

## Unit 3

### **Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

#### Content Overview

Unit Three examines the role played by Newfoundlanders and Labradorians in World War I and the impact of the war on individual families and society, significant crisis events early in the 20<sup>th</sup> century, the beginnings of industrialization and growth of land-based economies, significant political events leading up to the loss of self-government, establishment of Commission of Government, and the impact of World War II.

#### Skills Overview

1. Read critically.
2. Employ active listening techniques.
3. Use maps, globes and graphics to present information and interpretations.
4. Express and support a point of view.
5. Use a range of media and styles to present information, arguments and conclusions.
6. Present a summary report or argument.
7. Recognize significant issues and perspectives in an area of inquiry.
8. Identify sources of information relevant to the inquiry.
9. Gather, record, evaluate, and synthesize information.
10. Function in a variety of groupings, using collaborative and cooperative skills and strategies.

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies														
<p><b>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</b></p> <p>3.1.1 Summarize the reasons for the involvement of Newfoundland and Labrador in World War I. (K)</p> <p>3.1.2 Examine the purpose of propaganda at wartime. (A)</p> <p>3.1.3 List the branches of military service in which Newfoundlanders and Labradorians were enlisted during World War I. (K)</p> <p>3.1.4 Demonstrate the impact of new technology used during World War I. (K)</p> <p>3.1.5 Analyse the significance of battles of World War I in which Newfoundlanders and Labradorians played a significant role. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Examine several propaganda posters used during World War I and describe their purpose and intended effect on the reader. (3.1.2)</li> <li>Listen to several military marches used during World War I and describe their purpose and intended effect on the reader. Make a journal entry to record feelings evoked by the music. (3.1.2)</li> <li>Assume the role of a news reporter who is interviewing an individual who is returning from military service in World War I. Develop questions that are to be used in the interview. (3.1.2, 3.1.3, 3.1.4)</li> <li>Collect pictures, letters, and artifacts related to fighting conditions experienced and actions engaged in by Newfoundland and Labrador soldiers in World War I. These items may be scanned/digitally photographed and assembled into a school web-based war museum. (3.1.1 - 3.1.5)</li> <li>Complete the following chart to describe military tactics used during World War I. (3.1.4)</li> </ul> <table border="1" data-bbox="857 1402 1398 1793"> <thead> <tr> <th colspan="2">Military Tactics in World War I</th> </tr> <tr> <th>Technology</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Submarines</td> <td></td> </tr> <tr> <td>Tanks</td> <td></td> </tr> <tr> <td>Poison gas</td> <td></td> </tr> <tr> <td>Heavy artillery</td> <td></td> </tr> <tr> <td>Airplanes</td> <td></td> </tr> </tbody> </table>	Military Tactics in World War I		Technology	Impact	Submarines		Tanks		Poison gas		Heavy artillery		Airplanes	
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### Sample Assessment Strategies

Students may, for example,

- Make a poster to attract people to enlist for military service. (3.1.2)
- Complete the following chart to record their analysis of wartime propaganda posters. (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.	

- Use the following chart to record the questions they would use in the role-play of a news reporter doing an interview. (3.1.2, 3.1.3, 3.1.4)

Preparing Questions for an Interview	
Type of Question	Example I Would Use
Factual: Who ...? What ...? When ...? Where ...?	
Relational: Why ...? How ...? How differently ...? How alike ...?	

### Teacher Notes

- The tasks in the propaganda poster analysis chart represent a taxonomy of thinking skills: observation, analysis, synthesis, and evaluation.
- The Newfoundland and Labrador Heritage Website Digital Collection has a list of audio tracks of military marches commonly used during World War I.
- For the task of preparing questions for an interview, remind students that questions may be posed at different levels by using certain key words and/or phrases. The cues given in the chart only sample the possibilities.  
*Factual:* These are low-order questions that gather basic information and usually begin with who, what, when, or where.  
*Relational:* These mid-level questions establish patterns among data and situations, and explanations for relationships.  
*Evaluative:* At this high-order level, interpretations, inferences, opinions, judgements are sought.

#### Agencies/Groups

The First Five Hundred.

<http://www.chebucto.ns.ca/Heritage/NGB/NFREG/coverp.htm>

Royal Newfoundland Regimental Records

<http://www.chebucto.ns.ca/Heritage/NGB/NFREG/index1.html>

Newfoundland and Labrador Heritage Website

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

Newfoundland and the Great War Website.

