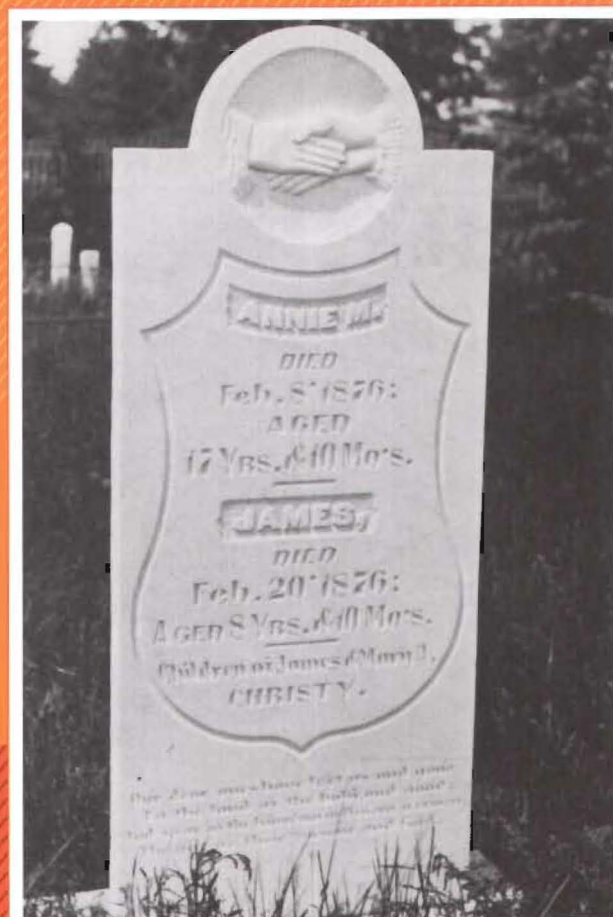




Elizabeth II is the queen of Canada as well as of Great Britain and some other countries. Why does Canada have a queen?



What can you learn about history from visiting a cemetery?



The roads in southern Ontario are laid out in grid patterns; they don't seem to change direction to get around natural obstacles like mountains or lakes. What do you think might be the historic explanation for this?

If you look at Canadian coins, you will notice that Queen Elizabeth II appears on the “heads” side. Canada has a queen or king as its official head. Canada is a monarchy. Many countries are republics. In a republic, the people vote for a head of state. In a monarchy, the queen or king inherits the position of head of state.

Why is Canada a monarchy? The answer lies in our history. As you study this unit, watch for the answer to this and to the other questions posed with the photos.

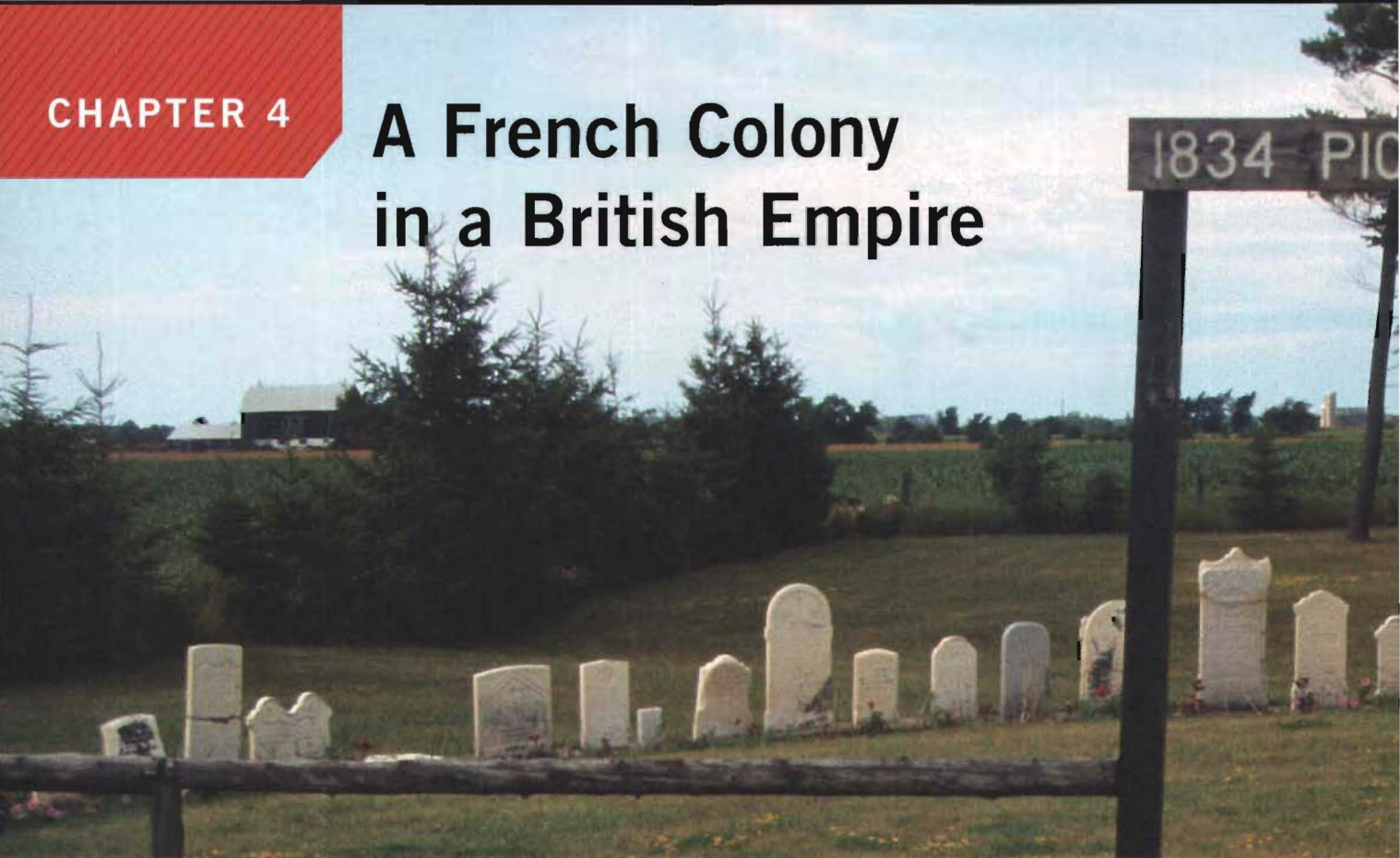
## Unit Expectations

This unit will explore the question, **In what ways was British North America British, and in what ways was it North American?**

### What You Will Learn in This Unit

- Why did a French colony survive in a British empire?
- How did the American Revolution affect Québec?
- What impacts did the Loyalists have on British North America?
- What were the main causes and events of the War of 1812?
- How can I use different sources to assess the war's effects on British North America?

# A French Colony in a British Empire



## Before READING

### Making Connections

Skim the chapter and look at section headings (they will be in a purple bar at the top of the page) and subheadings (they will be in blue or green print). Can you turn the headings and subheadings in this chapter into questions?

**A**round Ontario, there are many pioneer cemeteries. The people buried there helped to settle the land by creating farms and building roads, canals, and churches. It was not easy to clear land for farms, roads, or buildings. Sections of forests often had to be cut down, the stones picked up, and the tree roots all pulled out of the ground. Remember that the settlers who did all this were real people. They had hopes and dreams. They had disappointments and frustrations. Maybe some of them were your own ancestors or your neighbour's great-great-great-great-grandparents.

If you study the gravestones in pioneer cemeteries, you'll see that many of the pioneers came from Britain and the United States. Some pioneers died of accidents or illnesses at a young age. But some lived into their 80s, even though their lives were hard and health care was not nearly as good, or available, as it is now.

# ER CEMETERY 1901



## What You Will Learn in This Chapter

- Who were the various groups interested in events in Québec, and what did they want?
- How did the British try to defeat their opponents or keep the various groups satisfied?
- How did the British get into disputes with their thirteen North American colonies?
- Why did Québec and the First Nations of the Great Lakes and Ohio Valley regions support the British in the dispute?
- How can I use various sources to assess the development of BNA in the late 1700s?

## Thinking About LITERACY

Asking questions while you read is important. It helps you find key points and understand and remember what you have read. You will recognize the 5W+H in the questions in the checkpoints. Writing questions gives you a purpose for reading. You know what you are looking for before you begin to read.

See page S 4 in the Skills Tool Kit for help.

### 5W+H

Questions	Answers
Who ...	
What ...	
Where ...	
When ...	
Why ...	
How ...	

# The Peoples of Québec

## During READING

### Checkpoint

What groups were involved with Québec at this time?

In Chapter 3, you learned that after many years of conflict, France and England signed the Treaty of Paris in 1763. At that point, the British officially took over New France and renamed it Québec. They soon realized that there were a number of distinct groups within the colony. To complicate matters, the various groups wanted different things. It would be impossible to satisfy them all. In addition, groups outside Québec were also interested in the economic, cultural, and political future of the colony. The chart below summarizes what each group wanted.

The British wondered how to proceed. Whom should they try to please, and whose interests should they ignore?

### The Peoples and Groups Interested in Québec in the 1760s

People or Group	Number	What They Wanted (approximately)
Canadiens	70 000	<ul style="list-style-type: none"><li>• to retain their French and Roman Catholic lifestyle</li><li>• to continue to have <i>coureurs des bois</i> extend their fur trade territory into the interior</li></ul>
English merchants and farmers	300–500	<ul style="list-style-type: none"><li>• to take over the entire fur trade from the French merchants and <i>coureurs des bois</i></li><li>• to change the way of life in Québec from French to English</li><li>• to settle in the interior by getting free land there</li><li>• to increase their control of the fur trade</li><li>• set up farms there</li></ul>
First Nations	59 000	<ul style="list-style-type: none"><li>• to retain their traditional way of life and involvement in the fur trade</li><li>• to prevent more settlers from moving into the interior</li><li>• to keep control of the Ohio Valley</li></ul>
The thirteen American colonies	2 500 000	<ul style="list-style-type: none"><li>• to expand their settlements along the Atlantic coast into Québec and the Ohio Valley</li><li>• to expand their control of the fur trade</li></ul>

## WORDS MATTER

**Canadiens** Canadians of French descent

## British Policy in Québec

As you will see later, the British sometimes wavered about how to proceed with each of the groups. As you work through this chapter, try to note the shifts in British policy and the reasons for these shifts.



The Canadiens living in Quebec after 1763, like the habitants in this 1848 painting by Cornelius Krieghoff, hoped to preserve their language, laws, and way of life under the British.

### THINKING It Over

1. Use the information from the chart to help you determine which groups would have been likely to support each of the following rules. Which groups would have been likely to oppose them? **K**
  - limit Québec to a very small area round the St. Lawrence River
  - replace French law with English law
  - forbid settlers from moving into the interior, including the Ohio Valley
  - require all fur traders to get a licence from the governor before going into the interior, including the Ohio Valley
2. Which groups do you think would be more likely to get what they wanted, and which would be less likely? Explain your reasons. **L**

### Should the British Use the “Carrot” or the “Stick”?

The words “carrot” and “stick” come from an old tale about how farmers could best get their horses to pull heavy loads. One farmer would sit in the cart and hit the horse with a stick. Another farmer also sat in the cart, but he held a long stick with a carrot at the end of it, dangling in front of the horse’s face. The horse moved forward to try to get the carrot, pulling the cart behind it. The moral of the tale is that you can win more by coaxing than by force.

In 1763, after they defeated the French, there were two points of view about how the British should treat the Canadiens—the “stick” approach and the “carrot” approach. They could treat them harshly, which would show them that the British were in control. Or, they could treat them with understanding, hoping to eventually win their support.

#### Supporters of the “Stick” Approach

The politicians in London generally favoured the stick approach. For centuries, countries had robbed defeated peoples of their property and passed harsh laws to control them. In 1745, the English defeated Scottish rebels at the Battle of Culloden. Then they passed laws banning the wearing of tartan kilts and shawls and the playing of bagpipes. They thought that if they eliminated these symbols of Scotland, they could also eliminate the Scots’ desire to rebel.

At the time of the fall of New France, the Earl of Shelburne was Colonial Secretary, in charge of

all British colonies. He favoured a harsh approach. The British merchants who went to Québec also recommended it to him. Under this approach, the British would

- restrict the Roman Catholic religion
- return all French government and church officials to France
- prevent Roman Catholics from being involved in the government or legal system
- give British merchants control of the fur trade
- restrict the territory of Québec to a small area



Supporters of this approach believed that it would force the Canadiens to give up their French ways. In time, the Canadiens' descendants would become just like the British. So they would pose no threat to British control of Québec.

### Supporters of the “Carrot” Approach

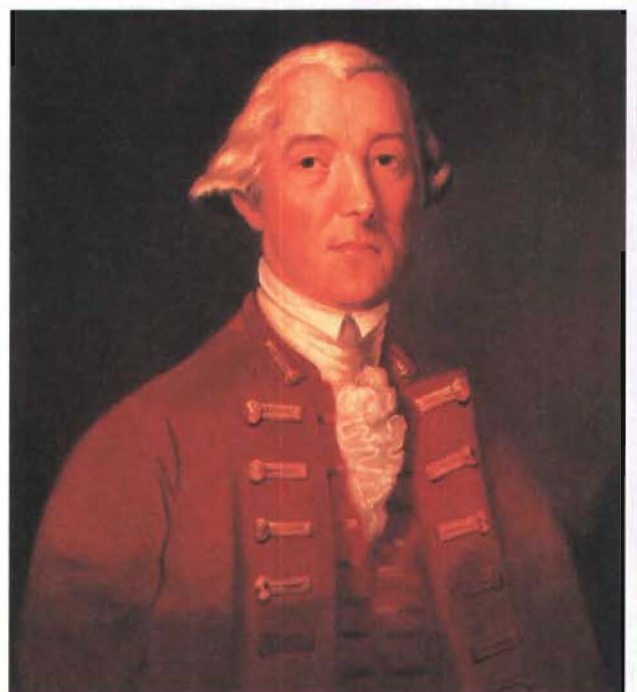
British officials in Québec recommended a different approach. Sir James Murray was appointed governor of Québec in 1763. He admired the Canadiens and felt that they would support the British if they were treated fairly. He also realized that the French outnumbered the British and could win if they rebelled. So, he favoured

- allowing Roman Catholics to practise their religion freely
- allowing Roman Catholics as well as Protestants to become involved in the government of Québec (In Britain, only Protestants could take part in government. In France, only Catholics could.)
- allowing French merchants to continue their involvement in the fur trade
- allowing the Canadiens into the interior while guaranteeing some territory to the First Nations peoples

Murray and his successor, Sir Guy Carleton, sent many letters to London recommending the “carrot” approach.

### What do YOU think?

1. In your own words, summarize what the “stick” and “carrot” approaches involved. What would supporters of each approach describe as its benefits? **k**
2. Overall, which approach do you think works best in this type of situation. Why? See page S 12 in the Skills Tool Kit for help. **t**



Sir Guy Carleton favoured the “carrot” approach.



# Dealing with the Different Groups

During

## READING

### Checkpoint

How did the British deal with the various groups?

