

Adult Basic Education (ABE)

Level III English Language Arts

English 3101 Curriculum Guide

- Resources:** *Quest* (McGraw-Hill Ryerson 2015—student resource)
- Beyond Five Paragraphs* (McGraw-Hill Ryerson 2015—student resource)
- Quest & Beyond Five Paragraphs* (McGraw-Hill Ryerson 2015 – teacher resource)
- Macbeth – The Global Shakespeare Series* (student/teacher resource)
- Macbeth – The Global Shakespeare Series* (Teacher Guide)

Level III Degree and Technical or Business-Related College Profile English

English 1101A
English 1101B
English 1101C
English 2101A
English 2101B
English 2101C
[English 3101A](#)
[English 3101B](#)
[English 3101C](#)



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General Information

Introduction

English 3101 ABC is equivalent to the Newfoundland and Labrador senior high school **English 3201 (Academic)** course (September 2013). Unlike English 3201 in high school, there is no public exam after the completion of these courses.

Pre-requisite

Students must have completed an equivalency to English 2101 ABC. In addition, 3101 ABC must be completed chronologically. 3101 A must be completed before 3101 B and 3101 B must be completed before 3101 C.

Resources

Quest (McGraw-Hill Ryerson 2015—student resource)

Beyond Five Paragraphs (McGraw-Hill Ryerson 2015—student resource)

Quest & Beyond Five Paragraphs (McGraw-Hill Ryerson 2015 – teacher resource)

Macbeth – The Global Shakespeare Series (student/teacher resource)

Macbeth – The Global Shakespeare Series (Teacher Guide)

Instructors may also supplement with other resources at their discretion.

Study Guide

The Study Guide provides the student with required work for the course. It guides the student through the course by assigning relevant reading and exercises from the student resources. Sometimes the Study Guide provides important points for students to think about, to remember or to note. The Study Guide is designed to give students some degree of independence in their work. There is information in the Curriculum Guide applicable to teaching, learning and assessment that is not included in the Study Guide. Instructors should review this information and decide how to use it when teaching students.

Instructors can also exercise professional judgment and make minor alterations to the required work in the Study Guide. For example, an instructor may decide to substitute one assigned piece of literature with another.

Curriculum Guide

The specific curriculum outcomes (SCO's) for each of the Level III ABE English courses are listed under the general curriculum outcomes (GCO's) for the English Language Arts program. These GCO's and SCO's are organized in this guide by each of the six strands of language arts: speaking and listening, reading and viewing, and writing and representing.

GCO's describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. These outcomes serve as conceptual organizers or frameworks which guide study within a subject area.

SCO's elaborate the GCO's for a subject. They describe in more specific terms what students are expected to know and be able to do as a result of their learning experience in a specific course and at a specific grade level. It is expected that all SCO's will be addressed in each of the Level III ABE courses.

Recommended Evaluation

The evaluation should consider students' required work from the Study Guide, assignments and an exam.

Course Work	40%
Assignments	30%
Exam	30%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

When calculating a grade for course work, instructors should not only consider the written work in the required work section of the Study Guide but also a grade for the responses given by students in dialogue with instructors.

Supplementary Resources

Appendix A highlights certain selections specific to Indigenous content to make it easier for ABE instructors to identify and use in the classroom. Some of the selections in this Appendix are already recommended in the study guide however there is more content that instructors can avail of. Instructors can use their professional judgement to select resources to cover the intended learning outcome.

English 3101 Outcomes

The following outcomes were developed for high school English 3201. To maintain consistency and equivalency, the ABE English 3101 courses use the same outcomes.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.

- 1.0 Understand the impact of the features of oral communication in their own interactions
- 2.0 Analyze concepts and information when listening
- 3.0 Evaluate others' ideas to clarify and extend their own understanding
- 4.0 Evaluate their own thoughts and feelings through questioning and dialogue
- 5.0 Advocate a position using supporting evidence

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 6.0 Use strategies that contribute to formal and informal communication
- 7.0 Adapt language and delivery for a variety of audiences and purposes
- 8.0 Respond critically to a variety of text forms, questions, and situations
- 9.0 Evaluate their own and others' uses of language in a range of contexts

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

- 10.0 Differentiate situations, audiences, and purposes that require varying degrees of sensitivity
- 11.0 Analyze how oral language reflects culture and identity
- 12.0 Respond with the sensitivity appropriate to various situations, audiences and purposes

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.

