Teacher Resource Guide

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ABOUT THIS TEACHER RESOURCE GUIDE

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The Mystery of the Bell Guide for Educators

The Mystery of the Bell (45:09) is a CBC-TV documentary that explores the legend of the Bell of Batoche, a bell that was believed to have been stolen from a church in Batoche, Saskatchewan by Canadian soldiers after they defeated Louis Riel and his Métis fighters in 1885. Over the next 100 years, the bell was hidden — buried in a field, submerged in a stream, locked away in a safe — anywhere where it would be kept away from those who wanted it back. A century later it was stolen back by Métis militants and kept hidden for another 20 years as a power struggle over the future of this icon played out. Finally, the bell reappeared at Batoche, in a ceremony celebrated by thousands of Métis across the country. Yet, for many historians, there is significant controversy regarding the true identity of the Bell of Batoche. The Mystery of the Bell deftly explores this fascinating mystery through a series of clues that come together to reveal the remarkable truth about this bell.

The Big Ideas

The Mystery of the Bell is a complex documentary and includes the stories of many fascinating people, places and historical events. While viewing the documentary, it may be helpful for students to remember several guiding questions that incorporate overarching themes of the documentary. It should be noted that as students come to understand the controversy surrounding the Bell of Batoche, their answers to these questions will change and grow. Students may wish to keep a journal to record their changing understanding of these concepts.

- What is the Bell of Batoche?
- Where is the Bell of Batoche?
- Who “owns” the Bell of Batoche?
- How can we learn about the Bell of Batoche?
- Why do we remember and study the Bell of Batoche?
Purpose of the Guide

The Mystery of the Bell is a significant documentary for classrooms across Canada. Its story touches upon important elements of regional history as well as issues related to Métis history, rights and burgeoning cultural pride and identity. The very controversy of the Bell’s true identity reveals that history, as we should best understand it, is about the multiple people, places and voices that create, debate and deconstruct the stories we have come to understand as fixed “truths.” The truth in history is often multifaceted, and the controversy of the Bell of Batoche speaks to this notion. Indeed, the study of such events reminds educators and students alike that sometimes the voices we don’t traditionally hear are the ones that ring most true.

For the convenience of the educator, this guide suggests that the documentary be split into three distinct parts for viewing. Each section of the guide includes the following:

- A summary of each part of the documentary
- A previewing question and activity to introduce students to relevant themes
- A worksheet of viewing questions to be answered by students during the film
- A worksheet of critical thinking questions to be answered and discussed by students after the film
- A list of instructional activities that educators can adapt into assignments, assessments, or other activities. These range from short activities based solely on the documentary to larger projects that require additional resources and more class time. Where possible, suggested resources will be listed for the educator to include as they see fit.
- Suggestions for community extensions to enhance student comprehension of the topic

Opportunities for Assessment

The instructional activities included in this guide adhere to the framework of Differentiated Instruction as closely as possible. The incorporation of a variety of different activities, including opportunities for debate, individual research, reading and writing, cooperative learning, and artistic and dramatic expression, provide ample opportunity for teacher assessment and evaluation.

Accommodations

For students with hearing impairments or students with difficulties in understanding spoken language, a printed transcript of this documentary is available to educators, as included in this guide.
Recommended Grade Levels and Links to the Curriculum

The Mystery of the Bell and this resource guide apply to the following subject areas at the senior secondary level:

- Canadian History
- Social Sciences and Humanities
- Native Studies
- Geography

Learning Expectations

The materials in this guide address several major learning expectations related to the history and humanities curricula for secondary schools across Canada.

By watching The Mystery of the Bell and completing the accompanying instructional activities, students will be able to:

- Interpret the reliability of historical evidence such as primary sources
- Evaluate the impact of major historical events through the interpretation of cause and effect
- Evaluate the role of bias and the presence of multiple perspectives in a major historical controversy
- Analyze changes and continuity in Canadian national identity, as well as within local communities, especially as related to French-English and Aboriginal-English relationships
- Improve historical thinking and critical thinking skills by developing strong skills in historical inquiry

What Is Historical Inquiry?

When many students think of history, they believe that to study history is simply to memorize as many facts as possible. Unfortunately, many teachers also subscribe to this idea and may construct lesson plans that deliver material without asking the students to engage in critical reflection. The issue with this approach to history is that it allows no room for students to critically analyze sources to create and deepen their own understanding of history.

Historical inquiry is the idea that learning history is a process students actively engage with. Historical inquiry begins when students or teachers ask a series of relevant guiding questions. These questions often relate to historical significance and cause and effect. For example, a guiding question for the Bell of Batoche might be, “What is the significance of the Bell of Batoche for Métis peoples?”