## The First Nations and the British

The British had defeated the French, but they still had to make peace with the First Nations to make their control over the territory secure. Minweweh, chief of the Ojibwe people, told a group of British fur traders:

*[A]lthough you have conquered the French you have not yet conquered us! We are not your slaves. These lakes, these woods, and mountains were left us by our ancestors. They are our inheritance; and we will part with them to none . . . . [O]ur Father, the king of France, employed our young men to make war upon your nation. In his warfare, many of them have been killed; and it is our custom to retaliate, until such time as the spirits of the slain are satisfied . . . . [Y]our king has not sent us any presents, nor entered into any treaty with us, therefore . . . we are still at war.*

### WEB LINK

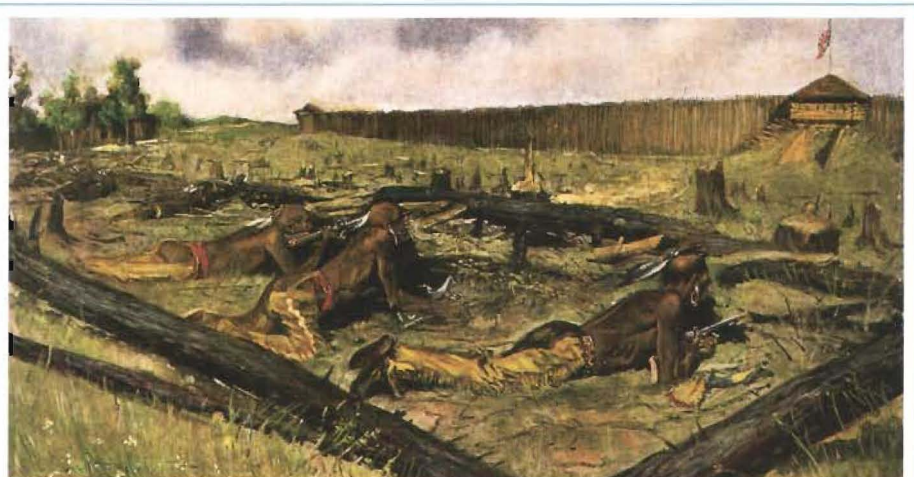
For more information on the First Nations and the British, visit [www.pearsoned.ca/on7history](http://www.pearsoned.ca/on7history).



Chief Pontiac.

The British may not have realized the threat that the First Nations posed. But when a full-scale war broke out, they had to take notice.

Pontiac, chief of the Ottawa First Nation, was a great leader. Using his skills as a speaker, he brought together an alliance of First Nations including the Ottawa, Ojibwe, Pottawatomie, and Huron. In May 1763, he led this army of warriors against the British at Fort Detroit, in what is now Michigan. A victory here was supposed to signal a general uprising against all the forts in the region.



Pontiac's warriors lay siege to Fort Detroit in this painting by Frederic Remington.

Pontiac and a number of his allies visited the fort in early May to determine how best to attack. He planned to come back a few days later with a visiting group, concealing weapons beneath their clothing. At his signal, these warriors were to attack from within, open the gates of the fort, and let the other warriors in to help finish the capture. On May 7, the planned visit occurred. Pontiac saw that the British must have found out about the attack. All the soldiers were well armed and ready for action. As a result, Pontiac never gave the signal and the party withdrew from the fort. A few days later his alliance surrounded Fort Detroit and laid siege. Pontiac's 65 war canoes blocked all the waterways into the fort, preventing supplies from getting in. Wolfe had used the same tactic before the Battle of Québec.

Even though the five-month siege of Fort Detroit did not result in a capture, the signal to attack the British still went out and several other forts were seized by Pontiac's allies. Hundreds of settlers were killed or displaced before peace was finally negotiated.

The British fought back with a cruel tactic. At Fort Pitt, in present-day Pittsburgh, Pennsylvania, the soldiers cut a blanket into small pieces, placing them into small metal boxes. The soldiers told the First Nations warriors there that the boxes contained special powers. The boxes, they said, should not be opened until the warriors had returned to their villages. That way everyone there could receive the special powers. When the warriors opened the boxes in their villages, they took the pieces of blanket out. They passed them around to give everyone the powers.



Pontiac speaks to a large council of First Nations chiefs and warriors in April, 1763, urging them to join him in an uprising against the British.

Andrew Blackbird, a son of an Ottawa chief, tells what happened next.

*Pretty soon burst out a terrible sickness among them. The great Indian doctors themselves were taken sick and died. The tradition says that it was indeed awful and terrible. Everyone taken with it was sure to die. Lodge after lodge was totally vacated—nothing but the dead bodies lying here and there in their lodges.*

## WORDS MATTER

**germ warfare** the deliberate spreading of disease among an enemy population

**civil law** the branch of law that deals with landholding and private matters rather than with criminal acts

What the First Nations peoples did not know was that the blanket pieces were infected with smallpox.

There is controversy about whether this actually happened. Some historians believe smallpox spread among the First Nations simply from contact with soldiers who had the disease. If the account about the blanket pieces is true, however, the action is one of the first examples in history of the use of **germ warfare** to defeat an enemy.

## The Royal Proclamation of 1763

The British recognized that they would have to make peace with the First Nations peoples. This would make Québec secure. Their first attempt to do this was the Royal Proclamation of 1763, issued by King George III of Britain. It related to all of Britain's colonies in North America. Here are key points that affected Québec:

- Britain now controlled all France's territories in the region, including New France and Acadia.
- The boundaries of Québec were confined to the region along the St. Lawrence River.
- English **civil law** was to replace French law. The seigneurial system, a key feature of the Canadiens' society, was abolished.
- The rest of New France (including the Ohio Valley) was to be First Nations territory.
- All Canadiens living in the First Nations territory had to leave.
- Only the crown could buy land in the First Nations territory.
- Anyone involved in the fur trade in the First Nations territory had to have a licence from the Crown.



King George III issued the Royal Proclamation on October 7, 1763, during the third year of his reign.

It seemed that the First Nations peoples were secure for the future.

## Changing Times and Events

After 1763, events moved very quickly. The British began to have serious problems with other North American colonies, so attention moved away from Québec. The Proclamation of 1763 was replaced by the Québec Act only 11 years later. You will read about the Québec Act later in this chapter.



The division of North America after the Proclamation of 1763. Note the boundaries of Québec and the First Nations territory. First Nations also had pockets of land within the other territories.

### THINKING It Over

1. In your own words, summarize what Minweweh, chief of the Ojibwa people, told a group of British fur traders. **K**
2. **a)** What tactic are the British alleged to have used at Fort Pitt? How would such an action betray the trust of First Nations people? **K**  
**b)** Use the Internet to find examples of this form of warfare in the 1900s. Why does the world community strongly condemn such weapons today? **L**
3. Not everyone agrees with any given government decision. Look at the map of North America in 1763, and the details about what the Royal Proclamation said. On a scale of 1 (not pleased at all) to 5 (extremely pleased), how would each of the following groups react to it? Give reasons for your numbers. **L**
  - a)** the Canadiens
  - b)** the English merchants
  - c)** the First Nations
  - d)** the colonists of the Thirteen Colonies(Hint: You may have to refer to “The peoples and groups interested in Québec in the 1760s” on page H 70.)

# The British and the Thirteen Colonies

## During READING

### Checkpoint

In the two previous sections, questions were provided for you. Now, create some questions of your own and look for the answers while you read the section.

## The Thirteen Colonies in 1750

The British had 13 American colonies along the east coast, south of Québec. They stretched from Massachusetts (now Maine) in the north to Georgia in the south. Various groups and individuals had founded the individual colonies. The colonies were quite different from one another. In the north, there were large forests and winters were severe. The middle colonies had rich agricultural lands for grain and vegetables. In the hot southern colonies, crops such as cotton and rice grew well.

There were differences in religion, too. In Virginia, founded in 1607, there were many followers of the Church of England. Maryland was established in 1634 and received lots of Roman Catholic families from Britain. Massachusetts was founded in 1620 by a strict Protestant group—the Pilgrims.

The Thirteen Colonies in 1750, with their founding dates

### Founding Dates

- 1607 Virginia
- 1620 Massachusetts
- 1613 New Amsterdam  
(New York in 1664)
- 1623 New Hampshire
- 1638 Delaware
- 1635 Connecticut
- 1634 Maryland
- 1636 Rhode Island
- 1653 North Carolina\*
- 1663 South Carolina\*
- 1664 New Jersey
- 1623 Pennsylvania
- 1733 Georgia

\* The colony of Carolina was founded in 1663. It was split into two parts in 1712.



The colonies had many differences. But their people shared a sense that they were becoming a strong and independent nation. Some felt that the time had come to break away from Britain.

## The Seven Years' War and the Question of Taxation

In the Seven Years' War, 1756–1763, which you learned about in Chapter 3, the British government spent more than 82 million pounds (a unit of British money) defeating the French. In today's money, this would come to about \$5 billion. Since this victory also made the Thirteen Colonies more secure from outside attack, the British government felt that the colonies should help to pay for the war's cost.

The British government in London decided to impose some special taxes on all its colonies to pay for the war. It passed the series of parliamentary acts shown below.

### British Acts and Taxes Meant to Help Pay for the Seven Years' War

Act of Parliament	Date	Effect
Sugar Act	1764	Placed taxes on imports of many goods, including sugar, cloth, wine, and coffee
Stamp Act	1765	Required people to buy government stamps to place on all legal documents (e.g., contracts) and printed materials (e.g., newspapers)
Declaratory Act	1766	Declared that colonies were under the control of the British government
Townshend Act	1767	Placed import taxes on glass, paper, lead, paint, and tea
Coercive Acts, also called Intolerable Acts ( <i>coercive</i> means forceful; <i>intolerable</i> means unbearable)	1774	Closed down the port of Boston, and restricted discussion of taxes in public meetings

Each of the Thirteen Colonies had its own legislature. This is a place where elected representatives of the population make laws. In every colony, many representatives felt that the British did not have the authority to tax the colonists. Such taxes were legal, they said, only if the colonial legislatures approved them.

## Resistance to the New Taxes

So the colonists began to resist the taxes. In 1770, five people were killed in Boston when British troops fired on a crowd protesting the taxes. In 1773, also in Boston, rebels disguised as First Nations people boarded ships in the harbour and threw chests of tea into the sea. This event is known as the **Boston Tea Party**. By this time, many in the Thirteen Colonies were ready to fight the British.

As you can see, the situation in the early 1770s was explosive.

### WORDS MATTER

#### **Boston Tea Party, 1773**

a protest against the British tax on tea in which protesters boarded British ships in the harbour and threw chests of tea into the sea



Angry rebels dump chests of tea into Boston Harbour in this illustration.

### THINKING It Over

1. Make a web chart to compare the northern, middle, and southern colonies. Use the map to divide the individual colonies among these three groups. **K**
2. How do you think you would have felt about the taxation issue if you had been a colonist in the 1760s? Write a persuasive letter to the editor to explain your position. Use supporting information. **TC**



Control of the Ohio Valley became an important issue in the struggles of this time. As you can see in the maps in the previous section, the Ohio Valley's position was important to the Thirteen Colonies, to the Canadiens, and to the First Nations peoples. The chart on this page shows how each group wanted to control and use the Ohio Valley.

You may remember that, in the Proclamation of 1763, the boundaries of Québec were limited to the St. Lawrence River area. No Canadien

settlement was permitted outside these boundaries. The Crown required all Canadiens entering the interior for trading purposes to have special licences, and the region was entirely off limits to fur traders and settlers from the Thirteen Colonies.

The British were the most powerful force in North America, so everyone looked to them to see what they would do about the Ohio Valley. Clearly, they could not make every group happy. Which group or groups would they try to please?

### Conflicting Interests in the Ohio Valley

Group	Interest	Solution
The Thirteen Colonies	Lay directly west of New York, Pennsylvania, and Virginia. Traders and explorers there wanted to expand their colonies westward	The region should be opened for expansion and settlement
Canadiens	Lay to the south of Québec; easy to move through by canoe from Lake Erie	The region should be opened for <i>coureurs des bois</i> from Québec to trade with the First Nations peoples
First Nations Peoples	Had always been First Nations territory	The region should be guaranteed to them as a separate territory under First Nations control

### THINKING It Over

- On a map, indicate the location of
  - the Ohio Valley,
  - the Thirteen Colonies,
  - Québec.

In your own words, explain the economic and political importance of the Ohio Valley

to the Thirteen Colonies, First Nations, and Québec. **K**

- Why was it not possible for Britain to satisfy all three groups that had an interest in the region? **T**



# Québec and the American Revolution

## During READING

### Checkpoint

Create six questions for this section—one for each of the 5W+H

Finally, the British decided what to do. They replaced the Royal Proclamation of 1763.

## The Québec Act, 1774

The Québec Act made some major changes to the situation by establishing French rights. Here's a summary of what it did.

- It enlarged the territory of Québec to include Labrador, some islands in the St. Lawrence River, and the Ohio Valley.
- It created a Council of Representatives to pass laws for the territory. The governor appointed its members.
- It allowed Roman Catholics to participate in the government (for example, as members of the Council).
- It replaced English civil law with French civil law. This meant that the seigneurial system was legal again.



Eastern North America after the Québec Act, 1774. Note the expanded territory of Québec.

## Reactions to the Québec Act

The features contained in the Québec Act prompted a variety of reactions. Here is a summary of the different responses.

Feature	Liked by	Disliked by
Larger Québec boundaries	Québécois	First Nations British North Americans
British North Americans not allowed into Great Lakes and Ohio Valley regions	First Nations Québécois	British North Americans
Roman Catholics allowed into government	Québécois	British North Americans
Seigneurial system recognized	Québécois	British North Americans

As you can see, the British North Americans hated everything about the Québec Act and the Québécois loved it all. The First Nations were not keen to have settlers from Québec entering their territory. But they regarded the Québécois as less threatening than the British North Americans. If war broke out between Britain and the British North Americans, the First Nations of the region would probably take Britain's side.

## The American Declaration of Independence, 1776

The new taxes and the Québec Act angered the British North Americans. In the summer of 1776, representatives of the Thirteen Colonies held a meeting in Philadelphia. They called it a Continental Congress. On July 4, 1776, they declared that the United States of America was an independent nation. The American Revolutionary War (also known as the War of Independence) broke out. It lasted until 1783.

But which side would Québec take? The Continental Congress sent appeals to the Québécois to join the Americans in their struggle. The Québécois did not signal their immediate support for the Americans, who



Delegates to the Continental Congress, including Benjamin Franklin and Thomas Jefferson, present the Declaration of Independence at a meeting in June, 1776. In July, twelve of the Thirteen Colonies voted in favour of the Declaration, and on July 4, 1776, the United States declared its independence from Britain.

then invaded. American generals Richard Montgomery and Benedict Arnold led troops to attack Montréal and Québec City. But they were defeated, as much by the harsh winter as by the defenders of the two cities. The Americans now knew that Québec would not support them in the war against the British.

## Heroes and Villains | Benedict Arnold

In history, there is often more than one view of the people involved. American history books portray Benedict Arnold (1741–1801) as one of the biggest villains in their history. But it might be argued that he was a hero as far as Canadian history is concerned. Decide for yourself: Which was he?

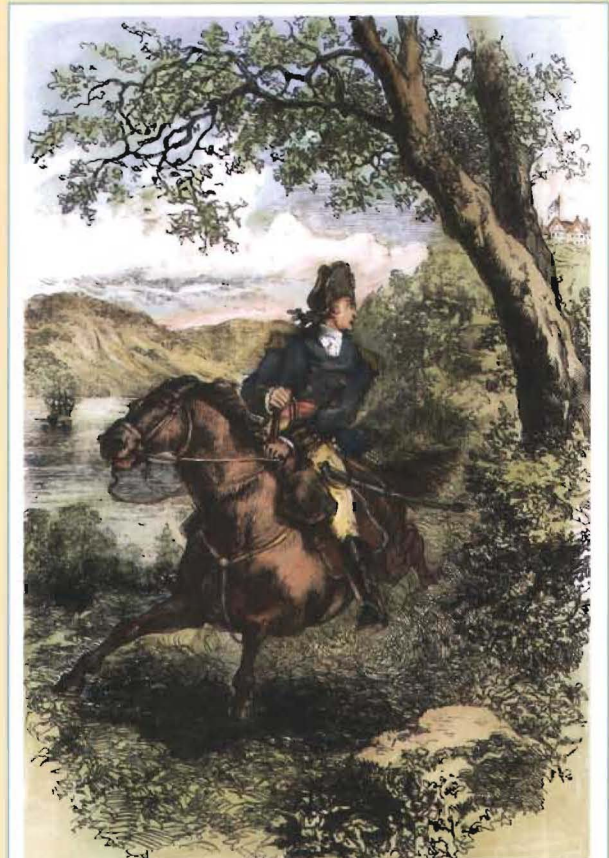
Arnold was a general in the American army. In 1776, he helped to delay British troops invading New York from Québec. At the Battle of Saratoga, in 1777, he led a charge on the British position that turned the battle in the Americans' favour.

