

Gàidhlig 11 / Gaelic 11

Outcomes

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Gàidhlig 11 / Gaelic 11

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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.

“Le eòlas, thig comas.”
(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 ghlùin gu ghlùin*.” 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 the late-eighteenth to mid-nineteenth century immigrants 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.

Not only has Gaelic been part of Nova Scotia's cultural mosaic since the province's early European settlement, it has also been part of Canadian history since the first Europeans came to North America, brought here by early explorers, fur traders, the military, and many of the founding pioneers of this nation. When Canada became a nation, in 1867, the mother tongue of the majority of the Fathers of Confederation was Gaelic. Gaelic language and culture are embedded in the nation's foundation, history, and culture, and today Nova Scotia can claim to be the place in Canada where the language thrives the most. The commitment of the Nova Scotian government to

Gaelic is evident in the new position, Minister Responsible for Gaelic Initiatives, established in February 2006.

Pockets of people who speak Gaelic can be found worldwide: in 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* (1997), *Comhairle na Gàidhlig*, The Gaelic Council of Nova Scotia promoted Gaelic language and culture as vehicles for sustaining economic growth in Nova Scotia.

In 2002, the report *Gaelic Nova Scotia: An Economic, Cultural and Social Impact Study* (Nova Scotia Museum, Vol. 97) stated that the Gaelic language and culture generate over \$23 million in direct revenue to the Nova Scotian economy annually, not including the accompanying cascading effect. In recognizing the importance of Gaelic in the province, a document containing a proposed 20-year strategy for Gaelic—*Developing and Preserving Gaelic in Nova Scotia, Strategy for a Community-Based Initiative* (April 2004)—was submitted to the government in April 2004, based on the results of community consultations across the province. The continued development of courses and promotion of language and culture, under the auspices of the Department of Education, meet the requirements of several of the main goals of this strategy.

Instrumental music including that of the fiddle and the great highland pipes, step-dancing, and Gaelic singing all come from a rich 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 and provides a support base for a study of the language.

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.

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 11 is a continuation of the work covered in Gaelic 10 and is designed to develop the learner's ability to communicate more effectively in Gaelic, using more advanced language skills. The curriculum integrates general language skills, linguistic elements, technology, culture, a history of the Gaels, drama, music, and the arts.

Gaelic 11 offers students opportunities to

- communicate orally with a moderate degree of fluency
- engage in basic conversation with Gaelic speakers
- further develop reading and writing abilities
- use an expanded vocabulary on a variety of new topics
- interact with members of the Gaelic-speaking community
- explore authentic Gaelic texts
- examine the role of Gaelic songs and poetry
- contribute to the preservation, promotion, and continuation of the Gaelic language

- dramatize stories and events unique to the Gaels and Gaelic culture
- use technology to enhance communication
- plan and organize interactive activities for the public

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

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

Grade 12

- 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 tidsear.
- 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, cuir
- An do shuidh? Cha do shuidh
- Dh'òl / dh'fhàg
- Chaidh / thàinig / chunnaic / chuala / rinn
- An deachaidh ...

- [Carson a] bhios
- Tha mi ga faicinn.
- Tha mi dol a dh'fhaicinn an tìdsèar.
- 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

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

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 11, students will be expected to

- interact in a classroom where Gaelic is the language spoken
- interact effectively and with spontaneity in situations drawn from real life
- converse in a variety of formal and informal settings
- use Gaelic to bring meaning to what they observe, feel, and hear through questions and discussions
- narrate and describe events from personal experience
- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues
- recognize the linguistic elements relating to areas of experience that will enable them to communicate effectively, to interact in a classroom where Gaelic is spoken, and to interpret and respond to Gaelic critically and effectively
- initiate storytelling, song, and folklore circles
- interpret and respond to texts according to a given set of criteria
- produce a variety of texts according to a given set of criteria
- present information and text by electronic means
- communicate effectively with other Gaelic students across the world by electronic or literary means
- consolidate their knowledge of Gaelic by using reference and technology tools
- understand and differentiate among a variety of linguistic elements to communicate effectively
- express long- and short-term plans, goals, and intentions

Communication

Students will use Gaelic to communicate and interact effectively.

