

Obedience and Courage—The Good, The Bad and The Ugly

A. Frontloading activity one week prior to reading Lesson Six Primary Source

Write this phrase, ***Obedience and Courage—The Good, The Bad and The Ugly***, in large, bold print and post on a well-traveled school hallway. Keep a supply of post-it notes and markers in close proximity. Invite students to write their opinions, impressions and examples of these terms and add their post-it notes to the ongoing wall conversation. Encourage students to read and deliberate and add more comments as their opinions grow and possibly change as a result of growing posts and context.

Considerations:

[Obedience and courage--all easy when things are going well. Not so easy when things are not going as you planned or expected.]

[Obedience; Courage—what is your impression of those words? Negative or positive; passive or aggressive; meek or bold and why?]

B. Read Lesson Six Primary Source (see Student Document and Activities column) about Philippine's arrival to St. Louis and how she was obedient to Bishop DuBourg's mission for her. Being obedient wasn't easy and she was tempted along the journey by many offers for an easier life (remember the people of Havana, Cuba, had ample resources and wanted her to work for them and teach their children; New Orleans—the Ursuline nuns begged Philippine and her companions to stay in safety and work with them; the Pratt family offered an easier life in St. Louis to teach his children and form a school there).

Close Reading (annotation) Strategy:

1. **PREVIEW.** Give each student a copy of **Lesson Six Primary Source which includes excerpts of pages 255-260, 263-264 Philippine Duchesne: Frontier Missionary of the Sacred Heart** from Callan's book (see Lesson 6 Primary Source in Student Documents and Activities column). Before reading—have students LOOK at the format of the document. What do they notice? Louise Callan sets up the biography with comments about Philippine's life and provides context for letters Philippine wrote and/or received. Note that Callan's book is the most intricate biography written about St. Rose Philippine Duchesne, including many letters as primary resources.
2. **READ WITH PURPOSE!** Look for examples of these THREE attributes/ideas:
 - a. Use a BLUE highlighter to show evidence of Philippine's COURAGE living in St. Louis for three weeks as she makes pivotal decisions about her destiny in America. Evaluate how fear of the unknown and exhaustion can taint even a future saint's mindset. Based on the reading selection, do you think Philippine has a growth or fixed mindset while living in St. Louis?
 - b. Use an ORANGE highlighter to show evidence of Philippine's OBEDIENCE to Bishop DuBourg and her faithfulness to her original missionary promise to Mother Barat and Bishop DuBourg.

- c. Use a PINK highlighter to show evidence of TEMPTATION Philippine encountered to NOT fulfill Bishop DuBourg's mission for her. When you are tired and faced with a daunting task, is it easy to rationalize the "easy" path? How difficult do you think it was for Philippine to choose obedience and courage to resist the temptation of staying in St. Louis and starting a school for the prominent residents living there?
3. **ANNOTATIONS:** Make 2-3 detailed annotations in the margin per page that reflect the above prompts. Read SLOWLY and make the annotations while you are reading. The point is to read efficiently. The annotations will help you write your responses to this reading.

C. Reflect on the following questions and answer as honestly as you can:

Why did Philippine show obedience?

How did Philippine show courage?

How do we die to ourselves to serve Jesus and the greater glory of God?

How is God calling me to use my daily challenges to show obedience and courage to God?