But Arnold was heavily in debt. He decided that one way to earn extra money was to sell information to the British, so he became a spy. He told the British of the American plans to invade Québec. In 1780, a captured British officer revealed to American forces that Arnold was spying for the British.

Arnold fled to the British and became a general in their army. He said that the British paid him \$10 000 for the loss of his property in the Thirteen Colonies.

After he joined the British side, he exposed himself to great danger by leading British troops into battle. If he had been captured, he would surely have been killed. His courage at the attacks on Richmond, Virginia, and New London, Connecticut, inspired his troops.

In the end, Arnold was loyal to the Crown. When the war ended, Arnold lived in Saint John, New Brunswick, and later moved to London. He supported himself as a merchant and trader.



The flight of Benedict Arnold to the British.

## The United Empire Loyalists

Not everyone in the Thirteen Colonies supported the war against Britain. American society was divided. There were the Patriots, who supported independence, and the Loyalists, who did not. As the war between the British and the Americans grew fiercer, it became obvious that the Americans would win. What would the Loyalists do? Many had their houses burned down by Patriot groups, and they feared for their safety.

To weaken support for the Patriots, the British offered Loyalists free land in Québec (including what is now Ontario), Nova Scotia, or what is now Prince Edward Island. (The British carved New Brunswick out of Nova Scotia in 1784.) About 50 000 Loyalists settled in these British colonies. Like other pioneers, they worked hard to build homes and farms, roads, and churches. You will read more about them in the next chapter.

## The Treaty of Paris, 1783

By 1783, the Americans had militarily defeated the British in the Thirteen Colonies. Now the two sides in the conflict had to find a way to live in peace with each other. Treaty negotiations had already begun on September 27, 1782, even while the last skirmishes and acts of war were happening. United States ambassador Benjamin Franklin was a hard negotiator. He was determined to force the British to recognize the United States as an independent nation. He finally succeeded, and Britain and the United States of America signed the Second Treaty of Paris on September 3, 1783, almost a year after negotiations had begun. (The First Treaty of Paris, in 1763, gave New France to Britain.) Here are the major terms of the second treaty.

- Britain recognized American independence.
- The United States got control of the Ohio Valley region.
- Americans could fish in the coastal waters of Québec and other British colonies.
- All British troops must leave the United States.
- Loyalists could no longer be prosecuted, and Congress recommended that confiscated Loyalist property be returned.

### WEB LINK •.....

For more information on the Treaty of Paris, visit [www.pearsoned.ca/on7history](http://www.pearsoned.ca/on7history).



Following the signing of the Treaty of Paris, people in both Britain and France held celebrations like these fireworks displays to express their delight at the end of the fighting.

## Conclusion

The period from 1759 to 1783 saw great changes to the situation in North America. New France became Québec, a colony of Britain. A new country, the United States of America, was created. Québec had refused to help the Americans to overthrow the British. At the end of the period, you can see the beginnings of two nations in North America—Canada and the U.S.A.

### THINKING It Over

1. Review your notes on the Royal Proclamation of 1763. What parts of it did the Canadiens not like? **K**
2. Read the Québec Act of 1774, looking for parts of it that would be more acceptable to the Canadiens. Then, work with a partner to write a dialogue between a Canadien complaining about the proclamation, and a British administrator putting a positive “spin” on the new act. **TC**
3. Overall, how good a job do you think the British did in keeping the different groups pleased with their policies in North America? Explain your viewpoint. **TC**
4. Why did Loyalists come to Québec at this time? If you had lived in one of the Thirteen Colonies, do you think you would have become a Loyalist? Explain your reasons. **TC**

## CHAPTER IN BRIEF

You have learned about the different peoples who lived in Québec (previously New France) at the beginning of the British rule. The British could try to force their will on the people, or try to win their support. You have seen that it was necessary for the British to satisfy the Canadiens, the First Nations, and the British merchants. When the American Revolution broke out in 1776, British policy in Québec paid off. Its inhabitants rejected the Americans and stayed loyal to the Crown. Overall, this was a successful period for the British in Québec.

After

## READING

### Tie It Together





Use the questions you asked, and your answers, to write a summary of the chapter.

### 5W+H Chart

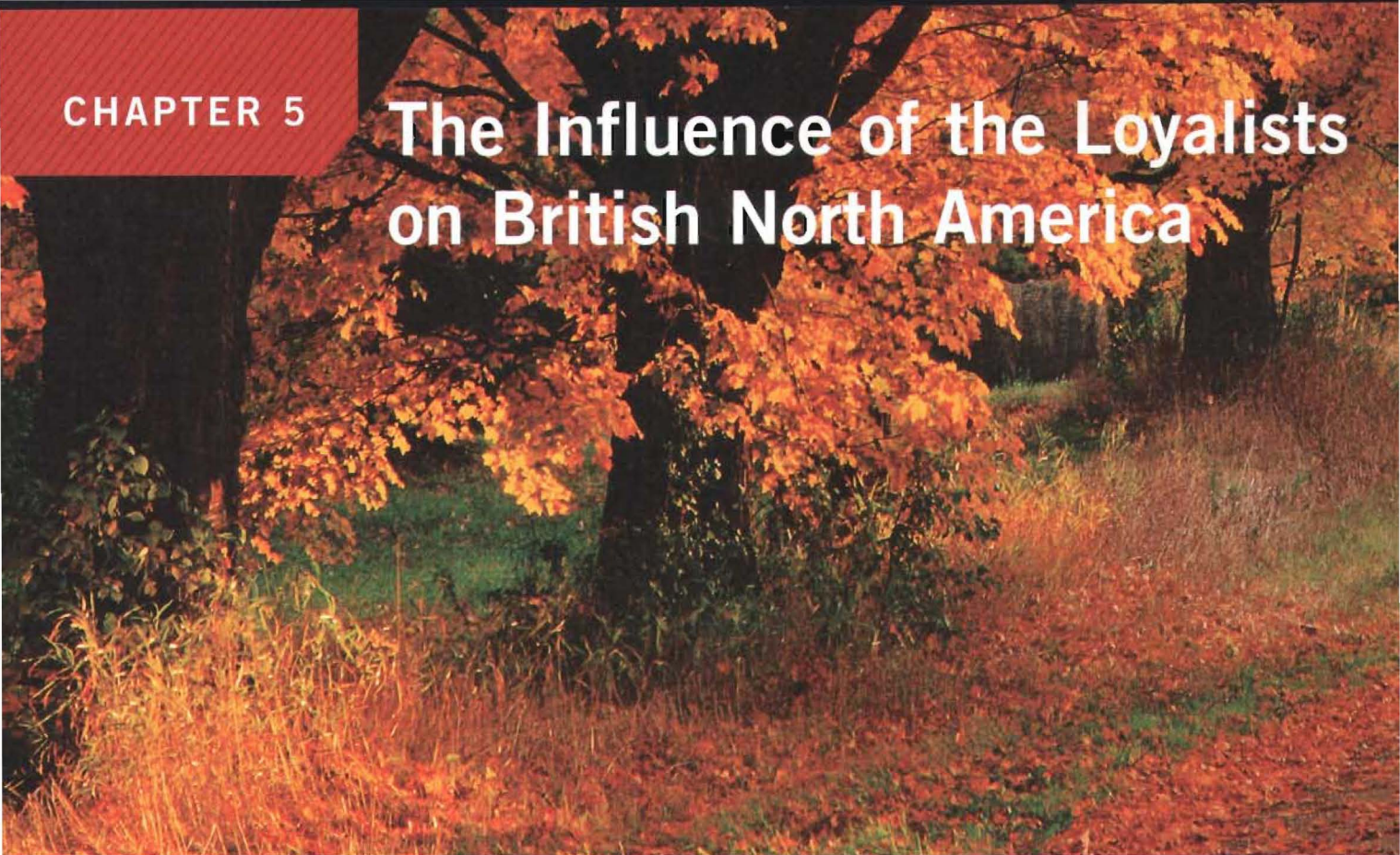
Questions	Answers
Who ...	
What ...	
Where ...	
When ...	
Why ...	
How ...	

## PUTTING It All Together

Find out how the people involved in the events described in this chapter were affected. Pick one:

- a member of a Canadien family
  - a First Nations person living in the Great Lakes and Ohio Valley regions
  - a British merchant living in Québec
  - an American living in New York who wants to defeat the British
1. Using the 5W+H model, do some research to find out how such a person might have felt about the British takeover of New France in 1763, and about the American Revolutionary War (1776–1783). You will prepare and present a report about whether the conditions of the person's life got better or worse during the period 1763–1783. 
  2. Using your six questions as major headings, organize a report about whether the conditions of your person's life got better or worse during the period 1763 to 1783. 
  3. Create and explain the importance of one visual that complements your report. Choose a map, graph, diagram, picture, or chart. 
  4. Write an effective introduction and a sound conclusion to tie your whole report together. 
- You can refer to pages S 2, S 4, S 5, and S 8 for help with the skills used in this assignment.

# The Influence of the Loyalists on British North America

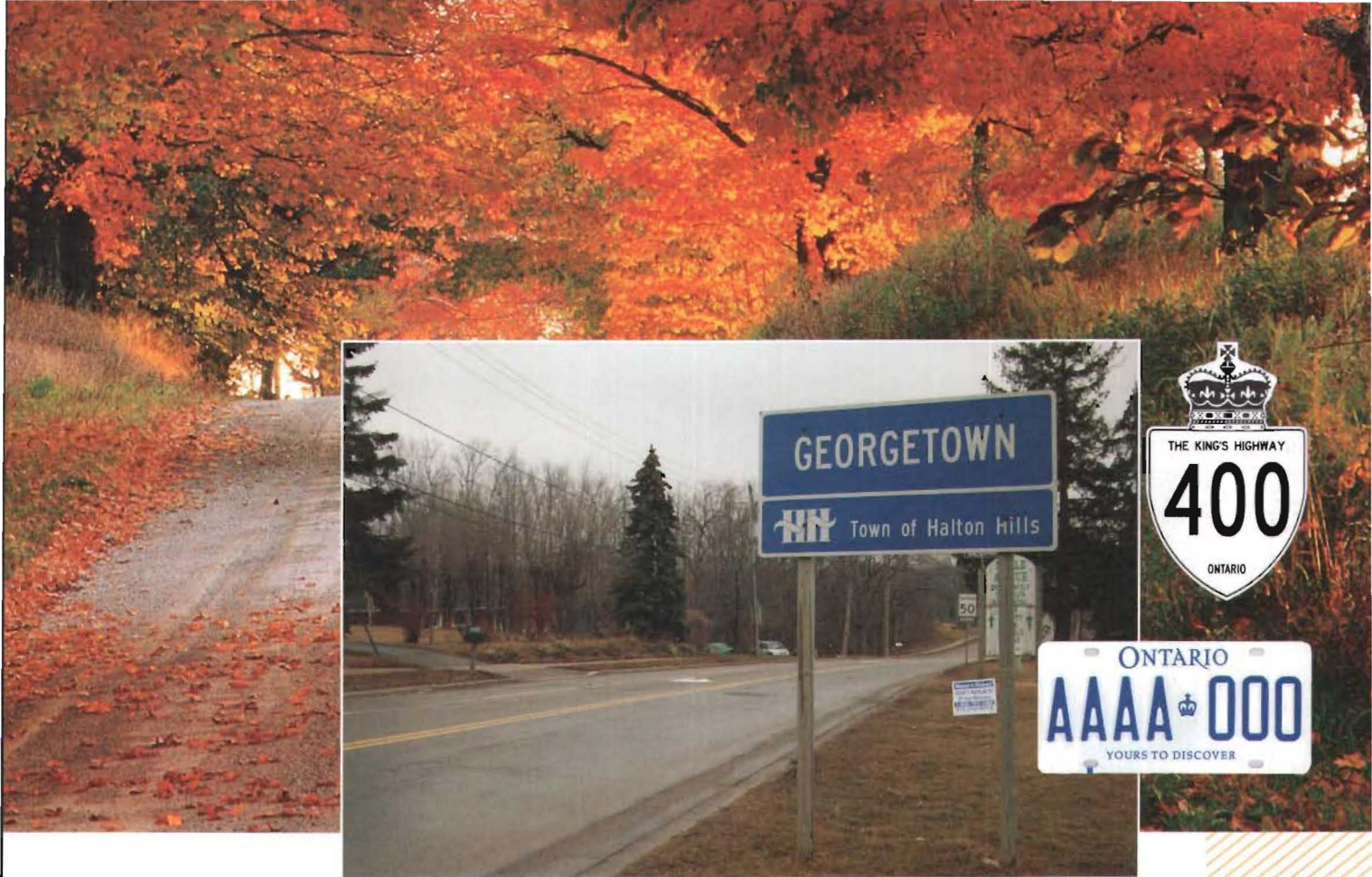


## Before READING

### Making Connections

Read the paragraph about symbols. With a team, create a symbol for your school. Be prepared to discuss what your symbol means.

A symbol is an object that most people recognize as representing a specific idea. The photos on these pages show symbols, such as the crown representing the monarchy, and a town named after a king. Remember that the Loyalists opposed the formation of the American republic and were loyal to the monarchy of England. When they created Upper Canada (later Ontario) in 1791, the Loyalists used symbols of the monarchy wherever they could, to show their devotion to the Crown. Many of these symbols survive today.



## What You Will Learn in This Chapter

- Who were the Loyalists?
- When and why did they migrate to British North America, and to which regions?
- Where, when, and why did they settle in Upper Canada?
- How did they influence the future development of Lower and Upper Canada?

### Thinking About LITERACY

Inquiry questions help you to ask for further information, and help you to decide which information is important. In this way, they help with note-taking. They also give a purpose to, or reason for, reading.

Read the “What You Will Learn in This Chapter” inquiry questions, and try to answer them. Revisit the questions while you read this chapter, and see if you can answer them by the end. Use a two-column chart to take notes on each of the questions as you read. Remember to include page numbers and to put notes in your own words!

Inquiry Questions	Answers



# Who Were the Loyalists?

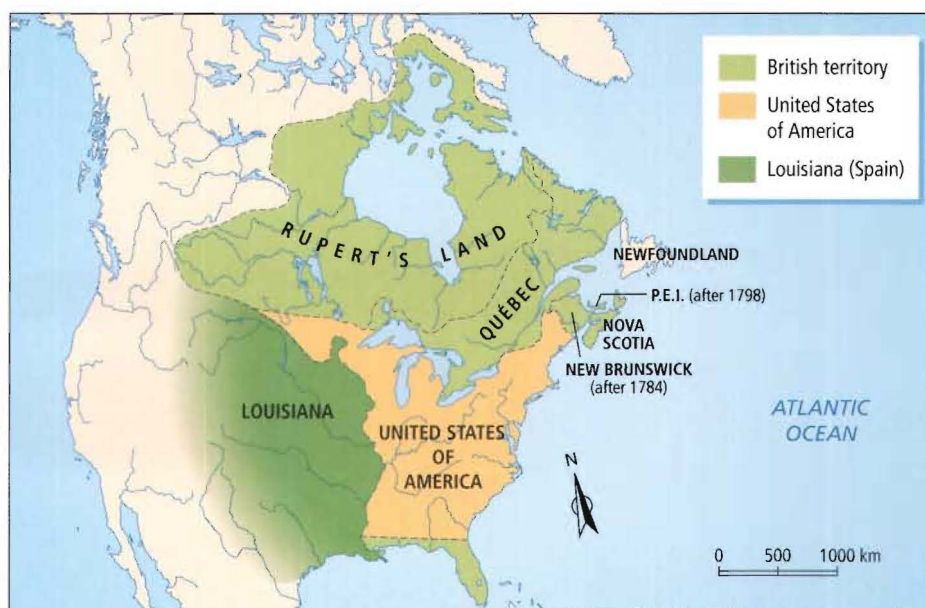
## WORDS MATTER

**British North America** four of the British colonies in North America after the United States became independent: Québec, Nova Scotia, Prince Edward Island, and (after 1784) New Brunswick

## WEB LINK

For more information about the Loyalists, visit [www.pearsoned.ca/on7history](http://www.pearsoned.ca/on7history).

