

Lower North Shore Heritage Workbook

Following in the Footsteps of the Explorers

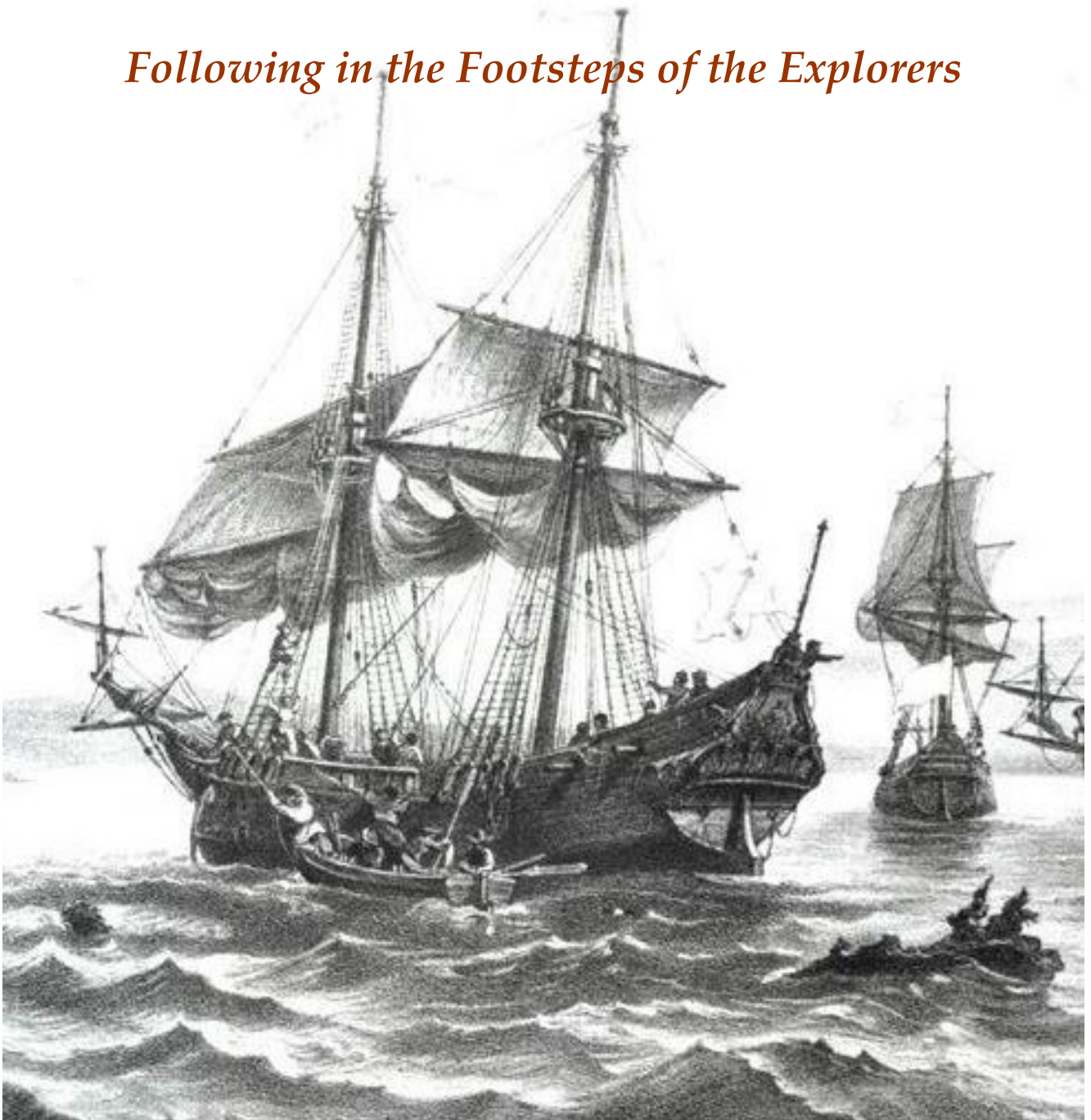


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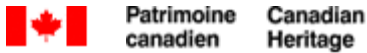
This heritage workbook is an initiative of the organizing committee of CoastFest 2008:
www.coastfest2008.ca.

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Coasters Association Inc.



Note to Teachers

The Lower North Shore has a long and exciting history. It has been the meeting place of many different peoples in search of the rich coastal resources for thousands of years. European explorers sailed along the Lower North Shore when they explored the Gulf of St. Lawrence.

As of yet, there are few publications aimed at students and schools that tell these stories. This heritage workbook is meant as a supplement to support teachers wishing to incorporate more aspects of the Coast's heritage into their classrooms.

The workbook was developed as part of an initiative to create a Coast-wide heritage tourism event called **CoastFest 2008**. The main goal of CoastFest 2008 was to enhance the visibility of the Lower North Shore. Part of this involved young people and other residents of the Lower North Shore interpreting their own heritage. To do so, they needed greater access to information about the history and heritage of the region – one of the goals of this workbook.

The theme of CoastFest 2008, *Following in the Footsteps of the Explorers*, encompassed the meetings of Aboriginal Peoples, European explorers and settlers on the Lower North Shore. This school heritage workbook offers various fun and educational activities related to this theme.

The incredibly rich history of the Coast means that this workbook is just the beginning. In the future, we hope to expand this workbook to include other aspects of the heritage of the Lower North Shore, and to translate the workbook into French and Innu-aiman. To volunteer to help translate or continue writing this workbook, please contact the Quebec-Labrador Foundation at montreal@qlf.org.

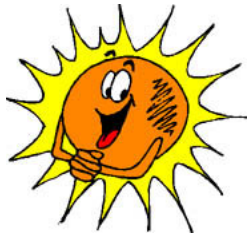
This workbook is divided into chapters, each exploring a different topic related to the heritage of the Lower North Shore. Each topic includes a summary, illustrations, suggested activities and online resources. Teachers may use this workbook in a number of ways, by assigning particular chapters, readings, or activities. Online resources are provided for teachers and students. Teachers could also choose to have students assemble their own list of online resources for each topic as another research activity.

History

History is the study of past human events and activities. Studying history can help us better understand where we come from and therefore who we are as people.

Historians have a lot in common with explorers, only they are traveling through time AND place. They hunt for clues about how people lived and acted in the past. To do this, they must use a lot of tools such as books, original documents, drawings and maps, and artefacts. They talk to people who might have lived through the time they are studying or who know stories handed down from that time. Some, like the movie character Indiana Jones, take a pick and shovel to dig in the earth to find answers to their question about the past. After they have found as much information as possible, they piece their story together and present it in books, museum exhibits, or documentaries. Being an historian takes patience and hard work but, like exploring, it can also be exciting to find out new things about olden times.



