

Ethics and Religious Culture

Learning and Evaluation Situation

A Heritage to Discover

Secondary Cycle One

Competency 2

Demonstrates an understanding of the phenomenon of religion

Competency 3

Engages in dialogue

Mai 2012

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Note:

Teachers are encouraged to view the video clip (in French only) illustrating this LES by going to www.mels.gouv.qc.ca/ecr and clicking on “English tab” followed by “Reserved space registration.” A username and password are required.

PRESENTATION OF THE SITUATION

Throughout this learning and evaluation situation (LES), the students become aware that Québec's heritage comprises both material and nonmaterial religious elements and that this religious heritage is mainly founded on the practices of Catholicism and Protestantism, although it also extends to Judaism and Native spirituality.

WORK EXPECTED OF STUDENTS

An interview, followed by a presentation intended to give an account of religion (specifically Catholicism and Protestantism, but also Judaism and Native spirituality) in Québec's heritage, as we know it today.

EVALUATION

The following criteria and indicators can be taken into consideration when evaluating students' work:

RELIGIOUS CULTURE AND DIALOGUE	CORRESPONDING TASKS
<p>Criterion 1 — Appropriate treatment of forms of religious expression</p> <ul style="list-style-type: none">□ Description of forms of religious expression (the aspects of the religious heritage targeted by the student)□ Establishment of connections between these forms of religious expression and their traditions of origin□ Explanation of the meaning and function, both past and present, of forms of religious expression (the aspects of the religious heritage targeted by the student)	<p>Worksheet 5 Worksheet 7</p>
<p>Criterion 3 — Appropriate practice of dialogue</p> <ul style="list-style-type: none">□ Questioning points of view (judgments pronounced during the interview or presentations)	<p>Questions prepared for the interview</p>

Note:

These indicators can be found in the rubric on page 8. They are the most easily observable indicators for making a judgment on student success in the required task. The teacher could target other criteria and indicators, depending on his or her use of the learning and evaluation situation.

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

Broad area of learning covered	Citizenship and Community Life
Cross-curricular competency that may be used	Communicates appropriately <small>*The teacher could target another cross-curricular competency—see the Québec Education Program, Chapter 3.</small>
Subject-specific competencies evaluated	<input type="checkbox"/> Demonstrates an understanding of the phenomenon of religion <input type="checkbox"/> Engages in dialogue
Targeted subject-specific content	
<p>Themes and content in religious culture: The Québec religious heritage:</p> <ul style="list-style-type: none"> • Heritage works • Influences on values and standards • Founders, key figures and institutions <p>Essential knowledge mobilized in religious culture:</p> <ul style="list-style-type: none"> • Patrimony, heritage • Religious heritage • Material and nonmaterial heritage • Heritage works • Moral codes • Customs, habits, mores • Religious and social values and standards • Catholicism, Protestantism, Native spirituality, Judaism <p><small>*The teacher could target other knowledge to be mobilized, based on the <i>Progression of Learning in Secondary School</i>. [http://www.mels.gouv.qc.ca/progression/secondaire/ethiqueCultureReligieuse/index_en.asp]</small></p>	
<p>Content related to the practice of dialogue:</p> <ul style="list-style-type: none"> • Forms of dialogue: interview, narration • Means for developing a point of view: description, explanation, summary • Means for questioning a point of view: recognizing and questioning procedures likely to hinder dialogue 	

SUGGESTED LEARNING CONTEXT

The influence of religious traditions on Québec society is visible in several areas, particularly in architecture, works of art, habits and customs, contemporary values and standards, etc. In Québec, musical groups specializing in traditional music have become increasingly popular. Many of these groups have found their inspiration in Québec folk tales that refer to former elements of Québec's religious heritage. Take, for instance, the group *Les Charbonniers de l'enfer*, which brings us songs like *Il n'y a qu'un seul Dieu, C'est dans notre paroisse* and many others. There's also the group *Mes aïeux*, some of whose stage costumes have been inspired by Québec Catholic tradition. We can also find Québec artists as Céline Dion and Leonard Cohen who sing in English with song titles such as *Don't Save it All for Christmas Day, I'm Your Angel, Hallelujah, The Faith*, etc.

