

Newfoundland and Labrador Studies 2205

Teacher Resource



Education and Early Childhood Development

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Course Overview

The Teacher's Resource is intended to help teachers continue their engagement in instructional best practices related to social studies. Newfoundland and Labrador Studies introduces students to "this place" using the "tools" of the social scientist and "the arts" to explore various aspects of the culture, history, and heritage of our province.

The following pages detail the various components of the course, including the Student Resource and the Teacher's Resource. Critical inquiry is emphasized and students will be expected to engage with this inquiry in all parts of the course. Engagement with "the arts" is also emphasized as students learn to create art and to view art as a source of information for social studies.

Introduction

Students are introduced to the course in this section with an overview of social studies and its place in the study of Newfoundland and Labrador. They are then introduced to the "arts" as the media that will be used to examine social studies issues and ideas. Finally students are introduced to the "tools" social scientists use to examine issues.

Unit 1 Culture

In this unit, students explore the concept of culture. They explore tangible and intangible culture, and the elements of culture through a variety of images and through text. They also investigate how culture is shaped by four forces: economics, geography, history and politics. Culture and identity is an important theme in the unit. Students will examine case studies and dimensions of thinking to reinforce the ideas presented in the resource.

Photography is the art form introduced in this unit. Students engage with the history of photography and learn "how to" make photographs. They use this knowledge as they examine culture and perform a number of exercises to reinforce their photographic skills and present their photographs of Newfoundland and Labrador culture.

Unit 2

The Roots of our Culture

The story of the peopling of Newfoundland and Labrador is told and examined in this unit. The influence of the sea is the dominating force. Students are introduced to theories of the peopling of Earth and then learn how this led to the peopling of Newfoundland and Labrador as Aboriginal people came to live here. They hear the story of each of the groups who first arrived. As well, the story of European arrival is told and examined. This includes the migratory fishery which gave way to the resident fishery. With the fishery came change; change for Aboriginal groups and change in the colony. Students examine governance as it evolved over time up to 1934 when Newfoundland and Labrador ceased to be an independent country. A variety of sources - primary and secondary - are used to present the ideas and students engage with these sources to understand the story of Newfoundland and Labrador. They also examine case studies and use the dimensions of thinking to understand their history.

Storytelling and Comic Art are the two art forms introduced in this unit. Chapter 2 introduces storytelling. Students learn the history of storytelling in Newfoundland and Labrador and learn how to tell a story. They engage with this art form by reading about storytellers and examining stories that have been told as well as creating their own stories about their families, communities, and province.

Comic Art is a unique way for students to represent history. Students learn about the beginnings of this genre and learn a variety of techniques for creating their own comic art. Basing their work on the ideas presented in Chapter 3, students tell the stories of settlement in Newfoundland and Labrador by creating comic art.

Unit 3

The Country Grows

While the sea was the dominating force in the early years, students will examine how diversification became necessary and how new land-based industries began to flourish as the interior of the island was opened up to economic ventures. The building of the railway across the island was the important key. With new industry came change once again. This change affected the lifestyle of the people and created a new culture. It also infringed on Aboriginal groups as their land was used for settlement and for resources. The labour movement is introduced as unions began to form.

The twentieth century was a time of major change for Newfoundland and Labrador. Students are introduced to the reasons for taking part in the First World War and the aftermath which included political, social, and economic issues. Women's Rights, the Great Depression, and the Second World War are all examined. This was a time of change once again for Aboriginal groups as they struggled to maintain their culture in an increasingly diminished landscape and one dominated by Europeans and other groups. At the end of this unit, students examine the path Newfoundland and Labrador considers for its future - responsible government, Commission of Government, or confederation with Canada. Students use case studies to examine particular issues and use the dimensions of thinking to examine the main ideas presented.

This unit introduces songwriting and playwriting as the art forms. In Chapter 4, songwriting is explored - its history and how to create a song. Students examine models of songwriting, and read about the process songwriters use to produce their work. Students use the ideas in the chapter to create their own songs which they can perform publicly if they choose.

Playwriting works very well with the various themes of Chapter 5. Students have the opportunity to learn about the history of playwriting and learn the art of creating their own work. They engage with this art form and produce short pieces that they present to their classmates.

Unit 4

Towards the Future

In this unit, students are introduced to the modern era in Newfoundland and Labrador. They will begin their study with a look at Confederation, the choice of Newfoundlanders and Labradorians in the 1948 referendums. Students will then examine Joseph R. Smallwood's administration and the ways in which Premier Smallwood diversified the economy with an in-depth look at some of the mega-projects of the time. Resettlement was an important issue during the Smallwood era and this is examined in detail. Students read case studies, view art, and read commentaries in their examination of key topics. Aboriginal peoples are not included in the terms of union with Canada and students learn that their lifestyle and culture is at risk. The last part of the unit is developed as a timeline where selected events are highlighted and to which students can add.

Filmmaking is introduced in this unit and students are encouraged to use their knowledge of all the arts they have studied to work with this medium and to produce a brief film on a topic of interest to them.

Features of the Student Resource

Unit Theme	Chapter Focus
1. Culture	1. Exploring Culture <ul style="list-style-type: none">• Photography
2. The Roots of our Culture	2. Peopling the Land <ul style="list-style-type: none">• Storytelling 3. Influence of the Sea <ul style="list-style-type: none">• Comic Art
3. The Country Grows	4. Influence of the Land <ul style="list-style-type: none">• Songwriting 5. Early Twentieth Century <ul style="list-style-type: none">• Playwriting
4. Towards the Future	6. Modern Times (Filmmaking)

Unit Overview

The unit overview introduces students to the concepts for the unit and gives the specific topics to be covered.

Experiencing The Arts

These sections located throughout the student resource will explore art forms and artistic techniques that will enhance students' understanding of the culture and heritage of Newfoundland and Labrador. Each chapter will feature one of the following art forms, as noted above: photography, storytelling, comic art, songwriting, playwriting, and filmmaking. Activities throughout each chapter will provide students an opportunity to practise the featured art form in order to enhance their learning.

Dimensions of Thinking

In order to understand history, students need to see history as accounts that must be constructed, interpreted, and assessed; they need to engage in historical thinking. There are six dimensions of historical thinking: significance, evidence, continuity and change, cause and consequence, perspective, and moral judgment. The dimensions of thinking are embedded throughout the student resource to enable students to think critically, thus advancing their understanding of history.

Case Studies

This feature is found throughout the student resource and allows students to further explore topics introduced or discussed in the text.

At Issue

This feature allows students to study an important issue in-depth. After examining the issue, students are given the opportunity to engage in discussion activities and to complete questions to reflect on what they have learned.

Chapter Reviews

Each chapter includes a review at the end of the chapter. In the review, the chapter is summarized, the key ideas and key terms are identified and questions are posed. Teachers may use this review to prepare students for assessment and/or may use some of the items or questions for assessment.

Sidebars

This feature is located along the side of right-handed pages in the student resource. The sidebars are easily identified as the text and accompanying images are embedded in a red box. The purpose of a sidebar is to further develop an idea or concept from the main text.

Red Notes

Red notes are short sections of red text connected by a red arrow or asterisk to the main text or a visual. The purpose of a red note is to provide additional information.

Art Icons



This feature is used throughout the student resource to refer students to pages which will provide additional information about a featured artist.

Introductory Lesson Questions

Two discussion questions in red text are at the beginning of each section. The purpose of these questions is to generate discussion around topics presented in the lesson.

Summary Questions

Questions are located at the end of each lesson and are intended to allow students to reflect upon what they have learned in the lesson.

Artist Profiles

Artist profiles are found at the end of the student resource. These profiles highlight Newfoundland and Labrador artists who work (or have worked) in different art forms.

Features of the Teacher Resource

Overview

Newfoundland and Labrador has always been a place of change. However, it could be argued that today the rate of change and the consequences of those changes are having a profound impact on our way of life. Newfoundland and Labrador Studies is designed to allow students the opportunity to examine and reflect on the way of life in Newfoundland and Labrador in the past, present, and future.

The culture of those who lived in the past and the consequences of their actions - for better or worse - created our world today. In order to understand what is happening today and why it is happening, students need to know what happened in the past.

Throughout this course, students will be asked to consider the way of life they envision for their future. To achieve that vision, it will be important to make informed choices today that will enable them to reach their goals. In a larger sense, students will be asked to think deeply about the way of life they want for their community and the province as a whole.

While the topics of study in this course will not answer all the questions students have about the past, nor guarantee that students will achieve all of their dreams for tomorrow, they will help deepen students' insights into "this place". This knowledge will enable them to make better decisions that will help create a better future for themselves and for Newfoundland and Labrador.

Newfoundland and Labrador Studies 2205 is designed to actively engage students in an examination of the many interdependent forces that have shaped our province, and that continue to influence its development as part of the global community.

This course introduces issues and then expands these issues and places them within the Newfoundland and Labrador and global context. This approach is intended to help students develop an awareness of their personal connections to each of the issues examined, so they may develop a meaningful understanding of their culture and the issues and forces that influence their lives.

Newfoundland and Labrador Studies integrates various fields of study, including fine arts, geography, history, literature, political science, economics, folklore, sociology, archaeology, and anthropology. The instructional method encourages students and teachers to explore the material actively together through a process of inquiry and investigation. These approaches will require new levels of skill development and new ways of thinking and doing things. As a result, students should develop deeper levels of understanding and an increased sense of personal significance and responsibility.

Curriculum Outcomes

The following list of the curriculum outcomes for the course represents the types of knowledge, understandings, skills, and attitudes that students should achieve.

- 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 issue 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 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 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

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- 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 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 changes 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 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

Resources

The components of this course include:

- a student resource
- a teacher resource
- a website
- a package of supplementary materials, including cds, videos, books, and other text

Instructional Planning

Lesson Format

The Teacher's Resource provides a suggested lesson plan for each topic in each chapter. This plan includes a lesson summary, directions for the featured art form, directions on how to use the information regarding the featured artist (if one is identified in the lesson), a variety of lesson activities, and teacher notes that give additional information on people, topics, and visuals which are presented in the lesson. The lesson concludes with sample answers to questions posed in the text. It is important to note that these are sample answers only and that any reasonable answers should be accepted.

Lesson Summary

Each lesson begins with a lesson summary, which summarizes the main subject matter and concepts contained in the lesson.

Featured Art Form

Each lesson has a student activity related to the featured art form for that chapter.

Featured Artist

This feature is found in some lessons. Students are invited to examine the work of one of the artists featured toward the end of the student resource. Students are asked to complete an activity based on this artist.

Activities

Each lesson includes a variety of activities from which teachers may choose to achieve the outcomes of the course. These activities range from very specific, related to a particular aspect of the topic being studied, to a comprehensive activity which will take students beyond the pages of the student resource. As teachers plan their lessons they should consider time allocation for each lesson. Teachers may choose to ask students to complete just the comprehensive activity, all activities in the lesson, or may select a variety of activities for the lesson that will meet students needs and achieve outcomes within the time allocated for the chapter or unit.

Teacher Notes

Additional notes on various topics are included for teachers to augment student understanding and to give a more comprehensive background for teaching.

Sample Answers

Questions posed in the Student Resource have sample answers. This includes the introductory lesson questions which are presented in red text at the beginning of each lesson. These questions are designed to generate discussion. While answers to questions may not be comprehensive, they do provide teachers with a guide for how students should view the material. Students may provide different answers, especially where questions are locally based.

Blackline Masters

This section presents reproducible sheets for students. These Blackline Masters either further explain how to complete a certain activity or give students a graphic organizer in which to record information. Blackline Masters are in two groups - general and chapter specific.

Differentiated Instruction

The fundamental purpose of differentiating instruction is to maximize student growth and to support students throughout the learning process. Because each lesson includes a variety of activities, differentiated instruction is embedded in each lesson. Teachers may choose activities based on the needs of specific students.

Critical Thinking

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 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 Judgment

Many issues in social studies lend themselves to questions of moral judgment. 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.

Case Studies

Case Studies are presented throughout the resource. These are intended to provide students with specific examples of a topic or idea that is developed in the chapter. Students can engage with the case studies as an example of the topic being studied.

Assessment

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

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 involves teachers and others in analyzing 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

The lesson plans in this Teacher's Resource provide for a variety of assessment strategies. Teachers are urged to use these assessment tools to help in their evaluation of student progress and teaching effectiveness.

INTRODUCTION LESSONS

What is Art?

Lesson Summary

Based on pp. 2-7

This lesson introduces students to the arts. The purpose of the lesson is to give students a basic background identifying “what is art” and how students are “artists”. As students engage with the material in this lesson, they will begin to see how art and the social sciences complement one another. By the end of this lesson, students should understand that art can take many forms and they should begin to think of themselves as artists

Featured Artist

Damhnait Doyle

This lesson features Damhnait Doyle (also featured on SR pp. 610-613). Read the artist profile and discuss with a partner the songs that are featured

- Think about how Damhnait used the artistic process to write her songs.
- Choose either “Try It” or “Reflect” on SR p. 613 and complete the exercise.

Students may share their answers with the class.

Activity #1

Me...an Artist?

Based on pp. 2-3

Materials Needed:

- none

Invite students to think about how they might be artists. For example, students could consider the following:

- Do they doodle in their notebooks?
- Do they tell stories to their friends? E.g. When I went to the store, I saw... or I heard...
- Do they take photographs using their phones or other electronic devices. What types of photos? Are they always photos of people, or are some of them photos of objects or scenes that interest them?
- Do they sing? Play an instrument? Write poems/songs?
- Do they knit, sew, or create crafts?

Explain to students that these are only some examples of how students might be artists. In time they may wish to pursue some of their artistic talents in depth. Ask students to create a journal entry in which they reflect on how they are an artist.

Activity #2

The Creative Process

Based on pp. 4-5

Materials Needed:

- none

Invite students to choose two of the quotes from artists on SR pp. 4-5 and to write a short commentary on each quote. The commentary should include agreement or disagreement with the quote and an explanation of why they agree or disagree.

Activity #3

Art as information

Based on pp. 6-7

Materials Needed:

- none

Invite students to read and view the “French Shore Tapestry.” Ask them to randomly open the student resource to any page that contains an image and to identify for the class what information is being portrayed about Newfoundland and Labrador.

Activity #4

Questions

Based on p. 7

Materials Needed:

- none

In a class discussion, invite students to complete the questions.

What are the Social Sciences?

Lesson Summary

Based on pp. 8-13

This lesson introduces students to the social sciences. The purpose of the lesson is to reinforce concepts to which students have been introduced in previous grades. Students will examine how they are social scientists and the process they should undergo to fulfill that role. As students engage with the material in this the lesson, they will begin to see how the social sciences and art complement one another. By the end of this lesson students should understand that social scientists ask questions that can be explored using the “tools” of a social scientist.

Activity #1

Me...a Social Scientist

Based on pp. 8-9

Materials Needed:

- none

Invite students to engage in a think-pair-share activity to explore the question “What does it mean to me to be a Newfoundlander and Labradorian living in the twenty-first century?” Advise them they will revisit their answer to the question later in the lesson.

Activity #2

Using the “Tools” of a Social Scientist

Based on pp. 10-11

Materials Needed:

- none

Invite students to read and discuss the information on the “tools” of a social scientist with a partner. Ask them to share their conclusions with the class to ensure all students understand the “tools”.

Activity #3

Exploring a Question

Based on pp. 12-13

Materials Needed:

- none

Invite students to revisit their answers to the question in Activity 1. Ask them to identify how they might explore their question more fully using the information.

Activity #4

Questions

Based on p. 13

Materials Needed:

- none

Sample Answers

Based on p. 7

Invite students to discuss the two questions in the Student Resource on page 13. Ask them to decide if question #2 helps them to focus their answer to the question they discussed in Activity 1.

1. The most popular art forms with which high school students engage:
 - visual arts (drawings, collages, photo essays, posters, etc.)
 - music
 - playwriting
2. Some students are intimidated by creating art as they think their art work is not as good as other students' work.
3. The art forms I enjoy most as a viewer are:
 - music
 - paintings
 - comic art
4. I most enjoy working with:
 - music
 - playwriting
 - comic art
5. I have considered my creations as "art" because they are expressions of who I am. Even though they are not great works of art, they still show my artistic creativity.

Sample Answers

Based on p. 13

1. Answers will vary depending on the year. In 2013, three significant issues facing the province:
 - predicted shortage of workers in certain trades
 - cutbacks in the public sector; amalgamation of four English school boards into one board
 - outmigration from rural communities
2. I am connected to "this place" through my culture and heritage. My family has lived here for hundreds of years and my family has deep roots in Newfoundland and Labrador.

CHAPTER 1

The History of Photography

Lesson Summary

Based on pp. 18-21

Photography was initially a tool visual artists could use to help create their work. In this lesson, students will engage with the global developments that led to the creation of various types of photographic images. They will then examine the development of photography in Newfoundland and Labrador to learn how photography was a visual record of life in Newfoundland and Labrador during the late 1800s and early 1900s.

Activity #1

Timeline Summarizing

Based on pp. 18-21

Materials Needed:

- BLM G.01 Constructing a Timeline

Invite students to create a timeline to represent the development of photography as presented in the material on SR pp. 18-21. Students may use BLM G.01 Constructing a Timeline. Students should save the timeline in their portfolio for later use.

Activity #2

Photography as Recording vs. Photography as Art

Based on pp. 19-21

Materials Needed:

- images that represent a record of history
- images that may be viewed as art
- BLM 1.01 Classifying Images

Teachers will select the images for this activity.

- Present students with images (5-7) that show photography used to record history. Discuss how photography might have changed how events and people were portrayed.
- Present students with images (5-7) that may be viewed as “art.” Discuss why these images are art. Suggest students review SR pp. 2-7 “What is Art?”
- Present students with a variety of images and invite them to sort the images into “recording” or “art.” Ask volunteer students to justify their choices. Where there is disagreement about an image classification, initiate a discussion again using the question “What is art?” You may reference SR pp. 2-7 as well as a selection of relevant artist profiles e.g.: Elsie Holloway, Shanawdithit, William Hind, Rug Hooking, David Blackwood.

Note: Images may be found anywhere. Teachers may look at the heritage website for images as record, the Maritime History archives, Memorial University, The Rooms, Canadian Museum of Civilization, Virtual Museum of Canada. Art images may be found by browsing art galleries to view their selections. Since teachers are not printing images to use, but rather showing images to students, there is no issue with copyright. Teachers might consider going to a Creative Commons site for images as well.

Activity #3

Identifying Photographs as Recordings and Photographs as Art

Based on pp. 19-21

Materials Needed:

- BLM 1.02 Image as Record
- BLM 1.03 Image as Art

Invite students to research and select two (2) images they consider to be a “recording” of an event and two (2) images they consider to be “art.” For each image use the appropriate BLM and write three to five sentences to explain the image and to identify the reason for its classification as “record” or “art.” Students may then use a gallery walk to view each other’s choices.

The following may be used as an extension activity:

- Choose a photograph from the turn of the twentieth century and a modern photograph with the same theme. Include the photographs as part of your answer.
- Explain how the photograph from the turn of the twentieth century has helped record and present a human experience in a way that was not possible previously
- Explain how the modern photograph has helped to record and present the same or a similar human experience that was not possible at the turn of the twentieth century. Are there any similarities?

Write a conclusion using the following sentence: “The development of photography relates to my life in the following ways:”

- a
- b
- c

Activity #4

Timeline Part 2

Based on pp. 19-21

Materials Needed:

- timelines from Activity 1
- journals
- BLM G.01 Constructing a Timeline
- BLM G.02 Journal Writing

Invite students to:

- Retrieve timelines from portfolios.
- Add to their timeline. On the timeline students will show innovations in photography over the past ten (10) years (e.g. phones, tablets)
- Compare this part of the timeline to their original timeline. Write a dialectical journal entry using the following stem: *<The last ten years in photography is similar to ... It is different in that...>*.

Activity #5

Summary

Based on pp. 19-21

Materials Needed:

- none

In what ways has photography positively influenced humans?

Identify at least two (2) influences. Use a photograph to illustrate each influence. Present your response on two (2) 8½ x 11 pieces of paper intended to be included on a class bulletin board.

There is no comprehensive activity for this lesson

Teacher Notes

The purpose of the timeline in Activity #1 is to present students with the opportunity to practice chronological thinking as well as summarizing. Students will engage with the timeline again in Activity #4. In that activity, students will reflect on the time it took to develop the various stages of photography.

In comparing the first part of the timeline to the latter part, teachers could guide students to think about the following:

- the length of time it took to develop the next innovation in photography;
- the ease of use of each of the new innovations;
- the length of time from taking the image to viewing the image; and
- the usefulness of the innovation.

Any of these activities may be created and/or presented digitally.

How to Make Photographs

Lesson Summary

Based on pp. 22-33

Many students will already have some experience in taking photographs. This lesson will enhance that experience as students learn to use symmetrical and asymmetrical composition and elements of design such as perspective and light source. Students will engage with the various concepts and will practice using them both in the classroom and in the field. As students become proficient at “making” photographs, they will realize they are creating art.

Activity #1

Viewing Frame

Based on p. 22

Materials Needed:

- black cardboard
- scissors/knife
- ruler

Ask students to read the instructions in Exercise One.

- Invite students to construct the viewing frame or distribute pre-made frames.
- Ask students to view subjects in the classroom based on the instructions in the exercise.
- To expand their subject selection, students may now view subjects in and around the school.
- Students may wish to take their viewing frames home to view subjects in or around their community.

Activity #2

Subject - Camera

Based on p. 25

Materials Needed:

- camera(s)

Teachers should first model one to three cameras for students.

- Explain the various parts of the camera(s) and how to use them.
- Show students a series of photographs that model photographing a subject from different angles. This is an opportunity for teachers to use a familiar object in the classroom as a model and to photograph it from various angles.

Activity #3

Elements of Composition

Based on pp. 26-27

The student activity is based on Exercise Two.

- Invite students to examine the four (4) photographs in figure 10 and to read the related information.
- Encourage students to select a subject and to photograph it according to the instructions in Exercise Two.
- Invite students to share their work to complete Exercise Two.

Materials Needed

- camera
- photographs (other)

For this activity, students may first wish to read the material on pages 26-27. The activity is based on Exercise Three.

- Invite students to examine the images representing symmetrical and asymmetrical composition.
- For practice, students could use their viewing frames to gain an understanding of how to “compose” a photograph.
- Invite students to read and view the sidebar “The Rule of Thirds”.
- Ask them to review the photographs on pages 26-27 to determine how this rule applies to each photograph.
- Present students with several images that demonstrate the rule of thirds.
- Present students with several other images and invite volunteer students to explain how the photographs portray symmetry or asymmetry and how the rule of thirds may have been used by the artist.
- Complete Exercise Three using the instructions on page 27.

Activity #4

Elements of Design

Based on pp. 28-29

Materials Needed:

- photographs from previous exercises
- magazines/books
- photographs (other)

Review photographs that show elements of design for this activity, to become familiar with the elements of design. You may also choose to photograph objects, etc. in the classroom/school that demonstrate for students the elements of design.

- Invite students to read the material and view the photographs on pages 28-29.
- Ask students to use magazines/books in a think-pair-share activity to look for examples of elements of design.
- Ask them to complete exercise four to reinforce these concepts using their own photographs.

Note: Teachers may find photographs anywhere. One suggestion is to use a creative commons site such as www.flickr.com/creativecommons to find images that show elements of design.

Activity #5

Let There Be Light

Based on pp. 30-31

Materials Needed:

- camera

Invite students to read the material and view the photographs on SR pages 30-31. Exercise Five will require field work.

- Ask students to complete the first part of Exercise Five in the field.
- Invite students to bring their photographs to class and to share them with a classmate as they complete Exercise Five.

Activity #6

Light Box

Based on pp. 32-33

Materials Needed:

- none

This activity is based on Exercise Six

- Encourage students to complete Exercise Six.
- Ask students to complete a diary entry answering the questions in the exercise.

Activity #7

Summary

Based on pp. 32-33

Materials Needed:

- none

Invite students to choose one of the following exercises to complete as a summary of this lesson.

Create a photo essay (See BLM G.03 Creating a Photo Essay) for the school newspaper in which you support the thesis that “Photography is an art form”. Include at least five photographs that support your thesis. You may use captions and brief statements to explain the photograph.

Create a scrapbook that uses words and images to demonstrate a minimum of five (5) concepts from the lesson “How To Make a Photograph”. Your scrapbook must show the concept using a photograph from a book, magazine or on-line site, etc. and another photograph that you have taken that shows the same concept.

There is no comprehensive activity for this lesson.

Teacher Notes

Teachers may wish to suggest the following inquiry strategy for students as they progress through this lesson. Invite students to use a pocket notebook to create jot notes and definitions for photographic words and terms so that they will have a handy reference that might be helpful in making their photographs.

- To help guide and encourage students, teachers should work through the exercises in this “How To...” along with the students and present their work.

-
- For Activity 1, Exercise One on page 22, teachers may choose to construct the viewing frames for students and distribute them. The viewing frames may also be available for purchase from some specialty camera stores for minimal cost.
 - For Activity 2, Exercise Two teachers will need to ensure all students have a camera or have access to one. This can be accomplished by students sharing a camera or by students borrowing a camera from a family member or friend. Cameras today can be traditional stand alone mechanisms or can be found in mobile telephones, tablets, etc.
 - Any of these activities may be created and/or presented digitally.

What is “Culture”?

Lesson Summary

Based on pp. 36-39

In this lesson, students are introduced to the concept of culture. Culture is defined as the way of life of a group of people. Students will learn that culture is comprised of culture traits, which include artifacts, mentifacts, and sociofacts. Students will also learn that, together, culture traits form culture complexes. By the end of the lesson, students will understand the elements which comprise culture, and be able to identify examples of these elements in both their own lives and the cultures they will study in this course.

Featured Art Form



Photography

Based on pp. 36-39

Materials Needed

- BLM G.03 Creating a Photo Essay

In topic 1.2 students will begin a photographic essay/view book that they will develop throughout this chapter. Teachers are encouraged to look ahead and begin preparation for this activity. See SR page 43 for further information. Provide students with BLM G.03 Creating a Photo Essay to read as preparation for their photographic activity.

Students are invited to continue developing their skill as photographers in question #4.

Featured Artist

Shanawdithit

Based on pp. 638-639

This lesson features Shanawdithit. Although Shanawdithit was not a photographer, she was a recording artist. This is an opportunity to reinforce with students the idea that photography can be used to record historical information. Examine Shanawdithit’s drawings and discuss why she is a recording artist.

Activity #1

Culture Complexes

Based on pp. 38-39

Materials Needed:

- none

Introduce students to the term culture complex.

- Discuss this concept with students.
- Invite students to identify one culture complex which helps define who they are.
- Ask students to form small groups and share their chosen culture complexes.

Activity #2

Cultural Landscape

Based on p. 38

- Invite students to organize the culture complexes into categories, for example culture complexes dealing with sports, family events, etc. Rank the culture complex categories from highest to lowest.
- Discuss why certain categories were chosen more often than others.

Materials Needed:

- BLM G.04 Analyzing a Visual

Introduce students to the term cultural landscape.

- Invite students to form small groups and use BLM G.04 to analyze the image of Cape Spear.
- Students will identify the prominent features in this visual which shape the cultural landscape.

Note: As an extension activity, students may list and examine prominent cultural landscape features in their community(s).

Note: If students come from different communities, it would be interesting to see the similarities and differences regarding the most prominent cultural landscape features.

Comprehensive Activity



My Way of Life

Materials Needed:

- BLM 1.04 List of Objects

A. Guide students through the following activity:

- You have just been told that you have to leave _____ within 24 hours, and are never coming back;
- Think about how you would feel upon hearing this news;
- What items will you take?, and
- All items must fit into a single travel trunk.

After allowing students 2-3 minutes to reflect on this scenario, provide students with BLM 1.04 List of Objects to create their list. Next ask each student to join with a partner and engage in a think-pair-share activity. Partners should share their lists and develop a single list. Objects should be rank ordered in terms of importance. Groups may then share their thinking as part of a class discussion. Teachers should try to create a rank order for the whole class or create generalizations based on the type and frequency of identified items.

Note: During this activity students might ask about the resources available at the place where they are moving. Suggest that this is unknown, and students should plan accordingly. It is not inconceivable that this may be a frontier with no other human resources available.

B. Introduce students to the terms used by sociologists when examining culture: artifacts, sociofacts and mentifacts. It may be useful to represent this using a concept web. Invite students to consider which mentifacts and sociofacts are associated with the artifacts they have just identified. For example, if the student took a book, this would be associated with language (mentifact). If he/she took a sports medal, this could be associated with the volleyball team (sociofact). As an extension, ask students to identify examples of sociofacts and mentifacts that they will foster in this new location. As students identify examples of these elements of culture, include them in the concept web.

Note: Students may already have some familiarity with the novel Lord of the Flies. This may be a tangible way to represent the abstract concepts of sociofacts and mentifacts.

Note: Teachers may wish to create the concept web on chart paper and leave it displayed in the classroom for easy reference during this chapter.

C. Invite students to speculate about their new residence. Ask them to use an 8 ½ x 14 sheet of paper and to create a diptych (two images side by side) that show their old home and what they hope will be their new one. Remember to use the artifacts they identified earlier as part of the display.

Teacher Notes

Based on pp. 37-38

- Aimé Césaire was born on the island of Martinique in 1913 and died in 2008. He was an Afro-Martinican francophone poet, author, and politician. He was the best known poet in the French Caribbean.
- Mohandas Gandhi was born in India in 1869 and died in 1948. He was known as “Mahatma”, which means “great soul”. He was leader of the Indian nationalist movement against British rule in India, and is widely considered the father of his country. Gandhi advocated and practised a doctrine of non-violent protest to achieve political and social progress. These protests were successful.
- The visual image is Cape Spear lighthouse and cliffs. Cape Spear is the easternmost point in North America and is a National Historic Site of Canada, maintained by Parks Canada. The lighthouse, dating from the mid 1800s, is the oldest surviving lighthouse in Newfoundland and Labrador. Cape Spear is located approximately 15 kilometers from St. John’s.

Sample Answers

Based on pp. 36-39

Lesson Opener

What are some words that come to mind when you think of the word “culture”?

- Language, customs, food, clothing, shelter, technology, entertainment

Does art create culture or does culture create art?

- Art can create culture as some pieces of artwork may appeal to certain groups of people who are then creating a subculture. For example, enjoying a certain genre of music can link people all over the world as a cultural group which enjoys country music, heavy metal, etc.
- Culture creates art as many pieces of artwork (visuals, music, books, etc.) can reflect some aspect of the culture of a group of people. For example, a picture of a group of people mummering.

Questions

1. Think of your school. What are some examples of artifacts, sociofacts, and mentifacts? Use a chart to organize your answer. Record 10 examples of each.

Examples of Artifacts, Sociofacts, and Mentifacts		
Artifacts	Sociofacts	Mentifacts
backpacks books Canadian flagtablets cell phones classrooms computers desks gym equipment iPods lockers maps	drama club heritage fairs yearbook club other school teams school band school choir volleyball team	clean physical environment cooperative group activities displaying school spirit importance of a quality education importance of exercise personal and group safety respect for languages respect for property respect for others respect for self

2. *Human activities have shaped the landscape of your community. What are the five most prominent features of your cultural landscape?*

- Examples of prominent features of cultural landscapes include:

- | | |
|--------------|-------------------|
| - bridge | - paper mill |
| - cemeteries | - park |
| - dam | - roads |
| - fences | - school |
| - fish plant | - shopping centre |
| - houses | - walkways |
| - lighthouse | - water tower |
| - mine | |
| - monument | |

3. *Which of the following has the most influence on a person's way of life – artifacts, sociofacts or mentifacts? Explain.*

- Students may argue and defend either choices.
 - Artifacts have the most influence on a person's way of life because there may be certain objects, such as pieces of jewelry, medals, photographs, or family heirlooms, which have been passed on from one generation of a family to another. These artifacts represent heritage and are a very important part of his/her family.
 - Sociofacts have the most influence on a person's way of life because sociofacts include the organizations and structures of our culture which set rules that govern behavior. We need guidelines and rules in order to function in an appropriate way in society. Our behavior plays a major role in defining who we are.
 - Mentifacts have the most influence on a person's way of life because mentifacts include beliefs, values and knowledge. It is important to have values, and many of these values, such as honesty, integrity, and work ethic, help define the person and affect behavior. Likewise, it is important to have beliefs, such as religion, and traditional knowledge, such as how to mend a net or knit a sweater, which are main parts of a person's heritage.

4. *As a class, create a collage that represents either the "culture of the class" or "youth culture" in general. Each student should bring in photographs that represent the most significant artifacts, sociofacts, and metifacts of the culture chosen.*

- This is a class activity, so all students should be encouraged to bring in photographs and should be involved in the creation of the collage. When completed, the collage should be displayed in the classroom or at some other location in the school. (See Blackline Master G.14 – Creating a Collage)

Describing Culture

Lesson Summary

Based on pp. 40-43

In this lesson, students examine the various culture complexes that determine who they are. They are introduced to the concept of a culture region, and how culture regions can range from very small to very large. Students examine how culture regions are organized spatially into three categories: social, regional, and popular culture. They will also observe that culture can be organized temporally into traditional and contemporary culture. By the end of the lesson, students will understand the categories for culture and be able to identify examples of each category.



Featured Art Form Photography

Based on pp. 41-43

Introduce *Experiencing The Arts*. Explain that sections of this student resource will explore art forms and artistic techniques that will augment students' understanding of the culture and heritage of Newfoundland and Labrador. Each chapter will feature one art form. *Experiencing The Arts* activities embedded in each chapter will provide students an opportunity to practise the featured art form to enhance their learning.

Invite students to read through the assignment and to begin thinking about the three themes presented. Remind students that, as they proceed with the assignment, they may wish to review the information related to terms such as "traditional culture" and "popular culture" they have just studied.

Note: Inform students that this assignment will be due at the end of Topic 1.8.

Activity #1

Local, Regional and Popular Culture

Based on pp. 40-41

Materials Needed:

- BLM 1.05 Categories of Culture Regions

Compare the terms local culture, regional culture, and popular culture.

- Ask students to give examples of each category of culture region. Students are to list these examples in BLM 1.05 and place the completed list in their portfolios.
- Ask students to compare their list with another class member as a think-pair-share activity.

Examine the maps on p. 41.

- Ask students to determine and explain which category of culture is represented by each map.

Activity #2

Traditional and Contemporary Culture

Based on p. 42

Materials Needed:

- none

Explain the terms traditional culture and contemporary culture.

- Examine the two visuals on top of page 42.
- Ask students to determine if Victoria Day is an example of traditional or contemporary culture.
- Discuss if the activities shown in the visuals are widespread Victoria Day activities in Newfoundland and Labrador.
- Conduct a class poll to determine how many students have gone camping on the May 24 weekend. Record the results of this poll.
- Invite students to form small groups and create a list of other popular May 24 family activities. Determine which activities besides camping are the most popular.

Activity #3

Traditional and Contemporary Culture in Various Countries

Based on pp. 42-43

Materials Needed:

- Political map of the World

Invite students to form small groups to discuss the visuals on the bottom of page 42 and top of page 43.

- Invite students to identify countries which have had Idol shows and discuss why the show is so popular. Identify possible reasons why some countries (such as Canada) no longer have the show.
- Ask students to discuss in their groups why the celebration of Christmas is an example of traditional culture.
- Invite students to discuss why some countries do not celebrate Christmas. (For example, Christmas is a Christian celebration and the populations of some countries are members of other religions).
- Invite students to discuss the following: When does popular culture become traditional culture? Give examples to support their position.

Materials Needed:

- BLM 1.06 Canadian Culture

A. Invite students to choose a province or territory in Canada and compare the culture of that place to the culture of Newfoundland and Labrador. Use BLM 1.06 for this purpose.



Comprehensive Activity

Culture - Is it the same everywhere?

B. When students have completed inputting the information into the BLM, encourage them to analyze the information as follows:

- For each heading (e.g. geography) decide whether the geography of Newfoundland and Labrador is the same as, similar to, or different from the geography of the province or territory they have chosen.
- For each heading, decide how many of the items they have identified represent local culture, regional culture, or popular culture.
- For each heading, decide how many of the items they identified represent traditional or contemporary culture.
- At the end of the analysis, students should be able to determine how similar or how different their province is to the province/territory they have chosen for comparison.

C. Using the two provinces/territory, write a speech that supports the idea of a Canadian culture.

Teacher Notes

Based on pp. 40-41

- The map showing Tim Hortons stores does not include Nunavut, as there were no Tim Hortons stores in that territory when this text was written. As of March 29, 2009 Tim Hortons had 2930 stores across Canada and wanted to open between 120 and 140 new restaurants that year.
- When discussing expressions of culture in Figure 1.5, consider types of instruments, clothing, jewellery, nationality, geographic features.

Sample Answers

Based on pp. 40-43

Lesson Opener

Do you have the same culture as someone who lives in another province or country?

- We may have some similar aspects of culture as someone who lives in another province or territory, but we have different cultures, as evidenced by such cultural traits as language, history, traditions, sports, activities, food, clothing, shelter.

What do you think is the most significant way that culture is expressed in your class?

- Culture is expressed most significantly through clothes, technology, language, ethnic origin.

Questions

1. How do popular culture and local culture influence your lifestyle? Give specific examples.

- Popular culture influences my lifestyle because I spend a lot of time using my cell phone, the Internet, and video games. I also watch television shows and listen to music which is available in many countries.

-
- Local culture influences my lifestyle because I am a member of the school choir and we perform Newfoundland and Labrador music. I know how to do the Newfoundland waltz and the Newfoundland jig. I enjoy eating foods such as cod tongues and caribou which are not common in other parts of the world.

2. Is your lifestyle influenced at all by traditions of your parents and grandparents? Explain.

- My lifestyle is influenced by traditions of my parents and grandparents. I eat traditional foods such as Jiggs dinner, fish and chips, caribou and moose, and pies made from berries found in Newfoundland and Labrador. I listen to traditional Newfoundland and Labrador music. I celebrate traditional holidays such as Christmas, Victoria Day, and July 1.

(Note: Students in your class from various cultural groups will have different traditions which influence their lifestyle).

What Shapes Culture?

Lesson Summary

Based on pp. 44-47

This lesson discusses how culture is affected by a number of forces, specifically economics, geography, history, and politics. Students will examine how these four forces influence the culture of their community and province. In this lesson, students will discuss a Dimension of Thinking related to modern and past employment in the province. There is also a case study which examines how proponents of various disciplines in the social sciences would view any issue. By the end of the lesson, students will understand the impact of economic, geographical, historical, and political factors on their lifestyle.



Featured Art Form Photography

Based on p. 43

Activity #1

Factors Affecting Culture

Based on pp. 44-45

Refer to *Experiencing The Arts*. Invite students to choose one theme from the three presented. Initiate a brief class discussion regarding how they can use photographs to explore each theme.

Materials Needed:

- BLM 1.07 Factors affecting Community Culture

Invite students to form small groups.

- Ask each group to deliberate and reach consensus on the two main economic factors, geographical factors, historical factors, and political factors that impact the culture of their community or local area.
- Ask students to explain how each factor affects their community or local area.
- Invite each group to record the information in the chart (BLM 1.07).

Note: This activity can also be done for the province instead of the community or local area.

Activity #2

Factors Affecting Culture

Based on pp. 44-45

Materials Needed:

- BLM G.05 Bar Graph
- BLM G.06 Circle Graph/Pie Graph

Invite the class to use their answers to Activity #1 above.

- List all factors on the interactive whiteboard.

Dimensions of Thinking:

Continuity and Change

Based on p. 46

- Select the five most common economic, geographical, historical, and political factors which affect their community or local area.
- Students will plot in BLM G.05 Bar Graph or BLM G.06 Circle Graph the five most common factors for one category.

Materials Needed:

- www.economics.gov.nl.ca Chart/Graph Showing Current NL Employment in *The Economic Review 2012* page 52.

Invite students to discuss the text and graphs on page 46.

- Ask students to answer the questions in this Dimension of Thinking in their notebooks.

Note: Ensure students are aware of the various industries and what is included in each category.

Note: As an extension, the teacher may ask students to find the most current chart which shows per cent of Newfoundland and Labrador employment by industry.

Case Study:

Exploring Issues in the Social Sciences

Based on p. 47

Materials Needed:

- none

Explain to students how this case study focuses on the federal government's closure of the cod fishery in 1992.

- Ask students to discuss the questions in the introductory section of the case study.
- Invite students to examine the perspectives of different branches of the social sciences.
- Students will consider how these perspectives would create a comprehensive analysis of the issue.

Note: Following discussion, teachers may ask students to write a journal entry addressing the questions in the opening section of the case study. (See BLM G.02 Journal Writing)

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 45-46

- In 2009, the government of Newfoundland and Labrador announced that it would eliminate the interest on student loans. Effective August 1, 2009 no student would be required to pay any interest on the provincial portion of his/her student loan. Before this, students had been paying interest at a rate of 2.25%. Newfoundland and Labrador was the first province to do this for students.

- The service industry is also referred to as the tertiary sector of industry and would include the following: non-commercial activities such as health and welfare, education, religion, and charities; commercial services such as restaurants, recreation, amusement, personal care, tourism; trade, including wholesale and retail; and financial and legal, including insurance, banking, investment, and real estate.

Sample Answers

Based on pp. 44-46

Lesson Opener

How does the media shape your culture?

- mass media is an important form of modern society
- advertisements on television can affect the way we dress, what items we buy, our hairstyles, etc.
- music genres help shape our culture, as well, whether it be popular “cross-cultural” music or music specific to a particular culture
- radio, television, movies, and other media help form our very identity
- media has helped create a consumer society
- media is a factor in rapid social and technological change

How do you think families who fished for generations reacted to the cod moratorium of 1992?

- disbelief that it happened
- anxiety as to what they were going to do now, how they were going to survive
- anger with government that the fishery had not been better managed; how could this have happened to a resource that had been seen as sustainable?

Questions

1. Give examples from your community/area or from the province to show how economic factors, geographical factors, historical factors and political factors affect your culture today.

- Economic factors: industry declining or closing can lead to many people leaving an area; new employment can lead to people moving into an area, which will create the need for new infrastructure, such as schools, housing, hospitals, shopping centres, and recreational facilities.
- Geographical factors: discovery of mineral deposits (e.g., Voisey’s Bay) has led to high employment - sometimes this has led to the creation of new towns, but sometimes workers commute from their homes to the site; certain geographic features impact tourism, for example, Gros Morne National Park, which has created high employment on the northern peninsula; coastal areas which have icebergs floating past each year; coastal communities have created an outport way of life which is still alive in some parts of the province.

Sample Answers

Based on pp. 44-46

Continued

- Historical factors: we have many festivals and community events which celebrate the history/heritage or traditions of our province, for example regattas at St. John's, Harbour Grace and Placentia, plus others which have started more recently; historical theatre in many parts of our province, such as Trinity, Cow Head, and Carbonear; historic events such as Cupids 400 in 2010, Celebrating Bartlett 2009, Cabot 500 celebrations in 1997 affect the culture of our province; the number of museums throughout the province also preserve our culture and allow us to see firsthand what life was like in years gone by.
- Political factors: Nunatsiavut Government in northern Labrador, Innu Nation, NunatuKavut, and Qalipu represent the interests of Aboriginal peoples in the province; municipal governments affect the culture of various municipalities through the municipal regulations they pass and the events they host; provincial and federal government affect the culture of the province through the creation of laws or the development of industries or events in different parts of the province.

Dimensions of Thinking

1. What area(s) of employment have changed the most?

- The area of employment which has changed the most since 1869 is fishing and hunting, which has declined from almost 90% in 1869 to 3.4% in 2007.

2. Have new activities been established and become more important?

- New industries such as oil, manufacturing, construction, and services have been introduced and become more important.

Economics and Culture

Lesson Summary

Based on pp. 48-51

In this lesson, students explore how economics influences culture. Students examine subsistence economy and market economy including distinguishing between needs and wants, supply and demand. They also study how economic activity impacts lifestyle including scarcity and opportunity cost. By the end of this lesson, students will understand that the culture of Newfoundland and Labrador combines subsistence and market economies.



Featured Art Form Photography

Based on pp. 43

Refer to *Experiencing The Arts*. Invite students to make at least 20 photographs to explore their chosen theme. Advise students to continue using the various elements and techniques presented in the “Experiencing the Arts: Photography” section at the beginning of this chapter as they make their photographs (e.g., composition and balance, rule of thirds, single light source).

Ask students to consider the significance of the images they are photographing. Remind them they have engaged with “significance” as they studied the “Tools” of a Social Scientist. See SR page 10 and SR page 61 for further information.

Featured Artist Rug Hooking

Based on pp. 646-649

This lesson features Rug Hooking. These artists used features in the environment as inspiration for their work. The rugs were a way to earn money and were part of a subsistence economy. Find five images in your environment that you think would make good subjects for a rug hooker. Photograph each and present your images and rationale for using these images for rug hooking to your classmates.

Note: As students present their images, ask them to tally the images to see which images are repeated. Initiate a class discussion regarding why these images were chosen by more than one student.

Activity #1 Economic Terms

Based on p. 48

Materials Needed:

- BLM 1.08 Economic Terms

Economics and culture are connected. Ask students to read each of the statements below and use BLM 1.08 Economic Terms to identify the type of economy each suggests:

- Each year you participate in catching cod in the annual recreational fishery.

- You plan to trade two of your favourite hockey cards with a friend who has a card you really want.
- Your father was fortunate enough to get a moose licence this year and for the first time you will be going with him.
- The local store has a special on sneakers you wish to purchase.
- You trade a pair of ski boots for hockey skates you want.
- The mall in the region has plenty of stores that can offer you the variety of clothing you would like to purchase.
- You love those berry pies that your grandmother makes from the berries you and your family picked.

Invite students to write answers to the following questions:

- Most of the items above are “wants”. Which of these might be a “need” for some people?
- Which economy is most prevalent in your culture today? Would it be difficult to use either of the other economies in your culture? How?
- Do you combine any of these economies? If so, which ones? Why?

Activity #2

Economic Activity and Lifestyle

Based on p. 49

Materials Needed:

- BLM 1.09 Economic Activity and Lifestyle

Introduce students to the terms scarcity and opportunity costs, which are used by economists when talking about the impact of economic activity and lifestyle.

- Invite students to engage in the following scenario (see BLM 1.09). You have \$100 and must use it to purchase three items – two of these items are in the needs category and one is in the wants category. Use examples and explain the terms scarcity and opportunity costs as you explain what you will do to acquire these items.
- Encourage students to complete the BLM.

Activity #3

What is Wealth?

Based on p. 50

Materials Needed:

- camera
- photographs from books, magazines, Internet

Using a class chart, introduce students to definitions of wealth. (Note that some definitions of wealth may not be related directly to economics.) For each definition, invite students to do the following:

- Take a photograph or find a photograph in a book, magazine or the internet which represents each definition.
- On large chart paper, post their photographs for each definition.
- Conduct a class vote to determine which photograph is the best representative for each definition.

- Conduct a class vote to determine which photograph best represents the question “What is Wealth?” Invite volunteer students to explain why this photograph is a good choice. Remind them about the concepts studied in “How to Make a Photograph”.

Case Study: Measuring Income

Based on p. 51

Materials Needed

- None

This case study introduces students to one way of measuring income – calculating the income per capita of a region.

- Invite students to work in pairs and to read the information on SR page 51.
- Invite them to examine graphic 1.24.
- Ask students to share their observations with their partner.
- Once students have discussed their observations, invite them to answer the questions on SR page 51.

Note: As an extension, students may consider if this is the best way to measure income. What other ways would they suggest income might be measured?



Comprehensive Activity Changing our Culture

Materials Needed:

- none

As our economy has changed from subsistence to barter to a predominantly market economy, how has our culture been changed? Students will investigate this question in the activity.

A. Invite students to identify the type of economy that is demonstrated in each of the following statements.

- You have a small vegetable garden that has had a high yield this summer. You have extra vegetables. Your friend is a local fisherman who has no time to garden. You ask your friend if he would be interested in exchanging some fish for your extra vegetables.
- You go to your local fast food establishment for lunch. You spend \$8.89.
- Your local library is having a book exchange. You go through your bookshelves to find books to share.
- You and your friend go into the woods to cut a supply of firewood to use in your wood stove this winter.
- You go online to purchase tickets for a concert.

B. At this point students will realize economics often determines lifestyle. For each statement, encourage students to write a reaction to the statement. Suggest they use economic terms such as needs and wants, scarcity, opportunity cost, supply and demand in their reaction statements.

- You were given a fifty dollar gift card. You want a new _____. You need a new _____. How will you spend your money?
- The demand for _____ is high but there are only a few available. Consequently the price of the product has now doubled. Are you willing to purchase the product anyway? What does this mean for your budget? And your lifestyle?
- The cost of electricity is increasing rapidly. You do not want to spend any more of your hard earned money on fuel. You decide to cut your own firewood and use your wood stove more often. How will this change your lifestyle?

Students may wish to briefly discuss their reactions with the class.

C. Now that students understand the interconnectedness of economics and lifestyle, invite them to prepare an argument that agrees with or refutes the statement “A move from a subsistence to a predominantly market economy today has changed Newfoundland and Labrador culture.”

Sample Answers

Based on pp. 48-51

Lesson Opener

If someone gave you \$1000, how would you spend it?

- Electronics, clothing, vacation, save it.

How do you think the Newfoundland and Labrador economy meets your needs? Your wants?

- The Newfoundland and Labrador economy meets my needs in getting an education, especially post-secondary and finding a future job.
- If the province maintains infrastructure such as roads and water systems it will allow me to enjoy a rural lifestyle even if I have to commute to another part of the province or travel outside the province for work.
- It will allow me to find a job that pays well enough so that my wants are met.

Questions

1. *Think about the economic activity that takes place around you. Provide an example that illustrates each of the following:*

A subsistence activity

- Subsistence activity – growing own vegetables, keeping some animals, picking berries, participating in the food fishery

An example of scarcity and opportunity cost

- scarcity – keeping the old car because we do not have the required money to buy a new one, staying in a smaller apartment because the rent is lower
- opportunity cost – deciding to go to a movie or go out for fast food, deciding to buy a new bicycle or new skates

2. What lifestyle do you imagine yourself enjoying as an adult? For example, what might be some of your needs and wants when you are 30 years old? How will you plan on meeting them? Estimate the required income it will take to sustain the way of life you envision.

- I see myself enjoying a comfortable lifestyle as an adult of 30, where I will have enough money to satisfy all of my needs and many of my wants. My needs will include food, clothing, housing, and transportation. My wants would include recreational vehicles, evenings out, and taking trips at least once a year.

To meet my needs and wants, I plan on having a job with a good salary. I estimate that by the time I am 30, I will need a household income of at least \$100 000.

3. In the 1800s, the economic life of many families in Newfoundland and Labrador was tied to subsistence activities. Today, most of our economic activities are tied to the market place. What do you think are some of the consequences of this change in terms of culture? Which consequence might be the most significant?

- Some consequences of this change in terms of culture: both partners working outside the home, development of large shopping centres and large superstores, which negatively affected the survival of many small, local businesses, availability of many different types of products, etc. The most significant consequence might be that both partners have to work outside the home, which has led to considerable change in family roles and childcare.

Case Study Questions

1. What pattern do you notice about the distribution of income within the province? What might account for this?

- The areas with the highest levels of income are located around larger urban centres, such as St. John's and Gander on the island and Happy Valley-Goose Bay, Churchill Falls, and Labrador City- Wabush in Labrador. The lowest levels of income are found along the coasts of Labrador, and northern and southern coasts of Newfoundland. This may be because there are higher levels of employment in larger centres and lower levels of employment in rural areas of the province.

2. *Are there any exceptions to the pattern noted in the previous question? What might account for this?*

- There are exceptions to this pattern, for example the area around Port aux Basques, St. Anthony and the Labrador Straits. These areas have a lower unemployment rate due to the development of employment activities. For example, tourism in the Labrador Straits and St. Anthony areas, Marine Atlantic terminal in Port aux Basques. (There will be other areas that students will identify as being exceptions.)

Geography and Culture

Lesson Summary

Based on pp. 52-59

In this lesson, students will study how geography influences culture. This includes an examination of site and situation, and the effects of these concepts on culture. Students are introduced to the discipline of human geography. They examine how geography affects population distribution and expressions of culture. By the end of this lesson students will have an appreciation of the site and situation of their province and its relationship to the culture of “this place”.



Featured Art Form Photography

Based on pp. 43

Refer to *Experiencing The Arts*. Examine the concept of a “Viewbook”. Explain that a viewbook is a medium used to present photographs or other visuals. A viewbook may be presented in print form or in a digital format. Show students examples of viewbooks and suggest they visit selected websites to view other examples.

Note: This is an opportunity for the teacher to participate with students and use an example of his/her own viewbook.

Activity #1

Photography and Culture

Based on pp. 52-59

Materials Needed

- none

Ask students to engage in a think-pair-share activity.

- Invite students to examine the photographs in this section.
- Ask students to select two photographs which are most appealing to them.
- Ask students to use the techniques presented in the “Experiencing the Arts: Photography” section at the beginning of this chapter to discuss why these photographs are effective.
- Finally, students should discuss specifically why these photographs are so effective for a geography section.

Activity #2

Site and Situation

Based on p. 52

Materials Needed:

- none

Define the terms “site” and “situation”. Consider some examples of site and situation in Newfoundland and Labrador communities.

- Invite the class to form small groups (3-4 students).
- Ask each group to reach consensus on three main site and situation factors which led to the location of their community.

Note: As an extension, the teacher may compile a list of the top three (or more) factors determined by the whole class.

Note: If students in the class come from different communities, the teacher should put students from the same community in the same group.

Case Study:

Looking at Population Distribution

Based on p. 55

Materials Needed:

- none

Invite students to discuss the text and map on page 55.

- Ask students to locate their community (or the nearest identified community) on the map. Identify the population and population change of their community.
- Invite students to speculate reasons why this change has occurred.
- Ask students to write responses to the questions on SR page 55 in their notebooks.

Activity #3:

Future of My Community

Based on p. 54-56

Materials Needed:

- BLM G.07 Conducting an Interview
- BLM 1.10 Future of My Community

Invite students to interview one adult who lives in their community.

- Ask the adult specific questions which will determine his/her opinion on the future of his/her community.
- Students will record the answers on BLM 1.10 Future of My Community.
- Students will bring the interview sheets to class, and the teacher will record the answers on chart paper.
- Invite students to summarize the information in their notebooks. How do the majority of adults interviewed feel about the future of their community?

Activity #4:

Resources Exported from Newfoundland and Labrador

Based on p. 57

Materials Needed:

- Current graph/chart of products being exported and where they are being exported (for extension activity) http://www.ibrd.gov.nl.ca/publications/Export_Development_Strategy.pdf
- BLM 1.11 Top 20 Exporting Industries in NL By Export Value of Goods In Per cent 2006
- BLM 1.12 Newfoundland Labrador's Top Export Markets for Goods 2006

Invite students to examine and discuss the map on SR page 57.

- Identify the main natural resources developed in Newfoundland and Labrador for export.

- Identify which natural resources are being developed in their area.

Note: As an extension, invite students to find an updated list of the resources and other products being developed for export in our province today and the countries to which they are being exported. Which products are being developed in their community or region?

Activity #5:

Geography and Expressions of Culture

Based on p. 58-59

ICON Invite students to read the lyrics for the two songs (*Ode to Newfoundland and Saltwater Joys*)

- Invite students to note the features of our landscape evident in the songs.
- Ask students to find another Newfoundland and Labrador song which contains references to our geographic features.
- Invite students to share the song they found with another student.

Note: As an extension, students may present this song to the class. The teacher may also choose to list the songs found by the students.



Comprehensive Activity

What is Where? Why Care?

Materials Needed

- BLM 1.13 Community Profiles

A Geography is about site and situation - the absolute and relative location of a place. To understand how site and situation is important, invite students to:

- examine the community profiles on BLM 1.13
- for each community, summarize the following information:
- Why was it founded?
- Why here?

B. Population distribution is closely connected to geography. The distribution of communities in Newfoundland and Labrador is primarily around the coast.

- Invite students to examine the population distribution map on page 55. While the communities are distributed around the coastline, the larger populations are not distributed this way.
- Ask students to check the three communities they have examined and to make two statements about the relation of the population to the site and situation of each of the three communities. (e.g., Grand Bank has an ice free harbour, therefore it is strategically located for year round shipping. The population remains steady. Happy Valley-Goose Bay is ideally located for both air and water travel and is a service centre for the area and a distribution centre for northern Labrador coastal communities. Grand Falls is centrally located and is the juncture of highways to the south coast. Despite the closing of the main industry, the population of this community is still relatively large as it is a service centre for other communities).

C. Geography and Economy are also interconnected. Resources attract people.

- Invite students to create a list of resources in Newfoundland and Labrador. For each resource, identify how the economy is connected to the resource. Consider people who work to extract the resource, people who own the resource if this is relevant, the location of the resource in relation to consumers, change in population distribution.

Note: People who work to extract the resource could be oil workers who are paid high wages. This in turn allows them to make purchases that meet their needs but also their wants. Corporations such as the oil companies which own the resource make huge profits when they sell the oil, especially in a high demand market. The location of the resource relative to the consumer is connected to the economy because the more people who must handle the resource before it gets to the consumer, the more money is distributed but the less profit is made by the owners. Happy Valley-Goose Bay is different from most resource rich communities. In the case of Happy Valley-Goose Bay, it was the endowments rather than the resource that was the attraction.

D. Students should now be in a position to look at the influence of geography on the culture of Newfoundland and Labrador communities. Briefly discuss with students how geography and culture create a sense of place. The expressions of culture such as music, celebrations, etc. are influenced by a sense of place. The natural and cultural elements tend to create a sense of place.

- Invite students to use their own community/region and in three paragraphs answer the following question: How has geography (site and situation) influenced the culture of your community or another community in Newfoundland and Labrador?

Teacher Notes

Based on pp. 52-59

- Mumbai (formerly Bombay), India is the second most populous city in the world, with a population of approximately 14 million (2009). Toronto is the most populous city in Canada, with a population of approximately 2.6 million (2011). The GTA (Greater Toronto Area) had a population of approximately 6 million (2011). Gander is a town in Newfoundland with a population of approximately 10 000 (2011).
- Portugal Cove-St. Phillip's amalgamated in 1992 and has a population of approximately 7400 (2011). The community of Portugal Cove is one of the oldest in Newfoundland. It was founded by the Portuguese and was one of the first villages established in the "new world". It was the site of the first road built outside the capital city of St. John's.

- Grand Falls was established in 1905 as a suitable location to establish Newfoundland's first paper mill. The site had great potential due to access to lumber, the possibility of hydroelectricity, and a deep water port at nearby Botwood. After a century of paper-making, the paper mill closed its doors on March 28, 2009.
- Sir Cavendish Boyle was governor of Newfoundland and Labrador from 1901-1904. His genuine interest in the people made him popular. His "Ode to Newfoundland" was adopted as the national anthem.
- Wayne Chaulk is a member of Buddy Wasisname and the Other Fellers. His song "Saltwater Joys" is considered and for many represents an unofficial anthem for Newfoundland.

Sample Answers

Based on pp. 48-51

Lesson Opener

How would you feel if you lived in a city where there are 30 000 people per square kilometer?

- crowded
- insignificant
- anonymous
- overwhelmed

What advantages and disadvantages are there to living in a big city or a small village?

- advantages of a big city: more services, such as transportation, entertainment, shopping, medical facilities, education institutions
- disadvantages of a big city: may feel more alone as you don't often know your neighbors, higher crime rate, many live in apartments or condos which have no garden areas, air and noise pollution
- advantages of a small village: low crime rate, you know everybody in the village, people develop their own means of entertainment, quiet, clean fresh air
- disadvantages of a small village: lack of access to wide variety of services

Case Study Questions

1. What accounts for this trend?

- Newfoundland and Labrador is becoming increasingly urban because the collapse of the cod fishery means fewer jobs available in rural Newfoundland and Labrador. People are moving to urban centres because more jobs and services are available there.

2. *How will this trend affect the culture of the province?*

- This trend may affect the culture of the province as traditional outports and other small communities will decline in population and, in some cases, may cease to exist. This could lead to the loss of a major part of traditional Newfoundland and Labrador culture and way of life.

Questions

1. *Create a chart that summarizes the main endorsements or attributes of your community or region. Use the headings “site” and “situation”. Compare your responses with a partner’s.*

The main endorsements or attributes of your community or region	
Site	Situation
students would give the latitude and longitude coordinates for their community/region and some of the natural and human features found there, such as the ocean, harbour, cliffs, fish plant, ponds/ rivers, houses, mine, paper mill, airport	located 50 kilometres from St. John’s, connected by highway to other parts of the province, connected by boat to an island, close to areas of forest, part of the mainland portion of the province

2. *Refer to Fig. 1.33 on page 55 “Population Distribution.” In relation to your community:*

- a. What is the population distribution trend?
 - The population distribution trend in the student’s area (depending on area) would be increasing, decreasing, or remaining the same.
- b. What are the pull-push factors contributing to this trend?
 - The push factors would include lack of employment and lack of services in the area. The pull factors would include availability of good jobs and services such as education, healthcare, and shopping in the area.
- c. How might this trend affect the distribution of infrastructure, such as schools and hospitals?
 - If the population is decreasing, this will probably result in schools and hospitals (and other infrastructure) downsizing or closing. If the population is increasing, this will create a demand for expansion to, or the building of, new infrastructures, for example, schools, hospitals, government buildings, shopping areas.

d. Assuming the current trend continues, how would the urbanization of the province's population impact the way of life in areas that are experiencing (i) population decline and (ii) population growth?

- In areas that are experiencing population decline, the way of life will be impacted because there will be fewer services available and people will have to drive to another community for services such as education or health care, or to do such activities as shopping and participating in recreational activities. Many buildings, including houses, will be closed. There would be a decrease in social and recreational activities in these areas. For areas experiencing population growth, the opposite would be true.

3. *What is the most significant feature of your community or region in geographic terms today? Is this different from 100 years ago? Explain.*

- The most significant geographic feature of the community today could include such features as a closed fish plant or paper mill, abandoned mine or other industries, or new infrastructure such as new schools, hospitals, colleges, government buildings, docks, etc. In some cases, this would be different from 100 years ago, while in other cases, it would be the same. The reasons for this significant feature staying the same or changing are varied.

History and Culture

Lesson Summary

Based on pp. 60-67

In this lesson students are introduced to the concepts of history and heritage. The concept of significance as a dimension of thinking is also introduced. Students examine how history and heritage can give us insight into our lifestyles today. An examination of historical sources occurs as part of the discussion and includes a case study using information found in primary sources as evidence. By the end of this lesson students will understand that their history and heritage influence their lifestyle today.



Featured Art Form Photography

Based on pp. 43

Refer to *Experiencing The Arts*. Invite students to critically review their images to ensure they conform to the principles of design as discussed in the Photography section at the beginning of this chapter, and that the images are significant. Invite students to select six photographs which best explore the cultural theme they have selected.

Looking Ahead: In this lesson, students will be suggesting artifacts that have become part of their culture. Introduce students to an upcoming project “Experiencing the Arts” on page 81. In this project, students are asked to photograph artifacts that may have changed people’s way of life. Suggest that students consider photographing one or more of the artifacts they identify in this lesson for the future exercise.

Activity #1

Distinguishing Between and Connecting History and Heritage

Based on pp. 60, 62-63

Materials Needed:

- none

History and heritage are both important aspects of culture.

- In a class discussion, invite students to suggest definitions of history and heritage. Place these definitions on the interactive whiteboard, or chart paper.

Read the following statements and ask students to classify them, based on the definitions, as belonging to history or heritage.

1. The photograph of my great-grandfather in his uniform with his military war medals hangs proudly in our home.
2. The battle of Beaumont Hamel is a significant date in Newfoundland and Labrador.
3. Newfoundland’s entry into Confederation is one of the events that define us.
4. Our family goes berry picking every summer.

Once students have distinguished between history and heritage, they will next see the connection between history and heritage to create culture.

- Invite students in a class setting to discuss the sources they consider important in learning about the past. Record sources on the interactive whiteboard or chart paper.
- Using the information from the class discussion, invite students to individually write 2-3 paragraphs to answer the question “How do history and heritage create culture?”

Dimensions of Thinking:

Significance of Events, Ideas, and Trends

Based on p. 61

Materials Needed:

- none

Invite students to read the information about the relationship between significance and inquiring into the past.

- Ask students to use examples from Activity 1 to help them gain an understanding of significance. This should be done in a class discussion.
- Answer the question on page 61 in the class discussion.

Case Study:

Using Information as Evidence

Based on pp. 64-67

Materials Needed:

- none

There are five sources of evidence in this case study.

- Invite students to form five small groups and examine one assigned source per group.
- Ask each group to report to the class summarizing the information in each assigned source.

Materials Needed:

- BLM G.08 Writing a Letter to the Editor
- BLM G.09 Writing a Newspaper Editorial

A. How can history and heritage give us insight into our present lifestyle? To explore some possibilities, invite students to:

- Create a three column class chart.
- Individually, create a list of five to ten (5 - 10) items that represent their lifestyle. These items might include artifacts such as a guitar or smartphone, sociofacts such as the volleyball team or a family picnic, and mentifacts such as their religious institution or the preservation of their language.
- Share their lists with the class in column one of their three column chart and note the number of times items are repeated.
- Participate in a class brainstorming session to speculate how these items and ideas define their collective lifestyle.



Comprehensive Activity

History, Heritage, and Lifestyle

B. To understand how history and heritage play a role in the lifestyle students have just identified, invite them to do some field work.

- Students can survey adults in the 30 - 50 age range to ascertain the items (5 - 10) that represented their lifestyle when they were teenagers. Invite them to place this information in column two of the class chart. Note how often items are repeated.
- Students can survey adults in the 50 - 70 age range to generate a list of items (5 - 10) that represented their lifestyle when they were teenagers. Invite them to place this information in column three of the class chart. Note how often items are repeated.

Note: teachers may ask all students to do both surveys or may divide the class into two groups with one group doing the age 30 -50 survey and the second group doing the age 50 -70 survey. Teachers may also choose to further limit the number of items depending on the class size.

C. Examine the three columns:

- Ask students to choose the three items that are most identified by each age group. Are the items the same or similar in all three groups? If this is the case, invite students to write an editorial piece for the school newspaper that demonstrates the relationship between history, heritage and culture. If the items are very different, invite students to write a letter to the editor addressing why they think their culture is not influenced by the history and heritage of the community or region.

Teacher Notes

Based on p. 60

- The Union Bank of Newfoundland opened for business in Newfoundland in 1854 and by 1857 had helped put the local branch of the British Bank of North America out of business. Their notes were first issued in pound denominations, but this was changed to dollars. As a result of the Bank Crash of 1894, the Union Bank was one of two Newfoundland and Labrador banks (the other was the Commercial Bank) which closed its doors and never opened them again.

Sample Answers

Based on pp. 60-67

Lesson Opener

Why do you think people are interested in their heritage?

- Heritage helps identify who we are; our heritage is part of us
- It is important to know where your family came from

What past events stand out in your family's history?

- My great-grandfather fought in the Second World War.
- My great-grandmother was the only teacher in _____ for 15 years.

-
- My family moved from _____ to _____ when my mother was young.
 - My grandfather worked for the Newfoundland Railway.
 - My great-grandfather voted for Confederation.

Dimensions of Thinking

Compare the significance of offshore oil and the fishery to our province. Which is most significant today? What was most significant in the 1800s? What about 100 years from now?

- Today offshore oil and the fishery are both significant to our province. Both industries contribute a large amount of money to our provincial economy and employ fairly large numbers of people. In the 1800s the fishery was the main industry in Newfoundland and Labrador. 100 years from now the main industry may be the oil industry as more oil fields are being discovered, explored, and developed off the coast of Newfoundland and Labrador.

Questions

1. What information can you get from an oral interview that you cannot obtain from other sources?

- An oral interview allows you to get the perspectives of individuals who might not otherwise appear in historical records. It gives you the perspective of the common man or woman. An oral interview allows you to ask the questions which are of interest to you. An oral interview allows the interviewee to tell his/her story in his/her own words.

2. Create a list of objects, practices, and values that you have inherited. What is the most significant? Why?

- List of objects, practices that I have inherited could include: jewellery, medals, dishes, photographs, antiques, and other family heirlooms, importance of an education, work ethic, hunting and fishing skills. The most significant could be a family heirloom which has been in the family for generations, such as a war medal or a piece of handmade jewellery. It could be a value such as the importance of an education, as this can push me to get a quality education, and have more occupation choices. Traditional skills could be most significant as they may be needed for survival and the preservation of tradition and culture.

Case Study Questions

1. Based on the information provided in this case study, what inferences can you draw about the way of life in your area of the province in the late nineteenth and early twentieth centuries? What conclusions can you make about the colony as a whole? What parts of this lifestyle still exist today?

- Inferences about life in my area of the province in the late 19th and early 20th centuries: (e.g., St. Barbe district)
 - Population was increasing.
 - Almost all the people in my district lived in rural areas.
 - There were no chief towns in my district.
 - There were very few roads in my district, so most travel was probably by boat.
- Conclusions about the colony as a whole:
 - Population was steadily increasing.
 - By 1933, government represented all areas (districts) of the island of Newfoundland.
 - From 1869 to 1921, for the most part, the number of professional people was increasing, as well as the number of people involved in various trades.
 - There were a number of roads throughout the province, mostly on the east coast. There were some roads along other areas of the coast and very few inland.
 - Most of the population was rural.
 - Most of the population lived along the east coast of the island.
- The parts of this lifestyle which still exist today:
 - The whole province is still divided into districts which are represented in the provincial government.
 - Most of the population lives along the east coast of the island.

2. What are some other questions that could be raised about this time period that are NOT answered by this data? Where might you go to obtain answers to these questions?

- Questions that are NOT answered by this data:
 - Where were the majority of professional people such as doctors, lawyers, teachers located?
 - Where were the mines and woods operations located?
 - What percent of the people lived in rural areas as opposed to urban centres?
 - What were the main methods of travel in areas where there were no roads?
 - What were the names of the smaller towns and outports in the province?
- You might go to the census for various years to answer some of these questions.
- You could also check the archives at The Rooms for more information.

Politics and Culture

Lesson Summary

Based on pp. 68-73

The lesson examines the influence of politics on culture. Students investigate some of the ways that legislation or government controls affect lifestyle, informal and formal political structures and decision-making. Canada's parliamentary system and the types of government are examined. The chapter concludes with a case study which uses quality of life indicators to make decisions. By the end of this lesson students will have a deeper appreciation of how politics influences their daily lives.



Featured Art Form

Photography

Based on p. 43

Refer to *Experiencing The Arts*. Ask students to arrange their selected photographs in a viewbook, using the examples of viewbooks the teacher demonstrated as a guide.

Featured Artist

Marlene Creates

Based on pp. 602-605

This lesson features Marlene Creates. Discuss the examples of Marlene's work. In particular consider:

- What is the main focus of her work?
- How does her work preserve culture?

Following this deliberation, invite students to examine "Reflect". Then, ask them to complete "Try It" on page 605. In this activity, students will create a mental map of a place which has some importance for them. Ask students to complete this assignment at home and bring it to class to be part of a classroom display.

Activity #1

Voting Age

Based on pp. 68-69

Materials Needed

- BLM G.10 Pros and Cons Chart

Invite students to form small groups.

- Ask students to develop a list of arguments for and against lowering the voting age from 18 to 16.
- Following this discussion, invite one member from each group to present the strongest argument for and against lowering the voting age.
- Formulate a class list of arguments. Record the arguments on G.10 Pros and Cons Chart.
- Conduct a class vote on the topic. Summarize the vote results. Why did the majority of students vote the way they did?

Activity #2

Types of Government

Based on p. 71

Materials Needed:

- none

Share the following statement with the class: “Elected governments hold the trust of the people to make decisions that will serve the interests of the electorate. Some people believe that, in a parliamentary system, a majority government is best suited to run the country because it can implement its platform.”

