

Unit 5

History as a Story of the Past in the Present

Content Overview

Unit 5 examines the way in which historical events influence a society's development and how historical events impact current issues and events. This unit is essentially a major research project for the student and should not be done separately towards the end of the course. The project should be carried out over the last half of the school year, beginning in early February. The outcomes for this unit are intended to build on the historian's method introduced in unit 1 and developed throughout the course.

Skills Overview

1. Use maps, globes or graphics to present information and interpretations.
2. Express and support a point of view.
3. Use a range of media and styles to present information, arguments and conclusions.
4. Present a summary report or argument.
5. Frame questions or hypotheses that give clear focus to an inquiry.
6. Recognize significant issues and perspectives in an area of inquiry.
7. Identify sources of information relevant to the inquiry.
8. Gather, record, evaluate, and synthesize information.
9. Arrange related events and ideas in chronological order.
10. Interpret meaning and the significance of information and arguments.
11. Test data, interpretations, conclusions and arguments for accuracy and validity.
12. Draw conclusions supported by the evidence.
13. Function in a variety of groupings, using collaborative and cooperative skills and strategies.

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Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 5.1: The student will be expected to demonstrate an understanding of the role of history in shaping our current circumstances</p> <p>5.1.1 Evaluate the ways in which history affects the development of various aspects of society (I)</p> <p>5.1.2 Evaluate the possible significance of history on current issues and events (I)</p> <p>5.1.3 Determine the historical roots of current events, issues, and problems (A)</p>	<p><i>The teacher can have students</i></p> <p>Select one of the following research topics: (<i>To be started and carried out during the last half of the year as a project.</i>)</p> <p>A. Historical Comparison Research, compare and contrast a selected aspect of Newfoundland and Labrador society in the 19th century (e.g., education, health care, technology, law and justice, employment opportunities, or topic of your choice) with the current reality; develop a timeline to represent significant points and developments as it relates to this selected topic; prepare a written or visual report on the findings, including a commentary on the importance of the changes; and present the report to the class.</p> <p>B. Historical Issue Examine a current issue or event of significance in Newfoundland and Labrador; research the historical background related to this event/issue; provide possible actions or resolutions related to this event/issue; prepare a written or visual report on the issue or event; and present the report to the class.</p> <p>C. Person Identify an interesting or notable person from the 19th or 20th century in Newfoundland and Labrador history; research that individual and his/her role in the history of Newfoundland and Labrador; evaluate his/her role; prepare a biographical report on that person; and present the report to the class.</p>

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Sample Assessment Strategies	Teacher Notes
<p>Historical Comparison (examples)</p> <ul style="list-style-type: none"> • complete the following worksheet to compare the lifestyles of Aboriginal groups (page 35) • complete the following charts to compare lifestyles of the 19th century with lifestyles today (page 51) <p>Historical Issues (examples)</p> <ul style="list-style-type: none"> • interview an older person who remembers the struggle for confederation. Select an historical document to see how it compares with the interviewee’s thoughts about confederation (page 77) • use the following organizer to examine impacts of the Voisey’s Bay development (page 87) <p>Person (examples)</p> <ul style="list-style-type: none"> • use the following chart to write a short biography of William Coaker (page 47) • use the following organizer to write a biography of an individual who engaged in military action, participated on the Home Front, or engaged in the Suffrage Movement (page 57) 	<p>Class time must be set aside for students to work on this project in the school resource centre and the classroom. There is need for guidance along all the steps of the research process (see Appendix 2), thus checkpoints and teacher conferencing must be built in to ensure that students keep on track and receive the instruction they need along the way.</p> <p>These reports can be in the form of a written research paper or a visual presentation (e.g., video production, power point presentation, creation of a web site) and should be accompanied by an oral presentation to the class. (These projects could be the basis for an entry into the Newfoundland and Labrador Heritage Fair.)</p>