To continue historical inquiry, students can investigate this question by exploring and analyzing a range of historical resources. This teacher guide includes a variety of suggestions of relevant resources, including interviews, photographs, newspaper articles, and other primary and secondary resources.

After students analyze and interpret these historical resources, they can come up with historical evidence that leads to a strong interpretation of the guiding questions and the historical event on the whole. This process of “doing” history and coming to answers on their own, rather than simply memorizing information, makes historical content far more relevant and comprehensible to the student.

The Mystery of the Bell is a documentary that works very well within the framework of historical inquiry. By working through the inherent mystery and controversy of the documentary utilizing a variety of activities and resources, students will come to understand the multiple perspectives — the many historical truths — that make up both the history of the bell and Canadian history at large.

For more information about historical inquiry, visit: www.historicalinquiry.com/index.cfm
Pre-viewing Information

The Bell of Batoche is very significant to Métis history in Canada. A basic understanding of Métis history in Canada — including the history of the people, major events like the Northwest Rebellion and major figures like Louis Riel and Gabriel Dumont — will enhance student comprehension of The Mystery of the Bell and should be introduced prior to viewing the documentary.

Métis History

A brief overview of the origins of the Métis people, relations between the Métis and other people in Canada, and issues about land claims and cultural assimilation can be found here: [turtle-island.com/native/the-ojibway-story/metis.html](http://turtle-island.com/native/the-ojibway-story/metis.html).

Students can explore Métis history and culture, including primary sources, maps, and art and music, at the Virtual Museum of Métis History and Culture, located here: [www.metismuseum.ca/main.php](http://www.metismuseum.ca/main.php).

You may also wish to share articles or resources from *New Breed Magazine*, a secondary resource published by the Métis Nation – Saskatchewan that looks at issues related to the politics of Métis life, such as the Métis drive towards self-government, Métis effort in 20th century wars, and other issues. These can be found at [www.metismuseum.ca/browse/index.php/584?id=532](http://www.metismuseum.ca/browse/index.php/584?id=532).

Other Pre-viewing Instructional Activities

1. One of the pertinent issues in the social history of Canada is the notion of how racism and other differences have an effect on the way that people relate to one another. To emphasize the social justice element of history, lead students through the “Identity Circle” activity, found here: [www.life.arizona.edu/docs/social-justice/identity-circle.pdf?sfvrsn=4](http://www.life.arizona.edu/docs/social-justice/identity-circle.pdf?sfvrsn=4). Follow up with questions related to privilege and status in Canadian social identity, and ask students, either in small groups or as a class, to make connections between feelings of belonging or isolation and the way that Métis people were treated throughout history.

2. As a class, read the 2005 article “Métis Want the Bell of Batoche to Sound Again,” located here: [www.cbc.ca/news CANADA/m%23A3-tis-want Bell-of-batoche-to-sound-again-1.557867](http://www.cbc.ca/news CANADA/m%23A3-tis-want Bell-of-batoche-to-sound-again-1.557867). Discuss the origins of the Bell of Batoche with the class, and explain that you are now going to show a documentary that relates to the return of the Bell of Batoche to Saskatchewan and a related controversy.

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**Recommended Resources for Teachers**

[www.oise.utoronto.ca/deepeningknowledge/](http://www.oise.utoronto.ca/deepeningknowledge/) – OISE’s Deepening Knowledge Project, which features many resources and lesson plans for teachers who wish to incorporate Aboriginal content into the curriculum.

Part 1 – The Bell of Batoche (0:00 – 13:36)

The documentary opens in the town of Millbrook, Ontario, where more than two decades earlier, a 40-kilogram bell known as the Bell of Batoche was taken from a glass case in the Millbrook Legion Hall. The Bell of Batoche, dubbed “Marie Antoinette” by its creator, is one of the legendary artifacts of Métis history, believed to have been stolen by Canadian soldiers from Batoche, Saskatchewan, in 1885 after the Northwest Rebellion. Billyjo Delaronde, a Métis man, is responsible for the theft of the bell from the Millbrook Legion. Though some hold that he is the rescuer of the Bell of Batoche, others like David Chartrand, the head of one of the largest Métis organizations in Canada, argue that Delaronde is a thief. The return of the bell to Batoche in July 2013 delights a number of Métis people, but controversy erupts over the true origins of the bell, with many historians believing that this bell is not, in fact, the Bell of Batoche, but a different bell entirely.

Focus On: Multiple perspectives, regional history, Métis people, culture and history, history and justice

Previewing question for consideration:
What are some important celebrations of culture in Canada? Why do these exist?

Minds On
Is Canada a truly multicultural society?

