

Inverness County

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Welcome to Inverness County!

Word Preview

breathtakingly

awesome

brawn

thriving

orderly

geography

isolation

tolerated

Inverness County is a breathtakingly beautiful place on the western side of Cape Breton Island. Awesome mountains, peaceful valleys, clean seashore—Inverness County has them all. It also has some of the warmest ocean water on the eastern coast of North America thanks to ocean currents in the Gulf of St. Lawrence.

People from Scotland settled in Inverness County in the late 1700s and early 1800s. It has been said the county was built by the “brain and brawn” of these hardworking Scots. Some came because new farming methods had forced them off their land in Scotland. Others came because their Roman Catholic religion was not tolerated in Scotland at that time.

The northern part of Inverness County was settled by



Place Names

- Inverness County
- Cape Breton Island
- Gulf of St. Lawrence
- Scotland
- Great Britain
- Annapolis Valley
- Nova Scotia
- Strait of Canso

French-speaking Acadians in the late 1700s. They had been forced off their lands in the Annapolis Valley area of Nova Scotia by the English. They built thriving and orderly communities in their new home.

The geography of Inverness County had an important effect on these two groups. If you look at a map of Inverness County you will see that it is long and thin. Half the area of the county is taken up by the Cape Breton Highlands. Many of the communities had located between the ocean and the highlands. Cape Breton Island was cut off from Nova Scotia by the Strait of Canso. All this meant that communities in Inverness County were isolated.

This isolation had good points and bad points. The area was rich in fish, farm produce and, later, coal, but it was a problem to get these goods to markets. This is why some of the communities did not grow. But, the isolation meant the language and culture of these groups went unchanged for a long time because there was very little mixing with other groups.

An important event in 1955 ended some of the isolation—the opening of the Canso Causeway. This was important because it had been very hard to travel between Cape Breton Island and the mainland. Even though the Strait of Canso is not very wide, drift ice made it dangerous to cross by ferry much of the year.

One hundred pipers marched across the causeway at the opening. They played the old Scottish tune “The Road to the Isles.” A story is told of an elderly lady who led her family in prayer to mark the importance of the event. At the end of the prayer she added “And thank God for having at last made Canada a part of Cape Breton!”

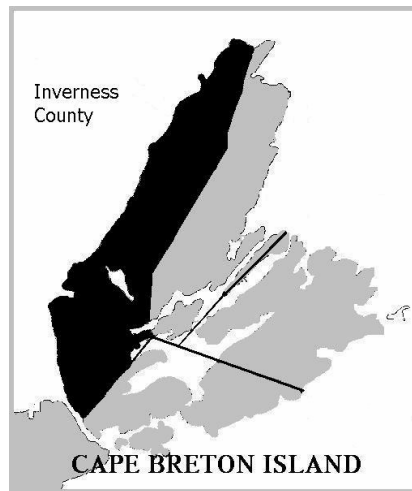
Using Vocabulary

Fill in the word (or words) that best completes each sentence.

1. _____ means bringing a feeling of respect and wonder.
(**Isolation** **Thriving** **Awesome**)
2. The early Scots used their _____ to clear the forests.
(**isolation** **brawn** **culture**)
3. Many people have come to Canada because their religion was not
_____ where they came from.
(**thriving** **breathtaking** **tolerated**)
4. _____ has kept the French language strong in Cheticamp.
(**Isolation** **Fishing** **Highlands**)
5. With good fishing and farming the communities were soon
_____.
(**tolerated** **isolated** **thriving**)
6. The people lined up to cross the causeway in an _____
manner.
(**thriving** **breathtakingly** **orderly**)

Comprehension Questions

1. Which two groups came to live in Inverness County?
2. Why were they isolated?
3. Why was the opening of the Canso Causeway so important?



INVERNESS COUNTY

Using Adjectives Effectively

Adjectives are words that describe nouns such as things, feelings or actions.

Examples: Porcupine Mountain was ageless and gloomy.
He was driving a shiny, new car.
The work was hard and dangerous.

Read the first paragraph of "Welcome to Inverness" and cross out all the adjectives. What is left is not very interesting. Adjectives make our writing interesting and easier to understand. Imagine trying to describe any part of beautiful Cape Breton Island without using adjectives!

Picture what one of your favourite places on Cape Breton looks like, sounds like and even smells like. Write a paragraph describing this scene so that someone else can picture it. Some words such as "big" or "nice" are often used too much and don't give the reader a clear understanding of what we want to say. Use a dictionary or thesaurus to choose similar words that are interesting and mean exactly what you want to say.

What's in a Name?

Word Preview

popular necessary refer identify rural unusual

You may think one name is as good as another. What would you do though, if many people in your community had the same name as you?

When the Scottish Highlanders left Scotland in the late 1700s and early 1800s, they often came with other people from the same community. It was as if the community just picked itself up and put itself down in a new place. Because people in these communities were often related to one another, there were only a few family names in each one.

On Cape Breton Island, especially in rural Inverness County, you can find many MacDonalds, Beatons, Rankins, Campbells, MacPhees and MacKinnons. Popular names in these families have included John, Angus, Alexander, Catherine, Mary and Margaret. There were many Mary Beatons and John Campbells, for example.

There were so many people with the same name, it became necessary to add something to their names so people could tell them apart. That is why names like Black Angus, Allan the Ridge, and Alexander the Tailor began to be used. Black would refer to hair colour, the Ridge would identify where the person was from and Tailor would identify the work they did. This way they could tell one John Campbell from another!



Place Names

- Scotland
- Inverness County

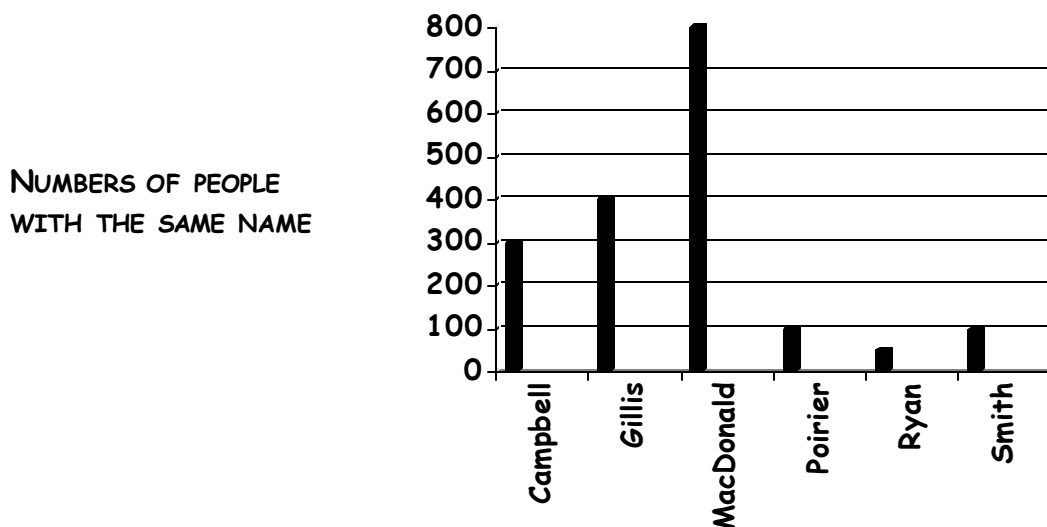
*Using Vocabulary***popular****necessary****refer****identity****rural****unusual**

Use each word above in a written sentence.

Using Bar Graphs

Have you heard the saying "a picture is worth a thousand words?" A bar graph is like that, too. You can get a lot of information from a bar graph with just a quick look. Bar graphs let us compare amounts of things quickly by looking at either vertical or horizontal bars. Below is a sample bar graph followed by steps for how to read it.

USE OF NAMES IN INVERNESS COUNTY



Using Bar Graphs Continued

1. *First, read the titles and subtitles to learn what the graph is about. This graph shows how many people share last names in Inverness County. (These figures are not true.)*
2. *Next, read the information on the vertical and horizontal scales to find out what, and how much, each bar represents. In this graph, the vertical scale shows how many people have a name. The horizontal scale shows the name.*

Example: *There are 800 people with MacDonald as their last name.*

3. *Notice what unit of measure is being used. In this case, the unit of measure is a single person.*
4. *Compare the lengths of each bar to see what they tell you. Sometimes, you will need to estimate numbers between two marks on the scale. Also, you might want to use something straight to make sure you are reading in the right place.*

Study the graph and find out the following:

1. *What is the most common last name?*
2. *What is the least common name?*
3. *How many people have "Gillis" as their last name?*
4. *How many Poiriers are there compared to Campbells?*
5. *How many people have "Ryan" as their last name?*
6. *If the Campbells, Poiriers, Ryans and Smiths were added together, would they outnumber the MacDonalds?*

More than a Small Town

Word Preview

<i>harbour</i>	<i>unemployment</i>	<i>gypsum</i>	
<i>terminal</i>	<i>power generating station</i>	<i>mill</i>	<i>refinery</i>
<i>industrial park</i>	<i>ocean</i>	<i>average household income</i>	<i>port</i>

When is a small town more than a small town? The answer to this question is "when that town is Port Hawkesbury."

Towns and cities often start to grow because of their location, or where they are. This was true when settlers came to Cape Breton Island in the early 1800s. Port Hawkesbury was close to the good fishing grounds of the Gulf of St. Lawrence. Hundreds of American fishing ships had to stop there for supplies and repairs. Port Hawkesbury is also on the Strait of Canso. It is the part of Cape Breton Island that is closest to the rest of Nova Scotia, so a ferry service was soon placed there. These two things made enough jobs for a small town.

Port Hawkesbury has the best deep water, ice-free harbour on the east coast of North America.



Place Names

- *Port Hawkesbury*
- *Cape Breton Island*
- *Gulf of St. Lawrence*
- *Strait of Canso*
- *Nova Scotia*
- *North America*
- *Point Tupper*
- *Richmond County*
- *Antigonish*

However, not too many people were interested in this before the Canso Causeway was opened in 1955. But when the causeway opened, suddenly many other things started to happen, too.

The first thing that happened was new highways were built on the island. With the new highways, it was easier to get to the forests on Cape Breton Island. Soon, a large pulp and paper company from Sweden chose the deep water port as the site of its new pulp mill. Port Hawkesbury has never been the same since!

Within the next seven years, another company built a dock to ship gypsum from nearby parts of Cape Breton Island. And another company built a huge terminal to store and ship oil. A few years later a power



generating station, a paper mill, a larger pulp mill and an oil refinery were built in the area. The nearby community of Point Tupper disappeared and became an industrial park.

Suddenly, there were thousands of jobs in the Port Hawkesbury area.

