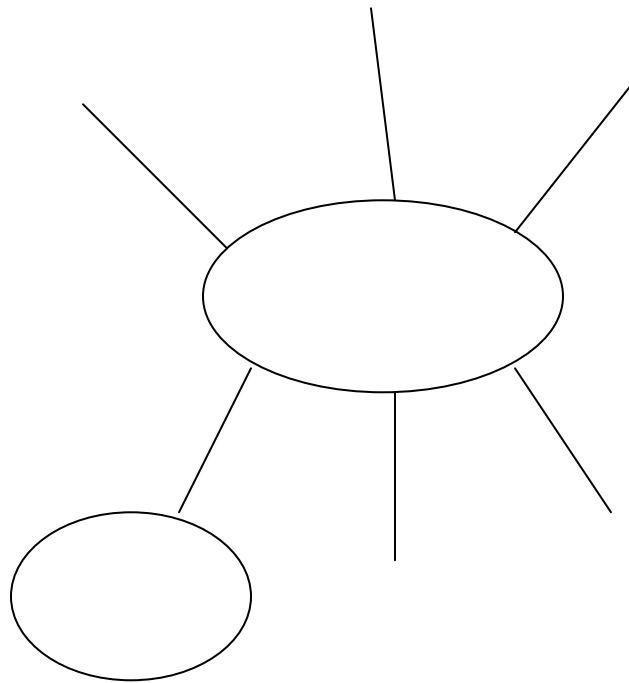
In small groups, students compare their results in small groups and discuss how the characters' leadership qualities influenced the people they led.

Reflection Journal:

1. When you are participating in a small group discussion or completing a small group task, what Christian leadership qualities should you strive for? Explain.
2. Do you need to be put in charge to be a leader? Explain.

Concept Map

Use the concept map below to brainstorm and record the qualities of a good leader who exhibits gospel values.



Christian Leadership Qualities

	Jesus Christ	Marie-Anne de Drucour	Montcalm	Wolfe
Positive Christian Leadership Qualities				
Negative Leadership Qualities	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 100%; height: 100%; border: 1px solid black; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background: linear-gradient(to top right, transparent 49%, black 49%, black 51%, transparent 51%); background-size: 4px 4px;"></div> </div> </div>			

Episode 4B: Battle for a Continent

Ontario Catholic School Graduate Expectation

- 7. A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Social Justice
Human Rights
Non-violence
Compassion

Orientation: Love Your Enemy

British General Jeffrey Amherst used germ warfare to try to force Pontiac and the Aboriginals to succumb to British power. Amherst states that because he sent germs instead of men, he saved lives of better men.

Jesus, by contrast, preached love of enemies. Matthew 5:43-45 Through His actions and His parables, Jesus demonstrated his belief that all people are equal in the sight of God. Luke 10:25-37

Before Viewing

Jigsaw: Have students work in small groups, each group reading, discussing and summarizing one of the following Bible passages:

Luke 10:25-37	Luke 22:47-53
Matthew 8:1-17	Matthew 9:1-8
Matthew 9:27-31	Matthew 5:43-45

Reassemble groups so that one student from each of the former groups is included in each new group. (See Jigsaw p.5) Each student retells the passage read to the new group. Each group then discusses: What was Jesus' attitude toward disease and ethnic conflict?

During Viewing

Have the students note what they are feeling and the reasons for these feelings while viewing the section 'Carving the Spoils' in Episode 4B.

After Viewing

Discuss the effects of biological warfare and how the students felt during the viewing of 'Carving the Spoils'. Discuss Jesus' attitude toward disease and ethnic conflict.

Letter

The students write a letter to General Amherst with the following scenario: Pretend that you have heard of General Amherst's plan to use biological warfare against the Ottawa nation. You write him a letter to try to dissuade him from this action.

Episode 4B: 'Carving the Spoils'

On the chart below, briefly note what you are feeling and the reasons for these feelings while viewing the section 'Carving the Spoils' in Episode 4B.

My feelings	Reasons for Feelings

Episode 5A: A Question of Loyalties

Ontario Catholic School Graduate Expectation

3. **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Gospel Values

Respect for Diversity
Human Rights
Responsible Decision-making

Orientation: Making Decisions Based on Gospel Values

By 1775, the French Canadians had to choose between remaining loyal to the British or joining the rebellion of the Americans. The Church teaches that our decisions should reflect gospel values.

Before Viewing

Read the Orientation to the students. Students discuss the following and record their responses on the first column of BLM 5A-1: Predict what gospel values the French Canadians would want in their government and why (e.g., respect for diversity as seen in their culture and language, human rights as seen in the freedom to practise their faith).

During Viewing

Students record the accuracy of their predictions on column two of BLM 5A-1.

After Viewing

Discuss responses from BLM 5A-1.

Complete the Pros and Cons chart BLM 5A-2 of the French Canadians siding with the British or siding with the Americans at this time in history. (Note: Students may need an introduction to the concept of pros and cons as they relate to the choice of side before being assigned BLM 5A-1)

Reflection Journal

Students write a reflection journal with the following criteria:

- Recount a difficult decision you had to make.
- Identify the values that were in conflict.
- Identify which of the values were gospel values.
- Evaluate how your decision reflected gospel values.

Decision-making Based on Gospel Values

Predict what gospel values the French Canadians would want in their government and why. While viewing Episode 5A, verify the accuracy of your prediction.

Prediction of Gospel Values	Was the Choice of Side Based in this Gospel Value?

Pros & Cons

Record the pros and cons of the French Canadians siding with the British or with the Americans at this time in history.

Siding with the:	Pros	Cons
British		
American		

Episode 5B: A Question of Loyalties

Ontario Catholic School Graduate Expectation

- 7. A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Care for the earth and the environment
Nurturing
Distribution of resources
Integrity

Orientation: Owning Land

In 1810, Tecumseh, one of Canada's greatest heroes, spoke against land development, "Sell a country! Why not sell the air, the clouds and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of His children?" Don Gillmor & Pierre Turgeon *Canada: A People's History* p.170

"The Universal Destination and the Private Ownership of Goods: In the beginning God entrusted the earth and its resources to the common stewardship of mankind to take care of them, master them by labour, and enjoy their fruits. The goods of creation are destined for the whole human race. However, the earth is divided up among men to assure the security of their lives, endangered by poverty and threatened by violence. The appropriation of property is legitimate for guaranteeing the freedom and dignity of persons and for helping each of them to meet his basic needs and the needed of those in his charge. It should allow for a natural solidarity to develop between men." *Catechism of the Catholic Church 2402, Libreria Editrice Vaticana, Vatican City, 1994*

Before Viewing

Think, Pair, Square, Share: Why do people want to own land?

