CROSSROADS A MEETING OF NATIONS

Major Events in Europe and North America 1500–1815 CE

Events Before 1500 CE

circa 1000 CE — The Peacemaker reveals the Great Law of Peace; Leif Erikson arrives at what is now Newfoundland

1347 CE — Black Death arrives in Europe

1440 CE — Gutenberg develops the printing press

1492 CE — Columbus crosses the Atlantic

1494 CE — Treaty of Tordesillas

1497 CE — Cabot claims "New Found Land" for England

1500 CE   1550   1600   1650

1534 — Cartier sails into the Gulf of St. Lawrence

1587 — Colonists arrive in Roanoke, Virginia

1603 — James I becomes king of England, Scotland, and Ireland

1605 — Champlain establishes a colony at Port-Royal

1608 — Champlain founds the habitation at Québec

1624 — The Dutch establish the colony of New Netherland

1625 — Charles I is crowned in England

1628 — British parliament passes the Petition of Right

1642 — The English Civil War begins
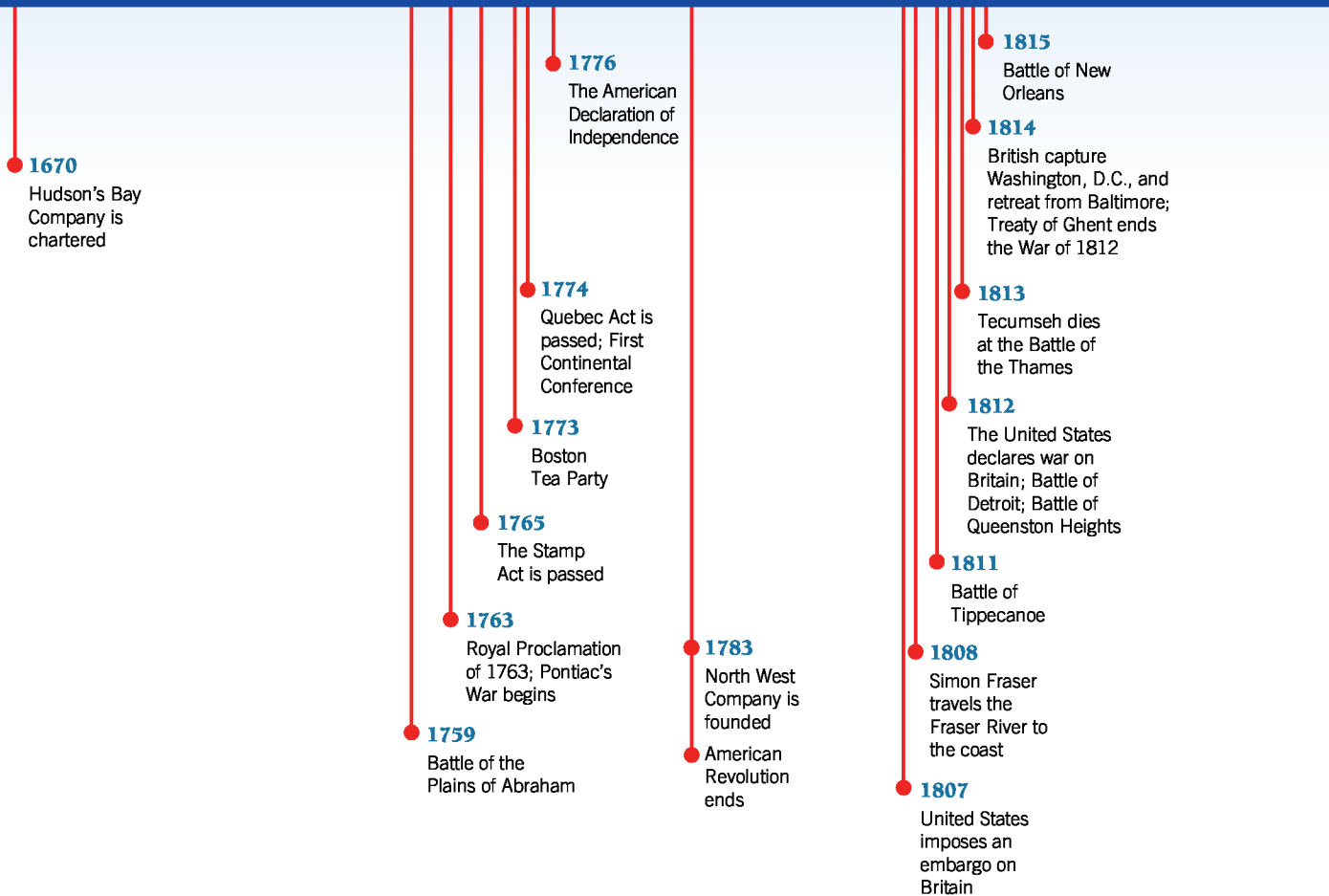
1649 — Charles I is executed

1658 — Cromwell dies

1660
English monarchy is restored

1688
The Glorious Revolution removes James II

1701
Jethro Tull invents the seed drill

1712
Thomas Newcomen invents the steam engine

1756
Seven Years War begins

1763
Treaty of Paris

1764
James Hargreaves invents the Spinning Jenny

1765
James Watt improves the steam engine

1774
Louis XVI becomes king of France

1789
The fall of the Bastille; Declaration of the Rights of Man and the Citizen

1793
Louis XVI and Marie Antoinette executed; Reign of Terror

1795
French Directory established

1796
Napoleon begins the Italian campaigns

1799
Napoleon becomes First Consul

1802
British parliament passes the first Factory Act

1804
Napoleon crowns himself emperor

1807
British parliament passes the Slave Trade Act

1812
Napoleon launches an attack on Russia

1814
Napoleon abdicates

1815
Battle of Waterloo

1700   1750   1800   1850 CE

1670
Hudson's Bay Company is chartered

1776
The American Declaration of Independence

1774
Quebec Act is passed; First Continental Conference

1773
Boston Tea Party

1765
The Stamp Act is passed

1763
Royal Proclamation of 1763; Pontiac's War begins

1759
Battle of the Plains of Abraham

1783
North West Company is founded

American Revolution ends

1815
Battle of New Orleans

1814
British capture Washington, D.C., and retreat from Baltimore; Treaty of Ghent ends the War of 1812

1813
Tecumseh dies at the Battle of the Thames

1812
The United States declares war on Britain; Battle of Detroit; Battle of Queenston Heights

1811
Battle of Tippecanoe

1808
Simon Fraser travels the Fraser River to the coast

1807
United States imposes an embargo on Britain

CROSSROADS A MEETING OF NATIONS

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second edition

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Contents

UNIT 1

Colonialism and Conflict   2

UNIT QUESTION:
How did early European colonization influence the development of Canada?

Chapter 1
Contact, Conflict, and Cooperation   4

CHAPTER FOCUS QUESTION:
What resulted from European interest in North America?

Chapter 2
Struggle for a Continent   42

CHAPTER FOCUS QUESTION:
How did imperialism shape North America?

Chapter 3
The Fur Trade North and West 78

Democracy and the Modern World 116

Chapter 4
The Fight for Democracy and the English Civil War 118

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Exploring Revolutions

You have probably already seen a lot of change during your lifetime. In fact, change is all around us, all the time. One of the biggest challenges people face is the constant need to adapt to those changes.

Sometimes, a change can go almost unnoticed. We may not even know it is happening. Yet if we were to compare the way life is today to the way it was 100 or even 50 years ago, we would see considerable differences. At other times, change takes place quickly. It is very obvious, and affects a large number of people all at once. This sort of radical, sudden change is usually referred to as a *revolution*.
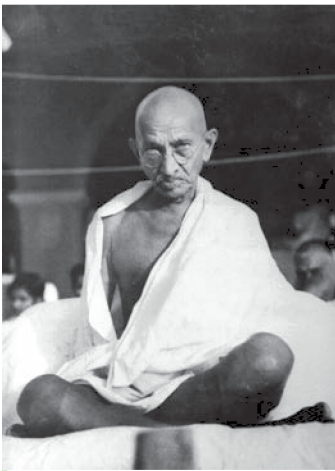
Are revolutions necessary?

There can be many reasons to want a revolution, and the people who cause revolutionary change do so because they think the change will make life better. In 18th-century France, for example, economic problems, food shortages, and unfair taxation (among many other problems) prompted revolutionary action among the French. They believed that taking power from the wealthy elite would bring solutions to these problems.

Not everyone may agree with revolutionary changes taking place in his or her society. People may not want the change to happen at all, or they may prefer other solutions to the problems. This is one reason why revolutions can often result in violence.

How does a revolution in one society affect other societies?

If a society experiences a revolution, especially a political revolution, this will have an effect on other societies. If an existing government is overthrown, there is a period of uncertainty—and sometimes lawlessness—until the revolutionaries can establish their own government.

These events generally cause concern in nearby nations. In many cases, the societies already have things in common. They may have similar kinds of governments. They may worry that revolutionaries could become active in their own country. There is also the likelihood of refugees fleeing the revolution and attempting to cross a common border. As well, a new relationship will have to be built with the new neighbouring government.

Governments sometimes react to nearby revolutions by placing severe restrictions on the activities of their own citizens. Sometimes such measures are effective, and sometimes they are not.

Mahatma Gandhi (Mohandas K. Gandhi) used nonviolent civil disobedience to lead India to independence from colonial Britain in the 1930s and 1940s. What do you think is the best way to create or resist change?

The Arab Spring

In late 2010 and early 2011, a series of protests and demonstrations spread across countries in northern Africa and the Middle East. This became known as the Arab Spring. Although not all of the participants in these uprisings were Arab, people in these countries were united by common languages, geography, religions, and issues such as unemployment and government corruption. In 2012, the governments of Libya, Egypt, Tunisia, and Yemen were overthrown.

Social media became a vital tool for protestors during the Arab Spring. Information and videos were shared among protestors and around the world through the Internet. Do you think this helped spread revolution in Africa and the Middle East? Explain.

How can we judge the effects of a revolution?

Judging the effects of a revolution can be difficult. We can start by asking questions such as these:

- What are the short-term effects?

- What are the long-term effects?

- Was the revolution a success or a failure? By what criteria? How do we judge what is a success and what is a failure?

- Did the revolution have a lasting impact on other countries or societies?

Sometimes, historical events take a long time to play out. It can take years or even decades for long-term effects to be recognized.

There is also the problem of a biased interpretation of events. Being too close to an event in time, especially a tumultuous one like a war or a revolution, can lead to a deeply emotional response and a biased evaluation of the event.

Types of Revolutions

There are many types of revolutions, each with significant consequences. In this textbook, you will encounter many events that can be considered revolutionary. As you read about and study these events, keep the different types of revolutions in mind.

ECONOMIC This type of revolution involves a fundamental change in how people in a society buy and sell goods and services. New technology often plays a role.
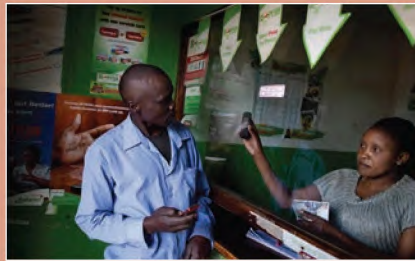
In parts of Africa, millions of people cannot afford or even physically access conventional banks or ATMs. Cellular phones now provide a new kind of banking—mobile money services. People use cellular phones to pay bills, send and receive money, pay suppliers, and buy goods.

TECHNOLOGICAL This type of revolution involves a change in the way people use technology in their everyday lives. This can include machines that produce goods on a large scale, such as automated assembly lines, or smaller personal devices such as phones and computers. New innovations and responses to the needs of consumers can result in a technological revolution.

Sometimes technology that already exists can change. Into the 1800s, paper was made using cotton or linen rags. When demand for paper grew, innovations in the use of wood pulp for papermaking caused a dramatic increase in the manufacture of paper.

POLITICAL This type of revolution involves the removal or alteration of the current political structure in a society. These revolutions usually occur on a national scale and affect the whole society. They tend to be caused by issues such as oppression, poverty, and unemployment. They are often accompanied by violence.

During the Arab Spring, street art became a way for revolutionaries to express their goals and feelings. This mural in Egypt states: "I wish to be a martyr."

SOCIAL When some members of a society feel that the way the society organizes itself does not benefit everyone, they promote change. Social revolutions can centre on issues such as equality, religious beliefs, or environmentalism. These changes can affect the rest of the society.

The American Civil Rights Movement used civil disobedience, protests, and boycotts to promote equality for African Americans.

CULTURAL The term *cultural* usually refers to the creative activities of a society, such as music, art, and literature. When a group of individuals begins to practise their creativity in a radically different way, this change may affect others in society.

In 1913, the International Exhibition of Modern Art was held in New York. It caused profound shock and controversy for Americans unfamiliar with abstract styles. However, the new styles soon spread among American artists. This painting from the exhibition is by French painter Francis Picabia.

Revolutions

RELIGIOUS Religion is an area of human activity in which sudden, radical change can have a tremendous impact on a society, especially when most people in that society are adherents of the same religion, or hold common religious beliefs.

When Martin Luther published his *Ninety-Five Theses* in 1517, he wanted to reform the Catholic Church. The result would be revolutionary change and the formation of Protestantism.

SCIENTIFIC Science generally refers to ideas and discoveries. A scientific revolution refers to a new idea or theory in a scientific field that radically changes how that scientific field works.
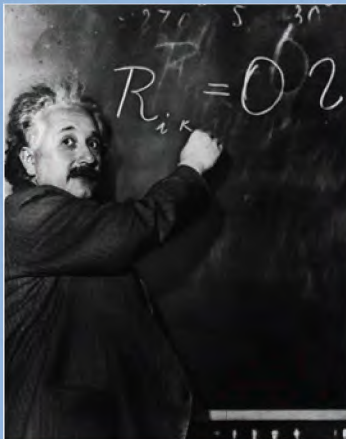
In 1905, Albert Einstein published his paper on the theory of relativity. This new theory forced physicists and other scientists to rethink their assumptions about the nature of the universe.

In this book you will study the revolutionary changes that happened in North America and Europe from 1500 to 1815. This section will review material you learned last year. As you read, look for factors that you think helped cause political, social, religious, and economic change in Europe and North America.

How were nations changing?

dissent to disagree or differ in opinion

Until 1517, all Christian Europeans belonged to the Roman Catholic Church. While the Church had faced criticisms before that time, it had always been able to quell **dissent**. By the early 16th century, the Catholic Church had become wealthy, powerful, and corrupt. To many people, the Church was straying from the teachings of Christ.

The Reformation

On October 31, 1517, Martin Luther, a German monk, posted his *Ninety-Five Theses* on the door of All Saints Church in Wittenberg. Luther was unhappy with what he saw as the failings of his Church, and his public action was a call for changes to be made. Thanks largely to the invention of the printing press, his ideas spread rapidly across Europe. The Protestant Reformation was born.

Among their new ideas, Protestants strongly emphasized the importance of the Bible and wanted people to be able to read the Bible in their own language and understand it themselves. They also believed that places of worship should be plain and unadorned.

Revolution and the Church

The Catholic Church responded to these revolutionary ideas with what is now known as the Counter-Reformation. Dissenters and their followers were punished, but some of their criticisms were taken seriously. Many corrupt practices were outlawed, and priests were better trained. However, Protestantism had taken hold in many places.

By 1550, Europe was divided between Protestants and Catholics. Each side firmly believed their version of Christianity was the true one, and that it was their duty to eliminate the other version. An era of religious conflict began that lasted into the late 17th century.

The magnificent cathedrals that had been built during the Middle Ages were meant to depict the majesty and power of God. Protestant churches, like the one at right, were designed to be smaller, simpler, and unadorned.

Kings Gain Power

Before the Reformation, the pope had the ability to exercise control over kingdoms. Kings of newly Protestant lands, now freed from the authority of the pope, saw an opportunity to make themselves the supreme authority in their kingdoms. Catholic kings followed suit, and papal authority in non-religious matters lessened.

nation-state a country that rules itself and can make treaties with other states

New Organization

By the middle of the 16th century, the **nation-state** had emerged as the new model for political organization. European kings began appointing people from the new middle classes to government posts. Because they were paid directly by the king, they were very loyal to him. This practice weakened the power of the nobles, who had previously held these types of positions. Kings also began to pay professional standing armies to fight for them, rather than rely on whatever military forces nobles might supply. All of this was paid for by the king's subjects through taxes. As a result, people began to see themselves as subjects of a national monarch, not the serfs of a particular noble.

Elizabeth I was both the Queen of England and the supreme head of the Church of England. To remind her subjects of her power, Elizabeth would go on tours of her kingdom. Her processions, like this one in the year 1600, were designed to be as lavish and impressive as possible. What sorts of tours and lavish processions do world leaders organize today?

Divine Right

Kings now began to make themselves the supreme authority in their kingdoms. They began to see themselves as having special "kingly" rights and responsibilities. Kings had the ability to make laws, preserve peace and order, and create alliances or declare war as they saw fit. As no one else in the kingdom could claim these special rights, kings began to see their authority as coming directly from God. In the 17th century this authority became known as the Divine Right of Kings.

How were trade and agriculture changing?

In the 14th century, the bubonic plague, also known as the Black Death, struck Europe. Spread by fleas and rats, the Black Death reduced the population of Europe by 40 percent. The labour shortage that followed changed the way work was done. Lords now had to pay agricultural workers for their labour. This change helped lead to a different style of agriculture across Western Europe.

New Farming Methods

Before the Black Death, most peasant farmers grew their crops on strips of land scattered over their lord's manor. This method was inefficient and produced small harvests. After the Black Death, farmers became wage earners. Small strip farms were consolidated, and in many cases the new, larger farms were used to grow a single crop that could be sold. Farmers also began to experiment with new farming techniques to improve crop yields, worked at improving the soil, and drained marshes to increase the amount of arable land. These developments would be the basis of the Agricultural Revolution in the 18th century.

Another change in agriculture that occurred in the 16th century was the introduction of new crops from the Americas. Maize (corn), potatoes, tomatoes, squash, beans, and tobacco changed what farmers grew in Europe. In many cases, the change was gradual, because people were initially suspicious of the new foods. Over time, however, the potato became a staple food in Ireland, and the tomato took a central place in the diets of Italians.

The Harvesters was painted by Pieter Bruegel the Elder in 1565. Bruegel painted scenes of everyday life, rather than portraits of important people or religious subjects. He was a careful observer and kept detailed records. How might historians use his paintings to get a sense of what life was like in the southern Dutch countryside?

Exploration and Trade

When Europeans initially went on voyages of discovery in the 15th century, they were seeking new routes to Southeast Asia, which was the source of luxury items such as spices and silks. What Europeans had not expected was to find two completely unknown continents—the land we now know as North and South America.

Beginning in 1492, the voyages of Columbus led to lasting contact between Europeans and the Americas. In the 16th century, Europeans began to see the rest of the world as a source of wealth and power for their own nations. Europeans took direct control of these sources of wealth and created colonial empires. Trade continued, but within the empire and on the terms of the colonizing country.

Further wealth was acquired either by increasing a nation's colonial possessions, or by attempting to acquire other nations' empires by force. By the end of the 17th century, many European nations had overseas empires. European wars, formerly confined to Europe itself, became global conflicts. For example, wars between France and England would affect both Europe and North America.

Examine this map and determine which European nations had the largest empires. Where were the colonial possessions located? Why would there be fewer colonial possessions in Asia?

How did people see themselves and the world?

During the Renaissance, Europeans became more interested in the world around them, and how they fit into that world. Some began to value individual thought and experience over religious faith. Some also began to think that human beings were capable of doing almost anything they set their minds to.

This new way of thought, called **humanism**, could be seen in the artwork of the time. During the medieval period, art had been stylized and focused on religious themes. While many Renaissance artworks were religious in nature, they also focused on the everyday lives of ordinary people. Classical Greek and Roman themes were also popular, because Europeans were rediscovering the cultures of the ancient Greeks and Romans.

Renaissance artists developed techniques such as **perspective** and **proportion**, which allowed them to portray their subjects as realistically as possible. They also studied light, shadow, and human anatomy.

humanism a system or mode of thought in which human interests predominate

perspective the representation of objects on a flat surface so that they appear three-dimensional; for example, objects meant to be in the distance are smaller

proportion showing things as the right size in relation to each other; for example, people are smaller than buildings

The School of Athens was painted in 1510 by Italian painter Raphael. It had been commissioned by Pope Julian II, who saw himself as a humanist. This work reflects that interest, because it shows ancient Greek philosophers, not religious subjects. The use of perspective gives this fresco depth and reality.

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Literature

Literature during the Renaissance was also a departure from medieval styles, where the focus was almost always on religious matters. Authors now wrote about everyday life and historical events. Poets began to write sonnets about love. They also wrote books on how to think and act. One example is Niccolo Machiavelli's *The Prince*, which discussed ambition, glory, conquest, and politics. Renaissance rulers viewed Machiavelli's book as excellent practical advice.

Books were also being written for a far wider audience than ever before. More people were becoming literate. Authors began writing in the **vernacular**, rather than in Latin, which made their work accessible to more people.

vernacular the everyday language of people

The Printing Press

The printing press, which was developed by a German blacksmith named Johannes Gutenberg in 1450, had a huge impact on society during this time. Use of the printing press spread the ideas of humanism widely throughout society. Books were more affordable, and were therefore available to a wider audience. Schools and libraries were opened and made accessible to more people, although it was mostly wealthy boys who received formal educations. Illustrations were also widely printed. They spread new ideas among those who had not yet learned to read or write.

Between 1450 and 1500, at least 15 million books were printed in Europe. In the 16th and 17th centuries, the sheer number of printed books on a multitude of subjects contributed to a great upsurge in new ideas. These new ideas led to developments in all fields of study, including humanism, politics, and science.

A demonstration of a reproduction Gutenberg press at the Beijing International Book Fair in 2007. Which do you think was the most influential way of spreading ideas—art, printing, or education?

What were the new ideas in science?

The activities of the humanists during the Renaissance increased people's interest in the world around them. Most scientific theories until that time had come from Greek and Roman thinkers centuries before. Renaissance thinkers began to wonder if these ancient writings were in fact correct.

The 16th and 17th centuries saw a flurry of scientific discoveries. Previous views about the natural world were made obsolete. Scientific discoveries also led to the creation of new tools, such as telescopes and microscopes. Innovations improved the lives of people in areas such as trade, farming, and industry. This combination of scientific discoveries and technological innovation would eventually lead to the Industrial Revolution.

Copernicus and Galileo

There was also a strong reaction against some new discoveries. In 1543, Polish astronomer Nicholas Copernicus proposed a theory that the sun was the centre of the solar system. This challenged the long-held belief that Earth was the centre of all creation. Copernicus's theory was initially accepted by many, including the Catholic Church, because it made more accurate calendars possible. However, in 1609, Italian astronomer Galileo Galilei confirmed through observation that Copernicus's theory was not a theory at all, but a scientific fact. When Galileo published his findings in 1610 and again in 1632, it seemed to the Catholic Church that he was challenging both the Bible and Church authority. The Church's response was to silence Galileo and ban his writings in all Catholic nations.

Galileo used the telescope to refine his views about the solar system. The word *telescope* comes from the Greek words "far" and "see." The word was in fact coined in 1611 by a Greek mathematician describing one of Galileo's scientific instruments during a presentation such as the one shown here.

The Scientific Method

Scientists like Galileo used systematic methods in their studies. In the 17th century, English scientist and philosopher Francis Bacon proposed a method for scientific research. It is now known as the *scientific method*.

In 1628, English physician and anatomist William Harvey used the scientific method to discover how blood was circulated throughout the body. This was a problem that had puzzled doctors for over two thousand years. In the 1660s, Isaac Newton also used the scientific method to develop his laws of motion and gravitation, which gave a better understanding of how the physical world and the solar system worked. In fact, Newton believed that scientific discovery would eventually unlock all the secrets of the world—making religion no longer necessary to provide explanations about the mysteries of life.

The Scientific Method

- State a problem.
- Gather information about the problem through observation and experimentation. Record and analyze the data.
- Form a hypothesis, which is an assumption to be tested.
- Test the hypothesis through observation and experimentation. Record and analyze the data.
- Draw a conclusion. If the hypothesis is supported by the data, restate it as a theory. If not, reassess the data and form a new hypothesis to be tested.
- When describing one's findings, ensure that one's experiments can be repeated by a second investigator.
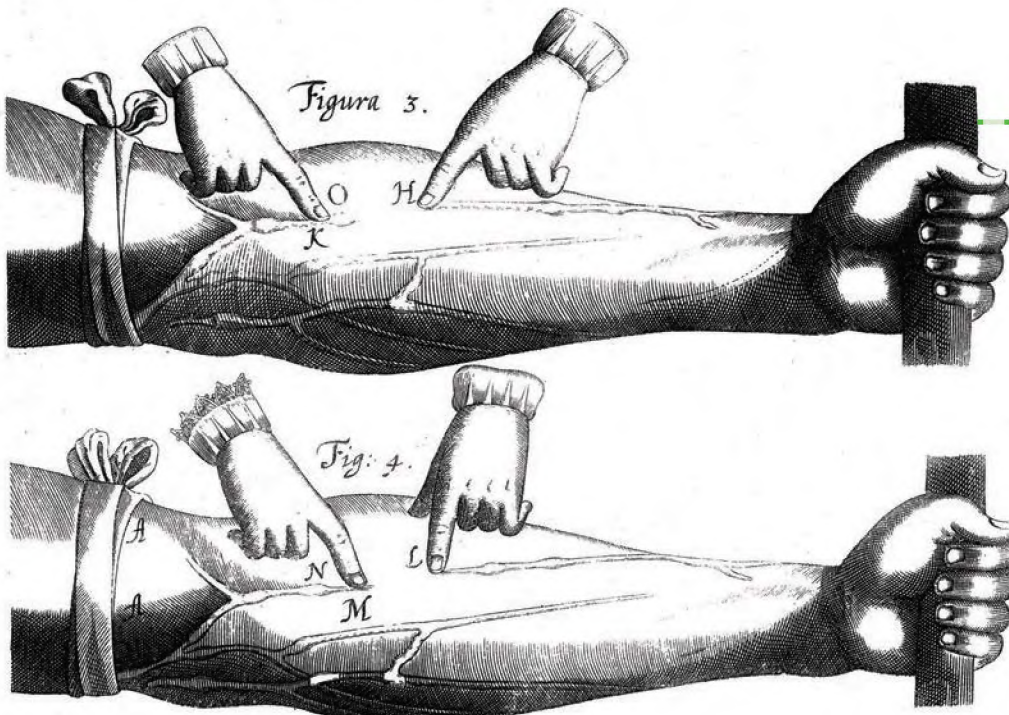
William Harvey's investigation of circulation included this experiment, which involved the direction of blood flow in the veins. He used a tourniquet to make the veins of the arm obvious, and then stopped the blood flow, demonstrating that blood in the veins flows only toward the heart, not away from it.

Using the Elements of Critical Thinking

Significance

- Why do some world leaders have more influence than others?
- Does every person's voice matter in a democracy?

Judgements

- What makes an effective leader of a country?
- Should all teenagers be allowed to vote?

Cause and Consequence

- What factors cause people to change their government?
- How does government affect your life?
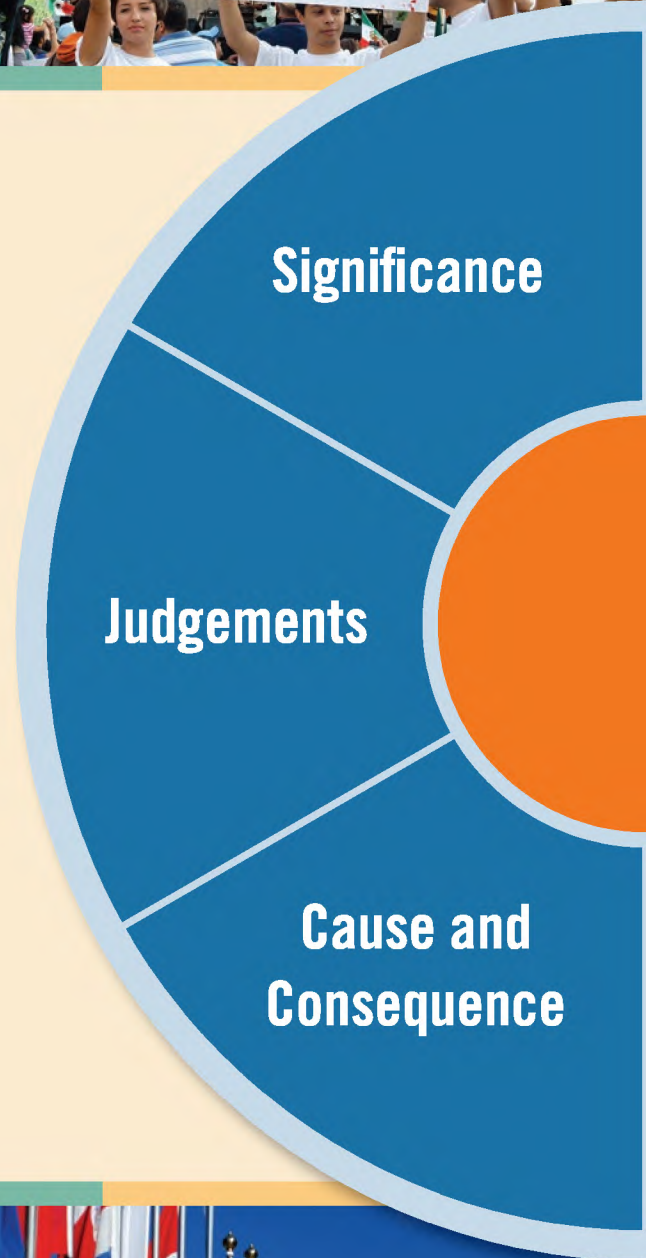
Significance

Judgements

Cause and Consequence

Patterns and Change

Evidence

Perspectives

Patterns and Change

- Have people always believed in the same human rights?
- Do people always achieve more rights as time progresses?

Evidence

- How does political advertising affect how we see political parties?
- How do we know who wins an election?

Perspectives

- Why do older adults vote more often than young adults?
- How do young people in other nations view their governments?

UNIT FOCUS QUESTION

How did early European colonization influence the development of Canada?

Colonialism and Conflict

Vikings visited North America in the early Middle Ages, but European exploration and settlement didn't begin in earnest until the 15th and 16th centuries. Initially, the North American continent was settled and explored by a number of large nations with competing interests, including Britain, France, Portugal, Spain, Russia, and the Netherlands. Eventually, however, Britain became the major power in North America, forever changing the course of history and development of Canada.

European Empires in the Americas, late 17th century

🟥	British
🟦	Dutch
🟩	French
🟫	Portuguese
🟩	Russian
🟨	Spanish

NORTH AMERICA

PACIFIC OCEAN

ATLANTIC OCEAN
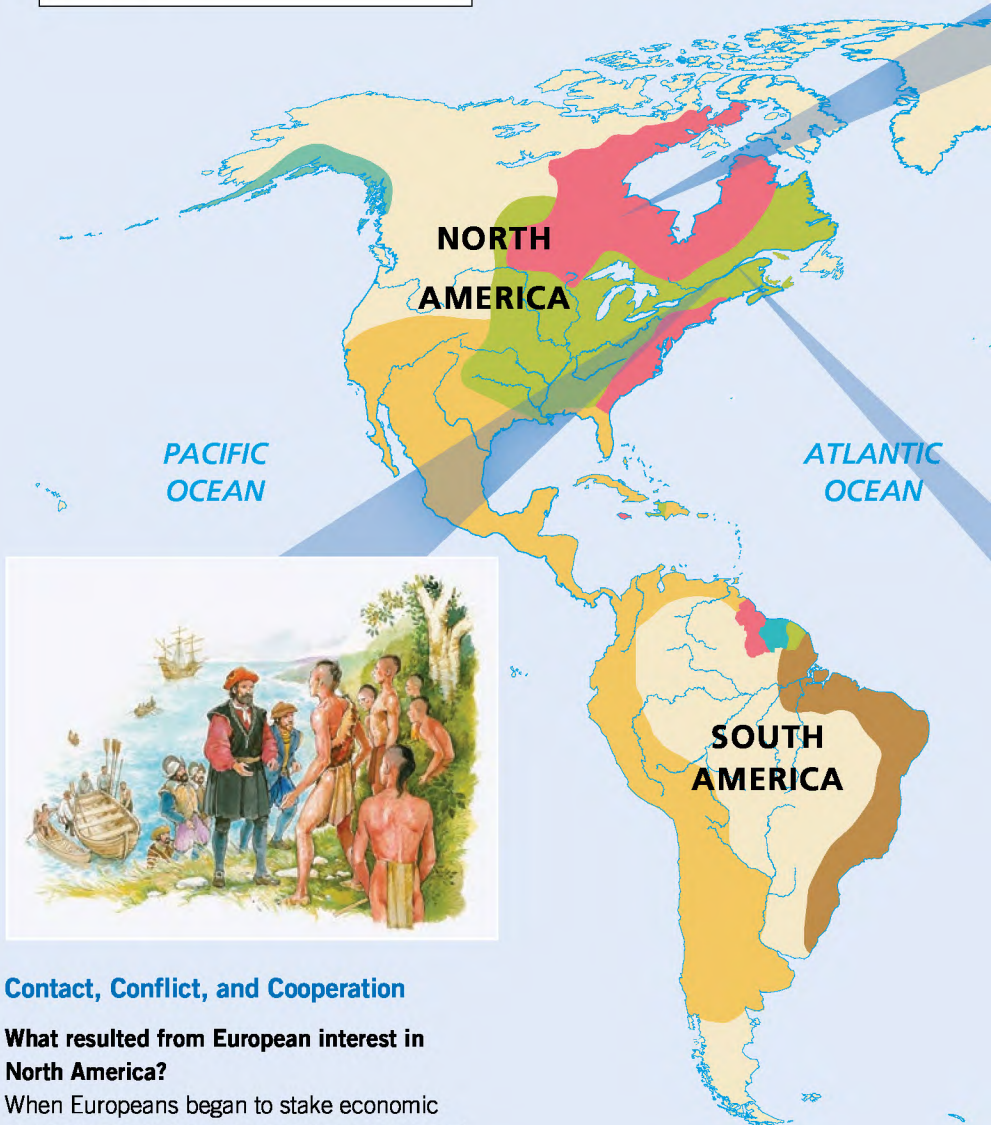
SOUTH AMERICA

Contact, Conflict, and Cooperation

What resulted from European interest in North America?

When Europeans began to stake economic claims in North America, sending settlers and explorers to the New World, the lives of both the newcomers and the First Nations were forever changed. As a result of contact, resource extraction, and settlement, new countries would eventually emerge. In some areas, such as New France, First Nations and the newcomers developed a working relationship and a new way of life. This early period laid the foundation for the country that would become Canada.

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The Fur Trade North and West

How should we remember the fur trade in Canada?
Despite the fall of New France, the fur trade continued to dominate the history of North America. Increased European exploration and contact between Europeans and First Nations spread across the continent. While there were some elements of trade that were beneficial, the fur trade harmed the environment, eroded First Nations' traditional economy and way of life, and opened the door to more and more newcomers seeking land and an escape from the conflicts of Europe.

EUROPE

ASIA

AFRICA

PACIFIC OCEAN

INDIAN OCEAN

AUSTRALIA
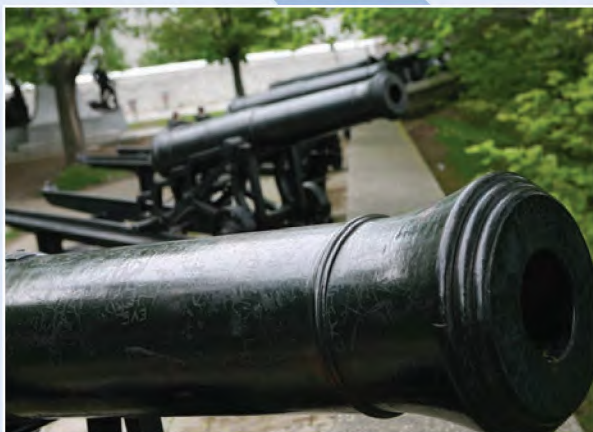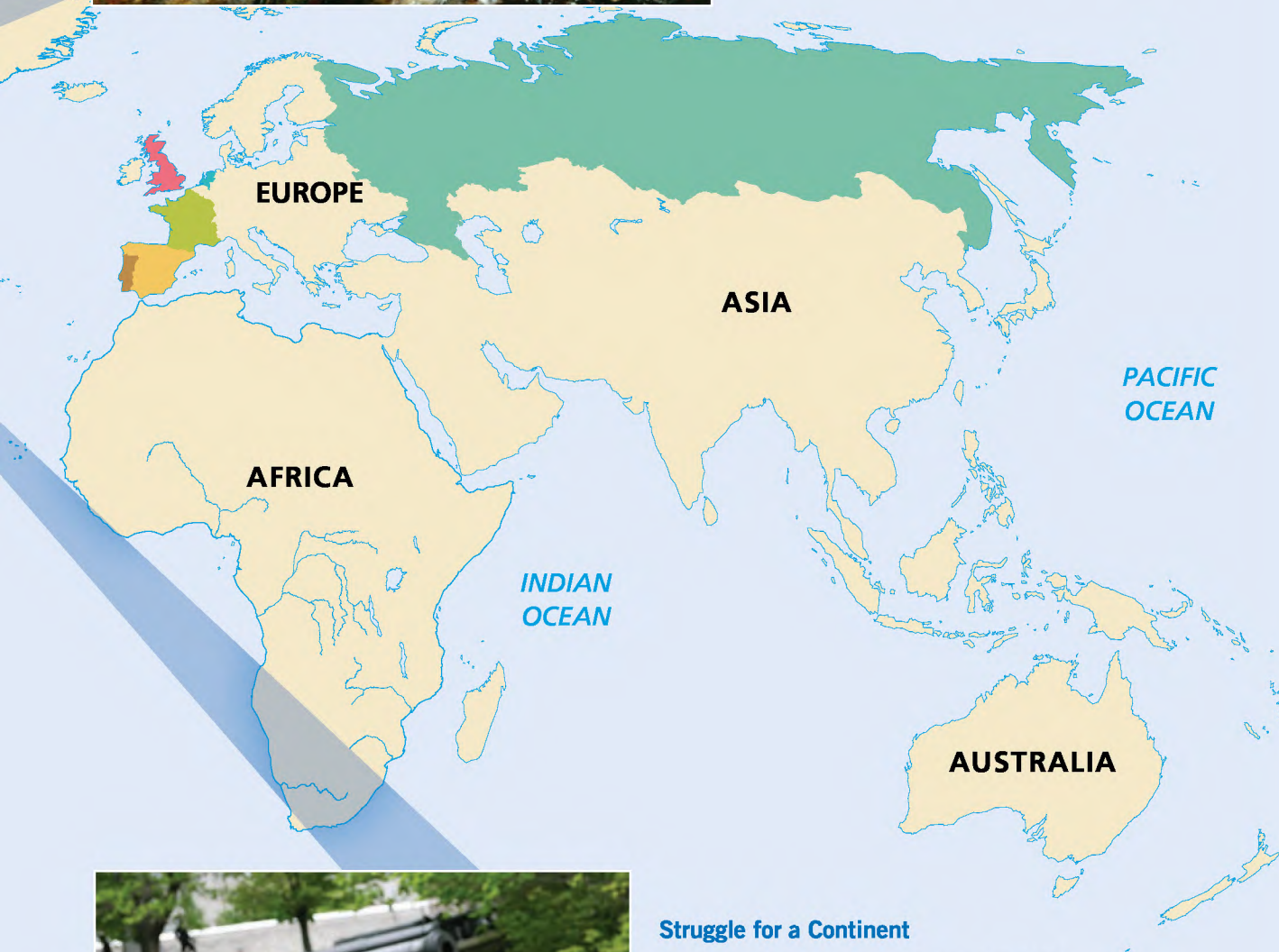
Struggle for a Continent

How did imperialism shape North America?
Both France and Britain had sizable colonies and huge economic interest in North America. By the 18th century, these two nations were frequently in conflict, clashing time and again all over the globe. In North America, the rivalry finally ended in a fierce battle waged on a field in Québec during the Seven Years War. Britain took political control of most of eastern North America, and the continent of North America would never be the same.

1 Contact, Conflict, and Cooperation

FIGURE 1-1 People walk on the Rue du Petit-Champlain in Québec City. The oldest commercial district in North America, this neighbourhood reflects the French identity of the earliest newcomers to Québec.

KEY CONCEPTS ▶ identity   natural resource   alliance   colonialism   empire   mercantilism

Critical Inquiry: Significance, Patterns and Change, Evidence, Perspectives, Cause and Consequence, Judgements

A blast of cold wind made Samuel de Champlain shiver. Winter had definitely arrived, and he had no choice but to stay in Wendake until his leg fully healed. Still, as guest of Wendat chief Atironta, life was not too uncomfortable. He had food, shelter, and medicines.

Champlain looked across the village to a cluster of young men. They were chatting and laughing, despite the cold. Champlain wondered if they might be laughing about his embarrassing experience.

In October 1615, after a failed attack on an Onondaga village, Champlain had been shot in the leg twice with arrows. Not only had Champlain been defeated in battle, he had been carried—*in a basket*—here to Wendake.

Still, the battle had cemented his bond with the Wendat, who would make superior fur trade partners for New France. In his travels with the Wendat, Champlain had already seen and crossed a great inland sea, and followed rivers deep into fur country. He knew that France would be rich!

Reading

Use Background Knowledge
Champlain worked hard to build a bond between France and the Wendat Nations. The relationship would bring great wealth for France. What conditions, if any, make it acceptable to use a relationship to benefit yourself?

The Vikings visited North America in the early Middle Ages, and European exploration began in earnest in the 15th and 16th centuries. Both First Nations and newcomers were changed by the exploration, resource extraction, and settlement that followed. First Nations and newcomers developed working relationships, and the people of New France developed a unique identity. This period also hinted at the country Canada would become.

Use these questions to set a purpose for reading each section.

- Who were the First Nations of eastern North America?
- Why did Europeans first travel to North America?
- What resulted from Champlain's efforts to start a colony?
- How did France expand its control in North America?
- How did a new identity develop in New France?

Who were the First Nations of eastern North America?

First Peoples the original peoples of Canada: the First Nations and Inuit

language family a group of similar languages that share a common ancestor language

gatekeeper someone who controls entry; in the fur trade, someone who controls those who are guided and assisted in pursuit of fur

confederacy an association of independent nations

The history of Canada can seem short if you think back only to Confederation in 1867. But Canada's roots go further back—to the arrival of the first Europeans about a thousand years ago, and to the time when the only inhabitants of this land were First Nations and Inuit. The First Nations and Inuit are the **First Peoples** of Canada.

The Iroquoian Speakers

Most First Nations in eastern North America speak languages belonging to one of two **language families**: Algonquian and Iroquoian. The Wendat and Haudenosaunee Nations (also known as the Huron and the Iroquois) both spoke Iroquoian languages. They were the **gatekeepers** to the interior of Canada during the early years of the fur trade.

The Wendat were a **confederacy** of five nations. The Haudenosaunee eventually became their main rivals in the fur trade.

Around 1000 CE, the Haudenosaunee joined as a confederacy of five nations—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca. In 1722, the Tuscarora also joined, creating the Six Nations. Haudenosaunee can be translated as "house-builders," or People of the Longhouse. The Haudenosaunee lived in massive longhouses that each held as many as 20 related families.

Farming the Land

Like many First Nations of the Eastern Woodlands, the Haudenosaunee lived in villages and farmed. They moved their villages every 20 to 30 years, when their farming activities had exhausted the local soil. Corn, beans, and squash were grown together in the same field. These crops are often called the "three sisters" because they can grow together. Beans provide nitrogen to the soil, squash provides natural mulch, and corn provides a stalk on which the bean vines can climb.

TIMELINE

circa 1000 CE

The Peacemaker reveals the Great Law of Peace

Leif Erikson arrives at what is now Newfoundland

1492

Columbus crosses the Atlantic and arrives in present-day Bahamas

1497

Cabot claims "New Found Land" for England

1534

Cartier sails into the Gulf of St. Lawrence

A Matrilineal Society

Women were at the centre of the **matrilineal** longhouse society. Everyone belonged to the family of his or her mother's ancestors. Longhouses were organized so that female relatives always lived together. There could be as many as 20 families in a longhouse, and they were all related. When a young man got married, he would leave his mother's longhouse and move to the longhouse of his new wife. Women organized communal activities such as planting and gathering. They decided when councils of war or peace were required, deliberated with the men on military actions and **alliances**, and resolved internal disputes.

The nine clans of the Haudenosaunee were based on maternal ties. All Haudenosaunee villages had one or more longhouses of each **clan**. Each clan had a totem—a symbolic animal, such as the bear. As clan leaders, women selected the chiefs to represent their nation in the confederacy, and to lead the nation in times of war.

Village Life

Although life was fairly comfortable for the Haudenosaunee, it involved a lot of hard work. Women farmed, gathered and preserved food, made pottery, and sewed clothing. Men went on hunting and fishing trips, travelled to trade goods, cleared land for farming, built longhouses and the village **palisade**, and took part in councils. A visitor to a Haudenosaunee village might meet only women, children, and old men, because the young men were often away hunting, trading, meeting in council, or engaging in war.

Life was not all hard work, however. Every month brought festivals, usually linked to agricultural activities. Sharing and hospitality were central ethics of the society. Meat, for example, belonged to the entire village, not just the hunters. When guests came to visit, people might go without food to ensure that the visitors were well fed.
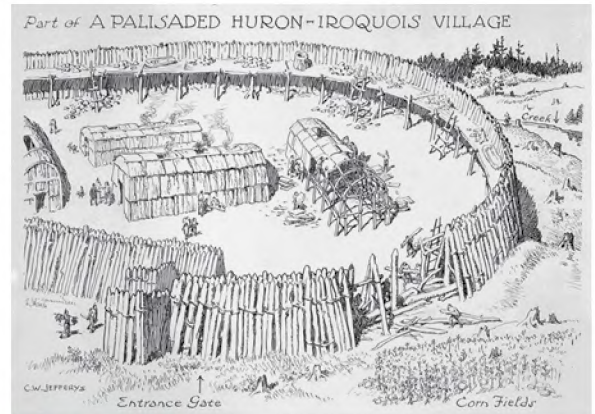
FIGURE 1-2 This print from the early 20th century shows a Haudenosaunee village with palisades around 1500. The artist, C.W. Jefferys, wanted this image to be as accurate as possible. What barriers would he have had to overcome?

matrilineal a society in which the lineage of children follows the maternal, or mother's, line

alliance a relationship formed for mutual benefit

clan a group of people sharing a common ancestor

palisade wall of upright logs surrounding a village

Did You Know?

The Haudenosaunee thought of their confederacy of nations as a symbolic longhouse. Just as a real longhouse needs all its supporting beams to stay upright, a confederacy needs the support of all member nations.