People from Richmond County, Antigonish County, Guysborough County and Inverness County could work in the Port Hawkesbury area and still live at home. Port Hawkesbury became more than a small town of 4,000 people. It became a business and shopping centre for 30,000 people from four counties.

Port Hawkesbury is still growing. The chance of oil and gas coming from under the ocean near Cape Breton Island has brought even more companies to the town. Port Hawkesbury has one of the lowest rates of unemployment in Cape Breton. It also has one of the highest average household incomes. Port Hawkesbury is a place to watch!

Using Vocabulary

At the end of each phrase in **"Box A"**, fill in the number beside the word in **"Box B"** that goes best.

Box A

1. *Narrow body of water separating Cape Breton Island from the rest of Nova Scotia.*

2. *A safe place for ships.* _____
3. *The end of a transportation line.* _____
4. *Good jobs make this high.* _____
5. *Electricity comes from this.* _____
6. *City or town with a harbour.* _____
7. *Wallboard is made of this.* _____
8. *Too few jobs makes this high.* _____
9. *Another name for a factory.* _____
10. *A place where the parts to be used are separated from the rest.* _____
11. *There are only work places here.* _____
12. *A very large body of salt water.* _____

Box B

1. *ocean*
2. *average house-hold income*
3. *harbour*
4. *unemployment*
5. *port*
6. *Strait of Canso*
7. *gypsum*
8. *industrial park*
9. *terminal*
10. *power generating station*
11. *mill*
12. *refinery*

Comprehension Questions

1. *What two industries gave jobs to Port Hawkesbury before the Canso Causeway opened?*
2. *Why do companies which ship heavy things want to locate in Port Hawkesbury?*
3. *Does the future of Port Hawkesbury look bright? Why or why not?*

Map Skills

This story talks about how Port Hawkesbury's location has helped the town grow. Use an atlas or map to do the activities below. They all have to do with Port Hawkesbury's location.

1. *Find Port Hawkesbury on a map (page 52 in the Nystrom Canadian Desk Atlas). Now find the Gulf of St. Lawrence. Can you see why Port Hawkesbury would be a good place for American fishing ships to get supplies from?*
2. *Port Hawkesbury has the best deep water harbour on the east coast of North America. Look at a map of the United States (pages 68-69 in the Nystrom Canadian Desk Atlas). What cities do you see on the east coast of the United States? Most cities that are on a coast have harbours.*
3. *Find the places listed in the **Place Names** box on a map. Most of them will be on a map of Nova Scotia.*

Averages



The average household income in Port Hawkesbury in 1996 was nearly \$52,000. That means, if the incomes of all the households in the town were added up, and then divided by the number of households, we would get \$52,000. Some household incomes will be higher. Some will be lower. But the average is \$52,000.

For example: Suppose there are five households on Elm Street. Each household's average income in a year is listed below.

Johnston	\$35,000
Jardine	\$54,000
Smith	\$72,000
Young	\$40,000
Edwards	<u>\$51,000</u>
	\$252,000

← This total is what we get if we add the five incomes together.

Averages Continued

To find the **average**, we divide the total income by the number of households.

$$252,000 \text{ divided by } 5 = 50,400$$

The average household income would be \$50,400.

Be sure that you have added all the numbers you need. The average will always be larger than the smallest number you have added and smaller than the largest number.

Practice

1. The Johnstons spent \$213 on groceries last month, the Jardines spent \$300, the Smiths spent \$242, the Youngs spent \$260 and the Edwards spent \$335. What was the average grocery bill last month?
2. Joe, Bill, Wayne, Blair and Russell all work at the Stora/ENSO pulp and paper mill, but they live in different places. Each week Joe drives 250 kilometres to and from work. Bill drives 100, Wayne drives 175, Blair drives 200 and Russell drives 50 kilometres. What is the average distance they drive to and from work each week?
3. The staff of the payroll office at the pulp and paper mill bowl together each week. Joanne had some good weeks and some bad weeks last month. Her scores were 97, 68, 102 and 85. What was her average score last month?
4. Glenda, Kathy, Erin, Jane, Allan and Jeff went out together for Chinese food. The bills came to \$15, \$13, \$16, \$14, \$20 and \$18. What was the average bill?

Reading Pie Charts

Pie charts are like the bar graphs in "What's in a Name?". They both give a lot of information in a picture form. Pie charts look like a pie. They are a circle with sections marked out.

Pie charts show how the parts of something compare in size with each other, and with the whole thing. The complete circle shows the total amount.

To read a pie chart follow these steps:

- 1. Read the title and subtitles to learn what the chart is about.*
- 2. Read the labels on each section.*
- 3. Compare sections with one another and with the whole pie.*

Look closely at the pie chart on the next page and answer the following questions.

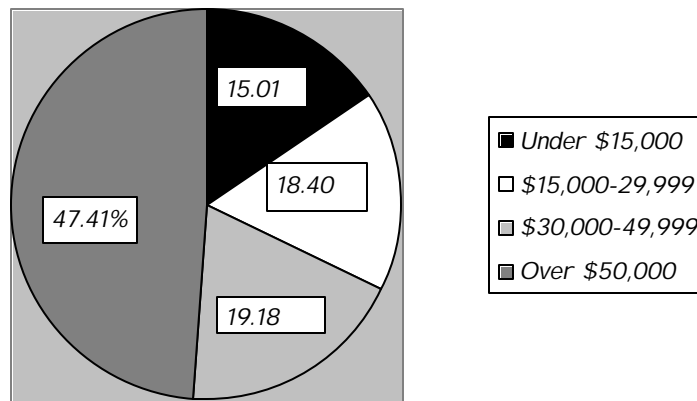
- 1. What does the pie chart show?*
- 2. What does the white section show?*
- 3. What does the black section show?*
- 4. Would you say very many households in Port Hawkesbury had incomes over \$50,000 in 1991?*
- 5. Would you say very many households had incomes under \$15,000?*

Averages Answer Key

- 1. \$270*
- 2. 155*
- 3. 88*
- 4. \$16*

Reading Pie Charts Continued

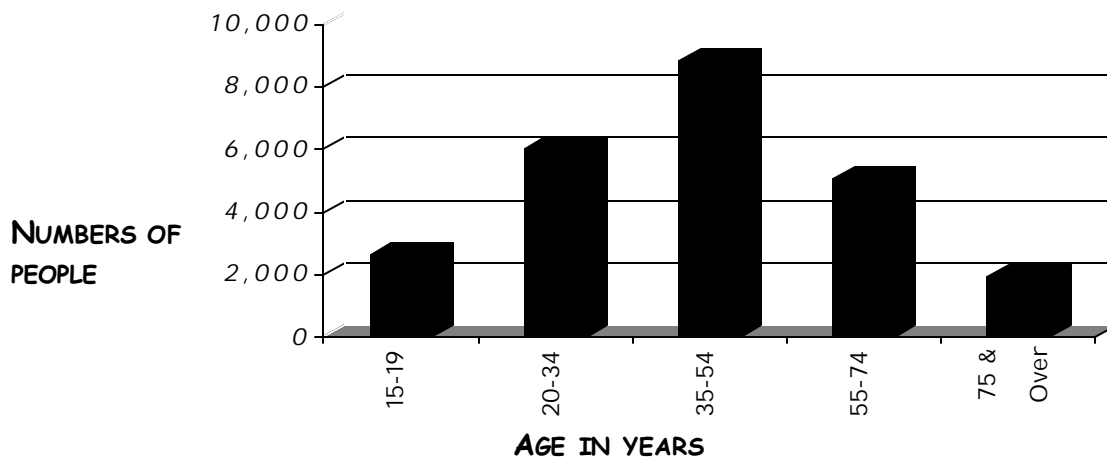
PORT HAWKESBURY HOUSEHOLD INCOMES, 1991 STATISTICS CANADA CENSUS



Review the steps for using a bar graph in "More than a Small Town." Answer the following questions using the bar graph below:

1. Which age group in the graph has the largest number of people?
2. How many elderly people over the age of 75 does the graph show?
3. Which has more people—the two youngest groups or the two oldest groups?

PORT HAWKESBURY POPULATION BY AGE GROUP, 1991 STATISTICS CANADA CENSUS



Paradise Found—The Settling of Inverness County

Word Preview

glens

teeming

paradise

Loyalists

We can only imagine how the early Scottish settlers, who came to Inverness County, must have felt when they arrived there in the late 1700s and early 1800s.

Many of them had just completed a long, hard trip across the Atlantic Ocean. They were glad to be on dry land, at last. Others had only come from Prince Edward Island, but they were just as happy to be in Inverness County. Why? All the settlers were glad to be in Inverness County because there was land for them there.

The dream of owning land pushed people to survive many hardships. For example, two Beaton brothers arrived in Inverness in 1809 with their wives and children. It is said they were so tired on the first night, they slept under a boat! They had been disappointed in

Prince Edward Island. All the land had already been taken. They were told they would have to rent land if they stayed there. They had promised themselves they would never rent land again! The cruel treatment of



Place Names

- Inverness County
- Atlantic Ocean
- Prince Edward Island
- Scotland
- Mabou
- New England
- Margaree

landlords who had thrown them off the land in Scotland is why they had left there in the first place.

So, when they first saw the shores of Inverness County, it must have been like a dream. The hills and glens looked just like they did in Scotland. The soil was good for farming, the rivers and ocean were teeming with fish. In some places, coal could be seen peeking out of the rocks. It must have looked like paradise! Soon, thousands and thousands of Scots would join them. The hills would be alive with the sounds of bagpipes and Gaelic singing.



Many people would be surprised to learn that some of the first settlers were not Scottish at all. The Mabou area was first settled by Loyalists who came from New England. They had fought for England during the American War of Independence. They were loyal to England so they were called Loyalists. They had fought against the Americans who wanted to break away from England. The Loyalists lost the war, so they were no longer welcomed in the United States. One of these Loyalists was Capt. Benjamin Worth. He had been a spy for the English during the war. The Americans had captured him and branded a large "T" on his right hand. The "T" probably stood for "traitor."

A number of Irish families had also settled in the area. By the early 1800s, however, the Scots outnumbered the English and Irish in the southern part of Inverness County. They gave us the Scottish culture that is so well known today in the area south of Margaree Harbour.

Comprehension Questions

1. *Why did settlers want to come to Inverness County?*
2. *Why did settlers leave Prince Edward Island?*

Using Vocabulary

mountains

parade

glens

teeming

paradise

teasing

Loyalists

Fill in the word (or words) that best completes each sentence.

1. *By noon, the beach was _____ with people.*
2. *The small valleys of Inverness looked like the _____ of Scotland.*
3. *Many _____ came to Nova Scotia after the American War of Independence.*
4. *The place was so beautiful it was like a _____ to them.*

Does it Sound the Same?

