

## Unit 2

### **Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People**

#### Content Overview

Unit Two examines the peoples who lived in Newfoundland and Labrador, primarily during the 1800s, factors that influenced where people settled and lived, interactions that occurred between various people and groups, and lifestyles and the role of the physical environment on lifestyles. The unit also examines selected aspects of politics, law, economy, transportation, religion and education in early Newfoundland and Labrador society.

#### Skills Overview

1. Communicate ideas and information to a specific audience.
2. Express and support a point of view.
3. Develop mapping skills.
4. Interpret meaning and significance of information and arguments.
5. Identify sources of information relevant to the inquiry.
6. Test data, interpretations, conclusions and arguments for accuracy and validity.
7. Draw conclusions that are supported by evidence.
8. Function in a variety of groupings, using collaborative and cooperative skills and strategies.

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<b>Specific Curriculum Outcomes</b>	<b>Sample Teaching/Learning Strategies</b>
<p><b>SCO 2.1 The student will be expected to demonstrate an understanding of the Aboriginal peoples who lived in Newfoundland and Labrador in the 19<sup>th</sup> century</b></p> <p>2.1.1 Define the terms Innu, Inuit, Labrador Metis, and Mi'kmaq. (K)</p> <p>2.1.2 Identify the areas occupied by Aboriginal groups. (K)</p> <p>2.1.3 Discover reasons for the extinction of the Beothuk. (A)</p> <p>2.1.4 Compare the life styles of Aboriginal peoples. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"><li>• Read an account of the extinction of the Beothuk and develop a sequence of the main developments involved. (2.1.4)</li><li>• Collect information on the lifestyle of an Aboriginal group (through interview, Web research, print sources). In a small group discussion, compare the lifestyles of two groups. (2.1.3)</li></ul> <div data-bbox="824 919 1409 1329" style="border: 1px solid black; padding: 10px; text-align: center;"><p><b>Sequence Chart</b></p><pre>graph LR; A[ ] --&gt; B[ ]; B --- C[ ]; C -- x --- D[ ]; D --- E[ ]</pre></div>

## Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People

### Sample Assessment Strategies

Students may, for example,

- On a sketch map, shade in and label the areas where the Innu, Inuit, Labrador Metis, and Mi'kmaq lived, and indicate areas where the Beothuk lived during the mid-1700s. (2.1.2)
- Complete the following worksheet to compare the lifestyles of Aboriginal groups. (2.1.4)

Worksheet Comparison of Innu and Inuit Traditional Lifestyles		
Innu	Criteria	Inuit
	Clothing	
	Shelter	
	Food	
	Technology	
	Arts	

### Teacher Notes

- For worksheet 2.1.4, students may add other criteria, e.g., entertainment, food, gender responsibilities.

Agencies

Indian and Northern Affairs Canada

<http://www.ina.ca>

Newfoundland and Labrador Genealogy Project.

<http://www.huronweb.com/genweb/nfdata/main.n.htm>

Newfoundland and Labrador Heritage Website

<http://www.heritage.nf.ca/>

Miawpukek (Conne River) First Nation

<http://www.miawpukek.nf.ca>

Labrador Me'tis Nation <http://www.labmetis.org>

Labrador Innu Nation <http://www.innu.ca>

Labrador Inuit Association

<http://www.nunatsiavut.com>

Maritime History Archives

<http://www.mun.ca/mha>

Print Resources

Armitage. *The Innu - Montagnais & Naskapi*  
Borlase. *Labrador Studies: The Labrador Inuit.*

