



NELSON

STORY

**CHAPTER
SAMPLER**

NELSON HISTORY 7

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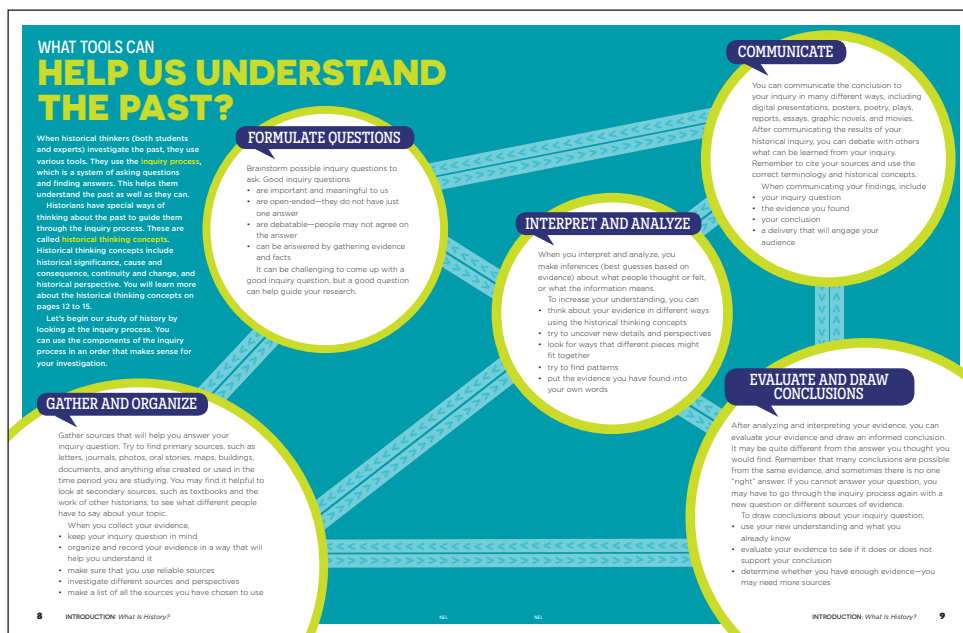
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USING THIS RESOURCE

INTRODUCTION

In the Introduction, you will be introduced to the discipline of history, as well as the **inquiry skills** and **historical thinking concepts** you will be using throughout this resource. Use the Introduction as a reference that you can turn back to throughout this resource.



CONTINUITY AND CHANGE

How can we make sense of the complex flows of history? To understand the past, historians look at how people's lives changed over time. They look at social, political, economic, cultural, and environmental changes. They look at the speed of these changes. Historians also identify the continuities: the things that stayed the same when everything else was changing.


When you think about continuity and change, you can ask the following questions:

- What has changed?
- What has not changed?
- How quickly or slowly did the changes happen?
- Do the changes indicate progress for some groups or individuals and decline for others?
- What can we learn from comparing two different time periods?

CASE STUDY: THE LIVES OF CANADIAN CHILDREN

The painting in **Figure 113** shows a scene in Canada, painted in 1848. What do you notice by comparing what you see in the painting with what you know about the lives of Canadian children today? You might notice the things that have stayed the same: children still do chores and they still live in heated homes. You might also note what has changed: most children do different chores today and do not live in log cabins. What other details in the painting show what has changed or stayed the same over time?

FIGURE 113 This 1848 painting, *Quebec: Settlers by Cornelius Krieghoff*, shows typical household activities on a winter's day in Canada. **Analyze:** How has the way we live changed since 1848? Why might it have changed?



HISTORICAL PERSPECTIVE

How can we better understand the people who lived in the past? Historians look for evidence that helps them discover how these people thought, felt, and went about their daily lives. They research people's lives, examine the evidence, and consider the values and beliefs that were common at the time. Then they make inferences—they reach conclusions based on the evidence they have gathered. Historians are always careful to avoid judging the past using their own present-day values.

When you think about historical perspective, you can ask the following questions:

- What were the beliefs, values, perspectives, and motivations of the people who lived in that time?
- How do those beliefs and values differ from today's beliefs and values?
- Did the people make understandable decisions, based on the information they had available to them?
- What beliefs, values, and ideas do I already have that affect how I think about this event, period, or person?
- What inferences can I make about the person's thoughts, feelings, and motivations from the evidence I have?

CASE STUDY: SLAVERY IN BRITISH NORTH AMERICA

If you were researching slavery in British North America in the 1700s, you would discover that the colonies enslaved fewer people than the United States. This fact might lead you to assume that British North Americans were more moral and ethical than people in the United States. You might assume that everyone in British North America had the same viewpoint we have today—that slavery is ethically wrong.

Read **Figure 114**, an excerpt from a letter written by Elisabeth Bégon of New France. Bégon writes about Pierre and Jupitère, who are both enslaved in her household.

Then read **Figure 115**, an excerpt from a dictation given by Hilarie, dît Lamour. Lamour had been granted his freedom after being enslaved for 25 years. His wife, Catharine, had not been granted her freedom at the same time. Use these sources to make inferences about how people felt about slavery in early Canada. Keep in mind that different people might have had different perspectives on the same issue. (Note: **Figure 115** uses the term *Negro*, which was common at that time. Today, some people find it offensive so a preferred and more commonly used term is *Black person*.)

FIGURE 114 This excerpt is from a letter that Bégon wrote to her son in 1748. **Analyze:** What particular phrase reveals her attitude toward the “girl” that her son left behind?

FIGURE 115 This excerpt was dictated by Lamour shortly after 1711. **Analyze:** What can you infer about Lamour's views on slavery?

UNIT OPENER

There are two units in this book. Each unit has four chapters.

These bubbles contain questions from the viewpoints of the different historical thinking concepts.

You will also see these bubbles throughout the chapters. Each colour always connects to the same thinking concept.

PURPLE means Continuity and Change, **ORANGE** means Cause and Consequence, **BLUE** means Historical Perspective, and **YELLOW** means Historical Significance.



The timeline shows different events that occur throughout the unit.



The infographics reveal interesting information about the time period.

This is an introduction to the **Unit Challenge**, an activity that you will work on throughout the unit.

CHAPTER OPENER

The chapter opener introduces the theme and content covered in the chapter.

This is the main question that you will explore in the chapter.

These skills and ideas are covered in the chapter.

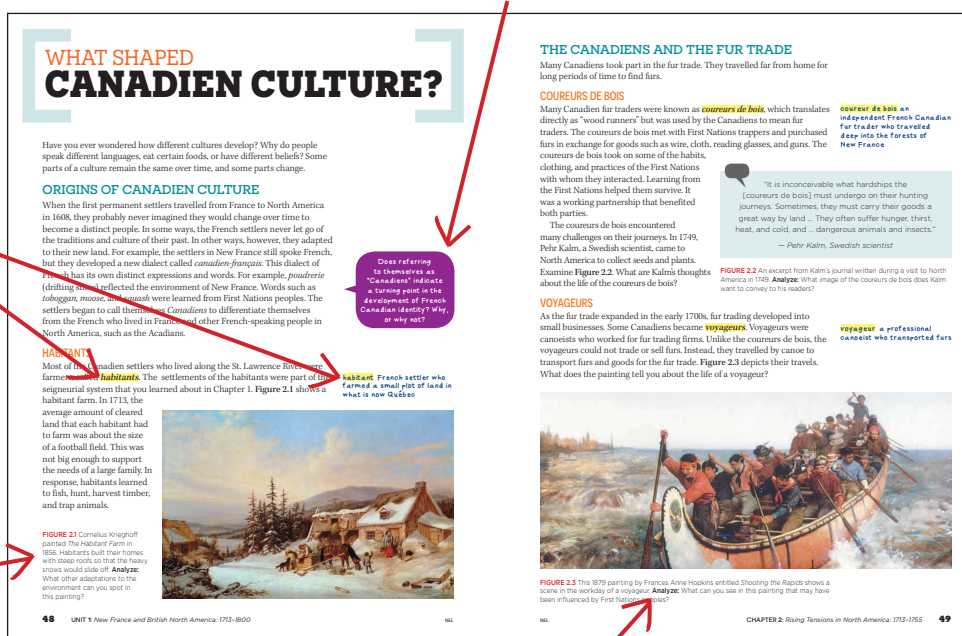


CHAPTER FEATURES

These questions represent the viewpoints of the different **historical thinking concepts**. Each colour always represents the same thinking concept.

Important words are highlighted and defined directly on the page.

The figure reference tells you what the figure (image, photo, source, map, diagram, graph, or table) is about.



The **Analyze** question asks you to examine and interpret the figure (image, photo, source, map, diagram, graph, or table) in a different way.

Quotes provide evidence and additional perspectives on the topics, issues, and events that are covered in the chapter.

HOW DID DIFFERENT GROUPS TRY TO OVERCOME POLITICAL CHALLENGES?

Politicians are not the only people who can create changes to the political system. Often, it's people outside of the government who can help to trigger change.

FIRST NATIONS LAND RIGHTS

First Nations continued to meet resistance from the government regarding land rights. The millions of acres around the Great Lakes were prime agricultural land. The arrival of thousands of European settlers during the 1800s led to the Canadian government taking this land away from First Nations. Ojibwe Chief Shingwaukose spoke to Lord Elgin, governor general of Canada, in 1849 about the increasing pressure on First Nations to give up their land. What does **Figure 8.32** suggest about Chief Shingwaukose's perspective on the Ojibwe's situation?

First Nations leaders continued to demonstrate that they were as entitled to the land as Europeans did—for farming. Look at **Figure 8.33**, which is a painting of the Wikwemikong community on Manitoulin Island. The painting shows an example of a First Nations farming community. What European influences on this First Nations settlement do you see depicted in this painting?

FIGURE 8.32 Chief Shingwaukose led many campaigns for First Nations rights. This is part of his speech to Lord Elgin in 1849. **Analyze:** Look at Shingwaukose's use of words in this excerpt. What feelings is he trying to emphasize?

"Father, time wore on and you have become a great people, whilst we have melted away like snow beneath an April sun; our strength is wasted, our countless warriors dead, our forests laid low... you have swept away all our pleasant land, and... you tell us 'willing or unwilling, you must now go.'"

FIGURE 8.33 This 1908 painting, called *Harvesting the Indians Wikwemikong, Manitoulin Island* by William Armstrong, shows the Wikwemikong community. What information about the Wikwemikong community can you gather from this painting?

FIGURE 8.34 This is a photo of Catherine Sutton. **Analyze:** What is the significance of having Sutton pose with an open book?

CATHERINE SUTTON'S CAMPAIGN

Despite actions by leaders like Chief Shingwaukose, over time, First Nations were continually forced to give up most of their territories. They were placed onto smaller reserves, often on land that had poor soil for farming. **Figure 8.34** shows a portrait of Nahnebahwequay, also known as Catherine Sutton, an Ojibwe from Ontario. In the mid-1800s she campaigned for First Nations land rights. She gained support from First Nations groups, as well as non-Aboriginal people in Canada, the United States, and Britain. After many years of campaigning, she and her husband finally met Queen Victoria in 1860. Queen Victoria promised to help the First Nations. She sent the Duke of Newcastle to meet with the Canadian government. After meeting with the government, however, the duke felt that there was nothing he could do for the First Nations. The duke believed that the Canadian government had all the decision-making power. Does this decision reflect the ideas of responsible government?

