

Grade 7: Heritage Day 2026



- “He was tremendously proud of the fact that he was an Acadian... ‘I am equally proud that I am an Acadian, a Nova Scotian, and a Canadian.’”
– Senator Frederick M. Blois, January 19, 1966.

In honour of Nova Scotia Heritage Day, 2025, the Department of Education and Early Childhood Development is pleased to provide the biographical timeline of honouree Joseph Willie Comeau. Comeau was an Acadian educator, entrepreneur, legislator and Senator from Digby County, Nova Scotia. A graduate of Collège Sainte-Anne, he worked as a teacher, operated several businesses and served nine terms as a Member of the Legislative Assembly before being appointed to the Senate of Canada in 1948. He is recognized for his long-standing advocacy for Acadian language, culture and education in Nova Scotia.

Note to Teachers:

The table below includes activities connected to Social Studies 7, FLA 7, and ELA 7 outcomes that could be used to explore the biographical timeline. After learning Joseph William Comeau’s story, students can be encouraged to explore the stories of other advocates who worked to make change for their communities.

Social Studies 7

Learners will create a response to changing societal conditions in the Maritimes.

- Investigate key individuals and groups active in changing social conditions.

Inquiry question: Why does everyone have a social responsibility to stand up for others?

As part of an inquiry, students can:

- Discuss what the term “social responsibility” means, and create a class definition.
- After learning about Joseph William Comeau’s early life, reflect on what motivated him to advocate for the rights of Acadians.
- Investigate how Acadians continue to advocate for their language and cultural rights.
- Examine how social responsibility, including advocating for the rights of a community, can also improve social conditions for other groups.

French Language Arts 7

Les apprenants analyseront l'exactitude, la fiabilité et la validité des informations et les partis pris dans diverses formes de communication écrites, auditives, visuelles et numériques.

- Mettre en application des stratégies pour choisir des informations valides dans diverses formes de communication

Inquiry question: Comment les différentes perspectives ont elles un effet sur ma compréhension du message?

As part of an inquiry, students can:

- Investigate what sources of information are available on a given subject (for example, Joseph Willie Comeau). How can we determine the validity of a source?
- Compare the perspectives of what sources are available; are there perspectives that are first voice, or that come directly from the community? Are there others?
- Reflect on how historical perspectives can shape how we think about people and events from the past.

English Language Arts 7

Learners will analyse the accuracy, reliability, validity, and bias in a range of written, audio, visual, and digital communication forms.

- Apply strategies for choosing valid information from a range of communication forms

Inquiry question: How do different perspectives impact my understanding of the message?

As part of an inquiry, students can:

- Investigate what sources of information are available on a given subject (for example, Joseph Willie Comeau). How can we determine the validity of a source?
- Compare the perspectives of what sources are available; are there perspectives that are first voice, or that come directly from the community? Are there others?
- Reflect on how historical perspectives can shape how we think about people and events from the past.

Suggested resources:

- Joseph Willie Comeau: <https://curriculum.novascotia.ca/teacher-information>
- [Resistance and Resilience Series: The Acadians](#) 1820-1920 p.20-21
- [Political Changes in the Maritimes](#) p. 44
- Nova Scotia Heritage Day website: <https://heritageday.novascotia.ca/>
- NS Archives - [This is Our Home: Acadians of Nova Scotia](#)
- Comeauville: [Comeauville - Baie Sainte-Marie](#)