

A REPORT ON THE DEVELOPMENT OF AN
INSTRUCTIONAL UNIT ENTITLED "PLACENTIA
THE FRENCH REGIME 1662-1713"

CENTRE FOR NEWFOUNDLAND STUDIES

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A Report on the Development of an Instructional
Unit Entitled Placentia - The French Regime, 1662-1713

by



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A Project Report Submitted in Partial Fulfillment of the
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ABSTRACT

The purpose of this report is to describe the steps followed in the development of an instructional unit on the history of the French settlement at Placentia from 1662-1713, to supplement the Grade Five history program. An instructional design model was followed and a slide-tape format was chosen as the medium of presentation for the material. The project was evaluated by specialists at the various levels of development and revisions were made. The instructional unit was subjected to an evaluation involving a pretest and a posttest. The results of the tests were analysed using several forms of data analysis. A resource materials form was also used to evaluate the content and the technical qualities, as well as the suitability of the instructional unit. Teachers involved in the evaluation recommended the slide-tape presentation, Placentia - The French Regime, 1662-1713, for use in the Grade Five history program.

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Chapter 1

INTRODUCTION

Design for Social Studies, K-VI in Newfoundland and Labrador (n.d.), a sequential learning design for Primary/Elementary social studies classes, lists the area of emphasis for Social Studies at the Grade Five level as the province of Newfoundland and Labrador. Specific areas to study include: the story of the sea; the story of the land; how natural resources have been utilized for the basic needs of the people and how they will contribute to the province's future development; and human adventure stories that relate the history of Newfoundland and Labrador as they focus on the aspects of the province's regional, economic, cultural and political growth.

Teachers generally agree that the areas of emphasis listed are very important to a young Newfoundlander and on two other points pertaining to these topics or areas of emphasis. Firstly, teachers agree on the importance of instructional materials in implementing the study of the suggested topics. Secondly, they agree that there exists a critical shortage of relevant supplementary resource materials. Findings of the Social Studies Task Force III, a task force established by the Provincial Department of

Education to examine the social studies programs at the various levels from K to XII and to make recommendations, give support to the opinions of the teachers.

The answer to the need for materials to supplement the Grade Five social studies program depends largely on locally produced materials. Worthwhile materials produced to date include several dealing with various aspects of the fishery, ship building, the railway and early explorers. These productions were appreciated by teachers and students, but the need is still great.

The instructional unit, Placentia - The French Regime, 1662-1713, which has been developed, deals with a topic included in the social studies curriculum and for which there is a lack of supplementary resource materials. The slide-tape presentation was designed to give an accurate account of the various stages of development of the French settlement at Placentia from 1662-1713. Included are the reasons for the establishment of the settlement, the development stages of the settlement and the series of fortifications, attacks on English settlements by French forces from Placentia and how the settlement became an English possession.

As early as 1504, French fishermen came to fish the waters of Newfoundland. It is not certain at what time they decided to use Placentia as a base for the fishery,

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but it was not until 1660 that the first attempt to establish a settlement at Placentia was undertaken.

In that year Louis XIV of France appointed a governor of Newfoundland and ordered him to take possession of the Placentia area, to colonize and to fortify it. The first attempt at settlement failed, but another attempt in 1662 was successful.

The history of the French at Placentia can be divided into four periods. The first period, from 1662 to 1670, is that of the difficult beginning of the colony. The second period includes the years from 1670 to 1690. During this period considerable progress was made under the governorship of two capable men, LaPoiippe and Paret. The third period, usually referred to by historians as the Golden Age of Placentia, includes the years between 1690 and 1703. During this period the settlement developed and fortifications were increased significantly because of the war in Europe between England and France. The final period of French occupation from 1703 to 1713 covers the last years of the colony and the subsequent possession by the English in the terms of the Treaty of Utrecht.

According to Proulx (1979) "Placentia, when fortified, was to serve as a military base for French warships entrusted with the protection of the entrance to the gulf, that is Labrador, Newfoundland, Cape Breton and Acadia" (p. 57).

There is little evidence to indicate that this objective was ever reached. The failure may be attributed to a number of factors, the most likely having to do with the colony's dependence on the mother country. This weakness enabled the English to set up a naval blockade which completely paralyzed the colony. Furthermore, it hindered the construction of fortifications due to the fact that the colony depended on France to supply the necessary funds.

Although the English failed to take Placentia by force, they did succeed by the terms of the Treaty of Utrecht. The treaty took away from the French the right to establish any permanent habitation on the island except for installations, cabins or stands needed for drying fish; this was only on condition that it would be during the fishing season. Furthermore, fishing and fish preparation was only allowed on the north shore between Cape Bonavista and Pointe Riche. The French Settlers from Placentia resettled in Louisburg.

As previously stated, the instructional unit, Placentia - The French Regime, 1662-1713 was developed out of a need for instructional materials to supplement the Grade Five Social Studies Program. To the knowledge of the developer this is the only material on the topic suitable for use at the Grade Five level. The majority

of the print materials available on the topic are written on a high level of maturity, much beyond the capabilities of a ten-year old. Also, many of the documents, because of their rare nature, are housed at the various archives or libraries and are available only to the serious researcher.

The instructional unit was produced following intensive research on the topic. The objective of the developer was to produce an instructional unit in a slide-tape format, using an instructional design approach and providing a brief history of the French settlement at Placentia, which students and teachers would find useful as a supplement to the Grade Five history program.

Steps included in the development process were:

1. a survey of existing materials on the French settlement at Placentia
2. an analysis of the intended learner for whom the material was being developed
3. a task analysis, which included:
 - (a) a brief summary of the learner's knowledge of the French settlement at Placentia
 - (b) a break-down of the knowledge to be communicated to the learner
 - (c) development of the learning objectives

- 6
4. a rationale for the choice of media
 5. production procedures and formative evaluation
 6. summative evaluation
 7. the revisions, conclusions and recommendations

Figure 1 represents the development process used.

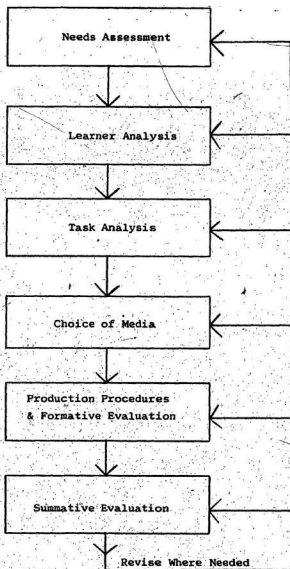


Figure 1. Instructional Design Model

Chapter 2

NEEDS ASSESSMENT

Cavert (1974) defines an instructional need as "any void or deficiency that results from the discrepancy between the level of instruction required to fill the learner needs, and the ability of existing instruction to reduce these needs" (p. 26). Teachers who detect an instructional need as defined by Cavert have a number of options open to them to meet their need.

These options include: (a) to use existing materials in their present condition, (b) to modify existing materials, and (c) to develop new materials.

Prior to ruling out the possibilities of options a or b, it is necessary to conduct a detailed search of existing materials to determine if such materials can fill the instructional need. If existing materials could be used to fill the need, in their present form or modified, it would not be necessary to develop new materials. However, if the search fails to find suitable materials, a rationale or need to develop new material has been established.

Rationale for Developing Material

The steps suggested in the preceding paragraph were followed by the developer in an effort to determine

the need for an instructional unit dealing with the history of the French settlement at Placentia during the years 1662 to 1713. After a review of the existing materials was conducted and a need established, a questionnaire (Appendix A) was developed for teachers in an effort to assess their feelings and concerns regarding the development of the proposed material. A section of the questionnaire included questions to aid in determining the media preferences of teachers and students.

