

# Adult Basic Education (ABE)

## Level III English Language Arts

---

### English 3102

### Curriculum Guide

**Resources:** *Vistas (McGraw-Hill Ryerson 2015—student resource)*

*Vistas (McGraw- Hill Ryerson 2015—teacher resource)*

#### Level III General College Profile English

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

[English 3102A](#)

[English 3102B](#)

[English 3102C](#)



## **Contents**

|  |    |
|--|----|
| General Information .....  | 1  |
| Introduction .....   | 1  |
| Pre-requisite.....   | 1  |
| Resources.....   | 1  |
| Study Guide.....   | 1  |
| Curriculum Guide .....   | 2  |
| Recommended Evaluation.....  | 2  |
| Supplementary Resources .....  | 3  |
| English 3102 Outcomes.....   | 4  |
| English 3102A.....   | 7  |
| Unit 1: Short Prose—Suggestions for Teaching, Learning and Assessment .....                      | 7  |
| Unit 2: Multimedia—Suggestions for Teaching, Learning and Assessment .....                       | 8  |
| English 3102B.....   | 9  |
| Unit 1: Poetry—Suggestions for Teaching, Learning and Assessment .....                           | 9  |
| Unit 3: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment..... | 10 |
| English 3102C.....   | 11 |
| Unit 1: Drama—Suggestions for Teaching, Learning and Assessment .....                            | 11 |
| Unit 2: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment..... | 11 |
| Unit 3: Inquiry Based Assignment —Suggestions for Teaching, Learning and Assessment .....        | 12 |
| Appendix A.....  | 13 |

## General Information

### ***Introduction***

**English 3102ABC** is equivalent to the Newfoundland and Labrador senior high school **English 3202 (General)** course (September 2013).

### ***Pre-requisite***

Students must have completed an equivalency to English 2102 ABC. In addition, 3102 ABC must be completed chronologically. 3102A must be completed before 3102B and 3102B must be completed before 3102C.

### ***Resources***

*Vistas (McGraw-Hill Ryerson 2015—student resource)*

*Vistas (McGraw- Hill Ryerson 2015—teacher resource)*

Instructors may also supplement with other resources at their discretion.

### ***Study Guide***

The Study Guide provides the student with required work for the course. It guides the student through the course by assigning relevant reading and exercises from the student resources. Sometimes the Study Guide provides important points for students to think about, to remember or to note. The Study Guide is designed to give students some degree of independence in their work. There is information in the Curriculum Guide applicable to teaching, learning and assessment that is not included in the Study Guide. Instructors should review this information and decide how to use it when teaching students.

Instructors can also exercise professional judgment and make minor alterations to the required work in the Study Guide. For example, an instructor may decide to substitute one assigned piece of literature with another.

## ***Curriculum Guide***

The specific curriculum outcomes (SCO's) for each of the Level III ABE English courses are listed under the general curriculum outcomes (GCO's) for the English Language Arts program. These GCO's and SCO's are organized in this guide by each of the six strands of language arts: speaking and listening, reading and viewing, and writing and representing.

GCO's describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. These outcomes serve as conceptual organizers or frameworks which guide study within a subject area.

SCO's elaborate the GCO's for a subject. They describe in more specific terms what students are expected to know and be able to do as a result of their learning experience in a specific course and at a specific grade level. It is expected that all SCO's will be addressed in each of the Level III ABE courses.

## ***Recommended Evaluation***

Final exams are not recommended for Level III ABE General English courses. Unit tests are recommended.

|              |      |
|--------------|------|
| Course Work  | 60%  |
| Unit Test(s) | 40%  |
| Total        | 100% |

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of students.

When calculating a grade for course work, instructors should not only consider the written work in the required work section of the Study Guide but also a grade for the responses given by students in dialogue with instructors.

## ***Supplementary Resources***

Appendix A highlights certain selections specific to Indigenous content to make it easier for ABE instructors to identify and use in the classroom. Some of the selections in this Appendix are already recommended in the study guide however there is more content that instructors can avail of. Instructors can use their professional judgement to select resources to cover the intended learning outcome.

## English 3102 Outcomes

The following outcomes were developed for high school English 3202. To maintain consistency and equivalency, the ABE English 3102 courses use the same outcomes.

**GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.**

- 1.0 Understand the impact of the features of oral language
- 2.0 Analyze concepts and information when listening
- 3.0 Develop their own thoughts and ideas by engaging in dialogue and questioning
- 4.0 Examine others' ideas to help clarify their own understanding
- 5.0 Advocate a position using supporting evidence

**GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- 6.0 Use strategies that contribute to formal and informal communication
- 7.0 Adapt language and delivery for a variety of audiences and purposes
- 8.0 Respond to questions in a variety of situations
- 9.0 Evaluate their own and others' uses of language in a range of contexts

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

- 10.0 Differentiate situations, audiences, and purposes that require varying degrees of sensitivity
- 11.0 Discuss how oral language reflects culture and identity
- 12.0 Respond with sensitivity appropriate to various situations, audiences, and purposes

**GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**

- 13.0 Read and view a range of texts that meet specific criteria
- 14.0 Use a variety of strategies to enhance understanding of texts
- 15.0 Demonstrate their understanding of a variety of texts
- 16.0 Evaluate how text features are used to create meaning and achieve different purposes

**GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.**

- 17.0 Investigate topics for inquiry
- 18.0 Select information from a variety of sources
- 19.0 Analyze how information from a variety of sources relates to a topic
- 20.0 Integrate information to meet the requirements of a learning task

**GCO 6: Students will be expected to respond personally to a range of texts.**

- 21.0 Reflect on their own interpretations of a text
- 22.0 Explain connections between their own experiences, emotions, and texts
- 23.0 Justify their opinions about issues, messages and situations in texts
- 24.0 Formulate conclusions based on connections made between texts and their own experiences

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- 25.0 Explain how text features clarify and enhance the message
- 26.0 Evaluate stylistic techniques used in texts
- 27.0 Justify their own critical responses of a range of texts

**GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.**

- 28.0 Clarify their thoughts and feelings through writing and other forms of representing
- 29.0 Create a variety of texts using a range of stylistic techniques
- 30.0 Express creativity through a variety of texts
- 31.0 Assess their own writing and representing strategies and processes

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

- 32.0 Create texts both independently and collaboratively using a variety of strategies
- 33.0 Analyze how text form is appropriate for specific audiences and purposes
- 34.0 Evaluate how text construction can influence audience
- 35.0 Assess feedback of others when creating texts

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.**

- 36.0 Use the conventions of written language
- 37.0 Create a variety of texts using strategies to enhance clarity and precision
- 38.0 Evaluate the effectiveness of the texts they create
- 39.0 Refine texts to enhance effectiveness when communicating meaning

## English 3102A

English 3102A has two units for students to complete: short prose and multimedia.

Within the short prose unit, students will be exposed to both fiction and nonfiction selections. These may take the form of an essay, short story, article, blog, rant, etc. Students will also write two articles, one advice and one research article.

In unit 2, students will study various multimedia selections including a comic, photo essay, paintings, and a blog. They will also complete a photo essay.

### ***Unit 1: Short Prose—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 3202 Curriculum Guide, available on the Department of Education and Early Childhood Development's (EECD's) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Vistas Teacher's Resource* for each of the selections in this unit:
  - “Almost”, pages 264-268;
  - “The Bully”, pages 269-273;
  - “At Kimberly’s Party”, pages 274-278;
  - “How It Happened”, pages 290-294;
  - “Three-Minute Egg”, pages 299-303;
  - “Put Away”, pages 319-323;
  - “Advice to Youth”, pages 79-83;
  - “Rescued at Sea”, pages 89-92; and
  - “Crime Investigation: Fact versus Fiction”, pages 113-117.
- The first assignment in this unit requires students to do research on a topic related to the selection “Three-Minute Egg”. Students are asked to research reasons why people stay in abusive relationships. As well, they need to include some local community services for helping people in abusive relationships.
  - Students’ research on why people stay in abusive relationships might include information such as the following:
    - They are afraid of the consequences of leaving;
    - They think that abuse is normal in relationships;
    - They claim love as the reason for staying;
    - They don’t have outside support or don’t see any other option; and

- They are pressured by their community or religion to keep families together.
- Students should be able to research and learn about community services, such as counselling, financial support, legal services, housing, and so on.
- Students are given various options to present their findings. As a result, no rubric is provided for this assignment. However, outlined in the assignment within the Study Guide, are assessment criteria instructors should use when grading the assignment.
- The second assignment requires students to complete an advice article. The article should be titled “Advice to Parents on Raising Kids”.
  - Article must contain at least three pieces of advice and explain why each is important.
  - Students can take a serious or humorous approach to the article but must stay consistent throughout.
  - A rubric is provided in the Appendix of the study guide that you can use for evaluating the article. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

