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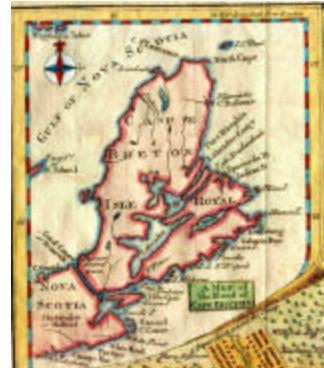
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## Instructor's Guide to the

## We are an Island

Cape Breton Island Social Studies Resource



Welcome to the We are an Island, Cape Breton Island Social Studies Resource! This introduction includes tips on using the resource.

### Description

We are an Island is a collection of 41 lessons on Cape Breton Island social studies topics, including geography, history, civics and current events. Each lesson is accompanied by vocabulary exercises and comprehension questions. These activities are designed to meet outcomes specified by the Nova Scotia Adult Learning Program Levels One and Two. As well, most lessons contain instructional material and/or exercises on additional communications, math, geography skills, or human relations learning outcomes.

Each lesson begins with a **Word Preview** box which contains words learners may not recognize by sight, words with meanings that may be unfamiliar to learners, and words whose meanings are critical to comprehending the text.

Each lesson also includes a **Place Names** box. This box contains the names of all places mentioned in the story portion of each lesson. In some lessons, the list of place names may get to be quite lengthy. This underlines one of the themes of the We are an Island resource; namely, that what happens on Cape Breton Island (and elsewhere) is often shaped by events in other places.

At this point, it might be timely to alert instructors regarding the use of the term "Cape Breton Island" throughout the resource. In conversation, we often refer to Cape Breton Island as "Cape Breton." That is not the case in this resource. Why? Because there is an actual "Cape Breton" on the eastern-most point of Cape Breton Island. "Cape Breton Island" is not the same as "Cape Breton." Therefore, some instructors may be confused when they read, in the lesson entitled "Welcome to Cape Breton County!", that they have probably never been to Cape Breton.

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Material in the resource is divided into five sections. There is one section devoted to each of the island's four counties. The fifth section deals with the island as a whole and the Mi'kmaq, Cape Breton Island's first inhabitants. Each of these sections includes one page of photos which illustrate themes discussed in that section's lessons. The resource also includes a CD which contains other photos and sounds to supplement the lessons.

Also included are many articles by students from various parts of Cape Breton Island for further reading.

## **Objectives**

This resource aims to introduce learners to a new way of looking at Cape Breton Island and many of the social studies themes it demonstrates.

Specifically, We are an Island provides learners with opportunities to:

- Become familiar with the social studies themes and concepts developed in the resource.
- Apply these concepts in their own communities and in other settings.
- Gain information from a variety of print materials such as maps, atlases and graphs.
- Choose appropriate information to answer given questions.
- Demonstrate critical thinking skills.
- Consider taking active roles in their communities.
- Understand the forces that have influenced the development of Cape Breton Island to the present.

## **Social Studies Themes**

The following themes are developed throughout the resource in text, comprehension questions and/or higher level cognitive skills such as application, comparison, evaluation and interpretation:

- Location - Location relative to other places, absolute location described in terms of latitude and longitude, and the strategic

significance of individual locations.

- Human migration - Human migration has influenced developments on Cape Breton Island for hundreds of years and continues to do so. The human migration affecting Cape Breton Island is a continuation of the human migration that has taken place throughout history.
- Culture - What is culture, where does it come from and why does it change?
- Community changes - What has influenced change in the past and what might we expect in our communities in the future?
- Technology - The impact of technology. Examples of how technology has hurt or helped communities on Cape Breton Island.
- Interconnectedness - Throughout its history Cape Breton Island has been affected by events in other places. The same is true for other places.

### **Using We are an Island**

#### Sequence

The resource meanders along an imaginary path around Cape Breton Island, beginning in Richmond County and ending in Cape Breton County. There is a gradual buildup of vocabulary and information as lessons progress, but it is not necessary to proceed in any specific order. Each lesson is self-contained. Many vocabulary words appear in several **Word Preview** boxes, so that they will be accessible to learners with no prior knowledge.

#### Dictionaries and Atlases

Dictionaries and atlases should be in the classroom and available to students during all social studies lessons. The Cape Breton Literacy Network has dictionaries and copies of The Nystrom Canadian Desk Atlas at all sites for this purpose.

#### "Word Preview"

Instructors should first familiarize themselves with each lesson's preview words in the context in which the words are used in the text. For

example, some words, such as “produce” and “co-operative” might be nouns or verbs, depending on how they are used in that lesson.

Classes should briefly review these words before reading begins to make sure all students have an understanding of them. Concept mapping/word association activities may be helpful.

Instructors might want learners to keep their own vocabulary organizers so they can review the vocabulary words from time to time. This would also allow learners to appreciate how their list of social studies words is lengthening.

Note: Some readings contain italicized words that do not appear in the **Word Preview** box for that lesson. When words have been italicized, the meaning of them is contained in the surrounding text. This complies with the Nova Scotia Adult Learning Program outcome requirement that students be able to gain meaning through context.

Instructors should also be aware that lessons might include short interviews with people or a newspaper article. These are added on to the reading and are not accompanied by word previews. Learners may require a little extra help in reading them.

### **“Place Names” Boxes**

Activities based on these boxes should be developed, or modified, to meet the abilities and interests of individual classes.

For students at lower skill levels, the box of **Place Names**, itself, will visually demonstrate the connections between Cape Breton Island and other places. Students can also learn to identify and locate such places as Cape Breton Island, Nova Scotia, Canada, the Strait of Canso and the United States on a map.

For students at higher skill levels, locating these places will enhance understanding of the text. For example, the distances the expelled Acadians were forced to travel would be a hardship, even today. Similarly, studying a map of Cape Breton Island will indicate why St. Peter’s was once in the centre of shipping traffic but declined after a rail line was built on the island.

## Activities

Each reading is accompanied by a range of activities. "Using Vocabulary" and "Comprehension Questions" are basic literacy exercises that focus on reading and writing skills. Learners should answer in full sentences, when appropriate. "Something to Think About" sections pose questions at the higher levels of cognition such as application, comparison, prediction and evaluation. There are opportunities in these for class discussion, individual writing or group responses. Many lessons also include special "mini lessons" on communications, math, human relations, and other skills.

## Notes

### Welcome to Cape Breton Island!

This section discusses the physical formation of Cape Breton Island. An additional activity that would be appropriate here is a discussion of how coal is formed and where the island's coal seams are.

### On the Move

Instructors may want to read the newspaper article included in this lesson with their classes.

### Welcome to Inverness County!

Use of a dictionary would be particularly appropriate in this lesson to discuss the meaning of the word "awesome." The slang use of this word is not intended here.

### Explore Victoria County!

There are so many good web sites (too numerous to list) about John Cabot that this lesson provides a good opportunity for students to do independent research. Instructors could present questions such as, "When was John Cabot born?" " How long did it take him to cross the Atlantic Ocean?" or " How many times did he cross the Atlantic Ocean?" and students could find the answers themselves.

### Welcome to Cape Breton County!

This lesson distinguishes between "Cape Breton Island" and "Cape Breton."

### Coal was King

Question No. 3 in Something to Think About asks students to identify legacies of the coal mining industry on Cape Breton Island. Suggestions to start class discussion can be found in the Notes on page 257.

### They Came from Everywhere

Because the list of **Place Names** is quite long in this lesson, it may be enough to generalize, by using appropriate maps, that most of these countries are in Europe, or Eastern Europe.

**Notes:**



## Cape Breton Island

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## Welcome to Cape Breton Island

### Part One

#### Word Preview

geography	latitude	longitude	area	island
coastline	formed	volcanic		
sediment	continents	glaciers	boulders	
North	south	east	west	

Why do so many people find Cape Breton Island interesting? Is it because of the quiet beauty of the island? Is it because of its colourful history? Is it because of the way of life of its people? Probably all these reasons explain the interest in Cape Breton Island.

How much do you think you know about Cape Breton Island? This section will give some information about the geography of this interesting place.

#### **Where is Cape Breton Island?**

Cape Breton Island is on the east coast of Canada. It is on the edge of the Atlantic Ocean. This one fact is important in the history of Cape Breton Island. The western side of the island is on the Gulf of St. Lawrence, which is where the St. Lawrence River empties.



#### **Place Names**

- Cape Breton
- Island
- Canada
- Atlantic Ocean
- Gulf of St.
- Lawrence
- St. Lawrence
- River
- Nova Scotia
- Bras d'Or Lakes
- Portugal
- Northern Africa
- Ingonish
- Creignish
- Boisdale

Cape Breton Island lies between 45 and 47 degrees north latitude. It also lies between 59 and 61 degrees west longitude.

Map 1: Cape Breton Island in the World



### **How Big is Cape Breton Island?**

Cape Breton Island is 175 kilometres (110 miles) long and 140 kilometres (87 miles) wide. It has an area of 10,600 square kilometres (6,625 square miles). Cape Breton Island is connected to mainland Nova Scotia by the Canso Causeway which is one kilometre (0.6 miles) long. The causeway is a man-made land and bridge link. The island's beautiful coastline is more than 1,000 kilometres (650 miles) long. The coastline is an interesting mix of rocky shores, cliffs, narrow points of land and beaches.

In the middle of the island are the Bras d'Or Lakes. Together, these salt

water lakes are 80 kilometres (50 miles) long and 32 kilometres (20 miles) wide. Bras d'Or in French means "arm of gold." When the sun sets on these lakes, it is not hard to understand why the French would give it this name. But, there is one other story behind this name. Some people think the lakes were named after an explorer from Portugal who was a Labrador, the word for a Portuguese landowner.

### **How was Cape Breton Made?**

Cape Breton Island was formed about 750 million years ago from volcanic rock that cooled. It had been under the ocean. When it pushed up above the water, it also brought sediment with it that became part of the island. Cape Breton Island was not always where it is now. In fact, when the earth was first forming, all the land was joined together. Cape Breton Island was near where Northern Africa is today. But over millions of years large blocks of land drifted away into the continents we have today.

The land continued to change. It rose and fell and folded over itself many times over the years. This gave us mountains and valleys. The highest mountain on the island is White Hill, near Ingonish. It is 532.62 metres (1,747 feet) high. Nature's last big change to the land came from glaciers.

Glaciers started moving over Cape Breton Island about one million years ago. They scraped the hills in Creignish, Boisdale, Mabou, Mira and East Bay until they were all about the same height. The weight of the glaciers created the Bras d'Or Lakes. In some places, the glaciers scraped off soil leaving bare rock.



### **Place Names Continued**

- Mira
- East Bay
- Mira River
- United States

In other places, glaciers moved boulders to new places. For example, at Mary

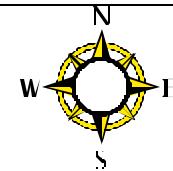
Anne Falls, in the Cape Breton Highlands, there are large round boulders that are unlike any of the rocks around them. Glaciers moved them there from somewhere else.

Cape Breton Island also has many rivers and streams. The largest river is the Mira River. All these rivers help to drain water from the land into the sea.

### Map Skills

#### Finding Directions

#### North, South, East and West



**North**, south, east and west are directions. They are based on the sun.

**north** - the direction to your right, if you are facing the sunset. It also means any place toward the north compared to another place.

**Example:** Canada is north of the United States.

**south** - the direction to your left, if you are facing the sunset. It also means any place toward the south compared to another place.

**Example:** Cape Breton Island is further south than Greenland.

**east** - the direction you would be facing if you watched the sun rise. It also means any place toward the east compared to another place.

**Example:** His farm is 20 kilometres east of the city.

**west** - the direction you would be facing if you watched the sunset. It also means any place toward the west compared to another.

**Example:** Manitoba is to the west of Ontario.

Most maps, but not all maps, will have north at the top of the page, south on the bottom, east on the right and west on the left. There are often arrows on maps that tell you which way the direction are.

1. Look in an atlas and find a map with direction arrows. If you are using the Nystrom Canadian Desk Atlas, where are the arrows on page 52?
2. On a map of the Atlantic Provinces, what province is Nova Scotia closest to?
3. What three islands is Cape Breton Island close to?
4. What state in the United States is Nova Scotia closest to? (Page 50 in the Nystrom atlas.)
5. On a map of Canada, which province is furthest west?
6. On a map of Canada, is Quebec to the east or the west of Ontario?
7. On a map of Canada, what is to the north of Alberta?
8. Would you say Toronto is in the south of Canada, or the north?
9. On a large map of Cape Breton Island, find the following: the Bras d'Or Lakes, Ingonish, Mabou, the Mira River, St. Peter's, Glace Bay, Cape Breton.

#### Comprehension Questions

1. What connects Nova Scotia to Cape Breton Island?
2. Where was Cape Breton Island when the earth was just forming?
3. Where is the highest point on Cape Breton Island?
4. Name three ways glaciers left their mark on Cape Breton Island.
5. Do the Bras d'Or Lakes have salt water or fresh water in them?
6. How long is Cape Breton Island's coastline?



### Longitude and Latitude

Longitude and latitude are terms that are used all over the world to find places. They are imaginary lines on the surface of the earth. They show on maps and globes, like the one shown here.

**Lines of latitude** — These lines go east and west to show distances north or south of the equator. The equator is the imaginary line around the biggest part of the earth. The equator is zero degrees latitude. The greatest distances from the equator are to the North Pole (90 degrees north) or to the South Pole (90 degrees south).

**Lines of longitude** — These lines go north and south to show distances east or west of the starting point which is the Prime Meridian (zero degrees). The Prime Meridian passes through Greenwich, England. The greatest distance from the Prime Meridian is in the middle of the Pacific Ocean, half-way around the world from Greenwich. The greatest distance is 180 degrees east or west from Greenwich.

Latitude and longitude lines cross each other to tell us exactly where a place is located. For example, Louisbourg is almost on the 60 degrees west longitude line and is just a little above the 45 degrees north line of latitude. If we wanted to tell someone where Louisbourg is we would tell them to look near 60 degrees west, 46 degrees north.

### More Map Skills

1. On a map of Canada (pages 42-43 in the Nystrom Canadian Desk Atlas), look at the border between the provinces of Alberta and Saskatchewan. What line of longitude is the border on?
2. What lines of longitude is Nova Scotia between?
3. What line of longitude goes through Cape Breton Island?

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### More Map Skills Continued

4. What lines of longitude is Newfoundland between?
5. What lines of latitude is New Brunswick between?
6. What line of latitude is the border between British Columbia and the Yukon Territories on?
7. What line of latitude runs through Ellesmere Island?
8. Is the 70 degrees north line of latitude north or south of the Arctic Circle?
9. On a map of the Atlantic Provinces (page 52 in the Nystrom Canadian Desk Atlas), what line of longitude is Gander, Newfoundland, closest to?
10. What line of latitude runs through the top of Labrador?
11. Using lines of latitude and longitude, describe where the following places are: Sable Island; Moncton, New Brunswick; Sydney, Nova Scotia; the Cape Breton Highlands National Park.

### Using Vocabulary

**geography**

**island**

**coastline**

**area**

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

1. Greenland is an \_\_\_\_\_ because there is water all around it.
2. The study of \_\_\_\_\_ tells us about different places in the world.
3. I know where there is a nice picnic \_\_\_\_\_ in this park.
4. This \_\_\_\_\_ has lots of hiding places that pirates could have used.

## Welcome to Cape Breton Island

### Word Preview

bogs

climate

humid

symbol

Mi'kmaq

Europeans

Vikings

controlled

## Part Two

### Land, Climate and Wildlife

Early settlers on Cape Breton Island soon learned that most of the soil on the island is not good for farming. It is rocky, with many bogs. Cleared land that is left alone is quickly taken over by evergreen trees, such as spruce and fir. Cape Breton Island is thickly covered with forests.

Many parts of the island have trees such as balsam fir, red spruce, white spruce, birch, tamarack and pine. In some northern parts of the island, the reds, oranges and yellows of sugar maples and other hardwood trees make the scenery something people look forward to in the fall of the year.

The climate on Cape Breton Island is cool and humid.

The island has four seasons. Most of the snow falls in January. Late July can be quite hot. Spring hardly seems to

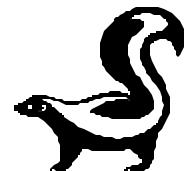


### Place Names

- Cape Breton
- Island
- Nova Scotia
- Cape Breton
- Highlands
- National Park
- United States
- Bras d'Or Lakes
- England
- Portugal
- Spain
- France
- Atlantic
- Provinces
- Cape Breton
- County
- Richmond County
- Inverness County
- Victoria County

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happen. The cold weather hangs on and on and then suddenly, it's summer. It has been said that summer and fall on the island are wonderful, winter is hard and spring is rotten.



Most kinds of wildlife in Nova Scotia can be found on Cape Breton Island except for two animals—skunks and porcupines. The Mi'kmaq, who lived in Cape Breton for thousands of years before Europeans arrived, tried to bring porcupines to the island. They used porcupine quills in their crafts. They didn't want to have to go to Nova Scotia to get them. However, the porcupine never survived on Cape Breton Island.



Black bears, beavers, bobcats, chipmunks, otters and snowshoe hares are common on the island, along with white-tailed deer. Moose and caribou roam the



Cape Breton Highlands National Park. The island does have two kinds of animals that are hard to find on mainland Nova Scotia. The lynx still lives in wooded parts of the island. The marten, known for its thick fur, does well on Cape Breton Island, though it is extinct in Nova Scotia.

Cape Breton Island has many birds such as blue jays, yellow finches and chickadees, ducks and herring gulls, but its most famous bird is the bald eagle. This symbol of the United States is hard to find there. However, it can be spotted in the Cape Breton Highlands National Park and on the shores of the Bras d'Or.

## **People**

The Mi'kmaq have lived on Cape Breton Island for about 10,000 years. The first Europeans to visit the coast of Cape Breton Island were the Vikings, about 1,000 years ago. John Cabot found Cape Breton Island for England in 1497 and

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took back interesting news about the island—the waters around it were filled with fish! Soon other countries such as Portugal, Spain and France heard about the fish. It wasn't long before fishermen from all these countries were fishing near Cape Breton Island.

For more than 100 years, the English and French fought battles to take control over what are now the Atlantic provinces. The French controlled the island for a time before finally losing it to England in 1763. In the late 1700s and early 1800s, thousands of Scottish people came to Cape Breton Island. Around the year 1900, people came from many other countries to work in the island's coal mines and steel plants. The island had its most people by about 1940. The jobs in steel and coal are gone now and some people are leaving the island. In 1996, 117,849 people lived on the island. By 2001, there were only 109,330 people living on Cape Breton Island.

### **Cape Breton Island's Counties**

Cape Breton Island is part of the province of Nova Scotia. It has four counties. People are elected in each county to look after such things as fire protection, garbage collection, building permits and collecting property taxes. In 1835, the Nova Scotia government divided the island into three counties—Cape Breton County, (in the northeast of the island), Richmond County (in the south) and Juste au Corps (in the northwest of the island), which was later called Inverness County. In 1852, Victoria County was carved out of Cape Breton County to make four counties.



### Comprehension Questions

1. What did early settlers learn about the soil on Cape Breton Island?
2. Why do some people say spring on the island is rotten?
3. Why did the Mi'kmaq want porcupine to live on Cape Breton Island?
4. What two animals are found on Cape Breton Island, but not in Nova Scotia?
5. Where on Cape Breton Island might you see a bald eagle?
6. Who were the first Europeans to visit Cape Breton Island?
7. What was John Cabot's good news about Cape Breton Island?
8. Which Cape Breton Island county was the last one to be formed?

### Using Vocabulary

Draw a line between each word in **Column A** and the phrase in **Column B** that best matches it.

<u>Column A</u>	<u>Column B</u>
bogs	People from Scandinavia who sailed on the sea about 1,000 years ago
humid	The first people to live on Cape Breton Island
symbol	People who live in Europe
Mi'kmaq	Had power over
Europeans	Something that stands for something else
Vikings	Areas of wet, soggy ground
controlled	Damp

## Using Vocabulary Continued

Watch Out for Climate and Weather!



**Climate** means the average temperature, rainfall, humidity and wind over a long time. **Weather** means these things over a short time.

**Examples:** He likes living in the warmer climate of Florida.

The weather last week was terrible!

Complete these sentences correctly using climate or weather.

1. Because of her health, they had to move to a drier \_\_\_\_\_.
2. What is the \_\_\_\_\_ going to be tomorrow?
3. In Cape Breton Island they say, "If you don't like the \_\_\_\_\_ out your front door, look out your back door!"
4. The \_\_\_\_\_ in this part of the country seems to be getting warmer.
5. The \_\_\_\_\_ was beautiful here last summer.

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### More Directions

How would you describe the location of a place that wasn't exactly north of where you were and not exactly west, but sort of in-between? You would say it was northwest. We combine two directions when the place we are talking about is in-between.

For example, look at a map of Nova Scotia (page 52, in the Nystrom Canadian Desk Atlas). Find Halifax. Now find Cape Breton Island. Cape Breton Island is not exactly north of Halifax and not exactly east. Cape Breton Island is northeast of Halifax.

### More Directions Continued

Look at a map of Newfoundland on page 52 in the Nystrom Canadian Desk Atlas. The city of St. John's is in the southeast corner of Newfoundland, because it is south and east of the rest of the island.

Try these locations yourself.

1. On page 52 in the Nystrom Canadian Desk Atlas, what direction are the Madeleine Islands in relation to Cape Breton Island?
2. What direction is Cape Sable in relation to Halifax?
3. In what part of Cape Breton Island is the Cape Breton Highlands National Park?
4. On a map of Canada (pages 42-43 in the Nystrom Canadian Desk Atlas) in what part of Canada is Nova Scotia?
5. On the same map, in what part of Canada is the Yukon Territory?
6. What direction is Grande Prairie, Alberta, in relation to Calgary, Alberta?

### Further Activities

1. Bring in as many samples of leaves and twigs as you can of trees that grow naturally on Cape Breton Island. Don't forget mosses, cranberries, blueberries and ground juniper.
2. In an atlas or on a map of the world, find the countries listed in the "Place" box for this reading.
3. On a map of Cape Breton Island, find the boundary lines that separate each county.
4. On a map of Cape Breton Island, find five rivers in each county.

## The Mi'kma Nation

### Part One

#### Word Preview

archeologists	ownership	responsible	territories	
district	local	decisions	dwellings	tanned
sinew	charcoal	decorations	herbal	consensus
tuberculosis	ailments	wrapped	wound	turpentine

"Mi'kmaq" and "Mi'kmaw"

Mi'kmaq means "the family" and should be used as a noun, or the subject of a sentence. **Example:** The Mi'kmaq had their own laws.

Mi'kmaw is the singular of Mi'kmaq. **Example:** He is a Mi'kmaw.

Mi'kmaw is also an adjective. **Example:** The Mi'kmaw people have lived here a long time. Mi'kmaw treaties were signed with England.

---

The Mi'kmaq were the first people to live in what we now call Cape Breton Island. They lived all over the Atlantic provinces and in the southern part of the Gaspé Peninsula. We know they have been in Nova Scotia for more than 10,000 years because of things archaeologists have found near Debert, Colchester County, and Dartmouth, Halifax County. The Mi'kmaq called the land where they lived Mi'kma'ki.

The Mi'kmaq were nomadic people and did not live in the same place all the

time. They moved from place to place, depending on where there was the most food. During most of the year, they lived close to the sea coast. Here they could catch fish, whales, walrus, seals, lobster, eels, and seabirds. They also hunted for moose, caribou, beaver and smaller animals. In winter, they would move further into the forest to hunt.

### Mi'kmaq Religion

The Mi'kmaq way of life and the things the Mi'kmaq believed in were based on respect for the land and every living thing. They believed all life was created by one Great Spirit. They believed animals, fish and plants also had spirits and should be respected. They wasted nothing.

To waste something would be a sign of disrespect to the Creator who had made it.

They believed all living things are connected in a circle. They did not see themselves as the most important of all living things, like the people from Europe who came later did. The Europeans believed humans were the most important living things and should control and use nature any way they wanted. Because the Mi'kmaq saw themselves as part of a circle of life, they prayed in a circle and danced in a circle.

### Mi'kmaq Government

The respect for the land that the Mi'kmaq had made them very different from Europeans in another important way. The Mi'kmaq did not believe in land ownership. They believed land was not a thing you could own, but a thing you



### Place Names

- Cape Breton
- Island
- Atlantic
- Provinces
- Gaspé Peninsula
- Nova Scotia
- Debert
- Colchester
- County
- Dartmouth

must be responsible for, because without it life is impossible. This respect for the land helped shape the way the Mi'kmaq governed themselves.

The Mi'kma'ki area was divided into seven districts. Each district had a district chief. These district chiefs were part of a Grand Council. The Grand Council gave hunting territories to different groups and were leaders in war and peace with other First Nation groups in other areas. The Grand Council met each spring and fall.

Under each district chief were the local chiefs of each village or band. Because the Mi'kmaq respected the rights of others to live on the land, they respected the hunting territories of others when they traveled out of their own territories.

How the Mi'kmaq governed themselves was another way in which the Mi'kmaq were very different from Europeans. The Mi'kmaq believed decisions should be made by consensus. If someone did not agree with an idea, the group would keep talking about it until they came up with another idea that everyone could agree with. They did not believe some people had to accept an idea just because many others liked it.



Wigwam

### **Use of Nature**

Because the Mi'kmaq moved from place to place, they lived in dwellings that could be quickly put up and taken down. These dwellings were called wigwams. They were made of five spruce poles tied together at the top with split spruce root and spread out at the bottom. The poles were kept in place by

a hoop of wood tied to the poles, just down from the top. Shorter poles were tied to the hoop to support a cover made of sheets of birch bark. Extra poles were laid over the outside to hold the birch bark. Birch bark was easy to carry and was waterproof. The top of the wigwam was left open to let fireplace smoke out. A large hide covered the entrance. Fir twigs, woven mats and animal furs covered the floor. Wigwams were usually put up by women.

Clothing was made from the skins of animals, birds and fish. The skins were tanned using smoke and oils from animals. Needles were made of bone. Animal sinew was used as thread. Clothing was decorated with patterns and pictures of animals, birds and humans. Dyes were made from earth, charcoal, eggshells, roots, bark, leaves and flowers. Decorations were made from animal teeth, claws, bone and porcupine quills.

The Mi'kmaq used sharpened stones as tools for carving wood, and for killing game and cutting meat. Food was served in bowls of birch bark. Women wove bags and mats from reeds and grasses. Traps to catch fish were also made this way. They were made of birch bark strips.



Canoe

The Mi'kmaq made canoes which could go in streams and rivers and even far out to sea. The canoes were made of birch bark over a light wooden frame. The

Mi'kmaq could tell when it would be easiest to get the birch bark off the trees by the brightness of the firefly. The Mi'kmaq also made snowshoes, sleds and toboggans to get around easily in winter.

One of the most interesting ways the Mi'kmaq people used nature was their herbal medicines. They were so good at finding and using herbs that early explorers were amazed. Many European settlers would not have lived through their first winters here if the Mi'kmaq had not helped them with their medicines.

For example, ground juniper was boiled in pots made of birch bark to make a tonic for kidney ailments. White spruce bark was used as a tonic for colds, tuberculosis and sore throat. The outer bark of the alder bush was shaved off and soaked in water with a dash of peppermint. The shavings were then wrapped in a covering and put on the head for migraine headache.

For cuts, the Mi'kmaq placed a slice of beaver's kidney on the open wound to draw out infection. Fir balsam was then used to dress the wound. A splint of three layers was used to set broken bones. First, the bones were reset. Then they were padded with fine moss which had been soaked in balsam, or a mixture like turpentine. This layer was then wrapped with soft birch bark. Hard pieces of bark were then tied around the broken arm or leg.

This is the way the Mi'kmaq lived until Europeans arrived. After that, their lives changed in many ways.

\* \* \* \* \*

### Using Vocabulary

Choose the correct word from the words in parentheses below each sentence to fill in the blanks.

1. I think the work of \_\_\_\_\_ sounds interesting.  
**(ailments      arranges      archaeologists)**
2. There are fifteen \_\_\_\_\_ on this street.  
**(decorations      decisions      dwellings)**
3. She got that \_\_\_\_\_ in a car crash.  
**(round      wound      worn)**
4. They \_\_\_\_\_ her leg in bandages.  
**(rapped      wrapped      ripped)**
5. The students took \_\_\_\_\_ of the party and made all the food.  
**(responsible      ownership      consensus)**
6. Hides have to be \_\_\_\_\_ before they can be made into things.  
**(tanned      sinew      timed)**
7. The Mi'kmaq had many hunting \_\_\_\_\_ in Cape Breton Island.  
**(district      local      territories)**
8. When I want to relax, I pour myself a good cup of \_\_\_\_\_. tea.  
**(herbal      charcoal      sinew)**
9. That man is always complaining about his \_\_\_\_\_.  
**(almost      airports      ailments)**
10. Do we have a \_\_\_\_\_ on when we should have our yard sale?  
**(consensus      concert      constant)**

---

### Comprehension Questions

1. Where did the Mi'kmaq live?
2. How do we know they have been in Nova Scotia a long time?
3. Why did the Mi'kmaq not stay in one place?
4. What was the role of the Grand Council in Mi'kmaw life?
5. How many uses for birch bark can you find in this reading?



#### Something to Think About

1. The Mi'kmaq saw themselves as part of a circle of life, connected to other living things. The Europeans (and most Western religions) believe man was made to rule the earth. Which view do you think makes more sense?
2. Do you think herbal medicines can be as good as medicines we buy in drug stores? Why or why not?

## The Mi'kmaw Nation Part Two

### Word Preview

First Nations      treaty      rights      residential schools  
organizations      influenza

The arrival of Europeans in Mi'kma'ki, the home of the Mi'kmaq, changed the lives of these First Nations people forever. The early French who settled on Cape Breton Island traded with the Mi'kmaq and made friends with them. By 1610, the Mi'kmaq realized many more French would be coming to live in their land. The Mi'kmaq wanted to get along with them so they changed their religion and became Catholic. But by the 1700s, the English in Mi'kma'ki were growing in number. At first, the Mi'kmaq fought the English to help their friends the French. The Mi'kmaq were not defeated and they did not surrender. They ended the fighting by signing a treaty of friendship with the English in 1725.

The treaty said the Mi'kmaq could still have all the land that was not yet taken by the English, which, in 1725, was nearly all of it. The treaty also said the Mi'kmaq could still trade, hunt, fish, and use the land as they always had. More treaties were signed in 1726, 1749 and 1752. They repeated the promise



#### Place Names

- Cape Breton
- Island
- Nova Scotia
- Shubenacadie

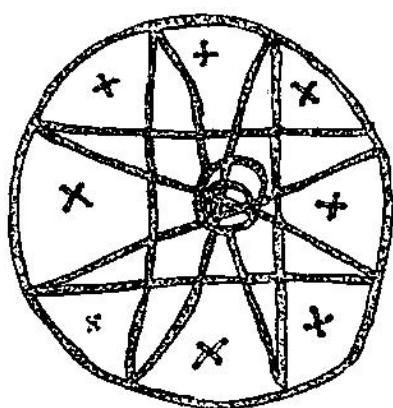
by the English that the Mi'kmaq would not lose any of their rights or land.

### **Broken Promises**

But that is not what happened. Little by little, the Mi'kmaq lost their lands and their way of life because more Europeans were coming to live in Mi'kma'ki. Sometimes the newcomers were cruel. In 1749, Edward Cornwallis, the Lieutenant Governor of Nova Scotia, promised to pay a reward for every scalp from a Mi'kmaq man, woman or child that was brought to him. Sometimes the new people passed their diseases, such as influenza, measles and smallpox, on to the Mi'kmaq. The Mi'kmaq had never been around these diseases before and could not fight them. Many of them died this way.

In the 1860s, the Canadian government passed laws about how all First Nations people would live. The laws were called the Indian Act. The government did not ask the First Nations people who they had signed treaties with how they felt about this. Before this, the Mi'kmaq had looked to their elders and leaders for rules about how to live. Now different people from far away were

making decisions about their lives. The government also set aside small pieces of land for First Nations people to live on. The pieces of land, which were called reserves, were not big enough to hunt or fish on, so the people became dependent on the government for what they needed.



This Mi'kmaq rock carving was done before 1500 and was found near Bedford, N.S. The eight-pointed star is often used in Mi'kmaq carvings as a symbol of the sun.

By the 1900s, the treaties of friendship the English had signed with the Mi'kmaq were

nearly forgotten. The Canadian Government had a new plan. It would make the First Nations people just like everyone else.

#### Cape Breton Mi'kmaq Communities

<u>Name of Community</u>	<u>Population in 2001*</u>
Membertou	621
Chapel Island	419
Wagmatcook	444
Eskasoni	2741
Waycobah	635

\* Statistics Canada figures

#### **Government Plans**

There were three ways in which the Canadian Government tried to do this. The first way was in 1930, when it forced all First Nations children to go to residential schools. Children were taken from their families and sent far away to schools run by churches. The schools tried to make the children stop being Mi'kmaq. They were harshly punished if they were caught speaking the Mi'kmaq language. Some children were beaten and abused in these schools. Some of the children did not feel they belonged with their families anymore. They also knew they did not belong with non-Indians. They did not know where they belonged and suffered emotional problems because of this. More than 1,000 Mi'kmaq children in Nova Scotia went to the residential school in Shubenacadie. It finally closed in 1966. It had failed to make the Mi'kmaq people disappear.