The questionnaire was distributed to a group of teachers attending Memorial University of Newfoundland as well as elementary teachers around the Province. The majority of the teachers surveyed supported the need for the proposed material and indicated that it would be a worthwhile project.

Criteria for the Selection of Resource Materials

To aid in the review of existing materials, a set of criteria was established by the developer. The purpose of the set of criteria was to provide a standard against which materials could be compared. Based on the results of the comparisons, a decision was made to accept or reject the material. The following set of criteria was used:

1. Materials must be readily accessible to both teacher and student.

2. Reading and comprehension levels must be compatible with those of the students using the material.
3. Content of the material must be accurate.
4. Materials must be in a format that will hold the interest and attention of the user.

Review of Existing Resource Materials

While much has been written on the history of the French settlement at Placentia, very little is readily available to the classroom teacher and far less to the student at the Grade Five level. For the most part, the material is contained in rare books or written at a high level of comprehension. Some of the material is written in the French language.

Access to the existing materials also poses a problem for the user. The majority of the materials are available at the Public Library in St. John's, at the Provincial Archives in St. John's or at the National Archives in Ottawa or at the Newfoundland Room, Memorial University of Newfoundland. Given such limitations, the materials are readily accessible to the serious history student or researcher.

The review of existing materials was conducted at the Public Library in St. John's, the Provincial Archives, Public Archives, Ottawa, the Newfoundland Room at Memorial University and Parks Canada.

The following list of materials, which may be beneficial as teacher references, as selected from the existing materials found at the various sources:

The Military History of Placentia: a study of the French Fortifications by Jean-Pierre Proulx (1979). Proulx's report is the most detailed, comprehensive and accurate information available. In his report, Proulx presents the results of a study of the system of fortifications set up by the French at Placentia between the years 1662 and 1713. The four parts of the study correspond to the four periods of Placentia's history. The four include the beginning of the colony from 1662 to 1670, the second period from 1670 to 1690, the third period from 1690 to 1703, and the final years of the colony from 1703 to 1713. Each section is introduced by a short historical account of the period. Also, included in the report is a variety of diagrams, maps and sketches. These are explained in detail and add to the interest of the report. Proulx's report would provide an excellent primary reference source for teachers wishing to research the French settlement at Placentia.

An Aspect of Newfoundland History "A History of Plaisance and Placentia 1501 - 1970" by Michael McCarthy (1973) would provide another excellent primary reference for the social studies teacher. McCarthy's essay differs

from Proulx's report in that it is more concerned with the everyday happenings in the town as compared to the military history. The writing style of the author makes reading an enjoyable task. Also, the information included in the essay has been well researched and documented.

Other teacher references might include the following:

1. A History of Newfoundland by L. Anspach (1827).
2. Lemoyne d'Iberville: Soldier of New France by N. M. Crouse (1924).
3. The Basque by L. E. English (n.d.)
4. Placentia to 1713 by I Gordon (1969).
5. The History of Newfoundland by J. Hatton and M. Harvey (1883).
6. The French in Newfoundland by H. Horwood (n.d.)
7. Plaisance: Problems of settlement at this outpost of New France, 1660 - 1690 by J. Humphreys (1970).
8. Historical survey to precede archaeological excavation by G. C. Ingram (1970).
9. Church Affairs during the French Settlement at Placentia (1662 - 1713) by R. J. Lahey (1972).
10. Placentia's Tercentenary of French Occupation 1662 by R. A. Parsons (1962).
11. An Outline of Newfoundland History by A. B. Perlin (1937).
12. A History of Newfoundland from English, Colonial

and Foreign Records by D. W. Prowse (1971).

13. History of the Government of Newfoundland by J. Reeves (1793).
14. Placentia, Newfoundland by A. J. H. Richardson (1962).
15. Fish, Forts and Finance: The Politics of French Construction at Placentia by F. J. Thorpe (1971).
16. The French Shore Problem in Newfoundland; an Imperial Study by F. Thompson (1961).
17. The Wasp's Nest, Placentia by G. Tomkinson (1939).

The reading and comprehension levels of the materials listed above make them unsuitable for use as student references.

Castle Hill National Historic Park

The historic significance of the Placentia area was officially recognized by the Federal Government of Canada in 1962. In that year, Castle Hill, site of the most extensive defence works carried out by the French, was declared a National Historic Site.

Excavation of the site was undertaken and restoration soon followed. Construction included an interpretation centre to assist visitors. On display are artifacts, models of the old forts, maps, charts and other items associated with the early history of the area. Guided tours of the Park are available during the summer season.

A field trip to Castle Hill National Historic Park

should prove invaluable to students of all ages and especially students who are studying the history of Newfoundland and Labrador. It would provide an excellent activity for teachers in search of materials to supplement the Grade Five history program.

The Park does not provide a loan service or an audio-visual interpretation package outside the Centre. Therefore, the use of the facilities is greatly restricted to students living outside the Placentia area.

Decision to Develop Materials

The criteria developed for the selection of resource materials established that existing materials were unacceptable because of their level of comprehension, content, format and/or inaccessibility. Considering the results of the formal and informal surveys (See Appendix A) carried out with the help of teachers, regarding the need for supplementary resource materials and the review of existing materials, a decision was reached by the author that a need for an instructional unit dealing with the French settlement at Placentia existed and that the development of such a unit would be a worthwhile project.

Chapter 3

LEARNER ANALYSIS

Following the establishment of a need for additional resource materials and the decision to develop it, the next step in the process is to identify the relevant characteristics of the learners for whom the material is being developed. Cavert (1974) refers to these as the target population. He defines the target population as "a narrow portion of the total learner population selected by certain common social characteristics, identified by common imposed characteristics and described by common natural characteristics inherent in learners as individuals" (p. 130).

In order to select a target population, the total population is narrowed by identifying the specific characteristics of the individual learner in relation to the academic, social and cultural environment in which he exists. For the purpose of this project, relevant characteristics were seen as Grade level, age and I.Q., reading level, achievement and attitude.

The target population for which the instructional unit was developed consisted of Grade Five students throughout Newfoundland and Labrador. In determining the characteristics of an average Grade Five student, the results of I.Q. tests, reading tests and Canadian Test of

Basic Skills were studied.

Grade Level

The purpose for the development of the instructional unit was to supplement the Social Studies Program in use at the Grade Five level in Newfoundland and Labrador schools. This is not to suggest that use of the unit is restricted to this grade alone. The subject matter could be of interest to students at all levels as a source of general knowledge or when doing research. The learning objectives could be redesigned to meet the needs of the learner.

Age and I.Q.

The average chronological age span for Grade Five students in Newfoundland is 10.5 to 11.5 years. It is common to find a small percentage of students who are a year older for the grade, but this depends on the promotion policy of the school. The normal or average I.Q. range was considered to be 85 to 115.

Reading Level

The reading level of the average Grade Five student ranges from a low of 4.5 to a high of 9.5. Students in the category of special education or slow learners were not considered to be average Grade Five students.

Achievement

Achievement was typically measured by teacher-made tests, and student promotion based on the results of these tests.

Attitudes

Due to the unavailability of statistical data, it is difficult to determine the attitude of Newfoundland students towards social studies. However, Design for Social Studies, K-VI in Newfoundland and Labrador (n.d.) states that "Social Studies, if taught from the point of view of social problems to be solved, and of our province's heroes and their great deeds, can be high on the ten-year old's list of favourite subjects" (p. 55). This statement seems to be verified by social studies teachers. Several of the teachers contacted suggested that an increased interest in Social Studies is evident when a variety of resource materials are available. Audio-visual materials including films, slides and film-strips are usually the most popular.

