

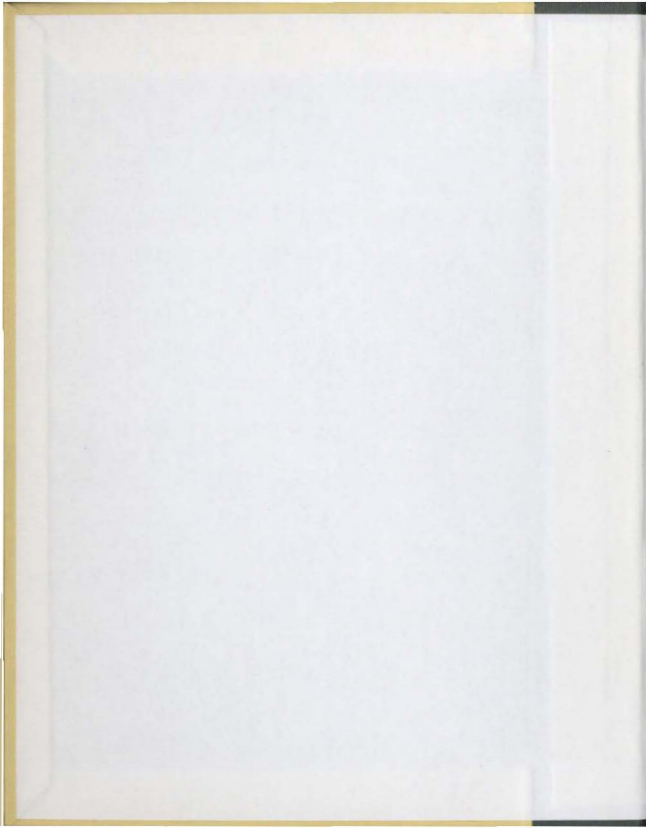
THE DEVELOPMENT OF INSTRUMENTAL CONTENT FOR GRADE NINE  
SOCIAL STUDIES STUDENTS IN NEWFOUNDLAND AND LABRADOR  
TOPIC, THE CANADIAN NORTH

CENTRE FOR NEWFOUNDLAND STUDIES

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THE DEVELOPMENT OF INSTRUMENTAL CONTENT FOR  
GRADE NINE SOCIAL STUDIES STUDENTS  
IN NEWFOUNDLAND AND LABRADOR:  
TOPIC, THE CANADIAN NORTH

AN INTERNSHIP REPORT PRESENTED TO THE  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
FACULTY OF EDUCATION  
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

In Partial Fulfillment of the Requirements  
for the Degree of Master of Education

by

Edward Gordon Kelly

July 1974



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The writer also wishes to express his appreciation to Miss Beverley Rose and Miss Christine Seeley for their tireless effort in typing the report.

TO MY PARENTS

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## CHAPTER I

### THE NATURE OF THE INTERNSHIP

#### INTRODUCTION

The internship experience was initiated as a result of Dr. Robert M. Anderson, Dr. James A. Muir and Mr. Malcolm Squires being involved in the writing of the proposed textbook for the Grade Nine students of Newfoundland and Labrador. These writers were concerned with getting as much input from Newfoundland teachers as was feasible. The authors were interested also in having formative evaluation done on some of the units of the proposed textbook.

After consultation with the authors of the proposed textbook it was agreed that the intern would write and formatively evaluate UNIT VII. This unit was to deal with the major issues in Canadian history in the last twenty-five years with most emphasis being placed upon The North, Canadian-American Relations and Canada's Indians and Eskimos.

#### PURPOSE OF THE INTERNSHIP

During the internship experience the intern had two general objectives.

One objective was to write a unit of history using the guidelines presented by the authors.

The second objective was to do formative evaluation of the unit of history. The formative evaluation was to be done by having the unit of history piloted in several schools in Newfoundland and Labrador and then obtain the reactions of both teachers and students to the unit. On the basis of these reactions the intern would make recommendations

regarding any changes needed in the unit of history.

#### DESIGN OF THE REPORT

The two general objectives given above, as the purpose of the internship, required the collection and analysis of materials from several sources. Chapter II is concerned with the need for the study. It presents comments on the Newfoundland Social Studies Curriculum, criticisms of the present Grade Nine textbook and an outline of what the intern attempted to do in writing the unit of history.

Chapter III provides a description of the procedures used in writing the unit of history up to the placing of the unit of history in the pilot classrooms.

Chapter IV presents information about formative evaluation and an analysis of both student and teacher questionnaires.

Chapter V is the conclusion, while Chapter VI contains a list of recommendations to the authors of the proposed Grade Nine textbook. There will also be recommendations for future pilot studies and future development of instrumental content for students of Social Studies in Newfoundland and Labrador.