Before class begins, write the words “Welcome” and “Bienvenue” on the blackboard. As students enter the classroom and take their seats, direct their attention to the blackboard. Invite students to write "welcome" on the blackboard in as many languages as they can think of. After five minutes, have students take their seats, and count how many different languages are on the blackboard. Identify any languages that may be less familiar to students. Ask students why they think there are so many (or so few) different languages on the blackboard. How do these words exist in a nation that has only two official languages? Can language be a tool to oppress or empower others? Are there languages that are missing? Why might this be?
Part 1 – The Bell of Batoche

Viewing Questions

Answer these questions while you watch the film.

1. What is the Bell of Batoche and to whom is it significant?
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   ______________________________________________________

2. Who are the Métis people? Where were they located?
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3. Who is Louis Riel? Why is he significant to Métis history?
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4. What happened to the Bell of Batoche in 1885?
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   ______________________________________________________
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5. Who is Billyjo Delaronde? Why did he hide the Bell of Batoche for so long?
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   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

6. Who is Marie Antoinette?
   ______________________________________________________
   ______________________________________________________
7. Who is David Chartrand? Does he disagree with what Delaronde did with the Bell of Batoche?

8. What did Billyjo Delaronde want for the bell?

9. Why did Billyjo Delaronde give the bell to the Catholic Church? Was this seen as “returning” it?

10. Why is Billyjo Delaronde a controversial figure?

11. What is the reaction of the crowd when the bell is unveiled?

12. Do you think this is the Bell of Batoche? Why or Why not?
Part 1 – The Bell of Batoche

Critical Thinking Questions

Answer these questions after the film and then discuss as a class

1. What can historical artifacts, like the Batoche Bell, reveal to historians? Why do we study artifacts?

2. Louis Riel is the source of much controversy throughout history. Some people view him as a Métis hero, while others see him as an instigator of violent protest. What other historical figures are controversial in history? How do we know?

3. Who are Billyjo Delaronde and David Chartrand? What are their opinions about the Bell of Batoche?

4. What is the role of truth in the study of history? Are there multiple ways to understand an historic event?

5. What would you do with the Bell of Batoche? Who would you give it to?
6. Is Canada’s identity as a “multicultural mosaic” accurate when we think of Aboriginal peoples in Canada?
Part 1 – The Bell of Batoche

Instructional Activities

1. The Great Debate

In this section of the video, viewers are introduced to the Bell of Batoche and the controversy surrounding its return to the Métis community of Batoche.

a. Divide the class into four groups. Distribute copies of the article “Bell of Batoche Returning to the Métis of Manitoba” to each group and have students read the article together. As a class, debrief the article, noting the controversy and the important figures involved (David Chartrand and what the Toronto Star refers to as the “Robin Hood” figure Billyjo Delaronde.)

b. Assign two groups the figure of Billyjo Delaronde, and two groups the figure of David Chartrand. Write the guiding question, “Is Billyjo Delaronde a thief?” on the blackboard. Students should brainstorm a response to this question from the perspective of the figure they have been assigned, using what they know from the video and the article, and write their responses on chart paper. To assist student response, pose the following questions:
   - Why is the bell so important to this figure (Delaronde or Chartrand)?
   - Who wants the bell now? Why?
   - What are the conditions for returning the bell?

c. Stage a debate about the two sides of this controversy, using the main guiding question as a starting point. You might choose to have two debates occurring simultaneously, with each Delaronde group arguing why he is not a thief, and each Chartrand group arguing why he should be considered a thief. Hold the debate, and then debrief, discussing why there is no right or wrong answer for such a controversy. Discuss the notion of multiple understandings of historic events with the students, and reiterate that multiple perspectives are a key concept in understanding the mystery of the Batoche Bell, as with most other historical events.

2. From Sea to Sea

While much of what students learn about Canadian history seems to happen in the “large” places in Canada — the major cities and the biggest provinces — Canada is fascinating for its breadth of land, people and histories.

a. Discuss the importance of regional history with students, with an emphasis on local legends, celebrated figures and historic events that help to shape a place and its inhabitants. As a class, brainstorm what students know about the history of their school and where it is located.
b. Students can watch the following video, “A look at the town of Millbrook’s past history,” as an example of the importance of regional history. Have students take notes and share their findings with a partner: www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell

c. Use the Jigsaw technique to enable students to learn about a variety of regional histories. This activity may take more than one class period to complete. Divide students into groups of six. Each student within the group will be assigned a specific region important to the Bell of Batoche such as Frog Lake, Batoche, Millbrook, St. Albert, or different regions of the teacher’s own choosing. Students will independently research the history of their assigned location so that they are experts on significant history, folklore and people. Next, students will meet with those who have been assigned the same region, so that they can share their information. Lastly, students meet in their initial groups, and take turns presenting their findings as the “experts” of their regions. A detailed description of the jigsaw technique for cooperative learning can be found here: www.jigsaw.org/overview.htm