- 13.0 Read and view a range of texts for specific purposes
- 14.0 Use a variety of strategies to enhance understanding of texts
- 15.0 Demonstrate their understanding of a variety of texts
- 16.0 Evaluate how selected texts create meaning and achieve different purposes
- 17.0 Explain their own processes and strategies when engaging with texts

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.

- 18.0 Investigate topics and questions for inquiry
- 19.0 Select information from a variety of sources
- 20.0 Evaluate information from a variety of sources
- 21.0 Integrate information to meet the requirements of a learning task
- 22.0 Evaluate their own inquiry processes

GCO 6: Students will be expected to respond personally to a range of texts.

- 23.0 Reflect on their own interpretation of texts
- 24.0 Justify connections between themselves and texts
- 25.0 Evaluate their own and others' opinions about texts
- 26.0 Analyze how different identities influence a range of texts

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- 27.0 Analyze a range of texts through critical response
- 28.0 Evaluate how stylistic techniques are used to create meaning and achieve different purposes
- 29.0 Assess how language, form and genre contribute to effectiveness of a text
- 30.0 Justify their own critical responses to a variety of texts

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

- 31.0 Clarify their thoughts and feelings through writing and other forms of representing
- 32.0 Create a variety of texts using a range of stylistic techniques
- 33.0 Evaluate creativity through a variety of texts
- 34.0 Assess their own writing and representing strategies and processes

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- 35.0 Create a variety of texts both independently and collaboratively
- 36.0 Create a variety of texts for a range of purposes and audiences
- 37.0 Analyze the form, style and content throughout the processes of text creation
- 38.0 Assess feedback of others when creating or revising texts

GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

- 39.0 Use the conventions of written language
- 40.0 Integrate information to enhance clarity and precision in texts they create
- 41.0 Evaluate the effectiveness of the texts they create
- 42.0 Evaluate the strategies they use to engage the audience and communicate meaning

English 3101 A

English 3101 A has three units for students to complete: short prose, multimedia and listening.

Within the short prose unit, students will be exposed to both fiction and nonfiction selections. These may take the form of an essay, short story, article, blog, rant, etc. Students will also write a story ending for a selection in the text book.

In unit 2, students will study various multimedia selections including a comic, painting, informational graphic, ad campaign, and news headlines. They will also complete a painting comparison assignment and an informational graphic text assignment.

Unique to this course is unit 3; a listening unit. To align with the high school English 3201 course, the listening unit is designed to assess students' ability to listen critically to a spoken word text. The text may be fiction or non-fiction, from media, prose or poetic sources.

Unit 1: Short Prose—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on the Department of Education and Early Childhood Development's (EECD's) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Quest & Beyond Five Paragraphs Teacher's Resource* for each of the selections in this unit:
 - "My Cousin Clarette", pages 278-282;
 - "Holding Hands", pages 283-287;
 - "A Profile for an Online Dating Site", pages 288-293;
 - "Tipping House", pages 304-308;
 - "Citrines", pages 314-318;
 - "The Old Boys Club", pages 319-323;
 - "How to Melt the Arctic", pages 25-29;
 - "Making Peace with Change", pages 86-89; and
 - "The War on Second Chances", pages 115-122.

- The first assignment in this unit is a story scene based on the selection “Holding Hands”. A brief outline is provided for students in the Study Guide. This activity requires students to take the ideas and analysis from their study of the story and create something new, while still remaining faithful to the text (original story and characters). If students get stuck for ideas, remind them of Spencer’s claim that “soon the summer would be over and she would go right back to not calling him anything. Probably wouldn’t even be seen talking to him.” This could provide some insight into Spencer’s and Dana’s behavior in the newly created encounter.
 - A rubric is provided in the Appendix of the Study Guide that instructors can use for evaluating the story scene. Students should review the criteria that will be used to evaluate their assignment before passing it in to be graded.