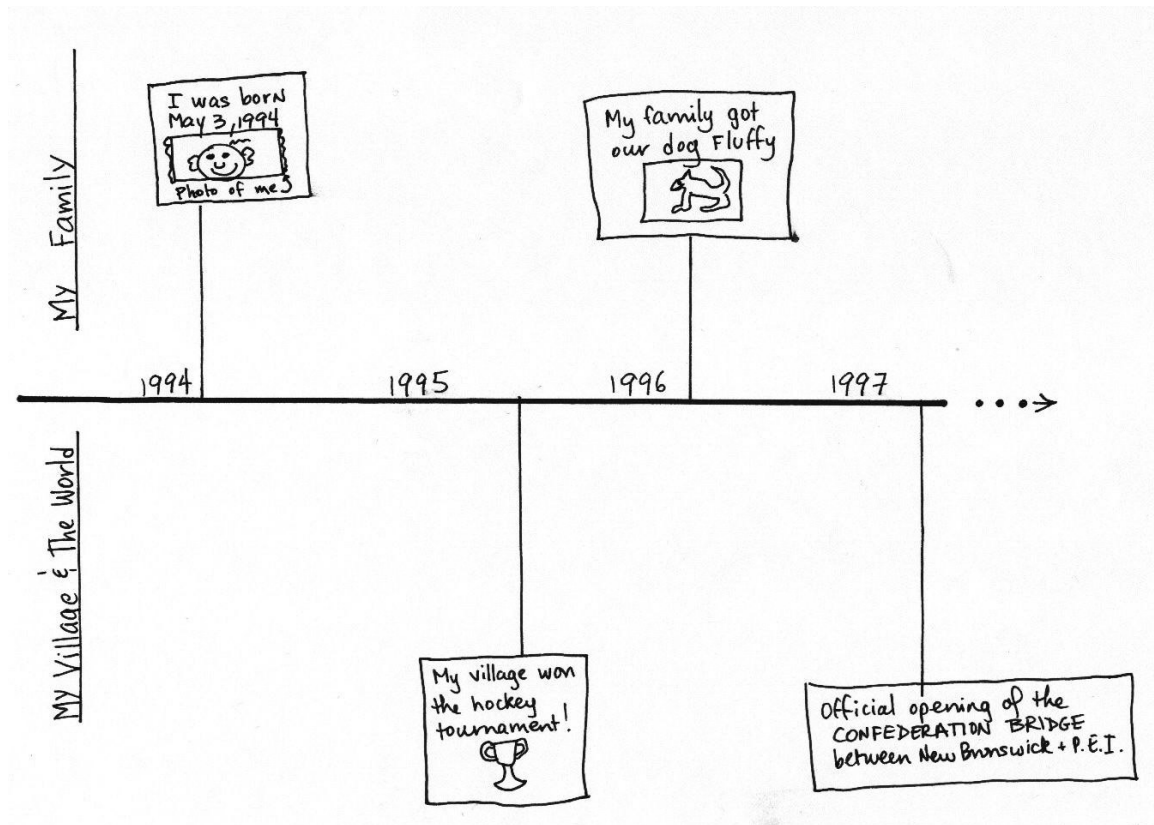


Activity

In this activity, you are the historian. Your task is to write a *double timeline* of what happened during your lifetime, from your date of birth until today. Since you were too young to remember what happened at the beginning, you will need to use as many tools as you can to piece together some of these events. The timeline will include events in the world, on the Coast and in your village, as well as in your life.

1. Interview family members about the first years after you were born. When were your siblings born? Consult photographs. Where were you in the photos? Who were you with? What were you doing? Collect historical objects. Are there any objects from when you were little that you or a family member kept – such as a toy? Dig up the “family archives”. Some families keep baby books in which there may be more photographs, birthday cards, and other family archives that will provide you with more clues.
2. Now interview your family about what happened in your village and on the Coast over your lifetime. You may need to consult family friends as well. Are there any old newsletters you can find, or old photographs of village events?
3. To find out what happened in the world by year, your best source of information is the internet. Search for world almanacs, factbooks, or year events online, entering a particular year into the search. For instance, you can search the Wikipedia encyclopedia online by year: <http://en.wikipedia.org/wiki/1996>,
4. Note anything you were NOT able to find out. What are the different stories that people remembered from the past?
5. Once you have gathered all the information, write up a timeline of events. Try to include at least 10 different events, with photos and drawings. See the example on the next page.

Your timeline could look like this:



Online Resources

St. Lawrence Gateways Archaeology Project

<http://www.mnh.si.edu/arctic/features/gateways/pages/page1.htm>

Tourism Lower North Shore

www.tourismlowernorthshore.com

Whiteley Museum

<http://www.whiteleymuseum.com>

New France

When early French explorers arrived in North America, they claimed some of the land as their own, and called it **New France**. The colony of New France existed from the time Jacques Cartier explored the Gulf of St. Lawrence in 1534 until Great Britain took over the land in 1763. At its peak in the 1700s, New France stretched from Newfoundland in the east to Lake Superior in the west, and from the Hudson Bay in the north all the way to the Gulf of Mexico in the south.

The Lower North Shore was part of historic New France. In 1608, French explorer Samuel de Champlain founded Quebec City as the capital of New France. Early explorers and colonizers passed by the Lower North Shore on their way to Quebec City.

The rich resources of the Lower North Shore helped support the colony and its capital. In the early 1700s, in order to access these resources, the King of France began granting large stretches of land called **concessions** to noblemen of New France. These noblemen obtained the right to hunt, fish and trade on the land. Their presence helped France control the region.



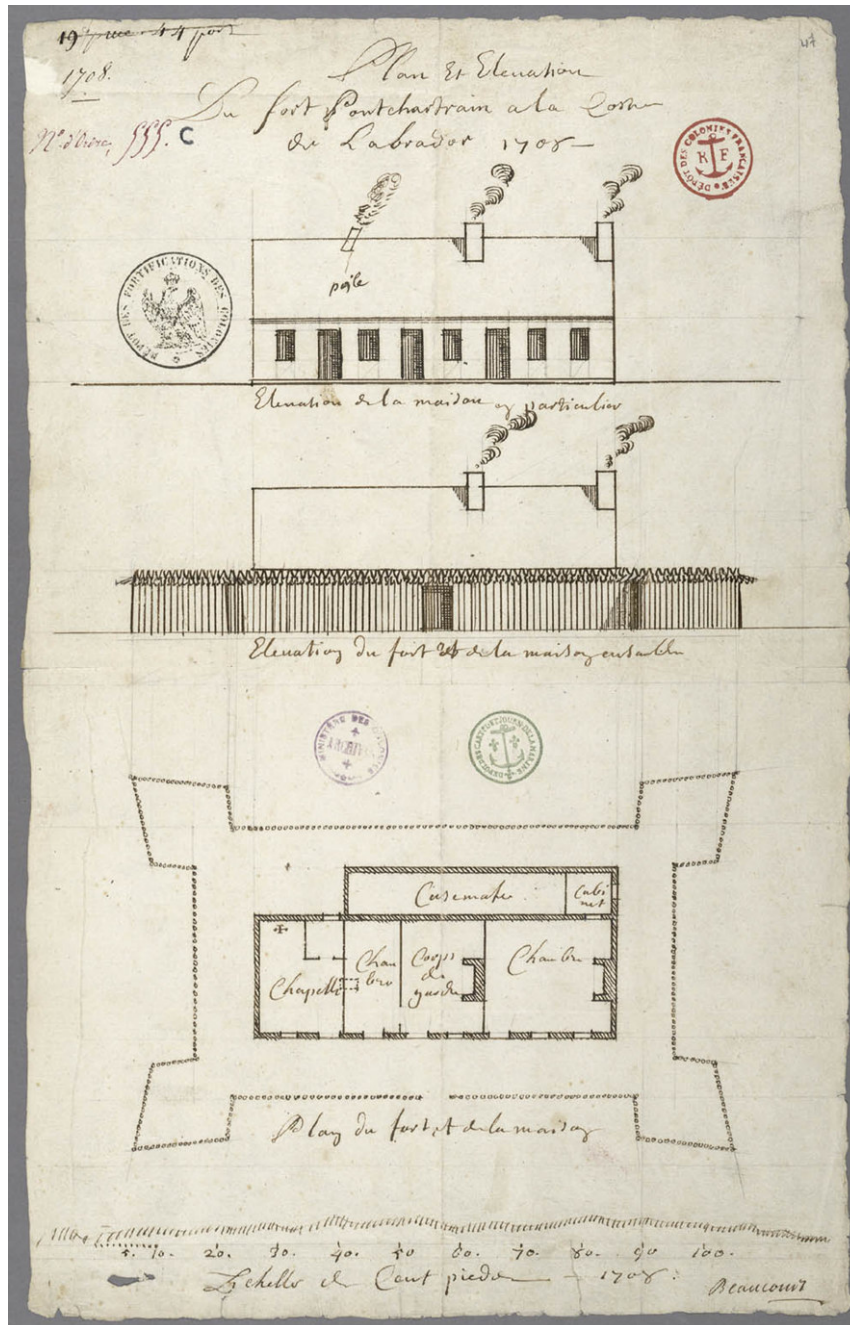
In 2008, Quebec City celebrates its 400th anniversary since it was founded by Champlain. Find out more at <http://www.quebec400.qc.ca>