CHANGING VIEWS ON WOMEN'S RIGHTS

As you learned earlier, Canada went through many political struggles during the 1800s. Like many people concerned about the government, women wrote to newspapers to voice their concerns. During this time, however, women were not included in the political process. Their opinions were not always welcome. Many women wrote to newspapers under a different name to protect their identity. For example, a Canadian woman, calling herself "Adelaide," published an article in the newspaper *La Minerve*. Read the excerpt in **Figure 8.35** from her article, in which she asks the Patriotes to defend women's equality as a traditional feature of French society. She felt that British traditions threatened women's rights. Have the attitudes about women described in **Figure 8.35** changed or stayed the same compared to today?

The laws of England view the wife in a less favourable manner, and place her in an inferior category. She ceases to have a life of her own, from the moment she is contracted into marriage (married); she loses her name and takes that of her husband, exclusively.

FIGURE 8.35 This excerpt is from a letter written by "Adelaide" to the newspaper *La Minerve* on February 2, 1853. **Analyze:** Why does "Adelaide" see women changing their last name as a loss of independence?

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Transcriptions of letters, treaties, proclamations, and other sources are provided.

The **History at Work** features profile different careers related to history.

HISTORY AT WORK CARTOONIST

Kate Beaton (**Figure 3.18A**) has always been interested in history and art. These two passions became the basis for her job as a cartoonist. She earned a history degree from Mount Allison University in New Brunswick and went on to work at a museum in Victoria, British Columbia. She then decided to pursue a career in art through her web comics project *Harlequin's Vagabond*. Her work became very popular because of its humorous and clever portrayals of historical figures and events, such as the Battle of the Plains of Abraham (**Figure 3.18B**) and the War of 1812. Beaton eventually began to create comics for major publications and has now published several books.

Beaton's process involves reading, researching, and keeping a notebook with names of potential cartoon subjects. Selecting who and what to feature in her comics is something that Beaton takes seriously. She likes to draw lesser-known historical figures because "they're always known to somebody." To Beaton, historical topics are particularly great for storytelling. She remains committed to honing her skills and continuing to educate and entertain people about history through her cartoons.

FIGURE 3.18 (A) Cartoonist Kate Beaton. (B) Beaton's comic gives a humorous take on General Wolfe's death in the Battle of the Plains of Abraham.

MAKING CONNECTIONS

- Beaton uses her artistic skills to draw historical cartoons. Name one skill or interest that you have. Brainstorm ways you could use that skill or interest to pursue a history-related career.
- What challenges do you think a historical cartoonist might face?
- EVALUATING CONNECTIONS** Think of what you have read about the series of events that took place throughout the war. What do you think could have been done differently to change the outcome for the French?

CHECK-IN

- CONNECTIONS** Identify several reasons for the British victory in North America. Rank the reasons in order from greatest to least impact. Justify your ranking.
- ANALYZING CONNECTIONS** The Battle of the Plains of Abraham continues to be one of the most significant battles in Canadian history. Why do you think it is seen to be so significant?

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The **Connecting to Our Past** features profile young people who are actively connecting to Canada's history—to people and events from our past.

CONNECTING TO OUR PAST

DAVID KAWAPIT: YOUTH ON A MISSION

David Kawapit is an 18-year-old Cree youth with a mission. His mission is to spread the message of unity and equality to all Canadians. In January 2013, he set out on a walk from his home in Whapmagoshtu (Wap-mag-stoo-ee or Wap-ma-GOO-stoo-ee), Quebec, to Parliament Hill in Ottawa. Six others joined him, forming a group called the Nishiyuu (Nish-yoo) walkers. Over the course of two months, they walked more than 1500 km along traditional Cree and Algonquin trading routes. They were accompanied by a police escort and other support vehicles to assist them on their journey. Strangers also stopped during the trek to show their support.

Kawapit was inspired to take action by a vision he once had. His vision showed a wolf and a bear. The wolf represented the First Nations peoples and the bear represented the Canadian government. While a bear can easily kill a wolf, many wolves, banded together, can take down a bear. This image of strength in unity served as the driving force behind Kawapit's activism. Kawapit and the six walkers (**Figure 1.27**) highlighted the importance of protecting their lands and their traditional ways of life for future generations.

When the Nishiyuu walkers arrived in Ottawa in March 2013, thousands had gathered to welcome them. They spoke with the aboriginal affairs minister about the necessity of fair and equal treatment of Canada's First Nations people. Kawapit's work brought attention to Aboriginal rights. His group inspired many other Canadians to consider the importance of the historical origins of the relationships between First Nations and the rest of Canada. Kawapit's efforts were sparked by one important vision that inspired hundreds of others to think and take action as well. He said, "It feels really good that a lot of people are paying attention to what's going on." In the end, the relationships he built during his journey were the gifts that he took away from the experience. "I'm going to miss all these guys. The memories we shared—I won't forget them," he said of his fellow Nishiyuu walkers and the hundreds who joined them along the way. For Kawapit and his group, this walk was just the beginning of their efforts to create meaningful change for all First Nations people living in Canada.

FIGURE 1.27 David Kawapit (front, centre) was one of seven Nishiyuu walkers who walked from Whapmagoshtu First Nation in northern Quebec to Parliament Hill in Ottawa. The walk was to support the Idle No More movement.

A CALL TO ACTION

- What inequalities is the Idle No More movement trying to deal with?
- How can you and your classmates take action to support a current movement in your community?

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Use the **Check-In** questions and activities to assess your understanding. Each question or activity is labelled with the **historical thinking concept** or the **inquiry skill** that it covers.

CHAPTER FEATURES (CONTINUED)

Each **Focus On** feature will help you look more closely at a **historical thinking concept** or an **inquiry skill** and practise using it.

FOCUS ON
CAUSE AND CONSEQUENCE

All events, both past and present, have causes and consequences. For example, imagine that you did not do a homework assignment. The cause may have been that you decided to hang out at a friend's place after school instead, or perhaps you simply forgot. The consequence may be that your teacher will not accept a late assignment. A further consequence will be that your class grade falls.

Which of these consequences were intended (planned)? Which were unintended (unplanned)? You may have planned on meeting your friend after school. But your class grade falling because you failed to hand in one assignment was unplanned. Consequences can also be short term or long term. Not all consequences are equally important over time. If missing handing in one assignment was a one-time event, it likely has only short-term consequences.

When you think about the causes and consequences of a historical event, you can ask the following questions:

- What were the causes of the event?
- Who were the people who influenced the event?
- What were the social, political, or economic conditions that influenced the event?
- What were the ideas and beliefs that influenced this event?
- What were the consequences of the event?
- What were the intended and unintended consequences of the event?




FIGURE 3.32 A view of the Bishop's House with the ruins of the Lower Town in the background. The painting was created in 1781 by British naval officer Richard Short. **Analyze:** What does the painting tell you about conditions in Quebec City in 1781?

FIGURE 3.33 An unnamed run from the General Hospital of Quebec describes the aftermath of the war. The exact date is unknown. **Analyze:** What is she saying about the conditions in Quebec City?

FIGURE 3.34 This excerpt is from the Toronto Star newspaper (online), February 17, 2009. **Analyze:** Why was the re-enactment cancelled?

CASE STUDY: THE CONQUEST

Following their victory in the Battle of the Plains of Abraham in 1759, British soldiers took control of Quebec City and the rest of New France. By 1763, 70,000 Canadians were living under British rule. Examine some of the consequences of what many people living in Quebec today refer to as "the Conquest."

Consequence: The British were English-speaking Protestants, which set them apart from the French-speaking Catholics of New France. The two groups had different laws and customs. The British tried to force the French to assimilate to the British way of life and swear an oath of allegiance to the King of England.

Activity pages appear in every chapter to help you read, analyze, and create different kinds of maps and graphs, and read and analyze primary and secondary sources.

READING
TEXT SOURCES

Historians are like detectives: they look at sources for evidence that can help them answer questions about the past and create an argument or a narrative.

Historians often look at text sources for evidence. Text sources are written records that can be descriptions of events. They can also be transcriptions of speeches, remarks, or conversations. Text sources can be found as primary sources or secondary sources.

To begin a historical investigation, historians first read secondary sources to gain background knowledge of the event or time period they have a question about. Next, they select primary sources that they think may be helpful. Then, historians do a **close reading** of each source. They examine the source carefully, asking questions about the source and making observations about any patterns or trends. **Figure 2.12** below lists some of the questions that historians ask themselves when they are closely reading a text source.

Question Category	Sample Questions
Source	<ul style="list-style-type: none"> What type of document is it (a letter, diary report, etc.)? When and where was it created? Who wrote it? Who for? What for? Is the author describing his or her own experiences, or those of others? Was the information recorded when the events occurred, or later?
Content	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author give to support these claims? What is the author's perspective on the topic? How can I tell? What information or perspective does the author leave out?
Writing style	<ul style="list-style-type: none"> What words or phrases does the author use to persuade the reader? What else does the writer's choice of words or details tell me? What feelings does the writer express, or hope to inspire in the reader?
Audience response	<ul style="list-style-type: none"> What effect did this text likely have on its reader? How might a different audience have responded to it?

In this activity, you will do a close reading of the text in **Figure 2.13** to look for evidence that can help you answer the following inquiry question: What caused tensions in North America to rise from 1713 to 1754?

FIGURE 2.12 When doing a close reading of a text, it is important to ask questions about the source and its content.

FIGURE 2.13 Chief Canasatego from the Onondaga First Nation acted as a spokesperson for the Onondaga Iroquois First Nation. He spoke these words to the British during negotiations concerning Onondaga land in 1742. His words were recorded by a Pennsylvania colonist in the minutes of the meeting.

HOW TO CLOSELY READ A TEXT SOURCE

STEP 1

Consider **Figure 2.13**. Write down everything you know about the creation of the source.

- What type of source is it?
- When and where was it created?
- Is the author recording his or her own words or Chief Canasatego's words?
- Was the speech recorded during the meeting or later?

STEP 2

Read the text again. How is Chief Canasatego's message communicated?

- What words does he use to show his people's displeasure?
- What words does he use to try to inspire sympathy in his listeners?
- What impact do you think this speech may have had on the British audience? Why?

STEP 3

Read the text again. How is Chief Canasatego's message communicated?

- What words does he use to show his people's displeasure?
- What words does he use to try to inspire sympathy in his listeners?
- What impact do you think this speech may have had on the British audience? Why?

STEP 4

What inferences can you make? For example, what can you infer from the first sentence about the quantity of goods given by the British to the Onondaga in exchange for their land?

STEP 5

What does this text suggest are some possible reasons why tensions in North America rose during this period?

X USING THIS RESOURCE

NEL

LOOKING BACK

You will have the opportunity to look back at what you have learned at the end of each chapter and each unit.

LOOKING BACK: CHAPTER 4

HOW DID THE LOYALIST MIGRATION AFFECT BRITISH NORTH AMERICA?



LEARNING GOALS
As you worked through this chapter, you had opportunities to:

- examine the various causes of the Loyalist migration
- identify the various groups that made up the Loyalists and examine their experiences as immigrants
- determine whether the Loyalist migration created any significant political, social, or economic changes
- analyze and contextualize images

In this chapter, you learned about the causes and consequences of the Loyalist migration to British North America. This was a period of great change. The population boomed as 50 000 refugees, who were loyal to Britain, came over the border looking for land to settle. Their need for land created competition between different groups and them. As well, the dominant political power shifted from French to British, leading to changes in political, economic, religious, and social life for the settlers.

Summarize Your Learning
Now that you have completed Chapter 4, you are ready to answer the Chapter Big Question: How did the Loyalist migration affect British North America?