1605
Champlain establishes a colony at Port-Royal

1608
Champlain founds the habitation at Québec

1649
Haudenosaunee destroy Wendake

1663
New France is declared a royal province

Filles du roi begin emigrating to New France

Village Council
Decisions

↓

Council of the
Nation Decisions

↓

Confederacy or
Grand Council Decisions
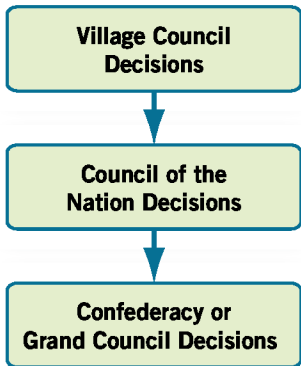
FIGURE 1-3 Decisions made at village councils would be brought to the councils of the nations, and finally to the Grand Council. How does the structure indicate respect for the village council?

wampum belt a belt of purple and white beads made from clam shells; the design of the belt recorded historical events and treaties

constitution a document that sets out the major laws and principles of a government

The Grand Council

The Grand Council of the Haudenosaunee is similar to the Parliament of Canada. While Parliament has representatives from all the provinces and territories, the Grand Council has representatives from all the Haudenosaunee Nations. The Grand Council, however, is much older. It dates back to the union of five warring nations in about 1000 CE.

This union of nations is recorded on a **wampum belt** called the Hiawatha Wampum. It represents the Great Law of Peace to which all five nations agreed. This law describes the values the people should live by. For example, all people have equal rights. It also describes the political structure of the confederacy, and is considered by many to be the world's first **constitution**. The Great Law foreshadowed the liberty and democracy we enjoy in Canada today.

Before 1700, the Grand Council consisted of 50 chiefs representing the five nations of the confederacy. Heredity was not enough to be successful in the Grand Council. Merit was required, because a chief's effectiveness depended on his ability to persuade. No nation was bound to follow the decisions of the Grand Council. Instead, the council depended on consensus building, an effective method for resolving differences and acting for the common good of the diverse members.

NORTH

The Fire Keepers
Onondaga
14 Chiefs

1. An Onondaga chief gives the opening address.

9. The Onondaga deliberate. When they agree, they announce the final decision.

8. After both sides agree, the matter is given to the Fire Keepers.

Seneca 8 Chiefs

2. The Seneca discuss the matter until consensus is reached.

Cayuga 10 Chiefs

5. The Cayuga discuss the matter until consensus is reached.

The Elder Brothers

Council Fire

3. The Mohawk and Seneca discuss the matter until consensus is reached.

6. The Cayuga and Oneida discuss the matter until consensus is reached.

The Younger Brothers

4. The Elder Brothers' decision is passed on to the Younger Brothers.

Mohawk 9 Chiefs

2. The Mohawk discuss the matter until consensus is reached.

Oneida 9 Chiefs

5. The Oneida discuss the matter until consensus is reached.

7. The Younger Brothers' decision is passed on to the Elder Brothers.

FIGURE 1-4 This diagram shows where the chiefs sat for the Grand Council of the Haudenosaunee. The arrows show the order of discussion. Follow the steps. How many times is an issue discussed?

©P

The Right to a Fair Share

Before Europeans arrived in North America, First Nations benefited from all the resources their lands provided. First Nations shared the land with the newcomers. But did they give up all rights to natural resources?

Northern Gateway Pipeline

The proposed Northern Gateway Pipeline would carry crude oil from Alberta, through British Columbia, to the west coast. In 2012, British Columbia Premier Christy Clark proposed that her province should receive a fair share for accepting the risk of oil spills. When Alberta objected, Premier Clark said: "If the proposal that British Columbia gets its fair share—if that's going to cause such a big problem that there are trade barriers—there is a very easy way to solve that: no pipeline."

Shawn Atleo, National Chief of the Assembly of First Nations, also warned that his people would stand their ground if they did not have a say about resource development on land historically used by Aboriginal peoples. He said, "We must be...full partners and not be an afterthought when a major project or development is being considered." He referred to the United Nations Declaration on the Rights of Indigenous Peoples.

Mining in Ontario

"The Ring of Fire" is the name given to an area in Northern Ontario that has plentiful nickel, copper, platinum, and palladium, and one of the biggest chromite (used to make stainless steel) deposits in the world. In April 2010, the Ontario government announced it would open the area to development. Angry over a lack of consultation in regard to resource extraction on their traditional lands, the Webequie and Marten Falls First Nations blockaded landing strips so the mining company planes could not land. It worked, and promises were made to address the First Nations' concerns.

> *States shall consult and cooperate in good faith with the indigenous peoples [the original inhabitants of a land and their descendants]...to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.*
>
> **Section 2 of Article 32 of the United Nations Declaration on the Rights of Indigenous Peoples**

FIGURE 1-5 In November 2011, Chief Sonny Gagnon of Aroland First Nation expressed concerns that a planned environmental assessment of a Ring of Fire mining project did not include consultation with affected First Nations. Why might lack of consultation put First Nations at risk? Also pictured (left to right) are Ontario Regional Chief Angus Toulouse, Chief Roger Oskineegish of Nibinamik First Nation, Chief Peter Moonias of Neskantaga First Nation, and National Chief Shawn Atleo.

Thinking IT THROUGH

1. Compare British Columbia's position on the pipeline with the First Nations' position on the Ring of Fire. Is it a good parallel? Why or why not?

2. The UN Declaration is non-binding, meaning it is entirely voluntary. How effective can such a declaration be? Should Canadian governments honour the declaration anyway? Explain your opinion.

The Algonquian Speakers

The largest language family among the **Aboriginal peoples** in Canada includes all those who speak an Algonquian language. It includes the Abenaki, Nehiyaw (Cree), Mesquakie, Atsina, Mi'kmaq, Innu (Montagnais), Naskapi, Odawa, Ojibwa, and Algonquin Nations. Each nation developed particular characteristics and ways of life, depending on the environment the people inhabited.

A Life on the Land

The Algonquin Nations relied much more on fishing, hunting, and gathering than did their southern Haudenosaunee neighbours and rivals. Algonquin lands were farther north, where the soil was less fertile and the climate too cold for farming. Although they practised some farming, it was on a much smaller scale than in Haudenosaunee communities.

Algonquin peoples did live in villages, but they spent much of the year in small groups travelling by canoe to hunt deer, beaver, duck, moose, and other animals useful for food or clothing. Their hunting skills were well developed. They used snares, dogs, hatchets, and knives. Algonquin hunters were adept in the use of bow and arrow.

As the seasons changed, Algonquin women gathered wild berries, herbs, roots, and wild rice. They tapped maple trees to make maple syrup. The men would clear large areas of forest of underbrush to attract deer. They also travelled to trade.

> **Did You Know?**
>
> Many First Nations think of North America as an island on a giant turtle's back. They still call their land Turtle Island.

FIGURE 1-6 This 19th-century print shows Algonquin women harvesting wild rice by threshing it into their canoes. Wild rice is not a true rice; it is a grass that flourishes in marshes.

The people's deep connection to the land is reflected in their belief in Kitchie Manitou, or the Great Spirit, whom they believed was present in all of nature, including the plants, animals, wind, stars, and moon.

Periodically, the people would gather in their villages to celebrate annual festivals. They played sports similar to the hockey and football that we play today. Women loved to embroider, creating beautiful designs using porcupine quills. As in all First Nations, the Algonquin spent the long winter nights storytelling. Stories were not just entertainment—they transmitted culture, history, and life lessons.

Organized Societies

Algonquin societies were organized into seven **patrilineal** clans. Clan totems were animals. Members of each clan had characteristics suitable for different roles in society. Members of the bird clan, for example, were spiritual, and were good advisers on spiritual matters. The seven clans were well represented throughout the nations. People of the same clan were considered close relatives and could not marry.

To make local decisions, the representatives of all clans would have their say before a decision was made by the village chief. Some local groups united in confederate councils. The Wabanaki Confederacy is one example.

The Algonquian speakers of the Eastern Woodlands were key gatekeepers to the interior of Canada during the early years of the fur trade. The fur trade would eventually change First Nations' ways of life, as many turned to trapping as their primary activity.

Reading ⚓

Make Connections

Stories and storytelling play an important role in First Nations cultures. What stories do people in your culture tell? How do those stories communicate your history and life lessons?

patrilineal describing a society in which the lineage of children follows the paternal, or father's, line

FIGURE 1-7 An anonymous Mi'kmaq artist sewed dyed porcupine quills onto birchbark to create this quillwork box in the early 20th century. How does this work of art compare to First Nations art from your region of Canada? How does each reflect the society in which it was made?

Thinking IT THROUGH ⚓

Summarize What's Important

1. Use a Venn diagram to compare and contrast the daily life of the Haudenosaunee and Algonquin.

Synthesize and Evaluate

2. Identity is shaped by family, gender, beliefs, ethnicity, and nationality. With a partner, agree on a definition for each factor and rank them in order of importance. Justify your choices using examples from this section.

3. Write a paragraph to answer the section question: *Who were the First Nations of eastern North America?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Why did Europeans first travel to North America?

colonize to populate and control lands outside a homeland

sagas stories of adventure

artifact something made by people

Did You Know?

Freydís Eiríksdóttir, daughter of Erik the Red, led a Viking expedition to Newfoundland in the early 11th century. According to one saga, Eriksdóttir made fun of several Viking soldiers as they retreated from an attack. Despite being pregnant, she told them: "Let me but have a weapon, I think I could fight better than any of you." She followed them to the edge of the forest, picked up a sword, and began to fight.

For much of human history, the Atlantic Ocean was a barrier between the peoples of North America and Europe. Although there are stories about earlier voyages, the first recorded visits were made by Vikings travelling west across the northern Atlantic Ocean. What inspired them and later travellers to brave a treacherous ocean journey into the unknown? Did they meet their goals?

The Vikings Brave the Seas

The Vikings came from Scandinavia—the modern countries of Sweden, Norway, and Denmark. They were farmers, but were also very warlike. Some sailed south to raid the towns and villages of Europe. Others sailed west, in search of land. These voyagers were not funded by royalty or investors. These were small groups of people looking for land where they could farm and make a life.

By the beginning of the 11th century, Vikings had **colonized** what is now Iceland and the southwest coast of Greenland. Still searching for good land, some continued westward. The Icelandic **sagas** tell us about the adventures of Leif Erikson, sometimes called "Leif the Lucky." For many years, historians wondered about the location of the places he visited. Some thought the land that he called Vinland was a southern region where vines and grapes actually grew. The discovery of Viking **artifacts** and the remains of Viking-style buildings at L'Anse aux Meadows, in Newfoundland, convinced many historians that this was the real location of Vinland.

FIGURE 1-8 L'Anse aux Meadows was discovered by Helge and Anne Ingstad, who found Viking artifacts there. Vikings were metalworkers, while Aboriginal peoples were not. How might this clue have helped the Ingstads decide the site was Viking instead of Aboriginal?

The Vikings had poor relations with First Nations and Inuit. It appears that these peoples were successful in protecting their homelands, because the Vikings abandoned their settlements in Newfoundland after just a few years. The Viking population in Greenland grew to about 4000, and the community thrived for about 500 years. But it eventually failed. By 1500, even Viking Greenland was deserted and forgotten.

John Cabot's Venture

Overland trade between Europe and Asia had flourished along the Silk Road for much of the Middle Ages. By the 15th century, however, Turkey controlled the land route to Asia, and the Portuguese controlled the seas around Africa. The one to discover a new route to Asia would make a fortune.

Italian explorer Christopher Columbus succeeded in crossing the Atlantic in 1492 when he reached the Caribbean. He was convinced that he had reached India.

Another Italian, John Cabot, was also interested in finding a way to China. Unlike Columbus, who sailed for the Spanish, Cabot sailed for the English. Cabot had a plan to sail the North Atlantic, past Iceland, past Greenland (which was known to sailors), and then on to China.

Exploring for the English King

Cabot convinced Henry VII of England to sponsor him. The king issued Cabot **Letters Patent**, which gave him the right to "seek out, discover, and finde whatsoever isles, countreys, regions, or provinces of the **heathen** and **infidel**" and to "subdue, occupy, and possesse all such townes, cities, castles and isles of them found." Cabot set sail in 1497 with a single small ship—the *Matthew*—and 18 crew members.

Cabot sailed north toward Iceland, and then followed the Labrador Current, which flows southwest past Greenland toward Newfoundland. Cabot landed on the rocky coast of the island and, as instructed by the king, claimed the "New Found Land" for England.

Cabot famously reported that fishing on the Grand Banks (off the coast of what is now Atlantic Canada) consisted of scooping up fish by the basketful. He must have known that news of the great schools of cod would please the English king. Cod was a staple on the European dinner table, making it very valuable.

FIGURE 1-9 A reproduction of the *Matthew* was built to honour the 500th anniversary of John Cabot's voyage to North America in 1997. It made the same ocean crossing as the original.

Letters Patent royal documents that set out terms and permission

heathen not Christian

infidel non-believer; in this case, non-Christian

Did You Know?

It was Portuguese explorer Vasco de Gama who was the first European to reach Asia by water, in 1498, but he sailed south around Africa, and then northeast to India.

FIGURE 1-10 The Cape Bonavista lighthouse, shown here, was built on the spot believed by many to be John Cabot's first landing place in North America. In his time, there was no beam of light to guide his way or warn him of treacherous rocks. Why would this risk be worth it for explorers such as Cabot?

The Fishing Fleets

News of fish on the Grand Banks quickly gained the attention of English, French, and Portuguese fishers. By the early 1500s, European fishing fleets regularly visited these shallow and abundant waters. Fishing was big business. Most Europeans were Roman Catholic, and at that time Catholics abstained from eating meat on Fridays. Lightly salted, dried cod was a perfect product, because it lasted a long time and was relatively inexpensive.

However, fishing on the Grand Banks was hazardous. This area is the meeting place for two ocean currents—one warm, one cold. The warm Gulf Stream sweeps in from the southwest, meeting the cold Labrador Current, which flows in from the northwest. The mixing of warm and cold waters generates fog, which creates dangerous sailing conditions. The Grand Banks are also in the path of icebergs carried south by the Labrador Current. Still, these risks were worth taking because of the profits to be made on a fishing expedition.

FIGURE 1-11 The Atlantic cod fishery was the first economic success for Europeans in North America—many made a fortune.

©P

The Fishing Process

At first, no one stayed in Newfoundland year round—it was just too cold to fish in winter. So the fishers sailed to the Grand Banks in spring and returned home in the fall. It took 20 days to reach Newfoundland from Europe, and the summers were short and full of work.

Without freezers, fishers had to preserve the fish by drying or salting them. Portuguese and French fishers had access to cheap salt from the Bay of Biscay, off France's west coast, so they salted the fish on their boats, and rarely landed. The English dried their fish on the shores of Newfoundland and spent the short summer season in small camps.

Relations between the Europeans and First Nations of Newfoundland during this early period seem to have been good. The First Nations had extensive trading networks among themselves, and they were interested in trading with these new visitors. Even so, some First Nations people were kidnapped and sold into slavery in Lisbon. Three First Nations people were sent to England, along with a hawk and an eagle, where they aroused great curiosity but little human compassion.
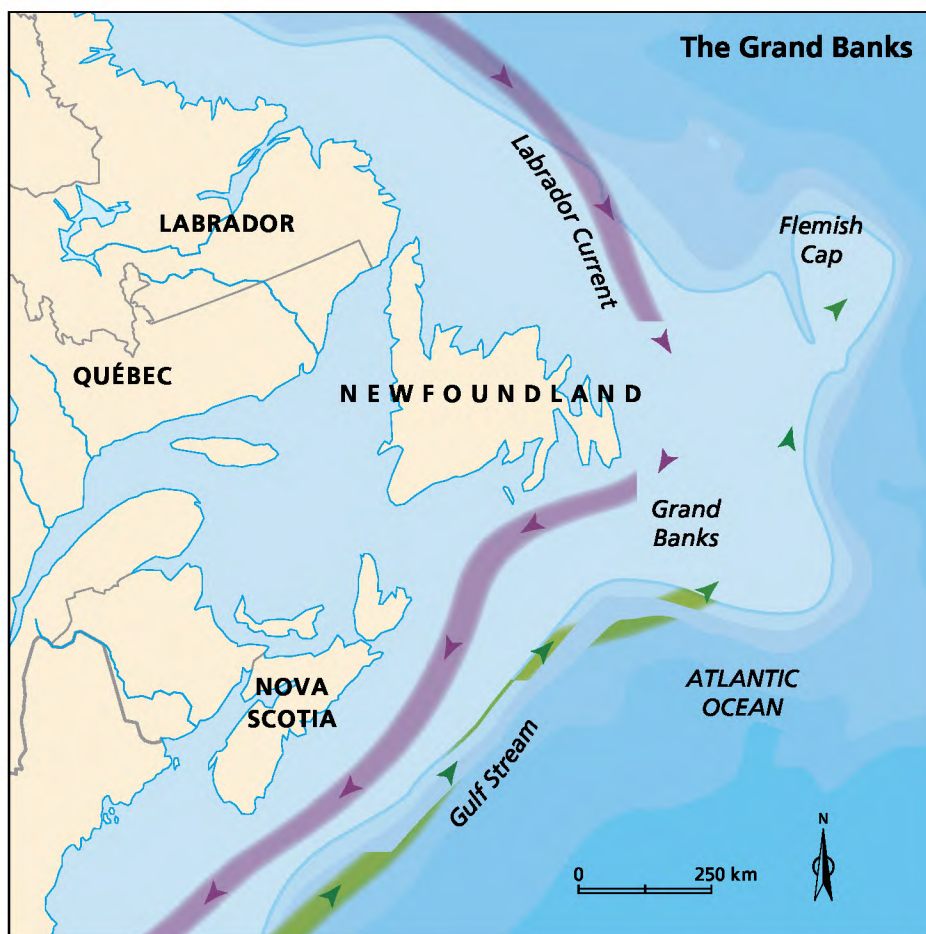
FIGURE 1-12 The Grand Banks extend 560 km north to south and 675 km east to west, so there was plenty of room—and plenty of fish—for everyone.

Jacques Cartier Explores the St. Lawrence

archipelago a group of islands

caravel a small, highly manoeuvrable sailing ship

In 1524, France joined the search for a route to Asia. At the time, Europeans thought that New Spain (Central America) and Newfoundland were merely two islands in a huge **archipelago**. King Francis I of France sent Giovanni Verrazzano to find a passage through these islands to China. Verrazzano sailed the whole coast of North America between Florida and Newfoundland. In so doing, he figured out that North America was a single continent.

Around 10 years later, Francis got interested in North America again, possibly because French fishers told of a vast body of water that lay beyond Newfoundland. Could this be the fabled passage to China? The king hired a French sailor, Jacques Cartier, who had been one of Verrazzano's officers, to find out. In 1534, Cartier sailed past Newfoundland and into the Gulf of St. Lawrence. Here he met many people living and fishing on the gulf, all of them Haudenosaunee. Despite their presence, he claimed all of these "new" territories for France. When he sailed back to France, he brought along two young men, Taignoagny and Domagaya, the sons of Chief Donnacona. He had kidnapped them, either by tricking them or through force.

FIGURE 1-13 Jacques Cartier, as depicted in the early 19th century by French engravers Adolphe and Emile Rouargue. What does the print say about the artists' opinion of Cartier?

Jacques Cartier.

A Second Voyage

During their stay in France, Taignoagny and Domagaya learned French and told Cartier and Francis I about a fabulous land, the kingdom of the Saguenay, where people wore gorgeous clothes and golden jewellery. Cartier brought them home a year later, in 1535. Cartier expected the brothers to be his guides as he explored the St. Lawrence River. The brothers did so, perhaps because they saw possibilities for trade between the French and the Haudenosaunee.

The journey into the St. Lawrence River was treacherous. Cliffs of barren rock loomed over Cartier's small **caravels**. But this landscape gradually gave way to open land, forests, and Haudenosaunee villages. At last, the little fleet arrived at the community of Stadacona, near present-day Québec City.
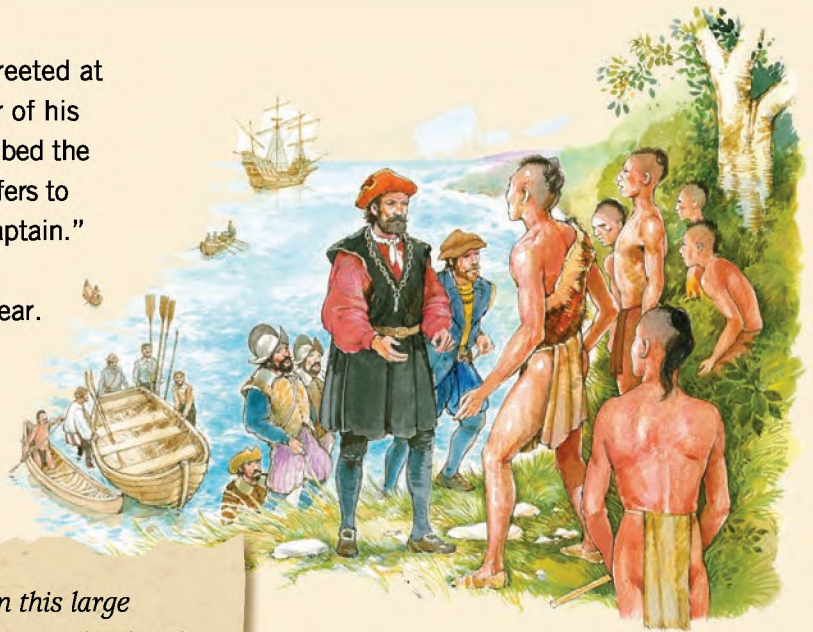
©P

Fixing a Bad Start?

On his second voyage, Cartier was greeted at Stadacona by Donnacona, the father of his Haudenosaunee guides. Cartier described the meeting in his journal, in which he refers to himself in the third person, as "the captain." Notice that he freely admits that he kidnapped his guides the previous year.

FIGURE 1-14 A depiction of a meeting between Jacques Cartier and the Haudenosaunee from a European worldview. The painting was done long after the encounter by an artist who had never met Cartier or the First Nations people illustrated.

After we had cast anchor between this large island and the north shore, we went on land and took with us the two [young men] we had seized on our former voyage. We came upon several of the people of the country who began to run away and would not come near, until our two [guides] had spoken to them and told them that they were Domagaya and Taignoagny. And when they knew who it was, they began to welcome them, dancing and going through ceremonies. And some of the headmen came to our long-boats, bringing us many eels and other fish, with two or three measures of Indian corn, which is their bread in that country, and many large melons. And during that day many canoes filled with the people of the country, both men as well as women, [who] came to our ships to see and welcome our two [guides]. The Captain received them all well, and treated them to what he had to offer. And to ingratiate himself with them, he gave them some small presents of little value, at which they were much pleased. On the morrow, the Lord of Canada, named Donnacona (but as chief they call him Agouhanna), came to our ships accompanied by many [Haudenosaunee] in twelve canoes.

Jacques Cartier, excerpt from his Journals, 1535

Thinking IT THROUGH ⚓

Summarize What's Important

1. With a partner, list the events in Cartier's journal entry.

Analyze Critically

2. What was the initial reaction of the Haudenosaunee to Cartier? What might explain this reaction?

3. How does Cartier try to repair the relationship? How do the Haudenosaunee try to repair the relationship? Infer what each hopes to gain from the relationship. What will be required to make it work for everyone?

scurvy an often fatal disease caused by a lack of vitamin C

colony a land controlled by another country, and populated with settlers from that country

FIGURE 1-15 The routes of Cartier's first two voyages. His third voyage went directly to Stadacona.
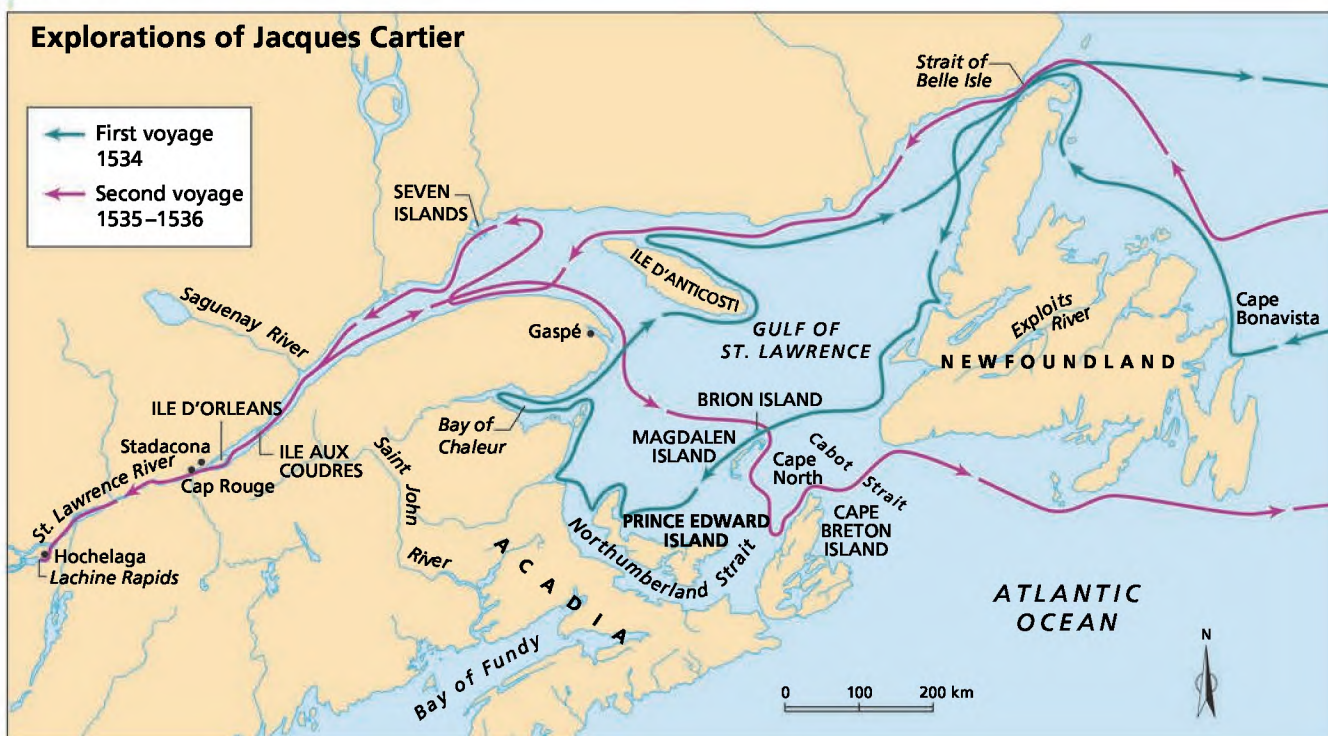
Cartier did not stay at Stadacona, a relatively small community. Ignoring Donnacona's advice—and angering him—he sailed further up the St. Lawrence to a much larger Haudenosaunee town called Hochelaga, where Montréal now stands. Donnacona may have been angry because he did not want to lose the opportunity to trade with the French.

Cartier was delighted with the friendly reception he received at Hochelaga. However, he and his men refused to eat food prepared for them, which was considered very rude in Haudenosaunee culture. They stayed for less than a day. Cartier climbed what is now called Mount Royal, and saw land stretching endlessly to the west. It must have been a disappointing sight. Cartier returned to Stadacona feeling much less confident that he could reach China via the St. Lawrence.

Relations between the French and the Haudenosaunee deteriorated over the winter. It was much colder than the French had expected, and 25 sailors died of **scurvy**. Domagaya showed Cartier how to make a tea of spruce bark and needles that was rich in vitamin C. The tea saved many lives. Despite this and other acts of goodwill, the following spring Cartier kidnapped Domagaya and Taignoagny again, as well as Donnacona and seven others, and took them to France. None of them saw their homeland again.

In France, King Francis I listened eagerly to Cartier and Donnacona. Believing that Cartier's explorations might lead to wealth and territory for France, he approved a third expedition for Cartier in 1541. A nobleman named Jean-François de La Rocque de Roberval was also authorized to establish a French **colony** in what would be called Canada.

Explorations of Jacques Cartier

Legend:
← First voyage 1534
← Second voyage 1535–1536

Strait of Belle Isle
SEVEN ISLANDS
ILE D'ANTICOSTI
Gaspé
GULF OF ST. LAWRENCE
Exploits River
Cape Bonavista
NEWFOUNDLAND
Saguenay River
ILE D'ORLEANS
Bay of Chaleur
BRION ISLAND
Stadacona
ILE AUX COUDRES
MAGDALEN ISLAND
Cabot Strait
Cap Rouge
Saint John River
Cape North
CAPE BRETON ISLAND
St. Lawrence River
PRINCE EDWARD ISLAND
Hochelaga
Lachine Rapids
ACADIA
Northumberland Strait
ATLANTIC OCEAN
Bay of Fundy
N
0   100   200 km

©P

In the spring of 1542, Cartier loaded his ship with barrels of "diamonds and gold" and went to meet Roberval, who was arriving in the Gulf of St. Lawrence. Against orders, he left Roberval and set sail for France. The inexperienced Roberval was left to spend the winter alone, and 50 of his men died. By this time the Haudenosaunee were very suspicious of the French. They refused to trade food, and threatened war. The French departed. In the meantime, Cartier's precious cargo proved to be worthless quartz crystals and iron **pyrite**. He was ruined. The French attempt at **colonialism** in North America had failed.

pyrite a common brass-coloured mineral; also called "fool's gold"

colonialism a policy of populating and controlling other peoples' lands

natural resource something found in nature that is useful to humans

The Beginnings of the Fur Trade

Although France failed to start a permanent colony at that time, seasonal visits continued. Fishing remained profitable. Relations with the First Nations gradually improved, and it became clear that they could provide beautiful furs such as wolf, fisher, marten, lynx, and beaver. Furs proved to be an exceptional **natural resource**. The animals of North America grow thick, warm fur to protect themselves from the cold winters.

First Nations were happy to trade furs with the eager Europeans. Fur-bearing animals were plentiful, and First Nations hunters and trappers could easily capture them. They also brought furs from other First Nations farther inland. First Nations peoples were also interested in European trade goods, which included useful items such as metal pots and sewing needles.

Both parties likely thought that they got the better of the trade. In Europe the monetary value of furs was far greater than the value of the items desired by the First Nations. On the other hand, First Nations viewed furs as common and plentiful, while tools and implements made of steel, iron, and glass were not.

FIGURE 1-16 Why might furs—and the process by which they were acquired—encourage a good relationship between the French and the First Nations?

Thinking IT THROUGH

Summarize What's Important

1. Create a concept web called "Early Travellers to Eastern North America." Include fishers and explorers. Add nations, names, and motivations. Identify similarities and differences.

Use Background Knowledge to Infer

2. Refer to the licence that Henry VII gave Cabot. How does the word choice in this licence hint at European attitudes toward non-Europeans? Predict how Cabot might treat these people when he meets them.

Analyze Critically

3. For each European explorer, list both successes and failures, including relationships with First Nations. For each explorer, create two headlines: one for a European newspaper, and one for a First Nations newspaper.

Synthesize and Evaluate

4. **Cause and Consequence** Write a paragraph to answer the section question: *Why did Europeans first travel to North America?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What resulted from Champlain's efforts to start a colony?

monopoly the right to carry on all business related to a certain good or service

FIGURE 1-17 This painting by C.W. Jefferys shows Champlain leading a procession to the table at Port-Royal. How might the winter have seemed without Champlain's leadership and the Order of Good Cheer?

When we study the events of history, we often try to determine who or what made these events happen. It is usually a monarch, a general, or a politician. While it is true that historical figures may help cause particular events by their actions, they may also contribute to long-term developments—with consequences they would never have expected.

Samuel de Champlain

Samuel de Champlain wanted to put his skills as a soldier and navigator to use to make his fortune. He got his opportunity in 1604, when he was hired to assist Pierre Du Gua de Monts. De Monts was a noble appointed by King Henry IV of France to set up trading posts in North America. The king gave him a **monopoly** in the fur trade in return for establishing a French colony. This meant that no other French businesses were allowed to trade in furs with the First Nations. Without competition, de Monts could pay whatever price he wanted for furs and increase his own profits.

Port-Royal

In the summer of 1605, de Monts, Champlain, and approximately 60 colonists established a small post called Port-Royal on the northwest coast of what is now Nova Scotia.

Champlain's job was to search the coastlines for a suitable place for a larger settlement, and map everything he saw. Over the next two years, the newcomers built several buildings, including a mill, and planted crops. The winters proved to be cold and long. Champlain did his best to cheer everyone up by establishing a social club called the Order of Good Cheer (L'Ordre de Bon Temps). The residents took turns providing the main meal of the day. They would spend days hunting for the right foods. Each man tried to outdo the others.

©P

For a time, the Order kept the community in good spirits. In the end, however, Port-Royal was not a great success. De Monts could not establish a steady source of furs. By 1607, the post was disbanded.

A few of the residents of Port-Royal were permitted to stay, as long as they agreed not to work the fur trade. They moved inland, and became skilled farmers. They would eventually form the successful French colony of Acadia.

The Habitation at Québec

Champlain was still convinced that he would find his fortune in North America. In 1608, he led an expedition up the St. Lawrence. He found no evidence of the village of Stadacona, which had been described by Cartier. He met Algonquins and the Innu (Montagnais) rather than the Haudenosaunee. It is possible that European diseases brought by Cartier and his sailors had destroyed the local Haudenosaunee population. Champlain, an experienced soldier, must have noted the advantages of the Stadacona area. Its towering cliffs provided a natural fort. Champlain built a **habitation** at the spot and called it "Québec."

Allies and Enemies

Champlain knew he needed a dependable source of furs if he was going to make a profit. He made a deal with the Algonquin and Innu. They promised to trade only with the French, and not with the English, who were establishing trade farther south. In return, Champlain agreed to be **allies**. The French would help the Algonquin in their wars against the powerful Haudenosaunee. This alliance would destroy any chance of friendly relations between the French and the Haudenosaunee.

Champlain also met Wendat from the west, who told him that even more furs could be found in their territories. The next year, in 1609, he joined an Algonquin raid against the Haudenosaunee. The firearm of the French, called an **arquebus**, helped the Algonquin win several battles.

habitation residence

**ally** a partner with whom one joins forces for mutual benefit

arquebus one of the earliest shoulder-held firearms; an early form of musket

FIGURE 1-18 A copy of Champlain's drawing of the habitation at Québec, 1608–1609. The community includes a warehouse, storerooms, a building for munitions, a garden, a pigeon loft, several residences, a smithy, and a drawbridge. It was surrounded by a moat.
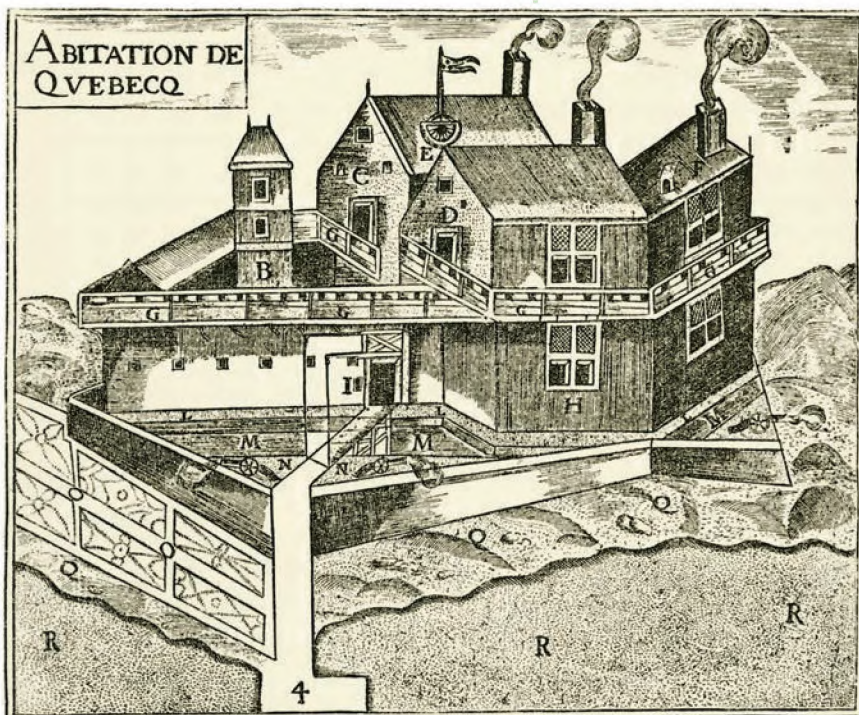
Champlain Supports France's Allies

In this account, Champlain describes a battle scene in which he fights alongside his Algonquin and Innu allies against the Haudenosaunee. Champlain intends to gain the upper hand by using guns.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Give Champlain's account two headlines. Write one that reflects Champlain's perspective. Write another from that of the Haudenosaunee.

Analyze Critically

2. Was this a fair battle? Explain which words or phrases led to your conclusion.

Build an Argument

3. In this battle, Champlain won a fur-trading partner but made an enemy. His actions resulted in hostility between the French and the Haudenosaunee that would last more than a century. What advice would you give Champlain if you could speak with him before the battle? Did he act responsibly?

When we had gone about a half league through the thick woods, among swamp and marsh… I approached the enemy's barricade… It was made of strong trees, placed one upon the other, in a circle… All the Montagnais [Innu] and Algonkians also approached the barricade. Then we began firing many arquebus-shots through the branches; for we could not see them as they could see us. As I was firing my first shot close to the barricade, I was wounded with an arrow which split the tip of my ear and pierced my neck…one could see arrows flying on all sides as thick as hail. The Iroquois [Haudenosaunee] were astonished at the reports [sounds] of our arquebuses, but most because the bullets pierced better than their arrows…out of fear, thinking these shots to be irresistible, they would throw themselves upon the ground when they heard the report. Besides, we hardly missed a shot, and fired two or three bullets each time.

Samuel de Champlain, 1610

DEFEAT OF IROQUOIS AT LAKE CHAMPLAIN.

FIGURE 1-19 *Defaite des Yroquois au Lac de Champlain, 1609,* is a coloured version of Champlain's own drawing of a battle with the Haudenosaunee that occurred in 1609. Examine the drawing. With a partner, list the details you see. Make inferences about which figure is Champlain, which are the Haudenosaunee, and what is happening. Why would Champlain choose to illustrate this moment?

©P

Seeking a Better Business Partner

Over time, Champlain heard more about the Wendat, five First Nations with territories along the southern shore of what is now Georgian Bay, in Lake Huron. Although the Haudenosaunee and the Wendat had long been enemies, the two peoples were closely related, spoke similar languages, and had similar ways of life. Fish were abundant in the lake waters, and the land was covered with mixed forests, meadows, and fields. The sandy soil was perfect for planting corn, squash, pumpkins, and beans. Every spring, Wendat women would plant enough corn for several years. They traded the surplus with First Nations living farther north, where farming was not possible. Consequently, the Wendat were great traders, navigating the lakes and rivers of what is now central Canada to meet with their many trading partners. They were a prosperous people.

An Alliance with the Wendat

Champlain was eager to join the Wendat's extensive trading network. This would give him access to furs from peoples living deep in the interior of the continent. Champlain was convinced that there were great profits to be made in fur. Hats made from beaver fur—especially **castor gras d'hiver**—were very fashionable in Europe, and North America was the place to find the finest beaver pelts. In 1613, Champlain became a partner in a trading company with a monopoly in Canada. In the meantime, his efforts to win over the Wendat by fighting their enemies, the Haudenosaunee, worked. They trusted him. Soon the Wendat were supplying most of the beaver furs to the French. It was a highly successful arrangement.

Champlain began sending out young men, called **coureurs de bois**, to explore the Great Lakes region. They travelled, traded, and lived in First Nations communities. Many of them started families with First Nations women. Some coureurs de bois, such as Étienne Brûlé, travelled far into the interior of the country surrounding the Great Lakes, and were guided by the Wendat through Lakes Ontario, Erie, and Superior.

castor gras d'hiver prime winter beaver pelt (meaning "greasy winter beaver pelt")

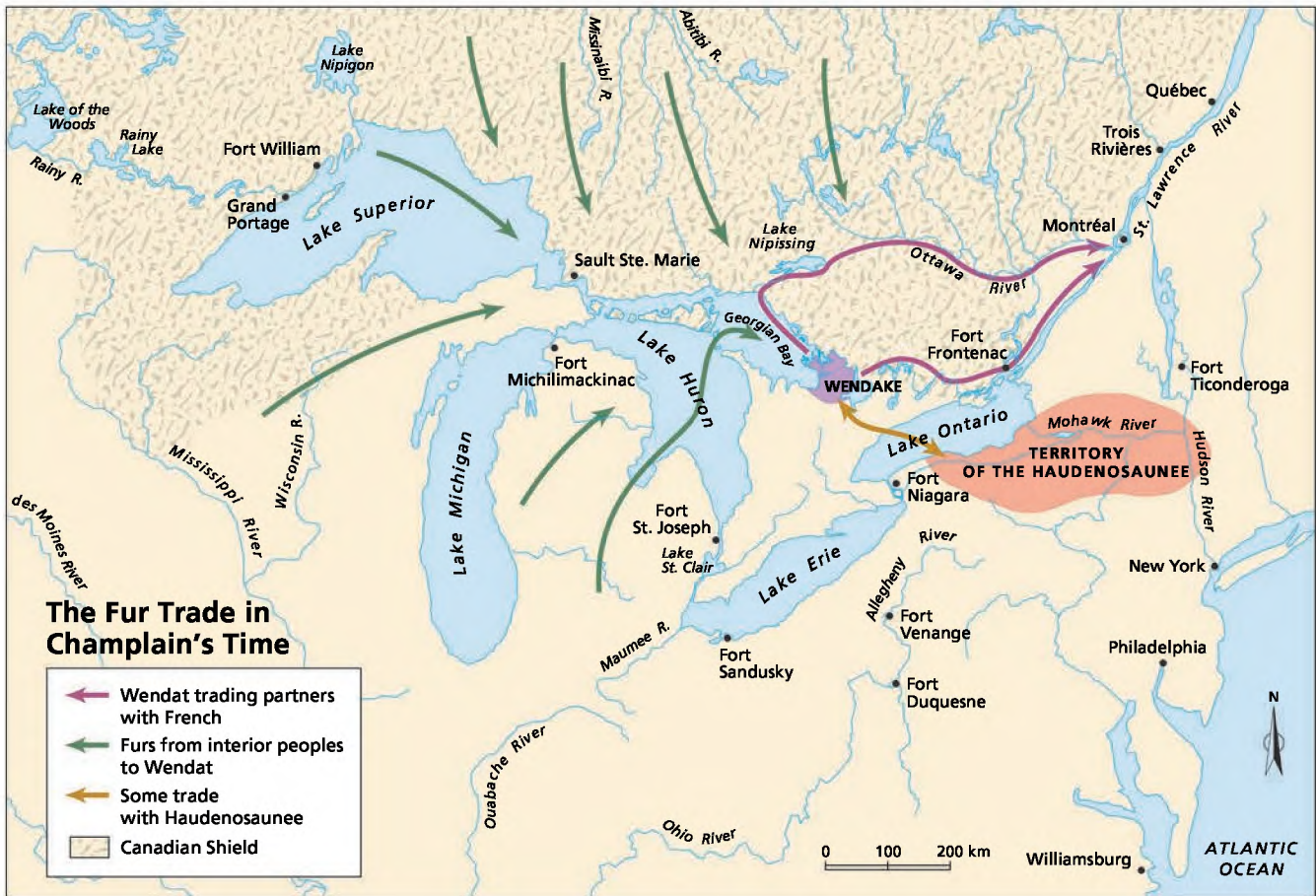**coureur de bois** French fur trader; meaning "runner of the woods"

Did You Know?

By 1622, the population of the English colony of Virginia, on the east coast of what is now the United States, numbered about 1400. Champlain noted that by 1627, the population of Québec stood at less than a hundred.

FIGURE 1-20 A modern fur hat. Why is wearing fur much less popular today than it was in Champlain's time?

The Fur Trade in Champlain's Time

Legend:
- Wendat trading partners with French
- Furs from interior peoples to Wendat
- Some trade with Haudenosaunee
- Canadian Shield

FIGURE 1-21 The Wendat expanded their vast trading network after the arrival of Champlain. Their activities brought them into conflict with the Haudenosaunee, who were also expanding their territories. Both wanted more land so they could trap more furs. At which point would the Wendat most likely meet Haudenosaunee war parties?

Trouble Begins

Despite Champlain's efforts, the Québec colony did not flourish. Champlain's business partners had won a monopoly by promising to support the French colony in Canada. However, they had little interest in expanding the colony, because they saw it as too expensive. They spent little, and the habitation at Québec did not grow.

The trading relationships with the Wendat and Algonquin were also in trouble. Christian missionaries were trying to convert First Nations people, encouraging them to change their cultures and traditions. This was not welcomed by everyone. When the habitation at Québec was attacked by the English in 1629, Étienne Brûlé and the Algonquins refused to help the French. Champlain was forced to surrender and was taken prisoner.

The English destroyed the habitation, but Champlain's colony would last. The Company of One Hundred Associates took over, with strong backing from the most powerful person in France, Cardinal Richelieu. Champlain returned to Québec and began to rebuild the colony with new funds and new colonists. He set up trading posts in the company's name at different places along the St. Lawrence River. The colony finally seemed stable. Champlain died several years later, however, on Christmas Day.

©P

The Legacies of Colonialism

The actions of Cartier, Champlain, and other European explorers were the first steps of colonialism in North America. Colonialism is not just starting a colony in other people's lands. It is also a frame of mind, an attitude that says "we" know better than "they" do. European and Canadian governments continued colonialism by imposing European language, religion, and government on Aboriginal peoples.

This is not to say that Champlain or any other European explorer was responsible for one civilization's crimes against another. Instead, they played a role in a sequence of developments that led to colonialism. The consequences of colonialism were profound. William Mussell, of the Skwah First Nation, explains.

Thinking IT THROUGH ⚓

Summarize What's Important

1. According to Mussell, what did colonizers do? What were some of the effects? What is Mussell's main idea?

2. Create your own definition of colonialism. Share your definition with a partner.

Make Connections

3. Research current conditions for First Nations people in Canada. How is colonialism in the past having an impact on First Nations today?

Colonization brought changes that attacked, undermined, and devalued the Aboriginal world view, while at the same time drastically altering the conditions of life. Through their government, the churches, and residential schools, the colonizers imposed the European world view, values, and beliefs upon Aboriginal peoples. Through the introduction of foreign diseases, the imposition of the reserve system, prohibitions [forbidding something by law] against spiritual practices and speaking of traditional languages, and the introduction of alcohol, all aspects of Aboriginal life deteriorated. Colonization brought negative, extreme, and rapid changes to Aboriginal life, while denying the validity of the tools traditionally used by First Nations to cope with change.

William Mussell, Skwah First Nation, Chair of the Native Mental Health Association of Canada, 2006

Analyze Critically

4. If First Nations people still live with the long-term consequences of colonialism, what responsibility do Canadians and the Canadian government have to fix current problems?

Thinking IT THROUGH ⚓

Summarize What's Important

1. What was Canada like (a) when Champlain came on the scene and (b) at the time of his death?

2. Create a visual to show the alliances between the Europeans and First Nations. Include the Algonquin, Innu, Wendat, Haudenosaunee, the coureurs de bois, the English, and Champlain.

