

Unit 4

Newfoundland and Labrador Through the 2nd Half of the 20th Century: History as a Story of Change

Content Overview

Unit Four examines the issues and events surrounding confederation with Canada, rapid changes in political and social infrastructure in the two decades following confederation, and modernization and the impact of industrialization and technological changes in the last half of the 20th century.

Skills Overview

1. Read critically.
2. Communicate ideas and information to a specific audience.
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.
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. Interpret meaning and the significance of information and arguments.
11. Test data, interpretations, conclusions for accuracy and validity.
12. Draw conclusions that are supported by the evidence.

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies										
<p>SCO 4.1 The student will be expected to demonstrate an understanding of the process whereby Newfoundland and Labrador entered into confederation with Canada</p> <p>4.1.1 Define the term “referendum”. (K)</p> <p>4.1.2 Describe the role of the National Convention. (K)</p> <p>4.1.3 Identify the position of key political figures on union with Canada. (K)</p> <p>4.1.4 Analyse the strategies used by confederates and anti-confederates to promote their agenda. (A)</p>	<p>Sample Teaching/Learning Strategies</p> <p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Use the following graphic organizer to define the term “referendum”. (4.1.1) <div data-bbox="850 598 1383 1087" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> </div> <ul style="list-style-type: none"> Use the following chart to outline the role of the National Convention. (4.1.2, 4.1.4) <div data-bbox="831 1251 1398 1528" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Role of the National Convention</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">Why it was needed.</td> <td style="width: 50%;"></td> </tr> <tr> <td>Who established it.</td> <td></td> </tr> <tr> <td>Its goals</td> <td></td> </tr> <tr> <td>Who its members were</td> <td></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> Write a biography of a key figure during the Confederation time (e.g., Lester Burry, J.R. Smallwood, Gordon Bradley, Peter Cashin. Ches Crosbie, Donald Jamieson, and Archbishop Roche. (4.1.3) 	Role of the National Convention		Why it was needed.		Who established it.		Its goals		Who its members were	
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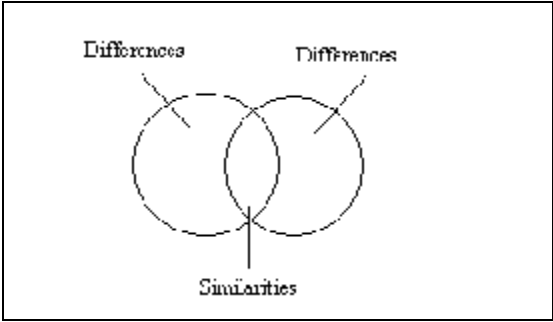
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<p>Sample Assessment Strategies</p> <p>Students may, for example,</p> <ul style="list-style-type: none"> Use the following organizer to examine the role and accomplishments of key political leaders at the time of confederation. (4.1.2, 4.1.4) <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td>A Five-Frame Narrative</td> </tr> <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> </table> <p style="font-size: small; margin-left: 20px;">Source: Adopted from J. Bradley and W. Douglas Wilson, <i>Spotlight Canada</i>, Fourth Edition - Teacher's</p> <ul style="list-style-type: none"> Use the analysis chart below to examine some of the anti-confederate songs (e.g., Hero of '48, Battle Song of Newfoundland). (4.1.4, 4.1.5) <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <tr> <th colspan="2" style="text-align: center;">Song Analysis Worksheet</th> </tr> <tr> <td style="width: 70%;">What was the title of the song?</td> <td></td> </tr> <tr> <td>Who wrote the lyrics? When?</td> <td></td> </tr> <tr> <td>What are the lyrics about?</td> <td></td> </tr> <tr> <td>What strong words are used to convey the message of this song?</td> <td></td> </tr> <tr> <td>What specific audience is this song trying to appeal to?</td> <td></td> </tr> <tr> <td>What would be another title for this song?</td> <td></td> </tr> <tr> <td>What emotions are portrayed in the lyrics</td> <td></td> </tr> </table>	A Five-Frame Narrative	Who	Wanted	But	So	Finally	Song Analysis Worksheet		What was the title of the song?		Who wrote the lyrics? When?		What are the lyrics about?		What strong words are used to convey the message of this song?		What specific audience is this song trying to appeal to?		What would be another title for this song?		What emotions are portrayed in the lyrics		<p>Teacher Notes</p> <ul style="list-style-type: none"> The five-frame narrative may be used with any of the key leaders (e.g., Smallwood, Cashin, Burry) on the confederate or anti-confederate side. The framework for analysing historical documents requires students to classify letters as pro-confederate and anti-confederate, identify arguments common to each side, and to distinguish fact (i.e., what appears to be true or can be proven to be true) from opinion (i.e., what one thinks about something) and to recognize stereotypes (i.e., oversimplified, exaggerated, and often insulting statements directed at a particular race, group, or religion). Finally, the student is then asked to evaluate the letters as a whole and explain why some are more convincing than others. The Newfoundland and Labrador website listed below contains audio-clips for some of the National Convention speeches. Appendix 5 provides a worksheet students may use to analyse a sound recording. Refer to page 47 for a checklist for writing a biography. <p>Agencies/Groups</p> <p>The Confederation Debate: Fifty Years and Counting. (Includes lessons and teaching resources). Newfoundland and Labrador Heritage Website http://www.heritage.nf.ca/confederation/default.html Newfoundland and Labrador Heritage Website Confederation link. http://www.heritage.nf.ca/law/confed.html Let the People Decide. (Includes lessons and teaching resources). Newfoundland and Labrador Heritage Website. http://www.heritage.nf.ca/confed_crb/default.html</p>
