

# **The Peace Seekers Instructor's Manual**

**The Story of  
the Canadian Mennonites  
from the Reformation  
to the Present**

**by  
Gail Tiessen**

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**Telephone:** (204) 326-5172

**E-mail:** joytwopublications@gmail.com

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### User Guide

Each unit:


- builds on a body of knowledge about the history of the Mennonite community, an Anabaptist Christian group with pacifist beliefs and a close community spirit
- peruse the initial readings and the additional readings of all 10 units before beginning instruction

Task Instructions:

Each task is presented with clear step-by-step instructions for the instructor as well as learning objectives.

Each task has a side bar that gives information for the instructor.

**Focus 1**



**Language Objectives:**

- ◆ to prepare to read
- ◆ to express an opinion

**Approx Time:**

- ◆ 50 minutes

**Materials:**

- ◆ Peace Seekers Workbook for each learner
- ◆ What's it About? SLIDE
- ◆ Faith SLIDE

Detailed instructions for the use of the **photocopiable** worksheets

## **Introduction**

### **The Purpose of This Curriculum**

- Reading and language textbook based on Mennonite history and values
- Encourages learners' integration into the Canadian context through reflection on their own history and cultural identity, whether they be Mennonite or learners of other cultural origins

### **What This Curriculum Contains**

- Focus on developing reading skills
- Materials are content-based
- Each unit builds on a body of knowledge about the history of the Mennonite community, an Anabaptist Christian group with pacifist beliefs and a close community spirit

### **Who This Curriculum Is For**

- Immediate learners

### **How Much On-Task Time This Curriculum Provides For**

- whole curriculum approximately 60 hours
- each unit is approximately 4-6 hours of on-task class time
- each task varies according to the purpose and task type

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Chapter	Focus 1	Focus 2	Focus 3	Focus 4	Focus 5
<b>1</b>	<i>Getting Ready to Read</i>	<i>Reading the Story</i>	<i>Understanding the Story</i>	<i>Working with Words</i>	<i>Working with Language</i>
<b>A Dangerous Stand</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>answer</b> true and false statements - to <b>order</b> sentences - to <b>suggest</b> titles	- to <b>learn</b> vocabulary - to <b>learn</b> antonyms (opposites) - to <b>use</b> adverbs of manner (ly)	- to <b>form</b> 'wh' questions
<b>2</b>	<i>Getting Ready to Read</i>	<i>Reading the Story</i>	<i>Understanding the Story</i>	<i>Working with Words</i>	<i>Working with Language</i>
<b>In Search of Safety</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>answer</b> multiple choice questions - to <b>order</b> sentences - to <b>suggest</b> titles	- to <b>find</b> words in a puzzle - to <b>fill</b> in the blanks	- to <b>make</b> negative statements - to <b>contract</b> 'not'
<b>3</b>	<i>Getting Ready to Read</i>	<i>Reading the Story</i>	<i>Understanding the Story</i>	<i>Working with Words</i>	<i>Working with Language</i>
<b>Changes: Mennonites in Poland</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>read</b> for details in the story - to <b>discuss</b> 'why' questions	- to <b>read</b> for details in the story - to <b>discuss</b> 'why' questions	- to <b>read</b> for details in the story - to <b>discuss</b> 'why' questions
<b>4</b>	<i>Getting Ready to Read</i>	<i>Reading the Story</i>	<i>Understanding the Story</i>	<i>Working with Words</i>	<i>Working with Language</i>
<b>Breaking Ground</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>make</b> questions for interviewing - to <b>interview</b> a person	- to <b>make</b> questions for interviewing - to <b>interview</b> a person	- to <b>learn</b> prepositions of place and time
<b>5</b>	<i>Getting Ready to Read</i>	<i>Reading the Story</i>	<i>Talking about the Letters</i>	<i>Working with Words</i>	<i>Working on Pronunciation</i>
<b>A Letter Home</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>gather</b> information - to <b>share</b> main ideas	- to <b>discuss and use</b> the idioms, <i>be used to</i> and <i>get used to</i> - to <b>express</b> an opinion	- to <b>discuss and use</b> the idioms, <i>be used to</i> and <i>get used to</i> - to <b>express</b> an opinion

