

# Atlantic Region

## Life by the Ocean

**D**uring a heavy snowstorm on January 10, 1996, the Joint Rescue Coordination Centre in Halifax, Nova Scotia, received an urgent call. Hundreds of kilometres off the shore of Newfoundland, a carrier ship, the *Amphion*, had been damaged in the storm and was about to sink. The ship's crew would die in the freezing water if they were not rescued.

Rescue teams acted quickly. A helicopter flew to the ship's location and dropped survival suits to the crew below. Then a rescue ship raced to the area. Rescuers used a smaller boat to reach the stranded crew. The rescuers had to make five trips on the cold, stormy waters to bring the crew to the rescue boat. All 24 members of the crew were saved!

The people of the Atlantic region are familiar with rescue missions like this one. Thousands of vessels have been lost in fog or have crashed on the rocky shores. Others have been lost in storms at sea. Despite the dangers, the people of this region have a deep connection to the ocean. It is a big part of life in the Atlantic region!

# Canada: Our Stories Continue

Nova Scotia, New Brunswick, Prince Edward Island, the island of Newfoundland, and part of Québec are in the Atlantic region. This region is sometimes called the Appalachian region. These provinces are also called the **Maritime provinces**, or the Atlantic provinces.

Most people in the Atlantic region live in communities close to the Atlantic Ocean. No matter where you are in this region, you are never more than 80 kilometres from the ocean! Water is a major resource. It has provided people with food and transportation for thousands of years.

The Atlantic region receives a lot of rain, snow, and fog. Think of the story of the *Amphion*. How did the climate of this region affect the crew? How might the weather affect other people in this region?

## words matter!

Newfoundland is not considered a **Maritime province** for political and geographic reasons.

## ? Critical Inquiry TIP

### Planning

Before you start researching, develop a plan of action.

- Record your questions.
- Brainstorm places to find information.
- Think of ways to organize information.
- Create a schedule.

## ? Inquiring Minds

Here are some questions to guide your inquiry for this chapter:

- How does the ocean affect ways of life and identity in the Atlantic region?
- Even though they faced physical hardships, why was this region attractive to the Acadians and Loyalists?

## More About . . .

### Newfoundland and Labrador

This province includes the island of Newfoundland and part of the mainland, which is called Labrador. You will learn more about Labrador in Chapter 4, because it is part of the Canadian Shield region.

# Let's Explore the Atlantic Region!



Hi! I'm Alistair MacInnis. I'm from the Atlantic region. I live in the town of Old Perlican, in Newfoundland. My house is near the ocean. Some of our neighbours catch crab or lobster for a living. My parents run a tour business. They take tourists out on a boat to see wildlife.



Lighthouses, such as this one on the coast of Newfoundland, warn ships about the rocky shores.



Halifax, in Nova Scotia, is the largest city in the Atlantic region. Halifax harbour is one of the most important ports in Canada. Because it never freezes, the harbour remains open year-round.



Dulse is a type of seaweed that grows along the coast. It is a traditional food for some people in this region. It was first introduced to Europeans by the First Nations.

### More About...

#### Pirates!

Sailors in the Atlantic region used to have to watch out for pirates. The many bays on the coastline made great hideouts. What are some other reasons why the geography of this region would be good for this kind of activity?

### Skill Smart

- Look at the pictures on this page and read Alistair's description of his region. Use your observation skills to record details about the Atlantic region. Are these things you might see in Alberta? Write yes or no next to each observation.

# The Atlantic Region



My town is called Old Perlican because a Spanish ship called the *Parlican* once visited here. Other places in my region have names like New Glasgow, Shubenacadie, and Bouctouche. I wonder why they were given those names?

The Atlantic region is next to the ocean, and many people who live in this region make their living on or next to the ocean. The region has cliffs, beaches, islands, lakes, and rivers. There are many bays and harbours along the coast. There are forests, valleys, and farmland as well.

## Roots of the Region

The Mi'kmaq [meeg-mak] and Maliseet [MAH-li-seet] First Nations have always lived in this region. The Beothuk [BAY-o-thuk] First Nations lived in Newfoundland, but sadly they no longer exist.

The first Europeans to explore the region were the Vikings, who settled in Newfoundland. However, their settlements did not last. Later, other European explorers, such as the French, English, Spanish, and Portuguese, came to the region. They found that the area was a rich source of fish and furs.

French settlers were the first to establish permanent forts and settlements in the region. Many settlements were along the coast, or beside rivers. The British, Scottish, and Irish later settled in the region. People called United Empire Loyalists later came from what would become the United States.

## Why People Live Here Today

The region has many natural resources, including the ocean, fish, oil and natural gas, forests, and farmland. These resources provide people with jobs. There are also jobs in tourism, government, education, and recreation.

The Mi'kmaq and Maliseet First Nations, as well as the descendants of the European settlers, continue to live in the region. People continue to immigrate to this region from places around Canada and the world.



This photo shows part of the large forests in New Brunswick. Almost 90 percent of the province is covered in forest. How might the people of this region use the forest?

# What Affects Quality of Life in the Atlantic Region?

Here is how the land, water, other natural resources, and climate affect quality of life for some people in the Atlantic region.



In the 1960s, oil was discovered in the ocean floor east of Newfoundland. The Hibernia Oil Project began drilling for oil in 1997. Over 100 people work on the oil rig. Ships take the oil to a refinery in Newfoundland, and the oil is sold around the world.



The Annapolis Royal Tidal Power Station is the only saltwater power station in North America. The strong, high **tides** in the Bay of Fundy can be used to generate electricity, which provides a service to the community.



Strong winds blow in from the ocean, but many people still live near the shore. Houses are built to withstand the weather.

