

Social Studies

Newfoundland and Labrador Studies 2205

Interim Edition



***Curriculum Guide
September 2010***

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Program Design and Components

Course Overview

Newfoundland and Labrador Studies 2205 is a unique course. It blends approaches used in both the arts and the social sciences to examine various aspects of the culture and heritage of our province. This arrangement allows students to deepen their sense of identity and appreciation of Newfoundland and Labrador. The combination of learning in and through the arts with approaches used in social science inquiry is designed to afford students the opportunity to think deeply about “this place”. Further, the integration of the arts with the social sciences is intended to create learning occasions where students may both acquire knowledge and represent their learnings using traditional forms such as song and storytelling and non-traditional forms such as drama and photography.

Students examine methods and theories of artistic expression throughout the course. In particular, students are required to engage with various art forms as sources of knowledge and to express their learning in artistic creations. The art forms that students explore serve as models that can inform the students’ own artistic responses to the course subject matter.

Students are asked to apply the concepts used in the social sciences as they explore a range of contemporary issues affecting Newfoundland and Labrador. Students draw upon the disciplines of economics, geography, history and political science.

While all students will engage with specific topics related to Newfoundland and Labrador culture and heritage, the course is also designed to allow students to examine topics of personal or local interest. The extension of inquiry to areas of personal and local interest is seen as fundamental to deepening students’ understanding of our province.

Although this course is organized chronologically - primarily to help simplify the organization of content for students - it is not solely a history course. Rather, the course is multi-disciplinary.

Learning and Teaching in the Arts

The arts have been part of the human experience throughout history and are embedded in our daily life.

Drama, music, and the visual arts are vehicles through which people make meaning of the complexities of life, and make connections among and between themselves and others. The arts offer enjoyment, delight, and stimulate imagination. They provide a common thread of understanding across generations. In short, the arts describe, define, and deepen human experience in ways that are both personal and global, real and magical.

There are key aspects of arts education that are deeply personal and cannot easily be expressed as immediately measurable outcomes. They do, however, make a significant contribution to the achievement of essential graduation learnings. The internal experience that is an intrinsic, vital part of arts learning is something that cannot be demonstrated as a specific product. For example, learners involved in the creation of a dramatic work that has intensely personal significance experience growth that cannot necessarily be demonstrated to others. In this context, whether or not the work is presented formally is irrelevant. The only way in which this kind of growth and learning can be measured is by gauging the extent to which it leads to self-awareness and has an impact on the way individuals come to relate to those around them. The importance of this learning only becomes apparent with time. Adults often reflect on these kinds of arts experiences as some of the most important of their early life.

The Learning Process

While creating, making, presenting, and responding in the arts, students are expected to engage in a number of distinct but related processes. These include opportunities to:

- explore and investigate ideas through experimentation with new materials, forms, and techniques
- draw upon ideas, perceptions, and responses as the source for creative works
- explore the work of Newfoundland and Labrador artists across the various cultural sectors to understand how artists draw upon culture to create original art work
- create original art as a response to their study
- present their own and other artist's art works to an audience with sensitivity to the intention of the artist and the ways in which the works can be interpreted
- articulate expressive responses to art works with awareness of the artistic style and aesthetic qualities of the works
- evaluate and make informed judgments about their own art products and the works of others
- learn about cultural sectors

Process and Product

Within the arts there are two distinct types of activity—process and product. In creating works of art, students are challenged to understand their work in relation to others, build on strengths, and consider new directions. Opportunities for reflection and self-assessment allow students time to examine the many steps of the process, and consider the choices and decisions they have made in the creation of their work. In this way, process is afforded equal, if not more, importance than product. Learning experiences in the arts disciplines must recognize that:

- the creative process does not always result in a final product
- changes in understanding and direction can occur throughout the creative process
- students need opportunities to discuss and reflect upon their work
- making connections between one's work and other cultural forms around them is a vital part of the process

The Creative Process

All children have the ability to be creative. Education in the arts builds upon this capacity and deepens their abilities for artistic expression. Making art responds to those subtle inner processes which dwell on feelings, emotions, thoughts, and ideas. Inspiration and innovative thinking spring from these sources, and provide us with new answers and solutions. The creation and presentation of art works provides opportunities for the individual to communicate those creative thoughts as metaphor and symbol.

The creative person engages in assimilation and integration of new thinking with existing knowledge. Sometimes the process is more about asking the right questions than it is about finding the right answers. It is both spontaneous and deliberate, a paradox that leads to the arrival of something new.

Creativity does not occur in a vacuum. Art making is a process built on creativity and skill, and is cultivated through setting the conditions that encourage and promote its development. There are no rules or guidelines to define such an environment.

Openness of Thinking and Doing - Creative thinking requires an openness to new ideas and encouragement to step outside existing mind sets. New solutions are often not found until the old solutions are set aside. An environment that fosters open-ended experimentation lends itself to innovative applications of existing materials and media. Students are encouraged to seek out new and different methods and materials.

Stimulating Surroundings - A stimulating learning environment is an ideal space to unleash a student's creative potential. An environment that provides interesting and challenging places for the senses, mind, and body to rest and reflect, and that presents many different pieces of information, is one that stimulates creative thinking.

Exploration of Ideas - When students are encouraged to generate new ideas, they are challenged to think beyond ideas and knowledge they have previously encountered. No idea should be rejected until students have explored its possibilities and made a decision as to its worth. Risk taking is an integral aspect of creating.

Opportunities to Express and Do - Ideas resulting from original and divergent thinking need means through which they can be tested. Whether the student is exploring how someone else arrived at a solution, or is attempting to see a cause and effect relationship in a particular process or technique, there must be the opportunity to attempt, express, and do.

Access to Technologies of Production - Arts programs are built upon access to diverse technologies. In order to try out new ideas and creative solutions, students need access to appropriate technologies. An idea may work in one medium but fail in another. This can only be determined through application, and application can only occur with the availability of tools and processes. Since this course is not a studio course, teachers may need to schedule time in art and computer classrooms to access these tools.

Application / Assessment / Reflection - Inherent in the testing of any idea is a process of trying it out, evaluating its effectiveness, and reflecting on its appropriateness. This is the dialogue of making art. Once the process has begun, the artist is continually assessing what is happening, making adjustments, and changing to accommodate the new directions. All students are expected to carry out this process.

Once an idea has been expressed in an art work, it can be perceived and responded to by an audience. Feedback from peers, teachers, and others becomes a valuable part of self-assessment for the learner, providing opportunity to revise, rework, abandon, or complete the piece.

Artists in Schools

Members of the arts community can provide valuable enrichment for arts education. This course highlights the role of visual artists, storytellers and filmmakers in Newfoundland and Labrador culture, and so offers an excellent platform for the provincial ArtsSmarts and Visiting Artist Programs. Art presentations and participatory workshops, held in the school and in the community, also heighten the awareness of the important role the arts play in community life. It is important that participating artists be valued and recognized as professionals. It is also important to affirm that the artists who work with schools in such programs do not replace qualified teachers, but work with them to enhance student learning

Learning and Teaching in the Social Sciences

With the accelerating pace of change, today's students cannot expect that facts learned in isolation will equip them for life. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. Social studies supports the development of these critical attributes to prepare students to participate effectively in their community.

The Learning Process

Teaching and learning in the social studies classroom should be:

- *Significant* - Emphasis is on the truly significant events, concepts, and principles that students need to know and apply in their lives. This approach discourages the memorization of disconnected pieces of information. Rather, students construct knowledge as they consider relevant and meaningful issues.
- *Active* - Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements. This active process of constructing meaning encourages deep understanding.
- *Issues-based* - The ethical dimensions of issues are considered and controversial topics are addressed. This requires consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to active citizenship.

Process and Product

The ways in which students represent their learnings in social studies are varied. Traditionally, the use of response journals, essays and more lengthy reports have been the principle means for students to demonstrate their understandings. Certainly this type of representation is important and should be included as one type of product that students should be expected to create. However, students are encouraged to utilize other means of representation. In particular, this course focuses on the arts as a primary means of expression. Among other outputs, the following may be of value: photography, story telling, drama, song writing, media arts and film making.

In order for students to enjoy success with these types of expression it is important that teachers provide adequate time to introduce and practice specific techniques associated with the art form being used. Further, teachers should use appropriate assessment instruments when collecting data for evaluation purposes.

The Inquiry Process

While students in the social sciences draw on a range of processes and skills, the concept of inquiry is of particular importance. Students are expected to frame questions that give clear focus to an inquiry. Students will gather, record, evaluate, and synthesize information from a range of primary and secondary sources. Students should then be able to draw conclusions that are supported by evidence.

As it relates to issues analysis, it is important for students to present a position and give arguments to support that position. Students are expected to apply a simple dialectical model to deepen their analysis. It is expected that students will:

- reach conclusions that are carefully argued and supported with evidence
- consider and respond to counter-arguments
- acknowledge any weaknesses in their position

This type of inquiry encourages the effective application of habits of mind that promote open-mindedness and fair-mindedness.

As students explore various issues they should apply dimensions of thinking which are central to the social sciences.

Significance - Students need to develop proficiency in establishing why a particular event, idea or trend is important and worthy of study. In this context, students should understand that something may be considered significant if it has deep consequences for many people over a long period of time. As students deepen their understanding of this concept, they will note that establishing significance is complex. The degree to which something is significant is often a matter of perspective.

Evidence - Central to inquiry and issues exploration is the use of evidence. Students need to develop awareness that information becomes evidence when used for a particular purpose, usually answering a question or supporting a position. The degree to which a question can be answered, or a position supported by evidence, is a function of the quantity and quality of the information available.

Continuity and Change - Continuity and change provides a way to organize information in temporal terms. Students need to develop awareness that, over time, there may be change or continuity. While change typically denotes a shift that may be significant, continuity may be equally as important. It is also important to note that some changes are subtle and consequently may be difficult to detect. Using chronological sequences helps to identify continuity and change.

Cause and Consequence - Cause and consequence focuses on the forces that influence events, ideas and trends. Students should be able to distinguish between immediate causes and underlying influences. Additionally, students should understand that typically there are multiple causes / underlying influences that affect any event, idea, or trend. Students should be able to identify immediate and long term consequences, as well as unanticipated consequences.

Perspective - The concept of perspective centers on how people view an event, idea, issue or trend. The challenge for the student is to suspend his or her frame of reference and instead view the matter at hand in terms of other points of view. In particular, students need to consider the various forces which influence point of view, such as culture, values and experience. When considering historical events, students need to understand the importance of avoiding presentism, the application of present-day ideas and perspectives on depictions or interpretations of the past.

Moral Judgement - Many issues in social studies lend themselves to questions of moral judgement. This is frequently a difficult task for students if an issue is complex. Students need to develop appropriate criteria in order to arrive at reasoned assessments of various issues. The purpose of making a moral assessment is that students should be able to learn from events, and apply that learning to improve current and future situations.

Local Study

In the social sciences, students are frequently exposed to grand narratives. A grand narrative is a comprehensive explanation of an experience which attempts to highlight the more significant aspects of the story – in other words it is a story *about* a story.

By using only this approach, “small histories” tend to get lost. Therefore, to help maximize meaningful engagement with students, it is essential that time be allocated to allow students to examine issues and topics at the local or regional level that have personal significance. In fact, these “small histories” or case studies are significant in as much as they are revealing and provide deeper insight into particular events and experiences.

Local study provides an excellent opportunity to bring the community into the classroom and to bring the classroom into the community. This can be accomplished through guest speakers such as heritage keepers, people who have significant knowledge of the culture and heritage of the community. As well, visits can be arranged to community sites such as museums and points of interest, which are excellent resources to support learning in *Newfoundland and Labrador Studies 2205*. When students create projects, it is appropriate to share these projects with the community.

Meeting the Needs of All Learners

Newfoundland and Labrador is linguistically, racially, culturally, and socially diverse. Schools should foster the understanding of such diversity. *Newfoundland and Labrador Studies 2205* is designed to meet the needs, values, experiences, and interests of all students.

In a learning community characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to have their personal experiences and their racial and ethnocultural heritage valued within an environment that upholds the rights of each student and requires students to respect the rights of others. Teachers have a critical role in creating a supportive learning environment that reflects the particular needs of all students. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviors.

To enhance students' ability to appreciate diversity, instructional practices need to:

- reflect and affirm the racial / ethnocultural, gender, and social identities of students
- expect that all students will be successful, regardless of gender, racial and ethnocultural background, socio-economic status, lifestyle, or ability
- enable students to value individual variation among members of their classroom community
- foster a learning environment which is free from bias and unfair practices based on ability, race, ethnicity, cultural, and linguistic backgrounds of students
- promote communication and understanding among those who differ in attitude, knowledge, points of view, and dialect, as well as among those who are similar
- encourage students to examine and critique materials, resources, and experiences for bias and prejudice
- encourage students to challenge prejudice and discrimination
- provide opportunities for students to work cooperatively in a variety of groupings

This curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse multicultural and multiracial nature of society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

Assessment and Evaluation

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements are considered most important, and how well students are expected to perform.

Assessment

Teacher-developed assessments and evaluations have a wide variety of uses, such as:

- 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 the needs of guidance and administration personnel

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their creativity, knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to:

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning
- performance assessment
- peer- and self-assessment

Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires:

- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- using a high level of professional judgment in making decisions based upon that information

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 which 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.

Assessing Student Learning in the Arts

Drama, music, and the visual arts each have unique characteristics and ones that are shared. Assessment and evaluation should reflect, as appropriate, the particular nature of individual modes of expression, as well as the characteristics that are common to the arts disciplines as a whole.

Additionally, assessment and evaluation should balance students' creative work and their understanding of and response to the work of others within each discipline. In *Newfoundland and Labrador Studies 2205*, students should establish individual artistic goals and be given time and support to pursue these goals.

Assessing Student Learning in the Social Sciences

Assessment and evaluation in *Newfoundland and Labrador Studies 2205* should include consideration for the balance of first-order knowledge and second-order concepts.

First-order knowledge is the specific knowledge and understandings associated with an area of inquiry. Frequently this is referred to as "content". Included with first-order knowledge are dates, locations, technical terms, models, theories, and other data that students need to use when answering a question, responding to an issue, or engaging in the creative process. This knowledge is essential in order to work in a specific discipline.

Second-order concepts are the ideas used to organise content and to shape questions within a discipline. In general terms this refers to concepts such as significance, perspective, and moral judgement.

It is only when first-order knowledge intersects with second-order concepts that authentic discipline-related inquiry is created.

Assessing Student Learning in Newfoundland and Labrador Studies 2205

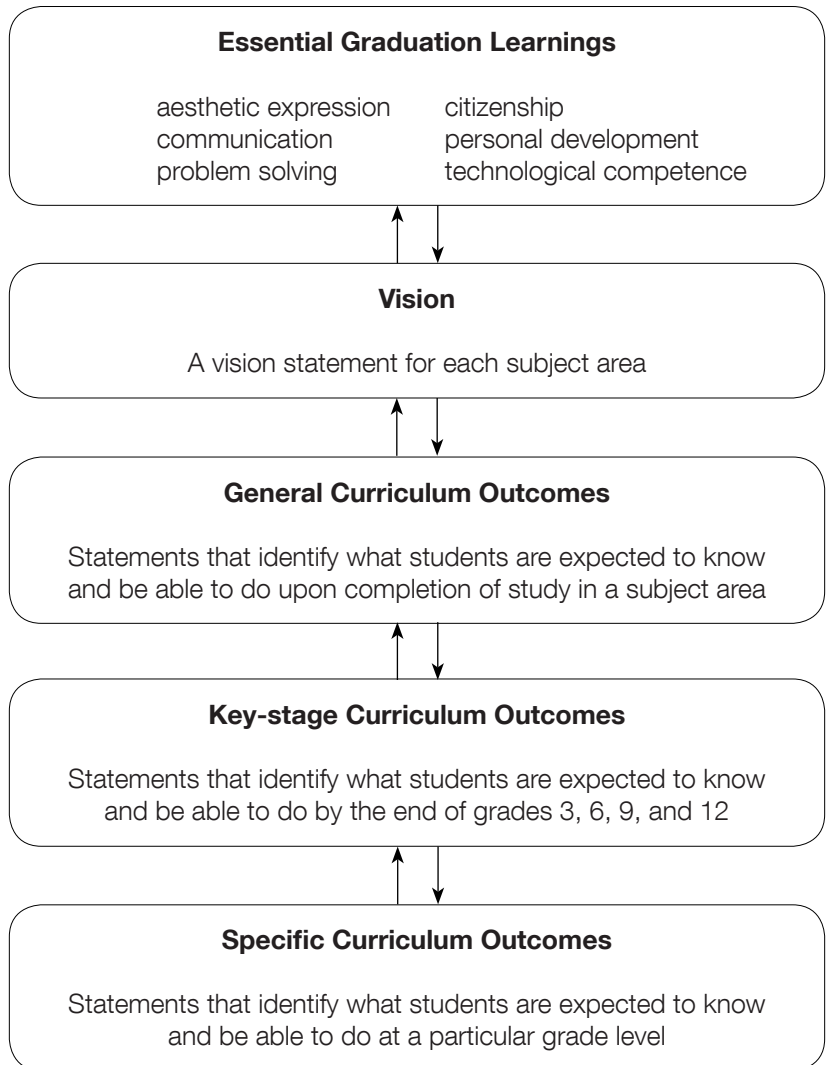
When planning for assessment in *Newfoundland and Labrador Studies 2205*, teachers need to design opportunities for assessment and utilize evaluation schemes which ensure that students represent both areas of learning.