- Compare the three types of government in a parliamentary system. Consider: implementation of platform(s), stability of government, representation of the electorate, ability to reach consensus, possibility of dictatorial style of governing, threat of no-confidence motion.
- Inform students that Canadians have elected all three types of government at various times throughout history.
- Through discussion, formulate a class list of the main advantages and disadvantages of each type of government.
- Conduct a class vote to determine which type of government students believe will work best in Newfoundland and Labrador or Canada.

Note: Students may conclude that a coalition government is very similar to a minority government. The main difference is that a coalition government is an alliance between two or more parties, whereas a minority government has to obtain support from a majority of the elected representatives, no matter which party they represent.

Note: In Canada, there have been eleven minority governments elected federally up to 2012. The latest was in 2008. Newfoundland and Labrador has elected majority governments in every provincial election since Confederation with Canada in 1949. Before Confederation, there were some minority governments in Newfoundland and Labrador. See First Ministers Poster for more information. (This poster should be in classroom resources.)

Case Study:

Using Quality of Life Indicators to Make Decisions

Based on pp. 72-73

Materials Needed:

- none

Composite Value for a community or region includes all the factors which interrelate to affect the “well being” of a group of people in that community or region. These factors are listed in the information contained in the case study. A value is assigned for each factor or indicator and then all values are added to give an overall score for each town identified on the map.

For example, Gander is represented by a large yellow circle. The size of the circle signifies that Gander has a population between 5001 and 30, 000. The yellow colour signifies that Gander has a composite value greater than 3, which indicates that people living in Gander enjoy a high quality of life, as based on the “well-being” indicators.

- Examine and discuss the areas of the province which fall into the top, middle, and bottom categories.
- Invite students to look for patterns on the map and formulate some generalizations about the information presented. For example, most large towns have a composite value greater than 3.



Comprehensive Activity

Bill 104

Materials Needed

- BLM 1.14 Bill 104

Just as economics, geography, and history have an influence on culture, so too does politics. When the electorate (i.e. the people), vote in an election to mandate a political party to govern, the new government has the power to make new laws, or to make changes to existing laws. These new laws affect lifestyle - part of our culture.

A. Consider the following:

The provincial government has proposed a bill that will require all citizens age sixteen and above to vote in provincial elections. How will this affect the culture of the province?

Invite students to:

- Read Bill 104
- Form small groups of 3-4 students to examine the Bill to ensure they understand all the points made.
- Present a summary of their group deliberation to the class. They may choose one person from the group to present. (Note: This is an opportunity to correct any misunderstandings).
- Discuss in their groups the possible impacts of the Bill on the economics, history, and geography of the province. Points to consider are:
 - Economics - cost of implementing this legislation - printing ballots, establishing new polling stations, informing the electorate of the changes, new high school course re governance.
 - History - how this will change the history and heritage of the province.
 - Geography - site and situation - will this change have an impact on the province's geography?
- Summarize their discussions and present to the class. They may choose one person from the group to present.

The Bill has passed. Students should now turn their attention to implementation of the Bill.

B. Government has decided to create an advertising campaign to promote an understanding of the legislation.

Choose one of the following aspects of the campaign

- general appeal to the population to explain why everyone must vote
- appeal to young people age 16+ explaining why this change in legislation is important to them
- in their small group, create what they consider to be the best way to promote their choice from above. Consider: audience(s), cost, implications for people
- present their campaign to the class

To conclude this lesson, invite students to:

- Write an individual answer to the question *“How does politics influence culture?”*

Teacher Notes

Based on p. 69-70

- Sir Robert Bond was the prime minister of Newfoundland from 1900 to 1909. He was born in St. John’s in 1857 and went to England at the age of 15 to further his education. Bond became leader of the Liberal Party in 1897. He tried twice to negotiate free trade with the United States, once as colonial secretary and once as prime minister. These efforts failed, the first time due to Canada’s objections and the second time due to the objections of a US senator. He settled the French Shore issue, which gave Newfoundland full control over the island. Sir Robert Bond died at his country estate in Whitbourne at the age of 70.
- Voter turnout in the 2000 federal election was 61.2%, in 2004 it was 60.3%, followed by 64.9% in 2006 and 59.1% in 2008 (SR page 70). These low turnouts have prompted some Canadian officials to consider introducing mandatory voting. Mandatory voting has been the law in Australia since 1924. Australian elections have a higher than 90% voter turnout. Eligible voters who do not vote receive a ticket, much like a parking fine, in the mail. Citizens are required to vote in more than 30 countries worldwide.

Sample Answers

Based on pp. 68-73

Lesson Opener

How does a government influence a country’s culture?

- makes all the laws for the country; these laws influence the way of life in our country
- decides who can immigrate to our country
- provides grants, etc. for cultural events

- has a department of Canadian heritage, which is responsible for culture (and other affairs)

What age do you think is an appropriate age for citizens to have the right to vote? Why?

- 16, because most 16 year olds are just as mature as people in older age categories, they can already vote in some elections such as Nunatsiavut Government elections, they are legal driving age, 16 year olds can drop out of school, 16 year olds can bring a fresh perspective and are the future of the country.
- 18, because an 18 year old is more mature than younger teenagers, many 18 year olds understand the issues better than younger teens, 6 of the 13 provinces and territories in Canada have 18 as the age of majority, when a person is considered by law to be an adult (the other 7 have 19 as the age of majority).

Questions

1. Identify an example of an informal and formal political process that you observed recently. How were the decisions made in each example?

- An example of a formal political process could be the 2011 federal election or the fall 2009 municipal elections in Newfoundland and Labrador. The decisions were made by voting and the person (or people in municipal elections) with the most votes won the election.
- An example of an informal political process would be a basketball team deciding where to go for supper. This could be decided by the players voting and the majority democratically deciding or the coach could autocratically decide where they were going.

2a. What is the name of your federal riding and who is your Member of Parliament?

- The answer will depend on the area of the province where the student lives. For example, in 2013, the MP for Avalon is Scott Andrews.

b. What is the name of your provincial district and who is your Member of the House of Assembly?

- The answer will depend on the area of the province where the student lives. For example, in 2013 the MHA for Torngat Mountains is Randy Edmunds.

c. What are some of the political issues facing your riding/district today?

- Issues facing the riding/district today could include unemployment, inflation in general, health care, day care facilities, education/schools, transportation costs, and increasing fuel costs.

3. *Given that formal politics both reflects and influences culture, with a partner develop three strong arguments that could be used to encourage people to vote.*

- Three strong arguments to encourage people to vote: Canada is a democracy and a democracy is government by the people, so we have the right (obligation) to vote; previous generations have fought to maintain the right to vote; if you don't vote, you really have no right to complain about government decisions you don't like; you should vote because you can – people in some countries are literally dying for the right to cast a ballot and make a difference.

Case Study Questions

1. *Look at Fig. 1.59 and Fig 1.60.*

a. *What is the composite value for your community/region? What might account for this?*

- If their community/region is greater than 3, this could be explained by good health generally and high life expectancy, high level of education, economic self-reliance and security, higher per capita income, high employment rate, population increasing for their community. The community would be high in most, if not all, of these indicators. If the community is less than -3, the reverse would be true. If the community is between -3 and 3, it would exhibit some of the above attributes, but not all or not to the same degree.

b. *What inferences can be made from this data?*

- If the community/region is above 3, it can be inferred that the people living in that community/region generally have a high quality of life. This will have exceptions, of course. Conversely, if the community/region is below -3, it can be inferred that the people living there have a low quality of life, generally speaking, and will need government assistance to improve this quality of life.

c. *What specific information would governments need in order to respond to this data to help improve the well-being of a specific community?*

- Governments would need specific information on the rate of employment, the per capita income or average income, the number of people living at or near the poverty line, and health and education data for the area in order to improve the well-being of the community.

Culture and Identity

Lesson Summary

Based on pp. 74-79

This lesson examines the relationship between culture and identity. Students study the concept of group identity, and how people identify with various groups. Expressions of culture that are common to many people help create an identity. Students will examine symbols of identity for the whole province and will study the concept of Labrador identity. By the end of this lesson students will understand how culture impacts a group's identity.



Featured Art Form Photography

Refer to *Experiencing The Arts* (SR page 43). Ask students to create a title for each image used in their viewbook, and a brief caption explaining the significance of each image. Remind students that this assignment is due next class.

Featured Artist Marlene Creates

As in the previous lesson, this lesson features Marlene Creates SR pages 602-605. See Comprehensive Activity below for an exercise in conceptual art.

Activity #1 Identity

Based on p. 74

Materials Needed

- BLM G.10 Pros and Cons Chart

“Newfoundlanders and Labradorians share a group identity, which is a set of collective characteristics and qualities”.

- Invite students to form small groups to compile a list of arguments for and against this statement. Record their arguments on BLM G.10 Pros and Cons Chart.
- Invite a student from each group to present the group's strongest argument for and against this statement to the class.
- Conduct a class vote to determine if most students agree or disagree with the statement.

Activity #2

Symbols of Newfoundland and Labrador

Based on pp. 74 and 76

Materials Needed:

- none

As a class, discuss the various symbols which represent the culture and identity of the province of Newfoundland and Labrador.

- Invite each student to create a poster (8½ x 14) in which he/she presents the three symbols he/she feels best represent the province.
- Each photograph or image should also have a short commentary explaining why he/she chose that symbol.
- Ask students to form small groups and present their posters to the group.

Activity #3

Labrador Identity

Based on p. 79

Materials Needed:

- none

“The distinctive expressions of culture that are found in a particular region contribute to that area’s sense of identity. Labradorians have always had a strong sense of identity.”

- Invite students to discuss the above statement.
- Ask students to speculate and list several reasons that have led to a distinct Labrador identity.
- What are the symbols that represent this Labrador identity? Can they think of or find other examples which are not listed in the SR?
- Invite students to create a symbol which represents the culture and identity of their community or region. Explain why they chose this symbol.



Comprehensive Activity What Defines Us?

Materials needed

- BLM 1.15 Tourism Advertisements

Explore the concept of culture and identity.

A. Invite students to:

- Individually or in pairs, view Newfoundland Labrador tourism advertisements
 - www.newfoundlandlabrador.com
 - www.youtube.com search “Newfoundland Labrador Tourism Ads”
- Use BLM 1.15 Tourism Advertisements to identify the aspects of culture (i.e. history, geography, economics, politics) they see in the advertisement.
- Create a class chart to show the images/key words/aspects of culture represented that are common to the various advertisements.

- Rank order the following: three most common images; three most common words or phrases; and most common aspect of culture.

B Based on the results, ask the class to discuss the following statement, “Newfoundland and Labrador has a unique culture.” Guide students to use the following headings for the discussion: food, music, landscape, language, customs, people.

Note: Teachers may guide students to consider whether the culture items students identify are the same or very similar to culture items in other parts of the world.

Students may conclude:

- we have a very unique culture
- we have a culture that is the same as ...,
- we have a culture that is similar to... but that because of our economics, geography, history, or politics, we have some unique qualities as well

C. Invite students to consider:

What is your response to these advertisements? Do the advertisements represent you as a Newfoundlander and Labradorian?

Create a poster to answer the above question. See Artist Profile Marlene Creates (SR pages 602-605). Also consider: “Conceptual art is about the concept or idea that an artist wants to portray rather than the creation of an art object that is esthetically pleasing.” Create their posters to reflect the concept that they are Newfoundlanders and Labradorians. They may consider one or two most powerful ideas that represent Newfoundland and Labrador to the world.

Note: You may wish to assign the number of advertisements based on number of students in the class and time frame.

Teacher Notes

Based on pp. 75-79

- National War Memorial in St. John’s was originally built to honour Newfoundlanders and Labradorians who died in the First World War. Funds to build the memorial were raised throughout Newfoundland and Labrador. The five figures on the monument represent Newfoundland and Labrador’s involvement in the First World War. The symbol of the woman at the top of the monument signifies Newfoundland and Labrador’s willingness to serve and the spirit of loyalty to the Empire. On the west wing, a sailor holding a spyglass represents the Newfoundlanders and Labradorians who joined the Royal Naval Reserve. On the east wing, representing the men of the Royal Newfoundland Regiment is a soldier in battle gear, loading his rifle and searching the horizon. On the lower pedestal are fishermen in oilskins and rubber boots and a

lumberman with an axe over his shoulder, symbolizing the men who served with the Merchant Marine and the Forestry Corps. The granite cross symbolizes the sacred nature of the war memorial. A bronze plaque states that the memorial was erected by “a grateful people to honour its war dead”. Similar plaques have been added to commemorate the Newfoundlanders and Labradorians who died in the Second World War, the Korean War, and Afghanistan.

- Dr. Harry Paddon practiced medicine for 26 years with the Grenfell Mission in North West River, Labrador. During that time, he travelled extensively throughout Labrador by small boat and dog teams. His journals, letters, and published articles provide a portrait of traditional Labrador society.
- The Labrador flag was designed in 1973 by Mike Martin. The top white bar represents the snow, the middle green bar represents the land, and the bottom blue bar represents the water. The twig represents the past and the future of Labrador. The short inner twigs represent the hardships of the past, while the longer outer twigs represent hope for the future. The three branches represent the three founding cultures of Labrador, the Innu, the Inuit, and the white settler. The three branches emerging from a single stalk represent unity of the distinct peoples.
- William Rompkey was born in 1936 in Belleoram, Newfoundland and Labrador. Rompkey was first elected to the House of Commons as Liberal member for the riding of Grand Falls-White Bay-Labrador in 1972, the first of 7 successive election victories. (The riding later became the federal riding of Labrador.) In 1995, Prime Minister Jean Chretien appointed Rompkey to the Canadian Senate.

Sample Answers

Based on pp. 74-79

Lesson Opener

Is the culture of Newfoundland and Labrador unique?

- Yes, we have a unique language or accent (there are more varieties of English spoken in Newfoundland and Labrador than anywhere else in the world); we have a great tradition of storytelling; we have unique traditions; our unique culture is a product of our English, Irish, French, and Aboriginal heritage.
- No, there are many different cultures in Newfoundland and Labrador today, so it is no longer possible to speak of one unique Newfoundland and Labrador culture. Therefore, our province is comprised of many unique cultures.

What symbol is the best representation of your identity?

- The provincial flag, because all Newfoundlanders and Labradorians, and many people from outside the province, recognize this symbol.
- The Atlantic puffin, which is the official bird of the province.
- The pitcher plant, which is the official flower of the province and the symbol of the Government of Newfoundland Labrador.

Questions

1. In this section of the chapter you examined four forces that influence culture: economics, geography, history, and politics. Organize your answers for (a) and (b) in a chart.

a. Interview an older community member to determine how his or her sense of provincial identity was influenced by each of the areas noted.

- The answers to question #1 will depend on the responses given by the student's interviewees. (See Blackline Master G.07 – Conducting an Interview)

b. Interview someone in his or her early to mid - 20's to determine how his or her sense of provincial identity is influenced by each of the areas noted.

- The answers to question #1 will depend on the responses given by the student's interviewees. (See Blackline Master G.07 – Conducting an Interview)

c. What are the (i) similarities and (ii) differences between these two perceptions of Newfoundland and Labrador identity? What might account for this?

- Possible similarities and differences in perceptions of Newfoundland and Labrador: geographically, the area of the province has not changed, so the perceptions of the influence of geography may be similar. The forces of economics, history and politics have almost certainly changed over the years, so it would be expected to find differences in the perception of the older and younger interviewees in these areas.

2. Each of us belongs to different groups. Our association with those groups influences our sense of identity. For example, most people living in your community would all identify as (insert name of your community), Newfoundlanders and Labradorians, Atlantic Canadians, and Canadians. In addition, someone may belong to a service club, a sports team, or a musical group. List all of the groups to which you belong. Which group most influences your sense of identity? Why?

- The groups to which I belong: Canadian, Newfoundlander and Labradorian, grade ____ class of ____ High School, volleyball team, school choir, Christian Youth Group, nuclear and extended family, informal group of friends.

-
- The group which shapes my sense of identity the most is my informal group of friends because they are the people with whom I spend a lot of time, and who are my peers. They have many of the same interests as I do and, although we are individuals, we share a similar sense of identity.

3. In this section, there are a number of symbols tied to Newfoundland and Labrador identity. Which three symbols do you feel best represent Newfoundland and Labradors identity today? Would these same three symbols have applied 100 years ago? Explain. Do you think there are other symbols which would be better representations?

- The three best symbols which represent Newfoundland and Labrador today are the Newfoundland and Labrador flag, the pitcher plant, and the coat of arms. These same symbols might not have applied 100 years ago. The pitcher plant, for example, is the new logo for the government of Newfoundland and Labrador, so it has gained wider recognition. Our flag has also changed, so it would be a new symbol, even though the previous flag would have been a symbol, too. Main symbols change throughout the years. Another symbol which would be a better representation might be the caribou, which is found in most parts of the province, and is also the symbol of the Royal Newfoundland Regiment.

Why Does Culture Change?

Lesson Summary

Based on pp. 80-85

This lesson examines the main reasons why culture changes. Students consider the three general methods of culture change and look at examples that have caused change in Newfoundland and Labrador. This lesson features a third Dimension of Thinking, Cause and Consequence. The lesson concludes with a case study, illustrating selected inventions of the 1800s and 1900s which have influenced culture change. By the end of the lesson, students will understand how Newfoundland and Labrador culture has evolved and is still evolving.



Featured Art Form Photography

Based on pp. 81

Students are introduced to a new photography exercise. They should begin the exercise during this lesson and spend the time frame of the next two lessons completing the work.

- Students should brainstorm artifacts that might be suitable for this exercise.
- They should then choose the ten (10) artifacts with which they wish to work .
- Students will do field work, shooting several images of the artifacts using the techniques practiced in “How to Make Photographs” section of Chapter One.

Activity #1

Cultural Change in Newfoundland and Labrador

Based on pp. 80-82

Materials Needed

- none

Invite students to form small groups and examine the list of events below which have occurred in Newfoundland and Labrador. Each group will:

- Identify whether each event is an example of cultural change through innovation, diffusion, or large-scale interactions.
- Deliberate the consequences of each event and decide if the consequences were mainly positive or negative.
- Determine which event from the list has had the most impact on their community.
- Present to the class why they chose this event.

List of events:

- Arrival of first Chinese immigrants to Newfoundland and Labrador.

- Installation of first moose detection system.
- Arrival of European settlers in the 1600s.
- Building of roads to remote Newfoundland and Labrador communities.
- Emergence of the Internet in the 1980s and 1990s.
- Development of the Smartphone.

Note: As an alternative activity, students could be asked to identify examples of events from each category of change which have most impacted their community (or themselves personally) and describe the impact.

Case Study: Inventions and Culture

Based on pp. 84-85

Materials Needed:

- none

Invite students to work with a partner.

- Examine the inventions described in the case study.
- Deliberate and choose an invention they would like to design.
- Describe the invention, its purpose, and its cultural impact.
- Give their invention a name.
- Using a format of their choice, present their invention to the class.

Materials needed

- BLM 1.16 Resource Data Table Cod Fishery
- BLM 1.17 Resource Data Table Mining Industry
- BLM 1.18 Resource Data Table Forest Industry
- BLM 1.19 Resource Data Table Oil Industry
- BLM 1.20 Culture Change
- BLM 1.21 Population by Districts 1921
- BLM 1.22 Census Data by Ethnic Origin (2006)

A. Present the following scenario for students to explore.

You are a social scientist who has been hired by your provincial government to investigate the following questions:

- *How has Newfoundland and Labrador culture changed over time?*
- *Why has Newfoundland and Labrador culture changed over time?*

Part of your task will be to examine data already researched by the province to see what has happened over time. You will be examining data from five areas. What inferences can you make?



Comprehensive Activity Change Over Time

B.. As you have studied the data you have noted that change has consequences. Examine the Dimensions of Thinking (SR page 83). As a class, speculate about the consequences of losing 1300 young men – most of whom were in their early 20s - in such a short period of time. (Use the census data of 1921 as a guide) then answer the question posed in the Dimension of Thinking about a current event.

C When you have completed your analysis of the data, answer the following in a written report to the government department that hired you:

Identify three ways Newfoundland and Labrador culture has changed over time. Explain the type of change. Give reasons why the change occurred. What is the effect of each change?

D. The Case Study (SR pages 84-85) looks at inventions over time and the effect of each invention on culture. In pairs, examine each development to understand its impact on culture. Answer the personal question on SR page 85. This is an opportunity to use your photography skills to include some images of the innovation you have chosen to research.

Teacher Notes

Based on pp. 80-83

- Black Diamond Steamship Line operated the S.S. Bonavista and Rosalind between Montreal and St. John's via Charlottetown, PEI and Sydney, Cape Breton once every two weeks during the late 1800s and early 1900s. Other steamship lines which provided service to Newfoundland and Labrador included Allan Line, Red Cross Line, and the Canada Newfoundland Steamship Company.
- Paul O'Neill is a historian, writer and producer born in Bay de Verde, Newfoundland in 1928. He graduated from St. Bonaventure's College in 1948 and National Academy of Theatre Arts in New York in 1949. He was an aspiring actor in England and the United States from 1949 to 1952. O'Neill began his career in radio in 1954 with CBC in Newfoundland, where he headed many shows and school broadcasts such as Reach for the Top. He retired from CBC in 1986. He has published poems, articles, plays and stories in addition to works of history. Paul O'Neil died in 1913.

Sample Answers

Based on pp. 80-85

Lesson Opener

What is an example of a cultural change during your lifetime?

- video texting
- electric cars
- flash mobs
- smartphones/tablets
- Facebook

What elements of culture in your community would you fight to preserve?

- language/dialect
- community-specific cultural events (e.g., Brigus Blueberry Festival)
- cultural landscape (e.g., Muskrat Falls)

Questions

1. Change is not necessarily good or bad. In some instances change simply means that something is different. Identify an example of change that is taking place today in your community, or the province as a whole, that is: positive, negative, neutral.

Example of change in my community/province which is:

Positive

- Positive: new businesses opening, new industries being developed, speed limits in my community being lowered, new laws regarding cell phone use in vehicles, more communities receiving cell phone coverage, more roads being built or paved, making public buildings accessible to all people, high employment rates

Negative

- Negative: industries/businesses closing so people have to leave the province to find work, rising prices without a corresponding rise in wages, people having to leave smaller communities to find work in larger centres, closing of medical facilities in various communities or centralization of these facilities

Neutral

- Neutral: changing the date of a community festival or event, changing the locations where people go to vote in municipal elections, re-organizing the boundaries of federal ridings

2. Research a current trend or innovation and describe how your community's way of life may change (or has changed) if the trend becomes (or has become) widespread. Possible topics include:

Communication

- Communication: some communities may have recently been connected to satellite, which allows them to use cell phones for the first time.

Transportation

- Transportation- building and/or paving roads in certain areas of the province to allow new or better access to some communities/regions.

Health and nutrition

- Health and nutrition- amalgamation of health care facilities in larger centres; loss of medical personnel in specialized areas.

Employment

- Employment - high employment rate in province as a whole; loss of employment as the main source of employment closes in some communities; people having to travel for periods of time to find employment.

3. In a chart, identify three examples of how aspects of culture in Newfoundland and Labrador have changed through each of the ways described – innovation, diffusion, and large-scale interactions. These examples may come from what you have read in this chapter or from your own personal knowledge.

Examples of change in Culture		
Innovation	Relocation, diffusion	Large-scale interactions
Innovation: introduction of larger boats impacted the prosecution and sustainability of fisheries; widespread use of cell phones and computers has led to vastly improved communication; global positioning system (GPS) has made travel much safer, especially while travelling in isolated areas.	Relocation diffusion: new foods being introduced to our province when people from other countries settle here; new religions and languages introduced to our province by people from other parts of the world; new celebrations introduced- e.g. multicultural fairs; shops where you can buy products from other countries.	Large-scale interactions: religious groups such as the Moravians and Roman Catholics interacting with Inuit and Innu led to the conversion to Christianity of many people; Europeans' interaction with the various Aboriginal groups in the province have had many consequences, positive and negative, on these groups; interactions between the French and English have led to the French being more prominent in certain areas of the province while the English are more prominent province-wide.

Case Study Questions

1. *Identify a household appliance, tool, or other innovation that you cannot imagine living without. Research the innovation. Write one or two paragraphs about the innovation including a discussion of what life was like “before and after” the innovation was widely used.*

- Sample Answer: I cannot imagine living without my personal computer/laptop/tablet. Before this invention was widely used, people communicated mainly through regular mail (postal) and either completed typed (on typewriter) or handwritten assignments. Research was conducted using books, newspapers, and journals, or by visiting libraries and museums. The invention of the computer allowed people to correspond through email, type assignments directly into a word document, and complete research using the World Wide Web. This invention has certainly changed, and continues to change, my way of life.

Culture, Change, and Sustainability

Lesson Summary

Based on pp. 86-91

This lesson examines the impact our way of life is having on Earth. Specifically, students analyze the consequences of their collective actions, and how they can change their lifestyle to live in a sustainable manner. Students are introduced to the concept of ecological footprint and examine ways they can reduce their footprint. By the end of the lesson, students will understand that, as inhabitants of Earth, we need to make changes to our way of life to ensure survival of this planet.



Featured Art Form Photography

Students are introduced to a new photography assignment which they can complete in class and in the field.

- Invite students to form small groups.
- Ask each group to discuss how they can photograph the idea of sustainability.
- Invite students to brainstorm to create a list of artifacts which would show the sociofacts of their ecological footprint.
- Invite each group to complete the assignment by taking photographs or finding images. They are then to select ten images and produce a viewbook which uses these images, text, and an audio track.
- Invite the group members to present their viewbook to the class. (2-3 minutes)

Activity #1

Ecological Footprint

Based on pp. 88-90

Materials Needed

- BLM 1.23 Measuring Your Ecological Footprint

Discuss and define the concept “ecological footprint”

- Examine the map on SR page 88. Determine which countries have the highest and lowest ecological footprint, and suggest reasons for this difference.
- Invite students to complete BLM 1.23 Measuring Your Ecological Footprint.
- After completion, ask students to form small groups to compare their ecological footprints and to consider in which category they fit.
- Conduct a class survey to establish the number of students in each category. Determine how many students are below, at, or above the average Canadian’s Personal Ecological Footprint.

Teacher Notes

Based on pp. 86-91

- Global warming is the increase in the average temperature of the Earth's surface air and oceans since the mid 1900s and its projected continuation. This is mainly the result of increased greenhouse gas concentrations resulting from human activity such as fossil fuel burning and deforestation. It is projected that the global surface temperature will rise a further 1.1 to 6.4°C during the 21st century. Some of the manifestations of global warming include: heat waves and periods of unusually warm weather; ocean warming, sea level rising and coastal flooding; glaciers melting; and Arctic and Antarctic warming. The types of impacts likely to become more widespread with continued global warming include: spreading disease; earlier arrival of spring; plant and animal range shifts and population changes; downpours, heavy snowfalls, and flooding; and droughts and fires. The main way to fight global warming is to reduce energy use. We can do this by conserving electricity and water, biking, walking, or taking a bus, planting trees, and recycling, for example.
- David Suzuki is a Canadian scientist, environmentalist, and broadcaster. He graduated from Amherst College in Massachusetts in 1958 with an Honours BA in Biology, and later received a Ph.D. in Zoology from the University of Chicago. Dr. Suzuki has won numerous academic awards and holds 24 honorary degrees in Canada, the United States, and Australia. He has written 47 books. Dr. Suzuki is recognized as a world leader in sustainable ecology.
- Globalization is the expansion of many businesses into markets throughout the world, marked by an increase in international investment, the proliferation of large multinational corporations, worldwide economic integration; the process of increasing the connectivity and interdependence of the world's markets and businesses; an ongoing process by which regional economies, societies and cultures have become integrated through globe-spanning networks of exchange.

Sample Answers

Based on pp. 90-91

Discussion Questions

1. Why do we need to reduce our ecological footprint? Is it more important today than in the past? Explain.

- We need to reduce our ecological footprint because if we continue the way we are, our planet will not be able to sustain life as we know it today. It is more important today than in the past because the combined ecological footprint is climbing rapidly, and human use of resources is quickly getting closer to exceeding what Earth can renew.

2. Should it be legislated that people reduce their ecological footprint? Why or why not?

- It should be legislated that people reduce their ecological footprint because this may be the best way to make all people realize how serious this issue is. If all people do not take this seriously, the situation will only get worse until it is too late.

3. How should we deal with the fact that some countries have a larger ecological footprint than others? Explain.

- Education may be the best way to deal with the fact that some countries have larger ecological footprints than others. Also, legislation to force people to reduce personal ecological footprints in countries with a high ecological footprint may be necessary.

4. We have become used to eating fresh produce imported from places like South America or California all year long. What impact is our food preference having on the environment?

- Our food preference is having a major impact on the environment. It requires a lot of energy and water to produce beef, for example, yet many of us still eat a large amount of this food. Also, we import fresh produce from countries or areas which are far away from our homes. This requires long-distance transportation, which adds pollution to the environment.

5. Is it possible for a person who lives in an area without access to public transportation to reduce his or her ecological footprint? Explain.

- It is possible for a person who lives in an area without access to public transportation to reduce his/her ecological footprint. For example, he/she could walk more, ride bicycles, or carpool to work or leisure activities.

6. Identify three things that you can do in each area (food, goods and services, mobility, shelter) to reduce your ecological footprint.

Three things to reduce my ecological footprint in each of the following areas:

- Food: eat more local products, eat more vegetables and less beef, plant a small vegetable garden, buy more organic products
- Goods and services: drink tap water instead of bottled water, buy less clothing and accessories, turn off electronic devices when not using them, recycle
- Mobility: walk more, ride bicycle, take holidays in the local area, fly less, carpool, use public transport
- Shelter: insulate houses sufficiently, use solar heating systems, use energy efficient products in the home, use renewable resources when building houses, construct smaller houses and apartment units

7. *Develop a group or class project where you involve your (a) school and/or (b) community in a challenge to reduce its ecological footprint.*

- This activity will involve pre-planning. Have a class discussion about what activity they would like to do, and how they will determine/measure the reduction in ecological footprints. The class also needs to decide on a time frame for the activity.

Questions

1 *Based on the information provided in Fig. 1.79, which countries have:*

a. *The highest ecological footprint?*

- Countries with the highest ecological footprint would include the United States, Australia, New Zealand, and Iceland.

b. *The lowest ecological footprint?*

- Countries with the lowest ecological footprint would include Greenland, India and nearby Asian countries, some African countries, and Indonesia.

c. *What can you infer about the distribution of countries that have high ecological footprints and low ecological footprints? What might account for this pattern?*

- The countries with the highest ecological footprints are located mostly in North America, Western Europe and Oceania. The countries with the lowest ecological footprints are located mostly in Africa and Asia. This pattern may be attributed to the fact that people in “developed” countries have higher demands on resources than people in less developed countries.

2. *Based on your ecological footprint...*

a. *What changes do you need to make to your lifestyle in order to live sustainably?*

- In order to live sustainably, I need to make the following changes to my lifestyle: eat more vegetables and poultry and less beef and pork, reuse items when possible, lessen my use of plastic products, use public transport, bicycles, or walk, recycle products, use composting.

b. *Assuming that many people in your community have an ecological footprint similar to yours, how does your community need to change in order to live sustainably?*

- The culture of my community needs to change in the following ways: people need to be less wasteful; we need to recycle more and we need to pressure different levels of government to introduce more products we can recycle; we need to make the recycling process easier and more user friendly- try to avoid the line-ups; people need to stop throwing garbage around the community and surrounding areas; carpooling should be encouraged; buy locally produced products.

c. Given the four areas used in calculating an ecological footprint, create a sketch or diagram illustrating how an ideal community might be organized in order to minimize its ecological footprint. Be sure to consider the areas of: (i) food, (ii) goods and services, (iii) shelter, and (iv) mobility.

- Discuss this activity with the students before assigning it. Establish the parameters and expectations of the activity. This could be assigned as an individual or small-group activity.

3. If globalization continues, what do you think will be the most significant change that might occur that will have long-term positive effects? What would be an area of concern where the change could have profound long-term negative consequences? Support your claims.

- The availability of a range of products to more parts of the world could have long term positive effects as it could aid the development of some underdeveloped countries and increase communication to all parts of the world. This availability of more products to more parts of the world could have negative long-term consequences as it would create more demand for these resources, and humanity's use of some resources could further exceed Earth's capacity to regenerate the resources.

Chapter One Review

Lesson Summary

Based on pp. 92-93

Sample Answers

Based on p. 93

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions.

Questions

1. *Elements of culture include artifacts, sociofacts, and mentifacts. Which of these do you think has the most influence on a culture?*

- Artifacts have the most influence on a culture. Artifacts are visible indications of culture. They are human-made objects that can be used to help us better understand something about the past. Artifacts include personal objects which have sentimental value and also historical buildings and other structures such as root cellars and cemeteries, which depict aspects of life in the past. These artifacts help identify who we are today and they connect us to our personal ancestry and heritage.

2. *Discuss ways in which your lifestyle expresses both popular and traditional culture.*

- My lifestyle is influenced by popular culture. I spend a lot of time on my computer, talking to friends on Facebook, and visiting my favorite websites. I frequently communicate with my friends through texting. I watch current television shows, I listen to contemporary music, and I play Wii and other popular video games.
- My lifestyle is also influenced by traditional culture. I celebrate with my family traditional holidays such as Christmas (or other religious celebrations). We celebrate birthdays, anniversaries and other family observances. I enjoy traditional cultural music and dancing. I celebrate public holidays such as Victoria Day and I commemorate Remembrance Day.

3. *Identify and describe a major influence from economics, geography, history, and politics on the culture of your own area. Which do you think was most important? Support your position.*

- A major economic influence on the culture of my area is the expansion of the community and area, as evidenced by the construction of so many new homes. This construction affects culture by providing jobs. It also means that new people are moving into the area, which will create the need for new infrastructure, such as schools, medical centres, and shopping areas.

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- A major geographical influence on the culture of my area is the harbour. This has created a culture based on the sea. The harbour is the centre of the community, a place where you will find fishing vessels and pleasure craft.
 - A major historical influence on the culture of my area are the excavations where many artifacts are being found which are tangible items linking my community to the past.
 - Politics influences my area the most. Politics is the process for all decision-making. All new laws, municipal, provincial, or federal, are a result of the formal political process and have an impact on our lifestyle and culture. Rules and laws govern almost every aspect of our lives.

4. *Which is most desirable as it relates to culture: constancy or change? Explain.*

- Change is most desirable as it relates to culture. Most changes have positive impacts on our culture. Consider the many inventions that have occurred in transportation, communication, health, education, and the household, which make our lives so much easier. Many of these changes have also made our lives safer, although some of them, when used incorrectly or recklessly, can have tragic consequences. I cannot imagine living without many of these inventions, and I wonder what changes are in the near future.

5. *Select an event from your community or area which resulted in change. Identify the sources and significance of the change.*

- An event from my community which has resulted in change would be the closing of the fish plant. This occurred because of various pieces of legislation which restricted quotas in different areas of the fishery, resulting in less fish being caught, and therefore less fish to be processed at the fish plant. These laws were introduced to help conserve the fish stocks of various species, which have been depleted by overfishing. As a result, many people in my community have had to leave to seek employment elsewhere. This has caused stores and other services to close, and has led to cutbacks in the delivery of education and health care, for example, in my town.

6. *If you could rearrange the cultural landscape in our province, what major changes would you make? Why? Would St. John's still be the capital? Why or why not?*

- I would make sure that all areas of the province have a reliable transportation system, and have cell phone and internet coverage. I would also ensure that medical facilities are accessible to people living in all areas of the province. These changes would make all parts of the province a safer, better place to live.
- St. John's would still be the capital. Some people might like to see the capital located in a more central location. However, St. John's already has government buildings and other infrastructure in place, so it makes sense to leave the capital city where it is.

CHAPTER 2

The History of Storytelling

Lesson Summary

Based on pp. 98-101

Storytelling has been and still is a means of transmitting culture and history, and is a means of entertainment. In this lesson, students will learn about storytelling, including the origins and developments in the tradition of storytelling. They will also learn specifically about the tradition of storytelling in Newfoundland and Labrador. Students will have an opportunity to select and tell stories. By the end of the lesson, students will be familiar with the history of storytelling and will have experience in telling stories in the private tradition of storytelling.

Activity #1

Tradition Bearers

Based on p. 98

Materials Needed:

- www.seethesites.ca/designations

Storytellers are often considered tradition bearers.

- Invite students to visit the Provincial Historic Sites website to learn about tradition bearers and to read the biographies of Newfoundland and Labrador tradition bearers. Ask them to consider what characteristics a tradition bearer exemplifies.
- Invite students to think about storytellers in their families or communities. Do any of them have the characteristics of a tradition bearer? Ask them to share their thoughts with a partner.

Note: Where possible, students from the same community could be paired for this activity.

Activity #2

Private Storytelling

Based on pp. 98-99

Materials Needed:

- Stories from past

The private tradition of storytelling is one way to prepare for public storytelling.

- Invite students to research in their homes, libraries and/or internet for a story from the distant past.
- Once students have narrowed their choices, ask them to choose the story they think is best suited for telling to a small group.
- Ask students to form small groups and to tell their stories in that setting.

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- Invite volunteer students to share their feelings about the telling of their story.

Note: Some students may prefer to tell their story to a family group.

Activity #3

Re-writing a Folk Tale

Based on pp. 100-101

Materials Needed:

- Folk Tales
- BLM 2.01 Story Outline
- BLM 2.02 Peer Editing

Folk tales or fairy tales are common stories that are told to children.

- Ask students to read the “Red Cap” story and in small groups answer the questions related to the story on SR page 101.
- Invite students to review some of their favorite folk tales and choose one to re-write.
- Ask them to review the concepts of character, setting and plot they studied in literature /language classes.
- Invite them to use the setting of their own community or region for their story and to use BLM 2.01 Story Outline to create an outline for their story.
- Encourage students to write their stories. Suggest that they engage in peer editing to polish their stories. See BLM 2.02 Peer Editing for a guide.
- Ask students to share their stories with a small group.

Note: Some students may prefer to tell their story to a family group.

How to Tell Your Story

Lesson Summary

Based on pp. 102-106

In this lesson students will gain further experience in storytelling, both in the private tradition and the public tradition of storytelling. They will examine stories written by storytellers and will explore how to tell a story effectively. By the end of the lesson, students will be able to determine what makes a good story and will be able to relate stories themselves.

Activity #1

Practice makes Perfect

Based on pp. 102-103

Materials Needed:

- Regional Folk Tales

One way to become a good storyteller is to practise your story.

- If possible, invite a storyteller to the classroom to relate stories to the class. Ask students to note how the storyteller tells the story, e.g., gestures, voice, etc.
- Invite students to talk to a family member or friend to find a folk tale from the community or region. If these folk tales are not available, teachers may provide them for students.
- Ask students to read the story several times to become familiar with the plot.
- Encourage them to practise their story aloud using the following techniques:
 - gestures and body language to engage the listener
 - a different voice for each character
 - clear speech
- Once students have practised their stories, invite them to tell their story to a small group.

Activity #2

Ted Russell - Storyteller

Based on pp. 104-105

Materials Needed:

- none

Ted Russell is one of Newfoundland and Labrador's foremost storytellers.

- Read the story *Smokeroom on the Kyle* by Ted Russell to students, using the techniques identified in the previous activity. Alternately, invite someone into the class to read or tell this story.

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- Ask students to read the artist profile of Ted Russell (SR pages 650 - 651) and to read his well-known story *Stealin' the Holes* (SR pages 652 - 653).
 - In a class discussion, invite students to share their thoughts on both pieces of Ted Russell's work. You may use the following as a guide:
 - How did the author capture the reader's interest?
 - How did the author make his characters believable?
 - Could you follow the storylines easily? How did the plots develop?
 - What techniques did the author use to maintain the reader's interest?
 - How did the stories end? Was there a resolution? Was this a good way to end the story?
 - How well do you think these stories can be told orally?
 - Invite students to complete "Try It" (SR page 653) and put this in their portfolio.
 - Invite volunteer students to perform their monologue for the class.

Activity #3

Public Storytelling

Based on p. 105

Materials Needed:

- traditional stories/poems

A. Now that students have had the opportunity to find, read, perform privately, and create their own stories, invite them to complete exercise four as part of the public tradition of storytelling.

B. As a summary of this section, invite students to join a discussion about storytelling. You may use the following as a guide:

- What have you learned about the art of storytelling?
- What type of information will storytellers use in your generation to tell stories?
- How is this the same and/or different from the stories you have engaged with in these storytelling lessons?

Teacher Notes

- Ted Russell's stories may be found in *Tales from Pigeon Inlet*, which is both in book form and audio. www.pigeoninlet.com will provide information about some of Ted Russell's stories.
- Teachers may wish to find examples of storytellers from the present day for students to hear. One Canadian example is Stuart McLean who writes the *Vinyl Cafe* stories and performs them for radio and public audiences around the country.
- Emile Benoit, well known Newfoundland and Labrador fiddle player, was also a storyteller. His stories can be found in various Newfoundland books.

Peopling the Land

Lesson Summary

Based on pp. 108-113

This lesson discusses the theories which attempt to explain the peopling of the Earth. It considers the question of how humans got from Africa to North America. World population and population distribution and expansion around the end of the fifteenth century are examined. Lifestyles and trade routes of this period are also identified. By the end of the lesson, students will have an understanding of the migration of people around the world and how the various peoples used their environment.



Featured Art Form Storytelling

Based on pp. 109

Explain to students that the *Experiencing the Arts* sections in this chapter will relate to storytelling. Invite them to read the assignment. In this assignment students will write a story about their past. To prepare for this assignment, invite students to begin thinking about questions related to their past that they might like answered. Ask them to keep their list in a convenient place so that they may add to it as additional questions occur to them.

Note: Inform students that their questions will be due at the beginning of topic 2.4.

Activity #1

World's Largest Cities

Based on pp. 110 and 113

Materials Needed:

- http://en.wikipedia.org/wiki/List_of_urban_areas_by_population
- World political map

Invite students to form small groups.

- Ask students to examine Fig. 2.3 and 2.9.
- Invite students to speculate reasons why most of the world's largest cities in the 16th century were located in Asia (i.e., Asia was home to ancient civilizations; some cities developed as trade centres; Asia had the largest population of all the continents, so many people lived in larger centres; many of the excellent ports and harbours in the area grew into cities).
- Ask each group to present their reasons to the class. Which were the most common reasons given?
- Invite students to return to their groups and research the largest cities in the world today. Are many of the largest cities still located in Asia? What can they conclude from this information?

Activity #2

Machu Picchu

Based on p. 110

Materials Needed:

- BLM G.04 Analyzing a Visual

Invite students to work in pairs and complete the following:

- Analyze Fig. 2.4, using BLM G.04 for assistance.
- Research Machu Picchu.
- Record five interesting facts about this city.
- List three reasons why Machu Picchu was declared a World Heritage Site by UNESCO in 1983.
- Write a paragraph explaining why they agree or disagree with this UNESCO designation.

Note: Ensure students are aware that UNESCO stands for United Nations Educational, Scientific and Cultural Organization. The teacher could ask students if there are any World Heritage Sites in Newfoundland and Labrador. There are two: Gros Morne National Park and L'Anse aux Meadows National Historic Site. Red Bay is also being considered by UNESCO. Students could explain why each of these sites is or may soon be a World Heritage Site.



Comprehensive Activity Using my Skills

Materials Needed:

- BLM 2.03 Peopling the Land

Think back to Topic 1.1 where you packed a suitcase to move to an unknown location.

You have now reached your destination - a small island with a population of twenty people.

- What type of society do you encounter? Is it a very advanced society? Or is it a traditional society?
- What obstacles might prevent you from attaining a successful life on this island?
- What skills will you need to make the transition from your present home to your new location?
- How will each of the objects in your suitcase help you?
- Which object will be the most useful?

A.. Create a brief story to illustrate your challenges and successes during the first six months in your new location.

B. Think about the current topic "Peopling the Land". Use the three statements in BLM 2.03 and compare your story.

Teacher Notes

Based on pp. 110

- There are criteria used by UNESCO to designate a World Heritage Site. Teachers may wish to go online to see these criteria.
- Aztecs, Incas (and Maya) were three main cultures which flourished in Central and South America from about 300 CE. The Aztec and Inca civilizations were conquered by the Spanish and the Maya civilization collapsed. Many theories try to explain this collapse, including: overpopulation, foreign invasion, environmental disaster, epidemic disease, and climate change.
- Tenochtitlan was the capital city of the Aztecs, founded in 1325, and built in the centre of enormous Lake Texcoco in Mexico. As the population grew, the Aztecs connected the island to the mainland by using three causeways. The city flourished until 1519, when the Spanish army arrived. By 1521, Tenochtitlan was captured by the Spanish. The city was destroyed and the Spanish built a new city on top of the ruins. These ruins were uncovered during excavation in 1790. Today, the ruins of Tenochtitlan are located under Mexico City. After nearly 500 years little has been found of the ancient capital city.
- Machu Picchu was an Incan city built around 1430 CE, but abandoned as an official site for Inca rulers a hundred years later at the time of the Spanish conquest. This area was largely unknown to the outside world until 1911, when it was brought to international attention by Hiram Bingham, an American historian. In 1983 Machu Picchu was declared a UNESCO World Heritage Site. Today, it is an important tourist attraction.

Sample Answers

Based on pp. 108-113

Lesson Opener

Why do you think early peoples started moving from Africa to other areas?

- to find more food
- to explore other parts of the world
- to escape adverse conditions

How has modern technology influenced the peopling of the land?

- Developments in transportation have made travel easier from one part of the world to other parts of the world.
- Navigational developments have made travel much safer throughout the world.
- Technological developments have made it possible for people to live in areas that were once uninhabitable.

Questions

1. *The area of Newfoundland and Labrador is 405 720 square kilometers. Based on the information in the text, how many people could survive in modern day Newfoundland and Labrador as hunter-gatherers? Is this a realistic figure, given the geography of the province? Explain.*

- Based on the information in the text, the number of people who could survive as hunter-gatherers in modern-day Newfoundland and Labrador is 40 572. This is not a realistic figure, as some areas of our province are rocky, mountainous, or barren, and these areas would not contain the resources needed to support hunter-gatherers.

2. *Assuming that humans migrated into the Americas via Beringia, why do you think most peoples continued the migration south? Why might some have stayed in the north?*

- Most peoples probably continued the migration south because, as the population density exceeded numbers which could be supported as hunter-gatherers, they moved to find new resources. Some may have also moved because of changing environmental conditions, conflict between different groups, and a warmer climate further south. Some might have stayed in the north because they enjoyed the colder climate and the resources, such as polar bear, seals, and caribou, which were found there. There were enough resources to support their group.

3. *Describe the pattern of distribution of cities throughout the world c. 1500. What inferences can be made, based on the population distribution for each continent?*

- Most of the largest cities in the world in 1500 CE were found in Asia (11) and Africa (5). Only two large cities were located in Europe and two were located in the Americas. There were no large cities in North America or Oceania at this time. We can infer that Asia and Africa were the home of ancient civilizations, which had developed major centres. Many of these cities developed as major trade centres. Most people in the Americas, Europe, and Oceania were rural, with many people living in small villages, or as hunter-gatherers. Although there were some urban centres, they were not large cities.

4. *What would be the relative advantages and challenges of living in:*

a. *A hunter-gatherer society versus an agricultural society?*

- Hunter-gatherer society advantages: did not have to maintain a permanent shelter and property; when resources in the area became scarce, you just moved to another area

- Hunter-gatherer society challenges: finding enough food and other resources to survive, especially with competition from growing populations; having to move from place to place all the time, couldn't have many possessions
- Agricultural society advantages: could live in one place and grow fresh crops and raise livestock; could have more possessions
- Agricultural society challenges: unpredictable weather; wild animals; plant diseases; depletion of soil, meaning you have to clear more land or maybe move

b. A rural area versus an urban area?

- Rural area advantages: you can grow or raise your own food; life is more peaceful, slower pace of life; larger pieces of property; less pollution
- Rural area challenges: sometimes have to go long distances to access services such as health care and shopping; sometimes difficult to acquire a job or may have to commute longer distances to work
- Urban area advantages: many services available; large number of diverse jobs
- Urban area challenges: crime rate is higher than rural areas; pollution; impersonal- sometimes you don't know your neighbors.

Who Was Here?

Lesson Summary

Based on pp. 114-119

This lesson identifies the earliest inhabitants of the area which is present-day Newfoundland and Labrador. Archaeologists estimate that the first human residents arrived in Labrador about 7000 BCE. Early Aboriginal groups are discussed, and hypotheses are made as to why some of these groups disappeared. Some prehistoric technologies are examined. Students are introduced to the concept of Evidence as another Dimension of Thinking. By the end of this lesson, students will be able to identify the prehistoric Aboriginal groups of Newfoundland and Labrador and will have an understanding of their migration and ingenuity in using their resources to successfully live in a harsh environment.



Featured Art Form Storytelling

Based on p. 109

Refer to *Experiencing the Arts*. Invite students to continue thinking and searching for questions they would like answered about their past. As students compile their questions, suggest that they look to see if there is a pattern to their questions. They may be able to begin eliminating some questions from the list and consolidating their ideas.

Featured Artist

William B. Ritchie

Based on pp. 642-645

This lesson features William B. Ritchie (SR pages 642-645).

- Read the information on “Bill” Ritchie.
- Examine the samples of his work. What type of artist is he?
- What is the main inspiration for his work? How is this inspiration reflected in the samples presented here?
- What “story” is told by Ritchie’s artwork?

Following this deliberation, invite students to “Try It...” (SR page 645). Then, ask them to complete “Reflect...” (SR page 645). In this activity, students will identify and describe a peaceful place in nature by using a few brief phrases. Ask students to share their phrases with another student or a small group.

Note: “Try it” will be completed outside class. The teacher may ask students to bring their sketches to class to be included in a class display.

Activity #1

Early Aboriginal Groups in Newfoundland and Labrador

Based on pp. 114-117

Materials Needed:

- BLM 2.04 Early Aboriginal Groups in Newfoundland and Labrador

Invite students to work with a partner:

- Using the Timeline (SR page 114) and information in SR pages 114-117, complete BLM 2.04 Early Aboriginal Groups in Newfoundland and Labrador.
- Make two general conclusions related to the data.
- Share their general conclusions with the class.

Note: Innu are descendants of Recent Indians and Labrador Inuit are direct descendants of Thule. Therefore on the timeline both groups are shown as continuing to present-day.

Dimensions of Thinking: Archaeology and Artifacts

Based on p. 117

Materials Needed:

- Political map of Newfoundland and Labrador

Invite students to read and discuss the information about the relationship between information and evidence.

- Ask students to examine the text and Fig. 2.15 concerning archaeology, artifacts, and the discovery of the oldest known grave in the Americas at L'Anse Amour, Labrador.
- Invite students to consider:
 - what artifacts were found ;
 - how these artifacts were evidence; and
 - what interpretations of the past were indicated by this evidence.
- Ask students to answer the question in this Dimension of Thinking in their notebook.
- Invite students to research and establish a class list of archaeological digs in the province. Identify the location of each archaeological dig on a provincial map.
- Invite students to work with a partner. Select three important digs and identify why these digs are important to our cultural heritage.

Note: Archaeological sites include: Ferryland (Colony of Avalon), L'Anse aux Meadows, Port aux Choix, Red Bay, Fleur de Lys, Cupids, Cape Ray, The Beaches, L'Anse Amour, Boyd's Cove, Castle Hill (PLacentia), Russell's Point (Blaketown), Dildo Island, Battle Harbour. Students may find other sites, as well.



Comprehensive Activity

Very Early Days

Materials Needed:

- BLM 2.05 Artifact Analysis
- BLM 2.06 Prehistoric Groups

A. Prehistoric groups arrived in Newfoundland and Labrador about 7000 BCE. They crossed into Labrador and eventually moved south into the island of Newfoundland. In order to survive, these groups had to adapt to their environment.

Use BLM 2.05 to analyze the artifacts listed.

B. The three most important needs for each of the groups who lived here were food, clothing and shelter. For each need, identify how they might meet that need. What tools would they require? How would they get these tools? Use BLM 2.06 to record their answers.

C. We have learned about these groups through archaeological evidence. Using the definition, “information becomes evidence when it is used for a particular purpose”, what evidence will people, hundreds of years from now, use to tell our story? Invite students to form small groups and prepare a list of that evidence. Invite each group to share their evidence lists with the class. Note the evidence that is the same.

Teacher Notes

Based on pp.115-118

- AmerIndians are also referred to as Paleo-Indians. The first groups are believed to have migrated across the Beringia land bridge when it was above sea level during the last ice age 20 000 to 30 000 years ago. These early groups were primarily hunters using spears, but they also gathered edible plants. The AmerIndians were the earliest human inhabitants of North America and South America, and, over time, spread throughout both continents.
- Paleo-Eskimos are the people who inhabited the Arctic region of North America before the rise of the modern Inuit cultures across the region. These groups inhabited Greenland and northeastern Canada. The Dorset, the last Paleo-Eskimo group before the spread of the Thule (ancestors of Inuit), spread across Arctic North America
- Soapstone is a soft metamorphic rock. Inuit have used soapstone for the past 7500 years. In the past, it was used to make carvings and sculptures, bowls, pots, and cooking slabs. Today it is still used for carvings and sculptures, but is also used for kitchen countertops and sinks, showers, and cookware.

Sample Answers

Based on pp. 117-119

Lesson Opener

Were prehistoric technologies primitive?

- No, prehistoric technologies were not primitive. Although some technologies were fairly simple, many technologies developed by prehistoric groups were quite sophisticated. These technologies enabled early peoples to survive in their environment. (Note: Prehistoric technology is technology that predates recorded history.)

Were all residents of Newfoundland and Labrador originally immigrants?

- Yes, all residents were originally immigrants who migrated to the area now known as Newfoundland and Labrador from other parts of the world. Some Aboriginal groups say they were always here, but they were the first immigrants. Archaeologists estimate that the first humans arrived in Labrador about 7000 BCE.

Dimensions of Thinking Questions

Besides archaeological evidence, what other sources could you use to find evidence?

- Besides archaeological evidence, we can find evidence from written records, oral histories, drawings, paintings and other visuals.

Questions

1. Between 7000 BCE and 1000 CE, Newfoundland and Labrador was inhabited by several groups of people.

a. How many groups inhabited Labrador?

- Between 7000 BCE and 1000 CE, seven groups inhabited Labrador.

b. How many groups inhabited the island of Newfoundland?

- Between 7000 BCE and 1000 CE, four groups inhabited the island of Newfoundland.

c. Give two reasons that might explain this difference.

Two reasons that might explain this difference:

- Many of the groups migrated from the north, and Labrador is north of the island of Newfoundland.
- Labrador is part of the mainland and was more accessible to these early groups than the island of Newfoundland.

d. What might be some implications of multiple groups inhabiting the same area at the same time?

- When multiple groups inhabit the same area at the same time, the implications could have included more trade between groups, hostilities between groups, intermarriages, and more competition for the available resources.

2. *Considering site and situation, what would have been three advantages and three challenges of:*

a. *Living in Labrador c. 100 CE?*

Advantages of living in Labrador c. 100 CE:

- It was part of the mainland and easily accessible.
- It was easier to conduct trade with other groups in North America.
- There was a wide range of available land and sea resources.

Challenges of living in Labrador c. 100 CE:

- There was competition with other groups for available resources.
- The climate was harsh.
- Some areas had rugged terrain.

b. *Living on the island of Newfoundland c. 100 CE?*

Advantages of living on the island of Newfoundland c. 100 CE:

- Because it was an island, there was less chance of attack from other (mainland) groups.
- There was a wide range of available land and sea resources.
- There was a moderate Maritime climate.
- Challenges of living on the island of Newfoundland c. 100 CE:
- Because it was an island, travel and trade were more difficult.
- There was competition with other groups for available resources.
- There was rugged coastline in some areas.

3. *Which of the prehistoric technologies illustrated do you think shows the most ingenuity? Explain.*

- The prehistoric technology which I think shows the most ingenuity is the toggling harpoon. It is ingenious how early Aboriginal groups came up with the idea of having the shaft attached to the harpoon with a line so that the shaft would separate from the harpoon. This shaft would then twist inside the animal, making it difficult for the animal to escape. This made it much easier and safer to hunt and capture sea mammals, which could be used as a source of food, clothing, and shelter.

Life Circa 1400

Lesson Summary

Based pp. 120-125

This lesson examines the lifestyles of the Aboriginal groups which were living in present-day Newfoundland and Labrador prior to the arrival of Juan Caboto in 1497. These groups included Inuit, Innu, Beothuk, and possibly Mi'kmaq. The seasonal round of each group is presented. The question of how evidence can be interpreted is explored in the dimension of thinking. By the end of this lesson, students will understand that the Aboriginal peoples presented here are descendants of the prehistoric groups studied earlier and will see the continuity and change in lifestyle of Aboriginal peoples in Newfoundland and Labrador.



Featured Art Form Storytelling

Based on pp. 109

Refer to *Experiencing the Arts*. Remind students that they must narrow their questions during this lesson. A suggestion for students will be to consider where they might find information about their topic so that their choice is reasonable.

Activity #1

Location of First Nations and Inuit Groups, mid-1600s

Based on p. 121

Materials Needed:

- none

Invite students to work with a partner. Ask students to examine the map on SR page 121.

- Identify the regions various Aboriginal groups inhabited in the mid-1600s (e.g., Inuit lived mainly along the north coast of Labrador.)
- Which groups would have probably had contact? Why?
- How would this map be the same for location of Aboriginal groups today?
- How would this map be different for location of Aboriginal groups today? Explain.
- Discuss their answers with the class.

Activity #2

Regions Inhabited by Aboriginal Peoples

Based on p. 121

Materials Needed:

- BLM G.03 Creating a Photo Essay

As observed in the previous activity, Aboriginal peoples inhabited regions throughout the area now known as Newfoundland and Labrador.

- Invite each student to select a region inhabited in the mid-1600s by one of the Aboriginal peoples of Newfoundland and Labrador.
- Create a photo essay that illustrates the particular region.
- Use the headings location, climate, animal life, and plant life. Include two images in their essay for each heading.
- For each image, provide a caption that highlights how the group successfully adapted to their new home.

Note: Students may take their own photographs if they live in the region or they may use images found on the Internet or any other sources.

Dimensions of Thinking: Interpretation of Evidence

Based on p. 123

Materials Needed:

- none

When does information become evidence? In this Dimensions of Thinking, Daniel Ashini argues that information can be interpreted differently.

Invite students to work with a partner.

- Ask students to read “Innu researchers dig into their history”.
- Ask students to discuss Ashini’s main argument. How does he support his argument?
- Invite students to answer the question in this Dimension of Thinking in their notebook.

Materials Needed:

- www.heritage.nf.ca/aboriginal/inuit
- www.heritage.nf.ca/aboriginal/innu
- www.heritage.nf.ca/aboriginal/beothuk
- www.heritage.nf.ca/aboriginal/mikmaq

A. Inuit

Inuit lived in a harsh environment mainly on the coast of Labrador. Their shelter was important to their survival. Research to find three types of shelter constructed by Inuit. Describe each type and explain how each was important to Inuit lifestyle. Compare these to the types of housing we use in harsh environments today.

B. Innu

“Like other Aboriginal groups in Newfoundland and Labrador, everything the Innu ate, wore, built, and used at the time of European contact came from their immediate surroundings.” www.heritage.nf.ca/aboriginal/innu_land_use.html



Comprehensive Activity Aboriginal Peoples of Newfoundland and Labrador circa 1400

Innu and other Aboriginal groups practised a traditional economy. Today, we practise a market economy. Explain the differences in these two economies and, using examples from each economy, compare Innu lifestyle circa 1400 with our current lifestyle as everyone works to be successful in the respective environments. You may use a graphic organizer for this.

C. Beothuk

Visit the website www.heritage.nf.ca/aboriginal/food_types.html to read about and view images of Beothuk food preparation. Write one or two paragraphs explaining the technology used by Beothuk to preserve food. Include in your explanation how we preserve similar foods today.

D. Mi'kmaq

The following is an example of a Mi'kmaq seasonal round.

Spring/Summer

- moved to coastal areas to fish for cod, salmon, smelt, herring, trout, mackerel, capelin, halibut, squid, and shellfish
- gathered edible plants and berries

Fall/Winter

- hunted caribou
- hunted on winter ice for seals
- fished for salmon, herring, brook trout, eel

How does the above diet differ from the diet of many Newfoundlanders and Labradorians (including Mi'kmaq) today? What is the main difference? What are the similarities? Are any of the above foods harvested in the same way as the early Mi'kmaq harvested them?

Teacher Notes

Based on pp. 123

- Innu men, women, and children played games after feasts and on other occasions. Some of these games were adopted from Europeans and some of them were indigenous to the Innu. The spike and thimble game is an old game that was very popular among the Innu throughout the Quebec-Labrador peninsula. The purpose of the game is to catch the various parts of the hollow caribou foot bones on the end of a bone pin. The more foot bones the player gets on the pin, the more points he/she gets. A variation would be the cup and pin game, which consists of a pin and a bundle of spruce branches.

Sample Answers

Based on pp. 120-125

Lesson Opener

Why were there differences in the ways of life among First Nations and Inuit?

- They lived in different areas, so experienced different weather and climate.
- Their environments provided them with different resources.
- Some groups lived mainly in coastal areas while other groups lived mainly inland.

Why would Aboriginal peoples choose to inhabit this place?

- They needed the resources in this place, especially food resources such as seal, caribou, fish, and small game. They needed resources to construct shelters and provide clothing. Most of these resources were readily available in their inhabited areas.
- The Aboriginal groups were accustomed to the climate in this place.

Dimensions of Thinking Question

Does Ashini make a strong case to support his contention that evidence can be interpreted differently, depending on one's viewpoint?

- Daniel Ashini makes a strong case to support his contention that evidence can be interpreted differently, depending on one's viewpoint. Archaeologists have given names to different AmerIndian groups who have inhabited Newfoundland and Labrador (starting 7000 BCE). The archaeologists have identified a clear tie only between the Recent Indians and the Innu. This supports government's position that Innu have not lived in Labrador for at least the last 8000 years. Ashini argues that all AmerIndians who lived in Labrador are ancestors of the Innu. Just because they used different tools and lived a different lifestyle doesn't make them different people. This interpretation supports the position that Innu have lived in Labrador for more than 8000 years. Ashini also uses the example that just because descendants of Europeans have a different lifestyle today, they are not different people from their ancestors. These arguments support his position.

Questions

1. Use a graphic organizer to compare the traditional way of life of Inuit, Innu, Beothuk, and Mi'kmaq in terms of food, shelter, and travel at the end of the fifteenth century. What similarities and differences do you note?

- (See BLM 2.07 – Comparison of Food, Shelter, and Travel for Inuit, Innu, Beothuk, and Mi'kmaq at end of 15th Century).

	Inuit	Innu	Beothuk	Mi'kmaq
Food	seals, whales, caribou	caribou, fish, beaver	caribou, marine resources, birds and eggs	fish and other marine resources, caribou, bears, beavers, partridges
Shelter	single family dwellings, winter houses were earthen huts banked by sods with whale ribs supporting the roof, summer houses were skin tents with whalebone frameworks	tent (kapminaute) made of bent alders covered in birch bark and caribou hide	tents (mamateeks) constructed in summer from wooden poles bound together and covered with birch bark and in winter covered with layers of sod for insulation	tents built with wooden poles and covered with birch bark
Travel	boats (umiat and kajait); dog teams and kamutet in winter	canoe in summer, snowshoe and toboggan in winter	birch bark canoes, and in winter sleds and snowshoes	birch bark canoes, and in winter snowshoes and toboggans

- Similarities: all groups used tents during certain parts of the year; they used resources in their surroundings for food, shelter, and travel; they used canoes or kayaks (kajait) for travel; all groups hunted caribou and harvested marine resources.
- Differences: Inuit used whale bones as frames, while the other groups used wooden poles; in winter Inuit used dog teams, while the other groups used snowshoes; Inuit winter sleds were called kamutet, while the other groups used toboggans; some foods were different for various groups.

2. What are the main sources of knowledge about the lifestyles of First Nations and Inuit who lived in our province prior to European arrival?

- The main sources of knowledge about the lifestyle of First Nations and Inuit who lived in our province prior to European arrival are archaeological evidence and oral history/oral tradition.

Developments in Europe

Lesson Summary

Based on pp. 126-133

The lesson begins by describing how Europe was changing from 1200s to the 1400s, and how countries in Western Europe were rethinking ideas related to travel and navigation because of developments which allowed mariners to undertake longer voyages. These developments encouraged European countries to search for new routes to the east, leading to the discovery of Newfoundland. By the end of this lesson, students will learn how developments in Europe led to the search for new lands and why this was so important for Newfoundland and Labrador.



Featured Art Form Storytelling

Based on p. 127

Refer to *Experiencing The Arts*. In this section of *Experiencing The Arts*, students will make a final selection of the question or related questions they wish to explore. Students must now identify the sources they will use to help them find the answer(s) to their question(s). Invite students to read the suggestions in *Experiencing The Arts*. They may also use the Oral History booklet for suggestions for interviewing. Remind students to take notes and to organize their notes. Also remind them their work is due at the beginning of Topic 2.7.

Activity #1

Discovery of America

Based on p. 127

Materials Needed:

- none

“The discovery of America was important intellectually for Europeans because the new lands and peoples challenged traditional ideas...” (Peter Watson). Invite students to form small groups.

- Ask students to brainstorm to suggest ways the discovery of America changed life in Europe.
- Use a graphic organizer to display their ideas in the classroom.
- Invite students to participate in a gallery walk and observe other groups’ ideas.
- As a class, rank order the class ideas as to how life in Europe was changed by the discovery of the Americas.

Activity #2

Fishing and Whaling Stations, 16th century

Based on p. 129

Materials Needed:

- none

Invite students to work with a partner. Ask students to examine the map on SR page 129 to discuss the following:

- Is their community identified on the map?
- If it is, what was the original name of the community?
- If it is not, ask students to try and find out the original place name of their community. (The best ways to find out the original name would be through the Internet, by contacting their town office, or by asking an older citizen of the community. Sometimes the community still has its original name. Students can explain or speculate why that is the case.)
- Compose two general statements about the location of fishing and whaling stations, and the number of stations operated by various European countries in the 16th century (1500s).
- Zuan Caboto, sponsored by King Henry VII of England, in 1497 discovered waters “teeming with codfish” off the coast of Newfoundland. Henry VII recognized the fact that fish was valuable. Speculate why England only had one main fishing centre in Newfoundland and Labrador in the 1500s.
- Using information found in Topic 2.4, explain why England became a major participant in the Newfoundland fishery after 1600.
- How would this change the map showing main centres of fishing and whaling?
- How would increased participation by England in the Newfoundland fishery eventually affect the culture of Newfoundland and Labrador?

Note: During the early 1500s Britain continued prosecuting its migratory fishery off the coast of Iceland. They did not need to establish a lot of fishing stations in Newfoundland.

Case Study:

Basque Whaling

Based on pp. 132-133

Materials Needed:

- none

Introduce students to the case study - Basque Whaling.

- Invite students to work in pairs and read the information on the Basque whaling industry.
- Ask students to analyze Fig. 2.47, 2.48 and 2.49. What do they see in these images? How do the images contribute to their understanding of the whaling industry?
- Invite students to answer the case study questions on page 133.



Comprehensive Activity

Location, Location, Location

Materials Needed:

- none

A. The following developments took place in Europe in the 1400s:

- advances in navigation made travel easier and safer
- Europeans began looking for a sea route to Asia
- there was a population expansion in Europe
- wars in Europe led to a need for more food and a need to train mariners

As a result, Europeans discovered cod in the waters off the island of Newfoundland. Explain the advantages of Newfoundland and Labrador's location in meeting the needs of European nations in that era.

B. One of Newfoundland and Labrador's major resources today is oil. Using the geographic concepts of site and situation, explain the advantages of Newfoundland and Labrador's location for marketing this discovery.

C. Compare the two discoveries. What are the similarities in the advantages of Newfoundland and Labrador's location? How are they different? Students may use a graphic organizer.

D. Design an advertisement to market a new resource found in Newfoundland and Labrador. Students must decide:

- the resource that has been found
- the target audience
- the importance of Newfoundland and Labrador's location

Teacher Notes

Based on pp. 127-133

- Peter Watson is an intellectual historian and explorer from London, England.
- An astrolabe was an astronomical instrument used to locate and predict the positions of the sun, moon, planets, and stars. It was also used to determine local time given local latitude and vice versa.
- The Spanish Armada was the Spanish fleet that sailed against England in 1588, with the intent of overthrowing Queen Elizabeth 1. The Armada was defeated by the English Navy.
- Red Bay is a National Historic Site of Canada. Red Bay was the busiest port for the thriving Basque whaling industry which developed along the southern Labrador coast during the 16th century. More than 15 years of archaeological research has unearthed the remains of some 20 whaling stations along the shores of Red Bay Harbour. The site at Red Bay comprises the largest known 16th century whaling station in North America.

Sample Answers

Based on pp. 126-133

Lesson Opener

Why is the “discovery” of the Americas seen as such a major event in history?

- it introduced new products to other parts of the world
- it opened up new lands for settlement by Europeans and other people
- it created contact between Aboriginal groups in the Americas and Europeans (unfortunately this contact had negative, sometimes fatal, impacts on Aboriginal groups)
- establishment of colonies throughout the world

What discovery would you like to see that would change society?

- discovery of a cure for cancer, epilepsy, Alzheimer’s, and other incurable or difficult to cure illnesses
- discovery of alternate sources of energy which would be much cheaper than the sources we currently have and that would be sustainable sources

Questions

1. What innovations enabled Western Europeans to explore further in the late fifteenth century?

- The innovations which enabled Western Europeans to explore further in the late fifteenth century were the establishment of universities, which resulted in an increase of knowledge, and the application of astronomy and mathematics to navigation. This would include inventions such as the mariner’s astrolabe.

2. Why did European rulers fund voyages looking for new routes to Asia?

- European rulers funded voyages looking for new routes to Asia because they needed the resources, such as silks and spices, from Asia, and using traditional land routes had become risky and dangerous.

3. Why was the migratory fishery important to European countries? What was the most significant reason?

- The migratory fishery was important to European countries for many reasons. Salt fish was an inexpensive source of protein which was easily transported, could be stored for winter, and could be used to feed crews on ships, armies, and a growing urban population. The migratory fishery also created jobs directly for workers, but also indirectly, as people found work mining the salt needed, manufacturing goods needed for the catching, processing, and packaging of fish, or with merchant firms involved in selling the fish to markets. The fishery was also attractive to the French and English governments as a means of training and recruiting skilled seamen for their navies.

- The most significant reason was the migratory fishery was a source of food. Not only was there an abundance of fish, which could help feed a growing population, but salt fish could be stored for times when food was short, and could be used on ocean voyages and for marching armies.

4. *Although England and France knew of the discovery of the “New World” in the late 1490’s it would be over 100 years before either country took steps to encourage settlement. What might account for this?*

- It would be over 100 years before either England or France took steps to encourage settlement in the “New World”. Maybe it was more economically viable to have the fishers travel back and forth from the “New World” to Europe every spring and fall than to establish colonies, which would require governance and defence, plus activities and jobs which would sustain the population throughout the winter months.

5. *Why did the peoples of the Americas not “discover” Europe?*

- Perhaps the people of the Americas did not “discover” Europe because they did not have the technological developments or the necessity to do so. The Americas maybe thought more about south-north trade, whereas Europeans thought more about east-west trade. (Any plausible answer would be accepted here.)

Case Study Questions

1. *How would you support the statement that Red Bay was the first oil refinery in the province?*

- Red Bay was the first oil refinery in the province because Basque whalers cut large quantities of blubber from the whales. This blubber was heated in large cauldrons which turned the blubber into oil. This oil was stored in barrels for shipment back to Europe.

2. *Today the right whale (including the bowhead) is an endangered species. How did Red Bay contribute to this classification? What can be done to ensure survival of this species?*

- Red Bay contributed to the classification of the right whale as an endangered species as Red Bay was the most important of about a dozen whaling sites on the Labrador coast operated by Basque whalers in the 1600s. Right whales (including bowhead whales) were the whales they harpooned. These whales were over-hunted, and this was a contributing factor to their classification as an endangered species. To ensure survival of this species, we must introduce strict controls on the number of whales which are allowed to be captured or killed each year. If numbers do not increase, we need to impose and enforce a ban on the hunting of these whales for the period of time needed to replenish the stocks.