APPLY YOUR LEARNING

- 1. FORMULATE QUESTIONS** Consider the changes that were happening in communities across British North America at the time of the Loyalist migration. Create an inquiry question that addresses what happens following the migration.
- 2. GATHER AND ORGANIZE** Write a script for an argument between two members of a Loyalist family over the decision to stay or go. The script should outline all the causes of migration and identify the most important cause for the family.
- 3. CONTINGENCY AND CHANGE** Review the different experiences of Loyalists when they arrived in British North America. How were their experiences similar to the experiences of refugees arriving in Canada today? How were their experiences different?
- 4. EVALUATE AND MAKE CONNECTIONS** Create a list of all the reasons why the Loyalists remained faithful to the British government. Rank the reasons in order of importance. Share your rankings with a classmate, and explain your rationale for your rankings.
- 5. EVALUATE AND MAKE CONNECTIONS** Write a letter of petition to the government of the time, asking for changes, from the perspective of a Black Loyalist, a white Loyalist, a Haudenosaunee, or a Canadian.
- 6. GATHER AND ORGANIZE** Create a table that shows the pros and cons of Loyalist settlement for each of the following groups: white Loyalists, Black Loyalists, First Nations, and Canadians.
- 7. EVALUATE AND MAKE CONNECTIONS** Using the information in your table from question 6, choose the one group that you think was most negatively impacted by Loyalist migration. Create a poster or public service announcement that warns people in this group against the dangers of migrating to British North America.
- 8. HISTORICAL SIGNIFICANCE** Identify ways that life in Canada today has been affected by events related to the Loyalist migration.

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UNIT 1 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

1. What changes occurred because of the Loyalist migration? What stayed the same? How did the Loyalist migration affect the lives of different groups of people in British North America?
2. What challenges did the Loyalists face in British North America? How were the challenges different for the different groups of Loyalists? Which group faced the most significant challenges?
3. Was the Loyalist migration a significant event for British North America? Why, or why not? Use evidence from sources in the chapter to support your answer. Organize the evidence in a way that will help you understand it.
4. Review the Focus On: Interpret and Analyze feature on pages 116 to 117. Using the criteria provided, analyze and interpret the evidence you gathered for question 3. Record key points in your own words. Look for patterns and relationships in the evidence you gathered. What new understanding do you have after analyzing the evidence?
5. Review the description of the Unit 1 Challenge on pages 18 to 19 and the notes you made in your log book. What story is told when you put together your notes? Who is represented in your story? Are there other sources that might provide a broader or more accurate perspective? Has your thinking changed as you studied Chapter 4? What conclusions can you make by reviewing the information in your log book? Add your new information and reflections to your log book.

128 UNIT 1: New France and British North America 1713-1800

CHAPTER 4: Looking Back 129

These questions and activities will help you apply your learning. Each question relates to a **historical thinking concept** or an **inquiry skill**.

At the end of each chapter, you will complete a step in your **Unit Challenge**.

These activities will help you summarize what you have learned in the chapter.

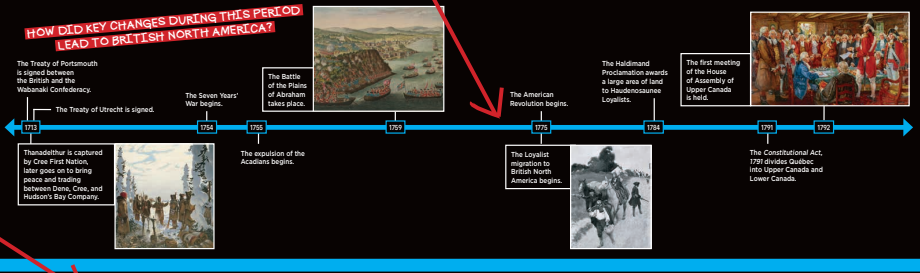
The timeline shows different events you learned about throughout the unit.

The infographics reveal interesting information about the time period.

These instructions will help you complete your **Unit Challenge**.

LOOKING BACK: UNIT 1

HOW DID KEY CHANGES DURING THIS PERIOD LEAD TO BRITISH NORTH AMERICA?



The Treaty of Utrecht is signed between the British and the French.

The Treaty of Utrecht is signed.

The Seven Years' War begins.

The Battle of the Plains of Abraham takes place.

The Loyalist migration to British North America begins.

The Haldimand Proclamation awards a large area of land to Haudenosaunee Loyalists.

The first meeting of the House of Assembly of Upper Canada is held.

The Constitutional Act, 1791 divides Quebec into Upper Canada and Lower Canada.

Travel time from Quebec to the East Coast by ship: **15 DAYS**

About **10 000** Acadians were expelled from their homeland between 1755-1764.

Over **50 000** Loyalists moved to Canada after the American Revolution began in 1775.

ESTIMATED POPULATION OF BRITISH NORTH AMERICA IN 1791: **395 000**

130 UNIT 1: New France and British North America 1713-1800

UNIT 1 CHALLENGE

DESIGN A HERITAGE FAIR PRESENTATION

Throughout Unit 1, you have been gathering information and evidence about the key changes that led to British North America. Choose an event, a series of events, a person, or a group that you feel made a significant contribution to the creation of British North America. This will be the focus of your Heritage Fair presentation. In your presentation, you will also reflect on the impact of the event(s), person, or group on Canadian society today.

Now it is time to design your presentation. Consider who your audience will be. Design your presentation to increase your audience's awareness of and interest in Canadian history. Select a format for your presentation: a project or display (a display board, model, or poster), a performance (a re-enactment or drama), or a multimedia presentation or web page. Go back to the description of the Unit 1 Challenge on pages 18 to 19, and review the features that should be included in your presentation.

130 UNIT 1: New France and British North America 1713-1800

UNIT 1: Looking Back 131

UNIT

CONTINUITY AND CHANGE

How has life today
changed compared to the
time of the early settlers?

CAUSE AND CONSEQUENCE

What were the consequences of
the conflicts of the 1700s on the
people of North America?

HISTORICAL PERSPECTIVE

How did the British, the
French, and First Nations
view the development of
British North America?

Unit 1

NEW FRANCE AND BRITISH NORTH AMERICA: 1713–1800

HISTORICAL SIGNIFICANCE

What were the significant events
in the development of British
North America?

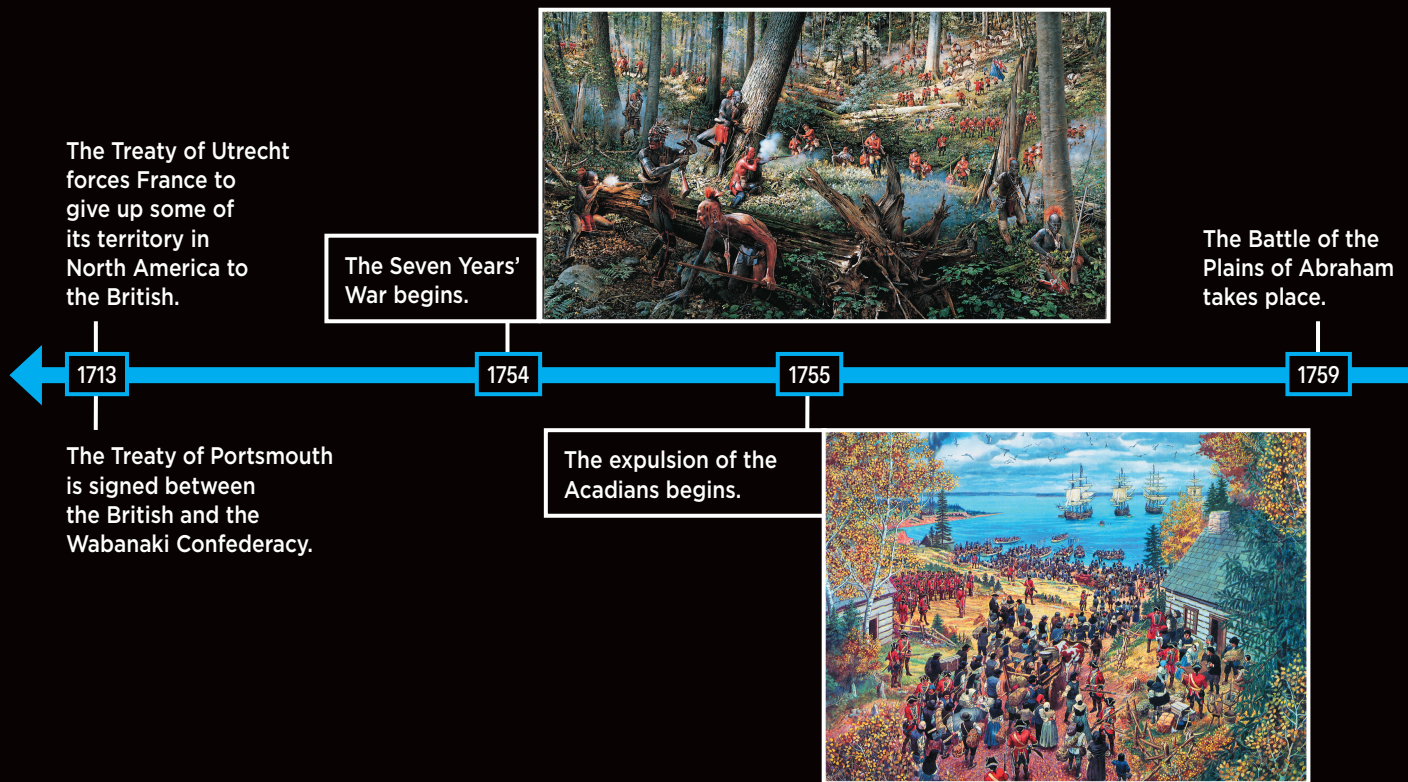
HOW DID KEY CHANGES DURING THIS PERIOD LEAD TO BRITISH NORTH AMERICA?

At the beginning of the 1700s, the British and the French both controlled large areas of North America. As the colonies expanded and grew, conflicts between both groups and First Nations also grew. Valuable resources, such as furs, became a huge part of the expanding European presence.

In this photo, you can see the past and the present come together. During the 1700s, the walls of Québec City first defended the French and, after 1759, the British. Today Québec City is the only remaining walled city in North America. You can drive through the Porte Saint-Louis (St. Louis Gate), shown here, along the same path as the 1700s.

In this unit, you will learn about the important changes during this period and how these changes affected the lives of different people and ultimately shaped the future of British North America.

UNIT 1: 1713–1800



ESTIMATED POPULATION OF
BRITISH NORTH AMERICA IN 1750

French 54 500
British 27 000
First Nations 200 000



UNIT 1 CHALLENGE

DESIGN A HERITAGE FAIR PRESENTATION

In Unit 1, you will explore the changes that occurred in North America in the 1700s and led to a shift in power between the French, the British, and First Nations. You will examine the events that contributed to these changes, as well as the groups and individuals who played a central role.

As you work through Unit 1, you will learn how to identify important changes over time, determine the causes and consequences of those changes, and evaluate their impact on various groups of people. You will also learn how to use historical sources

to interpret the past. At the end of the unit, you will respond to the Unit Big Question: *How did key changes during this period lead to British North America?* by designing a Heritage Fair presentation.

What to Consider

A Heritage Fair presentation tells a story about a significant aspect of our past. Your Heritage Fair presentation will focus on the events or people that contributed to the development of British North America.

First Nations attack
Fort Michilimackinac.



The *Constitutional Act*,
1791 divides Québec
into Upper Canada and
Lower Canada.

1763

1775

1791

The Loyalist
migration to
British North
America begins.