In the 1950s, the government tried to force all the Mi'kmaq in Nova Scotia to live on just two reserves. One reserve was at Eskasoni, on Cape

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Breton Island and the other was at Shubenacadie, near Truro. The government thought this would save money. But many Mi'kmaq families refused to leave their homes. Others went back home when they saw they were not going to get the new houses and jobs they were promised. The government had to give up the idea. Today there are 12 Mi'kmaq communities in Nova Scotia, five of them in Cape Breton Island.

### **The White Paper**

The government last tried to do away with the Mi'kmaq in 1969 with what was called the "White Paper." This paper said that all First Nations rights would be taken away. Suddenly, First Nations people across Canada realized the rights that were promised to them in the treaties could be taken away forever if they did not act. The Union of Nova Scotia Indians was formed in 1969 to respond to the White Paper. Other groups in other provinces formed too. They got money from the federal government to research their rights. They started to take control over their own lives again. In 1971, the Canadian Government gave up on the White Paper. The Union of Nova Scotia Indians continued its work and won an important Supreme Court decision in 1985. The decision said the treaty signed in 1752 to protect Mi'kmaq rights still holds today.

Today there are many Mi'kmaq organizations. They support Mi'kmaq culture, they work to bring jobs to Mi'kmaq communities, and they run schools in Mi'kmaq communities. There is new pride among Mi'kmaq people over their background. There are Mi'kmaq musicians, organizers, poets, teachers, artists and athletes. The White Paper of 1969 did not spell the end of the Mi'kmaq. It spelled a new beginning.

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### Using Vocabulary

**First Nations****treaty****Rights****residential schools****organizations**

Complete these sentences correctly choosing words from the word bank above.

1. The Mi'kmaq, the Penobscot and the Maliseet are all examples of \_\_\_\_\_ peoples.
2. He belongs to \_\_\_\_\_ that support First Nations rights..
3. In Canada, we are lucky because we all have human The Charter of Human \_\_\_\_\_ and Freedoms..
4. A \_\_\_\_\_ is an agreement signed and approved by nations.
5. Mi'kmaq families were sad when the children were forced to go to \_\_\_\_\_.

### Comprehension Questions

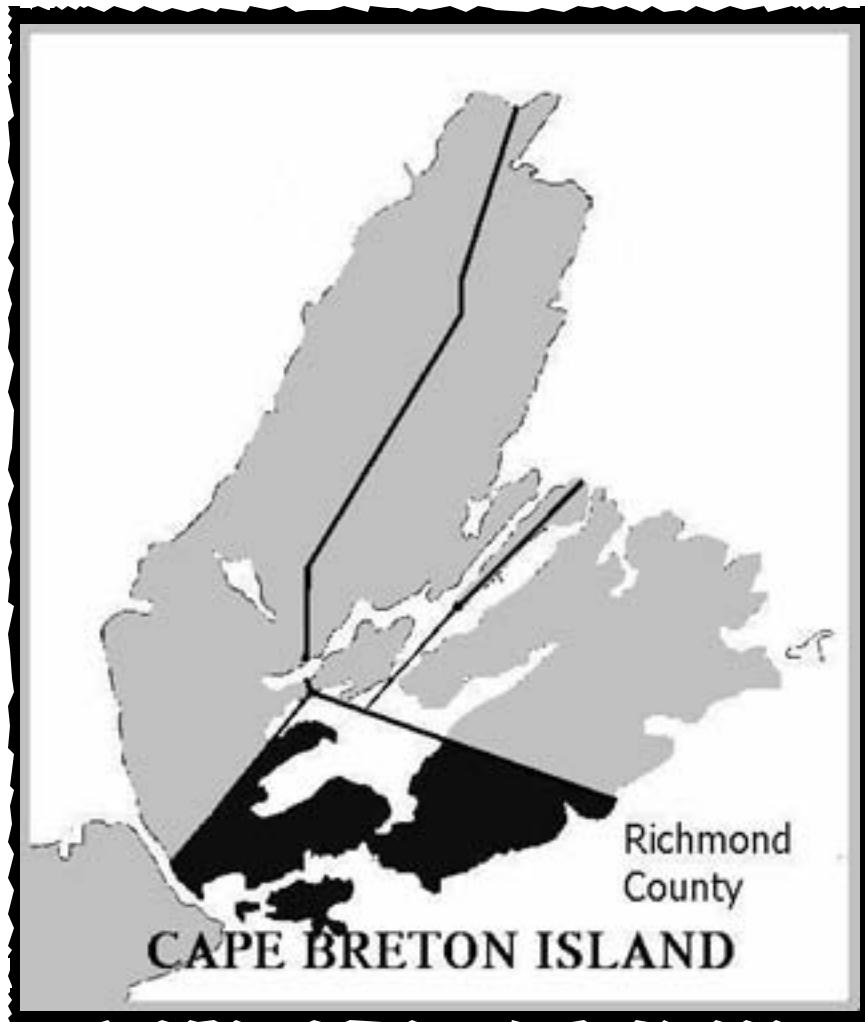
1. Why did the Mi'kmaq change their religion in the early 1600s?
2. How did fighting between the Mi'kmaq and the English end?
3. What did the treaties promise the Mi'kmaq?
4. Why did many Mi'kmaw people die from diseases brought by the Europeans?
5. Name two things the government did in the 1860s to change Mi'kmaw life.
6. Name three things the government did to try and end the special rights of First Nations peoples.

## CAPE BRETON ISLAND WEBSITE RESOURCES

1. <http://museum.gov.ns.ca/mikmaq/index.htm>  
This Nova Scotia Museum site contains 800 illustrations and portraits of the Mi'kmaq of Atlantic Canada.
2. <http://museum.gov.ns.ca/mikmaq/links.htm>  
Links from the Nova Scotia Museum site to many interesting sites on the Mi'kmaq including the native council of Nova Scotia, the Nova Scotia Museum Mi'kmaq InfoSheet, First Peoples on SchoolNet and a list of Mi'kmaq links from St. Francis Xavier University.
3. [www.destination-ns.com/common/trails/Areal D.asp?Areal D=7](http://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.
4. [www.herald.ns.ca/pop/counties/](http://www.herald.ns.ca/pop/counties/)  
Halifax Herald website gives listings for populations in each Nova Scotia county. Also includes graphs which show change over time.

## MISCELLANEOUS NOVA SCOTIA WEBSITE RESOURCES

1. <http://collections.ic.gc.ca/natural>  
Natural history of Nova Scotia
2. <http://collections.ic.gc.ca/fossils>  
Fossils of Nova Scotia
3. <http://collections.ic.gc.ca/highlights>  
Highlights of Aviation History



## Richmond County

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## Welcome to Richmond County!

## Welcome to Richmond County!

### Word Preview

affect

effect

When we listen to the news these days we often hear about the "global economy." How people make their living may be affected by things that happen in another country. But the global economy isn't something new. In fact, Richmond County was part of a global economy hundreds of years ago. People from many countries in Europe were interested in this area then. Some even fought people from their own countries to get a piece of Richmond County for themselves!

Of course, this area wasn't always called Richmond County. Long ago, before Europeans arrived, Mi'kmaq people lived here. The land they lived in included all the Atlantic provinces and part of



#### Place Names

- Richmond
- County
- Europe
- Atlantic
- Provinces
- Québec
- Cape Breton
- Island

Quebec. They called their land Mi'kma'ki, or Mi'kmaq Homeland. They called Cape Breton Island Unama'kik.

The Richmond County area is an exciting place to learn about. If you know a lot about Richmond County, you know a lot about many things.



RICHMOND COUNTY

### Getting Our Bearings

1. In an atlas find the four Atlantic Provinces—New Brunswick, Prince Edward Island, Nova Scotia and Newfoundland. Now find the border between Quebec and New Brunswick. The Mi'kmaq lived in these areas.
2. What do the Atlantic Provinces have in common?
3. Looking at a map of the world, would you say there is more land or water?
4. Land divides the water of the earth into four large oceans. The land areas are called continents. There are seven continents: North America, South America, Europe, Asia, Africa, Antarctica and Australia. Find all seven on a map of the world.

### Did You Know?

In some dictionaries there are 16 meanings for the word "bear"! "Bearings" means to be aware of where you are in relation to other things.



### Using Vocabulary

Affect and effect are often mixed up.

Affect means to act upon or to make a difference in something.

**Example:** I wonder how the new baby will affect the other children.

Effect means something that happened because of something else.

**Example:** Joining that ball team had a good effect on her.

Complete these sentences using "affect" or "effect" correctly.

How will moving away from home \_\_\_\_\_ him? He might start making his own meals. Moving could have a good \_\_\_\_\_ on him.

## Location is Important

Why were people so interested in the Richmond County area hundreds

### Word Preview

location	mainland	regularly	concerned
	governing	portaged	

of years ago? It was because of its location. If you look on a map you will see that one side of Richmond County is on the Atlantic Ocean close to mainland Nova Scotia. The other side of the county is on the Bras d'Or Lakes. Of course, there were no roads here hundreds of years ago. Most travel was by water.

Mi'kmaw people were the first to see the importance of the area as far back as 10,000 years ago. From this area they could travel to other parts of Cape Breton Island by canoe on the Bras d'Or Lakes. To travel to the mainland they paddled to a thin strip of land called an isthmus at St. Peter's. Then they portaged over the isthmus and set their canoes into the Atlantic Ocean. The mainland wasn't very far away. The location was so important to them that Mi'kmaq from many places met regularly near where the Chapel Island



### Place Names

- Richmond County
- Atlantic Ocean
- Mainland Nova Scotia
- Bras d'Or Lakes
- Cape Breton Island
- St. Peter's
- Chapel Island Reserve
- Barra Head



Reserve is now. Chapel Island is near Barra Head. There they would discuss matters such as how to share hunting grounds and other things that concerned them all. The meetings were part of their way of governing themselves.

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### "Mi'kmaw" and "Mi'kmaq"

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Mi'kmaq means "the family" and should be used as a noun (a person, place or thing), or the subject of a sentence.

**Example:** The Mi'kmaq had their own laws.

Mi'kmaw is the singular of Mi'kmaq.    **Example:** He is a Mi'kmaw.

Mi'kmaw is also an adjective.    **Example:** The Mi'kmaw people have lived here a long time. Mi'kmaw treaties were signed with England.

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### Using Vocabulary

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**water**

**isthmus**

**Bras d'Or Lakes**

**mainland**

**location**

Complete this paragraph using words from the word bank above.

People were interested in the Richmond County area because of its

\_\_\_\_\_ . Travel by \_\_\_\_\_ was the easiest way to get from one place to another. Mi'kmaw people crossed the \_\_\_\_\_ near St. Peter's to get from the \_\_\_\_\_ to the Atlantic Ocean.

## Comprehension Question

1. Why was the Richmond County area a good location for the Mi'kmaq?

## Something to Think About



- Look at a map of Cape Breton Island in an atlas. Why would traveling on the Bras d'Or Lakes be a good way to get to other parts of the island?
- Why might location be important to someone who wants to open a store?
- Locate Truro on a map of Nova Scotia. Why might food cost more on Cape Breton Island than in Truro?
- If you wanted to open a motel on Cape Breton Island, where would you put it?
- Write a list of things you like about the location of where you live. Beside it, write a list of things you would change about your location if you could.

## Europeans Arrive

### Word Preview

settlement

merchants

eventually

destroyed

resources

supplying

descendants

method

tenant

In the 1500s fishermen from Portugal discovered good fishing grounds near Richmond County. Soon they built summer camps and began to trade with the Mi'kmaq, who had furs. The Portuguese did not settle there, though.

In the 1600s the French came and saw that the area was rich in fish and furs. Nicolas Denys built a fur trading post at St. Peter's. Denys and his brother made good money when the fish and furs were sold back in France. Other French merchants heard about it and wanted to make the money themselves. A few of them attacked Denys and drove him out. He later returned and ran a trading post for many years but it was eventually destroyed by fire. Today the Nicolas Denys Museum reminds us of this man. Much of what we know



### Place Names

- Portugal
- Richmond County
- France
- England
- North America
- Newfoundland
- Cape Breton Island
- Louisbourg
- St. Peter's
- Isle Madame
- Mainland Nova Scotia
- Louisbourg
- Isle of Jersey

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about those times is because of the writing he did.

### **The French Build Louisbourg**

At that time, England and France were fighting each other to see which country would claim North America and its rich resources such as fish, fur and lumber. By 1713 the English had won control over Newfoundland. The last safe place for the French to fish from was Cape Breton Island. This time the King of France took charge so Frenchmen would not be fighting each other. He named Cape Breton Island "Isle Royale" which means "Royal Island" and built a large fortress at Louisbourg to protect the French claim on the island.

French settlements at St. Peter's and on Isle Madame also started during this time. These settlements were close to Louisbourg. People there earned money by supplying fish, wood and food from their farms to Louisbourg.

The French lost Cape Breton Island to the English for a time, but regained it in 1748 and brought new French settlers back with them. A few years later they were joined by Acadians. These French-speaking people had been living in mainland Nova Scotia but were forced out by the English.

In 1758, France lost Cape Breton Island again to the English for the last time. The English forced most of the people living in or near Louisbourg to return to France, but some of them escaped and hid in the woods. Many of them eventually returned to the settlements. In some cases their descendants still live there today.

### **New People Come**

Over the next 100 years many more people settled in the area. The different groups had different reasons for coming to their new home.

- Some **Irish** fishermen from Newfoundland had moved to Louisbourg after the English defeated the French. After the English left Louisbourg these Irish people moved to the closest settlements they could find. These were in Richmond County.
- Merchants from the **Isle of Jersey** came to the area to buy fish.
- **Loyalists** who had remained loyal to England during the American Revolution did not feel safe there after England was defeated. Thousands of them came to Nova Scotia, including the Richmond County area.
- About 20,000 **Scottish Highlanders** came to Cape Breton Island in the early 1800s. Their landlords had forced them off the land in Scotland because the method of farming was changing there. Landlords had started to use fenced fields for farming, instead of open fields. This change in farming methods was called the Enclosure Movement. This way of farming made more money for the landowners, but left many tenant farmers with nothing. Some of the Highlanders settled in parts of Richmond County.

\* \* \* \* \*

## Using Vocabulary

**Portugal****tenants****loyal****France****merchants****descendants****regained****resources**

Finish these sentences using words in dark print above.

1. Europeans were interested in the \_\_\_\_\_ of North America.
2. \_\_\_\_\_ saw ways to make money buying and selling fish and furs.
3. The King of \_\_\_\_\_ had a large fortress built at Louisbourg.
4. Some people in Richmond County are \_\_\_\_\_ of Acadians.
5. Americans who had been \_\_\_\_\_ to England were afraid to stay in the United States.
6. Landlords owned the land and could force \_\_\_\_\_ off.

## Comprehension Questions

1. Why were Europeans interested in Cape Breton Island?
2. Which country first started settlements in Richmond County?
3. Which two groups came to Cape Breton Island because their side had been defeated in a war?
4. Which people came because changes in farming in their country meant they could no longer earn a living?

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### Word Problems Adding and Subtracting

During Nicolas Denys' time at St. Peter's (around the year 1650), people used money that was different from the money we see today. Sometimes, they used French "livres" and other kinds of money called "deniers" and "sols." Picture yourself back in 1650 and see if you can figure out the answers to these money problems.

1. Nicolas Denys traded 5000 livres worth of fish during the first year he lived in St. Peter's. The second year he earned 5500 livres by trading fish and lumber. In his third year he did more trading and earned 6000 livres.
  - a) How many livres did he earn in all three years?
  - b) How much more did Nicolas make in his third year than in his first year?
2. A fisherman near St. Peter's might earn 300 livres a year. A soldier earned about 18 livres per year. How much more than the soldier did the fisherman earn?
3. A chicken and a pound of tea leaves would cost about 1 livre each. A new jacket would cost about 10 livres.
  - a) How much would a chicken, a pound of tea leaves and a jacket cost all together?
  - b) What would the total cost of 2 chickens and three pounds of tea be?
  - c) What would the difference in price be between a new jacket and 8 chickens?

## Word Problems Continued

4. A worker in St. Peter's might earn 12 livres a year. If he wanted to buy a new jacket for 10 livres, how much money would he have left over for the rest of the year? Would he buy a new jacket very often?
5. A fisherman named Pierre caught 25 pounds of fish in one day. Simon, another fisherman, caught 13 pounds of fish in one day. How much more fish did Pierre catch than Simon?



## Multiplying and Dividing

1. A fisherman can earn 10 livres a day by selling his catch.
  - a) How much would 25 fishermen make all together in one day?
  - b) How much would the same 25 fishermen make in three days?
  - c) How much would the 25 fishermen make in one week?
2. Nicolas Denys sold 250 furs for 7500 livres. What is the selling price of each fur?
3. Armchairs cost 80 livres in St. Peter's in 1650. How many chairs could Nicolas buy for 320 livres?
4. One pound of fish could be sold for 25 sols. How much would 52 pounds of fish be worth?

## Word Problems Continued

5. If one pair of shoes cost 10 livres, how much do five pairs cost?

## More Multiplying and Dividing, Percents

**1 livre = 20 sols  
1 sol = 12 deniers**

**6 livres and 12 sols = 1 écu  
24 livres = 1 louis d'or**

Use the information above to solve these French money problems.

1. Twenty sols make up 1 livre. How many livres are 1,300 sols?
2. If 20 sols make up 1 livre, how many sols make up 6 livres?
3. Twelve deniers make up one sol. How many sols are 120 deniers?
4. If 12 deniers make up one sol, how many deniers make up 8 sols?
5. How many livres make up 5 louis d'or?
6. If you added 8 sols to an écu, what would you have?
7. Nicolas Denys earned 8,000 livres in one year. He earned 3,600 livres for trading fish, 3,200 livres for selling lumber and 1,200 livres for writing a book about life in St. Peter's.
  - a) What percent of his income does he get from selling fish?
  - b) What percent of his income does he get from selling timber?
  - c) What percent of his income does he get from writing his book?

## Which is Which??

As you can see, people from many places came to live in Richmond County. Can you match these place names with the correct background information?

Potlotek

This area is named after a Jerseyman who owned land here

Cannes

Named after Irish settlers

Grand Anse

The Mi'kmaq name for this place was "Nerichac"

San Pedro

The French called it "Port Toulouse" which the Mi'kmaq changed to this

Lake Uist

This area was once known as "Acadiaville"

Janvrin's Island

This is what the Portuguese called St. Peter's

Irish Cove

Named after a seaport in France

West Arichat

French for "Big Cove"

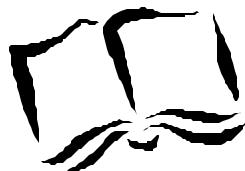
Arichat

Named after a lake in Scotland

Which is Which??  
(Answers)

Potlotek	This area is named after a Jerseyman who owned land here
Cannes	Named after Irish settlers
Grand Anse	The Mi'kmaq name for this place was "Nerichac"
San Pedro	The French called it "Port Toulouse" which the Mi'kmaq changed to this
Lake Uist	This area was once known as "Acadiaville" because many Acadians lived there
Janvrin's Island	This is what the Portuguese called St. Peter's
Irish Cove	Named after a seaport in France
West Arichat	French for "Big Cove"
Arichat	Named after a lake in Scotland

What's in a Name?



A telephone book can tell you a lot about a community.

For example, which name in Arichat has more listings - Boudreau (French), MacDonald (Scottish) or Kehoe (Irish)? What does this tell you about the people who settled here hundreds of years ago? What other names are common in Arichat? Where did these names come from?

Now look at telephone listings in another Cape Breton community. Which names are common? Where do you think they came from?

Your library may have books on common family names where you live. Or look up "origin of surnames" on the internet to find out about where names came from. Try your own last name.

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NI COLAS DENYS MATH EXERCISES  
ANSWER KEY

Exercise #1:

- 1a. 16,500 livres
- 1b. 1000 livres
- 2. 282 livres
- 3a. 12 livres
- 3b. 5 livres
- 3c. 2 livres
- 4. 2 livres
- 5. 12 pounds

Exercise #2:

- 1a. 250 livres
- 1b. 750 livres
- 1c. 1750 livres
- 2. 30 livres per fur
- 3. 4 armchairs
- 4. 1300 sols
- 5. 50 livres

Exercise #3:

- 1. 65 livres
- 2. 120 sols
- 3. 10 sols
- 4. 96 deniers
- 5. 120 livres
- 6. 6 livres and 20 sols OR 7 livres
- 7a. 45%
- 7b. 40%
- 7c. 15%

## Sentence Punctuation

Try and read the following:

in the 1600s the French came and saw that the area was rich in fish and furs Nicolas Denys built a fur trading post at St. Peter's Denys and his brother made good money when the fish and furs were sold back in France

It is hard to read and understand these lines because there is no punctuation. Sometimes when we speak, we pause between words or change our voices. We lower our voices at the end of our thoughts. We raise our voices at the end of questions.

When we write, we have to use punctuation because we cannot hear these changes. Punctuation lets us get more meaning from groups of words.

Here are basic rules for punctuation:

1. All sentences begin with a capital letter.
2. If the sentence is a statement, it ends with a period. (.)
3. If the sentence is a question, it ends with a question mark. (?)
4. If the sentence expresses strong feeling, it ends with an exclamation mark. (!)

Put in the correct punctuation at the end of each sentence below.

1. When is your birthday\_\_
2. I think I will have pizza for lunch\_\_
- 3.

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### Sentence Punctuation Continued

3. That car is going to hit us \_\_
4. Fire \_\_
5. I wonder where she is going \_\_
6. If you ask me, she's up to no good \_\_
7. Don't you talk to me like that \_\_
8. What got into him \_\_
9. I think I'll have a rest \_\_

Copy the sentences below and put in capital letters and punctuation where needed.

1. the French were interested in the fish near Cape Breton Island
2. who attacked Nicolas Denys
3. I wonder where the Nicolas Denys Museum is
4. people on Isle Madame sold fish to Fortress Louisbourg
5. do you know what happened to the Acadians
6. run for help
7. many people came to Cape Breton Island
8. she didn't know if they could get land here
9. we bought a new car last week
10. what do you think of our new car
11. wow
12. you can help me wax the car

### More Punctuation Rules

Exclamation marks suggest strong feeling.

**Examples:** Ouch! Help!

Exclamation marks are also used for commands if they should be shouted or spoken with strong feeling.

**Examples:** Attention! Don't move!

Use exclamation marks with sentences that follow strong exclamations or explain shouted commands.

**Examples:** Finally! You got here! Run! There's a ghost!

We mostly use exclamation marks when we are writing something that was spoken with strong feeling. We should not use them just to add excitement. The following sentences should be punctuated with a period, not an exclamation mark.

**Examples:** I was really tired. He couldn't believe what he saw.

Put in the correct punctuation at the end of each sentence below.

Look out \_\_ That tree is falling \_\_

Do you know when we will be finished \_\_ I don't know \_\_

I find this house so cold \_\_

Get away from the stove \_\_ You'll get burned \_\_

Friday was the hottest day of the year \_\_

Would you believe she is 89 years old \_\_

Was the first coal mine in North America at Port Morien \_\_

Could I interest you in a cup of tea \_\_

I would like that \_\_ I'll have some oatcakes, too \_\_

## On the Move

### Word Preview

opportunities

desperate

make a living

ancestors

native

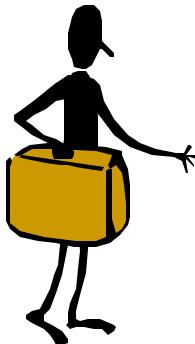
The Mi'kmaq, the French, the Acadians, the Jerseymen, the Loyalists, the Irish and the Scottish all had different reasons for coming to Cape Breton Island. Some, like the Scottish, had been forced off the land in their native country. They were desperate to find a place where they could earn a living. The Acadians had been forced from their homes in the Annapolis Valley because the English did not trust them. The Jerseymen were merchants who wanted new business opportunities. The Loyalists had supported England in the American War of Independence. They had to leave the United States after they lost the war because they were no longer wanted there. They also faced an unusual punishment if they stayed - they were tarred and feathered! Even the Mi'kmaq were here because their ancestors had slowly moved southward from the Arctic more than 10,000 years ago. They had been looking for food. All of these people migrated to



### Place Names

- Scotland
- Annapolis Valley
- Isle of Jersey
- England
- United States
- The Arctic
- Canada
- Toronto
- Vancouver
- Cape Breton Island
- Calgary
- Alberta

their new homes. Each group has added something to our way of life.



Do people still migrate today? Yes! On television you might see people who are leaving their country because of war. Many people come to Canada because they like our freedom. Some come here to make a better living. Toronto and Vancouver are two cities that have a large number of immigrants coming from other countries.

Cape Breton Island has received many immigrants. In the early 1900s people came from many countries to work in the coal and steel industries. The island has also sent out many emigrants. Often, people leave to find jobs. Researchers at the University of Calgary are interested in why some of us stay in new places and why some of us don't. The newspaper story on the next page appeared in the Tuesday, October 9, 2001 edition of the Cape Breton Post. It tells about the University of Calgary study.

\* \* \* \* \*

#### Comprehension Question

1. In your own words explain what "migrate", "immigrate" and "emigrate" mean.

# Western province favoured destination for migrants

**BY CRIS CONNORS**

CAPE BRETON POST

Cape Bretoners searching for work have been passing over Ontario in favour of Alberta in recent years, says a researcher studying the growing migration from Atlantic Canada.

The University of Calgary study on the Atlantic Canadian flow to Alberta shows that 15,000 Nova Scotians moved to Alberta from 1996 to 2000.

Of those, Dr. Harry Hillier of the University of Calgary sociology department figures more than 10,000 are Cape Bretoners who traditionally found jobs in Ontario.

"Now they jump over Ontario," Hillier said in a phone interview, noting he's encountered Cape Bretoners and other Atlantic Canadians in every region of Alberta.

"We're not used to having this many people from Atlantic Canada."

The study began last year with researchers asking some 300 migrants why they moved to Alberta.

While most of the Cape Bretoners and others surveyed were men under 30 years of age looking for labour jobs, Hillier said he's also spoken to dozens of professionals, such as teachers and nurses, who headed west to fulfill growing demands there.

There were also stories of people fleeing Cape Breton as the traditional coal and steel-fired economy bottomed out and of men who had left wives and children behind to explore their job chances in Alberta.

In other cases, entire families used

their last pennies to go looking for a new beginning.

"I've heard stories from Cape Breton that could make you cry," Hillier said.

"I spoke to people who lost everything, had nothing, so they packed up in the family car and went looking for a fresh start.

Still, Hillier noted, when the migrants were asked how long they intended to stay in Alberta, most planned to eventually return to their home province.

While people from most provinces indicated they were now permanently Albertans, those from what Hillier calls the "three islands" - Cape Breton, Newfoundland and P.E.I. - tended to set deadlines.

"It was not unusual to hear them say they had to go away, but that they also have to go back," Hillier said. "We didn't find that with anyone we spoke to from Saskatchewan."

"They seem to close the door once they leave."

Hillier is trying uncover the mysteries of this homing beacon as part of the second phase of his study. He has been travelling to various provinces since September, looking for people who once lived in Alberta, as well as people interested in the meaning and consequences of migration.

Volunteer participants are invited to phone toll-free at 1-866-646-6600.

"The key thing is I want input from the area," he said. "I want to get a better sense of how people feel about so many leaving, and I want to get a better sense of what causes these people to leave and then, ultimately, come back."

Courtesy of the Cape Breton Post

### Using Vocabulary

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

**native      desperate      ancestors      opportunities**

1. The Cape Breton Literacy Network gives people \_\_\_\_\_ to learn.
2. The Scottish settlers were \_\_\_\_\_ for land.
3. The \_\_\_\_\_ of the Mi'kmaq came to Cape Breton Island thousands of years ago.
4. Many immigrants wondered if they would ever see their \_\_\_\_\_ land again.



### Something to Think About

There are some good reasons why people would want to leave the place they live in. These are called "**push factors**" because they push people away. Push factors can include lack of jobs, war, lack of health care and even cold weather. Reasons why people would want to go to a place are "**pull factors**" because they pull people to that place. Pull factors can include being close to family and friends, jobs or the excitement of a big city.

1. Can you name four push factors that would cause people to leave Cape Breton Island? Can you think of four pull factors that would make people want to come here?
2. List people you know who have moved away. Write down why they left and where they went. Compare your list with others in your class.

## The Glory Days of Richmond County

In the early 1800s, about 2,000 people lived in the St. Peter's area

### Word Preview

municipal government      fertile      locks      processing

glory      manufactured goods      agriculture      traffic

cathedral

of Richmond County. There were more people in the St. Peter's area than in all the rest of Cape Breton Island.

There were also many people living in Arichat on Isle Madame. Arichat's location made it an important port. Ships could stop there before going through the Strait of Canso to ports along the Gulf of St. Lawrence. Arichat was also in a good place to trade fish for rum and molasses with the Caribbean and to trade fish for manufactured goods with Europe.

These were the glory days of Arichat. There were 24 large wharves, two Protestant churches, a Catholic cathedral, doctors, lawyers, high schools, hotels and four bars in Arichat in the 1860s! Because it was so important, Arichat, was chosen as the county seat of Richmond County. The county seat is where the municipi-



### Place Names

- St. Peter's
- Richmond
- County
- Cape Breton
- Island
- Arichat
- Isle Madame
- Strait of
- Canso
- Gulf of St.
- Lawrence
- Caribbean
- Europe
- Scotland
- Inverness
- County
- Glace Bay
- Bras d'Or
- Lakes

pal government offices are.

### **Change Comes**

However, things started to change after thousands of immigrants came to Cape Breton from Scotland. For one thing, the Scots opened up other parts of Cape Breton Island. They did very well in Inverness County where the soil was fertile and good for agriculture.

Other people were moving to Eastern Cape Breton Island, near what is now Glace Bay, to work in coal mines and to fish. Soon there were more people living in Inverness and in Eastern Cape Breton Island than in Richmond County.

At that time, coal, fish, and other goods from Cape Breton Island were carried to other places on ships. The St. Peter's Canal was built in 1869 so these ships could leave the Bras d'Or Lakes at St. Peter's. This would be a much shorter route than going out through the Great Bras d'Or Lake. The canal was built to keep St. Peter's and Arichat in the centre of the boat traffic that carried goods between Cape Breton Island and other places. If they were at the centre of boat traffic, then businesses would open there and more people would come.

### **Communities Get Smaller**

However, that never happened. By 1891, a railway was built that carried goods over the Strait of Canso without going near St. Peter's or Arichat. And even though the locks in the canal were made larger, they still weren't big enough for the huge new ships that were being built.

The numbers of people living in Arichat and St. Peter's fell in the

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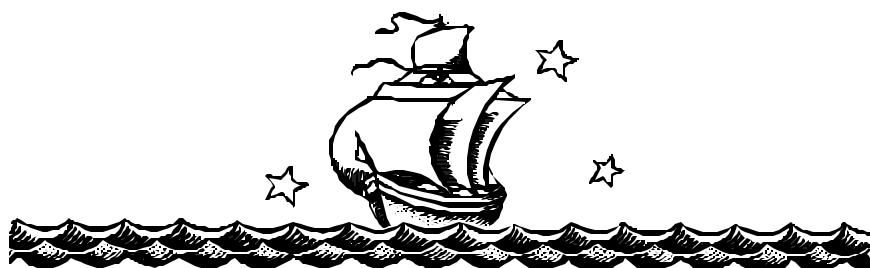
years that followed. Still, communities in Richmond County were good places to live. Most people who stayed worked in the fishery. They either fished or worked in fish processing plants as their parents and grandparents had done.

Suddenly, in 1992 all that changed. For over 400 years people had been fishing northern cod off this part of Cape Breton Island. But by 1992 there were no fish left. What could the fishing communities do?

\* \* \* \* \*

#### Comprehension Questions

1. Why was Arichat so busy in the early 1800s?
2. Why were the early 1800s called the “glory days” of Arichat in the story?
3. How did the new railway hurt St. Peter’s and Arichat?





### Finding Your Bearings

1. On a map of Cape Breton Island trace the route that many ships took in the early 1800s: Start in the **Bras d'Or Lakes** where ships picked up lumber and other products, go through the **St. Peter's Canal**, around Cape Breton Island and through the **Strait of Canso** and on to the **Gulf of St. Lawrence**.
2. Find the **Great Bras d'Or Lake** on a map of Cape Breton Island. Now find the place marked "**Seal Island**". Before the canal at St. Peter's was built, ships left the Bras d'Or Lakes through this narrow opening. Then they circled around **Cape Breton Island** and went through the **Strait of Canso** and on to the **Gulf of St. Lawrence**. Compare this route with the route described above. You can see how much shorter the trip was when ships could use the canal.
3. Trace the route from Arichat to the Caribbean, then to Europe and back to Arichat. Why was it called a "triangular trade route"?

### Strait and Straight

A **strait** is a narrow waterway that connects two larger bodies of water. The Strait of Canso connects the Atlantic Ocean with the Gulf of St. Lawrence. **Straight** means not having any curves or bends, such as a straight road.

Circle the correct word in the sentences below.

1. He always wanted to see the (Strait/Straight) of Gibraltar, near Spain.
2. A (straight/strait) may be the shortest way between seas.
3. That river flows in a (straight/strait) line to the ocean.
4. She stood up (strait/straight) to look her best.