The Migratory Fishery

Lesson Summary

Based on pp. 134-145

This lesson examines the French and English migratory fisheries which developed in Newfoundland and Labrador at the beginning of the 17th century. The migratory fishery was part of a global trade triangle involving England, southern Europe, and the Americas. The economics of the migratory fishery is presented, as well as steps taken by merchants to lower risks associated with the migratory fishery. A third class of fishermen, the bye boat-keepers, is introduced. Early attempts at governance of the fishery are explained. Specific reference is made to the Western Charter, which is presented as a primary source case study, and King William's Act. By the end of this lesson, students will have a deeper appreciation of the operation and importance of the migratory fisheries prosecuted by France and England in Newfoundland and Labrador during the seventeenth century.



Featured Art Form Storytelling

Invite students to read the next part of the assignment *Experiencing The Arts* (SR page 139). Students are now ready to write their story. Suggest that students adapt BLM 2.01 Story Outline to help organize their story. Inform students their story must be ready for the At Issue lesson at the end of this chapter.

Activity #1

A Migratory Fisher's Story

Based on pp. 134-137

Materials Needed:

- none

A migratory fisherman would have many stories to tell his family when he returned from Newfoundland and Labrador after several months. Ask students to form small groups. Invite students to assume the role of a migratory fisherman.

- Brainstorm and list in your notebook types of events which could have happened during the months you were away from home.
- Select one of the events and formulate a short story which you will tell your family.
- Use the techniques discussed in the "Storytelling" section at the beginning of this chapter to assist you in telling an entertaining story.
- Once you have formulated your story, tell it to your group members.
- After each group member has told his/her story, deliberate how this story depicts aspect(s) of the lifestyle of a migratory fisherman.

Activity #2

Newfoundland Fishing Station, c. 1690

Based on pp. 136-137

Materials Needed:

- BLM G.04 Analyzing a Visual

Invite students to use BLM G.04 to analyze Fig. 2.53. Following the analysis, ask students to:

- work with a partner in a think-pair-share activity
- discuss and compare their analysis of the painting
- find or take a picture of a modern Newfoundland fishing station (wharf, stage, etc.)
- compare both images; identify similarities and differences
- record these similarities and differences in their notebook

Activity #3

Migratory Fishery: A Risky Business

Based on pp. 140-141

Materials Needed:

- BLM G.02 Journal Writing
- BLM G.11 Constructing a Poster

The cod fishery was a risky business. It was generally accepted that fishing voyages to Newfoundland and Labrador claimed the life of one man in 50. Invite students to work with a partner.

- Compile a list of ways that a migratory fisherman could lose his life (drowning, other accident at sea, conflict, food poisoning, disease).
- Compare the risks for fishers and for merchants.
- *Individually* write a reflective journal entry that begins with one of the following statements:
 - *The migratory fishery was too risky.*
 - *Despite the risks of the migratory fishery, the risks were no greater than any other occupation.*

Ask students to assume the role of a recruiter who is trying to assemble a crew of migratory fishers.

Construct a poster to encourage men to join the crew. (Use BLM G.11 for ideas on constructing a poster.)

- Display the posters in the classroom.
- Invite students to comment on the effectiveness of the posters.

Activity #4

Governing the Fishery

Based on pp. 142-143

Materials Needed:

- BLM G.01 Constructing a Timeline

Invite students to examine the information on “Governing the Fishery and the Colony from 1600-1815”.

- Ask students to create a timeline which traces developments or advances in governance during this time period.
- Remind students to make sure their timeline has equal intervals.

Case Study:

Primary Source: The Western Charter (1634)

Based on pp. 144-145



Comprehensive Activity

A Migratory Lifestyle

- Invite students to form small groups and deliberate which development in governance was most significant.

Materials Needed:

- none

Discuss with students why the Western Charter is a primary source.

- Consider the language used in the Charter.
- Invite students to read the Western Charter and answer the question on page 145.

Materials Needed:

- BLM G.07 Conducting an Interview
- BLM G.12 Writing a Diary Entry

A. Newfoundlanders and Labradorians have lived a migratory lifestyle since very early times.

Ask students to interview someone who travels outside the province or to another part of the province which requires him/her to be gone for two weeks or more at a time to work. Use BLM G.07.

In the migratory fishery, fishers travelled across the Atlantic in the spring and returned home in the fall. What were the benefits and challenges for these fishers?

In words and/or images compare the two migratory workers.

B. Besides the workers, the fishery was very important to the merchants. If you were a merchant during this era, your considerations might be some of the following:

- finding workers
- provisioning ships
- paying wages
- finding markets
- using cod to acquire salt and other products
- value of the shipment of dried cod
- quality of cod
- shipwrecks
- pirates
- wars

Create diary entries in which you as the merchant comment on each one of these considerations. You may use the *Newfoundland and Labrador Studies* website for background information.

C. In order to have a successful fishery, some form of governance was needed. What issues might arise that would require a type of governance? Identify at least three issues and explain why governance was an important aspect of the expanding fishery in Newfoundland and Labrador.

Teacher Notes

Based on pp. 134-142

- Grand Banks is an area of raised plateaus southeast of the island of Newfoundland. It is renowned as one of the greatest fishing areas in the world. The Grand Banks are relatively shallow, which allows extensive marine animal and plant life to flourish on the bottom. The cold Labrador Current and the warm Gulf Stream meet in this area. The mixing of these waters and the shape of the ocean bottom lifts nutrients to the surface. These nutrients feed the fish. The main fish caught on the Grand Banks has traditionally been cod, but there are flounder, haddock, and hundreds of other species. The Grand Banks is also an area which contains rich petroleum reserves. Oil finds include Hibernia, Hebron, Terra Nova, and White Rose.
- Article 13 of the Treaty of Utrecht (1713) provided that the French could fish in season on the Newfoundland coast between Cape Bonavista and Point Riche - an area that had been frequented by fishermen from Brittany since the early 16th century, and which they called "le petit nord". Later, the French argued that their right on the Treaty Shore was exclusive - that is, they had the sole right to fish there during the fishing season. The British countered that the Treaty of Utrecht said nothing about exclusivity, and that the right was concurrent - fishermen from both countries could use the Shore which was, after all, British territory. The fundamental difference of opinion was never resolved.
- Charles I was king of England, Scotland, and Ireland from 1625 until his execution for high treason in 1649. Religious conflicts permeated Charles' reign. His last years were marked by civil war, in which he fought the forces of the English and Scottish Parliaments, which challenged his attempts to augment his own power, and the Puritans, who were hostile to his religious policies.
- Richard Whitbourne was born in Devonshire in 1579. From the age of 15, he was a mariner. He made his first voyage to Newfoundland to catch whales and trade with the natives. His voyages to Newfoundland continued and in 1612 he was taken prisoner by Peter Easton. In 1615 he was commissioned by the High Court of Admiralty to hold vice-admiralty courts in Newfoundland and inquire into abuses committed by the fishermen. Whitbourne governed William Vaughan's colony at Renews from 1618 until 1620.

Sample Answers

Based on pp. 134-145

Lesson Opener

How would you have spent your time on a boat travelling from Europe to Newfoundland for the migratory fishery?

- telling stories
- singing songs
- playing games
- looking for land

Why do you think the fishers only fished for cod and no other species?

- cod was plentiful
- there was a great market for cod in Europe

Questions

1. Using a Venn diagram, compare the French, English, and Basque fisheries.

- Students create a three circle Venn diagram to compare the French, English, and Basques fisheries.

2. The migratory fishery was a risky venture.

a. What were the risks for merchants?

The risks for merchants included:

- spending large sums of money upfront that could not be recouped until the fish were sold
- delays in selling the fish
- shipwrecks
- ships seized by pirates or enemy ships in wartime
- markets could be closed by war or outbreaks of disease
- fish could be scarce
- poor weather
- exchange rates could change abruptly. Risks such as these contributed to a number of bankruptcies

b. What were the risks for fishers?

The risks for fishers included:

- shipwrecks
- being swept overboard or drowning
- being taken prisoner by pirates
- not getting enough fish to secure a large enough share to adequately provide for the fisher's family

c. *Given the risks for both merchants and fishers, why did both parties continue this practice?*

- Both parties continued this practice because the fish was needed as a source of food. Also, there was the opportunity to make money, if the fishing season went well. Many jobs had risks. Successful merchants did become wealthy and many fishers did make a good living from the fishery.

Case Study Questions

The migratory fishery was just over 100 years old when the Western Charter was introduced. The Charter provided a basic set of laws to help manage fishing activity. What types of issues did this legislation address?

Types of issues addressed by this legislation:

- how English people in Newfoundland shall be governed
- killing another person or stealing; the offender shall be arrested and brought to England for trial
- punishments
- nothing is to be thrown into the harbour which might damage the harbour
- no damage is to be done to any fishing buildings or property
- the first captain to enter a harbour would be the admiral for that harbour
- nobody is to deface boats, or use boats belonging to someone else, except in case of necessity
- nobody is to destroy trees or other parts of the natural environment
- no person is to set up a tavern for selling wine, beer, or other liquor or tobacco
- the fishers are to assemble in meeting places on Sundays to have divine services

Why Not Settle Here?

Lesson Summary

Based on pp. 146-149

This lesson examines reasons why settlement was not needed to successfully operate the migratory fishery. Eventually limited settlement in the colony occurred. Early attempts at settlement by planters, and through sponsored settlement, are presented. Students are introduced to the concept of Perspective as a Dimension of Thinking. By the end of this lesson, students will understand why settlement was slow to develop in Newfoundland and Labrador.



Featured Art Form Storytelling

Based on p. 139

Refer to *Experiencing The Arts*. Remind students to continue working on their story outline.

Featured Artist Ted Russell

Based on pp. 650-653

This lesson features Ted Russell (SR pages 650-653). Ask students to complete “Reflect” on page 653.

Activity #1

To Settle or not to Settle?

Based on pp. 146-148

Materials Needed:

- BLM 2.08 Return to Europe or Stay in Newfoundland

Invite students to work in pairs. Ask students to:

- Deliberate the advantages of fishers returning to Europe at the end of the fishing season and the advantages of fishers staying in Newfoundland year round.

Ask students to work alone to complete the following:

- Record four advantages for both scenarios on the chart in BLM 2.08.
- Complete the BLM by writing a paragraph explaining which scenario he or she would have preferred. Give arguments to support their choice.
- Read their paragraph to their partner.

Activity #2

First Winter in Newfoundland

Based on p. 148

Materials Needed:

- <http://www.heritage.nf.ca/exploration/cupids.html>
- <http://www.heritage.nf.ca/exploration/cambriol.html>
- <http://www.heritage.nf.ca/exploration/avalon.html>

Invite students to research early settlements during the 1600s in Newfoundland and Labrador. Ask students to assume the role of a servant, planter, or planter's wife who has just spent their first winter in Newfoundland. He/she is going to be spending another winter here.

- Write a letter to your family back home, which will be sent to Europe on one of the returning ships.
- Describe at least one highlight and one challenge of your first winter in Newfoundland.
- Tell your family why you are looking forward or not looking forward to your second winter.
- Do you think you will settle in Newfoundland?

Note: Sir John Berry's census of 1675 contains the names of planters for 30 harbours. This census can be found online at Newfoundland's Grand Banks website at <http://ngb.chebucto.org/index.html>.

Dimensions of Thinking:

Perspective: Beothuk and Migratory Fishers

Based on p. 149

Materials Needed:

- none

Invite students to form small groups and discuss the text on page 149.

- Examine the concept of perspective, or how different people view an event, idea, issue, or trend.
- Read and deliberate the quote from Sean Cadigan's book.
- As a group, discuss the questions in this Dimension of Thinking.



Comprehensive Activity Settling in Newfoundland and Labrador

Materials Needed:

- none

Although there were reasons not to settle in Newfoundland and Labrador, eventually some settlement occurred. The following groups all contributed to increasing the permanent population of Newfoundland and Labrador.

- byboat-keepers
- planters
- companies which sponsored settlement

Research each group and identify three important points that explain how each group contributed to settlement. If you could be part of one of these groups, which one would you choose? Write an argument contending why your group was the most significant contributor to Newfoundland and Labrador settlement.

Teacher Notes

Based on pp. 146-149

- Edgar Ronald Seary (1908-1984) was born in Sheffield, England. Seary came to Newfoundland and Labrador in 1954 and for the next 16 years he was head of Memorial University's Department of English. He wrote two books related to Newfoundland history - *Place Names of the Avalon Peninsula of the Island of Newfoundland* and *Family Names of the Island of Newfoundland*. The second book provided a comprehensive account of Newfoundland surnames from the earliest historical documents. Seary gives the cultural sources of the surnames, notably English, Irish, Scottish, Welsh, French, Syrian, Lebanese, and Mi'kmaq.
- Cupids was established in 1610 by John Guy, who led a group of colonists from Bristol, England with a Royal Charter to establish a secure community to help make the fishery safe. Thirty nine people spent the first winter in Cupids. The population increased to 62 by 1612, and on March 27, 1613 the first English child in present day Canada was born there to Nicholas Guy and his wife. Although Cupids remained a small colony, it established the seeds of permanent English settlement.
- Colony of Avalon was founded by George Calvert, later Lord Baltimore, in 1621. In 1620, Calvert had purchased a piece of land in Newfoundland from Sir William Vaughan. In 1621, Calvert's colonists set off for Ferryland under the leadership of governor Captain Edward Wynne. After establishing a colony, Calvert obtained a larger land grant from King James I for the "Province of Avalon".
- Plaisance was formally occupied by France in 1658. The main objective was to compete more effectively with the English in Newfoundland. Plaisance had a good harbour and the bay was ice-free. The establishment of a garrison there helped protect French fishermen in neighbouring harbours. Plaisance was a military base and a colony with an economy based on the cod fishery and the cod trade. By the Treaty of Utrecht in 1713, Plaisance was given to Britain.
- Sean Cadigan is currently (2013) an associate professor in the Department of History at Memorial University of Newfoundland. His book, *Newfoundland and Labrador: A History*, was published in 2009.

Sample Answers

Based on pp. 146-149

Lesson Opener

How do you think it would have felt to winter in Newfoundland and Labrador for the first time?

- lonely as you missed family and friends back home
- boring as there was little work and not much else to do
- exciting as you explored this new area of land

Would you consider going to an unknown, unexplored place? Why or why not?

- Yes, because I love to explore new places. Who knows what you would find there. It would be very exciting.
- No, because I would not know what possible dangers are in an unexplored place. Therefore I would be nervous.

Dimensions of Thinking Question

How should we view this experience? Were Europeans moving into an “empty” land? Or did they not consider Aboriginal people as legitimate residents? Did Beothuk really perceive items left behind as “abandoned” or did they have a different concept of private property? What would we have to know about European and Beothuk values at that point in history in order to answer these questions?

- We would have to know European and Beothuk perspectives on the concept of ownership of land and ownership of property. Europeans probably felt the land was empty, even though they knew of Beothuk presence, but the Beothuk were not settled on the land. Beothuk perspective on property may have been that all property belonged to the group - there was no such thing as private property. Therefore, Beothuk and Europeans probably had very different perspectives on ownership of land and private property.

Questions

1. What would be some of the challenges faced by English planters, colonists or others (such as the French military) who overwintered on the island of Newfoundland in the seventeenth century? Which of these challenges might be the most difficult to address?

Challenges faced by people overwintering on the island of Newfoundland in the 17th century would include:

- getting enough food to live over the winter, as the soil in Newfoundland was not conducive for extensive farming and there were limited imported supplies
- finding animals to trap for their furs
- competing with Beothuk for these resources
- cutting wood for heat
- surviving the harsh environment
- developing other industries to create employment

The most difficult challenge might be ensuring that they had an adequate food supply. Food is necessary for survival. Farming and importing foods could not produce enough to ensure survival, so people overwintering had to hunt for food, and preserve and ration, in order to ensure they had enough food to sustain them over the course of the winter.

2. By the mid-1700s, there was very little permanent settlement by Europeans in Newfoundland and Labrador. What factors account for this? Which factor might have been the most significant?

- By the mid-1700s, there was very little permanent settlement by Europeans in Newfoundland and Labrador. It wasn't necessary to set up a colony to run a summer fishery, there was no work here for people in the winter, and financially it made more sense for fishers to go back to Europe to find other sources of employment during the fishing off-season than to settle here.
- The most significant factor might have been the fact that it made more sense for fishers to return to Europe to find other sources of employment during the off-season. The fishery was an economic venture, and European countries were interested in prosecuting the fishery in the most economical way. If it was more economical to transport fishers back to Europe every fall and back to Newfoundland and Labrador every spring than it was to have them settle here, this is what the European countries would do. Profit was the key word.

3. Today, despite risks and hardship, many people choose to work in frontier regions. What factors encourage people to do this? Would any of these reasons be similar for those who worked in the migratory fishery during the sixteenth to eighteenth centuries? Explain.

- The factors that encourage people to work in frontier regions today would include the opportunity to make more money, the sense of adventure, the desire to explore new areas, and availability of resources to develop. Some of these reasons would be similar for those who worked in the migratory fishery from the sixteenth to the eighteenth century. The migratory fishery was a source of employment and, if the season was good, the fisher did make more money. Many people also wanted to work in new lands to satisfy their sense of adventure and to explore new territories. Fish in the waters of Newfoundland and Labrador was a resource to be developed.

Changing Lifestyles

Lesson Summary

Based on pp. 150-151

This lesson describes changes in lifestyles during the late 1600s and early 1700s. Early settlements were basically seasonal fishing stations. The lifestyle of fishing servants and the development of new industries is examined. By the end of the lesson, students will understand that fishing servants had a very busy lifestyle and long working days. They will realize that other industries developed which supported year-round settlement.



Featured Art Form Storytelling

Refer to *Experiencing The Arts* (SR page 139). Ask students to write the first draft of their story in this lesson.

Activity #1

Daily Fishing Activities

Based on Fig 2.72 p. 150

Materials Needed:

- none

Invite students to work with a partner.

- Ask students to examine the illustration by Moll.
- After reading the text in this lesson, invite students to conclude what task each person or group of people is performing.
- Ask students to make notes on their conclusions.
- Invite each pair to join another group and compare their notes.
- As a class, discuss and reach consensus on the tasks being performed.

Activity #2

Fishing Servants

Based on p. 151

Materials Needed:

- BLM G.12 Writing a Diary Entry

Invite students to assume the role of a fishing servant. Based on information in the Student Resource:

- Write four diary entries as follows:
 - first entry written while you are on the ship travelling to the migratory fishery in Newfoundland
 - second entry written during your first week in Newfoundland
 - third entry written during the actual fishing season
 - fourth entry written as you are preparing to return to Europe

-
- Invite students to exchange their diary entries with another student.

Note: Diary entries should accurately reflect the time period.

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 151

- Lester-Garland Premises is a provincial historic site in Trinity and also the main setting for the New Founde Lande Trinity Pageant. This early 19th century property was used for approximately 150 years by three merchant families (the Lesters, Garlands, and Taverners). The counting house has been restored to the 1820s, and the retail store to the early 1900s.

Sample Answers

Based on pp. 150-151

Lesson Opener

What might life have been like for migratory fishers while working in Newfoundland and Labrador?

- long hours
- hard physical work
- long time spent travelling to and from Newfoundland
- away from family for long periods of time
- lived in work camps
- lack of leisure/recreational activities

What is similar and different for migratory workers today? Why?

- Similar: long hours of work, hard work (in many cases physical), live in work camps
- Different: less time spent travelling, away from family for periods of time, but usually not as long as migratory fishers were, leisure/recreation facilities are available for many migratory workers today

Questions

1. Summarize the tasks of the fishing servants. Would you like this lifestyle? Why might people have become fishing servants?

Summary of tasks of fishing servants:

- cutting timber and building infrastructure such as stages and flakes
- catching and processing cod, which involved rowing to fishing grounds in early morning and returning when the boat was full
- unloading the fish onto the fishing stage
- processing and salting the fish

I would not have liked this lifestyle, as it doesn't leave any time for leisure activities. I think people became fishing servants because they were paid a small wage and given their keep, and money was scarce.

2. *What new industries developed in the late seventeenth century?
How did the growth of these industries affect settlement?*

- The new industries which developed in the late seventeenth century were fur trapping, salmon fishing, and sealing. The growth of these industries encouraged settlement, as they were supplementary occupations which fishers could perform in the off-season.

Contact

Lesson Summary

Based on pp. 152-155

This lesson examines early contact between Europeans and Aboriginal peoples (Inuit, Innu, Beothuk, Mi'kmaq) in Newfoundland and Labrador. Initial encounters between Europeans and First Nations and Inuit are presented and discussed. By the end of this lesson, students will understand that encounters between Europeans and Aboriginal peoples were both peaceful and hostile, and that these encounters with Europeans influenced the lives of the Aboriginal peoples inhabiting Newfoundland and Labrador.



Featured Art Form Storytelling

Based on p. 139

Refer to *Experiencing The Arts*. Invite students to revise their story and to refine it. Some students may wish to use peer editing (See BLM 2.02 Peer Editing for help). Inform students their story should be ready for next class.

Featured Artist

Michael Massie

Based on pp. 630-633

This lesson features Michael Massie. Examine Michael's sculptures. Work with another student to consider how Michael's work:

- combines modern and traditional elements
- reflects his mixed ancestry
- tells a story

Complete "Try it" and "Reflect" on page 633.

Activity #1

European- Aboriginal Contact

Based on pp. 152-155

Materials Needed:

- none

Invite students to form small groups. Ask students to examine the visuals in this lesson and reach group consensus on the following:

- Discuss whether each visual is positive or negative. Give reasons for their decision.
- Which image is most realistic? Give reasons why they selected that image.
- Which image is least realistic? Give reasons why they selected that image.
- Present their conclusions to the class.

Activity #2

An Early Interaction

Based on pp. 152-155

Materials Needed:

- none

Invite students to draw or use another visual art form to create their own representation of an early interaction between an Inuit or First Nations group and European fishers.

Note: This may require some research to ensure an accurate portrayal of the interaction.

Ask students to give their work a title and write a paragraph explaining their visual representation.

- Display the finished art forms in the classroom.
- Invite students to participate in a gallery walk to view the artwork.



Comprehensive Activity Impact of Contact

Materials Needed:

- BLM 2.09 Contact

Each of the Aboriginal groups in Newfoundland and Labrador had some contact with Europeans. Complete BLM 2.09 to describe the contact and its impacts on each group.

Teacher Notes

Based on p. 152

- First Nations refers to the Aboriginal peoples in Canada who are neither Inuit nor Metis. There are over 600 First Nations governments or bands spread across Canada. First Nations included Innu, Beothuk, and Mi'kmaq in Newfoundland and Labrador.
- Louis Fornel (1698-1745) was a French merchant and explorer from New France. Fornel explored Hamilton Inlet (previously known as Baie des Esquimaux) in Labrador aboard the *Experience*, of which he was part owner.

Sample Answers

Based on pp. 152-155

Lesson Opener

Why didn't Europeans negotiate treaties with First Nations and Inuit who lived here?

- Europeans were interested mainly in the cod fishery, not in land resources.
- Initially, Europeans did not establish permanent settlements.
- Initially, there was limited contact between Europeans and Aboriginal groups.

How might the lives of First Nations and Inuit have been influenced by the European migratory fisheries?

- introduced to new goods
- hostile exchanges, which resulted in injuries and death
- introduced to new languages (English and French)
- introduced to new religion - Christianity
- beginnings of trade with Europeans

Questions

1. Interactions between indigenous peoples and Europeans resulted in the adoption of some European commodities into indigenous lifestyles. Give examples of these items. What impact might this adoption of commodities have had on indigenous peoples?

- Examples of European commodities adopted into indigenous lifestyles would include wooden boats with sails, barrels, screws and nails, knives, European clothing, iron kettles, guns, and food such as flour.
- The adoption of these items had positive and negative impacts on indigenous people. Positively, it introduced them to new products and technologies which they could incorporate into their lifestyles. Negatively, it made the indigenous peoples more dependent on the Europeans, and may have helped erode traditional ways of life.

2. For each indigenous people noted in this section, summarize the nature of the relationship that each people had with Europeans. What similarities and differences do you note?

- Inuit had hostile relations, but also peaceful trade relations with Europeans. Some were captured, taken back to Europe, and put on display.
- Innu may have had some skirmishes with Europeans, but their way of life was not greatly affected by early contact with Europeans.
- Beothuk avoided contact with Europeans as they were wary of them. The arrival of the Europeans disrupted their travel patterns and their resource-based lifestyle. Some Beothuk were captured and taken back to Europe.
- Mi'kmaq had the closest relationship with the Europeans, particularly in the early years. They traded with the Europeans and integrated European items into their way of life.
- Similarities: Three of the four groups did have some trade with the Europeans. Also three of the groups had some conflict with Europeans.
- Differences: Two of the groups had members who were captured and taken back to Europe. Mi'kmaq had close relationship with Europeans. Europeans did not really alter Innu life, but disrupted Beothuk resource-based lifestyle.

Preserving the Past

Lesson Summary

Based on pp. 156-161

This lesson examines the importance of preserving the past. As it is impossible to preserve all of the past, we sometimes have to decide what to preserve, what items, events, and ideas were most significant. In this lesson, students will be given the opportunity to consider pieces of history that are worth preserving in their community. When students impart their culture and heritage to future generations, they become stewards of their cultural heritage. By the end of this lesson, students will perceive the difference in tangible and intangible heritage and will understand the process for identifying and preserving significant local heritage.



Featured Art Form Storytelling

Based on p. 139

Refer to *Experiencing The Arts*. Invite students to share their story with a small group of friends or with family as part of the private tradition of storytelling.

Featured Artist Angela Andrew

Based on pp. 586-589

Invite students to view Angela Andrew's tea dolls to see the range of dolls Angela makes. Invite them to read Angela's artist profile to learn how the dolls are made as she keeps the tradition of making tea dolls alive in her culture. Invite students to engage with "Try It" and to share their experience with the class.

Activity #1 Preserving Significant Local Heritage

Based on p. 160

Materials Needed:

- camera

Invite each student to explore or consider his/her community and do the following:

- Choose one example of tangible heritage he/she would preserve.
- Research the feature to determine its cultural significance.
- Take photographs of the feature.
- Write a paragraph or two to support his/her choice.
- Choose one example of intangible heritage he/she would preserve.
- Research the feature to determine its cultural significance.
- Write a paragraph or two to support his/her choice.

Invite each student to use any medium to present his/her choices and supporting arguments to the class.

- Initiate a class discussion where students deliberate the strengths of each choice.
- Conduct a class vote to determine which two most significant tangible heritage features and which two most significant intangible features should be preserved from their community.

Note: If there are students in the class from different communities, please take this into consideration. The vote could then be conducted for each community and students can select one tangible feature and one intangible feature. Or teachers may consider asking students to choose two examples for the region, not specific communities.

Note: As an alternate activity, teachers may ask students to complete the activity by preserving one example of tangible and intangible heritage related to his/her family.

Activity #2

Role of Museums, Historic Sites, and Historical Societies

Based on p. 157

Materials Needed:

- BLM G.13 Writing an Argumentative Essay

Invite students to research the role of museums, historic sites, and historical societies in preserving the culture of Newfoundland and Labrador.

- Write an argumentative essay on the following topic:
Newfoundland and Labrador needs more museums, historic sites, and historical societies."
 - Paragraph 1 - state their argument
 - Paragraphs 2-4 - support their argument (for example, is it important to have these organizations, the number of organizations in the province now, how widespread throughout the province)
 - Paragraph 5 - concluding paragraph

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 156-159

- Heart's Content Cable Station is a provincial historic site. After two unsuccessful attempts, a transatlantic telegraph cable was landed by the Great Eastern in Heart's Content in 1866. The Cable Station features equipment and displays that explain Heart's Content's role in communication for almost 100 years.
- UNESCO World Heritage Site: To be included as a UNESCO World Heritage Site, the site must be of outstanding value and meet at least one out of ten selection criteria. These criteria are available online.

- Gros Morne National Park was designated a UNESCO World Heritage Site in 1987. The park is an area of great natural beauty with a rich variety of scenery, wildlife, and recreational activities. It is not primarily this exceptional natural beauty that has earned the park a spot on the World Heritage List, but rather its remarkable geology. The park is considered a textbook illustration of plate tectonics, the theory that suggests continent-sized plates of the Earth's crust have collided and separated repeatedly over geological time, opening and closing oceans between them. Six hundred million years ago, Europe and North America were joined but were starting to pull apart. Magma from the lower crust welled up and filled the gap between them — the solidified magma is now visible in the cliffs of Western Brook Pond.
- Winterholme Heritage Inn is the restored house built at 79 Rennies Mill Road in St. John's by Sir Marmaduke Winter in 1905-1907. It was a huge house with over 60 rooms on its four floors. Today it still has eleven working fireplaces. The house is of the Queen Anne Revival style of architecture. Today it is designated as a National Historic Site and is operated as a bed and breakfast.
- Root cellars were structures that were built in the days before electricity in order to keep vegetables from freezing in the winter months and to keep its contents cool during the summer months. Elliston officially declared itself the "Root Cellar Capital of the World" in 2000. Elliston boasts 135 documented root cellars.
- The Rooms in St. John's houses the Provincial Archives, Art Gallery and Museum. The building's unique design is based on the "fishing rooms" where families came together to process their catch. A visit to The Rooms will enable you to view collections, exhibits and programs that tell our stories and interpret our natural world through art, artifacts, archaeology, architecture and archival records. Three floors of exhibit space include permanent exhibits, temporary exhibits from the collections, and travelling exhibits from around the world. Almost 250 years before The Rooms was completed, this was the site of Fort Townsend, one of the largest British fortifications in North America at the time, which was built to defend Britain's fishing interests. With the withdrawal of the imperial garrison in 1870, the site became the home of the Royal Newfoundland Constabulary and, later, the St. John's Fire Department.
- Mary March Provincial Museum in Grand Falls represents the human and natural history of the area. Mary March was the European name of Demasduit, one of the last Beothuk. Displays at the museum focus on prehistoric and historic Aboriginal cultures and on the creation of modern paper.

-
- Innu tea doll: Innu families would remain for months at a time in the interior of Labrador, trapping, hunting, and fishing. This was a nomadic lifestyle, and space to carry things was always at a premium. Everyone, including children, had to carry their share of the load. Innu women would make the dolls with readily available materials – bodies from broadcloth and faces from broadcloth or caribou skin. These toys would hold two to three pounds of loose tea, which could be used in case of emergency, and also to make it easier to transport from camp to camp. When the tea was removed, the doll could be re-stuffed with rags, leaves, or grass. Today the tea dolls are mainly collector's items.

Sample Answers

Based on p. 161

Discussion Questions

1. Pretend you are writing your family's history. Identify three or four significant events to describe. What makes these events more significant than others? Do you think other members of your family would identify the same events? Why or why not?

Possible points to consider:

- origins of family
- how long family has lived in Newfoundland and Labrador
- where family settled
- birth dates of my parents and siblings

Three or four significant events to describe:

- These events are more significant because they trace my family's history, including where they came from, when they came to this province, where they settled, and the number of people in my immediate family. These events have helped shape my family culture. I think other family members would identify different events, as we all have different ideas of which type of events are important.

2. Pretend you are writing a history of your community. Together with your class, write a list of questions you need to answer. Here are some examples: When was your community settled? How did people earn a living? Who were some important figures in your community's settlement and development?

Additional questions to ask when writing a history of my community:

- Why was this location chosen for my community?
- What natural resources were located near my community?
- What were some of the original family names in my community?
- Where did the first community members come from?
- How or why was the name chosen for my community?

- What was the largest population of my community to date?
- Is my community declining, staying the same, or increasing in population?
- What industries employ people in my community today? How do people make a living here?

3. How have our present lifestyles evolved from the development of the migratory fishery? What has changed since then? What has remained the same? How is your way of life different from your grandparents' way of life when they were your age? How are your lifestyles the same?

- Our present lifestyles have evolved from the migratory fishery as the migratory fishery led to the development of the resident fishery. Many communities in many areas of the province were settled as a direct result of the cod fishery. The fishery played a main role in the community's lifestyle, history, and culture.
- Since then, towns have been established in other areas of the province, mainly to develop other resources such as forestry, minerals, and hydroelectricity. These towns have a different culture than fishing communities.
- There are still a lot of fishing communities throughout the province. Even though the cod fishery collapsed, these people are still involved in other commercial fisheries, and still share a culture that is based on the migratory fishery and the beginnings of the resident fishery.

My way of life is different from my grandparents' way of life:

- modern technology in areas such as communication, transportation, education, health care, entertainment
- development of the Internet
- more organized sports and arts activities

Our lifestyles are the same:

- we still have the same values
- our family still has family celebrations, cultural celebrations, and religious celebrations
- we still have family traditions

Questions

1. Use your skills in photography and storytelling to create a storyboard called "Exploring Place".

a. Find an old photograph of a particular location in your community.

- Answers will vary depending on the old photograph the student finds. An example:
 - The photograph may be one showing the fishing stages and wharf.

b. Take a photograph of the same place today.

- The photograph taken today may show many changes in this location, as the fishing stages and wharf may be partially or totally gone, or may be modernized.

c. Create a 150 word summary that describes what has changed and why it changed.

- This area was once a busy part of the community, as families gathered here to process the fish. They came here in the early morning, ate all their meals here, and went home late at night. Today the fishing rooms are mostly gone. The wharf and stage head are in disrepair, and no longer able to be used. Grass has grown up and obliterated the foundations of these early buildings. The area is no longer a beehive of activity, as it once was. The boats in the original picture are no longer present. This has happened as a result of the cod moratorium, which basically ended the inshore fishery. Many people moved from my hometown to seek employment elsewhere. Those who stayed also had to find alternate employment. The fishery is no longer a main industry in my outport community.

2. Based on your exploration of heritage resources in this section:

a. What are two of your community's most significant tangible heritage resources? Explain.

- Possible answers would include: old building such as a church, school, courthouse, or house; an old bridge; colorful houses; a big root cellar; the buildings on the wharf or the wharf itself; an abandoned mine. Students will explain why they chose these *resources*.

b. What are two of your community's most significant intangible heritage resources? Explain.

- Possible answers would include: local dialect; local songs; local skills such as fishing, mining, or forestry skills; mummering; cultural events.; friendliness of the people. Students will explain why they chose these *resources*.

Chapter Two Review

Sample Answers

Based on pp. 162-163

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions (SR page 163).

Questions

1. The indigenous peoples of Newfoundland and Labrador developed sophisticated tools and implements which enabled them to live successfully in a harsh environment. Write a short essay on this statement.

Possible points to include in the short essay:

- Begin with prehistoric people, which would include Paleo-Americans and Paleo-Eskimos. These peoples developed shelters from items found in their environment (such as animal skins, whale bones, wood, bark, etc) which enabled them to live in a harsh environment. They developed various tools and implements which enabled them to hunt and fish successfully for food. These included knives, spears, and harpoons, which were made mainly from stone and wood. The toggling harpoon was a very sophisticated tool. Some of these implements could also be used as weapons for protection from other groups. They made their clothing from animal skins. They made many utensils to assist with cooking, sewing, etc. For example, they made sewing needles from bird-bone, thread from animal sinew, cooking pots from soapstone, scrapers and ulus from chert and other stone.
- Inuit used various skin-covered boats, such as umiat and kajait, to assist them in hunting and travelling. They had summer and winter camps, which utilized local resources, such as sods, whale bones, and animal skins. They used soapstone lamps for heat and light.
- Innu relied on caribou as a main source of food, shelter and clothing. Innu travelled a lot, taking the caribou hides with them, and constructing a new frame for their kapminaute at each new camp.
- Beothuk used the resources of their immediate environment for all their needs. They made tools, arrowheads, bows and arrows, and cooking pots from stone, bone, wood, or bark.
- Mi'kmaq obtained most of their food from the sea. They utilized hooks and lines, spears, and weirs to catch fish. They made clothes from caribou skins and used deer or caribou sinew as thread.

2. What factors enabled and encouraged Europeans to engage in the migratory fishery?

Factors which encouraged Europeans to engage in the migratory fishery:

- European nations, particularly England, were already skilled migratory fishers in Icelandic waters.
- Europe's population was growing and this created a demand for more resources.
- Cod was rich in protein, could be preserved in salt, and was easily transported .
- Cod could be stored for use throughout the winter, when meat was scarce.
- New technologies enabled European nations to travel to Newfoundland and Labrador.
- Salt fish could be used by crews on ocean voyages and armies on the march.
- The Newfoundland and Labrador migratory fishery created direct and indirect jobs in the European countries.
- The migratory fishery was also used by the French and English governments to train and recruit skilled seamen for their navies.

3. Why did Europeans originally find little reason for permanent settlement in order to prosecute the fishery? Which reasons were most significant?

Reasons why there was originally little need for permanent settlement in order to prosecute the fishery:

- Since the salt cod fishery was conducted on a seasonal basis, the British authorities did not see a need to encourage a resident population – it wasn't necessary to set up a colony to run a summer fishery.
- No work in the winter for settlers.
- There may have been other resources to be exploited in Newfoundland and Labrador, but these industries were not yet established.
- It made more sense for fishers to go back to Europe to find employment during the off-season than to settle here.
- The wealth derived from the resources of Newfoundland and Labrador was transferred to Europe, leaving little behind to use to build infrastructure.

- The most significant reason was the fact that the cod fishery was a summer fishery, and there was no need to set up a colony in Newfoundland and Labrador. If the authorities in Britain and other European nations wanted to, or if they saw an opportunity to make more profit, they could have easily encouraged or established settlement in Newfoundland and Labrador. It was more economical to send out fishers in the spring and have them return to Europe in the fall than to establish and maintain settlements.

4. Describe relationships between Europeans and Aboriginal peoples. Identify specific impacts one group had on another.

Various relationships developed between Europeans and First Nations and Inuit during this time period. These included hostile relationships and trade and other peaceful relationships. Specific impacts for Inuit and First Nations resulting from these interactions would include:

- loss of life from conflict, starvation, and European diseases (in the case of Beothuk, the result would be the end of a race of people)
- the introduction of European commodities which sometimes led to dependence on the Europeans
- adaptation of selected elements of European material and non-material culture
- the loss of traditional hunting, trapping, and fishing grounds
- the introduction of new religions and belief systems

Specific impacts for Europeans resulting from these interactions would include:

- trading with Aboriginal groups and the introduction of these products to European consumers
- loss of life through conflict
- introduction to seasonal rounds and lifestyles of the Aboriginal groups
- introduction to belief systems of the various groups

CHAPTER 3

Comic Art 101: A Very Brief History

Lesson Summary

Based on pp. 168-169

In this lesson, students view art from around the world as they learn about the history of visual art in telling a story or commenting on the society of the day. By the end of the lesson, students will have gained a knowledge of how modern day cartoons, comic strips and graphic novels have had centuries of history.

Activity #1

Evolution of Visual Art

Based on pp. 168-169

Materials Needed:

- images
- newspapers

Invite students to respond to the following two statements:

Visual art has been used to tell stories even before writing.

- Invite them to find three examples of stories being told without words (e.g., petroglyphs).

Visual art was, and still is, used to satirize.

- Invite students, during the next two to four weeks, to check local, national, and international newspapers to find examples of satirical comic art. Students should choose at least six examples for their portfolios..

Next, invite students to create a piece of comic art that tells a story without words.

Note: At this point it is the story “without words” that is important and not the artwork. This is also an opportunity for teachers to model for students, e.g., create a brief story using symbols.

Activity #2

Words and Images Together

Based on pp. 168-169

Materials Needed:

- none

Invite students to read *Exercise One* and to locate the comic art. Ask them to answer the questions by discussing in class the way the comic artists have used word and visual devices to tell their stories.

Next, invite students to re-read “A Day in the Life” by Wallace Ryan. Ask them to discuss the way the artist has used words and visual devices to tell his story.

How to Create Comic Art

Lesson Summary

Based on pp. 170-178

Students will learn “how to create comic art” in this lesson. They will learn the stages in producing comic art and will receive some specific tips on how to handle aspects of plot and tips on how to focus the various frames they will be creating. By the end of the lesson, students will be in a good position to create credible comic art.

Featured Artist Wallace Ryan

Based on pp. 654-657

Read the information about Wallace Ryan and examine and discuss the examples of his artwork. Invite students to complete the “Try It” and to keep their work in their portfolio. Students may wish to revisit this piece at the end of the chapter to reflect on it and reflect on the experience of creating comic art.

Activity #1 The Creative Spirit

Based on pp. 170-177

Materials Needed:

- none

Invite students to create a piece of comic art following the steps.

- Ask students to consider a plot, setting, and characters for their piece of comic art.
- Invite them to read and view “Comic Art” by Jennifer Morgan and to note how the artist creates her plot, setting, and characters.
- Encourage them to write a script for their piece of comic art.

Activity #2 “How To” Techniques

Based on pp. 172-175

Materials Needed:

- none

SR pages 172-175 provides students with concrete examples of “how to” draw characters and create settings.

- Invite students to follow the steps and complete the related exercises.
- Encourage them to use the characters and setting from their comic art in activity #1 as their models.

Activity #3

Following the Steps

Based on pp. 172-175

Materials Needed:

- none

Invite students to:

- create a first draft of their comic art
- revise their art
- ink their frames
- include the lettering
- publish their work in the classroom

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 176-178

- Jennifer Morgan is a visual artist and a freelance writer with fifteen years teaching experience. She has illustrated five books including the chapter book *Alcock and Brown* and *The Boy in the Middle*, by George Morgan. She has also written and illustrated *Almost Home: the Sinking of the S.S. Caribou*.
- Anne Meredith Barry was born in Toronto, Ontario. She attended a private school which balanced conventional schoolwork with art instruction. Following her graduation from the Ontario College of Art in 1954, Barry started painting on a regular basis. The Outports Arts Foundation led her to Newfoundland in 1971. She was intrigued by Newfoundland's rugged landscape and continued to visit the province to paint, make prints, and conduct workshops for Memorial University Extension Service and St. Michael's Printshop. In 1986, when St. Michael's Printshop was relocated from the Avalon Peninsula's Southern Shore to St. John's, Barry and her husband, John, bought and refurbished the original print shop building in St. Michael's and moved to Newfoundland permanently. Since then, Barry has contributed much to the arts community in Newfoundland and Labrador, concentrating on both painting and printmaking.

Settling In

Lesson Summary

Based on Topic 3.1 pp. 180-183

This lesson looks at the beginnings of a permanent population in Newfoundland and Labrador. It examines the reasons or factors why a resident fishery emerged. These factors are related to the British primarily, although the French were involved in the fur trade in Labrador until the Treaty of Paris when the land was given to the British. By the end of this lesson, students will recognize the push and pull factors for resident fishers settling into a new homeland.



Featured Art Form Comic Art

Explain to students that the featured art form in this chapter is Comic Art. The *Experiencing The Arts* activity in Topic 3.2 introduces students to the assignment in detail. In this lesson, invite students to prepare for that exercise. Invite them to examine the images in Topic 3.1 and to note how each image portrays its message.

Activity #1

Fishing Premises

Based on Fig. 3.1 p. 180

Materials Needed:

- BLM 3.01 Fishing Premises

As a class, examine and discuss.

- Invite students to work in pairs to research the structures shown and complete BLM 3.01 giving the definition and/or purpose of each structure. (An alternative would be to ask students to speculate on the definition/purpose of each structure and then research to discover the definition/purpose.)
- Invite students to share their findings with the class. Are they surprised by any of the activities performed at these fishing premises?

Note: Many of the definitions can be found in the Dictionary of Newfoundland English. This can be found online at <http://www.heritage.nf.ca/dictionary/>.

Activity #2

St. John's - A Growing City

Based on pp. 182-183

Materials Needed:

- BLM 3.02 St. John's Late 18th Century

Invite students to work with a partner to analyze Fig. 3.6. using the questions in BLM 3.02 as a guide. Following the analysis, ask students to:

- complete BLM 3.02 St. John's Late 18th Century
- present their conclusions to the class

Activity #3

Fur Trapping Present Day Newfoundland and Labrador

Based on p. 183

Materials Needed:

- <http://www.env.gov.nl.ca/env/wildlife/trapping/index.html>

Invite students to form small groups to discuss the role of fur trapping in the early settlement of Newfoundland and Labrador. Following this:

- Ask students to refer to the government website <http://www.env.gov.nl.ca/env/wildlife/trapping/index.html> to obtain the following information:
 - the main animals currently trapped on the island of Newfoundland
 - the main animals currently trapped in Labrador
 - two measures the Newfoundland and Labrador Government has brought in to ensure trapping remains a sustainable and humane activity
 - conduct a class discussion to present the information



Comprehensive Activity

Challenges of Settling In

Based on pp. 532-552

Materials Needed:

- BLM G.07 Conducting an Interview
- BLM 3.03 Settling In: A Comparison

A. After the cod moratorium in 1992, a large number of Newfoundlanders and Labradorians left their homes and moved, many of them to western Canada where the landscape and industry was very different from what they left behind.

- Invite students to, if possible, interview someone who left Newfoundland and Labrador for a different kind of life in western Canada after the cod moratorium. Use BLM G.07 Conducting an Interview for guidance.

Note: Many students will have relatives or family friends who moved to other places in the 1990s and early 2000s. The interview may be conducted in person, by telephone, email, etc. Ask students to assess "What were the push and pull factors for the move?"

- If students are unable to conduct the interview, invite them to research a community such as Fort McMurray, where many Newfoundlanders and Labradorians settled in western Canada, to learn of its growth. Some points to consider are: population growth, industries, community services, infrastructure needs and growth, housing, and transportation. Ask students to assess "What were the push and pull factors for moving to this new community?"
- Invite students to report their findings to the class and to consolidate those findings by noting the top two or three reasons for settling elsewhere.

B. The migratory fishery in Newfoundland and Labrador declined as a resident fishery emerged.

- Ask students to use BLM 3.03 Settling in: A Comparison to compare the “settling in” of resident fishers in the 17th to 19th centuries with the “settling in” of Newfoundlanders and Labradorians in another community after the cod moratorium in 1992.

C. Invite students to answer the following question in a written paragraph: Was it the push factors or the pull factors in each case that were most dominant for “settling”? Explain.

Note: Another approach to the Comprehensive Activity is to compare the resident fishery “settling in” to the resettlement programs of the 1950s- 1970s in Newfoundland and Labrador. Resettlement is explored on SR pages 532 - 552. There are also a number of Land and Sea episodes that deal with resettlement right up to the recent resettlement of Grand Bruit that could be used as resources.

Sample Answers

Based on p. 180-182

Lesson Opener

How would you feel if you were asked (or forced) to leave your family and friends to permanently settle in an unknown area?

- Apprehensive, as I would not know what to expect in an unknown area.
- Lonely, as I would miss my family and friends.

If you were to move today to a new country, what challenges might you face? How would you overcome them?

- Language might be a challenge. This could be overcome by learning the new language.
- Having no friends. I could make new friends who share similar interests.
- New customs and traditions. This could be overcome by studying and learning about the customs and traditions of the new country.
- The education system might be a challenge. I would need to meet with a guidance counsellor or someone in a similar position to help me choose the right courses and program for me.
- Different foods. I could overcome this by trying as many new foods as possible, and hopefully I would like many of them.
- Different climate. I could learn how to dress appropriately, etc.

Questions

1. *What was the most significant reason for the emergence of a resident fishery?*

- The most significant reason for the emergence of a resident fishery was the fact that merchants began to find it more profitable and less risky to supply resident fishers than to catch the fish themselves and bear the total costs and risks of the voyage. In this way, the merchants shared the risks among different people. Many smaller merchants moved to Newfoundland to conduct their business in person.

2. *How might our history have been different today if Britain had not been involved in wars with America and France in the latter part of the 1700'?*

- Our history might have been different today if Britain had not been involved in wars with America and France in the latter part of the 1700s because these wars were a major factor which led to permanent settlement in our province. If these wars hadn't occurred, perhaps the migratory fishery would have continued, and permanent settlement in our province would have been on a much smaller scale. Therefore, our population might be smaller today.

Those Who Settled

Lesson Summary

Based on Topic 3.2 pp. 184-19

This lesson identifies the origins of the main groups of Europeans who first settled Newfoundland and Labrador and why the various groups settled here. It describes how our province's original European settlers came almost entirely from two areas in England and Ireland, and discusses the push and pull factors which led these groups to immigrate to Newfoundland and Labrador in large numbers. Scottish and French immigration is also examined. The lesson concludes with an examination of the last three waves of European immigration, which occurred in the last half of the 18th century and the first half of the 19th century. By the end of this lesson, students will understand that European immigration to Newfoundland and Labrador increased in the eighteenth and nineteenth centuries so that permanent settlement became the norm and population growth then occurred from within.



Featured Art Form Comic Art

Based on p. 193

Invite students to read the *Experiencing The Arts* assignment. Explain this assignment covers three topics 3.1 - 3.3, and is due at the beginning of topic 3.5. In this lesson invite students to:

- review the reasons for the emergence of permanent settlement (topic 3.1) and decide which reason(s) they wish to use to create 2-3 frames for the comic essay
- review “how to create comic art”
- begin thumbnail sketches for their frames
- at the end of this lesson, choose one of the groups that immigrated to Newfoundland and Labrador
- select at least one push factor to include in a frame
- select at least one pull factor to include in a frame
- begin thumbnail sketches for their frames

Featured Artist Émile Benoit

Based on pp. 590-593

This lesson features Émile Benoit. Émile combines all the cultures discussed in this lesson through his music.

- Read the information on Émile Benoit .
- Think about how Émile brought joy to people through his music.
- Answer the “reflect” question on page 593. Students may share their answers with the class and reach consensus on “Does this reflect question still have relevance today?” Ask them to give examples.

Activity #1

The Immigration Experience

Based on p. 185

Materials Needed:

- none

Invite students to form small groups and complete the following:

- Examine the visuals on page 185. Read the accompanying text.
- Note the similarities and differences in the three experiences depicted.
- Research Ellis Island and Pier 21. Write a short paragraph on these two immigration stations. Include where they were located, how long they were in operation, and a couple of interesting facts about each.

Activity #2

Early Newfoundland Merchant Headquarters

Based on p. 186

Materials Needed:

- none

Invite students to work with a partner.

- Ask students to examine the quote on page 186.
- Invite students to speculate which communities were merchant headquarters.

Note: Examples would include Harbour Grace, Bonavista, Trinity, Carbonear, Burin, Brigus, Grand Bank, Harbour Breton, Placentia, Ferryland, etc.

Invite students to conduct research and write a brief report on one of these merchant headquarters. The report should include:

- where the community is located
- brief early history of the community
- information about the community today, including population and main economic activities
- Ask students to present their report in a small group setting.

Activity #3

Early European Settlement of Newfoundland and Labrador

Based on pp. 184-198

Materials Needed:

- none

A fact is something that is known to be true or can be proven. Historical evidence should be based on fact. An opinion is a belief that is not necessarily based on fact.

- Invite students to work with a partner. Ask each group to create a graphic organizer in which they make ten statements about early European settlement of Newfoundland and Labrador. Some of these statements will be facts and some will be opinions. Make sure they have at least one statement on each of the four European immigrant groups in this lesson.
- Ask each group to exchange their list with another group, which will identify each statement as fact or opinion.

- Then, invite both groups to get together to compare results, and come to an agreement on which statements are facts and which are opinions. Is it fairly easy to distinguish between the two types of statements?

Case Study:

French Place Names - A Lasting Legacy

Based on pp. 194-197

Materials Needed:

- none

Invite students to examine the French influence on community names throughout the province on pages 195-196. Deliberate the extent of this influence. Ask students to complete the case study questions on page 197.

Note: The heading for Category 2 page 196 contains an error. It should read “substantially” instead of “significantly”.



Comprehensive Activity Those Who Settled

Materials Needed:

- BLM 3.04 Population by District

Newfoundland and Labrador had a population of about 19000 at the start of the nineteenth century, with the largest concentrations occurring in Conception Bay and St. John's on the Avalon Peninsula. By the end of the century, the country had a population of approximately 220 000 people living in more than 1000 settlements scattered across the island and Labrador. In the early years, immigration accounted for most of the population growth, while in later years population growth was mainly a result of climbing birth rates from within the country.

A. Invite students to:

- examine a series of maps that depict European settlement during the 18th and 19th centuries
- note the patterns that existed

Invite them to make inferences about the following:

- who came
- places of origin and places of settlement
- numbers of immigrants from different nationalities

B. Using BLM 3.04 Population by Districts, and using a map of Newfoundland and Labrador, with place names, examine the change in population from 1836 to 1901. What conclusions can you make about the distribution of the population in relationship to who settled where? Use the information and inferences gathered in Part A of this activity to help make these conclusions.

C. Prepare a one minute speech in which you make observations about “those who settled” in Newfoundland and Labrador during the eighteenth and nineteenth centuries.

Teacher Notes

Based on pp. 185-191

- Pier 21 is located in Halifax, Nova Scotia. It operated as an ocean liner terminal and immigration shed from 1928 to 1971. The Pier was the primary point of entry for over 1 million immigrants and refugees from Europe and elsewhere, as well as the departure point for 496000 Canadian troops during the Second World War. The facility was informally known as the “gateway to Canada”. In 1999, it was reopened as Canada’s National Museum of Immigration, and was designated as a Canadian National Historic Site.
- Ellis Island is located in New York at the mouth of the Hudson River. From January 1, 1892 until November 12, 1954, it was the main entry facility for immigrants entering the United States. Twelve million immigrants entered the United States at this facility. It is owned by the federal government and is now part of the Statue of Liberty National Monument, under the jurisdiction of the United States National Park Service.
- A “youngster” was a young English or Irish apprentice to the fishery, who was generally hired for two summers and the intervening winter for about £18, his keep and a pair of long boots. A “master” was a man in charge of a fishing crew and the operation of catching and processing the fish.
- The “Great Famine” was a period of mass starvation, disease, and emigration in Ireland between 1845 and 1852. During this period, Ireland’s population dropped by 20-25 percent; approximately one million people died and another one million emigrated from Ireland.
- The United Kingdom is a constitutional monarchy and unitary state consisting of four countries: England, Northern Ireland, Scotland, and Wales.
- Hudson’s Bay Company is the oldest commercial corporation in North America. The company was incorporated by British royal charter in 1670. Its original name was The Governor and Company of Adventurers of England Trading into Hudson’s Bay. At one time, it was the largest landowner in the world, as it owned Rupert’s Land. Its headquarters was located at York Factory on Hudson Bay, and it controlled the fur trade throughout much of British North America (later Canada) for several centuries. The company had a network of trading posts.
- Donald Smith (Lord Strathcona) is best known as the man who drove the last spike in the transcontinental railway at Craigellachie in the Rocky Mountains in 1885. This railway connected Canada from west to east.

- William Carson was born in Scotland in 1770 and immigrated to Newfoundland in 1806. He was an important doctor and businessman in Newfoundland. He helped establish the first civilian hospital at St. John's, which opened in 1814. Between 1820 and 1832 he, along with others, led the movement in Newfoundland's struggle for representative government.
- John MacLean worked in Labrador for the Hudson's Bay Company, which he joined in 1820-1821. He was the first white man to journey overland from Ungava Bay to Hamilton Inlet in 1838, and in 1839 he became the first white man to visit the Grand Falls (today known as Churchill Falls).
- Baine, Johnston and Company was one of several Scottish merchant firms active in Newfoundland and Labrador during the nineteenth century. From the beginning, Baine, Johnston and Company was a fisheries supply and general trade operation, importing goods from abroad and exporting fish to foreign markets. The firm operated out of St. John's.
- John Munn and Company of Harbour Grace was one of the most successful firms in Conception Bay in the nineteenth century. Established in 1833 by William Punton and John Munn, both Scots, the firm may have been the largest outpost firm of its day. The firm was involved in the cod fisheries, both the inshore fishery and the Labrador fishery. It supplied vessels and crews and marketed the product. The company was also involved in the seal fishery, and John Munn was one of the first people in Conception Bay to invest in steam vessels for this purpose.

Sample Answers

Based on pp. 184-199

Lesson Opener

What countries of origin are represented in your community or region?

- Compile a class list first, and then ask students if they know of any other countries of origin for other people in the community or region. Count the countries.

What is your family's ancestry?

- Answers will vary. Compile a class list, and rank order the ancestry of students in the class.

Case Study Questions

1. What is the extent of French influence on place names of Newfoundland and Labrador?

- The influence of the French on place names of Newfoundland and Labrador is extensive. There are over 150 communities in the province which originally had a French name.

2. Look at the names on the list that have changed slightly (category 1) or substantially (category 2). List three factors which might account for this change. Which might be the most important factor? Explain.

Three factors which might account for these changes:

- Many communities changed from a French name to an English name as more people of English origin (including Irish and Scottish) became residents of these communities.
- The French had less influence in the province after the French Treaty Shore disappeared in 1904.
- Many French fishers left the trade or transferred to the offshore bank fishery based at Saint-Pierre.

The most important factor could be the fact that many communities became populated by large numbers of English residents. These residents changed the names to English as they could pronounce the name easier. English influence became more prominent in the province than French influence. Most residents of the province spoke English.

3. Do you think communities today should go back to their roots and change the names of the communities to the original names? Support your reasoning.

- I don't think communities should change the names of their communities back to the original names. This would create confusion. Maps showing the new names would have to be produced. Road signs would have to change. Even town stationary and crests would have to change to reflect the new name. In some cases, towns have amalgamated to form larger towns, but if all the communities in these lists changed their names, it would require significant changes. Also, most of these communities have been officially known by the name they have now for a long period of time.

Questions

1. What were the main reasons the English, Irish, Scottish, and French immigrated to Newfoundland and Labrador?

Reasons why various groups immigrated to Newfoundland and Labrador:

- Main reasons for English immigration:
 - There was a surplus of labour and much underemployment in England.
 - Some of these men found seasonal employment in the migratory fishery and chose to immigrate to Newfoundland and Labrador.
 - Britain's demands for fish increased, and merchants recruited men for employment in the fishery as servants and planters. Terms of employment often required the men to stay in Newfoundland for several years.

- Main reasons for Irish immigration:
 - There was a desire to escape hardship at home.
 - A series of crop failures devastated the Irish countryside and there was little work to be found in the towns.
 - Peasants were finding it more difficult to subdivide their land among their sons into farms that were economically viable.
 - The Newfoundland migratory fishery provided employment, and some of these men immigrated to Newfoundland and Labrador.
- Main reasons for Scottish immigration:
 - After Scotland joined with England in 1707 to form the United Kingdom, several Scottish firms began trading with Newfoundland.
 - Some Scots migrated to Labrador to work for the Hudson's Bay Company.
 - When land in Cape Breton became scarce, some Scottish migrants moved across the Cabot Strait to Newfoundland's southwest coast.
- Main reasons for French immigration:
 - The French were one of the earliest participants in the migratory fishery, and some of these men deserted the fishery and settled in Newfoundland.
 - Migrants from Saint-Pierre et Miquelon settled on the Treaty Shore.
 - Acadian fishers and farmers, descendants of French people who had settled in the Maritimes and Maine, came to Newfoundland and intermarried with French settlers and local Mi'kmaq.

2. *What ethnic group(s) settled the region in which you live? If your region is not represented by either of these early groups, speculate why this is the case.*

- English and Irish settled the region in which I live. (Some reasons why some regions were not represented by either of the early groups could be: in Labrador, there were mostly Aboriginal peoples until later; the early groups settled along the coast of Newfoundland, so there was very little inland settlement.)

3. *What inferences can be made from the data in fig. 3.7 regarding English, Scottish and Irish settlement patterns?*

- Most of the Irish settled in several areas on the Avalon Peninsula, with a few settling on the southeast and northeast coasts of the island. The English settled mainly on the northern Avalon Peninsula and the northeast coast of the island, with a few settling on the southeast coast of the island. The Scottish settled mainly on the island's southwest coast, with some settling on the Avalon Peninsula.

4. *Why was it mostly Irish (as opposed to English) who left Newfoundland in the 1880s? Why might those individuals have tended to emigrate to the United States?*

- It was mostly Irish who left Newfoundland in the 1880s because the Irish had arrived later than the English. Some of the communities they settled tended to be inferior in terms of location close to productive fishing grounds and other required resources, and many couldn't find work. These individuals tended to emigrate to the United States because employment could be found in the cities of the northeast coast, which were beginning to industrialize at this time, and they were influenced by family members who were migrating there.

5. *Describe the patterns of internal migration. Is this process still evident today? Explain.*

- Internal migration occurs when people move from one area to another within the same nation, state, or province. This process is still evident today. For example, some people move from the outports to larger centres to find jobs, better health facilities, etc. Other people move from urban to rural areas to enjoy a slower pace of life.

The Resident Fishery

Lesson Summary

Based on Topic 3.3 pp. 200-213

This lesson discusses the beginnings of the resident fishery in Newfoundland and Labrador, which began mainly as a shore fishery. New technologies and innovations impacted the shore fishery and led to the commercial prosecution of other fisheries which began during this time period, specifically the Labrador fishery, the seal fishery, and the bank fishery. The lesson discusses how each of these fisheries was prosecuted. The lesson concludes with an examination of other Newfoundland and Labrador exports provided by the sea. By the end of the lesson, students will know there were four main types of fisheries in Newfoundland and Labrador during this time period and will understand the impact of these fisheries on Newfoundland and Labrador.



Featured Art Form Comic Art

In this lesson students have learned there were four main fisheries in Newfoundland and Labrador.

- Invite students to select one of the fisheries to represent in their comic essay.
- Invite students to determine 2-3 frames they would like to sketch.
- Ask students to begin their thumbnail sketches of these frames.

Featured Artist

David Blackwood

Based on pp. 594-597

This lesson features David Blackwood.

- Read the information on David Blackwood.
- Examine the samples of his work.
- What is the main inspiration for his work? How is this inspiration reflected in the samples presented here?
- David Blackwood uses line drawings in many of his works.

Try using this method in your own sketches for your comic essay as you work through the “Try It” section for this artist.

Activity #1

Comparison of the Shore Fishery, Labrador Fishery, Seal Fishery, and Bank Fishery

Based on pp. 200-211

Materials Needed:

- BLM 3.05 Comparison of Shore Fishery, Labrador Fishery, Seal Fishery, and Bank Fishery

This activity explores the four main fisheries which occurred in Newfoundland and Labrador throughout the nineteenth century. Ask students to form small groups.

- Invite students to read the text and examine the accompanying visuals related to each fishery.
- Invite students to complete BLM 3.05 Comparison of Shore Fishery, Labrador Fishery, Seal Fishery, and Bank Fishery as they consider the information presented in the Student Resource.
- Ask students to compare their findings with the class.

Note: This activity is also question #1 on page 213. It is suggested that students complete this activity as they progress through the lesson.

Activity #2

Family Involvement in Fishery

Based on pp. 200-213

Materials Needed:

- none

The nineteenth century inshore fishery used family members for both catching and curing the fish. Invite students to work with a partner to examine the visuals throughout this lesson.

- What evidence of family members helping with the inshore fishery or any other fishery do they see?
- Invite students to create a visual depicting the roles of family members in the shore fishery during the nineteenth century. (Note: This can be an individual or joint assignment.)

Activity #3

Labrador Fishing Dwellings

Based on Fig. 3.44 and Fig. 3.45
p. 204

Materials Needed:

- BLM 3.06 Photographs of Sod-covered Dwelling and Labrador Livyer's Dwelling

Invite students to work with a partner to examine the visuals of a sod-covered dwelling and Labrador livyer's dwelling on SR page 204.

- Ask students to complete BLM 3.06.
- Invite students to present their findings in a larger group.



Comprehensive Activity Technology Impacts

Materials Needed:

- BLM 3.07 Impacts
- NL Studies Website

Invite students to research two technologies used in the fishery today. How do these technologies work? What advantages do they give the fisherman in getting his/her quota in the fishing industry? What disadvantages are there for the fishing industry? Ask students to identify how long the technology has been used.

In order to prosecute a particular fishery or to prosecute a fishery profitably, both fishers and merchants needed to have a good season.

- Invite students to research the four main fisheries in Newfoundland and Labrador during the resident fishery and to explain how technology influenced both the fishery and the people involved in it. Use BLM 3.07. Ask students to identify how long the technology was used.

Note: This may be done individually or in small groups as the teacher dictates.

- In small groups invite students to compare the use of technology in the 1800s to the use of technology today.

Extension: Invite students to interview a person engaged in the shrimp or crab industry today. Ask them: “What do you see in the future for the shrimp/crab industry?” “Are there similarities in this industry to the cod fishery before the moratorium?”

Teacher Notes

Based on p. 200

- Dorries were the boats of choice for Newfoundland fishermen involved in the Grand Banks fishery. Although they are rare now, years ago they were a common sight around the coves and harbours of Newfoundland. Dorries were handmade.
- The cod trap was a new technology introduced in the 1870s. The invention of the cod trap (1866) is most generally attributed to Captain William Whiteley, an American who fished at Bonne Esperance, an island off the coast of Labrador, in what is now Quebec. The first cod traps were attached to salmon weirs, but they soon were used alone. The cod trap confined cod in a seine near the shore and fishermen could then remove the cod when convenient. The cod trap was a box-like arrangement of fishing nets. Once fish entered the trap, it was virtually impossible for them to leave. Several fishers could work together to set the trap, and then return to remove the fish and bring them to shore to process. While still physically demanding work, it was possibly not as tiresome as hand lining or jigging for cod for hours at a time. The cod trap was located close to shore, where it waited for the fish to swim to the berth allotted to the fishermen. These berths were located in areas which had a history of being good fishing grounds. A cod trap could catch up to 100 quintals (5 tones) of fish in one haul. This amount would have been considered a good catch for an entire season previous to this invention.

Sample Answers

Based on p. 200-213

Lesson Opener

What role does the fishery play in the province today?

- In 2012 the value of the Newfoundland and Labrador seafood industry was approximately \$1 billion and employed approximately 20 000 people in its various sectors. Many different species of fish make up the seafood industry, including: shrimp, snow crab, lobster, mussels, Atlantic salmon, trout, cod, halibut, etc. Aquaculture is also occurring in various areas of the province.

What are the best arguments for and against continuing the seal hunt today?

- Arguments for the seal hunt: Seals are not an endangered species. Hunting helps control seal populations. The seal hunt is regulated. Seals are a source of Omega-3s. Seal hunt employs over 6000 people a year on a part-time basis, and contributes to the income of sealers. Some northern residents depend on the seal hunt. Seal meat is an important source of food for residents of some small coastal communities.
- Arguments against the seal hunt: The seal hunt is cruel, as seals are clubbed to death. The seal hunt could be a long-term threat to the survival of the harp seal species.

Questions

1. Compare the shore fishery, banks fishery, Labrador fishery, and seal fishery in terms of (a) where each fishery happened, (b) time of year, (c) how it was done (equipment, people involved), (d) dangers involved, and (e) reasons for decline. Organize your answers in a chart.

- Comparison of the shore fishery, banks fishery, Labrador fishery, and seal fishery:

	Where Prosecuted	Time of Year	How it was Prosecuted	Dangers	Reasons for Decline
Shore Fishery	Close to shore	Late spring to early fall	Used small boats and gear such as hand lines and cod traps; family members were involved	Boats capsizing and sinking, bad weather	Overfishing
Labrador Fishery	Coast of Labrador	During the summer months	Used large schooners, jack boats and bully boats; stationers set up living quarters on shore and fished each day from small boats; floaters lived and fished on their vessels, sailing up and down the Labrador coast; some brought families with them to help cure the fish	Rough weather and storms; boats capsizing and sinking	Overfishing; use of more efficient gear; exploiting new fishing grounds; fish from Iceland and Norway arrived at market earlier than fish from Labrador; introduction of steamships – shippers loaded steamers with fish at Labrador and sent directly to market, which meant that fish was often imperfectly cured and more difficult to sell
Seal Fishery	Originally near the shore; major spring hunt occurred along the south Labrador coast, the Strait of Belle Isle, and the Newfoundland coast north of Twillingate (known as the “front”)	Fall and early winter for land-based fishery; spring for the “front” seal hunt	Land hunt – used nets, or went out on the ice to catch seals; spring commercial fishery – used schooners to sail to the “front”, where sealers would leave the boat to go over the ice floes to kill seals and bring them back to the ships; ships would return to port when they had a full load or when the hunt ended	Vessels were lost due to storms or being crushed by ice; dangers on the ice floes for sealers included falling into the water, drowning, being left on the ice floes or getting lost and freezing to death; sealers may be on the ice for up to 12 hours and had to fight their way back to the ship through blinding snow and fierce winds, or fog	Herds were being over-hunted; prices for seal oil fell as petroleum products were developed; recently anti-sealing protests have seriously weakened the market
Bank Fishery	Grand Banks	March to October	Used larger boats such as schooner; dories were launched from larger boats with 2-3 crew members who used hand lines, jiggers or trawl lines; left large boat each morning and returned several times a day to unload catch: at sea for weeks at a time	Gales and rough weather; dory crews getting lost in fog or storms; large ocean liners could accidentally capsized or run down dories and schooners in fog	Inferior grade of fish; competition from Norway and Iceland

2. *During the 1800s several technologies were introduced to the fisheries. What impact did these innovations have on the respective fisheries? Who benefited the most? Who may have been disadvantaged by these changes?*

- New technologies such as the cod trap meant that more fish could be caught more easily and in a shorter time frame. Schooners and other large boats meant that the fisheries could be carried out further from shore for longer periods of time, and more fish could be caught. This led to over-exploitation of fish stocks. The people who benefited the most would have been the wealthy fishers and merchants, who could afford the new technologies required, such as cod traps, schooners, and bully boats. Those who may have been disadvantaged were the majority of ordinary fishers, who didn't have the capital to invest in the new technologies.

3. *Overfishing is a serious matter today, however, it is not a new phenomenon. What were the consequences of overfishing in the 1800s? How did this affect the life of the fisher?*

- Overfishing in the 1800s resulted in depletion of fish stocks. This affected the life of the fisher. Many fishers had to move from fishing grounds within the large bays to outer headland areas. Others had to migrate to Labrador to fish during the summer, which eventually led to further depletion of stocks. Some of the fishers resettled, while others were away from home for long periods of time. Many fishers became dependent on employment in activities such as the seal hunt to supplement their income in the off-season. Overfishing also meant that some fishers would have to leave the fishery and find other full-time occupations.

The Economics of Saltfish

Lesson Summary

Based on Topic 3.4 pp. 214-219

This lesson examines the importance of saltfish and international trade of this product to the Newfoundland economy during this time period. Students will study the international markets for Newfoundland saltfish and the reasons for Newfoundland's success. The reasons Newfoundland's share of the market declined in the late nineteenth century are also discussed. The lesson concludes with an examination of the merchant's role in the fish-exporting trade. By the end of this lesson, students will understand that saltfish was the mainstay of Newfoundland and Labrador's economy for this time period and that international factors affected both the rise and fall of the saltfish industry.



Featured Art Form Comic Art

Encourage students to finish their thumbnail sketches and to then sketch their essay frames based on their thumbnails. Remind students their essay is due at the beginning of Topic 3.5.

Activity #1

Saltfish Markets

Based on pp. 214-215

Materials Needed:

- http://www.heritage.nf.ca/society/salt_fish_markets_1850.html

Invite students to work in pairs and examine the map on SR page 214, which shows the main markets for Newfoundland and Labrador saltfish in 1814.

- Rank the markets in importance, by amount of fish exported there.
- Read the material found online at http://www.heritage.nf.ca/society/salt_fish_markets_1850.html.
- Write one or two general statements about changing saltfish markets for each of the following time periods:
 - 1815-1850
 - 1850-1900
 - 1900-1914

Activity #2

Making (Curing) Saltfish

Based on p. 215

Materials Needed:

- <http://www.downhomelife.com/article.php?id=1034>

Invite students to conduct research to find out how to make or “cure” saltfish.

