

Social Studies

Grade 8

Newfoundland and Labrador History

Interim Edition



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Preamble

The Newfoundland and Labrador history course introduces Grade 8 students to a study of the story of Newfoundlanders and Labradorians from the turn of the 19th century to the present. This curriculum guide provides the conceptual framework, program components, and the teaching and learning context for the course. More specifically, this document establishes specific curriculum outcomes by theme and specifies them through their respective delineations. In conjunction with these outcomes, the guide provides suggested teaching and learning strategies, suggested assessment strategies, and suggested links to other resources and curricular areas.

Within this context, this curriculum document has three purposes:

1. to inform both educators and members of the general public about the philosophy and scope of history for grade 8 students in the province;
2. to outline detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning experiences and instructional techniques in the grade 8 history course;
3. to promote the effective teaching and learning of history for the students enrolled in grade 8; and
4. to help teachers give students a framework for assessment and evaluation practices

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Overview and Rationale

Overview

The *Newfoundland and Labrador History* course introduces students to the study of the history of the province from the turn of the 19th century to the present. It is an interesting and dynamic period of development from colony-to-country-to-province, the time when settled society and institutions were established to shape the province as it is today.

In this course, students explore and appreciate history: as part of their community, region and province; as a window to people and events of the past; as an examination of social change; and as a means of assessing the impact of the past on the present. The development of historical research methods is integrated throughout the course so that students will use the tools of the historian to take with them some understanding and appreciation of Newfoundland and Labrador history. The course has been developed for the adolescent student, so that topics and activities are designed at the appropriate level to engage students in active learning.

The following themes provide the basic structure for *Newfoundland and Labrador History*.

- *Unit 1: Introduction: History as a Lens to the Past*
- *Unit 2: Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People*
- *Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events*
- *Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change*
- *Unit 5: History as a Story of the Past in the Present*

The course themes are developed through a set of specific curriculum outcomes (SCOs) and delineations with each theme providing opportunities for students to engage in active learning experiences. It is expected that all SCOs will be completed. Although it is not necessary to complete all delineations, the teacher will select from them to ensure that the related SCO is adequately treated.

Rationale

The word “history” has at least two meanings: it can mean simply “the past” and everything that happened in it; or the disciplined study of human activity in that past. It is the latter with which we are concerned here, since this course aims to introduce students, not only to the history of Newfoundland and Labrador, but also to how historians go about their work to gain an understanding of the past.

History as a Discipline

History is essential to the search for knowledge. First, if we seek fully to understand the present, we need to know what happened in the past. History orients us in time, and helps to explain why we are living where we are, and the way we behave and are governed. It helps us understand complex current issues of public policy, thus contributing to the development of informed and active citizens.

Second, history is the study of people, both as individuals and in society, and how they behave. In the context of this course, we are studying the people who have lived in Newfoundland and Labrador for the past two centuries - their achievements and failures, their responses to and adaptations of the natural environment, their beliefs and lifestyles, and how they governed themselves. It is relevant to ask why and how they shaped their legacy, and what we can learn from their experiences. Their history contributes to our identity.

This means that historians do move beyond dates and chronologies to examine how and why things happened in the way they did. It is an historical fact, for example, that Newfoundland and Labrador joined Canada in 1949, but the historian analyses the various factors that were involved in the event in order to explain it. In short, historians provide interpretations which seek to make the past intelligible to us in the present.

Historical evidence comes in a wide variety of forms - for example, material objects, letters, newspapers, photographs, maps, drawings, account books, the memories of older people, stories and songs. The good historian finds as much of this primary evidence as possible, and then begins to ask what it all means, how its parts fit together, and how many gaps must be filled. The end product will usually be a written account which presents an interpretation of the evidence.

Interpretations of the evidence, however, may vary. Accordingly, a final, definitive explanation of any aspect of the past is somewhat elusive. The relationship between past and present is always

changing and so is the evidence available. Also, the historian is a product of a given time and place and has to make judgements about the value of often flawed evidence. Nevertheless, as we find out more and more about the human past, it becomes more clearly focussed and we begin to see, perhaps, what actually may have happened. Historians are not mere storytellers.

History has one foot in the humanities and the other in the social sciences: that is, it is a hybrid, which borrows from other disciplines whatever theories and methodologies it finds useful. There are, moreover, many varieties of history, a fact which complicates the discussion even further. The traditional, broad categories are political, social and economic history, each of which overlap and have their own subdivisions. This course places primary emphasis on social and economic factors, but recognizes that the study of politics and government is also indispensable. All three areas are obviously interrelated.

Third, the important tasks of teaching history, according to Osborne (2000), are to “first, instill in students an interest in and even a love for the past while at the same time freeing them from blind obeisance to heritage and tradition; second, to give them a sense of connectedness that helps them identify with the whole human story, and to locate the present in the setting of both past and future; third, to help them think historically; fourth, to show them the range of human action and behaviour...; fifth, to show human beings as active agents in the historical process; and, sixth, to help them understand the nature of their country and of the world of which it is a part.” (p. 431)

Such views of history have persuaded many educators and members of the general public that history is an integral part of a balanced curriculum. The introduction of this course reflects the importance which Newfoundlanders and Labradorians place on their history and heritage, and a recognition that their distinctive history is an essential part of their province’s culture and identity, and that the province’s past points to its future.

Contribution of History to Social Studies Education

This course upholds the concepts and ideas articulated in the *Foundation for the Atlantic Canada Social Studies Curriculum* document. An introductory exploration of the history of the province is integral to the citizenship development of students as they consider the place of Newfoundland and Labrador in the regional, national and global context.

The focus of this curriculum is to:

- respond to the needs and interests of young adolescents
- provide for the exploration of local/regional history topics
- provide historical background to current issues and events
- introduce specific methods and skills of history as a discipline
- foster an appreciation of Newfoundland and Labrador history and of history in general
- reinforce students' pride in their cultural identity, heritage, appreciation of cultural diversity, and sense of belonging.

The Teaching and Learning Context

With the accelerating pace of change, the acquisition of facts learned in isolation will not equip students for life. Problem solving, critical and creative thinking, and informed decision-making are essential for success in the future.

Student Needs

Today's students come with increasingly diverse backgrounds and experiences. An effective instructional environment must incorporate principles and strategies that support this diversity, while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students. Teaching approaches and strategies must actively engage all students in the learning process, through their involvement in a wide variety of experiences. The nature and scope of history provide unique opportunities to do this. To meet these challenges, this history course must be

- student centred
- inviting and inclusive
- respectful of diversity
- participatory, interactive, and collaborative
- engaging and relevant
- challenging
- inquiry-based and issues-oriented
- reflective

Literacy and Social Studies

Literacy plays an important role in the student's experience with social studies. It promotes the student's ability to comprehend and compose spoken, written and visual texts that are commonly used by individuals and groups to participate, critically and effectively in society. The multiplicity of communication channels made possible by technology and the increasing cultural and linguistic diversity of the world call for a broad view of literacy and its place in the content areas.

The ability to read and view is critical for success in social studies. Reading and viewing in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students gather and process information. Writing and representing in the social studies may be thought of as a process by which students communicate what they know about a particular topic. Listening and speaking also are seen as integral to learning: the former is part of the information-gathering phase, and the latter is part of the communication phase.

Reading and viewing, writing and representing, and listening and speaking help students comprehend the meaning of words, symbols, pictures, diagrams, maps and other genres; investigate a range of media in different times and places and provide many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

Critical literacy includes awareness of stereotyping, cultural bias, author's intent, hidden agendas, and silent voices. Students are encouraged to view texts from a variety of perspectives and to interpret the various levels of meaning in a given text. Students are encouraged to be aware that texts are constructed by authors who have purposes for writing and make particular choices when doing so. Critical literacy approaches aid students in comprehending texts at a deeper level and also assist in the construction and reconstruction of their texts.

Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal and advocacy skills.

**The Integration of
Technology in Social
Studies**

Technology should play a major role in the teaching and learning of social studies. Computers and related technologies (e.g., digital cameras, software, databases, Internet, bulletin boards, e-mail, CD-ROM players, video disk players) are valuable classroom tools in acquiring, analysing, presenting, and communicating data. These

technologies allow students to become more active participants in research and learning and provide numerous possibilities for enhancing teaching; for example:

- The Internet and CD-ROMs provide teachers and students with quicker and easier access to extensive and current information. Good research skills, however, are key to efficient use of these resources. Questions pertaining to validity, accuracy, bias, and interpretation must still be applied to information available on the Internet and CD-ROMs.
- Student-created websites and direct e-mail conversations provide students with connections to students and organizations from around the world. This access to first-hand information will enable students to directly employ inquiry skills.
- Students can share what they have learned with others, both in their classroom and beyond, in a wide variety of forms (e.g., graphs, maps, texts, graphic organizers, websites, multi-media presentations) that fit their learning styles.

Resource-Based Learning

The Newfoundland Department of Education document, *Learning to Learn: Policies and Guidelines for the Implementation of Resource-based Learning in Newfoundland and Labrador Schools* (1991), promotes a resource-based learning approach that provides learning experiences to meet the needs of individual students and actively involve them in the learning process. To this end, the effective use of a wide range of teaching and learning strategies, supported by appropriate print, non-print and human resources is essential.

With this approach, students have the opportunity to approach a theme, issue or topic of study in ways that allow for differences in backgrounds, learning styles, needs, and abilities. Resource-based learning promotes information literacy - the ability to access, select, interpret, evaluate, organize, produce and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information gained.

Students and teachers make decisions about appropriate sources of information, tools for learning and how to access them. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources. The development of the critical skills needed for these tasks is essential to historical method and study.

**Instructional
Approaches and
Strategies**

Resource-based teaching has a special resonance for the history teacher, since many of the resources available come in the form of or draw upon historical documents. More specifically, the history teacher sees documents-based approaches as critical to teaching and learning history.

Newfoundland and Labrador History builds an active learning approach for students, supporting lifelong learning skills such as problem-solving, critical thinking, creative thinking, information analysis, and informed decision-making. This program introduces methods and skills of historical research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate, given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in Newfoundland and Labrador History, since (1) students differ in interest, ability, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

History teaching has long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and (2) independent study methods such as homework and recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, roleplay, and visits to historical sites, museums and archives; (2) indirect instructional strategies such as problem-solving, document analysis, and concept formation; and (3) interactive strategies such as debates, brainstorming, discussion, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.

- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

While the merits of transactional and transformational orientations are clear, transmission still has a place in Newfoundland and Labrador History. Direct instruction may be used to introduce a topic, break down a complex concept into simpler constructs, review a topic, or prepare for a comprehensive assessment.