Borlase. *Labrador Studies: The Labrador Settlers, Métis and Kablunângajuit.*

Charbonneau. *Against The Odds.*

Jackson. *On the Country: The Micmac of Newfoundland.*

Marshall. *The Beothuk.*

Marshall. *The Beothuk of Newfoundland: A Vanished People.*

Pastore. *The Newfoundland Micmacs: A History of their Traditional Life.*

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p><b>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 19<sup>th</sup> century</b></p> <p>2.2.1 Define the terms push factor and pull factor. (K)</p> <p>2.2.2 Define the term migratory fishery. (K)</p> <p>2.2.3 Identify the areas of origin of groups who chose to settle in Newfoundland and Labrador. (K)</p> <p>2.2.4 Identify the areas of destination for groups who chose to settle in Newfoundland and Labrador. (K)</p> <p>2.2.5 Examine conditions in areas of origin that acted as push factors for each group. (A)</p> <p>2.2.6 Summarize the conditions in the areas of destination that acted as pull factors for each group. (K)</p> <p>2.2.7 Develop generalizations about patterns of settlement established by the newcomers. (A)</p> <p>2.2.8 Evaluate how natural environment was a factor in this settlement pattern. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>• Provide examples of push factors and pull factors that were at play for a local individual or family who moved to a place outside the province to live. (2.2.1)</li> <li>• From historical information, generalize where the main ethnic groups came from and where they settled in Newfoundland and Labrador. (2.2.3, 2.2.4)</li> <li>• Use a think-pair-share cooperative learning structure to identify possible reasons why a selected group came to settle in Newfoundland and Labrador. Their ideas can be recorded on chart paper and used to focus discussion on the push and pull factors associated with their leaving their home land and coming to this province. (2.2.5, 2.2.6)</li> <li>• Role play a person who has settled in Newfoundland and Labrador and who is writing a relative back in his or her homeland to convince him or her to come here to settle. Write a letter with details about what the local area has to offer and why it is better here than in the homeland. (2.2.5, 2.2.6)</li> <li>• Draw a map and shade in the areas where selected family names tend to be clustered. (2.2.4, 2.2.7)</li> <li>• Look at a historical map of Newfoundland and Labrador and compare the distribution of the main population centres early in the 19<sup>th</sup> century with those at the turn of the 20<sup>th</sup> century. (2.2.7)</li> <li>• Select a community that has a history associated with the fishery from the 19<sup>th</sup> century. Note observations about its location with respect to its sheltered site in a bay, nearness to forest, fresh water, and proximity to a fish stock. (2.2.8)</li> </ul>

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**Sample Assessment Strategies**

Students may, for example,

- Complete the following worksheet for a particular ethnic group (e.g., Irish of southern Avalon Peninsula). (2.2.1, 2.2.3, 2.2.5, 2.2.6)

<b>Why Early Settlers Came to Newfoundland and Labrador</b>
They left their homeland because
_____
_____
_____
They came to Newfoundland and Labrador because they thought it offered
_____
_____
_____

- Complete a map of settlement patterns (2.2.4), and draw a conclusion about where the English, Irish, Scots, and French were mainly concentrated. (2.2.7).
- Complete the following chart to demonstrate competence with delineations 2.2.4 and 2.2.7.

<b>Family Names: Location</b>		
Area of Origin	Family Name	Area of Settlement

**Teacher Notes**

- The groups referred to in 2.2.3 and 2.2.4 include the English, Irish, Scots, Acadians, Chinese, and Lebanese.

**Agencies/Groups**

Census and Parish Records by Region  
 Newfoundland and Labrador Genealogy Project  
[http://www.huronweb.com/genweb/nfdata/main\\_n.htm](http://www.huronweb.com/genweb/nfdata/main_n.htm)  
 Newfoundland and Labrador Heritage Website <http://www.heritage.nf.ca/>  
 Maritime History Archives <http://www.mun.ca/mha>

**Video Resources**

*East of Canada*  
*Exploits*  
*Newfoundlanders: Voices From the Sea*  
*Peopling of Newfoundland: Ireland*  
*This Land of Fish*  
*Shanawdithit: Last of the Beothuks*

**Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People**

<b>Specific Curriculum Outcomes</b>	<b>Sample Teaching/Learning Strategies</b>
<p><b>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 19<sup>th</sup> century</b></p> <p>2.2.9 Examine how international relations affected settlement patterns and economic growth (e.g., the ‘French Shore’). (A)</p> <p>2.2.10 Analyze how people of a particular ethnic group tended to settle in particular areas. (A)</p> <p>2.2.11 Define the term “internal migration”. (K)</p> <p>2.2.12 Describe how the predominantly coastal settlement pattern began to change during the late 19<sup>th</sup> century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"><li>• Examine a map of the province to identify and make a list of French place names. (2.2.9)</li><li>• Pretend how the area along the ‘French Shore’ might have developed and affected the history of the province, had it not been for the ‘French Shore Treaty’. (2.2.9)</li><li>• Research why the southern shore of the Avalon was largely populated by the Irish. (2.2.10)</li></ul>