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<p>SCO 4.1 The student will be expected to demonstrate an understanding of the process whereby Newfoundland and Labrador entered into confederation with Canada</p> <p>4.1.5 Evaluate arguments in the debate for and against confederation with Canada. (I)</p> <p>4.1.6 Describe the two referenda processes whereby Newfoundlanders and Labradorians chose confederation with Canada. (K)</p> <p>4.1.7 Describe voting patters across electoral districts. (K)</p> <p>4.1.8 Analyse the Terms of Union with Canada. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Analyse primary historical documents, such as letters, songs, and speeches of confederates and anti-confederates to determine their reliability. (4.1.4, 4.1.5) Hold a mock referendum in which they vote for or against confederation. Before doing so, the debate around confederation has to be examined. The following organizer may be used. (4.1.5) <table border="1" data-bbox="854 814 1398 1234"> <thead> <tr> <th colspan="2" data-bbox="854 814 1398 865">Decision Chart</th> </tr> <tr> <td colspan="2" data-bbox="854 865 1398 915">Issue:</td> </tr> <tr> <th data-bbox="854 915 1122 966">Choice</th> <th data-bbox="1122 915 1398 966">Consequences</th> </tr> </thead> <tbody> <tr> <td data-bbox="854 966 1122 1058" rowspan="2">1</td> <td data-bbox="1122 966 1398 1058">positive</td> </tr> <tr> <td data-bbox="1122 1058 1398 1150">negative</td> </tr> <tr> <td data-bbox="854 1150 1122 1234">2</td> <td data-bbox="1122 1150 1398 1234">positive</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Draw a cartoon or develop a poster reflecting their position indicated in the Decision Chart above. (4.1.5) Write a speculative journal entry about what could have happened had Newfoundland and Labrador not joined Confederation. (4.1.4-4.1.8) Select key government responsibilities (e.g., transportation, fishery, law and order) and show how they changed after confederation. (4.1.7) 	Decision Chart		Issue:		Choice	Consequences	1	positive	negative	2	positive
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<p>Sample Assessment Strategies</p> <p>Students may, for example,</p> <ul style="list-style-type: none"> Interview an older person who remembers the struggle for Confederation. Select an historical document (e.g., a cartoon, newspaper editorial, or speech) to see how it compares with the interviewee’s thoughts about Confederation. (4.1.5) <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Use the following chart to analyse a cartoon related to the confederation debate. (4.1.4, 4.1.5) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Analysis Sheet: Cartoon</th> </tr> <tr> <th style="width: 30%;">Question</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>What symbols are used in this cartoon?</td> <td></td> </tr> <tr> <td>What does each symbol represent?</td> <td></td> </tr> <tr> <td>What do the words (if any) mean?</td> <td></td> </tr> <tr> <td>What is the main message of the cartoon?</td> <td></td> </tr> <tr> <td>Why is the cartoonist trying to get this message across?</td> <td></td> </tr> </tbody> </table>	Analysis Sheet: Cartoon		Question	Response	What symbols are used in this cartoon?		What does each symbol represent?		What do the words (if any) mean?		What is the main message of the cartoon?		Why is the cartoonist trying to get this message across?		<p>Teacher Notes</p> <ul style="list-style-type: none"> Refer to Appendix 7 for information about a speculative journal entry. <p>Print Resources</p> <p>Budgel & Staveley. <i>The Labrador Boundary</i>. Eggleston. <i>Newfoundland: The Road to Confederation</i>. Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i>. Gwynn. <i>Smallwood: The Unlikely Revolutionary</i>. Hiller. <i>Confederation; Deciding Newfoundland’s Future</i>. Long. <i>Suspended State</i>. Major. <i>As Near to Heaven By Sea</i>. Smallwood. <i>I Chose Canada</i>. Swain. <i>Lester Burry: Labrador Pastor and Father of Confederation</i></p> <p>Video Resources</p> <p><i>East of Canada</i> J. R. Smallwood. Joey Smallwood: <i>Between Scoundrels and Saints</i> <i>A Little Fellow from Gambo - The Joey Smallwood Story</i> <i>Nation Called Newfoundland</i>. <i>Newfoundland: Atlantic Province</i></p>
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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 4.2 The student will be expected to demonstrate an understanding of economic changes in post-confederation Newfoundland and Labrador up to 1971</p> <p>4.2.1 Distinguish among the terms “primary”, “secondary”, and “tertiary” activity. (K)</p> <p>4.2.2 Describe changes in fish harvesting and processing technology since Confederation. (K)</p> <p>4.2.3 Analyse the impact of new harvesting technologies on the Newfoundland and Labrador fishery. (A)</p> <p>4.2.4 Identify changes in the technology of harvesting timber in Newfoundland and Labrador. (K)</p> <p>4.2.5 Examine the impact of new technologies on the logging industry. (A)</p> <p>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)</p> <p>4.2.7 Analyse changes in the processing of marine resources. (A)</p> <p>4.2.8 Evaluate the impact of the Churchill Falls hydro development. (I)</p>	<p>Sample Teaching/Learning Strategies</p> <p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Given labour force data for 1971, construct a pie graph to show the percentage of the labour force by economic sector. (4.2.1) Use the following concept web to examine the impact of technology on the fishery. (4.2.2, 4.2.3) <div data-bbox="862 701 1367 1480" data-label="Diagram"> <pre> graph TD FT((Fishing Technology)) --- FP((fish plants)) FT --- FTW((factory trawlers)) FT --- FF((fish finders)) FP --- FP1[] FP --- FP2[] FP --- FP3[] FTW --- FTW1[] FTW --- FTW2[] FTW --- FTW3[] FF --- FF1[] FF --- FF2[] FF --- FF3[] </pre> </div> <ul style="list-style-type: none"> Make a meta-cognitive journal entry about what they found most interesting about the 1992 cod moratorium. (4.2.3) Develop a concept web around the impact of new technology on the logging industry. (4.2.5)