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- to <b>use</b> wh? intonation - to <b>distinguish</b> between /v/ and /w/	- to <b>express</b> an opinion verbally - to <b>express</b> an opinion in writing	- to <b>read</b> a map	- to <b>discuss</b> a story	- to <b>listen</b> to a hymn	<b>A Dangerous Stand</b>
<i>Working on Pronunciation</i>	<i>Expressing Your Opinion</i>	<i>Giving and Getting Advice</i>	<i>Learning More</i>	<i>Listening to a Hymn</i>	<b>2</b>
- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>understand</b> advice - to <b>give</b> and <b>get</b> advice - to <b>express</b> an opinion	- to <b>learn</b> more of the history of the Mennonites	- to <b>listen</b> to a hymn - to <b>discuss</b> the significance of the words	<b>In Search of Safety</b>
<i>Making a Family Tree</i>	<i>Interviewing</i>	<i>Learning More</i>	<i>Listening to a Song</i>		<b>3</b>
-to <b>make</b> a family tree	- to <b>prepare</b> questions for an interview - to <b>write</b> a personal story	- to <b>learn</b> more of the history of the Mennonites	- to <b>listen</b> to a song - to <b>discuss</b> the significance of the words		<b>Changes: Mennonites in Poland</b>
<i>Working on Pronunciation</i>	<i>Giving Directions</i>	<i>Learning More</i>	<i>Reading a Map</i>	<i>Listening to a Song</i>	<b>4</b>
- to <b>learn</b> prepositions of place and time	- to <b>give</b> directions - to <b>write</b> and <b>follow</b> directions	- to <b>learn</b> more of the history of the Mennonites	- to <b>gain</b> information from a map	- to <b>listen</b> to a song - to <b>learn</b> a song - to <b>discuss</b> learning a song - to <b>learn</b> about the Mennonite song leader	<b>Breaking Ground</b>
<i>Working with Language</i>	<i>Reading More</i>	<i>Reading a Map</i>	<i>Listening to a Song</i>		<b>5</b>
- to <b>learn</b> the use of <i>very</i> and <i>too</i> - to <b>write</b> a letter	- to <b>learn</b> more of the history of the Mennonites	- to <b>learn</b> more of the history of the Mennonites through reading and discussing maps	- to <b>learn</b> to and discuss a song related to the theme		<b>A Letter Home</b>

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Chapter	Focus 1	Focus 2	Focus 3	Focus 4	Focus 5
<b>6</b>	<b><i>Getting Ready to Read</i></b>	<b><i>Reading the Story</i></b>	<b><i>Working with Words</i></b>	<b><i>Understanding the Story</i></b>	<b><i>Working with Language</i></b>
<b>Portraits</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the story - to <b>discuss</b> the main idea	- to <b>find</b> the meaning of words and phrase in the text - to <b>compare</b> old with today	- to <b>summarize</b> paragraphs - to <b>discuss</b> questions	- to <b>find</b> the meaning of words and phrase in the text - to <b>compare</b> old with today
<b>7</b>	<b><i>Getting Ready to Read</i></b>	<b><i>Reading the Story</i></b>	<b><i>Understanding Idioms</i></b>	<b><i>Working with Words</i></b>	<b><i>Working on Pronunciation</i></b>
<b>Aganetha's Journal</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> the journal in sections - to <b>find</b> answers in the text - to <b>follow</b> directions	- to <b>understand</b> 'way' idioms - to <b>tell</b> a Story	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>hear</b> and <b>produce</b> the /ʃ/ and /tʃ/ sounds - to <b>produce</b> correct sound spelling pattern for /ʃ/ and /tʃ/ sounds
<b>8</b>	<b><i>Getting Ready to Read</i></b>	<b><i>Reading the Story</i></b>	<b><i>Understanding Idioms</i></b>	<b><i>Working with Language</i></b>	<b><i>Working on Pronunciation</i></b>
<b>Work Sweetens Life</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> a text for detail and the big picture - to <b>express</b> an opinion about jobs	- to <b>understand</b> idioms - to <b>use</b> idioms in writing	- to <b>understand</b> and <b>use</b> the present progressive form - to <b>describe</b> a picture	- to <b>write</b> and <b>pronounce</b> contractions appropriately - to <b>understand</b> the pronunciation of the 's' suffix
<b>9</b>	<b><i>Getting Ready to Read</i></b>	<b><i>Reading the Story</i></b>	<b><i>Understanding a Poem</i></b>	<b><i>Provinces and Capitals</i></b>	<b><i>Understanding Idioms</i></b>
<b>The True North Strong and Free</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>read</b> personal accounts of immigrants - to <b>form</b> questions about the text - to <b>answer</b> questions about the text	- to <b>read</b> and discuss a poem - to <b>write</b> a personal account	-to <b>learn</b> the names of the provinces, territories and capitals	- to <b>understand</b> the idioms: <i>make up</i> and <i>write down</i>
<b>10</b>	<b><i>Getting Ready to Read</i></b>	<b><i>Reading the Story</i></b>	<b><i>Understanding the Story</i></b>	<b><i>Working on Pronunciation</i></b>	<b><i>Working with Language</i></b>
<b>I Am a Mennonite</b>	- to <b>prepare</b> to read - to <b>express</b> an opinion	- to <b>find</b> answers in the text	- to <b>make</b> a mind map of the main ideas from the text - to <b>make</b> a mind map of themselves	- to <b>hear</b> the difference between the /y/ and /j/ sounds - to <b>understand</b> the /j/ spelling - to <b>hear</b> and <b>practice</b> palatalization	- to <b>understand</b> the future tense