*The endings of some words sound the same, such as **boy** and **toy**. This means they rhyme. Not all endings that look the same, sound the same. Can you circle the word in each line that rhymes with the first word?*

- | | | | |
|-----------|-------|-------|------|
| 1. flood | food | hood | bud |
| 2. their | pair | hear | hire |
| 3. own | clown | loan | home |
| 4. wives | gives | hives | life |
| 5. thrown | grown | town | bone |
| 6. there | air | far | her |
| 7. stayed | plaid | made | say |
| 8. wood | could | road | boot |
| 9. peek | peck | tear | leak |
| 8. | | | |

Forms of Address

"Capt." in Capt. Benjamin Worth is an abbreviation, or short form, for captain, a kind of officer. What do the titles below tell you about each person?

1. Mr. Ray White _____
2. Lt. James Woods _____
3. Mrs. George Harvey _____
4. Rev. Colin Jones _____
5. Ms. Linda Dixon _____
6. Col. Steve Martin _____
7. Mme. Yvonne Boudreau _____
8. Fr. Kenneth MacDonald _____
9. Dr. Michael Campbell _____

Compound Words

Some words that look long are really compound words, or smaller words put together to form one word. Can you write the smaller words that make up these compound words?

Example: daytime = day + time

hardships

bagpipes

farmland

themselves

outnumbered

breathtaking

landlords

today

doorstep

Something to Think About



Choosing special words can make your writing more interesting.

For example, we could say: **The rivers were teeming with fish.**

Or we could say: **The rivers were filled with fish.** Which do you think is more interesting?

When the settlers came to Inverness, was the coal really “peeking” out of the rocks? Using this word lets us imagine that only a little bit of coal was showing, as if it were peeking. And when we say the hills “would come alive with the sound of bagpipes” we don’t really mean the hills would be alive. We really mean many people would be playing bagpipes.

Try using your imagination to make these sentences more interesting.

1. The leaves in fall are pretty.

2. That movie frightened me.

3. The sound of that waterfall is very loud.

Life in the 1800s

Word Preview

*produced**transportation**activity**grist mills**tanneries**local**tended**violin**fiddle*

What was it like to live in Inverness County during the 1800s? Well, for one thing, it was hard work. There were no stores. There was very little transportation.

People got and made just about everything they needed from their own land. Men fished part-time but the most important activity was farming. Farms had cattle and sheep and produced butter and cheese. There were many grist mills and tanneries in the area. Local coal and

drift wood was used as fuel. Women milked the cows, fed the chickens, tended the vegetable garden, made butter, baked bread, spun yarn, wove cloth and raised large families. Men fished, worked in the woods and did the heavy farm chores. If they had more than they needed they traded it with their neighbours for something else. They also sold shiploads of lumber, cattle, sheep, butter and cheese that went to such places as Newfoundland and the United States.



Place Names

- Inverness County
- Newfoundland
- United States

English-speaking people from the American colonies had been the first settlers and English became the language of business. In the homes, though, people spoke, sang and wrote in Gaelic. Fiddlers, pipers and singers continued to play and sing the traditional Gaelic tunes.

The Catholic Church was very important in these communities. People put their best clothes on and went to church Sunday morning, no matter how late they had been up with their neighbours the night before. There was more visiting Sunday afternoon with music, dancing and storytelling.

Nearly everyone loved the Gaelic music and helped it to survive— but not Fr. Kenneth MacDonald of the Mabou parish. In the late 1880s, it seemed to him that people loved their music even more than they loved the Church. Fiddling, he believed, was the devil's idea. Fiddle music caused men to drink too much. He wanted to destroy all the violins in the area. Under pressure from the priest, Johnny Ranald Beaton gave up his old fiddle—but he hid his good one. Fr. Kenneth found out about it and smashed the good fiddle.

Fortunately, Fr. Kenneth was not able to stamp out fiddle music. The parish had its first parish picnic soon after he left. Who do you think was the life of the party? Johnny Ranald Beaton, of course, and his new violin!

* * * * *



Comprehension Questions

1. *Why was there so much work to do in the 1800s?*
2. *Where did people get the things they needed to live. Can you give some examples?*
3. *Where did people dance in the 1800s?*
4. *Why did Fr. Kenneth MacDonald not like fiddle music?*

Something to Think About



1. *Just about everything people needed in the 1800s was produced locally, including flour, cloth and leather. List the kind of skills you think men and women had to have then.*
2. *Why do you think Fr. MacDonald thought fiddle music was the devil's idea? Do you think any music is "bad" or "good"? Explain your answer.*
3. *Were your parents ever afraid of music that you listened to? How did they react?*

Using Vocabulary

1. *Which vocabulary word could mean "to have made" something?*
2. *What were grist mills and tanneries used for?*
3. *Which word means "nearby?"*

Cape Breton Island Fiddle Music: A Link to Scotland



Word Preview

collection

bouncy

style

rhythm

aurally

composed

In some ways, fiddle music on Cape Breton Island is like fiddle music in Scotland. This is because so many settlers on the island came from Scotland and brought their music with them. But once the music came to its new home, it changed in some ways because life here was a little different.



Place Names

- Cape Breton Island
- Scotland

One thing that is the same about fiddle music in the two places is the books the music is written in. Some of these books are called the Atholl Collection and the Fraser Collection. These books are popular with fiddlers from both places. Because the books are the same, fiddlers on Cape Breton Island and in Scotland can choose the same piece of music to play.

Another thing fiddle music from the two places share, is that the music is often used for dancing. Fiddle players on Cape Breton Island and in Scotland know which tunes are fun for dancers. These tunes are often lively and bouncy. If a dance is made just for a certain tune, this affects

how the fiddler plays it. He or she knows the dancer is depending on them to play the music exactly right.

When fiddle music found a new home on Cape Breton Island in the late 1700s, it changed in some ways because life here was a little different. For example, pianos are often played with fiddles on Cape Breton Island but not in Scotland. People started to play the two instruments together when organs came to the island. Later, the organs were replaced with pianos. A special style of piano playing has grown on Cape Breton to go with the fiddle music.

Another difference between fiddle music on Cape Breton Island and in Scotland is how fiddlers learn the music. In Scotland, fiddle players usually depend on written music when they learn a tune. Because they are reading the music, rather than hearing it played, the rhythm will be exactly as it is written in the book. Fiddlers on Cape Breton usually learn to play aurally. They listen carefully and then try to play what they have heard. In this way, a certain tune might come to be played with a certain rhythm, even if it is not written in the book that way.

Many fiddle players on Cape Breton Island later learn to play music by reading, too. The island's fiddlers also enjoy playing tunes composed locally. Some composers from the island, like Dan R. Mac Donald and Dan Hughie MacEachern, are well known and respected.

Cape Breton Island fiddle players gave new life to fiddle music. They took music from Scotland and added their own special touches to it. The music continues to change as new fiddlers add special touches of their own.

Comprehension Questions

1. *Where did Cape Breton Island's fiddle music first come from?*
2. *Why do fiddlers on Cape Breton Island and in Scotland often play the same tunes?*
3. *Describe the music a fiddler would play for dancers.*
4. *Cape Breton Island fiddle music is often played with another musical instrument. What is it?*
5. *What are the two ways fiddlers learn to play music?*
6. *How do most Cape Breton Island fiddle players learn to play?*
7. *Is any fiddle music composed in Cape Breton?*

Using Vocabulary

composed

collection

aurally

rhythm

style

Choose words from the word bank above to complete the sentences below.

1. *He _____ that tune himself.*
2. *She spent years buying sheet music for the fiddle. She left the whole _____ to the college.*
3. *Houses were built in that _____ one hundred years ago.*
4. *How can you keep your feet still when you hear that _____?*
5. *He seems to learn better if the music is given to him _____?*
6. *They wrote a carefully _____ letter to ask for a donation.*

Using Vocabulary Continued

*"Style" and "Stile"
"Aurally" and "Orally"*

There is another word that sounds like "style." It is "stile."

There is also another word that sounds like "aurally." It is "orally."

*Use a dictionary to find meanings for **stile** and **orally**. Then use your own words to write the meaning in the spaces below.*

Stile - _____

Orally - _____

orally

aurally

style

stile

Now choose words from the word bank above to complete the following sentences.

- 1. The doctor gave the medicine _____.*
- 2. There used to be an old _____ between the two fields.*
- 3. There was always music in the house, so he learned to play _____.*
- 4. He has a different _____ of painting.*

Further Activities

Cape Breton Island has many musicians and dancers who perform in a Scottish style. The style is Scottish, but the performers have made small changes that they like to the music and dancing.

Research a musician or dancer from Cape Breton Island on the Internet or at a public library. You should try to find the following information:

- Where and when they were born*
- What instrument(s) they play and/or whether they sing or dance*
- Have they recorded any of their music*
- Where have they performed*
- Have they won any awards*
- How did they get started*

There are many performers to choose from. You may want to select a different performer or group. However, here is a list of performers with links to Cape Breton Island to get you started:

Joey Beaton

Kinnon and Betty Lou Beaton

Beòlach

John Allan Cameron

Patricia Chafe

Winnie Chafe

Ashley MacIsaac

Dave MacIsaac

Wendy MacIsaac

Carl MacKenzie

Theresa MacLellan

Natalie MacMaster

*Further Activities Continued**J.P. Cormier**The Cottars**Leon Dubinsky**Winston "Scotty" Fitzgerald**Glenn Graham**Bruce Guthro**Jerry Holland**Mary Jane Lamond**Howie MacDonald**Mary Janet Macdonald**Rodney MacDonald**Allister MacGillivray**Buddy MacMaster**The Barra MacNeils**Paul MacNeil**Rita MacNeil**Tracy Dares MacNeil**Maybelle Chisholm MacQueen**The Rankin Family**Jennifer Roland**Gordie Sampson**Slàinte Mhath**Brenda Stubbett*

You might also want to research a concert or festival that takes place on the island. A beginning list is below. Try to find out the following:

- Where and when is this concert held*
- When was the first concert held*
- What type of concert is it (fiddle, singing, dancing, a mixture)*
- Has the type of music at the concert changed since the beginning*
- How many people go to the concert*

*Broad Cove Concert**Big Pond Festival**Granville Green Concert Series**Celtic Colours International Festival**Highland Village Day*

The Days of Red Houses

Word Preview

<i>dredged</i>	<i>famous</i>	<i>duplexes</i>	<i>lively</i>
<i>colourful</i>	<i>produce (noun)</i>	<i>compete</i>	<i>expensive</i>

The southern part of Inverness County, around Port Hood, Inverness and Mabou, has a colourful history. The people were colourful and so were the houses. In fact, at one time there were 84 red houses built side by side! The reason for all this was coal mining.