### Using Vocabulary

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

1. St. Peter's wanted to be in the centre of shipping \_\_\_\_\_.  
**location      traffic      opportunities**
2. The soil was \_\_\_\_\_ in Inverness County.  
**agriculture      important      fertile**
3. Richmond County merchants traded fish for \_\_\_\_\_ from Europe.  
**manufactured goods      furs      glory**
4. Arichat was good for shipping because of its \_\_\_\_\_.  
**agriculture      location      people**

#### Something to Think About



Ask a parent, grandparent or an older neighbour if the community where they were born has changed in size over the years. Why do they think it got larger or smaller? Or, why did it not change at all? Write down what they say.

What do you think your community will be like 50 years from now? What things might change? Write your answers down and share them with another student.

## Three Levels of Government

In Richmond County the local (**municipal**), government offices are located in Arichat. Under the Canadian Constitution, municipal governments in our country have the power to make decisions on local matters that affect the community. The **provincial** and **territorial** governments have responsibilities over matters that deal with the provinces and the territories. Provincial and territorial governments sit in the capital of each province or territory. Our provincial government sits in Halifax. The **federal** government decides on matters that concern the whole country and is based in Ottawa.

Canada is a **democracy**. That means ordinary citizens take part in governing Canada by voting. Respect for democracy is one of the most important values Canadians share. Here are some examples of government responsibilities.

MUNICIPAL GOVERNMENT	PROVINCIAL GOVERNMENT	FEDERAL GOVERNMENT
<ul style="list-style-type: none"><li>• Fire Protection</li><li>• Garbage Collection</li><li>• Street Cleaning</li><li>• Police</li><li>• Property Tax Collection</li></ul>	<ul style="list-style-type: none"><li>• Education</li><li>• Hospitals</li><li>• Health-care system</li><li>• Natural Resources</li><li>• Highways</li></ul>	<ul style="list-style-type: none"><li>• Defense</li><li>• International Trade</li><li>• Banking</li><li>• Natural Resources</li><li>• Income Tax Collection</li><li>• Broadcasting</li><li>• Air Travel</li></ul>

## Taking Charge of the Future

### Word Preview

industries	scientists	community	committee
realistic	success	employer	future

In 1992, the people of Richmond County faced a frightening future. For 400 years people in the area had made their living from the sea. The North Atlantic cod fishery had been the backbone of communities all over the Atlantic Provinces. But suddenly the fish were gone. Nearly 19,000 people in Atlantic Canada would lose their jobs over the next few years.

Where did the fish go? Scientists are still studying what happened. One thing they agree on is that technology ( new tools and ways of fishing) played a big part. Too many fish had been caught. In July, 1992, the federal government placed a moratorium on the fishery. No one was allowed to fish cod until the government said they could. The moratorium was supposed to last just a few years but the fish have still not returned.

Richmond Fisheries in Petit de Grat was the largest employer on Isle



#### Place Names

- Richmond
- County
- Atlantic
- Provinces
- Atlantic
- Canada
- Petit de Grat
- Isle Madame
- Port
- Hawkesbury
- Point Tupper

Madame. Five hundred men and women depended on the fish processing plant for their jobs. Once these people were out of work local stores and other businesses would close. What was Isle Madame, with its 4,300 people, going to do?

Most of the people in the fishery had never worked anywhere else. Their grandfathers and their grandfathers' grandfathers had worked in the fishery. Now they had to change.

Some people saw the end of the cod fishery coming. They wanted their community to have a future so they volunteered their time and formed a committee. They had meetings to decide what could be done to help Isle Madame. The people of the community had to look at themselves very closely and to be honest. They had to list:

- their strengths
- their weaknesses
- their choices
- new things they could do

Trying to change can be very hard to do. The people of Isle Madame went to many, many meetings before they came up with a plan. The plan was to start new industries that had a realistic chance of success in the area.

Today many people from Isle Madame work in Port Hawkesbury and Point Tupper, about a 45-minute drive away. However, many others work in jobs that had never existed in Richmond County. Some of the new jobs are in aquaculture, (fish farming), a call centre and eco-tourism, (such as wilderness adventures), kayak tours and boating. Other small businesses include truck driving and a wood kiln. Today, the future looks much brighter

for these people who love their Cape Breton Island home.

## Volunteer Skills

John Boudreau is a high school counselor who lives in Petit de Grat.

He is the son of a fisherman and has been involved with the fishery in many ways for much of his life. He was one of the early volunteers who worked to find new jobs on Isle Madame. He says all the volunteers who went to the meetings learned skills which helped them be good volunteers. Without these skills the meetings would not have been successful and Isle Madame would have had no future.

- **Know your strengths and weaknesses.** "I know I'm good at communicating and that's where I can help," Mr. Boudreau said. "But my shortcoming is in accounting and business. I wouldn't know if a business plan was a good one. If you become involved in activities you are weak in, your interest will fade. When you are volunteering you should deal in your strengths."
- **Set realistic goals.** "Sometimes I thought I could save everyone I got involved with. I had to recognize there are certain things I couldn't fix. If you aren't realistic, you will get discouraged and end up not helping at all."
- **Express ideas and feelings.** "The thing I learned from those meetings is that the answers to our problem were all here. The fishermen and the ladies who had worked at the fish plant—they all had ideas. But they had to express them. This was their contribution as volunteers. All volunteers should have no fear of being put down for what they say. They must get respect. At our early meetings we all sat in a circle. We went around and listened to what everyone had to say. The best information came from that."

- **Be a good listener.** "Volunteers have information that can help solve a problem. To get that information we have to listen carefully. Then we have to say what we have heard in our own words. This tells the speaker we understand what was said."

"Before these meetings everyone thought they only knew how to do things in the fishery. But the volunteers showed they had many talents and strengths," Mr. Boudreau said.



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#### Comprehension Questions

1. Why were people of Richmond County afraid of the future?
2. What is one reason why there are not enough fish to catch now?
3. Why could people who worked in stores lose their jobs if the fish plant closed?
4. How long had the people of Isle Madame worked in the fishery?
5. Why did people volunteer to be part of a committee? What was the committee's job? Was the committee successful?

### Using Vocabulary

Draw a line to match each word with the phrase that best describes what the word means.

industry	a number of people living in the same place
scientist	what will happen in the future
community	as if it was real
committee	a good result
realistic	a person or business who pays someone to work
success	someone who has a job in science
employer	a group of persons who have been elected or chosen to do a certain task
future	a type of business

### Something to Think About



1. Think of a volunteer group in your community. The volunteers probably have many things to do such as fundraising, decorating, driving or telephoning. Which jobs would you be good at doing? Which jobs would you not be as good at doing?
2. Read "Volunteer Skills" with your instructor. In the meetings Mr. Boudreau went to, what do you think would have been an unrealistic goal? Why do you think it would have been unrealistic?
3. Because of the meetings Mr. Boudreau went to, there are now many new businesses in Isle Madame. Other new businesses are still being planned.

What do you think would have happened if only one person had spoken at the meeting?

4. How can you tell if someone is listening to you? How can you tell if they understand what you are saying?

5. Do you know a volunteer in your community? Ask them how they use each of the skills Mr. Boudreau talks about. Share what they say with your class.

## Scenes from Richmond County



A boat in the canal at St. Peter's. (ECBC photo)



This Richmond County road sign shows the French speaking background of many of the county's people.



Petit de Grat



A common scene of Richmond County with the Atlantic Ocean in the background.

(All photos courtesy of ECBC)

## Why Joe David Burned the House

### Word Preview

childbirth

refused

midnight

chimney

curious

knocking

kerosene

publishes

(This is a retelling of a story that you can find in Cape Breton Book of the Night by Ron Caplan. The story was first told in French. Many people in Richmond County are descended from French-speaking people. Ron Caplan also publishes Cape Breton's Magazine. There are lots of other Cape Breton stories in these magazines.)

I was born in Petit de Grat in 1911. The old women from Petit de Grat told stories to scare people. They would say, "If you go out tonight and you don't say your prayers, you're going to see the devil." I didn't pay much attention to them. I went out and came home as I pleased.

We moved to our house outside the village when I was nine years old. My mother used to visit an old woman who lived up the road. One day my mother told her, "Last night I went to my room to put something there. When I looked out the window I saw a man. I thought it was my husband Fred. But he told me later he had not gone outside."

"Was it a tall man?" asked the old woman. "Pretty tall," my mother



### Place Names

- Richmond
- County
- Petit de Grat

answered. "He had a hat and a coat on, with a belt around the waist."

"Do you know who that was? It was the man who used to live here," the old woman said.

She said it was a man who had been dead a long time. People had bought the house from him but they had not paid him all the money they owed him for it. Then they sold it to us, but they didn't tell us about the money they still owed.

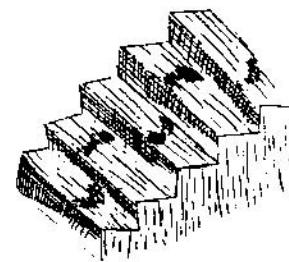
### Problems

We started having problems as soon as we moved in. The first morning we woke up there, we couldn't open the doors or windows to get out. They seemed to be locked or stuck. A girl going to school was coming for my sisters and she came right in with no trouble! That was our first morning there.

After that my father hurt himself and he couldn't work. Not long after that my mother died in childbirth. She was only forty-one. By then I was sixteen.

Then the problems really started.

It would come at noon and then at midnight. You could hear it walk upstairs. It would come to the door at the top of the stairs and stop a while. At midnight the same thing would happen. My brothers and sisters were so scared they wouldn't even go to get a drink in the porch where we kept our water bucket. But I wasn't scared. I'd go in the porch, have a drink and come back saying, "Damn, that's good water!"



My father was away working in Mulgrave. Soon my brothers and sisters refused to stay in the house overnight. They slept at an old woman's, nearby.

It got so bad that I didn't want to stay in the house. Something was there at noon and at midnight. I soon found somewhere else to stay, too. Then there was no one living at the house.

After we left the house for good, fishermen said they could see smoke coming from the chimney when they were in their boats. But there was no one in the house!

### Father Didn't Believe Me

An old man, Johnny Goyetche, was curious. "Would it bother you if I went to see for myself?" he asked. "I'll leave it unlocked," I answered. "It's no use going before midnight. You won't hear anything before then. Or else go at noon, during the day." On the night he went, I watched from outside. After half an hour he came out and said, "Joe, I wouldn't stay here."

But my father didn't believe there was anything wrong. He thought it was me playing tricks. One night when he was back from Mulgrave he decided we would both stay in the house overnight. At midnight he asked me "Did you hear anything?" We had both heard knocking on the wall. He lit his pipe and looked at me. "You say you've stayed here all alone at night? You're brave!" he said.

Still, he wanted to fix the house up and have us move back in. My



sister and I felt we had to do something. We would not stay in that house.

We decided to set it on fire. I put kerosene around the chimney and I threw a match on it. We burnt the whole side of the roof.

My father sold it to Eugene Samson for \$75. Eugene tore it down and was going to use the wood that was left to build a house. But when he returned to the place where he had piled it, more than half the wood was gone! Someone had stolen it or else it had disappeared.

\* \* \* \* \*

### Why Joe David Burned the House Using Vocabulary

Fill in the blanks with the word that fits best.

1. We were \_\_\_\_\_ about where the sound was coming from.

(cured                  curious                  kerosene)

2. I \_\_\_\_\_ to pay for the bread because it was stale.

(reused                  refer                  refused)

3. You should get your \_\_\_\_\_ fixed before winter.

(chimney                  chimley                  knocking)

4. \_\_\_\_\_ on the door to let them know we are here.

(Kerosene                  know                  knock)

5. He has \_\_\_\_\_ many books about Cape Breton.

(pushed                  punished                  published)

6. They used \_\_\_\_\_ lamps in those days.

(kerosene                  kindness                  knapsack)

## Comprehension Questions

1. Who did the old woman say Joe David's mother saw through the window?
2. Why would the dead man be unhappy?
3. What came at noon and again at midnight?
4. Why did Joe and his sister set the house on fire?

## Words that Sound Alike

Some words sound the same but have different spellings and meanings.

**Example:** This is the biggest **beet** I ever grew.

The cookbook says to **beat** the eggs and sugar together.

"beet" and "beat" sound the same but have different meanings.

Circle the correct word to complete the following sentences.

1. The children did not want to live (there, their, they're) anymore.
2. The man (wore, war) his belt around his (waist, waste).
3. I could (here, hear) strange noises. "Get me out of (here, hear)!" I cried.
4. Night after night I would (wait, weight) for the noise to come.
5. My sister turned (pale, pail) when she (herd, heard) the noise.
6. My mother saw a man through the (pane, pain) of glass.
7. Even I couldn't (bare, bear) it any longer.
8. That (fir, fur) coat makes her feel rich.
9. The (to, too, two) of us set fire to the house.
10. The spirit (one, won). We never moved back in the house.
11. Will that (be, bee) coffee or (tee, tea)?
12. (Would, Wood) you please read that story to me?

## Compound Words

This story has many **compound** words in it. Compound words are formed by joining two or more smaller words together.

Example: some + thing = something

Choose one word from Column 1 and another word from Column 2 to make one new compound word. You can find all the new words in the story.

Column 1	Column 2	Compound Word
out	thing	_____
child	self	_____
up	night	_____
mid	men	_____
some	room	_____
fisher	night	_____
over	stairs	_____
my	side	_____
any	where	_____
down	birth	_____
door	knob	_____
bed	stairs	_____

**Compound Words Continued**

Below is a list of compound words. Write the smaller words that were used to make the compound word.

telltale	_____	_____
kindhearted	_____	_____
firefighter	_____	_____
crossroad	_____	_____
moonlight	_____	_____
inside	_____	_____
waistband	_____	_____
daytime	_____	_____
themselves	_____	_____
nearby	_____	_____
somewhere	_____	_____
anything	_____	_____
campfire	_____	_____
flagpole	_____	_____
tablecloth	_____	_____
cornflakes	_____	_____
hatpin	_____	_____
humankind	_____	_____
kingpin	_____	_____
backfire	_____	_____

## Dan Alex MacDonald's Song

## Word Preview

glens	mounds	vapour
Gaelic	thickets	ravenous
milling frolic		milling board

**Place Names**

- Cape Breton
- Island
- Framboise

Song to Cape Breton

By: Dan Alex MacDonald

## Chorus:

Cape Breton is the land I love,  
Land of trees and high mountains;  
Cape Breton is the land I love,  
To me, the most beautiful land on  
earth.

<sup>1</sup> Because I now live  
In the land of the mountains;  
Though my Gaelic is poor,  
I will fashion a verse to the land of  
the glens.

<sup>2</sup> I can not rightly describe  
Nor can I put into words,  
The fullness of beauty and glory  
That exists in this land of blessings.

Oran do Cheap BreatuinnBy: Dan Alex MacDonald  
Chorus.

'S e Ceap Breatuinn tir mo  
ghraidh,  
Tir nan craobh 's nam beanntan  
àrd.  
'Se Ceap Breatuinn tìr mo  
graidh  
Tir is aillidh leinn air thalamh.

<sup>1</sup>Bho'n a tha mi anns an am  
Comhnaidh ann an tir nam beann,  
'S ged a tha mo Ghaidhlig gann,  
Ni mi rann do thir nan gleannan.

<sup>2</sup> Chan urrainn dhomhsa chur air  
doigh  
No chur sios le briathran beoil,  
Na tha do mhaise agus do ghloir  
Comhnaidh ann an tir nam  
beannachd.

<sup>3</sup> This is the loveliest land under the sun;  
 Robins sing from the ends of the branches  
 And swallows happily frolic together,  
 Their nests tucked under the rafters.

<sup>4</sup> At haymaking time, on an evening in Autumn,  
 When the clouds would close in over us,  
 Mounds of rolling ocean fog Would settle like vapour on the mountain tops.

<sup>5</sup> When the sun would set in the west,  
 When the dew would form on the grass,  
 The voice of the birds was music to me  
 As they eagerly sang from the branches.

<sup>6</sup> We would hear the clanging of cow-bells  
 Worn by cattle on the side of the glen,  
 The young calves would hide in the thickets,  
 Tormented by ravenous flies.

<sup>3</sup> Ait's as maisich' tha fo'n ghrein,  
 Smeorach seinn air bharr nan geug;  
 Gobhlan-gaoithe cuichd ri cheil'  
 'S an nead gleidhte fo na ceangail.

<sup>4</sup> Feasgar foghair am an fheoir  
 Nuair a dhunadh oirnn na neoil,  
 Ceo na mara tighinn 'na thorr,  
 'S e 'na sgleo air bharr nam beannaibh.

<sup>5</sup> Nuair theid a 'ghrian dha 'n aird' an iar,  
 'S a thig an dealt air an fheur,  
 'S binne leam guth nan ian Seinn cho dian air bharr nam meangan.

<sup>6</sup> Chluinnte "bellichean" le gliong Air a ' chrodh ri taobh a ' ghlinn;  
 'S na laoigh og a 'stigh 's na tuim'  
 'S iad fo chuing na cuileig sheanga.

<sup>7</sup>In winter, in the season of cold,  
In the season of weddings and  
milling frolics,  
Young men could be heard at the  
milling-board;  
The girls' clear voices would follow  
their lead.

<sup>8</sup>And when the milling was finished.  
The fiddle then would be tuned.  
And we would dance on the smooth,  
bare floor;  
"Cabar Feidh" was our favourite tune.

<sup>9</sup>A kind, pleasant old lady then would  
be seen  
Coming round to measure the cloth;  
Using the bent middle finger of her  
fist as a measure.  
There was no way anyone could  
deceive her.

<sup>10</sup>Tonight, sadness has come over me  
As I recall the says of my youth  
And those who used to have fun with  
us—  
Some of them today are no longer  
living.

<sup>11</sup> But although these friends have  
left us,  
They have gone to their everlasting  
home  
In the Palace of the King of Hosts  
Where there is enduring happiness.

<sup>7</sup>Anns a 'gheamhradh, am an  
fhuachd,  
Am nam bainnsean, am nan luadh,  
Chluinnte gillean air cleith-luaidh,  
'S gruagaich' le guth cruiadh 'g an  
leantainn.

<sup>8</sup>Nuir bhiodh am fucadh ullamh,  
reidh,  
Chuirt' an fhidheall sin air ghleus;  
Dhannsamaid air urlar reidh,  
Gur e "Cabar Reidh" bu mhath leinn

<sup>9</sup>Chite cailleach ghasda, choir,  
Tighinn mu'n cuart a thomhas a'  
chlo,  
An cromadh aice air a dorn,  
'S cha robh doigh ac' air a mealladh.

<sup>10</sup> 'S e chuir mise nochd fo bhrön,  
Cuimhneachadh air laithean m'oig;  
An fheadhainn a bhiodh leinn ri  
spors,  
Gu bheil cuid diubh nach eil  
maireann.

<sup>11</sup> 'S ged a dh'fhalbh a ' chuid sin  
bhuainn,  
Chaidh iad anns an dachaidh bhuan,  
Ann am Palas Righ nan Sluagh,  
Far bheil solas buan bhios maireann.

<sup>12</sup> In Framboise, I was raised in  
my youth  
In the neighbourhood of the Clan  
MacLeod.

Often we used to frolic and play  
In the joyful days now long gone  
by.

<sup>13</sup> I cannot tell you the half  
Of the beauty found in this land  
I will end now, since I am weary,  
So bless you, and good-night.

<sup>12</sup> Am Framboise fhuair mi m'arach og  
Ann an nabachd Chlann ' icLeod'  
'S tric bha sinn ri mir is spors,  
An Iaithean solasach nach maireann.

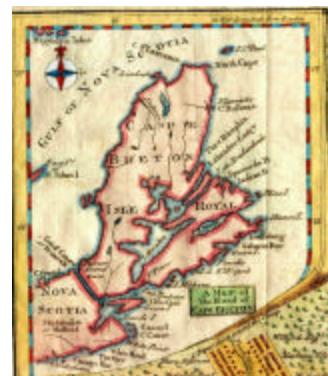
<sup>13</sup> Chan urrainn dhomhsa leth dhuibh  
inns'  
Na tha de mhaisealachd 's an tir;  
Stadaidh mi bho'n tha mi sgith,  
Beannachd leibh, is oidhche mhath  
leibh.

### Comprehension Questions

1. In what language did Dan Alex MacDonald first write his song?
2. What did people do in Autumn when Dan Alex MacDonald was young?
3. What events often took place in winter?
4. What was the old lady measuring in the song?
5. Why does he feel a little bit sad when he remembers the days of his youth?
6. Look through the song again and find things that Dan Alex likes about Cape Breton Island.
7. Where in Richmond County did Dan Alex live?
8. Thinking about the things he talks about in his song, what do you think he did for a living?

## Thoughts From

## Richmond County Learners



## Life In Cape Breton



I lived in Cape Breton most of my young life. What I remember of what I missed the most about Cape Breton is the ocean, and the way it talks to you. When it's windy the ocean seems like it's angry. When there is no wind it is so calm. I would sit by the shore and listen to the birds and the breeze in the trees close to the shore. I would miss hearing the shells and rocks cracking under my feet. There are so many different sounds. It's like going for therapy. These are such relaxing sounds, they could even put you off to sleep.

The scenery around here is breath taking. The ocean is such a beautiful color. The blues and greens of the ocean are so beautiful to look at. There are sail boats, speed boats, and jet skies. It is so relaxing just watching people and children enjoying the ocean and the land around us. Summer is the most enjoyable part of Cape Breton . There are the beaches, the barbecue, baseball games, clam digging ,hiking, diving for muscles, and fishing. There are so many things you can do in the summer. The only down fall about summer is it is not long enough.

The fall in Cape Breton is so beautiful. If you want to see beautiful scenery, go around the Cabot Trail or Marble Mountain. The mountains are so colorful with so many different shades. The colors with the ocean is such a peaceful picture. My children always enjoyed coming to Cape Breton on vacation.

The winters in Cape Breton are very cold and long. Everything looks so dark and dirty. You can go skating or sliding; nevertheless, I feel that there are not too many other things to do in the winter in Cape Breton.

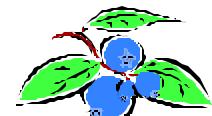
Brenda Landry

## Home

I've recently made Louisdale, Nova Scotia, my home. One of the most fantastic attractions here is the ocean. The ocean here can change from night to day in a very short while. It can be crystal clear or deadly. Sometimes when I walk along the beach, the wind howls so loud that it actually sings to me. The wind blows my hair away from my face giving me a sense of freedom. I can smell seaweed, and on certain days I can taste a slight resin of salt on my lips. When it is this windy, you can scream or cry; no one can hear you. For you are drowned out by the crashing waves. This can be very purifying.

On other calm days, the water is like glass, and voices can echo for miles. This can be so tranquil and can give you a great sense of inner peace. People really take this place for granted. For example, a generous portion of seafood such as clams and muscles, in Fredericton, New Brunswick, can cost a fortune. Here in Louisdale, a short walk, a bucket, and a shovel allows you to eat and be merry. Seafood here is plentiful.

Here we have the most breath taking views. Our fields are filled with an assortment of berries. The blueberries here are as large as marbles and as sweet as nature. God has sure provided for this land.



Rent or housing is very affordable. People actually care to know your name. My children and I have a sense of security and feel safe here. Sometimes I forget to lock my door.

They say , "Home is where your heart is."

Johanne Vautour

## Places To Cherish In Richmond County

My favorite attractions in Richmond County are places I've been at my whole life. These places are very peaceful and so relaxing and refreshing, especially the smell of the outdoors. It's the land that's the best part. There are so many outdoor things to do in the winter, summer, spring and fall. I love the fall when all the leaves on the trees turn colors. And in winter there are poker runs with four wheelers going through the trails in every different direction, and all the people visit the cabins everywhere; it's really fun. In the summer the beaches are so beautiful and the smell of the ocean is unforgettable. The most relaxing thing is walking on the beach, taking it all in. Richmond County is very beautiful and is such a tourist attraction because of what we have a lot of; oceans, lakes, and trees upon trees. It's a great place to live. This is all something I will not forget when I leave here and would miss.



There's only one fault about Richmond County. There are few good paying jobs and there's not a lot to do for the younger generation.

I think Richmond County has some of the best tourist attractions I know, and I would recommend this place for a vacation anytime or to retire. But if you're young, you might not find work here. That's the only problem; besides, it has the best scenery you could find. If there was work around here the younger generation wouldn't leave. I know I wouldn't.

By Amanda Boudreau

## Tour of Isle Madame

If I had a friend that would visit from far away I would take them for a tour of Isle Madame. I would start from my place in D'Escousse. Then I would take them down to the Yatch Club to see the boats at the wharf. Then I'd take them to Cape Le Ronde to see the beautiful beach and rocks; then, work my way to Rocky Bay, then Arichat, Petit de Grat, and Little Anse. I'm sure that they would enjoy the villages of the Island because they are all beautiful places to visit.

If I had to move away from home , I think I would get homesick, because I 'm a country girl. I would miss all the beautiful events which goes on all summer long. I would miss going to dig clams, pick berries, and BI NGO. I would also miss my family and friends.

Lena Boudreau



## Isle Madame, " Canada's Forgotten Ocean Playground"

Some of the unique attractions in my area of Arichat, Richmond County are the fresh water lakes where residents and tourists can go kayaking in the summer, the small communities where people are known for their hospitality, Arichat Harbor's scenic view, and the cannon monument on the Lower Road. These are just some special unique attractions of Richmond County.



If I ever left Isle Madame, the things I would miss the most are my home, my friends, and places such as Jerseyman's Island across Arichat Harbor. I would also miss the winding roads in Little Anse and the salt water smell from the great North Atlantic near the coastline where I live.

Learner from Richmond County

## Fun in Richmond County

I will always remember how much fun I had when I used to go on the four wheeler trails on the island. I usually don't plan where I go. Sometimes I go by myself or with my cousin, JR. It's more fun when you go with some friends who have a bike, because then you can race with them, or, if you get stuck really bad, they can help you. I think the best place to go is at the pit because there is a lot of room and ramps that you can jump. You just have to be careful that you don't flip and smash your bike or break your neck. The best time I had was last summer when I got an old car from my mother's brother. I took the car up to the pit and jumped ramps with it. I got good height with the car until the car smashed apart. It was fun! I'm going to do it again!

By: Dale Kennedy

## The PLACE I LOVE

The unique attractions of Isle Madame that I would miss if I went away would include the ocean ,the noises the seagulls make ,the forests and lakes, farm houses and dirt roads. I like to walk along the shore and throw rocks in the water. If I couldn't do that, I would be very lonesome. I moved away once and I missed these things so much; I felt like a part of me had died. I couldn't stay away; I had to come back to the place I love , Isle Madame. Below the Arichat Church there are cannons, and from the cannons you can see the lighthouse in Cape Auget . The Lenoir Museum is a very nice site also.

By: Raven Ivy Boudreau

## MY BEST FRIEND

One hot summer day, I took my dog, King, to the beach. The tide was low. I spent an hour walking on the beach watching the bit waves hit up against the rocks and the shore. We picked up little crabs that were trying to hide under rocks. We also found about one thousand sea urchins, and my dog just loves to eat them, shell and all. I threw sticks in the water for him, and after he was sick of swimming, we played in the sun until he was dry, and then we went home.



By: Raven Ivy Boudreau

## Living on Isle Madame

One of the most important things that I would miss when I leave home would be the water. Going fishing on a boat for several days out at sea gives me great pleasure. I like getting up in the morning on the boat and see the whales coming up for air when the sun rises. Sometimes the whales get curious and try to look inside the boat by jumping up right next to the boat and sticking their head in the air. I like the fresh air and the quietness of me sitting on the deck of the boat, drinking tea, and looking at the whales coming right by the boat. I look all around and all I can see is water and no land. It's a very beautiful site! I love fishing because everyone around here, pretty much, does the same thing or knows someone who fishes.

I also like going out in the woods in the winter time on the four wheelers. I like going out all night on the four wheelers. It's the most enjoyable time when I can go out with my friends and can do whatever I want.

It's "super fun" in the snow to get stuck and all kinds of things like that. You also go and sit down in the cabins and warm up, play cards, eat steak, and all sorts of good food. Finally we go back home and the next day talk about our night biking.

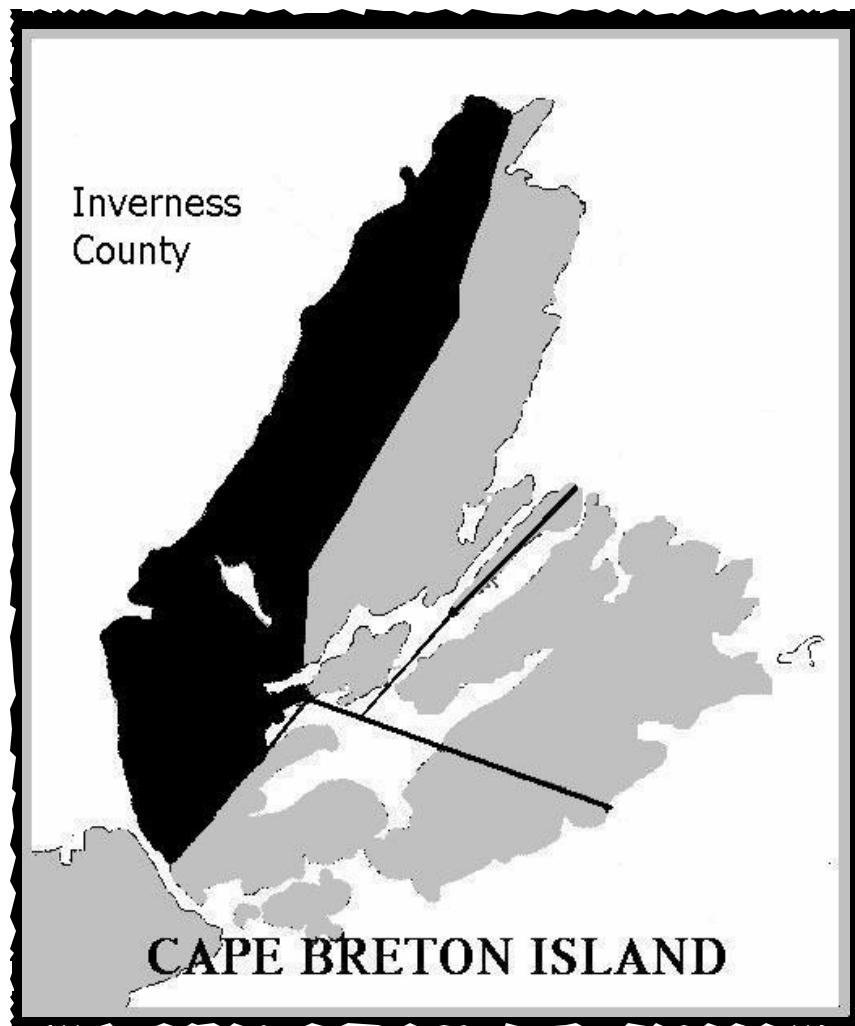
Learner from Isle Madame



## RICHMOND COUNTY WEBSITE RESOURCES

1. [www.richmondcounty.ca](http://www.richmondcounty.ca)  
Municipal government site with links to tourism, culture and recreation; administration; economic development; finance; council; public works; communications; and Point Tupper Industrial Park.
2. [www.communitycalendar.ns.ca/west.html](http://www.communitycalendar.ns.ca/west.html)  
Mostly advertisements but has a useful community calendar which lists local events by month.
3. <http://ecrl.library.ns.ca/countyric.htm>  
Short bibliography of Richmond County books available in the Regional Library system.
4. [www.destination-ns.com/common/trails/Areal D.asp?Areal D=7](http://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.
5. [www.ednet.ns.ca/educ/heritage/nslps/jerseymn.htm](http://www.ednet.ns.ca/educ/heritage/nslps/jerseymn.htm)  
One of the member sites of "Lighthouses of Nova Scotia." Describes the lighthouse at Jerseyman Harbour near Arichat. Gives latitude-longitude coordinates; location; description; boyhood memories of Russ Latimer who lived there as a child and the lighthouse today.
6. [www.herald.ns.ca/pop/counties/richm.html](http://www.herald.ns.ca/pop/counties/richm.html)  
Halifax Herald website which gives listings for populations in each Nova Scotia County. Also includes graphs which show change over time.
7. [www.islemadame.com](http://www.islemadame.com)  
Links to various sites about Isle Madame.

8. [www.islemadame.com/info/index.html](http://www.islemadame.com/info/index.html)  
Visitor's guide to Isle Madame with links for geography, history, activities, aquaculture, festivals, culture, arts and crafts.
9. [www.islemadame.com/dima/buslink.html](http://www.islemadame.com/dima/buslink.html)  
Links to Isle Madame businesses.
10. [www.grassroutes.ns.ca/telile](http://www.grassroutes.ns.ca/telile)  
Website for Telile Video Production advertising a videotape about Isle Madame.



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

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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!"

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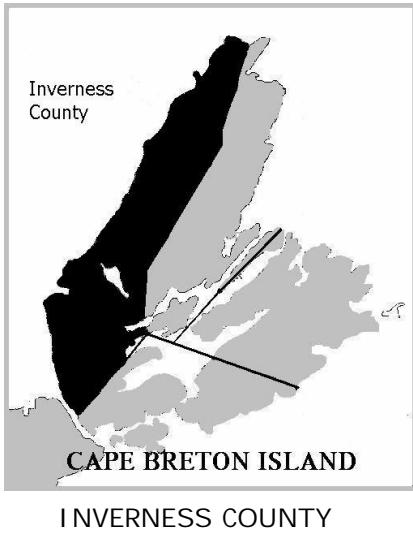
### Using Vocabulary

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**                   **brown**                   **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?



