

Appendices

Appendix 1

Specific Curriculum Outcomes

Unit 1: Introduction: History as a Lens to the Past

SCO 1.1 The student will be expected to demonstrate an understanding and appreciation of history:

- 1.1.1 Identify historical sources (e.g., art, documents, photos, stories, artifacts, and music) in their own community. (K)
- 1.1.2 Examine how historical sources (e.g., art, documents, photos, stories, artifacts, and music) are windows into the past. (A)
- 1.1.3 Develop a working definition of history. (A)
- 1.1.4 Distinguish between individual past and collective history. (K)
- 1.1.5 Explain that history is open to interpretation. (K)
- 1.1.6 Explain that historians are guided by rules of evidence. (K)
- 1.1.7 Infer an historical condition (e.g., economic role, social more, lifestyle, living conditions) from an historical source. (I)
- 1.1.8 Account for the differences among viewpoints on an issue. (I)
- 1.1.9 Examine the role of historic sites, archives, and museums in interpreting and preserving history. (A)

SCO 1.2: The student will be expected to demonstrate an understanding of how to find out about the past:

- 1.2.1 Distinguish between a primary source and a secondary source. (K)
- 1.2.2 Distinguish between archival material and artifacts. (K)
- 1.2.3 Formulate a key question that is supported by a given source. (A)
- 1.2.4 Identify other sources that relate to the key question. (A)
- 1.2.5 Gather information that is significant for the question. (A)

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- 1.2.6 Find patterns and trends in the information. (A)
- 1.2.7 Draw conclusions based on the patterns and trends in the information.(A)
- 1.2.8 Present explanations or arguments in support of the key question. (I)

Unit 2: Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People**SCO 2.1: The student will be expected to demonstrate an understanding of the Aboriginal peoples who lived in Newfoundland and Labrador in the 19th century:**

- 2.1.1 Define the terms Innu, Inuit, Labrador Métis, and Mi'kmaq. (K)
- 2.1.2 Identify the areas settled by the Aboriginal groups. (K)
- 2.1.3 Discover reasons for the extinction of the Beothuk. (A)
- 2.1.4 Compare the life style of aboriginal peoples. (K)

SCO 2.2: The student will be expected to demonstrate an understanding of the groups who came to settle in Newfoundland and Labrador in the 19th century:

- 2.2.1 Define the terms push factor and pull factor. (K)
- 2.2.2 Define the term migratory fishery. (K)
- 2.2.3 Identify the areas of origin of groups who chose to settle in Newfoundland and Labrador. (K)
- 2.2.4 Identify the areas of destination for groups who chose to settle in Newfoundland and Labrador. (K)
- 2.2.5 Examine conditions in areas of origin that acted as push factors for each group. (A)
- 2.2.6 Summarize the conditions in areas of destination that acted as pull factors for each group. (K)
- 2.2.7 Develop generalizations about patterns of settlement established by the newcomers. (A)
- 2.2.8 Evaluate how natural environment was a factor in this settlement pattern. (I)
- 2.2.9 Examine how international relations affected settlement patterns and economic growth (e.g., the 'French Shore'). (A)
- 2.2.10 Analyse how people of a particular ethnic group tended to settle in particular areas. (A)
- 2.2.11 Define the term "internal migration". (K)
- 2.2.12 Describe how the predominantly coastal settlement pattern began to change during the late 19th century. (K)

SCO 2.3: The student will be expected to demonstrate an understanding of the economic context of lifestyles of Newfoundland and Labrador peoples in the 19th century:

- 2.3.1 Describe the impact of the physical environment and climate on how people made a living.. (K)
- 2.3.2 Define the term “subsistence economy”. (K)
- 2.3.3 Analyse the main features of a subsistence economy as they related to a traditional household. (A)
- 2.3.4 Compare the main features of the inshore fishery and the bank fishery. (A)
- 2.3.5 List the main features of the Labrador fishery. (K)
- 2.3.6 Define the term “truck system”. (K)
- 2.3.7 Summarize how the truck system worked. (K)
- 2.3.8 Explain how the truck system affected the lifestyle of peoples who were part of it. (A)
- 2.3.9 Describe the importance of the seal fishery to the household economy. (K)
- 2.3.10 Describe the knowledge and skills that were needed to conduct the seal fishery. (K)
- 2.3.11 Assess the risks associated with the seal fishery. (I)
- 2.3.12 Show that certain occupations (e.g., boat building) tended to be located in key centres. (K)
- 2.3.13 Infer how commercial trapping affected the lifestyles of peoples in Labrador. (A)
- 2.3.14 Examine the impact of European organizations (e.g., the Moravian Mission, Hudson Bay Company) on Labrador communities. (A)
- 2.3.15 List Newfoundland’s main trading partners and the goods exchanged. (K)
- 2.3.16 Identify other occupations available in Newfoundland and Labrador in the 19th century. (K)
- 2.3.17 Relate selected family groups to selected economic activities. (A)
- 2.3.18 Draw conclusions about the role of women in terms of their involvement in economic activity. (A)
- 2.3.19 Evaluate how economic activities found social and cultural expression in Newfoundland and Labrador. (I)

SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19th century:

- 2.4.1 Identify the factors that led to the establishment of colonial status in 1824. (K)
- 2.4.2 Define the term “representative government”. (K)

- 2.4.3 Analyse the conditions that led to representative government. (A)
- 2.4.4 Compare representative government and responsible government. (A)
- 2.4.5 Summarize the conditions that led to the establishment of responsible government. (K)
- 2.4.6 Determine the means by which law and order was kept in the 19th century. (A)
- 2.4.7 Summarize the challenges that arose from relations among church groups during responsible government. (K)
- 2.4.8 Assess the debate in Newfoundland during the 1860s over whether or not to join the Dominion of Canada. (I)
- 2.4.9 Examine the position of the Newfoundland Government on the construction of the trans-island rail line. (A)
- 2.4.10 List the factors that led to the 1894 bank crash and some of its effects. (K)
- 2.4.11 Describe Coaker’s role in giving greater economic power to the working-class people. (K)
- 2.4.12 Draw conclusions about the response of the Newfoundland government to emerging crises of the 1890s. (A)
- 2.4.13 Assess the contribution of key individuals to the constitutional development of Newfoundland in the 19th century. (I)

SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19th century:

- 2.5.1 Show how housing reflected how the owner earned a living. (K)
- 2.5.2 Examine the food ways of the 19th century. (A)
- 2.5.3 Define the term “mumming”. (K)
- 2.5.4 Analyse activities people engaged in for entertainment and recreation. (A)
- 2.5.5 Summarize the impact that churches had on community life in the 19th century. (K)
- 2.5.6 Describe the health care services (e.g., the Grenfell Mission) provided in Newfoundland and Labrador. (K)
- 2.5.7 Draw conclusions about the role of women in the life and economy of the family. (A)
- 2.5.8 Relate social and economic activity to times of the year. (A)
- 2.5.9 Explain the role of technology in communications and transportation in the 19th century. (K)

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2.5.10 Compare lifestyles of the 19th century with lifestyles today. (K)

2.5.11 Assess the risks of living in larger centres, such as St. John's. (I)

Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**SCO 3.1 The student will be expected to demonstrate an understanding and appreciation of the role that Newfoundland and Labrador played in World War I:**

- 3.1.1 Summarize the reasons for the involvement of Newfoundland and Labrador in World War I. (K)
- 3.1.2 Examine the purpose of propaganda at wartime. (A)
- 3.1.3 List the branches of military service in which Newfoundlanders and Labradorians were enlisted during World War I. (K)
- 3.1.4 Demonstrate the impact of new technology used during World War I. (K)
- 3.1.5 Analyse the significance of the battles of World War I in which Newfoundlanders and Labradorians played a significant role. (A)
- 3.1.6 Discover the role of a Newfoundlander or Labradorian in the war effort. (A)
- 3.1.7 Examine the role of the Royal Navy Reserve and the Royal Newfoundland Regiment in the war effort. (A)
- 3.1.8 Define the term “conscription”. (K)
- 3.1.9 Assess one’s position on the issue of conscription. (I)
- 3.1.10 Define the term “patriotism”. (K)
- 3.1.11 Describe efforts on the Home Front to support the war effort. (K)
- 3.1.12 Assess the impact of World War I on Newfoundland and Labrador. (I)
- 3.1.13 Define the term “suffrage”. (K)
- 3.1.14 Draw conclusions about the strategies used by suffragettes. (A)

SCO 3.2 The student will be expected to demonstrate an understanding of the impact of the growth of a land-based economy on Newfoundland and Labrador:

- 3.2.1 Define the term “economic diversification”. (K)
- 3.2.2 Identify the land-based industries that began to develop during the early 1900s. (K)
- 3.2.3 Trace the growth of the new land-based industries. (K)

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- 3.2.4 Summarize the working conditions of underground miners during the first half of the 20th century. (K)
- 3.2.5 Trace the construction of the Newfoundland railway. (K)
- 3.2.6 Examine the relationship between the railway and the development of the forest industry. (A)
- 3.2.7 Examine the relationship between transportation and the development of the mining industry. (A)
- 3.2.8 Describe the working conditions of loggers during the first half of the 20th century. (K)
- 3.2.9 Show that the growth of land-based economy affected population distribution. (K)
- 3.2.10 Examine the impact of the land-based economy on family life. (A)
- 3.2.11 Examine the impact of land-based industries on the economy. (A)
- 3.2.12 Describe the impact of land-based activities on the traditional role of women. (K)

SCO 3.3 The student will be expected to demonstrate an understanding and appreciation of how Newfoundlanders and Labradorians have had to cope with crises and disasters:

- 3.3.1 Summarize the conditions that led to the 1914 Newfoundland Sealing Disaster. (K)
- 3.3.2 Describe the impact of the disaster on Newfoundland communities. (K)
- 3.3.3 Explain how the Spanish Flu affected Labrador. (K)
- 3.3.4 Infer how the outbreak of the Spanish Flu reflected Newfoundland and Labrador's global ties. (A)
- 3.3.5 Demonstrate the effects of the 1929 tidal wave (tsunami) on southern Burin Peninsula communities. (K)
- 3.3.6 Examine the response of people in these communities and people elsewhere to the tidal wave disaster. (A)
- 3.3.7 Draw conclusions from the resolution of the Quebec-Labrador boundary dispute. (A)
- 3.3.8 Define the term "depression". (K)
- 3.3.9 Describe the conditions that brought on the Great Depression. (K)
- 3.3.10 Describe the impact of the Great Depression on working-class Newfoundlanders and Labradorians. (K)
- 3.3.11 Assess the effectiveness of government attempts to deal with the Great Depression. (I)

SCO 3.4: The student will be expected to demonstrate an understanding of the impact of political events of the 1930s:

- 3.4.1 Summarize the conditions that resulted in the St. John's riot of 1932. (K)
- 3.4.2 Examine the conditions and events that led to the suspension of self-government. (A)
- 3.4.3 Assess your position on whether the Commission of Government should have been established. (I)
- 3.4.4 Describe the impact of the loss of responsible government on Newfoundland society. (K)
- 3.4.5 Identify the main initiatives that Commission of Government undertook to improve conditions in Newfoundland and Labrador. (K)
- 3.4.6 Describe a Commission of Government strategy to encourage agriculture. (K)
- 3.4.7 Compare educational conditions during this period with those that exist today. (A)
- 3.4.8 Explain why good health care services were a challenge for the Commission of Government. (K)
- 3.4.9 Describe the role of selected organizations in improving the quality of life (e.g., Newfoundland Organization of Nurses Industry Association (NONIA); Grenfell Mission). (K)
- 3.4.10 Examine why a public servant (e.g., a school teacher, a Ranger) often had to perform a variety of roles in a community. (A)

SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador:

- 3.5.1 Explain why Newfoundland's location made it important to the war effort. (K)
- 3.5.2 Identify the major World War II military installations in Newfoundland and Labrador. (K)
- 3.5.3 Analyse the motivation of Newfoundlanders and Labradorians to enlist in the services. (A)
- 3.5.4 Examine the military and non-military involvement of Newfoundlanders and Labradorians in the war effort. (A)
- 3.5.5 Summarize the ways in which women were involved in the war effort. (K)
- 3.5.6 Describe selected war activities that occurred in Newfoundland and Labrador. (K)
- 3.5.7 Examine the impact of military service in World War II on families and communities. (A)
- 3.5.8 Assess the impact of World War II on the economy of Newfoundland and Labrador. (I)
- 3.5.9 Describe the impact of World War II on travel patterns of Newfoundlanders and Labradorians. (K)

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- 3.5.10 Examine the impact of World War II on attitudes and social relationships. (A)
- 3.5.11 Show how Newfoundland and Labrador culture was influenced by the American and Canadian presence during World War II. (K)

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change**SCO 4.1: The student will be expected to demonstrate an understanding of the process whereby Newfoundland and Labrador entered into confederation with Canada, :**

- 4.1.1 Define the term “referendum”. (K)
- 4.1.2 Describe the role of the National Convention. (K)
- 4.1.3 Identify the position of key political figures on union with Canada. (K)
- 4.1.4 Analyse the strategies used by confederates and anti-confederates to promote their agenda. (A)
- 4.1.5 Evaluate arguments in the debate for and against confederation with Canada. (I)
- 4.1.6 Describe the two referenda processes whereby Newfoundlanders and Labradorians chose confederation with Canada. (K)
- 4.1.7 Describe voting patterns across electoral districts. (K)
- 4.1.8 Analyze the Terms of Union with Canada. (A)

SCO 4.2: The student will be expected to demonstrate an understanding of economic changes in post-confederation Newfoundland and Labrador up to 1971:

- 4.2.1 Distinguish among the terms “primary”, “secondary”, and “tertiary” activity. (K)
- 4.2.2 Describe changes in fish harvesting and processing technology since Confederation. (K)
- 4.2.3 Analyze the impact of new harvesting technologies on the Newfoundland and Labrador fishery. (A)
- 4.2.4 Identify changes in the technology of harvesting timber in Newfoundland and Labrador. (K)
- 4.2.5 Examine the impact of new technologies on the logging industry. (A)
- 4.2.6 Show that mining in Labrador (e.g., iron ore in Labrador City and Wabush and nickel in Voisey’s Bay) affected employment opportunities in Newfoundland and Labrador. (K)
- 4.2.7 Analyse changes in the processing of marine resources. (A)
- 4.2.8 Evaluate the impact of the Churchill Falls hydro development. (I)
- 4.2.9 Analyse the importance of the tertiary sector to the Newfoundland and Labrador economy. (A)
- 4.2.10 Demonstrate the importance of tourism to our economy. (K)

SCO 4.3: The student will be expected to demonstrate an understanding of social changes in post-confederation Newfoundland and Labrador:

- 4.3.1 Describe the impact of key economic decisions (e.g., Churchill Falls agreement). (K)
- 4.3.2 Describe the factors that led to the resettlement program that began in the 1950s. (K)
- 4.3.3 Evaluate a position on the resettlement program. (I)
- 4.3.4 Analyse how changes in transportation and communications affected lifestyle and attitudes. (A)
- 4.3.5 Draw conclusions about how cultural activity contributes to the economy. (A)
- 4.3.6 Draw contributions about how working conditions and modernization in industry brought changes in relations among workers, government and employers. (A)

SCO 4.4 The student will be expected to demonstrate an understanding of the economic developments and issues that Newfoundland and Labrador experienced at the close of the 20th century:

- 4.4.1 Summarize the factors that led to the decline in codfish stocks. (K)
- 4.4.2 Evaluate the impact of the cod moratorium on Newfoundland and Labrador society. (I)
- 4.4.3 Examine the economic impact of off-shore oil development on the economy of Newfoundland and Labrador. (A)
- 4.4.4 Analyse the risks of off-shore oil recovery. (A)
- 4.4.5 Evaluate Newfoundland and Labrador's position on federal-provincial off-shore revenue-sharing. (I)
- 4.4.6 Analyse improvements in transportation and communication since Confederation. (A)
- 4.4.7 Examine the issues (e.g., Aboriginal rights and land claims, environmental concerns) around the development of the Voisey's Bay mine. (A)
- 4.4.8 Describe the economic potential of the tourism industry. (K)
- 4.4.9 Describe some of the new technology-based industries that have been established in Newfoundland and Labrador since Confederation. (K)
- 4.4.10 Describe the growth of technology-based industries. (K)

SCO 4.5 The student will be expected to demonstrate an understanding of social changes and issues that Newfoundland and Labrador experienced at the close of the 20th century:

- 4.5.1 Describe how people and organizations can contribute to environmental protection. (K)
- 4.5.2 Define the term “urbanization”. (K)
- 4.5.3 Describe conditions that contribute to rural de-population in Newfoundland and Labrador. (K)
- 4.5.4 Analyse the impact of de-population on rural areas. (A)
- 4.5.5 Compare the education system of today with that of the system during the 1950s. (A)
- 4.5.6 Identify improvements made in our health care system. (K)
- 4.5.7 Infer the degree to which gender issues are being addressed in our province. (A)
- 4.5.8 Summarize recent changes in family structures. (K)
- 4.5.9 Examine the evolution of Aboriginal organizations, struggles and progress in the province. (K)
- 4.5.10 Identify the basic issues related to aboriginal land claims in the province. (K)
- 4.5.11 Evaluate the impact of non-Aboriginal activities on Aboriginal peoples. (I)
- 4.5.12 Summarize the growing identities of francophones and Labradorians. (K)
- 4.5.13 Describe the contributions made by newcomers to our economy and culture. (K)
- 4.5.14 Evaluate what is meant by a Newfoundland and Labrador identity. (I)
- 4.5.15 Describe the cultural revival that occurred in the province during the 1970s. (K)
- 4.5.16 Examine the forms in which Newfoundland and Labrador culture is being expressed. (A)

Unit 5: History as a Story of the Past in the Present

SCO 5.1: The student will be expected to demonstrate an understanding of the role of history in shaping our current circumstances:

- 5.1.1 Evaluate the ways in which history affects the development of various aspects of society (I)
- 5.1.2 Evaluate the possible significance of history on current issues and events (I)
- 5.1.3 Determine the historical roots of current events, issues, and problems (A)

Appendix 2

Major Processes and Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample suggestions for learning and teaching and for assessment strategies that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are shared responsibilities across curriculum areas and some of which are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	<ul style="list-style-type: none"> • detect bias in historical accounts • distinguish fact from fiction • detect cause and effect relationships • detect bias in visual material 	<ul style="list-style-type: none"> • use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> • argue a case clearly, logically and convincingly 	<ul style="list-style-type: none"> • write reports and research papers
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> • listen critically to others' ideas or opinions and points of view • participation in conversation, small groups, and whole group discussion
Use maps, globes and graphics to present information and interpretations	(see shared responsibilities)	<ul style="list-style-type: none"> • use appropriate technology in presentations
Express and support a point of view	<ul style="list-style-type: none"> • form opinion based on critical examination of relevant material • restate major ideas of a complex topic in concise form 	<ul style="list-style-type: none"> • differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> • demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments and conclusions	<ul style="list-style-type: none"> • use maps, globes and geo-technologies • produce and display models, murals, collages, dioramas, art work, cartoons, multi-media • interpret/use graphs and other visuals 	<ul style="list-style-type: none"> • present information and ideas using oral, visual, material, print or electronic media
Present a summary report or argument	<ul style="list-style-type: none"> • use appropriate maps, globes and graphics 	<ul style="list-style-type: none"> • create outline of topic • prepare summaries • take notes • prepare a bibliography

<p>Use various forms of group and inter-personal communications such as debating, negotiating, establishing a consensus, classifying and mediating conflict</p>	<ul style="list-style-type: none"> • participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. 	<ul style="list-style-type: none"> • participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to the development of a supportive climate in groups
<p>Develop mapping skills</p>	<ul style="list-style-type: none"> • use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, a legend, a compass rose, scale • express relative and absolute location • use a variety of information sources and technologies in the preparation of maps • express orientation by observing the landscape, by using traditional knowledge or by using a compass or other technology 	

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypotheses that give clear focus to an inquiry	<ul style="list-style-type: none"> • identify relevant primary and secondary sources • identify relationships between items of historical, geographic and economic information • combine critical social studies concepts into statements of conclusions based on information 	<ul style="list-style-type: none"> • identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypothesis for further study
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> • identify a situation in which a decision is required • secure needed factual information relevant to making the decision • recognize the values implicit in the situation and the issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor one's decision-making process
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> • determine the accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order 	<ul style="list-style-type: none"> • determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not the information is pertinent to the subject
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> • research to determine the multiple perspectives on an issue 	<ul style="list-style-type: none"> • review an interpretation from various perspectives • examine critically relationships between and among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion

Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> • identify an inclusive range of sources 	<ul style="list-style-type: none"> • identify and evaluate sources of print • use card catalogues to locate sources • use search engine to locate sources on www • use periodical index
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> • interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map and globe reading skills • interpret pictures, charts, graphs, photographs, tables and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify the limitations of primary and secondary sources • detect bias in primary and secondary sources 	<ul style="list-style-type: none"> • use a variety of information sources • conduct interviews of individuals • analyse evidence by selecting, comparing and categorizing information
Interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> • interpret the socio-economic and political messages of cartoons and other visuals • interpret the socio-economic and political messages of artistic expressions, e.g., poetry, literature, folk songs, plays 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> • distinguish between hypothesis, evidence and generalizations • distinguish between fact and fiction, fact and opinion 	<ul style="list-style-type: none"> • estimate the adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions and arguments for accuracy and validity	<ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize the value and dimension of interpreting factual material • recognize the effect of changing societal values on the interpretation of historical events 	<ul style="list-style-type: none"> • test the validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models such as diagramming, webbing, concept maps, flowcharts to analyse data • state relationships between categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> • recognize the tentative nature of conclusions • recognize their values may have influenced their conclusions/interpretations

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Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none">• access, gather, synthesize, and provide relevant information and ideas about economic issues• generate new ideas, approaches and possibilities in making economic decisions• identify what they gain and what they give up when then make economic choices• use economic data to make predictions about the future	
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Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit the dynamics of various groups and situations • recognize the mutual relationship between human beings in satisfying one another's needs • reflect upon, assess and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> • contribute to the development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences • use appropriate conflict resolution and mediation skills • relate to others in peaceful, respectful and non-discriminating ways

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<p>Respond to class, school, community or national public issues</p>	<ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions 	
<p>Relate to ecosystems in sustainable ways and promote sustainable practices on a local, regional, national and global level</p>	<ul style="list-style-type: none"> • develop the personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service and/or environmental projects in schools and communities • promote sustainable practices in families, schools and communities • monitor contributions 	

Appendix 3

Grade 8 History Pacing Chart

The following guide for the allocation of instructional time approximates the weighting in the course table of specifications. Unit 1 is weighted at 10% of the course; a comparable teaching block is about 9 hours of instruction. Unit 2, weighted at 33%, will require about 30 hours. Units 3 and 4 will require about 28 hours and 23 hours respectively. Given the school calendar, the completion dates may be determined locally before the beginning of the school year as targets for the pacing of instruction.

Unit	Percentage of Instructional Time	Instructional Periods	Completion Date
1. Introduction: History as a Lens to the Past	10	9	
2. Newfoundland and Labrador from the Turn of the 19 th Century through the Early 20 th Century: History as a Story of People	33	30	
3. Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events	31	28	
4. Newfoundland and Labrador through the 2 nd Half of the 20 th Century: History as a Story of Change	26	23	
Totals	100	90	

* For this calculation, 90 hours of instruction are used.

Appendix 4

Studying Local History

The study of local history provides a real opportunity for students to apply concepts and skills they acquire during their study of the history of the province. According to the grade 8 *Newfoundland and Labrador History Curriculum*, students will be expected to demonstrate competencies in “thinking as an historian, and using the tools of history in locating and accessing sources of information at a basic level” (page 17). Local history is a legitimate avenue of research as students develop concepts and skills in a limited, but familiar context that can be inter-connected to those found in an expanded but more unfamiliar context.

The following is a planning guide for preparing for a study of local history. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. Preparation for conducting a study of local history

1.1 Choose your area of study

There are many avenues for studying local history; it may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the community, for example, it may be wise to focus on some aspects of it.

Research themes for local history

- the school
- a place of worship
- a house
- the courthouse
- the hospital
- a local business (e.g., fish plant, a store, craft shop)
- cemetery study
- family names

It is possible to combine individual local studies into a more comprehensive piece to make up a community history and, hence, give the students’ work more significance (refer to item 4.3 of this Appendix).

1.2 Tie the area of research or theme to the curriculum

Select the outcome and delineations which legitimize and give direction to the area of study that the student selects.

Historical inquiry

SCO 1.1 with delineations 1.1.1 - 1.1.2 and SCO 1.2 with delineations 1.2.1 - 1.2.8 nicely demonstrate the directions or processes for studying local history. Basically they identify the steps essential to historical inquiry:

- Identify an initial source(s) of information
- Formulate a key question
- Identify other sources to ensure reliability of information
- Gather information
- Find patterns in the information gathered
- Draw generalization from the patterns
- Present explanations or arguments in support of the key question

1.3 Become familiar with the sources of information

It is important to help the student prepare for the study by becoming familiar with the historical source(s) before the research actually begins.

Familiarization with the sources of information

- Visit the site (in case a history of a structure is being studied)
- Visit the archive, museum, or library (in case relevant primary sources are found there)
- Visit the local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process)
- Examine photos
- Develop a list of materials and equipment needed
- Develop a questionnaire (where applicable) and identify other formats for recording the information.

2. Introduce the study of local history

2.1 Fully brief students of the purpose of a study of local history

Purpose (example)

To find out how the fish plant got started and became important in our community.

2.2 Assign tasks to the student

It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in historical inquiry (see item 1.2 above) may be assigned to different students. The teacher may assign these tasks according to their interests and abilities.

2.3 Assign out-of-class activities to the student

Ensure that students know what they have to do and that they are prepared in advance.

3. *Out-of-Class Tasks*

3.1 Engage students in the assigned tasks

Field tasks

- Note-taking
- Field sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate A/V formats
- Photo-copying, or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note-taking, or at taking photos than sketching.

3.2 Monitor student activities

As students engage in their field activities, ensure that they exercise good time on task, that clarification of ideas and tasks are given them, and that tasks are even modelled for them, if necessary.

4. In-class Synthesis

4.1 Students prepare and present field data

Back in the classroom, students will analyse their data according to the methods of historical inquiry outlined in item 1.2. The format of the final presentation of their findings may vary.

Presentation formats

- Written report (or essay)
- Photo-essay
- Oral presentation
- A/V Presentation
- Posture board display
- Published article (e.g., on the school website, in a school or community newspaper)

4.2 Use of methodologies most suited to the task

2. Independent work as students organize the information and/or materials collected during the field research.
3. Teacher questioning to (1) help students review what happened during the research phase, and (2) guide them through the process of historical inquiry in item 1.2.
4. Cooperative learning as students in a group compare their findings and prepare reports, displays, or articles.

4.3 Attributing significance to the project

It is important to give an opportunity for the different pieces of work to be assembled collectively into a more comprehensive school-based project. For example, a school website could be an avenue to “publish” a narrative around a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium. As well, individual projects may be submitted to a Newfoundland and Labrador Heritage Fair.

Appendix 5

Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have a more direct encounter with past events and people. Students can be linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written government documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Documents in the Classroom	
Instructional Approach	Commentary
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit, or a SCO within a unit, reference may be made to a document as a “window” into the theme.
Reading and Viewing	Students may be provided a graphic organizer for the analysis of an original document.
Listening	Students may be provided a graphic organizer for the analysis of an original document.
Writing	A document may be used to prompt a writing activity; provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyze two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make a journal entry, at appropriate times, as they reflect upon the feelings and values that may be evoked by certain documents (see Student Response Journals, Appendix 7).

Appendices

Assessment	The use of documents in constructed-response questions in an assignment or an examination enhance the quality of the assessment. Students can use the documents, not only to recall previously learned knowledge, but to apply and integrate that knowledge.
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Analyzing Primary Sources

As stated previously, primary sources include other resources that may not come in the form of a written document. The following suggests graphic organizers that the student may use to analyse such resources as a family heirloom, tool/implement, historical document, photo, poster, sound recording, and cartoon.

Although the questions/exercises may differ slightly from one graphic organizer to another, the underlying approach is the same: namely, 1) to identify facts relating to a specific situation, issue, or problem 2) find relationships among the facts and patterns in these relationships and 3) give an interpretation and draw a conclusion.

Analyzing a Family Heirloom (Refer to assessment strategy for delineations 1.1.5 - 1.1.7)

Analysis Sheet: Family Heirloom	
Question	Observations
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysing a Tool/Implement (Refer to teaching/learning strategy for delineation 1.1.1, 1.1.2, 1.1.4, 1.1.6)

Analysis Sheet: Tool/Implement	
Question	Information
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What does the object and use say about living conditions/ lifestyle?	

Analysing a Photo (Refer to assessment strategy for delineations 2.5.2 - 2.5.8)

Analysis Sheet: Photo	
Photo	What I see ...
(Identify the Photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose for taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that ...	