General Curriculum Outcomes

Outcomes Framework

The curriculum for *Newfoundland and Labrador Studies 2205* is unique in that it is based on an outcomes framework for both the arts and the social studies. Therefore it addresses the common essential graduation learnings as well as general curriculum outcomes. The articulation of key-stage curriculum outcomes for both the arts and social studies were used in developing the specific curriculum outcomes.

The conceptual map shown below provides the blueprint of the outcomes framework.



Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. 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 and to be ready to meet the shifting and ongoing opportunities, responsibilities, and demands of life after graduation.

The essential graduation learnings are:

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.

Citizenship

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

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.

Personal Development

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

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.

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.

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.

General Curriculum Outcomes and the Arts

The general curriculum outcomes (GCOs) for the arts curriculum are organized around three conceptual strands. These general curriculum outcomes identify what students are expected to know, be able to do, and value upon completion of study in arts education.

Strand 1 - Creating, Making, and Presenting

Creating, making, and presenting involves students' creative and technical development; that is, their ability to use and manipulate media - images and words, sound and movement - to create art forms that express and communicate their ideas and feelings. Through these art works students provide evidence of achievement, both as the work is being developed and in its final form.

GCO 1- Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts

GCO 2 - Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Strand 2 - Understanding and Connecting Contexts of Time, Place, and Community

This strand focuses on evidence, knowledge, understanding, and valuing the arts in a variety of contexts.

GCO 3 - Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture

GCO 4 - Students will be expected to respect the contributions of individuals and cultural groups to the arts in local and global contexts, and value the arts as a record of human experience and expression

GCO 5 - Students will be expected to examine the relationship among the arts, societies, and environments

Strand 3 - Perceiving, Reflecting, and Responding

This strand is concerned with students' ability to respond critically to art works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of art works.

GCO 6 - Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work

GCO 7 - Students will be expected to understand the role of technologies in creating and responding to expressive works

GCO 8 - Students will be expected to analyse the relationship between artistic intent and the expressive work

General Curriculum Outcomes and Social Studies

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know, be able to do, and value upon completion of study in social studies.

Strand 1 - Citizenship, Power, and Governance

GCO 1 - Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Strand 2 - Culture and Diversity

GCO 2 - Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Strand 3 - Individuals, Societies, and Economic Decisions

GCO 3 - Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Strand 4 - Interdependence

GCO 4 - Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Strand 5 - People, Place, and Environment

GCO 5 - Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Strand 6 - Time, Continuity, and Change

GCO 6 - Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

Specific curriculum outcome statements describe what students should know and be able to do at the end of each course. They are intended to serve as the focus for the design of learning experiences and assessment tasks. Specific curriculum outcomes represent a reasonable framework for assisting students to achieve the key-stage curriculum outcomes, the general curriculum outcomes, and ultimately the essential graduation learnings.

Specific curriculum outcomes are organized in units for each course. Each unit is organized by topic. Suggestions for learning, teaching, assessment, and resources are provided to support student achievement of the outcomes.

The order in which the units of a course appear in the guide is meant to suggest a sequence. In some cases the rationale for the recommended sequence is related to the conceptual flow across the year. That is, one unit may introduce a concept which is then extended in a subsequent unit.

It is also possible that units or certain aspects of units can be combined or integrated. In all cases logical situations and contexts should be taken into consideration when decisions such as these are made. The intent of *Newfoundland and Labrador Studies 2205* is to provide opportunities for students to experience the arts as they deal with concepts and issues related to Newfoundland and Labrador culture and heritage in personally meaningful, and socially and culturally relevant, contexts.

Curriculum Guide Organization

All units comprise a two-page layout of four columns as illustrated below.

Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations. The delineations provide specificity in relation to key ideas. Each delineation is given an entire two-page spread, which is offset by the ► symbol and is **bolded and italicized**.

Elaboration

The purpose of this feature is to assist teachers with instructional planning. The intent of this feature is to provide clarity in terms of scope and depth of treatment of ideas.

Enduring Understanding

The intent of this feature is to summarize in one or two sentences the salient idea of the delineation.

Specific Curriculum Outcomes - Introduction	
<p>SGO 1.B</p> <p>The student will be expected to demonstrate an understanding of how the arts may be used to express ideas related to culture, heritage and identity.</p> <p>► <i>1.1 Apply appropriate principles of artistic inquiry when examining creative works</i></p> <p>1.2 Apply appropriate principles and techniques in the creation of artistic works</p>	<p>Elaboration</p> <p>The design of this course requires that teachers and students engage with various artistic expressions as sources of knowledge.</p> <p>In the context of this course, knowledge is understood to include a variety of considerations, such as: (i) an analysis of the forms and techniques used by the artist, (ii) the subject matter of the work, and (iii) the interpretation / response of the artist.</p> <p>Students should consider a variety of forms associated with drama, music and visual arts. As students investigate works from these areas, it is important that they utilize a range of generic principles associated with inquiry in the arts. This may include, but not be limited to, the following questions:</p> <ul style="list-style-type: none"> • What is the subject of the work? • What is the artist's point of view? • What mood does the work elicit? • How does the artist use traditional and non-traditional art forms to create his or her work? • Is the work an effective representation of the subject and intentionality of the artist? <p>It should be acknowledged that many students may have a limited background in artistic inquiry. Therefore it will be important that teachers take the time to model effective inquiry and provide opportunity for students to develop proficiency in responding to creative works.</p> <p>Enduring Understanding</p> <p>Creative works are a primary means by which the culture, heritage and identity of a people may be understood.</p> <p>Sample Performance Indicator(s)</p> <p>Examine the creative work provided. What is the central idea that the artist is attempting to communicate? Explain how the artist does this. How effectively does the work represent the intention of the artist?</p>
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Sample Performance Indicator(s)

The intent of this feature is to provide a summative, higher order question, where the answer provided by the student would serve as a data source to help teachers assess the degree to which the student has achieved the outcome in relation the delineation.

Performance indicators are typically presented as a question, which may include an introduction to establish a context. To answer the question students are required to use both first order and second order concepts. Performance indicators would be assigned at the end of the teaching period allocated for the delineation.

Specific Curriculum Outcomes - Introduction	
<p>Sample Teaching and Assessment Strategies</p> <p>Students can:</p> <ul style="list-style-type: none"> Identify forms used by the artist. (Possible prompts may include: Is the work presented in a traditional or a non-traditional form or style? What is the cultural heritage of the form? Does the artist break any cultural conventions?) Identify the central idea behind the work. (Possible prompts may include: Is this work inspired by a theme similar to one of the themes discussed in this course? Is this theme regional or universal in audience understanding? Note that some works may not have a theme per se, but rather may explore visual or sound elements of that art form.) Identify what styles or principles the artist is using to communicate the theme or idea. (Especially in the case of visual art or music, principles of art or musical style may dominate the theme.) Evaluate how effective the artist is at creating a mood, or communicating an idea. 	<p>Teacher Notes & Resources</p> <p>Student Resources</p> <p>Teacher Resources</p> <p>Publications</p> <p>Web sites</p> <p>Related Appendices</p>
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Teacher Notes

This feature references supplementary resources provided for the teacher and student.

Sample Teaching and Assessment Strategies

The purpose of this feature is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

The ideas for this feature support a constructivist approach to learning, frequently integrating the arts and the social sciences. When appropriate, art and social studies activities are also presented separately.

Specific Curriculum Outcomes

Overview

The table below provides a recommended allocation of time for the completion of this course. While the times noted serve as guidelines, teachers are asked to ensure that all of the specific curriculum outcomes are addressed during the year.

Unit	Specific Curriculum Outcome	Percentage of Time	
Introduction: Key Concepts and Processes	SCO 1.0 - The student will be expected to demonstrate an understanding of how the arts may be used to express ideas related to culture, heritage and identity.	Integrated Throughout (Recommended 10% to 15% of classroom time for explicit instruction in the arts)	On-Going
	SCO 2.0 - The student will be expected to demonstrate an understanding of economic, political and social issues related to Newfoundland and Labrador, both past and present.	Integrated Throughout (Recommended 10% to 15% of classroom time for explicit instruction in concepts related to social science inquiry)	
Unit 1: Culture	SCO 3.0 - The student will be expected to demonstrate an understanding of the concept of culture.	15%	September to January
Unit 2: The Roots of Our Culture	SCO 4.0 - The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.	15%	
	SCO 5.0 - The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s.	20%	
Unit 3: The Country Grows	SCO 6.0 - The student will be expected to demonstrate an understanding of how economic issues influenced the peopling of Newfoundland and Labrador from the late 1800s to 1934.	20%	February to June
	SCO 7.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador from 1934 to the end of the Smallwood Administration.	15%	
Unit 4: Towards the Future	SCO 8.0 - The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.	15%	

Introduction: Key Concepts & Processes

Unit Overview

The design of this course asks that students engage with the ideas embodied in SCO 1.0 and 2.0 throughout the course.

In relation to SCO 1.0 it is expected that students use the arts on a regular basis throughout the course. This includes drama, folk art, music and the visual arts. It should be noted that, while not intended as a “studio” course, all students are expected to create artistic works during the year. In some settings it may be desirable for students to engage with only one or two art forms in depth. In other settings it may be preferable to use a wide range of art forms.

In relation to SCO 2.0 it is expected that students understand and apply dimensions of thinking utilized in the social sciences. In this way there is less emphasis on rote memorization of information and significantly more attention on the way we think about information. By considering how information is used to support varying perspectives, students are afforded the opportunity to think deeply on subject matter. Teachers should focus on experiences that are truly significant for either present-day local and provincial interests, or those experiences from the past which are revealing and provide deeper insight into a particular issue.

Unit Outcomes

- SCO 1.0 The student will be expected to demonstrate an understanding of how the arts may be used to express ideas related to culture, heritage and identity.
- 1.1 Apply appropriate principles of artistic inquiry when examining creative works
 - 1.2 Apply appropriate principles and techniques in the creation of artistic works
- SCO 2.0 The student will be expected to demonstrate an understanding of economic, political and social issues related to Newfoundland and Labrador, both past and present.
- 2.1 Apply an issues analysis model to explore and resolve significant questions
 - 2.2 Apply concepts from the social sciences to the examination of events, ideas, issues, patterns and trends

SCO 1.0

The student will be expected to demonstrate an understanding of how the arts may be used to express ideas related to culture, heritage and identity.

▶ **1.1 Apply appropriate principles of artistic inquiry when examining creative works**

1.2 Apply appropriate principles and techniques in the creation of artistic works

Elaboration

The design of this course requires that teachers and students engage with various artistic expressions as sources of knowledge.

In the context of this course, knowledge is understood to include a variety of considerations, such as: (i) an analysis of the forms and techniques used by the artist, (ii) the subject matter of the work, and (iii) the interpretation / response of the artist.

Students should consider a variety of forms associated with drama, music and visual arts. As students investigate works from these areas, it is important that they utilize a range of generic principles associated with inquiry in the arts. This may include, but not be limited to, the following questions:

- What is the subject of the work?
- What is the artist’s point of view?
- What mood does the work elicit?
- How does the artist use traditional and non-traditional art forms to create his or her work?
- Is the work an effective representation of the subject and intentionality of the artist?

It should be acknowledged that many students may have a limited background in artistic inquiry. Therefore it will be important that teachers take the time to model effective inquiry and provide opportunity for students to develop proficiency in responding to creative works.

Enduring Understanding

Creative works are a primary means by which the culture, heritage and identity of a people may be understood.

Sample Performance Indicator(s)

- *Examine the creative work provided. What is the central idea that the artist is attempting to communicate? Explain how the artist does this. How effectively does the work represent the intention of the artist?*

Sample Teaching and Assessment Strategies

Students can:

- Identify forms used by the artist. (Possible prompts may include: Is the work presented in a traditional or a non-traditional form or style? What is the cultural heritage of the form? Does the artist break any cultural conventions?)
- Identify the central idea behind the work. (Possible prompts may include: Is this work inspired by a theme similar to one of the themes discussed in this course? Is this theme regional or universal in audience understanding? Note that some works may not have a theme per se, but rather may explore visual or sound elements of that art form.)
- Identify what styles or principles the artist is using to communicate the theme or idea. (Especially in the case of visual art or music, principles of art or musical style may dominate the theme.)
- Evaluate how effective the artist is at creating a mood, or communicating an idea.

Teacher Notes & Resources***Student Resource:***

- What is Art? (pp. 1-7)
- Experiencing the Arts (feature embedded throughout resource)
- Artist Profile (pp. 584-658)

SCO 1.0

The student will be expected to demonstrate an understanding of how the arts may be used to express ideas related to culture, heritage and identity.

1.1 Apply appropriate principles of artistic inquiry when examining creative works

▶ **1.2 *Apply appropriate principles and techniques in the creation of artistic works***

Elaboration

The design of this course provides students with opportunities to engage in the creative process as they reflect on Newfoundland and Labrador culture, heritage and identity. Specifically, this requires students to create works of art in response to the themes of the course. Teachers should consider the following points as they plan for instruction:

As there are no prerequisites for this course, teachers should anticipate that students may have limited knowledge of the various disciplines within the arts. Therefore teachers should establish a classroom environment where students feel comfortable and are encouraged to take risks as they express themselves in creative forms.

There is no expectation in terms of the number of art forms that students are expected to work with. The selection of art forms should be informed by both student interest and available resources.

Should a teacher elect to have students explore several different artistic expressions, opportunity should be provided to ensure that students (i) understand the fundamental principles associated with the art form and (ii) practice a carefully selected set of techniques to enable students to produce simple work(s) in that form.

Should a teacher elect to have students explore only one or two artistic expressions, opportunity should be provided to ensure that students (i) consider in some depth the principles associated with the art form and (ii) practice techniques to develop some proficiency with the form, enabling the production of more sophisticated work(s) in that form.

Enduring Understanding

Creative works are a primary means by which the culture, heritage and identity of a people may be expressed.

Sample Performance Indicator(s)

- *Create a song or monologue that represents the internal struggle faced by a fisher during a time when he was unable to provide for his family.*

Sample Teaching and Assessment Strategies

Students can:

- Create a piece of music that follows the emotions of a family as they debate leaving Europe, pack their belongings, cross the ocean, and set up house in a new land.
- Make a linocut or rubber stamp and create a series of monoprints depicting the act of moving a house across the water to a new town.
- Write and illustrate a children's story telling the tale of one child's reaction to finding out that the neighbours are moving away to find employment.
- Record a radio play describing a town meeting where the town is gathered to vote for or against resettlement.
- Film an election ad that may have been used in 1864 to convince people to vote for or against confederation.
- Perform a mime that shows a family of inshore fishers who moved to Clarenville to work on the railroad.

Teacher Notes & Resources

Student Resource:

- Photography (pp. 16-34)
- Storytelling (pp 96-106)
- Comic Art (pp. 164-178)
- Songwriting (pp. 266-284)
- Playwriting (pp. 382-398)
- Filmmaking (pp. 476-498)

All Time Favorite Songs of Newfoundland (volume 1 & 2)

Digital Photography - Just the Steps

Home Brew (volume 1, 7 & 8; audio CDs)

Making Comics

Setting Up Your Shots

Songwriting

Tales of Pigeon Inlet (audio CDs)

The Art and Craft of Playwriting

The Chronicles of Uncle Mose

SCO 2.0

The student will be expected to demonstrate an understanding of economic, political and social issues related to Newfoundland and Labrador, both past and present.