3. Proud to Be Métis

One of the reasons the Bell of Batoche is significant is because it symbolizes a resurgence of Métis pride and culture in Canada. This heritage is celebrated at the Back to Batoche festival, attended annually at Batoche, Saskatchewan, by thousands of Métis.

a. Explore the website www.backtobatoche.org/ as a class and discuss this celebration with students, noting the inclusion of music, art, dance and other traditions. Discuss the significance of cultural celebrations in Canada and assess Canada’s identity as “cultural mosaic.”

b. Students can watch “A modern-day resurgence of Métis pride in Canada” at www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell and take notes regarding the growth of Métis pride and identity in Canada.

c. Students can create posters or brochures that celebrate Métis heritage, to be posted around the classroom, on one or more of the following topics, which can be researched at www.metismuseum.ca/main.php or other online sources:

- Music
- Lifestyle
- Language
- History
- Legal status
4. In the News – Extension

Have students work in pairs to research a current story related to Aboriginal rights in Canada. Students should understand the important people, places, events and social issues that are significant to these stories. With their partner, have students present these issues to the class in a one- to two-minute speech that summarizes the situation, explores the viewpoints of all parties involved, outlines work already undertaken within the affected communities to address the issue, and presents the student’s own ideas for a potential solution. Suggested topics include:

a. Idle No More
b. The Crisis at Attawapiskat
c. Métis constitutional rights
d. The case of Loretta Saunders and Aboriginal women’s rights
e. Oil pipeline debate

Community Extension: Invite a Métis guest speaker to the classroom to discuss traditions, history and the culture of the Métis people with staff and students.

Recommended Resources for Teachers

www.cbc.ca/news/aboriginal – Current headlines for news related to Aboriginal people in Canada


curio.ca/en/community/2012/03/23/nir-mar-2012-the-great-oil-pipeline-debate/ – From the series News in Review, a story about the oil pipeline debate, including a resource guide

curio.ca/en/community/2012/02/16/nir-feb-2012-the-emergency-in-attawapiskat/ – From the series News in Review, a story about the crisis in Attawapiskat, including a resource guide

www.cbc.ca/news/politics/federal-court-grants-rights-to-m%C3%A9tis-non-status-indians-1.1319951 – CBC news article about current Métis status in Canada

www.cbc.ca/doczone/features/music-from-mystery-of-the-bell – Listen to full version of “Proud to be Métis” as found in the documentary

www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/index.html – Information about resources for teachers who wish to include Aboriginal content and perspectives into teaching

www.metismuseum.ca/exhibits/resources/ – Link to the Virtual Museum of Métis History and Culture


Learning Expectations
• Cause and effect
• Oral communication
• Research skills

Materials Needed
• Computer access
After the Bell of Batoche is unveiled to Métis communities in July 2013, a new mystery begins to reveal itself: is the bell actually the one stolen from Batoche, or could it have entirely different origins? Figures like Millbrook playwright Robert Winslow argue that the bell unveiled at Batoche in fact hails from Frog Lake, a small Prairie community on the Alberta, Saskatchewan border. In 1885 near Frog Lake, an encampment of Cree people led by Big Bear were starving and desperate, but Indian agent Thomas Quinn refused to provide them with food. Wandering Spirit, Big Bear’s war chief, shot Quinn and set off a succession of killings that what would become known as the Frog Lake Massacre. Nine lives in total were taken, and troops were called in from as far away as Halifax and Vancouver. It is thought that Millbrook soldiers stole the bell from Frog Lake’s burned-out church, and it remained hidden for the next 100 years. In 1967, Centennial Year in Canada, a publication about the history of Millbrook mistakenly identified this hidden bell, the same that Billyjo Delaronde revealed, as the Bell of Batoche, when it was in fact the bell from Frog Lake. But where is the true Bell of Batoche?

Focus On: The Battle of Batoche, the Northwest Rebellion, Louis Riel, Métis life after Batoche, racism and discrimination, cause and effect

Previewing question for consideration:
Have you ever discussed a past event with family or friends, to discover that you each had different memories of how the event occurred?

Minds On
Have students make a list of 15 to 20 events from their own life that they feel had a significant impact on the formation of their identity (i.e. learning to drive a car, breaking a bone, etc). Have students share their lists with a partner, and then lead a class discussion on why certain events are memorable and identity-changing while others aren’t. Can positive and negative events have the same impact? Did anyone have events in common? How can we relate our experiences of identity-building to events in Canadian history and the formation of Métis identity?
Part 2 – Frog Lake and a Second Bell

Viewing Questions

Answer these questions while you watch the film.