As previously stated, the primary audience for which this instructional unit was designed were average Grade Five students having the following characteristics:

- (a) 10.5 to 11.5 years of age; (b) I.Q. ranging from 100 to 130; (c) having a reading level from 4.5 years;
- (d) average achievement and (d) a positive attitude towards social studies.

Chapter 4

TASK ANALYSIS

A task analysis assesses the present level of achievement of the intended learners, breaks down the learning which is to take place and describes the goals which will move the present level of achievement towards the intended learning outcome, that is, the learning objectives. As well as helping the developer to organize the information to be included in the unit, the task analysis helps the developer to eliminate any non-essential information.

Entry Behaviour

Learner entry behaviour is considered to be the learner's known competencies and the relationship between those competencies and the learning situation. Furthermore, it describes at what level instruction should begin. The entry behaviour for the proposed project was seen as the present level of knowledge of Grade 5 learners regarding the history of the French settlement at Placentia from 1662 - 1713 and Newfoundland history in general.

The assessment of the entry behaviour was made through informal discussion with the teachers who had agreed to pilot the instructional unit. These teachers agreed on the following points:

1. Students at the Grade Five level are exposed to the study of Newfoundland history for the first time.
2. Students are introduced to Social Studies at the Grade Four level.
3. Many of the students are familiar with the more apparent facts of Newfoundland history.
4. If the students, who are exposed to the material, already possess some general knowledge of the French settlement at Placentia, then the instruction will serve as an enrichment and will expand their knowledge.

Task Analysis

The purpose of the instructional unit was to communicate to Grade Five Social Studies students the story of the French settlement at Placentia from 1662 until 1713. Figure 2 represents the main task or goal of the project and divides the unit into its principal parts - the four periods of history. These elements are divided further, in Figures 3 to 6, into finer elements of information to be communicated to the learner. Once the topic had been divided and sub-divided into elements, learning objectives were developed.

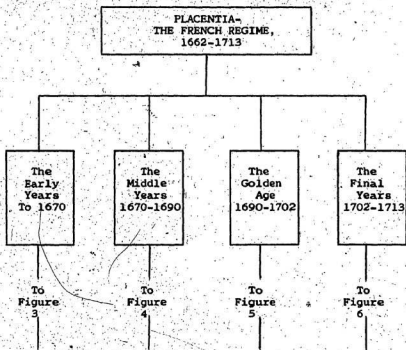


Figure 2. Placentia-The French Regime, 1662-1713

From
Figure 2

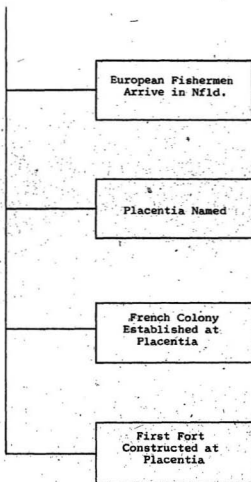


Figure 3. The Early Years to 1670

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Figure 2

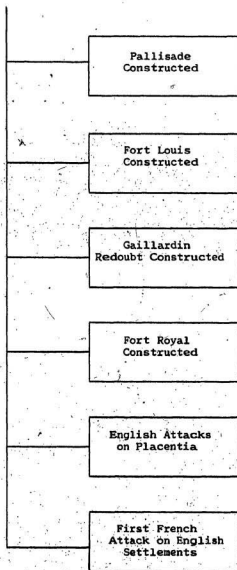


Figure 4. The Middle Years 1670-1690

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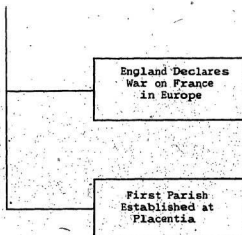


Figure 5. The Golden Age 1690-1702

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Figure 2

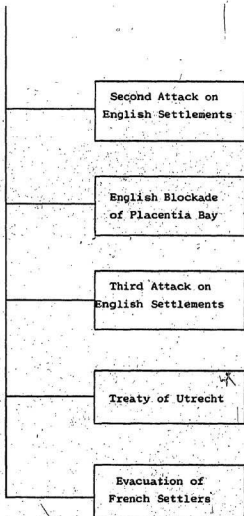


Figure 6. The Final Years 1702-1713

Learning Objectives

Mager (1962) defines a learning objective as "an intent communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behaviour (performance) we want the learner to be able to demonstrate" (p. 3). A well stated learning objective should include: (a) a description of exactly what behaviour is expected from the learner, (b) the conditions under which the learner must perform, and (c) the level of performance which is deemed acceptable.

The level of performance is usually referred to as the criterion of acceptable performance or the program objective. The criterion is a performance standard against which to test the instructional unit. It provides a means for determining whether the material was successful in achieving the instructional intent. For the purpose of this instructional unit, the criterion of acceptable performance would be met if 80% of the learners correctly answered 80% or more of the posttest questions. The posttest questions were derived from the learning objectives.

The learning objectives for the instructional unit, Placentia - The French Regime, were developed in consultation

with learning specialists and an instructional design specialist. These were in agreement that, in their opinion, the learning objectives were realistic and acceptable indicators of performance for the instructional unit. This concurred with the opinion of the developer.

The learning objectives for the instructional unit state that after viewing the slide-tape presentation, students would be able to state correctly or give:

1. the countries in Europe from which early fishermen came to Newfoundland in the days after discovery
2. who named Placentia and why
3. why Placentia was a good location for a settlement
4. the first country to establish a permanent settlement at Placentia
5. the year in which the first settlement was established
6. the year in which a parish was established in the colony
7. why the French soldiers from Placentia attacked the English settlements in Newfoundland
8. the major fortifications constructed by the French at Placentia
9. why attacks by English forces on Placentia failed to capture the town
10. how the English forces planned to weaken the French defences after their attacks failed

11. why the plan proved successful
12. the treaty which brought an end to the war between England and France and gave possession of Newfoundland, including Placentia, to England
13. the concessions or rights which the French were granted
14. the year in which the French colony at Placentia was surrendered to the English
15. where the French colonists from Placentia resettled in New France

As previously stated, the task analysis involved breaking up the proposed unit into its component parts.

It enabled the developer to present the significant components of the history of the French settlement at Placentia in a logical sequence. The task analysis also made the writing of behavioural objectives for the instructional unit easier.

Chapter 5

RATIONALE FOR THE CHOICE OF MEDIA

Following the development of the task analysis and the learning objectives for the instructional unit, learning experiences or the instructional material must be developed and an effective mode of presentation decided upon. The method of presentation that will most effectively cue the desired response in the learner should be used.

Prior to reaching a final decision as to the medium in which to present the developed material, several steps were taken to ensure the proper choice. Relevant research was studied, students and teachers were surveyed for media preferences, production costs were taken into account as well as the availability of the necessary equipment for production of the materials as well as for classroom use.

Research

In a selective review of research studies showing media effectiveness, Molstad (1974) pointed out that twenty years of decision-oriented media research have produced significant evidence to justify the following claims when instructional technology is carefully selected and used:

- (1) significantly greater learning often results when media are integrated into the traditional instruction program;
- (2) equal amounts of learning often accomplished in significantly less time using instructional technology;

(3) multi-media instructional programs, based upon a systems approach, frequently facilitate student learning more effectively than traditional methods; and (4) multi-media and/or audio-tutorial instructional programs are usually preferred by students when compared with traditional instruction.