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<p>Students may, for example,</p> <ul style="list-style-type: none"> Use the following chart to examine the impact of technology on the logging industry. (4.2.5) <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Logging Technology: Then and Now</th> </tr> <tr> <th>Then</th> <th>Criteria</th> <th>Now</th> </tr> </thead> <tbody> <tr> <td></td> <td>Accommodations</td> <td></td> </tr> <tr> <td></td> <td>Food</td> <td></td> </tr> <tr> <td></td> <td>Rate of Pay</td> <td></td> </tr> <tr> <td></td> <td>Equipment</td> <td></td> </tr> <tr> <td></td> <td>Harvesting Techniques</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reflect upon the importance and impact of the Churchill Falls hydro development from different perspectives. (4.2.8) <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">The Churchill Falls Hydro Development</th> </tr> <tr> <th>Perspective</th> <th>Feelings</th> </tr> </thead> <tbody> <tr> <td>An Innu Trapper</td> <td></td> </tr> <tr> <td>An electrician on the site</td> <td></td> </tr> <tr> <td>Premier of the province</td> <td></td> </tr> <tr> <td>A tax-payer</td> <td></td> </tr> </tbody> </table>	Logging Technology: Then and Now			Then	Criteria	Now		Accommodations			Food			Rate of Pay			Equipment			Harvesting Techniques		The Churchill Falls Hydro Development		Perspective	Feelings	An Innu Trapper		An electrician on the site		Premier of the province		A tax-payer		<ul style="list-style-type: none"> See Appendix 7 for information about a meta-cognitive journal entry. <p>Agencies/Groups</p> <p>Canada-Newfoundland Offshore Petroleum Board http://www.cnopb.nfnet.com/ Newfoundland and Labrador Genealogy Project. http://www.huronweb.com/genweb/nfdata/main_n.html Churchill Falls - The Largest Underground Powerhouse in the World. http://www.ieee.ca/millennium/churchill/cf_home.html Lifelines: Canada's East Coast Fisheries - Key Issues in Atlantic Fishery Management. http://www.civilization.ca/hist/lifelines/gough1e.html Marine Institute - Educational Topics. http://www.ifmt.nf.ca/mi-net/topics.html Newfoundland and Labrador Department of Fisheries and Aquaculture. http://www.gov.nf.ca/fishaq/Industry/industry.html Offshore Oil & Gas Industry. http://www.offshore-technology.com/index.html</p> <p>Print Resources</p> <p>Charbonneau. <i>Against The Odds</i>. Census and Parish Records by Region. Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i> <i>Heritage of Power: The Churchill Falls Development from Concept to Reality</i> Le Messurier. <i>The Fishery of Newfoundland and Labrador</i> Major. <i>As Near to Heaven by Sea</i> Maynard. <i>Hibernia: Promise of Rock & Sea</i></p>
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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies												
<p>SCO 4.2 The student will be expected to demonstrate an understanding of economic changes in post-confederation Newfoundland and Labrador up to 1971</p> <p>4.2.9 Analyse the importance of the tertiary sector to the Newfoundland and Labrador economy. (A)</p> <p>4.2.10 Demonstrate the importance of tourism to our economy. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">• Conduct a survey of parents and care-givers of students in their school. Record the results in the following chart and draw a conclusion about the importance of the tertiary sector <table border="1" data-bbox="846 724 1390 942"><thead><tr><th colspan="3">Employment of Parents/Care-Givers</th></tr><tr><th>Sector</th><th>Number</th><th>Percent</th></tr></thead><tbody><tr><td>Primary</td><td></td><td></td></tr><tr><td>Secondary</td><td></td><td></td></tr></tbody></table> <p>today. (4.2.9)</p>	Employment of Parents/Care-Givers			Sector	Number	Percent	Primary			Secondary		
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Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none">Given relevant data for 1995-2005, write a sentence to describe the trends in tourist visits to the province and expenditures while here. (4.2.10)	<p>Video Resources</p> <p><i>The Brothers Byrne</i> <i>Happy Union</i> <i>Hibernia: Standing Tall</i> <i>High Tide in Newfoundland</i> <i>It Comes From the Heart</i> <i>Iron Ore From the North: The Carol Project</i> <i>Newfoundland's Progress Report: Part One; Part Two; Part Three</i></p>