### 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

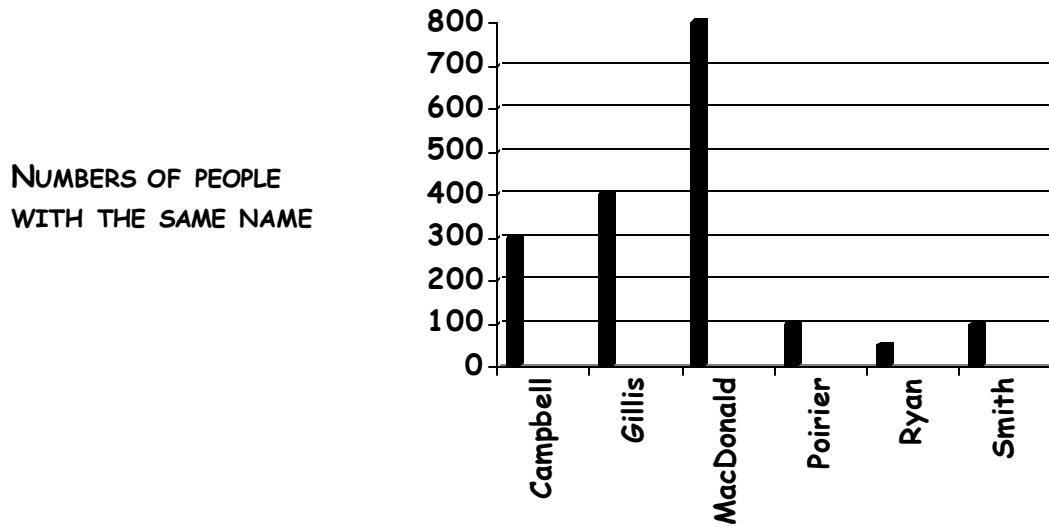
**popular****necessary****refer****identity****rural****unusual**

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

NAME

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

harbour	unemployment	gypsum
terminal	power generating station	mill
industrial park	ocean	average household income

port
------

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 household 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.

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Averages

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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 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.

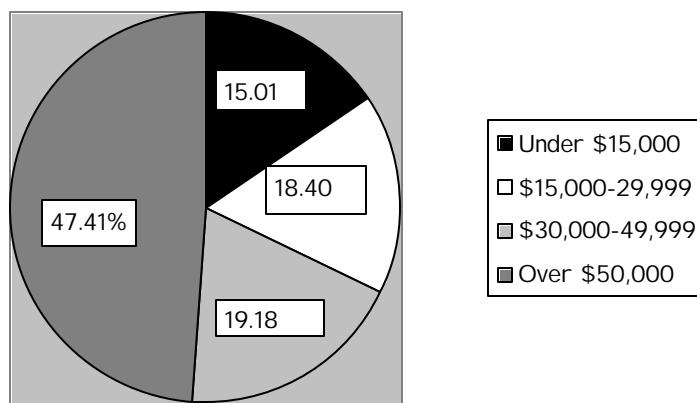
1. What does the pie chart show?
2. What does the white section show?
3. What does the black section show?
4. Would you say very many households in Port Hawkesbury had incomes over \$50,000 in 1991?
5. Would you say very many households had incomes under \$15,000?

## Averages Answer Key

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

**Reading Pie Charts Continued**

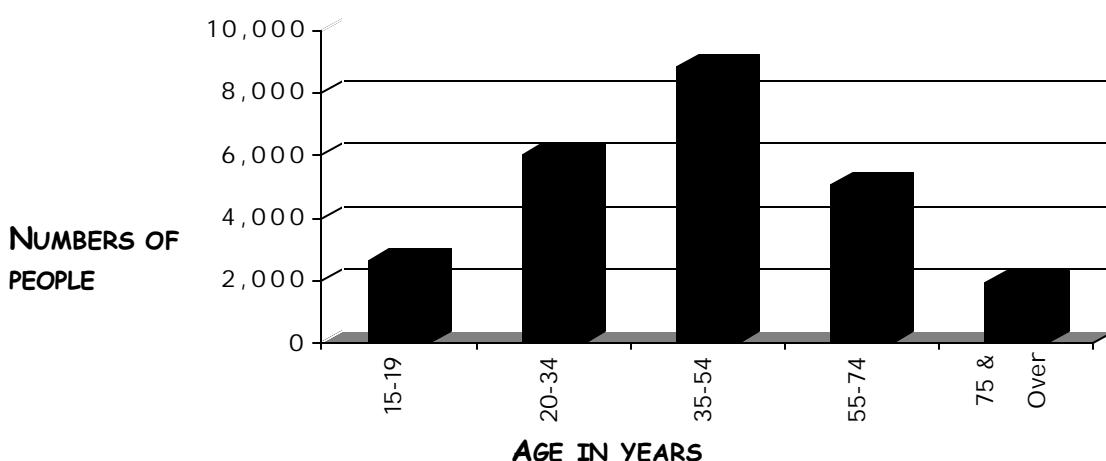
PORT HAWKESBURY HOUSEHOLD INCOMES, 1991 STATISTICS CANADA CENSUS



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.

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### 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 MacI saac

Dave MacI saac

Wendy MacI saac

Carl MacKenzie

Theresa MacLellan

Natalie MacMaster

### Further Activities Continued

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

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

Celtic Colours International Festival

Big Pond Festival

Highland Village Day

Granville Green Concert Series

## The Days of Red Houses

### Word Preview

dredged

famous

duplexes

lively

colourful

produce (noun)

compete

expensive

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."

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



### Place Names

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

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**

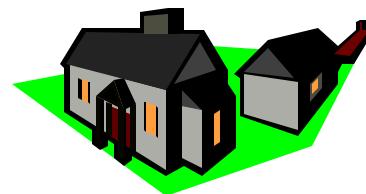
They talked three levels of government into giving them money: the Dominion of Canada, as it was called then, the Nova Scotia government and the County of Inverness. They promised to build a rail line from Point Tupper, close to mainland Nova Scotia, to Chéticamp which was 100 miles

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.

	Ten <u>Thousands</u>	Thousands	Hundreds	Tens	Ones
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?

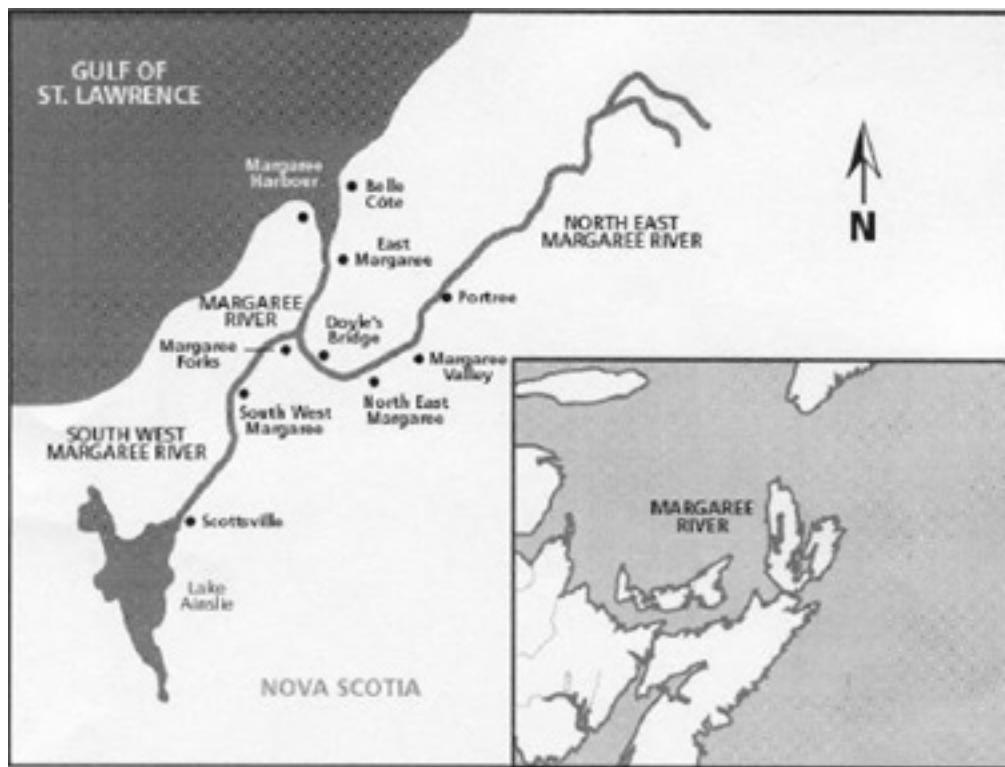
The Margaree River is really two rivers that join to form one. The North East Margaree River starts high in the Cape Breton Highlands. It is there, in clear, cold pools, that the river's famous Atlantic



### 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

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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.

\* \* \* \* \*

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**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/archinfos/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**

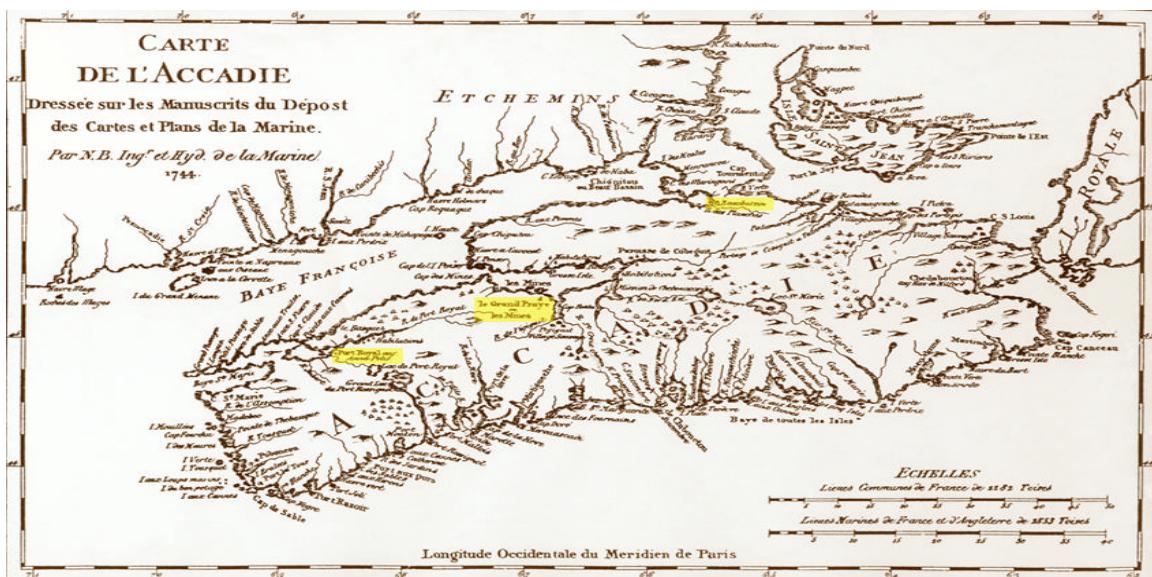
At that time, the waters around Cape Breton Island, including the Gulf of St. Lawrence, were rich in fish. Charles Robin was a smart businessman from the Isle of Jersey. This island is near France but was governed by England. Robin had started a summer fishery in Richmond County a few years earlier and 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.



The Expulsion of the Acadians

Map Skills Continued

## 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.

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



#### Place Names

- Chéticamp
- Isle of Jersey
- North America

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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

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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

traditions	pastimes	different	
differences	culture	Lent	desert
religion	language	tourists	piano



### 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.



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.



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**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 \_\_\_\_\_.

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2. Playing darts and gardening are \_\_\_\_\_.

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3. \_\_\_\_\_ is an important part of many cultures.

4. The Scottish settlers and the Acadians spoke different \_\_\_\_\_.

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**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**      **dyed**)

3. She \_\_\_\_\_ the wool for the rug.

(**died**      **did**      **dyed**)

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.

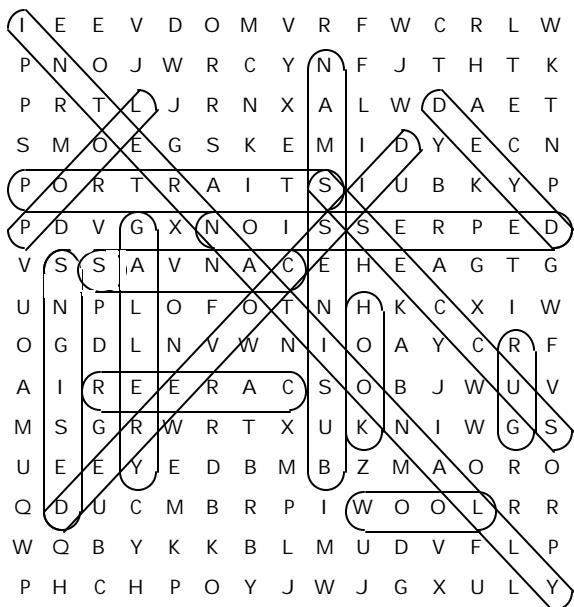
Rug Hooking Word Search

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.

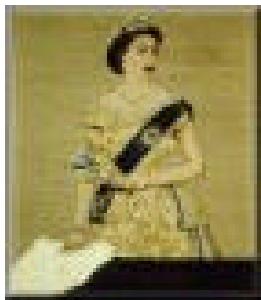
businessman  
canvas  
career  
depression  
designs  
discovered  
dyed  
gallery  
hook  
internationally  
loop  
portraits  
rug  
wool  
success

## Rug Hooking Wordsearch



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

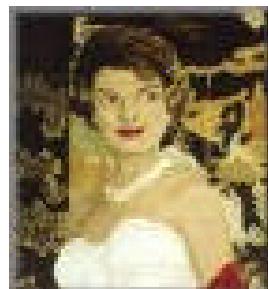
## Samples of Elizabeth Lefort's Rug Hooking



Queen Elizabeth II



The Bluenose



The late Jacqueline Kennedy-Onassis

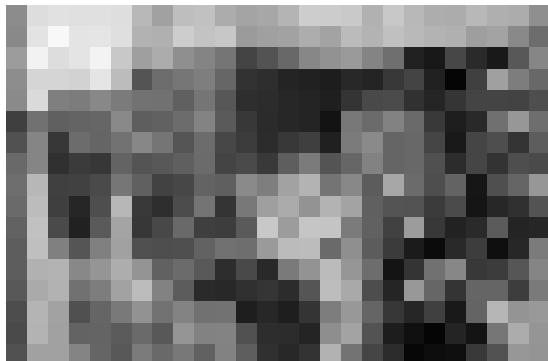
### Scenes from Inverness County



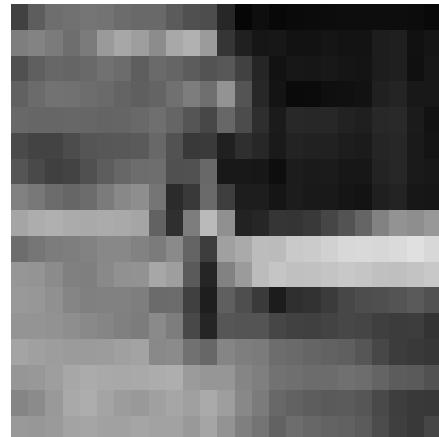
Acadian dancers in traditional dress.



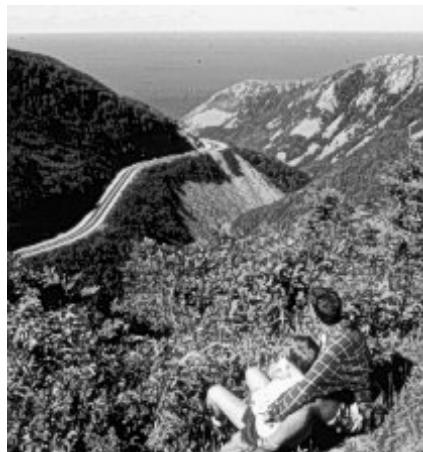
Natalie McMaster has added her own touch to fiddle music.



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.

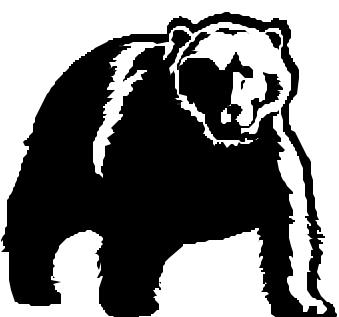
There are many things that make the Cape Breton Highlands National Park special. First, Canada's national parks are there to protect wilderness. Wilderness is the way land would be if people did not change it. The park has strict rules to make sure trees are not cut down and nothing is built there. The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

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**Using Vocabulary Continued**

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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.

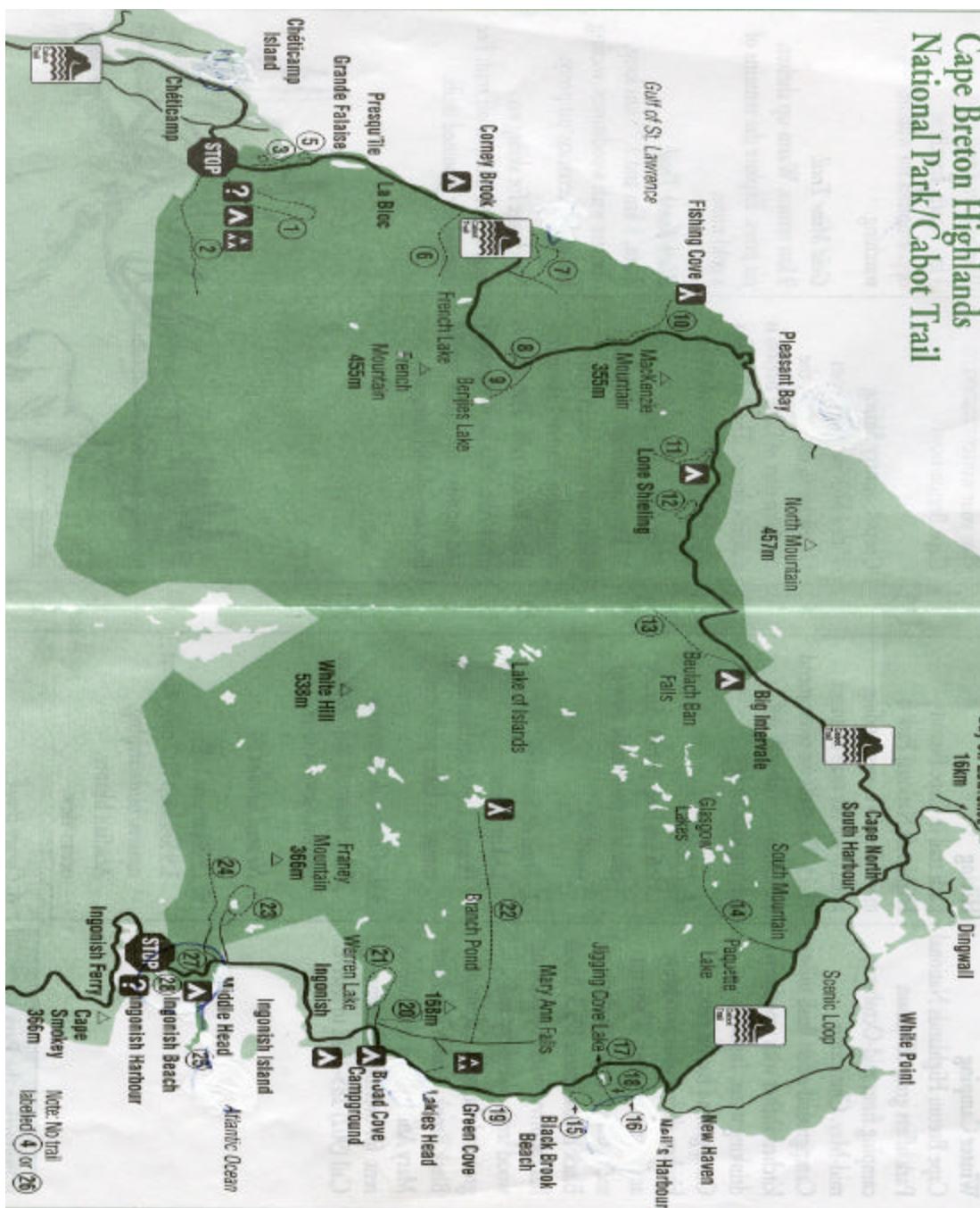
1. Tomorrow is a special day for me.\_\_\_\_\_
2. They say there is buried treasure on that island.\_\_\_\_\_
3. These mountains were scraped by glaciers.\_\_\_\_\_
4. It would be unusual for him to miss a class.\_\_\_\_\_
5. The blackflies get worse at dusk.\_\_\_\_\_
6. She looks like a queen in that 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?

## Cape Breton Highlands National Park/Cabot Trail



### Legend



Information



Backcountry Camping



Hiking Trail

Group Camping

## INVERNESS COUNTY WEBSITE RESOURCES

1. [www.invernessmunicipality.com](http://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](http://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](http://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](http://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/Areal D.asp?Areal D=7](http://www.destination-ns.com/common/trails/Areal D.asp?Areal D=7)  
Information on Cape Breton Island Trails and places.
6. <http://ecrl.library.ns.ca/countyinv.htm>  
Bibliography of Inverness County resources.

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**7. [www.inverness.ednet.ns.ca/index.html](http://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](http://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/nsbps/mabou.htm](http://www.ednet.ns.ca/educ/heritage/nsbps/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/nsbps/henry1.htm](http://www.ednet.ns.ca/educ/heritage/nsbps/henry1.htm)**

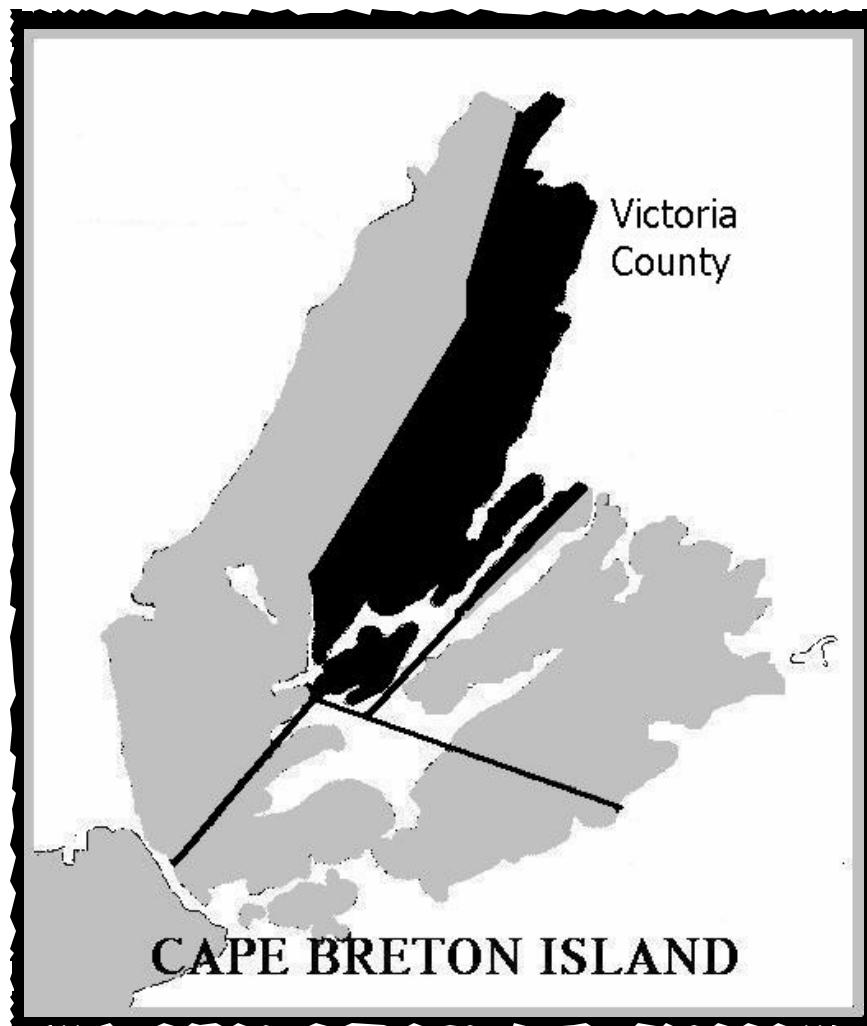
Member site of "Lighthouses of Nova Scotia." Describes lighthouse at Henry Island. Gives description, latitude-longitude, history and photograph.

**13. [www.ednet.ns.ca/educ/heritage/nsbps/enrage\\_pt.htm](http://www.ednet.ns.ca/educ/heritage/nsbps/enrage_pt.htm)**

Member site of "Lighthouses of Nova Scotia." Describes lighthouse at Enragee Point including description, latitude-longitude, history and photograph.

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](http://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](http://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](http://www.storaenso.com/na)  
Stora Enso website with information on Port Hawkesbury paper-making mill.
19. [www.floras.com/history.html](http://www.floras.com/history.html)  
History of rug hooking in Cheticamp.
20. [www.destination-ns.com/common/trails/Areal D.asp?Areal D=7](http://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.

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21. [www.chebucto.ns.ca/CommunitySupport/CUSO/cheticoops.html](http://www.chebucto.ns.ca/CommunitySupport/CUSO/cheticoops.html)  
Short history of the co-operative movement in Cheticamp.
  22. [www.lestroispignons.com/](http://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](http://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.



## Victoria County

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## Explore Victoria County!

### Word Preview

wonderful	relief	explore	according	route
discover	Italian		historic	voyage
eventually	permission		invest	enough

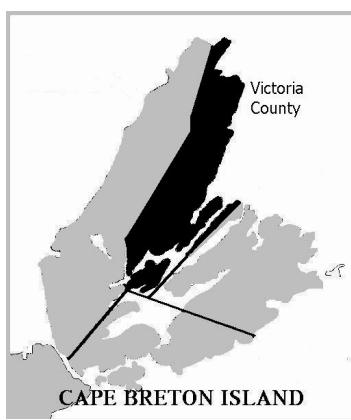
Victoria County is a wonderful place to explore. It has a rugged coastline and mountains. There are trails to hike and ski. In the fall, the trees are filled with colour. In winter, it's an outdoor playground with lots of snow. Its beaches and ocean breezes give relief from summer heat. But the most famous explorer to come to Victoria County probably didn't explore any of this. He was looking for other things.



#### Place Names

- Victoria
- County
- North America
- Asia
- Europe
- Africa
- Central America
- South America
- Spain
- England
- Cape Breton Island
- Aspy Bay
- Venice

Mi'kmaw people have been here for thousands of years. They hunted and fished and moved to different places according to the seasons. They knew the area that we now call Victoria County very well.



But when the explorer John Cabot arrived in Aspy Bay in 1497, it was all new to him. He didn't know how important his discovery was.

### **Why did he come?**

Why did John Cabot come here? He probably liked adventure. But there was another reason why explorers first came to North America. They were trying to sail to Asia.

People in Europe had been trading with people in Asia since the 1200s and 1300s. They wanted silk cloth and spices to cover up the taste of their spoiled food. But traveling east over land was long and dangerous. Explorers who had tried to sail to Asia by going east were always blocked by Africa. If Cabot found a way to sail to Asia by going west, he could get silks and spices to sell in Europe. He would be rich.

### **Why did Cabot go to England?**

John Cabot was an Italian. His real name was Giovanni Caboto. When he grew up, people still believed the world was flat. But he had read reports by other sailors and believed the world was round, even before Columbus' historic voyage. Christopher Columbus had tried to find a western route to Asia in 1492. He didn't find one. Instead, he found Central and South America, which he claimed for Spain.

Cabot needed money to carry out his plan. He went to England in 1484 to try to get support from merchants there. Eventually, King Henry the Seventh gave him permission to explore for England. This encouraged the merchants to invest in Cabot's voyage. They believed a western route to

### **Place Names**

#### **Continued**

- Newfoundland
- Cabot Trail
- Cabot Strait

---

Asia would help them get rich.

Cabot sailed from England on May 2, 1497 on the Mathew. On June 24th, he discovered Cape Breton Island and went ashore at Aspy Bay. He only stayed long enough to put up a cross and the flags of England and Venice, his home. Then he sailed back to England. He didn't find any spices to show the king, but he did take back huge numbers of cod. In the years to come, England and France would fight wars over this new land's fish. Eventually these wars led to the birth of Canada.

The next year he left England with five ships and 300 men. His goal was to discover Japan. No one knows if Cabot died in a storm at sea or if he stayed on land in Newfoundland, but he was never heard from again.

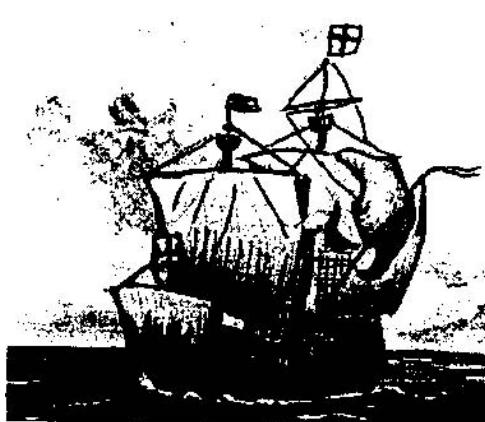
### **Come explore!**

People are still interested in Cabot. On Cape Breton Island, the Cabot Trail is named after him. Cabot Strait, the narrow body of water between Cape Breton Island and Newfoundland, is also named after him. In 1997, 500 years after his discovery, an exact copy of the Mathew was built. The ship sailed the same route as John Cabot did 500 years earlier.

People are also still interested in Victoria County. Thousands of

tourists come here every year. We all can still explore the place John Cabot found.

\* \* \* \* \*



The Mathew was a surprisingly small ship to cross the Atlantic Ocean. It was only about 60 feet long. Many house lots are only 60 feet long!

## Comprehension Questions

1. What were explorers looking for when they sailed west?
2. Why did Cabot go to England?
3. Did Cabot explore Cape Breton Island?
4. What did Cabot find here?

## Using Vocabulary

Fill in the spaces with the word that fits best.

1. I like to \_\_\_\_\_ caves.

(**explain**      **explore**      **explorer**)

2. Cabot was looking for a \_\_\_\_\_ to Asia.

(**road**      **root**      **route**)

3. He \_\_\_\_\_ his money in new fishing gear for next season.

(**discovered**      **explored**      **invested**)

4. \_\_\_\_\_, the snow melted and spring came.

(**Enough**      **Evenly**      **Eventually**)

5. \_\_\_\_\_ to this map, we are almost in Baddeck.

(**According**      **Permission**      **Historic**)

6. Cabot's voyage was a \_\_\_\_\_ one.

(**history**      **historic**      **explore**)

## Using Vocabulary Continued

8. We had a \_\_\_\_\_ day hiking in Victoria County.

(wondered            wonderment            wonderful)

9. It must have been a big \_\_\_\_\_ to see land.

(real            return            relief)

10. What did she \_\_\_\_\_ near the waterfall?

(cover            discover            invest)

11. Did they have \_\_\_\_\_ to camp there?

(permission            according            enough)

12. John Cabot was \_\_\_\_\_.

(Italy            Invest            Italian)

## Something to Think About



1. Why did people often eat spoiled food in the 1400s?
2. Find England on a map of the world. What problems might you run into if you tried to get to Asia going east over land? Do you think people in the 1400s knew they could sail around Africa?
3. Have you ever taken the long way to somewhere just to see something different? Have you ever gone down a road or trail on Cape Breton Island just to see where it would take you? Write about your discoveries.

### Scenes from Victoria County



An actor portraying  
John Cabot



The Cabot Trail



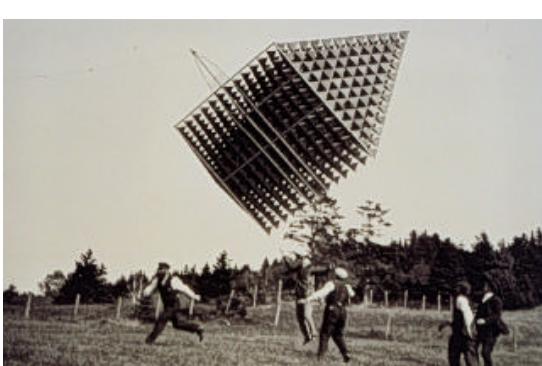
Alexander Graham Bell



Beinn Bhreagh, the Bell's Baddeck home



One of Bell's early aircraft



A kite built of tetrahedrons



A hydrofoil

(All photos on this page courtesy of ECBC)

## It Depends on Your Point of View

### Word Preview

residents	encouraged	provide	difficult
improved	remembered	accident	markets
coastal	impassable	transportation	curious
received	credit	compensated	depending

Have you ever heard the saying "There are two sides to every story?" Your point of view can affect how you see events. Two stories about the villages North of Smokey are good examples of this.

#### Trading Fish for a New Home

Fishermen from France started fishing near Neils Harbour hundreds of years ago. They fished in the summer months and used the good beach at Neils Harbour to dry their catches before returning to France. Later, Scottish settlers from other parts of Victoria County fished in the area.

It wasn't until the 1860s, however, that people began to live there year-round. These early settlers



#### Place Names

- North of Smokey
- France
- Neils Harbour
- Victoria County
- Newfoundland
- Scotland
- New Haven
- Cape North
- Cabot Trial
- Cape Smokey
- Pleasant Bay
- Ingonish

were not French or Scottish. They were from Newfoundland!

If you ever thought the village of Neil's Harbour looks like a fishing village in Newfoundland, you were right. There is a reason why they look the same.

Around 1814, the English and Irish settlers who were living in Newfoundland ran into hard times. They were very poor and sometimes did not have enough to eat. They began to spend their summers fishing near Neil's Harbour.