Analysing a Propaganda Poster (Refer to assessment strategy for delineation 3.1.2)

Analysis Sheet: Propaganda Poster	
Task	Notes
1. Study the poster and note of all the images, colors, dates, characters, references to places, etc.	
2. Describe the idea that the information seems to point to; compare it to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Do you think the poster would have been an effective one? Explain.	

Analysing a Sound Recording (Refer to Teacher Notes for SCO 4.1)

Analysing a Sound Recording*	
Question	Notes
1. Listen to the sound recording and tell who the audience is.	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about (<i>insert the topic</i>).	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

*Adapted from the U.S. National Archives and Records Administration, Washington, DC 20408

Analysing a Cartoon (Refer to assessment strategy for delineations 4.1.4 and 4.1.5)

Analysis Sheet: Analysing a Cartoon	
Question	Response
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix 6

Examining Issues in History

In social studies, the examination of issues forms a critical part of learning. The same is particularly true in the history classroom. For a current issue, the goal is to help the student to reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In a history course, the issue to be analysed is likely one that has happened in the past and the outcome is part of the historical record (refer to page 87 for an example). Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain.

The following framework provides a template for examining issues in the Newfoundland and Labrador history course. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

Examining Issues in History
1. What was the main issue?
2. What positions did key players take at the time?
3. What arguments were used by one side to support their position?
4. What arguments were used by the opposing side to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix 7

Student Response Journals

A personal response journal requires the students to record their feelings, responses, and reactions as they read text, encounter new concepts, and engage in learning. The use of this device encourages students to critically analyse and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as they form opinions, make judgements and personal observations, pose questions and speculations, and provide evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be taught the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as you work with students. Examples of opportunities for journal entries are cited in column 1, the cueing question in column 2, and sample lead-ins in column 3. The wording of the lead-ins may be adapted by your students.

Student Response Journals		
Possible Type of Entry	Cuing Question for the Journal Response	Sample Key Lead-ins
Speculative <i>Examples: Teaching/learning strategies for delineations 3.3.1 and 4.1.5</i>	What might happen because of this?	I predict that ... It is likely that ... As a result, ...

Appendices

<p>Dialectical</p> <p><i>Example:</i> <i>Teaching/learning strategy for delineation 2.4.8</i></p>	<p>Why is this quotation (event, action) important or interesting? What is significant about what happened here?</p>	<p>This is similar to ... This event is important because it ... Without this individual, the ... This was a turning point because it ... When I read this (heard this), I was reminded when ... This helps me to understand why ...</p>
<p>Metacognitive</p> <p><i>Example:</i> <i>Teaching/learning strategy for delineation 4.2.3</i></p>	<p>How did you learn this? What did you experience as you were learning this?</p>	<p>I was surprised ... I don't understand ... I wonder why ... I found it funny that ... I think I have a handle on this because ... This helps me to understand why ...</p>
<p>Reflective</p> <p><i>Examples:</i> <i>Teaching/learning strategies for delineations 2.3.8, 2.5.11, 3.2.8, 3.5.10</i></p>	<p>What do you think of this? What were your feelings when you read (heard, experienced) that ...?</p>	<p>I find that ... I think that ... I like (don't) like ... The most confusing part is when ... My favourite part is when ... I would change ... I agree that ... because ...</p>

The following chart illustrates the format for a journal page that the student can set up electronically or in a separate notebook identified with the student's name.

Grade 8 Newfoundland and Labrador History: <i>Entry Date</i>	
Learning Event	My response ...

Appendix 8

Portfolio Assessment

Portfolio assessment consists of a collection of student work products across a range of outcomes to give evidence or tell a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a portfolio is assembled, the teacher should help the student to

- establish criteria to guide what will be selected, when, and by whom;
- show evidence of his or her progress in the achievement of course outcomes and delineations;
- reference the work pieces to these outcomes and delineations;
- keep in mind other audiences (i.e., teachers, administrators, and parents);
- understand the standards on which the portfolio will be assessed should be established.

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The process-orientation focuses more on the "journey" of acquiring the concepts and skills; the artifacts include student reflections on what he or she is learning, problems encountered, and how solutions to them were found. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts. They may include, but not be restricted to:

written tests	sketches
essays	art work
work samples	checklists
research papers	rating scales
surveys	peer reviews
reflections	class notes
photos	graphic organizers

The following is a suggested approach for assembling a portfolio in the Newfoundland and Labrador history course. It is not intended to be prescriptive, but to present a set of parameters for teacher and student use. The chart provides a set of guidelines that represent the kind of information that students need to know as they assemble their portfolio. The second column contains a rationale for the guidelines.

Guidelines for the Student	Commentary for the Teacher
<p><i>Task</i></p> <p>One of the purposes of the Newfoundland and Labrador history course is to help you examine how Newfoundland and Labrador changed over time. You are required to retain samples of your work that relates to a theme you have chosen and arrange them into a portfolio to show your progress toward the goals set.</p>	<p>Explain to the student that the portfolio can have a range of artifacts in it, but they have to be carefully selected according to the purpose set. Help each student to select a particular theme as suggested by grouping selected delineations. For example:</p> <ul style="list-style-type: none"> • How transportation changed in Newfoundland and Labrador (delineations 2.5.9, 3.2.5, 3.5.9, 4.3.3, 4.4.6) • How settlement patterns changed over time (delineations 2.1.2, 2.2.4, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.12, 3.2.9, 4.3.1, 4.3.2, 4.4.2, 4.5.4)
<p><i>Learning Goals</i></p> <p>After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example, what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?</p>	<p>In your conference with the student, you should try to balance student interest with what you deem to be essential SCOs in the course.</p> <p>To help the student focus on the knowledge to be learned, write the SCOs and delineations in student language.</p> <p>Then, identify the skills that you consider essential in the acquisition of the knowledge. For example, if “Identify the areas occupied by Aboriginal groups” (delineation 2.1.2) is part of the settlement pattern theme, then “Developing mapping skills” will be a key skill area as the student shades in and labels the areas, on a sketch map, where the Innu, Inuit, Labrador Me’tis, and Mi’kmaq live.</p> <p>Tell the student that he or she will be required to write about the process of learning - reflections about what is learned and how it is learned.</p> <p>Develop a checklist of the knowledge, skills, and attitudinal-related outcomes as a student guide.</p>

<p><i>Contents</i></p> <p>Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) Reflections journal Self-assessment of your work An assessment by a peer A rubric used in the assessment</p>	<p>Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included - work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.</p>
<p><i>Conferences</i></p> <p>You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should be faced with an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.</p>	<p>Provide the student with a conferencing schedule.</p>
<p><i>Evaluation</i></p> <p>In June, you are required to hand in your portfolio for final evaluation.</p>	<p>It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio forms a part.</p> <p>Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, it should also be provided for the student to use in his or her self-assessment.</p>
<p><i>Communication</i></p> <p>Who will be your audience and how will they get to know about your portfolio? In our first conference will have an opportunity to discuss this question.</p>	<p>One of the skills in <i>Newfoundland and Labrador History</i> is “appropriately using language, statistics, written reports and other forms of communication and presentation techniques ... in a variety of situations” (page 18 of the guide). To make this outcome more specific, conference with the student about how he or she would like to ‘publicize’ the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school web site.</p>

Appendix 9

Rubrics in Assessment

One of the more common approaches to alternate assessment is the use of an assessment rubric, often called the scoring rubric. A rubric is a matrix that has a number of traits that indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples, i.e., exemplars, to illustrate the achievement level. Finally, levels with numerical values or descriptive labels, are assigned to each trait to indicate levels of achievement.

To build a rubric, a structure or framework is needed to relate levels of achievement with criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, and frequency. The following chart provides a structure to illustrate the relationship between criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement; it is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

The following chart identifies quality, quantity, and frequency as three criteria that may be used to develop indicators of levels of achievement.

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited/ very poor/ very weak	limited/ poor/ weak	adequate/ average/ pedestrian	strong	outstanding/ excellent/ rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

Appendices

The following five-trait rubric is provided to illustrate the structure described above. In this example, five levels are used, with quality as the criterion; each level has five traits. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a cooperative learning group, but it may be re-written in student language for use as a self-assessment tool. It should be noted that this rubric mirrors the self-checklist provided in the assessment column for delineations 3.3.1 and 3.3.2. The reference to the 1914 Newfoundland Sealing Disaster may be replaced by the concept promoted by any delineation or set of delineations.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members. • Very eager to carry out his/her assigned task(s) in the group. • Brings outstanding knowledge and skills about the 1914 Newfoundland Sealing Disaster. • Very eager to encourage others to contribute to the group tasks.
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members. • Eager to carry out his/her assigned task(s) in the group. • Brings strong knowledge and skills about the 1914 Newfoundland Sealing Disaster. • Eager to encourage others to contribute to the group tasks.
3 Adequate	<ul style="list-style-type: none"> • Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members. • Inclined to carry out his/her assigned task(s) in the group. • Brings adequate knowledge and skills about the 1914 Newfoundland Sealing Disaster. • Inclined to encourage others to contribute to the group tasks.
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members. • Inclined, when prompted, to carry out his/her assigned task(s) in the group. • Brings limited knowledge and skills about the 1914 Newfoundland Sealing Disaster. • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members. • Reluctant to carry out his/her assigned task(s) in the group. • Brings very limited knowledge and skills about the 1914 Newfoundland Sealing Disaster. • Reluctant to encourage others to contribute to the group tasks.

Appendix 10

Holistic Scoring Rubrics

The Newfoundland and Labrador Department of Education has developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These devices are very critical for assessing these competencies in the content areas such as social studies.

A.

Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding content which is clear and strongly focused • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice which always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	<ul style="list-style-type: none"> • Strong content which is clear and focused • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice which often brings the subject to life • Frequent use of words and expressions that are often vivid and precise • Strong grasp of standard writing conventions
3 Adequate	<ul style="list-style-type: none"> • Adequate content which is generally clear and focused • Predictable organization which is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction which tends to be mechanical • A sincere voice which occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with few errors that do not affect readability
2 Limited	<ul style="list-style-type: none"> • Limited content which is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise • Frequent errors in standard writing conventions which are beginning to affect readability

Appendices

1 Very Limited	<ul style="list-style-type: none">• Very limited content which lacks clarity and focus• Awkward and disjointed organization• Lack of flow and rhythm with awkward, incomplete sentences which makes the writing difficult to follow• Lack of an apparent voice to bring the subject to life• Words and expressions that lack clarity and are ineffective• Frequent errors in standard writing that seriously affect readability
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B.

Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to understand text critically, comments insightful and always supported from the text • Outstanding ability to analyse and evaluate text • Outstanding ability to connect personally with and among texts, with responses that extend on text • Outstanding ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)
4 Strong	<ul style="list-style-type: none"> • Strong ability to understand text critically, comments often insightful and usually supported from the text • Strong ability to analyse and evaluate text • Strong ability to connect personally with and among texts, with responses that extend on text • Strong ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Strong ability to read orally (i.e., with phrasing, fluency and expression). Miscues do not affect meaning.
3 Adequate	<ul style="list-style-type: none"> • Good ability to understand text critically, comments predictable and sometimes supported from the text • Good ability to analyse and evaluate text • Adequate ability to connect personally with and among texts, with responses that extend on text • Fair ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.

Appendices

<p style="text-align: center;">2</p> <p>Limited</p>	<ul style="list-style-type: none"> • Insufficient ability to understand text critically, comments rarely supported from the text • Limited ability to analyse and evaluate text • Insufficient ability to connect personally with and among texts, with responses that rarely extend on text • Limited ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.
<p style="text-align: center;">1</p> <p>Very Limited</p>	<ul style="list-style-type: none"> • No demonstrated ability to understand text critically, comments not supported from text • Very limited ability to analyse and evaluate text • No demonstrated ability to connect personally with and among texts, with responses that do not extend on text • Very limited ability to detect purpose and point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text(e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

C.

Holistic Listening Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Complex understanding of orally presented text, comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with and extend on orally presented text, with responses that consistently extend beyond the literal • Outstanding ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda). • Outstanding ability to listen attentively and courteously
4 Strong	<ul style="list-style-type: none"> • Strong understanding of orally presented text, comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with and extend on orally presented text, with responses that often extend beyond the literal • Strong ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	<ul style="list-style-type: none"> • Good understanding of orally presented text, comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with and extend on orally presented text, with responses that sometimes extend beyond the literal • Fair ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	<ul style="list-style-type: none"> • Insufficient understanding of orally presented text, comments and other representations rarely supported from the text • Insufficient ability to connect personally with and extend on orally presented text, with responses that are always literal • Limited ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated understanding of orally presented text, comments and other representations not supported from text • No demonstrated ability to connect personally with and extend on orally presented text, with responses that are disjointed or irrelevant • Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

D.

Holistic Speaking Rubric	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Outstanding ability to connect ideas (i.e., with clarity and supporting details) • Consistent use of language appropriate to the task (i.e., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	<ul style="list-style-type: none"> • Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Outstanding ability to connect ideas (i.e., with clarity and supporting details) • Consistent use of language appropriate to the task (i.e., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Adequate	<ul style="list-style-type: none"> • Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Sufficient ability to connect ideas (i.e., with clarity and supporting details) • Frequent use of language appropriate to the task (i.e., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	<ul style="list-style-type: none"> • Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (i.e., communicating information) • Limited ability to connect ideas (i.e., with clarity and supporting details) • Limited use of language appropriate to the task (i.e., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	<ul style="list-style-type: none"> • No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (i.e., communicating information) • Very limited ability to connect ideas (i.e., with clarity and supporting details) • Language not appropriate to the task (i.e., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

Appendix 11

Planning a Unit Assessment

Newfoundland and Labrador from the Turn of the 19th Century through the early 20th Century: History as a Story of People

This appendix illustrates an approach to the planning for the assessment of student achievement of outcomes for a unit; in this instance, Unit 2 is used.

Key Attributes of a Valid Assessment

- It should reflect what was taught.
The curriculum requires that all five SCOs are to be taught; accordingly, the assessment should collect achievement data for all of them. Although it is not possible to complete all delineations, the teacher is to use his or her professional judgement about whether the number of delineations completed represents a reasonable student achievement of the related SCO.
- It should reflect the cognitive-weightings assigned to the theme.
According to the table of specifications, page 21 of this guide, Unit 2 is weighted at 33% of the course. Within this theme, 12% consists of the recall of knowledge; 15%, application; and 6%, integration. As a result, the total assessment for the unit should make up 33% of the course, and this weighting should be proportioned across the cognitive levels as indicated.
- It should use sources of data most appropriate for the delineations sampled.
Some item formats are inappropriate for a given delineation. Although a constructed response and scoring rubric can indicate the recall of discrete pieces of knowledge, for example, it would be inefficient to do so, given the time needed to construct these data sources. A sentence completion, matching, or selected response would be more appropriate, since they are easy to develop and more delineations may be sampled. Conversely, these item formats would not provide the kind of data needed to assess student achievement of high-order delineations, i.e., integrating, where creative and reflective thinking are required.