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<p>SCO 4.3 The student will be expected to demonstrate an understanding of social changes in post-confederation Newfoundland and Labrador</p> <p>4.3.1 Describe the impact of key economic decisions (e.g., Churchill Falls agreement). (K)</p> <p>4.3.2 Describe the factors that led to the resettlement program that began in the 1950s. (K)</p> <p>4.3.3 Evaluate a position on the resettlement program. (I)</p> <p>4.3.4 Analyse how changes in transportation and communications affected lifestyle and attitudes. (A)</p> <p>4.3.5 Draw conclusions about how cultural activity contributes to the economy. (A)</p> <p>4.3.6 Draw conclusions about how working conditions and modernization in industry brought changes in relations among workers, government and employers. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Complete the following chart to describe conditions that led to the resettlement of some rural communities. (4.3.2) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Why Resettlement Occurred</th> </tr> <tr> <th style="width: 50%;">Issue</th> <th style="width: 50%;">Supporting Details</th> </tr> </thead> <tbody> <tr> <td>Health</td> <td></td> </tr> <tr> <td>Education</td> <td></td> </tr> <tr> <td>Communication</td> <td></td> </tr> <tr> <td>Transportation</td> <td></td> </tr> <tr> <td>Employment</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Complete the following chart to analyse positions of different people on the resettlement program. (4.3.3) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Was Resettlement a Wise Decision?</th> </tr> <tr> <th style="width: 50%;">Person</th> <th style="width: 50%;">Response</th> </tr> </thead> <tbody> <tr> <td>A grade 8 student</td> <td></td> </tr> <tr> <td>A fisher person</td> <td></td> </tr> <tr> <td>A home-maker</td> <td></td> </tr> <tr> <td>A senior citizen</td> <td></td> </tr> <tr> <td>A government official</td> <td></td> </tr> <tr> <td>A nurse</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Write a reflective journal entry on their thoughts about the resettlement program. (4.3.5) Develop a place mat for a restaurant to highlight cultural activities in their area that would attract tourists. (4.3.5) 	Why Resettlement Occurred		Issue	Supporting Details	Health		Education		Communication		Transportation		Employment		Was Resettlement a Wise Decision?		Person	Response	A grade 8 student		A fisher person		A home-maker		A senior citizen		A government official		A nurse	
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<p>Sample Assessment Strategies</p> <p>Students may, for example,</p> <ul style="list-style-type: none"> Read a poem (e.g., Enos Watts’, “Looking Back”) about the reaction of a family or family member to the resettlement process. Complete the following checklist. (4.3.3) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Checklist for Reading a Poem</th> </tr> <tr> <th style="width: 80%;">Criteria</th> <th style="width: 20%;">Check</th> </tr> </thead> <tbody> <tr> <td>From the title predicts what the poem is about.</td> <td></td> </tr> <tr> <td>Finds out the meaning of new words.</td> <td></td> </tr> <tr> <td>Reads poem straight through.</td> <td></td> </tr> <tr> <td>Rereads poem slowly to get the meaning.</td> <td></td> </tr> <tr> <td>Pays attention to punctuation and diction.</td> <td></td> </tr> <tr> <td>Pays attention to poetic elements (e.g., rhyme).</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Develop a web diagram to illustrate how a cultural activity (e.g., a concert at Mile One, or a play at a summer arts festival) has a positive effect on the economy by creating work. (4.3.5) 	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).		<p>Teacher Notes</p> <ul style="list-style-type: none"> In the comparison chart for pre- and post-confederation differences on Aboriginal society and culture, ask students to add other criteria to the chart (e.g., concept of land, health) <p>Agencies/Groups</p> <p>Labrador Inuit Association Website. http://www.nunatsiavut.com/ Memorial University Folklore and Language Archives Newfoundland and Labrador Heritage Website http://www.heritage.nf.ca</p> <p>Print Resources</p> <p>Armitage. <i>The Innu - Montagnais & Naskapi</i> Baker. <i>The Illustrated History of Newfoundland Light and Power</i> Borlase. <i>The Labrador Inuit</i> Borlase. <i>The Labrador Settlers, Metis and Kablunangajuit</i> Cranford. <i>Not Too Long Ago ... Seniors Tell Their Stories</i> Cranford. <i>Our Lives</i> Fitzhugh. <i>The Labradorians: Voices from the Land of Cain</i> McGrath. <i>Their Lives and Times: Women in Newfoundland and Labrador, A Collage</i> Porter. <i>Below the Bridge</i> Stapleton. <i>They Let Down Baskets</i> White. <i>The Finest Kind: Voices of Newfoundland and Labrador Women</i></p> <p>Video Resources</p> <p><i>The Baymen</i> <i>Billy Crance Moves Away</i> <i>The Children of Fogo Island</i> <i>Family of Labrador</i> <i>I Well Minds the Time</i> <i>An Untidy Package: Women and the Newfoundland Cod Moratorium</i> <i>A Woman’s Place</i></p>
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Rereads poem slowly to get the meaning.																	
Pays attention to punctuation and diction.																	
Pays attention to poetic elements (e.g., rhyme).																	

