



Prince Edward Island Social Studies Curriculum

Education and Early
Childhood Development
English Programs

Social Studies

History 621B
Prince Edward Island
History

CURRICULUM



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HIS621B
Prince Edward Island History

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Introduction

Background

The undertaking of renewal in curriculum documents is a process that typically involves many people, along with much deliberation, discussion, research, and time. The renewal of HIS621B - Prince Edward Island History was based upon the need for an updated approach to the study of Island history that would reflect current pedagogical theory and practice as well as developments and revisions in content knowledge and skills. The course is based upon the premises and principles that are set out in the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) as well as current research related to the teaching of history. The aim of HIS621B - Prince Edward Island History is for students to use historical thinking strategies to investigate and consider how they are linked to the history of Prince Edward Island.

Aims of Social Studies

The vision for the Prince Edward Island social studies curriculum is for it to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital to developing active citizenship at all levels of study: local, national, and global. Social studies embodies many more principles and areas of study than is often recognized. While most people traditionally think of social studies as being geography and history, there are many other subjects that are, by nature, part of the realm of social studies. Civics, philosophy, ethics, law, economics, religion, governance, environmental studies, and many other fields may be a part of any study of a region or the world.

The HIS621B - Prince Edward Island History course set out in this document encourages students to think critically and creatively about the Island's story of the past and how it impacts the story of the present. Students will be expected to consider many aspects of Prince Edward Island history and to discover the links that exist between past and present. Above all, the aim of the HIS621B course will be for students to consider what it means to be an Islander today and to answer the question, How can I, as an Islander, have a say in the future of Prince Edward Island?

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies *is meaningful, significant, challenging, active, integrative, and issues based.*

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies requires that teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Purpose of the HIS621B Curriculum Guide

More specifically, the HIS621B - Prince Edward Island History curriculum guide

- informs both educators and members of the general public about the philosophy and assumptions underlying the study of local history in Prince Edward Island senior high schools;
- provides specific curriculum outcomes with elaborations to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies for HIS621B;
- promotes effective learning practices for students of HIS621B - Prince Edward Island History.

Contexts for Learning and Teaching

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these essential attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and diverse abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of characteristics.

Respectful of diversity

Students come to the classroom from backgrounds that represent Canada's diversity in terms of social identity, socio-economic status, race, ethnicity, and gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of their backgrounds, students should be given equal access to educational opportunities and can be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but rather than being obstacles, these differences should offer for students opportunities to rise above stereotypes and develop positive self-images. Students should be provided collaborative learning contexts in which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, then students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences in which they can purposefully apply social studies skills, strategies, and processes. Rather than assuming passive roles, students bring their critical faculties to knowledge to shape it into meaningful patterns.

Relevant and significant

Since the senior high learner naturally challenges what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that arouse student interest while encouraging students to question what they already know: their assumptions and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture.

Equity and Diversity

The Prince Edward Island social studies curriculum is designed to meet the needs and interests of all Island students.

Prince Edward Island's society, like that of all of Canada, reflects diversity in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society and by fostering awareness and critical analysis of individual and systemic discrimination.

All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to a school setting characterized by mutual trust, acceptance, and respect, and to an educational system that affirms diverse gender, racial, ethnic, and cultural identity and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

**Social Studies
for EAL Learners**

The Prince Edward Island social studies curriculum is committed to the principle that learners of English as an additional language (EAL) should be full participants in all aspects of social studies education. English language proficiencies and cultural differences must not be barriers to full participation. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated assessment.

Students, and EAL learners in particular, need to be given opportunities, encouragement, and support for speaking, writing, reading, listening, interpreting, analysing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers that will facilitate their participation as active citizens in Canadian society. The Prince Edward Island social studies curriculum provides, and is supported by, resource materials that include and reflect the reality of Canada's diversity while fostering respect of cultural differences as an essential and valued component.

To this end:

- schools should provide EAL learners with support in their dominant language and English language while learning social studies;
- teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in social studies;
- the social studies proficiency level of EAL learners should be based solely on their prior academic record and not on other factors;
- social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
- the importance of social studies and the nature of the social studies program should be communicated with appropriate language support to both students and parents;
- educators should verify that barriers have been removed by monitoring enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, social studies courses.

Literacy through Social Studies

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means for students to communicate effectively what they have learned and to raise the questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives, and to interpret the various levels of meaning in a given text, both explicit and implicit.

In this regard the level and focus of questioning becomes very important. The depth of a student's response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. It means engaging students in many learning opportunities which are designed to challenge and enhance their communication in a variety of modes, such as writing, debating, persuading, and explaining, and in a variety of media, such as the artistic and technological. In the social studies classroom, all literacy strands—reading, writing, speaking, listening, viewing, and representing—are significant.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem solving and decision making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Developing literacy in the history classroom involves all of the same strategies as in any other classroom. Due to the historical or academic level of language in some resources, students may face specific challenges in comprehending meaning or decoding passages or texts.

Integration of Technology in Social Studies

Technology, including communication and information technologies (CIT), plays a major role in social studies learning and teaching. Computers and related technologies are valuable classroom tools for acquiring, analysing, and presenting information. These technologies provide further opportunity for communication and collaboration and allow students to become more active participants in research and learning.

CIT and related technologies (digital video and digital cameras, scanners, CD-ROMs, word-processing software, graphics software, video-editing software, HTML editors, and the Internet, including the World Wide Web, databases, electronic discussions, e-mail, and audio and video conferencing) afford numerous possibilities for enhanced learning. Computers and other technologies are intended to enhance social studies learning. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs give teachers and students quick and easy access to extensive and current information in digital archives and other databases. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must still be applied to all information available on the World Wide Web.
- Interactions via e-mail, video and audio conferencing, student-created Web-sites, and on-line discussion groups can provide connections between students in diverse locations enabling them to learn more about regionality within Island parameters.
- Students may present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, Web-sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their own classrooms and beyond.
- Students are actively involved in their learning, controlling information gathering, processing, and presentation. For example, a student may gather data via a digital recording of an interview with an Elder and then transfer this data to a multimedia presentation to be shared with the class.

Technology can open up a means of exploring historical statistics, current environmental issues, events, and other on-line information while enabling communication with other students, teachers, organizations, or others. Technology can also provide students with a means of communicating new learning, ideas and research through the use of various presentation tools. Diverse learning styles and abilities are found in every classroom and technology enables a myriad of approaches to the study of and interaction with Island history.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development—such as poverty alleviation, human rights, health, environmental protection, and climate change—into the educational system. ESD is a complex and evolving concept that requires learners to analyse the key themes from social, cultural, environmental, and economic perspectives, and understand how these factors are interrelated and interdependent. With this in mind, it is important that all teachers, particularly social studies teachers, make an effort to incorporate ESD themes into their classes. Teachers of HIS621B can incorporate the themes of sustainability through the three ESD lenses—society, economy, and environment—by encouraging students to compare historical events, decisions, and practices with current or recent ones, and by drawing conclusions or making predictions about future trends.

Resource-Based Learning

Effective social studies teaching and learning actively involve students, teachers, and library staff in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters students' development by accommodating their diverse backgrounds, learning styles, needs, and abilities.

Resource-based learning supports students as they develop information literacy: more specifically, accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media, technologies, and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning, and to retain information.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating information sources. Developing the critical skills needed for these tasks is essential to social studies.

The range of possible resources for studying history include the following

- print—books, magazines, newspapers, documents, and other publications
- visuals—maps, illustrations, photographs, charts, and graphs
- artifacts—concrete objects and primary source documents
- individual and community—interviews, fieldwork, and community sites
- multimedia—films, audio and video tapes, television and radio, and simulations
- information technology—computer software, databases, CD-ROMs, DVDs, GPS, GIS, and other locational technologies
- communication technologies—Internet, blogs, e-mail, podcasts, Webcasts, and other emerging technologies

Resource-based learning takes place in the history classroom through a variety of means. An accompanying student resource, although a principal source of information for the student, is only one of many resources available. It is also a resource that contains bias of its own and must be treated accordingly. Students in a Prince Edward Island history class will make use of many other primary and secondary sources of information, including Island magazines—many issues of *The Island Magazine* are now accessible on-line through the digital archives at the University of Prince Edward Island, Internet Web-sites, government publications, and public archival materials such as maps, photos, and census lists. For a fully enriched learning experience, students should be encouraged to explore and engage in as many diverse sources of information as possible.

Introduction to Inquiry-Based Learning and Historical Thinking

“Learning to think historically is not identical with learning to do the tasks performed by historical figures and historians. A primary reason for studying history in school is not to groom mini-historians but to prepare students as competent consumers of historical knowledge to guide their decisions and actions as members of society.”

Roland Case. “Thinking About Thinking in Social Studies,” *Journal of Alberta Teachers’ Association*, 88, 3 (2007-08).

Inquiry-Based Learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Students in HIS621B are asked to complete an inquiry project in an area of special interest to them in Island history. While they are doing this, they will be challenged to think historically and to develop open-ended questions that require more than a simple collection of historical facts or information. For examples and guidance, see appendix B, “Inquiry Model” and appendix C, “Student Guide to the Inquiry Process.”

Thinking historically means thinking critically. This means that the study of Island history involves much more than simply retrieving facts, or re-searching for answers that others have already found. Students need to be challenged to uncover information before they can think critically about how this information is significant in their own inquiries. It is important that they reach their own conclusions and not those of others. It requires that students make “reasoned judgments” to reach a justifiable conclusion to their inquiry.

Students need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. In HIS621B, students will practise critical thinking skills and historical thinking concepts to build upon their previous knowledge and experience, while they are constructing new understandings. Critical thinking involves approaching a task or a question as a problem and then puzzling through various options to arrive at a reasonable solution or conclusion. While there does not have to be an absolute right or wrong answer, the response needs to be plausible and well thought out, not simply a personal opinion or guess. The way to help students through this thought process is to provide engaging critical challenges as they interact with new information.

Asking students to think historically will require teachers to teach history differently. The traditional approach to the study of history is generally based on factual recall of discrete pieces of information. Teaching history through historical thinking requires a different approach—problematizing history. In other words, it is no longer a search for a specific set of answers to a particular set of questions but a search for plausible or possible answers to open-ended questions. Students will be required to use multiple sources (evidence) to collect and then analyse data in order to arrive at a conclusion that they can defend. They will also be required to consider multiple perspectives in their inquiries and realize that a variety of views may exist. Teaching students to think historically also means adjusting assessment practices and shifting the focus of assessment from rote memorization of historic facts to assessing a student’s ability to use historical evidence to create an argument or to back up a conclusion to an open-ended inquiry question.

Historical Thinking and HIS621B

Historical Thinking Concepts

Thinking historically requires an approach to instruction that is different from the transmission model which requires students to memorize facts and dates. Thinking differently and deeply about past events, people, or other historical aspects allows students to progress beyond a simple recall of information into the world of analysing the “why” and the “wherefore” of what has gone before and how it is linked to the present. It is through this kind of interaction with the past that students can become engaged in debate and decision making about their futures.

Six concepts in thinking called “Benchmarks of Historical Thinking” have been identified through the work of Peter Seixas at the University of British Columbia’s Centre for the Study of Historical Consciousness (CSHC).

- 1) **Historical Significance**—why an event, person, or fact from our past is important, and why we care (e.g., Who was William Cooper, and what is significant about his involvement in Prince Edward Island’s land issues in the 19th century?).
- 2) **Evidence**—primary and secondary sources of information, and the bias and point of view expressed within (e.g., What do the letters home or the diaries of those delegates who met at the 1864 Charlottetown Conference really say about the idea of union?).
- 3) **Continuity and Change**—that which has changed with time and that which has remained the same (e.g., How does the current movement to revive small rural halls reflect a link to past social trends in Prince Edward Island?).
- 4) **Cause and Consequence**—the factors or reasons that created an impact in some way, or led to a decision (e.g., If France had not capitulated to the British in the mid 1700s how might life have been different for the Island’s Acadian population?).
- 5) **Historical Perspective**—being able to put oneself into the shoes of an individual or group from the past in order to understand and empathize, understanding that there may be several different perspectives (e.g., What are the different reactions of marginalized Islanders, such as the Mi’kmaq, Acadians, and women to the decision to join Confederation?).
- 6) **Moral Judgment**—ethical conclusions about historical actions and people, or present-day assigning of blame for past actions (For example, in 1870, a private British organization, Aborigines Protection Society, purchased Lennox Island for the exclusive use and benefit of Island Mi’kmaq who had been displaced with colonial development. Was the Island government of the day neglectful in its duty to address the needs of these Islanders?).

Adapted from Denos and Case. *Teaching about Historical Thinking*. 2006.

Habits of Mind for Inquiry

Habits of mind are the attitudes or dispositions that allow a person to set aside personal bias or self-limiting beliefs that may interfere with the ability to reach newer levels of understanding. Habits of mind are inclinations rather than skills and are considered to be one of five intellectual tools—along with background knowledge, criteria for judgment, critical thinking vocabulary, and thinking strategies—needed to be able to think critically in any area of study. Students mature as independent inquirers and critical thinkers by developing and refining learned inquiry skills, and by practising positive dispositions (habits of mind) that support their inquiry. To achieve deeper understanding in any inquiry, students need to practice being

- 1) open-minded (willing to consider evidence that may oppose their own views);
- 2) fair-minded (willing to consider others' viewpoints);
- 3) independent-minded (willing to stand up for firmly held beliefs);
- 4) critical-thinkers (willing and able to question for clarity and validity).

Additional habits of mind that lead to a successful inquiry include persistence, adaptability, and collaboration. These habits of mind enable a student to deal with common obstacles that arise during an inquiry process. Persistence in pursuing information, despite challenges, will ensure a broad range of information on which to base new meaning. Adaptability allows a student to deal with possible changes related to focus questions, resources, or strategies. A willingness and ability to collaborate with others will enrich the inquiry process and lead to a broader and deeper understanding of new information. Refer to *Teaching about Historical Thinking*, by Mike Denos and Roland Case, for more information on intellectual tools for historical understanding. This resource is available in your school.

Adapted from *Active Citizenship: Student Action Projects 2004* and *Standards for the 21st-Century Learner*, 2007, AASL.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation *of* learning *for* learning. *Evaluation of learning* focusses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. *Evaluation for learning*, depending upon what it reveals, focusses on designing future learning situations to meet the needs of the learners.

The quality of assessment and evaluation has a profound, well-established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and others in the community about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are designed to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

| | |
|---------------------------------|---------------------------|
| formal and informal observation | interviews |
| work samples | rubrics |
| anecdotal records | simulations |
| conferences | checklists |
| teacher-made and other tests | questionnaires |
| portfolios | oral presentations |
| learning journals | roleplays |
| questioning | debates |
| essay writing | rating scales |
| performance assessments | case studies |
| peer- and self-assessments | panel discussions |
| multimedia presentations | graphical representations |

Observation

This technique provides a way of gathering information fairly quickly while a lesson is in progress. When the technique is used formally, the student(s) is/are made aware of the observation and the criteria being assessed. Used informally, observation could be a frequent, but brief, check on a given criterion. Observation may offer information about a student's level of participation or about his/her application of a given process. The results may be recorded in the form of checklists, rating scales, or brief written notes. It is important to plan so that specific criteria are identified, suitable recording forms are ready, and all students are observed in a reasonable period of time.

Performance

HIS621B curriculum encourages learning through active participation. There is a balance between process and content. It is important that assessment provide feedback on skill development throughout the course. Many activities referenced in this guide provide opportunities for students to reflect on their skill development, and for teachers to assess student skill development throughout the course.

Journal

Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. Recording feelings, perceptions of success, and responses to new concepts may help a student to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give some indication of a student's developing attitudes; his or her understanding of concepts, processes, and skills; and ways in which these may be applied in the context of society. Self-assessment through a journal permits a student to consider strengths and weaknesses, attitudes, interests, and transferable skills.

Interview

HIS621B curriculum promotes the understanding and application of many concepts. Interviewing a student allows the teacher to confirm that learning beyond factual recall has taken place. Discussion allows a student to display an ability to use information and clarify

understanding. Interviews may be brief discussions between teacher and student, or they may be more extensive and include student, parent, and teacher. Such conferences allow a student to be pro-active in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and/or the results of research, which can be in written form for display or for direct teacher assessment. Whether it is a part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less effective for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of paper and pencil exercise is used.

Presentation

HIS621B curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide to assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

Portfolio

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over an extended period of time. This form of assessment allows the student to be central in the process. Decisions about the portfolio and its contents can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time.

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to the data collected during the assessment phase. Questions include the following: How valid and reliable is the data gathered? What does the data suggest about student achievement of course outcomes? Does student performance confirm the success of instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses, including the following:

- providing feedback to improve student learning
- determining whether curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand what teachers expect of them and the basis on which they will be evaluated. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter, or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse students' progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used, and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he or she knows and can do.

**Planning, Assessing,
Reporting, and Weighting
in HIS621B**

HIS621B is comprised of five units—the introductory unit plus four thematic units. The introductory unit is designed to provide an overarching view of course expectations with three broad outcomes. Assessment of the outcomes in this unit will only be possible as the course progresses and students are able to demonstrate how they are meeting these outcomes through other formative and summative assessments. In other words, assessment of these outcomes are meant to be monitored and measured as a cumulative course achievement. The four thematic units each contain four content-related outcomes.

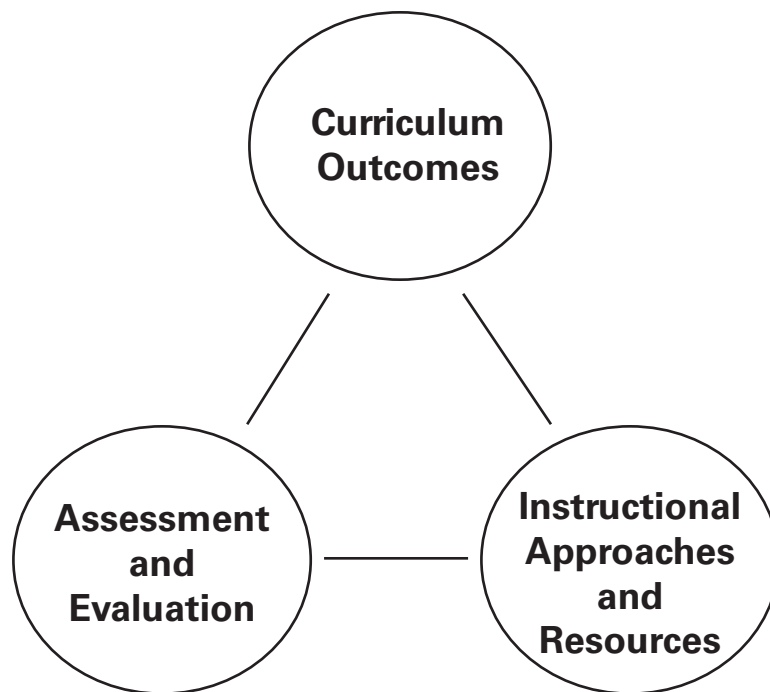
Like any other history course, HIS621B could be a traditional content-dense study. However, teachers should plan carefully to ensure a balanced approach to developing assessment tools that measure both content and process (inquiry and historical thinking.) Assessing historical thinking is more difficult than finding evidence of simple content (factual) recall. It is possible to assess thinking skills by developing the right questions and tools. It may be helpful for teachers to consult outside sources for assessment strategies or tools that are based on historical thinking or other areas of critical thinking. Assessment of the inquiry process is related to skills rather than content, however, it is critical that the inquiry skills are developed through content. See appendix B, “Inquiry Model”, and appendix C, “Student Guide to the Inquiry Process” for more direction related to assessment of the inquiry process.

Reporting methods and weighting of assessments should be determined before the course is underway so that students are aware of expectations and responsibilities. Some schools or school boards may have specific policies related to final exams, major assignments, or other assessments. HIS621B is easily adaptable to a variety of assessment weightings. It is important to keep in mind that while content knowledge is important, the higher goal continues to be about learning how information creates meaning.

Assessing and Evaluating Student Learning in the Social Studies Classroom

There should be a congruence between what is taught, how it is taught, and what is emphasized in the evaluation process. Social studies educators should recognize that “...quality programming and instruction are neither content-based nor process-based, but a wise and judicious mixture of both.” (Frost 1989, 11.)

The assessment of student learning must be aligned with the curriculum outcomes and the types of learning opportunities made available to students. A “backwards design” approach can help in determining the most effective way of measuring a student’s level of learning. An essential question that often helps to focus on this goal is, “What evidence will I have that shows me that the student has achieved the outcome”? Once the “evidence” or criteria (assessment tool) as been established, teachers can plan effective instructional approaches and gather supporting resources that will help students to reach this goal.

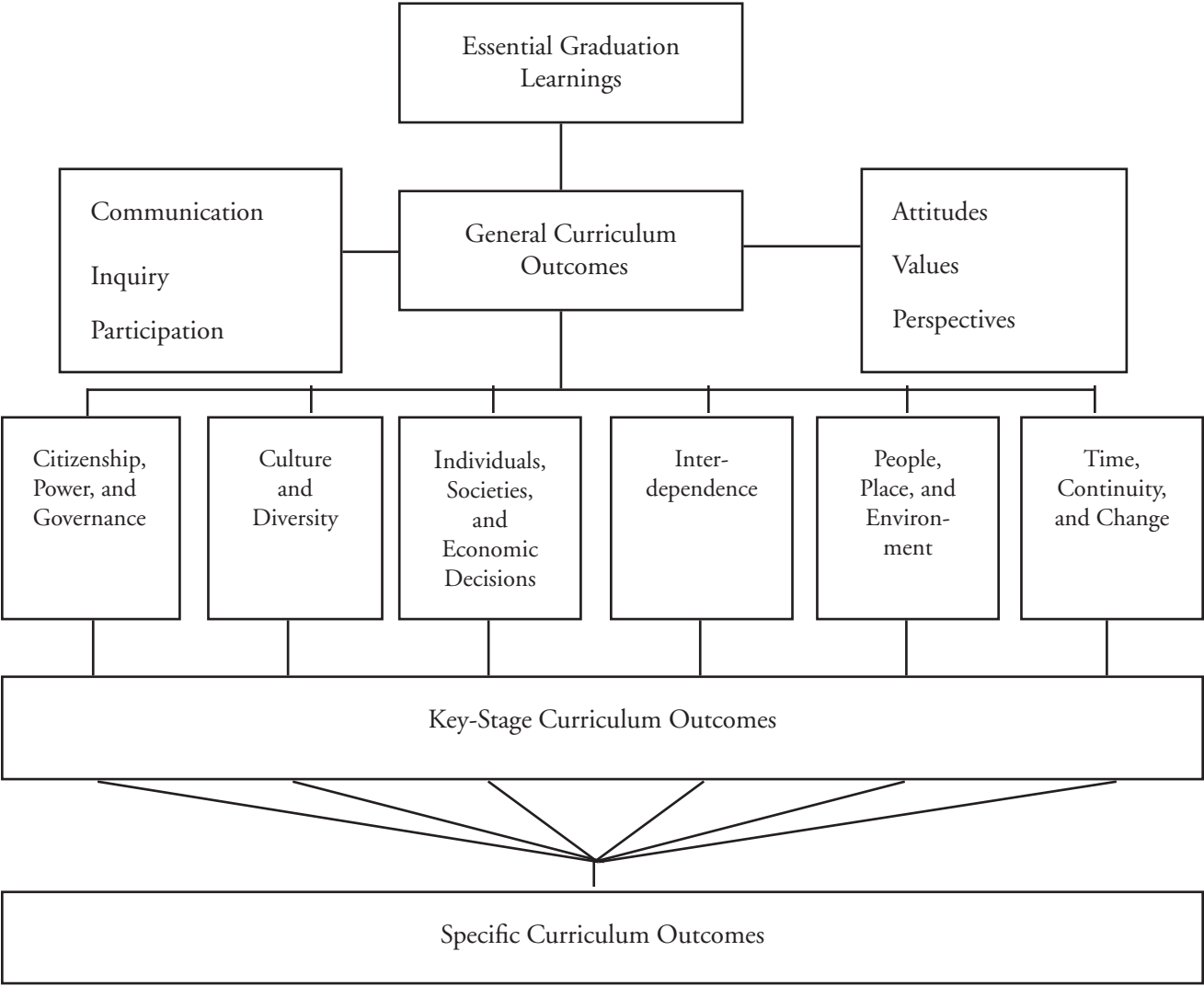


(Adapted from *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*, Department of Education. Government of Newfoundland and Labrador, 1990).

Program Design and Outcomes

Overview

The HIS621B curriculum is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific curriculum outcomes (SCOs) have been developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, attitudes, values, and perspectives of social studies are embedded in the SCOs. Teachers may refer to the social studies foundation document for more information.



General Curriculum Outcomes for Social Studies

General curriculum outcomes (GCOs) for social studies are organized around six conceptual strands. Below are the six conceptual strands and samples of specific curriculum outcomes (SCOs) from the HIS621B curriculum.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

- 3.4 describe political and other factors that influence decision making in Prince Edward Island today

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

- 2.2 demonstrate an understanding of how various cultures have contributed to the Island cultural mosaic

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate an ability to make responsible economic decisions as individuals and as members of society.

- 4.2 assess the economic impact and implications of Prince Edward Island joining Confederation

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment, locally, nationally, and globally, and the implications for a sustainable future.

- 4.4 explain how globalization has had an impact over time, and continues to have an impact, on Island economies

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and environment.

- 1.1 analyse site and situation factors related to settlement patterns in Prince Edward Island

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

- 2.3 analyse factors that contribute to change (positive or negative) in Island culture or identity

How to Use the Four-Column Curriculum Layout

Column 1: Outcomes

Column 2: Elaborations-Suggestions for Learning and Teaching

The curriculum guide has been organized into four columns to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or cluster of outcomes
- demonstrating the relationship between outcomes and suggested assessment and learning strategies
- providing suggested supplementary resources to enhance the learning experience or to access differentiated learning applications.

Column 1 contains specific curriculum outcomes for each unit, explaining what students are expected to know or be able to do within that particular task.