*Of course, the first people to live in the area were the Mi'kmaq. Their ancestors came to Cape Breton Island about 10,000 years ago. The first Europeans to take an interest in the area were fishermen from Portugal in the 1700s. They dried their catches of codfish on the Inverness County shores. For a while, French workers cut stone from Inverness County to build the fortress at Louisbourg. They called the area *Juste Au Corps*, meaning "close to the body."*



Place Names

- Inverness County
- Port Hood
- Inverness
- Mabou
- Portugal
- Louisbourg
- New England
- Europe
- Canada
- Point Tupper
- Nova Scotia
- Chéticamp

In 1786, Captain David Smith and his family settled in the Port Hood area. They were from New England and had taken England's side in the

American War of Independence. When the Americans won the war, the Smiths were no longer welcome in New England.

But in the early 1800s, thousands of Scots settled in the area. They fished and farmed and produced most of what they needed to live from their own land. They called Port Hood "Chestico", which was their way of saying Juste Au Corps.

It was a hard life, but a peaceful one. All that changed in the late 1800s when coal mining began as a business.



In the 1880s, an American named William Hussey went to Europe to raise money to build a coal mine. He came back and dredged the harbour, built piers and opened coal mines.

People always saw him riding a white horse through the community. He

employed 300 miners and paid them a fair wage. In return, he made \$10 million dollars.

After 10 years, Hussey left. Two smart railway builders replaced him. They were William MacKenzie and Donald Mann. These two men had become famous for building railways in other parts of Canada. They saw a way to make money for themselves in Inverness.

Half a Rail Line

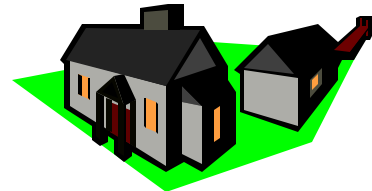
They talked three levels of government into giving them money: the Dominion of Canada, as it was called then, the Nova Scotia government and the County of Inverness. They promised to build a rail line from Point Tupper, close to mainland Nova Scotia, to Chéticamp which was 100 miles

away. But secretly, they had another plan. They only built the rail line to Inverness. Inverness was where they opened a new coal mine. They used the government money to build a rail line to their own coal mine and never went any further. They wanted the rail line to get their coal to Point Tupper where it could be shipped and sold. The rail line was only 60 miles long, not 100, as they had promised.

The people of Inverness County were angry that the rail line was not going to go all the way to Chéticamp, as had been promised. But MacKenzie and Mann had an answer. Half a rail line was better than none, they said!

MacKenzie and Mann also built rows and rows of red houses for miners to live in. There were more than 80 of these red duplexes. Men came from the countryside to work in the mines because the pay was fair. It was more money than many of them could make fishing and farming.

The large number of red houses caused a bit of a problem for some farmers. The farmers came to town on the weekend to sell their produce. Some miners promised to pay them on



payday. However, when the farmers returned for their money, they couldn't tell one red house from another!

Other men came from the Maritimes and even Europe with their families to work in the Inverness mines. So many people came from Belgium, that a part of Inverness was called Belgium Town.

By 1904, there were more than 3,000 people living in Inverness and it became a town. Port Hood, with 1,000 people, had become a town the year before. They were lively places. There were a number of hotels and at least

27 bars in the town of Inverness. The miners formed sports teams and competed with other teams in the region.

But coal mining is risky business. The Inverness coal mines ran into problems with fires and floods. They were expensive to run. By the mid- 1950s, the mines had closed and Port Hood and Inverness had become villages again. The days of the red houses were over.

* * * * *

Using Vocabulary

Match each phrase on the left with the best word on the right.

to deepen by machine	expensive
active or busy	famous
a house with two separate living units	produce
to be on all sides of something	compete
vegetables	lively
to try to do better than someone for a prize	duplex
costly	colourful
well known	surrounding
having an interesting personality	dredged

Comprehension Questions

1. What happened in the early 1800s that changed the Port Hood area?
2. How did MacKenzie and Mann raise money for the rail line?
3. Why did they stop their rail line at Inverness?
4. Why did men leave the farms to work in the mines?
5. What were the red houses?

Place Values

This reading has several numbers in it: Example: 300 miners, 60 miles. This would be a good time to review place values.

0 is zero 1s.

10 is ten 1s.

100 is ten 10s

1,000 is ten 100s.

10,000 is ten 1,000s.

100,000 is ten 10,000s.

Each place has ten times the value of the place to its right.

Fill in how many ones, tens, hundreds, thousands, and ten thousands are in the numbers below.

	<u>Ten</u>	<u>Thousands</u>	<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
	<u>Thousands</u>				
847	_____	_____	_____	_____	_____
84	_____	_____	_____	_____	_____
20, 309	_____	_____	_____	_____	_____
4,709	_____	_____	_____	_____	_____
14	_____	_____	_____	_____	_____

The Famous Margaree River

Word Preview

historic

spawn

anglers

heritage

system

appreciate

The Margaree River looks like an old-fashioned painting in many ways. Green fields and clumps of graceful trees slope down to the water's edge. It seems like a gentle, peaceful place. In the distance, the Cape Breton Highlands rise up to remind us that most of Cape Breton Island is rugged and not so gentle.

But the Margaree River is much more than a pretty place. Over hundreds of years, it has meant different things to different people. Today, we know it as one of the most historic and beautiful rivers in all of Canada.

Where is the Margaree River?

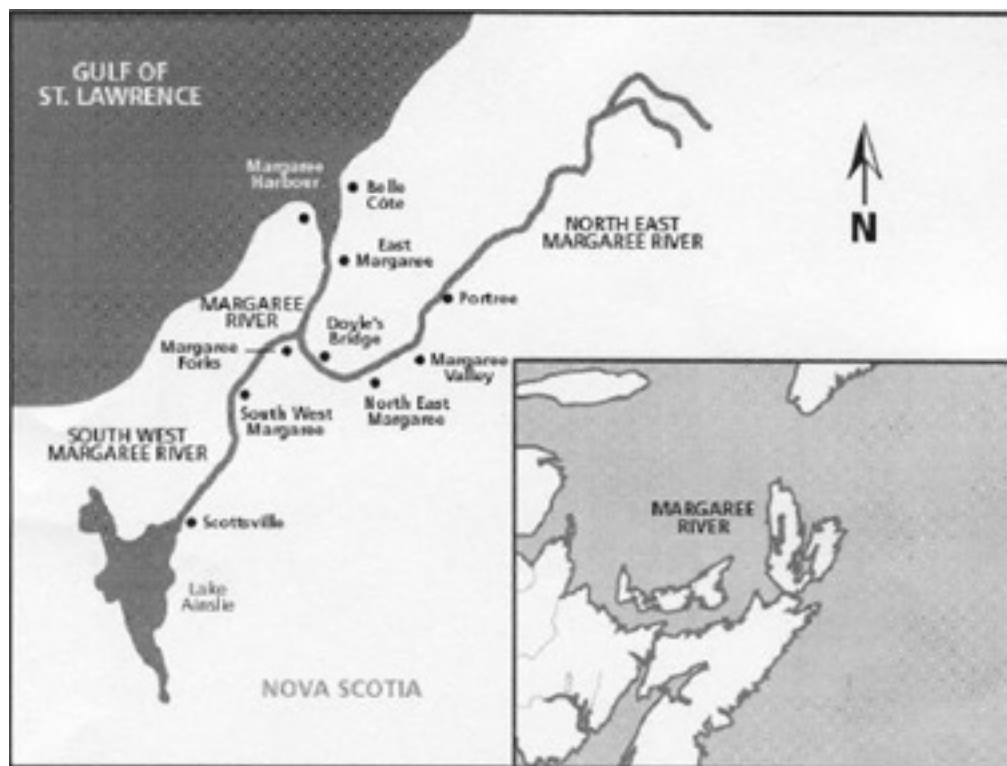
The Margaree River is really two rivers that join to form one. The North East Margaree River starts high in the Cape Breton Highlands. It is there, in clear, cold pools, that the river's famous Atlantic



Place Names

- Margaree River
- North East Margaree River
- South West Margaree River
- Lake Ainslie
- Margaree Forks
- Margaree Harbour
- Gulf of St. Lawrence
- North East Margaree

salmon spawn. The Southwest Margaree begins in Lake Ainslie, the largest natural lake in Nova Scotia. The two branches meet at Margaree Forks. From there, the river flows to Margaree Harbour where it empties into the Gulf of St. Lawrence. Together, the rivers are 120 kilometres long. They are the largest river system on Cape Breton Island.



MARGAREE-LAKE AINSLIE RIVER SYSTEM

Big Salmon

Before Europeans came to the island, the Mi'kmaq used the Margaree for fishing, hunting and traveling by canoe. In the 1700s and 1800s, the river formed a line between the Scottish villages on the

southern side and the French Acadian communities on the northern side of the river.

In the early 1900s, wealthy Americans heard about the Atlantic salmon that spawn in the Margaree. The Americans started to visit the Margaree for fishing trips. In 1927, someone caught a salmon that weighed over 52 pounds (23.8 kilograms)! Word spread quickly and soon the Margaree became a favourite vacation spot for American anglers.

Today, the Margaree is still the most popular salmon river in Nova Scotia. The season runs from about June 1 to the middle of October. The river has 54 salmon pools with names like Black Angus, Thornbush and Big McDaniel. The Margaree Salmon Museum in North East Margaree has displays that show the life cycle of a salmon and the history of salmon angling on the river.

A Heritage River

In 1998, the federal and Nova Scotia governments made the Margaree River a Canadian Heritage River. There are only two Canadian Heritage Rivers in Nova Scotia. People who care about the river help government plan how to take care of it while letting people use and enjoy it. People who live near the river, people who own land there, Mi'kmaw groups, and other people, make plans to protect the river from pollution and other things that could damage it. They also plan ways for people to enjoy the river and to teach people about the river. In the long run, teaching people to appreciate the river is the best way to protect it.

Comprehension Questions

1. *What is the Margaree River famous for?*
2. *Why is the Margaree River a "river system"?*
3. *Why did wealthy Americans start to visit the Margaree River?*
4. *How does being named a Heritage River help a river?*

Using Vocabulary

1. *Name a historic event that took place in your lifetime.*
2. *Circle the words below that mean the same thing as "appreciate." There are two correct choices.*

to complain

to value

to watch

to be aware of

Now write sentences using "appreciate" to show the meanings you have chosen.

3. *Can you think of human activities that could pollute the Margaree River?*
4. *Complete the following sentence choosing the correct word from the words below the sentence.*

Most salmon _____ are polite and follow the rules of the river.