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies						
<p>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</p> <p>4.4.1 Summarize the factors that led to the decline in codfish stocks. (K)</p> <p>4.4.2 Evaluate the impact of the cod moratorium on Newfoundland and Labrador society. (I)</p> <p>4.4.3 Examine the economic impact of off-shore oil development on the economy of Newfoundland and Labrador. (A)</p> <p>4.4.4 Analyse the risks of off-shore oil recovery. (A)</p> <p>4.4.5 Evaluate Newfoundland and Labrador’s position on federal-provincial off-shore revenue-sharing. (I)</p> <p>4.4.6 Analyse improvements in transportation and communication since Confederation. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> From the perspective of a grade 8 student, write an essay to evaluate the impact of the closure of the cod fishery on Newfoundland and Labrador society. (4.4.2) Read a newspaper article about the January 2005 agreement between the Government of Canada and the province of Newfoundland and Labrador on the sharing of off-shore oil revenue. Identify the position of each side and explain how the agreement benefits both Canada and the province. The following organizer may be used. (4.4.5) <table border="1" data-bbox="854 1052 1398 1409"> <thead> <tr> <th colspan="2" data-bbox="854 1052 1398 1104">Oil-Revenue Sharing Agreement</th> </tr> </thead> <tbody> <tr> <td data-bbox="854 1104 1122 1257">What Canada wanted</td> <td data-bbox="1122 1104 1398 1257">What the province wanted</td> </tr> <tr> <td data-bbox="854 1257 1122 1409">It is good for Canada because</td> <td data-bbox="1122 1257 1398 1409">It is good for the province because</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Compare a journey chain between two places (e.g., Corner Brook and Seldom) for 1900 with one for today. (4.4.6) 	Oil-Revenue Sharing Agreement		What Canada wanted	What the province wanted	It is good for Canada because	It is good for the province because
Oil-Revenue Sharing Agreement							
What Canada wanted	What the province wanted						
It is good for Canada because	It is good for the province because						