## words matter!

**Tides** are daily changes in the level of the ocean.

### Thinking It Through

- The ocean winds can affect the people in the Atlantic region. How does the weather in your community affect you? How do you feel about changes in the seasons? Share your thoughts and compare your points of view with other students in your class.





## Alistair's Inquiry

Alistair's family went to visit his uncles in Halifax. One day his cousins took him to the Maritime Museum of the Atlantic.

Alistair noticed a display about shipwrecks in the Atlantic. He knew there must have been shipwrecks, but had not thought about why they might happen. What really caught his attention was a map of Sable Island.

Sable Island is a small, crescent-shaped piece of land about 300 kilometres southeast of Nova Scotia. It is called the "Graveyard of

the Atlantic." The map showed where hundreds of shipwrecks had occurred around the island, all the way back to the 1500s! Alistair wondered how he could learn more about this island. He had a starting point: a map showing where Sable Island was located.

Alistair began to question many things once he saw the map.

- Why were there so many shipwrecks?
- Did the First Nations and explorers live on Sable Island?
- How do people use the ocean today?

### ? Critical Inquiry TIP

#### Retrieving

After preparing questions, you could conduct an interview to find answers. Identify possible resources.

### Skill Smart

- What does the map on pages 36–37 make *you* question? In a small group, make a list of questions you would like to ask about the Atlantic region and the people who live there.



This is an illustration of a shipwreck on Sable Island in 1854.



This is Sable Island today. I can see why ships might be wrecked here! They probably could not see it in a storm, or in fog.

# Latitude and Longitude

Use the map on pages 36–37 to describe the location of Sable Island. If you say “It is southeast of Nova Scotia,” you are using **relative location**. Relative location means a place is somewhere close to a known place. When the crew of the *Amphion* sent a distress signal, they used **absolute location**. Absolute location describes exactly where a place is using lines of latitude and longitude. The crew of the *Amphion* used latitude and longitude to tell rescuers where they were.



### Lines of Latitude

**Lines of latitude** are imaginary lines that run east and west on a map or globe. These lines show distances from the **equator**. The distance is measured in degrees. The equator is the starting point for measuring latitude. (It is at 0° latitude.)

### Lines of Longitude

The imaginary lines that run north and south are called **lines of longitude**. These lines show the distances from the **prime meridian**. The prime meridian is the starting point for measuring longitude. (It is at 0° longitude.)

### Lines of Latitude and Longitude

Lines of latitude and longitude form a grid, or a series of lines that intersect. When you find the latitude and longitude of a place, you can create an intersection on a map and show the absolute location. For example, the city of Ottawa is at 45°N latitude by 75°W longitude.

## Practise the Skill

1. Use the map on pages 36–37 to describe the absolute location and the relative location of Sable Island.
2. Using an atlas, describe the absolute and relative location of your community. Compare it to a city in the Atlantic region.

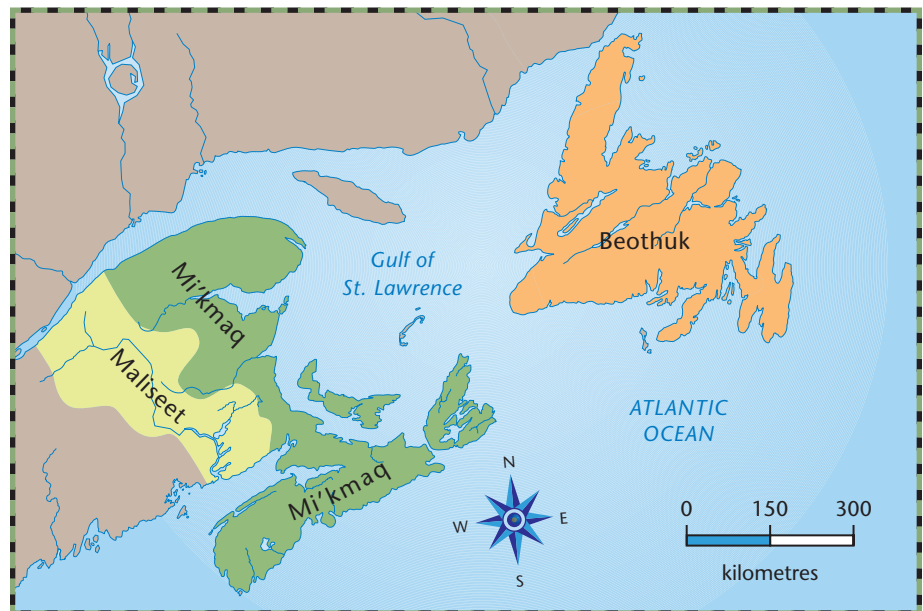


# Why Did People Settle in the Atlantic Region?

The Mi'kmaq, Maliseet, and Beothuk lived by fishing, hunting, and gathering. They moved from place to place to take advantage of the seasons.

The Mi'kmaq lived along the coast for most of the year. They lived in what is now New Brunswick and Nova Scotia, but also in parts of Québec. Later, the Mi'kmaq would also live in parts of Newfoundland. They canoed on the ocean. The Maliseet lived inland and canoed along the Saint John River and the Bay of Fundy in New Brunswick. The Beothuk lived on the coast of Newfoundland in the summer and moved inland in the winter to hunt caribou. The water, and living near it, was important for all of these First Nations.

The First Nations of the Atlantic region are the Mi'kmaq, Maliseet, and Beothuk. These First Nations were the first inhabitants of this region.



## Catherine Martin

Catherine Martin is a Mi'kmaq filmmaker. She made a film called *Spirit Wind*, about a Mi'kmaq group who built a traditional birchbark canoe and paddled it from



Newfoundland to Nova Scotia. They worked on this project to bring their community together. Why do you think it might be important to the Mi'kmaq First Nations to have this film made?