Planning a Unit Assessment: Selecting the Types of Data Sources		
Cognitive Level	Most Appropriate Sources of Assessment Data	Procedures
Knowing	<ul style="list-style-type: none"> • sentence completion • true-false • matching • selected response • constructed response • work sample 	<ul style="list-style-type: none"> • Select a number of knowing-level delineations to adequately represent all SCOs in Unit 2. • Decide if the delineations may be tested individually; or if some delineations may be grouped and tested together. • Select the most appropriate data source. For individual delineations, sentence-completion, true-false, matching, and/or selected response items may be used. For grouped delineations, a constructed response and/or work sample (from the assessment strategy column) may be used.
Applying	<ul style="list-style-type: none"> • selected response • constructed response • work sample • scoring rubric • observation • checklist • rating scale • anecdotal report 	<ul style="list-style-type: none"> • Select a number of applying-level delineations to adequately represent all SCOs in Unit 2. • Decide if the delineations may be tested individually; or if some delineations may be grouped and tested at one time. • Select the most appropriate data source. For individual delineations, selected response and/or constructed response items may be used. For grouped delineations, a constructed response and/or work sample (from the assessment strategy column) may be used. At this cognitive level, observations and other alternate form of assessment begin to have a greater place.
Integrating	<ul style="list-style-type: none"> • constructed response • work sample • scoring rubric • observation • checklist • rating scale • anecdotal report • open-ended question • journal entry • student-teacher conference 	<ul style="list-style-type: none"> • Select a number of integrating-level delineations to adequately represent all SCOs in Unit 2. • Decide if the delineations may be tested individually; or if some delineations may be grouped and tested at one time. • Select the data source. For individual delineations and for grouped delineations constructed response and/or work sample (from the assessment strategy column) may be used. Observations and other forms of alternate assessment will have a significant place in the assessment of integration level thinking.

- It should include a balanced use of pencil-and-paper and alternate sources of assessment data. Such pencil-and-paper devices as sentence completion, true-false, matching, selected response, and constructed response items are quite appropriate for measuring student achievement of knowing-level and, to some extent, applying-level delineations. There is a place for alternate forms of assessment

(e.g., observations, checklists, rating scales, anecdotal reports, open-ended questions, and journal entries), particularly for measuring high-order thinking required by some applying-level and by most all integrating level delineations. The following chart illustrates a range of possibilities that may be made in selecting types of data sources.

Sample Approaches for Planning a Unit Assessment					
Scenario	Approach	Cognitive Level/ Weighting (%)			Commentary
		K	A	I	
1	Pencil-and-paper testing	12	15	6	This scenario involves the sole use of pencil-and-paper testing to the exclusion of alternate forms of assessment, such as a portfolio and/or project where some of the process of learning may be incorporated. This is not a balanced approach.
	Alternate Assessment	0	0	0	
2	Pencil-and-paper testing	12	7	0	In this scenario, there is a balanced approach. Pencil-and-paper testing may be used to assess achievement of knowing-level and, to some extent, applying-level delineations. The achievement of some applying-level delineations and all of the integrating-level delineations may be assessment through use of a portfolio and/or project.
	Alternate Assessment	0	8	6	
3	Pencil-and-paper testing	0	0	0	In this scenario, the approach is not a balanced one, since it relies exclusively on the use of alternate forms of assessment afforded by the use of a portfolio and/or project.
	Alternate Assessment	12	15	6	

Appendix 12

Writing an Historical Essay

The collection of evidence that indicates students have achieved the outcomes of a course is dependent upon their ability to demonstrate their achievement. Opportunities for demonstration of learning are dependent largely upon their ability to speak, write, and represent.

The historical essay is one of many venues for demonstrating the achievement of outcomes. It is not a language arts essay, although language arts skills speak to effective essay writing. The historical essay at the grade 8 level is not intended to be a highly academic research paper, although some of the rigor of research of the historian still apply. The following model is intended as a guide in the writing of a response to a significant but specific question in history. The teacher is also referred to SCO 1.2 and delineations 1.2.1 - 1.2.8 in this curriculum guide.

1. *Identify a topic*

At this beginning point, the student identifies a general area of interest that he or she thinks is significant. The teacher should help the student to think about whether the topic is defined well enough so that it can be researched, particularly if it is a study of local history.

Examples

Newfoundland and Labrador's entry into Confederation

Local house types

2. *Develop a specific direction or focus question*

To ensure that the essay is coherent and has a focus, the student needs to develop a key question, or thesis statement. The student needs to identify what is worth investigating about this general area. A part of the process is to explore the general area for research with others in the class. From the student's reflection and discussion with his or her peers, the student may wish to develop a concept web to explore possible specific ideas that may flow from the general area of research. One of the specific directions may be framed into a statement that expresses a position that can be supported by historical sources.

Examples:

Smallwood's views on Confederation were not the same as those of Cashin. (*Delineations 4.1.4 and 4.1.5*)

Fishers lived in houses that were quite different from the local doctor's house. (*Local study for delineations 1.2.1 - 1.2.8; delineation 2.5.1*)

3. *Locate sources of information*

To locate sources of information, the thesis statement should be broken into its key words or parts. These serve as headings for information on the topic. The next step is to identify the sources of information on each key word. The range of information sources will vary with the topic:

reference books	photos
periodicals	poems
pamphlets	songs
brochures	stories
newspaper clippings	documents
local oral sources	CD-DOMS
posters	cartoons
letters	diaries
autobiographies	artifacts
tools/implements	films
art	tombstones

The student needs to be cautioned, of course, against getting drowned in a sea of materials. Only the resources that are most essential to the thesis statement should be selected.

4. *Take notes*

Students should read carefully and make sure that the information recorded is relevant to the topic and thesis statement. The sources of information should be reliable and accurate; facts should be distinguished from opinions. The notes should record the source of information and the page numbers in the case of printed text. Notes should be brief as possible - key words and phrases

rather than total sentences. If an item is used as a direct quote in the paper, it should be copied as it is in the source and enclosed in quotation marks.

5. *Write the working outline*

The notes should be organized into a logical order so that they can be used to construct a working outline or framework for the essay. The outline will help the writer to detect any gaps in the information collected out of class. These gaps should be filled in and, if necessary, the outline may be revised.

6. *Write the first draft*

When students are satisfied that they have enough information, they should begin to write the first draft of their essay. At this time, all they need is the outline, the notes and a dictionary or thesaurus.

The essay will consist of an introductory paragraph in which the topic is introduced and the thesis statement is established. This should be followed by a number of middle paragraphs to focus on the main arguments of the paper and the supporting evidence that has been found to reinforce them. A concluding paragraph should summarize the findings and restate the thesis statement.

Students should also prepare the title page and, if the teacher requires it, footnotes and bibliography.

7. *Revise the first draft*

The essay should be proofread to improve the content, organization, word choice, voice, sentence fluency, and conventions. The student may wish to ask a classmate to read the essay and offer suggestions for improvement. The teacher may also wish to give some feedback.

8. *Write the final paper*

The student is now in a position to write the final draft. Attention should be given to the suggestions that others made. The paper should be thoroughly checked for any errors.

Appendix 13

Primary Documents in Newfoundland and Labrador History

Below is a list of examples of Primary Source Documents that can be found at the Libraries and Archives of Canada and the Provincial Archives of Newfoundland and Labrador, St. John's, Newfoundland. Many of these can be found at www.heritage.nf.ca or <http://www.collectionscanada.ca/confederation/h18-2600-e.html>

1. Inuit woman and children, Labrador. (PANL B10-148).
<http://www.heritage.nf.ca/aboriginal/family.html>
2. William Carson (1770-1843), n.d. Carson, a 19th century Newfoundland reformer and politician, campaigned for representative government. Artist unknown. (PANL A23-91), St. John's, Newfoundland. <http://www.heritage.nf.ca/law/carson.html>
3. American schooner, n.d. A schooner from Massachusetts off the coast of Newfoundland. (PANL A17-96). http://www.heritage.nf.ca/law/american_schooner.html
4. Drying Fish, ca. 1890. (PANL B4-39). Possibly the Crosbie Premises, St. John's. For much of its history, St. John's has been an important centre for the collection and export of fish from around Newfoundland and Labrador. <http://www.heritage.nf.ca/society/crosbie.html>
5. Letter to the editor from C. F. Bennett], The Morning Chronicle (St. John's), December 7, 1868. © Public Domain <http://www.collectionscanada.ca/confederation/h18-630-e.html>
6. "No Confederation," The Morning Chronicle (St. John's), September 28, 1869, p. 1. © Public Domain <http://www.collectionscanada.ca/confederation/h18-624-e.html>
7. "Confederation in Newfoundland," The Newfoundlander (St. John's), October 5, 1869, p. 2. © Public Domain <http://www.collectionscanada.ca/confederation/h18-629-e.html>
8. Sons of England Benefit Society (S.O.E.) Outing, July 1898. (PANL VA19-112). Although harsh economic realities were present in the daily lives of many rural fishing families, the fishing industry made others very prosperous. Society outings were important elements of 19th century society for the more affluent individuals.
<http://www.heritage.nf.ca/society/soe.html>
9. House of Assembly in Session c. 1914. (PANL C1-207). Edward Morris, the prime minister and leader of the Peoples Party, is the third person to the left of the Speaker. Unlike most parliamentary legislatures, in Newfoundland the party in power sat to the left of the speaker - because that was where the fireplace was located..
<http://www.heritage.nf.ca/law/assembly1914.html>

10. Women's Patriotic Association workers at Government House, ca. 1914.(PANL B-5-173). <http://www.heritage.nf.ca/greatwar/articles/enlarge/b5173.html>
11. D Company, First Newfoundland Regiment, lining rails of S.S. Stephano, ready to leave for overseas, March 20, 1915. (PANL VA-37-23).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/va3723a2.html>
12. Officers of the First Newfoundland Regiment with British Officers, n.d. Courtesy of the Provincial Archives of Newfoundland and Labrador (PANL F46-14), St. John's, Newfoundland. <http://www.heritage.nf.ca/greatwar/articles/enlarge/f4614.html>
13. Colonel Dr. Cluny Macpherson in Egypt, September 1915.(PANL Macpherson Collection A-24-155). <http://www.heritage.nf.ca/greatwar/articles/enlarge/a24155.html>
14. VAD printed propoganda, n.d. (PANL P5-21).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/p5-21.html>
15. Unveiling the National War Memorial, St. John's, July 1, 1924. (PANL NA-15-27).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/na1527.html>
16. Opening of Beaumont Hamel Park, France, ca. 1925. (PANL NA-31-06).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/na3106.html>
17. National War Memorial, St. John's, ca. 1925. (PANL E-23-23).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/e2323.html>
18. Unveiling the National War Memorial, St. John's, July 1, 1924.(PANL E-47-40).
<http://www.heritage.nf.ca/greatwar/articles/enlarge/e4740.html>
19. Election List, 1855-1934. http://www.heritage.nf.ca/law/election_list.html
20. St. John's, ca. 1939. The struggling country of Newfoundland was hit extremely hard by the Great Depression, which began in 1929. While many Newfoundlanders found themselves unemployed, others worked for low wages. The political and financial instability, coupled with social unrest, made for the Dirty '30s.(Gustav Anderson Collection). From Carmelita McGrath and Kathryn Welbourn, Desperate Measures: The Great Depression in Newfoundland and Labrador, 27.
<http://www.heritage.nf.ca/confederation/depression.html>
21. Inauguration of the Commission of Government, February 16, 1934. Newfoundland governor Sir David Murray Anderson speaking at the inauguration of the Commission of Government. (PANL B4-137). <http://www.heritage.nf.ca/law/inauguration.html>
22. "Dictionary of political terms," The Independent, April 5, 1948, p. 7. © Public Domain
<http://www.collectionscanada.ca/obj/h18/f1/nlc002097-v6.jpg>

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23. "Battle song of Newfoundland," *The Confederate*, May 12, 1948, p. 3. © Public Domain
<http://www.collectionscanada.ca/confederation/h18-622-e.html>
 24. "Voters of Newfoundland,," *The Independent*, May 28, 1948, p. 1. © Public Domain
<http://www.collectionscanada.ca/obj/h18/f1/619-v5.jpg>
 25. "Too late!," *The Independent*, June 26, 1948, p. 3. © Public Domain
<http://www.collectionscanada.ca/obj/h18/f1/nlc002098-v5.jpg>
 26. "An Act to approve the Terms of Union of Newfoundland with Canada," *Statutes of Canada 1949 (v. I)*, c. 1, p. 1-21. © Crown Reproduced with permission of the Department of Justice
<http://www.collectionscanada.ca/confederation/h18-2230.860.1-e.html>
 27. "An Act to confirm and give effect to Terms of Union of Newfoundland agreed between Canada and Newfoundland," *Statutes of Canada 1949*, c. 22, Prefix, p. v-vi. © Crown Reproduced with permission of the Department of Justice
<http://www.collectionscanada.ca/confederation/h18-2230.862.1-e.html>
 28. British North America Act, 1949, Enactment No. 21. Department of Justice Canada website: canada.justice.gc.ca/loireg/rapport/en/p1t21-1.html
 29. "New province tomorrow: hope, sorrow blend on Confederation eve," *Toronto Telegram*, March 31, 1949, p. 1 and 3. © Dorothy Howarth Reproduced with the permission of Dorothy Howarth <http://www.collectionscanada.ca/confederation/h18-635-e.html>
 30. "For some, the debate hasn't ended," *St. John's Weekly Telegram*, March 21, 1999, p. 5. © The Telegram Reproduced with the permission of The Telegram
<http://www.collectionscanada.ca/obj/h18/f1/nlc002106-v6.jpg>

Appendix 14

NEWFOUNDLAND AND LABRADOR IN THE 19TH AND 20TH CENTURIES: A BRIEF NARRATIVE

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June 2005

**NEWFOUNDLAND AND LABRADOR IN THE 19TH AND 20TH CENTURIES:
A BRIEF NARRATIVE**

Introduction and Background

In order to make the past intelligible, historians have to divide it into periods. This can be a somewhat artificial process, but historians usually agree on the major dividing lines. With reference to the history of Newfoundland and Labrador, it is accepted that such a dividing line can be drawn in the early 19th century. There is good reason for this.