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Sample Assessment Strategies

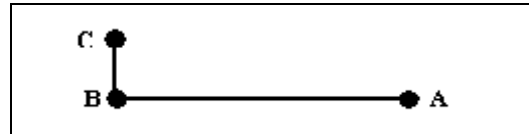
Students may, for example,

- Use the following checklist to revise and edit their essay to evaluate the impact of the closure of the cod fishery on Newfoundland and Labrador society. (4.4.1, 4.4.2)

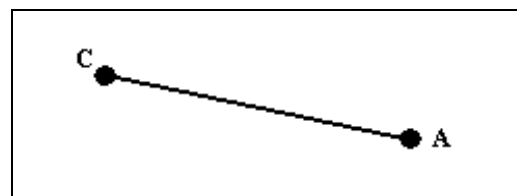
A Revision/Editing Checklist for Writing		
	Yes	Not Yet
<p><i>Content</i></p> <p>Does my writing make sense? Does it achieve my purpose? Do I have the details I need?</p>		
<p><i>Organization</i></p> <p>Is my beginning interesting? Are my ideas in the right order? Does my ending bring my writing together?</p>		
<p><i>Sentence fluency</i></p> <p>Are my sentences really sentences? Do I have a variety of sentences? Do sentence fragments belong here? Does my dialogue sound natural?</p>		
<p><i>Voice</i></p> <p>Does my writing show how I feel about the topic? Would my writing bring the topic to life for the reader?</p>		
<p><i>Word choice</i></p> <p>Have I used interesting or creative words? Have I used appropriate words? Have I used figurative language?</p>		

Teacher Notes

- The essay suggested in column two is intended to have students write from their perspective. The grade 8 students will likely see such impacts as fewer friends in school since they had to move away, one of their parents or care-givers is away working elsewhere, the closure of a school due to declining enrollment, and so on.
- A journey chain is merely a line illustration of a journey. For example, a journey chain from St. John's to Random Island in 1900 would have required a train ride from St. John's (A) to Clarenville (B) and a short boat ride to Random Island (C) - three nodes and two links. It may be represented as follows:



Today, with the completion of the highway and causeway, the journey would involve two nodes and one link:



Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>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</p> <p>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)</p> <p>4.4.8 Describe the economic potential of the tourism industry. (K)</p> <p>4.4.9 Describe some of the new technology-based industries that have been established in Newfoundland and Labrador since Confederation. (K)</p> <p>4.4.10 Describe the growth of technology-based industries. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">• Examine information provided about an issue (e.g., Voisey’s Bay); examine its impact on various stakeholders. (4.4.7)• Interview a venture tourism entrepreneur to determine the potential of this service industry. (4.4.8)