SOLDIERS IN THE
SEVEN YEARS' WAR
(= 5000 people)

BRITAIN



42 000

FRANCE



10 000

Number of beaver pelts
sent to Europe in 1787

139 509



Your presentation should include the
following features:

- **Purpose:** What is the focus of your presentation? What time period, events, or people will you consider?
- **Historical thinking:** Why are the events or people historically significant? What caused the events, and what were the consequences?
- **Research:** Which documents, images, and other sources will you use to gather information and evidence? How will you check the evidence you find?
- **Perspective:** Whose perspectives will you include? Why will you focus on these perspectives?

- **Conclusions:** What conclusions will you make about the impact of the events or people on the development of British North America? What evidence will you use to support your conclusions?

At the end of each chapter, you will identify the most significant events for the time period and assess the consequences of each event. You will also assess the contributions of key people or groups. You will record your findings in a log book. You will learn more about keeping a log book at the end of Chapter 1. At the end of Unit 1, you will choose a topic and create your presentation.

CHAPTER 1

CANADIAN BEGINNINGS: 1713



HOW DID THE TREATY OF UTRECHT LEAD TO CHANGES IN NORTH AMERICA?

LEARNING GOALS

As you work through this chapter, you will

- identify the people who were living in North America in 1713 and why the land was important for different groups
- formulate questions about life in North America and examine the time period using continuity and change
- explain how the land was divided by the Treaty of Utrecht and how this division affected people's relationships and led to uncertainty in North America
- analyze maps to understand the changes in borders and the movement of people after 1713



Have you ever attended a Canada Day celebration? Why do we remember some events and consider them important, even if they happened a long time ago?

In 2013, the city of Utrecht in the Netherlands launched a year-long celebration of the anniversary of the Treaty of Utrecht, which was signed in 1713. There were concerts and parties, exhibits, plays, and fireworks. The Treaty of Utrecht ended the War of the Spanish Succession, which was a war between European countries. However, the treaty also affected North America. European powers redrew the map of North America and divided land between France and Britain.

The Treaty of Utrecht, by Turkish artist Semiramis Öner Mühüdaroglu, was painted to celebrate the 300th anniversary of the signing of the treaty. The artist included the 24 diplomats who signed the treaty; four women to represent the city of Utrecht, peace, justice, and art; and one child holding the world as a symbol of the future. What does that tell you about who was included in the creation of the treaty and who was not included?

As you read this chapter, you will discover what the Treaty of Utrecht was, why it was created, who was affected by it, and how it led to changes in North America.

WHO WANTED THE LAND, AND WHY?

Imagine that you are a young person living in North America in 1713. You might be living in a small but growing French colony in the St. Lawrence Valley, a British colony in what is now the United States, or an **Indigenous**, native, village along the fur trade route.

The land known as Canada today has gone through many changes over hundreds of years. Early French maps—as far back as the early 1500s—showed the land as both New France and Canada. The name Canada comes from the Iroquois word *Kanata*, which means “village” or “settlement.” Early English maps did not give this land a single name. Those maps referred to the land by the different names of the different regions existing at that time. Historical maps would have looked very different, almost unrecognizable compared to those of Canada today, because Europeans had just begun to discover the vast land.

Look at **Figure 1.1**, which is a map of part of North America, showing how it was divided before the Treaty of Utrecht in 1713. Some land was considered disputed territory. **Disputed territory** is land over which different groups are arguing and claiming ownership. Where does the map show disputed territories?

Indigenous native to the area; to do with the original inhabitants of Canada (First Nations, Métis, and Inuit)

disputed territory area of land that different groups claim belongs to them

North America before the Treaty of Utrecht, 1713



Who was claiming ownership of North America at that time?

FIGURE 1.1 This map shows European territories in North America in 1713, before the Treaty of Utrecht. **Analyze:** How is this map similar and different to a map of North America?

EUROPEAN INTEREST IN NORTH AMERICA BEFORE 1713

By 1713, Europeans had been coming to North America for over 200 years. They were competing with each other to claim the land, send goods back to Europe, and build settlements. Early explorers, such as Genoese explorer Giovanni Caboto (also known as John Cabot) arrived in 1497. The King of England had sent Caboto to explore and claim lands for England. French explorer Jacques Cartier arrived in North America in 1534. He claimed land for France.

Read the quote in **Figure 1.2**. It is an excerpt from a letter by Raimondo di Soncino, ambassador in England for the Duke of Milan. He recorded his experiences in several letters while sailing on the ship with Caboto. Now look at the drawing in **Figure 1.3**. Based on these two pieces of evidence, what value did European explorers see in the lands and waters of North America?

FIGURE 1.2 This excerpt is from a December 18, 1497, letter by Raimondo di Soncino reporting on Caboto's findings. **Analyze:** Why did the ambassador devote part of his letter to describing the huge numbers of fish in the ocean off the coast of North America?

“... the sea is covered with fish ... will fetch so many fish that this kingdom will have no more need of [the fish around] Iceland.”

— Raimondo di Soncino, ambassador to the Duke of Milan



FIGURE 1.3 Nicolas de Fer drew this image in 1698. He was the official geographer for the kings of France and Spain. This image was copied and used on European maps of North America decades later. **Analyze:** What is the artist's main message in this image?

THE IMPORTANCE OF NATURAL RESOURCES

When arriving in North America, the Europeans saw the large amounts of resources such as fish, fur, and timber. Back in Europe, the demands of a large population left most fur-bearing animals and fish from local lakes close to extinction. The new land in North America offered jobs and wealth and a way to supply growing demands back home.

Fish, an important part of the European diet, was simple to cook and easy to preserve and transport. It took several weeks to preserve the fish with salt before it could be sent back to Europe for sale. During this time, the Europeans developed relationships with the First Nations peoples. First Nations taught Europeans how to build canoes and sleds and how to navigate the terrain. They began trading fresh food and fur to Europeans in exchange for metal pots, tools, and cloth. First Nations women provided Europeans with warm clothing such as mittens and leggings, and they helped to prepare fur for transport.

THE FUR TRADE

Fur was a necessity to survive in the winter climate, but it also became a popular European fashion in the 1500s. Over time, Europeans' desire for fur, especially beaver pelts, grew. Fur was used to make hats and other items for wealthy people. First Nations peoples did not fully understand why Europeans would choose to trade what they considered valuable everyday items in exchange for fur. But the trade was beneficial for both groups so it continued. What does **Figure 1.4** tell you about the importance of fur to Europeans?

FIRST NATIONS TERRITORIES

Thousands of years before Europeans came to North America and claimed the land and resources, people were living in the land we now call Canada. First Nations lived throughout North America and had developed a variety of cultures. Each group had its own distinct language, ways of living on the land, ways of governing and organizing themselves, and beliefs and values. Peter Jones (also known as Kahkewaquonaby), a Mississauga Ojibwe chief, explains this idea in **Figure 1.5**. The quote uses the term *Indians*, which was common at that time. Today, a more preferred term is *First Nations*, or *Aboriginal peoples* when including Inuit and Métis.



FIGURE 1.4 This drawing by Wenceslaus Hollar shows an unnamed woman wearing a fur muff and cape in 1646. **Analyze:** What is the connection between a wealthy European woman dressed in fur and settlement in North America?

FIGURE 1.5 This excerpt is from an 1861 book called *History of Ojibway Indians* by Chief Jones. **Analyze:** What do Jones's words suggest about the importance of land for First Nations before Europeans arrived?



"Each tribe or body of Indians has its own range of country, and sometimes each family its own hunting grounds, marked out by certain natural divisions ... all the game within these bounds are considered their property ... It is at the peril of an intruder to trespass on the hunting grounds of another."

— Mississauga Ojibwe Chief Peter Jones

The map in **Figure 1.6** shows the territories of the First Nations of northeastern North America from 1650 to 1760. Settlements were strategically built close to a water source to access drinking water and transportation.

The Haudenosaunee (hoh-den-oh-shoh-nee) Six Nations are made up of several groups who speak the Iroquois language. The French called them the Iroquois Confederacy. The Huron (Wyandot) Nation shared land with the Haudenosaunee. These groups sustained themselves by farming crops of corn, squash, and beans. These crops made it possible for them to live in relatively large groups of over a thousand people in the same village. However, farmland could only support agriculture for about 20 years. After this, entire villages had to relocate to look for new farmland.

Many different nations make up the Algonquian (al-gong-kee-uh-n) peoples. These nations lived in areas surrounding the Haudenosaunee. The Algonquians needed even larger territories than the Haudenosaunee because they hunted and fished for their food. Since wildlife and fish require large areas of land and water to survive, the people who depended on them also needed large areas to roam. In order to sustain their food sources, they lived in small groups of about 50 people.

How did the way people lived influence how much land they needed?

First Nations of Northeastern North America, 1650–1760



FIGURE 1.6 This map shows the different territories where various First Nations peoples settled. The dots on the map do not represent permanent settlements. Most First Nations peoples built homes that could be taken apart and rebuilt in a different location. **Analyze:** How do you think First Nations peoples' mobility affected these borders?

FORMULATE QUESTIONS

Asking questions about the past is one of the most important parts of studying history. A good inquiry question can help guide the exploration of a historical topic.

Good inquiry questions

- are important and meaningful to us
- are open-ended—they do not have just one answer
- are debatable—people may not agree on the answer
- can be answered by gathering evidence and facts

Brainstorming can help formulate a good question to lead an inquiry. Think about what you already know about your subject. Now decide what you might need to know and what you want to find out. A table like the one in **Figure 1.7** can help get your brainstorming activity started.

Who/Which?	Who owned the land in North America in the 1700s?
What?	What difficulties could Europeans encounter in North America?
Where?	Where might Europeans live in North America while gathering resources?
When?	When did First Nations begin trading with Europeans?
Why?	Why would Europeans find North American resources so valuable?
How?	How could the weather and land affect travel?
Other	Did First Nations peoples fight among themselves?

FIGURE 1.7 This table can help you brainstorm a variety of questions to focus your inquiry. **Analyze:** Which of these questions spark further questions for you?

CASE STUDY: FIRST NATIONS TRADING RELATIONSHIPS

First Nations peoples built shelters, gathered food, and made clothing from the resources available in their surroundings. Plants, trees, and animals could be used in many different ways including as medicine or for spiritual ceremonies. For certain items, such as rare stones (**Figure 1.8**), horses, buffalo hides, and bitter root, they traded with other First Nations. Some of the objects were essential for everyday life. Others were used for decoration, like making jewellery.

Trade between First Nations peoples was a respected activity that brought peace between nations. A ceremony would be held where trading nations would smoke a pipe to accept the responsibilities of the trade and to show goodwill. Gifts were also exchanged as a sign of friendship. Nations that did not speak the same language used a form of sign language to communicate.

Trading benefited First Nations peoples in many areas. Trade brought people the goods they needed and helped different nations engage with one another.



FIGURE 1.8 Volcanic glass called *obsidian* was traded between First Nations peoples. Obsidian could be broken easily to produce sharp edges. **Analyze:** What items do you think could be made with obsidian?



FIGURE 1.9 This early 1900s painting by Archibald Bruce Stapleton is entitled *Radisson & Grosseilliers Established the Fur Trade in the Great North West, 1662*. Radisson and Des Groseilliers are shown in the centre negotiating with First Nations people. **Analyze:** How do you think the goods being traded with Europeans changed life for First Nations peoples?

When Europeans arrived in North America, trade quickly developed with First Nations peoples. Examine **Figure 1.9**. The painting shows explorers Pierre-Esprit Radisson and Médard Chouart Des Groseilliers trading with First Nations people. How do you think Europeans trading with First Nations peoples would be different than First Nations trading among themselves? Radisson and Des Groseilliers were the first Europeans to extensively explore the interior of Canada. They eventually set up a trading post on Lake Superior, negotiating with the Cree to trade furs. Europeans depended on trade with First Nations peoples to help them survive in North America.