Unit 2: Multimedia—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on the Department of Education and Early Childhood Development’s (EECD’s) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Quest & Beyond Five Paragraphs Teacher’s Resource* for each of the selections in this unit:
 - “How I Became a Cartoonist”, pages 123-127;
 - “Exploring Themes”, pages 128-132;
 - “Left-Handers Unite!”, pages 138-143;
 - “Stop the Beauty Madness”, pages 144-148; and
 - “One Disaster, Five Headlines”, pages 149-154.
- The first assignment for this unit is a comparison of two paintings. Although the Study Guide contains an image of the painting the students need to complete the comparison, they should be encouraged to use the Internet for a clearer, better quality image. The Study Guide contains a list of items the students need to compare. This list is a minimum and may contain more items. Students may choose to do the comparison in a chart format. However, the explanation of which artist’s work they like best, should be answered in a paragraph using some vocabulary used in the comparison between the two paintings.

- The second assignment in this unit requires student to complete their own Informational Graphic Text. It can be on any selected topic the student would like to research. They can use the selection “Left-Handers Unite!” as an example. Students should be directed to create their own graphic representations and not copy graphics they find from Internet sources that someone else has created. As well, a lesson on Internet use that reinforces the idea that not all Internet material is accurate or reliable may help students distinguish useful material from junk science or inaccurate or biased content.

Unit 3: Listening—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on the Department of Education and Early Childhood Development’s (EECD’s) website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selection in the Study Guide with other similar selections from the student resource if they wish.
- The selected text will normally not exceed three minutes in duration. Students should be given the questions at the beginning of the session. They should have two minutes to read over the questions. They should then hear the text for the first time. Following the first listening, students should be given two minutes to make notes and/or respond to any questions they choose. The text should then be heard for a second time. Following the second listening, students should complete the assigned questions. The total time (from start to finish) allowed for this type of assessment should be 40 minutes.
- Review the following audio text <http://bigthink.com/words-of-wisdom/neil-degrasse-tyson-on-getting-kids-interested-in-science>
 - This audio selection is from a sample public exam published on EECD’s website (https://www.gov.nl.ca/education/files/k12_evaluation_english3201_section3-english_3201_sample_exam.pdf). Students should listen to the selection and complete the questions from the Study Guide.
 - There is an answer key for the multiple choice provided on page 31 of the link provided above.

English 3101 B

After completing English 3101 A, students should proceed to English 3101 B. This course is a continuation of objectives from the first course in this series. This course consists of 3 units of study: poetry, novel study, and a writing and representing assignment which requires students to give a personal response.

Unit 1 is a poetry unit. Students will read and interpret various poems before being expected to compose an original poem.

Unit 2 of this course is a novel study. Students should be provided with a couple of novel options they would like to study. Each individual student should then choose which one they would like to study.

Lastly, students are required to complete a transactional piece of writing for the writing and representing assignment in unit 3.

Unit 1: Poetry—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on EECD's website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors have the discretion to substitute the assigned selections in the Study Guide with other similar selections from the student resource if they wish.
- Review the following pages of the *Quest & Beyond Five Paragraphs Teacher's Resource* for each of the selections in this unit:
 - "Café Comedy", pages 170-174;
 - "The Odyssey", pages 175-179;
 - "The Highwayman", pages 185-189;
 - "The Road not Taken" and "The Problem with Choice" , pages 190-194;
 - "Peppermint Rock", pages 200-203;
 - "Portrait of Alice with Elvis", pages 228-232; and
 - "Packing for the Future: Instructions", pages 238-242.

- After reading and reflecting on the poems in the required work section, students are required to complete an original poem about an early lesson or memory. They must also select a visual to accompany the poem.
 - Students’ poems should create powerful mental images, capture the point of view of a young child, create a mood around the event in the poem and contain careful diction to support the images and mood.
 - A rubric is included for grading students’ poems in the Appendix of the Study Guide.