- Ask students to create a graphic organizer to show the steps required to obtain the finished product (saltfish). Students may use a website such as the one above, or interview a fisherman to acquire the information.
- Encourage students to find several pictures of this curing process to display with their graphic organizers.
- Display the projects in the classrooms.
- Have a gallery walk to examine the projects.

Activity #3

The Credit System (Truck System)

Based on pp. 218-219

Materials Needed:

- http://www.heritage.nf.ca/society/truck_system.html
- BLM 3.08 Newfoundland Truck System

The truck system was a credit system begun in Newfoundland in the nineteenth century between the fishers and the merchants.

- Invite students to work with a partner.
- Ask students to read the text on SR page 218 and the article found online at http://www.heritage.nf.ca/society/truck_system.html.
- Invite students to complete BLM 3.08 Newfoundland Truck System.
- Invite students to deliberate the Newfoundland Truck System as a class discussion.
- Conduct a vote to determine how many students think the Truck System was predominantly a beneficial or harmful system at the time.



Comprehensive Activity The Economics of Fish

Materials Needed:

- Annual report(s) for the fishery in Newfoundland and Labrador www.fishaq.gov.nl.ca
- Other government documents found at www.fishaq.gov.nl.ca
- BLM 3.09 Fishery Comparison Chart

A. In the 1800s saltfish was king. Invite students to form small groups and to create a chain diagram to show the process from catching the fish to getting it to market.

B. How does the fishery operate in the 2000s compared to how it operated in the 1800s? Is there a “king” fish today?

- Invite students to form small groups. Invite them to visit the Newfoundland and Labrador government website and examine information related to the fishing industry today. Ask students to create a chain diagram to show the process from catching fish to getting it to market in today's world.
- Invite the groups to compare the fishery of the 1800s to the fishery today. Students may use BLM 3.09 Fishery Comparison Chart for this purpose. Students will compare various aspects of the fishery today with the fishery in the 1800s in the following areas: type of fish caught, how fish is processed, who owns the fish, contribution of fish to the economy, and the challenges faced by the fishing industry. Students should then be able to make inferences about the industry today compared to the industry in the 1800s.

Note: teachers may download the pertinent information from the site if needed.

C. Invite students to use the information they have gathered to conduct the following debate: "The economics of the fishery in Newfoundland and Labrador has not changed since the 1800s."

Teacher Notes

Based on pp. 215-219

- The Amazon River is in South America. It is the second longest river in the world and has the highest volume of water flowing through it. The Amazon Basin covers 40% of South America. The Parana River is in South America, and flows through Brazil, Paraguay, and Argentina. The Tagus River is located on the Iberian Peninsula in southern Europe and flows through Spain and Portugal. The Po River is located in Italy.
- Culling occurred when a culler hired by the merchant ranked the fish into grades, each of which fetched a different price per quintal (112 pounds).
- The Ryan Premises is a restored merchant's premises in Bonavista, which commemorates the role of the east coast fishery in Canadian history. James Ryan Ltd. was extensively involved in the inshore fishery, general merchandising, and other economic pursuits typical of outport merchants in Newfoundland. Today the Ryan Premises is a National Historic Site of Canada, maintained and operated by Parks Canada.

Sample Answers

Based on p. 214-219

Lesson Opener

To what extent do people rely on credit today?

- Most people rely on credit today. There are numerous credit cards available. Even some young people who are still living at home have credit cards. People take out mortgages for their home and buy cars, furniture, and groceries on credit. Many people book travel on credit, as well.

Why were merchants considered prominent citizens in Newfoundland communities?

- Merchants were considered prominent citizens because they were wealthy, supplied fishermen and their families with supplies for the year, employed people in the community, and made donations to community organizations. Some merchants were involved in politics.

Questions

1. What combination of factors did fishers need to produce merchantable saltfish? Over which factors did the fishers have control?

- Merchantable saltfish was the highest grade of saltfish. Merchantable saltfish was produced by inshore fishers who could fish near their homes. The fish was lightly salted and hard dried in the sun. The fishers had control over starting the curing process as soon as the fish was caught and how much salt they used in the curing process. The fishers had no control over the weather, as good weather was needed to properly cure the fish

2. Towards the end of the 1800s, many of the larger firms made the shift from directly selling to planters to being wholesalers. What were some possible advantages in this shift?

- Possible advantages of the shift from larger firms selling directly to planters to being wholesalers included: fishers could now deal directly with a local merchant instead of a merchant who may live miles away; large merchant firms could share the workload with smaller outport merchants, allowing the larger firms to diversify their investments and their products; outport merchants made more money from the fishery.

3. What reasons might account for a fisher having a bad year, and not being able to break even or earn a profit?

- A fisher would have a bad year if he did not catch enough fish. This could be due to having his traps set in a poor fishing area, a lack of fish, illness, or inclement weather for a period of time. Any of these factors may contribute to the fisher not being able to break even or make a profit.

4. Outport merchants took many risks. Which risks could they control? Which risks could they not control?

- Outport merchants took many risks. They could control how much they paid the fisher for his fish, how many supplies they would provide to the fishers, and how long they would carry a fisher who was in deficit. They could not control how much fish the fisher caught each year, or the market price for fish.

5. *Overall, was the credit system fair? Explain.*

- Overall, the credit system was fair. The fisher did not get any money for his fish, but he did get credit from the local merchant. As few fishers could afford to outfit themselves for the fishery, this system allowed the fisher to receive household and fishing supplies from the merchant. The merchant secured a supply of fish. The merchants were taking risks, as well. Some fishers may have a series of bad years, and never be able to pay their debts. In these cases the merchant lost money, and had to stop giving credit to the fisher. Thus, it appears that the credit system was, for the most part, fair to both fishers and merchants.

Lifestyle and Culture

Lesson Summary

Based on Topic 3.5 pp. 220-227

This lesson deals with the lifestyle and culture of resident fishers in the late 1700s and 1800s. It examines the new way of life as communities took shape. The seasonal round for a typical fishing outport is presented. Students examine local government and justice, religion, health, education, social class, and culture and identity. By the end of this lesson, students will have gained an understanding of how people in the 1800s began to develop a national culture as their lifestyle became more cohesive.



Featured Art Form Comic Art

As students work through this lesson, ask them to select one aspect of each heading to create a frame for their lifestyle and culture comic essay. Remind students that the frames must present a cohesive picture of life in Newfoundland and Labrador in the 1800s. Inform students this assignment is due at the end of Topic 3.6.

Invite students to:

- select their aspect for each heading
- create a thumbnail sketch for each frame

Activity #1

Influence of Religion

Based on p. 223

Materials Needed:

- none

Invite students to work with a partner and review the text on SR page 223. Consider the following:

- two main religious denominations at the beginning of European settlement
- other religious denominations which gained prominence during the nineteenth century
- how the presence of different religions led to tension
- how churches shaped various aspects of Newfoundland and Labrador culture during the nineteenth century

Invite students to write a paragraph to answer each of the following questions:

- “Do churches exercise the same influence over the culture of our province today?”
- “Today, there are many religions present in Newfoundland and Labrador. Does religious tension exist in Newfoundland and Labrador today?”

Activity #2

Education

Based on p. 225

Materials Needed:

- none

Invite students to read the text and examine the visuals on SR page 225.

- List at least three differences between education during the 1800s and education today. Then invite students to work with a partner and share their lists.
- During the 1800s, there was low school attendance. What two reasons for the low attendance are given on SR page 225? Speculate at least two other reasons for the low school attendance.
- As a class, discuss the differences in education then and now, and the reasons for low attendance rates.
- Deliberate as a class why some children do not have regular attendance at school today.

Activity #3

Communication and Culture

Based on pp. 226-227

Materials Needed:

- BLM G.01 Constructing a Timeline

Invite students to work with a partner. Ask students to discuss the text on pages 226-227 and examine Fig. 3.82.

- Invite students to list two obstacles to communication in Newfoundland and Labrador during the nineteenth century.
- Ask students to create a timeline which shows major developments in communication in Newfoundland and Labrador from 1805 to the 1880s. Students should use BLM G.01 to assist them.
- Invite students to select the most significant means of communication developed during this time period. Write a paragraph defending their choice.
- Display timelines and paragraphs in classroom.



Comprehensive Activity

Towards A National Culture

Materials Needed:

- NL Studies website

Lifestyle is the way in which a person or group lives. Lifestyle reflects a person's values and attitude.

A. Invite students to research the lifestyle of people in the 1800s. Choose four of the following headings and write a description of the lifestyle related to those headings.

- government/justice
- religion
- health
- education

- communication
- culture
- social class

B. Ask students to think about their lifestyle. Choose the same four headings they researched for the 1800s and write a description of their lifestyle.

C. Identify three similarities in their lifestyle and the lifestyle of someone in the 1800s and identify three differences in those lifestyles. Answer the question; “How does lifestyle reflect culture?”

Teacher Notes

Based on p. 225

- Newfoundland School Society was established in 1823 by a merchant named Samuel Codner, an English merchant who had first come to Newfoundland in 1788. He was inspired to help Christians in British colonies. The Newfoundland School Society had great success on the island, and opened its first school in St. John’s in 1823. Applications for new schools poured in to the society from rural Newfoundland and, within ten years, 43 Newfoundland School Society schools had been built on the island, with an enrolment of approximately 7000 children in daily schools and 4700 in Sunday schools. The Newfoundland School Society began to dissolve in the late 1800s, and by 1923 what was left of the society merged into a denominational school system known as the Church of England schools.
- Benevolent Irish Society was founded in 1806 at a meeting held at the London Tavern in St. John’s. Membership was open to adult male residents of Newfoundland who were of Irish descent, regardless of religious affiliation. The BIS was a fraternal, charitable middle-class organization, which wanted to help the growing number of poor in St. John’s and provide for members’ families in need. While the vast majority of Irish were Roman Catholics, most of the BIS executive members were Protestant. By the 1820s Roman Catholics were predominant in the organization. The BIS opened the Orphan Asylum School in 1827 for the support and education of orphan children. Prominent members of the organization included John Kent and Patrick Morris, who was president for fifteen years.

Sample Answers

Based on p. 220-227

Lesson Opener

What are the advantages and disadvantages of “winter housing”?

- Advantages: fuel and shelter for the winter, could hunt and trap animals, protection from harsh coastal weather
- Disadvantages: had to leave summer residences unattended, had to leave equipment, tools, etc. at their summer residences, had to take provisions/supplies with them, had two homesteads to maintain

In 1900, less than 50 per cent of children under age 15 attended school. Today more than 90 per cent attend. Why might this shift have occurred?

- In 1900 children were often needed to help their parents earn a living in the fishery or other occupation. Today children under the age of 16 are required by law to be in school. Parents are not allowed to keep the children at home to help with work.

Questions

1. *"The resident fisher's life was a hard life."*

a. *What evidence in the text supports this statement?*

- "The resident fisher's life was a hard life." Fishers had to work from dawn until night, seven days a week. They had to row to the fishing grounds, jig for cod, and then row back to shore with their catch. Then the fish had to be split, gutted, and salted. The fish also had to be spread on flakes. The fisherman had other tasks to perform such as harvesting and storing crops, hunting, harvesting timber for firewood, and making repairs to equipment and buildings.

b. *Compared to the life of a migratory fisher, was the resident fisher's life any easier?*

- The resident fisher's life may have been easier than the migratory fisher. The migratory fisher often had to leave his home and family for the whole fishing season and journey across the Atlantic Ocean from Europe to Newfoundland. At least the resident fisher got to spend the nights at home with family. Both lifestyles, though, were physically demanding.

2. *Examine the visuals in fig. 3.80 and 3.81. Speculate as to which social class is represented in each visual. What evidence did you use to determine this?*

- In fig 3.80 the social class represented is the upper class. The children are wearing fancy clothes. One child is reading a book and the other is drawing. Children from lower class families would be too busy helping with the chores to have leisure time as pictured here. The top picture in fig 3.81 shows an upper class family or group, whereas the bottom picture shows a lower class group. The evidence I used to support this would be the clothing and the housing, both of which are more elaborate and sophisticated in the top photograph.

3. What aspects of present-day Newfoundland and Labrador culture and identity have their roots in this time period?

The aspects of present-day Newfoundland and Labrador culture and identity which have their roots in this time period include:

- Outport communities located along the coast.
- Fishery combined with other occupations (outport adaptation).
- Division of the province into districts and zones.
- Influence of the organized churches on various aspects of life.
- Beginnings of the health care system (back then, most doctors were in St. John's; today most specialists are in St. John's).
- Establishment of denominational schools, which lasted for 150 years until this system was abolished by a referendum in 1997, and a public, non-denominational school system was established.
- Emergence of a middle class.
- Distinctive dialects and different names for some objects in different areas of the province.
- Beginnings of communication systems and methods, many of which still exist today (with upgrades).

Worlds Collide

Lesson Summary

Based on Topic 3.6 pp. 228-245

This lesson examines the interactions which occurred between Europeans and Aboriginal peoples who inhabited the area now known as Newfoundland and Labrador. Students will examine and discuss interactions with each Aboriginal group separately – Inuit, Innu, Beothuk, Mi'kmaq, and the beginnings of a new Aboriginal group, the Metis (today NunatuKavut). By the end of this lesson, students will understand that during this time period interactions between Europeans and most Aboriginal peoples had both positive and negative effects. For the Beothuk, it contributed to the extinction of their race.



Featured Art Form Comic Art

Invite students to use their thumbnail sketches to create their 6-10 frames for their lifestyle and culture essay. Remind students to:

- review “how to create comic art” as needed
- ink in their sketches
- use minimal words and phrases that will tell their story
- use the technique of shading to add depth to their frames

Featured Artist William Hind

This lesson features William Hind, a recording artist. Hind used an early camera to photograph his subjects. From the photographs he created sketches, paintings and drawings. Invite students to:

- Read the information on William Hind (SR page 640).
- Think about how Hind combined the art of photography with the art of drawing and painting to create his works. Do you think his work creates an authenticity that he would not otherwise be able to capture?
- Complete “Try it” on SR page 641. Students may use a photograph from a previous lesson, may create a new photograph or may use the skills learned in “Comic Art” to sketch a subject first.

Activity #1

The Moravians in Labrador

Based on pp. 228-229

Materials Needed:

- BLM 3.10 Moravian Influence on Labrador Inuit
- <http://collections.mun.ca/cdm4/description.php?phpReturn=typeListing.php&id=166> (Labrador Inuit through Moravian Eyes).

The Moravians first came to Labrador in the latter part of the 18th century. They established their first mission at Nain in 1771.

- Invite students to review the text on pages 228-229 and conduct research to complete BLM 3.10 Moravian Influence on Labrador Inuit.
- Invite students to discuss their findings with the class.

Activity #2

European Influence on Innu

Based on pp. 230-231

Materials Needed:

- none

An increased European presence in the 1800s brought changes to Innu society, culture, and lands. Invite students to work with a partner and examine the visuals on pp. 230-231.

- What are the European influences on Labrador Innu society and culture depicted in these visuals?
- What are the examples of Innu influence on European culture?
- Meet with another group and share your conclusions.

Dimensions of Thinking:

Examining Moral Issues

Based on pp. 234

Materials Needed:

- none

Invite students to form small groups and discuss the text on page 234, Dimensions of Thinking.

- Examine the concept of moral judgment.

Note: Students need to be aware that moral judgments about the past must be sensitive to historical context, and determining cause is different from assigning responsibility.

As a group, debate the questions in this Dimension of Thinking.

Activity #3

Beothuk

Based on pp. 232-235

Materials Needed:

- BLM G.02 Journal Writing

Invite students to write a speculative journal entry on the Beothuk experience in Newfoundland. Ask students to include (but not be limited to) the following:

- reasons why Beothuk culture became extinct in Newfoundland
- attempts made to make peace with Beothuk and why these attempts failed

Note: It is very important that students are aware that ethical judgments of past actions are made by taking into account the historical context of the actors and actions.

Case Study:

Beothuk-Settler Interaction

Based on pp. 236-239

Materials Needed:

- BLM 3.11 Charts for Beothuk-Settler Case Study

This case study gives six accounts of interactions between Beothuk and English settlers. Review primary sources and secondary sources with students. Ask students to form small groups and complete the following:

- Explain and debate the quote on page 236.
- Read and discuss each written account.
- Examine Fig. 3.101.
- Answer the case study questions on page 239. Students may use BLM 3.11 Charts for Beothuk-Settler Case Study.
- As a class, discuss the answers to the questions.

Activity #4

Mi'kmaq

Based on pp. 240-241

Materials Needed:

- none

Invite students to examine the text and visuals on pages 240-241.

- Write two paragraphs.
 - In paragraph #1, summarize Mi'kmaq interactions with Europeans during this time period
 - In paragraph #2, compare Mi'kmaq and Beothuk interactions with Europeans
- Meet with another student to exchange, read and compare each other's paragraphs.

Activity #5

Metis (NunatuKavut)

Based on pp. 242-245

Materials Needed:

- none

Metis combined aspects of European culture with Inuit and Innu culture. Invite students to work with a partner.

- Construct and complete a graphic organizer that illustrates aspects of European, Inuit, and Innu culture which combined to create a unique cultural lifestyle.
- Describe in general terms the area of Labrador where Metis lived in the 1930s. Compare this with the locations of Metis communities today.



Comprehensive Activity

Collisions: Their Unexpected Effects

Materials Needed:

- none

Think about the word “collide”.

A. Invite students to:

- Create a class word web that shows the words one might associate with “collide”.
- Create a second web that shows words that might be the consequences of “colliding”.

B. The topic for this lesson is “Worlds Collide”.

- Ask students to examine the words in the second web. Ask them to speculate how the words in this web can relate to the lesson topic.
- Ask each student to write two to three sentences that describe how “worlds” can collide. Ask them to include an example.

Note: Teachers may wish to give a modern day example to help students get started. Examples could include the Afghanistan conflict, the Middle East conflict, the Arab Spring conflict, etc.

C. Ask students to consider the consequences of the worlds of Aboriginal people of Newfoundland and Labrador colliding with the world of Europeans.

Note: Students have already studied where Aboriginal people lived in Newfoundland and Labrador and where Europeans settled.

Invite students to answer the following questions using a graphic organizer of their choice.

- What might be the consequences for each Aboriginal group in Newfoundland and Labrador as their world collided with the world of Europeans?
- What might be the worst consequence of interaction?
- What might be the best consequence of interaction?

Note: Further information can be found at www.heritage.nf.ca/aboriginal

D. Inform students that Beothuk became extinct, in part, as a result of these interactions. Invite students to consider the moral justification of European encroachment on Aboriginal lands.

- For each group, Beothuk, Inuit, Innu, Mi’kmaq, and Metis, identify one major interaction with Europeans. Discuss all the following that apply:
 - Were Europeans justified in their actions?
 - Was the interaction violent? If so, was the Aboriginal group justified in its action?
 - How did the interaction impact each group?
 - Could this happen today? Why or why not? What might be the impact of this happening in today’s world?

Teacher Notes

Based on pp. 230-243

- Montagnais and Nasquapees (Montagnais and Naskapi) is the name by which Innu were formerly known. They are a North American Indian group located in Quebec and Labrador.
- A tilt was a trapper's winter house and an overnight shelter built along a trap line. These tilts were normally constructed a day's walk apart. The tilt was made entirely of hewn and notched spruce logs, which fit together without the use of a single nail. It had an angled roof, which was packed with caribou moss to make it weatherproof. A two-foot square opening formed the entrance; this opening could be closed off with a piece of canvas or caribou hide. The floor was covered with alder twigs and caribou lichen, which provided insulation. Heat was provided by a stove made from a rectangular biscuit tin, and vented through a stove pipe. The finished tilt was about 10 feet long by 6 feet wide by 5 feet high.

Sample Answers

Based on pp. 228-245

Lesson Opener

Imagine you had to venture across an unknown region, as William Cormack did in 1822. How would you start your preparations?

- I would arrange for a guide. I would make sure that I had food to take with me, food that would not spoil over a short period of time. I would take a weapon of some sort and equipment that would enable me to hunt game, cut wood for shelter, and start a fire. I would take warm clothing in case the climate was a cold one.

How might First Nations and Inuit have felt about European settlement in Newfoundland and Labrador?

- Some might have been ok with European settlement as Europeans had goods to trade which the First Nations and Inuit had not seen before. As these goods became more available, Inuit and First Nations became more dependent on them. Some First Nations and Inuit might have resented European settlement as they saw it as an encroachment on their territory or land. This would create competition for resources found in the area.

Questions

Were Beothuk justified in taking fishing nets and traps?

- Europeans would say no, as they owned the fishing nets and traps. Beothuk would say yes, because retaining access to salmon rivers was a matter of life and death for them. They would also view the nets and traps as abandoned once the English returned to England in the fall.

Were the English justified in seeking retaliation against Beothuk who took their fishing and trapping gear?

- The English would say yes. They were justified because they owned the gear and in their opinion Beothuk were stealing. Under English law, stealing is a punishable offence. Beothuk would say no because this gear was preventing them from finding an adequate food supply, which they needed in order to survive. Also, Beothuk did not feel they were stealing items which had been abandoned.

Did the English have any rights to settle and use Newfoundland's resources without making appropriate agreements with Beothuk?

- The English did not have the right to settle and use Newfoundland's resources without making agreements with Beothuk. Beothuk had lived on the island of Newfoundland long before the arrival of the English. The English were cutting off Beothuk access to their traditional resources in many parts of the island, and confining them to smaller and smaller areas of land until it was difficult, if not impossible, to access enough resources to ensure survival. If agreements had been made, both groups could have been assigned hunting and fishing rights in certain areas, which should have ensured that both groups had access to sufficient resources.

Was it appropriate for the English to capture Beothuk in an effort to establish better relations?

- The English thought it was a good way to get to know Beothuk better. They could treat the captives kindly and send them back to their family groups with presents. In this way, they hoped to create better relations with Beothuk. Beothuk viewed this capture as having their freedom to roam the land and access needed resources taken away from them, something which was not acceptable.

Should the English governors of the territory have done more to save Beothuk?

- The English governors realized that it was necessary to make peace with Beothuk. They tried different things, such as issuing proclamations, commanding magistrates to charge settlers who murdered Beothuk, and capturing Beothuk and treating them kindly. These measures did not work, so maybe they should have tried other methods, such as setting up areas to guarantee Beothuk access to resources, and making every effort possible to protect Beothuk from persecution by English settlers. The British government had to support these ideas.

Case Study Questions

Note: Students may use charts in BLM 3.11 Charts for Beothuk-Settler Case Study to help answer questions 1 and 2.

1. For each source provided, determine:

a. if it is primary or secondary

b. who created the source

- a./b. Analysis of each source:

	Primary or Secondary	Who Created the Resource?
Account #1	Primary	John Guy
Account #2	Secondary	Author Lewis A. Anspach
Account #3	Secondary	Retold by Author Ingeborg Marshall
Account #4	Secondary	G.C. Pulling
Account #5	Primary	E.S., one of the men involved in the capture
Account #6	Secondary	William Cormack

c. What Inference can be made about the limitations of the evidence we have when learning about Beothuk-English relations?

- The evidence we have about Beothuk-English relations is limited because the accounts of many interactions or incidents are second hand (secondary) accounts, and most are written from the point of view of the English.

2. For each excerpt provided, determine the degree to which the interaction was hostile or peaceful. Then make an inference/summary of how each party may have viewed the situation in question. Finally, make a judgment as to whether the interaction helped or hurt Beothuk-English relations.

- Analysis of each excerpt:

	Hostile or Peaceful	How Each Party May Have Viewed Situation	Helped or Hurt English-Beothuk Relations
Account # 1	peaceful	Both parties would have viewed the situation as positive	This interaction would have helped relations
Account # 2	hostile	English would have seen this as an atrocity and a reason not to trust Beothuk; Beothuk would have seen it as a victory in defending themselves against the English	This interaction would have hurt relations

	Hostile or Peaceful	How Each Party May Have Viewed Situation	Helped or Hurt English-Beothuk Relations
Account # 3	hostile	Wells might have viewed the situation as necessary if Beothuk were cutting his nets and taking his fish; Beothuk would have viewed it as an unnecessary attack and massacre.	This interaction would have hurt relations
Account # 4	hostile	The English would have viewed the situation as necessary as they were hunting Beothuk who were committing atrocities against them; Beothuk would have viewed it as an atrocity	This interaction would have hurt relations
Account # 5	peaceful at first, but became hostile	English viewed this situation as a peaceful attempt to open friendly communication with Beothuk by taking several captives; Beothuk viewed it as kidnapping, which would most likely lead to death	This interaction would have hurt relations
Account # 6	peaceful, but gives reasons why Beothuk took revenge against the English	Beothuk believed that the English were sent by the bad spirit and that if they made peace with the English, they would not, after death, go to the happy island; English viewed it as evidence that Beothuk were never going to make peace with them	This interaction would possibly have helped relations

3. *In Account #5, were the English justified in taking any Beothuk against their will? Explain your position.*

- Beothuk were not using any violence or threat of violence against the English, until the English tried to capture Demasduit, and her husband tried to save her. Nobody should be taken against their will unless there is just cause, which was not the case in this situation.

4. *Based on the information provided, write a brief summary which explains how the relationship between Beothuk and English became more strained over time.*

- The relationship between Beothuk and the English became more strained over time. This was due to miscommunication and misunderstandings which led to violent encounters. Sometimes there were attempts at peaceful encounters, but even these attempts often ended in violence due to distrust on the part of both groups. As these encounters continued, violence from both sides escalated.

5. *What should we learn from the story of the Beothuk?*

- We should learn to treat all cultures with respect, and try to understand other cultures. Misunderstandings can have tragic consequences. All cultures should learn to co-exist side by side. The story of the Beothuk is one which has, unfortunately, been repeated to various degrees throughout the world. We must do everything in our power to see that such tragedies do not happen again.

Questions

1. *The indigenous peoples of Newfoundland and Labrador had extensive knowledge of “this place” Some of this knowledge was shared with European settlers. What knowledge would have been most valuable for Europeans?*

Indigenous peoples’ knowledge which would have been most valuable for Europeans:

- Natural remedies for illnesses, cuts, etc.
- Use of animal skins for clothing, shelter, and transportation
- Survival skills
- Hunting and trapping skills
- Knowledge of the land

2. European settlers brought ideas and technologies to Newfoundland and Labrador. Some of this knowledge was shared with the indigenous peoples. What knowledge would have been most valuable for First Nations and Inuit?

European knowledge which would have been most valuable for First Nations and Inuit:

- Writing system (to record language, for example)
- European food, clothing, and other manufactured goods
- Technology such as guns for hunting, and nails for building structures and boats

3. European missionaries worked to convert First Nations and Inuit to Christianity, and gave them European names. What was the effect of this type of interaction?

- European missionaries worked to convert First Nations and Inuit to Christianity. The effect of this type of interaction was that the Aboriginal groups lost part of their culture. They lost their traditional beliefs in spiritual beings, some of which were associated with the animals they hunted. Many traditional spiritual practices were forbidden. The missionaries also gave the Aboriginals European names. This took away their sense of identity, and may have confused them, as now they had two names.

Representative Government

Lesson Summary

Based on Topic 3.7 pp. 246-251

This lesson begins by examining the factors which led to the push for representative government in Newfoundland. Students are given the date the British Parliament granted representative government to Newfoundland, and the structure of the government is examined and illustrated in a chart. The lesson describes the efforts of representative government, the problems experienced, and finally various attempts to improve governance. By the end of the lesson, students will understand the need for more representative governance and the growing pains of becoming independent.



Featured Art Form Comic Art

The governance of Newfoundland and Labrador changed in 1832 and again in 1855. Invite students to read the *Experiencing The Arts* assignment (SR page 247). Explain this assignment covers topics 3.7 and 3.8, and is due at the end of “At Issue”. In this lesson invite students to:

- study the factors that led to representative government in 1832 and the results of obtaining representative government
- sketch five thumbnails that they will use to create frames for their essay

Activity #1

Arguments For and Against Representative Government

Based on pp. 246-247 and p. 250

Materials Needed:

- none

Invite students to work with a partner and complete the following:

- Review the text on SR pages 246-247 and page 250.
- Create a graphic organizer outlining the main arguments for and against representative government in Newfoundland.
- Decide if the arguments for or against representative government were the most convincing. Write a paragraph to defend their position.
- Share their paragraph with the class.

Note: As an extension or alternate activity, students could use the media arts to create an advertisement to be used in the campaign for representative government for publication in a London newspaper, c. 1825.

Activity #2

Representative Government - Structure and Efforts

Based on pp. 247-249

Materials Needed:

- BLM 3.12 Comparison of Representative Government and Current Provincial Government
- www.gov.nl.ca

Invite students to form small groups. Review the text on pages 247 and 249, the chart on page 248, and conduct research to:

- complete BLM 3.12 Comparison of Representative Government and Provincial Government Today
- share their results with another group

Activity #3

Problems with Representative Government

Based on p. 250

Materials Needed:

- none

Invite students to consider the problems with representative government. Ask individual students to determine the two most significant problems. Write a two minute speech to defend their choices. Present their speech to the class.



Comprehensive Activity

Political Movements

Materials Needed:

- BLM 3.13 Political Movements

Many countries in this time period were moving toward democracy.

A. Invite students to explore a modern day political movement . Explore the following ideas:

- factors that led to the _____
- most important features of the _____
- results of the _____

B. Using BLM 3.13 Political Movements, compare the political movement you have chosen to explore in your modern world to the movement to gain representative government for Newfoundland and Labrador in the 1800s. What conclusions can you draw about the two movements?

C. Invite students to consolidate their learning by

Either: Preparing a brief speech in which they support the statement that political movements can have positive outcomes.

Or: Preparing a brief speech in which they support the statement that political movements create more problems for ordinary citizens than the benefits they seek.

Teacher Notes

Based on pp. 246-247

- Thomas Cochrane was a naval officer and colonial governor born in London, England. He opposed the granting of representative government to Newfoundland. Cochrane was responsible for the building of Government House between Fort William and Fort Townshend, which is still the residence of Newfoundland's lieutenant governor. He was involved in asking for full rights for Newfoundland Catholics from the British Government. He had many conflicts while governor, especially with the Roman Catholic bishop, Michael Fleming. He was recalled to England in 1834.
- The right to vote in Britain (and consequently in Newfoundland) was initially connected to property; only males who owned property could vote. The condition that men had to occupy a house for at least one year prior to the election was to ensure that only residents of the colony could vote.

Sample Answers

Based on pp. 246-251

Lesson Opener

The first general election for representative government was held in 1832. How do you think candidates campaigned for the election?

- held public rallies/meetings
- placed advertisements in newspapers
- put up posters around towns
- visited people at home or in the workplace

Why is representative government important?

- Representative government is important because it represents the people; it gives people a say in the issues which are important to them, what laws they want introduced to represent their interests, and a say in how they want to be governed.

Questions

1. Individuals such as William Carson and Patrick Morris argued that an elected local government was necessary to represent the interests of Newfoundlanders. What might have been the three most significant issues a growing settler population would want a local government to address?

- The three most significant issues might have been resource development and jobs, public safety, and health services, as all three were vital to the colony's growth and development. (Others might be education and transportation)

2. *Some merchants argued that the cost of running a legislature would have to be funded by taxes, “which would raise the price of producing fish and hurt business” Many people today would say that there are too many taxes. Why is it necessary for governments to collect taxes?*

- It is necessary for government to collect taxes to provide necessary services to the population. These services include education, health care, pensions, unemployment benefits, and public transportation. Taxes also pay for such things as protection (police, firefighters, armed forces), enforcement of law and order, and the operation of government itself. Many of the jobs in our province and country are government jobs, and governments use taxes to pay the salaries of these employees.

3. *In the view of the Colonial Office, fishers were not suitable to play a role in government. What arguments/evidence: (i) support this position, and (ii) refute it?*

(i) Supporting arguments: many fishers had no formal education and could not read and/or write; formally educated people were more suitable to help govern the colony.

(ii) Refuting arguments: fishers had extensive knowledge related to their job, including ecological (environmental) knowledge about the fishery, which was the main occupation in Newfoundland at the time; fishers were hard workers who could best represent the interests of people in outport Newfoundland.

4. *Newfoundland was part of a global imperial “system” with London as its centre. Newfoundlanders were proud to be part of the British Empire and to fly the Union Jack, even if they did not always agree with British decisions concerning the colony. The House of Commons in London could reject legislation passed by the Newfoundland legislature. How could this have affected the colony?*

- The House of Commons in London could reject legislation passed by the Newfoundland legislature. When this happened, people in Newfoundland could be upset and frustrated because members of the House of Assembly were elected by the people, and were representing their interests. Therefore, the House of Commons was rejecting legislation which was, in most cases, beneficial to Newfoundland. This would, in all likelihood, call for more independence from Britain, especially in the area of self-government.

Responsible Government

Lesson Summary

Based on Topic 3.8 pp. 252-255

This lesson presents information on responsible government in Newfoundland, which existed from 1855-1934. Students examine the structure of responsible government, and look at some of the early governments and the challenges. Two main areas of concern – sovereignty and economic development – are discussed. By the end of this lesson, students will have an understanding of the further move to independence and the economic goals of the government.



Featured Art Form Comic Art

Refer to Experiencing The Arts assignment (SR page 247). In this lesson students should study the factors that led to responsible government. Ask them to select factors that show how both types of governance - representative and responsible - are similar and factors that show how both types are different. Encourage them to create thumbnails to show a progression of change.

Activity #1

Structure of Responsible Government

Based on p. 253

Materials Needed:

- none

Invite students to examine the chart showing the structure of responsible government on page 253.

- Ask students to select two ideas from this chart which have since changed. Write a paragraph for each change. Include:
 - was the change a positive or a negative change?
 - support for their position.
- Invite individual students to share their choices in a small group.
- Rank order the changes selected by students.

Activity #2

Sovereignty and Economic Development

Based on pp. 254-255

Materials Needed:

- BLM G.08 Writing a Letter to the Editor

During the first 50 years of responsible government there persisted two main areas of concern: sovereignty and a desire for economic development. Invite students to review the text on pages 254-255.

- Ask students to write a letter to the editor of a local newspaper (or a London newspaper) supporting or refuting one of the following topics:
 - the need for economic development in Newfoundland
 - the need for the colony to have more control over its territory and resources
- Remind students to use BLM G.08 Writing a Letter to the Editor for assistance.
- When completed, ask students to share their letter with a partner or in a small group.

Comprehensive Activity Government Structure

Materials Needed:

- BLM 3.14 Government Structure
- www.gov.nl.ca

A. The structure of responsible government was similar to the structure of government we have in place in Newfoundland and Labrador today. Use BLM 3.14 to compare the two structures. Use “red notes” to comment on similarities and differences.

B. One of the main goals of responsible government was economic development. The most important economic goal was to build a railway across the island of Newfoundland to open up the interior and promote industry other than fishing, and to create a transportation connection with Canada. Invite students to

- visit the website of the present government of Newfoundland and Labrador www.gov.nl.ca. What are the economic goals of the present Government? How does this compare to the goals of responsible government?

C. What were the successes of the economic goals of responsible government? Ask students to create a photographic essay to identify these and compare them to the successes of the present government in achieving their stated goals.

Note: Students may find images of the “Newfie Bullet”, for example, or even railway tracks or trailways, and images of mining and paper towns for the first part of their essay.

Teacher Notes

Based on p. 254-

- The Reid Newfoundland Company had its beginnings in 1890 when the Newfoundland government wanted to build a railway from Whitbourne to Hall’s Bay. To ensure that the railway would be completed to Port aux Basques, Reid negotiated with the government to operate the railway for ten years. In return, he was to be compensated with 5000 acres of crown land per mile operated. A new railway contract was signed in 1898 between the government and the Reid Newfoundland Company. This contract said that

the company could operate the railway for 50 years and then own it outright, acquire further lands (to a cumulative total in excess of four million acres), purchase the St. John's dry dock, operate eight coastal steamers at an annual subsidy, operate the government telegraph for 50 years, develop the first hydro-electric power in the country, establish a streetcar system in St. John's, and build a new headquarters and terminal in the west end of St. John's. There was some controversy over this contract, and in 1901 Bond negotiated a modified contract with Reid and the Reid Newfoundland Company was incorporated. In subsequent years, the company was given other railway contracts, and it operated the railway across the island of Newfoundland until 1923, when the Newfoundland government took over the railway through the Railway Settlement Act. Regular passenger service on the Newfoundland railway ceased in July 1969, and the last freight train ran in June 1988. The rail bed has since been designated a "T'railway" and a linear provincial park.

Sample Answers

Based on pp. 252-255

Lesson Opener

During responsible government, politicians attempted to diversify the economy. Why might this be an important goal?

- A diversified economy is one that is based on more than one industry. This would be an important goal because it is risky for a colony (province) to depend on one major industry such as fishing. As long as the one major industry is doing well, the economy is good. If there is a collapse in the major industry, the economy of the colony will collapse, as well. Economic diversification is vital to long-term growth.

One of the initiatives of responsible government was the construction of a railway. Why are transportation infrastructures important?

- Transportation infrastructures are important because various means of transportation connect all parts of a colony, province, country, etc. Transportation infrastructure is vital for communities to survive.

Questions

1. What was the most significant difference between representative government and responsible government? Explain.

- The most significant difference between representative government and responsible government is that under representative government an appointed executive council was answerable to the Crown; under responsible government the executive council, composed mainly of elected MHAs (Legislative Councillors could be members, like Senators today), was primarily responsible to the House of Assembly and thus, indirectly, to the voters.

2. *Economics continues to be a concern for all citizens. What economic issues affect the province today?*

There are several economic issues affecting the province today.

- A main economic issue is the growing concern about a lack of skilled tradespeople, such as plumbers, electricians, and carpenters. On April 13, 2007, for example, the Canadian government announced an investment of over \$7.5 million to give youth the education and training they need to pursue careers in the skilled trades. In January 2010, there was an article in “The Telegram”, which said that trades people have to leave the province because nobody will hire them as they do not have their papers; they do not have their papers because nobody will hire them in order to get the required work time.
- Another issue is out-migration. This is caused by problems in the fishery and a lack of jobs in Newfoundland and Labrador, which means many workers have to leave the province, temporarily or permanently, to find work. Many of these people travel regularly or move to Alberta.
- A related economic issue is the decline of outport or rural Newfoundland and Labrador as many people move to larger urban centres. Again, much of this migration is due to lack of jobs. The creation of more jobs would certainly be an immediate goal.
- The development of the Lower Churchill (Muskrat Falls) is probably the main economic (and political) issue facing our province today.
- Another economic issue is the need to spend additional money to attract and keep health care professionals, especially specialists. The waiting lists to see specialists in some areas are currently long.
- Economic issues are linked to the need to change how we think about jobs. The fishery and other sectors have been “traditional” types of jobs. There are now other jobs coming to the forefront, many in technology, and we need to train people for these jobs.

Note: These issues will change over time

Autonomy

Lesson Summary

Based on Topic 3.9 pp. 256-259

This lesson examines the issue of confederation with Canada, which was debated in the colony throughout the 1860s. The issue actually lasted from 1864 until 1949, when Newfoundland and Labrador became part of Canada. The highlights of the confederation issue are identified, as well as the anti-confederate and pro-confederate arguments. By the end of the lesson, students will be able to identify why Newfoundland and Labrador preferred autonomy to confederation for such a lengthy period and the reasons for this.



Featured Art Form Comic Art

Refer to *Experiencing The Arts* assignment (SR page 247). Students will continue to work on their comic essay in this lesson. Encourage students to create their frames from the thumbnails they sketched. Remind them to use the techniques learned in “How to Create Comic Art”.

Remind students to create a checklist for the following:

- ensure the essay tells a story
- ensure the essay shows a progression of change
- ensure the frames are inked
- ensure the words are effective

Remind students this assignment is due at the end of “At Issue”.

Activity #1

Confederation Conferences

Based on pp. 256-257

Materials Needed:

- BLM 3.15 Confederation Conferences (1860s)
- <http://www.collectionscanada.gc.ca/confederation/023001-2500-e.html>
- <http://www.collectionscanada.gc.ca/confederation/023001-2600-e.html>
- <http://www.collectionscanada.gc.ca/confederation/023001-2700-e.html>

In the 1860s three conferences were held for representatives from the British North American colonies to discuss Canadian Confederation. These conferences were held in Charlottetown in September 1864, Quebec City in October 1864, and London, England in December 1866.

- Invite students to work with a partner, research the three Confederation conferences, and complete BLM 3.15

-
- Confederation Conferences (1860s), which addresses:
- BNA colonies which sent representatives to each conference
 - Newfoundland's role at each conference, or if they attended
 - result of each conference
 - why Newfoundland did not join Confederation
 - Invite students to share their findings with another group.

Activity #2

Arguments for and against Confederation

Based on pp. 258-259

Materials Needed:

- none

The issue of confederation was debated in Newfoundland throughout the 1860s. In the election of 1869, the anti-confederates won a decisive victory. Newfoundlanders had rejected the idea of confederation.

- Invite students to work with a partner.
- Ask students to create a short dramatic scene (1-2 pages) in which two people are arguing the merits and demerits of confederation with the other British North American colonies in the 1860s.
 - Create the setting for the scene
 - Create two characters
 - Write the dialogue which takes place between the characters
- Invite students to present their scene to the class.

Note: As an alternative, the teacher may ask students to form groups of four, and have two students argue each side of the issue.

Materials Needed:

- website www.thecanadianencyclopedia.com/articles/parti-quebécois

The question of autonomy was an issue in Newfoundland and Labrador for eighty-five years. Newfoundlanders and Labradorians obviously felt strongly about remaining independent.

A. Invite students to:

- as a class discuss the meaning of the word "autonomous/autonomy"
- discuss the value of being autonomous
- discuss the negative aspects of autonomy

Comprehensive Activity Confederation or Independence

B. Today, in the province of Quebec, the Parti Québécois maintains that Quebec should separate from Canada and become independent. Invite students to:

- form small groups and research to learn the platform of the Parti Québécois and its plan for an independent Quebec
- write an answer to the following question; “How does the platform of the Parti Québécois and its plan for autonomy compare to the anti-confederate arguments for autonomy in Newfoundland and Labrador?”

Sample Answers

Based on pp. 256-259

Lesson Opener

Newfoundland decided not to confederate with Canada in the 1800s. In what ways might this decision have affected the colony?

- less money to spend on government programs
- citizens were proud of the fact that they maintained their independence as a separate country

What do you think would have happened in Newfoundland and Labrador if, during the 1948 referendum, responsible government was the “winner” and not confederation?

- Newfoundland would have faced financial difficulties and eventually economic collapse.
- Newfoundland might have eventually joined the United States.

Questions

1. The 1869 election was centred on whether or not Newfoundland should become part of Canada. What might have been the most significant argument offered by each side in the debate? How would you have voted? Why?

- The most significant argument offered by the anti-confederate side in the debate was that taxes would be increased. Most people do not like to hear of any increase in taxes, so therefore would vote against confederation.
- The most significant argument offered by the pro-confederate side would be that Newfoundland would have a better future by becoming part of the emerging North American world, rather than remaining part of the old North Atlantic world, as many people would vote for a better future.
- I would probably have voted for confederation, as it promised a better future and improved public services in Newfoundland.

2. *“Not yet ready to give up independence, Newfoundlanders had decided that they could survive and prosper on their own”. To what degree was Newfoundland and Labrador truly “independent”?*

- Newfoundland and Labrador was independent only to a certain extent. Although the House of Assembly could pass legislation which impacted the colony internally, the Colonial Office still had the power to overturn all legislation passed in the colony. Newfoundland’s relations with other countries were controlled by the British government, as the Colonial Office had to approve all initiatives that related to international issues.

3. *Although the anti-confederates won the 1869 election, was it inevitable that Newfoundland and Labrador would become part of Canada? Support your position.*

- It may not have been inevitable that Newfoundland and Labrador would join Canada, but it was extremely likely that the colony would form a union with some other country, including Canada. Newfoundland’s economy could not be supported by our small population. Our government could not, as an independent country, raise enough money through taxes to introduce and maintain the necessary social programs and public services in the colony.

Economics and Migration

Lesson Summary

Based on pp. 260-261

This lesson examines the effect of economics on migration. It identifies the economic push and pull factors which affected European settlement in our province from the beginning. Students examine the concept of internal migration and how this trend is changing our province. Students also speculate about the future of rural Newfoundland and Labrador. By the end of this lesson, students will appreciate how both out-migration and internal migration are changing the province and whether this trend is continuing or can be changed.



Featured Art Form Comic Art

Refer to Experiencing The Arts (SR page 139). Invite students to ink in their frames and add words and phrases to complete their frames.

Activity #1

Economics: Influence on Culture and Society

Based on pp. 260-261

Materials Needed:

- none

Economics is a factor that causes migration. Resource discoveries often require people to migrate to the area where the resource is extracted in order to procure the related jobs. In years gone by, this always meant leaving their present community and migrating elsewhere permanently. Today, many jobs are fly in, fly out, which is a hybrid migration. Workers are away from home for two to three weeks at a time but fly back home after each work term.

- Invite students to identify the positive and negative aspects of each scenario and two influences on culture and society. Ask students to use a graphic organizer to help them.

Activity #2

Migration: A Two Way Street

Based on pp. 260-261

Materials Needed:

- none

The traditional migration is to move from rural to urban living.

- Invite students to create a brochure (8 ½ x 14) to encourage people to move from urban to rural living. Students may use the following guidelines:
 - identify two or three industries that could be established in a rural setting

-
- identify the push factors - why someone would want to leave the city for this type of work in a rural setting
 - identify the pull factors for situating the industries in that rural setting
 - identify two or three limitations of moving from the urban to rural setting and explain how the limitations can be overcome
 - Invite students to showcase their brochures on a class bulletin board.

No comprehensive activity for this lesson.

Sample Answers

Based on p. 261-

For Discussion

1. *What are the “benefits” of urbanization?*

The “benefits” of urbanization:

- Access to a wider range of services; services such as health care are easier to provide
- Better chance of finding a job
- Access to public transportation
- Better shopping and recreation facilities

2. *What are the “limitations” of urbanization?*

The “limitations” of urbanization:

- Life can be impersonal; sometimes don’t know your neighbors
- Safety is more of an issue; higher crime rate
- Creates more pollution
- Urban growth is often at the expense of rural areas or communities
- Cost of living is usually higher

3. *Why do some people continue to live in rural, even isolated, areas?*

- Some people continue to live in rural, even isolated, areas for a number of reasons. They may have been born and raised there. They love the slower pace of life, which can be less stressful. They know everyone in the community, so there is a better social support network. Rural areas are seen as safer places to live.

4. What can be done to reduce the negative effects of urbanization?

- To reduce the negative effects of urbanization, people in a neighborhood can plan neighborhood activities, so that neighbors get to know one another. Programs such as Neighborhood Watch can help reduce crime rates. Public education can help lead to less pollution and littering. People can counteract high cost of living by conserving energy through conservation practices, buying items on sale, and using public transportation or carpooling.

5. What should be done to ensure that the cultural roots of our province are preserved?

- To ensure that the cultural roots of our province are preserved, it is important to provide services to all areas of the province so that people do not have to move to larger urban centres. Living in a rural environment gives a person a sense of community; everyone becomes part of your extended family. It is important to preserve this. Different communities, even ones which are close in proximity, display different cultural traits, which should not be allowed to disappear. The cultural roots of the various inhabitants of our province are much too valuable to be lost forever or destroyed.

6. How might continued out-migration from rural areas affect families and individuals still living in small communities?

- Continued out-migration from rural areas will affect families and individuals still living in small communities. As more people leave, more services, such as local stores, social centres, schools and health care facilities, may close. This will make life more difficult for people still living there.

Questions

1. What push and pull factors originally brought your family to the community or region where you live?

- My family originally came to the community where I live because of employment opportunities. My great-great-grandfather left impoverished conditions in England to come to Newfoundland. He was a fisherman and my community was a good fishing location. He subsequently married and had a family, members of which have lived here ever since.

2. How is your community or region changing today?

- My community is changing today as many people have left and are still leaving. The main reason for this is the lack of jobs in my community, due to the cod moratorium and other issues related to the fishery.

3. *Where do you see yourself living and working 10 years from now? What push-pull factors account for this? Which factor will be the most significant?*

- Ten years from now I see myself living and working in an urban centre in Newfoundland and Labrador or maybe in Alberta. The push-pull factors which account for this will be lack of access to services in rural areas, shortage of high paying jobs in rural areas, and not enough entertainment and recreation facilities in rural areas. Larger urban centres will satisfy these needs. The most significant factor will be the lack of jobs in rural areas and the availability of jobs in urban centres.

4. *Do you have any friends or relatives who left your community to live in a larger centre? If so, how has this affected you?*

- It was difficult when friends left my community, as we had been friends all through our early school years, so I missed them. When family members left my community, we didn't have as many people at our traditional family get-togethers. It was always fun when the extended family held events.

Chapter Three Review

Sample Answers

Based on pp. 262-263

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions.

Questions

1. Why did permanent European settlement occur in Newfoundland and Labrador during the late 1700s and early 1800s?

- Permanent European settlement occurred in Newfoundland and Labrador during the late 1700s and early 1800s due to several factors. The fishery was the main occupation and Europeans saw the value of settling here to conduct the fishery. Wars made it dangerous to cross the ocean twice a year, and wars also took many of the able seamen, which created a labour shortage in the migratory fishery. A resident fishery did not depend on a workforce from Europe and required fewer ships. Merchants also found it more convenient and profitable to supply resident fishers than to catch the fish themselves. Winter industries provided a means of income for the fishers during the off-season.

2. How did the lives of First Nations, Inuit, and Metis change as a result of European settlement in Newfoundland and Labrador during the late 1700s and throughout the 1800s?

- The lives of First Nations, Inuit, and Metis changed as a result of European settlement in Newfoundland and Labrador. Europeans encroached on the hunting grounds of Aboriginal groups. This competition for resources often led to conflict and, in the case of the Beothuk, led to the extinction of a race of people. Europeans introduced diseases to which Aboriginals had no immunity. Europeans made many changes to lifestyles of the Aboriginal groups – they convinced them to settle in communities, converted them to Christianity, taught them a new language, and introduced many European goods, including new foods, clothing, tools, implements, and guns. They set up trading posts and traded with the Aboriginal groups for furs, which changed Aboriginal lifestyle from hunting to trapping. The interaction of Europeans with Aboriginals led to a new Aboriginal group, the Metis, who had European and Aboriginal (especially Inuit) ancestry.

3. *From your study in this chapter (mid-1700s to late-1800s):*

a. *Identify three examples of change. Which is the most significant?*

Three examples of change:

- Migratory fishery changed to a resident fishery.
- Newfoundland became a significant trader of saltfish in foreign markets.
- The lifestyles of Aboriginal groups experienced major changes. The most significant change would be the migratory fishery changed to a resident fishery, as this led to European settlement of Newfoundland and Labrador. The Aboriginal groups were already living here.

b. *Identify three examples of continuity. Which is the most significant?*

Three examples of continuity:

- Europeans continued to immigrate to Newfoundland and Labrador.
- The fishery continued to be the main occupation in the colony.
- Most residents settled along the coast.

The most significant example of continuity would be the fishery continued to be the main occupation in the colony. This dependence on the fishery as the main economic activity in the colony (province) has, to a large extent, continued to present-day.

4. *Assume that you are a tour guide for a group of visitors who know very little about “this place”. Provide a brief, yet comprehensive, explanation of:*

a. *Continuity and change in the fishery during the 1800s.*

Continuity and change in the fishery during the 1800s:

- The fisheries remained the main enterprise for residents of Newfoundland and Labrador throughout the 1800s. The shore fishery continued to be a major fishery, but other fisheries, such as the bank fishery, Labrador fishery, and seal fishery, were being prosecuted. New technologies, such as the cod trap, were introduced to the fisheries, which made it easier to catch larger numbers of fish, and led to the depletion of fish stocks in some areas. This meant that fishers had to move to find new fishing areas. Some of the fisheries involved the whole family in the catching and curing of the fish, which was a change from the previous practice of using paid servants and shore crews. The Labrador, bank, and seal fisheries meant that fishers were away from home for long periods of time, as opposed to the traditional shore fishery, where fishers went out one or two times a day, returning to port with their catch. In the case of the Labrador fishery, some fishers took their families with them. The introduction of the cod trap meant that bigger crews and boats were required to operate

the fishery, which led to families forming trap-fishing crews. Despite all the changes, the fisheries were the mainstay of the economy for the entire century (and beyond).

b. the disappearance of the Beothuk.

The disappearance of the Beothuk:

- Beothuk were an Aboriginal group which inhabited many areas throughout the island of Newfoundland. European settlers (particularly English) encroached on Beothuk lands and resources throughout the 1700s and early 1800s. This competition for resources led to numerous encounters, many of which were violent. Misunderstandings between the English and Beothuk occurred, leading to death on both sides. The English also introduced new diseases to Beothuk, which led to many deaths. As the English encroached further into Beothuk territory, Beothuk were forced to live in a smaller area around the Exploits River and Red Indian Lake in central Newfoundland. Toward the end of the 1700s, hostile encounters increased. Beothuk, who had no guns, were not able to defend themselves. They could not find sufficient food and they began to starve. The numbers of Beothuk plummeted. Too late the English took measures to make peace with Beothuk and ensure their survival. On June 6, 1829 Shanawdithit, the last known Beothuk, died.

5. Use comic art to create a series of artworks that explains each of the fisheries during the 1800s.

- Students will use comic art to create a series of artworks that explains each of the fisheries during the 1800s.

CHAPTER 4

A Look At Our Songwriting History

Lesson Summary

Based on pp. 267-273

This lesson looks at music as a part of Newfoundland and Labrador culture from very early times. It examines music styles through the years and how Newfoundland and Labrador used these styles to produce music that told Newfoundland and Labrador stories. By the end of the lesson, students will understand how music is an integral part of the culture of Newfoundland and Labrador.

Featured Artist

Ron Hynes

Based on pp. 622-625

Read the information about Ron Hynes to learn how Ron has used his experiences as inspiration to compose songs. He also believes strongly that we tell our history in our songs. Read the lyrics of the two songs in the profile. How do they portray Ron's musical philosophy? Ron Hynes considers his best composition to be "Atlantic Blue". Find the lyrics to that song and write a paragraph that shows what is so powerful about the song that the composer would consider it his best composition. Students should think about "Reflect" and then "Try it".

Featured Artist

Harry Martin

Based on pp. 626-629

Read the artist profile of Harry Martin to learn how his songs reflect his ancestry and love of Labrador. Choose one of Harry's songs and identify the words and phrases that show his love of Labrador. Complete "Reflect". Keep this information to help you in the next lesson.

Activity #1

Traditional Music

Based on pp. 268-269

Materials Needed

- song lyrics
- musical scores
- audio recordings

Begin a collection of traditional Newfoundland and Labrador music. Invite students to look for:

- a song that is a fiddle or an accordion tune
- a song that was used to haul a boat
- a song from one of the Aboriginal groups in Newfoundland and Labrador
- a song that uses a bodhran
- a song that was sung a capella

Activity #2

Preserving Our Music

Based on p. 271

Collect the audio recordings of these songs and/or the written musical score. Ask students to share their songs with the class to make a class collection.

Materials Needed

- “Squid Jiggin’ Ground” words and music

Invite students to find the words and music to the song “Squid Jiggin’ Ground” or provide this song for the class. Ask students to share with the class the reasons this song is a traditional song.

Activity #3

More Recent Music

Based on pp. 272-273

Materials Needed

- none

Invite students to read the section “More Recently”. Ask them to choose 3 musicians/groups mentioned and choose at least one song from each musician/group. Encourage students to find the words and music to their selected songs and to explain how each musician/group represented Newfoundland and Labrador in his/her/their music. Students may post their songs.

Note: Teachers may allow students to select approved songs/musicians outside this listed group.

Activity #4

“This Place”

Based on p. 273

Materials Needed

- audio recordings

Invite students to read and complete Exercise One. Ask them to answer the question: “Do any of the stories reflect the themes you have studied in this course? Which themes are these? How have the writers portrayed these themes?”

Note: Teachers may ask students to complete this exercise individually, in pairs, or may choose the five songs and ask students to complete the exercise as a class.

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 271-273

- Gerald S. Doyle, born at King’s Cove, Bonavista Bay in 1892, was a businessman and folksong collector who wanted to preserve and promote the cultural heritage of Newfoundland. Doyle’s company published five collections of Newfoundland songs.
- Dick Nolan was born at Corner Brook in 1939. He was a Newfoundland singer/songwriter who released more than 40 albums and recorded more than 300 tracks. Much of his career was spent in Ontario, entertaining Newfoundlanders living there. He was nominated for a Juno Award and appeared at the Grand Ole Opry. He received a Lifetime Achievement Award from Music NL in November 2005. One month later, Dick Nolan passed away.

- Harry Hibbs was a singer/songwriter and accordionist born at Bell Island in 1942. He moved to Toronto in 1961 and began performing at the Caribou Club, a social centre for Newfoundlanders in Toronto, in 1968. He performed throughout the Maritimes and Ontario, and in the early 1970s he toured the British Isles. He recorded more than 10 LPs. Harry Hibbs died at Toronto in December 1989.
- All Around the Circle was a weekly half-hour program of music, song, variety, and travel from St. John's. It aired locally in 1964, and was aired by the CBC network from 1969 to 1974. The program reflected Newfoundland and Labrador's unique lifestyle and heritage.
- Anita Best was born on Merasheen Island in Placentia Bay. She has worked as an educator, archivist, folklorist, broadcaster, and singer. She has a particular interest in oral history, songs, and stories passed down through generations. Best has collected and performed lesser known songs and stories from around the province. She has been recorded on a number of albums, and has two complete works to her credit. She has toured extensively as a singer and storyteller and has been awarded an Honourary Doctorate from Memorial University for her contribution to the traditional music of Newfoundland and Labrador.
- Pamela Morgan is a singer/songwriter who has performed for 19 years (until 1993) as lead singer, guitarist, and arranger for Figgy Duff, a Newfoundland band which brought Newfoundland traditional music to the world stage. As a solo performer, she has toured extensively in Canada, the United States, England, and Europe. She formed her own independent record label, Amber Music, in 1991. In 2007 she received an Honourary Doctorate from Memorial University in recognition of her contribution to traditional music of Newfoundland and Labrador. Figgy Duff was a Newfoundland folk band from 1974-1993. The band travelled across Newfoundland, learning traditional folk songs, which they performed with some distinct elements of rock and roll. The members of the band changed several times, but the core of Noel Dinn and Pamela Morgan remained. The band was disbanded soon after Dinn's death in 1993.
- Wonderful Grand Band was a music and comedy group from Newfoundland and Labrador. They had a television variety show on CBC from 1980 to 1983. The show combined original and traditional music with comedy sketches and satire. The band reunited in 2009 for a series of concerts throughout Newfoundland and Labrador and again in August 2012 for one concert held before longtime member Ron Hynes entered treatment for throat cancer.

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- Hey Rosetta! is a six-piece Indie band from St. John's. Formed in 2005, the band is known for its powerful songs and energized live shows. They have toured in Canada, the United States, United Kingdom, France, and Australia. The group has won four NL Music Awards, three East Coast Music Awards in 2009, the CMW Indie Award for Best Album, and XM's Verge Award for Best Album. In 2009, they were also shortlisted for the Polaris Prize.
 - Amelia Curran is a singer/songwriter from St. John's. She was nominated for four East Coast Music Awards in 2010 and won the Juno Award for best Roots and Traditional Album. She released her second album "Spectators" in 2013. She currently lives in Halifax.
 - The Idlers are an eleven-piece reggae band from St. John's, formed in 2006. Their unique sound comes from a love of reggae, ska, and afro-beat, combined with Atlantic influences. They have won several awards, including Music NL's Alternative Artist/Group of the Year in 2008.
 - Jim Fidler is a Newfoundland singer/songwriter/multi-instrumentalist. He has been involved in various musical projects, producing everything from bluegrass to reggae. His album "Gypsy" has won awards for Album of the Year and Independent Album of the Year in Newfoundland and Labrador.

How to Write a Song

Lesson Summary

Based on pp. 274-284

This lesson will inspire students to write their own compositions. Students are given specific guidelines and tips for writing lyrics. They are presented with examples of how musical artists write their songs and are encouraged to use some of these techniques. By the end of the lesson, students will have written their own lyrics using a theme they have studied and using the structure presented in this lesson.

Featured Artist Damhnait Doyle

Based on pp. 610-613

Read the information about Damhnait Doyle and analyze how she writes her songs. Invite students to contemplate “Reflect” as part of this analysis. Invite students to complete “Try it” as they continue to learn “How to Write a Song”.

Activity #1 Searching for inspirations

Based on pp. 274-277

Materials Needed:

- Land and Sea episodes

In pairs, invite students to watch an episode of Land and Sea that portrays an aspect of Newfoundland and Labrador life.

- Ask students to use jot notes to identify the main points that are explored in the video. Next jot down words and phrases that were used in the video to highlight the main points.
- Invite them to examine these words and phrases, and add to them if needed.
- Ask them to discuss with their partner the following question: “Do you think you might be able to write a song about this topic using the video as inspiration? Try creating a couple of lines or one verse.
- Encourage students to share their ideas with others who chose to watch the same video.

Activity #2 Subject

Based on p. 278

Materials Needed:

- none

Invite students to begin their search for a song subject. Encourage them to review the topics they have studied in this course. Ask them to decide on a topic that interests them, then choose a title they will use as a focus for their song.

Activity #3

Outlining

Based on p. 279

Materials Needed:

- none

Invite students to:

- write jot notes to confirm what they know about the topic they have chosen
- use the questions in Step 2 to help create an outline for the story their song will portray
- research to fill in any gaps they may have
- review the outlines and create a word web to brainstorm words and phrases that may work with their song
- select the best choices for their song

Activity #4

Selecting a Melody

Based on pp. 280-281

Materials Needed:

- melodies of traditional or recent songs

Invite students to choose an existing melody around which to write their song. Read Step 3 for guidance.

Activity #5

Creating Interesting Lyrics

Based on pp. 282-283

Materials Needed:

- none

Invite students to examine the examples of literary devices. Invite them to read and complete Exercise Two. This exercise will reinforce the use of literary devices and show students how to make their song interesting.

Activity #6

Completing the Song

Based on pp. 274-283

Materials Needed:

- none

Students are now ready to complete their songs. Invite them to:

- write the lyrics. If possible share their efforts in a songwriting circle. Make any changes they feel necessary
- present their songs to the class

There is no comprehensive activity for this lesson

Teacher Notes

Based on pp. 278-282

There is some composition help available. For students who have a little background in music theory but don't have access to a keyboard, www.noteflight.com is recommended.

If students need some quick music theory information on time signatures and scales, they can get one-minute background tutorials at www.musictheory.net.

Gary Ewer from Nova Scotia has developed a practical website on “The Essential Secrets of Songwriting”, available at <http://www.secretsofsongwriting.com/>. There is also software available for composers. Band in a Box is a program for composing melodies, available at www.pgmusic.com

- Buddy Wasiname and the Other Fellers, formed in 1983, is comprised of Kevin Blackmore, Wayne Chaulk, and Ray Johnson. All three members are singers/songwriters. The group performs variety shows, combining music and comedy. They have produced 10 full length albums (as of 2013), and have won various awards, including Music NL Entertainer of the Year (1999) and Music NL Comedy Group of the Year Award. This group has played many sold-out shows at Arts and Culture Centres throughout Newfoundland and Labrador, and has toured Canada on a yearly basis. Two of their most popular songs are “Sarah” and “Saltwater Joys”.
- Great Big Sea is a band from St. John’s, which performs traditional material and interpretations of traditional Newfoundland folk songs. The band played its first official gig and produced its first album in 1993. Between 1996 and 2000 the band won the Entertainer of the Year award at the East Coast Music Awards every year. In 2001, they decided not to submit their name for nomination in order to allow other bands to compete. They have also been nominated for several Juno Awards, including Group of the Year in 1998 and 2005. Great Big Sea has produced 9 albums, and has toured various places worldwide. They celebrated their 20th year as a group in 2013 with a tour and new album “XX”. Their song “Oh Yeah” is used as the theme song for the television show Republic of Doyle.
- The Flummies are an Aboriginal music group based in Happy Valley-Goose Bay. The group, founded in 1978, has released several albums of traditional music. This group has performed around the province at various festivals and conferences. Their awards include Music NL Aboriginal Artist/Group of the Year (2002) and Aboriginal Recording of the Year from the East Coast Music Awards (2009).
- Ennis is a St. John’s group comprised of Maureen and Karen Ennis. They perform original songs and interpret versions of traditional songs and ballads. They were originally known as the Ennis Sisters, which also included their sister Teresa. They have produced 7 albums and have toured in Canada, the United States, and England. As The Ennis Sisters, they won awards, including Music NL Best Folk Album, Female Artist of the Year, and Group of the Year.

Diversification

Lesson Summary

Based on pp. 286-299

This lesson examines changes in the fishery which limited this industry's ability to remain the primary economic activity of the colony. Students will study the problems created by over-reliance on the fishery and the need to diversify the economy. They will examine the "Golden Age", the period from 1900-1914, in the country's history. By the end of this lesson, students will have an understanding of why the fishery could no longer be the primary means of employment in Newfoundland, and why the Newfoundland Government had to diversify the economy.



Featured Art Form Songwriting

Invite students to read the *Experiencing The Arts* assignment (SR page 290) Explain this assignment is due at the beginning of topic 4.3. In this lesson invite students to:

- review the topics listed
- select the subject they wish to use
- use jot notes to review the information they already know about this topic

Activity #1

An Unsustainable Pattern

Based on pp. 286-287

Materials Needed:

- none

By the mid-1800s, several problems limited the ability of the fishery to remain the primary economic activity of Newfoundland and Labrador. Invite students to form small groups and complete the following:

- examine and discuss Fig. 4.2 - 4.6 on SR page 287 and Fig. 4.11 and 4.12 on SR page 289
- create a graphic organizer to explain how each graph represents a problem with over-reliance on the fishery in Newfoundland and Labrador during the 19th century
- deliberate and select the most significant problem - defend their choice
- answer the question "Although diversification did occur in Newfoundland, Fig. 4.12 indicates that the fishery was still the dominant primary sector employer. How do you account for this?"
- display the graphic organizers in the classroom

Activity #2

A Golden Age

Based on pp. 290-291

Materials Needed:

- http://biographi.ca/009004-119.01-e.php?id_nbr=7899
- <http://faculty.marianopolis.edu/c.belanger/nfldhistory/Newfoundland%20biographies%20K-P.htm>
- BLM 4.01 Robert Bond and Edward Morris
- First Ministers Poster

The pre-war period (1900-1914) has often been considered a “Golden Age” in Newfoundland’s history. Two prime ministers ruled Newfoundland during this time period - Sir Robert Bond (1900-1909) and Edward Morris (1909-1917). Invite students to work with a partner and complete the following:

- review the text on SR pages 290-291 and conduct research to complete BLM 4.01 Robert Bond and Edward Morris
- share with the class information obtained on both prime ministers

Note: An alternative activity would be to have students write a brief biography of either Robert Bond or Edward Morris. Include (but don’t be limited to) the following points in their biography:

- background information
- rise to prime minister
- main accomplishments
- most important contribution to the colony
- life after politics

Note: The two websites listed above will give students some additional information on both prime ministers but they may have to use other websites.

Note: On SR page 290, Sir Robert Bond is referred to as Premier of Newfoundland, but his correct title was Prime Minister. Different sources seem to use premier and prime minister interchangeably.

Activity #3

Whiteway’s Heart’s Content Speech

Based on Fig. 4.10 p. 289

Materials Needed:

- BLM G.08 Writing a Letter to the Editor

Fig. 4.10 is an excerpt from a letter to the editor of *The Newfoundlander* in 1878. This letter reported on a speech given by Premier Whiteway at Heart’s Content on October 22, 1878.

- Invite students to examine Fig. 4.10.
- Ask students to list the references to diversification contained in Whiteway’s speech. How would these diversification measures help the colony?
- Invite students to write a letter to the editor of a current Newfoundland and Labrador newspaper outlining ways the economy of their community or region can be diversified.

Case Study:

The Significance of Events

Based on pp. 292-299

Materials Needed:

- BLM 4.02 Assessing Significance Chart

Throughout the late nineteenth and early twentieth centuries there were numerous events that affected Newfoundland and Labrador. This case study considers six of these events.

- Invite students to form small groups, examine the information presented on these events, and answer the questions on page 299. Students can use BLM 4.02 to answer question #1.
- As a class, discuss the answers to the questions.



Comprehensive Activity

Diversification- Good for the Economy?

Materials Needed:

- BLM 4.03 Diversification

If you ask any good financial advisor, he or she will tell you the best way to make money is to diversify your portfolio. In other words “Don’t put all your eggs in one basket”.

A. Invite students to:

- use BLM 4.03 to compare diversification in the late 1800s to diversification today

Teacher Notes

Based on p. 289

- *The Newfoundlander* was a newspaper which was first issued in 1827 and continued in weekly and bi-weekly forms until 1884. It was published in St. John’s and contained domestic news, court cases, legislative proceedings, poetry and prose, foreign news, shipping and fishing news, public notices and advertisements. This newspaper was Liberal and Catholic in its editorial policy.

Sample Answers

Based on pp. 286-299

Lesson Opener

What resources led to the creation of your town and other towns in your region?

- cod fish and other fish species
- forests
- minerals
- water
- farming

What problems are associated with one-industry towns?

- the resource may become depleted
- markets for the product will fluctuate, which can cause boom and bust years for the town
- the industry (paper mill, fish plant, factory) may close down, creating massive unemployment for the town’s workforce

Questions

1. In 1620 Sir Richard Whitbourne commented on the suspected wealth of the island's interior. "...there is great abundance of Trees fit to be employed in other serviceable uses....there might be found many other commodities of good worth. Amongst the which... there is much probabilitie of finding Mines, and making of Iron and Pitch." Why did it take so long for the colony's economy to diversify? Identify three factors that might account for this.

- Early settlement was driven by demand for saltfish in foreign markets, and this demand remained high.
- The colony's small population could easily find work in the fishery, so there was no need to find other sources of employment. The inshore fishery was providing lots of fish.
- Lack of access to resources.

2. To what extent is the economy of your community or region economically diversified? What are the strengths and/or limitations associated with this?

- My community/region has limited economic diversification. The main activity in the region is mining, and we do have some tourism. This has limitations because when demand for our mineral drops, the prices go down, and this leads to cutbacks and layoffs. Eventually the ore will run out, which could lead to the end of my town. A strength of my town/region would be high employment rates and salaries in prosperous times when demand is high.

3. What trends (both local and global) are affecting the economy today? Which trend might have the most significant impact on your community/region? Explain.

Trends affecting the economy today include:

- Increased demand for oil and other minerals, which has led to an increase in mining and offshore oil exploration.
- Diversification of the fishery to harvest and market many other species.
- Increased demand for green energy, which is affecting the demand for hybrid vehicles, more efficient heating and lighting systems, better insulation in order to burn less fuel or electricity, an increase in the number of wind turbines to produce energy, and other measures to save energy.
- Recycling is a growing trend, as more and more people recycle bottles, plastics, cardboard, and other materials in more locations around the province and the world.
- Demand for housing in general and for low rent or affordable housing in particular, which is especially the case in growth areas of the province.

- Many Newfoundlanders and Labradorians working outside the province but bringing their money back to the province. A number of these workers hope to someday work at home again.
- Trend with the most significant impact is:
- The trend which will have the most significant impact on my region is the increased demand for oil and other minerals, as the main industry in my town is the mining of iron ore. As demand for iron ore increases, the economy of my town will improve.

Case Study Questions

1. For each of the events identified, determine the degree to which it is significant. Use a graphic organizer to help make your assessment. Once you have completed your assessment, identify which event was most significant.