Québec (divided into Lower and Upper Canada after 1791) was not the only British colony in North America after the United States became independent. There were also Nova Scotia, Prince Edward Island, and (after 1784) New Brunswick. Together with Québec, these colonies were often called **British North America**. Newfoundland, British Columbia, and territory south of the U.S. were also British colonies. But these were too far away to be thought of as being part of the group of colonies referred to as British North America.



The nations claiming parts of North America before 1791.

## During READING

### Checkpoint

A chart helps us retrieve information easily by presenting it according to categories. In this chart, the second column shows the number that is associated with each item in the first column.

Remember to *scan* the information. Why did the author make this information part of a table instead of part of the paragraph?

You already learned a little about the Loyalists when you encountered them in Chapter 4. The table below gives you a summary of some of the numbers.

Opposition to the American Revolution (approximate figures)	
Population of the Thirteen Colonies	2.5 million
Percentage opposed to the Revolution	15%
Number opposed to the Revolution	375 000
Number of Loyalists who left	100 000
Number who went to British North America	50 000

The Loyalists were a varied group. They had little in common except that they were opposed to the American Revolution. Consider some of the different groups among them.

Group	Details
Merchants (store owners) and farmers	<ul style="list-style-type: none"> <li>abandoned property in the Thirteen Colonies</li> </ul>
Small landowners, former British soldiers, and people hoping for religious tolerance	<ul style="list-style-type: none"> <li>had little more than their clothing and some small possessions</li> <li>hoped to become richer in British North America</li> </ul>
Indentured servants	<ul style="list-style-type: none"> <li>under contract to work for a family for a number of years before becoming free people (refer to Chapter 2, page H 36)</li> </ul>
Black slaves	<ul style="list-style-type: none"> <li>accompanied their Loyalist owners</li> </ul>
Escaped Black slaves	<ul style="list-style-type: none"> <li>used the migration as a way of escaping from their owners and becoming free people</li> </ul>

Many Loyalists sacrificed their entire way of life to move to British North America. One of the most severe difficulties they encountered was isolation. One woman wrote about her arrival in Saint John, New Brunswick:

*I climbed to the top of Chipman's Hill and watched the sails in the distance, and such a feeling of loneliness came over me that though I had not shed a tear through all the war, I sat down on the damp moss with my baby on my lap and cried bitterly.*

The Loyalists' early years in their new home were difficult. But they received assistance from the Crown in resettling, and conditions improved for many of them. Their role in keeping British North America loyal to the Crown was highly valued. In 1789, the governor of Québec, Sir Guy Carleton (by now Lord Dorchester), issued an order to honour the Loyalists.



Artist John David Kelly created this image around 1935, more than 150 years after the Loyalists landed at Saint John, New Brunswick. Why do you think it is important for historians to know when an image was created?

*Those Loyalists who have adhered to the Unity of the Empire, and joined the Royal Standard before the Treaty of Separation in the year 1783, and all their Children and their Descendants by either sex, are to be distinguished by the following Capitals, affixed to their names: U.E. Alluding to their great principle The Unity of the Empire.*

Even today, some descendants of Loyalists may put the letters U.E. after their names. This shows how important their contribution was considered at the time.

## THINKING It Over

1. Approximately how many people left the Thirteen Colonies because they were opposed to the Revolution? How many came to British North America? **k**
2. Review the chart that lists the groups that were part of the Loyalist migrations to British North America. Theorize about how the differences illustrated in the chart would affect the ability of the Loyalists to act as a unified group. Explain your theory. **t**
3. **a)** What conclusion can we draw from the fact that Carleton awarded the Loyalists and their descendants the right to place the letters U.E. after their names? **k**  
**b)** If you were the descendant of Loyalists and therefore had the right to put the letters U.E. after your name, would you do so? What are your reasons? **t**

# The Loyalist Migrations to British North America

The Loyalist migrations concentrated on three locations. One group went to Nova Scotia and New Brunswick. A second group settled in Québec. A third group started settlements in what we now call Ontario.

## Loyalist Migration to Nova Scotia and New Brunswick

In 1776, a shipload of Loyalists left New York for Nova Scotia. This was the first group to leave the Thirteen Colonies because of the revolution. As the Patriots began to win victories in the war against Britain, more Loyalists left. In all, about 30 000 Loyalists settled in Nova Scotia (and in New Brunswick, which was part of Nova Scotia until 1784). Although some of the Loyalists who went to Nova Scotia and New Brunswick were well-established professionals, many belonged to minority groups, particularly minority religious groups, who felt they needed protection. These included Huguenots (French Protestants) and Quakers (who were opposed to all forms of violence and war).

Many Black soldiers who had fought for the British in the war also moved to Nova Scotia. When they joined the British forces, they were promised free land at the end of their service. But the promises turned out to be empty ones. White society rejected the Black Loyalists, so many founded their own separate communities. In 1783, Boston King and his wife Violet were part of a group that formed Birchtown, a Black community near Shelburne, Nova Scotia. It soon became the largest free Black community in North America. It was named after General Samuel Birch, who had helped the Black Loyalists move from New York.

In addition to the Black Loyalists who lived in Birchtown, many other Black people remained as slaves in nearby Shelburne. Wealthy white Loyalists had settled there, bringing with them their property, which included slaves. These enslaved people were rented out as labourers. Free Black Loyalists from Birchtown and Shelburne were paid lower than normal rates for the little work they were able to find. Unemployed and poor white Loyalists and disbanded soldiers vented their frustration and anger on the Blacks in Shelburne, and, in 1784, they attacked the Black settlers.

### *During* READING

#### Checkpoint

What did the Huguenots, the Quakers, and the Black people who joined the Loyalists have in common?



Boston King, as portrayed by actor Derwin Jordan in the CBC production, *Canada: A People's History*. Why are the memoirs that he wrote in 1798 important?

A 10-day riot began in which Blacks were beaten and their homes burned. The rioters literally chased any Black person they could find out of Shelburne. Fear filled the hearts of free Black Loyalists and slaves alike.

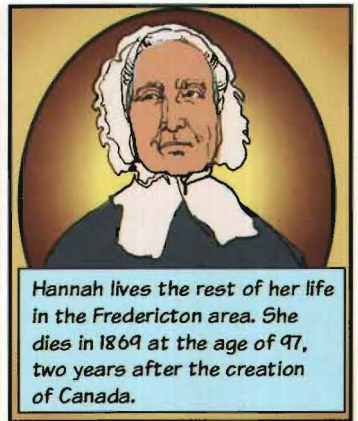
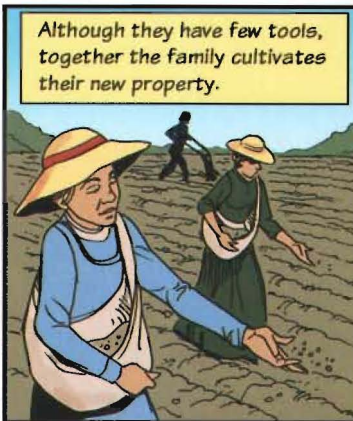
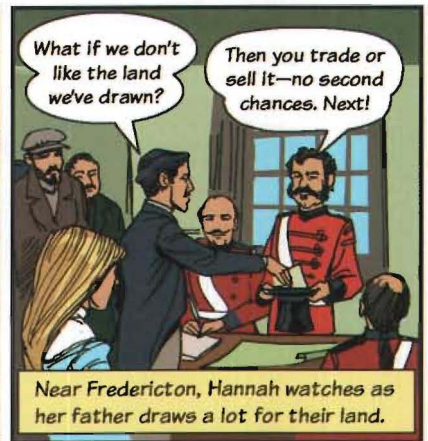
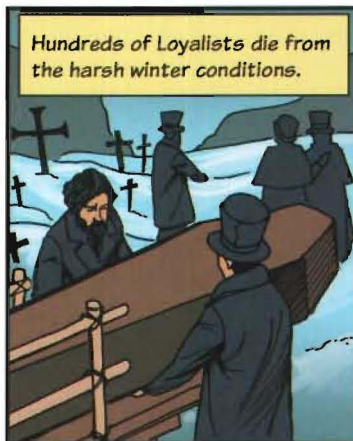
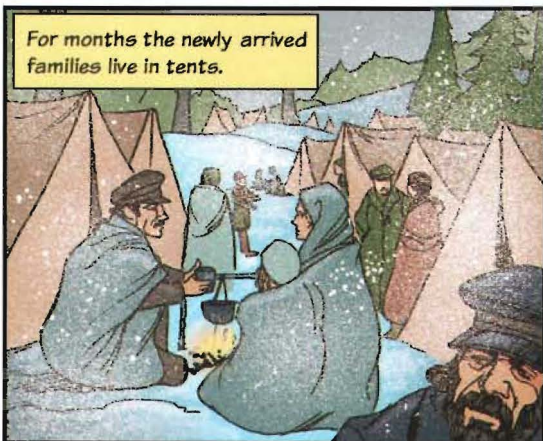
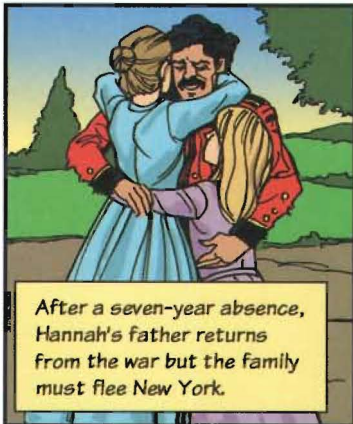
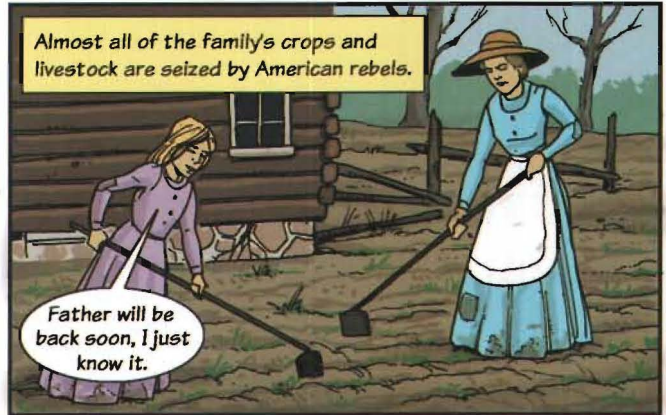
Over time, for both Black and white Loyalists, it became clear that Shelburne would not become a strong and thriving community. Many white Loyalists left to try their luck in New Brunswick, Prince Edward Island, or the new settlements west of Québec.

Boston King had escaped from slavery in South Carolina. He and his wife, who had also escaped a life of slavery, worked hard to establish a life for themselves in Nova Scotia. King worked as a carpenter, a fisher, and at any other job he could find, eventually becoming a Methodist preacher. But the couple became disheartened by the way they were treated and the hardships they faced. In 1791, the Kings left Nova Scotia for good, sailing for Sierra Leone on the west coast of Africa. Many other Black Loyalists were forced to give up their dreams of safety and success in Nova Scotia, as well, and they, too, went to Africa in hope of a better life.



Nova Scotia and New Brunswick, after 1784.

# THIS COULD HAVE BEEN ME ▶ Hannah Ingraham



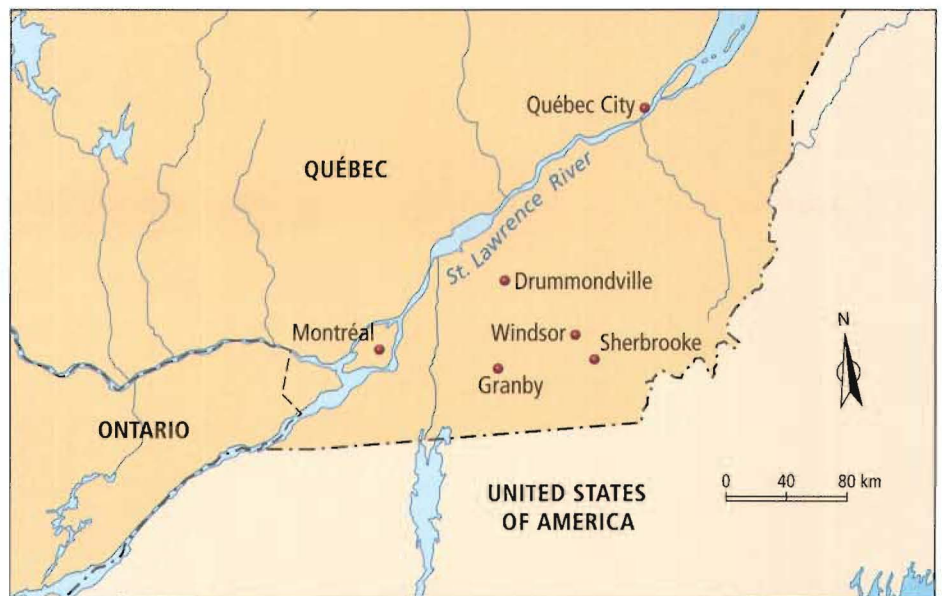
## Loyalist Migrations to Québec

Some Loyalists from the New England area migrated north to the St. Lawrence region of Québec. Much of the land around Montréal and Québec City had already been settled by this time, so they looked for newer areas to develop. If you look at a modern map of Québec, you will see that the majority of places have French names. But if you look at the places due east of Montréal, you will see names based in English history, such as Drummondville, Sherbrooke, and Granby. These communities were founded by the Loyalists and are known today as the **Eastern Townships**.

Another group of Loyalists migrated to what is now Ontario. You will read about their experiences in the next section of this chapter.

### WORDS MATTER

**Eastern Townships** the area east of Montréal that was settled by the Loyalists



The Eastern Townships today. Note the English place names.

### THINKING It Over

1. Give reasons why many of the Loyalists came from minorities—such as the Huguenots, Quakers, and Black people. **K**
2. What conclusions can you draw from the story of Boston and Violet King, who founded Birchtown and eventually left Nova Scotia for Sierra Leone? **T**
3. Look at the extract from the map of modern Québec. Note the English-sounding names of the Loyalist communities. Use this information to write a paragraph predicting how the Loyalists and Canadiens would get along in the future. Use reasoning and evidence to support your predictions. **C**

# The Lake Ontario and Lake Erie Regions

The Loyalists had an enormous impact on the development of the Lake Ontario and Lake Erie regions. Until the 1780s, these regions were populated by First Nations people. There were few, if any, settlers of European background. But the region had lots of good land, which Loyalist settlers were anxious to find.

## Disbanded Loyalist Regiments

Many of the first Loyalists were the families of people who had fought for the British in the war. Colonel John Butler was a rich landowner in upper New York. He had organized a regiment, known as Butler's Rangers, to fight the Patriots. In 1784, Butler led his regiment to the Niagara region of southern Upper Canada, and disbanded it there.

There were many other disbanded regiments that came to what is now Ontario. The map below shows some of them, and the areas they settled in.



Colonel John Butler. The headquarters of his Butler's Rangers Loyalist regiment, called Butler's Barracks, is located in Niagara-on-the-Lake, Ontario, and is now a national historic site.



The southern Ontario region in the 1780s, showing the settlements of Loyalist regiments and First Nations reserves.