During Viewing

While viewing episode 5B, have students answer the following questions:

- 1) Why is Tecumseh fighting on the side of the British?
- 2) What does he really want?

After Viewing

Discuss the students' answers from During Viewing.

Students read BLM 5B-1 and complete the Venn diagram in small groups. As a whole class, students share and discuss their Venn diagrams.

Owning Land

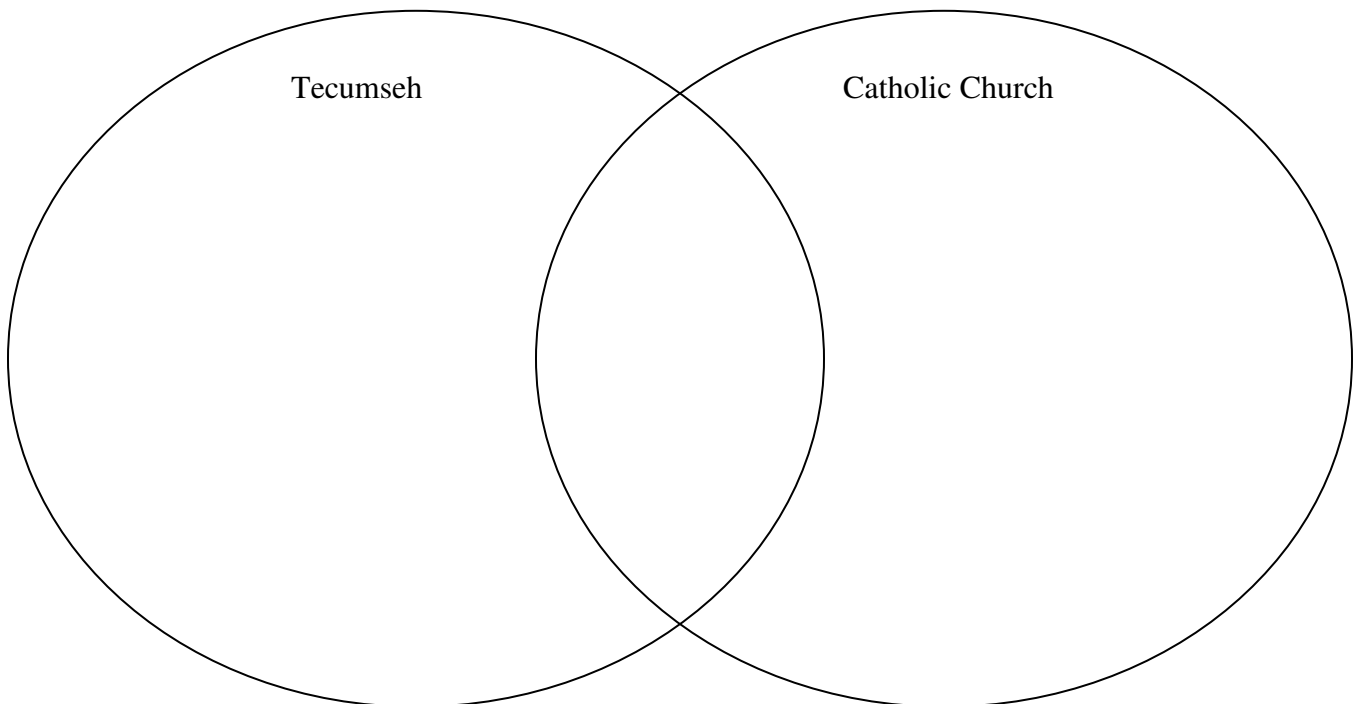
Read the following quotations:

In 1810, Tecumseh, one of Canada's greatest heroes, spoke against land development, "Sell a country! Why not sell the air, the clouds and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?" *Episode 5B, CBC video series: Canada: A People's History*

"The Universal Destination and the Private Ownership of Goods: In the beginning God entrusted the earth and its resources to the common stewardship of mankind to take care of them, master them by labour, and enjoy their fruits. The goods of creation are destined for the whole human race. However, the earth is divided up among men to assure the security of their lives, endangered by poverty and threatened by violence. The appropriation of property is legitimate for guaranteeing the freedom and dignity of persons and for helping each of them to meet his basic needs and the needed of those in his charge. It should allow for a natural solidarity to develop between men." *Catechism of the Catholic Church 2402, Libreria Editrice Vaticana, Vatican City, 1994*

Venn Diagram

Use the Venn diagram to compare & contrast Tecumseh's view of owning land with that of the Catholic Church .



Episode 6A: The Pathfinders

Ontario Catholic School Graduate Expectation

1. **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

Gospel Values

Awe and wonder
Relationship with God
Appreciation of beauty

Orientation: Spiritual Journeys

Episode 6 demonstrates several explorers' expeditions in their search for a passage to the Pacific. David Thompson's journey, in particular, illustrates the spiritual dimension of exploration. The explorer's journey can be seen as a metaphor of a spiritual journey.

Before Viewing

Demonstrate how to create a timeline of significant events in someone's life. See BLM 6A-1.

Students use BLM 6A-1 to create a timeline of significant events in their lives combined with their perception of their closeness to God at the time of these events.

During Viewing

Students plot David Thompson's significant events and spiritual journey on a timeline of his explorations through Canada. BLM 6A-2.

After Viewing

Have the students reflect on the similarities and/or differences of their timelines and that of David Thompson.

Discuss the spiritual journey of David Thompson in his journeys through Canada. Start the discussion by first reading the following aloud:

"Places in nature are often used as metaphors of situations in our lives.

The calmness or the turbulence of a river can signify the smooth or rough times in our lives. The timelines show the mountains and valleys of Thompson's and your spiritual journeys."


Discuss with the students the various spiritual significances of mountains. (God's majesty, challenges in life, etc.)