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<b>Sample Assessment Strategies</b>	<b>Teacher Notes</b>
<p>Students may, for example,</p> <ul style="list-style-type: none"> <li>• Reflect upon the ‘French Shore’ issue and express in a paragraph how it contributed to a Newfoundland identity during the later part of the 19<sup>th</sup> century. (2.2.9)</li> <li>• Test the accuracy of the following statement is (2.2.10):  “European settlers by the early 1800s were concentrated mainly along the west coast of Newfoundland.”</li> </ul>	<p>Print Resources</p> <p>Borlase. <i>Labrador Studies: The Labrador Inuit.</i>            Borlase. <i>Labrador Studies: The Labrador Settlers, Métis and Kablunângajuit.</i>            Charbonneau. <i>Against The Odds.</i>            Smallwood. <i>Encyclopedia of Newfoundland and Labrador.</i>            McManus. <i>Atlas of Newfoundland and Labrador</i>            Major. <i>As Near to Heaven by Sea: A History of Newfoundland and Labrador.</i>            O’Flaherty. <i>Part of the Main.</i></p>

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p><b>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 19<sup>th</sup> century</b></p> <p>2.3.1 Describe the impact of the physical environment and climate on how people made a living. (K)</p> <p>2.3.2 Define the term “subsistence economy”. (K)</p> <p>2.3.3 Analyse the main features of a subsistence economy as they related to a traditional household. (A)</p> <p>2.3.4 Compare the main features of the inshore fishery and the bank fishery. (A)</p> <p>2.3.5 List the main features of the Labrador fishery. (K)</p> <p>2.3.6 Define the term “truck system”. (K)</p> <p>2.3.7 Summarize how the truck system worked. (K)</p> <p>2.3.8 Explain how the truck system affected the lifestyle of peoples who were part of it. (A)</p> <p>2.3.9 Describe the importance of the seal fishery to the household economy. (K)</p> <p>2.3.10 Describe the knowledge and skills that were needed to conduct the seal fishery. (K)</p> <p>2.3.11 Assess the risks associated with the seal fishery. (I)</p> <p>2.3.12 Show that certain occupations (e.g., boat building) tended to be located in key centres. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Engage in a “fish-bowl” cooperative learning structure for Delineations 2.3.1 and/or 2.3.3.</li> </ul> <div data-bbox="938 646 1317 932" data-label="Image"> </div> <p>As a class, decide on a topic; e.g., climate effects when certain activities are carried out or family division of labour. The “fish” (●) will complete a discussion of an assigned question, as the observers (○) listen and record what is being said. Then, the observers are given an opportunity to refine and add more information in an overall class response to the key question.</p> <ul style="list-style-type: none"> <li>Complete a journal entry (see Appendix 7) about their reflections on the effect on the truck system on family life and living conditions (to include gender roles, power of the local merchant, family poverty). (2.3.8)</li> <li>Select a poem, song, or brief reading that depicts the seal fishery of the 19<sup>th</sup> century and role play the characters/conditions/actions involved. (2.3.10, 2.3.11)</li> </ul>

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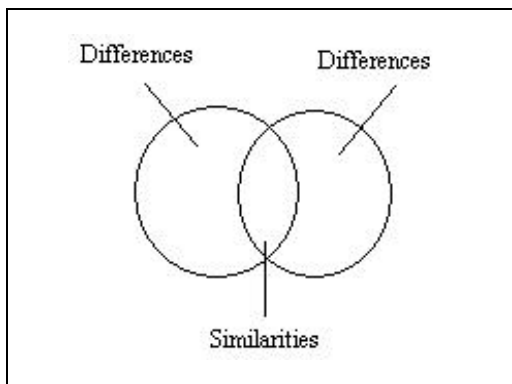
**Sample Assessment Strategies**