In 1702, Augustin Le Gardeur de Courtemanche was granted a concession that stretched all the way from Kegaska to Hamilton Inlet in Labrador. Courtemanche was pleased to discover that there were many seals, salmon, cod, feathered game, caribou and fur bearing animals. People from New France and in Europe found these animals very useful. Fur was used in European fashions. People used seal oil to light their lamps. Cod was a popular dish because it could be dried or salted to last a long time.

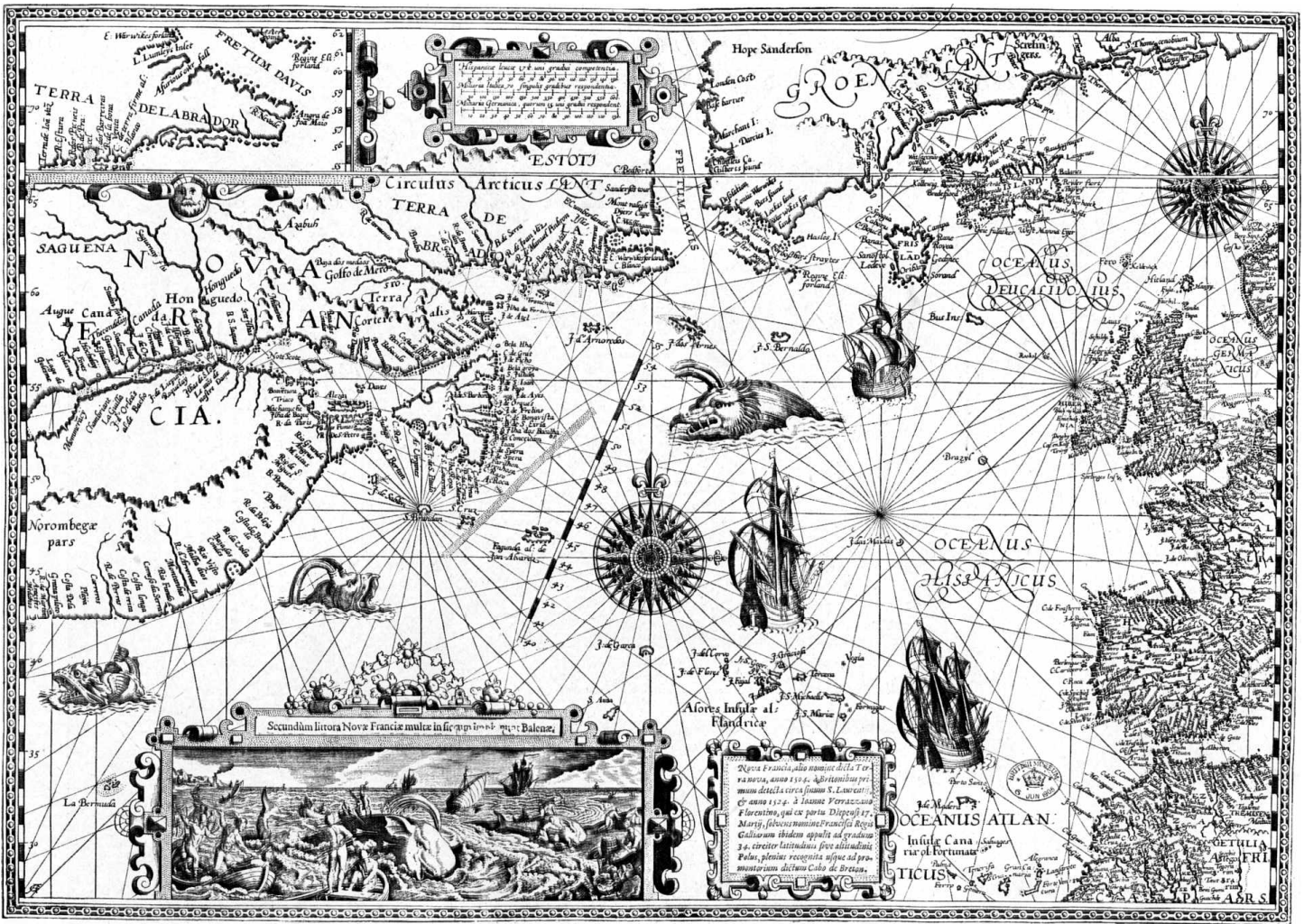
To set up his operations, Courtemanche probably built an early fort at Old Fort Bay. Historians believe that this fort burned down. Courtemanche moved and build Fort Pontchartrain in Brador, then known as Bay Phelypeaux. He felt that the harbour was big enough to accommodate a hundred ships or more.

Courtemanche's fort was a busy place. French cod fishermen made the fort their home base every summer. Courtemanche employed several Innu trappers and hunters to help him trap, hunt and fish. At the time, there were also Inuit people visiting the region. Courtemanche helped improve the relationship between the Europeans and the Inuit, who had been in conflict up until then.

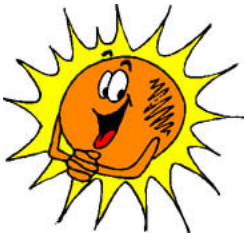
When Courtemanche died in 1717, his son-in-law Brouague took over the fort for the next few decades. In 1763, France lost the Seven Years War. They were forced to give up New France to Britain. This marked the end of the French concessions. British companies took over these trading posts.