Column 2 contains elaborations for each specific curriculum outcome within the unit. Elaborations are intended to clarify the intent of the outcome as well as the intended scope of the knowledge content or skill within the outcome, where applicable. Suggested strategies for each outcome are offered, although teachers may elect to design their own strategies for any particular outcome, or modify the strategy suggested within this column.

| HIS621B PRINCE EDWARD ISLAND HISTORY | |
|---|---|
| Unit 1: Land and Resources | |
| Specific Curriculum Outcomes | Elaborations - Suggestions for Learning and Teaching |
| <p><i>Students will be expected to</i></p> <p>1.1 analyse site and situation factors related to settlement patterns in Prince Edward Island</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>"Were you born on the Island, or did you come here on purpose?"</i></p> <p>Weale, David. <i>Whatever You Say: The Talk of Islanders 1975-2005</i>. 2005, p. 84.</p> </div> | <p>Settlement patterns tell a great deal about any given location and Prince Edward Island is no different. Where people choose to settle is dependent upon several factors, commonly referred to as "site" and "situation" factors. This outcome asks students to analyse the factors that influenced where Islanders settled within its approximate 5660 sq. km. Site factors refer to the actual physical location and usually include land contour and elevation (agriculture and safety); availability of water, building materials for shelter, fuel, and food sources; defence potential; and water routes. Situation factors tend to be more human-related than site factors and may include proximity to transportation routes for trade, sheltered harbours, and other economic and social considerations. It is important that students comprehend the underlying reasons for settlement in a particular location as many of these sites later develop over time into larger urban or economic centres.</p> <p>Students may, for example,</p> <ul style="list-style-type: none"> • use a blank map of the Island's physical features (topography) to identify potential areas compatible to early settlement, then compare their selections to maps showing actual settlement areas over time. Students can rationalize why their predictions were accurate or inaccurate. • use a map to trace settlement patterns over time on Prince Edward Island. Students can draw conclusions about the role of site and situation factors in the development of the Island. • create a map of Prince Edward Island illustrating settlement patterns and the site and situation factors that contributed to these patterns. They should include the selected locations for county capitals and the provincial capital as well as possible reasons for the selection of these sites. They should then write a concluding summary about the "value" of certain parcels or areas of Prince Edward and speculate whether the value is currently reflected in real estate prices or in other ways? • research portage routes of Aboriginal peoples of Prince Edward Island. How do these routes reflect the settlement patterns of the Island's First Peoples? How did these routes influence, or not, subsequent settlement? • using a database of Mi'kmaq place names and an outline map of Prince Edward Island, create a detailed map showing the physical attributes as observed by the Island's earliest Mi'kmaq residents. They should then add a summary box about best locations to settle and reasons for these selections. |

Column 3: Suggestions for Learning and Assessing

Column 3 provides suggestions for ongoing assessment that forms an integral part of the learning experience.

Column 4: Resources and Links

Column 4 provides a quick reference to various supporting resources and, where possible, specific page references within text sources. The column will include Web links and other non-print sources. Teachers may also wish to record their own notes and/or resources in this column.

| HIS621B PRINCE EDWARD ISLAND HISTORY | |
|--|--|
| Unit 1: Land and Resources | |
| Suggestions for Learning and Assessing | Resources and Links |
| <p>Students may, for example,</p> <p><i>Performance</i></p> <ul style="list-style-type: none"> follow the oral tradition of Aboriginal people to talk about the physical features and natural resources of the Island during an early time period or in contrast to contemporary times. <p><i>Journal</i></p> <ul style="list-style-type: none"> write a journal entry from the perspective of an early Acadian settler upon arrival in Prince Edward Island in early 1700s, or after a typical Island winter (e.g., in Roma settlement, East River), observing the area around them and how they must adapt to the environment. Alternatively, a student may select a another group and time period from Island history. <p><i>Paper and Pencil</i></p> <ul style="list-style-type: none"> create a colourful visual to illustrate the links between traditional Mi'kmaq place names in Prince Edward Island and the site and situation factors related to settlement. write a "myth" or "legend" to reflect the Aboriginal relationship with the land and its resources. using Holland's survey map, other available early maps, and a current topographic map, create a new map showing the correlation between site and situation factors and specific lots or areas that attracted settlement. create a list of site and situation factors that would have influenced settlement patterns on the Island. Which factor would have been the most prominent or influential? Why? <p><i>Presentation</i></p> <ul style="list-style-type: none"> create a compare/contrast chart of land use for each major group of earliest inhabitants in Prince Edward Island (Mi'kmaq, Acadian, British). create a visual arts product depicting site and situation factors in Aboriginal, Acadian, and British settlement. | <p>1928 <i>Cummins Atlas</i> 1880 <i>Meacham's Atlas</i></p> <p>Rayburn, Alan. <i>Geographical Names of Prince Edward Island</i>. Ottawa: Department of Energy, Mines, and Resources, 1973. (check school library)</p> <p><i>Prayers to the Great Spirit</i> - DVD (check school library)</p> <p>MacDonald, Wendy. "Forests and Forestry in Prince Edward Island". Background to a Public Forum, 12 Dec. 2001. http://www.upei.ca/iis/art_wm_4</p> <p>Horne, Carol. "The Island Landscape: A Non-renewable Resource". Policy Brief 2009_1. http://www.upei.ca/iis (scroll report menu on right side of page)</p> <p>Novaczek, Irene et al. "At the Table: Exploring Women's Roles in the PEI Fishery". Research Report, March 2009. http://www.upei.ca/iis (scroll report menu on right side of page)</p> <p>Novaczek, Irene et al. "The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island". Policy Brief 2009-2. http://www.upei.ca/iis (scroll report menu on right side of page)</p> |
| PRINCE EDWARD ISLAND SOCIAL STUDIES CURRICULUM: HIS621B PRINCE EDWARD ISLAND HISTORY 35 | |

HIS621B

Course Organization

HIS621B is organized into five units, beginning with an introductory unit that describes and explains key overall course outcomes. These outcomes are not intended to be taught in isolation, but should be integrated throughout the entire course and assessed at appropriate points according to the individual teacher's overall course plan.

The remaining four units are more content-specific and are organized as follows: Unit 1: Land and Resources; Unit 2: People and Culture; Unit 3: Power and Government; and Unit 4: Economies and Technologies. The HIS621B course does not need to be linear in design and teachers may choose to begin at any point, designing their own path of study. A major design component of the course is based on incorporating “dimensions of historical thinking” and “habits of mind” into the study of Island history. These critical thinking concepts are explained further in the introductory unit. Inquiry-based learning using an inquiry process is also integral to HIS621B. Students will be required to investigate one topic of interest and produce an inquiry product that may be shared with others.

Introduction and Overarching Course Outcomes

Focus Question: To what extent do Islanders acknowledge and value their heritage as part of their current identity?

Students will be expected to

- I.1 demonstrate an understanding of the roots of Island culture
- I.2 apply historical thinking strategies to examine perspectives or aspects of Island history
- I.3 use an inquiry process to research one aspect of Island history

Unit 1: Land and Resources—Red Rock, Black Spruce, and Salt Air

Focus Question: How does understanding the past help us plan for a sustainable future?

Students will be expected to

- 1.1 analyse site and situation factors related to settlement patterns in Prince Edward Island
- 1.2 explain how the quest for goods and colonial lands shaped Prince Edward Island's history
- 1.3 analyse the impact of various factors on the Island's natural resources and environment
- 1.4 analyse the impact of a past economic development initiative involving a natural resource

Unit 2: People and Culture—Between the Jigs and the Reels

Focus Question: How do we sustain our culture in the face of globalization?

Students will be expected to

- 2.1 analyse elements of material and non-material culture that have contributed over time to a unique Island heritage
- 2.2 demonstrate an understanding of how various cultures have contributed to the Island cultural mosaic
- 2.3 analyse factors that contribute to change (positive or negative) in Island culture or identity
- 2.4 predict how globalization may impact on Island culture in the future

Unit 3: Power and Government—Keepers of the House

Focus Question: Who held power, and how did decision making change over time?

Students will be expected to

- 3.1 demonstrate an understanding of how decision making evolved over time in Prince Edward Island
- 3.2 analyse the impact of external governance (absentee landlords, colonial government, federal) on decision making past and present
- 3.3 describe political and other factors that led Prince Edward Island into Confederation
- 3.4 describe political and other factors that influence decision-making on Prince Edward Island today

Unit 4: Economies and Technologies—Markets, Machinery, and Money

Focus Question: How have changing technologies made an impact on the Island economy and its way of life?

Students will be expected to

- 4.1 analyse changes in various Island economies and industries during pre-Confederation
- 4.2 assess the economic impact and implications of Prince Edward Island joining Confederation
- 4.3 demonstrate an understanding of the factors that played a role in supporting or changing Island industries post-Confederation
- 4.4 explain how globalization has had an impact over time, and continues to have an impact, on Island economies

Introductory Unit

Introductory Unit: HIS621B

Unit Overview

The introductory unit provides a description of the overarching goals or outcomes for HIS621B. The outcomes are purposely articulated in a broad way to allow for adaptation to specific inquiries and diverse geographic locations. These outcomes require students to engage in critical thinking and an inquiry process in order to build their own knowledge around what it means to be an Islander.

The three outcomes within the introductory unit are intended to unify active student inquiry with historical content and critical thought about the future of Prince Edward Island. Students are asked to incorporate historical thinking strategies and concepts to help them build upon their prior knowledge of Island history. The introductory outcomes are not intended to be addressed in isolation, but skills will unfold as students embark upon their investigations into Island history. Introductory outcomes I.2 and I.3 will require students to use critical thinking and inquiry process skills as they interact with new information on an ongoing basis.. Introductory outcome I.1 will be met as students' knowledge and understanding of Island history increase and become integrated with their own prior knowledge.

Early in the course, teachers should introduce and discuss the outcomes for the introductory unit and ensure that students understand how these will be incorporated into their daily class work and their overall course assessment and evaluation.

Assessment of these outcomes may occur in a variety of ways. Students may demonstrate their understanding of the roots of Island culture by choosing to conduct an inquiry into a specific aspect of Island culture; participate in a historical reenactment involving Island politics; create a digital presentation on resources highlighting sustainable (or unsustainable) practices over time; or pursue an investigative inquiry that analyses how we have arrived at our current economic status. There are many other options as well. All three outcomes may be assessed as one piece.

Teachers are encouraged to plan in advance for assessment of these and other outcomes. Decisions about evaluation and weighting are generally made on an individual basis by school or teacher. However, teachers may find that collaborative planning with other HIS621B teachers can provide support and enrichment for their own practices.

Specific Curriculum Outcomes

| |
|---|
| <p>Focus Question: To what extent do Islanders acknowledge and value their heritage as part of their current identity?</p> |
| <p><i>Students will be expected to</i></p> <p>I.1 demonstrate an understanding of the roots of Island culture</p> <p>I.2 apply historical thinking strategies to examine aspects of Island history</p> <p>I.3 use an inquiry process to research one aspect of Island history</p> <p>Note: See appendix B—"Inquiry Model" and appendix C—"Student Guide to the Inquiry Process"</p> |

Unit 1: Land and Resources

Red Rock, Black Spruce, and Salt Air

Unit 1: Land and Resources

Red Rock, Black Spruce, and Salt Air

Unit Overview

There is, perhaps, no other place quite like an island to bring about an understanding of the importance of a finite land base and the natural resources that define it as a place. Prince Edward Island is a unique place. It has a unique geological make-up, a unique geographical place in the world, and a unique existence that is strongly connected to both its past and its future. The discussions, questions, and revelations that will arise from this unit will be closely linked to those of the other three units in this course. This unit looks at the critical role that land and resources have played in the past and continue to play in the story of Prince Edward Island.

This unit is a natural starting point for investigating the history of Prince Edward Island (although it is not mandatory to start here). Teachers may introduce the unit with discussions about off-Island land ownership or current land use and development, or by conducting a class or school survey to determine family or community connections to agriculture or fishing. The principal intent of the unit is to have students consider deeply how past linkages to the environment have carved out an Island story, and how the ties with our surroundings will exert an influence on the future of the the Island. Students should be encouraged to think about patterns or cycles related to land and resources that have repeated themselves throughout Island history. Are there recurring themes in our history? What have we learned? How might events of the past hold a key to a sustainable future for Islanders?

Enduring Understandings

- 1) Human settlement patterns are determined by geographic and natural factors.
- 2) Development increases with exploration for economic purposes.
- 3) Exploration and development have a significant impact on the natural resources.

Specific Curriculum Outcomes

Focus Question: How does understanding the past help us plan for a sustainable future?

Students will be expected to

- 1.1 analyse site and situation factors related to settlement patterns in Prince Edward Island
- 1.2 explain how the quest for goods and colonial lands shaped Prince Edward Island's history
- 1.3 analyse the impact of various factors on the Island's natural resources and environment
- 1.4 analyse the impact of a past economic development initiative involving a natural resource

Unit 1: Land and Resources

Specific Curriculum Outcomes

Students will be expected to

- 1.1 analyse site and situation factors related to settlement patterns in Prince Edward Island

“Were you born on the Island, or did you come here on purpose?”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 84.

Elaborations - Suggestions for Learning and Teaching

Settlement patterns tell a great deal about any given location and Prince Edward Island is no different. Where people choose to settle is dependent upon several factors, commonly referred to as “site” and “situation” factors. This outcome asks students to analyse the factors that influenced where Islanders settled within its approximate 5660 sq. km. Site factors refer to the actual physical location and usually include land contour and elevation (agriculture and safety); availability of water, building materials for shelter, fuel, and food sources; defence potential; and water routes. Situation factors tend to be more human-related than site factors and may include proximity to transportation routes for trade, sheltered harbours, and other economic and social considerations. It is important that students comprehend the underlying reasons for settlement in a particular location as many of these sites later develop over time into larger urban or economic centres.

Students may, for example,

- use a blank map of the Island’s physical features (topography) to identify potential areas compatible to early settlement, then compare their selections to maps showing actual settlement areas over time. Students can rationalize why their predictions were accurate or inaccurate.
- use a map to trace settlement patterns over time on Prince Edward Island. Students can draw conclusions about the role of site and situation factors in the development of the Island.
- create a map of Prince Edward Island illustrating settlement patterns and the site and situation factors that contributed to these patterns. They should include the selected locations for county capitals and the provincial capital as well as possible reasons for the selection of these sites. They should then write a concluding summary about the “value” of certain parcels or areas of Prince Edward and speculate whether the value is currently reflected in real estate prices or in other ways?
- research portage routes of Aboriginal peoples of Prince Edward Island. How do these routes reflect the settlement patterns of the Island’s First Peoples? How did these routes influence, or not, subsequent settlement?
- using a database of Mi’kmaq place names and an outline map of Prince Edward Island, create a detailed map showing the physical attributes as observed by the Island’s earliest Mi’kmaq residents. They should then add a summary box about best locations to settle and reasons for these selections.

Unit 1: Land and Resources

Suggestions for Learning and Assessing

Students may, for example,

Performance

- follow the oral tradition of Aboriginal people to talk about the physical features and natural resources of the Island during an early time period or in contrast to contemporary times.

Journal

- write a journal entry from the perspective of an early Acadian settler upon arrival in Prince Edward Island in early 1700s, or after a typical Island winter (e.g., in Roma settlement, East River), observing the area around them and how they must adapt to the environment. Alternatively, a student may select a another group and time period from Island history.

Paper and Pencil

- create a colourful visual to illustrate the links between traditional Mi'kmaq place names in Prince Edward Island and the site and situation factors related to settlement.
- write a "myth" or "legend" to reflect the Aboriginal relationship with the land and its resources.
- using Holland's survey map, other available early maps, and a current topographic map, create a new map showing the correlation between site and situation factors and specific lots or areas that attracted settlement.
- create a list of site and situation factors that would have influenced settlement patterns on the Island. Which factor would have been the most prominent or influential? Why?

Presentation

- create a compare/contrast chart of land use for each major group of earliest inhabitants in Prince Edward Island (Mi'kmaq, Acadian, British).
- create a visual arts product depicting site and situation factors in Aboriginal, Acadian, and British settlement.

Resources and Links

1928 *Cummins Atlas*

1880 *Meacham's Atlas*

Rayburn, Alan. *Geographical Names of Prince Edward Island*. Ottawa:

Department of Energy, Mines, and Resources, 1973.

(check school library)

Prayers to the Great Spirit - DVD

(check school library)

MacDonald, Wendy. "Forests and Forestry in Prince Edward Island". Backgrounder to a Public Forum, 12 Dec. 2001.

http://www.upei.ca/iis/art_wm_4

Horne, Carol. "The Island Landscape: A Non-renewable Resource". Policy Brief 2009_1.

<http://www.upei.ca/iis> (scroll report menu on right side of page)

Novaczek, Irene et al. "At the Table: Exploring Women's Roles in the PEI Fishery". Research Report, March 2009.

<http://www.upei.ca/iis> (scroll report menu on right side of page)

Novaczek, Irene et al. "The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island". Policy Brief 2009-2. <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 1: Land and Resources

Specific Curriculum Outcomes

Students will be expected to

- 1.2 explain how the quest for goods and colonial lands shaped Prince Edward Island's history

"I've seen the herring so thick that you could scarcely row a dory through them - just like rowing through slush ice."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 129.

Elaborations - Suggestions for Learning and Teaching

Land is one of the most valuable resources known, and when it is part of a small island, it has that much more meaning. Such is the case with the story of Prince Edward Island and the quest by many for its valued parcels, pieces, and resources. Exploration and the quest for new lands and resources brought visitors to the Island possibly as early as the 900s, according to some theories. Some scholars speculate that the Vikings may have happened upon the Island during their travels, and indeed, that Prince Edward Island may well be part of the mysterious "Vinland" referred to in the Icelandic sagas. While there is no hard evidence to support this theory, some academics maintain that this a very real possibility. Subsequent speculators to the Island included the French and English, whose perpetual warring over new colonies saw the Island tossed back and forth before finally succumbing to British rule in the 1700s. The impact of that development had many implications for the Island and the people who inhabited it, and shaped the Island's story over time. This outcome asks students to explain why the Island and its resources attracted newcomers and what part that played in the Island's historical narrative.

Students may, for example,

- research exploration or trading routes that involved Prince Edward Island over time; create a graphic organizer such as a concept map to illustrate the commodities sought, or reasons for exploration and by whom; add additional information about these visits that may provide insights into early and later development of the Island.
- generate "what if" questions related to the quest for lands and goods and early development on Prince Edward Island.

Examples of "what if" questions may include the following:

What if the Vikings had actually established a permanent settlement in Prince Edward Island?

What if Samuel Holland had not divided the Island into 67 lots?

What if the Island had been left untouched for another 200 years?

What if tourism had never developed on the Island?

What if Lord Egmont's plan had been used?

- prepare debate points and counterpoints about the significance of the Land Question in Island history.

Unit 1: Land and Resources

Suggestions for Learning and Assessing

Students may, for example,

Performance

- role play a scene depicting the arrival of colonial settlers at a specific time period in Island history.

Journal

- write a dual journal entry using the points of view of a colonial settler who has arrived on the Island at a specific time period and an Island Mi'kmaq during the same time frame.

Paper and Pencil

- write a reflective essay or a play script about the quest for a particular commodity (e.g., lumber, fish), how this changed the Island's "story" over time, and how this activity has contributed to the current economy.
- create a time line illustrating the various quests for lands and goods throughout Prince Edward Island's history and development, the stakeholders in these quests, and the impact on the Island over time.

Presentation

- create a graphic organizer to explain one or more of the commodities sought after in the New World (Prince Edward Island), the origins of exploratory and trade voyages that involved the Island, and the resulting impact on development of the Island. See appendix A—"Visual Organizers".
- create a multimedia presentation to trace Island development as it is related to one or more of its natural resources (sea and land).

Resources and Links

Sigurdsson, Gisli. "Vikings on Prince Edward Island?" *The Island Magazine*, Fall/Winter 1998: 8-13.

Beck, Boyde. "The Fairest Land: Prince Edward Island in its Descriptive Literature, 1750 - 1860." *The Island Magazine* Spring/Summer 1988: 19-26.

McAskill, J. Dan. "The People's Forest." *The Island Magazine* Fall/Winter 1987: 20-28.

"Forests and Forestry in Prince Edward Island"
http://www.upei.ca/iis/art_wm_4

"The Island Landscape: A Non-renewable Resource"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

"At the Table: Exploring Women's Roles in the PEI Fishery"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

"The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 1: Land and Resources

Specific Curriculum Outcomes

Students will be expected to

- 1.3 analyse the impact of various factors on the Island's natural resources and environment

"Crop rotation on Island farms means potatoes - then snow."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 134.

Elaborations - Suggestions for Learning and Teaching

The quest for new resources which led to colonial settlement in Prince Edward Island can be attributed mainly to its fertile soil and surrounding seas. While Aboriginal inhabitants relied upon the Island's natural resources for food and shelter, and early Acadian settlers followed a similar practice, the arrival of British colonists heralded an era of change and exploitation of natural resources. The Island's great Acadian forests were all but decimated during the age of sail, and shipbuilding left a legacy of mainly spruce and balsam fir. Over the years, other resources have been both nurtured and exploited. This outcome asks students to analyse the impact of factors that have contributed to the growth or demise of Island resources. Key factors to consider would include increasing development of communities, political decisions, expansion of agricultural lands, emerging industries (e.g., shipbuilding, fox farming, aquaculture), and new technologies. For this particular outcome, students should limit their focus to the impact on the Island's natural resources and environment rather than the impact on the human population.

Students may, for example,

- select one resource area such as forestry or fisheries that can be traced in Prince Edward Island's history. They should then use several sources of information to create a "backward walk through time" that illustrates the impact of various factors on the chosen resource, and end with a summary statement on the impact of development on the specific resource(s) and the environment.
- brainstorm factors that may have contributed to the development or the demise of one or more of the Island's natural resources over time (such as below).

| Prince Edward Island's Forests | | |
|--------------------------------|--|---|
| Time Frame | Action | Result |
| Pre-1600s 1600s | No action—natural growth | No change |
| 1700s | Some clearing by Acadians | Little to no change |
| 1800s | Shipbuilding era—over-harvesting of prime Acadian forest | Remaining forest weaker in species, loss of species |
| 1900s | Farming | Regrowth |
| 2000s | | |

Unit 1: Land and Resources

Suggestions for Learning and Assessing

Students may, for example,

Performance

- debate the impact on today's environment of past practices related to Prince Edward Island's natural resources.

Journal

- write a journal entry (based upon their knowledge of "cause and effect" related to past Island practices and impact on environment) that reflects upon how current practices may affect the future of Island resources and the environment.

Paper and Pencil

- write an editorial about one of the factors (e.g., new technologies, use of pesticides in agricultural practices, over-fishing, natural occurrences, man-made structures) that has contributed significantly to changes in Prince Edward's Island's environment.

Presentation

- create an information brochure that depicts the growth and/or demise of an Island resource, and the resulting impact on the environment.
- compare past issues with current issues to complete a summary statement about lobster as a resource in Prince Edward Island using a chart such as the one below:

| PAST Actions / Issues | PRESENT Actions / Issues |
|---|---|
| Value of lobster (used as fertilizer on farm fields) | Value of lobster (more competitive markets and range of products) |
| Harvest—spoilage, labour-intensive work to process, ability to sell | Overfishing—smaller carapace, depletion of stock, unintentional damage to other species |
| Introduction of motorized vessels—larger harvest, more fishers | High cost of purchase and maintenance of fishing vessel and required equipment |
| Introduction of canning process and canneries—ability to ship to distant markets | Regulations imposed by authorities—size, season, vessel requirements |
| Summary: Compare the environmental impact of lobster fishing in the past and the present. | |

Resources and Links

Island Nature Trust

Valleyfield Demo Woodlot

McAskill, J. Dan. "The People's Forest." *The Island Magazine* Fall/Winter 1987: 20-28.

Fischer, Lewis R. "The Shipping Industry of Nineteenth Century Prince Edward Island: A Brief History." *The Island Magazine* Spring/Summer 1978: 15-21.

"Forests and Forestry in Prince Edward Island"
http://www.upei.ca/iis/art_wm_4

"The Island Landscape: A Non-renewable Resource"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

"At the Table: Exploring Women's Roles in the PEI Fishery"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

"The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island" <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 1: Land and Resources

Specific Curriculum Outcomes

Students will be expected to

- 1.4 analyse the impact of a past economic development initiative involving a natural resource

“The way we’re farming today is like stealing from the future.”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005 p. 134.

Elaborations - Suggestions for Learning and Teaching

This outcome requires students to focus on one particular economic initiative (or policy) of the past that was based upon a key natural resource from the sea (e.g., initiative related to fisheries, mossing, aquaculture) or the land (mixed farming, tobacco farming, land development, tourism). Some examples may include shipbuilding, fox farming, the Reciprocity Treaty of 1854 (which promoted agricultural export to the U.S.), lobster canneries, Irish moss harvesting, early tourism efforts, development plan of the 1960s, or any other initiative linked to a natural resource. The purpose of the analysis will be to investigate the reasons for the initiative, the factors that contributed to its success or failure, and the impact that the initiative had on the resource involved. While the previous outcome focusses on “impact” from the perspective of physical change to the resource and the environment, both positive and negative, the emphasis of this outcome is mainly on the economic aspect of the natural resource.

Students may, for example,

- select one economic initiative involving an Island natural resource and analyse its history and current state to create an overall view of the initiative’s contribution to the Island economy over time and its impact on the natural resource(s) involved. Students may wish to work in pairs or groups so that a broad selection of initiatives may be selected and presented to the class. Presentations may take the form of written papers, multimedia presentations, or visual presentations.
- invite a guest speaker who is knowledgeable about a specific economic initiative on the Island to speak to the class. Students may form discussion groups afterwards to talk about information presented and the impact on the Island’s economy and on natural resource(s).

Unit 1: Land and Resources

Suggestions for Learning and Assessing

Students may, for example,

Performance

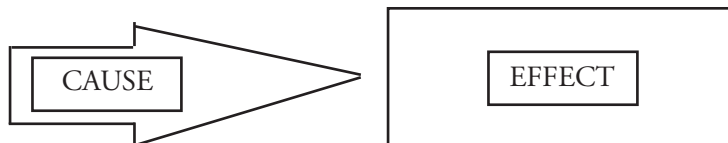
- role-play a town-hall meeting that involves debate around a particular economic development issue in your community or another Island locale. Discussion should include potential impact of the initiative on both the economy and the natural resources involved.
- debate the results of one economic movement compared to another (e.g., shipbuilding contributed more/less to Island development than foxfarming).

Journal

- write a journal entry about the impact of a selected economic development initiative from Prince Edward Island's history.

Paper and Pencil

- create a cause and effect chart to illustrate the impact of a selected economic development initiative on the Island's natural resources.



Presentation

- create a multimedia presentation about one specific economic development initiative in Prince Edward Island's history and its impact on the natural resource(s) involved.
- create a concept map to show the history, contributing factors, and impact of a selected economic development initiative from Prince Edward Island's past. See appendix A—"Visual Organizers".

Resources and Links

McAskill, J. Dan. "The People's Forest." *The Island Magazine* Fall/Winter 1987: 20-28.

Fischer, Lewis R. "The Shipping Industry of Nineteenth Century Prince Edward Island: A Brief History." *The Island Magazine* Spring/Summer 1978: 15-21.

"Forests and Forestry in Prince Edward Island"
http://www.upei.ca/iis/art_wm_4

"The Island Landscape: A Non-renewable Resource"
<http://www.upei.ca/iis> (scroll report menu on right side of page)

"At the Table: Exploring Women's Roles in the PEI Fishery"
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"The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island" <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 2: People and Culture

Between the Jigs and the Reels

Unit 2: People and Culture

Between the Jigs and the Reels

Unit Overview

Cultural identity is a complex issue. Or is it? If you're an Islander, chances are you've been asked a dozen times, Who's your family? or What part of the Island are you from? Family connections and geographical profiling can lead to a quick identification for many Islanders. But what if you are a "CFA," otherwise known as a "Come From Away"? What really constitutes being an Islander? Is it pedigree, privilege, or cultural admittance into the fold? No one will ever likely know the answers to these questions, but an investigation into Island cultural expressions and influences will help students to better understand who they are and how they might retain their heritage in a globalized world.