Resource: North West Passage (CD) by Stan Rogers – captures the spirit of the pathfinders' journeys such as David Thompson, Alexander Mackenzie, John Franklin, etc.

Timeline of My Spiritual Journey

Plot and label up to 5 significant events of your life on the timeline. Then plot your spiritual closeness to God above the timeline to reflect times when you felt close to God, and below the timeline for times you felt distant from God. Join the points to demonstrate the ups and downs of your spiritual journey. For example, a person's First Communion on the timeline may be a time of feelings of closeness to God therefore the point for the spiritual journey would be closer to the top of the chart.

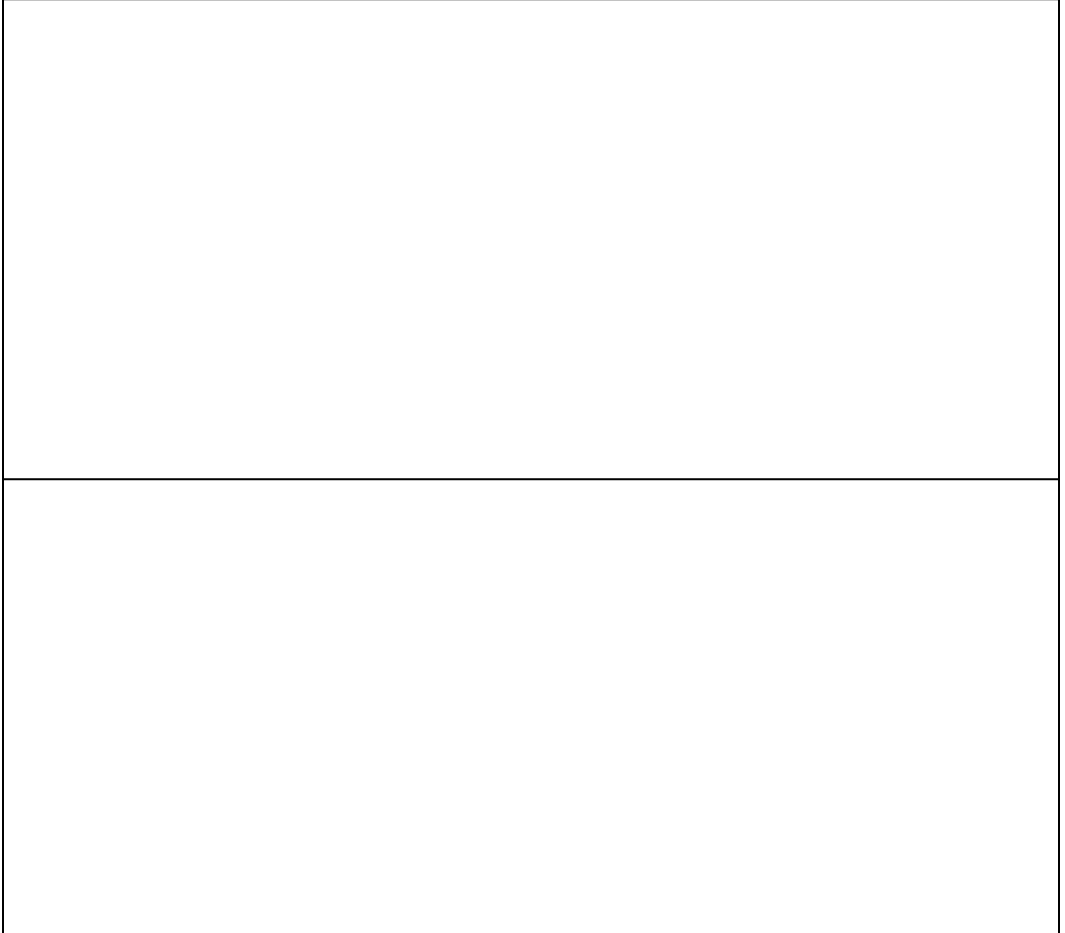
Timeline →



Timeline of David Thompson's Spiritual Journey

Plot and label up to 4 significant events in David Thompson's life on the timeline. Then plot his spiritual closeness to God above the timeline to reflect times when he may have felt close to God, and below the timeline for times he may have felt distant from God. Join the points to demonstrate the ups and downs of his spiritual journey.

Timeline →



Reflection: Compare and contrast your timeline with Thompson's timeline of his spiritual journeys.

Episode 6B: The Pathfinders

Ontario Catholic School Graduate Expectation

- 5. A collaborative contributor** who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good.

Gospel Values

Justice
Distribution of resources
Peace
Cooperation

Orientation: Re-establishing Order for the Common Good

James Douglas, chief of the Hudson's Bay Company in Fort Victoria, tried to re-establish order for the common good when he discovered that the gold rush prospectors were being very disruptive.

The Gold Rush was a challenge in terms of keeping order in the emerging colony which became British Columbia. This situation is examined with respect to the Catholic teaching of the common good.

By common good is to be understood "the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." *Catechism of the Catholic Church: The Common Good 1906-9, Libreria Editrice Vaticana, Vatican City, 1994*

The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It consists of three essential elements:

- respect for the person
- social well-being and development
- peace, that is the stability and security of a just order....security of society and its members

Before Viewing

Discuss with the students what the 'common good' means to them. Read the Orientation aloud to the students and discuss its meaning.

Choose an article from the newspaper that demonstrates a person acting for the common good. Present it to the class and discuss. Have students find articles from the newspaper that demonstrate people acting for the common good. Have students share their articles and the reasons for their choice with a small group of 3 or 4. The reasons may refer to one or more of the 3 essential elements. Choose a few students to present their articles to the class.

Note: Have the students collect newspaper articles for homework at least one night before.

Episode 6B: The Pathfinders continued

During Viewing

Have students list ways on the left column of BLM 6B-1 in which the common good was challenged during the gold rush on the Fraser and the Cariboo Rivers.

After Viewing

Discuss the ways that the common good was challenged during the gold rush.

On the right column of BLM 6B-1, have students record which essential element for the common good is challenged for each point listed during viewing.