# Continuing an Ancestral Tradition

## An Interview with Todd Labrador

*Todd Labrador is a traditional canoe-maker and member of the Mi'kmaq First Nation.*

**Q.** What interests you about canoes? How did you come to build them?

**A.** I was always fascinated by the stories my father told me about Mi'kmaq traditions and their respect for the land. My father passed on the knowledge he had received from his grandfather, who was a canoe-builder and basket-maker.

**Q.** How is canoe-making important to your identity as a Mi'kmaq person?

**A.** Building canoes is a way to bring pride back to our communities. We get our youth working with our Elders, and everybody benefits.

**Q.** How do you share your knowledge and traditions with others?

**A.** I go into the schools to teach young people about our culture. It makes them happy to know that this is the origin of the canoes people use today: it represents something that our people gave to the world.



### ? Critical Inquiry TIP

#### Creating

You can show information by creating sketches. You can draw a simple picture to share what you have learned about the First Nations of the Atlantic region on these pages.

### Thinking It Through

- What does Todd Labrador's personal experiences tell you about canoe-making and Mi'kmaq traditions? What else would you want to ask him?

# Natural Resources

## words matter!

**Wigwam** comes from “wikuom” [wig-uom], the Mi’kmaq word for dwelling.



Birch trees are an important resource. I wonder what other kinds of items were made from trees by the First Nations in my region.

The First Nations of this region did not plant crops or keep herds of animals. They moved from camp to camp, and did not build permanent homes. The homes of the Mi’kmaq were called **wigwams**. They were made from spruce poles and birchbark. Tree roots were used for binding the poles and sewing the bark together.

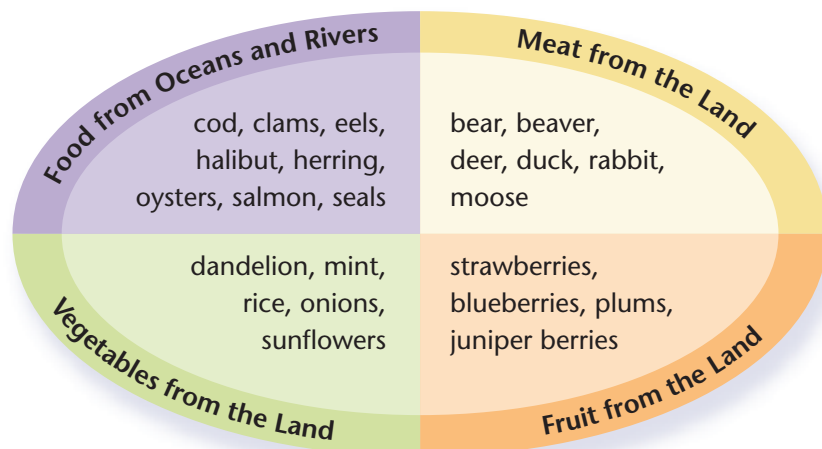


This wigwam was built at the Bear River Mi’kmaq Interpretive Centre as part of its museum. Why did the First Nations of this region choose birchbark to build their homes?

## Skill Smart

- With a partner, make a diagram to show how the land and resources of the Atlantic region shaped ways of life for the Mi’kmaq, Maliseet, and Beothuk. Present your diagram to another group. Look for similarities and differences.

Water, forests, and the land provided the Mi’kmaq, Maliseet, and Beothuk with what they needed. Different foods, like eggs, berries, clams, and meat, were produced in each season.



# How Do We Know About the Past?

How do we know about ways of life in the past? One way is from the work of **archeologists**. They study tools, clothing, and campsites from the past. Often these are the only clues we have about the ways people lived.

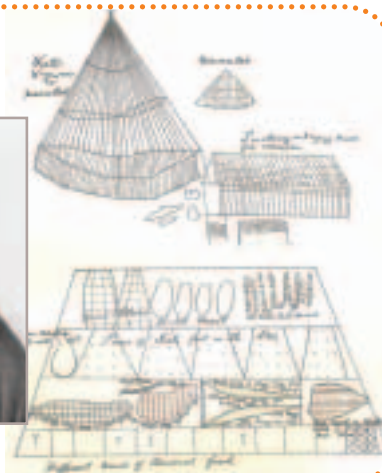
Another way to learn about the past is by reading journals, diaries, and letters, and by listening to oral history. Some European traders and explorers kept journals that tell about what they did and what they saw each day as they travelled.

## The Beothuk

The Beothuk of Newfoundland no longer exist. Tragically, they died after Europeans arrived in Newfoundland. Many died from diseases that came with the Europeans. Some starved. Others were killed by settlers who wanted Beothuk land for themselves. We know of the Beothuk today because of archeological evidence, and also because of Shawnadithit, the last known Beothuk. She died of tuberculosis in 1829. Before she died, she told stories of the Beothuk, and drew pictures of their way of life. William Cormack, a Scottish explorer who wanted to create peace between the Beothuk and the Europeans, wrote down stories and kept pictures. With these records, the Beothuk would not be forgotten.

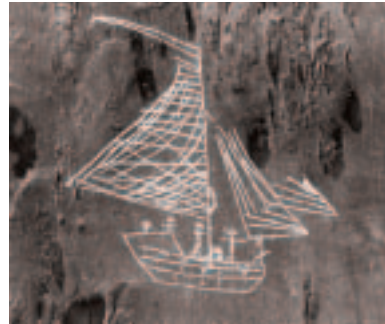
### Shawnadithit

This is a portrait of Shawnadithit, and one of her drawings. Why is it important that we preserve historical items such as Shawnadithit's drawings?



### words matter!

An **archeologist** is someone who studies the way people once lived by looking at their homes, tools, and clothing.



