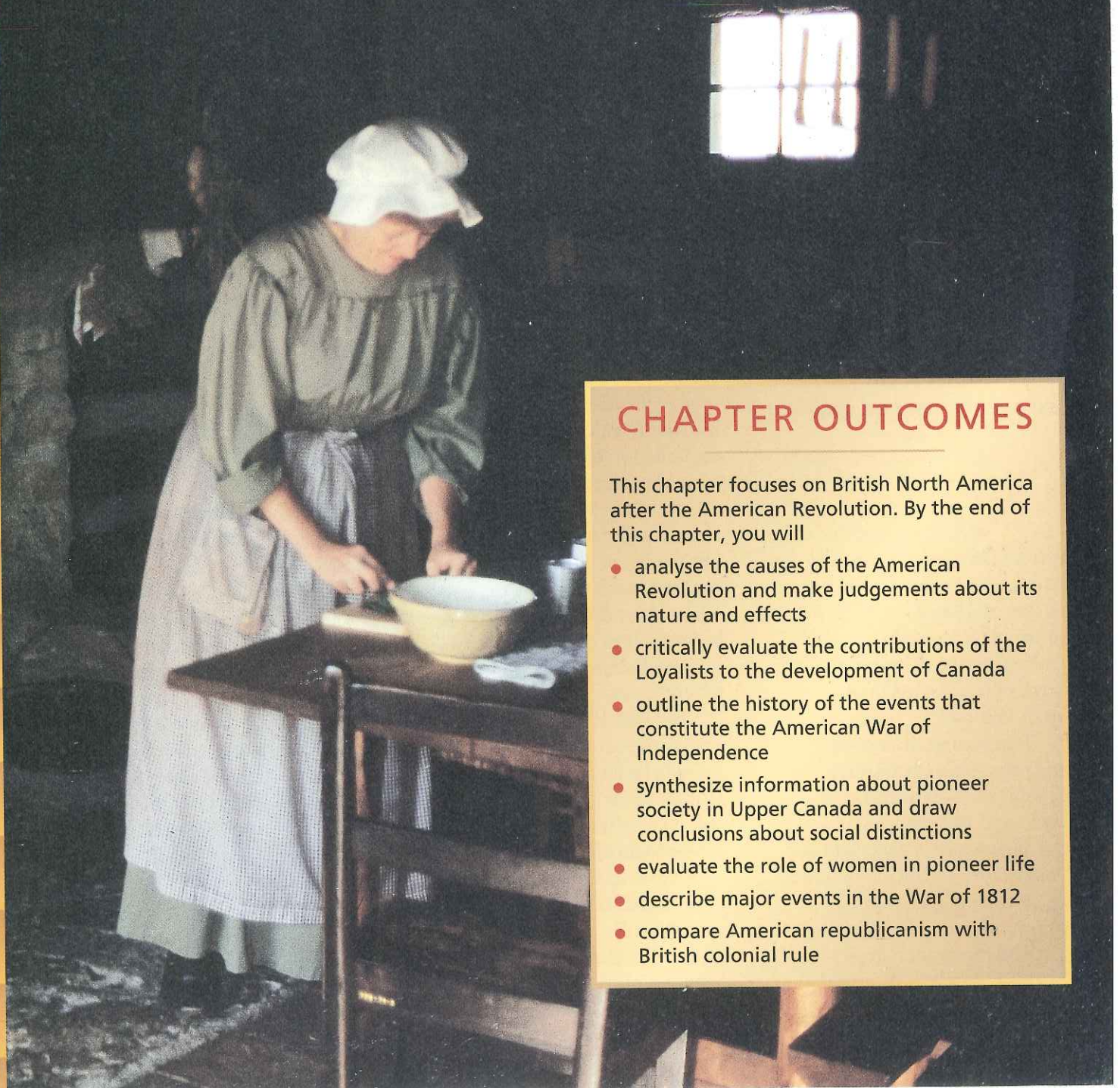


# 10 THE AMERICAN REVOLUTION AND BRITISH NORTH AMERICA



## CHAPTER OUTCOMES

This chapter focuses on British North America after the American Revolution. By the end of this chapter, you will

- analyse the causes of the American Revolution and make judgements about its nature and effects
- critically evaluate the contributions of the Loyalists to the development of Canada
- outline the history of the events that constitute the American War of Independence
- synthesize information about pioneer society in Upper Canada and draw conclusions about social distinctions
- evaluate the role of women in pioneer life
- describe major events in the War of 1812
- compare American republicanism with British colonial rule





# Roughing it in the Bush

## Excerpts from the journals of Susanna Moodie, an Upper Canada pioneer



*Susanna Moodie came to Upper Canada with her husband from England, in 1832—the end of the period covered in this chapter. Although the country had changed somewhat between the end of the War of 1812 and the arrival of the Moodies, this account from her book, *Roughing it in the Bush*, does illustrate what immigrants to early Canada had to endure. Although Susanna was from a prosperous family, her husband, whom she calls “Moodie,” was not so well off. An ex-army officer, he was a younger son, and could not expect a large inheritance. In one of the excerpts that follows, you will read about the couple’s arrival at their farm in the forests of Upper Canada.*

*Can you detect any of Susanna’s prejudices? She was, after all, from the British privileged classes.*

### Introduction to Roughing in the Bush

**N**ot being over-gifted with the good things of this world—the younger sons of old British families seldom are—he [Susanna’s husband] had, after mature deliberation, determined to try his fortunes in Canada, and settle upon the grant of 400 acres of land ceded to officers upon half-pay.

**Emigration**, in most cases—and ours is no exception to the general rule—is a matter of necessity, not choice.

This was our case, and our motive for emigrating to one of the British colonies can be summed up in a few words.

The emigrant’s hope of bettering his condition and

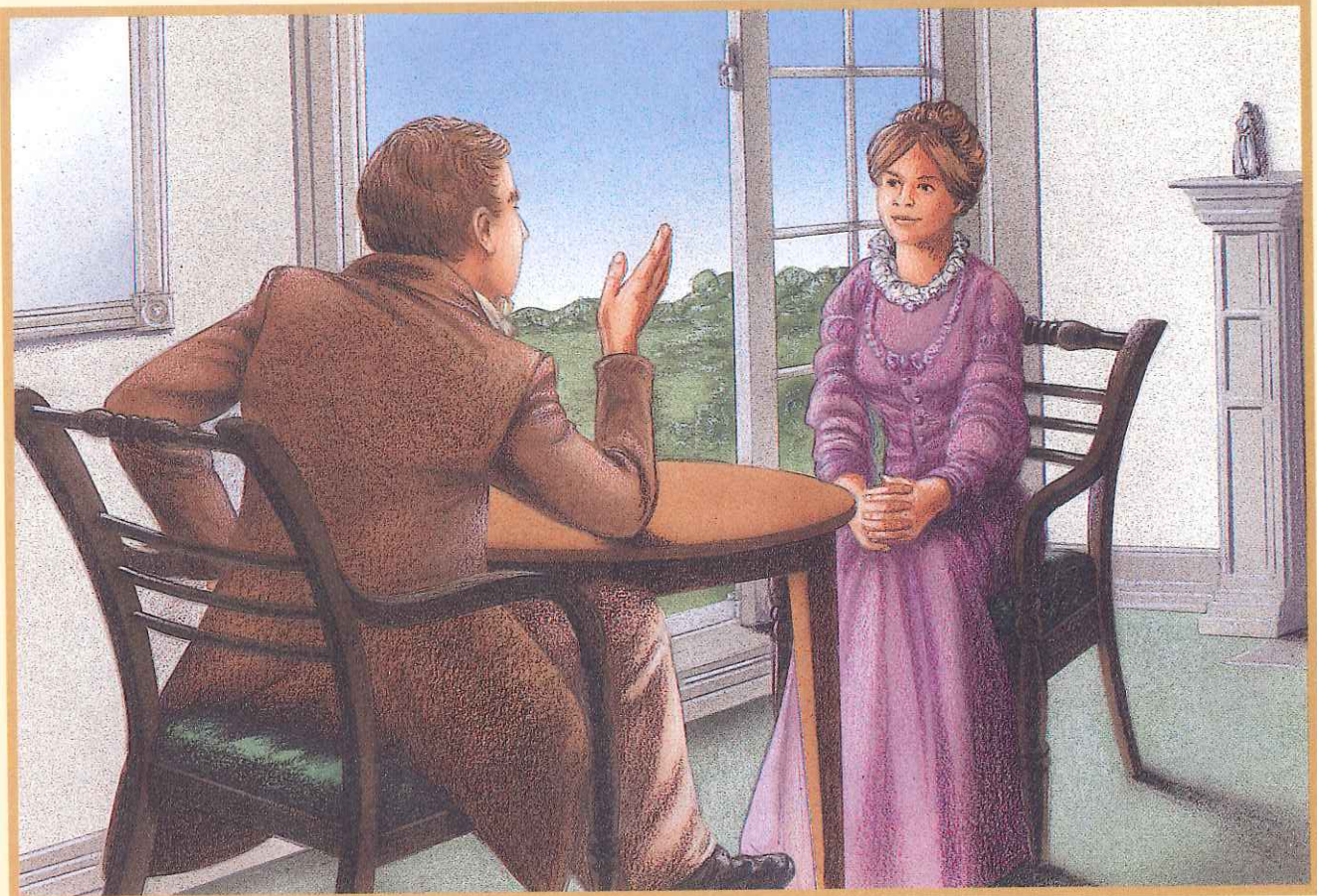
securing a sufficient competence to support his family, to free himself from the **slighting** remarks too often hurled at the poor gentleman by the practical people of the world, which is always galling to a proud man, but doubly so when he knows that the want of wealth constitutes the sole difference between him and the more favoured offspring of the same parent stock.

In 1830, the great tide of emigration flowed westward. Canada became the great landmark for the rich in hope and poor in purse. Public newspapers and private letters teemed with the almost fabulous advantages to be derived from a settlement in this highly favoured region. Men who had been doubtful of supporting their

families in comfort at home, thought they had only to land in Canada to realize a fortune. The infection became general ... thousands and tens of thousands from the middle ranks of British society landed upon these shores.

A large majority of these emigrants were officers of the army and navy, with their families—a class perfectly unfitted by their previous habits and standing in society for contending with the stern realities of emigrant life in the backwoods. A class formed mainly from the younger [sons] of great families, naturally proud, and not only accustomed to command but to receive implicit obedience from the people under them, are not men adapted to the hard toil of the





Susanna and her husband discuss coming to Canada.

woodsman's life. Nor will such persons submit cheerfully to the saucy familiarity of servants, who, **republicans** at heart, think themselves quite as good as their employers....

It is to warn such settlers as these last mentioned not to take up grants and pitch their tents in the wilderness, and by doing so reduce themselves and their families to hopeless poverty, that my work, *Roughing it in the Bush*, was written.

I am well aware that a great and, I must think, a most unjust prejudice has been felt against my book in Canada because I dared give my opinion freely on a subject which had engrossed a great deal of my attention; nor do I believe that the account of

our failure in the bush ever deterred a single emigrant from coming to the country, as the only circulation it had in the colony was chiefly through the volumes that often formed a portion of their baggage. The many who have condemned the work without reading it will be surprised to find not one word has been said to prejudice intending emigrants from making Canada their home. Unless, indeed, they ascribe the regret expressed at having to leave my native land, so natural in the painful home-sickness which, for several months, preys upon the health and spirits of the dejected exile, to a deep-rooted dislike of the country.

So far from this being the

case, my love for the country has steadily increased from year to year, and my attachment to Canada is now so strong that I cannot imagine any **inducement**, short of absolute necessity, which would induce me to leave the colony where, as a wife and mother, some of the happiest years of my life have been spent.

### Arriving in Canada

The dreadful cholera was depopulating Quebec and Montreal when our ship cast anchor off Grosse Isle ... and we were boarded a few minutes after by the health officers....

By daybreak all was hurry and confusion onboard the *Anne*. I watched boat after boat depart



for the island, full of people and goods, and envied them the glorious privilege of once more standing firmly on the earth after two long months of rocking and rolling at sea. How ardently we anticipate pleasure, which often ends in positive pain! Such was my case when at last indulged in the gratification so eagerly desired. As cabin passengers we were not included in the general order of purification, but were only obliged to send our servant, with the clothes and bedding we had used during the voyage, on shore, to be washed.