## ***Unit 2: Multimedia—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 3202 Curriculum Guide, available on the Department of Education and Early Childhood Development’s (EECD’s) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Vistas Teacher’s Resource* for each of the selections in this unit:
  - “How Comics Are Made”, pages 123-127;
  - “Giant’s Dream”, pages 128-132;
  - “The Crossing, The Doorway, and The Long Cold Night”, pages 143-147;
  - “How the Internet Has Made Me a Better\* Person”, pages 180-184; and
  - “The Boxer”, pages 148-152.
- The assignment for this unit is a photo essay. Students should decide on a theme and receive instructor approval. The study guide provides some guidelines for students. Instructors can provide some specific guidelines or alter the assignment as necessary.
  - A rubric is provided in the Appendix of the study guide that you can use for evaluating the photo essay. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

## English 3102B

After completing English 3102A, students should proceed to English 3102B. This course is a continuation of objectives from the first course in this series. This course consists of 3 units of study: poetry, novel study, and writing.

Unit 1 is a poetry unit. Students will read and interpret various poems before being expected to compose an original poem.

Unit 2 of this course is a novel study. Students should be provided with a couple of novel options to select from. Each individual student should then choose which one they would like to study.

Lastly, students are required to complete a transactional piece of writing for the writing and representing assignment in unit 3.

### ***Unit 1: Poetry—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 3202 Curriculum Guide, available on the Department of Education and Early Childhood Development's (EECD's) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Vistas Teacher's Resource* for each of the selections in this unit:
  - “Living by the Sea”, pages 190-194;
  - “Pushing Pencils”, pages 200-204;
  - “Riddle”, pages 219-222;
  - “Picture to Hollywood”, pages 228-232; and
  - “The Company Store”, pages 233-237.
- After reading and reflecting on the poems in the required work section, students will now complete an original poem. Students can do either a concrete poem or a poem that uses a symbol that expresses a universal theme.
  - If appropriate, students should use poetic devices throughout the poem.

***Unit 3: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the *English 3202 Curriculum Guide*, available on the EECD's website.
- Students are given a wide assortment of options for this activity. They should select a mode of writing that interest them.
- Neither the student textbook nor teacher resource binder has resources for students to reference while completing this assignment. However, the previous book used for English 1102 can be referred to if necessary. Instructors can refer back to the English 1102 curriculum guide for specific references.

## English 3102C

English 3102C is the last course in this series. After completion of this course, students have completed the necessary curriculum outcomes for equivalency to the high school English 3202 course.

This course contains three units: drama, expressive writing and an inquiry based unit.

In the drama unit, students are required to read and respond to one play excerpt.

Unit two and unit three are both writing assignments for students to complete. Unit three requires that student complete research as part of the assignment.

### ***Unit 1: Drama—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the English 3202 Curriculum Guide, available on EECD's website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors can substitute another play for "Duet Scene – Josie and Pete" if they wish as long as it meets the outcomes for the course and is appropriate for the context of this course.
- Review the following pages in the *Vista's Teacher's Resource* for the selection in this unit:
  - "Duet Scene – Josie and Pete", pages 334-338.

### ***Unit 2: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment***

- Instructors should review the content of the *English 3202 Curriculum Guide*, available on the EECD's website.
- Students are given a wide assortment of options for this activity. They should select a mode of writing that interest them.
- Student should not select the same writing and representing activity they have completed for English 2102A, B, or C course components. For example, if a student did a biography of Justin Trudeau in the previous course, they should select a memoir, autobiography or narrative to complete.

- Neither the student textbook nor teacher resource binder has many resources for students to reference while completing this assignment. However, the previous book used for English 1102A, B and C courses can be referred to if necessary. Instructors can refer back to the English 1102 curriculum guide for specific references.

### ***Unit 3: Inquiry Based Assignment —Suggestions for Teaching, Learning and Assessment***

- Students will be expected to have a bibliography attached to this assignment.
- Instructors can substitute the topic for the assignment to something different than those suggested in the study guide.
- A rubric is provided for grading students' assignments in the Appendix of the study guide. This is the same rubric as Unit 2.