The petroglyphs in Kejimikujik National Park were made by the Mi'kmaq. What story do you think this petroglyph might be telling? How can you find out more?

### Thinking It Through

- Journals kept by people usually show only their own point of view. Keeping this in mind, do you think the journals kept by European explorers and traders might have shown bias? Do you think they might always show correct information?

# Why Did Europeans Come to the Atlantic Region?



It's amazing that so many people came from so far away to fish here. Maybe some of them settled here, in Old Perlican! I think I'll find out more about this.

Imagine something so precious that people would travel by ship for months to get it and take it back home. For Europeans living in the 1500s, this was fish—a rich, valuable resource in the Atlantic region. As soon as explorers came to the region, they discovered the amazing amount of cod that swam in the waters off Newfoundland. It is said that the fish could be caught in buckets let down over the side of ships! Soon the Spanish, Portuguese, and people from other European countries were sailing to the Atlantic region to fish for cod.

## Fishing for Cod

Since cod could be preserved by drying or salting, it was possible to bring large quantities of it back to Europe. The Mi'kmaq taught the Europeans how to make racks on land for drying fish. At first, the drying stations were run only in the summer months, when the weather was good. Sometimes a few men stayed through the cold, wet winters to look after the drying racks and the docks.



Cod was still plentiful off the Grand Banks of Newfoundland in 1949.



These modern cod-drying racks in Ferryland, Newfoundland, were similar to the racks people used 500 years ago.

# Trading for Fur

In 1535, a French explorer named Jacques Cartier arrived in the area that would become known as the Gaspé Peninsula. There he met several Mi'kmaq who were willing to trade furs for knives and other metal objects. Glass beads, tools, and weapons were also traded.

In Europe, beaver fur was used to trim the robes of kings and queens and other powerful people. By the early 1600s, it was being used to make hats. Word spread quickly that fur was plentiful in the newly found land. Rulers of European countries rushed to set up **colonies** in the Atlantic region to take advantage of this valuable resource.

## words matter!

**Colonies** are settlements that are under the control of another country, such as Britain or France.



Artist William Eggar painted this image of Mi'kmaq people at Halifax Harbour in 1836. How might the Mi'kmaq way of life change after the arrival of Europeans? What can be learned from this painting, done by a European artist?

## Thinking

### *It Through*

- Having a settlement allowed Europeans to stay all year and take part in the fur trade. Why would they do this?



The Mi'kmaq used porcupine quills for decoration, such as on this box (above left). The second box is Maliseet, and European materials such as velvet and glass beads were used. Both boxes were made in the late 1800s.

# The First French Settlements



This is Île Sainte-Croix. Why do you think the colonists thought an island might be a good place to settle?

## words matter!

**Scurvy** is a disease that is caused by a lack of vitamin C.

### Thinking It Through

- To help the colonists get through the long, cold winter, Champlain created the *Ordre de bon temps* (the Order of Good Cheer). Everyone would gather together and share a meal every day, with colonists taking turns to provide food and entertainment. How might this have helped the colonists survive the winter?

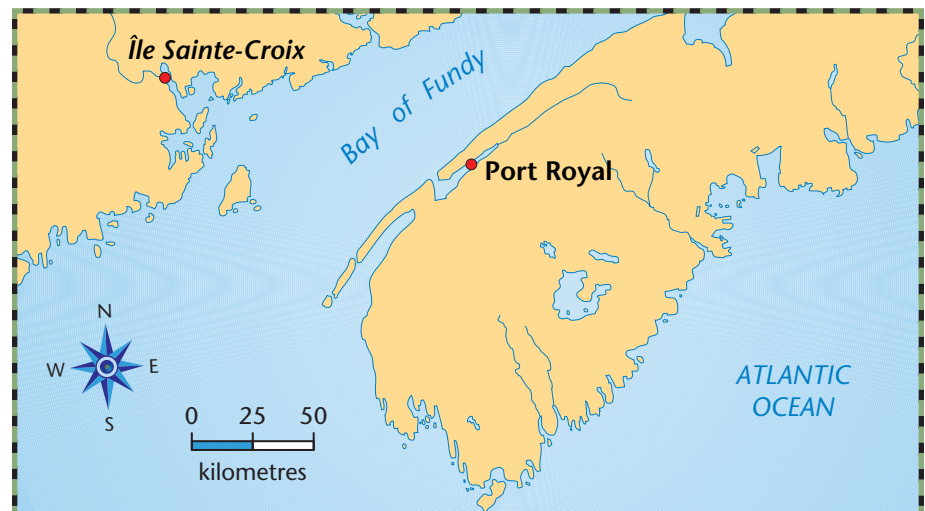
In 1604, the King of France sent Pierre Du Gua de Monts to set up a fur-trading colony in the Atlantic region. De Monts hired explorer and mapmaker Samuel de Champlain, and about 100 male colonists to travel to the “New World.”

When the group sailed into the Bay of Fundy, they settled on what they called Île Sainte-Croix, in the mouth of a river that flowed into the bay.

## Port Royal

Champlain and the colonists were not prepared for the cold climate at Île Sainte-Croix. The colonists ran out of food, firewood, and water. During the first winter, at least a third of the colonists died, many from **scurvy**.

The next year, Champlain and the survivors left Île Sainte-Croix. They built a settlement in what would be called Nova Scotia. They called the settlement Port Royal. The site had access to the ocean, rich soil, and abundant fish and wildlife. Relations with the Mi'kmaq who lived nearby were very friendly. The French colonists may not have survived if it hadn't been for their relationship with the Mi'kmaq, who helped them by providing food and medicine and by sharing knowledge of the land.



Port Royal was the first permanent French settlement in New France. As more French settlers came, they spread out into an area they called Acadie [a-ka-DEE]. Acadie grew to include areas such as Île Saint-Jean, known today as Prince Edward Island.

