

### EARLY SETTLEMENT ASSIGNMENT

You are to **choose** from **one** of the **assignments** listed below and prepare a project for presentation to the class. Using what was viewed and discussed in the series **Random Passage**, you were presented with what it may have been like to live here and how the fishery influenced future settlement in Newfoundland and Labrador from the mid-1700s to the late 1800s. Through a better understanding of the relationship between how resources were used to meet one's needs and wants and how this relationship helped to shape our culture, you should be able to discuss how Newfoundland and Labrador gradually changed from temporary settlement to permanent settlement. When completing your assignment, consider the following:

- What were some of the underlying influences and immediate causes that resulted in this change from temporary settlement to permanent settlement?
- What role did each of the following play in the permanent settlement:
  - War
  - Labour shortage
  - Desire to increase profits
  - Need to diminish expenses/risks
- What were the push and pull factors which led to the immigration of these groups (English, Irish, French) to Newfoundland and Labrador
- What influence did site and situation have on the culture of these developing settlements. Remember: Site refers to the distinctive characteristics of a place, such as location, climate, physical features and cultural features. Situation refers to the interaction of site with its immediate surroundings and other places.
  - History refers to the story of significant events from the past. Heritage refers to the ideas, practices and objects passed on from previous generations. Distinguish between history and heritage trying to identify how the past has influenced the present day culture.
  - How did groups of settlers exercise authority? How were rules and laws created to help govern individual behaviors? How did these rules and laws represent the values of a community?

#### OPTIONS:

1. Create a graphic organizer (eg. Web diagram) that summarizes factors that resulted in the growth of a resident fishery.
2. Create a short dramatic work in which a European family is trying to decide if they will move and become residents of Newfoundland and Labrador.
3. Create a visual drawing of an early Newfoundland and Labrador fishing settlement.
4. Create a series of journal entries (at least 10) of a young female servant as she leaves her home, crosses the Atlantic, and receives a job in a merchant's household. (think of Lavinia who had to leave her job or Mary Bundle who worked in a merchant's household when she first arrived in St. John's)
5. Identify the various push and pull factors that influenced some Europeans to migrate to Newfoundland and Labrador. Present these factors either in a chart or poster.

NL Studies 2205  
Unit 1 (Section 1.1-1.4)  
Review Material

Students should be able to answer each of the following questions and where necessary, provide examples that will further help in explaining the definition of the term.

1. What is culture? (pg. 36)
2. What are culture traits? (pg. 37)
3. Define: Artifacts, Sociofacts, Mentifacts and give examples of each. (pg 37)
4. What are culture complexes? (pg 38)
5. What is a culture region? (pg. 40)
6. Define local culture and give examples. (pg. 40)
7. Define regional culture and give examples. (pg. 40)
8. Define popular culture and give examples. (pg. 40)
9. What is traditional culture? Give examples. (pg. 42)
10. What is contemporary culture? Give examples. (pg. 42)
11. What are the four forces/factors that shape culture? (pg. 44-45)
12. What is meant by economic factors as it relates to culture? (pg. 44)
13. What is meant by geographic factors as it relates to culture? (pg. 44)
14. What is meant by historical factors as it relates to culture? (pg. 45)
15. What is meant by political factors as it relates to culture? (pg. 45)
16. What is a subsistence economy and identify examples? (pg. 48)
17. What is a market economy and identify examples? (pg. 48)
18. What is a barter economy? Give an example. (pg. 48)
19. What is scarcity and provide an example? (pg. 49)
20. What is supply? (pg. 49)
21. What is demand? (pg. 49)
22. What is opportunity cost? (pg. 49)



## Remembrance Assignment

**DUE: Nov. 8, 2012**

One of the most fundamental reasons we study culture and history is to understand what has come before us and how it has effected who and what we are today. As Paul O'Neil says (on

page 83 of the textbook) "By knowing who and what we were, we learn who we have become". With this in mind The Rooms<sup>1</sup> has created a great website for information regarding The Great War<sup>2</sup> and The Royal Newfoundland Regiment<sup>3</sup>. This website<sup>4</sup> is

[http://www.therooms.ca/regiment/part1\\_entering\\_the\\_great\\_war.asp](http://www.therooms.ca/regiment/part1_entering_the_great_war.asp)