## CHAPTER II

### NEED FOR STUDY

In the rationale for the Social Studies for Newfoundland and Labrador (1972:2) it was stated that

attitudes, opinions and values of young people as students and citizens are changing continually. The proposed course of studies is an attempt to parallel these changes. Students wish to know more and more about what is significant in their lives, and they judge the contemporary as most relevant. It has been suggested that knowledge and information about Canada and the world counts for only half the curriculum. The other half is concerned with emotion and feeling. It has been further suggested that social studies curriculum should stress empathy for all individuals and multiple loyalties. If this is so, students must be introduced to a global view of the world. As well, social studies can be defined by one word - people. The proposed course of studies reflects this view.

This rationale has resulted in a number of changes being implemented in all areas of the Social Studies curriculum for Newfoundland and Labrador (see Appendix A). This rationale is indicative of the desire by the Department of Education to have a social studies curriculum which develops both the cognitive and affective domains of the student. It also indicates the desire to get away from the undesirable condition described by the Report of the Royal Commission on Education and Youth (1967:184) which stated that there was "undue emphasis on the memorization of facts gleaned from textbooks" in curriculum and instruction in Newfoundland and Labrador.

Following examination by the provincial social studies committee, the provincial social studies consultant and teachers of the province, the present Grade Nine textbook, it was found, does not meet the aim of the provincial curriculum committee. The failure to meet this aim as stated in the previous paragraph, is reflected in the decision of the Department



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of Education to replace the present Grade Nine textbook - Canada In One World by Gordon Rothney. Furthermore, after close examination the writer found a number of inadequacies in this book - many of these inadequacies are similar to the observations made by A.B. Hodgetts, Director of the National History Project.

Some of the inadequacies are:

(a) the textbook is too disjointed. Many brief topics are mentioned in each chapter with too little detail provided. Chapter Eight is entitled 'Newfoundland 1901-1914'. Yet, in this chapter a number of topics are included without any serious consideration, background information or relevance to the chapter. e.g. Death of Queen Victoria - four sentences, labour unions - three sentences and amalgamated schools - two sentences.

(b) there are no student questions, discussion topics or research ideas given in the textbook to guide students to more effective learning. In criticism of such a condition in many Canadian schools Hodgetts (1968:26) wrote that

historical facts by themselves, are meaningless. They must be made to talk, to say something important to students. Factual material must be organized into a framework or pattern from which ideas, generalities or conclusions may be drawn.

(c) the textbook lacks a bibliography, source materials or suggested readings. Thus, both teachers and students must seek clarification or background information without any guidance. The use of other sources would provide for differences in reading ability, help secure additional factual information, and give extra reading practice.

(d) the textbook lacks sufficient illustrations, maps or

charts to explain fully many of the areas covered. For example in Chapter Eight the railway issue in Newfoundland was described without any maps or illustrations. The fishing dispute in 1905 with the United States was similarly described without any maps or illustrations. Thus it would be almost impossible to understand these historical events without visual aids.

(e) the textbook lacks sufficient original documents or source materials which deny the student the opportunity to see the past as it really was. Clements (1966:216) pointed this out when he wrote that

we must have available in school: primary documents, a variety of interpretations of past and present events, records and artifacts that relate what has been and is going on in the world, rather than the bland, distorted texts that are now available.

Not only does the student desire to see the past as it really was but the past has to be related to the students' problems and concerns. In this regard Hodgetts (1968:21) was critical of the Canadian social studies program when he stated that

no prescribed course of study in Canada and no textbook (and very few classes we observed), make any attempt to relate the events of the past to the problems and concerns of today.

(f) the textbook is highly cognitive in scope which means there is no opportunity provided for the student to demonstrate the acquisition of values or independent judgements. There should be some sort of balance between the cognitive and affective domain of learning. As Hodgetts (1968:67) so eloquently stated

how can students learn to evaluate evidence, think critically or form independent opinions based on knowledge when all they get is the bland, consensus version of the textbook? How can they learn to read with discrimination, avoid acceptance of ready-made verdicts, and think for

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themselves when they are presented with a linear, unrealistic view of history, devoted to facts and devoid of any interpretation or controversy?

(g) there is a lack of depth in the textbook as a result of its being oriented towards political history. There should be a better balance of material consisting of elements of Canada's economic and social history. This would help to eliminate one of the criticisms of Hodgetts (1968:28) when he stated that

Canadian history in our schools, in addition to being too narrowly political and constitutional and lacking in contemporary interest, also neglects three vital sources of controversy. These again are: the natural differences of opinion and conflict that existed in the reinterpretations of the past by successive generations of historians; and the subjective element in historical writing which produces opposing viewpoints. The failure to use these aspects of history adequately, constitutes another deficiency in the Canadian studies program of our secondary schools.

In an attempt to resolve the criticisms described above, the intern, in consultation with the authors of the proposed Grade Nine history textbook, developed a unit of history about the Canadian North. The development of this unit of history necessitated the establishment of very clear guidelines regarding what the unit should do. The guidelines were established after much consultation with the authors of the proposed text and the intern's committee. As a result it became obvious that the writer's guidelines for the unit of history would be the same as or similar to those used by Mr. Malcolm Squires who not only was doing a similar internship project, but was also a co-author of the proposed textbook.