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Sample Assessment Strategies	Teacher Notes							
<p>Students may, for example,</p> <ul style="list-style-type: none"> Use the following organizer to examine impacts of the Voisey’s Bay development. (4.4.7) <table border="1" data-bbox="224 632 776 1625"> <thead> <tr> <th data-bbox="224 632 776 684">Examining Issues in History</th> </tr> </thead> <tbody> <tr> <td data-bbox="224 684 776 806">What is the main issue?</td> </tr> <tr> <td data-bbox="224 806 776 957">What positions did key players take at the time?</td> </tr> <tr> <td data-bbox="224 957 776 1108">What arguments were used by one side to support their position?</td> </tr> <tr> <td data-bbox="224 1108 776 1289">What arguments were used by the opposing side to support their position?</td> </tr> <tr> <td data-bbox="224 1289 776 1440">What beliefs or values are at odds in this issue?</td> </tr> <tr> <td data-bbox="224 1440 776 1625">Looking back now, do you think the outcome was a good one? Explain.</td> </tr> </tbody> </table>	Examining Issues in History	What is the main issue?	What positions did key players take at the time?	What arguments were used by one side to support their position?	What arguments were used by the opposing side to support their position?	What beliefs or values are at odds in this issue?	Looking back now, do you think the outcome was a good one? Explain.	<ul style="list-style-type: none"> Refer to Appendix 6 for a discussion of a methodology around how to analyse an issue.
Examining Issues in History								
What is the main issue?								
What positions did key players take at the time?								
What arguments were used by one side to support their position?								
What arguments were used by the opposing side to support their position?								
What beliefs or values are at odds in this issue?								
Looking back now, do you think the outcome was a good one? Explain.								

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

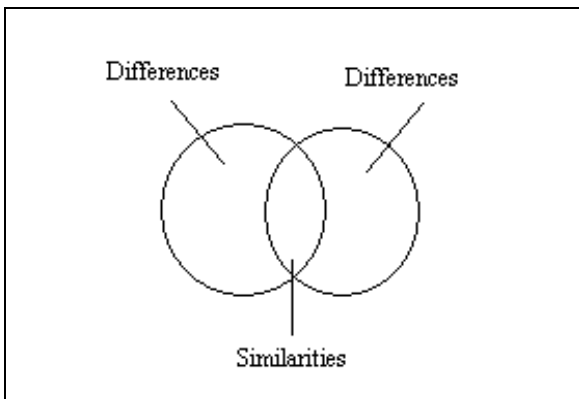
Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 4.5 The student will be expected to demonstrate an understanding of social changes and issues that Newfoundland and Labrador experienced at the close of the 20th century</p> <p>4.5.1 Describe how people and organizations can contribute to environmental protection. (K)</p> <p>4.5.2 Define the term “urbanization”. (K)</p> <p>4.5.3 Describe conditions that contribute to rural de-population in Newfoundland and Labrador. (K)</p> <p>4.5.4 Analyse the impact of de-population on rural areas. (A)</p> <p>4.5.5 Compare the education system of today with that of the system during the 1950s. (A)</p> <p>4.5.6 Identify improvements made in our health care system. (K)</p> <p>4.5.7 Infer the degree to which gender issues are being addressed in our province. (A)</p> <p>4.5.8 Summarize recent changes in family structures. (K)</p> <p>4.5.9 Examine the evolution of Aboriginal organizations, struggles and progress in the province. (A)</p> <p>4.5.10 Identify the basic issues related to Aboriginal land claims in the province. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">Complete the following chart to examine conditions that contribute to rural de-population in Newfoundland and Labrador. (4.5.3) <div data-bbox="850 680 1390 1201" style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p style="text-align: center;">Why People Move to Urban Areas</p><p>They leave a rural area because it doesn't offer</p><p>_____</p><p>_____</p><p>_____</p><p>They move to an urban area because it offers</p><p>_____</p><p>_____</p><p>_____</p></div> <ul style="list-style-type: none">Use newspaper articles and other documents to compare family structures today with those early in the 20th century. (4.5.8)

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Sample Assessment Strategies

Students may, for example,

- Conduct an interview of their parents/care-givers about their thoughts on the consolidation of educational services. Record the findings in the following chart. (4.5.5)



- Complete the following chart to examine the achieving of a gender balance in employment opportunities. (4.5.7)

Observation Sheet: Changing Roles for Women
Roles in 1900
Roles today

Teacher Notes

- The gender balance survey is intended to help students conclude that options for women in the workplace today are much different than the limited range of options available to women at the beginning of the 20th century. After the survey, students may conclude that, if their community is a rural one, the options outside the home may still be limited.