To illustrate some of the principles of effective teaching and a balanced approach to instruction, Appendices 4, 5, 6, and 7 illustrate several instructional approaches that are particularly relevant to the teaching of *Newfoundland and Labrador History*.

A number of strategies can be used to support the course goals and active learning approaches. Fundamentally, the course supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from local and regional sources, print, visual and audio texts, information technology and the Internet, and from the course website.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the skilful teacher to reflect on the course outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstance.

**Multi-Level
Instructional Settings**

The multi-level classroom presents different challenges to teachers for the implementation of courses. Instructional planning may take more time and flexibility is needed in the approach to instruction and evaluation.

Suggestions for organizing instruction for students in multi-age classrooms include:

- teach all grades represented together, using the curriculum of one grade and instructional approaches which allow students to learn at their own ability level
- develop units around themes that integrate and incorporate the required concepts and outcomes from each grade level curriculum

Assessment and Evaluation

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

Introduction

An integral part of the planned instructional cycle is the evaluation of learning for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes and the learning environment was effective towards that end. Evaluation for learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a profound and well-established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued - what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge,

skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to:

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role plays
questioning	debates
performance assessments	case studies
peer- and self-assessments	panel discussions
multimedia presentations	essay writing
graphical representations	

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgements and decisions to the data collected during the assessment phase to address key educational issues. More specifically, how valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice, or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning;
- determining if curriculum outcomes have been achieved;
- certifying that students have achieved certain levels of performance;
- setting goals for future student learning;
- communicating with parents about their children's learning;
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment;
- meeting goals of guidance and administrative personnel.

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation takes place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This evaluation is used to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada (1993)* articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that

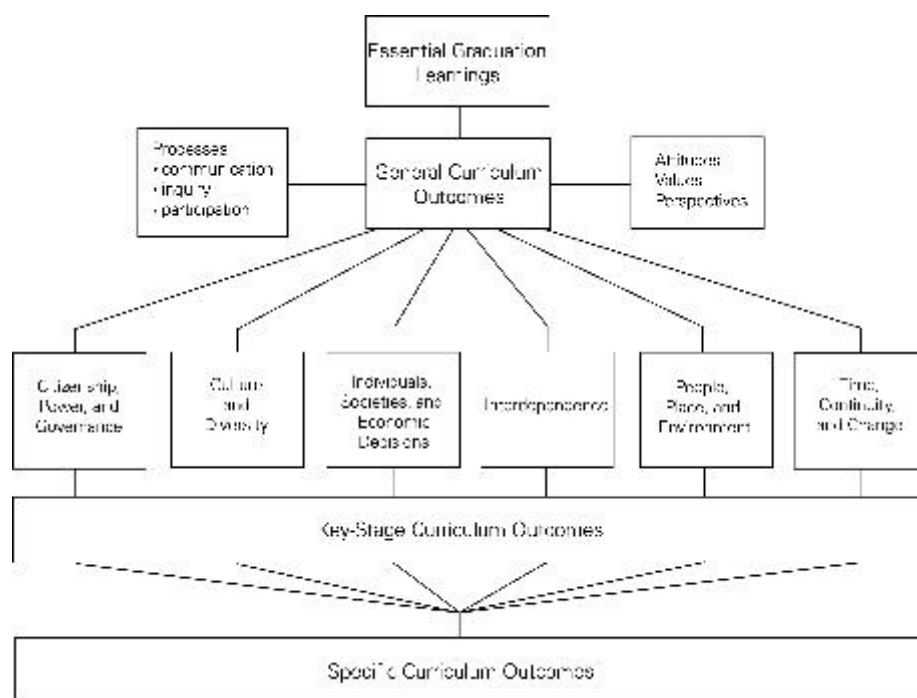
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Curriculum Design and Components

Overview

The Newfoundland and Labrador History curriculum guide is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* document. The general curriculum outcomes (GCOs), skills, and key-stage curriculum outcomes (KSCOs) in the foundation document (including implicit and explicit statements on attitudes, values and perspectives) guided the development of the outcomes for this curriculum guide. The curriculum guide identifies the major themes and organizational structure of the course. It provides examples of how the course contributes to the attainment of the essential graduation learnings and articulates the general curriculum outcomes for history as well as the specific curriculum outcomes for Newfoundland and Labrador History.



Essential Graduation Learnings

The Newfoundland and Labrador History curriculum guide is based on the *Atlantic Canada Framework for Essential Graduation Learnings* and the *Foundation for the Atlantic Canada Social Studies Curriculum* document.

The four Atlantic provinces under the aegis of the Council of Atlantic Ministers of Education and Training (CAMET) have identified the abilities and areas of knowledge that they consider essential for students graduating from high school. Achievement of these essential graduation learnings will prepare students to be life-long learners. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the changing demands of life, work, and study today and in the future. Essential graduation learnings serve as a framework for the curriculum development process.

History, as part of social studies, provides different opportunities for the achievement of the essential graduation learnings. The following examples demonstrate the close links among the essential graduation learnings and *Newfoundland and Labrador History* (the number at the end of each sample refers to the delineations of specific curriculum outcomes).

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Whether analysing historical artifacts or interpreting music, art and literature, students develop an appreciation of the role the arts play in interpreting their world and the world of others. Students will have the opportunity to, for example:

- examine how historical sources (e.g., art, documents, photos, stories, artifacts, and music) are windows into the past (1.1.2)
- draw conclusions about how cultural activity and the economy are connected (4.3.4)

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

History plays a prominent role in enabling students to develop as responsible citizens. By their very nature, history and social studies in general, provide numerous opportunities to develop the various elements of citizenship education. Students will have the opportunity to, for example:

- determine the means by which law and order were maintained in the 19th century (2.4.6)
- assess your position on whether the Commission of Government should have been established (3.4.3)
- describe the two referenda processes whereby Newfoundlanders and Labradorians chose confederation with Canada (4.1.6)

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Communication is implicit in history as students are asked to speak, listen, read, view, think, dramatize, and articulate their thoughts. Students will have the opportunity to, for example:

- present explanations or arguments in support of the key question (1.2.8)
- use the following organizer to interpret a photo (sample assessment strategy for delineations 2.5.2-2.5.8)
- write a letter to the editor of the local paper on the issue of conscription. Use the following checklist to organize your thoughts (sample assessment strategy for delineation 3.1.9)

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Personal development requires that individuals first know who they are - that they have a sense of identity, and that they know where they fit in the scheme of things. Many of the ethical issues that confront today's students must be examined from the critical perspective provided through history. Students will have the opportunity to, for example:

- complete the following chart to compare lifestyles of the 19th century with lifestyles today (sample assessment strategy for delineation 2.5.10)
- describe conditions that contribute to rural depopulation in Newfoundland and Labrador (4.5.4)
- evaluate what is meant by a Newfoundland and Labrador identity (4.5.12)

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

History helps students to respond as citizens to the problems that confront the world today with reference to their historical, social, economic, political, and geographic context. Thus, students will be able to act as empowered citizens, making the necessary decisions and solving problems in a critical and creative manner. Students will have the opportunity to, for example:

- complete the following chart to decide which side they would support in the 1869 Confederation debate (sample assessment strategy for delineation 2.4.8)
- assess one's position on the issue of conscription (3.1.9)
- evaluate a position on the resettlement program (4.3.2)

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

History is replete with opportunities to study the effect technological development has on society. Recognizing the complex issues raised by old and new technologies is critical to achieving technological competence. Students will have the opportunity to, for example:

- explain the role of technology in communications and transportation in the 19th century (2.5.9)
- analyse how changes in transportation and communications affected lifestyle and attitudes (4.3.3)
- describe the growth of technology-based industries (4.4.10)

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Many of the spiritual and moral issues which confront students today such as human rights, gender issues, and religious freedoms must be examined in light of their historical perspective and the changes which have taken place over time. Students will have the opportunity to, for example:

- describe the impact of land-based industries on the traditional role of women (3.2.12)
- evaluate the impact of non-aboriginal activities on aboriginal peoples (4.5.2)
- draw conclusions about strategies used by suffragettes (3.1.14)

General Curriculum Outcomes for History

General curriculum outcomes are broad statements articulating what students are expected to know, to appreciate, and be able to do as a result of the cumulative learning experiences in history. Through achievement of these curriculum goals, students demonstrate the essential graduation learnings.

Below are the general curriculum outcomes for history.

Understandings

Students will be expected to demonstrate an understanding that

- history is the study of change over time
- the explanation of the past is always subject to interpretation
- the physical environment and natural resources greatly influence historical development and events
- the economy plays a vital role in the historical development of a society
- history affects and influences present-day attitudes, beliefs and values
- the diverse cultures of all peoples, including native peoples and newcomers, have greatly impacted and continue to influence historical events
- all members of the community in the past contributed to the development of society
- the history of Newfoundland and Labrador is marked by significant turning points
- the past affects the lives of people as individuals and a society

Competencies

Students will be expected to demonstrate competencies in

- thinking as a historian
- using the tools of history in locating and assessing sources of information and evidence at a basic level
- historical methodology as it applies to examining and constructing historical reports

- constructing, interpreting and presenting spatial and temporal information through the use of graphs, charts, tables, timelines and other visual aids
- appropriately using language, statistics, written reports and other forms of communication and presentation techniques (skits, plays, visual presentations) in a variety of situations
- appropriate use of technology
- literal, interpretive, applied, and critical thinking
- participating in group processes in a way that positively contributes to the quality of the learning task.

Dispositions

Students will be expected to demonstrate an appreciation for

- history as a conversation with the past
- the place of history as a lifelong interest
- local history and its relationship to the regional, provincial and larger picture
- the contribution of the past to present-day society, lifestyle and culture
- both material culture, e.g., houses, textiles, and furniture, and non-material culture, e.g., music, stories, art, and songs as representations of history
- Newfoundland and Labrador's unique cultural heritage and the pride of its citizens in their provincial identity
- the role of informed and rational discussion in the development of historical patterns
- the importance of gathering, organizing, and presenting reliable information in ways appropriate to an assigned task.

Course Themes

The five organizational themes for the course were developed to represent various approaches and purposes for the study of history and for their appropriateness to the time period spanned. A brief description of the five course themes is identified below.

- *Unit 1: Introduction: History as a Lens to the Past* introduces history as a discipline and basic historical research methods. Students will consider conceptions of history and how it is represented in many different ways. Students will develop and refine their research skills through the study of their community/region.