TRY IT

1. Work with a partner to develop an inquiry question on the topic of First Nations trading relationships. Write a question for each row in **Figure 1.7**.
2. Choose a topic relevant to life in North America in the 1700s. Write three possible inquiry questions using the criteria of a good inquiry question. Share your questions with one or two classmates. Ask them to offer suggestions for improvement. Revise your questions if necessary.

FRENCH AND ENGLISH SETTLEMENTS

In the early 1600s, France and England tried to make their claims on North America stronger. They did this by establishing permanent settlements. These settlements were built on land where First Nations peoples lived. Why did the French and English believe that they had the right to build on First Nations' land?

Read the quote in **Figure 1.10**. It is from a sermon about First Nations peoples, written by a preacher in 1609. A sermon is a speech on a religious or moral subject. Sometimes sermons were printed and published so that a wider audience could read them. The word *savage* is a racist term that both the English and the French used for Aboriginal peoples. Read the quote in **Figure 1.11** from historian Dr. Emma LaRocque, a Plains-Cree Métis. Why do you think Europeans used the word *savage* so freely?

“... it is likely to be true that these savages have no particular property in any part or parcel of that country, but only a general residency there, as wild beasts in the forest.”

— Preacher

FIGURE 1.10 This quote comes from a preacher's sermon in 1609. The sermon was published at the time when Europeans began to make settlements in North America. **Analyze:** What does the language in this quote suggest about European attitudes toward First Nations peoples at that time?

“Europeans [called] themselves ... ‘civilized’ and Indigenous peoples ... ‘savages,’ the underlying assumption being that as savages, ‘Indians’ were at the bottom of human development.”

— Dr. Emma LaRocque, historian and First Nations expert

FIGURE 1.11 Dr. LaRocque explains the use of the word *savage* in historical documents. **Analyze:** What reasons could there be for the Europeans to think of themselves as civilized?

The first English settlement was in Newfoundland. The English focused their settlements along the east coast of North America, south of the French, who lived mostly along the St. Lawrence River. As well, the English built three trading posts around James Bay. These trading posts put the English closer to some First Nations, making it easier to trade with them for furs.

The French relied on First Nations traders to bring them furs along the St. Lawrence River, which had the largest French settlements. First Nations came from the north to Montréal and other French trading posts to exchange furs for European goods. The river was the best way to move goods in New France.

In the early 1600s, France put in place the **seigneurial system** for its North American settlements. The seigneurial system was the way that land was divided among settlers in New France. A landlord, called a *seigneur*, rented out farmland to farmers for a small fee. Most of the farms in New France were located along the St. Lawrence River. **Figure 1.12A** shows the shape of the farms in New France in the 1600s and 1700s. **Figure 1.12B** shows farmland in the province of Québec today, from above. What similarities do you see?

seigneurial system the system used by the government to divide land among settlers in New France

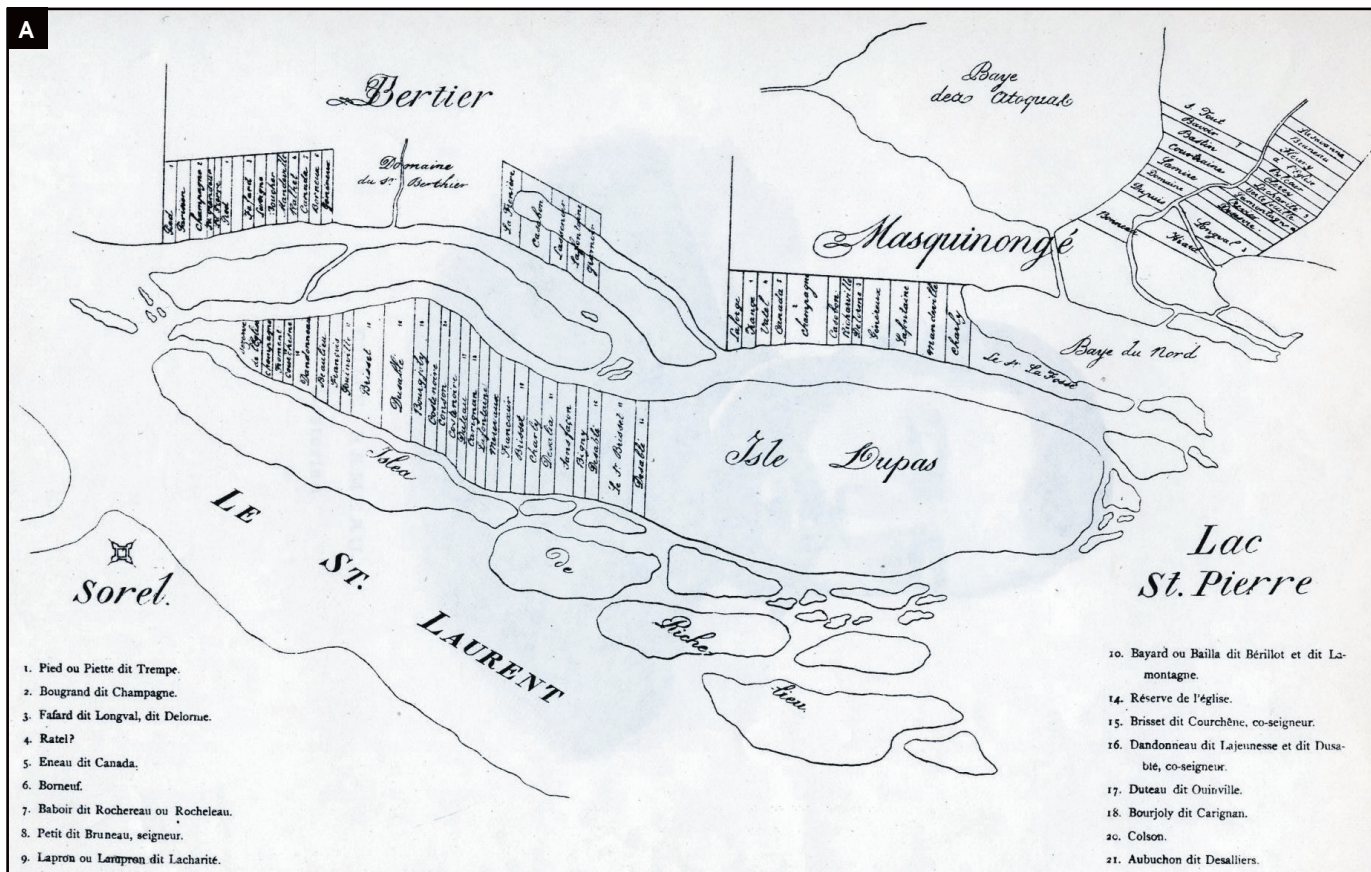


FIGURE 1.12 (A) This 1709 diagram by Gédéon Catalogne shows farms along the St. Lawrence River in New France. (B) This photo shows farms today along the St. Lawrence River in the province of Québec.

Analyze: Why would people design settlements this way?

CHECK-IN

1. **GATHER AND ORGANIZE** What was the significance for both Europeans and First Nations of the arrival of Europeans in North America and their use of resources? Create a t-chart to explain what European arrival in North America and Europeans' use of resources reveals about Europeans' and First Nations' values.
2. **CONTINUITY AND CHANGE** How did land use change with the arrival of Europeans in North America? How did land use stay the same?
3. **HISTORICAL PERSPECTIVE** Why did Europeans want to own different parts of North America? How did Europeans try to claim ownership of the land? Would this method work today?

HOW DID THE LAND CHANGE AFTER THE TREATY OF UTRECHT?

Borders within countries and between countries are not always permanent. Even though it may seem unlikely, there is a possibility that the borders within or around Canada may change again one day. The 1700s were a time when the borders in North America were constantly changing.

In 1700, the King of Spain, Charles II, died without an heir to take over his throne. France took this opportunity to try to seize Spain and its territories. This started the War of the Spanish Succession in Europe. The **United Kingdom of Great Britain**, also known as Britain, formed in 1707 when England and Scotland united. It was ruled by Queen Anne, and joined many European countries in fighting against France. Peace talks followed the war and led to the Treaty of Utrecht in 1713. A **treaty** is a formal agreement between countries, often signed to end a war. A treaty may also define borders and identify the ownership of different pieces of land. France was forced to give up some of its territory as part of the terms of the treaty. Read excerpts from the Treaty of Utrecht in **Figure 1.13**. What parts of North America changed hands, according to these excerpts?

French and British colonies in North America had little to do with the war in Europe. However, the treaty had consequences for North America.

United Kingdom of Great Britain the kingdom of Great Britain, or Britain, was formed when England and Scotland united in 1707

treaty an agreement signed between different countries, in which promises are made

FIGURE 1.13 These images and excerpts are from the Treaty of Utrecht. **Analyze:** Based on the excerpts of the treaty, did more lands in North America now belong to France or Britain?

X: The said most Christian King [the French King] shall restore to the kingdom and Queen of Great Britain, to be possessed in full right for ever, the bay and straits of Hudson [Hudson Bay], together with all lands, seas, sea-coasts, rivers, and places situate in the said bay and straits, ...

XII: The most Christian King [the French King] shall take care to have delivered to the Queen of Great Britain, ... the island of St. Christopher's ... to be possessed alone hereafter by British subjects, likewise all Nova Scotia or Acadie [Acadia], with its ancient boundaries, as also the city of Port Royal, now called Annapolis Royal, and all other things in those parts, ...

XIII: The island called Newfoundland, with the adjacent islands, shall from this time forward belong of right wholly to Britain ...



FRENCH AND BRITISH TERRITORIES AFTER 1713

Today, New Brunswick is the only Canadian province that is officially bilingual. This means that both English-speaking and French-speaking citizens have equal status, rights, and privileges. The area that is now New Brunswick was once a French colony. It was known as Acadia, which included parts of present-day Nova Scotia and Prince Edward Island. The Treaty of Utrecht handed this area over to the British, eventually leading to English settlement in the region.

After British Queen Anne, French King Louis XIV, and the other European leaders agreed to the Treaty of Utrecht, the terms of the treaty had to be carried out. The first step was to create new maps of North America showing the new boundaries. Look back at **Figure 1.1** on page 22. This map shows the North American territories claimed by France, Britain, and Spain before 1713. **Figure 1.14** shows the territories after 1713—after the Treaty of Utrecht had been signed. The French had agreed to give the British large amounts of land, including Newfoundland and parts of Acadia. What did the loss of this land mean to France?

Despite the treaty, some land was still considered disputed territory. Where do you see disputed territories after the treaty was signed?

How does the bilingual nature of New Brunswick show Canada's connection to its past?

North America after the Treaty of Utrecht, 1713



FIGURE 1.14 This map shows the North American territories claimed by European countries after the 1713 Treaty of Utrecht. **Analyze:** How much land did France lose to Britain because of the treaty?

CONTINUITY AND CHANGE

One of the ways historians learn about the past is by examining how the lives of people changed, or did not change, over a period of time. Think about the past five years. What changes have you gone through? What aspects of your life have stayed the same or almost the same?

Sometimes changes are rapid, with a lot of events occurring over a very short period of time, such as the many interactions during a war. Other times, changes take place almost too slowly to see them happening, such as when glaciers melt naturally over 100 years. And sometimes, things remain unchanged, even as everything else alters around them, such as a national historic site set aside by our federal government.