Students reflect on how the common good is challenged in our society (e.g., terrorism, drug dealing, gang activity, racism)

Challenging the Common Good During the Gold Rush

By common good is to be understood “the sum total of social conditions which allow people, either as groups or an individuals, to reach their fulfillment more fully and more easily.” *Catechism of the Catholic Church: The Common Good 1906-9, Liberia Editrice Vaticana, Vatican City, 1994.* The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It consists of **three essential elements**:

- respect for the person
- social well-being and development
- peace, that is the stability and security of a just order....security of society and its members

Events that Challenge the Common Good	Essential Element(s) of the Common Good that was challenged.

Reflection: What are the major challenges to the common good in our society?

Episode 7A: Rebellion & Reform

Ontario Catholic School Graduate Expectation

- 2. An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

Gospel Values

Empathy
Respect
Support
Cooperation

Orientation: Cause & Effect of Not Listening

The people of Lower and Upper Canada had significant grievances against the government to which the government refused to listen. This can be compared to Exodus 1-11. Both stories demonstrate that listening to others renders a better understanding and insight into the matter.

Before Viewing

Read: Exodus 7:14-10:27 The Ten Plagues or
Optional: View excerpts from the movies: 'The Ten Commandments' or 'Prince of Egypt' (the effects of Pharaoh not listening to Moses).
Caution: Check copyright before showing videos to your class.

Have students complete the BLM 7A-1 Cause & Effect of Not Listening

During Viewing

(Include the first 10 minutes of Episode 7B: rebellion of Upper Canada from Montgomery's Tavern.)

Have the students list: the people who did not listen, the people who were not listened to in Canada, and the events resulting from the act of not listening. BLM 7A-2.

After Viewing

Use the completed BLMs 7A-1&2 to share the varied reactions and effects of the responses of Papineau, Mackenzie, and Howe?

Discuss: Can we learn from this historical situation? When you do not feel listened to and feel frustrated, what response would demonstrate gospel values?

Reflection Journal: Why is it important to listen to people?
How do we show people that we are listening to them?

BLM 7A-1

Cause & Effect of Not Listening

Read or view the Exodus story of events between Moses and Pharaoh, Exodus 7:14-10:27 The Ten Plagues. Complete the chart.

Cause

Who is not listening?

Who is not being listened to?

Effects

Events resulting from the act of not listening:

Cause & Effect of Not Listening

While viewing Episode 7A: 'Rebellion and Reform', list on the chart

- the people who are not listening,
- those who are not listened to, and
- the effects of these reactions.

Cause

Who is not listening?

Who is not being listened to?

Effects

Events resulting from the act of not listening:

Episode 7B: Rebellion & Reform

Ontario Catholic School Graduate Expectation

- 3. A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Gospel Values

Peace
Responsible Decision Making
Compassion
Service
Forgiveness

Orientation: Dealing with Conflict

How do we constructively deal with conflict? Using the story of the Prodigal Son, Luke 15:11-32, we discern values that can lead to resolving a conflict. Similarly, an analysis of the events following the Rebellion of 1837 can uncover the values of the individuals who helped resolve this conflict.

Before Viewing

Have students read and then dramatize Luke 15:11-32, the Prodigal Son. Different groups could handle the story in different historical and cultural situations (e.g., a present-day Prodigal Son).

Discuss the values that the father demonstrates in resolving the conflict.

During Viewing

Using the first two columns of BLM 7B-1, have the students list the individuals who helped resolve the conflicts portrayed in episode 7B (e.g., Lord Durham, Robert Baldwin, Sir John Colborne BLM 7B-1) and how they resolved the conflicts.

After Viewing

In small groups, have students share their responses and look for similarities in the way the individuals resolved conflicts.

With the whole class, brainstorm the values that the actions of these individuals reflect. Students complete column 3 of BLM 7B-1.

Reflection Journal: Recount an experience in which you handled a conflict. Did you use these same values as listed in column 3 of BLM 7B-1? Would you handle the conflict differently the next time? How?

Resolving the Conflicts of the Rebellion

Individuals who helped resolve the conflicts	How these individuals helped resolve the conflict(s)	Values that these actions reveal

Episode 8A: The Great Enterprise

Ontario Catholic School Graduate Expectation

- 7. A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Social Justice
Freedom
Liberation from Oppression

Orientation: Exodus from Oppression

The story of the Underground Railroad mirrors the Exodus story Exodus 1, 2, 12-14, 16. Moses led the Israelites out of oppression into freedom. Similarly, people like Harriet Tubman gave hope to the slaves in the United States that freedom was possible. But freedom does not necessarily mean the end of struggle. Many slaves found life in Canada comparable to the desert experience of the Israelites.

(Curriculum Link: Novel study Smucker, Barbara. *Underground to Canada*. Toronto: Clarke, Irwin, 1977.– website: www.underground.to.canada.care4free.net/)

Before Viewing

Play or sing a song about freedom e.g., 'We Shall Overcome', 'Heal the World', 'Freedom' by Paul McCartney

Discuss why 'freedom' is so prized by people.

Explain 'oppression' as the systematic subjugation of a group. Discuss the differences between 'oppression' and 'discipline'.

Jigsaw: Divide the class into 6 groups. Each group reads one of the following chapters of Exodus 1, 2, 12, 13, 14, 16. Each of these expert groups discusses and prepares to retell the passage that was read. Number each person in each expert group. Regroup by number so that there is at least one person from each expert group to share what they have read.

During Viewing

Students think of the following while viewing Episode 8A: What were the difficulties experienced by the slaves on the Underground Railroad?

After Viewing

Discuss the difficulties of the slaves escaping to Canada.
Compare the Exodus story with that of the Underground Railroad using BLM 8A-1.

Episode 8A: The Great Enterprise continued

Discussion: What forms of oppression do you see around you in your life?
e.g., racism, sexism, agism, etc.

(Note to teacher: Maintain the distinction between oppression and appropriate discipline.)

Prayer Reflection: Have students create a prayer on the topic of oppression and freedom. Post them in the class or the school.