<http://www.heritage.nf.ca/greatwar/default.html>

Newfoundland War Memorials Gallery

<http://www.harrypalmgallery.ab.ca/galwarnfld/galwarnfld.html>

Royal Canadian Legion of Newfoundland and Labrador

Website <http://www.legion.ca/>

Veterans Affairs Canada

<http://www.vac-acc.gc.ca/general/>

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p><b>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</b></p> <p>3.1.6 Discover the role of a Newfoundlander or Labradorian in the war effort. (A)</p> <p>3.1.7 Examine the role of the Royal Navy Reserve and the Royal Newfoundland Regiment in the war effort. (A)</p> <p>3.1.8 Define the term “conscription”. (K)</p> <p>3.1.9 Assess one’s position on the issue of conscription. (I)</p> <p>3.1.10 Define the term “patriotism”. (K)</p> <p>3.1.11 Describe efforts on the Home Front to support the war effort. (K)</p> <p>3.1.12 Assess the impact of World War I on Newfoundland and Labrador. (I)</p> <p>3.1.13 Define the term “suffrage”. (K)</p> <p>3.1.14 Draw conclusions about strategies used by suffragettes. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>• Visit a local war memorial and note the names of local people who served in World War I. Follow up the information with a search of family history and interviews of descendants. Write a short biographical account of one of these people. (3.1.6)</li> <li>• Take a personal position on the issue of conscription. Ask them to write a response to the following statement: (3.1.9)</li> </ul> <p><i>A country should be able to force its citizens to fight to protect another country.</i></p> <ul style="list-style-type: none"> <li>• Ask students to write a letter to a “relative” who is at war to describe efforts on the home front to support the war effort. (3.1.11)</li> <li>• Research the role of the Women’s Patriotic Society during World War I and how this group influenced the role of women in Newfoundland and Labrador during and after the war years. (3.1.11)</li> <li>• Create a website to illustrate the history of the Women’s Suffrage Movement. (3.1.13, 3.1.14)</li> </ul>

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Sample Assessment Strategies	Teacher Notes																												
<p>Students may, for example,</p> <ul style="list-style-type: none"> <li>Use the following organizer to write a biography of an individual who engaged in military action, participated on the Home Front (3.1.6), or engaged in the Suffrage Movement (3.1.14)</li> </ul> <table border="1" data-bbox="224 611 773 997"> <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> <tr> <td>How was this person important to other people?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Write a letter to the editor of the local paper on the issue of conscription. Use the following checklist to organize your thoughts. (3.1.9)</li> </ul> <table border="1" data-bbox="228 1203 776 1648"> <thead> <tr> <th colspan="3">Writing a Letter to the Editor</th> </tr> <tr> <th>Criteria</th> <th>Yes</th> <th>Not Yet</th> </tr> </thead> <tbody> <tr> <td>Am I clearly stating my opinion?</td> <td></td> <td></td> </tr> <tr> <td>Are there enough details to support my point of view?</td> <td></td> <td></td> </tr> <tr> <td>Am I arguing against opposite opinions?</td> <td></td> <td></td> </tr> <tr> <td>Am I sure who I need to persuade?</td> <td></td> <td></td> </tr> <tr> <td>Are my words well chosen for my message?</td> <td></td> <td></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?	How was this person important to other people?	Writing a Letter to the Editor			Criteria	Yes	Not Yet	Am I clearly stating my opinion?			Are there enough details to support my point of view?			Am I arguing against opposite opinions?			Am I sure who I need to persuade?			Are my words well chosen for my message?			<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Biographies may be written about such individuals as Cluney Macpherson, Tommy Ricketts, and Owen Steele.</li> </ul> <p><b>Print Resources</b></p> <p>Duley. <i>Where Once Our Mothers Stood We Stand: Women's Suffrage in Newfoundland 1890-1925.</i></p> <p>Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i></p> <p>Horwood. <i>Massacre at Beaumont Hamel.</i></p> <p>Inglis. <i>Bread and Roses.</i></p> <p>Lind. <i>The Letters of Mayo Lind.</i></p> <p>McGrath. <i>Their Lives and Times: Women in Newfoundland and Labrador, A Collage.</i></p> <p>Major. <i>As Near to Heaven by Sea. and No Man's Land.</i></p> <p>Matthews. <i>Historical Atlas of Canada, Vol 3.</i></p> <p>Nicholson. <i>The Fighting Newfoundlander: A History of the Newfoundland Regiment.</i></p> <p><i>Them Days Magazine</i> (Role of Native peoples in WWI)</p> <p>White. <i>The Finest Kind: Voices of Newfoundland and Labrador Women.</i></p> <p><b>Video Resources</b></p> <p><i>Abram Mullett</i></p> <p><i>Better Than Best</i></p> <p><i>The Blue Puttees: Royal Newfoundland Regiment 1914-1918</i></p> <p><i>The Danger Tree</i></p> <p><i>Beaumont Hamel</i></p> <p><i>Tommy Ricketts</i></p> <p><i>The Untold Story</i></p> <p><i>Newfoundland Sealing Disaster</i></p> <p><i>I Remain Your Loving Son</i></p>
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**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies												
<p><b>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</b></p> <p>3.2.1 Define the term “economic diversification”. (K)</p> <p>3.2.2 Identify the land-based industries that began to develop during the early 1900s. (K)</p> <p>3.2.3 Trace the growth of the new land-based industries. (K)</p> <p>3.2.4 Summarize the working conditions of underground miners during the first half of the 20<sup>th</sup> century. (K)</p> <p>3.2.5 Trace the construction of the Newfoundland railway. (K)</p> <p>3.2.6 Examine the relationship between the railway and the development of the forest industry. (A)</p> <p>3.2.7 Examine the relationship between transportation and the development of the mining industry. (A)</p> <p>3.2.8 Describe the working conditions of loggers during the first half of the 20<sup>th</sup> century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Develop a timeline to trace the establishment of mining operations. (3.2.3)</li> <li>Complete the following chart to describe the working conditions of underground miners during the first half of the 20<sup>th</sup> century. (3.2.4)</li> </ul> <table border="1" data-bbox="847 762 1390 1094"> <thead> <tr> <th colspan="2">Working Conditions of Miners</th> </tr> <tr> <th>Conditions</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>Length of shift</td> <td></td> </tr> <tr> <td>Rate of pay</td> <td></td> </tr> <tr> <td>Underground conditions</td> <td></td> </tr> <tr> <td>Equipment used</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Given a narrative of the construction of the Newfoundland railway, draw a map to illustrate the sequence (i.e., place names and dates to show when the rail line reached there) in the construction of the main and branch lines. (3.2.5)</li> <li>On the map showing the development of the Newfoundland rail system, identify a place name and the dates when a forest-related town (e.g., Millertown, Grand Falls, Deer Lake) was established. Draw a conclusion about the pattern shown. (3.2.6)</li> <li>Complete a reflective journal entry for working conditions of a logger during the 1920s. (3.2.8)</li> </ul>	Working Conditions of Miners		Conditions	Information	Length of shift		Rate of pay		Underground conditions		Equipment used	
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### Sample Assessment Strategies

