

# Gàidhlig 10 / Gaelic 10

*Guide*

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Gàidhlig 10 / Gaelic 10

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## **Gàidhlig 10 / Gaelic 10**



# **CURRICULUM**

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## **Vision**

The Gaelic language curriculum is shaped by a vision of promoting the growth and development of students' communicative skills to enable them to engage in the preservation and use of the Gaelic language and to foster pride in the Gaelic identity by choosing to speak Gaelic.

*“An t-ionnsachadh òg, an t-ionnsachadh bòidheach.”*  
(Gaelic proverb)

# Introduction

## Background

*Any language, in truth, is much more than an instrument or a tool for communication. By forming our thoughts, by articulating our social relations, and by establishing our connection with reality, each language constitutes a fundamental dimension of the person.*

– Koïchiro Matsuura  
Director General

United Nations Educational, Scientific and Cultural Organization  
(UNESCO)

International First Languages Day, February 21, 2006

Knowledge of one's culture and heritage engenders a sense of security, confidence, and self-worth and provides a sense of place and belonging.

A study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage, traditionally passed down “*o ghluin gu gluin*.” It promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation of Nova Scotia's diverse heritage and ways of life.

The Gaels of Nova Scotia are a people whose culture was formed for the most part in the tradition of Gaelic Scotland and Ireland. The overwhelming majority of Gaelic Nova Scotia's heritage is derived from the Gaelic culture of late-eighteenth to mid-nineteenth century emigrants from the highlands and islands of Scotland.

The culture and traditions of these Gaels are evident and thrive throughout Nova Scotia; they are a vital part of Nova Scotia's cultural mosaic. Central to the culture is the Gaelic language. A precious aspect of our heritage, the Gaelic language has had a long and important history in Nova Scotia, being the mother tongue of many of its founding pioneers.

Gaels live all over the world. Pockets of people who speak Gaelic can be found in various parts of Canada and the United States and throughout Europe, South America, Australia, and New Zealand. This international *gaidhealtachd* (Gaelic-speaking community) regards Nova Scotia as the heartland of Gaelic culture and tradition in North America. Visitors from around the world come to experience the rich, vibrant way of life in communities steeped in Gaelic traditions. Indeed, in its report *Gaelic in Nova Scotia: Opportunities* (The Gaelic Council of Nova Scotia 1997), *Comhairle na Gàidhlig*, (The Gaelic Council of Nova Scotia) promoted Gaelic language and culture as vehicles for sustaining economic growth in Nova Scotia.

Instrumental music including that of the great highland pipes and the fiddle, step dancing, and Gaelic singing all come from a rich Gaelic cultural tradition spanning the scope of two millennia. These traditions are based in the language of the Gaels. Nova Scotian performers who use Gaelic songs and music as their inspiration have championed a resurgence of interest in the Gaelic language. The heightened interest in the Gaelic language and culture in Nova Scotia reflects a greater worldwide trend.

The development of curriculum for Gaelic 10, 11, and 12 reflects the increased interest among younger Nova Scotians in learning Gaelic as well as the commitment of the Department of Education to fostering and sustaining this interest and to preserving and promoting Gaelic language and culture.

## Gaelic Language

Gaelic (*gàidhlig*) is an ancient language belonging to the Celtic family of Indo-European languages. The Celtic family of languages also includes Irish and Manx Gaelic, Welsh, Breton, and Cornish. Scottish Gaelic, Irish, and Manx Gaelic are similar in that they belong to the Q, or Goidelic, branch of the Celtic linguistic family tree. Cornish, Breton, and Welsh belong to the P, or Brythonic, branch.

Gaelic was first brought to Nova Scotia in the eighteenth century by the emigrant Scots from the highlands and islands of Scotland. Because these early settlers lived in relative isolation, many of the traditions of Gaelic language and culture that vanished from other Gaelic-speaking areas generations ago still exist in Nova Scotia.

Gaelic is the vehicle through which many of Nova Scotia's customs, values, beliefs, and attitudes have been passed down from one generation to the next. To learn the language, therefore, is to deepen one's understanding of the Gaelic consciousness and identity.

At one time, it was estimated that the number of Gaelic speakers in the province was as many as 100 000. In the last 50 years, the number has declined from 25 000–30 000 Gaelic speakers to fewer than 1000 native speakers today. Census figures for 2001 indicate that there are fewer than 500 Gaelic native speakers left in Nova Scotia. However, if learners were included in this number, the figure would probably be closer to 2000.

The United Nations Educational, Scientific and Cultural Organization recognized Gaelic to be one of the top nine endangered languages in the world in 2003. Although the language is threatened globally, there are many signs of revival in the old country, Scotland. In Nova Scotia, in May 2004, Comhairle na Gàidhlig presented to government and community a document entitled *Developing and Preserving Gaelic in Nova Scotia: Strategy for a Community-Based*

*Initiative.* This document looks at creating a 20-year long range plan to preserve, maintain, and develop Gaelic in Nova Scotia.

The Gaelic language is at a critical stage in its evolution. It is, therefore, important that the youth of Nova Scotia have the opportunity to learn to communicate in Gaelic, one of Nova Scotia's ancestral languages, and to maintain and foster a Gaelic identity.

## Curriculum Focus

Gaelic 10 is an introductory-level course designed to develop the learner's ability to communicate effectively in Gaelic, using basic language skills. The curriculum integrates general language education, technology, culture, a history of the Gaels, music, the arts, and linguistic elements.

Gaelic 10 offers students opportunities to

- communicate orally with a degree of fluency
- understand basic conversational expressions
- develop their reading ability
- read and write using basic vocabulary and expressions
- interact with members of the Gaelic-speaking community
- explore authentic Gaelic texts
- explore and reflect on how language expresses cultural identity
- develop an awareness of the living Gaelic heritage
- explore the historical and cultural contributions of the Gaelic language to Nova Scotia
- develop an awareness of variations in language and tradition among Gaelic communities
- explore the role of song, story, and poetry in the lives of the Gaels
- use drama to illustrate the old tales of the Gaels and to practise fluency
- discover an international theme in the art, language, music, dance, festivals, and tales of the Gaels
- explore the historic origins of the Gaels
- contribute to the preservation, promotion, and continuation of the Gaelic language
- consider the entrepreneurial, career, and economic opportunities offered by Gaelic-based business initiatives (e.g., tourism)
- enhance learning and communication by using web-based Gaelic programs and a variety of technologies



# The Learning Environment

Students need an environment rich in opportunities to use Gaelic in an ever widening variety of school and community contexts. Gaelic-language classrooms provide a supportive environment in which risk taking is considered integral to learning.

## Creating Community

Students must know one another in order to take learning risks; make good decisions about their learning; and build the base for peer partnerships for tutoring, sharing, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying strengths and needs for future conferencing on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class or in small groups, pairs, triads, or individually, teachers should

- encourage comments from all students during whole-class discussions, demonstrating confidence in and respect for their ideas
- guide students to field questions evenly around the group
- encourage questions, never assuming prior knowledge
- select partners, or encourage students to select different partners, for specific purposes
- help students establish a comfort zone in small groups in which they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and confer with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes
- encourage students to discover and work from prior knowledge in their own social, racial, or cultural experiences



## Engaging All Students

A supportive environment is important for all learners and is especially important for encouraging disengaged or underachieving learners. These students may need substantial support in essential knowledge and skills in language and in interacting with others.

These students need essentially the same learning experiences as their peers, experiences that

- they perceive as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirm their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities to provide individuals with clarification and elaboration
- are not threatening or intimidating and minimize risk
- focus on successes rather than failures
- are organized into clear, structured segments

Teachers should develop learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. Diverse groupings include the following:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring
- mixed-ability groups, interest groups, and self-selected groups

## Meeting the Needs of All Students

Inclusive classrooms offer a wide variety of learning experiences to ensure that all learners have equitable opportunities to reach their potential. In designing learning experiences for students, teachers must allow for the learning needs, preferences, and strengths of individuals and consider the experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage (e.g., as it relates to students living in poverty)
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groups
- identify and use strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to comfortably make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

## Equity and Diversity

Canada is linguistically, racially, culturally, and socially diverse, reflecting differences in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster an understanding of such diversity. All students are entitled to an education that affirms their uniqueness; gender; and racial, ethnic, and cultural diversity. The educational system should promote the development of a positive self-image and confidence in one's identity. As issues of language and identity are inextricably linked, enhancing Gaelic language education will enhance the identity of the Gaels.

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All

students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Gaelic culture and language in the classroom, in the community, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate equally high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choices in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping

## Language Structure

The following is a compilation of language structures to be mastered at the grades 10, 11, and 12 levels.