	How Deep Were The Consequences?	How Many People Were Affected?	How Long Were The Consequences Felt?
Great Fire	Rebuilding efforts took months to complete; there was more than \$13 million in property damage: it cost the government more than \$300 000; more than two-thirds of St. John's lay in ruins	3 people were killed and 11 000 were homeless in St. John's	Consequences were felt for years; for example, it took ten years to restore the Church of England cathedral
Bank Crash	Two of Newfoundland and Labrador's three banks went out of business; the government was pushed to the edge of bankruptcy; many people in Newfoundland and Labrador needed help from outside sources to get through the winter	The banks' employees and all the firms and people who had money in the banks; 19 000 people who depended for employment on the merchant firms which went out of business; many would lose lifetime savings	Consequences were felt for years as people tried to overcome their financial losses; some firms closed permanently, while others temporarily suspended operations; the government negotiated loans with Canadian and British banks; Canadian banks moved into the colony

	How Deep Were The Consequences?	How Many People Were Affected?	How Long Were The Consequences Felt?
Entente cordiale	From 1713-1904, the French had controlled the area known as the “French Treaty Shore”; Newfoundland’s economic activity in the area was limited; in 1904 this area was placed under the control of the Newfoundland government, opening the way to settlement and industrial development; France gave up its fishing rights in Newfoundland	French fishers were affected, as they lost fishing rights in the area; English could now settle in the area and settlement and industrial development increased	Consequences were long lasting– the Newfoundland government now controlled the area, and could settle and develop the area; the area is controlled by the Newfoundland and Labrador government to present-day
Sealing Disasters	The disasters affected all parts of the colony, as the sealers came from many communities; these communities suffered in the short term from a damaged economy and declining morale	In total, 252 sealers died in the Southern Cross and Newfoundland disasters, and more were injured; hundreds of families had lost their loved ones	Consequences were felt for a long time, as many communities (and families) had lost young men, who were the majority of workers in the community; families had lost fathers; new pieces of legislation regarding the sealing industry were introduced
Spanish Flu Outbreak	This outbreak affected all parts of the colony, as people died in St. John’s, the outports, and Labrador	More than 600 people died from the disease in five months; more than 30 per cent of the Inuit population was killed and many more were infected	Consequences were felt for a long time; some people who did not die from the disease experienced lifelong heart and respiratory problems; many children in Labrador (and other areas) were orphaned, and the community of Okak was resettled to Nain, Hopedale, and Hebron
Burin Tsunami	Dozens of communities on the Burin Peninsula were flooded, and many homes were washed out to sea; 127 000 kilograms of salt cod were washed out to sea, which affected 40 Burin Peninsula communities	28 people were killed and many more were left homeless and destitute; property damage was estimated at \$1 million	Consequences were felt for a long time; although financial aid came from across the colony, Canada, the United States, and Britain, it was not until the 1940s that many communities fully recovered, while other communities did not recover at all

- The most significant event was the Spanish Flu outbreak, because it killed 600 people, and affected many parts of the island and Labrador. Survivors suffered lifelong health problems, and children were left orphans.

2 How might your assessment of these events change based on:

a. time? (e.g., if you lived in the 1890s/1920s)

Time: If I lived in the 1890s, I might see the Bank Crash as the most significant event, because it occurred during this time and affected many parts of the colony. If I lived in the 1920s, I might see the Spanish Flu outbreak or the Burin tsunami as the most significant.

b. location? (e.g., if you lived in St. John's/Bonavista/Okak/Montreal)

Location: If I lived in St. John's, I would probably see the Great Fire as the most significant event, as it caused \$13 million in property damage in the city and left 11 000 people homeless. If I lived in Bonavista or another fishing centre, I would probably see the Sealing Disasters as the most significant, as men from my community would have likely been lost in the disasters. If I had lived in Okak, the Spanish Flu outbreak would have been most significant, as 204 of the 263 residents in my community died. This decimated my community, and led to the burning of all houses, as the people resettled to other communities.

c. position? (e.g., if you were a merchant/parent/Member of the House of Assembly) The Bank of Montreal opened branches in Newfoundland after the bank crash of 1894 and became the government's banker. The profits benefitted the city of Montreal.

Position: If I were a merchant, I might see the Bank Crash as the most significant event, as I may have lost a lot of money, or my firm may have had to temporarily suspend operations or go out of business. If I were a parent, I might have seen The Spanish Flu outbreak as most significant, as it left children orphans, or the Sealing Disasters, as many children lost their fathers. If I were a member of the House of Assembly, I might see the entente cordiale as the most significant, as the Newfoundland government had gained control of the French Treaty Shore.

3. Identify three recent events that have affected Newfoundland and Labrador. Determine the degree to which each is significant. Once you have completed your assessment, identify which event is the most significant.

Three recent events that have affected Newfoundland and Labrador and their significance:

Event	Significance
Newfoundland and Labrador becomes a “have” province	Newfoundland and Labrador will not be receiving equalization payments from Ottawa, the first time since Newfoundland and Labrador became a province
Closure of the paper mill in Grand Falls-Windsor	Major blow to the economy of central Newfoundland, as approximately 750 people lost their jobs
Commitment to an underground mine at Voisey’s Bay	The new mine will provide hundreds of construction jobs after 2015 and more operational employment after 2019

The most significant event would be the commitment to an underground mine at Voisey’s Bay, as this will create more jobs for Newfoundlanders and Labradorians well into the future, as well as more revenue for Vale Inco and the Government of Newfoundland and Labrador..

4. How does personal perspective influence which events from the past we remember? Why is it important to remember these events?

- Personal perspective influences what events we remember from the past because we remember the events which are important to us, which affected us the most. It is important to remember these events because they have helped, in some way, to shape and determine who we are. We can also learn from past events, so that we do not make the same mistakes again.

The Railway

Lesson Summary

Based on pp. 300-307

This lesson begins with an examination of the need for a railway across the island of Newfoundland. Students will study the construction of the railway and the positive and negative consequences of this construction. By the end of the lesson, students will understand how the railway provided for diversification of the economy of Newfoundland and Labrador and how it impacted the culture of the province.



Featured Art Form Songwriting

Based on p. 290

Refer to *Experiencing The Arts*. Invite students to review their information related to the topic they have chosen and to create a title for their song.

Featured Artist Christopher Pratt

Based on pp. 634-637

This lesson features Christopher Pratt, a well known Newfoundland and Labrador artist. Pratt paints what is real and the artwork depicted in 4.33 is one of those realistic paintings. Read Christopher Pratt's profile and examine the examples of his artwork. Ask students to read "Reflect" and, with a partner, determine how Pratt's work shows him as a realist, minimalist, or precisionist. Ask students if there is something else in Pratt's work that appeals to them? Invite students to "Try it".

Activity #1

Building a Railway Across Newfoundland

Based on pp. 300-301

Materials Needed

- <http://www.heritage.nf.ca/society/railway.html>

The Newfoundland government decided in 1878 to build a railway from St. John's to Halls Bay. The government eventually wanted to build a railway across the entire island. There were many arguments for and against the railway. Invite students to work with a partner and complete the following:

- use information in the student resource and conduct research to determine the main arguments for and against building the railway in Newfoundland
- create a graphic organizer to list these arguments
- present their findings and conclusion to the class
- How many students felt the arguments for building the railway were more compelling? How many students felt the railway should not have been built? What was the most compelling argument for each side?

Activity #2

First Passenger Train to Cross the Island

Based on pp. 302-303

Materials Needed:

- BLM G.02 Journal Writing

The first passenger train to complete the trip across the island of Newfoundland left St. John's at 7:20 PM on June 29, 1898 and arrived at Port aux Basques the next day at 10:45 PM.

- Invite students to examine the primary documents on SR pages 302-303.
- Ask each student to imagine he/she was a passenger on that first train. Write several journal entries describing highlights of that trip.
- Invite students to share their journal entries with a partner or small group.

Dimensions of Thinking:

Was it a sell out?

Based on pp. 304-305

Materials Needed:

- none

This Dimension of Thinking presents arguments on both sides of the 1898 contract between the Newfoundland Government and Robert G. Reid, and examines the fundamental issue of using concessions to attract economic development. Invite students to form small groups and discuss the text on pages 304-305.

- Examine the concept of moral judgment. Students need to be aware that moral judgments about the past must be sensitive to historical context, and determining cause is different from assigning responsibility.
- Ask students to answer the questions in this Dimension of Thinking.
- Invite students to share and debate their answers with the class.

Activity #3

The Newfoundland Railway

Based on pp. 300-307

Materials Needed:

- BLM G.03 Creating a Photo Essay
- BLM G.14 Creating a Collage

The Newfoundland Railway operated in Newfoundland from 1898 to 1988.

- Invite students to create a photo essay or a collage portraying the history of the Newfoundland Railway. Students should refer to BLM G.03 or BLM G.14 for assistance.
- Display photo essays and collages in the classroom.
- Invite students to view the photo essays and collages in a gallery walk.



Comprehensive Activity

The Railway: A Means for Diversification

Materials Needed

- none

A. One of the ways the government hoped to diversify the economy was to build a railway through the interior of the island so that industries such as forestry and mining could be part of the economy. Invite students to:

- think about transportation links in Newfoundland and Labrador today
- with a partner, list the ways we are connected to each other in the province
- list the ways we are connected to the rest of the world
- individually, in their notebooks, answer the question “What are the advantages of the connections within our province and outside our province?”

B. Ask students to consider transportation in Newfoundland and Labrador in the late 1800s and early 1900s.

- With a partner, invite them to list the ways people were connected within the province.
- Ask them to list the ways people were connected to the rest of the world.
- Invite students, individually, to answer the following questions in their notebooks. “How would a new form of transportation - a railway - improve the lives of Newfoundlanders? What might be the economic advantages?”

C. *In pairs, ask students to brainstorm “How might the Newfoundland and Labrador culture be affected by the links they have identified in A and B above?” Ask them to choose a creative way to express their brainstorming session and present this to the class.*

Note: Students have already studied photography, storytelling, comic art, and song writing. Either one of these creative expressions would be a good choice for C above.

Teacher Notes

Based on pp. 300-307

- Fox Marsh Siding by Christopher Pratt. This is what Christopher Pratt says about the print:
 - The print *Fox Marsh Siding* was based on a photograph of a steam locomotive of the kind that was still in use by the Newfoundland Railway into the mid 1950s. I imagined it parked on a siding adjacent to the main track because I was interested in the locomotive and its tender as opposed to depicting the whole train. I had travelled to Grand Falls and Corner Brook on the Newfoundland Railway trains as a child and teenager. That was before there was a road from St. John's to Grand Falls and Corner Brook. The first time I went to the mainland (in 1953 to attend Mount Allison

University) we crossed the island by train and took the ferry – the *Cabot Strait* – to the mainland. I titled the print *Fox Marsh Siding* because there was a location between Mahers and Ocean Pond called Fox Marsh Siding, but the scene in the print is imaginary. We used to pass Fox Marsh Siding when, as kids camping at Ocean Pond, we hiked down the tracks to Mahers to visit our friends.

- The St. John's streetcar system operated from 1900 to 1948. The original streetcars were built of oak and ash. The streetcar ran four or five times an hour. In addition to passenger cars, there were sweeper cars, which helped remove snow from the tracks, and sprinkler cars, which would travel along the tracks spraying water in the summer, to keep down the dust on the still mostly unpaved streets. Despite the occasional mishap (spooking horses or derailments), the streetcars of St. John's gave good service for almost fifty years.
- The Newfoundland T'Railway Council is a non-profit corporation dedicated to the development of a recreational trail from St. John's to Port aux Basques using the former Canadian National Railway line. It promotes multi-use trail development and preserves abandoned railway lines for future use such as hiking, biking, equestrian, snowmobile, ATV and cross-country ski trails. Known as the Newfoundland T'Railway Provincial Park, the rail bed route extends for 883 km (548 miles). The park forms the Newfoundland section of the Trans Canada Trail, stretching from St. John's to Victoria, BC and to Tuktoyaktuk, NWT. When complete, the Trans Canada Trail will extend for more than 17 000 km, the longest continuous trail in the world.

Sample Answers

Based on pp. 300-307

Lesson Opener

Apart from travel, what advantages could the railway bring to Newfoundland?

- better communication with different parts of the province
- open up the interior of the island
- development of new towns

What were the risks, if any, to establishing a railway in Newfoundland?

- railway company could go bankrupt partway across the island, leaving the railway unfinished
- high costs of building a railway could lead to increased taxes

Dimensions of Thinking Questions

1. What were the perceived benefits to the Government of Newfoundland in the deal with Reid? Which was the most compelling?

Perceived benefits to the Government of Newfoundland:

- would get a streetcar system in St. John's
- would receive \$1.5 million (roughly one year's revenue) from Reid
- Government was unloading unprofitable operations (St. John's drydock and telegraph system) onto a private contractor
- deal would provide immediate financial relief
- deal would provide long-term economic development

The most compelling benefit was that the deal would provide long-term economic development. The resources in the interior of the island would continue to be accessible for development.

2. What were the perceived losses to the Government of Newfoundland in the deal with Reid? Which was the greatest loss?

Perceived losses to the Government of Newfoundland:

- would pay subsidies to operate coastal steamship service and the ferry to Nova Scotia
- loss of 15 per cent of the island's total land area
- government was giving away many of the colony's important assets
- no guarantee that the railway would be efficiently operated
- possible loss of control over potentially valuable resources

The most compelling loss was that government was giving away many of the colony's important assets. They would lose control over these assets.

3. Considering both sides of the argument, was the 1898 contract signed with Reid a sell out?

- No, the 1898 contract deal with Reid was not a sellout. Government did suffer losses but the railway was accounting for a large portion of the public debt. Under this deal, the government contracted a company to operate and eventually own the railway. This railway was essential for development of resources, and as a communication link between many parts of the colony.

Questions

1. Did the railway influence your community or region? If so, how?

- The railway influenced my community because I live in an inland town which was created as a result of the railway being built across the province, allowing for development of the interior's resources. This provided transportation for people and allowed goods to be easily shipped across the province.

2. *The building of the railway was claimed to be an “essential step” in the Government of Newfoundland’s strategy to diversify the economy. Explain.*

- The building of the railway was an “essential step” in the Newfoundland government’s strategy to diversify the economy because it opened up the interior of the island, which allowed the government to access the forest, mineral, and, to a lesser extent, agricultural, resources that existed in the interior.

3. *The railway contributed to the creation of new communities and tied regions of the island together with a transportation link. Speculate how this would affect the culture/character of Newfoundland and Labrador. (For example, after two generations of working inland, how would descendants relate to the notion of the “fishery”?)*

- The railway contributed to the creation of new communities and tied regions of the island together with a transportation link. This would affect the culture/character of Newfoundland and Labrador because, for the first time, a large number of people settled in the interior of the province. Previous to this, the great majority of people lived along the coast, and the culture was directly linked to the various fisheries. The creation of inland towns created a new culture, which was based on the development of other resources. Life in inland towns could be very different from life in the outports, and people growing up in these towns had little concept of the fishery.

4. *In 1895 D. W. Prowse noted that “A railway policy is always a progressive policy...? Explain.*

- “A railway policy is always a progressive policy” because it opens up new areas for development and settlement, and it creates a faster, more reliable transportation link that connects different regions. Communication can also be improved as telegraph lines can be built along railway tracks.

5. *Today the railway lines on the island have been dismantled, and the path it created serves as a source for recreational activities. What impact does this have on the culture of the province?*

- Today the railway bed is used as a source for recreational activities. This has helped create a new culture, as many people use the rail bed for such activities as hiking, biking, snowmobiling, ATV trails and cross-country skiing. Many citizens of the province use the rail bed for one or more of these activities. It is great that these uses have been developed.

Forestry

Lesson Summary

Based on Topic 4.3 pp. 308-315

This lesson examines the early uses of forests in Newfoundland and Labrador and how the use of forest resources began to shift from subsistence to commercial activities in the late 1800s. Students will examine the development of sawmills, and eventually pulp and paper mills. They will study the economic results of these developments, and the impacts of these industries on lifestyle and culture. By the end of this lesson, students will realize that when Newfoundland and Labrador created a forest industry, the lifestyle and culture of the province changed.



Featured Art Form

Songwriting

Based on p. 311

Activity #1

Sawmills in Newfoundland and Labrador

Based on pp. 308-309

Invite students to read *Experiencing The Arts*. In this lesson ask them to create an outline for the story they wish to tell in their song and to begin any necessary research for additional information.

Materials Needed:

- political map of Newfoundland and Labrador
- <http://www.woodbusiness.ca/sawmilling/laser-scale-a-first-for-nl-mill>
- http://www.manta.com/world/North+America/Canada/Newfoundland/sawmills_and_planing_mills_general--E01A5/

Invite students to work in small groups and complete the following:

- on a map of Newfoundland and Labrador, note where early large-scale sawmills were located
- analyze the locations of the large-scale sawmills. Make a general statement about these locations
- examine Fig. 4.48 on SR page 309
- in general terms, explain where the “productive forest area” is located in the province
- speculate why there is no “productive forest” in other areas of the province
- refer to the website <http://www.woodbusiness.ca/sawmilling/laser-scale-a-first-for-nl-mill> to read about a new sawmill innovation. What is the innovation? Which Newfoundland sawmill will be the first sawmill in Canada to use this new innovation?
- research to find locations of current sawmills in Newfoundland and Labrador
- report their findings to the class

Activity #2

Lumbering Songs

Based on p. 312

Materials Needed:

- <http://www.wtv-zone.com/phyrst/audio/nfld/lumbercamp.htm>
- BLM 4.04 Forest Industry Terms

Many songs were written about the forest industry. Examine the lyrics to “The Badger Drive” on SR page 312. Play a recording of “The Badger Drive”. Invite students to work with a partner and complete the following:

- analyze several songs from the following list about the forest industry in Newfoundland: “The Boys at Ninety-Five”, “Double Sledder Lad”, “Gerry Ryan”, “The Jam on Jerry’s Rock”, “The Log Jam Song”, “The Lumber Camp Song”, “Twin Lakes”. Students may also use any other songs they know or find
- use BLM 4.04 Forest Industry Terms to assist them in their analysis
- use a graphic organizer to list the negative and positive features of the forestry industry in Newfoundland, as mentioned in the songs
- individually write an answer to the following question in their notebook: “How was the life of a logger a difficult life?”

Note: As an alternate activity, students may write the lyrics to a song about the lumber industry in Newfoundland and Labrador. They should refer to Lesson 02 “How to Write a Song” at the beginning of this chapter. Students who are musically inclined could choose to perform the song for the class.

Activity #3

Grand Falls and Corner Brook Pulp and Paper Mills

Based on p. 310

Materials Needed:

- BLM 4.05 Grand Falls and Corner Brook Pulp and Paper Mills
- <http://67.18.18.74/~heritage/history.htm>
- <http://www.cbpl.com/>
- <http://www.cbc.ca/news/canada/newfoundland-labrador/story/2012/06/22/nl-corner-brook-mill-vote-622.html>
- <http://www.cbc.ca/news/canada/newfoundland-labrador/story/2009/02/12/abitibi-close.html>

Two main pulp and paper mills in Newfoundland and Labrador were built at Grand Falls (now Grand Falls-Windsor) and Corner Brook.

- Invite students to work with a partner.
- Ask students to use the information on SR page 310 and conduct research to complete BLM 4.05 Grand Falls and Corner Brook Pulp and Paper Mills.
- Invite students to share and review their findings with another group.

Dimensions of Thinking:

Grand Falls - A Company Town

Based on pp. 314-315

Materials Needed:

- none

A pulp and paper mill was opened at Grand Falls in 1909. This Dimension of Thinking examines Grand Falls as an example of a planned company town. The story of Grand Falls is a significant story as it highlights the strengths and weaknesses of a company town.

- Invite students to form small groups and discuss the text on pages 304-305.
- Ask students to answer the questions in this Dimension of Thinking.
- Invite students to share and debate their answers with the class.



Comprehensive Activity

Wood: An Important Resource

Materials Needed

- BLM 4.06 Wood Products

A. Wood has been an important resource for Newfoundlanders and Labradorians from early times. Invite students to:

- as a class discuss the uses of wood for early settlers in Newfoundland and Labrador
- use BLM 4.06 Wood Products and compare the material used to produce each of the products in the 1800s to the material used to produce such products today

B. “When sun rays crown thy pine clad hills”. These words from the *Ode to Newfoundland* talk about “pine clad hills”, one of the tree species found in Newfoundland and Labrador. Invite students to research to find out what happened to the “pine clad hills”.

C. The pulp and paper industry in Grand Falls (Grand Falls-Windsor) closed in 2009 - one hundred years after its opening.

- Ask students to think back 100 years and in small groups consider and answer the following questions: “What was the economic impact of opening a pulp and paper mill in Grand Falls-Windsor?” “What was the impact on the culture of the province?”
- Ask students to also consider and answer this question: “What was the economic impact of the closure of this industry on the people in the area? the province?”
- Invite students to create a timeline for this industry to show its development and demise.

Note: Students may find the answers to their questions in newspaper stories and in government documents.

Sample Answers

Based on pp. 308-315

Lesson Opener

What impact would the forestry industry have on society in Newfoundland?

- Many fishermen from the outports spent the winter working in the woods, so wives were home raising the children.
- Men were paid wages for their work.

What were the risks, if any, to establishing a forestry industry in Newfoundland?

- some men would be killed
- forest resources could be depleted if conservation practices were not implemented
- clearing large areas could lead to soil erosion

Questions

1. It can be argued that the development of the forest industry was the opening of a frontier.

a. What might have been the three greatest challenges faced by workers?

Three biggest challenges faced by workers:

- living away from their families for long periods of time
- living in run-down, overcrowded bunkhouses
- working outdoors for long hours in all kinds of weather

b. What were possibly the greatest benefits for workers?

The biggest benefits for workers:

- the work was steady
- they were guaranteed cash wages
- in many cases, it was off-season work for fishers

2. The text states that by 1920, lumber exports had declined considerably. However, the data on page 311 indicates that exports for the forest industry continued to increase. How do you account for this?

- Although by 1920 lumber exports had declined considerably, exports for the forest industry continued to increase, as the colony was exporting other forest products, mainly pulp and paper. After 1910, pulp and paper production dominated the forest industry.

3. The Government of Newfoundland rented land to pulp and paper companies as opposed to obtaining revenue from royalties. As a consequence, this industry brought little direct revenue to government. What were the advantages and disadvantages of taking this approach for government? For business?

Government	Advantages	Disadvantages
	Government was guaranteed money	Government could probably have made more money from royalties
	Government didn't have to pay for upkeep and maintenance of the land	
	The Government still owned the land	
Business	Advantages	Disadvantages
	Businesses had to pay a set amount of money for rent.	Businesses were responsible for managing the lands
	Businesses could make more profit during good years	If businesses had a bad period, they still had to pay the established rent
		The lands still belonged to the government

4. What were the three most significant ways in which the culture/lifestyle of a company town differed from that of an outport?

Three most significant ways in which the culture/lifestyle of a company town differed from that of an outport:

- All people in a company town were employed
- The company provided many services for its workers
- Company towns were planned, as opposed to outports, and only workers and their families were allowed to live there, along with the owners and operators of a small number of businesses

Dimensions of Thinking Questions

1. How did the development of the community of Grand Falls benefit the colony of Newfoundland? Which benefit was the most significant? Why?

The development of Grand Falls benefitted the colony of Newfoundland in the following ways:

- provided employment for a large number of people, both in the town and in the surrounding area
- helped to diversify the colony's economy

-
- created revenues for the government
 - promoted other settlement in the region

The most significant benefit was the creation of jobs for a large number of people. This would reduce unemployment in the colony. It also created jobs in areas close to Grand Falls, for example at Botwood which was the port from which the newsprint would be shipped to markets.

2. Given the closure of the mill, what challenges does this create for the community that has existed for over a century? Which challenge is the most significant? Why?

The closure of the mill created the following challenges:

- how to create employment for over 750 men and women who were unemployed as a result of the mill's closure
- how to help existing businesses survive
- how to attract new business to the town
- how to develop new industries in the town

Creating employment for over 750 people who were unemployed as a result of the mill's closure was the most significant challenge. Most people will not stay in a town unless they have an adequate source of income. This source of income for most people is their job. Therefore, to maintain the population of Grand Falls - Windsor, it was imperative to develop or create new jobs for people in the town.

3. What can be learned from this experience?

- The lesson to be learned from this experience is to diversify the economy of your town and surrounding area, so that the closure of the main industry or employer will not have such a devastating effect on the population of the town and surrounding area.

Mining

Lesson Summary

Based on Topic 4.4 pp. 316-323

This lesson examines the wide use of mineral resources available throughout the province, and early mining ventures. Students will study changing economic patterns and the first, and subsequent, major mining operations in Newfoundland and Labrador. They will discuss the economic effects of mining, and the impact of mining on lifestyle and culture. By the end of this lesson, students will recognize that the unusual geology of the province led to many mining enterprises which in turn impacted the lifestyle and culture of the people.



Featured Art Form

Songwriting

Invite students to continue with their research to learn about the topic they have chosen. Remind them to use jot notes and a separate notebook for this assignment.

Activity #1

Tilt Cove Mine

Based on p. 317

Materials Needed:

- http://www.heritage.nf.ca/society/coll_137_13_06_001.html
- <http://www.heritage.nf.ca/society/mining.html>

The first major mining operation in Newfoundland and Labrador was at Tilt Cove. Invite students to work with a partner to complete the following:

- examine the photograph at http://www.heritage.nf.ca/society/coll_137_13_06_001.html What do they see in the photograph? What evidence of mining do they see?
- review the text on SR page 317 and conduct research to write a brief report on the mine in Tilt Cove. Include the following in their report:
 - location of Tilt Cove in the province
 - years the mine was in operation (both operational periods)
 - what mineral was mined there
 - how extensive was the operation (size and markets, for example)
 - why mine originally shut down
 - population of Tilt Cove before the mine, during the mine's operation, and today
 - two other interesting points about Tilt Cove

Note: Students might like to view pictures of LaScie and Tilt Cove at <http://www.youtube.com/watch?v=ViQlhWMaA70>. The video is 9:12 minutes long.

Activity #2

Mines in Newfoundland and Labrador

Based on pp. 320-321

Materials Needed:

- none

A wide variety of mineral resources are found throughout the province. Invite students to work with a partner and complete the following:

- examine the map on page 320 and the chart on page 321
- craft several general statements about mines in Newfoundland and Labrador (for example, statement on locations, types of minerals mined, number of mines)
- share their general statements with another group
- answer the following question in their notebook: "How extensive was/is the mining industry in Newfoundland and Labrador?"

Dimensions of Thinking:

How Did "This Place" Change?

Based on p. 322

Materials Needed:

- none

Diversification of Newfoundland and Labrador's economy led to many changes in "this place".

- Invite students to read and analyze the essay, which notes positive and negative effects of the mining industry.
- Ask students to answer the questions in this Dimension of Thinking.

Activity #4

Mining Songs

Based on p. 323

Materials Needed:

- <http://www.wtv-zone.com/phyrst/audio/nfld/mining.htm>

Many songs were written about mining. Examine the lyrics to "Goodbye to St. Lawrence" on SR page 323. Play a recording of "Goodbye to St. Lawrence". Invite students to work with a partner and complete the following:

- analyze "Goodbye to St. Lawrence" and several other songs about mining in Newfoundland and Labrador (and Nova Scotia) from the website <http://www.wtv-zone.com/phyrst/audio/nfld/mining.htm>. Students should also look at "The Bell Island Song" by Harry Hibbs, "Wabana, You're a Corker" and any other mining songs they know or find.
- use a graphic organizer to identify the challenges and dangers of working in the mines. Also, identify positive aspects of the mining industry mentioned in these songs.

- answer the following questions in their notebook:
 - “If mining was a challenging/dangerous occupation, why did so many men and boys work in the mines?”
 - “Is mining a safer occupation today?”

Note: As an alternate activity, students may write lyrics for a song about mining in Newfoundland and Labrador. They should refer to Lesson 02 “How to Write a Song” at the beginning of this chapter. Students who are musically inclined could choose to perform the song for the class.



Comprehensive Activity

Mining: Birth begets Death

Materials Needed

- current map of mines in Newfoundland and Labrador

A. The mining industry is by its nature finite. Once a mine begins operation, it also begins to die. Of the 100 mines identified in SR Fig. 4.70 only one quarter of them are still operating. Invite students to use this information to write a journal entry that relates to sentence 2 above.

B. Ask students to examine a current map of mines in Newfoundland and Labrador. Ask them to note the location of operating mines. Are the locations of these mines the same as or different from the locations of mines in the first half of the twentieth century? In a class discussion, speculate why there are similarities or differences.

C. Invite students to choose a current mine and find out the type of mine it is, where the ore is shipped, the cost of operating the mine, and the wages paid.

D. Ask them to then choose a mine that operated in the first half of the twentieth century. What type of mine was it? Where was the ore shipped? What was the cost of operating the mine? What were the wages paid?

E. Invite students to speculate on the positive and negative impacts of mining on the lifestyle of the people in each of the above situations. Do the locations of the mines have any impact?

Teacher Notes

Based on pp. 316-319

- Ramah Bay is an area in northern Labrador, which is the site of an uncommon semi-translucent light-grey stone with dark banding called Ramah chert. This stone was valued by indigenous peoples for use as tools and weapons.
- Mi'kmaq are believed to have known about the mineral deposits in the Buchans area at least as long ago as the 1850s. However, it was not until 1905 that the Anglo-Newfoundland Development (A.N.D.) Company hired a local prospector to investigate the Red Indian Lake area. In the same year, Matty Mitchell, who had both Mi'kmaq and Innu ancestry, brought

out samples which were found to contain a combination of zinc, lead, copper, gold, and silver. Mitchell got two dollars and fifty cents for his trouble, and crews began to develop the site.

- The use of horse power has a long history in mining on Bell Island. During the first few years of surface mining, they were used to pull cars and wagons. With the beginning of underground (or undersea) mining, the horses pulled the loaded ore cars to the surface. Each mine had underground stables and the horses were tended to by teamsters. Many of the mine horses spent nearly all their adult lives in the mines. One horse is reported to have worked 26 years in Number Six Mine. In the 1950s, horses were replaced with electric trolley cars.

Sample Answers

Based on pp. 316-323

Lesson Opener

What items could be made/manufactured from the minerals found in Newfoundland and Labrador?

- steel
- auto parts
- trains and train tracks
- metal coins
- stainless steel
- fire proofing and prevention materials
- copper wire

What were the risks, if any, to exploring the minerals in Newfoundland and Labrador?

- cave-ins
- injuries/death from blasting
- running out of oxygen
- run-away ore cars
- gas explosions

Dimensions of Thinking Questions

1. Use the essay provided to create a concept web which identifies the direct, indirect, and unanticipated consequences of the mining industry.

2. Determine if each consequence you identified in No. 1 was positive or negative.

1. and 2. combined (Students may use a concept web of their choice.)

Direct Consequences:

- raw materials are mined in the province and exported for use by industries elsewhere (negative)

- minerals will run out - every day a mine is worked is a day closer to shutdown (negative)
- provides many people with stable, paid employment (positive)
- freed people from independence on an unpredictable fishery and the local merchant (positive)

Indirect Consequences:

- mining companies often have little interest in long-term sustainable development (negative)
- prices and markets are shaped by worldwide forces (can be negative or positive)

Unanticipated Consequences:

- the establishment of a mine can change traditional practices and values (how people lived and worked, how they organized their time, how families related and operated) (negative)

3. Based on your assessment of the data provided, what can you conclude were the most important positive and negative effects of the mining industry? Explain.

- The most important positive impact of the mining industry was that it provided many people with stable, paid employment. The fishery was unpredictable, and many years were lean years, resulting in lower income for the family, and hardships. If you worked in a mine, you received a relatively stable salary each month.
- The most important negative impact was the fact that a mine is temporary. Some mines will last for a long period of time, while other mines will be much shorter operations. When the mine does close down, large numbers of people are out of work and will have to move to find new employment.

Questions

1. What might account for the overall increase in the value of mineral exports from 1885 to 1940? (See fig. 4.68.) Identify three factors.

Three factors which might account for the overall increase in the value of mineral exports from 1885 to 1940:

- The building of the railway allowed more mines to be developed, especially in the interior, and a process was discovered to separate the minerals.
- There was a greater worldwide demand for minerals.
- Newfoundland and Labrador was producing a variety of minerals.

2. *Fishers who sought employment in the mining industry experienced many changes in lifestyle. What were the benefits? What might have been some of the challenges?*

- Benefits of the mining industry would include a source of wage-based and steady work. Some of the challenges were the long hours, often with no overtime pay, young boys working instead of going to school, and various safety issues. Although the miners were paid, the pay was sometimes low, there were health and other safety issues, and sometimes the mines closed, due to lack of demand for the mineral, or competition from other mines, which left the workers unemployed, and the town with no industry.

3. *It can be argued that the diversification of the Newfoundland and Labrador economy with the development of the new industries was desirable. However, it does not appear to be “celebrated” as frequently in music played on radio stations compared to the fishery. What might account for this? How does this influence peoples’ view/understanding of the heritage of “this place”?*

- The diversification of the Newfoundland and Labrador economy with the development of new industries was desirable. This was not “celebrated” as frequently in music played on radio stations compared to the fishery because the fishery affected more people in many communities throughout the province, whereas industries such as mining and the forestry affected fewer people in fewer communities. Also, the fishery was the original occupation of the province, while the other occupations developed later with diversification of the economy. Each industry had its challenges, but the sea had more dangers than the land. Loggers and miners sustained injuries and sometimes lost their life, but many more fishers’ lives have been lost in our province. This influences peoples’ understanding of the heritage of “this place” as they see Newfoundland and Labrador mainly as a province with an economy based almost totally on the fishing industry.

Population

Lesson Summary

Based on Topic 4.5 pp. 324-327

This lesson studies changes in the population of Newfoundland and Labrador. Specifically, students will examine increase in the population, internal migration (relocation), and emigration to other parts of Canada and the United States. Students will discuss the push and pull factors for the migration of people. By the end of this lesson, students will understand that, despite issues in the fishery, the population of Newfoundland and Labrador continued to increase in the twentieth century and migration within the province occurred as new industries opened.



Featured Art Form Songwriting

Based on p. 311

Refer to *Experiencing The Arts* Invite students to brainstorm words and phrases that they might use in their composition.

Note: Students may wish to use a word web for this purpose.

Activity #1

Overcrowding

Based on pp. 324-325

Materials Needed

- BLM G.04 Analyzing a Visual

Invite students to work with a partner.

- Analyze Fig. 4.75 on page 325 and complete BLM G.04.
- Write a paragraph explaining how this photograph is related to population relocation in Newfoundland and Labrador during the early twentieth century.
- Share their analysis and paragraph with another group.

Activity #2

Emigration

Based on p. 326

Materials Needed:

- none

Newfoundland and Labrador experienced out-migration in the late nineteenth and early twentieth centuries. Invite students to:

- list reasons why Newfoundlanders would emigrate during this period (what type of jobs they would obtain)
- assume the role of an emigrant from Newfoundland. After they have been in their new home a week or two, write a personal letter to a family member back in Newfoundland. The letter should include (but not be limited to) the following:
 - description of the trip
 - impressions of the new job



Comprehensive Activity

Population Trends - Not a New Phenomenon

- first impressions of his/her new home (where they are)
- thoughts about whether or not it will be a permanent home, and supporting reasons
- share their letter with a classmate

Materials Needed

- www.statcan.gc.ca
- NL Studies website
- www.gov.nl.ca

A. Invite students to:

- trace the fluctuations in population trends from 1901 to 2011 in Newfoundland and Labrador

Note: This information is available on the Statistics Canada website.

- account for the differences in population by identifying what was happening in Newfoundland and Labrador's economy during that time

Note: Students may use the Newfoundland and Labrador Studies website as well as the Government of Newfoundland and Labrador's website for the relevant information.

Sample Answers

Based on pp. 324-327

Lesson Opener

Why would the population of the province fluctuate?

- When jobs are plentiful, workers and families remain in the province. Also, workers from other provinces or countries will come to the province to work. When jobs are scarce, Newfoundland and Labrador workers will leave the province temporarily or permanently to find work.

What is the trend of population change in your community? What might be the impact of this trend?

- The population of my community has been increasing over the past few years. This means new houses and subdivisions are being built, new businesses are opening, more services, such as schools and health clinics, are opening, and more jobs are being created in my community. If new services are not built or opened in a timely manner, this will create long waiting times and overcrowded classrooms.

Questions

1. There were a variety of push and pull factors that influenced a person's decision to migrate within Newfoundland and Labrador. Identify these factors. Which might have been most significant? Why?

Push and pull factors that influenced a person's decision to migrate within the province:

- the fishing grounds of the east coast had become overcrowded and families found it difficult to make a living in the fishery, so they moved to less populated bays where there would be less competition for fish
- people left the east coast to seek employment in agriculture, forestry, and mining
- the development of pulp and paper mills and mining operations made these locations a destination for thousands of Newfoundlanders and Labradorians searching for employment

The most significant factor might be people moving to seek employment in new industries, specifically agriculture, forestry, and mining, which had developed in the island's interior. The interior became accessible when the railway was completed across the island. These industries provided cash wages.

2. What is the trend today in relation to internal migration? What might account for this? (See chapter one, page 55.)

- In relation to internal migration, the trend today is to move to larger centres, such as the St. John's area, Corner Brook, Grand Falls-Windsor, Gander, Happy Valley-Goose Bay, Labrador West, and Clarenville. This may be because there are more services (such as medical, transportation, recreation, shopping) available, and because there are more jobs to be found in these areas.

3. Consider how our economy diversified between the 1880's and the 1930's.

a. How did the significance of the fishery change during this time period?

- The significance of the fishery declined during this time period, from more than 60% of the total workforce to approximately 40%.

b. Rank the economic sectors in terms of: (i) percentage of exports, and (ii) employment.

Economic sectors in terms of percentage of exports:

- fish
- forest products
- minerals
- agriculture, trapping, etc.

Economic sectors in terms of employment:

- fishery
- agriculture
- forestry
- mining

c. What are the top three economic sectors in terms of employment today? (See chapter one, page 46.) In terms of having an economically diversified economy, is the current distribution of employment by sector positive or negative?

The top three economic sectors in terms of employment today are:

- services
- manufacturing
- construction

The current distribution of employment by sector is positive because workers are employed in various types of industries, and the economy of the province is no longer dependent on one industry. The economy is diversified.

Chapter 4 – Lesson 08

Immigration

Lesson Summary

Based on Topic 4.6 pp. 328-331

This lesson examines the late 1800s to 1920s immigration of ethnic groups whose ethnicities were not British or Irish. Students will specifically study Chinese, Lebanese, and Jewish immigrants, why they immigrated, where they settled, and the impact these groups of immigrants had on Newfoundland and Labrador culture. They will briefly examine recent immigrants. By the end of this lesson, students will recognize that Newfoundland and Labrador's population base is expanding to include people from many parts of the world who will further impact our culture and lifestyle.



Featured Art Form

Songwriting

Based on p. 311

Refer to *Experiencing The Arts*. Invite students to review their words and phrases and add to them if needed. Students should now choose the best ones for use in their song. Remind them to review information in "How to Write a Song" (SR pages 274-282) for guidance.

Activity #1

Immigration Policies

Based on pp. 328-329

Materials Needed:

- BLM G.02 Journal Writing
- Chinese Education Kit

From the late 1800s to the 1920s, approximately 500 immigrants (who were not from Britain or Ireland) arrived in Newfoundland and Labrador. Initially, there was an open-door policy towards immigration, but in 1906 the Government of Newfoundland restricted immigration with the Aliens Act and the Chinese Immigration Act. In the 1920s, immigration became even more restrictive.

- Invite students to work with a partner and review Fig. 4.82 and the text on SR pages 328-329.
- Invite students to write a reflective journal entry using the following cue: *(I like (don't like) immigration restrictions or I agree with ... but I don't agree with ...)*
- Invite students to form small groups and share their findings.

Activity #2

Problems/ Challenges Faced by immigrants

Based on pp. 329-331

Materials Needed:

- none

Immigrants from China, Lebanon, and Jews from Eastern Europe arrived in Newfoundland and Labrador during this time period. Although they were usually successful in finding employment, they did face some problems and challenges.

- Invite students individually to:
 - create a graphic organizer illustrating problems and challenges faced by these early immigrants
 - share their graphic organizers in a small group

Activity #3

Recent Immigrants

Based on p. 331

Materials Needed:

- <http://www.nlimmigration.ca/media/17786/diversity%20mag%202010%20reading%20pdf%20setup.pdf>
- world political map

The above website presents short stories about 20 recent professional immigrants to Newfoundland and Labrador.

- Invite students to form small groups and ask each group to read and discuss the stories of five of these immigrants. (If possible, teacher should ensure that all 20 immigrant stories are covered)
- Ask students to use a graphic organizer to record the following information about each immigrant:
 - country of origin
 - Newfoundland and Labrador community where he/she resides
 - reason(s) why he/she came to Newfoundland and Labrador
 - reason(s) why he/she stayed in Newfoundland and Labrador
- Invite each group to present their findings to the class.
- Record these findings on a class chart.
- Rank the main reasons listed for coming to Newfoundland and Labrador.
- Rank the main reasons listed for staying in Newfoundland and Labrador.
- Mark the location of each country of origin on the classroom world map.

Note: As an alternate or extension activity, students can interview immigrants in their own community or region to obtain the same information. Complete the same process as above. There may be immigrant students in the classroom. If these students agree, they could be interviewed by another student to obtain the information.

Comprehensive Activity

Immigrants: Welcome to Newfoundland and Labrador

Materials Needed

- www.nlimmigration.ca
- *Land and Sea* episodes

A. Invite students to form small groups and to brainstorm the advantages of inviting immigrants to Newfoundland and Labrador. Ask students to share the top two advantages with the class.

B. Encourage students to find a story of an immigrant or group of immigrants to the province, e.g., Chinese immigrants to various communities in Newfoundland and Labrador in the twentieth century or recent Filipino immigrants to Happy Valley-Goose Bay. Create a bulletin board display of these stories. Some points to consider might be the challenges the immigrant faced in this province. How did he/she overcome the challenges?

C. Ask students to search the government website www.nlimmigration.ca to learn about programs that have been put in place for immigrants to this province. Include this research on the bulletin board.

D. If possible, invite an immigrant to speak to the class to tell his/her story.

E. At the beginning of this course, students participated in an activity where they packed their suitcases to move to an unknown place. Invite students to write a short song that tells the story of their move.

Teacher Notes

Based on pp. 328-330

- An immigration policy is any policy of a state (country) that affects the transit of persons across its borders, but especially those who intend to work and to remain in the country. An open-door immigration policy is one which is unrestricted or has few restrictions. Today most immigration policies are typically selective, with priority usually given to the educated, skilled, and wealthy.
- Tooton's Photography (commonly known as Tooton's) was a photography store founded in St. John's by Anthony Tooton in 1905. Tooton travelled to New York and met with George Eastman of the Eastman Kodak Company. Eastman granted Tooton exclusive distribution rights on all Kodak products, a monopoly which would last until 1949, and gave him the exclusive right to use the Kodak name on all storefronts and materials. Tooton also appeared on the Ed Sullivan Show. The company grew throughout the 1900s, but, due to changing conditions in the photographic industry, closed its doors in November 1995. At the time of its closure, Tooton's had retail locations in the St. John's area and throughout the province.

Sample Answers

based on p. 328-331

Lesson Opener

What are some of the challenges faced by immigrants?

- new language
- finding a job
- feelings of loneliness (missing family and friends)
- adapting to a new culture
- housing
- discrimination

What are the advantages and disadvantages of immigration?

- Advantages: immigrants may be specialized in certain skilled jobs which currently have shortage of workers; immigrants may take jobs that many citizens in the host country or province don't take; increase in cultural diversity and people can learn about each other's culture.
- Disadvantages: immigrants may take jobs which would have been filled by native-born workers; crowding or increase in population density in certain areas; could be financial burden on health and education facilities, even in the short-term.

Questions

1. *Identify the push and pull factors that influenced the immigrants discussed in this section. What inference(s) can be drawn from this data?*

- This data indicates that there were job opportunities in Newfoundland and Labrador, and that Newfoundland and Labrador was an area which was free from persecution, where various cultural groups could live freely.

Immigration Push and Pull Factors		
Immigration Group	Push Factors	Pull Factors
Chinese	Immigrated from areas in China where farming was difficult and poverty was widespread	Canada was imposing a \$50 head tax (later increased to \$500) and some Chinese immigrated to Newfoundland rather than pay this tax (Note: Newfoundland later charged a tax); opportunity for work in Newfoundland
Lebanese	Religious persecution, poverty, and compulsory military service	many Lebanese immigrants were active in commerce, and there was an opportunity to open businesses in Newfoundland
Jewish	Anti-Semitic violence in Eastern Europe	Opportunity in Newfoundland to open businesses and work as travelling peddlers

2. Changes in policy during the 1920's limited immigration. Why did this happen? Was this justifiable?

- In the 1920s, immigration policies became more restrictive. This was because the number of immigrants was increasing, and the economy was getting weaker during this time period. This may have been justifiable as there was concern about lack of employment as the economy worsened. More immigrants would lead to increased competition for the jobs that were available.

3. What are some of the pull factors that may influence people to immigrate to Newfoundland and Labrador today?

Some pull factors that may influence people to immigrate to Newfoundland and Labrador today:

- availability of jobs, especially due to shortages of skilled workers and professionals in some sectors, and lack of workers for lower-paying jobs
- strong economy
- safe environment
- a relatively low cost of living
- they have family members who already live here.

Lifestyles

Lesson Summary

Based on Topic 4.7 pp. 332-339

In this lesson, students study the cultural effects of new developments in communication and transportation during the early twentieth century. Students will also examine changes and advances in education and health care during the early 1900s. By the end of this lesson, students will understand that developments in communication, transportation, education and health care affected communities in different ways.



Featured Art Form Songwriting

Based on p. 337

Students should now be ready to write their song. Invite them to read *Experiencing The Arts*. In this lesson ask students to select an existing melody for their song. Students should consider whether their song is lively, melancholy, etc. as they search. Students may wish to listen to several songs in their search.

Featured Artist Rhoda Dawson

Based on p. 641

This lesson features Rhoda Dawson, a recording artist. Invite students to read the artist profile and to consider how art may be an inspiration for songwriting. One of Rhoda Dawson's works may help students who have chosen fishing or health care as the subject for their song. Invite students to "Try it" by using a photograph as inspiration for a sketch and possibly a song.

Activity #1 Rural and Urban Lifestyles

Based on Fig. 4.92 p. 332

Materials Needed:

- BLM G.04 Analyzing a Visual

Rural and urban lifestyles in the late 1800s and early 1900s were often quite different, but had some similarities. Invite students to work with a partner.

- Examine both photographs in Fig. 4.92. Create a graphic organizer to compare both photographs. What things are the same? What things are different?
- Use BLM G.04 Analyzing a Visual for assistance.
- Share their comparisons with another group.
- Discuss: "If you took a picture of the same location today, would the rural or urban image have changed more? Why?"

Activity #2

Newfoundland's Role in International Communication

Based on pp. 332-333

Materials Needed:

- http://www.heritage.nf.ca/society/19th_comm.html
- http://www.heritage.nf.ca/society/post_1949_comm.html

Newfoundland played a main role in the advancement of international communications.

- As a class, examine and discuss Fig. 4.93 on SR page 333, which illustrates the set-up Marconi and his assistants used to receive the first transatlantic wireless signal. This was a “first” in communications for Newfoundland and the world.
- Invite students to work in pairs and conduct research to discover Newfoundland’s main role in two other international communications developments.
- Invite students to write a paragraph to briefly explain each development, and the impact of this development.

Activity #3

Education Then and Now

Based on pp. 334-335

Materials Needed:

- BLM 4.07 Education Then and Now
- Newfoundland and Labrador school boards websites
- <http://www.ed.gov.nl.ca/edu/>
- <http://www.canlii.org/en/nl/laws/stat/snl-1997-c-s-12.2/latest/> (Schools Act, 1997)

Invite students to work with a partner.

- Use information in the student resource and conduct research to complete BLM 4.07, which compares education in the early nineteenth century to education today.
- Share their completed BLM with another group.
- Answer the following question in their notebook: “Which change in education is the most significant? Support your answer.”

Note: There were 278 schools in Newfoundland and Labrador (2012-2013 school year). The number of schools could change from year to year.

Activity #4

School Memories

Based on Fig. 4.99 p. 335

Materials Needed:

- none

Invite students to work with a partner to complete the following:

- read the excerpts from Fig. 4.99 on SR page 335
- discuss the features of education in the 1920s and 1930s which are presented

Activity #5

Health

Based on pp. 336-338

Ask students individually to use information from Fig. 4.99 and any other sources to create a visual art work illustrating a scene from a typical classroom from the 1920s-1930s. Ask students to give their art work a title.

- Display the visual art works in the classroom.
- Invite students to view the art through a gallery walk.

Materials Needed

- http://collections.mun.ca/cdm4/item_viewer.php?CISOROOT=/ead&CISOPTR=58
- http://staff.library.mun.ca/~ebrowne/nf_history/Hookey19471025.php

Invite students to conduct research and write several paragraphs on the role of NONIA (Newfoundland Outport Nursing and Industrial Association) in advancing health care in Newfoundland and Labrador.

Ask students to include the following information:

- who founded the association? when was it founded?
- why was it founded?
- what were the main contributions to health care?
- what is the status of the association today?

Ask students to present their paragraphs as an oral presentation to a small group.

Comprehensive Activity

An Early Twentieth Century Community

Materials Needed:

- BLM 4.08 Community Backgrounder
- BLM 4.09 Community Site Plan
- Road map of Newfoundland and Labrador
- Topographic map of Newfoundland and Labrador

A. Invite students to work as a class or in small groups to set up a community in Newfoundland and Labrador in the early part of the twentieth century. Ask them to use BLM 4.08 to prepare a community backgrounder for their new community.

B. Next, invite students as a class or in their groups to prepare a community site plan using BLM 4.09. The site plan must include a legend where each type of structure is identified. E.g. road, water, railway, school, houses, etc. If possible provide a scale, E.g. 1 centimetre = 1 kilometre. Invite students to share their site plans with the class in an oral presentation.

Teacher Notes

Based on pp. 334-337

- Denominational education system: On September 2, 1997, a province-wide referendum on education reform was held. The people of the province were asked the following question: “Do you support a single school system where all children, regardless of their religious affiliation, attend the same schools where opportunities for religious education and observances are provided?” 73 per cent of voters said yes, and the denominational education system, which had been in place for 155 years, came to an end.
- On March 31, 2010 there were 1147 practicing physicians in the province. (from Newfoundland and Labrador Medical Association membership statistics)

Sample Answers

Based on pp. 332-339

Lesson Opener

What factors can influence lifestyle?

- eating habits
- amount of exercise
- level of education
- good general health
- type of job

How do changes in health care and education affect lifestyle?

- Generally, lifestyle is improved by health care and education systems that are advanced and accessible to the population.
- Student Resource page 339.

Questions

1. *For each aspect of lifestyle discussed in this lesson, identify one event or change that occurred. Create an idea web that explores some of the possible direct, indirect, and unanticipated consequences of the event or change.*

Event or change for each aspect of lifestyle:

Communication, Transportation, and Culture: use of radio to broadcast music and words.

- Direct consequences: music and news were broadcast to many parts of the province; news was received the same day it happened.
- Indirect consequences: church services were broadcast to shut-ins; led to new radio stations established in the province.
- Unanticipated consequences: led to a celebration of culture, through shows featuring “home-grown” music and talent; people could compare their daily lives to those in other places.

Education: establishment of a common curriculum

- Direct consequences: students in all parts of the colony studied the same subjects from grades six to eleven; these subjects became core subjects.
- Indirect consequences: common examinations in these subjects at the end of high school. (Grade eleven at this time)
- Unanticipated consequences: establishment of a common curriculum in earlier grades; expanding the core curriculum to other subject areas.

Health: Outport Nursing Committee formed in 1920

- Direct consequences: nurses were brought in from England and stationed in rural communities throughout the island; these nurses provided a range of medical services.
- Indirect consequences: led to the creation of the Newfoundland Outport Nursing and Industrial Association (NONIA); to pay nurses' salaries, outport women created handicrafts to sell through NONIA.
- Unanticipated consequences: today NONIA is a non-profit manufacturing and retail operation, which employs knitters and weavers throughout the province.

2. Which changes presented in this lesson had the most significant impact on lifestyle? Create a "top three" list, and design a poster which uses text and graphics to examine why these changes were significant.

Changes in the lesson which had the most significant impact on lifestyle:

- The use of radio to transmit music, church services, news and other information – this provided entertainment for people, services to shut-ins, and also kept people informed of news events the same day they occurred.
- The establishment of Memorial University in St. John's – now students had the opportunity to obtain university education in the colony; they did not have to apply to and attend foreign universities.
- The building of many hospitals and other medical facilities – made health care more readily available to many areas of the province; people in these areas did not have to travel as far to receive medical attention.

(These ideas, along with others, can be used in their poster.)

Labrador

Lesson Summary

Based on Topic 4.8 pp. 340-351

In this lesson, students study life in Labrador in the late 1800s and early 1900s and how it differed in many ways from life on the island. Students will examine the role and impact of the Hudson's Bay Company and the Grenfell Mission in Labrador. Jurisdiction issues between Newfoundland and Quebec over who "owned" Labrador are also considered. By the end of the lesson, students will understand that the geography of Labrador played an important role in activities that occurred there in the late 1800s and early 1900s.



Featured Art Form Songwriting

Based on pp. 337-280

Refer to *Experiencing The Arts* (SR page 337). Invite students to review the information in Step 3 (SR page 280) for help in writing the lyrics for their song. As they write, students may choose to use a songwriting circle to get feedback about their lyrics.

Activity #1

Life in Labrador

Based on p. 340

Materials Needed:

- none

Ask students to examine Fig. 4.108, 4.109 and 4.10 on SR page 340.

- Identify at least one thing in each photograph that suggests it was taken in Labrador.
- Share their findings with a classmate. Did they list the same things?

Activity #2

Need for Services and a Voice

Based on p. 341

Materials Needed:

- none

Very few services existed in Labrador during the late 1800s and early 1900s. Labrador did not even have a "voice" in government until 1946.

- Invite students to assume the role of a person living in Labrador during the 1920s-1930s.
- Ask students to examine the visuals on SR page 341.
- Invite students to write a letter to the Government of Newfoundland in which they request and give arguments for:
 - representation in government
 - more services for Labrador
- Ask students to share their letter in a small group.

Activity #3

The Hudson's Bay Company

Based on pp. 342-343

- Compile a class list of arguments used for representation in government and arguments used for more services.
- Rank the arguments.

Materials Needed:

- BLM G.02 Journal Writing

The Hudson's Bay Company built its first headquarters in Labrador at North West River in 1836. From there the company spread to many parts of Labrador.

- Invite students to read the Hudson's Bay Company journal entries on SR page 343.
- Ask students to assume the role of a Hudson's Bay Company agent and write a journal entry on one of the following topics:
 - your efforts to persuade local men to trap animals and trade the furs with you
 - how difficult it is to carry out all your duties
 - weather conditions over the past couple of weeks and how these conditions have affected trapping
- Invite students to share their journal entry in a small group.

Activity #4

The Grenfell Mission

Based on pp. 344-347

Materials Needed:

- <http://www.heritage.nf.ca/society/grenfellmission.html>

Wilfred Grenfell first travelled to Labrador in 1892. From what he witnessed, Grenfell was convinced to form the Grenfell Mission. This mission provided some of the earliest permanent services in Labrador and northern Newfoundland. Invite students to work with a partner to complete the following:

- review the text and examine the visuals on SR pages 344-347. (Students may also use the website <http://www.heritage.nf.ca/society/grenfellmission.html> if they require further information.)
- write a summary which demonstrates the benefits of the Grenfell Mission to Newfoundland and Labrador. The summary should include the following:
 - brief description of the beginning of the Grenfell Mission
 - the geographic extent of the mission's medical services network
 - types of medical services the mission provides
 - quality of the medical services
 - current status of the Grenfell Mission

Dimensions of Thinking: **What is the Truth?**

Based on pp. 348-349

Materials Needed:

- none

This dimension of thinking presents two opposing views of Grenfell's tours throughout Canada, the United States, and Britain to raise money to support the mission in Labrador and northern Newfoundland.

- Invite students to form small groups and discuss the text and visuals in this Dimensions of Thinking.
- Ask students to answer the questions on page 349.



Comprehensive Activity **Labrador: A Crown Jewel**

Materials Needed

- none

Labrador in the 2000s has received and will receive more attention than the island of Newfoundland. This is because of the many natural resources found there, such as iron ore and nickel and the water power from Muskrat Falls. This is the opposite of how it was in the 1800s and 1900s.

A. Invite students to:

- In small groups create an advertising campaign using three different forms of advertising to increase the population of the vast land of Labrador and take advantage of its many alluring features.
- Use the following guidelines for creating their campaign:
 - diversity - an opportunity for people to be a part of the diversity of Labrador E.g., address the many cultures that live in Labrador
 - employment - an opportunity to earn exceptional wages in diverse jobs
 - lifestyle - an opportunity to participate in outdoor winter sports, a slower pace of life, etc.

Note: In their advertising, students may compare Labrador to the island of Newfoundland today or compare Labrador today to Labrador 100 years ago.

Teacher Notes

Based on p. 341

- Presently (in 2013), Labrador is represented as one riding federally, and is divided into four provincial districts – Cartwright-L'Anse au Clair, Labrador West, Lake Melville, and Torngat Mountains.

Sample Answers

Based on pp. 340-351

Lesson Opener

How does life in Labrador differ from life in Newfoundland today?

- most of the communities in Labrador are still small coastal communities
- there is no cell coverage (2013) in many populated areas of Labrador or on the Labrador Highway
- many Labradorians still depend on subsistence activities, such as fishing, hunting, and trapping
- transportation by road is improving but still far behind road transportation on the island
- higher percentage of Aboriginal peoples live in Labrador

Note: Life in some parts of Labrador is very similar to life in Newfoundland today.

Why might Labrador have a smaller population than the island?

- harsher climate
- rougher terrain (Labrador is the easternmost part of the Canadian Shield)
- rugged coastline

Dimensions of Thinking Questions

1. Based on the data provided in this lesson, what were the benefits of Grenfell's work?

Benefits of Grenfell's work:

- children (and adults) received quality medical care
- hospitals were built on the coast
- Grenfell would travel to visit his patients
- Grenfell would perform some procedures in the patient's home

2. What were the issues raised by Archbishop M.F. Howley in this letter concerning Grenfell's work?

Issues raised by Archbishop Howley:

- Newfoundlanders are portrayed in Grenfell's lectures as half-starved, squalid savages.
- Grenfell uses pictures taken in the homes of our poorest people, which gives the impression this is the normal situation of our people.
- The poverty of our poorest people is exploited to raise money

3. *Many people would argue that Grenfell's work accomplished much good for the people of Newfoundland and Labrador. Was the way in which Grenfell depicted people to raise funds for this work appropriate? Explain.*

- It was appropriate as these images were real images of real people taken in Newfoundland and Labrador. Most images showed poor people in humble surroundings, which may have given the mistaken impression all people in the colony were in that situation. However, the images did accomplish their purpose - to raise money for the Grenfell Mission, so it could continue its valuable work in Labrador and northern Newfoundland.

4. *Today, some charitable organizations use a similar approach to Grenfell's when fund raising. What are the strengths and weaknesses of using such an approach?*

Strengths:

- this type of approach tugs at people's heartstrings
- people tend to donate more when they see children who appear to be poor or suffering

Weaknesses:

- we don't always get the true picture
- sometimes the money does not get used for the fund raising objectives; a lot is often used for salaries and other expenses within the organization. For example, the CEOs of some major charitable organizations make between \$375 000 and \$2 million plus a year. In some major charitable organizations, only a dime of every dollar donated actually goes to the needy (This information is available online)

Questions

1. *The place of Labrador in the history of this province often receives less attention than the island. What are some factors that might account for this?*

Some factors that might account for the history of Labrador receiving less attention than the history of the island:

- Labrador's population was smaller.
- Originally, the people living there were mostly migratory and there were very few permanent settlements.
- The main economic activity in the 1800s was the fishery and this was mostly conducted by fishers from the island of Newfoundland who went to fish in Labrador in summer and returned home in the fall.

2. Compare the experience of the peopling of Labrador to the peopling of the island of Newfoundland. Present your analysis in the form of a Venn diagram.

Students record the information below in a Venn Diagram.

Peopling of Labrador vs Peopling of Newfoundland		
Information for Peopling of Labrador	Information for Peopling of both places	Information for Peopling of the island of Newfoundland
population was smaller	Aboriginal peoples lived in the area	more permanent settlement
less permanent settlement	Various European groups settled in the area	after the 1700s, residents prosecuted the commercial fishery
fishers from outside prosecuted the commercial fishery	population was larger	

3. What were the most significant effects of the Hudson's Bay Company on life in Labrador?

Significant effects of the Hudson's Bay Company on life in Labrador:

- attracted a number of Europeans to Labrador
- fur-trading activities influenced, Innu, Inuit, Metis, and European settlers' cultures throughout the region
- source of European goods to the Labrador people
- provided credit to people
- company's agents took on duties from the Newfoundland government, such as delivering relief, collecting custom duties, or acting as judges

4. What were the most significant effects of the Grenfell Mission on life in Labrador?

Significant effects of the Grenfell Mission on life in Labrador:

- provided medical treatment to people throughout Labrador
- created an extensive network of hospitals and nursing stations throughout Labrador
- provided doctors and nurses
- created employment for people at the Missions

Further Encroachment

Lesson Summary

Based on Topic 4.9 pp. 352-361

In this lesson, students study further encroachment into Aboriginal territory by Europeans. They will examine how Inuit, Innu, Mi'kmaq, and Metis developed closer relationships with Europeans, and how they became exposed to the effects of outside influences, both positive and negative. By the end of this lesson, students will understand that contact had some benefits but further European encroachment into Aboriginal lands negatively affected lives through assimilation, loss of habitat, and lifestyle.



Featured Art Form Songwriting

Based on p. 337

Refer to *Experiencing The Arts* (SR page 337). Invite students to finalize the lyrics for their song. Students should ensure they have a single idea and that their song expresses emotion. Remind them to check their word choices and to refine as needed.

Activity #1

Inuit in the Early 1900s

Based on pp. 352-353

Materials Needed

- none

From 1900 to the 1930s Inuit in Labrador experienced several events which had negative and positive consequences for the Inuit.

- Ask students to create a graphic organizer to give the negative and/or positive consequences of the following events:
 - Moravian trade operations had accumulated a huge outstanding debt.
 - 1918 Spanish Influenza.
 - First World War.
 - Moravian Society leases its trade operations to Hudson's Bay Company in 1926.
 - Great Depression.
- Invite students to share their graphic organizers in a small group.
- Ask students individually to write 1-2 paragraphs to answer the following question: "Which event during the early 1900s most negatively affected Labrador Inuit? Support your answer."

Activity #2

Innu in the Early 1900s

Based on pp. 354-355

Materials Needed:

- none

As the fur trade grew in the early 1900s, the Hudson's Bay Company continued to open new trading posts. Innu hunters were encouraged to trap furs full-time for the Hudson's Bay Company.

Invite students to:

- create a graphic organizer that lists the consequences for the Innu of trapping furs full-time
- form small groups and determine which was the most significant consequence
- present and defend their choice to the class

Activity #3

Metis in the Early 1900s

Based on pp. 356-357

Materials Needed:

- none

In the early 1900s most Metis were involved in the fur trade. Invite students to:

- create visual art depicting a scene from a Metis trapper's lifestyle
- give their artwork a title
- display the artwork in the classroom
- Invite students to participate in a gallery walk to view the display

Case Study:

Life as a Trapper's Wife

Based on pp. 358-359

Materials Needed:

- none

This case study describes the life of a trapper's wife. Ask students to work with a partner and complete the following:

- discuss the text on pages 358-359
- examine the visuals - note how each visual relates to life as a trapper's wife
- answer the case study questions on page 359
- as a class, discuss the answers to the questions

Activity #4

Mi'kmaq in the Early 1900s

Based on pp. 360-361

Materials Needed:

- none

Invite students to review the text and examine the visuals on pages 360-361. Ask students to:

- use a graphic organizer to show how building a railway across Newfoundland impacted the Mi'kmaq
- meet with a partner to exchange and compare graphic organizers



Comprehensive Activity

Further Encroachment

Materials Needed

- www.gov.nl.ca
- www.nunatsiavut.com
- www.innu.ca
- www.nunatuakavut.ca
- www.qualipu.ca
- www.mfn.gov.ca
- www.heritage.nl.ca/aboriginal

Is encroachment a concern today for Newfoundland and Labrador Aboriginal People?

A. Invite students to visit the websites for Inuit, Innu, Metis (NunatuKavut), and Mi'kmaq (two sites), the Government of Newfoundland and Labrador website, and the Heritage website.

- Invite them to read documents and blogs that refer to encroachment issues to determine if and how encroachment is a concern for each Aboriginal group today.
- Invite students to prepare a report that either confirms or contradicts the following: "Encroachment into Aboriginal lands is as prevalent today as it was in the late 1800s and early 1900s and the consequences are as widespread."

Teacher Notes

Based on p. 353

- On January 22, 2005, Premier Danny Williams delivered a statement of apology to the Inuit of the former communities of Nutak and Hebron, closed in 1956 and 1959 respectively. The apology was issued for the manner in which the decision to close those communities was made and for the difficulties experienced by former residents and their descendents as a result of the closures. On August 10, 2009, Premier Williams, accompanied by several cabinet ministers, Nunatsiavut Government members, and former Hebron residents, travelled to Hebron to participate in the unveiling of a memorial erected for residents relocated from the northern Labrador Inuit community in 1959.

Sample Answers

Based on pp. 352-361

Lesson Opener

How would Innu, Inuit, Metis, and Mi'kmaw cultures have been influenced by the arrival of Europeans?

- new foods
- new styles of clothing
- new types of shelter
- new diseases were introduced
- introduction of trapping furs for trade
- exposure to outside influences such as the First World War and the Great Depression

Is encroachment a concern today for Newfoundland and Labrador Aboriginal people?

- Yes. Aboriginal people feel there is encroachment on their land with the development of projects such as the mine at Voisey's Bay and the hydro development at Muskrat Falls. Protests against these developments by Aboriginal peoples have occurred.

Case Study Questions

1. What evidence is there that a trapper's wife led a difficult life?

Evidence that a trapper's wife led a difficult life:

- alone with the children for long periods of time
- hunted with the children during the day
- chopped holes in the ice to fish
- made clothes for the men of the Hudson's Bay Company
- may have credit cut off
- sometimes had to make long trips over rough terrain

2. How was the economic situation of a trapper's life similar to that of a fisher's life?

- Trappers sold their furs to a trading post in the same way as fishers sold their fish to a merchant under the truck system. They were paid in credit, which they could use to buy supplies. Cash was rarely used.

Questions

1. How did the way of life of the various Aboriginal peoples of Newfoundland and Labrador change during this time period? Which changes had the most significant consequences? Use a chart to help organize your answer.

Aboriginal Way of Life Changes		
Aboriginal Group	Changes in Way of Life	Changes with Most Significant Consequences
Inuit	<ul style="list-style-type: none"> • dependence on Moravian mission stations • closure of some Moravian mission stations • outside influences such as the Spanish flu, First World War, and the Depression • beginnings of trade with Newfoundland fishers • some communities received new connections to the “outside world” 	<ul style="list-style-type: none"> • outside influences led to the spread of the Spanish flu, which killed a large number of Inuit and eventually led to the closing of several communities, and moving the population to other communities • Moravian mission stations led to a growing dependence on European goods
Innu	<ul style="list-style-type: none"> • opening of more HBC trading posts • hunters encouraged to trap furs full-time • guns were introduced • increased competition for furs, when fur prices rose 	<ul style="list-style-type: none"> • by trapping full-time, Innu hunters did not hunt caribou as much • the decline in the price of furs, and a decline in the caribou population, meant that Innu had to seek assistance from government and other organizations
Metis	<ul style="list-style-type: none"> • more Metis trapping in traditional trapping areas • new developments such as lumber operation in Mud Lake, and schools and hospitals • trapper’s wife left alone with children in an isolated setting 	<ul style="list-style-type: none"> • more trappers meant that traplines had to be built farther from home • new developments meant they could earn cash for labour
Mi’kmaq	<ul style="list-style-type: none"> • • some hunting areas became permanent communities • • railway construction across the interior of the island • • establishment of a Catholic church 	<ul style="list-style-type: none"> • railway construction opened the interior, which led to more caribou hunters, and destroyed an ecological imbalance which had existed for centuries; this made it difficult for Mi’kmaq to live in the interior • establishment of a Catholic church led to huge change in culture, as the church had a major social, and sometimes economic, influence over many Mi’kmaq

2. *Based on the information presented in this section, and the information presented earlier in this book, describe the ways in which there was continuity in the way of life for the Aboriginal people of Newfoundland and Labrador.*

Examples of continuity in the way of life for Aboriginal people of Newfoundland and Labrador:

- Maintained their language.
- Hunted, trapped, and fished traditional resources.
- Although communities were established, many still spent parts of the year away from these communities to hunt, trap, and fish (continued to follow traditional annual round)
- Traded with other groups.

Labrador

Lesson Summary

Based on Topic 4.10 pp. 362-375

In this lesson, students study the development of the labour movement in Newfoundland and Labrador. They will examine early workers' organizations and the first unions. Specifically, students will study the Longshoremen's Protective Union and the Fishermen's Protective Union, two of the most successful unions in Newfoundland. Students will also examine sealers' strikes and other labour protests and will analyze William Coaker's role in the formation and advancement of the FPU. By the end of the lesson, students will have a knowledge of why unions were organized in Newfoundland and Labrador and the benefits they gained for their members.



Featured Art Form Songwriting

Refer to *Experiencing The Arts* (SR page 337). Students should now have finished their assignment. Invite volunteer students to perform their songs for the class. For students who do not wish to perform their songs, ask them to record them and to present them in the next class.

Activity #1 Early Years

Based on pp. 362-365

Materials Needed

- BLM 4.10 Labour Movement Beginnings

Invite students to work with a partner and complete the following:

- review the text and examine the visuals on pages 362-365.
- complete BLM 4.10
- share and discuss their responses with another group

Activity #2 LSPU and FPU

Based on pp. 366-373

Materials Needed:

- BLM G.11 Constructing a Poster

Two of the most successful labour unions in Newfoundland were the Longshoremen's Protective Union (LSPU) and the Fishermen's Protective Union (FPU). Invite students to:

- complete a comparison chart for the LSPU and the FPU. Include the following information:
 - when the union was formed
 - who the union represented
 - why the union was formed
 - original membership number

- membership number in 1914
- main accomplishments of the union
- share their comparison chart with a partner
- create a poster to encourage people to join either the LSPU or the FPU. Use BLM G.11 Constructing a Poster for assistance
- display the posters in the classroom

Note: There are two different dates given (1903 and 1904) on SR pages 366 and 367 for the formation of the LSPU. Research shows that both dates are used by different sources.

Activity #3

Labour Unions Today

Based on pp. 364-372

Materials Needed:

- websites of labour unions in the province
http://www.manta.com/world/North+America/Canada/Newfoundland/labor_unions_and_similar_labor_organizations--F0277/

There are many labour unions representing thousands of workers in Newfoundland and Labrador today.

- Conduct a class discussion.
 - Ask students if their parent(s) are members of a union.
 - Ask students to list the labour unions (and other labour organizations) with which they are familiar and which are currently representing workers in the province.
- Invite students to select one of the labour unions (or other labour organizations) in Newfoundland and Labrador. Ask them to write a summary of the labour union which includes the following:
 - when the labour union was formed
 - who it represents
 - union's mandate/mission statement
 - how many members it has in Newfoundland and Labrador
 - where members are located
 - any other significant information

Invite students to present their summary as an oral presentation

Case Study:

Developments in Science and Technology

Based on pp. 374-374

Materials Needed:

- none

This case study mentions several innovations and developments which have helped shape our world. Researchers looked at developments that could happen in the near future and predicted ten jobs which could be created as a result of these developments. Ask students to form small groups.



Comprehensive Activity

Labour Unions

- Examine the text and visuals on SR pages 374-375.
- Answer the case study questions on page 375.
- As a class, discuss the answers to the questions.
- Ask students to discuss which job they would most like to see created in the near future and why. Determine the top three choices.