- *Unit 2: Newfoundland and Labrador from the Turn of the 19th Century through to the Early 20th Century: History as a Story of People* examines the origins of all people living in Newfoundland and Labrador in the 1800s, where they settled,

interactions that occurred between various people and groups, and the role of the physical environment on their lifestyles. The unit also examines selected aspects of politics, law, economy, transportation, religion and education in early Newfoundland and Labrador society.

- *Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events* examines the role and impact of significant historical events, growth of land-based economies, significant political events prior to and leading up to joining Canada, and the impact of World War II.
- *Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change* examines the issues and events surrounding Confederation, 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.
- *Unit 5: History as a Story of the Past in the Present* examines the ways 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.

These themes are developed through a set of specific curriculum outcomes and delineations. **It is expected that all SCOs will be addressed.** The understandings, competencies and dispositions that comprise the general curriculum outcomes for history are incorporated into the specific curriculum outcomes for *Newfoundland and Labrador History* as appropriate. The research component of the course encourages exploration of a variety of topics and a diverse selection of sources. Students will use both primary and secondary sources and draw upon a wide variety of sources of information such as reference books, historical documents, newspapers, artifacts, audio-visual materials, electronic sources, (including computer software, CD-

ROMs and appropriate selected sites on the world wide web), museums, historic sites, and archives as well as through interviews and interaction with people who can supply historical information.

Each of the course themes provides opportunities for students to engage in active learning experiences that introduce and/or reinforce historical research methods and skills and meet the learning objectives for the topic. At appropriate points, comparisons are drawn between historical events and current circumstances. Students are challenged to consider that perspectives on events from the past change over time and often differ from the values and perspectives at the time of the event.

Organization and Planning

Organization

The Newfoundland and Labrador history course is designed for approximately 90 hours, i.e., 10% of instructional time. Each theme begins with an overview page that provides a brief description of the contents of the unit. These are followed by a four column layout that includes the specific curriculum outcomes and delineations, sample teaching and learning strategies, sample assessment strategies and sample links with supplementary resources, other curricular areas and community organizations. In addition, the guide has various appendices which further delineate some of its contents.

The four-column layout helps to

- illustrate how learning experiences flow from the outcomes
- illustrate the range of strategies for teaching and learning associated with a specific outcome
- demonstrate the relationship between outcomes and assessment strategies
- provide supplementary resources teachers can use in connection with the outcomes
- suggest ways teachers can make cross-curricular connections

Instructional Planning

In planing instruction for this course it is critical for evaluation to be aligned with outcomes and instruction. Thus, the relative emphasis upon the three thinking skills of knowing, applying and integrating during instruction must be reflected in the assessment of students' work. A table of specifications is provided to help achieve this planning and an instructional pacing chart is provided in Appendix 3.

An examination of the table of specifications shows that the introductory unit, which explores the historical method, makes up 10 % of the course instructional time. Therefore, teachers should

attempt to reflect this emphasis in their instruction. Substantially more instructional time is given to units 2, 3 and 4. Unit share of the total assessment should reflect its share of instructional time. Unit 5 is developed throughout the course and is not weighted in the table of specifications. In planning assessments, the teacher should attempt to reflect the emphasis by competency level illustrated by the table; i.e., student activities, projects or examination items that are at the knowledge level will be weighted 33 %, those at the application level will be weighted 47 % and at the integration level the weighting is 20 %.

Table of Specifications

UNIT	Thinking Competencies			Totals
	Knowing	Applying	Integrating	
1	2	6	2	10
2	12	15	6	33
3	11	15	5	31
4	8	11	7	26
Total	33	47	20	100

Decision-making and organizational planning for students with diverse needs is guided by the process set out in the Department of Education document *Pathways to Programming and Graduation* (2005).

Specific Curriculum Outcomes

Overview

Specific Curriculum Outcomes (SCOs) are a further breakdown of the General Curriculum Outcomes for history. The SCOs and their accompanying subset (delineations) which appear in column 1 of the curriculum guide are designed to give clear direction to teachers with respect to Newfoundland and Labrador history. They set out what students are expected to know and be able to do as a result of their learning experiences in the course. These outcomes also assist educators in determining the most efficient resources and methodologies available to meet the needs of the student.

The skills and attitudes articulated in the General Curriculum Outcomes are integrated throughout the SCOs, their delineations and related sample teaching, learning and assessment strategies. Each delineation is classified on a three-level hierarchy of thinking competencies - from acquiring basic knowledge (knowing), to using this knowledge in new situations and applying relations (applying), and to reflecting and making judgments on this knowledge (integrating). The range of sample teaching and learning strategies in column 2 is used to achieve the outcomes articulated by the SCOs and delineations in column 1.

The SCOs and their delineations represent required learnings and it is expected that all SCOs will be addressed within each unit. Advance planning for the course and units should include consideration of the SCOs and their delineations and how they will be addressed and integrated within units and with other specific curriculum outcomes.

A complete list of the SCOs and their delineations is included as Appendix 1.

How to Use the Four-Column Layout

Unit Title → Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Specific Curriculum Outcomes
 This column includes a specific curriculum outcome for the unit along with the delineations for the outcome. The thinking competencies are labeled K, A, and I.

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 2.2 The student will be expected to demonstrate an understanding of the groups who came to settle in Newfoundland and Labrador in the 19th century</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 19th century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Examine a map of the province to identify and make a list of French place names. (2.2.9) 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) Research why the southern shore of the Avalon was largely populated by the Irish. (2.2.10)

Sample Teaching/Learning Strategies
 This column suggests a variety of approaches that are appropriate for the intermediate learner. Teachers should consider these as examples that they might modify to suit the particular needs of their students.

Unit Title → Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Sample Assessment Strategies
 This column offers a wide range of assessment strategies which may be used in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional strategies.

Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none"> Reflect upon the 'French Shore' issue and express in a paragraph how it contributed to a Newfoundland identity during the later part of the 19th century. (2.2.9) 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." 	<p>Print Resources</p> <p>Borlase. <i>Labrador Studies: The Labrador Inuit</i>.</p> <p>Borlase. <i>Labrador Studies: The Labrador Settlers, Métis and Kablungajjut</i>.</p> <p>Charbonneau. <i>Against The Odds</i>.</p> <p>Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i>.</p> <p>McManus. <i>Atlas of Newfoundland and Labrador</i></p> <p>Major. <i>As Near to Heaven by Sea: A History of Newfoundland and Labrador</i>.</p> <p>O'Flaherty. <i>Part of the Main</i>.</p>

Teacher Notes
 This column offers a listing of student resources which support the prescribed learning outcomes, along with lists of local and provincial historical sites, organizations and links to other curriculum areas. A more extensive listing of resources with bibliographic detail is included in Section 4.

Unit 1

Introduction: History as a Lens to the Past

Content Overview

Unit One provides students with an opportunity to explore history as a discipline - what history is, why it is important and how it is represented in many different ways. Students will recognize that history is all around them, that it is relevant to what is happening in their world today and that everything has its roots in the past. Basic historical research methods will be introduced and later practised through a variety of activities which engage students in locating information, examining and evaluating primary and secondary sources and creating historical reports. A final activity for the unit will consist of a short research project to be done in small groups. Students will undertake a study relating to some aspect of their community/region (e.g., a brief community history, an important event, an important person, an historical site or building). The skills learned in this introduction and practised during the study should be reinforced throughout the remainder of the course.

Skills Overview

1. Frame questions or hypotheses that give clear focus to an inquiry.
2. Solve problems creatively and critically.
3. Recognize significant issues and perspectives in an area of inquiry.
4. Identify sources of information relevant to the inquiry.
5. Gather, record, evaluate, and synthesize information.
6. Draw conclusions supported by the evidence.

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
SCO 1.1 The student will be expected to demonstrate an understanding and appreciation of history	<i>Teachers can have students</i>
1.1.1 Identify historical sources (e.g., art, documents, photos, stories, artifacts, and music) in their own community. (K)	• Bring to class historically significant objects from home. These objects may be displayed as a mini-museum of local history. (1.1.1)
1.1.2 Examine how historical sources (e.g., art, documents, photos, stories, artifacts, and music) are windows into the past. (A)	• Invite an archivist to visit the class to talk about the kinds of documents found in archives and how they are important to those interested in the past. (1.1.1, 1.1.2)
1.1.3 Develop a working definition of history. (A)	• Brainstorm what they think history is about. Responses may be recorded on chart paper to arrive at relevant patterns and then a working definition. (1.1.3)
1.1.4 Distinguish between individual past and collective history. (K)	• Examine records from the past (e.g., a biography, letter, or story) and explain whether it best reflects an individual past or collective history. (1.1.4)
1.1.5 Explain that history is open to interpretation. (K)	• Examine an historical event interpreted differently by two historians. Discuss reasons for differences in interpretation. (1.1.5, 1.1.6)
1.1.6 Explain that historians are guided by rules of evidence. (K)	

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

Sample Assessment Strategies

Students may, for example,

- Use the following comparison chart to show similarities and differences that their working definition of history shares with a prescribed definition. (1.1.3)

Definition 1	Similarities	Definition 2

- Write a definition of individual past and collective history. (1.1.4)
- Compare two interpretations of the same issue or event and list the differences in views. (1.1.5)
- Use a recording sheet to organize information gained from an analysis of a family heirloom, such as a letter, a piece of clothing, photograph, and/or headstone etching (1.1.5, 1.1.6, 1.1.7)

Analysis Sheet: Family Heirloom	
Question	Observations
How can the object be described?	
For what purpose was it created?	
What does the object tell us about the past?	
Is there a particular point of view portrayed by the object?	

Teacher Notes

- With reference to delineation 1.1.3, monitor student definitions for the notion that history is a study of change over time, rather than a mere study of a fixed time period in the past. History may be thought of as an inquisitive “conversation” (i.e., what, where, when, why, and how) with the past.

Agencies/Groups

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

BBC Online, *History Trail: How to do History*
<http://www.bbc.co.uk/history/trail/>

* While all web sites listed in this guide were active at the time of publication, due to the unstable nature of web sites, it is wise to check that they are still active before planning teaching/learning activities centered around them.