Unit 2: Novel Study—Suggestions for Teaching, Learning and Assessment

- Instructors can consult EECD’s [“English Language Arts 10-12 Selecting Young Adult Texts: An Annotated Bibliography for Senior High School 2015”](#) for a list of suggested novels/nonfiction texts.
- Although these suggested texts are recommended for use in senior high school, many of them are suitable for adult learners as well.
- Instructors have the discretion to approve any other appropriate novel/nonfiction text for student study as long as it meets the general curriculum outcomes.

Unit 3: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment

- Students will respond personally as they explore in writing their own thoughts, feelings, experiences, and learning in relation to a given prompt.
- Instructors should review the content of the *English 3201 Curriculum Guide*, available on EECD’s website.
- The text *Beyond Five Paragraphs* has resources for students to reference while completing this assignment. Page references are given in the Study Guide. Instructors may supplement with other resources as necessary.
- This should be an organized, detailed response, but not necessarily multi-paragraph.
- The following categories will be assessed through a holistic rubric: content with support, diction, mechanics, organization and voice.
 - A rubric that closely following the holistic rubric provided for grading the public exam is in the appendix of the Study Guide.

English 3101 C

English 3101 C is the last course in this series. After completion of this course, students have completed the necessary curriculum outcomes for equivalency to the high school English 3201 course.

This course contains 3 units: drama, expressive writing and an inquiry based unit.

In the drama unit, students are required to read and respond to 1 long play, excerpt, or script. William Shakespeare's *Macbeth* is commonly used for this unit.

Unit 2 and unit 3 are both writing assignments for students to complete. Unit 3 requires that students complete some research on a topic as part of an inquiry based assignment. Student should build on the skills they learned from their first research assignment in English 2101 C.

Unit 1: Drama—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on EECD's website.
- Become familiar with the six strands of English Language Arts: speaking and listening, reading and viewing, and writing and representing.
- Ensure that all the six strands above are incorporated into instruction.
- Instructors can substitute another longer play for *Macbeth* if they wish as long as it meets the outcomes for the course and is appropriate for the context of this course.
 - *Othello* is a suggestion for a suitable replacement of *Macbeth*.
 - Instructors do not necessary have to use the traditional Macbeth play. For example, Oxford Press has published 3 graphic novels of Macbeth: original text, modern text and quick text.
- Question and Assignment options are in the Study Guide for instructors to use.

Unit 2: Writing and Representing Activity—Suggestions for Teaching, Learning and Assessment

- Instructors should review the content of the *English 3201 Curriculum Guide*, available on the EECD’s website.
- Students are given a wide assortment of options for this activity. They should select a mode of writing that interests them.
- Students should not select the same writing and representing activity they have completed for either English 1101 or English 2101. For example, if students did a biography of Justin Trudeau in a previous course, they should select a memoir, autobiography or narrative to complete.
- *Beyond Five Paragraphs* is a good resource for students to use to help organize and edit their assignments.

Unit 3: Inquiry Based Assignment —Suggestions for Teaching, Learning and Assessment

- Students will be expected to have a bibliography attached to this assignment.
- Instructors should approve the topic for the assignment before students start their research.
- A rubric is provided for grading students’ assignments in the Appendix of the Study Guide.

Appendix A

Selecting Young Adult Texts: An Annotated Bibliography for Senior High School

This Appendix is designed to complement the curriculum documents that describe the authorized curriculum for Senior High School English language arts. *Selecting Young Adult Texts: An Annotated Bibliography for Senior High School* provides a list of suggested texts and annotations for student selected reading and teacher supported novel study. The suggested titles can provide opportunities for cross-curricular reading and support students' growing independence in choosing texts to read.

Cultural Connections

This program identifies resources that complement curriculum outcomes which address arts and cultural aspects of the province. Since 2006, this program has enhanced students' opportunities to increase their knowledge and appreciation for people, events and places around Newfoundland and Labrador.