▶ **2.1 Apply an issues analysis model to explore and resolve significant questions**

2.2 Apply concepts from the social sciences to the examination of events, ideas, issues, patterns and trends

Elaboration

One of the central ideas of this course is to provide students with the opportunity to explore issues that relate to Newfoundland and Labrador.

Students should already be familiar with the inquiry process of asking and answering questions. In this course, students are asked to consider complex questions (questions that do not have simple answers) and issues (questions that have multiple solutions which may all seem plausible).

It is expected that students will develop proficiency with issues analysis, whereby they:

- identify the issue
- examine available data
- reach a conclusion that is carefully argued and supported with evidence
- identify and respond to counter-arguments
- acknowledge weaknesses in their position

In order to respond effectively to issues, students should be given sufficient data to inform their thinking and time to think deeply about the matter. Providing adequate time to reflect on an issue enables students to identify and consider other points of view.

When there are two (or more) solutions which seem equally plausible, students should be encouraged to explore the possibility of finding a mutually agreeable solution that is “win-win” for all sides. Students should avoid compromise as a means to finding a solution, but rather focus on underlying principles which are valued by both sides.

It is expected that students clearly articulate their arguments when establishing and supporting a position. While it is not always necessary to formulate a formal essay response, if abbreviated formats are used (such as jot notes or graphic organizers), students must ensure that there is a logical progression of ideas and a clear presentation of information as evidence.

Finally, it is important that students be afforded the opportunity to consider issues that have local as well as provincial significance. Time should also be allotted to revisit past issues as a means to inform students’ understanding of the present.

Enduring Understanding

Examining and resolving issues enables a society to achieve the goals it values.

Sample Performance Indicator(s)

- *Given the challenges faced by the Smallwood Administration, how effectively did it address the challenges facing Newfoundland and Labrador in the 1950s and 1960s?*

Sample Teaching and Assessment Strategies

Students can:

- Debate a local, provincial, or national issue. While various debating formats can be used, it is recommended that students develop some comfort and proficiency with simple debating models before proceeding to more sophisticated formats. Regardless of the complexity of the format used, emphasis should be placed on the use of information as evidence. For example, “The Newfoundland and Labrador government should take all revenue from non-renewable resources and invest it for long term growth.”
- Conduct a town hall meeting to discuss a topic of local significance. Invite speakers who represent various positions on the issue.
- Prepare a mini-documentary which identifies an issue, summarizes the various perspectives on the matter, and states the intended goal(s) of each position.
- Create a short dramatic work where actors reflect on and debate an issue from the province’s past. Possible examples:
 - Two parents arguing whether or not their son should participate in the Newfoundland and Labrador migratory fishery. (Setting: Ireland c. 1780)
 - An adult woman and her grandmother musing over the possibility of the family leaving its current location and relocating to a new cove. (Setting: Fox Harbour c. 1830)
 - A monologue of a young person about to graduate from high school, wrestling with leaving his/her home to travel for Alberta to work. (Setting: Black Tickle c. 2010)

Teacher Notes & Resources***Student Resource:***

- What are the Social Sciences? (pp. 8-13)
- At Issue (feature embedded throughout resource)
- Case Study (feature embedded throughout resource)

Teaching about Historical Thinking**Appendix A**

SCO 2.0

The student will be expected to demonstrate an understanding of economic, political and social issues related to Newfoundland and Labrador, both past and present.

2.1 Apply an issues analysis model to explore and resolve significant questions

▶ **2.2 Apply concepts from the social sciences to the examination of events, ideas, issues, patterns and trends**

Elaboration

Effective exploration of ideas in the social sciences in general, and in *Newfoundland and Labrador Studies 2205* in particular, requires that students apply appropriate second-order concepts to guide their inquiry and inform how they interpret information. (This would parallel the ideas in 1.2 where students utilize appropriate principles and techniques as they represent their learning through the arts.)

It is expected that as students examine events, ideas, information, issues, patterns and trends, they will apply the appropriate inquiry tool: significance, evidence, continuity and change, cause and consequence, perspective, or moral judgment. By the end of the course, students should have some proficiency in applying these concepts in varying settings.

It should be noted that these ideas are interrelated. For example, establishing the significance of an event is frequently a matter of perspective. In this regard, teachers should encourage habits of mind that promote open-mindedness, fair-mindedness, a tolerance for ambiguity, suspension of judgement, and an application of past knowledge to new situations.

Enduring Understanding

The application of second-order concepts and habits of mind when examining significant questions improves the quality of possible solutions.

Sample Performance Indicator(s)

- *The French Treaty Shore issue posed several problems for the Newfoundland government. Which problem was the most significant? Explain.*
- *The Moravian missionaries who worked with the Inuit had certain goals when they began establishing their mission stations. Identify three unanticipated consequences of this event. Which consequence was the most significant? Why?*

Sample Teaching and Assessment Strategies

Students can:

- Examine the factors that contributed to an event or trend. Then identify the factor that was most significant.
- Analyse the information used as evidence to support a position. Assess the information in terms of quality. (Possible considerations: Is it a reliable source? Is it from a primary or secondary source? Is there enough detail provided to substantiate the claim made? What information is missing?)
- During a specific period, identify examples of:
 - forces that contributed to constancy
 - events that could be classified as “turning points”
 - events that could be classified as “tipping points”
- For a given event, identify the:
 - immediate causes of the event
 - underlying influences that contributed to the event
 - the direct consequence(s) of the event
 - the unanticipated consequences of the event
- Identify the stakeholders who may have an interest in a given issue. Summarize their point of view and identify their potential goals (and overarching values).
- Evaluate a past decision, making a moral assessment about the degree to which the action was appropriate. From this assessment, identify any “lessons learned” that may inform present or future decisions.
- Identify whether or not it is possible and/or desirable to make a decision, given the quantity and quality of information available.

Teacher Notes & Resources

Student Resource:

- Dimensions of Thinking (feature embedded throughout resource)

Teaching about Historical Thinking

This resource explains the six core concepts (skills) used by social scientists in the domain of history. Note that these concepts (skills) are generalizable to the disciplines of economics, geography and political science as well. The concepts (skills) are:

- *Establish Significance*
- *Use Evidence*
- *Identify Continuity and Change*
- *Analyze Cause and Consequence*
- *Consider Perspectives*
- *Make a Judgement*

Unit 1: Culture

Unit Overview

The intent of Unit 1 is to provide an examination of the idea of culture in relation to the present and the distant past.

SCO 3.0 focuses on how culture may be studied. It should be recognized that culture can be a difficult concept to define. For the purpose of this course, culture relates simply to the way of life of any group of people. Students should take time to examine how culture is expressed in their own lives, what forces influence culture, and what factors cause cultures to change. This should provide students with a basic set of inquiry tools which will be developed throughout the remainder of the course.

Unit Outcome

SCO 3.0 The student will be expected to demonstrate an understanding of the concept of culture.

3.1 Examine elements of culture

3.2 Examine factors that shape culture

3.3 Examine factors that change culture

SCO 3.0

The student will be expected to demonstrate an understanding of the concept of culture.

▶ **3.1 Examine elements of culture**

3.2 Examine factors that shape culture

3.3 Examine factors that change culture

Elaboration

Culture, in simple terms, is the way of life of a group of people. Culture reflects what people value, including tangible and intangible expressions transmitted to us from the past (our heritage). The intent of this delineation is to have students examine contemporary culture.

Students should identify basic culture traits (artifacts, mentifacts, sociofacts). Students should then examine how they express their culture. Consider areas such as art, customs, dance, fashion, language, leisure, music, sports, technology and values.

Students should develop awareness that expressions of culture can be represented spatially on a map. This should introduce the concepts of local culture, regional culture, national culture and popular culture.

Students should also be aware that expressions of culture can be identified based on temporal origins. Specifically, students should recognize that expressions of culture can be classified as contemporary or traditional.

Students should consider how culture contributes to the creation of identity.

Photography is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

Students should understand that culture is composed of elements from the past and present. Culture is expressed in many ways, and contributes to identity.

Sample Performance Indicator(s)

- *Which element of culture (artifact, sociofact or mentifact) has the most influence on a culture? Explain.*
- *Is your lifestyle more influenced by popular culture or traditional culture? Explain.*

Sample Teaching and Assessment Strategies

Students can:

- Create a classroom display that represents their culture. Each student brings two items, one representing contemporary culture and one representing traditional culture. Students should include a written description of each item, including an explanation of why it was selected. Be sure to consider sociofacts and mentifacts as well as artifacts.
- With a partner, complete a chart that identifies expressions of their culture as popular or local / regional.

Popular Culture	Local / Regional Culture
- <i>cell phone</i>	- <i>jiggs dinner</i>
-	-

- Create a bulletin board display depicting teen culture. (This could also be done as a PowerPoint presentation, with an accompanying soundtrack.)
- Select a song and analyze the lyrics to identify the various aspects of culture it expresses. This should include contemporary and traditional songs.
- Identify 10 items they would include in a time capsule that will be opened 100 years from now. When the capsule is opened, what conclusions might the viewer make?
- Create a collage which depicts the main elements and expressions of their identity, to answer a central question, such as “Who am I?” or “Who are we?”
- Reflect on your sense of identity. Present your thoughts in a medium of your choice. (e.g., song, painting, prose, poetry, monologue, rant)

The following prompts may be helpful:

When I think of being a _____ I feel ...
 When I think of being a _____ I find that ...
 When I think of being a _____ it causes me to ...

Teacher Notes & Resources

Suggested Time: 4 hours

Student Resource:

- Photography (pp. 16-34)
- Chapter 1 (pp. 15; 36-43)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Digital Photography - Just The Steps

Outlet: The Soul of Newfoundland
 Examples of photography on the island of Newfoundland

Newfoundland and Labrador Maps
 (various)

Atlas of Newfoundland and Labrador

SCO 3.0

The student will be expected to demonstrate an understanding of the concept of culture.

3.1 Examine elements of culture

▶ **3.2 Examine factors that shape culture**

3.3 Examine factors that change culture

Elaboration

Culture is influenced by many factors. This delineation focuses on four factors and how they apply to Newfoundland and Labrador.

Economy – it is important to examine the relationship between economic activity and culture. Students should understand that the way we use resources to meet our needs and wants shapes our culture. (The issue of sustainability should be raised here.) Students should examine the relationship between Gross Domestic Product (GDP) and quality of life indicators.

Geography – students should examine the influence of site and situation on culture. Site refers to the distinctive characteristics of a place, such as location, climate, physical features and cultural features. Situation refers to the interaction of site with its immediate surroundings and other places.

Government – students should discuss how various groups and organizations exercise authority, thus creating rules and laws that govern individual and group behavior. Students should consider how rules and laws represent the values of the community.

History – students should be able to distinguish between history and heritage. History refers to the story of significant events from the past. Heritage refers to the ideas, practices and objects passed on from previous generations. Additionally, it is important to identify the influence of the past upon the present cultural landscape.

Photography is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

Students should understand how the culture of Newfoundland and Labrador has been shaped by the interaction of many factors.

Sample Performance Indicator(s)

- *Which factor has the greatest influence on culture – economy, geography, government or history? Support your position.*

Sample Teaching and Assessment Strategies

Students can:

- View film footage from the past and compare it with life today. What is the same? What is different? Use a Venn diagram to organize your answer. Finally, comment on how the past shapes the present. (Note: a useful video to this activity is **The Tenth Frontier - Atlantic Crossroads** (DVD))
- Create a photographic essay depicting the four factors that shape the culture of their community. Present the essay as either a bulletin board display, a PowerPoint presentation with accompanying soundtrack, or a video.
- Compare several quality of life indicators (e.g., Human Development Index - HDI) in a country that has a high Gross Domestic Product (GDP) with a country that has a low Gross Domestic Product (GDP). Consider life expectancy, literacy rate, etc. Present their data in a chart. Then, create a collage which illustrates the connection between economic activity and quality of life.
- Select the natural feature from their community / region that most influences local culture. Write a poem illustrating the influence of this feature.
- Create a poster which illustrates the variety of rules and laws that influence them.
- Write a dialectical journal entry about the part of their personal / community / provincial heritage they feel is most worth preserving.
- Conduct a brief interview with an older community member. Ask the interviewee what historical event most impacted his/her life, and how his/her life changed. Write a memoir which summarizes this experience. Include a photograph or newspaper article of the event if possible.
- Create a “soundscape” for today (pop music, refrigerator, truck passing, school bell, chain-saw...) and a “soundscape” for people living in Newfoundland and Labrador 100 years ago (traditional music, horse hooves, hammer striking an anvil, buck-saw, sea waves...)

Teacher Notes & Resources

Suggested Time: 8 hours

Student Resource:

- Photography (pp. 16-34)
- Chapter 1 (pp 44-73)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Digital Photography - Just The Steps

Output: The Soul of Newfoundland
Examples of photography on the island of Newfoundland

The Tenth Frontier - Atlantic Crossroads (DVD)

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

SCO 3.0

The student will be expected to demonstrate an understanding of the concept of culture.

3.1 Examine elements of culture

3.2 Examine factors that shape culture

► **3.3 Examine factors that change culture**

Elaboration

The intent of this delineation is to have students consider: (i) the process of change, (ii) the significance of change and (iii) the various sources of change.

In terms of the process of change, students should examine the concept of cause and consequence. It is expected that students will distinguish between immediate causes and underlying factors, as well as anticipated and unanticipated consequences. Also, students should speculate as to short term and long term consequences for a given event.

Students should consider the concept of significance. Here, the focus is on using criteria to determine the extent to which an event is significant. It should be noted that some events are turning points, while others are tipping points. Students should understand that determining the significance of an event is very much a function of perspective.

Attention should focus on identifying sources of change. A source of change can originate within the culture. This may be the result of necessity, desirability, or technological / intellectual innovation. A source of change can originate outside of the culture. Here students should consider diffusion, acculturation and transculturation. It will be useful to discuss the role and influence of the mass media in spreading ideas and contributing to the rapid pace of change today.

The idea of constancy should also be examined. Here students may note some of the factors that contribute to constancy, such as the role of tradition, the influence of religion, and geographic / intellectual isolation.

Photography is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

Students should understand that, while many aspects of culture are continually changing, some aspects of culture remain relatively unchanged. The consequences of change are difficult to predict, and are often a matter of perspective.

Sample Performance Indicator(s)

- *Which is most desirable as it relates to culture: constancy or change? Explain.*
-
- *Select an event from your community / area which created change. What were the sources of this change? What was the significance of this change?*

Sample Teaching and Assessment Strategies

Students can:

- Select an old photograph of their community. Take a photograph of the same area today. Compare the photographs. Answer the following questions: What has changed? What has remained the same? (continuity and change) What forces brought about these changes? Or, why hasn't change occurred? (cause and consequence) How might people from the past view this? (perspective taking)
- Complete an individual "ecological footprint" calculation. List five changes they can be made to reduce their ecological footprint. For each change, indicate how this would impact culture. Speculate as to either (i) short term and long term consequences, or (ii) anticipated and unanticipated consequences. Use a graphic organizer to present their ideas.
- Given a list of historical events, identify which is the most significant.
- Read a series of news stories. For each story, establish its significance. Then arrange the stories based on significance. This could be done as a think-pair-share with a partner or in a small group. Compare the order they arrived at, and defend their choices.
- Reflect on what they have discovered about the importance of studying the past to better understand the present. Write a dialectical journal entry. The following prompts may be helpful:
 "The study of the past helps us to ..."
 "Knowing about my heritage is important because ..."
- Identify what they feel is the most significant cultural change taking place in their lives today. What is driving this change? What are the consequences?
- Examine the most recent trends in communication and social networking. Why are people so intent on being "connected"?
- "The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses." ~ *Malcolm X* Discuss.
- Debate the idea that "Change in culture is positive." Students should develop arguments for the affirmative and the negative.

Teacher Notes & Resources

Suggested Time: 4 hours

Student Resource:

- Photography (pp. 16-34)
- Chapter 1 (pp 80-93)

A Short History of Newfoundland and Labrador (pp. 131-137)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Digital Photography - Just The Steps

Outport: The Soul of Newfoundland
Examples of photography on the island of Newfoundland

Teaching about Historical Thinking

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

Unit 2: The Roots of Our Culture

Unit Overview

The intent of Unit 2 is to examine the roots of the contemporary population distribution of the province.