Materials Needed

- www.manta.com/world/North+America/Canada/Newfoundland/laboro_unions_and_similar_labor_organizations--F0277/
- BLM G.07 Conducting an Interview

A. Invite students to:

- Choose a current labour union in Newfoundland and Labrador and trace its history.
- Create a profile for the union. Include when the union first started, its changes over time, and any strikes or work stoppages. Identify the issues and how they were resolved. What benefits were gained for the members over time?

B. Invite students to interview someone who belongs to a union. This union may be local, national or international. Use BLM G.07 Conducting an Interview as a guide.

- Ask students to create their list of questions, conduct the interview and then present their information in the classroom.

C. Here are two statements that have been used by individuals for and against unions

- Unions are necessary to make life better for workers.
- Unions should be abolished so that workers can be paid and promoted based on production.

Ask students to write a monologue in which they debate whether they wish to belong to a union. Students must reach a conclusion and give reasons for that conclusion

Teacher Notes

Based on pp. 367-370

- The LSPU Hall is located at 3 Victoria Street, St. John's. This building, which was used over decades for union meetings and local activities such as speeches and bingo, is today one of the most important centres for the arts in Newfoundland and Labrador.
- The Loyal Orange Association in Canada is a Christian, Benevolent, Patriotic, and Protestant Society. It encourages its members to actively participate in a Protestant church of their choice, and it actively supports the Canadian system of government. It provides social activities which will enrich the lives of its members and participates in benevolent activities which will enrich the community. The Association

was originally named for Protestant William of Orange (King William III of Great Britain).

- Port Union was a union-built town in Trinity Bay. Construction began in 1916. It was to be the “capital” for Coaker and the FPU, as they built a new type of commercial and economic footing for the fishermen of Newfoundland. Today the community is working to preserve its built heritage and history.

Sample Answers

Based on pp. 362-375

Lesson Opener

If you owned a business, would you prefer if your employees were part of a union?

- I would prefer that my employees were not part of a union. Unionized workers usually make more than non-union employees so labour costs would rise. If I did not agree with the higher salary or other conditions, as part of a union, my employees would have the right to strike and that would adversely affect my business.

Why are strikes sometimes necessary?

- Strikes are sometimes necessary to improve wages, hours, and safe working conditions for the workers. If the employer does not agree to improve reasonable requests for any of these (or other) work-related issues, workers may have to strike to get what they want.

Questions

1. Why did a labour movement emerge in this time period?

- labour movement emerged in this time period as workers created informal and formal groups to improve such things as low wages, long hours, and unsafe working conditions, which were negative effects of the Industrial Revolution.

2. How would business owners view reforms such as sickness and death benefits?

- Business owners would view reforms such as sickness and death benefits as an added expense for their business, which would lessen the profits the business owner would make.

3. Consider how labour is organized today. What unions are present in your community/area? Identify some of the types of issues unions address.

- Some unions present in my community today: NAPE (Newfoundland Association of Public Employees), CUPE (Canadian Union of Public Employees), CUPW (Canadian Union of Postal Workers), NLTA (Newfoundland and Labrador Teachers' Association) and PSAC (Public Service Alliance of Canada)

4. *Over time, working conditions have generally improved. One reason is that government legislation helps protect workers. It could be argued, therefore, that unions are no longer necessary. What arguments could support this view? What would be some counter-arguments?*

Types of issues unions are addressing include: salaries, workload, health benefits, and job protection.

- Unions are no longer necessary. Arguments to support:
- governments have enacted legislation to protect workers
- the workforce is more knowledgeable today
- collective representation makes less sense as employers now want employees with individual insights and abilities.

Counter-arguments:

- unions protect employees from such things as unfair dismissal and low pay
- unions are instrumental in workplace safety issues and enforcing labour laws
- There are variances in working conditions around the world today because governments have different types of legislation in place regarding worker rights. Therefore, such things as children working long hours for little pay, in some countries is allowed by law.

Questions

1. *What trends are shaping the world at the moment? What trends are declining? What trends are increasing?*

Trends shaping the world at the moment:

- environmental consciousness (going green)
- global warming
- Improved health care and the search for cures
- Food supply for a growing population; healthy food choices
- Space travel
- Establishment of facilities and services to meet the needs of an aging population
- Developments in electronics

All the above trends are increasing in popularity.

Declining trends would include:

- building huge houses and buying large cars, which consume so much energy
- consuming large quantities of unhealthy fast food as many people become more conscious of healthy food choices

2. *How is Newfoundland and Labrador influenced by these trends? Which of our primary/secondary/tertiary/quaternary industries will benefit from these trends? Which may suffer?*

Industries in Newfoundland and Labrador which may benefit from these trends would include:

- tourism, as more people tend to visit areas of the world which have clean air and water
- genetic medical research, which can be more easily done in Newfoundland and Labrador, as many of our people are descended from several original groups, and it is easier to find and trace diseases when working with similar gene pools
- industries which produce organic foods and fresh, pure water
- recycling industry

Industries in Newfoundland and Labrador which may suffer from these trends would include:

- Fast food industry, unless they change menus to reflect healthier lifestyle

3. *What opportunities do I see around me in relation to these changes?*

Opportunities I see around me in relation to these changes:

- further development of the tourism industry, which emphasizes the natural beauty of our province (and the lack of pollution)
- development of recycling projects to ensure our province stays “natural”
- development of a larger organic farming industry in parts of the province which are conducive to agriculture
- development of more seniors’ condos and seniors’ homes to meet the growing need

Renewable and Non-Renewable Resources

Lesson Summary

Based on pp. 376-379

This lesson discusses the viability of renewable and non-renewable resources to sustain the future of Newfoundland and Labrador. A number of examples are used to show the consequences of one industry towns, as well as the consequences of poor management of renewable resources. By the end of the lesson, students will have a better understanding of what is required for a sustainable future in Newfoundland and Labrador.

Featured Art Form Songwriting

Refer to Experiencing The Arts (SR page 337). Invite the students who have recorded their songs to present them to the class.

Activity #1

Understanding the Background

Based on pp. 376-379

Materials Needed:

- none

Invite students to read the background material on resources and sustainability. As a class, discuss questions 2 and 3 (SR page 379) in the For Discussion section. Either, invite students from individual communities to form groups to answer question 1 in For Discussion or answer this question as a region if communities are too small.

Activity #2

Renewable and Non-Renewable

Based on pp. 376-379

Materials Needed:

- www.gov.nl.ca

Invite students to answer questions 1 and 2 in the Questions section in order to clearly understand the concepts of renewable and non-renewable. Students may have to conduct some research using the Newfoundland and Labrador Government website for assistance.

No comprehensive activity for this lesson

Activity #3

Setting a Future Course

Based on pp. 376-379

Materials Needed:

- www.gov.nl.ca

Can renewable and non-renewable resources work together to create a sustainable future for Newfoundland and Labrador? Invite students to form small groups and to:

- choose a resource they feel can benefit Newfoundland and Labrador into the future if it is managed sustainably.

-
- examine this resource and determine what needs to be done in the province to make the resource sustainable.
 - create a plan that, as a government scientist, he/she would present to the Minister of Natural Resources to make this resource sustainable for their future.

Activity #4

Sustaining My Community/Region

Based on pp. 376-379

Materials Needed:

- None

Invite students to read question 1 in the For Discussion section. Invite them to form regional or community groups to discuss the question. Ask students to summarize their group discussion for the class.

Sample Answers

Based on p. 379

For Discussion

1. List the different industries and businesses in your community and region. How economically sustainable is your community and region? What can be done to make your region more sustainable?

Industries and businesses in my community/region:

- fishing
- shipping
- companies connected to offshore oil
- shopping centres
- private educational institutions
- transportation companies

2. Many people look forward to the development of our hydroelectric resources as a source of increased provincial wealth. Discuss what you believe are the economic, environmental, and social benefits and drawbacks of this sector.

- My community is sustainable because it is not based on one industry, but a combination of industries. It is also a service centre for surrounding communities and has some government departments.
- To make my community more sustainable, we can encourage new industries to move here by offering incentives.
- The hydroelectric sector will employ workers, but maybe not in large enough numbers to offset the number of workers who may be unemployed as single-industry towns downsize or cease to exist. This sector will provide revenues for the provincial government. Environmentally, hydroelectric developments may destroy natural geographic features and habitats for wildlife.

3. *Once this province's non-renewable resources are exhausted, is it likely that the fishery will again become the primary source of employment? Explain your answer.*

- It is unlikely that the fishery will become the primary source of employment in the province, at least not in the near future, as we need to build up the various fisheries to sustainable levels, and ensure that problems such as overfishing do not re-occur. It is necessary to develop other industries, such as tourism, and to find and develop mines and additional offshore oil fields to maintain a high level of employment.

Questions

1. *What are renewable resources? Which of Newfoundland and Labrador's industries use renewable resources?*

- Renewable resources are fish, forests, water, and agriculture. Industries that make seafood products, pulp and paper industry, hydroelectric plants, and food (fruit, vegetable, and animal) products all use renewable resources.

2. *What are non-renewable resources? Which of Newfoundland and Labrador's industries use non-renewable resources?*

- Non-renewable resources include minerals, oil and gas. Industries that use non-renewable resources include some hydroelectric plants, jewelry making.

3. *Why is it important to manage resources in a sustainable manner? Choose one of Newfoundland and Labrador's industries and explain what you would do to manage it sustainably.*

- It is important to manage resources in a sustainable manner. The fishery has proven this. To make the fishery sustainable for the future we need to be cautious about quotas for each species, continue to listen to reputable scientists, listen to fishermen who are catching the resources and look for other species or other ways to use the species we catch.

Chapter Four Review

Sample Answers

Based on pp. 380-381

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions (SR page 381).

Questions

1. What were the main problems in the mid-1800s that limited the ability of the fishery to remain the primary economic activity in the colony?

Main problems in the mid-1800s that limited the ability of the fishery to remain the primary economic activity in the colony:

- the population of the colony grew, increasing the number of people involved in the fishery
- the harvest rate per person declined, and each fisher earned less
- some fishers sought out new fishing grounds
- there was a decrease in the cod biomass off Newfoundland and Labrador

2. Why was the construction of a railway important to the economic diversification of the Newfoundland economy?

- The construction of a railway was important to the economic diversification of the Newfoundland economy as it opened up the interior of the island for development of forest, mining, and agricultural activities. The construction of the railway also created employment.

3. What were the impacts of economic diversification in the early twentieth century on the lifestyle and culture of the island of Newfoundland? Which change had the greatest impact?

Impacts of economic diversification in the early twentieth century on the lifestyle and culture of the island of Newfoundland:

- made it possible for some workers to travel for seasonal employment
- individuals and entire families relocated for permanent jobs
- workers were paid cash and had steady work
- creation of new communities
- The most significant impact was the creation of new communities, especially the new communities built around the mining and forest industries in the interior. These communities had a very different lifestyle from the traditional outport communities.

4. *What were the most significant factors which influenced people to migrate within Newfoundland and Labrador?*

- People were influenced to migrate within Newfoundland and Labrador to seek employment or better economic opportunities, whether within the fishery, or in new resource-based industries being developed.

5. *How did the lives of First Nations, Inuit, and Metis further change as a result of European encroachment during the late 1800s and early 1900s?*

- The lives of First Nations, Inuit, and Metis further changed as a result of European encroachment during the late 1800s and early 1900s as they were exposed to outside events, such as the rise and fall of the fur trade, the Spanish flu, the First World War, and the Depression. Many were convinced to become trappers, and the decline in fur prices had a negative effect, plus the increased competition for furs during times of high prices caused an imbalance in the ecosystem. The Spanish flu affected many communities, and killed a high proportion of Aboriginal men, women, and children. A number of Aboriginal men fought in the First World War, and some were injured or killed. The Great Depression created hardships for all Aboriginal groups, as it did for most segments of the population. In addition, Aboriginal groups became more dependent on European goods.

6. *What were the main differences between life in Labrador and life on the island in the early twentieth century? What was the most significant difference?*

The main differences between life in Labrador and life on the island in the early twentieth century included:

- Labrador's population was small and mostly confined to the coast.
- Fishery on the island was conducted by residents while the fishery in Labrador was conducted mostly by fishers from Conception Bay during the summer.
- Labrador, unlike the island, had no political representation in St. John's
- Labrador received few services from the Newfoundland government.
- The most significant difference was the fact that Labrador received few services from the Newfoundland government, as this meant that Labrador depended on other agencies, such as the Hudson's Bay Company, Moravian Missions, and Grenfell Association for many services.

7. Give the main developments in the early history of the labour movement in Newfoundland and Labrador. How did the labour movement influence life in the colony?

The main developments in the early history of the labour movement in Newfoundland and Labrador:

- Mechanics' Society 1827.
- Sealers' Strike 1832.
- Shipwrights unionized 1851.
- International Brotherhood of Paper Makers, Local 88 - Grand Falls 1910.
- International Brotherhood of Paper Makers, Local 242 - Corner Brook 1925.
- Trade Union Act 1910.
- Wabana Workmen's and Labourers' Union 1900.
- Longshoremen's Protective Union 1903.
- Fishermen's Protective Union 1908.
- Newfoundland Industrial Workers' Association 1917.
- The labour movement influenced life in the colony by fighting for better working conditions and increased wages for workers.

CHAPTER 5

A Short History of Playwriting

Lesson Summary

This lesson looks at the history of playwriting as a means of telling the stories of Newfoundland and Labrador. Students will learn when playwriting began and how it developed through the years. This will include informal groups who performed for kitchen parties and formal groups who wrote formal stage productions. By the end of the lesson, students will understand that playwriting was and continues to be an important part of the culture of Newfoundland and Labrador.

Featured Artist

Robert Chafe

Read the artist profile of Robert Chafe (SR pages 598 - 601). Discuss the examples of Robert's work as a class. Ask students to answer the question "How have Robert Chafe's plays portrayed Newfoundland and Labrador culture?" Invite students to "Try It" SR page 601. Ask them to reflect on the question regarding the use of different actors for different stages in a person's life versus having the same actor change appearance and age.

Activity #1

The Early History

Based on pp. 384-387

Materials Needed:

- none

Ask students to read the history of playwriting in Newfoundland and Labrador (SR pages 384 - 387). Invite them to discuss how the early days of playwriting were different from today. From their reading, ask students to choose the one event that they think is most important in making playwriting a means to explore Newfoundland and Labrador culture.

Activity #2

A Current Event

Based on p. 387

Materials Needed:

- newspapers

Invite students to read the information in Exercise 1 (SR page 387). Invite them to research current news items and select one for this exercise. Ask them to choose the most important points of the event or issue they have chosen. Encourage students to complete the exercise by writing their paragraph. Explain to students they should think how they would sequence their skit.

How To Write a Play

Lesson Summary

This lesson looks at the art of writing a play. Students are given a step by step introduction to writing their own script. A model is provided and students can use the model as they learn how to develop characters and a setting for their plays. By the end of the lesson, students will understand that playwriting can be a very effective genre for telling the stories of Newfoundland and Labrador.

Activity #1

Exploring a Play

Based on pp. 390-393

Materials Needed:

- none

Invite students to examine the material on “Brainstorming” and “Character Development” (SR pages 390 - 393). Ask them to read the excerpts from “From the Lips of Our People” and in small groups discuss the ideas the playwright is exploring and the characters that the playwright has developed.

Activity #2

Developing Characters

Based on p. 393

Materials Needed:

- none

Ask students to read Exercise Two (SR page 393). Ask them to use the idea they explored in Activity #2 in “A Short History of Playwriting” and write a list of characters who would appear in their skit. With a partner, invite students to create a mock interview with one of the characters. Use the questions on page 393 as a guide. This will give students an opportunity to flesh out the characters they intend to use in their skit.

Activity #3

Setting

Based on pp. 394-395

Materials Needed:

- none

Every play needs a setting. Invite students to read “Exercise Three” (SR page 395) and, using the information under “Setting” (SR page 394) and “Scenes” (SR page 395), complete this exercise.

Activity #4

The Final Curtain

Based on pp. 396-397

Materials Needed:

- none

Students have now studied the elements required to write a play. Invite them to take the ideas, characters, and setting and work in small groups to write their skit. Invite them to perform the skits for the class. Suggest that students use the excerpts from “From the Lips of Our People” as a model.

Bruce Stagg is a retired teacher, storyteller and entertainer. He has written a children’s book, books of fiction, a book of plays as well as individual plays, two books of non-fiction and a storytelling CD. He has won many awards for his work. Bruce grew up in Catalina, Trinity Bay and now resides in Hillview, Trinity Bay where he continues to write. He graduated from Memorial University in 1974 and taught for thirty years, teaching English and Theatre Arts. He wrote many plays for high school students.

The Great War

Lesson Summary

Based on Topic 5.1 pp. 400-409

This lesson examines the First World War from 1914 -1918. Students will study Newfoundland and Labrador's wartime commitment, including the large numbers of young men and women who trained and travelled overseas to fight and perform other duties for the war effort. They will examine the social, political, and economic effects of the war on the colony. By the end of the lesson, students will understand the extent of the colony's involvement in the First World War and the substantial and long-lasting impacts of the "Great War" on Newfoundland and Labrador society and culture.



Featured Art Form Playwriting

To prepare students for this activity, invite them to peruse the topics in this chapter. These topics range from both World Wars, women's issues, social/economic issues, political structure, and aboriginal issues. Once students have reviewed the possible topics, invite them to select a topic, event, or person to portray in their playwriting exercise. Ask them to further research the topic, event, or person they have selected.



Comprehensive Activity The Great War: A Newfoundland and Labrador Perspective

Materials Needed:

- www.therooms.ca/regiment

Note: As explained below, this topic is best taught using the identified website rather than in small activities. Therefore, there is only a comprehensive activity developed for the lesson.

This topic is one that resonates greatly with Newfoundlanders and Labradorians. The Department of Education has partnered with The Rooms Corporation of Newfoundland and Labrador to bring this topic alive for students and the public. They have produced an extensive website that speaks to this topic in detail. Therefore invite students to engage with the site www.therooms.ca/regiment. This site includes four major sections with subsections that take students from the beginning to the aftermath of the First World War from the Newfoundland and Labrador perspective.

- Students can be assigned sections of the site to investigate or can be allowed to browse through each section and select aspects of a section that appeal to them.
- All students should be assigned one battle to investigate.
- All students should be assigned at least one soldier to research in the database. The soldier can be selected at random or may be a family member or have a community connection.

At the end of this lesson, invite students to produce a four to five page scrapbook - digital or paper - of the First World War and the role of Newfoundlanders and Labradorians in that war.

Students should produce at least one page per section they research and should design a cover for their scrapbook which will include a title. When the scrapbooks are completed, invite students to display them in the classroom.

Note: Examples of items students may find useful include newspaper headlines, excerpts from the war diaries, images, and a copy of parts of the soldier's file as well as personal correspondence.

Teacher Notes

Based on pp. 400-406

- The caribou was the symbol of the Newfoundland Regiment (later Royal Newfoundland Regiment). The Newfoundland Memorial at Beaumont-Hamel is a bronze caribou standing atop a cairn of Newfoundland granite. The caribou in Bowring Park, St. John's is a replica of the Beaumont-Hamel monument.
- David French was a Canadian playwright who was born at Coley's Point, Newfoundland in 1939. French was raised in Toronto. After high school, he trained as an actor and subsequently played roles on stage and in CBC television dramas. French began writing plays in the early 1970s and by 2005 had produced 12 plays. He was best known for his stories about the fictitious Mercer family of Newfoundland. David French was the first inductee in the Newfoundland Arts Hall of Honour. He died at Toronto in 2010.

Sample Answers

Based on pp. 400-409

Lesson Opener

What are some of the costs of war?

- loss of lives, military and civilian
- many people are injured, physically and emotionally
- monetary cost; this money could be better spent on social programs, the national economy, and other expenditures
- families suffer

Under what circumstances would you agree to go to war?

- if my right to live freely was threatened
- to defend my country or an allied country
- to fight terrorism
- I would never go to war, as it is against my beliefs

Questions

1. *More than 5000 men from Newfoundland and Labrador served overseas as part of the Newfoundland Regiment during the Great War. Identify the number of men from your community/area who enlisted. Assess the impact that this participation might have had on your community/area. (It may be helpful to examine some of the files of those soldiers as a source of qualitative data. Visit www.therooms.ca/regiment for details)*

- Students will refer to www.therooms.ca/regiment, where they will find all the necessary information to answer this question about the number of men from their community/area who enlisted, and the impact this participation had on the community/area.

2. *Identify one event/aspect of the Great War. Create a graphic representation that illustrates the direct and indirect consequences of this event.*

- (Battle of Beaumont-Hamel is given below as a sample answer. Encourage students to choose other events or aspects of war.)

3. *There are a number of reasons why the Great War was a significant event in our province's history. Identify the three most compelling arguments. Explain.*

Three reasons why the Great War was a significant event in our province's history:

- A whole generation of young men was practically wiped out. Nearly 12 000 men left their homes to fight, about 35% of men in the colony age 19 to 35. Many of these men were killed, many were physically injured or shell-shocked. (more than 1600 killed and over 2400 wounded)
- Economic cost of the war: In 1914, the public debt in Newfoundland and Labrador was \$30.5 billion. At the end of the war, the public debt was \$43 billion. This led to serious financial difficulty for the Newfoundland government. This financial difficulty, compounded by the Great Depression, was a main factor which ultimately led to the suspension of responsible government, the Commission of government, and Confederation with Canada.
- The war led to political instability in Newfoundland and Labrador. During the 1920s many governments were short-lived, some only lasting a few weeks or months. Between 1919 and 1924 the colony had six different prime ministers. The instability of these governments led to increasing public unrest.

The Great War		
EVENT	DIRECT CONSEQUENCES	INDIRECT CONSEQUENCES
Battle of Beaumont-Hamel July 1, 1916	<ol style="list-style-type: none"> 1. 233 men from the Newfoundland Regiment were killed, 386 were wounded, and 91 were missing and later assumed dead. 2. Only 68 men from the Newfoundland Regiment answered the roll call the next morning. 3. Newfoundland would need to recruit more men to replace the dead, wounded and missing. 	<ol style="list-style-type: none"> 1. This battle affected almost every community in Newfoundland and Labrador. 2. Many families lost men - sons, brothers, fathers. 3. Widows had to raise children alone. 4. Newfoundland Regiment proved they were a heroic fighting force. As a result of their bravery in this battle and other battles, the Newfoundland Regiment was the only colonial regiment to receive the prefix "Royal" during the First World War. 5. July 1 is Memorial Day in Newfoundland and Labrador.

Women's Suffrage

Lesson Summary

Based on Topic 5.2 pp. 410-417

Students are introduced to the women's suffrage movement in this lesson. They will assess the efforts of women in Newfoundland and Labrador to obtain the right to vote. Students will note these efforts began in the 1890s and were successful in 1925. By the end of the lesson, students will understand that issues of human rights such as women's suffrage are causes that are won in degrees, over time.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 407). Now that students have a knowledge base about their subject, invite them to decide what characters they will use in their scene to tell the story. For each character, ask students to create a biography that relates to the scene they will create. Ask students to work in pairs at this point and to use the questions related to character (SR page 393) to create their biographies.

Activity #1

Women's Franchise League Publicity Campaign

Based on p. 414

Materials Needed:

- none

In May 1920 the Women's Franchise League began a publicity campaign in which they sent articles and letters to daily papers, canvassed local homes, and wrote letters to women in the outports. Invite students to assume the role of a member of the Women's Franchise League.

- Write a letter to an outport woman.
- Include the following points in their letter:
 - state the purpose of your organization
 - explain why you are writing this letter
 - suggest reasons why it is important to support your cause
 - conclude by giving women an address at which to contact you for further information or to show their support
- Share their letter with a classmate.

Activity #2

Success at Last

Based on p. 415

Materials Needed:

- BLM G.09 Writing a Newspaper Editorial

After several decades of lobbying government, in March 1925 women in Newfoundland finally received the right to vote. Invite students to assume the role of the senior editor of a local newspaper. Use information in the SR and other research to:

- write a newspaper editorial which would have been published a few days before the legislature would vote on the suffrage issue
- ensure their editorial gives arguments either for or against granting the right to vote to women in the colony
- use BLM G.09 for assistance
- share their editorial with another student

From a show of hands, determine how many students wrote an editorial supporting this issue and how many students wrote an editorial giving arguments against this issue. Invite students to explain their position.

Dimensions of Thinking:

The Empowerment of Women

Based on pp. 416-417

Materials Needed:

- www.teachaboutwomen.ca
- <http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf>

This Dimension of Thinking examines the roles of women and men. Although in the past women did not have the same rights as men, this situation has changed and is still evolving. Today gender equality is viewed as the norm. Invite students to form small groups and:

- review the text on pages 416-417
- answer the questions in this Dimension of Thinking
- share and discuss their answers with the class

Note: As an alternate activity, teachers can ask students to write a letter to a woman who lives in a country where women do not have the right to vote. Include the following in the letter:

- description of the fight for and achievement of women's suffrage in Newfoundland and Labrador
- how having the right to vote affects women in Newfoundland and Labrador
- encouragement to keep fighting for their right to vote



Comprehensive Activity

Fighting for a Cause

Materials Needed:

- BLM 5.01 Fighting for a Cause

The fight for a cause is rarely won during the first attempt. Invite students to compare the fight for Women's Suffrage in Newfoundland and Labrador to a current or past fight for a cause. Students may choose a cause in Newfoundland and Labrador, Canada, or the world. The cause should be a serious cause based on people's rights. Use BLM 5.01 for this purpose.

Teacher Notes

pp. 415-416

- Women in Newfoundland received the right to vote in 1925. Women in other Canadian provinces and territories received the right to vote as follows:
 - 1916 Manitoba, Saskatchewan, Alberta
 - 1917 British Columbia, Ontario
 - 1918 Nova Scotia
 - 1919 New Brunswick, Yukon
 - 1922 Prince Edward Island
 - 1940 Quebec
 - 1951 Northwest Territories (Nunavut would be included here)
- As of early 2012, women are not allowed to vote at all in Saudi Arabia and Vatican City, and both women and men have a limited vote in Brunei and the United Arab Emirates (UAE). The most recent country to allow women the full right to vote was Bhutan, which changed from a family voting system to an individual voting system in 2008. The only voting which takes place inside Vatican City is to elect a new pope. The only people who can vote are cardinals under the age of 80. Under canon law, women are not allowed to be ordained as priests; therefore there are no women cardinals.

Sample Answers

p. 410-417

Lesson Opener

Suffragists maintained that work done by women in the home was beneficial to society. Is this work valued by society today?

- This work is valued by society today, but maybe not as much as it should be. The unpaid work done within families is a major contribution to society, and the tremendous benefits of this work need to be recognized.

Are women treated as equal partners in society today?

- Yes, to a large extent. Women have made significant achievements in the arts, in politics, in business, and in their communities. The traditional roles of men and women were very different, but roles of both genders today are very similar. There are still some issues to be resolved, however.

Questions

1. *What were the four phases of the women's suffrage movement in Newfoundland? What were the similarities and differences between these phases?*

Four phases of the Women's Suffrage Movement:

- First phase: early 1890s, led by the Women's Christian Temperance Union, a Protestant church women's group whose goals were to rescue women and children from domestic violence and other negative effects of alcoholism.
- Second phase: 1909-1914, led by members of the Ladies' Reading Room, most of whom were socially prominent women who were well-travelled, well-read, and aware of suffrage activities throughout the world.
- Third phase: 1914-1919, "Distaff Feminism", spearheaded by the Women's Patriotic Association, which usually formed branches around women's church groups.
- Fourth phase: 1920-1925, led by the Women's Franchise League, which built on the public's appreciation of women's war contributions, and launched a publicity campaign in May 1920.

Similarities in these phases:

- women lobbied government officials for the right to vote
- in each phase, the suffrage movement was led by a formal women's organization

Differences in these phases:

- phase one was island-wide in scope; phase two was centred in St. John's; phase three involved women across the island and in Battle Harbour, Labrador; phase four was island-wide
- during phases one and two, there was not much public support for the women's suffrage movement; during phases three and four, public perception of the women's suffrage movement became more positive, due in large part to women's participation in the war effort
- during phase one and phase four, the suffrage movement was debated and defeated in the legislature, but at the end of phase four in March 1925, a new government under Monroe unanimously passed the suffrage bill

2. *One of the purposes of enfranchisement was to help ensure that there was a better representation to address issues affecting women.*

A. *What percentage of current members of the House of Assembly (or the House of Commons) is female?*

- Current (April, 2013) female members of the House of Assembly: 15 percent (7 of 47 members, with one vacant seat)

- Current (April, 2013) female members of the House of Commons: 24 percent (75 of 308 members, with one vacant seat)

Note: these numbers will change with every election, and sometimes throughout a government's term in office for various reasons.

B. What issues significantly affect women in our province today? Conduct a survey of women in your community to help identify the most important issues.

Issues affecting women in our province today:

- gender equity at work
- wage equity
- improved access to training and education
- increased participation in the labour force (although this has increased in recent years, it is still significantly lower than men)
- a significant proportion of women work part-time, which has implications for Employment Insurance and pensions
- benefits for stay-at-home moms

3. The right to vote is restricted to those age 18 and older.

A. What arguments can be used to support this age limit?

Arguments used to support the age limit:

- an 18 year old is more mature than younger teenagers
- many 18 year olds understand the issues better than younger teens
- 6 of the 13 provinces and territories in Canada have 18 as the age of majority, when a person is considered by law to be an adult (the other 7 have 19 as the age of majority)

B. What arguments can be used to support lowering the voting age?

Arguments used to support lowering the voting age:

- some younger teens are just as mature as people in older age categories
- a 16 year old can already vote in some elections, such as Nunatsiavut Government elections
- a 16 year old is legal driving age
- a 16 year old can drop out of school
- younger teens can bring a fresh perspective and are the future of the country

C. Which argument is the most compelling?

- The most compelling argument is that teenagers younger than 18 can already vote in some elections in Canada. For example, 16 year olds can vote in Nunatsiavut Government elections. Some political parties in Canada have an age limit of 14 to

become a member of the party. This means that anyone 14 years of age or older can vote for their choice to become the party's candidate for their riding. Anyone age 14 or older can participate in the leadership vote for that political party. If this is the case, why can't younger teens vote in provincial and federal elections?

Dimensions of Thinking Questions

1. Today if an individual is treated unfairly this action may be a violation of human rights under the Canadian Charter of Human Rights. What areas of the Charter protect people from discrimination?

The areas of the Charter that protect people from discrimination:

- Equality rights, which include the following:
 - Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

2. Who are some of the pioneers in advocating for greater participation by women in the political life of our province? What issues did they face? See: www.teachaboutwomen.ca

- The website www.teachaboutwomen.ca lists 37 women who were pioneers in advocating for greater participation for women in the political life of our province. Students may list any of these women, who are found under the headings: "The Women Involved" and "Other Important Women".

Some issues they faced:

- lack of women in political and other decision-making institutions
- women and education
- violence against women
- shortage of affordable daycare
- women's health
- women in the workplace

(Students can expand on any of these issues or list other issues)

3. Although the rights of women are protected in various legislation, such as the Charter and the Newfoundland and Labrador Human Rights Code, what parts of our culture still pose problems for women?

Parts of our culture which still cause problems for women:

- some occupations are still considered as male occupations, and it is difficult for women to obtain work in these occupations
- wage disparity for women in some occupational areas

The Great Depression

Lesson Summary

Based on Topic 5.3 pp. 418-423

In this lesson students will follow the events from the end of the First World War through to Commission of Government. Students will recognize the increasing economic difficulties faced by the Newfoundland Government and the resulting issues that led to the government's demise and the advocacy for a new leadership - government by a commission. By the end of the lesson, students will understand that economics was the major incentive for changing the governance of the country of Newfoundland in the 1930s.



Featured Art Form Playwriting

It is now time for students to think about a setting for their scene. Invite them to read *Experiencing The Arts* (SR page 423). Ask students to follow the directions for using jot notes and to identify the props that can be used for the scene.

Activity #1

Exports, Imports, Government Revenues and Expenditures

Based on p. 419

Materials Needed:

- none

Invite students to work with a partner:

- examine Fig. 5.35, 5.36 and 5.37
- use a graphic organizer to explain how each graph illustrates an impact of the Great Depression on Newfoundland and Labrador
- share their responses with another group

Activity #2

Unemployment

Based on p. 420

Materials Needed:

- BLM G.12 Writing a Diary Entry

Invite students to assume the role of a Newfoundland and Labrador worker or worker's spouse.

- You (or your spouse) have just lost your job.
- Write two diary entries describing the job loss, the impacts of the job loss, some of the experiences you are going through, and your feelings and thoughts during this period of time.
- Use BLM G.12 for assistance.
- Exchange and compare your diary entries with a partner.

Activity #3

The “Great Depression” Experience

Based on pp. 418-422

Materials Needed:

- BLM G.14 Creating a Collage

Many people worldwide experienced hardship during the Great Depression. Invite students to:

- select photographs, newspaper headlines, and stories from this time period
- create a collage which depicts the experiences of Newfoundlanders and Labradorians during the Great Depression
- use BLM G.14 for assistance
- write 1-2 paragraphs to summarize the experiences of people in the colony
- display their collages in the classroom

Invite students to view the collages through a gallery walk.

Materials Needed:

- G.01 Constructing a Timeline

Downturns in the economy are nothing new. Invite students to create an economic timeline beginning in 2000 and continuing to the present to show Newfoundland and Labrador’s economic ups and downs. Compare this to another province or country during the same time period. Write notes to accompany the timeline to explain the upturns and downturns.

- Florence Button lives in Carbonear. She has an interest in historical research and has researched the history of Carbonear Island. Florence has written two historic plays: *Connecting Rooms: A Tribute*, which pays tribute to the women who attended the Labrador fishery from the region from 1910 to 1992, and *Three*, a play set in the Winter War period (1697) which tells the story of three women from Ferryland, POWs, who escape from their French captors in Plaisance and walk overland to safety on Carbonear Island.

Teacher Notes

Based on p. 422

Sample Answers

Based on pp. 418-423

Lesson Opener

What happens during an economic downturn such as a recession or depression?

- people lose jobs, wages decrease, or there is a freeze on hiring and salaries
- people have less money to spend
- economic activity declines; businesses cut back production or close down
- reduction in international trade
- fluctuations in value of currency

What challenges would a family face if the wage earner(s) were laid off during a period of economic decline?

- less money for groceries, utilities, gas, recreation, clothing
- have to find other ways to supplement income

Questions

1. Create a diagram that illustrates the sequence of events between the end of the First World War and the civil unrest of the early 1930s.

Students can use a diagram of their choice to illustrate the following sequence of events between the end of the First World War and the civil unrest of the early 1930s:

- First World War cost Newfoundland \$35 million.
- During the 1920s public debt increased as government ran annual deficits.
- Government raised bank loans.
- New York stock market crash on October 29, 1929 significantly damaged Newfoundland's export-based economy.
- A slump in the international market for dried cod, which accounted for much of the colony's income, was especially detrimental.
- Reduced exports meant less money for importing goods and a decrease in government revenues.
- Decline in demand for Newfoundland and Labrador products led to widespread unemployment in the fishery, forestry, and other industries.
- Incomes dropped drastically.
- Thousands of Newfoundland and Labrador families were compelled to turn to government assistance (the "dole").
- Relief demands pushed the government to the edge of bankruptcy.
- Relieving officers were hired to investigate relief applicants and determine how much relief they could receive. People could be forced to sell possessions and live off that money before applying for relief.
- Throughout the 1920s Newfoundlanders were becoming increasingly discontented with their government.
- Some merchants began to talk of suspending responsible government and replacing it temporarily with a commission.
- There were allegations of government mismanagement and corruption.
- In 1932, Finance Minister Peter Cashin resigned and accused other government members of tax evasion and forgery.
- On April 5, 1932 approximately 10 000 people turned up to protest the Squires government.
- This protest turned violent.

2. *Who might have fared better during the depression, people living in rural or urban areas? Explain.*

- People living in rural areas may have fared better during the depression because many of them could grow, raise, fish and hunt their own food. They could also cut wood for heat.

3. *What government programs emerged in response to the issues that arose during the Great Depression?*

Government programs that emerged in response to issues:

- government relief in the form of the “dole”, which consisted of food rations totalling \$1.80 per person per month
- municipal government of St. John’s (Mayor Charles Howlett) established the Civic Relief Committee to help the poor in the city

4. *What do the primary sources in this lesson tell you about the experiences of some families during the 1930s? Research the experiences of others from this time period. Then, with a partner, create a short one-act play that illustrates the difficulties faced by a family during this time.*

Experiences of some families during the 1930s:

- People were starving.
- Food rations of \$1.80 per person per month was not enough, and families sometimes had to exist a number of days without food until the next allowance arrived.
- People lost their jobs.
- Children had to quit school to go fishing on the Labrador with their families or to get any other work to help the families survive.
- Many fishers became more indebted to merchants.
- Students can refer to Chapter 5, Lesson 2 “How to Write a Play” to assist them in writing , with a partner, their short one-act play illustrating the difficulties faced by a family during the Great Depression.

The Amulree Report

Lesson Summary

Based on Topic 5.4 pp. 424-427

In this lesson students will examine the factors that led up to the Royal Commission. They will learn that the Royal Commission was established to determine Newfoundland and Labrador's future. They will learn how the Commission reached its conclusions and read its recommendation - a Commission of Government. By the end of the lesson, students will understand why the Amulree Report was commissioned and that the recommendations of the report would have a huge impact on the future of Newfoundland and Labrador.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 423). Invite students to review the rules of unity (SR page 395) before they work further on their scene.

Activity #1

Royal Commission on Education and Youth

Based on pp. 424-425

Materials Needed:

- http://www.heritage.nf.ca/society/royal_comm_68.html

There have been many Royal Commissions appointed in Newfoundland and Labrador. One of these was the Royal Commission on Education and Youth created by the provincial government in 1964. In order to help students more fully understand how a Royal Commission works, invite them to work with a partner and:

- refer to the website above
- create a graphic organizer to present a summary of the Royal Commission on Education and Youth
- as a class, discuss their summaries

Their summary will include the following:

- reasons why the commission was appointed
- number of commission members
- chair of the commission
- commission's mandate
- how the commission obtained evidence
- summary of three main findings of the commission
- summary of four main recommendations of the commission
- length of time it took the commission to carry out its mandate

- students' assessment as to what recommendations have been implemented, and if any of these implementations affect the current education system

Note: Students may choose and research any other Royal Commission appointed by the Government of Newfoundland and Labrador to complete this activity.

Activity #2

Newfoundland Royal Commission 1933

Based on pp. 424-425

Materials Needed:

- BLM G.15 Writing a Newspaper Article

By 1933, Newfoundland was on the verge of bankruptcy. On February 17, 1933 a Royal Commission was appointed by the British government. Invite students to work with a partner and:

- use the text in the SR, and research if necessary, to write a newspaper article (dated February 17 or 18, 1933) about this event
- find and examine articles in newspapers to assist them
- follow the steps in BLM G.15 to write their article
- share their newspaper articles in a larger group

Dimensions of Thinking:

Was the Amulree Report Objective?

Based on pp. 426-427

Materials Needed:

- none

The Amulree Report presented a version of Newfoundland and Labrador's history that has influenced future generations' understanding of events. This Dimension of Thinking presents arguments supporting the view that the Amulree Report was a biased, flawed report.

- Invite students to examine the concept of perspective. Students need to be aware of:
 - authorship - who wrote the report and why
 - context - social, political, and economic circumstances of the time
 - information - was there access to accurate information
- Ask students to discuss the text and answer the questions in this Dimension of Thinking.
- Invite students to share and debate their answers with the class.
- There is no comprehensive activity for this lesson

Teacher Notes

Based on p. 424

- A peer would be a member of the British nobility and would have one of the following titles or ranks: duke, marquess, earl, viscount, or baron. Lord Amulree was a baron.

Sample Answers

Based on p. 424-427

Lesson Opener

Royal Commissions are appointed by federal or provincial governments to investigate specific issues. How does this process benefit citizens?

- Commissions investigate matters of great importance.
- Commissions investigate controversial issues.
- Commissions provide a large number of facts on particular issues.
- Commissions seek input from various sectors of society.

Frequently Royal Commissions are headed by judges. Why might this be the case?

- judges know the laws of the province or country
- judges are impartial

Questions

1. Why was a Royal Commission appointed in Newfoundland in 1933?

- A Royal Commission was appointed in Newfoundland in 1933 to examine the country's future. Newfoundland was on the verge of bankruptcy and would have to partially default on its debts. The British government said this was unacceptable. Britain and Canada paid two-thirds of the colony's interest payment, on the condition that Newfoundland accept the appointment of a Royal Commission and abide by its recommendations.

2. How did the Commission gather information? Was this an effective approach?

- The Commission gathered evidence by holding 100 formal hearings and conducting 260 interviews in St. John's and across the island, and through written testimony and informal visits to people in their homes and workplaces. This was an effective approach as it allowed many people to have a say in the future of the colony. They gathered evidence from people of all walks of life. They also travelled across the island and, although they did not visit the Northern Peninsula and Labrador, the Commission did gather evidence from these areas.

3. What was the main recommendation of the Amulree Report? What else could the Royal Commission have recommended as a solution to Newfoundland's problems?

- The main recommendation of the Amulree Report was that Newfoundland give up responsible government temporarily, and allow Britain to administer the colony through an appointed commission. The Royal Commission could have recommended that Newfoundland keep responsible government, and receive financial and political assistance from Britain, until the colony was no longer in dire financial straits. The Commission could have also recommended strengthened ties between Canada and Newfoundland. These ties might eventually lead to confederation.

Dimensions of Thinking Questions

1. What evidence is there that the Amulree Report was biased?

Evidence that the Amulree Report was biased:

- report's criticism of Newfoundland and Labrador's politicians and political system were unfair and exaggerated
- report did not give enough credit to the impact of the First World War and the Great Depression on Newfoundland and Labrador's financial situation
- report's authors had a conflict of interest as Britain did not want to consider Newfoundland's default on its debt as an option
- report referred to the people of Newfoundland and Labrador as child-like when confronted with matters outside their immediate horizon
- report said the great majority of the people are quite unfit to play a part in public life

2. Why was the Amulree Report so easily accepted?

The Amulree Report was so easily accepted because:

- it was an official document, and the members of the commission were viewed (by many) as objective and unbiased
- many people already believed there was corruption and inefficiency in Newfoundland politics

3. What alternatives to the establishment of Commission of Government were suggested by Charles Magrath? Which alternative would most benefit Newfoundland?

Charles Magrath suggested the following alternatives:

- allow Newfoundland and Labrador to keep responsible government, and decrease Newfoundland's interest rate to three per cent
- Britain could cancel Newfoundland's war debt, and Canada could purchase Labrador, on condition that Newfoundland could re-purchase the territory in the future
- increased Canadian activity in Newfoundland with a view to future confederation

The alternative that would most benefit Newfoundland would have been increased Canadian activity in Newfoundland. It was quite likely that Newfoundland and Labrador would eventually confederate with Canada, and increased Canadian activity in the colony could provide much-needed capital and improve the economic situation.

Commission of Government

Lesson Summary

Topic 5.5 pp. 428-439

Students will study reforms initiated by the Commission of Government in this lesson. These will include reforms in the areas of the fishery, education, health, welfare, and law enforcement. By the end of the lesson, students will understand that, although the Commission of Government did not receive overwhelming support, it did initiate many reforms in an attempt to make Newfoundland and Labrador economically and socially viable again.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 423). Using the information they reviewed (SR page 395), ask students to use jot notes to plot a beginning, middle, and end to their scene.

Activity #1

Commission of Government Reforms

pp. 429-439

Materials Needed:

- none

The Commission of Government introduced many reforms to improve the quality of life of many Newfoundlanders and Labradorians. These reforms were introduced in the fishery, education, health care, welfare, and law enforcement. Invite students to:

- select any three of the areas in which reforms were introduced
- identify the most significant reform in each of these areas
- for each reform, write a paragraph to support their choice
- present their paragraphs orally in a small group

Activity #2

Education Reforms

pp. 430-431

Materials Needed:

- BLM G.02 Journal Writing

Many reforms in education were introduced by the Commission of Government. Invite students to:

- assume the role of a senior student in Newfoundland and Labrador in the late 1930s or early 1940s
- write a letter to a friend in another community or country telling him or her of three changes in education in your community. Describe:
 - how each change affects your education
 - how you feel about these changes
- share their letter with a partner or small group
- write a speculative journal entry on a recent change in the education system, and how it will affect them

Case Study:

The Commission of Government's Land Settlement

Based on pp. 436-437

Materials Needed:

- none

This case study briefly examines the Commission of Government's establishment of a Land Settlement Program in 1934. Under this program, the government helped families establish farms, raise livestock, and build rural communities. Ask students to form small groups.

- Examine the text and visuals on SR pages 436-437.
- Answer the case study questions on page 437.
- As a class, discuss the answers to the questions.

Activity #4

The Newfoundland Ranger

Based on pp. 429-439

Materials Needed:

- BLM 5.02 The Newfoundland Ranger
- <http://home.ca.inter.net/~elinorr/ranger-main.html>

The Newfoundland Ranger Force was created by the Commission of Government in 1935 to provide policing and government services to the outposts. In addition to police work, the Rangers performed many duties for the government.

- Ask students to work with a partner.
- Invite students to use information in the SR and from the listed website to complete BLM 5.02 The Newfoundland Ranger.
- Ask students to compare their answers with another group.



Comprehensive Activity Reform

Materials Needed:

- none

Invite students to choose at least one reform in each of the areas of concern for the Commission of Government in 1934 - fishery, education, health, welfare, and law enforcement. For each reform, ask students the status of that reform today. At the end of the discussion for each reform, comment on how the Commission of Government was forward thinking in making this one of its reforms.

Teacher Notes

Based on pp. 428-433

- The original Newfoundland Hotel was opened in St. John's in 1926. The site of the hotel was formerly Fort William, a British army base in the seventeenth century. In the early 1960s the hotel was renamed Hotel Newfoundland. In 1982, a hotel was built on an adjacent site to replace the old Hotel Newfoundland. Upon completion of the new hotel, the old hotel was demolished. In 2001, the hotel became the Fairmont and in 2009 it became the Sheraton Hotel Newfoundland.

- The cottage hospital system was a system where small hospitals were located strategically along the coast of Newfoundland. These cottage hospitals were thought to be the best option for providing medical care. From 1936 to 1954, nineteen cottage hospitals were built in Newfoundland. (The Grenfell Association served the people of Labrador and the Northern Peninsula.) Cottage hospitals were staffed by at least one doctor, several nurses, and support staff. The hospitals had male and female wards, as well as several private/isolation rooms.

Sample Answers

Based on p. 428-439

Lesson Opener

What is the best system of government?

- a democratic government, elected by the people

Under what circumstances do you think a government should be replaced?

- when the government does not serve, listen to, or do what is best for the people; in other words, exhibits characteristics of a dictatorship
- when it can be proven that government is corrupt
- when a government is ineffective

Case Study Questions

1. Why was the Land Settlement Program established? How were applicants selected?

The Land Settlement Program was established to further diversify the economy and to deal with the problems of unemployment. Applications were accepted only from families on able-bodied relief who had at least one adult male capable of performing physical labour.

2. What were the perceived benefits of the Land Settlement Program?

The perceived benefits of the Land Settlement Program:

- lower unemployment rate
- cooperation of workers on community projects
- increased agricultural production and exports

3. In 2007, agriculture accounted for 0.6 per cent of the total Newfoundland and Labrador employment by industry. What factors might explain why this is the case?

Why agriculture accounted for only 0.6 of total employment by industry:

- lack of agricultural land and good soil in the province
- weather; short growing season in many parts of the province
- only certain types of agricultural products can be grown in many areas

Questions

1. In which areas did the Commission of Government initiate reforms? Create a chart in which you give the five areas, and list the main reforms the Commission of Government hoped to initiate.

Commission of Government Reforms	
Five areas for Reforms	Main reforms Commission hoped to Initiate
Fishery	1. increase centralization and efficiency in the fishery 2. enable Newfoundland to participate in the frozen fish market
Education	1. improve the quality of instruction 2. improve the quality of the curriculum 3. improve school facilities 4. increase school attendance
Public Health	1. increase medical personnel and medical facilities, particularly in rural areas 2. improve the detection and treatment of tuberculosis 3. advance child health 4. promote dietary reform
Welfare	1. public works initiatives 2. income transfers
Law Enforcement	1. reorganize law enforcement in Newfoundland by making the Newfoundland Constabulary an urban police force to serve more heavily populated areas and creating the Newfoundland Ranger Force to provide policing and government services to the outports. 2. The government was most successful in the area of public health. It made public health more accessible to large numbers of Newfoundlanders by building cottage hospitals to serve rural areas and using a floating hospital to reach isolated communities on the south coast of Newfoundland. The government also initiated a school health program to help improve school children's diets. It increased the number of doctors and nurses in the country. These reforms and others advanced health care in Newfoundland. 3. Overall, the Commission of Government was fairly effective in governing Newfoundland and improving the lives of Newfoundlanders. The Commission lasted for 15 years, from 1934 to 1949. In the beginning years, despite being the government of Newfoundland during the Depression and therefore having limited financial resources, the Commission did initiate substantial reforms in the areas of the fishery, education, health, welfare, and law enforcement. These reforms did much to improve the quality of life of Newfoundlanders.

2. *In which of these areas was the government most successful? Explain.*

- The government was most successful in the area of public health. It made public health more accessible to large numbers of Newfoundlanders by building cottage hospitals to serve rural areas and using a floating hospital to reach isolated communities on the south coast of Newfoundland. The government also initiated a school health program to help improve school children's diets. It increased the number of doctors and nurses in the country. These reforms and others advanced health care in Newfoundland.

3. *Overall, how effective was the Commission of Government in governing Newfoundland and improving the lives of Newfoundlanders? Explain.*

- Overall, the Commission of Government was fairly effective in governing Newfoundland and improving the lives of Newfoundlanders. The Commission lasted for 15 years, from 1934 to 1949. In the beginning years, despite being the government of Newfoundland during the Depression and therefore having limited financial resources, the Commission did initiate substantial reforms in the areas of the fishery, education, health, welfare, and law enforcement. These reforms did much to improve the quality of life of Newfoundlanders.

Second World War

Lesson Summary

Based on Topic 5.6 pp. 440-451

Students, in this lesson, read about Newfoundland and Labrador's contribution to the Second World War. Students will also examine the economic, social, and political impacts of participating in the war. By the end of this lesson, students will realize that the Second World War positively and negatively changed Newfoundland and Labrador culture, and these changes would have long-term impacts.



Featured Art Form Playwriting

Invite students to read *Experiencing The Arts* (SR page 447). They are now ready to write their scene. Ask them to begin the scene using all the information they have gathered.

Materials Needed:

- none

Activity #1

Armed Forces and Other Organizations to Support the War Effort

Based on pp. 440-441

During the Second World War, many residents of Newfoundland and Labrador volunteered for the armed forces or other organizations to support the war effort. Invite students to complete the following:

- If he/she was a resident of Newfoundland and Labrador during the Second World War, which armed force or organization would he/she have joined to support the war?
- Write a short exposition to support their choice. The exposition should include:
 - description of the role of the armed force or organization (This may include some research.)
 - reasons why they would have joined that armed force or organization
- Share and discuss their paragraphs in a small group.
- As a class, rank the armed forces or organizations students would have joined.

Note: Some students may choose not to volunteer for any armed force or organization to support the war effort. In this case, they should write two or three paragraphs explaining why they would not volunteer.

Activity #2

Foreign Military Presence in Newfoundland and Labrador

Based on pp. 442-444

Materials Needed:

- none

Canadian Prime Minister Mackenzie King said (1939) ; “... the integrity of Newfoundland and Labrador is essential to the security of Canada.” Invite students to work with a partner.

- Ask students to construct a graphic organizer to summarize the following:
 - How the integrity of Newfoundland and Labrador was essential to the security of Canada (and the USA)
 - Canadian armed forces presence in Newfoundland and Labrador during the war, including amount of money spent, where and how the money was spent, and number of personnel stationed in the colony
 - American armed forces presence in Newfoundland and Labrador during the war, including amount of money spent, where and how the money was spent, and number of personnel stationed in the colony
 - Canadian and American armed forces presence in Newfoundland and Labrador today
- Invite students to share their graphic organizers in a small group.

Activity #3

Impacts of the Second World War

Based on pp. 440-451

Materials Needed:

- BLM G.02 Journal Writing
- BLM G.16 Oral Presentation

The Second World War had many impacts on Newfoundland and Labrador. Invite students to:

- review the information in the SR
- write a reflective journal entry in which they:
 - choose the positive impact and the negative impact of the Second World War they feel had the most significant impact on Newfoundland and Labrador
 - give arguments to support their position
- share their position with the class through an oral presentation
- as a class, discuss and rank order the most significant impacts chosen



Comprehensive Activity Changing Culture

Materials Needed:

- none

A. The Second World War changed the culture of Newfoundland and Labrador. Students have learned that the culture of Newfoundland and Labrador was also changed as a result of the First World War. Invite students to:

- identify four ways Newfoundland and Labrador culture was changed as a result of the Second World War
- review and identify four ways Newfoundland and Labrador culture was changed as a result of the First World War
- create a class chart of these cultural changes and identify the similarities and differences

B. Ask students to choose either the similarities or the differences in how Newfoundland and Labrador's culture changed in the First and Second World Wars and prepare a short dramatic presentation of their choice to "show" the similarities or differences. Encourage students to review "How to Write a Play" (SR pages 390 - 397) and follow the guidelines.

Note: Teachers may assign students to small groups or may create just two groups - similarities and differences depending on class size, etc.

Teacher Notes

Based on p. 440

- *The Daily News* was a newspaper published in St. John's from 1894 to 1984. It was published daily, except Sunday.

Sample Answers

Based on p. 440-451

Lesson Opener

During the Second World War, American culture was shared with Newfoundland and Labrador through radio and recreation events. How is culture shared between countries today?

- radio
- television
- computer - world wide web

Many Newfoundlanders and Labradorians serve in the armed forces today. What are the main roles carried out by the armed forces?

- national security - defending Canada
- defending North America
- international peace and security - peacekeeping and fighting terrorism

Questions

1. How did exposure to North American culture during the war impact Newfoundland and Labrador lifestyles?

How exposure to North American culture during the war impacted Newfoundland and Labrador Lifestyles:

- many people were provided with a source of cash employment for the first time (in 1942, 20 000 men and women were working on the bases)
- some Newfoundlanders married Canadian and American personnel, and moved from the colony

-
- exposure to North American entertainment (such as American radio) and consumer goods influenced recreational choices, diet, and dress styles
 - standards of living greatly improved

2. What armed forces and other organizations did volunteers from Newfoundland and Labrador join during the Second World War? Why might so many men have joined the Royal Navy, and the Merchant Navy and other mercantile marines?

- Armed forces and other organizations Newfoundland and Labrador volunteers joined during the war included Britain's Royal Navy, Royal Artillery and Royal Air Force, and other allied forces, especially Canadian units. Many also served in the Merchant Marine, which transported personnel, food and equipment across the Atlantic to Britain and other allies, and the Newfoundland Overseas Forestry Unit, which helped satisfy Britain's wartime demand for timber products. Other volunteers joined the Newfoundland Militia (home defence force which became the Newfoundland Regiment in 1943), the Women's Patriotic Association, the Newfoundland Patriotic Association, and the Red Cross. Others provided medical care to injured troops, visited bereaved family members, or raised money to support the war effort in general.
- Many men joined the Royal Navy and the Merchant Navy because many Newfoundlanders were fishermen and thus were very skilled mariners.

3. The forerunner of what is now St. John's International Airport was built by the Canadian military during the Second World War. What other buildings built during the war are still in use today? How have their purposes changed since the war?

Other buildings built during the war which are still in use today and how their purpose has changed:

- bomber hangars in Goose Bay; used today as part of a Canadian Forces base
- Fort Pepperrell Air Force Base; buildings used today as apartments, government offices, businesses, and Canadian forces station
- airports at Stephenville, Gander and Goose Bay are still in use today
- Argentia: buildings which still remain from the American base are presently under the control of the Argentia Management Authority which is redeveloping Argentia with tenants involved in marine transportation, construction, manufacturing, steel fabrication, information technology, oil & gas, mining and other activities

4. Why did American and Canadian military forces decide to build military bases in Newfoundland and Labrador during the Second World War?

- American and Canadian military forces decided to build military bases in Newfoundland and Labrador during the Second World War because of Newfoundland and Labrador's strategic location. It was closer to Europe than any other part of North America. A German occupation of the colony would give easy access to Canada and the United States; therefore its security was vital to the defence of North America.

5. How did the Second World War change the economy of Newfoundland and Labrador? How did it change Newfoundland and Labrador politics?

How the Second World War changed the economy of Newfoundland and Labrador:

- The combined spending of \$165 million by Canada and the United States led to a construction boom that employed thousands of residents.
- By the end of 1942, approximately 20 000 men and women were working at the bases and 7000 were earning salaries as military personnel.
- Local businesses and industries prospered.
- Government revenue increased dramatically.
- Mining and pulp and paper companies experienced temporary labour shortages as workers left to obtain higher paying jobs at the bases.
- Wartime increased the cost of many items, which increased the cost of living.

How the Second World War changed Newfoundland and Labrador politics:

- By 1945, Newfoundland was self-supporting. People began to debate which form of government should replace Commission of Government. Many favoured return to self-government and many favoured a union with Canada.
- The war had strengthened Newfoundland and Labrador's ties with Canada. Canada also realized that Newfoundland was of economic and strategic value. The war helped bring about Confederation with Canada.

Aboriginal Lifestyles

Lesson Summary

Based on Topic 5.7 pp. 452-459

This lesson introduces students to Aboriginal lifestyles during the 1930s and 1940s. Inuit, Innu, Mi'kmaq and Metis lifestyles are examined. The Great Depression and the Second World War are examined as influences in changing Aboriginal lifestyles. By the end of this lesson, students will understand that Aboriginal lifestyles were affected by both world events and encroachment in this time period.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 447). Invite students to continue working on their scene. Students may wish to collaborate with a classmate for feedback.

Activity #1

Goose Bay Air Base

Based on pp. 452-457

Materials Needed:

- none

The construction of the Goose Bay military base in 1941 had many impacts on the Aboriginal peoples who inhabited Labrador. Invite students to work with a partner and:

- identify the negative and positive impacts of the base on the lifestyles of Labrador Aboriginals
- write one-two paragraphs to answer the question: "Did construction of the Goose Bay military base in 1941 impact Labradorians positively or negatively?"

Activity #2

Positive Experiences

Based on pp. 452-459

Materials Needed:

- none

During the 1930s and 1940s Aboriginal groups in Newfoundland and Labrador faced many problems. Aboriginal groups also experienced many positive events or occurrences. Invite students to:

- use a graphic organizer to identify the positive experiences for each Aboriginal group in Newfoundland and Labrador during this time period
- share their graphic organizers in a small group



Comprehensive Activity

From There to Here

Materials Needed:

- none

A. Aboriginal people have been in Newfoundland for thousands of years. During that time Aboriginal people have thrived, sustaining themselves and adapting to their environment. Invite students to use a graphic organizer of their choice and to:

- review the chapters specifically related to Aboriginal people in their student resource
- identify the sustainable practices used by each group
- identify ways each Aboriginal group adapted to its environment
- identify ways each Aboriginal group's lifestyle changed because of interaction with others

Note: Teachers may assign students to groups so that each group reviews material related to one Aboriginal group.

Teacher Notes

Based on pp. 453 -458

- Lake Melville is a saltwater extension of Hamilton Inlet on the Labrador coast. It stretches 140 kilometres inland to Happy Valley-Goose Bay. Settlements on Lake Melville include Happy Valley-Goose Bay, North West River, Sheshatshiu, and Mud Lake.
- The Coaster is a Harbour Breton newspaper which provides the news from Harbour Breton and the surrounding area.

Sample Answers

Based on p. 452-459

Lesson Opener

Should Aboriginal languages be a mandatory part of the provincial curriculum?

- There are three main Aboriginal languages in our province today. Aboriginal languages should not be a mandatory part of the provincial curriculum, but they should be offered as elective courses in the high school curriculum. Aboriginal languages are not official languages of the province. Aboriginal languages should be a mandatory part of the curriculum in districts/schools which have a high Aboriginal population.

Why is it important for traditional Aboriginal lifestyles to be maintained by younger generations?

- to preserve the culture, history and heritage of the Aboriginal groups
- to keep the languages alive

Questions

1. *Use a graphic organizer to identify the problems faced by Aboriginal groups in Newfoundland and Labrador during this time period. Which was the most significant problem? Explain.*

Aboriginal Groups		
Aboriginal Group	Problems Faced	Most Significant Problem
Inuit	<ul style="list-style-type: none"> • fur trade encouraged Inuit to abandon or decrease their other activities and made Inuit vulnerable to outside forces over which they had no control • when fur prices dropped, many Inuit families fell into poverty • increased health issues arising from changes in diet and lifestyle 	The most significant problem was that the fur trade encouraged Inuit to abandon other activities. When fur prices dropped, some Inuit could not go back to subsistence activities such as sealing as the equipment was rotted or neglected. Many younger Inuit probably did not have the necessary skills as they had been involved totally in trapping and the fur trade.
Innu	<ul style="list-style-type: none"> • worldwide drop in fur prices created problems • decline in the caribou population due to increased logging on Innu traditional grounds • interference in Innu hunting patterns due to hunting regulations established by the Newfoundland government • decline in fur-bearing animals as Metis trappers began using Innu hunting grounds • increased reliance on government relief made it difficult for Innu to maintain a migratory lifestyle • while in settlements, Innu were not allowed to practise their own rituals 	Worldwide drop in fur prices was the most significant problem. As a result, many Innu had to rely on government assistance, and this made it difficult for Innu to maintain a migratory lifestyle, which was a main part of their heritage and culture.
Metis (NunatuKavut)	<ul style="list-style-type: none"> • construction of the Goose Bay air base marked the beginning of the end for a subsistence way of life for Metis • drop in the price of fish impacted Metis commercial fishing 	Construction of the Goose Bay air base was the most significant problem. Many Metis moved to work on the base, and gave up their subsistence way of life, a way of life which was a main part of their heritage and culture.
Mi'kmaq	<ul style="list-style-type: none"> • near extinction of caribou in their traditional hunting grounds • worldwide drop in fur prices 	The worldwide drop in fur prices was the most significant problem. This meant Mi'kmaq had to find alternate sources of employment.

2. What alternative forms of employment (unrelated to traditional lifestyle) were available to Aboriginal people?

Alternative forms of employment available to Aboriginal people:

- working on construction of the base in Goose Bay
- working on construction of radar bases along the coast
- trapping year-round and trading furs to the Hudson's Bay Company
- loggers or guides (especially Mi'kmaq)
- loggers, soldiers during the war effort

The National Convention

Lesson Summary

Based on Topic 5.8 pp. 460-465

This lesson explores the years leading up to Newfoundland and Labrador's entry into Confederation with Canada. Students will examine why the National Convention was called and its mandate. They will study how the Convention sent delegates to both London and Ottawa to determine what it should recommend to the Newfoundland and Labrador people. The final result of the National Convention is also identified. By the end of the lesson, students will recognize that the National Convention was another turning point in Newfoundland and Labrador's history.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 447). At this point remind students to include stage directions for the performers and to identify props for the scene.

Activity #1

Road to the National Convention

Based on pp. 461-464

Materials Needed:

- BLM G.01 Constructing a Timeline

The Commission of Government was to stay in office in Newfoundland until the country was once again financially self-supporting. By 1942, Newfoundland, Canadian and British officials realized that the Commission would probably disappear once the Second World War ended. A plan had to be instituted to determine how Newfoundlanders and Labradorians would choose their new government, and what options they would have.

- Invite students to construct a timeline to trace developments from 1943 to March 1948 which led to the referendums of 1948, and the three choices placed before the people of Newfoundland and Labrador.
- Ask students to display their timelines in the classroom.

Activity #2

National Convention Electoral Boundaries

Based on p. 462

Materials Needed:

- none

In 1948 voters in Newfoundland and Labrador elected 45 members from 38 districts to the National Convention. Invite students to

Examine the map and review the text on SR page 462 to answer the following questions:

- What would have been their electoral district in 1946? (Students may note that the area they live in was not represented at the National Convention in 1946 and speculate why this was the case.)
 - What is their provincial electoral district today?
 - Speculate why there were 45 members elected from 38 districts in 1946.
 - How many members are in the current provincial House of Assembly?
 - What were two important points about the 1946 election?
 - Speculate why voter turnout was low in most districts, but above 60 per cent in St. John's.
 - Compare voter turnout in the 1946 election with voter turnout in the last provincial election.
 - Speculate two possible reasons for voter apathy.
- share their work with a partner or small group.

Activity #3

We'll Rant and We'll Roar

Based on pp. 461-465

Materials Needed:

- none

Invite students to create a pro-Confederation rant or an anti-Confederation rant. Ask them to consider:

- the target audience for their rant
- what advantages/disadvantages about Confederation they will highlight
- what comparisons they will use to support their points

Ask students to perform their rants for another class. Conduct a vote to decide which side wins.

Note: Students can check the internet for examples of rants - Rick Mercer, for example.

Materials Needed:

- none

A. In the world of politics today, the media plays a large role in a politician's success or failure. Invite students to choose a politician - provincial or national - and show how the media has helped or hindered that person's career.

Note: Students may choose to do this in a format of their choice.

B. The National Convention had pro and anti confederation proponents. Invite students to create a media campaign for one side or the other. Students must use the media available during the time period.

C. In a class discussion, invite students to compare the effectiveness of the media in 1946 with the media today



Comprehensive Activity Arguing the Case

Teacher Notes

Based on p. 461

. The Royal Canadian Air Force (RCAF) is one of three branches of the Canadian Forces, which was created in 1968 from an amalgamation of the Royal Canadian Air Force, the Royal Canadian Navy, and the Canadian Army. The Canadian Air Force was formed in 1920 and granted Royal sanction in 1924 by King George V.

Sample Answers

Based on p. 460-465

Lesson Opener

A referendum is a direct vote in which an entire electorate is asked to accept or reject a particular proposal. What types of issues would prompt a government to hold a referendum?

- to confederate with a country or to declare independence from a country
- major changes to the constitution
- major changes to the education system
- electoral reform

Why are some people apathetic towards politics?

- they feel all politicians are the same; it doesn't matter who gets elected
- political parties do not engage some population groups
- no major government policies that affect them

Questions

1. Why did Britain establish the National Convention instead of immediately returning Newfoundland to responsible government after the war?

- Britain established the National Convention instead of returning Newfoundland to responsible government immediately after the war because British officials did not think that Newfoundland could exist as an independent country. They also felt that once the wartime boom ended, the Newfoundland economy would deteriorate and Britain would have to bail the colony out again. British officials thought that Newfoundland should join Canada.

2. What was the National Convention? What were its roles?

- The National Convention was created by the British government in December 1945. Members of the National Convention would be elected by the Newfoundland public. The mandate of the National Convention was to investigate Newfoundland's economic, social, and political status and recommend which forms of government should be placed on a referendum ballot. The National Convention met for the first time on September 11, 1946.

3. *Why might voters have been more apathetic in 1946 than they were in 1948?*

- Voters were probably more apathetic in 1946 because they were electing representatives to meet, debate, and then recommend which forms of government would be placed on the referendum ballot. In 1948, voters were actually voting for the form of government they wanted for Newfoundland and Labrador. By 1948, there was growing support for both return to responsible government and confederation with Canada and it was very important for the voters of Newfoundland and Labrador to have their say. In 1948 voters were also more informed on the country's options, due to the fact that Convention debates were broadcast by radio.

4. *What role did the media play in the National Convention? How does the media affect your understanding of, and interest in, municipal, provincial, and federal politics?*

- The media played a main role in the National Convention as Convention debates were broadcast by radio. This meant that voters were more informed on the country's options, and particularly about confederation and the benefits of joining Canada.
- The media plays a major role in understanding of, and interest in, politics today. Broadcast media (radio, television), print media (newspapers, pamphlets), and digital media (internet websites, internet-based radio and television) and social media (Facebook, Twitter) all play a role in dispersing political information to citizens on a daily basis.

The Right to Vote

Lesson Summary

Based on pp. 466-471

This lesson gives students a history of voting laws in Newfoundland and Labrador. Students will see how voting changed over time to become more inclusive. They will examine how voting works today at various levels of government. Students are also introduced to the statistics related to young voters and the reasons they cite for not voting. By using an example of a young person who ran for election, young people are encouraged to participate in the voting process. By the end of the lesson, students will be aware that voting is a privilege that should be undertaken by all citizens in Canada.



Featured Art Form Playwriting

Refer to *Experiencing The Arts* (SR page 447). Invite volunteer students to share their work by reading their scenes. Invite them to engage other students to assume the characters in their scenes.

Activity #1

The Background

Based on pp. 466-467

Materials Needed:

- none

Invite students to read SR pages 466 - 467. This section gives a summary of the right to vote in Newfoundland and Labrador. Ask students to create a class chart of the changes in voting rights in Newfoundland and Labrador from 1832 until the present.

Activity #2

Voting Today

Based on pp. 468-469

Materials Needed:

- www.nlliberals.ca
- www.newenergy.nl.ca
- www.nl.ndp.ca

Ask students to read SR pages 468-469 to learn about voting today. Ask them to engage with the map on page 468 to determine their provincial district and then find out which party presently holds the seat. Invite students to go to the website of that party and read the party's most recent platform. Ask them to answer the questions: "Would you vote for this party based on the party's platform?" What is in the platform for young voters?"

Activity #3

Youth Voters

Based on pp. 469-471

Materials Needed:

- none

Invite students to read the article “When One Vote Could Have Made the Difference”, on SR page 469. Read the information on SR page 470 and examine the chart on SR page 471. Respond in writing to the question “Can my vote make the difference?”

Activity #4

Youth Issues

pp. 470-471

Materials Needed:

- none

Invite students to participate in a class brainstorming session to answer the question “What issue would get you interested in voting in a municipal, provincial or federal election?” Rank the issues and choose the top two.

Invite students to participate in a class discussion related to the top two issues.

Invite students to answer the questions in the “For Discussion” and “Questions” sections (SR page 371.)

Teacher Notes

Based on p. 466

Universal suffrage means that every adult citizen has the right to vote.

Sample Answers

Based on p. 471

1. *Is it important to vote? Explain.*

- Voting is important because it gives us a say in how our community, province or country is governed. Voting means people choose our political leaders to make our democracy work. Voting helps protect our freedoms. By not voting, we lose an opportunity to have our voices heard.

2. *Create a list of ways that people under the age of 18 can be politically active. Which of these have you done? What can you do to be more politically active?*

- Ways to be politically active include encouraging those who are old enough to vote to do so; finding out about the platforms of each of the candidates running in your district/area; choosing a candidate to support (deliver flyers for example); joining the youth group of a registered political party; running for election in your school election to get experience in how to run a campaign and getting experience in making your views known.

3. *What can politicians, election organizers, educators, the media, or society in general do to increase voter turnout among young people?*

- To increase voter turnout among young people, politicians and political organizers should speak to youth; they should highlight in their campaigns the issues that particularly affect youth. Politicians should take opportunities to visit high schools to meet with youth, and not just at election time. Educators should make the election a focus in class, especially social studies class, so that students are aware of the importance of the election and of voting. The media should focus on young voters by emphasizing the need for them to vote and highlighting the issues that affect them.

4. *Why did reformers in the early 1800s and women suffragists in the early 1900s fight so hard to win the right to vote?*

- Reformers fought so hard for the right to vote because they realized that half the population (women) were being governed from a male perspective only; they also fought for the right to vote because the regulation that you had to be a landowner was unfair to those who could not afford to own land at this point. These people were paying taxes and should be allowed to vote.

5. *Voting is mandatory in Australia, where voter turnout is usually about 90 per cent. (Compare this to a 58.8 per cent voter turnout in Canada's 2008 federal election). Voters who do not appear at the polls in Australia and do not have a legitimate excuse (such as illness, travel, or religious objections) have to pay a small fine of approximately \$15. Do you agree with this policy? Why or why not?*

- I agree that voting should be mandatory because it makes people more aware of the issues in their country. It is a civic duty.
- I disagree that voting should be mandatory because some people might just vote because they have to, without knowing the issues. This might cause them to vote for those that will not do a good job for the country. People with little interest in politics are forced to vote.