Outcomes

Students will be expected to

- interact in a classroom where Gaelic is the language spoken
- interact effectively and with spontaneity in situations drawn from real life
- converse in a variety of formal and informal settings
- use Gaelic to bring meaning to what they observe, feel, and hear through questions and discussions
- narrate and describe events from personal experience
- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues
- recognize the linguistic elements relating to areas of experience that will enable them to communicate effectively, to interact in a classroom where Gaelic is spoken, and to interpret and respond to Gaelic critically and effectively
- initiate storytelling, song, and folklore circles

Suggestions for Learning and Teaching

Teachers can

- create a non-threatening environment in which students can learn in a relaxed atmosphere
- provide incentives to encourage students to maintain an all-Gaelic classroom
- invite Gaelic speakers to the class to converse with the students on prepared and spontaneous topics
- encourage students to plan and participate in activities outside the classroom in which the focus would be Gaelic
- invite students to relate stories from past events (e.g., *An dè, chaidh mi ...*)
- create situations within the school in which students learn to go places by giving and taking directions in Gaelic (e.g., *Rach sìos an staidhre agus tionndaidh gu do làimh dheis.*)

Students can

- expand the use of Gaelic language outside the classroom setting by
 - attending and participating in Gaelic events in the community
 - joining a Gaelic organization or singing group
 - organizing a Gaelic club to encourage the use of the language
 - planning a day in the school each month with Gaelic as the focus (e.g., Give a “phrase of the day” on the school PA system)
 - planning and organizing interactive activities for the public or simply for the class
 - learning at least one song so they can participate in community Gaelic activities or simply for enjoyment
- develop fluency in the Gaelic language by
 - participating in talking circles each day at the beginning of class
 - expanding on interactive activities and games practised in the Gaelic 10 class (see *Gàidhlig 10 / Gaelic 10: A Teaching Resource*)
 - interviewing a classmate on areas of personal interest (Introduce the student to the class; e.g., *Seo Alasdair. Rugadh agus thogadh e ann am Pictou. Is toigh leis a bhi ag iomain oir ...*)
 - making an imaginary phone call inquiring about a particular topic (e.g., job opportunities)
 - learning to interpret and give directions
- express their views on current events by
 - discussing and debating their areas of interest
 - giving an imaginary newscast and weather report
- prepare a talk on their personal experiences (e.g., the funniest thing that ever happened to me; my favourite haunt; the best day of my life)
- view videos of native Gaelic speakers describing their careers and participating in job interviews (e.g., *Speaking Our Language* series)

Communication

Students will use Gaelic to communicate and interact effectively.

Suggestions for Assessment

When students present information to the class (e.g., introduce other students), criteria could include their ability to

- speak from notes rather than from prepared text
- summarize the key points and include relevant details
- use appropriate vocabulary and structures
- organize information and time sequences clearly

To assess students' participation and effectiveness in a discussion or debate, look for evidence of the extent to which they

- take positions and make their views clear
- give reasons to support their arguments
- listen actively and attempt to respond to or build on others' ideas
- participate in the discussion with some degree of spontaneity and engagement

Use rubrics to evaluate students' daily participation (e.g., talking circles) and performance based on specific criteria such as

- degree of spontaneity
- use of new expressions, idioms, and ideas
- intonation
- “*blas*” (the Gaelic sound or accent in the voice)

Videotape students' oral presentations and get them to self-assess based on criteria such as

- ability to carry on a conversation
- accuracy of language structures—the use of appropriate vocabulary, expressions, and idioms
- fluency of expression
- correct intonation

Notes and Resources

Gaelic Songs in Nova Scotia,
Helen Creighton and Calum
MacLeod

Everyday Gaelic, Mórág MacNeill

*Gàidhlig 10 / Gaelic 10: A
Teaching Resource*, Nova Scotia
Department of Education

Teacher-generated rubrics

Video or digital camera

Internet access

*Speaking Our Language, Series 1,
Video Set 2*, Scottish Television
and Cànan

Abair Fhèin E!, Leabhar 2,
Stòrlann Nàiseanta na Gàidhlig

Songs Remembered in Exile, John
Lorne Campbell (ed.)

Communication

Students will use Gaelic to communicate and interact effectively.