SCO 4.0 provides students with a knowledge base related to four main ideas. First, by examining the period from the earliest human migrations to the 15th century, it establishes that all people share a common experience in terms of migration. Second, this section identifies the roots of contemporary Newfoundland and Labrador society. Third, it clarifies that the past was not static, but was full of many changes, some of which had profound consequences that have shaped human experience as a whole. Finally, it raises various issues about what we can know about the past. Students need to understand that, due to limited and/or incomplete information, it is frequently difficult to reach definitive conclusions about the past. Students can, however, use available evidence to speculate about the past.

The intent of SCO 5.0 is to examine how the fishery resulted in the initial peopling of the colony by Europeans, and to consider the consequences of this European arrival from the perspective of the indigenous peoples of Newfoundland and Labrador. It should also be noted that an economy based primarily on the fishery was not a stable means by which to support a growing population. Governance structures changed during this period to address the

Unit Outcomes

- | | |
|---------|--|
| SCO 4.0 | The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s. |
| 4.1 | Examine the peopling of Newfoundland and Labrador to the early 16th century |
| 4.2 | Examine factors that contributed to the establishment of European migratory fisheries in Newfoundland and Labrador |
| 4.3 | Examine the prosecution and consequences of the migratory fisheries |
| SCO 5.0 | The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s. |
| 5.1 | Examine factors that contributed to the emergence of the resident fishery |
| 5.2 | Examine the prosecution and consequences of the resident fisheries |
| 5.3 | Examine changes in Newfoundland and Labrador's political status |

SCO 4.0

The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

- ▶ **4.1 Examine the peopling of Newfoundland and Labrador to the early 16th century**
- 4.2 Examine factors that contributed to the establishment of European migratory fisheries in Newfoundland and Labrador
- 4.3 Examine the prosecution and consequences of the migratory fisheries

Elaboration

This delineation focuses on the period of time from the earliest known inhabitation to the time just prior to the establishment of European fisheries in the 16th century.

This discussion should start with a brief examination of the question of how people came to occupy Earth. Those who hold the view that humankind originated in Africa note that human migration from Africa has been a long and complex process. Consideration should also be given to the idea that Earth may have been peopled via intelligent design – this is an area where teachers should exercise sensitivity in relation to students' religious beliefs.

The peopling of Newfoundland and Labrador indicates a series of migrations of cultural groups, beginning about 9000 BP. Students should briefly examine the various groups which inhabited our province. Discussion should focus on the range of experiences of this region's indigenous peoples. This would include an understanding of how each group used its natural surroundings (resources) to meet its basic needs, the technologies it developed, and its interactions with other groups.

This section ends with an examination of First Nations and Inuit who occupied what is present day Newfoundland and Labrador just prior to the arrival of Europeans. While archeological evidence is limited, students should consider the tangible and intangible aspects of each group's culture. In this examination it is important to avoid drawing conclusions that are not supported by evidence.

Given that much of what we know about the distant past is based on sagas and legends, storytelling, therefore, is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

The indigenous peoples of Newfoundland and Labrador developed sophisticated adaptations (e.g., tools and implements) which enabled them to live successfully in a harsh environment.

Sample Performance Indicator(s)

- *“Prior to the time of European arrival in Newfoundland and Labrador, the indigenous peoples of the area did not possess several adaptations that their European counterparts did (e.g., metal working). Yet these peoples had prospered for thousands of years.” Prepare a brief essay which supports this point of view.*
- *What was the most significant challenge faced by the early indigenous peoples of Newfoundland and Labrador? Explain.*

Sample Teaching and Assessment Strategies

Students can:

- Select a region inhabited by one of the indigenous peoples of Newfoundland and Labrador. Create a photographic essay that illustrates the particular biome. Use the headings: location, climate, animal life, and plant life. For each image, provide a caption that highlights the attributes that would be essential to adapting successfully to the land without the aid of “Old World” technologies.
- Select a tool or implement of an indigenous people from Newfoundland and Labrador prior to 1500. Complete an analysis of the artifact. Extension: Provide students with a list of artifacts found at a particular site. Provide data related to the environment of the area. Ask students to construct a story of the people who inhabited that place. Students may create a painting or use another art form to represent their story.
- Create a model / diorama which illustrates the seasonal round of an early indigenous people. Students can work in groups of four to make the model, each student assuming responsibility for illustrating a particular season: summer, fall, winter, or spring.
- Select a resource used by people who lived in this time period. Create a poem / watercolor which illustrates the significance of the resource to the people who used it.
- Assume the role of a journalist who is preparing to interview an Elder from one of the indigenous groups studied in this section. Create an interview sheet which focuses on the challenges his/her people faced. The interview should include discussion of both tangible and intangible aspects of his/her life. Be sure to establish a context for each question.
- Discuss the problems associated with drawing “conclusions” about the way of life of the earliest peoples. Consider what data is available to use as evidence and the limitations of this data.
- Create a carving illustrating a resource or adaptation which would have been important to the early peoples of Newfoundland and Labrador.
- Create a piece of music using handmade musical “instruments” that would have been available to early indigenous peoples.

Teacher Notes & Resources

Suggested Time: 6 hours

Student Resource:

- Storytelling (pp. 96-106)
- Chapter 2 (pp. 95-95; 107-125)

A Short History of Newfoundland and Labrador (pp. 1-22)

Newfoundland and Labrador: A History (pp. 13-25)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

The Beothuk

Teaching about Historical Thinking

Dorset Paleo Eskimo Dwelling (poster)

Newfoundland and Labrador Pre-history

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

The Chronicles of Uncle Mose

Tales of Pigeon Inlet (audio CDs)

SCO 4.0

The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

4.1 Examine the peopling of Newfoundland and Labrador to the early 16th century

► **4.2 Examine factors that contributed to the establishment of European migratory fisheries in Newfoundland and Labrador**

4.3 Examine the prosecution and consequences of the migratory fisheries

Elaboration

Students should begin this section by considering the forces that contributed to the “discovery” of America. This would include the role of technological change and the desire to find an alternate route to Asia.

Students should briefly consider that the “discovery” of the Americas was unanticipated. The European world view did not consider the possibility of the existence of a land mass between themselves and Asia. As such, until the 1700s, Europeans continued to be primarily concerned with finding a way to Asia, and less with settling the “New World”.

While Europeans continued to focus primarily on finding a new route to Asia, they did exploit the resources found in the Americas. In particular, fish was used to help feed a growing European population.

Students should examine the site and situation factors that made the Newfoundland and Labrador fishery desirable (e.g., its proximity to European markets, and a marine environment that provided ideal conditions for an abundant supply of fish).

The student should also explore the interdependence of factors which enabled European nations (i.e., England, France, Spain and Portugal) to participate in the migratory fishery. (e.g., availability of capital; seasonal work for those underemployed; saltfish as an inexpensive source of protein to feed growing populations).

Given that much of what we know about the distant past is based on sagas and legends, storytelling, therefore, is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

Newfoundland and Labrador’s situation and abundant supply of fish met the needs of European countries for food and employment, thus creating new patterns of activity.

Sample Performance Indicator(s)

- *There were many factors which came together in the late 1400s, that enabled nations from Western Europe to explore westwards. Of particular importance were the desire to find a better way to access the resources of Asia, and technological developments related to navigation. Which of these factors was the most important? Justify your position.*

Sample Teaching and Assessment Strategies

Students can:

- Conduct a brief interview with a Newfoundlander or Labradorian who is a migrant worker at a mainland Canadian or overseas worksite. Complete a cause and effect chart to identify underlying factors that led to the decision to become a migrant worker and the impact on the local economy.
- Create a triptych that examines three significant factors that contributed to the development of a migratory fishery in Newfoundland and Labrador during the 1500s and 1600s.
- Compare a series of maps of the Atlantic region created by explorers and cartographers between 1400 and 1600. What questions might they have raised for viewers of that time period? What possible inferences might viewers have made as they viewed this progression of maps? Speculate as to what the most significant realization (learning) would have been.
- Speculate as to the possible consequences of one of the following “what if” scenarios:
 - What might have happened if Asians had started exploring eastwards and “discovered” the Americas instead of Europeans?
 - How would history have differed if factors in Europe did not encourage exploration in the 1400s-1600s?
 - What might have been different if Americans discovered” Europe first?
- Discuss the following: It can be argued that the three factors which contributed most to the emergence of a migratory fishery at Newfoundland and Labrador were interrelated. However, is it possible that one factor was more important than the others? Explain.
 - merchants wanted to make money
 - workers were seeking employment
 - there existed a demand for fish as an inexpensive food source

Teacher Notes & Resources

Suggested Time: 3 hours

Student Resource:

- Storytelling (pp. 96-106)
- Chapter 2 (pp 126-131)

A Short History of Newfoundland and Labrador (pp. 23-30; 51-55)

Newfoundland and Labrador: A History (pp. 26-44)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

The Chronicles of Uncle Mose

Tales of Pigeon Inlet (audio CDs)

John Cabot Leaving (poster)

John Cabot Sighting Land (poster)

SCO 4.0

The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

- 4.1 Examine the peopling of Newfoundland and Labrador to the early 16th century
- 4.2 Examine factors that contributed to the establishment of European migratory fisheries in Newfoundland and Labrador

► **4.3 Examine the prosecution and consequences of the migratory fisheries**

Elaboration

The intent of this delineation is to provide students with a knowledge base upon which to build in subsequent outcomes. This is particularly important as it enables students to identify continuity and change over a longer period of time. However, teachers are cautioned to avoid the temptation of spending too much time in this section.

Students should compare the English and French fisheries. The discussion here should include an examination of economic, political and social considerations. (e.g., Was the fishery very profitable? What were the risks for merchants? Were there rules / laws that governed the fishery? What was life like for a migratory fisher?) Students should note the emergence of triangular systems of trade, such as the one between Europe, Newfoundland and Labrador, and the Caribbean.

It will be important to examine the reasons why extensive settlement was not necessary to prosecute the fishery. Students should consider the way of life for those who did “settle” (both temporary and sponsored settlement), and the annual pattern of migrant labour. Students should note here that the absence of women was a factor in limiting settlement.

This section should conclude with an examination of the nature of the early relationships that developed between First Nations and Inuit, and Europeans. It will be important for students to note the varied First Nations and Inuit responses to these relationships.

Given that much of what we know about the distant past is based on sagas and legends, storytelling, therefore, is an excellent medium to explore concepts related to culture as students meet SCO 1.0.

Enduring Understanding

The migratory fishery produced a pattern of activity that suited European interests and would influence the nature of the permanent European settlement that would eventually emerge in the late 18th century. First Nations and Inuit societies were affected by the arrival of Europeans.

Sample Performance Indicator(s)

There are a number of reasons why there was little need for a permanent settlement in order to prosecute the fishery. Which reason was most significant?

While there was some temporary settlement and attempts to establish sponsored settlement in Newfoundland, it did not result in significant population growth. What were the most significant reasons which account for this? Why was there little European interest in Labrador?

Various relationships developed between Europeans and First Nations and Inuit during this time period. What might have been the most significant changes resulting from these interactions for First Nations and Inuit? for Europeans?

Sample Teaching and Assessment Strategies

Students can:

- Create a comic strip which illustrates the annual sequence of activities engaged in by a migratory fisher.
- Use water colour (or other visual art form) to reflect the experience of those who overwintered in a particular area of the colony in the 1600s.
- Speculate as to the risks that the migratory fishery posed for the fisher. Use a think-pair-share cooperative learning strategy.
- Create a song which reflects the experience of a migratory fisher as he is travelling across the Atlantic on his way to Newfoundland and Labrador.
- Create a Venn diagram to compare the English and French migratory fisheries.
- Assume the role of a recruiter who is trying to assemble a crew of migratory fishers. Using the media arts, construct a poster to encourage workers to join the fishery.
- Create a short dramatic work (e.g., one act with three scenes) which examines the feelings of a migratory worker (e.g., a “youngster”) as he prepares to leave his family in the winter, work in the fishery in the summer, and reunite with his family in the fall. The work should utilize accurate depictions of the time period.
- Use simple line drawings to represent an example of early interaction between a First Nations or Inuit group and European fishers. Students will need to carefully examine information about the dress of both groups to help create an accurate depiction of the experience.

Teacher Notes & Resources

Suggested Time: 7 hours

Student Resource:

- Storytelling (pp. 96-106)
- Chapter 2 (pp 132-163)

A Short History of Newfoundland and Labrador (pp. 30-44; 55)

Newfoundland and Labrador: A History (pp. 35-44; 45-71)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

The Beothuk

Teaching about Historical Thinking

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

The Chronicles of Uncle Mose

Tales of Pigeon Inlet (audio CDs)

Common Whales (Poster)

SCO 5.0

The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s.

► **5.1 Examine factors that contributed to the emergence of the resident fishery**

- 5.2 Examine the prosecution and consequences of the resident fisheries
- 5.3 Examine changes in Newfoundland and Labrador's political status

Elaboration

This section focuses on the transition from temporary settlement to permanent settlement. It is important that students understand the underlying influences and immediate causes that resulted in this change. Factors to consider include the role of war, labour shortage, desire for increased profits, and the need to diminish risks.

It is important to examine the nature of European settlement, specifically as it relates to the English and Irish and, to an extent, the French. The push and pull factors which led to immigration of these groups should be examined. In discussing the French, changes in the French Treaty Shore should be examined, as well as the consequences of these changes relative to English and Irish settlement.

Finally, students should discuss internal migration as it related to the shore fishery. Specifically, the effects of localized overpopulation should be considered in terms of (i) a push factor for internal migration, and (ii) economic consequences for overpopulated areas. Discussion should consider why Newfoundland and Labrador was not a part of later 19th century European immigration to North America.

To help students construct a narrative of the time period covered in this outcome, it is suggested that comic art be used as a preferred medium to meet SCO 1.0.

Enduring Understanding

The shift to a resident fishery in Newfoundland and Labrador was, for merchants, preferable to the continuation of a migratory fishery. The patterns associated with the migratory fishery influenced the nature of early permanent settlement in Newfoundland and Labrador. The growth of permanent settlement quickly reached the limits of what the shore fishery could support.

Sample Performance Indicator(s)

- *Which factor(s) was most significant in the establishment of a resident fishery in Newfoundland and Labrador? Explain.*
- *What are the most important inferences that can be made in relation to the growth of a permanent population and the resulting internal migration?*

Sample Teaching and Assessment Strategies

Students can:

- Create a graphic organizer (e.g., web diagram) that summarizes factors that resulted in the growth of a resident fishery.
- Create a short dramatic work in which a European family is trying to decide if they will move and become residents of Newfoundland and Labrador.
- Reflect on the experience of internal migration. Create a pencil drawing (or other visual work) of an early Newfoundland and Labrador fishing settlement.
- Debate: “A resident fishery was bound to happen in Newfoundland and Labrador sooner or later. It was inevitable.”
- Examine a sequence of maps that depict European settlement in Newfoundland and Labrador during this time period. What patterns exist? What inferences can be made?
- Craft a series of journal entries of a young female servant as she leaves her home, crosses the Atlantic, and gains employment in a merchant’s household.
- Identify the various push and pull factors that influenced some residents of Newfoundland and Labrador to migrate to mainland North America in the late 1800s. Present these factors either in a chart or in a poster, using the media arts.

Teacher Notes & Resources

Suggested Time: 5 hours

Student Resource:

- Comic Art (pp. 164-178)
- Chapter 3 (pp. 179-199)

A Short History of Newfoundland and Labrador (pp. 55-60; 70-72)

Newfoundland and Labrador: A History (pp. 72-78)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking**Making Comics**

The Age of Sail (poster)

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

SCO 5.0

The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s.

5.1 Examine factors that contributed to the emergence of the resident fishery

► **5.2 Examine the prosecution and consequences of the resident fisheries**

5.3 Examine changes in Newfoundland and Labrador's political status

Elaboration

The fishery was the mainstay of the Newfoundland and Labrador economy throughout the 19th century. Students should understand that the fishery during this time period was not static; a number of factors led to the prosecution of new fisheries, specifically the Labrador fishery, the seal fishery, and the Bank fishery. Students should examine: the factors that contributed to the rise and decline of these fisheries; how these fisheries were prosecuted, noting similarities and differences; the effect of new technologies. Special attention should be paid to the ecological, economic and social consequences of the cod trap. By the end of this section it is expected that students should be able to summarize the changes that occurred in the fishery during this period.

Students should examine the economic significance of salt fish, including its importance to the colony's economy as well as the importance of salt fish as a food source for the western world. Attention should focus on factors which led to a drop in the colony's share of international markets and the resulting economic consequences. The role of the merchants should be examined, including a fair-minded assessment of the "truck system".