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Because of the advice of the authors of the proposed textbook and the writer's committee, the unit of history developed by the writer attempted to

- (a) actively involve the learner cognitively and affectively in a consideration of his history, his culture, heritage and those of others.
- (b) provide sufficient original documents and narratives to give the student an understanding of the historical event during the period described.
- (c) provide student questions and research topics to help give students a greater understanding of Canadian history.
- (d) provide illustrations, maps and charts to explain more fully the written content.
- (e) decrease the emphasis upon the political history of Canada and deal more with Canada's economic and social history.
- (f) develop interest in the events of the past and to indicate to students how history is open to many interpretations. Primary sources were presented with the narrative in the unit to accomplish this.
- (g) provide a selected bibliography to enable students to do further reading.
- (h) use Newfoundland and Labrador examples wherever possible in the unit of history.

### CHAPTER III

#### PROCEDURES IN DEVELOPING AND PREPARING THE UNIT

During the month of December, 1973, the writer, as a member of a Social Studies class in the Department of Curriculum and Instruction at Memorial University, was given the opportunity to contribute to the writing of the proposed New Grade Nine textbook. The writer volunteered to participate because it was the feeling of the writer that such an experience would be invaluable as a teacher. As a result of this meeting the writer was given a copy of the guidelines for the proposed textbook (see Appendix B).

Because of the writer's familiarity with Labrador, having taught there for three years, it was decided the writer would be responsible for writing UNIT VII (seven) of the proposed textbook. This unit would deal primarily with The North, American investment in Canadian resources and the Indians and Eskimos: especially the effects of new technology and resource development upon these native peoples.

While researching the unit of history the writer spent a considerable amount of time reading microfilm copies of old newspapers, reading other textbooks, monographs, magazines and other relevant materials. Besides reading materials the writer had to search for cartoons, maps, pictures, and tables which would increase student interest and give the student a clear understanding of this unit of Canadian history.

With research for the unit of history completed the writer then began writing the unit at a level suitable to Grade Nine. The writer used his own experience of teaching Grade Nine students for four years

and the opinions of the authors of the proposed Grade Nine textbook, as the guideline for controlling the reading level of the unit of history. A further guideline would be feedback from teachers and students after the unit had been piloted.

After the unit was written the writer then designed questions and activities which would encourage students to 'Think Through History'. These activities and questions were designed to involve both the cognitive and the affective domain of the student. With the activities and questions completed the writer added the bibliography for the unit of history and submitted the completed unit to Dr. James A. Muir during the first week of March, 1974.

It was at this time that the writer, in consultation with his advisors, Dr. James A. Muir and Dr. Robert M. Anderson, decided that the unit would be used as the basis for the writer's internship experience. The writer would also do formative evaluation of the unit of history and make recommendations about any changes to the authors of the proposed new Grade Nine textbook.

Having read the unit several times, the writer's advisors returned the unit for some revisions. The revisions included rewording certain sections and questions, as well as, the addition of some new material to the unit. After completing the revisions, the unit was submitted to the writer's advisors who suggested a few minor changes. With the completion of these changes, a final draft of the unit was prepared and typed (see Appendix C).

The final draft, the unit consisted of about sixty pages of narrative, maps, pictures, illustrations, tables, documents, questions, activities and a bibliography.

In April, the writer contacted four school boards for permission to do formative evaluation of the unit in one grade nine class under the jurisdiction of each board. This would involve having the unit piloted by a teacher with each board and obtaining feedback from students and teachers. The school boards contacted by letter were: the Avalon North Integrated School Board; Labrador East Integrated School Board; Port-au-Port Roman Catholic School Board; and the Roman Catholic School Board for Labrador (see Appendix D). It was felt by the writer that these four boards would give a representative selection of the Grade Nine students of Newfoundland and Labrador because the students were from both urban and rural areas. The fact that two of the boards were located in Labrador was particularly significant because the unit of history was concerned with the North.

Within a few days the writer received favourable replies from all four school boards contacted. The writer then began to prepare copies of the unit of history for a class of students with each of the four boards mentioned above. The copies were made by making stencils with a thermofax machine and then duplicating the stencil. This method of duplication was not as satisfactory as the writer desired because the quality of reproduction was poor. However, this was the only economical way to produce enough copies. Teacher copies were xeroxed in order to provide the teacher with as good a copy of the material as was possible.

On April 22, the writer proceeded to deliver copies of the unit to the teachers and students in the four schools where the unit was to be piloted. This involved a trip to: Ascension Collegiate, Bay Roberts; St. Stephen's High School, Stephenville; Peacock Academy, Happy Valley

- Goose Bay; and J.R. Smallwood Collegiate, Wabush. In each school the writer spent some time with each teacher explaining to him or her that the unit was being piloted for purposes of formative evaluation and that feedback regarding the unit would be needed. The teachers were told also the proposed Grade Nine textbook was being written and the unit had been prepared for that purpose. However, there was no attempt to tell the teacher how the unit of history should be taught. This was on line with the practice of the Department of Education in sending out new textbooks with little or no instructions as to what the teachers should do with the materials.