Students may, for example,

- Complete the following K-W-L chart around the theme, Working Conditions of Loggers During the First Half of the Twentieth Century. (3.2.8)

Working Conditions of Loggers During the First Half of the Twentieth Century		
What I know	What I want to learn	What I learned

- Read a poem or listen to a song about working conditions for a land-based activity (e.g., The Badger Drive). Complete the following checklist. (3.2.4, 3.2.8)

Checklist for Reading a Poem	
Criteria	Check
From the title predicts what the poem is about.	
Finds out the meaning of new words.	
Reads poem straight through.	
Rereads poem slowly to get the meaning.	
Pays attention to punctuation and diction.	
Pays attention to poetic elements (e.g., rhyme).	
Pays attention to figures of speech and imagery used.	
Imagines scenes created by the images.	

### Teacher Notes

- On the Newfoundland and Labrador Heritage Website, there is information on the construction of the main railway line and branch lines.
- The K-W-L chart may be completed as a small group activity. Ask the small group to fill in everything they know about working conditions of loggers (column 1); then ask them to write in column 2 what they would like to know. After they have done further reading, interviewed a former logger from this period, and so on, asked them to complete column 3 and assess what kinds of new knowledge they have acquired. Each row can be devoted to a particular aspect of logging; e.g., wages, length of work day, camp accommodations, foods in the logging camp, equipment, health risks.
- The checklist for reading a poem may be used by the student as a self-check, or by the teacher as an observation checklist.