Resource

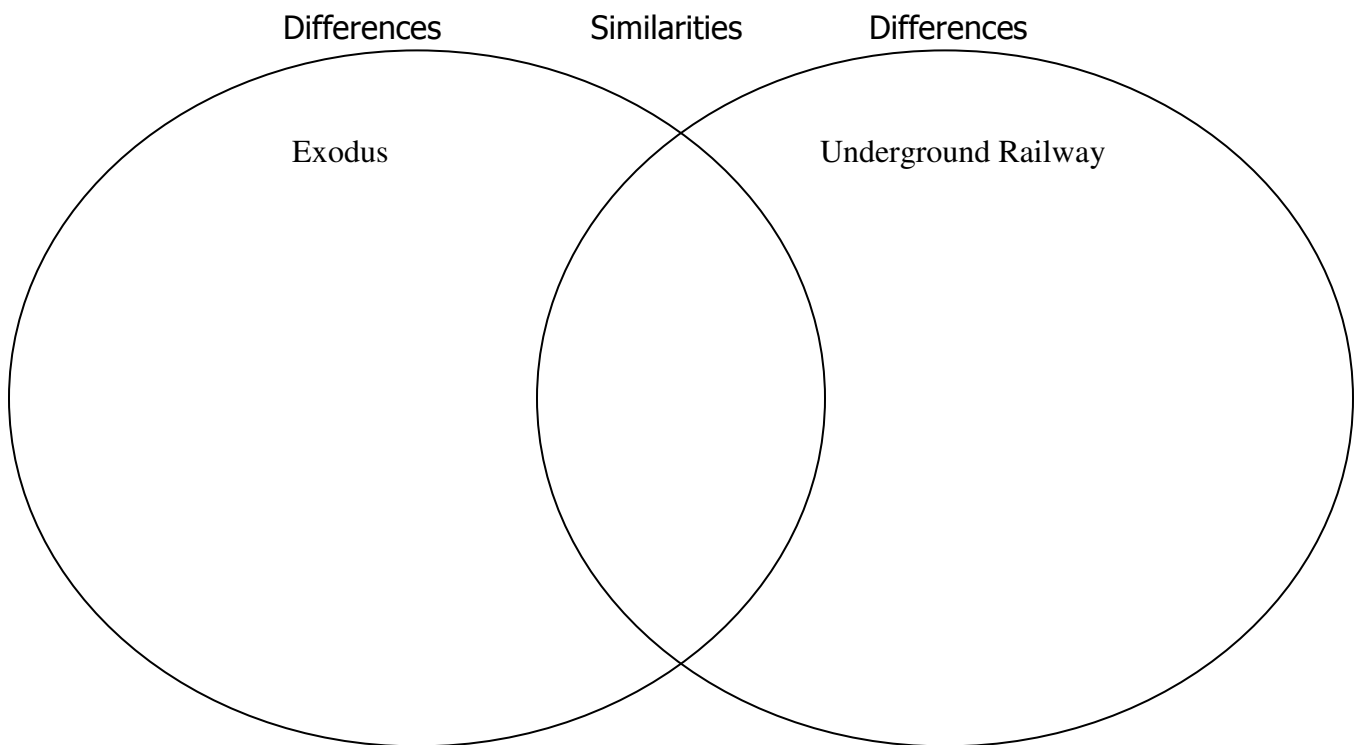
Harriet Tubman: Moses of the Civil War
<http://camalott.com/~rssmith/Moses.html>

Compare & Contrast

Complete the following charts to compare and contrast the Exodus story in the Bible and the Underground Railroad.

Category	Exodus	Underground Railroad
Nature of oppression		
Oppressors		
Leader(s)		
Form of Escape		
Difficulties faced on the journey to freedom		
Difficulties faced after achieving freedom		

Venn Diagram



Episode 8B: The Great Enterprise

Ontario Catholic School Graduate Expectation

1. **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

Gospel Values

Right Judgment
Cooperation
Community

Orientation: Unity

Unity is a central theme in Episode 8B. The railway was the symbol and the tool that was so important in uniting the provinces of Canada. As Christians, we are united in our common faith in Christ. The foundation of any 'great enterprise' requires vision, wisdom, and cooperation, among other virtues.

Before Viewing

Read the Orientation to the class.

Have each of five different groups read one of the following Scriptural passages and complete their section of BLM 8B-1:

John 15:1-17 Jesus, the Real Vine

Matthew 26:17-30 The Lord's Supper

Ephesians 4:1-16 Unity of the Body

John 21:1-14 The Net Full of Fish

1 Corinthians 12:12-31 One Body with Many Parts

Have each group share a summary of its passage including the theme and symbol. During the presentation, have the audience members complete the four sections of BLM 8B-1 that they weren't previously assigned. After the groups have presented, have the class review the chart and discuss the common meaning of the symbols (i.e., unity)

During Viewing

Focus Question: What were the actions and symbols that led to Confederation?

After Viewing

Discuss what the students feel were the actions and symbols that led to Confederation.

Discuss how the railway was both an action and a symbol that led to Confederation? What promise did it hold for Canada? (e.g., sea to sea, making inter-provincial communication possible, economic prosperity, a physical tie that connects the provinces, etc.)

Create a logo that depicts how you belong to both the Christian and Canadian community. Explain why you chose the symbols in your logo.

Symbolic Meaning of Scriptural Passages

Read one of the following passages that has been assigned to your group.
Complete the appropriate row for the passage on the chart below.

1 Corinthians 12:12-31 One Body with Many Parts
 John 15:1-17 Jesus, the Real Vine
 Matthew 26:17-30 The Lord's Supper
 Ephesians 4:1-16 Unity of the Body
 John 21:1-14 The Net Full of Fish

Scriptural Passage	Theme (main idea)	Draw the symbol presented in the passage
1 Corinthians 12:12-31 One Body with Many Parts		
John 15:1-17 Jesus, the Real Vine		
Matthew 26:17-30 The Lord's Supper		
Ephesians 4:1-16 Unity of the Body		
John 21:1-14 The Net Full of Fish		

Complete the chart during the class presentations.

Episode 9: From Sea to Sea

Ontario Catholic School Graduate Expectation

7) A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Right Judgment

Integrity

Wisdom

Social Justice

Orientation: Leadership Qualities

We expect much from our leaders, however they are subject to human frailty. Jesus is the ideal leader and we can use him as a model of leadership. In this episode we see well-intentioned leaders make some poor choices. We are challenged as Canadian citizens to periodically evaluate our leaders. This activity will help us to set the criteria for good leadership.