Agencies/Groups

Miawpukek First Nations

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

Federation of Newfoundland Indians

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

Women - Gallery

<http://www.gov.nf.ca/panl>

Aboriginal Heritage and Culture -Gallery

<http://www.gov.nf.ca/panl/native.html>

Video Resources

Chinese Community in Newfoundland and Labrador (1995)

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>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</p> <p>4.5.11 Evaluate the impact of non-Aboriginal activities on Aboriginal peoples. (I)</p> <p>4.5.12 Summarize the growing identities of francophones and Labradorians. (K)</p> <p>4.5.13 Describe the contributions made by newcomers to our economy and culture. (K)</p> <p>4.5.14 Evaluate what is meant by a Newfoundland and Labrador identity. (I)</p> <p>4.5.15 Describe the cultural revival that occurred in the province during the 1970s. (K)</p> <p>4.5.16 Examine the forms in which Newfoundland and Labrador culture is being expressed. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">• Use a graffiti learning structure to explore the concept of a Newfoundland and Labrador identity (re-phrase the concept as ,”What does it mean to be a Newfoundlander or a Labradorian?” Break the concept into a series of sub-topics (e.g., language, art, music, history). At the end of the exercise, the ideas are summarized and presented to the class. (4.5.13)• Assume that a friend is visiting from another country. Develop a list of items in the province’s material culture (e.g., churches, traditional fishing stages, and so on) that would give the visitor a sense of Newfoundland and Labrador. (4.1.14, 4.1.16)• Select a song, a play, or piece of art that evokes strong feelings for Newfoundland and Labrador. Describe these feelings and how the artist conveys them. (4.11.4, 4.1.16)

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Sample Assessment Strategies	Teacher Notes																					
<p>Students may, for example,</p> <ul style="list-style-type: none"> Complete the following chart to show the impact of Confederation on Aboriginal Society and culture. (4.5.11) <table border="1" data-bbox="207 688 792 1140"> <thead> <tr> <th colspan="3" data-bbox="207 688 792 783">Aboriginal Lifestyle: Before and After Confederation</th> </tr> <tr> <th data-bbox="207 783 380 840">Before</th> <th data-bbox="380 783 613 840">Criteria</th> <th data-bbox="613 783 792 840">After</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 840 380 898"></td> <td data-bbox="380 840 613 898">Getting food</td> <td data-bbox="613 840 792 898"></td> </tr> <tr> <td data-bbox="207 898 380 957"></td> <td data-bbox="380 898 613 957">Education</td> <td data-bbox="613 898 792 957"></td> </tr> <tr> <td data-bbox="207 957 380 1016"></td> <td data-bbox="380 957 613 1016">Shelter</td> <td data-bbox="613 957 792 1016"></td> </tr> <tr> <td data-bbox="207 1016 380 1075"></td> <td data-bbox="380 1016 613 1075">Transportation</td> <td data-bbox="613 1016 792 1075"></td> </tr> <tr> <td data-bbox="207 1075 380 1134"></td> <td data-bbox="380 1075 613 1134"></td> <td data-bbox="613 1075 792 1134"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Write a reflective journal entry about a song or piece of poetry that has a particular connection to an aspect of Newfoundland and Labrador identity. (4.1.14, 4.1.15, 4.1.16) 	Aboriginal Lifestyle: Before and After Confederation			Before	Criteria	After		Getting food			Education			Shelter			Transportation					<ul style="list-style-type: none"> <i>The graffiti cooperative learning structure</i> Divide the class into groups of three or four students. <ol style="list-style-type: none"> Give each group a sheet of flip-chart paper and different colored pens (a different one for each student). Each student gives one idea each in response to the sub-topic for the key question within a brief time frame (2 or 3 minutes). Stop all groups and ask them to pass their sheet to the next group. Each group refines or adds to the ideas of the previous group. Repeat the process until the original sheet returns to the home group. Then, each group reads its original ideas along with the comments that were added. Develop a consensus around a succinct summary of all the comments to capture what students think is a Newfoundland and Labrador identity.
Aboriginal Lifestyle: Before and After Confederation																						
Before	Criteria	After																				
	Getting food																					
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