## First Nations People

Mohawks and other groups of the Iroquois Confederacy fought with the British during the American Revolution. After the war, about 2000 Mohawk people relocated from their ancient lands in Upper New York to the Lake Ontario region. One of their best-known leaders is Thayendanegea, also known as Joseph Brant. He was a Mohawk leader in New York who believed that the future of his people lay in British North America. But the lands of his people were signed away by the British in the Second Treaty of Paris in 1783. Brant's people had been betrayed by the British. Where could they go?

The British commander in Québec, Sir Frederick Haldimand, felt that the loyal service they had provided to the Crown deserved recognition. Some of the land that Haldimand acquired for the Six Nations allies was originally First Nations land. Following the Royal Proclamation of 1763, the Crown had reached agreements, called the Upper Canada Treaties, with some First Nations. Under these treaties, land was transferred from peoples such as the Ojibwe, Mississauga, and others to the Crown in exchange for cash payments.

Thayendanegea settled his followers on a long tract of land about 10 kilometres wide on each side of the Grand River. It was about 2750 square kilometres in area. The **Six Nations Reserve** (see the map on page H 97) was supposed to be Six Nations land forever, a reward for the loyalty that Thayendanegea and his people had shown toward the Crown.



Thayendanegea.

### WORDS MATTER

**Six Nations Reserve** the tract of land along the banks of the Grand River where Mohawk leader Thayendanegea settled his followers

Succeeding governors had different ideas about the service of First Nations allies. Land freely given to First Nations allies in the 1780s has, over time, been eroded away. Roads, towns, and settlement by non-Aboriginals have taken land away bit by bit. Today, less than one-tenth of the Six Nations Reserve's original allotment is still within the reserve. Cities like Brantford and Cambridge stand on what was supposed to be Six Nations land forever.

Across Canada similar erosions have occurred. First Nations have begun to take action to preserve what is left of their land.

One such action, near the Six Nations Reserve in Caledonia, caught media attention in 2006. A 40-hectare plot of land was purchased from the government to build a housing development. Representatives of the Six Nations chose this place to make a stand to draw attention to the many land claims disputes across Canada. This land was part of the original Loyalist grant. Today, Six Nations claims state that it was never freely given away.

## The Development of the Region

Butler's followers started the town of Newark, now called Niagara-on-the-Lake. It became Upper Canada's first capital city, from 1792 until 1796, when the capital was moved to York. The reason for the change was that Newark was too close to the United States border. This concern proved to be well founded; in 1813, Newark was occupied and later destroyed by the Americans.



Loucks Farm in Upper Canada Village, in Eastern Ontario, is a re-creation of a typical 1860s farm.

**Checkpoint**

How does information in this section answer any of your inquiry questions?

Butler's Loyalists planned and developed a settlement with neat houses and well-kept businesses. Other communities were founded by civilian Loyalists. Burlington, between present-day Hamilton and Toronto, is an example of this type of settlement. Loyalists from Burlington, Vermont, came through the river systems to the area. Kingston (originally King's Town, to honour King George III), farther along Lake Ontario, is another Loyalist settlement.

Loyalists came from all walks of life. This meant that new settlements often had a variety of skilled citizens providing support as blacksmiths, merchants, builders, bankers, farmers, and doctors. This wide variety of skilled citizens ensured that the United Empire Loyalists would succeed in their new communities despite the losses they had suffered in the war.

Some, like Butler's Rangers and the Six Nations, had travelled directly north from their original homes to occupy the land north of the Great Lakes. Others came by ship, up the St. Lawrence River, past Québec and Montréal, to settle beyond the extent of French settlement. Kingston was one of these settlements. Communities sprang up all along the north shores of the lakes, and a new society, based on British traditions, was established.

By the late 1790s, there were about 12 000 Loyalists settled in what was to become southern Ontario. They felt that they continued to deserve special favours from the Crown, because of their efforts to support it. Now they began to ask the government to change the law of Québec to make it more like the British-based law they were used to. In the next section, you will read about how this led to major changes in government and law.

**THINKING It Over**

1. Why might the British government be especially happy to have former military people settle in the region? **K**
2. From what you have read in this section, did all Loyalists who came to the Great Lakes Region that later became Ontario receive fair treatment? Explain your answer. **K**
3. Do you think First Nations should be able to challenge ownership of land that changed hands more than a century ago? Why or why not? **L**
4. Once they were settled in what was to become Ontario, what did the Loyalists ask the government to change for their benefit? **K**

# How the Loyalists Changed the Face of Québec

## What the Loyalists Found When They Came to Québec

When the Loyalists arrived in Québec, they quickly took up their free land and built communities. But they were shocked by some of the differences between their new home and what they had known in the United States. The following chart summarizes some of these differences.

### Differences Between Québec and the United States in the 1780s

Item	In Québec	In the United States
The legal system	French civil law governed property. Under the seigneurial system, land could only be leased from the Crown. You could work and live off the land, but not profit from selling it.	English civil law governed property. Land could be held as private property. If you improved your land, you could sell it and pocket the cash. This is known as the <b>freehold</b> system.
Church support	Roman Catholics were legally required to pay a tithe (tenth of their earnings) to their local church, and could be imprisoned if they refused. There was no support for other churches.	Churches generally competed on an equal basis. People were not legally required to pay taxes to their church. No one church was favoured by the government.
Government	There was a council appointed by the governor to pass laws and run the government. There were no elections.	Practices varied, but there were elections in all the colonies. People voted for representatives to pass laws and run the government.

The Loyalists regarded themselves as heroes. They had given up their homeland because of their attachment to the Crown. They had frequently been abused by the Patriots. Many had fought in the British army, and some had lost family members.

“Is this any way to treat heroes?” they asked. “We came here to live in freedom. You give us French land laws and no elections.” They demanded, “You have to change the system.” And the British government listened.

During

READING

### Checkpoint

In one sentence, state the biggest difference you see between Québec and the United States in the 1780s.

### WORDS MATTER

**freehold** private ownership of land (rather than land leased from the Crown)

## How the British Changed the System in Québec

Eventually, the British agreed to change the system of government and law in Québec. They passed the Constitutional Act, which took effect in 1791. The Act made some changes to the Québec Act of 1774, but the British did not want to give the Loyalists too much. Doing this might reduce the Canadiens' and First Nations peoples' support for the British. Here is a summary of the major changes the Constitutional Act introduced.

### WORDS MATTER

**Lower Canada** those parts of New France from the eastern edge as far west as the Ottawa River

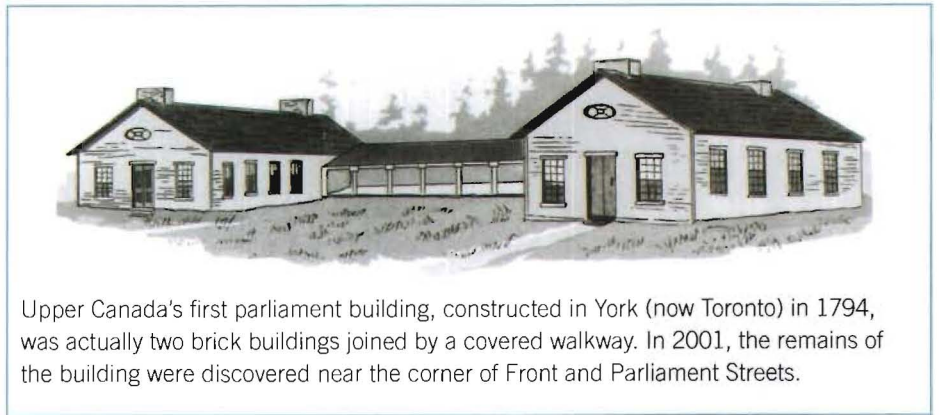
**Upper Canada** the area from the Ottawa River to Lakes Ontario, Erie, and Huron, and the north shore of Lake Superior

- It divided Québec into two parts. **Lower Canada** included those parts of New France from the eastern edge as far west as the Ottawa River. **Upper Canada** contained the area from the Ottawa River to the boundary formed by Lakes Ontario, Erie, and Huron, and the north shore of Lake Superior.
- There would be a lieutenant-governor for each Canada.
- Landholders in Lower Canada could hold land under the seigneurial or the freehold system. In Upper Canada, all land would be held under the freehold system.
- Existing First Nations' grants of land were not available for settlers to move into.



Lower and Upper Canada in 1791. Upper Canada began upstream from Lower Canada along the St. Lawrence River; hence its name.

- Catholics in Lower and Upper Canada had to pay the tithe to their church. The Church of England was given one-seventh of all new lands assigned.



- There was to be a legislative assembly to pass laws in each Canada. Voters, which meant only men who owned property, could choose their representatives at elections. These elected representatives could suggest laws but did not have the power to pass them.
- There would also be a legislative council in Lower and Upper Canada, appointed by the lieutenant-governor, to pass laws.

The Constitutional Act was a success. It kept the competing groups happy. Lower and Upper Canada entered a period of rapid growth.

### *During* READING

#### Checkpoint

Only men were allowed to vote. What does this say about the role of women during this time?



John Graves Simcoe, lieutenant-governor of Upper Canada, addresses the first meeting of parliament in September, 1792, in this 1955 painting by F.S. Challenger. The first session took place in a humble wooden military barracks in what is now Niagara-on-the-Lake.

## The Loyalist Influence in Upper Canada

Another organizational method that the Loyalists brought with them from America was the **township system**. Under this system, surveyors divided large sections of land into individual lots. Unless the landscape prevented it, all roads were drawn in straight lines, and all lots were rectangular. Here is a diagram of a typical township.

### WORDS MATTER

**township system** a method of organizing large sections of land into individual lots

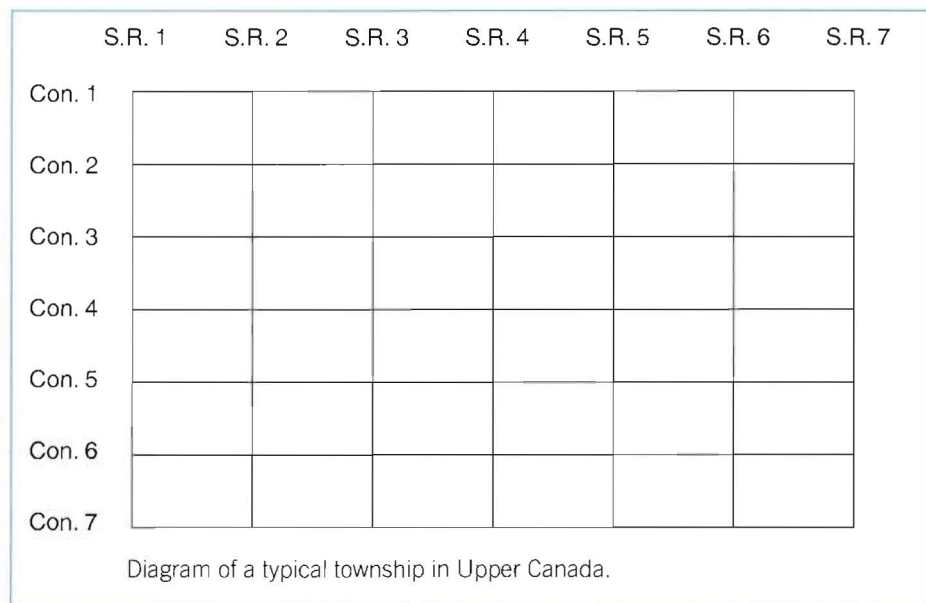
### 1st in Canada

#### English Comes to Ontario

Until the arrival of the Loyalists, the English language was virtually unknown in what we now call Ontario. First Nations languages and some French were spoken there. The Loyalists brought English with them. But this was American English, which had developed a new accent and some word differences from the English spoken in Britain. For example,

- People in England say that the weather gets cooler in the *autumn*. People in Canada generally call this season the *fall*.
- British people use a *flannel* to wash themselves with. In Canada, we call it a *washcloth*.

The British introduced English to Australia and New Zealand. But American English came to Ontario. So some differences have lasted until today.



Notes about this township:

- Concessions (Con.) run west to east.
- Side roads (S.R.) run north to south.
- All intersections are at 90° angles.
- It is laid out in imperial measurements—miles, yards, and acres.
- It is 6 miles (9.7 kilometres) from north to south and east to west.
- It is 36 square miles (93.2 square kilometres) in area.

Generally, surveyors aligned a township with the nearest major lake. Townships between modern Toronto and Hamilton run parallel to the Lake Ontario shoreline, roughly southwest to northeast. Townships slightly farther north aligned with Lakes Huron and Georgian Bay. This gave them a more east–west and north–south alignment. Sometimes, when you cross a township boundary today, you’ll find that all the roads suddenly change their direction slightly. But you’ll probably find that they still intersect with the other roads in the township at 90° angles.

## The Loyalist Heritage in Upper Canada

The Loyalists brought to Upper Canada their ideas about elections, freehold land, and systematic planning of townships. They also brought the English language. They worked hard to establish a few key communities. Later, immigrants would pour in from Britain and Europe. They too added their contribution to the development of Upper Canada. But the Loyalists had begun the process. Upper Canada would probably not have developed as fast as it did without them.

This was very important. You will see in the next chapter that Britain and the United States went to war again in 1812. Much of the fighting took place in Upper Canada. If the Loyalists had not developed it as quickly as they did, the United States might have won the war. So you can see, Canadians owe a lot to the Loyalists and their efforts.

### THINKING It Over

1. In your own words, summarize the differences between what the Loyalists left in America and what they found in Québec. Why would this make them unhappy? **k**
  2. Look at the map on page H 102. Use it to explain how each of the Canadas got its name. Why do people today often mix up the two names? **k t**
  3. Write down the following, with your reasons: **k**
    - a) Two things that the Loyalists would have liked about the Constitutional Act
    - b) Two things that the Canadiens would have liked
    - c) One thing that the First Nations would have liked
  4. Draw and label a neat sketch of a typical Loyalist township in your notebook. Below your sketch, make a list of differences between this survey system and the system used in New France (page H 15). **t**
  5. Obtain an Ontario road map or a street atlas that shows your local area. Look closely at the pattern of roads and communities. **t**
    - a) What characteristics of the township survey can still be seen in your area?
    - b) Which aspects of the original survey have been changed?
    - c) To what extent has the township survey shaped
      - i) the road pattern?
      - ii) the population pattern?
- See page S 6 in the Skills Tool Kit for help.





## Equipment

- a game board
- two dice (different colours or sizes)
- a calculator
- a scoring sheet

## How To Play

- A.** With three other people, play the roles of family leaders trying to plan a township and get the best free land for themselves.
- B.** The game board represents the layout of the new township. Each lot has a value from 1 to 10, depending on its distance from the river system and the quality of the soil. Your first task is to assign the lots that will belong to the Crown and the lots that will belong to the Church of England. According to the Constitution Act of 1791, each must receive one-seventh (or 5 each) of the total number of lots in the township.

Decide which die represents columns A to F (1 = A, 2 = B, etc.), and which one represents rows 1 to 6. Player A rolls the two dice. Find the lot at the intersection of the row and the column indicated, and mark it on the game board as a Crown lot. Roll again, and mark the indicated lot as a Church lot. Take turns rolling the dice until you have assigned 5 lots to the Crown and 5 lots to the Church. If a roll

selects a lot that you have already assigned, roll again until you select a vacant lot.

- C.** You now have 26 lots available for the families. Player A rolls the dice and claims the lot on the board. Player B rolls, and so on. If a player selects a lot that has already been assigned, the player passes the turn without getting a lot.

Go through ten rounds, or until all the lots on the board are taken—whichever comes first.

- D.** Add up the values of the lots that each player owns at the end of the game. The winner is the one with the most points. Add up the values for the lots owned by (a) the Crown, and (b) the Church of England.

	A	B	C	D	E	F
1	1	3	4	5	7	8
2	2	3	5	7	7	7
3	4	5	7	10	8	7
4	5	7	9	5	7	8
5	7	10	8	7	6	5
6	8	5	5	5	5	5

## THINKING It Over

Work with your game opponents to answer the following questions.