## **Appendix A**

### Selecting Young Adult Texts: An Annotated Bibliography for Senior High School

This Appendix is designed to complement the curriculum documents that describe the authorized curriculum for Senior High School English language arts. *Selecting Young Adult Texts: An Annotated Bibliography for Senior High School* provides a list of suggested texts and annotations for student selected reading and teacher supported novel study. The suggested titles can provide opportunities for cross-curricular reading and support students' growing independence in choosing texts to read.

### Cultural Connections

This program identifies resources that complement curriculum outcomes which address arts and cultural aspects of the province. Since 2006, this program has enhanced students' opportunities to increase their knowledge and appreciation for people, events and places around Newfoundland and Labrador.

Cultural Connections is published 1-2 times yearly. It will give instructors not only a diverse selection of genres but also topics relevant to Newfoundland and Labrador culture such as our unique language and history often written by local authors. This resource can provide an opportunity for instructors to connect with their students by selecting a piece that is meaningful to the student. For example, a student that grew up in Labrador might enjoy the book *From the Coast to Far Inland*. This collection of writings outlines the people, history and identity of Labrador. The book's format (visuals, index, and editor's additions) is very accessible to students.

### **Indigenous Education**

In addition to listing the above supplementary resources, as part of The Way Forward on Adult Literacy, a review of adult literacy programs was completed to identify opportunities to respond to relevant Truth and Reconciliation Commission of Canada's Calls to Action. It was determined the English Language Arts section of the Adult Basic Education program was an appropriate area to include Indigenous Education materials. To make sure that all present and future generations can grow in the spirit of reconciliation, materials have been identified as part of the curriculum on Indigenous peoples in Canadian history and the legacy of residential schools.

Some of the following selections have already been recommended as part of the curriculum. However, instructors can also exercise professional judgment and make minor alterations to

the required work in the Study Guide. For example, an instructor may decide to substitute one assigned piece of literature with another.

### **English 1101 ABC Textbook Selections**

*What We Share* by Richard Wagamese (p. 18)

The author relays his personal struggle with identity. Through the guidance of a respected Elder, he matures and discovers a more positive perspective.

*Preserving Knowledge, Empowering Communities* by Lisa Gregoire (p. 84)

The author reports on an innovative method of mapping called cybergcartography and its use by the Inuit in mapping their land.

*No Word For...* by Sheila North Wilson (p. 206)

The author relates the grief and pain she experienced when translating a script from Residential Schools from English to Cree.

*Who Are the Elders?* by Daniel Crowfeather (p. 243)

The essay counsels that people who call themselves Elders, Healers, and Seers should not purport to be more than they really are.

### **English 1102 ABC Textbook Selection**

*Sheila Watt-Cloutier: The Life and Times of an Inuit Activist* (p. 92)

This biography explores the heritage, political career, and activism of an Inuit environmentalist and leader.

### **English 1101 and 1102 Homegrown Selections**

*Bridging Tradition* by Marilyn Smulders and The Craft Council of Newfoundland and Labrador (p. 52)

Profiles of two Labrador artists who both use their art to carry on tradition and share their culture with new audiences. (Currently in the Study Guide for English 1102B)

Pictures Woke the People Up (photo essay) (p. 74)

Photos essay and art by Alex Andrew, Daniel Ashini, Jodie Ashini, Zak Hajjaoui and Philip Nuna, with Wendy Ewald and Eric Gottesman profiling life in communities of Labrador. (Currently in the Study Guide for English 1102C)

### **English 2101 ABC Textbook Selections**

*We said to the Inuit, “Tell us your history”* by Justice James Igloliorte (p.64)

This interview focuses on the truth commission set up to investigate the alleged slaughter of Inuit sled dogs by the RCMP. The interview explores the relationship between the federal government and Inuit. Justice Igloliorte’s findings reveal the Inuit’s deep connection to their land and how government policies disrupted this connection.

*Mi’kmaq Artifacts* created by Jordan Bennett (p. 213)

Art that blends the elements of pop culture and sports with traditional First Nations art, craft, and ceremony to inspire thinking about “the ideas or re-appropriation, reclamation, participation, and art.

*The Animal People Choose a Leader* by Richard Wagamese (p. 339)

In this short story, the author aims to bring traditional oral storytelling to a contemporary form and audience. The allegorical tale relates how the Animal People attempted to choose a leader by holding a race for the contenders. As the competitors race, lessons of leadership, trust, teamwork, and humility emerge. (Currently in the Study Guide for English 2101A)

### **English 2102 ABC Textbook Selections**

*Three Young Guns* by Gord Ellis (p. 8)

The three young hunters interviewed and profiled in this piece all show strong attachments to nature and family traditions.