Synthesize and Evaluate

3. **Cause and Consequence** Write a paragraph to answer the section question: *What resulted from Champlain's efforts to start a colony?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did France expand its control in North America?

Competition for land in North America was growing. The Dutch, English, and Swedish had established colonies on the Atlantic coast of North America, in Virginia, New Netherland, and New Sweden. The Spanish had established outposts in Florida. By the late 1600s, the Dutch had gone, but the English colonies were expanding rapidly. To stay in the race for control of North America, the Company of One Hundred Associates was instructed to bring more colonists to Canada, which was now being called "New France." However, the company tried to avoid this responsibility. It was, after all, in the fur business, not in the farming business.

Encouraging Bonds through Faith

Catholic missionaries, called Jesuits, were doing their best to **convert** Wendat, Algonquin, and Innu peoples to Catholicism. Their main goal was to spread their religion. However, their efforts could also strengthen New France by building closer ties between the First Nations and the French. The British, to the south, were Protestants. The French believed that new converts to Catholicism would remain loyal to France, which was Catholic. The activities of the Jesuits were therefore considered very important both for the fur trade and for the protection of the colony. Fur traders also encouraged this by giving favours and trading privileges to the First Nations who converted.

FIGURE 1-22 The interior of the reconstructed church at the Jesuit mission of Sainte-Marie among the Hurons. Sainte-Marie had a smithy, a bakery, storehouses, gardens, stables, and living quarters. It also had palisades and a system of water locks. Guards could decide which canoes would be allowed to enter through the locks. Why would a mission need to be built like a fort?

©P

The Jesuits

The Jesuits, also known as the Society of Jesus, were an order of Roman Catholic priests. They were determined to go anywhere and make any sacrifice to spread their beliefs. This made them highly suitable for preaching in the wilderness of North America. Unlike earlier missionaries, Jesuits made efforts to adapt to First Nations traditions and customs and to learn their languages. This helped them reach more people.

Beginning in the early 17th century, the Jesuits followed in the footsteps of Champlain, travelling far from Québec to the territories of the Wendat on Georgian Bay. This land was called Wendake, or Huronia. The missionaries travelled to many villages to preach and teach. In 1639 they built several **missions**, including a self-sufficient community called Sainte-Marie among the Hurons. The Jesuits converted many people, but Sainte-Marie among the Hurons would last only 10 years.

Unintended Consequences

Although the Jesuits never wanted to harm the people they came into contact with, their presence did do great damage. They and the French traders brought European diseases, such as smallpox, to North America. These diseases killed many Aboriginal people, who had no immunities to them.

A split also developed among the Wendat between those who converted to Christianity and those who did not. The divided Wendat Nations were weakened and vulnerable. In 1649 and 1650, the Haudenosaunee attacked Wendake repeatedly. Men, women, and children were killed or taken as captives. The Jesuits destroyed the Sainte-Marie mission and tried to flee. Several were captured, tortured, and killed. The great Wendat trading nation virtually disappeared, although a small group fled to Québec for protection. They lost all of their traditional territories.

Strengthening the French Colony

With the Wendat defeated, the Haudenosaunee began expanding their territories north of the Great Lakes. They posed a constant threat to the coureurs de bois. Eventually, the coureurs de bois could not venture out to trade, and the flow of furs ground to a halt. Something would have to be done or the colony would be lost. In 1661, King Louis XIV and his ministers decided to take action to ensure a strong and profitable colony in New France.

FIGURE 1-23 The Jesuits travelled worldwide to spread Catholicism. This sculpture in São Paulo City, Brazil, shows Indigenous people meeting Jesuit missionary José de Anchieta.

Did You Know?

Some historians estimate that, within a few generations of the arrival of Europeans, as many as 90 percent of the Aboriginal people of North and South America were killed—mainly by diseases (smallpox, measles, and influenza).

WEB LINK • • • • • • • • • • • • • • •

To learn more about Sainte-Marie among the Hurons, visit our website.

mission a missionary post

royal province a designation that gave the colony in New France a political structure similar to that of a province in France

sovereign council a governing council modelled on the governments of the provinces of France

absolute monarchy a monarchy in which the king or queen has total power

seigneurial system a social and economic structure similar to feudalism

Establishing Peace

The first step was to make the colony safe from Haudenosaunee attacks. To accomplish this, the king sent 1100 soldiers to the colony, almost doubling the population of the French in North America.

Led by the Marquis de Tracy, the soldiers went on the offensive by attacking and burning Haudenosaunee villages. The Haudenosaunee changed their strategy and asked for peace. An agreement was reached that allowed the French to operate the fur trade in the west. The Haudenosaunee would devote their energies to expanding their territories elsewhere.

Setting Up a Government

Before 1663, New France had been governed by private companies. To gain more control, the king turned New France into a **royal province**. He gave it a government that would be directly responsible to him—and not to fur traders. This government consisted of three parts.

- The governor looked after military affairs, especially dealings with the Haudenosaunee.

- The intendant was the chief administrator, who looked after the colony and developed its economy.

- The Bishop of New France was responsible for religious affairs.

Together, the governor, the intendant, and the bishop made up the **sovereign council**. Wealthy and influential citizens often sat with the council, but they had no official power.

Organizing Society

At that time, France was an **absolute monarchy** with strong feudal traditions. In a feudal society, the monarch grants the land to nobles, who in turn bring in peasants to farm the land. The peasants pay fees to the nobles, sometimes in the form of crops.

The king wanted New France to be a copy of France. To do this, he set up the **seigneurial system**. It is similar to the feudal system because land is granted to aristocrats (or at least men with wealth and influence), who control the land with something like feudal rights. The English system of selling land to anyone who could afford it was not going to happen in New France. Gone too was Champlain's idea that French traders should start families with First Nations women for the good of the fur trade. This colony would be populated by habitants—French farmers.

Growing the Population

Not many French women wanted to come to New France. Jean Talon, the first intendant to arrive in New France, believed that young women living in poverty could be enticed to travel to New France and help build the colony. These women, some of whom were orphans, became known as the **filles du roi** because the king paid their **dowries**. Starting in 1663, about 800 of these young women arrived to start new lives in Canada. Most quickly got married, often to the king's soldiers. The newly married couples farmed the land and had large families, just as Talon had hoped.

Developing Infrastructure

Jean Talon was a highly competent administrator. His job was to reorganize and run the day-to-day government of New France, which had fallen into disarray. He oversaw everything from immigration to road construction and the state of the prison. He judged civil cases, paid soldiers, and settled complaints. This helped to greatly improve quality of life in New France. Never before had so much attention been paid to matters that affected the well-being of the people.

Giving New France a Role in the French Empire

The French King had other reasons to develop a strong French presence in New France. He wanted the colony to play a role in the French **empire**. He believed that New France could supply **raw materials** to France, which would then be used to manufacture goods to sell. This would help make France rich. This is an economic theory called **mercantilism**.

Mercantilism was a popular idea in Europe in the 1500s. It helps explain the drive behind colonialism. Because colonies existed for the benefit of the home country, they were not permitted to sell their raw materials to anyone but the home country, and they were not allowed to manufacture goods and sell them.

To build the economy of New France, Talon established lumber mills, a tannery, and a brewery. These industries did not compete with French industries but made life within the colony more comfortable. The population of New France quickly increased, in part because of Talon's encouragement of immigration, and in part because many of the French soldiers decided to settle in New France permanently.

filles du roi young women who immigrated to New France to start new lives; literally, "daughters of the king"

dowry a gift of money given to a groom, usually provided by the bride's family

empire a number of states under a single supreme authority

raw material a natural material, such as logs or animal hides, that can be used to create goods

mercantilism economic policy in which colonies exist to serve the interests of the home country

$$ sells raw materials

Colony ← **$ invests in colony** ← **Home Country**

$$$ sells manufactured goods
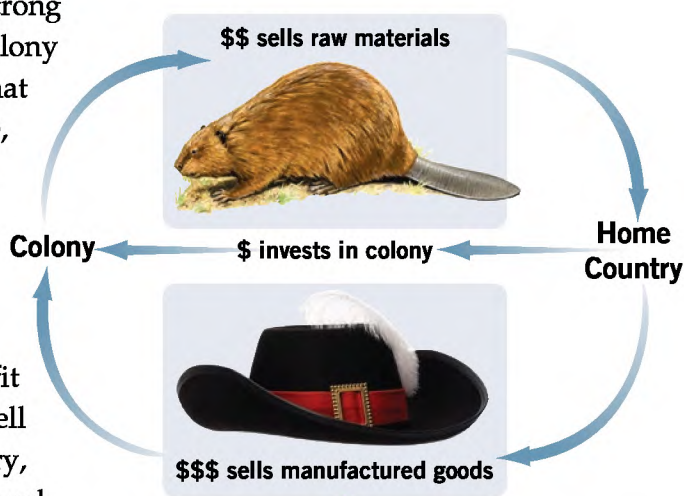
FIGURE 1-24 It may seem that New France was at a disadvantage, since it could not produce and export goods itself. However, New France did grow under royal attention, and most habitants lived a comfortable life.

Key Partnerships and Exploration

The business that made New France useful to the French Empire was the fur trade. The fur trade was made possible by continued partnerships with First Nations. Without the Wendat to bring furs into the St. Lawrence region, coureurs de bois, who continued to operate as independent traders, had to go to the source.

The coureurs de bois travelled long distances to trade for furs. They were guided by First Nations men and women, who used their knowledge of the land and geography. They also served as negotiators and translators.

The coureurs de bois travelled by lakes and rivers in birchbark canoes. These canoes were swift on the water, strong enough to carry heavy loads, and light enough to **portage**. These were the beginning of the **fur brigades**, which eventually opened up the West to the fur trade.

FIGURE 1-25 The coureurs de bois were tough, independent, and skilled ambassadors for New France. This man has dressed as a coureur de bois for a ceremony in Lauzon, Québec, in 1943.

portage to carry boats and goods overland, for example, around dangerous parts of a river

fur brigades groups of people who traded furs for a living

Exploring North, South, and West

Brothers-in-law Pierre-Esprit Radisson and Médard Chouart Des Groseilliers are perhaps the most famous coureurs de bois. Des Groseilliers brought many furs from the north. Radisson, hearing of the great northern sea from the Algonquins and Ojibwa, was guided to Hudson Bay and the rich fur territories that surrounded it. When Radisson and Des Groseilliers failed to interest France in their find, they went to England and approached King Charles II. Charles then sponsored the creation of the Hudson's Bay Company—which would eventually become New France's primary competitor in the fur trade.

Other traders explored the Great Lakes and went south, eventually reaching the Mississippi River. By 1740, Pierre Gaultier de Varennes et de La Vérendrye and his three sons had gone west across the prairies and had established many trading posts. They probably even saw the Rocky Mountains. Many Canadians do not realize that it was the French, and not the English, who were the first Europeans to explore the Prairies.

A Beloved Protector: The Fearless Frontenac

Louis de Buade, Comte de Frontenac, was an extravagant, vain, and charismatic man. He was quick to take offence, but was a hero to many. An experienced soldier, Frontenac became governor of New France in 1672. His task was to protect the colony.

©P

Build a Colony...or Make Money?

King Louis XIV wanted the people of New France to focus on building their community, not trade furs. He ruled that independent trading was strictly forbidden.

The coureurs de bois responded by changing their tactics—they began to sneak away and travel outside of New France. How did the two most powerful people in the colony respond?

The Intendant

Jacques Duchesneau believed the colony would suffer if the habitants did not stick with farming.

> *I return, Monseigneur, to the problem of the disobedience of the coureurs de bois, and I must not hide from you the fact that it has finally reached such an excess that everybody boldly disobeys the ordinances of the King,...and that with surprising insolence they assemble to go to trade in the country of the [First Nations]. I have done all in my power to prevent this evil which may cause the ruin of the colony... And all this misfortune has taken place because the Governor [Frontenac], who has the force at hand, has done nothing to prevent it and, on the contrary, favours them underhand.*
>
> **Jacques Duchesneau, Intendant, 1679**

The Governor

Governor Frontenac himself took part in the fur trade. What are his excuses?

> *Whatever care I have taken in Montréal to have the coureurs de bois apprehended, I would have been unable to accomplish it, either because of the contact they have with inhabitants that warn them; of the inaccessibility of...the country, open on all sides and thickly wooded, here they can hide themselves easily; or finally by the connivance of those who...favour them by buying their skins, furnishing them with supplies to return to the woods, and giving them shelter in their houses near Montréal.*
>
> **Louis de Buade, Comte de Frontenac, 1679**

Thinking IT THROUGH

1. What reason does the intendant give for wanting to stop the coureurs de bois?

2. Suggest reasons the intendant chose farming over furs to develop the colony's economy. Was he making the right decision?

3. What three excuses does the governor give for not stopping the coureurs de bois? Do you think he was motivated to stop them? Identify details to support your thinking.

Frontenac agreed to take the posting only because he needed to escape some debts. He quickly created trouble. He disliked the Jesuits, who he thought were meddlers, and they disliked him. Louis XIV wanted Frontenac to keep the colony small, to make it easier to protect, but Frontenac ignored that order. Instead, he encouraged the coureurs de bois to explore far to the west.

Frontenac Protects New France

Frontenac proposed that the French and the Haudenosaunee create a business alliance. The Haudenosaunee said they would agree only if the French kept within their own territory. Ultimately, the arrangement was unsuccessful. Frontenac's policy of encouraging the coureurs de bois to travel far beyond the borders of New France seemed highly suspicious to the Haudenosaunee. Nonetheless, during his first term, Frontenac managed to avoid all-out war with the Haudenosaunee.

Frontenac was recalled to France in 1682 for bad behaviour, but while he was away, the Haudenosaunee began to attack French settlements. When Frontenac returned, the habitants greeted him as a saviour. In 1690, the former soldier boldly repulsed an invasion from the English colony of Massachusetts. In 1696—at the age of 76—Frontenac led an attack against the Haudenosaunee. New France was safe.

FIGURE 1-26 *Frontenac at Cataraqui 1673*, painted by Adam Sherriff Scott in 1935, shows Frontenac and the Haudenosaunee meeting in the hope of reducing conflict. Both the French and the Haudenosaunee wanted to expand their trading networks north of the Great Lakes. What is the best way to settle such a dispute?

Thinking IT THROUGH

Summarize What's Important

1. Create a concept map to identify the main players in the Royal Province of New France. Arrange it to show the connections between the players and who has power over whom.

2. How did the theory of mercantilism lead to European exploration and colonization?

Build an Argument

3. "The coureurs de bois were more of a hindrance than a help in building New France." With a partner, list arguments for and against this statement. Then choose one side and develop your argument using specific, relevant details to elaborate and clarify your thinking.

Synthesize and Evaluate

4. Write a paragraph to answer the section question, *How did France expand its control in North America?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did a new identity develop in New France?

Where does **identity** come from? If you move to a new neighbourhood, do you change? As you begin to make new friends and go to a new school, part of you remains who you always were. At the same time, your new experiences affect who you become.

The first immigrants to New France were all French citizens. They brought their culture, language, and belief systems to New France. Over the years, and over the generations, a new people began to emerge.

A Slow Start

Unlike the Thirteen Colonies of New England, New France grew slowly. Few people wanted to leave France to settle in North America. After all, coming to a new land involved hardships, including harsh winters. In the Thirteen Colonies, hardships could be rewarded with huge economic opportunities. In contrast, a habitant's life in New France was much like a peasant's life in France. This resulted from the French king's efforts to retain social order through the seigneurial system.

However, the hard-working habitants lived fairly comfortable lives. They farmed in the river valleys, where the land was most fertile. Many habitants worked part-time in the fur trade, or fished. These various enterprises gave the people of New France an attitude of independence. This sometimes irritated representatives of France, who began to think that the colonists had "forgotten their place." Nevertheless, the people of New France were always loyal to France, and kept French traditions and customs. By 1663, there were 104 seigneuries on both sides of the St. Lawrence River.

identity how we are shaped by the places we live, the languages we speak, the groups we belong to, where we come from, and how we see ourselves

FIGURE 1-27 Sugar was expensive, so the habitants began making sweet syrup from maple trees. Habitants learned this skill from their First Nations neighbours.

©P

Life on a Seigneury

Life in New France was firmly anchored in the seigneurial system. As you look over the visuals on this page, think about what made this system work. What other factors shaped the identity of the people who lived in New France?
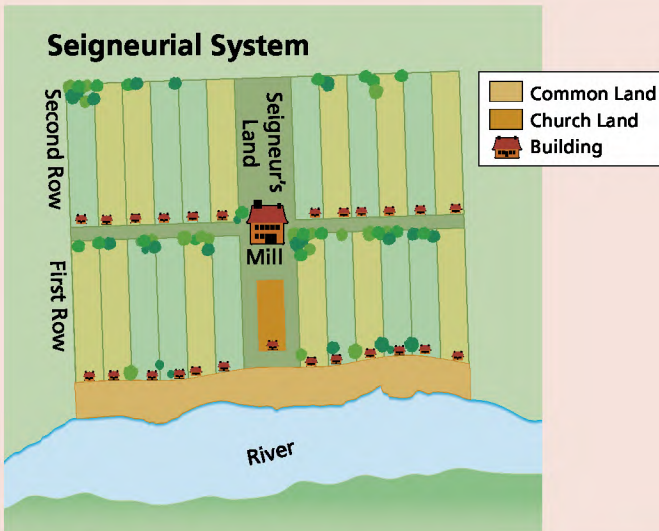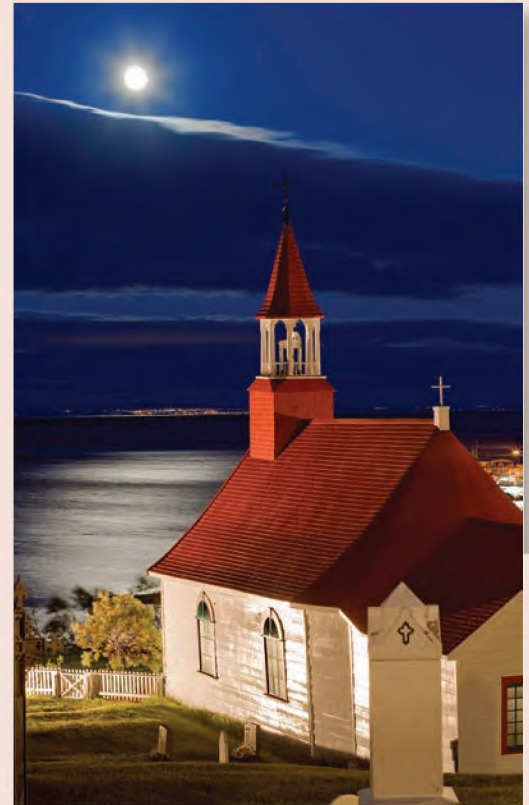

HABITANTS often had time to enjoy their surroundings. This painting by James Peachy is called *A View of the Bridge over the Berthier River, 1785*. What evidence of various activities do you see in this painting?

THE CYCLES OF THE YEAR gave structure to life and work. New France experienced extreme seasons, with hot summers and cold winters with lots of snow. Some habitants worked part-time in the small industries in towns, especially Québec. Why might this be necessary?

In **SPRING** habitants make maple syrup, plant crops, and begin fishing.

In **SUMMER**, habitants weed the fields, cut wood, and clear wasteland. Some travel by canoe to trade for furs.

In **FALL**, habitants harvest crops, catch fish, slaughter animals, and preserve foods.

In **WINTER**, habitants repair buildings and tools, tend farm animals, go trapping, and hold festivities.

HABITANT FAMILIES were usually quite large, with many children. In the painting, what activities are taking place in the habitant household?

©P

THE SEIGNEUR was like the lord of a feudal manor. He parcelled out the land to habitants. He built a manor house in which to live, built a mill where the habitants could grind grain, supported the Church, and held court in the event of disputes. In the case of outside threats, he would plan and lead the defence. This man is dressed as a seigneur for Les Fêtes de la Nouvelle-France in Québec.

Seigneurial System

Common Land
Church Land
Building

Second Row

Seigneur's Land

First Row

Mill

River

THE CHURCH was an important part of life in New France. All seigneuries had a church nearby, and the Catholic priest was a very familiar authority figure in the community. This church, the Petite chapelle de Tadoussac, was built in 1747 at Tadoussac on the north shore of the St. Lawrence River.

EACH FARM was a strip of land running back from the river, which provided access to water and transportation. Men and women farmed the land on the seigneury together. They paid rent to the seigneur, and provided days of service. Why would the houses be positioned as they are on this map?

THE INTENDANT OF NEW FRANCE controlled settlement and economic development. This 1931 painting by Lawrence Batchelor shows intendant Jean Talon visiting a habitant family. What does the artist reveal about Talon, the habitants, and their relationship?

Analyzing Satellite Images

Though the images on the opposite page look like photographs, they are not. Satellite images are not taken by cameras. They are digital images created by data which has been collected by a satellite orbiting Earth.

There are two types of remote sensing instrumentation. The simpler type detects electromagnetic radiation passively. Each type of surface on Earth emits or reflects a different wavelength of radiation. A hay field, for example, emits a different wavelength than bare soil. The satellite transmits all the bits and bytes of data it gathers to a receiving station on Earth. A scientist then uses computer software to create a picture by assigning different colours to different wavelength ranges.

Canada's RADARSAT-2, which produced the images on the opposite page, works a little differently. It actively sends out microwave radiation, and receives the echo. It is highly accurate, and can even operate at night.

Satellite images give us information that helps us understand our world. Comparison of two or more satellite images showing the same place at two different times can help us identify and understand change over time. To identify objects, pay attention to size, shape, colour, and pattern.

Apply IT

Observe and Analyze

1. Examine Figure 1-28, two satellite images of the Richelieu area south of Montréal.
   a) Habitants highly valued river frontage for transportation, water for irrigation, and access to fishing. How did this desire for river frontage affect the shape of habitants' farms? Examine the image to find evidence to help you answer this question.
   b) Find evidence of a fort. Hint: Look for a star shape. Is the star a moat or a fortified wall? How can you tell?
   c) Describe the difference between the two images. What has happened in the bottom image? How would this pair of images be useful in explaining to people what happened along the Richelieu River in the spring of 2011?
   d) Notice the unusual set of very straight lines at the top left. To find out what this is, go to a website such as Google Maps, and search on "Saint-Paul-de-l'Île-aux-Noix, QC." Click on the satellite button, and zoom in. Describe what you find.

2. Locate a satellite image of another farming area in Canada. How does the size and shape of the farms compare with that of the seigneurial farms? Compare the factors that shaped the settlement patterns in the two regions (for example, rainfall patterns, river frontage, main transportation methods).

3. With a partner, generate a list of ways that satellite imagery might expand your thinking about social studies topics. For ideas, think back to previous social studies projects. Think ahead to topics you know you will be covering this year.

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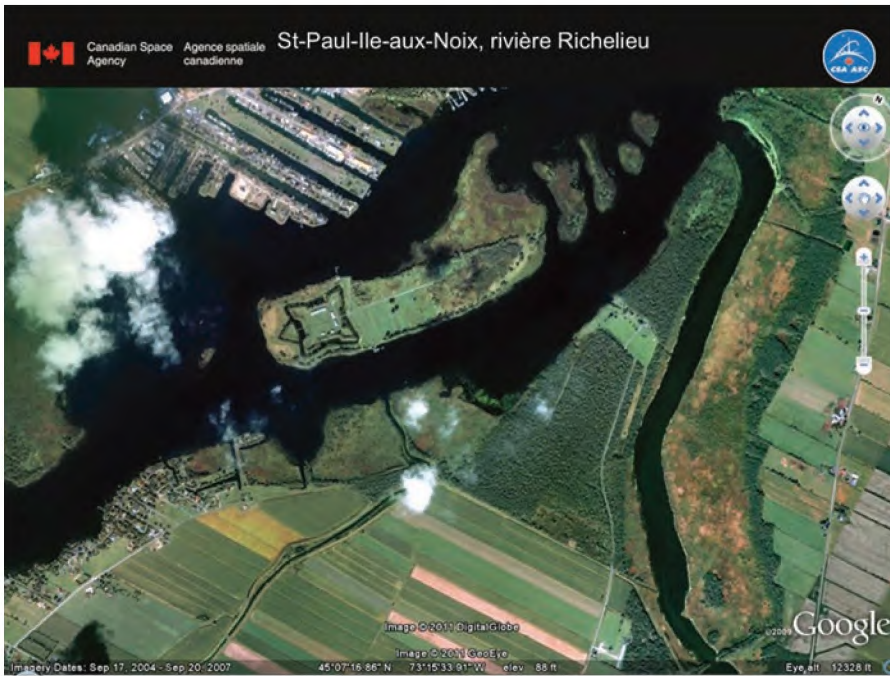
FIGURE 1-28 The top image is a RADARSAT-2 image of Saint-Paul-de l'Île-aux-Noix, in the Richelieu area. The bottom image shows the same area on May 11, 2011.

Town and Country

The largest towns in New France were Québec and Montréal, followed by Trois-Rivières and Tadoussac, all of which were on the St. Lawrence River. Québec was the oldest and most important of the towns. With its fortifications, it was also the best protected.

None of these communities was large. By 1716, there were only 20 531 Europeans in the whole of New France, and the vast majority of people were habitants working on their small farms along the rivers. The pretty houses with their steep-pitched roofs and whitewashed walls stood practically one beside the other along the riverbank. Behind each house was a cookhouse, an outhouse, a barn, a kitchen garden, and a long, thin farm field stretching into the distance.

To while away the long winters, whole families would pile into a horse-drawn sleigh and travel along the frozen river to see friends. People got together to play cards, dance, sing songs, sew rugs, knit warm **toques** for winter, or braid straw hats for the summer. They would share pea soup, tourtière (meat pie), baked beans, and sugar pie.

Towns, with their small industries, schools, hospitals, and other **amenities**, were lively places to live. The social scene at Québec was busy. This was the heyday of the swashbuckling French musketeers. Rich Québec residents dressed in the finest fashions—velvet cloaks, silver-buckled shoes, silk stockings, and musketeer hats.

At the far end of the St. Lawrence, Montréal was a lively centre. Fur brigades arrived via the Ottawa River. The Church was active and powerful, and First Nations visitors and **emissaries** came and went regularly.
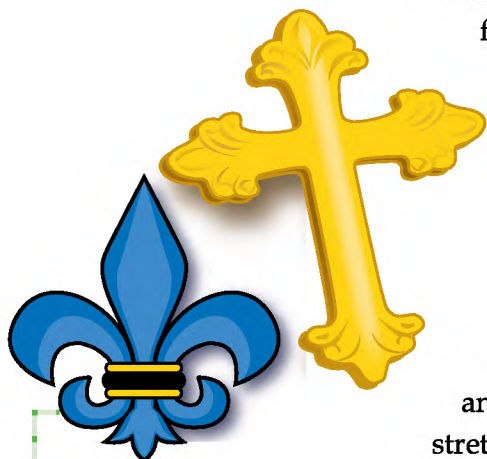
FIGURE 1-29 These two symbols hold great meaning for many residents of Québec today. They are rooted in the days of New France. The cross represents Catholicism, and the fleur-de-lis represents the French Crown. What two aspects of identity do these symbols represent?

toque a brimless knitted cap

amenities services that improve life

emissary representative

FIGURE 1-30 Québec, with its upper city high on the bluffs and its lower city teeming with port activities, was the largest European town in Canada.

Women in New France

In the early days, very few French women came to New France. The fur trading companies did not encourage French women to come. At that time, fur traders were encouraged to marry First Nations women. This created strong ties between the two societies, and First Nations women were important to the fur trade as guides and translators, and for their survival skills in the woods.

The Ursuline Nuns

Some of the first female immigrants to New France were nuns from the Ursuline Order of Nuns. They came to help convert and educate First Nations people. Marie de l'Incarnation came to New France in 1639 along with a Jesuit priest and two other Ursuline nuns. She established the Ursuline Convent at Québec, which ran a school teaching girls reading, writing, needlework, and domestic arts. It was the first school for girls anywhere in North America. The Ursulines established a long tradition of Catholic service in New France.

Women Make Their Mark

After the filles du roi came to New France, the colony changed. Farming became easier and more popular. Women made good partners in running a farm, and they had baking, sewing, preserving, and **husbandry** skills.

As in old France, however, women had few legal rights. A married woman could not easily carry on business, sue or be sued, or dispose of her own property without her husband's consent. However, in many ways women were respected as highly capable.

Most women worked alongside their husbands on the family farm, or as a partner in a family business, such as a tannery. They purchased supplies, sold goods, and kept the books. Because many men were coureurs de bois, women ran the farm or the shop while their husbands were away.

FIGURE 1-31 This painting of a woman and a priest was created by John Lambert in 1810. What season is it? Is the woman a town dweller or a city dweller? What might be her social status?

husbandry breeding and raising livestock, such as poultry

FIGURE 1-32 What factors might have been behind the development of a distinctive French Canadian style in weaving, embroidery, quilting, and knitting?

©P

Immigration to New France, 1630 to 1759

Period	Men	Women	Total
Before 1630	15	6	21
1630–1639	88	51	139
1640–1649	141	86	227
1650–1659	403	239	642
1660–1669	1075	623	1698
1670–1679	429	369	798
1680–1689	486	56	542
1690–1699	490	32	522
1700–1709	283	24	307
1710–1719	293	18	311
1720–1729	420	14	434
1730–1739	483	16	499
1740–1749	576	16	592
1750–1759	1699	52	1751
unknown	27	17	44
Total	**6908**	**1619**	**8527**

FIGURE 1-33 Examine this table and make a statement about the male-to-female ratio of immigrants. Immigration peaked in two periods. What caused the first peak? As you read the next chapter, watch for what caused the second peak.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Create a home page for New France. Include location, history and heritage, government, social structure, residents (ethnicity, family size, language, and religious beliefs), and recreation.

Analyze Critically

2. **Cause and Consequence** How did geography affect the development of New France? Consider climate, location, natural resources, and natural defences.

3. **Cause and Consequence** Explain how social, political, economic, religious, military, and environmental factors each helped create a new identity in New France. What factors most affected New France's identity? Explain your reasoning.

Synthesize and Evaluate

4. Write a paragraph to answer the section question, *How did a new identity develop in New France?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

Looking Back...
Contact, Conflict, and Cooperation

France led European exploration and colonization of North America in the 16th and 17th centuries. First Nations tried to work with the newcomers, sometimes cooperating in the fur trade and sometimes fighting to keep control of their land. A new identity began to emerge among the people of New France, and the French Canadian presence in North America was established.

1. **a)** Create a mind map to illustrate the causes and consequences of contact. On the left side, show short-term and long-term causes of contact. Causes can be actions or existing conditions. On the right side, show short- and long-term consequences of contact.

    b) How is Europe's 16th- and 17th-century interest in North America reflected in Canadian society today? Consider everything from city names to popular foods or the effects of colonialism.

    c) Who benefited the most from contact? Use historical and current examples to support your thinking.

    d) Use the key ideas from the paragraphs you wrote for each section of this chapter, as well as the key ideas from your mind map, to answer the Chapter Focus Question.

LONG-TERM CAUSE

SHORT-TERM CONSEQUENCE

Contact

SHORT-TERM CAUSE

LONG-TERM CONSEQUENCE
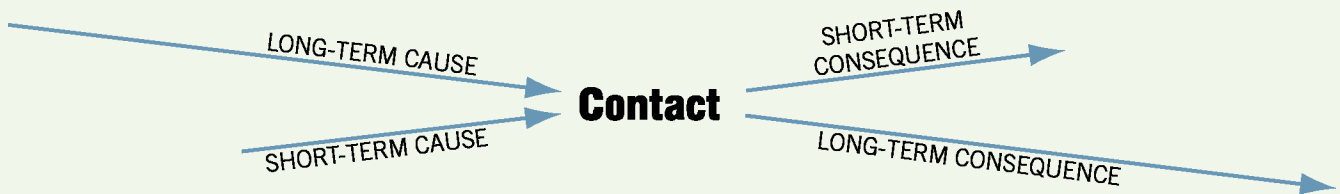
Build an Argument

2. Which natural resource was more significant to Canada, the cod or the beaver? Draw on your reading of this chapter to develop two arguments—one for each side. Pair up with a partner, pick sides randomly, and debate the question.

Analyze Critically

3. **a)** Explain why many First Nations chose to cooperate with Europeans. What other options did they have? Is there any way they could have prevented the invasion of their lands?

    b) How would First Nations tell the story of New France? Seek other sources if needed.

Make Connections

4. Find three definitions of identity. You have seen how French-Canadian and First Nations identities were shaped by family, gender, beliefs, ethnicity, and nationality. How was your identity shaped by these factors? Assess the value, significance, or extent of the impact each had on your identity. Represent your thinking in a visual form.

Struggle for a Continent

FIGURE 2-1 This 1761 engraving, called *A View of the Church Notre Dame de la Victoire,* was created by Richard Short. It shows the destruction caused by the 1759 British bombardment of Québec's upper town during the Seven Years War. The British were counting on their bombing campaign to erode the morale of the citizens and French soldiers.

KEY CONCEPTS   imperialism   prejudice   expulsion

CRITICAL INQUIRY

Significance
Patterns and Change
Evidence
Perspectives
Cause and Consequence
Judgements

How did imperialism shape North America?

British General James Wolfe sat in the stern of the *Hunter*, the small boat taking him to the landing at Anse au Foulon. The other boats surrounding him glided along like ghosts in the night.

Wolfe had spent months planning his attack on the French in Québec. He had decided to sneak his army up a steep pathway to the top of the cliff, just two kilometres above Québec. But first, Wolfe would have to get past the French shoreline sentry.

A voice called out through the darkness. "Who comes?"

Fraser, a young soldier who spoke French, answered. "France!"

"What's your regiment?" asked the sentry.

Fraser knew the secret code. "The Queen's!"

"But why don't you speak out?"

Fraser panicked, not sure what to say. "Hush," he finally spat out. "The British will hear us!" With that lie, the sentry went quiet, and the British attack force slipped past in the dark.

By the 18th century, both France and Britain had sizable colonies and huge economic interest in North America. These two nations clashed time and time again on a global level. In North America, the rivalry finally ended during the Seven Years War, in a fierce battle waged on a farmer's field in Québec. North America would never be the same.

Use these questions to set a purpose for reading each section.

- Were Europeans justified in colonizing North America?

- What were factors behind imperialism in North America?

- What is the link between imperialism and conflict?

- Was North America won or lost?

- What were the effects of British victory in North America?

Reading ⚓

Analyze Critically

Our understanding of history depends on perspective. While reading this story, you may have identified with Wolfe. How would the story be different if it were told from the perspective of a French soldier surprised at the top of the cliff?

Were Europeans justified in colonizing North America?

imperialism the aggressive building of empire

market economy an economy in which the prices of goods vary according to supply and demand

fixed economy an economy that is controlled by a government, for example, by setting prices and rules

Exploration in the 16th and 17th centuries had made Europeans realize that the world was a lot larger than they had imagined—and it also offered countless opportunities for generating wealth. European powers needed markets and raw materials, so they were soon racing to claim those opportunities around the world. Five European nations started colonies in North America alone. This race for wealth was the driving force behind **imperialism**. One aspect of imperialism is colonialism, whereby one country populates and controls lands outside its own borders.

Colonies and Mercantilism

Today, we are familiar with the idea of a **market economy**. Trade between countries is usually seen as a good thing, because it is supposed to benefit both buyers and sellers. This is quite different from mercantilism, which you learned about in Chapter 1. Mercantilists believed that a country can gain wealth by increasing exports and limiting imports.

Mercantilists did not want a market economy. For them, trade was like war—one side won and the other side lost. They preferred a **fixed economy**, because setting the price of goods helped them make more money. They also supported imperialism. Having colonies meant that prices could be controlled throughout an empire. For example, the colony of New France supplied natural resources and a market that France used to make money.

France was not the only nation to adopt imperialism. Beginning in the 17th century, all major European nations worked to build colonies to make themselves rich.

TIMELINE

1494
Treaty of Tordesillas

1529
Treaty of Zaragoza

1607
Jamestown becomes the first permanent settlement in Virginia

1620
Pilgrims found Plymouth, the first religious colony in New England

1624
The Dutch establish the colony of New Netherland

Carving Up the World

The Spanish and Portuguese were among the first Europeans to establish trade and claim territories overseas. Spain and Portugal then decided to divide the world outside of Europe between them.

To the great frustration of Protestant European nations, the Pope gave his consent to both the Treaty of Tordesillas in 1494 and the Treaty of Zaragoza in 1529. These treaties gave Spain control of the Americas (except what is now Brazil) and the Philippines. Portugal was entitled to Africa, Asia, and Brazil.

The other European nations refused to recognize the terms of these treaties. Two Catholic countries could not be allowed to control so much. But how could the Protestant nations establish their own empires? The Spanish and the Portuguese were already entrenched in South America. The other nations needed to find somewhere else.

The First Nations and Inuit of North America had no idea that disease, war, and starvation would soon arrive. Some historians say that millions of Aboriginal people in North America died during colonization. A few nations were driven to extinction, including the Taíno, the people who greeted Columbus, and the Beothuk of Newfoundland.

European Empires in North and South America (late 17th century)

Legend:
- British
- Dutch
- French
- Portuguese
- Russian
- Spanish
- — · — Demarcation Line of the Treaty of Tordesillas, 1494
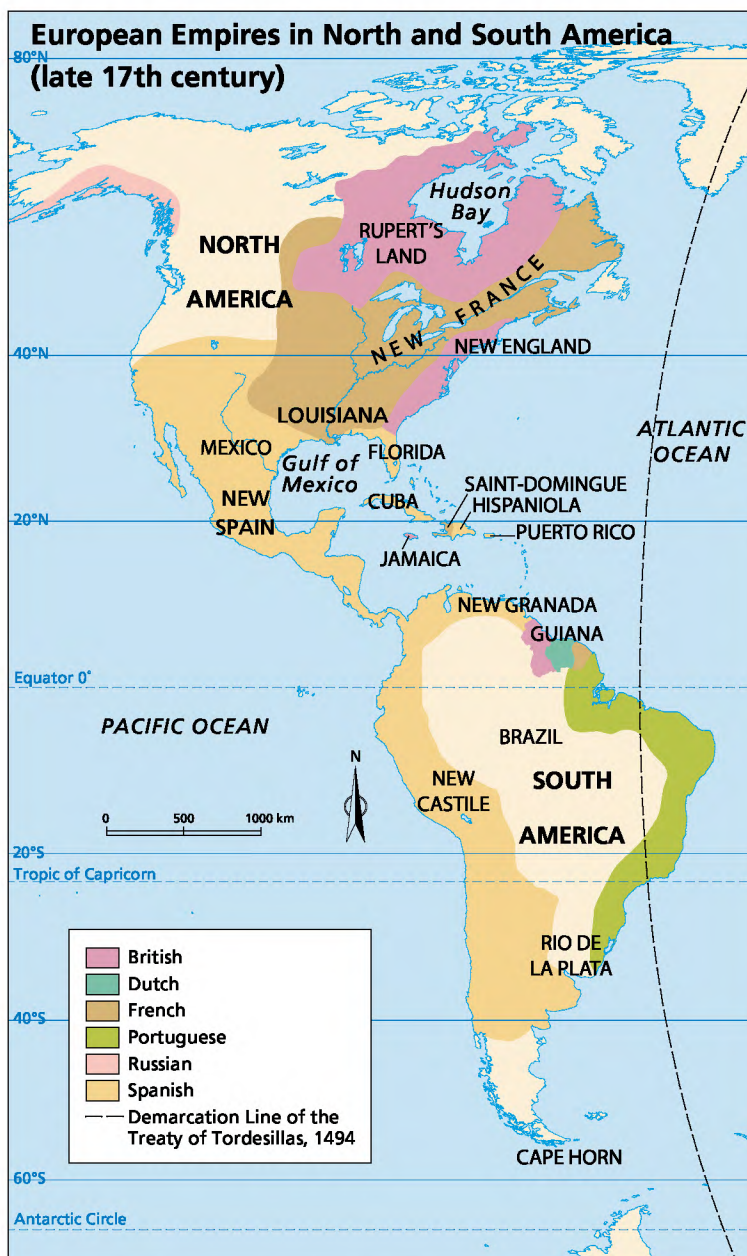
FIGURE 2-2 This map shows the territorial claims of European nations in the Americas in the late 17th century. What do you notice about the size and location of the land claims? What do you find surprising? Why might the presence of so many nations cause problems?

1745
French fortress of Louisbourg falls to the British for the first time

1755
British begin to expel Acadians from Acadia

1756
Seven Years War begins

1759
Battle of the Plains of Abraham

1763
Treaty of Paris; Royal Proclamation of 1763; Pontiac's War begins

1774
The Quebec Act

The Spanish Colonies

By the mid-18th century, Spain had the largest empire in the Americas. It had claimed lands stretching from southern South America all the way to what is now British Columbia.

However, while the Spanish were adept at claiming these lands, they were not effective in establishing colonies in North America. Building permanent, successful colonies was the only way to truly establish territorial claims.

For example, in the late 18th century, the Spanish had heard rumours that Russians were operating a sea otter fur trade on the coast of what is now Alaska. To support its claim to the west coast, Spain established a colony called Santa Cruz de Nuca in Nootka Sound. This was the first European settlement in what is now British Columbia. The colony was really only a military outpost, though, so it did not attract Spanish settlers, and it did not flourish.

Britain was also exploring the west coast, and because it was not being settled by the Spanish, the British felt they could make a claim. When British ships entered "Spanish Territory" at Nootka Sound, the Spanish seized the ships. War was averted, however, through negotiations. Spain deserted its colony and dropped its claim in 1795.

The Early Dutch Colonies in America

In the early 17th century, the French, English, and Dutch established themselves on the west coast of North America. While Champlain was building Québec, Henry Hudson was exploring the Hudson River for the Dutch, and the English were establishing the colony of Virginia. Sweden, which had a large empire centred on the Baltic Sea in northern Europe, established a colony on the Delaware River.

These nations were after natural resources, and they tended to run their colonies like businesses. Dutch colonies, for example, were **proprietary colonies** operated by companies licensed by the Dutch government. The Dutch West India Company had started with colonies in the West Indies (the Caribbean). By 1624, it had established a colony called New Netherland along the Hudson River.

proprietary colony a colony established for the purpose of making a profit, often by a company

New Netherland and New Sweden (mid 17th century)

Fort Orange (Albany)
Wiltwijk (Kingston)
Hudson River
Delaware R.
New Amsterdam (New York)
Schuylkill R.
Fort Christina (Wilmington)
ATLANTIC OCEAN
VT NH MA NY CT RI PA NJ MD DE

New Netherland
New Sweden

0   100   200 km

FIGURE 2-3 The colonies of New Netherland and New Sweden are superimposed on a map of today's state borders. What geographic feature affected the formation of these colonies?

FIGURE 2-4 This 1651 coloured engraving by artist Joost Hartger is called *t' Fort nieuw Amsterdam op de Manhatans*. It shows a view of New Amsterdam, at the tip of Manhattan Island (present-day New York City). What would curious Europeans have been able to learn about New Amsterdam from this image?

The Dutch West India Company held a monopoly on all commerce in the colony. It was primarily interested in establishing a fur trade, as the French had done farther north. However, it also fulfilled its obligations to encourage and support Dutch settlement. By the 1630s, the largest community was New Amsterdam, which was located at the southern tip of what is now Manhattan Island.

New Netherland was successful, especially when it was led by Peter Stuyvesant, who became governor in 1647. Because the Dutch were tolerant of different religions, Stuyvesant welcomed anyone who wanted to settle in New Netherland. The community of New Amsterdam soon became culturally diverse. Stuyvesant also expanded the colony, which he did in part by taking control of New Sweden in 1655.

The Early English Colonies in America

British colonies developed both north and south of the Dutch colony. By the beginning of the 18th century, the British controlled the Atlantic coast of North America from Acadia (Nova Scotia) to north of Spanish Florida. Four sets of colonies emerged, which together became known as the Thirteen Colonies.

> **Did You Know?**
>
> Historians speak of England before 1707 but Great Britain after that year, which is when Scotland and England united as the Kingdom of Great Britain.

The Thirteen Colonies (early 18th century)

FIGURE 2-5 This map shows the Thirteen Colonies and the larger communities. Note the "areas of European settlement." The French primarily pursued the fur trade while the English built farming colonies. How is that reflected on this map?

persecution the oppression of a group of people because of their religious beliefs, ethnicity, sexual orientation, or other characteristics

The Chesapeake Colonies

Sir Walter Raleigh, at the command of Queen Elizabeth, organized three attempts to start a colony on Roanoke Island in the Chesapeake Bay area. The first expedition to Roanoke in 1585 failed, but the colonists were saved by Sir Francis Drake. An attempt in 1587 included men, women, and children. The disappearance of the whole colony earned it the nickname "The Lost Colony." A third attempt also failed.

After Roanoke, British colonies got started for two very different reasons: to make a profit or to escape from **persecution**.

In 1607, England finally established a permanent colony at Jamestown, Virginia. Like New Netherland, this was a proprietary colony. A group of investors obtained Virginia as a grant from King James I. In return for helping colonists, the company would profit from trade in natural resources. The colonists were thrilled to have a chance to own their own land, something that most people could never hope to do in England.

Maryland, a **religious colony**, was started in 1634 by Lord Baltimore. This colony was meant for Catholics, who were persecuted in Protestant Britain at that time. The colonists wanted to start a new life where their community could live and worship without harassment.

The New England Colonies

While Virginia was growing, more colonies were getting started much farther north. These were all religious colonies. In the mid-17th century, Pilgrims and Puritans were persecuted by the English government as dangerous radicals—even though they were Protestants. The government granted them the opportunity to leave England and establish themselves in North America. The charter these colonists obtained permitted them to practise their religion freely, but they were still expected to trade only with England. In other words, they remained part of the British mercantilist empire. Plymouth was the first religious colony, founded in 1620.

Massachusetts, Connecticut, and Rhode Island were all founded between 1620 and 1636 by Puritans. They prospered through farming, fishing, forestry, whaling, and trade.

The Middle Colonies

The Dutch colony of New Netherland became a problem for the British because it separated the Chesapeake colonies from the New England colonies. In 1664, an English fleet arrived off New Amsterdam. Governor Peter Stuyvesant wanted to fight, but leading citizens persuaded him to surrender to avoid casualties. As a result, Dutch possessions in North America became English, although many of the Dutch inhabitants remained.