### Grade 10

- Tha / chan eil / a bheil / nach eil?
- Bha/cha robh / an robh /nach robh?
- Bidh / bithidh / cha bhi / am bi / nach bi?
- Tha / bha / bidh mi a' faicinn an tidsèar.
- Tha mi a' ruith, ag èisteachd, ag òl
- Tha mi trang / sgìth ...
- Mi / thu / e / I / sinn / sibh / iad
- Mise, thusa ...
- Mi fhèin, thu fhèin

- Suidh / dèan / cuir / bi...
- Na suidh ...
- Suidhibh/bithibh.
- Shuidh, chuir
- An do shuidh? Cha do shuidh
- Dh'òl / dh'fhàg
- Chaidh / thàinig / chunnaic / chuala / rinn
- An deachaidh ...

### Grade 11

- [Carson a] bhios
- Tha mi ga faicinn.
- Tha mi dol a dh'fhaicinn an tidsèar.
- Tha mi dol a dhèanamh dealbh.
- Feumaidh mi falbh/faodaidh tu fuireach
- 'S urrainn dhomh snàmh
- Feumaidh mi obair a dhèanamh.
- 'S urrainn dhomh dealbh a pheantadh.

- Thug / fhuair / rug / thuirt
- An d'fhuair / cha d'fhuair
- Coisichidh / cuiridh
- An cuir? Cha chuir
- Cò chuireas?
- Nì / cha dèan / an dèan? Chì / chan fhaic / am faic?
- Càite an do chuir / càite an cuir
- Can ri / coinnich ri / còrd ri / cuir ri / èist ri / fuirich ri / feuch ri / gabh ri / tachair ri / beir air / èirich air / cuir air / dèan air / bruidhinn air / fàg air / smaoinich air / tog ort / sguir dhe / inns' do / leig leis / coma leat / cuir romhad

### Grade 12

- Tha mi a' dol ga faicinn.
- Feumaidh mi d' fhaicinn
- Chan urrainn dhomh a dhèanamh.
- Tha mi nam shuidhe
- Ma tha thu deiseil, nì sinn sin.
- An duine a rinn seo
- Nuair a / on a / fhad's a / ged a ...
- Seall dhomh far a bheil thu a' fuireach.
- Bi faiceallach mus tuit thu.
- Ged nach eil ... / Fhad 's nach eil ...
- Thuirt i gu bheil / gun robh / gum bi / gun do chuir / gun cuir
- Tha mi a' smaoinèachadh nach eil / nach robh / nach bi / nach do chuir / nach cuir
- Chaidh an uinneag a bhriseadh
- Chaidh a briseadh
- Chaidh mo leòn
- Bhiodh / bhithinn
- Chuireadh / cha chuireadh / an cuireadh?
- Chuirinn
- Mura bithinn
- Nam biodh mìle dolair agad, dè dhèanadh tu?

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• 'S e Calum a tha an seo.</li> <li>• 'S e sin an loch.</li> <li>• 'S e/chan e/an e/nach e?</li> </ul> <ul style="list-style-type: none"> <li>• Air a' bhus / aig an doras</li> <li>• Anns a' bhùth / ris a' bhalach / às a' bhaile / leis ...</li> <li>• Don chèilidh / fon bhòrd / bhon tidsair / tron choille</li> <li>• Do Mhàiri / de / fo bhòrd / tro choille, mu Dhòmhnaill</li> <li>• Faisg air / coltach ri</li> <li>• Agam / annam / orm</li> <li>• Agad / aige / aice ...</li> <li>• Annad / ann / innte ...</li> <li>• Ort / air / oirre</li> <li>• Agamsa / annamsa</li> <li>• An duine / am baile / a' bhùth</li> </ul> <ul style="list-style-type: none"> <li>• Cò / carson / ciamar / dè / cuine</li> <li>• Càite bheil?</li> <li>• Cia mhead?</li> </ul> <ul style="list-style-type: none"> <li>• A Mhàiri / A Dhòmhnaill!</li> <li>• 'S toil leam / cha toil leam / an toil leat?</li> <li>• 'S fheàrr leam / chan fheàrr leam / an fheàrr leat?</li> <li>• Oir ...</li> <li>• Tha an t-acras orm</li> <li>• Tha am pathadh orm</li> </ul> <ul style="list-style-type: none"> <li>• Tha mi ag iarraidh</li> <li>• Tha e beag / mòr ...</li> <li>• Còta geal / seacaid dhearg</li> <li>• Glè bhlàth</li> <li>• Ro fhuar</li> <li>• Cho fuar ri ...</li> </ul>	<ul style="list-style-type: none"> <li>• 'S e Canèidianach a tha annam</li> <li>• 'S e nurs a tha annam</li> </ul> <ul style="list-style-type: none"> <li>• Às dèidh / air beulaibh / air cùlaibh / air son / an àite / am measg / a dh'aindeoin / a rèir / mu dheidhinn / os cionn / ri taobh / air cùl</li> <li>• Tha e ri taobh an dorais.</li> <li>• Air cùl na h-uinneig.</li> </ul> <ul style="list-style-type: none"> <li>• Aige / aice ...</li> <li>• Dhiom / dhomh / thugam / leam / rium / bhuam</li> </ul> <ul style="list-style-type: none"> <li>• An t-òrd / an t-seacaid</li> </ul> <ul style="list-style-type: none"> <li>• Bu toil leam / am bu toil leat? / cha bu toil</li> <li>• B' fheàrr leam ...</li> </ul> <ul style="list-style-type: none"> <li>• Tha an cnatan orm / tha an t-eagal orm</li> <li>• Tha fhios agam / tha cuimhne agam [air]</li> <li>• Tha gaol / gràin agam [air]</li> <li>• Tha an t-uisge / an sneachda ann</li> <li>• Tha ùidh agam ann</li> </ul> <ul style="list-style-type: none"> <li>• Tha esan nas luaithe na ise.</li> <li>• Deagh dhuine / droch bhalach / seann dùthaich / fìor shìde / an ath / a h-uile / gach</li> </ul>	<ul style="list-style-type: none"> <li>• 'S e Iain a rinn sin, chan e Tormod.</li> <li>• An ann an seo a dh'fhàg thu e?</li> <li>• An ann leatsa a tha e?</li> <li>• 'S ann / chan ann / an ann?</li> <li>• B' e.</li> <li>• B' ann.</li> <li>• Tha mi nam nurs / nam thidsair.</li> </ul> <ul style="list-style-type: none"> <li>• Rì mo thaobh</li> <li>• Air do chùlaibh</li> <li>• Rì do thaobh-sa</li> </ul> <ul style="list-style-type: none"> <li>• Cùl an dorais / bus na sgoile / earball a' chait</li> <li>• A' glanadh na h-uinneig</li> <li>• Cò leis / cò dha / cò ris / cò às ...</li> <li>• Dè cho fad's a tha / dè an t-seòrsa / dè cho mòr 's a tha e? / dè an cuideam (fhaid) a tha ann / dè an uair a tha e / dè an aois a tha thu?</li> <li>• Carson nach / cò nach?</li> </ul> <ul style="list-style-type: none"> <li>• Bu chòir dhut sin a dhèanamh.</li> <li>• Bu toigh leam sin a dhèanamh.</li> </ul> <ul style="list-style-type: none"> <li>• 'S e Màiri as luaithe.</li> <li>• 'S e buidhe as fheàrr leam.</li> <li>• 'S e sin am fear as fheàrr leam.</li> </ul>

# Curriculum Outcomes

## Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. These statements describe expectations, not in terms of individual school subjects but in terms of the knowledge, skills, and attitudes developed across the curriculum throughout the public school program (grades primary to 12). Details may be found in the document *Public School Programs 2003–2004* (Nova Scotia Department of Education 2003).

Some examples of learning in the Gaelic language program that help students move toward the attainment of the essential graduation learnings are given below.

## Aesthetic Expression

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Students will have opportunities to explore works of Gaelic poets, songwriters, storytellers, artists, and craftspeople; to enhance their appreciation of the arts, particularly literature, drama, music, film, and crafts; to perform and participate in song, dance, and drama; to create works of art, literature, craft, and drama; and to develop their use of technology.

## Citizenship

*Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.*

Knowledge of one's culture and heritage engenders a sense of security, confidence, and self-worth and provides a sense of place and belonging.

A study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage. It also promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation for Nova Scotia's diverse heritage and ways of life.

Students will have the opportunity to examine human rights issues and to recognize forms of discrimination.

Students will have the opportunity to gain an understanding of the contribution of Gaels to the building of this nation, Canada, and to the wider world.

Students will have opportunities to explore Gaelic cultural skills and values within the traditional community and to investigate the troubled history of the Gaelic diaspora.

## **Communication**

*Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.*

A study of the Gaelic language will strengthen the students' understanding of the nature of language and will enhance their study of other languages. Students will have opportunities to explore attendant communication forms such as storytelling, song, music, dance, and the visual arts and be able to explore the ways in which language contributes to cultural identity. Communication in the Gaelic language is very important in the preservation of Gaelic language and culture.