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies																
<p>SCO 1.1 The student will be expected to demonstrate an understanding and appreciation of history</p> <p>1.1.7 Infer an historical condition (e.g., economic role, social more, lifestyle, and living conditions) from an historical source. (I)</p> <p>1.1.8 Account for the differences among viewpoints on an issue. (I)</p> <p>1.1.9 Examine the role of historic sites, archives, and museums in interpreting and preserving history. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Select an object (e.g., tool or implement) from the mini-museum and complete an analysis using the following worksheet: (1.1.5, 1.1.6, 1.1.7) <table border="1" data-bbox="841 638 1393 1339"> <thead> <tr> <th colspan="2" data-bbox="841 638 1393 690">Analysis Sheet: Tool/Implement</th> </tr> <tr> <th data-bbox="841 690 1117 743">Question</th> <th data-bbox="1117 690 1393 743">Information</th> </tr> </thead> <tbody> <tr> <td data-bbox="841 743 1117 835">How is the object constructed?</td> <td data-bbox="1117 743 1393 835"></td> </tr> <tr> <td data-bbox="841 835 1117 928">Who constructed it?</td> <td data-bbox="1117 835 1393 928"></td> </tr> <tr> <td data-bbox="841 928 1117 1020">Where was it kept on the owner's property?</td> <td data-bbox="1117 928 1393 1020"></td> </tr> <tr> <td data-bbox="841 1020 1117 1113">How and when was it used?</td> <td data-bbox="1117 1020 1393 1113"></td> </tr> <tr> <td data-bbox="841 1113 1117 1205">Who mainly used it and why?</td> <td data-bbox="1117 1113 1393 1205"></td> </tr> <tr> <td data-bbox="841 1205 1117 1339">What does the object and use say about living conditions/ lifestyle?</td> <td data-bbox="1117 1205 1393 1339"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Examine a fairly recent provincial issue (e.g., the development of the Lower Churchill) in terms of different viewpoints. More specifically, (1.1.7; 1.1.8) <ul style="list-style-type: none"> - What is the underlying issue? - What positions did key players take at the time? - What arguments were used by one side? - What arguments were used by the opposing side? - What beliefs or values were at odds in this issue? 	Analysis Sheet: Tool/Implement		Question	Information	How is the object constructed?		Who constructed it?		Where was it kept on the owner's property?		How and when was it used?		Who mainly used it and why?		What does the object and use say about living conditions/ lifestyle?	
Analysis Sheet: Tool/Implement																	
Question	Information																
How is the object constructed?																	
Who constructed it?																	
Where was it kept on the owner's property?																	
How and when was it used?																	
Who mainly used it and why?																	
What does the object and use say about living conditions/ lifestyle?																	

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

Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none">• Compile questions for a visit to a local/regional historical site (e.g., archaeological site, museum, archive, or virtual site). (1.1.9) For example, What is the purpose of the site? What aspects of history are presented? How is historical information presented? Does the site include primary artifacts? What kinds of information are presented?	

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 1.2 The student will be expected to demonstrate an understanding of how to find out about the past</p> <p>1.2.1 Distinguish between a primary source and a secondary source. (K)</p> <p>1.2.2 Distinguish between archival material and artifacts. (K)</p> <p>1.2.3 Formulate a key question that is supported by a given source. (A)</p> <p>1.2.4 Identify other sources that relate to the key question. (A)</p> <p>1.2.5 Gather information that is significant for the question. (A)</p> <p>1.2.6 Find patterns and trends in the information. (A)</p> <p>1.2.7 Draw conclusions based on the patterns and trends in the information.(A)</p> <p>1.2.8 Present explanations or arguments in support of the key question. (A)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Examine two sources of historical information and explain why one is a primary source and the other is a secondary source. (1.2.1) • Use the historical method. To illustrate the historical method at the commencement of this course, the scope of the tasks for delineations 1.2.2 to 1.2.8 should be kept quite simple. For example, ask students to examine the mini-museum to identify a possible historical question. Items of clothing may spark an interest in clothing in the past. Then the teacher should guide student development of the hypothesis (e.g., everyday clothing often related to specific work tasks). Students will soon realize that they need additional sources to support their key question (e.g., old issues of mail order catalogues, photos, and oral descriptions). As they analyse the information from different sources, they will be able to see patterns among facts and ideas. These patterns will yield the conclusions to support the key question. The “publication” of their findings may be multi-formatted, e.g., an oral classroom presentation, an electronic photo-essay, or a poster-board display. (1.2.2-1.2.7)

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

Sample Assessment Strategies

Students may, for example,

- Complete the following chart to demonstrate their competence with delineation 1.2.1.

Document No.	Check (✓)	
	Primary	Secondary

- Complete the following worksheet to demonstrate competence with delineations 1.2.2-1.2.8.

Worksheet Working with Historical Documents
My key question for Document No. ___ is _____.
Other documents that tell me more about my key question are _____ _____.
The other documents show me that _____ _____ _____.
I can now conclude that _____ _____ _____.

Teacher Notes

- In the assessment strategies, provide a series of documents for students to use. Assign each document a reference number. Ensure that the range of documents is comprehensive enough to support the assessment. (1.2.1-1.2.8)
- Primary sources include handwritten or typed records that have not been published - diaries or letters; items published usually after the death of their author - letters, diaries, memos, field notes, etc.; items originally intended for publication - newspapers, reports, autobiographies, etc.; objects - artifacts, tools, weapons, tombstones, photos, film, art; oral histories; interviews; music; public edifices; architecture.
- Secondary sources include books, articles, essays, and documentaries about historical events and/or people.

Print Resources

McMannus, G. And C. Wood. *Atlas of Newfoundland and Labrador. Signal Hill: An Illustrated History*

Agencies/Groups

Association of Newfoundland and Labrador Archives <http://www.anal.nf.ca>
 Center for Newfoundland Studies <http://www.mun.ca/library/cns/cns.html>
 Historic Sites Association of Newfoundland and Labrador <http://www.historicsites.ca>
 Provincial Museum of Newfoundland and Labrador <http://www.gov.nf.ca/panl/>
 Parks Canada <http://parkscanada.gc.ca>
 Provincial Archives of Newfoundland and Labrador <http://www.gov.nf.ca/panl>

Unit 2

Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th 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.

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 2.1 The student will be expected to demonstrate an understanding of the Aboriginal peoples who lived in Newfoundland and Labrador in the 19th century</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">• Read an account of the extinction of the Beothuk and develop a sequence of the main developments involved. (2.1.4)• 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) <div data-bbox="824 919 1409 1327" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Sequence Chart</p><pre>graph LR; A[] --> B[]; B --> C[]; C --> D[]; D --> E[]</pre></div>

Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th 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 Beothuck.*

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

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

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 2.2 The student will be expected to demonstrate an understanding of the groups who came to settle in Newfoundland and Labrador in the 19th century</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"> • 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) • 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) • 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) • 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) • Draw a map and shade in the areas where selected family names tend to be clustered. (2.2.4, 2.2.7) • Look at a historical map of Newfoundland and Labrador and compare the distribution of the main population centres early in the 19th century with those at the turn of the 20th century. (2.2.7) • Select a community that has a history associated with the fishery from the 19th 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)

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

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)

Why Early Settlers Came to Newfoundland and Labrador
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.

Family Names: Location		
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
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 19th Century through the Early 20th Century: History as a Story of People

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 2.2 The student will be expected to demonstrate an understanding of the groups who came to settle in Newfoundland and Labrador in the 19th century</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 19th century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">• Examine a map of the province to identify and make a list of French place names. (2.2.9)• 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)• Research why the southern shore of the Avalon was largely populated by the Irish. (2.2.10)

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

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

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 2.3 The student will be expected to demonstrate an understanding of the economic context of lifestyles of Newfoundland and Labrador peoples in the 19th century</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"> Engage in a “fish-bowl” cooperative learning structure for Delineations 2.3.1 and/or 2.3.3. <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"> 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) Select a poem, song, or brief reading that depicts the seal fishery of the 19th century and role play the characters/conditions/actions involved. (2.3.10, 2.3.11)

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

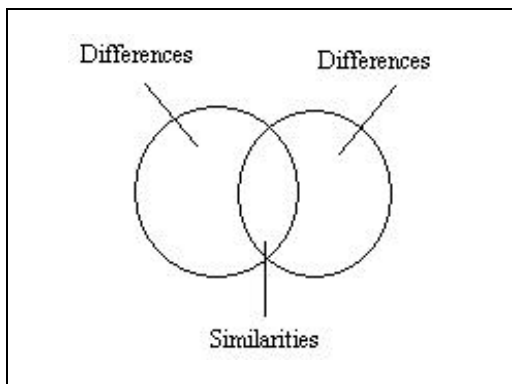
Sample Assessment Strategies

Students may, for example,

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

Subsistence Economy
<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*.

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies								
<p>SCO 2.3 The student will be expected to demonstrate an understanding of the economic context of lifestyles of Newfoundland and Labrador peoples in the 19th century</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 19th 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"> 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) Read a story or an account of a trapper at work in Labrador. Complete the following chart. (2.3.13) <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"> 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"> - What group is highlighted? - What about them is considered important? - What feelings are created in the group as they sing (or listen to) this song ? 	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								
Time on the trap-line	Past-time on the trap-line								
Ways of moving about	Risks involved								

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

Sample Assessment Strategies

Students may, for example,

- Reflect upon the pros and cons of being a sealer in the 19th 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 19th century. (2.3.16)

19 th 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

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies												
<p>SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19th century</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 19th 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"> 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"> - A fish merchant - Head of the Church of England (Anglican) - Head of the Roman Catholic church - A fisher person Conduct research to find out how the churches felt about responsible government. The findings may be summarized in following chart. (2.4.7) <table border="1" data-bbox="862 947 1357 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"> Write a dialectical journal entry (see Appendix 7) about Newfoundland’s refusal to join confederation with Canada in 1869. (2.4.8) Give evidence to demonstrate how the Newfoundland government promoted the building of the railway. (2.4.9) <table border="1" data-bbox="865 1568 1382 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:
Denomination	Views on Resp. Gov.												
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Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

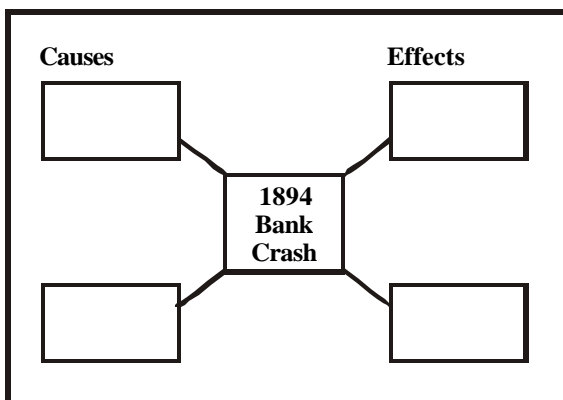
Sample Assessment Strategies

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

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies														
<p>SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19th century</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 19th century. (I)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> 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) <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"> Use the following organizer to examine the role and accomplishments of key political leaders at the time of confederation. (2.4.13) <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
Government Reactions to															
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Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Sample Assessment Strategies	Teacher Notes						
<p>Students may, for example,</p> <ul style="list-style-type: none"> Use the following chart to write a short biography of William Coaker. (2.4.11) <table border="1" data-bbox="224 642 769 1129"> <thead> <tr> <th data-bbox="318 659 675 690">Checklist for Writing a Biography</th> </tr> </thead> <tbody> <tr> <td data-bbox="237 716 431 743">Who is this person?</td> </tr> <tr> <td data-bbox="237 804 578 831">What qualities did the person have?</td> </tr> <tr> <td data-bbox="237 892 599 919">What examples prove these qualities?</td> </tr> <tr> <td data-bbox="237 980 639 1008">Describe events that changed this person?</td> </tr> <tr> <td data-bbox="237 1068 631 1096">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"> For delineation 2.4.12, the crises include the St. John’s fire of 1892, the French Shore question, and the 1894 bank crash. For delineation 2.4.13, key figures would include William Carson, Patrick Morris, Ambrose Shea, Charles Bennett, Francis Forbes, Frederic Carter, and Henry Winton.
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?							