Québec's religious heritage is also very much alive in our monuments, practices and the environment. It's ours to discover!

OVERVIEW OF TASKS

Duration: About 4 hours, 15 minutes

PREPARATION – about 75 minutes	PERFORMANCE – about 2 hours 45 minutes
<p>Whole class Become aware of the purpose of the LES, the tasks to be carried out and the evaluation grid.</p> <p>Become aware of the learning context and discover elements of Québec's religious heritage.</p> <p>Acquire a more in-depth understanding of the concepts essential to carrying out the LES, particularly the concepts of religious heritage and material and nonmaterial heritage.</p> <p style="text-align: center;"><i>(Worksheet 1 – Preparation)</i> <i>(Worksheet 2 – Examples of material and nonmaterial elements of religious heritage)</i></p> <p>In teams Explore questions intended to clarify a point of view or statement and help to better understand it.</p> <p style="text-align: center;"><i>(Worksheet 3 – Toward a better understanding of a point of view)</i></p> <p>Try to identify different types of judgment and ask questions about them, with a view to the interview.</p> <p style="text-align: center;"><i>(Worksheet 4 – Suggestions for examining types of judgments)</i></p>	<p style="text-align: center;">TASK 1</p> <p>Individually or in pairs Research and organize information on one element of Québec's religious heritage.</p> <p>Ensure that sources of information are relevant and reliable.</p> <p style="text-align: center;"><i>(Worksheet 5 – Study of one element of Québec's religious heritage)</i></p> <p style="text-align: center;">TASK 2</p> <p>Individually or in pairs Plan an interview that will make it possible to discover another point of view and enrich his/her understanding of one or more elements of Québec's religious heritage (write down questions, contact a person to interview, revise his/her notes).</p> <p>Carry out the interview and write down what the interviewee says.</p> <p style="text-align: center;">TASK 3</p> <p>Individually or in pairs Present a summary of the information that was gathered during the research and interview concerning one element of Québec's religious heritage.</p> <p>Take notes on elements of the religious heritage that were presented by his/her classmates.</p> <p style="text-align: center;"><i>(Worksheet 6 – Note-taking during presentations)</i></p>
INTEGRATION – about 15 minutes	
<p>Individually Review what has been learned so far. Briefly explain the role of religions in Québec and their contribution to its heritage. <i>(Worksheet 7 – Summary of learning)</i></p> <p>Whole class Share what they have learned as well as any remaining questions.</p>	

SUGGESTED PROCEDURE

PREPARATION

Become aware of the learning context and discover elements of Québec's religious heritage. Acquire a more in-depth understanding of the concepts essential for working with the LES, particularly the concepts of religious heritage and material and nonmaterial heritage.

About 45 minutes

Whole class

- Outline the learning and evaluation situation for the students: the competencies required and evaluated, the themes covered, work procedures.
- Use the suggested learning context (listen to a song) to help the students understand a nonmaterial element of Québec's religious heritage originating in the oral tradition.
- Tell the students the signs to take into consideration when listening to the song: references to certain figures or characters, events, celebrations, places of worship, etc.
*The teacher can select a learning context bearing on another aspect of Québec's religious heritage, such as a belief, story, event, object, custom, etc. The teacher might also want to make use of **Worksheet 2 – Examples of material and nonmaterial elements of religious heritage**, on page 10.*

Individually

- Ask the students to write down what they know about Québec's religious heritage, using **Worksheet 1 – Preparation**, on page 9.

Whole class

- Ask the students to share their understanding of the various meanings of heritage, starting with Québec's and moving on to other types such as global, family, cultural and religious heritages.

Explain to the students that religious heritage is not limited to the material (e.g. a building or character). It may also be nonmaterial and be expressed as customs, beliefs, oral traditions, values, social standards, etc.

