

**Grade 8 Social Studies Review**  
**Chapter One: History and the Historian**  
**Chapter Two: The People Who Lived Here**

**Section 1.1: What is History?**

1. Understand the difference between **individual past** and **collective past** and provide an example for each. Why are they important to people?

**Section 1.2: Developing Your History Skills**

1. Be familiar with the **historical method** and its 4 main steps.
2. Explain and recognize the difference between a **primary source** and **secondary source** of information.
3. Be familiar with the various **sources of information** and the types of information each contains.
4. Be familiar with the steps of the **oral interview** and the concept of a **timeline**.

**Section 2.1: Aboriginal Peoples**

1. Be familiar with the **lifestyles** (food, housing, location) of the Beothuk, Mi'kmaq, Innu, Inuit and Métis of Newfoundland and Labrador.
2. Understand and explain why the Beothuk of Newfoundland became extinct.
3. Know the differences between the two branches of Innu in Labrador (**Mushuau** and **Sheshatshiu**).
4. Understand how the lifestyles of Aboriginal peoples were affected by various groups (Moravian, Western European, American Whalers).

**Section 2.2: Immigrants**

1. Understand the difference between **Immigrants** and **Emigrants**. Provide examples of each. Explain the difference between a **push factor** and a **pull factor** using examples.
2. Be familiar with the four main European groups who were immigrants to Newfoundland and Labrador (English, Irish, French, Scottish), what their common occupations were and where they predominantly settled.
3. Be familiar with and be able to identify the key features of a map (**Title, Legend/Key, Orientation**).
4. Be aware of other immigrant groups who came to Newfoundland during the late 19<sup>th</sup> Century (Lebanese, Chinese), their common occupations and possible obstacles.

### Section 2.3: Newfoundlanders and Labradorians

1. How did the identity of the people who lived in Newfoundland and Labrador change during the 1800s? What caused this change?
2. Understand the concepts of **natural increase** and **internal migration**.
3. Understand why people began to move to other parts of the island and started new communities.

#### Key Terms/People to Know

Collective Past	Timeline	Lifestyle
Historical Method	Libraries and Museums	Emigrate
Individual Past	Archives	Immigrant
Primary Source	Monuments	Internal Migration
Secondary Source	Historical Sites	Natural Increase
Autobiography	Internet	Pull Factor
Biography	Oral History	Push Factor
Family Tree	Literary and Artistic Expression	Michael Anthony Fleming

**NOTE:** You will be expected to recognize various aboriginal words. For example, if the word Ktaqmkuk appears in a question, you will be expected to know what it means. Here is a sample:

The Mi'kmaq referred to Newfoundland as Ktaqmkuk which means what?

- A. "Land across the water"
- B. "Land of the cod fish"
- C. "Land of the Red Indian"
- D. "Land of the white man"