### Agencies/Groups

Loggers Museum - Grand-Falls Windsor  
 Mining Museum - Baie Verte  
 Miners Museum - St. Lawrence  
 Appleton-Glenwood.  
<http://www.centralnewfoundland.com/appletonglenwood.php3>  
 Buchans.  
<http://home.thezone.net/~buchans/introframe.htm>  
 Glenwood.  
<http://www.k12.nf.ca/marysimms/glenwood.htm>  
 A History of Botwood.  
<http://www3.nf.sympatico.ca/botwood/history.htm>  
 Logging Communities.  
<http://www.k12.nf.ca/marysimms/logtown.htm>  
 Newfoundland and Labrador Gen. Web  
<http://www.huronweb.com/genweb/nf.htm>  
 Newfoundland and Labrador Heritage Website  
<http://www.heritage.nf.ca>  
 Town of Grand Falls - Windsor  
<http://www.grandfallswindsor.com/>  
 Welcome to Bell Island. <http://www.bellisland.net/>  
 Welcome to the City of Corner Brook.  
<http://www.cornerbrook.com/>

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<b>Specific Curriculum Outcomes</b>	<b>Sample Teaching/Learning Strategies</b>
<p><b>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</b></p> <p>3.2.9 Show that the growth of land-based industries affected population distribution. (K)</p> <p>3.2.10 Examine the impact of the land-based industries on family life. (A)</p> <p>3.2.11 Examine the impact of land-based industries on the economy. (A)</p> <p>3.2.12 Describe the impact of land-based activities on the traditional role of women. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"><li>• Draw a map showing the location of communities in 1940 that did not exist in 1900. Use a coding system (e.g., F - farming; M - Mining; F - forestry) to identify the main economic activity of each community. (3.2.9)</li><li>• Interview a woman who moved from an outport to work in a larger town. Make notes about how her role and perspectives changed. (3.2.12)</li></ul>

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Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none"> <li>• Make a journal entry to reflect upon the working conditions of loggers. (3.2.8)</li> <li>• Assume the role of a student who has just moved from an outport to a land-based industrial town (e.g., Corner Brook or Buchans) in the 1930s. Prepare a short oral presentation to describe the adjustments the family had to make in settling in the new town. Be prepared to answer questions from the “audience.” (3.2.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Delineation 3.2.12 may be explained in terms of the fact that it (1) removed the truck system associated with the fishery, and (2) provided year-round jobs.</li> <li>• Refer to Appendix 10D for a holistic speaking rubric to assess the student’s oral presentation.</li> </ul> <p>Print Resources</p> <p>Andrew. <i>Putting the Hum on the Humber: the first 75 years.</i>  Coxworthy. <i>The Cross on the Rib: One Hundred Years of History, Bell Island, Newfoundland.</i>  Cranford. <i>The Buchans Miners: A Mining and Hockey Legacy.</i>  Edwards. <i>St. Lawrence and Me.</i>  Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i>  Exploits Valley. <i>The Forest Beckoned: Reminiscences and Historical Data of the Town of Grand Falls, Newfoundland from 1905 to 1960.</i>  Glenwood in the Midst of Time, 1887-1987.  Heath. <i>Botwood: History of a Seaport.</i>  Horwood. <i>Corner Brook: A Social History of a Paper Town.</i>  Loughlin, <i>Corner Brook’s 50<sup>th</sup> Anniversary ... and Still Growing.</i>  Martin. <i>Once Upon A Mine: Story of Pre-Confederation Mines on the Island of Newfoundland.</i>  Weir. <i>The Miners of Wabana: The Story of the Iron Miners of Bell Island.</i></p> <p>Video Resources</p> <p><i>Bell Island Mines: Parts 1 &amp; 2.</i>  <i>Mining in Newfoundland and Labrador.</i>  <i>Wabana: Bell Island.</i></p>