The ship was emptied of all her live cargo. My husband went off with the boats ... and I was left alone with my baby in the otherwise empty vessel. Even Oscar, the Captain's Scotch terrier, who had formed a devoted attachment to me

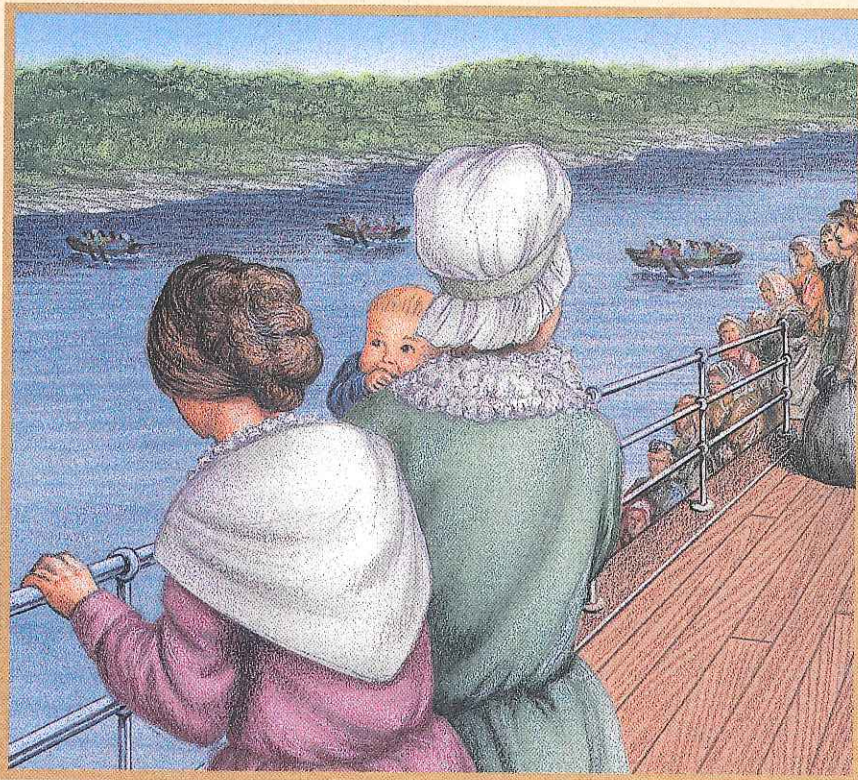
during the voyage, forgot his allegiance, became possessed of the land mania, and was away with the rest. With the most intense desire to go onshore, I was doomed to look and long and envy every boatful of emigrants that glided past. Nor was this all; the ship was out of provisions, and I was condemned to undergo a rigid fast until the return of the boat, when the captain had promised a supply of fresh butter and bread. The vessel had been nine weeks at sea; the poor steerage passengers for the two last weeks had been out of food, and the captain had been obliged to feed them from the ship's stores. The promised bread was to be obtained from a small steamboat which plied daily between Quebec and the island, transporting convalescent emigrants and their goods in her

upward trip and provisions for the sick on her return.

How I reckoned on once more tasting bread and butter! The very thought of the treat in store served to sharpen my appetite and render the long fast more irksome. I could now fully realize all Mrs. Bowdich's longings for English bread and butter, after her three years' travel through the burning African desert with her talented husband ...

After the execrable messes, and the hard ship-biscuit, imagine the luxury of a good slice of English bread and butter ...

As the sun rose above the horizon, all these matter-of-fact circumstances were gradually forgotten and merged in the surpassing grandeur of the scene that rose majestically before me. The previous day had been dark and stormy, and a heavy fog had concealed the mountain chain, which forms the stupendous background to this sublime view, entirely from our sight. As the clouds rolled away from their grey, bald brows, and cast into denser shadow the vast forest belt that girdled them round, they loomed out like mighty giants—Titans of the earth, in all their rugged and awful beauty—a thrill of wonder and delight pervaded my mind. The spectacle floated dimly on my sight—my eyes were blinded with tears—blinded by an excess of beauty. I turned to the right and to the left, I looked up and down the glorious river; never had beheld so many striking objects blended into one mighty whole! Nature had lavished all her noblest features in producing that enchanting scene.



Susanna watches as the other passengers are forced to go ashore and wash. Her servant must follow them.





Susanna is shocked by the sight of people washing in public.

◆ ◆ ◆  
It was four o'clock when we landed on the rocks, which the rays of an intensely scorching sun had rendered so hot that I could scarcely place my foot upon them. How the people without shoes bore it I cannot imagine. Never shall I forget the extraordinary spectacle that met our sight the moment we passed the low range of bushes which formed a screen in front of the river. A crowd of many hundred Irish emigrants had been landed during the present and former day and all this motley crew—men, women, and children, who were not confined by sickness to the sheds (which greatly resembled cattle-pens)—were

employed in washing clothes or spreading them out on the rocks and bushes to dry.

The men and boys were *in* the water, while the women, with their scanty garments tucked above their knees, were tramping their bedding in tubs or in holes in the rocks, which the retiring tide had left half full of water. Those who did not possess washing tubs, pails, or iron pots, or could not obtain access to a hole in the rocks, were running to and fro, screaming and scolding, in no measured terms. The confusion of **Babel** was among them. All talkers and no hearers—each shouting and yelling in his or her **uncouth dialect**, and all

accompanying their **vociferations** with violent and extraordinary gestures, quite incomprehensible to the uninitiated. We were literally stunned by the strife of tongues. I shrank, with feelings almost akin to fear, from the hard-featured, sunburnt women as they elbowed rudely past me.

I had heard and read much of savages, and have since seen, during my long residence in the bush, somewhat of uncivilized life, but the Indian is one of Nature's gentlemen—he never says or does a rude or vulgar thing. The vicious, uneducated barbarians, who form the surplus of overpopulous European countries, are far behind the wild



man in delicacy of feeling or natural courtesy. The people who covered the island appeared perfectly destitute of shame, or even a sense of common decency. Many were almost naked, still more but partially clothed. We turned in disgust from the revolting scene, but were unable to leave the spot until the captain had satisfied a noisy group of his own people, who were demanding a supply of stores.

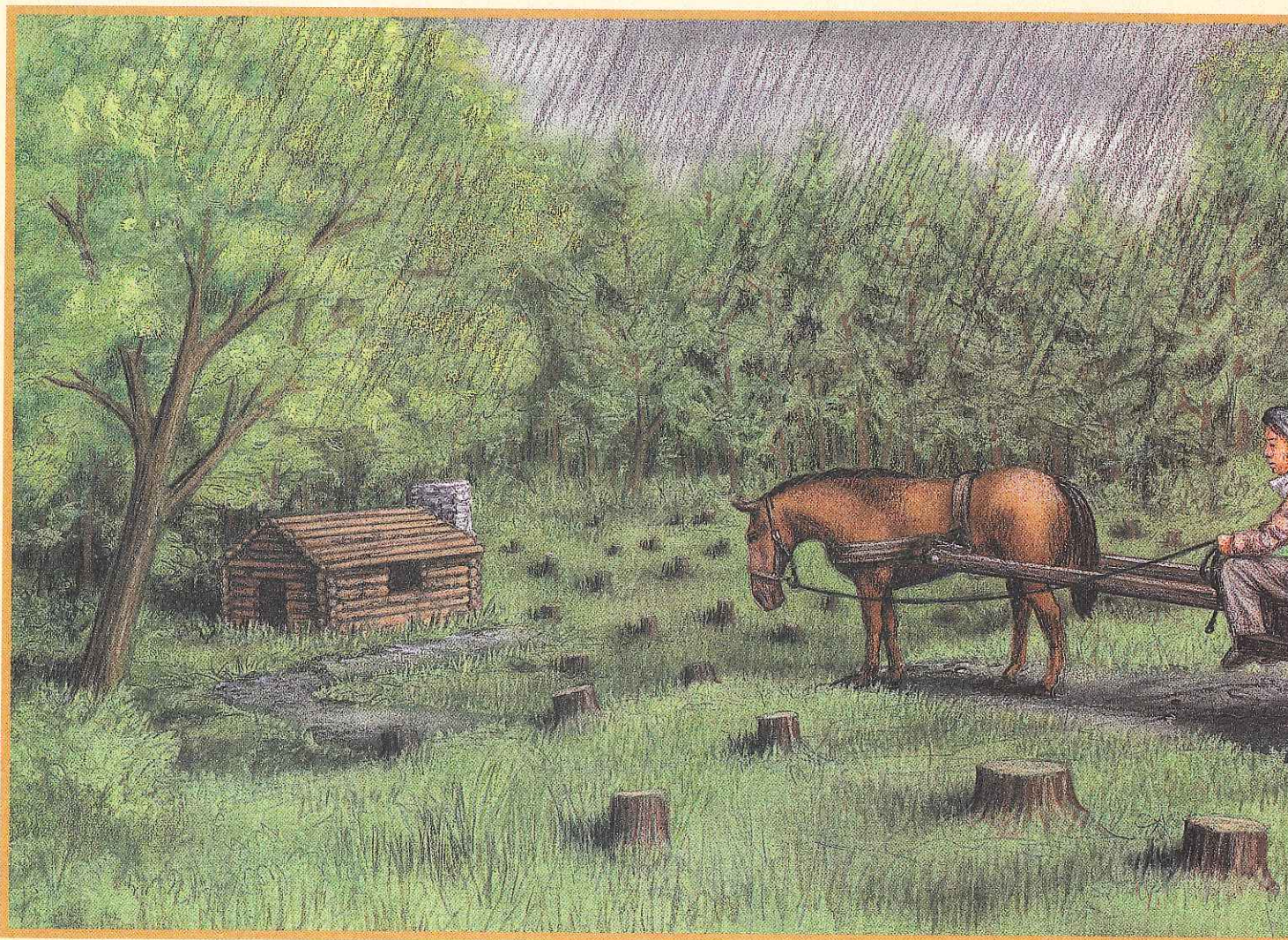
And here I must observe that our passengers, who were chiefly honest Scotch labourers and mechanics from the vicinity of Edinburgh, and who while on

board ship had conducted themselves with the greatest propriety, and appeared the most quiet, orderly set of people in the world, no sooner set foot upon the island than they became infected by the same spirit of insubordination and misrule, and were just as insolent and noisy as the rest ...

### Finding the Farm

... The few weeks that I had sojourned in the country had by no means prepossessed me in its favour. The home-sickness was sore upon me, and all my solitary

hours were spent in tears. My whole soul yielded itself up to a strong and overpowering grief. One simple word dwelt forever in my heart, and swelled it to bursting—"Home!" I repeated it waking a thousand times a day, and my last prayer before I sank to sleep was still "Home!"... and nightly did I return; my feet again trod the daisied meadows of England; the song of her birds was in my ears; I wept with delight to find myself once more wandering beneath the fragrant ... hedge-rows; and I awoke to weep in earnest when I found it but a dream. But this is all



"The scenery through which we were passing was ... unlike anything that I had ever beheld before."



digression, and has nothing to do with our unseen dwelling. The reader must bear with me in my fits of melancholy, and take me as I am.

It was the 22<sup>nd</sup> September that we left the Steamboat Hotel, to take possession of our new abode. During the three weeks we had sojourned at \_\_\_\_\_, I had not seen a drop of rain, and I began to think that the fine weather would last forever; but this eventful day arose in clouds. Moodie had hired a covered carriage to convey the baby, the servant-maid, and myself to the farm, as

our driver prognosticated a wet day; while he followed with Tom Wilson and the teams that conveyed our baggage.

The scenery through which we were passing was so new to me, so unlike anything that I had ever beheld before, that, in spite of its monotonous character, it won me from my **melancholy**, and I began to look about me with considerable interest. Not so my English servant, who declared that the woods were frightful to look upon; that it was a country only fit for wild beasts; that she hated it with all her heart and soul, and would go back as soon as she was able.

About a mile from the place of our destination the rain began to fall in torrents, and the air, which had been balmy as a spring morning, turned as chilly as that of a November day. Hannah shivered; the baby cried, and I drew my summer shawl as closely round as possible, to protect her from the sudden change in our hitherto delightful temperature. Just then, the carriage turned into a narrow, steep path, overhung with lofty woods, and, after labouring up it with considerable difficulty, and at the risk of breaking our necks, it brought us at length to a rocky upland clearing, partially covered with a second growth of timber, and surrounded on all sides by the dark forest.

"I guess," quoth our Yankee driver, "that at the bottom of this 'ere swell you'll find yourself *to hum*"; and plunging into a short path cut through the wood, he pointed to a miserable hut at the bottom of a steep descent, and cracking his whip, exclaimed, "'Tis a smart

location that. I wish you Britishers may enjoy it."

I gazed upon the place with perfect dismay, for I had never seen such a shed called a house before. "You must be mistaken; for that is not a house, but a cattle-shed, or pig-sty."

The man turned his knowing, keen eye upon me, and smiled, half-humorously, half-maliciously, as he said:

"You were raised in the old country, I guess; you have much to learn, and more, perhaps, than you'll like to know, before the winter is over."

I was perfectly bewildered—I could only stare at the place, with my eyes swimming in tears; but, as the horses plunged down into the broken hollow, my attention was drawn from my new residence to the perils which endangered life and limb at every step. The driver, however, was well used to such roads, and, steering as **dexterously** between the black stumps, at length drove up, not to the door, for there was none to the house, but to the open space from which that absent, but very necessary, appendage had been removed. Three young steers and two heifers, which the driver proceeded to drive out, were quietly reposing upon the floor. A few strokes of his whip, and a loud burst of **gratuitous** curses, soon effected an ejection; and I dismounted, and took possession of this **untenable tenement**. Moodie was not yet in sight with the teams. I begged the man to stay until he arrived, as I felt terrified at being left alone in this wild, strange-looking place. He laughed, as well he might, at our fears, and said he had a long way







Susanna and Hannah wait for the others and ponder their “folly” in coming to Canada.

to go, and must be off; then, cracking his whip, and nodding to the girl, who was crying aloud, he went his way, and Hannah and myself were left standing in the middle of the dirty floor.