Archaeologists have uncovered the remains of what may have been Courtemanche's fort in Brador. They found many objects used in daily life during the early 18th century. This is a plan of Fort Pontchartrain.



Champlain's map of New France, 1612.



Activities

1. Search the Canadian Biography Online at <http://www.biographi.ca/EN/index.html> and create a diary entry about a day in the life of one of the following historical figures in the 1700s. Use other websites to complete your research.

Augustin le Gardeur de Courtemanche

Acoutsina

François Martel de Brouague

Pierre Constantin

François Margane de Lavaltrie

2. Pretend you are from New France and it is the year 1705. You have just been given control over all the land in your village. First you will need to build a fort. Draw plans for your fort and explain where you will build it. Who will live in the fort with you? What will you fish, hunt and produce to send back to Quebec City?

3. Research traditional clothing from New France. Design a cut-out doll and one outfit for everyday life in the 1700s.



Online Resources

Online Exhibit about New France

<http://www.champlain2004.org/index2.html>

The McCord Museum's New France Game

http://www.mccord-museum.qc.ca/en/keys/games/jeu3_nouvelle_france/

Jacques Cartier

Jacques Cartier was a famous explorer from Brittany in France. In 1534, he sailed across the Atlantic Ocean, and explored the Gulf of St. Lawrence, including the Lower North Shore. He was one of the earliest explorers to do so. He probably found out about the region from Breton fishermen, who had been coming each spring to fish cod since at least the early 1500s.

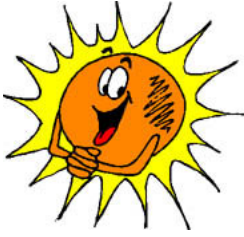
Cartier came to the Lower North Shore between 1534 and 1542. The King of France sent him here, probably to find a passage to the riches of Asia. Cartier never found a passage East, but he did explore and map much of the St. Lawrence gulf and valley. On his way to the Lower North Shore, Cartier passed through the Strait of Belle Isle.

During his trips to the Labrador and Lower North Shore coastline, Cartier kept a journal in which he records calling the area “the land that God gave to Cain.” This is a metaphor that refers to the Old Testament of the Bible. Cain was the “bad” son, and God would have given him land that was remote and desolate - the way Cartier saw the Coast. Keep in mind that North America was new to Europeans at the time. On the one hand, it must have seemed very strange, hostile, cold and dangerous to them. On the other hand, Europeans were very interested in the riches of the land, including cod, whales, and seal.



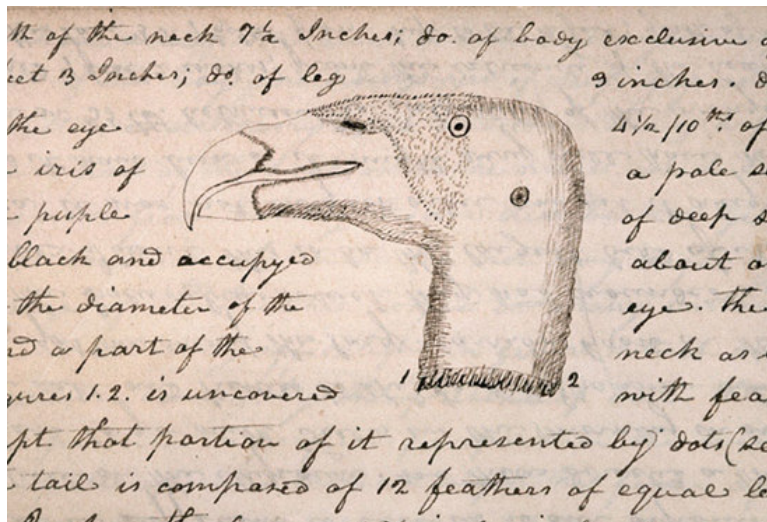
In his journals, Cartier described where he went and who he met. He mentioned names of places like Brest. He named Blanc Sablon after its beautiful sandy beaches. In French, “blanc” means white, and “sablon” is an old French word meaning “sands.” When he landed on Greenly Island near Lourdes-de-Blanc-Sablon in June 1534, he called it “Isle des Ouaiseaulx” or Island of Birds, because of the many Atlantic puffins and razor-billed auks he saw there. Cartier arrived at a place known as Brest, possibly near Old Fort Bay, on June 10th, 1534. He went onshore to find wood and water.

After this first voyage, Cartier left for home. It was August 15th, 1534. He arrived home in St. Malo, France, on September 5th, 1534. Cartier made a second voyage to the *Newlands*, as he called the area, in 1535. During this voyage Cartier once again entered the Gulf of St. Lawrence through the Strait of Belle Isle staying at Blanc Sablon, and going as far up the St. Lawrence as present day Montreal. He passed by Harrington



Activities

1. Write an imaginary sailor's journal about travelling from France to the Lower North Shore. What did you, the sailor, see – other ships, monsters, animals, fish? What was the weather like? What did you eat? Did you have chores while on board? Include pictures of fish, birds, sea monsters, life onboard, and anything the sailor might have encountered along the way. Although the Lewis and Clark expedition took place on land, their journals are a good example of what someone might have written about their journey. The Lewis and Clark expedition journals are available online and will give you an idea of some of the things that sailors wrote and drew about: <http://lewisandclarkjournals.unl.edu/index.html>



An example of a trip journal: a page from the Lewis and Clark expedition across the United States in the early 1800s, including drawings of wildlife.

Expedition journals and maps often depicted sea monsters, probably reflecting the mystery and dangers of sailing across the ocean. Here is a description of an encounter with a sea monster in 1734 from a voyage to Greenland:

[There] appeared a very terrible sea-animal, which raised itself so high above the water, that its head reached above our maintop. It had a long, sharp snout, and blew like a whale, had broad, large flippers, and the body was, as it were, covered with hard skin, and it was very wrinkled and uneven on its skin; moreover, on the lower part it was formed like a snake, and when it went under water again, it cast itself backwards, and in doing so, it

raised its tail above the water, a whole ship length from its body. That evening, we had very bad weather.



Examples of sea monsters on a map from the 15th century.

2. Draw a comic strip of Jacques Cartier first arriving to the Coast. Include what he saw, what he did, and the conversations he had.
3. Make up a puppet show with Jacques Cartier and his crew. What do you think happened on board the ship as they travelled to the “New World”? Were there storms that they had to pass through? Do you think they may have gotten lost? How did they make it safely to their destination? Was there more than one ship that came to the “New World” with Jacques Cartier? Did they have to bring a lot of supplies to the “New World”? What kind of supplies do you think they would have had to bring with them?



Online Resources

Jacques Cartier for young explorers – Library and Archives Canada
<http://www.collectionscanada.ca/2/3/h3-1320-e.html>

Jacques Cartier and other French explorers – Virtual Museum of New France
http://www.civilization.ca/vmnf/explor/explcd_e.html

Where Cultures Meet – Whiteley Museum
<http://www.whiteleymuseum.com/cultures.asp?id=16>

The Mysterious Port of Brest

Early French fishermen and explorers gave European names to many places they visited on the Lower North Shore. Often, they chose names that reminded them of cities and towns back home. Blanc-Sablon, Port St-Servan, and St. Barbe in Newfoundland may all have been named after places in northwest France.