The curriculum emphasizes the spoken word. The ability to communicate effectively involves the correct and appropriate use of language conventions, mechanics, and idioms. Learning about these will enable students to become increasingly competent in their ability to communicate with confidence.

## **Personal Development**

*Graduates will be able to continue to learn and pursue an active, healthy lifestyle.*

Language learning builds self-confidence and encourages the student to become more involved with the community. It fosters pride in accomplishments and achievements. Opportunities arise in Gaelic language learning in which the student can become involved in public appearances involving Gaelic music, drama, song, and dance and interact on a personal basis with people of a range of ages in society. For Gaelic speakers, language fluency not only serves to sustain the language but it also forms the basis for healthy relationships in the larger community. These relationships are fostered by positive self-concepts and through the recognition and valuing of Gaelic language and culture. The Gaelic language curriculum encourages students to develop into lifelong learners and to be active proponents of the Gaelic language and community.

## **Problem Solving**

*Graduates will be able to use the strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical, and scientific concepts.*

Language learning is, in essence, a problem-solving activity. Students are encouraged to think critically and creatively. Students will have the opportunity to acquire, process, and interpret information critically and to make informed decisions and/or solve problems individually and/or collaboratively. They will be able to ask questions, observe relationships, make inferences, and draw conclusions.

## Technological Competence

Students will have the opportunity to identify, describe, and interpret different points of view, distinguish fact from opinion, and recognize bias in text. Students will have opportunities to develop problem-solving skills through their experiences in using a variety of strategies, resources, and technologies to gain, manage, evaluate, and produce information.

*Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Technological competence is an essential part of life in this century. Studying Gaelic will offer the students the opportunity to use online, interactive Gaelic lessons; to interact with Gaelic language students from other schools and countries; to present research findings and interviews using a variety of available technological equipment and programs (e.g., video/digital cameras, tape recorders, video editing, PowerPoint presentations, and website creation); to critically evaluate existing Gaelic websites; and to demonstrate an understanding of ethical issues related to the use of technology.

**Terminology:** In this document, the term **text** is used to describe any language product whether oral, written, or visual.

## Course Organization

This course is organized into three strands: communication, creative works, and culture.

### Communication

This component enables students to develop their communication skills by communicating and interacting in various settings within and beyond the classroom using reading, writing, listening, speaking, technological, and artistic skills. It is particularly important to recognize the ability to communicate orally when considering the importance of the oral tradition in Gaelic society.

### Creative Works

This component enables students to experience and produce creative works reflective of the Gaelic language and culture.

### Culture

This component enables students to become familiar with, and gain an appreciation for, Gaelic culture within Nova Scotia and the wider world.

**Note:** These three strands should not be treated independently but should be integrated in most activities throughout the course.



## **General Curriculum Outcomes**

In this course, there are three general curriculum outcomes, one for each strand.

### **Communication**

Students will use Gaelic to communicate and interact effectively.

### **Creative Works**

Students will create and experience works reflective of the Gaelic language and culture.

### **Culture**

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

## **Specific Curriculum Outcomes**



# Communication

Students will use Gaelic to communicate and interact effectively.

*By the end of Gaelic 10, students will be expected to*

- use simple greetings, give and respond to commands, and make introductions
- share basic personal information (e.g., name, age, place of residence, possessions)
- ask and respond to basic questions about the past, present, and future (e.g., time, date, weather, family, prices, events, locations)
- make simple requests in a variety of situations
- share tastes, preferences, interests, and feelings
- identify and describe objects, animals, people, events, and places that are part of their everyday lives
- engage in formal and informal conversation with their teacher, peers, and community members
- identify words and expressions from the diversity of Gaelic dialects
- identify the main ideas in a text
- produce text by following criteria
- summarize and select information by reading, listening to, or viewing different texts
- compare and/or describe events and pictures from real-life situations identifying where things are and what people are/were doing or did in the past
- use the correct linguistic elements in the appropriate context
- use technology to develop and present text

## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- use simple greetings, give and respond to commands, and make introductions
- share basic personal information (e.g., name, age, place of residence, possessions)
- ask and respond to basic questions about the past, present, and future (e.g., time, date, weather, family, prices, events, locations)
- make simple requests in a variety of situations
- share tastes, preferences, interests, and feelings

### Suggestions for Learning and Teaching

*Teachers can*

- create a non-threatening environment in which students can learn in a relaxed atmosphere
- create connections between prior knowledge and the language to be learned (e.g., brainstorm Gaelic words already known by students such as *Mac*, and *cèilidh*; people's names, such as Craig, Glen, and Kyle; and place names, such as Glencoe, Dunmore, and Calgary)
- give students the opportunity to hear, repeat, and use the Gaelic language
- provide many opportunities for students to interact in Gaelic with partners or in small groups
- give students the opportunity to follow routine classroom directions in Gaelic on a daily basis (e.g., *Thig a-staigh. Suidh sìos. Fosgail an leabhar.*)
- set up real-life situations in the classroom (e.g., a store or restaurant) and get students to role-play the given situation
- demonstrate how to address people and apply the changes with gender (e.g., *Mairead. A Mhairead! Seumas. A Sheumais!*)
- as often as possible, use Gaelic as the language of instruction and for activities

*Students can*

- introduce themselves and then introduce others, while being aware of the changes in pronunciation of a person's name on being addressed (vocative case) (e.g., *Seo Màiri. A Mhàiri, ciamar a tha thu?* or *'Se Màiri a tha seo.*)
- interview each other for personal information (e.g., *Dè'n t-ainm a th'ort? Cò as a tha thu? Dè'n aois a tha thu? A bheil cù agad?*)
- express feelings (e.g., different answers to *Ciamar a tha thu?* could be acted out using the game of charades, such as *Tha mi sgèth, fuar*, etc. *Is toigh leam ... Tha an t-acras orm ...* )
- engage in appropriate interactive web-based Gaelic lessons to reinforce learnings
- in order to improve communication and fluency, role-play
  - an imaginary telephone conversation
  - an imaginary situation at a dance where you meet someone for the first time and you wish to get to know each other
  - meeting someone in a café and having a little “*cèilidh*” (See Notes and Resources)

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

As students engage in communication activities, note the extent to which they

- take risks
- speak clearly
- listen actively to instructions
- choose appropriate expressions
- approximate pronunciation in Gaelic
- support and encourage one another

Videotape role-playing exercises and get students to self-assess based on selected criteria (e.g., new phrases, vocabulary, the use of new material, pronunciation).

Provide frequent opportunities for peer assessment and self-assessment so that students can reflect on key concepts and useful information and set personal goals, especially for oral communications. Encourage students to consider how often they or their peers

- ask/answer questions in Gaelic
- self-correct
- ask for clarification
- attempt to use new structures
- initiate conversations
- use Gaelic to ask for assistance (e.g., *Ciamar a chanas tu ...*, *Ciamar a litricheas tu ...*)

Use rubrics from *Gàidhlig 10 / Gaelic 10: A Teaching Resource* to evaluate text developed based on predetermined criteria.

### Notes and Resources

Rubrics for assessment from  
*Gàidhlig 10 / Gaelic 10:  
A Teaching Resource*

Video camera

Audio cassette recorder

*Speaking Our Language, Series 1,  
Study Pack 1*, Richard Cox

*Abair Fhèin E!, Leabhar 1*,  
Adrienne Shard

*Abair Fhèin E!, Leabhar 2*,  
Adrienne Shard

*Everyday Gaelic*, Móróg MacNeill

Web-based interactive lessons  
(e.g., *Speaking Our Language*  
from the Sabhal Mòr Ostaig  
Gaelic College,  
[www.smo.uhi.ac.uk/gaidhlig/  
ionnsachadh/bac](http://www.smo.uhi.ac.uk/gaidhlig/ionnsachadh/bac))

The word “*cèilidh*” means a gathering of two or more people, usually to have a good time. Over the years, in Nova Scotia, the word has been used to mean a party or concert, and the original meaning is being lost.

Route 19 in Nova Scotia is named The Ceilidh Trail, reflecting the highland Scottish origin of the people along the trail.

## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- identify and describe objects, animals, people, events, and places that are part of their everyday lives
- engage in formal and informal conversation with their teacher, peers, and community members
- identify words and expressions from the diversity of Gaelic dialects

### Suggestions for Learning and Teaching

*Teachers can*

- encourage students to use the dialect of their own communities and, where applicable, of family members
- identify Gaelic speakers in the community who would be willing to visit the classroom to chat to students in Gaelic, to answer their questions, and to discuss the language
- encourage students to listen to a conversation between the teacher and guest speaker, for comprehension and for recognizing dialectal differences
- ask students to identify objects, animals, people, events, and places (e.g., *An e cat a tha seo? Chan e. 'Se cù a th'ann.*)
- provide opportunities for students to use a variety of descriptive words (e.g., *dathan*)

*Students can*

- prepare questions in Gaelic to ask guest speakers and be prepared to answer questions posed by the guests
- listen to a variety of Gaelic speakers (using video or audio or people in person) and discuss the different dialects
- compile a notebook of favourite expressions
- select a topic and then write and produce a simple play in Gaelic using familiar conversational expressions
- produce a puppet show for children, using a simple storyline
- act out a telephone conversation with a friend or have a real conversation by telephone with a friend
- to expand their vocabulary, bring a favourite photograph to class and describe it to the teacher and class

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

Get students to interview and record Gaelic-speaking community members (where available), using a prescribed selection of Gaelic expressions and phrases. Students should identify and note differences and similarities. (Record the source of origin and try to determine patterns—e.g., the Mabou area would use the Lochaber Gaelic dialect as Lochaber, Scotland, is the area of origin of the Mabou people.)

Use a rubric from *Gàidhlig 10 / Gaelic 10: A Teaching Resource* to evaluate oral presentations, using criteria such as

- “blas” (See Notes and Resources.)
- risk taking
- use of new words/phrases
- accuracy
- intonation

As students engage in communication activities, note the extent to which they

- speak clearly
- take risks to speak in Gaelic
- listen actively to instructions
- choose the appropriate expressions from those they have practised
- approximate pronunciation in Gaelic
- support and encourage one another

When groups of students present their dramatizations of a short story, criteria might include the following:

- presentation and choice of vocabulary to convey the characters’ emotions and the mood of the story
- presentation attempts to engage the audience

When students compile a list of favourite expressions, note the extent to which they

- make use of the list
- make entries
- categorize and organize entries
- contribute entries collected beyond the classroom setting

### Notes and Resources

Gaelic-speaking community members (Contact Comhairle na Gàidhlig, The Gaelic Council of Nova Scotia, for assistance.)

Rubrics for assessment from *Gàidhlig 10 / Gaelic 10: A Teaching Resource*

Video/audio recorders

Plays (See *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.)

*Speaking Our Language, Series 1, Study Pack 1*, Richard Cox

*Abair Fhèin E!, Leabhar 1*, Adrienne Shard

*Abair Fhèin E!, Leabhar 2*, Adrienne Shard

“Blas” is a Gaelic word meaning “taste” or “flavour,” but in this context it means the Gaelic sound or accent in the voice.



## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- identify the main ideas in a text
- produce text by following criteria
- summarize and select information by reading, listening to, or viewing different texts
- compare and/or describe events and pictures from real-life situations identifying where things are and what people are/were doing or did in the past
- use the correct linguistic elements in the appropriate context
- use technology to develop and present text

### Suggestions for Learning and Teaching

*Teachers can*

- provide students with examples of Gaelic text (e.g., short stories, letters, plays)
- encourage students to read aloud in a non-threatening environment
- give a description of a person or object to show the positioning of descriptive words (e.g., *Tha Iain Mòr aig an taigh. Tha falt dubh air Iain*)
- highlight specific consonant/vowel combinations that create specific sounds (e.g., si, sa, te, ti) to assist with pronunciation and spelling

*Students can*

- listen to the spoken word (e.g., prose, conversation) and answer questions to demonstrate their comprehension
- listen to a descriptive story and illustrate the main points
- create lists of words with similar sounds
- describe pictures of everyday events
- write letters and brief stories, following selected criteria
- describe events in prose
- present the news and weather in Gaelic as if on TV (e.g., students could listen to a sample from BBC Alba)
- select a favourite personality and present themselves as that person, giving all personal details and listing achievements
- select their favourite “get away from it all” spot and describe it, giving details and explaining their preferences
- use old postcards/calendars/photographs to write or create stories
- use traditional stories to create plays/skits/puppet shows
- illustrate text (e.g., a simple children’s story), using digital photography and a slide presentation, such as PowerPoint

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

To assess short written or oral communications, establish task requirements such as the prescribed length, required information, and required language use. Identify key features or criteria, such as the extent to which the

- language is understandable
- time sequence is relevant, complete, and accurate
- word order is accurate
- tenses are clear and appropriate
- students adapt structures they know or use language not practised in class

When students report or represent information, note the extent to which they

- identify and recount ideas or impressions
- include relevant and accurate detail
- reproduce Gaelic words and structures in an understandable form
- organize and sequence information appropriately

Compile the work of each individual in a portfolio of Gaelic texts. Each piece of text could be assessed individually with predetermined criteria.

Working in groups, students can create charts of words with similar sound combinations. These could be illustrated.

In oral presentations, look for evidence that students

- use correct Gaelic pronunciation and intonation
- make themselves understood
- demonstrate an increasing variety of vocabulary and structures
- interact with increasing comfort and confidence
- use only Gaelic to complete activities
- complete simple written communication with correct spelling and language structures

### Notes and Resources

Sample stories (See *Gàidhlig 10 / Gaelic 10: A Teaching Resource* for assessment)

Rubrics for assessment from *Gàidhlig 10 / Gaelic 10: A Teaching Resource*

Gaelic news on the BBC Alba website,  
([bbc.co.uk/scotland/alba](http://bbc.co.uk/scotland/alba))

Heinemann Storyworlds series,  
Diana Bentley:

- *Anns an Sgoil*
- *An t-Uilebheist*
- *Càite bheil e?*
- *Càite bheil an leabhar?*
- *A' Chearc Bheag Ruadh*
- *An Tuineap Mòr*
- *An Leòmhann agus an Luchag*
- *Am Bonnach Mòr*



# Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

*By the end of Gaelic 10, students will be expected to*

- create text reflective of material covered in Gaelic 10
- create and perform dramatic works
- demonstrate the role of song in traditional daily work
- investigate cultural experiences and present their findings using multimedia
- engage in traditions unique to the Gaels

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Outcomes

*Students will be expected to*

- create text reflective of material covered in Gaelic 10
- create and perform dramatic works
- demonstrate the role of song in traditional daily work
- investigate cultural experiences and present their findings using multimedia

### Suggestions for Learning and Teaching

*Teachers can*

- provide students with short plays on familiar topics for them to read and act out
- provide information and samples of various types of Gaelic songs and encourage students to select songs to sing
- provide students with a selection of Gaelic songs and poems from which they can select one sample to study
- present the Gaelic alphabet, highlighting the role of the letter H
- acknowledge the tree alphabet, which was used historically

*Students can*

- produce a short play based on a familiar story and perform it for an audience (e.g., *Na Trì Mathain*)
- create and produce a short play based on the material learned in the course
- select one song or poem and create a visual that represents the work's main ideas (Students can then read their poems or songs aloud and present their creative works to the class.)
- learn and perform an action song (e.g., "*Buain a'Choirce*")
- write short stories and read them to the class
- use a series of sequential pictures to compose photo stories
- interview Gaelic-speaking elders in the community on a particular topic (e.g., the role of Gaelic in their lives as teenagers)
- illustrate a Gaelic song, using PowerPoint, a poster, or in booklet form
- design and organize a Gaelic fashion show with all commentary in Gaelic (Select suitable background Gaelic music.)
- host a *cèilidh* during Gaelic Awareness Month (May), with all the commentary in Gaelic
- announce a Phrase of the Day over the school PA system during Gaelic Awareness Month and post it where all students can see it
- examine Gaelic publications (e.g., *MacTalla*) (See Notes and Resources.) and compare them to more recent Gaelic publications (e.g., *Am Bràighe*) (Select one article and summarize the main points.)
- submit an article for a Gaelic publication based on a school or community event
- create an advertisement for a Nova Scotian Gaelic cultural event or a school or community event

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Suggestions for Assessment

Present information from interviews, using a PowerPoint presentation. Include sound and video clips and digital photography. Burn a CD for the interviewee or present the findings at a public meeting. Use a multimedia rubric for assessment, based on predetermined criteria. (See samples in *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.)

As students work on creative projects, note the extent to which they are able to

- collaborate to develop projects
- seek assistance and consultation from peers
- manage time effectively and efficiently
- accept and use constructive criticism
- seek assistance from community members, where applicable

When students create their own work, note the extent to which they are able to

- convey clear ideas, feelings, or impressions
- focus on a topic or theme
- use a range of vocabulary and idioms
- follow conventions
- convey moods, feelings, or viewpoints
- follow or present a sequence of key events

### Notes and Resources

*Gaelic Proverbs*, Alexander Nicholson

PowerPoint software, video camera / digital camera

Plays (See *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.)

*Gaelic Songs in Nova Scotia*, Helen Creighton and Calum MacLeod

*Everyday Gaelic*, Mòrag MacNeill

It is interesting to note that *MacTalla* (1891–1904), edited by Jonathan G. Mac Kinnon, was the longest running all-Gaelic weekly newspaper in the world. Copies are available for reference at various libraries (e.g., St. Francis Xavier University Special Collections and The Beaton Institute, Cape Breton University). Excerpts are printed in each issue of *Am Bràighe*. In recent years, The Gaelic Council of Nova Scotia has issued its version of *MacTalla* (Mac-talla, a supplement of *Shunpiking* magazine) during Gaelic Awareness Month in Nova Scotia.