When you think about continuity and change, you can ask the following questions:

- What has changed?
- What has not changed?
- How quickly or slowly did the changes happen?
- Do the changes indicate progress for some groups or individuals and decline for others?
- What can we learn from comparing two different time periods?

CASE STUDY: ACADIA

As you read through the history of Acadia, consider what changed immediately, what changed gradually, and what did not change at all for Acadians.

Before the Treaty of Utrecht was signed, Acadia was part of New France. After the treaty was signed, the same territory belonged to Britain, and the Acadians became British citizens. The French government encouraged the Acadians to move to the French colony of Île Royale (present-day Cape Breton), and the British offered to transport them.

Read the quote in **Figure 1.15**. Father Felix Pain explains to the French governor of Île Royale the Acadians' position on relocating. How does Father Pain justify the Acadians' choice to stay?

“[To move] would be to expose us manifestly to die of hunger burthened as we are with large families, to quit the dwelling places and clearances from which we derive our usual subsistence, without any other resource, to take rough, new lands, from which the standing wood must be removed. One fourth of our population consists of aged persons, unfit for the labour of breaking up new lands, and who, with great exertion, are able to cultivate the cleared ground which supplies subsistence for them and their families.”

— *Father Felix Pain*

FIGURE 1.15 Father Pain summarizes for the French governor of Île Royale the Acadians' reasons for refusing to be removed from their farms. **Analyze:** According to this quote, what continuity do the Acadians desire?

Consider the Acadians' claim in **Figure 1.15** that a quarter of the population was made up of “aged persons.” Acadian families had an average of six or seven children, and few died in childhood, so 75 percent reached adulthood. The population grew from 2500 in 1711 to 14 000 in 1755. How do you think the British felt about a growing population of French-speaking colonists within their new borders?

Over the decades, Acadians continued to speak French and attend Catholic church. They became prosperous through trade. They began to supply agricultural goods to the British and to French military forts. The British did not like the Acadians supplying their enemy. How do you think this growing issue changed the lives of the Acadians?



FIGURE 1.16 Lewis Parker painted *Acadians Building Dykes and Aboiteaux at Grand Pré* in 1989. **Analyze:** What skills and knowledge would the Acadians have to pass on to maintain their way of life?

Acadians had great ties to their land. They drained the salt marshes using a system of dykes (walls built to control water and prevent it from covering an area of land). The annual task of making and maintaining the dykes is illustrated in **Figure 1.16**. How would this routine affect the Acadian community? The salt marshes were very fertile, allowing the Acadians to grow a rich variety of crops. Fruit grew in orchards on the higher lands surrounding their farms. Most families also kept farm animals, such as cows, goats, and chickens.

TRY IT

1. Create a t-chart to compare examples of continuity and change in Acadia.
2. Use one example of continuity and one of change to explain how the two co-existed in Acadia. Would you consider your examples to have positive or negative consequences for the Acadians?

FRENCH AND BRITISH DISPUTED TERRITORIES

Before the Treaty of Utrecht was signed, the French and British disagreed over who owned what land. Did the treaty settle these land disputes, or did the French and the British still disagree over who owned what land? Look again at the maps in **Figures 1.1** and **1.14**. Both of these maps—before and after the treaty was signed—show disputed territory. Both the French and the British claimed ownership of land that was disputed. Why would the French and the British argue over the ownership of land after they had signed a peace treaty? Consider the words in the treaty that you read in **Figure 1.13** and the term *ancient boundaries*, used in section XII. Read what historian John G. Reid says about this phrase in **Figure 1.17**. According to Reid, the phrase *ancient boundaries* meant nothing. No one—neither the French nor the British—knew what the ancient boundaries were, so some land remained in dispute after the treaty was signed.

FIGURE 1.17 In 1994, John G. Reid comments on the phrase *ancient boundaries* in the Treaty of Utrecht. **Analyze:** What might be some of the problems with using a phrase like *ancient boundaries*?

“... its ancient boundaries is a conveniently high sounding phrase that meant nothing, as there was no clearly understood notion of where boundaries lay.”

— John G. Reid, historian

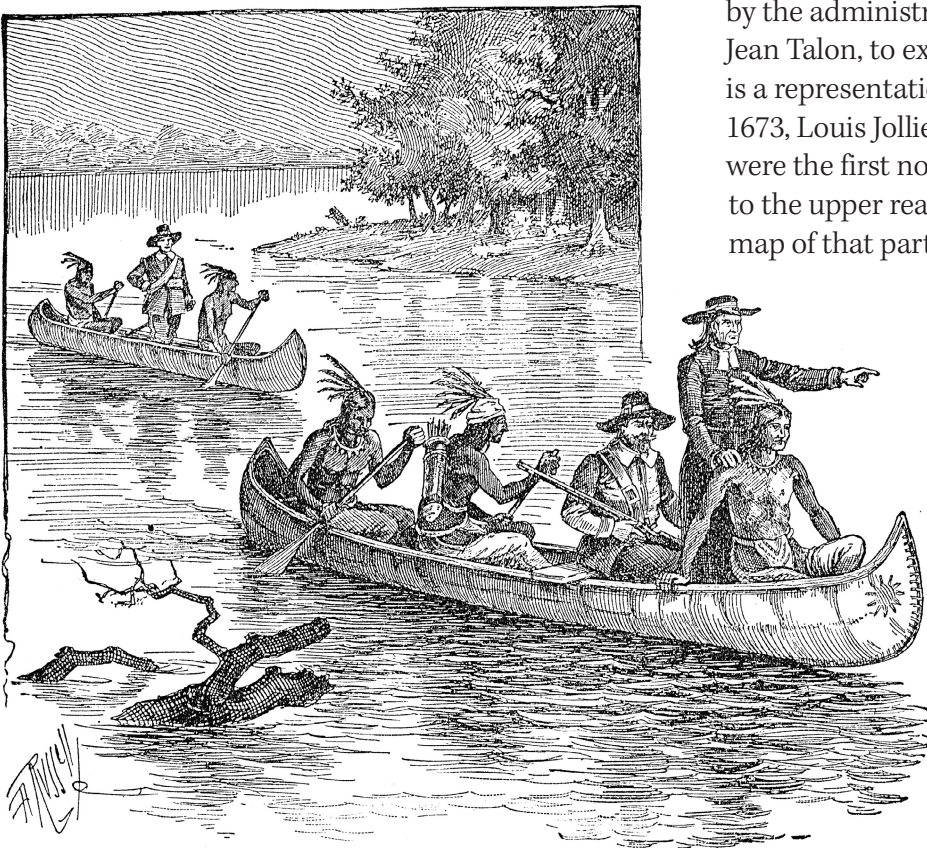
EUROPEAN EXPLORATION

Another reason why some land remained in dispute after the treaty was that the French and the British did not know exactly what land they were claiming. It took a lot of work for Europeans to explore and map out North America. By 1713, only some of this work was done. The French had only recently sent explorers to search the territory beyond the Great Lakes, in the middle of the continent. Louis Jolliet

was a North American-born explorer chosen by the administrative official of New France, Jean Talon, to explore the continent. **Figure 1.18** is a representation of one of these voyages. In 1673, Louis Jolliet and Father Jacques Marquette were the first non-Aboriginal people to travel to the upper reaches of Louisiana and create a map of that part of the continent. There were

vast amounts of land that no European had ever seen. As explorers discovered more of North America after 1713, this created more disputes over territory.

FIGURE 1.18 This illustration was created in the 1800s by A. Russell. It depicts a scene in the 1600s. In the first canoe, we see Louis Jolliet (sitting) with Father Jacques Marquette (standing) and their First Nations guides. **Analyze:** What does the illustration suggest to you about the relationship between European explorers and First Nations in the 1600s?



EUROPEAN AND FIRST NATIONS RELATIONS

Europeans negotiated and signed the Treaty of Utrecht. They did not consult First Nations about their claims to the land or about the terms of the treaty. However, part of the treaty, such as section XV, referred to First Nations. Read that section of the treaty in **Figure 1.19**. What was the relationship between First Nations and Europeans supposed to be like, according to this section of the treaty?

XV: The subjects of France inhabiting Canada, and others, shall hereafter give no hinderance or molestation to the ... Indians [First Nations], subject to the Dominion of Great Britain, nor to the other natives of America, who are friends to the same. In like manner, the subjects of Great Britain shall behave themselves peaceably towards the Americans who are subjects or friends to France [including First Nations]; and on both sides, they shall enjoy full liberty of going and coming on account of trade ...

FIGURE 1.19 These words from the Treaty of Utrecht speak of creating peace among all the nations living in North America. **Analyze:** Why was it important for the French and the British to have peace with each other and with First Nations?



TRADING RELATIONSHIPS

The treaty had been signed, and it was considered by some to be a time of peace among the French, British, and First Nations. However, the French and the British were back in competition for the fur trade. How did this competition affect First Nations?

The British wanted to strengthen trading relationships with some First Nations peoples after the Treaty of Utrecht. Many First Nations peoples believed that trading with the British would benefit their people. This belief led to the expansion of trading relationships between First Nations and the British.

In **Figure 1.20**, historian Peter Schmalz writes about how the fur trade affected the Ojibwe First Nation during the first half of the 1700s. Schmalz is one of the first historians to write a history of First Nations using **oral history**. Oral history is one method used by First Nations Elders to pass history and knowledge of their people through the generations. How did the French and the British treat the Ojibwe people, according to Schmalz?

oral history a method of obtaining information about the past by gathering and interpreting voices and memories from people, communities, and past participants in events

“With the advantages of competitively priced European goods, gifts from their allies ... the Ojibwe were in an enviable position ... As long as the French were pitted against the English [in the fur trade], the Ojibwe were treated with respect and sought as friends in trade ...”

— Peter Schmalz, historian

FIGURE 1.20 In 1991, Peter Schmalz describes the benefits that the Ojibwe experienced after 1713. **Analyze:** What caused the French and the British to treat the Ojibwe well after 1713?

ANALYZING FLOW MAPS

Maps are graphic or visual representations of what is happening on Earth. They can be used to show the borders of countries or the locations of cities or towns. They can also be used to show the movement of people or the change in settlement patterns. Maps use colour, symbols, and labels to tell a story.

Maps can be primary or secondary sources. A map that was created during and about a period of time is a primary source for that period. A map that was created recently, based on information collected from primary sources of the 1700s, is a secondary source. Maps do not need to be old, however, to be primary sources. For example, a current map of Canada is a primary source map for what Canada looks like today.

One type of map is a flow map, which shows the movement of people or goods using arrows. Each arrow begins at the source of the movement and ends at the destination. By reading a flow map, you can determine the distance and directions of movement and assess any patterns in the movement.

Figure 1.21 shows the movement of the Ojibwe, Odawa, and Haudenosaunee nations around 1713. In what directions were these nations moving?

Movement of Ojibwe, Odawa, and Haudenosaunee Nations around 1713

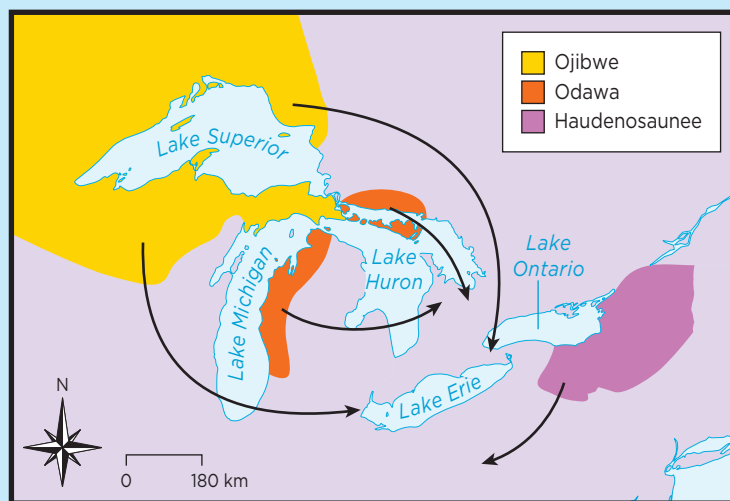


FIGURE 1.21 This map shows the movement of three First Nations around 1713. These nations had lived on their territories for thousands of years.

