



# Champions of Faith Celebrating 100 Years of Ukrainian Orthodoxy in America

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## **Leader Notes:**

These praxis sessions are intended to be used in conjunction with the Champions of the Faith Curriculum which may be downloaded at <http://www.uocyouth.org/championsofthefait.html>

This curriculum is designed to be carried out in one session per class meeting, but please feel free to adjust in response to the children. If you find that they want more time to discuss a particular idea or session, others may be shortened or abbreviated, as long as the main understandings above are addressed. Youth can take turns reading the text to the class, or you may choose for them to read it to themselves if they need to adjust the pace.

These special praxis sessions are for varying age groups. We recommend previewing each session so that you plan accordingly.

## **Objective:**

In conjunction with the Centennial Celebration of the Ukrainian Orthodox Church of the USA, which is taking place in parishes throughout the United States from September 2017 until September 2018, the Office of Youth & Young Adult Ministry is partnering with the Ukrainian History and Education Center (Somerset, New Jersey) to provide materials and session plans to be utilized in the parishes to educate the youth of the parish of the history of the Church in America, as well as celebrate this historic event.

This teacher's guide provides five (5) session plans, each with suggested activities to use in the parish and regular youth ministry program. Each session plan can be tailored to fit any age group.

In addition to the monthly session plans, we ask all parish youth to create a poster board (tri-fold board) documenting the history of the parish which will be placed on display at the Metropolia Center during the celebration in July 2018 (see "Parish History Project" for further instructions). In addition, these boards can be displayed either before or after July in the home parishes, showcasing the work of the youth. It is our goal, that through the session plans, the youth of the parish will learn more about their home parishes, as well as the history of the Ukrainian Orthodox Church in the USA.

This teacher's guide is supplemental to the exhibits at the Metropolia Center which document the history of the Ukrainian Orthodox Church of the USA.

*Shepherding Ukrainian Orthodoxy in the New Land: The Metropolitans of the Church*  
On view November 2017 until April 2018

*Ukrainian Orthodoxy in the New Land: 100 Years in the United States of America*  
On view July to September 2018

The exhibits are on view at the UHEC Library Gallery and the Cultural Center (135 Davidson Avenue / Somerset, NJ 08873). Contact the Center for exhibit hours, guided tours, and/or to schedule “The Immigration Experience” Workshop for school groups ([info@ukrhec.org](mailto:info@ukrhec.org) or call 732-356-0090)

## **Sessions provided for the Champions of the Faith - Centennial Celebration**

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### **Session One: History of the UOC of USA**

*Suggested Month: January 2018*

### **Session Two: Oral History Project**

*Suggested Month: February 2018*

### **Session Three: UOL Essay Contest**

*Suggested Month: March 2018*

### **Session Four: The Importance of Primary Documents & Archives**

*Suggested Month: April 2018*

### **Session Five: Musical Harmony**

*Suggested Month: May 2018*

### **Parish History Project**

*Ongoing project to be completed for display at the Metropolia Center in July 2018*

## *Lesson Four:*

# *The Importance of Primary Documents & Archives*

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### Needed Items:

- Participant Family and/or parish photos (see notes in *Activity For All Students: Show and Tell*)
- Copies of pages 4 -6 for each participant
- pencils/pens

### Activity for all students: “Show and tell”

Ask each student to bring in a family or church photograph into class. A wide range of types of photographs, and from different time periods will enhance the lessons learned in this unit. Ideally the photographs should pertain to the life of parish or spiritual life of the student.

Types of photographs that could be brought in include: first communion picture (theirs, their parents', or their grandparents'), wedding photograph, baptism photographs, parish event (within the last few years or one of the past), etc.

In class, begin with a discussion on primary sources and the importance of these types of sources for the preservation of history. Our church archives at the Consistory of the UOC of USA in Somerset, New Jersey retains parish historical records. This can include information about the parish, priests, hierarchs, events and individuals. Someday, photographs and the documents taking place TODAY will make it to the archives to be preserved for future generations.

For the activity to analyze photographs, provide them with the following worksheet that will help them in analyzing the photograph. Afterwards, have each student show their photograph and what they have learned about the events taking place in the photograph. If someone has brought in a contemporary photograph, it could also be interesting to analyze what people 50 or 100 years from now will think about when they look back at a photograph from 2016. How may things change in 100 years?

Optional for older grades: Switch photographs with other students to have someone else analyze the image (as if a historian was looking at a photograph of an event in history) then share what they have learned about the other person/event in the photograph.

### **What are primary sources?**

A primary source is information collected firsthand, such as historical documents, literary texts, artistic works, experiments, surveys and interviews. The Library of Congress defines primary sources as "actual records that have survived from the past, such as letters, photographs, or articles of clothing," in contrast to secondary sources, which are "accounts of the past created by people writing about events sometime after they happened". Primary (and secondary sources) sources provide a window into the past. Primary sources provide unfiltered access to the records of a period of time,

### **What are some examples of primary sources?**

*Answers include but are not limited to:* documents from a particular period or person, objects, maps, photographs, clothing, literature, experiments and data, oral history, interviews, recorded sound or footage.

### **What are some examples of secondary sources?**

*Answers include but are not limited to:* Textbooks, newspaper articles, opinion pieces, any documents created by someone who did not have first hand experience/wasn't present at the event

### **What is history? What is historiography?**

History is the study of past events, particularly in human affairs. A historian is a person who studies history. Historiography is the study of the *methods* of historians in developing history as an academic discipline, and by extension is any body of historical work on a particular subject.

### **What is an archive?**

An archive is a collection of historical documents or records providing information about a place, institution or group of people. *What do you think the archives of the Church holds?*

### **Why are primary sources important as we celebrate the Centennial of the UOC of USA?**

Primary sources (as well as secondary sources) housed in the Archives at the Consistory and in individual archives of each parish help in telling the story of the UOC of USA. Through the preservation of historical objects, we preserve history and utilize it later as we celebrate this milestone. Just as we would celebrate milestones in one's own life (birthdays, first steps, first words, first lost tooth, first day of school, graduation), our parishes and UOC of USA celebrate our Church family. How will our stories TODAY help tell the story when we celebrate 200 years of Ukrainian Orthodoxy in America?

## MEET THE PHOTO

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- |                                   |                                    |                                    |   |
|-----------------------------------|------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Portrait | <input type="checkbox"/> Landscape | <input type="checkbox"/> Action    | <input type="checkbox"/> Architectural    |
| <input type="checkbox"/> Event    | <input type="checkbox"/> Action    | <input type="checkbox"/> Panoramic | <input type="checkbox"/> Aerial/Satellite |
| <input type="checkbox"/> Family   | <input type="checkbox"/> Posed     | <input type="checkbox"/> Candid    | <input type="checkbox"/> Documentary      |
| <input type="checkbox"/> Selfie   | <input type="checkbox"/> Other     |                                    |   |

Is there a caption?  yes  no  
*(don't forget to check the back!)*

## OBSERVE ITS PARTS

List the people, objects and activities you see.

People	Objects	Activities

Write one sentence summarizing this photo.

## TRY TO MAKE SENSE OF IT

*Answer as best you can. The caption, if available, may help.*

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? *List evidence from the photo or your knowledge about the photographer that led you to your conclusion.*

## USE IT AS HISTORICAL EVIDENCE

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?