In 1815, the French Revolutionary and Napoleonic wars finally came to an end after 22 years of conflict. This long period of warfare had profound implications for Newfoundland which, as one historian has put it, made the transition from fishery to colony. In short, the wars constitute a watershed in the history of Newfoundland and Labrador, and the country emerged from the wars as a rather different place from that which had existed in the late 18th century.

From the 16th century, the island of Newfoundland had been viewed as a place where Europeans came to fish, not to settle. It was not seen as a colony in the same sense as New England, New France or Nova Scotia, even though a resident population took root during the 17th century, and grew steadily, if slowly, during the years that followed. Most of the settlers came from southwest England and southeast Ireland, gradually expanding from the Avalon Peninsula along the south and northeast coasts. They were outnumbered every fishing season by the crews of the migratory fishing vessels which arrived from England, and which fished along the coasts and on the offshore banks.

The English were joined by the French fishing fleet which sailed annually to St. Pierre and Miquelon, the Grand Banks, and to the French Treaty Shore - the part of the coastline where they had a treaty right to fish during the season. The French had established a colony at Plaisance (now Placentia) in 1662, which they evacuated in 1713 when, by the Treaty of Utrecht, France

recognized British sovereignty over the island of Newfoundland (but not Labrador). The same treaty established the Treaty Shore.¹

Labrador was also originally a destination for migratory European fishers and whalers, and at least the southern part of the Labrador peninsula became an integral part of New France. The area north of what is now called Hamilton Inlet was until 1763 disputed territory between Britain and France.² After that date Labrador was a British possession, though there was uncertainty about its precise boundaries.³

During the extended period of warfare which ended in 1815, the French temporarily stopped coming to Newfoundland, and the English migratory fishery virtually died out. In its place there developed an expanded resident fishery, which for the most part took place inshore. The settlers also began to exploit the seal fishery more actively than before, and schooners from Conception Bay took to sailing out to the ice floes in the spring to find the herds. The population grew significantly, especially towards the end of the war, when the demand for Newfoundland fish drove up prices to unprecedented levels. Large numbers of immigrants, mainly from Ireland, arrived to take advantage of the work and wages generated by this boom.

¹ The French also abandoned St. Pierre and Miquelon in 1713. Britain returned the islands to France by the Treaty of Paris in 1763. The French Treaty Shore, from 1783 to 1904, extended from Cape St. John, on the Baie Verte Peninsula, around to Cape Ray. Before that, the limits had been at Cape Bonavista and Pointe Riche.

² That is, France claimed the whole Labrador peninsula, but Britain claimed the northern part.

³ From 1825, the southern boundary of Labrador was defined as a line extending due north from the harbour of Blanc Sablon to meet the 52nd parallel, where the line extended west to the River St. John. The northern terminus was vaguely placed at the entrance to “Hudson’s Straights”. The interior boundary was not defined.

*Newfoundland in the early 19th Century*⁴

By 1815, the population of Newfoundland was approximately 40,000, and the place had become a colony in all but name. There were courts, certainly, magistrates, a few clergymen and a small number of permanent officials. There was a customs house, and in St. John's several fortifications and a military garrison. There was a governor, but he was also the commodore of the Royal Navy squadron which patrolled the coastline each year, and he did not remain for the winter. There were no town councils and no legislature - not even a formal council to advise the governor, who assumed he could rule by issuing proclamations. And there was a degree of uncertainty about which laws were and were not applicable, and about the security of land tenure and inheritance. In short, a substantial colonial society based on the fisheries had become established on the island, but the British government had as yet to provide the administrative and legal framework which that society needed, and which some of its members now vociferously demanded.

The gap between the British theory of Newfoundland as a fishery, and the reality that existed, was highlighted by the crisis which engulfed the island when the wars ended. The price of fish collapsed, causing a wave of bankruptcies and widespread poverty and destitution. There was unrest and violence, aggravated by food shortages, severe winters, and in St. John's by fires. Yet immigrants continued to arrive, making the situation even worse.

The British government reacted slowly. First, the governor was instructed to stay year-round to deal with the crisis - though the first of these, Sir Francis Pickmore, died in the attempt during

⁴ The name "Newfoundland" applied both to the island and Labrador until 2001, when the name of the province was changed to "Newfoundland and Labrador."

the hard winter of 1817-1818. Then, in 1824, Newfoundland became a Crown Colony.⁵ This move recognized that Newfoundland was no longer just a fishery, and rule by the Royal Navy came to an end. The first civil governor, Sir Thomas Cochrane, took office in 1825, and the present Government House began to rise on the barrens behind the ramshackle town of St. John's.

Cochrane and his successors were also responsible for the "Coast of Labrador". On the Labrador side of the Strait of Belle Isle, firms based in England and Jersey (Channel Islands) carried on extensive operations based on furring, and the seal and cod fisheries. Permanent European settlement in the area was only beginning. In the interior, Innu bands carried on a largely traditional lifestyle, though they traded regularly at posts on the North Shore of the St. Lawrence and in central Labrador, where they also met Roman Catholic priests.⁶ The Inuit (once called "Eskimos") lived along the coast, mainly to the north of Hamilton Inlet, most of them linked to the Moravian mission stations at Nain (1771), Okak (1776), and Hopedale (1782).⁷ In central Labrador, a mixed European and Inuit population was becoming established, now known as the Labrador Metis.

The government in St. John's had little contact with Labrador, even though increasing numbers of schooners went there each season to fish. It was also remote from the sparsely populated French Treaty Shore, where the French fishing fleet had returned after 1815, and from

⁵ A Crown Colony was administered by a governor and an appointed council, directly responsible to the British government. There was no legislature.

⁶ The Innu were known formerly as the Montagnais and Naskapi Indians.

⁷ The Moravians later established other stations at Hebron (1830), Zoar (1864), Ramah (1871), Makkovik (1896) and Killinek. (1905).

the small number of settlers on the south coast to the west of Fortune Bay. Mi'kmaq Indians, linked to bands in Nova Scotia, had their main settlement at Conne River. A Mi'kmaq band also lived at St. George's Bay on the west coast. The Mi'kmaq alone knew the island's interior, except for the few remaining Beothuk, now on the verge of extinction.

The fate of the Beothuk has attracted a great deal of attention, and a certain amount of romantic myth-making. The encounter with Europeans traumatised Aboriginal peoples everywhere. All of them encountered new epidemic diseases, sometimes hostile and unsympathetic newcomers, and the stress of adjusting to different economic demands. In Atlantic Canada, the Mi'kmaq seem to have adjusted more readily to the new situation than other Aboriginal peoples. In contrast, the Beothuk withdrew from any contact with Europeans, and did not try to develop a trade in furs or other articles. As British use of the northeast coast increased during the 18th century, and as the Mi'kmaq expanded their use of the interior, the Beothuk found themselves increasingly hemmed in. Hostile encounters between the Beothuk and the English only made matters worse, and there can be no doubt that, like all Aboriginal peoples, the Beothuk were inflicted with European diseases. Shanawdithit, so far as we know the last Beothuk, died of tuberculosis in 1829.

She spent her last days in St. John's, by this time the acknowledged capital of the colony. Its heartland was the Avalon Peninsula, but by the mid-1820s an effective year-round British occupation had been established from Notre Dame Bay around to Fortune Bay, and even further west. Mercantile and administrative centres such as Fogo, Twillingate, Bonavista, Trinity, Harbour Grace, Carbonear, Ferryland, St. Mary's, Burin and Harbour Breton, served as regional "capitals". In such places, small elite groups of merchants, magistrates and clergymen dominated local affairs, and linked outport Newfoundland to St. John's which by the 1870s had become the dominant mercantile as well as administrative centre.

The Newfoundland Economy

The colonial economy was based on seals and codfish. At the local level these fisheries were supplemented by catching salmon and other fish and crustaceans, small-scale subsistence agriculture, hunting for caribou⁸ and birds, trapping fur-bearing animals and cutting wood for fuel and building - the exact nature of the seasonal round depending on time and place. One of the distinguishing features of the economy was the absence of a significant agricultural sector. This made Newfoundland and Labrador a very different place from other British colonies, where growing grain and other crops was centrally important. In most parts of the colony, soils were (and are) thin and acidic, and the growing season short. Newfoundlanders and Labradorians had to import basic foodstuffs, a reality which obviously influenced dietary patterns.⁹

Seals were very important to the people of Labrador, who used the skins for clothing and other purposes, and consumed both the meat, and oil rendered from the fat. Newfoundlanders also ate the meat, especially the landmen who caught seals from small boats near the shore, but they would usually sell the skins. The commercial sealing industry on the east coast of Newfoundland, carried out in hundreds of schooners by thousands of men, made its money mainly from the export of seal oil, used for lighting and as a lubricant. Sealers left carcasses on the ice, and brought back only the pelts with the fat attached. Thus the flippers, part of the pelt, became a seasonal culinary delicacy. The industry boomed during the first half of the 19th century, and then began to decline. There were two reasons for this. First, the harp seals were over-exploited, making them more difficult to find and hunt. The merchants' response was first

⁸Moose were introduced into Newfoundland in 1878, and then again in 1904.

⁹ Root vegetables and cabbage were grown locally, and some livestock were kept - sheep, goats, cows. But hay could be in short supply, grains were not grown, and there was a heavy dependence on imported meat (salted), flour, tea and molasses. Hard bread was imported during the first half of the 19th century.

to buy or build bigger sailing vessels and then, in the 1860s, to buy steamers. This stabilised the industry, but at a reduced level : fewer men and fewer vessels now went to the ice each spring, and the high cost of steamers concentrated the industry in the hands of the merchants of St. John's and Harbour Grace. A second factor in the decline was that seal oil no longer commanded high prices. Overall, the contraction of the sealing industry was a serious economic blow to outport Newfoundland.

The cod fishery was carried on inshore until the 1880s, when an offshore bank fishery began to develop. Whether a crew fished near home or at Labrador - and the Labrador fishery expanded dramatically during the 19th century - it was family-based and employed both men and women. Men caught the fish and brought them to shore, where the catch was processed - split and salted down. After time in salt bulk, the fish was washed and then dried on flakes or beaches. Looking after the fish as it dried was largely women's work, and they also had to deal with the house and children, cook meals, wash and mend clothes, and tend the garden. The fishing season brought long hours and immensely hard work.

The Credit System

In the fall, a fisherman's catch was sold to a merchant. This was not usually a cash transaction. The merchant culled (graded) the fish and assessed its value, which was credited to the fisherman's account. However, the same merchant had probably advanced supplies to the fisherman earlier in the year, creating a debt which had to be paid off by the year's catch. If a fisherman had done well and prices were good, he could end up with his account in credit, and use the surplus to buy food and other items needed for the winter. But if he ended up in debt, and this was not unusual, then winter supply was at the merchant's discretion. And if the merchant chose not to make further advances, a fishing family could find itself in difficulties, and might have to seek relief from the government or a charity.

This largely cashless credit system (sometimes called the truck system) has been the subject of much debate. Traditionally, it has been seen as unfair to the producers - the fishermen - because merchants controlled both the price of supplies and the price of fish. Thus they could charge high prices for such essentials as flour and molasses, and buy fish as cheaply as possible. The system allegedly tied fishermen to merchants in an almost feudal relationship, and merchants have been seen as the exploiters, and fishing families as the oppressed. While there is truth in this picture, recent research has emphasized the essential role of merchants in the Newfoundland economy, the many risks involved in the fish business, thin profit margins and, importantly, the ability of fishermen to use the system to their advantage. The credit system certainly had its problems and disadvantages, but it did not lead inevitably to poverty and exploitation. Moreover, this stark view of the past ignores the more complex society that existed in St. John's and other major towns, and the fact that upward social mobility was certainly possible in 19th century Newfoundland.

Poverty existed, however, and was seen as a major social problem. The basic cause was that Newfoundland had a vulnerable economy, narrowly-based, and wholly dependent on exports. Given its small internal market, Newfoundland exported virtually all it produced - dried cod fish, seal oil, and some by-products. Given its resource base, it imported much of what it consumed, especially foodstuffs and manufactured goods. So if there was a failure or a glut at home, or a market collapse or oversupply abroad, virtually everyone in the colony felt the effects. And these factors could be exacerbated by others - such as potato blight (as in the 1840s), fires, shipwrecks or illness and other personal misfortunes.

The government provided minimal assistance to the worst off, organized make-work projects such as road building, and emphasised the importance of developing agriculture - difficult in a country where the extent of good soil was limited, the growing season short, and all available

hands were needed for the summer fishery. Some people simply moved away - outmigration is nothing new - but others managed to live in some comfort. Hard work year-round was a fact of life, however, in both rural and urban areas, and for both women and men.

Politics and Religion

There were those who believed that the colony's problems could be alleviated if there was a local legislature - if Newfoundlanders could have a more direct say in their own affairs. After a prolonged campaign, the British government agreed in 1832 to institute representative government, the same system that was in place in the mainland colonies. The first House of Assembly was elected that year, with 15 members representing nine districts.¹⁰ The actual government of the colony was not elected, but appointed by the Crown, and was known as the Executive Council. Most of its members also sat in the Legislative Council, also appointed, which was the upper house of the legislature. Members of the Assembly had little direct power, other than the ability to impede or defeat legislation. This frustrated those who were ambitious, and led to frequent fights between Assembly and the Council.

These sometimes bitter and prolonged disputes reflected the divisions that existed in Newfoundland society. These were not only related to social class or status, but also to religion and ethnicity. People of Irish birth or descent were members of the Roman Catholic Church, and in 1836 constituted about 51 percent of the population. Those of English and Scottish descent were mainly Protestant, and members of the Church of England (Anglican), or the Presbyterian and Methodist churches.¹¹ This was an age when religion was central to peoples' lives, and when

¹⁰ No representation was provided for the south coast west of Fortune Bay, the French Treaty Shore, and Labrador. The vote was restricted to males resident in the colony for at least one year, who owned or rented a dwelling.

¹¹The Methodist Church in Newfoundland became part of the United Church of Canada in 1925. There were also a few Congregational churches.

there was a considerable amount of prejudice between Protestant and Catholic, and English and Irish. These tensions became reflected in public life, since by the mid-1830s the Councils were composed of mainly upper-class Protestants, while the Assembly contained a majority of Catholics who resented their exclusion from power and patronage - backed by their active and outspoken bishop, Michael Anthony Fleming, whose monument is the Roman Catholic cathedral in St. John's.¹²

These problems came to a head during the middle years of the century. The central issue at that time was the introduction of responsible government,¹³ which the Liberal party supported and the Conservatives opposed. The Liberals represented Roman Catholic districts, and in the 1850s were supported by many Methodists as well, since they also felt excluded from power. After some very tense and stormy years, responsible government came into operation in 1855, and the Liberals formed the first administration.¹⁴ They soon ran into problems, though, and in 1861 Governor Bannerman dismissed the government (now led by John Kent) and installed the Conservatives, who very narrowly won the election that followed. There was violence in Harbour Grace and Harbour Main districts, and on the day the new Assembly met, there was a serious riot in St. John's in which three people were killed and 20 wounded.