1. Was what happened in the game predictable or unpredictable? Give a few examples to illustrate your point. *k*
2. How well did the Crown and the Church of England do in the land grab? Do you think it was right that they should have been given land in this way? Why or why not? *t*

## CHAPTER IN BRIEF

You learned about a new group of people—the United Empire Loyalists. You saw how they opposed the American Revolution, and migrated to Québec and Nova Scotia. You read about the impact on First Nations. You examined the Loyalists' influence on the development of Québec: having it divided into Lower and Upper Canada in 1791, introducing the township system of surveying, holding elections to select representatives to the legislature, and establishing the English language and common law system in Upper Canada. In this way, they gave present-day Ontario many of its modern features.

Inquiry Questions	Answers

After

### READING

#### Tie It Together

Write any missing answers into the inquiry question chart you created at the beginning of the chapter. Use these and your map notes to write a summary of what you have learned.

### PUTTING It All Together

Imagine that you are a journalist time-travelling back to Upper Canada in the 1790s. Carry out one of these two research projects.

#### A. Research Loyalist Life

1. Use some primary and some secondary materials to research some of the challenges that Loyalist families faced in Upper Canada in the 1790s. See page S 10 in the Skills Tool Kit for help.
2. Choose three major difficulties. Describe each one and identify how it affected the lives of the Loyalists.

#### B. Research the Historical Development of Your Own Community

1. Use some primary and some secondary materials to research its origins, key personalities, and the contributions of various cultural groups. See page S 10 in the Skills Tool Kit for help.

2. Find out whether Loyalists were part of your community history.
3. Find out what First Nations historically occupied your area.

Follow your teacher's instructions about the format in which you are to present your findings.





*The Battle of the Thames and the Death of Tecumseh.*

## Before READING

### Making Connections

Canada was shaped by groups of people coming together for a cause. Think about groups or teams you have worked with in this class, other classes, or outside of school.

## WORDS MATTER

**allegiance** loyalty

Some people are Canadian citizens because they were born here. Many people born in other countries become citizens through the Government of Canada's citizenship program. Applicants must be prepared to take an oath of citizenship as a demonstration of loyalty. An oath is a formal promise. Here is the oath they must take:

*I swear (or affirm) that I will be faithful and bear true **allegiance** to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.*

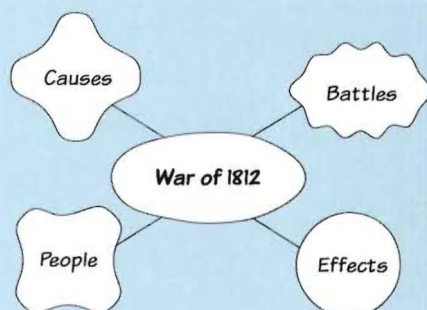
In earlier chapters, you learned about the importance of the monarchy in the period when the Loyalists were active. In the War of 1812, British North Americans again fought to defend against the threat of being taken over by the United States, choosing to remain under the monarch. As today's oath of citizenship shows, the defenders of the monarchy were successful. This is another example of how the history of that period affects us today.



New Canadians take their Oath of Citizenship at the Museum of Civilization in Gatineau, Québec.

## What You Will Learn in This Chapter

- Why did the War of 1812 occur?
- Who were some of the key people of the period?
- What were the outcomes of the major battles of the war?
- How did the war affect the development of Upper Canada?



## Thinking About LITERACY

You have already seen that asking questions can help you understand what you are reading.

The next few pages have questions and comments written in the margins to show you how to “talk to the text.” You do *not* need to answer the questions. They are there as examples.

This type of questioning and commenting allows you to make meaning of what you are reading. You can ask questions at points where you don’t understand something or where you might wonder something, such as why the author uses a specific example. After we have started you with examples, write your own comments or questions.

You can use an organizer like the one shown here to record your questions and comments.

# The Causes of the War of 1812

## During READING

### Checkpoint

Why does the author remind us about the American Revolution? The revolution must have some connection to what we are reading.

## WORDS MATTER

**long-term causes** causes that have existed for a while

**immediate causes** causes that happen just before an event

**Napoleonic Wars** the struggles that occurred between Britain and France during Napoleon's rule

Britain and the United States had fought a war, the American Revolution, only 30 years earlier. But in 1812 they went to war again. As in the previous war, Upper and Lower Canada were drawn in with them.

## Long-Term Causes in Europe

Historians look at two kinds of causes when trying to show why a historical event happened. There are **long-term causes**—factors that have been in play for a while before an event. Then there are **immediate causes**—things that happen just before an event, setting the event in motion. Think of it this way: an extended drought and a hotter summer than usual could be the *long-term causes* of a forest fire. A lightning strike hitting a dry tree would be an *immediate cause*.

The long-term causes of the War of 1812 lie in Europe. In 1799, Britain and France went to war. The French ruler Napoleon Bonaparte was trying to challenge Britain's position as the leading military power in the world. The struggles between the two nations are called the **Napoleonic Wars**. They lasted until 1815.

France had suffered a great defeat in the Seven Years' War (1756–1763) when it lost New France to Britain. France had its revenge by assisting the American colonies to gain their independence from Britain in 1783. But now Napoleon wanted to make France the number one power in the world again. The two nations fought a number of important battles in Europe.

France and Britain tried to weaken each other by disrupting trade. Using blockades and forced inspections of ships, France tried to prevent Britain from trading with other countries, and Britain did the same with France. Other countries in Europe were drawn into the struggle.

These trade wars had a negative impact on the young United States, which had a lot of merchant ships. Long-term causes soon blended with immediate ones.



Napoléon Bonaparte, shown here in a famous 1801 painting by Jacques-Louis David, was Emperor of France from 1804 to 1814.

#### WEB LINK •.....

For more information on the War of 1812, visit [www.pearsoned.ca/on7history](http://www.pearsoned.ca/on7history).

## Immediate Causes in North America

There were a number of immediate causes, which will be dealt with in turn.

### British Interference with American Merchant Ships

Britain knew that many Americans supported the French during the Napoleonic Wars. So British warships made a point of stopping American merchant ships to inspect them. In some cases, they found British seamen on board. The British captured them and forced them to work on British warships. This practice is called **impressment**, and was legal if the sailors were British deserters. However, this was not always the case, and regardless, impressment was a violation of American sovereignty. They protested loudly, but the British ignored American complaints.

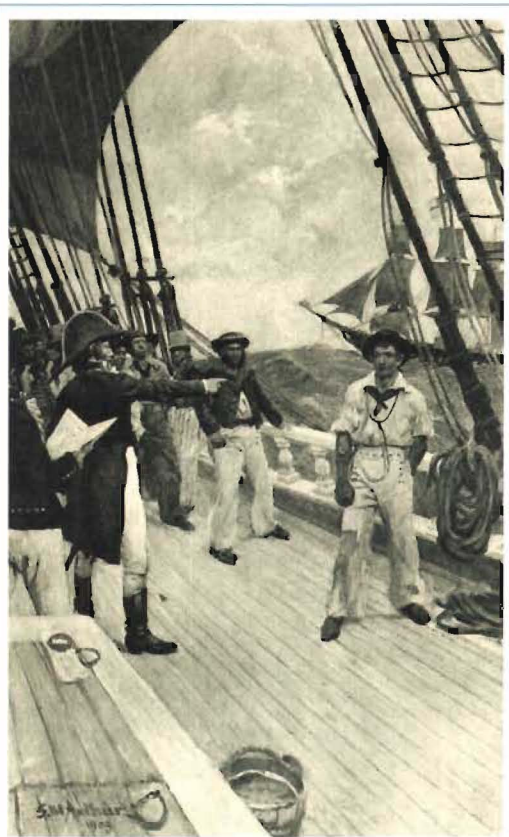
#### During READING

#### Checkpoint

I wonder why the British used impressment.

#### WORDS MATTER

**impressment** being captured and forced to serve in the armed forces



Representatives of the British Royal Navy capture a British seaman working on a United States ship.

## During READING

### Checkpoint

Start your own talking to the text here, adding at least two or three comments or questions for each page.

## American Expansion into the Northwest

The Treaty of Paris, in 1783, had given the Ohio Valley to the United States. But it also required the Americans to respect treaties already signed with First Nations. When American settlers began to move into the region in large numbers, the First Nations objected that they were losing many traditional areas to the settlers. The treaties were being ignored, the First Nations said. They appealed to the British for assistance. The British feared that if they did nothing, the Americans would become bolder. They might even start to advance into Upper Canada.

## Fur Trade Officials in the First Nations Territories

The United States said that British fur trade officials in the Great Lakes area were encouraging First Nations claims. The First Nations were making false reports about American settlers, the United States said. Also, they said, the British were supplying the First Nations with arms with which to attack American settlers. If this didn't stop, the United States government claimed it would be forced into action to prevent a war between the First Nations and the settlers.



Accusations about providing guns to First Nations were part of the cause of the War of 1812.

## American Jingoism

**Jingoism** means aggressive talk and opinions that justify military action. American politicians talked a lot of jingoism at this time. The jingoists spread propaganda saying that American troops should invade Upper and Lower Canada to protect the United States. They also said that American troops would be welcomed there because British North Americans were unhappy under the monarchy, and would welcome being freed by the Americans. Thomas Jefferson, a retired president of the United States, said that capturing British North America was “a mere matter of marching.”

## WORDS MATTER

**jingoism** aggressive talk and opinions that favour war

## THINKING It Over

1. Imagine that there have been several accidents in front of your school in recent weeks. Work with a partner to brainstorm possible reasons. Divide them into long-term and immediate causes. **f**
2. How were the First Nations peoples involved in the struggle between the British and the Americans? Which side do you think they wanted to see as the winner? Why? **k**



# The Major Battles of the War of 1812

In June 1812, the United States declared war on Britain. The Americans seemed to have some important advantages. Britain had a much larger navy, but most of its ships were in Europe. The American army had superior numbers, and Britain had a massive territory to defend. The distance from Halifax, Nova Scotia, to present-day Sarnia, at the southern tip of Lake Huron, is about 2000 kilometres. But there were only 10 000 regular British troops available to defend the whole area. Local volunteers would be necessary to defend British North America.

The War of 1812 was fought in numerous land battles and skirmishes, as well as naval battles on the Great Lakes and along the Atlantic coast. It might seem that the small colonies of Upper and Lower Canada had little chance to hold back the United States, but sometimes all it takes is a strong leader to change the tides of war. In fact, there were two strong leaders for the British colonies: Sir Isaac Brock, a British officer, and Tecumseh, a Shawnee chief.

## During READING

### Checkpoint

Add some of the battle locations to your map.

### War of 1812 Battle Sites



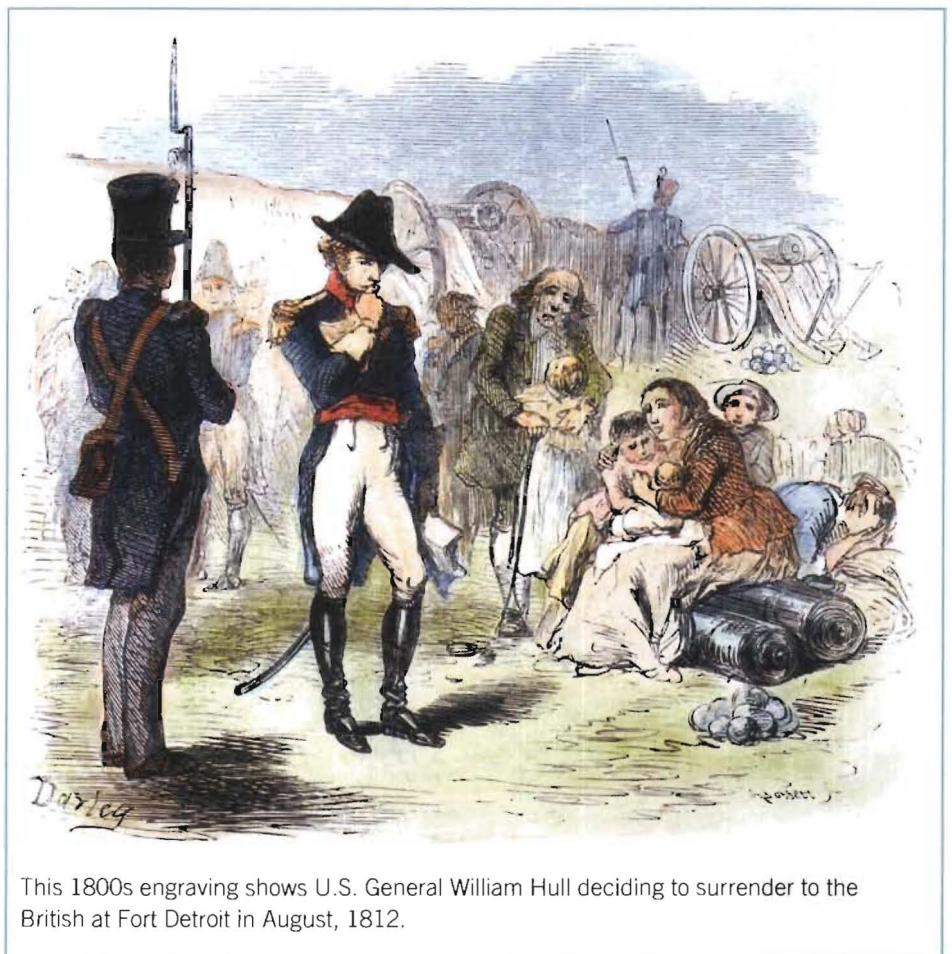
Early in the war, Brock commanded British forces in Upper Canada. With his chief ally, Tecumseh, he planned to stop the Americans before they could get a good start. He felt that capturing a series of western forts from the Americans would stop them from entering the colony from the west. With his First Nations allies, he set out to act on his plan. The first attack occurred at the American Fort Michilimackinac on Mackinac Island. It occurred only a few weeks after the war had begun, and the American commander was unprepared as he was not yet aware that hostilities had started. A joint British and First Nations army forced him to surrender without a shot being fired. The American garrison at Fort Wayne evacuated to go to Fort Dearborn (Chicago). A large First Nations force ambushed them, killing many.

### Detroit

With these easy victories, First Nations and British forces now descended on Detroit. Brock and Tecumseh, with a force of only 400 soldiers (100 regulars and 300 militia) and 600 First Nations warriors, prepared to fight General Hull's force

of more than 2500 soldiers who were inside the fort at Detroit.

Undeterred by these disadvantages, Brock began a series of ruses designed to strike fear into the hearts of the Americans. He dressed the militia in extra scarlet uniforms to make them look like regulars. He had each man build his own cooking fire (instead of several men sharing a fire as they usually did) and had the soldiers march around the fort, in and out of the trees over and over again to make it seem like



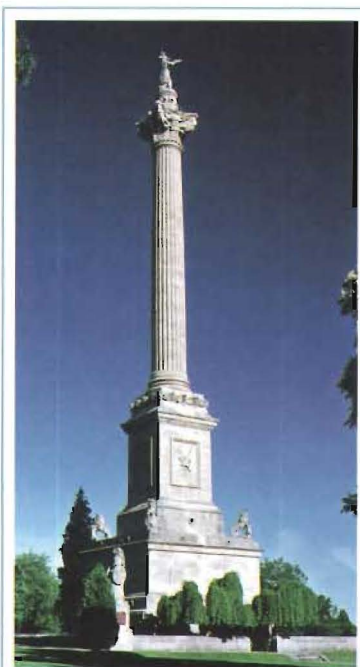
This 1800s engraving shows U.S. General William Hull deciding to surrender to the British at Fort Detroit in August, 1812.

there were thousands rather than hundreds. Tecumseh did the same with his warriors, stopping frequently to yell out battle cries designed to frighten the Americans. Hull was aware of the terrible losses at Fort Dearborn and feared for the lives of his soldiers and their families.