Outcomes

Students will be expected to

- interpret and respond to texts according to a given set of criteria
- produce a variety of texts according to a given set of criteria
- present information and text by electronic means
- communicate effectively with other Gaelic students across the world by electronic or literary means
- consolidate their knowledge of Gaelic by using reference and technology tools
- understand and differentiate among a variety of linguistic elements to communicate effectively
- express long- and short-term plans, goals, and intentions

Suggestions for Learning and Teaching

Teachers can

- contact a school where Gaelic is being taught and set up an e-mail system in which students can communicate with each other to share their interests and enhance their language usage
- provide students with a variety of suitable texts for reading and interpreting
- provide students with Internet access

Students can

- examine long- and short-term goals by
 - searching the Internet for a specific career of interest (Prepare a written and oral report on that career, and state why it is of interest to them. Give detailed information about the career. As an extension, role-play the career choice.)
 - interviewing a family member about his or her career (Present the information to the class; e.g., *Is e dotair a tha 'nam athair. Chaidh e gu Oilthigh Dalhousie ...*)
 - creating Gaelic wall posters of the various careers in which students have an interest
- interpret and respond to texts by
 - reading selections from a given reader (Respond to questions. Make inferences.)
 - perusing magazines and selecting an article (or photograph) on an assigned topic, summarizing it.
- create their own text by
 - keeping a journal of a week in their own lives
 - maintaining a journal of imaginary holidays
 - writing informative letters to family members working away from home
 - discussing their favourite place to holiday, giving its geographical location, a description of it, and directions for how to get there
 - discussing their favourite season, citing reasons
 - corresponding by mail/e-mail with students learning Gaelic in another school, province, or country

Communication

Students will use Gaelic to communicate and interact effectively.

Suggestions for Assessment

Students' career presentations should include relevant, accurate, and well-organized information about

- why they chose that career
- the requirements and qualifications needed for the job
- the nature of the job, including salary and working conditions

When they are reading aloud, evaluate the students'

- ability to pronounce new words
- intonation
- "blas"
- ability to understand the text and make inferences
- level of comprehension

Criteria for written summaries from magazine articles or photographs might include

- evidence of research
- a demonstration of logical organization
- the use of effective vocabulary and structures to enhance meaning
- the use of appropriate linguistic elements
- a demonstration of comprehension

Criteria for oral presentations should include

- use of appropriate linguistic elements, vocabulary, and idioms
- "blas"
- intonation
- accuracy
- creativity

Students should keep a journal of their daily activities and should be encouraged to record and monitor two or three short-term goals and periodically write about their own progress.

Notes and Resources

Muncaidh Dàna, Áine Ní Ghlinn

Fiaclan Granaidh, Brianóg Brady Dawson

Daifni Dìneosor, Áine Ní Ghlinn

Ceitidh 'sa Chidsin, Stephanie Dagg

Heartsong/Ceòl Cridhe, Maxine Trottier

Magazines (e.g., *National Geographic*, *Time*, *Macleans*, *Canadian Geographic*, *Am Bràighe*, *Celtic Heritage*)

An t-Òranaiche / The Gaelic Songster, compiled by Archibald Sinclair

Other suggested print resources

Norma Martin and Christine MacLeod:

- *Air Chuairt (On a Trip)*
- *Anns an Dùthaich (In the Country)*
- *Aig na Bùthan (At the Shops)*
- *A'Chiad Latha (The First Day)*
- *Latha Trang (A Busy Day)*

Creative Works

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

By the end of Gaelic 11, students will be expected to

- create text reflective of material studied in Gaelic 11
- experience and participate in the oral tradition by reciting poetry, singing songs, or sharing stories reflective of the Gaelic culture
- develop, produce, and perform short skits or plays based on Gaelic cultural activities
- view, listen to, and read creative writings and respond to them through visual arts, drama, music, and writing
- use electronic means to present research findings and text to a wider audience
- engage in Gaelic traditions

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- engage in Gaelic traditions

Suggestions for Learning and Teaching

Teachers can

- invite a storyteller to engage in storytelling sessions with the students
- provide the students with a wide collection of stories, songs, and poetry at the Gaelic 11 level of reading and comprehension
- invite a Gaelic singer or singers to class to share their songs and stories
- invite an artist to class to discuss the influence of the Gaelic culture on his or her work
- encourage students to use their creative talents to depict Gaelic culture in art or literature (e.g., culture on canvas, culture on cloth)