Cultural Connections is published 1-2 times yearly. It will give instructors not only a diverse selection of genres but also topics relevant to Newfoundland and Labrador culture such as our unique language and history often written by local authors. This resource can provide an opportunity for instructors to connect with their students by selecting a piece that is meaningful to the student. For example, a student that grew up in Labrador might enjoy the book *From the Coast to Far Inland*. This collection of writings outlines the people, history and identity of Labrador. The book's format (visuals, index, and editor's additions) is very accessible to students.

Indigenous Education

In addition to listing the above supplementary resources, as part of The Way Forward on Adult Literacy, a review of adult literacy programs was completed to identify opportunities to respond to relevant Truth and Reconciliation Commission of Canada's Calls to Action. It was determined the English Language Arts section of the Adult Basic Education program was an appropriate area to include Indigenous Education materials. To make sure that all present and future generations can grow in the spirit of reconciliation, materials have been identified as part of the curriculum on Indigenous peoples in Canadian history and the legacy of residential schools.

Some of the following selections have already been recommended as part of the curriculum. However, instructors can also exercise professional judgment and make minor alterations to

the required work in the Study Guide. For example, an instructor may decide to substitute one assigned piece of literature with another.

English 1101 ABC Textbook Selections

What We Share by Richard Wagamese (p. 18)

The author relays his personal struggle with identity. Through the guidance of a respected Elder, he matures and discovers a more positive perspective.

Preserving Knowledge, Empowering Communities by Lisa Gregoire (p. 84)

The author reports on an innovative method of mapping called cybercartography and its use by the Inuit in mapping their land.

No Word For... by Sheila North Wilson (p. 206)

The author relates the grief and pain she experienced when translating a script from Residential Schools from English to Cree.

Who Are the Elders? by Daniel Crowfeather (p. 243)

The essay counsels that people who call themselves Elders, Healers, and Seers should not purport to be more than they really are.

English 1102 ABC Textbook Selection

Sheila Watt-Cloutier: The Life and Times of an Inuit Activist (p. 92)

This biography explores the heritage, political career, and activism of an Inuit environmentalist and leader.

English 1101 and 1102 Homegrown Selections

Bridging Tradition by Marilyn Smulders and The Craft Council of Newfoundland and Labrador (p. 52)

Profiles of two Labrador artists who both use their art to carry on tradition and share their culture with new audiences. (Currently in the Study Guide for English 1102B)

Pictures Woke the People Up (photo essay) (p. 74)

Photos essay and art by Alex Andrew, Daniel Ashini, Jodie Ashini, Zak Hajjaoui and Philip Nuna, with Wendy Ewald and Eric Gottesman profiling life in communities of Labrador. (Currently in the Study Guide for English 1102C)

English 2101 ABC Textbook Selections

We said to the Inuit, “Tell us your history” by Justice James Igloliorte (p.64)

This interview focuses on the truth commission set up to investigate the alleged slaughter of Inuit sled dogs by the RCMP. The interview explores the relationship between the federal government and Inuit. Justice Igloliorte’s findings reveal the Inuit’s deep connection to their land and how government policies disrupted this connection.

Mi’kmaq Artifacts created by Jordan Bennett (p. 213)

Art that blends the elements of pop culture and sports with traditional First Nations art, craft, and ceremony to inspire thinking about “the ideas or re-appropriation, reclamation, participation, and art.

The Animal People Choose a Leader by Richard Wagamese (p. 339)

In this short story, the author aims to bring traditional oral storytelling to a contemporary form and audience. The allegorical tale relates how the Animal People attempted to choose a leader by holding a race for the contenders. As the competitors race, lessons of leadership, trust, teamwork, and humility emerge. (Currently in the Study Guide for English 2101A)

English 2102 ABC Textbook Selections

Three Young Guns by Gord Ellis (p. 8)

The three young hunters interviewed and profiled in this piece all show strong attachments to nature and family traditions.

First Nations Sensation by Morgan Beaudry (p. 41)

Wavell Starr has two lives. During the day is a successful human resources consultant in a sleek business suit, while at night he is a wrestling sensation in pink bikini trunks and not much else. Reporter Morgan Beaudry tells his story and how his double life came to be.