(angels

angles

anglers)

5. *Circle the correct word.*

*The right to vote is part of our **(history** **heritage)**.*

Map Skills

- 1. On the map included with this article, find where the Northeast Margaree River starts. Find where the Southwest Margaree River starts. Find the place where they meet. What is it called?*
- 2. Find where the Margaree River empties. What is this body of water called?*
- 3. What direction does the Northeast Margaree flow? What direction does the Southwest Margaree River flow? Think carefully about your answers. Look at the Finding Directions sections of Welcome to Cape Breton Island, Parts One and Two, for a review of directions.*
- 4. On a map of Cape Breton Island, find three Scottish communities on the south side of the Margaree River. Find three Acadian communities on the north side.*

The Story of the Acadians

Word Preview

moving (adjective)

tragic

defeat

region

loyalty

deported

expulsion

miserable

peninsula

Many Scottish people came to settle in areas south of Margaree Harbour, in Inverness County. North of Margaree Harbour, there are people with a very different story. It is one of the most moving stories in human history.

Nearly all the people of St. Joseph du Moine, Grand Étang, Chéticamp, and Petit Étang can trace their families back to Acadians. What these people went through is hard for us to believe today.

An Unbelievable Story

In the early 1600s, settlers from France arrived in the Annapolis Valley area of Nova Scotia and built a community. They were soon joined by others from France, who started settlements throughout mainland Nova Scotia, New Brunswick and Prince Edward Island.



Place Names

- Margaree Harbour
- Inverness County
- St. Joseph du Moine
- Grand Étang
- Chéticamp
- Petit Etang
- Annapolis Valley
- Nova Scotia
- France
- New Brunswick
- Prince Edward Island



The Acadians drained marshlands with ditches and then built dykes to hold the ocean back. This gave them fertile farmland.

Source: <http://museum.gov.ns.ca/arch/infos/infoaca2.htm>

They called the region in which they lived Acadia. (See a map of Acadia as it was in 1744 at end of this story.) They ran successful farms in Acadia and enjoyed a peaceful life, but all that changed 100 years later.

England and France were at war during much of the 1700s. The fighting spread to North America. The English eventually gained control of Acadia. Having thousands of French-speaking Acadians living in the area made the English nervous. There was probably nothing to be nervous about. The Acadians had been working their farms for many years on their own. It is unlikely they felt much loyalty to far-away France. However, there was another reason the British didn't want them there—the Acadians had the best farmland and the British wanted it for themselves.

A Tragic Event

In 1755 a tragic event took place. The English deported thousands of Acadians. This came to be known as the Expulsion of the Acadians. Many were sent to the American colonies. But, the colony of Virginia refused to take the Acadians and they were shipped across the Atlantic Ocean to England. Once they got to England, they were taken as prisoners of war.

In 1758, after the final defeat of the French at Louisbourg, there

was another deportation. This time, the remaining Acadians were sent to France. At least two of the ships carrying a total of 600 Acadian men, women and children, sunk in winter storms.

The Acadians that ended up in English prisons spent five miserable years there. Out of the thousands of people who went to prison, only a few hundred were still alive in 1763 when the war ended. These Acadians were sent to France where they met other Acadians who had been sent there. Together, they formed a group of several thousand people who lived on the little money they received from the King. But, after seven years of war, France, and the King, had no more money to help Acadians. It looked like more hardship for the Acadians again.

Place Names Continued

- American Colonies
- Virginia
- Cape Breton Island
- Gulf of St. Lawrence
- Isle of Jersey
- Richmond County
- Tracadie, N.B.

The Acadians Take a Chance

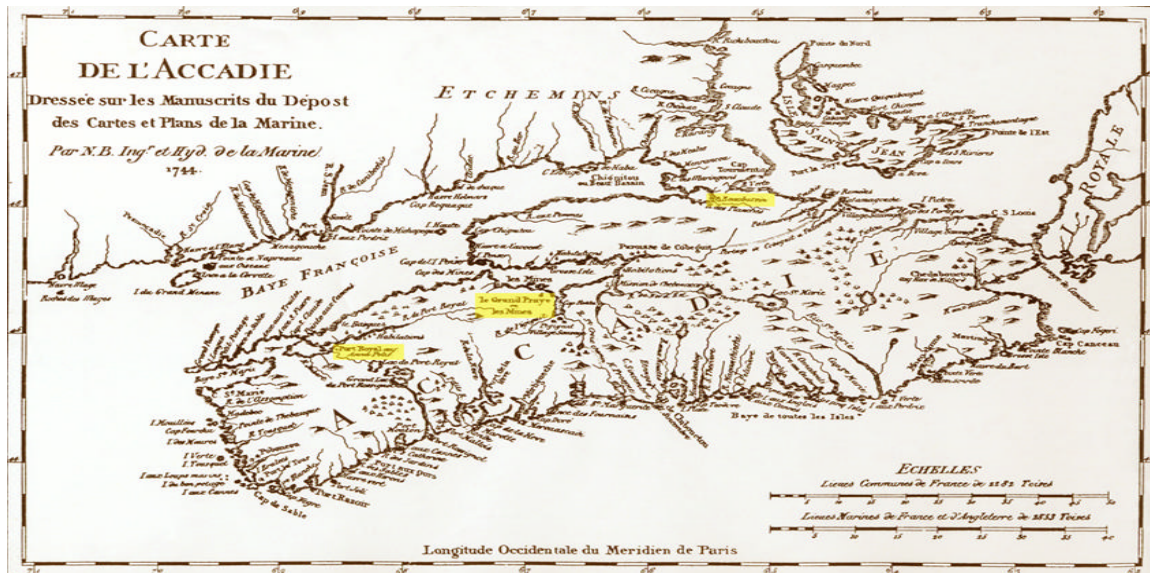
At that time, the waters around Cape Breton Island, including the Gulf of St. Lawrence, were rich in fish. Charles Robin was a smart businessman from the Isle of Jersey. This island is near France but was governed by England. Robin had started a summer fishery in Richmond County a few years earlier and was making money from it. In 1772 and 1773, he decided to try a year-round fishery off Cape Breton Island. A number of the Acadian families living in France took a chance and went with him.

It was bad timing for them. The American War of Independence was in full swing. The waters were filled with American ships who saw

everything that was English as the enemy. That included the Jersey-owned fishing boats. The Acadian fishermen had to keep moving to find safety. They went from Richmond County to Prince Edward Island. Then, they went to Tracadie in New Brunswick and then to Restigouche on the Gaspé Peninsula. At each place they went, they met other Acadians. Many of these were families who had escaped to the forests when the expulsion started.

Finally, in 1785, a number of families moved from these places to Chéticamp, where they had been selling their fish to Charles Robin's company. Five years later, 14 families received a grant of land from the governor to build their community. At last, they had received some fairness. At last, they could feel they were at home. What an experience it had been.

* * * * *



MAP OF ACADIA, 1744 Source: <http://museum.gov.ns.ca/arch/infos/>

Using Vocabulary

region	moving (adjective)	tragic	peninsula
defeat	deported	miserable	expulsion

Choose a word from the word bank above to complete each sentence.

1. Joe felt _____ because of his bad cold.
2. It was a _____ story that left her with tears in her eyes.
3. The Acadians suffered after the _____ of the French at Louisbourg.
4. If immigrants are not allowed to stay in Canada, they are _____.
5. It was _____ how some Acadians died because of the expulsion.
6. The _____ of the Acadians is an important part of our history.
7. The Atlantic provinces make up a _____ of Canada.
8. Mainland Nova Scotia is a _____.

Map Skills

Some Acadians escaped into the woods at the time of the Expulsion. Many others settled in what we now know as the United States, especially in the state of Louisiana where they became known as "Cajuns." But some were forced to travel long and dangerous distances across the Atlantic Ocean.

On the next page is a map showing continents that touch the Atlantic Ocean. Using a world map or atlas to help you, label in the following places on the map below:

- **Atlantic Ocean**
- **Acadia** (circle Nova Scotia and New Brunswick)
- **Virginia** (find it on a map of the United States)
- **England**
- **France**

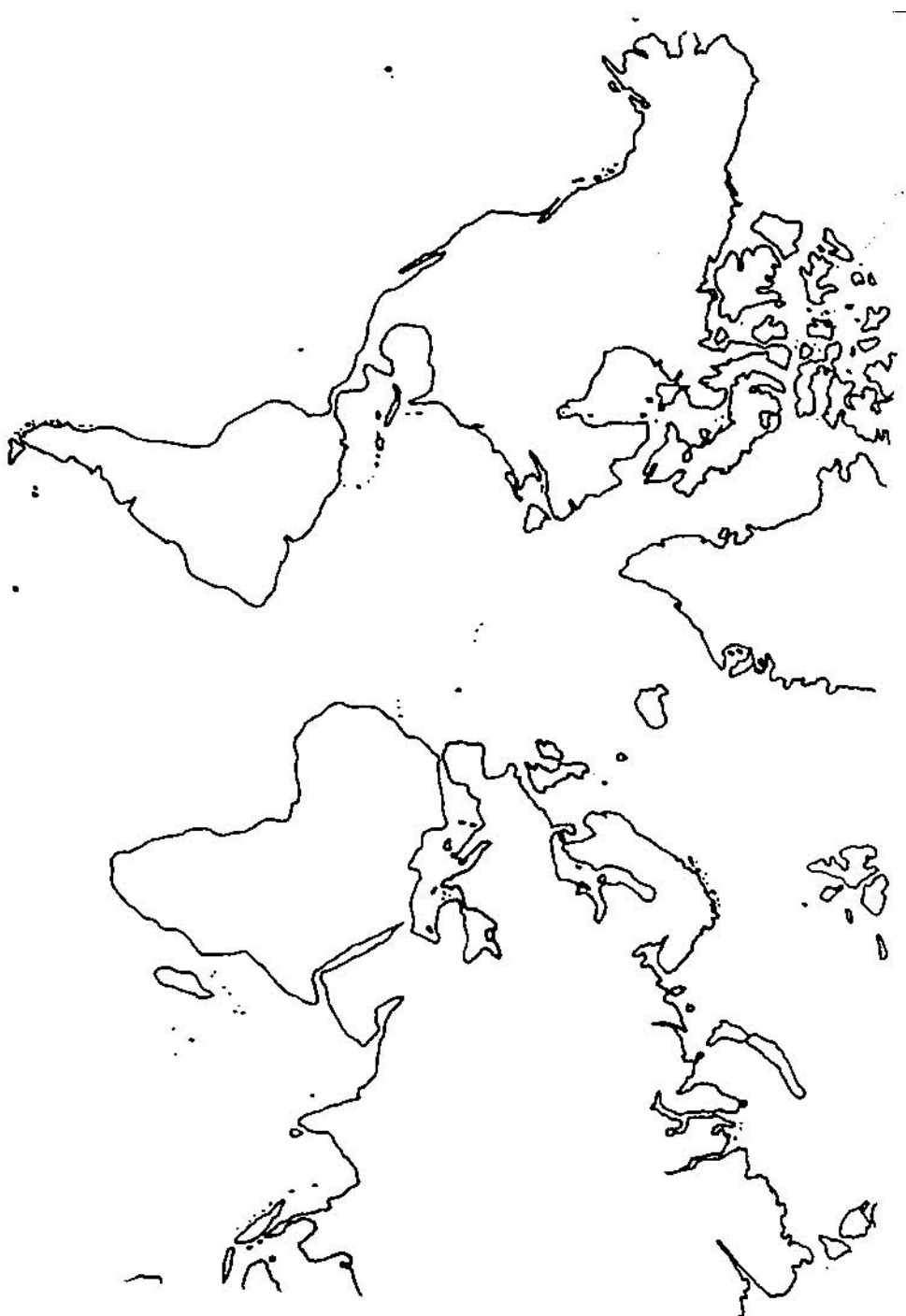
*With one coloured pencil, draw a line from **Acadia** to **Virginia**. Then, draw a line from **Virginia** to **England** where many Acadians were put in prison. Next, draw a line from **England** to **France** and then back to **Acadia**. These lines show the route these Acadians were forced to take.*

*With a pencil of a different colour draw a line from **Acadia** to **France**. Draw another line back to **Acadia**, very close to the first line. This is the route other Acadians had to follow.*

Many of the early settlers of Chéticamp were from these two groups of Acadians.