**Assignment:** In pairs, you are to research and prepare a Powerpoint/Prezi presentation on the following:

1. Research a soldier who served in the Royal Newfoundland Regiment during The Great War (WWI). You can find a soldier at [http://www.therooms.ca/regiment/part3\\_database.asp](http://www.therooms.ca/regiment/part3_database.asp).<sup>5</sup>
2. No soldier may be done twice. Tell me the soldier you have picked.
3. Tell us what you learned from the primary sources<sup>6</sup> that the website provides you. Some more info on how to do this:
  - Since the data provided is so immense you are given a lot of freedom on what to present, but **be warned** your presentation should be comprehensive as you possibly can. Telling us a soldier's name, occupation, marriage status, and community is **half** of the assignment **not all of it**.
  - I suggest you really engage in the documents and try and make educated guesses on what the documents tell you but also what they don't outright tell you. For example, during a presentation a group may say that they 'think' it may have been very important for NL families to have the uniform of a family member who was killed during the war. How might they have discovered this fact? Perhaps they saw a letter that was sent to the soldiers family informing them that they may not have their dead son's uniform as it is property of the regiment.
  - You can also conduct interviews (ask questions of people you know), and search for information about key battles, events, people, or what life was like during The Great War. These secondary sources<sup>7</sup> are not as reliable as primary sources<sup>6</sup> but they can be very informative and useful.
4. This assignment does not require a lot of slides and your presentation should be short (~10 minutes).

### Source Links:

1. The Rooms <http://www.therooms.ca/>
2. The Great War [http://en.wikipedia.org/wiki/The\\_Great\\_War](http://en.wikipedia.org/wiki/The_Great_War)
3. Royal Newfoundland Regiment [http://en.wikipedia.org/wiki/Royal\\_Newfoundland\\_Regiment](http://en.wikipedia.org/wiki/Royal_Newfoundland_Regiment)
4. Entering the Great War [http://www.therooms.ca/regiment/part1\\_entering\\_the\\_great\\_war.asp](http://www.therooms.ca/regiment/part1_entering_the_great_war.asp)
5. Database of Soldiers [http://www.therooms.ca/regiment/part3\\_database.asp](http://www.therooms.ca/regiment/part3_database.asp)
6. Primary Sources [http://en.wikipedia.org/wiki/Primary\\_source](http://en.wikipedia.org/wiki/Primary_source)
7. Secondary Sources [http://en.wikipedia.org/wiki/Secondary\\_source](http://en.wikipedia.org/wiki/Secondary_source)

**Assignment Source:** <http://mrmorrison.wetpaint.com/page/Assignments+NLS>



SCO 3.0- The student will be expected to demonstrate an understanding of the concept of culture.

### 3.1 –Examine elements of culture

#### Topic 1.1 What is culture?

It is the way of life of a group of people. Culture reflects the things that people value, including those things passed on to us from the past – our heritage. Culture includes both tangible (touchable) and intangible (non-touchable) elements.

Culture traits – the smallest distinctive elements of a culture. There are three categories of culture traits: artifacts, sociofacts, and mentifacts.

Artifacts – the objects we use. Examples include cell phones, cars, clothing, newspapers, etc. In most cases artifacts can be passed on from generation to generation in a family representing a family's heritage.

Sociofacts – the way we act around other people and rules that govern our behaviour. Examples include the way we act in school, how we greet someone, and how we play a game. Our behaviour plays a major role in defining who we are.

Mentifacts – the beliefs, ideas, values, and knowledge that influence us. Examples include family values, traditional beliefs, and ideas about right and wrong behaviour. It is important to have values, and many of these values, such as honesty, integrity, and work ethic, help to define the person and affect behaviour.

Culture complex – the interaction of two or more culture traits.

Cultural landscape – the imprint of human activity on the natural landscape. Examples include fish plant, roads, school, houses, monuments, lighthouses, etc.

#### Topic 1.2 Describing Culture

Culture region – an area (city, county, continent) where one or more identifiable culture traits exists. Culture regions can range from very small to very large. These regions can be grouped into three categories: local culture, regional culture, and popular culture.

Local culture – expressions of culture that are not widely practiced. For example a tradition that is usually only practised in Newfoundland.

Regional culture – expressions of culture that are practiced over a broad geographic area. For example a tradition that is usually only practiced in Canada.

Popular culture – when a culture complex is widely accepted and practiced by people around the world. Examples would include commercial products that are conveyed through mass media.

Examining culture based on local, regional, and popular culture is a way of organizing culture spatially, meaning how it occupies space (as in where you can find examples of the different types of cultures). It can also be organized temporally, or by a time period. For instance, we can examine traditional culture versus contemporary culture.