In this unit students are asked to explore the material and non-material world of Island culture over time to gain a sense of how cultural identity emerges. They will be asked to consider the contributions of all cultural groups and backgrounds in forming a unique Island culture, or Island "way." Students are also tasked with thinking critically about the factors that either strengthen or weaken a visible Island culture such as our architecture, arts, language, and other elements of culture. Finally, students must think deeply about the future of Island culture and how global forces may create irreversible impact.

Enduring Understandings

- 1) A unique culture is created by various elements and groups over time.
- 2) There are societal factors that influence the sustainability of culture over time.

Specific Curriculum Outcomes

Focus Question: How do we sustain our culture in the face of globalization?

Students will be expected to

- 2.1 analyse elements of material and non-material culture that have contributed over time to a unique Island heritage
- 2.2 demonstrate an understanding of how various cultures have contributed to the Island cultural mosaic
- 2.3 analyse factors that contribute to change (positive or negative) in Island culture or identity
- 2.4 predict how globalization may impact on Island culture in the future

Unit 2: People and Culture

Specific Curriculum Outcomes

Students will be expected to

- 2.1 analyse elements of material and non-material culture that have contributed over time to a unique Island heritage

"In Rustico Christmas doesn't mean turkey, plum pudding, or fruitcakes; in Rustico, it means meat pie."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 143.

Elaborations - Suggestions for Learning and Teaching

Being a small island, Prince Edward Island has a unique identity compared to its other provincial counterparts. Our unique Island culture has evolved out of a story involving many peoples, events, and other factors. Material and non-material elements of culture are concepts that students will already be familiar with in their own lives. This outcome asks students to analyse those elements, both tangible and intangible, that make Prince Edward Island culture unique. Some cultural elements to analyse include music, language, storytelling, architecture, art, religion, history, economics, beliefs and values, or other. Through this outcome, students will be expected to develop a solid understanding of how these elements have contributed to an overall concept of "Island culture."

Students may, for example,

- listen to/read traditional Prince Edward Island folk music to discover the story within its lyrics, or the circumstances surrounding its creation (event, individual or group of people). How does this tradition of storytelling manifest itself in today's culture (festivals, ceilidhs, kitchen parties)?
- research traditional Prince Edward Island sayings or terminology to determine how much of traditional language continues to exist in today's vernacular.
- invite a local historian or storyteller to class to retell some traditional stories.
- analyse examples of Island architecture in pictures, look for local examples that reflect the same features or styles, speculate as to the era or period of the local example, and find out the date of its creation or use.
- examine works of art by Island artists over time to compare messages or reflections about Island culture.
- gather information on and compare Island places of worship to create a "picture" of religious influences in Island culture from both a belief perspective and an architectural perspective. What does your data say about Island values and beliefs?

Unit 2: People and Culture

Suggestions for Learning and Assessing

Students may, for example,

Performance

- perform a traditional Prince Edward Island folk song (or write a new folk song and explain the significance of music and lyrics to Island heritage).
- demonstrate a traditional cultural dance (Mi'kmaq, Acadian, Scottish, East Indian) and explain how dance or other performance arts have contributed to Island heritage and identity.
- plan and carry out an Island “kitchen party” in the classroom. Try to replicate the food that would have been served, the music played, and other elements of a traditional kitchen party. Invite members of the community.

Journal

- write a journal entry about what it means to be an Islander from a cultural perspective. What elements have contributed to his or her own Island identity? What elements of culture would he or she like to see passed down to the next generation?

Paper and Pencil

- interview a local historian, storyteller, or Island senior and write a magazine article about his/her lifestyle in days gone by.

Presentation

- create a photo album or photo collage of local Island architecture and explain how the unique features contribute to a unique Island identity?
- gather information on traditional Island cooking and create a dish to share in class. Share other information about Island food that was discovered while researching this project.

Portfolio

- collect examples (or photos) of visual arts that have been created by Islanders (e.g., folk art, pottery, paintings, sculpture, woodwork). Ask classmates to select their favourite piece and explain how it contributes to the development of an Island identity.

Resources and Links

Ives, Sandy. *Drive Dull Care Away*. Charlottetown: Institute of Island Studies, 1989. (*Out-of-Print but may be available in existing libraries*).

Pratt, Terry & Burke, Scott. *Prince Edward Island Sayings*. Toronto: U of Press, 1998.

Weale, David. *Whatever You Say — The Talk of Islanders 1975-2005*. Charlottetown: Transcontinental, 2005.

MacKay, Jean Halliday. *The Home Place: Life in Rural Prince Edward Island in the 1920s and 30s*. Charlottetown: Acorn Press, 1999.

Weale, David. *A Stream Out of Lebanon: An Introduction to the Coming of Sryian/ Lebanese Emigrants to Prince Edward Island*. Charlottetown, Institute of Island Studies, 1988.

O’Grady, Brendan. *Exiles and Islanders: The Irish Settlers of Prince Edward Island*. Montreal: McGill-Queen’s University Press, 2004.

Arsenault, Georges. *Acadian Legends, Folktales, and Songs from Prince Edward Island*. Charlottetown: Acorn Press, 2002.

Hornby, Jim. *Black Islanders: Prince Edward Island’s Historical Black Community*. Charlottetown: Institute of Island Studies, 1991.

Campey, Lucille H. *“A Very Fine Class of Immigrants”: Prince Edward Island’s Scottish Pioneers 1770-1850*. Toronto: Natural Heritage Books, 2001.

MacDonald, Edward. *If You’re Stronghearted: Prince Edward Island in the Twentieth Century*. Charlottetown: PEI Museum & Heritage Foundation, 2000.

Island Institute of Architecture — PEI Architecture display (available for loan from DoEECD to schools)

Unit 2: People and Culture

Specific Curriculum Outcomes

Students will be expected to

- 2.2 demonstrate an understanding of how various cultures have contributed to the Island cultural mosaic

"It's not just about birth. You're not a true Islander unless you were conceived here - above the high water mark."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 85.

Elaborations - Suggestions for Learning and Teaching

Cultural elements have roots that can be traced back to other cultures in the history of a place. Such is the case in Prince Edward Island. While Island students will have an idea of the dominant cultural influences, this outcome provides an opportunity for students to delve deeper into the diverse roots of culture in Prince Edward Island. It may come as a surprise to students that the Island's cultural groups are now counted in the hundreds (based on originating countries.) This outcome encourages students to move beyond the dominant cultures in Prince Edward Island to seek out many of the contributors to culture that have been under recognized in some traditional history books (e.g., Mi'kmaq, Acadian, Lebanese Islanders, Chinese Islanders, Black Islanders, and others who have been steadily contributing to our Island identity in recent history).

Students may, for example,

- research an on-line census from earlier times to compare the origins of Islanders over time; draw conclusions about how the Island's First Nations (Mi'kmaq) and its "newcomers" have contributed to Island culture over time with respect to food, music, beliefs and values, and other elements of culture; and conclude with a statement about how the sum total of cultural influences creates a unique Island culture.
- contact a newcomer's association or multicultural agency to gather statistics about Islanders' countries of origin, then create a poster depicting many of the Island's cultural groups (including the Mi'kmaq) and the contribution of each group to an evolving Island culture.
- develop an Island cultural game, such as Island Trivia or a graphic organizer that matches cultural groups with elements that have influenced Island culture (music, language, food, architecture, art, religion, history, government, beliefs and values, or other expressions of culture).
- design a visual representation (either on paper or digitally) that illustrates Islanders' diverse cultural backgrounds and the impact of this diversity on contemporary culture and Island identity.

Unit 2: People and Culture

Suggestions for Learning and Assessing

Students may, for example,

Performance

- choreograph a dance that tells the story of cultural growth on Prince Edward Island over time.
- create a play or a tableau to depict a certain period in Prince Edward Island history and the arrival of a new group of people. Incorporate a message about how this group may have contributed to the development of an Island identity.

Journal

- write a journal response to the question, Is Prince Edward Island a “melting pot” of cultures (American term) or a “mosaic” of cultures (Canadian term)? Include reasons for selected response.

Paper and Pencil

- write an information article for a local Island magazine or newspaper about the cultural growth of Prince Edward Island from its beginnings to the present time. Alternatively, select one time period in history that contributed significantly to the cultural makeup of Prince Edward Island.

Presentation

- search on-line census records (e.g., 1881, 1891, 1901) and create a visual display or multimedia presentation to explain the significance of the census in terms of cultural contributions and Island identity.
- select a particular cultural group that has contributed to Island identity over time and create a multimedia presentation highlighting the contributions of the group to the broader identity of Prince Edward Island.
- create a concept or mind map to illustrate one or more of the various cultural groups of Prince Edward Island. Include cultural contributions to Island identity such as music, architecture, food, art, and language. See appendix A—“Visual Organizers.”

Resources and Links

CBC Archives - various stories
 Newcomers' Association of PEI
 Multicultural Association of PEI
 Provincial Archives of PEI
The Island Magazine - various articles

Ives, Sandy. *Drive Dull Care Away*. Charlottetown: Institute of Island Studies, 1989. (*Out-of-Print but may be available in existing libraries*).

Pratt, Terry & Burke, Scott. *Prince Edward Island Sayings*. Toronto: U of Press, 1998.

Weale, David. *Whatever You Say — The Talk of Islanders 1975-2005*. Charlottetown: Transcontinental, 2005.

MacKay, Jean Halliday. *The Home Place: Life in Rural Prince Edward Island in the 1920s and 30s*. Charlottetown: Acorn Press, 1999.

Weale, David. *A Stream Out of Lebanon: An Introduction to the Coming of Syrian/Lebanese Emigrants to Prince Edward Island*. Charlottetown, Institute of Island Studies, 1988.

O'Grady, Brendan. *Exiles and Islanders: The Irish Settlers of Prince Edward Island*. Montreal: McGill-Queen's University Press, 2004.

Arsenault, Georges. *Acadian Legends, Folktales, and Songs from Prince Edward Island*. Charlottetown: Acorn Press, 2002.

Hornby, Jim. *Black Islanders: Prince Edward Island's Historical Black Community*. Charlottetown: Institute of Island Studies, 1991.

Campey, Lucille H. *“A Very Fine Class of Immigrants”: Prince Edward Island's Scottish Pioneers 1770-1850*. Toronto: Natural Heritage Books, 2001.

MacDonald, Edward. *If You're Stronghearted: Prince Edward Island in the Twentieth Century*. Charlottetown: PEI Museum & Heritage Foundation, 2000.

Island Institute of Architecture —PEI Architecture display (available for loan from DoEECD to schools)

Unit 2: People and Culture

Specific Curriculum Outcomes

Students will be expected to

- 2.3 analyse factors that contribute to change (positive or negative) in Island culture or identity

"I wouldn't say the Island has changed in my lifetime. More like it disappeared."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 85.

Elaborations - Suggestions for Learning and Teaching

The previous two outcomes have dealt with material and non-material culture and its influences. For this outcome, students are asked to consider and analyse factors that contribute to the ways in which culture survives or disappears. For example, in the case of the Island's Mi'kmaq, traditional culture has been all but lost because of political, social, and cultural factors over time. Maintaining the language (or other expressions of culture) of a minority group is not a high priority for any dominant culture. However, the implications of losing these pieces of heritage are many and long-lasting. The purpose of this outcome is for students to gain an understanding of the forces that can either raise our consciousness of culture and heritage, or contribute to their gradual disappearance. Examples of reinforcing factors may include Island festivals, celebrations, and music awards; a resurgence of architectural interest from the past; and digitization of primary documents that allow easier access to information. Factors that contribute to the demise of a culture may include demolition of traditional buildings, out-migration, or lack for funding to museums or programming.

Students may, for example,

- investigate the phenomenon of Anne of Green Gables—its origin, international popularity, and ongoing spin-off industries. What impact has this story had on Island culture from all perspectives (social, economic, and cultural)?
- create a class inventory of their school community (or their own community) by listing cultural elements such as churches, schools, types of homes and other buildings, festivals, and other examples of Island culture. They should then develop an analysis chart to show how these have, or have not changed over the past decades.
- debate whether the closure of small community schools leads to a loss of cultural identity, or to an enriched larger community.

Unit 2: People and Culture

Suggestions for Learning and Assessing

Students may, for example,

Performance

- debate which factors had or have the most influence in reinforcing or diminishing Island culture. Conclude with a recommendation about which cultural elements of Prince Edward Island history should be preserved, why they should be preserved, and how they should be preserved.
- research and/or perform a traditional Island song that tells a story of a past trend or chain of events that contributed to change in Island identity (e.g., out-migration in search of work, wartime loss or influx of war brides, collapse of an industry, political policy).

Journal

- write a journal entry about out-migration of Islanders, past and present, and comment on how this trend impacts Island culture. Some research may be required to learn more about past out-migrations that have affected Island families and economies.

Paper and Pencil

- write an editorial or other personal essay about one or more factors that has influenced growth, loss of, or change in Island culture over time.
- select a particular aspect or element of Island culture (e.g., architecture, language, food, art, and crafts) and record factors that may influence its current status either positively or negatively. Rank factors according to level of impact. See appendix A—"Visual Organizers."

Presentation

- create a concept or mind map to illustrate various factors that affect Island culture either by increasing or decreasing its visibility. See appendix A—"Visual Organizers."

Resources and Links

Hornby, Susan. "Memories of a Golden Land: The Harvest Excursions." *The Island Magazine* Fall/Winter 1979: 12-18.

Guest speakers about Anne of Green Gables

MacDonald, Edward. *If You're Stronghearted: Prince Edward Island in the Twentieth Century*. Charlottetown: PEI Museum & Heritage Foundation, 2000

Graham, Allan. *A Photo History of the Prince Edward Island Railway*. 2002

Island Institute of Architecture —PEI Architecture display (available for loan from Dept. of Education and Early Childhood Development to schools)

Unit 2: People and Culture

Specific Curriculum Outcomes

Students will be expected to

- 2.4 predict how globalization may impact on Island culture in the future

"We used to have a way of life but now all we've got is an economy."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 14.

Elaborations - Suggestions for Learning and Teaching

Globalization is an age-old concept stemming from the very first exploratory voyages of humans. Over the centuries, people, ideas, and materials have made their way from one part of the world to various other parts of the globe. While globalization is not new, in its contemporary sense, it has taken on a whole new meaning, with technologies that allow for faster and further delivery of commodities. What does globalization mean for a small island with agrarian roots, traditional values, and slow growth in cultural diversity? Students have examined factors that influence culture and way of life in terms of longevity or change. This outcome requires them to think about and predict how globalization will impact their heritage as Islanders.

Students may, for example,

- discuss the concept of globalization in an historical context (e.g., how the age of sail and world wars created travel opportunities for Islanders and resulted in the arrival of new ideas and people). In these cases, was change positive or negative? Why? How might past experience benefit Islanders in addressing needs for a future driven by globalization?
- select an editorial that addresses an issue of sustainability in PEI, then discuss in groups why Islanders have concerns about sustainability, what the past has taught us about sustainability, and how globalization may help or hinder, sustainability of Island heritage.
- debate whether community festivals or similar expressions of "Island culture" contribute to the sustainability of Island heritage, or whether these cultural expressions are simply marketing tools designed to attract tourism dollars.
- discuss how Islanders view change. Create a plus and minus chart to record the pros and cons of change that might come about due to globalization. See appendix A—"Visual Organizers."

Unit 2: People and Culture

Suggestions for Learning and Assessing

Students may, for example,

Performance

- debate the pros and cons of globalization's impact on Prince Edward Island's cultural future, using examples from the past to support their arguments.

Journal

- write a journal entry from the perspective of twenty years into the future. Include thoughts about how past trends in Prince Edward Island may have been repeated, and changes that may have occurred in the last twenty years as a result of globalization.

Paper and Pencil

- write an editorial about a sustainability issue in Prince Edward Island that may be affected by future globalization trends.

Presentation

- create a presentation about "out-migration" from Prince Edward Island over the years (or a similar aspect of globalization) and share via multimedia, visual, audio, or other means. Include a summary piece that addresses the question of how this trend has been part of the Island's past and what may occur in the future in this regard.
- create visual presentations that illustrate their vision of Prince Edward Island in the future.

Resources and Links

Hornby, Susan. "Memories of a Golden Land: The Harvest Excursions." *The Island Magazine* Fall/Winter 1979: 12-18.

MacDonald, Edward. *If You're Stronghearted: Prince Edward Island in the Twentieth Century*. Charlottetown: PEI Museum & Heritage Foundation, 2000

Unit 3: Power and Government

Keepers of the House

Unit 3: Power and Government

Keepers of the House

Unit Overview

The Island way of life and Island politics have had a long and fascinating relationship. Perhaps it stems from the lack of autonomous decision-making power during early colonial days, or perhaps geographic smallness defines a good rabble-rousing election campaign. Whatever the case, it is a well-known fact that Islanders are passionate about their politics. Prince Edward Island has known varying models of decision making and governance dating back to founding Aboriginal communities. Absentee governance was the *ordre du jour* during both the French and British colonial periods. Responsible and representative governance matured out of a developing colony that increasingly sought democracy and the power to set its own course. One of the biggest political milestones in Island politics would be the decision to join the rest of Canada in Confederation. However, there have been many other discussions, debates, and decisions around political tables and back rooms that have pushed the Island one way or another.

This unit will raise much discussion about the unique political past (and present) of Prince Edward Island. One theme that may arise in classroom discussions could be the Island's political record of "cronyism" and patronage—as students become more aware of the dynamics of a small-town politics where people are often connected personally to those in positions of power. Students will learn about the political growing pains of a small colony that eventually became an equal member of Confederation. They will be asked to think critically about the relationship between federal and provincial powers, how this relationship has influenced decision making in the past, and how it impacts current policy and decision making. Finally, students will be invited to think about their own empowerment as Islanders in decision making for the future.

Enduring Understandings

- 1) Island political history has been uniquely shaped by its geographic size and social history.
- 2) There are numerous ways in which Islanders can contribute to current decision making.

Specific Curriculum Outcomes

| |
|---|
| Focus Question: Who held power, and how did decision making change over time? |
| <i>Students will be expected to</i> |
| 3.1 demonstrate an understanding of how decision making evolved over time in Prince Edward Island |
| 3.2 analyse the impact of external governance (absentee landlords, colonial government, federal) on decision making, past and present |
| 3.3 describe political and other factors that led Prince Edward Island into Confederation |
| 3.4 describe political and other factors that influence decision making in Prince Edward Island today |

Unit 3: Power and Government

Specific Curriculum Outcomes

Students will be expected to

- 3.1 demonstrate an understanding of how decision making evolved over time in Prince Edward Island

"This family has been voting Conservative since humans had tails."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 60.

Elaborations - Suggestions for Learning and Teaching

Historically, power and decision making have gone hand in hand. Such has been the case in Prince Edward Island's history as well. This outcome asks students to examine the evolution of decision making on the Island, and to demonstrate an understanding of what this evolution has meant for present-day Islanders. Students will be expected to understand decision making as it related to Island time periods and peoples. Students may be surprised to discover that some aspects of decision making from the past are still part of present-day Island politics. For example, Aboriginal decision making still involves many of the earliest principles—such as consensus—fundamental to the community. Some of the customs and rituals of colonial and responsible governments—use of the symbolic mace, seating arrangement of MLAs in the provincial legislature—have survived and found a place in current practices. Students will also examine changes that have taken place over time in Island decision making, including the impact of religious background and socio-economic status, being part of a federally-governed model, and the inclusion of women (and later, First Nations) on the voters' list.

Students may, for example

- select biographies, news articles, or other primary or secondary sources related to Island personalities involved in decision making over time. Then conduct a quick search using Google or other search engine to find out more about each personality and his/her role in governing the Island.
- create a comparison chart to illustrate the similarities, differences, and/or significant characteristics of various governing models in Prince Edward Island, over time e.g., consensus: Mi'kmaq, absentee-Colonial, and democratic-Responsible.
- re-create a time line to represent changes over time in Island governing practices. Then represent groups or individuals as the time line progresses to show the evolution of democracy in Prince Edward Island.

Unit 3: Power and Government

Suggestions for Learning and Assessing

Students may, for example,

Performance

- in groups, create a frozen tableau or role-play to illustrate a specific political era or significant event in the political history of Prince Edward Island. Include a narrative that explains the “who” and “what” of the scene, and the impact on Islanders of the day and/or today.
- debate the strengths and weaknesses of a particular governing model in Prince Edward Island by comparing it with other models of power and decision making over the course of Island history.

Paper and Pencil

- write brief essays in which they detail significant changes in decision making that have occurred over time in Prince Edward Island. Each essay should include a thesis statement that states an opinion or expresses a specific idea on political changes or eras in Island history (e.g., Colonial government contributed much/little to the development of Prince Edward Island).

Presentation

- create a graphic time line using text and symbols to illustrate the evolution of decision-making over time in Prince Edward Island from the era of Mi'kmaw governance traditions through to present day. Present orally to class or groups.
- create a concept map to illustrate the various models of government in the political history of Prince Edward Island. See appendix A—“Visual Organizers.”

Resources and Links

<http://www.biographi.ca/index-e.html>

Unit 3: Power and Government

Specific Curriculum Outcomes

Students will be expected to

- 3.2 analyse the impact of external governance (absentee landlords, colonial government, federal) on decision making past and present

“Sometimes it seems that everyone on the Island is either a politician, a relative of a politician, or a defeated candidate.”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 60.

Elaborations - Suggestions for Learning and Teaching

Prince Edward Island’s political history includes many decisions that were made in far-off places by people who possibly had never set foot on the Island. As a result, decision making for Islanders has always been a major point of contention. Once students understand the basics of historical decision making on the Island, they are ready to delve further into the implications of absentee government versus local autonomy. This outcome provides opportunities to compare past and present situations and issues that involve decision making from both local and absentee perspectives. Some issues that are obvious subjects of study for this outcome would include the Land Question and subsequent struggles, the Acadian Deportation, the marginalization of the Island’s Mi’kmaq, economic decisions and initiatives such as the Comprehensive Development Plan of the 1970s, or similar issues.

Students may, for example,

- discuss aspects of decision making related to their own lives—how having a voice is empowering and not having one is disempowering, how first-hand knowledge and experience can lead to better decision making. Students can then extend this discussion to decision making by governing bodies. Students may discuss the empowerment factor for Islanders when decisions are made by those “off-Island” or the stakes when those in power do not know all the facts or realities of a situation.
- collect examples and investigate the impact of historical decisions that were made over time with little or no input from Islanders. Then develop a series of inquiry questions related to these events/decisions and the empowerment or disempowerment of Islanders. Include events that could be deemed acts of “civil disobedience”, such as the efforts of the ‘Tenants’ League or other acts of rebellion in the face of political decision making.

Unit 3: Power and Government

Suggestions for Learning and Assessing

Students may, for example,

Performance

- hold a town-hall meeting or debate, or stage a referendum on an Island issue that involved decision making by both local and federal (or absentee) governments. Students may select or be assigned roles to represent the various voices involved (or omitted) in the decision-making process. Students in the audience can use a simple graphic organizer, such as a Continuum, to record whose voices were the strongest and the weakest (or missing altogether). Conclude with a summary statement about the level of power or influence that each party possessed.

Paper and Pencil

- conduct research into the history and current state of federal transfer payments to Prince Edward Island. Develop a thesis statement to form the basis of an essay around this topic and create an outline plan to show how the essay would be developed. Write a conclusion that addresses the question, In the political history of Prince Edward Island, who has had more power and influence—local decision makers or those in other places?

Presentation

- create a visual display to depict a specific event in Prince Edward Island political history that illustrates the local and non-local forces involved in decision making of the time.

Resources and Links

“The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island” <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 3: Power and Government

Specific Curriculum Outcomes

Students will be expected to

- 3.3 describe the political and other factors that led Prince Edward Island into Confederation

"The workers were lugging all these old people to the poll and the fella standin' next to me said under his breath, 'Is it election day or ressurection day?'"

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 60.

Elaborations - Suggestions for Learning and Teaching

The politics of Confederation is closely related to the economies of the Island joining forces with other economies to create a larger, stronger economic force in the global context. In the previous unit, students examined the economic impact and implications of jumping aboard the Confederation bandwagon. While it is impossible to separate economic reasons from political reasons in decisions of such magnitude, there does exist an overarching question of political self-determination on several fronts. Islanders, other than the Mi'kmaq, had always been under the rule of an external governing body, either French or English. The absentee land experience had taught Islanders that this was not necessarily a good thing, regardless of loyalty to the "mother" country. The land issue, the debate surrounding annexation to the United States, pressure from Britain to stand on its own feet, fear of taxation, and even the role of religious instruction are probably the most significant political factors that students will examine and be expected to describe as driving forces behind Prince Edward Island's historic decision to enter into Confederation.

Students may, for example,

- create groups and assign to each group a particular opinion or ideology that was a contributing factor in Prince Edward Island's decision to join Confederation.
- scan primary and secondary sources to locate and record information on the decade immediately preceding Prince Edward Island's entry into Confederation (1863-1873). Then create a graphic organizer depicting attitudes toward the union proposal. The organizer should illustrate attitudes of both anti-Confederates and pro-Confederates. Discuss and conclude with a statement regarding "how the resistance lost" its case.

Unit 3: Power and Government

Suggestions for Learning and Assessing

Students may, for example,

Performance

- research views and opinions of diverse Islanders of a particular time (e.g., Confederation). Create a tableau that gives a representative voice to the various participants (e.g., Mi'kmaq, women, Catholic/Protestant, those of lower educational or socio-economic levels, wealthy landowners and entrepreneurs, government administrators).

Paper and Pencil

- write a newspaper article about events surrounding the decision to enter Confederation, or an editorial stating a view about the impending deal to join Confederation. Alternately, write a letter to family in the “old country” telling them of the unfolding Confederation drama and how various Islanders feel about the union.
- analyse newspaper articles or political cartoons of the time. Write a brief description and explain how the point of view or bias within each addressed specific factors or political views of Confederation at the time.

Presentation

- create a concept map showing the political factors contributing to the decision to join Confederation. Use the concept map to show how political factors are directly related to other factors (economic and social).
- create a graphic organizer (such as a cause and effect chart) based upon a “What if...?” theme. For example, What if the shipbuilding industry had continued to flourish? or What if the railway hadn't been built? Show how these events or situations, all economic in nature, influenced or determined the political decisions of the day.

Resources and Links

“The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island” <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 3: Power and Government

Specific Curriculum Outcomes

Students will be expected to

- 3.4 describe political and other factors that influence decision making on Prince Edward Island today

“Why do you think Islanders are so interested in politics anyway? It’s patronage, boy, patronage. It’s what makes us so democratic.”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 62.

Elaborations - Suggestions for Learning and Teaching

The aim of this outcome is for students to recognize that the past does affect the present and therefore, as decision makers today, they will have an impact on the future. At this point, students have likely explored many of the questions and debates that plagued the decision makers of the Confederation period. Students are now ready to examine and describe how some of these same factors, questions, and debates may still exist today in Island politics. This outcome provides the opportunity to inquire into modern-day issues of consequence to today’s students: community issues, tax transfer models, equity of voice in federal politics. This is an opportune time to remind students that their voices can form a critical mass in determining the future of Prince Edward Island when they exercise their right to vote.