One example is the “lost port of Brest”, one of the great mysteries of the Lower North Shore. Brest is the name of a 16th century port on the Lower North Shore that you can see on early maps of North America. There is also a city called Brest in the region of Brittany in France. An early fisherman from Brittany might have named Brest after his home port.

What is strange about Brest on the Lower North Shore is what we **don’t** know about it. We know it existed, but we don’t know exactly where it was located. Early maps indicate Brest in several different possible places: Old Fort Bay, Salmon Bay, Brador, and even the Labrador Straits. After a while, Brest just disappeared from maps. When was it abandoned, and why?

We also don’t know how big or significant Brest was. Historians have been debating this for centuries. Jacques Cartier, the famous French explorer who came to the Coast in the 1530s and 1540s, wrote about Brest in his journals, so we know that it was a relatively important place when he came. Cartier wrote that he celebrated the first Catholic mass in North America in Brest, so it was also the site of an important historic event. But did anyone live there? How many people? Or was it just a harbour for sailing vessels to dock?



On this 16th century map of the Lower North Shore, Brest appears just west of Blanc-Sablon.



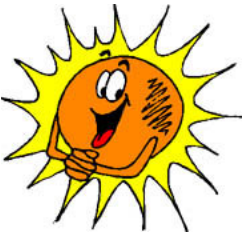
France is a country in Western Europe on the Atlantic Ocean, on the opposite side of the ocean as the Gulf of St. Lawrence. As you can see, Brest in France is as far west as you can get in France. That makes Brest the closest French city to Canada.

Brest is located in Brittany, a region in France. Regions in France are similar to provinces in Canada. The landscape in Brittany is an Atlantic landscape – not that different from parts of coastal Canada. The ocean is all around. In Brittany you can find birds such as cormorants, puffins, terns, and razorbills. In the ocean, you can find dolphins, Atlantic salmon, and seals.

There is a very distinct culture in Brittany, just like there is a special culture on the Lower North Shore. Most people in Brittany speak French, but some speak Breton, which is a Celtic language. Other Celtic languages include Welsh, Irish and Scottish.



Every 4 years, the city of Brest in France puts on an International Festival of Sailors, inviting sailors to bring their ships from around the world. Find out more at <http://www.brest2008.fr/en/index.php?lang=en&site=2>



Activities

1. Design a postcard of what you think Brest on the Lower North Shore might have looked like. Mail it to:

Tourism Lower North Shore
P.O. Box 160
1550 blvd Camille Marcoux
Blanc-Sablon, Quebec
G0G 1W0

2. Research the history of your village's name. What does the name mean? Who gave it that name? Did it have other names? You can interview members of the community, or conduct research online:

<http://www.lowernorthshore.ca> <http://www.rootsweb.com/~qclns/geography.htm>

3. Research Brest, France online. What do you think it would be like to live in France? Write a fictitious e-mail to someone your age in Brest, comparing daily life in your village and in France.

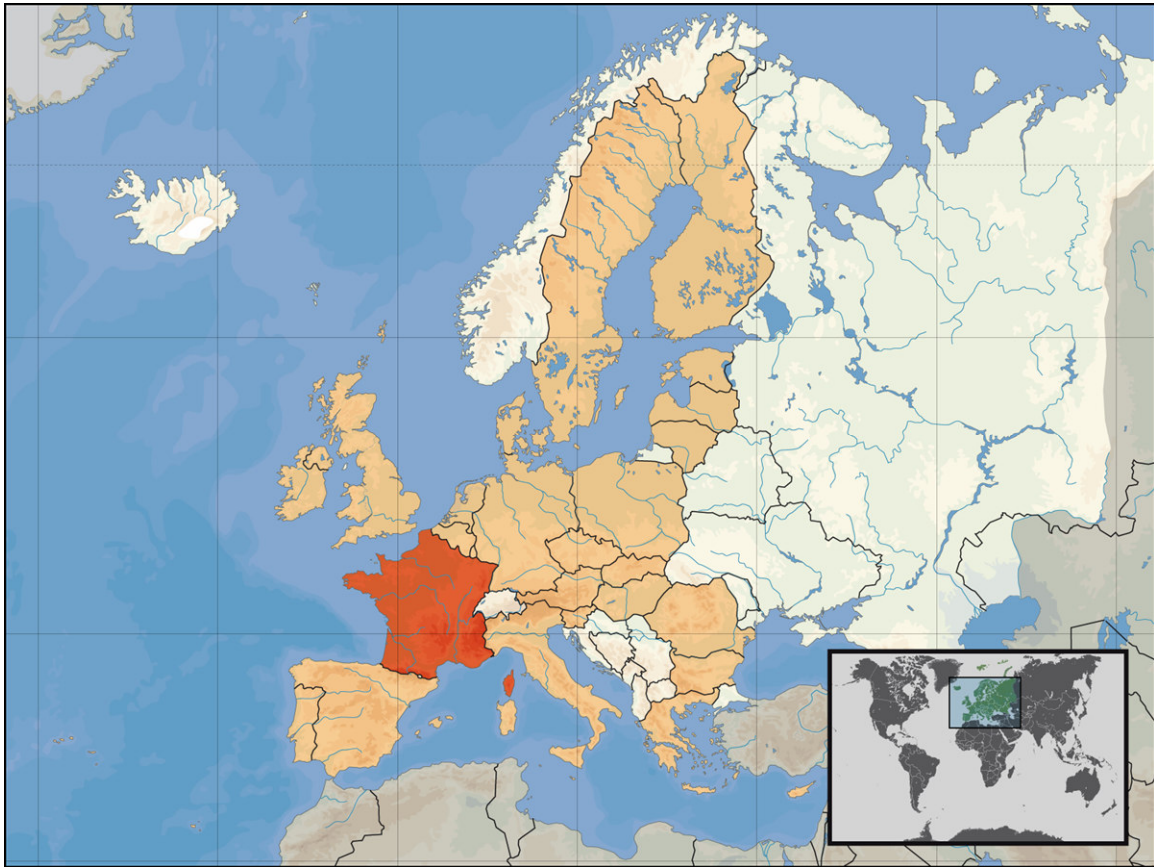
The City of Brest in France (French only)

<http://www.brest.fr>

The Region of Brittany in France

<http://en.wikipedia.org/wiki/Brittany>

Don't forget: When searching for information on the internet about Brest, make sure you type in "Brest, Quebec" or "Brest, North America".



This is a map of France within Europe and in the world.
Map by David Liuzzo

Marguerite de la Roque

The story of Marguerite de la Roque, a French woman marooned on an island in the Gulf of St. Lawrence, is one of the best known stories of the Coast. The legend of Marguerite is an excellent example of how there can be many different versions of history. In the following text, historians have only agreed on the parts that are in **bold**. All the other details may or may not be true.