¹² Raised to the rank of Basilica in 1955.

¹³ Responsible government, in essence, is the system that is in place today: The government is formed by the political party with the largest number of seats in the Assembly, and remains in power until it loses that majority, usually as a result of a general election.

¹⁴The first premier (the title Prime Minister was not used until 1909) was Phillip Francis Little, a lawyer who had come to Newfoundland from Prince Edward Island.

Newfoundlanders were shocked by what had happened. Violence at elections, which had happened frequently in some districts since 1832, now became rare.¹⁵ The major Churches largely withdrew from open political involvement, and religious and political leaders agreed on an unwritten formula designed to end denominational rivalries. Each denomination would have, according to its strength, the appropriate number and seniority of seats in the Executive Council (cabinet), the legislature and the public service.

The same principle was applied to the education system. In 1836 the legislature established a non-denominational public school system. However, it was widely believed that religion and education were inseparable, and an 1842 act created separate Roman Catholic and Protestant schools. This did not satisfy Bishop Edward Feild of the Church of England, who felt that members of his church should have their own schools. After a prolonged and at times bitter debate, in 1874 the Protestant education grant was divided, giving Methodists and Anglicans their own schools. This denominational school system was to last (*mutatis mutandis*) until 1997.

Confederation: the 1860s

The decade of the 1860s was dominated by two issues: poverty and confederation. Failures in the seal and cod fisheries, and difficult market conditions, caused widespread hardship. There were increasing demands for relief payments, which the government did its best to limit while at the same time looking for ways to strengthen the economy. The development of land-based resources was seen as the way to do this, and new legislation encouraged agriculture and the diversification of the rural economy. In order to find out about those resources, the government established a Geological Survey in 1864 under the leadership of Alexander Murray, who was succeeded by James P. Howley. The detailed exploration and mapping of the Newfoundland

¹⁵ Remember that the secret ballot was not introduced until 1888. Until then voting was open, each voter declaring his preference to the returning officer.

interior now began, as well as of parts of the coastline which seemed to have economic potential - such as the Baie Verte Peninsula and Notre Dame Bay, where an important copper mine opened at Tilt Cove in 1864. There was also growing interest in the promise of the island's west coast, where the population was beginning to grow significantly. Many of the settlers came from other parts of Newfoundland, but Scots from Cape Breton settled in the Codroy Valley, Acadians in St. George's Bay, and deserters from French fishing vessels on the Port-au-Port Peninsula. However, the coast was part of the French Treaty Shore, and the French government objected to economic development there on the grounds that it would interfere with their coastal fishery, small as that was by the later 19th century.

For all the enthusiasm about Newfoundland's economic potential, there were those who thought that the colony might be better off if it joined the confederation of the British North American colonies that began to take shape in 1864. The Newfoundland government was invited to send representatives to the Quebec Conference that year. Frederic Carter and Ambrose Shea, who are now seen as Fathers of Confederation, signed the Quebec resolutions, and returned to St. John's as supporters of the proposed confederation. But there was considerable opposition, mainly from the merchants and the Roman Catholic population. The former feared that their usual trading patterns would be disrupted, and that taxation would rise significantly, mainly to benefit mainlanders. The latter feared for the denominational school system, and being of Irish descent, associated confederation with the hated union of Ireland and England (1801). The opposition was strong enough to prevent the colony from joining the confederation when it was formed in 1867, and the issue was put to the vote in the 1869 general election. The confederates, led by Carter, were massively defeated by the anti-confederates led by Charles Fox Bennett. The result showed that Newfoundlanders believed that confederation held out few advantages for

them, and that their country had all the human and natural resources that it needed to support a viable independence.¹⁶

Economic Development and the Railway

From the early 1870s to the late 1890s, the colony's economy faced some serious difficulties. Fish and seal prices were falling, and catches were not reliable. There were few employment opportunities outside the fisheries, and out-migration was becoming a serious problem in some areas. Hence the controversial decision to build a railway which, it was hoped, would open up land-based resources to development, and stimulate mining, forest industries and agriculture - quite apart from dramatically improving communications. The contract was awarded to the New York-based Newfoundland Railway Company, and work on a narrow-gauge line to Hall's Bay began in St. John's in 1881.¹⁷ The company soon ran into difficulties, and in 1890 the Liberal government of Sir William Whiteway made a new deal with the Scottish-Canadian contractor Robert G. Reid. He agreed to complete the line - which had barely reached the Isthmus of Avalon - for the price of \$15,600 per mile. Three years later the route was changed. Instead of going to Hall's Bay, the line would run from the Exploits Valley across the Topsails to Deer Lake and the Bay of Islands, and on to Port aux Basques. At the same time, Reid agreed to operate the railway for ten years in return for land grants of 5,000 acres per mile. He finished the line in 1897, and the first train ran from St. John's to Port aux Basques in June 1898. There were

¹⁶ Labradorians and settlers on the French Treaty Shore still had no representation in the legislature, and therefore did not vote.

¹⁷Narrow gauge (3.5 feet) was cheaper to build than standard gauge.

already branch lines to Harbour Grace and Placentia, and others were soon added.¹⁸ The railway was Newfoundland's first megaproject.

Another strategy to improve the economy focussed on the French Treaty Shore. Whiteway wanted to see economic development there, in spite of the official French view that since their fishery was exclusive, settlement was strictly illegal, and any land-based activities were an interference with their rights. The British and Newfoundland governments contested such assertions, and during the 1870s and 1880s the Shore was brought under the control of St. John's. Settlers received political representation, magistrates were appointed, and monies were available for schools and roads.¹⁹ Very few French vessels used the Shore by this time - the French fishery was now concentrated at St. Pierre and on the offshore banks - but so long as the ancient treaties existed, so did uncertainty.

The French Treaty Shore problem was eventually solved in 1904, as part of a general settlement of imperial and colonial disputes between Britain and France known as the *entente cordiale*. France agreed to give up its rights under the treaties in return for financial compensation for fishermen still using the Shore, and territorial compensation in west Africa. The French presence on the Treaty Shore had been a major cause of friction between the Newfoundland and British governments. Many Newfoundlanders deeply resented the fact that the treaties, and French pretensions, limited the colony's sovereignty in significant ways, and

¹⁸ A branch line programme between 1909 and 1914 added lines to Trepassey, Bonavista, Grates Cove, and Heart's Content. A start was made on lines to Bonne Bay and the Burin Peninsula.

¹⁹ Residents also had to pay taxes (customs duties) for the first time. There was a short-lived tax revolt at Sandy Point, then the major centre in St. George's Bay.

prevented the full development of the island's resources.²⁰ Thus the French Treaty Shore dispute became a focus for the Newfoundland nationalism which was emerging in this period. Its termination in 1904 prompted popular celebrations.

Labrador and Grenfell

By the end of the 19th century, there was increasing interest in Labrador as well. Its iron deposits, water powers and forests had been identified, and only remoteness prevented their exploitation - that, and the dispute between Newfoundland and Canada over the location of the interior Labrador boundary. For most of the 19th century, though, Newfoundland treated Labrador as a place to fish, but provided very little in the way of government and administration. The population, both Aboriginal and European, was left largely to its own devices. The Hudson's Bay Company [HBC] expanded its operations from North West River and Rigolet along the northern coast, competing in places with the trade stores run by the Moravian Mission, which also built new stations, extending its influence from Makkovik to Killinek (Port Burwell).

Another reason why Labrador was becoming better known was the publicity provided by Dr. Wilfred Grenfell. He arrived in St John's in 1892 - to find the town in smouldering ruins after the great fire on July 8 - and sailed on to Labrador to start his lifetime of medical work among Labradorians and visiting Newfoundland fishers. He eventually established a chain of hospitals and nursing stations stretching from North West River to the Northern Peninsula, with a headquarters at St. Anthony. He spoke about Newfoundland and Labrador on the lecture circuit in North America and Britain, and wrote many books and articles. He was often critical of the colony's leaders, and as a result was not especially popular in St. John's.

²⁰ It should be noted that, on the whole, settlers living on the Treaty Shore got on reasonably well with the visiting French fishers.

Before Grenfell's arrival, there were no hospitals outside St. John's. Health care for most people was limited or non-existent, and they had often to rely on traditional remedies.

Tuberculosis was rampant, and diseases linked to vitamin deficiencies widespread. Grenfell and his staff found numerous cases of beri-beri and rickets, for example, and they criticised a local diet which included - they thought - too much tea and salt, and too few vegetables. After 1900 health care in both Newfoundland and Labrador gradually improved, and there was a determined effort to deal with the tuberculosis epidemic.

New Industries: Newsprint

The years before the outbreak of war in 1914 were relatively prosperous. Fish prices improved from the late 1890s. The Bell Island iron mines provided much-needed employment, exporting ore to the steel mills at Sydney, Cape Breton. The saw milling industry expanded significantly in northeastern Newfoundland, with mills being established both on the coast (Botwood, Campbellton) and along the railway line (Benton, Terra Nova, Glenwood). The best-remembered entrepreneur is Lewis Miller, a Scot who founded Millertown and Lewisporte, and was instrumental in attracting the British newspaper magnates, the Harmsworth brothers, to Newfoundland.

The Harmsworths were looking for a secure supply of newsprint, and after lengthy negotiations with the Newfoundland government and the Reid Newfoundland Company²¹, decided to build a mill at Grand Falls. The legislation introduced in 1905 by the Liberal government of Sir Robert Bond gave the Harmsworths' Anglo-Newfoundland Development

²¹ The company controlled the Grand Falls on the Exploits River, held extensive land grants in the area, and of course operated the railway which made central Newfoundland accessible.

Company [AND] a generous - some would say overly generous - deal.²² As with the railway contracts, it is difficult to say when the justified concession becomes a sellout. In this case, the agreement ensured that the colony had a third staple industry, and it effectively created the central Newfoundland region that we know today. The Grand Falls mill opened in 1909. The English papermaker A.E. Reed built a pulp mill at Bishop's Falls, which opened in 1911.²³

The Fishermen's Protective Union

These deals were not uncontroversial. One of the most vocal critics was William Ford Coaker, who founded the Fishermen's Protective Union [FPU] at Herring Neck (Notre Dame Bay) in 1908. A charismatic populist, Coaker argued that it was time that the working people of rural Newfoundland received a fair return for their labour - the union's motto was *Suum Cuique*, "to each his own". Coaker therefore demanded fisheries reform, and that fishermen and their families should receive fair and considerate treatment from both merchants and the government. He rapidly signed up members along the island's northeast coast, but the FPU was opposed by the hierarchy of the Roman Catholic Church, with the result that the union gained few members in predominantly Catholic areas. Nor were there many members on the south and west coasts, where Coaker never organized membership campaigns. Mercantile interests in St. John's remained implacably opposed to his agenda.

Nevertheless, the FPU was for some time a force to be reckoned with. The union elected eight members to the House of Assembly in 1913, published a newspaper, and even built its own town at Port Union, Trinity Bay. The union's successful trading company had its headquarters there,

²² AND held 2,700 square miles of forest land, with mineral rights, on a 99-year, low-rental lease. It did not have to pay stumpage on pulpwood, and received other tax concessions.

²³ The Bishop's Falls operation was later taken over by AND.

and residents had electricity long before most areas of rural Newfoundland. The FPU might have achieved more, had it not been for the outbreak of war between Britain and Germany in 1914.

The First World War

As a member of the British Empire, Newfoundland was automatically at war as well. The colony's contribution to the war effort was remarkable. Newfoundlanders and Labradorians served with distinction in the Royal Naval Reserve, the Forestry Corps, and most famously in the Newfoundland Regiment.²⁴ Losses were heavy, however, and the Regiment was severely damaged at Beaumont Hamel on 1 July, 1916, when its soldiers were ordered to advance into concentrated German machine gun fire. The anniversary of the battle is commemorated annually. At home, there was an enthusiastic and effective volunteer movement, which involved women throughout the country.²⁵ However, the government had to deal with the heavy financial cost of maintaining the Regiment, the increasing difficulty of finding enough volunteers to keep it up to strength, and the strains which war placed upon society and the economy.

The Interwar Years

The need to win the war, high prices for the country's exports, and pride in the success of the war effort helped maintain stability, in spite of bitter arguments over conscription (introduced in 1918) and accusations of profiteering by merchants, shipowners and the Reid Newfoundland Company, which operated the railway and coastal steamers. When the war ended though, it did not take long for serious problems to emerge. Fish prices began to fall, markets became tight,

²⁴ The designation "Royal" was granted in 1917 - no other regiment received this distinction during the Great War.

²⁵ A few Newfoundland women served overseas as nurses.

banks restricted credit,²⁶ and many businesses found themselves in difficulties. The cost of the war had driven up the public debt by a large amount, and the government's ability to respond constructively to poverty and unemployment was constrained by the cost of meeting interest payments. Even so, the colony continued to borrow. Political life became increasingly bitter and unstable, leading some Newfoundlanders to question the viability of responsible government. The arrival of a bleak period was also signalled by the Spanish Flu epidemic which devastated the Labrador coast, wiping out the Moravian mission settlement at Okak.

Nevertheless, there were positive aspects to the postwar years. In the early 1920s, a second large newsprint mill was built at Corner Brook, largely as a result of the efforts of the Reid Newfoundland Company. The project created thousands of new jobs, a new town, and transformed the economy of western Newfoundland. In central Newfoundland, the mine at Buchans opened in 1928. In 1927, the Labrador boundary dispute was settled in Newfoundland's favour - and a number of unsuccessful attempts were then made to sell the territory in order to stabilise the colony's finances. Canada thought the asking price was too high.

Women scored a major victory when, in 1925, the legislature agreed that they could both vote and stand for election to the Assembly. This was the culmination of a long women's suffrage campaign which had started in the late 19th century. There had been a great deal of resistance from men to this reform on the grounds that politics was a male business, and women should stay in the domestic sphere. The first woman to be elected to the legislature was Lady Helena Squires in 1928, the wife of the prime minister, Sir Richard Squires, who had himself been an opponent of women's suffrage.

²⁶ The two local private banks, the Union and the Commercial, failed in December 1894. Canadian banks immediately moved in, and Newfoundland currency became tied to the Canadian dollar.