Students may, for example

- invite a local MLA or MP to address the class. Students can prepare key questions prior to the visit and record notes during the visit for discussion afterward. As an example, students may ask the visitor to what extent tradition plays a role in current decision making on the Island.
- follow for a week or more news articles, editorials, and features related to current decision making in PEI to determine factors that influence the decisions that are made by Island legislators.
- create a comparison chart to illustrate factors that influenced decision making in two different eras of Island history—the present and one other period. The chart below uses as an example the period preceding Le Grand Dérangement (Acadian Deportation).

| Then 1755-1758 | Now 20?? |
|---|--|
| <ul style="list-style-type: none"> - Colonial (absentee) rule - Political relationships - Church - Economic situation - Appeasement of individuals | <ul style="list-style-type: none"> - Autonomy (self-rule) - Federal relationship - Diversity of population - Political “correctness” - Inclusiveness - Economic situation - Concern for environment |

Unit 3: Power and Government

Suggestions for Learning and Assessing

Students may, for example,

Performance

- create a mock Legislature to address a particular issue of interest to young Islanders (e.g., sale of farmland to people “from away,” job creation and out-migration, incentives to stay in Prince Edward Island to study or work). Then discuss how their voices will be part of the decision making process in the future and why their participation is significant.

Paper and Pencil

- select a current issue in Island politics (e.g., land development, immigrant policy, First Nations development plans) and create a graphic organizer to illustrate the historical factors, current situations or issues, key decision makers (local and/or non-local), and the potential impact on Islanders of decisions related to this issue on Islanders. An organizer such as the one below may be helpful.

| ISSUE | |
|---------------------------------|--|
| Current status | |
| Historical factors | |
| Who has decision-making powers? | |
| Who is affected? | |
| What impact(s)? | |

Resources and Links

“The Importance of Positive Government-Governance Relations for Land Use Planning and Management on Prince Edward Island” <http://www.upei.ca/iis> (scroll report menu on right side of page)

Unit 4: Economies and Technologies

Markets, Machinery, and Money

Unit 4: Economies and Technologies

Markets, Machinery, and Money

Unit Overview

Prince Edward Island's economy has experienced great changes and shifts since its earliest days. Aboriginal peoples intuitively understood the importance of the Island's abundant natural resources as a means of survival, and later as a trading commodity. Early outside venturers were driven by the quest to find fish for salting and export, lumber for building naval ships, and animal furs for warmth and fashion. The Island was situated on a lucrative trading route that included European and more southerly ports. Over time, technological advances in harvesting and manufacturing, storing and shipping, and travel and communication resulted in ever-expanding trade. Globalization embraced Prince Edward Island. Industries came and went, but some became mainstays of the Island economy. Many of today's Islanders are strongly connected to the farming and fishing legacies that have helped define Prince Edward Island. The next generation of Islanders may well be connected to different kinds of productivity—e.g., information and aerospace technologies, manufacturing, government services, research.

This unit will help students to understand how past economies and changing technologies have defined their province. In order for them to understand current economic issues and challenges, it is important for them to know the historical background. Students will analyse the unique circumstances pre-Confederation, assess the economic impacts of union with the rest of Canada, examine economic realities during the post-Confederation period, and consider current globalization of the Island's economy.

Enduring Understandings

- 1) Change is a constant in Island economics.
- 2) Economics and political policy are directly related.
- 3) Globalization has had and continues to have an impact on Island economies.

Specific Curriculum Outcomes

| |
|---|
| Focus Question: How have changing technologies made an impact on the Island economy and the Island way of life? |
| <p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> 4.1 analyse changes in various Island economies and industries during pre-Confederation 4.2 assess the economic impact and implications of Prince Edward Island joining Confederation 4.3 demonstrate an understanding of the factors that played a role in supporting or changing Island industries post-Confederation 4.4 explain how globalization has had an impact over time, and continues to have an impact, on Island economies |

Unit 4: Economies and Technologies

Specific Curriculum Outcomes

Students will be expected to

- 4.1 analyse changes in various Island economies and industries during pre-Confederation

"Times sure have changed, and the sad part is, there is no hope of going back."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 15.

Elaborations - Suggestions for Learning and Teaching

Economic activities in Prince Edward Island have long been related to the land and its natural resources. In more recent times, economic activity has come to include human resources as an essential component in the knowledge economy. Due to the increasing use of technologies, communications, and industrial innovations, economic activity on Prince Edward Island may be linked to other parts of the world. Furthermore, economies may not be related to any natural resources found here. This outcome asks students to study and analyse changes in economic activity that occurred in the pre-Confederation era. Students should have an understanding of the earliest economic activity involving the Mi'kmaq (survival and trade) so that they can understand the economic impact of the arrival of French and English colonists. While much of the content for this outcome will overlap or link with that of outcomes related to land and resources, this outcome focusses on the changes in economic activity or industry over the approximate 250 years prior to our joining Confederation. For example, what new technologies or ideas did newcomers bring to the Island? When did a shift occur from an almost exclusively fishery-based economy to an agrarian-based economy? Students need not limit themselves to the dominant industries, but should be encouraged to explore other aspects of industry, such as grist and saw mills, manufacturing, and cottage industries such as wool carding, Aboriginal basket-making, furniture manufacturing, or lace-making.

Students may, for example,

- analyse how Holland's 1764 Island survey influenced early economic activity in certain communities and potentially influenced economic trends in present times.
- compare the early agrarian practices of Island Acadians to those of the British. How did these practices shape subsequent agricultural trends in Prince Edward Island?
- study a specific community over time to analyse the shifts and changes that occurred in its economic activities within a specific time frame.
- discuss the role of cottage industries in the Island's economic past. How did these industries respond to change?

Unit 4: Economies and Technologies

Suggestions for Learning and Assessing

Students may, for example,

Performance

- create a mini-drama or vignette to show how the Island's economy experienced change in the pre-Confederation period. Include bartering or other significant business activities that will depict the nature of the times.

Journal

- write a journal entry from the perspective of an early Islander (e.g., Mi'kmaq, Acadian, British) who has witnessed changes in lifestyle and the economy due to newer technologies or other developments during his or her time.

Paper and Pencil

- write a short essay on the success or failure of Prince Edward Island's "self-sufficient" economy of the pre-Confederation period.
- select two Island industries of the pre-Confederation period (e.g., grist milling, barrel making, carriage manufacturing) and write an essay about how one or the other had the greatest economic impact on the Island economy, and why. Include details on the development of the industry and its stability or demise over time.

Presentation

- create a photo-essay to illustrate economic activity in Prince Edward Island's pre-Confederation period. Alternately, create a photo-collage of a specific economic activity or industry on the Island, tracing its growth, stability or demise over time.
- create a concept or mind map of early technologies involved in the Island's economic activities. See appendix A—"Visual Organizers."
- map an early settlement, such as Havre St. Pierre, showing the development of local economies at the site, a proposed development plan, and the outcome of the plan.

Resources and Links

Weale, David. "A Rooster's Worth", *Them Times*, Charlottetown: Institute of Island Studies, 1992.

McAskill, J. Dan. "The People's Forest." *The Island Magazine* Fall/Winter 1987: 20-28.

<http://www.islandregister.com/censusindex.html>

<http://www.gov.pe.ca/archives/index.php3?number=1022459&lang=E>

<http://www.archives.pe.ca/exhibit.php3?number=1018866&lang=E&themenum=2>

Unit 4: Economies and Technologies

Specific Curriculum Outcomes

Students will be expected to

- 4.2 assess the economic impact and implications of Prince Edward Island joining Confederation

“Don’t jump into a barrel if a bucket will hold you.”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 114.

Elaborations - Suggestions for Learning and Teaching

Prince Edward Island’s economy, in the period leading up to Confederation, was vibrant and prosperous. The economy was based mainly on forest and fish products and was augmented by home-based industries such as blacksmith shops, mills, tanneries, carriage factories, and other such cottage industries. The Island had carved out a market niche in the world of trade with Great Britain, neighbouring colonies, and the United States, the latter trade being strengthened by the Reciprocity Treaty. Export of raw materials such as lumber and some agricultural products was balanced by the import of finished materials from trading partners. However, economic independence began to wane in the late 1860s as the age of steam and iron emerged. The end of the Reciprocity Treaty in 1866 was a major turning point for the Island economy. Mounting railroad debt was the last straw for Island economic independence and Prince Edward Island joined Confederation in 1873, lured by financial rescue and other attractive terms such as continuous communication with the mainland. This outcome asks students to consider the Island’s position just prior to Confederation and then to assess the impact that joining the rest of the country had on the Island’s economy. Consider, for example, that the promised “continuous link” with the mainland did not occur for another fifty years after Confederation. Students will be expected to assess the economic impact of this and other factors related to Confederation, such as the expansion of the railway westward, Canada’s National Policy, taxation, and the influx of immigrants to the central and western areas of the new country rather than the eastern coast.

Students may, for example,

- discuss the economic state of Prince Edward Island prior to its joining Confederation and then create a KWL organizer to list
- economic effects of the union. See appendix A—“Visual Organizers.”
- find literature, newspaper articles, and other sources of information from the mid- to late-1860s to create a broad picture of Prince Edward Island’s economy and society prior to its joining Confederation.

Unit 4: Economies and Technologies

Suggestions for Learning and Assessing

Students may, for example,

Performance

- re-create a probable debate around the economic implications of joining Confederation and create a Heritage Minute (or planning storyboard) to share with the class.
- participate in a Web blog discussion that focusses on the economic implications of Prince Edward Island's membership in Confederation.

Journal

- write a journal entry in the form of a list of questions surrounding the debate on whether or not to enter into Confederation. The questions should focus on the economic status of the Island and the impact that a union would have on the Island.

Paper and Pencil

- write a news article from the point of view of an economic forecaster during the Confederation period.
- write a speech (with a focus on economics) to convince Islanders to support/resist Prince Edward Island's joining Confederation.

Presentation

- working in groups, respond to the following scenario: You are an archaeologist who has just unearthed a valuable find— historic papers from the period just prior to Confederation. The papers are a record of what some leading politicians of the day deemed to be the most compelling reasons for Prince Edward Island to enter (or not enter) into Confederation. With your team, you must rank the economic arguments in order from most to least important in terms of impact on the economy. You must be able to rationalize your choices.
- create a graphic organizer or other visual presentation to illustrate the economic pros and cons of Prince Edward Island joining with the rest of Canada. See appendix A—"Visual Organizers."

Resources and Links

<http://www.histori.ca> (on how to create heritage minutes)

MacQuarrie, Kate. "The Tryon Woolen Mills." *The Island Magazine* Fall/Winter 1994: pp. 9-12.

Unit 4: Economies and Technologies

Specific Curriculum Outcomes

Students will be expected to

- 4.3 demonstrate an understanding of the factors that played a role in supporting or changing Island industries post-Confederation

"It's one of the ironies of our existence that here we are, surrounded by water, and so afraid of making waves."

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 174.

Elaborations - Suggestions for Learning and Teaching

The previous two outcomes focus on economic activities of Prince Edward Island in the time periods leading up to and including Confederation. This outcome leads students to complete the historical economic picture of Prince Edward Island by examining factors that have contributed to change or status quo in Island industry and economy in the post-1870s era. For the one hundred plus years after Confederation, the Island experienced many of the wild swings in prosperity and poverty that other jurisdictions were experiencing. The concept of change in economic activity continues to be a theme in this outcome as students delve into the many events and shifts that occurred in this period. Some of the factors that influenced economic activity during this period include the rise and fall of fox-farming, the introduction of the automobile, out-migration to the Boston States, immigration of other peoples such as Lebanese and Chinese, WWI and WWII, the Great Depression, and ever-increasing use of technology in primary and secondary industries. There are numerous avenues for study of issues related to economics and it will be impossible to cover every aspect of economic activity or change during this period. For this reason, this outcome may lend itself well to group study projects or individual research in which a single topic is explored more thoroughly, with findings perhaps being presented to the rest of the class. This outcome also lends itself to deeper research into regional topics, such as industrial centres in the eastern and western ends of the Island, military influences during wartime, the Island Development Plan of the 1970s, or other topics rich in the history of a specific community.

Students may, for example,

- create a class time line of the post-Confederation period to illustrate the numerous happenings and changes related to economic activity that occurred in Prince Edward Island. In groups or pairs, students may wish to select a particular decade, community, industry, or other topic to further research. They should share findings with the class.
- invite a speaker from the community who has experienced many of the 20th century changes in Island economic activity.
- formulate a collection of focussed inquiry questions based upon economic activity of the post-Confederation period. Select one to begin an individual research project.

Unit 4: Economies and Technologies

Suggestions for Learning and Assessing

Students may, for example,

Performance

- create a Prince Edward Island Heritage Minute (or planning storyboard) about a specific industry, technology, or development in the Island's economy subsequent to, or as a result of, joining Confederation.

Journal

- write a journal entry from the point of view of a Prince Edward Island rumrunner during Prohibition. Conduct research beforehand to learn more about this aspect of the Island's black-market economy.

Paper and Pencil

- formulate an inquiry question or thesis statement about the Island's economic status or change(s) in the post-Confederation period. Use this information to create a research product.
- write an editorial commentary on social, political, and economic status on the Island during a specific time frame of the post-Confederation period.
- draw a political cartoon to depict an economic issue or situation in Prince Edward Island during the post-Confederation period. Create a satirical "wall-of-fame" with cartoons by fellow students.

Presentation

- draw a time line or other graphic representation to illustrate changes in Island industry and economy over time.
- create a multimedia presentation to illustrate the changes to Island industry and economy over time.
- select an industry, notable person, or event of the post-Confederation period that contributed to the Island's economic history and create a Heritage Minute (or planning storyboard).
- create a cause and effect chart to explain the development or demise of an Island industry during the post-Confederation period.

Resources and Links

<http://www.histori.ca> (on how to create heritage minutes)

Fischer, Lewis R. "The Shipping Industry of Nineteenth Century Prince Edward Island: A Brief History." *The Island Magazine*, Spring/Summer 1978: 15-21.

Rankin, Robert A. "Robert T. Oulton and the Golden Pelt." *The Island Magazine* Fall/Winter 1977: 17-22.

Weale, David. "Going to the Country: Lebanese Peddlars on Prince Edward Island." *The Island Magazine* Fall/Winter 1985: 11-16.

MacDonald, Edward. "Running the Lines." *The Island Magazine* Spring/Summer 1986: 9-12.

Unit 4: Economies and Technologies

Specific Curriculum Outcomes

Students will be expected to

- 4.4 explain how globalization has had an impact over time, and continues to have an impact, on Island economies

“He said if we built the bridge too many bad apples would come rolling over, but I reminded him the Bridge would have a lane going the other way for the rotten potatoes.”

Weale, David. *Whatever You Say: The Talk of Islanders 1975-2005*. 2005, p. 148.

Elaborations - Suggestions for Learning and Teaching

Globalization affects every aspect of life, none perhaps more so than economics. Throughout history the catalyst for globalization has often if not always been economic in nature. From the earliest exploratory forays into new worlds, the quest for resources, goods, and lands has resulted in changes to economic activities in a geographic location, whether welcome or not. This outcome seeks to explain how continuous exploration and the trade of goods and ideas have been, and continue to be, major contributing factors in our Island economy. While the “explorers” may have changed as the outside world has become more mobile, the concept of the continuous influx and influence of goods and ideas has not. Equally significant is the consideration of an “out-flux” of persons, goods, and ideas from Prince Edward Island to other parts of the country and the world. This outcome will challenge students to think about how globalization will manifest itself in their lifetime and what it may mean for their futures. This outcome provides a good opportunity to practise critical- and creative-thinking skills.

Students may, for example,

- create a graphic organizer to record and organize globalization factors that have been a part of the Island’s past (e.g., migration in and out, new industries, improved technologies). Compare with present-day Prince Edward Island to determine similarities and differences related to globalization.
- categorize globalization factors as they are related to environment, technology, communications, culture, or other aspect of Island life. They should write opinion essays about, or discuss in groups, the historical and current impacts of globalization on the Island’s economy. What is the single most influential factor affecting the Island economy at this time, and how does it relate to the past?

Unit 4: Economies and Technologies

Suggestions for Learning and Assessing

Students may, for example,

Performance

- create a role-play to depict the impact of current migration (in and out) on the Island economy. Incorporate a historical perspective to illustrate the similarities and/or differences between now and the past and show the impact of this trend, particularly on the economy).

Journal

- write a series of journal entries (three to five) from the point of view of a) an Islander who has left his or her home to seek employment elsewhere, b) an Islander who remains at home on the Island after family members have left for work elsewhere, or c) both points of view.

Paper and Pencil

- write an editorial for a local newspaper about current concerns around out-migration, how it appears to be a cyclical part of Island history, and how this trend affects the Island's economy.

Presentation

- create a multimedia presentation that explains the global forces that have affected Prince Edward Island's economy in the past century and that continue to affect Prince Edward Island and its current economy. Focus on similarities and differences.
- select one industry on Prince Edward Island, or one economic sector, and create a presentation (multimedia or print/visual) that illustrates how the forces of globalization and change have affected the industry/sector.
- create a video about an Island industry or some other aspect of Island economics that shows how growth or decline has (or, has not) been related to globalization.

Resources and Links

Rankin, Allan. "Mister Hall's Machines." *The Island Magazine* Spring/Summer 1980: 3-7.

Dictionary of Canadian Biography
On-line

<http://www.biographi.ca/index-e.html> (search by name e.g., Hall)

Appendix A

Visual Organizers

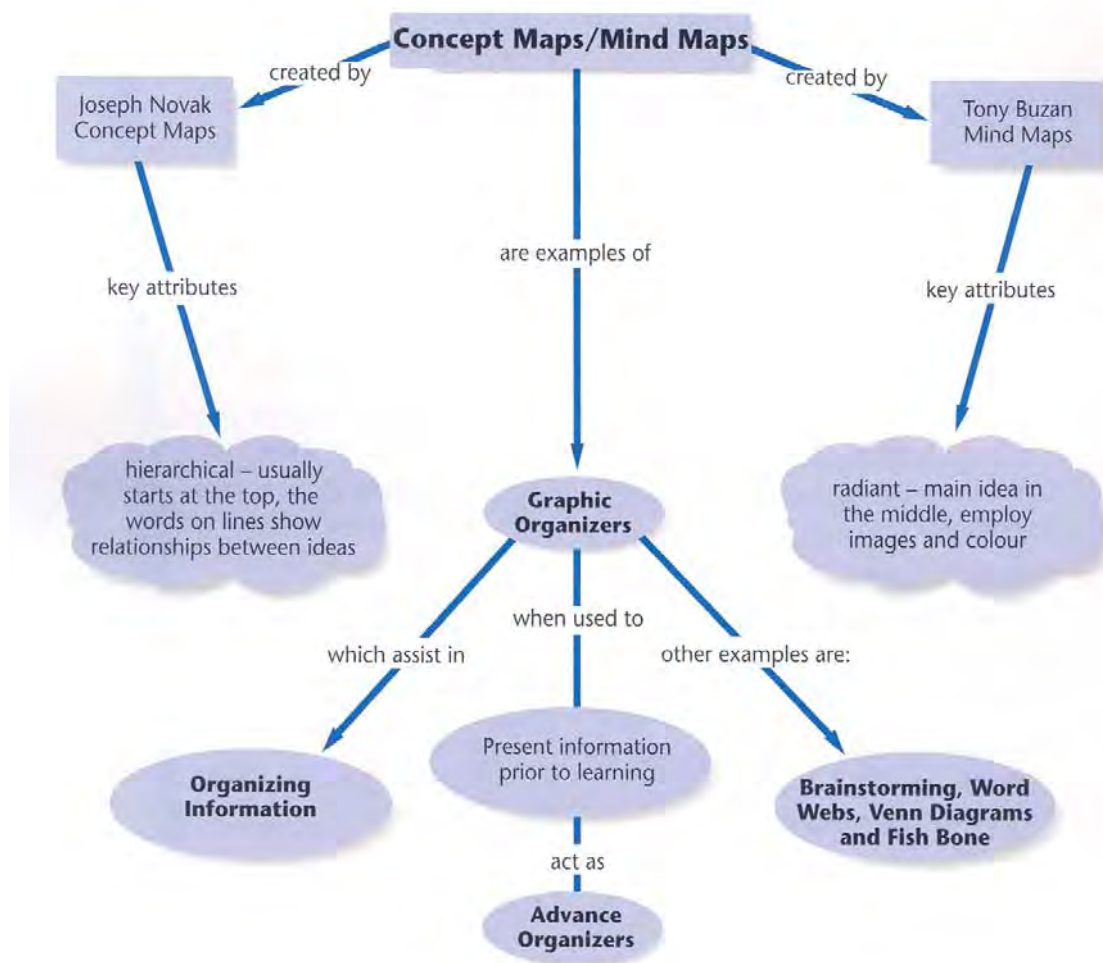
| | |
|-------|---|
| A-1 | Complex Organizers: Mind Mapping and Concept Maps |
| A-2 | Mind Maps and Concept Maps: Similarities and Differences |
| A-3 | An Explanation of Mind Mapping |
| A-4 | Steps in Creating a Basic Mind Map |
| A-5 | Sample Rubric for Evaluating a Mind Map |
| A-6 | Sample Mind Maps |
| A-7 | An Explanation of Concept Mapping |
| A-8 | Steps in Creating a Basic Concept Map |
| A-9 | Sample Rubric for Evaluating a Concept Map |
| A-10 | Sample Concept Maps |
| A-10a | Island Architecture |
| A-11 | T-Chart |
| A-12 | Ranking Ladder |
| A-13 | Continuum and KWL Chart |
| A-14 | Reading and Analysing Non-Fiction Strategy (RAN Strategy) |

Note:

Visual organizers A-1 to A-10 in appendix A are used with permission from the following instructional resource: Bennett, Barry, and Rolheiser, Carol. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc. 2001. Check your school library or the professional development section of your school for the complete resource.

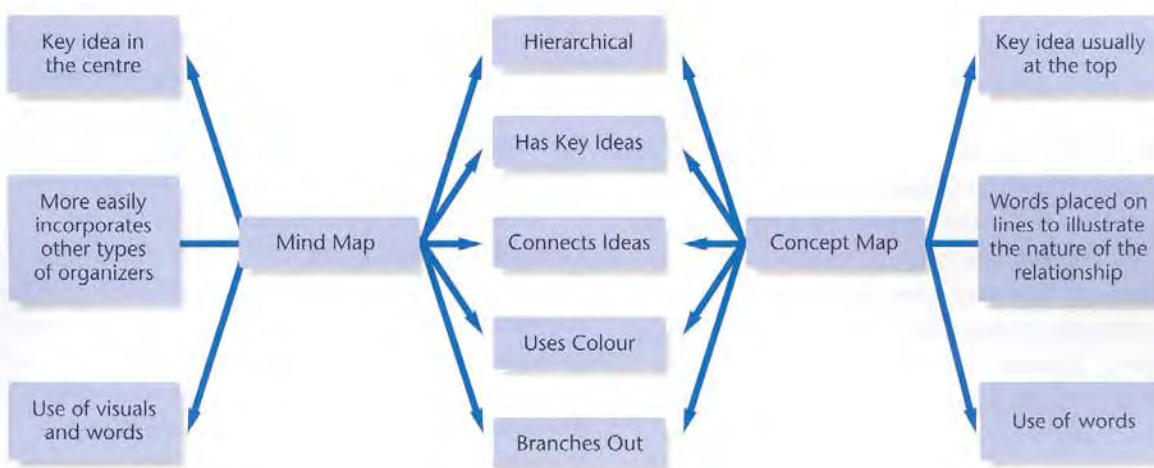
Chapter Ten

Complex Organizers: Mind Mapping and Concept Mapping





Mind Maps and Concept Maps: Similarities and Differences



On the following three pages are two lessons that incorporate one of each of these processes. You do not see the product; rather you see how the process is woven into the lesson.



An Explanation of Mind Mapping

We strongly recommend Tony Buzan's (1993) book, *The Mind Map Book: Radiant Thinking*. It is an excellent and colourful resource for taking you deeper into the Mind Mapping process. It also provides numerous examples of Mind Maps. Buzan makes connections to the literature related to brain research and learning. He sees Mind Mapping as a natural function of the human brain.

Another useful book is Nancy Margulies' (1991) book, *Mapping Inner Space*. This book illustrates practical ways to get started. The ideas provided in both are essential - Buzan's book provides an in-depth explanation of the process while Margulies' book provides a useful introduction regarding how to start.

Mind Mapping is an analytical process that involves creatively integrating a combination of visuals, colour, codes, words, and connectors. It can be employed as a method to take notes, to study before an exam, to brainstorm, or make connections between ideas. It can be extended with little effort to be an alternative way of applying Hilda Taba's Inductive Thinking model of teaching (see Chapter 9). Additionally, several high-school English teachers have students employ Mind Maps to collect and portray their arguments when involved in Academic Controversy (explained in Chapter 11).

Buzan states that Mind Maps have four essential characteristics and several non-essential characteristics. We would argue that

colour is also a critical attribute rather than non-essential. Our rationale is the mind processes and is intrigued by colour.

ESSENTIAL:

1. a central image that represents the subject being mapped
2. main themes that radiate like branches from that central image
3. those branches have a key image or key word printed on an associated line
4. the branches have a connected structure

NON-ESSENTIAL:

1. colour
2. codes

RATIONALE: Mind Maps enhance the brain's capacity to store and recall information.

Because it uses visuals and colours, it provides a novel and interesting way to make sense of

something the student is learning. It can be a motivating way for students to summarize a unit on a Friday afternoon when things are dragging and a bit of a "pick-me-up" is required. One enjoyable example of integration is to weave the Johnsons' Cooperative Learning process (explained in Chapter 7) with Buzan's Mind Mapping process to have a small group create a Mind Map. The lesson on heroes later in this chapter illustrates this integration.

Also, students can employ Cooperative Learning structures such as Gallery Tour and Three-Step-Interview to explain the major messages in their Mind Map.





Steps in Creating a Basic Mind Map

MATERIALS: Each student or group of students will need a sheet of paper and coloured pens or crayons. The size of paper will depend on the topic, the time, the amount students know, and what you are going to do with the Mind Maps. You can also have students cut and paste pictures from magazines instead of (or along with) their drawings.

SIZE: If the Mind Map is to be a poster for sharing, the size will be different than if it is to serve as notes and placed in a binder for review before a test. We saw a Mind Map that took up the complete wall of the classroom and evolved over the year—it served as an ongoing summary of the students' learning in a middle-school English class.

The following steps are only suggestions; feel free to add, adapt, or extend to make it responsive to your students' needs. Remember that when you do this with a partner, you are attending to five of the eight intelligences identified by Howard Gardner, as well as the brain's propensity for creating patterns and its need for talk.

1. **Select a topic** (for example "the heart" or "factoring" or "poetry" or "democracy").
 - Think of a visual that captures the essence of that topic and place that visual in the centre of the paper using colours that will assist you to remember that idea. For example, in a kindergarten class, the students did a Mind Map of the story "The Billy Goats Gruff." They put a picture of the bridge in the middle.