A brief examination of the lifestyles of the resident fishers is also necessary. Students should reflect on the ideas of class, community life and individual experience. They should also consider the central role of women in the success of the resident fishery. In some cases females were also ship owners. A range of changes will be identifiable when comparisons are made to the period of the late migratory fishery.

Finally, careful examination should be given to the effects of increased European settlement on the lives of First Nations and Inuit. Teachers should be careful to avoid contrasts that depict Europeans as "superior", as the various indigenous peoples of this region had lived here successfully and in a sustainable manner for thousands of years. As an act of remembrance, students should be afforded opportunity to reflect on the experience of the Beothuk. Additionally, it is important to examine the birth of the Metis as an Aboriginal people of Newfoundland and Labrador.

To help students construct a narrative of the time period covered in this outcome, it is suggested that comic art be used as a preferred medium to meet SCO 1.0.

Enduring Understanding

The period of resident fisheries to 1900 was a time of great change in Newfoundland and Labrador.

Sample Performance Indicator(s)

- *What issues arose during the 19th century which still persist*

Sample Teaching and Assessment Strategies

Students can:

- Analyze songs written in the late 19th and early 20th centuries and consider how these songs depict / interpret the experience of people during this period.
- Organize a town hall meeting to discuss: “The truck system was a necessary evil.” (The intent of a town hall meeting is to ensure that varied perspectives on an issue are discussed in an informal atmosphere.)
- Use a t-chart (or other graphic organizer) to compare the role of merchants in the resident fishery in 1780 with their role in 1880.
- Create a diagram to illustrate how the truck system spread the risk between merchants and fishers.
- Imagine that a television documentary was just aired that depicts all merchants as villains in relation to the 19th century truck system. Write a letter to the editor which either supports or refutes the idea that merchants were villains.
- Use a web diagram to highlight the direct and indirect consequences of European settlement in Newfoundland and Labrador on First Nations and Inuit. Then, identify what may have been the most significant consequence.
- Create a visual work depicting the roles of family members in the shore fishery during the 19th century.
- Craft and perform a dramatic work that depicts the stress of both fishers in the community and the local merchant at the end of a bad fishing season.
- Conduct a research project which examines the experience of a particular family or community during this time period. Newspapers of the period will be a useful source of data. Other recorded interviews will provide valuable first person accounts. Present your findings to the community.

Teacher Notes & Resources

Suggested Time: 12 hours

Student Resource:

- Comic Art (pp. 164-178)
- Chapter 3 (pp. 200-245)

A Short History of Newfoundland and Labrador (pp. 66; 68-69; 79-80; 83-87)

Newfoundland and Labrador: A History (pp. 75-153)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

The Beothuk

Teaching about Historical Thinking

Making Comics

Newfoundland and Labrador Maps
(various)

Atlas of Newfoundland and Labrador

SCO 5.0

The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s.

- 5.1 Examine factors that contributed to the emergence of the resident fishery
- 5.2 Examine the prosecution and consequences of the resident fisheries
- ▶ **5.3 Examine changes in Newfoundland and Labrador's political status**

Elaboration

The governance structures (e.g., naval governors) used during the migratory fishery were not suitable to address the needs of a growing resident population.

Students should trace the evolution of governance during this time period. It should be noted that the movement towards representative government and then responsible government occurred throughout the British Empire during this time. There should be a brief examination of the structure, accomplishments, and challenges of each form of government.

In particular, it is important to consider why Newfoundland did not confederate with Canada during the last half of the 1800s. This, it should be pointed out, is evidence of a growing sense of identity.

Finally, attention should focus on the Newfoundland and Labrador government's awareness of the need to improve the economy of the colony. This will provide a transition into the next chapter in this unit. It will be useful to examine at least one case study related to the Newfoundland government's ability to exert control over its foreign affairs.

To help students construct a narrative of the time period covered in this outcome, it is suggested that comic art be used as a preferred medium to meet SCO 1.0.

Enduring Understanding

By 1855 Newfoundland was a British colony with self-government. During the last half of the 19th century the colonial government attempted to manage its affairs and survive without confederating with Canada.

Sample Performance Indicator(s)

- *Was the desire of some politicians to have Newfoundland and Labrador remain an independent colony reasonable?*

Sample Teaching and Assessment Strategies

Students can:

- Invite a politician (mayor, councillor, MHA, MP) to discuss some of the current issues that are important to his/her community.
- Using the media arts, create an advertisement to be used in the campaign for representative government for publication in a London newspaper, c. 1825.
- Create a political cartoon that depicts one of the problems of responsible government.
- Complete a comparison chart that highlights the similarities and differences between representative government and responsible government. Once completed, judge the degree to which the interests of citizens were better represented.
- Create a dramatic scene in which two people are arguing the merits and demerits of confederation with the other British North American colonies in the 1860s.
- Debate the following: “During the 1800s it was appropriate for Britain to control the foreign affairs of all of its colonies.”
- Write a letter to the editor of a London newspaper advocating the need for the Newfoundland and Labrador government to be able to control its own foreign affairs.
- Research the music of Georgina Ann Stirling (1866-1935), whose stage name was Marie Toulinguet, from Twillingate. Contrast Stirling’s music with *The Old Time Songs and Poetry of Newfoundland* compiled by Gerald S. Doyle and published from the 1920s to the 1960s. Write an essay discussing the influence of European culture on Stirling.

Teacher Notes & Resources

Suggested Time: 5 hours

Student Resource:

- Comic Art (pp. 164-178)
- Chapter 3 (pp. 246-263)

A Short History of Newfoundland and Labrador (pp. 60-63; 80-83; 87-91; 93-94)

Newfoundland and Labrador: A History (pp. 75-153)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Making Comics

The First Ministers of Newfoundland and Labrador (poster)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

Unit 3: The Country Grows

Unit Overview

The intent of Unit 3 is to explore changes in Newfoundland and Labrador since from the late 1800s to 1972.

SCO 6.0 examines how surplus employment from the fishery led to the establishment of land-based industries. This marked a major shift in the province's culture. Students also consider the limitation of the government's ability to meet the economic demands of various issues of the time period. The unit ends chronologically with the end of the period of responsible government.

SCO 7.0 covers the time period from 1934 to 1972. Students should understand that, due to a variety of forces, Newfoundland and Labrador was ushered into the modern era. While the influence of Joseph Smallwood will feature prominently in this discussion, it should not be assumed that his leadership was the sole reason for this change. In fact, it will be useful for students to consider if some of the changes experienced at this time were inevitable.

Unit Outcomes

- | | |
|---------|--|
| SCO 6.0 | The student will be expected to demonstrate an understanding of how economic issues influenced Newfoundland and Labrador from the late 1800s to 1934. |
| 6.1 | Examine factors that contributed to economic diversification |
| 6.2 | Examine change in lifestyles and cultures |
| 6.3 | Examine significant experiences that influenced Newfoundland and Labrador |
| SCO 7.0 | The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador from 1934 to the end of the Smallwood administration. |
| 7.1 | Examine Newfoundland and Labrador's entry into Confederation |
| 7.2 | Examine challenges faced by the Smallwood administration |
| 7.3 | Examine change in lifestyles and cultures |

SCO 6.0

The student will be expected to demonstrate an understanding of how economic issues influenced Newfoundland and Labrador from the late 1800s to 1934.

▶ **6.1 Examine factors that contributed to economic diversification**

6.2 Examine change in lifestyles and cultures

6.3 Examine significant experiences that influenced Newfoundland and Labrador

Elaboration

Until the late 1800s the economy of Newfoundland and Labrador was centred on the fishery. A poor year in the fishery created economic hardship for the whole colony. The government realized that the colony's economy had to diversify.

Students should understand the main issues that plagued the fishing industry – declining fish harvests, the production of poorer grades of fish, competition from other countries, and trade deficits.

The motivations for the construction of a railway across the island of Newfoundland should be examined, especially as they relate to opening the interior for development.

It will be important for students to examine the emergence of new industries (forestry, mining, and agriculture). Students should also consider how economic diversification resulted in the emergence of new lifestyles and represented a significant change in the culture of the colony.

Music was an integral part of the experience of people living in Newfoundland and Labrador during this time period. Therefore, songwriting is an excellent medium for students to use as they meet SCO 1.0.

Enduring Understanding

By the end of the 19th century Newfoundland and Labrador could no longer depend solely on the fishery – economic diversification was necessary to the survival of the colony.

Sample Performance Indicator(s)

- *What was the most significant economic problem with the fishery in the late 19th century? Explain.*
- *Which was the most significant area of economic diversification during this time period? Explain.*

Sample Teaching and Assessment Strategies

Students can:

- Analyse a series of songs about the mining or forest industry in Newfoundland and Labrador. What are the songwriters saying about the experience?
- Complete a cause and effect chart to highlight the impact of the forest industry on Newfoundland and Labrador.
- Create a political cartoon for a local newspaper in the early 1900s. Use the medium to voice concerns about working conditions in the mining industry.
- Using the media arts, create a poster to attract fishers from the outports to become farmers in a land settlement scheme, such as Markland.
- Assume the role of a reporter who is preparing a radio documentary on government attempts to diversify the economy during the early 1900s. Use primary and secondary sources to create a script for the program. Present the broadcast to your class as a live dramatic work to your class. Focus on how voice and presentation style were used in early broadcasting.
- In a brief argumentative essay, evaluate the government's economic diversification program. Support your position with evidence.
- Using geographic data (e.g., a map of productive agricultural soil, climate data, etc.) make an assessment as to the potential viability of agriculture in Newfoundland and Labrador. Prepare a brief report for government identifying suitable areas and potential crops. Summarize possible challenges and limitations that would need to be considered.
- Research the work of musical satirist Johnny Burke (1851-1930). Present one of his songs in class. Write a song about a current political topic.

Teacher Notes & Resources

Suggested Time: 6 hours

Student Resource:

- Songwriting (pp. 266-284)
- Chapter 4 (pp. 285-323)

A Short History of Newfoundland and Labrador (pp. 91-93; 96-97)

Newfoundland and Labrador: A History (pp. 154-175)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Songwriting

We'll Rant and We'll Roar - volume 1 & 2

Home Brew - volume 1, 7 & 8 (audio CD)

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 6.0

The student will be expected to demonstrate an understanding of how economic issues influenced Newfoundland and Labrador from the late 1800s to 1934.

6.1 Examine factors that contributed to economic diversification

▶ **6.2 Examine change in lifestyles and cultures**

6.3 Examine significant experiences that influenced Newfoundland and Labrador

Elaboration

The economic diversification of Newfoundland and Labrador resulted in a change in population distribution patterns. During the 19th century most of the population lived along the coast, but with the establishment of new industries some people moved to the interior and new communities were established.

The way of life of industrial communities was very different from the traditional outport. Students should examine changes in relation to the seasonal round of activities, working for wages, site and situation, education and training, health care, and social life.

In addition to examining internal migration, students should briefly examine emigration, and immigration of peoples, particularly from China, Lebanon and Eastern Europe.

Students should also consider the ways in which the lifestyles of Inuit, Innu, Mi'kmaq and Metis changed during this time.

Music was an integral part of the experience of people living in Newfoundland and Labrador during this time period. Therefore, songwriting is an excellent medium for students to use as they meet SCO 1.0.

Enduring Understanding

Economic diversification led to significant changes in the lifestyles and culture of Newfoundland and Labrador, eroding the dominance of the sea on both culture and identity.

Sample Performance Indicator(s)

- *In general terms, what were the three most significant changes that occurred in the lifestyles and culture of Newfoundlanders and Labradorians at this time?*
- *Did the diversification of the Newfoundland and Labrador economy result in improvements in the quality of life for Newfoundlanders and Labradorians?*
- *Some would argue that the quality of life in a company town was no better than the quality of life in an outport. What arguments support this position? What are the counter-arguments?*

Sample Teaching and Assessment Strategies

Students can:

- Examine a series of songs which reflect the varied ways of life in Newfoundland and Labrador during the early 20th century. Use the information as a source of inspiration to create an artistic work to reflect the many local cultures of “this place” during this time. Challenge themselves by working in a medium / form that is new to them.
- Create a song or letter to the editor in which they celebrate the optimism of a struggling family as they move to an industry town.
- Complete an impact chart to show the effects on the household economy when a family left the fishery to work in a land-based industry, such as a mine or pulp and paper mill.
- Create two versions of a song entitled “Life in an Inland Town”; one to celebrate it and one to lament the loss of the sea in their life / culture.
- Use a graphic organizer to compare the lifestyle of a fishing family with that of an industry family, c. 1912.
- Compare the layout of an outport with the layout of a typical company town. What inferences can be made? Present in a chart.
- Use a graphic organizer to outline obstacles to obtaining a formal education in the 1800s through mid-1900s.
- Compare the economic data for an outport family and an industry family. Which enjoyed a better economic existence? Be sure to factor in aspects of self-sufficiency.
- To what degree could people in smaller communities exert control over their lives from a political perspective? Present your position in a brief argumentative essay.
- Sometimes artists create romantic depictions of this time period. What considerations are being left out of their interpretations?
- Complete an impact chart to show the effects of economic diversification on the lifestyle of one of the province’s Aboriginal groups.

Teacher Notes & Resources

Suggested Time: 8 hours

Student Resource:

- Songwriting (pp. 266-284)
- Chapter 4 (pp. 324-361)

A Short History of Newfoundland and Labrador (pp.114-115; 119)

Newfoundland and Labrador: A History (pp. 154-208)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

The Beothuk

Teaching about Historical Thinking

Songwriting

We’ll Rant and We’ll Roar - volume 1 & 2

Home Brew - volume 1, 7 & 8 (audio CD)

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 6.0

The student will be expected to demonstrate an understanding of how economic issues influenced Newfoundland and Labrador from the late 1800s to 1934.

6.1 Examine factors that contributed to economic diversification

6.2 Examine change in lifestyles and cultures

▶ **6.3 Examine significant experiences that influenced Newfoundland and Labrador**

Elaboration

The intent of this section is to examine the impact of events on Newfoundland and Labrador during the late 1800s and early 1900s. While most of these events were directly related to the economy of the colony, consideration should also be given to political and social consequences...

- 1892 - St. John's fire
- 1894 - Bank Crash
- 1904 - French Treaty Shore issue resolved
- 1914 to 1918 - contributions to the Great War
- 1929 - start of the Great Depression ...

For each of the experiences noted, students should consider the causes and direct and indirect consequences of each event and assess its significance in relation to the larger history of the colony. Other events may be noted from this time period as well. These events may not have had immediate economic consequences, but instead some political or social significance (e.g., growth of the labour movement; enfranchisement of women).

Discussion should conclude with an examination of the accumulated debt of the colonial government which lead to the collapse of responsible government and the appointment of a Commission of Government in 1934.

Music was an integral part of the experience of people living in Newfoundland and Labrador during this time period. Therefore, songwriting is an excellent medium for students to use as they meet SCO 1.0.

Enduring Understanding

Students should understand that Newfoundland and Labrador's sense of identity was shaped by events throughout the late 19th and early 20th centuries. Some of these experiences compromised the colony's economic stability.

Sample Performance Indicator(s)

- *Which of the challenges in this section was the most significant in terms of:*
 - a) *economic effects?*
 - b) *political effects?*
 - c) *social effects?**Support your selections with evidence.*

Sample Teaching and Assessment Strategies

Students can:

- Create a visual depiction of the 1892 St. John's fire.
- Illustrate in diagram form the sequence of events surrounding the 1894 Bank Crash.
- Prepare and deliver a persuasive speech which advocates enfranchisement of women. This could be presented by smaller groups reenacting a rally for enfranchisement. In this instance, considerations of impromptu dramatic staging should be considered – speeches should be modified to allow actors to argue complementary points.
- Write an argumentative essay that supports the following statement: “The government of Newfoundland and Labrador should have full jurisdiction over the territory which constituted the French Treaty Shore.”
- Create a series of political cartoons that illustrates the consequences of selected significant experiences affecting the colony during this period.
- Research archival photographs of this time period. Select photographs (8-10) that they feel best represent / capture the changes taking place during this time. Using media arts, arrange the images to create a collage.
- Create a dramatic work or triptych that attempts to capture the mood in the colony in 1933 / 1934.
- Select photographs, newspaper headlines, and stories from this time period to create a display which depicts the experience of the Great Depression.
- Research soldiers' files from the First World War. Compose a series of journal entries to depict a soldier's experiences during the war.