The writer also met with the students in the pilot project in each school. The writer distributed a copy of the unit to each student and gave the students the same information as was given to the teachers. The students were given a summary of the unit by the writer and an opportunity to ask any questions they so desired.



## CHAPTER IV

### EVALUATION

The type of curriculum evaluation which has been used for the schools of Newfoundland and Labrador has been summative evaluation. Summative evaluation, although necessary, does not allow for the evaluation and modification of curriculum materials. Summative evaluation is used because according to Ahman (1963:87) "decisions are needed with regard to the replacement of one curriculum by another and the acceptance or rejection of such elements as textbooks, courses of study, and the like."

The intent of the writer of this report was not to do summative evaluation but to do formative evaluation. The term formative evaluation is relatively new and was first used by Scriven (1967:43). In connection with curriculum improvement Scriven pointed out that formative evaluation involves the collection of appropriate evidence during the construction and trying out of a new curriculum in such a way that revisions of the curriculum can be based on this evidence.

Carswell (1972:6) further clarified formative evaluation as "the feedback of information about a product into the development process to improve the ultimate version of that product." Carswell (1972:12) extended the concept of formative evaluation to include "information which may be used to make decisions about changes in the format of projects or of procedures used to develop materials." Cronbach (1963:236) expressed his support for formative evaluation when he stated that "evaluation, used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market." Thus

formative evaluation, the evaluation of instrumental content while it is being produced, is necessary if educators are going to acquire what is best for the students of Newfoundland and Labrador.

The intern then proceeded to develop the instrument which would be used to accomplish formative evaluation. A questionnaire was designed for teachers (see Appendix E) as well as a questionnaire for students (see Appendix F). These questionnaires were based upon the suggestions of M. Frances Klein "Curriculum Boon or Bane?" and Dana G. Kurfman "Choosing and Evaluating New Social Studies Materials". The intern also referred to the questionnaire used by the Department of Education to obtain feedback about pilot projects in the social studies for the schools of Newfoundland and Labrador. It was also decided to interview teachers and spend a class session discussing the unit of history with the students after the unit had been piloted.

During the last week in May the questionnaires were mailed to the teachers and students in the various schools. In the following week the intern went to the various schools to collect the questionnaires and talk to the teachers and students about the success or failure of the pilot project.

From the answers to the questionnaire about teacher qualifications and from the teacher interview, it appeared that the teachers chosen by the school boards to pilot the unit of history were from very diverse backgrounds. An important implication from this was it allowed for a wide range of feedback about the unit piloted in the four classrooms and gave a clear indication to the writer about how the unit would be accepted by the Newfoundland schools.

The teacher piloting the unit at J.R. Smallwood Collegiate had

two degrees, a Bachelor of Arts and a Bachelor of Education. This teacher had a Grade V teaching certificate from the Department of Education, and had been teaching for two years. This teacher had also completed seven history courses.

The teacher chosen to pilot the unit at Peacock Academy had been teaching for two years. This teacher had completed four courses in history.

At Ascension Collegiate the teacher who piloted the unit had two degrees, a Bachelor of Arts and a Bachelor of Arts (Education). This teacher had a Grade VI teaching certificate from the Department of Education and had been teaching for the past nine years. This teacher had completed sixteen courses in history.

The other teacher chosen to pilot the unit was at St. Stephen's High School. This teacher had a Grade II teaching certificate from the Department of Education and had been teaching for fourteen years. This teacher had also completed two history courses at university.

Thus, the pilot study was placed in four classrooms where the participating teachers appeared to be capable, interested and well qualified individuals. Because of their historical and teaching background, these teachers appeared to be capable of criticizing the historical content, presentation, exercises, activities and use of original documents.

The students participating in the pilot study were a diversified group. For example at J.R. Smallwood Collegiate in Wabush, the students were described by their teacher as being a heterogeneous group. There were some low, average and above average students. Their reading levels ranged from Grade IV to Grade IX and their chronological age ranged from

fourteen to eighteen.

At Peacock Academy in Happy Valley - Goose Bay, the students in the pilot study were described by their teacher as having low academic interests. Their academic capabilities were described as low with an intelligence quotient of from 53 to 119. Their reading level was much below their grade level. Their chronological ages ranged from fourteen to seventeen.

The students participating in the pilot study at Ascension Collegiate in Bay Roberts were described by their teacher as having a high academic interest with most of them interested in history. The students in this group were of average or above average intelligence. Their chronological ages ranged from fourteen to fifteen.

The teacher for the pilot class at St. Stephen's High School in Stephenville described the class as being a heterogeneous group with academic abilities and interests ranging from low to high. The students' reading level was described as being low to high. The chronological age of the students ranged from fourteen to seventeen.