Students may, for example,

- Use the following chart to analyse the main features of a traditional household subsistence economy. (2.3.3)

<b>Subsistence Economy</b>
<p><i>Key Questions:</i>                      Who did this task?                      When was the task done?                      Where was the task done?</p>
Growing vegetables
Picking/Preserving berries
Cutting firewood
Catching fish
Repairing fences
Building a boat

- Complete the Venn diagram to compare the main features of the inshore fishery and the bank fishery. (2.3.4)



**Teacher Notes**

- The reference to the bank fishery in delineation 2.3.4 marks the beginning of changes in fish harvesting technology, which continue to the present day.
- The teacher may add other tasks to the list of subsistence activities, e.g., feeding the animals, curing fish, killing animals for food.
- Instead of the Venn diagram, you may ask students to use a comparison chart; see assessment strategy for Delineation 1.1.3.
- For information about student use of journals as a learning tool, refer to Appendix 7.

Agencies/Groups

Museums, Historic Sites and Church & School Histories

<http://www.heritage.nf.ca/>  
 The Newfoundland Salt Fisheries: A Digital Exhibit. <http://collections.ic.gc.ca/fisheries/>

Print Resources

Smallwood. *Encyclopedia of Newfoundland and Labrador*.  
 McCarthy. *The Irish in Newfoundland 1600-1900: Their Trials, Tribulations & Triumphs*.  
 McGrath. *From Red Ochre to Black Gold*.  
 Major. *As Near to Heaven by Sea*.  
 Poole. *Catucto: Battle Harbour, Labrador 1832-1833*.  
 Ryan. *Haulin' Rope & Gaff: Songs and Poetry in the History of the Newfoundland Seal Fishery*.  
 Saunders. *Them Days Magazine*.

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies								
<p><b>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 19<sup>th</sup> century</b></p> <p>2.3.13 Infer how commercial trapping affected the lifestyles of Labradorians. (A)</p> <p>2.3.14 Examine the impact of European organizations (e.g., Moravian Mission, Hudson Bay Company) on Labrador communities. (A)</p> <p>2.3.15 List Newfoundland’s main trading partners and the goods exchanged. (K)</p> <p>2.3.16 Identify other occupations available in Newfoundland and Labrador in the 19<sup>th</sup> century. (K)</p> <p>2.1.17 Relate selected family groups to selected economic activities. (A)</p> <p>2.1.18 Draw conclusions about the role of women in terms of their involvement in economic activity. (A)</p> <p>2.3.19 Evaluate how economic activities found social and cultural expression in Newfoundland and Labrador. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Read a working definition of “power”. Then provide them with a picture of an Aboriginal person who is engaged in a transaction with the trading post manager. Ask students who is in control of the relationship and how. (2.3.13)</li> <li>Read a story or an account of a trapper at work in Labrador. Complete the following chart. (2.3.13)</li> </ul> <table border="1" data-bbox="841 940 1393 1386"> <thead> <tr> <th colspan="2" data-bbox="841 940 1393 993">The Life of a Trapper</th> </tr> </thead> <tbody> <tr> <td data-bbox="841 993 1117 1115">Species caught</td> <td data-bbox="1117 993 1393 1115">Food trapper eats</td> </tr> <tr> <td data-bbox="841 1115 1117 1268">Time on the trap-line</td> <td data-bbox="1117 1115 1393 1268">Past-time on the trap-line</td> </tr> <tr> <td data-bbox="841 1268 1117 1386">Ways of moving about</td> <td data-bbox="1117 1268 1393 1386">Risks involved</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Reflect upon how the arts help give significance to daily activities and those engaged in it. Ask some specific questions around a cultural artifact (e.g., “The Banks of Newfoundland”. (2.3.19)             <ul style="list-style-type: none"> <li>- What group is highlighted?</li> <li>- What about them is considered important?</li> <li>- What feelings are created in the group as they sing (or listen to) this song ?</li> </ul> </li> </ul>	The Life of a Trapper		Species caught	Food trapper eats	Time on the trap-line	Past-time on the trap-line	Ways of moving about	Risks involved
The Life of a Trapper									
Species caught	Food trapper eats								
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**Sample Assessment Strategies**

Students may, for example,

- Reflect upon the pros and cons of being a sealer in the 19<sup>th</sup> century by completing the following chart. (2.3.10, 2.3.11)

Decision: <u>Should I become a sealer?</u> _____	
Pros	Cons
I will/will not become a sealer because _____ _____ _____.	