John MacLeod was a businessman who had come to Cape Breton Island from Scotland with his parents. When he moved to New Haven, near Neil's Harbour, he found hardworking Newfoundlanders who spent their summers in the area fishing. He encouraged them to move to Neil's Harbour with their families. He made them an offer. He would help them move and provide supplies for their boats. In return, they were to sell their fish only to his store.

True to his word, he sent a boat to Newfoundland for the wives and families of the fishermen. In some cases, the boat even brought the fishermen's houses! The houses were taken apart in Newfoundland, loaded on to the boat, and put together again at Neil's Harbour.

Once they were settled at Neil's Harbour, the fishermen found they had a problem. In places such as Cape North, the land was good enough for small farms. Families there could provide most of what they needed for themselves. But not at Neil's Harbour. There was no land good for farming,

**Place names****Continued**

- Sydney
- Baddeck
- Cape Breton
- Highlands
- National Park

so the men were forced to fish. Women tended one or two animals in front of their houses, but real farms were impossible.

The men fished and sold their catches to John MacLeod's store. But they didn't get paid in money. They only received credit. They could use this credit for the next thing they would need from the store. The store-owner set the price for the fish and for the supplies the fishermen needed. The fishermen never received what they deserved for their fish. A fisherman might have to pay 3,000 pounds of cod for one axe handle! Because of this, the fishermen remained poor and never had any money. Things never improved for them.

On the other hand, it must be remembered that they never went hungry. If one fisherman had a poor season because of accident, illness or bad luck, the store still gave him credit and his family still ate. The storeowner found markets for the fish. If the price of fish went down, the store-owner took the loss. He still had to make sure the fishermen had what they needed.

The store-owner was fair to fishermen, or unfair, depending on your point of view.

### **The End of Isolation or the End of a Way of Life?**

Before the Cabot Trail was built the road connecting the coastal communities of Victoria County was little more than a lonely path through the woods. This was often impassable in winter because of heavy snow. Cape Smokey, 366 metres high, made things even harder for anyone going on foot. People would think twice about traveling over the mountain.

The only other form of transportation was by boat. This was only possible from late spring until December because of ice. This meant people had to stock up for winter by storing bags of flour and boxes of tea.

The communities North of Smokey, such as Pleasant Bay, Ingonish, Cape North and Neil's Harbour, were very isolated. It was not uncommon for people to die in sudden storms on the long walk to the next community. Doctors only visited from Sydney or Baddeck once in a while. There were times when no teacher would go there. The communities North of Smokey took about 20 years longer to get modern improvements such as a doctor, and telegraph and telephone service than other communities in the area.

Then, in 1927, work on the Cabot Trail started. A one-way road, from west to east, was finished by 1932. The new highway ended the isolation. It also changed the lives of people living along the Trail.

Suddenly, tourists began coming. This was especially true after the Cape Breton Highlands National Park opened in 1936. Visitors had been so rare before, that residents of the villages were happy to meet them and tell them stories of the past. Some people felt there were too many curious visitors. Residents became less friendly.

Others felt they had given up more than they received. Before the Park was opened, they had hunted and cut wood on those lands. Now they had lost those rights. Some families who had lived in the area for generations lost land to the Park. They felt they had not been fairly compensated. Many tourists wanted to go fishing with the fishermen just for the experience. The fishermen felt the tourists were a nuisance and

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not worth the trouble. Some people didn't like to see their beaches and communities filled with so many strangers.

With the opening of the Cabot Trail, people and goods could now move much more easily to these northern communities. Life in these communities had changed, but not all the changes were welcomed. The changes were good or bad, depending on your point of view.

\* \* \* \* \*

#### Comprehension Questions

1. Why does Neil's Harbour look like a Newfoundland fishing village?
2. Why didn't people in Neil's Harbour have farms?
3. Why were communities North of Smokey so isolated?
4. What ended the isolation for communities North of Smokey?

#### Using Vocabulary

Complete each sentence with the word that fits best from those below each sentence.

1. The fishermen thought the tourists were a \_\_\_\_\_.

(**necessary**

**nuisance**

**resident**)

2. He received money as \_\_\_\_\_ for the loss of his land.

(**credit**

**markets**

**compensation**)

## Using Vocabulary Continued

3. They were \_\_\_\_\_ to move to Neil's Harbour.

(received      depending      encouraged)

4. The snow made the roads \_\_\_\_\_.

(improved      impassable      impossible)

5. The store owner put the fishermen in a difficult \_\_\_\_\_.

(transportation      starvation      situation)

6. Today there are good \_\_\_\_\_ for fish.

(accidents      merchants      markets)

7. Good roads and cars have made \_\_\_\_\_ better in Victoria County.

(compensation      transportation      nuisance)

8. Good roads and cars have \_\_\_\_\_ life in Victoria County.

(remembered      received      improved)

9. Her family has lived in Ingonish for \_\_\_\_\_.

(glens      situation      generations)

10. Some \_\_\_\_\_ did not like the tourists.

(received      residents      remembered)

## Compound Words

"Businessman" and "hardworking" are examples of **compound** words.

Compound words are larger words that are made up of two or more smaller words.

businessman = business + man

hardworking = hard + working

See how many compound words you can make by joining one word from "List A" with one word from "List B." "List B" words can be used more than once.

## List A

night

day

book

play

fisher

him

out

back

tooth

full

blue

## List B

bag

self

side

ache

field

berry

length

time

man

pack

grown



Some words sounds the same, or nearly the same, but have different meanings. Note the difference between **affect** and **effect**.

**Affect** is a verb, or action word. It means "to act upon."

Example: That teacher affected her in a good way.

It can also mean "to pretend", usually to impress others.

Example: She affected an American accent after her trip to Boston.

**Effect** is a noun, or the name of a person, place or thing. It means "a result, or outcome."

Example: That teacher has a good effect on her.

Does "affect" or "effect" belong in these sentences?

1. Your point of view \_\_\_\_\_ how you see events.
2. What \_\_\_\_\_ did the Cabot Trail have on the North of Smokey communities?

Something to Think About

Were the Newfoundland fishermen treated unfairly? Or did the store-owner deserve the money he made because he might not be able to sell the fishermen's fish? Was tourism a good thing or a bad thing for the communities North of Smokey? Let half of your class take one side and the other half take the other side of these questions. How many reasons can people on each side think of to prove they are right?

## Watch Out for Moose!

### Word Preview

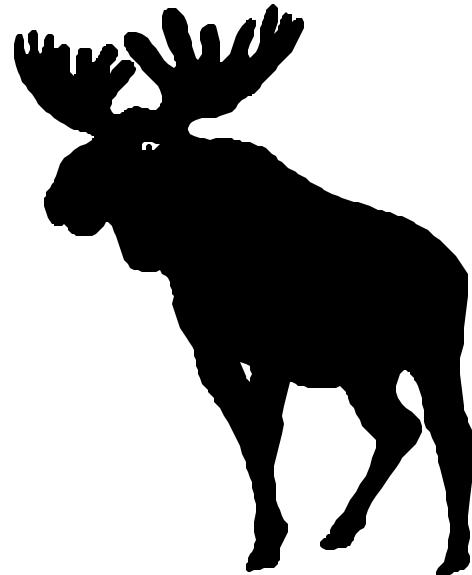
extinct	overhunting	quite
kilograms	metres	starvation
natural	majestic	fatal
		collision

Each corner of Cape Breton Island has things about it that are special and interesting. One interesting thing about living in the Cape Breton Highlands is the number of moose in the area.

The Cape Breton Highlands National Park is home to hundreds of these majestic animals. Seeing one for the first time is a thrill you won't forget. Not very long ago, however, there were no moose there.

There were many moose on Cape Breton Island hundreds of years ago. By the early 1900s they were extinct here because of overhunting and natural reasons.

Then, in 1947 and 1948, the government brought 11 moose cows and



Moose

seven moose bulls to the park from Elk Island National Park in Alberta. Today moose are common again in the highlands of Cape Breton Island. Good spots for seeing them are French Mountain Lake, Warren Lake and the top of North Mountain.

A full grown moose is quite a sight. It stands two metres high at the shoulder. It weighs between 453 and 635 kilograms. For part of the year, bulls have antlers which may be up to two metres across.

The rutting season begins in September. Eight months later a cow gives birth to one or two calves. Sometimes bulls fight during rutting season. If their antlers lock, both animals can die of starvation. Usually the antlers fall off after the rutting season and grow again the next spring.

Having moose nearby makes life a little different for people who live in the highlands. Running into one on the highway can be serious, even fatal. They are huge animals. When there is a collision, the moose can fall on top of a car and crush it.

So, if you're driving in the highlands, especially after dark, watch out for moose. People who live in the highlands know this and are ready to stop their cars quickly so the moose can walk away.

**Place Names**

- Cape Breton Island
- Cape Breton Highlands National Park
- Alberta
- French Mountain Lake
- Warren Lake
- North Mountain

## Using Vocabulary

Complete each sentence with the word that fits best from those listed below.

1. There were some \_\_\_\_\_ reasons why moose died out.

(national      majestic      natural      extinct)

2. The dodo bird is now \_\_\_\_\_.

(quite      exit      fatal      extinct)

3. That was a \_\_\_\_\_ accident.

(series      collision      serious      metres)

4. He cooked a turkey that weighed 11 \_\_\_\_\_.

(metres      kilograms      serious)

5. We saw a moose on the road. It was \_\_\_\_\_ a sight!

(quiet      extinct      quite      majestic)

6. Some animals become \_\_\_\_\_ because of

\_\_\_\_\_ or \_\_\_\_\_.

(fatal      common      starvation      collision      extinct      overhunting)

### Using and Converting Metric Measures

We learned the moose stands about two metres high at the shoulder. The metre is the base metric unit of length in the metric system of measurement.

#### Length

One **metre** (m) is about 39.37 inches, or a little longer than a yard, which is 36 inches. A metre stick is usually divided into 100 centimetres (cm) and 1,000 Millimetres (mm). Therefore, one centimetre is 0.01 metre, and one millimetre is 0.001 metre.



The picture above shows a cut-off part of a metre stick. Each small mark shows one millimetre. Ten millimetres make up one centimetre.

#### Mass (Weight)

The base metric unit for weight is the **gram** (g). One gram equals about one-thirtieth of an ounce. Grams are used to measure the weight of such things as medicine and food.

#### Volume (Capacity)

The base metric unit for volume or capacity is the litre (l). A litre is a little more than a quart. Many soft drinks are sold in one litre and two litre bottles.

## Using and Converting Metric Measures Continued

### Metric Prefixes

The metric system uses prefixes to show if the units of measurement are larger or smaller than the base unit.

For example, "kilo" means 1,000. "Kilo" and "metre" together make "kilometre" which means 1,000 metres.

Following is a list of metric prefixes along with their abbreviations and meanings.

Kilo (k)	one thousand	1,000
Hecto (h)	one hundred	100
Deca (da)	ten	10
Basic unit (m, g, or l)	one	1
Deci (d)	one tenth	0.1
Centi (c)	one hundredth	0.01
Milli (m)	one thousandth	0.001

The abbreviation for the metric prefix is put with the abbreviation for the base metric unit to show the unit being used.

**Example:** c (centi) and m (metre) make cm (centimetre) .

## Using and Converting Metric Measures Continued

### **How to Convert Metric Measures**

Use the following steps to convert from one metric unit to another:

1. Find the known unit on the table below.
2. Find the unit to which you are converting on the table below.
3. Note whether or not the new unit is to the right or left of the known unit. The decimal point in the known unit will be moved in the same direction.
4. Find out how many places to move the decimal point by counting how many lines are crossed when you go from the known quantity to the unknown quantity. Add zeros if you need more places.

				Basic Unit			
Prefixes of Metric System	kilo (k)	hecto (h)	deca (da)	metre (m) gram (g) litre (l)	deci (d)	centi (c)	milli (m)
Place Value in Decimal System	1,000	100	10	1	0.1	0.01	0.001

Example:    46 m = ? mm

If we look at the table we see that millimeter is to the right of metre. There are three (3) lines between metre and milli. Therefore, the decimal point should be moved three (3) places to the right.

$$46.000 \text{ m} = 46,000 \text{ mm}$$

Example:    8.2 cm = ? Km

Kilometre is to the left of centimetre. Five (5) lines must be crossed. Therefore, the decimal point is moved five (5) places to the left.

$$0002.8 \text{ cm} = 0.000028 \text{ km}$$

**Using and Converting Metric Measures Continued**

Use the chart to make these conversions:

1.  $3.9 \text{ cm} = \underline{\hspace{2cm}} \text{ m}$

2.  $500 \text{ mm} = \underline{\hspace{2cm}} \text{ m}$

3.  $34 \text{ cm} = \underline{\hspace{2cm}} \text{ m}$

4.  $55 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$

5.  $5.2 \text{ m} = \underline{\hspace{2cm}} \text{ mm}$

6.  $\underline{\hspace{2cm}} \text{ m} = 25 \text{ cm}$

7.  $\underline{\hspace{2cm}} \text{ m} = 95 \text{ mm}$

8.  $19 \text{ cg} = \underline{\hspace{2cm}} \text{ mg}$

9.  $8.4 \text{ g} = \underline{\hspace{2cm}} \text{ cg}$

10.  $\underline{\hspace{2cm}} \text{ g} = 75 \text{ cg}$

11.  $250 \text{ g} = \underline{\hspace{2cm}} \text{ kg}$

12.  $18 \text{ mg} = \underline{\hspace{2cm}} \text{ g}$

**Comprehension Questions**

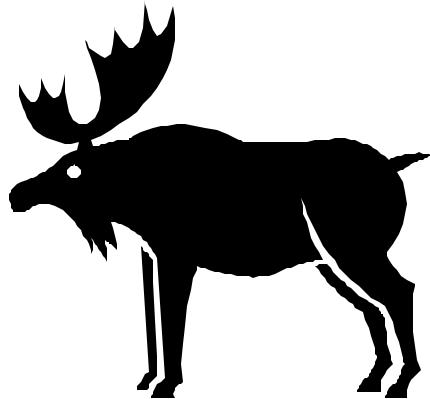
1. Why did moose become extinct on Cape Breton Island?
2. Name three places on Cape Breton Island where you are likely to see moose.
3. Why can it be serious if a car runs into a moose on the highway?

## Did You Know?

The moose is the largest member of the deer family. It can be found in forests in northern North America, Europe and Asia. But only in North America are these animals called moose. Everywhere else they are called elk.

Here are some more interesting facts about this large, unusual animal:

- The growth of hair-covered skin which hangs from a moose's neck is called a bell.
- Because of their long legs and short necks, moose find it hard to bend down. They often kneel to reach food on the ground or stand in water to eat plants and to drink. Sometimes they use their weight to force down young trees so they can munch on the leaves and twigs.
- A fight between bulls can be savage. After a fight, the ground will be chewed up, trees might be torn up and bark will be scattered all over the site. A battle between bulls can last a full day or longer.
- The life-span of moose is about 20 years. The only animal that threatens them is the wolf. If they are not weak from hunger they can defend themselves from wolves with their antlers and fast hooves.



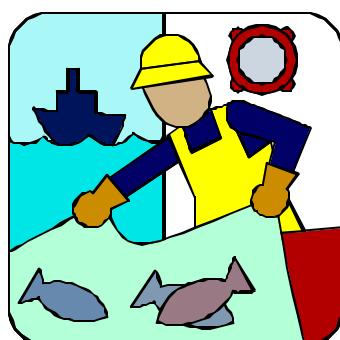
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## Talking with a Fisherman

### Word Preview

generations	independence	manage	opinions
founding	moratorium	issues	regulations
processing	volunteer	elected	

Greg Organ is a fisherman who lives in Neil's Harbour. His family has lived there for three generations. His grandparents were from Newfoundland. He talked to We Are An Island about his life as a fisherman.



### The Life of a Fisherman Today

"From about May 15 to July 15, I fish lobster. Then from July 22, for a couple of weeks, I fish crab. I fish groundfish (halibut, some cod, hake) from about mid-April to sometime in October.

"I like being a fisherman because of the independence. I don't have to work for anybody else, and I'm out in nature. Working in an office would not be for me."

"Yes, when I'm fishing I work long hours. I start about 4 a.m. and I can still be working at six or seven at night, putting ice aboard for the crab."

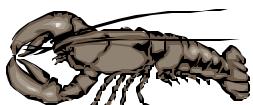
Being a fisherman today means much more than knowing how to fish and keep your gear in good

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repair. Today many fishermen go to meetings about the fishery. For them it is no longer enough to be good at fishing. They are also trying to help manage the whole fishery. Some groundfish stocks disappeared over the 1980s. Now, many fishermen are trying to protect what is left for the future. They do this by joining groups and giving their opinions about the fishery to government. Government makes the rules for the fishing industry.

"I was the founding president of the North of Smokey Fishermen's Association," Mr. Organ said. "That was in 1990, just before the moratorium."

"We wanted to bring people together to talk about groundfish issues. Since then, it has blossomed into other projects. We have had test fisheries to find new types of fish we can catch. We have also held meetings so everyone will get information about Employment Insurance regulations. Now we get a newsletter that lets us know about changes in the groundfishery."



### **Victoria Co-Op Fisheries Ltd.**

Mr. Organ also belongs to Victoria Co-Operative Fisheries Ltd. This group formed 54 years ago when there was only one store to whom fishermen could sell their fish. Because there was only one store to buy the fish, the store owner could pay less than what the fish were worth. The fishermen formed a co-op so they could get fairer prices for their fish.

"We have buying stations at every port north of Smokey. We also run a fish plant that processes lobster and crab at New Haven."

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Mr. Organ said Victoria Co-op Fisheries Ltd. tries to protect the jobs of many people in the North of Smokey area.

"We have about 150 members. They would be the captains of boats. Each boat would have about three people working on it. We also employ about 40 wharf workers and about 50 people working at the processing



plant."

Decisions at the Co-Op are made by 11 board members. They are elected by fishermen at each port. The board members decide how to spend the Co-Op's money and what services to give the members. For example, the Co-Op has just bought a \$600,000 machine to improve crab processing at the New Haven plant.

"We now have a say in how we sell our fish. We stay in the community. We don't leave when things get tough like other buyers. And fishermen can trust us. In the past some fish buyers have left without paying the fishermen for their fish."

### **Making a Difference**

Mr. Organ is also president of the Neil's Harbour-New Haven Volunteer Fire Department.

"We don't have good equipment or training, but we have 30 members. All the volunteer fire departments in small communities are struggling, but we feel 400 people need the same protection as 30,000 people in cities such as Sydney."

Mr. Organ said the work volunteer groups do is important.

"Anybody can make a difference. In our fire department we have one

member who is 81 years old. He gives us fund-raising support and wisdom.

As long as you are honest with yourself about what you can do, you can make a difference."

\* \* \* \* \*

### Comprehension Questions

1. What months of the year does Mr. Organ fish?
2. Why does he like being a fisherman?
3. Why do many fishermen go to meetings today?
4. Why did the fishermen form a co-op?
5. Who decides how to spend the co-op's money?

### Using Vocabulary

<b>founding</b>	<b>issues</b>	<b>manage</b>	<b>generations</b>
<b>independence</b>	<b>volunteer</b>	<b>opinions</b>	<b>regulations</b>

Choose words from the word bank above to complete the sentences below. There will be two words left over.

\_\_\_\_\_ is important to many fishermen. They like to \_\_\_\_\_ their own work. However, sometimes they have to work together to deal with problems and \_\_\_\_\_ that affect them all. They have to learn to respect other people's \_\_\_\_\_. By working together they can protect the fishery for future \_\_\_\_\_.

### Using Vocabulary Continued

Draw a line between each word and the phrase that best describes its meaning.

FOUNDING	chosen by a vote
MORATORIUM	to force a stop to an activity for awhile
REGULATIONS	making something by a series of actions
PROCESSING	setting up
ELECTED	rules

### Quotation Marks

Quotation marks ("...") are used to show that we are writing the exact same words that someone else said. We use them when we write a **direct quotation**.

Example: "I will meet you at seven o'clock," Mark said.

I will meet you at seven o'clock are the same words Mark said.

If we said Mark said that he would meet me at seven o'clock, this would be an indirect quotation. We are describing what Mark said but we may not be using his exact words.

Underline the sentences in this story that are Mr. Organ's exact words.

## Gaelic Spoken Here

### Word Preview

preserve

courses

tour

museum

successful

musical

respect

college

Welcome to St. Ann's, the home of the only Gaelic college in North America! You can learn to speak Gaelic here. Gaelic is a very old language that was spoken in Ireland and Scotland. You can also learn other skills important to Scottish culture such as playing bagpipes, drumming, Highland dancing and weaving cloth.

The Gaelic College was opened in 1938 to help people study and preserve the Gaelic language and culture. Thousands of people visit it every year. Many people of all ages sign up for courses. Others tour the Great Hall of the Clans, a museum of Scottish culture and history.

St. Ann's, in Victoria County, is the perfect place for the Gaelic College. In the late 1700s and early 1800s, many Scottish people left their homeland and came to North America. A large number of them settled in



#### Place Names

- St. Ann's
- North America
- Scotland
- Victoria County
- Nova Scotia
- Mabou
- Inverness County
- Cape Breton Island

## Some Facts About Gaelic

Did you know?

- Many Scots believe Gaelic was the language spoken in the Garden of Eden.
- In 1867 Gaelic was the third most common language in Canada.
- In 1890 Gaelic almost became an official language of Canada.
- The title at the top of this box is written in a Gaelic style.

Nova Scotia. Many of these people came to Cape Breton Island.

In 1900, there were about 75,000 people on the island who spoke Gaelic. That number soon fell sharply. By 1931, there were only 24,000 Gaelic speakers in Cape Breton. By 1971, there were only 1,500. Today, there are fewer than 800.

There are many reasons why the number of Gaelic speakers fell. Some schools punished children who spoke Gaelic. Teachers thought it was backward. Many parents wanted their children to speak English because that would help them blend into the larger English-speaking community. That would help them be successful. Many young men stopped speaking Gaelic when they went off to war or left the island for jobs.

However, Gaelic is a beautiful, musical language that many people now respect. Am Braighe is a newspaper from Mabou, Inverness County, that is written partly in Gaelic. More than 2,000 people all over the world receive the newspaper. Fortunately, on Cape Breton Island we can still hear Gaelic in songs and in place names and popular sayings. Have you ever been

to a ceilidh (pronounced KAY-lee)? That's a house party where people provide their own entertainment with music, stories and dance. Have you heard the greeting "Ciad mile failte!" (pronounced (KAYet mealya Fallcha)? It means "One hundred thousand welcomes!"

Here is some Gaelic for you to try.

**Ciamar a tha sibh?** (KEM-ar ah HA sheev) - How are you?

**Gle mhath, tapa leibh** (Glay-VAH, TAPA leev) - Very well, thank-you.

**Tha I breach an diugh!** (HA-ee BREE-ah an JEW) - It's lovely today.

### Using Vocabulary

Draw lines to match the words with the correct phrases.

preserve	like music
course	a visit to many places
tour	a place where interesting things are kept and displayed
museum	to make something last
successful	to think there is worth in something
musical	reaching a goal
respect	a unit of study in a subject

### Comprehension Question

1. Why did the number of Gaelic speakers on Cape Breton fall?

## Bell's Inventions

### Word Preview

inventor	communicate	chord	vibrations
experiments	machine	triangle	prediction
stable	aerial	engineer	association
breathing	aviation	artificial	sewed
			technology

Alexander Graham Bell, the inventor of the telephone, once explained his feelings about inventing this way: "Leave the beaten track ... and dive into the woods. Every time you do so you will ... find something that you have never seen before." This happened to Bell many times.

### The Telephone

Bell is most famous as the inventor of the telephone, but he was interested in many other things. In fact, he saw himself mainly as a teacher of the deaf. His mother and wife were deaf. Bell knew how isolated they felt when they could not communicate with others. The importance of sound and communication were always in the back of Bell's mind.

Bell did not set out to invent the telephone. The idea came to him



### Place Names

- Baddeck
- Baddeck Bay
- New York
- Ireland
- England

when he played the piano. He noticed that a chord played on one piano would sound on a second piano in a second room. The second piano had picked up the vibrations caused by the chord.

Bell invented the telephone in 1876. It made him a rich man. In 1885, he visited Baddeck for the first time. Soon after he built his summer home, Beinn Bhreagh, which means "beautiful mountain" in Gaelic. Now that he did not have to work for a living, he could spend time on experiments that interested him. Many experiments were done at or near Beinn Bhreagh.

### **The Tetrahedron**

Next, Bell wanted to build a flying machine. This led him to experiments with kites. At first, people in Baddeck were surprised to see so many kites flying over Beinn Bhreagh, but soon they helped him. Young women sewed kites for more experiments. Young men handled pulleys and took pictures. Over the years, many residents of the area worked for the Bells.

Bell was trying to build a kite that would be large enough to carry a man. But every large kite he tried was too heavy to fly. This lead him to invent the triangular box kite. The triangle shape handled better in the wind and was lighter. Then, he decided to join several small triangular kites together. Soon he had a structure that was made of four triangles—the tetrahedron. It was strong and stable. Bell had invented the tetrahedron while trying to build a flying machine. Today we can find the tetrahedron in many of the large bridges we see.

Bell finally built his flying machine. In 1907, he and four other men

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formed the Aerial Experiment Association. Two years later this group made history on the frozen Baddeck Bay.

One of the men was John A.D. McCurdy. He was a young engineer who had grown up at Beinn Bhreagh. His father had worked for the Bells. While McCurdy was a student at the University of Toronto, he became friends with another young engineer named Frederick "Casey" Baldwin. Both men were interested in flying experiments and joined the association. Bell invited Glenn H. Curtiss, an American expert on gasoline engines, to join. Soon, the United States government became interested and asked if Lieutenant Thomas Selfridge could join. Bell's wife Mabel provided much of the money for the aviation experiments the group did.

The group made history on February 23, 1909, when McCurdy flew the Silver Dart a half mile over Baddeck Bay at a speed of 40 miles per hour. It was the first manned flight in the British Empire.

### **The Hydrofoil**

Bell's next goal was to find a safe way to take off and land on water. This led him to invent the hydrofoil, a bladelike structure under a motor-powered boat. The hydrofoil raises the hull of the boat out of the water, allowing the boat to reach high speeds. On September 9, 1919, the hydrofoil HD-4 reached 71 miles per hour. It was the fastest watercraft in the world. It was invented because Bell wanted to safely take off and land an aircraft on water.

### **Ahead of Their Time**

We could say Bell was ahead of his time in many ways. He invented

the photophone which is similar to modern fibre-optic telecommunications.

He also worked on a machine that was like early computers. He invented a machine for artificial breathing and was close to inventing the tape recorder.

He made this prediction in 1896: "I believe that it will be possible, in a very few years, for a person to take his dinner in New York at 7 or 8 o'clock in the evening and eat his breakfast in either Ireland or England the following morning." Our technology today would not surprise Bell.

Mabel Bell could also see ahead of her time. She encouraged Bell's work and kept all his letters and papers. Today the Alexander Graham Bell Museum in Baddeck has these papers. It also has photographs and many things he owned and worked with. Go with your family and enjoy some of the many activities there. You may even get ideas for your own invention!

\* \* \* \* \*

#### Comprehension Questions

1. What did Bell mean when he said "Leave the beaten track ... and dive into the woods?" Write what you think he meant in your own words.
2. Can you find examples in the reading of how Bell invented one thing when he was working on something quite different?
3. Have you ever come up with the answer to a problem when you were thinking of something else? What was the problem and what were you doing when you thought of a solution?

## Using Vocabulary

Complete each sentence with the best word.

1. He bought a \_\_\_\_\_ of wood for his fireplace.  
**(triangle      chord      cord)**

2. A \_\_\_\_\_ home life is good for children.  
**(aerial      stale      stable)**

3. She used a helicopter to take an \_\_\_\_\_ picture of her land.  
**(aerial      artificial      aviation)**

4. My dishes \_\_\_\_\_ when those big trucks drive past my house.  
**(experiment      invent      vibrate)**

5. We can use computers to \_\_\_\_\_. They are a form of \_\_\_\_\_.  
**(chord      communicate      technology      breathe      stable)**

Draw a line to match each word with the phrase that suits best. There will be one word left over.

a shape with 3 sides

stable

fake

association

not easily moved or shaken

engineer

a group of people who come together  
for a common interest

triangle

a person who uses science to put matter  
and energy to use for man

artificial

aerial

**-tion Ending**

We used the words **communicate**, **communication**, **invent** and **invention** in this reading about Alexander Graham Bell. Notice how adding **-tion** at the end of a word changes it from a **verb** (action word) to a **noun** (the name of a person, action, place or thing).

When the verb ends in **-e**, remove the **-e** before adding **-tion**. If the verb ends in **-te** remove the **-e** and just add **-ion**. If the verb ends in **-t** just add **-ion**.

	<b>Verb</b>	<b>Noun</b>
Examples:	communicate	communication
	invent	invention
	vibrate	vibration

Can you make nouns out of these verbs? Then put the new words you formed in sentences.

<b>Verb</b>	<b>Noun</b>
translate	_____
associate	_____
dictate	_____
locate	_____
instruct	_____
vacate	_____
subtract	_____
connect	_____

## Crossing the Barra Strait

### Word Preview

scene      whole      scow      soldier      ferry  
arrested      prosperous      provide      hardy  
peninsula

The Iona Peninsula is the center of Cape Breton Island. Standing on the hill at the Nova Scotia Highland Village you can see all four counties on the island —Victoria, Inverness, Richmond and Cape Breton Counties — surrounding the beautiful Bras d'Or Lakes. The lakes are salt water and are Canada's only inland sea. On a summer day the scene is quiet, unspoiled and unhurried. It is hard to believe that this area was filled with hustle and bustle 100 years ago.

This part of the island was settled like many other parts of Cape Breton Island. Whole communities of the highlands and islands of Scotland picked themselves up and settled here in the late 1700s and early 1800s. Many of the Scots first went to Pictou, in mainland Nova Scotia, before moving on to Cape Breton Island where they could still get land easily.



#### Place Names

- Barra Strait
- Iona Peninsula
- Victoria County
- Richmond County
- Inverness County
- Cape Breton County
- Bras d'Or Lakes
- Pictou
- Nova Scotia
- Cape Breton Island
- Scotland

### Settlers from Barra Arrive

In the 1700s, a Scottish soldier spotted this area when he was in the British army. His name was Donald "Og" MacNeil and he lived on the Island of Barra in Scotland. This is what he told his family and friends about the Iona area: "Besides the fuel in the forests, water in the ground, and fish in the sea, you will find thee more shelter from the North wind, better and earlier ripening harvests, and good fishing ground."

Donald "Og" came back to Canada to fight in Louisbourg in 1758 and Quebec City in 1759, where he died. But his words about the Iona area were not forgotten. In 1800, four MacNeils from Barra arrived at Iona. Several years later two of his own sons settled here. They named the narrow strip of water between them and what we now call Grand Narrows the Barra Strait. Today most people in the area can trace their ancestors back to the Isle of Barra.

Donald "Og" was right. The fishing and farming in the area were good. People who settled here did well. By the mid 1800s many communities lined the shores of the Bras d'Or Lakes. In those days, people got most of what they needed from where they lived. There were grain mills, saw mills, tanneries, woolen mills, farms and fishing to provide what people needed. Another thing that made the area prosperous was its location. Because there were no roads, people traveled by water. By being on the Bras d'Or Lakes, you could get to most parts of Cape Breton Island.

### Place Names

#### Continued

- Island of Barra
- Louisbourg
- Grand Narrows
- East Bay
- Sydney

### The Long Walk

It was a good thing that people could get what they needed close by. Travel was difficult. There is a story from the early days of settlement that shows how hardy people had to be. The story was about a widow who was left with many children to support. She had sold some beef to a ship's captain from Scotland. He sailed away without paying her. She had counted on that money to raise her children. There was no mail service. Telephones were not invented yet. How could she get her money?

She decided to go to the nearest post office which was in Sydney, about 80 kilometres away. She walked from her house to the ferry which ran across Barra Strait. After taking the ferry she walked through the forest to East Bay and then on to Sydney. At the Sydney Post office the



Postmaster wrote a letter to the Chief of Barra for her, telling what had happened. About four months later she returned to the Sydney post office, as the postmaster had told her to do. There she found a letter with her money and news that the dishonest captain had been arrested.

### Crossing the Strait

The first transportation for settlers across the strait was provided by two men, each with a rowboat. By the mid 1800s, a ferry was in use. The ferry was a flat-bottomed scow with oars and sometimes a sail. It carried passengers, cattle, horses and buggies in clear weather.

In 1887, the railway bridge was built which allowed some people to walk over the strait. The first ferry with a gasoline engine came into use in

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walk over the strait. The first ferry with a gasoline engine came into use in 1922. In winter, people still had to cross over on the ice because the ferry didn't run. A three-car ferry came into use in 1927. By 1970, a 12-car ferry, the Monty MacMillan, provided the transportation. That was the last ferry for Barra Strait. In summer 1993, the Nova Scotia government opened the bridge we now have today.

\* \* \* \* \*

#### Comprehension Questions

1. Why did Donald "Og" think Iona would be a good place to live?
2. Where did most of the settlers on the Iona Peninsula come from?
3. Why was the location of Iona important in the 1800s?
4. How many different ways of crossing Barra Strait can you find in this reading?