Students can

- participate in Gaelic Awareness Month activities by writing, producing, and performing skits and/or plays
- learn several Gaelic songs and sing in class and/or at a public performance
- recite poetry to an audience
- host a *cèilidh* in the school where the students are the masters of ceremonies, producers, and performers
- choreograph and perform an action song / work song in Gaelic
- share "*naidheachdan*" (e.g., short stories, riddles, proverbs, anecdotes) unique to the Gaelic culture
- write an article in Gaelic or English for publication in the local paper or for the annual Gaelic supplement of Shunpiking magazine *Mac-talla*
- create a mural representing Gaelic language and culture
- illustrate Gaelic songs or the work of a bard, using a computer-generated slide show
- collect old family photographs, scan them into a slide show, and give the commentary in Gaelic
- create a modern-day photographic history of their community with commentary in Gaelic
- listen to a variety of Gaelic work songs (e.g., marching, rowing, churning, spinning, milling) to determine the purpose of the songs (Select a present-day industry or activity, and select a Gaelic song that might be suitable to accompany that task: e.g., hiking, typing. As a group, compose a modern Gaelic song for a particular purpose: e.g., lullaby, elegy.)
- listen and illustrate as the teacher reads a Gaelic text
- listen to *piobaireachd* and insert Gaelic words or expressions with the notes
- learn a Gaelic song set to the music of a popular fiddle tune (e.g., "*Calum Crùbach*") and show its connection to dance
- dramatize or illustrate a Gaelic poem, action song, or story
- create a representation of a Gaelic song or story in cloth or create an appropriate design for a Gaelic Christmas card, bookmark, or T-shirt that could be marketed

Creative Works

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

Suggestions for Assessment

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

- collaborate to develop projects
- manage their time effectively
- monitor their progress
- seek assistance and advice
- use a wide range of vocabulary and expressions
- convey clear ideas, feelings, or impressions
- convey the Gaelic culture

At public performances hosted by the students, look for evidence that the students

- demonstrate comfort with the language and activities
- use correct language structures
- use idioms and vocabulary in the correct context
- involve the audience

Notes and Resources

Smedrach nan Cnoc 's nan Gleann, Malcolm Gillis and Bernard Gillis

Community heritage quilt on display at An Drochaid Museum in Mabou

Sgeul gu Latha, Joe Neil MacNeil and John Shaw

Bho Thìr Nan Craobh (CD), Mary Jane Lamond

Suas e! (CD), Mary Jane Lamond

Làn Dùil (CD), Mary Jane Lamond

Stòras (CD), Mary Jane Lamond

Còmhla Cruinn / Gathered Together (CD), CBC and Féis an Eilein

It is interesting to note that *Mac-talla* (1891–1904), edited by Jonathan G. MacKinnon, 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 *Mac-talla* (a supplement of *Shunpiking* magazine) during Gaelic Awareness Month in Nova Scotia.

Culture

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

By the end of Gaelic 11, students will be expected to

- gain an understanding of the Nova Scotian Gael and his or her place in modern society
- compare and contrast the contemporary and traditional lifestyles of the Gaels in Nova Scotia
- identify Gaelic cultural content in samples of Nova Scotia's art and literature (e.g., *"Island"*—short stories by Alistair MacLeod)
- investigate the contributions of the Gaelic community to Canadian society
- examine the use of Gaelic in Nova Scotian society in the twentieth century (e.g., the tradition of precentorship in Presbyterian churches)
- give examples of how one is influenced by one's cultural experiences
- show cultural sensitivity in everyday situations through appropriate behaviour and language
- examine the use of song and story in preserving the history of the Gaels in Canada and investigate attitudes toward Canada by the early settlers
- examine relations between First Nations and 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

- gain an understanding of the Nova Scotian Gael and his or her place in modern society
- compare and contrast the contemporary and traditional lifestyles of the Gaels in Nova Scotia
- identify Gaelic cultural content in samples of Nova Scotia's art and literature
- investigate the contributions of the Gaelic community to Canadian society
- examine the use of Gaelic in Nova Scotian society in the twentieth century

Suggestions for Learning and Teaching

Teachers can

- select readings from *Highland Settler* by Charles Dunn (chapters 4 and 5) (Get students to debate whether the “good old days” were really good and discuss changes in society that may have led to the steady decline of Gaelic.)
- select excerpts from samples of Nova Scotian art and literature (e.g., *Making Room* by Joanne Taylor and *Island*—short stories by Alistair MacLeod) that portray Gaelic culture

Students can

- brainstorm the questions “Who are the Gaels of Nova Scotia?” and “How would you portray a Gael?” (Search the web, and study the work of contemporary artists: e.g., Barrie Fraser, Peter Rankin, Ellison Robertson.)
- interview community members born in different decades and ask them to discuss their lives as teenagers with an emphasis on the role of Gaelic in their lives and changes in attitudes toward Gaelic over the decades
- make a list of prominent Gaels in public life in Nova Scotia (e.g., Allan J. Mac Eachen, Rodney Mac Donald, Angus L. Mac Donald, Sister Margaret Beaton, Jonathan G. Mac Kinnon, Mary Jane Lamond); examine their role in public life in areas such as politics, business, and education and their contributions to Gaelic; create a presentation of their findings, and include a brief biography (This could be displayed on a “Wall of Gaels” in the school.)
- create a piece of art or literature that reflects the role of Gaels in present-day Nova Scotia