HOW TO READ A FLOW MAP

Examine **Figure 1.21**. Identify the title of the map. What is the location being shown on the map?

STEP 1

STEP 2

Read the legend. Identify the colours on the map.

Investigate if the map is a primary or secondary source. Justify your choice.

STEP 3

STEP 4

Look for patterns you can see on the map. What factors might explain these patterns?

CLAIMING FIRST NATIONS LAND

As Europeans settled the east coast of North America during the 1600s and 1700s, they forced many First Nations people from their homes. Europeans, including the British, also killed First Nations people or sold them into slavery. **Figure 1.22** is an image of a First Nations person who was sold into slavery. What beliefs, held by many Europeans at that time, might have caused them to enslave First Nations peoples?

Now that the treaty had given the British control of the East Coast, the British wanted First Nations land that was in this area. Nation by nation, the First Nations of the East Coast were either chased away or killed by British settlers who were seeking land. Like other east coast Algonquians, the Abenaki (ah-buh-nah-kee) were forced to flee their territory. The Abenaki Nation was part of the Wabanaki (wah-buh-nah-kee) Confederacy. The Wabanaki Confederacy was made up of five distinct groups of First Nations peoples who lived in Acadia, including the Mi'kmaq (meeg-mah or mick-mac) and Maliseet (MAL-uh-seet). Some Abenaki relocated to New France. They joined their French and First Nations allies in both regions. The Abenaki wanted to fight the British. Read the quote in **Figure 1.23** from French missionary (person engaged in a religious mission) Father Loyard. Father Loyard's words suggest that he thought the Abenaki could help the French defend New France from future attacks by the British.



FIGURE 1.22 This 1732 painting by an unknown artist is entitled *Slave of Fox Indians*. This young First Nations man was sold as a slave in North America. **Analyze:** How did the artist depict the First Nations slave?



“... of all the savages of New France ... the greatest services are the Abenaki. This nation is composed of five villages, which in all make five hundred men bearing arms ... It is this which renders their situation so important as regards Canada, of which they are the strongest defences ...”

— Father Loyard

FIGURE 1.23 In this quote from 1722, Father Loyard is commenting on the Abenaki. **Analyze:** What did he think the Abenaki could do for New France, which he refers to as *Canada*?

The French urged the Abenaki to move from British territories and settle in New France. The Mi'kmaq and the Maliseet were the largest group on the East Coast in terms of population in 1713. They remained in that area and continued to fight against British control. Governor General Vaudreuil of New France gave out huge payments to the nations of the Wabanaki Confederacy. He wanted to ensure their loyalty to New France. Why would the French want the loyalty of the Wabanaki Confederacy?

CHECK-IN

- 1. CONTINUITY AND CHANGE** What changed after the Treaty of Utrecht for the French, the British, and First Nations? What stayed the same?
- 2. CAUSE AND CONSEQUENCE** Look back at **Figure 1.19**. According to the treaty, how were the British supposed to treat First Nations? How did the British treat the Abenaki people?

HOW DID THE TREATY OF UTRECHT AFFECT RELATIONS IN NORTH AMERICA?

Have you ever strongly disagreed with a person and then decided to come to an agreement despite your differences? If you still had to be around that person every day, would it be easy or uncomfortable?

The Treaty of Utrecht was also called the Treaty of Peace and Friendship. By signing this treaty, France and Britain agreed to stop fighting one another. As you learned earlier in the chapter, valuable land changed hands from French to British. There were also disputed territories without clear ownership. How would these factors affect the relationships among the different groups living there? Was this really a period of peace or was it a state of uncertainty?

By 1713, there had been many years of conflict among the French, the British, and First Nations peoples living in North America. Although the French and the British had established peace, First Nations had been left out of that process. Read the excerpt from a letter written by a Jesuit missionary in **Figure 1.24**. Jesuit missionaries were members of the Society of Jesus, a Roman Catholic religious order. They lived among First Nations to learn their cultures and languages. The Jesuits also taught First Nations peoples about Jesus and attempted to convert them to Christianity. In the letter, the missionary speaks about the Abenaki reaction after the British began settling in former French territories. What were the concerns of the Abenaki people?

What was the significance of the Treaty of Utrecht for First Nations?

“They [the Abenaki] asked the English by what right they had thus settled in their territory.... The answer that was given them—that the King of France had ceded [given] their country to the King of England—threw them into the greatest alarm; for there is not one savage Tribe will patiently endure to be regarded as under subjection to any Power whatsoever.”

— Jesuit missionary

FIGURE 1.24 This reaction of the Abenaki to British settlement was recorded by a Jesuit missionary in 1722. **Analyze:** What does the missionary mean by “under subjection”?

After ending the war with the French, the British wanted to continue to explore and expand their territory. To help gain more land and create stability, the British needed to repair relationships with First Nations in Acadia, particularly the Wabanaki Confederacy. The French and the Wabanaki Confederacy had an **alliance**, cooperated together, to fight against the British.

alliance a type of agreement between people or groups to achieve a common goal

CREATING THE TREATY OF PORTSMOUTH

The British wanted to end the alliance between the Wabanaki Confederacy and the French and take control of the land. In July 1713, the British and the Wabanaki Confederacy came together in Portsmouth on the eastern coast of North America to reach an agreement.

The British agreed to not build on Wabanaki land any further, to conduct trade at a neutral location, and to exchange gifts as part of Wabanaki tradition. In return, the Wabanaki Confederacy agreed to stop attacks on the British, give back settlements and lands taken from the British, and allow any future disputes to be decided on by the British government.

The treaty was written in English and was read aloud to nation members of the Wabanaki Confederacy by interpreters. What misunderstandings do you think could happen with the treaty being written only in English?

The document in **Figure 1.25** is a page with signatures from the Treaty of Portsmouth. How do you think this treaty would establish peace between the British settlers and the Wabanaki Confederacy?

Just like the anniversary of the Treaty of Utrecht, the 300th anniversary of the Treaty of Portsmouth was celebrated with several exhibits. Copies of the original treaty were put on display. Read the quote in **Figure 1.26** by Charles B. Doleac about the 300th anniversary of the Treaty of Portsmouth. What headlines do you think he is referring to?

“The issues discussed in Portsmouth in 1713 have a direct connection with ideas concerning the Rights of Indigenous People that are in the headlines today.”

— Charles B. Doleac, chairman of the 300th anniversary of the Treaty of Portsmouth

FIGURE 1.26 This quote is from the 2013 chairman of the 300th anniversary of the Treaty of Portsmouth. **Analyze:** What do you think he means by “direct connection”?

FIGURE 1.25 The last page of the Treaty of Portsmouth, 1713, shows the signatures of all the people who were present. **Analyze:** What do you notice about the signatures?



DAVID KAWAPIT: YOUTH ON A MISSION

David Kawapit is an 18-year-old Cree youth with a mission. His mission is to spread the message of unity and equality to all Canadians. In January 2013, he set out on a walk from his home in Whapmagoostui (Waup-mag-stoo-ee or Waup-ma-GOO-stoo-ee), Québec, to Parliament Hill in Ottawa. Six others joined him, forming a group called the Nishiyuu (Nish-you) walkers. Over the course of two months, they walked more than 1500 km along traditional Cree and Algonquin trading routes. They were accompanied by a police escort and other support vehicles to assist them on their journey. Strangers also stopped during the trek to show their support.

Kawapit was inspired to take action by a vision he once had. His vision showed a wolf and a bear. The wolf represented the First Nations peoples and the bear represented the Canadian government. While a bear can easily kill a wolf, many wolves, banded together, can take down a bear. This image of strength in unity served as the driving force behind Kawapit's activism. Kawapit and the six walkers (**Figure 1.27**) highlighted the importance of protecting their lands and their traditional ways of life for future generations.



“IT FEELS REALLY GOOD THAT A LOT OF PEOPLE ARE PAYING ATTENTION TO WHAT’S GOING ON.”

When the Nishiyuu walkers arrived in Ottawa in March 2013, thousands had gathered to welcome them. They spoke with the aboriginal affairs minister about the necessity of fair and equal treatment of Canada's First Nations people. Kawapit's work brought attention to Aboriginal rights. His group inspired many other Canadians to consider the importance of the historical origins of the relationships between

First Nations and the rest of Canada.

Kawapit's efforts were sparked by one important vision that inspired hundreds of others to think and take action as well. He said, “It feels really good that a lot of

people are paying attention to what's going on.” In the end, the relationships he built during his journey were the gifts that he took away from the experience. “I'm going to miss all these guys. The memories we shared—I won't forget them,” he said of his fellow Nishiyuu walkers and the hundreds who joined them along the way. For Kawapit and his group, this walk was just the beginning of their efforts to create meaningful change for all First Nations people living in Canada.



FIGURE 1.27 David Kawapit (front, centre) was one of seven Nishiyuu walkers who walked from Whapmagoostui First Nation in northern Québec to Parliament Hill in Ottawa. The walk was to support the Idle No More movement.

A CALL TO ACTION

1. What inequalities is the Idle No More movement trying to deal with?
2. How can you and your classmates take action to support a current movement in your community?



FRENCH AND FIRST NATIONS ALLIANCES

Philippe de Rigaud de Vaudreuil, pictured in **Figure 1.28**, wanted to preserve the relationship between the French and the Wabanaki Confederacy. Vaudreuil was the governor general of New France from 1703 to 1725. Vaudreuil gave out payments to the Wabanaki to encourage them to settle in New France. What does Vaudreuil say about the Wabanaki First Nations in **Figure 1.29**? A subject is a person or nation under the rule of another person or nation. Allies are people or nations with a common cause. Vaudreuil was seeking to ally New France with the Wabanaki First Nations. What common cause might the French and Wabanaki have had?

By stating that the Wabanaki First Nations were allies, not subjects, Vaudreuil was saying that the Wabanaki

Confederacy was a separate nation and was not subject to the Treaty of Utrecht in the same way that the French were. He was claiming that much of the land that the British thought was part of Acadia was Wabanaki land. Wabanaki land was not part of the treaty and did not belong to the British. For the French, this meant that they would have the right to use this land after 1713. The British took a different position. Since the Wabanaki Confederacy had allied themselves with the French, they were subject to the Treaty of Utrecht just as the French were. That is, the Wabanaki First Nations had lost their right to the land in Acadia.

FIGURE 1.28 Henri Beau painted this portrait of Philippe de Rigaud de Vaudreuil in 1923. Vaudreuil served as a captain for the New France military as well as the governor general of New France.
Analyze: What sentiment is the artist trying to portray about Vaudreuil?

“[W]e treat our Indians [First Nations] as allies, and not as subjects ...”

— Governor General Vaudreuil

FIGURE 1.29 This comment was made by Vaudreuil in a public statement, in 1721. **Analyze:** What does Vaudreuil mean by “subjects”?

“... by uniting the Abenakis and the Mi'k Maqs, we should be in a position to recover ... all we have lost in the East by the Treaty of Utrecht.”