## Life in Acadie

Port Royal was a better site than Île Sainte-Croix, but Champlain and others left for the St. Lawrence River area. Some settlers remained in what they called Acadie. Families began to arrive from France. These French settlers became known as Acadians. The Acadians were the first European settlers in North America to have their own name and identity. What do the Voices of Canada on this page tell about life in Acadie?



This painting was made in the early 1980s by an Acadian artist named Azor Vienneau. What does it show about life in historic Acadie?

### Voices of Canada

#### *The Climate of Acadie*

The summer is as warm [as in France], but the winter is colder—it snows almost continuously in this season, and the winds are so cold that they freeze one's face.

*Sieur de Dièrville, Acadie, 1699*

## Conflict Between the British and the French

For decades, England and France fought over the Atlantic region. Each country wanted control of the territory for fishing and the fur trade.

After a war in 1713, **treaties** were made between France and England. Now all of the Atlantic region, except Cape Breton Island, would be British territory. The British now controlled Acadie. British laws were used, and more British settlers arrived to make their home in the Atlantic region.

The British wanted the Acadians to swear an oath of **allegiance** to Britain. Part of the oath included a promise to fight against the French and the Mi'kmaq if the British asked them to. If they did not agree, they would have to leave. The Acadians refused to sign.

### Voices of Canada

#### *Help of the Mi'kmaq*

Our first experience of the newcomers was based on sharing and caring, and established the parameters of the relationship. Mi'kmaq values of sharing and helping ensured that the French would be welcomed here.

*Patricia Doyle-Bedwell, Mi'kmaq First Nation, 2004*

### words matter!

A **treaty** is an agreement between countries. It is also an agreement between the government and First Nations people.

**Allegiance** means loyalty to a nation or country.





In 1884, the Acadians created their own flag. How do you think the flag contributes to the Acadians' identity?

## More About . . .

### Acadian Communities

Some modern Acadian communities include

- Caraquet, New Brunswick
- Chéticamp, Nova Scotia
- Miscouche, Prince Edward Island

Find information about these communities.



Tantramar Marshes today

## Le Grand Dérangement

In 1755, the British forced the Acadians to leave because they would not swear allegiance to Britain. Most Acadians went south, to what is now the United States. Others went to France. Some journeyed to Québec. This deportation continued until 1762. More than ten thousand Acadians were forced away. They called it **le Grand Dérangement** [le grawn day-rawnge-maw], or “the Great Upheaval.”

## What Happened to the Acadians?

Years later, many Acadians made their way back to the Atlantic region. The returning Acadians started new Francophone communities in what would become New Brunswick, Prince Edward Island, and Nova Scotia.

Slowly, the Acadian community was rebuilt. In 1881, Acadian leaders had a meeting in Memramcook, New Brunswick. The Acadians chose a date, August 15, which would become their yearly celebration of Acadian identity. In 2003, that date was declared National Acadian Day by the Canadian government.

Today there are more than 300 000 Francophone Acadians living in the Atlantic region. New Brunswick is the only officially bilingual province in Canada.



## Voices of Canada

*What does this quote tell about keeping the Acadian identity?*

### Remembering the Past

We need to know both the positive and negative parts of our history. We need to understand our roots. Knowing about the Great Upheaval is an important part of understanding Acadia's history.

*Barbara LeBlanc, Saulnierville, Nova Scotia, 2005*



The Trans Canada Trail in New Brunswick goes around the Tantramar Marshes, which is the largest diked marshland in North America. These dikes are the remains of old Acadian dikes.

# Who Were the Loyalists?

In 1776, the Thirteen Colonies, in what would become part of the United States, declared independence from Britain. They wanted to form their own country, free of British rule. But some of the people living in the Colonies wanted to remain part of the British Empire and were loyal to the British king. They became known as United Empire Loyalists. Many Loyalists left the Thirteen Colonies during the American War of Independence. Some went north, to what had become **British North America**.



Loyalists settled in places such as Shelburne and Digby, in Nova Scotia. One of the largest Loyalist settlements was in Saint John, New Brunswick. This is Loyalist House, built in 1811. It is now a National Historic Site. How does this house compare to the story told in the Voices of Canada on this page?

## Coming to a New Land

In what would become Canada, Britain promised free land to the Loyalists. Most arrived with little money and few supplies. Some had been doctors. Others had worked as carpenters, farmers, or soldiers. Now they had to start over.

The Loyalists lived in tents during their first winter. In order to receive the free land they were promised, they had to build homes and start farms. It took months to clear trees and rocks from the land before crops could be planted.

### Skill Smart

- Imagine that you are a reporter writing about the United Empire Loyalists in the Atlantic region. Use the Voices of Canada on this page to form some questions that you might ask Hannah Ingraham about her experiences. What else would you like to know?

### words matter!

**British North America** is the term for the British colonies in North America after the United States became independent from Britain.



### Voices of Canada

#### *A Loyalist Home*

When we woke, we found the snow lying deep around us and father told us the house was ready. There was a floor laid, no windows, no chimney, no door but we had a roof at least. A good fire was blazing and mother had a big loaf of bread and she boiled a kettle of water. We toasted the bread and ate our breakfast, and mother said, "This is the sweetest meal I have tasted for many a day."

*Hannah Ingraham, Loyalist daughter, age 11*



I'd like to know more about the Loyalist communities in my region. I have a pen pal in Saint John. She says that many Loyalists settled there. They even have a special celebration called Loyalist Day! I think I'll write to her to find out more.