Culture

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

Suggestions for Assessment

Summarize the interview with community members by creating a slide presentation. Criteria should include

- ability to summarize
- accuracy (mechanics)
- relevance of content
- advanced use of technology (e.g., fading, sound clips, pictures, graphics, appropriate background, lettering)
- accurate citation of sources and credits
- clear introduction and conclusion
- analysis of the interview
- Gaelic content

Select two modern Nova Scotian artists, and compare and contrast their portrayal of the Nova Scotian Gael. In a paragraph, comment on the findings. Note the extent to which students

- observe similarities and differences
- select appropriate criteria
- look for evidences of stereotyping

When students create their own cultural representation in art or literature, develop a rubric including criteria such as

- level of portrayal of the Gael
- distinctiveness of culture
- the role of the Gael in Nova Scotian life
- evidence of stereotyping
- accurate portrayal of a specific time period

Notes and Resources

To Every Thing There Is a Season, Alistair MacLeod

Island, Alistair MacLeod

Highland Settler, Charles Dunn

Making Room, Joanne Taylor and Peter Rankin

A Fiddle for Angus, Budge Wilson and Susan Tooke

Celtic Heritage (magazine), Clansman Publishing Ltd.

Cape Breton's Magazine, Wreck Cove Publishing

Còmhla Cruinn / Gathered Together (CD) CBC and Féis an Eilein

Tìr mo Ghràidh / The Land I Love (CD), various artists

Gaels of Cape Breton (video), Laura Boulton

Cape Breton Island: Volume II (video), Seabright Productions

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

- give examples of how one is influenced by one's cultural experiences
- show cultural sensitivity in everyday situations through appropriate behaviour and language
- examine the use of song and story in preserving the history of the Gaels in Canada and investigate attitudes toward Canada by the early settlers
- examine relations between First Nations and the Gaels

Suggestions for Learning and Teaching

Teachers can

- provide students with samples of pioneer songs, poetry, and stories
- provide students with samples of articles from the media concerning Gaelic culture and language
- invite storytellers from different cultures to visit the class (e.g., Acadians, Mi'kmaq, Gaels)

Students can

- study early Gaelic poetry (e.g., *A' Choille Ghruamach* by the bard MacLean of Barney's River) to try to understand the hardships faced by the first settlers and how opinions changed through time as evidenced in the bard's later works (e.g., *Am Bcl Gàidhealach*)
- compare and contrast the work of bards such as John the Hunter MacDonald and Allan the Ridge MacDonald (Mabou poets) who in their poetry have opposing views of the New World (This could be done in a slide show or by role-playing.)
- brainstorm cultural influences in their everyday lives (Select one particular influence, and demonstrate how it has influenced their lives. Consider how life would be different without that influence. Note the different cultural influences in their own community.)
- examine samples from literature, film, and the media for cultural bias
- examine relations between the First Nations and the Gaels by
 - comparing similarities between the cultures of the First Nations and the Gaels (e.g., the old clan system of the Gaels and the tribal system of the First Nations, their storytelling traditions)
 - examining Gaelic song and story for references to the First Nations (e.g., *Sgialachdan à Albainn Nuaidh* by C.I.N. MacLeod)
 - researching and role-playing the first encounters of the Gaels and Mi'kmaq on the shores 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

Debate the merits of the New World as discussed by the bards in their songs. Look for evidence that students

- have researched from a wide variety of examples
- take into consideration conditions (e.g., economic, geographical) in the various time periods represented
- speak with confidence on the issues
- consider opposing views

Where students create slide shows illustrating opposing views of bards as presented in specific songs or poems, criteria could include

- appropriateness of graphics
- evidence of research (e.g., the bard's background may have influenced his opinion of Nova Scotia)
- accuracy of Gaelic content
- accurate portrayal of opposing views
- influences that contributed to the opposing views

Develop a rubric to evaluate the role-play exercise demonstrating relations between the First Nations and the Gaels. Criteria could include

- evidence of research
- appropriate method of communication
- authenticity
- evidence of practice and preparation

Notes and Resources

The Emigrant Experience, Margaret MacDonell

Beyond the Hebrides / Fad air Falbh as Innse Gall, Donald Fergusson

Às a Bhràighe / Beyond the Braes, Effie Rankin (compiler)