Faking an attack on the fort, Brock forced Hull to run up the white flag of surrender. With this victory came 33 guns, 2500 muskets, and many supplies needed to outfit the Canadian defences. These acts secured the west and allowed for the defence of other parts of Upper and Lower Canada.

### Queenston Heights

One of the most famous battles of the war was fought not far from Niagara-on-the-Lake. In October 1812, invading American troops rowed across the Niagara River from New York State into Upper Canada. At Queenston, they captured the high ground where the British had been firing down at the river. Major-General Brock rushed to the attack, gathering a small force to push back the American force. A sniper struck Brock as he led his troops in the attack. He died almost instantly, but his attack slowed the Americans just enough to allow other British forces to advance. The Americans were pushed back over the river. A battle was won and a leader was lost.



Brock's Monument, Queenston Heights, Ontario.



C.W. Jefferys depicts the death of General Brock at the Battle of Queenston Heights, Ontario in this 1908 painting.

It was a decisive victory for the British and Upper Canadian side, which included warriors of the Six Nations. They took almost 1000 American prisoners, while their own losses were small. But the death of Brock was a tremendous loss. He is still regarded as a war hero. There is an impressive monument to him near Niagara Falls, Ontario.

### York (Toronto)

In April 1813, fourteen American ships with 1700 soldiers aboard sailed across Lake Ontario and defeated the small British garrison at York. Though this amphibious force stayed only a few days before burning the town and sailing back home, the battle did show that American forces could successfully attack the heart of Upper Canada.

### Stoney Creek

On June 6, 1813, American forces were in Upper Canada near Stoney Creek. Several British regiments made a night attack trying to surprise the larger American force. This surprise was only partially successful. In the dark, the British soldiers missed the main American camp. In the confusion that followed, many British and American soldiers died. Finally, the Americans decided to retreat to the American side of the Niagara River, leaving the field in the command of the British. It was hailed as a great victory for colonial forces.

### Beaver Dams (Thorold)

June 24, 1813, saw 550 Americans under Lieutenant-Colonel Charles Boerstler camping out at Queenston. The commander and his officers were stationed at the inn owned by James and Laura Secord. She overheard Boerstler's plans for attack. She travelled on foot to tell British Colonel Fitzgibbon the news. He prepared to meet the attack at Beaver Dams.



Three veterans of the War of 1812, left to right: John Smoke Johnson, Jacob Warner, and John Tutlee. Jacob Warner and John Tutlee were with the First Nations allies who encountered Laura Secord and took her to Lieutenant Fitzgibbon to deliver her warning.

Fitzgibbon's force of 80 soldiers and 250 Kahnawake Mohawk warriors waited in ambush for the Americans. Boerstler's main force moved forward and was caught in a furious crossfire. Boerstler was wounded and the Mohawks surrounded them. In the heat of battle, Fitzgibbon stepped forward and offered to protect the Americans from the grip of the Mohawks if they would surrender. The entire force laid down their arms, and the battle was over.

### **Crysler's Farm**

In November 1813, more than 13 000 American soldiers began an advance down the St. Lawrence River toward Montréal. Between the Americans and the city was a combined force of British soldiers, militia, and First Nations totalling about 900. This small force set up a defence at Crysler's Farm, blocking the path of the oncoming army. On November 11, about 2000 Americans attacked. The British forces held firm, pouring volleys of fire into the advancing Americans. Finally the Americans retreated across the border. The advance on Montréal was stopped.

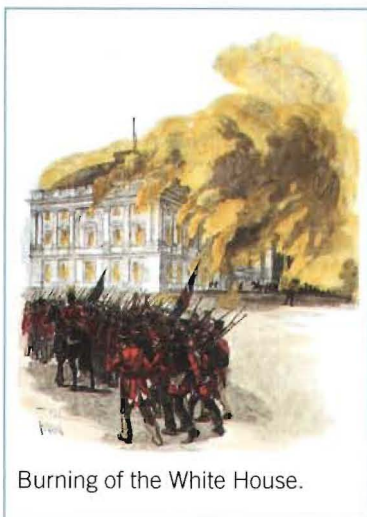
### **Lundy's Lane**

In the afternoon of July 25, 1814, a force of 1500 Americans under General Scott attacked a British force of about 1700. It was a hard-fought battle that lasted well into the night. In the end, each side lost more than 800 men, but the American army retreated, never to invade Canada again. This battle had the heaviest casualties of any in Canadian history on Canadian soil. Fortunately, the war was near its end, and battles like this were soon over.

### **Washington and Baltimore**

In retaliation for Americans burning towns in Upper Canada, the British forces attacked and burned Washington in August 1814. Government buildings, including the White House, were destroyed. They then attempted to do the same in Baltimore. There, several British ships shelled Fort McHenry, which protected the Baltimore harbour. The British "bombs bursting in air" and the Congreve "rockets' red glare" led poet Francis Scott Key to pen what would become the American national anthem.

Within months, the War of 1812 ended. The Treaty of Ghent was signed on December 24, 1814.



Burning of the White House.

## Conditions in the Military

Many of the people you read about in history were rich and powerful. But history is not just their story. One of the things that historians do is to examine the lives of ordinary people, to see how they have changed over time.

Of all the groups in British North America in the early 1800s, ordinary soldiers experienced some of the worst conditions. In fact, it was at times difficult for the army to find volunteers willing to fight. This was because life in the military was dangerous, unhealthy, and poorly paid.

### Conditions Were Dangerous

The life of a soldier in wartime is, obviously, dangerous. The regular soldiers in the British army were well trained because they were year-round soldiers. But things were different for soldiers in the many **militia** regiments. The militia was made up of local volunteers who trained and served on a part-time basis. This made their lives especially dangerous. Some militia officers had fought in the American Revolutionary War (1776–1783). Beyond that, few militia soldiers had any experience of warfare. Militia training was limited, and supplies were poor. As a result, casualty rates were high.

### Conditions Were Unhealthy

The armies fought all year round and in all types of weather. Because roads were in poor condition, it was difficult to get supplies to the troops. They often lacked tents and other basic equipment to shelter against the weather. Even food was often in short supply. The soldiers' health often deteriorated, and they

#### WORDS MATTER

**militia** military regiments made up of local volunteers who trained and served on a part-time basis



The soldier's barracks at Fort Henry, in Kingston, Ontario. Fort Henry is a historic site where visitors can see what life was like for soldiers around the time of the War of 1812.

## WORDS MATTER

**desertion** a soldier running away from the armed forces

became vulnerable to disease. Colds and flu were common, and sick lists—soldiers unfit for duty—grew long. Conditions were so horrible that **desertion** became common. This was a serious crime. If deserters were caught, they could be executed by hanging.

### Soldiers Were Poorly Paid

Militia members could be ruined by the war. They had to leave their homes to fight with their regiment. This often left their homes undefended and sitting targets for enemy troops. They might come back home at the end of the war to find their homes and their families destroyed. And they certainly didn't join up for the money. Private soldiers were paid about 16 cents a day.

## Work with Evidence

### The Soldier's Life

Read the following extracts from documents written at the time. Rewrite them in your own words, and explain how each one adds to your understanding of what life was like in the war.

1. *I have furnished barracks for one hundred and twenty men and they are all on the spot, including the Rifle Company now on duty here. And all are in the greatest want of almost every necessary. And I have this day received a letter from Col. Vincent referring me to you for stoves, blankets, etc. and I must observe that we are in as great want of shoes, pantaloons, jackets, and watch coats for the Guard.*

*(Extract from an original letter from Colonel Joel Stone to Colonel Lethbridge, October 25, 1812, Archives of Ontario.)*

2. *Give me leave Sir to remark the duty I owe to my fellow creatures and as a true patriot to my country to remind you at the certain calamity that must befall us if the*

*Militia are thus continued to be cawled [called] from their families. If they are cawled [called] one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be rept [reaped] if the farmers are prevented from putting in spring grain the famine will undoubted be dreadful.*

*(Letter from Lieutenant Colonel Benoni Wiltse to Colonel Joel Stone, April 13, 1813, Archives of Ontario.)*

3. *Desertion has come to such height that 8 or 10 men go off daily. That black guard 104 [awful 104th regiment] first led the way. The army is not quite so sickly as it was . . . .*

*(Extract from an original letter from Thomas G. Ridout (near Niagara) to his brother George Ridout, September 16, 1813, Archives of Ontario.)*

## The Treaty of Ghent

British and American representatives met in Ghent, Belgium, to try to reach a peace agreement. In December 1814, they signed the Treaty of Ghent, which brought an end to the war. There were no major victories on either side in the treaty. The border between British North America and the United States remained the same. The war had been a stalemate. But it was still significant for the development of British North America. You will read in the next section about how the war affected the way people, especially those in Upper Canada, felt about British North America.



This painting shows the signing of the Treaty of Ghent in Belgium in 1814.

### THINKING It Over

1. Use the map to identify the locations of major battles in the War of 1812. Describe the overall pattern of fighting. **K**
2. From what you have read, was there a decisive winner in the fighting? Explain your answer. **K**
3. Write a letter to family in Britain as if you are someone from Upper Canada expressing your feelings at the end of the war. Describe some events in the war to show your pride in successfully facing the much larger American forces. **G**



# Effects of the War of 1812 on British North America

Wars tend to have profound effects on the nations that fight them. Wars also have an impact on people's attitudes, political loyalties, and sense of duty. Consider the following effects that the War of 1812 had on Lower and, especially, Upper Canada (where most of the fighting took place):

- Agriculture declined because many farmers were called away to fight in the militia. In addition, armies damaged many fields through their manoeuvres and fighting.
- There was a series of smaller harvests, and the food supply was threatened.
- There was an increase in the demand for materials to support the troops. The import business prospered as goods came into the Canadas from Britain. Some merchants in the import business made a lot of money out of the war.

As well, wars can have the effect of bringing together groups of people to confront a common enemy.

- Prominent people, such as politicians and religious leaders, urged the people to do everything they could to resist the enemy.
- Lower and Upper Canadians heeded this call, and volunteers for the militia stepped forward rapidly.
- The Canadiens especially saw the Americans as a threat. They regarded the Americans as anti-French, and felt reasonably well treated under British rule. As in the American Revolution, the Canadiens supported the British during the War of 1812.

Loyalty to Britain and the monarchy survived the war. British North Americans did not want to live as part of the American republic, and were prepared to fight to show this. The monarchy was later to become a powerful symbol of Canadian independence from the United States. It has survived to the present day.

During

READING

## Checkpoint

Consider which of these effects would probably also be seen in a modern war.



The militia of Upper Canada.

The War of 1812 had some effects on the development of Canada. It promoted unity as the French and English people came together to resist a common enemy—the United States. And it showed that they were a capable people in a time of crisis. As a result, British North American self-confidence grew.

### THINKING It Over

1. Make a web chart to show the long-term and immediate causes of the War of 1812. **k**
2. Identify, in your own words, three damaging short-term effects of the War of 1812. **k**
3. In your view, what was the most important long-term benefit of the war? Draw a political cartoon to illustrate your point of view. **t**
4. Discuss the following question with a partner: If a war has long-term benefits for the people, do you think that a nation is justified in fighting it? Explain your reasoning. Compare your views to those of another pair of students. Did everyone agree, or was opinion divided?

#### Thinking of Themselves as British North Americans

In times of crisis, when people have a common enemy, they come together. The War of 1812 was one such crisis for the people of Upper Canada. First Nations people, immigrants from Europe, Canadiens, and Loyalists all worked together to defend Upper Canada. When Upper Canada survived the war, they felt pride in their accomplishment.

**Nationalism** means love of and pride in one's country. Until the War of 1812, there was no such thing as Upper Canadian nationalism. But afterward, people began to feel pride in themselves and their accomplishments. In just over half a century, this growing sense of pride would lead to the creation of a new nation—Canada.

# Key Figures in Upper Canada

History is a great collection of stories. And many of the stories are about individuals. By studying the lives of people in history, we can get a better understanding of what life was like at the time. In this section, you will read about four people who were prominent around the time of the War of 1812.

## Sir Isaac Brock (1769–1812)

You already know that Sir Isaac Brock died at Queenston Heights. As you study his life, you will realize what a talented person he was.



Sir Isaac Brock.

### Background

Brock was born in 1769 on the small island of Guernsey, one of the British Channel Islands. His family was rich, but he was the eighth son in the family. He could expect nothing from his father's estate. At the age of 15, he joined the army and remained a soldier all his life. He served in the West Indies and in Europe, where Britain and France were fighting wars to be the most powerful nation in the world.

### Achievements

In 1802, Brock's regiment was posted to Lower Canada, where he spent much time building up Québec City's defences. By 1810, he was in command of the defences of Montréal. Later that year, he was sent to Upper Canada to take charge of the whole colony's defence. He was promoted to major-general at this time.

Brock realized that it would be easier to defend against the Americans if the British had the cooperation of the First Nations. So he planned to capture Detroit and Michilimackinac because these were strong American settlements, and the First Nations were anxious to see the Americans cleared out. The Shawnee First Nation, under the leadership of Tecumseh, were allies with Brock in these campaigns. In July 1812, Brock and Tecumseh attacked Detroit, and the Americans surrendered. Brock rushed back to the Niagara area to defend it.

In October 1812, the Americans captured Queenston Heights. Brock led his troops out of nearby Fort George, and attempted to recapture the Heights. In the tradition of his time, Brock wore his best uniform, which clearly identified him as commanding officer. An American sniper shot him in the chest and he soon died.

### During READING

#### Checkpoint

Remember to "talk to the text" with both questions and comments as you read.

## Significance

Like Wolfe at Québec, Brock died a hero in battle. Brock was an intelligent, energetic person. He fought for Britain in other parts of the world. His leadership eventually did lead to the recapture of the Heights. Without the efforts of people such as Brock in the War of 1812, Upper Canada might easily have become part of the United States.

## Tecumseh (1768–1813)

Many First Nations people also became involved in the war, mainly on the British side. This is the story of one of their leaders.

### Background

Tecumseh was a Chief of the Shawnee people, who lived in the Ohio Valley region. His father was killed in 1774 in one of the wars between the British and the First Nations. In the American Revolution, American soldiers destroyed many Shawnee villages. Tecumseh realized that all First Nations would have to work together to survive such attacks.

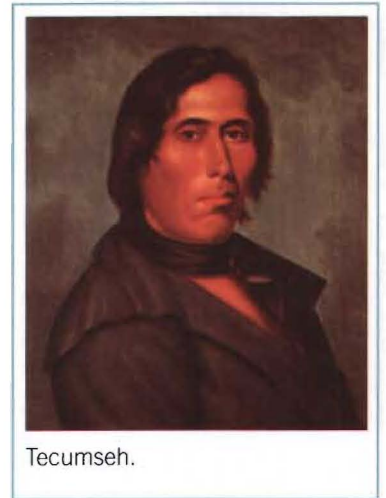
### Achievements

In 1809, First Nations peoples in Indiana sold 10 000 square kilometres of land to the United States. Tecumseh opposed this deal. He said:

*No tribe has the right to sell, even to each other, much less to strangers. . . . Sell a country! Why not sell the air, the great sea, as well as the earth? Didn't the Great Spirit make them all for the use of his children?*

His anger at the Americans increased in 1811, when an army force destroyed more Shawnee villages in the area. Tecumseh decided to make an alliance with the British. They were happy to have his cooperation and made him a brigadier-general in their army.

When the British attacked Detroit in 1812, Tecumseh used a strategy to make the Americans think that he had far more warriors than he really did.



Tecumseh.



U.S. Commodore Perry is shown transferring between ships in the middle of the battle of Lake Erie.