The United Empire Loyalists who came to British North America were a diverse group. They helped to build new communities. The Loyalists included

- many nationalities: African, English, Irish, Scottish, German, and Dutch
- many religions: Presbyterian, Anglican, Roman Catholic, Methodist, Mennonite, and Quaker
- many backgrounds: farmers, carpenters, domestic workers, lawyers, and ministers

The arrival of the Loyalists changed the region in many ways. The population of the Atlantic region was now much greater and more diverse, with people from many different backgrounds. The Loyalists also brought their beliefs and ways of life with them.

## The Black Loyalists

More than 3000 of the Loyalists who came to Nova Scotia were Black Loyalists. The Black Loyalists were not given an equal share of the free land promised to them by the British. Much of the land given to them was rocky and bad for farming. As a result, 1196 Black Loyalists left Canada for Sierra Leone, a British colony in Africa. Thousands stayed in Nova Scotia.



This 1835 painting by Robert Petley shows a family of Black Loyalists on a road near Halifax. The Black Loyalists who did not move to Sierra Leone would settle in more than 40 communities in Nova Scotia.

## Africville

Some Black Loyalists settled in Halifax. In 1885, the community adopted the name Africville when they named their church the Africville United Baptist Church.

While many people called Africville home, the city of Halifax had placed a prison, a dump, and a slaughterhouse in the area. It did not give the Africville community services such as lights, sewers, water, or fire and police protection.

In 1964, the city of Halifax decided to use the area of Africville as the location for a new bridge crossing Halifax Harbour. The residents of Africville were given homes in other parts of the city and Africville was demolished. Today, Africville is a national historic site, and many former residents of Africville and their descendants continue to come together as a community, in reunions.



### Voices of Canada

#### *A Strong Spirit*

Those who refused or were slow to leave often found themselves scrambling out the back door with their belongings as the bulldozers were coming in the front. Yet in spite of all this, the spirit of Africville remains alive and strong.

*Joe Sealy*



### Voices of Canada

#### *Staying Together*

The reunion is important to the descendants because it gives them a place to come back to and remember. It's important to teach the children. We hope they can learn from what happened.

*Former Africville resident*

### THEN AND NOW



#### **Africville**

This photo was taken just before Africville was destroyed.



Today, the land where Africville stood is called Seaview Park. A monument for Africville was created in the 1980s.

# Did Quality of Life Change in the Atlantic Region?



I wonder how the chiefs of the Mi'kmaq Nation felt when they wrote this letter to the governor.



This Maliseet man worked as a guide in 1899. How else might the First Nations people of this region have adapted their traditional ways of life?

Between the 1500s and the 1800s, people came to the Atlantic region from France, England, Scotland, and Ireland. The discovery of rich natural resources and the beginning of settlements meant that life was changing in the region.

## The First Nations

The newcomers to the Atlantic region had an impact on the First Nations of the area. In the 1800s, ten chiefs of the Mi'kmaq First Nation decided to talk to the governor of Nova Scotia. Here is their letter to him. What does the letter tell you about changes in their quality of life?

*February 1840*

*To His Excellency John Harvey,*

*Good and Honourable Governor, be not offended at what we say... [But] you have taken from us our lands and trees and have destroyed our game. The moose yards of our fathers, where are they? You have put ships and steamboats upon the waters and they scare away the fish.*

*In old times our wigwams stood in the pleasant places along the sides of the rivers. These places are now taken from us, and we are told to go away...*

*Signed: Pelancea Paul, Colum Paul, Pierre Antoine, Louis Paul, Gabriel Boonus, James Mius, Louis Alexis, Savier Paul, Pierre Morris, François Paul*

### Skill Smart

- Skim this chapter to review how the early explorers, fishers, and fur traders changed the ways of life of the First Nations in the Atlantic region. Begin with the letter on this page. Make a three-column chart with the headings "Changes in Ways of Life," "Effect on the First Nations," and "Positive or Negative."

## Changing Industries

The diverse groups of people who settled in the Atlantic region helped develop many industries. Some of these industries would be changed by new technology or the loss of natural resources. This affected the way people lived in the region.

### Building Wooden Ships

Large forests and access to the ocean meant that shipbuilding was a major industry in the Atlantic region. Many people were employed in this industry—from the forestry workers who harvested and cut the timber, to the craftspeople who built the ships.

Gradually, new steel ships powered by steam engines replaced wooden ships. Many shipbuilders had to find new work. Today, some wooden ships are still made, and shipbuilding is part of the region's heritage.

### Railways and Harbours

The first part of the Dominion Atlantic Railway opened in 1856. Trains carried products to and from the region. Farmers, forestry companies, and mining companies could now send their products to other parts of the region. Later, the railways in the region would connect to those in Canada and the United States.

Harbours remained an important hub of activity. Ships came from around the world to pick up and deliver products and people. As a result, communities like Halifax, Saint John, and St. John's would grow into major port cities where people could live and work.



English and Scottish settlers found rich red soil in Prince Edward Island. Soon the island would be well known for producing potatoes. Today, McCain Foods Limited, based in New Brunswick, uses PEI potatoes to make frozen french fries.

### More About . . .

#### The *Bluenose*

The *Bluenose* was a famous wooden ship built in Lunenburg, Nova Scotia. It was used for fishing and for races. It was the fastest ship in the world for many years. Today, we can still see the *Bluenose*—on a Canadian dime!



## Mining

People settling in parts of Nova Scotia quickly found coal, a valuable fossil fuel. Coal mining in Nova Scotia began when France controlled the area. Eventually it became a large industry. In 1873, there were eight coal companies operating in Cape Breton.



The Men of the Deeps is North America's only coal miners' choir. It is based in Cape Breton, Nova Scotia. Although the coal mining industry has come to an end, the choir keeps part of their community's history alive by singing traditional mining songs.

For the miners who worked far beneath the ground, coal mining was dirty and very dangerous. However, coal was important. It fuelled furnaces and engines and created a new way of life for everybody in the region. If an accident happened, everyone gathered together to support each other.