Gaelic Songs in Nova Scotia, Helen Creighton and Calum MacLeod

Sgialachdan à Albainn Nuaidh, C.I.N. MacLeod

Songs Remembered in Exile, John Lorne Campbell

Heart of the Gael (video), Dongael Video Productions

Music in the Blood (video), Seabright Productions

Cape Breton Island: The Video (video), Seabright Productions

A Tribute to the North Shore Gaelic Singers (CD), The North Shore Gaelic Singers

Còmhla Cruinn / Gathered Together (CD), CBC and Féis an Eilein

Tìr mo Ghràidh / The Land I Love (CD), various artists

Òrain Ghàidhlig (CD), Mary Jane Lamond

The Rankins (CD), souvenir album

Home (CD), Rita and Mary Rankin

Lantern Burn (CD), Rita and Mary Rankin

A' Seo (CD), Lewis MacKinnon

Stòras-Taice/Resources

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

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

Print Resources

Title: *AM Bràighe*
Description: A Cape Breton newspaper.

Editor: Campbell, John Lorne
Title: *Songs Remembered in Exile*
Place: Edinburgh, Scotland
Publisher: Birlinn Limited
Years: 1990 and 1999
ISBN(10): 1841580104
ISBN(13): 9781841580104
Description: An excellent collection of 60 songs collected in the early part of the twentieth century by the renowned Scottish folklorist John Lorne Campbell. It includes historical background, notes, photos, and musical staff notation. 232 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: Dagg, Stephanie
Title: *Ceitidh 'sa Chidsin*
Publisher: Leabhraichean Beaga
Year: 2001
ISBN(10): 094642733X
Description: Small children's book. 64 pages.

Author: Dawson, Brianóg Brady
Title: *Fiaclan Granaidh*
Publisher: Leabhraichean Beaga
Year: 2001
ISBN(10): 0946427356
Description: Small children's book. 64 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: Gillis, Malcolm, and Bernard Gillis (editor)
Title: *Smeòrach nan Cnoc 's nan Gleann*
Place: North Sydney, NS
Publisher: Northside Printers Ltd.
Year: 2004
Description: A photographic reprint of the Gaelic songs of Malcolm H. Gillis from the original *Smeòrach nan Cnoc 's nan Gleann*. Includes translation and a few English poems, including one poem by D. D. MacFarlane in praise of Malcolm H. Gillis.

Author: Kennedy, Michael
Title: *Gaelic Nova Scotia: An Economic, Cultural, and Social Impact Study*, Curatorial Report No. 97
Place: Halifax, NS
Publisher: Province of Nova Scotia
Year: 2002
ISBN (10): 0888717741
Description: A report from the Nova Scotia Museum.

Author: MacLeod, Alistair
Title: *Island*
Place: Toronto, ON
Publisher: Emblem Editions
Year: 2001
ISBN(10): 0771055714
ISBN(13): 9780771055713
Description: A collection of short stories in English. 448 pages.

Author: MacLeod, Alistair
 Title: *To Every Thing There Is a Season*
 Place: Toronto, ON
 Publisher: McClelland & Stewart
 Year: 2004
 ISBN(10): 077105565X
 ISBN(13): 9780771055652
 Description: A short Christmas story illustrated by the Cape Breton artist Peter Rankin.

Author: MacNeill, Mòrag
 Title: *Everyday Gaelic*
 Place: Glasgow, Scotland
 Publisher: Birlinn Limited
 Year: 2006
 NSSBB: 22771
 ISBN(10): 1841583405 (book only)
 ISBN(13): 9781841583402 (book only)
 ISBN(10): 1841583707 (book & CD)
 ISBN(13): 9781841583709 (book & CD)
 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.

Authors: Martin, Norma, and Christine MacLeod
 Title: *A'Chiad Latha (The First Day)*
 Place: Edinburgh, Scotland
 Publisher: The City of Edinburgh Council
 ISBN(10): 1902299124
 Description: Small Gaelic nursery-school book. 64 pages.

Authors: Martin, Norma, and Christine MacLeod
 Title: *A-Staigh 's A-Muigh (Inside and Outside)*
 Place: Edinburgh, Scotland
 Publisher: The City of Edinburgh Council
 ISBN(10): 1902299159

Authors: Martin, Norma, and Christine MacLeod
Title: *Air Chuairt (On a Trip)*
Place: Edinburgh, Scotland
Publisher: The City of Edinburgh Council
ISBN(10): 1902299140
Description: Small Gaelic nursery-school book. 64 pages.