The use of instructional media and its positive effects on learning were also supported by research carried out by Sparks and Unbehaun (1971). Their study involved a comparison of achievement of students using an audio-tutorial program with students using a conventional biology course. Results of the study indicated that students in the Experimental group (audio-tutorial) did significantly better than students in the Control (lecture-discussion) groups.

Research findings of Wendt and Butts (1960) further support the conclusions of the researchers previously cited. Their study to show the effectiveness of audio-visual materials on students learning involved the use of 54 films and groups of Grade Nine students. The Experimental group saw the films while the Control groups did not. Results showed that it took the Control groups one year to cover the same subject materials that the Experimental group covered in one semester. A criterion test given at the end of the instruction period showed no

significant difference.

As a result of an exploratory study of audio-visual media carried out by Dozier (1974) at Stanford University, he concluded that media is of considerable value in teaching-learning situations in reaching a learner's potential.

Teacher and Student Media Preference

In an effort to assess the preferences of teachers and to decide on the medium in which to present the instructional unit, a formal survey was carried out. The questionnaire used (see Appendix A) was distributed to teachers at the elementary and high school levels as well as to a group of vocational education teachers. The results showed that 80% of the teachers surveyed preferred slide-tape or filmstrips format of presentation. An informal survey of teachers, who agreed to pilot the instructional package, supported the findings of the survey. These teachers also suggested that, in general, students are less easily distracted and are more interested when audio-visual materials are used in the classroom.

An informal survey of students left little doubt that students prefer audio-visual materials in comparison to print format.

Student preference for non-print media from primary to college levels has been shown in many studies (Ellis, 1969

Lyon, 1972; McGuire, 1970; Nielson, 1970; Zikmund, 1971).

Other Considerations

Production costs were a concern for the developer, as they are for most people today. The more reasonable the production cost, the more accessible the material would be to the greater numbers of potential users. With this in mind, cost estimates for the production of video-tape, 16 mm films, filmstrips and slide-tapes were studied. A comparison of the estimates showed that the cost estimates for slide-tape production were significantly lower than the others. Also, the cost of duplicating the slides and the tape would be much lower in comparison to the other types of material.

Another consideration was the availability of the various types of audio-visual equipment to teachers and students. Through informal discussions with media specialists from school districts throughout the province, it was decided that few schools are without the use of a slide projector and cassette player. Rowe (1976) supports this decision.

A final consideration was the accessibility of the various forms of audio-visual materials to students and teachers. Again, the slide-tape format proved to be more accessible. It was the opinion of the developer that a slide-tape presentation would be accessible to students

and teachers for the following purposes: (a) teachers could make use of the slide-tape presentation as supplementary resource materials; (b) students could make use of the slide-tape for research purposes; (c) students could also use the package to acquire general knowledge about the history of Newfoundland.

Due to the extensive use of audio-visual equipment in schools today, teachers and students are familiar with the operation of most types of equipment. The opportunity to use the slide projector and cassette player may, for some, provide an incentive to make use of the slide-tape presentation.

Conclusion

Considering the research findings, teacher and student preferences for audio-visual materials, production costs, and other relevant factors, a decision was made to present the instructional unit in a slide-tape format.

Chapter 6

FORMATIVE EVALUATION

A basic definition of evaluation proposed by Mason (1978) defines it as, "the process of determining the adequacy of a product, objective, process, procedure, program, approach, function, or functionary" (p. 111).

Scriven (1967) suggests that evaluation may be of two types depending on the role it is to play. One role has to do with the process of program development. In this regard evaluation may seek answers to specific questions about a program as it is being developed. This is the formative role of evaluation, and is called formative evaluation. A second role of evaluation is to provide decision makers with information about whether to use the final form of the program. This is called summative evaluation.

Formative evaluation, then, is a continuous process used in the planning and implementation of the learning objectives of the instructional unit being developed in order that the instruction may be most beneficial to the needs of the intended learners. Formative evaluation, at the various stages of development, indicates to the developer where necessary revisions need to be made. Scriven (1967) states, "To do a successful job of formative

evaluation, the evaluator must (1) develop the most useful evidence, (2) report the evidence well, and (3) be objective (p. 119)."

The formative evaluation of the proposed instructional unit was accomplished with the assistance of a content specialist, instructional design specialist, learning specialists, as well as a sampling of the intended learners. Suggestions for revisions in the materials from these sources were considered, and where necessary, revisions were made to the satisfaction of the specialist concerned.

Production Procedures

From the primary stage of development to the completion of the instructional unit, the developmental procedures as outlined in the instructional design model were followed. At each stage of development, the material was evaluated and re-evaluated by the appropriate specialist.

Prior to the production of the slides or the audio-tape, many hours of preliminary planning were necessary to determine the information to include in the unit. At this stage of development, a story board was used to help organize the information. This device was very useful for several reasons (a) it was valuable for generating, collecting and organizing ideas and visuals; (b) it helped eliminate wasted effort when the picture-

taking was reached; and (c) it allowed the user to evaluate the program as a whole before final production of visuals and the script.

Script

Precautions were taken to insure the accuracy of the information to be included in the script. Research on the topic was carried out at the Newfoundland Public Library, the Provincial Archives, the National Archives in Ottawa, the Newfoundland Room at Memorial University of Newfoundland as well as Parks Canada. The accuracy of the materials was verified by comparing several sources.

Involved in the development and evaluation of the script were the instructional development specialist, the content specialist and the learning specialist. The instructional development specialist evaluated the script in terms of the overall package, the content specialist was concerned with the content and the accuracy of the information and the learning specialist evaluated the script in terms of the learning objectives developed for the material. As a result of the recommendations of these evaluators, revisions were made and a final script (see Appendix B) was written.

Audio-tape

The sound track of the slide-tape presentation was produced at the sound studio of the Centre for Audio-Visual

Education, Memorial University of Newfoundland. The sound track was then recorded onto a cassette-tape together with an audio-sound signal.

Slides

The 35 mm slides included in the presentation were acquired from several sources. A number of slides were taken inside the Interpretation Centre at Castle Hill National Historic Park. These include those of the maps, charts, models, artifacts, and portraits. Others were taken on location at Castle Hill and the surrounding area. The remaining slides were copied from history books or duplicated from slides owned by Parks Canada.

Evaluation by Media Specialists

Media specialists consulted during the development of the instructional unit included an instructional design expert and a professional photographer. Consultation was on going from the preliminary stages of development to completion. Assistance was given in choosing the instructional design followed in the development process, in the preparation of the learner and task analysis, the learning objectives as well as the choice of media. Technical advice, such as the best film to use for best results, correct camera settings to use as well as technique suggestions to improve the quality of several slides, was given.

Evaluation by the Content Specialist

The content specialist consulted was a noted Newfoundland historian, teacher and writer. This person had written a number of award-winning articles on aspects of Newfoundland history and specifically on the history of Placentia. His opinion was sought on the presentation of the material, the accuracy of the content and the usefulness of the slide-tape presentation as supplementary resource material for use in Newfoundland schools.

The opinion of the content specialist was that the information included in the presentation was well researched and accurate. He further stated that there is a need for supplementary resource materials in our schools and this is especially true of materials dealing with Newfoundland.

Evaluation by Learning Specialists

The learning specialists consulted during the development of the unit included a number of teachers at the elementary level, and a reading expert. These people were familiar with the slide-tape presentation from the beginning stage of development. Their recommendations and advice proved very helpful to the developer.