Thus the unit was piloted under conditions varied enough to get a wide range of feedback. For example, the teachers at Ascension Collegiate and St. Stephen's High School reported that there was increased participation in class by students using this unit. In Peacock Academy there was less in-class participation while at J.R. Smallwood Collegiate the in-class participation by the students remained about the same as it had been all year.

Upon reviewing the student questionnaire, the writer found that sixty-eight per cent of the students stated that they enjoyed working with the material in the unit. About seventeen per cent of the students

did not like the unit while the other fifteen per cent were undecided.

A typical comment by students who enjoyed the material was

Yes, I enjoyed this unit because the material was interesting, and a lot easier to understand than most of the history courses I've done. The information is not complicated but straight forward.

or "Yes, I enjoyed working with this material because it deals with current events. It deals with the things I am living with and the things that are happening around me." Among the negative replies received from students, a common reply was "No, because it was too difficult."

In reply to the question whether the documents and newspaper articles were interesting and helpful - seventy-one per cent of the students found them interesting while seventy-nine per cent of the students found them helpful. These students made comments such as, the material gave them a better understanding of the current history of Canada, it gave additional information, and it gave students a better understanding of the material in the narrative. The other students did not find the documents and newspaper articles interesting and also found the material too difficult.

Eighty per cent of the students found the exercises and activities interesting while fifteen per cent did not.

Fifty-eight per cent of the students indicated that there was no difficulty understanding any of the materials, while forty-two per cent of the students indicated there was difficulty with some of the materials. The main reasons given by some students for the difficulty of the material was they felt the reading level was too high especially the section on economic nationalism. However, it is interesting to note that most of those who found the material difficult were concentrated in one school.

Although the present Grade Nine history textbook was not used at Peacock Academy, seventy-seven per cent of the students in the other three schools indicated this unit was more interesting than the present textbook. The reasons given were: the materials were "more modern" and dealt with current Canadian history. Some of the negative replies indicated the present textbook was more of a challenge because it did not deal with current Canadian history.

Sixty-six per cent of the students felt they had learned more from this unit than from the present textbook. These students made such statements as "Yes, because the words are easier to read and because answering the questions helped us in studying for the test." or "Yes, because it helps you understand the things that are happening now better." These students who felt they had learned less made comments such as "No, I don't think I learned more from this because I covered a lot more history in my history book."

Regarding the interest level of the unit, seventy-two per cent of the students indicated that they found the material interesting. The students with a high interest level commented on the unit as including current history about people and events of Canada. Other students said the material was dull because it was too difficult and some of them did not like the interdisciplinary approach of using materials from geography and economics in the unit.

Although there were a number of suggestions for improving the quality of the unit of history, most students thought the unit should remain as it was. The suggestions included: have fewer questions, make better copies of the unit and eliminate the biases in the section on economic nationalism (all from the same school). One student went as far as to say "throw it in the garbage."

The overall reaction from students was that this material should be introduced in the schools of Newfoundland and Labrador in September. Seventy-three per cent of the students indicated yes while twenty-six per cent indicated no. The major reasons given by the students wishing to see this material used again was the material was easier to understand, the material made students more aware of Canada and its current history and it was more interesting than the present textbook. As one student stated

Yes, I think this type of material should be used in the course next year because it gives a better look at what is going on today and things that still can be done. It is also easier to understand and is more straight forward than the old text.

The students replying negatively felt the unit was too difficult and that the interdisciplinary approach should be avoided.

In the analysis of the teacher questionnaires, the writer found that all teachers used lectures or a combination of expository and inquiry approach to the teaching of the unit of history. While all teachers completed the unit, the time required to complete the unit varied from five to six weeks with four teaching periods per week.

All the teachers indicated they used the documents presented in the unit. The teachers in two of the schools found there was no difficulty with the materials. In the two schools where there was difficulty, it was caused by the quality of the copies of the unit. Some students also had difficulty with the section on foreign investment.

Two of the teachers found the material more effective than the present textbook, with one finding it just as effective while the other teacher could not answer the question because this teacher had not been using the present textbook. The first three teachers felt that the

material had more relevance for most of the students since it was more contemporary and easier to read.

All students, according to the teachers, were enthusiastic towards the beginning. Some of the students lost their enthusiasm when they became aware that the unit involved a fair amount of work.

While the teachers indicated no special materials were needed to teach the unit - there were materials they would like to see in the schools. These materials should include extra reading materials on the various topics. The teachers also felt that tapes, films, overheads, newspapers and magazines could be used in teaching the unit.

One teacher felt that there was not enough emphasis on the political history of Canada. Yet, there was enough emphasis on the social and economic aspects of Canadian history in this period.

While three teachers indicated that the questions in the unit were appropriate for their students, one teacher indicated that various questions required outside knowledge which lead students to do research. Another teacher thought that cognitive questions should be emphasized because it works well in indicating to the students the sort of things they are to look for in the unit. The other teacher commented that the questions were not appropriate for the students because the academic level of that particular group of students was very low.