Traditional culture – culture traits that have been passed down to us from our ancestors. Examples would include the celebration of certain holidays.

Contemporary culture – culture traits that originate in modern times. Examples include the use of digital cameras and indoor wall climbing.

Answer the following questions:

1. Which most influences your lifestyle, popular culture or local culture? Use specific examples to support your position.

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2. Is your lifestyle influenced by traditional culture? Use specific examples to express ways in which your lifestyle is or isn't influenced by traditional culture.

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### 3.2 – Examine factors that shape culture

#### Topic 1.3 What shapes culture?

Culture is shaped by a number of forces – economics, geography, history, and politics.

1. Economics – the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of mankind.

GDP (Gross Domestic Product) – the value of all goods produced by a region.

On page 44 there is a graph that illustrates the percentage of GDP and percentage of employment in the areas of agriculture, fishing and hunting, forestry, mining, and oil extraction and supply. What are some reasons why there such a difference in the percentages for mining and oil versus agriculture, fishing/hunting and forestry?

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2. Geography – the science dealing with differences over areas of the earth’s surface, including such elements as land use, climate, elevation, soil, vegetation, population, industries, and states.

Examine the press release on page 44 regarding the proposed measures to compensate fishers for equipment damaged by icebergs and the photograph of the iceberg. How can icebergs have negative and positive effects on our lives?

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3. History – the branch of knowledge dealing with past events; the narrative of past events relations to a particular people, period, person, country, etc., and commonly written chronologically.

Complete activity entitled “Then and now”.

4. Politics – the process by which groups make decisions; the practice or profession of conducting political affairs.

How might political decisions influence our way of life?

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**Dimensions of Thinking – Continuity and Change (page 46)**

Continuity and Change is a concept of historical thinking which can be summarized by the following principles: change and continuity are ongoing and ever present; change can occur at different rates, change and continuity can be both positive and negative, and comparisons can be made between points in history and between the past and the present.

Examine the bar graph on page 46.

What area(s) of employment appears to have changed the most?

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Name new industries that have been established since 1945.

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Examine the pie graph on page 46.

Which industry employs the most people? \_\_\_\_\_

What types of jobs exist in this industry? \_\_\_\_\_

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### ***How do economics, geography, history and politics affect our culture today?***

Economics – industry declining or closing can lead to many people leaving an area; new employment can lead to people moving into an area, which will create the need for new services, such as schools, hospitals, shopping centres, and recreational facilities.

Geography – discovery of mineral deposits (e.g. Voisey's Bay) has led to high employment- sometimes this has led to the creation of new towns, but workers commute to and from the Voisey's Bay site, which affects the culture of certain towns in the province as workers can continue to live in their home towns; certain geographic features influence tourism, for example, Gros Morne National Park, which has created high employment on the northern peninsula and has led to population stability or growth in the size of some communities; coastal areas which have icebergs going by every year; coastal communities have created an outport way of life which is still alive in parts of the province, as people living there may be involved in different fisheries.

History – today we have many festivals and community events which celebrate the history/heritage or traditions of our province, for example regattas at St. John's, Harbour Grace, and Placentia, plus others which have developed more recently; historical theatre in many parts of our province, such as Trinity, Gros Morne, and Carbonear; historic events such as Celebrating Bartlett 2009 and Cabot 500 Celebrations in 1997 affect the culture of our province. The number of museums throughout our province also affects our culture today by allowing us to see firsthand what life was like in years gone by.

Politics – in northern Labrador there is a new government, Nunatsiavut, which has had a major impact on life in that region of the province; Innu Nation impacts the way of life of Innu; Federation of Newfoundland Indians represents the interests of non-status Mi'kmaq in western and central Newfoundland; municipal governments affect the culture of various municipalities through the laws they pass and the events they host; provincial and federal governments affect the culture of the province through the creation of new laws or the development of industries or events in different parts of the province.

**Topic 1.4 – Economics and Culture**

Economics – the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind.

Needs – items that are necessary for survival.

Wants – items that are purely desired and are not needed for survival.

Subsistence economy – an economy in which individuals attempt to produce at a level sufficient to achieve basic needs rather than to accumulate wealth for the future.

Market economy – an economy based on the division of labour in which the prices of goods and services are determined in a free system through supply and demand.

Supply – how much the producers are willing to produce when receiving a certain price.

Demand – how much buyers are willing to purchase at a certain price.

Scarcity – not having enough money to meet all your needs and wants.