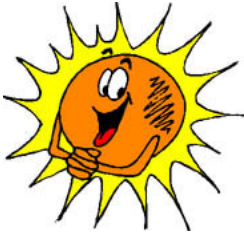
Famous French explorer Jean-François De La Roque De Roberval was Marguerite's guardian – probably her uncle. **In the 1540s, the King of France sent Roberval across the Atlantic to found colonies in North America. While Marguerite was on board the ship, she met and fell in love with one of the sailors. When Roberval found out about Marguerite and this sailor he became very angry. Roberval was so angry that he left Marguerite on an island with her nursemaid. The sailor jumped overboard and swam to shore to be with Marguerite.**



When Marguerite, the sailor and the nursemaid were stranded on the island, they realized that they needed shelter in order to survive. The sailor found a cave that could protect them during the harsh winter months. That winter, the sailor became ill and eventually died. Marguerite had a baby while on the island, but the baby did not survive more than a few months. Marguerite also outlived her nursemaid, and was left along to survive another winter all alone, fighting hunger, cold, and wild animals. **In all, Marguerite lived on the island for 2 years. She was rescued by fishermen on their way back to France after the summer fishing season.**

The story of Marguerite has been passed down from generation to generation in Harrington Harbour. Much historical evidence suggests that Marguerite was marooned on the island of Harrington Harbour, where there is a cave called Marguerite's Cave. In St. Paul's River, a version of the story exists in which Marguerite and her companions were stranded on Île de la Demoiselle (also known as Caribou Island), 9 km from the village of St. Paul's River. Marguerite, her lover, nursemaid and baby all survived,

escaped to Belles Amour, and lived happily ever after. There are several islands off of Newfoundland that claim to be the location where Marguerite was stranded as well.



Activities

1. Make up a skit that tells the story of Marguerite.
2. Research how French people dressed in the 16th century – noblewomen, sailors, and servants. Draw a picture of Marguerite, the nursemaid, and the sailor.
3. Write the story of Marguerite de la Roque in your own words. What do you think really happened?
4. Design a mural of Marguerite de la Roque’s adventures while she was marooned.
5. Pretend you are a reporter for the local newspaper. Write a newspaper article about Marguerite being marooned on an island in the Gulf of St. Lawrence, as if it were happening today. Include any “interviews” you might have conducted with Marguerite or her group.



Online Resources

The Story of Marguerite, by Sharon Chubbs-Ransom, Harrington Harbour
http://www.rootsweb.com/~qclns/timeline_marguerite.htm

Jean-François De La Roque De Roberval – Canadian Biographies Online
<http://www.biographi.ca/EN/ShowBio.asp?BioId=34463>

Aboriginal Peoples

People whose ancestors have lived in Canada for thousands of years are called **Aboriginal Peoples**. The rich hunting and fishing resources of the Lower North Shore have attracted people for almost 9,000 years. Just to compare, many villages along the Coast were settled only 200 years ago. You were born around 10 years ago.



Descending the rapids

Source: William Hind

The Maritime Archaic people were the first known people to live along the Coast. They hunted seals, walrus and fish. They were probably early ancestors of today's **Innu** people, who have been here on the Coast for about 2,000 years. The French called the people **Montagnais**, or mountaineers, because of the hilly land where they lived. Today Innu is their preferred and official tribal name.

Traditionally, the Innu were nomadic, which means they moved from place to place throughout the year. They spent summers on the coast, fishing, hunting and gathering berries and eggs. When the weather got colder, they paddled and portaged upriver to reach the backcountry. During the winter, they hunted beaver and caribou, traveling in small family groups over a large network of hunting and trade routes that covered the whole Labrador Peninsula. Because they knew the land so well, they never considered Labrador as a vast wilderness the way the Europeans did.



Today there are 16,000 Innu who live in 11 towns in the land they call Nitassinan, located in part of Labrador and part of Québec.

There are two Innu communities on the Lower North Shore - the village of *Pakua Shipi* beside St. Augustine and the *Unamen Shipu* reserve in La Romaine. Residents of both communities belong to the **Innu** nation.

Even though the Innu now live in communities with homes, shops and schools similar to other Coast towns, many of them still like to spend time camping in the bush and traveling to see friends and family in different Innu towns. Whether in town or in their bush camps, the Innu continue to practice traditional Innu activities, including fishing, hunting, trapping, and making handcrafted goods.



Innu children in Harrington Harbour around 1910.

D. G. Hodd Collection. Preserved by Sharon Chubbs-Ransom.

Aboriginal Peoples invented many important objects for living on the land. These included snowshoes, kayaks, canoes, dog sleds and toboggans. Europeans learned how to survive on the land by using these objects. The Innu are known for their handmade canoes. Traditionally they were made of birch bark but now they make them of wood or wood and canvas. The women are experts at tanning hides from which they can make clothing, bags, dolls and other toys.



Photo by Candace Cochrane

The Innu world-view, spiritual values and culture come from the land and the other animals that inhabit it. They have important customs about how they must respect the animals they hunt. It is important to share the food they have gotten from the land with others. Because the land is central to their culture and heritage, they believe it is important to be in harmony with nature – live within it, care for it, and not try to overcome it.

The culture and world-view of the Innu and other Aboriginal peoples are different from those of people of European descent. Because of this, they have not always had an easy time fitting into modern Canadian ways of living and thinking. At times the differences have made for difficulty communicating and working between cultures. Much can be learned from developing an understanding of the many cultures that make up the Coast, Canada and the World.

The Inuit of the Lower North Shore

The Inuit are a group of Aboriginal peoples whose ancestors first came to Canada thousands of years ago. They are part of a different group of people than the Innu, even though their names sound similar. When European explorers met the Inuit, they called them *Eskimos*. Today we use the word **Inuit**, which means “people.”

Ancestors of the Inuit, called the Thule people, came to the Lower North Shore about 700 years ago from Northern Labrador. The Thule people developed clever ways of surviving the extreme cold of Northern Labrador and the Lower North Shore. They used walrus ribs to make double-person kayaks called *umiaks*. They built snow houses called *igloos* when they travelled or hunted. They used bones to make hunting tools and harpoons to hunt whales and seals. They invented snow goggles to protect their eyes from the sun reflected in the snow.



Snow goggles made of antlers.
Photo from the Newfoundland Museum.

We don't know much about the Inuit that came to the Lower North Shore. Archaeologists have found tent rings, fox traps, stone monuments, grave cairns, and stone trail markers called *inukshuks* – mostly on the eastern side of the Lower North Shore. Some early European explorers such as Jacques Cartier wrote about meeting the Inuit when they came to the Lower North Shore. Place names also give us a hint. Eskimo Island near St. Paul's River was named after the Inuit who used to hunt seals in the area, and the river used to be called Eskimo River. There is also a story of a battle between the Innu and the Inuit in the 1600s in Old Fort Bay. Oral history tells us that the Innu and the Inuit were historic enemies. In this battle, the French helped the Innu. About 1,000 people died.

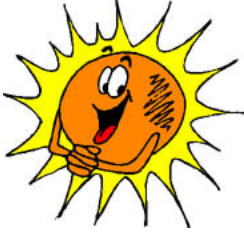


An Inuit kayak in Labrador
Library and Archives Canada

There is no Inuit community on the Lower North Shore today. However, many people have Inuit ancestors. That means that one of their relatives, such as a great-grandparent, was Inuit.