All teachers felt that the exercises and questions covered all levels of ability and that both cognitive and affective areas of learning were developed.

The teachers saw very few unintended learning outcomes except that very often the student and teacher class discussions lead into new topics. In a visit to the classrooms where the unit was piloted the



writer did observe that a number of students had begun to collect newspaper clippings and magazine articles which were related to the materials in the unit. These outcomes were considered desirable because it broadened the students' knowledge.

Three of the teachers indicated that they would use a book composed in this manner, during the next school year. There was one teacher who said no because that teacher regarded the material as concerning "current Canadian Affairs but not history of the Canadian Nation."

In a general comment about the unit the teacher from Peacock Academy indicated that the section of the unit on foreign investment was biased and this teacher stated "I do not intend to teach students how to form their own opinions." This teacher also indicated that there was not enough solid background to each section and there were too many cartoons and newspaper clippings.

At J.R. Smallwood Collegiate the teacher felt that the unit was interesting for the students because most of it was contemporary. However, this teacher feared that once you get into the earlier history, the enthusiasm of many students disappears.

The teacher at Ascension Collegiate felt that more detail should be added and that the interest level was influenced by the recency of the material. However, this teacher concluded "the success or failure would depend on the enthusiasm of the teacher."

## CHAPTER V

### CONCLUSION

In summary, the students of average and above average intelligence participated in class sessions more than usual while there was no change in the below average students. The students were also more interested in the material because the material in the unit was current. Most students and teachers in the pilot study would like to see a book written in the style used in this unit.

Even though the results were positive, the results did show that the development of instrumental content for the Grade Nine students of Newfoundland and Labrador is a very difficult task. With the varied opinions of teachers and varied abilities and interests of students, it becomes virtually impossible to develop something acceptable by all.

## CHAPTER VI

### RECOMMENDATIONS

It is difficult to make recommendations due to the limited number of teachers involved in this internship experience. However, on the basis of the information received from the interviews and student and teacher questionnaires, the writer has a number of recommendations.

It is recommended for future pilots:

- (1) that the unit be placed in more than four schools.
- (2) that a good quality of reproduction be maintained for all copies of the unit to be piloted.
- (3) that pilot studies be done at a time other than the end of the school year because during this period, teachers normally have other materials or reviews planned for the students.

For the unit of history which the writer has had piloted in four schools in Newfoundland and Labrador, the following are suggested recommendations:

- (1) that the unit be revised to insure that the reading level is suitable for Grade Nine students. This could be done by omitting some of the inserts on economic nationalism and the use of more narrative in this particular section.
- (2) that the unit be revised to insure that the material is sufficient for all ability groups of Grade Nine students in Newfoundland and Labrador. This could be done by the use of more narrative to describe the extent of foreign investment in Canadian resources and the elimination of the various lists of tables in this section of the unit.

of history.

- (3) that the idea of documents, cartoons, and newspaper inserts be maintained.
- (4) that the questions in the unit be revised to cover all ability levels. This could be accomplished with the new questions resulting from the revisions suggested in the two previous recommendations.
- (5) that a period of five weeks be recommended for the teaching of the unit with four teaching periods of forty-five minutes length per week.
- (6) that upon successful revision resulting from the pilot study, the unit be placed in classrooms for further evaluation.
- (7) that a textbook using the approach in this unit be made available to teachers.

For the future development of social studies materials for the schools of Newfoundland and Labrador, the following are suggested recommendations:

- (1) that a very thorough analysis be done of the needs of Newfoundland students and this analysis include visits by curriculum developers to schools such as Peacock Academy in Happy Valley. The reason being to insure that the unique problems to a particular area are taken into consideration.
- (2) that formative evaluation become a 'must' for all materials being developed for the schools of Newfoundland and Labrador.
- (3) that summative evaluation be a 'must' for all materials

developed for the schools of Newfoundland and Labrador.

- (4) that the teachers in the remote areas of Newfoundland and Labrador be given an opportunity to give input into the curriculum by having more of them participate in pilot projects. This would give teachers a better opportunity to make recommendations to the Department of Education.
- (5) that more teachers be encouraged to get involved in curriculum development. This involvement would not only give teachers an opportunity to utilize their many talents but also give teachers first hand experience of some of the problems in curriculum development.