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies								
<p><b>SCO 3.3 The student will be expected to demonstrate an understanding and appreciation of how Newfoundlanders and Labradorians have had to cope with challenges and disasters</b></p> <p>3.3.1 Summarize the conditions that led to the 1914 Newfoundland Sealing Disaster. (K)</p> <p>3.3.2 Describe the impact of the disaster on Newfoundland communities. (K)</p> <p>3.3.3 Explain how the Spanish Flu affected Labrador. (K)</p> <p>3.3.4 Infer how the outbreak of the Spanish Flu reflected Newfoundland and Labrador’s global ties. (A)</p> <p>3.3.5 Demonstrate the effects of the 1929 tidal wave (tsunami) on southern Burin Peninsula communities. (K)</p> <p>3.3.6 Examine the response of people in these communities and people elsewhere to the tidal wave disaster. (A)</p> <p>3.3.7 Draw conclusions from the resolution of the Quebec-Labrador boundary dispute. (A)</p> <p>3.3.8 Define the term “depression”. (K)</p> <p>3.3.9 Describe the conditions that brought on the Great Depression. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Engage in a jigsaw cooperative learning structure to examine events that lead up to the 1914 Newfoundland Sealing disaster. The sub-topics may be weather, lack of communications, nature of equipment, and human error. (3.3.1)</li> <li>Write a speculative journal entry (see Appendix 7) about the probable effect of an onboard wireless in averting the 1914 Newfoundland Sealing disaster. (3.3.1)</li> <li>Research the impact of the Spanish Flu on the Labrador community of Okak (now abandoned). Write a report of the findings according to the following organizer. (3.3.3, 3.3.4)</li> </ul> <table border="1" data-bbox="841 978 1398 1289"> <thead> <tr> <th data-bbox="847 982 1117 1031">Ideas</th> <th data-bbox="1123 982 1391 1031">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="847 1039 1117 1119">How the Inuit contracted the disease.</td> <td data-bbox="1123 1039 1391 1119"></td> </tr> <tr> <td data-bbox="847 1127 1117 1207">Impact on families and the community.</td> <td data-bbox="1123 1127 1391 1207"></td> </tr> <tr> <td data-bbox="847 1215 1117 1295">Why the disease took such a heavy toll.</td> <td data-bbox="1123 1215 1391 1295"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>On a map of the island of Newfoundland and the Grand Banks, indicate the communities that were affected by the 1929 tidal wave. (3.3.5)</li> <li>Create a web page about the 1914 sealing disaster or the 1929 tidal wave. (3.3.1, 3.3.5)</li> <li>Assume the role of a news reporter who is on the scene a day after the 1929 tidal wave came ashore. Write a news article to describe the impact of the event and the reaction of the outside world. (3.3.5, 3.3.6)</li> <li>Use a spider web organizer to demonstrate their understanding of the term “depression”. (3.3.8)</li> </ul>	Ideas	Notes	How the Inuit contracted the disease.		Impact on families and the community.		Why the disease took such a heavy toll.	
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#### Sample Assessment Strategies

Students may, for example,

- Use the following checklist to assess the quality of their participation in the jigsaw learning structure. (3.3.1, 3.3.2)

My Participation in My Cooperative Learning Group			
Behaviour	Yes	No	Some-times
I asked questions to understand what we had to do.			
I tried to get my work done on time.			
I gave others a chance to speak.			
I shared my information willingly.			

- Ask students to examine the effects of the 1929 tidal wave disaster and record their information in the following chart. (3.3.5, 3.3.6)

Hazards Analysis Chart	
Impact	Notes
Deaths	
Injuries	
Communications disruption	
Means of livelihood	

#### Teacher Notes

- The essential steps of the jigsaw structure :  
Arrange students into “home” groups and assign each member a sub-topic.  
Each student learns about his/her sub-topic to become an “expert”.  
Each expert assembles into an expert group for the particular sub-topic and shares information, corrects errors, and so on.  
The “home” groups are then re-assembled and each “expert” shares his or her knowledge with other members of the group. Through this peer-tutoring process, each member becomes knowledgeable about all four sub-topics.
- The checklist for group participation may be used by the student as a self-assessment tool or by the teacher as a student assessment tool. Also refer to Appendix 9 for a rubric, “Assessing Collaborative Group Participation”.
- To assess the student in the role of a news reporter (re: delineation 3.3.5), refer to the writing guide for a news article, page 69 of this curriculum guide.
- A sample spider web organizer is provided in the teaching/learning column, delineation 4.1.1.

#### Agencies/Groups

Melvin Baker’s Homepage

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

Newfoundland and Labrador Heritage Website

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

Recollections of Tsunami.

<http://www.heritage.nf.ca/society/mtpearl/tsunami.html>

Desperate Measures: The Great Depression in Newfoundland and Labrador

<http://www.nald.ca/clr/social/book4/cover.htm>

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

<b>Specific Curriculum Outcomes</b>	<b>Sample Teaching/Learning Strategies</b>
<p><b>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</b></p> <p>3.3.10 Describe the impact of the Great Depression on the working-class in both rural and urban areas. (K)</p> <p>3.3.11 Assess the effectiveness of government attempts to deal with the Great Depression. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"><li>• Examine actual accounts of (e.g., letters, diaries) of individuals who experienced the Great Depression. Develop a brief oral report to include the following: (3.3.8, 3.3.9)<ul style="list-style-type: none"><li>- What they think caused the depression.</li><li>- Impact on the family.</li><li>- Feelings about what the government was doing.</li><li>- Their feelings about what the future held for them.</li></ul></li></ul>

### Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events

<b>Perspectives on the Great Depression</b>	
Person	Views
Mill Worker in Corner Brook	
Merchant in St. John's	
Member of the Commission of Government	
Fisher person in Black Tickle	
Member of the Innu Nation	

#### Sample Assessment Strategies

Students may, for example,

- Use the following chart to examine the views that they think different people would have of the depression. (3.3.10)

#### Teacher Notes

- For the oral report, refer to Appendix 10D for a rubric to assess speaking.