*The teacher may want to refer to **Worksheet 2 – Examples of material and nonmaterial elements of religious heritage**, on page 10. To ensure consistency with the cultural approach of the *Ethics and Religious Culture* program, it is suggested that the teacher complete, along with the students, a list of those elements of material or nonmaterial religious heritage that can be found in their local or regional environments.*

- Discuss past and contemporary aspects of heritage with the students; these features may be religious (for example, churches where Christians continue to attend services) or non-religious (such as a church that has been converted into a municipal library or a condominium).

PREPARATION (Cont.)

**Try to identify different types of judgment and ask questions about them.
Explore questions intended to clarify a point of view or statement and help to better understand it.**
About 30 minutes

In teams

- Ask the students to read the questions on **Worksheet 3 –Toward a better understanding of a point of view**, on page 11.
- Ask the students to carry out the activity on **Worksheet 4 – Suggestions for examining types of judgments**, on page 12, so that they can familiarize themselves with the types of judgments that may emerge during the interview.
- Validate the answers.

PERFORMANCE

**Learn about the task to be accomplished.
Research and organize information on one element of Québec’s religious heritage.
Ensure that sources of information are relevant and reliable.**

TASK 1

About 60 minutes

Whole class

- Ask the students to select an element of material or nonmaterial religious heritage. To make it easier for them to choose, they may once again look at **Worksheet 2 – Elements of material and nonmaterial elements of religious heritage**, on page 10.
- Present the students with the instructions for the task to be accomplished, to guide them in their search for information.
 - ✓ *Describe the element of Québec’s religious heritage selected and the forms of religious expression to which it refers: name, place; specific signs or symbols; specific gestures, words or appearances; etc.*
 - ✓ *Name the religious tradition(s) associated with this element of religious heritage.*
 - ✓ *Explain the meaning and function of this aspect of Québec’s religious heritage when it originated, and its meaning today: is the meaning the same, or has it changed?*
- Here are two examples of performance:
 - A-** A folk tale like the legend of *The Bewitched Canoe*. The task consists in explaining the work by placing it within its original context, describing the forms of religious expression it contains, and explaining the meaning of the legend in today’s society. Students can show that various versions of this legend exist, some of them in song form.
 - B-** Students could also look at an aspect of material heritage present in their environment, such as a cemetery. They could describe how the cemetery is laid out and identify the signs and symbols specific to the religious traditions of the people buried there. The students could then explain the meaning and function of the cemetery, as well as the place it occupies in the lives of contemporary groups and individuals.
- Suggest relevant and reliable resources that students could use to find information: reference books, Web site, etc.

Individually or in pairs (optional)

- Ask the students to carry out a search for information and to take note of the information they have found in **Worksheet 5 – Study of one element of Québec’s religious heritage**, on page 14.

PERFORMANCE (Cont.)

**Prepare an interview that will make it possible to discover another point of view and enrich his/her understanding of Québec's religious heritage.
Conduct the interview and write down what the interviewee says.**

TASK 2

About 30 minutes in class

Whole class

- Have the students interview a person of their choice on the element of the religious heritage that was selected. The interview will enable the students to compare their understanding of the concept of Québec's heritage with the element of their heritage they just analyzed.

The students could interview a family or school staff member, or a person connected to the element of the religious heritage that constituted the focus of the activity. A student might also want to talk to the parish church warden, a specialist in religious works of art in their region, a member of a religious congregation, a museum staff member, etc. It would be in the students' interest to record the questions they plan to ask during the interview.

- Inform the students that they will have to present a summary of their interview and research in front of the class in a format of their choice. Also tell them how long they will have to do their presentation, specifying the minimum length of time that must be devoted to it.

The students can use a digital slide show, video, photomontage, or they could give an oral presentation. If there is not sufficient time, the students can set up booths or put up posters.

Individually or in pairs

- Ask the students to choose a person to interview and to write down their interview questions.