Inuit in Labrador building an igloo, 1874.



Activities

1. Do this activity in pairs. The Innu speak a language called Innu-aiman. Can you speak Innu-aiman? If you are just learning, visit <http://www.innu-aimun.ca/modules.php>¹ (click on “Glossaries”) and look up your favourite colour. Tell your partner what your favourite colour is in Innu-aiman. Your partner should look up the glossary and see if he or she can tell you the name of the colour in English.
2. Research the traditional way of life of the Innu in the past. Draw a winter and a summer scene.
3. Read the following instructions on how to make a traditional Innu toboggan: <http://www.innu.ca/utapan.html>. Make your own, out of popsicle sticks or cardboard.
4. Copy a map of Canada and draw the path of how the Inuit and their ancestors came to the Lower North Shore.
5. Make your own snow goggles out of cardboard. Test them outside.
6. What’s in a name? We give villages, rivers and islands names for many different reasons – to honour famous explorers, to remember people who lived there in the past, for birds and other animals that live in the place, or for anything else that makes the place unique. What was your village named for? You can consult <http://www.toponymie.gouv.qc.ca/topos.htm> (French only). If you could rename your village, what would you call it? Explain why.
7. Research how igloos are built. Try building your own outside.

¹ Please note that this online glossary contains Labrador dialects of Innu-aiman (not Quebec dialects).



Online Resources

The Official Innu Website

<http://www.innu.ca>

Innu Stories from the Land – A Virtual Exhibit

<http://www.tipatshimuna.ca/index.php>

History and Culture of the Innu

<http://www.heritage.nf.ca/aboriginal/innu.html>

Innu Facts for Kids

http://www.geocities.com/bigorrin/innu_kids.htm

Further Links about Lifestyle

<http://www.native-languages.org/innu.htm>

Indian and Northern Affairs Canada - Kids' Stop

<http://www.ainc-inac.gc.ca/ks/english/>

First Peoples on SchoolNet

www.schoolnet.ca/aboriginal/

Inuit 3D: An Online Exhibit

<http://www.civilization.ca/aborig/inuit3d/inuit3d.html>

Thule Peoples, Newfoundland and Labrador Heritage

www.heritage.nf.ca/aboriginal/thule.html

The Inuit, Newfoundland and Labrador Heritage

<http://www.heritage.nf.ca/aboriginal/inuit.html>

Canada's National Inuit Organization

<http://www.itk.ca/>

Basques

In the early 1500s, people from the Basque Country in Europe came to fish cod and hunt whale on the Labrador Coast and the Strait of Belle Isle. The Basque Country is located in the mountains between France and Spain. Throughout the 16th century, at least 20 crews and hundreds of men sailed across the Atlantic Ocean to the Coast each spring.

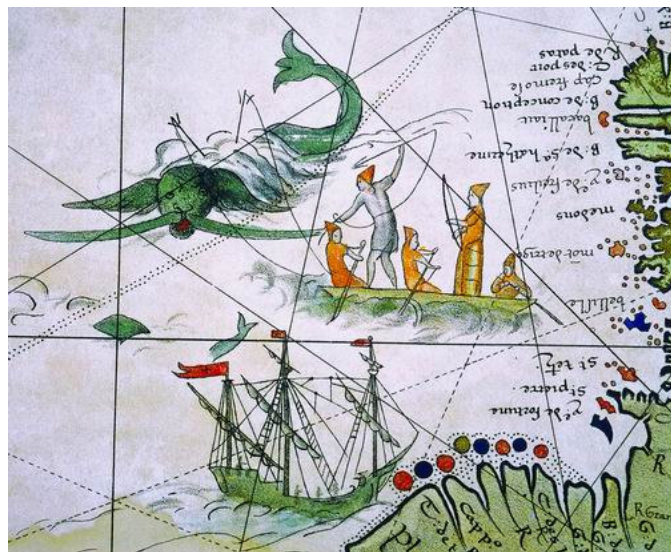


Map of the Basque Country in Europe. The Basque Country is a region that is located partly in Spain and partly in France. The Basques have a unique culture that is different from France and Spain. The Basque language is a mystery because it is so different from any other language in Europe. The Basques have always been a seafaring people, which is what drew them to Eastern Canada in the 16th century.

At the time, oil was a precious commodity in Europe and used to light oil lamps. Whales have a thick layer of fat called *blubber* that keeps them warm in the ocean. The Basques hunted whales to produce oil by heating or *rendering* whale blubber, and then storing it in wooden barrels that they brought back to Europe to sell. They began hunting many right whales and bowhead whales.

When the Basques arrived each spring in Eastern Canada, they built seasonal shelters and sheds to carry out their work. They covered these shelters and sheds with red ceramic roofing tiles that they brought from Europe. You might have seen fragments of their roofing tiles because many still remain near historic Basque whaling sites along the Coast. Archaeologists have found Basque whaling stations at Red Bay in Labrador and near the fish plant in Middle Bay. There is evidence of Basque presence in Petit Mecatina as well. According to archival documents, Blanc-Sablon was once an important Basque port. One day archaeologists will probably uncover other Basque whaling sites along the Coast.

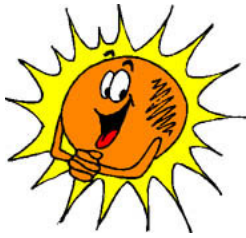
The Basques hunted whales during much of the 16th century. They used spears called harpoons, and travelled in small boats called *chalupas*. It was a dangerous activity and many lost their lives. Crossing the Atlantic Ocean in the spring and again in autumn to return home was also dangerous.



This map drawn in 1546 shows Basques hunting whales off the coast of Labrador.

Library and Archives Canada

After hunting thousands of whales, the whale population began to decline. This is probably why the Basques stopped their intensive whaling activities after the 1500s. They continued to come to North America but began fishing cod and trading furs with Aboriginal Peoples.



Activities

1. Make your own replica of a Basque whaling ship or whaling station.
2. Research how the Basques made oil out of whale blubber. Conduct research about whaling today, including the reasons why many people no longer want them to be hunted.
3. Visit the following website that describes the Basque culture. www.everyculture.com/wc/Rwanda-to-Syria/Basques.html If you had to create a website describing the Lower North Shore, what would you write? Using the same headings, write about the culture and everyday life on the Lower North Shore as if it could be read by internet readers around the world.
4. Jai-alai is a game invented by the Basques. Find out about the game through internet research. Make up a similar game you can play in your gym or outside. Invent a "ball-thrower" and ball with materials you find around you.²



Online Resources

Basque Whaling in Red Bay, Labrador

<http://www.heritage.nf.ca/exploration/basque.html>

A Whaling Station exhibit, Canadian Museum of Civilization

<http://www.civilization.ca/hist/canp1/ca04eng.html>

Red Bay National Historic Site, Parks Canada

http://www.pc.gc.ca/lhn-nhs/nl/redbay/index_e.asp

Basque Archaeology Site, St. Lawrence Gateways Project

<http://www.mnh.si.edu/arctic/features/gateways/pages/page7.htm>

² This can be done as a competition or group activity to promote problem solving.