Manteut (Visitors) created by Mary Ann Penashue (p. 191)

In this painting, the artist captures part of the Innu way of life, depicting adults and children in a canoe in open water with the shoreline in the distance. The paddlers have paused, and all the travelers are looking out intently at the viewer. (Currently in the Study Guide for English 2101A)

Innovations artwork by Elliott Doxtater-Wynn (p. 193)

This selection includes artwork and brief descriptions of First Nations, Inuit, and Metis innovations, such as kayaks, snowshoes, hockey, and bunk beds. The piece exhibits the resourcefulness and ingenuity of First Nations, Inuit, and Metis peoples, as well as the role many of their innovations play in our lives today.

I Am From... Written by Zack Praill, Isobel Scott, George Ladouceur, Brogan Ho, and Richard Chang (p. 217)

This selection consists of five poems written in the same format and style by five different young people. Each poem is an expression of the poet's individuality and identity.

Footprints in the Snow by Nichola Batzel (p. 223)

The poem explores the ideas of identity and legacy from the perspective of a mother thinking of her son. The speaker is an Inuit woman who lives in the South. Knowing that her son follows in her footsteps, she is conscious of the example she sets and is trying to maintain her Inuit identity while also becoming part of the southern culture and society. She is hopeful that as her son grows up he too will accept himself and hold onto his identity as he finds his place in the larger world. (Currently in the Study Guide for English 2102B)

English 3101 ABC Textbook Selections

I Never Knewed It Was Hard by Louie Montague (p. 86)

This excerpt recounts a tale of survival after a helicopter crash in the snowy forests of Labrador.

English 3102 ABC Textbook Selections

Giant's Dream by Nikashant Antane (p. 100)

This work details the arduous trek of Michel “Giant” Andrew, a young man who overcame many obstacles, such as addictions and depression. Giant made the journey to help his people – the Innu people of Labrador and northern Quebec. He travelled 400 km on foot through dangerous conditions to bring awareness to diabetes and the loss of Innu culture and nomadic lifestyle. (Currently in the Study Guide for English 3102A)

Novel Study Selection for any Level III English course

Whiteout by James Houston

Jonathan Aird is a rebellious seventeen year old who is sent to live with his uncle on Baffin Island. Angry at his family, he must come to terms with new ways – and with the harsh reality of an environment where one small mistake can mean certain death.

Alternative Novel/Visual/Documentary for any Level III English course

[The Secret Path](#) is an animated film adaptation of Gord Downie's album and Jeff Lemire's graphic novel. Working with Downie's poetry and music, Lemire has created a powerful visual representation of the life of Chanie Wenjack. The film is divided into ten chapters, each a song from Downie's musical retelling of Chanie's story – from his escape from the Cecilia Jeffrey Indian Residential School, to his subsequent and heartbreaking death from hunger and exposure due to the harsh weather. The final product is a uniquely immersive emotional experience - an insight into the life of a little boy who, as Gord has said, he never knew, "but will always love."

Alternative Non-fiction Articles

[Them Days](#) Magazine is dedicated to collecting, protecting and promoting the stories of Labrador. They publish a quarterly oral history magazine and maintain an archive containing Labrador-related materials.

Selections highlighted from Cultural Connections

Sketches of Labrador Life by Lydia Campbell

Memoirs of Lydia Campbell (1818- 1905), originally published in the St. John's Evening Telegram, has an engaging voice that reflects the authentic experiences of a Labrador woman. This text provides a very valuable narrative in terms of the history of Labrador and supports Woman of Labrador in English 2202 and 2201. (CC - 2006)

The Beothuk of Newfoundland: A Vanished People by Ingeborg Marshall

Ingeborg Marshall presents a comprehensive history of the Beothuk people of Newfoundland, illustrated with line drawings and coloured photographs. She includes information on housing, clothing, hunting methods, arts and social life. Marshall creates a factual student friendly overview of a vanished people. (CC – 2006)

An Inuk Boy Becomes a Hunter by John Igloliorte

This autobiographical narrative documents traditional lifestyles of the Inuit using the authentic voice of a storyteller from Nain. Using illustrations, John Igloliorte chronicles the impact of change on a disappearing culture. (CC – 2006)

