

Experiences of a Twentieth-Century Canadian

Level 1, Sample 1

A

Diary Entries

Submitted to: Mr. [REDACTED]
Due Date: May 18, 00

B

Entry #1 - 1950

I have just come to Canada, eight months ago. The boat ride was long and tiring. Many people got sick and some died because of the horrible conditions. My family will be coming over soon, even though they don't want to leave the homeland. I have got a job at the Ford Motor Company doing some of the electrical work on cars. With more and more having the money to buy cars and other appliances, work is turning away from the farms and becoming more industrialized. Therefore, I am relieved to see that the war is over and that ~~the~~ North America, especially Canada, is in an economic boom. Also, I am looking forward to my family coming to live with me.

C

Entry #2 - 1955

It has been awhile since I have wrote my journal. Things are going well in Canada. My family has adapted well, even though some Canadians still do not want immigrants in their country. The state of Canada is still in an economic boom and still is being even further industrialized. My children want a television because all their Canadian school friends talk about ~~and~~ the shows they watch. If I save up enough money I might be able to buy them one, maybe for Christmas. With the television and radio more and more celebrities are coming out, such as Ed Sullivan and Elvis Presley. These two people are very big on the scene. As ~~to~~ the economy expands, so do the automotive industry. They are getting longer, wider, and ~~are~~ are covered in chrome. A trend which is ~~is~~ just growing.

D

Entry #3 - 1959

Again, it has been a long time since I have wrote in my journal. Still the economy is rising, and people are getting more rich and buying consumer goods. I am still working at Ford, and cars are getting ^{with} enormous V8 engines; power steering; even more chrome; two tone paint; plus tail fins! In 1957, Lester B. Pearson was awarded a Nobel Peace Prize. Also, Elvis Presley has become the most important symbol in North America for the youth culture. An important break through in medical has been made in recently Jonas Salk invented polio vaccine and ended the scourge. This is especially good because I have a relative with polio in Italy and hopefully the vaccine will cure him.

E

Bibliography

- ① Cruxton, J. Bradley and Wilson, W. Douglas. Spotlight Canada
- Fourth Edition, Toronto: Oxford University Press, 2000.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited understanding of technological developments and economic conditions during the specified period (e.g., the statement that “work is turning away from the farms and becoming more industrialized” is vague, and the trend noted is not a major development of the 1950s).

Thinking/Inquiry

- The student demonstrates limited ability to select and analyse information appropriate to the chosen character (e.g., the student notes that “In 1957, Lester B. Pearson was awarded a Nobel Peace Prize. Also, Elvis Presly has become the most important symbol in North America for the youth culture”, but there is no connection between these items, nor does the student indicate how they are relevant to the chosen character).
- The student evaluates the impact of technological developments and economic conditions on the chosen character with limited accuracy and effectiveness, as illustrated by the following:
 - Although the economic boom is mentioned, its effects on the chosen character are not explored (e.g., the student notes only that “the economy is rising, and people are getting more richer”).
 - The development of a vaccine for polio is discussed, but its effect is misconstrued (e.g., “recently Jonas Salk invented polio vaccine.... I have a relative with polio in Italy and hopefully the vaccine will cure him.”).

Communication

- The student demonstrates limited competence in writing diary entries, as illustrated by the following:
 - The entries lack specific dates.
 - Although entries are written in the first person, they lack a personalized tone.
 - The writing has not been effectively edited (e.g., “tirering”, “Canda”, “It has been awhile since I have wrote my journal.”).

Application

- The student creates a limited sense of historical authenticity, as illustrated by the following:
 - Although additional developments are alluded to (e.g., postwar Italian immigration to Canada), the level of detail is too limited to convey a sense of authenticity (e.g., the student writes, “My family has adopted well, even though some Canadians still do not want immigrants in their country”, but does not describe how the family has had to adapt or what kind of reception it has had).
 - The background of the chosen character is plausible (e.g., the character is a postwar immigrant who settles in Canada, gets a job in a factory, and then sends for his family), but many of his observations are improbable (e.g., in an entry dated 1950, the character says “I am relieved to see that the war is over”).
 - The language used does not evoke the 1950s.

Comments/Next Steps

- The student needs to follow the task instructions more closely: neither the length of the entries nor the content of the title page satisfies the task requirements.
- The student needs to include much more detail about technological, economic, and other developments and their impact on the chosen character.
- The student needs to proofread more carefully to correct spelling and grammatical errors.

Experiences of a Twentieth-Century Canadian

Level 1, Sample 2

A

Tony Ross
Newfoundland Fisherman

B

Journal #1

July 2, 1954

Dear Diary: I am sitting here with my crew members in Grand Banks, just off the coast of Newfoundland. The demand for fish products has been dropping drastically but I was one of the lucky ones who kept my job as a fisherman. It seems like more people prefer beef, pork and chicken instead of fish these days. Last year we hauled in about 800,000 tons of fish but nobody was interested in buying it. Because the demand was low, many people here in Newfoundland found themselves out of a job.

My wife wrote to me the other day and she said the population was dropping off a bit because there were no jobs at this time. I'm going home next week to see my wife and two kids. She also said the kids missed me and they were trying to save up for a transistor radio. I also hope when I get home I may be able to purchase a television. My Captain has just announced that the St. Lawrence Seaway project had been finished and we were going to sail over and try to catch a load of cod.