Map Skills Continued

The Expulsion of the Acadians



Comprehension Questions

1. Where was Acadia?
2. Give two reasons why the English forced the Acadians to leave.
3. Why did the Acadians have to leave France after the war?
4. Why did they come to Cape Breton Island?

Did You Know?



Henry Wadsworth Longfellow made the Expulsion famous with a long poem he wrote called *Evangeline, A Tale of Acadie*. He wrote the poem in 1847. The poem tells the moving story of Evangeline and her fiancé, Gabriel. They become separated when they are deported from Grand Pré, Nova Scotia. After years of suffering they meet again in old age, just before Gabriel dies.

Following are some lines from the poem that describe the peaceful Acadian life:

*Columns of pale blue smoke, like clouds of incense ascending,
Rose from a hundred hearths, the homes of peace and contentment.*

*Thus dwelt together in love these simple Acadian farmers—
Dwelt in the love of God and of man. Alike were they free from
Fear, that reigns with the tyrant, and envy, the vice of republics.
Neither locks had they to their doors, nor bars to their windows;
But their dwellings were open as day and the hearts of the owners;
There the richest was poor, and the poorest lived in abundance.*

The Chéticamp Solution

Word Preview

company

solution

control

profits

loyalty

business

organization

I imagine yourself an Acadian fisherman in Chéticamp in the 1800s.

Years ago, your French parents had thriving farms in what we now call Nova Scotia, New Brunswick and Prince Edward Island. They had called their home Acadia. But the English won control over Acadia when they defeated the French in 1755. The English did not trust the French-speaking Acadians. The peaceful farming life of the Acadians was over.



Place Names

- Chéticamp
- Isle of Jersey
- North America

The English had forced your parents to leave their farms with nothing but what they could carry. They forced your parents to leave Acadia and go to other countries. The English even put some Acadians into a prison in England. Finally, your parents arrived at Chéticamp as free people. The waters were teeming with fish and the English finally granted them land. Surely now you will have a better life than your parents did, if you

work hard.

So, you do work hard and you catch a lot of fish. However, you only have one company to sell them to. You have to get your boat, nets and fishing gear from "the Company." You get most of the other things you need from the Company, too, such as flour. The Company says how much your fish is worth. It also says how much the boats, nets and other things cost. The cost of the things you need always seems to be a little more than the money you get for your fish. You are very poor and there appears to be no way to change that. How would you feel?

The Company was the Robin, Jones and Whitman Company. It was owned by men from the Isle of Jersey. The fishermen struggled but they couldn't get ahead.

A Solution is Found

Finally, in 1915, they found a solution. They formed a co-operative. A co-operative is a business organization that is owned by its members. By owning the company, the people would have some control over the price of fish and the cost of things they needed. This way, they could get a larger share of the profits that had once gone to the Company.

This was the first co-operative, or co-op, in North America. In the years that followed, the people of Chéticamp formed many others. Examples are: the credit union, the food store, a youth employment co-op, an insurance co-op, a handicraft co-op and a fish processing co-op.

Chéticamp has had more success with co-ops than many other communities. There are several reasons for this. The years of hardship

suffered by the Acadians, and Chéticamp's isolation, gave the people a strong loyalty to their community. The co-ops have also worked very hard to make sure young people learn about them.

Co-ops face many of the same problems that other business organizations do. However, by letting people find their own solutions to these problems, co-operatives give the people of Chéticamp a feeling of control over what happens in their community.

* * * * *

Comprehension Questions

1. Where did Chéticamp fishermen get their fishing gear from?
2. Who set the price for fish?
3. Why did the early Chéticamp fishermen stay poor?
4. Who owns a co-operative?
5. Why did the fishermen think selling their fish to a co-operative was better than selling to "the Company?"
6. Why did co-operatives do well in Chéticamp?

Using Vocabulary

1. "Company" can have two very different meanings. Write sentences showing the two different meanings.
2. "Solution" can also have two different meanings. Write sentences showing the two different meanings. (Hint: one meaning is used in science.)

Using Vocabulary Continued

Complete the sentences below with the word from the word bank which fits best.

company**solution****control****profits****loyalty****business****organization**

1. That company won't stay in _____ if it doesn't make _____.
2. Companies like to _____ prices for the things they sell.
3. I don't feel _____ to any one company. I will go where I get the best price.
4. She belongs to an _____ that helps people improve their reading and writing skills.

Something to Think About

1. Some co-operatives sell food and groceries or fish- _____ ing supplies. Other co-operatives run farms, apartment buildings _____ or workshops where people make things to sell. Can you think of a co-operative that would be good for people in your class if it existed? Maybe a daycare centre or a taxi company?
2. Why do you think there are not more co-operatives?
3. Would you join a co-op? Why or why not?

Why Are There Different Cultures?

Word Preview			
<i>traditions</i>	<i>pastimes</i>	<i>different</i>	
<i>differences</i>	<i>culture</i>	<i>Lent</i>	<i>desert</i>
<i>religion</i>	<i>language</i>	<i>tourists</i>	<i>piano</i>



Place Names

- *Inverness County*
- *Cape Breton Island*
- *Chéticamp*

When people think of Inverness County they often think of two very different cultures—Gaelic and Acadian. Both the Scottish settlers and the Acadian settlers were able to keep their cultures strong for a very long time. This was because they lived in rural communities that were far away from other people. This was especially true before there was television.

When we talk about culture, we mean how we live and the things we learn from others around us. Things like our history, religion, clothing, music, beliefs and language are all part of our culture. Many tourists come to enjoy Cape Breton Island's culture.

Where Culture Comes From

But where do cultures come from? Why are there different cultures? Cultures are shaped by things such as where we live, our history and how we make a living. For example, cowboys who work outdoors on an open range have lives that are different than people who live in a sandy



Cowboy

desert or who live in a large city. Cowboys share different stories, eat different food and wear clothes that are different from the stories, food and clothes of desert or big city people.



Businessman

People who study culture split all culture into two groups—material and non-material. If you look around your classroom or pull out the things you have in your pocket, you will see examples of material culture such as clocks, books, pens, money, chewing gum or a comb. Material culture means things people make or use. We can see them. Non-material culture refers to the things from our culture that we can't see. Examples of this are spoken language, music, beliefs and ways of behaving.

In Inverness County in the 1800s, the Scots and the Acadians had languages, music, histories, traditions and pastimes that were different from each other. We can still see some of these differences today.

For example, Scottish music is more popular than ever. Young people from Inverness County have learned from older masters of the fiddle and piano. They have changed the music a little, but it still sounds Scottish. Ashley MacIsaac, Natalie McMaster and the Rankins have all done this.

One part of Chéticamp culture that people there still enjoy is Mi-carême (pronounced mee kar em'). This is a fun-filled event that takes place during Lent. Years ago, young people put on homemade masks and costumes and visited people nearby. They sang and danced while their hosts tried to figure out who they were. Today people of all ages take part. They travel by car, but they still play music wherever they go.



*Using Vocabulary***traditions****pastimes****different****differences****religion****culture****Lent****languages**

Fill in the blanks with the vocabulary word that seems best.

1. *Decorating Christmas trees and singing Christmas carols are Christmas*

_____.

2. *Playing darts and gardening are* _____.

3. _____ *is an important part of many cultures.*

4. *The Scottish settlers and the Acadians spoke different*

_____.

Comprehension Questions

1. *What things shape culture?*

2. *Are the following words examples of material culture or non material culture?*

pizza _____

watching television _____

the Gaelic language _____

Fortress Louisbourg _____

freedom of speech _____

fiddles _____

Hockey _____

Valentine's Day cards _____

Chéticamp's Rug Hooking

Word Preview

designs *Great Depression* *dyed*
internationally *businessman* *career*
portraits *discovered*



Place Names

- *Chéticamp*
- *New York*
- *Baddeck*

Did you know there is one part of Chéticamp culture that is famous all over the world? It is rug hooking. More than 200 men and women earn good money with this craft. It all began with a woman who wasn't from Chéticamp. She was from New York.

Lillian Burke was a summer visitor at the home of Mabel and Alexander Graham Bell, in Baddeck, in 1927. She met some women from Chéticamp and discovered they made beautiful hooked rugs for their homes. Miss Burke knew what rich Americans would like and she showed new colours and designs to the Chéticamp women. The flower designs she showed them are still popular today. That year, she sold seven rugs in the United States. This was the first time anyone in Chéticamp was paid for making a rug. The next year Miss Burke sold 200 Chéticamp rugs and the industry was born.

Then, in 1929, a world-wide event took place that gave a huge boost to rug hooking. The Great Depression happened. This caused business to slow down and wages and prices to fall. There was no work. Families grabbed rug hooking as the only way to make some money. The industry brought tens

of thousands of dollars into the community each year during the 10 years of the Depression.

In time, the women of Chéticamp formed a co-operative to produce and sell their rugs. Tourists began to come to Chéticamp in large numbers and bought the rugs. Today, more than 200 people are employed in the rug hooking industry.

One woman, Elizabeth Lefort, became an internationally famous artist with her rug hooking. Even as a young woman, Elizabeth could hook 55 loops in just one minute. That's 3,300 loops in one hour, or 26,400 in one eight-hour day!

A Toronto businessman discovered her talent and took charge of her career. She began hooking portraits. She drew the pictures on canvas and dyed the wool to get the colours she wanted. She became a great success.