*The students can use **Worksheet 5 – Study of one element of Québec's religious heritage**, on page 14, when writing down their questions.*

- Remind the students of how important it is to take notes during interviews and to ask appropriate questions in order to ensure that the point of view and answers of the person being interviewed are clear.

**Present a summary of the information that was gathered during the research and interview concerning one element of Québec's religious heritage.
Take notes during presentations by peers.**

TASK 3

About 75 minutes

Whole class

- Present **Worksheet 6 – Note-taking during presentations**, on page 15.

- Ask the students to give their presentation.

The teacher is encouraged to ensure the quality of the information conveyed and to correct erroneous information.

- Following the presentations, have the students identify the similarities and differences between the elements presented. Help them to target the essential information in the presentations.

- Encourage the students to ask clarifying questions, if necessary.

INTEGRATION

Review what was learned.

Briefly explain the role of religions in Québec and their contribution to its heritage.

About 15 minutes

Individually

- Have the students reflect on what they learned by using the questions on **Worksheet 7 – Summary of learning**, on page 16.

Whole class

- Give the students an opportunity to discuss their understanding of the subject of dialogue (the contribution of the Catholic and Protestant religious traditions, among others, to Québec's religious heritage) and what they have learned.

Rubric

C2-C3 RELIGIOUS CULTURE AND DIALOGUE

Name: _____

Group: _____

Title of the task: **A Heritage to Discover**

Date: _____

Meets the requirements to an outstanding degree.
 Meets the requirements in a satisfactory manner.
 Meets a minimum number of requirements.
 Meets few of the requirements.
 Meets none of the requirements.

Criteria	The elements evaluated in this task are checked off below.	Observable Elements	Performance Requirement					
				5	4	3	2	1
Appropriate treatment of forms of religious expression	<input checked="" type="checkbox"/>	The student describes forms of religious expression in an appropriate manner .	<i>An appropriate description includes:</i> - the main characteristics of the form of religious expression studied (who, what, when, how, where) - the use of accurate vocabulary to describe these main characteristics - references to reliable and valid sources	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student makes appropriate connections between forms of religious expression and their respective traditions.	<i>Appropriate connections involve:</i> - associating the forms of religious expression studied with their respective traditions - associating the forms of religious expression studied with other forms of religious expression from the same tradition	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student accurately explains the meaning and role of forms of religious expression.	<i>An accurate explanation includes:</i> - the origins of the forms of religious expression studied - the meaning and role that these forms of religious expression have according to their religious tradition of origin	5	4	3	2	1
	<input type="checkbox"/>	The student makes relevant connections between forms of religious expression and elements of the environment.	<i>Relevant connections involve:</i> - identifying forms of religious expression (signs, symbols, heritage elements, etc.) found in the environment - relating these forms of religious expression to aspects of culture and society	5	4	3	2	1
Appropriate consideration of diversity	<input type="checkbox"/>	The student describes various religious or secular ways of thinking and acting in society.	<i>An appropriate description features:</i> - a variety of religious and secular ways of thinking (concepts, ideas) and acting evident in society e.g. <i>Presents different ways of highlighting the transition to adult life from within the same religious tradition</i> e.g. <i>Presents various explanations for the creation of the world and human beings</i> - the influence of culture on various forms of religious expression	5	4	3	2	1
	<input type="checkbox"/>	The student describes some effects of various ways of thinking and acting in society.	<i>An appropriate description features:</i> - coherent links between a religious or secular vision of the world and human beings, and its impact on life in society (beliefs, norms, behaviours, etc.) e.g. <i>Presents connections between the urban organization of society in the 1950s and the Catholic vision of the world in this period.</i>	5	4	3	2	1
Appropriate practice of dialogue	<input type="checkbox"/>	The student interacts in a way that fosters dialogue.	<i>Appropriate interaction, orally or in writing, can be observed in one or more of the following actions:</i> - correctly using means for developing a point of view (p. 509) - correctly using forms of dialogue (p. 508) - creating and complying with conditions that foster dialogue (p. 508)	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student questions points of view in an appropriate manner .	<i>Appropriate questioning, orally or in writing, can be observed in one or more of the following actions:</i> - selecting and using relevant resources (related to the subject of dialogue) - distinguishing between essential and secondary elements - identifying and examining processes likely to hinder dialogue (p. 512) - identifying and examining judgments expressed in a point of view (p. 511) - anticipating and formulating clarifying questions	5	4	3	2	1