The prospect was indeed dreary. Without, pouring rain;

within, a fireless hearth; a room with but one window, and that containing only one pane of glass; not an article of furniture to be seen, save an old painted pine-wood cradle, which had been left there by some freak of fortune. This, turned upon its

side, served us for a seat, and there we impatiently awaited the arrival of Moodie, Wilson, and a man whom the former had hired that morning to assist on the farm. Where they were all to be stowed might have puzzled a more sagacious brain than mine. It is true there was a loft, but I could see no way of reaching it, for ladder there was none, so we amused ourselves, while waiting for the coming of our party, by abusing the place, the country, and our own dear selves for our folly in coming to it.

**emigration:** the leaving of one’s home country for a new land or country

**slighting:** hurtful

**republican:** someone who does not accept that countries should have monarchs

**inducement:** good reason

**execrable messes:** bad meals in a “mess,” or community eating area

**Babel:** a reference to the biblical tower of Babel, built by builders who spoke many different languages

**uncouth dialect:** improper speech

**vociferation:** yelling

**melancholy:** deep sadness

**dexterously:** skilfully

**gratuitous:** unnecessary

**untenable tenement:** a house that is unfit for living

## ACTIVITIES

1. Read Susanna’s introduction to her book. Do you think she would consider herself a Canadian, or British? Explain your answer.
2. Although it is unfair to judge the people of another age by our own modern standards, it is also important that we try to learn how people thought in other times. Susanna’s attitude towards the “lower classes” was quite usual for her day, but her bigotry shows an unpleasant side of the times in which she lived. Find examples of Susanna’s class prejudice.
3. Susanna was shocked when she saw her new home. What changes do you think she would be forced to make if she was to survive in the woods of Upper Canada. What skills might she need to learn? How would you feel if you were in her shoes?





## TIME LINE

- 1759 • BATTLE OF THE PLAINS OF ABRAHAM
- 1760 • TREATY OF PARIS ENDS SEVEN YEARS' WAR
- 1763 • ROYAL PROCLAMATION LIMITS GROWTH OF AMERICAN COLONIES
- 1765 • STAMP ACT PASSED
- 1766 • STAMP ACT REPEALED
- 1768 • BIRTH OF TECUMSEH
- 1774 • QUEBEC ACT PASSED
- 1775 • AMERICAN REVOLUTION BEGINS
- 1776 • AMERICAN DECLARATION OF INDEPENDENCE
- 1783 • AMERICAN REVOLUTION ENDS WITH AMERICAN VICTORY
- 1789 • FRENCH REVOLUTION BEGINS
- 1791 • CONSTITUTIONAL ACT CREATES ENGLISH UPPER CANADA AND FRENCH LOWER CANADA
- 1793 • BRITISH AT WAR WITH REVOLUTIONARY FRANCE
- 1812 • WAR BREAKS OUT BETWEEN BRITISH NORTH AMERICA AND THE UNITED STATES
- 1815 • END OF THE WAR OF 1812
- 1832 • SUSANNA MOODIE ARRIVES IN CANADA

*Ambition, we well know, an exorbitant love of power and thirst for riches, a certain impatience of government, by some people called liberty—all these motives, clad under the garb of patriotism and even of ... reason, have been the secret but true foundations of this as well as many other revolutions.*

—HECTOR ST. JOHN CREVECOEUR

You have already learned about the French Revolution and the motives of those behind it. This remark by a well-known Loyalist—someone who wouldn't have supported the drive for independence by the American colonies—suggests even more motives. Do you think that people who revolt are really just interested in more power and money?



# INTRODUCTION

**New Englanders:** the settlers of the Thirteen Colonies

**United Empire Loyalist:** one who is faithful, or loyal, to Britain

**Upper Canada:** “up” the St. Lawrence River; part of present-day Ontario

**Lower Canada:** “down” the St. Lawrence River; part of present-day Quebec

The thirteen American colonies, along the Atlantic coast, were the most important part of British North America. You first read about the British colonies in Chapter 2. True, the whole of northern Canada was controlled by the British Hudson’s Bay Company, and Acadia and Newfoundland were British. But the American colonies—New York, Massachusetts, Maryland, and all the others—had large populations and growing economies. They were important customers for the products made by British factories. Moreover, **New Englanders** saw themselves as English. Their culture was primarily English, and they were patriotic and loyal to Britain. The Thirteen American colonies were a jewel in the crown of the British Empire, and a great source of pride.

But any dream that the whole continent might one day be British did not survive long after the fall of New France: thirteen years after the signing of the Treaty of Paris, in 1763, the American colonies would declare independence from Britain in the

midst of a revolution that would eventually create the United States.

The loss of the American empire would force the British to focus on their remaining territories to the north. Canada itself was French. Beyond the Great Lakes and the Appalachian Mountains, the First Nations kept their ancestral lands and participated in the fur trade. A British desire to make these possessions more English was helped by the arrival of **United Empire Loyalist** settlers from the new United States. These Loyalists often had no option but to come to Canada or return to Britain. As Loyalists, they settled on fertile farm lands in the Maritimes, in Quebec, and in what would later become Ontario.

The Loyalists and their followers would eventually win their own colonial government. They wanted to be separate from Quebec and live under British laws. In 1791, Quebec was divided into **Upper and Lower Canada**. Upper Canada and Lower Canada, along with Nova Scotia, Prince Edward Island, Newfoundland, New Brunswick, Rupert’s Land, and

## Burning the farms

General James Murray, who later became governor of Quebec, burned the farms of soldiers serving in the French militia to force them to desert the army of the Marquis de Vaudreuil, then the governor of Quebec. Murray’s words show him to have been compassionate, but also willing to use harsh measures, common in his day, to defeat the enemy. What would your response have been, had you been a French habitant of the time?

I was under the cruel necessity of burning the greatest part of these poor unhappy peoples’ houses ... I pray God this example may suffice [be enough], for my nature revolts when this becomes a necessary part of my duty.

—British General Murray, 1760





the millions of square kilometres under the Hudson Bay Company's control, became British North America.

In this chapter, you will learn about the colony of Upper Canada, later to be called "Ontario," and the

west. This was an area of great growth during the nineteenth century. Many of the institutions that dominated Canada's early history first developed in these regions, often under threat from our American neighbours to the south.

## AFTER THE FALL OF QUEBEC

### AFTER THE CAPTURE

You learned in Chapter 8 that the fortress and city of Quebec surrendered to the British in 1759. However, peace was not immediate. A number of skirmishes erupted in and around the battered city. In 1760, the British fought, and almost lost, a major

battle at Ste Foy. Montreal was held by the French governor, the Marquis de Vaudreuil, until September 8 of the same year. Realizing that no help from France could come up the St. Lawrence, Vaudreuil surrendered Canada to the British.

Canada's surrender, and the Treaty of Paris in 1763, ended the wars between Britain and France for control of North America. According to the terms of the treaty, France gave

**Figure 10-1** This engraving shows the Notre-Dames des Victoires Church in Quebec's upper town after the British bombardment in 1759. The upper town of Quebec was badly damaged by British cannon fire during the siege. After the fall of the city, however, the British treated the French reasonably well. What problems would the British conquerors have had to deal with immediately?









hunting. Many French **Captains of Militia** kept their jobs and settled minor disputes. Governors—all British aristocrats—admired the way the Canadiens conducted themselves, not like the unruly Anglo-Americans to the south, or the English traders and merchants who had followed the victorious army into Quebec.

After the fall of New France, the important French fur merchants departed for France or went south to Louisiana. Their place was taken by Scottish and American traders, who based themselves in Montreal. These “Montrealers” were much too rowdy and independent for the British governors. They took over the fur-trading routes to the west and expanded them, using French Canadians as voyageurs and interpreters. As you learned in Chapter 9, some Montrealers would later form the North West Company, and send explorers to the Pacific Ocean.

## NATIVE PEOPLES' RESISTANCE

To the west—around the Great Lakes and beyond—things were not so peaceful. Ancient trading networks that had included the French still existed, but the Native traders were not at all happy with the results of the Seven Years' War. French traders still operating in the territories of the Ottawas, Miamis, and others, urged their friends to resist the British, who wanted to take over the trade. The Native peoples knew that British and Anglo-American traders and settlers were a serious threat to their way of life.

Several Native chiefs protested to the British authorities in Canada, but the British did little to help. There were reasons for this. Scottish traders, in particular, were supported by

## Vice Squad

The following is a British officer's description of the traders and land-seekers who followed the army into British territory. The term “vice and debauchery” used here

describes people who were extremely dishonest, sinful, and probably murderous. Why do you think the British allowed such people into the territory?

The most worthless and abandoned fellows in the Provinces, being proficient in all sorts of vice and debauchery.

—A British Officer, 1761



**Figure 10-4** This drawing, made in 1805, shows a woman and a man wearing clothes typical of the period. By the end of the eighteenth century, the residents of Lower Canada were using imported British cloth to make their clothes. Some habitants also developed a taste for British customs, such as drinking tea instead of coffee.

**Captain of Militia:** military officers



**Figure 10-5** This map shows how Native settlements intersected French and British territory in many areas. What effect would this have on the British push to take over the fur trade?

**land speculator:** one who buys and sells land with the expectation of profit

**Figure 10-6** Ottawa chiefs, wearing large silver ornaments and ceremonial clothes, were painted by Joshua Jebb in the early nineteenth century. Likely, Pontiac would have worn similar clothing. Without a picture of Pontiac, it is difficult to imagine the power of his personality, which helped him to organize resistance to the British. What evidence of trading can you find in this picture?



Scottish members of the British parliament. Large British factories sold goods through the traders and did not want this trade to stop. In addition, **land speculators**, including important Anglo-Americans such as George Washington and Benjamin Franklin, had lots of support for their activities in Britain.

Finally, the Ottawa chief, Pontiac, tried to unite the tribes to fight the British. He dreamed of building a single aboriginal nation in the interior of North America. Pontiac was a great leader, but he could not win military support from the French, which he needed. Instead, powerful British forces defeated Pontiac and his warriors. Sir William Johnson, a friend of the Mohawks, called a peace conference that split Pontiac's remaining supporters.



## A ROYAL PROCLAMATION ANGERS THE AMERICANS

Pontiac may have been defeated, but his resistance forced the British government to rethink their policy in America. In 1763, the king issued a Royal Proclamation—an announcement that had the force of law. It cut off land speculation to the west of the Appalachian Mountains. This meant that settlers from the Thirteen Colonies could not move into the Ohio Valley and other

desirable areas. It also meant that the Native peoples would be satisfied, because settlers and traders would not be able to enter their territory without permission.

It now seemed to the colonists that the British government was much more interested in what was good for Britain than in helping the Anglo-Americans. They also suspected—and they were more or less correct—that the British did not regard them as true equals. The Royal Proclamation of 1763 was an important event. Indirectly, it was a cause of the American Revolution, which resulted in the creation of the United States.

### DID YOU KNOW?

The Royal Proclamation was an order from the king of Great Britain and the government. It officially recognized that most of the lands west of the Appalachian Mountains belonged to the Native peoples. The Royal Proclamation has never been cancelled, and many Native **land claims** refer to it. Lawyers have argued before the Supreme Court of Canada that the government must recognize the Royal Proclamation.

**land claim:** a legal claim to one's original territory



**Figure 10–7** This copy of a British Army map of 1767 shows what lands Americans were forbidden to settle (west of the red line). Unfortunately, some American settlers were already on the wrong side of the line. Many others saw the Royal Proclamation as a temporary measure and began secretly scouting out lands for speculation.



# Weapons of Mass Destruction

You have probably heard about modern weapons of mass destruction in the news. Many nations manufacture such weapons for use against enemies. Some **biological weapons** are designed to spread deadly diseases that can kill whole populations.

In the 1760s, the commander of the British army in New France, Jeffrey Amherst, deliberately spread deadly small pox to the aboriginal peoples by ordering his soldiers to give away blankets infected with the disease. We do not know how many people died, but many Indians caught small pox and so were unable to fight with Pontiac against the British. Over time, small pox and other European diseases killed millions of Native people.



**Figure 10-8** These United Nations inspectors are searching for hidden stocks of chemical and biological weapons. Some of these contain new and deadly germs against which there is no resistance. Some are so deadly that mere skin contact can result in death. Iraq is not alone in stockpiling such weapons. The United States, Russia, and many other nations have them as well. Even Canada has stocked nerve gas and germ-warfare weapons.

## WHAT DO YOU THINK?

1. Many nations argue that terror weapons, such as germ-warfare bombs, keep others from attacking, and therefore keep the peace. What is your opinion of these weapons?
2. In your opinion, should Jeffrey Amherst have been charged as a war criminal? Would he be so charged today? Draw up a charge against Amherst for use before the International Court, which is at the Hague, in Holland.