As English colonists flooded in, four new colonies were created. New York and New Jersey became proprietary colonies owned by the English king's brother.
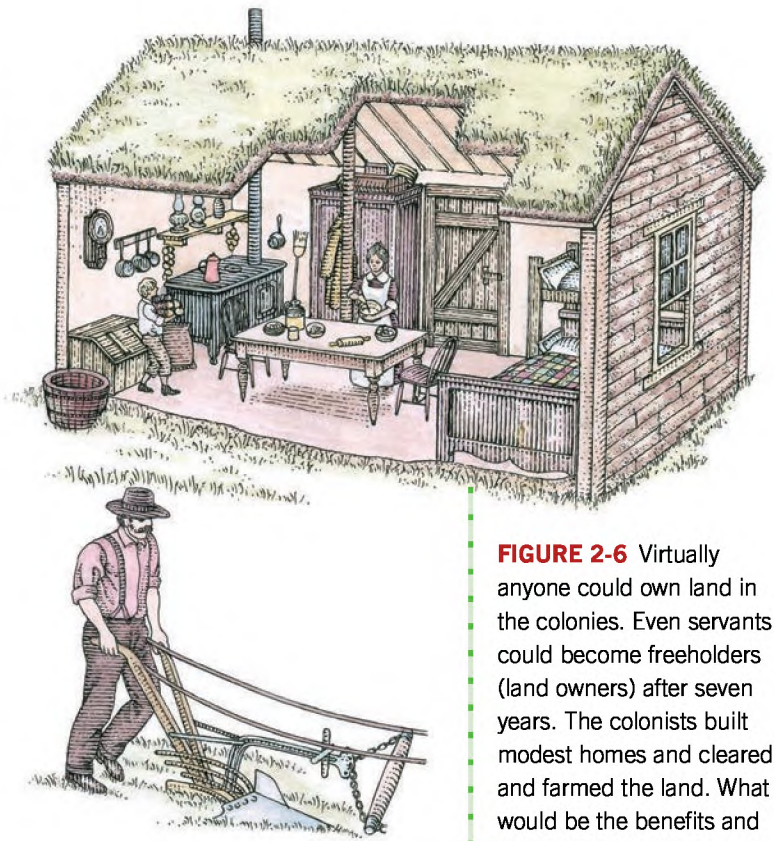
FIGURE 2-6 Virtually anyone could own land in the colonies. Even servants could become freeholders (land owners) after seven years. The colonists built modest homes and cleared and farmed the land. What would be the benefits and challenges of a life on the land?

religious colony a colony established by people seeking the freedom to practise their religion

WEB LINK • • • • • • • • • • • • •
To learn more about life in the colony of Virginia, visit our website.

The Lower South Colonies

North and South Carolina were established in the late 17th century as proprietary colonies. In 1732 Georgia became the last of the Thirteen Colonies.

The economies of these southern colonies differed quite a bit from the economies farther north. People in the south farmed large **plantations,** on which they grew **cash crops** such as tobacco and cotton. These crops were grown for export to England. The main source of labour on these plantations was slaves.

Growing Conflicts

The Thirteen Colonies each had a governor from Britain, an appointed council to advise the governor, and an elected assembly. By 1750, all free men who owned land could vote. This led to a growing sense of independence, as each assembly handled its colony's affairs. The governor always had the last word, however, which often created conflict. You will learn more about the Thirteen Colonies and independence from Britain in Chapter 5.

Another source of growing conflict was relations with First Nations, which were not good. Trade was brisk but treaties were easily made and quickly broken. Tensions also built as the colonies grew rapidly and took more First Nations' land.

Thinking IT THROUGH ⚓

Summarize What's Important

1. For each of the Thirteen Colonies, create a one-line slogan that highlights its most defining characteristic.

2. Create a sketch map outlining the four sets within the Thirteen Colonies. Add symbols to represent their characteristics related to the economy, ethnicity, religion, or government. Show which were created to make a profit, and which were created as a refuge from persecution. Make a legend for your symbols.

Analyze Critically

3. Why did European nations want to start colonies in North America? Compare the home countries' benefits with those of the colonists. Who benefited most? Support your thinking with details from the text.

Make Connections

4. **a)** Write the terms *mercantilism, colonialism,* and *imperialism* at the three corners of a triangle. Add a definition at each corner. On the lines between the terms, describe how the terms are connected.

   b) If one of the three corners were gone, could the other two exist? Use specific ideas to clarify your position.

Synthesize and Evaluate

5. **a)** With a partner, discuss why European nations thought they had a right to colonize North America. Discuss possible weaknesses in their reasoning.

   b) **Perspectives** Write a paragraph to answer the section question: *Were European nations justified in colonizing North America?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

What were factors behind imperialism in North America?

Colonies in North America were ruled by a governor from the home country. Some colonies were permitted more freedom in making local decisions, but the governor's decisions were final.

Colonies were expected to help the home country get rich by providing resources. In the Thirteen Colonies, trade was controlled by a series of Navigation Acts passed by the English parliament in the late 17th century. These acts were extremely restrictive in terms of what the colonists could and could not do. For example:

- All ships carrying goods had to be British ships.

- **Intercolonial trade** was allowed, but **duty** still had to be paid to the British government.

- Any foreign goods being shipped to the American colonies had to first pass through a British port.

This system lasted until the middle of the 1700s.

Imperialism and Prejudice

Imperialism may be linked with **prejudice**. For example, if the European colonists believed that they were superior to other people, they could do what they liked when establishing colonies. If they wanted a territory, they took it.

Individual colonists rarely recognized their own prejudices. They tended to view the "New World" as an uninhabited land. Many of them took great pride in carving a piece of European civilization out of the "wilderness" of North America. On an individual level, these people did not understand why First Nations would not accept change.

Slavery in the Colonies

The Spanish and Portuguese were the first Europeans to engage in slavery in the Americas when they forced Indigenous people to work for them. When overwork, massacres, and disease drastically reduced the local populations, a new source of labour had to be found. Portugal was already involved in the West African slave trade, so the solution seemed simple.

By the middle of the 17th century, thousands of Africans were being captured and shipped across the Atlantic Ocean to be enslaved in South America, the Caribbean, and North America. Most were set to work on plantations growing sugar cane, tobacco, cotton, and other cash crops. Many Europeans believed that slavery was acceptable.

intercolonial trade trade between colonies

duty an import tax

prejudice unreasonable hostile feeling toward an ethnic group

The Personal Cost of Slavery

By the late 17th century, English colonies in North America had passed laws making slavery legal. These laws made enslaved Africans legal property. They had no legal rights. They could not marry, and their children were also considered property. No owner could be punished for killing "property." Slavery became an integral part of the British colonial economy.

LACK OF HUMAN RIGHTS can only happen when people believe that some human beings have more rights than others. British society was mostly intolerant. African people were seen as lacking the intelligence or culture of English-speaking people. If this attitude is what people learned as they grew up, how might it affect their willingness to accept slavery?
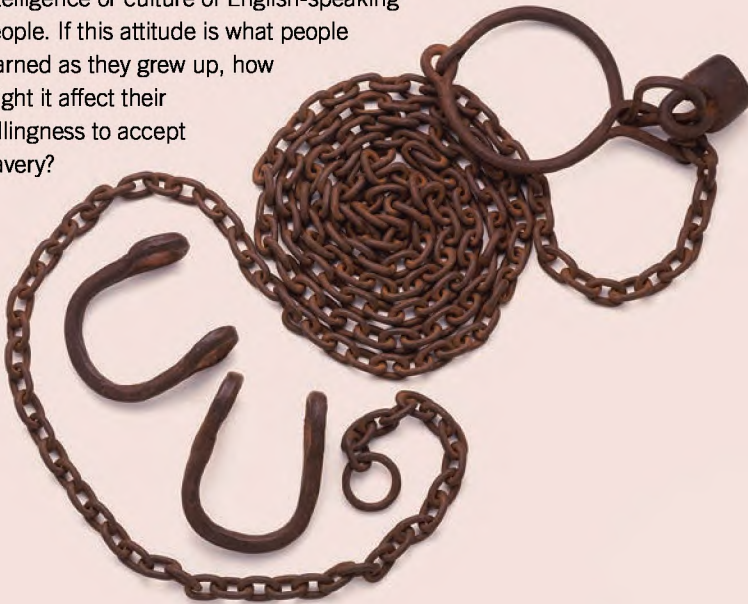
SLAVE SHIPS were used to transport Africans across the Atlantic Ocean. Anyone who tried to escape was beaten or killed. This drawing shows how 300 people were packed into a ship. Voyages could last three months, and the death rate was about 30 percent. What do this diagram and these facts tell you about the perspective of the slave traders?
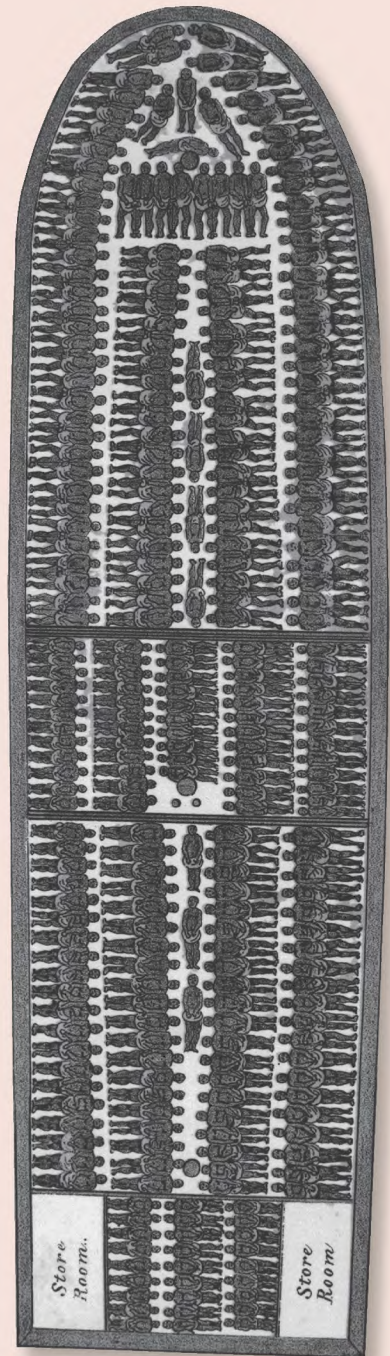
WORKING CONDITIONS on the sugar plantations in the Caribbean meant that slaves usually died within seven years. This lithograph, *Sunny South,* shows slaves picking cotton in a southern colony. It shows rolling hills, river boats, and a palatial mansion. What might a slave choose to show in a painting about life on a plantation?

LEARNING FROM HISTORY through a re-enactment of a slave auction in St. Louis, Missouri. This photograph was taken in 2011. What would people hope to accomplish by portraying what many Americans view as a shameful period of their history?

©P

Slavery and the Triangle Trade

In the British West Indies, slaves were put to work on plantations growing sugar cane. Sugar cane was a very valuable crop, because it was used to make three very popular products: sugar, molasses, and rum. Sugar cane is a tropical plant native to Southeast Asia. It was transplanted by the English, French, and Dutch to islands they controlled in the Caribbean in the 17th century. For the British, sugar cane and slavery were the two key elements in the Atlantic **triangle trade**.

The Atlantic triangle trade kept British ships full on every step of a route between Africa, North America, and Europe.

Slaves were transported from West Africa to the Caribbean and the Thirteen Colonies. The ships then picked up sugar, rum, and other raw materials for transport to England. Manufactured goods were then taken from England to Africa, where the goods were used to acquire more slaves.

The middle and New England colonies did not have large-scale plantations, but the colonists there still participated in trade by providing the furs, fish, and lumber that Britain needed. Most people in Britain benefited from slavery economically, but they never saw it in person on the plantations. Does this lessen their responsibility?

Thinking IT THROUGH

Summarize What's Important

1. Identify examples of imperialism in each of the following areas: taxation, land rights, human rights, and political rights. Who benefited and who lost out in each case?

Make Connections

2. With a partner, discuss how one person or group gains a sense of superiority over another person or group. Where does this sense of superiority come from? Have you seen or experienced this dynamic? Compare your experience with the experiences you have read about in this section.

Analyze Critically

3. **Perspectives** Imagine that an enslaved African and a plantation owner are discussing the merits and drawbacks of slavery in 1700. What points would they each make? Why would they have different perspectives about slavery?

Synthesize and Evaluate

4. What responsibility do Canadians have today to make right the injustices of the past?

5. Write a paragraph to answer the section question: *What were factors behind imperialism in North America?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

What is the link between imperialism and conflict?

Europe had a problem in the late 17th century: the rising power of France. Under King Louis XIV, who ruled from 1643 to 1715, France was becoming the most powerful nation in Europe, expanding both its European territory and its overseas empire.

One reason for France's growing power was the decline in the power of Spain. The Spanish had stripped their colonies of valuable resources such as gold and silver, and failed to create sustainable industries. By 1650 Spain was no longer the great world power it had once been, even though it still possessed a vast overseas empire.

North America became a battleground as European nations such as England and France fought for supremacy. But the imperial power struggle was not the only cause of conflict in North America. There were also growing tensions over land.

While the French had communities in Acadia and New France, they were far more interested in expanding the fur trade. The British, however, focused on farming. British colonists were starting to farm farther west in the Ohio River valley. These were First Nations' lands. First Nations were willing to share the land peacefully if they could continue their traditional ways of life, but farming made the land useless for hunting or trapping.

An Imbalance of Powers

On land, the French were well positioned. They had to contend with their European opponents, and they maintained a huge army. On the seas, the French had one main enemy: Britain. England had developed a large, well-organized navy during the reign of Queen Elizabeth. By the end of the 17th century, this navy was the mightiest on the high seas.

This imbalance of powers meant that every time there was a war between France and Britain, they fought on several fronts. This included land wars in Europe, with whatever allies they could gather. Their navies fought one-on-one over control of major sea routes. Overseas, they would fight over their colonial possessions, which involved their colonists and First Nations allies. The result of this global conflict is important in Canada's history because the nation that ultimately won would control almost all of North America.

FIGURE 2-7 This was the emblem of the Sun King, Louis XIV of France. He believed that the glory of France was reflected in the size of his empire. What does the design of this emblem tell you about the king?

Years of Conflict	European/Canadian Name	American Name	Peace Treaty
1689–1697	War of the Grand Alliance	King William's War	Ryswick
1701–1713	War of the Spanish Succession	Queen Anne's War	Utrecht
1740 (1744)–1748	War of the Austrian Succession	King George's War	Aix-la-Chapelle
1756–1763	Seven Years War	French and Indian War	Paris

FIGURE 2-8 The struggle between England and France in the 17th and 18th centuries can be organized into four wars. The wars in North America rarely ended with a clear victory. Hard-won gains were sometimes lost through a treaty negotiation taking place in Europe.

War of the Grand Alliance

The War of the Grand Alliance involved an alliance of six European nations formed in 1689. The purpose behind this alliance was to stop the expansion of French territories. The Governor of New France, Frontenac, played a key role on the North American front. Under his leadership, French and First Nations forces raided British colonies. In the end, the French took St. John's in Newfoundland, and the British conquered Port-Royal in Acadia. It seemed that this war was a draw.

War of the Spanish Succession

Still wanting to curb French power in Europe, three European nations formed an alliance in 1701 to prevent a French prince from inheriting the Spanish throne. In North America, the British failed to take Québec. The French and First Nations launched raids against the Thirteen Colonies, which were successful because the French used the war tactics of their First Nations allies.

This war weakened France considerably. The Treaty of Utrecht gave Acadia and Newfoundland to Britain, while France kept Cape Breton Island and Île Saint-Jean (what is now Prince Edward Island).

In response to the loss of Acadia, the French took steps to secure New France. Between 1720 and 1740, they constructed a massive fortress on Cape Breton Island to guard the entrance to the Gulf of St. Lawrence. The only way that an enemy could conquer New France would be to subdue the Fortress of Louisbourg first.

In the three decades before the War of the Austrian Succession, Louisbourg became not only a fortress but also an important seaport. The fortress itself was designed to resist any kind of naval assault, and it protected French ships patrolling the Gulf of St. Lawrence.

Fortress Louisbourg, 1740

streets

barracks and governor's residence

N

stone walls
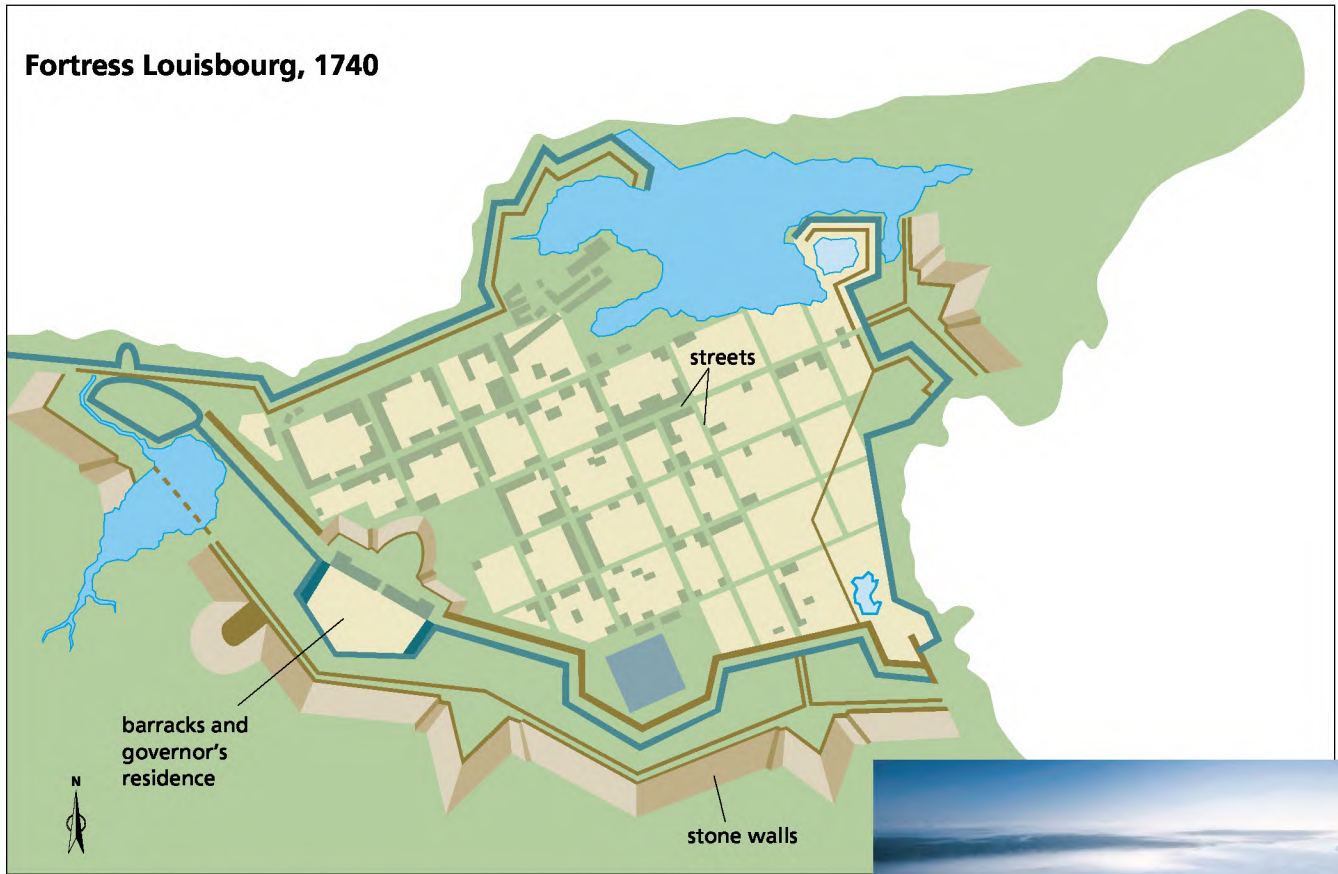
FIGURE 2-9 The fortress of Louisbourg was surrounded by water and walls. This aerial photograph shows that only some of the buildings in the fortress have been rebuilt for what is now a national historic site.

War of the Austrian Succession

When Austrian king Charles VI died in 1740, his daughter, Maria Theresa, became queen. However, France then tried to place its own ally, a Bavarian king, on the throne of Austria. Other European nations joined with Britain to prevent this expansion of French power.

By 1744, the population of New France had risen to about 43 000. In contrast, the population of the British colonies in North America had increased to nearly one million. The British realized this gave them a huge advantage. They could leave the defence of the colonies to the local **militias**, and direct their army and navy against the key French strongholds of Louisbourg and Québec.

In May 1745, Britain sent 4200 men and 90 ships to capture Louisbourg. The British realized that Louisbourg had a fault: it was not designed to deal with attacks from the land. They bombarded the fortress and town with cannon fire from nearby hills, and then laid **siege** to the fort. The British naval force prevented French ships from bringing supplies. After six weeks, Louisbourg surrendered.

militia a body of civilian soldiers called out for service only during emergencies

siege to surround and attack a fortified enemy, preventing food and other supplies from entering

The British then made plans to attack Québec. However, the War of the Austrian Succession was too expensive to maintain, and the Treaty of Aix-la-Chapelle was signed in 1748 to end the war. The British decided that the port of Madras in India was more valuable than Louisbourg, so the fortress was handed back to France. These and other treaty terms infuriated British colonists.

How did the wars affect North America?

The British knew that Louisbourg would continue to be a key French stronghold, so they built their own fortress, Halifax, farther south on the Nova Scotia mainland.

The British colonists still had a population problem: too many people and not enough land. Some people tried to move into the Ohio River valley, but because of First Nations opposition, it was a very dangerous proposition.

At the same time, the British had to decide what to do with Acadia. A French population was now living in British-held lands. Although they had agreed to not fight against the British, how could the British be sure of the Acadians' loyalty?

The Acadian Solution

British Governor Charles Lawrence settled on the idea of expelling all the Acadians from Acadia. This would provide land for British colonists all at the same time. Le Grand Dérangement, or the **expulsion** of the Acadians, began in 1755.

An Acadian woman who lived through the expulsion describes what happened after an expulsion decree was posted:

> When the people read this notice they were speechless with terror; death stared them in the face. In the meantime three hundred men and boys found themselves close prisoners in their own Church. Some of the boys screamed aloud, some attempted to force the door, but they were overawed by the muskets of their guards...
> A few of these prisoners were sent out during the day to inform those who dwelt at a distance from the Church if they did not immediately surrender, their houses would be burnt and their nearest friends shot. One of these messengers attempted to escape; he was shot, and his house and barn set on fire. Thus the work of destruction was commenced.

FIGURE 2-10 After expelling the Acadians from Acadia, the British gave the community of Chibouctou a new name— Halifax—and built a fortress there. Why might they have chosen this location?

Acadia

Îles de la Madeleine

Île Royale

Île Saint-Jean

Louisbourg

Nataxouat • Jemsek • Beaubassin

Fort St Jean   Chedabouctou

• Port-Royal   • Chibouctou   Île de Sable

N

ATLANTIC OCEAN

0   50   100 km

expulsion the forced removal of a whole people from their homeland

©P

What Happened to the Acadians?

The long-term consequences of the expulsion were devastating to the Acadian people. Of the 11 000 Acadians expelled, about 1700 died at sea. The rest were scattered through the Thirteen Colonies or sent to France.

After 1763, some Acadians were allowed to return to Nova Scotia and New Brunswick, but their farms had been taken by farmers from New England. The Acadians were forced to live on marginal lands, so they turned to fishing and forestry. By 1800, about 4000 Acadians had settled in Louisiana, near New Orleans. There they created the vibrant Cajun culture.

FIGURE 2-11 The Acadian culture still flourishes. Here, Acadian singer Jeanne Doucet Currie attends the 2004 World Acadian Congress at the National Historic Site of Grand Pré, in Nova Scotia. The church in the background was built on the site of a church that was burned down in 1755. Currie carries the Acadian flag. Events like this mark a revival of Acadian culture and identity.

Thinking IT THROUGH

Summarize What's Important

1. How did a shift in the balance of power in Europe lead to conflict in North America?

2. Why was the growth of the British population in North America an advantage? How did it cause conflict?

3. What was resolved at the end of the War of the Austrian Succession?

Analyze Critically

4. **Cause and Consequence** List the conflicts outlined in this section. Identify and explain the causes of each. Assess whether the causes were a result of imperialism.

5. The British chose to expel the Acadians in part because they were not sure of Acadian loyalty. With a partner, discuss other strategies the British might have used to ensure the allegiance of Acadians. Share your thinking with the class.

6. **Cause and Consequence** How did land issues lead to conflict between (a) the British and French, (b) the British and First Nations, and (c) the British and the Acadians? What was the role of imperialism in making land a source of conflict?

Synthesize and Evaluate

7. **Cause and Consequence** Write a paragraph to answer the section question: *What is the link between imperialism and conflict?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Was North America won or lost?

Some wars stand out in our recollection because they resulted in significant change. For Canadians, a few wars stand out. The Seven Years War put North America in British hands. What would Canada look like today if that war had not happened?

The Battle Lines Are Drawn

By 1754, the competition for land in the Ohio River valley had erupted into hostilities, with the First Nations and their French allies on one side and the British on the other. It quickly turned into a brutal frontier conflict. The Thirteen Colonies were faced with less and less available land east of the Appalachian Mountains, and were determined to expand westward. The First Nations were fighting to keep their territory. The French were determined to stop the expansion of the British colonies. They built a series of forts along the Ohio River to safeguard their fur trading operations and to halt further settlement.

FIGURE 2-12 British soldiers were known as the redcoats because of the uniforms they wore. What are the advantages and disadvantages of such a bright uniform during battle?

Attack on the Ohio River Valley

In 1755, the British sent a force of regular troops and militia under General Edward Braddock to take the Ohio River forts from the French. Braddock was accustomed to traditional fighting, which involved regular formations of troops attacking each other on a battlefield. Winning a battle like this depended on strategy and disciplined troops. Braddock was totally unprepared for the irregular nature of frontier warfare, which included surprise attacks and a constant threat from **snipers**. First Nations warriors could strike quickly and with force, and then retreat. When Braddock reached Fort Duquesne with 1300 soldiers, he attacked a French force of only 900. However, using First Nations fighting tactics, the French and First Nations crushed the British force. Braddock was killed, and the British were forced to withdraw from the Ohio River valley.

sniper a sharpshooter who attacks from a distance

©P

The Seven Years War

The Seven Years War began in May 1756 with an outbreak of fighting in Europe between France and Britain. Braddock's defeat in North America led the British military commanders to change their strategy. They decided to ignore the forts along the Ohio River, at least for the time being. Instead, the British navy would blockade as many French ports as possible, so that the French forces in New France could not be resupplied. This strategy failed in 1757, when a French fleet eluded the British blockade and resupplied New France.

FIGURE 2-13 This map shows key wins and losses just before and during the Seven Years War in North America. Sort out the sequence of events by following the dates.

Louisbourg Attacked Again

In 1758, a British force attacked Louisbourg. The French had done little to change the defensive arrangements of the fortress, and the British recaptured Louisbourg in much the same way they had in 1745.

This time, however, the British were determined that they would never have to give Louisbourg back to the French. They destroyed the entire fortress, leaving a pile of rubble to show where it had once stood.

In that same year, a force of British troops, now used to fighting in North America, successfully drove the French out of the Ohio River valley. The British held the valley for the rest of the war.

The British Attack New France

In 1759, with Louisbourg and the Ohio River valley in their hands, the British set their sights on New France. Their challenge was to keep French forces from helping Québec City. So they sent one force to attack Fort Niagara on Lake Ontario, and another to attack Fort Carillon (later Fort Ticonderoga) at the southern end of Lake Champlain. This tactic kept French forces busy, and the British also successfully captured both forts.

The Siege of Québec

The attack on Québec itself was entrusted to Major-General James Wolfe, who had commanded the land forces at the siege of Louisbourg in 1758. Just 32 years old, Wolfe suffered from a wide variety of health problems. Nonetheless, he was an energetic and demanding commander who was well liked by his soldiers. Wolfe was determined to defeat the French at Québec, whatever the cost.

Wolfe's force consisted of 8000 men, and they were supported by a large force of British warships. Wolfe gave his naval forces three tasks:

- to convey Wolfe's soldiers to a position from which they could attack the French

- to bombard Québec with cannon fire to demoralize the French

- to maintain a blockade of the St. Lawrence River, to prevent supplies from reaching Québec

FIGURE 2-14 These cannons at Québec City could not prevent British cannonballs from damaging both Québec City and the fortress. The civilian deaths and damage to property were immense. You can view the damage in the painting on page 42.

The French Defence

The governor of New France, the Marquis de Vaudreuil, and his military commander, Major-General Louis-Joseph de Montcalm, now had to defend New France. Attacks were coming from several directions, and supplies were low because of the British blockade.

Montcalm had to prevent Wolfe from taking Québec. If Québec fell, so would New France. Montcalm knew he had a few advantages. Québec itself was protected by cliffs on either side. When the tide went out, tidal flats extended from the cliffs. This made the river narrow near Québec City, and more easily defended.

Montcalm was a formidable foe. He had led the French to several military victories, including the capture of Fort Oswego in 1756 and Fort William Henry in 1757. He fortified the north shore of the river, stationed his men in a large camp just east of the city, and waited for the British to attack.

The First Nations and the French

Early in the Seven Years War, most First Nations allied themselves with the French because of fears that the British would take their lands. Initially, the First Nations and French achieved many victories together. First Nations warriors were well-respected by the Canadiens, who appreciated First Nations as allies, and adopted their tactics in warfare.

As the number of troops from France increased, however, an atmosphere of intolerance began to grow. Eventually, it caused the French to lose many of their First Nations allies.

The British Plan

The British laid siege to Québec throughout July and August of 1759. Wolfe faced Montcalm in an assault in late July at Montmorency Falls, but lost. Wolfe became impatient, and he resorted to burning the houses, barns, and crops of the local population.

Wolfe knew he was running out of time. The St. Lawrence River would begin freezing up in early November, which meant that the navy ships supporting Wolfe's force would have to leave by the middle of October. At that point he would be forced to retreat, and this was not something Wolfe was prepared to do.

In late August, some British ships managed to move upriver of Québec, and this gave Wolfe and his commanders an idea: they would move their entire army upriver, and attack Québec from the west. Wolfe's commanders advocated landing several kilometres upriver, but French troops were all along the river. Wolfe saw no advantage to landing so far away.

One day in early September, Wolfe noticed a small pathway winding up the cliff just three kilometres from Québec. It was very lightly guarded. If a small force could reach the top of the cliff and secure it, then Wolfe might be able to land his entire force before the French army knew what was happening. This would mean landing the force at night, without making any noise.

FIGURE 2-15
Storming of Quebec, 1759, was painted by Francis Swaine, probably in 1763. It is based on a sketch made of the event by Hervey Smyth. This shows several stages of the battle: the landing from the river (which actually happened at night), smoke from the distant battle, and the arrival of reinforcements. What are the benefits and drawbacks of combining several events in one image?

The Battle of the Plains of Abraham

After darkness fell on September 12, 1759, the British climbed the cliff and overpowered the French troops stationed at the top. By dawn on September 13, the entire British force, 4400 soldiers, was in position on the Plains of Abraham. They were less than two kilometres from the walls of Québec.

Montcalm's Gamble

Montcalm was taken completely by surprise. He reacted quickly—perhaps too quickly. Under his command were 13 000 regular troops, Canadian militia, and First Nations warriors. But most of them were positioned upriver about eight kilometres away. He could wait for them to arrive, but Montcalm suspected that the British were not finished preparing for battle. He chose to fight right away instead of waiting for reinforcements to arrive. He gathered about 4500 men and hurriedly placed them between Wolfe's force and the town.

Wolfe's Gamble

Wolfe's landing with a small force of only 4400 had been a risky move. Perhaps Wolfe felt confident because he had such faith in his soldiers, who were well trained and well equipped. He felt that they were the match of any force that would oppose them.

The Forces Collide

Montcalm's troops were fiercely loyal to their general, but only 2000 of them were trained in European warfare in an open field. The colonial battalions and First Nations soldiers would be the most disadvantaged in a traditional battle.

Wolfe's men were trained to stand their ground. So when the French charged, the British soldiers waited, even as their comrades were shot and killed beside them. When the French were no more than 35 metres away, the British commander gave the order to fire.

The French line was shattered. The British troops fixed their **bayonets** and charged. Within 15 minutes, the battle was over. The French retreated upriver, while the British surrounded the city. Québec's **garrison** surrendered five days later.

What were the repercussions of the French loss?

Wolfe and Montcalm were both mortally wounded during the Battle of the Plains of Abraham. Montcalm was shot as he retreated into the city, when the battle was clearly lost. He died the following day.

©P

Wolfe was shot on the battlefield as his men charged forward. He was wounded, in the wrist, abdomen, and chest. Two of his men carried him behind the lines, where he refused medical aid. He died shortly after, but knew that he had been victorious.

The Battle of Sainte-Foy

Although a decisive victory, the Battle of the Plains of Abraham was not the end of the war. The British fleet left soon after the battle, leaving a garrison of only 4000 men in Québec. On April 28, 1760, 7000 French troops under General François-Gaston de Lévis attacked and defeated the British in the Battle of Sainte-Foy.

The British retreated behind the walls of Québec. British naval vessels appeared in mid-May, bringing supplies and reinforcements, and Lévis was forced to retreat to Montréal. That September, Montréal surrendered to the British. This event marked the end of the Seven Years War in North America, although a peace treaty would not be signed until 1763.

The Importance of Victory

Why is the Battle of the Plains of Abraham so well remembered? After all, it was not the last battle in the war, and the French were not totally defeated in North America until Montréal fell. Even then, the fate of North America was not decided until the British and French were finished fighting elsewhere in the world and made a treaty.

Some historians say that the Battle of the Plains of Abraham turned the tide. Losing Québec severely impaired the French defence. Capturing the heart of New France was also a powerful symbolic victory for the British.

©P

Assessing Historical Accuracy

To learn about the past, we rely not only on documents and artifacts but also on visual representations.

Today, cameras are everywhere, and so are images. Many historians have wished that a photojournalist had been there to record the big events of history. Photography was not invented until 1826, however, so paintings and illustrations are the only visual records of historical events before that time. How accurate are these works of art? Many paintings were created long after the events happened, by artists who were not there. Some artists may want to glorify a historical person. Others want to create a painting that will sell. Some artists are only interested in creating beauty, so accuracy is not important to them.

It is worth noting that inaccurate paintings are also valuable for study, if we can show how they have distorted our perspective of an event or person.

As you have already learned, General James Wolfe led British forces to victory in the Battle of the Plains of Abraham in 1759. He was killed during the battle. We will examine two paintings of this event that show us two different perspectives of it.

Consider What We Know

Look at Figure 2-17 to find out what we know about the death of Wolfe. Conduct additional research if you wish.

Investigate the Painting's History

Read the caption for Figure 2-18, and do more research on this painting if necessary. What does your investigation of the painting's history suggest to you about the accuracy of the painting?

Facts about the Death of General Wolfe

- Wolfe was thin, tall, and pale.
- Wolfe had been shot in his right wrist, which was bandaged.
- He died on the battlefield, about 10 minutes after receiving a fatal shot.
- While dying, he learned that the battle was turning in Britain's favour.

- At his death, he was surrounded by three people: Volunteer James Henderson and Lieutenant Henry Brown, as well as a surgeon who was likely Thomas Wilkins.
- First Nations did not fight on the English side.
- General Monckton was busy fighting when Wolfe died.
- Colonel Simon Fraser was not in the battle.

FIGURE 2-17 Some facts we know about the death of General Wolfe.

FIGURE 2-18 *The Death of General Wolfe.* This was painted in 1770 by Benjamin West, an artist born in Pennsylvania. At that time, anything about Wolfe was hugely popular. West read newspaper accounts of the battle, but did not visit Québec or interview any participants. He painted at least five versions of this scene, one of which he gave to King George III. Prints of the painting sold very well, feeding the British public's appetite for heroic sacrifice on behalf of the British Empire.

Make Initial Observations

Make your initial observations, noting all the details you see. A historian would notice, for example, that the West painting shows General Monckton with one arm in a sling and Colonel Simon Fraser standing behind the green-clad forest ranger. Were they really present? How do your initial observations compare with what you know to be true about the event?

Make Inferences

Making inferences involves figuring out what the details in the painting suggest. For example, the artist arranged the people in the painting so that we would infer that they all admired Wolfe. Did they? What inferences, if any, seem exaggerated or unlikely? How do your inferences compare with what you know to be true about the event?

Apply IT

1. Examine Edward Penny's depiction of Wolfe's death in Figure 2-16. Follow the steps for assessing historical accuracy. Is this painting more accurate than West's painting? Why or why not?

2. Why do historians and art critics ask different questions when assessing a painting?

A Watershed Moment

For the British, the Battle of the Plains of Abraham was a resounding military victory, and France was forced to give up its colonies in North America. For the people of New France, it was a disaster felt on a personal level. They were afraid of what the future would bring. Would they be expelled as the Acadians had been? Would they lose their lands, their homes, and their rights?

Even 250 years later, people's views of this watershed moment are different. Many Québecers see it as the starting point of a long and successful struggle to save their language, culture, and distinctiveness as a people. They have had enormous success within Canada, achieving protection for the French language; political power over such things as immigration, pension plans, and social policies; and thriving cultural industries.

The willingness of French and English people to work together is reflected in the Confederation of Canada in 1867.

FIGURE 2-19 Québecers celebrate Saint-Jean-Baptiste Day (Fête nationale du Québec) on the Plains of Abraham in 2012.

Thinking IT THROUGH **Perspectives**

1. Watershed moments in history—and in life—often have immediate emotional effects. In time, those feelings fade. This allows the event to be seen differently.
   a) When have you experienced a "watershed" moment in your life?
   b) How did you feel at the time?
   c) What are your feelings now?
   d) Why do people's perspectives of events in history and life change over time? Refer to both the Battle of the Plains of Abraham and your own experience.

Thinking IT THROUGH

Summarize What's Important

1. Use a graphic organizer to compare and contrast the strong points of Montcalm and Wolfe. Choose words or phrases that show their leadership skills, character, intelligence, the strength of their armies, and their strategic plans.

Analyze Critically

2. a) Who had the strategic advantage on the eve of the Battle of the Plains of Abraham? Explain.
   b) List the important developments on the day of the Battle of the Plains of Abraham. For each, decide if strategy or luck determined the outcome.

c) Ultimately, did strategy or luck play the more important role in the Battle of the Plains of Abraham? Elaborate your thinking with specific, relevant details.

3. Identify key events of the Seven Years War in North America. For each, identify who won. Did the winner win the battle, or did the loser lose it?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *Was North America won or lost*? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the effects of British victory in North America?

Although the Seven Years War was waged between the French and British in North America, many First Nations were also involved. They fought to support their French allies and to protect their lands.

The Treaty of Paris, 1763

Although fighting in other parts of the world continued into late 1762, the Seven Years War was finished in North America by the end of 1760. After the French surrendered Montréal, the British military transported the defeated and disarmed French troops back to France. French inhabitants of New France were told that they could return to France at their own expense. Many former administrators of New France and wealthy French merchants took up this offer. However, many French colonists chose to stay. This left about 70 000 French-Canadian habitants who were Catholic, did not speak English, and had no knowledge of English laws or customs.

When the British finally won the international war, Britain, France, and Spain signed the Treaty of Paris in February 1763. France gave up virtually all its possessions in North America to Britain and Spain. Britain took New France and French territories east of the Mississippi. Spain took French territories west of the Mississippi, known as Louisiana. France did keep two small islands in the Gulf of St. Lawrence (Saint-Pierre and Miquelon), and fishing rights off Newfoundland.

First Nations peoples were not included in the treaty.

First Nations Struggle Under British Rule

After the fighting ended, British colonists went back to tending their farms and building their communities. First Nations hoped to return to hunting, trapping, and trading furs.

In the past, the First Nations who inhabited the lands south of the Great Lakes, west of the Appalachian Mountains, and east of the Mississippi River had enjoyed an agreeable economic relationship with their French trading partners. The region had been busy with French fur trading, but the coureurs de bois had travelled to and from the trading forts. Very few had settled to farm. First Nations were happy with this arrangement because it left their territories intact. The French had also maintained good relations with the First Nations, who were important partners in the fur trade.

Reading ⚓

Set a Purpose

As you read this section, watch for ways the British victory in the Seven Years War affected First Nations and the inhabitants of New France.

Did You Know?

Saint-Pierre and Miquelon lie just 20 kilometres from the coast of Newfoundland. The islands were captured by the British in 1778, 1793, and 1803, but are a French territory today.

©P

Changes Under British Rule

The priority for the British was not fur trading, but farming. The First Nations quickly lost their status as valued trading partners, because the British had little economic motive to maintain good relations. While the French made efforts to respect First Nations' customs, including the formal exchange of gifts, British traders did not make similar efforts. In fact, the British commander-in-chief, Jeffery Amherst, banned the exchange of gifts and restricted the supply of guns and ammunition. These were crucial for hunting, so his actions angered the First Nations.

Also troubling was the sudden increase in British colonists. While the French had controlled the region, they had prevented settlement to protect the fur trade. The British did not. First Nations now feared that their territories would be taken by farmers. Some, such as Pontiac, chose to resist.

Pontiac's Uprising

A war leader of the Ottawa, Pontiac attempted to unite First Nations against the flow of colonists into First Nations' lands. Not much is known of his early life. Pontiac had an Ottawa father and Chippewa mother. He was described as proud, easily offended, and warlike, but also as adored, intelligent, merciful, and of great integrity. By all accounts, he was athletic, energetic, and charismatic.

Pontiac had been an ally of the French all his life, so when the French were defeated in the Seven Years War he was shocked and dismayed. He was willing to do business with the British, but the First Nations saw that the British had little respect for their traditions. The prices for goods were going up, and First Nations' lands were being given to European newcomers.

In April 1763, Pontiac addressed a war council of Wendat, Potawatomi, and Ottawa warriors, with representatives from several other nations as well. Pontiac urged the warriors to fight the British, whom he called robbers and tyrants.

> *Fling all these [trade goods] away; live as your wise forefathers lived before you. And as for these English…dressed in red, who have come to rob you of your hunting grounds and drive away the game, you must lift the hatchet against them.*
>
> **Chief Pontiac, addressing a war council, April 27, 1763**

©P

What followed was two years of fighting in the Ohio River valley. Fort Sandusky, Fort St. Joseph, Fort Miami, and Fort Ouiatenon all fell to Pontiac's allies. Pontiac himself laid siege to Fort Detroit for six months but failed to capture it.

Both sides committed atrocities. First Nations burned settlements, and colonists were killed. General Amherst ordered raids on First Nations villages. Evidence suggests that Amherst also ordered smallpox-infected blankets to be distributed to First Nations, in hopes of starting a fatal epidemic.

Eventually, the organization of Pontiac's uprising became unfocused. Pontiac signed a formal peace treaty in July 1766 at Fort Ontario. The British had lost 450 soldiers, and many more colonists had been killed or captured. The First Nations lost fewer lives, but in the end they lost what they had been fighting for—the land. Only a few years later, Pontiac was murdered in a blood feud at Cahokia, Illinois.

FIGURE 2-20 No image of Pontiac was drawn or painted during his lifetime. This painting by Joshua Jebb was made in the early 1800s, but it shows two other Ottawa chiefs. Could an image such as this one be used as evidence about Pontiac's life? Why or why not?

The Royal Proclamation of 1763

The British government was extremely agitated by the outbreak of fighting in a region that they had just acquired by winning a war. General Amherst was recalled to London to explain why he had allowed Pontiac's uprising to take place. General Thomas Gage was sent in his place to try to make peace with the First Nations involved. He had some success, and some First Nations, including the Ottawa, acknowledged British sovereignty.

The British began to realize that the question of rights for the First Nations in British North America was more complex than they had originally thought. They decided that, until an understanding of the whole problem could be achieved, it would be best to separate the territory west of the Appalachians from the territories of the Thirteen Colonies. Consequently, on October 7, 1763, King George III issued a royal proclamation. It established a boundary along the Appalachians and recognized First Nations' title to the lands to the west.

Making a Precedent

The Royal Proclamation of 1763 continues to be used as a legal precedent in negotiations involving Aboriginal land claims, such as the 2001 Nisga'a Treaty in British Columbia. The proclamation is also part of the 1982 Constitution Act. Section 25 of the Act recognizes the Aboriginal rights guaranteed by the proclamation. Here are some key terms regarding First Nations.

Thinking IT THROUGH ⚓

Summarize What's Important

1. List the verbs used in each section. Then state the main idea of each section in your own words.

Analyze Critically

2. The king keeps the right to purchase land from the First Nations should they wish to sell it. What does this say about British motives?

3. A legal precedent is a legal decision that judges use to guide them in making judgements in other cases. If you were a lawyer negotiating a land claim, how could you use King George's proclamation to support your case? Begin with the phrase, "As the Royal Proclamation of 1763 establishes…"

The several Nations or Tribes of Indians, with whom We are connected, and who live under Our Protection, should not be molested or disturbed in the Possession of such Parts of Our Dominions and Territories as, not having been ceded to, or purchased by Us, are reserved to them, or any of them, as their Hunting Grounds…

We do hereby strictly forbid, on Pain of Our Displeasure, all Our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved, without Our especial Leave and Licence for that Purpose first obtained.

And We do further strictly enjoin and require all Persons whatever, who have either wilfully or inadvertently seated themselves upon any Lands…still reserved to the said Indians as aforesaid, forthwith to remove themselves from such Settlements…

And whereas great Frauds and Abuses have been committed in the purchasing Lands of the Indians…if, at any Time, any of the said Indians should be inclined to dispose of the said Lands, that same shall be purchased only for Us, in Our Name, at some public Meeting or Assembly of the said Indians to be held for that Purpose.

Royal Proclamation of 1763

The Quebec Act

The Royal Proclamation of 1763 was not appreciated in Québec. In 1760, when the British took control of New France, they had allowed the inhabitants to retain their language, their religion, and French laws. Three years later, the proclamation took these rights away.

Québec would now have an assembly modelled on those in the Thirteen Colonies. This meant that the assembly would be conducted in English—and very few inhabitants in New France spoke English.

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English laws also denied Catholics the right to hold public office anywhere in the British Empire. This meant that none of the Catholic inhabitants of New France would be allowed to participate in their own government. Finally, the Royal Proclamation also threw out French law in favour of British law.

In 1764, British officer James Murray, who had served under Wolfe during the Battle of the Plains of Abraham, became the first English governor of Québec. He and his successor, Guy Carleton, believed that the French would eventually accept the British way of life. However, they also felt that the Royal Proclamation was unfair to the French inhabitants of Québec. They could not see any wisdom in forcing British laws, language, religion, and culture on the Canadiens.

Carleton Campaigns for Tolerance

Murray, and later Carleton, called for changes to the Royal Proclamation. Carleton even went to England to speak to parliament. The result was the **Quebec Act**, which accomplished important changes. These changes were not only meant to meet the needs of Québec society, but to win the loyalty of the Canadiens.

- The boundaries of Québec were extended.

- The government would consist of a governor and an appointed council, which could include French-speaking Catholics.

- Freedom of religion was guaranteed.

- The French language was protected.

- French civil law was restored.

Long-Term Effects

Today, the Quebec Act can be seen as a base for values that Canadians hold dear.

> *Our ancestors decided right from the start to build a country based on the right to speak a different language, to pray in a different way, to apply a different legal system based on the French Civil Code, to belong to a different culture, and to enable that culture to flourish. The Quebec Act…is the foundation upon which the Canadian partnership was originally built.*
>
> **Jean Charest, former premier of Québec**

On the other hand, the special considerations for the inhabitants of New France can be seen as causing resentment and discord among the English-speaking population. Either way, the Quebec Act appears to have exerted a huge influence on how Canada developed.