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies																
<p>SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19th century</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 19th century. (A)</p> <p>2.5.3 Define the term “mumming”. (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 19th 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"> 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) Conduct research on food ways in 19th 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) 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) Peer tutor. A student reads to a peer an assigned section, e.g., Christmas amusements in the 19th 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) Use the following chart to describe a home remedy used in the 19th century. (2.5.6, 2.5.7) <table border="1" data-bbox="812 1323 1396 1827"> <thead> <tr> <th colspan="2" data-bbox="812 1323 1396 1375">Home Remedies</th> </tr> <tr> <th data-bbox="812 1375 1104 1428">Medicine</th> <th data-bbox="1104 1375 1396 1428">Information</th> </tr> </thead> <tbody> <tr> <td data-bbox="812 1428 1104 1480">Identify the remedy</td> <td data-bbox="1104 1428 1396 1480"></td> </tr> <tr> <td data-bbox="812 1480 1104 1533">What is it made from?</td> <td data-bbox="1104 1480 1396 1533"></td> </tr> <tr> <td data-bbox="812 1533 1104 1585">Who made it?</td> <td data-bbox="1104 1533 1396 1585"></td> </tr> <tr> <td data-bbox="812 1585 1104 1638">How is it prepared?</td> <td data-bbox="1104 1585 1396 1638"></td> </tr> <tr> <td data-bbox="812 1638 1104 1690">How was it administered?</td> <td data-bbox="1104 1638 1396 1690"></td> </tr> <tr> <td data-bbox="812 1690 1104 1827">What is it supposed to treat?</td> <td data-bbox="1104 1690 1396 1827"></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?	
Home Remedies																	
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Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th 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 th 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 20th 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 19th Century through the Early 20th Century: History as a Story of People

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies																
<p>SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19th century</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 19th century. (K)</p> <p>2.5.10 Compare lifestyles of the 19th 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"> Use the following chart to explore the significance of selected innovations in transportation and communications. (2.5.9) <table border="1" data-bbox="841 657 1398 1131"> <thead> <tr> <th colspan="2">19th 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"> Divide into two groups: one to record ideas on chart paper about what it would have been like to live during the 19th century. The other group identifies those aspects that contrast most with aspects of their lifestyle today. (2.5.10) Make a list of ways in which lifestyles from the 19th century may have affected traditions practised today (e.g., housing, music, sports, and food). (2.5.2, 2.5.4, 2.5.10) Make a journal entry about how they would have to adjust to life in 19th century Newfoundland and Labrador. (2.5.10) 	19 th 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	
19 th 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																	

Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th 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 19th 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.

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 20th 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>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</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"> Examine several propaganda posters used during World War I and describe their purpose and intended effect on the reader. (3.1.2) 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) 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) 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) Complete the following chart to describe military tactics used during World War I. (3.1.4) <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	
Military Tactics in World War I															
Technology	Impact														
Submarines															
Tanks															
Poison gas															
Heavy artillery															
Airplanes															

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

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>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</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"> • 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) • Take a personal position on the issue of conscription. Ask them to write a response to the following statement: (3.1.9) <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"> • 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) • 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) • Create a website to illustrate the history of the Women’s Suffrage Movement. (3.1.13, 3.1.14)

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"> 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) <table border="1" data-bbox="224 611 773 999"> <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"> 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) <table border="1" data-bbox="228 1203 776 1650"> <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>Teacher Notes</p> <ul style="list-style-type: none"> Biographies may be written about such individuals as Cluney Macpherson, Tommy Ricketts, and Owen Steele. <p>Print Resources</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>Video Resources</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>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</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 20th 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 20th century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Develop a timeline to trace the establishment of mining operations. (3.2.3) Complete the following chart to describe the working conditions of underground miners during the first half of the 20th century. (3.2.4) <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"> 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) 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) Complete a reflective journal entry for working conditions of a logger during the 1920s. (3.2.8) 	Working Conditions of Miners		Conditions	Information	Length of shift		Rate of pay		Underground conditions		Equipment used	
Working Conditions of Miners													
Conditions	Information												
Length of shift													
Rate of pay													
Underground conditions													
Equipment used													

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

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/>

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>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</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">• 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)• 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)

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"> • Make a journal entry to reflect upon the working conditions of loggers. (3.2.8) • 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) 	<ul style="list-style-type: none"> • 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. • Refer to Appendix 10D for a holistic speaking rubric to assess the student’s oral presentation. <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 50th 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 & 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>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</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"> 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) 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) 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) <table border="1" data-bbox="841 978 1399 1289"> <thead> <tr> <th data-bbox="847 982 1117 1029">Ideas</th> <th data-bbox="1123 982 1393 1029">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="847 1037 1117 1117">How the Inuit contracted the disease.</td> <td data-bbox="1123 1037 1393 1117"></td> </tr> <tr> <td data-bbox="847 1125 1117 1205">Impact on families and the community.</td> <td data-bbox="1123 1125 1393 1205"></td> </tr> <tr> <td data-bbox="847 1213 1117 1285">Why the disease took such a heavy toll.</td> <td data-bbox="1123 1213 1393 1285"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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) Create a web page about the 1914 sealing disaster or the 1929 tidal wave. (3.3.1, 3.3.5) 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) Use a spider web organizer to demonstrate their understanding of the term “depression”. (3.3.8) 	Ideas	Notes	How the Inuit contracted the disease.		Impact on families and the community.		Why the disease took such a heavy toll.	
Ideas	Notes								
How the Inuit contracted the disease.									
Impact on families and the community.									
Why the disease took such a heavy toll.									

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

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

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>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</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">• 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">- What they think caused the depression.- Impact on the family.- Feelings about what the government was doing.- Their feelings about what the future held for them.

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

Perspectives on the Great Depression	
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.

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

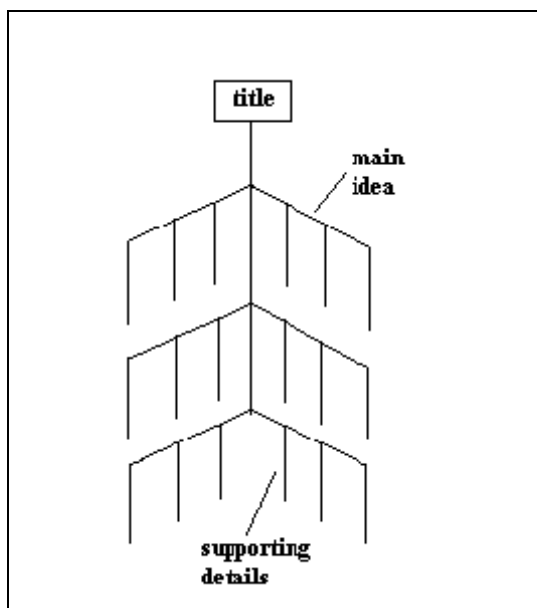
Specific Curriculum Outcomes	Sample Teaching/Learning Strategies															
<p>SCO 3.4 The student will be expected to demonstrate an understanding of the impact of political events of the 1930s</p> <p>3.4.1 Summarize the conditions that resulted in the St. John’s riot of 1932. (K)</p> <p>3.4.2 Examine 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"> 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) 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) Use a concept web to outline the initiatives undertaken by the Commission of Government to improve conditions in Newfoundland and Labrador. (3.4.5) Use the following organizer to compare educational conditions during Commission of Government with educational conditions today. (3.4.7) <table border="1" data-bbox="850 1205 1398 1478"> <thead> <tr> <th colspan="3">Education: Then and Now</th> </tr> <tr> <th>Then</th> <th>Criteria</th> <th>Now</th> </tr> </thead> <tbody> <tr> <td></td> <td>Buildings</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Materials</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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) 	Education: Then and Now			Then	Criteria	Now		Buildings						Materials	
Education: Then and Now																
Then	Criteria	Now														
	Buildings															
	Materials															

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>SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador</p> <p>3.5.1 Explain why Newfoundland’s location made it important to the war effort. (K)</p> <p>3.5.2 Identify the major World War II military installations in Newfoundland and Labrador. (K)</p> <p>3.5.3 Analyse the motivation of Newfoundlanders and Labradorians to enlist in the services. (A)</p> <p>3.5.4 Examine the military and non-military involvement of Newfoundlanders and Labradorians in the war effort. (A)</p> <p>3.5.5 Summarize the ways in which women were involved in the war effort. (K)</p> <p>3.5.6 Describe selected war activities that occurred in Newfoundland and Labrador. (K)</p> <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>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none">• Draw a map of Newfoundland and Labrador and indicate the location of military bases during World War II. (3.5.2)• 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)• 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)• Given statistics on females in the labour force 1935 and 1945, generalize from the patterns shown. (3.5.8)• 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)• 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)

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"> Use the following guide for writing a news article. (3.5.6) <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"> 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) <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		<ul style="list-style-type: none"> 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. 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. 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? Refer to page 78 of this guide for an example of a concept web. 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. <p>Agencies/Groups</p> <p>North Atlantic Aviation Museum, Gander Radio Broadcasts Royal Canadian Legion U.S. Bases in Newfoundland. http://www.mirror.org/wayne.ray/fulltext.html</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>SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador</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">• 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)

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"> • Develop a concept web to show the impact of the American presence on Newfoundland and Labrador culture. (3.5.11) 	<p>Agencies/Groups</p> <p>North Atlantic Aviation Museum, Gander Radio Broadcasts Picture study of no man’s land http://www.ukans.edu/kansite/ww_one/photos/location.html Royal Canadian Legion U.S. Bases in Newfoundland. http://www.mirror.org/wayne.ray/fulltext.html Veterans Affairs Canada http://www.198.103.134.2/general</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 & 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>

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.