Before Viewing

Inform the students that they will be viewing an episode that demonstrates many types of leadership qualities. Tell students that it is important for us to recognize good leadership e.g., so that we can vote for the best candidate in elections. After viewing the video, they will be creating a rubric on leadership.

Brainstorm what are the qualities that make Jesus a good leader. List them. Students fill column on Jesus on BLM 9-1. (Inspires, builds community, organized, intelligent, honest/has integrity, builds team, empowers, communicates very clearly, visionary, respects others, caring, etc.)

During Viewing

Focus: Observe and record on BLM 9-1 positive and negative leadership qualities exhibited by Cartier, Macdonald, Riel, McGee.

After Viewing

Discuss the positive and negative leadership qualities observed in Episode 9.

Episode 9: From Sea to Sea continued

Create a rubric with the students:

- 1) Establish 4 or 5 criteria for leadership.
- 2) Create descriptions for each criterion at level 4 using Jesus as a model. Use descriptors such as 'always', consistently, thoroughly, outstanding, proficient, very clearly and precisely.
- 3) Create a level 3 description for each criterion by modifying the level 4 descriptions. E.g., using descriptors such as 'usually', 'most', adequately, competent, clearly and precisely
- 4) Create a level 2 description for each criterion by modifying the level 3 descriptions. E.g., using descriptors such as 'sometimes', 'some', somewhat adequately, somewhat competent, somewhat clearly and precisely
- 5) Create a level 1 description for each criterion by modifying the level 2 descriptions e.g., using descriptors such as 'infrequently or 'never', 'few' or 'seldom', inadequately, incompetent, vague

Rate the 5 leaders using the rubric created in class. Then have each student rate some present political leaders. Discuss reasons for their evaluations. Next, have the students reflect on their own leadership qualities. Finally have the students set goals for how they plan to develop their leadership qualities.

Leadership Qualities

List the leadership qualities of the following people:

Jesus	Macdonald	Cartier	McGee	Riel

Leadership Rubric

Criteria	Level 1	Level 2	Level 3	Level 4 (Jesus)

Episode 10A: Taking the West

Ontario Catholic School Graduate Expectation

7.A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Social Justice
Human Rights
Liberation from Oppression
Witnessing

Orientation: Oppression

In Luke 4: 16-21, Jesus begins his ministry by speaking out against oppression. In Episode 8A, students studied oppression of African-Americans through slavery and how the Underground Railroad countered this oppression. In this episode, students will be exposed to further oppressive situations involving the Metis, the Aboriginal people, French speaking Catholics in the West, and the settlers in the Northwest.

Before Viewing

Brainstorm situations where students have experienced or read about acts of oppression. If necessary, define oppression. (Definition of Oppression: To treat a group with tyrannical cruelty or injustice.) Read Luke 4: 16-21 to the students. Discuss Jesus' stance on oppression in this passage.

During Viewing

Focus: While viewing Episode 10A, complete BLM 10-1 to record observed situations of oppression, who are the oppressors and who are the oppressed.

After Viewing

Discuss student observations of oppressive situations viewed in the episode. Channel the discussion to the four groups noted in BLM 10-2: the Metis, the Aboriginals of the Plains, French-speaking Catholics of Manitoba, and the settlers of the Northwest. Students complete BLM 10-2 to brainstorm, in groups, ways that oppression could have been overcome.

Reflection: Ecologists have contested that our ecological footprint is leading to the oppression of nature which will lead to the diminished quality of life for our grandchildren. How can we prevent ourselves from further oppressing nature and future generations?

Curriculum Link: *Stand by Me*: 7-3 "Do I Live Justly"

Recognizing Oppression

Complete the chart below based on observations from viewing Episode 10A.

Situation	Oppressor	Oppressed

Possible Ways of Countering Oppression

Complete the chart below after viewing Episode 10A.

Situation	Oppressor & Reason(s) for Oppressing	Oppressed & Their Reactions to Oppression	Possible Ways to Counter this Oppression
		Metis:	
		Aboriginals:	
		French-speaking Catholic of Manitoba:	
		Settlers of Northwest:	

Episode 10B: Taking the West

Ontario Catholic School Graduate Expectation

3. A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Gospel Values

Social Justice
Empowerment
Compassion
Respect

Orientation: Creating an Alternate History

The pattern of oppression described in the previous episode results in the tragic events of the Northwest Rebellion as depicted in Episode 10B. Scripture offers an alternative possibility of political problem-solving that benefits all people as summarized in Micah 6:8 "... to do justice, and to love kindness, and to walk humbly with your God." In this episode, students will be challenged to create their own alternative history based on Catholic social teaching.

Before Viewing

Distribute BLM 10B-1, Catholic Social Teaching. Each small group is assigned one of the Catholic Social Teachings. They will create a situation that would dramatize their assigned section and they will present it to the class.

Inform the students that they will watch an episode where the application of Catholic social teachings has been neglected.

During Viewing

Focus: Complete the left hand side of the timeline, on BLM 10B-2, to record the events that lead to the executions of those involved in the Northwest Rebellion.

After Viewing

Discuss the events of the timelines recorded during the viewing of Episode 10B and where on the timeline the feelings of frustration and oppression could have been addressed. In small groups have students brainstorm what the Canadian government could have done to respect the rights of the Metis and the Aboriginals of the Plains in light of the Catholic social teachings explored at the beginning of the lesson.

Episode 10B: Taking the West continued

Students individually create a new timeline of events on the right side of BLM 10B-2 that includes Canada today and what it would look like.

Reflection: Students write a letter to the editor on “How the Northwest Rebellion could be avoided”, based on the alternate timeline created on BLM 10B-2. Students assume they are writing this letter in 1885. (Note: The Grade 8 Writing Exemplars can be used to instruct and assess the students’ letters.)

Six Characteristics of Catholic Social Teaching

Dignity of the Human Person

All people are sacred, made in the image and likeness of God. People do not lose dignity because of disability, poverty, age, lack of success, or race. This emphasizes people over things, being over having.

Community and the Common Good

The human person is both sacred and social. We realize our dignity and rights in relationship with others, in community. "We are one body; when one suffers, we all suffer." We are called to respect all of God's gifts of creation, to be good stewards of the earth and each other.