Steps in Creating a Basic Mind Map:

2. **Brainstorm for the key ideas related to that topic.**
 - Record all the ideas that come to you - this can be personal or group brainstorming. Now you can simply pick out the most important ideas that will branch out first or you can group those ideas into common categories - give each of those categories a label and then those become the first key ideas.
 - Draw a picture or symbol that represents each of the key ideas you brainstormed. Then position those visuals that make sense to you around the outside of the visual you placed in the centre of the map. Put in the key word and then connect the key words to the centre topic with a line or bubbles.
 - Flow with ideas radiating out from each of those key ideas; again, think of visuals that capture the essence of that idea and place them in a way that makes sense to you. Then, place the word by the visual. Again, connect with lines.
 - Continue until you have exhausted the topic, the space, the time, or your patience.
3. **Reflect with a partner or with small groups or with the class —perhaps a Three-Step-Interview or Gallery Tour.**
 - In your mind or with a partner, talk through the journey you took to conceptualize the key ideas related to the topic. Explore the relationships between different aspects of the map.



Beyond Monet / Barrie Bennett / Carol Rolheiser



Sample Rubric for Evaluating a Mind Map

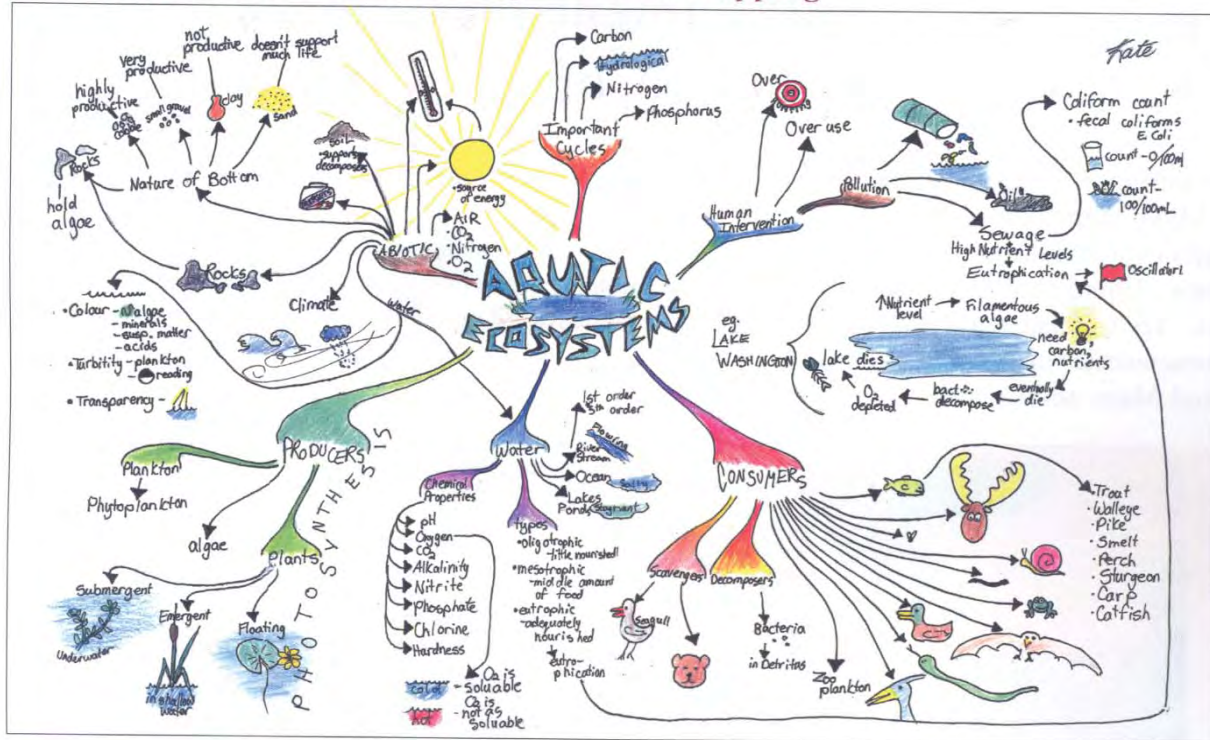
Rubric for Mind Map Performance Levels

| CRITERIA | PERFORMANCE INDICATORS (Observable descriptors indicating extent to which a criterion is met.) | | | |
|--|---|---|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Central Image | Not clear; difficult to separate from other information | Present; not eye catching or memorable | Clear; use of picture or image that relates to key idea | Stands out; meaningfully grasps the key idea through metaphor or humour |
| Ideas radiate out from central image and from most to least complex | Little to no indication that ideas are connected to and radiating out from centre, from most to least complex | Ideas radiate out from centre, some confusion as you follow ideas moving from most to least complex | Ideas clearly connect to central image and ideas, and for the most part move from most to least complex | Ideas clearly connect to central image and ideas consistently and accurately shift from most to least complex |
| Ideas have key images or key words | Little to no evidence of key images. May have a few keywords or vice-versa | Images and keywords are evident, but either too few or imprecise | Images and key words clearly show an understanding of the content, although not that memorable | Dynamic use of images and keywords. They clearly connect to central image. See use of metaphor, humour, cut-outs from magazines, clipart, etc. |
| Colour or codes or links used to illustrate connections between ideas | Little to no use of colour, codes, or links to illustrate connections between ideas | Obvious attempt is made to use colour, codes or links to enhance clarity and memory. Still a bit confusing. | Clearly uses colour, codes, or links to clarify connections and to assist with memory for most aspects of Mind Map | Effectively uses colour, codes, or links to meaningfully clarify connections for all aspects of Mind Map |
| Depth of coverage | Insufficient coverage of content covered | Shows a basic level of coverage of key ideas but little extension of ideas | Shows a solid grasp of most of the content and shows extensions of most key ideas | Shows a solid grasp of all the content covered. Extensions of the key ideas show a deep understanding of that content |

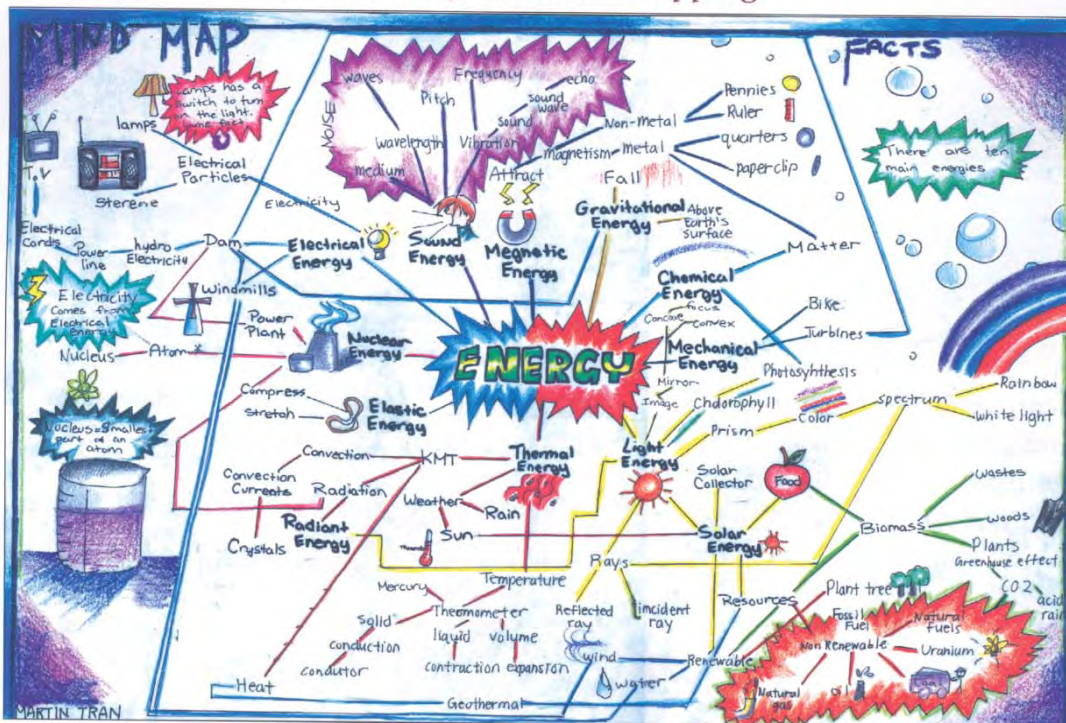
Note: this is one teacher's suggestion for evaluation – please feel free to design your own or adapt this one.

Visual Organizers: Appendix A-6

university student's second attempt at Mind Mapping



grade eight student's second attempt at Mind Mapping





An Explanation of Concept Mapping

Although we provide you with an introduction to Concept Mapping, as stated previously, we recommend that you read Novak's and Gowan's (1984) book, *Learning How to Learn*. As well, you may want to read articles related to Concept Mapping to assist you in taking the process deeper. Chapter Two in the book *Probing for Understanding* by Richard White and Richard Gunstone (1992) provides a useful and detailed explanation of the process with a number of student examples of Concept Maps.

EXPLANATION: A Concept Map is a visual representation that illustrates how one understands relationships between concepts. Those concepts could be any combination of things, people, ideas, arguments, solutions, places, etc. Concept mapping serves to move the learner from simply recalling facts to making the linkages or relationships between those facts. It encourages more complex and meaningful thinking. Below are the essential characteristics of a Concept Map.

ESSENTIAL:

1. Start with a major term or idea from which the next term or idea extends either in a hierarchical or radiating format — Concept Maps usually start at the top.
2. Shift is from a more complex to less complex idea or major idea to minor idea. It often ends with an example.
2. Connecting line is drawn between concepts.
3. Linking words are placed on the lines stating the relationship between concepts
4. Cross links between one segment of the concept hierarchy or classification and another

NON-ESSENTIAL:

1. Colour to clarify segment areas or ideas that relate. This is useful when the use of connecting lines makes it confusing to follow the relationships.
2. Examples of the concept being presented. This adds meaning, communicates that the student understands the concept and aids in retention of the information.

Who can use Concept Maps? Like Mind Maps, Concept Maps can be used by students of all ages (kindergarten to adult learners — although younger students will need more help). For more in-depth information on younger students, see Stice (1987). This educator examined the potential of using Concept Maps with kindergarten to grade five students. With older students, teachers often employ Concept Maps as alternatives to essays or as organizers for essays.

Like Mind Maps, Concept Maps (often called semantic maps) increase students' abilities to organize and represent their thoughts. Initially, Concept Mapping was associated primarily with metacognition and science. More recently, it has been applied to reading comprehension as it helps the learner activate and retrieve prior knowledge. In one of our doctoral classes (a research colloquium on current brain research) large concept maps were created to facilitate the synthesis of each book and to find connections and patterns between books.

Jeni Wilson (1987) in her article on Concept Mapping, argues that although Concept Maps are personal, peer discussion is extremely worthwhile for assisting students to verify, clarify, and extend their graphic representation.





Steps in Creating a Basic Concept Map

The steps are similar to those of Mind Mapping. Before we describe the steps, we will review the four major differences between Mind Maps and Concept Maps.

First, Concept Maps usually start at the top, but can begin at the bottom or sides or in the centre; whereas Mind Maps begin in the middle and radiate out.

Second, Concept Maps employ words on the lines between concepts to illustrate the link between those concepts. Mind Maps usually do not.

Third, Concept Maps seldom employ colour; Mind Maps usually employ colour.

Fourth, Concept Maps seldom employ visuals; Mind Maps employ visuals. You can see that these two processes can be easily integrated.

MATERIALS: Each student or group of students will need a sheet of paper and coloured pens or crayons. The size of paper will depend on the topic, the time, the amount you know, and what you are going to do with it.

SIZE: If the Concept Map is to be a poster to be shared, the size will be different than if it is to serve as notes and placed in a binder for a review before a test.

The following steps are only suggestions, feel free to add, adapt, or extend to make Concept Mapping responsive to the students' needs. Remember that when you do this with a partner, you are attending to five of the eight intelligences identified by Howard Gardner, as well as the brain's propensity for creating patterns and its need for talk.



Steps in Creating a Concept Map:

1. Brainstorm (individually or in a group) the key ideas. So if you are studying energy, you might introduce the unit by creating a class Concept Map of the students' current understanding of energy. The result might be items such as: solar energy, nuclear energy, electrical energy, nuclear waste, global warming, sun, solar heating, gas, oil, pollution, fossil fuel, etc.
2. Students put the ideas onto cards or post-it notes. (Students enjoy manipulating the data.) Once the ideas are on cards, they can begin to sort and classify these cards, looking for relationships between ideas. If working alone, they can work for a few minutes, and then do a Walk-About to see how others are sorting the cards.
3. The students can now paste or transfer the ideas onto a piece of paper. They then draw lines between the concepts and place words on the lines that illustrate their thinking about the relationships between the concepts. They will have to decide whether they want to create a hierarchical Concept Map or a more radiant Concept Map (similar to Mind Mapping).
4. Students also look for cross links between different concepts.





Sample Rubric for Evaluating a Concept Map

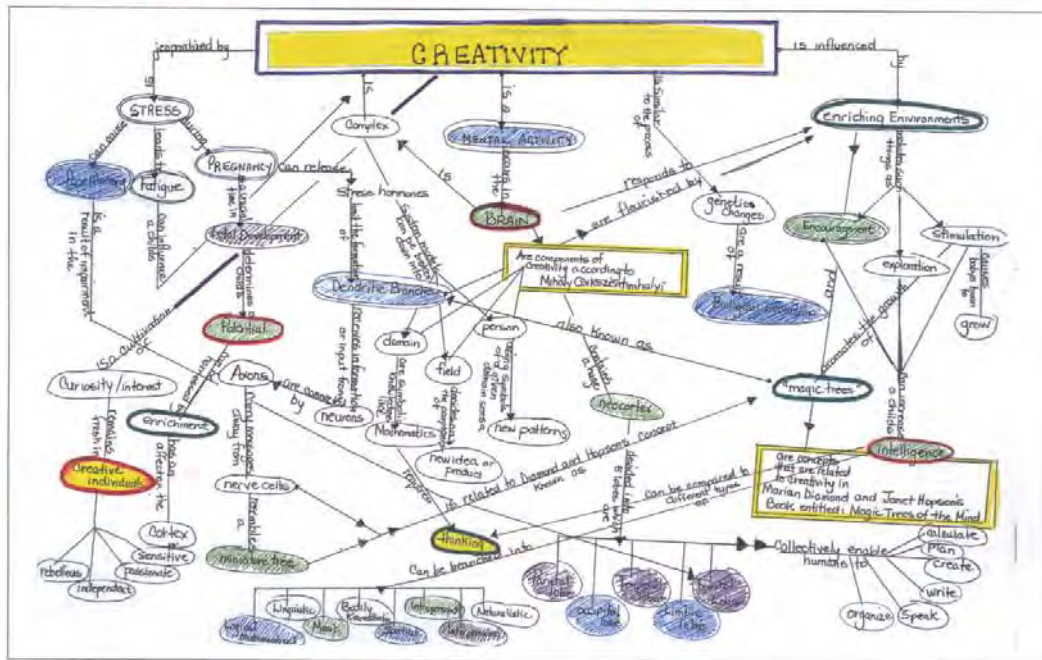
| Performance Indicators | Performance Levels | | | |
|-------------------------------|--|---|--|---|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Concepts | <ul style="list-style-type: none"> Insufficient number of concepts selected relating to topic Arrangement of concepts illustrates no understanding of conceptual relationships | <ul style="list-style-type: none"> Minimal but acceptable number of concepts selected, with some relationships to the topic Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships | <ul style="list-style-type: none"> Most concepts relating to topic were selected Arrangement of concepts demonstrates an understanding of subordinate conceptual relationships | <ul style="list-style-type: none"> Most concepts and all significant concepts selected and they clearly relate to the topic Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships |
| Hierarchical Structure | <ul style="list-style-type: none"> Concepts are displayed in a linear sequence. Little or no sense of hierarchical structure | <ul style="list-style-type: none"> Limited hierarchical structure used | <ul style="list-style-type: none"> Concepts connected in a hierarchical structure | <ul style="list-style-type: none"> Concepts connected in a hierarchical structure leading to more specific concepts |
| Linkages | <ul style="list-style-type: none"> Some basic relationships indicated by connected lines Linking words are simple and repetitive | <ul style="list-style-type: none"> Straightforward relationships connected with linking words Linking words show variety | <ul style="list-style-type: none"> Most relationships indicated with a connecting line and labeled with linking words Linking words are accurate and varied | <ul style="list-style-type: none"> All relationships indicated by a connecting line and accurately labeled with appropriate linking words Linking words are expressive and purposeful |
| Cross Links | <ul style="list-style-type: none"> Cross links not used | <ul style="list-style-type: none"> Few cross links are used to illustrate minimal connections | <ul style="list-style-type: none"> Cross links used to reflect straightforward connections | <ul style="list-style-type: none"> Cross links show complex relationships between two or more distinct segments of the concept map |

Designed by: Shirley Smith, Bev Elaschuk

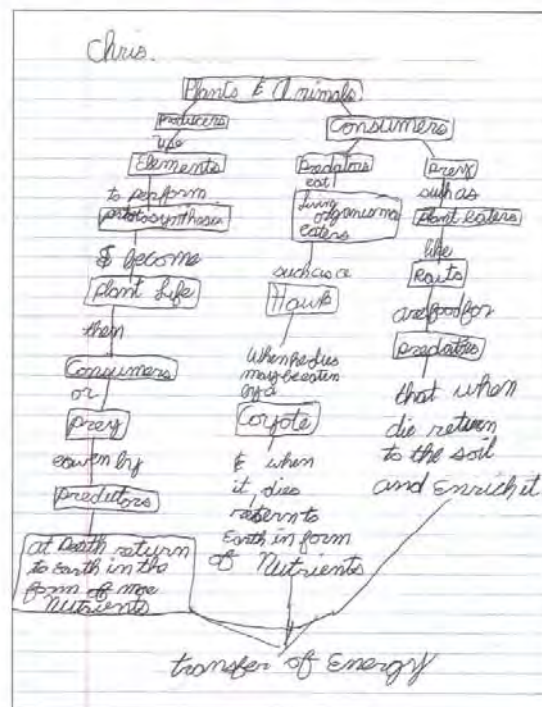
Feel free to adapt this rubric or create your own.

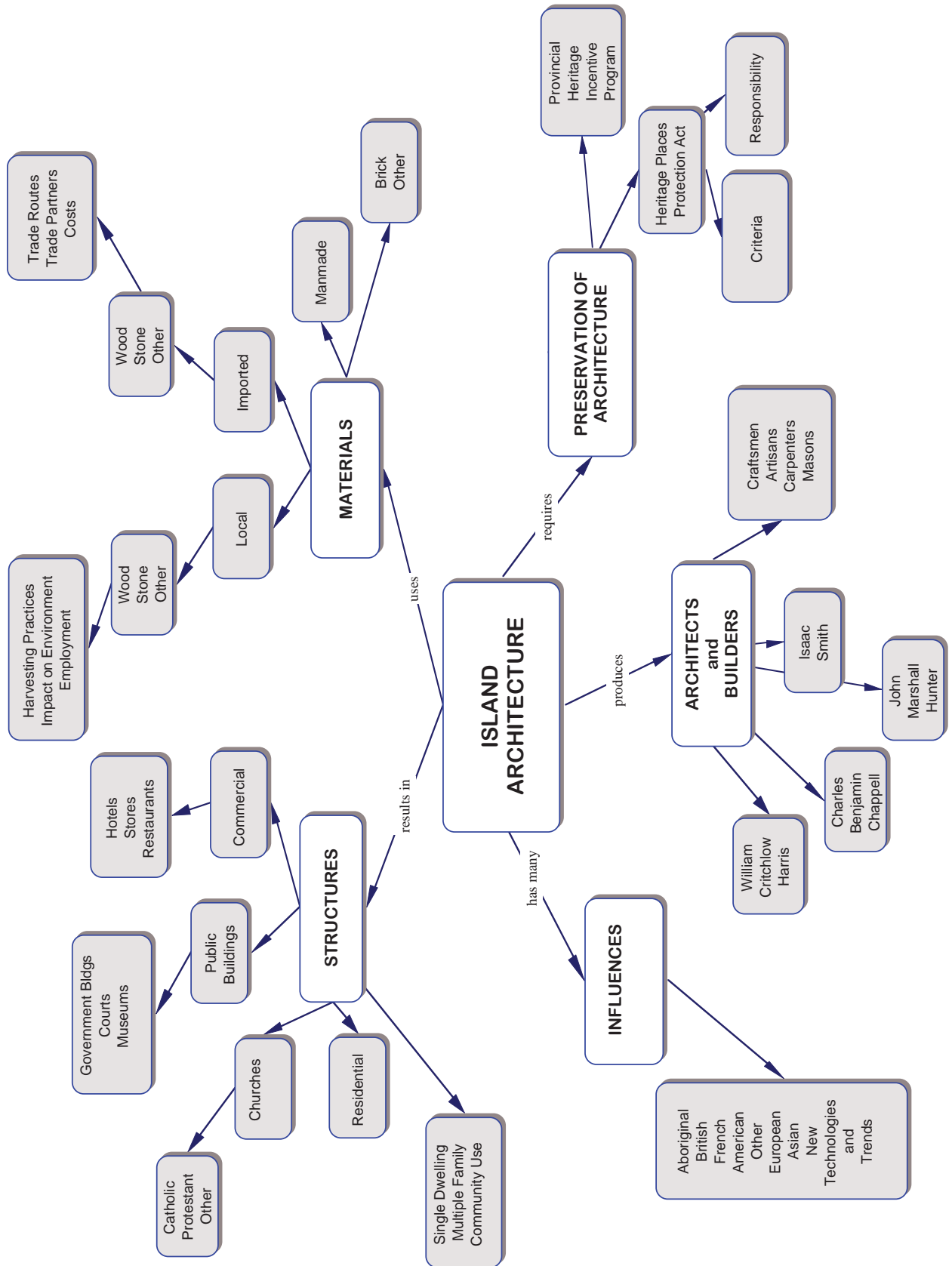
Concept Maps

university student's first attempt at a Concept Map



grade four's first attempt at a Concept Map





T-Chart

Purpose

This organizer is used to examine or compare dual sides of an issue, or two aspects of a concept—such as similarities and differences.

PROS

CONS

SIMILARITIES

DIFFERENCES

CHANGE

and

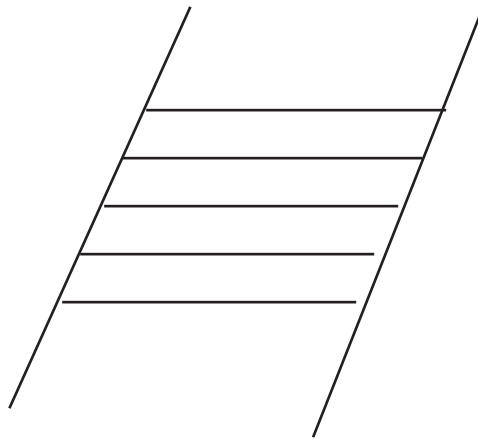
CONTINUITY

Ranking Ladder

Purpose

This organizer provides a means of ranking ideas or concepts according to given criteria: importance, relevance, probability, significance, and/or other.

Most significant event in PEI history (from a list)

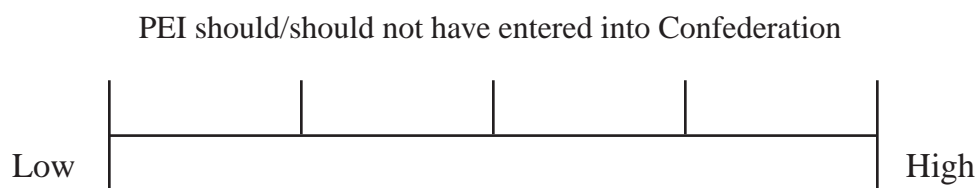


Least significant event in PEI history (from a list)

Continuum

Purpose

Similar to the ranking ladder, this organizer can be used in a variety of ways. It is useful in creating time lines, sequences, rating scales, or opinion scales. It is important to consider the criteria that will form the ends of the line.



KWL

Purpose

Use the KWL chart as a pre-lesson activity or as a diagnostic tool to determine the level of knowledge of a particular topic or concept. Students jot notes as to what they already KNOW, what they WANT to know, and later—what they have LEARNED about a particular subject.

Conditions by which PEI entered into Confederation

| K | W | L |
|---|---|---|
| | | |

| Reading and Analysing Non-fiction Strategy (RAN Strategy) | | | | | |
|--|---|---|--|---|--|
| What I think I know | Confirmed | Misconceptions | New info I learned | More info I would like to know | |
| Student writes information that he/she knows (or thinks he/she knows) about topic (Prior knowledge) | Student researches to confirm prior knowledge | Student researches to discard prior (false) knowledge | Student researches to gather new information over and above prior knowledge | Student adds new questions generated from research (Inquiry process) | |
| All Irish immigrants came to PEI in 1840s due to potato famine | | Ireland's potato famine wasn't the root cause of Irish immigration to PEI | PEI's Irish immigrants came here in three waves - 1) the colonial pioneers (1767 - 1810) ; 2) the southeastern immigrants (1810-1835) ; and 3) the Monaghan settlers (1830 - 1850) | Where did these Irish immigrants settle on the Island? Where do I find records of Irish immigrants? Where/how do I find more info about Irish immigrants? What are some the Irish names that may still exist in the present? Why were Irish immigrants coming here from other Maritime provinces? | |
| All Irish immigrants came directly from Ireland. | Some Irish immigrants came directly from Ireland - but not all. | | Many Irish immigrants came here by way of NL or NB and NS | | |

Source: *Exiles and Islanders - the Irish Settlers of Prince Edward Island* by Brendan O'Grady

Appendix B

Inquiry Model

Introduction to Inquiry-based Learning

The inquiry process is similar across many areas of curriculum. “Historical inquiry” is a term that is associated with the work of professional historians and historiographers, but in a classroom context students can also become historical inquirers. The difference between historical inquiry and other types of inquiry is in the nature of the sources being used. Primary and secondary sources as “evidence” are the backbone of historical inquiry and research, and students should have a good understanding of the attributes and characteristics of each type of source. Students in HIS621B will be asked to follow an inquiry model to research one aspect of Island history that will contribute to their understanding of what it means to be an “Islander.” Students will typically use secondary sources to gain context and preliminary information for their inquiry, but they should be encouraged to seek out as many primary sources as possible. Historical newspaper accounts, photos, diaries, original documents, and personal interviews are all within a secondary student’s accessibility. This appendix provides a model by which students can plan an inquiry path, carry out their research, and share and reflect on their findings.