FIGURE 2-21 Guy Carleton was born in Ireland, and joined the British military when he was seventeen. He served as Governor of Québec from 1768 to 1778, and led the defence of Québec against American revolutionaries in 1775.

Quebec Act an act passed by British parliament to provide for more effective governance of the Province of Québec

WEB LINK • • • • • • • • • • • • • • • • •
To learn more about the Quebec Act, visit our website.

©P

Reactions to the Quebec Act

The Canadians are very ignorant and extremely tenacious of their religion, nothing can contribute so much to make them staunch subjects to his Majesty as the new government giving them every reason to imagine that no alteration is to be attempted in that point.

James Murray, Governor of Québec, 1764

When the fortune of war, after a gallant and glorious resistance, had incorporated you with the body of English subjects, we rejoiced…expecting…that [you would gain] the inestimable advantages of a free English constitution of government…

Little did we imagine that any succeeding Ministers [of the British government] would so audaciously and cruelly abuse the royal authority, as to with-hold from you…the irrevocable rights, to which you were thus justly entitled…

a letter from the Thirteen Colonies to the Inhabitants of Québec, 1774

Thinking IT THROUGH

1. Murray says that giving the French religious rights would make the Canadiens loyal to Britain. Analyze his reasoning. Do you think he was right? Share your thinking with a partner.

2. What is the purpose of the letter from the Americans? Find phrases that support your thinking.

Thinking IT THROUGH

Summarize What's Important

1. Describe the power shift that happened after the Seven Years War.

Analyze Critically

2. What was the impact of the Royal Proclamation on the inhabitants of Québec? Were the provisions fair?

Make Connections

3. What present-day political, cultural, or social issues in Canada may be rooted in the Royal Proclamation and the Quebec Act?

Synthesize and Evaluate

4. Was a conflict between the First Nations and any European power inevitable? Draw on your learning from Chapter 1 and what you know about the nature of imperialism to support your thinking.

5. Write a paragraph to answer the section question: *What were the effects of British victory in North America*? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back…
Struggle for a Continent

How did imperialism shape North America?

Cause and Consequence

The clash of imperialist European nations struggling over power, land, and resources echoed throughout the world. In North America, the lives of colonists and First Nations peoples lay in the balance. In just a few years, the clash of empires brought great change to North America.

1. a) Create a graphic organizer that includes answers to these questions: *What is imperialism? What are the key ideas of imperialism? What are the results?*

   b) In what ways did imperialism affect the course of history, trade, conflict, and the developing Canadian identity? Form a group of four and create a chart-paper placemat like the one shown here. Seat yourselves around your placemat. Each student, writing in a different colour, adds examples from the chapter that fit each category. Work on the category in front of you while your partners work on the other categories. Then turn the placemat and repeat three times. Finally, explain and discuss your examples.

   c) Use the key ideas from the paragraphs you wrote for each section of this chapter, as well as the examples from your placemat, to answer the Chapter Focus Question.

On the course of history

On trade

EFFECTS OF IMPERIALISM

On conflict

On Canadian identity
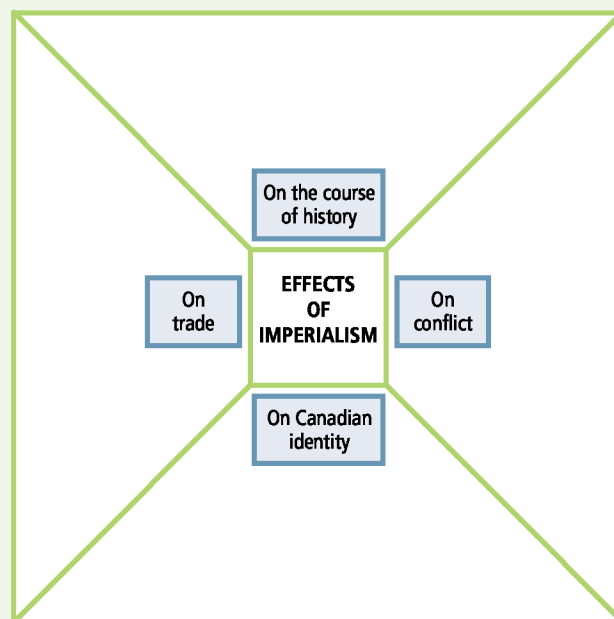
Analyze Critically

2. a) Create a headline for a newspaper article announcing the end of the Seven Years War.

   b) Create subheads to describe the consequences for each of the following: Britain, France, the First Nations, the Thirteen Colonies, the Canadiens, and enslaved Africans.

   c) Write a conclusion for the article that explains who benefited most from the Seven Years War, and why.

Make Connections

3. a) How did imperialism affect the development of a Canadian identity? Identify characteristics of Canada that are rooted in the events of this chapter.

   b) Québecers continue to work to achieve political independence and security for their language and culture. Canadians—including many Québecers—have worked to build a better society for everyone. To what extent do these struggles stem from the imperialism of the 18th century?

3

The Fur Trade North and West

FIGURE 3-1 In the 18th century, the trading posts of the North West Company and the Hudson's Bay Company were the first and only contact many First Nations had with Europeans. This painting of the HBC's Fort Garry was painted by Major George Seton in 1858. Fort Garry was located where the Assiniboine and Red Rivers met, in what is now the city of Winnipeg.

CRITICAL INQUIRY

Significance
Patterns and Change
Evidence
Perspectives
Cause and Consequence
Judgements

How should we remember the fur trade in Canada?

Rose Thomas of the Métis brushed flour from her hands. She wanted to finish mixing the bannock dough, but the raised voices outside the trading post demanded her attention. What she did not need now was more trouble.

It had been an unusual few weeks. James Yale, a clerk from Fort George, had come to see his friend John McDonnell. They had had a great time—two young men far from home, filling their time by playing cards and swapping stories. But what was all that yelling? She quickly stepped outside to see.

In the trading post yard was a group of locals and a visitor—none other than Rose's sister's husband Kazz, a hunter from Sy-cuz (Stoney Creek). John and James were watching. Rose translated for them. "He says two men were murdered at Fort George, right in the trading store!"

James's face turned white. "I should never have left my post," he said, "I should have been there!"

Rose watched the young man as he frantically packed his gear on a horse. "Do not forget me," she whispered.

James smiled weakly. "How could I?" But then he was gone.

Reading ⚓

Make Connections

Rose, James, and John were thrown together by their work. In what industries do young adults work together far from home today? How would the challenges compare?

After the fall of New France, the fur trade continued to dominate the history of North America. It led to increased European exploration and contact between Europeans and First Nations.

For a time, a mutually beneficial relationship developed between First Nations and European traders. However, the fur trade would eventually harm the environment, erode First Nations' traditional economies, and open the door to newcomers hungry for land.

Use these questions to set a purpose for reading each section. ⚓

- How does place shape a people's identity?

- How did the Hudson's Bay Company expand the fur trade?

- How did the North West Company expand the fur trade?

- How extensive was the impact of the fur trade?

- How did the fur trade open western Canada to change?

How does place shape a people's identity?

The First Nations are an important part of what Canada is today. Understanding how they lived before Europeans arrived helps us know ourselves. It also helps us understand the **diversity** among First Nations today. This section will cover the great variety among the Coast, Plateau, and Plains Nations of western Canada. As you read, watch for ways that their environments helped shape their identities.

FIGURE 3-2 The long distances and physical barriers of western Canada tended to keep peoples apart. They met sometimes for trade or war, but for the most part stayed on their own within their territories. How might this isolation lead to the development of unique cultures?

First Nations of the Coast, Plateau, and Plains

Tlingit
Nisga'a
Haida
Tsimshian
Carrier
Tsilhqot'in
Secwepemc
Nuu-chah-nulth
Niitsitapi (Blackfoot Confederacy)
Nehiyaw (Plains Cree)
Ktunaxa
Salishan
Nicola
Nlaka'pamux
Stl'atl'imx
Okanagan
Atsina (Gros Ventre)
Sioux
Plains Ojibwa (Saulteaux)

Coast Nations
Plateau Nations
Plains Nations

0   225   450 km

The map can be considered an estimate of traditional territories because they overlap in places, and because territories have shifted over time.

TIMELINE

1519
The horse is introduced to the Americas; over time, Plains and Plateau First Nations begin to use horses for their own needs

1668
Médard Chouart Des Groseilliers develops a fur trade via Hudson Bay

1670
Hudson's Bay Company is chartered

1763
Scottish and American fur traders rush to Montréal after the British win the Seven Years War

1770
Samuel Hearne and Matonabbee search for copper northwest of Hudson Bay

The Peoples of the Coast

The cultures of the West Coast reflected the location and resources people used every day. The long coastline delivered an abundance of resources from the sea and rivers that enriched the lives of Coast peoples. Villages dotted the coastlines and rivers. These permanent communities featured large cedar plank longhouses. Coast peoples expressed their deep connection with nature through their art, which often featured salmon, orcas, and ravens.

Although salmon could be caught in the ocean year-round, these ocean-going fish would return to the rivers to **spawn**. The salmon runs were so abundant that much of the catch could be preserved for later use and for trade.

Coast peoples also fished cod, halibut, oolachan, and herring. They gathered shellfish and hunted marine mammals such as sea otter and seal. Some peoples used ocean-worthy canoes to hunt whale.

Distinctive Societies

The Coast peoples developed social **hierarchies**, which was rare in North America. Society was divided into chiefs, nobles, commoners, and slaves. A person's rank was usually clear—those considered to be higher status, for example, wore jewellery made from mollusc shells and jade.

Coast peoples highly valued their rights to the best fishing places. They managed these rights through complex webs of extended families and clans. Communities fiercely defended these rights from outsiders, because without access to salmon and other resources their lives would have been extremely diminished.

Coast societies had frequent contact with their neighbours, through both trade and conflict. Conflicts may have resulted from the desire to control resources. This would also explain their aggressiveness toward Europeans at first contact.

FIGURE 3-3 The Hunt family, of the Kwakwaka'wakw First Nations, pose on the banks of the Cowichan River on Vancouver Island. Another member of the family, Richard Hunt, was made a member of the Order of British Columbia and the Order of Canada in recognition of his contributions. His Kwak'wala name is Gwe-la-yo-gwe-la-gya-lis. It means "a man who travels and wherever he goes, he potlatches."

diversity the quality of being varied; the variability among culturally distinct peoples or nations

spawn to deposit and fertilize eggs

hierarchy a ranking of groups in society from most powerful to least powerful

1774
Juan Perez sails the coast of British Columbia

1778
James Cook lands at Nootka Sound

1783
North West Company is founded

1793
Alexander Mackenzie arrives at Bella Coola

1808
Simon Fraser travels the Fraser River to the coast

A tunic that would have been worn at a potlatch

Artist Wayne Carlick. His Tlingit name is Yon-Deck Kin Yaith, or "Flying Raven." He is known for his carved cedar totem poles.

A plaque in Stanley Park, Vancouver

FIGURE 3-4 How is the artwork here similar to but different from other First Nations art you have seen?

The Potlatch

Possibly the best known of Coast rituals and ceremonies is the potlatch. During a potlatch, extended family and community gathered to celebrate together. Holding a potlatch confirmed a person's hereditary rights to a position such as chief. The ceremonies included a large giveaway of valuables. This tradition ensured sharing of resources, but also established the status of the host. In coastal cultures, wealth was measured not by how much you had but by how much you gave away.

Kwakwaka'wakw Elder Agnes Alfred explains how the potlatch reflects Kwakwaka'wakw worldview.

When one's heart is glad, he gives away gifts. Our Creator gave it to us, to be our way of doing things, to be our way of rejoicing, we who are Indian. The potlatch was given to us to be our way of expressing joy.

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The Peoples of the Plateau

The Plateau peoples inhabit the interior of British Columbia. They arrived about 10 000 years ago, travelling here from the south as the glaciers retreated. Although distinct from their Coast neighbours to the west and their Plains neighbours to the east, they share cultural traits with both. For example, like the Plains peoples, they often burn sweetgrass in healing ceremonies. But they might also burn red cedar, as the Coast peoples do.

All the Plateau languages belong to two language families with one exception. The Kootenai speak a language that is unique.

Plateau peoples lived in independent villages or village groups, which they moved with the seasons. Their surroundings included mountains, streams and rivers, forests, and meadows. The land and waters provided roots, berries, sturgeon, eels, trout, goat wool, hemp-bark, and large and small game. Diversity among the Plateau peoples increased over time as people developed their own ways of living on the land.

FIGURE 3-5 Members of the Cheam First Nation haul salmon along the Fraser River. Why might the salmon remain important to peoples of the Plateau today?

watershed the region drained by a river system

upstream toward a river's source

Salmon: The Mainstay

All Plateau peoples depended on the **watersheds** of the Fraser, Columbia, and Skeena Rivers. Like the Coastal peoples, the Plateau peoples depended heavily on salmon. They simply used the resource farther **upstream**.

The Plateau peoples fished salmon with large, anchored dip nets, but also with harpoons, spears, and traps. The people regarded the salmon with such respect that it played a role in their ceremonies and social gatherings. It also appeared in their stories and art. Like the Coast peoples, Plateau peoples held potlatches. However, their potlatches tended to be less elaborate, and they did not affect the inheritance of leadership positions.

Making Opportunities

In the early 1500s, the Spanish brought horses to North America. Eventually First Nations began to use horses. By the 1700s, some Plateau peoples, especially the Kootenai, became well known for breeding and trading horses. They took advantage of their sheltered valleys as natural rangeland. The Prairie peoples prized these horses, and the horse trade gave the Plateau peoples access to the European goods that came west with the fur trade.

The Peoples of the Plains

The plains are not populated by a single nation but by many. The Niitsitapi (Blackfoot Confederacy), for example, includes four nations: the Piikani (Peigan), Kainai (Blood), Siksika (Blackfoot), and Tsuu T'ina (Sarcee). The peoples of the Plains spoke languages from six different language families. To get around any language barriers during trade, the Plains peoples developed an effective sign language.

The Bounty of the Bison

The lives of the Plains peoples revolved around the bison hunt. The great herds of bison that roamed the vast North American prairies were possibly the largest herds of hoofed animals the world has ever known.

The bison provided food as well as necessary materials for making tools, weapons, clothing, and shelter. The bison was so important that the Plains peoples viewed the bison as a spiritual entity. The Kainai called bison meat "real meat," and considered all other game inferior.

Before the arrival of the horse, the Plains peoples used cooperative methods to hunt bison. Bison jumps, corrals, surrounds, and pounds were used to capture great numbers of bison.

The Travelling Life

Plains peoples were predominately big-game hunters who followed the bison herds through most of the year. Their homes, called tipis, were highly mobile. Before the introduction of the horse, the Plains peoples used dogs to pull burdens on **travois**.

Plains peoples typically travelled in small extended family groups, especially during winter. In summer, they would gather for communal hunts and ceremonies. Perhaps the most well-known ceremony was the Sun Dance, sometimes called the "thirsting dance." It was a test of bravery that served a large variety of sacred purposes among the different peoples. The sweat lodge also served a sacred purpose as a place of ritual purification. Many people would keep a personal medicine bundle. In this leather pouch they would carry items of personal spiritual significance.

FIGURE 3-6 This 1832 painting by George Catlin shows Eagle Ribs, a Piikani hunter. What information does this painting give you about the Piikani?

travois a sled for transporting goods, consisting of two poles joined at one end and dragged by a dog or horse

Digging Up the Roots of a Stereotype

A stereotype is a fixed, oversimplified impression of a people that is usually wrong. We can try to understand stereotypes by examining where they got started. Consider stereotypes that may be applied to First Nations people. On film, on television, in art, or in books, they may be depicted as people who live in tipis and ride horses.

Does this image accurately represent all First Nations across Canada? No. But the stereotype does have a beginning with the First Nations of the Plains. These people did live in tipis and ride horses. Hollywood popularized this image in Western movies beginning in the 1930s. By the 1950s, it was this image that most people would think of when they heard the word "Indian."

This image was misleading. Hollywood exaggerated costumes to make them look good on film. Designers and actors had no first-hand experience of First Nations cultures, and made many mistakes. Most audiences did not know the difference. And the diversity of First Nations across the continent was ignored.

FIGURE 3-7 First Nations people often wear traditional clothing during events such as the Calgary Stampede, shown here.

Thinking IT THROUGH

1. How do modern representations of First Nations, such as the one seen in the logo of the Washington Redskins, reinforce stereotypes?

2. How might stereotypes lead people to believe that one culture is superior to others?

3. Why is it important to recognize and challenge stereotypes?

Thinking IT THROUGH ⚓

Summarize What's Important

1. Use a three-circle Venn diagram to compare the peoples of the Coast, Plateau, and Plains. Consider terrain, use of the land, culture, and social organization.

Analyze Critically

2. Using your Venn diagram, decide which of the three peoples is most different from the others. Explain why.

3. Find three examples to support the idea that First Nations peoples are deeply connected to the land.

Evaluate and Synthesize

4. Write a paragraph to answer the section question: *How does place shape a people's identity?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the Hudson's Bay Company expand the fur trade?

resource exploitation using land, water, and natural resources for profit

economic imperialism one country controlling another for economic gain

assimilation absorbing a people into mainstream society

Rupert's Land the vast territory given to the HBC by Charles II

Today, multinational companies are exploring Canada's North in the quest for oil, natural gas, uranium, diamonds, and gold. Workers are flowing in from other regions. Everyone wants to make a profit. Inuit and First Nations peoples living in the North are aware of the need to protect their lands and cultures. They are also aware of their right to benefit from the resources of their lands.

Canada's Fur Trade

The fur trade that took place in western Canada in the 18th century had some similarities to modern **resource exploitation**. European fur traders travelled and mapped the vast network of rivers and lakes in the west and north. They negotiated trade deals with First Nations, and eventually crossed the entire continent.

This work was done to make money. Fur traders and explorers did not farm or start communities. They were not interested in settling permanently in the lands in which they traded. As people who believed in **economic imperialism**, they felt that the use of the land and peoples of North America for monetary gain was natural.

Most First Nations at that time were interested in new business ventures, and welcomed European trade goods. The business of the early fur trade in the north and west was relatively free of conflict or loss of land. However, the fur trade would eventually have negative effects, such as loss of lands, destruction of resources, and loss of traditional ways of life through **assimilation**.

FIGURE 3-8 This painting shows King Charles II of England signing the charter for the Hudson's Bay Company in 1670. With this charter, the king gave the company the sole right to trade with First Nations via Hudson Bay. Did this move serve the interests of First Nations or the investors?

The Oldest Company in North America

For years, the English had difficulty entering the fur trade in Canada. Access to the best fur trading areas was controlled by the French coureurs de bois and their First Nations allies. This changed in 1665 when two coureurs de bois, Pierre-Esprit Radisson and Médard Des Groseilliers, visited London. They wanted to expand the fur trade, and were angry the French had rejected their ideas and confiscated their furs.

Radisson had travelled to the shores of Hudson Bay, and knew the territory. He and Des Groseilliers proposed establishing a fur trade through Hudson Bay, bypassing the French-controlled St. Lawrence River.

The English king, Charles II, and his cousin, Prince Rupert, sent Radisson and Des Groseilliers to Hudson Bay on a test run. When Des Groseilliers returned in 1669 with high-quality furs, the king was convinced.

Charles laid claim to the territory and called it **Rupert's Land**. In 1670, he gave a charter to the Hudson's Bay Company (HBC), which was headed by Prince Rupert. This charter gave the company control of all the lands drained by all the rivers flowing into Hudson Bay—a vast territory that included most of western Canada.

FIGURE 3-9 For years, the HBC confined itself to posts along the shores of Hudson Bay and James Bay. After the formation of the rival North West Company, the HBC built posts in the interior to compete with the North West Company.

Major Posts of the Hudson's Bay Company, c.1820

Legend:
— Major western fur trade routes
Rupert's Land

Working for the HBC

trading post a store where furs could be bartered for goods; sometimes a post was also a fort

Métis people who have either French or English as well as First Nations ancestry, and who self-identify as Métis. They share a common history and culture, and are one of the Aboriginal peoples of Canada.

factory an HBC trading post

factor the chief trader at an HBC trading post

Twelfth Night a celebration of the new year, held on the 5th of January

Every summer, supply ships from England would carry trade goods and supplies to the Hudson's Bay Company **trading posts**. At the same time, First Nations and **Métis** traders travelled overland or by river to the posts. After trading was complete, the furs were loaded onto the ships, which then set sail for the return trip to London.

Cree, Assiniboine, Chippewa, and Métis trappers looked after the trapping and skinning of beaver. Women generally looked after the initial treatment of the pelts—cleaning them so that they would not rot. Then the trappers would select leaders to take the furs to the trading posts. The trading post, or **factory**, was the centre for the trade transactions.

Life in the Hudson's Bay Company Factory

Large HBC factories were managed by company officers. These included the chief trader, called the **factor**, and clerks who conducted business in the store. Other employees included labourers, who loaded and unloaded boats, carpenters, who built boats and furniture, smiths, who made iron goods, and coopers, who made barrels. Most employees came from England or Scotland. These people received salaries and were expected to work long hours, with few holidays.

Many First Nations and Métis men and women also worked for the HBC. They cooked, cleaned, sewed, guided, supplied food, fixed snowshoes, chopped firewood, delivered goods, and generally did what was required to keep the place running.

Life was tough at an HBC post. The region around Hudson Bay is very cold. HBC employees recorded temperatures as low as –53° Celsius. Snow piled up outside the buildings as high as 3.6 metres. In poorly built trading posts, 20 to 25 centimetres of ice could build up on the inside of walls. Summers were very short, and brought the twin miseries of black flies and mosquitoes.

Staying Entertained

Life at an HBC post could also get dull and boring. The number of people employed year-round was small, so they tended to get tired of each other's company. To counter this, the year was broken up by celebrations, such as Christmas and **Twelfth Night**. Officers entertained each other several evenings a week. The two great occupations at an HBC post during the winter were said to be eating and drinking. But everyone had to behave. The factors were in charge of keeping order, and they knew that discipline was important in these isolated posts.

York Factory

Established in 1684 near the mouth of the Hayes River, York Factory was considered the most important HBC post. It was from here that the fur shipments were sent to England. York Factory had 50 buildings, laid out in an "H" shape. It had a main **depot**, a guest house, a doctor's house, a church, a hospital, a library, a **cooperage**, a smithy, a bake house, provisions houses, and officers' and servants' quarters.

depot a storehouse

cooperage a place to make barrels and casks

FIGURE 3-10 This photograph shows York Factory as it looked in about 1925. What would be the benefits and drawbacks of working in such an isolated environment?

How the Trading Worked

The directors of the Hudson's Bay Company were wealthy men who lived in London. They had invested the money to get the operation going. Their biggest advantage was the Royal Charter, which gave them the right to stop anyone else from trading in Rupert's Land.

Because of the charter, First Nations and Métis trappers of that region could trade only with the HBC. This was a disadvantage for them, because the HBC could keep fur prices low. In addition, the HBC was the only company offering trade goods, so trappers were forced to buy at its stores. The economics of the trade therefore favoured the company.

The London directors knew almost nothing about conditions in Rupert's Land, so they gave factors the authority to handle day-to-day operations. Although the London shareholders set the official price for furs, the factors frequently modified this price—paying less to the trappers, and pocketing the difference.

> **Did You Know?**
>
> Trappers who felt they had not received a fair payment for their furs would sometimes refer to the HBC by its nickname: the Hungry Belly Company.

Evolving over Time

At first, all of the HBC factories were located at the mouths of large rivers on the shores of Hudson Bay and James Bay. After the downfall of New France, however, a new fur trading company formed in Montréal: the North West Company. With the added competition, the HBC had to pay more for furs. In addition, it had to build factories inland, to make sure its traders got the furs before the competition did.

With new competition, First Nations and Métis traders could control the number and quality of the furs they brought to the posts. If the price was not good enough, they traded only inferior furs, and saved better furs for the better-paying customers.

An 18th-Century Shopping Mall

Fur-trading posts were the shopping malls of their day. The variety of items available was surprising, considering the great distances over which goods had to be transported. Even though trading stores were small, many had warehouses where extra goods were stored.

The most valued trade goods were items that people used to hunt or fish—guns, **shot**, gunpowder, fish hooks, traps, and nets. Everyday items such as pots, needles, and blankets were also valued. Trading stores also stocked decorative items. Buttons, for example, were used to decorate formal wear and ceremonial blankets. Silver, copper, and other metals were used to make beads.

Trading Ceremonies

At the smaller trading posts, trading often involved a single trapper exchanging furs for goods. The larger posts on Hudson Bay and James Bay would see larger fur brigades. Before any trading, though, a trading ceremony would be held. This practice developed in response to the desire of First Nations to exchange expressions of respect—in the form of speeches and gifts—before business. The First Nations' goal was to encourage fair trading. The HBC officers obliged.

FIGURE 3-11 This 1948 painting by Adam Sherriff Scott shows the trading ceremony as it would have taken place at York Factory in about 1780. It shows the parade at the end of the ceremony.

The Fur Industry Today

Attitudes toward the trapping of animals for fur and leather clothing have changed tremendously in the past 50 years. The animal rights organization called People for the Ethical Treatment of Animals (PETA) puts it this way: "Animals are not ours to eat, wear, experiment on, or use for entertainment... Animals have rights."

FIGURE 3-12 Inuit students wear sealskin clothing to support the Inuit sealskin industry in Ottawa in 2007. The reality that the fur trade kills wild animals is unavoidable. Do you believe it is acceptable to kill wild creatures for human benefit? If so, can it be done humanely?

Such an idea would not have crossed the minds of 18th-century fur traders, but many people do believe it today. Some people choose to be vegetarian, or refuse to wear fur or leather. They object to trapping or raising animals for their fur, not only because it kills animals, but also because they believe it causes suffering.

Not everyone agrees with these views. People do eat meat and wear leather, and some wear fur. There are 80 000 fur trappers in Canada today, half of whom are First Nations, Métis, or Inuit. They believe that trapping can be done humanely, by ending an animal's life quickly. Aboriginal peoples see hunting, fishing, and trapping as a natural part of their life on the land. Trapping can also provide food and extra income, making it possible for Aboriginal peoples to continue living in their traditional territories.

Thinking IT THROUGH ⚓

Build on the Ideas of Others

1. **a)** Create a T-chart to list points for and against the modern fur trade. Record your initial impressions: are you for or against the trade?

   b) Find a partner. Take 30 seconds to explain your position. Listen to your partner explain his or her position for 30 seconds. Write down any changes in your thinking. Repeat this process with two other people in the class. Be sure to write down anything that supports or changes your thinking.

   c) Create a poster that clearly presents your position on the modern fur trade. Include the specific details that supported and changed your thinking.

2. How did talking to others in the class influence your opinion? Be specific.

Let's Make a Deal

The fur trade was a business. Things were bought and sold, and profits had to be made. British money, however, was worth nothing in Rupert's Land. How did trappers and traders negotiate?

BEFORE ANY NEGOTIATION COULD BEGIN, trappers would travel to the closest HBC factory. They would usually travel by boat in the summer, sometimes hundreds of kilometres.

INSPECTING THE FURS would take place after ceremonies were complete. This modern re-enactment shows a factor examining and valuing furs.

HUDSON'S BAY COMPANY.
RAW FURS.

TOKENS were used in place of British money to pay the trappers. The token shown here is worth half a Made Beaver. Tokens could be spent only in the company store. How would this system ensure more profits for the HBC?

THE COMPANY STORE offered a wide variety of tools and supplies, a few of which are shown here. Most were very useful and made life easier. What items do you recognize? Why would a factor want to have a variety of goods in the store?

Price of Furs, 1773	
Type of Fur	**Value (MB)**
12 Muskrat	1
1 Whole Moose	2
1 Black Bear	2
1 Wolverine	1
2 Otter	1
1 Black Fox	1
3 White Fox	1
3 Marten	1

NEGOTIATIONS would take place between the trappers and factors. This might take days. All furs were valued based on the cost of a good quality "made beaver" (MB) pelt, which everyone was familiar with.

Price of Goods, 1773	
Type of Goods	**Price in MBs**
Coloured beads, 0.2 kilogram	1
Brass kettle, 1	1.5
Blanket, 1	7
Gun, 1	14
Shot, 1.8 kilograms	1
Gunpowder, 0.4 kilograms	1
Hatchets, 1	1
Needles, 12	1
Handkerchiefs, 1	1.5
Looking glasses, 1	1
Spoons, 2	1
Shoes, 1 pair	2

THE COST OF GOODS at the company store could be negotiated. This list shows what the company expected goods to be sold for. The factor was allowed to charge more if he could get it. How might a trapper make sure he got a fair deal?

(THE WELLINGTON.)
(1812)

CIVIL.

(THE PARIS BEAU.)
(1815)

(THE D'ORSAY.)
(1820)

(THE REGENT.)
(1825)

MODIFICATIONS OF THE BEAVER HAT.
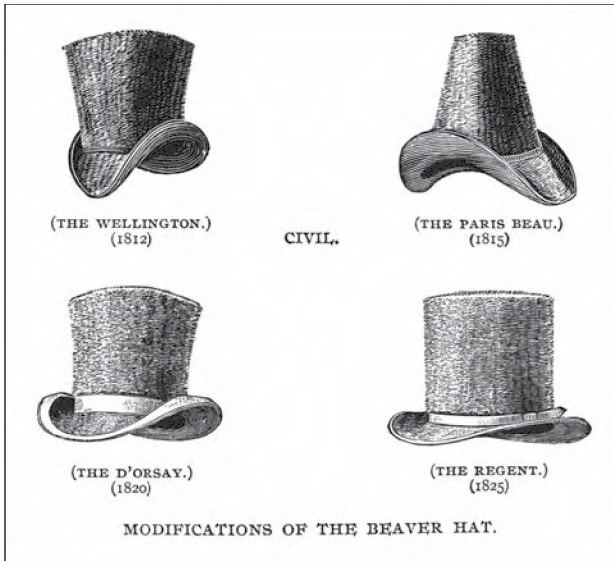
FIGURE 3-13 Although beaver hats lasted a long time, dedicated followers of fashion would frequently trade in their old hats for new ones.

Following the Fashion

What was it that made beaver pelts so valuable to the French and British fur traders? The driving force behind the fur trade was fashion. Virtually all beaver pelts transported to Europe were made into hats.

Beaver pelts have a soft, insulating layer called beaver wool. Beaver wool is covered by tiny barbs, which help the fine hairs stick together. This wool was an ideal material for the making of felt.

First, a hatter would take off the outer fur, called guard hair, and shave the beaver wool off the pelt. He would use steam to form the wool into a thick felt, which was then shaped into a hat. After the new hat dried, the hatter would paint a finish on the outside to harden and waterproof it. The result was an extremely durable hat that shed rain.

Beaver hats were hugely popular. They showed wealth and high social standing.

A High Cost

The fashion craze for beaver hats had significant consequences. As the beaver population was depleted in a region, the fur trade moved west. First Nations trappers left their traditional territories to move with the trade. After the beaver stocks declined in the new region, the whole business moved west again. What is the logical conclusion of this repeating pattern? What consequences would this hold for First Nations, the beaver, and the fur trade?

Did You Know?

The hat-making process involved highly toxic chemicals that could cause brain damage. This spawned the phrase "mad as a hatter."

Thinking IT THROUGH

Summarize What's Important

1. Create a flowchart to show the stages of the fur trade as it worked under the HBC. Begin with investment and end with hat making. For each stage, identify who is involved and describe their responsibilities.

Analyze Critically

2. What are the characteristics of a good business partnership? Did the HBC and First Nations ever have an equal partnership? Explain using details from the text.

3. **Patterns amd Change** Compare the fur trade in New France (Chapter 1) with the fur trade as it operated under the HBC.

Making Connections

4. Create a concept map to show the connections among the following concepts: *economic imperialism*, *monopoly*, *fur trade*, *factory*, *fashion*, *profit*, and *assimilation*. Explain the connection between terms on the lines that connect them.

Evaluate and Synthesize

5. Write a paragraph to answer the section question: *How did the Hudson's Bay Company expand the fur trade?* Set aside your paragraph to help you answer the Chapter Focus Question.

How did the North West Company expand the fur trade?

After the end of the Seven Years War in 1763, Scottish and American investors rushed to Montréal to take over the old fur trading networks that had once been controlled by the French. They also hired the former employees of the French companies to work for them and maintain established contacts. In 1783, a number of these small companies merged to form the North West Company (NWC).

Trading Practices

The trading methods of the North West Company were quite different from those of the Hudson's Bay Company. The HBC had been content to wait for First Nations traders to bring furs to the trading posts on Hudson Bay. In contrast, the North West Company went deeper into the interior, building their own trading posts on rivers and lakes throughout the West and North. They dealt directly with a wide variety of First Nations.

FIGURE 3-14 The trading posts and transportation routes of the North West Company in the 18th century. What advantage did the NWC gain by going into the interior?

Major Posts and Transportation Routes of the North West Company, c.1820

Legend: — Fur trade routes

©P
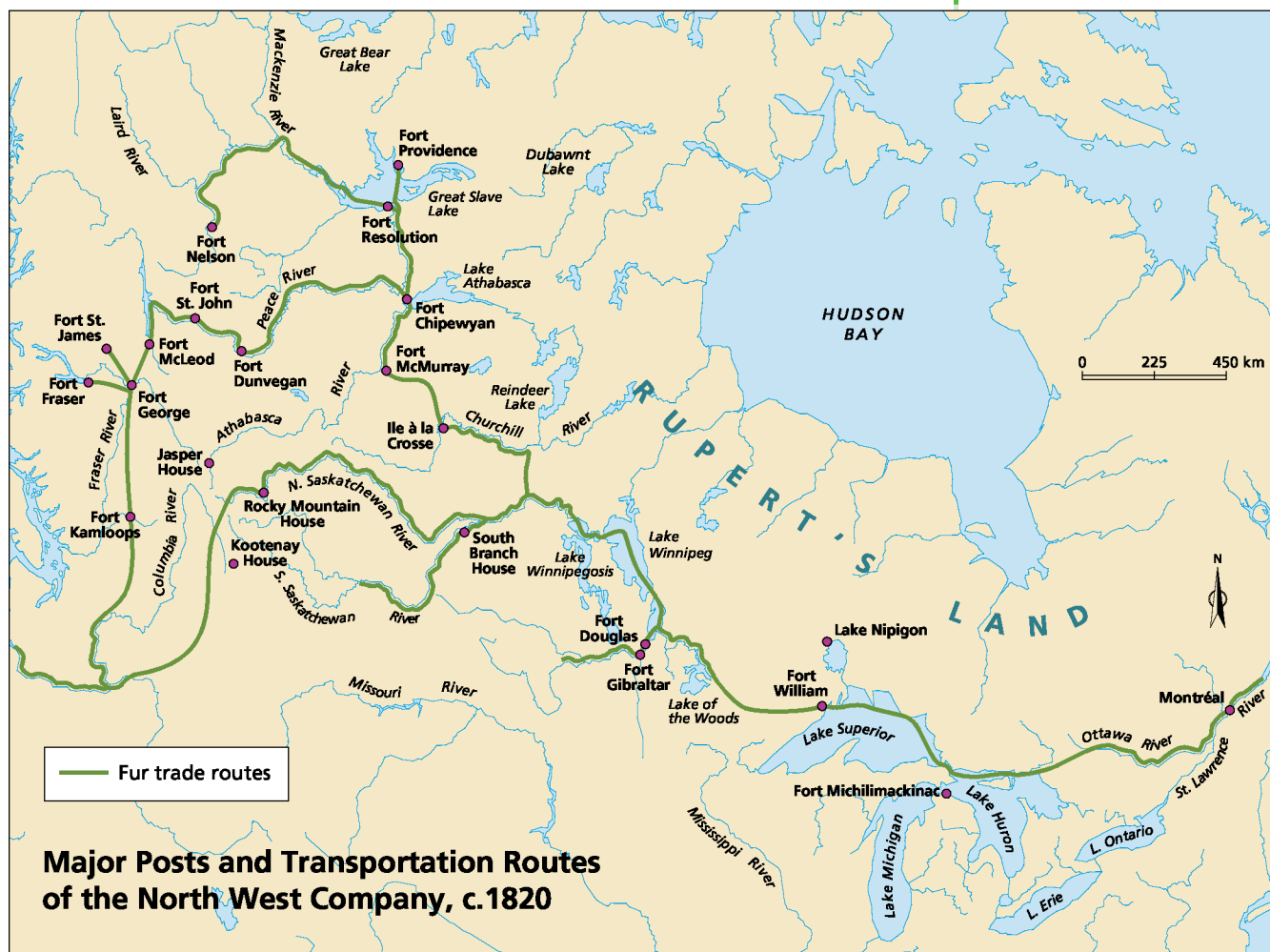
Nor'wester a partner with the NWC who worked not in Montréal but in the Canadian interior

Canadien/Canadienne a male/female descendant of the inhabitants of New France

voyageur a worker employed by the North West Company to transport furs and goods to and from trading posts

pemmican a mixture of pounded bison meat, fat, and berries

The partners of the NWC who sought out trading relationships, explored new lands, and built and ran posts were known as **Nor'westers**. Crucial to the company were the **Canadien** and Métis paddlers called **voyageurs**, who transported goods to distant posts and furs back to its headquarters in Montréal. The HBC did not have to face this challenge.

Almost the entire distance from Montréal to the Rocky Mountains could be travelled by water, but not without many hardships and dangers. Voyageurs from Montréal travelled up the Ottawa River, across the Mattawa River, Lake Nipissing, and the French River, and then across the northern part of Georgian Bay and along the shore of Lake Superior to Grand Portage. Grand Portage (later moved and renamed Fort William, and now called Thunder Bay) was a major post. From there, trade goods were taken in smaller canoes through the Lake of the Woods/Rainy River system to Lake Winnipeg, and then on to the Saskatchewan and other rivers.

The Life of a Voyageur

Voyageurs paddled the canoes that took goods to distant trading posts and brought furs out. Almost all were Canadiens; the rest were Métis. The voyageurs were famous for their strength and endurance. They could paddle 50 strokes a minute for 14 hours a day, stopping briefly for 10-minute breaks. They carried trade goods, furs, and heavy canoes across hundreds of portages. They travelled thousands of kilometres through rivers and lakes between the interior posts and Montréal.

At night, the voyageurs set up camps. They cooked dried peas or cornmeal mixed with water and bits of lard for their main meal. They also ate **pemmican**. Sometimes, as a special treat, they made a kind of bread called galette. The recipe called for the cook to punch a hole in a bag of flour, pour in a little water, and add salt. The cook kneaded the dough and shaped it into flat cakes that were fried in grease. After dinner, the voyageurs slept under their canoes.

Historian Peter C. Newman describes the attitude the voyageurs held toward their work:

HELP WANTED
VOYAGEUR

For the job of your life
in the interior of North America.
The ideal candidate...

• has experience in the fur trade
• knows the land
• has good connections with First Nations
• can handle a canoe
• can paddle 16 hours a day, seven days a week
• speaks French or a First Nations language

The camaraderie of like-minded adventurers guaranteed.

If interested, please contact the North West Company, Montréal

FIGURE 3-15 Why were the Canadiens and Métis the perfect candidates for the job of voyageur?

Unsung, unlettered and uncouth, the voyageurs lived in a universe defined by the canoe and the French language. Rarely, if ever, promoted to join the North West Company's bourgeois [middle class], they made a virtue of their servile [servant] status, developing their own dress, customs and legends that no outsider could ever hope to share.

Peter C. Newman, historian, 1989

Heated Competition

Soon the HBC and the NWC were serious rivals. There was still a great deal of money to be made in the fur trade. In 1788 alone, companies sold furs worth £191 000 at auction—about $25 million in today's currency.

From 1763 to 1821, the two companies tried in every way they could to buy furs from the suppliers before the other did. Expenses were cut and profits were lowered to entice First Nations to trade. At times, the men of one company would ambush the brigades of the other.

The NWC was now intercepting furs before they could get to the HBC posts on Hudson Bay, and the HBC realized that they had to get into the interior as well. They began to build new inland posts. The first, Cumberland House, was established by Samuel Hearne in 1774. Eventually, a whole series of HBC trading posts dotted the interior of the country.

FIGURE 3-16 Voyageurs were hardy and, apparently, fun-loving and down-to-earth. Daniel Williams Harmon, a fur trader with the North West Company, said that "all their chat is about horses, dogs, canoes, women, and strong men who can fight a good battle."
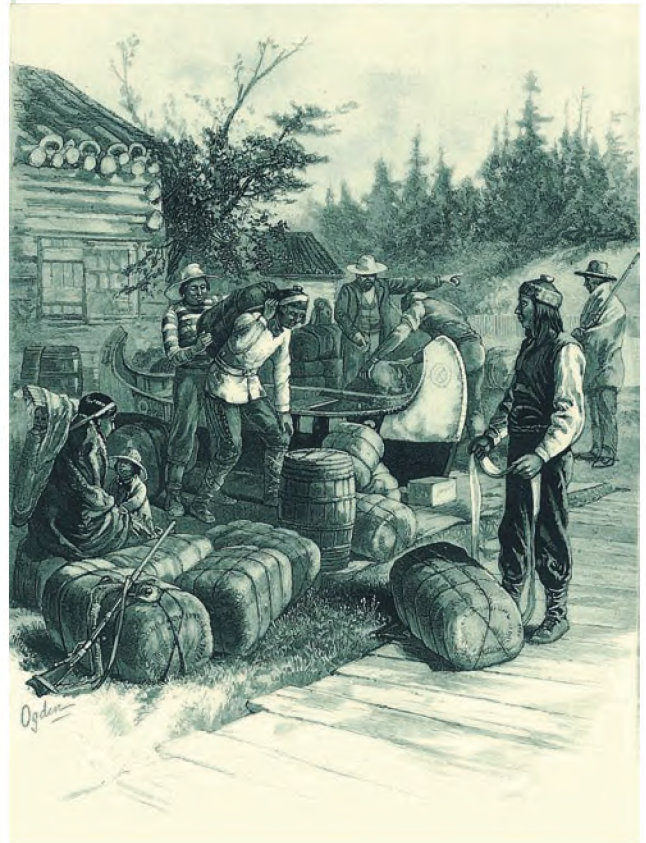
FIGURE 3-17 This is a reproduction of an 1811 painting of an NWC post called Fort William. It was made by Lieutenant Robert Irvine while his schooner, the *Caledonia*, was docked there. Fort William covered 50 hectares and included a cooperage, a boatyard, warehouse, dormitories, and officers' quarters. The dining hall was large enough to seat 200 people. What might a voyageur feel on seeing Fort William at the end of a long trip?

Assessing the Role of Geography in Trade

Geography has always played a role in trade. Even when trade consists of a farmer going to the local market to sell eggs, he or she still had some choices to make:

- What is the quickest route?
- What is the best method of transport?
- What is the best packing material for the journey?

Today, trade happens on a global scale, so geography plays a huge role in helping or hindering trading ventures. Imagine that you would like to invest in one of two businesses importing toys from Asia. To decide which company to invest in, you would look carefully at all aspects of the business.

Now imagine that you are an 18th-century investor trying to decide between the Hudson's Bay Company and the North West Company. Each company has its own strategies for dealing with the geography between the furs in Canada and the hat makers in England. Which was the better approach?

As an investor, you would have to assess the geographical challenges. What are the distances? Climates? Possible water and land routes?

Then, you would have to look at the strategies each company uses to overcome those challenges. What route do they use? What transportation methods?

FIGURE 3-20 This 1913 photograph shows a York boat near Norway House, Manitoba. The HBC found that York boats were better in the large rivers that flowed directly to Hudson Bay. York boats were about 12 metres long and could carry about 2700 kilograms of cargo—much more than canots du nord. They could be rowed or sailed. However, they were very heavy, and portaging them was very difficult.

FIGURE 3-18 The small canoes used from the interior to Fort William were called canots du nord. They were 7 metres long and a little over a metre wide. They had to be small because the route mainly followed rugged rivers with multiple portages. These could be paddled by six men and held a cargo of about 1300 kilograms.

WEB LINK • • • • • •
To learn more about York boats, visit our website.

FIGURE 3-19 The canoes used to transport furs from Fort William to Montréal were called canots du maître. They were up to 12 metres long and about two metres wide, used 12 paddlers, and could carry 3600 kilograms of cargo.

Water Flow in Canada

FIGURE 3-21 Water flows through Canada's rivers and lakes into three oceans—the Pacific, the Atlantic, and the Arctic—as well as Hudson Bay and the Gulf of Mexico. Use these destinations to spot and name the five drainage basins in Canada. A drainage basin is a region drained by a river system. Use the blue lines to observe the patterns of water flow.

Apply IT

1. **a)** Make a copy of the graphic organizer below to help you compare the Hudson's Bay Company and North West Company. Which company would you invest in?

   b) What effect did geography have on the fur trade in Canada? Explain your conclusion.

2. Suggest three strategies the NWC might use to help it compete successfully against the HBC.

3. Create a table with questions to help you assess the impact of geography on another business of your choosing.

Assessing Impact of Geography			
Logistical Strategy	**HBC**	**NWC**	**Questions to Answer**
Hudson Bay Trade Route			Which is longer? Which gets closer to the interior? Which is colder?
St. Lawrence River Route			Which is longer? Which has more portages? Which is more expensive?
Form of transportation used in the interior			Which is lighter? Which is more durable? Which is heavier? Which can sail?

The Heavy Work of the Voyageur

The work of a voyageur was not easy. The massive 12-metre canots du maître could carry 3600 kilograms of cargo. Not only would the voyageurs paddle these canoes across lakes and rivers, they would carry all the cargo—and the canoes—over portages. Voyageurs would carry 40-kilogram bales of goods, sometimes two or three at a time.

Thinking IT THROUGH ⚓

Summarize What's Important

1. What seems harsh about the work of a voyageur? What would be satisfying? What skills and personality traits would a person need to become a voyageur?

Thinking Critically

2. What is the writer's opinion of voyageurs? Identify the words and phrases in the excerpt that give you insight into his thinking. Explain how each word or phrase leads to your conclusion.

3. This primary source helps us see through the eyes of a voyageur. How can we assess the reliability of primary sources? Can we trust this source? Explain your reasoning.

As early in the spring as ice will permit, [the canoes] are brought up to La Chine, a village nine miles [14 kilometres] above Montréal…

Where the water is shallow, the canoes must be forced forward with long setting poles, while the men wade knee deep, and pull against the current with ropes; this is a labour and fatigue beyond what will be easily imagined. Custom has however made the Canadians very expert, and I must do them justice to say they encounter these difficulties with uncommon cheerfulness, though they sometimes exclaim, "C'est la misère, mon bourgeois." [This is misery, boss.]

From La Chine to Michilimackinac, there are thirty-six portages; the distance by land and water is about nine hundred miles [1500 kilometres]; in favourable weather the journey is frequently performed in about a month…"

Long John, an interpreter and trader, 1904

FIGURE 3-22 This painting is by Frances Anne Hopkins, an artist who travelled through the West with the voyageurs. Voyageurs preferred shooting small rapids over portaging. What was Hopkins trying to communicate about voyageur life?