The reading specialist was consulted to determine the appropriateness of the script for Grade Five students. In his opinion, the reading level of some of the vocabulary in the script could pose a problem for some students at

that level. However, since the material was presented in a slide-tape format and would require students to do a minimum amount of reading, the vocabulary was not considered a problem. He did not foresee any problems with the level of comprehension of the material. His conclusions were reached after a detailed study of the task analysis, learning objectives, learner analysis, script, test items and the slide-tape presentation.

As previously stated, the teachers were consulted during the stages of development. Their assistance was invaluable during the development of the task analysis, the learner analysis, the learning objectives and the test items included on the pretest and the posttest. They also offered suggestions for changes in the script and slide sequence. The learning specialists were satisfied with the final product.

Evaluation by Learners

A sample of Grade Five students was selected to evaluate the instructional unit. After viewing the slide-tape presentation, the students were encouraged to give their reactions to it. To assist them in their responses, questions from the General Criteria for the Evaluation of Resource Materials (see Appendix C) were posed and discussed. As part of the formal evaluation, the students were given the pretest and posttest. Results of these

tests were analysed in an effort to detect items which were too difficult or ambiguous. Students suggestions and comments were considered prior to preparing a final draft of the material.

As a result of the evaluation by the specialists and the subsequent revisions which followed, it was the opinion of the author that the instructional unit was ready for formal evaluation.

Chapter 7

SUMMATIVE EVALUATION

As previously stated, Scriven (1967) suggests that the role of summative evaluation is to provide decision makers with information about whether to use the final form of the product or program. More explicitly, summative evaluation is the process of measurement or proof required to demonstrate that the stated learning objectives of an instructional unit have been successfully transmitted by the instruction to the intended learner. Furthermore, Mager (1962) states that this proof or "terminal behaviour is defined by identifying and naming the observable act that will be accepted as evidence that the learner has achieved the objective" (p. 43).

Summative evaluation of the instructional unit included classroom testing of students and teacher evaluation.

Student Testing

The student testing involved three groups as shown in Table 1.

Table 1
Participation of Groups

<u>Group</u>	<u>Pretest</u>	<u>Instruction</u>	<u>Posttest</u>
<u>Experimental</u>	x	x	x
<u>Control I</u>	x		x
<u>Control II</u>		x	x

These included the experimental group which was given a pretest, the instruction and the posttest; the control group 1 was given the pretest and the posttest; and the control group 11 received the instruction and the posttest.

The data collected from the three groups were subjected to the following data analysis:

- (1) Overall success in reaching objectives
- (2) Item analysis
- (3) Comparison of groups with and without instruction

Overall success in reaching objectives. This analysis included the experimental group only. It was conducted to show the percentage of students with the various percentages of correct items.

Item analysis. The purpose of this analysis was to determine whether or not each objective had been met and, if so, to what extent the presentation of the material had contributed to that success. The data included the results of the experimental group and the control group 1 on the pretest and the posttest.

Comparison of groups with or without instruction. This analysis was used to show whether or not the slide-tape presentation caused a significant difference in the growth of learning experienced by the group of students who viewed the material, that is, to show the extent of success of

the material as a whole. This analysis included data collected from the three groups.

To obtain the data required for this analysis, a "non equivalent group" design was used. The groups included did not have pre-experimental sampling equivalence; that is, the classes used in the experiment already existed. As Campbell and Stanley (1975) state: "The groups constitute naturally assembled collectives such as classrooms, as similar as availability permits but yet not so similar that one can dispense with the pretest. The assignment of X (treatment) to two of the three groups is assumed to be random and under the experimenter's control" (p. 47). Furthermore, Kerlinger (1973) suggests that if available evidence such as sex, age, and social class of groups used and their performance on the pretests do not indicate any dissimilarities of the groups, then at least there is no evidence against the equivalence assumption which in turn increases the possibilities of attaining internal validity.

Instrumentation

The pretest and the posttest questions to be used in the evaluation were of the objective design and included both the multiple-choice and matching forms. These questions were derived from the learning objectives as outlined for the instructional unit and were matched with the learning objectives as shown in Table 2.

Table 2
Objectives Matched with Items on
the Pretest and the Posttest

Objective	Pretest Item	Posttest Item
1	9	1
2	1	2
3	10	3
4	3	4
5	2	5
6	4	6
7	11	7
8	5	8
9	12	9
10	13	10
11	14	11
12	8	12
13	15	13
14	7	14
15	6	15

The learning objectives and the test items were studied by specialists and were considered by these experts to be appropriately matched. Also, the specialists indicated

that the test items were satisfactory indicators of the knowledge stipulated by the specific learning objectives of the instructional unit.

As part of the formative evaluation, a sample of Grade Five students was asked to comment on the pretest and the posttest items. They were asked to identify those items which were ambiguous or difficult to comprehend, as well as other problems which they encountered.

Selection of Subjects

The three groups of Grade Five students included in the testing were selected from schools within a particular school district. Although selection was done randomly, precautions were taken to ensure the similarities of the group members in age, I.Q., reading ability, ability level, interest and class size (20 - 24 students).

Selection of the groups was carried out early in the school year. At that time, the material to be tested was discussed with the teachers and an agreement was reached as to the time the testing would take place. It was also specified that the unit would not be discussed with the students.

Procedure

A preliminary discussion was held with the teachers involved in piloting the instructional unit as a group and each was given an instruction sheet which was to be

followed precisely (see Appendix D).

Testing was carried out over a two week period. During the first week, the experimental and control 1 groups were given the pretest (see Appendix E). During the next week, the experimental group and the control 11 group viewed the slide-tape presentation and immediately following were given the posttest (see Appendix F). Control 1 group was given the posttest.

Results of the tests were collected and compiled. The next step was to analyse the data and to draw conclusions and make recommendations.

Percentage of Students with Percentage of Items Correct

Table 3 shows the overall success in reaching the objectives. Percentages shown in this table represent the scores received by experimental group on the posttest. An acceptable level of achievement was set at 80% of the group achieving a score of 80% or more.

Table 3

Overall Success in Reaching Objectives

% of Students	% of Items Correct
5	100
15	90 or more
55	85 or more
80	80 or more
95	70 or more
5	less than 70

As shown in the table, approximately 80% of the experimental group achieved a score of 80% or more. Approximately 5% achieved a score of less than 70%. These figures showed a satisfactory level of achievement by the experimental group and demonstrated an acceptable level of performance for the instructional unit.

Item Analysis

As previously stated, the purpose of this analysis was to determine whether or not each objective had been met and if so, to what extent the presentation of the material contributed to the success.

Results show significant differences in the number of students having items correct on the pretest and the posttest. With the exception of Question 8, the percentages of successful students on the posttest reached an acceptable standard. There was a significant increase in learning by the experimental group as demonstrated by the difference in the numbers of successful students on eleven of the fifteen pretest and posttest items. Two were significant at $p < .001$, four were significant at the $p < .01$ and five were significant at the $p < .05$.

Table 4 also includes the S. I. or Success Index. The extent to which the Index indicates success depends upon the criteria established by the developer. For the purpose of this project a Success Index of .80 was

considered success. Using this criteria, four items did not reach the set level of acceptance. Results of the item analysis are shown in table 4 below.