The Great Depression and Political Crisis

It was the Squires government which had to face the onslaught of the Great Depression, which began in 1929. The impact was devastating everywhere in North America. In Newfoundland and Labrador it made a bad situation worse as prices for the colony's exports tumbled. Unemployment rose, especially in the towns, and there were increasing demands on the government for relief and make-work projects. But the government found itself in a financial mess. Its revenues, largely derived from customs duties, were hard hit as trade contracted. Yet it had to maintain payments on an ever-increasing public debt, as well as carry on the everyday business of the country. As the Depression deepened, borrowing money became more difficult, and in the end impossible. So the government slashed expenditures, laid off employees, and in this way itself contributed to the worsening crisis.

In St. John's especially, the unemployed became increasingly restive. When accusations of corruption surfaced against Squires and some of his allies, a major demonstration took place outside the Colonial Building on April 5, 1932. It turned into a violent riot, and Squires was lucky to escape unharmed. He and his party were driven from power in the election which followed by the United Newfoundland Party led by Frederick Alderdice.

The Amulree Report

The new administration rapidly concluded that its only option was to reduce payments on the public debt ("partial default"), which now stood at about \$100 million. Worried at this prospect, the British government intervened, and insisted that Newfoundland accept a royal commission of inquiry. Chaired by Lord Amulree, the royal commission reported in October 1933. In brief, it blamed the financial crisis on mismanagement, corruption, extravagance and irresponsibility, and recommended that the British government should provide financial assistance by

rescheduling and guaranteeing the public debt.²⁷ Because such intervention was incompatible with responsible government, the country should be governed by an appointed commission until it was once again “self-supporting”. Such a “rest from politics” would also provide the opportunity for the reform and reorganization of the government.

These recommendations were accepted without protest. Most Newfoundlanders, it seems, were so devastated by the Depression, and had so little faith in their politicians, that they welcomed and were thankful for help from Britain, even if it meant temporarily giving up responsible government - and everyone assumed that once the country was financially stable, responsible government would be restored. There seemed to be no other way out of the crisis. Thus the Alderdice government rammed the royal commission’s recommendations through the legislature, allowing a minimum of debate. In February 1934 the Commission of Government took office. It consisted of three Newfoundlanders and three British civil servants, and was chaired by the governor.²⁸

The analysis provided in the Amulree Report was not altogether fair. Newfoundland faced default in the early 1930s because the public debt was too large, in the sense that the economy was unable to generate the revenues to continue full payments. Two thirds of the debt was represented by two items: building, maintaining and operating the railway, and the cost of participation in the First World War. These expenditures cannot be called irresponsible. And if the economy could not sustain the debt, this was not for want of trying. Indeed, the railway debt

²⁷ This means that the debt was to be reorganized in such a way as to reduce interest payments, but investors received a British government guarantee on their principal.

²⁸ It should be noted that there was a general trend towards authoritarian government during the crisis-ridden years of the 1930s. Germany, Italy and Spain are prime examples. There was a National Government in Britain, and the New Deal expanded presidential powers in the United States.

was the result of a major, and to some extent successful effort to diversify the economy.

Moreover, the royal commission did not adequately take into account the cost of the First World War, and the unfavourable economic situation which the country had faced since 1919, and especially since 1929.²⁹

Commission of Government

Faulty though the Amulree report was, most people were confident that the Commission government could, with British help, turn the situation around. In fact, it was as powerless as its predecessors. The government certainly promoted cooperatives, reformed the public service, and organized an expensive and controversial land settlement scheme designed to promote agriculture. Eight new settlements were created under the programme.³⁰ It also created the Newfoundland Ranger Force, modelled on the R.C.M.P. The Rangers were stationed throughout rural Newfoundland and Labrador, and in addition to police duties, had many other responsibilities as representatives of the central government. They saw at first hand the impact of the Depression, which continued to cause severe suffering in parts of the country throughout the 1930s. Perhaps the keenest memory of the period is the six-cent dole in rural areas,³¹ and the indignity of being forced to eat brown flour. Dissatisfaction with the Commission government grew, and there was an explosion of anger when it allowed Bowaters - the English firm which

²⁹The financial deficit run by the government between 1919 and 1934 approximately equalled the cost of servicing the debt accumulated during the First World War. The Amulree Commission did not point this out.

³⁰Markland, Haricot, Lourdes, Brown's Arm, Midland, Sandringham, Winterland, Point au Mal.

³¹ Relief paid at the rate six cents per person per day. This was similar to the rates paid in some parts of the Maritime Provinces.

bought the Corner Brook mill in 1938 - to acquire extensive forest lands in the Gander River area without having to build the mill there that everyone had expected.

The Second World War

The situation changed dramatically with the outbreak of the Second World War in 1939. Newfoundland and Labrador suddenly became prosperous places. The main reason for this was the enormous expenditures on defence installations, and the employment this generated. The Canadian government, which had overall responsibility for the defence of the region, took over the airfield at Gander and the seaplane base at Botwood, and built what is now St. John's Airport. The Canadians later built a huge air base at Goose Bay (begun in 1941). When the United States entered the war, major bases were built at St. John's, Argentia and Stephenville, and American detachments were also stationed at Goose Bay and Gander. By 1943 there were some 10,000 American and 6,000 Canadian personnel in Newfoundland and Labrador. Base construction provided some 20,000 jobs. Many Newfoundlanders and Labradorians enlisted in the armed forces, and many found work on the mainland. There was virtually full employment, and the government accounts climbed into surplus.

The impact of the war on the people of Newfoundland and Labrador was profound. Household incomes increased, and living standards and public health improved. The bases provided showcases of the North American way of life, and relations between the military and civilians were generally good - there was a significant number of marriages between local women and servicemen, for instance. The building of the base at Goose Bay attracted people from central and southern Labrador, who created the new town of Happy Valley which was to become Labrador's capital. The creation of the base is seen, rightly, as marking the end of "Old Labrador."

The National Convention

At the end of the war in 1945 there was no question that Newfoundland was “self-supporting,” and some voices began to demand the return of responsible government. However, the British government decided that this should not happen before Newfoundlanders and Labradorians had a chance carefully to consider their options - and there is no doubt that the British and Canadian governments both hoped that Confederation would emerge as a viable alternative to the restoration of responsible government. Britain wanted to be free of responsibility for Newfoundland, and during the war Canada had come to see that it had important permanent interests on the island and in Labrador, which would be best safeguarded by political union. Thus the British government announced that Newfoundlanders and Labradorians (the latter granted the franchise for the first time) would elect a national convention which would study the country’s condition, and then recommend the constitutional options to be placed on the ballot in a referendum.

Elected in June 1946, the Convention began its sessions the following September and closed in January 1948. Quite early on the members split into pro- and anti-confederate groups. Those who favoured Newfoundland joining Canada were the minority, led by Joseph R. Smallwood and F. Gordon Bradley. Those who favoured the county returning to responsible government had no clear leader, but the dominant personality was Peter J. Cashin. The Convention sent delegations to London and to Ottawa, and after long and emotional debates, finally recommended that the choice on the referendum ballot should be between responsible government and continuation of Commission government. The majority of Convention members defeated a motion by Smallwood to place confederation on the ballot as well. To the fury of the anti-confederates, the British government effectively rejected the Convention’s recommendation, and did what the confederates wanted: confederation was on the ballot.

The Referendums and Confederation

Two hard-fought and highly divisive referendums followed. The confederates argued that joining Canada was the only way to safeguard the economic gains made during the war. If people wanted to maintain and improve their standard of living, then they should rely on the Canadian welfare state, which was then coming into existence and was more generous than anything Newfoundland could afford. The anti-confederates appealed to nationalism, and argued that the country could do just as well on its own, preferably with a trade agreement with the United States. There was no need to sell out to the Canadians. At the very least, Newfoundland should negotiate confederation as an independent country, and not while it was under direct British rule.

In the first referendum, held on June 3, 1948, responsible government won, but failed to gain an overall majority. Commission government was therefore dropped as a choice, and a second referendum took place on July 22. This time, confederation won by a 4.6 per cent majority.³² Broadly speaking, the Avalon Peninsula voted against confederation (except for the districts of Trinity South and Carbonear-Bay de Verde), and the rest of the island and Labrador in favour. After some hesitation because of the narrow majority, the Canadian government agreed to negotiate terms of union, which were settled in December. Newfoundland and Labrador³³ became a new province of Canada just before midnight on March 31, 1949.

It is sometimes alleged that there was a secret plan to bring Newfoundland and Labrador into confederation, and that the second referendum was in some way rigged to produce a confederate

³² First referendum: responsible, 44.6%; confederation, 41.1%; commission, 14.3%.
Second referendum: responsible, 47.7%; confederation, 52.3%.

³³ The province's official name from the year 2001. Before that time it was simply "Newfoundland".

majority. It is true that both the British and Canadian governments favoured confederation, and influenced the course of events, sometimes not very discreetly. But it has to be remembered that in the end it was Newfoundlanders and Labradorians who made the decision, and there is no evidence to support the contention that the vote was “fixed”.³⁴

The Smallwood Government and Economic Development

The victorious confederates founded the provincial Liberal party, won the first provincial election, and formed the first provincial government, with Smallwood as premier. The demoralized anti-confederates became Progressive Conservatives,³⁵ and did not form a government until 1972. For over 20 years, Smallwood and the Liberals reigned supreme, overseeing the integration of Newfoundland and Labrador into the Canadian federation, and seeking to modernize and industrialize a province which had fallen behind.

In terms of economic development, there were great hopes for the potential of the Labrador interior - the huge iron ore deposits, and the hydro power which could be generated by the Churchill Falls.³⁶ Smallwood also wanted a third newsprint mill, a cement mill near Corner Brook, hydro-electric developments, and any other industries that his government could attract to the province. He promoted the continued modernization of the fisheries - as did the federal government, which has jurisdiction over this resource - and the move away from the production of saltfish to fresh frozen fish.³⁷ The government’s ambitious agenda also included road building,

³⁴ The theme of the movie “Secret Nation”.

³⁵ The Commonwealth Cooperative Federation (CCF, later the New Democratic Party) was unable to establish a foothold in the new province.

³⁶ In 1949 these were known as the Hamilton or Grand Falls. The names Churchill Falls and Churchill River were adopted in 1965.

³⁷ There is no evidence that Smallwood told Newfoundlanders to “burn their boats”.

electrification, and improved social services - primarily health and education. This was an agenda of forced growth, in which the provincial government was to take a lead role, assisted by federal money.

Impatient for results, Smallwood turned to the Latvian economist Alfred Valdmanis for assistance in attracting European - especially German - industrialists to invest in the province. Later, he became closely associated with two promoters from the United States, John C. Doyle and John Shaheen. To get Labrador developments off the ground, Smallwood courted British investors, particularly the eminent merchant bankers N.M. Rothschild and Sons.

The achievement was mixed. Valdmanis was caught taking kickbacks in 1954 and imprisoned, and many of the “new industries” he helped start ultimately failed, but gypsum and cement plants on the island’s west coast worked successfully for many years. Doyle - who later became a fugitive from justice in Panama - successfully developed the iron ore mine at Wabush, and later built a linerboard mill at Stephenville (early 1970s).³⁸ Shaheen built the oil refinery at Come by Chance (completed 1976), before becoming embroiled in bankruptcy and a flurry of lawsuits. In many of these projects, however, the provincial government, and sometimes the federal government as well, invested millions of dollars, and gave additional incentives. This was the case, for instance, with the phosphorous plant at Long Harbour (1968).

Churchill Falls

Labrador seemed a different story. The iron mining industry boomed in western Labrador, where the Iron Ore Company of Canada opened a mine at Carol Lake in 1962, followed by

³⁸ Later sold to Abitibi-Price for conversion to a paper mill.

Wabush in 1965.³⁹ Two new towns - Labrador City and Wabush - were the result. There was also initial optimism when in 1969 the British Newfoundland Corporation (BRINCO), which controlled Churchill Falls, signed a long-term power sales contract with Hydro-Québec.⁴⁰ Energy prices were low at that time, the deal seemed reasonable, and construction created thousands of short-term jobs. The deal turned sour in the mid-1970s. Energy prices began to rise steeply, but the price for Churchill Falls power is fixed until 2041. The result has been huge windfall profits for Hydro-Québec, and an inadequate return for the province, which had placed great hopes on this development. It should be noted that the project went ahead without consultation with the Innu people, who lost well over 2,000 square miles of their trapping and hunting areas to reservoirs.

Fisheries Modernization and Resettlement

The industrialization of the fisheries was based on a new product: quick frozen fish fillets and blocks produced in fish plants. The plant owners were also the owners of the trawlers which caught the fish to be processed, though they also bought directly from inshore crews. The traditional salt fishery declined rapidly, and the Newfoundland industry became almost entirely dependent on North American markets. Another major change was that people employed in the fishery, whether at sea or on land, were now paid in cash and the credit system disappeared. The fishery expanded in terms of numbers of vessels and geographical range, and catching methods became increasingly sophisticated and efficient. But the total fishing effort - Canadian and

³⁹ IOC had started operations at Knob Lake (Schefferville), on the Québec side of the border, in 1954.

⁴⁰ Québec refused to allow Newfoundland to transmit power across its territory to other markets. The federal government would not intervene, though power (and oil and gas) is freely transmitted across other provincial boundaries. Thus the province, through BRINCO, was forced to deal with a single purchaser.

foreign - in Newfoundland and Labrador waters ultimately became so large that the fish stocks were devastated. A moratorium on cod fishing was eventually imposed in 1992.

The modernization of the fishery was associated with the controversial decision to resettle a large number of small communities, since part of the rationale was the provision of a work force in designated growth centres. Another, equally important reason was the government's aim to provide a high level of services to as many people as possible - roads, schools, hospitals, electricity, telephones and so on. This could be done more effectively if the population became less scattered. Between 1954 and 1975, some 263 communities were abandoned, and their inhabitants relocated.⁴¹ The upheaval was profound, and not all those who moved were able to find steady employment. However, many seem to have appreciated the services which they found in their new communities.

Resettlement also occurred in Labrador, the most famous example probably being the closure of the Inuit village at Hebron in 1959, a joint decision of the provincial government and the Moravian Church. The Inuit were moved to the more southerly settlements of Nain, Hopedale and Makkovik where they adjusted only with difficulty. The stated reasons for the closure were the shortage of firewood in the Hebron area, and the difficulty of providing services so far north. During the same period, hitherto largely migratory Innu bands were encouraged to settle at Sheshatshiu and Davis Inlet.⁴² This dramatic change in lifestyle brought with it serious social problems.

⁴¹ The areas most affected were the southwest coast, the islands of Placentia Bay, and Bonavista and Notre Dame bays.

⁴² The Davis Inlet Innu have now moved to a new settlement named Natuashish.