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 4.1 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" data-label="Diagram"> </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" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="2">Role of the National Convention</th> </tr> </thead> <tbody> <tr> <td>Why it was needed.</td> <td></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	
Role of the National Convention											
Why it was needed.											
Who established it.											
Its goals											
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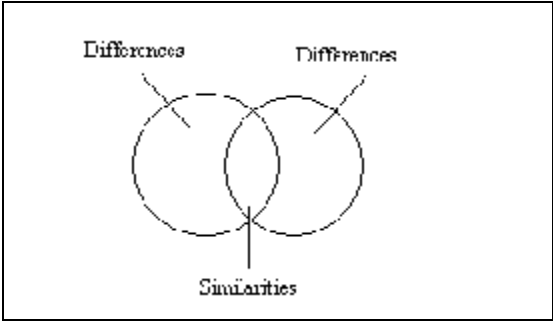
Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

<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: auto; margin-right: auto; 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>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: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2">Song Analysis Worksheet</td> </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>
A Five-Frame Narrative																							
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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 4.1 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 patterns 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="852 810 1398 1234"> <thead> <tr> <th colspan="2" data-bbox="852 810 1398 863">Decision Chart</th> </tr> <tr> <td colspan="2" data-bbox="852 863 1398 915">Issue:</td> </tr> <tr> <th data-bbox="852 915 1122 968">Choice</th> <th data-bbox="1122 915 1398 968">Consequences</th> </tr> </thead> <tbody> <tr> <td data-bbox="852 968 1122 1062" rowspan="2">1</td> <td data-bbox="1122 968 1398 1062">positive</td> </tr> <tr> <td data-bbox="1122 1062 1398 1146">negative</td> </tr> <tr> <td data-bbox="852 1146 1122 1234">2</td> <td data-bbox="1122 1146 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
Decision Chart												
Issue:												
Choice	Consequences											
1	positive											
	negative											
2	positive											

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

<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>
Analysis Sheet: Cartoon															
Question	Response														
What symbols are used in this cartoon?															
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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 4.2 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)

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

<p>Sample Assessment Strategies</p> <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="margin-left: auto; margin-right: auto;"> <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="margin-left: auto; margin-right: auto;"> <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		<p>Teacher Notes</p> <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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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 4.2 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>Sample Teaching/Learning Strategies</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		
Employment of Parents/Care-Givers													
Sector	Number	Percent											
Primary													
Secondary													

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">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>

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 4.3 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" data-bbox="841 579 1398 963"> <thead> <tr> <th colspan="2">Why Resettlement Occurred</th> </tr> <tr> <th>Issue</th> <th>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" data-bbox="841 1119 1388 1612"> <thead> <tr> <th colspan="2">Was Resettlement a Wise Decision?</th> </tr> <tr> <th>Person</th> <th>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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Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

<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>
Checklist for Reading a Poem																	
Criteria	Check																
From the title predicts what the poem is about.																	
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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 1050 1398 1409"> <thead> <tr> <th colspan="2" data-bbox="854 1050 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

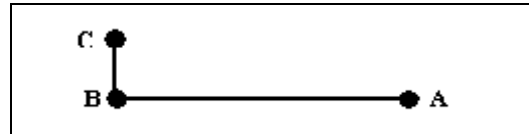
Students may, for example,

- 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)

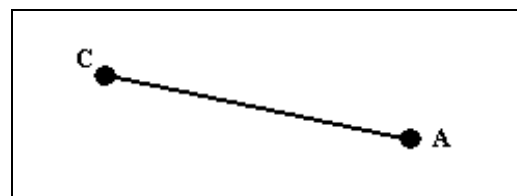
A Revision/Editing Checklist for Writing		
	Yes	Not Yet
<p><i>Content</i></p> <p>Does my writing make sense? Does it achieve my purpose? Do I have the details I need?</p>		
<p><i>Organization</i></p> <p>Is my beginning interesting? Are my ideas in the right order? Does my ending bring my writing together?</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="224 632 777 1625"> <thead> <tr> <th data-bbox="224 632 777 684">Examining Issues in History</th> </tr> </thead> <tbody> <tr> <td data-bbox="224 686 777 806">What is the main issue?</td> </tr> <tr> <td data-bbox="224 808 777 957">What positions did key players take at the time?</td> </tr> <tr> <td data-bbox="224 959 777 1108">What arguments were used by one side to support their position?</td> </tr> <tr> <td data-bbox="224 1110 777 1291">What arguments were used by the opposing side to support their position?</td> </tr> <tr> <td data-bbox="224 1293 777 1442">What beliefs or values are at odds in this issue?</td> </tr> <tr> <td data-bbox="224 1444 777 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

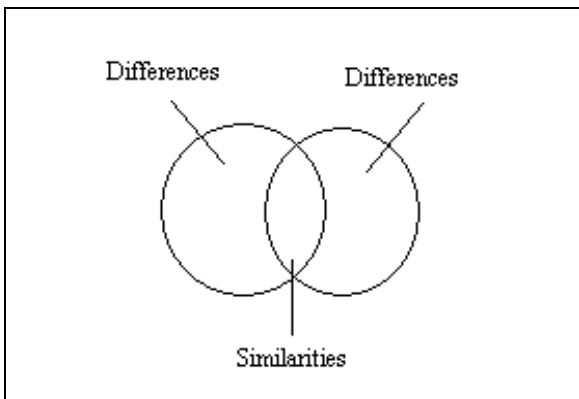
Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>SCO 4.5 The student will be expected to demonstrate an understanding of social changes and issues that Newfoundland and Labrador experienced at the close of the 20th century</p> <p>4.5.1 Describe how people and organizations can contribute 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="852 682 1388 1207" 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

Aboriginal Lifestyle: Before and After Confederation		
Before	Criteria	After
	Getting food	
	Education	
	Shelter	
	Transportation	

Sample Assessment Strategies

Students may, for example,

- Complete the following chart to show the impact of Confederation on Aboriginal Society and culture. (4.5.11)

- 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)

Teacher Notes

- *The graffiti cooperative learning structure*
Divide the class into groups of three or four students.
 1. Give each group a sheet of flip-chart paper and different colored pens (a different one for each student).
 2. 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).
 3. Stop all groups and ask them to pass their sheet to the next group.
 4. Each group refines or adds to the ideas of the previous group.
 5. Repeat the process until the original sheet returns to the home group.
 6. Then, each group reads its original ideas along with the comments that were added.
 7. Develop a consensus around a succinct summary of all the comments to capture what students think is a Newfoundland and Labrador identity.

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.

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

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>

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

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>

Section IV: Resources

Newfoundland and Labrador History envisages a network of material and human resources extending throughout the school, into the community and to provincial, national and global resources accessible through various information and communication technologies - classrooms, school libraries, public libraries, the Internet, and resource people. No single resource can provide sufficient material to nurture the development of any learner or group for any extended period of time. The range of resources must

- reflect the diversity of the learner's interests, needs, abilities, and experiences
- support the achievement of the curriculum outcomes
- be available to learners

This curriculum guide emphasizes the diversity of resources which can support and enhance the learning environment in the history classroom. In addition to the authorized resources, a comprehensive list of additional resources is provided. This list is not all inclusive and teachers and students will find that they may have access to many other pertinent resources in their local area. While it is not expected that all teachers and students will have access to all the resources listed, they should have access to enough to provide the kinds of resource-based activities which will help them accomplish the learning outcomes of the program.

Authorized Resources

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Place of the Boss: Utshimassits.(1996). National Film Board of Canada.

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Port Union. (1980). Where Once They Stood Series. (A. C. Hunter Video Collection, P0214).

Power From Labrador. (1973). (Available A. C. Hunter Video Collection, P0577-0578).

The Revenge of Mina Hubbard. (1985). CHCH-TV, My Country Productions Inc., Oakville, ON: Magic Lantern Communications.

Rigs, Jigs, and Songs from the Heart: A Musical Journey from Port aux Basques to St. John's.(1988).With host Dermot O'Reilly. Piper Stock Productions and CBC with assistance from Telefilm Canada and the Government of Newfoundland and Labrador.

Seven Brides for Uncle Sam. (1997). National Film Board of Canada.

Sir Richard Squires. (1981). Yesterday's Heroes Series. (Available A. C. Hunter Video Collection, P0186, P0262).

Sir Robert Reid. (1981). Yesterday's Heroes Series. (Available A. C. Hunter Video Collection. P0190-0191).

Tail of the Banks. (1984). Land and Sea Program, CBC, St. John's, NL.

Taking Stock. (1994). National Film Board of Canada.

10 days - 48 hours. (1986). National Film Board of Canada.

The Tenth Frontier. (1956). National Film Board of Canada.

This Land of Fish. (1984). Land and Sea Program, CBC, St. John's, NL. (Available A. C. Hunter Video Collection. P0638, P0644).

Tommy Ricketts. (1981). Yesterday's Heroes Series. (Available A. C. Hunter Video Collection. P0192-0193)

Topsail Star. (1987).Land and Sea Series. St. John's, NL: CBC.

The Untold Story of the Suffragists of Newfoundland. (1999). Video produced by Marian Frances White. Codlessco, 1999. Teacher's Guide by Marian Frances White & Victoria Pennell, Women's Policy Office, Government of Newfoundland and Labrador, 2000. (Distributed to all Junior and Senior High Schools in the province)

Two Voyages to the Ice: Sealing Past and Present. (1983). Land and Sea Series, (Available A. C. Hunter Video Collection, P0181-0182).

Unitas Fratrum: The Moravians of Labrador. (1983). National Film Board of Canada.

Unpeopled Shores. (1994). (Available A. C. Hunter Video Collection, P0587).

An Untidy Package: Women and the Newfoundland Cod Moratorium. (1997). National Film Board of Canada.

Wabana: Bell Island. (1980). Where Once They Stood Series. (A. C. Hunter Video Collection, P0221, P0261).

War Brides. (1966). Land and Sea Program, CBC, St. John's, NL.

Whisper In The Air. (1995). (Available A. C. Hunter Video Collection. P0594).

A Woman's Place. (1967). National Film Board of Canada.