Authors: Martin, Norma, and Christine MacLeod
Title: *Aig na Bùthan (At the Shops)*
Place: Edinburgh, Scotland
Publisher: The City of Edinburgh Council
ISBN(10): 1902299345
Description: Small Gaelic nursery-school book. 64 pages.

Authors: Martin, Norma, and Christine MacLeod
Title: *Anns an Dùthaich (In the Country)*
Place: Edinburgh, Scotland
Publisher: The City of Edinburgh Council
ISBN(10): 1902299353
Description: Small Gaelic nursery-school book. 64 pages.

Authors: Martin, Norma, and Christine MacLeod
Title: *Latha Trang (A Busy Day)*
Place: Edinburgh, Scotland
Publisher: The City of Edinburgh Council
ISBN(10): 1902299132
Description: Small Gaelic nursery-school book. 64 pages.

Author: Ní Ghlinn, Áine
Title: *Daifní Dineosor*
Publisher: Leabhraichean Beaga
Year: 2001
ISBN(10): 0946427348
Description: Small children's book. 64 pages.

Author: Ní Ghlinn, Áine
Title: *Muncaidh Dàna*
Publisher: Leabhraichean Beaga
Year: 2001
ISBN(10): 0946427364
Description: Small children's book. 64 pages.

Author: Nova Scotia Department of Education
 Title: *Gàidhlig 10 / Gaelic 10: A Teaching Resource*
 Place: Halifax, NS
 Publisher: Province of Nova Scotia
 Year: 2008
 ISBN(13): 9781554571864

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: 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.

Compiler: Rankin, Effie
 Title: *Às a Bhràighe / Beyond the Braes*
 Place: Sydney, NS
 Publisher: Cape Breton University Press
 Years: 2004 and 2005
 ISBN(10): 1897009062
 ISBN(13): 9781897009062
 Description: The Gaelic songs of Allan the Ridge MacDonald 1794–1868. 212 pages.

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): 1897873891
Description: Student resource.

Compiler: Sinclair, Archibald
Title: *An t-Òranaiche / The Gaelic Songster*
Place: Antigonish, NS
Publisher: Sìol Cultural Enterprises
Year: 2004
ISBN(10): 0973360003
Description: This hardcover songbook was first published in 1879 in Scotland. With nearly 300 songs, it is considered the “bible” of popular Gaelic songs. Many copies made their way across the ocean, and many of the songs were in the repertoire of the master singers in Nova Scotia. Some of the songs have recently been recorded by artists such as Mary Jane Lamond, The Rankin Family, the Barra MacNeils, and Rita and Mary Rankin. Includes a CD with 21 tracks from local singers. 624 pages.

Authors: Taylor, Joanne, and Peter Rankin
Title: *Making Room*
Publisher: Tundra Books
Year: 2004
ISBN(10): 088776651X
ISBN(13): 9780887766510
Description: A traditional story made into a children’s book and illustrated by the Cape Breton artist Peter Rankin. 24 pages.

Author: Trottier, Maxine
Title: *Heartsong / Ceòl Cridhe*
Place: Sydney, NS
Publisher: Cape Breton University Press
Year: 1997
ISBN(10): 0920336906
ISBN(13): 9780920336908
Description: Bilingual children’s book. 28 pages.

Authors: Wilson, Budge, and Susan Tooke
 Title: *A Fiddle for Angus*
 Place: Toronto, ON
 Publisher: Tundra Books
 Years: 2001 and 2006
 ISBN(10): 0887767850 (softcover); 0887765009 (hardcover)
 ISBN(13): 9780887767852 (softcover); 9780887765001 (hardcover)
 Description: English children's story. 32 pages.

Additional Print Resources

- *Abair! Faclair/Dictionary* (North American Edition)
- *Cothrom Ionnsachaidh*
- *Eilean an Ionmbais* (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)
- *Deirdire*
- *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)

Recordings

Artist: Lamond, Mary Jane
 Title: *Làn Dùil*
 Place: Halifax, NS
 Publisher: Tidemark Music
 Year: 1999
 Description: Mary Jane's third CD.

Artist: Lamond, Mary Jane
 Title: *Òrain Ghàidhlig*
 Place: Halifax, NS
 Publisher: Tidemark Music
 Year: 2001
 ISBN(13): 627915088925
 Description: Mary Jane's fourth CD. Features other local entertainers.

Artist: Lamond, Mary Jane
Title: *Stòras*
Place: Montreal, PQ
Publisher: Fusion III Inc.
Year: 2005
ISBN(13): 775020636323
Description: Mary Jane's most recent CD.