Teacher's comments:

Student's reflections:

Result:

WORKSHEET 1 – PREPARATION

Name: _____ Date: _____ Group: _____

✎ Briefly explain what you know about Québec’s religious heritage:

✎ In the boxes below, write examples of the religious heritage to be found in contemporary Québec society.

Works of folklore (stories, legends, songs, etc.)

Works of art (architecture, sculptures, canvases, etc.)

Values present in society

Social norms

Québec’s religious heritage can be seen in:

Beliefs, customs, practices (religious or nonreligious)

WORKSHEET 2 – ELEMENTS OF MATERIAL AND NONMATERIAL ELEMENTS OF RELIGIOUS HERITAGE

- ✎ Below are some examples of subjects you might explore more deeply during your interview.
Each of these examples represents an element of Québec’s religious heritage.
- ✎ You can complete the list with elements specific to your locality.

Material heritage	Nonmaterial heritage
<ul style="list-style-type: none"> • material goods (organs, statues, ceremonial objects, religious artefacts, etc.) • places of worship (churches, oratories, basilicas, temples, etc.) For example: <ul style="list-style-type: none"> - Saint Joseph’s Oratory - Basilica of Saint Patrick - Basilica of Sainte-Anne-de-Beaupré - Sanctuaire Notre-Dame des Douleurs - Sanctuaire Notre-Dame-du-Cap - Abbey of Saint-Benoît-du-Lac - Cathedral of the Holy Trinity - Beth Schloime Synagogue of Montréal • buildings with religious functions (convents, monasteries, presbyteries, etc.) • cemeteries • ways of the cross and roadside crosses • works of art of a religious character, etc. 	<ul style="list-style-type: none"> • oral traditions (stories, legends, songs, popular hymns, etc.); • beliefs and customs For example: <ul style="list-style-type: none"> - Lent - The New Year’s blessing - hanging a rosary on a clothesline so that it doesn’t rain - invoking Saint Anthony of Padua to help one find a lost object - the Guignolée des médias • the structure of calendars • the use of certain objects • the application of decorative motifs to furniture or clothes • founders and major figures For example: <ul style="list-style-type: none"> - Marie Guyart - Monseigneur de Laval - Marguerite D’Youville - Marguerite Bourgeoys - Gaspar Soiaga Kondiaronk • religious communities • societal values and standards stemming from religion
<p>MATERIAL HERITAGE includes OBJECTS, FURNITURE, SITES, and ARCHIVES, i.e. things that one can see and touch.</p> <p>The material elements of RELIGIOUS heritage belong to, or have belonged to, churches or religious communities</p>	<p>NONMATERIAL HERITAGE includes the knowledge and skills a society passes on from generation to generation. It also comprises CUSTOMS, BELIEFS, MUSIC, STORIES, EVENTS and PRACTICES. These elements are produced or passed on by individuals or groups mainly through words and actions.</p>

WORKSHEET 3 –TOWARD A BETTER UNDERSTANDING OF A POINT OF VIEW

You can draw from the following list of questions during the interview. They will help you elicit more background on the points of view or answers offered by the person you are interviewing.