(NOTE: For descriptions of and information on how to borrow the videos located in the A. C. Hunter Video Collection see the web site at <http://www.publib.nf.ca/VIDEOS/index.html>. Many NFB videos are also available for borrowing from this location.)

Websites

Association of Newfoundland and Labrador Archives. This site provides detailed information on the archival repositories located throughout the Province including detailed contact information.
<http://www.anal.nf.ca>

Section 4: Resources

Appleton-Glenwood. <http://www.centralnewfoundland.com/appletonglenwood.php3>

Archives of the Roman Catholic Archdioceses of St. John's. <http://www.delweb/rcec/archives>

Atlantic Oil and Gas Magazine. <http://www.publishingworld.com/oilstories/june03.html>

Baie Verte. <http://www.emerald-zone.nf.ca/industrysectors/municipalities/baieververt.htm>

Buchans. <http://home.thezone.net/~buchans/introframe.htm>

CBC Archive. <http://archives.cbc.ca>

Canada-Newfoundland Offshore Petroleum Board. <http://www.cnopb.nfnet.com/>

Canadian History Grassroots Project Website. <http://www.hhm.k12.nf.ca/chistory/>

Census and Parish Records by Region. Newfoundland and Labrador Genealogy Project.
http://www.huronweb.com/genweb/nfdata/main_n.htm

Center for Newfoundland Studies. <http://www.mun.ca/library/cns/cns.html>

Changes in Place Names in Newfoundland. http://www3.nf.sympatico.ca/nlgs/nfld_nam.htm

Churchill Falls - The Largest Underground Powerhouse in the World.
http://www.ieee.ca/millennium/churchill/cf_home.html

City of St. John's Archives. <http://www.stjohns.ca/cityservices/archives/index.jsp>

Colony of Avalon. <http://www.heritage.nf.ca/avalon/default.html>

Confederation Website. http://www.heritage.nf.ca/confed_crb/default.html

The Confederation Debate: 50 Years and Counting.
<http://www.heritage.nf.ca/confederation/introduction.html>

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

Desperate Measures: The Great Depression in Newfoundland and Labrador. Newfoundland and Labrador Adult Basic Education Social History Series.

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

Diocesan Synod of Eastern Newfoundland and Labrador Archives, Anglican Diocesan Center, St. John's.

Federation of Francophones de Terre-Neuve et du Labrador. *<http://www.francophonie.nfld.net>*

Fisherman's Union Trading Company. [On-Line] Available:

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

The First Five Hundred. *<http://www.chebucto.ns.ca/Heritage/NGB/NFREG/coverp.htm>*

The First Year of the Newfoundland Railway: A Selected Chronology by Randy P. Noseworthy

<http://www3.nf.sympatico.ca/gazebo.hill/nrs.html/page3.html>

Glenwood. *<http://www.k12.nf.ca/marysimms/glenwood.htm>*

Grenfell Historic Properties. *<http://www.grenfell-properties.com/>*

Grenfell Historic Society. *<http://www3.nf.sympatico.ca/grenfell>*

A History of Botwood. *<http://www3.nf.sympatico.ca/botwood/history.htm>*

Historica. An organization that promotes the teaching and learning of Canadian History and sponsors the National Heritage Fair. *<http://wwwhistorica/>*

History of the Baie Verte Peninsula, Newfoundland.

http://www.emerald-zone.nf.ca/Profiles/hist_bvp.htm

History Trail: How to do History - BBC OnLine.

http://www.bbc.co.uk/history/lj/how_to_do_historylj/index.shtml

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

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

Labrador Inuit Association Website. *<http://www.nunatsiavut.com/>*

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Labrador West. <http://www.labradorwest.com/>

Lifelines: Canada's East Coast Fisheries - Key Issues in Atlantic Fishery Management.
<http://www.civilization.ca/hist/lifelines/gough1e.html>

Logging Communities. <http://www.k12.nf.ca/marysimms/logtown.htm>

Maritime History Archives. <http://www.mun.ca/mha>

Marine Institute - Networked Educational Topics. <http://www.ifmt.nf.ca/mi-net/topics.htm>

Melvin Baker's Homepage. (A collection of various Newfoundland and Labrador History Resources.)
<http://www.ucs.mun.ca/~melbaker/>

Military Records of the Royal Newfoundland Regiment.
<http://www.chebucto.ns.ca/Heritage/NGB/NFREG/index1.html>

Museum Association of Newfoundland and Labrador. <http://www.manl.nf.ca>

National Archives of Canada. <http://www.archives.ca/>

National Library of Canada. <http://www.nlc.gc.ca>

Newfoundland and Labrador Heritage Fairs. <http://www.heritage.k12nf.ca/>

Newfoundland Enters Confederation. CBC Archives. <http://archives.cbc.ca>.

Newfoundland Historic Society. <http://www.infonet.st-johns.nf.ca/providers/nfldhist>

The Newfoundland Salt Fisheries: A Digital Exhibit. (Various Partners.)
<http://collections.ic.gc.ca/fisheries/>

Newfoundland and Labrador Department of Fisheries and Aquaculture.
<http://www.gov.nf.ca/fishaq/Industry/industry.htm>

Newfoundland and the Great War Website. <http://www.heritage.nf.ca/greatwar/default.html>

Newfoundland and Labrador Gen Web. <http://www.huronweb.com/genweb/nf.htm>

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

Newfoundland and Labrador Web Sites by Subject. (Wide Assortment of Topics). Centre for Newfoundland Studies (CNS), Memorial University of Newfoundland.
<http://www.mun.ca/library/cns/links.html>

The Newfoundland Museum : Museums and related Links - Historic Sites.
<http://www.nfmuseum.com/muslinksites.htm>

The Newfoundland Museum: Museums and Related Links - Museums
<http://www.nfmuseum.com/muslinkmus.htm>

Newfoundland War Memorials Gallery.
<http://www.harrypalmergallery.ab.ca/galwarnfld/galwarnfld.html>

North Atlantic Aviation Museum, Gander.
<http://aeroweb.brooklyn.cuny.edu/museums/nf/naamnf.htm>

Ocean Resources Online. <http://www.ocean-resources.com/issues/articles>

Off Shore Technology: The Website for the Offshore Oil & Gas Industry.
<http://www.offshore-technology.com/index.html>

Oral History Society. <http://www.oralhistory.org.uk/>

Parks Canada Website. http://parkscanada.pch.gc.ca/parks/main_e.htm

Places in Newfoundland and Labrador, Canada. Prepared by Centre for Newfoundland Studies.
<http://www.mun.ca/library/cns/comm.html>

Provincial Archives of Newfoundland and Labrador. This site provides detailed information on holdings and services to the public. <http://www.gov.nf.ca/panl/>

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

Registered Heritage Structures. <http://www.heritage.nf.ca/society/rhs/rs-listing.html>

Section 4: Resources

Religion, Society and Culture in Newfoundland and Labrador: The Newfoundland and Labrador Pages of Dr. Hans Rollmann, Department of Religious Studies, Memorial University of Newfoundland. <http://www.ucs.mun.ca/~hrollman/>

Royal Canadian Legion of Newfoundland and Labrador Website. <http://www.legion.ca/nf/home.htm>

RNC Historic Society Museum/Archives, St. John's. www.rnca.ca

Sir William Ford Coaker.

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

Town of Grand Falls - Windsor, Newfoundland. <http://www.grandfallswindsor.com/>

United Church Archives, Nfld. & Labrador Conference. <http://www.newlabconf.com>

U.S. Bases in Newfoundland. <http://www.mirror.org/wayne.ray/fulltext.html>

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

Walking Tour of St. John's. <http://www.cs.mun.ca/~brown/multi/welcome.html>

Welcome to Bell Island. <http://www.bellisland.net/>

Welcome to the City of Corner Brook. <http://www.cornerbrook.com/>

Whitbourne and the Newfoundland Railway: A Selected Chronology by Randy P. Noseworthy
<http://www3.nf.sympatico.ca/gazebo.hill/nrs.html/page2.html>

Periodicals

Decks Awash

The Downhomer

The Newfoundland Quarterly

Them Days

Professional Resources

Teaching and Learning

- Arnold, P. A. (2001). *Tools for Learning*. Edmonton, Alberta: Arnold Publishing (available from Thomas Nelson Learning).
- Budget, R. & M. Staveley. (1987). *The Labrador Boundary*. Happy Valley-Goose Bay: Labrador Institute of Northern Studies, Memorial University of Newfoundland.
- Fitzgerald, J. E. (Ed) (2002). *Newfoundland at the Crossroads: Documents on Confederation with Canada*. St. John's, NL: Terra Nova Publishing
- Fizzard, G. (Ed). (2001). *Amulree's Legacy: Truth, Lies and Consequences Symposium*. St. John's, NL: Newfoundland Historical Society.
- Gwynn, R. (1968). *Smallwood: The Unlikely Revolutionary*. Toronto, ON: McClelland and Stewart.
- Hiller, J. K. (1998). *Confederation: Deciding Newfoundland's Future 1934 to 1949*. St. John's, NL: Newfoundland Historical Society.
- Hiller, J. K. (1993). *Newfoundland Confronts Canada, 1867-1949*. In E.R. Forbes and D.A. Muise (Eds.) *The Atlantic Provinces in Confederation*. Toronto, ON: University of Toronto Press. Pp. 349-381.
- Hiller, J. and Neary, P. (Eds.) (1980). *Newfoundland in the Nineteenth and Twentieth Centuries: Essays in Interpretation*. Toronto, ON: University of Toronto Press.
- Hiller, J. and Neary, P. (Eds.) (1993). *Twentieth-Century Newfoundland: Explorations*. St. John's, NL: Breakwater Books.
- Historical Atlas of Canada Online Learning Project
<http://mercator.geog.utoronto.ca/hacddp/page1.htm>
- Kealey, L. (Ed). (1993). *Pursuing Equality: Historical Perspectives on Women in Newfoundland and Labrador*. Economic Social and Economic Papers No. 20. Institute of Social and Economic Research, St. John's, NL: Memorial University of Newfoundland.