Teacher Notes & Resources

Suggested Time: 8 hours

Student Resource:

- Songwriting (pp. 266-284)
- Chapter 4 (pp. 362-381)
- Chapter 5 (pp. 399-423)

A Short History of Newfoundland and Labrador (pp. 94-100; 105-119)

Newfoundland and Labrador: A History (pp. 150-208)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Songwriting

We'll Rant and We'll Roar - volume 1 & 2

Home Brew - volume 1, 7 & 8 (audio CD)

The Newfoundland Regiment and the Great War

www.therooms.ca/regiment

The Arctic Voyages of Captian Robert A. Bartlett

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

SCO 7.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador from 1934 to the end of the Smallwood administration.

▶ **7.1 Examine Newfoundland and Labrador's entry into Confederation**

7.2 Examine challenges faced by the Smallwood administration

7.3 Examine change in lifestyles and cultures

Elaboration

Newfoundland and Labrador became Canada's tenth province on March 31, 1949. The intent of this section is to examine the forces which led to this event.

Students should briefly review why responsible government collapsed in 1933, noting the role of the Amulree Commission. The expectations, functions, challenges and accomplishments of the Commission of Government should be considered. Discussion should include the growing dissatisfaction with the Commission by the late 1930s, the increasing demand for a higher standard of living, and the effects of the Second World War on the colony, including the impact on women both socially and economically.

Some time should also be devoted to the National Convention. Here it will be important to focus on the arguments for and against confederation with Canada and the appeal of these arguments to various groups within the province. The roles played by Smallwood, Bradley and other key players should be noted.

Students need to be familiar with the Terms of Union with Canada and understand the distribution of powers among levels of government. In particular, resource management, health, education and Aboriginal affairs should be considered.

Playwriting is an excellent medium for students to use as they explore the ideas within this outcome, thus enabling them to meet SCO 1.0.

Enduring Understanding

A combination of factors resulted in Newfoundland and Labrador's entry into Confederation with Canada in 1949.

Sample Performance Indicator(s)

- *What was the most compelling reason for the Newfoundland and Labrador electorate to vote in favour of confederation with Canada?*
- *What was the greatest fear that encouraged some of the Newfoundland and Labrador electorate to vote against confederation with Canada?*

Sample Teaching and Assessment Strategies

Students can:

- Create a series of political cartoons depicting some of the challenges faced by responsible government in 1933.
- Depict the arguments for and against Confederation in a poster.
- Debate the following: “The Commission of Government was effective in meeting the needs of the colony.”
- Construct a mini graphic novel that explores some of the actions of the Commission of Government during the 1930s.
- Prepare a research report that examines the American and Canadian military presence in Newfoundland and Labrador during the Second World War. The influence of this experience on the economy, the standard of living, and social life should be included. Discussion should also address perceived issues / problems created by this “friendly invasion”.
- Hold a town hall meeting to discuss: “How did the economic and social impact of the Second World War shape the political future of Newfoundland and Labrador?”
- Craft and present (i) a pro-Confederation rant, and (ii) an anti-Confederation rant.
- Speculate as to how life in Newfoundland and Labrador might have changed if the colony had chosen to return to responsible government. Present your thoughts as a journal entry.
- Did Newfoundland and Labrador make the “right” choice in 1949? Discuss. (Arguments should be supported with evidence.)

Teacher Notes & Resources

Suggested Time: 4 hours

Student Resource:

- Playwriting (pp. 382-398)
- Chapter 5 (pp. 424-451; 460-473)
- Chapter 6 (pp. 474-475; 499-511)

A Short History of Newfoundland and Labrador (pp.119-126)

Newfoundland and Labrador: A History (pp. 209-239)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

The Art and Craft of Playwriting

From the Lips of Our People (script)

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 7.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador from 1934 to the end of the Smallwood administration.

7.1 Examine Newfoundland and Labrador's entry into Confederation

▶ **7.2 Examine challenges faced by the Smallwood administration**

7.3 Examine change in lifestyles and cultures

Elaboration

This section asks students to consider the challenges faced by the Smallwood Administration in the 1950s and 1960s, and to assess the effectiveness of the responses of the government during this period.

It is important to note that Smallwood saw Confederation with Canada as an opportunity to break the cycle of poverty which had existed in Newfoundland and Labrador since its early history. Students should examine Smallwood's vision ("develop or perish") for Newfoundland and Labrador, and the successes and failures of the Smallwood administration in this area. Specific attention should be given to efforts to further diversify the economy through mega-projects and small-scale manufacturing.

It is necessary to examine changes in the distribution of government services during this era. This should lead to an assessment of sponsored resettlement programs.

It should also be noted how the Smallwood administration dealt with the fishery. It is important to identify the challenges in the fishery during this time, noting issues related to low productivity, out-dated fishing / processing methods, and poor market conditions.

Finally, attention should focus on why Premier Smallwood and the Liberal Party were able to maintain power for almost 23 years, and what issues finally led to Smallwood's defeat.

Playwriting is an excellent medium for students to use as they explore the ideas within this outcome, thus enabling them to meet SCO 1.0.

Enduring Understanding

Joseph Smallwood's vision for Newfoundland and Labrador involved the modernization of the province and improvement of the standard of living. His administration enjoyed some success, but also faced many challenges.

Sample Performance Indicator(s)

- *What was the most significant challenge faced by the Smallwood administration in 1949?*
- *How effective were the strategies adopted by Premier Smallwood to achieve his vision for the province?*
- *Why did resettlement programs implemented during the Smallwood era come under attack?*
- *How did the academic and cultural communities help erode people's confidence in Smallwood's leadership? Was this*

Sample Teaching and Assessment Strategies

Students can:

- Create a visual art work entitled “Through His Eyes” that presents their interpretation of how Joseph Smallwood viewed Newfoundland and Labrador in 1948.
- Complete a series of political cartoons to illustrate the successes and failures of the Smallwood administration.
- Create a photographic essay or mini-documentary that tells the story of one economic diversification project undertaken by the Smallwood administration.
- Present in a chart the pros and cons (immediate and long term) of the resettlement program. Was this program good for the communities affected? the province as a whole?
- Debate the issue of resettlement. Consider the following arguments: **Source #1** “People in isolated communities should not have to resettle. It is the government’s mandate to provide services to all areas of the province... not just larger areas.” **Source #2** “It was too expensive for the provincial government to provide the level of services that all Newfoundlanders and Labradorians deserved. Only in larger communities, government argued, could residents have access to good schools, medical services, road connections, telecommunications, and frequent postal services.”
- Critique artistic works that reflect the experience of resettlement. How have the artists depicted the experience? Do the works capture both the sense of loss that resettlement created, as well as the problems faced by remote / isolated communities? Explain.
- Examine an article by Harold Horwood or Ray Guy where Smallwood’s ideas are challenged. Summarize the main arguments. Judge the arguments in terms of the use of evidence.
- Given the number of issues faced by the Smallwood administration, consider if the government of the day served the people well. Present their response in an art form of their choice.
- Research to determine how the Smallwood administration dealt with the fishery. Students can present their research in a graphic organizer or essay.

Teacher Notes & Resources

Suggested Time: 6 hours

Student Resource:

- Playwriting (pp. 382-398)
- Chapter 6 (pp. 512-525)

A Short History of Newfoundland and Labrador (pp.126-133)

Newfoundland and Labrador: A History (pp. 239-259)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

The Art and Craft of Playwriting

From the Lips of Our People (script)

The Tenth Frontier - High Tide in Newfoundland (DVD)

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 7.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador from 1934 to the end of the Smallwood administration.

7.1 Examine Newfoundland and Labrador's entry into Confederation

7.2 Examine challenges faced by the Smallwood administration

▶ **7.3 Examine change in lifestyles and cultures**

Elaboration

The attempt of the Liberal government to modernize and diversify the economy had a lasting impact upon the culture of Newfoundland and Labrador.

It is important that students focus on population shifts, internal and external migration, and the phenomenal growth in population during this time. Of particular note would be the large-scale migration from rural to urban centers, whether through forced or voluntary resettlement.

Specifically, students should examine how lifestyles changed as economic activities changed. Considerations include: family involvement in fish processing replaced by fish plants, women finding work outside the home, change in the spatial organization of outport communities, decline in subsistence agriculture, the rise of families with two paid jobs, and increased access to manufactured goods.

It is important to examine the effect of increased availability of / access to infrastructure, such as electricity, healthcare, transportation, and communication.

Discussion about social change should include considerations such as the effect of the shift from informal to formal education. It is important to note the beginning of the decline in the role of the churches and the slow growth of community / municipal government during this era.

Students should be aware that these changes were in many ways tied not only to Smallwood's attempts at modernization, but also to larger trends in the western world, such as the rise of mass media and the proliferation of air travel.

Playwriting is an excellent medium for students to use as they explore the ideas within this outcome, thus enabling them to meet SCO 1.0.

Enduring Understanding

Students should understand that the lifestyles and the culture of Newfoundland and Labrador continued to change, in part due to efforts by the Smallwood government to improve life in the province, but also due to larger social forces.

Sample Performance Indicator(s)

- *How did the culture of Newfoundland and Labrador change during the first two decades after confederation? What were the most significant changes? What accounts for these changes?*

Sample Teaching and Assessment Strategies

Students can:

- Research the accomplishments of one of the following Newfoundland and Labrador musicians who became popular during this time. How did the work of the artist affect Newfoundland and Labrador identity? (Émile Benoit, Rufus Guinchard, Minnie White, Harry Hibbs, Wonderful Grand Band, Figgy Duff, Anita Best, Pamela Morgan, Kelly Russell, Jim Payne.)
- Using the media arts, create a collage depicting the major changes which occurred in one area of Newfoundland and Labrador culture during the Smallwood era. (Alternatively, students may focus on the changes in one community / region.)
- Identify one element of culture today (e.g., entertainment) that they think will be different 10 years from now. Explain to the class what will cause the change to occur.
- Analyse a song from the Smallwood years. Determine the theme and show how it is supported by poetic effect and musical style.
- Gather a collection of poems, prose and music from this time period. Present the works as part of a sharing circle.
- Stage a dramatic work that reflects the experience of this time. (e.g., see the works of Bruce Stagg, Ray Guy)
- Craft a drama in three parts that illustrates how the way of life of a family from one community changed over three generations, c. 1930, 1950, 1970.
- Examine a song or visual art form related to resettlement. In a journal entry, comment on the main theme, images, and mood of the selection.
- Use newspapers or magazines from the time period to create three fashion drawings showing the clothing styles of the 1930s, 1950s and 1970s.

Teacher Notes & Resources

Suggested Time: 6 hours

Student Resource:

- Playwriting (pp. 382-398)
- Chapter 5 (pp. 452-459)
- Chapter 6 (pp. 526-559)

A Short History of Newfoundland and Labrador (pp.122; 131-132)

Newfoundland and Labrador: A History (pp. 239-259)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

The Art and Craft of Playwriting

From the Lips of Our People (script)

Of Boats on the Collar

The Tenth Frontier - *Atlantic Crossroads* (DVD)

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

Unit 4: Towards the Future

Unit Overview

The intent of Unit 4 is to explore changes in Newfoundland and Labrador since 1972, and consider how future decades may unfold.

SCO 8.0 “bookends” SCO 3.0 where students revisit themes introduced at the beginning of the course. In particular, students should now be in a position to consider, in some depth, issues that confront Newfoundland and Labrador today from varied perspectives. Assuming that students have integrated examination of contemporary issues throughout the course, the intent here is that students are now afforded the opportunity to reflect deeply on Newfoundland and Labrador’s culture, heritage and identity as a whole. Ideally students will take from their study knowledge and insight that will enable them to contribute as active citizens in their communities, working as many of their forebears did to improve the way of life for the people of “this place”.

Unit Outcomes

- SCO 8.0 The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.
- 8.1 Examine changes in the economy
 - 8.2 Examine challenges related to governance
 - 8.3 Examine changes in lifestyles and cultures

SCO 8.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.

► **8.1 Examine changes in the economy**

8.2 Examine challenges related to governance

8.3 Examine changes in lifestyles and cultures

Elaboration

The intent of this delineation is to have students consider how the Newfoundland and Labrador economy has changed from 1972 to the present.

Students should review some of the more significant economic issues during this time period. (e.g., the Churchill Falls Agreement, the Rails for Roads Agreement, the Cod Moratorium, establishment of offshore oil production, closure of pulp and paper operations) In particular, students should note the causes of the issue and the resulting consequences.

By now, it is expected that students should have some proficiency in analysing simple economic data and the ability to identify trends, shifts and anomalies, as well as recognize and describe patterns.

Attention should focus on using raw data to identify how the economy has changed during this period. Students should note trends related to employment and revenue by sector. This should include the progress of women towards greater economic equality. After analyzing this data, students should be able to draw inferences about the significance of current economic trends and explain how it shapes the culture of the province today.

Students should reflect on current economic issues, and offer possible solutions. This would include the decline of some resource based or single industry communities.

Finally, students should be able to relate economic change to change in lifestyle and culture.

Now that students have reached the final outcome, filmmaking is recommended as a preferred medium for students to use as they consolidate their learning. Students may use filmmaking as they engage with virtually any aspect of this curriculum and work to meet SCO 1.0.

Enduring Understanding

Newfoundland and Labrador experienced significant economic changes in the late 20th century which have deeply influenced the culture of the province.

Sample Performance Indicator(s)

- *What has been the single most important economic event affecting Newfoundland and Labrador in the last fifty years?*
- *What is the most significant trend influencing Newfoundland and Labrador today?*

Sample Teaching and Assessment Strategies

Students can:

- Given a particular location, assess the potential economic sustainability of the community. Suggestions should be offered to help improve the viability of the community from an economic perspective.
- Make a recommendation to the government that will guide the development and exploitation of the resource(s) to maximize long-term benefits for the province.
- Identify issues related to the management of a renewable resource. Investigate the consequences of possible options in relation to resource development and/or management. Finally, assess the significance of the potential economic output of the activity in terms of (i) direct and indirect employment, and (ii) revenue for the province.
- Write a poem or piece of prose that laments the loss of the fishery as a cultural anchor during this time period.
- Identify a technology that has had deep consequences in relation to the exploitation of a resource in the province. Craft a script for a mini-documentary which examines the effect of this innovation on the economy and culture of the province.
- Create a piece of music or art based on the Churchill River (also called the Grand River). Students should have their music reflect the history of this river from early indigenous peoples to contemporary plans to construct a second dam on it.

Teacher Notes & Resources

Suggested Time: 7 hours

Student Resource:

- Filmmaking (pp. 476-498)
- Chapter 6 (pp. 552-583)

A Short History of Newfoundland and Labrador (pp.135-137)

Newfoundland and Labrador: A History (pp. 260-286)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Setting Up Your Shots

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 8.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.

8.1 Examine changes in the economy

► **8.2 Examine challenges related to governance**

8.3 Examine changes in lifestyles and cultures

Elaboration

While the Terms of Union set out the division of powers between the federal and provincial governments, it did not provide solutions to complex issues that could arise in the future.

Since the early 1970s, a number of issues have arisen that have proven to be challenging for governments to resolve. Students should consider some of the following issues:

- extending Canadian offshore jurisdiction to 200 miles
- responding to the social effects of the Cod Moratorium
- reorganizing and eventual demise of denominational schools
- encouraging economic renewal in rural areas
- negotiating with the federal government for joint resource management in areas that would normally be the exclusive domain of Ottawa
- negotiating royalty structures on resource development that offer a fair return to the province
- developing the lower Churchill River
- reaching land claims agreements with the indigenous peoples of the province
- improving the overall quality of life for the citizens of the province
- preserving the traditional culture and heritage of the province in a period of rapid and profound change
- delivering government services to a geographically dispersed population

Different governments have taken various approaches to try to resolve these issues. Students should consider government actions and the effects of these actions. (For example, consider the impact on rural Newfoundland and Labrador, or the influence of female politicians on social issues.)

Now that students have reached the final outcome, filmmaking is recommended as a preferred medium for students to use as they consolidate their learning. Students may use filmmaking as they engage with virtually any aspect of this curriculum and work to meet SCO 1.0.

Enduring Understanding

The Newfoundland and Labrador government has worked during the last 40 years to improve the lives of citizens for both the short and long term.