Table 4
Item Analysis

Question	N _(Pretest)	N _(Posttest)	χ^2	P (Posttest)	S.I.
1	9	22	5.5*	.92	.93
2	3	21	13.5***	.88	.90
3	11	20	2.6	.83	.80
4	9	19	3.8*	.79	.80
5	9	22	5.5**	.92	1.0
6	8	15	2.1	.63	.43
7	6	20	7.5**	.83	.78
8	6	11	1.5	.46	.63
9	7	21	7.0**	.88	.65
10	8	22	6.5*	.92	.94
11	11	20	2.6	.83	.85
12	10	23	5.1*	.96	.85
13	7	22	7.8**	.92	.88
14	4	19	11.6***	.79	.80
15	9	23	5.5*	.96	.87

* for $p < .05$
 ** for $p < .01$

*** for $p < .001$

Comparison of the Means

For this analysis, comparison of the means of the pretest, the pretest and the posttest differences of the three groups, as well as the comparison of the posttest means was undertaken.

It was necessary to carry out a comparison of means on the pretest scores because, while every effort was made to select groups as similar as possible, experimental sampling equivalence could not be demonstrated. If the difference between the means of the two groups had been insignificant, it would have been safe to assume that they did not differ on the dimensions that were significant to the study. However, if the means of both groups had been significantly different, the two groups would have differed on the posttest scores independently of any effect of the treatment (Campbell and Stanley, 1975).

The results of the analysis of the comparison of the means of the pretest scores are shown in Table 5.

Table 5
Comparison of Pretest Means
Experimental and Control 1 Group

Group	N	M	SD	"t"
Experimental	24	4.87	.9918	
Control 1	20	5.10	1.6512	-0.55827

Results indicate no significant difference between the two groups. Therefore, we can assume that any difference between the two groups on the posttest could not be attributed to pre-treatment differences.

The next comparison was of the pretest and the posttest mean difference. The results are shown in Table 6.

Table 6				
Comparison of Pretest - Posttest Differences				
Experimental Group and Control Group 1				
Group	N	Md	SD	"t"
Experimental	24	7.63	1.4982	*13.12
Control 1	20	0.85	1.9270	

* $p < .001$

The figures show a significant difference between the two groups in that the experimental group has learned more than the control group 1. A further comparison of the posttest means of the three groups should support the difference shown in Table 6 as being the results of the instruction.

Table 7 shows the results of the comparison of the posttest means of the three groups.

Table 7
Comparison of Posttest Means
Experimental Group and Control Groups

Group	N	M	SD	"t"
Experimental	24	12.50	1.795	18.578
Control 1	23	5.95	1.6681	2.018
Control 11	20	11.65	1.1459	

df = p < .001

df = p > .05

As shown in Table 7, the comparison of the posttest means of the three groups indicate that the experimental group performed significantly better than control group 1 but not control group 11. It may be assumed that the sensitizing effect of the pretest was partly responsible for the difference in the experimental group and the control group 11. Chance may also have been a factor.

The results of the summative evaluation were discussed with the teacher who piloted the project as well as the instructional design specialist. These specialists were in agreement, that judging from the various analyses, students could readily comprehend the information presented in the instructional unit.

As a final evaluation, teachers were given the

opportunity to evaluate the material. A set of criteria (Owens, cited in Saunders, 1975) for evaluation of instructional was used (see Appendix C). The results of the evaluation are shown in Table 8.

Table 8
General Criteria
for the Evaluation of Resource Materials

Item	Question	Yes	No
1	Is the purpose of the material easily perceived?	10	0
2	Is the information presented clearly and accurately?	10	0
3	Is the material well organized and balanced in content?	10	0
4	Is the material appropriate to the instructional level of the student?	10	0
5	Will the material hold the interest of the student?	10	0
6	Does the material promote the learning objectives of the course?	10	0
7	Are the visuals of good quality?	10	0
8	Is the quality of the narration acceptable?	10	0
9	Are the sound, visual images and message effectively synchronized?	10	0
10	Would you recommend this material?	10	0

Conclusion

As stated at the beginning of the chapter, the purpose of the summative evaluation was to determine to what extent the learning objectives, developed for the instructional unit, had been met. The results of the data analyses as shown in the preceeding tables show that the learners had mastered the material at an acceptable level and consequently, the learning objectives.

Since the learning objectives were successfully met, the instructional unit, as a whole, was a successful production. Therefore, the general objective to produce suitable material to supplement the Grade Five history program was also met.

Chapter 8

CONCLUSIONS AND RECOMMENDATIONS

Although the instructional package was developed to fill an existing need for resource materials at the Grade Five level, it should not be taken to mean that the material is not suitable for use at other grade levels. On the contrary, the slide-tape presentation should be of interest to students from the lower elementary levels to high-school grades. It is suggested that the package should be made available to students through the school library. In this way, students could use it for research purposes or to acquire general knowledge.

In general, the technical quality of the slides and the audio-tape is satisfactory. However, with the use of a professional photographer, a professional narrator and more sophisticated recording equipment, the quality of the package could be improved.

Due to the subject matter, consideration was given to include a French translation of the script. After consultation with a number of French language teachers, it was decided that such an addition would be worthwhile. However, since this translation was not included in the evaluation process, it was decided that the French version of the instructional package should be evaluated as a separate unit. It was suggested that the material

would be useful at the junior-high and high-school levels. The addition of a French script would make an interesting topic for a future study.

Results of the formative and summative evaluation carried out on the slide-tape presentation, Placentia - The French Regime, 1662-1713, indicate that the production was a success and that the objective which was to produce supplementary resource material for the Grade Five history program was met.

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Appendix A

Questionnaire Availability of Resource Materials
for the Grade Five History Program, Newfoundland and
Labrador, a Brief History and a Medium Preference Survey

Part 1

How many years have you been teaching Social Studies in the Elementary grades? _____

Do you feel that there is a need for additional resource materials to be used with the present Grade Five History program, Newfoundland and Labrador: a Brief History?

If the answer to Question 2 is YES, do you feel that a developmental project dealing with the French occupation of Placentia would be valuable to your teaching The French, Chapter 16 in the Grade Five History text? _____

Comments: _____

Part 11

An instructional package can be produced in a variety of ways and include media such as slides, filmstrips, audio-tapes and student booklets. The effectiveness of the different forms of media may vary and all may not be equally practical for classroom use.

For each medium listed in the following table, please give TWO ratings, the first concerning how effective you think the particular medium is, and the second concerning how practical you think the medium would be in your school.

MEDIA	EFFECTIVE-INEFFECTIVE			PRACTICAL-IMPRACTICAL		
<u>Audio tapes</u>	1	2	3	1	2	3
<u>Slides</u>	1	2	3	1	2	3
<u>Filmstrips</u>	1	2	3	1	2	3
<u>Video-tapes</u>	1	2	3	1	2	3
<u>Booklet only</u>	1	2	3	1	2	3
<u>Slides and tape</u>	1	2	3	1	2	3
<u>Slides and script</u>	1	2	3	1	2	3
<u>Filmstrip and tape</u>	1	2	3	1	2	3
<u>Filmstrip and script</u>	1	2	3	1	2	3
<u>Booklet, slides and script</u>	1	2	3	1	2	3
<u>Booklet, filmstrip and script</u>	1	2	3	1	2	3
<u>Booklet, slides and tape</u>	1	2	3	1	2	3
<u>Booklet, filmstrip and tape</u>	1	2	3	1	2	3

Appendix B

Script: Slide-tape Presentation

Placentia-The French Regime, 1662-1713

1. Title slide.
2. Credit.
3. Credit.
4. Credit.
5. For years since the voyages of Cabot, fishermen from Europe came to fish the waters of Newfoundland.
6. The spring of the year saw fishing ships from Portugal, Spain, France and England arriving in the many coves around the coast to begin a new fishing season.
7. Many of the settlements around the Island had their beginning from these fishermen who, for various reasons, decided to settle in the New Land.
8. One of the earliest of these settlements was Placentia, a town on the Southwest corner of the Avalon Peninsula.
9. It is believed that the name Placentia was given to the town by the Basque nearly 500 years ago; the French called the settlement Plaisance.
10. The geographical features which made the Town so ideally suited to the fishery in the fourteenth century are still very visible today.
11. Placentia was located very close to the rich fishing grounds.
12. It had an excellent harbour which could accommodate hundreds of ships.