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Outcome

*Students will be expected to*

- engage in traditions unique to the Gaels

### Suggestions for Learning and Teaching

*Teachers can*

- invite a tradition-bearer to the classroom (Get students to collect traditions and weather lore from the community and share them with the guest.)
- invite a modern bard to speak to the students to experience the songs and poetry of the Gaels and to examine their roles in modern society
- invite a step-dancer to give a lesson in step-dancing to the students and encourage them to experiment with mouth music for accompaniment
- read aloud simple legends or stories from the Gaelic tradition and ask students to present the same stories through dramatization

*Students can*

- listen to an internationally renowned Gaelic singer and a traditional singer and compare their styles
- research traditional Gaelic food items (e.g., *maragan*) and share the recipe and the item with the class (Consider the ingredients and how they might reflect the climate and topography of their place of origin. Invite guests to share the food, and have students discuss their recipes.)
- research games played by the Gaels and feats of strength performed (e.g., Haggis Hurling—a demonstration sport in the 2004 Olympics.) (Demonstrate the games where possible.)
- listen to Cape Breton fiddle music and compare it to other types of fiddle music (e.g., Shetland, James Bay Cree) (Suggest reasons for their similarities and differences.)
- simulate a major celebration from the Gaelic culture (e.g., *Là Buidhe Bealltainn*—The Feast of Beltane)
- collect folklore (e.g., stories, recipes, cures, weather lore, proverbs, riddles) from the local community and present it in book form, including illustrations

More suggestions can be found in *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Suggestions for Assessment

Research evidence of Gaelic culture in the province of Nova Scotia, and present the findings in a slide show. Identify key features such as

- the extent to which the event represents the Gaelic culture
- appropriate captions for slides
- correct use of the Gaelic language

Research the Gaelic world in Nova Scotia in the present year, and report on it in newspaper format. (Suggestion: Use one sheet of bristol board folded over to make four pages.) This newspaper could be a historical document for the future.

Document collections of folklore, recipes, old cures, etc., in book format for possible publication. Note the extent to which the students

- categorize the collections
- credit the sources
- use Gaelic

When researching holidays and festivals from the Gaelic culture, create a calendar of Gaelic festivals and events.

In the event of having a guest, note the extent to which students

- respect and encourage the guest
- contribute to the topic being discussed
- participate in any activity
- ask questions

When students create their own work, note the extent to which they are able to

- convey ideas, feelings, or impressions clearly
- use details to add interest for effect
- focus on a topic or theme
- follow the conventions of a form or genre (e.g., rhythmic patterns of vowels)
- convey moods, feelings, or viewpoints (e.g., humour, tragedy, satire, moral lesson)
- follow or present a sequence of key events

As students work on creative projects, note the extent to which they are able to

- collaborate or develop projects such as displays, role-plays, or narratives
- seek assistance and consultation from peers and the teacher
- suggest specific improvements when editing peers' work

### Notes and Resources

Community Gaels

Còmhla Cruinn (CD)

Website for Haggis Hurling

*Wartime Recipes from the Maritimes, 1939–1945*, Devonna Edwards

*A Family Tradition* (video) Mary Janet Mac Donald

*Music in the Blood* (video), Seabright Productions





# Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

*By the end of Gaelic 10, students will be expected to*

- examine the origins of the Gaels and events leading to their settlement in Nova Scotia
- describe the contribution of Gaels to societal growth in Nova Scotia
- explain the value of genealogical studies to the Gaels
- evaluate the role of Gaelic-related organizations in Nova Scotia (e.g., *Comhairle na Gàidhlig*, Gaelic Council of Nova Scotia) and their contributions to the growth and maintenance of Gaelic
- examine the role of song, story, and poetry in the lives of the Gaels
- establish a connection between the traditional instrumental music of Nova Scotia (e.g., fiddles and bagpipes) and Gaelic song
- examine the role of proverbs, weather lore, superstitions, riddles, and humour in the Gaelic oral tradition
- explore the specific roles of gender in the lives of the Gaels

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Outcomes

*Students will be expected to*

- examine the origins of the Gaels and events leading to their settlement in Nova Scotia
- describe the contribution of Gaels to societal growth in Nova Scotia
- explain the value of genealogical studies to the Gaels
- evaluate the role of Gaelic-related organizations in Nova Scotia (e.g., Comhairle na Gàidhlig, The Gaelic Council of Nova Scotia) and their contributions to the growth and maintenance of Gaelic

### Suggestions for Learning and Teaching

*Teachers and students can*

- brainstorm place names common to Scotland and Nova Scotia and provide students with maps of both places
- study maps of Scotland and Nova Scotia and take note of the names similar to both places
- insert the common names on a blank map of Nova Scotia and comment on any visible patterns.
- discuss the phrase “*An t-seann dùthaich*” (“the old country”) and other Nova Scotia / Scotland connections (e.g., New Scotland, geology)
- take note of the surnames of Scottish origin in the class (Study a clan map of Scotland, and locate the clan names. Discuss the words “Mac”/“Nic” and the value of a *sloinneadh*, or patronymic, in a small community and the importance of genealogical studies to people whose ancestors have been uprooted.)
- view the video *Celtic Spirits*, which describes the origins of the Celts
- reflect on the phrase “celtic spirits” and cite Nova Scotian examples
- discuss the reasons for the mass exodus of Gaels from the highlands and islands of Scotland to places such as Nova Scotia (Consider the question “Why Nova Scotia?”)
- search for Gaelic organizations on the web or in a variety of publications (e.g., *Cape Breton’s Magazine*, *Am Bràighe*, Celtic Heritage) (and examine their role in preserving the Gaelic language and culture in Nova Scotia. (Attend one of their meetings or events, if possible, and report back to the class on their role.)
- invite a member of a Gaelic organization into the class to discuss the importance of the organization to the Gaels of Nova Scotia and how students can continue to preserve, promote, and use the Gaelic language
- view the video *The Blood Is Strong*, which deals with the Gaelic diaspora (Discuss the video in terms of the contribution of the Gaels to the settlement of Nova Scotia.)

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Suggestions for Assessment

Attend an event that exemplifies the Celtic spirit in Nova Scotia, and report back to the class—or attend an event or meeting organized by a Gaelic-related organization in Nova Scotia, and present the findings to the class (e.g., videotape the event), commenting on the role of the organization. Note the extent to which the students are able to

- identify and recount ideas or impressions
- organize and sequence information appropriately
- select relevant information

Formulate questions to ask guest speaker(s), and note the extent to which students

- are prepared
- communicate clearly
- participate in the discussion
- present the research on Gaelic organizations in newspaper format describing what is going on in the Gaelic world in Nova Scotia (Use predetermined criteria in a rubric to evaluate the final product.)

Research and critically evaluate Gaelic web-based information on Gaelic organizations, using criteria such as the following:

- use of Gaelic language
- range of activities
- audience/participants

Create a map of Nova Scotia, illustrating place names common to Nova Scotia and Scotland. Comment on the patterns of settlement.

Create a family tree based on one branch of the family. With this assignment, teachers should be sensitive to variations in family structures and could assign an optional assignment (e.g., research the origins of their family name).

### Notes and Resources

*Am Bràighe*

*Celtic Heritage*

*The Cape Bretoner*

*Cape Breton's Magazine*

*Celtic Spirits* (Video), National Film Board of Canada

Gaelic websites—the Sabhal Mòr Ostaig Gaelic College on the Isle of Skye has many good links to Gaelic organizations (See *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.)