The Role of Aboriginal Men and Women

Many First Nations and Métis men and women did not work as trappers, but instead worked directly for the HBC or the NWC. European traders would have been unable to work and live in First Nations territories without dependable, knowledgeable assistants and guides. Trading posts for both companies would have been unable to function without people with local knowledge who could supply everything from food and clothing to firewood.

A key role on voyageur brigades was that of the navigator. Both Aboriginal women and men fulfilled this role. Also vital was the supply of transportation and food. First Nations men and women made the birchbark canoes so necessary to the trade, and repaired them as needed. They also made pemmican, a nutritious and portable food on which the voyageurs and coureurs du bois depended.

A trader working alone might need a translator, a navigator, a cook, a seamstress, and a partner to help carry the loads and paddle the canoe. First Nations or Métis people were often taken on because they could serve all of those functions.

Sometimes traders and their female assistants married. These women used their skills as well as their family and social connections to aid in the family business. They provided knowledge about local customs and helped with negotiations.

FIGURE 3-23 A Cree woman makes snowshoes at Roggan River, Québec. Women made everything from canoes to moccasins and pemmican. Why would their skills be so valuable in 18th-century North America?

Did You Know?

Pierre Bonga was the only black person known to have worked as a voyageur for the NWC.

Thinking IT THROUGH

Summarize What's Important

1. List the features of the business models of the HBC and the NWC. Group them into categories. Now create a T-chart to show the similarities and differences.

Analyze Critically

2. Folk songs were popular among voyageurs. Imagine you are a voyageur. Draw on evidence in this section to write the lyrics for a folk song that describes your voyageur life. Include your thoughts about your role in the fur trade. Share your song with your classmates.

Evaluate and Synthesize

3. If you had the chance to work for one of the two fur trading companies, which one would you choose? Explain your reasoning.

4. Write a paragraph to answer the section question: *How did the North West Company expand the fur trade?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How extensive was the impact of the fur trade?

Change can be quick or slow, large or small, expected or unexpected. Usually, people adapt in response to changing circumstances. Contact with Europeans would have a profound effect on Aboriginal peoples in North America. Many would adapt to the changes brought by European settlement. For example, some First Nations began using horses that had been brought to North America by the Spanish. First Nations also adapted their traditional trade networks to take advantage of business opportunities brought by the fur trade. Many also began to concentrate more on trapping furs than on other traditional ways of life.

Not only did Europeans and First Nations gain access to the other's technologies, they also learned each other's languages and adopted each other's foods and clothing styles. At first, this exchange was viewed positively, with some benefits to everyone. It was not until later, when European culture grew throughout Canada, that the exchange became harmful to First Nations.

FIGURE 3-24 The image below shows a recreation of a fur trader at work in a trading post. The image at left shows an 1882 drawing of Cree trappers working in the York Factory area. How would their personal lives have changed as a result of their involvement in the fur trade?

Adapting Technology

Trappers used ancient technologies in new ways during the fur trade. The canoe, travois, dog team, toboggan, snowshoes, snow-glare goggles, **parflêches**, pemmican, and tackle for carrying packs are just a few examples. Aboriginal technologies often proved superior to imports. For example, many trappers preferred to use their traditional wooden traps rather than metal traps from Europe. Wooden traps were effective and did not have to be carried—the traps were made on the spot wherever they were needed. In another example, the Métis sash was used as a **tumpline**, but could also serve as a rope, thread, twine, snare, or bandage.

parflêche a folded rawhide bag developed and used by Plains First Nations

tumpline a strap slung across the forehead to help carry a load

Short-Term Change

The fur trade fit in very well with the lifestyle of many First Nations. The greatest advantage First Nations had was their knowledge of the land and the habits of the animals. This knowledge placed them perfectly as suppliers of prepared hides. The best furs are trapped in woodlands during late fall and early winter, when animals have their new, thick fur coats. Knowing how to survive and thrive in this challenging environment was vital. Hunters familiar with methods of trapping fur-bearing animals began to trap more. Women prepared more pelts and preserved more food, which they sold to fur traders.

Life changed most quickly for First Nations and Métis living close to trading posts, because more types of jobs were available. Not only did they trap furs, they also supplied the posts with food and other supplies for the winter. On the plains, the food source was usually bison. On the coast, fishers supplied trading posts with thousands of dried salmon and whitefish.

FIGURE 3-25 Parflêches, like this Niisitapiikwan example, were adapted by various First Nations to be useful in the fur trade. The maximum size of these bags was about a metre long. Two would be tied together at one end and thrown over the back of a horse to carry supplies.

Canadians continue to depend on natural resource industries for jobs and a healthy economy. Fish and furs were the natural resources that first attracted Europeans to North America, and the industries that grew around them brought great change across the continent. How do modern resource industries compare?

Someone must extract the resource from the land. Who did this in the fur trade?

Resources must be transported to a place where they can be processed. What forms of transportation have replaced the canoe, the York boat, and the sailing ship?

Forests are a renewable resource if they are cared for. Today, most forestry companies plant new saplings on the lands they have harvested. What change in thinking may have led to this new approach?

Processing raw materials into goods is very profitable. Where did manufacturing take place during the fur trade? Where does a lot of manufacturing or processing take place now?

Traditional Knowledge is the total understanding by indigenous people of their relationship to the earth and the universe, and the knowledge inherent within that relationship. This knowledge includes the spiritual, physical, emotional, and mental aspects of a person and related components of the earth and universe to these aspects.

    In Cree, we call this "Ininiw Kiskentamowin."

Stewart Hill, God's Lake First Nation, 2008

FIGURE 3-26 The traditional knowledge of Aboriginal peoples includes the belief that the land is a gift to the people. This relationship implies a responsibility to protect the land for future generations. How does this approach differ from the approach of the HBC and NWC? How might traditional knowledge aid in the effort to make natural resource industries sustainable—ensuring that an industry can continue without depleting a natural resource?

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Keeping the Land

ᐊᑭ ᑲᓯᐧᐸᑕᑭ
A Land Use Strategy

June 2006
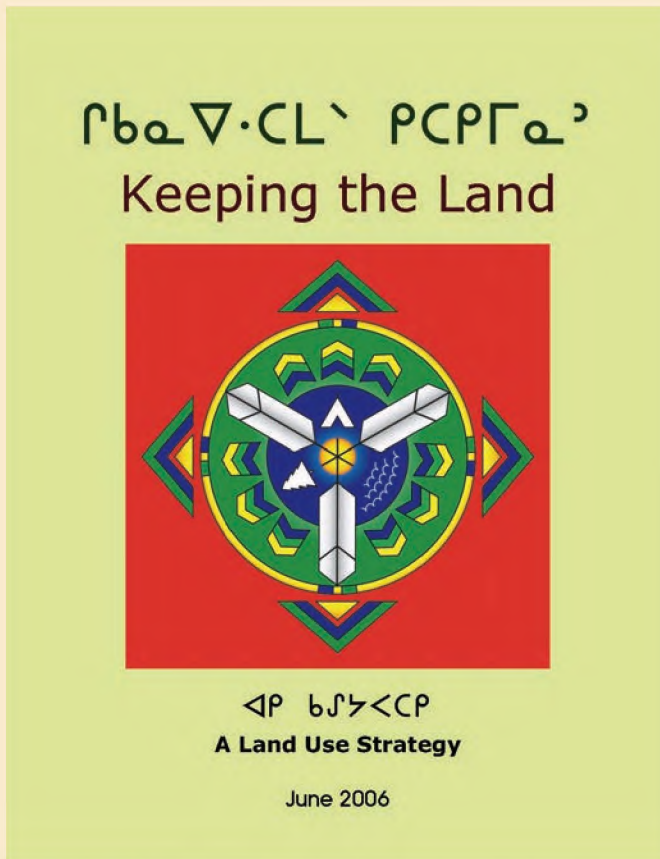
FIGURE 3-27 The Pikangikum First Nation worked with the Ontario Ministry of Natural Resources to guide future development of the Whitefeather Forest. This report recognizes the Pikangikum as stewards of their traditional territories. This means that they have the responsibility to look after and manage the land. How might new partnerships like this bring a revolution in natural resource industries?

Did You Know?

First Nations traditional knowledge places humanity at the *bottom* of the food chain. Of all species, humans are the most dependent on other animals for survival. We even need other life forms to clothe us, unlike other creatures. How might this view affect natural resource use?

FIGURE 3-28 How might this flintlock pistol bring both benefits and problems?

Long-Term Change

Short-term change often leads to long-term change. For example, work patterns shifted as people spent more and more time trapping and preparing furs. As the decades went by, animal populations shrank. First Nations adapted by expanding their trapping areas. Eventually, the beaver population in an area would collapse. This meant that trappers had to leave their traditional territories to find better hunting grounds elsewhere. The fur trade led to serious depletion of the beaver population across the country.

Devastation of the Bison

The bison played a crucial role in the fur trade because it was the source of meat for pemmican. To the First Nations of the Plains, the bison was a main source of food. The fur trade resulted in an increase in the bison hunt, but it was not until the 1800s that the bison herds were almost devastated. This happened when the government of the United States developed a policy to encourage bison hunting on a huge scale. This policy was influenced by pressure from ranchers and farmers, a booming trade in bison hides, and a desire to weaken Plains First Nations. The bison herds, which had once numbered in the millions, were almost completely wiped out.

Without the bison herds, many First Nations economies were destroyed. Poverty and hunger led them to sign treaties in return for reserves. They gave up hunting and gathering, and some became ranchers and farmers. In many cases, the government failed to meet treaty promises. Language and cultural loss increased. Ancient connections to the land were broken.

Creation of a Nation

Not all stories of the fur trade were unhappy ones. Many First Nations women married traders and worked hard beside their partners. Their children would become known as the Métis. Over several generations, the children of these marriages grew in numbers. They developed independent communities, a distinct culture, and their own language—Michif, which combines Cree and French—to create the unique Métis identity.

©P

Trade Goods

European trade goods were an essential part of the fur trade. Here, four First Nations people give their perspectives on the impact of trade goods.

Trade goods were like candy; people knew they could live quite well off the land by fishing or hunting moose, woodland caribou, beaver, and spruce grouse, but tea, tobacco, and sugar made life more enjoyable.

Joe Mackenzie, Behchokö (Fort Rae), NWT

Some goods such as knives and kettles made life easier, but soon items such as traps and rifles became necessary to ensure the economic and political welfare of [First Nations], and so-called "traditional enemies" among the [First Nations] developed. One example of this phenomenon was the Cree-Dené animosity, some of which arose out of trade-based conflicts in the mid-1700s… The arrival of the rifle brought a marked increase in human violence.

Blair Stonechild, Cree, Head of Indigenous Studies at the First Nations University of Canada, Regina, SK

The blankets we needed; they were a good substitute for the cumbersome buffalo robes and, besides, their many bright colours fascinated us… The knife was essential, therefore we bought it at a high price. And we never dreamed that the gun, which we were so anxious to own, would be the means of ultimate extermination of our main source of livelihood, the buffalo.

Joseph F. Dion, Kehewin First Nation, author

Before contact, my ancestors travelled constantly, hunting caribou herds for meat or looking to find good year-round fish lakes… But when trading posts were built, people began to stay in one place. The traders did not feed the Dene; my people still had to hunt and fish as before, and now they had to trap fur for the trade goods that made their lives easier. Between 1750 and 1850, many Dene starved as populations of fish and game disappeared quickly around trading posts.

Sahtu Dene Elder George Blondin

Thinking IT THROUGH

Build on the Ideas of Others

1. Get into a group and number yourselves 1 to 4. Share your thinking about one excerpt, focusing on the task that matches your number.
   1. Identify a main idea.
   2. Identify something interesting that is not a main idea.
   3. Ask a question about the excerpt.
   4. Make a connection.

   Reassign the numbers and repeat these steps for each of the other excerpts.

Analyze Critically

2. Summarize the short-term effects of trade goods mentioned in the excerpts. Summarize the long-term effects. Were they generally positive or negative?

3. Why would First Nations peoples have a variety of perspectives about trade goods?

Assimilation: The Policy

Economic imperialism involves a belief that one's own economic interests outweigh the interests of others. For the most part, fur trade companies were concerned with making money. They were not aware of—and perhaps did not care about—long-term effects on Aboriginal peoples.

In the centuries following the fur trade, this attitude developed into discrimination. The Canadian government used laws, such as the Indian Act, to assimilate First Nations. For example:

- Gatherings and ceremonies such as the potlatch were prohibited

- First Nations peoples needed permission from a government official to leave a reserve, even for a few hours

- Political activism was forbidden, including hiring lawyers

Residential schools were used to assimilate Aboriginal children by separating them from their families and traditions. These schools were funded by the government.

Today, while there are still many problems to be addressed, the Canadian government has accepted responsibility for residential schools. Aboriginal identities and cultures in Canada have not only survived, but are becoming stronger.

Aboriginal identities are so much more than cultural objects and practices; they are ways of being. Shared among the peoples is the suffering caused by attempts to destroy Aboriginal ways of being. Shared by all are the rich possibilities afforded by revitalisation. Aboriginal peoples provide a connection to some of humanity's oldest, longest-lived ways of being, and there is deep potential in those many voices, now growing stronger and stronger.

Dean Cunningham, Métis/Cree educator, 2012

Thinking IT THROUGH

1. Make a line graph to illustrate the changing relationship between Aboriginal peoples and the Canadian government over time. Add events at peaks and valleys.

2. What obligation do we, as Canadians, owe to Aboriginal peoples because of the policies of assimilation?

Thinking IT THROUGH

Judgements

Analyze Critically

1. List the qualities and skills that made Aboriginal peoples ideal partners in the fur trade. How did the fur trade companies exploit those skills and qualities?

2. Make a paper ticket for every impact of the fur trade. The size of each ticket should reflect how significant you judge an impact to be. Colour the tickets red for a positive impact, black for a negative impact, or no colour for a neutral impact. Spread your tickets out and organize them into two groups: short term and long term. What patterns do you see?

Evaluate and Synthesize

3. Write a paragraph to answer the section question: *How extensive was the impact of the fur trade?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

How did the fur trade open western Canada to change?

As the fur trade spread across North America, the fur traders became more interested in exploring, making new contacts, and mapping new routes. Employees of the North West Company and the Hudson's Bay Company were eager to be the first to find new sources of furs.

In 1690, the HBC sent Henry Kelsey west to encourage First Nations to bring their furs to York Factory. During a two-year journey, he travelled as far as the current location of Saskatoon.

Exploring the West and Pacific Coast

Legend:
- Kelsey (1689, 1690–1692)
- Hearne (1770, 1771, 1772)
- Bering (1741)
- Perez (1774)
- Quadra (1775, 1779)
- Cook (1778–1779)
- Mackenzie (1789, 1793)
- Vancouver (1792, 1793, 1794)
- Thompson (1792–1812)
- Fraser (1806, 1808)
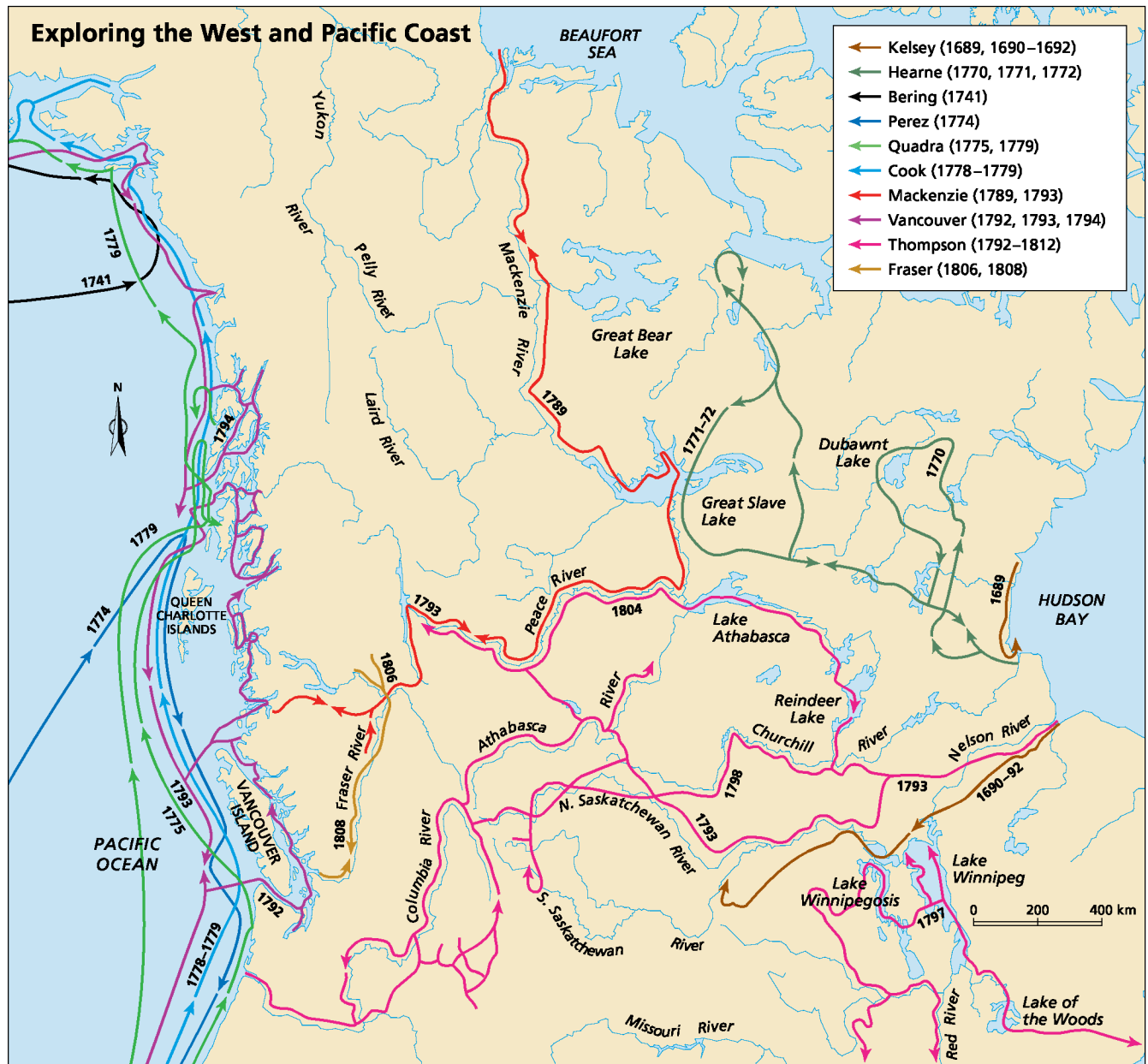
FIGURE 3-29 The arrows show the direction of travel. The legend lists the journeys by date. Find the journeys on the map from first to last. What pattern of exploration do you see?

Hearne and Matonabbee

Samuel Hearne, who was also an employee of the HBC, ventured northwest of Rupert's Land nearly 80 years after Kelsey. From late 1669 to 1772, Hearne went on three explorations with Chipewyan guides. These journeys through mosquito-ridden tundra had little to do with fur trading. Hearne was looking for deposits of copper, and, with luck, a route to the Pacific.

Hearne travelled with Matonabbee, a Chipewyan hunter and leader. Matonabbee guided Hearne and taught him to survive in the Arctic barrens. On his final trip, Hearne spent a year and a half travelling about 5600 kilometres—mostly on foot. He did find copper, but not in significant amounts. He did not find a river leading to the Pacific.

Mackenzie: To the Arctic and Pacific

Alexander Mackenzie was a partner in the North West Company. He worked at Fort Chipewyan, in what is now northern Alberta. This post was on Lake Athabasca, which gave the traders access to the Slave, Peace, and Athabasca Rivers.

In 1789, Mackenzie was ordered by chief trader Peter Pond to follow the Slave River and find a passage to the Pacific Ocean. Mackenzie did so, but he reached the Arctic Ocean, not the Pacific.

Did You Know?

Mackenzie painted his name and a record of his accomplishment on a rock in the North Bentinck Arm: "Alex Mackenzie, from Canada, by land, 22d July, 1793."

FIGURE 3-30 C.W. Jefferys made this drawing, called *Mackenzie at the Arctic, July, 1789*, to show Alexander Mackenzie on the day he saw the Arctic Ocean for the first time. Why would Mackenzie be disappointed that the river flowed into the Arctic?

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In 1793, Mackenzie tried again. This time he brought better **navigational instruments,** which he hoped would help him avoid mistakes. He also ignored Pond's orders, and instead listened to the advice of his First Nations guides.

Mackenzie followed the Peace River to the Finlay River and then the Parsnip River. The expedition arrived on what Mackenzie assumed was the Columbia River. Because it was well known that the Columbia River flowed into the Pacific, Mackenzie was delighted. He travelled the river to a point where dangerous rapids forced them to turn west, along the Blackwater River system. Reaching Bella Coola, they tried to paddle out to open ocean. Local First Nations people stopped them, so they went back to Fort Chipewyan.

The value of Mackenzie's finds was not immediately obvious to the NWC. Although he had found a route to the Pacific, it was not an easy one. They were also too late to establish a fur trade with the First Nations Mackenzie had met. These coastal peoples were already trading with ships from the United States and England.

Fraser: Seeking the Columbia

Hearing that Mackenzie might have found the upper Columbia River, another NWC partner arrived to explore the western rivers. This was Simon Fraser. Between 1805 and 1808, Fraser crossed into the central part of what is now British Columbia. He established posts at Fort McLeod, Fort Fraser (on Fraser Lake), Fort St. James on Stuart Lake, and Fort George, where the city of Prince George is today. The rugged region reminded Fraser of the Scottish highlands, which the ancient Romans had called Caledonia. So he called the region New Caledonia.

In 1808, Fraser set out on what Mackenzie had believed was the Columbia River. He followed it to the coast by travelling through dangerous rapids, including Hell's Gate, which forced the party to abandon their canoes and edge their way along steep cliffs.

Fraser was disappointed. This was not the Columbia River. It was not easily navigated, and not all of the First Nations he met were friendly. His efforts, however, got the fur trade started in the interior of British Columbia. This would also help prevent American expansion from the south.

Mapmaker David Thompson was so impressed with Fraser's accomplishment on the dangerous river that he marked "Fraser's River" on a map, giving the Fraser River its name.

navigational instruments
sextants, compasses, telescopes, time pieces, and other instruments to measure the location of the sun and stars with reference to the horizon and time of day

FIGURE 3-31 Fraser embraced the challenge of navigating the dangerous Fraser River, even though First Nations warned him of the dangers. He stated, "We had to pass where no human being should venture."

C.W. JEFFERYS

Thompson: Mapping the West

The Columbia River, which empties into the Pacific Ocean in what is now Oregon, would have made an excellent shipping route for the North West Company. The NWC was never able to claim it, although David Thompson came close.

Thompson is now regarded as one of the best map-makers in history. He was apprenticed to the HBC at the age of 14, where he developed an interest in surveying and map-making.

In 1797, Thompson left the HBC and signed on with the NWC. The rival company seemed to appreciate his talents, and allowed him to work where he wanted. Over several decades Thompson would survey and map western Canada. He also mapped Canada's southern border.

In 1810, Thompson was asked to find the mouth of the Columbia River before the Americans did. Thompson and his voyageurs travelled the river and reached the Pacific in July of 1811. However, the Americans had gotten there first. Despite this setback, Thompson mapped the length of the river and increased European knowledge of the west.

Exploring the West Coast

In the 18th century, while fur traders were expanding trade networks westward through the interior, ships from Europe were mapping and exploring the west coast of North America.

Along what is now the British Columbia coast, European explorers found that the First Nations had large populations and powerful, well-organized societies. Maquinna, a famous Nuu-chah-nulth (Nootka) leader from the area of Nootka Sound, on Vancouver Island, demanded respect from the Europeans—and got it. Giving offence could be dangerous. The crews of more than one trading ship were killed when they angered the Northwest Coast peoples.

The Russians: Seeking Opportunities

Russian exploration of the west coast of North America came about because of the ambitions of Peter the Great, the Czar of Russia. Peter planned to make Russia a world power. In 1725, he sent a Danish explorer named Vitus Bering to look for land suitable for a Russian

FIGURE 3-32 The object of the fur trade in British Columbia was the luxurious fur of the sea otter. Like the beaver, the sea otter was hunted almost to extinction. Here an otter floats on its back, and prepares to break a shell against a rock.

©P

colony to the east of Siberia. Bering travelled for three years across Russia to the Pacific coast. After building a ship, he explored the North Pacific and what would be named the Bering Strait.

On a second expedition, in 1741, Bering landed on the Alaska coast and began trading with the Aleut people. He died on the return journey, but his crew brought back soft, luxurious sea otter furs. Chinese merchants offered high prices for the furs, and soon Russian fur traders were busy hunting the sea otter off the Alaska coast. They also set up trading posts as far south as California.

James Cook: Visiting the Nuu-chah-nulth

Captain James Cook, an English navigator, was so famous in his day that books describing his trips to the Pacific sold out within days. Cook took an interest in the welfare of his sailors. His use of sauerkraut and other sources of vitamin C saved many of them from scurvy.

Cook led three major voyages between 1768 and 1779. In 1768, he **circumnavigated** the globe. He explored Antarctica, the east coast of Australia, and New Zealand. In February of 1778, he landed at Nootka Sound on Vancouver Island and traded with the Nuu-chah-nulth for sea otter pelts. The European trade in sea otter pelts, sometimes called "soft gold," was soon booming. It did not cease until 1911, when the worldwide population of sea otters stood at just a few thousand.

George Vancouver: Strengthening Britain's Claim

George Vancouver had been one of Cook's officers. Britain sent him to strengthen its claim to the North Pacific coast of North America. This claim was based on Cook's visit in 1778—and made in spite of Spanish claims. Vancouver arrived off Burrard Inlet in 1792 and found two Spanish ships anchored there. Vancouver wanted to avoid conflict, so he suggested that he and the Spanish work together to chart the channels and inlets of the Strait of Georgia.

> ### Did You Know?
> The Spanish, who had seized Mexico in the 16th century, wanted to extend the boundary of their colony northward. In the late 18th century, they sent out several expeditions north along the Pacific coast. In 1774, Juan Perez traded with the Haida. In 1775 and 1779, Juan Francisco de la Bodega y Quadra explored the coast as far north as Alaska.

Thinking IT THROUGH

Analyze Critically

1. a) How would it benefit fur trade companies to find rivers that emptied into the Pacific Ocean?

   b) Why would the search for those rivers lead to the European development of western Canada?

Evaluate and Synthesize

2. To what extent was the exploration of the west coast of Canada by various European nations an example of economic imperialism? Justify your position with explanations and examples from the text.

3. Write a paragraph to answer the section question: *How did the fur trade open western Canada to change?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

CHAPTER FOCUS QUESTION

How should we remember the fur trade in Canada?

The desire for furs led to a revolutionary industry that dominates the history of Canada. Many of the changes brought on by the fur trade were immediate, but others took hundreds of years to be felt. These changes had both costs and benefits.

1. Use the key ideas from the paragraphs you wrote for each section of this chapter to help you complete the following.

    a) Use a balance sheet like the one at right to list the short- and long-term costs and benefits of the fur trade on Canadian society. Consider geography, people, natural resources, and culture.

    b) Give each benefit a positive rating of 1 to 10. Give each cost a negative rating of −1 to −10. One example of each is provided.

    c) Add up your benefits and costs, and calculate your net benefit or cost.

    d) Now write a paragraph to answer the Chapter Focus Question.

Effects of the Fur Trade on Canadian Society

Category	Short-Term Costs	Long-Term Costs	Benefits	Net Benefit or Cost
Geography				
People		Bison depleted, many First Nations economies destroyed	First Nations peoples acquired goods through trade	
		−10	+8	−2
Natural Resources				
Culture				
Total				

Analyze Critically

2. Did the HBC or the NWC have the better business model to maximize profit? (Refer to the chart you created in "Apply It" on page 99.) What were the ethical implications of their models?

Evaluate and Synthesize

3. With a partner, discuss the HBC and the NWC as employers. Which of the two companies would you rather
   - be the director of?
   - be a factor for?
   - transport furs for?
   - trade with?

   What criteria did you consider to make your decisions?

4. Although many of the fur traders and explorers were motivated by profit, we do not remember them because of the money they made. We remember them because they helped build Canada.

   a) With a partner, make a list of criteria to help you assess the significance of a person's contribution to the development of Canada.

   b) Choose one of the fur traders or explorers of western Canada. Create a list of questions to help you assess their impact.

   c) Research the answers to those questions. Use your criteria to assess the significance of the contribution of your chosen explorer or fur trader. How should we memorialize his contribution?

   d) Compare your findings with those of your classmates. Which fur trader or explorer made the most significant contribution?

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Create an Urban Plan for 17th-Century North America

Urban planners design new communities, create transportation networks, and allocate resources such as water and agricultural land.

You learned how North America changed as a result of European colonization. Interaction among cultures brought conflict. How might an urban planner have divided North America among all the groups to minimize conflict? As a 17th-century urban planner, you must do the following:

- Divide North America into areas with the aim of minimizing conflicts and ensuring a fair distribution of land and resources.
- List the groups you will consider in your plan (include at least five groups).
- Design a map showing the new North American borders. Include geographic features, ideal locations for capital cities, and transportation routes.
- Write briefly about each new area you create. Defend your decisions regarding division of land and resources. Include information on type of government, cultural groups, natural resources, and major industries.

STEP ONE: Building and Acting on a Plan

Will you work alone, with a partner, or in a group? List the tasks you need to complete, and set deadlines. Check with your teacher to ensure your plan will be effective.

STEP TWO: Investigation

Using your textbook and learning resource centre, investigate the groups that lived in North America in the 17th century. Ask the following questions:
- What were the cultural groups in North America?
- What were the climate and physical region like? What natural resources would attract people to a region?
- What considerations would a fair division of the land involve? Consider the rights of the peoples already living in each area prior to the arrival of Europeans.
- How would each new area be governed?

STEP THREE: Assessing the Role of Geography in Settlement and Trade

Review Chapter 1 Building Your Skills: Analyzing Satellite Images and Chapter 3 Building Your Skills: Assessing the Role of Geography in Trade. Search online for satellite images of North America. Decide where the borders for the areas will be: What are the geographical challenges? Are there natural borders such as lakes? What is the climate like? What are the best land and water routes?

STEP FOUR: Assessing Historical Accuracy

Review Chapter 2 Building Your Skills: Assessing Historical Accuracy. Use the four-step system in the Building Your Skills, your textbook, and online resources to assess the historical accuracy of your plan.

STEP FIVE: Evaluation

Present your new map and defend your division of land. How might your urban plan for North America have reduced conflict among groups?

CRITERIA FOR SUCCESS

- ☐ Did you develop a plan with specific tasks to complete?
- ☐ Was your planning realistic? Were you able to complete the tasks in the time allotted?
- ☐ Does your map show the new boundaries for the new regions of North America?
- ☐ In your urban plan, did you include information on resources and the economy?
- ☐ Have you explained why this urban plan may have resolved conflict in the 17th century and beyond?

The Revolutionary World: 1640–1790
- England
- France
- The Thirteen Colonies

UNIT FOCUS QUESTION

How did the revolutions in England, America, and France lead to modern democracy?

Democracy and the Modern World

For 150 years, two of the world's most powerful nations, England and France, were at war. They were not at war with each other, but were torn apart from within as citizens rebelled against the monarchy and feudal systems. The fighting stretched across the Atlantic and into the colonies of North America. Citizens demanded their rights, fought for representation in government, and toppled the power structure of their monarchies. New constitutions were written, new governments made, and in the Americas, a new nation was formed.

NORTH AMERICA

•Boston
•Philadelphia

PACIFIC OCEAN

ATLANTIC OCEAN

SOUTH AMERICA

The American Revolution and British North America

How did the American Revolution shape North America?
The American Revolution changed the world. It challenged old ideas about government and about the rights of imperial powers over their colonies. It also set the stage for other revolutions, such as the French Revolution. The drive toward independence ended with the creation of a new nation, one that would eventually become a superpower.

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The Fight for Democracy and the English Civil War

What basic democratic rights were won as a result of the Civil War in England? The English Civil War brought an end to absolute monarchy in England and led to the triumph of parliament. No longer could England's monarch rule without the consent of parliament. This would set the foundation for democracy in England, and later in Canada.

London•

Paris

EUROPE

ASIA

PACIFIC OCEAN

AFRICA

INDIAN OCEAN

AUSTRALIA

Revolution in France

How did the French Revolution contribute to modern ideas of democracy?

The French Revolution had an important effect on the history of Europe. Ideas about democracy and about the rights of individuals that began in the English Civil War and the American Revolution were further developed. Many of Canada's democratic traditions are rooted in the ideas of French Enlightenment thinkers and the Declaration of the Rights of Man and the Citizen.

4

The Fight for Democracy and the English Civil War

FIGURE 4-1 The Battle of Naseby, in 1645, was a key battle in the English Civil War. This coloured engraving from 1727 shows a nobleman urging King Charles I to flee from the battle. Unfortunately, Charles's retreat would leave his army in disarray, and help lead to their defeat.

KEY CONCEPTS ❯ democracy   parliament   republic   absolute monarch   dictator   constitutional monarchy

CRITICAL INQUIRY

Significance

Patterns and Change

Judgements

Evidence

Cause and Consequence

Perspectives

On a January morning in 1649, Charles I, king of England and Scotland, prepared for his own execution. He had already said goodbye to his wife and children. He ate a light breakfast. He wore two shirts, because people might think he was afraid if he was shivering. Charles hoped to be an example of the dignity and superiority of kings.

Charles blamed himself for his fate, but not because he had fought for control of the country. He still believed that he had done the right thing. He was a king, and he had a divine right to rule. Charles thought that parliament had been wrong to try to tell him what to do. However, he had lost the war. And he had been wrong to allow his trusted advisers to be executed because parliament had demanded it.

At last, Charles was called to the scaffold. The executioner waited with his axe. Charles would never know that he left a country still divided, and that the struggle for democratic rights in England was only beginning.

The 17th century was a time of conflict in Europe. Millions of people were displaced and killed because of religious wars. New ideas about government challenged the power of rulers, but kings fought to keep what they saw as their God-given rights and privileges. In England, this conflict brought on a civil war—one that ultimately strengthened democratic rights.

Use these questions to set a purpose for reading each section.

- What were the defining characteristics of English society in the 17th century?

- How did the Stuart kings govern?

- What main factors led to the English Civil War?

- How did the Civil War end the monarchy?

- How did the Civil War affect democracy in England?

Reading

Use Background Knowledge to Infer

Charles believed his right to rule came directly from God, and as such he was answerable only to God. What are the advantages and disadvantages of this point of view? What events might lead to such a strong ruler being executed?

What were the defining characteristics of English society in the 17th century?

The 17th century was a turning point in European history. Religious wars, such as the **Thirty Years War** (1618–1648), killed millions and destroyed towns and villages. New ideas about government and who should rule threatened **monarchs** who believed that their powers came from God. **Colonization** brought new wealth to many European countries, and Western Europe was experiencing an economic revolution.

England was also becoming a powerful and wealthy nation by the time Elizabeth I died in 1603. With the defeat of the **Spanish Armada** in 1588, English ships had the freedom of the seas. England also established colonies in North America, the Caribbean, South America, Africa, and India. Trade in goods such as cotton, ivory, and gold, as well as the slave trade, enriched England enormously. The country was becoming a world power.

The population of England grew rapidly during this century. English merchants, manufacturers, and landholders found new opportunities to become wealthy. They were now powerful people, and were no longer content to be ordered around by the king.

The Geography of Great Britain

Today, the United Kingdom of Great Britain and Northern Ireland consists of part of the British Isles. England, Scotland, and Wales occupy one large island. Northern Ireland shares the other large island with the Republic of Ireland, a country that is not part of the United Kingdom.

TIMELINE

1603
James I becomes king of England, Scotland, and Ireland after the death of Elizabeth I

1625
Charles I is crowned

1628
The Petition of Right is passed in parliament

1640
The Long Parliament is called

1642
The English Civil War begins
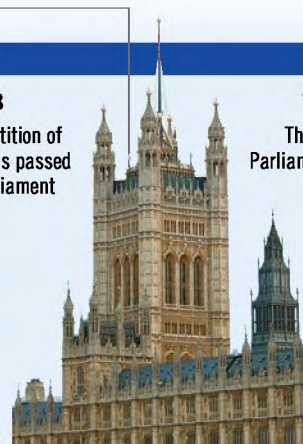
Great Britain has almost 18 000 kilometres of coastline, with many good harbours. In addition, its rivers provide transportation routes within the country. As people inhabiting an island nation, the British were often able to isolate themselves from events in Europe.

Regions

England can be divided into two major regions—Lowland Britain and Highland Britain. Lowland Britain is in the south and east. It consists of low-lying and fertile land, ideally suited to agriculture. The climate here is warmer than elsewhere in Britain because of the Gulf Stream, which carries warm water and winds from the Gulf of Mexico. Highland Britain, in the north and west, consists primarily of hilly or mountainous countryside with thin soils, although there are pockets of fertile lowland within the Highland region as well.

As a result, Lowland Britain has always been more heavily populated, wealthier, and more powerful politically. In the 17th century, the north was less populated than the south, and its people poorer. These conditions were a factor during the political disturbances of that time.
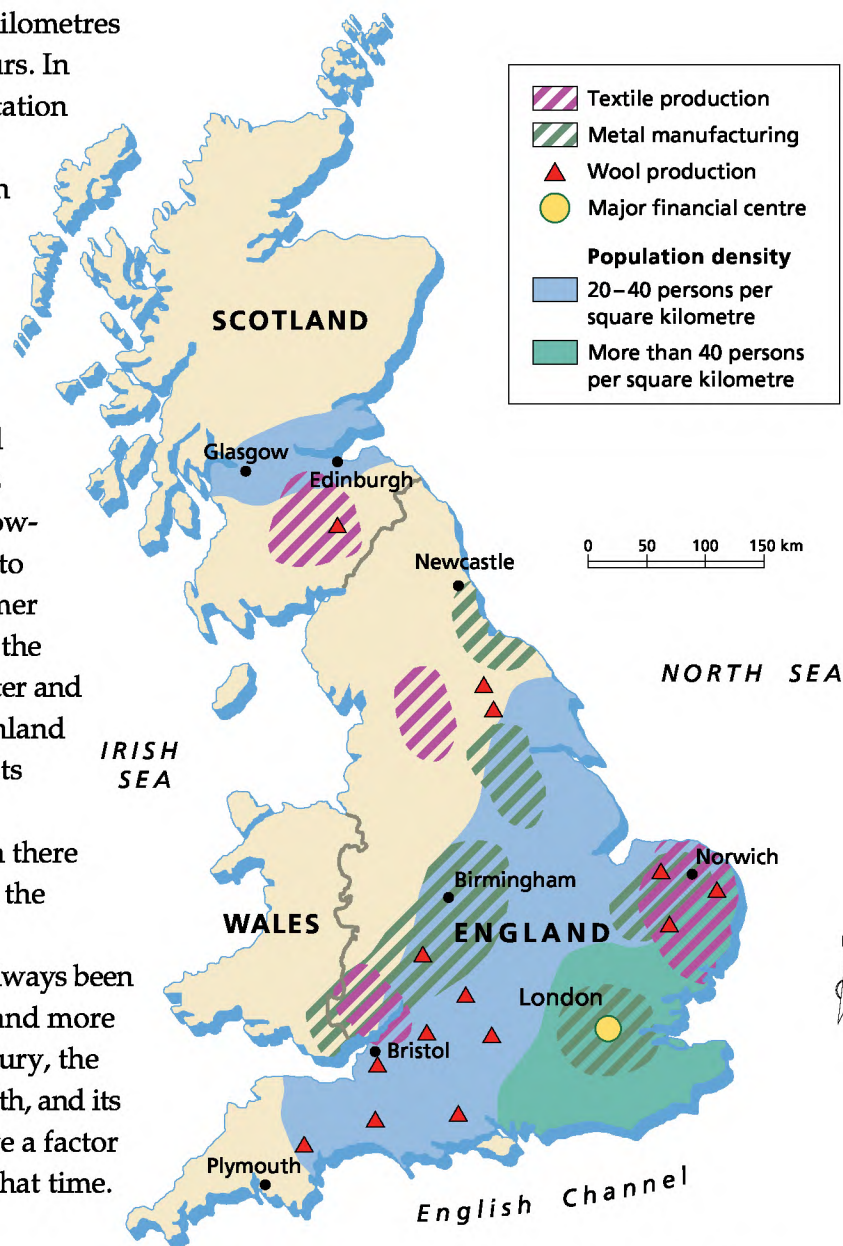
FIGURE 4-2 The important cities and towns of England, Scotland, and Wales, around 1640. Where were the largest cities and towns and the major industries located? Why would this be so?

Textile production	
Metal manufacturing	
▲	Wool production
●	Major financial centre

Population density
- 20–40 persons per square kilometre
- More than 40 persons per square kilometre

1649
Charles I is executed; the Rump Parliament now rules

1658
Death of Cromwell

1660
Charles II is declared king; the English monarchy is restored

1685
Catholic James II takes the throne

1688
The Glorious Revolution removes James II; a year later, William and Mary become king and queen of England under a new Bill of Rights

Changes in Society

In the 17th century, England was still very much an agricultural nation. Most people lived in the country, and worked on farms or the estates of lords. But towns and cities were growing rapidly, and **feudalism** had ended. Townspeople no longer had ties to lords. They felt much more in control of their own destinies.

As English society became more divided, three basic classes developed.

Upper class	the monarch, the monarch's advisers, nobles, and high church officials, such as bishops
Middle class	merchants, manufacturers, landowners, professionals, and military officers
Lower class	farmers and ordinary workers

Did You Know?

The Great Plague that hit London in 1665 was the worst outbreak of bubonic plague in the 17th century. Around 100 000 people died. Wealthier people and nobles were able to flee the city, but most poor people could not.

The upper class and the more prosperous members of the middle class lived in fine town and country houses. They owned valuable possessions, including china from Asia and fine furniture made from the woods of Africa. English merchants roamed the world, bringing back new, exciting, and profitable goods to sell to this wealthy part of society.

The lower classes, which included skilled workers such as carpenters, blacksmiths, stonemasons, and dressmakers, could earn good incomes from their skills and lived quite comfortably. Many of these skilled workers belonged to cooperative organizations. These organizations looked after their members' welfare.
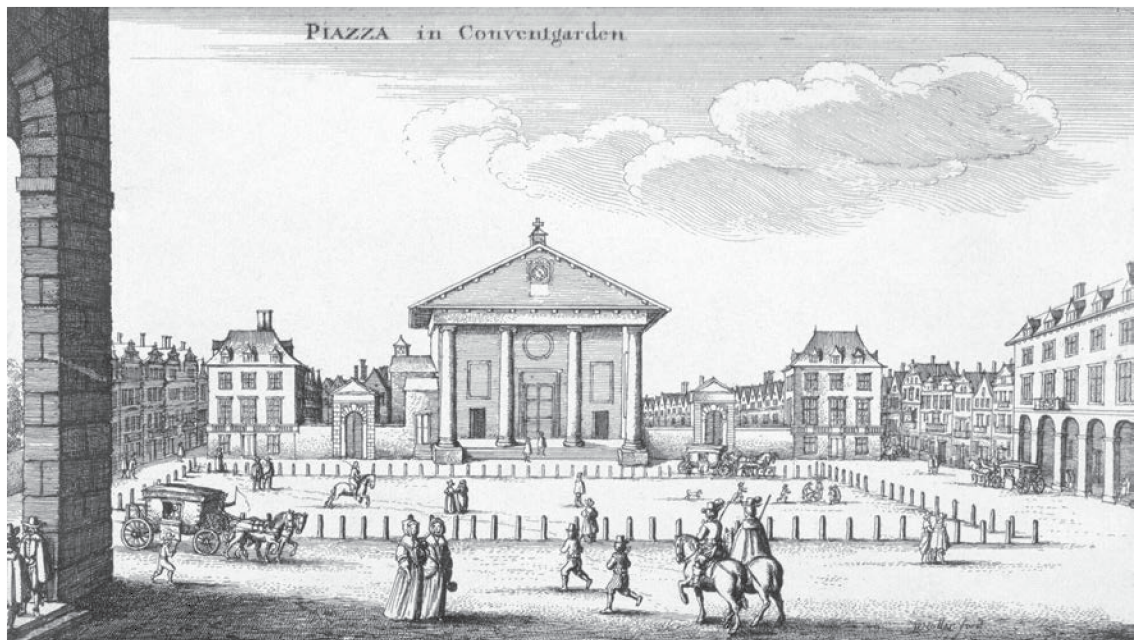
FIGURE 4-3 Covent Garden in the 17th century. Based on this image, what can you infer about the people who lived in this part of London?

Less-skilled workers did not fare as well. They worked long hours for perhaps ten pennies a day for men, and a few pennies for women. Their living quarters were small and cramped, with whole families living in one or two rooms.

Many other people lived in poverty, with little or no opportunity to improve their lives. Widows suffered after the loss of their husband's wage. For many unemployed people, including children, their only means of livelihood was crime.

Poverty and Crime in 17th-Century England

People who were homeless due to poverty and lack of work were known as vagabonds. Most of the middle and upper classes saw these people as lazy, or thought that they preferred a life of crime. Punishments for vagabonds were severe, including whipping. By the early 17th century, however, new Poor Laws started dividing vagabonds into those who could not work (due to disability or age, for example) and those who could ("sturdy rogues"). Sturdy rogues were still punished.

The Effects of Trade

The poor lived mainly on bread and beer, and could occasionally afford some meat or cheese. The wealthy ate enormous quantities of meat, which was often strongly flavoured with spices to disguise the fact that it was sometimes not very fresh. Fruits and vegetables were not popular, and were usually eaten cooked.

In the 17th century, English diet and social customs began to change. Foods and other products were arriving from other parts of the world. The new foods included pineapple, maize, potatoes, coffee, tea, and chocolate. Soon a new social institution sprang up—the coffee house. This was where men gathered to drink coffee, smoke tobacco (also newly introduced from North America), and indulge in gossip and political discussions.

FIGURE 4-4 This engraving from 1674 shows men enjoying a drink and a chat in a 17th-century coffee shop. Why might shops like this be popular?

The Role of Religion in English Society

Religion was extremely important in the 17th century. Most people went regularly to church. Most of England was **Protestant**, although some Roman Catholics remained in the country. Within the Protestants, there were many different groups with different ways of worshipping and different interpretations of the Bible. In 1290, Jewish people had been forced out of England. They were banned from living there until the mid-17th century.

The official church was the **Church of England** (or Anglican Church), with the king as its head. The Church of England decided how church services were to be conducted everywhere in the country, and it was supported by the people, who paid church **tithes**. Although it was Protestant, services and ceremonies in the Church of England were often very elaborate, and its buildings were richly decorated.

Protestant any Christian not belonging to the Roman Catholic or Eastern Orthodox Church

Church of England the official church in England, headed by the monarch

tithe a payment of one-tenth of a person's earnings

Calvinist a follower of the teachings of John Calvin, a leader of the Protestant Reformation

parliament the legislative body in England

Cavaliers and Puritans.

FIGURE 4-5 Compare the clothing worn by the people shown in this picture. How does it differ? What does this show?