Social and Political Change

There can be no doubt though, that in general, and despite the stresses and strains caused by resettlement, Newfoundlanders and Labradorians began to enjoy a higher standard of living and a better level of services. Family allowances and unemployment insurance boosted family incomes, the welfare safety net improved, and there was a massive investment in basic infrastructure - roads,⁴³ rural electrification,⁴⁴ schools and colleges, health facilities, water and sewer projects. Such developments, and the opportunity to work in fish plants and the service sector, had a dramatic impact on the lives of women. Their opportunities expanded, their lives became less restricted and dominated by sheer hard work, and their families became much smaller.

Smallwood's Liberal government enjoyed great popularity as a result of the changes it administered, and it was not until the late 1960s that its hold on power began to slip. After a narrow defeat in the 1971 election, Smallwood resigned in 1972 to be replaced by the Progressive Conservatives led by Frank Moores until 1979, when he was succeeded by Brian Peckford. A major issue facing these administrations was the development and ownership of offshore oil. Exploration of the continental shelf had been going on for some time before the existence of the Hibernia field was confirmed in 1979. There was widespread hope that this new industry would end Newfoundland's status as a "have-not province", especially if it owned and controlled the resource. The government argued that Newfoundland had entered confederation as an independent country, and brought with it natural resources offshore, which it had not given up. Thus offshore oil and gas were the property of the province. The federal Liberal government

⁴³ The Trans-Canada Highway was completed in 1965. This heralded the death of the Newfoundland Railway.

⁴⁴ Made possible by the huge hydro project at Bay d'Espoir (1967).

refused to accept this position, and the question of ownership was put to the courts, which ruled in 1984 that the resource was federal. However, the federal-provincial Atlantic Accord (1985, revised 2005) provided for joint management, and the continued development of offshore oil has brought considerable economic gains to some parts of the island.

Reasserting Identities

If the Smallwood years were a period when Newfoundland and Labrador became “Canadianized”, the 70s and 80s saw a cultural revival which asserted local distinctiveness. The new provincial flag⁴⁵ which replaced the Union Jack in 1980 was designed by Newfoundland artist Christopher Pratt, perhaps the best known of a group of highly talented artists who emerged in this period. The traditional music of Newfoundland and Labrador was studied and widely performed, often on non-traditional instruments, and there was an outpouring of writing on local subjects. The level of cultural activity in the province remains impressive, and it has become linked with a widespread interest in, and appreciation of the province’s history and heritage. In turn, these developments have stimulated new economic sectors, and helped the remarkable growth of the tourism industry.

The province’s Aboriginal peoples have also developed a new sense of their distinct identities, a process that began in 1972 with the foundation of the Native Association of Newfoundland and Labrador (NANL). The association included representation from the Mi’kmaq, Innu, as well as Inuit from communities of northern Labrador. The purpose of the NANL was to achieve recognition by the Federal government. Its creation marked an important turning point in the

⁴⁵ The Labrador flag was designed by Michael Martin of Cartwright in 1974. .

struggle for Aboriginal rights in the province.⁴⁶ The pursuit of Aboriginal land claims on the island and in Labrador has cemented these identities, and has led to an impressive amount of scientific, historical and archaeological research. The first claim to be settled was that of the Labrador Inuit Association, which has signed a modern treaty with the federal and provincial governments allowing a significant degree of self-government within the territory called Nunatsiavut.

At the same time, society in Newfoundland and Labrador has become more diverse. Certainly, before confederation there were Jewish, Lebanese and Chinese communities, as well as French settlements in the St. George's Bay and Port au Port area, but since 1949 the so-called "ethnic" component of the population has expanded to include people from Asia and Europe, and people of varied backgrounds from other Canadian provinces. Francophones have been particularly active in defending their language and culture from assimilation, and there is a growing interest in the province's French heritage.

But while many people have chosen to come to live in Newfoundland and Labrador, many others have found it necessary to leave, or at least to move from rural areas to urban centres. One of the most striking developments of the recent past has been the urbanisation of Newfoundland society. The bulk of the island's population now lives in the northeast Avalon Peninsula and along what has been called "the Trans-Canada Highway corridor," making Newfoundland and Labrador the most urbanised of all the Atlantic provinces. This demographic shift reflects the blow given to the rural economy by the cod moratorium, related fishery problems, and

⁴⁶ In 1975, the Innu and Inuit formed their own organizations and in 1976 NANL became incorporated as the Federation of Newfoundland Indians (FNI). The Samiajij Miawpukek reserve (Conne River) withdrew from the Federation in 1983.

downsizing in the woods industry,⁴⁷ and the fact that new job opportunities are largely urban, or concentrated on the Avalon Peninsula.

For all the transformations that have taken place since 1949, the province still faces a economic and financial problems. Nevertheless, the oil and gas industry holds great promise, as do Labrador's mineral resources and its hydro-electric potential. In addition, "high tech" industries, tourism and an expanding service sector, as well as a reconfigured fishery, are ushering in a new period in the province's history. The human capital is here also, well-educated, and firmly attached to a very distinctive place with a history that shows a talent for adaptation, survival and creativity.

CHRONOLOGY

- 1805 First post office opens.
- 1806 Benevolent Irish Society founded in St. John's
- 1807 Newfoundland's first newspaper, *The Royal Gazette and Newfoundland Advertiser*, established by John Ryan
- 1815 End of the Napoleonic wars
- 1816, 17 Fires in St. John's.
- 1816 Gower Street Methodist Church opens
- 1816-17 Winter of the Rals (or Rowdies).
- 1817 Governor stays year-round for the first time.
- 1819 Demasduit ("Mary March") captured and brought to St. John's
- 1822 William Cormack walks across Newfoundland.

⁴⁷ Also damaging to rural Newfoundland and Labrador has been the sustained attack by animal rights groups on seal harvesting.

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- 1823 Shanawdithit captured at Badger Bay with her mother and sister
 - 1824 Newfoundland becomes a Crown Colony.
“Coast of Labrador” placed once again under Newfoundland jurisdiction.
 - 1825 Sir Thomas Cochrane, first civil governor.
 - 1825 First highway opened, from St. John’s to Portugal Cove
 - 1829 Death of Shanawdithit.
 - 1832 Representative government granted, first elections.
 - 1833 House of Assembly opens for the first time.
 - 1834 Newfoundland Savings Bank established
 - 1836 Cape Spear lighthouse lit for the first time.
 - 1836 First Education Act.
 - 1837 Land granted for Roman Catholic cathedral in St. John’s.
 - 1845 Introduction of gas to St. John’s
 - 1846 Great gale of 1846 causes widespread damage.
 - 1846 Great fire in St. John’s leaves 12,000 homeless.
 - 1847 Construction begins on present Anglican cathedral, St. John’s.
 - 1850 Colonial Building opens
 - 1852 Harbour Grace streets illuminated by gas lights for the first time
 - 1855 Responsible government instituted. Liberal party forms government, led by P.F. Little.
 - 1857 Census puts population at 122,638.
 - 1860 Terra Nova mine opened at Baie Verte.
 - 1861 Serious riot in St. John’s following general election.
 - 1862 Steamers used in the seal fishery for the first time.

Appendices

- 1864 Establishment of Newfoundland Geological Survey.
Tilt Cove copper mine opened
- 1866 Transatlantic cable links Ireland and Heart's Content .
- 1869 Pro-confederates badly defeated in general election.
- 1871 Newfoundland Constabulary formed, a year after the withdrawal of British troops.
- 1872 Better steam communication established with Nova Scotia and Britain.
- 1875 Betts Cove copper mine opened.
- 1876 Arrival of the Irish Christian Brothers.
- 1878 First telephone system in St. John's.
- 1879 First successful daily newspaper: *The Evening Telegram*
- 1881 Construction of the Newfoundland railway begins.
- 1883 Orange-Catholic affray at Harbour Grace.
- 1884 St. John's dry dock opens.
Census lists population at 197,589
- 1885 Flavin Lane station produces the first electricity in St. John's
- 1887 Secret ballot introduced.
- 1888 Municipal government in St. John's.
- 1886 Electric lights on St. John's streets
- 1890 Railway construction contract with R.G. Reid.
- 1891 Newfoundland Teachers Association formed
- 1892 July 8: Great Fire destroys much of downtown St. John's.
- 1892 Wilfred Grenfell's first voyage to Newfoundland and Labrador.
- 1893 Railway operating contract with R.G. Reid.

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- 1894 “Black Monday” (December 10): Crash of the Union and Commercial banks.
- 1895 Canadian banks set up in St. John’s .
Confederation negotiations fail.
Iron ore mining begins on Bell Island
- 1897 Cornerstone of Cabot Tower laid.
- 1898 First train runs from St. John’s to Port aux Basques
First pulp mill at Black River, Placentia Bay
- 1900 Inaugural run of St. John’s Street Railway.
- 1901 December 12/13: Marconi receives the first transatlantic wireless signals at Signal Hill.
Formation of the Reid Newfoundland Company.
Population approximately 220,000.
- 1902 Governor Cavendish Boyle composes *The Ode To Newfoundland*
- 1904 The Entente Cordiale ends French Treaty Shore dispute.
- 1905 Agreement with Anglo-Newfoundland Development Co. to built newsprint mill at Grand Falls.
- 1908 Tie election
Foundation of the Fishermen’s Protective Union

Appendices

- 1909 Branch line railway programme begins.
 Grand Falls mill opens.
 Old age pensions introduced
- 1914 Sealing disasters: the *Southern Cross* and the crew of the *Newfoundland*.
 Outbreak of First World War, formation of the Newfoundland Regiment
- 1916 July 1, Newfoundland Regiment decimated at Beaumont Hamel.
- 1917 Prohibition introduced. Daylight Savings Time instituted.
- 1918 Conscription introduced.
 War ends
- 1919 Alcock and Brown make the first nonstop transatlantic flight from St. John's.
 Spanish flu epidemic
- 1923 Government takes over the railway and coastal steam service.
- 1925 Corner Brook pulp and paper mill begins production
 Legislature passes the Women's Suffrage Bill.
 Memorial University College opens.
- 1927 Privy Council defines the Labrador boundary in Newfoundland's favour.
- 1928 Buchans mine opens.
- 1929 Onset of the Great Depression
 Burin Peninsula tsunami.
- 1932 Riot outside the Colonial Building
- 1932 Amelia Earhart departs from Harbour Grace on her flight across the Atlantic
- 1933 Louise Saunders of Greenspond becomes Newfoundland's first woman lawyer
 Royal Commission chaired by Lord Amulree examines condition of Newfoundland.
- 1934 Responsible government suspended. Commission of Government installed.

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- Capt. Abraham Kean catches his one millionth seal
- 1938 Gander Airport opens
- 1939 Outbreak of Second World War
- 1940 Leased bases deal between Britain and the United States.
- 1941 Atlantic Charter signed in Placentia Bay
- Construction of Goose Bay air base, Labrador.
- 1942 German submarines sink ore carriers off Bell Island and the SS *Caribou*.
- 1945 End of war
- 1946 Election of the National Convention.
- 1947 Cars now drive on the right.
- 1948 Confederation wins the second referendum.
- Negotiation of terms of union with Canada
- 1949 Newfoundland with Labrador becomes a Canadian province (31 March)
- J.R. Smallwood premier of a Liberal provincial government.
- Memorial University College becomes Memorial University of Newfoundland.
- 1953 Start of the government-sponsored resettlement programme.
- 1955 CJON television opens.
- 1957 Unemployment programme for fishery workers established.
- 1959 IWA strike in central Newfoundland.
- Relocation of Inuit from Hebron.
- 1960 Viking site at L'Anse aux Meadows discovered.
- 1961 Holyrood oil refinery opens.
- 1962 Mining begins at Labrador City.
- 1964 Asbestos mining at Baie Verte.

Appendices

- 1965 Mining begins at Wabush.
Trans-Canada highway across Newfoundland completed.
- 1966 Bell Island iron mines close.
Stephenville air base closed.
Agreement reached on development of Churchill Falls.
- 1967 Marystown shipyard opens.
Avalon Mall opens in St. John's
Baie d'Espoir hydro development on stream.
- 1968 Phosphorus plant goes into production at Long Harbour, Placentia Bay
- 1969 Medicare instituted.
Passenger rail service closed.
- 1970 Formation of Fishermen's Union (NFFAW)
- 1971 First teachers' strike
- 1972 Frank Moores heads the first PC provincial government.
First power from Churchill Falls is delivered to Hydro-Quebec
- 1973 Come by Chance refinery opens.
Stephenville mill opens.
- 1975 Cable television comes to Newfoundland.
Sir Wilfred Grenfell College opens.
- 1976 Come by Chance refinery closes: bankruptcy.

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- 1977 Linerboard mill in Stephenville closes
- Fluorspar mines at St. Lawrence close
- First McDonald's franchise in Newfoundland opens in St. John's
- Two hundred mile limit established.
- Brigitte Bardot protests the seal hunt.
- 1978 L'Anse aux Meadows is declared a UNESCO world heritage site
- 1978 Abitibi Price buys Stephenville linerboard mill.
- 1979 Offshore oil discoveries confirmed.
- First women appointed to a provincial cabinet: Hazel Newhook and Lynn Verge
- 1980 New provincial flag is adopted
- Newfoundland and Labrador Arts Council established.
- 1982 Loss of the *Ocean Ranger*.
- EEC bans import of seal pup pelts.
- Publication of *The Dictionary of Newfoundland English*.
- 1983 Construction of the Trans-Labrador Highway begins.
- Mi'kmaq of Conne River recognized as status Indians.
- 1984 Supreme Court of Canada rules that the Hibernia oilfield belongs to Canada, not Newfoundland
- The Pope visits Newfoundland
- Kruger Inc. takes over the Corner Brook mill.
- Formation of Fishery Products International.

Appendices

- 1985 Signature of the Atlantic Accord
 Arrow Airlines crash at Gander.
 Buchans mine closes.
- 1986 Official end to the killing of seal pups or “whitecoats”
 Spanish trawlers arrested on the Grand Banks.
- 1987 First plantings at the Sprung Greenhouse, Mount Pearl (closed 1989).
- 1988 Labrador becomes a separate federal riding.
 Mount Pearl becomes a city.
 Federal-Provincial agreement to close the Railway in return for \$800 million for roads
- 1989 Closure of phosphorus plant at Long Harbour.
- 1990 Agreement on Hibernia oil field development.
- 1992 Cod moratorium imposed
- 1994 Argentia base closed.
- 1995 Arrest of the Spanish trawler *Estai*
 Discovery of Voisey’s Bay mineral deposit
- 1996 Agreement on Terra Nova oil field development.
- 1997 John Cabot 500th anniversary celebrations.
 Referendum approves end of denominational school system.
 Hibernia platform towed out.
- 2001 Name of province changed.
 Agreement reached on Inuit land claim.

2002 Agreement on development of Voysey's Bay.

Davis Inlet Innu begin move to Natuashish.