Rights and Responsibilities

People have a fundamental right to life, food, shelter, health care, education and employment. All people have a right to participate in decisions that affect their lives. Corresponding to these rights are duties and responsibilities to respect the rights of others in the wider society and to work for the common good.

Option for the Poor

The moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation. We are called to look at public policy decisions in terms of how they affect the poor.

Dignity of Work

People have a right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around.

Solidarity

We are one human family. Our responsibilities to each other cross national, racial, economic and ideological differences. We are called to work globally for justice.

Archdiocese of Los Angeles <http://ojp.la-archdiocese.org/CST6prin.htm>

Northwest Rebellion Timeline

Plot and label the left side of the timeline below while viewing Episode 10B. After viewing, complete the right hand side of the timeline to portray alternative events that the Canadian government could have chosen to do if they were following Catholic social teaching.

Events of Episode 10B

Timeline

Alternate Events



Episode 11A: The Great Transformation

Ontario Catholic School Graduate Expectation

7.A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Responsible Decision Making
Sharing
Serenity, Courage, and Wisdom

Orientation: Serenity Prayer

Prime Minister Wilfred Laurier and MP Henri Bourassa had two different visions of Canada. This episode shows the different decisions made based on their visions. The Serenity Prayer provides a guide for the students to analyze these leaders' actions.

Before Viewing

Read the following prayer to the class:

Serenity Prayer

God grant me the serenity to accept the things I cannot change...

Courage to change the things I can...

And the wisdom to know the difference.

As a whole class, brainstorm things they would like to have changed in their lives. Put an X beside the items they cannot change, and a ✓ beside the items that it is possible to change.

Discuss the last line of the prayer.

During Viewing

Focus: On BLM 11A-1, record the decisions that Laurier and Bourassa make.

After Viewing

In small groups, students determine what the visions of Canada are for Laurier and Bourassa. Common themes are processed in the large group to come to an agreement on the vision of both politicians.

Discuss:

How does the Serenity Prayer reflect the classroom process in the previous small group/whole class discussion?

Reflection Journal: Based on their experience of the process of classroom decision-making, students write a reflection at the bottom of BLM 11A-1

Curriculum Link: *Stand by Me* 1-4 "What does it take to really win?"

Decisions & Actions Made by Laurier & Bourassa

While viewing Episode 11A, record any decisions and actions made by Laurier and Bourassa.

Wilfred Laurier	Henri Bourassa

Reflection: How did the lesson of the Serenity Prayer apply to the actions of Laurier and Bourassa in light of their visions of Canada as portrayed in the video?

Episode 11B: The Great Transformation

Ontario Catholic School Graduate Expectation

7.A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

Gospel Values

Social Justice
Responsible Decision-making
Compassion
Support

Orientation: A Portrayal of Social Sin through Art

Episode 11B portrays several historical situations of social sin. It is important for students to understand how social sin can be addressed. Matthew's Gospel gives direction to Christians searching to overcome injustice. See Matthew 25: 31-46 "Judgment of the Nations".

Before Viewing

Offer and discuss visual arts pieces that make audiences aware of social sin, e.g., Pablo Picasso's *Guernica* -

www.msjc.edu/art/djohnson/guernica.jpg;

Francisco de Goya's *Third of May, 1808: The Execution of the Defenders of Madrid* - www.abcgallery.com/g/goya/goya70.html .

Another option is to display pictures from magazines that portray a form social sin.

Ask the students first what they understand from the word "sin".
(Definition: Sin is the decision we make that goes against the truth that is God. *Stand by Me* p. 105) Review the difference between individual sin and social sin (*Stand by Me* p. 105-106) or read and discuss BLM 11B-1.

During Viewing

Focus: Observe and record on the concept map, BLM 11B-2, where social sin is evident in this episode.

After Viewing

Discuss: What is the worst social sin committed in the episode? Justify your response.

Option: Use the 'Four Corners' strategy in "Cooperative Learning"
www.broward.k12.fl.us/ci/whatsnew/strategies_and_such/strategies/corners.html

Visual Arts Assignment: Students create a collage on "Social Sin" using newspaper and magazine clippings. This can be done either individually or as a small group with a presentation to the class.

BLM 11B-1

Social Sin

Social sin has been around as long as civilization, but it is a relatively new concept for Catholics. We have tended to focus exclusively on personal sin: lying, cheating, missing Mass. We have not paid sufficient attention to social structures and customs which hold such sinful practices in place. We are changing, however. One clear example of a rising social consciousness can be seen in Pope John Paul II's 1995 "Letter to Women." Here he publicly acknowledges sexism as a social sin and then goes on to apologize to women for the ways the Church has complied in denigrating women, misrepresenting them, reducing them to servitude and marginalizing them from society.

Social sin describes human-made structures when they offend human dignity by causing people to suffer oppression, exploitation or marginalization. These include educational systems, housing policies, tax structures, immigration policies, health-care systems, employment policies, a market economy. Once established, social structures and customs seem to take on a life of their own. The social sin of racism, for example, has continued and still continues long after slavery was abolished. For example, there remain obstacles to adequate education, to housing, to work, sometimes even to voting.

We learn to live in a world with these structures. We presume that the social customs which they hold in place are good, traditional customs. That is what makes social sin so difficult to recognize and to change. Yet the evil of sinful social structures abounds in all forms of discrimination, racism and sexism; in the exploitation of migrant workers; in the illiteracy and homelessness of the poor; in the lack of basic health care for all; in the manipulation of consumers by the manufacturing practices, advertising, pricing policies and packaging of goods; and in many other practices which we continue to support more out of ignorance than meanness. Why does social sin prevail? Largely because we fail to name social evils and seek to correct them.

Christianity could easily adopt the motto of Missouri: "Show me." It is not enough to talk a good game. The moral teachings of the prophets (see Is 58:6-8) and of Jesus (see the Sermon on the Mount, Mt 5—7) tell us that faith and piety without active commitment to justice are not what God wants.