The Puritans

The Puritans were a very large and powerful Protestant group. They were totally opposed to the ceremonies and decoration of Anglican churches. The Puritans were **Calvinists** and believed that churches should be simple and plain. They associated religious art and decoration with the Roman Catholic Church, which they hated. Puritans wore dark clothes and disapproved of drinking, gambling, sports, and the theatre. They were suspicious of human weakness. They believed that stern laws were needed to keep people from straying into sin.

Puritanism spread rapidly through England in the 16th and 17th centuries. At various times, it was illegal for Puritans to hold their own church services, and many Puritans were fined and imprisoned for their beliefs. Some Puritans entered **parliament**, seeing politics as another way to promote their beliefs. As a result, the Stuart kings would have to fight parliament on both religious and political grounds.

©P

Transplanting Religion in the 17th Century

FIGURE 4-6 Puritans faced persecution at home in England, Scotland, and Ireland, which is why many left for the New World. However, they themselves persecuted non-Puritans in the American colonies. How would they justify such persecution?

Other Puritans left the country in search of religious freedom. One group of Puritans, the Pilgrims, chartered a ship, *The Mayflower*, to take them to America. They founded a Puritan colony at Plymouth in 1620. These were the first of many Puritans who settled in what would later become New England.

Witches

Witch hunts swept across Europe from the 15th to the 18th centuries. People who were accused of witchcraft were thought to have used magic to harm others, often in connection with Satanic ritual. An accusation of witchcraft could lead to mass hysteria and panic. It was usually the Church and political officials who tried and condemned the accused witches.

Official witch hunting took place in England and Scotland during the 17th century. While historians disagree on the number of people executed, it is certainly in the hundreds, if not thousands. Witch hunts also took place across continental Europe and in the Puritan colonies in America.

The majority of people put on trial for witchcraft were women over the age of 50. (It was believed that women were more easily tricked by Satan.) They were often social outcasts, women who had never married, or "wise women" who knew about medicinal plants and treatments for illness. Some were people who told fortunes or sold love potions. Others were simply old women who lived alone, perhaps with a pet animal, such as a cat.

Perspectives

Did You Know?

People believed that only the innocent could drown. Satan would protect real witches by not allowing them to drown.

FIGURE 4-7 Why would the execution of witches be public? Why were people like Matthew Hopkins able to have so many women tried and condemned for witchcraft?

duck to plunge suddenly under water and out again

democracy a government that is controlled by the people who live under it

civil rights the rights of a citizen, such as safety, protection from discrimination, and the right to vote

The most famous witch hunter in England was Matthew Hopkins, who called himself the "Witch-Finder General." Hopkins travelled throughout England claiming to have been commissioned by parliament to find and condemn witches. He is believed to be responsible for the deaths of around 200 women. Condemned witches were **ducked** in water, with their thumbs tied to their toes, until they drowned (which proved their innocence). Others were hanged, burned, or pressed to death (crushed between two doors loaded with weights). Matthew Hopkins was paid well for his work, and also wrote a book about his experiences. His methods of discovering witches were used during the witch trials in the American colonies.

English Parliament and Civil Rights in the 17th Century

What rights do Canadians enjoy today? Canadians sometimes take their **democracy** and their **civil rights** for granted. For most of human history, people did not have democracy. Rulers in Europe had absolute power, and could do as they wished. Ordinary people could not participate in the process of government. Nor did people have civil rights, such as the right to be free from unlawful arrest.

Many of the democratic traditions that Canadians enjoy today come to us from England. The process of establishing them took many centuries. **Magna Carta**, signed in 1215, recognized individual freedoms, and required the English king to consult an elected parliament and to rule lawfully.

Monarchs and Parliament

Although monarchs such as Elizabeth I had learned to work with parliament, most English kings and queens had been used to ruling as they saw fit. They expected their subjects to accept and support their decisions. This support included providing money, in the form of taxes or loans, to pay for things such as soldiers and new palaces. Most monarchs hated restrictions on their power and often tried to bypass them. For example, they would try to bypass parliament.

Today, people in many parts of the world still struggle to attain basic political and civil rights, such as the right to a fair trial, or the right to choose their government through free and fair elections. In England, the struggle that began in 1215 with Magna Carta would continue 400 years later, as James I and Charles I fought parliament for control.

Thinking IT THROUGH

Compare and Contrast

1. Look for essential ideas about 17th-century English society. Using a graphic organizer, compare and contrast the living conditions of the upper, middle, and lower classes. Use this organizer to write a report from the perspective of a foreign ambassador describing English society to his government.

Make Connections

2. Trade had an effect on English society. How do trade and the arrival of goods from other parts of the world affect Canadian society today?

Build an Argument

3. How might witch hunts and people like the "Witch-Finder General" be used to maintain the power of Church and government in English society?

Summarize What's Important

4. Identify the role of parliament in limiting the power of a monarch since the signing of Magna Carta.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What were the defining characteristics of English society in the 17th century?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Using Statistics to Understand Social Structure

How can we understand how past societies functioned, and how people in the past spent their lives? We can read what people wrote about themselves and their world. We can look at artifacts and images, such as paintings. Statistics can also provide important understandings that we might otherwise miss.

Statistics can be more objective than other sources of information, but they must still be used cautiously. Statistics can be distorted by the people who collect the data, or they may be shown in a certain way to support a specific point of view. However, they can provide another window on the past.

Use the data in Figure 4-9 to discover how wealth was distributed among the three main social classes of England—the upper class, the middle class, and the lower class. Figures 4-10 and 4-11 give you some idea of how much money was available to people to meet their needs. Figure 4-8 explains a little about English money; it will help you to interpret the data.

d = penny	s = shilling	£ = pound
There were 12 pennies in a shilling, and 20 shillings in a pound.		

FIGURE 4-8 English money

Apply IT

1. Using Figure 4-9, divide the population into the three social classes. The middle class includes government officials, merchants, traders, lawyers, scholars, and military and naval officers. The rest are in the upper or lower classes.

2. Construct two pie graphs. Use the first pie graph to show the number of families in each of the three social classes. In the second pie graph, show the average amount of income per family in each of the three classes. How do the graphs compare? What can you say about English society on the basis of these pie graphs?

3. Calculate the weekly income of an agricultural labourer. Calculate how much food they would be able to buy during a week, assuming they spend 30 percent of their income on food. Calculate the weekly income of a shopkeeper. How much disposable income would the shopkeeper have after buying food? Do the same for a gentleman. What conclusions can you draw about the families' standards of living on the basis of these calculations?

Number of Families	Occupation	Average Yearly Income per Family (£)
160	Nobles	3200
26	High church officials	1300
4400	Minor nobles (baronets, knights, esquires)	660
12 000	Gentlemen	280
10 000	Government officials	180
2000	Merchants and traders by sea	400
8000	Lesser merchants and traders by sea	198
25 000	Persons in the law, liberal arts, and sciences	107
110 000	Shopkeepers, tradespeople, and artisans	42
9000	Naval and military officers	70
85 000	Common sailors and soldiers	17
364 000	Labouring people and gardeners	15
400 000	Crofters and the poor	0.5

FIGURE 4-9 English society in the 17th century

Goods and Services	Price
Harpsichord lessons	£1 a month
Haircut	6d
A bleeding	1s
Meat	approx. 7d per kilogram
Bacon	approx. 10d per kilogram
Good cheese	approx. 5d per kilogram
Bottled ale	6d per dozen
One live hog	£1 6s
Six oranges and three lemons	6d
Renting a sedan chair for the day	2.5s

FIGURE 4-10 Prices for some common goods and services in England, around 1660

Occupation	Wage
Agricultural labourer (male)	10d per day
Agricultural labourer (female)	4d per day
Skilled craftsperson (mason, carpenter)	1s per day
Silversmith	3s for engraving a cup
Kitchen maid	10s per year
Cook in a great house	£2 per year

FIGURE 4-11 Wages in England, around 1660

How did the Stuart kings govern?

Reading ⚓

Set a Purpose

As you read, take note of how James I and Charles I ruled England. How did parliament and the people react to these kings?

absolute monarch a king, queen, emperor, or empress with unlimited power

The Stuart dynasty was Scottish. Elizabeth I had never married, and had no children. James VI, who was king of Scotland, was also the son of Mary, Queen of Scots, who was Elizabeth's cousin. This made him Elizabeth's closest male (and Protestant) relative. On Elizabeth's death in 1603, he became James I of England and Ireland.

The Stuarts and Divine Right

The Stuarts believed in the divine right of kings. The word *divine* means, in this case, "coming from God." Stuart kings believed their power as rulers came directly from God. They were God's representatives on Earth, and they could not be questioned by ordinary people. This was very different from how Elizabeth I had ruled. While she had maintained her power as a monarch, she had also known the value of working with parliament, not against it.

Absolute Monarchy

James I and the Stuart kings who followed him admired the kings of France and Spain, who were **absolute monarchs**. They were irritated by English ideas about ruling within the law and consulting parliament, which had been set down in Magna Carta. They particularly hated the idea that only parliament held the right to set taxes, and that the monarch was left asking for money.

The people of England had moved away from the old feudal system, where kings and lords had absolute rule. The growing—and wealthy—middle class had its own ideas about how government should be run. Stuart stubbornness and their attitudes toward both religion and parliament would create problems in a fiercely Protestant, rapidly changing, England.

FIGURE 4-12 The artist focuses attention on James I in this 1621 portrait by making the foreground of the painting brighter and more detailed than the background. In reality, James was very untidy and rough around the edges. Why would his portrait not show him as he really was?

James I

James was an intelligent man, but he also had a talent for doing the wrong thing. James had been king of Scotland for 20 years before he became king of England and Ireland, and he did not make a good first impression on his new subjects. For example, his idea to unite England and Scotland under one parliament was quickly rejected. These countries had been at war with each other far too often, and uniting them would not be easy. Always short of money, James tried to find new sources of income without consulting parliament. When he did call parliament, it promised him money only if he agreed to give up more power.

James did accomplish peace between England and Spain, at least for a time. The English colonization of North America quickly expanded under his reign. A poet himself, he promoted the literature of Scotland, and his King James Version of the Bible is considered a great work of English literature. He was one of the first antismoking advocates, and published a pamphlet to try to convince people not to smoke.

However, James believed too strongly in divine right to learn how to work with parliament. He also had a habit of appointing his **favourites** in positions of power. This did not earn him the love of his subjects, and it set a bad precedent for the reign of his son, Charles.

favourite a person given special treatment

EXPLORING SOURCES

Divine Right

Although James I knew that he ought to rule according to the laws of England, he did not think he had to. This speech to parliament shows his views on divine right.

Thinking IT THROUGH

1. Identify James I's point of view or main idea.

2. What analogy, or comparison, did he use to express his point of view? What specific details did he use to support his idea?

3. Evaluate the effectiveness of his argument. Did he prove his point?

Kings are justly called Gods, for they exercise…a power similar to God's power upon Earth. For if you will consider the attributes of God, you will see how they agree in the person of a king. God has power to create or destroy, to make and unmake, at His pleasure; to give life or send death, to judge all, and not to be judged or accountable to any one; to raise low things high, and to make high things low at His pleasure. Kings have the same power. They make and unmake their subjects; they have the power of raising and casting down, of life and death; judge over all their subjects, yet accountable to none but God. They have the power to exalt [raise high] low things and debase [make low] high things, and make of their subjects like men of chess…therefore, kings have absolute power.

Charles I

compromise to settle a dispute, with both sides giving up a part of what they demand

tyrant a ruler who uses power oppressively or unjustly

extravagance careless and lavish spending, wastefulness

Charles I had overcome serious physical problems in his childhood. He also suffered from a lack of affection from his parents. He was shy, spoke with a stammer, and often had fits of temper. When his father became king of England and the family moved to London, Charles was left behind. He was James's second son, but became the heir when his older brother died.

Like his father, Charles I believed in the divine right of kings. He was even less willing to **compromise** with parliament than his father had been. He truly believed that the king had to answer to no one but God. As far as ruling went, he was willing to be a **tyrant**.

Although he was very dignified and could be charming, Charles tended to keep apart from other people. He loved art and enjoyed owning fine possessions. This made others complain about his **extravagance**.

Charles relied on his father's favourite, the despised Duke of Buckingham, for advice. Buckingham led the king into one disaster after another, including wars with France and Spain. Charles was also in constant conflict with the Puritans. They, along with other Protestants in England, worried that Charles was not doing enough to support Protestantism.

Within a few short years of becoming king, Charles had alienated many people who might otherwise have supported him, and he was badly in need of money. He felt he had no choice but to try to make parliament agree with him.

FIGURE 4-13 Charles I and his queen, Henrietta Maria of France. Henrietta is handing Charles a laurel wreath. What might this symbolize? What other objects are included in the painting to proclaim their royal status?

Thinking IT THROUGH

Summarize What's Important

1. Create a graphic organizer to show how their belief in divine right influenced the actions and behaviour James I and Charles I.

Compare and Contrast

2. Use a Venn diagram to compare the qualities of James I and Charles I.

Analyze Critically

3. **Perspectives** Describe the qualities and characteristics of the king from the point of view of a common person and of a noble, such as the Duke of Buckingham. Include their opinion of the divine right of kings in the response.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the Stuart kings govern?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

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What main factors led to the English Civil War?

Civil war breaks families and communities apart. Close friends, neighbours, and even siblings may end up fighting on opposite sides. Civil war uses up the resources of a country, and it creates great hardship and serious economic problems. It can take decades to recover from such a war. No one wants a civil war. How did one happen in 17th-century England?

Setting the Stage for Civil War

The main cause of the English Civil War was Charles I's struggle with parliament. Each side believed that it had the right to more control. Compromise was almost impossible due to four main factors: the growing powers of parliament, money, religion, and the behaviour of the king.

England's Parliament

England's parliament dated from Anglo-Saxon times. Its original purpose was to advise the king, and it had little official power. In 1215, however, nobles used Magna Carta to change parliament's role. Magna Carta stated that the king could not rule simply by his own will—he had to obey the laws of the land, like everyone else. People accused of crimes had the right to trial by jury. Most importantly, the king could not introduce new taxes without the consent of parliament.

Parliament in 17th-century England had two parts, or "houses," the same as today. Both houses had to approve new laws. The House of Lords included bishops and other high officials of the Church of England in addition to the nobility. The House of Commons was made up of wealthy landowners and townspeople. During the time of Charles I, the monarch held the right to call or dismiss a parliament.

This was not democracy as we know it today. Most people in Britain did not have the right to sit in either house of parliament, or even to vote for its members. These rights would take years to win. However, this was a stage of development for parliamentary government.

Members of the English parliament in the 17th century were very aware of their rights and powers—and they were prepared to defend them.

civil war when two or more groups in a country fight each other for control of that country

Controlling the Money

Monarchs had large expenses—soldiers, ships, and new palaces were very costly. To raise some money, monarchs could collect rents from their estates, sell noble titles, or sell the rights to import valuable goods.

One thing the monarch could not do to raise money was create new taxes. Only parliament could make new taxes legal. This meant that if the king wanted a new tax, he had to call parliament and explain his decision. For example, if Charles wanted money to go to war, parliament would have to agree that the war was necessary. Parliament could also use the king's need for money to get what it wanted from him. This usually meant increases in parliament's powers, something Charles disliked.

When parliament resisted him, Charles resorted to other means of raising money. These included forced loans, fines, and a return to an ancient custom called ship money. This was a fee the people of coastal towns had once paid to help provide ships in times of war. Charles now wanted all towns and landowners to pay the fee. The idea of the return of ship money caused outrage.

Charles also turned to his chief minister, Lord Strafford, to raise money. Strafford was called "Black Tom Tyrant." He found so many ingenious ways of obtaining money for the king that his methods became known as "Strafford's Fork"—a reference to a king who was "feeding off the country."

Religious Troubles

The Puritans were a powerful and outspoken group in England. There were Puritans in parliament, and they did not like or trust Charles I. They felt that he was becoming lenient toward Catholics—after all, he had even married a Catholic from France.

Charles also allowed one of his favourites, Archbishop Laud, who opposed the more radical forms of Puritanism, to introduce new religious practices. These practices included church decoration and rituals that offended and angered Puritans. Those who complained or criticized the king and Laud were punished for **seditious libel**.

Libel and Freedom of Speech

Today, we may take freedom of speech for granted. Freedom of speech was common among First Nations in North America, and there was relatively peaceful, rapid development of freedom of speech in Canadian society. In many regions of the world, freedom of speech exists because people fought for it, and there are places where this basic freedom still does not exist.

Charles I and his advisers did not believe in freedom of speech. When people wrote **satires** and pamphlets criticizing the government, the writers and printers were arrested and severely punished.

For example, after being found guilty of libel, a Puritan lawyer named William Prynne was forbidden to practise law. He was forced to pay an enormous fine of £5000 (perhaps the equivalent of millions of dollars today). Prynne then had to stand in the **pillory** in two different places in London, and one ear was cut off each time. He was also branded on both sides of his face with the letters "S" and "L," and then imprisoned.

However, even these punishments could not prevent people from expressing their views. The thousands of people who watched the punishments hissed and booed at the officials. William Prynne was so defiant that his ears were cut off twice. Each time he had them sewn back on.

The Problem of the King

James I had avoided direct confrontation with parliament when he could, but Charles was not so fortunate—or so wise. Charles led England into expensive wars in Europe, including the Thirty Years War. Charles had married a Catholic, and was forcing religious reforms.

Charles also used the **Court of Star Chamber** against those who opposed him. People tried by this court were denied the rights they had been granted by Magna Carta. The trials were conducted in secret, there were no juries, and no witnesses were allowed.

Charles felt that he had the right to imprison people and use this court to put them on trial. However, this kind of behaviour was exactly what Magna Carta was meant to prevent, and parliament felt it had to respond.

The Petition of Right

In 1628, in only the third year of his reign, Charles recalled parliament. He hoped that this time it would bend to his wishes. However, the two houses of parliament—the Lords and the Commons—joined together to oppose him in a way they never had before. They told the king he would have no money until he signed the **Petition of Right**. This document was meant not to introduce new laws, but to remind Charles of the civil rights already guaranteed by Magna Carta.

FIGURE 4-14 William Prynne in the pillory. It was during this time that many Puritans began to consider moving to colonies such as New England.

satire a literary work in which corruption, foolishness, or abuses are held up to ridicule and contempt

pillory a device consisting of a wooden board with holes for the head and arms, in which offenders were exposed to public scorn

Court of Star Chamber a royal court where sessions were held in secret

Petition of Right a document affirming specific rights for English citizens

The Petition of Right (1628)

Part of the movement toward democracy in England, the Petition of Right is considered to be as important as Magna Carta. The Petition clearly sets out what parliament believed to be important civil rights, and its influence on law in the United Kingdom is still felt today.

This selection from the Petition of Right spells out one of parliament's major complaints against Charles.

III. *And whereas also by the statute called "The Great Charter of the Liberties of England" [Magna Carta] it is declared and enacted, that no freeman may be taken or imprisoned or be disseized [relieved] of his freehold or liberties, or his free customs, or be outlawed or exiled, or in any manner destroyed, but by the lawful judgment of his peers, or by the law of the land.*

IV. *And in the eight-and-twentieth year of the reign of King Edward III, it was declared and enacted by authority of parliament, that no man, of what estate or condition that he be, should be put out of his land or tenements, nor taken, nor imprisoned, nor disinherited nor put to death without being brought to answer by due process of law.*

V. *Nevertheless, against the tenor of the said statutes, and other the good laws and statutes of your realm to that end provided, divers of your subjects have of late been imprisoned without any cause showed; and when for their deliverance they were brought before your justices by your Majesty's writs of habeas corpus [an order requiring that a prisoner be taken to court to decide if he or she is being imprisoned lawfully], there to undergo and receive as the court should order, and their keepers commanded to certify the causes of their detainer, no cause was certified, but that they were detained by your Majesty's special command...and yet were returned back to several prisons, without being charged with anything to which they might make answer according to the law.*

There are similarities between the Petition of Right and the Canadian Charter of Rights and Freedoms, which was entrenched in the Constitution of Canada in 1982 (more than 350 years later). Section 10 of the Canadian Charter includes the right of habeas corpus:

10. *Everyone has the right on arrest or detention*
   a) *to be informed promptly of the reasons therefor;*
   b) *to retain and instruct counsel without delay and to be informed of that right; and*
   c) *to have the validity of the detention determined by way of* habeas corpus *and to be released if the detention is not lawful.*

Thinking IT THROUGH

1. What was parliament's complaint against Charles? How did parliament use Magna Carta to support its complaint?

2. What is *habeas corpus*? Describe how habeas corpus is included in both Magna Carta and the Canadian Charter of Rights and Freedoms. Give specific examples.

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Charles reacted to the Petition of Right by dissolving parliament. He then decided to rule without any parliament at all, for 11 years. Although he was entitled to do so, many people called this period the "Eleven Years' Tyranny." It was followed by a series of events that would quickly lead England to civil war.

The Road to Civil War

1628: Charles I refuses to acknowledge the Petition of Right. He dissolves parliament.

1629: Charles begins an 11-year period of rule without parliament.

1640: Charles needs money to fight the Bishops' Wars. In April, he recalls parliament, but it is uncooperative. This "Short Parliament" is dissolved after only three weeks.

1639: Charles attempts to force religious reform in Scotland. The resulting rebellion is called the Bishops' Wars.

1640: The Bishops' Wars are over, but Charles is bankrupt. He recalls parliament in November. This will be the "Long Parliament."

1641: Parliament has Lord Strafford charged with treason. He is executed in May. Charles's other favourite, Archbishop Laud, is also arrested.

1641: In October, parliament presents the Grand Remonstrance. This document shows parliament's opposition to all of Charles's actions and policies from the beginning of his rule. It also demands the removal of his chosen ministers. Charles tries to ignore it.

1641: Parliament starts a series of political reforms to reduce the power of the monarch.

1642: In January, Charles enters the House of Commons with 400 soldiers, and attempts to arrest five members of parliament. He fails.

1642: Charles flees London. The people of England begin to choose sides: some support parliament, others support the king.

Civil War Begins

In August of 1642, Charles went to the city of Nottingham. He raised the royal flag and began to rally his followers. His queen took the **Crown Jewels** to Europe to sell them, hoping to raise money. It was clear to everyone that the king was preparing to make war on parliament.

FIGURE 4-15 Charles I declares war on parliament at Nottingham, in 1642. Note the upward flow of movement in this engraving. How is it created? What is the artist suggesting by this upward flow? What evidence suggests that this is a military occasion?

Thinking IT THROUGH

Summarize What's Important

1. Outline how Magna Carta attempted to control the actions of a monarch.

2. In what ways did Charles I try to raise money without the support of parliament?

Analyze Critically

3. List the ways that Charles I tried to control those who opposed his rule. In your opinion, which of Charles's attempts was most effective in maintaining his control?

Make Connections

4. How important is freedom of speech in Canadian society today? Are there times when this freedom is taken too far? Share your thinking with a partner.

Synthesize and Evaluate

5. Rank the ways parliament tried to limit a monarch's power from most effective to least effective. Give reasons for your opinion.

6. Write a paragraph to answer the section question: *What main factors led to the English Civil War?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the Civil War end the monarchy?

When the Civil War began, both sides had to pull together a fighting force. Each side called on the loyalties of the people. Were you for the king, or for parliament?

Many of Charles's supporters, called "Royalists" or **"Cavaliers,"** came from noble families and were used to fighting and riding. They provided foot soldiers and cavalry for the Royalist army. Charles also had experienced commanders, such as his dashing nephew, Prince Rupert, who could inspire the troops.

Parliament's troops were local militia—farmers and townspeople with almost no military experience. However, parliament did control the navy. It also held the richest part of the country—the south, including London. If Charles did not win the war quickly, parliament's forces and money would surely outlast his.

Cavalier a supporter of Charles I; derived from the French word *chevalier*, meaning "horseman"

The Civil War

While Charles was successful at first, he only won small battles. Meanwhile, as battles were fought across England, parliament quickly built a more modern army. The new soldiers, called "Roundheads" (because they cut their hair short, compared to many Cavaliers, who wore long curls), were highly disciplined, usually very religious, and well-equipped. They could also be promoted based on performance and ability. This was a very different practice than in traditional armies, where only nobles could be officers and commanders.

By 1645, the New Model Army had taken shape. Led by a daring commander, Oliver Cromwell, the army was a formidable force. After a series of battles throughout England, the Royalists were finally defeated at the Battle of Naseby on June 14, 1645. Charles was forced to flee to Scotland, where he was made prisoner and handed over to parliament.

FIGURE 4-16 A member of the Roundhead Society marches in London in 2010. The New Model Army ultimately defeated the Royalists. What do you think made this possible?

Edge Hill

- October 23, 1642
- The first battle of the Civil War
- Charles marches on London, but is met by a Parliamentary army
- Both sides are inexperienced and undisciplined; no clear winner

Adwalton Moor

- June 30, 1643
- 4000 Parliamentary soldiers defeat 10 000 Royalists
- The Parliamentary army gains a foothold in the north

Marston Moor

- July 2, 1644
- Defeated, the Royalists retreat from Northern England
- Cromwell now known as a capable commander and leader

Naseby

- June 14, 1645
- Key battle of the Civil War
- The Royalist army is destroyed by the New Model Army
- Charles I escapes, but will not be able to raise another army

Royalists
Parliamentarians
⊗ Major battles

0 100 200 km

FIGURE 4-17 Major battles in the English Civil War, from 1642 to 1645

©P

Women During the Civil War

Women were active during the Civil War. Many were left at home to manage lands and estates while their husbands went to fight. Others struggled to support their families while both Royalist and Parliamentary armies **plundered** homes and farms. Some women travelled with the armies in the baggage trains, risking their lives to stay with their husbands or support the cause. For many women of the Royalist army, this would be a fatal choice—over 100 women were killed by New Model Army soldiers when they captured the Royalist **baggage train** after the Battle of Naseby.

Lady Ann Fanshawe was a Royalist. She and her husband Richard served Charles I and Charles II. In a memoir to her son, she described her experiences during the Civil War:

> *We had the perpetual discourse [constant back-and-forth] of losing and gaining of towns and men; at the windows the sad spectacle of war, sometimes plague, sometimes sicknesses of other kinds, by reason of so many people being packed together, as I believe there never was before of that quality; always in want; yet I must needs say that most bore it with a martyr-like cheerfulness.*

plunder to take goods by force

baggage train wagons of supplies, as well as people, needed to support an army

Did You Know?

Organized groups of women petitioned parliament in 1642 for better working conditions in factories, but were turned down. In 1649, women again petitioned parliament, but were told to go home. A number of women—including Mary Astell, Hannah Woolley, Lady Chudleigh, and Aphra Behn—published pamphlets that argued for equal rights for women. However, there was no significant improvement in women's rights in England during the 17th century.

The Creation of the Rump Parliament

Parliament had difficulty deciding on many important matters. Some had no objection to the return of Charles, if he agreed to limited powers. Many Puritans, on the other hand, wanted to end the monarchy completely. Charles tried to play one side against the other, never intending to keep his promises.

Finally, in 1648, a commander of the Puritan-led army named Colonel Pride led his soldiers to drive the more moderate members out of parliament. The new Rump Parliament, made up of the few members left after "Pride's Purge," charged the king with treason and put him on trial for his life.

The Trial of the King

In 1647, Charles had signed an agreement with the Scots that he would support Presbyterianism in England in exchange for military aid against parliament. The Scots did invade England, but were defeated by Cromwell and the New Model Army. The agreement and the invasion were used as proof that Charles had committed treason against the people of England. Any hope Charles might have had to negotiate a compromise with parliament was lost. After a tumultuous trial, Charles was found guilty and sentenced to death. In January of 1649, he was led to a scaffold and beheaded.

WEB LINK • • • • • • • • • • • • • • • •

To read the sentence of Charles I, visit our website.

Charles I vs. Parliament

Charles refused to plead guilty or not guilty. He demanded to know how the High Court of Justice could legally bring him to trial. Charles also maintained that it was impossible for him to be tried by his peers, because as king he had no equals. He stated,

By what authority am I here? I mean lawful authority, for there are many unlawful authorities in the world—thieves and robbers by the highways. Remember, I am your lawful king: let me know by what lawful authority I am seated here…and you shall hear more from me.

He was answered by John Bradshaw, a judge who had been appointed president of the court. Bradshaw's answer still guides our system of law and government.

Sir, you have held yourself, and let fall such Language, as if you had been no ways Subject to the Law, or that the Law had not been your Superior. Sir, The Court is very well sensible… That the Law is your Superior, that you ought to have ruled according to the Law… Sir, I know very well your pretence hath been that you have done so, but Sir…there is something that is Superior to the Law, and that is indeed the Parent or Author of the Law, and that is the People of England…they gave Laws to their Governors, according to which they should Govern, and if those Laws should have proved inconvenient, or prejudicial to the Public, they had a power in them and reserved to themselves to alter as they shall see cause… Now Sir, if so be the King will go contrary to that End… he must understand that he is but an Officer in trust, and he ought to discharge that Trust, and they are to take order for the…punishment of such an offending Governor.
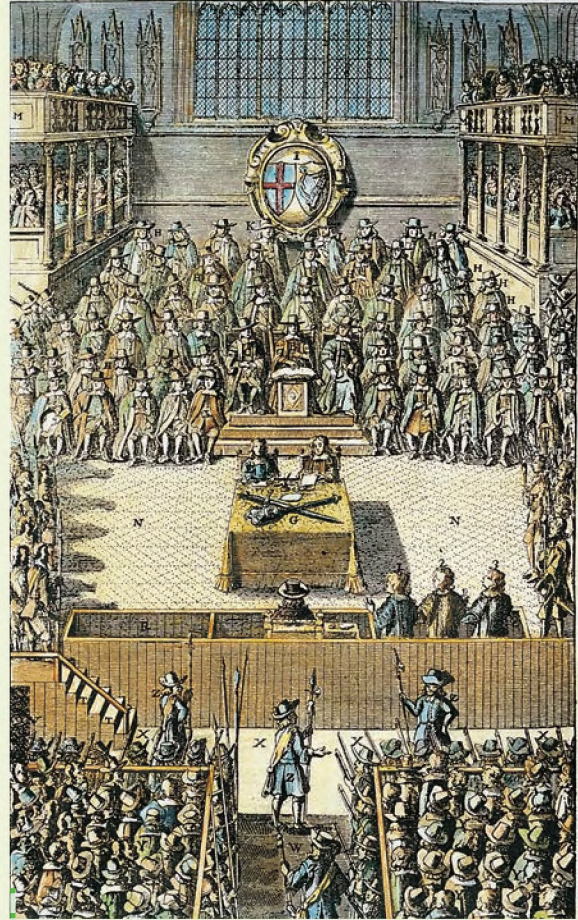
FIGURE 4-18 Charles I during his trial in Westminster, in 1649. Where is Charles sitting? What evidence in the picture suggests that the outcome would go against Charles no matter what?

Thinking IT THROUGH ⚓

Summarize What's Important

1. Even though Charles I was on trial for treason, he refused to plead guilty or not guilty. Summarize both his and parliament's arguments for why he should or should not have been brought to trial.

Analyze Critically

2. **Judgements** After analyzing both Charles's and parliament's arguments, was Charles guilty of treason? Use specific details to elaborate and clarify your position.

Canada's Parliament—A Civil War Heritage

Some of Canada's most important parliamentary traditions come from the period of the English Civil War.

The Reluctant Speaker

The House of Commons cannot do any business without the Speaker, who is elected from among the ranks of parliament—and in the past, the election could be rigged by the king. Today, when the Speaker is chosen, members of parliament pretend to drag her or him to the chair. This is a reminder of the importance of the Speaker, and of parliament.

The Doors Are Barred

At the opening of Parliament, the members of the House of Commons are summoned to the Senate Chamber to hear the Speech from the Throne. The messenger from the Senate, Black Rod, always finds the doors to the Commons barred. Black Rod must knock three times for entry. This tradition began when Charles arrived at parliament with his soldiers and entered the House illegally.

FIGURE 4-19 Prime Minister Stephen Harper (R) and New Democratic Party leader Jack Layton (L) lead House of Commons Speaker Andrew Scheer to the Speaker's chair after he was elected in the House of Commons on June 2, 2011. Why is it important that the Speaker be impartial?

Thinking IT THROUGH

1. Many Canadian parliamentary traditions and symbols have their roots in the past. Is it important that we recognize where our traditions come from? How might our democracy be affected if we chose not to recognize these roots?

Thinking IT THROUGH

Summarize What's Important

1. Using a graphic organizer with the headings "Royalists" and "Parliament," identify who was on each side. List their successes in the major battles of the war.

Analyze Critically

2. The Royalists and parliament each had support from people in different parts of England. Which class of people, from which areas of the country, would be more likely to support each one? Suggest reasons why.

Build an Argument

3. Agree or disagree: "Charles forced the Civil War on parliament." Explain your point of view using specific details from the text.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the Civil War end the monarchy?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the Civil War affect democracy in England?

republic a government where there is no king or queen; power rests with the citizens who vote to elect their leaders

Although Charles I had been executed, there was still a question of whether or not England was now a **republic**. By ancient right, Charles's son, who at that time was in exile in Europe, should be Charles II. The English republic, now called the Commonwealth of England, only came into being when the Rump Parliament voted to abolish the monarchy and the House of Lords in 1649.

The Rump Parliament During the Commonwealth

Many people disagreed with decisions made by the Rump Parliament, and some questioned its right to make any decisions at all. With only about 80 active members, it could hardly claim to represent the people of England. However, at this time the Rump Parliament was still supported by the victorious Roundhead army and its leader, Oliver Cromwell. Parliament kept Cromwell and his army busy dealing with Charles II, who had returned from Europe to reclaim his father's throne. After the Battle of Worcester in 1651, Charles II again fled to Europe.

The Rump Parliament did take some actions in an attempt to change British society:

- The Adultery Act of May 1650 imposed the death penalty for incest and adultery.

- The Blasphemy Act of August 1650 was meant to restrain more extreme religious groups.

- To allow Puritans freedom of worship, parliament ended compulsory attendance at an Anglican Church.

The Rump Parliament also taxed Crown and Church lands, which was a popular decision. However, its members failed to agree on a new constitution, which would have been a vital step in the formation of the Commonwealth. By 1653, they had lost the support of Oliver Cromwell and the army.

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Who Was Oliver Cromwell?

Oliver Cromwell lived modestly for most of his life. In his late 20s, he developed a profound belief in Puritanism. Through family connections he became a member of parliament, and served in both the Short and Long Parliaments.

During the Civil War, Cromwell became a military commander. He was known for his ability to lead and his strict authority. His cavalry's successful charge at the Battle of Marston Moor led to a victory for the Roundheads, and Cromwell became lieutenant-general of cavalry when the New Model Army was formed. He fought successfully at the Battle of Naseby, ensuring a final defeat for the Royalist army.

Cromwell later defeated the Scots who had invaded England in support of Charles. He also pursued a brutal campaign against the Irish, beginning in 1641. When the city of Drogheda resisted in 1649, Cromwell's soldiers massacred its entire garrison. All Catholic landowners in the north of Ireland were forcibly removed from their lands and sent south. Northern Ireland was resettled with English and Scottish Protestants, making it the stronghold of the Protestants in Ireland.

FIGURE 4-20 Cromwell dissolving the Rump Parliament

The Lord Protector

In 1653, the Rump Parliament refused to hold an election unless they could be guaranteed their seats. Cromwell lost patience. He marched into a parliamentary session with a troop of soldiers and physically drove the members out. According to some accounts of the event, he shouted, "You are no parliament!"

Soon after, senior army officers named Oliver Cromwell the Lord Protector—or military **dictator**—of England. Cromwell divided the country up into districts and ruled through major-generals. Each of these men was responsible for law, order, and collecting taxes in his district. Calvinist **blue laws** outlawed "pagan" ceremonies, such as Christmas, and forbade dancing, gambling, sports, and the theatre.

Cromwell's military dictatorship was very unpopular. Cromwell himself thought that he had failed as a leader. When he died in 1658, his son Richard—nicknamed "Tumble-Down Dick"—inherited the position of Lord Protector. However, he proved incapable, and he quickly resigned. The Commonwealth of England was over.

dictator a ruler with unrestricted authority

blue laws strict laws, often printed on blue paper

Reading ⚓

Make Connections

Imagine you are in Oliver Cromwell's position. What might you have done differently to avoid using military force to keep control of England?

Using Political Art as a Primary Source

In the 17th century, people paid artists to illustrate a point of view, to glamourize people and events, or to sway public opinion. This is called *propaganda*, and the practice continues today. During the Civil War, propaganda took the form of heavily biased broadsides, which were printed on large pieces of paper. Both parliament and the Royalists used broadsides to influence public opinion. Official portraits were another form of propaganda. Very few people knew what the king, or other leaders, actually looked like, so official portraits were also a way of sending a message.

PROPAGANDA AGAINST SOLDIERS It has always been important for armies to show their opponents in the worst possible light. This broadside, printed by the Roundheads, shows Royalist soldiers committing atrocities. Why would the Roundheads print this? What conclusions about the Roundheads can you make from this broadside?

PROPAGANDA AGAINST THE KING
This broadside shows the king in prison on the Isle of Wight (here jokingly called the "Isle of Wait"). How might this cartoon influence the thinking of the English people? What point is the artist trying to make?

Behold your King

THE ILE OF WAIT

©P
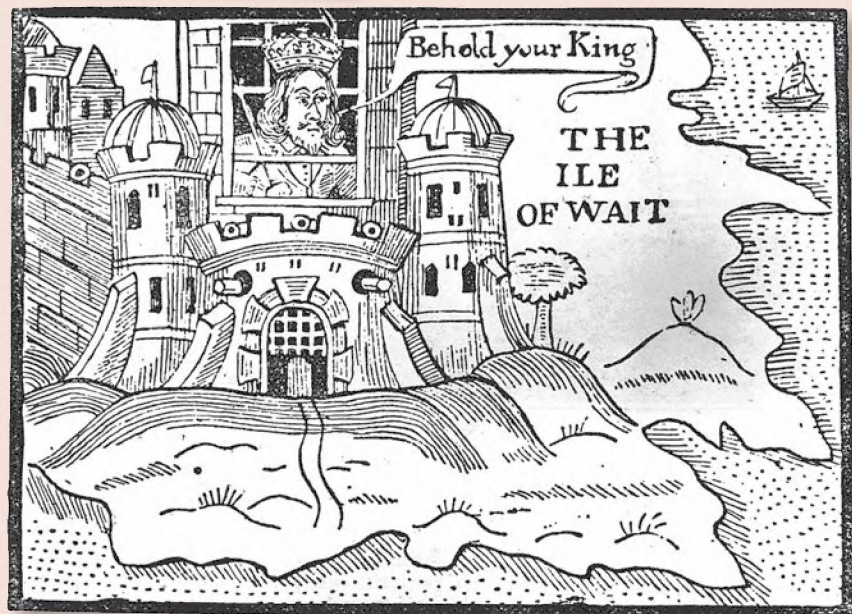
OLIVER CROMWELL This miniature, by the artist Samuel Cooper, shows Oliver Cromwell as he requested, "warts and all." This reflected Cromwell's Puritan views about the sin of vanity. Do you think this is an effective portrait? What might have influenced Cromwell to have such a portrait painted?

THE KING had one of the world's best painters do his portraits. This painting by Anthony van Dyck shows Charles I as he wished to be seen. List everything you can see in the painting. How is this painting a reflection of Charles's ideas and beliefs?

The Restoration of the Monarchy

Within a year of Cromwell's death, the army commander, General Monck, recalled parliament in order to prevent another civil war. He then ordered an election for a new parliament. It was this new parliament that decided to restore the monarchy. In 1660, it invited Charles II to return to England and become king.

This was a very popular decision. The people of England did not oppose having a monarch—they simply wanted a parliament capable of protecting their rights. In addition, only Puritans had been pleased with Cromwell's blue laws—the rest of the people resented them. There was great rejoicing when Charles II returned to England as king.

FIGURE 4-21 This stylized image from the early 1800s shows Charles II returning to London. What evidence in the picture suggests that this was a joyful occasion?

The Rule of Charles II

Parliament insisted that the king rule as a constitutional monarch, with his powers controlled by parliament. Charles II outwardly accepted this restriction, but he also tried to influence who was elected into parliament. He did this through persuasion, bribery, and blackmail. Royal supporters came to be known as Tories, and were the beginning of England's first real political party. The opponents of the monarchy came to be known as Whigs.

Charles was a fun-loving person whose lifestyle was often scandalous. Under his reign, the people of England were able to enjoy the theatre and other entertainments again. Charles even granted licences allowing female actors to perform on stage—a first for England. Poets, playwrights, actors, and theatre owners found their business flourishing. In many ways, life returned to the way it had been before the Civil War.

Those behind the execution of Charles I were punished severely. Ten members of the former Rump Parliament were hanged, drawn, and quartered. The body of Oliver Cromwell was dug up and hanged outside Westminster Abbey, the coronation church and resting place of English monarchs since 1066.

The Test Act

In 1672, Charles issued a royal proclamation that supported religious freedom for Catholics. Parliament responded by issuing the **Test Act** in 1673. This act made the Church of England supreme. Catholics were not allowed to hold political office, vote, or join the professions. Charles's own brother, James, had to give up his job as High Admiral because of the Test Act.

Parliament had made it clear that it made the laws, not Charles. As well, the Church of England was now supreme, and it seemed that there was little chance of Catholics regaining power in England. However, the will of parliament would soon be tested.

The Problem of James II

The death of Charles II in 1685 created a problem. His successor, James II, was openly Catholic. From the very beginning of his reign, James infuriated parliament by giving high offices to Catholics in spite of the Test Act. Did he also intend to make England Catholic once again?

James also believed in divine right, and he meant to take power away from parliament. Rebellions and anti-Catholic riots broke out, and support for James quickly evaporated. Following a rebellion in support of Charles's **illegitimate** son, the Duke of Monmouth, James instituted a reign of terror. The number of execution orders were so high that they were called the Bloody **Assizes**. Parliamentary leaders feared that the progress that had been made since the Civil War was being lost.

FIGURE 4-22 Aphra Behn was a spy for Charles II. Behn found that she could make a living writing about her adventures. She also wrote poems, novels, and 15 plays.

Test Act an act forbidding anyone except members of the Church of England from holding political office or entering the professions

illegitimate born of parents not married to each other; not recognized by law as an heir

assizes criminal court sessions

The Glorious Revolution and Political Reform

abdicate to give up or renounce

In 1688, James II finally produced a male—and Catholic—heir. It now seemed that the English throne would remain in the hands of Catholics. Several members of parliament contacted James's Protestant daughter, Mary, and her Dutch husband, William of Orange. They made it clear that if William and Mary claimed the English throne, there would be no opposition.

In November 1688, William and a force of around 20 000 men landed in Torbay, in southwest England. Left without much support, James quickly fled. Parliament declared that he had **abdicated** his throne, giving William and Mary a legal right to claim the monarchy.

In 1689, William and Mary became king and queen when they agreed to the terms of a new Bill of Rights. This document made it clear that the monarch's power was limited. Absolute monarchy in England was over. This was the Glorious Revolution.

Did You Know?

William of Orange's motto was "I will maintain." When he landed in England, he added these words to his motto for the occasion—"the Liberties of England and the Protestant Religion."

EXPLORING SOURCES   Patterns and Change

The Bill of Rights, 1689

The Bill of Rights was an important statement of democratic rights in England, and Canada's government, legal system, and constitution reflect these principles today.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Translate the clauses in the Bill of Rights into modern-day English.

Analyze Critically

2. Identify which clauses support the rights of parliament and which ones support the rights of the individual. Which clauses do you believe are more important in a democracy? Share your thinking with a partner.

Synthesize and Evaluate

3. If you were creating the Bill of Rights, which rights would you add? Are there any you would remove? Explain.

- *That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal*
- *That the election of Members of Parliament ought to be free*
- *That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament*
- *That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted*
- *That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal*
- *That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law*
- *…that it is inconsistent with the safety and welfare of this Protestant kingdom to be governed by a popish [Catholic] prince, or by any king or queen marrying a papist [Catholic]…*

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War in Ireland

Although the Glorious Revolution was relatively peaceful in England, Irish Catholics did not support the crowning of a new Protestant king. Catholic supporters of James II, known as Jacobites, immediately resisted efforts by William's troops to secure his power in Ireland. James himself arrived in Dublin, and was invited to lead the Irish parliament. Fighting went on for years, until William led an army into Ireland in 1690. After a defeat in the Battle of the Boyne, James again fled, and William crushed any remaining resistance. Ireland was now firmly under the control of Protestant England, but Catholics in Ireland would struggle against this rule well into the 20th century.

EXPLORING SOURCES

A Theory of Government: John Locke

English philosopher John Locke fled to Holland in 1683, afraid that his life was at risk for his anti-Royalist beliefs. After the Glorious Revolution, he returned to England and published his ideas on government and other matters. Locke was very popular and influential. His ideas about government reflected feelings during the Glorious Revolution, and he had a significant impact on the American and French Revolutions.

FIGURE 4-23
John Locke

Shown here is an excerpt from Locke's *Second Treatise of Government*. As you read, think of how Locke's ideas may have influenced the development of government in England.

Thinking IT THROUGH

1. Locke believed laws should be established by the majority. As you read this selection, identify the statements where Locke supports this belief.

2. Do you believe that people have the right to resist laws that are not supported by the majority of citizens in a society? Give reasons for your answer.

Civil society being a state of peace…the society consisting in having one will, the legislative, when once established by the majority, has the declaring, and as it were keeping of that will. The constitution of the legislative is the first and fundamental act of society, whereby provision is made for the continuation of their union, under the direction of persons, and bonds of laws, made by persons authorized…by the consent and appointment of the people, without which no one man, or number of men, amongst them, can have authority of making laws that shall be binding to the rest. When any one, or more, shall take upon them to make laws, whom the people have not appointed so to do, they make laws without authority, which the people are not therefore bound to obey…being in full liberty to resist the force of those, who without authority would impose any thing upon them.

©P

The Legacy of the Glorious Revolution

constitutional monarchy a form of government in which a monarch acts as head of state, but his or her powers are limited by a constitution

While the fight for full democratic rights was not over, never again would the monarch have more power than the elected representatives of the people. England was becoming a **constitutional monarchy**.

Parliament passed a series of acts in the years following the Glorious Revolution that would set the foundation for British government. These included

- the Mutiny Act, which made it illegal for an army to form without the consent of parliament

- the Triennial Act, which guaranteed that parliament sit every three years (preventing a monarch from ruling alone)

- the Act of Settlement, which allowed parliament to decide who would inherit the throne when William and Mary, and then Mary's sister Anne, failed to produce an heir. This act also declared that all future monarchs must be members of the Church of England.

The English Civil War and the Glorious Revolution brought great developments toward political reform in England, but social reform was still to come. Political reform happens when government is made better. Social reform happens when society is made better. The lower classes were not much better off by the end of the Glorious Revolution. Catholics were now barred from parliament and from the army. Women had also failed to gain equal rights. The structure of English society, with its deeply embedded social classes, had not really changed. Making a more fair society would be the task of future generations.

Did You Know?