In 1959, she created a portrait of Queen Elizabeth which now hangs in Buckingham Palace. She has done portraits of two popes, two U.S. presidents, a Canadian prime minister and the first seven American astronauts. She completed a special rug for Canada's 100th birthday, showing important events in Canadian history. One of her rugs shows presidents of the United States and important events in American history. This rug is worth more than \$100,000. Her own favourite is "The Last Supper" which is eight feet long and four and one-half feet wide.

The people of Chéticamp were so proud of Elizabeth that they named an art gallery after her. You can visit the Elizabeth Lefort Gallery to learn more about how she made her artwork.

Using Vocabulary

Fill in each blank with the best word.

1. She _____ the cover for my book report.

(**designer** **designed** **Depression**)

2. It was hard to find work during the _____.

(**design** **Depression** **died**)

3. She _____ the wool for the rug.

(**died** **did** **died**)

4. Cape Breton Island music is known _____.

(**career** **famous** **internationally**)

5. He didn't know fiddle lessons would lead to a _____.

(**internationally** **portrait** **career**)

6. I wish someone would _____ my talent!

(**design** **cover** **discover**)

Comprehension Questions

1. How did Lillian Burke change the way Chéticamp women hooked their rugs?
2. Why did rug hooking become important during the Great Depression?
3. Elizabeth Lefort could hook quickly. What else could she do that made her a success at rug hooking?

Something to Think About



Rug hooking was something many people did years ago. They did not think it was art. It was just part of housekeeping. Is there something you do that could make you famous if only you were discovered by the right person? Maybe you make good pancakes or are good with animals. Write about it.

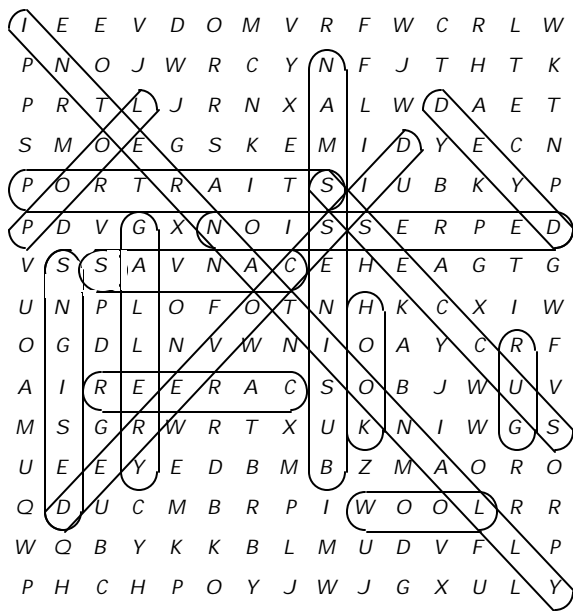
Rug Hooking Word Search

I	E	E	V	D	O	M	V	R	F	W	C	R	L	W
P	N	O	J	W	R	C	Y	N	F	J	T	H	T	K
P	R	T	L	J	R	N	X	A	L	W	D	A	E	T
S	M	O	E	G	S	K	E	M	I	D	Y	E	C	N
P	O	R	T	R	A	I	T	S	I	U	B	K	Y	P
P	D	V	G	X	N	O	I	S	S	E	R	P	E	D
V	S	S	A	V	N	A	C	E	H	E	A	G	T	G
U	N	P	L	O	F	O	T	N	H	K	C	X	I	W
O	G	D	L	N	V	W	N	I	O	A	Y	C	R	F
A	I	R	E	E	R	A	C	S	O	B	J	W	U	V
M	S	G	R	W	R	T	X	U	K	N	I	W	G	S
U	E	E	Y	E	D	B	M	B	Z	M	A	O	R	O
Q	D	U	C	M	B	R	P	I	W	O	O	L	R	R
W	Q	B	Y	K	K	B	L	M	U	D	V	F	L	P
P	H	C	H	P	O	Y	J	W	J	G	X	U	L	Y

Find these words in the puzzle. The letters can go in any direction.

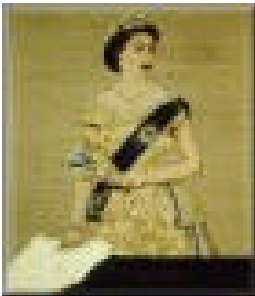
businessman
canvas
career
depression
designs
discovered
dyed
gallery
hook
internationally
loop
portraits
rug
wool
success

Rug Hooking Wordsearch



businessman
 canvas
 career
 depression
 designs
 discovered
 dyed
 gallery
 hook
 internationally
 loop
 portraits
 rug
 success
 wool

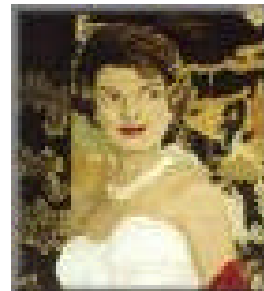
Samples of Elizabeth Lefort's Rug Hooking



Queen Elizabeth II



The Bluenose

The late
Jacqueline Kennedy-Onassis

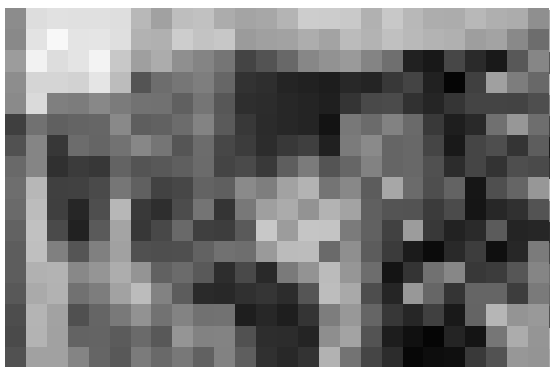
Scenes from Inverness County



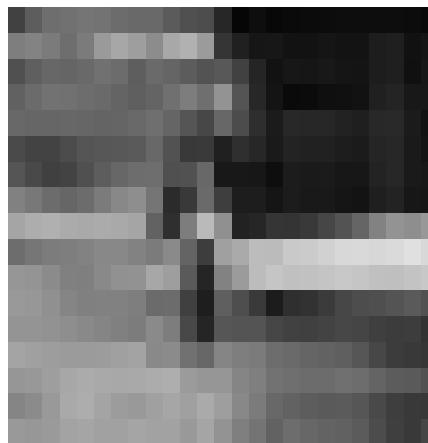
Acadian dancers in traditional dress.



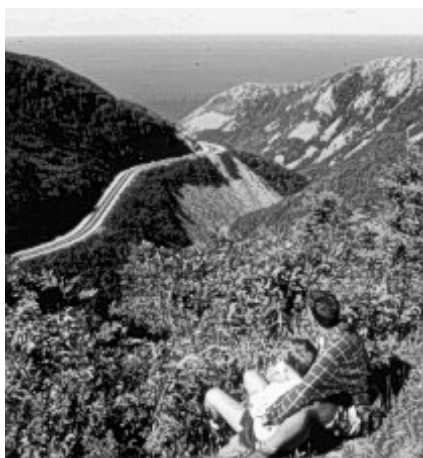
Natalie McMaster has added her own touch to fiddle music.



These pipers are an example of Scottish culture.



An angler in the Margaree River.



The Cape Breton Highlands offer exciting scenery.

(All photos on this page courtesy of ECBC)

Bring a Camera!

Alexander Graham Bell, the inventor of the

Word Preview

special

protected

buried

glaciers

dusk

unusual

majestic

scenery

plateaus

mysterious

highlands

scenic

telephone, had this to say about Cape Breton Island: "I have traveled around the globe. I have seen the Canadian and American Rockies, the Andes and the Alps and the Highlands of Scotland; but for simple beauty, Cape Breton outrivals them all."

Cape Breton Island is beautiful. One of the most scenic parts of the island is the Cape Breton Highlands. The Highlands, and the Cabot Trail that goes around them, bring thousands of tourists to the island each year. The Cabot Trail is 294 kilometres (184 miles) long. It runs through fishing villages such as Chéticamp, Neils Harbour, Pleasant Bay and Ingonish. It also runs through the peaceful Margaree River Valley. Chéticamp is at the western entrance to the Cape Breton Highlands



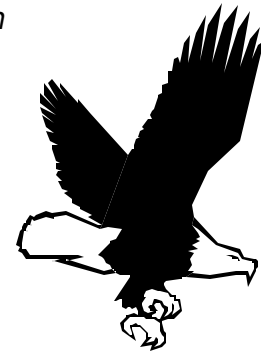
Place Names

- Canadian Rockies
- American Rockies
- Andes
- Alps
- Highlands of Scotland
- Cape Breton Island
- Cape Breton
- Highlands
- Cabot Trail
- Chéticamp
- Neils Harbour
- Pleasant Bay

National Park.

Ingonish is at the eastern entrance. Both villages get business from tourists because of the park.

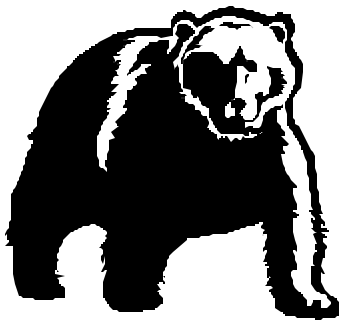
There are many things that make the Cape Breton Highlands National Park special. First, Canada's national parks are there to protect wilderness. Wilderness is the way land would be if people did not change it. The park has strict rules to make sure trees are not cut down and nothing is built there. The park has some of the last protected wilderness in Nova Scotia.



Bald eagle

What is being protected? For one thing, some of the oldest rock on earth can be seen in the Park. Much of the rock you see in the highlands was formed more than one billion years ago. In other parts of the world, these rocks have been buried by newer rocks. We can see them in the highlands because glaciers scraped them bare more than 10,000 years ago.

Wildlife is also protected in the park. Moose, lynx, snowshoe hares, martens, black bears, foxes, white-tailed deer, bobcats and unusual small animals like the star-nosed mole, all live there. The Park is also home to



Black bear

bald eagles, great blue herons and plants, such as lady slippers.

But, it is the scenery that is so exciting to visitors and Cape Bretoners. The plateaus of the highlands are 1,300 feet above the sea. What a view they give of the Atlantic Ocean on the east side and

the Gulf of St. Lawrence on the west! Waves crash at the bottom of steep cliffs. Mountains rise up sharply, looking dark and mysterious. They fall away suddenly to deep valleys. Waterfalls and rapids rush along.

The Park includes the northern part of Inverness and Victoria Counties. It covers 950 square kilometres. It was set aside by government in 1936 as the first national park in the Atlantic provinces.

There are many things to do in the Park. You can golf, go camping, swim, fish, cross-country ski and hike along 27 trails. Whatever you do, bring a camera!