Historic and Modern Whaling

www.heritage.nf.ca/environment/whaling1.htm

Basques in Canada: Culture and History

<http://www.multiculturalcanada.ca/ecp/content/basques.html>

Jersey Islanders

The Channel Islands are 4 islands in the waters known as the English Channel, between England and France. They include the islands of Jersey, Guernsey, Sark, and Alderney. After Britain took over North America in 1763, the French had to leave their trading posts along the Lower North Shore. Many merchants from Jersey and Guernsey came to the Lower North Shore to fish and take over the trading posts. They had been coming to Eastern Canada to fish cod since the 1500s. They spoke French and English, so they could communicate with the French fishermen and the British government.

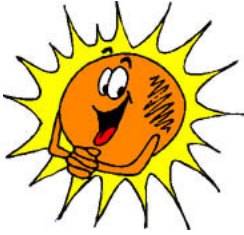


The merchants from the Channel Islands started big fishing companies on the Coast, producing dried cod. These included the De Quetteville and Boutillier companies. They sold the cod in Europe, the United States and Canada. They hired fishermen and brought them to the Lower North Shore from Quebec and Newfoundland. This helped start settlement on the Coast. Many villages have families that descend from Jersey settlers, including the Mauger, Robin and Kenty families.

The merchants from Jersey called their fishing areas *rooms*. A room included all of the buildings and land related to fishing. Rooms had buildings such as the owner's house, a shop, a warehouse to store fish, and a kitchen. They had sail and net lofts. There were wooden *stages*, which were wharves where they brought the fish, prepared and salted it. There were *flakes*, or platforms on which they spread the fish to dry.



Jersey Islander De Quetteville's fishing "establishment" in Blanc-Sablon, 1875. De Quetteville opened his company in the late 1700s. Large Jersey-owned fish companies were based in Blanc-Sablon and on nearby Ile au Bois at the time. They brought over 100 people to work in the fishery, and sold the fish back in Jersey or in Mediterranean ports.



Activities

1. Research your family name. Ask your family about it. Consult:

http://www.rootsweb.com/~qclns/family_trees.html

- What did you find out about your family name?
- Where did your ancestors come from?
- How did they come to the Lower North Shore?

2. Make a model of a historical fishing “room” based on research and this image:



3. Pretend you are writing to someone your age in Jersey. Write an e-mail to this person and tell him or her all about the Jersey Islanders on the Lower North Shore.



Online Resources

Channel Islanders – Multicultural Canada

http://www.multiculturalcanada.ca/ecp/content/channel_islanders.html

Channel Islands Tourism Website

<http://www.visitchannelislands.com/>

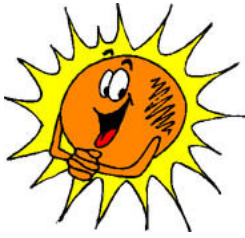
A Historical Article About Jersey Islanders in Newfoundland

<http://ngb.chebucto.org/Articles/hist-004.shtml>

Settlers

Note to Teachers: For this topic, we encourage teachers to hold a discussion about settlers. You can explore any of the several layers to this question, by working through any of the following questions:

1. What makes someone a settler? How far do you need to move to be a settler? Can you be considered a settler if you moved from one part of Quebec to the Coast? What about from one end of the Coast to the other? Or from the Coast to Alberta?
2. Are people who move to the Coast today modern-day settlers?
3. Teachers can further explore the topic by discussing communities that are settled. When the Innu were settled by the Canadian government in La Romaine, does that make them settlers? What were the impacts of this recent event?
4. You can also discuss re-settling – when people moved from offshore islands to larger villages, does that make them settlers? Are former residents of Aylmer Sound now settlers in their new communities?



Activities

1. Here is a sampling of some of the family names of people currently living on the Lower North Shore. Research where these family names originally came from, and indicate these places of origin on a map of the world.³

Anderson	Faucher	Letemplier
Bellefleur	Fequet	Mansbridge
Bernatchez	Flynn	Mark
Bertani	Gallichon	Mauger
Bilodeau	Goaziou	Maurice
Buckle	Griffin	Mikolay
Chevalier	Guillemette	Morency
Chislett	Jennis	Nadeau
Cluney	Joncas	Osborne
Collard	Jones	Oueslati
Cox	Kandler	Picard
Dumas	Kippen	Robertson
Duynisveld	Lalo	Rowsell
Etheridge	Lavallée	Turgeon

³ Teachers will need to supply a world map, as well as markers or pins.

2. Imagine it is the 19th century and you are getting ready to sail to the Coast to settle. You are coming from the Jersey Islands, England, Newfoundland, or the south shore of the St. Lawrence (pick one). Fill an imaginary trunk with everything you would need to make your new home. Keep in mind that you can only bring objects that existed in the 19th century. The ship has a weight limit of 60 kg per trunk. What would you choose to bring?⁴



Online Resources

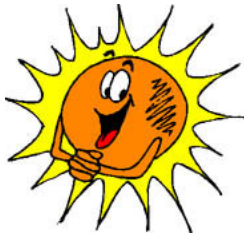
Quebec Lower North Shore Genealogy Project

<http://www.rootsweb.com/~qclns/>

Tourism Lower North Shore

www.tourismlowernorthshore.com

⁴ Teachers can make this into a math problem and further expand it by adding that the objects must fit in the trunk, the volume of which is 50 cm x 60 cm x 120 cm.



Further Activities

Now that you have completed this workbook, put your knowledge to the test!

Letter Key Activity

Name some people and groups that came to or lived on the Lower North Shore between the 16th and 18th centuries. Use this letter key to help you.

A - 10	B - 1	C - 9	D - 18	E - 4	F - 16
G - 24	H - 5	I - 12	J - 15	K - 19	L - 7
M - 21	N - 23	O - 2	P - 26	Q - 14	R - 17
S - 6	T - 11	U - 13	V - 8	W - 3	X - 25
Y - 22	Z - 20				

1.
12 23 23 13

2.
17 2 1 4 17 8 10 7

3.
15 10 9 14 13 4 6 9 10 17 11 12 4 17

4.
4 25 26 7 2 17 4 17 6

5.
16 12 6 5 4 17 6

6.
9 2 13 17 11 4 21 10 23 9 5 4

7.
21 10 17 24 13 4 17 12 11 4

8.
1 17 4 11 2 23 6

9.
16 17 4 23 9 5

10.
1 10 6 14 13 4 6

11.
12 23 13 12 11

CoastFest 2008 Word Search

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

Basque	Brest	Breton
Coexist	Culture	Diverse
English	Europeans	Explore
Fishermen	French	Information
Innu	Jacques Cartier	Lower North Shore
Portugal	Region	Saxon
Shorelines	Sieur de Roberval	Territory
World		

Solutions

Letter Key Activity

1. Innu
2. Roberval
3. Jacques Cartier
4. Explorers
5. Fishers
6. Courtemanche
7. Marguerite
8. Bretons
9. French
10. Basques
11. Inuit

Word Search