By 2001, coal mining came to an end in Nova Scotia. This placed many families out of work, and ended a way of life that many generations had experienced. What do the following Voices of Canada tell you about this changing way of life?



### Voices of Canada

#### *A Coal Miner's Life*

*These miners all worked in the coal mines of Cape Breton. How could the closure of the mines affect their identities?*

I'm a coal miner. I'm proud to be one. That's all I've ever done.

*Terry McVarish, 2000*

Coal is the reason our families came here. It is who we are—it's our identity.

*Steve Woods, 2001*

I was always proud to be a miner. It made me feel good to know that we put the lights on in Nova Scotia.

*Leo Scott, 2001*

It's a sad thing to be part of a dying breed.

*Ron Hennessey, 2001*

# The Loss of the Cod Fishery

From the 1500s to the 1900s, cod fishing remained an important Atlantic industry. For generations, “fishing families” lived through hard winters in hope of the big summer catch.



When fishing ended, my dad started doing boat tours. But sometimes he says, “It’s a good day for flounder.” I know he misses fishing. I wonder when he will be able to do it again.



## Voices of Canada

### Remembering How It Used to Be

Often we didn’t have room for the fish on the flacks [the drying racks] and it had to be dried on the rocks and we would be called in the morning to go over and spread that fish. We would have to protect it from the rain. We’d get birchbark, the rinds of the birch to put over that fish.

*Stella Bury, Greenspond Island, Newfoundland*

## A Way of Life Is Changed

In 1992, the Canadian government stopped the cod fishery. Years of overfishing by Canada and other countries had reduced the numbers of cod in the ocean. People believed that stopping the fishery would let the cod recover in numbers.

This was a serious blow to the thousands of people who worked in the fishing industry. Generations of families had fished for cod. Fishing was a part of their identity. Fishing was the only job that many had ever had. It would be hard to find other work or learn to do something else. Hundreds of people moved away from the region, leaving their families and friends. Others stayed and trained for other types of work.

## Thinking It Through

- Evaluate the song “Goin’ Up with Brudder.” What is the mood of the singer? Why might writing a song be a good way to express feelings?
- How does this song reflect ways of life in this region? What other songs can you find that might help you learn more about this region?

### Goin’ Up with Brudder

—by Buddy Wasiname and the Other Fellers

I went out to haul me trawl.	I’ll say goodbye to all me friends
All I got was nothing at all.	With hopes that I’ll be back again.
I’m packing up and I’m moving out.	There’s nothing more that I can do.
Going to McMurray.	I’m going up with me brudder.

**brudder:** brother    **trawl:** a strong fishing net    **McMurray:** Fort McMurray, Alberta





# What Jobs Do People Have in the Atlantic Region Today?

## words matter!

**Aquaculture** is raising fish in protected areas until they are big enough to harvest for human consumption.

## ? Critical Inquiry TIP

Keep a section in your notebook to record new words. Try using jot notes and pictures to remember what the word means.

Today in the Atlantic region, jobs can be found in manufacturing, **aquaculture**, and in service industries. There are universities, call centres, ocean research centres, and oil refineries. There is oil and gas development. An offshore oil field, called Hibernia, has been developed on the Grand Banks.

Fruit and potatoes are farmed in the region and sent around the world. The region's forests still provide trees for lumber, and there are pulp and paper mills in New Brunswick.

In the Atlantic region, more than 85 000 people work in the tourism industry. The beauty and history of the region attract visitors from all over the world.

## Making a Difference

### Moira Brown: Saving the Northern Right Whale

The northern right whale is the world's most endangered whale. Only a few hundred remain. Every summer, the Bay of Fundy is a feeding ground for many of these whales. But the Bay of Fundy is also a busy shipping area. Huge supertankers carry oil through the bay, to and from the port of Saint John.

Moira Brown is a whale researcher. She realized that the ships were taking a route that ran straight through the whales' feeding area. Whales could easily be killed if a ship hit them.



Moira asked the government to change the route taken by the supertankers. After four years of talks, the government ordered that the ships should travel on a route that avoids the feeding ground.

Moira's determination to change the shipping lanes will help the right whale survive!



# Watching the Weather

Some jobs in the Atlantic region are centred on the region's climate. The weather affects how people live and work. Ships like the *Amphion* are in danger when there are storms at sea. People cannot cross the Confederation Bridge between Prince Edward Island and New Brunswick when the winds are too strong.

Weather centres, like the Canadian Hurricane Centre in Dartmouth, Nova Scotia, are used to track the weather. Scientists and meteorologists work in all parts of the region—even on islands like Sable Island!

## Waves of Disaster

The Atlantic region experiences some terrible storms. **Gales** are fierce windstorms. On the sea, gale-force winds create huge waves. The wind, waves, and rain can cause shipwrecks.

Large storms called **hurricanes** form over the ocean. Every year, hurricanes hit the Atlantic region. When there is a hurricane, people near the coastline must take cover or move inland to safer areas.

A **tsunami** is an ocean wave produced by an underwater earthquake. On November 18, 1929, a tsunami hit the southern part of the coast of Newfoundland. The water raced to the coast at a speed of 70 kilometres an hour. Waves as high as 27 metres crashed onto the shore, destroying houses, fishing boats, stores, and roads.



## Voices of Canada

### *The Destruction Caused by the Wave*

All the people had their winter provisions, fuel, traps, and gear of every description in their stores. Everything is gone. I visited them today. There is great distress. It is imperative that something be done at once to help... I shall have to get food, clothing, and coal to many families.

*Magistrate Hollett, in a letter to the prime minister, November 20, 1929*



The weather can really affect what we do every day. We check the weather reports every morning on the radio. We also have emergency supplies to use when bad storms happen.