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APPENDICES



APPENDIX A  
PROJECTIONS FOR SOCIAL STUDIES 1973-74

Projections for Social Studies 1973-74

Grade

- |                                                                                                                                                                                                                |                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 11 Modern World Problems<br>Text: Inside World Politics<br>Dimensions of Man<br>Provincial Implementation in<br>September 1974<br><br>World History (Roselle)<br><br>Economics - new program, Sept. 74         | 11 Elements of Geography<br>The Canadian Landscape |
| 10 World History (Roselle)<br>Canadian Society: Issues & Concerns<br>Canadian Law<br>Consumer Education                                                                                                        | 10 World Geography<br>Environmental Studies        |
| 9 Canadian History 1860-present<br>Newfoundland emphasis                                                                                                                                                       | 9 Canadian Geography (Krusger)                     |
| 8 World History<br>Text: Exploring World History                                                                                                                                                               | 8 L.F. Hobley: Introducing Earth                   |
| 7 World History<br>Text: Exploring World History                                                                                                                                                               | 7 L.F. Hobley: Introducing Earth                   |
| 6 Ginn Studies in Canadian History<br>- Nomads of the Shield<br>- Colonists at Port Royal<br>- Life at Red River<br>- Fur Fort<br>- Voyageurs<br>- Shipbuilding in the Maritimes<br>- Maritime Archaic Indians | 6 Canada: This Land of Ours                        |
| 5 History of Newfoundland & Labrador<br>History of Hant's Harbour                                                                                                                                              | 5 Geography of Newfoundland &<br>Labrador          |
| 4 Around Our World                                                                                                                                                                                             | 4 Around Our World                                 |
| 3 Primary Social Studies Kit                                                                                                                                                                                   | 3 Primary Social Studies Kit                       |
| 2 Primary Social Studies Kit                                                                                                                                                                                   | 2 Primary Social Studies Kit                       |
| 1 Primary Social Studies Kit                                                                                                                                                                                   | 1 Primary Social Studies Kit                       |

APPENDIX B  
GUIDELINES FOR PROPOSED TEXT

### I. British North America, 1800 - 1860

- major themes: seven different colonies  
\*Newfoundland as a typical colony
- sub-themes: political/economic bases of colonies  
British ties  
French-English conflict  
communications - problems  
American influence  
native peoples

### II. The Confederation Period, 1860 - 1867

- major themes: the achievement of partial unity  
centralization of power - the B.N.A. Act  
\*why Newfoundland and Prince Edward Island stayed out
- sub-themes: federal-provincial relations  
British ties  
French-English conflict - religious and language differences  
communications - need for development, political importance  
American threat in the West  
native peoples - their rights

### III. Building a Nation

- major themes: consolidation and expansion in Canada  
\*Newfoundland - some success, some failure
- sub-themes: political and economic policies - CPR, tariffs, immigration, industrialization  
British ties  
French-English animosity in the West  
communications - the railroads  
American ambitions in the West  
native peoples - their problems

### IV. Canada's Century

- major themes: internal and external challenges in Canada - the war years  
\*internal and external challenges in Newfoundland
- sub-themes: political issues - the Laurier years  
economic expansion - immigration, industrialization  
British ties - loyalties tested  
French-English conflict - conscription

communications  
 American relations - boundaries, tariffs  
 native peoples - rebellions and reservations

#### V. Between the Wars

major themes: prosperity and depression - the post-war slump  
 \*the price of war for Newfoundland - the Commission  
 government

sub-themes: political powers - therise of the provinces, new  
 parties  
 economic factors - unrest, unemployment, strikes  
 British ties - a weakening bond  
 communications - beginnings of radio  
 American relations - effects of U.S. depression,  
 tariffs

#### VI. Coming to Maturity

major themes: present day, federal, provincial and municipal structure  
 international commitments, Canada in the Commonwealth  
 \*Newfoundland in World War II - major emphasis on  
 confederation

sub-themes: present-day political structure  
 economic developments  
 the communications explosion  
 American relations - an uneasy alliance  
 French-Canadian independence  
 native peoples - a re-awakening

#### VII. The Last Frontiers

major themes: new territories, new technology - the North  
 \*Newfoundland experience - Labrador, effects of  
 technology

sub-themes: political policies, economic developments  
 role of technology in communications  
 American threat to resources  
 native peoples - a way of life threatened

APPENDIX C  
UNIT OUTLINE AND BIBLIOGRAPHY

## UNIT OUTLINE

### The North

1. Location
2. Climatic Characteristics
3. Strategic Importance
4. Economic Importance

Minerals i.e. Labrador City

Water Power i.e. Churchill Falls

5. Communications
6. Transportation

### Foreign Investment

1. Tables Illustrating the Extent of Foreign Investment
2. Examples of Foreign Investment in Nova Scotia and Newfoundland
3. Pros and Cons for Foreign Investment in Canada
4. Cultural Influence of the United States on Canada

### Canada's Indians and Eskimos

1. Definition of an Indian According to the Indian Act
2. Indian Movement in Newfoundland, Indian Education
3. Examples of Indian Groups Who Have Become Involved in Modern Industries i.e. Crees
4. Modern Attitudes of Indian Groups
5. James Bay Development
6. What Does it Mean to be an Eskimo
7. Eskimo Jewelry
8. Eskimo Land Title Problem in the Arctic
9. Centralization

### Conclusion

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APPENDIX D  
LETTER TO SCHOOL BOARDS

P.O. Box 18  
Arts-Education Building  
Memorial University of Newfoundland  
St. John's, Newfoundland  
April 2, 1974

I am currently completing the requirements of a Master of Education degree at Memorial University. In partial fulfillment of the degree requirements I am preparing a unit of history at the grade nine level and I am required to pilot the unit in several classrooms. By April 22, following the Easter vacation, I will be prepared to place this unit in the classroom for formative evaluation. This unit to be piloted will be one that will likely be included in the Grade IX history text which is now being developed for the Newfoundland schools.

I would like to use a classroom in your school district for pilot purposes. If you would consent and select a teacher I will meet with the individual teacher concerned and give him the unit and some guidelines for implementation.

For the information of the participating teacher, the unit will be aspects of contemporary Canadian history. The major themes will be the North, Canadian American Relations and our Native Peoples.

Upon completion of the unit (about the end of May) I will ask the cooperating teacher to complete an evaluation form covering topics such as content, objectives, exercises and activities, illustrations, student participation, interest level, clarity of the writing and an estimate of the time required to teach the unit.

Also the students would be asked to answer a similar evaluation form concerning things such as interest level, activities, questions and content.

I am looking forward to an early reply for this request.

Yours sincerely,

Edward G. Kelly

APPENDIX E  
TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE FOR FORMATIVE EVALUATION  
OF A UNIT OF CANADIAN HISTORY

Name of Teacher \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Grade Level \_\_\_\_\_

A. Teacher Qualifications

Teaching grade \_\_\_\_\_

Degrees \_\_\_\_\_

Number of history courses \_\_\_\_\_

Number of years teaching \_\_\_\_\_

B. Learner Analysis

How many students are there in this class?

Describe the students in terms of:

- (a) Academic Interest
- (b) Academic Capabilities
- (c) I.Q. Range
- (d) Reading Level
- (e) Age Level

Was there increased student participation in class while using this unit?

- (a) More \_\_\_\_\_
- (b) Less \_\_\_\_\_
- (c) Same \_\_\_\_\_

C. Methods

How were the materials taught?

- (a) Lecture \_\_\_\_\_
- (b) Inquiry Approach \_\_\_\_\_
- (c) Combination of a and b \_\_\_\_\_
- (d) Other (describe) \_\_\_\_\_

How many class periods per week were spent upon this unit? Give length of period in minutes.

How long did it take you to complete this unit? If you did not complete the unit in the allotted time, estimate the length of time to teach the unit? \_\_\_\_\_

- (a) Completed length \_\_\_\_\_  
 (b) Incomplete - estimated length \_\_\_\_\_

D. Materials

Did your students use the documents presented in the unit?

Did your students have any difficulty understanding any of these materials?

If yes, what materials?

Compared to the present text how effective did you find this material?

- (a) More effective \_\_\_\_\_  
 (b) Less effective \_\_\_\_\_  
 (c) Just as effective \_\_\_\_\_

Refer to the above question and say why you think the material was more effective, less effective or just as effective as the present text?

Were the students enthusiastic towards this material at the

- (a) beginning \_\_\_\_\_  
 (b) middle \_\_\_\_\_  
 (c) end \_\_\_\_\_

Are special facilities or materials needed in order to use this material?

Is there sufficient emphasis upon

- (a) political history \_\_\_\_\_  
 (b) economic history \_\_\_\_\_  
 (c) social history \_\_\_\_\_  
 (further comments may be placed on back of sheet)

E. Exercises and Questions

Were the exercises and questions appropriate for your students?  
If not, why?

Did your students have difficulty in obtaining the information for  
the exercises and questions?

Did the exercises and questions cover all levels of ability?

Were both the cognitive and affective areas of learning used in this  
unit?

F. General

Did you find any unintended learning outcomes as a result of using  
these materials? If so, specify.

Were these outcomes desirable or undesirable?

Would you use a text composed in this manner during the next school  
year?

Do you have a general comment concerning this unit?

APPENDIX F  
STUDENT QUESTIONNAIRE



STUDENT QUESTIONNAIRE FOR FORMATIVE EVALUATION  
OF A UNIT OF CANADIAN HISTORY

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE: \_\_\_\_\_

1. How many class periods per week were spent upon this unit?
2. Did you enjoy working with this material? Why?
3. Did you find the documents and newspaper articles
  - (a) interesting? \_\_\_\_\_
  - (b) helpful? \_\_\_\_\_Why? \_\_\_\_\_
4. Were the exercises and activities
  - (a) interesting? \_\_\_\_\_
  - (b) difficult? \_\_\_\_\_
5. Were any of the materials presented too difficult for you to understand? If so, why?
6. Was this unit more interesting than your history text now being used? Why?
7. Do you think that you have learned more from this unit than from your present text? Why?
8. Was this material interesting? Why?
9. Do you have any suggestions on how this material could be improved?

10. Would you recommend that this type of material be used in this course next year? Why?