Artist: Lamond, Mary Jane
Title: *Suas e!*
Place: Halifax, NS
Publisher: Tidemark Music
Year: 1997
Description: Mary Jane's second CD.

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

Artist: MacTalla
Title: *MacTalla*
Place: Shillinghill, Scotland
Publisher: Temple Records
Year: 1994
Description: A CD from the former Gaelic "super-group" featuring Christine Primrose, Eilidh Mackenzie, Arthur Cormack, Alison Kinnaird and Blair Douglas.

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, Rita and Mary
Title: *Home*
Place: Halifax, NS
Publisher: Tidemark Music
Year: 2004
Description: The second CD from Gaelic/English singers from Mabou.

Artists:: Rankin, Rita and Mary
 Title: *Lantern Burn*
 Place: Halifax, NS
 Publisher: Ingold Records
 Year: 1997
 Description: The original CD from Gaelic/English singers from Mabou.

Artists: Rankins, The
 Title: *Family Reunion: Exclusive Tour Edition*
 Publisher: Longview Canada
 Year: 2007
 ISBN(13): 628869000223

Artists: Rankins, The
 Title: *Souvenir: 1989–1998* [2 CD]
 UPC: 724353892326
 Date: 2003
 Description: A collection of the Rankins' songs from a decade of performances.

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

Canadian Geographic

The Royal Canadian Geographical Society, 39 McArthur Ave., Ottawa, ON K1L 8L7

Guth/Phone: (800) 267-0824

Làrach-lìn/Website: canadiangeographic.ca

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

Maclean's Magazine

One Mount Pleasant Rd., 11th Floor, Toronto, ON M4Y 2Y5

Guth/Phone: (800) 268-9119

Post-dealain/E-mail: service@macleans.ca

Làrach-lìn/Website: macleans.ca

National Geographic

National Geographic Society, PO Box 63002, Tampa, FL, USA 33663-3002

Guth/Phone: (800) 647-5463

Post-dealain/E-mail: education@nationalgeographic.com

Làrach-lìn/Website: nationalgeographic.com

Time

Làrach-lìn/Website: time.com

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).

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 fèis umbrella organization; provides information on fèisean 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.

pearl.arts.ed.ac.uk

School of Scottish Studies, University of Edinburgh

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

smo.uhi.ac.uk

Sabhal Mòr Ostaig

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

ltscotland.org.uk/gaidhlig/index.asp

Gàidhlig air Loidhne
Online Gaelic teaching resources.

Additional Websites

cbrl.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.

www.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

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

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

Author: Boulton, Laura
 Title: *Gaels of Cape Breton* (VHS)
 Place: Ottawa, ON
 Publisher: National Film Board
 Year: 1958
 LRT: V8371
 Description: Filmed in 1958, this video contains some of the best footage available of precentorship in churches and is probably one of the last examples from Cape Breton.

Title: *Cape Breton Island: The Video*
 Place: Antigonish, NS
 Publisher: Seabright Productions

Title: *Cape Breton Island: Volume II* (VHS)
 Place: Antigonish, NS
 Publisher: Seabright Productions
 Description: In this video the Gaelic, Acadian, and Mi'kmaw cultures are portrayed and connections between them are made.

Author: Fergusson, Donald A.
 Title: *Beyond the Hebrides / Fad air Falbh as Innse Gall*
 Place: Halifax, NS
 Publisher: Professor Donald A. Fergusson
 Year: 1977
 Description: A large collection of Gaelic songs are from North America, mostly from Cape Breton. Musical staff notation and translations are included. Hardcover. 344 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.

Author: MacDonell, Margaret
Title: *The Emigrant Experience*
Place: Toronto, ON
Publisher: University of Toronto Press
Year: 1982
ISBN(10): 0802054692 (hardcover); 0802064892 (softcover)
Description: Songs of Highland Emigration in North America. 230 pages. This book is out of print but is available through libraries.

Author: MacLeod, C.I.N.
Title: *Sgialachdan à Albainn Nuaidh*
Place: Glasgow, Scotland
Publisher: Gairm Publications
Year: 1969
Description: A collection of tales from Nova Scotia. 150 pages.

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 the 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 2*
Place: Isle of Skye, Scotland
Publisher: Scottish Television and Cànan
Year: 1993
ISBN(10): 189787300X
Description: Videos (2) of the Gaelic instructional television series *Speaking Our Language*, programs 10–18. (NTSC format)

Artist: 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.