*Clan and Family Names Map of Scotland*, Harper-Collins

Blank map of Nova Scotia

Political map of Nova Scotia

*Scotland Touring Map*, Harper-Collins

*Highland Settler*, Charles Dunn

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Outcomes

*Students will be expected to*

- examine the role of song, story, and poetry in the lives of the Gaels
- establish a connection between the traditional instrumental music of Nova Scotia (e.g., fiddles and bagpipes) and Gaelic song
- examine the role of proverbs, weather lore, superstitions, riddles, and humour in the Gaelic oral tradition
- explore the specific roles of gender in the lives of the Gaels

### Suggestions for Learning and Teaching

*Teachers can*

- brainstorm with students the names of familiar Gaelic songs and provide them with sample recordings (e.g., The Rankin Family's "*Mo Rùn Geal Dìleas*") (Compare them to versions of the same song sung in another country. Encourage students to learn one song or chorus as an example of the transmission of oral culture.)
- set up a milling frolic in the classroom and, if possible, invite local singers to assist students

*Students can*

- examine several locally composed Gaelic songs and explore their purpose (e.g., "*Cumha Cheap Breatainn*" by Allan the Ridge MacDonald of Mabou or "*Óran do Cheap Breatainn*" by Dan Alex MacDonald of Framboise)
- find examples of similar modern songs in English or Gaelic and compare them
- learn a milling song and, if possible, attend a milling frolic (Study the purpose of milling songs and the role of gender in the milling process.)
- after studying milling songs, act out a milling and compose their own song
- examine the value of frolics (e.g., spinning frolic, milling frolic) in the lives of the Gaels and in maintaining the language
- invite a Gaelic storyteller and singer to the class to experience first hand the value of singers and storytellers to the oral tradition (Halloween is a great time to invite a storyteller. Several communities have storytelling sessions at that time of year.)
- demonstrate the connection between musical instruments and song and dance by learning the *Port-a-beul* (mouth music) of a popular fiddle tune (e.g., "*Muileann Dubh*") (This connection is well demonstrated on the video *Music in the Blood*.)
- collect stories from the local tradition and have a storytelling session (Students can invite local storytellers to the session.)
- study a selection of Gaelic proverbs and discuss their purpose in society (Illustrate one to convey meaning.)

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Suggestions for Assessment

When students participate in activities and discussions dealing with cultural issues, note the extent to which they

- show an interest in cultures other than their own
- share information about their culture and customs
- express an awareness of and respect for other ethnic and cultural groups in the community
- recognize and use Gaelic words

When students participate in activities, note evidence of their interest in and awareness of some aspects of Gaelic culture by the extent to which they

- generate a variety of ideas
- respect and encourage divergent thinking and risk taking
- collaborate to develop work plans
- contribute to activities or products
- work together to overcome problems
- formulate questions
- participate

Research the work of one Nova Scotian bard, and present the findings to the class by using a slide presentation or multimedia. Use a multimedia rubric for evaluation. (See *Gàidhlig 10 / Gaelic 10: A Teaching Resource*.)

Participate in a school or community event or organize a *cèilidh* in your school with members of the class presenting cultural findings (e.g., a milling song, illustrated proverbs, slide presentations, asking riddles) or set up a Gaelic bulletin board in your school to present findings and to share your knowledge and discoveries with everyone.

### Notes and Resources

Local storytellers and singers

*Music in the Blood* (VHS, Video)

*A Tribute to the North Shore Gaelic Singers* (CD)

*The Rankin Family* (CD)

*Còmhla Cruinn* (CD)

*Tàlant nam Bàrd*, Margo Carruthers (CD)

*Gaelic Songs in Nova Scotia*, Helen Creighton and Calum MacLeod

*As True as I'm Sitting Here*, Ronald Caplan

*Bluenose Ghosts*, Helen Creighton

*Gaelic Proverbs*, Alexander Nicholson

*Cape Breton Book of the Night*, Ronald Caplan (ed.)



# Stòras-Taice/Resources

Some resources are available on the *Authorized Learning Resources*. Numbers have been provided for these, where applicable.

Most other texts, videos/DVDs, and CDs can be purchased from:

Siol Cultural Enterprises  
3841 Highway 316  
PO Box 81  
St. Andrews, NS B0H 1X0  
Phone/Fax: (902) 863-0416  
gaelicbooks.com

## Print Resources

Title: AM Bràighe  
Description: A Cape Breton newspaper.

Author: Bentley, Diana  
Series: Heinemann Storyworlds Sreath 1  
*A' Chearc Bheag Ruadh*, ISBN: 0861522877  
*An Tuineap Mòr*, ISBN: 0861522826  
*An Leòmhann agus an Luchag*, ISBN: 0861522923  
*Am Bonnach Mòr*, ISBN: 086152277X  
Place: Isle of Lewis, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 1999  
Description: Student resource 1: class. Suitable for the Gaelic learner. These are traditional children's stories presented in Gaelic, (e.g., *The Little Red Hen*). Students will be familiar with the content, making comprehension easier. These stories will give students confidence in reading, although the material is not age appropriate. Sound files of these books are available on the Stòrlann website.



Author: Bentley, Diana  
Series: Heinemann Storyworlds Sreath 1  
*Anns an Sgoil*, ISBN: 0861522087  
*An t-Uilebheist*, ISBN: 0861522133  
*Càite bheil e?*, ISBN: 0861522036  
*Càite bheil an leabhar?*, ISBN: 0861522974  
Place: Isle of Lewis, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 1999  
Description: Student resource 1: class. Simple readers for the Gaelic learner. The content of these readers is rather simple for the grade level, but the language used is appropriate for Gaelic 10. It gives students encouragement to be able to read and understand the text.

Author: Byrne, Michel  
Title: *Gràmair na Gàidhlig*  
Place: Isle of Lewis, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 2000  
ISBN(10): 0861527534  
Description: Teacher resource. For the finer grammatical points, this is the resource to use. 142 pages.

Editor: Caplan, Ronald  
Title: *As True as I'm Sitting Here*  
Place: Wreck Cove, NS  
Publisher: Breton Books  
Year: 2000  
ISBN(10): 1895415586  
Description: Teacher resource. Courses: Gaelic 10/11/12 and Gaelic Studies 11. Over 200 short stories (*naidheachdan*) in English from Cape Breton Island from a variety of storytellers. 220 pages.

Editor: Caplan, Ronald  
Title: *Cape Breton Book of the Night*  
Place: Wreck Cove, NS  
Publisher: Breton Books  
Year: 2002  
ISBN(10): 1895415861  
Description: Teacher resource. Stories of tenderness and terror told by the storytellers in their own words. Most deal with strange happenings and the supernatural. Teachers should select appropriate tales from this resource. 176 pages.

Title: *Clan and Family Names Map of Scotland*  
 Place: London, England  
 Publisher: Harper-Collins  
 Year: 2006  
 ISBN(10): 0007213867  
 ISBN(13): 9780007213863  
 Description: Student/teacher resource. Map measures 25.4 × 10.2 × 1.4 cm.

Author: Cox, Richard  
 Title: *Speaking Our Language, Series 1, Study Pack 1*  
 Place: Isle of Skye, Scotland  
 Publisher: Cànan  
 Year: 1993  
 ISBN(10): 189787300X  
 Description: Student/teacher resource 1: student. This is the text that accompanies the video series *Speaking Our Language*. It is an excellent resource for those beginning to learn the language. It deals with conversational Gaelic in a variety of dialects in various situations. It includes puzzles, cartoons, and news items alongside grammar and language exercises. It encourages the student to practise Gaelic in everyday situations with family and friends. 72 pages.

Author: Creighton, Helen  
 Title: *Bluenose Ghosts*  
 Place: Toronto, ON  
 Publisher: Nimbus Publishing Ltd.  
 Year: 1994  
 ISBN(10): 1551090848  
 ISBN(13): 9781551090849  
 Description: Teacher resource. A collection of ghost stories and unexplained happenings from throughout Nova Scotia. 292 pages.

Authors: Creighton, Helen, and Calum MacLeod  
 Title: *Gaelic Songs in Nova Scotia*  
 Place: Ottawa, ON  
 Publisher: National Museum of Man  
 Year: 1979  
 ISBN(10): 0660001446  
 NSSBB: 22772  
 Description: A collection of 93 songs and one story recorded by Helen Creighton between 1933 and 1956 in northeastern Nova Scotia. 308 pages.

Author: Dunn, Charles  
Title: *Highland Settler*  
Place: Wreck Cove, NS  
Publisher: Breton Books  
Years: 1968 and 1991  
ISBN(10): 1895415063  
ISBN(13): 9781895415063  
Description: An authoritative account of Gaelic settlement in Cape Breton and Eastern Nova Scotia. Highly recommended. 182 pages.

Author: Edwards, Devonna  
Title: *Wartime Recipes from the Maritimes, 1939–1945*  
Place: Halifax, NS  
Publisher: Nimbus Publishing Ltd.  
Year: 2001  
ISBN(10): 1551093375  
ISBN(13): 9781551093376  
Description: Teacher resource. 104 pages.

Author: Johnston, Iain  
Title: *The Changing Highlands*  
Place: London, England  
Publisher: Hodder  
Year: 1999  
ISBN(10): 0340705191  
ISBN(13): 9780340705193  
Description: Gaelic 10/11, Gaelic Studies 11. Student/teacher resource. This text enables students to become familiar with a range of sources of evidence and the concepts of change, continuity, and cause as it deals with changes that took place in eighteenth- and nineteenth-century Scotland, changes that eventually led to mass emigration to places like North America. It deals with topics such as the Highland Clearances from the viewpoint of the lairds and of those being evicted; famine; the crofting system; the role of the highland chiefs; changing economics; and much more. Each topic is presented on a two-page spread and accompanied by a section on activities. 48 pages.