**biological weapon:** a weapon that attacks humans by making them ill

## THE QUEBEC ACT

The British government had no intention of keeping Quebec under military rule forever. In 1774, it passed the Quebec Act, making the conquered territory into a new British colony. In general, the Act was good for Canada and for the French population. But it caused major problems with the Americans, who

disagreed with almost every part of it.

The Quebec Act recognized the importance of the Catholic Church, kept French law for business and personal law matters, and introduced English criminal law. It also made Quebec larger by setting its boundaries farther to the north and west.

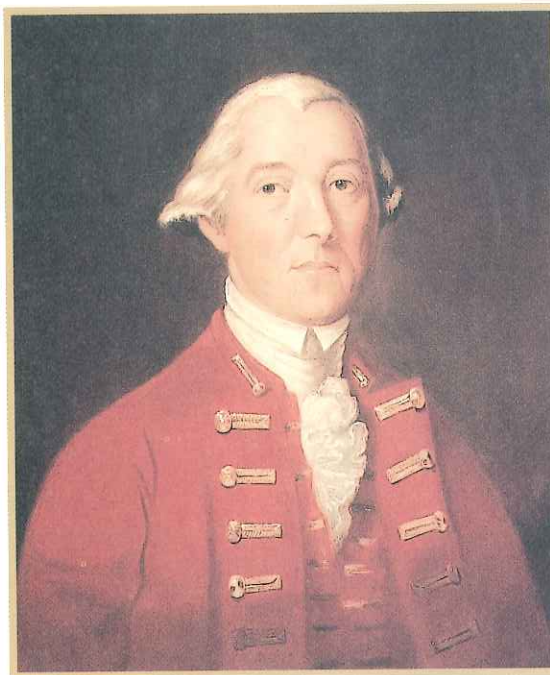
Unknown to French Canada, however, the Quebec Act contained secret instructions to the governor. The governor was to introduce



English Civil law and suppress the Catholic Church. The Canadiens were not to know of these plans. When the Bishop of Quebec found out about these secret instructions, Governor Carleton promised that he would follow the original plans set out in the Act.

On the surface, the Quebec Act seemed to respect the rights of Canadiens, but it also retained the old feudal rights of the Church and the seigneurs. Many habitants were bitterly disappointed. They expected to get an elected assembly—as the thirteen American colonies had—and to keep their language and traditions. The system remained basically the same, however, but with a different sovereign—hardly the progress for which they had hoped.

The Quebec Act was designed to keep the Canadiens loyal to Britain. In the Thirteen Colonies to the south, the bond between American colonists and Britain was at the breaking point. The Quebec Act made things worse. Americans wanted to expand into the Ohio Valley, but were now absolutely prevented from doing so. Moreover, Quebec did not have an elected assembly, an ominous sign to



**Figure 10–9** Historians have debated whether Guy Carleton secretly “leaked” Britain’s plans for Quebec to the Bishop of Quebec. Politicians often do this today. Why might Carleton have done such a thing?

American colonists, who had such assemblies and wanted more democracy. For the Anglo-Americans, the Quebec Act was “intolerable” and led straight to the American Revolution.

## ACTIVITIES

1. Imagine a peace conference between Pontiac and the former Native allies of the French on one side, and the British and Anglo-Americans on the other. After consulting maps of eastern and central North America, create a list of terms which you think Pontiac might accept from the British and the Americans. Develop a list of counter-terms.
2. What was the purpose of the Royal Proclamation of 1763? Why is it still important?
3. Why do you think lawyers in land-claims trials refer to the Royal Proclamation of 1763 more than two-hundred years after it was proclaimed?
4. Why do you think the government has downplayed the Royal Proclamation in regard to land claims?
5. Do a PMI chart on the Quebec Act. For more information on creating a PMI, see page 143. In your PMI, refer to the government of the Thirteen Colonies.
6. Keeping in mind that only an aristocrat could be a British governor, and that all male aristocrats either inherited their father’s estates or went into the army or church, make up an ad for a governor to replace the fired General Murray.



# THE AMERICAN REVOLUTION

The British thought the American colonists were troublesome and argumentative. They had stirred up trouble with both the French and the Native peoples, and usually lost the fights in which they became involved. Time and again, British troops and ships had brought victory, but military actions cost money. These victories were being subsidized by Britain's taxpayers. It seemed only right that Americans should pay part of the bill. When the British government tried to tax Americans—without their agreement—they resisted. They considered this a great insult. Not only were they cut off from the Ohio Valley by the Royal Proclamation and the Quebec Act, but they were being taxed like second-class citizens.

The leaders of the Americans found it difficult to oppose the British. Each colony was separate and had its own legislature. People had no real sense of themselves as Americans, the way citizens of the United States do today. They identified with the colony in which they lived—Virginia, Maryland, New York, and so forth.

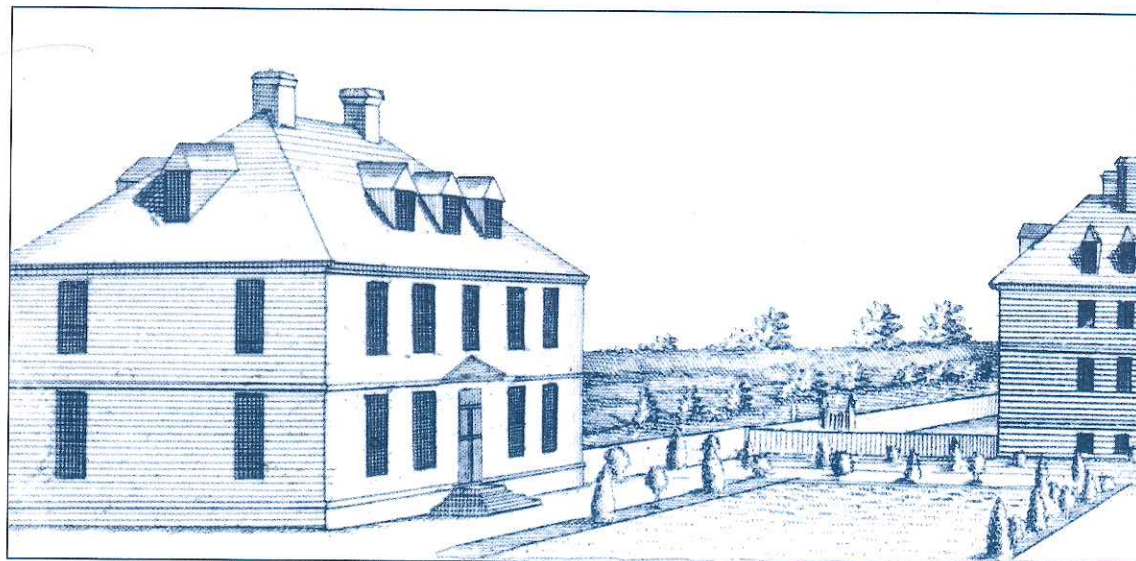
Many had close links with Britain and even owned property in the home country. There were also strong business ties between Britain and North America. As a manufacturing nation, Britain used raw materials from North America in its factories, and sent back manufactured goods. The potential loss of this close relationship troubled business people on both sides of the Atlantic.

The Americans knew they needed to present a united front to Britain. They decided, at the Continental Congress of 1774, to work together, in spite of what the British king wanted. This was the the first step towards creating a new nation.

## THE STAMP ACT

The idea that some people in the British Empire should do things on their own was beyond the understanding of many people in the royal court and in the government. So it was not surprising that Britain would continue to pass more laws that would infuriate the Americans.

**Figure 10–10** Williamsburg, the capital of Virginia, was a prosperous town supported by agriculture, especially the growing of tobacco. Look carefully at this engraving. Note the large houses, with ornamental gardens, that line this tidy street. How would these people react if British troops were sent to “keep the peace”?





The Stamp Act of 1765 made Americans pay a small tax, similar to today's Canadian Goods and Services Tax, on many goods and most government services. The tax was in the form of a stamp that people had to buy and stick to everything, even a deck of cards. The money from the Stamp Act was supposed to pay the costs of defending the American colonies. It enraged Americans. They had no representatives in the British parliament and knew they were being taxed without their consent. In their own words, they refused "taxation without representation."

The Stamp Act had come just two years after the official end of the Seven Years' war, when Britain was deep in debt. When news of it arrived in the towns of the colonies, newspapers and speakers took the protest to the people. Officers of the crown sent out to enforce the tax were often attacked. Some were **tarred and feathered**, a painful and humiliating experience. Mobs destroyed the houses of government officials.

The protests and general lawlessness alarmed the English parliament. Many politicians—and many English people—sided with the Americans. Moreover, few officials were brave enough to force people to use the stamps. The Act was a



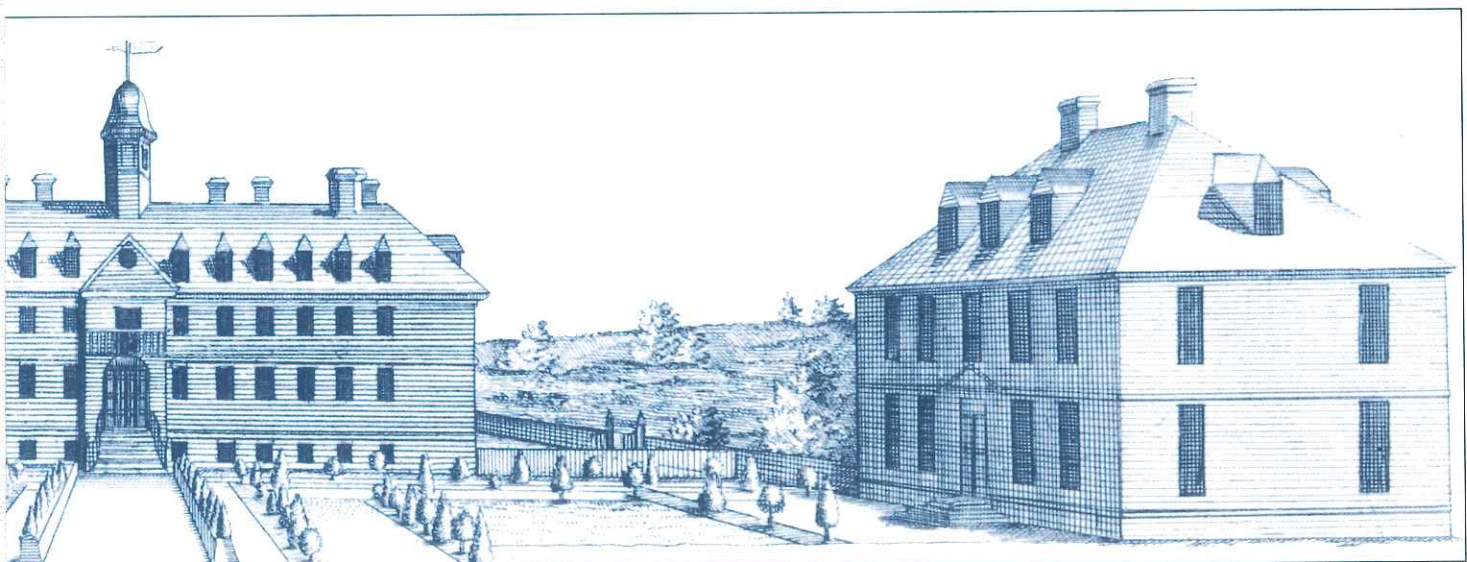
**Figure 10-11**  
George III was the king of England between 1760 and 1820. He was a sincere and honest ruler, but he could not deal effectively with the American colonies. In later life, he suffered from mental illness.

disaster, and everyone knew it. It was **repealed** in 1766. However, the British still wanted to raise money. They brought in new taxes on tea and other goods imported by the colonists. Again the Americans protested and, once again, the taxes were abolished, except for the tax on tea.

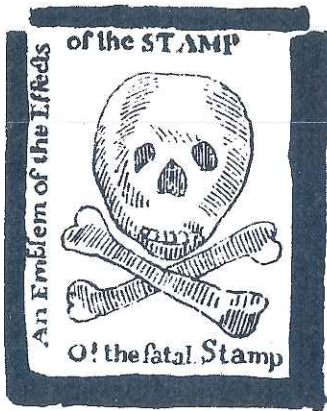
While the British government probably saw itself as reasonable, the Americans were unsettled. All kinds of regulations hurt merchants and their profits. Moreover, British troops

**to tar and feather:** to smear with hot tar and roll in feathers

**to repeal:** to take back







**Figure 10-12** Americans were very upset by the Stamp Act. Pamphlets attacking the stamps helped spread the protest. This "warning stamp" is one form of protest.

were everywhere, and Americans were being asked to put soldiers up in their houses, or pay for their lodging. In 1770, nervous British soldiers misunderstood an order and fired their muskets into a mob of Boston protesters, killing several people. The so-called "Boston Massacre" hurt the British cause. Over the next few years, violent incidents proved that the American colonies were on the brink of revolution, led by colonial leaders and by people who now called themselves the "Sons of Liberty." In 1773, about fifty Sons of Liberty, dressed as Mohawks, threw tea into the harbour to protest the new Tea Act. The Boston Tea Party, as it

became known, was an important event. It was well-organized and supervised by leaders, and was not the action of a wild mob.