Sample Performance Indicator(s)

- *During the 1970s / 1980s / 1990s / 2000s what was the most significant issue that the government faced? How effective were the government's efforts to resolve these issues?*
-
- *Since the Smallwood era, what has been the most significant challenge facing the Newfoundland and Labrador government? Explain.*
-

Sample Teaching and Assessment Strategies

Students can:

- Given the dominance of non-renewable resources as primary sources of revenue for the province, develop a strategy to ensure the long-term sustainability of the province.
- Given current projections in terms of an aging and declining population, recommend a plan to government to ensure the efficient and effective delivery of government services throughout the province.
- Research the amount allocated to the Department of Tourism, Culture and Recreation in the most recent provincial budget. Determine how much of that money goes to culture. Using that amount of money, create a plan to identify and preserve the tangible and intangible culture and heritage of our province. Compare its plan with how the Quebec government supports its cultural industries.
- Debate if it is worth protecting Newfoundland and Labrador's culture when "all the best movies and music come from the United States."
- Develop a strategy for government that encourages a migratory approach to work as a more desirable alternative than workers relocating to other provinces / countries.
- Create a mini-documentary which explores an issue faced by government during this time period and reflects on both the immediate and long-term consequences for those affected. Possibilities include:
 - indigenous self-governance
 - management of water as an economic commodity
 - the role of immigration as a means of increasing the population base and encouraging economic growth
 - the role of female politicians in shaping social policy

Teacher Notes & Resources

Suggested Time: 4 hours

Student Resource:

- Filmmaking (pp. 476-498)
- Chapter 6 (pp. 552-583)

A Short History of Newfoundland and Labrador (pp.135-137)

Newfoundland and Labrador: A History (pp. 260-286)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Setting Up Your Shots

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

SCO 8.0

The student will be expected to demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.

8.1 Examine changes in the economy

8.2 Examine challenges related to governance

► **8.3 Examine changes in lifestyles and cultures**

Elaboration

The post-war era saw the emergence of trends that have led towards globalization. By the early 1970s the proliferation of mass technologies began to change the world in significant ways. Newfoundland and Labrador was not immune to this change.

The intent of this section is to examine the ways in which Newfoundland and Labrador has changed in terms of lifestyle and culture. Students should note the changes in the way of life in outport communities, single industry communities that may have declined, and urban centers.

In particular, attention should be given to how global forces are eroding connection to “this place”, as well as the response of various groups / governments to preserve the province’s sense of cultural identity (e.g., Irish, French, Indigenous). Students should examine the influence of popular culture on lifestyle. In this context, it would be useful to note how some local artists use popular formats and styles to engage viewers with local / provincial themes. Attention should also focus on how traditional forms of expression are being reclaimed and maintained.

Now that students have reached the final outcome, filmmaking is recommended as a preferred medium for students to use as they consolidate their learning. Students may use filmmaking as they engage with virtually any aspect of this curriculum and work to meet SCO 1.0.

Enduring Understanding

The way of life in Newfoundland and Labrador is changing significantly in terms of culture, as popular global forces threaten our connection to our cultural heritage.

Sample Performance Indicator(s)

- *Which force has most significantly changed Newfoundland and Labrador society over the past twenty years? Explain.*
- *Identify the most significant change in the culture of our province in the last fifty years that could be regarded as a considerable loss. Explain.*

Sample Teaching and Assessment Strategies

Students can:

- Interview a grandparent or community Elder to examine how new technologies have influenced entertainment in their lifetime. Present their findings in a t-chart entitled “Then” and “Now”.
- Plan and create a contemporary museum exhibit that examines the forces that are changing our culture today.
- Interview (or research) an artist whose work is helping to preserve the culture of our province. Present their research as a triptych.
- Research an artist who is introducing art forms to the province. Present their research as a radio show.
- Identify individuals from their community who could be considered “culture bearers”. Using the media arts, present a print / television / radio advertisement that celebrates their contribution. (As an extension, prepare a similar advertisement that encourages the viewer to engage more fully with his/her cultural heritage.)
- Examine the works of musicians from the 1970s to the present who have attempted to engage listeners with their cultural past. Using the lyrics, album art, other graphics and the music of the artists themselves, create a visual and sound collage.
- Produce a short film (2-3 minutes) that tells the story of an aspect of “this place” that they have found compelling during their studies in this course.

Teacher Notes & Resources

Suggested Time: 5 hours

Student Resource:

- Filmmaking (pp. 476-498)
- Chapter 6 (pp. 552-583)

A Short History of Newfoundland and Labrador (pp.133-135; 137)

Newfoundland and Labrador: A History (pp. 260-286)

NL Studies Website

www.heritage.nf.ca/nlsociety/home.html

Teaching about Historical Thinking

Setting Up Your Shots

Land and Sea - various episodes (DVD)

Voices of the Pioneers - various episodes (audio CD)

Newfoundland and Labrador Maps (various)

Atlas of Newfoundland and Labrador

Appendices

Appendix A – Inquiry Learning

Rationale and Explanation for Using an Inquiry Approach in Social Studies (Scope and Sequence)

From Piaget to the present, educational research suggests that students learn best when they actively and critically inquire into the subject matter. Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyze subject matter and not merely retrieve information. In these ways, we shift classrooms from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. The term ‘critical’ inquiry is used to signal that inquiry is not essentially the retrieval of information but requires reaching conclusions, making decisions and solving problems. Although some students may enjoy gathering information, students’ *depth* of learning and *engagement* are enhanced when they are invited to think critically at each step of the investigation.

The following strands capture the range of inquiry-related competencies that students are asked to develop within the social sciences:

1. *Ask questions for various purposes*
2. *Locate and select appropriate sources*
3. *Access ideas from oral, written, visual and statistical sources*
4. *Uncover and interpret the ideas of others*
5. *Assess options and formulate reasoned opinions*
6. *Present ideas to others*
7. *Act cooperatively with others to promote mutual interests*

Critical inquiry is embedded into these areas of competence at all grade levels. Right from kindergarten, the scope and sequence suggests that students are explicitly taught how, and then expected to make, reasoned decisions, develop interpretations and make plausible inferences based on evidence. The examples provided serve as models and starting points to help teachers frame powerful and purposeful tasks to drive student inquiry on a daily basis.

Delineation of skills between grade levels

Within the seven strands, competencies have been delineated among grade levels by differentiating along four variables:

- *nature* (i.e., the inquiry task that students are engaged in)
- *scope* (i.e., the range of application of the task)
- *complexity* (i.e., the difficulty of the task)
- *performance level* (i.e., the level of success or sophistication in achieving the task).

Strand 1: Ask questions for various purposes

Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite curiosity. Key to the success of an inquiry based classroom is the thoughtful nature of the questions asked. When teachers frame powerful questions for students and expressly teach students to frame powerful questions to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Choose from among provided questions to gather basic information	Generate their own main questions and follow-up questions to gather information for different purposes and to challenge ideas	Formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs
Scope of application	Pose questions of the teacher, fellow students or family members	Pose questions to guide research among various sources including very simple library and internet searches	Pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion
Complexity	Use very simple versions of the 5W's questions to ask on familiar topics	Use more specific and detailed versions of the 5W's questions	Use a full range of sophisticated questions
Performance levels	Ask relevant questions	Ask relevant, focused and powerful questions	Ask empathetic, insightful and effective questions

Sample questions:

- ✓ To what extent were the negative consequences foreseen or predicted?
- ✓ To what extent does an individual or group deserve to be praised or condemned for the consequences of x?
- ✓ To what extent is this argument valid?
- ✓ How might history have been different if x had not occurred?
- ✓ Which interpretation of x is most valid?

Strand 2: Locate and select appropriate sources

In social studies, students have often been expected to find sources of information to drive research tasks. In a classroom framed by critical inquiry where students are challenged to seek out and uncover information, this competency takes on an important new dimension. At all grade levels, the task of locating and selecting appropriate sources becomes an opportunity to invite students to carefully use criteria to judge and select valuable and appropriate sources of information.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Choose from among provided visual sources of information	Locate and select several of their own sources	Locate and select varied sources
Scope of application	Consider everyday sources of information	Seek a range of textual and reference sources	Seek a variety of primary and secondary sources, including non-conventional and specialized sources
Complexity	Use information sources provided to them	Use simple search strategies to locate and assess sources	Use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources
Performance levels	Choose useful sources for specified information needs	Seek out and choose the most relevant and dependable sources for a range of information needs	Seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs

Sample questions:

- ✓ Does the information relate to the argument for which it is being used?
- ✓ Is there enough evidence to support the conclusions offered by the author?
- ✓ How faithful to the events and how complete is the account? How do we know? Is there a conflict of interest that might prejudice the account?
- ✓ Is there conflicting evidence that supports different conclusions than the ones presented by the author?
- ✓ How will the author’s social situation and beliefs influence the account? Was the author in a well-informed position to observe or experience the event?
- ✓ Does the evidence support the argument being made by the author?
- ✓ Is there consistency in the facts within the account?
- ✓ Does the account align with or contradict other accounts?

Strand 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract the relevant information from the source. When students are skilled at accessing ideas from a variety of sources, they can do more than simply find the required answer to fill in the blank. They move beyond identifying obvious details to gleaning the main idea and drawing inferences. They use their understanding of language and text forms and structures to draw out and construct meaning. The scope and sequence focuses on these moments, which happen on a minute-by-minute basis in the social studies classroom, to draw attention to opportunities to nurture and scaffold students' thinking.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Identify obvious details	Use strategies to locate main ideas and supporting details and to identify implied conclusions	Use strategies to locate main and subsidiary ideas, recognize obvious and subtle conclusions, and identify supporting and contradictory arguments and evidence
Scope of application	Access information from simple visual images and oral messages	Access information from a wide range of oral, written, visual and statistical sources	Access information from a wide range of oral, written, visual and statistical sources, including challenging discipline-specific sources
Complexity	Use very simple strategies to locate simple text or visual features	Use a range of visual and print reading strategies, including understanding of basic text structures	Use a comprehensive range of strategies and understandings of diverse text and digital structures
Performance levels	Identify obvious details accurately	Employ appropriate strategies and understandings in an effective manner	Employ complex strategies and understandings in an effective manner

Sample questions:

- ✓ What can we infer about the values, beliefs and underlying assumptions of the author or group?
- ✓ How do the particular concerns of this discipline shape the treatment of the subject matter?
- ✓ What conclusions does the author hope we draw from the presentation of material? To what extent are these conclusions warranted by the evidence?

Strand 4: Uncover and interpret the ideas of others

Once students have accessed ideas from a source, their ability to read deeply for meaning requires skill at constructing interpretations of the evidence presented. Fundamental to discipline-specific thinking (e.g., historical or geographical thinking) is regular opportunity to *do the work of* the historian or geographer rather than *learn about* events or places. This entails examining evidence, judging its significance, teasing out its implications and offering plausible interpretations.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Restate information from a source	Paraphrase, judge significance or importance, interpret, and explain material.	Construct detailed interpretations and explanations of material
Scope of application	Restate information from simple observations and oral source	Interpret material found in a range of oral, print and visual sources	Interpret advanced discipline-specific primary and secondary materials
Complexity	Restate obvious information from a single source	Construct interpretations involving a range of comparative, causal and chronological relationships drawn from a body of information	Used varied interpretative tools to construct interpretations and explanations that go beyond obvious conclusions.
Performance levels	Offer clear and accurate restatements	Offer concise and plausible that explain underlying relationships	Construct interpretations that are probing, detailed, well-supported, corroborated and sensitive to context

Sample questions:

- ✓ Were the effects short-lived?
- ✓ Did the event change the direction of subsequent events?
- ✓ Was it noticed at the time as having importance?
- ✓ Does the event inform our understanding of history?

Strand 5: Assess options and formulate reasoned opinions

Students' opportunities to create new knowledge through the fusion of prior knowledge and current learning are largely dependent on the nature of the tasks assigned by teachers. Tasks that are narrowly focused on recall of pre-determined bodies of information preclude critical inquiry and present fewer opportunities for students to take ownership over their learning. Conversely, tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Select the better of two options and offer a reason	Explore and rate several options and offer a reasoned judgment	Explore and rate multiple options from varying perspectives and offer a reasoned judgment
Scope of application	Select options involving everyday tasks at home and school	Reach reasoned judgments on a wide range of issues and decision making opportunities	Reach reasoned judgments on a wide range of controversial topics involving conflicting options
Complexity	Select from simple presented options on familiar topics	Reach judgments that acknowledge competing claims that support each of the main options	Reach judgments by exploring and assessing multiple possible options from various group and disciplinary perspectives
Performance levels	Select a plausible option and offer a relevant reason	Explore options in an open-minded manner and support judgments with several plausible arguments and simple counter arguments	Explore options in an open-minded manner, assess the relevance, importance and adequacy of support for each argument, and offer carefully-argued conclusion, supported with multiple evidence-based arguments and counter-arguments

Sample questions:

- ✓ Which individual or institutions are the most critical agents in bringing about resolution of x?
- ✓ Weigh the arguments of those with various perspectives on the debate on global warming and determine the validity of each side's claims.
- ✓ Which course of action would be fair to everyone who has a stake in this enterprise?
- ✓ Evaluate the policy of multiculturalism.
- ✓ Rank-order the criteria that should be used to evaluate the health of the economy.
- ✓ Evaluate current technological developments in light of their impact on a sustainable future.

Strand 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. These tasks may be limited in scope and short in duration (e.g., persuading a partner of a point of view) or may encompass a much broader purpose and audience. The audience may be very familiar to students—their teachers and classmates, or much broader extending to the wider school community, local community, and professionals in relevant fields. Howard Gardner in *Multiple Intelligences: The Theory in Practice* defines intelligence as “the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community”. The opportunity to fashion products of wider significance for the intended purpose and audience is the focus of this strand.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Select key words or visuals to communicate simple ideas	Use a range of preparation and presentation strategies to produce a presentation	Select and produce a form and style of presentation using advanced preparation and presentation strategies.
Scope of application	Share ideas with class or family members using words or drawings	Share ideas using a variety of oral, visual and written formats across a range of audiences	Share ideas using a wide variety of oral, visual and written formats and styles across a range of audiences
Complexity	Select from simple representations provided to them	Use basic preparation and presentation strategies	Use sophisticated conventions and techniques to produce elaborate presentations
Performance levels	Select a mode of representation that is expresses a desired message	Produce clear, focused, and engaging presentations that serve the intended purpose and audience	Produce powerfully sustained presentations that are clear, focused, engaging and tailored to the intended purpose and audience

Sample responses:

- ✓ Presentations may utilize: detailed outlines; storyboards; rhetorical devices; persuasion techniques (e.g., address counter-arguments, rhetorical questioning);
- ✓ Oral presentation: Siskel and Ebert style movie review assessing historical accuracy; panel discussion
- ✓ Written presentation: political satire; historical fiction
- ✓ Visual presentation: National Geographic style map used to present an argument; movie trailer

Strand 7: Act cooperatively with others to promote mutual interests

Finally, at the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught explicitly how to engage in positive collective action, starting with the ability to cooperate with a partner and moving to the ability to collaborate and act in complex and ambiguous situations involving multiple stakeholders.

In the scope and sequence, this competency has been delineated across grade levels in the following way:

Variables	At the elementary level, students ...	By the intermediate level, students have learned to ...	By high school, students are expected to ...
Nature of the task	Cooperate by following instructions	Cooperate by jointly assuming group leadership functions and making self-regulated use of collaborative strategies	Cooperate by assuming self-regulated use of leadership, negotiating and other collaborative strategies
Scope of application	Collaborate on simple classroom tasks	Collaborate in group and team settings on a range of assigned school-related tasks	Collaborate in group and team settings within and outside the school community on multifaceted projects
Complexity	Work with a single partner by following simple explicit directions	Make self-regulated use of a range of basic group and personal management strategies	Make self-regulated use of a wide range of collaborative strategies and simple negotiating strategies and undertake detailed planning, delegation, implementation and assessment.
Performance levels	Act in a manner that is consistent with the instructions	Act independently when working with others and make responsible and purposeful decisions about how best to collaborate	Act independently when working with others and make strategic, responsible and purposeful decisions about how best to collaborate

Sample cooperative behaviours:

- ✓ Adapt activity to role/responsibility in group.
- ✓ Contribute to and lead productive discussions, using language that all participants will understand, and recognize and adhere to time limits.
- ✓ Seeking to influence student decision making in a respective manner.
- ✓ Identify underlying interests; seek common ground; prioritize values; think “win-win”.