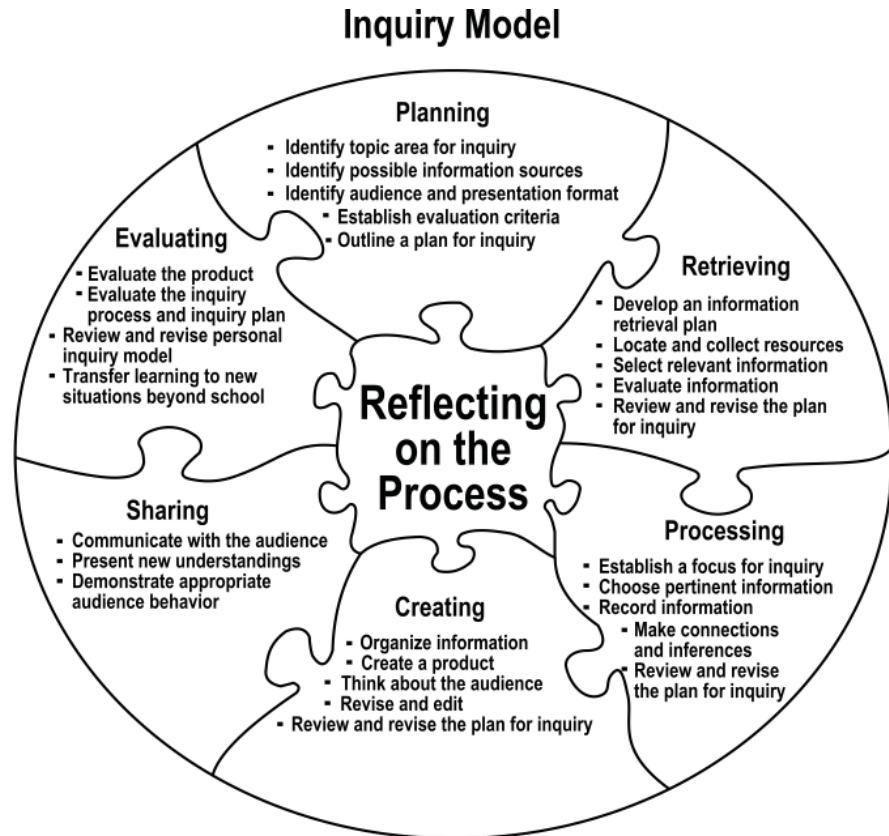
In order for students of HIS621B to become fully engaged in the inquiry process, they will need to draw on their prior knowledge, ask many questions, and conduct preliminary research to help them define the direction of their inquiry. Classroom discussions about specific historical issues or events may help them to decide where their inquiry will take them. Current events that are linked to the Island’s past may be a catalyst to student inquiry as well as persons of interest in a student’s community. A research plan will ensure that students know what is expected of them and will aid in keeping track of progress throughout the inquiry unit.

Guided Inquiry

Guided inquiry draws upon the expertise of teachers and teacher-librarians in directing students to find a variety of sources to address an inquiry, solve a problem, or increase their understanding of an issue. In the case of historical inquiry this may be even more valuable as students may not be aware of where or how to search out historical data. Guided inquiry, a type of sustained mentoring of students, requires careful planning and ongoing assessment. However, the rewards of a guided inquiry approach are worthwhile. Students are more engaged when they are grappling with a question of their own making, and they develop more competencies as they work through the process of finding relevant information, evaluating that information, and analysing their findings. The guided inquiry approach in HIS621B takes students through stages of an inquiry a step at a time. Students will learn how to navigate each stage by first following a teacher-led model of the step, and then applying the skills learned in this stage to their own inquiry. The “Student Guide to the Inquiry Process” (appendix C) provides an easy stage-by-stage way to assess student progress during the inquiry as well as in the final stage when they present their end products.

The Inquiry Model

What does the inquiry process look like? The following graphic from Alberta Learning's Focus on Inquiry guide (2004) provides a sample visual model based on six phases associated with the inquiry process. Other models may use variations of these phases, terminology, or headings. (See an alternative model on the following page.)



Introductory Unit Outcome

Students will be expected to

| | |
|---------|---|
| SCO I.3 | use an inquiry process to research one aspect of Island history |
| I.3.1 | Planning |
| I.3.2 | Retrieving |
| I.3.3 | Processing |
| I.3.4 | Creating |
| I.3.5 | Sharing |
| I.3.6 | Evaluating |

Inquiry Stages and Skills—An Alternative Model

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities about interacting with new information. Independent thinkers will practise multiple strategies to maneuver through an inquiry process. A typical inquiry process may be considered to follow three stages—Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry—each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as base for new inquiry
- developing and refining a range of inquiry questions
- finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context
- interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, bias, and points of view
- using technology to access and organize information
- collaborating with others to exchange new ideas and develop new understandings

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings
- using communication skills to share new understandings in a way that others can access, view, and use
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property

Adapted from *Standards for the 21st-Century Learner*. Chicago: American Association of School Librarians (AASL), 2007.

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.1 Planning

- identify a topic of inquiry
- identify possible information sources
- identify audience and presentation format
- establish evaluation criteria
- outline a plan of inquiry

The point is that generically [history] belongs to what we call the sciences; that is the forms of thought whereby we ask questions and try to answer them.

Collingwood, Rob, *The Idea of History*. 1963, p. 9.

Getting Underway

The inquiry process begins by thinking about broad areas of interest, such as Island architecture in general. However, this topic is extremely broad and will need to be narrowed down for inquiry. At this point, some preliminary research and an opportunity to discuss with others will help students to acquire general knowledge in their fields of interest. Students should be encouraged to raise and record questions as they work their way through the early stages of the inquiry. It is critical to allow enough time for this important step in the process so that students can think about and process new information, and synthesize this with their prior knowledge. Other considerations for teachers will be the length of the research paper (or other format criteria), allotted time in class to work on the inquiry, and sufficient time for sharing the finished products. Assessment and evaluation should be discussed with students at the beginning of the inquiry process so that students know exactly what is expected of them and when. The following is an example of a narrowing-down process used to develop an inquiry question or thesis statement that can be answered through student research.

Broad Topic

Island Architecture

Narrowed Topics (still very broad areas)

Stone Buildings in Prince Edward Island

Wooden Structures in Prince Edward Island

Island Lighthouses

Narrower Topic/Question (better but still broad)

Architectural Influences Evident in Island Churches

Architectural Eras in Island Homes

Exterior Styles of Island Lighthouses

Possible Inquiry Question

How do architectural details in the Island's Protestant and Catholic churches compare?

Research Thesis Statement

There are unique differences between architectural details in the Island's Protestant and Catholic churches.

Inquiry

| Inquiry Model Stage | Resources and Links |
|---|--|
| <div data-bbox="188 359 1036 947"> </div> <p data-bbox="188 955 509 987">Finding Historical Sources</p> <p data-bbox="188 991 711 1476">Identifying information sources for a historic inquiry can be challenging depending on the availability and accessibility of sources. A combination of primary and secondary (or, tertiary) sources is an ideal balance but this may not always be possible. Many historic records are now digitized and may be accessed readily. However, other leads may require a visit to a public archives or other repository such as a community museum or private collection. Students can always start their inquiry with a secondary or tertiary resource and as they become more skilled, expand their search to include more primary sources.</p> <p data-bbox="188 1528 976 1560">Asking the Right Questions—Interpreting Architectural Evidence</p> <p data-bbox="188 1564 976 1906">What materials were used in the building? What do the materials suggest about this time period or economy? What does the method of construction tell us about this period or the use of technology? Is there a particular or obvious use of colour during this time period? Are there any modern day influences of this time period in the buildings we see today? Should there be special efforts to preserve Island architecture? Why? How do we ensure that we do not lose these significant elements of culture?</p> | <div data-bbox="699 905 1455 1493"> </div> |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.2 Retrieving

- develop an information retrieval plan
- locate and collect resources
- select relevant information

Selecting Information Sources

The inquiry process involves searching for reliable sources of information in order to collect enough data to formulate a balanced answer to a query. The World Wide Web is likely one of the first places a student will start his or her search, although students should be encouraged to try out a variety of sources. Researching historical material on-line requires patience and a strong sense of what is valuable to the inquiry and what is not. Students should be cautious in their searches and follow guidelines to ensure that the sites they access are appropriate, reliable, and worth their time searching. Some guiding questions may help students to make the most of their surfing time.

Sample Guiding Questions

1) What is the address or URL? Check for the domain tag—“.edu” indicates an educational institution; “.org” indicates a non-profit or nongovernmental organization; “.gov” refers to a government site; while “.com” indicates a private corporation. In the case of digitized historical data, it is often a government or a community-based institution that has done the work of digitizing and the site is therefore reliable.

2) Who is the author? Is the source reliable or does it simply offer a personal view? Generally, if the site is affiliated with an organization, it is considered to be acceptable. However, in the case of historical research, private individuals often create databases of valuable information, such as geneological data or census interpretation, and these must not be discounted.

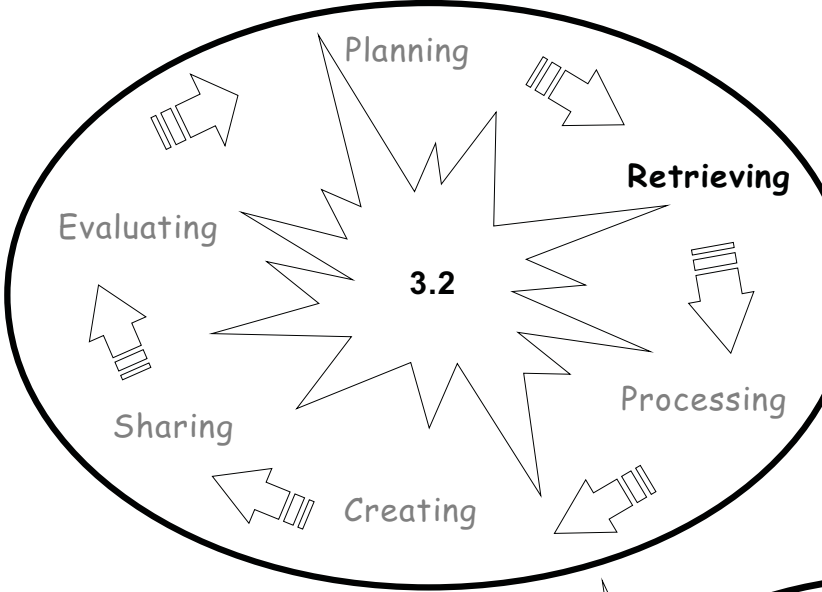
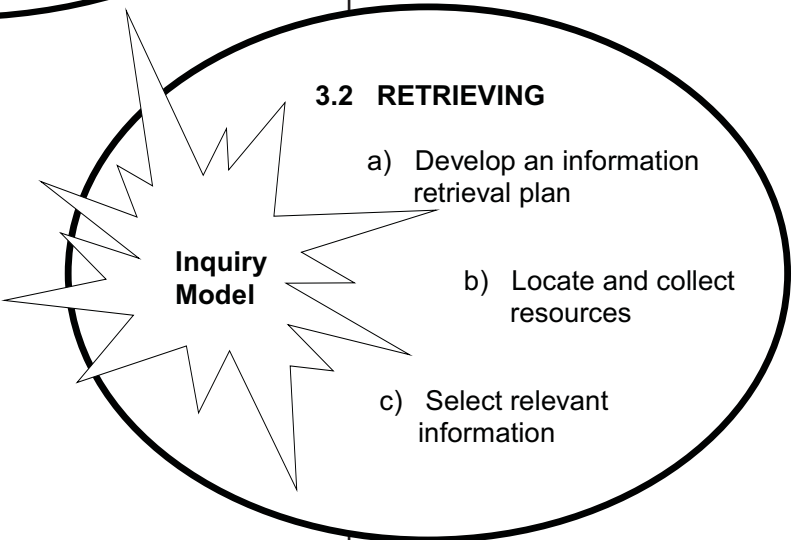
3) Who is the audience? Is the site intended for educational purposes or is it a commercial site intent on selling a product?

4) Is the site current? How long has it been in existence?

5) Is there a recommended way of citing material from the site? Be sure to give full credit for the information accessed.

There are many other questions that may guide students in their inquiry. Check with other sources or the school librarian for more suggestions in sourcing historical material.

Inquiry

| Inquiry Model Stage | Resources and Links |
|---|---|
| <div data-bbox="191 388 1008 976">  <p style="text-align: center;">3.2</p> </div> <div data-bbox="191 976 625 1396"> <p>Choosing Relevant Information Selecting relevant sources can be a time-consuming and confusing task. Students can quickly become overwhelmed with too many sources, or discouraged with not enough. Encourage students to use graphic organizers, spreadsheets, or some other means of keeping track of their searches to stay organized and to avoid becoming overwhelmed with the magnitude of information available.</p> </div> <div data-bbox="191 1459 511 1491"> <p>Assessment Tool Idea</p> </div> <div data-bbox="191 1522 958 1911"> <p>Annotated Bibliography This tool is meant to be a concise record of sources that contains a minimum of information but is valuable as a quick reference during several stages of the inquiry process. There are basically three parts:</p> <ol style="list-style-type: none"> 1) citation information (title, author, publisher, date, pages) 2) summary of source (2-4 sentences only) 3) description of how source will help inquiry (1-2 sentences only) <p>The last step is very important as the student must think critically to clarify exactly how the source (or parts of the source) will help to support his or her inquiry question.</p> </div> | <div data-bbox="665 955 1453 1491">  <p style="text-align: center;">3.2 RETRIEVING</p> <ol style="list-style-type: none"> a) Develop an information retrieval plan b) Locate and collect resources c) Select relevant information </div> <div data-bbox="1031 1627 1469 1701"> <p>http://www.ehow.com/how_2039988_write-annotated-bibliography.html</p> </div> |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.2 Retrieving (cont'd)

- evaluate information
- review and revise the plan for inquiry

Evaluating Sources

An inquiry can lead to a multitude of sources which can quickly become overwhelming to a reader. An important part of learning how to follow the inquiry process is to know how to evaluate sources for their usefulness and quality. Students can become more practised at this if they follow some simple guidelines and ask relevant questions.

Relevance—Is the material closely related to the topic, general or specific?

Reliability—Who is the author or organization that is publishing or promoting the information?

Timeliness—Is the information up-to-date? Does it need to be current, or are there historical aspects that are useful? (This question is not always applicable in the case of historical inquiry.)

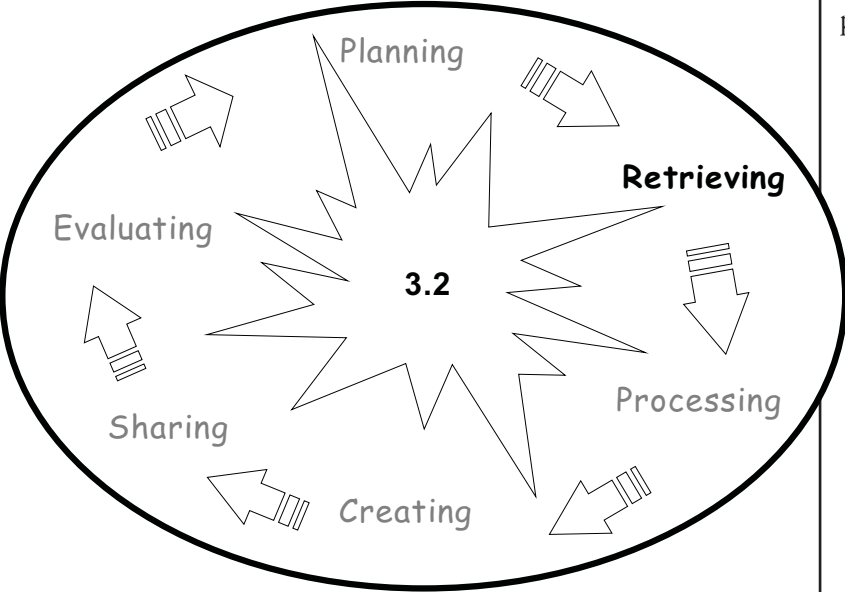
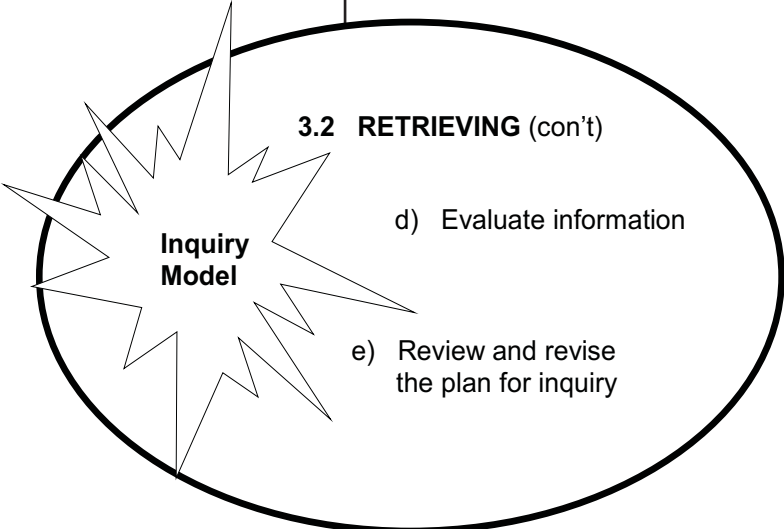
Availability—Is it easy to access the material when you need it?

Objectivity and Bias—Does the material present a balanced view, or is there an obvious bias on the part of the author? Is the source promoting a particular viewpoint or product? In a historical context, the bias itself often presents interesting evidence related to a particular topic. However, efforts should be made to balance all perspectives in order to get a clear picture.

Quantity—Is there too much or too little to be of use, given the allotted time frame for the inquiry?

Adapted from Harris, Muriel and Pilz, Joan. *Canadian High School Writer's Guide*. Don Mills: Pearson Education Canada Inc., 2004.

Inquiry

| Inquiry Model Stage | Resources and Links |
|--|---|
|  | <p>Resources and Links</p> <p><i>Canadian High School Writer's Guide</i>, p. 234.</p> |
| <p>Assessment Tool Idea</p> <p>Webliography</p> <p>Since students will likely use the World Wide Web to retrieve many of their sources, a webliography can be a useful tool. Similar to an annotated bibliography, it is a simple way to keep their searches limited to a manageable number while forcing them to think critically about the usefulness of each site. Suggested number of sources 5-8 (variable).</p> <p>A typical webliography includes the following elements:</p> <ol style="list-style-type: none"> 1) title, author (if available), and URL of each site 2) brief (unbiased) summary of the Web-site (2-3 sentences max.) 3) student review of the site (3-4 sentences max.) <ul style="list-style-type: none"> • overall purpose and reliability of the site • ease of navigation • strong/weak features • how the site will support his or her particular inquiry |  <p>3.2 RETRIEVING (con't)</p> <p>d) Evaluate information</p> <p>e) Review and revise the plan for inquiry</p> <p>Information Studies, Ontario Library Association http://www.accessola.com/action/positions/info_studies/html/research.html</p> |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.3 Processing

- establish a focus for inquiry
- choose pertinent information
- record information
- make connections and inferences
- review and revise the plan for inquiry

Finalizing the Focus

Selecting the right information for the inquiry is a critical step. If there is too little information, students may be inclined to include everything they find. In this case it may be necessary to revise or broaden the inquiry focus. If there is too much information, students may become overwhelmed, therefore, they need to know how to select only the most pertinent pieces. Skills to complete this stage of the inquiry include summarizing, paraphrasing, and note making. These skills are similar in nature but have subtle degrees of difference within each.

“Summarizing” means restating the main ideas of a source in your own words.

- written in own words
- includes only main points
- uses fewer words than source
- need not follow organization of source
- is objective, does not include own interpretations

“Paraphrasing” means restating information from a source in your own words.

- written in own words
- more detailed than a summary
- has same number of words as source (approx.)
- keeps the same organization as source
- is objective, does not include own interpretations

“Note making” means condensing information from either audio or print sources by using key words/points and discrete pieces of information. Depending upon subject and learner preferences, note making may follow either a linear style or a patterned style.

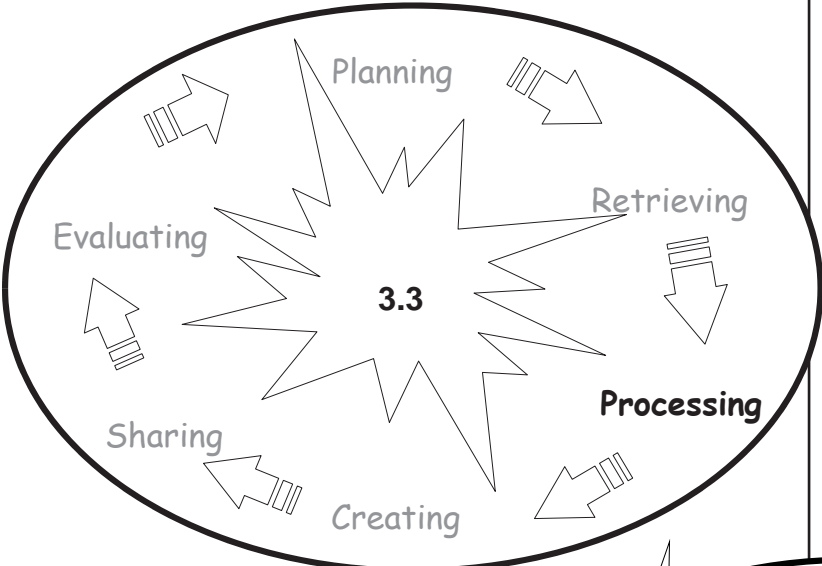
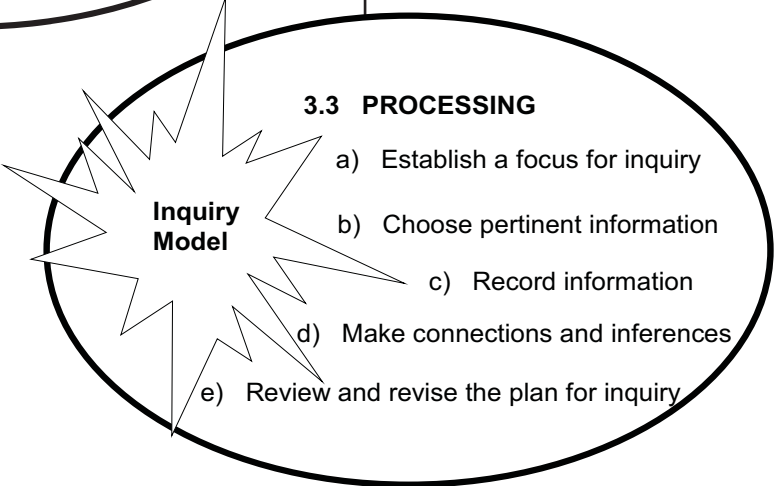
Linear notes

- aligned point by point under one another (e.g., shopping list)
- quick and easy
- well-suited to real time when information appears in a sequence (e.g., lecture)
- can get wordy, long
- may not connect to key points as clearly as other notes
- work best if a note-making framework is used

Non-linear or Pattern notes

- strong visual info
- often shows topics in centre of page with notes branching out (e.g., Mind-Map style)
- easy to connect concepts
- provides immediate overview
- can look “messy”
- may run out of space
- may be more difficult to transfer to linear writing task

Inquiry

| | | | |
|---|--|--|---|
| <p style="text-align: center;">Inquiry Model Stage</p>  | <p>Resources and Links</p> <p><i>Canadian High School Writer's Guide</i>, p. 234.</p> | | |
| <p>Frameworks for Note making</p> <p>There are several variations on frameworks to assist in note-making: Compare/Contrast, Cause-Effect, Problem-Solution, List and Describe, Elaboration, Sequence, Raw Data, and more. Each framework is set up visually to allow for organization and key word prompts that best suit the particular purpose at the time.</p> |  | | |
| <p>The Cornell Method Framework is one example that can be redrawn in a variety of ways:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Recall Column</p> <p>This column serves to identify topics, trigger memory and to provide a means to organize notes in the right column.</p> <ul style="list-style-type: none"> • key words • headings • sub-headings • dates • references • questions or doubts • ideas for further study </td><td style="vertical-align: top; width: 50%;"> <p>Notes Column</p> <p>This column contains the central ideas that relate directly to the content area of study. It should include main ideas, brief descriptions or explanations, direct quotes, and rough diagrams that link to key words in the left column.</p> <p>Using spaces between ideas is a good way to stay organized and clear, and the use of colour, underlining, or other conventions may be helpful.</p> </td></tr> </table> | <p>Recall Column</p> <p>This column serves to identify topics, trigger memory and to provide a means to organize notes in the right column.</p> <ul style="list-style-type: none"> • key words • headings • sub-headings • dates • references • questions or doubts • ideas for further study | <p>Notes Column</p> <p>This column contains the central ideas that relate directly to the content area of study. It should include main ideas, brief descriptions or explanations, direct quotes, and rough diagrams that link to key words in the left column.</p> <p>Using spaces between ideas is a good way to stay organized and clear, and the use of colour, underlining, or other conventions may be helpful.</p> | <p>http://www.rgu.ac.uk/files/7.%20Note-makingSEPT.pdf</p> <p>Kiddey, P., & Chambers, R. M. <i>Stepping Out, Reading and Viewing: Coursebook</i>. Ascot: Western Australian Minister of Education and Training, 2006.</p> |
| <p>Recall Column</p> <p>This column serves to identify topics, trigger memory and to provide a means to organize notes in the right column.</p> <ul style="list-style-type: none"> • key words • headings • sub-headings • dates • references • questions or doubts • ideas for further study | <p>Notes Column</p> <p>This column contains the central ideas that relate directly to the content area of study. It should include main ideas, brief descriptions or explanations, direct quotes, and rough diagrams that link to key words in the left column.</p> <p>Using spaces between ideas is a good way to stay organized and clear, and the use of colour, underlining, or other conventions may be helpful.</p> | | |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.4 Creating

- organize information
- create a product
- think about the audience
- revise and edit
- review and revise the plan for inquiring

Creating New Knowledge

New knowledge comes from building upon prior knowledge with new information that has been uncovered during the inquiry search. Once students have identified and evaluated sources of information, they embark upon the organizing stage of the process. They must be able to analyse and interpret the information they have found and turn it into a format that is coherent for others. This is where looping back and forth is most likely to occur in the process. At this stage, students will sort ideas—possibly using visual organizers to aid in the process—and construct new meaning that they will transfer to a representative format.

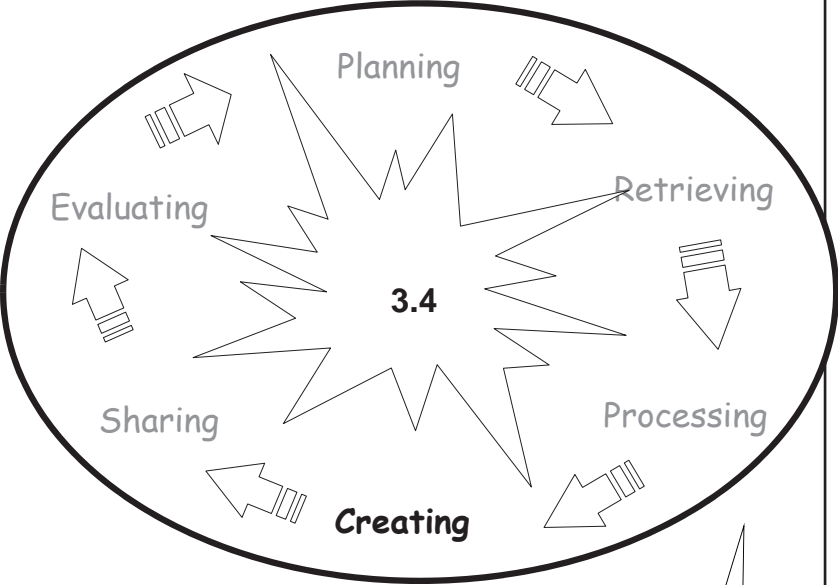
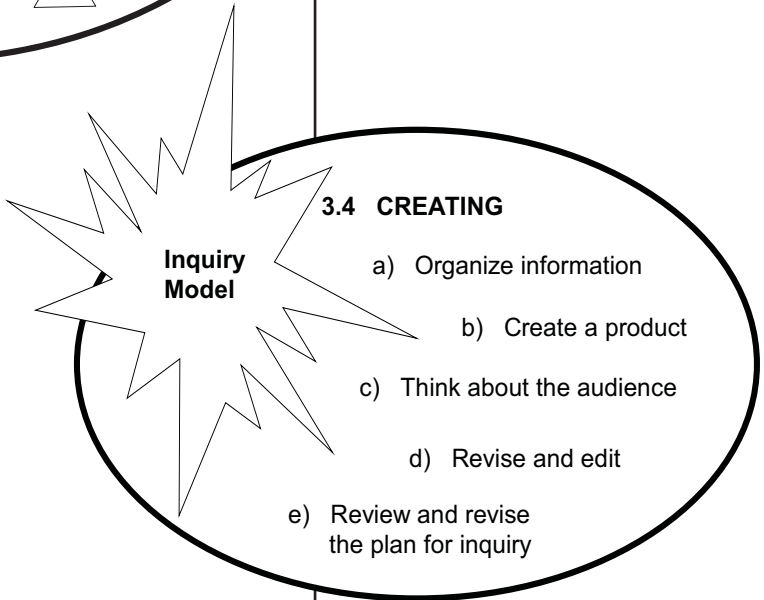
Moving from Data Collection to Product

Organizing information can be an onerous task unless there is some sort of system for organizing or classifying data. Visual organizers can be helpful in this task and there are a multitude of these available to suit every purpose. See appendix A for some examples, or use a search engine to find others on various on-line sites. Following an outline created in the planning stage will also help students to organize and interpret their findings in a final product. While students will follow a similar path during the inquiry process, their end products may differ greatly depending upon the parameters and options set by the teacher, the nature of the inquiry, time constraints, available technology, and student creativity.