When the Quebec Act was passed in 1774, all the colonies sent delegates to the First Continental Congress, in Philadelphia. The Congress took the first steps toward full independence from Britain. The leaders soon demanded a boycott of all goods from England, cutting economic ties to the home country. British General Gage readied the thousands of British troops from his headquarters in Boston, and the rebellious colonists began to train and to store weapons and ammunition.



**Figure 10-13** This engraving of British troops firing on helpless people during the Boston Massacre was created by Paul Revere. It appeared in a pro-American broadside, *The Boston Gazette*. How might a loyalist broadside report the same event?



## THE REVOLUTION BEGINS

*It is straining that their warnt no more killed, but they fird to high.*

—AMOS BARRETT, COLONIAL MILITIA,  
LEXINGTON GREEN, APRIL 19, 1775

The opening shots of the American Revolution were fired on Lexington Green, in Massachusetts. As British and American soldiers faced each other, the British told the Americans to leave and also ordered his soldiers not to fire. The situation was tense. Because of the excitement, a shot was fired—probably by an American. This so-called “shot heard round the world” caused the British line to fire their muskets at the Americans.

Although the Americans were driven away, surprisingly few were killed or wounded. On the road back to Boston, however, the British force was attacked by militia from all over the countryside, and many British soldiers were killed and wounded. The War of the American Revolution had begun, and there was no turning back.

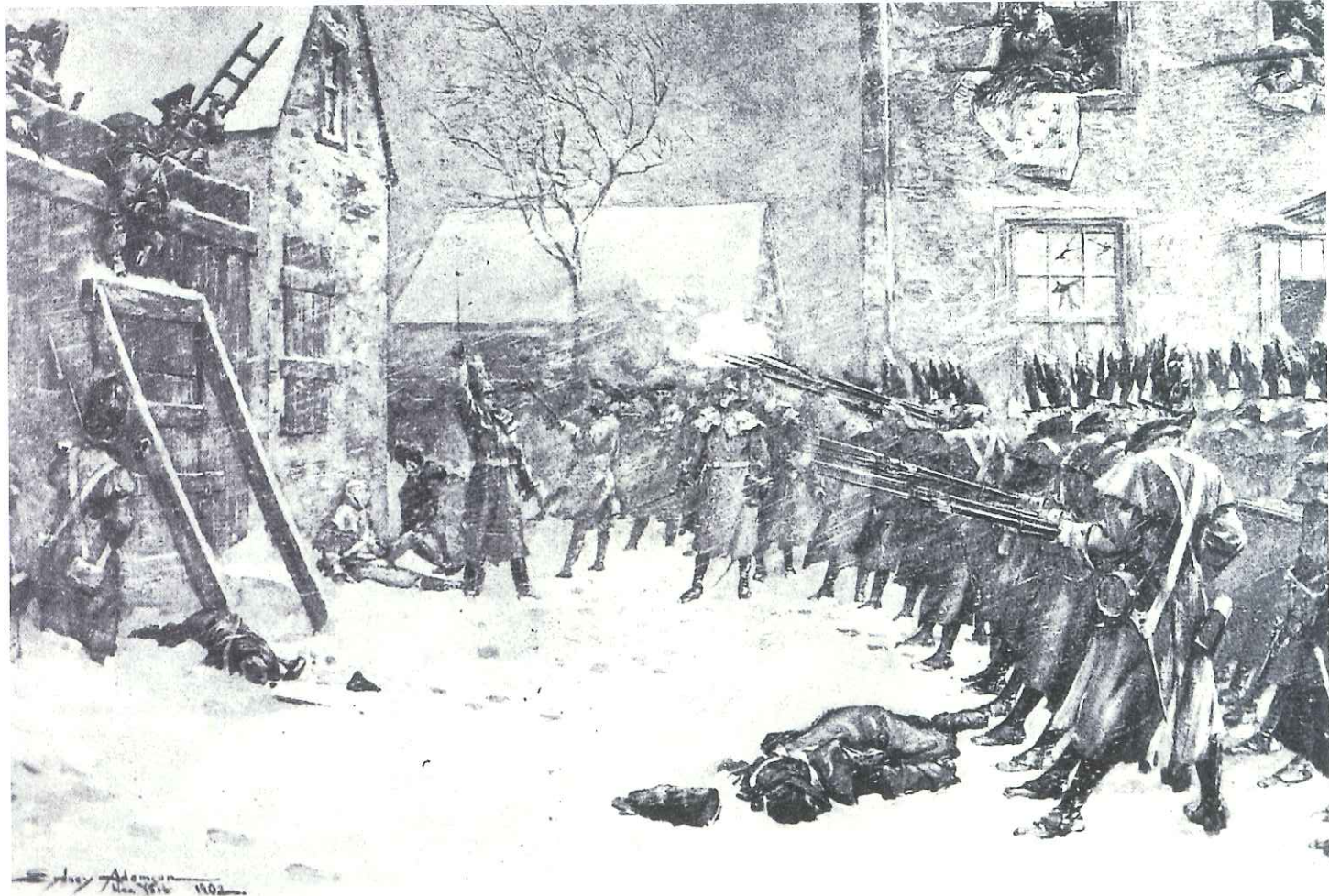
## THE REVOLUTIONARY WAR

Almost everyone in America, and many people in Britain, understood that the battle at Lexington was a major event. In England, many believed that the grievances of the Americans were

### DID YOU KNOW?

*Only men—not women—who owned property and had a certain income had the right to vote and to participate in the colonial government. These were the people who had been hurt by British taxes and regulations. Catholics could not vote or hold any government office. Native peoples had few rights, certainly not the vote. African Americans, most of whom were slaves, also had no rights.*

**Figure 10-14** After the battle at Lexington Green, the Americans tried to invade Quebec. The invasion was unsuccessful.





just. Perhaps some compared the Americans to the forces of parliament in their own English Revolution. Although English democracy was not democratic the way our system is today, the English themselves felt they had more rights than almost any other group of people in the world.

As for the Americans, they knew they needed an army to fight the British on the battlefield. With the help of colonial leaders such as George Washington (who would eventually become the first American president), the revolutionaries were able to put together a sizable force. In the first major battle, near Bunker Hill in Boston, the rebel army held its own against crack British regiments. Around the same time, George Washington was made commander of the Continental Army.

The government of the united colonies had not only cut ties to the home country, it had also challenged the military might of one of the world's great powers. This was serious business. Congress leaders first looked to defend the northern borders. They were sure that Quebec, Nova Scotia, and Newfoundland would join them in revolution. In any case, British troops had to be stopped from coming through the "back door" of Quebec. In the winter of 1775, Americans led by Richard Montgomery and Benedict Arnold tried and failed to seize Quebec. The failure helped convince Canadians to remain loyal to Britain.

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## THE DECLARATION OF INDEPENDENCE

The American Revolution was underway, but it lacked an overall plan. Many of its leaders did not want to completely break with England. Indeed,

the philosophy of the revolution itself had come from England. As you learned in earlier chapters, the philosopher John Locke believed that people had the right to freedom and should be able to rid themselves of a bad monarch.

While fighting continued on the battlefield, the colonial delegates of the Continental Congress continued to meet. It seemed obvious to most delegates that independence was really the only option. Some of the most famous and important people in the colonies, such as Benjamin Franklin, Thomas Jefferson, and John Adams, were in agreement. Together, they decided to draft a statement that would declare their independence from Britain. This document, mostly written by Thomas Jefferson, in 1776, is the American Declaration of Independence, an important statement of principles of democracy and freedom.

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## THE REVOLUTION SUCCEEDS

The Declaration of Independence did not end the revolutionary war. In fact, it caused King George and the British government to enlarge the British army and navy, and the war continued for another seven years. It caused great hardship on both sides. When France joined the war on the side of the Americans, the British were in serious trouble. French troops swung the balance in favour of the Americans. The British lost a whole army at the battle of Yorktown, in 1781. Sir Guy Carleton surrendered the ports of Savannah and Charleston, before abandoning New York, the last British stronghold in 1783. The revolutionary war had ended.

The colonists, who had begun by protesting taxes on tea, sugar, and paper, had won a revolution, and created the new United States of America.



# Using a Declaration of Rights as a Primary Source

## CATALOGUE CARD

**What is it?** An excerpt from the Declaration of Independence

**Who wrote it?** Thomas Jefferson

**When?** 1776

**Why?** To create a democratic republic

The American Declaration of Independence is one of the most important documents in world history. It established a new nation unlike any the world had previously seen. This new nation, the United States, was based on the belief that all people have certain rights that no government can take away.

Because he was well-schooled in the classics and in English history,

Thomas Jefferson was asked to compose the declaration. He did so rather quickly, after considering the advice of other delegates.

The Declaration of Independence includes some powerful phrases. While it was a revolutionary document for its time, it is actually part of a great chain of statements on human rights, beginning with the ancient Greeks, and including the English Magna Carta, the French Revolution's Declaration of Rights of Man and the Citizen. Our own Charter of Rights and Freedoms is a recent link in this "chain."

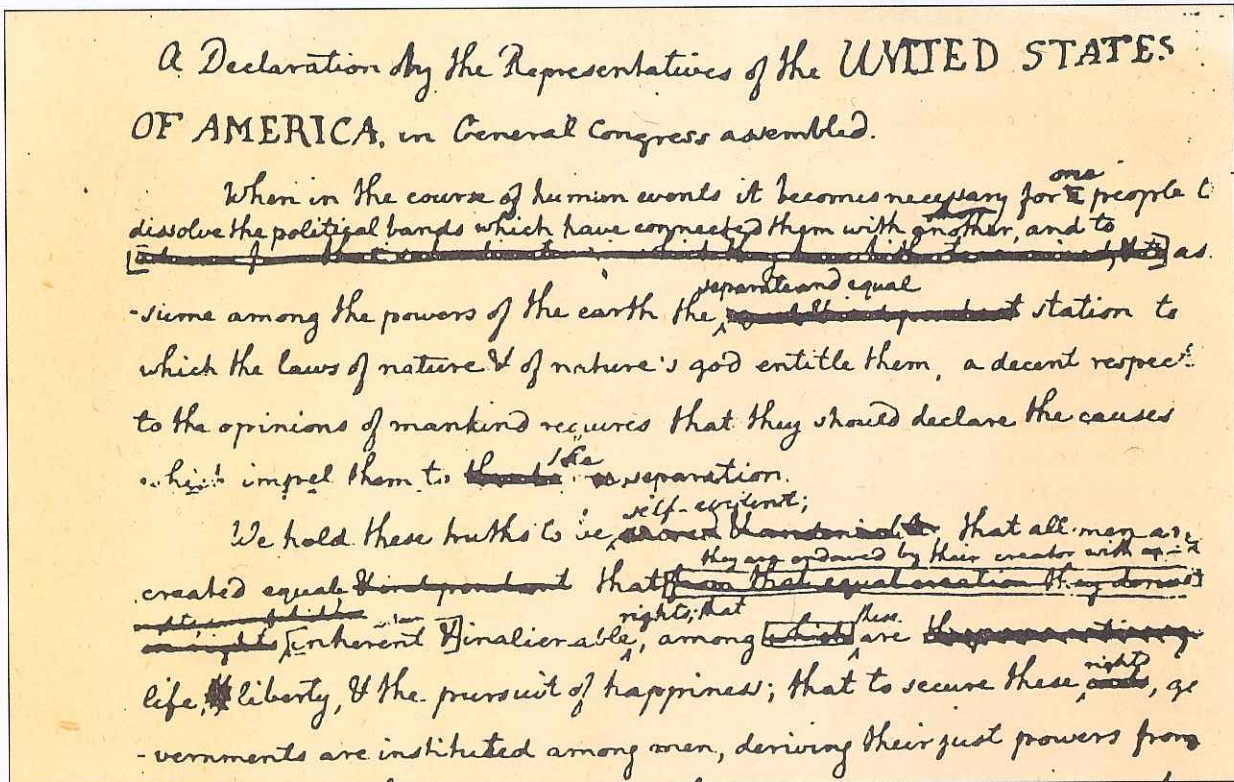
The ideals of the Declaration of Independence also inspired others, including those men and women who overthrew King Louis XVI and Queen Marie Antoinette during the French Revolution. Today people in the United States and Canada who feel they have been left out, or are being persecuted, demand that their rights and freedoms be guaranteed in law.

**inalienable:** incapable of being taken away or transferred

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain **inalienable** rights, that among these are Life, Liberty and the Pursuit of Happiness.