#### Using Vocabulary

**prosperous**

**provide**

**peninsula**

**scow**

**hardy**

**soldier**

**arrested**

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

1. The good farmland helped the settlers become \_\_\_\_\_.
2. The widow had to \_\_\_\_\_ for her children.

3. You had to be \_\_\_\_\_ to live in those days.
4. A \_\_\_\_\_ from the Island of Barra told his family about Iona.
5. Nova Scotia is a \_\_\_\_\_.
6. Sailing on a \_\_\_\_\_ looks a little risky to me.

### Homophones

Some words have the same sound but are spelled differently. These words called homophones.

"Crossing the Barra Strait" uses at least four words that have homophones: **ferry** (fairy), **scene** (seen), **whole** (hole) and **mail** (male).

Can you think of homophones for these words?

there \_\_\_\_\_

two (2) \_\_\_\_\_

new \_\_\_\_\_

wood \_\_\_\_\_

Now fill in the blanks with the word that fits best.

1. She wanted the \_\_\_\_\_ pizza, not just a slice.

(**hole**      **wall**      **whole**)

2. The tooth \_\_\_\_\_ came last night.

(**fairy**      **fare**      **ferry**)

3. Did you \_\_\_\_\_ my letter?

(**make**      **mail**      **male**)

4. I have \_\_\_\_\_ the Cape Breton Highlands.

(**send**      **scene**      **seen**)

The prefix un-

**Un-** is added at the beginning of a word to make the meaning opposite to what is meant by the stem of the word.

Example: **un** added at the beginning of **clean** makes **unclean**, or dirty.

In "Crossing the Barra Strait" we used **un-** in **unspoiled**, **unhurried** and **unheard**. The stems of these words are **spoiled**, **hurried** and **heard**. Adding **un-** gives the word the opposite meaning.

Add **un-** to the following words to give them the opposite meaning.

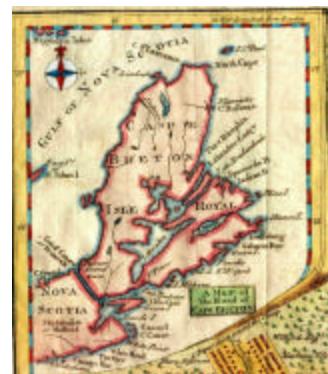
- |                |       |             |       |
|----------------|-------|-------------|-------|
| 1. cover       | _____ | 2. plug     | _____ |
| 3. lock        | _____ | 4. ashamed  | _____ |
| 5. eaten       | _____ | 6. harmed   | _____ |
| 7. interesting | _____ | 8. informed | _____ |
| 9. married     | _____ | 10. tie     | _____ |

### Getting Your Bearings

On a map of Cape Breton Island locate Iona and point out the four counties that can be seen from there. Then, trace the route the widow had to travel from Iona to Sydney. Try to find out how many miles she walked.

## Thoughts From

## Victoria County Learners



## Englishtown Music

When it comes to the history of Englishtown music. There is really much I can say. When people put Englishtown and music together, they get one name, Leon Dubinsky. He has been involved with music for as long as I can remember, and continues to entertain people today. He now has a few songs on an album by an artist known as Connie MacAskill, who is a resident of Englishtown as well. Leon has wrote music for the Cape Breton Summertime Review. A group of people who do Celtic Music with comedy. The Rankin Family has one of his songs on an album of theirs, the song is called Rise Again.

Connie MacAskill has been in the music for quite sometime as well.



She has just released her first cd, and has done some TV appearance. She has said one time that she has always loved to sing and never once thought that she would have ever recorded an album. One of the songs on this album is called Down in Englishtown. Connie to this day still continues to sing at parties in her homeland of Englishtown and the surrounding areas. She is a great talent and I expect to hear more of her in the future. Connie sound is more of the Celtic sound, which is great to listen too.

Greylock, a Celtic Rock band. Not from the Englishtown area, but has a member in it from Englishtown. His name, is Tracy Cavanaugh. I've worked with Tracy Cavanaugh on songs of my own, and found him to be excellent to work with. He is full of fun, and loves music. He also has some songs that him and Connie MacAskill's brother, Larry MacAskill wrote for her album. Although Greylock is not around much anymore. Tracy sure is, and I don't expect to see him stop anytime soon. I'm hoping to have some songs released with Tracy soon myself. Nothing as of yet thou. Tracy plays guitar and sings, and is great at both. Not saying this because he is a friend of mine, but because it's the truth.

Daryl Christie has been around for awhile. Not as long as others but has learned vital parts of the music world from Tracy Cavanaugh and Larry

MacAskill. Daryl mostly writes soft rock and pop songs, which is different from the rest. I find that people like the music. Daryl is mostly known around Englishtown where he lives, as Kenneth Christie. A name changed for music reasons, and only goes by Daryl when he is involved with music. How do I know so much about him. That's because I am him. So I hope too have more music out in the future. Working with Tracy and Larry is fun and you always learn new things. My chosen instruments would have to be drums, that's what I learned to play. I dabble with other instruments but nothing to major. As far as the history of Englishtown goes. I don't know too much. As far as the future goes. I expect to hear the drums banging and the voices singing. New songs being made, and those Saturday night parties filled with drinks and music, happen at out Englishtown Community Hall.



### My Favorite Place

Ingonish Beach is one of the most scenic spots of the Cabot Trail. Nestled between the cliffs of Keltic Lodge and Smokey Mountain, makes a great place to spend the day riding the waves.

There is also a freshwater lake for swimming which is separated by a stretch of cobble stones.

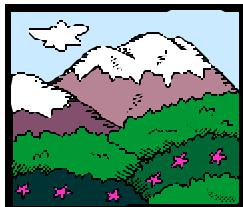
The cobblestones extend to the mouth of Ingonish Harbour, to which you can walk ,just below Smokey Mountain.

This stretch of cobblestones act as a natural breakwater for Ingonish Harbour, which makes a safe haven for local fishing boats.

From the mouth of the Harbour is a great view of the village of Ingonish Beach, which is also a great place for picture taking.

Sonia MacDonald

### "North of Smokey"



North of Smokey, an abundance of beauty, mystique, innocence, and energy. Ingonish, Neil's Harbor ,The Cove, Smelt Brook, White Point, South Harbour, Dingwall, Cape North, Sugar Loaf, Bay St. Lawrence and last but not least Meat Cove. These are the communities that make up the North of Smokey area.

Mountains as far as the eye can see, a forest that stands tall and proud with endless colors. Fields of green and low lying valleys. Falls , rivers, and lakes that run into an ocean called the Atlantic, that surrounds it's very existence.

Communities that are as rich in heritage as they are diverse. Peaceful ,yet stern, a world within a world. An observable place that is taken for granted.

Someone once asked me to describe the North of Smokey area, and so I did. I replied, "Home! "

### Saint Paul's Island

Saint Paul's Island, or "death island," as some local people call it, is the northernmost tip of Cape Breton. Three and a quarter miles long and one mile wide, the island lies 13 miles off Cape North in the gulf of St .Lawrence. It is known for its many shipwrecks, sunken treasures ,stormy weather, treacherous reefs, rugged shores and ghostly apparitions.

Saint Paul's Island is often referred to as the Graveyard of the Gulf. Over the centuries, hundreds of shipwrecks and thousands of souls have been lost in the deadly seas surrounding the island. Many who perished are buried on the island, and, according to local legend, their spirits still roam the rocky shores. For instance, there have been sightings of a grey lady

dressed in a long white gown, a soldier beating a military drum, and George Gatz, a lighthouse keeper who fell to his death while attempting to cross the tickle.<sup>1</sup>

The first lighthouse was erected on the island in 1837. Lighthouse keepers and their families, as well as lifesaving crews, lived there year round. For a while the island even had its own governor-his house still stands. Today no one lives on the island; in 1991 the last lighthouse became automated.

Saint Paul's Island, and the waters surrounding it, continues to attract a variety of visitors such as divers, sightseers, and local fishermen.

"Saint Paul's Island" was written and edited by the Level 2 students of Bay Saint Lawrence; Elizabeth Bonnar, Arlene Fougere, Vera Gwynn, Anna MacDonald, Charlene MacKinnon, Shirley MacKinnon, and Telly MacKinnon.



<sup>1</sup> The channel of water separating the northeast island from the southwest.

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### The Lady of the Loom

A lady sat beside her loom,  
With yarn of every hue;  
To weave Cape Breton tartan  
She only chose a few.

Black for the wealth of our coal mines,  
Grey for the Cape Breton steel.  
Green for the lofty mountains  
Our valleys and our fields.

Gold for the golden sunsets  
Shining bright on the lakes of Bras d'Or.  
To show God's hand has lingered  
To bliss Cape Breton's shores.

As she watched the pattern grow,  
Then she could understand-  
her shuttle has been guided  
By the Master Weaver's hand.

By Lillian Crew Walsh

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Lillian Crew Walsh was born in Neil's Harbor in 1883, the oldest child of James and Elizabeth Crew. She became known for her poetry, which reflects the environment in which she lived. Lillian wrote with ease as she expressed life's daily experiences. She was able to turn her stories to poems as she expressed her ideas, one could find themselves between the lines of her easy flowing writings. This legacy was created by few people of her time, having a possible Grade 5 at Neil's Harbour. Lillian had her book of poems published, of which most she gave away. She was described as a

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wonderful person who loved life and always enjoyed telling stories. Some of her songs were recorded by Charlie MacKinnon. Most of her life she lived in Glace Bay, but often returned to Neil's Harbor to visit. Her verses for the 'The Lady of The Loom' began one day, as she carried a scuttle of coal to her house. The Cape Breton Tartan was patented by the verses she wrote in the poem. Mrs. Wilson Grant used this piece of poetry and with her threads wove it into a tartan.

Lillian passed away in 1967 at 83 years of age. In 1997, at East Coast Music Awards her work was honored with Stompin Tom Connars award for her exceptional contribution to the music tradition of Atlantic Canada. A few of her songs are: "My Cape Breton Home" "Kelly's Mountain" "The Waters of Iona" "The Ghost of Bras d'Or." among others.

Submitted by Linda Symes



### Highlands links and Ingonish

Highlands Links Golf Course is a federally owned golf course situated within Cape Breton Highlands National Park in Ingonish Beach, Nova Scotia. The golf course was designed and constructed during 1939\40 with the "official" opening taking place on July 1 1941. It was designed by renowned golf course architect Stanley Thompson. The land the golf course sits on had previously been expropriated from local residents in the early 1930's when the National Park came into being. The original thought was that by constructing a golf course, much needed employment would be available for citizens of the local area. During the construction phase as many as fifty locals were employed. Once completed and opened for play, it provided work for approximately ten part and full time employees. It also would encourage tourist traffic to the area, adding a welcome boost to the economy. Access to the Highlands National Park was limited at the time partially due to the economy at that time because of WW2. The Cabot Trail at the time was unpaved and very rough. It wasn't until 1962 that the complete Cabot Trail was paved. Play at the Highlands Links was very sparse during this period. Golf was not overly popular during this era; it was considered a rich mans sport. Local residents supported the 'Links' as well as some of the limited tourist traffic.



With improved access to the area, the "Links" started to gain in popularity. In 1965 it was used to host a nationally televised tournament, "Shells Wonderful World of Golf", featuring two world class golfers, George Knudson and Al Balding. Highlands hosted a few more noteworthy events over the next few years, gradually increasing the popularity of this area. In 1995 Highlands Links underwent a major renovation project which included installation of an irrigation system and new club house. Golf writers from all over the world were invited to the "Re-Opening Ceremonies" and a major marketing strategy was put in place. With the advent of technology, the advertisement and promotion of Highlands Links and Cape Breton Highlands National Park has boosted the economy of the area to levels not even dreamed of in the 1930's. In 2000 alone the Highlands Links had over 26,000 rounds of golf played with

revenue realized at over \$1,000,000,.00. With at least 50% of these played by tourists at an average of \$45.00 per round that alone is a substantial sum. At least 30% of the monies taken in by local motels, hotels, restaurants and campgrounds come from the golfing public.



Highlands Links is presently rated as the #1 Golf Course in Canada and rated 57<sup>th</sup> in the world. Golfers from all over the world have described the Highlands as the ultimate place to play. At the present time there are thirty people employed full or part time on the golf course with another ten employed by the Pro Shop. Due to the popularity of the Links, obviously all motels and restaurants have more persons employed to meet the increased demand. With the increase in traffic to our area ,the craft shops, whale watches and walking tours have also experienced a boost in their revenues which can be attributed to, in part, the success of Highlands Links.

When I retired in 1998, Highlands Links was one of the major factors in my families decision to stay in Ingonish. To be able to play the NO.1 golf course in Canada regularly at this point in our lives is an unexpected bonus.

John Ashton

## VICTORIA COUNTY WEBSITE RESOURCES

1. [www.victoriacounty.com](http://www.victoriacounty.com)

Website with a map showing Victoria County, and links to municipal government, winter activities, visitor's guide and a community guide.

2. [www.centralcapebreton.com](http://www.centralcapebreton.com)

A community portal with links to other sites about the Iona region.

3. [www.capecbretonbusiness.com/fb/fb2f/fb2f01d.html](http://www.capecbretonbusiness.com/fb/fb2f/fb2f01d.html)

Part of Enterprise Cape Breton Corporation's Cape Breton Island Profile, this site provides a brief description of the county, including land area and population and addresses for businesses and services in the county.

4. [parkscanada.pch.gc.ca/parks/nova\\_scotia/alex\\_g\\_bell/Alex\\_g\\_bell\\_e.htm](http://parkscanada.pch.gc.ca/parks/nova_scotia/alex_g_bell/Alex_g_bell_e.htm)

Parks Canada website for Alexander Graham Bell Museum at Baddeck. Includes directions to the museum, fees, hours of operation, history, activities, learning experiences and special events.

5. <http://fortress.uccb.ns.ca/historic/gaelic4.html>

Site devoted to the Gaelic College in St. Ann's with many interesting links.

6. <http://www.randburg.com/ca/gaelic.html>

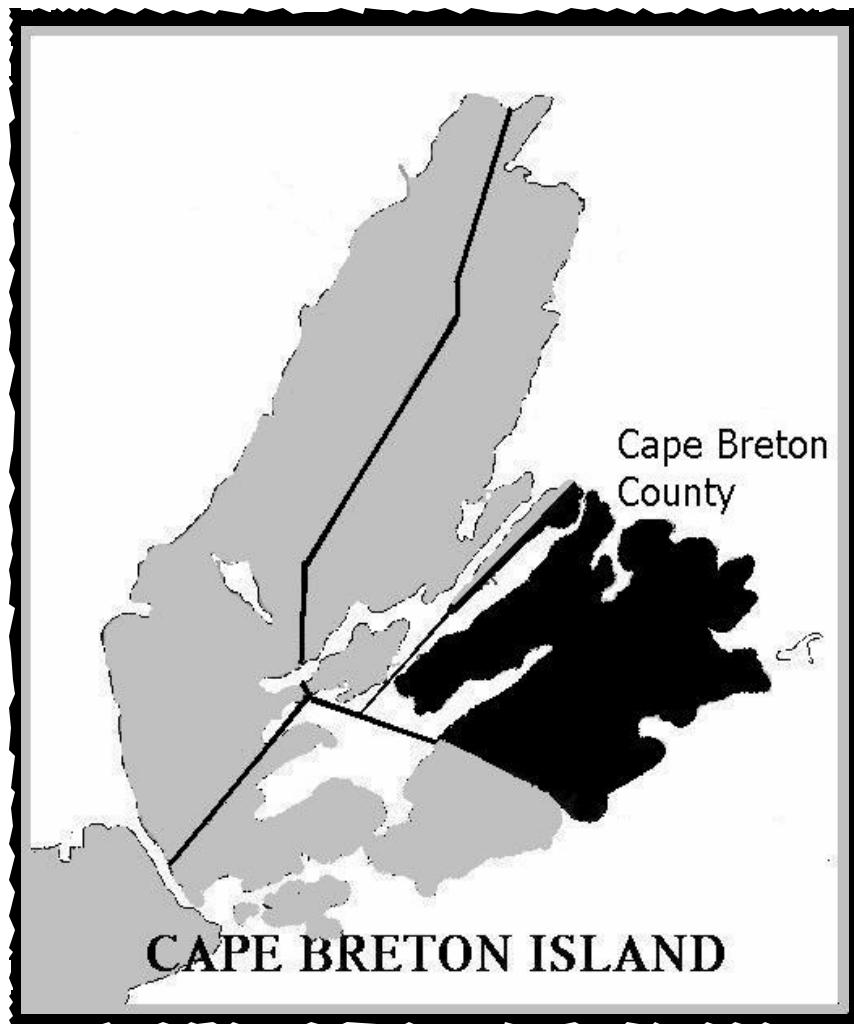
An encyclopedia site devoted to the Gaelic College.

7. <http://www.stanns.ca/stannsplayers.htm>

Site with the mailing address for the St. Ann's Bay Players listed.

8. [http://www.celtic-colours.com/queries/artists.php?function=bio&artist\\_id=396](http://www.celtic-colours.com/queries/artists.php?function=bio&artist_id=396)

Site devoted to "Boireannaich nan Oran" (Women of Song) who are continuing the North Shore Gaelic song tradition.



## Cape Breton County

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## Welcome to Cape Breton County!

### Word Preview

cape

teeming

especially

valuable

hardy

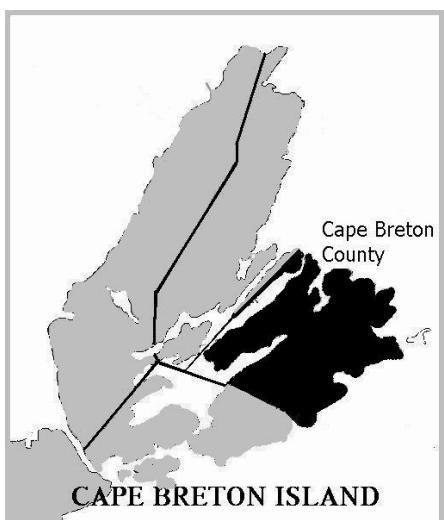
invaded

scenic

Have you ever been to Cape Breton? You might be surprised to know that you probably haven't been there. Cape Breton is the most eastern point of Cape Breton Island. Cape Breton is in Cape Breton County and lies near Scaterie Island. There are no roads to Cape Breton. No one lives there. It is a lonely point of land.

So how did Cape Breton Island come to be named after a place that seems so unimportant? For the answer to this, we have to go back more than 500 years.

At that time the Atlantic



Ocean near Cape Breton Island was teeming with fish, especially northern cod. Fish was an important food for many people who lived in Europe. Northern cod was almost as valuable as gold because it could be salted and dried. Salting and drying



### Place Names

- Cape Breton Island
- Scaterie Island
- Atlantic Ocean
- Europe
- North America
- Spain
- France
- England
- Cape Breton County
- Germany

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was the only way, at that time, to keep fish from spoiling.

Even before Columbus discovered North America in 1492, fishermen from Europe were fishing off Cape Breton Island. They were Basque fishermen from northern Spain and Breton fishermen from Brittany, an area in the northwest of France. In the 1400s, these fishermen were coming ashore near Cape Breton in the summer months to dry their catches before going back home. They did not stay through the winters.

Fishermen from other countries came in the years that followed but they still called the island "Cape Breton Island" after those hardy Breton fishermen.

And who were these Breton fishermen who were famous for their bravery and their travels at sea? In the fifth century, they had left England, which was then called Britannia, because England was being invaded by people from the part of Europe that is now Germany. The people from Britannia settled in the northwest of France and the area became known as Brittany. The people who lived there were called Bretons.

Centuries later, people from all over the world came to Cape Breton Island. Some of them stayed and some of them continued on to other places. The greatest number settled in Cape Breton County to work in the coal and steel industries.

Today, when we think of "Cape Breton Island," we think of a scenic island that is home to people of many cultures. Those early Breton fishermen did not know they were giving their name to such an interesting place.

### Using Vocabulary

Fill in the blanks with the word that fits best.

1. A \_\_\_\_\_ is a high point of land that sticks out into the sea.

(**case**      **care**      **cape**)

2. The Bretons were a \_\_\_\_\_ breed of fishermen.

(**hardly**      **hardy**      **scenic**)

3. The movie was about people from Mars who \_\_\_\_\_ Earth.

(**teeming**      **invade**      **invaded**)

4. What a \_\_\_\_\_ road that is!

(**scenic**      **seen**      **scene**)

5. I'm \_\_\_\_\_ happy about how things are going at the Learning Centre.

(**valued**      **especially**      **valuable**)

6. The waters here used to be \_\_\_\_\_ with fish.

(**teams**      **teeming**      **teems**)

7. Fish were so \_\_\_\_\_, people sailed half way around the world for them.

(**hardy**      **especially**      **valuable**)

### Further Activity

Look closely at a map of Cape Breton Island. Can you find Cape Breton and four other capes in Cape Breton County?

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### Comprehension Questions

1. Where is Cape Breton?
2. Why did people from France and Spain first come to Cape Breton Island?
3. Why did people salt and dry their fish 500 years ago?
4. Who is Cape Breton Island named after?
5. Why did the Bretons leave their first home?

Something to Think About



If the northern cod off the coast of North America had not been good for salting, fishermen and explorers might not have bothered coming here for a long time. It is surprising to think that such a simple thing started the settlement of Cape Breton Island by Europeans.

But people need food to survive. Therefore, anything that helps keep food from spoiling is important. Keeping food from spoiling (food preservation) is one of the oldest technologies used by human beings.

Today, refrigeration and freezing are the most common ways that people preserve food. Life would be different if we did not have refrigerators or freezers. How would our shopping habits change? What foods would we eat more often and what would we eat less often? What other methods of food preservation would we use? Discuss these questions with your class.

## You've Got (Christmas) Mail!

### Word Preview

postmark	envelope	postmistress	cancels	
delivers	collectors	specially	designed	surveyors
wreath	Mi'kmaw	buried	community	



Why do many people send mail to themselves at Christmas time? Is it because they want to be sure they receive Christmas cards? No.



Thousands of people send mail to themselves each year during the holiday season because they want to have the special postmark that is used by the Christmas Island Post Office. A postmark is a special mark the post offices put on stamps to show they have been used. That means we can't take the stamp off mail we have received and use it to send our own mail. When the post office puts this mark on a stamp, we say they have "cancelled" the stamp.

#### Place Names

- Christmas Island
- Cape Breton Island

To get the special Christmas postmark people put their name and address on a stamped envelope. Then they put the stamped envelope in a larger envelope that is stamped and addressed to the Christmas Island Post Office. The postmistress opens the larger envelope, takes out the smaller

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ones, and cancels the stamps on them with the special Christmas postmark. Then Canada Post delivers the mail back to the people who sent it.

The Christmas Island postmark is really popular with stamp collectors. Every year, mail comes from all over the world to be postmarked at this Cape Breton Island post office. Other people put their Christmas mail in a large envelope and send it to the post office the same way the collectors do. This way they can send Christmas cards to friends and family with the special holiday post mark. About 15,000 pieces of mail pass through the tiny post office each holiday season.

The idea of a special postmark came from the late Margaret MacNeil, who was postmistress at Christmas Island for more than 30 years.

The postmark was designed by Stephen Slipp of Halifax and looks like a Christmas wreath. It comes in two colours—red and green. The postmistress postmarks the mail by hand. If she has time she will do it in both colours! The Christmas mail then receives special treatment by Canada Post so that it is not marked in any other way.

If you are wondering how Christmas Island got its name, there are two stories that explain this. One is about a Mi'kmaw chief who had the last name of Christmas. He is supposed to be buried on the small island near the community of Christmas Island. The other story tells of a group of surveyors who had been doing a big job in the area. When they finally finished, it was Christmas Eve and they named the area Christmas Island.

If you would like to have one of these collectible postmarks, mail your large envelope to: The Christmas Island Post Office, Christmas Island, N.S., B1T 1A0.

**Comprehension Questions**

1. Why do people send mail to themselves through the Christmas Island Post Office?
2. What does the special Christmas Island postmark look like?

**Using Vocabulary**

Fill in the blanks with the word that fits best.

1. The letter carrier \_\_\_\_\_ the letters.  
**(cancels     designs     delivers)**
2. The postmistress \_\_\_\_\_ the stamps with the \_\_\_\_\_.  
**(delivers     cancels     collectors     postmark     envelope)**
3. That dog \_\_\_\_\_ her bones in my yard.  
**(berries     buries)**
4. The \_\_\_\_\_ told me where my land stops.  
**(surprises     specials     surveyors)**
5. The \_\_\_\_\_ owns that skating rink.  
**(community     collectors     communicate)**
6. These two words have silent letters in them: \_\_\_\_\_  
\_\_\_\_\_.  
**(postmark     collectors     designs     delivers     wreath     cancels)**
7. Christmas Island is a \_\_\_\_\_ place.  
**(designed     special     surveyor)**

### Suggested Activities



1. Make up a Christmas poem and send it to a classmate—with a Christmas Island postmark on it.

Many Christmas cards use poetry to say a message. There

are two features about most poetry: **rhythm** and **rhyming words**.

**Rhythm** is created by using a syllable pattern in the lines of poetry.

Example:    Mer/ry/ Christ/mas/to/you (six syllables)  
              Too/bad/you've/got/the/flu (six syllables)  
              I've/cooked/up/some/chick/en/stew (seven syllables)  
              so/you'll/soon/be/good/as/new. (seven syllables)

**Rhyming words** help make the message sound better. You can find rhyming words by going through the alphabet.

Example: "day" rhymes with "away", "bay", "cabaret", etc.

Don't forget about words that begin with blended letters such as "th", "sh", and "ch". Example: "they"

2. Have you ever received mail from another country? Did you save the stamps? Bring them in to show others in your class.
3. Do research in your library on how postmarks started.
4. Visit the Canada Post website. Just type in "Canada Post" on your search engine. You can find out lots of interesting information there such as the addresses of important Canadians, how to start a stamp collection and what 18th century letters were like.



## The Fortress Town of Louisbourg

### Word Preview

probably      understand      craftsmen      settlement  
refrigerator      diet      trade      entrance      siege  
                  declared      surrendered      site

You have probably heard of Fortress Louisbourg.

You may even have been there. You probably know it has a number of large buildings and many people dressed to look like French soldiers in 1744.

You might wonder today how important Louisbourg really was in 1744. To understand this, we can use our imagination to picture the fortress town as it was in 1744.

More than 3,000 people lived in the fortress town. They included soldiers, merchants and craftsmen. There were women and children too, though not as many women as men. There were also hundreds of visiting sailors and fishermen in the streets at different times of the year.



#### Place Names

- Louisbourg
- New York
- Boston
- Charleston
- North America
- New Zealand
- Australia
- Europe
- Scotland
- Baleine
- France
- St. Ann's
- Isle Madame
- Great Britain
- Québec

The harbour was often filled with war ships.

Over the year, about 100 other ships came carrying goods for trade. Only New York, Boston and Charleston received more ships in North America than Louisbourg.

The town had a bakery and places where visiting ships could buy supplies. Canada's first lighthouse was built at Louisbourg. The town had a hospital. It also had a court to settle disagreements that took place at sea. Louisbourg was well known for having people who were experts on the sea. James Cook, who later became a famous captain, visited Louisbourg before he discovered New Zealand and Australia.

### Place Names

#### Continued

- Newfoundland
- Isle Royale
- P.E.I.
- West Indies
- Gulf of St.
- Lawrence
- England

### Other Settlements

Louisbourg was not the first place Europeans had tried to settle in Cape Breton Island. Fishermen from several countries had been fishing near Cape Breton Island each summer for 100 years.

In 1629, Lord Ochiltree of Scotland started a settlement at Baleine, a little north of Louisbourg. It didn't last long. That same year a Frenchman, Charles Daniel, destroyed it and built his own fort at St. Ann's. That lasted only 12 years. Also, around this time Nicholas Denys of France started a settlement on Isle Madame, but it was destroyed by fire.

In the mid-1600s, Britain and France both became interested in North America and competed over the new land. By 1713 France had a large settlement in Québec. France had lost Newfoundland and mainland Nova Scotia to Great Britain, though. All France had left on the Atlantic coast was Isle Royale, as they called Cape Breton Island and Isle St. Jean or

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Prince Edward Island today. To protect this colony, France sent 250 men, women and children over to start a settlement on Isle Royale at Louisbourg in 1713. Soon after, the French began to turn the settlement into a fortified town with walls and cannons.

### **Why Louisbourg?**

Louisbourg was important because of its location. The location of Louisbourg allowed the French to do three things:

1. French fishermen could fish for cod on the rich fishing grounds off Cape Breton Island. This was important because there were no refrigerators in the 1700s. Dried fish was a big part of the French diet and cod dried well. Fish were also important because most French people were Roman Catholic. There were many days of the year they could not eat meat because of religious reasons.
2. The French could trade at Louisbourg. Trade was with the West Indies and France. These three places formed a triangle of trade.
3. The French could guard the Gulf of St. Lawrence from Louisbourg. The Gulf was the way to Québec.

### **What Happened to Louisbourg?**

Another good thing about the location of Louisbourg was its harbour. The harbour was big, but the opening to it was small. This meant it would be easy to protect with cannons at its entrance. Since the French expected their attackers to come by sea, this was important.

However, that isn't what happened. Instead, Louisbourg fell because of two sieges.

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France and England declared war on each other in 1744. In the spring of 1745, forces from New England, with help from England, blocked off the harbour so Louisbourg could not receive supplies or soldiers. Other New Englanders landed behind the low hills that surrounded Louisbourg and snuck up to attack. The fortress was surrounded. The French surrendered on June 27th.

The Treaty of Aix-le-Chapelle gave Isle Royale back to France in 1749. War between France and England broke out again in 1756. In June 1758, British forces landed at Kennington Cove in Gabarus Bay. The next month the strong English navy destroyed the French ships in the Louisbourg harbour. At the same time, British cannons on land broke through the fortress walls. The fortress was surrounded again. The French were fighting larger navies and armies. France was too far away to help. The French surrendered on July 26th. The British destroyed the fortress and sent the people who had lived there to France and Québec.

In the 1900s, Louisbourg was important to Cape Breton Island as a port and a fish processing centre. However, the shipping industry changed and the cod fishery ended because of over-fishing.

Now, it is the fortress that has made Louisbourg important again. Fortress Louisbourg is one of Canada's national historic sites. It brings thousands of visitors to Cape Breton Island every year and employs many people. One-quarter of the town has been rebuilt to look just as it did in 1744. People wear historic costumes and play the parts of soldiers, servants and others who had lived in Louisbourg. By visiting there you can see for yourself what Louisbourg was really like.



## Comprehension Questions

1. Where was the first place Europeans tried to settle on Cape Breton Island?
2. Why were fish important to the French?
3. Why was Louisbourg in a good location for trade?
4. People from what places were fighting against Louisbourg?
5. How many times was Louisbourg under siege?

## Using Vocabulary

Complete these sentences using the word that fits best.

1. That is the \_\_\_\_\_ of their new house.

(**site**      **sit**      **sight**)

2. Louisbourg was \_\_\_\_\_ by the enemy.

(**surrendered**      **surrounded**      **settlement**)

3. \_\_\_\_\_ means "there is a good chance."

(**declared**      **siege**      **probably**)

4. Now I \_\_\_\_\_ what you mean!

(**understood**      **understate**      **understand**)

5. People can run out of food during a \_\_\_\_\_.

(**site**      **siege**      **settlement**)

6. \_\_\_\_\_ made many of the things people used in Louisbourg.

(**trade**      **entrance**      **craftsmen**)

7. England and France \_\_\_\_\_ war on each other.

(**surrendered**      **siege**      **declared**)

**"I" Before "E"**

English has many words which use "i" and "e" together. There is a rule which can usually tell you which letter comes first:

**"I" before "e" except after "c" or when sounding like "ay" as in  
"neighbour" and "weigh"**

Examples: believe, receive, neighbour

Use this rule to finish these sentences. Remember to check which letter comes before the blank to use the rule.

1. Louisbourg was under s\_\_\_\_ge.
2. That dog is a golden retr\_\_\_\_ver.
3. I love to rec\_\_\_\_ve gifts!
4. My n\_\_\_\_ce is coming home tonight.
5. He wants to lose some w\_\_\_\_ght.
6. They spend their summers playing ball on that f\_\_\_\_ld.
7. Did you get a rec\_\_\_\_pt when you paid your bill?
8. The party is at th\_\_\_\_r house.
9. I was so rel\_\_\_\_ved to find my wallet!
10. I might get my ears p\_\_\_\_rced.



Something to Think About

1. If you were a commander at Louisbourg and knew there might be a siege, what would you have done?
2. What would Cape Breton Island be like today if the French had won at Louisbourg? How do you think life might be different? Write about it.

## Katharine McLennan's Mission in Life

### Word Preview

satisfaction	destroyed	ruins	foundations
artifacts	museum	wealthy	considered
		injured	sewed

Once in a while you meet someone who has a mission in life—there is work they feel they were meant to do. They get great satisfaction from this work. They do it whether they are paid to or not.

For example, Alexander Graham Bell's mission in life was to help deaf people communicate. Some people feel their mission is to write or play music. Others want to climb mountains. For some people, being a good housekeeper is very satisfying. All these people work hard at what they do. They don't feel like they are working, though, because they are so interested in what they are doing.

Katharine McLennan, of Sydney, had an unusual mission in life: preserving the fortress at Louisbourg. She got the idea from her father, Senator (Sen.) J.S. McLennan. Sen. McLennan had become wealthy in the coal industry, but he had a strong interest in the fortress. With



#### Place Names

- Sydney
- Louisbourg
- Petersfield
- Sydney Harbour
- Europe
- France
- England

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Katharine's help he wrote a history of Louisbourg that is still used today.