Inquiry Approach – Summary of Scope and Sequence

	Ask questions for various purposes	Locate and select appropriate sources	Access ideas from oral, written, visual and statistical sources	Uncover and interpret the ideas of others	Assess options and formulate reasoned opinions	Present ideas to others	Act cooperatively with others to promote mutual interests
Grade 3	Generate basic information questions regarding community and school	Choose from simple sets of relevant options the most useful visual, textual or human source	Identify a number of obvious and less obvious details in simple visual, oral and written sources	Restate information or offer simple interpretations based on direct clues gathered from a range of familiar sources	Identify options and the merits of each in light of criteria; choose a best option, offering plausible reasons	Use simple preparation strategies to plan a simple presentation on important, interesting or relevant ideas	Cooperate in small group settings by adopting simple group and personal management strategies
Grade 6	Formulate and revise informational and critical questions, including sub-questions to guide basic primary and secondary research	Use basic onsite and online search strategies to locate, reference and chose several of the more relevant, helpful and dependable sources	Use simple visual and print reading strategies and simple textual aids to locate main ideas and various supporting details, and identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports	Concisely restate in own words, offer plausible interpretations, recognizing the obvious perspective represented, and identify basic comparative, causal and chronological relationships	Explore in an open-minded way possible options and supporting reasons, rate the options and offer a thoughtful opinion, supported with several plausible reasons	Use a range of preparation and presentations strategies to plan a clear, focused and engaging visual, oral or written presentation	Make self-regulated use of a range of group and personal management strategies and basic interactive strategies, and jointly develop simple plans to carrying out assigned tasks
Grade 9	Formulate and reformulate empathic, insightful, and effective informational and critical questions, including sub-questions to guide formal research and as follow-up questions in oral discussion	Use various textual and reference aids to efficiently locate and reference a variety of primary and secondary sources; and assess strengths and weaknesses in light of relevance, utility, reliability and credibility	Apply a comprehensive range of visual and print reading strategies and understanding of various text structures to locate main ideas and appropriate supporting details, and identify less obvious conclusions in a wide range of oral, written, visual and statistical sources	Concisely restate in own words, judge the significance of various details, decipher basic communicative techniques used in various genre to construct thoughtful and detailed interpretations of the message, perspective and bias represent, and explain in detail comparative, causal and chronological relationships	Identify and explore options from various group's perspectives, assess the accuracy of evidence supporting various reasons, and reach a fair-minded conclusion, supported with several evidence-based arguments and counter arguments	Recognize the different conventions and purposes that characterize common communications forms, use a range of preparation and presentations strategies to select and produce a clear and focused presentation that meets the intended purpose	Make self-regulated use of a wide range of collaborative strategies, including active listening, constructive feedback and conflict resolution; and assume shared group leadership for multifaceted projects within the school community
Grade 12	Formulate and reformulate empathic, insightful, and effective informational, critical and probing questions from different perspectives, including sub-questions to guide formal research and as follow-up questions in oral discussion	Use sophisticated, discipline-specific textual and reference aids to efficiently locate, screen and reference non-conventional/ non-obvious primary and secondary sources; and assess strengths and weaknesses in light of relevance, utility, reliability and credibility	Working with challenging discipline-specific sources, apply a comprehensive range of strategies and understanding of diverse text and digital structures to locate main and subsidiary ideas and appropriate supporting details, identify supporting and contradictory arguments and evidence, and recognize subtle conclusions	Use varied interpretative tools with advanced discipline-specific primary and secondary materials to construct probing, detailed, and well-supported interpretations and explanations that go beyond the obvious conclusions, are corroborated with evidence within and beyond the materials, and are sensitive to the historical political geographical contexts and to the influence of the medium on the message	Identify and explore options from various group and/or disciplinary perspectives, assess the relevance, importance and adequacy of support, and reach a fair-minded, carefully-argued conclusion, supported with multiple evidence-based arguments and counter-arguments, acknowledging any weaknesses in the position	Consider purpose and audience in the most choosing appropriate communication form and style, competently apply relevant conventions and techniques, use an array of advanced preparation and presentation strategies to powerfully sustained communication the intended message	Collaborate within and outside the school community by making self-regulated use of a wide range of collaborative and negotiating strategies; and undertake detailed planning, delegation, implementation and assessment of multifaceted projects

Appendix B – Web-based Resources

SCO 1.0 / 2.0

- www.music.nl.ca
- www.stmichaelsprintshop.com
- www.christinaparker.com
- www.emmabutler.com
- www.theatrenewfoundland.com
- www.risingtidetheatre.com
- www.artisticfraud.com
- www.storytellingstjohns.ca

SCO 3.1

- Culture: a general look at key elements.
http://changingminds.org/explanations/culture/elements_of_culture.htm
- Culture: a list of elements including definitions and examples.
http://faculty.mdc.edu/jmcnair/Joe4pages/elements_of_culture.htm
- Society and culture of Newfoundland and Labrador: an overview. Subheadings provide more detail.
<http://www.heritage.nf.ca/society/culture.html>

SCO 3.2

- Sociocultural change: overview of theoretical approaches. Addresses ethnocentrism.
http://en.wikipedia.org/wiki/Sociocultural_evolution

SCO 3.3

- Culture change: an introduction to processes and consequences.
<http://anthro.palomar.edu/change/default.htm>
- Culture change in Atlantic Canada: a list of factors.
<http://www.horton.ednet.ns.ca/staff/dcoldwell/Factors%20That%20Shape%20or%20Change%20Atlantic%20Canada.pdf>

SCO 4.1

- Aboriginal groups of Newfoundland and Labrador: from prehistory to the present. A good starting point. Much greater detail may be found under clickable subheadings.
<http://www.heritage.nf.ca/aboriginal/default.html>
- *Colonization and Settlement: 1600-1830.*
http://www2.swgc.mun.ca/nfld_history/nfld_history_colonization.htm
- Prehistoric peoples of Newfoundland and Labrador: a bibliography.
http://www.heritage.nf.ca/aboriginal/bib_prehistoric.html
- East Coast prehistory: links to various people groups.
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC879013>
- Archaeology of Norse in Helluland and Markland: a Smithsonian Institution article.
<http://www.mnh.si.edu/vikings/voyage/subset/markland/archeo.html>
- Norse in the North Atlantic.
<http://www.heritage.nf.ca/exploration/norse.html>

SCO 4.2

- *The Fishery and Fish Trade: 1500-1800.* A detailed history.
http://www2.swgc.mun.ca/nfld_history/nfld_history_fishery.htm
- *Exploration and settlement of Newfoundland and Labrador.* Subheading of *European Migratory Fishery* deals with origins through 18th century, various nations involved, as well as aboriginal relations with fishers.
<http://www.heritage.nf.ca/exploration/default.html>
- *The Cod Rush: The European Fishermen 1497-1763.* Profiles the experiences of European fishermen from the arrival of Giovanni Caboto (John Cabot) to the end of the French regime. From Canadian Museum of Civilization.
<http://www.museedelaquerre.ca/cmce/exhibitions/hist/lifelines/licoa01e.shtml>
- *French Migratory Fishery.*
<http://www.crossroadsforcultures.ca/french/index.php?narId=45&language=en>

SCO 4.3

- *European Migratory Fishery.* Note particularly subheading of *Effect on Settlement Patterns.*
<http://www.heritage.nf.ca/exploration/efishery.html>
- *Economic History* (of Labrador)
<http://www.labradorvirtualmuseum.ca/history/9>

SCO 5.1

- *Sponsored Settlement*.
<http://www.heritage.nf.ca/exploration/sponsored.html>
- *Voluntary Settlement: The Peopling of Newfoundland to 1820*. Contains three subheadings, including *Effects of War on Early Settlement*.
<http://www.heritage.nf.ca/exploration/voluntary.html>
- *The Fishery and Settlement in Newfoundland*.
<http://www.stemnet.nf.ca/cod/settle.htm>
- Exploration and settlement of Newfoundland. An overview.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/NewfoundlandHistory-EarlyColonizationandSettlementofNewfoundland.htm>
- *History of European / White Settlement* (in Labrador). Content from Gordon Hancock.
<http://www.labradorvirtualmuseum.ca/history/6>
- *Arrival and Settlement to 1850* (in Newfoundland)
<http://multiculturalcanada.ca/Encyclopedia/A-Z/e3/3>

SCO 5.2

- Newfoundland and Labrador fisheries (1783-1886). A brief history.
<http://www.nafo.int/about/history/lear/1783-1886.pdf>
- The fishing admirals. A brief overview.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/RuleoftheFishingAdmiralsinNewfoundland.htm>

SCO 5.3

- *Government and Politics* (from the 16th century to the present).
<http://www.heritage.nf.ca/law/default.html>
- Overview of the fisheries. Includes overview of changes in Newfoundland and Labrador's political status.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/FisheriesinNewfoundland.htm>
- *Newfoundland Politics to 1869*.
http://www2.swgc.mun.ca/nfld_history/nfld_history_19th_century.htm

SCO 6.1

- *Strategies of Diversification* (during the 19th and 20th centuries). Subheadings by economic sector.
<http://www.heritage.nf.ca/society/diversification.html>
- *Economy*. Subheadings cover economic sectors over the broadest of time periods, however detailed information for the late 1800s to 1934 can easily be found by scrolling down.
<http://www.heritage.nf.ca/society/economy.html>
- *Economic History of Newfoundland*. An overview.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/EconomicHistoryofNewfoundland.htm>

SCO 6.2

- *Society and Culture*. Vectors of change.
<http://www.heritage.nf.ca/society/culture.html>

SCO 6.3

- *Impacts of the 1894 Bank Crash*.
<http://www.heritage.nf.ca/society/bankcrashimpacts.html>
- *Newfoundland and Labrador and the First World War*. A brief overview.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/NewfoundlandintheFirstWorldWar.htm>
- *WWI and the Economy*.
http://www.heritage.nf.ca/law/wwi_economy.html
- *Collapse of Responsible Government, 1929-1934*.
http://www.heritage.nf.ca/law/collapse_responsible_gov.html
- *Events Leading up to the Great Depression*.
http://www.heritage.nf.ca/law/depression_origin.html

SCO 7.1

- *Newfoundland and Canada: 1864-1949*. Subheadings address the issue of Confederation in-depth (by time period).
<http://www.heritage.nf.ca/law/confed.html>
- Newfoundland and Confederation from the pre-1864 period through to the “*Aftermath*”.
<http://www.collectionscanada.gc.ca/confederation/023001-2230-e.html>
- *The Rejection of Confederation with Canada 1865-1874*. Article by Melvin Baker.
<http://www.ucs.mun.ca/~melbaker/1860S.htm>
- The road to Confederation (1946-1949). Includes link to text of Terms of Union.
<http://faculty.marianopolis.edu/c.belanger/NFLDHistory/NewfoundlandJoinsCanada-Confederation1949.htm>

SCO 7.2

- *Newfoundland and Labrador History in Canada, 1949-1972*, by Miriam Wright. Deals with the issues of the period through focusing on the literature on Newfoundland and Labrador from Confederation to 1972. From Royal Commission on Renewing and Strengthening Our Place in Canada.
<http://www.gov.nf.ca/publicat/royalcomm/research/history.pdf>
- *Develop or Perish*. An article by Jim Hiller. Covers the period of the Smallwood government.
http://www.heritage.nf.ca/law/dev_or_perish.html
- *In Confederation: The First 20 Years*. Primarily about fishery. An Allan Dwyer article.
http://www.heritage.nf.ca/law/since_confederation.html
- *The 10th Province, 1949-1972*. Comprehensive article by Melvin Baker. Covers such topics as resettlement, the denominational school system, and public works.
<http://www.ucs.mun.ca/~melbaker/TENTHPRO.htm>

SCO 7.3

- *Arts Policy*. Overview from Confederation to the 1990s.
<http://www.heritage.nf.ca/arts/policy.html>
- *Article on Perlin, Smallwood, and making arts policy*.
<http://www.newfoundlandquarterly.ca/online426.php>

SCO 8.1

- Chronology of Newfoundland and Labrador. Identifies the main economic developments for the period in question (as well as key points in the entire history of Newfoundland and Labrador). From the Royal Commission on Renewing and Strengthening Our Place in Canada.

<http://www.gov.nf.ca/publicat/royalcomm/research/bakerchronology.pdf>

- Provincial government departments. Useful overviews of the current state of various sectors of the economy.

<http://www.gov.nl.ca/deptnew.htm>

SCO 8.2

- *Provincial Politics 1972-2001*. Note subheading link for *Aboriginal Self-Government*.

http://www.heritage.nf.ca/law/prov_pol.html

SCO 8.3

- *Hey Buddy, Wanna Buy a Culture?* Paul Chafe article with perspectives on the industry and mindset surrounding Newfoundland culture.

<http://www.arts.ualberta.ca/cms/chafe.pdf>

- *The Newfoundland outport: the unsaleable tourism product*. Gregory J. Ashworth article with perspectives on the “outport” as tourist destination.

http://www.historictrust.com/nfld_outport.shtml

- *The Politics of Cultural Memory: Themes in the History of Newfoundland and Labrador in Canada, 1972-2003*. From the Royal Commission on Renewing and Strengthening Our Place in Canada.

<http://www.gov.nl.ca/publicat/royalcomm/research/Bannister.pdf>

Appendix C - Authorized Resources

Audio CDs

Tales from Pigeon Inlet (3 CD set)

Home Brew (3 CD set)

- Volume 1
- Volume 7
- Volume 8

Voices of the Pioneer (7 CD set)

- Lester Burry
- Stella Burry
- Mary Anne Duggan
- Elizabeth Goudie
- Alex Hollingsworth
- Otto Kelland
- George Learning
- Earnest Maunder
- Cluny McPherson
- David Pitt
- Bill Short
- Joey Smallwood
- Jake Stewart

Books

Title	Author	Copyright Date	ISBN
A Short History of Newfoundland and Labrador	Newfoundland Historical Society	2008	978-0-9783381-8-3
All Around the Circle: All Time Favorite Songs of Newfoundland, v. 1	Lyle Drake (editor)	n/a	n/a
Atlas of NL	n/a	n/a	n/a
Digital Photography Just the Steps for Dummies	Barbara Obermeier	2008	978-0-470-27558-0
Making Comics	Scott McCloud	2006	978-0-06-078094-4
Newfoundland and Labrador Pre-History	James Tuck	n/a	n/a
Newfoundland and Labrador: A History	Sean T. Cadigan	2009	978-0-8020-8247-3
Of Boats on the Collar	Hilda Chauk Murray	2007	978-1-897317-08-2
Setting up Your Shots	Jeremy Vineyard	2008	978-1-932907-42-1
Songwriting for Dummies	Jim Peterik	2002	978-0-7645-5404-9
Teaching about Historical Thinking	Mike Denos/Roland Case	2006	0-86491-286-2
The Art and Craft of Playwriting	Jeffery Hatcher	2000	978-1884910463
The Beothuk	Ingeborg Marshall	2001	978-1-55081-258-9
The Chronicles of Uncle Mose	Ted Russell	2006	978-1-894463-88-1
We'll Rant and We'll Roar: More All Time Favorite Songs of Newfoundland, v. 2	Lyle Drake (editor)	n/a	n/a

Posters

Title

- Age of Sail
- Common Whales B/W
- Dorset Palaeoeskimo Dwelling
- John Cabot - sighting land
- John Cabot leaving Bristol
- The Arctic Voyages of Captain Robert A. "Bob" Bartlett
- The First Ministers of Newfoundland and Labrador

Video DVDs

Land and Sea (10 DVD set)

- 25th Anniversary Special
- A Harvest of Seals
- Any Mummers Allowed In?
- Back on the Water
- Battle Harbour
- Bonavista Quality
- Cape Shore Songs and Stories
- Change Islands
- Coaker
- Crab Fishery
- Crafts in Newfoundland
- Eskimo Caribou Hunt
- Farming in Bonavista – Part 1
- Farming in Bonavista – Part 2
- J. Petite and Sons
- Labrador Diary – Parts 1 and 2
- Lake Melville Seal Hunt
- Let's Give it a Try
- Life on the Labrador – Part 1
- Life on the Labrador – Part 2
- Mining the Memories
- Moose Antler Art
- Newfoundland Sealing Disaster
- Politics of Pelt
- Quirpon: Fishing Along the French Shore
- Return to Silver Fox Island
- Saglek
- The Land of Cod and Copper
- The Mighty Churchill
- The Plant Workers of Charleston
- The Railway Ride
- This Land – The Whale Show – Part 1
- This Land of Fish
- Trapper of Labrador

The Tenth Frontier (Volume 1)

- Atlantic Crossroads
- High Tide in Newfoundland
- Highlights from Royal Journey

Notes