1. Who is Robert Winslow? What is his belief about the Batoche bell?

2. What and when was the Frog Lake Massacre? What is its significance?

3. How is the history of the Métis significant to the Frog Lake Massacre?

4. What was the Canadian government’s response to the Frog Lake Massacre?

5. What does the treatment of the Frog Lake Massacre say about the relationship between Aboriginal people and the rest of Canada in the 1880s?
6. In his play, how did Robert Winslow depict the loss of the bell at Frog Lake? What bell is this?

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7. What was the 100-year journey of this bell? Where did it go? Whose hands did it pass through?

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8. Do you think this is the Bell of Batoche? Why or why not?

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Part 2 – Frog Lake and a Second Bell

Critical Thinking Questions

Answer these questions after the film and then discuss as a class.

1. Are there historical events that had an impact on your family? How do historic events shape family, cultural, personal and national identity?

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2. Discuss the role of stereotypes (racial, gender, linguistic, etc.) and colonization in Canadian history. What are the present-day effects of this history?

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3. Discuss the proverb “the history of the hunt will always glorify the hunters.” What does this mean? How does it apply to the Métis and to Canadian history at large?

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4. Why were troops summoned to the Frog Lake Massacre from all over Canada? Would there have been the same level of response if this event had not included Aboriginal people?

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5. Is the bell at Frog Lake as important as the Bell of Batoche? What makes historical artifacts significant to historians? Are these reasons different than how laypeople would understand the artifact?

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________________________________________________________________________
6. Why would Millbrook soldiers steal the bell? What do you think was the response of the Métis people? Of the people at Frog Lake?
Part 2 – Frog Lake and a Second Bell

Instructional Activities

1. Dude, Where’s My Bell?

In this section of the documentary, we learn that what was thought to be the Bell of Batoche was actually the Bell of Frog Lake, leaving questions about where the real Bell of Batoche is located.

a. Distribute copies of the article “Revelations on Bell of Batoche Fuel New Debate” to students and have them read the article on their own. As a class, debrief the article, and note the existence of controversy over the findings about the bell, as well as what the bell symbolizes for Métis people.

b. Have students research some of the responses to this article online, noting how many people agree or disagree with the findings, who they are, whether or not they are Métis, what they have at stake in the findings, etc. Note that even the comments included at the bottom of the article are revealing of this controversy.

c. On their own, students should create a “letter to the editor” in response to this article, noting what they have learned so far from the documentary and other instructional activities, including what they know about Métis history, the Frog Lake Massacre, and the history of Millbrook and its people. Make sure students express an opinion about the whereabouts of the Bell of Batoche, as they understand it at this point.

2. The Art of History

Robert Winslow is a playwright, whose work, Crossings: The Bell of Batoche examines the 1885 Rebellion from the viewpoints of Métis, Aboriginal and non-Aboriginal Canadians.

a. As a class, discuss why this work might be significant to understanding history, compared with information presented in a textbook. Are mediums like plays, paintings and dramatizations useful in the study of history, as opposed to textbooks and documentaries? What are the pros and cons of creative retellings of historical events? In groups, have students come up with a list of pros and cons for the use of literature or art in depicting history and share with the class.

b. Show students a variety of other artistic resources that depict events in Canadian history. For example:

- Paintings (The Death of General Wolfe by Benjamin West
• Historical literature (*Three Day Road* by Joseph Boyden)
• Dramatizations (*The Stork Derby* directed by Mario Azzopardi or *Polytechnique* directed by Denis Villenvenue)

Discuss the events that inspired these creative retellings, how often these artworks stick to or move away from the “true facts” of history, and why this is so.

c. Have students research a variety of historical pieces (i.e. novels, plays, paintings, films), especially those that look at a certain event or at Aboriginal issues. It might be a challenge for students to find artwork that depicts solely Canadian events, especially films! Discuss why there are so few films about events that happened in Canada, while there is a wealth of movies that are based on historical events in Europe or America.

d. Now that students are aware of some of the advantages, disadvantages, similarities and differences in understanding historical literature and art, they can create their own. In groups of four to five, have students choose a very specific section of the documentary they have seen so far, and create a script of roughly five minutes in length complete with dialogue, action and ideas for costumes. Students can perform these scenes in front of the class, or film them and show them to the class. Suggestions for events from the documentary to focus on include:

  • The Mètis and the Battle of Batoche
  • Billyjo Delaronde and the return of the “Bell of Batoche”
  • Robert Winslow writing “Crossings: The Bell of Batoche”
  • Chief Big Bear and his people starving at Frog Lake
  • Wandering Spirit shooting Thomas Quinn
  • Millbrook soldiers taking the bell from Frog Lake

### 3. What Happened to the Mètis?

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The Battle of Batoche was a turning point in the history of Canada, as the defeat of the Mètis people here on May 12, 1885 led to the surrender of Mètis leader Louis Riel and the end of the Northwest Rebellion.