13. It also had expansive beaches which were so important because all fish caught had to be dried. The beaches made the annual chore of building flakes unnecessary.
14. Defence against enemy intruders was also vital. The surrounding hills provided natural sentry positions from which enemy ships could be sighted.
15. The town, surrounded by two arms of the sea, had a narrow harbour entrance making it impossible for more than one ship to pass through at a time.
16. For many years the English and French in Newfoundland were cautious of each others activities with regard to the fishery and settlement.
17. By mid-17th century increased activity by the English in Newfoundland caused concern for the French. The French had no intention of allowing the English to interfere with their fishing activities as the fish trade was of great importance to France's economy.
18. King Louis XIV of France reacted to the English presence by giving the order that a colony be established at Placentia, France's principal fishing base in Newfoundland and communication link with New France.

19. King Charles II of England saw the advantages of settlement but restricted it because of pressure from the English merchants who feared it would hinder their profits from the fishery.
20. Jean Colbert, King Louis XIV's Finance Minister, saw the advantages of his King's decision. He wished to continue the trade of Newfoundland fish with the Indies of the Caribbean and ensure control of the continent. But there were problems.
21. The harsh climate during the long winters was so different from the moderate climate of the homeland.
22. And the unproductive soil, together with the fear of taxation on the part of fishermen already established, made settlement difficult.
23. The first attempt at settlement failed, but in 1662 Nicholas Gargot, who had been appointed Governor, brought men, women and children to Placentia.
24. Soldiers were also brought out to help in establishing the settlement and to protect the town against attacks by the enemy. Here soldiers could be trained for the Royal Navy.
25. Living conditions were far from ideal and the early settlers suffered many hardships. Food was often scarce and their homes were mainly rude huts made of stakes covered with bark and wads.

26. Likewise the courts of justice, penalties for minor crimes were often severe. Prisoners were seldom given the opportunity to prove their innocence.
27. Strong religious beliefs helped the settlers to endure; but it was not until 1689 that their request for religious leadership was answered. In that year, the Bishop of Quebec travelled to Placentia with three Recollect priests and a lay brother to establish a parish.
28. Prior to the arrival of the Bishop, a church had already been constructed in the town. It is believed that the early French church was on the site of the present day Anglican Church.
29. Testimony to its early location is a tombstone from the old church yard dating back to 1676.
30. From the beginning, English - French conflict made the need for fortification evident. Sources indicate that the first fort was probably built to the South bank of the harbour entrance.
31. The location of this early fortification is supported by this drawing probably dating to the middle of the 1670's.
32. The early settlers lived near the great beach and built an enclosure around the Town. This enclosure was called a Palisade and afforded protection against enemy attack.

33. With the outbreak of war in Europe between England and France around 1690, and the possibility of increased attacks by the English, defence works were undertaken on the site opposite the Great Beach. This was given the name Fort Louis.
34. Fort Louis provided quarters for the soldiers, a hospital and was used as a depot for the fishermen's harvest. For some time after 1713 it was used as an English fort.
35. The location of the Fort near the harbour entrance made entry of enemy ships into the harbour impossible.
36. An English attack in 1692 led to the building of another defence work on the hill above Fort Louis.
37. The Gaillardin Redoubt was constructed of wooden pickets without cannons. It was later reinforced with stone and mortar.
38. The last and most extensive defence work to be undertaken, Fort Royal, was constructed on the hill opposite the Gaillardin Redoubt.
39. This sketch of Fort Royal dates construction to around 1695.
40. The fort consisted of four half bastions, on which cannons were mounted, a powder magazine, a blockhouse and a barracks.

41. From its walls, the cannons could easily destroy enemy ships that attempted to attack the town.
42. Additional defences called 'breastworks' surrounded the structures. Soldiers standing behind these walls, were protected from enemy fire.
43. De Brouillon, Governor of Placentia 1691-1702, convinced the King of France of the need to destroy English settlements in Newfoundland if France was to control settlement and the fishery. In 1696 he was given six vessels and a Royal Ships command.
44. The plan of attack was that D'Iberville, a soldier from Quebec, would meet De Brouillon at Placentia, and together they would attack St. John's by land and sea.
45. De Brouillon, who was anxious for glory, did not wait for D'Iberville but set out on his own. His attempt to take St. John's failed and the party had to return to Placentia where D'Iberville, his soldiers and MicMac Indians were waiting.
46. D'Iberville led his land forces across the Avalon Peninsula and together with De Brouillon's sea forces, they surrounded St. John's and captured the town. De Brouillon returned to Placentia while D'Iberville continued North, burning and looting other English settlements. Only Carbonear Island and Bonavista survived the attack.

47. The French were unable to leave a force to control St. John's at the time of conquest. When they returned to do so, the English had once again taken control.
48. The second attack on English settlements was organized by Subercase in 1705. His detachment of 450 men consisted of MicMac and Canadian Indians as well as French soldiers.
49. Bay Bulls and Petty Harbour were easily taken. St. John's was overrun but the fort resisted.
50. The soldiers finally retreated and returned to Placentia with their prisoners. Before retreating, St. John's was looted and burned.
51. The Indians continued their attack on settlements along the North Coast, spreading terror among the English settlers and destroying their homes and fishing huts.
52. In 1709, during the Governorship of Costebelle, English settlements were attacked by the French forces from Placentia for the last time.
53. St. John's, the English capital, again fell into enemy hands. The whole defence system was destroyed and 800 prisoners were taken.

54. During the same period 1662-1713, Placentia was attacked at least five times by English forces and at least once by the Dutch but was never taken, due to the fact that it was so well protected.
55. When attempts to capture Placentia failed, the English forces planned a naval blockade at the entrance to Placentia Bay. The town was totally dependent on the mother country and the shortage of food and supplies soon weakened the French defences.
56. The wait for a supply ship grew long and the effects of the blockade were soon evident in the community. The reserve of food was short and famine struck.
57. The hardships endured by the colonist at Placentia, during the naval blockade, seems all for nothing. By the Treaty of Utrecht, 1713, Newfoundland became an English possession.
58. By the terms of the Treaty, the French had to give up their possessions in Newfoundland, but were given fishing rights along the shore between Cape Bonavista and Point Riche.
59. The French inhabitants left Placentia to resettle in Louisburg in the present day Nova Scotia.
60. The settlers who had already suffered greatly were once again forced to try and make a home in a new land.

61. The end of the French era made way for English occupation and possession.
62. For hundreds of years the remains of the French regime lay-undisturbed.
63. In 1962 festivities were held to celebrate Placentia's 300th birthday.
64. Amid much celebration, the re-enactment of the first colonists landing was held.
65. In the same year the historical significance of Placentia was recognized by the Federal Government. Castle Hill, location of the last defence work, was designated a National Historic Site.
66. With an enthusiastic interest, excavation of the ruins was under way.
67. Thousands of artifacts were unearthed. Samples of these findings are the buckles and buttons which once belonged to soldiers uniforms.
68. As well as the cooking utensils which graced the tables in the soldiers barracks.
69. The stage was now set for the reconstruction. After much study and precise planning, the task was begun.
70. The French soldiers have long departed Placentia. Today the powder magazine lies empty.