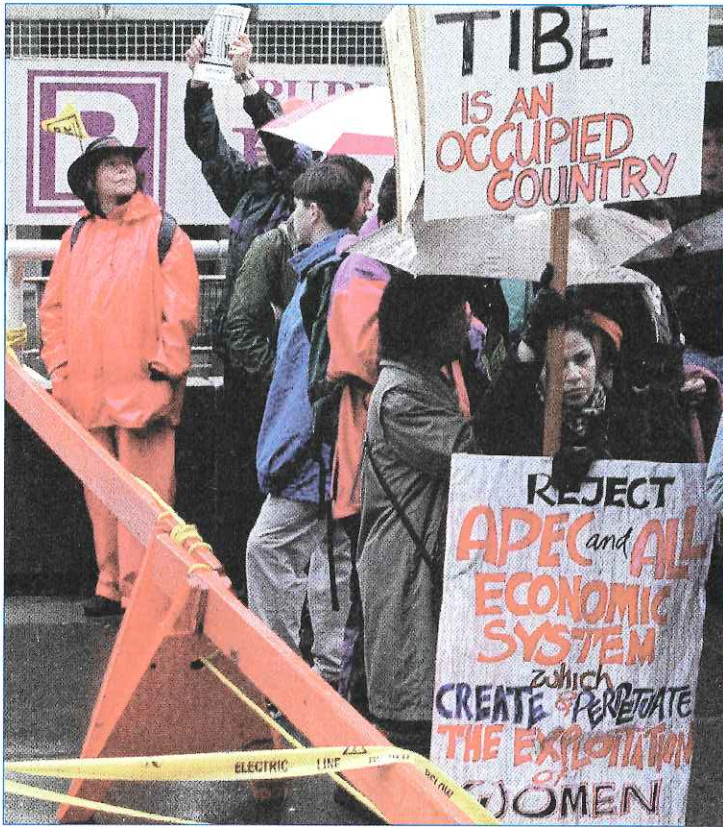
**Figure 10-15** Jefferson's original copy of the Declaration of Independence shows how hard it was to find just the right word. Just as you might do, he changed phrases to get the wording just right. The declaration first explains why the Americans want to be free. The second paragraph begins with the famous phrase that demands the basic human freedoms that people in democracies cherish.





# Using a Declaration of Rights as a Primary Source

continued



## WHAT DO YOU THINK?

1. Some groups, such as Amnesty International, watch for human rights abuses all over the world. Do you think western organizations such as this have the right to criticize foreign governments?
2. Are human rights really “inalienable”? How should these rights be protected?
3. Which human rights issues are represented by the demonstrators’ signs in Figure 10–16?

**Figure 10–16** In many parts of the world, people protest to gain the same rights Americans fought for during the American Revolution. These demonstrators protested outside the Vancouver Trade and Convention Centre, where leaders of the eighteen Asia-Pacific economies (APEC) met in 1997. The demonstration singled out human rights violations in a number of APEC countries.

## ACTIVITIES

1. List the major causes of the American Revolution.
2. Develop a five- to ten-point plan for the British government in its dealings with its North American colonies. Keep in mind that you want to solve the government’s money problems yet keep the Americans happy.
3. Create two or three new slogans that capture the meaning of “No taxation without representation.” Mount your slogans on signs and hold a mock demonstration against the Stamp Act.
4. a) Why do you think the American Declaration of Independence failed to end the fighting between Britain and the colonies?  
b) Imagine you are George III and you receive an “advance copy” of the American Declaration of Independence. Write a paragraph detailing your reaction to this document.



# THE AMERICAN REVOLUTION AND BRITISH NORTH AMERICA

Because we live in Canada and not the United States, it is hard for us to understand why the Americans would invade Canada during the revolution, especially since the Canadiens did not threaten America. However, Canada was a British Colony and, as a British base, it was a threat to the American cause. For that reason, revolutionaries launched an attack on Quebec as one of their first moves. They hoped that the population would join with the other colonists.

This did not occur for several reasons. First, it was difficult for two cultures which had been at war in the past to trust each other completely. Second, it was unlikely that English-speaking Protestant Americans would agree to protect French language and culture the way the Quebec Act did. When the Americans seized Quebec,

they made people angry by taking things and paying for them in worthless American money. Moreover, as you just learned, they could never take the fortress of Quebec, Canada's main defence.

## THE LOYALISTS

Not all Americans supported the revolution. Approximately one person in five was strongly in favour of British rule. Many were new immigrants to the colonies from countries other than England. These Loyalists, sometimes called "Tories," were persecuted by revolutionary patriots. Patriots not only abused the Loyalists, they also burned their homes and farms.

**Patriot:** a supporter of the American Revolution

**Sons of Liberty:** bullies who intimidated those who supported the king

## The Price of Loyalty

Those Americans loyal to the British government often thought that politics was being forced down their throats by such radicals as the **Sons of Liberty**. Many were much happier under British rule than under the new United States continental government.

Read the following observations from a Boston storekeeper. Do you agree with his views? Which side would you have chosen during the revolutionary war?

It always seemed strange to me that people who (fight) so much for ... liberty should be so ready to deprive others of their natural liberty; that men who are guarding against being subject to laws (to ) which they never gave their consent in person or by their representative should at the same time make laws, and ... execute them upon me and others, to which laws I am sure I never gave my consent either in person or by my representative.

**Figure 10-17** Loyalists were often attacked by rebels. Most victims were at the very least humiliated. Many were beaten, tarred and feathered, or sometimes killed—a high price to pay for holding a political opinion. This engraving shows a Loyalist strung up from a "Liberty pole" and being mocked by a mob. Why do you think the government failed to stop this kind of harassment?





## The Colonel Steps Out

One of Joseph Brant's many visits to England was described in a London newspaper. This account gives us some sense of the high regard in which Brant was held there.

Monday last, Colonel Joseph Brant, the celebrated King of the Mohawks, arrived in this city from America, and after dining with Colonel De Peister, at the headquarters here, proceeded immediately on his journey to London. This extraordinary personage is said to have presided at the late Congress of confederate chiefs of the Indian nations in America, and to be by them appointed to the conduct and chief command in the war which they now (plan) against the United States of America. He took his departure for England immediately as that assembly broke up; and it is (thought) that his embassy to the British court is of great importance.



**scalplock:** a small lock of hair

**Figure 10–20** The famous Mohawk leader and diplomat is shown in European clothes, but he kept his Mohawk **scalplock**. Brant believed that it was necessary for the Native peoples to adopt European customs while keeping their own traditions. Why do you think Brant and others of the Six Nations distrusted the Americans?

## ACTIVITIES

1. Were the Sons of Liberty justified in their treatment of the Loyalists?
2. Were the Loyalists refugees? Why or why not? In what way did their experience as farmers make life easier for them in Canada?
3. Find out Joseph Brant's Mohawk name. How did he get the name "Joseph Brant"? Why do you think Joseph Brant was able to establish diplomatic links with the British to the extent that he did?
4. Give reasons why Brant and the Mohawks, the Iroquois, and others, would choose to ally themselves with the British in the revolutionary war.



# BRITISH NORTH AMERICA

Although a war in 1812 would eventually ensure that British North America would not be part of the United States, few people were certain of this outcome at the end of the eighteenth century. The boundary established by the 1763 Treaty of Paris was simply a line on a map, involving areas that British and American officials scarcely knew. The border between Maine and New Brunswick, for example, was very confused and would not be set, finally, until the middle of the century. Westward, the border ran south of the St. Lawrence, through the middle of the Great lakes, and on through the Lake of the Woods. Beyond lay the vast territories of Rupert's Land, controlled by the Hudson's Bay Company, and the fur-trading routes of its rival, the North West Company. These routes followed rivers into the northwest to New Caledonia and central British Columbia, and on to the Pacific Ocean.

The British colonies—Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, and Upper and Lower Canada—had tiny populations compared to the rapidly growing United States, and their residents were much more conservative. The maritime colonies also differed from those to the west. In no way, did people on the Atlantic coast think of themselves as Canadians. Their economies were completely linked with those of England and New England. Though they were relatively content with their colonial governments, this was not the case in Upper and Lower Canada, where discontent was brewing.

## THE CONSTITUTIONAL ACT

When the United Empire Loyalists demanded that they be governed separately from the French-speaking Canadiens, British Governor Carleton agreed. The Constitutional Act, passed in 1791, divided Quebec into two new colonies. Lower Canada, the heartland of old New France, kept French culture, the Catholic religion, and French civil law. Upper Canada, the new colony with its eastern boundary at the Ottawa River, was English-speaking and Protestant, with British laws and institutions. Clergy reserves, one seventh of all the land in Upper Canada, were set aside to support the **Anglican Church**. Lower Canada would later become the province of Quebec; Upper Canada, the province of Ontario.

The Constitutional Act gave both colonies their own governments, each consisting of an elected assembly, a governor, and two councils. The members of the Executive and Legislative Councils were appointed. They were always prominent members of the community, and they helped the governor make laws for the colony. Elected assembly members could also propose laws, but these could be **vetoed** by the governor and the councils.

The British government had no intention of giving the Canadian colonies the type of democracy that, from their standpoint, had caused so many problems in America. Power, in both Upper and Lower Canada, was held by small groups of English-speaking business people and by landowners who passed laws that

**Anglican Church:** Church of England in Canada

**to veto:** to stop



**cargo:** goods brought by ship

**steerage:** the section of a passenger ship with the worst accommodation

**cholera:** an infectious disease marked by terrible stomach cramps

**passage:** money for the voyage

benefited their own class. This group generally ignored the interests of settlers, habitants, and other members of the so-called lower classes. This attitude would cause widespread rebellion in the 1830s.

## GETTING TO CANADA

Most people who came to Canada departed by boat from Liverpool, Southampton, and the other western ports of England. Richer people, like

the Moodies, in this chapter's *Window on the Past*, could afford to take cabins on the upper deck. Others were not so lucky. They became human **cargo**, kept below deck in **steerage**.

Steerage was awful. Passengers slept in bunks surrounded by the bunks of other families. They cooked and socialized in a common area below deck, often eating food they had brought with them. The ceilings were low and supported by heavy beams. Tall people had to stoop and duck just to get around without bumping their heads. Ventilation was

poor, and the air was foul. People used buckets for toilets, and there were no facilities for washing. Many became ill, some from deadly **cholera**. After more than two months at sea, conditions in steerage became almost unbearable. No wonder Susanna Moodie saw Irish passengers from steerage frantically washing themselves and their clothing as soon as they landed.

For many emigrants, even a place in steerage was too expensive. Some people would never have the opportunity to earn the money needed to go to Canada. To earn **passage**, many people indentured themselves to wealthy families. An indenture was a contract between two people wherein one agreed to work for the other in exchange for a passage to North America. It was actually a form of voluntary slavery. Indentures were not a new idea. They had been

**Figure 10–21** Life in steerage was dismal, not to mention unsanitary.





used in the colonies for centuries and continued to exist until well into the nineteenth century. Imagine arriving in Canada after a long voyage—only to work as an unpaid servant for five to seven years. Still, indentured servants usually stayed in Canada when their service was over.

## THE PIONEERS OF UPPER CANADA

By 1815, the population of Upper Canada would grow from around 10 000 people to about 95 000. Although immigrants came from the British Isles, many of the newcomers

were from the United States. They were drawn by cheap land and opportunities in what is now southern Ontario. These so-called “New Loyalists” liked the American system of government much more than the British system in Upper Canada. During the War of 1812 (which you will read about in the next section), British officials were afraid that they might side with American invaders, though this did not generally happen.

Even more people came to Upper Canada after 1815. In fact, the population of Upper Canada was four times as large in 1850 as it was in 1815. The British government strongly encouraged settlers—part of

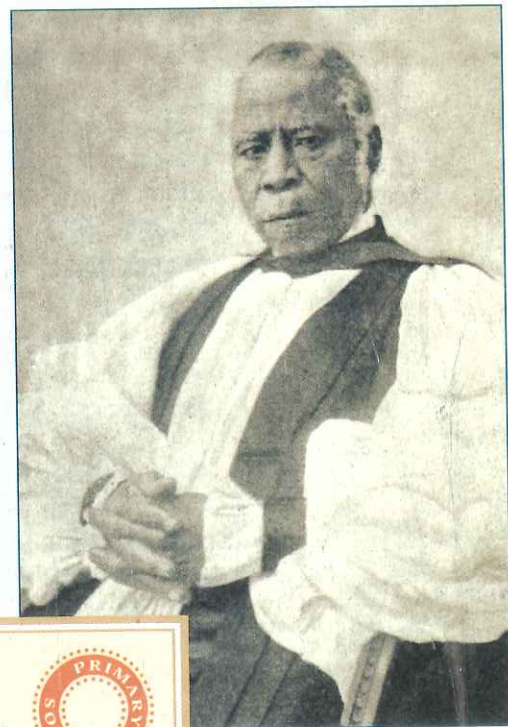
### The Black Loyalists

At the time of the American Revolution, there were approximately 500 000 African-Americans in the Thirteen Colonies, and some living in other parts of British North America. Most were slaves, working on the plantations of the south. Many of the signers of the Declaration of Independence—Thomas Jefferson, for example—were slave owners.