Author: MacNeil, Joe Neil, and John Shaw (translator and editor)  
Title: *Tales Until Dawn*  
Place: Montreal, PQ  
Publisher: McGill-Queen's University Press  
Year: 1987  
ISBN(10): 0773505601 (English-only softcover)  
ISBN(13): 9780773505605 (English-only softcover)  
NSSBB: 22773  
Description: Student/teacher resource. A collection of stories in English (translation) told by the Cape Breton storyteller Joe Neil MacNeil. 312 pages.

Author: MacNeill, Mórág  
 Title: *Everyday Gaelic*  
 Place: Glasgow, Scotland  
 Publisher: Birlinn Limited  
 Year: 2006  
 ISBN(10): 1841583405 (book only)  
 ISBN(13): 9781841583402 (book only)  
 ISBN(10): 1841583707 (book & CD)  
 ISBN(13): 9781841583709 (book & CD)  
 NSSB: 22771  
 Description: Student/teacher resource. A collection of useful phrases, questions, and expressions in Gaelic with English translations and pronunciations. 138 pages.

Author: Mark, Colin  
 Title: *The Gaelic-English Dictionary*  
 Place: New York, NY  
 Publisher: Routledge  
 Year: 2004  
 ISBN(10): 0415297613  
 ISBN(13): 9780415297615  
 Description: Student/teacher resource. An excellent intermediate-level Gaelic-English dictionary with many examples of usage and explanations of grammar. 736 pages.

Author: Nicholson, Alexander  
 Title: *Gaelic Proverbs*  
 Place: Edinburgh, Scotland  
 Publisher: Birlinn Limited  
 Years: 1996 and 2006  
 ISBN(10): 1874744149  
 ISBN(13): 9781874744146  
 Description: Teacher resource. A collection of Gaelic proverbs with their English translation. 474 pages.

Author: The Gaelic Council of Nova Scotia  
 Title: *Developing and Preserving Gaelic in Nova Scotia: Strategy for a Community-Based Initiative*  
 Place: Halifax, NS  
 Publisher: Province of Nova Scotia  
 Year: 2004  
 Description: A report of the Gaelic Development Steering Group to Community and Government.

Author: Nova Scotia Department of Education  
 Title: *Gàidhlig 10 / Gaelic 10: A Teaching Resource*  
 Place: Halifax, NS  
 Publisher: Province of Nova Scotia  
 Year: 2008  
 Description: A teaching resource to accompany (Gàidhlig 10 / Gaelic 10) curriculum guide.

Author: The Gaelic Council of Nova Scotia  
Title: *Gaelic in Nova Scotia: Opportunities*  
Place: Halifax, NS  
Publisher: Province of Nova Scotia  
Year: 1997  
Description: A report of The Gaelic Council of Nova Scotia.

Author: Nova Scotia Department of Education  
Title: *Public School Programs 2003–2004*  
Place: Halifax, NS  
Publisher: Province of Nova Scotia  
Year: 2003  
Description: Presents goals and policies of public school education in Nova Scotia, describes what students should know and be able to do if the goals are reached, and describes the programs and courses offered in the public school program.

Author: Nova Scotia Department of Transportation and Communication  
Title: *Scenic Travelways Map*  
Publisher: Province of Nova Scotia  
Place: Halifax, NS  
Year: 2007  
Description: Student/teacher resource.

Title: *Scotland Touring Map*  
Place: London, England  
Publisher: Harper-Collins  
Year: 2006  
ISBN(10): 0007217986  
ISBN(13): 9780007217984  
Description: Student/teacher resource. Map measures 25.4 × 9.2 × 1.6 cm.

Author: Shard, Adrienne  
Title: *Abair Fhèin E!, Leabhar 1*  
Place: Isle of Lewis, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 2002  
NSSBB: 23489  
ISBN(10): 1897873891  
Description: Student resource.

Author: Shard, Adrienne  
 Title: *Abair Fhèin E!, Leabhar 2*  
 Place: Isle of Lewis, Scotland  
 Publisher: Stòrlann Nàiseanta na Gàidhlig  
 Year: 2004  
 NSSBB: 23490  
 ISBN(10): 1897873892  
 Description: Student resource.

Author: Watson, Angus  
 Title: *The Essential English-Gaelic Dictionary*  
 Place: Edinburgh, Scotland  
 Publisher: Birlinn Limited  
 Year: 2005  
 ISBN(10): 1841581062  
 ISBN(13): 9781841582528  
 Description: Student resource. A new dictionary aimed at beginners. 422 pages. Hardcover.

Author: Watson, Angus  
 Title: *The Essential Gaelic-English Dictionary*  
 Place: Edinburgh, Scotland  
 Publisher: Birlinn Limited  
 Year: 2004  
 ISBN(10): 1874744920  
 ISBN(13): 9781841582528  
 Description: Student resource. A new dictionary aimed at beginners. 416 pages. Hardcover.

## Additional Print Resources

- *Abair! Faclair / Dictionary* (North American Edition)
- *Cothrom Ionnsachaidh*
- *Deirdire*
- *Eilean an Ionmhais* (Publication pending)
- *Gaelic Verbs, Systemized and Simplified*
- *Leughadh agus Sgrìobhadh*
- *Leughadh agus Sgrìobhadh: A-muigh agus Mun Cuairt* (Publication pending)
- *Leughadh agus Sgrìobhadh: A-stigh* (Publication pending)
- *Leabhar nan Litrichean* (Book + DVD)
- *O Cheapaich nan Craobh / The Poetry of the Keppoch Bard* (Publication pending)
- *Scottish Lights*
- *The Blue Mountains and Other Gaelic Stories from Cape Breton / Na Beanntaichean Gorma agus Sgeulachdan Eile à Ceap Breatainn* (Publication pending)

## Videos/DVDs

Some of these videos may be available from the collection at Learning Resources and Technology. Catalogue numbers are given, where applicable.

Title: *A Family Tradition*  
Place: Antigonish, NS  
Publisher: Seabright Productions  
Description: An instructional video for beginner step-dancers. DVD. 90 minutes.

Artists: Capercaillie and Karen Matheson  
Title: *The Blood Is Strong: The Gaelic Scots Abroad*  
Description: This Part 2 video travels to America, Canada, Australia, and New Zealand to meet the descendants of Gaelic Scots who created new lives for themselves after leaving their troubled homeland in the early 1800s. 60 Minutes.  
Year: 1996

Author: Littleton, James  
Title: *Celtic Spirits with Songs of Nova Scotia*  
Place: Ottawa, ON  
Publisher: National Film Board of Canada  
Year: 1978  
LRT: 22951  
Description: A compilation of two programs: *Celtic Spirits* (28 minutes), produced in 1978, and *Songs of Nova Scotia* (11 minutes), produced in 1958. In *Celtic Spirits*, Cape Breton musicians John Allan Cameron and Winston “Scotty” Fitzgerald journey to Ireland, Scotland, Wales, and Breton seeking out the music and history of their ancestors. For all the wonders they find in their travels, John Allan and Scotty discover that wherever Celts gather, there’s a fine racket in the kitchen. *Songs of Nova Scotia* provides a charming and evocative portrait of the late Dr. Helen Creighton, whose life work collecting Nova Scotian folk songs has earned her a treasured place in our history. This black and white 1958 film is a window on a kinder and simpler time.

## Recordings

Artist: Carruthers, Margo  
 Title: *Talent Nam Bard / Talent of the Bands* (Gaelic songs from Cape Breton)  
 Publisher: Celtic America LLC  
 Year: 1999  
 Description: A CD of Gaelic songs from Cape Breton.

Artist: MacKinnon, Lewis  
 Title: *A' Seo*  
 Publisher: Lewis MacKinnon (self-produced)  
 Year: 2006  
 ISBN (13): 778591663026  
 NSSBB: 24125  
 Description: A CD collection of traditional and contemporary Gaelic songs. Includes an informative booklet giving Gaelic words, English translations, and notes.

Artists: North Shore Gaelic Singers, The  
 Title: *A Tribute to the North Shore Gaelic Singers* (CD)  
 Publisher: B&R Heritage Enterprises  
 Year: 1996  
 ISBN (13): 621034867225  
 Description: Songs from archival recordings of the past generation of Cape Breton's tradition-bearers.

Artists: Rankin Family, The  
 Title: *The Rankin Family*  
 Publisher: EMI Music Canada  
 Year: 1989  
 Description: The first recording from The Rankin Family.

Artists: Various  
 Title: *Còmhla Cruinn / Gathered Together* (CD)  
 Publisher: CBC and Féis an Eilein  
 Year: 2002  
 Description: A collection of Gaelic songs from a variety of singers from across Nova Scotia. Contains excellent liner notes on Gaelic settlement in Cape Breton and on the oral tradition, with an emphasis on the milling process.