- Complete a K-W-L chart about the impact of a European organization on a Labrador community. (2.3.14)
- Use the following graphic organizer to identify occupations available in Newfoundland and Labrador in the 19<sup>th</sup> century. (2.3.16)

19 <sup>th</sup> Century Occupations	
Main Question	Detail
	Detail
	Detail

**Teacher Notes**

- The assessment strategy for delineation 2.3.11 is a simplified decision-making model. Ensure that students understand that a decision is more than listing pros and cons and taking the greater total; some pros or cons may carry more “weight” than others.
- Regarding 2.3.13, help students to understand the significance of the impact of commercial trapping; specifically, how it led to the demise of a nomadic way of life and the emergence of a more sedentary lifestyle.
- Refer to the K-W-L chart for delineation 3.2.8 in the assessment strategies column (change heading to be compatible with delineation 2.3.14)

**Video Resources**

*Bless the Flesh*

*Unitas Fratrum: The Monavians in Labrador*

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies												
<p><b>SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19<sup>th</sup> century</b></p> <p>2.4.1 Identify the factors that led to the establishment of colonial status in 1824. (K)</p> <p>2.4.2 Define the term “representative government. (K)</p> <p>2.4.3 Analyse the conditions that led to representative government. (A)</p> <p>2.4.4 Compare representative government and responsible government. (A)</p> <p>2.4.5 Summarize the conditions that led to the establishment of responsible government. (K)</p> <p>2.4.6 Determine the means by which law and order was kept in the 19<sup>th</sup> century. (A)</p> <p>2.4.7 Summarize the challenges that arose from relations among church groups during responsible government. (K)</p> <p>2.4.8 Assess the debate in Newfoundland during the 1860s over whether or not to join the Dominion of Canada. (I)</p> <p>2.4.9 Examine the position of the Newfoundland Government on the construction of the trans-island rail line. (A)</p> <p>2.4.10 List the factors that led to the 1894 bank crash and some of its effects. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Assume one of the following roles and write a letter to the editor of a local newspaper and argue whether representative government should be established: (2.4.3) <ul style="list-style-type: none"> <li>- A fish merchant</li> <li>- Head of the Church of England (Anglican)</li> <li>- Head of the Roman Catholic church</li> <li>- A fisher person</li> </ul> </li> <li>Conduct research to find out how the churches felt about responsible government. The findings may be summarized in following chart. (2.4.7)</li> </ul> <table border="1" data-bbox="862 947 1356 1205"> <thead> <tr> <th>Denomination</th> <th>Views on Resp. Gov.</th> </tr> </thead> <tbody> <tr> <td>Church of England</td> <td></td> </tr> <tr> <td>Methodist</td> <td></td> </tr> <tr> <td>Roman Catholic</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Write a dialectical journal entry (see Appendix 7) about Newfoundland’s refusal to join confederation with Canada in 1869. (2.4.8)</li> <li>Give evidence to demonstrate how the Newfoundland government promoted the building of the railway. (2.4.9)</li> </ul> <table border="1" data-bbox="865 1568 1380 1801"> <thead> <tr> <th>Newfoundland Government and the Railway</th> </tr> </thead> <tbody> <tr> <td>It wanted it built because</td> </tr> <tr> <td>It helped by</td> </tr> <tr> <td>It had to deal with the following challenges:</td> </tr> </tbody> </table>	Denomination	Views on Resp. Gov.	Church of England		Methodist		Roman Catholic		Newfoundland Government and the Railway	It wanted it built because	It helped by	It had to deal with the following challenges:
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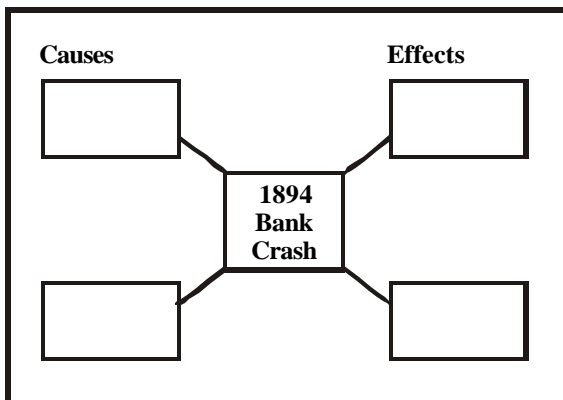
**Sample Assessment Strategies**