#### Print Resources

Baehre. *Outrageous Seas: Shipwrecks and Survival in the Waters off Newfoundland 1583-1893.*

Brown. *The Caribou Disaster and Other Short Stories.*

Brown. *Death on the Ice.*

Charbonneau. *Against All Odds.*

Cranford. *Not Too Long Ago ... Seniors Tell their Stories.*

Cranford. *Tidal Wave: A List of the Victims and Survivors - Newfoundland 1929.*

Smallwood. *Encyclopedia of Newfoundland and Labrador.*

Major. *As Near to Heaven by Sea.*

Parsons. *Committed to the Deep: Stories and Memories.*

Parsons. *Raging Winds, Roaring Sea.*

Ryan. *Haulin' Rope and Gaff.*

*Them Days Magazine.*

#### Video Resources

*Atlantic Crossroads.*

*Captain Abram Kean.*

*I Just Didn't Want to Die.*

*Last Days of Okak.*

*Newfoundland Sealing Disaster*

*Two Voyages to the Ice: Sealing Past and Present.*

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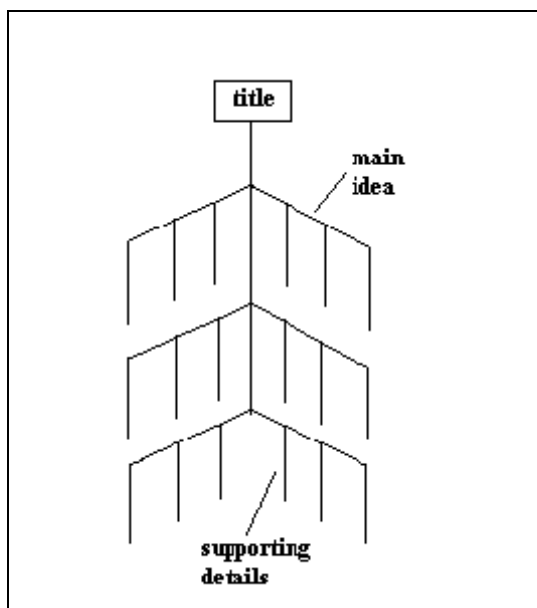
Specific Curriculum Outcomes	Sample Teaching/Learning Strategies															
<p><b>SCO 3.4 The student will be expected to demonstrate an understanding of the impact of political events of the 1930s</b></p> <p>3.4.1 Summarize the conditions that resulted in the St. John’s riot of 1932. (K)</p> <p>3.4.2 Examine the conditions and events that led to the suspension of self-government. (A)</p> <p>3.4.3 Assess your position on whether the Commission of Government should have been established. (I)</p> <p>3.4.4 Describe the impact of the loss of responsible government on Newfoundland society. (K)</p> <p>3.4.5 Identify the main initiatives that Commission of Government undertook to improve conditions in Newfoundland and Labrador. (K)</p> <p>3.4.6 Describe a Commission of Government strategy to encourage agriculture. (K)</p> <p>3.4.7 Compare educational conditions during this period with those that exist today. (A)</p> <p>3.4.8 Explain why good health care services were a challenge for the Commission of Government. (K)</p> <p>3.4.9 Describe the role of selected organizations in improving quality of life (e.g., Newfoundland Organization of Nurses Industry Association - NONIA; Grenfell Mission). (K)</p> <p>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)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> <li>Compare the arguments of those in favour of continuing self-rule with the arguments of those in favour of Commission of Government. Write a letter to the editor of the local newspaper in which a position on the issue is presented and defended. (3.4.2)</li> <li>Write a letter to the editor of a local newspaper to support or criticize the move to establish the Commission of Government. (3.4.3)</li> <li>Use a concept web to outline the initiatives undertaken by the Commission of Government to improve conditions in Newfoundland and Labrador. (3.4.5)</li> <li>Use the following organizer to compare educational conditions during Commission of Government with educational conditions today. (3.4.7)</li> </ul> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Education: Then and Now</th> </tr> <tr> <th style="width: 25%;">Then</th> <th style="width: 50%;">Criteria</th> <th style="width: 25%;">Now</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">Buildings</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Materials</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Assume the role of a school teacher in a small community in Newfoundland and Labrador. Write a letter home to your parents or to a friend in which you describe some of the responsibilities you have to carry out and your feelings about them. (3.4.10)</li> </ul>	Education: Then and Now			Then	Criteria	Now		Buildings						Materials	
Education: Then and Now																
Then	Criteria	Now														
	Buildings															
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**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