Questions

1. *Do you intend to vote in elections after you turn 18? Why or why not?*

- I intend to vote because I want to help choose who runs my country/province/ municipality. I do not want to be told what I must do without having some say in it. It is my democratic right and duty to vote.
- I do not intend to vote because I do not feel I know enough about politics and I am not really interested at this point.

2. *Ask someone in your family why he or she votes. List the reasons. Do you agree with these reasons? Why or why not?*

- Some reasons for voting might be: I like the platform of the party the candidate represents; I have always voted that way; my parents and grandparents have always voted that way; I want to participate in a democracy where I have a say in who runs the country.

3. *Imagine you are a politician running for office. What would you do to appeal to young voters?*

- To appeal to young voters I would talk to youth groups, even if they are not yet eligible to vote. That way I can educate them about voting for the future. I would highlight issues that will affect young voters. Even if it does not affect them this year, it might affect them in the near future. I would ask some young people to be part of my campaign. I would encourage young people to join youth groups, or help them form youth groups within my political party.

4. *Consider the Paradise municipal election in September 2009 (See fig. 5.124). Would a higher voter turnout have prevented the election from resulting in a tie?*

- Yes, a higher turnout probably would have resulted in a decisive victory for one candidate or the other. A lot of people wanted a young candidate but because of the rules he did not get the job; other people thought a person that young would not have the knowledge needed to run a large town - they were just lucky that the end result turned out the way it did.

5. *Will this issue convince more young people to vote? Why?*

- I think this issue will convince more young people to vote because it shows that young people who run for election can get votes and that it is worthwhile for them to run. This issue shows how important each vote can be. Also, if more young people vote, more young people will probably get elected as politicians at all levels of government.

Chapter Five Review

Sample Answers

Based on pp. 472-473

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions (SR page 473).

Questions

1. *What were the most significant social, political, and economic effects of the First World War on Newfoundland and Labrador?*

Significant social effects of the First World War:

- approximately 12 000 men, more than one-fifth of the colony's population, left Newfoundland and Labrador to fight or serve in other ways overseas; over 1600 of these men were killed and did not return; over 2400 returned home with physical injuries or shell-shock
- a whole generation of young men was practically wiped out
- women, children, and the elderly had to take on additional work
- emotional stress of separation affected family members and soldiers
- many returning soldiers faced difficulties re-adjusting to civilian life

Significant economic effects of the First World War:

- temporary economic boom during the war
- high economic cost of the war effort: in 1914, the public debt in Newfoundland and Labrador was \$30.5 billion; at the end of the war, the public debt was \$43 billion.
- government had to pay pensions to returning servicemen, as well as paying for other rehabilitation services

Significant political effects of the First World War:

- the war led to political instability in Newfoundland and Labrador
- during the 1920s many governments were short-lived, some only lasting a few weeks or months; between 1919 and 1924 the colony had six different prime ministers
- governments had to deal with rising public discontent and political scandals

2. *What were three main reasons why women won the right to vote in Newfoundland in 1925?*

Main reasons why women won the right to vote in Newfoundland:

- they presented several petitions to government
- women's participation in many activities for the First World War effort changed public perception about women's abilities and the value of their work
- women launched publicity campaigns and contacted women in the outports to get support for the suffrage movement

3. *What were the negative effects of the Great Depression on Newfoundlanders and Labradorians? What did the Newfoundland government do to help alleviate these effects? How effective was this approach?*

Negative effects of the Great Depression on Newfoundlanders and Labradorians:

- widespread unemployment in many industries
- reduced salaries
- in the fisheries, incomes of fishers and merchants plummeted
- people could not afford food and were starving
- many fishers became more indebted to merchants
- The Newfoundland government brought in the "dole", a form of assistance which typically consisted of food rations totalling \$1.80 per person per month in the outports. This approach was not really effective. There were restrictions on what foods could be purchased. The amount of food was insufficient. Many people were still hungry. Some people could be forced to sell their possessions and live off that money before applying for relief.

4. *What did the Amulree Report recommend? Why was the Amulree Report well-received by most members of the public at the time?*

- The Amulree Report recommended the temporary suspension of responsible government and tighter British controls through the establishment of a Commission of Government. This Commission would consist of six appointed commissioners, three from Britain and three from Newfoundland.
- The report was well-received by most members of the public because if a Commission of Government was established, Britain would guarantee and reschedule Newfoundland's debt, which was still to be paid by the Newfoundland government. Some members of the public felt the Newfoundland government was inefficient and corrupt. Also, Newfoundland would get responsible government again once the colony became financially self-supporting.

5. *What was the most significant reform introduced by the Commission of Government in each of the following areas? Explain why.*

a.. **Fisheries**

- The most significant reform in fisheries: the establishment of the Newfoundland Fisheries Board. This board was to have three main functions: to reform the saltfish marketing system, to regulate and enforce fisheries laws, and to oversee scientific research.

b. **Education**

- The most significant reform in education: improvements in curriculum. Emphasis was placed on understanding, rather than memorization. The curriculum was reorganized to address such areas as health education, social education, and industrial education, all of which were thought to better serve the population.

c. **Public Health**

- The most significant reform in public health: increased health care facilities for people in rural areas. The establishment of 13 cottage hospitals across the island greatly improved access to health care for many rural Newfoundlanders.

d. **Welfare**

- The most significant reform in welfare: the provision of direct income transfers. These included old-age pensions, able-bodied relief, allowances for widows, orphans, the aged, the sick and the disabled. Although there was no increase in amounts people received previously, at least these measures helped people survive.

e. **Law Enforcement**

- The most significant reform in law enforcement: the creation of the Newfoundland Ranger Force. The Rangers provided policing and a wide range of government services to the outports. The Rangers provided a vital link between people living in rural communities in Newfoundland and Labrador and the central government in St. John's.

6. *What was the main impact of the Second World War on Newfoundland and Labrador?*

- The main impact of the Second World War on Newfoundland and Labrador was the loss of lives. Over 1000 Newfoundlanders and Labradorians lost their lives as enlisted personnel during the war. Others were killed on home soil by direct acts of war, including 136 who were lost when a German U-boat sank the SS *Caribou*. This loss of lives directly impacted many families and communities.

7. What challenges to living a traditional lifestyle were faced by Aboriginal groups during the first half of the twentieth century?

Challenges to living a traditional lifestyle faced by Aboriginal groups during the first half of the twentieth century:

- many had abandoned or decreased traditional activities and concentrated on trapping animals and fur trading; when fur prices dropped worldwide, many Aboriginals faced poverty
- changes in diet and lifestyle created health issues
- decline of caribou herds; the caribou was a main food source for Aboriginal groups
- the opportunity to work for wages on construction of the base in Goose Bay or radar sites, or as loggers and guides, marked the beginning of the end of Aboriginal traditional lifestyle
- reduction in traditional hunting and trapping grounds because of forestry and other economic developments

8. Outline the process which led to Newfoundland joining Canada in 1949. Was this an acceptable process? Explain.

The process which led to Newfoundland joining Canada in 1949:

- 1942 - British government began to consider Newfoundland's future after Commission of Government
- 1943 - three British Members of Parliament visited Newfoundland to determine which form of government residents favoured; they discovered that a fair amount of uncertainty existed
- November 1943 - British government recommended the establishment of a mechanism to enable the Newfoundland people to examine the situation and express their views as to the future government they wanted
- December 1945 - British Prime Minister announced that the Newfoundland public would elect representatives to a National Convention; the mandate of this Convention was to recommend which forms of government would be placed on a referendum ballot
- June 21, 1946 - voters in Newfoundland and in Labrador elected 45 members from 38 districts to the National Convention
- September 11, 1946 - National Convention met for the first time
- October 28, 1946 - Joseph R. Smallwood moved that a delegation visit Ottawa to ascertain possible union with Canada; this created bitter division in the Convention, but in the end it was decided to send delegations to London and Ottawa

- April 25, 1947 - delegation to London left Newfoundland; in three meetings with the British delegation, it was made clear that if Newfoundland returned to responsible government, it could expect no financial or economic assistance from Britain
- May 19, 1947 - Cashin delivered an emotional speech to the Convention claiming that a conspiracy existed to ensure Newfoundland joined Canada
- June 19, 1947 - Ottawa delegation left Newfoundland; they planned on staying in Ottawa until they obtained acceptable terms of union from the Canadian government
- all members of the Convention agreed that responsible government and the continuation of Commission of Government should be on the ballot
- January 23, 1948 - Smallwood moved a resolution that confederation with Canada should be a third option
- January 28, 1948 - after a lengthy debate, the motion was defeated
- early March, 1948 - British government announced that confederation would be placed on the ballot
- 1948 - Newfoundland voters, in a close vote, chose confederation with Canada
- This was an acceptable process, as the establishment of an elected Commission from 38 districts ensured that the choices of Newfoundlanders and Labradorians would be placed on the referendum ballot. In the referendum, all citizens could vote for their preferred form of government. The one matter that was not acceptable was that the British government made sure confederation was on the ballot as a third choice, even though the National Convention had defeated that motion.

CHAPTER 6

A Brief History of Filmmaking in the Province

Lesson Summary

Based on pp. 478-483

This lesson provides students with a timeline of events in the history of filmmaking in Newfoundland and Labrador. Students will learn about the types of films produced and the progression to independent Newfoundland and Labrador filmmakers. By the end of the lesson, students will understand that Newfoundland and Labrador has progressed steadily in filmmaking and that filmmaking in the province has played a role in preserving and promoting Newfoundland and Labrador culture.

Activity #1

Progress of Filmmaking in Newfoundland and Labrador

Based on pp. 478-483

Materials Needed

- none

Invite students to read and view the timeline (SR pages 478-483). Ask them to write one-two paragraphs that summarize the progress of filmmaking in Newfoundland and Labrador. Some points for students to consider are:

- how filmmaking began
- types of films made in the early years
- importance of Newfoundlanders and Labradorians producing their own films
- diversity of films produced

Activity #2

Republic of Doyle

Based on p. 483

Materials Needed

- none

In 2009, the TV series Republic of Doyle began its first season. The show's success led to the series being picked up by other countries, including the United States. In a class discussion, ask students to speculate how Republic of Doyle will help promote Newfoundland and Labrador to the world.

How To Create a Film

Lesson Summary

Based on pp. 484-498

This lesson provides students with the tools to make their own short film. Students will learn the types of films they can produce, the people needed to produce a film, and the stages of production. By the end of the lesson, students will recognize filmmaking is a comprehensive exercise that can produce an interesting piece of work.

Activity #1

Introduction to Filmmaking

Based on pp. 484-487

Materials Needed

- none

The best way to understand “How to Create a Film” is to work through the process. Students should not worry about perfection as they learn the ropes. Instead this exercise is to allow students to become familiar with the process and to experiment with equipment. Invite students to read the introductory material (SR pages 484-485). Ask them to now read the exercise (SR page 497). Invite them to choose a partner and to begin thinking of a topic for their project. Encourage students to select their topic and decide on the type of film they will create. Encourage them to read the information (SR pages 486-487) and divide the roles between them based on the type of film they plan to create.

Activity #2

Beginning the Work

Based on pp. 488-489

Materials Needed

- none

Students should now begin the process of creating their film by starting the pre-production work. Inform them that this part of the process is similar to the process they followed in playwriting and storytelling.

- Invite students to create the “one sentence” that summarizes their project. Ask them to read the information (SR page 488) and examine Fig.17 for a model.
- Ask them to create a one page story from their sentence. Remind them to include a working title.

Activity #3

Creating the Characters

Based on p. 489

Materials Needed

- none

Invite students to create the characters for their film. Remind them the characters should be fully fleshed out. Ask students to read pre-production #3 (SR page 489) for guidance.

Activity #4

Writing the Scenes

Based on pp. 489-490

Materials Needed

- index cards

Ask students to read the directions related to steps #4, 5, 6 (SR pages 489-490) and to complete the pre-production work identified there.

Activity #5

Location

Based on p. 491

Materials Needed

- notebooks/art drawing books

Invite students to locate the best places to shoot each scene. Ask them to create a visual representation for each shot and/or scene and to add any dialogue needed.

Activity #6

Producing the Film

Based on pp. 494-495

Materials Needed

- camera(s)
- clapboard(s)

Now that students have completed the planning for their film, they are ready to move to the production phase.

- Remind students to keep the “one sentence” theme uppermost in their minds.
- Ask them to practise using their camera(s) by shooting a variety of scenes around the school first and then reviewing the shots to see which ones worked best.
- Ask them to then shoot the scenes for their film and to log their shots so that they can be used effectively (SR page 494).

Activity #7

Post Production

Based on pp. 496-497

Materials Needed

- camera disc/footage
- audio
- script/production notes/storyboard
- computer with editing program

Invite students to review all their shots and to choose the shots they feel are most effective to showcase their theme. Encourage them to put the shots in proper sequence. Ask them to refine the cuts until they have a final cut.

Activity #8

The End

Based on p. 497

Materials Needed

- none

Invite students to show their films to the class.

There is no comprehensive activity for this lesson.

Teacher Notes

- Marian Frances White was born in Carbonear, Newfoundland and Labrador. She is a writer who has published in many genres, including non-fiction and fiction books, poetry, and films. In 2000 White was named Artist of the Year by the Newfoundland and Labrador Arts Council. In all her work, no matter the genre, Marian explores her life-long admiration for the Island of Newfoundland where she was born and lives.

Road to Confederation

Lesson Summary

Based on Topic 6.1 pp. 500-511

This lesson takes students through the confederation process. Students will examine both referendum campaigns and the results. They will speculate on the roles of both Britain and Canada in the process. Finally, students will learn the terms of union that were accepted by Newfoundland and Canada. By the end of this lesson, students will understand the “Road to Confederation” was a difficult one that had ardent supporters on both sides.



Featured Art Form Filmmaking

Invite students to reread *Experiencing The Arts* (SR page 509). They are now going to take the experience of the “How to...” lesson and complete a new short film. Based on their previous experience, invite them to make a decision on whether to work alone, in pairs, or with a small group. Invite students to select a topic and to begin the pre-production stage. This includes dividing the roles and choosing characters.

Featured Artist Wallace Ryan

This lesson introduces students once again to Wallace Ryan, a political cartoonist. Review the information about Wallace Ryan and invite students to consider the question in “Reflect” (SR page 657). Ask them to consider how “Reflect” also applies to filmmaking.

Activity #1 Political Cartoons

Based on pp. 501-503

Materials Needed

- none

A political cartoon (also called an editorial cartoon) is an illustration that describes an event that happened in history, or a current event or personality. A political cartoon can use harsh or kind words, with funny faces and expressions. Most political cartoons are based on the cartoonist’s opinion. They are usually found on the editorial page of newspapers.

- Ask students to examine the political cartoons on SR pages 501-503.
- Invite students to create a political cartoon to encourage people to vote for confederation with Canada or to encourage people to vote for a return to responsible government in the 1948 referendum.
- Ask students to share and explain their political cartoon in a small group.
- Display the finished political cartoons in the classroom.

Note: Students can research online to find other examples of political cartoons.

Activity #2

Confederation or Responsible Government

Based on pp. 501-503

Materials Needed:

- BLM 6.01 Pro and Anti Confederation Arguments

The campaigns for and against confederation, before the 1948 referendums, were intense. Invite students to work with a partner and:

- complete BLM 6.01 Pro and Anti-Confederation Arguments
- share and discuss their completed BLMs with a small group

Conduct a class vote to determine how many students concluded the confederates presented the most compelling arguments and how many students concluded the anti-confederates presented the most compelling arguments.

Activity #3

1948 Referendums

Based on pp. 504-505

Materials Needed:

- none

In 1948, referendums were held in Newfoundland and Labrador. Two referendums were necessary to determine Newfoundland and Labrador's political future. Invite students to:

- examine the maps and charts for both referendums
- create a graphic organizer to analyze both referendums and the results. The graphic organizer should include
 - summary of results of the first referendum
 - why a second referendum was needed
 - strategies used by the confederates to win additional votes
 - reason(s) why the majority of Avalon districts voted in favour of responsible government while the majority of the other districts voted in favour of confederation (this may require speculation)
- share and discuss their graphic organizer with a small group

Dimensions of Thinking

Was Confederation a Conspiracy

Based on pp. 506-507

Materials Needed:

- none

This Dimension of Thinking examines whether Newfoundlanders and Labradorians freely chose Confederation or if they were herded through the process by Britain and/or Canada. In this Dimension of Thinking, historians present arguments to support both scenarios.

- Invite students to form small groups.
- Ask students to discuss the text and answer the questions in this Dimension of Thinking.
- Invite students to share and debate their answers with the class.
- Determine which perspective the majority of students concluded was most plausible.



Comprehensive Activity

Analyzing the Vote

Materials Needed

- BLM G.07 Conducting an Interview

A. Invite students to interview ten people who voted in the most recent provincial election and ask them why they voted for a particular party or candidate.

B. Ask students to identify three reasons people in Newfoundland and Labrador chose Confederation over Responsible Government in the 1948 referendums.

C. Using the Dimensions of Thinking, answer the following questions for both elections:

- What evidence would you use to show why people voted as they did?
- What caused people to vote as they did? What were the effects?
- In each case, how significant was the vote?
- What continuity and/or change occurred in the voting?
- How did perspective contribute to the way people voted in 1948 and in the most recent election?
- Is there a case for the use of “judgment” in either or both of these elections?

Teacher Notes

Based on pp. 501-508

- The *Confederate* was a newspaper published weekly in St. John's from April 7 to July 16, 1948. It was published by the Newfoundland Confederate Association, and devoted itself to confederation with Canada immediately prior to the referendum.
- *The Independent* was a newspaper published weekly in St. John's from March 22 to July 15, 1948. It was published by the Responsible Government League, and was committed to supporting the responsible government side prior to the referendum.
- *The Monitor* is a newspaper which has been published monthly in St. John's by the Archdiocese of St. John's (Roman Catholic Church) since February 17, 1934. It prints provincial church news, statements from the Vatican, and national and foreign news on Roman Catholic affairs.
- James Hiller is a retired history professor from Memorial University of Newfoundland and author of a number of articles on nineteenth and twentieth century Newfoundland. Dr. Hiller came to Newfoundland from England as a graduate student in the 1960s and was hired as a member of the Department of History in 1972. He retired as a University Research Professor in 2007 and was appointed professor emeritus in 2010. In 2011 he received the Newfoundland Historical Society's Heritage Award. His many contributions reflect a passion for Newfoundland and Labrador history. He has served as educator, scholar, researcher, writer, editor, mentor and adviser on historical and heritage matters.

-
- Peter Neary was born on Bell Island and educated at Memorial University where he earned a BA and MA in history. Dr. Neary earned his PhD from the University of London in 1965 and joined the faculty of the University of Western Ontario as assistant professor the same year. Dr. Neary has written extensively on the history of Newfoundland with particular attention to the period of Commission of Government, party politics in Newfoundland and relations between the province and the governments of Quebec, Canada and Great Britain. He is the author of *Newfoundland in the North Atlantic World, 1929-1949*.
 - Jeff Webb received a BA and MA from Memorial University of Newfoundland and received his PhD from the University of New Brunswick in 1995. Currently (2013) he is an associate professor of history at Memorial University of Newfoundland. He is the author of *The Voice of Newfoundland: A Social History of the Broadcasting Corporation of Newfoundland, 1939-1949* and other historical publications.
 - Melvin Baker is a native of Catalina, Newfoundland and Labrador. He received BA (Hons., History 1973) and MA (History 1976) degrees from Memorial University. In 1981 he received a PhD in history from the University of Western Ontario completing a doctoral thesis entitled "The Governance of St. John's, Newfoundland 1800-1921" under the supervision of Dr. Peter Neary and Dr. Frederick Armstrong. Since 1985 Dr. Baker has been Archivist-Historian for Memorial University of Newfoundland. Currently he is writing a biography of Sir William Coaker and a history of the Newfoundland salt codfish trade between 1908 and 1938. A list of his publications can be found at <http://www.ucs.mun.ca/~melbaker//webcv.htm>.
 - Edward Riche is a writer who was born in Botwood. Riche has written for the page, stage, radio, and screen. He has received many nominations and awards for his writing. In 2004 the Newfoundland and Labrador Arts Council named Mr. Riche Artist of the Year. He currently (2013) lives in St. John's.

Sample Answers

Based on pp. 500-511

Lesson Opener

Did Newfoundland make the right choice when it joined Canada in 1949?

Yes Newfoundland made the right choice when it joined Canada in 1949.

- Newfoundland and Canada had common interests, as evidenced by Canadian presence in Newfoundland during the Second World War.
- Many Newfoundlanders were already working and living in Canada.

- During the Second World War, Newfoundland and Labrador culture was impacted as Newfoundlanders and Labradorians were directly exposed to North American entertainment and consumer goods.
- The Canadian government took over many services in Newfoundland.

If Newfoundland had remained on its own as a country, what might be different today?

- would probably have higher taxes to pay for government services, as we would have a relatively small tax base
- would probably have tariffs on goods traded with Canada
- would not benefit from federal government jobs
- would control natural resources, but would not have enough money to develop them
- would be a member country of the British Commonwealth

Dimensions of Thinking Questions

1. Using the quotes in this dimension of thinking as evidence, whose perspective of Confederation seems most plausible?

- Jeff Webb's perspective seems most plausible. Webb says that voters in other British North American colonies did not have the opportunity to accept or reject confederation with Canada. In Newfoundland and Labrador, voters had the opportunity to vote in a referendum, and they were also fully aware of the implications of the terms of union because the debates were broadcast. Therefore, Newfoundlanders and Labradorians freely chose Canada.

2. What is your perspective on the quote from Dr. James Hillier that Britain should have restored responsible government and put their faith in the pro-confederates to win the election?

- Dr. Hillier makes a good point. The confederation option was not put on the referendum ballot by the National Convention, but was put there by the British government. Thus what was the point of the Convention? The British government went ahead and placed the options they wanted on the ballot anyway. If Britain had allowed Newfoundland to return to responsible government, then the pro-confederates could have fought for confederation in a general election, and then negotiated union with Canada.

3. If there was a vote in Newfoundland and Labrador today to leave Confederation, what perspective would you take?

- If there was a vote today to leave Canada, I would vote to stay. Canada is a great country, and much respected throughout the world. Although we sometimes feel like an insignificant part of a large country, we have received many benefits from the Canadian government. I am proud to be a Newfoundlander and Labradorian, and I am also proud to be a Canadian!

Questions

1. What advantages did the confederate campaign have over the anti-confederate campaign?

Advantages of the confederate campaign:

- The Confederate Association had a head start in the campaign, as it was created on February 21, 1948.
- campaign was well-funded, well-organized, and had an effective island-wide network
- campaign had clear leadership
- confederation offered improved social services
- confederation appealed to families and parents of young children

2. What was the most significant reason(s) why confederation won a narrow victory over responsible government in the second referendum?

Most significant reason(s) why confederation won a narrow victory over responsible government:

- clear leadership, with Gordon Bradley as president of the Confederation Association and Joseph Smallwood as campaign manager
- appealed to families and parents of young children; a vote for confederation was a vote for children
- energy and enthusiasm during the campaigns

3. Was the decision for Newfoundland to confederate with Canada in 1949 a good decision? Support your answer.

The decision for Newfoundland to confederate with Canada in 1949 was a good one because:

- the Canadian government took over many services in Newfoundland
- confederation led to a higher standard of living
- there were improved social services, such as family allowance, unemployment insurance, old age pensions, and other benefits
- people received federal government jobs
- there was access to the Canadian market, as consumers and sellers
- Canada would assume responsibility for most of Newfoundland's debt

Smallwood's Economic Plan

Lesson Summary

Based on Topic 6.2 pp. 512-525

In this lesson students will learn about Joseph Smallwood's economic plan for Newfoundland and Labrador. Students will read about the "develop or perish" motto and how the Smallwood government undertook the development of industries. Students will examine small business developments and the development of mega-projects. By the end of the lesson, students will understand Smallwood's economic plan and will be able to evaluate its success.



Featured Art Form Filmmaking

Refer to *Experiencing The Arts* (SR page 509) and the information related to writing scenes (SR pages 489-490). Invite students to review this information and to follow the instructions for writing the scenes. Students should divide this task into segments, if they wish, with several people participating in the process.

Featured Artist Barbara Doran

This lesson features Barbara Doran, a well known Newfoundland and Labrador filmmaker. Invite students to read Barbara Doran's artist profile and examine the excerpts from her documentary films (SR pages 606 -609). Ask them to form pairs and to complete "Try It" (SR page 609).

Activity #1 Modernization of the Fishery

pp. 512-513

Materials Needed

- BLM 6.02 Modernization of the Fishery

Smallwood believed that modernization of the fishery was essential for its future. Invite students to review the text and visuals to complete BLM 6.02, which summarizes modernization of the fishery between 1950 and 1972. Ask students to share their BLMs in a small group.

Activity #2 Manufacturing Companies

Based on pp. 514-515

Materials Needed

- <https://intrd.gov.nl.ca/manufactdb/search.aspx>
- BLM G.07 Conducting an Interview
- BLM G.16 Oral Presentation

The Smallwood government tried to diversify the economy of Newfoundland and Labrador by encouraging and supporting small-scale manufacturing. A number of industries were introduced under the economic plan from 1950-1957. Invite students to work with a partner or in a small group and examine Fig. 6.30 on SR page 514. Note how only one of the industries is still in operation today (2013). Invite students to:

- go to <https://intrd.gov.nl.ca/manufactdb/search.aspx>, a government website which lists manufacturing companies in Newfoundland and Labrador today
- select their region and click “submit” to see a list of manufacturing companies in their region
- select a company from this list (or choose a manufacturing company which is not on this list)
- contact that company and try to arrange, if possible, an interview (in person or by telephone) to find out the following information about the company
 - product(s) it manufactures
 - when the company was established
 - how many employees are on the company’s payroll
 - local, national and/or international markets for the product(s)
 - any other information they feel is important
- using a method of their choice, present their information to the class

Ask students if they were surprised by the number and type of manufacturing companies in their region

Note: Try to arrange it so that only one pair/group of students contacts a manufacturing company. Manufacturing companies are very busy, and some may not have much time for giving interviews. Ensure that students explain why they are calling the company, and how this interview is part of a class activity on manufacturing companies in the province.

Note: An alternative activity would be to have students work in small groups to click on the manufacturing companies in their region and complete a class list showing the types of products manufactured in their region and the markets for these products. Divide the list of companies among small groups. Discuss the number and variety of products manufactured in their region.

Activity #3

Mega-Projects

Based on pp. 518-525

Materials Needed:

- BLM G.15 Writing a Newspaper Article

During Smallwood's administration, there were four mega-projects developed in the province. The opening of each of these mega-projects was an important day in Newfoundland and Labrador history. Invite students to assume the role of a newspaper reporter and:

- write a newspaper article about the opening of one of the four mega-projects. (Students may use an accompanying picture)
- share their newspaper article in a small group
- display their work in the classroom

Note: For the Come By Chance Oil Refinery, students can write an article on the opening of the refinery in 1973 or the re-opening in 1987.

Activity #4

Successful Project

Based on pp. 518-525

Materials Needed

- BLM G.02 Journal Writing

Mega-projects were established at Long Harbour, Come By Chance, Churchill Falls, and Stephenville. Invite students to:

- write a reflective journal entry to answer the following question: "Which mega-project was the most significant project established by the Smallwood government?"
- share their journal entry with a partner

Survey the class to rank the mega-projects chosen by students as the most significant project.



Comprehensive Activity

Develop or Perish

Materials Needed

- none

A. In the Smallwood era, Joseph R. Smallwood's motto was "develop or perish". As a result, he and his government promoted and put money and incentives in place for both small business ventures and mega-projects. Is the Smallwood motto valid today?

Invite students to choose a mega-project that has been or is being promoted by the provincial government (2000 to the present).

B. Ask students to research their project to address the statement: "If we don't develop, we will perish." Some points for students to consider are:

- Why did the government decide to undertake this project?
- What were the obstacles to making this project happen?
- What incentives did (are) the government offer (offering) to make this project viable?

C. Invite students to share their conclusions in a small group setting and to speculate if the “develop or perish” theory will apply in the future.

Teacher Notes

Based on pp. 520-524

- John Hofstetter is an artist who graduated from the Fine Arts programme at the University of Waterloo. His main areas of study were printmaking and sculpture. The inspiration for much of his work can be found in the landscape of coastal Newfoundland, where he has a summer home.
- The Stephenville Air Base was officially named Harmon Field on June 23, 1941 in honour of Capt. Ernest Emery Harmon, a pioneer in United States military aviation history who had served with the U.S. Air Corps during the First World War.

Sample Answers

Based on pp. 512-525

Lesson Opener

Is it best to strengthen the economy of the province through the development of small industries or mega-projects?

- It is best to strengthen the economy of the province through the development of small industries as these industries can be developed in many smaller communities and they will employ people in these communities. This means that the communities will have a steady means of employment, and people will not move away in large numbers.
- It is best to strengthen the economy of the province through the development of mega-projects as these mega-projects employ hundreds or thousands of people for lengthy periods of time. They provide considerable revenue for the provincial government.

What do you expect will be Newfoundland and Labrador’s next mega-project? Why?

Answers will vary here depending on the year. Possible answers might include:

- major oil development off the Labrador coast, as three basins have been discovered off Labrador. These basins have the potential to hold one or more reservoirs large enough for development
- new mines in the Bay St. George and Port au Port area, which is believed to have mineral potential in base metals, peat, sand/gravel, potash, and industrial minerals. Many companies have staked exploration rights on land throughout the region

Questions

1. What were the main reasons many industries which opened in Newfoundland and Labrador during the Smallwood years ran into difficulties? What reasons might explain why Koch Shoes survived?

Reasons why many industries which opened in Newfoundland and Labrador during the Smallwood years ran into difficulties:

- local demand for their products was low
- high transportation costs to import raw materials and export finished products
- competing products could be imported and sold at lower prices
- lack of skilled labour

Reasons why Koch Shoes might have survived:

- produced a quality product
- superior design
- introduced new products to meet changes in demand
- produced a variety of products

2. Use a graphic organizer to give the main reasons for building a phosphorus plant at Long Harbour, an oil refinery at Come By Chance, a hydroelectric power plant at Churchill Falls, and a linerboard mill at Stephenville. Also, give the main problems associated with each mega-project?

Long Harbour Phosphorus Plant	
Reasons for Building	Main Problems
<ol style="list-style-type: none"> 1. Processing phosphorus required large amounts of energy, and the government promised cheap, long-term power from the Bay d’Espoir hydro electric development. 2. Long Harbour had a deep, ice-free port that made shipping easy. 3. Long Harbour was close to a natural supply of silica, which is a raw material used in phosphorus production. 	<ol style="list-style-type: none"> 1. Long Harbour had little public infrastructure, so the provincial and federal governments had to spend large amounts of money building this infrastructure. 2. The phosphorus plant was implicated in environmental and health-related issues. For example, dead fish in the vicinity, air pollution, slag (a by-product of phosphorus production) used as a building material was found to emit poisonous gas when contained in enclosed spaces, and workers suffered from stomach ailments and muscle and joint pain. 3. A new method of manufacturing phosphorus chemicals was invented, which cost 20-30 per cent less than the Long Harbour process.

Come By Chance Oil Refinery	
Reasons for Building	Main Problems
<ol style="list-style-type: none"> 1. Many job opportunities would be created by construction and operation of the refinery. 2. The refinery would produce a range of products. 3. Come By Chance had an ice-free, deep-water harbour that provided easy access to the world's shipping lanes. 	<ol style="list-style-type: none"> 1. During the first three years of production, the refinery had work stoppages and malfunctioning machinery. 2. Competition from other refineries in eastern Canada caused a significant decline in the price of petroleum products. 3. Arab oil producers cut petroleum exports in 1973, driving up the price of crude oil.

Churchill Falls Hydroelectric Power Plant	
Reasons for Building	Main Problems
<ol style="list-style-type: none"> 1. Cheap power would spur new industry in Newfoundland and Labrador. 2. The sale of electricity would be a revenue source for government. 3. Construction and operation of the facility would create jobs. 	<ol style="list-style-type: none"> 1. Churchill Falls was a remote location 200 kilometres from the Quebec border, which meant power would have to be either sold to Quebec or transmitted across that province to markets. 2. The contract signed in 1969 provided that Churchill Falls power would be sold to Hydro-Quebec at fixed prices until the contract ended in 2041. 3. The 1970s surge in energy prices meant that Quebec could sell its cheaply purchased power at inflated prices, while Newfoundland and Labrador was losing millions of dollars per year. 4. The damming of the Churchill River flooded more than 1300 square kilometres of Innu land, causing environmental and social effects that were devastating for the Innu. Innu burial grounds, campsites and belongings were destroyed, as well as access to hunting areas. 5. Flooding created environmental damage to wildlife habitats.

Labrador Linerboard Mill, Stephenville	
Reasons for Building	Main Problems
<ol style="list-style-type: none"> 1. Government wanted to build a third mill in the province, due to the success of the pulp and paper mills at Grand Falls and Corner Brook. 2. Linerboard was a marketable product. 3. Stephenville was in need of employment after the United States military had withdrawn from Harmon Field. 4. Stephenville had a deep port that was ice-free year-round. 	<ol style="list-style-type: none"> 1. Transporting the wood from Labrador to Stephenville was costly. 2. Newfoundland was closer to the overseas markets than other North American linerboard facilities, but still a long distance from Europe, Africa, and the Near and Middle East. 3. A four-year delay was created by a search for foreign investors and new markets. 4. The project was plagued by major cost overruns

3. Despite the problems noted in question 2, was the building of these mega-projects good for the provincial economy? Support your answer.

- Despite the problems, these mega-projects were good for the provincial economy because they provided large-scale employment for a number of years. Two of the mega-projects are still (2013) in operation, creating employment and revenue.

Smallwood's Social Policies

Lesson Summary

Based on Topic 6.3 pp. 526-531

Students will read about Newfoundland and Labrador society when the province first joined confederation. Students will then examine the Smallwood administration's plan to improve the standard of living of Newfoundlanders and Labradorians. These plans included improved infrastructure. By the end of the lesson, students will realize the daunting task faced by the Smallwood government of improving services to hundreds of communities scattered along thousands of kilometres of coastline.



Featured Art Form Filmmaking

Refer to *Experiencing The Arts* (SR page 517). Invite students to locate the best places to shoot each of their scenes. Ask them to create a visual representation for each shot and/or scene and to add any dialogue needed. Students are then ready to shoot the scenes. Remind them to log each shot so that the post-production process is organized.

Activity #1

Standard of Living

Based on pp. 526-531

Materials Needed

- BLM G.14 Creating a Collage

Confederation promised a better standard of living for the people of Newfoundland and Labrador. Invite students to work with a partner.

- Create a collage that illustrates the attempts and successes of the Smallwood government in improving the standard of living for the people of the province.
- Display their collage in the classroom.
- Invite students to participate in a gallery walk to view the collages.

Activity #2

Scoundrel or Saint

Based on pp. 500-531

Materials Needed:

- BLM G.13 Writing an Argumentative Essay
- BLM G.17 Debating an Issue

Joseph Smallwood was a main figure in bringing Newfoundland into confederation with Canada in 1949. He became the premier of the new province in 1949 and remained as premier until 1972, a period of 23 years. Smallwood and his government introduced new programs, policies, and strategies in their attempts to modernize Newfoundland and Labrador and make this province a better place in which to live. Smallwood was charismatic and controversial.

Topics 6.1 to 6.3 deal with the Smallwood years from 1949-1972. Filmmaker Barbara Doran produced a documentary about Smallwood entitled “Joey Smallwood: Between Scoundrels and Saints”.

- Invite students to use Topics 6.1 to 6.3 and write an argumentative essay or conduct a debate in which they present arguments to support one of the following thesis statements:
 - Joseph Smallwood was a saint
 - Joseph Smallwood was a scoundrel
 - Joseph Smallwood was both a scoundrel and a saint (essay only)
- Ask students to participate in a class discussion. Determine how many students argued that Smallwood was a saint, how many argued Smallwood was a scoundrel, and how many argued Smallwood was both (if they choose the essay).

Note: Students can read ahead to Topic 6.4 to examine the Smallwood government’s policy on resettlement. This will help them with their essay.

Materials Needed

- www.gov.nl.ca

A. The Smallwood government made many improvements to the lifestyle of Newfoundlanders and Labradorians. Among these were communication and transportation improvements along with education and health care improvements. Invite students to:

- read about the social improvements made by the Smallwood government and to make notes about these improvements

B. Ask students to research and examine the present provincial government’s social policies and to make notes about these policies.

C. After their examination, ask students to answer the following questions:

- How do the social policies of today differ from those of the Smallwood era?
- For the social policies that are similar from both the Smallwood era and today, invite students to answer the question “How have the policies from the Smallwood era progressed so that there have been continued improvements in that area?”

D. In small groups, speculate about any social policies not needed today that will be needed in the future.

Comprehensive Activity Importance of Social Policies

Sample Answers

Based on pp. 526-531

What services do governments provide today?

- federal government: defence, health care, post office, airports, passports, police, social welfare programs
- provincial government: health and social services, education, transportation (roads, ferries), tourism
- municipal government: garbage collection, water and sewer, recreation, snow-clearing on town streets, fire department

Note: Some services may be provided by more than one level of government

Are there any other areas where government should be more involved?

- No, different levels of government in Canada provide a wide variety of services already. Other services may be provided by private enterprise, but these services are also governed by government regulations.

Questions

1. How did Confederation help some families in smaller communities shift to a cash economy?

Confederation helped families in smaller communities shift to a cash economy in the following ways:

- many residents were eligible to receive social welfare programs and benefits such as family allowances, war veterans' allowances, unemployment insurance, and old age pensions
- wage employment in the frozen fish industry and other industries

2. Confederation promised a better standard of living for the people of this province. How successful were the Smallwood government's initiatives to improve the standard of living?

The Smallwood government's initiatives to improve the standard of living were successful:

- residents became independent, cash-earning consumers
- telephone subscribers rose from 20 000 before confederation to 82 000 by 1966
- availability of electricity increased dramatically; in 1949 only half the population was using electricity, but by 1972 electrical service was available to most residents
- air service and ferry service were improved within the province
- roads were constructed to connect most of the island's older settled communities
- new schools were constructed and Memorial University College was elevated to a degree-granting university
- new hospitals were built to make health care more accessible

3. *What was the most significant improvement the Smallwood government made in each of the following areas? Explain.*

a. *Communication, electricity, transportation*

The most significant improvement in the following areas:

Communication, electricity, transportation:

- In 1949 only half the population was using electricity, but electrical service was made available to most residents by 1972. This meant that people now had access to better lighting for evening activities, and could use electric appliances, which made many household chores easier and quicker to accomplish. People could use electricity for radio and television.

b. *education*

Education:

- The province built and equipped central and regional high schools. Students were bussed from surrounding communities. These students had attended small all-grade schools. The larger schools were better equipped and students could be taught with other students at the same grade level, as opposed to one teacher having to teach several grades at the same time. There were more choices for students at the high school level.

c. *health care*

Health care:

- Many new hospitals were built across the province. This made health care more accessible to larger numbers of residents.

Resettlement

Lesson Summary

Based on Topic 6.4 pp. 532-551

This lesson introduces students to the resettlement of Newfoundland and Labrador communities, especially in the 1950s to 1970s. Students will study the causes of resettlement and the effects on both communities and the people. Various media will be examined, including visuals, documents, and songs. By the end of this lesson, students will realize that resettlement was a choice not easily made by people in isolated communities and that resettlement had many effects, positive and negative.



Featured Art Form Playwriting

Invite students to read *Experiencing The Arts* (SR page 543). Ask them to review their work before inviting the editor to work with the shots.

Featured Artist Barbara Doran

Students have already been introduced to Ms. Doran's work in this chapter. Invite them to review the artist profile and then to discuss "Reflect" (SR page 609) with a partner. This discussion may assist them with their own film .

Activity #1 Resettlement Images

Based on pp. 532-533

Materials Needed:

- BLM G.04 Analyzing a Visual

Ask students to work with a partner. Invite students to examine Fig. 6.58. Ask them to write a paragraph in which they answer the following questions about this visual:

- What is the evidence that this is a ghost town?
- How significant might the calmness of the water be? What might it symbolize?
- What evidence of life is in the image?

Ask students to examine Fig. 6.60, a very familiar resettlement image to many people in Newfoundland and Labrador. Ask students to use BLM G.04 to analyze this visual.

When students have completed both tasks, invite them to share and discuss their work with another group. Follow this with a class discussion.

Activity #2

Resettlement Programs

Based on pp. 534-535

Materials Needed:

- BLM 6.03 Resettlement Programs Criteria

From the 1950s to 1970 the government established three resettlement programs to encourage people living in isolated communities in Newfoundland and Labrador to resettle.

- Invite students to review the text and visuals on pages 534-535.
- Ask students to give the criteria for each resettlement program and to compare the programs by completing BLM 6.03.
- Invite students to discuss the completed BLMs in a small group.

Dimensions of Thinking:

The Forgotten Coast

Based on pp. 536-539

Materials Needed:

- none

This Dimension of Thinking uses art to present evidence of the effects of resettlement along the isolated southwest coast of Newfoundland. Review the idea that information becomes evidence when used for a particular purpose, such as interpreting the past.

- Invite students to form small groups.
- Ask each group to read the artist statement and reach consensus agreeing or disagreeing with the artist.
- Ask students to review the text and images, and answer the questions in this Dimension of Thinking.
- Invite students to share and debate their answers with the class.

Activity #3

Resettlement Songs

Based on pp. 541-544

Materials Needed:

- <http://www.youtube.com/watch?v=kTU7tKtCVIc>
- <http://www.youtube.com/watch?v=w34zPwwmtEA>

Resettlement is an issue that continues to be debated. It has been an inspiration to many Newfoundland and Labrador visual artists and songwriters. “Outport People” and “The Government Game” are two songs written about resettlement. As a class, read the lyrics to the songs and listen to the songs on YouTube (as identified in Materials Needed).

Invite students to:

- work with a partner
- create a graphic organizer; make a list of the words and phrases used in the songs which display sentiments about the resettlement issue

- share their graphic organizers in a small group
- decide if the sentiments expressed in both songs were pro-resettlement or anti-resettlement

Note: Another video “Abandoned Communities” can be found at:

- http://www.youtube.com/watch?v=7Ps4HwONV_0 (This video is dedicated to outport communities which were resettled. It features “Outport People” by Simani and “Where Fishermen Used To Be” by Buddy Wasiname and the Other Fellers.)

Note: As an extension activity, students can write song lyrics related to the issue of resettlement. They can also select or compose the music, and present their song to the class.

Activity #4

Personal Experiences

Based on pp. 544-545

Materials Needed:

- none

Invite students to work with a partner and complete the following:

- Read the three personal experiences on pages 544-545.
- Give the main message in each narrative.
- Decide which experiences talk about the negative aspects of resettlement and which experiences talk about the positive aspects of resettlement.

Case Study:

Considering Effects

Based on pp. 546-551

Materials Needed:

- none

This case study highlights the government’s achievements from 1949 to 1966. *Newfoundland: Canada’s Happy Province*, a book which promoted the benefits of Confederation, was published by the Government of Newfoundland and Labrador in 1966. Ask students to form small groups.

- Examine the text and visuals on SR pages 546-551.
- Answer the case study questions on page 551.
- As a class, discuss the answers to the questions.



Comprehensive Activity From There to Here and Here to There

Materials Needed

- BLM 6.04 Resettlement Over Time

Use BLM 6.04 Resettlement Over Time to view the history of resettlement. In small groups, compare resettlement in the 1950s to 1970s to the resettlement noted in the BLM. Additionally, discuss if government’s offer of up to \$270 000 per household will create a new desire for resettlement in isolated communities in Newfoundland and Labrador. Speculate whether this resettlement will be different from the others studied in this activity.

Teacher Notes

Based on pp. 532-544

- Ed Roche is a Newfoundland artist who grew up in Middle Cove, Newfoundland and Labrador. He is an internationally acclaimed artist who for three decades has created works of art that appeal to the senses and evoke a range of memories and emotions. Each piece of art is a celebration of the people of Newfoundland and Labrador and their unique heritage, culture, and traditions. In recent years, Ed Roche's artwork has been featured in an annual Newfoundland calendar.
- Gerald Squires is a Newfoundland artist who was born in Change Islands. At the age of 12, he moved with his family to Toronto, Ontario. In 1969 Squires returned to Newfoundland and in 1971 he moved into an abandoned lighthouse in Ferryland, where he was an artist in residence and teacher for Memorial University of Newfoundland. Squires is perhaps best known for his paintings, but has also produced work in sculpture, lithography, and stained glass. In 1984 he received the Ted Drover Award for Achievement in the Visual Arts from the Newfoundland and Labrador Arts Council. He was made a member of the Order of Canada in 1999 and received the Queen Elizabeth II Golden Jubilee Award in 2003.
- Bud Davidge and Sim Savory formed the musical duet Simani in 1977. Simani kept Newfoundland music alive by putting old stories to song and recording local jigs and reels. The music career of Simani lasted from 1977 to 1997. Simani is most famous for "Saltwater Cowboys", a song about outward migration, a subject most people from Newfoundland are all too familiar with, and the effects that an outside culture has on Newfoundlanders who leave and then return home. Nearly all of Simani's recorded songs were originals, written by Bud Davidge, who was also the vocalist for the group. In 2012, Davidge was presented with an honorary doctorate from Memorial University's Grenfell Campus in Corner Brook. (Sim Savory passed away in 2010).
- Pat Byrne was born in Great Paradise, Placentia Bay. In 1969 he was hired as an instructor at Memorial University. In 1973, Pat was one of the founders of Breakwater Books. In the early 1980s, Pat and his brother formed the Pat and Joe Byrne band. He received his PhD in 1993. Byrne specializes in the interrelationships between folklore and literature, but is also interested in, and has published on, Newfoundland folklore, folklore and popular culture, and folksong. Pat has published numerous volumes of poetry and song, and still performs at folk festivals and various radio and television broadcasts. Byrne retired from Memorial University of Newfoundland in 2011.

- Al Pittman, a writer and teacher, was born in St. Leonard's, Placentia Bay. Although he left Placentia Bay at an early age, the traditions and stories of his birthplace continued to influence his writing. Pittman taught at various schools throughout the province until 1973, when he began teaching English at Memorial University, first at St. John's and then at the Corner Brook campus. In 1973 he was also one of the founders of Breakwater Books. Pittman wrote poems, plays, short stories, children's rhymes, and songs. Among the awards and honours which Pittman received were the Stephen Leacock Centennial Award and the Lydia Campbell Award for Writing. Al Pittman passed away in 2001.

Sample Answers

Based on pp. 532-551

Lesson Opener

Are there circumstances where forced resettlement is necessary?

- may be necessary when a community, region, etc. is subjected to or may be subjected to a physical threat such as a landslide, volcano, flood
- may be necessary to escape from war torn areas
- may be necessary if residents of a community or region no longer have dependable means of access to essential services

Why is there still resettlement today?

- people move to obtain better services
- people resettle to get a job, or a better job than they currently have
- the government pays money (\$270 000 per household in 2013) if 90 percent of the community agrees to resettle
- people resettle to give their family a higher standard of living

Dimensions of Thinking Questions

1. What signs of resettlement can you see in the images?

Signs of resettlement in the images:

- partially destroyed and collapsed buildings
- overgrown land
- building foundations
- abandoned cemeteries and gravestones

2. Looking at the surroundings, what kind of lifestyle do you think the community residents lived?

- I think the residents lived a quiet, laid back lifestyle. The pace of life was slow and relaxed. They lived in small communities so everyone knew their neighbours. They lived off the land and sea. Crime was low or non-existent.

3. *Many people were distraught at having to leave their communities. What evidence is there in the images that leads you to realize how the people might have felt?*

Evidence in the images that led me to realize how people might have felt:

- leaving loved ones in cemeteries was difficult; the lone man walking by the gravestones looks like he is remembering the past
- the beautiful scenery and views must have been difficult to leave behind
- the houses which the residents had built and turned into their family “homes” were difficult to leave; now these houses are abandoned and in ruins

4. *How is the art in this Dimension of Thinking evidence?*

- The art in this Dimension of Thinking is evidence because it shows the overgrown gravestones and land, the collapsed buildings, the building foundations, the buildings still partially destroyed but some parts still standing, as if in defiance of the elements. The artist has painted real scenes showing actual images from the southwest coast of Newfoundland, the “forgotten coast”.

Questions

1. *What were three main arguments for resettlement?*

Three main arguments for resettlement:

- Many communities were isolated, with no roads or other dependable forms of transportation.
- It was too costly for the Newfoundland government to provide services such as education and health care to these communities.
- Many people in these communities found it difficult to earn a living, and wanted to move to a larger community in order to find job security.

2. *What were three main arguments against resettlement?*

Three main arguments against resettlement:

- People had lived their whole lives in these communities. It was their home.
- They would have to give up their outport way of life.
- They had family and friends there. They also had jobs in the fishery.

3. Should people be forced to resettle? If you lived in an isolated community, would you resettle? Support your answer.

Should people be forced to resettle?

- People should be forced to resettle. It is too costly for government to provide essential services to these communities. The taxpayers of the province are covering the higher costs. Lack of services sometimes means that medical emergencies cannot be dealt with in a timely manner, which often has tragic consequences.
- People should not be forced to resettle. These communities are their homes and they have the right to live in them as long as they want. Government has the responsibility to provide a certain level and variety of services to all its citizens. They pay taxes, as well. The high cost of providing services is not a good enough reason to force people to relocate.
- If I lived in an isolated community, I would resettle. I like larger communities. There will be more access to cell phones and the internet. There will be more access to services.
- If I lived in an isolated community, I would not resettle. I love living in my community. I have family and friends here. My dad has a job in the fishery. I enjoy the slower pace of life. This is my home.

4. What were three significant issues created by resettlement?

Three significant issues created by resettlement:

- People experienced a sense of loss, and felt they had been manipulated into moving.
- Some centres did not have enough jobs to employ the resettlers.
- Government assistance was often inadequate.

Case Study Questions

1. Based on this information, what arguments could you make about the benefits of Confederation?

Based on this information, the following arguments could be made about the benefits of Confederation:

- increase in number of health care professionals
- more money spent on road development
- more money spent on education to hire more teachers, build more schools, and use school buses so more students could attend school
- increase in production of natural resources
- more accessibility to communication devices
- the building of more homes and hotels

2. What types of conclusions can be drawn from the information here?

Conclusions that can be drawn from the information here:

- more money was being spent in the province in many different areas
- more developments were happening

3. What types of conclusions cannot be drawn from the information here? Why?

Conclusions that cannot be drawn from the information here:

- Did all this money and development improve the lives of the majority of Newfoundlanders and Labradorians?
- Was the money and development distributed equally throughout the whole province?
- Did some areas receive more benefits than others?

There are no statistics given to provide this information.

4. Why might it be important to know the source of the information shown here?

- It is important to know the source of the information because of bias. The same statistics can be interpreted differently, depending on what information the group presenting the material wants to highlight.

Aboriginal Lifestyles

Lesson Summary

Based on Topic 6.5 pp. 552-559

In this lesson students will examine Inuit, Innu, Metis and Mi'kmaq lifestyles post-confederation. They will study the effects of various government policies on Aboriginal groups. They will also learn that Aboriginal groups began to organize to advocate for their rights. By the end of the lesson, students will understand that, although government policies were meant to improve life for Newfoundlanders and Labradorians, many of these policies eroded Aboriginal cultures. As a result, Aboriginal groups realized the need to organize to protect their rights.



Featured Art Form Filmmaking

Refer to *Experiencing The Arts* (SR page 543). The editor should make decisions about the shots to use and invite the group to view these.

Featured Artist Angela Andrew

Invite students to review the artist profile of Angela Andrew (SR pages 586 - 589) whom they encountered in Chapter 2 of the SR. Ask them to recall how Angela keeps her culture alive particularly through her tea dolls. Invite students to complete the "Reflect" section (SR page 589). This reflection may be helpful in the filmmaking process in which students are presently engaged.

Featured Artist Jerry Evans

Invite students to read how Jerry Evans' Mi'kmaq heritage plays an important role in his work. (SR pages 614 - 617). As a class discuss how his artwork reflects his heritage. Ask students to also note the method Mr. Evans uses in his short film. It is a method they may find useful in their filmmaking. Ask students to complete "Reflect" (SR page 617). This exercise may be helpful for students in their filmmaking. Encourage students to "Try It" as field work. Invite them to post their artwork in the classroom.

Activity #1 Lifestyle Changes - Post Confederation

Based on pp. 552-559

Materials Needed

- none

This lesson examines the main changes that occurred after Confederation in the lifestyle of each Aboriginal group living in Newfoundland and Labrador. Invite students to work with a partner.

Ask students to use a graphic organizer to list the main changes that occurred in the lifestyle of the Aboriginal groups in Newfoundland and Labrador from Confederation (1949) to the early 1970s.

Indicate whether each change had a positive or negative effect, or both, on the Aboriginal group.

Share their answers with another group.

Note: This activity is the same as Question 1 on SR page 559, but can be completed as an activity as students progress through the lesson.

Activity #2

Aboriginal Culture

Based on pp. 552-559

Materials Needed:

- none

From 1949 to the early 1970s Aboriginal groups experienced many changes in lifestyle. Invite students to:

- create a piece of visual art that illustrates one or more of the main changes experienced by one of the Aboriginal groups in Newfoundland and Labrador during this time period
- display their artwork in the classroom
- participate in a gallery walk to view the artwork

Materials Needed

- www.gov.nl.ca
- www.nunatsiavut.com
- www.innu.ca
- www.nunatuakavut.ca
- www.qualipu.ca
- www.mfn.gov.ca
- www.heritage.nl.ca/aboriginal

Invite students to visit the websites of each of the Aboriginal groups in Newfoundland and Labrador and the government of Newfoundland and Labrador to:

- identify the organization or association that represents each group
- explain how the organization or association represents each group
- identify the causes each organization or association has promoted for their respective group since the 1970s
- identify the results of these promotions
- identify businesses which Aboriginal groups own or in which they are partners. How is this contributing to a changing identity yet maintaining Aboriginal culture?

Note: Teachers may assign students to groups so that each group reviews material related to one Aboriginal group.



Comprehensive Activity Aboriginal Identity

Teacher Notes

Based on p. 555

- An individual recognized by the federal government as being registered under the Indian Act is referred to as a Registered Indian (commonly referred to as a Status Indian). Status Indians are entitled to a wide range of programs and services offered by federal agencies and provincial governments.

Sample Answers

Based on pp. 552-559

When Newfoundland and Labrador joined Confederation in 1949, whose responsibility was it to make provisions for Aboriginals?

- When Newfoundland and Labrador joined Canada in 1949, the provincial and federal governments made no special provisions for the new province's Aboriginal groups. Both levels of government should have made provisions for Aboriginals living in Newfoundland and Labrador.

Will modern technology help or hinder Aboriginal groups in the preservation of their culture?

- Some technology will help Aboriginal groups in the preservation of their culture. For example, the GPS makes it safer for people to travel long distances for hunting, trapping, and fishing.
- Some technology will hinder Aboriginal groups in the preservation of their culture. For example, like young people in other segments of society, many Aboriginal youth are spending more time on the computer, playing video games, listening to music, and watching television. These activities allow less time for youth to learn the traditional ways.

Questions

1. Use a graphic organizer to list the main changes that occurred in the lifestyle of each of the following Aboriginal groups from Confederation until the early 1970s. Indicate whether each change had a positive or negative effect (or both) on the Aboriginal group

- a. Inuit
- b. Innu
- c. Metis
- d. Mi'kmaq

Aboriginal Groups	
Aboriginal Group	Main Lifestyle Changes 1949-1970
Inuit	<ol style="list-style-type: none"> 1. Government agencies (provincial and federal) began to deliver some health, education, and other services to Inuit communities. This had a negative effect as these programs did not preserve Inuit language and culture. 2. School attendance became compulsory. This had a negative effect as the curriculum taught students nothing about their culture or language. Many students dropped out. Young Inuit who were in school did not have the opportunity to learn traditional lifestyle skills. 3. Confederation brought social programs such as family allowances and old age pensions to all residents of the province. This had positive and negative effects. It did provide cash that was not dependent on resources, but it also created dependence on government programs. 4. Closure of the Inuit communities of Nutak and Hebron in the 1950s had a negative effect. The people of these communities were relocated to a variety of communities. Crowding and competition for resources sometimes created tension among residents.
Innu	<ol style="list-style-type: none"> 1. Confederation meant that new provincial and federal services were available to Innu. This had positive and negative effects. These services provided money and other benefits, but also led to a growing dependence on government services and social assistance. 2. The provincial and federal governments established Sheshatshiu and Davis Inlet. This had positive and negative effects. Families were given houses to live in but these houses were poorly constructed. Schools were opened but the curriculum was not relevant to Innu culture. Textbooks were written in English and dropout rates were high. Innu families became further connected to the settlements and less able to make a living by hunting and trapping. 3. The Smallwood government decided in the 1960s to develop the hydroelectric potential of the Grand Falls (Churchill Falls). This had negative effects. More than 1300 square kilometres in central Labrador were flooded, and Innu cultural sites, hunting territory and traplines, fishing gear and campsites were destroyed. Some Innu burial grounds were eroded, leaving human bones exposed. Animal species in this area lost their habitat.

Metis	<p>1. The government resettlement policy of the 1960s had negative effects on the Metis. Families were pressured to leave their traditional homes and move to centralized areas. They were promised improved medical services and educational facilities. However, they were moved to areas that offered little employment and were located farther away from traditional fishing areas. Education suffered as children lost three months of school during the fishing season. Often, there was increased competition for resources. For example, the population of Cartwright tripled, which put pressure on the local resources.</p> <p>2. Provincial game laws and industrialization had negative effects. The Churchill Falls hydroelectric project destroyed wildlife habitat traditionally used by the Metis. Forestry developments reduced trapping habitat. A positive effect was that these developments did provide an alternative form of employment.</p> <p>3. The establishment of the air base in Goose Bay had positive effects. It created jobs, brought better communications, and the port at Goose Bay became a distribution centre for goods going to the coast.</p> <p>4. Transportation and communication improvements had positive effects for the Metis.</p>
Mi'kmaq	<p>1. Industrial developments such as Bay d'Espoir hydroelectric development and the construction of transmission lines had negative effects on Mi'kmaq. Mi'kmaq were losing more of their traditional hunting grounds as large areas of caribou habitat were flooded. The transmission lines cut through Mi'kmaq trapping lines, travel paths, and hunting grounds.</p> <p>2. In Conne River, there were no telephone or electrical services prior to 1960, and no roads until the early 1970s. This contributed to a lower standard of living in Conne River than that of many of its neighbours.</p>

2. What main step did Aboriginal groups take in response to these changes in lifestyle? How has this step benefited the Aboriginal groups?

- The main step Aboriginal groups took to respond to these changes was to form associations and organizations to protect and promote Aboriginal concerns and cultural traditions. Inuit formed the Labrador Inuit Association in 1973; Innu formed the Naskapi Montagnais Innu Association (now Innu Nation) in 1976; Metis formed the Labrador Metis Association (later Labrador Metis Nation and presently NunatuKavut) in 1985; Mi'kmaq formed the Native Association of Newfoundland and Labrador (now called Federation of Newfoundland Indians) in 1972.

-
- This step benefitted the Aboriginal groups because the associations and organizations helped protect Aboriginal rights and heritage, and rekindled Aboriginal pride in their culture.

Modern Times

Lesson Summary

Based on Topic 6.6 pp. 560-577

The “Modern Times” lesson spans four decades using a timeline. Students will investigate the timeline for each decade to learn about some of the events which shaped Newfoundlanders and Labradorians during this time. By the end of the lesson, students will have an overview of this time period and will be looking to the future.



Featured Art Form Filmmaking

Refer to *Experiencing The Arts* (SR page 543). Invite students to finish the editing process for their film and to review it one last time.

Activity #1

Modern Times

Based on pp. 560-577

Materials Needed

- none

Topic 6.6 is a lesson which covers four decades of political, social, economic, and cultural highlights in Newfoundland and Labrador. In this lesson students will be asked to complete one activity. Ask students to work in small groups to examine and discuss the events presented for the 40 years from 1970 to 2009. Invite students to individually complete one of the following activities, and present the finished product to the class.

- Answer the following question: “This lesson presents four decades - the 1970s, the 1980s, the 1990s, and the 2000s. In which decade would you like to have lived?” Support their choice in a brief essay.
- Select one of the decades and create a collage to illustrate selected main events of that decade.
- Create two political cartoons to represent two events from different decades.
- Select any event presented in this lesson and tell a story about that event.
- Select any event presented in this lesson and write a song about that event.
- Trace the election process and results throughout the four decades. What trends do they see? How do they account for these trends?

There is no comprehensive activity for this lesson

Sample Answers

Based on pp. 560-577

Lesson Opener

What are two recent events that have impacted your life?

- cutbacks in education
- moving to a new community or province
- getting accepted to a university or college
- obtaining a part-time job
- winning a provincial sports championship
- any other event

How do international events affect our province?

- Terrorist attacks in other countries affect us because there are more restrictions on travel, and more security.
- Events like the bombings at the Boston Marathon affect us as runners from Newfoundland and Labrador were participating in that event.
- International events also may affect us because we have family or friends living in that country.
- International events such as the European Union's ban on seal products affect our sealing industry.

Questions

1. Select two events in this timeline that have affected you/your family. Explain why.

Two events in this timeline that have affected me/my family:

- 1992 - The federal government announces a moratorium on the northern cod stocks. Initially the moratorium is supposed to last for two years, although the closure continues indefinitely. The government also announces a compensation package for fishers and plant workers left without work. This event affected my family as my parents and many aunts and uncles had worked most of their lives in the fishery, and now had to apply for, and in some cases re-train for, different jobs. Some members of my family moved to a larger community.
- 2009 - A deal is announced for the construction of a commercial processing facility at Long Harbour to process nickel from the mine at Voisey's Bay. This has affected my family because my older brothers are now working at Long Harbour as opposed to having to travel to other provinces to find employment within their trade. I am thinking about training in one of the skilled trades required at facilities such as the one at Long Harbour.

2. Select two events in this timeline that have affected your community/area. Explain why.

Two events in this timeline that have affected my community/area:

- 1979 - The Canadian Forces air base at Goose Bay becomes a site for NATO low-level flight training. This created jobs in Happy Valley-Goose Bay and led to an increase in population as people from Germany, the Netherlands, and Italy lived in the town for periods of time, or participated in short-term military exercises in the area. The British and Canadian Forces were already established.
- 1995 - Two Newfoundland prospectors, Albert Chislett and Chris Verbiski, discover deposits of nickel at Voisey's Bay, Labrador. This eventually led to the construction and opening (2005) of a mine site at Voisey's Bay. Air traffic rose significantly through the airport at Happy Valley-Goose Bay, and Labradorians obtained jobs at Voisey's Bay.

3. Given the data provided on oil production, how will the oil industry affect Newfoundland and Labrador's economy in the future?

- The oil industry is an important industry in Newfoundland and Labrador's economy. The data provided shows that oil production is currently (2013) declining, will increase again around 2017 and will decline once again around 2019. The best, and maybe only, way to reverse this decline is the discovery of new oil fields on land or offshore. If this happens, oil production should increase again.

4. Based on present research and technology, will the fishery become as significant in Newfoundland and Labrador's future as it was in its past?

- The fishing industry will not become as significant in the future as it was in the past. The overall value of the fisheries today is greater than the cod fishery used to be due to the processing of other species, but fewer people are employed. In the past, the fishery was the only main industry and dictated the lifestyle of the people. Today it is important but the economy is more diversified and people's lifestyles are not tied to the fishery only.

Providing Government Services Today

Lesson Summary

Based on pp. 578-581

In this lesson students will learn of the myriad of services that governments provide. They will also learn that these services are provided by different levels of government - municipal, provincial, and federal. By the end of the lesson, students will realize Newfoundland and Labrador has received many government services since Confederation but will also learn the difficulty of providing these services in a vast sparsely populated land.



Featured Art Form Filmmaking

Refer to *Experiencing The Arts* (SR page 543). Invite students to show their films to the class.

Activity #1

An Argument for Services

Based on pp. 578-581

Materials Needed

- road map of Newfoundland and Labrador

Invite students to read the following scenario and to complete the task.

You are Minister of Government Services and it is budget time. You have to convince your colleagues that they should provide money in the budget for a government service to a part or to all of Newfoundland and Labrador. Use the following guidelines:

- choose a service
- choose where you want to put this service
- choose how much money you are going to ask your colleagues to approve
- use a road map of Newfoundland and Labrador and deliver a one minute speech to plead your case

Activity #2

Services Today

Based on p. 579

Materials Needed:

- none

Invite students to examine Fig. 6.150. Ask them which service in each category is most important to their area of the province. Invite them to speculate, in pairs, what would happen if each of the services they selected was no longer available.

Activity #3

Public Services - Advantages and Issues

Based on p. 581

Materials Needed:

- none

In small groups invite students to discuss the questions in the “For Discussion” section (SR page 581).

- For question #2, invite a member of each group to summarize the group’s discussion for the class.
- For question #4, conduct a class poll to see how many students chose the larger centre vs. the smaller community. Ask volunteer students to explain why they chose the larger or smaller centre.

Invite students to answer questions 1, 3, 4 in the “Questions” section. Invite each group to share their answers with the class.

There is no comprehensive activity for this lesson.

Sample Answers

Based on p. 581

For Discussion

1. People in Newfoundland and Labrador have access to a greater range of government services today than they did in the 1930s. Would this make it easier for local families to withstand another Great Depression? Explain your answer.

- A greater range of government services will not make it easier for local families to withstand another Great Depression. The provision of government services depends on revenue from taxes. If there is a Great Depression, individuals and businesses will not be able to pay taxes, so there will be no revenue to provide these services.

2. List some of the public services to which your community has access. Rank them by what you consider to be their order of importance. Discuss why you believe some services are more or less important than others.

- My community has access to: hospital, policing, fire fighting, schools, road clearing, airport, recreation facilities, traffic signs and signals, and employment insurance and Canada Pension Plan programs. Some services, such as hospitals, fire fighting, and policing, are more important than others as they provide protection of our rights and can save our lives.

3. Why do larger towns and cities often have a greater number of public services and programs than smaller communities? Do you believe this makes sense? Explain your answer.

- Larger towns and cities have a greater number of public services and programs than smaller communities because they have a larger tax base, or more individuals and businesses that pay municipal taxes. Although this may not seem fair, it does make sense. A community only has a certain amount of money to spend; the bigger the community, the more money is available to provide services and programs.

4. *Would you want to move to a larger centre where more government services and programs existed? Would you want to move to a smaller community where fewer services existed? Why or why not?*

- I would want to move to a larger community where there are more services and programs available. I feel it is important to have access to a wide range of services and programs, especially services that can save your life.
- I would want to move to a smaller community. Even though there are fewer services and programs available, I like the pace of life and the lifestyle of a smaller community. Most smaller communities have basic services, and we can often drive or use other forms of transportation to travel to larger communities to access other services and programs.

5. *If you were a member of the provincial government, how would you try to give rural residents greater access to public services?*

- I would try to give rural residents greater access to public services by giving these communities more money from the provincial budget each year. Even if we only had a certain amount of money, we could choose different communities each year, and provide these communities with extra funding in order to start new services and programs. Once a service or program is established, the community might be able to use less funding to keep it going.

Questions

1. *Consider your daily routine (brushing your teeth, driving to school, etc.) How many of your activities are made easier by public services such as municipal water supplies and paved roads?*

- My life is made much easier by public services. Each day I use water for personal hygiene; I use transportation to get from home to school, recreational facilities, etc.; I use the recreational services available, such as the arena, the ball field, and the walking trails; I go to the dentist, nurse, or doctor when I have medical needs; I feel safe eating food because we have food inspection agencies. These are just some of the ways that my daily activities are made easier by public services.

2. *How would your life change if the government stopped providing public services?*

- If the government stopped providing services, my life would change a lot. I would feel less safe, I would not have as many recreational activities to choose from, I would not be able to travel so much and see our beautiful province, country, and world.

3. How has greater access to public services made your life different from your parents' lives when they were your age? Your grandparents?

- When my parents and grandparents were my age, they did not have the same range of public services that we have today. My parents had more public services than my grandparents, and I have access to more public services than my parents. My life is much easier than theirs in many ways. Education and health care are more advanced today. I have more access to local recreational facilities. I think my parents and grandparents had more chores than I do.

4. Why is it difficult for some rural communities to maintain tax bases that are large enough to pay for essential services?

- It is difficult for some rural communities to maintain tax bases that are large enough for essential services because the population is small to begin with, and more people are moving from small communities to find jobs.

Chapter 6 Review

Review with students the key ideas and key terms for this chapter. Invite students to answer the review questions (SR page 583).

There is no comprehensive activity for this lesson

Sample Answers

Based on pp. 582-583

1. What were the main reasons why Confederation with Canada won a victory over the responsible government option in the second 1948 refer?

Main reasons why Confederation with Canada won a victory over the responsible government option in the second 1948 referendum:

- confederation campaign had clear leadership, with Gordon Bradley as president of the Confederation Association and Joseph Smallwood as campaign manager
- confederation appealed to families and parents of young children; a vote for confederation was a vote for children
- confederation campaign displayed energy and enthusiasm
- confederation campaign was well-funded, well-organized, and had an effective island-wide network

2. How successful were the Smallwood government's efforts to diversify the economy of Newfoundland and Labrador from 1949-1972? Support your answer with three examples or arguments.

The Smallwood government was successful in diversifying the economy of Newfoundland and Labrador from 1949 to 1972.

- Government modernized the fishery, investing especially in the fresh-frozen industry.
- Government made efforts to develop small-scale manufacturing and, by the late 1940s, some resource-based and service industries had developed, which provided a cash base for workers.
- Government established mega-projects at Long Harbour, Come By Chance, Churchill Falls, and Stephenville. These projects created jobs and revenue. Two of these projects are still in operation.

3. *Was the Smallwood government successful in significantly improving the standard of living for Newfoundlanders and Labradorians? Support your answer with three examples or arguments.*

The Smallwood government was successful in significantly improving the standard of living for Newfoundlanders and Labradorians.

- In 1949 only half of the population was using electricity, but by 1972 electrical service was available to most residents. Telephone access was greatly increased and many roads were built to connect communities.
- Changes in education such as the building of central and regional high schools and the training of qualified teachers at Memorial University led to an improved and more accessible education system.
- Many new hospitals were built across the province, and medical plans provided free hospital and medical coverage to all children under the age of 16. Hospital fees, nursing services, and various diagnostic procedures became more affordable. These changes made health care more accessible to all residents.

Resettlement	
Arguments against Resettlement	Arguments for Resettlement
<ul style="list-style-type: none"> • People had lived their whole lives in these communities. It was their home. • They would have to give up their outport way of life. • They had family and friends there. They also had jobs in the fishery. 	<ul style="list-style-type: none"> • Many communities were isolated, with no roads or other dependable forms of transportation. • It was too costly for the Newfoundland government to provide services such as education and health care to these communities. • Many people in these communities found it difficult to earn a living, and wanted to move to a larger community in order to find job security.

4. *Use a graphic organizer to give the main arguments for and against resettlement of isolated communities in Newfoundland and Labrador. Using this information, should resettlement have become a government program?*

- Resettlement should have become a government program because it was too costly for the government to provide a high standard of government services to isolated communities throughout Newfoundland and Labrador. In order to access these services, people would need to resettle to a larger community where they could access all government services.

OR

- Resettlement should not have become a government program. People have the right to live wherever they want, where their family has lived for years. Government should make necessary services available to all citizens, no matter where they live. People could be encouraged to move, but government programs should not be established to pressure them to move.