a. Students should watch “A look at the events leading up to and including the Battle of Batoche” found at [www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell](http://www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell). On their own, have students make a list of events leading up to and including the resistance. Next, place students in groups of four to five and have them work together to create a timeline of major events on chart paper, along with an illustration or symbol for each event. Discuss the notion of cause and effect in the Battle of Batoche, and for other events in history.

b. Students should watch “What happened to the Metis community after the Battle of Batoche?” found at [www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell](http://www.cbc.ca/doczone/features/extended-clips-from-mystery-of-the-bell). Have students make notes about the aftermath of the Battle of Batoche on the Mètis peoples, organizing their notes into a chart with the following categories: Casualties, Land Ownership, Government,
c. While the Battle of Batoche happened over 100 years ago, its aftereffects on Canadian identity and culture reverberate to present day. This is true of many historic events and their impact on populations in Canada, especially in areas related to race or gender. Have students research at least three different groups of immigrants who have come to Canada between 1750 and present day. The website www.thecanadianencyclopedia.ca/en/article/immigration/ is a good place to start for research. Students can then create concept maps linking some of the common issues these immigrant groups may have faced in terms of identity, land ownership and way of life, as well as noting differences among immigrant groups in terms of challenges they may have faced, especially in relation to racism and discrimination.

**Community Extension:** With students, visit one of the many National Aboriginal Day events across the country. Details about events in Alberta, British Columbia, Ontario, Quebec, Manitoba and New Brunswick can be found here [www.aadnc-aandc.gc.ca/eng/1100100013322/1100100013323](http://www.aadnc-aandc.gc.ca/eng/1100100013322/1100100013323)

**Community Extension:** Take students on a field trip to one of the neighbourhoods in your region and have students interview and research local businesses, restaurants or libraries, to understand the history of immigration or cultural identity in the region.

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**Recommended Resources for Teachers**


[firstpeoplesofcanada/fp_metis/fp_metis_frog_lake.html](http://firstpeoplesofcanada/fp_metis/fp_metis_frog_lake.html) – This website about Aboriginal history in Canada includes information about the Frog Lake Massacre.

[www.canadiana.ca/citm/specifique/rielreb_e.html](http://www.canadiana.ca/citm/specifique/rielreb_e.html) – The website “Canada in the Making” features teacher resources, including lesson plans and information about the Northwest Rebellion.


[4thlinetheatre.on.ca/?play=crossings-the-bell-of-batoche](http://4thlinetheatre.on.ca/?play=crossings-the-bell-of-batoche) – Find out more about Robert Winslow’s play on the Bell of Batoche.

[canadashistory.com/Books/Featured-Titles/Historical-Fiction](http://canadashistory.com/Books/Featured-Titles/Historical-Fiction) – A list of Canadian historical fiction and recommended reading, a great list to provide students.

Part 3 – The Search for the Bell of Batoche (26:38 – 45:09)

To solve the mystery of the Bell of Batoche, historians look to the creation of the bells which stretches over 100 years back to Bishop Vital Grandin. While living in France, Grandin had 20 bells cast with two unique markers: his name and the crest of the Bishop of St. Albert. The Grandin bells were sent to missions scattered across Northwest Canada. Historians begin a search that includes many interviews and the scouring of historical documents from the region. Their work culminates in the discovery of a photograph of a bell with its Grandin markings fully intact — this makes it different from the Frog Lake bell, which is missing one letter. Using this photo as evidence of what the true Bell of Batoche looks like, the search eventually leads to St. Laurent, one of the oldest Métis settlements in Saskatchewan, and to a church rebuilt after a fire in 1990. A baptismal certificate notes that a bell initially given to Batoche was relocated to St. Laurent in 1937. Though all that remains of this bell after the fire is its clapper, it is a perfect march to the photograph of the Bell of Batoche. After all of the mystery, Marie Antoinette, the Bell of Batoche, has been at this church for decades, a mere 12 km from Batoche.

Focus On: Analyzing primary sources, historical evidence, the significance of location, Canadian identity

Previewing question for consideration:
If you were a detective assigned to the Bell of Batoche, what kinds of people, resources or evidence would you look for to help you solve the case?

Minds On

Show students a photo of an unnamed historical invention whose purpose is not obvious (you can find examples here: www.dailymail.co.uk/sciencetech/article-1045114/The-1920s-satnav---weird-wonderful-gadgets-quite-took-off.html). Ask students to work in small groups to create a hypothesis about what they think the object is, including its purpose, where it came from, who used the item, etc. Share the origin of the artifact with the students, and ask them what sorts of clues they used from the photograph to come to their own conclusions. How can this be applied to other historical evidence?
Part 3 – The Search for the Bell of Batoche

Viewing Questions

Answer these questions while you watch the film.