## Skill Smart

- Look through your local newspaper, the Internet, or in a library database to find ways your community has helped others after a storm or natural disaster. Post your findings on a class bulletin board.

This is a spring flood in Moncton, New Brunswick, in 2002. Why do you think predicting the weather might be important in any region of Canada?



## If the Numbers of Cod Increased, Should the Cod Fishery Re-open?



This stamp from 1941 calls codfish “Newfoundland currency.” Why do you think this stamp was made?

When the Canadian government ended commercial cod fishing, more than 40 000 people in the Atlantic region lost their way of life. People in Newfoundland were hit the hardest. Coastal towns that had depended on fishing for generations were faced with unemployment. Losing their way of life was devastating to families.

Some people were trained to do other jobs, and worked in call centres that provided customer service to people all over Canada. Others left the province, going to places like Fort McMurray, where people were needed to work in the oil industry. Many small communities were left almost empty when so many people moved away.

The industry was closed because people were afraid the cod would be harvested to extinction.

The numbers of cod are not getting any better. Other areas in the world are also showing signs that cod are disappearing. We need to work with these governments to ensure the same mistakes made in Canada are not repeated.

It's very sad to be sitting here, looking out at the sea, yearning to fish again. I am 57 years old and I don't know if the fishery will open before I'm too old to fish. There is a call centre opening in Little Rapids. I could sit at a desk and take customer service calls. But I'm used to being my own boss and living off the sea—not working for some big company.



Large deep-sea trawlers came from countries such as Spain and Portugal to fish for cod off the coast of Newfoundland. They used huge nets that caught large numbers of fish.

The Mi'kmaq people have always fished in this region. There was always lots of fish, lobster, and eels for everyone. Then people began catching many fish. They had nets and boats that just kept getting bigger. I think that's why the codfish are almost gone now. People should never fish with such big nets again.

### Over to You

1. As a group, discuss the different points of view. Take a class vote to decide whether the cod fishery should be re-opened if the numbers of cod increase.
2. How do you think the Atlantic cod should be protected? For example, how should laws be used to control the industry? Brainstorm some ideas in your group.
3. If the oil industry in Alberta closed, how might that affect the people?

# Build Your Skills!

## Use Absolute and Relative Location

- Write the latitude and longitude of two communities in the Atlantic region and two communities in your own region. Then write the relative location of these communities. Give these clues to a partner and, using an atlas, have them find out the names of the communities.
- Find another community near the same line of latitude as your community. Then find another community near the same line of longitude as your community.
- When do you think it is best to use relative location? When do you think it is best to use absolute location?

## Research a Settlement

What features would help Loyalist, Acadian, Scottish, or British settlers decide where to build a new settlement?

- Research a community in the Atlantic region that was founded by one of the groups listed above.
- Why did they settle there?
- Compare the community with your community. Are there any similarities? Are there any differences?

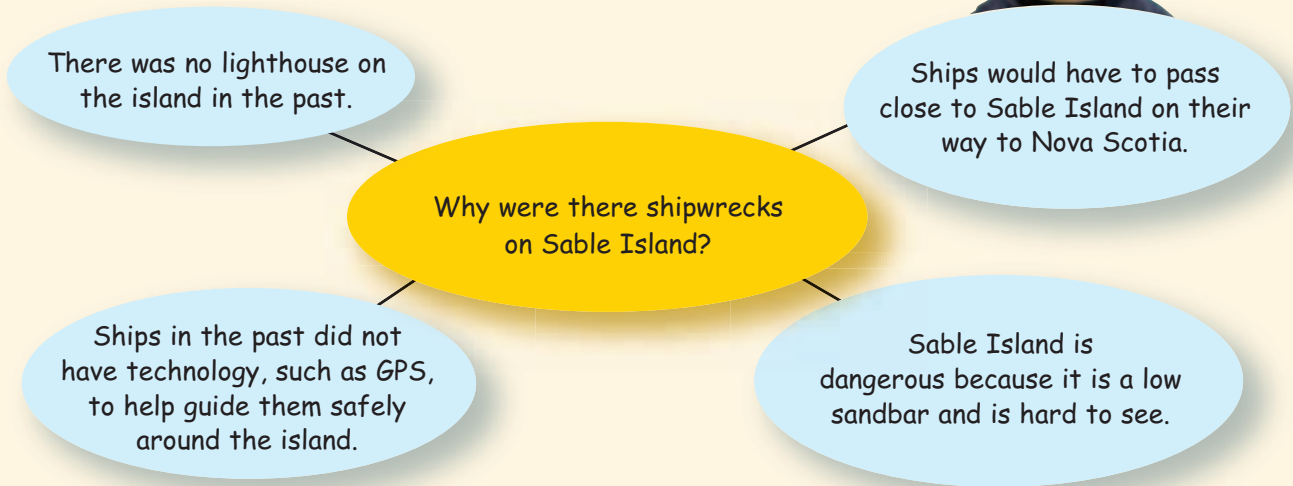
## Develop a Web

A “trigger industry” is an industry that causes many other businesses to begin. For example, a company may be created to ship and deliver fish that is caught by other people. Develop a web to show the connections between industries that began because of fishing in the Atlantic region. Explain how the loss of the fishing industry would impact this region.



# Putting It All Together

Alistair used a web to organize his inquiry about shipwrecks and Sable Island.



Review the inquiry questions for this chapter:

- How does the ocean affect ways of life and identity in the Atlantic region?
- Even though they faced physical hardships, why was this region attractive to the Acadians and Loyalists?



### Take Time to Reflect

Before you go on to the next chapter, think about what you have learned in this one. Write a short story about a sea rescue. Put yourself into the story. Keep your work for your Canada Collection.