**Sample Assessment Strategies**

Students may, for example,

- Complete a “fishbone” organizer to outline their knowledge of the conditions and events that led to the suspension of self-government. (3.4.2)



- Use a “pro and con” chart to arrive at a position on whether the Commission of Government should have been established. (3.4.3)

My Position on Commission of Government	
Pro	Con

**Teacher Notes**

- Delineation 3.4.1 refers to only one of several riots that occurred during this period of civil unrest.
- Refer to assessment strategy 3.1.9 for a student self-checklist for writing a letter to the editor of a newspaper.
- Refer to teaching/learning strategy 4.2.2/4.2.3 for an example of a concept web.
- In the chart comparing educational conditions at the time of Commission of Government and conditions today, two criteria have been omitted. Ask students to come up with them (e.g., transportation, programs). An interview of a grandparent would provide students very useful information for this task. Help them to prepare their questions for each criteria to be compared,
- In the “fishbone” organizer, ask students to write in the theme and a main idea and supporting details for each idea.

Agencies/Groups

If These Walls Could Talk: A Brief History of the Colonial Building

<http://www.heritage.nf.ca/law/colonial/default.html>

Newfoundland and Labrador Heritage Website

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

*Giving up Self-Government.* CBC Archives

<http://archives.cbc.ca>

Print Resources

Smallwood. *Encyclopedia of Newfoundland and Labrador.*

Fizzard. *Amulree’s Legacy: Truth, Lies and Consequences Symposium*

Major. *As Near to Heaven By Sea.*

Noseworthy. *The School Car*

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p><b>SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador</b></p>	<p><i>Teachers can have students</i></p>
<p>3.5.1 Explain why Newfoundland’s location made it important to the war effort. (K)</p>	<ul style="list-style-type: none"> <li>• Draw a map of Newfoundland and Labrador and indicate the location of military bases during World War II. (3.5.2)</li> </ul>
<p>3.5.2 Identify the major World War II military installations in Newfoundland and Labrador. (K)</p>	<ul style="list-style-type: none"> <li>• Invite a war veteran, or an individual involved on the Home Front, to speak to the class in response to a prepared list of questions. (3.5.3, 3.5.4)</li> </ul>
<p>3.5.3 Analyse the motivation of Newfoundlanders and Labradorians to enlist in the services. (A)</p>	<ul style="list-style-type: none"> <li>• Write a news article for the <i>Daily News</i> for a selected war event or action in Newfoundland and Labrador (e.g., a transatlantic military flight from Gander or Goose Bay, the sinking of an ore carrier off Bell Island, the sinking of the Caribou). (3.5.6)</li> </ul>
<p>3.5.4 Examine the military and non-military involvement of Newfoundlanders and Labradorians in the war effort. (A)</p>	<ul style="list-style-type: none"> <li>• Given statistics on females in the labour force 1935 and 1945, generalize from the patterns shown. (3.5.8)</li> </ul>
<p>3.5.5 Summarize the ways in which women were involved in the war effort. (K)</p>	<ul style="list-style-type: none"> <li>• Pretend that they are war brides coming to Newfoundland and Labrador to live at the end of World War II. Write a letter home describing their new home. (3.5.10)</li> </ul>
<p>3.5.6 Describe selected war activities that occurred in Newfoundland and Labrador. (K)</p>	<ul style="list-style-type: none"> <li>• In small groups, brainstorm how the feelings and attitudes of a returning soldier may have changed. As a journal entry, record what happened to change these feelings. (3.5.10)</li> </ul>
<p>3.5.7 Examine the impact of military service in World War II on families and communities. (A)</p>	
<p>3.5.8 Assess the impact of World War II on the economy of Newfoundland and Labrador. (I)</p>	
<p>3.5.9 Describe the impact of World War II on travel patterns of Newfoundlanders and Labradorians. (K)</p>	
<p>3.5.10 Examine the impact of World War II on attitudes and social relationships. (A)</p>	