Students may, for example,

- Complete the following chart to decide which side they would support in the 1869 Confederation debate. (2.4.8)

The Confederation Debate 1869	
Confederate Views	Anti-Confederate Views

- Identify the factors that led to and resulted from the bank crash of 1894. (2.4.10)



**Teacher Notes**

- For delineation 2.4.6, remind students that the Newfoundland Constabulary was established during this period.
- Refer to assessment strategy for delineation 3.1.9 for a student self-checklist for writing a letter to the editor of a newspaper.

Agencies/Groups

Confederation With Canada.

<http://www.geocities.com/Yosemite/Rapids/3330/constitution/conf.htm>

Melvin Baker's Homepage

<http://www.uccs.mun.ca/~melbaker/>

Newfoundland and Labrador Heritage Website

<http://www.heritage.nf.ca/>

Sir William Ford Coaker.

<http://www.k12.nf.ca/discovery/grassroots/acdrom/portunion/coaker.htm>

Print Resources

Cuff. *Dictionary of Newfoundland and Labrador Biography.*

Cook. *Dictionary of Canadian Biography.*

Smallwood. *Encyclopedia of Newfoundland and Labrador.*

Galaxy. *The Life and Times of Ambrose Shea: Father of Confederation.*

Whitely. *Duckworth's Newfoundland.*

Video Resources

*Coaker*

*Port Union*

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies														
<p><b>SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19<sup>th</sup> century</b></p> <p>2.4.11 Describe Coaker’s role in giving more economic power to the working-class people. (K)</p> <p>2.4.12 Draw conclusions about the response of the Newfoundland government to emerging crises of the 1890s. (A)</p> <p>2.4.13 Assess the contribution of key individuals to the constitutional development of Newfoundland in the 19<sup>th</sup> century. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Divide into groups to examine how the government responded to the crises of the 1890s. Record the findings on chart paper according to the following organizer. (2.4.12)</li> </ul> <table border="1" data-bbox="857 768 1390 1121"> <thead> <tr> <th colspan="2">Government Reactions to</th> </tr> </thead> <tbody> <tr> <td>St. John’s fire</td> <td></td> </tr> <tr> <td>French Shore issue</td> <td></td> </tr> <tr> <td>Bank Crash</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Use the following organizer to examine the role and accomplishments of key political leaders at the time of confederation. (2.4.13)</li> </ul> <table border="1" data-bbox="860 1367 1382 1696"> <thead> <tr> <th>A Five-Frame Narrative</th> </tr> </thead> <tbody> <tr> <td>Who</td> </tr> <tr> <td>Wanted</td> </tr> <tr> <td>But</td> </tr> <tr> <td>So</td> </tr> <tr> <td>Finally</td> </tr> </tbody> </table> <p>Source: Adopted from J. Bradley and W. Douglas Wilson, <i>Spotlight Canada</i>, Fourth Edition - Teacher’s</p>	Government Reactions to		St. John’s fire		French Shore issue		Bank Crash		A Five-Frame Narrative	Who	Wanted	But	So	Finally
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## Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People