5. *How did Confederation with Canada make Aboriginal people vulnerable to outside forces over which they had no control? What was the most significant change for Aboriginal groups?*

- Confederation with Canada made Aboriginal people vulnerable to outside forces over which they had no control, because the Terms of Union between Newfoundland and Canada made no reference to Aboriginal people. No provisions were made to safeguard their land and culture. The most significant change for Aboriginal groups was the introduction of provincial and federal government services and benefits. This made Aboriginal groups more dependent on government.

6. *From the timeline, select an event from each of the following areas which has had the greatest impact on Newfoundland and Labrador. Explain your choices.*

Please accept any reasonable answers.

a. Political

- The political event which has had the greatest impact on Newfoundland and Labrador is the filing of land claims by Aboriginal groups in the province. Innu Nation and Labrador Inuit Association filed land claims in 1977; the Conne River Band Council filed a land claim on behalf of 1400 Mi'kmaq in 1980; the Labrador Metis Association filed a land claim in 1991. Land Claims Agreements are negotiated in areas of the country where Aboriginal rights and title have not been addressed by treaty or through other legal means. These land claims were an early step by Newfoundland and Labrador Aboriginal groups on the road towards self-determination.

b. Social

- The social event which had the greatest impact on Newfoundland and Labrador occurred in 1992, when a Royal Commission on Education recommended that Newfoundland's system of denominational schools should be dismantled. In a province-wide vote on September 2, 1997, 73 per cent of voters voted to establish a non-denominational education system. The provincial government passed legislation to create a uniform, publicly funded non-denominational school system and it assumed full responsibility for education in Newfoundland and Labrador.

c. Economic

- The economic event which had the greatest impact on Newfoundland and Labrador occurred in 1992 when the federal government announced a moratorium on the northern cod stocks. Initially the moratorium was supposed to last for two years, although the closure continued indefinitely. The government also announced a compensation package for fishers and plant workers left without work. This announcement put 30 000 fishers and plant workers, 12 per cent of the province's labour force, out of work. People had to retrain for other jobs, and many experienced limited success.

d. Cultural

- The cultural event which had the greatest impact on Newfoundland and Labrador occurred in 2005 when The Rooms opened in St. John's. The Rooms houses the provincial art gallery, archives, and museum. It is Newfoundland and Labrador's largest public cultural space, the place where it all comes together - our history, heritage and artistic expression.

Classifying Images

Directions: Using the images provided, classify the images as indicated and give an explanation for your classification.

Image as Record of History	Image as Art
<p>Image #</p> <p>Subject:</p> <p>Why this image belongs in this category:</p>	<p>Image #</p> <p>Subject:</p> <p>Why this image belongs in this category:</p>
<p>Image #</p> <p>Subject:</p> <p>Why this image belongs in this category:</p>	<p>Image #</p> <p>Subject:</p> <p>Why this image belongs in this category:</p>

Image as Record

Directions: Using the images provided, give an explanation why each image is a record of an event.

<p>Image #1</p>	<p>Explanation of image.</p> <p>Why this image is a recording of an event.</p>
<p>Image #2</p>	<p>Explanation of image.</p> <p>Why this image is a recording of an event.</p>

Image as Art

Directions: Using the images provided, give an explanation why each image is art.

<p>Image #1</p>	<p>Explanation of image.</p> <p>Why this image is art.</p>
<p>Image #2</p>	<p>Explanation of image.</p> <p>Why this image is art.</p>

Name: _____

List of Objects

Date: _____

Directions: In column 1 create an individual list of objects you will take with you to your new home. In column 2 identify the list of objects you and your partner have created.

Individual List	Shared List (with partner)

Categories of Culture Regions

Directions: Give examples of each culture region as identified in the chart. Compare your list with another class member and then save the list in your portfolio.

Local Culture	Regional Culture	Popular Culture

Name: _____

Canadian Culture

Date: _____

Directions: Students will need to complete the BLM for Newfoundland and Labrador first and then do the same for the province or territory they have chosen for comparison. Complete the first five columns in the chart for Newfoundland and Labrador first. Next, identify how many of the items in each of the five columns represent local culture, regional culture, or popular culture. Finally, identify how many of the items in each of the five columns represent traditional or contemporary culture. Using a new sheet, complete the chart for the province or territory you have chosen to compare. Analyse the information in the two charts to determine how similar or how different Newfoundland and Labrador is to the province/territory you have chosen for comparison.

Culture – Is it the same everywhere?									
Province/Territory _____									
Geography	Population	Industries	Practices	Symbols	Local Culture	Regional Culture	Popular Culture	Traditional Culture	Contemporary Culture

Note: Practices could include festivals, food, clothing, music etc.

Date: _____

Economic Factors	1. 2.
Geographical Factors	1. 2.
Historical Factors	1. 2.
Political Factors	1. 2.

Economic Terms

Directions: Identify the type of economy based on the statements. Next, answer the questions.

Statement	Subsistence Economy	Barter Economy	Market Economy
1. Each year you participate in catching cod in the annual recreational fishery.			
2. You plan to trade two of your favourite hockey cards with a friend who has a card you really want.			
3. Your father was fortunate enough to get a moose license this year and for the first time you will be going with him.			
4. The local store has a special on sneakers you wish to purchase			
5. You trade a pair of ski boots for hockey skates you want.			
6. The mall in the region has plenty of stores that can offer you the variety of clothing you would like to purchase.			
7. You love those berry pies that your grandmother makes from the berries you and your family picked.			
Questions			
8. Most of the items above are wants. Which of these might be a need for some people?			
9. Which economy is most prevalent in your culture today? Would it be difficult to use either of the other economies in your culture? How?			
10. In your culture, do you combine any of these economies? If so, which ones? Why?			

Economic Activity and Lifestyle

You have \$100 and must use it to purchase three items – two of these items are in the needs category and one is in the wants category. How will you acquire these items? Use the terms scarcity and opportunity costs in your explanations.

Item	Category		How I will acquire these items
	Needs	Wants	
How has economic activity affected your lifestyle?			

Future of My Community

Directions: Use the chart to record information based on your interview.

Community Name
Interviewer
Interviewee
How long has your family lived in this community?
How long have you lived in this community?
Why are you living in this community?
Over the next ten years, do you think the population of this community will increase, decrease, or remain the same?
What are the reasons for your position?
Do you think you will be living in this community ten years from now?
What are the reasons for your position?

Top 20 Exporting Industries in Newfoundland by Export Value of Goods in Per Cent 2006

Industry	Per Cent of Exports 2006
Petroleum Refineries	47.7%
Iron Ore Mining	18.6%
Seafood Product Preparation and Packaging	15.1%
Paper Mills	8.7%
Copper, Nickel, Lead and Zinc Ore Mining	1.4%
Oil and Gas Extraction	1.1%
Ship and Boat Building	0.5%
Fishing	0.5%
Animal Aquaculture	0.5%
Plate Work and Fabricated Structural Product Manufacturing	0.4%
All Other Wood Product Manufacturing	0.4%
Aerospace Product and Parts Manufacturing	0.4%
Mining and Oil and Gas Field Machinery Manufacturing	0.3%
Other Industrial Machinery Manufacturing	0.3%
Computer and Peripheral Equipment Manufacturing	0.2%
Navigational, Measuring, Medical and Control Instruments Manufacturing	0.2%

Stone Mining and Quarrying	0.2%
Leather and Hide Tanning and Finishing	0.1%
Saw Mills and Wood Preservation	0.1%
Engine, Turbine and Power Transmission Equipment Manufacturing	0.1%
All Other Industries	3.1%

Source: www.ibrd.gov.nl.ca/publications/Export_Development_Strategy.pdf

Newfoundland and Labrador's Top Export Markets of Goods 2006

	Export Value (\$ Billions)	Percentage of Total
United States	2,787.2	55.9
China	412.5	8.3
Germany	380.0	7.6
Netherlands	193.4	3.9
United Kingdom	181.8	3.6
Japan	133.1	2.7
Australia	98.4	2.0
Denmark	66.4	1.3
Taiwan	52.9	1.1
France	49.0	1.0
Venezuela	45.3	0.9
Russia	37.6	0.8
Egypt	36.9	0.7
Sweden	36.4	0.7
Singapore	36.2	0.7
All Other Countries	441.0	8.8
Total	4,987.8	100.0

Source: www.ibrd.gov.nl.ca/publications/Export_Development_Strategy.pdf

Community Profiles

Directions: Read the information about each community to help answer the questions “Why was it founded?” and “Why here?”

Grand Bank

This community in Newfoundland and Labrador is located on the southern tip of the Burin Peninsula, 360 kilometres from the capital, St. John's. It was originally inhabited by French fishermen about 1640 and named Grand Banc because of a high bank that extends from Admiral's Cove to the water's edge on the west side of the harbour. The town was settled because of its proximity to fishing grounds and because it had an ice free harbour. It supported an inshore fishery and was the centre of the bank fishery when it began. Because of the bank fishery, a number of shipyards opened to build schooners for the fishery. In 1713, after the Treaty of Utrecht, English settlers from St. Pierre settled in Grand Bank while the French settlers moved to Ile Royale (Cape Breton).

Goose Bay (Happy Valley-Goose Bay)

This community in Newfoundland and Labrador is located in the central part of Labrador. It lies at the southwest end of Lake Melville near the mouth of the Churchill River. The town is located on the southern shore of a peninsula created by Terrington Basin to the north and Goose Bay to the south. It is built on a sandy plateau and has consistent weather. The base at Goose Bay was built in 1941 to protect North America from German attack during the Second World War. Its ideal location made it the largest airfield in the western hemisphere in 1943. It became a landing and refueling stop for the Atlantic Ferry route during the war. In 1983 a NASA Boeing 747 transport aircraft carrying the Space Shuttle landed in Goose Bay on a refueling stop to Europe. Goose Bay also has docking facilities for transportation of goods and personnel at Terrington Basin and is a regional service centre for the north coast of Labrador.

Grand Falls (Grand Falls-Windsor)

This community in Newfoundland and Labrador is located in the central region of the island and is the largest community in the region. It was named in 1768 by Lieutenant John Cartwright when he found a waterfall on the Exploits River. Grand Falls was established in 1905 when Alfred Harmsworth began looking for an alternative source of newsprint for the family newspaper and publishing business in England because of the impending war. Grand Falls had access to lumber, the possibility of hydro-electricity, and a deep water port in nearby Botwood. Harmsworth joined with Robert Gillespie Reid, owner of the Newfoundland Railway, to form the Anglo-Newfoundland Development Company to begin building a mill. Grand Falls is approximately four hours from the capital city of St. John's and five hours from the western end of the island. It is a service centre for both the northeast and parts of the south coast of the island.

Bill 104

Directions: Read Bill 1.04 and examine the points made in small groups, using the instructions provided by your teacher.

BILL 104**AN ACT TO REQUIRE CITIZENS OF NEWFOUNDLAND AND LABRADOR TO VOTE IN A
PROVINCIAL ELECTION**

Received and Read the First Time _____

Second Reading _____

Committee _____

Third Reading _____

Royal Assent _____

HONOURABLE _____
Minister of _____

Order to be printed by the Honourable House of Assembly

EXPLANATORY NOTES

This Bill is new with the exception of changing the voting age. The Bill would repeal the clause in the Elections Act related to voting age and would replace it with the clause in this new Bill.

A BILL

AN ACT TO REQUIRE CITIZENS TO VOTE IN A PROVINCIAL ELECTION

Analysis

1. Short title
2. Definitions
3. Education
4. Right to Vote
5. Exemptions
6. Offence

Be it enacted by the Lieutenant-Governor and House of Assembly in Legislative Session convened, as follows:

Short title

1. This Act may be cited as the Required Voting Act

Definitions

2. In this Act

(a) ‘citizen’ means any person who has reached the age of sixteen (16) by the date of the election call

(b) “require” means a citizen as defined in (a) above MUST vote in a provincial election

Education

3. The Act requires that the following Government Departments be involved.

(a) The Department of Education and Early Childhood Development must provide a course for students in the secondary school system that educates students about the parliamentary system, types of governments, and voting responsibilities.

(b) The Department of Justice must provide citizens, as defined in the Act, with the information regarding the penalty for not voting.

(c) The Executive Council must inform citizens as defined by this Act about the change in legislation, responsibilities of voters, and how to obtain information needed to vote.

Right to Vote

4. A citizen, as defined by this Act, shall
- (a) have the right to vote at age sixteen (16) as per Article 2;
 - (b) have the right to vote regardless of geography.

Exemptions

5. A citizen, as defined by this Act, shall
- (a) be exempt from voting for the following reasons
 - (i) illness
 - (ii) out of province from the call of election to election day
 - (b) provide a doctor's verification of illness to be exempt from voting
 - (c) provide verification of out of province travel to be exempt from voting

Offence

6. A person who contravenes this Act is guilty of an offence and liable on summary conviction
- (a) to a fine of not more than fifty dollars

Tourism Advertisements

Directions: Choose an advertisement for Newfoundland and Labrador Tourism and complete the chart identifying the aspects of culture portrayed. Use this information to create a class chart.

Name of Advertisement:			
Theme of Advertisement:			
Elements			
Main Images	Aspect of Culture Represented	Key Words	Aspect of Culture Represented

Resource Data Table: Cod Fishery

Directions: Read the information in the chart. What inferences about change can you make based on this information? Record your answer at the end of the chart.

Cod Fishery			
Dates	People Involved	Changes	Type of Change
Early 1500s	English, French, Spanish, Portuguese		
1500s to 1800s	All fishermen used hook and line to fish		
Late 1500s		Spanish and Portuguese leave	

Cod Fishery			
Dates	People Involved	Changes	Type of Change
Early 1700s		French no longer allowed to fish in parts of Newfoundland	
1730s	Irish	Came here on English ships and at first worked for the English.	
1840s	French	Introduced the “trawl” to the Banks fishery. The trawl consisted of hundreds of metres of line with hundreds of hooks.	
1866	Captain Wm. H. Whiteley, fishing in Bonne Esperance, Labrador	Invented the cod trap	

Cod Fishery			
Dates	People Involved	Changes	Type of Change
1880s		<p>Cod trap widely used by Newfoundland and Labrador fishermen.</p> <p>Cod trap could catch a lot of fish in a much shorter period of time</p> <p>Men had more time to split and salt cod.</p>	
1855 – 1950s	All fishermen - Cod trap used in fishery		
1950s		Development of the long liner which could fish farther offshore and was equipped with mechanical hauling devices	
1960s to 1980s		Introduction of gill nets which could take more fish but created problems with product quality, increasing costs and concern over conservation	

Cod Fishery			
Dates	People Involved	Changes	Type of Change
1988 – 1992		Decline in cod stocks	
1992	All fishermen	Cod Moratorium	
<p>What inferences about change can you make using this data?</p>			

Resource Data Table: Mining Industry

Directions: Read the information in the chart. What inferences about change can you make based on this information? Record your answer at the end of the chart.

Mining Industry			
Dates	People Involved	Changes	Types of Change
c.4000 B.C.E.	Maritime Archaic	Mined chert from northern Labrador	
c. 1000 C.E.	Vikings (Norse)	Settled in northeastern Newfoundland and mined bog iron near their settlement of L'Anse aux Meadows	
1779		First recorded mining at Shoal Bay Mine on Avalon Peninsula	
1839 -1840	J. B. Jukes	First geological survey	
1857		Copper discovered at Tilt Cove	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1900-1906		Gold mines open/close in Sop's Arm	
1905	Mattie Mitchell	Copper, lead, zinc discovered at Buchans but the process for extracting the ore not yet discovered	
1913	Dominion Company	Agathuna limestone quarry opens on west coast to supply steel plants in Nova Scotia	
1928 - 1984	American Smelting and Refining Company	Open Buchans mine – process for extracting ore now in place	
1933 - 1978	St. Lawrence Corporation, American Newfoundland Fluorspar	Fluorspar mine opens/ closes	
1936	Labrador Mining and Exploration Company, Hollinger Consolidated Mines Ltd. (1940)	Explores for iron ore in western Labrador – identifies Knob Lake as source for iron ore.	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1951	Atlantic Gypsum Ltd. (government owned), Flinkote Canada	Flat Bay gypsum mine opened	
1952 - 2000	North Star Cement Company	Opens quarries in Corner Brook area.	
1954 - 1983	Iron Ore Company of Canada	Know Lake iron ore mine begins operation	
1957 -1967		Tilt Cove mine is reactivated	
1957 -1996	Newfoundland Minerals	Pyrophyllite mine developed at Manuels, Avalon Peninsula. Product shipped to US for making ceramic tiles	
Today	Trinity Resources Ltd.	Company is diversified	
1961	Iron Ore Company of Canada	Carol Project - discovery of iron ore -Town of Labrador City constructed	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1961 -1969		Little Bay copper mine reactivated to exploit remaining are reserves	
1962 - today	Iron Ore Company of Canada	Beginning of production of iron ore at Carol Lake	
1963 - 1981	Advocate Mines Ltd. Baie Verte Mines	Asbestos mining	
1964 - 1982	Consolidated Rambler Mines Ltd.	Copper lead zinc mining	
1965 - today	Canadian Javelin Company	Development of Wabush iron mining (adjacent to Labrador City)	
1965-1972	British Newfoundland Exploration Company	Whalesback copper mine in Notre Dame Bay	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1864 -1917		Tilt Cove opens/closes	
1860		Quarrying of roofing slate in Trinity area	
1866 - 1999		Brick making in Trinity area	
1878 -1904		Little Bay Copper mine opens	
1892	Gregory Normore	Discovery of iron ore on Bell Island	
1894 -1966	Scotia Mining Dominion, (1921) British Empire Steel Corporation, (1930) Dominion Steel and Coal Company	Wabana mining operations begin	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1968-1988	Dunville Mining Company	Villa Marie silica mine – supply raw silica to ERCO phosphorous plant in Long Harbour	
1975 - 1990	Newfoundland Zinc Mines Ltd.	Zinc mine opens at Daniel's Harbour	
1987 - 1991, 1992 -1997	BP Minerals, Royal Oak Mines	Hope Brook gold mine	
1990 – today	Atlantic Minerals Ltd.	Limestone and dolomite deposits	
1992 - 2012	Hurley Slateworks Company	Nut Cove slate deposits – produce roofing slate for European and US markets. Original mine closes but opens again in 2001	
1993 –today		Ten Mile Bay quarry near Nain, in northern Labrador produces labradorescent anorthosite, primarily for export to Italy. Company expands in 2001-02	

Mining Industry			
Dates	People Involved	Changes	Types of Change
1994 - today	Archean Resources Ltd., Inco Ltd.	Voisey's Bay nickel – copper, cobalt deposit is discovered and developed	
1997 - 2001	Richmond Mines Inc.	Nugget Pond gold deposit – northeastern Newfoundland begins production. Rambler reactivates mine and extracts gold and copper.	
2011 - today	Rambler Metals and Mining Canada Ltd.		
2001 - ?	Richmond Mines Inc.	Hammer Down gold deposit northeastern Newfoundland, enters production	
2001 - today	Thundermin Resources Inc., Aur Resources	Duck Pond copper, zinc, lead deposits	
2008 -today	Beaver Brook Antimony Mine Inc.	Company reactivates mine in central Newfoundland	
	Hi-Point Industries (1991) Ltd.	Peat moss – Bishop's Falls. The company has used peat moss to produce "oclansorb" an environmentally friendly product used to clean up oil spills.	

Mining Industry			
Dates	People Involved	Changes	Types of Change
2011	Labrador Iron Mines Ltd.	Iron ore in Menihek region of Labrador	
2012	Tata Steel Minerals Canada Ltd.	Iron ore in the Menihek region of Labrador	
<p>Proposed New Mines</p> <ul style="list-style-type: none"> • Newspar – reactivation of fluorspar mine at St. Lawrence on the Burin Peninsula • Alderon Iron Ore Corporation – iron ore mine 5 km south east of Wabush Mines • Labec Century Iron Ore Inc. registered for environmental assessment 2012 of iron ore finding at the Labrador/Quebec border. <p>The following have completed economic assessments but have not registered with regulators</p> <ul style="list-style-type: none"> • Labmag – iron ore – Labrador • Michelin – uranium – Labrador • Little Deer – copper - Island • Grey River Tungsten – tungsten – Island • Belloram Granite Quarry – crushed granite - Island 			
<p>What inferences about change can you make using this data?</p>			

Note: when more than one company is listed, the last company has purchased the existing company.

Resource Data Table: Forest Industry

Directions: Read the information in the chart. What inferences about change can you make based on this information? Record your answer at the end of the chart.

Forest Industry			
Dates	People Involved	Changes	Types of Change
1850s		Saw Mills established	
1800s to 1950s	loggers	Used bucksaws to cut wood	
1875		Crown Land and Timber Act	
1897		First Pulpwood manufactured in Newfoundland and Labrador – Black River-Placentia Bay	

Forest Industry			
Dates	People Involved	Changes	Types of Change
1909	Anglo-Newfoundland Development Company	Pulp and paper mill established – Grand Falls (now Grand Falls-Windsor)	
1925	Reid Newfoundland Company and investors formed the Newfoundland Power and Paper Company at Corner Brook	Second paper mill in Newfoundland and Labrador	
Mid-1950s	Loggers and companies	Trucks replaced horse drawn sled and river drive. Road had to be constructed which destroyed forests	
1960s	Loggers and companies	Wheeled skidder used – resembled a tractor and used a grapple or cable to drag up to 12 full length trees out of the forest to the road. 4-wheel drive – could operate in all terrain.	
1972	Labrador Linerboard Company	Set up plant to manufacture corrugated cardboard in Stephenville, Newfoundland and Labrador	

Forest Industry			
Dates	People Involved	Changes	Types of Change
1977	Labrador Linerboard Company	Stephenville mill closed	
1970s	companies	Feller forwarders used – resemble tractors but have hinged arm that can fell trees using a grappling device and chainsaw. Over time more advanced versions of the feller forwarders were developed.	
2009	Abitibi	Pulp and Paper Mill in Grand Falls-Windsor closed	
What inferences about change can you make using this data?			

Date: _____

Oil Industry			
Dates	People Involved	Changes	Types of Change
1966 (approximately)	Oil companies	Began drilling for oil off coast of Newfoundland and Labrador	
1979	Oil companies	First commercial oilfield – Hibernia - discovered	
1980s	Oil companies	Three other oil fields discovered	
1990	Oil companies	Construction of Hibernia platform begins	
1997	Oil companies	First oil	
2002	Oil companies	Terra Nova began operations	
2005	Oil companies	White rose began operations	
2017 (estimate)	Oil companies	Hebron will begin operations	

Hibernia	20 years
Terra Nova	10 years
White Rose	15 Years
Hebron	25 years

Culture Change

Directions: Read the information in the chart to help you understand types of culture change.

Innovation	Diffusion	Large Scale Interactions
<ul style="list-style-type: none">• originates inside a culture• emergence of new ideas, objects, or techniques• new way of using existing object• creation of something entirely new• typically occurs in response to a need or want	<ul style="list-style-type: none">• idea, object, or technique introduced to a culture from an extended source• person within culture travels outside and returns with innovation• person outside culture moves into area• also means process of innovation spreading within a particular culture	<ul style="list-style-type: none">• when two cultures interact, their respective cultures will be altered• acculturation - one culture dominates another• transculturation - equal change in both groups

Population by District (1921)

Directions: Read the information in the chart. What inferences about change can you make based on this information?

District	Population
Twillingate	26 320
Fogo	9 134
Bonavista	24 754
Trinity	24 754
Bay-de-Verde	23 422
Carbonear	4 830
Harbour Grace	11 453
Port -de- Grave	6 545
Harbour Main	9 262
St. John's West	23 739
St. John's East	28 419
Ferryland	6 015
Placentia and St. Mary's	16 472
Burin	12 579
Fortune	11 272
Burgeo and Lapoile	8 645
St. George	13 556
St. Barbe	12 176
Total	259 259
Labrador	3 774
Grand Total	263 033

Source Newfoundland royal Commission 1933

What inferences about change can you make using this data?

Census Data by Ethnic Origin (2006)

Directions: Read the information in the chart to gain an understanding of culture change in Newfoundland and Labrador over time.

Newfoundland and Labrador 2006 Census Data by Ethnic Origin	
Ethnic origin	Population
British Isles origins	285 265
Other North American origins	246 025
Canadian	241 470
English	216 340
Irish	107 390
Aboriginal origins	37 290
Scottish	34 925
French origins	30 680
French	30 550
North American Indian	23 940
European origins	19 480
Western European origins	9 720
Inuit	8 720
German	7 390
Métis	6 400
Newfoundlander	4 610

Southern European origins	4 250
British Isles, not included elsewhere	3 905
Welsh	3 385
Northern European origins	3 310
Scandinavian origins	3 210
Eastern European origins	3 115
East and Southeast Asian origins	2 380
Dutch (Netherlands)	2 115
South Asian origins	1 755
Chinese	1 650
Norwegian	1 505
Arab origins	1 385
Italian	1 375
Total population	500 610

Source: Statistics Canada, 2006 Census of Population Last modified: 2009-07-28

What inferences about change can you make based on this information?

Measuring Your Ecological Footprint

Directions: Complete the chart to determine your ecological footprint. Use the information to compare your ecological footprint to others in a group. Into which category do you fit?

Circle the value that best answers the question

HOUSING	<p>1) How many people are in your household?</p> <p>1 (30)</p> <p>2 (25)</p> <p>3 (20)</p> <p>4 (15)</p> <p>5 or more (10)</p> <p>2) How is your household heated?</p> <p>Natural Gas (30)</p> <p>Electricity (40)</p> <p>Oil (50)</p> <p>Renewable (Solar, Wind) (0)</p> <p>3) How many faucets/toilets do you have in your house?</p> <p>Less than 3 (5)</p> <p>3-5 (10)</p> <p>6-8 (15)</p> <p>8-10 (20)</p> <p>More than 10 (25)</p> <p>4) What type of home do you live in?</p> <p>Apartment/Condominium (20)</p> <p>House (40)</p>
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FOOD

- 1) Are you a vegetarian?
Yes (0)
No (50)
- 2) How many meals do you prepare/eat at home per week?
Under 10 (25)
10-14 (20)
14-18 (15)
More than 18 (10)
- 3) When purchasing food items, does your family try to buy locally produced goods?
Yes (25)
No (125)
Sometimes (50)
Rarely (100)
Don't know (75)

TRANSPORTATION

- 1) How many cars does your household own?
 - 0 (5)
 - 1 (25)
 - 2 (50)
 - 3 (75)
 - More than 3 (100)

- 2) How do you get to school/work?
 - Car (50)
 - Public Transit (bus, subway, train) (25)
 - School Bus (20)
 - Walk (0)
 - Bicycle (0)

- 3) How many trips do you make per week on public transit?
 - 0 (50)
 - 1-5 (40)
 - 6-10 (30)
 - 11-15 (20)
 - More than 15 (10)

- 4) Where did you go on your last vacation?
 - No vacation (0)
 - Within your province (10)
 - Outside province, but within Canada (30)
 - To the United States (40)
 - Outside North America (70)

- 5) How many weekends in the summer do you go to a cottage, or go camping?
 - 0 (0)
 - 1-3 (10)
 - 4-6 (20)
 - 6-9 (30)
 - More than 9 (40)

PURCHASES	<p>1) What large purchases (new electronics, such as stereo, TV, VCR, computer; car; furniture; appliances, such as stove and fridge) has your household made this year?</p> <p>0 (0)</p> <p>1-3 (15)</p> <p>4-6 (30)</p> <p>More than 6 (45)</p>
WASTE	<p>1) Does your household try and reduce the amount of waste generated in the house (e.g., buying food in bulk, refusing junk mail/flyers deposited in your mailbox, using reusable containers for storage, using natural cleaners as opposed to hazardous materials for household cleaning)?</p> <p>Yes (0)</p> <p>No (30)</p> <p>2) Does your family compost?</p> <p>Yes (0)</p> <p>No (20)</p> <p>3) Does your family recycle newspapers, cardboard, paper, aluminum cans, glass/plastic bottles and other materials?</p> <p>Yes (0)</p> <p>No (20)</p> <p>4) How many garbage bags of waste do you have each week for pick up?</p> <p>0 (0)</p> <p>One half-full (5)</p> <p>1 (10)</p> <p>2 (20)</p> <p>More than 2 (30)</p>

SCORING	<p>Total your score by adding up the circled values from the above questions:</p> <p>_____</p> <p>From the information collected here your Personal Ecological Footprint is:</p> <p>Less than 150..... under 4.0 hectares 150 to 350..... between 4.0 ha and 6.0 ha 351 to 550..... between 6.0 ha and 7.7 ha* (*Canadian average) 551 to 750..... between 7.7 ha and 10.0 ha More than 750..... over 10.0 ha</p>
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(Survey available at: http://www.wrwcanada.com/your_ecological_footprint_survey)

<p>Write a general statement about your Ecological Footprint.</p>
<p>Write a paragraph describing three things you can do to reduce your Personal Ecological Footprint</p> <p>OR</p> <p>Write a paragraph explaining why your Personal Ecological Footprint is already low.</p>

Write a paragraph explaining why it is so important to reduce our ecological footprint and work at keeping it low.

Story Outline

Directions: Choose a familiar folk tale and using your community or region as the setting, create a story outline for your own folk tale. The chart below provides a step-by-step method for you to create your outline.

SETTING: (Be specific, e.g., on the beach in _____, at the skating arena in _____.)

CHARACTERS: (Provide a description of each character - who he/she is and his/her purpose in the story.)

1.

2.

3.

PLOT: (Provide a step-by- step outline.)

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

(Continue if needed.)

Name: _____

Peer Editing

Date: _____

Directions: Use this form to peer edit the work of a classmate to help him or her polish his/her creative piece.

Writer:

Reviewer:

Story Title:

What I Like:

Suggestions I have:

Peopling the Land

Directions: You have just created a story about your move from your home to an unknown territory and the new home you are creating there. Using the statements in the left hand column, compare each of these migrations to your journey.

Statement	Comparison to My Story
Once people reached the Americas, they spread across the continents including Newfoundland and Labrador, and diversified into many culturally distinct groups.	
Most of the early people in the Americas were hunter-gatherers who moved to find new resources once the population density became too great to sustain them in a particular place.	
In North America an extensive trade network grew which allowed groups to acquire resources not found in their own environment and to build alliances with neighbouring groups.	

Early Aboriginal Groups in Newfoundland and Labrador

Directions: Complete this table to learn more about early groups who lived in Newfoundland and Labrador.

	AmerIndians	Paleo-Eskimos	Thule
First known presence in area			
Origin			
Groups and dates they lived in area			
Which group lived here the longest			
Last known presence in area			

Two general conclusions based on data above:

Name: _____

Date: _____

Artifact Analysis

Directions: One of the prehistoric groups to arrive in Newfoundland and Labrador were the Maritime Archaic group. Answer the questions about each of the artifacts identified.

Maritime Archaic		
Artifact	Questions	Answers
stone axe head	How would it have been made? Who would have used it? What would be its purpose? How did this artifact help the group be successful in their environment? Draw this object as it would have been used.	
bone awl	How would it have been made? Who would have used it? What would be its purpose? How did this artifact help the group be successful in their environment? Draw this object as it would have been used.	
projectile point	How would it have been made? Who would have used it? What would be its purpose? How did this artifact help the group be successful in their environment? Draw this object as it would have been used.	
scraper	How would it have been made? Who would have used it? What would be its purpose? How did this artifact help the group be successful in their environment? Draw this object as it would have been used.	

Name: _____

Date: _____

Prehistoric Groups

Directions: Choose one group from each heading and explain how they would meet the identified need.

Need	Amerindians	Paleo-Eskimo	Thule Labrador Inuit
Location			
Food			
Clothing			
Shelter			

Comparison of Food, Shelter and Travel for Inuit, Innu, Beothuk and Mi’Kmaq at end of 15th Century

Directions: Complete the chart to identify the similarities and differences in the methods of attaining food, shelter, and travel for each of the identified groups.

	Inuit	Innu	Beothuk	Mi’Kmaq
Food				
Shelter				
Travel				

Return to Europe or Stay in Newfoundland

Directions: Complete the table to make a decision about staying in Newfoundland or returning to Europe for early fishers.

Advantages of Returning to Europe	Advantages of Staying in Newfoundland
1.	1.
2.	2.
3.	3.
4.	4.

My preferred scenario:

Contact

Inuit	Innu
What types of contact did Inuit have with Europeans?	What types of contact did Innu have with Europeans?
What were the effects of contact on Inuit?	What were the effects of contact on Innu?
Beothuk	Mi'Kmaq
What types of contact did Beothuk have with Europeans?	What types of contact did Mi'Kmaq have with Europeans?
What were the effects of contact on Beothuk?	What were the effects of contact on Mi'Kmaq?
Which group do you think was most impacted by contact? Why?	

Fishing Premises

Directions: Work with a partner to research the following structures and give the definition or purpose of each structure.

Structure	Definition/Purpose
Premises	
Sail Loft	
Workshop	
Dock Yard	
Forge	
Oil Vats	
Seal Skin House	
Salt Store	
Stable	
Cellar	
Hay Loft	
Fish Store	
Kitchen	
Dwelling and Office	
Counting House	
Fish and Dry Provisions	
Store	
Cooper's Shop	

St. John's Late 18th Century

Directions: Work with a partner to analyze Fig. 3.6 on page 183. Complete the following chart and present your conclusions to the class.

What evidence in the visual indicates that it is from the end of the 18th century?	
What things in the visual confirm that the visual is St. John's?	
From where do you think the visual was painted?	
What would be different if a picture were taken from the same place today?	
What does the image tell you about the economy (main activities) of St. John's at that time?	

“Settling In”: A Comparison

Directions: Complete the chart to compare the “settling in” of resident fishers in the 17th to 19th centuries with the “settling in” of Newfoundlanders and Labradorians in another community after the 1992 cod moratorium.

Fishery 17 th - 19 th Centuries	Cod Moratorium
Reasons to settle here	Reasons to settle elsewhere
1.	1.
2.	2.
3.	3.
What similarities do you notice?	
What are the differences?	

Population by District

Date: _____

Directions: Use the information in the table and a map of Newfoundland and Labrador with place names to examine the change in population from 1836 to 1901. What inferences can you make about the distribution of population and location in relationship to who settled where?

Population by District								
Districts	1836	1857	1874	1884	1891	1901	1911	1921
Twillingate	---	9 717	15 135	14 058	16 780	19 453	22 705	26 320
Fogo	4 886	---	---	6 264	6 700	7 570	8 257	9 134
Bonavista	5 183	8 850	13 008	16 486	17 849	20 557	22 894	24 754
Trinity	6 803	10 736	15 677	19 005	18 872	20 695	21 788	24 754
Bay-de-Verde	---	6 221	7 434	8 403	9 708	9 827	10 213	23 422
Carbonear	---	5 233	5 788	6 206	5 765	5 024	5 114	4 830
Harbour Grace	23 215	10 067	13 055	14 727	13 881	12 671	11 925	11 453
Port-de-Grave	---	6 489	7 919	8 698	7 986	7 445	6 986	6 545
Harbour Main	---	5 386	7 174	8 935	9 189	9 500	9 471	9 262
St. John's West	18 926	13 124	12 763	15 962	15 251	18 483	20 550	23 739
St. John's East	---	17 352	17 811	22 183	20 776	21 512	25 135	28 419
Ferryland	5 111	5 228	6 419	6 472	5 853	5 697	5 793	6 015
Placentia and St. Mary's	4 701	8 334	9 857	11 789	12 801	15 194	16 099	16 472
Burin	3 140	5 529	7 678	8 502	9 059	10 402	11 616	12 579
Fortune	3 129	3 493	5 788	6 917	7 671	8 762	9 989	11 272
Burgeo and La Poile	---	3 545	5 098	6 544	6 471	7 011	7 793	8 645
St. George	---	3 334	8 654	5 473	6 632	9 100	11 861	13 556
St. Barbe	---	---	---	6 500	6 690	8 134	10 481	12 126
Total	75 094	122 638	158 958	193 124	197 934	217 037	238 670	259 259
Labrador	---	1 650	2 416	4 211	4 106	3 947	3 949	3 774
Grand Total	75 094	124 288	161 374	197 335	202 040	220 984	242 619	263 033

Name: _____

Comparison of the Shore Fishery, Labrador Fishery, Seal Fishery and Bank Fishery

Date: _____

Directions: Use information presented in Topic 3.3 to complete the chart comparing the shore fishery, banks fishery, Labrador fishery, and seal fishery.

	Where Prosecuted	Time of Year	How it was Prosecuted	Dangers	Reasons for Decline
Shore Fishery					
Labrador Fishery					
Seal Fishery					
Bank Fishery					

Photographs of Sod-covered Dwelling and Labrador Livyer's Dwelling

Directions: Work with a partner to examine the visuals of a sod-covered dwelling and Labrador livyer's dwelling (page 204 SR). Complete the chart and present your findings in a larger group.

What is the focal point of each photograph?
Describe what else you see in each photograph.
Compare the dwellings in each photograph.
What is the evidence that these photographs were taken years ago?
Describe the terrain in the photographs.
Is there anything in either photograph to indicate that it was taken in Labrador?
Are the dwellings portrayed in the photographs historically significant? If so, why?
What was the man thinking as he posed for the photograph?

Impacts

Directions: Research the main fisheries in Newfoundland and Labrador during the resident fishery. Complete the chart to explain how technology influenced the fishery and the people involved in it.

Fishery	Settlement	Fishermen	Families
Shore			
Labrador			
Seal			
Bank			
What was the most significant impact on the resident fishery?			
How did the truck system influence the fishery?			

Newfoundland Truck System

Directions: Complete the chart to identify the pros and cons of the Newfoundland Truck System.

Advantages for Fishermen	Advantages for Merchant
1.	1.
2.	2.
Problems for Fishermen	Problems for Merchants
1.	1.
2.	2.
3.	3.

Write a paragraph giving your opinion on the Truck System as a beneficial or harmful system in the nineteenth century. Support your position with three arguments.

Name:

Date:

Fishery Comparison Chart

Directions: In small groups, conduct research to complete the chart comparing the fishery of the 1800s to the fishery today.

	Time Period 2000s	Time Period 1800s
Types of fish/seafood caught		
How fish/seafood is processed		
Contribution to the Economy		
Challenges faced by fishery		

Moravian Influence on Labrador Inuit

Directions: Conduct research and use the Student Resource to complete the chart.

Who were the Moravians?
Why did they come to Labrador?
What were two negative impacts of Moravian presence on Labrador Inuit?
What were two positive impacts of Moravian presence on Labrador Inuit?
How widespread was the Moravian influence in Labrador?
How is the Moravian influence on Labrador today?

Beothuk-Settler Case Study

Directions: Work with a partner and record your answers to the case study questions on page 239 of the Student Resource.

1. a/b Analysis of each source:

	Primary or Secondary	Who Created the Source?
Account #1		
Account #2		
Account #3		
Account #4		
Account #5		
Account #6		

2. Analysis of each excerpt:

	Hostile or Peaceful	How Each Party May Have Viewed Situation	Helped or Hurt English-Beothuk Relations
Account #1			
Account #2			
Account #3			
Account #4			
Account #5			
Account #6			

Comparison of Representative Government and Current Provincial Government

Directions: In small groups, review the text on pages 247-249 of the Student Resource and conduct research to compare representative government to the current provincial government.

	Representative Government	Current Provincial Government
Head of Government		
Number of Chambers or “Houses”		
Who could vote in elections		
How voting was conducted		
Number of representatives in House of Assembly		
Parts of province not represented		
Main role of House of Assembly		
Civil servants (government employees mandated to carry out government policy)		
Main expenditures		
Government Departments		

What are the two most significant improvement in the governing of Newfoundland and Labrador today, compared to Representative Goverement from 1832-1855? Support your selections.

...in your modern world to the movement to gain representative

	Factors:		
	Other:		
	Structure:		
	Results:		

What conclusions can you draw about the causes and consequences of the two movements?

Government Structure

Directions: Compare the structure of responsible government to the structure of government we have in Newfoundland and Labrador today.

Responsible Government		Provincial Government Today	
Entity	Role	Entity	Role
Monarch			
Governor			
Legislative Council			
Executive Council			
Judiciary			
House of Assembly			
Civil Service			
Electorate			

What is the main difference in the two structures? Is this a positive or negative development in governance?

Confederation Conferences (1860s)

Directions: Work with a partner to conduct research and complete the chart about the three Confederation Conferences held in the 1860s.

	BNA colonies which sent representatives	Newfoundland's role at each conference, or if they attended	Result of each conference
Charlottetown, September 1864			
Quebec City, October 1864			
London, England December 1866			

Why didn't Newfoundland join Confederation at this time?

Robert Bond and Edward Morris

Directions: Conduct research to find information related to each of the sections identified below. When you have completed your table, share your information with the class as your teacher directs.

	Sir Robert Bond	Edward Morris
Years as Prime Minister		
Political Affiliation		
Two Interesting Personal Facts	1. 2.	1. 2.
Three Contributions to the “Golden Age” of Newfoundland	1. 2. 3.	1. 2. 3.
Two recognitions received	1. 2.	1. 2.

Name: _____

Date: _____

Assessing Significance Chart

Directions: In small groups, examine the information presented in the case study on important events in Newfoundland and Labrador’s history. Use the chart to help determine the significance of each event and decide on the event that was most significant.

Event	How Deep Were The Consequences?	How Many People Were Affected?	How Long Were The Consequences Felt?
Great Fire			
Bank Crash			
Entente Cordiale			
Sealing Disasters			
Spanish Flu			
Burin Tsunami			

Diversification

Directions: Examine the diversification chart and answer the related questions.

Employment by Sector (% of total workforce)		
Sector	1884	2011
Agriculture	2.0	0.9
Fishing	8.2	1.7
Forestry	2.0	0.4
Mining	0.5	1.6
Oil Extraction and Support Services	n/a	3.1
Manufacturing	n/a	4.7
Construction	n/a	8.4
Utilities	n/a	1.0
Services Producing Sector	n/a	78.2
Other	13.5	n/a
Total	26.2	100
Account for the similarities in this chart.		
What are the differences? How do you account for them?		
Why would a government want to diversify?		
Research the fishing industry for these two time periods. What revenue did the industry bring into the country / province? What percent of the total revenue does this reflect? How do you account for the figures?		

Source: Government records (1884) ; Statistics Canada (2011)

Forest Industry Terms

Buck-saw:	a hand saw generally used to cut logs to length. It usually has a metal frame.
Chopper:	person who fells the trees.
Jobber:	independent logger who works under contract with a lumber company.
Loader:	a person who piles logs on a sled.
Logans:	leather boots with rubber feet, reaching below the knees, and used for woods or winter wear.
Log Drive:	a means of log transport which uses a river's current to move floating tree trunks downstream.
Lumberjack:	person who fells trees, cuts them into logs, and transports them to a sawmill.
Sawyer:	a person who saws timber.
Scaler:	person who measures cut or fallen trees, to determine the scale or quality of what will be used for manufacturing purposes.
Shanty:	a small, crudely built shack.
Swamper:	a person who trims felled trees, and clears a road in a forest for the forestry industry.
Teamster:	a person who drives a truck for hauling loads.

Grand Falls and Corner Brook Pulp and Paper Mills

Directions: Conduct research to complete the chart related to the two major pulp and paper mills in Newfoundland and Labrador. Share your information with another group.

	Grand Falls	Corner Brook
Date Mill Opened		
Reason why a mill was located here		
Number of people employed at peak operation		
Current status		
<p>What current event(s) or trends contribute to the downsizing or closing of pulp and paper mills? List and briefly explain at least two.</p>		

Wood Products

Directions: Use this chart to compare the material used to produce each of the products in the 1800s to the material used to produce these same products today

Product	Materials used in the 1800s	Materials used in the 2000s
Chair		
Snowshoes		
Fireplace Mantle		
Boat		
Wharf		
Fish Flakes		
Picture Frame		
Axe Handle		
Fence		
What are the differences in materials used in the two eras?		
Are any of the products made from the same material in both eras? Which ones?		
How did producing products in the 1800s impact the Newfoundland and Labrador landscape?		
What was the general purpose of producing these products in the 1800s?		
What is the general purpose of producing these products today?		

Education Then and Now

Directions: Complete the chart to determine the similarities and differences in the methods of attaining food shelter and of travel for each of the identified groups.

Education Early Twentieth Century	Education Today
Denominational education system	
Curriculum consisted of reading, writing, arithmetic, and some history and geography	
Common curriculum for all students from grade 6 to grade 11	
Common examinations after grade 11	
There were 738 schools in the colony	
Most schools were one-room schools with a single teacher	
School was not compulsory	
Parents paid school fees	

Community Backgrounder

Directions: Use this backgrounder to identify the important components of your new community in the early part of the twentieth century.

Where is the new community in Newfoundland and Labrador? Why did you pick this site?
Why is this new community being established?
Of what recent advances in communication will your community take advantage?
Of what recent advances in transportation will your community take advantage?
Of what recent advances in education will your community take advantage?
Of what recent advances in health care will your community take advantage?
What types of skills will the people in this community need to make it a successful community?
What infrastructure will your community need to take advantage of the advances in the various areas mentioned above?
What lifestyle do you envision for the people of your community? Is this lifestyle different from the lifestyle members of your community are presently used to?

Name: _____

Community Site Plan

Date: _____

Directions: Prepare a site plan for your new community. The site plan must include a legend where each type of structure is identified.
E.g. road, water, railway, school, houses, etc. If possible provide a scale, E.g. 1 centimetre = 1 kilometre.

Labour Movement Beginnings

Directions: Working with a partner, complete the chart to help you understand the evolution of early labour relations in Newfoundland and Labrador. Share your responses with another group.

Why the labour movement developed differently in Newfoundland and Labrador than in other parts of North America	
Who formed the earliest formal workers' organizations in Newfoundland and Labrador?	
Which groups formed the Mechanics' Society in 1827?	
Why was the Mechanics' Society formed? What did this organization establish? What could it not do?	

<p>What benefits did the early unions in Newfoundland and Labrador want?</p>	
<p>Name four unions present in Newfoundland and Labrador by 1925.</p>	
<p>What was one thing the unions could do that craft societies couldn't?</p>	
<p>If you were a worker in the early 1900s, would you have joined a labour union? Explain.</p>	

Name: _____

Date: _____

Fighting For a Cause

Directions: The table provides information related to the Women's Suffrage Movement in Newfoundland and Labrador. Use the table to compare the Women's Suffrage Movement in Newfoundland and Labrador to another cause, past or present in Newfoundland and Labrador, Canada or the world. This should be a serious cause based on people's rights

Women's Suffrage				
Event	Purpose	Result	Event	Result
1890s Women's Christian Temperance Union	Island wide petition to allow women to vote in municipal elections	Debated twice in the House of Assembly and defeated twice		
Ladies Reading Room and Current Events Club 1909 - 1914	Revive suffrage movement by converting women of influence to the cause	Women became more politically active and gained confidence as public speakers		
Distaff Feminism 1914 - 1919	Present 2 main arguments for women's suffrage – natural rights (equal rights with men) and maternal rights (women's maternal qualities have a positive effect on public life)	Women participation in the WPA during the First World War changed the perception about women's abilities and the economic value of their work		
Newfoundland Women's Franchise League 1920 - 1925	Get the right to vote in general elections.	Collected thousands of signatures but was still rejected by the Squires government. In March 1925, with the support of a new government led by Walter S. Monroe, the bill passed unanimously. Women won the right to vote and the right to run for		

The Newfoundland Ranger

Directions: Work with a partner to complete the chart that describes the work of the Newfoundland Rangers.

Years the Newfoundland Ranger Force existed	
Number of men who served as Rangers	
Where the Rangers served	
Requirements for acceptance into the force	
The Rangers performed duties for six government departments. List these departments and give one or two duties the Rangers performed for each department.	

Two other interesting examples of informations about the Rangers

Would you have chosen a career as a Newfoundland Ranger? Explain in a paragraph or two.

Pro and Anti-Confederation Arguments

Directions: With a partner, complete the table showing pro and anti Confederation arguments. Answer the question at the end of the table. Share your information with another group.

Pro-Confederation Arguments	Anti-Confederation Arguments
Which side presented the most compelling arguments? Explain.	

Modernization of the Fishery

Directions: Complete the table to gain an understanding of the modernization of the fishery between 1950 and 1972.

How much money did the Smallwood government invest in the fishery?	
In which sector of the fishery was this money invested?	
What did the government encourage fish companies and individual fishers to do?	1) 2) 3)
Why was the fresh-frozen sector better economically for Canada?	1) 2) 3)
Speculate why the fresh-frozen sector was slow to catch on in Newfoundland and Labrador	
What were the two most significant lifestyle changes that resulted from the establishment of the fresh-frozen fish industry?	
Explain what Fig. 6.25 and Fig. 6.26 tell us about the fishery.	

Resettlement Programs Criteria

Directions: Identify the criteria of each of the resettlement programs in the chart. Compare the programs by noting their similarities and differences.

Centralization 1950s	Fisheries Household Resettlement 1965	Newfoundland Resettlement Program 1970
How these programs were similiar? How were they different?		

Resettlement Over Time

Directions: Read the history of settlement in Newfoundland and Labrador. Compare this to the resettlement of the 1950s to 1970s. Use all the information to speculate about future resettlement in Newfoundland and Labrador.

Norse	Came to Newfoundland and Labrador via Greenland. Were searching for a better source of supplies and food. Some left their homeland voluntarily; others were forced to leave.
Beothuk	In summer they usually moved to the coast and lived there as they fished, etc. When the English arrived, they settled in coastal areas. Beothuk were no longer able to access their usual fishing and hunting grounds. Beothuk stayed inland and eventually became extinct.
English, French, Irish, Scottish	All groups arrived in Newfoundland looking for a new food source – cod; looking for a new life because of lack of work in their own countries; looking for adventure. They were willing to resettle in a harsh climate to make a better life.
Recent Immigrants	Most come looking for a better life for themselves and their families. Many have lived in countries torn apart by war where it is no longer safe to live. They are willing to resettle for a better life.
Newfoundlanders and Labradorians moving to other parts of Canada	Many have moved for work reasons – there was not enough work here in the province. Others have moved because families are now elsewhere and they have moved to be with them.

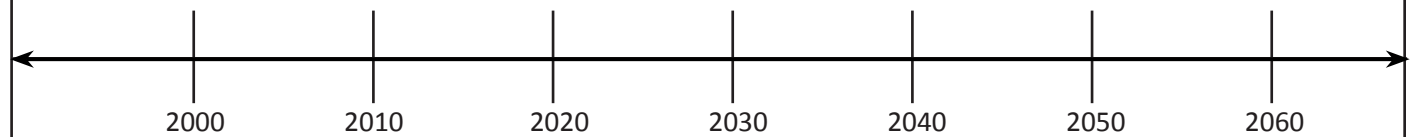
Constructing a Timeline

To construct a timeline here are some points to note:

1. Give your timeline a title.
2. Ensure that your timeline has equal intervals - 1850, 1855, 1860, 1865, or 2000, 2001, 2002, 2003 etc. if you are using dates for example, or \$1000, \$2000, \$3000 if you are using dollars.
3. Colour coding the timeline might be helpful.
4. You may also use symbols if that will make the data clear. You must ensure, however, that the symbols are explained in a legend.

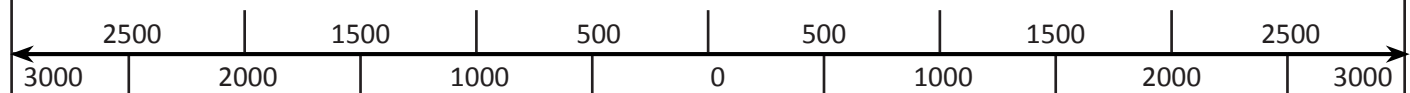
Sample 1

Title



Sample 2

Title



Journal Writing

A journal is a series of writings made by a person in response to his/her learning experiences, life experiences, and local, national and international events. A journal may include descriptions of daily events, but it also includes reflections on what took place and expresses emotions and understandings about them.

Journal writing is a learning tool which will give you further opportunities to learn. Use your journal to write about topics of personal interest, to note your observations, to imagine, to wonder, and to connect new information with things you already know.

Using journals fosters learning in many ways. By using a journal you are actively engaged in your own learning and have the opportunity to clarify and reflect upon your thinking. When you write in your journal, you can record such things as ideas and feelings, special words and expressions you have heard, interesting things that have happened to you or information about interesting people. Every journal entry is individualized.

Your teacher will give you prompts or topics about which he/she would like to have you write in your journal. The teacher will read your journal entries and make comments. He/she will offer suggestions, constructive remarks, questions, and encouragement. Sometimes you may be asked to respond to the teacher's comments.

Journals offer you the opportunity to reflect on your world and expand your awareness of what is happening in your life. For many students, journals become a rich source of ideas for writing.

Types of Journal Entries

Dialectical	Metacognitive
<u>Cuing Questions:</u> Why is this quotation (event, action) important or interesting? What is significant about what happened here? <u>Key Lead-Ins:</u> This is similar to ... This event is important because it ... Without this individual, the ... This was a turning point because it ... When I read this (heard this), I was reminded when ... This helps me to understand why ...	<u>Cuing Questions:</u> How did you learn this? What did you experience as you were learning this? <u>Key Lead-Ins:</u> I was surprised ... I don't understand ... I wonder why ... I found it funny that ... I think I have a handle on this because ... This helps me to understand why ...
Reflective	Speculative
<u>Cuing Question:</u> What do you think of this? What were your feelings when you read (heard, experienced) that...? <u>Key lead-Ins</u> I find that... I think that... I like (don't) like... The most confusing part is when... My favourite part is when... I would change... I agree/disagree with that.because...	<u>Cuing Question:</u> What might happen because of this? <u>Key lead-Ins</u> I predict that ... It is likely that ... As a result, ...

Creating a Photo Essay

A photo essay is a collection of photographs, often accompanied by a short commentary that tells a story.

To create a photo essay, a photographer must decide what to photograph and how to photograph it; then organize these photographs in a series that tell a story.

1. Identify the topic of your photo essay. Be creative with your topic. Photo essays are more dynamic when you, the photographer, care about your topic.
2. Ensure your theme has a point or tells a story.
3. Conduct your research.
4. Get to know your camera. Make sure your camera has good batteries and plenty of space for digital photographs. Become familiar with the features of your camera.
5. Write down your ideas for photographs. Plan your photographs.
6. Take your photographs. Take more than you need, to ensure a variety of photographs to choose from.
7. Choose your photographs. Ensure your photographs flow together and are easily connected.
8. Add captions or other commentary to explain your photographs and/or the story they are telling
9. Have fun!!!

Name: _____

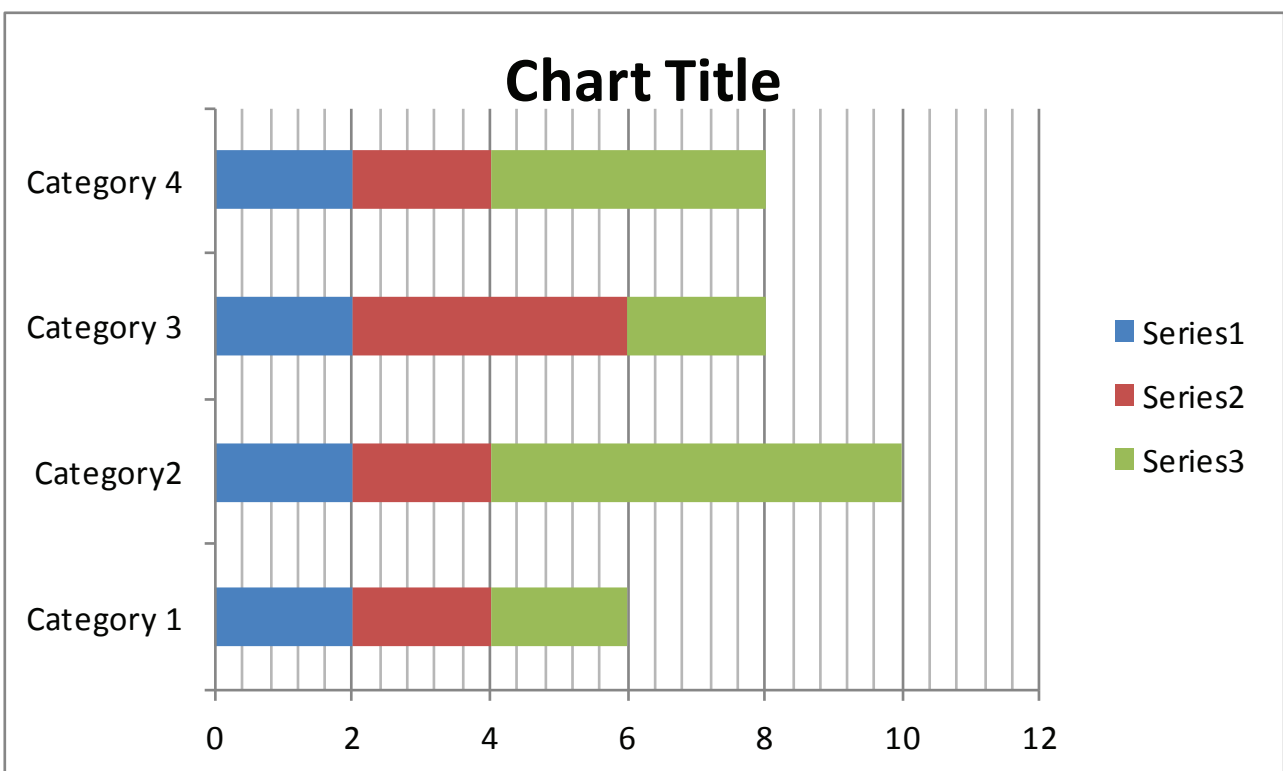
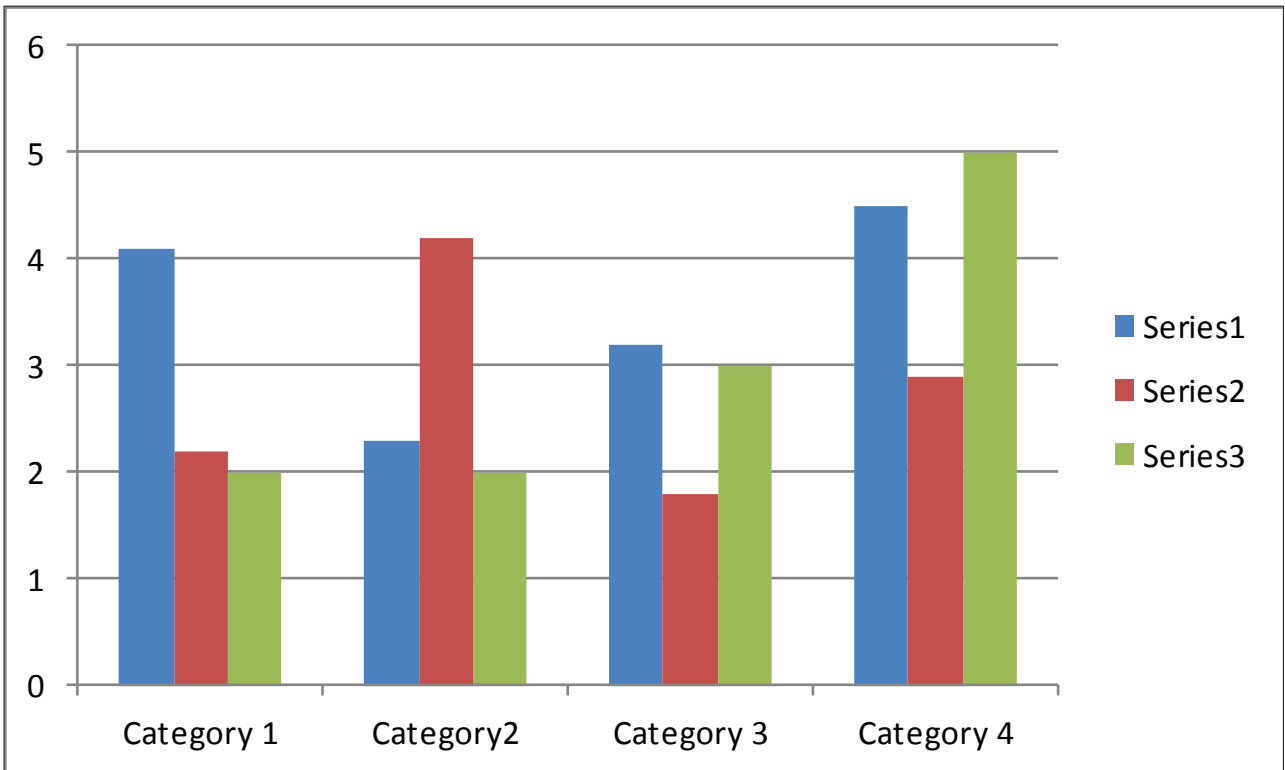
List of Objects

Date: _____

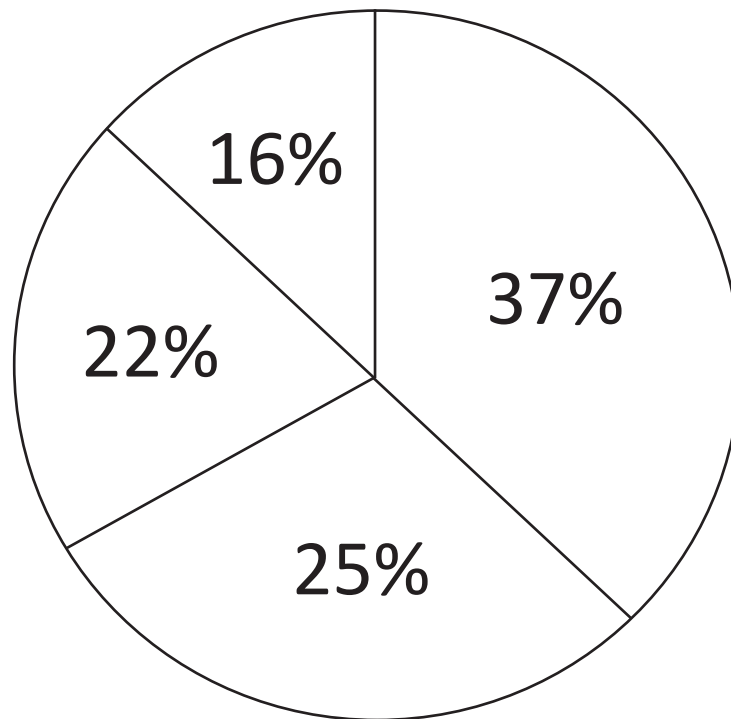
Directions: In column 1 create an individual list of objects you will take with you to your new home. In column 2 identify the list of objects you and your partner have created.

Individual list	Shared List (with partner)

Bar Graph



Circle Graph (Pie Graph)



Pie Chart

Conducting An Interview

Oral research involves interviewing people to learn about their lifestyle, culture, or history. This method of research is useful to show how a culture or community changes over time. Personal experiences also provide qualitative data that adds dimension to the statistics and charts that make up the quantitative data of an event.

Research your topic

Select a topic to study. Conduct research before the interview to learn about your topic. Libraries, museums, archives and the Internet are all good places to find information. This will help you develop good questions. After completing background research, follow the suggestions below:

1. Prepare interview questions based on the research you have conducted. Be sure to prepare questions that will require more than a “yes” or “no” answer.
2. Determine who to interview and make contact with that person to set up an interview time and place.
3. Prepare your tools for the interview. This would include paper, pen, recording device, and microphone.

Conduct the Interview

1. Begin the interview by introducing yourself and explain why you are researching this topic.
2. Ask the interviewee for permission to tape the interview. This will enable you to add detail to notes taken during the interview.
3. Ask the interviewee to sign a release form so that you can share the information collected with others.
4. Provide enough time for the person to answer each question. Sometimes pauses and silences are just an opportunity for the interviewee to remember something important about the topic. Don’t rush.
5. Take notes - words and phrases that will remind you of the ideas discussed. Some answers may prompt other questions that you may wish to ask. Your notes may also suggest an area of further research.
6. If you use an artifact during the interview, you must identify what the interviewee is looking at so that it is recorded. If the interviewee is describing something using gestures, you will need to put the gestures into words. Similarly, if you are discussing a photograph, have the interviewee describe what is depicted in the photograph through questions. (e.g., Who is the person standing by the fence?)
7. End your interview by thanking your interviewee.

Complete your research

1. After the interview, listen to the recording and review your notes to determine how the interview helped to answer the research question(s).
2. Determine if you need to do further research.
3. Finally, decide how to present your findings.

Writing a Letter to the Editor

Limit your writing to 2 or 3 paragraphs.

- First paragraph: If you are responding to an article or letter, say so right away. Name the article in the first sentence. Then state your view on the topic of the article. Make your first sentences compelling. Your goal is to grab the reader's attention.
- Second paragraph: Include a few sentences to support your view. Give your side of the story. Let readers know how the issue will affect them and others. Appeal to readers' emotions. Draw your ideas from your own experience.
- Third paragraph: Present your summary. Do you want the readers to take any action on the issue? For example, contact their MHA or MP?

If you don't want your name to be published, state so clearly. For example: "Please note: I do not want my name to be published with this letter."

If you are a minor, inform the editor of this, as well.

Proofread your letter. Editors will often ignore letters that contain bad grammar.

Submit your letter by email if the publication allows it.

Remember that short, concise letters have a greater probability of being published. Shorter is always better. Try to limit your letter to a maximum of 250 words.

Writing a Newspaper Editorial

An editorial is a newspaper article that expresses one's opinion. An editorial can be about any topic, but is usually an issue that affects our society. You need to conduct research on your topic.

Choose a Topic

This is the most important part in writing a newspaper editorial. Choose a topic that is a current issue in our society. If your topic is one that already has people's interest, your editorial is more likely to engage readers.

Choose your Opinion

Decide if you are for or against the issue you have chosen for your editorial. The purpose of your editorial is to give your strong opinion.

Create an Outline

The outline helps you get your thoughts and opinions in order.

Writing your Editorial

- Create a headline that grabs the reader's attention
- Present at least three arguments
- Support your arguments with facts and evidence from your research of the topic
- Use statistics to help prove your argument
- Keep your strongest argument for last

Concluding your Editorial

Your conclusion should summarize all the information you wrote about in the editorial. The conclusion could also suggest a possible solution or solutions you think would help with the issue.

Name: _____

Pros and Cons Chart

Date: _____

Topic: _____

Debate Statement: _____

PROS	CONS

Constructing a Poster

An effective poster:

- is focused on a single message
- lets images tell the story, but uses some text

Tips for constructing your poster:

- Choose your poster size
- Give your poster a title
- Pick a background colour; use background colours and other colours effectively
- Add your images/drawings
- Add your text
- Ensure you have selected a title, images, and text that will attract your audience's attention

Writing a Diary Entry

A diary entry is similar to a personal letter.

1. Choose a day when something interesting happens.
2. Ensure every entry has a date.
3. Write in a chronological order.
4. Write as if the events you are describing have just (or recently) happened.
5. Write in the first person. Use pronouns such as “I” and “we”.
6. Give detailed information about people, places, objects and events.
7. Talk about familiar events that involved you or someone you know.
8. Write about your personal feelings, emotions and thoughts. It is a personal diary.
9. Your writing tone should be informal.

Writing an Argumentative Essay

An essay is a written composition on a certain topic. The primary objective of an argumentative essay is for the writer to show that he/she has a valid argument, to articulate why he/she chose that particular stance on an issue. This allows the reader either to adopt the writer's position or to "agree to disagree".

The essay should be constructed in the following way:

Introduction: This paragraph indicates clearly the position taken by the writer, or the thesis statement. In this paragraph the writer should inform the reader of his/her point of view, entice the reader to continue with the rest of the paper, and focus on three main points to develop.

Body: This section should contain three paragraphs to support the thesis statement. The writer should take the ideas and supporting evidence he/she brainstormed and organize them. This could be done with a chart or graphic organizer, or by making an outline of the order in which the evidence will be presented. The topic sentence of the paragraph is the simplest way for the writer to present each argument. Each argument will be supported with evidence in the same paragraph and each point should lead to the next. All of the points should relate to the topic sentence. Each paragraph in the body should lead logically to the next. This can be done by using transitional words such as "however, furthermore, therefore, as well, consequently".

Conclusion: An effective concluding paragraph could include the following: restating the thesis in different words, using a quotation, summarizing the main ideas presented in the body of the essay. New material should not be introduced here.

Tips for writing your first draft:

- Select a topic which interests you
- Conduct your research
- Write your introductory paragraph where you introduce the topic and your point of view
- Avoid using first person
- Establish flow from paragraph to paragraph
- Use active voice
- Quote sources
- Stay focused on your point of view
- Focus on logical arguments
- Summarize and conclude your argument
- Edit and re-write as necessary

Format of argumentative essay:

Introduction: Thesis Statement:

Body Paragraph One: First Argument

Body Paragraph Two: Second Argument

Body Paragraph Three: Third Argument

Conclusion

Creating a Collage

A collage is a work of art, primarily in the visual arts, made from a collection of different forms, creating a new whole. A collage is a picture which is made by combining words and images in an unusual arrangement to convey emotion and meaning. You have total artistic control over your collage content and layout.

The criteria for making a collage are very specific to the collage being created. On one hand, the materials used to create the collage could inform the content of the work. On the other hand, it doesn't matter what the collage material is because the content or meaning of the work is reflected in the arrangement or shape of the material. Collages may or may not cover the whole surface area of the support.

Supplies needed for making a collage:

- Ideas
- Support (mat board, cardboard, sturdy paper, book cover, shoe box, wood, etc.)
- Scissors (or another cutting device depending on the material being collaged)
- Glue (ranges from glue stick to hot glue gun, screwdriver to electric drill)
- Selected collage materials: paper or plastic (including text and images from magazines, packaging products, discarded books, photographs, newspapers, etc.); fabric; natural objects (sand, feathers, leaves, seeds, flowers, twigs, etc.); synthetic objects (toys, nuts and bolts, etc.)

Collage directions:

1. Collect objects, images, etc. that reflect the theme or content of the project.
2. Arrange your materials first before securing in place.
3. After deciding on the placement of materials, secure materials into place

Writing a Newspaper Article

1. Headline

- The headline catches the reader's attention. It is a short statement that summarizes the event

2. Byline

- The byline tells who wrote the article. It gives your name, name of the newspaper, and date. (The byline can also go at the end of the article.)

3. Lead

- The lead paragraph gives the most important information. It should answer who, what, when, where, why, and how. The answers to these questions should be written into the opening sentence(s) of the article. This paragraph should contain enough information to give the reader an overview of the story.

4. Body

- The body adds details about the information contained in the lead paragraph. Remember you are impartial. If there is more than one side to the story, cover them all.

5. Quotation

- The writer can include direct quotes from witnesses or bystanders. Quotes can add accuracy and bring life to the story. Do not overuse quotes, though.

Oral Presentation

1. Introduce yourself
2. Introduce your topic to the class
3. Effectively explain and support your thesis
4. Ensure your voice is audible - Project your voice to gain full audience engagement
5. Make sure to articulate and pronounce words correctly
6. Use accurate, concise, and appropriate language
7. Use appropriate gestures and facial expressions
8. Make eye contact
9. Be yourself and display confidence in your presentation

Debating an Issue

1. Your teacher or class will select an issue to be debated. You will be divided into two groups, one group taking the affirmative side of the issue and the other group taking the negative side. Each group may be further subdivided into smaller groups.
2. Use the Pros and Cons Chart in BLM G.10 to develop support for your position and to develop rebuttals to the other side's points. This may involve some research.
3. Your teacher will give you time to research and organize your findings before the debate takes place.
4. In the debate, the supporters of the issue or idea will go first. Supporting group(s) will present its five best points in favour of the issue or idea. Record the points on a whiteboard or overhead transparency.
5. Repeat the above process for the opposing side.
6. Your groups will be given ten minutes to polish your rebuttals for the opposing side's points.
7. Begin with the opposing side and record rebuttals.
8. Repeat for the side supporting the issue or idea.
9. To complete the activity, write a personal position on the issue and provide support for your position.

(Another debating process which can be used includes three groups: the affirmative team, the opposing team, and the judges. In this process, debating teams must be of equal number. The remaining students act as judges who adjudicate and evaluate the debate. If you are a student judge, you will be given a rubric to be used in your evaluation. The teacher will also act as a judge.)

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