<p>Questions for clarifying statements and bringing out points of view</p>	<ul style="list-style-type: none"> • What do you mean? • What point or points do you wish to emphasize? • Which points are the most important? • Would it be true to say that the essential point you are making is . . . ? • What do you mean when you use this word? • If something is . . . [the word used], how would you describe it? • Could you give examples of . . . ? • Could you rephrase what you just said? • What do all of the examples mentioned have in common?
<p>Questions for identifying reasons and arguments</p>	<ul style="list-style-type: none"> • Why do you say that. . . ? • What reason do you have for stating that? • What makes you think that. . . ? • What is the basis for your statement that. . . ? • Could you back up your statement with an argument? • Why do you think that this point of view is accurate? • Why are you convinced that you are right (or that someone else is right)? • What could you say to defend this point of view? • If someone were to react to your statements by saying that . . . is there a chance that he or she may be right? • What could you say to someone who says the opposite?
<p>Questions for drawing out statements further</p>	<ul style="list-style-type: none"> • How do you know this? • Do you know other people who share your point of view? • Where does that (idea) come from? Have you heard that somewhere else? • Does accepting this point of view mean that . . . ? • Would you say that it is valid in all cases? • Do all of the examples lead to the conclusion that . . . ? • What can we conclude from what you have said? • Based on what you have said, would the consequence of that be . . . ? • If you were to carry your argument further, where would it lead?
<p>Questions for organizing ideas</p>	<ul style="list-style-type: none"> • Which ideas do you agree with and which do you disagree with? • How does what you are saying now relate to what we have been speaking about so far? • Can someone restate in their own words what another person has just said? • A person says that he has trouble expressing what he wants to say? Can someone help him? • You said that this person said that; ask him or her if indeed that is what he or she said? • Before, when you used such a word, didn't it have a different meaning for you? • Do the two of you completely disagree, or are you simply saying the same thing using different words? • Aren't you using the same word in two different ways? • Aren't these two points of view contradictory? • Doesn't what you are saying now contradict what you stated earlier?

WORKSHEET 4 – SUGGESTIONS FOR EXAMINING TYPES OF JUDGMENTS

Name: _____ Date: _____ Group: _____

- ✎ Read the examples of the following points of view.
- ✎ Check off the type of judgment each represents.
- ✎ Suggest questions that are relevant for questioning these judgments.

Examples of points of view	Types of judgments	Questions to ask in order to determine the types of judgments expressed in these points of view
Well-off couples who don't have children are selfish and are not doing their part for society.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	
Everybody should contribute toward the expenses of saving society's religious heritage.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	
The government invests large sums of money in the conservation of the religious heritage.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	
<i>Black Robe</i> * is the best film to watch to learn how Catholicism was introduced to North America.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	
Québec's religious landscape is constantly evolving.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	

*Around the year 1630, a young Jesuit priest (Father Laforgue) sails from France to save the souls of the Indians of the New World.

WORKSHEET 4 (CONT.) – SUGGESTIONS FOR EXAMINING TYPES OF JUDGMENTS: EXAMPLES OF ANSWERS

These examples of answers may help teachers and students in validating the questions to be asked for questioning a judgment.

Examples of points of view	Types of judgments	Questions to ask in order to determine the types of judgments expressed in these points of view
Well-off couples who don't have children are selfish and are not doing their part for society.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input checked="" type="checkbox"/>	<i>Why do you say that?</i> <i>What do you mean by "well off?"</i> <i>What do you mean by "doing their part for society?"</i> <i>In your opinion, does this statement confirm that the family is the most important value?</i> <i>Are there different ways of "doing one's part for society?"</i> <i>Does this statement imply that all couples are potentially good parents?</i>
Everybody should contribute toward the expenses of saving society's religious heritage.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input checked="" type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	<i>Why do you believe this? How are current efforts to preserve Québec's religious heritage funded? By donations, by government programs?</i> <i>Can you specify what you mean by "everybody"?</i> <i>Is the religious heritage more important than other types of heritage?</i> <i>Is it realistic to assume that the government could take a greater share of taxpayers' money in order to fund the preservation of the society's religious heritage?</i>
The government invests large sums of money in the conservation of the religious heritage.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input checked="" type="checkbox"/> Value judgment <input type="checkbox"/>	<i>Where does this information come from?</i> <i>Do you have figures to back up your claim?</i> <i>How many millions of dollars does this represent each year?</i> <i>Do you know how many years the government has been making this type of investment?</i>
<i>Black Robe</i> * is the best film to watch to learn how Catholicism was introduced to North America.	Judgment of preference <input checked="" type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input type="checkbox"/> Value judgment <input type="checkbox"/>	<i>Why did you like this film?</i> <i>What did you learn?</i> <i>Which parts did you find particularly moving?</i> <i>When you say that this film is the best of its type, which other films are you comparing it with?</i> <i>Which criteria are you basing your claim on?</i>
Québec's religious landscape is constantly evolving.	Judgment of preference <input type="checkbox"/> Judgment of prescription <input type="checkbox"/> Judgment of reality <input checked="" type="checkbox"/> Value judgment <input type="checkbox"/>	<i>What is your conclusion based on?</i> <i>Your own personal observations? Your own personal experience? Things you have read?</i> <i>Why is this so? What do you think is driving this evolution?</i>