Section 4: Resources

- Marty Levine, Professor Emeritus of Secondary Education, California State University, Northridge (CSUN), has gathered lesson plans and resources from the Internet which social studies teachers may find useful.
<http://www.csun.edu/~hcedu013/>
- Matthews, K. (1988). *Lectures on the History of Newfoundland, 1500-1830*. St. John's, NL: Breakwater Books.
- Middleweb: Exploring Middle School Reform Website.
Supported by the Edna McConnell Clark Foundation resources on the jigsaw method, differentiated instruction, inquiry-based teaching, project-based learning and many others.
<http://www.middleweb.com/CurrStrategies.html>
- Neary, P. (1996. c1988). *Newfoundland in the North Atlantic World 1929-1949*. Montreal, QC: McGill-Queen's University Press.
- Newfoundland and Labrador section of the Teaching and Learning About Canada website. Includes a wide range of resources and links. <http://www.canadainfolink.ca/nfldmap.htm>
- Osborne, Ken. (2000). *Our History Syllabus Has Us Gasping: History in Canadian Schools-Past, Present and Future*. The Canadian Historical Review, 81 (3), September, 2000: 404 - 433.
- Rowe, F. (1977). *Extension: The Beothuks of Newfoundland*. Toronto, ON: McGraw-Hill Ryerson Ltd.
- Rowe, F.W. (1980). *A History of Newfoundland and Labrador*. Toronto, ON: McGraw Hill.
- Royal Commission on Renewing and Strengthening our Place in Canada. (2003). *Our Place in Canada*. St. John's, NL: Government of Newfoundland and Labrador.
- Ryan, S. (1986). *Fish Out of Water: The Newfoundland Saltfish Trade 1814 - 1914*. (Newfoundland History Series # 2). St. John's, NL: Breakwater Books.
- Ryan, S. & L. Small. (1978). *Haulin' Rope & Gaff: Songs and Poetry in the History of the Newfoundland Seal Fishery*. St. John's, NL: Breakwater Books.

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- Ryan, S.(1994). *The Ice Hunters: A History of Newfoundland Sealing to 1914*. (Newfoundland History Series #8). St. John's, NL: Breakwater Books.
 - Ryan, S.(1990). *Newfoundland: Fishery to Canadian Province*. In E. Boyde Beck et al., (eds.) *Atlantic Canada: at the Dawn of a New Nation, an Illustrated History*. Burlington, ON: Windsor Publications.
 - Summers, V. (1994). *Regime Change in a Resource Economy: The Politics of Underdevelopment in Newfoundland Since 1825*. St. John's, NL: Breakwater Books.
 - Teaching and Learning About Canada website. <http://www.canadainfolink.ca/history.htm>
 - Thoms, J. R. (Ed) (1990). *Call Me Joey*. St. John's, NL: Harry Cuff Publishing.
 - University of Arizona Teaching and Learning Strategies. Resources on a wide range of topics including collaborative learning, cooperative learning, discovery-based learning and others. <http://www.u.arizona.edu/ic/edtech/strategy.html>
 - University of Victoria Teaching Canadian History website. <http://web.uvic.ca/hrd/history.learn-teach/teaching.html>
 - Zimmerly, D.W. (1975). *Cain's Land Revisited: Culture Change in Central Labrador, 1775-1972*. St. John's, NL: Institute of Social and Economic Research, Memorial University of Newfoundland.

Assessment

- Principles for Fair Student Assessment Practices for Education in Canada. (1993). Edmonton, Alberta: Joint Advisory Committee. Available from: <http://www.asba.ab.ca/pdf/principles>.

Rubrics

- A number of excellent rubrics on current events, collaborative work, research papers, how to design a rubric, and others are available from the Salina Public Schools website at: <http://www.usd305.com/staffdev/hs/ss/ssrubrics.htm>
- A large selection of rubrics by subject and grade are available from the Staffroom for Ontario's Teachers website. Historical Research Rubrics, Timeline Evaluation and other suitable rubrics are available from: <http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm>

Appendices

Appendix 1

Specific Curriculum Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 2

Major Processes and Skills Matrix

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

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

Process: Communication

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

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

Process: Inquiry

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

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

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

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

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

Appendix 3

Grade 8 History Pacing Chart

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

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

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

Appendix 4

Studying Local History

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

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

1. Preparation for conducting a study of local history

1.1 Choose your area of study

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

Research themes for local history

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

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

1.2 Tie the area of research or theme to the curriculum

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

Historical inquiry

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

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

1.3 Become familiar with the sources of information

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

Familiarization with the sources of information

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

2. Introduce the study of local history

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

Purpose (example)

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

2.2 Assign tasks to the student

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

2.3 Assign out-of-class activities to the student

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

3. *Out-of-Class Tasks*

3.1 Engage students in the assigned tasks

Field tasks

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

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

3.2 Monitor student activities

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

4. In-class Synthesis

4.1 Students prepare and present field data

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

Presentation formats

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

4.2 Use of methodologies most suited to the task

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

4.3 Attributing significance to the project

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

Appendix 5

Using Primary Sources in the Classroom

Suggested Uses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 6

Examining Issues in History

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

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

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

Appendix 7

Student Response Journals

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

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

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

Appendices

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

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

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

Appendix 8

Portfolio Assessment

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

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

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

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

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

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

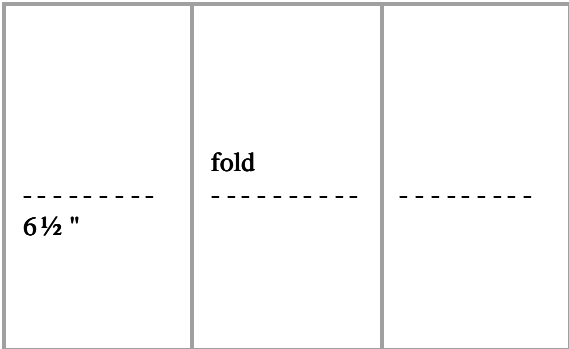
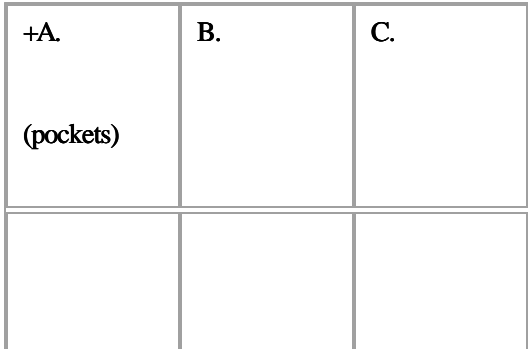
Guidelines for the Student	Commentary for the Teacher
<p><i>Task</i></p> <p>One of the purposes of the Newfoundland and Labrador history course is to help you examine how Newfoundland and Labrador changed over time. You are required to retain samples of your work that relates to a theme you have chosen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

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

Appendices

There is now a move toward the development of electronic portfolios; at the time of writing, an excellent set of guidelines for building an electronic version can be found at the following web site: <http://www.essdack.org/port/index.html>

A suggested format for a standard non-electronic portfolio is provided below.

Sample Portfolio Format 9 ¼ " 9 ¼ " 9 ¼ "			Inside view																	
																				
<table border="1"><tr><td></td><td>Student's Name</td><td></td></tr><tr><td></td><td>This Portfolio contains: Samples of my best</td><td></td></tr><tr><td></td><td>A.</td><td></td></tr><tr><td></td><td>B.</td><td></td></tr><tr><td></td><td>C.</td><td></td></tr></table>				Student's Name			This Portfolio contains: Samples of my best			A.			B.			C.				
	Student's Name																			
	This Portfolio contains: Samples of my best																			
	A.																			
	B.																			
	C.																			

Appendix 9

Rubrics in Assessment

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

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

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

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

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

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

Appendix 10

Holistic Scoring Rubrics

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

A.

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

Appendices

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

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

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

C.

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

D.

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

Appendix 11

Planning a Unit Assessment

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

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

Key Attributes of a Valid Assessment

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

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

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

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

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

Appendix 12

Writing an Historical Essay

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

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

1. *Identify a topic*

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

Examples

Newfoundland and Labrador's entry into Confederation

Local house types

2. *Develop a specific direction or focus question*

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

Examples:

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

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

3. *Locate sources of information*

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

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

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

4. *Take notes*

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

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

5. *Write the working outline*

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

6. *Write the first draft*

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

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

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

7. *Revise the first draft*

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

8. *Write the final paper*

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

Appendix 13

Primary Documents in Newfoundland and Labrador History

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

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

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

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

Appendix 14

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

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NEWFOUNDLAND AND LABRADOR IN THE 19TH AND 20TH CENTURIES:

A BRIEF NARRATIVE

Introduction and Background

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

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

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

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

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

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

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

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

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

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

*Newfoundland in the early 19th Century*⁴

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

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

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

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

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

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

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

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

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

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

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

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

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

The Newfoundland Economy

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

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

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

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

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

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

The Credit System

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

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

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

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

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

Politics and Religion

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

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

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

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

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

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

¹² Raised to the rank of Basilica in 1955.

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

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

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

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

Confederation: the 1860s

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

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

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

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

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

Economic Development and the Railway

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

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

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

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

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

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

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

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

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

Labrador and Grenfell

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

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

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

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

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

New Industries: Newsprint

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

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

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

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

The Fishermen's Protective Union

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

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

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

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

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

The First World War

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

The Interwar Years

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

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

²⁵ A few Newfoundland women served overseas as nurses.

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

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

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

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

The Great Depression and Political Crisis

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

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

The Amulree Report

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

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

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

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

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

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

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

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

Commission of Government

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

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

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

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

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

The Second World War

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

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

The National Convention

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

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

The Referendums and Confederation

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

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

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

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

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

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

The Smallwood Government and Economic Development

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

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

³⁴ The theme of the movie “Secret Nation”.

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

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

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

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

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

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

Churchill Falls

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

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

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

Fisheries Modernization and Resettlement

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

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

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

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

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

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

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

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

Social and Political Change

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

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

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

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

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

Reasserting Identities

If the Smallwood years were a period when Newfoundland and Labrador became “Canadianized”, the 70s and 80s saw a cultural revival which asserted local distinctiveness. The new provincial flag ⁴⁵ which replaced the Union Jack in 1980 was designed by Newfoundland artist Christopher Pratt, perhaps the best known of a group of highly talented artists who emerged in this period. The traditional music of Newfoundland and Labrador was studied and widely performed, often on non-traditional instruments, and there was an outpouring of writing on local subjects. The level of cultural activity in the province remains impressive, and it has become linked with a widespread interest in, and appreciation of the province’s history and heritage. In turn, these developments have stimulated new economic sectors, and helped the remarkable growth of the tourism industry.

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

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

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

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

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

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

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

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

CHRONOLOGY

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

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

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

Appendices

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

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

Appendices

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

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

Appendices

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

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

Appendices

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

2002 Agreement on development of Voysey's Bay.

Davis Inlet Innu begin move to Natuashish.