

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

A great deal of thanks and appreciation goes out to our teacher committees who volunteer their time to assist in the development of Sprockets lesson plans.

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|---------------------------|---|
| TITLE: | Crusade: A March through Time |
| COUNTRY OF ORIGIN: | <i>The Netherlands, United Kingdom, Germany</i> |
| RELEASE YEAR: | <i>2006</i> |
| ORIGINAL LANGUAGE: | English |
| DIRECTOR: | Ben Sombogaart |
| RUNTIME: | 97 minutes |
| CURRICULUM LINKS: | Grade 9 <i>Science</i> - Physics Grade 6 <i>Social Studies</i> - Canada and World Connections. |

FOCUSING QUESTION:

Science: Our wonderful standard of living has come at a great environmental cost: Are there ways we can reduce our energy consumption?

Social Studies: Our impulse to help others who are less fortunate is a noble one. How is Canada contributing to the betterment of the international community?

SYNOPSIS:

Recommended for Grades 5 to 10

Join fifteen-year-old Dolf Vega on the adventure of a lifetime as he travels back to the Middle Ages in *Crusade: A March Through Time*. After secretly using the time machine his mother is working on, Dolf accidentally arrives in the thirteenth century, where he is immediately attacked by bandits.

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Fortunately, the brave and intelligent Jenne rescues him. She is taking part in the Holy Crusade of ten thousand children who are walking to Jerusalem, and invites Dolf to join them. Together they help the children to overcome hunger and disease and to battle against robber knights.

While Dolf's modern ideas are seen as unusual, leading some to mistrust him, his good deeds earn the respect of many more. But when Dolf realizes the route they are taking leads away from Jerusalem, can he convince others that the Crusades' adult guide, Father Anselmus, might have terrible plans for the children?

This English-language adaptation of the acclaimed Dutch novel by Thea Beckman features thrills and excitement, and offers a look at the struggles of life in the Middle Ages. Focusing on the importance of teamwork and taking a stand to help those in trouble, the film blends the modern and the medieval into an unforgettable experience.

TEACHER ENDORSEMENT: "Contains some coarse language and a few scenes of fighting. One appeal of this film is the tension created when the ideas of the thirteenth and twenty-first centuries clash. I would recommend teachers bring their classes to see this film for several reasons: to make students grateful for the wonderful quality of life that scientific knowledge has provided; to think of ways we can reduce our energy consumption; to make students aware of Canada's contribution to those less fortunate in the international community, as well as addressing other global issues."

DIRECTOR'S FILMOGRAPHY:

PLUK VAN DE PETTEFLET (2004)
DE TWEELING/TWIN SISTERS (2002)
ABELTJE (1998)
MIJIN FRANSE TANTE GAZEUSE (1996)
THE BOY WHO STOPPED TALKING (1996)
MIJN VADER WOONT IN RIO (1989)

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PRE-SCREENING PREPARATION: To prepare teachers for the screening, please read Appendix A: Teacher Pre-screening Information: *Crusade: A March through Time*. To prepare the students, an activity has been prepared to complete in the period prior to the screening. Please see Appendix B: *Crusade: A March through Time*.

DURING SCREENING QUESTION: Science - Does the film suggest ways of living a less energy reliant lifestyle? **Social Studies** - The film shows us an example of one of the first NGOs. Can you think of some of Canada's current contributions to global issues?

POST-SCREENING ACTIVITY: Science - Please see Appendix C1: Post-screening Activity: *Crusade: A March through Time*. **Social Studies:** Please see Appendix C2: Post-screening Activity: *Crusade: A March through Time*.

CONCLUSION/WRAP UP: Science - After screening the film and doing the exercises students should leave the film thinking about ways to reduce our energy consumption. **Social Studies** - Have students think about Canada's current contributions to global issues.

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Appendix A: Teacher Pre-screening Information: *Crusade: A March through Time*

Science – Physics

Background information: Science in early thirteenth-century Europe: On its website, Wikipedia notes that the term “science” was not widely used at that time, rather the term “natural philosophy.” Universities were emerging, largely from cathedral schools and monasteries, and the language of study was Latin. Since the Ancient Greeks were the source of much scientific knowledge, a revival in scientific study in Western Europe was occurring as a number of Greek manuscripts that had been translated into Arabic were now being translated from Arabic into Latin.

Suggested Student Pre-screening Activity and Post-screening Activity:

Appendix B: Student Pre-screening Activity: This activity informs the students of the power of the Church in the thirteenth century and of some unfamiliar vocabulary they will hear in the film. After completing the vocabulary exercise, students should read the synopsis of the film. Then briefly discuss the two types of international organizations: GOs and NGOs. The children’s crusade as depicted in the film (a tale based on fact and myth) is an example of an NGO in which citizens come together to try to make a difference. Although their goal was at best misguided, their impulse to help others less fortunate is still relevant today.

Appendix C1: Post-screening Activity: Students may work on the activity labelled Appendix C1, an activity sheet that has two exercises: one on energy sources and their environmental impact, and another on Earth Hour that requires Internet access.

Appendix C2: Post-screening Activity: Students may work on the activity labelled Appendix C2 and will need access to the Internet to research a couple of NGO web sites.