WORKSHEET 5 – STUDY OF ONE ELEMENT OF QUÉBEC’S RELIGIOUS HERITAGE

Name: _____ Date: _____ Group: _____

- ✎ Look for information on the following aspects of the element of religious heritage you selected in order to complete your study of it.

1. The element of Québec’s religious heritage that I wish to study in depth:

2. The religious tradition(s) that this element grew out of:

3. Description of the element of religious heritage (place; specific signs or symbols; specific gestures, words or appearances, etc.):

4. Explanation of the meaning or function of this element of religious heritage in the period of its origin and its meaning today: is it the same, or has it changed?

☞ Use the following lists of questions to help you prepare for your interview.

LIST A: The subject you chose is a MATERIAL element of religious heritage.

What do you know about this element of Québec’s religious heritage?

Can you describe it in detail?

Which religious tradition(s) is it connected to?

Does this element of the religious heritage have a specific meaning and function?

Have this meaning and function changed over time?

Do this meaning and function differ from one individual or group to another?

What position does this element of religious heritage occupy in Québec society?

Why can one say that it belongs to Québec’s religious heritage?

LIST B: The subject you chose is a NONMATERIAL element of religious heritage.

What do you know about this element of Québec’s religious heritage?

Can you describe it in detail?

Which religious tradition(s) is it connected to?

How did this element of the religious heritage originate? (Cover the social and cultural context.)

What forms of religious expression does it include (characters, objects, stories, etc.)?

What meanings do these forms of religious expression have for believers?

Has this meaning changed over time?

What position does this element of religious heritage occupy in Québec society?

Why can one say that it belongs to Québec’s religious heritage?

WORKSHEET 6 – NOTE-TAKING DURING PRESENTATIONS

Name: _____ Date: _____ Group: _____

 Take down the essential information that was presented about an element of religious heritage.

Element of religious heritage presented:

Essential information to keep in mind about this element of religious heritage:

Write down questions you would like to ask to help you better understand the presentation:

How has this presentation changed or confirmed your point of view with respect to Québec's religious heritage?

WORKSHEET 7 – SUMMARY OF LEARNING

Name: _____ Date: _____ Group: _____

What I learned about Québec's religious heritage

1. Summarize what you learned about Québec's religious heritage.
2. Summarize what you learned about the contribution that religions have made to contemporary Québec society.
3. Summarize what you learned about the presence of Catholicism, Protestantism, Judaism and Native spirituality in Québec's religious heritage.

Reflections on the practice of dialogue

4. What means did you use to interact effectively with the others?
5. Which of the questions you asked during your interview helped you to better understand the other person's point of view?

Reflections on the work process and the task carried out

6. What strategies did you use to carry out the task effectively?
7. Which strategies could be improved or applied the next time?
8. Are you generally satisfied or dissatisfied with your work? Why?

SUGGESTED READING LIST

Baillie, Ray & Diana. *Imprints: Discovering the Historic Face of English Quebec*. Montreal: Price-Patterson, 2000. (ISBN-10: 1896881270)

A photo-book outlining the impact of Quebec's English-speaking community.