C**Journal #2****July 9, 1954**

Dear Diary: I am now sitting with my family of four including me. We now own a Black and White television. Not too many people have been able to afford one but I worked extra hours just so we could bring one into our home. Sally is also enjoying her wringer washing machine that I surprised her with for her birthday last month. She now has more time to play with the children while I'm gone. The kids would like a transistor radio to listen to while they play catch outside so, hopefully, I can surprise them with one when I come home from my next fishing expedition. I would also like to listen to it when I'm home and when I'm not reading my book.

The other night I asked Sally if she would like to join me at the Community Centre dance hall but she said it had closed down because they weren't getting the business that they used to. The manager told her that people would rather stay home and watch television or listen to the radio for their entertainment instead.

I have to leave in another week for my next fishing trip so I'm going to watch as much television as I can before I go. My favourite show is I Love Lucy.

D**Journal #3****July 18, 1954**

Dear Diary: Here I am back out on the high seas once again. We are not having as much success this time around as we were the last time out. We were catching twice as much fish the last time but not now. The fishing economy is tough these days. Iceland and Norway are selling their fish to the Americans and that is making it harder for us Newfoundlanders to sell our products to them. European countries are coming into Canada to fish so our catching percentage has declined 20-40% in the last year. I'm a little nervous right now because of all the layoffs. If I get laid off I won't be able to support my family. Because of the economic troubles we are having we are unable to purchase new fishing vessels or fishing gear. If things don't change soon the fishermen of Newfoundland as well as myself will soon be out of a job.

My buddy bought a transistor radio and he brought it on board the ship. It's great to listen to the talk shows and some music. Somehow, when you listen to the radio, you seem to forget about your troubles for a while.

I'm looking forward to getting home in two weeks but I'm also hoping I have a job to go back to as well.

E

May 29 p1 Bibliography

Cruyton, Bradley J and Wilson Douglas W.
 Spotlight Canada, Fourth Edition.
 Don Mills, Ontario: Oxford University
 Press, 2000.

Cruyton, Bradley J and Wilson Douglas W.
 Spotlight Canada, Third Edition.
 Don Mills, Ontario: Oxford University
 Press, 1996.

Wright, Miriam. "Problems in the Fishery,
 1950-1969". 24 May 2001 <[http://www.
 heritage.nf.ca/society/problems.html](http://www.heritage.nf.ca/society/problems.html)>

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of technological developments and economic conditions in the specified time period, as illustrated by the following:
 - References to technological developments are vague (e.g., the reference to the St. Lawrence Seaway – “My Captain has just announced that the St. Lawrence Seaway project had been finished and we were going to sail over and try to catch a load of cod” – gives no indication that the student understands the significance of the project).
 - Statements regarding economic conditions are not sufficiently explained (e.g., the statement “Not too many people have been able to afford one [television] but I worked extra hours just so we could bring one into our home” only vaguely links consumer spending patterns and job losses among fishermen).
 - Because the diary spans less than a month, the student is unable to describe the technological developments or economic conditions over the course of the time period specified in the task, and instead makes meaningless comparisons (e.g., although the final entry notes that “we were catching twice as much fish the last time but not now”, the last recorded catch was only two weeks earlier).

Thinking/Inquiry

- The student demonstrates limited ability to select and analyse information appropriate to the chosen character, as illustrated by the following:
 - Although some statistics are cited (e.g., “Last year we hauled in about 800,000 tons of fish”), not all of them are clear (e.g., “our catching percentage has declined 20-40% in the last year”).
 - Not enough information is provided to make clear connections between details (e.g., the statement “My wife wrote to me the other day and she said the population was dropping off a bit because there were no jobs at this time” suggests a connection between unemployment and the outmigration of families but does not provide enough detail to clarify this relationship).

- The student evaluates cause-and-effect relationships with limited effectiveness, referring accurately to the connection between the decreased demand for fish and the possibility of unemployment for the chosen character (e.g., “I’m a little nervous right now because of the layoffs. If I get laid off I won’t be able to support my family.”), but providing insufficient detail and superficial and repetitive analysis (e.g., “If things don’t change soon the fishermen of Newfoundland as well as myself will soon be out of a job.”).

Communication

- The student demonstrates limited competence in writing diary entries, as illustrated by the following:
 - Reference is made to family members, and some personal information is provided (e.g., enjoyment from listening to the radio), but the writing is disjointed and the tone stilted (e.g., “I am now sitting with my family of four including me.”).
 - Although spelling is generally correct, there are some mistakes in grammar and capitalization (e.g., “My Captain has just announced that the St. Lawrence Seaway project had been finished”; “a Black and White television”).

Application

- Although the student has selected a relevant topic (i.e., the decline of the fishing industry in Newfoundland) and has attempted to create a plausible character, the entries convey a limited sense of authenticity, as illustrated by the following:
 - Important developments (e.g., loss of the American market, European boats in Canadian waters, less demand for fish) are included, but are not discussed in enough detail.
 - The language used does not evoke the historical period.

Comments/Next Steps

- The student has created interesting diary entries, but needs to pay more attention to the requirements of the task: the entries do not span the specified historical period.
- The student has done some research, and the sample contains some good ideas, but points need to be presented more clearly and with further supporting detail.
- The title page should be expanded to include biographical information from the Getting Into Character worksheet.