The persistence of slavery in America created a strategic opportunity for the British. By offering freedom to slaves, as Sir Henry Clinton did, they could add soldiers to their own forces and ruin the plantation economies of many American states, thereby weakening the rebels. The slaves of Loyalists were not offered their freedom, of course.

It is estimated that up to 100 000 slaves crossed the British lines and became Loyalists. Some were more free than others. Captured slaves were kept in slavery and sold. Loyalist slave owners kept as many slaves as they could and brought them to Canada—much to the disgust of abolitionists (those who wanted to outlaw slavery) in Britain.

After the war, approximately 3000 Black Loyalists went to Nova Scotia, where many of their descendants still live.



**Figure 10-22** Some Black Loyalists, including Bishop Samuel Crowther, tried to re-establish a home land in the African territory of Sierra Leone.

To every Negro who shall desert the Rebel Standard, full security to follow, within these Lines, any occupation which he shall think proper.



—British Commander-in-Chief, Sir Henry Clinton, 1779



**to annex:** to take for oneself

**Highland Clearances:** Scottish landlords forced their tenants to leave their farms so they could use the land to raise sheep

**barn raising:** the building of a barn by the community

its plan to make British North America stronger. The government hoped that this would make the United States less likely to try to **annex** Upper Canada.

The British government was happy to allow its own people to come to British North America. British cities were overcrowded, and many Scots had lost their rented farms during the **Highland Clearances** and had nowhere to go. Some individuals and companies received huge land grants in Upper Canada and were told that they must find settlers. One landowner, Colonel Thomas Talbot, received land that stretched from Lake Erie to Lake Huron. Talbot ruled his lands like a noble, and named the town of St. Thomas in honour of himself.

As in the United States, there was much land speculation. Sometimes the best land was kept off the market in order to lower the supply. As you know, a low supply of something makes it more expensive to buy. New settlers became angry when they expected to find cheap, rich farm land and ended up with rocky or swampy lands because speculators had taken the best land for themselves.

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## PIONEER SOCIETY

Most of the people who settled in Upper Canada were farmers. They were interested in things that were important to their way of living: their land, their crops, and the weather. Pioneers worked hard to clear land of the great trees—the maples, oaks, walnuts, and hickories. It usually took years to clear a hectare of stumps and rocks. There were also some small industries that you would expect to find in a rural society—lumber mills, potash processors, boat-yards, and breweries. Settlers made money by selling timber to mills, and

potash, an excellent fertilizer.

Early settlers worked hard just to survive, but they believed that their children should be educated. The first schools were set up by the Anglican Church. These were mainly for the children of merchants and the upper classes. They were supported with money the church earned by selling or renting clergy reserves. But many pioneers were not Anglican. They were Methodists or Presbyterians, and had to pay for their own schools and teachers. Catholics had an even harder time, since the Catholic Church was not approved by the British government. Catholics could not hold any government office, or even vote, except in Quebec.

Pioneers had to cooperate with each other to get work done. The monumental task of tearing the squared trunks of great hardwood trees from the ground could not be done by one or two persons. Even the simplest tasks were often better done by groups of people. Barns, for example, were built by many people working together at **barn raisings**, a tradition that is still kept alive by Mennonite and Amish farmers in southern Ontario.

In pioneer days, a large barn could be built in a single day, often without using nails. Men worked on the construction, women cooked the meals, and children ran supplies and water to the workers. At other times, women held quilting and spinning bees. Bees provided wonderful opportunities to socialize. Pioneers often used the occasion of raising a barn—or other heavy work—to have a big party and dance. They would often celebrate right through the night, a welcome break from life and hard labour on small, isolated farms in the bush. Of course, because people had to provide their own entertainment in those days, there was always someone who could play the fiddle or otherwise make music.



## A Pioneer's Death

The end of a hard life often came quickly in Upper Canada. Pioneers who regularly worked until exhausted had no real medical care if they became ill.

John Howison, a traveller through the colony in 1821, happened upon a one-roomed cabin in which a man lay dying. Mr. Howison described the scene in the letter that follows.

**Figure 10-23** This cabin, a part of the Grey County Museum in Owen Sound, Ontario, is typical of the pioneer period in Upper Canada. Usually, cabins had one main room and a loft, and had a kitchen garden on the sunny side. This garden was tended by the women and children of the household, and supplied the vegetables and herbs. Women also preserved food and made the candles and soap.



It was now twilight, and as the path had become rather indistinct, I rode towards a house, that I might make inquiries regarding my route. Several people stood at the door; but as they took no notice of me, I entered the hovel. It contained only one room, and in the midst of this was a bedstead, on which an old man lay, apparently in the last struggles of death. On one side of him stood a boy holding a flaming torch of hickory bark, and on the other was seated a young man, who employed himself in driving away the large blue flies that hummed around the face of the dying person, and sometimes attempted to enter his mouth.

I was a good deal startled by the scene, and immediately retired to the door. The group there consisted of the wife of the old man, a sister-in-law, several relations, and a quack doctor. They were so deeply engaged in a discussion about the nature of the patient's disease, and the time at which he was struck with death, that they seemed entirely to forget

that he was still alive.

The sister-in-law, a sickly, thin, middle-aged woman, insisted that his complaint had arisen from debilitation, and gave a long account of her first husband's sickness, when she lived in Schenectady [New York]; the others seemed to pay great respect to her authority ... except the wife of the dying person, who was dressing some meat upon a fire they had kindled out of doors. She held a frying pan in one hand, and a ragged handkerchief in the other, sobbing, and employing herself in cooking, alternately. In a short time, the young man in the house called out, "Come now—he is going"; then the whole party rushed in and ranged themselves around the death-bed.

The hickory torch threw a dull glare upon this singular group, and exhibited, more or less distinctly, the heartless and scrutinizing [faces] of those who composed it. The doctor stood at the head of the bed, and near him was the sister-in-law. On one side sat the wife, with a spoon in her

hand, while some weeping boys and relatives occupied the other. The struggles of the dying person were now more feeble—his inspirations could scarcely be heard, and his cheeks assumed that waxy dimness which always precedes dissolution. The sister-in-law had several times started open, with a glassy stare ...

However, the spirit soon fled; and the moment this took place, most of the party rushed from the house, sobbing and crying most bitterly ... but three men remained in the house, and began to lay out the corpse ... When the body was properly laid out, the women came in, and put a bible under its head and a plate of salt upon its breast. These ceremonies being finished, I mounted my horse and hastily pursued my solitary journey, which the impressions left by the scene I had just witnessed rendered doubly unpleasant and gloomy.





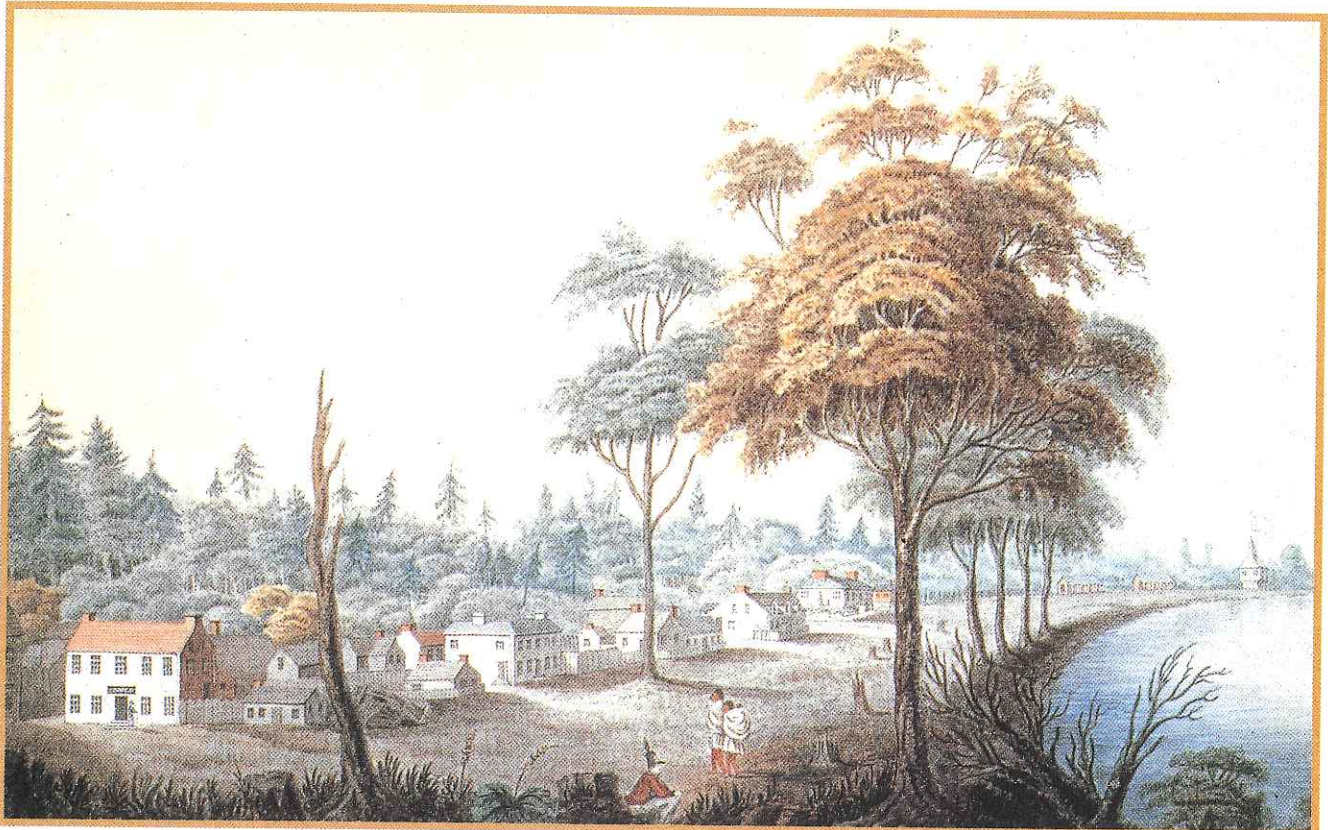
## JOHN GRAVES SIMCOE AND THE BRITISH BOND

Today it seems odd that Britain used policies to make Canadian society a kind of copy of British society. After all, many people had left Europe for North America to escape the home country. Nevertheless, British influence was everywhere. The Anglican Church had special privileges and control over education, just like it had in England. British law was the law of the land, and was generally fair and well-organized. Most of all, the government tried to build a Canadian aristocracy to lead the colony. The very idea of a society without a high class ruling the lower classes was frightening to the British aristocracy. It was horrible to consider, much like the republicanism of the United States, which they hated so much.

To ensure that the colony would follow a British model, John Graves Simcoe was appointed the first governor of Upper Canada. An aristocrat himself, Simcoe believed in the importance of the upper class. It could provide leaders for the government, the army, and the Church. Neither Simcoe, nor anyone in the colonial office in London, had any notion that the people had the ability to govern themselves.

Because Simcoe thought that British North America needed protection from the United States—even from the French in Louisiana—he made defence a priority. He built several roads so that troops could move easily from west to east, and from north to south. Three of the main roads are Danforth, Dundas, and Yonge—major streets in Toronto today. These roads were used by pioneers and land developers and linked the scattered settlements of the colony. On Simcoe's orders, thousands of hectares of land were

**Figure 10–24** Governor Simcoe built the capital of Upper Canada at York, later to be called “Toronto.” A tiny settlement, York occupied a cleared strip of land between Lake Ontario and the forest. What sights might you have expected to see in York, had you arrived in the early nineteenth century?







**Figure 10–25** Today, Danforth Avenue is one of Toronto’s busiest streets and a major tourist attraction because of its thriving European culture.

surveyed and parcelled out, with one-seventh reserved for the Anglican Church (the clergy), and one seventh for the British government (the crown).

Simcoe supported the Native peoples in their fights with Americans, not so much because he believed in their cause, but because he thought that strong Native allies could help protect Upper Canada. The Native peoples viewed the British in the same way.

Simcoe certainly helped put Upper Canada on a firm footing. The population grew, and slavery became less and less acceptable. The first teachers arrived and helped to start an educational system. Roads were built for transportation and protection. A militia was set up for defence. Until Simcoe, few people had ever thought of the challenges of building a new country. By the time he left Canada, in 1796, the population of Upper Canada had grown by many thousands.

## ACTIVITIES

1. Create a web diagram to illustrate the effects of the Constitutional Act of 1791 on the boundaries, government, religion, and languages of the province of Quebec. Begin as follows, and add more spokes to represent further subdivisions:
- 
2. Write a letter to your relative back home in Liverpool, England, describing your ocean-crossing in steerage. Try to communicate all the hardships involved.
  3. Make five observations about life in the backwoods of Upper Canada. What jobs did pioneers do for themselves that we would never think of doing for ourselves today?
  4. Who was John Graves Simcoe? Create a PMI chart that describes his attitudes, abilities, and achievements.