Social Studies – Canada and World Connections

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Background Information: Some research into Canada's current role in the United Nations and UNICEF, two governmental organizations that help other countries, is recommended.

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Appendix B:

Crusade: A March through Time – Pre-screening Activity

Read the following paragraphs; then consult a dictionary to find the meanings of the underlined words:

This film is set in thirteenth-century Europe. It is the story of a journey starting in Germany and ending in Genoa, Italy. The film portrays a Christian Church that is much more powerful than it is in Europe today. One reason is that only the very rich and clergymen were educated; and also, the uneducated peasants, comprising the majority of the population, were highly superstitious. The superstitious peasants were easily influenced by the Church.

The young people on this crusade are mainly poor, illiterate and easily swayed by the much older, educated Father Anselmus. He tries to control the children by putting everything on a very simplistic level: anything that is good on the trip happens because of the goodness of God; anything bad, the evil of the devil. On several occasions throughout the journey, the evil priest accuses Dolf of being a heretic, a serious charge in those days, punishable by death. As well, Dolf makes comments that show his skepticism about miracles, certainly not a serious crime today. On one occasion he is also called a blasphemer.

Interesting scenes arise when Dolf shows the peasants his twenty-first century belongings, such as his troubadour-in-a-box. By the end of the film, one other anachronism will be left behind, his watch.

heretic: _____

skepticism: _____

blasphemer: _____

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troubadour: _____

anachronism: _____

Science – Grade 9: Appendix C1: Post-screening Activity: *Crusade: A March through Time*

Exercise 1: Energy Source – Environmental Impact

Working in pairs, complete the chart. You may add more categories:

| Category | Thirteenth Century | Energy source(s) | Environ. Impact | Twenty-first century | Energy source(s) | Environ. Impact |
|-------------------------------|------------------------------|---------------------|-----------------|--|-------------------------------------|---------------------------------------|
| Communication (long distance) | carrier pigeons, horse/rider | bird, animal, human | none | telephones, cell phones, computers (e-mail), other | electrical, nuclear, wireless, coal | minimal, plutonium storage, pollution |
| Heating/Cooking | | | | | | |
| Clothes (fabric) | | | | | | |
| Transportation | | | | | | |
| Entertainment | | | | | | |
| Lighting | | | | | | |

Exercise 2: Earth Hour – March 29, 2008, 8 pm – 9 pm

Toronto along with 17 other cities around the world participated in a conservation activity in which residents, businesses and governments were asked to turn off lights, appliances, entertainment devices, etc. to reduce energy consumption for one hour.

Sydney, Australia, conducted this campaign last year and were pleased with the reductions in the amount greenhouse gas emissions; Toronto’s results won’t be so dramatic because Ontario is far less reliant on coal than Sydney.

Sources of power in Ontario as noted by the *Toronto Star*, Saturday, January 19, 2008: 46.6% - nuclear power; 17.8% - coal; 27% - electrical power; 8.5% - other

Research the *Toronto Star* for the results and record information such as how many participated, reduction in power, etc. in the space provided:

Science, Grade 9: Appendix C1: Post-screening Activity: *Crusade: A March through Time (Teacher's suggested answer key, Ex. 1)*

Exercise 1: Energy Source – Environmental Impact

| Category | Thirteenth Century | Energy source(s) | Environ. Impact | Twenty-first century | Energy source(s) | Environmental Impact |
|-------------------------------|-------------------------------|---------------------------|--------------------------|--|-------------------------------------|---|
| Communication (long distance) | carrier pigeons, horse/rider | bird, animal, human | none | telephones, cell phones, computers (e-mail), other | electrical, wireless, nuclear, coal | minimal, plutonium storage, pollution |
| Heating/Cooking | wood fires | wood | deforestation, pollution | gas stoves, electric stoves, furnaces | gas, oil, coal, electrical, nuclear | pollution from fossil fuels, minimal, plutonium storage |
| Clothes (fabric) | natural fibers only | human | none | oil-based, natural | oil in man-made clothes | pollution |
| Transportation | horses, sailing ships, humans | horse power, wind, muscle | none | planes, trains, automobiles | gas, oil, electrical | massive pollution from fossil fuels, minimal |
| Entertainment | troubadors | human | none | computer games, tv, cd | electrical, nuclear power, coal | minimal, plutonium storage, pollution |
| Lighting | candles | tallow (beef fat) | minimal | light bulbs | electrical, nuclear, coal | minimal, plutonium storage, pollution |



Social Studies – Appendix C2: Student Activity: *Crusade: A March through Time*

Exercise 1: NGO – Free the Children Web site: www.freethechildren.com

Enter the web address; click **About Us**:

a) When was the organization founded and by whom? _____
_____. How old was he? _____

b) How many young people are involved and in how many countries?
_____ .

c) What are the primary goals of the organization?

_____.

Exercise 2: NGO - War Child Canada Web site: www.warchild.ca

In 1999, Samantha Nutt, a young doctor, founded War Child Canada after having worked with war-affected children for several years.

Enter the web address; click **About Us**:

a) What is the mission for War Child Canada?

_____.

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b) Click **Programs/International**: List three places where War Child Canada provides assistance and state their projects: i) a) _____ b)

_____ ii) a) _____ b) _____ iii) a) _____ b) _____.

c) Now you select a menu tab and write down something you find interesting:
