

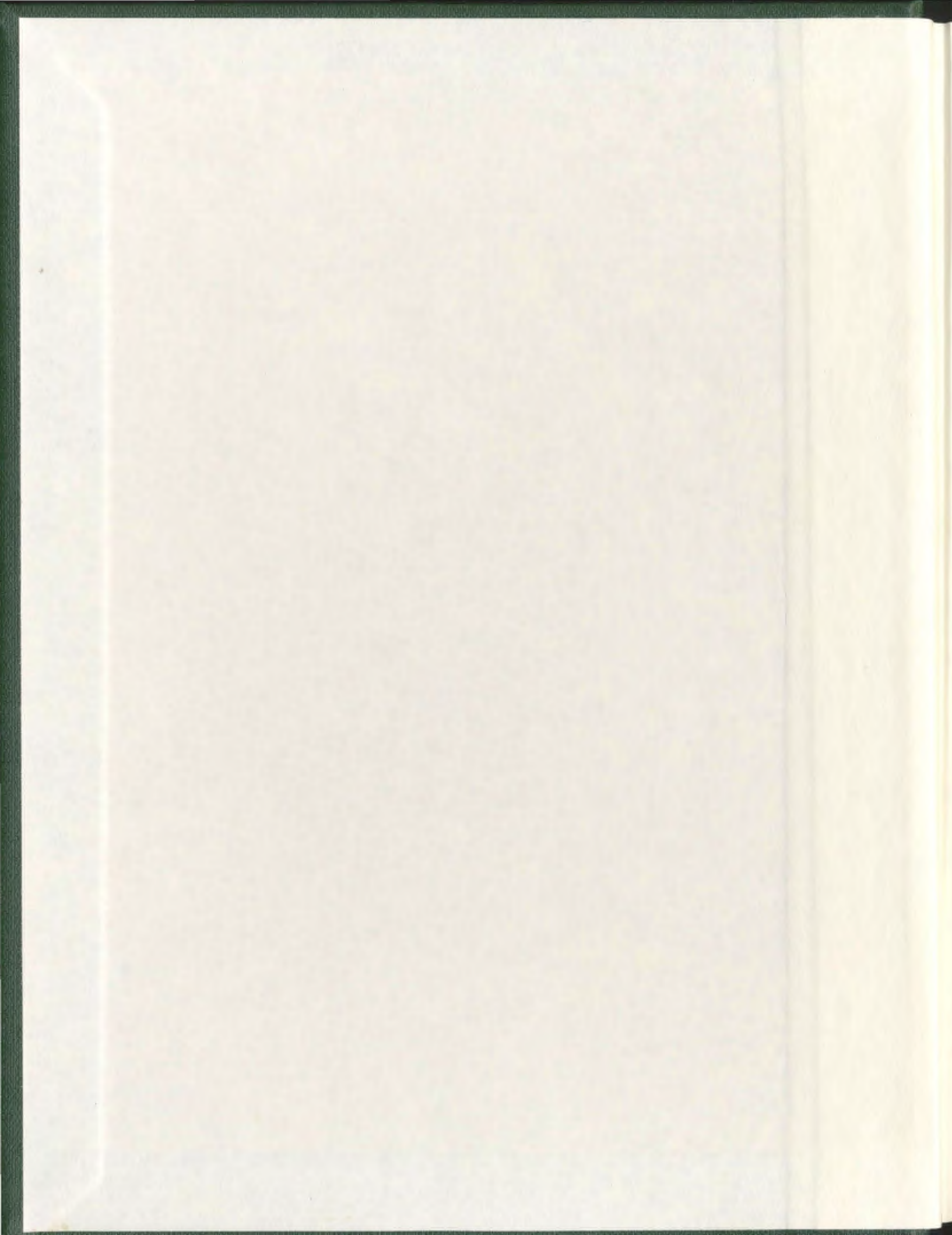
THE DEVELOPMENT OF A MULTI-MEDIA
INSTRUCTIONAL PACKAGE DESIGNED
TO SUPPLEMENT THE GRADE FIVE
SOCIAL STUDIES CURRICULUM
WITH RESPECT TO ST. PIERRE AND MIQUELON

CENTRE FOR NEWFOUNDLAND STUDIES

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SUPPLEMENT THE
GRADE FIVE SOCIAL STUDIES CURRICULUM
WITH RESPECT TO
ST. PIERRE AND MIQUELON

BY
ELROY GRANDY

A thesis/project submitted to the School of Graduate
Studies in partial fulfillment of the
requirements for the degree of
Master of Education

Faculty of Education
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September 1991

St. John's

Newfoundland



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ABSTRACT

The purpose of this study was to develop a unit of study to provide additional resources for the social studies program for Grade five. The material was developed using an instructional development approach.

The program includes a slide/tape presentation, and a teacher's guide. Included in the teacher's guide are activities to provide content re-inforcement, as well as an evaluation tool. The intended learning outcomes were determined by the Social Studies Curriculum Guide for the Province of Newfoundland and Labrador.

An extensive literature search identified a lack of audio-visual material to help teachers in the part of The Atlantic Edge, (1983) about St. Pierre and Miquelon. The writer consulted with teachers, and social studies co-ordinators and their suggestions were included in the unit.

The material was field tested in four Grade five classes on the Burin Peninsula. Evaluation results show that the material was suitable for those for whom it was designed, and successful in meeting the specified objectives.

Two conclusions were drawn from the study.

(1) This instructional material improved the level of knowledge of those Grade five students who experienced the unit of study.

(2) The material improved the performance level of students in schools physically close to St. Pierre and Miquelon. It is suspected that students in schools further removed from the Burin Peninsula would show a more pronounced result.

DEDICATION

This production is dedicated to

My wife, Maureen,

Dave, my son

and Cheryl - for being patient
for far longer than I would have liked.

Many thanks for doing without my
physical and mental presence
for the many months I have devoted to this.

Thanks,

Elroy

ACKNOWLEDGEMENTS

The developer wishes to extend sincere appreciation to those named below:

- Dr. George Koski, program supervisor, whose advice and guidance steered me through this work from beginning to end.

- Dr. R. T. Braffet, for knowledge of instructional materials development, and for assistance in the final printing of this document.

- And others, far too many to name, for support, and/or technical assistance, without which, completion of this work would not have been possible.

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CHAPTER 1

BACKGROUND TO THE PROBLEM

Our Province, Newfoundland and Labrador, is in a unique situation. Most Canadian Provinces border on the United States of America, a foreign power whose culture is similar to that of Canada's in many respects. Our Province is unique in that it has on its doorstep, St. Pierre and Miquelon, a foreign territory that is very different from our own. In fact, this small part of France in the New World is often referred to as "a little bit of Europe in North America" because it is so unlike the rest of this continent. Thousands of tourists visit the Islands each year to find a European flavour without actually going to Europe.

At present, 1988, St. Pierre is finding itself the centre of much attention. The dispute between the Governments of Canada and France over waters adjacent to St. Pierre and Miquelon is making headlines on at least two continents. This dispute makes it more important that more attention be paid to St. Pierre and Miquelon in the curriculum of Newfoundland and Labrador so that the situation can be fully understood by all.

One would think that the schools of this Province would have a considerable amount of information and materials relating to those Islands. This is not the case.

In thirteen years of teaching elementary grades, the author has never seen any packaged instructional materials that could be used to teach students about that part of France off our southern shores. The Department of Education Curriculum Guide and Resource Centre list no suitable materials. The Grade five social studies text, The Atlantic Edge, (1983) discusses St. Pierre and Miquelon, but it is only a passing reference. This teacher has found nothing that would be suitable to expand on that small bit of information, or to reinforce it. This writer hopes to change this. The objective of the project is to develop an instructional tool that will provide information about that region. Material to be developed will be aimed at Grade five level students, but will be suitable for use by older learners to expand their general knowledge of St. Pierre and Miquelon.

Even though St. Pierre and Miquelon are today part of a foreign country, the story of those Islands and that of Newfoundland are closely related. From the days of Jacques Cartier who claimed the Islands for France in 1534, the history of St. Pierre and Miquelon has been intertwined with the history of Newfoundland and Labrador. For much of the early history of the two territories, there were instances of conflict with the result that St. Pierre and Miquelon changed hands several times between the English and French. In more recent

times, while there has been no fighting, there have been disputes between them. For example, in the late 1880's, there was the dispute over bait which led to the British passing the Bait Act in 1888. This law forbade the selling of bait to foreigners, and this led to a brisk smuggling trade between the French and the people of Newfoundland. In 1920, the Government of the United States passed a law that outlawed the producing and consuming of alcoholic beverages, resulting in another form of smuggling for the French Islands. St. Pierre became the centre for importation of alcohol from Canada, and Newfoundlanders were among those who smuggled it to the eastern seaboard of the United States.

At present, 1988, there exists a dispute between Canada and France over territorial jurisdiction and fishing rights in the waters around St. Pierre and Miquelon. These are just a few samples of where the history of St. Pierre and Miquelon and that of Newfoundland are intermingled. There are many more. Because of the historical ties to Newfoundland, it is important to know the history of St. Pierre and Miquelon as well.

STATEMENT OF THE PROBLEM

There is no indepth study of St. Pierre and Miquelon

in the Province's Department of Education curriculum. The Grade five social studies text, The Atlantic Edge, (1983) has several paragraphs but there is very little detail. Because the social studies course for that grade is the study of Newfoundland and Labrador, this writer feels that Grade five is an appropriate place to study that foreign territory to the south of Canada's tenth province.

There would not be a curriculum deficiency in this regard if there were adequate materials to teach Grade five students about the French Islands. This would have to include the necessary text book information, along with appropriate learning resources to supplement and reinforce concepts. Unfortunately, at present, the situation is far from ideal. The author's observations and discussions with eight teachers in five schools indicate that very little is being taught about St. Pierre and Miquelon, because no teacher can find suitable materials about the topic. His discussions with students show that there is interest in the subject. This interest arises from visiting the Islands for holidays, on student exchange trips, and from the study of the French Language in school.

How will the study of St. Pierre and Miquelon help the learner? First, it will increase knowledge about the foreign country that is closest to Newfoundland and La-

brador. In this way, students will realize that there is a culture that is very different from our own not far away. Secondly, such knowledge will help the learner realize the importance of foreign relations. This will be evident from the intermingling of French and English cultures, especially on the south coast of Newfoundland. Thirdly, it will make the learner more familiar with points of interest to visit during a trip to St. Pierre and Miquelon.

In summary, St. Pierre and Miquelon, geographically and historically, is too closely related to Newfoundland to be ignored. A major problem in teaching about the French Islands is that there is no course or material available to teachers. This is an instructional problem, one that this instructional developer intends to correct.

PROPOSED SOLUTION

This writer intends to develop instructional material aimed at providing teachers with a tool they can use to help Grade five students learn more about the French Islands of St. Pierre and Miquelon. The objective of the package is to provide a supplement to the Grade five social studies text, The Atlantic Edge, (1983) a supplement that will focus on the ties between the French Islands and the Newfoundland Colony, between the

French Islands and what is now Canada's newest province. Because the material will be aimed at Grade five students, with an average age of ten years, the concepts involved will not be as complex as would be the case for older students. The scope, however, will be broad enough to give a general idea of the culture and way of life of that little part of France on our doorstep.

The package to be developed will serve two purposes. Its primary role will be to provide Grade five social studies teachers with a tool they can use when discussing St. Pierre and Miquelon. It will also be suitable for teachers and students of the Newfoundland Culture Course now taught in High Schools. In its secondary role, it will serve as an introduction to the Islands for a much broader audience. It will be especially useful for tourist who plan a visit. It should be stressed that it is the author's objective to provide a resource package for the Grade five social studies program, to improve the level of knowledge about St. Pierre and Miquelon.

DEVELOPMENTAL PROCESS

To develop the material, the writer will proceed through a recognized instructional development process.

Needs Assessment

The first step will involve a detailed needs assessment. To determine if there is a need for the instructional development being planned, this instructional developer will interview curriculum developers such as those at the Newfoundland Department of Education, and those who are responsible for administering curriculum such as school board social studies coordinators. As well, at least twenty Grade five Social Studies teachers will be questioned about the availability of such material. (Appendix A)

Learner Analysis

If it is apparent that such a need exists, then the writer will conduct an indepth learners analysis. Age, social-economic background, and any other factors about the target audience that might be relevant to the development of this project will be examined. Entry level will be determined by means of a test to determine the target audience's awareness of France.

Task Analysis

Once the learner has been examined in detail, the author will do a task analysis, followed by behavioral objectives that list what the writer wants the learner to gain by being exposed to the planned instructional development. An evaluation tool will be constructed, aimed

at determining if those objectives have been met.

Media Selection

What type of media will be most appropriate for this instructional material? The writer will make this decision based on a short questionnaire that a minimum of twenty Grade five social studies teachers, representing at least twelve schools, will be asked to complete. This survey will attempt to find out which of several media choices teachers would prefer to use. (Appendix B)

Formative Evaluation

Only after all of the above mentioned procedures are completed will the writer complete the initial design and production. After that has been done, formative evaluation must take place. Media specialist, historians, teachers concerned, and Grade five students will be among those asked to be critical of the work. The writer will request access to a Grade five class to act as a test group through each sequence in the development stage of this learning tool.

Summative Evaluation

Summative evaluation will be done by Grade five social studies classes and teachers not previously exposed to the material. Pre-test and post-test on three intact classes will serve to determine if those exposed

to the instructional material can attain an 80% success rate. If the target groups score lower, then the learning tool will have to be revised.

Implementation

Some way must be found to make it available to those who can best put it to good use. It must be made accessible to Grade five social studies teachers in order for it to be an asset to the Grade five social studies course. School Boards have District Resource Centers and The Newfoundland Department of Education has an extensive distribution system for many types of audio visual materials. The writer intends to make copies of the instructional material available to both distribution systems.

SUMMARY

It is the writer's intention to develop an instructional material that will help Grade five social studies teachers expose their students to St. Pierre and Miquelon. The writer will follow strict instructional development procedures to determine need, the characteristics of the learner, and other factors relevant to the development of this learning tool. An extensive field test will be done to test the effectiveness of the

learning resource. The writer hopes the finished product will serve as a supplement to the Department of Education's authorized course for Grade five Social Studies. This addition will remedy a deficiency regarding a lack of resource material for instructional purposes about St. Pierre and Miquelon at the Grade five level.

CHAPTER 2

NEEDS ASSESSMENT

INTRODUCTION

Before beginning the elaborate process of problem solving with regard to instructional materials, an instructional developer must be certain that, indeed, a problem exists. One must assume that there is a consensus of others who perceive a deficiency and then set out to determine if that is the case. This is done by means of informal and formal surveys, which determine if the instructional developer has identified an actual need. If a need can be confirmed, an analysis of the learner, behaviorial objectives and task analysis help to formulate an appropriate solution. Summative and formative evaluation, media selection, possible modification, and implementation of the finished product must also be considered. Study of those factors help to arrive at a solution that is useful and practical.

IDENTIFYING NEEDS

In 1985, the first edition of, The Atlantic Edge, (Cramm and Fizzard, 1983) was selected to meet the needs of the Grade five Curriculum. This textbook was intended

to teach both the History and Geography of Newfoundland and Labrador. The authors attempt to arouse in Grade five students an awareness of the trends, events and circumstances that have affected the development of our Province. Perhaps in attempting to include this broad scope, and limited by the number of pages practical for an elementary grade text book, some aspects of regional history are not covered in any great detail. The teacher is then confronted with the problem of limited information to expose their Grade five students to specific local historical events. One noticeable and glaring deficiency is the lack of detail regarding events and circumstances with reference to the influence of St. Pierre and Miquelon on the development of the south coast of the Island of Newfoundland.

A brief search through the popular audio visual catalogues indicate that there is a large selection of materials providing information about a large number of the Province's communities. The National Film Board of Canada, Department of Education Curriculum Centre, and Memorial University's Resources Clearing House list numerous film, tape/slide and filmstrip titles. Examination of catalogues show a wide variety of suitable materials. However, discussion with Grade five Social Studies teachers, and this teacher's experience show that suitability is a limiting factor. Most listings are

targeted for a specific audience and so are of little or no value to other groups. This is particularly true of the printed media.

Some factors the Elementary teacher must consider include:

- i) Vocabulary level
- ii) Topic appropriateness
- iii) Level at which a concept is presented
- iv) Format of presentation

In The Atlantic Edge, (1983) the authors devote five short paragraphs to St. Pierre and Miquelon. Beginning on page 66, students are informed that the Islands of St. Pierre and Miquelon remain a part of France because of a dispute between that country and Great Britain. As the loser France, in 1693, gave up all of its territory in North America except those two small islands off Newfoundland's south coast. One paragraph is devoted to the "graviers". These were young boy-servants who were badly treated, and who finally escaped to Newfoundland's west coast, and parts of Eastern Canada. These early refugees brought their French culture to Newfoundland, and became the forefathers of this Province's present-day French population. The last paragraph in this section makes no

reference to St. Pierre and Miquelon.

In the opinion of this developer, this amount of material is insufficient for teachers to do an adequate job of teaching Grade five students about the French Islands. It appears obvious that Cramm and Fizzard intended teachers to find additional information in order to cover this topic in detail. Teachers must go to the instructional material catalogues already mentioned, to encyclopedias, libraries, and elsewhere, to find supplementary material. They must consider the factors mentioned above and then decide if a title is appropriate. If no materials are available, then a topic is likely to be covered only to the extent that it is mentioned in the textbook. This developer's experience in the classroom has proven that too often this is the case. In the opinion of this writer such superficial treatment is not what the authors intended.

The author recognizes that this lack of appropriate material is a problem that needs more careful study so as to arrive at a possible solution.

ANALYSIS OF NEEDS

Informal meetings and discussions with eight Grade five Social Studies teachers on the Burin Peninsula indicated to this developer that a need existed for ins-

structional material to supplement the "St. Pierre and Miquelon" section of the text book for that grade. This need may be regional since the south coast of the Province is close to the two French Islands. Some communities, such as Fortune, have daily contact with St. Pierre via a ferry link. Most teachers stated they would use any appropriate material that would provide students with details about St. Pierre and Miquelon.

Informal conversations indicated that a deficiency exists with respect to the amount of information about St. Pierre and Miquelon. Two School board coordinators on the Burin Peninsula who were responsible for Social Studies, were also unable to find or recommend suitable materials to study the French Islands. A survey of resource catalogues proved that none of the materials available satisfied the apparent need. This writer believes that teachers will use appropriate materials once they are developed.

To further determine teacher's appraisal of the deficiency regarding information concerning St. Pierre and Miquelon, a more formal survey was done. Grade five Social Studies teachers in eight schools on the Burin Peninsula were asked to provide information to prove or disprove this instructional developer's opinion that there is an instructional material deficiency. This was done by means of a questionnaire-type instrument. (See

Appendix A).

Twelve teachers were approached and asked to provide the necessary data. Only teachers presently teaching the Grade five Social Studies course, or who taught it last year, were asked to participate.

Eleven of the twelve or 91% of the questionnaires were completed and returned.

Appendix B provides detailed results of the data compiled. Most noteworthy is the fact that all respondents indicated a need for materials to supplement The Atlantic Edge, (1983).

Almost half of the respondents indicated some first-hand knowledge of St. Pierre and Miquelon. This may be due to the close proximity of the French Islands and the Burin Peninsula, and the fact that the former is a major tourist attraction. All respondents indicated that they felt instructional material providing more information would be of value for a Grade five class.

All eleven (100%) indicated that they knew of no instructional material that could be used to give students information that would complement the St. Pierre and Miquelon section found in the Grade five Social Studies text. If this is the case for educators in that part of Newfoundland closest to our French neighbour, then it would appear to be a logical assumption that teachers in other parts of the Province have the same lack of mate-

rials relevant to St. Pierre and Miquelon.

ALTERNATIVE SOLUTIONS

Are there other solutions to the apparent problem other than development of instructional material? Two solutions appear to have potential. Firstly, there may be supplementary materials already in existence that simply have to be placed at the teacher's disposal. This solution would entail finding and distributing appropriate material. Secondly, perhaps there may be instructional materials available that would be appropriate with some minor modification. This solution would entail collecting such material, modifying it to complement the information in the Grade five textbook, and then distributing it to teachers.

A survey of available materials is necessary in order to determine if there is a solution other than the development and production of new instructional material to satisfy the apparent need.

SURVEY OF AVAILABLE MATERIALS

An intensive survey of the literature showed that St. Pierre and Miquelon is not an area to which writers have given a lot of attention. It has been largely ignored by writers from this Province, and when mentioned at all, usually there is very little detail. Most of

what has been written is not appropriate for a Grade five class. At best most could serve only as teacher reference books. These would include such books as Harold Horwood's "Newfoundland" (1969), and "Historic Newfoundland" (Horwood and John de Visser, 1986). The same is true of "Newfoundland Journeys" (1971) by Addison Brown.

A much better source of printed material about St. Pierre and Miquelon is native author, John Paul Andrieux, a noted historian and avid writer. To date, he has written four books about the two Islands, and they are a storehouse of facts and entertainment. These are "Shipwreck at St. Pierre" (1982), " St. Pierre and Miquelon", (1983), "Prohibition and St. Pierre" (1983), and "Newfoundland's Cod Wars, Canada or France?" (1987). These books, written for adult readers, are informative and quite detailed. Much the same can be said for "Under Two Flags" (Bernard D. Fardy, 1987) and "The St. Pierre and Miquelon Affaire of 1941" (Douglas G. Anglin, 1966).

As well as printed material, several audio visual materials sources were examined closely. There was a very serious shortage of this type of material relevant to the area in question. Only one listing could be found. Memorial University's Resources Clearinghouse Catalogue listed "Saint Pierre and Miquelon" (Elsie Squires, 1983).

The Department of Education's Curriculum Centre and the National Film Board of Canada had no listings whatever relevant to St. Pierre and Miquelon.

RATIONALE FOR DEVELOPMENT OF MATERIALS

The results of the questionnaire-survey revealed that there is a need for the development of instructional materials to supplement the "St Pierre and Miquelon" section of the Grade five Social Studies text.

The survey of materials available indicated that there are print materials available that deal with St. Pierre and Miquelon, and there is some reference to the relationship between the French Islands and Newfoundland. The problem with such materials is that the information is presented in a way that is not appropriate for students at the Grade five level. For the most part, those books are written for an adult audience, and the vocabulary level and concepts discussed present a formidable task for students at levels lower than high school. Some of these would make excellent teacher resource books, but apart from that, are of little value to the Grade five Social Studies Curriculum. A search of the audio visual materials available shows only one listing and that one is designed for Grade Nine students of French. As such, it is entirely unsuitable for a

Grade five Social Studies class. Thus, the problem exists that the St. Pierre and Miquelon section of the Grade five Social Studies text does not have adequate supplementary materials to allow teachers to do a thorough job of exposing their students to the French history and culture immediately adjacent to our Province.

Therefore, in the opinion of this developer, a need has been established for such materials. Since nothing appropriate presently exists, such instructional materials will, of necessity, have to be developed and produced.

THE DEVELOPMENT PROCESS

Based on a proven need, the following process of instructional development for the preparation of materials will be undertaken.

Learner Analysis

The first stage in this process must be a detailed analysis of the learner for whom the new material is intended. Factors such as age, level of maturity, and awareness of the topic must be investigated. How knowledgeable the learner is about St. Pierre and Miquelon will be determined by a test.

Task Analysis

Once the learner has been examined in detail, the author will do a task analysis, followed by behavioral objectives that list what the writer wants the learner to gain by being exposed to the planned instructional development. An evaluation tool will be constructed, aimed at determining if those objectives have been met.

Media Selection

The type of media has been decided by teachers who completed and returned the questionnaire-survey sheets. Fifty-seven % agreed that a tape/filmstrip along with a student text and teacher guide, is most suitable because the presenter, the teacher, has more control over that type of presentation. Based on those results, this instructional designer feels it best to use that media format. If a tape/filmstrip is not possible then this developer will investigate the feasibility of a slide-/tape presentation.

Formative Evaluation

Only after the above mentioned procedures are completed will the writer complete the initial design and production. Research must be done. Interviews must be done and photographs taken. The information compiled must be sorted into a smooth-flowing presentation that

will be informative and interesting. The teacher's guide and student's text must be prepared. After that has been done, formative evaluation must take place. Media specialists, historians, teachers concerned, and Grade five students will be asked to be critical of the work. The writer will request access to a Grade five class to act as a test group.

Summative Evaluation

Summative evaluation will be done by at least four Grade five Social Studies classes that have not been previously exposed to the material. Pre-test and post-test on four intact classes will serve to determine if those exposed to the instructional material can attain an 80% success rate. If the target groups score lower, then the learning tool will have to be revised.

Implementation

A last step in the development process will be the implementation of the author's instructional material. It must be made accessible to Grade five Social Studies teachers in order for it to meet the need identified by this author. Several options exist. School Boards have District Resource Centers and The Newfoundland Department of Education has an extensive distribution system of audio visual materials. This instructional developer intends to make copies of the material available to both

distribution systems.

SUMMARY

In the opinion of this writer, a deficiency in the Grade five Social Studies Program has been identified. A consensus of Grade five Social studies teachers on the Burin Peninsusla agree that instructional materials that complement The Atlantic Edge, (1983) are needed to allow teachers to do a thorough job of exposing their students to St. Pierre and Miquelon, and to the relationship that exists between the French Islands and that of Newfoundland. A need has been identified.

Based on that need, the multi-media instructional package, My Trip to St. Pierre, was developed.

CHAPTER III

LEARNER ANALYSIS

OVERVIEW OF GENERAL CHARACTERISTICS

In the previous chapter, the writer defined the procedure followed in creating an instructional program once a need had been identified. As part of the process, an analysis of the intended learner was carried out.

Because any Grade five student in the Province could be presented with this package, it was decided to look at general characteristics of the entire group. After this broad examination, the developer examined, more specifically, the four groups that were to be involved in the field test of the instructional package.

Many studies have been done to identify the characteristics of every grade level. Other findings come from those involved in Program development. One such Newfoundland and Labrador Department of Education study, the "Design for Social Studies K - VI in Newfoundland and Labrador" arrived at the following conclusion concerning Grade five students:

"Ten year-olds are poised, relaxed and like seven-year olds, are introspective and reflexive, but at this age they reach a point of balance and adaptation to their world that they have never had before and may not have again for another decade. This good adjustment can be seen in the school behaviour of ten-year-olds.

They are cooperative, considerate, and responsible to authority. They want to learn, are greatly stimulated by praise and success, like to plan in groups, think for themselves, and make decisions. They are soaking up information rather than integrating it, but perhaps this is a necessary preparation for the attempts at integration that will come later. They are developing the ability to conceive of geographical space and to form concepts of successive epochs. Tens enjoy research. They read realistic literature, look for heroes in historical characters and in young adults within their observation and from whom they derive value codes. They are happily busy and active in whatever they do, know the sheer joy of living and playing, and have the stamina and rebound needed in physical activities."
 (Government of Newfoundland and Labrador, n.d.:54-55)

The developer's fifteen years of experience working at the elementary level support the above findings. Some further observations include the fact that while the above findings are related to ten-year olds, it is true that while the majority have reached the age of ten, in Grade five there are very often students who are nine and eleven years old. In the case of the latter, this may be due to students repeating a grade, or starting school later than their classmates. Usually, repeating a grade is the case. There may be those who are nine because of an early start in their school career due to their birth date being very late in the year. It must be noted also that there are different levels of maturity as is the

case in any population sample. It does not necessarily follow that the oldest will be more mature than the youngest in the group.

The average fifth grade class's reading level is far more diverse than chronological age differences. After four years of primary education and one year of elementary study, most have reached a level equivalent to what is considered appropriate after five full years of school. However, the span of abilities might range from Grade two to Grade nine. Every class has students, perhaps as many as 25 %, (Dechant, 1973:8) who, due to home environment or natural ability, will not be able to keep up with the regular progression from level to level. The writer's personal experience has shown that, in spite of special classes such as Special Education, they fall behind and by Grade five might not have advanced past Grade two or three. Any instructional development must keep those underachievers in mind because there are far too many to ignore. As well, there are students in the same grade who can consistently read at several grade levels above Grade five. Again, home environment and natural ability have allowed some to progress to where they are easily bored with regular Grade five material. For those, there are enrichment classes that try to challenge and stimulate their creativity. They too, are a factor in the development of instructional materials.

Most Grade five students are still at the stage of concrete operations but some are beginning to show signs of abstract thinking. (Singer, 1978:24) For this reason, it is necessary to utilize a hands-on approach as much as possible. Otherwise the child will have difficulty in classifying objects and concepts. Most will get far more from a picture than from a descriptive paragraph. This is because study skills are not well developed. (Lunzer 1979:1) Some are able to grasp the concept of study during Grade four, but most still do not appreciate the necessity of study because during four of their six years in school it was not necessary. Constant reminders and low scores on tests emphasize that study skills are necessary for academic success.

Also in the development stage are listening comprehension skills. Grade five students can listen attentively to any interesting discussion but many will listen in a way that much will not be remembered for long. (Lall, 1983:5) They forget easily and only practice and reinforcement will enable them to master the art of listening by Grades six or seven, or later.

Most Grade five students can work independently, but many show a low level of self confidence. Many will want to be told how to do something just to confirm what they thought was correct. There is little hesitation to seek help. After repetition of an exercise, most stu-

dents will be able to read instructions and do the work correctly. It is the teacher's primary role to instill in the less confident a high degree of self-worth, thereby making them more independent and less uncertain.

The above characteristics have been noted by the writer in his day-to-day, year-to-year experience with Grade five level students. Discussions with other educators support these findings. It can be assumed that the same characteristics will be found in most classes in Newfoundland and Labrador. This information provides part of the background in the development of this instructional material.

CHARACTERISTICS OF CLASSES SELECTED FOR STUDY

GROUP 5R - LAKE ACADEMY, FORTUNE

This Grade five class was comprised of seventeen students who attended school in rural Newfoundland. The school population was made up of 361 students along with twenty-four teachers and administrators. None of the children were bussed and all went home for lunch. Only students who live in Fortune attended the school.

Conditions in Fortune today, (1991) are identical to when this study was done in 1990. The town is an excellent example of post-resettlement rural Newfoundland. It is a traditional fishing community with most people

being employed at the local fish plant or on deep sea trawlers. The inshore fishery and the service sector also employs many young people. Because of the sporadic nature of the fishery, unemployment at times may reach ninety percent. Long periods of down-time in the fishery cause a high dependency on Unemployment Insurance Benefits. In addition there are a large number of unskilled people who cannot find jobs and depend on Make-Work projects along with U. I. C. payments for their livelihood. The town has a population of 2 500.

While Fortune is the Gateway to St. Pierre and Miquelon, the town receives little benefit from the tourist business. A few people work for the ferry operations and for Canadian Immigration, but most tourists travel through Fortune without leaving any money.

A large percentage of the population is made up of people who moved into the town from other parts of Fortune Bay that have been re-settled. It is hypothesized that this mixture of many communities has created many problems, particularly amongst the young. Family problems, marital problems and vandalism rates are high.

The Town is fortunate to have an arena that the general public and schools in the area use. Minor hoc-

key is popular among the boys and they have hosted teams from various parts of the Province, including St. Pierre and Miquelon. All students at Lake are involved in skating as a part of their Physical Education program.

From this description it can be seen that this class was a product of conditions you might find in many outport Newfoundland and Labrador communities.

CLASS CHARACTERISTICS

The class consisted of fourteen students who were age ten, one who was age eleven and two who were nine. There were ten males and seven females for a class population of seventeen. This extremely low student-teacher ratio was due to declining enrollment at the school without a corresponding decline in staff.

The majority of students in the class were reading at Grade four to six level with a few below and above this. Two students went to a remedial teacher for extra help with Language Arts. There were no other significant differences in this class.

The school environment was generally a positive one. Much emphasis was placed on the value of learning. In addition, students were encouraged to take part in a wide variety of extra-curricular activities, ranging from Friday night soc-hops, to lunch-hour sports, computer

club, student council and a school band. There was high interest in all of these activities. Teachers made a definite effort to provide a well-rounded education that involved much more than the content between the covers of the text books.

Lake Academy had a large, well equipped resource centre that had thousands of books, filmstrips and videos that teachers used to extend on textbook content. There were numerous reference books, that students used for research, and books that were read just for pleasure. Six computer systems were located within this room and they were in almost constant use by students and staff. The school was well equipped with regard to the learning resources, such as as film projectors, and video cassette recorders. Visitors have said that Lake's Library - Resource Centre is better equipped than most.

The proximity of the school to all parents allowed a good relationship between school and home. While there was no home-school association, parents were contacted on a regular basis regarding school activities. At Reporting time, all parents came to school to pick up student reports and to discuss their child's progress with teachers.

Most children came from working class homes. In seven cases, both parents worked at the fish plant or other jobs. Five students came from homes where employment was

less constant and Unemployment Insurance Benefits made up most of the families' income.

Two members of the class lived in single-parent homes.

In one respect the class was different from most other classes found in the Province. The proximity of Fortune to St. Pierre and Miquelon make it a natural place to visit. Ten of the students had visited the French Islands at least once either as a family outing, or as part of some group or club. This proximity provided them with a learning experience not so readily available in most other communities.

In summary, Lake Academy was a good example of the type of school found in rural areas where no bussing occurs.

GROUP 5S - PARTANNA ACADEMY, GRAND BANK

The twenty-one students who made up this class were part of a student body that totalled 465 in Grades K - eight. There were twenty-seven teachers on staff. Approximately forty percent of the students were bussed. Of those, all but twelve lived in Grand Bank. The School served one other small community approximately 1/2 hour way.

Like Fortune, Grand Bank was a good example of traditional outport Newfoundland. There was only one industry, the local fish plant which provided the bulk of the

employment in the town. The deep sea trawlers carried on the historical Grand Banks fishery for which this Town became famous during the days of the fishing schooners. A small inshore fishery, some government offices and the usual service industry completed the economy. The town had a population of 4 000.

Unlike Fortune, the population of Grand Bank was comprised mostly of people born in the community. Fewer people from re-settled towns moved here and consequently there was not the same diversity of community groups as in Fortune. The Church, which is almost totally Protestant, had a strong influence upon the community.

Grand Bank has an important educational facility in the Seaman's Memorial Museum. This is a well equipped collection of fishing memorabilia depicting all aspects of the fishing industry, both past and present. Classes from many communities and visitors from far and wide have marvelled at this interesting collection of fishing artifacts.

A modern, olympic class swimming pool is located in Grand Bank, within walking distance of Partanna. This facility gets much use by the general public, and schools in Grand Bank and Fortune.

RELEVANT CHARACTERISTICS

The class was composed of twelve males and nine females.

Nineteen were age ten and two were age nine. All students were from Grand Bank. Only thirteen were bussed.

For the most part, the class was average in ability. No students left the classroom for any type of remedial work. The teacher reported no factors that made this class unique in any way.

Twelve of the students came from working class families, where parents worked in either the fishing industry or some service industry. In the case of the former, work was often sporadic. Five others had parents that worked in the service industries, some of whom have seasonal occupations. Four were from homes where Make-Work Projects, or Social Services made up the major part of the family income. Five were from homes where both parents worked, at least part of the time.

Partanna, like Lake Academy, had a wide program in addition to regular academics. Students were encouraged to participate in various musical groups, after-school sports, and club activity. They were required to participate in swimming instruction at the nearby pool. Trips to the Seaman's Museum were popular and common. Teachers spent many hours after school in efforts to give

students opportunities other than those found in the classroom.

The school had a large library-resource center that was equipped with books on a wide variety of subjects. There was a large selection of reference books and filmstrips, as well as the usual technological tools, that teachers could use to extend the content of their text books. The library was very popular with students. The school had four Apple computer systems but those, for the most part, were located in classrooms.

As was the case for Fortune, close proximity to St. Pierre made for easy access to those foreign Islands from Grand Bank. At least seven members of the class had made the crossing, for one reason or another, to stay at least one night. The developer suspects that such large numbers would not be the case for schools in other parts of Newfoundland and Labrador.

These factors made Grade five students at Partanna Academy similar in nature to those found at Lake Academy. It is hypothesized that students of both schools were more knowledgeable about St. Pierre and Miquelon than were students in most other schools of the Province.

GROUP 5H - JAMIESON ACADEMY, SALT POND, BURIN

In this Grade five class there were twenty-one students. The school had twenty-nine teachers that served 567 Kindergarten to Grade eight students. All of them were bussed.

Salt Pond is a rural community. Located on the eastern side of the Burin Peninsula, it is a service center for the area. It is at Salt Pond that the new Regional Hospital is located. So is the Burin Campus of the Eastern Community College, and the offices of the Burin Integrated School Board. The small town boasts a high school, an all-grade school, and a primary school in addition to Jamieson. The four schools serve students from Integrated and Roman Catholic Boards, from more than ten communities, from as far away as fifty minutes by bus. Because of this, most of the schools do not have a strong sense of community identity. Jamieson Academy is located in Salt Pond, but the school is a Burin Peninsula school serving Integrated students.

The communities served by the school range from the industrial towns of Burin and Marystown to Red Harbour where almost everyone earns a living from the inshore fishery, to Winterland, where most residents are farmers.

At the time of this study in 1990, the area had most conveniences to be found in any urban center. There

were two movie theaters, a modern swimming pool, an ice arena, a modern hospital, and a vocational school within a ten-kilometre drive.

Jamieson Academy was a reasonably well equipped school. It had a spacious library - resource center that had several thousand books of all kinds, five Apple computers, and compared to Lake Academy and Partanna with regard to the teaching technology available to teachers. As in the two schools previously mentioned, teachers aimed to provide an education that included more than what is in the prescribed text books. At Jamieson, this was not as obvious because of the bussing system. All students left the school at 2:50 and so very little, if anything, happened after that. The bulk of the extra-curricular activities occurred during the forty-minute lunch time.

RELEVANT CHARACTERISTICS

The class was composed of ten boys and eleven girls. Eighteen were at the age of ten, one was eleven and two were nine years old.

The students were from all communities served by this regional school. All were from working class or middle class families. Nine had at least one parent working in one of the two fish plants in the area or in the shipyard at Marystown. Four were from homes where at

least one parent was a professional, such as a nurse, doctor, teacher or lawyer. Only two were from families that depended on the inshore fishery. Six were from homes where the income was of a more seasonal nature. Eight of the students were from homes where both parents worked.

One student was from a single-parent home.

The teacher reported that three students were performing at a level lower than expected at Grade five. They went to a remedial teacher for at least eighteen of the forty-two periods for remediation in Language Arts and Math. These three students were incorporated into the regular class for all other subjects. The teacher indicated that in-class performance, regular test results and standardized testing showed that most others in the class were of average or above ability.

Jamieson Academy was a good example of any regional school in the Province where one-hundred percent of the students are bussed from several surrounding towns.

GROUP 5G - SACRED HEART, MARYSTOWN

This school had a student population of 347 in Grades K - seven. There were twenty-two teachers on staff. In Grade five there were three classes. Sixteen students were in the class involved in this study. The school is located in the center of Marystown, adjacent to Marys-

town Central High and serves the Roman Catholic population of Marystown and surrounding communities. Ninety-five percent of students were bussed.

As when this study was done, (1990) Marystown, in 1991, is the focal point of the area. It is the largest community on the Burin Peninsula with a population of more than 10 000 people. The Shipyard and the fish plant employ the majority of workers in the area. It is at Marystown that the Peninsula's two malls are located. Some commuters drive for as much as an hour to work in the service sectors of the town's economy. Marystown is the hub around which most of the Burin Peninsula revolves.

RELEVANT CHARACTERISTICS

Fifteen students had reached the age of ten, and one was nine years old.

The school was new and relatively well equipped. It had few computers but most of the teaching technology tools were available to teachers. The library had a small collection of books on a limited number of subjects but an effort was underway to improve this situation.

Students were encouraged to take part in extra curricular activities and school events. Teachers attempted to give students a broad education but, as at Jamieson,

bussing was a deterrent. Recreational outings to the arena and swimming pool were popular events with the students. Field trips to the shipyard and fish plants were routine exercises.

All of the students were from working class environments. At least nine had parents who worked in the fish plant or shipyard, while six had at least one parent who worked in the service industry or hospital at Salt Pond. Six students were from homes where parents are relatively unskilled and Unemployment Benefits or Social Security made up the bulk of the income. Six were from homes where both parents worked.

The teacher reported that two of the class received remediation for either Language Arts or Math. Teachers' comments on Student Report Cards indicated most of the remainder in the class were of average ability.

It is hypothesized that, in most respects, this class was representative of those found in industrialized towns of similar size in the Province.

SUMMARY

It is the opinion of this developer that classes described above conform to the norms of similar type schools found throughout Newfoundland and Labrador. Table 1 details the data on the classes with respect to age and sex.

SUMMARY OF THE DATA ON THE CLASSES
SELECTED FOR STUDY

AGE	GROUP 5R	GROUP 5S	GROUP 5H	GROUP
5G				
9 years	2	0	2	1
10 years	14	19	19	15
11 years	1	2	0	0
TOTAL:	17	21	21	16
SEX				
male	10	12	10	7
female	7	9	11	9

Table 1

Most of the students in this sample were functioning at or near Grade five level in most subjects. There were no obvious major deviations or deficiencies in ability or achievement, other than that expected in the average classroom setting. Although there were differences in socio-economic backgrounds, it appears that the students' level of motivation and desire to learn were not very dissimilar. Furthermore, the differences in school settings, community and environmental diversity provided a broad base to test the instructional material.

CHAPTER IV

TASK ANALYSIS

The process of instructional development for learning resources is a well defined procedure. First, a perceived need is identified. A Needs Analysis is then done for the purpose of defining the deficiency and the best method is determined to eliminate the deficiency. This is followed by a Learner Analysis which is conducted to examine the nature and characteristics of those for whom the instructional material is intended. The next step is the development of behavioral objectives and goals that the learner will meet as a result of the proposed instructional materials. These objectives and goals need to be broken down into sequential units so as to facilitate learning. In order to move a student from one level of performance to one more advanced, sequential units of increasing difficulty must be identified. This is the purpose of the Task Analysis.

STATEMENT OF GOALS

In Chapter 3 (Needs Analysis) of this report, the developer determined by means of a search of the literature, and through discussions with teachers, that

there was a need for additional material about St. Pierre and Miquelon to support that information that is found in the Grade five Social Studies text book. It was concluded that one need was for students to be able to compare Newfoundland and Labrador with the French Islands of St. Pierre and Miquelon. This was translated into a goal which states that Grade five Social Studies students will be able to identify historical and geographical relationships that exist between Newfoundland and Labrador and St. Pierre and Miquelon. According to the author, this relationship is the most important goal because only by comparing other cultures to our own can we understand them. A task analysis was done in order to determine the instructional sequence for achieving this goal.

A second need identified in Chapter II was translated into a goal which states that Grade five Social Studies students will recognize cultural similarities and differences that exist between those foreign Islands and our Province. This is a secondary goal since it can be achieved only as the primary goal is realized.

A third need identified involves the means of meeting the two previously stated goals. It refers to the lack of instructional materials that would allow

teachers the achievement of these goals. For this reason, it was not stated as a goal in itself.

TASKS AND SUBTASKS

The developer was working on the premise that one skill is necessary in order to advance to the next level of skill comprehension. Beginning with the simplest skill, each was made sequentially more complex until the primary goal was achieved. These procedures involve the logic of successive skill development. The resulting instructional plan is one where each objective builds on the previous one until the primary goal is attained. This formed the basis of the task analysis for the primary goal that had been identified.

The process of building one skill level on the preceding one is referred to as a learning hierarchy. (Gagne, 1977:143) Figure one identifies the learning hierarchy of skills necessary to achieve the primary goal that students be able to identify similarities and differences between Newfoundland and Labrador and St. Pierre and Miquelon.

The result of the task analysis is the list of objectives required to achieve the primary goal which is the highest number on the list. (Gagne, 1977:263) The simplest skill is the lowest, number one, graduating se-

quentially through all of the numbers until the highest one is reached, at which time the primary goal is achieved. The developer identified the objectives through the task analysis process. These are discussed next.

BEHAVIORIAL OBJECTIVES

In its simplest definition, behaviorial objectives tell us exactly what students should be able to do at the end of a given period of instruction. (Kibler, 1981:3) The end product should be measurable by comparing the learner's performance at the beginning of the instruction to that when the instruction is complete.

The instructor will find that having objectives to guide him/her has several distinct advantages. These advantages include providing: i) the teacher with a clear direction because he/she knows exactly what is to be taught, and students know exactly what they are to learn, ii) standards by which teachers can measure the success of their teaching, (iii) a guide for curriculum planners in designing courses. (Kibler, 1981:4-5)

These advantages, led the developer to translate the objectives identified through the task analysis into behaviorial objectives. The following behaviorial objectives were generated:

Given that the student has studied the instructional

material that supplements the St. Pierre and Miquelon section of the The Atlantic Edge, (1983) the student will, with 80%, accuracy be able to:

(1) Show on a map the location of St. Pierre and Miquelon.

(2) Using a map of the three (3) French Islands, draw the sandbar that connects two and now makes them one.

(3) Draw on a map, a line that shows the ferry route between Newfoundland and St. Pierre and Miquelon.

(4) Write a short paragraph about why settlers first came to live on the Islands of St. Pierre and Miquelon.

(5) Name the two ways most people on St. Pierre and Miquelon earn a living.

(6) Write a short paragraph that indicates some knowledge of the importance of the tourist trade to St. Pierre and Miquelon.

(7) Make a list of four (4) of the tourist attractions that visitors to those Islands would want to see.

(8) Define in a sentence or two The Prohibition Trade.

(9) Write a short paragraph to show how fishing has changed over the past 100 years in St. Pierre and Miquelon.

(10) State two reasons to explain why St. Pierre and Miquelon were, and still are, an important service centre for the Grand Banks fishery.

(11) Write a short paragraph to explain why the people of St. Pierre and Miquelon are concerned about the large factory trawlers from France that are overfishing the waters around the French islands.

(12) Be able to list at least 4 notable differences and 1 similarity in comparing the Island of Newfoundland with St. Pierre and Miquelon.

These behavioral objectives were used to construct a pre-test and a post-test instrument (See Appendix C).

LEARNING HIERARCHY

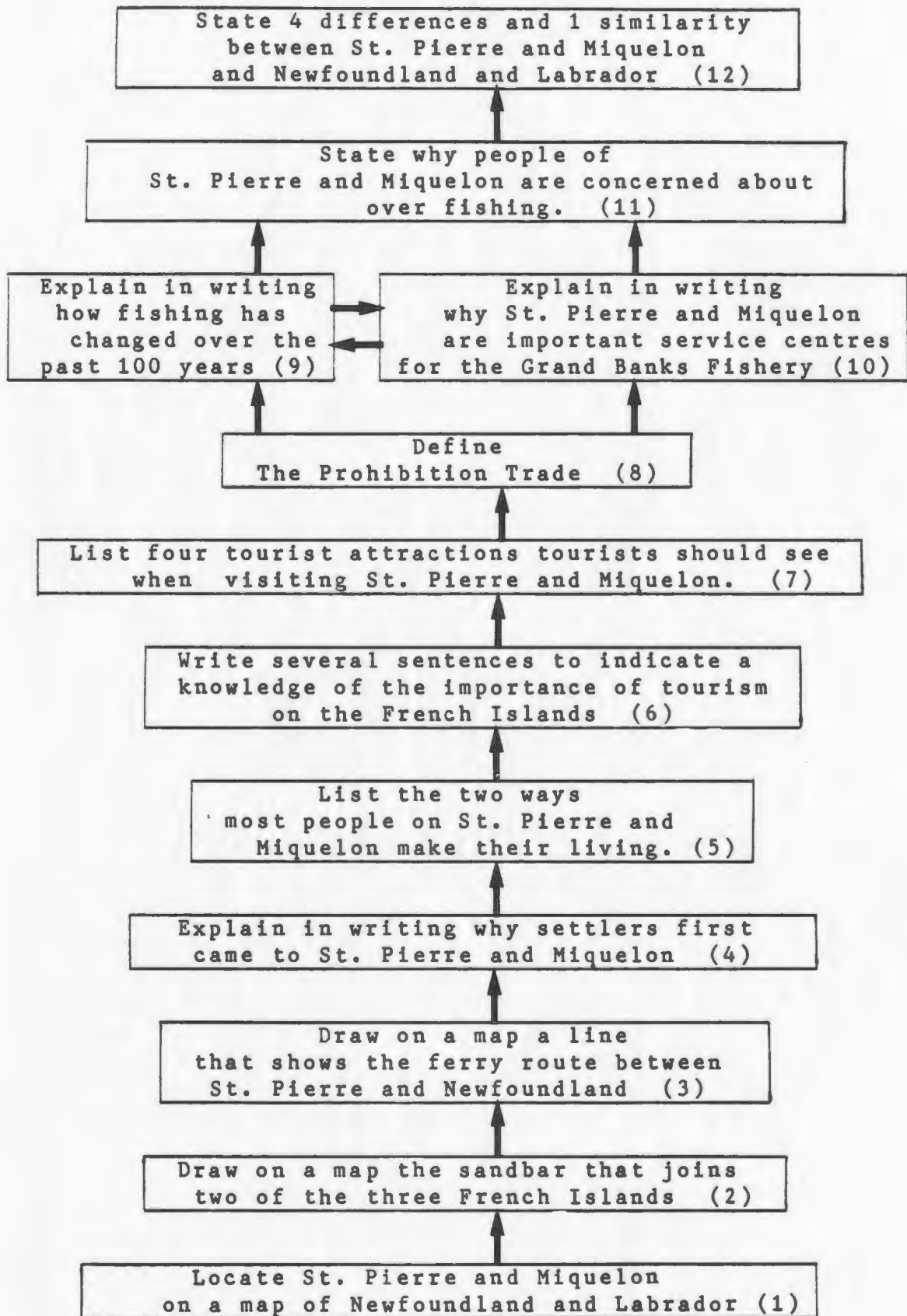


FIGURE 1

CHAPTER V

FIELD TEST

PROCEDURE

An instructional materials package was distributed to four teachers who had previously agreed to take part in the field-testing process. Each package of materials consisted of:

- (1) teacher's guide
- (2) audio-visual presentation
- (3) booklet of follow-up activities

Also included for field testing purposes were:

- (1) pre-test booklets
- (2) post-test booklets
- (3) students' evaluation forms
- (4) teachers' evaluations forms

Teachers were asked to follow a standard procedure for the field test of the instructional material. The developer stressed the necessity of a consistent approach in order to assure validity of the data collected.

The procedure involved a three-day field-testing period. It can be summarized this way:

DAY 1 - Students were reminded that they had previously discussed St. Pierre and Miquelon in four paragraphs of their Social Studies text book.

- pre-test was administered.

One period was assigned for this task.

DAY 2 - The audio visual presentation was shown.

- Students were presented with follow-up activities and, with teacher's help, completed the activities.
- Students were told to complete the unfinished activities for homework.

One class period was set aside for this purpose.

DAY 3 - Teacher and class corrected the homework assignment together.

- Post-test was administered.
- Students completed evaluation form.
- Teacher completed evaluation form.

One class period was available for these tasks.

EVALUATION BY LEARNING SPECIALISTS

The role of the learning specialist is to evaluate an instructional material with particular reference to meeting the instructional objectives for the target audience indicated. (Briggs, 1981:182-188) A number of factors must be considered. These include the suitability of the materials for the intended learner, the appropriateness of the materials, and the need for the materials within the curriculum.

Each of the Grade five teachers who participated in the field-testing acted as learning specialists for the purpose of evaluating the instructional material. The developer found that the evaluation by these specialists was very encouraging. The evaluation results are found in Appendix E of this report.

All four teachers agreed that there is a need for this instructional material. All indicated that the text, The Atlantic Edge, (1983) does not cover the topic adequately. All agreed that teachers and students knew a lot more about the material after becoming exposed to the presentation. Comparison of pre-test and post-test results provide positive statistical results to confirm additional learning.

Two teachers indicated that there are several words in the pre-test, post-test and tape narration that most students had not been exposed to. Teachers had to explain the meaning of some words before some students could proceed with their work.

The developer acknowledges that there is some new vocabulary in the presentation. He feels the new words do not pose a particular difficulty as any study of an unfamiliar or relatively new topic will include unfamiliar terms. The developer feels that the new words are necessary in order to preserve the effectiveness of the instructional materials, and for that reason, the new

vocabulary is listed on page 88 of the teacher's guide. If the materials are distributed for use in schools, teachers will have an opportunity to expand on the use of these words in Language Arts periods.

Consequently, the developer does not feel the instructional package should be revised. That being said, the developer realizes that such words should not be on the pre-test and if a subsequent testing was being planned, the unfamiliar words would be removed from that part of the evaluation.

One teacher indicated a concern that using the instructional package in regular class, would mean that other things in the already "over-loaded" curriculum would have to be deleted. The developer feels that the material contained in this package is of importance because of current problems with the fishery between France and Canada, and because of the close proximity of a foreign country to Newfoundland. Of particular importance is the relationship between St. Pierre and Miquelon and the South Coast of Newfoundland.

In addition, it is Department of Education Policy that topics of current interest be studied, and no emphasis is placed on covering any text book completely. This writer feels that it is time St. Pierre and Miquelon received some attention.

Of note is the fact that one teacher indicated that

the package was especially beneficial for students who are non-readers. Those who are reading at below Grade five level would gain the most from being exposed to the programme. A complete summary of teachers' responses to the questionnaire are found in Appendix E of this report.

EVALUATION BY LEARNERS

The developer requested that the students who participated in the field-testing complete an evaluation of the package. Their responses indicated that the learning materials were not boring. A summary of the students' responses to the questionnaire is found in Appendix F of this report.

RESULTS

The pre-test and post-test instruments each allowed thirteen possible correct responses. Seventy-five students were involved in the field-testing. A summary of the results are included in Table 2.

TOTAL AND MEAN SCORES FOR PRE-TEST AND POST-TEST DATA

GROUP	NUMBER OF CORRECT RESPONSES		
	PRE- TEST	POST- TEST	TOTAL POSSIBLE
5H (N=21) MEAN	56.0 2.6	232.0 10.4	260
5R (N=17) MEAN	83.0 5.46	190 10.9	221
5S (N=21) MEAN	85.0 4	189 10.4	273
5G (N=16) MEAN	54.5 4	153.5 9.3	208
TOTAL (N=75) MEAN	278 3.7	764.5 10.1	972

TABLE 2.

STATISTICAL ANALYSIS OF RESULTS

The developer then determined if the results obtained were statistically significant. That is, were the differences in pre-test and post-test scores due to a learning process, or could the differences have been

caused by some other means.

Two sets of statistical analysis were conducted. A t-test was applied to determine if the difference between the pre-test and post-test Mean scores were significant. The second, an Analysis of Variance Procedure was done to see if the differences in between-groups pre-test mean scores and in between-groups post-test mean scores were significant.

A separate analysis was carried out for each of the four groups involved in the field-test. The purpose was to determine if each group's performance was due to individual variables tested by the pre-test and post-test or if the differences were due to chance. Groups 5H, 5R, 5S and 5G each produced t-value's which were significant at the .001 level. This indicates that the difference in performance levels was the result of being exposed to the instructional material.

The results of the t-test comparison of pre-test and post-test scores are summarized in Tables 3 and 4.

MEAN SCORES FOR GROUPS 5H, 5R, 5S, 5G

Group	Pre-test Mean	Post-test Mean	Number of Cases
5H	20.6	80.3	19
5R	42.2	81.8	15
5S	31.04	80.6	18
5G	33.3	72.8	14
Overall	30.8	79	

TABLE 3.

T - TEST COMPARISON OF PRE-TEST AND POST-TEST

Group	T Value	Degrees of Freedom	P<
5H	-13.87	18	.0000
5R	-19.71	14	.0000
5S	-12.98	17	.0000
5G	-11.02	13	.0000

TABLE 4.

After determining that there was a significant difference in the overall results for each group, the developer then conducted an Analysis of Variance Procedure to determine if the differences between the groups pre-test and between-groups post-test Mean scores were significant. This analysis showed that the pre-test scores were significant between classes ($F = 7.316$, $df = 3,69$, $p < .000$) but not between the post-test scores ($F = 1.531$, $df = 3,67$, $p > .05$). The results of this evaluation are summarized in Table 5.

ANALYSIS OF VARIANCE OF
PRE AND POST TEST MEAN SCORES
On Groups 5H, 5R, 5S, 5G
(Between Classes)

	Degrees of Freedom	F Ratio	P
PRE-TEST	3,69	7.3161	< .00002
Post-TEST	3,67	1.5307	> .05

TABLE 5.

ANALYSIS OF RESULTS

The analysis of the data from the field-test of the instructional materials indicated that all groups showed a significant increase in learning. However, a close examination of the results revealed that there were some ambiguities that caused the developer to be concerned. Closer scrutiny was necessary in order to determine the reasons for some of the disparities reported.

The developer noticed in Table 4 that there was a significant difference between the mean pre-test scores of the four groups. The mean scores range from a low of 20.6 (5H) to a high of 42.2 (5R) with a Standard Deviation of 15.59. The other two groups have mean scores that are within 3 points of the overall group mean (30.8) as compared to a discrepancy of 10.2 for 5H and 11.4 for 5R. The developer believes that these discrepancies need further examination and explanation.

It appears that in one case, the students involved in the evaluation had advantages over others, while another group was disadvantaged. In the case of 5R, their higher pre-test scores may be attributed to the fact that these students attend school in Fortune, where the ferry terminal connecting St. Pierre and Miquelon to Newfoundland is located. The presence of the ferry service gives individuals and groups greater access, and

closer proximity to the French Islands provides more interaction between the two cultures. Consequently, Group 5R was more knowledgeable regarding the material than were other groups who have no such direct connection.

A second reason to account for the higher pre-test scores may be found in the fact that just two weeks before Group 5R saw the presentation, five members had been to St. Pierre on a three-day minor hockey tournament. They had been taken on a tour of the scenic, industrial, business and cultural aspects of the French Territories. Many were familiarized with some of the concepts discussed in the presentation beforehand. Other members of the class were influenced by their classmate's advantage. Some of the hockey players had photographs, postcards and souvenirs. Members of that class were informed about St. Pierre to a far greater extent than the other three groups involved in the evaluation. In this case, coincidence played a major role in the higher scores achieved by one class on the pre-test.

The developer acknowledges that for more precise evaluation, testing should be done with groups that are less familiar with the subject area than are groups as close physically as those on the Surin Peninsula. However, it must also be said, that it is not realistic to think that any number of groups can be found that

have absolutely no knowledge of the subject material, therefore, groups similar to those in this study are more likely to be the norm.

In spite of the different levels at which the various groups entered the evaluation procedure, the ANOVA Procedure indicates that, at the .05 level, there is no significant difference in the post-test mean score. (See Table 5.)

It is notable that the group that had the lowest pre-test scores mean (5H - 20.6) did not have the lowest post-test scores mean. It would appear that the instruction and discussion of the materials in the presentation created a more consistent performance level with regard to the knowledge attained by all classes immediately after the material was presented. One class (5G) had a pre-test score mean (33.3) that was close to the overall pre-test score mean (30.82) but was well below the other three groups on post-test mean scores. This will be explained in the next section of this analysis.

Another factor which the developer feels warrants further explanation is the low post-test score mean of one group, (5G) as compared to the post-test score means of the other groups. Three groups, 5H, 5R and 5S had a post-test scores means of 80.3, 81.8 and 80.6, respectively, the lowest being 7.5 above 5G at 72.8. The

developer feels this can be explained.

All testing was done in four schools on the Burin Peninsula. One of the schools was in Fortune, the ferry link to St. Pierre and Miquelon, and another in Grand Bank which is just four kilometres away. Of the four schools in the field-test, those two schools have the closest physical, cultural and economic ties to the French Islands, and the mean scores of groups in those schools reflect such. Groups 5R and 5S had the highest pre-test scores (42.2 and 31.0) and the highest post-test scores (81.8 and 80.6) of the four groups. The other two groups involved in the field-test procedure are in schools and towns that are on the Marystown side of the Burin Peninsula and do not have the same relationships to the French Territories, and this is reflected in the test results. Group 5H had the lowest pre-test scores mean (20.6) and Group 5G had the lowest post-test scores mean (72.8). The developer feels that the lack of connections between the two latter groups and the French Islands reduced the pre-test scores mean in one and the post-test scores mean in the other. This might partially explain the lower post-test scores mean for Group 5G.

Another factor which must be taken into account is the fact that the field-testing was done over a period of three consecutive days. This condensed approach to the material may have affected the scores in one of two

ways. Firstly, the short period of time used to study the material may have increased the post-test scores in that students did not have time to forget the information discussed the previous day. Or, conversely, the post-test scores may have been a reduced mark in that students at the Grade five level quickly tire of the same subject material. They will often rush for the sake of getting done, taking too little time to do the best work of which they are capable. This may be the case for Group 5G.

The developer feels that there would be less danger of this occurring in the regular class situation. Social studies will come into the time-table no more than three times per six-day cycle, usually with a day or two between periods. This gives teachers time to use Language Arts, Art and other subjects to re-inforce what is learned in "study" subjects. This of course helps students earn better marks on written exams. No such provision was provided for in the condensed approach to the material in this presentation. The developer's experience in the regular class leads him to believe that the regular class approach is the most effective. A teacher using the material in the regular-class routine would probably achieve higher post-test scores than is the case in this field-test procedure.

RECOMMENDATION

The developer recognizes that there are far too few samples from which to draw firm conclusions. However, these findings appear to indicate that schools in towns that are further removed from the physical location of St. Pierre and Miquelon will not be as knowledgeable about the Islands as are towns that are closer. If this is the case, then schools in eastern, central, western and northern Newfoundland, along with all of Labrador will perhaps achieve lower pre-test scores than were achieved by the four groups in this study. The developer suggests that this hypothesis be investigated at some future date. A much larger sample of schools in towns not connected in any way to the area being studied may indicate that this material is more beneficial to parts of the Province further removed from the Burin Peninsula.

A further recommendation is based on results of the Student Evaluation Form results (Appendix F). Of the 71 students responding, seventy indicated that three periods are not long enough for this unit of study. This developer suggests that teachers make this instructional material into a mini-unit, including at least five periods. This will provide sufficient time to cover the material in detail.

More than one-sixth of students responding indicated that the vocabulary level is too difficult. This deve-

veloper recommends that future instructional materials of this type be more conscious of this potential problem. Greater effort should be made to keep the tape text and work sheet vocabulary closer to the target level reading level.

For the convenience of the teacher, it is recommended that in the near future, this instructional material be converted from a tape/slide format to VHS video.

CONCLUSION

Based on the analysis of results from the field-test of the materials, the developer concludes that there was a significant difference between the pre-test scores and post-test scores due to the instructional materials. The developer also concludes that the amount of learning that can be derived from the materials will be greater when presented in the regular class routine, and when used as a supplement to the part of the text for which the materials were intended.

SUMMARY

The materials were developed to meet a very specific purpose. They are intended as a supplement to a section entitled "The French Shore" in The Atlantic Edge, (Cramm and Fizzard, 1983) the Social Studies text for Grade 5.

A field-test of the materials was conducted and

revealed significant differences in pre-test and post-test scores for all groups. In addition, it is hypothesized that the results achieved in reaching objectives will be more pronounced when the materials are used with the curriculum material for which it is intended.

The developer feels that the results achieved indicate the programme achieved the objectives specified, and that no further field-testing is necessary prior to classroom implementation.

IMPLEMENTATION

It is the purpose of the developer to make this instructional material available for wide-scale use in the schools of Newfoundland and Labrador.

Discussion will be held with the Consultant for Social Studies at the Department of Education with regard to curriculum implementation. This developer will work with the Instructional Materials Division to facilitate duplication and distribution of the material. He will insist on a consultative role in all aspects of post-production and distribution.

The writer does not foresee any major problems with regard to making the material available to schools in this Province. The expertise of the Department of Education's Instructional Materials Division will facilitate this process.

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APPENDICES

APPENDIX A

SURVEY

Please check the response you feel most appropriate.

(yes) (no)

- (1) Are you satisfied that there is enough supplementary instructional materials to complement the Grade Five Social Studies text? () ()
- (2) Are you satisfied that there is enough supplementary materials with reference to St. Pierre and Miquelon in the Grade Five Social Studies text? () ()
- (3) Do you know of any supplementary materials to complement the St. Pierre and Miquelon section of the Grade Five Social Studies text? If so, please list title/s on opposite side. () ()
- (4) Would you like to see development and production of instructional materials to complement the St. Pierre and Miquelon section of the Grade Five Social Studies text? () ()
- (5) If such materials were available, would you use them? () ()
- (6) Do you have any first-hand knowledge of St. Pierre and Miquelon? () ()

PART B: MEDIA PREFERENCE

- (7) In what format would you prefer to see new instructional material about St. Pierre and Miquelon?
Please number in order of preference.

- () Slide/tape with teacher guide
- () Filmstrip/tape with teacher guide
- () Video tape () VHS () Beta with teacher guide
- () Teacher handbook
- () Teacher guide and student text

APPENDIX B

RESULTS OF SURVEY

- (1) Teachers who are satisfied that there exists already enough supplementary instructional materials to complement the Grade Five Social Studies text..... 0 (0 %)
- (2) Teachers who are satisfied that there exists already enough supplementary material with reference to the section on St. Pierre and Miquelon in the Grade Five Social Studies text..... 0 (0 %)
- (3) Teachers who know of appropriate supplementary material to complement the St. Pierre and Miquelon section of the Grade Five Social Studies text..... 0 (0 %)
- (4) Teachers who would like to see development and production of instructional material to complement the Grade Five Social Studies text..... 11 (100 %)
- (5) Teachers who would use such materials if developed.....11 (100 %)
- (6) Teachers who have first-hand knowledge of St. Pierre and Miquelon..... 5 (45 %)

PART B: MEDIA PREFERENCE

- (7) (a) Slide/tape with teacher guide..... 0 (0 %)
- (b) Filmstrip/tape with teacher guide and student text..... 7 (57 %)
- (c) Video tape with teacher guide..... 4 (43 %)
- (d) Teacher handbook..... 0 (0 %)
- (e) Teacher guide with student text..... 0 (0 %)

APPENDIX C

Pre-Test and Post-Test

- (1) Use the map provided to show the location of St. Pierre and Miquelon by drawing a circle around the French Islands.

- (2) Using the map provided of the three French Islands, draw the sandbar that connects two of them and now makes them one.

- (3) On the same map, draw a line that shows the ferry route between St. Pierre and Miquelon and Newfoundland.

- (4) Write a short paragraph about why settlers first came to live on the Islands of St. Pierre and Miquelon.

- (5) Name the two industries that provide a living for most people who live on the French Islands.

- (1) _____
- (2) _____

- (6) Write a short paragraph that indicates some ways the people of St. Pierre and Miquelon cater to tourist.

- (7) Make a list of four of the tourist attractions that visitors to those Islands would want to see.

- (1) _____
- (2) _____
- (3) _____
- (4) _____

- (8) Define in a sentence or two the Prohibition Trade.

- (9) Write a short paragraph to show how fishing has changed over the past 100 years in St. Pierre and Miquelon.

- (10) State one reason to explain why St. Pierre was, and still is, an important service centre for the Grand Banks Fishery.

- (11) Write a short paragraph to explain why the people of St. Pierre and Miquelon are concerned about the large factory trawlers from France that are overfishing the waters around the French islands.

- (12) List at least four notable differences and one similarity in comparing St. Pierre with the Island of Newfoundland.

APPENDIX D

Teacher's Guide For

MY TRIP

TO

ST. PIERRE AND MIQUELON

(A Supplement to the

Grade 5

Social Studies Program)

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INTRODUCTION

MY TRIP TO ST. PIERRE is intended to be a supplement to the Grade Five Social Studies text book, The Atlantic Edge. The content in this presentation expands the amount of information covered in the five paragraphs in the text. The Slide/tape presentation is fifteen minutes long.

The intent of the presentation is to provide students with a guided tour of St. Pierre, and to provide some details about the nearby Island of Miquelon. The tour attempts to provide details about the people, industries, and culture of these French Islands. Some comparisons are made to Newfoundland and some interaction of the two cultures are noted.

A TIME SAVER

The next forty pages provide background information about the presentation and the history of the Newfoundland - St. Pierre and Miquelon Region. The script/slide description are at the end along with follow-up activities. However, if you are in a hurry, the next page will give you enough information to get started.

IF YOU'RE IN A HURRY

Summary of Presentation

My Trip to St. Pierre is about a young girl who visits St. Pierre and Miquelon. Her dad takes pictures of the interesting places she visits and she says a sentence or two about each shot. She first describes how to get to St. Pierre, and then tells us about the fishery (then and now), the business district, tourism, the days of Prohibition, and a bus tour of the Island of St. Pierre. Present-day St. Pierre and Miquelon are described with emphasis on the history of these French Islands.

Equipment needed: Slide/tape Projector and screen

Some useful page numbers are as follows:

(1)	Equipment set-up	p. 77
(2)	Objectives	p. 78
(3)	New vocab	p. 88
(4)	Narration/slide description ..	p. 89
(5)	Follow-up Activities	p. 103

EQUIPMENT PREPARATION

Setting up the Projector:

This presentation is available in a tape/slide format, and maybe in the future, as a VHS Video.

Tape/Slide Format

- (1) Set up screen and turn on slide projector.
- (2) Put slide tray onto projector at Slide #1.
- (3) Darken room, and advance slides to FOCUS slide.
Adjust focus.
- (4) Advance to Slide #2.
- (5) Put tape in tape player. (Make sure tape is rewound to beginning.)
- (6) Press PLAY on the tape machine and advance to the next slide when you hear the beep.

VHS Format

- (1) Turn on TV and VCR.
- (2) Put VHS tape into VCR player. (Make sure tape is rewound to the beginning.)
- (3) Push PLAY button on VCR and adjust volume.

Preview Presentation

Teachers will find that there is a substantial amount of information contained in the Presentation. It will be to the teacher's benefit to preview the presentation before presenting it in a class situation.

Warm - Up Activities

To lead the class into this presentation, it is recommended that teachers first cover pages 66 and 67 of the Social Studies Text, The Atlantic Edge. The presentation is intended to supplement those paragraphs.

BEHAVIORIAL OBJECTIVES

Given that the student has studied the instructional material that supplements the St. Pierre and Miquelon section of the The Atlantic Edge, the student will with 80% accuracy be able to:

- (1) Show on a map the location of St. Pierre and Miquelon.
- (2) Using a map of the three French Islands, draw the sandbar that connects two and now makes them one.

- (3) Draw on a map, a line that shows the ferry route between Newfoundland and St. Pierre and Miquelon.
- (4) Write a short paragraph about why settlers first came to live on the Islands of St. Pierre and Miquelon.
- (5) Name the two ways most people on St. Pierre and Miquelon earn a living.
- (6) Write a short paragraph that indicates some knowledge of the importance of the tourist trade to St. Pierre and Miquelon.
- (7) Make a list of four of the tourist attractions that visitors to those Islands would want to see.
- (8) Define in a sentence or two The Prohibition Trade.
- (9) Write a short paragraph to show how fishing has changed over the past 100 years in St. Pierre and Miquelon.
- (10) State one reasons to explain why St. Pierre and Miquelon were, and still are, an important service centre for the Grand Banks fishery.
- (11) Write a short paragraph to explain why the people of St. Pierre and Miquelon are concerned about the large factory trawlers from France that are over-fishing the waters around the French islands.
- (12) Be able to list at least four notable differences and one similarity in comparing St. Pierre with the Island of Newfoundland

SYNOPSIS

The presentation, which is fifteen minutes long, begins with a Grade 5 girl named Cheryl at home looking at her photo album. She says that she loves to collect pictures about places she has visited and that she is really excited when her dad tells her they are going to visit St. Pierre and Miquelon. She goes to a map to show where the French Islands are in relation to the Island of Newfoundland and to the Grand Bank - Fortune area of the Burin Peninsula. Next, she introduces us to her home town of Fortune, and tells us that thousands of tourists come there every year to catch the ferry to St. Pierre. She then goes to get her ticket and we see some more of Fortune Harbour. We see Cheryl board the ferry, The Arethusa, along with the other passengers. She tells us some things about the first settlement of the Burin Peninsula during the trip through Fortune Bay.

Next, we see St. Pierre Harbour and the passengers getting off the boat. We see Cheryl go through the Customs Office and go to her hotel. Then she goes sightseeing. The first stop is the harbour and we are told that the fishery was the reason for settlement on these Islands, and is the backbone of the local economy. We are told of the history of fishing on those Islands from the days of the fishing schooner to the large fac-

tory freezers that are tied up in the harbour. Some concern is expressed about the affects of those ships on the fish stocks of the area and the detrimental affect it might have on the livelihood of the small boat fishery of St. Pierre and Miquelon. We are also told that St. Pierre is an important service center for foreign ships fishing the Grand Banks of Newfoundland.

Then Cheryl goes walking through the Town of St. Pierre. We are told about the busy streets, the business district, the restaurants, government offices, schools, recreation facilities, the importance of tourism and more.

We follow Cheryl as she goes into Museum and she tells us about the many ships that have been wrecked near the French Islands. Also, we are given details of the prosperous years of the illegal smuggling of alcohol into the U. S. during the days of Prohibition. The important part played by Newfoundland sailors and ships in this trade is mentioned.

The final part of the trip includes a bus tour of the western part of St. Pierre. The tour bus travels along thirty-two Km of narrow winding road that is lined with summer homes. We are told that this part of the Island is not serviced by electricity or telephone and that people live here only during the summer because the winter weather is too harsh. We are told that the only

other settlement on the French Islands is the small town of Miquelon, where people make a living by fishing from small boats.

Finally, we see Cheryl boarding the boat for the return trip to Newfoundland. At home, she tells us that she had a great trip and we see her looking at her photographs and souvenirs. She ends the presentation by asking the viewer, "What do you remember about St. Pierre and Miquelon"?

BACKGROUND

When Christopher Columbus rediscovered the New World in 1492, he started a wave of exploration that may be unprecedented in the history of the world. Only five years later, John Cabot, by following a more northerly course than did Columbus, made a landfall somewhere between the Coast of Labrador and Maine (Rowe, 1989:55). Both he and Columbus were looking for the fabled treasures of India and Cathay, (1989:52), but instead found a treasure of another sort. Cabot's report that fish could be caught in weighted baskets was the incentive for large numbers of others, mostly fishermen, to set sail from Europe to the newly discovered lands to the west (Fizzard, 1987:10).

One of those explorers was a Portugese explorer named Joao Alvares. In 1520, he sailed across Placentia Bay and discovered three small Islands just off the tip of what is now the Burin Peninsula. We do not know if he found settlers there, but apparently he did not think the Islands important enough to claim (Fardy, 1987:106).

Rowe describes another adventurer and explorer of that time, Jacques Cartier. In 1534, Francis, King of France, commissioned him to explore the New World (1987:61-62). He followed Cabot's route and made a landfall somewhere on the northeast coast of Newfoundland. He followed the coastline west and northward until he was navigating the same waters the Vikings (Neary and O'Flaherty, 1983:19-21) had 500 years before. Near the tip of the Northern Peninsula, Cartier turned towards the southeast and entered the Strait of Belle Isle, thus discovering the Gulf of St. Lawrence and, later, the St. Lawrence River (Horwood, 1969:8). On the return trip, he kept a more southerly course and sailed along the south coast of Newfoundland and so became the first to circumnavigate our Island (Rowe, 1987:62). While exploring that part of Newfoundland, he came upon three small islands where he found some Frenchmen had already set up fishing stations. He later claimed these Islands for the King of France, (Andrieux, 1987:7) thus starting a chain of events that has seen the Islands of St. Pierre and Mi-

quelon continue a French culture to this day.

Fardy states that the first permanent settlers are believed to have been Breton, Norman and Basques fishermen who set up a permanent village on St. Pierre in 1604. In 1662, the Islands were officially declared French and by 1690, they had a population of 200 residents (1987:106). England and France were then at war over the ownership of North America, and in spite of a small fort, the Islands fell into the hands of the English in 1702. At the end of that war, the French residents were expelled and the next sixty years, the Islands remained English territory. The Treaty of Paris in 1763 returned St. Pierre and Miquelon to France and French settlers returned. They knew peace only until 1773. The King of France joined forces with the Americans during the American Revolution, and in retaliation, the English recaptured St. Pierre and Miquelon and expelled the population which by that time had swelled to almost 2 000. In 1783 the Islands were returned to France and within a few years, French settlers returned. The English and French were again at war by 1793 and again the English recaptured St. Pierre and Miquelon and expelled the 1 500 settlers to Halifax, and eventually back to France. The very next year, the French captured the Islands and expelled the English and burned the Town to the ground. English set-

tlers returned to the Islands and remained there until 1815 when the Treaty of Paris returned St. Pierre and Miquelon to the French. The English settlers were expelled (Fardy, 1987:106-108). Most of them moved to the Burin Peninsula and started the present-day communities of Grand Bank, Frenchman's Cove, and Garnish, among others (Fizzard, 1987:35). This brought to an end the hostilities that has seen the Islands change hands so many times.

Fardy writes that the Islands prospered during peaceful times as a fishing center and as an important source of alcohol and tobacco products for Lower Canada. In 1897, the Islands received Colonial Status, and in 1936, were designated as the "Territory of the Islands of St. Pierre and Miquelon" (1987:108). Today, the Islands are a "Department" of France and have a prefix as the chief administrator. They remains the only foothold of France in North America.

France claims a 200 mile management jurisdiction around St. Pierre and Miquelon. Within that zone, it claims the right to manage resources and set its own limits as to how much fish can be harvested (Andrieux, 1983:59). In recent years, large factory freezer trawlers (FFT's) from France have been taking far more fish than Canadian scientists claim the stock can bear and still

remain healthy. As a result, catches on the St. Pierre Bank have declined to where that fishery has nearly been wiped out (1983:144). Canadian and French negotiators are now trying to find a solution to this international dispute, but little progress has been made.

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VOCAB

Ferry	Register	Approximately
Draggers	Foreign	Souvenirs
Processing	Europe	Economy
Flakes	Accommodations	Prosperous
Schooners	Cottages	Prefix
Industry	Pedestrian	Cultural
Smuggling	Coast Guard	Museum
Alcohol	Cutter	Decline
Illegal	Charter	Exposed
Prohibition		

SCRIPT

SLIDE DESCRIPTION	NARRATION
(1) Focus shot	Music fades in
(2) Blank	
(3) Title shot My Trip to St. Pierre	Music fades out
(4) Shot of child looking at photo album	Hello! My name is Cheryl. My favourite hobby is collecting photographs of places I have visited.
(5) Shot of child looking at map of Newfoundland and pointing at French Islands	So I was really excited when my dad decided we would Visit St. Pierre and Miquelon. At first I was not sure where it was.
(6) Shot of child looking at map showing Grand Bank and Fortune area and St. Pierre and Miquelon	The wall map in my dad's study showed me that those two small French Islands are south of our Island, not far from the Burin Pen.
(7) Shot of Town of Fortune	Here is my home town. Fortune has a population of 3500 and most people work in the fish plant. Thousands of tourists come here every year to take the ferry to St. Pierre and Miquelon.

SLIDE DESCRIPTION	NARRATION
(8) Shot of child on wharf looking at Fortune Harbour and the fish plant	The town has a small harbour but the small fishing boats, draggers and St. Pierre ferry make it a very busy place.
(9) Shot of St. Pierre Ferry Ticket Office (Andrieux - Outside)	I was very excited when we went to the ticket office to buy our tickets.
(10) Shot of M/V Arethusa tied up at wharf in Fortune Harbour	This is the M/V Arethusa, the ferry boat that will take us to the French Islands.
(11) Shot of child getting on boat	Finally, the big day arrives. This ferry can carry 200 passengers and can make the crossing to St. Pierre in approximately 2 hours.
(12) Shot of M/V Arethusa as it steams out of Fortune Harbour.	The boat has pulled away from the wharf. My dad tells me we are now leaving Canada and going to a foreign country.
(13) Shot of Fortune Bay	St. Pierre and Miquelon are part of France, a country in Europe, on the other side of the Atlantic Ocean. He tells me the Islands are a whole lot like France and quite different from any place in Newfoundland. Everyone on St. Pierre and Miquelon speak French. As we move into Fortune Bay I am very excited and wonder what I will find at the end of the ferry ride.

SLIDE DESCRIPTION

NARRATION

Arrival at St. Pierre:

- | | |
|---|---|
| (14) Shot of St. Pierre and Miquelon in the distance | As we get closer to the Islands, I remember my dad said the first settlers on the Burin Peninsula came from St. Pierre. This must have been a difficult crossing in their small boats. |
| (15) Shot of Map of St. Pierre and the Island of Miquelon | When settlers first came to St. Pierre and Miquelon, there were three Islands. This Souvenir map shows that a sandbar has joined the two Islands of Miquelon. Now there is that large Island and the Island of St. Pierre. The small village of Miquelon is the only town on the larger island. |
| (16) Shot of St. Pierre Harbour as ferry enters the harbour | The town of St. Pierre is the largest of the towns. It has a population of 6000 people. |
| (17) Shot of child disembarking from ferry | I am very excited as I get off the boat. |
| (18) Shot of customs (outside) | Because we are entering a foreign country, the first thing we must do is register at the ticket office. |
| (19) Shot of child and "Welcoming Fisherman" at the airport | Tourism here is a very important business. Visitors are made to feel very This statue reminds me why settlers first came to those Islands to live. |
-

SLIDE DESCRIPTION	NARRATION
(20) Shot of St. Pierre showing town.	Visitors will notice that St. Pierre is much different from most North American towns. In fact, the French Islands are often called "A Little Piece of Europe in North America".
(21) Shot of Hotel Robert	Before we see the sights, we move into our hotel. This is the Hotel Robert, the largest hotel in St. Pierre, and a very popular tourist spot.
(22) Shot of "Bed and Breakfast"	Other accommodations include rooming houses where a family rents you a room and serves breakfast. In St. Pierre, such a house is called a "pension", but tourists call it "Bed and Breakfast." Rates are cheaper than at a hotel.
(23) Shot of child in street	Now it is time to see the town. There are many interesting places to see. I notice that the houses are very different from those in Newfoundland. My dad says these are European-type houses.
<u>The Fishing Industry</u>	
(24) Shot of child in front of Mariner Statue	Everywhere there are reminders that these Islands are tied very closely to the sea.

SLIDE DESCRIPTION	NARRATION
(25) Shot of child looking at boats tied up in St. Pierre Harbour	The harbour is a good place to begin our sightseeing trip. All of the boats make it look like a very busy place.
(26) Shot of long liners tied up at wharf	These fishing boats make it look like many harbours in Newfoundland.
(27) Shot of draggers tied up at the fish plant	Fishing is the most important industry here. These large deep sea trawlers catch the fish and bring them back to the fish plant for processing.
(28) Shot of workers inside fish plant	<p>These people depend on the fishery just as in any fish plant town in Newfoundland and Labrador.</p> <p>For that reason, they are concerned that the large factory trawlers from France may be overfishing their fishing grounds.</p>

Fishing in the Past

(29) Shot of fishing schooner	As in Newfoundland, fishing is the most important part of the history of these French Islands. Schooners like this were catching fish long before the first fish plant.
-------------------------------	---

SLIDE DESCRIPTION	NARRATION
(30) Shot of fish drying on flakes	This picture shows how fish were kept from spoiling for the first 400 years that people lived in St. Pierre and Miquelon. The salted fish were spread on the flakes or beaches to dry in the sun.
(31) Shot of fish being put in barrels	The dried fish was then packed into barrels and loaded on ships to be sent to France and other European countries.
(32) Shot of side draggers tied up in St. Harbour	Electricity and freezers caused the disappearance of the salt fish business. Schooners were replaced by these side draggers. They used ice to keep their catch from spoiling.
(33) Shot of small boats up on beach	These small boats remind me that, like in Newfoundland, the small-boat fishery is still very important to the economy of these Islands.
(34) Shot of fishermen in dory	They catch the fish that is closer to shore.
(35) Shot of modern factory ships tied up in St. Pierre Harbour	Far more fish is caught by these large factory trawlers from France. The inshore fishermen are afraid that these floating fish plants will leave nothing for them to catch.

SLIDE DESCRIPTION	NARRATION
(36) Shot of child on dock beside a beached dory	Already, the owners of these boats are having a lot of trouble finding enough fish to make a living.
<u>Service Center of the Atlantic</u>	
(37) Shot of ships tied up in St. Pierre Harbour	Draggers from many countries visit St. Pierre. These boats use the French Islands as a safe harbour during stormy weather because they are located close to the rich Grand Banks fishing grounds.
(38) Shot of coal yard on St. Pierre	The location of St. Pierre made it a convenient place to find fuel and other supplies.
(39) Shot of Japanese factory trawlers tied up in St. Pierre Harbour	While this type of activity has declined during recent years, the fishery, and ser- vicing other fishing fleets is still a very important industry on the Island of St. Pierre.
(40) Shot of light house	The people of St. Pierre hope that this light house will guide ships into their harbour for many years to come.

SLIDE DESCRIPTION

NARRATION

Business and Employment

- | | |
|--|--|
| (41) Shot of busy St. Pierre Street | Streets in the town of St. Pierre are very narrow and crooked. There is 1 automobile for ever 2 people in the town and this makes traffic at times very heavy. Pedestrians must be very careful. |
| <hr/> | |
| (42) Shot of child in business district | In other parts of town, there are many other interesting things to see. There are many small stores to attract tourists like us. |
| <hr/> | |
| (43) Shot of child standing outside souvenir store | There are thousands of souvenirs to select from. I must take home one or two to show my friends. |
| <hr/> | |
| (44) Shot of child in front of hardware store | There is no shopping mall and stores, like this hardware store, are located all over town. Most are near the water front. |
| <hr/> | |
| (45) Shot of child inside bakery . bakery holding loaf of French bread | There are several stores that sell fine French food. Most people in St. Pierre get their pastries from stores like this one. After being in one, I can see why. This looks delicious. |
-

SLIDE DESCRIPTION	NARRATION
(46) Shot of child leaving bakery	I must take some of these baked goods home to my friends.
(47) Shot of restaurant (outside)	The visit to the bakery has made us hungry. It is time to eat. There are several fine restaurants that cater mostly to tourists.
(48) Shot of government offices	After lunch, we continue seeing the town. Here are the government offices. The man in charge of St. Pierre and Miquelon is called the Prefex.
(49) Shot of Cultural Centre (outside)	The entertainment and fitness centre of St. Pierre is located in the Cultural Centre. This building includes a gym, theatre, library, and a swimming pool. These boys and girls are waiting to go swimming.
(50) Shot of arena	This is the St. Pierre Arena. Hockey is a popular sport in the winter time. Interest is high, especially when a team is visiting from Newfoundland.
(51) Shot of soccer field	In summer, soccer is the most popular sport. As in hockey, the St. Pierre team visits Newfoundland and also hosts Island teams on a regular basis.

SLIDE DESCRIPTION	NARRATION
(52) Shot of Church	All the people on St. Pierre and Miquelon are Roman Catholic. This is their church.
(53) Shot of girls school	Girls and boys go to different schools. This is the boys school. After high school, students who want to go to University must leave their homes and go to France to study.
(54) Shot of Hospital	This hospital takes care of the people's health.
(55) Shot of child sitting on wooden anchor	In many parts of the town there are reminders of the history of the Islands. This wooden anchor is a reminder of the days of sailing ships.
(56) Shot of cannon	There are reminders that for several hundred years, the English and French fought over these islands.
(57) Shot of Museum (outside)	This museum is a very interesting place to visit. Inside are many things that describe the history and culture of the French on these Islands.

SLIDE DESCRIPTION

NARRATION

(58) Shot of shipwreck
(Schooner on
beach)

There are many reminders that St. Pierre and Miquelon are called "The Graveyard of the Atlantic." This is because so many ships have sunk near the Islands.

The Prohibition Trade

(59) Shot of case of
alcohol

There are lots of reminders of a time when St. Pierre was an important smuggling centre.

(60) Shot of Nfld.
ship loading
cases of alcohol
at sea

Millions of cases of alcohol were smuggled into the United States between 1920 and 1933. Many ships and sailors from Newfoundland took part in this illegal trade.

(61) Shot of Coast
Guard ship on
look-out

Fast ships like this Coast Guard Cutter tried to catch the smugglers. Usually they were not successful.

(62) Shot of oxen
pulling wagon
load of alcohol

The Islands were very prosperous during those years. The gun boats and new laws in the United States brought this business to an end.

Bus Tour of the Island of St. Pierre

(63) Shot of St.
Pierre tour
bus

I have seen most of the town. It is now time to see the other side of the Island of St. Pierre.

SLIDE DESCRIPTION

NARRATION

(64) Shot of paved road	The bus takes us out of the town along a narrow, winding road. The tour guide tells us there are only 32 km of road on the Island.
<hr/>	
(65) Shot of summer home	All along the road are small summer homes. People of St. Pierre come here during the summer to get away from the busy town, and to enjoy the fresh air.
<hr/>	
(66) Shot of girl riding horse	This side of the Island has small patches of land suitable for farming. Horse back riding is very popular.
<hr/>	
(67) Shot of summer home	These summer homes are lived in only during the summer months.
<hr/>	
(68) Shot of Atlantic on west side of St. Pierre	That is because this western side of the Island is completely exposed to the Atlantic Ocean. It is too stormy for any one to live here during the winter months.
<hr/>	
(69) Shot of windmill	Some cottages have windmills like this one to charge a battery which supplies a small amount of electricity. There is lots of wind to keep this machine working even in summer.

SLIDE DESCRIPTION

NARRATION

(70) Shot of Miquelon Village	Our tour guide tells us that apart from the Town of St. Pierre, the only other place where people live all year round is the small village of Miquelon. A small ferry links the Village to St. Pierre. A charter boat is also available for tourists who want visit.
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(71) Shot of sandbar connecting two Islands of Miquelon	My dad tells me that the many shipwrecks helped to form a sandbar that made the two Islands of Miquelon into one. You can see it at the top of this picture. During fall and winter, this is a very stormy coastline.
---	---

(72) Shot of fishermen in small boats	The people of Miquelon make a living by fishing in small boats.
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Returning to Newfoundland

(73) Shot of child boarding MV Arethusa	It is now time to go home. I have had a great time, and have seen many things I will never forget.
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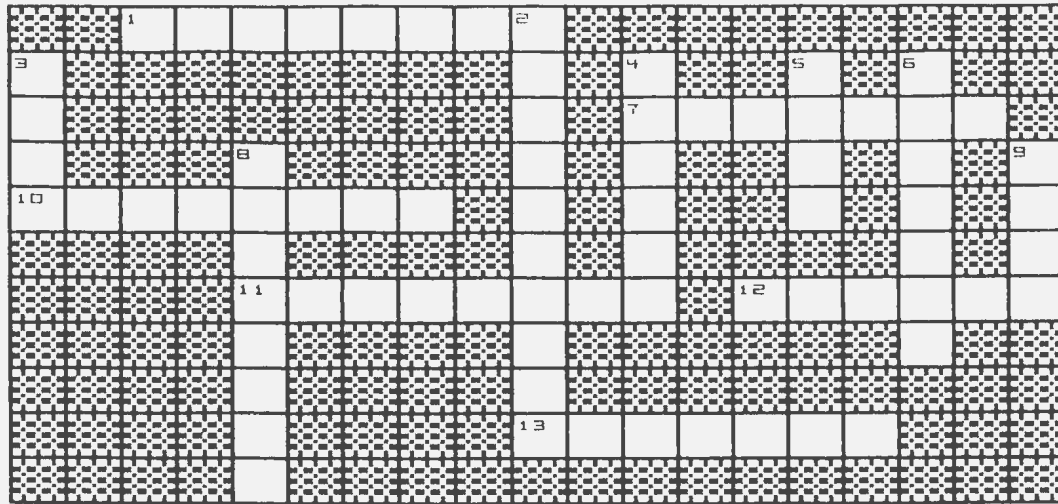
(74) Shot of girl looking back as ship leaves harbour	Of course, I have many great pictures to add to my collection. I am very lucky to have a dad who loves to take photographs.
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SLIDE DESCRIPTION	NARRATION
(75) Shot of child lying on bed looking at photo album	My pictures will help me to remember for a long time, my first trip to a foreign coun- try. Some of my favourite memories are of the busy streets,
(76) Shot of child holding souvenir map of St. Pierre and Miquelon	the small boats in the har- bour, shopping, and visiting interesting places.
(77) Shot of child home eating pastry	And of course, the french food.
(78) Shot of child looking into camera	What do you remember about St. Pierre and Miquelon?
(79) Credits	Music fades in
(80) MUN slide	Music fades out

The End

FOLLOW - UP ACTIVITIES

ST. PIERRE



ACROSS CLUES

1. Most French people go to special stores to buy their
7. Smuggling this made St. Pierre and Miquelon prosperous.
10. These bring lost of money to St. Pierre
11. These large boats are used to catch fish for the fish plant.
12. All the people on St. Pierre and Miquelon speak
13. Two of the Islands are now joined together by a

DOWN CLUES

2. Many rocks and shoals around the Islands caused many
3. Years ago, this was used to keep fish from spoiling.
4. To get away from town, many people spend summer in their ...
5. Most people travel to St. Pierre and Miquelon by
6. To get to St. Pierre, you catch the ferry at
8. This is used to make electricity for summer homes.
9. Most people on the French Islands depend on for a living.

WORD LIST: ST. PIERRE

ALCOHOL
BOAT
CABINS
DRAGGERS
FISH

FORTUNE
FRENCH
PASTRIES
SANDBAR

SALT
SHIPWRECKS
TOURISTS
WINDMILL

ST. PIERRE AND MIQUELON

```

U W X G S M P W E W E D B J K D X Z V H N I V G O
M C S K V C Q C E J Q V I N L Z N P Y O G J B Z S
C A P F N Q C N E W N Z V H R K P O L A Y F O Q Z
L S O Q L Z Z L I Q N J I N X T L E I C T B P D N
O C T Y Y D F P K Y G E W K K J U D V S S X R K H
V G T D Y O S T V Q S B I M Z Q P C T O N A J Q T
Q T N A R H H E P S I V L W I Y W Q C S G E K W W
F M Y T F Y F Q L F T L J M Z K H C O G I Q P Y F
M J U P E I W F O S I Q E W B W E Q E A S R R E G
F N Z R R G K P R M D S M P N R P R P E H T U P U
E N M S R J X E D L N T U A I F S J K D S E W O S
I H I O Y V N N K F Z P L N M X P A J A K A S A T
K R D J H O I X K H A M J K Q B L M P S B M E U Q
K P G M O W P A L C O H O L O F U F J K U E E V C
W P F H N F E L M Q D A R R E W T Z V G O G X L N
Z P C B R T N U P L B F Z Y T M U I G U O C R N D
Q S S A U H E Q V X W S B O N N X L A I A U Q W N
F Q N Y S S Z H X N G Z I G T H I Q F Z G J A W B
I C K M U O K H C G P Q R Z E N R R N V P S S J Q
E Y J M J O R L I I W B R B G O X V C C U U X N Q

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FIND THESE HIDDEN WORDS IN THE PUZZLE ABOVE:

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ALCOHOL
DRAGGERS
FERRY
FLAKES
FORTUNE
FRANCE
MIQUELON
MUSEUM

PASTRY
PENSION
SCHOONERS
SMUGGLING
SOCCER
TOURIST
WINDMILL

ST. PIERRE AND MIQUELON

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. . . . . . . . . . . . . . . . . . . . . . N . . . .
. . . . . . . . . . . . . . . . . . N . . O . . . . .
. . . . . . . . . . . . . . . . . . . . O L . . . . .
. . . . . . . . . . . . . . . . . . . . E I . . . . D .
. . . . . . F . . . . . . . . . . . . U . . S S . R . .
. . . . . O . . . . . . . . . . . . Q . . T O N A . . .
. . . . . R . . . . . . . . . . . L . I . . . C S G E . .
. . . . T F . . . . . . . . . . L . M . . . C . G I . P Y .
. . . U . E . . . . . S I . . . . . E . E . S R R . .
. . N . . R . . . . R M . . . . . R . R . E . T U . .
E . . . R . . E D . . . . . . . . . S . K . S . . O .
. . . . Y . N N . . . . . . . . . . A . A . . S . T
. . . . . O I . . . . . . . . . . L . P . . M . . .
. . . . O W . A L C O H O L . F . . . . U . . . .
. . . H . F . . M . . . . . . . . . . G . . . .
. . C . R . . U . . . . . . . . . . G . . . .
. . S . A . . E . . . . . . . . . . L . . . .
. . N . . S . . . . . . . . . . I . . . .
. C . . U . . . . . . . . . . N . . . .
E . . M . . . . . . . . . . G . . . .

```

CLOZE ACTIVITY

St. Pierre and Miquelon are two islands located off the _____ Peninsula that belong to _____, a country in Europe. Visitors and settlers first came to those Islands because of the good _____ on the nearby St. Pierre Bank.

Today, as in Newfoundland, most people on these Islands depend on the _____ for their livelihood. Large _____ bring fish to the local fish plant where many people work. Many men make a living by fishing near shore in small _____. In recent years, their catches have been small because the large factory freezer trawlers from _____ are overfishing the stock.

Another industry that bring lots of money to St. Pierre is _____. Visitors come from many places to visit this "little bit of _____ in North America." They come to see the French _____ that is very different from any other place on this continent. Every year, thousands of tourists travel to _____ where they catch the ferry to the French Islands.

Answers:

Burin	France	fishing	fishing	draggers
boats	France	tourism	Europe	Fortune

MAP ACTIVITY

In an atlas find a map of Newfoundland that shows St. Pierre and Miquelon. Use the map provided to do the following:

- (1) Label and colour the Island of Newfoundland some colour.
- (2) Label and colour St. Pierre another colour.
- (3) Label and colour the Island of Miquelon the same colour as St. Pierre.
- (4) Show where Fortune is on the map.
- (5) Draw a line that shows the route the ferry would travel in taking tourists from Newfoundland to St. Pierre.
- (6) Make a colour key to show (A) Newfoundland, (B) St. Pierre, and (C) the line that indicates the ferry route.



EVALUATION

- (1) Use the map provided to show the location of St. Pierre and Miquelon by drawing a circle around the French Islands.
- (2) Using the map provided of the three French Islands, draw the sandbar that connects two of them and now makes them one.
- (3) On the same map, draw a line that shows the ferry route between St. Pierre and Miquelon and Newfoundland.
- (4) Write a short paragraph about why settlers first came to live on the Islands of St. Pierre and Miquelon.

- (5) Name the two industries that provide a living for most people who live on the French Islands.

- (1) _____
- (2) _____

- (6) Write a short paragraph that indicates some ways the people of St. Pierre and Miquelon cater to tourist.

- (7) Make a list of four of the tourist attractions that visitors to those Islands would want to see.

- (1) _____
- (2) _____
- (3) _____
- (4) _____

- (8) Define in a sentence or two the Prohibition Trade.

- (9) Write a short paragraph to show how fishing has changed over the past 100 years in St. Pierre and Miquelon.

- (10) State one reason to explain why St. Pierre was, and still is, an important service centre for the Grand Banks Fishery.

- (11) Write a short paragraph to explain why the people of St. Pierre and Miquelon are concerned about the large factory trawlers from France that are overfishing the waters around the French islands.

- (12) List at least four notable differences and one similarity in comparing St. Pierre with the Island of Newfoundland.

TOPICS FOR FURTHER DISCUSSION

- (1) The Town of Fortune
- (2) The Burin Peninsula
- (3) The disadvantages of living on a small island.
- (4) The deep sea fishery
- (5) The inshore fishery
- (6) France
- (7) Europe
- (8) Working in a fish plant
- (9) Fishing schooners and dory fishermen
- (10) The Bank fishery
- (11) Compare side draggers to stern draggers
- (12) The role of the factory freezer trawler
- (13) Shipwrecks and the sandbar that joins the two
Islands of Miquelon

TOPICS FOR FURTHER RESEARCH

- (1) Fishing schooners and dory fishermen
- (2) The Bank fishery
- (3) Shipwrecks near St. Pierre
- (4) Christopher Columbus
- (5) John Cabot
- (6) Joal Alvares
- (7) Jacques Cartier
- (8) Prohibition in the United States
- (9) St. Pierre and smuggling alcohol to the United States
- (10) St. Pierre and smuggling alcohol to Newfoundland
- (11) Settling the Burin Peninsula
- (12) The Treaty of Paris (1815)
- (13) The Canada - France boundary dispute

APPENDIX E

Teacher Evaluation Form Results

For

My Trip To St. Pierre

Number of Respondents - 4

	<u>Agree</u>	<u>Some- what agree</u>	<u>Dis- agree</u>
(1) The narration is easy to follow.	4		
(2) The vocabulary in the narration is too difficult.		1	3
(3) The slide quality is good.	4		
(4) The tape/slide presentation is too long.	3	1	
(5) The presentation is interesting.	3	1	
(6) The activities are suitable to provide reinforcement of the topics discussed.	4		
(7) The vocabulary on the activity sheet is suitable for Grade 5 level.	4		
(8) Two periods are enough for this presentation.	1		3
(9) The Text, <u>The Atlantic Edge</u> covers the study of St. Pierre adequately.			4
(10) I feel my students now know more about St. Pierre and Miquelon than before they saw the presentation.	4		

APPENDIX F

Student Evaluation Form Results

For

My Trip To St. Pierre

No. of respondents - 71

	<u>YES</u>	<u>NO</u>
(1) The narration is easy to follow	(64)	(7)
(2) There are too many difficult words in the narration.	(61)	(10)
(3) The pictures are hard to see.	()	(71)
(4) The tape/slide presentation is too long.	(12)	(59)
(5) The tape/slide presentation is boring.	(2)	(69)
(6) There is too much information.	(60)	(11)
(7) The activities are too difficult.	(6)	(65)
(8) There are too many hard words on the activity sheets.	(12)	(59)
(9) Three periods are long enough.	(1)	(70)
(10) Our text tells us enough about St. St. Pierre and Miquelon.	(13)	(58)
(11) I feel I now know a lot more about St. Pierre and Miquelon than before I saw <u>My Trip To St. Pierre.</u>	(71)	(0)