Sample Assessment Strategies	Teacher Notes						
<p>Students may, for example,</p> <ul style="list-style-type: none"> <li>Use the following chart to write a short biography of William Coaker. (2.4.11)</li> </ul> <table border="1" data-bbox="224 640 771 1129"> <thead> <tr> <th>Checklist for Writing a Biography</th> </tr> </thead> <tbody> <tr> <td>Who is this person?</td> </tr> <tr> <td>What qualities did the person have?</td> </tr> <tr> <td>What examples prove these qualities?</td> </tr> <tr> <td>Describe events that changed this person?</td> </tr> <tr> <td>What kinds of risks did this person take?</td> </tr> </tbody> </table>	Checklist for Writing a Biography	Who is this person?	What qualities did the person have?	What examples prove these qualities?	Describe events that changed this person?	What kinds of risks did this person take?	<ul style="list-style-type: none"> <li>For delineation 2.4.12, the crises include the St. John's fire of 1892, the French Shore question, and the 1894 bank crash.</li> <li>For delineation 2.4.13, key figures would include William Carson, Patrick Morris, Ambrose Shea, Charles Bennett, Francis Forbes, Frederic Carter, and Henry Winton.</li> </ul>
Checklist for Writing a Biography							
Who is this person?							
What qualities did the person have?							
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**Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies																
<p><b>SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19<sup>th</sup> century</b></p> <p>2.5.1 Show how housing reflected how the owner earned a living. (K)</p> <p>2.5.2 Examine the food ways of the 19<sup>th</sup> century. (A)</p> <p>2.5.3 Define the term “mummering”. (K)</p> <p>2.5.4 Analyse activities people engaged in for entertainment and recreation. (A)</p> <p>2.5.5 Summarize the impact that churches had on community life in the 19<sup>th</sup> century. (K)</p> <p>2.5.6 Describe the health care services (e.g., the Grenfell Mission) provided in Newfoundland and Labrador. (K)</p> <p>2.5.7 Draw conclusions about the role of women in the life and economy of the family. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Examine photos of homes in traditional Newfoundland and Labrador. Compare a house in which a fisher family would have lived with one occupied by a merchant or a doctor. (2.5.1)</li> <li>Conduct research on food ways in 19<sup>th</sup> century Newfoundland and Labrador. Themes could be: Food Preservation; Food Preparation; A Weekly Round of Meals; Foods Eaten at Christmas; Foods and Religious Beliefs. (2.5.2, 2.5.4, 2.5.8)</li> <li>View a painting or a photo and write a brief conclusion that may be drawn from the details they see, such as how people travelled, or communicated, or how they entertained themselves. (2.5.4, 2.5.8, 2.5.9)</li> <li>Peer tutor. A student reads to a peer an assigned section, e.g., Christmas amusements in the 19<sup>th</sup> century. The partner then summarizes what was read as the “reader” checks it for accuracy. The role of the summarizer and reader-checker can be reversed for a new selection. (2.5.5)</li> <li>Use the following chart to describe a home remedy used in the 19<sup>th</sup> century. (2.5.6, 2.5.7)</li> </ul> <table border="1" data-bbox="812 1323 1396 1827"> <thead> <tr> <th colspan="2">Home Remedies</th> </tr> <tr> <th>Medicine</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>Identify the remedy</td> <td></td> </tr> <tr> <td>What is it made from?</td> <td></td> </tr> <tr> <td>Who made it?</td> <td></td> </tr> <tr> <td>How is it prepared?</td> <td></td> </tr> <tr> <td>How was it administered?</td> <td></td> </tr> <tr> <td>What is it supposed to treat?</td> <td></td> </tr> </tbody> </table>	Home Remedies		Medicine	Information	Identify the remedy		What is it made from?		Who made it?		How is it prepared?		How was it administered?		What is it supposed to treat?	
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## Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People

### Sample Assessment Strategies

Students may, for example,

- Demonstrate competence with delineation 2.5.2 by completing the following chart:

Weekly Meal Pattern in 19 <sup>th</sup> Century		
Day	Dinner	Supper
Mon.		
Tues.		
Wed.		
Thurs.		
Fri.		
Sat.		

- Use the following organizer to interpret a photo in the context of 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?

### Teacher Notes

- If it is difficult to find research on food ways for delineation 2.5.2, students may interview a senior who may share knowledge about this theme for the early 20<sup>th</sup> century.
- It should be noted that the photo-analysis chart requires students to collect information, analyse and synthesize it to reach a conclusion.