*First Nations Sensation* by Morgan Beaudry (p. 41)

Wavell Starr has two lives. During the day is a successful human resources consultant in a sleek business suit, while at night he is a wrestling sensation in pink bikini trunks and not much else. Reporter Morgan Beaudry tells his story and how his double life came to be.

*Manteut (Visitors)* created by Mary Ann Penashue (p. 191)

In this painting, the artist captures part of the Innu way of life, depicting adults and children in a canoe in open water with the shoreline in the distance. The paddlers have paused, and all the travelers are looking out intently at the viewer. (Currently in the Study Guide for English 2101A)

*Innovations* artwork by Elliott Doxtater-Wynn (p. 193)

This selection includes artwork and brief descriptions of First Nations, Inuit, and Metis innovations, such as kayaks, snowshoes, hockey, and bunk beds. The piece exhibits the resourcefulness and ingenuity of First Nations, Inuit, and Metis peoples, as well as the role many of their innovations play in our lives today.

*I Am From...* Written by Zack Praill, Isobel Scott, George Ladouceur, Brogan Ho, and Richard Chang (p. 217)

This selection consists of five poems written in the same format and style by five different young people. Each poem is an expression of the poet's individuality and identity.

*Footprints in the Snow* by Nichola Batzel (p. 223)

The poem explores the ideas of identity and legacy from the perspective of a mother thinking of her son. The speaker is an Inuit woman who lives in the South. Knowing that her son follows in her footsteps, she is conscious of the example she sets and is trying to maintain her Inuit identity while also becoming part of the southern culture and society. She is hopeful that as her son grows up he too will accept himself and hold onto his identity as he finds his place in the larger world. (Currently in the Study Guide for English 2102B)

**English 3101 ABC Textbook Selections**

*I Never Knewed It Was Hard* by Louie Montague (p. 86)

This excerpt recounts a tale of survival after a helicopter crash in the snowy forests of Labrador.

**English 3102 ABC Textbook Selections**

*Giant's Dream* by Nikashant Antane (p. 100)

This work details the arduous trek of Michel “Giant” Andrew, a young man who overcame many obstacles, such as addictions and depression. Giant made the journey to help his people – the Innu people of Labrador and northern Quebec. He travelled 400 km on foot through dangerous conditions to bring awareness to diabetes and the loss of Innu culture and nomadic lifestyle. (Currently in the Study Guide for English 3102A)

**Novel Study Selection for any Level III English course**

*Whiteout* by James Houston

Jonathan Aird is a rebellious seventeen year old who is sent to live with his uncle on Baffin Island. Angry at his family, he must come to terms with new ways – and with the harsh reality of an environment where one small mistake can mean certain death.

### **Alternative Novel/Visual/Documentary for any Level III English course**

[The Secret Path](#) is an animated film adaptation of Gord Downie's album and Jeff Lemire's graphic novel. Working with Downie's poetry and music, Lemire has created a powerful visual representation of the life of Chanie Wenjack. The film is divided into ten chapters, each a song from Downie's musical retelling of Chanie's story – from his escape from the Cecilia Jeffrey Indian Residential School, to his subsequent and heartbreakng death from hunger and exposure due to the harsh weather. The final product is a uniquely immersive emotional experience - an insight into the life of a little boy who, as Gord has said, he never knew, "but will always love."

### **Alternative Non-fiction Articles**

[Them Days](#) Magazine is dedicated to collecting, protecting and promoting the stories of Labrador. They publish a quarterly oral history magazine and maintain an archive containing Labrador-related materials.

### **Selections highlighted from Cultural Connections**

#### *Sketches of Labrador Life* by Lydia Campbell

Memoirs of Lydia Campbell (1818- 1905), originally published in the St. John's Evening Telegram, has an engaging voice that reflects the authentic experiences of a Labrador woman. This text provides a very valuable narrative in terms of the history of Labrador and supports Woman of Labrador in English 2202 and 2201. (CC - 2006)

#### *The Beothuk of Newfoundland: A Vanished People* by Ingeborg Marshall

Ingeborg Marshall presents a comprehensive history of the Beothuk people of Newfoundland, illustrated with line drawings and coloured photographs. She includes information on housing, clothing, hunting methods, arts and social life. Marshall creates a factual student friendly overview of a vanished people. (CC – 2006)