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

<p><b>Sample Assessment Strategies</b></p> <p>Students may, for example,</p> <ul style="list-style-type: none"> <li>Use the following guide for writing a news article. (3.5.6)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">News Article Writing Structure</th> </tr> <tr> <th style="width: 70%;">Criteria</th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">Not Yet</th> </tr> </thead> <tbody> <tr> <td>My title is concise and catchy.</td> <td></td> <td></td> </tr> <tr> <td>My title captures the central theme.</td> <td></td> <td></td> </tr> <tr> <td>My opening paragraph sets out the main idea of the article.</td> <td></td> <td></td> </tr> <tr> <td>My next paragraph gives details to support a particular idea or issue.</td> <td></td> <td></td> </tr> <tr> <td>The next paragraph gives details to support another idea or issue.</td> <td></td> <td></td> </tr> <tr> <td>The third paragraph gives details to support another idea or issue.</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Use the following chart to examine the role of one group (e.g., the Merchant Marine, Newfoundland Forestry, Newfoundland Regiment) in World War II. (3.5.4)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">(Group) in World War II</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Action</td> <td></td> </tr> <tr> <td>Key players</td> <td></td> </tr> <tr> <td>Time of action</td> <td></td> </tr> <tr> <td>Place of action</td> <td></td> </tr> <tr> <td>How the action occurred</td> <td></td> </tr> </tbody> </table>	News Article Writing Structure			Criteria	Yes	Not Yet	My title is concise and catchy.			My title captures the central theme.			My opening paragraph sets out the main idea of the article.			My next paragraph gives details to support a particular idea or issue.			The next paragraph gives details to support another idea or issue.			The third paragraph gives details to support another idea or issue.			(Group) in World War II		Action		Key players		Time of action		Place of action		How the action occurred		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>The student may use the news article writing structure as a self-checklist or the teacher may use it to assess the piece of writing.</li> <li>For the classroom visit of an individual involved in the war effort, the guide for preparing questions for an interview (page 55 of this guide) may be used.</li> <li>The suggested chart for the examination of the role of a group in World War II is commonly used in the journalistic world; it follows basic questions of what happened? who did what? where and when did the action happen? how did the action take place? and what motivated the group?</li> <li>Refer to page 78 of this guide for an example of a concept web.</li> <li>Regarding delineation 3.5.7, some families were seriously affected by service in World War II. Five brothers in the Goodyear family in Grand Falls-Windsor, for example, enlisted; three died in action and two were wounded.</li> </ul> <p>Agencies/Groups</p> <p>North Atlantic Aviation Museum, Gander          Radio Broadcasts          Royal Canadian Legion          U.S. Bases in Newfoundland.  <a href="http://www.mirror.org/wayne.ray/fulltext.html">http://www.mirror.org/wayne.ray/fulltext.html</a></p>
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<b>Specific Curriculum Outcomes</b>	<b>Sample Teaching/Learning Strategies</b>
<p><b>SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador</b></p> <p>3.5.11 Show how Newfoundland and Labrador culture was influenced by the American and Canadian presence during World War II. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"><li>• Brainstorm the ideas that should be included in a paragraph on the impact that the American presence during World War II had on Newfoundland and Labrador. (3.5.11)</li></ul>

**Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events**

Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none"> <li>• Develop a concept web to show the impact of the American presence on Newfoundland and Labrador culture. (3.5.11)</li> </ul>	<p>Agencies/Groups</p> <p>North Atlantic Aviation Museum, Gander Radio Broadcasts Picture study of no man’s land <a href="http://www.ukans.edu/kansite/ww_one/photos/location.html">http://www.ukans.edu/kansite/ww_one/photos/location.html</a></p> <p>Royal Canadian Legion U.S. Bases in Newfoundland. <a href="http://www.mirror.org/wayne.ray/fulltext.html">http://www.mirror.org/wayne.ray/fulltext.html</a></p> <p>Veterans Affairs Canada <a href="http://www.198.103.134.2/general">http://www.198.103.134.2/general</a></p> <p>Print Resources</p> <p>Brown. <i>The Caribou Disaster and Other Short Stories.</i> Brown. <i>Standing Into Danger.</i> <i>Building the Air Base in Goose Bay.</i> (Them Days) Cardoulis. <i>A Friendly Invasion and A Friendly Invasion II.</i> Smallwood. <i>Encyclopedia of Newfoundland and Labrador.</i> Fitzhugh. <i>The Labradorians: Voices From the Land of Cain</i> Heath. <i>Botwood: History of A Seaport.</i> Houlihan. <i>Uprooted! The Argentinia Story.</i> Nicholson. <i>More Fighting Newfoundlanders.</i> <i>Them Days Magazine.</i> Wells. <i>Comrades In Arms v. 1 &amp; 2.</i> Wells, <i>Under the White Ensign.</i> Zimmerly. <i>Cain’s Land Revisited: Culture Change in Central Labrador, 1775-1972</i></p> <p>Video Resources</p> <p><i>Atlantic Crossroads.</i> <i>High Tide in Newfoundland.</i> <i>Seven Brides for Uncle Sam</i></p>