When we become aware of structural evils, we should not be paralyzed by the guilt of self-condemnation, but moved to conversion. Conversion from social sin involves, at one level, changing our own lifestyle in ways that will help reform society. We cannot do everything to end the structures which support sexism, for example, but we can do some things, for instance, curbing our use of exclusive and insensitive language. We can influence others' attitudes through the ways we talk to and about one another. At another level, conversion from social sin involves examining existing regulations and practices, reforming those that offend human dignity.

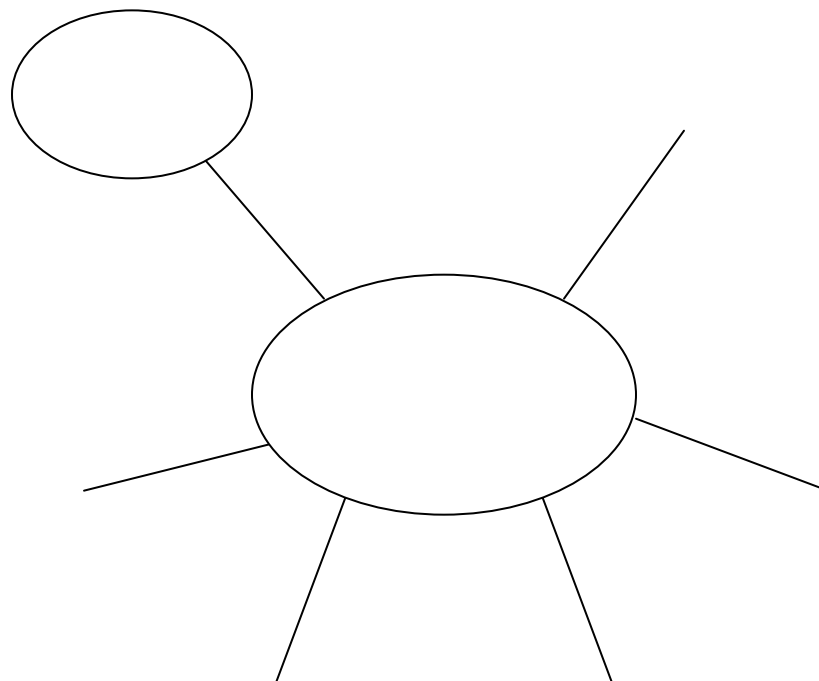
adapted from

Richard Gula, *Catholic Update*

<http://www.americancatholic.org/Newsletters/CU/ac0197>

Recognizing Social Sin

Complete the concept map with situation of social sin observed in Episode 11B.



Episode 12A: Ordeal by Fire

Ontario Catholic School Graduate Expectation

1. A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

Gospel Values

Social Justice

Peace

Hope in God's gracious action in the world

Orientation: Presenting Stations of the Cross for World War I

Episode 12A documents one of the most tragic episodes of Canada's history. The immense wartime suffering mirrors the Passion of Jesus. Students will prepare and present Stations of the Cross based on events from World War I.

Note: The activity includes events also portrayed in Episodes 11B and 12B.

Before Viewing

Use BLM 12A-1 to review the Stations of the Cross with the students. Inform the students that, after viewing the video, they will be planning and presenting Stations of the Cross for Canada's efforts in World War I.

Brainstorm the feelings and values/injustices evoked by each station. (See example in BLM 12A-1). Students complete the second column of the table.

During Viewing

Focus: Record on BLM 12A-1 events from the video that reflect the Stations of the Cross.

After Viewing

Discuss the choices of events from the video that reflect the Stations of the Cross. Students may revise choices if necessary.

Groups of 3 or 4 are each assigned two Stations of the Cross. Groups will plan a presentation based on their two Stations in the form of tableaux performed with narration. Practice time should be offered before the presentations are performed.

Groups present the Stations of the Cross in sequence.

Episode 12A: Ordeal by Fire continued

Examples of Justice Stations of the Cross can be found at:

Stations of the Cross for People with Aids

http://puffin.creighton.edu/jesuit/andre/stations_prelude.htm

Economic Stations of the Cross

www.nacpe.org/2002/economic_stations.html

*This could be taught as a Remembrance Day Activity.

Stations of the Cross for WWI

Complete the chart below based on observations from viewing Episode 12A.

Stations of the Cross	Feelings and Injustices Portrayed by the Station	WWI Events that Match the Stations of the Cross	How the WWI Events Match the Stations of the Cross
1. Jesus is condemned to death.	Feelings: fear, outrage, pity, compassion Values/Injustices: condemning the innocent	Young, unemployed Canadian soldiers are recruited and equipped with shoddy equipment.	Both were sent on journeys that ended in unjust deaths, Jesus who was condemned to death by the Jewish authorities, and the Canadian soldiers who were equipped with poorly made rifles and uniforms. Jesus and the soldiers were innocent.
2. Jesus bears his cross.	Feelings: Values/Injustices:		
3. Jesus falls for the first time.	Feelings: Values/Injustices:		
4. Jesus meets his mother.	Feelings: Values/Injustices:		
5. Simon of Cyrene helps Jesus carry his cross.	Feelings: Values/Injustices:	Women take on more responsibilities in the war effort.	
6. Veronica wipes the face of Jesus.	Feelings: Values/Injustices:	Chaplains support soldiers through prayer; hospitals	
7. Jesus falls a second time.	Feelings: Values/Injustices:		
8. Jesus meets the women of Jerusalem.	Feelings: Values/Injustices:		
9. Jesus falls a third time.	Feelings: Values/Injustices:		
10. Jesus is stripped of his garments.	Feelings: Values/Injustices:	Battle of Somme	

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Stations of the Cross	Feelings and Injustices Portrayed by the Station	WWI Events that Match the Stations of the Cross	How the WWI Events Match the Stations of the Cross
11. Jesus is nailed to the cross.	Feelings: Values/Injustices:		
12. Jesus dies on the cross.	Feelings: Values/Injustices:		
13. Jesus is taken down from the cross.	Feelings: Values/Injustices:		
14. Jesus is placed in the tomb.	Feelings: Values/Injustices:	See 11B: <i>In Flanders Fields</i> commemorates the death of John McCrae's friend	
15. The Resurrection.	Feelings: Values/Injustices:	The allies win the war, soldiers return home, and a peace treaty is signed.	

Planning Stations of the Cross Presentation

Station of the Cross	Description of Presentation	Roles & Responsibilities