Opportunity cost – the cost of an alternative that must be forgone in order to pursue a particular action (i.e. the benefits you could have received by taking a different action).

What are some examples of subsistence living in Newfoundland and Labrador? Why do most people engage in these activities today?

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**Page 33 - Case Study: Measuring Income**

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

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

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**Questions**

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

- (a) A subsistence activity

- (b) An example of scarcity and opportunity cost

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

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

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Chapter One – SCO 3

Topic 1.5 – Geography and Culture

Page 52

Site – the absolute location of a place – a position described in terms of latitude and longitude- and the natural and human features that are found there.

Situation – the position of a place in terms of its proximity to another place or places – its relative location.

Absolute location – a position described in terms of latitude and longitude.

Relative location – the position of a place in terms of its proximity to another place or places – its situation.

What makes us who we are? - Page 53

Human geography is the study of how groups interact with each other and their surroundings.

Environmental determinism: a theory that states that the physical environment is the primary factor that shapes human behaviour and, therefore, groups of people who live in similar environments should have similar patterns of behaviour.

Possibilism: the idea that the environment offers a range of possibilities from which an individual may choose; which explains why some expressions of culture are unique.

Geography and population distribution – Page 54-55

Case Study – Looking at a Population Distribution

Consider how the population distribution of the province is changing, as shown on the map on page 37. The majority of communities are located along the coastline. However, based on recent trends, Newfoundland and Labrador is becoming more increasingly urban.

What accounts for this trend?

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How will this trend affect the culture of this province?

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Geography and Economy – page 56

Endowments – the natural capacities or qualities of a site.

Resources – endowments used by humans to meet such needs as food, fuel, shelter and clothing.

Viable – the ability of resources to be extracted and delivered to consumers in a cost-efficient manner.

Which primary resources are being exploited in our province?

- a) Eastern \_\_\_\_\_
- b) Central \_\_\_\_\_
- c) Western \_\_\_\_\_
- d) Labrador \_\_\_\_\_

Geography and Expressions of Culture – page 58

What geographic features are mentioned in the “Ode to Newfoundland”?

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What geographic features are mentioned in “Saltwater Joys”?

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Question:

Consider how the population distribution of the province is changing, as shown on the map on page 57. The majority of communities are located along the coastline. However, based on recent trends, Newfoundland and Labrador is becoming more increasingly urban.

Assuming the current trend continues, how would the urbanization of the province's population impact the way of life in areas that are experiencing :

(i) Population decline

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(ii) Population growth

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Chapter One – SCO 3

Topic 1.6 – History and Culture –page 60

History – the record or narrative of past events.

Significance – importance; an event, idea, or trend is said to be significant if it has deep consequences for many people over a long period of time or it is revealing and provides insight.

Heritage – refers to that which is preserved and passed on from one generation to the next.

Dimensions of Thinking – Significance – page 61-63

Significance is a concept of historical thinking which can be summarized by the following principles: determinations of significance are unavoidable, significance depends upon one's perspective, significance depends upon purpose, significance varies with time, significance is not simply a matter of personal reaction, and significance depends on context. (The Critical Thinking Consortium, Teaching about Historical Thinking, 2006.) Opportunities for application of the concept of Significance include:

- Explore significance of personal events
- Infer significance in account
- Compare perspectives
- Develop consensus on events
- Re-write history in light of a different set of facts on same event
- Assess events in light of criteria for significance
- Explain why a specific event is or is not significant
- Assess which part of an event was most significant
- Rank a list of events in terms of degree of significance

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

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Identify various sources of historical information and classify them as either primary or secondary:

Primary - \_\_\_\_\_

Secondary - \_\_\_\_\_

What is the difference between factual and biased sources of knowledge?

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What is the importance of oral histories?

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"Those who cannot remember the past are condemned to repeat it" – George Santayana. Discuss this quote identifying if you agree with it or not.

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Case Study – Using Informative as Evidence, Page 64-67

Analyze all 5 documents and answer the questions below.

1. Based on the information provided in this case study, what inferences can you draw about the way of life in your area of the province in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries?

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What conclusions can you make about the colony as a whole?

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What parts of this lifestyle still exist today?

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

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3. What information could you obtain from an oral interview that could not have been obtained from the data on these pages?

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

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**Case Study: Exploring Issues in the Social Sciences (page 29/47)**

In 1992, the federal government temporarily closed the cod fishery.

1. What created this situation?

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2. What were the consequences of this action?

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3. How has/will it affect the culture of Newfoundland and Labrador?

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