## Additional Recordings

*Òr Cheap Breatuinn / Cape Breton Gold*



## Magazines

### *Cape Breton's Magazine*

Wreck Cove Publishing, Wreck Cove, NS B0C 1H0

*Guth*/Phone: (800) 565-5140

*Post-dealain*/E-mail: bretonbooks@ns.sympatico.ca

*Làrach-lìn*/Website: capebretonbooks.com

### *Celtic Heritage*

Clansman Publishing Ltd., 1454 Dresden Row, Suite 204, Halifax, NS B3J 3T5

*Guth*/Phone: (902) 860-1503

*Post-dealain*/E-mail: celtic@celticheritage.ns.ca

*Làrach-lìn*/Website: celticheritage.ns.ca

## Useful Gaelic Websites

Please note that some websites may have changed (last accessed August 31, 2007).

**gaelicbooks.com**

### **Sìol Cultural Enterprises**

Nova Scotian dealer and publisher of Gaelic books, videos, and music.

**gaelic.ca**

### **Comhairle na Gàidhlig**

The Gaelic Council of Nova Scotia, the umbrella group for all Gaelic organizations and institutions in the province.

**acgamerica.org**

### **An Comunn Gàidhealach America**

The largest American Gaelic organization.

**acgamerica.org/links/scotlinks.html**

Links to useful Gaelic sites.

**gaelicbooks.net**

### **Comhairle nan Leabhraichean**

The Gaelic Books Council (Scotland).

**www.storlann.co.uk**

### **Stòrlann Nàiseanta na Gàidhlig**

Scottish publisher of Gaelic materials. School purchases only; online audio files.

**bbc.co.uk/scotland/alba**

### **BBC Alba**

Live and recorded programs in Gaelic, language lessons, games for children, and more.

**celticroutes.com**

### **Celtic Routes**

Travel company.

**cnag.org**

### **Comunn na Gàidhlig**

The Scottish Gaelic development agency.

feisean.org

### Fèisean nan Gàidheal

The national Scottish feis umbrella organization; provides information on feisean and music.

gaelicworld.co.uk

### CNSA

Information on Gaelic playgroups.

acairbooks.com

### Acair

Publisher of Gaelic books.

internetradio.co.uk

### Scottish Internet Radio

Good site for learners; lessons provided.

www.pearl.arts.ed.ac.uk

### University of Edinburgh

Gaelic and Scottish studies (e.g., culture, folklore)

smo.uhi.ac.uk

### Sabhal Mòr Ostaig Gaelic College

The Gaelic College on the Isle of Skye. Home also to Stòrdata, the Gaelic terminology database. Highly recommended.

www.smo.uhi.ac.uk/gaidhlig/ionnsachadh/bac

### Sabhal Mòr Ostaig Gaelic College

*Speaking Our Language*, an interactive website of lessons for students.

ltscotland.org.uk/gaidhlig/index.asp

### Gàidhlig air Loidhne

Online Gaelic teaching resources.

## Additional Websites

cbrr.ca/leughseo

Catalogue of the Gaelic book collection at the Cape Breton Regional Library.

seabrightproductions.ca

Seabright Productions, a producer of Nova Scotian Celtic videos.

geocities.com/alltandubh/Failte.html

An t-Alltan Dubh—Cape Breton Gaelic music archive.

naactl.org

Home page of the North American Association for Celtic Language Teachers.

smo.uhi.ac.uk/liosta/gaidhlig-b

Information page on the Gaelic learners list.

www3.ns.sympatico.ca/aiseirighnangaidheal

*Aiseirigh nan Gàidheal*, a Gaelic radio program that operates out of the French radio station CKJM 106.1 FM (Radio Chéticamp) 6 p.m.–7 p.m. on Saturdays.

cli.org.uk

Clì Gàidhlig, the Gaelic learners organization (Scotland). It publishes a bilingual newsletter, *Cothrom*, quarterly.

## Out-of-Print Resources

Though these titles are out of print, they may be available second-hand or through the public library system.

Title: *An Stòr-data Briathrachais Gàidhlig / The Gaelic Terminology Database*  
Place: Sabhal Mòr Ostaig, Scotland  
Publisher: Clò Ostaig  
Year: 1993  
ISBN(10): 1897873026  
Description: Student/teacher resource; 1:5 students. An English-Gaelic collection of modern Gaelic words and terminology. 632 pages.

Author: Campbell, Bernadette  
Title: *Às an Talamh*  
Place: Mabou, NS  
Publisher: ÉISD and Sandy Publishing Group  
Year: 1995  
Description: Gaelic 10 and elementary Gaelic; 1:S. This is a basic text suitable for the early beginner stage of Gaelic language learning. It reflects the language, music, and ways of life of the Gaels and includes expressions, stories, songs, and traditions.

Author: Campbell, Bernadette  
Title: *Às an Talamh*, Vol. 2  
Place: Mabou, NS  
Publisher: ÉISD and Sandy Publishing Group  
Year: 1995  
Description: Gaelic 10 and elementary Gaelic. Student Resource. This is an instructional book with an accompanying audio cassette tape of Cape Breton language and culture suitable for the early beginner stage of Gaelic language learning that reflects the language, music, and ways of life of the Gaels. It is the second in a series of language learning modules entitled *Às an Talamh*. It includes expressions, stories, songs, and traditions focussing on the land, sea, and flora and fauna of Cape Breton Island.

Author: Campbell, Bruce  
Title: *Òrain nan Gàidheal*, Vol.1  
Place: Glasgow, Scotland  
Publisher: Gairm Publications  
Year: 1989  
ISBN(10): 901771856  
Description: Student resource; 1:2 students. Small collection of 37 popular Gaelic songs with translation and sol-fa musical notation. 76 pages.

Title: *Chì mi bhuam*  
 Place: Mabou, NS  
 Publisher: Sandy Publishing Group  
 Year: 1995  
 Description: Gaelic 10 and Gaelic Studies 11. Student resource. Book and audio cassette tape of Gaelic words, phrases, and place names of Inverness County.

Author: Cox, Richard  
 Title: *Brìgh nam Facal / Faclair Ur don Bhon-sgoil*  
 Place: Glasgow, Scotland  
 Publisher: Oilthigh Ghlaschu  
 Year: 1991  
 ISBN(10): 903204215  
 Description: Student resource. A Gaelic-to-Gaelic dictionary. 442 pages.

Title: *Heart of the Gael* (VHS)  
 Place: Inverness, NS  
 Publisher: Dongael Video Productions  
 Year: 1998  
 Description: An insight into the life of the Gaels on Cape Breton Island.

Artist: Lamond, Mary Jane  
 Title: *Bho Thìr Nan Craobh / From the Land of Trees* (CD)  
 Place: Iona, NS  
 Publisher: B&R Heritage Enterprises  
 Description: A collection of traditional Gaelic songs.

Authors: Livingston-Lowe, David and Debra  
 Title: *Cuir Ainm Gàidhlig air an Taigh Agad / Give Your Home or Cottage a Gaelic Name*  
 Place: Toronto, ON  
 Publisher: Celtica Publishers  
 Year: 1998  
 Description: Teacher resource. Gaelic 10/11/12 and Gaelic Studies 11. The first section of this book deals with a selection of names for houses, and the second section deals with a selection of Gaelic and Gallicized place names of Scotland and Canada.

Author: MacNeil, Joe Neil, and John Shaw (translator and editor)  
 Title: *Sgeul gu Latha / Tales until Dawn*  
 Place: Montreal, PQ  
 Publisher: McGill-Queen's University Press  
 Year: 1987  
 ISBN(10): 0773505598  
 Description: Student/teacher resource. A collection of stories in Gaelic and English told by Cape Breton storyteller Joe Neil MacNeil. 484 pages.

Title: *Music in the Blood* (VHS, video)  
Place: Antigonish, NS  
Publisher: Seabright Productions  
Description: Celtic musicians, dancers, and Gaelic speakers from Nova Scotia travel to the land of their ancestors to teach their traditions to the Gaels of highland Scotland.

Title: *Speaking Our Language, Series 1, Video Set 1*  
Place: Isle of Skye, Scotland  
Publisher: Scottish Television and Cànan  
Year: 1993  
ISBN(10): 1538700001  
Description: Videos (2) of the Gaelic instructional television series *Speaking Our Language*, programs 1–9. (NTSC format)

Author: Thomson, Derick  
Title: *New English-Gaelic Dictionary*  
Place: Glasgow, Scotland  
Publisher: Gairm Publications  
Years: 1981 and 1994  
ISBN(10): 1871901324  
ISBN(13): 9781871901320  
Description: Student resource. Lewis-dialect-based Gaelic dictionary. 242 pages.

Artists: Various  
Title: *Tìr mo Ghràidh (The Land I Love)* (CD)  
Place: Iona, NS  
Publisher: B&R Heritage Enterprises  
ISBN(10): 2103419212  
Description: Gaelic song, story, and music from Nova Scotia.