- | | |
|--|--------------------|
| • multimedia presentation | • panel discussion |
| • traditional research paper | • poster |
| • visual display with oral explanation | • debate |
| • newscast simulation | • collage |
| • concept or mind map | • mini-gallery |
| • mini-documentary | • model |
| • photo-essay | • brochure |
| | • fact file |

See appendix C—"Student Guide to the Inquiry Process" for more ideas about student-created products. Depending upon the product, teachers may have to create rubrics in advance, or craft the rubrics with students so that they will be well aware of assessment criteria for their projects.

Inquiry

| Inquiry Model Stage | Resources and Links | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|-----------------|--|---|---|-------------|---|---|--|--------------------|---|---|--|
| <div style="text-align: center; margin-bottom: 20px;">  </div> <p>End Products There are a number of ways in which students may demonstrate their learning in an end product. Assessing non-traditional products can be more challenging for teachers, but should not deter them from encouraging students to think creatively about their end products. Assessment rubrics should be created and shared with students in the earliest stages of the inquiry process so the student is aware of the criteria.</p> | <p>Canadian High School Writer's Guide, p. 234.</p> | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Project Title: _____ Student: _____</p> | <div style="text-align: center; margin-bottom: 20px;">  </div> <p style="text-align: center;">3.4 CREATING</p> <ul style="list-style-type: none"> a) Organize information b) Create a product c) Think about the audience d) Revise and edit e) Review and revise the plan for inquiry | | | | | | | | | | | | | | | | |
| <p>Sample Rubric</p> | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Criteria</th> <th style="width: 20%;">3</th> <th style="width: 20%;">2</th> <th style="width: 20%;">1</th> </tr> </thead> <tbody> <tr> <td>Inquiry process</td> <td>followed all steps of inquiry process, demonstrated evidence of learning</td> <td>followed most steps of inquiry process, some evidence of learning</td> <td>followed few, if any, steps of inquiry process, little to no evidence of learning</td> </tr> <tr> <td>End product</td> <td>creative use of format, engaging, attention to detail, proper citations</td> <td>appropriate choice of format, engaging, evidence of detail, citations mostly accurate</td> <td>under-developed, questionable choice of format, documentation weak, work messy</td> </tr> <tr> <td>Class presentation</td> <td>confident oral skills (voice/delivery), made eye contact and interacted with audience</td> <td>mostly confident oral skills, attempted eye contact and interaction with audience</td> <td>inaudible or mumbling, had minimal eye contact and interaction with audience</td> </tr> </tbody> </table> | | Criteria | 3 | 2 | 1 | Inquiry process | followed all steps of inquiry process, demonstrated evidence of learning | followed most steps of inquiry process, some evidence of learning | followed few, if any, steps of inquiry process, little to no evidence of learning | End product | creative use of format, engaging, attention to detail, proper citations | appropriate choice of format, engaging, evidence of detail, citations mostly accurate | under-developed, questionable choice of format, documentation weak, work messy | Class presentation | confident oral skills (voice/delivery), made eye contact and interacted with audience | mostly confident oral skills, attempted eye contact and interaction with audience | inaudible or mumbling, had minimal eye contact and interaction with audience |
| Criteria | 3 | 2 | 1 | | | | | | | | | | | | | | |
| Inquiry process | followed all steps of inquiry process, demonstrated evidence of learning | followed most steps of inquiry process, some evidence of learning | followed few, if any, steps of inquiry process, little to no evidence of learning | | | | | | | | | | | | | | |
| End product | creative use of format, engaging, attention to detail, proper citations | appropriate choice of format, engaging, evidence of detail, citations mostly accurate | under-developed, questionable choice of format, documentation weak, work messy | | | | | | | | | | | | | | |
| Class presentation | confident oral skills (voice/delivery), made eye contact and interacted with audience | mostly confident oral skills, attempted eye contact and interaction with audience | inaudible or mumbling, had minimal eye contact and interaction with audience | | | | | | | | | | | | | | |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.5 Sharing

- communicate with the audience
- present new understandings
- demonstrate appropriate audience behaviour

Communicating New Understandings

For many students the presentation aspect of an inquiry project can be very challenging. Presenting in front of one's peers requires skill and confidence which may come easily to some but not to all. It is important to create a safe, non-threatening atmosphere in the classroom for all students. Teachers may initiate some class discussion around appropriate audience behaviours or create an audience task such as peer assessment strategies to ensure a positive environment for all. It may be helpful to review effective delivery strategies, such as maintaining eye contact, and stance in relation to the audience. Time must also be built into the overall project schedule to allow for the sharing sessions. Generally, presentations do not need to be lengthy to be effective—fifteen to twenty minutes may be ample time for a student to present his or her new understandings, without the audience losing focus. Incorporating just a few presentations per class into other work will also help students to stay focussed.

Inquiry

| Inquiry Model Stage | Resources and Links |
|---|---|
| <div data-bbox="186 325 998 913"> </div> <div data-bbox="186 1018 446 1050"> <p>Checklist for Sharing</p> </div> <div data-bbox="186 1054 803 1575"> <ul style="list-style-type: none"> • I know my topic well. • I know my presentation time. • I have the equipment I need. • I have a backup plan in case technology fails. • I am prepared for audience questions. • My visuals are clear and easy to understand. • I have prepared handouts. • I have considered how to involve my audience. • I have an effective conclusion or activity to wrap up. • I show respect for others who are presenting. • I have practised making eye contact. • I have practised my presentation, and timed it. </div> <div data-bbox="186 1606 519 1638"> <p>Reflecting upon the Process</p> </div> <div data-bbox="186 1648 1006 1717"> <p>The following reflection may become part of the assessment for this stage of the inquiry process:</p> </div> <div data-bbox="186 1753 958 1890"> <ol style="list-style-type: none"> 1. What would I do differently next time? 2. What strategies did I use that worked very well? Did not work? 3. What strategies for getting the attention of the audience would I use again? </div> <div data-bbox="186 1921 852 1963"> <p>Adapted from “Focus on Inquiry”, Alberta Learning, 2004.</p> </div> | <div data-bbox="1031 273 1315 304"> <p>Resources and Links</p> </div> <div data-bbox="1031 325 1445 394"> <p><i>Canadian High School Writer’s Guide</i>, p. 234.</p> </div> <div data-bbox="673 840 1429 1407"> </div> <div data-bbox="1031 1848 1421 1921"> <p>http://education.alberta.ca/media/313361/focusoninquiry.pdf</p> </div> |

Inquiry

Specific Curriculum Outcomes

Students will be expected to

I.3 use an inquiry process to research one aspect of Island history

I.3.6 Evaluating

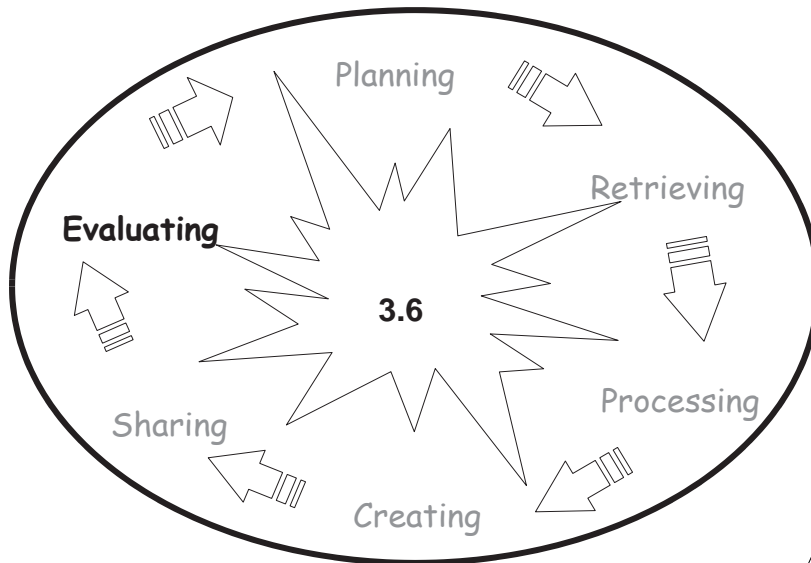
- evaluate the product
- evaluate the inquiry process and inquiry plan
- review and revise personal inquiry model
- transfer learning to new situations

Completing the Cycle of Learning

The final phase of the inquiry model is Evaluating. Learning through inquiry is not a linear process and should evoke new understandings and new questions for further inquiry. This stage is intended to have students thinking about what they have learned and, just as importantly, how they have learned (metacognition). It is an opportunity for students to take pride in the work that they have accomplished and to ponder the way in which they progressed from a question or a thesis statement to new knowledge and a polished final product.

Inquiry

Inquiry Model Stage

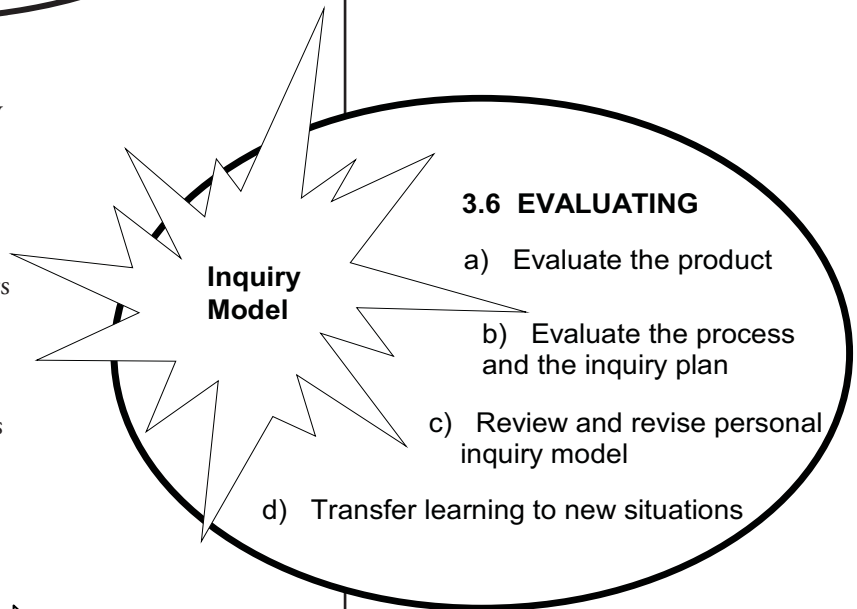


Resources and Links

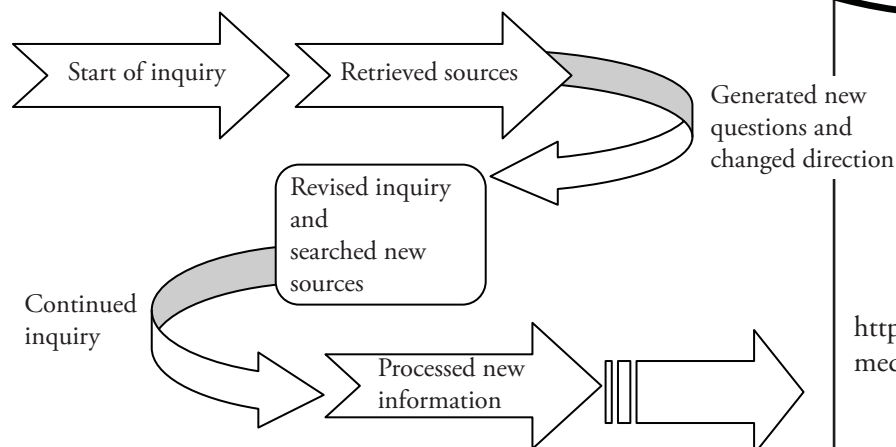
Canadian High School Writer's Guide,
p. 234.

Assessing the Final Stage

Assessment of the final stage of the inquiry process may occur in a variety of ways. Assuming that criteria for evaluation had been well planned and clearly understood in the beginning of the inquiry, students may use a self-assessment tool, and teachers may use a rubric that had been developed specifically for the project. Students might be asked to create a flow chart (see below) to track their progress—including reversals during the inquiry project.



Flow Chart of Inquiry Process



[http://education.alberta.ca/
media/313361/focusoninquiry.pdf](http://education.alberta.ca/media/313361/focusoninquiry.pdf)

Appendix C

Student Guide
to the
Inquiry Process

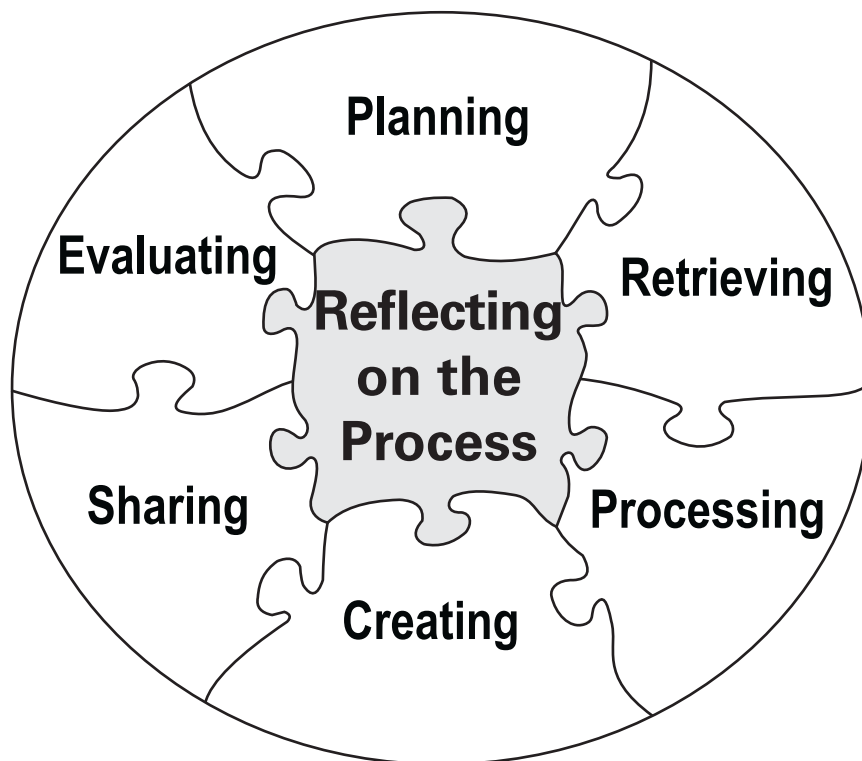
STUDENT GUIDE to the INQUIRY PROCESS

HIS621B

Prince Edward Island History

Guided Practice
and
Project Planning

Inquiry Model



Guided Practice

Selecting a Topic for Historical Inquiry

How do I select a topic and plan my inquiry?

Brainstorm ideas and ask questions that interest you. For example, if you want to know more about Island architecture, then you need to come up with a number of questions that interest you. This will help you narrow the focus to something that can be researched. Remember—you are trying to answer a question that has not been asked before—not just looking for someone else’s answers. As you search for sources that relate to your question, you could find that your inquiry question changes or needs to be refined more.

TIPS: Web Searches

GOOGLE is a search engine, not a Web site or a source that can be cited in your research. It is a good starting place to get ideas, but do not rely exclusively on this for your research. **Wikipedia** may be tempting to use for general research, but is not totally reliable as a source, and it should be viewed only as a starting point—a place to find ideas and additional sources at the end of each article.

Guided Practice

Enter “Island architecture” into an online search engine. Note how many possible links there are for this topic—obviously, we need to narrow the topic!

| | |
|-----------------------------------|--|
| Broad topic: | Island Architecture |
| Narrower topics: | Stone buildings in PEI, wooden structures in PEI, Island lighthouses |
| Narrower still: | Architectural influences evident in Island churches, architectural eras in Island homes, exterior styles of Island lighthouses |
| Possible inquiry question: | How do architectural details in the Island’s Protestant and Catholic churches compare? |
| Possible thesis statement: | There are unique differences between architectural details in the the Island’s Protestant and Catholic churches. |

Project Planner

Selecting a Topic for Historical Inquiry

What is my broad area of inquiry?

Narrowing the focus...

Some possible inquiry questions...

**Where can I find reliable
information sources?**

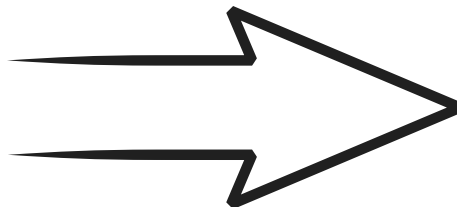
**Who will be the audience
and what format will I
make my presentation?**

**How will I be evaluated
on this inquiry project?**

What is my plan and schedule? Include checkpoints.

Start date

Completion date



Guided Practice

Retrieving Information

How do I go about retrieving information for my inquiry?

Searching for information can be a daunting job for even the most experienced of researchers. Stay organized and keep a record of your searches. You will likely need to find these sites again. Start by planning out your search. You might assume that the World Wide Web is the best place to begin, but there are lots of other options to be explored, especially for historical research. On-line searches can be time consuming and frustrating. Try out local secondary sources, memoirs, texts, videos, periodicals such as *The Island Magazine*, and on-line databases such as the *Island Archives Collection* at UPEI, or the provincial archives in Charlottetown. There are often rich sources right at hand at your school, home, or your local library, and don't forget about interviewing Island seniors for personal stories. There are also community sources such as government records or materials produced by community organizations. Don't forget to ask a teacher or librarian for help.

TIPS: Primary and Secondary Sources

Primary sources are first-hand materials: a novel about a historical event written by the author, letter, diary or journal entry, autobiography, speech, personal interview, first-hand account of events, photograph, painting, or other original work. **Secondary** sources include all second-hand accounts of primary sources or materials that have been interpreted by others—movie and book reviews, text books, translations, encyclopedia articles, historical accounts (written by someone who was not there at the time of the event), or recreated artifacts or replicas. Sometimes it is difficult to tell if a source is primary or secondary (and, may actually be a bit of both). In the case of Web searches, articles on a specific topic with a stated author are generally **primary** sources, but these would be considered **secondary** if the article is an interpretation of previously published.

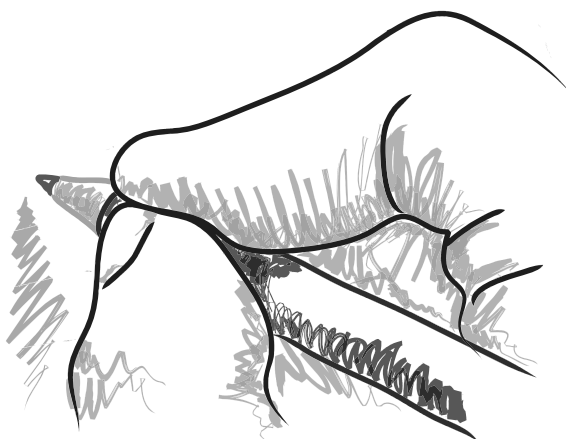
Guided Practice:

1. Make a checklist of all the possible places where you might find information.
2. Keep detailed records of the sources you find that you intend to use. If a source is not a good match, discard the record to avoid confusion.
3. Look closely at the URL of any Web site that you may use—URLs hold clues to reliable sites or ones that may be biased. Enter “Island architecture” into a search engine such as GOOGLE and note the domain tags on the URLS (this is the 3-letter clue to the origin). For example, “.edu” refers to an educational organization or institution; “.org” refers to a (usually) non-profit or governmental organization; “.gov” refers to _____; and “.com” means the site is _____.
4. Scroll through the first 20-30 hits for “Island architecture” and see how many fit the four categories above: .edu ____; .gov ____; .org ____; .com ____

Project Planner

Retrieving Information

| Title Whether it is a Web source or a hard-copy source, be precise about the title, its origins, or other relevant information that you may need later. | Author Is this the word of an expert author or simply someone's personal view? Is there any information on the author at the end of the article or in other Web sites? | Audience Who is the intended audience of the article? For example, is it written for educational purposes or is it intended to tell a story or entertain a general audience? | Current Is the information current or dated? When was it last updated, or how long has it existed? This may be applicable in the case of historical research. | Citation Is there a recommended way of citing material from the site? |
|---|--|--|---|---|
| Source #1 | | | | |
| Source #2 | | | | |
| Source #3 | | | | |
| Source #4 | | | | |
| Source #5 | | | | |



Guided Practice

Retrieving Information (evaluating sources)

How do I know if it is a good source for my inquiry project?

While you may think that you'll never find enough material to complete your project, more often the complete opposite is true. Finding sources is one thing—finding **good** sources is another thing. Just as it is important to know a bit about the author and the intended audience, it is also important that the information is relevant to your work.

TIPS: Citing Sources

Avoiding plagiarism can be tricky when you are selecting information. If you are using data, findings, arguments, or any other work of others, you must give credit to the source. For example, if you are using personal memoirs about a local community hero, or dates related to the building of an Island church, you must cite the source. Common knowledge need not be cited as it is generally shared by all readers (e.g., Island architecture varied in style and materials over centuries). If you are not sure, check with a teacher or librarian, or refer to a writing handbook for more guidelines.

Guided Practice:

1. Ask yourself if the material is closely related to your inquiry. For example, if your topic is about significant architectural features of a specific church, it is not necessary to go into detail about its Sunday attendance numbers.
2. Use the same guidelines for measuring reliability of the author as you would for selecting sources. Provincial archives and other government departments, educational institutions, or expert authors are the most reliable sources.
3. Is the information up-to-date, or is there historical data that may be useful? Older materials may prove to be valuable, but check to be sure that the data is still current and has not been replaced by newer information.
4. Is the material easy to access when you need it? Remember to record it!
5. Is there an obvious bias, or does the article present a balanced view?
6. Is there enough material to help out your inquiry? Or, is there so much that you need to be selective in matching it to your work?

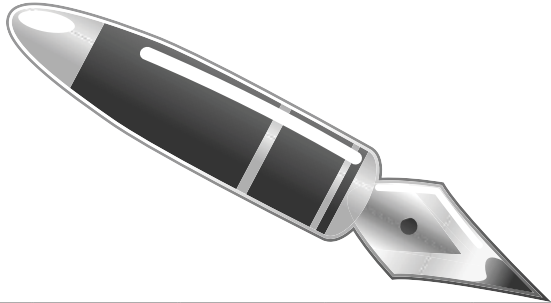
Select three sources of information about Island architecture and try to answer the guiding questions above to get a sense for how relevant or valuable the material is to you.

Project Planner

Retrieving Information (evaluating sources)

My topic: _____ Inquiry question: _____

| Source | Relevance Score 1-3 | Reliability evidence | Timelines current/ dated | Availability easy to find | Bias 1-3 | Quantify |
|--------|------------------------|-------------------------|--------------------------------|------------------------------|-------------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



Guided Practice

Processing

Now what? How do I pull it all together?

By now, you have gathered a number of sources of information for your inquiry. You have done some weeding, sorted through materials, and already learned quite a bit. Now it is time to finalize your focus and select the most relevant information. You may find that you have shifted your focus a bit as you came across new information and changed paths. That's all part of the inquiry process and shows that you are constantly evaluating and re-evaluating information. At this point, you may discover that you either need to narrow your focus or broaden it somewhat to capture what it is you want to find out about for this topic.

TIPS: Note Taking and Summarizing

Being able to take good (not necessarily lengthy) notes and summarizing information is a skill that will benefit you for a lifetime—but it takes practice and patience. Some people like to use a note-card system or other means that works for their particular styles. The main thing is that you stay organized and efficient.

Do...

- record the source, author, and page somewhere obvious.
- copy quotations exactly as they appear in the original.
- summarize ideas in your own words—see below.

Summarizing vs. Paraphrasing

- Both mean restating original work
- Summarizing reduces the original number of words by at least 50% whereas a paraphrase will be about the same length as the original.

Guided Practice

1. Select an appropriate source of information for a topic such as Island architecture or a variation of this topic and summarize a principal paragraph or section. Use a SQ3R strategy—survey, question, read, recite, review to help you. Ask your teacher for assistance on this strategy if you aren't sure.
2. Try to reduce the original paragraph or section by half using your own words and the key ideas of the section.
3. Share with a partner to evaluate how well you did in summarizing.

Project Planner

Processing

Island Architecture

H.M. Scott

The Historic Churches of Prince
Edward Island

(updated 2d edition) SSP, 2004

- Catholic beginnings
- Protestant dominance as colony grew
- Skilled work of immigrant settlers
- Use of local materials
- Simple "meeting houses"

My Historical Inquiry Project

My biggest challenge with his inquiry project will be ...

I can overcome this by ...

Explain your preferred method of note taking or draw a sketch of the "system" that shows how you will record the pertinent information that you need...

One of the advantages of being disorderly is that one is constantly making exciting discoveries."

A.A. Milne, author of Winnie the Pooh

Guided Practice

Creating

How do I go from data collection to product creation?

Now things really start to get interesting! You are now ready to transform all the factual data that you have collected into a product of your own creation. Chances are you have already decided on (or, have been given) a particular format for your product. This is where the planning part helps a lot. Think about what sections of your research will fit best into the introduction, the main body, and the conclusion. Physically move your written notes around, or use sticky notes to help organize your thoughts. Seeing the information fit together visually often helps. Look for any gaps or areas that may need a bit more attention.

TIPS: Graphic Organizers and End Products

Graphic organizers are a good way to sort and organize information that will form your final product. There are numerous versions of graphic organizers and it's simply a matter of deciding which one will do the best job for you. For example, if you plan to create a digital sideshow as your end product, you might use a storyboard to figure out the sequence of slides and info on each slide. If you are doing a visual display such as a photoessay, you might choose to practise with a concept map. An oral presentation or newscast simulation may work better using a sequence chart to plan the script or interview.