* * * * *

Comprehension Questions

- 1. What do the Canadian Rockies, the Andes, the Alps and the Highlands of Scotland all have in common?*
- 2. Why is the Cape Breton Highlands National Park important to villages on the Cabot Trail?*
- 3. How would you explain what a national park is?*
- 4. Why can we see some of the oldest rock on earth in the Cape Breton Highlands?*

Something to Think About



*Do you think it is important to protect wilderness areas? Why or why not?
How do you think people who lived near the Park felt about new rules to
protect wilderness when the Park was first created?*

Using Vocabulary
Adjectives, Nouns and Verbs

*When we tell others about the place we live in, we need to use words that describe things. These words are **adjectives**.*

Example: I live in a coastal village. Coastal is an adjective.

*Adjectives describe **nouns**. A noun is a word that names a thing such as a person, place, animal, thing or action.*

Examples: That is a steep cliff. Cliff is a noun, steep is an adjective.

I heard terrible singing. Singing is a noun here, terrible is an adjective.

Verbs are words that mean an action. They are things that we do.
"Is" or "will be" are verbs. So are "ran", "climb", "study", "try" and "hope".
Examples: He is a good painter. Is is a verb, good is an adjective, painter is a noun.

Sometimes words can be nouns, verbs or adjectives.
Examples: The singing was terrible. Here, singing is a noun.

He was singing a song. Here, singing is a verb.

He has a singing alarm clock. Here, singing is an adjective.

The park is a protected area. Here, protected is an adjective.

The dog protected its pups. Here, protected is a verb.

Using Vocabulary Continued

Read the following sentences. In the space at the end of each sentence, write whether the word in italics is an adjective, noun or verb.

1. Tomorrow is a special day for me. _____
2. They say there is buried treasure on that island. _____
3. These mountains were scraped by glaciers. _____
4. It would be unusual for him to miss a class. _____
5. The blackflies get worse at dusk. _____
6. She looks like a queen in that majestic gown. _____
7. Postcards often show nice scenery. _____
8. In some countries people grow food on the plateaus of mountains. _____
9. He wondered why the mysterious car was parked near his house. _____
10. That bear just wanted to protect her cubs. _____
11. I can't remember where I buried the prize for the treasure hunt!

12. How long did it take you to drive around the Cabot Trail?

13. Every Sunday his parents go for a drive. _____
14. Glaciers scraped the soil off those rocks. _____

Map Skills

On the next page is a map of the Cape Breton Highlands National Park and a legend that says what the symbols on the map stand for. Use the map and legend to locate the following:

- 1. Two places where visitors can get information.*
- 2. Two places where group camping is allowed.*
- 3. A backcountry camping spot that looks over the Gulf of St. Lawrence.*
- 4. Two places where visitors can buy a park entry permit.*
- 5. What symbol lets you know you are on the Cabot Trail?*

Legend



Information



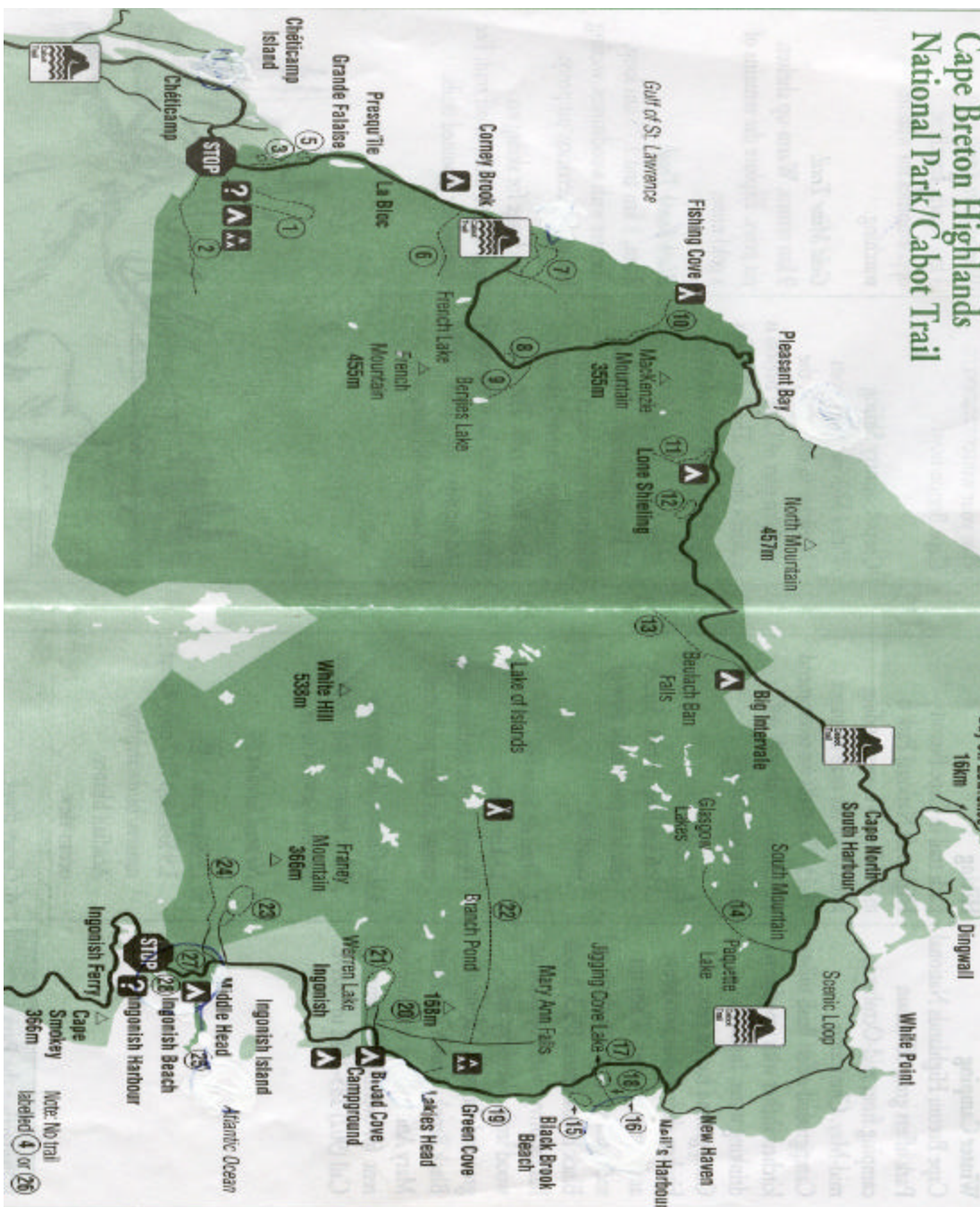
Backcountry Camping



Group Camp-



Hiking Trail



INVERNESS COUNTY WEBSITE RESOURCES

1. www.invernessmunicipality.com
Municipal website with information on various communities in Inverness County; the municipal government; municipal services; historical sketch; heritage/museums; recreation/tourism and "Partici-paper."
2. www.strait-highlands.ns.ca
*Website for the Strait-Highlands Regional Development Agency. Information on funding programs; business development; CAP site; superport; culture/tourism; resources. **Under construction.*
3. www.invernessco.com
Includes articles from "Partici-paper" such as "How We Became a County," "Coal Boom and Bust in Port Hood," and sections on wildlife and special events.
4. www.sea-trail.com/index.shtml
Tourist-style information on Cabot and Ceilidh Trails and places in Inverness County.
5. www.destination-ns.com/common/trails/ArealD.asp?ArealD=7
Information on Cape Breton Island Trails and places.
6. <http://ecrl.library.ns.ca/countyinv.htm>
Bibliography of Inverness County resources.

-
7. www.inverness.ednet.ns.ca/index.html
Created by Grade 7 students at Inverness Education Centre.
Categories include: history; geography; culture and Inverness today.
 8. <http://aberdeenm.hypermart.net/fishing>
Short webpage about hunting and fishing in Inverness County.
 9. www.strait-highlands.ns.ca/invernesscounty.htm
Lists population statistics; description of County; employers and labour force; and infrastructure of Inverness County.
 10. <http://oran.ca/index.shtml>
Local newspaper "Inverness Oran" website.
 11. www.ednet.ns.ca/educ/heritage/nslps/mabou.htm
Member site of "Lighthouses of Nova Scotia." Describes lighthouse at Mabou. Includes description, latitude-longitude; and photograph.
 12. www.ednet.ns.ca/educ/heritage/nslps/henry1.htm
Member site of "Lighthouses of Nova Scotia." Describes lighthouse at Henry Island. Gives description, latitude-longitude, history and photograph.
 13. www.ednet.ns.ca/educ/heritage/nslps/enrage_pt.htm
Member site of "Lighthouses of Nova Scotia." Describes lighthouse at Enragee Point including description, latitude-longitude, history and photograph.

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14. <http://collections.ic.gc.ca/celtic>

Includes information on Judique, celtic music, celtic history and timeline, folktales, and performers.

15. www.blackriver.ns.ca

Website for Black River Productions which creates videos. Topics of videotapes include: suêtes; Mabou post office closure and community rally; toxic waste sites at Sydney and Fort Valley, Georgia, USA; and oil and gas exploration in Nova Scotia.

16. www.cheticampns.com

Includes location; history; tourist information; community; and links.

17. <http://www.munisource.org/porthawkesbury/town.htm>

Town of Port Hawkesbury website. Includes larger sections on the town; recreation; Cape Breton Island and Stora Enso.

18. www.storaenso.com/na

Stora Enso website with information on Port Hawkesbury paper-making mill.

19. www.floras.com/history.html

History of rug hooking in Cheticamp.

20. www.destination-ns.com/common/trails/Areal D.asp?Areal D=7

Includes brief descriptions of all counties of Cape Breton Island (with population statistics) and descriptions of various trails on Cape Breton Island. Place names are clickable and give latitude-longitude coordinates.

21. www.chebucto.ns.ca/CommunitySupport/CUSO/cheticoops.html
Short history of the co-operative movement in Cheticamp.
22. www.lestroispignons.com/
Website detailing the ventures of the Société Sainte-Pierre of Cheticamp including the Dr. Elizabeth Lefort Gallery, Marguerite Gallant Museum among others.
23. www.cabottrail.com
Activities, shops, services available along the Cabot Trail. As well, community profiles are being developed.
24. <http://collections.ic.gc.ca/micareme/>
Canada's Digital Collections site which explains the Acadian masquerade tradition of Mi-carême. Contains history of the event and masks, photographs, interviews, quizzes and activities.
25. <http://collections.ic.gc.ca/celtic>
"Celtic Music and History: A Judique Perspective" gives information on Celtic music in the Judique area. Includes timeline, history of Celtic peoples. Sound clips and other interactive media are also used.