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Focus 6	Focus 7	Focus 8	Focus 9	Focus 10	Chapter
<i>What Do You Think?</i>	<i>Working on Pronunciation</i>	<i>Working with Words</i>	<i>Learning More</i>	<i>Listening to a Song</i>	<b>6</b>
- to <b>find</b> the meaning of words and phrase in the text - to <b>compare</b> old with today	- to <b>hear and pronounce</b> /ð/ /θ/ /t/ /d/ sounds - to <b>compare</b> old with today	- to <b>understand</b> the formation of new words with prefixes	- to <b>learn</b> about recipes - to <b>write</b> a recipe - to <b>learn</b> more of Mennonite traditions	- to <b>learn</b> to and discuss a song related to the theme	<b>Portraits</b>
<i>Working with Language</i>	<i>Listening &amp; Speaking Practice</i>	<i>Learning More</i>	<i>Listening to the Song</i>	<i>Colonies in Latin America</i>	<b>7</b>
- to <b>understand</b> adverbs of frequency - to <b>use</b> adverbs of frequency	- to <b>prepare</b> to do an interview - to <b>practice</b> interviews	- to <b>listen</b> to personal account stories - to <b>discuss</b> the stories - to <b>write</b> a personal account	- to <b>listen</b> to and sing a song about faithfulness	- to <b>examine</b> and discuss maps of Latin America - to <b>learn</b> about Mennonite colonization	<b>Aganetha's Journal</b>
<i>Speaking about Routines &amp; Habits</i>	<i>Job Description</i>	<i>Listening to a Song</i>			<b>8</b>
- to <b>understand</b> the form, meaning and use of the simple present	- to <b>understand</b> an application form - to <b>fill out</b> an application form	- to <b>listen</b> to and <b>sing</b> the song <i>Four Strong Winds</i>			<b>Work Sweetens Life</b>
<i>Working on Pronunciation</i>	<i>Reading Practice</i>	<i>Working with Language</i>	<i>Writing Practice</i>	<i>Listening to a Song</i>	<b>9</b>
- to <b>identify</b> words with the /k/ sound - to <b>practise</b> spelling words with the /k/ sound	- to <b>learn</b> about July 1 <sup>st</sup> - to <b>discuss</b> the confederation timeline - to <b>read</b> about the Canadian flag	- to <b>understand</b> the use of the Present Perfect	- to <b>understand</b> the form of a memo - to <b>write</b> memos	- to <b>listen</b> to and sing the national anthem of Canada	<b>The True North Strong and Free</b>
<i>Do You Agree?</i>	<i>Reading Practice</i>	<i>Writing Practice</i>	<i>Listening to a Song</i>	<i>Learning More</i>	<b>10</b>
- to <b>conduct</b> a survey - to <b>understand</b> the formation and intonation in yes/no questions	- to <b>read</b> and <b>discuss</b> poems and wishes	- to <b>write</b> ideas on a mind map about dreams	- to <b>listen</b> to and sing <i>A Song of Peace and Harmony</i>	- to <b>discuss</b> a story	<b>I Am a Mennonite</b>