#### Agencies/Groups

City of St. John's archives <http://www.city-st-john's.nf.ca>

Newfoundland and Labrador Heritage Website  
<http://www.heritage.nf.ca/>

Railway Coastal Museum

<http://www.railwaycoastalmuseum.ca>

Royal Newfoundland Constabulary Association  
<http://www.rnca.ca>

#### Print Resources

Campbell. *Sketches of Labrador Life*

Charbonneau. *Against The Odds.*

Galgay, McCarthy and Okeefe. *The Voice of Generations: A History of Communications in Newfoundland.*

McCarthy. *The Irish in Newfoundland 1600 - 1900: Their Trials, Tribulations & Triumphs.*

Major. *As Near to Heaven by Sea.*

O'Flaherty. *Part of the Main.*

Tarrant. *Marconi's Miracle: The Wireless Bridging of the Atlantic.*

Whitely. *Duckworth's Newfoundland.*

#### Video Resources

*Heart's Content*

*Sir Robert Reid*

*Whisper in the Air*

*Grenfell of Labrador: The Great Adventure*

**Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies																
<p><b>SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19<sup>th</sup> century</b></p> <p>2.5.8 Relate social and economic activity to times of the year. (A)</p> <p>2.5.9 Explain the role of technology in communications and transportation in the 19<sup>th</sup> century. (K)</p> <p>2.5.10 Compare lifestyles of the 19<sup>th</sup> century with lifestyles today. (K)</p> <p>2.5.11 Assess the risks of living in larger centers, such as St. John's. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Use the following chart to explore the significance of selected innovations in transportation and communications. (2.5.9)</li> </ul> <table border="1" data-bbox="841 657 1399 1131"> <thead> <tr> <th colspan="2">19<sup>th</sup> Century Innovations in Newfoundland and Labrador</th> </tr> <tr> <th>Innovation</th> <th>Why It Was Needed</th> </tr> </thead> <tbody> <tr> <td>Trans-Atlantic Cable</td> <td></td> </tr> <tr> <td>Telegraph system</td> <td></td> </tr> <tr> <td>Marconi's wireless</td> <td></td> </tr> <tr> <td>Coastal steamship</td> <td></td> </tr> <tr> <td>Mail service</td> <td></td> </tr> <tr> <td>Building of the railway</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Divide into two groups: one to record ideas on chart paper about what it would have been like to live during the 19<sup>th</sup> century. The other group identifies those aspects that contrast most with aspects of their lifestyle today. (2.5.10)</li> <li>Make a list of ways in which lifestyles from the 19<sup>th</sup> century may have affected traditions practised today (e.g., housing, music, sports, and food). (2.5.2, 2.5.4, 2.5.10)</li> <li>Make a journal entry about how they would have to adjust to life in 19<sup>th</sup> century Newfoundland and Labrador. (2.5.10)</li> </ul>	19 <sup>th</sup> Century Innovations in Newfoundland and Labrador		Innovation	Why It Was Needed	Trans-Atlantic Cable		Telegraph system		Marconi's wireless		Coastal steamship		Mail service		Building of the railway	
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**Unit 2 - Newfoundland and Labrador from the Turn of the 19<sup>th</sup> Century through the Early 20<sup>th</sup> Century: History as a Story of People**

**Sample Assessment Strategies**

Students may, for example,

- Use the following organizer to illustrate how certain household economic activities were tied to certain times of the year. (2.5.8)

Work by Season				
Activity	Check (✓) Season			
	Spring	Summer	Fall	Winter
Growing vegetables				
Picking/Preserving berries				
Cutting firewood				
Catching fish				
Repairing fences				

- Complete the following chart to compare lifestyles of the 19<sup>th</sup> century with lifestyles today. (2.5.10)

Lifestyle: Then and Now		
Then	Criteria	Now
	Food	
	Clothing	
	Shelter	
	Transportation	
	Entertainment	

**Teacher Notes**

- In the chart for comparing lifestyles, the student may add more rows to extend the comparisons.