Other ideas for end products include the following:

- Brochure, Pamphlet, Poster, Chart
- Report, Research Paper, Essay, Editorial, Letter
- Panel Discussion, Debate, Speech, Oral Presentation, Song/Lyric
- Drama, Movie Script, Video, Digital Presentation, Web Page, Audio
- Map, Painting, Scrapbook, Collage, Exhibition

Guided Practice:

You are planning to do your project on an aspect of Island architecture. Decide on a format for your end product by thinking about your interests and strengths, and what might be the most effective means of communicating the information that you have gathered and analysed. Which type(s) of graphic organizers might help you get organized?

I would choose to do (format)_____ because ...

The graphic organizers (select at least two) that I think would work best are ...

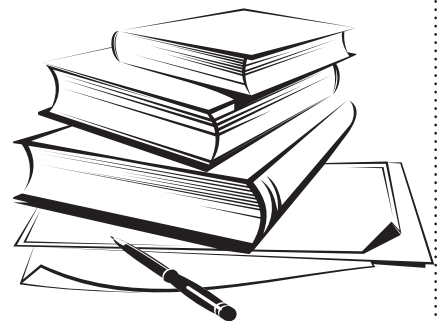
Project Planner

Creating

Checklist: Getting from the Data Collection Stage to End Product.

- ☐ I have gathered enough information (data) and kept records of my sources.
- ☐ I have analysed my data to ensure that it is connected closely to my inquiry.
- ☐ I have used graphic organizers or some other system, to help sort my data and to analyse the results.
- ☐ I have organized my data into 1) introduction, 2) main body, and 3) conclusion.
- ☐ I know what I want to present as an end product and how to get there.

Select one or more effective graphic organizers for your inquiry project and show in the space below how you would use them.



Guided Practice

Sharing

How do I share my work?

Usually “sharing” work means an oral presentation of some sort—something that many people are uneasy about doing. When it comes to sharing your research work with others, there are a few things that you can keep in mind that will help you to look focused and interesting. It is not important to include every single written thought that you have put into your project—it is more effective and interesting to your audience if you summarize your findings and present the most important ideas or conclusions that you have discovered during your inquiry. Body language is another important component of presenting. Try to keep eye contact with your audience as much as possible and don’t get fixated on one person or one side of the room. Speak clearly and make sure you are not chewing gum.

TIPS: Rubrics

Rubrics are tools that help both students and teachers when it comes to big projects or small tasks. These are usually grids with 3-5 columns with descriptions of criteria which are used to evaluate a task or a product. Obviously, it is most helpful to the presenter if he or she knows in advance which criteria (ideas) will be used to evaluate the work and presentation. Students and teachers can create a rubric together at the beginning of a project, or use a pre-existing one and adapt the criteria to fit. Rubrics do not have to be complicated and can be designed to suit every circumstance, whether it is to evaluate part of the inquiry process such as a group task, or an end product, such as a presentation or exhibit.

Guided Practice

Your job is to evaluate (mark) a photo essay Island architecture. With a partner or within in a small group, create an evaluation rubric that will measure the most important features of the photo essay (message, clarity, visual appeal, accuracy of information, variety of sources). Use the following template to get started.

| Photo Essay | Limited | Developing | Proficient | Advanced |
|--------------------|--|---|---|---|
| References | provides fewer than 3 sources of relevant information, few or no citations | provides 4-6 sources of relevant information, limited in variety, most citations accurate | provides 7-10 sources of relevant information, varied, citations accurate | provides more than 10 relevant and varied sources, all citations accurate |
| Visual Appeal | | | | |
| Content or Message | | | | |

Project Planner

Sharing

Use the following template (pattern) to create a one-of-a-kind rubric for the end product that you have chosen to present your inquiry findings and conclusions. Try to be specific about what criteria should be considered such as visual appeal (the sorts of things that make a product attractive to viewers—colour, neatness, size of lettering). Add more rows if necessary or make changes to headings if you wish.

| Product to be Evaluated | Limited | Developing | Proficient | Advanced |
|---|---------|------------|------------|----------|
| #1 Feature of product (e.g., clarity of message to viewers) | | | | |
| #2 Feature of product | | | | |
| #3 Feature of product | | | | |



Guided Practice

Evaluating and Reflecting

How do I evaluate and reflect on the “Inquiry Process”?

You have reached the finish line of your inquiry ... or have you? Not really, and that is because an inquiry process is cyclical (a circle) rather than linear. It is all about thinking and then rethinking about the new information you have uncovered, putting it together with what you already know, and reaching new levels. Although you have learned a lot by the time you reach this stage, you probably raised some new questions too. Ask yourself about what you have learned, what more you would like to learn, and how you might proceed differently the next time. A good inquiry should lead to more inquiry.

TIPS: Self-Assessment

At this stage it is also important to think about **how** you learned as well as **what** you learned. If you worked independently, were you able to stay on task and meet the checkpoint deadlines? What were your strengths and weaknesses, and how can you work on improving some of these things? If you worked in a group, what did you learn about your work style in that situation, or the types of tasks that you like or dislike doing? How could you be more effective in the group? A project log is a good way to keep track of ideas and progress during a project and it allows you to reflect back on how far you came from the launch of the project.

Guided Practice

You have just completed a group project that involved research and a presentation about Island architecture. Now it is time to think about how you contributed to the overall project. Fill in the following according to how you think you would in a real-life situation (based upon your class or previous experience).

I contributed to the group project in the following ways....

In this group, I found it hard to...

I can change this by....

I could do the following to make the group more effective....

Project Planner

Evaluating and Reflecting

End-of-Project Self-Assessment

| | |
|---|--|
| Inquiry project topic: | During the project I completed a number of tasks including: • • • |
| As a result, I learned the following... | |
| Subject matter (Name the three most important things that you learned.) | |
| Working in a group (If applicable—state the challenges and bonuses.) | |
| Following the inquiry process | |
| Presenting to an audience (sharing) | |
| Next time I would... (What would you do differently next time, or what new questions have arisen from your inquiry?) | |

Student Guide to the Inquiry Process: Appendix C

SAMPLE RUBRIC for ASSESSMENT of INQUIRY PRODUCT

Assessment criteria for final product (bottom of grid) may be refined to reflect specific project formats (e.g., multimedia presentation, formal research paper, dramatization, visual presentation).

| Inquiry Process Criteria | | Exemplary | Proficient | Approaching Proficiency | Developing |
|--------------------------|--|---|--|--|---|
| Planning | Choosing topic, developing thesis, hypothesis, or driving question, and inquiry plan including presentation format and evaluation criteria | Independently explores a variety of topics and foci before deciding on a final selection. Develops a creative, original inquiry question or thesis statement. Inquiry plan is clear and detailed. | Demonstrates independence and critical thinking in selecting topic and narrowing focus. Completes inquiry plan including decisions around format and evaluation. | Requires minimal assistance in selection of topic and in focusing inquiry question. Completes plan and with assistance and is able to independently make most decisions regarding format and evaluation. | Requires significant guidance to select topic and to develop inquiry focus. Needs assistance to lay out plan and make decisions regarding format and evaluation criteria. |
| Retrieving | Locating and gathering sources, selecting relevant information, and evaluating for bias, validity and reliability | Independently locates a wide variety of sources, evaluates efficiently, and selects most relevant sources out of wide variety for use. | Locates a variety of sources on own. Minimal assistance required to evaluate source material. Uses most pertinent sources for inquiry. | Requires some assistance in locating sources. Variety of sources may be limited. Needs some assistance in evaluating source materials. | Requires significant assistance to locate sources. Selects only one type of source. Difficulty in evaluating source material. |
| Processing | Establishing a focus for inquiry, recording pertinent information, making connections and inferences, revising plan if necessary | Works independently and demonstrates analytical and high level critical thinking skills. Easily shifts direction if necessary and revises plan accordingly. | Demonstrates an average level of independence and critical thinking when analyzing information. Capable of revising inquiry plan if necessary. | Requires some guidance in recording, analyzing information and making connections. Hesitant to revise plan or unsure how to revise plan when obstacles occur. | Requires significant assistance in recording information, making connections, and in making inferences. Not sure how or when to edit or revise. |
| Creating | Organizing information, creating final product, editing and revising | Demonstrates high level of ability in organizing material and creating an innovative final product. | Demonstrates organizational ability and originality in clearly understood format and product. Edits and revises. | Requires moderate assistance in organizing new information into logical, engaging product. Some editing and revising evident. | Requires significant assistance to organize information into new product. Edits are revisions are guided. |
| Sharing | Presenting new understandings, communicating with audience, demonstrating appropriate behaviour | Easily communicates new understandings using appropriate language and actions. Content knowledge is highly evident. | Demonstrates maturity, clarity of message, and content knowledge in sharing new understandings. | Mostly capable of communicating new understandings in a mature and focused manner. Practices appropriate behaviour. | Experiences difficulty in communicating new understandings or content knowledge. May not demonstrate appropriate actions. |
| Evaluating | Reflecting on process and product to gain new understanding of learning, transfer of new skills to other situations | Demonstrates high level of understanding of the metacognitive process and how learning transfers. | Uses reflection to critically evaluate learning process and understands how this will transfer to new situations. | Mostly uses reflection to understand how learning transpired and can see how these skills may be transferable to new situations. | Experiences difficulty in making connections between past learning and how this may apply or transfer to new situations. |
| Final product | Engaging topic, clear focus, original research or perspective-taking, innovative format, or efficient use of medium, meets goal of inquiry project | Product stands out as superior demonstrating high level of originality, creativity and critical thinking. Selected medium is innovative and engaging to audience. | Product reflects meaningful inquiry process. Evidence of new understandings is clear and focused. Use of medium is appropriate to communicating learning. | Product mostly reflects meaningful inquiry process and formation of new ideas. May need more creativity and originality in selection of medium and construction of product. | Product does not reflect meaningful inquiry process, or it is difficult to comprehend. Minimal evidence of creative or original thought in content or medium selection. |

Appendix D

Using Primary Sources in the Classroom

Using Primary Sources in the Classroom: Appendix D

Primary sources provide students with opportunities to have a more direct encounter with past events and people. Students can be linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities are the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

| Suggested Uses of Primary Sources in the Classroom | |
|---|--|
| Instructional Approach | Commentary |
| Visualization | Create a visually rich classroom by setting up a mini-museum of local culture to include not only artifacts but photos, posters, letters, and other original documents. These documents may be changed as units change. |
| Focusing | At the beginning of each unit, or for an outcome within a unit, reference may be made to a document as a “window” into the theme. |
| Reading and Viewing | Students may be provided with a graphic organizer to help them understand the content of an original document. |
| Listening | Students also may be provided an audio/video recording to give them a sense of being “present” in a situation or at an event. |
| Writing | A document may be used to prompt a writing activity; provide students with a self-checklist. |
| Finding Connections | Students can be given an opportunity to analyse two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis. |
| Reflection | Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values that may be evoked by certain documents, |
| Assessment | The use of documents in constructed-response questions in an assessment or an examination enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but to apply and integrate that knowledge. |

Analysing Primary Sources

As stated previously, primary resources include resources that may not come in the form of a written document. The following graphic organizers may be used to analyse such resources as a family heirloom, tool/implement, historical document, photo, poster, sound recording, and cartoon. Although the questions/exercises may differ slightly from one organizer to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; find relationships among the facts and patterns in these relationships; give an interpretation, and draw a conclusion.

Using Primary Sources in the Classroom: Appendix D

| Analysis Sheet: Analysing a Family Heirloom | |
|---|--------------|
| Question | Observations |
| 1. How may the object be described? | |
| 2. For what purpose was it created? | |
| 3. What does the object tell us about the past? | |
| 4. Is there a particular point of view portrayed by the object? | |
| 5. How would you find out if it is a reliable source? | |

| Analysis Sheet: Analysing a Photo | |
|---|--|
| Photo | What I see... |
| (Identify the Photo) | <p>Describe the setting and time.</p> <p>Identify the people and objects. How are they arranged?</p> <p>What is happening in the photo?</p> <p>Was there a purpose for taking the picture? Explain.</p> <p>What would be a good caption for the photo?</p> |
| From this photo, I have learned that... | |

Using Primary Sources in the Classroom: Appendix D

| Analysis Sheet: Analysing a Poster | |
|---|-------|
| Task | Notes |
| 1. Study the poster and note all the images, colours, dates, characters, references to places, etc. | |
| 2. Describe the idea that the information seems to point to; compare it to ideas others may have. | |
| 3. Write a sentence to give the central purpose of the poster. | |
| 4. Do you think the poster would be an effective one? Explain. | |

| Analysis Sheet: Analysing a Sound Recording | |
|---|-------|
| Question | Notes |
| 1. Listen to the sound recording and tell who the audience is. | |
| 2. Why was the broadcast made? How do you know? | |
| 3. Summarize what it tells you about (<i>insert the topic</i>). | |
| 4. Is there something the broadcaster left unanswered in this sound recording? | |
| 5. What information do you get from the recording that you would not get from a written transcript? | |

Using Primary Sources in the Classroom: Appendix D

| Analysis Sheet: Analysing a Cartoon | |
|---|----------|
| Question | Response |
| 1. What symbols are used in this cartoon? | |
| 2. What does each symbol represent? | |
| 3. What do the words (if any) mean? | |
| 4. What is the main message of the cartoon? | |
| 5. Why is the cartoonist trying to get this message across? | |

Appendix E

Mi'kmaw PEI Place Names

Mi'kmaw PEI Place Names: Appendix E

Transliteration and Morphological Analysis of Mi'kmaw PEI Place Names

| English PEI Place Name | Corresponding Mi'kmaw Place Name | Translations Mi'kmaw Place Name |
|---|----------------------------------|---|
| <ul style="list-style-type: none"> Abegweit Passage Prince Edward Island | Epekwit | Animate thing is lying in the water. |
| <ul style="list-style-type: none"> Atlantic Canada | Mi'kma'ki | The territory of the Mi'kmaq; the Mi'kmaw land. |
| <ul style="list-style-type: none"> Alexandra Bay Governor's Island, Hillsborough Bay Alexandra Point | Oqo'sikji'j | Little place where goods are landed. |
| <ul style="list-style-type: none"> Barbara Weit River | Kataqanjij | The small thing related to or made from or connected to eels. |
| <ul style="list-style-type: none"> Bedeque Bay Bedeque, Prince Co. Dunk River, Prince Co. | Eptek | It is hot. |
| <ul style="list-style-type: none"> Beech Point, Prince Co. | Kwesamalikek | It is the variegated shape thing that protects or shelters. |
| <ul style="list-style-type: none"> Belfast | Mekwasey | The thing of the redness. |
| <ul style="list-style-type: none"> Bells Point, in Cape Traverse | Elmamketik | The place where the sand extends away from. |
| <ul style="list-style-type: none"> Belle River, Queens Co. | Muinevey Sipu | The river of the bear, where the bears are found or the bears go. |
| <ul style="list-style-type: none"> Fish Island, SE of Lennox Island | Mimtoqopski'j | Small clinched thing (like a ball) place. |
| <ul style="list-style-type: none"> Bird Island, SE of Lennox Island | T'pljewe'katik | Goat place. |
| <ul style="list-style-type: none"> Black Creek flowing N into West River | Maqtewe'k Jipu'jij | Black brook. |
| <ul style="list-style-type: none"> Black Point, Prince Co. (extends into Grand River) Black Point, (extends into Cascumpeque Bay) Black Point, (extends into Northumberland Strait—around DeSable) | Maqtewe'k Kwesawei | Black point. |
| <ul style="list-style-type: none"> Borden Traverse: cape and cove Seacow Head, Prince Co. St. Peters Island, (in Hillsborough Bay) | Pastue'kati | A place where sea cows are plentiful. |
| <ul style="list-style-type: none"> Boughton Island, (in Cardigan Bay) Cardigan River Boughton River, Kings Co. Cardigan, Kings Co. | Wapuktuji'jk | Little white woods place. |
| <ul style="list-style-type: none"> Boughton Island, Kings Co. Panmure Island, Kings Co. | Kwesqamkiaq | Sand bar. |

Mi'kmaw PEI Place Names: Appendix E

| | | |
|---|----------------|---|
| <ul style="list-style-type: none"> • Brae • Brae Island, Prince Co. • Brae River, Prince Co. • Brae Harbour, Prince Co. • Wolfe Inlet, Prince Co., adjacent to Egmont Bay • West Point, Prince Co. | Mekwapnkwejk | The place where, in the dawn, the face (bank) is red. |
| <ul style="list-style-type: none"> • MacIvors Point, (by Crapaud) • Gascoigne Cove, (at the mouth of Flat River) • Pinette River • Tryon • Tryon River • Westmoreland River at Crapaud • Crapaud, Queens Co. | Telisiptk | The place where it stretches out. |
| <ul style="list-style-type: none"> • Courtin Island | Kji-mniku | Great island or chief's island. |
| <ul style="list-style-type: none"> • Burnt Point • Carrs Creek (flows into Bentick Cove) • Bentick Cove (SW side of Malpeque Bay) | Sm'kwati | Spear. |
| <ul style="list-style-type: none"> • Cameron Island (N side of Point Prim) | Mnikuatkek | Peninsula. |
| <ul style="list-style-type: none"> • Canoe Cove, Queens Co. | Kwitney Walney | Canoe cove. |
| <ul style="list-style-type: none"> • Cape Turner • Cape Bear, Kings Co. • Oultons Island | Kwesawe'k | End of the island cape; end of the cape; headland. |
| <ul style="list-style-type: none"> • Cape Egmont | Mntuapskuk | Devil's rock. |
| <ul style="list-style-type: none"> • Cardigan Bay • Cardigan, Kings Co. | Samkuk | It is the place where you touch or touch down or land. |
| <ul style="list-style-type: none"> • Cascumpec Bay • Cascumpec, Prince Co. | Keskamkek | The place where the sand vanishes from sight. |
| <ul style="list-style-type: none"> • Cavendish Beach • Cavendish, Queens Co. | Pemamkiaq | Long sand bar. |
| <ul style="list-style-type: none"> • China Point, Queens Co. | Apatamkiaq | Sandy shore winding and turning |
| <ul style="list-style-type: none"> • Chinchester Cove (on the SE side of Malpeque Bay) | Kataqan | The thing related to or made from or connected to eels. |
| <ul style="list-style-type: none"> • Indian River, Prince Co. • Kensington, Prince Co. | Kataqanek | At the place of the thing related to or made from or connected to eels. |
| <ul style="list-style-type: none"> • Clyde River, (flows S into West River) • Portage, Prince Co. • Portage River, Prince Co. | Unikansuk | Portage trail. |
| <ul style="list-style-type: none"> • Souris, Kings Co. • Colville Bay, Kings Co. | Sqoljwe'katik | Frogs' place. |
| <ul style="list-style-type: none"> • Condons Pond (in Murry Harbour North) | pquta'sku'j | <p>A type of plant found in ponds which has wide long stems sticking out of the water.</p> <p>[Could be Sweetflag—"Muskrat root"—Mi'kmaw medicinal plant—TJM]</p> |

Mi'kmaw PEI Place Names: Appendix E

| | | |
|---|------------------------|---|
| <ul style="list-style-type: none"> Conway Narrows Conway, Prince Co. | Sipayik | It is stretched out. |
| <ul style="list-style-type: none"> Courtin Island, Prince Co. | Ewle'jkl Mniku'l | Poor islands |
| <ul style="list-style-type: none"> Covehead Bay | Nulukunejk | The place where there is a bump or lump. |
| <ul style="list-style-type: none"> Crown Point, Queens Co. (extends into Pownal Bay) | Wji'kijek | The place where stumps are found. |
| <ul style="list-style-type: none"> Darnley, Prince Co. Darnley Basin, Prince Co. New London Bay, Queens Co. New London, Queens Co. Bayview, Queens Co. | Keji-pukwek | The place where one is knowledgeable about the many shoals. |
| <ul style="list-style-type: none"> Dock River (flows S into Cascumpec Bay) | Toquapji'jmuju'e'kati* | <p>The place where the ducks are plentiful.</p> <p>*This word is grammatically possible in Mi'kmaq but none of the Mi'kmaq language consultants recognized this word.</p> |
| <ul style="list-style-type: none"> Dog Creek flows S into Northumberland Strait at Hebron | L'mu'j Sipu | Dog river. |
| <ul style="list-style-type: none"> Dutchman Rock | Mntuapskwujk | The devil's little rock. |
| <ul style="list-style-type: none"> East Lake East Point, Kings Co. | Kespi-mnikuek | The end of the island. |
| <ul style="list-style-type: none"> Egmont Bay Egmont Bay - <i>village</i>, Prince Co. | Wi'kue'k | Animate thing is turning suddenly in a strange way. |
| <ul style="list-style-type: none"> Grand River, Prince Co. | Amasisipukwek | The river where it stretches out and follows far into the distance. |
| <ul style="list-style-type: none"> Fox River, Kings Co., (flows NE into Murray Harbour) | Wokwisewey Sipu | Fox river. |
| <ul style="list-style-type: none"> Freeland Creek (flows E into Frederick Cove and Conway Narrows) Freeland, Prince Co. | Jipu'ji'j | Little river. |
| <ul style="list-style-type: none"> Fullertons Creek | Apsoqonikatejk | Small legs. |
| <ul style="list-style-type: none"> Gallas Point Orwell, Queens Co. | Mewisitek | The berry-picking place. |
| <ul style="list-style-type: none"> Port Hill Gillis Point, Prince Co. | Muinaqanejk | <p>Bear thing place.*</p> <p>•According to Margaret Johnson of Eskasoni, who is in her nineties, <i>muinaqanej</i> is the word for a type of basket.</p> |
| <ul style="list-style-type: none"> Greek River, Kings Co. | Kiwto'qitek | Reverberating echo; surrounding. |
| <ul style="list-style-type: none"> Hillsborough River Hillsborough River, Queens Co. | Elsitkuk | The place where water flows out but you cannot see where it originates from. |
| <ul style="list-style-type: none"> George Island, Prince Co. Hog Island, Prince Co. | Pitaweikek | The place where tea is found. |

Mi'kmaw PEI Place Names: Appendix E

| | | |
|---|--------------------|---|
| <ul style="list-style-type: none"> Area next to Seatrout Point Indian Rocks, Queens Co. | Menapskw | Round, globular thing removed or sticking out. |
| <ul style="list-style-type: none"> Kellys Point | Mekwe'k kun'tew | The inanimate thing, rock is red. |
| <ul style="list-style-type: none"> Kildare River Kildare, Prince Co. | Kepisaqtek | It is blocked or obstructed. |
| <ul style="list-style-type: none"> Lennox Channel Lennox Island, Prince Co. | Kikji-sipukwek | <p>The place where it stretches out and follows close and near.</p> <p>The place where the river stretches out and follows close and near to the shore.</p> |
| <ul style="list-style-type: none"> Little Courtin Island | Ewle'jkl mniku'l | Inanimate things (islands) are poor, bad, sparse, or barren. |
| <ul style="list-style-type: none"> Long Creek, Queens Co. (flows N into West River) | Pita'q Jipu'ji'j | Long, small river or creek. |
| <ul style="list-style-type: none"> Malpeque, Prince Co. Malpeque Bay Winchester Cape | Maqpa'q | A large body of water. |
| <ul style="list-style-type: none"> Mill Creek (flows SE into the West River) | Weli-mkumi | Good ice (for spearing eels seems to be the implication). |
| <ul style="list-style-type: none"> Mill River, Prince Co. Hill River, Prince Co. | Atoqwa'sue'kaqn | Trouting place. |
| <ul style="list-style-type: none"> Miminegash, Prince Co. | Elminikej | Let us carry something animate on our shoulders [portage]. |
| <ul style="list-style-type: none"> Montague River Montague, Kings Co. | Mente'ken | You (singular) strike it off with an instrument. |
| <ul style="list-style-type: none"> Morell Morell River | Puku'samkek Sipu | At the place, in the river, where there are plenty of clams in the sand. |
| <ul style="list-style-type: none"> Murray Harbour, Kings Co. Murray River, Kings Co. | Eskwatek | She or he is in a place where she or he is continuously left with it (something). |
| <ul style="list-style-type: none"> Murray River (flows E into Murray Harbour) | Muinek | At the bear place. |
| <ul style="list-style-type: none"> Nail Pond, Prince Co. | Niwejk | A dry place. |
| <ul style="list-style-type: none"> North Cape, Prince Co. | Setimuk | A place where the water flows back. |
| <ul style="list-style-type: none"> North River | Nemtaqaq | Being able to see straight up or along until disappearing from view. |
| <ul style="list-style-type: none"> North Point, Queens Co. | Oqonaliet | At the place where there are things covered here and there. |
| <ul style="list-style-type: none"> Orwell Bay, Queens Co. | Ntua'qwaqank | The place where things are used to hunt seals. |
| <ul style="list-style-type: none"> Pownal Bay, Queens Co. | Ntua'qwo'kuom | The seal hunting home. |
| <ul style="list-style-type: none"> Perceval Bay | We'kwa-sipu | At the very end of the river, the mouth of the river. |
| <ul style="list-style-type: none"> Pisquid Pond, Kings Co. | Puku'samkek Gospem | At the place, in the lake, where there are plenty of clams in the sand. |
| <ul style="list-style-type: none"> Portage Lake | Meski'k pu'ta'sk | A large cavity. |
| <ul style="list-style-type: none"> Point Prim, Queens Co. | Wejuowitk | Flowing close by. |
| <ul style="list-style-type: none"> Ram Island, Prince Co. | Nikani-ika'taqank | First planted space. |

Mi'kmaw PEI Place Names: Appendix E

| | | |
|--|-------------------|---|
| • Rice Point, Queens Co. | Suomane'katik | The place where beech nuts are plentiful. |
| • Rocky Point, Prince Co. • Rocky Point, Queens Co. | Kuntal Kwesawe'kl | Rocky point. |
| • Rosebank Point • Rosebank, Queen's Co. | Metupunekiaq | Steep red bank. |
| • Rustico Bay • Rustico Island • Rustico, Queens Co. | Tapu Tuitn | Double narrows. |
| • St. Peters Bay | Puku'samkek | At the place where there are plenty of clams in the sand. |
| • Savage Harbour, Kings Co. | Katewpijk | Eel trap place. |
| • Scotchfort, Queens Co. | Skmaqan | The waiting thing. |
| • Sevenmile Bay, Prince Co. | Ktaqaqan | Setting a beat; resounding. |
| • Stewart Cove • Seatrout Point, Queens Co. | Atoqwa'su Walney | Trout cove. |
| • Sunbury Cove | Si'skuk Walney | Muddy cove. |
| • Tignish River • Tignish, Prince Co. | Mta'qanejk | Paddle place. |
| • Tracadie, Queens Co. • Tracadie Bay • Tracadie Cross | Tlaqatik | The place where people gather; the gathering place. |
| • Vernon River (flows SW into Orwell Bay) | Mekwa'sik Sipu | The river is full of redness. |
| • West River, Queens Co. | Ji'ka'we'katik | The place where bass are plentiful. |
| • Winchester Cape (extends into Malpeque Bay) | Ewi'kasi'tij | They write or mark. |
| • 4 mile route from Malpeque Bay to Bedeque Bay • 3 mile route from Bedeque Bay to Malpeque Bay | Meski'k Unikan | Large or great portage. |