In 1813, the Americans won an important naval victory on Lake Erie, forcing the British and First Nations troops to retreat into Upper Canada. American army troops followed them and won the Battle of Moraviantown, near Chatham. The British and First Nations troops were badly beaten, and Tecumseh was killed. With the loss of his leadership, his supporters lost heart. They later surrendered to the Americans at Detroit. The fate of Tecumseh's people now lay with the Americans. In 1827, the American government confiscated all Shawnee lands, forcing the Shawnee to move to new land farther west.

### Significance

Tecumseh's contribution is an example of the important role that First Nations played in the wars between the British and the Americans. Without the support of the First Nations, the outcome might have been different.

Tecumseh was a perceptive leader. He correctly predicted that his people would suffer at the hands of the settlers. Their way of life was changed forever.

## Laura Secord (1775–1868)

The story of Laura Secord is one of the most famous in Canadian history.

### Background

Laura Ingersoll was born in Massachusetts in 1775. Her father supported the Patriots in the American Revolution. But, in 1795, the entire family moved to the Niagara region of Upper Canada. In 1797, she married James Secord and the couple set up home in Queenston.

### Achievements

The Secords both played a role in the War of 1812. James was injured at the Battle of Queenston Heights and went through a long recovery. Invading American troops demanded that the Secords take care of them during a lull in the fighting. But the Secords developed a plan to see if they could get information from the invaders. One evening, James and Laura secretly listened to the Americans conversation. The Secords discovered that the Americans were planning a sudden attack on the British army at Beaver Dams, about 20 kilometres away.



Laura Secord in later life. She died in 1868 at the age of 93.

James and Laura realized that they should get this information to Lieutenant James Fitzgibbon, who commanded the regiment at Beaver Dams. (This place is now known as Thorold.) But how were they to get a message through? James was not mobile because of his war injuries. The roads were in poor repair, making travel difficult. They decided that Laura would walk to Beaver Dams to tell Fitzgibbon what they had discovered.

Secord took a roundabout route to avoid being captured by American soldiers. She walked part of the way with her niece, but most of it alone. In all, she walked about 30 kilometres, which, over the rough landscape, took almost 20 hours. The weather was extremely hot.

Eventually, she encountered a First Nations force of Mohawk soldiers. She told them her story, and they took care of her. They took her to see Fitzgibbon who was very grateful for her information. Two days later, the First Nations and British soldiers led a surprise attack against the Americans. They captured 462 enemy soldiers.

Afterward, Fitzgibbon wrote:

*The weather on the 22nd day of June, 1813 was very hot, and Mrs. Secord, whose person was slight and delicate, appeared to have been and no doubt was very much exhausted by the exertion she made in coming to me, and I have ever since held myself personally indebted to her for her conduct upon that occasion . . . .*



Laura Secord's home, which you can now visit in the village of Queenston, Ontario.

**WEB LINK** • .....

For more information on key people from this period, visit [www.pearsoned.ca/on7history](http://www.pearsoned.ca/on7history).



This map shows the route Laura took on her way to warn Lieutenant Fitzgibbon, as well as the locations of some of the battles in the area.

## Significance

Laura Secord played an important role in what was then an all-male activity—spying. But the official records of the time ignored her contribution. Fitzgibbon was treated as a hero, while Laura Secord was forgotten. It was not until the 1860s that she was recognized as a heroine. The Prince of Wales awarded her 100 pounds (about \$500 at the time) for her courage. Her actions show how individuals can sometimes have a significant impact on history.

## Rewind / Fast Forward

### Travelling in Southern Ontario

In the early 1800s, travelling in Upper Canada was difficult and slow. On Lakes Ontario and Erie, boats carried freight and people. Because they were sailing ships, wind speed and direction affected where, and how fast, you could go. In addition, storms could make the water extremely rough. Lake Erie, because it is relatively shallow, became a graveyard for sailing ships.

Land transportation was also slow and unreliable. The few roads were narrow, uneven, and often waterlogged. The following description from a soldier in the War of 1812 is typical:

*We have had a most harassing journey of 10 days to this place . . . . Frequently I had to go middle deep in a mud hole & unload the wagon & carry heavy trunks 50 yards [45 m] waist deep in the mire & reload the wagon. Sometimes put my shoulder to the fore wheel & raise it up . . . .*

Today, travel in the region is quick and reliable. Huge freighters carry goods through the Great Lakes and the St. Lawrence Seaway system in relative safety. Highway 401 runs from the Québec border in the east to Windsor in the west. This journey of 800 kilometres would have taken you two to three weeks in 1810. Today you easily can do it in 10 hours. And for long-distance travel, you can fly from major airports in Windsor, London, Hamilton, Toronto, or Ottawa.



People travelling on Upper Canada's roads in the 1800s often encountered sections of deep mud. One of the solutions was called the "corduroy road," shown here. Trees were cut and placed tightly together over these wet areas so wagons and sleds could cross; however, they were very uncomfortable for travellers.

## Lieutenant-Colonel John By (1779–1836)

John By was a military man, but not one engaged in fighting. He was an engineer, who designed and supervised construction projects for the army.

### Background

John By was born in London, England, and entered officer training in the army at the age of 18. He was eventually posted to the Royal Engineers, the regiment in charge of building military facilities. These included fortifications, accommodation, and repair shops. In 1802, he was posted to Lower Canada and stationed in Québec City.

### Achievements

By spent nine years in Lower Canada. His major project was building canals to improve shipping routes on the St. Lawrence River. He also designed new fortifications for Québec City. From 1811 to 1821, he served in Portugal and England. He left the army at the age of 43, in 1821. But his biggest project lay ahead of him.

In 1826, John By rejoined the Royal Engineers and was shipped to Upper Canada. The government had decided to build a canal to connect the Ottawa River and Lake Ontario. It is 202 kilometres long, and took six years to build. By designed and supervised the building of 47 locks along the Rideau River. You can still see them today in Ottawa.

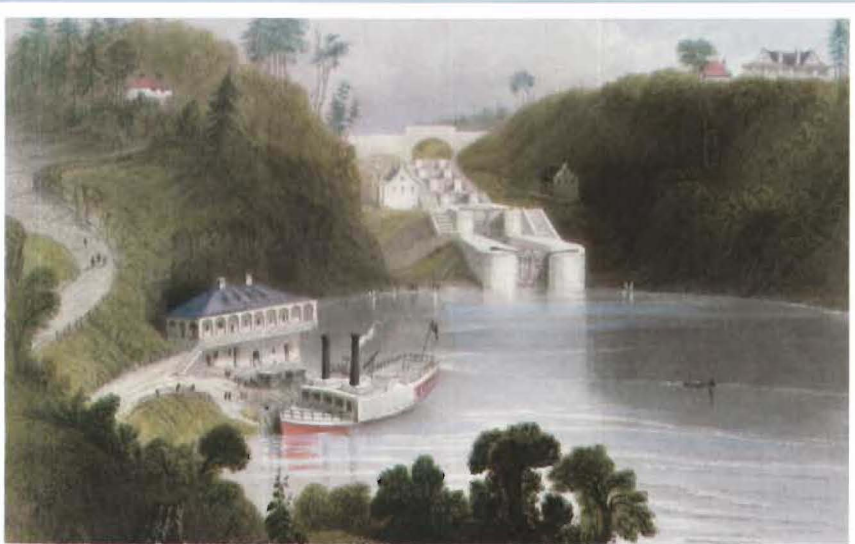
The Rideau Canal was a direct response to the War of 1812. In that war, York, Montréal, and Québec were all targets of the American forces. The St. Lawrence River offered easy access for the Americans to these cities. American troops might also block the St. Lawrence, preventing the movement of troops and supplies. The Rideau Canal, which connects Kingston and Ottawa, is considerably north of the St. Lawrence. It was therefore safe from possible American attack. Supplies and soldiers would be able to get to the battle sites, quickly and easily.

Today, having never been used for its intended purpose, the canal is a tourist attraction, and the waterways provide



Lieutenant-Colonel John By supervising the construction of the locks.





This engraving by W. H. Bartlett was published in 1840, and shows some of the Rideau Canal locks near Bytown (now Ottawa). How did By's achievement change the economy of Upper Canada?

recreation for thousands each summer. In the winter, sections of the canal are turned into long skating rinks, giving everyone a chance to enjoy the outdoors. You can see the canal route on the map on page H 150.

By's next task was to lay out the streets of a town at the junction of the Ottawa and Rideau Rivers. When the design was finished, the town was called Bytown. Its name was later changed to Ottawa, and it became the capital of

Canada. Ottawa's selection as the capital city was no accident. Again, as a reaction to the events of the War of 1812, this city was well placed to be far removed from any possible American attack.

By's enemies charged him with unauthorized spending on the canal project, and he spent much of his life trying to clear his name. He returned to England, and died there in 1836.

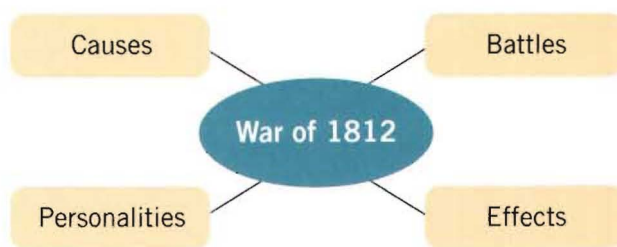
### Significance

John By was one of the many people who worked hard to develop British North America at this time. Before he returned to England, the Montréal Committee of Trade made a presentation and address to him. It made special mention of his "moral courage and an undaunted spirit" which "excit[e] our admiration and deserv[e] our praise." By's name lives on in the Byward Market, an area in Ottawa's Lower Town.

### THINKING It Over

1. Which of the people described in this section do you find the most interesting? Which would you rather be? Why? What do you find in the person's story that interests you? **C**
2. Work with a partner to identify common qualities possessed by the people described here. Compile a list, then explain how these qualities helped them to achieve success. **K**
3. Use the "Fast Forward/Rewind" feature to make an attractive visual display (drawing, poster, collage, cartoon) comparing Ontario travel in the past and present. **G**

You learned about the causes and major events of the War of 1812, which pitted the United States against Britain and British North America. You examined some of the interesting people who had an impact on the history of the region at this time. You saw how their successful participation in the war began to give British North Americans a sense of their uniqueness and competence. This growing sense that they were neither entirely American nor British gave the people a growing confidence as they addressed the future. Fifty-five years later, in 1867, the colonies became the independent nation of Canada.



After

## READING

### Tie It Together

Review your questions and comments on your sticky notes, and your jot notes on your map of Canada. Write a summary of what you have learned in this chapter, using an organizer such as the one shown here.

## PUTTING It All Together

### 1. Reviewing

Scan the articles about the four key people in Upper Canada earlier in this chapter. Identify the purpose of each section (background, achievements, significance).

### 2. Choosing

The four people below were also significant in Upper Canada. Do brief research to find out about them, and choose one to be the subject of a biographical sketch.

1. Sir John Graves Simcoe (1752–1806)
2. Lady Elizabeth Simcoe (1766–1850)
3. Joseph Brant (Thayendanegea) (1742–1807)
4. Thomas Peters (1738–1792)

### 3. Research

Ask questions to guide your research into the background, achievements, and significance of your subject. Use primary and secondary sources. Organize your findings under those three headings. Make sure that you identify and explain any technical or special vocabulary necessary to understand your subject's life.

### 4. Results

Follow your teacher's instructions about the format of your finished biographical sketch.

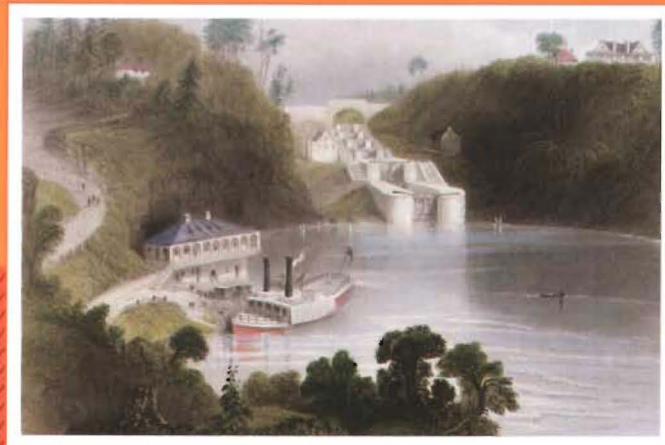
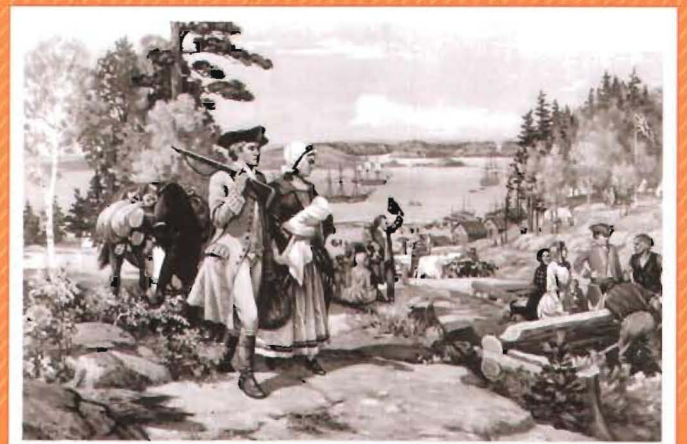
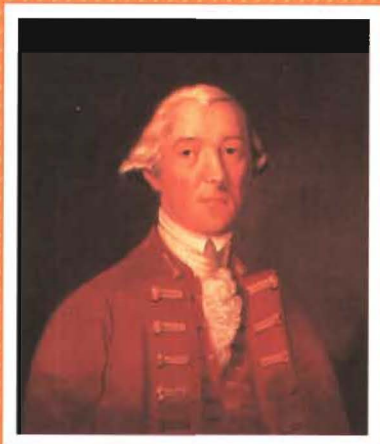
Refer to pages S 2, S 4, S 5, and S 10 of the Skills Tool Kit for help with various skills required for this assignment.

## Back to the Big Idea

### In what ways was British North America British, and in what ways was it North American?

You have learned how the French and British resolved their disputes in North America and how the American Revolution affected Québec. You also studied the Loyalist migrations to British North America and the impact they had on Québec and the Lake Ontario and Lake Erie Regions. In the final chapter of the unit, you learned about the causes, the battles, and impact of the War of 1812.

Use your notes and organizers to review what you have studied. Write one paragraph for each part of the question, **In what ways was British North America British, and in what ways was it North American?**



## Show That You Know

A historical issue is a topic about which there are many opinions. Choose one of the historical issues you examined in this unit.

- How well did the British treat the Canadiens after New France became a British colony?
- Why did the First Nations support the Crown during the American Revolution and the War of 1812?
- Why were the British and Upper Canadians successful in resisting American attempts to take over British North America in the War of 1812?

### Step 1 Ask questions.

For each key word, create two questions (12 questions in all) about the historical issue you have selected.

### Step 2 Identify primary and secondary sources.

Make a shortlist of at least two primary sources and two secondary sources that could help you to find information about your topic. Then create a bibliography containing at least two primary sources and two secondary sources that you will use.

### Step 3 Summarize the information about your issue.

Study your sources, making notes as you do so. Create a summary of your findings. Be sure to present the point of view of all sides.

### Step 4 Arrange your material in an interesting and creative manner.

Create your final presentation, making sure that it contains all of the elements listed in the various steps.

### Step 5 Present your findings.

Present your findings to a small group of students or to the whole class. Make sure that you have all of the following

- oral material
- visual material
- written material

**Tip:** Review the material about asking questions on page S 4.

**Tip:** Find sources in a library catalogue or on the Internet. Primary sources could include journals, letters, statistics, period documents, and maps. Secondary sources could include modern maps, illustrations, print materials, videos, CD-ROMs, Internet sites.

**Tip:**

- Include extracts from primary materials.
- Create any of the following visual items that apply: timeline, chart, graph, map, model.

**Tip:**

- Create a written introduction and conclusion.
- Include your bibliography.

**Tip:** Practise presenting your material to make sure it fits together properly.