### **Louisbourg Destroyed**

The British destroyed the Louisbourg fortress after they captured it in 1758. By the early 1900s, when Sen. McLennan became interested, grass had grown over the ruins. The walls had crumbled. Only the foundations of buildings were left.

Sen. McLennan belonged to a group of people that wanted to preserve the old fortress. He hoped the fortress would make us proud of our history. His dream was to build a museum to hold artifacts and papers so other people could study them. After many years, the federal government agreed to provide funding. The museum was finished in 1936.

### **Katharine's Choices**

This is where Katharine McLennan, the senator's daughter, came in. When we think about the things she did, we see how strong her interest in the fortress town was. It became her mission in life.

Katharine was born in 1892. She could have lived a very different life from the one she did. Her family was wealthy. She lived in a beautiful large house in Petersfield, across Sydney Harbour from Sydney. Famous and important people visited her family. She visited Europe often. She didn't have to work.

Some of the people who visited the McLennan home were wealthy people who spent their time trying to help others. When World War I started in 1914, it seemed everyone around her was trying to help win the

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war. She felt she should do something, too. When her brother was killed in the war, she knew she had to get involved. She considered all the ways she could help and then chose one. She would help care for injured soldiers in hospitals in France.

Her biggest problem was getting her father to agree to the plan. Nursing was not yet a respected job for women. Besides, he had already lost a son to the war. He didn't want to lose her, too.

She talked to her father but he wouldn't change his mind. She wrote letters to her friends and they tried to change the senator's mind. Still, he would not let her go. Months went by. She passed the time by helping others to send needed things to soldiers. Finally her father changed his mind and let her go.

She spent three years helping in French hospitals. She met soldiers from backgrounds very different from her own. She shared their suffering but she also found satisfaction in helping them. When her work became hard or stressful, she painted water colour pictures to relax. You can see one of her paintings at the end of this section.

By the time she came home from France in 1919, she knew what she wanted to do with her life. She wanted to work for the public good. She used her time and her money for many causes. During World War II (1939-1945) she ran the Red Cross blood donor clinic in Sydney. But, the interest that would last the rest of her life was local history.

### **Her Interest in Louisbourg**

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She ran the Fortress Louisbourg museum as a volunteer for 20 years.

During these years she:

- built two models of the fortress town that took years to finish.
- used her own money to find and buy back artifacts.
- fitted and glued together pieces of china found at the site.
- sewed French and British flags for her models.
- wrote a short history of Fortress Louisbourg.
- kept a list of all artifacts brought to the museum.
- spent hundreds of hours with her father copying by hand historical documents from Canada, France and England.

Katharine spent her life studying life in the 18th century fortress town. Her friends said she knew more about the people of Louisbourg in the 1700s than she did about people of her own time!

In 1961, the federal government decided to spend \$20 million to rebuild the fortress. This would make work for miners and boost tourism.

The work lasted 20 years. Everything was made to look just like it did in 1744, as Sen. McLennan had wanted. By now, Katharine was an expert on the fortress. She shared information with researchers. She knew so much about the people of Louisbourg that her friends said she sounded as if she had been alive in 1744.

Katharine received many awards before she died in 1975. But, her greatest reward was the satisfaction she got from her work. That's what it is to know your mission in life.

\* \* \* \* \*

### Using Vocabulary

Choose a word from the preview words for this lesson to match these phrases.

A happy or contented state \_\_\_\_\_

Thought about carefully \_\_\_\_\_

Harmed \_\_\_\_\_

What's left of something that was destroyed \_\_\_\_\_

They support buildings \_\_\_\_\_

Anything made or changed by man \_\_\_\_\_

A building where interesting things are preserved and displayed \_\_\_\_\_

Rich \_\_\_\_\_

"Sewed" and "Sowed"

**Sewed** sounds like **sowed**. Do you know the meanings of these words?

Fill in the blanks with the right word.

1. He \_\_\_\_\_ corn when the spring came.
2. She \_\_\_\_\_ her wild oats.
3. Frank \_\_\_\_\_ the button on his coat.

### Comprehension Questions

1. What was the fortress like when Sen. McLennan became interested?
2. What kind of life was Katharine born into?
3. Why did she want to work in hospitals in France?

## Comprehension Questions Continued

4. Why would her friends say Katharine knew more about life in 1744 than she did about her own time?

## Contractions

This story has a number of contractions in it. A contraction is a short form of a phrase made by joining two words together but leaving some letters out. An apostrophe (') goes in the place where we took the letters out.

Example: In the sentence "They **don't** feel like they are working." **don't** is a contraction. It is a short form of **do not**.

What two words are these contractions made of?

1. don't \_\_\_\_\_
2. they're \_\_\_\_\_
3. didn't \_\_\_\_\_
4. wouldn't \_\_\_\_\_
5. that's \_\_\_\_\_
6. couldn't \_\_\_\_\_
7. she's \_\_\_\_\_
8. there'll \_\_\_\_\_
9. he'll \_\_\_\_\_
10. I'm \_\_\_\_\_

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### Contractions Continued

11. let's \_\_\_\_\_

12. it's \_\_\_\_\_

### Knowing Yourself

Our lives can be happier if we know what we enjoy doing and what we don't enjoy doing. When we know what we are good at and what we are not as good at, we can set realistic goals—goals we will be able to reach if we work at them.

When we set goals we may have to choose from more than one thing we want to do. We may also have to think of more than one thing we can do to reach our goals. It's always good to have backup plans.

Once we know our goals we will get more help from other people if we can explain our ideas and feelings.

We may feel stress if our goals are hard to reach. We can try many things to give us a break from our stress—hobbies, taking a walk, watching a movie or talking with friends.

Knowing ourselves, setting realistic goals, making choices, communicating our ideas and dealing with stress are all part of a healthy lifestyle. Look back over this lesson and see if you think Katharine did all these things.

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Something to Think About



1. Have you ever worked hard for a long time at something because you wanted to? Did other people wonder why you worked so hard at it? Describe your feelings as you did the work.
2. Would you say Katharine's interest was unusual? Why or why not?
3. Have you ever seen, or known, someone who had a mission in life? Describe it.
4. Why do you think Katharine's father finally agreed to let her go to France?

## Coal was King

It was the demand for fish in Europe that first brought Europeans

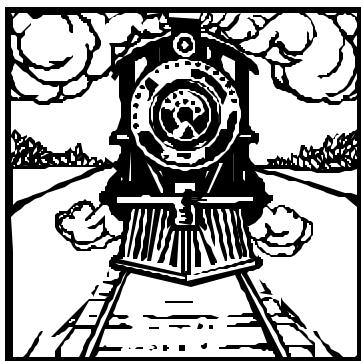
### Word Preview

demand	development	Industrial Revolution	orderly
locomotives	factories	companies	produce (verb)
natural gas	diesel	increased	fuel
social	announced	steady	depended
economic			

to Cape Breton Island. But, it was coal that led to large settlements here.

The role that coal played in the development of Cape Breton Island is a good example of how things here have been shaped by things far away. The steam engine was invented in England in the 1700s. This lead the way

to the Industrial Revolution. It took fuel to make steam engines run and coal was a good fuel. Over the next 150 years, the demand for coal jumped as industries developed on both sides



### Place Names

- Europe
- Cape Breton
- Island
- England
- Atlantic Ocean
- Fortress
- Louisbourg
- North America
- Port Morien
- Canada
- Glace Bay
- Sydney Mines
- New Waterford
- Sydney
- Cape Breton County

of the Atlantic. Coal was needed for new steel mills, ships, train locomotives and factories.

### **North America's First Coal Mine**



Coal mining on Cape Breton Island really started more than 250 years ago. The French had seen coal in the cliffs when they were building Fortress Louisbourg in the early 1700s. In fact, North America's first coal mine was opened in 1720 at Port Morien to supply Louisbourg with coal. But, it wasn't until industry started to grow in Canada that coal mining on Cape Breton Island became important.

### **Coal Mining Grows on Cape Breton Island**

By 1873, there were eight coal companies on Cape Breton Island. Men were paid from 80 cents to \$1.50 a day and boys were paid 65 cents. Over the next few years, large mines opened in Glace Bay and Sydney Mines. Soon there were 12 coal mines just in Glace Bay, alone. Coal was king!

In 1894, the government gave mining rights on the island to just one company, the Dominion Coal Company. It was owned by Americans. Coal mines were soon opened all around Glace Bay and New Waterford, as well as Sydney Mines. Cape Breton Island was soon producing nearly three-quarters of the coal used in Canada.

In 1900, a modern new steel mill started production in Sydney. This brought a new demand for coal. Thousands of people from all over the world came to work in the mines. The future of Cape Breton' Island's coal towns looked bright.

### **Trouble for Coal Mining**

By 1950, nearly 12,000 men worked in Cape Breton Island coal mines. But the industry was in trouble. Factories had switched to cheap oil or natural gas. Railways were using diesel oil for their locomotives instead of coal. Between 1961 and 1967, nearly 3,000 coal miners were laid off. The federal government increased its subsidies to the coal company, which was now named Dosco (Dominion Coal and Steel Company). But, that wasn't enough to save the industry. In 1966, Dosco announced it would close its Cape Breton Island coal mines.

Cape Breton County had been a rural area with a small population before the coal mines opened. Most people had farmed or fished for a living. That all changed when the coal mines opened. People left their farms for a steady wage in the mines. Thousands of other people came from other countries. Suddenly, Sydney Mines, Sydney, New Waterford and Glace Bay had become "industrial Cape Breton." These communities depended on coal mining to survive. Loss of coal mining would mean economic hardship and social problems.

To avoid the problems that would come with the end of coal mining, the federal government took over the mines. It formed a new company called the Cape Breton Development Corporation, or Devco. Devco had two goals:

1. To slowly close the coal mines in an orderly way and
2. To encourage other companies to come and create new jobs.

Devco closed its last coal mine in 2001. Its efforts to bring in new

industry were not successful. The steel plant also closed that year. While some new businesses have come to the area, there are not enough jobs to replace the ones lost from coal mining and steel making.

### **What Will the Industrial Area Be Like 100 Years from Now?**

In 2000, the federal and provincial governments created the Cape Breton Growth Fund to help bring economic development here. The two levels of government put in a total of nearly \$100 million to help businesses start and grow. Some of the new jobs are expected to be in technology, tourism, oil, gas, and culture. The fund is expected to be used up within four years.

One hundred years ago, the Sydney area suddenly became an industrial center. What will the next 100 years bring?

\* \* \* \* \*

#### "Coal was King"

##### Word Roots

Many of the words in the Word Preview for this lesson have come from **root words**. A root word is a smaller word that has letters added to it to change the meaning slightly.

##### **Examples: Root Word      New Word**

arrange	arrangement
end	ended
order	orderly

#### **What Do These Words Have in Common?**

Look up the word "social" in a dictionary. Does your dictionary give the Latin **root** for this word? How many other words in your dictionary begin with "soci-?"

Look up the word "popular." What is this word's Latin root? How many other words in the dictionary begin with "**popu**" and are related to "popular?"

## Using Vocabulary Continued

Here are a few common word endings.

**-s** at the end of a noun (a person, place or thing) makes it **plural**, or more than one. Example: one car      two cars

**-ed** is used at the end of a **verb**, or action word, to make it **past tense**.

Example: learn      learned

**-ing** is used at the end of a **verb** to make it **present tense**. Example: She is sleeping now.

**-ly** is used at the end of an adjective, or describing word, to make it an adverb, or word that describes how a verb was done. Example: He ran quickly.

There are other common word endings too. See if you can give the **root word** (the word before another part was added) for these words:

Example:      miner      mine (root word)

	<u>Root Word</u>	<u>Root Word</u>
demanded	_____	settlements
located	_____	inventing
orderly	_____	sadly
economically	_____	miners
developing	_____	hardly
depended	_____	Americans
products	_____	nearly
announced	_____	wondered
announcements	_____	living
building	_____	farms

**Using Vocabulary Continued**

demand	development	Industrial Revolution	orderly
locomotives	factories	companies	produce (verb)

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

The \_\_\_\_\_ caused the \_\_\_\_\_ for coal to grow. Coal was needed for \_\_\_\_\_ and \_\_\_\_\_. This led to the \_\_\_\_\_ of the coal industry on Cape Breton Island.

development	depended	diesel oil	produce
natural gas	announced	subsidies	demand

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

By the 1950s, coal was being replaced by \_\_\_\_\_ and \_\_\_\_\_. There was no need to \_\_\_\_\_ coal any more. The government \_\_\_\_\_ to the coal company were not enough to keep the industry going. The company said it would close. People in mining communities \_\_\_\_\_ on the coal industry to make a living. They knew the island needed more economic \_\_\_\_\_.

## Comprehension Questions

1. Why was there a demand for coal in the late 1800s and early 1900s?
2. Where did North America's first coal mine open? Who opened it?
3. What hurt the demand for coal? How did this affect mines on Cape Breton Island?
4. Why did the federal government form the Cape Breton Development Corporation?
5. What is the Cape Breton Growth Fund?

Something to Think About



1. What do you think "on both sides of the Atlantic" means?
2. Why did people say "Coal was king?"
3. How did the development of the coal industry change Cape Breton Island? There are many things you could include in your answer. Think about the land, the people and the way people lived.
4. What do you think the industrial area will be like 100 years from now? Again, think about the land, the people and the way people will live when you answer this question.
5. There are still many reminders of coal mining on the island. The industry has left its mark on the land and culture in many ways. For example, there are buildings, monuments, street names, museums, place names, songs

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### Something to Think About Continued

names, songs and organizations that can be traced to coal mining. How many can you think of?

### Further Activities

There are many stories about the early days of Cape Breton Island coal mining. It was an interesting time with new people coming to the area, dangerous and difficult work in the mines and battles between miners and the mining company.

These books tell some of those stories:

- The Glace Bay Miner's Museum, by Sheldon Currie, who was born on Cape Breton Island. This is a book of short stories which includes the story on which the hit movie Margaret's Museum was based.
- The Company Store, a novel of coal mining days in Cape Breton Island in the early 1900s.
- Pit Pony, a novel by Joyce Barkhouse. The movie and television series of the same name were based on this book.
- Black Around the Eyes, a novel by Jeremy Akerman.
- Each Man's Son, by Hugh MacLennan, tells the story of a young man who grew up in a Cape Breton Island coal mining town in the very early 1900s.

The CBC film Pit Pony and Pit Pony television series give a good picture of what life was like in Glace Bay in 1904. The Cape Breton Literacy Network has copies of the first show in the television series.

## Notes

Re: Coal was King, "Something to Think About", No. 5

There are many reminders of the coal mining industry on Cape Breton Island. Here are some, but learners may think of many more.

Events/Festivals—Davis Day, Coal Dust Days

Place Names—Davis Square (New Waterford), Glace Bay neighbourhoods such as "Number Two" and "Number 11"; "Dominion", "Reserve Mines", street names such as Official Row and Union Street; Colliery Lands Park, and the Colliery Route

Buildings— the Inverness Miners' Museum, the Glace Bay Miners' Museum, various union halls, the former Miners Forum

Culture— the Men of the Deeps, the "Working Man" song, the black in the Cape Breton tartan representing coal, the writing of Sheldon Currie, (author of The Glace Bay Miners Museum and The Company Store), the movie based on The Glace Bay Miners Museum, "Margaret's Museum"

Monuments— the monument to J.B. McLachlan in Glace Bay

Other legacies—Coal miners in Glace Bay can be credited with bringing health care to that town. Through "check-offs" from their paycheques they provided the money to build the town's first two hospitals, St. Joseph's Hospital and the original Glace Bay General Hospital. Before the days of nationalized health care Glace Bay mines also used the check-off system to pay physicians and, later, to pay for medications for miners and their families.

Some historians also credit the work of early unionized miners with helping to end child labour in Canada. The miners unions pressed for labour laws to improve working conditions for a wide range of workers.

## Sights and Pictures from Cape Breton County



Wartime painting by Katharine McLennan



Nurse  
Katharine  
McLennan



Touring the Miners' Museum in Glace Bay  
(ECBC photo)



Coal miners take a break underground.  
(ECBC)



Action at Fortress of Louisbourg National  
Historic Park  
(ECBC photo)



Polish dancers reflect one of the county's  
ethnic groups. (ECBC photo)

## What Happened to Sydney's Steel Industry?

### Word Preview

production	limestone	future	modernized
results	controlled	semi-finished	retrain
social assistance	responsible	diversified	equipment

The beginning of the 20th century was an exciting time in Sydney. The largest and most up-to-date steel mill in the world had just started production. For a while, there was also another small steel mill in nearby Sydney Mines. Steel was needed all over the world for new railroads, buildings and machines. This made a high demand for steel. This high demand pushed the price for steel up. This was good news for anyone who made steel. Thousands of people were coming to Sydney to work in the steel industry. It looked like Sydney would become Canada's most important steel city.

And why shouldn't Sydney be an important steel city? It had everything that was needed to be one. There was cheap coal nearby for the furnaces used to make steel. Cape Breton Island also had limestone,



#### Place Names

- Sydney
- Sydney Mines
- Canada
- Newfoundland
- Ontario
- Québec
- Cape Breton
- Island
- Nova Scotia
- Dartmouth

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which was needed to make steel. There was iron ore not too far away in Newfoundland. Sydney had a perfect harbour for shipping steel. And there was already a rail line in Sydney for sending steel to markets.

Henry Melville Whitney was the head of a company called the Dominion Iron and Steel Company (DISCO) and he wanted to build a steel mill in Sydney. When he announced his plan, the government welcomed it. The municipal government in Sydney gave DISCO free land on which to build the mill. It also provided free water and promised not to collect taxes on the land for 30 years. The federal government gave DISCO millions of dollars to make steel in Sydney.

With all this, DISCO had high hopes for a bright future. It started production in 1901. One hundred years later the mill was closed. It had been losing money for more than 30 years. What had gone wrong?

### **Problems from the Beginning**

Sadly, there were problems with the Sydney mill right from the beginning. The mill was new and modern, but mistakes had been made in planning how it would make steel. These mistakes made production costs in the Sydney mill higher than in other mills.

There was another problem, too. Before long, the steel mill came to be controlled by people who were from Central Canada. They only used the Sydney mill to provide semi-finished steel for their other mills in Ontario and Québec. Semi-finished steel is not worth as much as steel that has been made into things. The Central Canada mills used the semi-finished steel to make finished products which they could sell for more money. The

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Sydney mill was never changed to let it make finished products. When the economy was bad and there was no demand for semi-finished steel, the Sydney mill had nothing else to sell.

### **Black Friday**

By the 1950s the Sydney mill was no longer modern. The owners had never invested in it by bringing in new technology or changing it to make new products. In 1957 the mill was sold to Hawker Siddley. This company let the mill become run down while it built a new mill in Québec. The Sydney mill was losing money. On Friday, October 13, 1967, people's worst fears came true. Hawker Siddley announced it would close the Sydney steel plant. This day became known as Black Friday.

People in Sydney were shocked and frightened when they heard the announcement. Six thousand people would lose their jobs if the mill closed. About half of them would not find other work. They would have to leave Cape Breton Island, taking their families with them. The Sydney area completely depended on the steel mill. Twenty thousand people marched in the streets of Sydney to show their fear. They wanted government to take the plant over.

The Nova Scotia government had two choices. It could phase the plant out in a planned and orderly way. Or it could invest in the plant so it could keep producing. The government knew it would cost millions of dollars to retrain people, help them move and provide social assistance if the mill closed. The government did not want to pay for all this, so it agreed to take the plant over. But experts now say the province was never really serious

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about wanting to run the mill as a business. There were no long term goals or plans for the mill. Because there were no goals or plans for the mill, the managers were not held responsible when things went wrong.

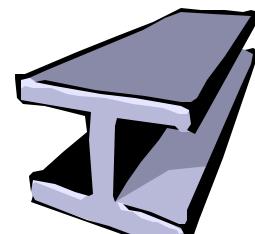
### **The First Eight Years**

The plant, which was now called Sydney Steel Corporation (Sysco), needed to be modernized and diversified quickly so it could produce other products to sell. This is not what happened.

The plant's main product was rails but it also produced wire and nails. Sysco management sold the wire and nail mills to a private owner who received government money to move them to Dartmouth. This made the Sydney mill more dependent than ever on rails and semi-finished steel.

The provincial government planned a \$60 million modernization of the plant but said Sysco must pay for the modernization itself. However, the government knew Sysco did not make enough money.

Managers at the plant did not follow the modernization plan put together by experts. Instead, they made expensive mistakes by following other ideas. The mill was getting deeper and deeper into debt. Until 1975, there was a high demand for semi-finished steel. But Sysco's old equipment was breaking down. This meant there were times it could not produce much steel to sell. Sysco missed a good chance to make money during these years. After 1975, there was a long time when there was little demand for semi-finished steel. It was hard to sell semi-finished steel then.



Steel used in construction

### Too Little Too Late

More money was spent on the plant but it was too little, too late. The plant continued to lose money and some taxpayers no longer wanted to pay to keep it open. The workforce got smaller and smaller as steelworkers were laid off. In 2001 the plant was finally closed.

In the end, Sydney's steel industry was phased out, but it was phased out in an unplanned way. Millions and millions of dollars were spent with no good results. Now, as Sydney looks for a new future, we can only wonder what might have been done differently.

\* \* \* \* \*

### Using Vocabulary

Complete each sentence with the word below that fits best.

1. \_\_\_\_\_ has stopped at the steel mill.

(**Producing**      **Produces**      **Production**)

2. Money was spent to \_\_\_\_\_ the plant.

(**modern**      **modernization**      **modernize**)

3. \_\_\_\_\_ businesses don't depend on just one way to make money.

(**Diversification**      **Diversified**      **Diversifying**)

4. The words "plant" and \_\_\_\_\_ can mean the same thing.

(**"limestone"**      **"future"**      **"mill"**)

5. Sysco was in \_\_\_\_\_.

(**debt**      **died**      **date**)

6. Her behaviour is just because of a \_\_\_\_\_ she is going through.

(**place**      **vase**      **phase**)

### Using Vocabulary Continued

Some words are often used together, such as "goals" and "plans" and "future." Complete these sentences by choosing from these words:

**plan****results****goals****future****responsible**

If we want to have a good \_\_\_\_\_ we should set \_\_\_\_\_ We have to \_\_\_\_\_ how to reach our \_\_\_\_\_, one step at a time. We can tell if we are making progress by looking at the \_\_\_\_\_ of what we have done. When we set \_\_\_\_\_ and make choices like this, we are being \_\_\_\_\_ for our lives. If there are no \_\_\_\_\_ to compare our \_\_\_\_\_ to, then we can't tell if we are getting anywhere.

### Comprehension Questions

1. Why was the price for steel rising around the year 1900?
2. What were five reasons why Sydney was a good place for a steel mill?
3. The Sydney mill mostly made semi-finished steel and rails. How did this hurt the mill's chances for success?
4. Why was October 13, 1967 called Black Friday?
5. When did the steel plant close?



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### Why We Say the "20th century"

This article started with "The beginning of the 20th century was an exciting time for Sydney." When we say the "20th century," we mean the years between 1901 and 1999.

We start counting years from the time Christ was born. We use B.C.E. (Before the Common Era) to note years before Christ was born. For example, 500 years before the birth of Christ would be written as "500 B.C.E."

For the first 100 years after the birth of Christ we say "(the year) A.D." For example, "32 A.D.". This means 32 years after Christ was born. The Latin for this is Anno Domini. The short form is A.D. So, 89 years after the birth of Christ would be 89 A.D.

By the time we reach the year 101 we have already counted 100 years, or one century. After that, we go into our second century. So, 135 years after the birth of Christ would be in the second century. That is why we say the "20th century" for 1901 and not the "19th century."

In what century are the following dates? (Remember to add one century for any date past 100.)

2500 \_\_\_\_\_

32 \_\_\_\_\_

1492 \_\_\_\_\_

1086 \_\_\_\_\_

1776 \_\_\_\_\_

1200 \_\_\_\_\_

1. If Robin Hood was born in 1160, what century was he born in? \_\_\_\_\_

2. If William Shakespeare wrote Romeo and Juliet between 1594 and 1596 what century did he write it in? \_\_\_\_\_

Why We Say the "20th Century" Continued

3. By the year 3250 people might be able to travel to other planets easily.

What century would this be? \_\_\_\_\_



Something to Think About

1. This article mentioned that some of the owners of Sydney's early steel industry did not live in Cape Breton Island. Do you think it would have made any difference if they had?
2. If 6,000 people would have lost their jobs if the steel plant closed in 1967, why did 20,000 march in Sydney to show their feelings about this?
3. Do you think there is any kind of industry that does not need to invest in new ways of doing things? Why or why not?  
Do people also have to invest in their futures? Have you ever made an investment in your future?
4. Sydney has street names, place names, buildings, monuments and organizations that remind us of the city's steel-making days. How many can you think of?

### Sentences: Subjects and Predicates

Every sentence has two parts: a **subject** and a **predicate**.

The subject is the word, or group of words, that is doing the action in the sentence.

**Examples:** I liked that movie. I is the subject.

A flock of geese flew over my house. A flock of geese is the subject.

The predicate is the part of the sentence that tells what is said about the subject. It must have an action word, or verb, in it such as "is", "liked", "flew", or "feel."

**Examples:** He is a good fiddle player. is a good fiddle player is the predicate.

I want to go back to school. want to go back to school is the predicate.

"Run!" Run is the predicate. The subject, you, is not written but is understood.

If a sentence does not have both a subject and a predicate, it is not a complete sentence. It is a **phrase**.

**Examples:** His boat is not a complete sentence.

needs to be painted is not a complete sentence.

His boat needs to be painted is a complete sentence.

Some of the groups of words below are complete sentences. Some are not. At the end of each group of words write "complete" or "not complete" to say whether it is a complete sentence or not.

1. Life on another planet. \_\_\_\_\_

2. Standing in the doorway to his living room. \_\_\_\_\_

3. The young man looked very frightened. \_\_\_\_\_

4. Everyone wanted to hear his story. \_\_\_\_\_

## Sentences: Subjects and Predicates Continued

5. Sydney was much smaller before the steel plant was built. \_\_\_\_\_
6. Maybe, if the owners of the steel mill. \_\_\_\_\_
7. Beginning in early 1900s. \_\_\_\_\_
8. People came here from many countries. \_\_\_\_\_
9. As soon as the snow is gone. \_\_\_\_\_
10. A can of worms, a fishing rod and a lunch. \_\_\_\_\_

Can you find each phrase (incomplete sentence) below? Which sentence should it go with? Write the complete sentence in the space provided.

**Example:** I went to buy my ticket. As soon as I could. I didn't want to be too late. I went to buy my ticket as soon as I could.

1. Sometimes we get upset over nothing. The things we think are important. Really are not very important.  
\_\_\_\_\_

2. Sometimes people. Cut in front of us when we are driving. We think we should be angry.  
\_\_\_\_\_

3. Don't get angry. Be glad you are not in such a hurry. That other driver. Must be having a bad day.  
\_\_\_\_\_

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### Sentences: Subjects and Predicates Continued

4. So many people spend so much time. Worrying about little things. These people can forget about the good things around them.
- 
- 

5. No one is perfect. You can't be happy if. You are always looking for something wrong about yourself.
- 
- 

6. All you can do. Is your best. Remember the good things about yourself.
- 
- 

Review the rules about sentence punctuation in "Europeans Arrive".

Find each complete sentence below and give it the correct punctuation.

1. how often do you remember to say nice things to people  
most of us don't do this very often
2. there are reasons why we don't do this we might be too  
shy
3. maybe we think they already know their good points we could  
be wrong
4. people need to hear good things about themselves you will  
feel happier too because you are seeing the good in  
someone when you say nice things to them

## They Came from Everywhere

### Word Preview

industrial	piers	expanding
advertised	immigrants	ethnic
diverse	census	boarding
persecution	dangerous	double
arrived	diversity	benevolent

It is hard for us to picture how much of what came to be known as “Industrial Cape Breton” changed at the beginning of the last century.

Sydney, Glace Bay, New Waterford, Sydney Mines, North Sydney and other communities in the area were not industrial places before the steel plant was built. Cape Breton County was mostly a rural area. People made their living fishing, keeping small farms or working at the piers where boats came to take on coal.

But in the 1890s, the scattered coal mines in the area came under one owner—the Dominion Coal Company. Coal was in demand. The coal company was expanding and needed new workers. There weren’t



### Place Names

- Industrial
- Cape Breton
- Sydney
- Glace Bay
- New Waterford
- Sydney Mines
- North Sydney
- Cape Breton County
- Europe
- Caribbean
- Eastern Europe
- Middle East
- Canada
- Montréal
- Whitney Pier
- Dominion
- Newfoundland
- Ukraine
- Italy
- Poland
- Russia
- Germany
- Romania
- Austria

enough men in the area to work in the mines, so the company advertised for miners in newspapers in Europe and the Caribbean.

Then, work was started on a large steel mill in Sydney. More workers were needed. Again advertisements were used to bring workers to the area.

### ***Big Changes***

The communities went through big changes.

Thousands of immigrants came to the area. They came from Western Europe, Central Europe, countries that were in the former Soviet Union, the Middle East and the Caribbean. They brought with them languages, customs, traditions, foods and ways of worship that were new to Cape Breton Island. They made industrial Cape Breton one of the most ethnically diverse places in Canada east of Montréal.

In the 1890s, only a few hundred people lived in Glace Bay. Before long, hundreds of men began to come to the town each day. Soon there were 8,000 people in Glace Bay. Then, new mines opened just outside the town. Glace Bay quickly grew to 21,000 people.

The Canada Census showed there were 2,427 people living in Sydney in 1891. Some of them lived in the Whitney Pier area of Sydney because it was close to their jobs at the coal loading piers. When the steel plant was built near Whitney Pier, immigrants settled there to be close to the new jobs. By 1903 there were 4,000 people living in the Whitney Pier area of

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### **Place Names Continued**

- United States
  - Croatia
  - Hungary
  - Lebanon
  - China
  - Cape Breton
  - Island
  - Barbados
-

---

Sydney. Ten years later there were 8,000 people living in Whitney Pier. The wave of immigration into Industrial Cape Breton lasted until the 1930s. Some of these new Canadians went to other communities in industrial Cape Breton such as Sydney Mines, North Sydney, New Waterford and Dominion.

### **Where Did They Come From?**

The place where the largest number of immigrants came from was Newfoundland. (Newfoundland belonged to England then. It did not join Canada until 1949.) People also came from the Ukraine, Italy, Poland, Russia, Germany, Romania, Austria, the United States, the Caribbean, Croatia, Hungary, Lebanon and China. They came for many of the same reasons people have always moved: to try and make a better living, to escape war or to escape ethnic persecution. In many ways, they were like people who move today to find work. They learned from friends and relatives there was work on Cape Breton Island. When they came, they often lived near their countrymen. In this way they were able to feel more at home. And like people who move today to find work, some of the immigrants stayed, some moved on to other places, and some went back home.

### **The Early Days**

In the beginning, life was hard for these people. Immigrants were given the dirtiest and most dangerous jobs. Also, there was not enough housing for them.

A story from 1901, published in Glace Bay, 1901—1995; Excerpts from the Past and Present, said 1,000 double houses were going up but more men were still coming to the town. Eighteen large boarding houses were

quickly put up for 1,400 men. Other men had made one-room shacks near the mines with up to 15 men living in each shack. In one rooming house, there were six families living in six rooms. When boarders in the same rooming house worked different shifts, the night men jumped into the beds when they ended their shift just as the day men jumped out. The story said the beds were never cold.

It was much the same for steelworkers in Sydney. Boarding houses, many of them owned by the steel company, were crammed with young, single men. Sometimes the housing was so bad that people got diseases and died. Boarding houses came to be "Russian," "Italian," "Caribbean" or whatever ethnic group stayed in them. Later, when women and families came to join the men, houses were built or bought from the steel company or landlords.

Beryl Braithwaite's father came from Barbados to Sydney in 1906. She described what life was like for him in *From the Pier, Dear!*, a book published by the Whitney Pier Historical Society.

When my father first came here he worked at the coke ovens...At first he was making twelve cents an hour, and after two years he was getting fourteen cents an hour. That's a big difference in the pay they're getting today. Another difference was, in Barbados, the class system was very well defined; here everyone mixed together. In the Pier, it seemed like everyone was so closely knit and we had so many different nationalities...There were Italians, there were Negroes, there were Hungarians, there were Polish, Ukrainians, French, Indians, Jews. And they all seemed to get along very well together. (Taken from *From the Pier, Dear!*)  
Other communities were also interesting places to live 100 years ago.

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Fanny Cohen is a retired school teacher in Glace Bay. In Passage to Glace Bay: Our Community Then and Now, published by the Congregation Sons of Israel, she recalled what it was like to grow up there in the 1920s:

We lived at Number 4 Pitt Street...All my remembrances are of people. The houses were full of children with one wage earner in the mine. You seldom saw the mothers—they were in the houses bringing up children...

The neighbourhood people were of all backgrounds—Europe, England, Wales...We had no trouble with all these people. The Polish people [came] to my mother because she spoke it...She came from Poland and so did my father. (Taken from Passage to Glace Bay)

### **Immigrants Built Communities**

The immigrants believed in helping others who had come from the same country. Most groups built their own churches and started benevolent organizations. These organizations helped people in many ways. They gave food or money to families when the man of the household was ill or injured at work. They helped pay for medical care. Many of them paid room and board for new workers who had just arrived. They helped new workers find jobs.

In time, the immigrants came together to form strong unions to speak for steelworkers and coal miners. They also built communities that welcome diversity and sharing. Industrial Cape Breton would be a very different place today if these people had not come here.