*An Inuk Boy Becomes a Hunter* by John Igloliorte

This autobiographical narrative documents traditional lifestyles of the Inuit using the authentic voice of a storyteller from Nain. Using illustrations, John Igloliorte chronicles the impact of change on a disappearing culture. (CC – 2006)

*The Story of Labrador* by Bill Rompkey

This text is a comprehensive history of Labrador. Written by former member of Parliament and Senator, Bill Rompkey, the book examines the developing story of a vibrant place alive with culture and outdoor adventure. He not only provides facts and figures, he shows a true sense of Labrador life through many colorful and exciting examples from its residents. Rompkey strikes a balance in detailing the life of Aboriginal people in Labrador as well as settlers who have come to call The Big Land home. (CC – 2006)

*Great Heart: The History of a Labrador Adventure* by James West Davidson and John Ruge

A compelling, highly readable, fictionalized account of one of an interesting chapter in Labrador's history. The authors bring to life the triumphs and tragedies of the 1903 and 1905 expeditions of Leonidas Hubbard, Dillion Wallace, Mina Hubbard, and George Elson. (CC – 2007)

*Captain Cartwright and his Labrador Journal* edited by Charles Wendell Townsend, M.D.

Through journal writing, this work provides excellent insight into daily life and routine in Labrador in the 1770s. Complete with good resources, this would make an excellent source for students completing research. (CC – 2009)

*From the Coast to Far Inland* by William Rompkey

This collection of writings outlines the people, history and identity of Labrador. The book's format (visuals, index, and editor's additions) is very accessible to high school students. (CC – 2009)

*The Lost Canoe* by Lawrence W. Coady

This book is well sourced with good information about Labrador while still telling an interesting story. It is accompanied by strong visuals. (CC – 2009)

*The Beothuk* by Ingeborg Marshall

This factual account with excellent visuals by Ingeborg Marshall is a student-friendly resource on the vanished Beothuk. Useful for heritage fairs and related projects. (CC – 2009)

*Mi'sel Joe: An Aboriginal Chief's Journey* compiled and edited by Raoul R. Anderson and John K. Crellin

A compelling tale, *Mi'sel Joe: An Aboriginal Chief's Journey* is the life story of Mi'sel Joe, the traditional and administrative chief of Newfoundland's Conne River Mi'kmaq Reserve told through interviews with Raoul Andersen and John Crellin. It relates the story of the Mi'kmaq as they reclaim the right to decide their own future. (CC – 2011)

*Place of the Boss: Utshimassits* National Film Board of Canada Production

A documentary about the Mushuau Innu who were forced to abandon their traditional way of life and resettle in Davis Inlet, Labrador. Through testimonies of native people, we see how they were subjected to social problems associated with the loss of their culture. (CC – 2011)

*Mattie Mitchell* by Gary Collins

This biography is a collection of stories which highlights Mattie Mitchell's role in the history of Newfoundland and Labrador. Mitchell was instrumental in the development of the natural resources industry in central Newfoundland, leading to the growth of "company towns". It explores the way of life of Mi'kmaq people as well as their interactions with Newfoundlanders. (CC – 2013)

*The Beothuk Way: Living with Nature* by John W. Kitchen

This narrative describes the life of a Beothuk boy in the 1700s, detailing the migration of Notre Dame Bay to the interior of Red Indian Lake, the nomadic way of life of this people and how they lived off the land. John Kitchen describes the hunting activities and ceremonies of the Beothuk people as seen through the eyes of this young boy. (CC – 2017)

*Death of a Race: A Newfoundland Tragedy Like No Other* by Hector Earle

This is a familiar story of the Beothuks' interaction with the European settlers to the province. (CC – 2017)

*The People of NunatuKavut* film by Mario Blaser

This film highlights the changes in Inuit culture in Labrador from the time of first settlement to the present day. It explores encounters with European migratory fishermen, Basque whalers and eventual permanent settlers. It identifies the impact of trade, culture, conflict and social changes, leading to the most profound change — Confederation. The film concludes with a discussion of the future of the Inuit and the economic and social potential of the area. (CC – 2017)

**Selections from Previous Textbooks**

Recommended textbooks from previous English courses, such as Crossroads, Passages and Land, Sea & Time (Books 1-3) contains selections that can also be used and substituted within the new curriculum.