1. What important document led to a mix-up regarding the bells?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Who was Bishop Vital Grandin? What is significant about him?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. Where were Grandin’s bells located throughout Canada?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. How do historians identify Grandin bells?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. Why is the National Archives in Ottawa significant to this story? What was discovered there?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

6. What did historian Juliette Champagne discover about the bell at Batoche?
   ______________________________________________________
   ______________________________________________________
7. Why is the search for the Bell of Batoche so important? To whom is it important? Why?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

8. Where is Duck Lake? Why is this location important?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

9. What are some of the resources historians utilized to learn about the Bell of Batoche? What did they learn from photographs like this one?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

10. Where is the Bell of Batoche? In your opinion, where is its proper place?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
Critical Thinking Questions

Answer these questions after the film and then discuss as a class

1. Can anything be “owned” in history (land, people, resources, artifacts)? If so, how do we know who owns what? How does the concept of ownership shape history?

2. Are there some resources in studying history that are “better” than other resources? Why or why not? How do we assess resources?

3. How did the Bell of Batoche affect the way a generation of Métis people viewed people from Ontario? Does this change now that historians know where the “real” Bell of Batoche is located?

4. The Bell of Batoche is said to have made a 100-year journey, though the reality is that it hardly “moved” at all. Is the notion of a journey significant to the study of history?

5. How do people create identities, especially as related to culture? Has the way people form and maintain cultural identities changed in modern day?
6. How would you have told the story of the Bell of Batoche? Who would you have interviewed? Where would you have travelled? Whose perspectives would you have used?
Part 3 – The Search for the Bell of Batoche

Instructional Activities

1. A Picture is Worth a Thousand Words

The study of history is made ever more relevant and exciting through studying primary resources. Indeed, the mystery of the Bell of Batoche was solved when historians delved into the many fascinating letters, records and other documents concerning the bell.

   a. Visit www.cbc.ca/doczone/features/follow-the-document-trail for a list and description of the many primary source documents about the Bell of Batoche. Have students visit this website to view the documents, or print the documents and their explanations. Split the class into nine groups, one group for each document (Bishop Grandin January 30 letter, Diary of Will Young, Bishop Grandin August 27 letter, James O’Loane letter, Bishop Grandin May 19 letter, H.A. Ward letter, 1888 Newspaper articles, Bishop Grandin August 15 letter, Certificate of blessing). On chart paper, have students create a graphic organizer to help them analyze their primary source. The chart should look like this:

<table>
<thead>
<tr>
<th>What do I see?</th>
<th>What is the purpose?</th>
<th>What other information is needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the “5 W’s” of the document? (Who wrote it, where was it written, why was it written, what is the document, when was it written)</td>
<td>What does the document address? Why is it interesting? What do you notice?</td>
<td>What else do you need to know about this document to determine if it is biased or trustworthy?</td>
</tr>
</tbody>
</table>

   b. Once students are finished filling out their graphic organizers, have groups choose one student to stay with their primary source and graphic organizer as the “expert” of the source. The rest of the students will move to the next primary source, spending two to three minutes at each source while the “expert” summarizes the findings. After this is complete, debrief the sources as a class, noting any similarities or differences in the sources and how they were analyzed. How did these sources help in solving the Bell of Batoche mystery? Were there any sources that were missing?

   c. Brainstorm what other types of primary sources are useful to the study of history. On the blackboard, make a list, including documents, audio recordings like speeches and radio clips, artifacts, paintings, music, and photographs. Visit www.metismuseum.ca/browse/index.php/18 to view the image collection from the Virtual Museum of Métis History and Culture. Select a couple of historic images to show the class, such as Batoche, SK, or Men, Working on a Car. Show selected images to the class, and ask students to write a short description of the photograph, with an emphasis on sensory details from the scene, such as sights and sounds. Ask students what they think is going on in the photograph, and what clues they used to discern this information. How is this similar or different to what historians did with photographs of the Bell
of Batoche? For an extra challenge, show students the photograph for only one minute, and then quiz them on the details of the photograph. Repeat this task several times to help build up students’ observation skills.

d. Have students visit www.collectionscanada.gc.ca/framingcanada/index-e.html and explore a variety of photographic collections. Have students select one photograph and write a short creative piece to explain the setting, “characters,” and other elements of the photograph. Have students post the photographs they’ve chosen around the room, and then one at a time, have students read the short piece they’ve written. Try to guess which photograph corresponds with each short piece, and discuss how we can determine this information.