— Governor General Vaudreuil

FIGURE 1.30 Vaudreuil tells his King, in a 1724 report, that the French needed to unite the Wabanaki Nations.
Analyze: Would this goal benefit the Wabanaki Confederacy? Why, or why not?

STRENGTHENING TIES

Vaudreuil not only wanted to ally New France with the Wabanaki, he also wanted to unite all the Wabanaki Nations of the Confederacy. Read the quote in **Figure 1.30** where he suggests this to his King.

If Vaudreuil was successful, what might be the consequences for the peace established by the treaty?

Why did the British and the French keep building farther into First Nations territory?

How did the Treaty of Utrecht create distrust between the British and the French?

BREAKING THE TREATY OF PORTSMOUTH

Shortly after signing the Treaty of Portsmouth, the British stationed soldiers and built settlements inside Wabanaki territory. This broke the terms of the treaty. Borders between the French and the British were also in dispute. The French and the British were, once again, pushing farther into First Nations territory.

BRITISH, FRENCH, AND WABANAKI RELATIONS

The British began to displace and to enslave Wabanaki nations again. In response to the British actions, the Wabanaki attacked a newly built British fishing station in Acadia. For the next 10 years, the Wabanaki continued to raid British settlements on the eastern coast, as well as farther south in New England, a region in northeastern North America.

The British knew the French had good relations with the Wabanaki and suspected the French were involved in the attacks. The French claimed that the Wabanaki were acting on their own. The British urged their government to take action. Britain responded by reinforcing the border area and Acadia. Since the British believed Acadians were helping the Wabanaki, they started chasing some Acadians away from Nova Scotia. The British also started to plan how they would bring New Englanders to settle Nova Scotia in order to outnumber the French and the First Nations.

FATHER RALE'S MISSION

The French government denied that the French were involved in the Wabanaki attacks against the British. In the 1720s, however, government letters were found that suggested something else. Read the excerpt in **Figure 1.31**. It is part of a letter written by Michel Bégon, an administrative official of New France. It was written to Father Sébastien Rale (also known as Father Sebastian Rale), a French Jesuit priest. The letter suggests that the French government had promised to give the Wabanaki guns and supplies to use against the British.



"If they [the British] attack Them [First Nations] ill-advisedly ... we could help them only by The Munitions [weapons] that we would Give Them."

— Michel Bégon, administrative official of New France

FIGURE 1.31 This excerpt is from a letter Bégon wrote to Father Rale in 1721.

Analyze: What was the significance of this letter for British and French relations?

Father Rale lived and worked with the Abenaki people for many years during the late 1600s and into the 1720s. He learned the eastern Algonquian language and began writing an Abenaki–French dictionary. Father Rale taught the Abenaki Catholicism and they attended Mass and evening prayer every day. He accompanied the Wabanaki Confederacy and other First Nations peoples on many raids of British settlements.

Read the account by Father Rale in **Figure 1.32**. He describes an incident between the Wabanaki Confederacy and the British after the Treaty of Portsmouth had been made. How would this incident between the British and the Wabanaki Confederacy benefit the French?

“About this time a score of Savages entered into one of the English houses, to trade or to rest ... they saw the house suddenly surrounded by a troop of nearly two hundred armed [British] men ... [The English] assuring them that they had come only to invite some of them to go to Boston, to confer there with the Governor, on the means of keeping peace and good understanding. The Savages, a little too credulous [trusting], [sent] four of their fellow-countrymen to Boston; but when they arrived there, they were diverted, [ending] in retaining them prisoners.”

— Father Rale

FIGURE 1.32 This excerpt is taken from a letter written in 1721 by Father Rale. The letter was found after his death in 1724. **Analyze:** How do you think the Wabanaki would have described the same event?

Between 1722 and 1725, a series of battles occurred between the British and the Wabanaki Confederacy. This period was known as Father Rale’s War. Father Rale was captured and killed by the British in 1724. **Figure 1.33** shows a depiction of the day Father Rale was killed.

FIGURE 1.33 This painting, entitled *Death of Father Sebastian Rale of the Society of Jesus*, was commissioned in 1856. **Analyze:** Do you think the events of the day Father Rale died are accurately represented in this painting?



CHECK-IN

1. **HISTORICAL SIGNIFICANCE** Vaudreuil said that the French treated Wabanaki First Nations “as allies ... not as subjects.” Why was this significant for relationships between the French and the Wabanaki, and between the French and the British?
2. **COMMUNICATE** Write a newspaper article or blog post about the Treaty of Portsmouth and its consequences from the point of view of the British, the French, or the Wabanaki.
3. **INTERPRET AND ANALYZE** How did the Treaty of Utrecht lead to changes in the relationships among the French, the British, and First Nations?

HOW DID THE TREATY OF UTRECHT LEAD TO CHANGES IN NORTH AMERICA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- identify the people who were living in North America in 1713 and why the land was important for different groups
- formulate questions about life in North America and examine the time period using continuity and change
- explain how the land was divided by the Treaty of Utrecht and how this division affected people's relationships and led to uncertainty in North America
- analyze maps to understand the changes in borders and the movement of people after 1713

In this chapter, you learned about the 1713 Treaty of Utrecht and how it changed North America. You read about French, British, and First Nations land claims in North America and considered why the 1713 Treaty of Utrecht led to a division of the land. You learned that the French had to hand over North American land to the British and that the treaty did not include First Nations' claims to the land. As well, you discovered that the treaty had major effects on First Nations.

Summarize Your Learning

Now that you have completed Chapter 1, you are ready to answer the Chapter Big Question:

How did the Treaty of Utrecht lead to changes in North America? Select one of the following tasks to summarize your learning:

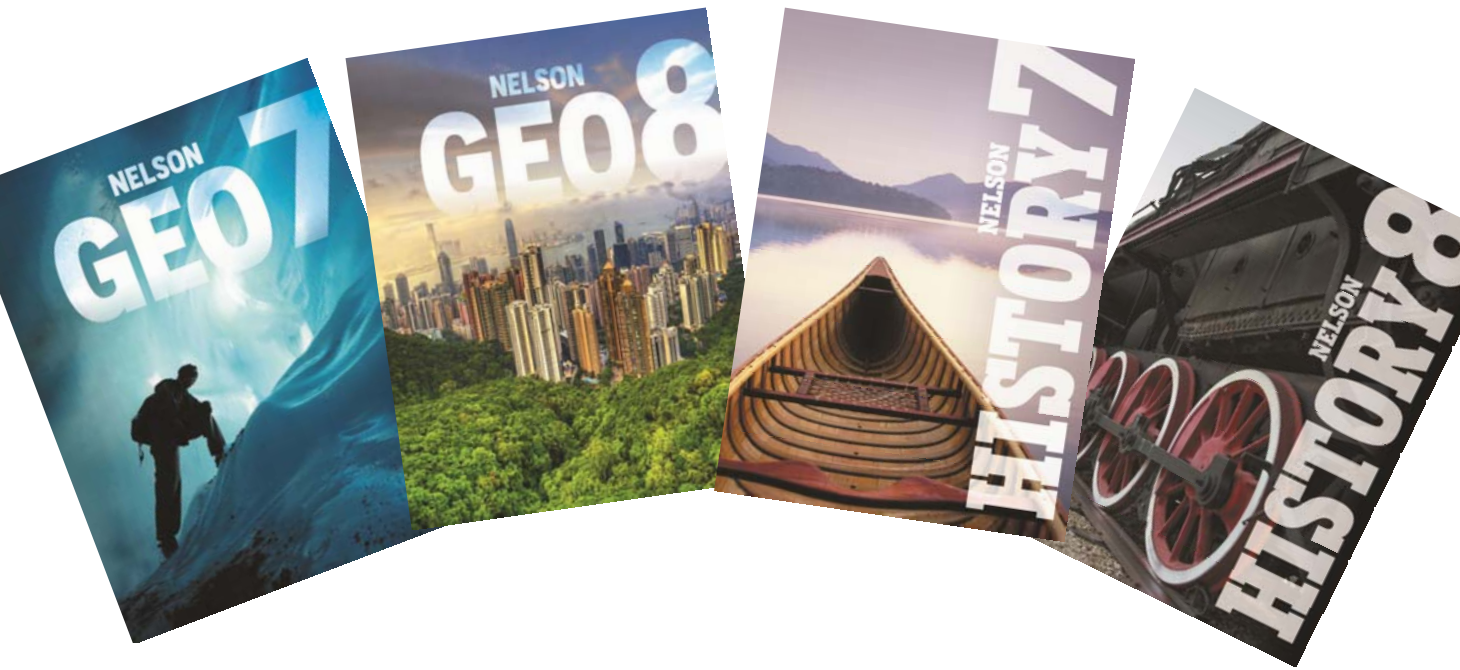
- Create a plaque dedicated to the Treaty of Utrecht. Your plaque can be four to five sentences long. It should include the relevant information about the treaty and discuss the importance of the Treaty of Utrecht to Canadian history. Remember that plaques can have a visual.
- Create and present a plan for celebrating the anniversary of the Treaty of Utrecht in North America. Your proposal should include details on why this is an event worth recognizing, who should be involved in the planning, and how the event will be celebrated.

APPLY YOUR LEARNING

1. **GATHER AND ORGANIZE** Find different primary sources, such as letters, pictures, quotes, or artifacts, about life in New France that may give you the most clues about the beliefs, attitudes, and values of the time period. Explain why you selected each of your sources.
2. **CONTINUITY AND CHANGE** Create a chart to compare the changes that affected different groups before and after 1713, and things that may have stayed the same. For example, you may compare the experiences of the Ojibwe living around Lake Superior to those of the Wabanaki living on the East Coast.
3. **HISTORICAL PERSPECTIVE** Find evidence from the chapter to infer how Acadians felt and thought since the British took control of Acadia. Write a letter from the perspective of an Acadian. Tell the reader about what your life has been like since the British took over. What hopes and fears might you have?
4. **EVALUATE AND DRAW CONCLUSIONS** Using a chart, list all the changes to the lives of any three groups of people discussed in this chapter. Rank and order the most important improvements for each of the three groups. Then conclude whose life improved the most during the beginning of the 1700s.
5. **INTERPRET AND ANALYZE** Use the knowledge you have gained about the Treaty of Utrecht to answer the following questions:
 - a) What is a treaty, and how is it a kind of legal contract?
 - b) How could the Treaty of Utrecht have been negotiated and written differently in order to create stronger relationships among the different groups in North America?
6. **FORMULATE QUESTIONS** The Chapter Big Question is: How did the Treaty of Utrecht lead to changes in North America? Read the information on pages 26 and 27. Use this information to formulate research questions that would help you answer the question.

UNIT 1 CHALLENGE CHECK-IN

1. Review the Unit 1 Challenge on pages 18 to 19. Then create a log book for your work on your Heritage Fair presentation. A log book is a notebook (print or digital) where you record information and evidence you gather and details about the sources of your information and evidence, as well as your own thinking about your inquiry question. You can also include images and graphics, such as drawings, maps, graphic organizers, and a timeline. Number the pages and leave space on each page for adding future information or reflections. Record your responses to questions 2 to 4 in your log book.
2. Review the Focus On: Formulate Questions feature on pages 26 to 27. Develop and record questions you have about the Treaty of Utrecht and its impact on various groups, using the criteria provided in the feature.
3. Review the Focus On: Continuity and Change feature on pages 32 to 33. Using the criteria provided, consider the impact of the Treaty of Utrecht. What changed in North America? What remained the same? Which group of people was affected the most?
4. What were the consequences of the Treaty of Utrecht for different groups of people in North America? Use a concept map or another graphic organizer to show your thinking in your log book.



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