71. The fireplace in the soldiers guardroom, which once warmed the soldiers during the harsh Newfoundland winters, is cold.
72. And the cannons which brought fear to the enemy, now stand in silent defence.
73. Tombstones from the old church yard are all that remain to give testimony to Placentia's earliest citizens.
74. French colonization in Newfoundland failed mainly because of dependence on the mother country. This weakness hindered the progress of the fortifications and prevented them from reaching the two objectives for which they had been constructed: to defend the fishery and to control the entrance to the Gulf of St. Lawrence.
75. The End:

Appendix C
General Criteria
for the Evaluation of Resource Materials

General Criteria for the Evaluation
of Resource Materials

MaterialsCircle Response

- | | | |
|--|-----|----|
| 1. Is the purpose of the materials easily perceived? | Yes | No |
| 2. Is the material presented clearly and accurately? | Yes | No |
| 3. Are the materials well organized and well balanced? | Yes | No |
| 4. Are the materials appropriate to the instructional level of the students? | Yes | No |
| 5. Will the materials catch and hold the interest of the students? | Yes | No |
| 6. Do the materials promote the learning objectives of the course? | Yes | No |

Technical Quality

- | | | |
|--|-----|----|
| 7. Are the visuals of good quality? | Yes | No |
| 8. Are the lettering and the titles appropriate? | Yes | No |
| 9. Do the visuals strengthen the materials? | Yes | No |

- | | | |
|---|-----|----|
| 10. Is the quality of the narration acceptable? | Yes | No |
| 11. Do the background sounds strengthen the materials? | Yes | No |
| 12. Is the sound clear and intelligible? | Yes | No |
| 13. Are the sound, visual image and message effectively synchronized? | Yes | No |

Recommendations

- | | | |
|--|-----|----|
| 14. Would you recommend these materials? | Yes | No |
| 15. Additional comments: | | |

Appendix D

Instructions for Pilot-project

Placentia-The French Regime, 1662-1713

Instructions for Pilot-project

Placentia-The French Regime, 1662-1713

1. During the first week, the experimental group and the control group 1 are to be given the pretest. The following week:
 - (a) show the slide-tape presentation to the experimental group and the control group 11. Immediately afterwards, give the pretest to the three groups.
 - (b) score the tests using the answer keys provided.
2. If questioned by students about the purpose of the tests being given, your response should be:
 - (a) this test is to see how much you know about the history of Newfoundland.
 - (b) the test results will be given to you at a later date.
 - (c) the test results will not be counted towards your final grade.

Appendix E**Pretest**

Part 1

Instructions

Complete each sentence correctly from the words listed below.

1. Placentia was probably named by the _____.
2. In the year _____, Placentia was first successfully settled by _____.
3. In 1689, _____ was established at Placentia.
4. The main fort constructed by the French at Placentia was _____.
5. French settlers left Placentia to resettle in _____.
6. After the year _____, Placentia was owned by the English.
7. The Treaty of _____ gave ownership of Newfoundland to England.

1. Basque 2. 1662 3. France 4. A parish
5. Fort Royal 6. Louisburg 7. 1713 8. 1682
9. England 10. Utrecht 11. Paris 12. Fort Louis
13. A school 14. French

Part 11

Instructions

Students are to answer all questions by underlining the correct answer to each question.

1. European fishermen to first come to fish the waters of Newfoundland were:

- a. French.
- b. English.
- c. Spanish.
- d. All of the above.

2. Placentia was a good site for a settlement because:

- a. It could be easily fortified.
- b. It had good beaches.
- c. It had a good harbour.
- d. All of the above.

3. English settlements in Newfoundland were attacked by the French a number of times. The reasons for these attacks was:

- a. The French wanted to control both settlement and the fishery.
- b. It provided good training for the French soldiers.
- c. The English fishermen were catching too many fish.

4. Although the English made several attacks on Placentia, the town was never taken by force because:

- a. The French had many ships and men.
- b. The English army was poorly trained.
- c. The town was too well fortified.

5. In an attempt to force the French settlers at Placentia to surrender, the English decided to:
 - a. Destroy the forts at Placentia.
 - b. Set up a naval blockade at the entrance to Placentia Bay.
 - c. Send a band of Indians to attack the town.
6. This plan was successful because:
 - a. The French fishermen were prevented from fishing.
 - b. Supplies of food and other necessary supplies from France were prevented from reaching Placentia.
 - c. The French soldiers surrendered to the English.
7. By the terms of the Treaty of Utrecht, England was given possession of Newfoundland and France received:
 - a. Land in Nova Scotia.
 - b. Fishing rights along the coast of Newfoundland from Cape Bonavista to Point Riche.
 - c. Payment for land taken by the English.

Appendix F
Posttest

INSTRUCTIONS

Students are to answer all questions by underlining the correct answer to each question.

1. Soon after the voyages of Cabot, fishermen came to fish the waters of Newfoundland. These early fishermen came from the countries of:
 - a. England.
 - b. France.
 - c. Spain.
 - d. All of the above.
2. It is believed that the name Placentia was given to the town by the:
 - a. French.
 - b. English.
 - c. Basque.
3. Placentia was a good location for a town because it:
 - a. Had a good harbour.
 - b. Had good beaches.
 - c. Was close to the rich fishing grounds.
 - d. All of the above.
4. The country to first establish a settlement at Placentia was:
 - a. Spain.
 - b. England.
 - c. France.

5. The year of the first successful attempt at settlement of Placentia was:
 - a. 1762.
 - b. 1662.
 - c. 1862.
6. In 1689 a request by the settlers at Placentia for religious leadership was answered. In that year:
 - a. A church was built.
 - b. A parish was established.
 - c. Sisters arrived to establish a school.
7. The French attacked English settlements in Newfoundland because:
 - a. English fishermen were catching too many fish.
 - b. The French wanted to control both settlement and the fishery.
 - c. It provided good training for the French soldiers.
8. During the years that Placentia was a French settlement, several forts were constructed. The most important of these was:
 - a. Redoubt.
 - b. Fort Louis.
 - c. Fort Royal.
 - d. Palisade.
9. The English forces attacked Placentia several times, but they were unsuccessful in capturing the town because:
 - a. Their army was poorly trained.
 - b. Placentia was too well fortified.
 - c. The French army had many ships and men.

10. When their attacks on Placentia failed, the English decided to:
 - a. Destroy the forts at Placentia.
 - b. Set up a naval blockade at the entrance to Placentia Bay.
 - c. To allow the French to live in peace at Placentia.
11. The English plan was successful because:
 - a. The French fishermen were prevented from fishing.
 - b. Supplies of food and other materials from France were prevented from reaching Placentia.
 - c. The French soldiers surrendered to the English.
12. The Treaty of _____ brought an end to the war between England and France and gave England possession of Newfoundland.
 - a. Quebec.
 - b. Paris.
 - c. Utrecht.
13. By the terms of the treaty, France was given:
 - a. Land in Nova Scotia.
 - b. Fishing rights along the Newfoundland coast from Cape Bonavista to Point Riche.
 - c. Payment for the land taken by the English.
14. Many of the French settlers left Placentia to resettle in:
 - a. Quebec.
 - b. Louisburg (Nova Scotia).
 - c. Halifax.

15. French ownership of Placentia came to an end in the year:

a. 1610

b. 1713

c. 1662

d. 1731

APPENDIX G

Slide-tape Presentation"Placentia - The French Regime 1662-1713"

(Under Separate Cover)