The Story of Labrador by Bill Rompkey

This text is a comprehensive history of Labrador. Written by former member of Parliament and Senator, Bill Rompkey, the book examines the developing story of a vibrant place alive with culture and outdoor adventure. He not only provides facts and figures, he shows a true sense of Labrador life through many colorful and exciting examples from its residents. Rompkey strikes a balance in detailing the life of Aboriginal people in Labrador as well as settlers who have come to call The Big Land home. (CC – 2006)

Great Heart: The History of a Labrador Adventure by James West Davidson and John Ruge

A compelling, highly readable, fictionalized account of one of an interesting chapter in Labrador's history. The authors bring to life the triumphs and tragedies of the 1903 and 1905 expeditions of Leonidas Hubbard, Dillion Wallace, Mina Hubbard, and George Elson. (CC – 2007)

Captain Cartwright and his Labrador Journal edited by Charles Wendell Townsend, M.D.

Through journal writing, this work provides excellent insight into daily life and routine in Labrador in the 1770s. Complete with good resources, this would make an excellent source for students completing research. (CC – 2009)

From the Coast to Far Inland by William Rompkey

This collection of writings outlines the people, history and identity of Labrador. The book's format (visuals, index, and editor's additions) is very accessible to high school students. (CC – 2009)

The Lost Canoe by Lawrence W. Coady

This book is well sourced with good information about Labrador while still telling an interesting story. It is accompanied by strong visuals. (CC – 2009)

The Beothuk by Ingeborg Marshall

This factual account with excellent visuals by Ingeborg Mashall is a student-friendly resource on the vanished Beothuk. Useful for heritage fairs and related projects. (CC – 2009)

Mi'sel Joe: An Aboriginal Chief's Journey compiled and edited by Raoul R. Anderson and John K. Crellin

A compelling tale, *Mi'sel Joe: An Aboriginal Chief's Journey* is the life story of Mi'sel Joe, the traditional and administrative chief of Newfoundland's Conne River Mi'kmaq Reserve told through interviews with Raoul Andersen and John Crellin. It relates the story of the Mi'kmaq as they reclaim the right to decide their own future. (CC – 2011)

Place of the Boss: Utshimassits National Film Board of Canada Production

A documentary about the Mushuau Innu who were forced to abandon their traditional way of life and resettle in Davis Inlet, Labrador. Through testimonies of native people, we see how they were subjected to social problems associated with the loss of their culture. (CC – 2011)

Mattie Mitchell by Gary Collins

This biography is a collection of stories which highlights Mattie Mitchell's role in the history of Newfoundland and Labrador. Mitchell was instrumental in the development of the natural resources industry in central Newfoundland, leading to the growth of "company towns". It explores the way of life of Mi'kmaq people as well as their interactions with Newfoundlanders. (CC – 2013)

The Beothuk Way: Living with Nature by John W. Kitchen

This narrative describes the life of a Beothuk boy in the 1700s, detailing the migration of Notre Dame Bay to the interior of Red Indian Lake, the nomadic way of life of this people and how they lived off the land. John Kitchen describes the hunting activities and ceremonies of the Beothuk people as seen through the eyes of this young boy. (CC – 2017)

Death of a Race: A Newfoundland Tragedy Like No Other by Hector Earle

This is a familiar story of the Beothuks' interaction with the European settlers to the province. (CC – 2017)

The People of NunatuKavut film by Mario Blaser

This film highlights the changes in Inuit culture in Labrador from the time of first settlement to the present day. It explores encounters with European migratory fishermen, Basque whalers and eventual permanent settlers. It identifies the impact of trade, culture, conflict and social changes, leading to the most profound change — Confederation. The film concludes with a discussion of the future of the Inuit and the economic and social potential of the area. (CC – 2017)

Selections from Previous Textbooks

Recommended textbooks from previous English courses, such as *Crossroads*, *Passages and Land, Sea & Time* (Books 1-3) contains selections that can also be used and substituted within the new curriculum.