Bain, Russell and Collins, John. *Growing Up in N.D.G.* Ste-Anne-de-Bellevue: Shoreline Press, 2007. (ISBN: 1896754538)

A memoir of growing up in Montreal's NDG district in the early 20th century.

Believing in Quebec's Religious Heritage: A booklet put out by the National Assembly (2006)

Available online

Dickinson, John A. *A Short History of Quebec: Fourth Edition*. Montreal: McGill-Queen's University Press, 2008. (ISBN-10: 0773534407)

A classic history of the social, economic, and political developments in Quebec. Also addresses the identity issue.

Dumont, Micheline and Jean, Michele. *Quebec Women: A History*. Toronto: Women's Press, 1987. (ISBN: 0889611017)

A history of life for women in Quebec from the seventeenth century to the 1970s.

Gauvreau, Michel. *The Catholic Origins of Quebec's Quiet Revolution*. Montreal: McGill-Queen's University Press, 2007. (ISBN: 0773533710)

A study on how Quebec's Catholic Heritage impacted the cultural transformations in the late 1960s and 70s.

Griffin, Bernadette. *Scenes of Childhood*. Ste-Anne-de-Bellevue: Shoreline Press, 2007. (ISBN: 1896754437)

A memoir of growing up in Quebec city during the 1940s and 50s.

Kalbfleisch, John. *This Island in Time: Remarkable Tales from Montreal's Past*. Montreal: Véhicule Press, 2008. (ISBN: 1550652413)

A collection of tales recounting Montreal's 400 year history.

King, Joe. *Fabled City: The Jews of Montreal*. Montreal: Price-Patterson, 2009. (ISBN-10: 1897336669X)

A history of Montreal's Jewish community told in illustrations and anecdotes.

Landry, Pierre. *A History of Art in Quebec*. Montréal: Muse national des beaux-arts du Québec.

From the collection at the museum of fine arts.

Lauzon, Gilles, & Forget, Madeleine (eds.) *Old Montreal: History through Heritage*. Hushion House Publishing, 2004.

An exploration of Old Montreal's historical sites.

Letourneau, Jocelyn. *History for the Future: Rewriting Memory and Identity in Quebec*. Montreal: McGill-Queen's University Press, 2004. (ISBN-10: 0773527257)
Addresses Quebec identity.

Loiselle, André. *Cinema as History: Michel Brault and Modern Quebec*. Montreal: Cinematheque, 2007. (ISBN-10: 0968913261)
Quebec's history through director Michel Brault's works.

Morris, Raymond. *The Carnivalization of Politics*. Montreal: McGill-Queen's University Press, 1995. (ISBN: 0773513183)
Explores English-French relations through political cartoons published between 1960-1979.

Munroe, Vera Gauley. *The September Years*. Ste-Anne-de-Bellevue: Shoreline Press, 1994. (ISBN: 0969518064)
Memoirs of a teacher in Montreal from 1925-1963.

Palmer, Al. *Montreal Confidential*. Montreal: Véhicule Press, 2009. (ISBN: 1550652604)
Originally published in 1950, this book chronicles the vibrant Montreal nightlife.

Roy, Andrew. *A Son of Quebec*. Ste-Anne-de-Bellevue: Shoreline Press, 2004. (ISBN: 1896754392)
A memoir recounting the author's life as a member of the Superior Council of Education during the Quiet Revolution.

Toker, Franklin. *The Church of Notre Dame in Montreal*. Montreal: McGill-Queen's University Press, 1991. (ISBN: 0773508481)
A history of the construction of Notre Dame that includes the socio-political aspects of the project.

Trudel, Marcel (Jane Brierley, Trans). *Memoirs of a Less Travelled Road*. Montreal: Véhicule Press, 2002. (ISBN: 1550651560)
A controversial account of events leading up to the Quiet Revolution as seen through the perspective of the author's childhood and his academic life as a university professor.