2. The Longest Journey

It is said that the Bell of Batoche made a -100-year journey before it came to its final resting place. Long journeys are a common element to many historical events, and these can be interesting to visualize on maps or other sources.

   a. Locate maps of Canada and the Prairie provinces. These can be found at atlas.gc.ca/site/english/maps/reference, as “Canada – Political Divisions” and “Provincial and Territorial – Prairie Provinces Map.” Hand out copies of these maps, one for each student. Ask students to identify what they are looking at, and note how maps change throughout history as regions grow and change.

   b. Brainstorm with students a list of the places that were introduced in the documentary (Batoche, Millbrook, Frog Lake, St. Albert, etc.). Students may be familiar with these from earlier research on regional history. Ask students to locate these areas on their maps and label them accordingly.

   c. Though these maps are from present day, they can still be used to understand and mark important events in Canadian history. Instruct students to research five major events that affected Méétis or Aboriginal populations in Canada between 1700 and present day, culminating with the search for the Bell of Batoche. Students should create a legend to accompany the map which shows in some way the journeys of the Bell of Batoche and the Bell of Frog Lake through these different locations, along with symbols or illustrations to identify the other major events (i.e. Frog Lake Massacre, death of Louis Riel, etc.) that occurred in these regions. Have students share their maps with the class, and discuss the role of region in these historic events, noting how events occurred in the same area over a few hundred years. Is there a pattern to these events that suggests something about historical legacy?

3. Timeline Alive

The Mystery of the Bell is a fascinating story, made all the more rich by a series of controversial, often dramatic, events that led to the present day location of the bell. While students are often hesitant to
use timelines because they are seen as tedious, this activity gets students out of their seats and working together to reconstruct a timeline of important events related to the Bell of Batoche.

a. Prepare the following before introducing the activity to the students. Visit here to view a timeline of major events related to the Bell of Batoche: www.cbc.ca/doczone/features/the-bell-of-batoche-timeline1. Choose enough events from this timeline so that each student will have one (students may double up if there are not enough dates, there are 26 in total). Type up or print out the information for each event on separate index cards or paper. Shuffle these so that they are no longer in alphabetical order. The idea is to give these events, out of order, to each student, and then have the class work together to reconstruct the timeline by taping their events in the correct order on the blackboard.

b. Give each student their random event and a blank index card. Ask students to work on their own for five to 10 minutes to determine who they think are the key people, places or dates for their event, and write these on the blank index card. Ask students to consider the types of terms that are usually bolded in a textbook and to consider these events in a similar fashion.

c. Once students have completed making notes on their index cards, have the class get out of their seats and walk around to see the other types of events their classmates have. Ask students to try to get into a line in the correct chronological order of their events. Once this is complete (and it may take some time), have students tape their events one-by-one on the blackboard, alongside their index cards of key terms. Each student will explain to the rest of the class what his or her event is about, and share the key terms with other students.

d. After the entire timeline has been constructed, debrief with the students, noting any similarities in key terms or if there was any confusion over some of the events. Which events do students think were most pivotal in finding the Bell of Batoche? Which events were most important to Métis history? To Canadian history? To each student?

4. You Be the Detective

Learning Expectations
- Historical perspective
- Continuity and change
- Cooperative learning

Materials Needed
- Events, typed up or written out on separate index cards
- Extra index cards
- Masking tape
- Chalkboard or large blank space on wall.

Learning Expectations
- Research Skills
- Historical inquiry
- Critical Thinking skills

Materials Needed
- Chart Paper
- Markers
- Computer access

Now that students have viewed the full documentary of the Bell of Batoche, they have seen how it is that historians encounter, analyze and solve historic mysteries.

a. Organize students into groups of four or five. On chart paper, have students brainstorm responses for the following questions regarding historical inquiry:
  - What sources are useful in understanding an event?
  - What questions are important for historians to ask?
  - What is the role of perspective and bias?
b. Either with a partner or individually, have students explore the website “Great Unsolved Mysteries in Canadian History” [www.canadianmysteries.ca/en/index.php](http://www.canadianmysteries.ca/en/index.php). This website has several mysteries in Canadian history, related to a variety of people, places and events, and each case leads students through the mystery, looking at historical evidence, questions and other relevant facts. Have students choose one of these mysteries to solve, and then follow through with the instructions on the website.

c. Students should complete additional research on the subject they chose, and then write a report describing the case, its evidence and resources, and how it was solved.

**Community Extension:** With students, visit a local museum and interview a curator regarding the study of material history. What kinds of items exist in this museum? Why are these important? What is missing?

**Community Extension:** Have students visit their local library or archives and view the materials there. What kinds of historic resources exist related to your region? How can students use these to find out more about the local history of their region?

### Recommended Resources for Teachers


[web.wm.edu/hsi/cases/bomb/bomb_student.html](http://web.wm.edu/hsi/cases/bomb/bomb_student.html) – Other resources for students regarding historical mysteries.