\* \* \* \* \*

**Comprehension Questions**

1. What was Cape Breton County like before the steel plant was built?
2. How did people in other countries learn about the new jobs in coal and steel on Cape Breton Island?
3. Why did industrial Cape Breton become ethnically diverse?
4. Why was housing a problem in Sydney and Glace Bay?
5. What are some reasons people left their homes to come to Cape Breton Island?

**Something to Think About**

1. Beginning with the year 1891, list the numbers given in the article that show how the towns grew.

Example: 1891—Sydney has 2,427 people

1903—

Think about these numbers and about how quickly communities changed.

Now describe, in sentences, what you think it would be like if this was happening in your own community.

2. Today there are churches for Anglican, Roman Catholic, Salvation Army, Italian, Polish, Ukrainian, Greek and African Orthodox congregations in Whitney Pier. Do you know of any other buildings or events that show the ethnic backgrounds of people in Industrial Cape Breton?

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### Something to Think About Continued

3. Do you know people who have left Cape Breton Island? How did they hear about these other places? Where did they stay when they first arrived there?

### Further Activities

1. For an interesting and colourful history of Whitney Pier see *From the Pier, Dear! Images of a Multicultural Community*, published by the Whitney Pier Historical Society. You can also visit the Whitney Pier Museum to get a look at the history of this interesting place.
2. In an atlas, find maps of Western Europe, Central Europe and the former Soviet Union (pages 90, 91 and 92 in the Nystrom Canadian Desk Atlas). Find each of the countries listed in the **Place Names** at the beginning of this article and write down whether it is in Western Europe, Central Europe or the former Soviet Union.

## Using Vocabulary

**piers****expanding****diverse****immigrants****advertised**

Fill in the blanks in the sentences below with words from the word bank above.

1. I \_\_\_\_\_ my pet care business in the newspaper.
2. \_\_\_\_\_ means "to be making bigger."
3. The people of Whitney Pier have very \_\_\_\_\_ backgrounds.
4. They built these \_\_\_\_\_ to ship coal.
5. The towns grew because of the \_\_\_\_\_ .

Now do the same with the sentences below.

**ethnic****arrived****dangerous****persecution****double****boarding**

1. He just \_\_\_\_\_ here Tuesday.
2. He is staying in a \_\_\_\_\_ house.
3. Even today, some people live in fear of \_\_\_\_\_ because of their \_\_\_\_\_ background.
4. Steel plant work was \_\_\_\_\_ .
5. At that low price, I can buy \_\_\_\_\_ the amount of potatoes that I did last week.

## There's More Than Beauty to the Mira River!

### Word Preview

First Nations	harvested	cause	board
descendants	decide	programs	thriving
self-sustaining	interpretive	observatory	
not-for-profit			

No visit to Cape Breton County would be complete without a visit to the beautiful Mira River. But there is more than beauty to this river. The Mira area has played, and still plays, an important role for the people who live on Cape Breton Island.

For thousands of years, the Mi'kmaq used the river to travel to other parts of the island. By the 1500s, the Mi'kmaq called the river "sul'a kati" or "place of silver or metal." This tells us the Mi'kmaq were trading with Europeans and got silver or metal from them at the mouth of the Mira. One form of this name appears on a Portuguese map from 1554. As far as we know, this was the first time a First Nations name was



#### Place Names

- Cape Breton
- County
- Mira River
- Mouth of the
- Mira
- Europe
- Portugal
- Canada
- Eastern Cape
- Breton
- Two Rivers
- Wildlife Park
- Sable Island

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used by Europeans for any place in Canada.

### **The French**

The French were quick to see what a good place the Mira River area would be to live in. In the 1700s, they harvested timber and firewood from the river's shores. They also ran two sawmills along the river.

But, it was land for farming that interested them most. The French saw that the Mira River area had the best farm land in eastern Cape Breton Island. By 1738, there were a dozen farms along the river. They produced peas, beans, oats, buckwheat and hay for livestock. But the French were forced to leave their farms after Louisbourg fell to the English in 1758. Some of them were even taken as prisoners.

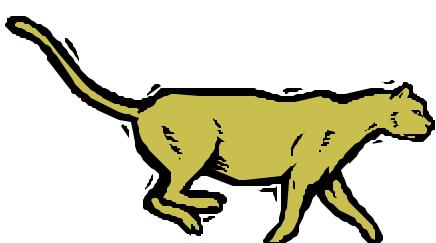


### **The Huntingtons**

About 50 years later an Englishman, Caleb Huntington, saw the area and knew it was good farmland. He settled there and his descendants stayed to run thriving farms and mills.

### **Two Rivers Wildlife Park**

In the mid 1900s, the Nova Scotia government bought the Huntingtons' land and made it into a park. In 1977, a national Girl Guide camp with international guests was held there, bringing 10,000 visitors to the area. Four years later, the park became the Two Rivers Wildlife Park. As a park, it was the home for many kinds of animals that could be

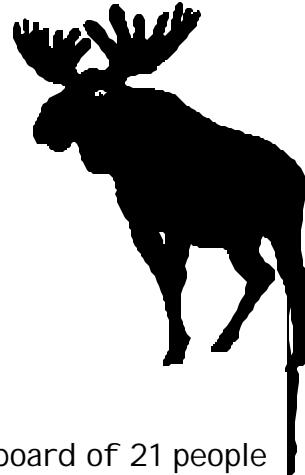


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seen by the public. It was a popular place in the summertime when Cape Bretoners and visitors went to see the animals.

### **Determined Volunteers**

But, in 1995, the provincial government said it was going to close the park to save money. People who live near the park did not want it to close. After months and months of meetings the people formed a not-for-profit group to run the park.



But this was only the beginning. Today a volunteer board of 21 people decides how the park should be run. There are also many, many volunteers who help care for the wildlife, plan special events and raise money. Other people work at the park. People who want to help but cannot be at the park often can take part in the Adopt-A-Friend and Trees for Tomorrow programs. These programs raise money to care for the animals and grounds. The board developed a five-year plan to become self-sustaining. Four years have passed and the park is well on its way to reaching its goal.

### **Ideas**

The Two Rivers Wildlife Park is a good example of many different types of volunteers working together. In this case, some of the most important things volunteers have given are their ideas. The park has to make enough money to become self-sustaining so it needs ideas on how to do this.



Many of the ideas have already been carried out. Because of these

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ideas, the park offers many more things to visitors than it did in the past. It is open all year round now. There is cross country skiing in the winter. At other times of the year there are wagon and pony rides, special events for Groundhog Day, U-fish ponds, interpretive trails, an observatory for looking at stars, swimming, playgrounds and picnic areas.

And, of course, there are animals and birds such as Sable Island horses, moose, eagles, pine martins, porcupines, foxes, black bears, cougars, lynx, bobcats and more.

The Two Rivers Wildlife Park was important to the people of the Mira River when the government ran it. Now, it is even more important. It has given people a cause to work for, even people who don't live near the Mira. Try and visit the park soon. You, too, might want to get involved. You might be surprised at how much this park has for people of all ages.

\* \* \* \* \*

### **Some Huntington Humour**

Eleanor Huntington is descended from the Huntingtons of the Mira area. For many years she worked at the Cape Breton Post where she wrote about the things she saw in her daily life. Here is one of the stories she loved to tell:

A man was at the Pearly Gates waiting to be allowed into Heaven. He saw a group of people who were also waiting, but St. Peter seemed to be ignoring them. When the man's turn came, he asked St. Peter why the group of people was being kept waiting. St. Peter answered, "They're all from Cape Breton Island. What's the sense in letting them in? As soon as they get inside they'll want to go back home!"

\* \* \* \* \*

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### Comprehension Questions

1. What did the Mi'kmaq use the Mira River for?
2. Why did the French like the Mira area?
3. Why did the provincial government want to close the Two Rivers Wildlife Park?
4. Who runs the park now?
5. What are some things volunteers do for the park?

### Using Vocabulary

Draw a line from each word in Column A to the phrase in Column B that best describes it.

**Column A**

First Nations

harvested

cause

board

descendants

program

thriving

self-sustaining

interpretive

observatory

not-for-profit

**Column B**

something worth working for

no one makes money from it

a place with things for looking at stars

supporting itself

the people who lived in a place first

helping to explain something

gathered a crop

a set of organized events

doing well

your children's children

a group of persons who run something

## Writing Quotations

Look at the following sentence: St. Peter answered, "They're all from Cape Breton Island."

"They're all from Cape Breton Island," is a direct quotation. A **direct quotation** means these are the words the person being quoted said.

Here is how to write a direct quotation:

1. Write a short sentence on the line below. Remember to start your sentence with a capital letter and end with a period or question mark.
  

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2. Now put quotation marks ( " " ) before and after it. You have written a direct quotation.
3. At the beginning of your sentence, write the words I said or He said and put a comma ( , ) after them. Your sentence now shows who said the quoted words.

Here is another way to show who is speaking.

1. Write another short sentence below. Remember to start with a capital letter and end with a period or question mark.
  2. Put quotation marks around your sentence.
  3. Now change the period or question mark to a comma ( , ) to show your new sentence is not finished yet.
  4. Add the words I said or said Bob to the end of your sentence. Put a period after them.
- 
- 
- 

Your sentences should look like these examples:

I said, "Let's go to the park."

"I like the bobcat the best," said Roy.

**Writing Quotations Continued**

Circle the correct capitalization or punctuation in the following sentences.

These rules are important to remember:

1. The first letter of the quoted words begins with a capital letter.
2. A comma separates the quoted words from the rest of the sentence.
3. The punctuation mark for the quoted words goes inside the quotation marks.

1. "I think Cape Breton Island should have a wildlife park," (Said said) Ron.
2. Susan asked, "(Are are) you willing to help?"
3. "We will have to work (hard," hard"), said Lynn.
4. Ron thought for a while and then (said said,) "Yes, I think it is the right thing to do."

Rewrite each of the following sentences using proper punctuation and capitalization.

1. I really like cross county skiing said June \_\_\_\_\_  
\_\_\_\_\_
2. So I asked where do you go to ski \_\_\_\_\_  
\_\_\_\_\_
3. I go to the Two Rivers Wildlife Park she said \_\_\_\_\_  
\_\_\_\_\_
4. Then she said I rent skis there and look at the animals as I ski \_\_\_\_\_  
\_\_\_\_\_

## A Cape Breton Island Hero

### Word Preview

heroes	usually	experts	education	organize
economics	agriculture	offshore trawlers	labour	
encouraged	suggested	cannery	construction	
co-operative (n)	aggressive	information		

Hollywood makes a lot of movies about heroes. The heroes are usually good-looking. They're usually strong and healthy. And they are usually very likable.

But real-life heroes are not always like this. Cape Breton Island has one hero who was very different. This man came to be known in many countries. Important people came to him for advice. He changed the lives of thousands of people. A community on Cape Breton Island is named after him. But he wasn't anything like a movie hero.

Jimmy Tompkins was born in the Margaree Valley in Inverness County, in 1870. As a child, he was frail and small. Even as an adult, he only reached five feet four inches. He had a sharp nose and a voice that was scratchy



### Place Names

- Margaree Valley
- Eastern N.S.
- Antigonish
- Canso
- Dover
- Maritimes
- Canada
- England
- United States
- Reserve Mines
- Cape Breton Island
- North America
- Nova Scotia

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and unpleasant. He was often nagging and cranky. He was pushy. When he was interested in something, he thought everyone else should be interested, too.

With help from family and friends, the small Jimmy Tompkins became a priest. For many years, he taught at St. Francis Xavier University in Antigonish.

### **Hard Years**

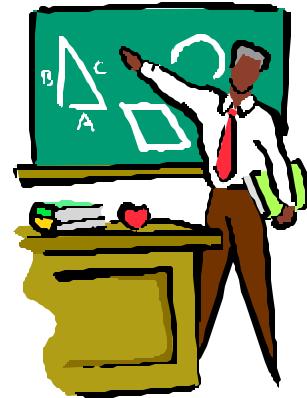
These were hard years for Eastern Nova Scotia. Small family farms could no longer support all the people who lived on them. Young people were leaving rural communities for jobs in other places. On Cape Breton Island, it was no better. Miners often worked 13-hour shifts but only got pennies for their pay. The coal company was taking most of their money back for rent, taxes and things bought at the company store. There was no employment insurance or government help then. Poor people were often hungry. Sometimes their children died before they could grow up.

Father Jimmy had a pleasant life teaching at St. F.X. (St. Francis Xavier University), but he was unhappy with what was happening in the communities around him. He believed if people in these places could get education, and stay there, they could bring new life to the area.

### **The Time for Learning**

When he talked about education he didn't mean school for children. He meant education for adults and he felt strongly about this. "The time for learning anything is when you need it," he always said. He also said, "What the people most need to learn is what they most want to learn."

He felt St. F.X. was not teaching what people needed know to compete in the modern world, so he started a People's School at St. F.X. for farmers. It was free and anyone could attend. People learned things like math, economics, agriculture and public speaking. The People's School was a success and started a new kind of adult education at St. F.X. It was the beginning of the Antigonish Movement, a set of ideas that helped groups of people help themselves to a better life. But this wasn't enough for Father Jimmy. He wanted to make bigger changes in the university. He was far too aggressive for those who were in charge of St. F.X. A year later he was sent away to serve as a parish priest in the foggy, cold, poor community of Canso. He was 52 years old.

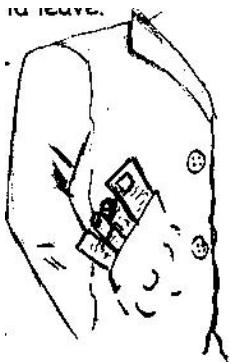


### **Life in Canso**

Father Jimmy took his love of education with him to Canso and the nearby community of Dover. Most men in these communities fished in small boats for a living. Many could not read. They caught lots of fish, but stayed very poor.

Father Jimmy felt they would never understand why they were poor if they couldn't read. In Dover, he found someone to teach young people to read and then sat in front of the door so no one could leave.

For five years, he watched the people in their poverty. New offshore trawlers were catching tons of fish in just a few days. It took the little boats weeks to catch that much. The price of fish was going down.



Father Jimmy walked through the community with his pockets stuffed with newspaper stories and information about the trawlers. He encouraged people to read so they would understand what was happening. Some people found him cranky. He rarely smiled or relaxed. But other people found him to be kind and caring. As a priest, he seemed more interested in their well-being than in their sins.

Father Jimmy did not solve people's problems. Instead, he encouraged people to solve their own. One day, he heard fishermen talking about how little money they got for their fish and how much they had to pay for fishing gear. He suggested they hold a meeting about it. He sat back as the fishermen talked about their problems. These fishermen all worked by themselves. At the meeting, they learned they all had the same problems. Father Jimmy formed study groups so the fishermen could learn more about what was happening in the fishery. After a number of meetings, they saw a way out of their poverty: they started a fishermen's co-operative. This would give them some control over how much money they got for their fish and how much they paid for fishing gear. If a co-operative controlled these things, no one would be making an unfair profit off them.



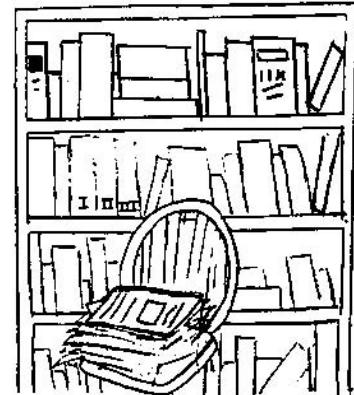
### **Fishermen Build a Cannery**

Father Jimmy lent the fishermen \$300 of his own money and got

another \$700 loan for them. The fishermen used the money to build a cannery. Instead of working alone, the fishermen fished as a co-operative. Because they were all working together, they got better prices for their fish when they sold them. They also sent some of their lobster to their cannery where they could get even more money for it because it was in cans. Within two months, the loans were paid back. The fishermen were making money for the first time in years. Co-operatives like this one became an important part of the Antigonish Movement. Father Jimmy believed even the poorest of the poor could make better lives for themselves if they learned to work together.

Father Jimmy, his cousin Father Moses Coady, and others soon spread information about co-operatives across the Maritimes. People from other parts of Canada, England and the United States came to learn from them. The Antigonish Movement became famous.

Between 1928 and 1934, Father Jimmy started more study clubs. He turned the front room of his rectory into a reading room. There were newspapers in it from all over the world. By 1934, everyone in Dover was a reader.



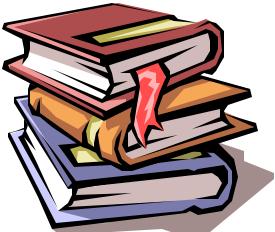
### **Life in Reserve Mines**

In 1935, Father Jimmy went to Reserve Mines on Cape Breton Island. Reserve Mines was a coal mining community. As in other Cape Breton Island coal mining towns, mining families were poor and lived in draughty, damp houses. At times, they had only cabbage, turnip and bread to eat. The

cemetery had many tiny markers to show where babies had been buried.

The miners' houses were no place for sick babies.

The miners knew a little about Father Jimmy's ideas. They had already opened a credit union which was like a co-operative bank. They put their savings together so that members could borrow money to make their lives better. But with the mines only working one or two days a week, how could they make life better?



Soon after he got to Reserve Mines, Father Jimmy opened a small library in his house. He found interested men and made sure they read what he wanted them to. "The man who reads is the man who leads," he said. Within four months, he had 2,000 books in the library. Some miners walked eight miles to borrow books and sit in on study groups. Like before, the study groups led to new ideas. Soon, there was a co-operative store in Reserve Mines, where people paid fair prices for things.

One study group met to talk about the biggest problem the families had. That was the poor housing they rented from the coal company. "Why can't we build our own houses?" one miner asked. The miners didn't have enough money to build their own houses. They also didn't know how to build co-operative housing.



Father Jimmy pushed the Nova Scotia government to lend the miners money for housing. The miners would supply the land and labour. He found two experts on co-operative housing to organize the construction. He let the miners buy land from the parish to build the

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houses on. The houses were to have six rooms each with bathrooms and plumbing. The women planned the kitchens. Whole families, even children, hammered, sawed, nailed on shingles, and put up gyprock. When one foundation was poured, the men moved on to another. People didn't always get along. They had to learn to work together. But they saw that by co-operating, they could leave the shacks they rented from the coal company. Months later, just before Christmas, nine families moved into their homes. The opening ceremony was the next summer. Five hundred people went to the opening, including 150 from the United States who were interested in co-operatives. The mining families and Father Jimmy had made history. This was the first co-operative housing project of its kind in North America. The miners called their little community Tompkinsville.

Word about Tompkins and co-op housing spread across North America. By 1953, the year Fr. Jimmy died, there were 35 housing co-ops in Nova Scotia. Altogether, that was 4,000 homes.

A small man with poor health, Father Jimmy Tompkins had not looked like a hero. He was not always popular. But his work changed the lives of thousands of people. That made him a hero to the people of Cape Breton Island.



**Using Vocabulary**

Draw a line to connect the word in Column A with the phrase in Column B that matches it best.

**Column A**

usually

information

encouraged

heroes

education

experts

**Column B**

people who know a lot about something

most of the time

one way of learning more

facts

to give hope or courage

people we look up to

Use the word bank to complete the sentences below.

"Cape Breton Island summers are too short," Marge said to her

<b>economics</b>	<b>organize</b>	<b>labour</b>	<b>suggested</b>	<b>construction</b>
------------------	-----------------	---------------	------------------	---------------------

husband, Bill. "I want you to build me a greenhouse, so I can start my garden early." Bill did not like to build things so he \_\_\_\_\_ his friends help him. He told them if they gave their \_\_\_\_\_ he would \_\_\_\_\_ the \_\_\_\_\_ and give them supper. So he fired up the barbecue and put on steaks. But Bill's friends were big eaters. He had to buy more steaks. He got a shock when he added up the cost of the food. It would have been cheaper if Bill had bought a greenhouse, instead of building one. He had not thought about the \_\_\_\_\_ of his plan.

### Comprehension Questions

1. What was happening in communities in Eastern Nova Scotia in Father Jimmy's time?
2. Why did Father Jimmy start a People's School?
3. What did Father Jimmy stuff his pockets with? Why?
4. What did people think of Father Jimmy?
5. What did Father Jimmy suggest the fishermen do?
6. What idea did the fishermen come up with?
7. What was the biggest problem in Reserve Mines when Father Jimmy went there?
8. How did miners in Reserve Mines make history?

Something to Think About



1. Think about the following statements which Father Jimmy often said:

"The time for learning anything is when you need it."

"What the people most need to learn, is what they most want to learn."

"The man who reads is the man who leads."

"Ideas have hands and feet. They will do work for you."

Pick two statements and explain in your own words what you think Father Jimmy meant.

2. Which do you think is better—government social programs such as employment insurance and social assistance or co-operatives. Why?

### Making Plural Words

We can make most words plural by adding s.

**Ex:** one car      two cars

This does not work for some words.

For words that end in o, s, x, z, ch, sh we add es.

**Ex:** one hero      two heroes  
one church      two churches

If words end in a consonant followed by a y we change the y to i and add es.

**Ex:** one lady      two ladies  
one ferry      two ferries

If there is a vowel before the y we just add s.

**Ex:** one day      two days

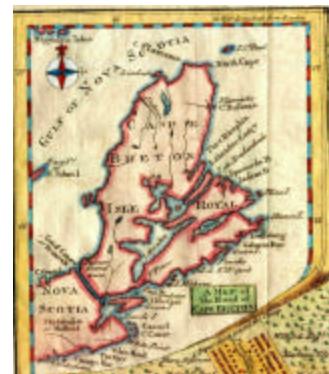
When words end in f or fe we change the f to v and add es.

**Ex:** one life      two lives

Write the plural form of these words.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1. boy      | _____ | 2. girl       | _____ |
| 3. half     | _____ | 4. fly        | _____ |
| 5. miner    | _____ | 6. potato     | _____ |
| 7. play     | _____ | 8. university | _____ |
| 9. witch    | _____ | 10. wife      | _____ |
| 11. house   | _____ | 12. cannery   | _____ |
| 13. library | _____ | 14. hammer    | _____ |

Thoughts From  
Cape Breton County Learners



## The History of Davis Day

On June 11<sup>th</sup> /1925 a group of 3,000 men and boys most of them miners ,marched to New Waterford lake after the town threatened to cut off their water supply. At that time the miners were on strike, and this is how the town tried to get the miners to go back to work.

Among them was a miner named William Davis. Mr. Davis was one of the people who went out there to support the rest of the miners.

When the crowd reached New Waterford Lake, they were met by 100 policemen. The crowd then attacked the police and the police started to firing there guns at the miners.

During the battle the police shot 3 miners. They were Gilbert Watson, Michael O'Handily, and William Davis. Both Watson and O' handily survived from their injuries but William Davis was fatally shot.

The people of New Waterford still gather around a statue of William Davis that stands in the middle of Davis Square located on Plumber Avenue on New Waterford on June 11<sup>th</sup> every year.

Davis Day is important to me because I grew up in New Waterford. Both my Dad and my grandfather worked in and survived the mines. Me and my family use to join everyone in town of New Waterford for special prays and ceremonies.

Davis Day is a civic holiday for the miners and is celebrated in all the small mining communities such as Glace Bay.

This was done by  
Keith Fougere  
January 8,2002 (10:31 am)

## The Dominion Iron and Steel Company

The Dominion Iron and Steel Company (DISCO) were erected in 1900. Then later that in that year December 19, 1900 it's doors opened .

Employing many different Ethnic people such as , Italian, German, Scandinavian, Dutch ,Hungarian, Ukrainian, Polish, Native Indian and British.

DISCO had three decades of uninterrupted prosperity. DISCO during the depression experienced a brief boom occurred during World War II.

After the war Sydney ranked second in size among Canada's steel mills unfortunatly the owners could not keep pace with the new plants locating in Canada.

So the owners decided to announce the closure of The Dominion Iron and Steel Company on October 13, 1967. Then the province of Nova Scotia took over the Dominion Iron and Steel Company and named it The Sydney Steel Corporation (SYSCO).

In more recent years the Sydney Steel Corporation has had heavy financial losses leading to the closure of The Sydney Steel Corporation.

### Questions and Answers

Q: When was the Dominion Iron and Steel Company erected?

A: The Dominion Iron and Steel Company was erected in 1900.

Q: How many different Ethnic people were employed at the Dominion Iron and Steel Company?

A: There were nine different Ethnic groups of people employed at the Dominion Iron and Steel Company.

Q: How many years did the Dominion Iron and Steel Company prosper uninterrupted?

A: The Dominion Iron and Steel Company prospered three decades uninterrupted.

Q: When did the owners of the Dominion Iron and Steel Company close?

A: The Dominion Iron and Steel Company closed October 13, 1967.

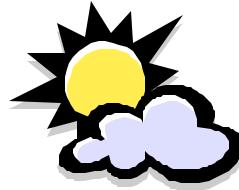
Q: Who took over the Dominion Iron and Steel Company?

A: The Dominion Iron and Steel Company was taken over by the Province of Nova Scotia.



### Seasons of Sydney

Beautiful trees in the fall  
blue skies of clouds of different shapes  
traffic driving by  
church bells  
fresh air  
friendship and coffee  
the ground underneath us  
happy to live here.



By Ernest

Hewer

Sydney Day Class

## Mira Gut

Come explore a little piece of heaven called Mira Gut. Mira Gut is twenty minutes from Glace Bay and it is fifteen minutes from Louisbourg. On a lovely summer day you can swim in the blue Atlantic Ocean while relaxing on the sandy beaches. You'll see and hear beautiful bald eagles and sea gulls cawing in the wind. Families will be enjoying a quiet moment together playing in the blue ocean waves. So come explore a lovely drive out to Mira. Just like me, you will see Mira Gut becomes just like home. My husband and I discovered this peace of heaven. When we were looking for a place to live. It's a charming place to sea.

By Crystal Murphy  
At Sydney day class

## North Sydney Submission "We Are An Island"

Did you know that there are lots of exciting summer activities in North Sydney? In this essay, we will talk about Canada Day, the Bartown Festival and the Exhibition.

On July 1<sup>st</sup>, Canada celebrates its birthday. In North Sydney, we have a number of Canada Day activities. The Knights of Columbus put on a breakfast. On Commercial Street they have the opening ceremonies at noon. In the afternoon we have lots of live entertainment at the boardwalk. During this time we also have activities for the children at the fire hall (horseback riding, Dunk Tank, and games). At dusk, we also have fireworks.

Each year in mid-July, North Sydney has Bartown Days. The name

Bartown came from the original name of North Sydney which was North Bar. The name North Bar came from a large sandbar down at Indian Beach. It was changed to North Sydney in 1885. Bartown is a weeklong celebration which includes Bardance, parade, live entertainment and fireworks.

During the middle of August, we celebrate the Cape Breton Farmers' Exhibition. This is a public exhibit of farm animals, vegetables. Horses and other livestock competitions. It also includes talent shows, barbecues, crafts displays, amusement rides and live entertainment. Farmers from across the Atlantic Provinces participate in this weeklong event which runs in the second last week of August.

There are lots of exciting summer activities in North Sydney. After reading this essay, you can see that this is the place to be in the summer.



## **Commercial Street, Glace Bay Past, Present and Future**

### **Glace Bay: The Past**

In the past, Commercial Street, in Glace Bay, was a busy place to shop. There were a lot of people in the town because there was a lot of employment. The coalmines, fish plants, hospitals and railways had a lot of people working in them. Since Glace Bay was such a large town, it needed to have a big number of different kinds of stores to shop in. These were the stores that the town of Glace Bay had on Commercial Street in the late 1920's and early 1930's:

1. The Metropolitan Store (department store)
2. Hamburg and Co. (clothing)
3. Borden's Lady's Wear
4. The Leader Store (department store)
5. Jakie Marcus' Grocery
6. McKeigan's Hardware
7. Gillis' Jewelry Store
8. Viho's Sweets
9. Breton Auto Accessories
10. Lebetzki's (furniture)
11. Glace Bay Shoe Cleaning
12. New Era Café
13. Markadonis Shoe Repair and Smoker's Supplies
14. Layton's Jewelers
15. Markadonis and McCord's Billiard Hall
16. Saul Bernick's Clothing and Footwear
17. Hugh McIntyre's Men's Wear and Tailoring
18. Prowse's Jewelry Store
19. People's (department store)
20. Currie's Beauty Parlor
21. Bay Motors
- 22.. Medical Hall

23. Louis Burnstein (lady's wear)
24. Commercial Agencies Insurance Brokers
25. Carroll's Drugstore
26. Bank of Nova Scotia
27. Green's Cash and Credit
28. Salvation Army
29. F. W. Woolworth's Department Store
30. Russell Theatre
31. Rukasin's (furniture)
32. Britis Canadian Co-op
33. Lighter's Jewelry Store
34. Knox church
35. St. Mary's Church
36. St. Paul's Church
37. Chernin Clothing
38. Red and White Grocery Store
39. Marshall's Clothing
40. Samuel's Meat Market
41. YMCA
42. Gallay's (shoes)
43. Bonnell's Furniture
44. Robertson's Dairy
45. Fultz (eye, ear, throat)
46. Dr. Lawley (dentist)
47. Dr. McIsaac and Dr. Taylor (dental surgeons)
48. Joe Smith's Men's Wear
49. Eaton's (department store)
50. Thompson and Sutherland (furniture)
51. Gordon's Grocery
52. Simpson's (department stores)
53. The Hat Box
54. ARP Pharmacy
55. MacLeod's Bookshop

### **Glace Bay: The Present**

Glace Bay is a nice place to live and shop today. But, there is not many stores on Commercial Street anymore because there are not many people in the town anymore. The coal mines, railways, and most of the fish plants have closed. The stores that are there are not the kind of stores that used to be there. For example, there are no department stores anymore. Now you have to go to Sydney to do your clothes shopping. You can't go to Commercial Street to get your groceries anymore either.

Now, it has mostly drugstores and food places. We do have some beautiful parks to go to. The stores that are on Commercial Street now are:

1. Toby's and Ein's (clothes)
2. Bargain Shop
3. Islands Fashion
4. Shopper's Drug Mart
5. Lawton's Drugstore
6. Pharmasave
7. Needs
8. Knox Bowling Alley
9. Highland Chev Olds
10. Webster's Jewelry
11. Arlie's Gifts
12. Mel's This and That
13. Wayne's Trains and Jay's Planes
14. Mtt Rolling Phones
15. Schwartz Furniture
16. Bay Music
17. Marg Ellsworth Flowers
18. Shears 2 U Hair Design
19. Bel's Beauty Boutique
20. The Bay Dollar Store
21. MacLeod's Plumbing and Heating
22. Tim Horton's
23. Huang's Chinese Restaurant
24. Subway

25. A&W
26. Scottie's Pizza
27. Venice Pizza
28. Krisley's Chicken
29. Savoy Theatre
30. Glace Bay Shoe Store
31. H&R Block
32. Scotia Bank
33. Anderson Nathanson Barrister's and Solicitor's
34. Ratchford's Photography
35. Knox Church
36. Doctor's Office
37. Dentist Office
38. Caper Electronics
39. Stepping Stones Play Area

### **Glace Bay: The Future**

We can hope that Glace Bay will have a good future. The natural gas industry may develop here and that might mean that some new stores would come to Commercial Street. A department store would be nice to have here. We hope that some of the old buildings will be replaced with new ones. Maybe we will even get a mall on Commercial Street since people seem to like inside shopping better. We would also like to see the streets and sidewalks fixed and our healthcare improved. It would be nice if we could have our coalmines and railways back. We don't know if these things will ever happen, but we do hope for a good future for the town of Glace Bay.

#### **Submitted By:**

Glace Bay Day Class  
Karen James, Rose Murphy, Jack Burgess

#### **Historical Information provided by:**

Glace Bay Heritage Museum  
Inglis MacAulay, Glace Bay Resident



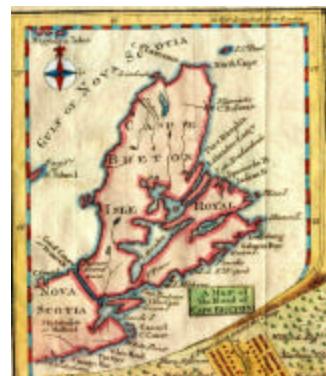
## CAPE BRETON COUNTY WEBSITE RESOURCES

1. <http://collections.ic.gc.ca/virtualtours/>  
Website which gives information on Eskasoni, Point Edward and Whitney Pier. Eskasoni pages are broad overview with a timeline and brief history of Mi'kmaw people, history of Eskasoni as well as native legends. Point Edward pages detail two natural heritage sites in the area – the Point Edward Resource Centre Interpretive Trail and Petersfield Provincial Park. Whitney Pier pages detail the multicultural history of the area's churches.
2. <http://collections.ic.gc.ca/co-op>  
This website details the cooperative movement in Nova Scotia with particular emphasis placed on Father Jimmy Tompkins.
3. <http://collections.ic.gc.ca/louisbourg>  
Website devoted to aspects of Louisbourg's history.
4. <http://collections.ic.gc.ca/coal>  
Website devoted to history and methods of coal mining on Cape Breton Island. Beautifully created website with black and white graphics.
5. <http://collections.ic.gc.ca/mclennan>  
Website devoted to the McLennan family of Westmount. Explains their philanthropic ventures including reconstruction of Louisbourg. Also relates information about their home at Petersfield. This site could be used in conjunction with the "Virtual Tour of Three Communities" Digital Collections site.

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We are an Island

## Further Reading



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