# THE WAR OF 1812

At the close of the eighteenth century, relations between Britain and its former colonies were very strained. The Americans were annoyed by many things, among them the loss of trading privileges within the British Empire. Britain was at war with France and its revolutionary government in 1793, and it often stopped or seized American ships. The British also thought that the United States was a threat to the British fur trade.

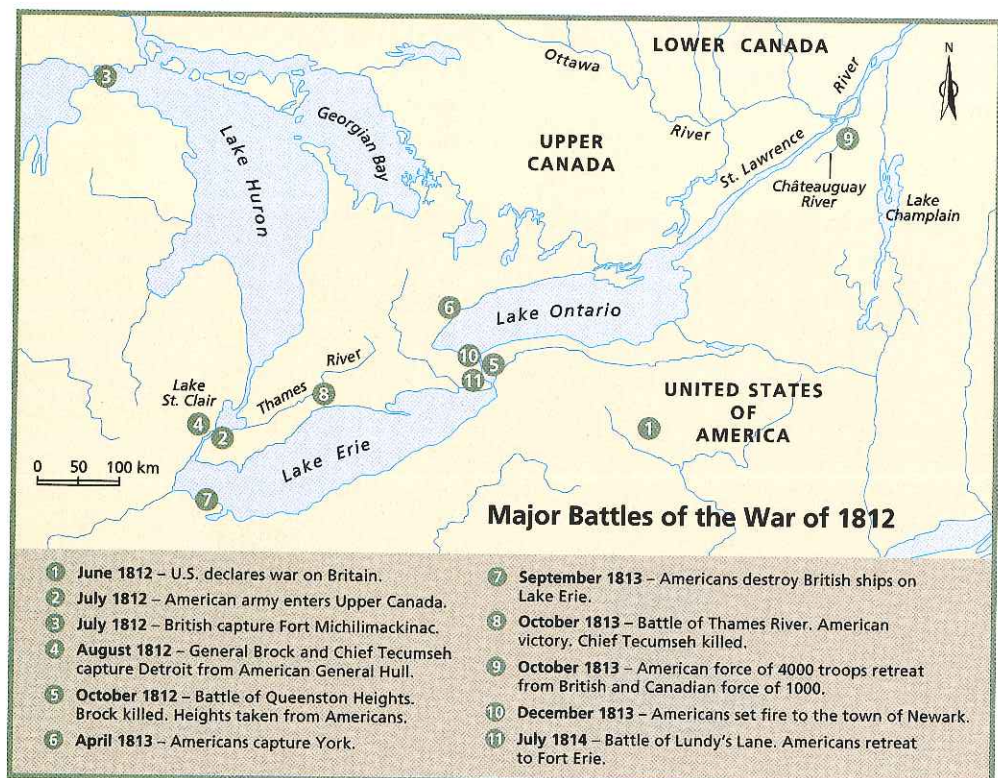
The British worried about the future of their North American colonies. They certainly did not seem very strong. The capital of Upper Canada, York, had only 1500 or so inhabitants by 1812. The entire population of British North America was under 500 000. At the same time, the population of the United States was more than 8 million. To many Americans, British North America,

protected by only 5000 soldiers, seemed a tempting target.

The British had cause to worry. One American political party wanted war. These so-called "War Hawks," led by James Madison, enjoyed support from the American government and from people in the West. They considered British support of Native peoples hostile acts. In fact, the British were not as involved with the Native peoples as the Americans thought. Instead, a Native confederation, led by the great Shawnee warrior, Tecumseh, and his brother, the Prophet, was defending its own territories from the land-hungry Americans.

However, the people of New England were totally against war. They wanted to renew their profitable trade with Britain and with the British Empire. When War was finally declared in 1812, the New Englanders stayed, more or less, neutral.

**Figure 10-26** This map illustrates the major events of the War of 1812. Where did most of the action take place?





## THE COURSE OF THE WAR

Had the Americans been completely united against British North America, they might have conquered the colonies. But because New England wanted no part of the war, many soldiers of the American militia soon lost their enthusiasm. "Mr. Madison's war," as many called it, did not look

promising. Rather than striking first at the British fortresses at Halifax, Quebec, Montreal, and Kingston, where the British were strongest, the American forces attacked Detroit and Niagara.

The American invasion force first tried to draw Upper Canada settlers to its cause. In fact, American General Hull issued a haughty proclamation to the population. However, a force led by British General Brock and Tecumseh attacked the Americans at



**Figure 10-27** By building a strong militia, and by respecting the wishes of the Native peoples, General Brock created a good defence for Upper Canada. Here he is shown shaking hands with Tecumseh, his ally. What strengths would Brock's successor require to be successful?



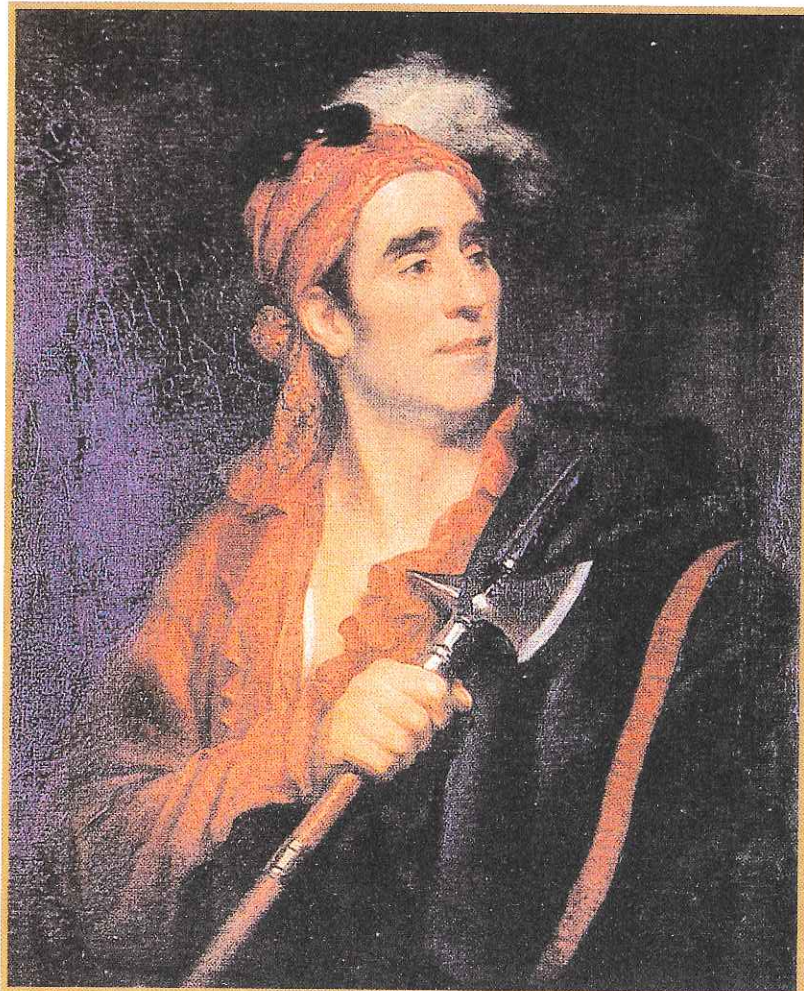
## The Tale of Tecumseh

Tecumseh is highly regarded both in Canada and the United States. His own people idolized him as a great and generous hunter and warrior. Americans considered him the chief of their enemies, and made him into an almost mythological figure.

Tecumseh was a wonderful orator and performer and he had a quality called "charisma." He had a way of achieving the maximum effect with words. People who heard him speak were in awe of the power and beauty of his speaking voice, and of the way he presented a message.

Some of Tecumseh's speeches were recorded. The excerpt that follows is part of a speech given to the Choctaw Council of 1811, during a long journey in which he spoke at the councils of many of the tribes.

But have we not got the courage to defend our country and maintain our ancient independence...What need is there to speak of the past? It speaks for itself and asks, "Where is the Pequod? Where the Narragansetts,...Pocanokets, and many other once powerful tribes of our race? They have vanished before the (greed) and oppression of the white men, as snow before a summer sun...You people too will be falling and scattering clouds before their blighting breath. You too will be driven away from your native land and ancient domains as leaves driven before the wintry storms...."



Detroit and forced Hull to surrender. This early victory convinced many settlers, who might have favoured the United States, to remain loyal to Britain. In fact, Tecumseh and Brock had built a firm alliance based on mutual respect. In the battle for Queenston Heights, near Niagara Falls, Brock was killed while charging Americans on the Heights. Tecumseh had a much lower opinion of some of Brock's successors.

In the first year of the war, Upper Canada was saved from the Americans because of good leadership and planning. The next years, however, were difficult. US forces captured the capital at York, but retreated. The British were defeated

**Figure 10-28** John Norton was a war chief of the Mohawks, and the adopted son of Joseph Brant. At Queenston Heights, his warriors terrified the American defenders, and forced them to flee. Norton also fought at Fort George and in other battles. Why do you think Canadian history of the past glorified General Brock but neglected Chief Norton and other Native leaders?



on the Great Lakes by American ships, but the Americans lost the battle of Stoney Creek to the British, and were defeated by the Iroquois at Beaver Dams. (Laura Secord, a woman from Queenston, provided helpful information to the British.) Tecumseh, who had saved Upper Canada, was tragically killed at Moraviantown while fighting a **rear-guard** action.

During the largest battle in Upper Canada, the British won at Lundy's Lane. In Lower Canada, the United States army was beaten at Chrysler's farm and at Chateauguay. British troops also attacked and burned Washington. With the defeat of Napoleon at Waterloo, the British were able to send their toughest veterans to

the war, which many hoped would quickly end. In fact, the final battle was fought at New Orleans, in 1815, after the war had ended.

The War of 1812 was the final major invasion of Canadian territory by an enemy. It changed no boundaries, and had little effect beyond confirming the existence of Canada. The people of Upper Canada became more loyal to the British crown than they had been, and even less like Americans. In later times, the valiant efforts of the Native peoples, who saved the country, would be almost forgotten. Although Tecumseh never saw himself as British or Canadian—he was a Shawnee chief, after all—he was a genuine hero who helped save Canada.

**rear-guard:** soldiers placed to protect the rear of the fighting force

## ACTIVITIES

1. Describe the achievements and character of Tecumseh.
2. Write two paragraphs, one in favour of the Americans in the War of 1812, and one opposed.
3. In point form, summarize the major events in the War of 1812.
4. Look carefully at the portrait of John Norton (Figure 10-28). What human qualities has the artist emphasized? List three qualities that you detect and the visual evidence for each.



## CONCLUSION

**A**fter the fall of Quebec, few people had any idea that a new nation would be built from the British colonies and territories in North America. The wilderness of Canada could produce little more than fur. The American Revolution changed the fate of Canada. Serious efforts to build new English-speaking colonies, populated by loyal subjects of the British crown, began in earnest as the revolution ended. United Empire Loyalists, including people of the Six Nations and African-Americans fleeing slavery, were in the first wave. They were followed by new Loyalists—Americans, Germans, and others who wanted to farm the fertile lands of southern Ontario.

In Upper Canada, the new western colony, Canada's systems of government, government services, and education system were largely born. These institutions would later be taken westward

with other pioneers. For the Native peoples, who were forced to fight against settlement of their hunting and farming territories, there was little good news. Usually allied with the British against the Americans, they despaired as the boundaries of their lands were pushed back farther and farther, and their numbers shrank.

For the most part, early settlers worried little about politics. They lived hard lives and spent most of their time just making a go of their farms. Some cared little about patriotism. Many would have been just as happy to be Americans as not. The War of 1812 changed that. The British defended Canada from the Americans. Afterwards, people kept their liking for American ways to themselves. Canada became British, quite different in its traditions and ways from the United States. These patterns were set in motion in the early pioneer years of British Canada.

## SUMMARY ACTIVITIES

1. In this chapter's Window on the Past, you read about Susanna Moodie's arrival in Canada and her reaction to the Irish emigrants who were cleaning themselves and their clothes after being cooped up with sick, dying, and starving people below deck in steerage. Write a conversation between two Irish people who watch as Susanna walks by.
2. Design a recruiting poster for either the new American Continental Army, or one of the British Loyalist regiments, such as Butler's Rangers, the Queen's Own Rangers, or the Loyal New York Regiment.
3. Write a legend based on events in the American revolutionary war.
4. Draw a map of an imaginary village near Yonge or Dundas Streets in pioneer Upper Canada. The village would be connected by road to other communities, especially to the capital at York. It would most likely have a blacksmith's shop and livery stable, a general store, a church, and perhaps an inn and a brewery. You may include any other buildings that you think are appropriate. Give your village a name, and estimate its population. Make two pie charts that show the make-up of the population: the first by nation of origin, the second by religion.
5. Construct a dialogue between Tecumseh, James Madison, and General Brock, in which each outlines his goals.

## ON YOUR OWN

1. Create a class quilt with squares of material. Each student could make and decorate one square and the class could stitch it together. Use materials that mean something to you, e.g., denim. You could hold regular quilting bees throughout the year.
2. With a partner, or in a small group, research an event or person from the War of 1812 period, and do an illustrated presentation for the class.