The Act of Settlement declared Anne's heir to be a German-born member of the House of Hanover. George I spoke little English, but he was a Protestant. His descendants still sit on the throne of England today.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Create a chart that lists the names and dates of England's rulers after the execution of Charles I. Identify the key aspects of each reign.

Analyze Critically

2. List the evidence that would support the following statement: "The restoration of the monarchy in 1660 is directly linked to Cromwell's military dictatorship."

3. Did the Glorious Revolution satisfy the desires of parliament? Was there anything the parliament wanted that the revolution did not provide?

Synthesize and Evaluate

4. Is the Glorious Revolution appropriately named? If so, why? If not, suggest another name for it and give reasons to support your thinking.

5. Write a paragraph to answer the section question: *How did the Civil War affect democracy in England?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...
The Fight for Democracy and the English Civil War

What basic democratic rights were won as a result of the Civil War in England?

In this chapter, you have read how the Civil War brought an end to absolute monarchy in England and led to the triumph of parliament. No longer could England's monarch rule without the consent of parliament. This would set the foundation for democracy in England, and later in Canada.

1. **a)** Use your paragraphs from each section in the chapter to identify key events that ultimately led to political reform and the establishment of democratic rights in England. Use the organizer below to list the events.

   b) In the bottom section of the organizer, describe how English politics and government were reformed as a result of the events surrounding the Civil War.

   c) Identify the newly established democratic rights. Which right is most important for establishing a democracy and can still be seen in Canadian society today? How are rights the roots of democracy? Elaborate and clarify your thinking.

Society in 17th-century England	The governing style of the early Stuarts	The Civil War	The end of the monarchy
• •	• •	• •	• •

Political reform/democratic rights
• •

Synthesize and Evaluate

2. Was English society significantly changed as a result of the Civil War? Explain.

Ask Meaningful Questions

3. Take the role of a reporter interviewing a member of parliament who now supports the restoration of the monarchy. Make a list of questions you would ask to help understand this member's position. Find a partner and have them answer your questions as a member of parliament.

Build an Argument

4. In the form of a speech, argue which form of government exercised more control in England during the 17th century. Be sure to explain your perspective. Choose from the following:
   • an absolute monarchy
   • the Commonwealth of England
   • Cromwell as Lord Protector
   • a constitutional monarchy

FIGURE 5-1 Both sides fighting in the American Revolution sincerely believed in the rightness of their cause. This 1876 painting, called "The Spirit of '76" was used to remind Americans of the struggle for independence. What images might have been used if those loyal to England had won the fight?

KEY CONCEPTS ▸ independence protest patriot Loyalists

CRITICAL INQUIRY

Significance
Patterns and Change
Evidence
Perspectives
Cause and Consequence
Judgements

Molly woke suddenly. Her brother Miles was shaking her. He was pale and wide-eyed. "It's the Redcoats," he said. "Hundreds of them. Pa's down with the militia."

Together, they ran across the meadows and into Lexington. The sun was just rising, and the April air was cool. Molly and Miles joined the other townspeople gathered at the common. The local militia had already assembled. Molly saw her father in the militia line, his musket ready. Her heart was pounding.

The British soldiers stood in a line facing the militia. They raised their guns. The British officer told the militia to disperse, but the men held their ground. They had heard the British were coming to seize their supplies of weapons and gunpowder, and they were determined to protect them.

Suddenly, a shot rang out. Where had it come from? The Redcoats fired, and some charged forward. All was confusion until the British commander suddenly appeared, forcing his soldiers back into their ranks. He then ordered them to march away. The first battle of the American war for independence was over.

The American Revolution changed the world. It challenged old ideas about government and about the rights of imperial powers over their colonies. It also set the stage for other revolutions, such as the French Revolution. The drive toward independence ended with the creation of a new nation, one that would eventually become a superpower.

Use these questions to set a purpose for reading each section.

- How did a changing relationship with Britain lead the Thirteen Colonies to revolution?

- What were the causes of dissatisfaction in the colonies?

- How did revolution lead the colonies toward independence?

- How did the American Revolution change British North America?

Reading

Use Background Knowledge to Infer

Change in society has often been rooted in violence. In what other ways could an average person influence change in society?

How did a changing relationship with Britain lead the Thirteen Colonies to revolution?

In the late 16th century, England had a strong navy and a growing nationalistic spirit. The English monarch at that time, Elizabeth I (1533–1603) was interested in expanding her country's power and wealth. As you read in Chapter 1, other countries, such as Spain and France, had already begun establishing colonies in North and South America. England did not want to be left behind.

Colonies in the Americas had many attractive features. They could provide resources, such as furs, timber, or gold. Poor or landless people, or those wanting to escape religious persecution, could start a new life in a colony. However, there were also difficulties in new colonies, such as starvation, disease, and cold.

Colonization in the Americas would also have an effect on Aboriginal peoples. While many would enter into trade relationships with colonists, this meeting of nations would also bring increased disease, loss of lands, and warfare.

The Thirteen Colonies

The Thirteen Colonies were established by England along the east coast of North America, from Maine to Georgia. These colonies had been founded at different times and for different purposes. Each had its own government, a colonial legislature, which occasionally cooperated with other colonial legislatures. Some colonies, such as Virginia, were set up purely for economic reasons. Others, such as Maryland and Massachusetts, were founded as religious colonies or refuges.

By the middle of the 18th century, the Thirteen Colonies were prosperous, and their populations were increasing dramatically. By 1760, the Thirteen Colonies had 1.5 million people. However, each colony had different economies, goals, and needs. They had little in common, and operated independently of each other. Many colonial leaders had never visited the other colonies.

TIMELINE

1587
Colonists arrive in Roanoke, Virginia

1760
King George III of England begins his reign

1763
End of Seven Years War; Royal Proclamation passed

1765
Stamp Act passed

1770
Boston Massacre

1773
Boston Tea Party

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Their First Nations neighbours to the north, on the other hand, were part of the Haudenosaunee Confederacy, which you read about in Chapter 1. It was made up of five **sovereign** nations that had joined together as one larger group. In 1744, an Onondaga leader named Canasatego observed during a treaty conference that the colonies could be stronger if they were united:

> *We heartily recommend union and a good agreement between you our brethren [brothers]. Never disagree, but preserve a strict friendship for one another, and thereby you as well as we will become the stronger. Our wise forefathers established union and amity between the Five Nations; this has made us formidable, this has given us great weight and authority with our neighboring nations. …by your observing the same methods our wise forefathers have taken, you will acquire fresh strength and power…*

The Thirteen Colonies, 1763

Rupert's Land
Province of Québec
Nova Scotia
Claimed by New York and New Hampshire
Maine (part of Massachusetts)
Great Lakes
New Hampshire
New York
Massachusetts
Rhode Island
Pennsylvania
Connecticut
New Jersey
Delaware
Maryland
Virginia
ATLANTIC OCEAN
North Carolina
South Carolina
Georgia
N
West Florida
East Florida
0   250   500 km

New England colonies
Middle colonies
Chesapeake colonies
Lower South colonies
Boundaries of colonies

FIGURE 5-2 What would be the advantages and disadvantages of joining the colonies together, as suggested by Canasatego?

1774
Quebec Act passed; First Continental Conference

1775
The Battle of Lexington

1776
Declaration of Independence

1778
France allies with America

1781
Surrender of General Cornwallis at Yorktown

1783
Treaty of Paris ends the American Revolution

Relationship with England

As you read in Chapter 1, colonies were used to supply their home countries with resources, which were used to manufacture goods. These goods were sold to the colonists. American colonists were important customers for the products made by British factories. Colonies were forbidden by law to reverse this flow—for example, no one could sell goods manufactured in one of the Thirteen Colonies to the British. This restriction meant that the colonies were economically dependent on Britain.

The American colonies were also dependent on the British army for protection. Ironically, Britain removed the most important reason why Americans needed the Empire when British forces captured New France. France, a former threat, would later help the colonies achieve **independence**.

Mercantilism and the Thirteen Colonies

The mercantile system had some advantages for the Americans. Trade within the British Empire was tightly controlled, and competition from outsiders was almost nonexistent. Only British ships could be used for trade, and these were built from American materials. Prominent American merchants tended to see themselves as British first and Americans second. For the most part, they were patriotic and loyal to Britain.

America's Trade within the British Empire
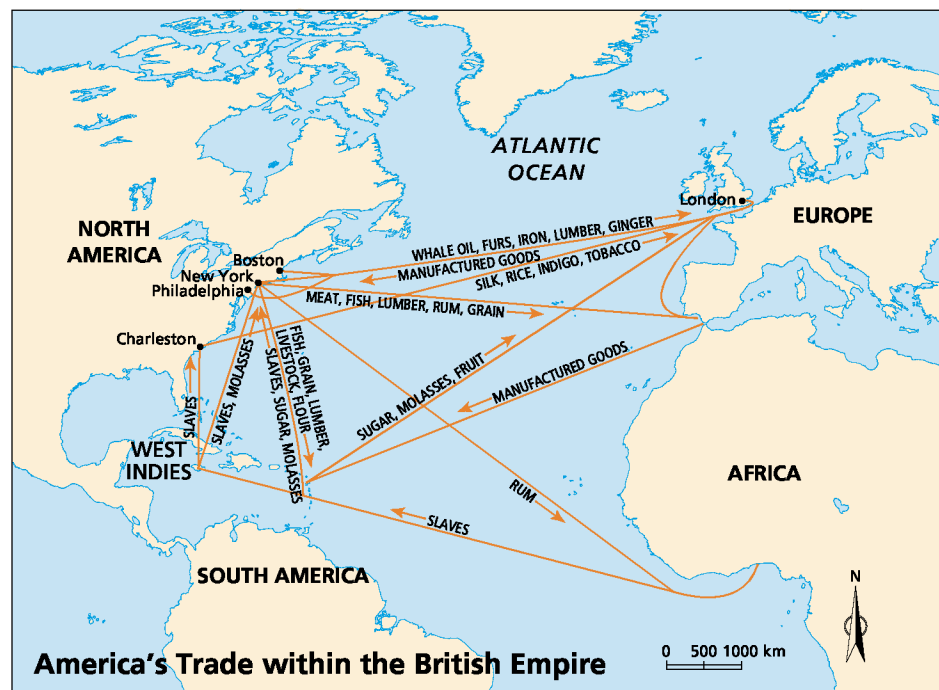
FIGURE 5-3 As partners in a protected mercantile economy, some American colonists became very wealthy. However, trade was controlled by Britain, and the colonies were prevented from making their own goods and developing economically. How might this system create problems for the colonies?

©P

The Thirteen Colonies were the jewel in the crown of the British Empire, even after the addition of Québec and the **sugar islands**. This made the colonists proud. When taxation was fair, trade duties were low, and Britain kept out of colonial affairs, things seemed well. When this situation changed, however, so did the attitudes of the colonists. Taxation and trade would be major factors in the American Revolution.

sugar islands a term describing the islands of the West Indies (Caribbean) known for sugar cane production; included Martinique, Jamaica, and Barbados

Why was American independence so revolutionary? `Significance`

In the 18th century, most monarchs ruled with divine right, and societies were rigidly structured. The wealthy were the ones who could vote or create laws. The English had experienced almost a century of internal conflict that ended with the Glorious Revolution, but the world at that time had almost no experience with wars for independence.

To European leaders, colonies throughout the world were important and valuable. That the American colonies would demand rights and independence was unprecedented. A colony served the needs of the empire, not the other way around. The colonists, however, felt that they had the right to make decisions for themselves.

Challenging the might of the British Empire was no small matter. Britain had fought and won a long series of wars against major European powers, including France and Spain. These wars had been very costly, but Britain had gained important territories as a result. By the end of the Seven Years War in 1763, Britain controlled French-speaking Québec, Newfoundland, the Island of St. John (Prince Edward Island), Nova Scotia, Rupert's Land, and the sugar islands of the West Indies—in addition to the Thirteen Colonies.

FIGURE 5-4 George III was king of Great Britain between 1760 and 1820. He was a sincere and honest ruler, but he could not deal effectively with the American colonies. In later life, he suffered from mental illness.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Summarize what life was like in the Thirteen Colonies under the following headings: a) daily life, b) government, c) economics, d) relationships with other groups, e) satisfaction.

Use Background Knowledge to Infer

2. In pairs, make a list of other options the colonies had that could improve their situation. Share your thinking with the class.

Make Connections

3. Make a list of the ways being united could help the colonies. Give other examples of when people or nations united to become more powerful.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did a changing relationship with Britain lead the Thirteen Colonies to revolution?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the causes of dissatisfaction in the colonies?

Set a Purpose

As you read, list the reasons why the colonists were unhappy with British rule. Was their discontent justified?

Britain had spent a great deal of money on soldiers and supplies to protect the Thirteen Colonies during the Seven Years War. It seemed fair to the British parliament that the colonies should share in this kind of expense. Besides, many British politicians thought the American colonists had stirred up the trouble with the French and the First Nations in the first place. However, when the British government tried to tax the American colonists to raise this money, it met with resistance.

The Issue of Rights

American colonists believed that the British government was ignoring their interests. They also felt that their rights as British subjects were being trampled by the government. The British government's actions, they said, violated the Bill of Rights, Magna Carta, and other measures that protected their lives and property. American colonists remembered the English Civil War and the struggle against tyranny. They were also influenced by the example of the Haudenosaunee Confederacy.

EXPLORING SOURCES

First Nations and American Democracy

The idea of peacefully joining different states under one government was unknown in Europe. The Haudenosaunee Confederacy provided just such a model for the American colonies, and today this is called a federal system.

The idea of different tribal councils sending representatives to the main council was copied by the American senate system. The separation of civilian authority from the military was also modelled on the Haudenosaunee Confederacy.

But perhaps the most important influence was the model of egalitarian, or equal, societies. Most colonists were amazed at the freedom from social classes enjoyed by Aboriginal peoples.

The Congress, on the occasion of the 200th Anniversary of the signing of the United States Constitution, acknowledges the historical debt which this Republic of the United States of America owes to the Iroquois Confederacy [Haudenosaunee Confederacy] and other Indian Nations for their demonstration of enlightened, democratic principles of government and their example of a free association of independent Indian nations…

Congressional Record of the Senate of the United States of America, 1987

Thinking IT THROUGH

1. Explain the system of federalism. How did federalism strengthen and benefit both the Haudenosaunee Confederacy and the Thirteen Colonies? Can you see any issues with this type of political structure? Use specific details to clarify your thinking.

©P

On the other side of the Atlantic, in London, it seemed that the Civil War and the Glorious Revolution had made parliament supreme. It seemed natural to many British politicians, but not all, that the colonists had to follow the laws that parliament made—period.

land speculator a person who buys and sells land for a profit

Land Speculation and the Ohio Valley

In 1763, there had been a series of attacks on British forts and some American settlements in the Ohio Valley. These attacks had been inspired by an Ottawa leader, Pontiac, who had attacked Fort Detroit. This caught the attention of British officials, who wanted to end costly warfare between First Nations and colonists and maintain friendly trade relationships.

The Royal Proclamation of 1763 was meant to keep American settlements out of the vast Ohio Valley region. This went against the wishes of American **land speculators**, who wanted to own and then sell the thousands of hectares of arable land in the Ohio Valley. To them, it seemed that the British government was too willing to give up land to First Nations peoples.

> **Did You Know?**
>
> The Royal Proclamation of 1763 has never been cancelled, and many modern Aboriginal land claims refer to it. Lawyers have successfully argued that the Canadian government must recognize the Royal Proclamation.

The Effect of the Royal Proclamation

Legend: — Proclamation Line of 1763

FIGURE 5-5 This copy of a British Army map of 1767 shows what lands Americans were forbidden to settle (west of the red line). Unfortunately, some American settlers were already on the wrong side of the line. Many others saw the Royal Proclamation as a temporary measure and began secretly scouting out lands for speculation.

©P

New Taxes

Despite the democratic advances made by British parliament, Europe was still ruled by the rich. Less than five percent of the population could vote, and the notion of ordinary people having political power was considered absurd. The British Empire needed money, and it seemed right that the American colonies should provide it—no matter what the Americans thought.

The Sugar Act

In 1764, the British government passed the Sugar Act, which changed taxation on sugar and its by-products, such as molasses. The existing tax on molasses imported from the West Indies to the colonies was very high, but it had rarely been enforced. This meant that **smugglers**, who avoided taxes and other payments on imports, could make a handy profit. The new Sugar Act reduced the tax on molasses, but ship captains now had to keep detailed lists of cargo, and customs officials were given new powers. This put significant pressure on all imports, whether legal or smuggled. The price of molasses—and its by-product, rum—increased.

This kind of economic pressure seemed unfair to many Americans. Some Boston merchants **protested** by refusing to buy British goods, but at the time the protest was fairly low key. This response would change with the passing of the Stamp Act.

FIGURE 5-6 A tax collector is tarred and feathered.

The Stamp Act

The Stamp Act of 1765 was a different kind of tax. It was more like a fee for services. It took the form of a stamp that had to be purchased and then stuck on items that were bought and sold. Stamps also had to be bought for documents—deeds and licences, for example. The Stamp Act affected everyone, and Americans were enraged. They had no representatives in the British parliament, and they felt that they were being taxed without their consent. In their own words, they refused "taxation without representation."

The Stamp Act came just two years after the official end of the Seven Years War. Britain was deeply in debt and needed money, but the stamp tax did not solve the problem. Officials sent out to enforce the Stamp Act were often attacked. Some were **tarred and feathered**, a painful and humiliating experience. Mobs destroyed the houses of government officials.

Many English politicians sided with the Americans. Few officials were brave enough to force people to use the stamps. The Act was a disaster, and everyone knew it. It was **repealed** in 1766.

repeal to take back

The Protest Escalates

Despite the setback of the Stamp Act, the British parliament remained determined to raise money from the colonies. In 1767, parliament imposed a series of new taxes that came to be known as the Townshend Acts. These included new duties on paper, paint, glass, and tea—all goods that had to be shipped in from outside the colonies. These duties actually raised little money. It seemed that the real intent behind the Townshend Acts was to prove to the Americans that Britain still had the right and the authority to tax the colonies.

Again the Americans protested. Once again, the taxes were abolished, except for the tax on tea. This tax was kept in place to support the British East India Company, which controlled the supply of tea.

As more open resistance grew, British troops were stationed throughout the Thirteen Colonies. Local families were forced to put soldiers up in their houses. In 1770, nervous British soldiers misunderstood an order and fired their muskets into a mob of protesters in Boston, killing several people. The "Boston Massacre" was quickly turned into anti-British propaganda by colonial leaders.
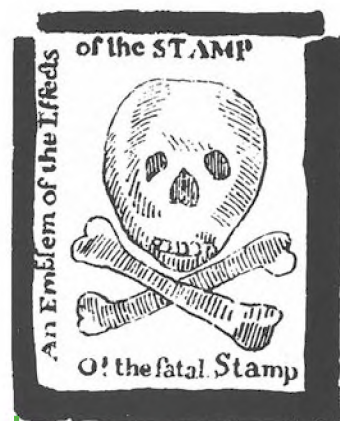
FIGURE 5-7 Americans were very upset about the Stamp Act. Pamphlets attacking the stamps helped spread the protest. This "warning stamp" was one form of protest.

FIGURE 5-8 This engraving of British troops firing on civilians during the Boston Massacre was created by Paul Revere. It appeared in a pro-American broadside, *The Boston Gazette*. How might a British broadside report the same event?

The Sons of Liberty

Increasingly violent incidents indicated that the American colonies were on the brink of revolution. Led by colonial leaders, and openly encouraged by the **"Sons of Liberty,"** which were organized groups of American **patriots**, people challenged the British government at every opportunity.

The Sons of Liberty were dedicated to resisting British taxes and trade restrictions, and were willing to resort to violence, including harassing British tax officers or burning buildings. One of their first acts of protest was the burning of the British ship *Gaspee* in 1772, off the coast of Rhode Island. The *Gaspee* was a customs schooner used to enforce British trade regulations. When it ran aground while chasing an American ship, the Sons of Liberty rowed out, looted the *Gaspee*, and burned it.

The Boston Tea Party

In 1773, about 116 people, including some Sons of Liberty dressed as Mohawks, boarded British ships docked in Boston. They then destroyed a fortune in tea by throwing it into the harbour. This event, which became known as the Boston Tea Party, was to protest the Tea Act that still protected the British East India Company. It also became one of the most important and symbolic events leading to the American Revolution.

FIGURE 5-9 This 1846 painting by Nathaniel Currier shows crowds celebrating while protestors throw boxes of tea from British ships into the harbour. Why would the protestors disguise themselves?

The Intolerable Acts

News of the Boston Tea Party reached London by early 1774. Parliament quickly moved to restore British authority in the American colonies. The prime minister even made this declaration:

> *The Americans have tarred and feathered your subjects, plundered your merchants, burnt your ships, denied all obedience to your laws and authority; yet so clement and so long forbearing has our conduct been that it is incumbent on us now to take a different course. Whatever may be the consequences, we must risk something; if we do not, all is over.*

Parliament then passed a series of Acts that were meant to punish Boston and assert British authority. These became known as the **Intolerable Acts**. Some of these Acts are shown below. Many of the American colonists viewed these Acts as a violation of their natural and constitutional rights, and they saw the Acts as a threat to the freedoms of all British Americans. As you read the Acts, think about the rights that the colonists would have felt were violated.

Intolerable Acts acts passed by British parliament, considered by American colonists to violate their natural and constitutional rights

Boston Port Act
Closes the Port of Boston until the East India Company is compensated for the destroyed tea.

Massachusetts Government Act
All positions in the colony's government are now appointed by the British. Town meetings can be held only once a year.

Increasing protests

Administration of Justice Act
British officials accused of crimes can have their trials held in another colony—or even Great Britain.

Quartering Act
Colonial governors may house soldiers in any unoccupied building. Colonists believe this includes private homes.

FIGURE 5-10 Suggest possible outcomes or consequences for each of these Acts.

©P

The First Continual Congress

boycott refuse to buy goods from a particular source

In 1774, the British parliament also passed the Quebec Act. This Act made the French language and Roman Catholicism official in the British colony of Québec. The boundaries of the colony were also expanded deep into the Ohio Valley, which would prevent the Americans from settling there. Québec also did not have an elected assembly. This alarmed American colonists, who had such assemblies and wanted to keep them. While the Quebec Act helped keep the Canadiens of Québec loyal to Britain, and was not intended to directly punish the Thirteen Colonies, Americans were outraged. For them, the Quebec Act was one of the Intolerable Acts. It could lead them only closer to revolution.

In September 1774, all of the Thirteen Colonies except Georgia sent delegates to the First Continental Congress in Philadelphia. The Continental Congress began by defying the British government. Leaders demanded a **boycott** of goods from England, and began cutting economic ties to the home country. As British General Gage readied thousands of British troops from his headquarters in Boston, rebellious colonists began to train and to store weapons and ammunition.
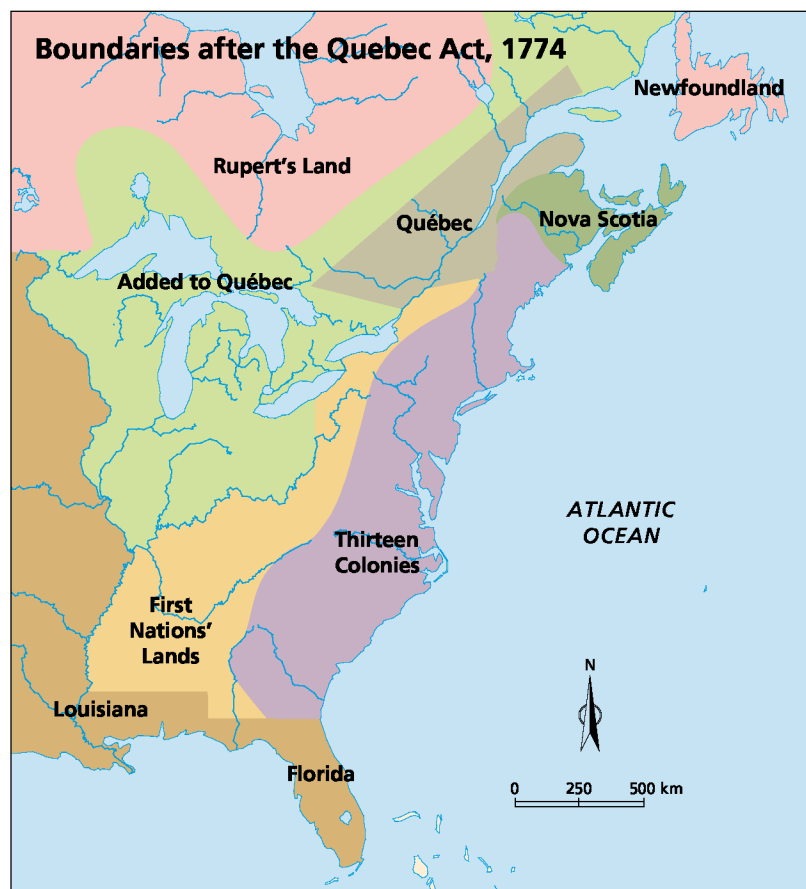
FIGURE 5-11 The Quebec Act of 1774 attached a huge area to the Province of Québec. Why would the Quebec Act infuriate Americans?

The Problem of Unity

Although they were determined, the leaders of the American colonies found it difficult to organize opposition to the British. Each colony was separate and had its own legislature. People had no real sense of themselves as Americans, the way citizens of the United States do today. They identified with the colony in which they lived—Virginia, Maryland, New York, and so forth. Many still had close links with Britain, or even owned property in the home country. In fact, most people had stronger ties to Britain than to any of the other Thirteen Colonies.

There were still strong business ties between Britain and North America due to mercantilism. The potential loss of trade—despite taxation problems—troubled merchants, factory owners, and tradespeople on both sides of the Atlantic.

However, the Thirteen Colonies were united by a cause: to gain economic and political freedom from the distant colonial government of Britain.

FIGURE 5-12 This political cartoon is by Benjamin Franklin, an American inventor, author, and politician. How does it symbolize the need for unity among the Thirteen Colonies?

Thinking IT THROUGH

Summarize What's Important

1. **Cause and Consequence** Create a chart with the headings "British Action" and "Colonists' Reaction" to show how Britain's need for money influenced its actions in North America, and how the American colonists reacted.

Compare Viewpoints

2. React to the Royal Proclamation from the perspectives of a) the First Nations, b) the colonists, and c) the British government.

Analyze Critically

3. Britain settled land claims and introduced unwanted taxes, both of which angered American colonists. Which of these actions angered the colonists more? Give reasons for your answer.

Synthesize and Evaluate

4. This section outlines a number of specific grievances the American colonists had with Britain. How might uniting help the colonies overcome their dissatisfaction with the British parliament?

5. Write a paragraph to answer the section question: *What were the causes of dissatisfaction in the colonies?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Using a Historical Pamphlet as a Primary Source

In 1776, Thomas Paine, an Englishman living in America, published a pamphlet he called *Common Sense*. This pamphlet was a public declaration of the reasons for revolution.

> *I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her… We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT…it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.*

Excerpt from *Common Sense*, by Thomas Paine, 1776

Who said it?

Thomas Paine was born in England. He designed bridges and became involved in politics. He met Benjamin Franklin in London and went to America in 1774. Paine spent time with the Haudenosaunee. His admiration for their egalitarian society influenced his writings. Paine also supported the French Revolution.

What is it?

Common Sense is a pamphlet. Pamphlets are simple one- or two-page publications that are easily printed and cheap to distribute. In England as well as in America, pamphlets were tools for political protest. *Common Sense* provides a complicated argument, but in simple, easy-to-read terms. *Common Sense* was very popular and was even read aloud in taverns.

When was it written?

Paine wrote *Common Sense* in 1775 and published it in January of 1776.

Looking for Bias and Reliability

Common Sense has a political goal. It does not attempt to present both sides of the argument. In fact, Paine gives counter-argument only so that he can demolish it. Note that he emphasizes some words by using capital letters. This is intended to give the written word the power of the spoken word.

Apply IT

1. What benefits that the colonies supposedly get from being part of the British Empire does Paine attack? What does he say about each benefit?

2. After reading the previous section, can you provide reasons that would account for Paine's bias?

How did revolution lead the colonies toward independence?

The opening shots of the American Revolutionary War were fired on Lexington Green, in Massachusetts. As British and American soldiers faced each other, the British commander told the Americans to leave. He also ordered his soldiers not to fire. The situation was tense, and a shot was fired—probably by an American. This so-called "shot heard round the world" caused the British line to fire their muskets at the Americans. Although the Americans were driven away, surprisingly few were killed or wounded. On the road back to Boston, however, the British force was attacked by a larger militia, and many British soldiers were killed and wounded. The American Revolution had begun.

The Revolutionary War

Most American colonists saw the battle at Lexington as a major revolutionary event from which there was no turning back. In England, many people agreed that the Americans had reasons to rebel. Some British people saw a resemblance to the actions of parliament in their own Glorious Revolution. Although English government at that time was not wholly democratic, the English themselves felt they had won more rights than almost any other group of people in the world.

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

FIGURE 5-13 British solders regroup after attacking the Lexington Minutemen during a 2012 re-enactment of the Battle of Lexington. Every year, local members of re-enactment groups perform the Battle of Lexington.

Branding the Revolution

Revolutionary leaders used symbols and other devices to focus revolutionary ideas and help people identify with them. Today, we would call this branding. While many of the symbols of the American Revolution were created after events happened, they worked so well that they are still powerful symbols today, and are instantly recognizable by Americans and others.

THE STAR-SPANGLED BANNER was one of the first goals of the revolutionary government. A flag would be a banner to rally citizens and troops. Popular folklore states that Betsy Ross made one of the first flags in 1776, with 13 bars and 13 stars to represent the Thirteen Colonies.

THE RATTLESNAKE quickly became a revolutionary symbol. It is native to the Americas. It first warns and then strikes its foe, which the revolutionaries identified with. This flag also bears the warning "Don't Tread on Me."

DONT TREAD ON ME
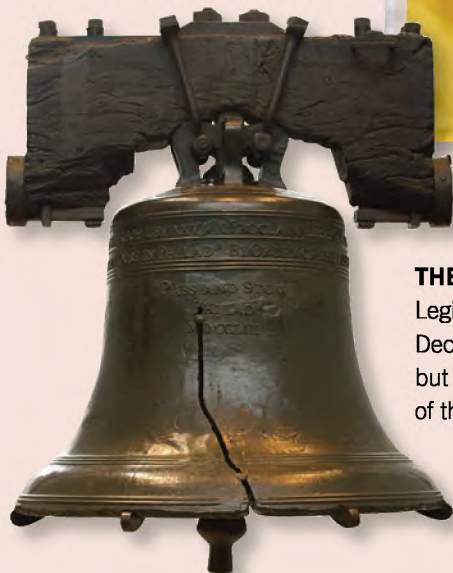
THE LIBERTY BELL, cast for the Pennsylvania Legislature, is said to have been rung when the Declaration of Independence was announced in 1776, but this may not be true. Words etched into the surface of the bell say "Proclaim Liberty thro' all the Land…"

©P

THE MINUTEMAN, a Revolutionary War soldier, quickly became a symbol of the willingness of Americans to fight for freedom.

THE LIBERTY TREE originally stood in Boston. Its use as a symbol of liberty reflected the Great Tree of Peace of the Haudenosaunee. Images from First Nations were often associated with personal freedoms and rights.

THE COLONISTS UNDER LIBERTY TREE.
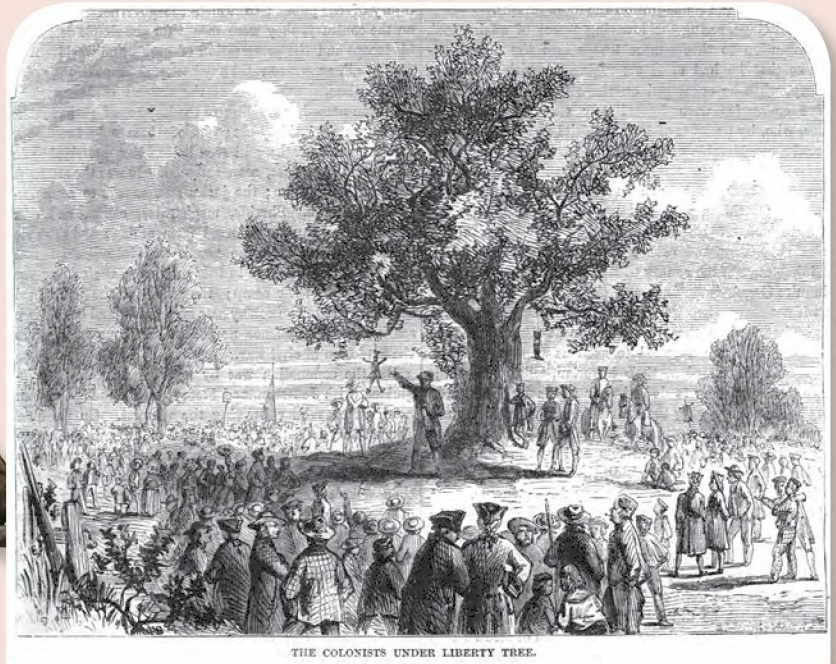
GEORGE WASHINGTON came to represent the founding of the United States and its values. The image of Washington crossing the Delaware River came to symbolize turning defeat into victory.

Maine
(part of
Massachusetts)

New Hampshire

LEXINGTON
AND CONCORD (1775)

Massachusetts

BUNKER HILL (1775)

New York

WHITE PLAINS (1776)

Rhode Island

Connecticut

TRENTON (1776)

MONMOUTH (1778)

Pennsylvania

New Jersey

Delaware

Maryland

Virginia

YORKTOWN (1781)

ATLANTIC

OCEAN

North Carolina

KING'S MOUNTAIN (1780)

South
Carolina

CHARLESTOWN (1780)

Georgia

N

Major battle

0   250   500 km

FIGURE 5-14 Major battles in the Revolutionary War. Around 44 000 members of local militias fought in these and other battles. Militias were unwilling to fight far from home. How might this both help and harm the American cause?

Attack on Québec

The now united colonies had challenged the military might of one of the world's great powers. This was serious business. Leaders of the Continental Congress first looked to defend the northern borders. They knew that British troops could come through Québec to attack the Thirteen Colonies. To prevent this, the Americans could either convince Québec to join the revolution, or attack first and claim Québec for themselves.

In the winter of 1775, Americans led by Richard Montgomery and Benedict Arnold tried and failed to seize Québec. The failure helped convince Canadians to remain loyal to Britain.

The Declaration of Independence

The American Revolution still lacked a clear goal. While fighting continued on the battlefields, the delegates of the Continental Congress continued to meet. Many of the delegates did not want to completely break with England. They argued for a constitutional monarchy, like the one that had been achieved in England.

To others, complete independence as a republic was the only option. Many also believed that the colonies should remain independent from each other, each with its own government. Support for this idea continues today.

Some of the most famous and important people in the colonies, such as Benjamin Franklin, Thomas Jefferson, and John Adams, agreed that an independent republic was the best choice. Together, they decided to draft a statement that would declare their independence from Britain. This document, mostly written by Thomas Jefferson in 1776, is the American Declaration of Independence.

FIGURE 5-15 A member of the American Tea Party movement in 2012. Although the Tea Party is a modern movement, its name evokes the founding of the United States.

The Declaration and Democratic Concepts

The American Declaration of Independence is one of the most revolutionary documents in world history. It proposed that a new nation, the United States, would be based on the belief that people have certain rights that no government can take away.

The Declaration of Independence is part of a great chain of statements on human rights. These include writings of the ancient Greeks, the English Magna Carta, the French Revolution's Declaration of the Rights of Man and the Citizen, and the Canadian Charter of Rights and Freedoms.

The ideals of the Declaration of Independence also inspired others, including the revolutionaries in France who would overthrow King Louis XVI less than 20 years later, in 1792. In the United States, the section of the Declaration addressing rights and equality would support the rights of workers, women, and other groups. The Declaration would also be used to argue against slavery.

Did You Know?

The philosophy of the American Revolution had been influenced by English philosopher John Locke, who wrote that everyone had the right to freedom and to rid themselves of a bad monarch.

The Declaration of Independence did not actually end the revolutionary war. In fact, the war continued for another seven years. When Spain and France joined on the side of the Americans, the balance tilted. The British lost a whole army at the Battle of Yorktown in 1781. Soon after, Sir Guy Carleton surrendered the ports of Savannah and Charleston before abandoning New York, the last British stronghold.
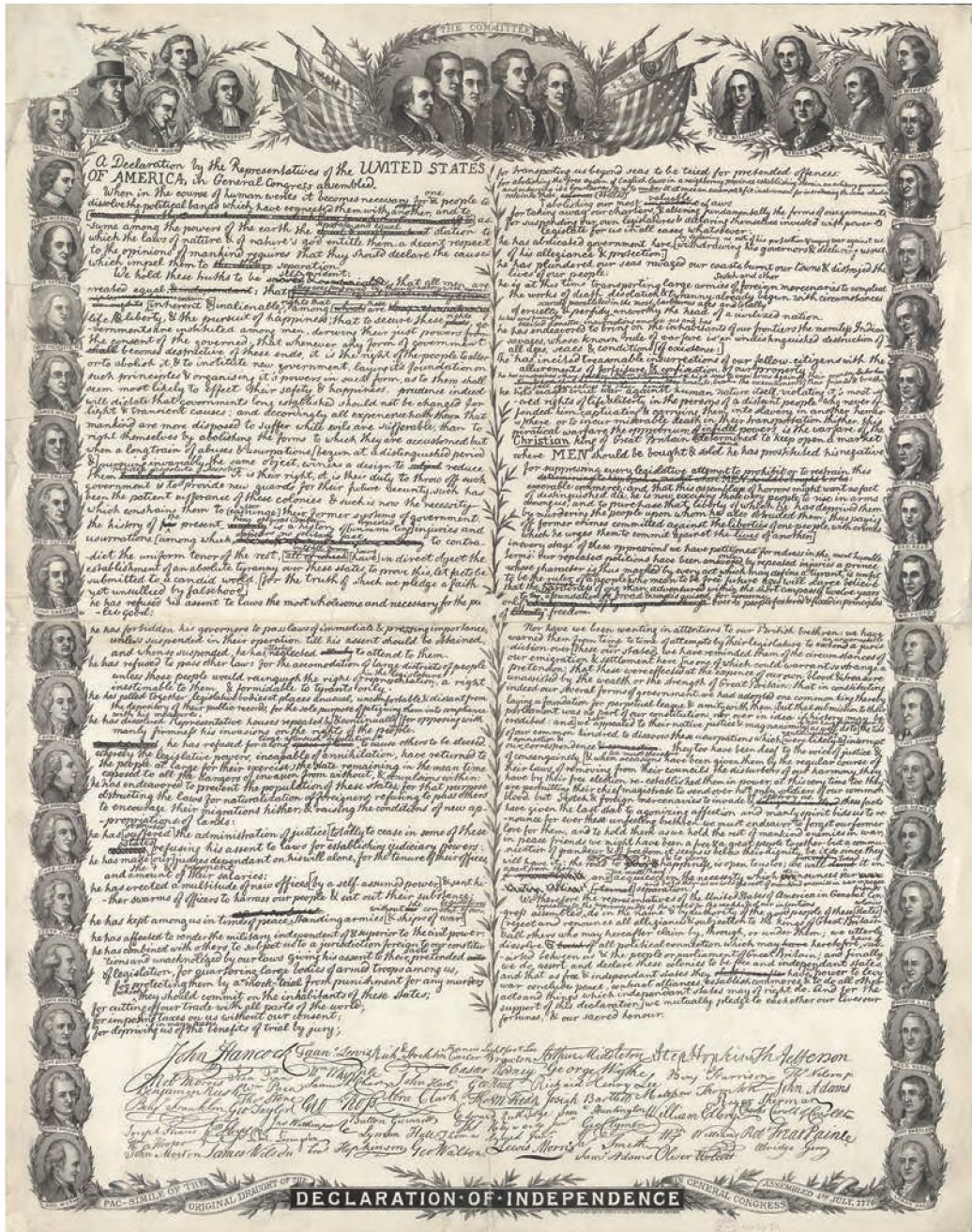
FIGURE 5-16 This copy of the Declaration of Independence shows how hard it was to find just the right word. The Declaration first explains why the Americans want to be free. The second paragraph begins with the famous phrase demanding the basic human freedoms that people in democracies cherish. Why do you think Jefferson had to change the wording more than once?

"These United States" or "The United States"?

It was a challenge to unify the former colonies. These two quotations show the different viewpoints.

The unity of Government, which constitutes you one people...is a main pillar in... your real independence, the support of... your peace abroad; of your safety; of your prosperity; of that very Liberty, which you so highly prize. But...much pains will be taken...to weaken in your minds the conviction of this truth... You have in a common cause fought and triumphed together; the Independence and Liberty you possess are the work of joint counsels, and joint efforts, of common dangers, sufferings, and successes...every portion of our country finds the most commanding motives for carefully guarding and preserving the Union of the whole.

George Washington

We drew the spirit of liberty from our British ancestors; by that spirit we have triumphed over every difficulty: But now, Sir, the American spirit, assisted by the ropes and chains of consolidation, is about to convert this country to a powerful and mighty empire: If you make the citizens of this country agree to become the subjects of one great consolidated empire of America, your Government will not have sufficient energy to keep them together... And yet who knows the dangers that this new system may produce; they are out of the sight of the common people: They cannot foresee latent consequences: I dread the operation of it on the middling and lower class of people: It is for them I fear the adoption of this system.

Patrick Henry

Thinking IT THROUGH — Evidence

1. Identify the thesis statement (main idea) of George Washington and Patrick Henry.

Next, identify the specific details they use to support their ideas.

2. Who makes a stronger argument, Washington or Henry? Explain what evidence solidified your opinion.

Thinking IT THROUGH

Summarize What's Important

1. Use a graphic organizer to summarize the events from Lexington Green to the Declaration of Independence.

Use Background Knowledge to Infer

2. Why might the shot that started the American Revolution be known as the "shot heard round the world?"

Analyze Critically

3. Describe the importance of the Declaration of Independence to the American Revolution.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did revolution lead the colonies toward independence?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the American Revolution change British North America?

Britain was in a difficult position by 1783. The Thirteen Colonies were lost. The British stronghold of Gibraltar, in the Mediterranean, was under siege by the Spanish. The Dutch and the French were fighting Britain for control of the Caribbean. It was in Britain's best interests to make peace.

After weeks of negotiation, Britain signed separate agreements with the Thirteen Colonies, France, Spain, and the Netherlands. New borderlines were drawn in North America. Most importantly, Britain was forced to agree that the United States—which is what the Thirteen Colonies now called themselves—was a free and sovereign country.

North America After the Treaty of Paris, 1783

Legend:
- British
- French
- Russian
- Spanish
- United States
- Disputed Territory
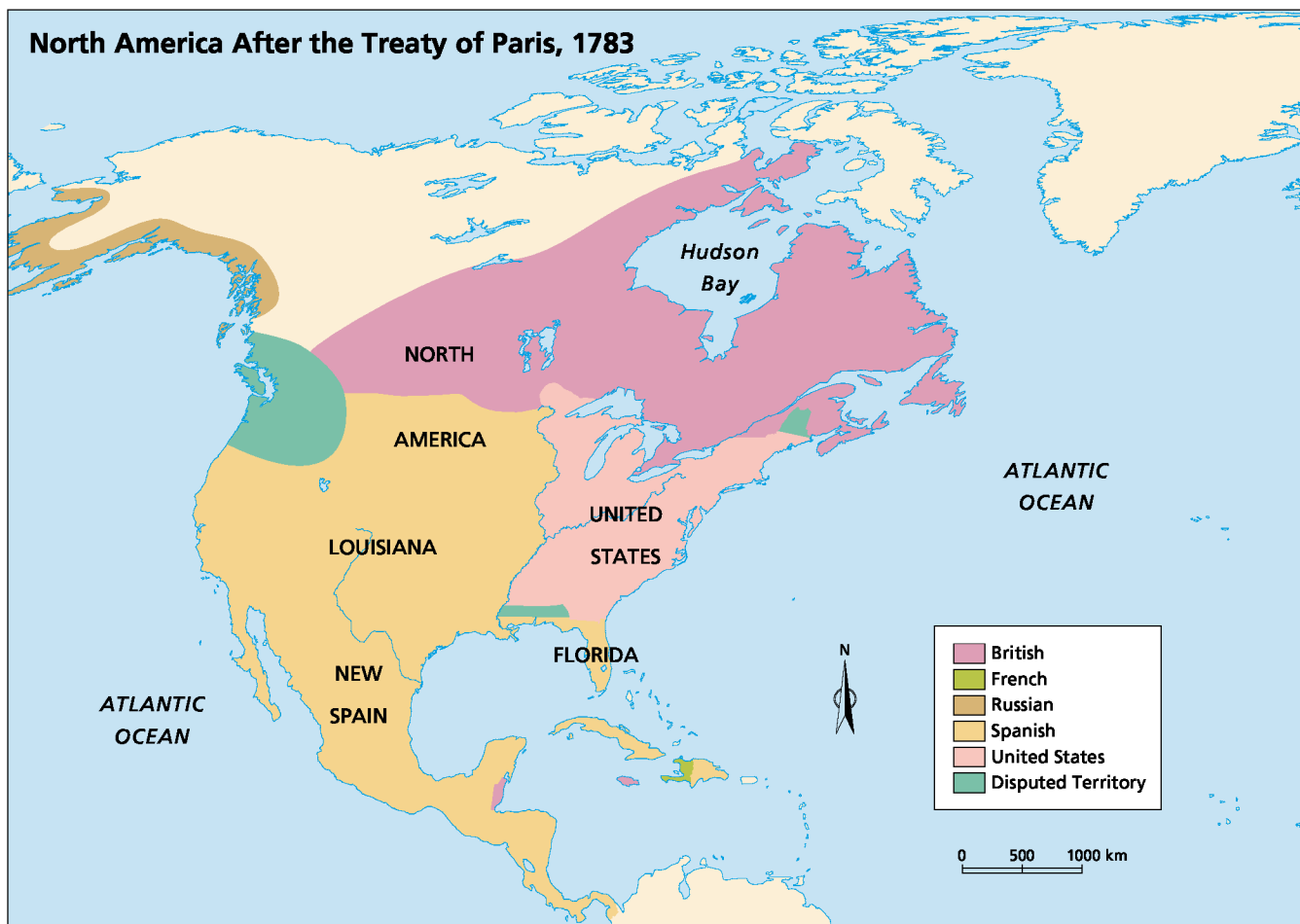
FIGURE 5-17 Britain, France, Spain, and the United States all wanted to gain territory in North America after the end of the Revolutionary War.

Why not Nova Scotia?

The American revolutionaries had failed to capture Québec during the war. Differences between the English-speaking Americans and the French-speaking Canadiens seemed to ensure that Québec would not voluntarily join the United States. However, the coastal colony of Nova Scotia was very similar to the colonies of New England. In fact, three-quarters of Nova Scotians were originally New Englanders. Yet Nova Scotia did not join the United States. Why?

Halifax, the capital of Nova Scotia, was an important British naval base. The city was run by a small group of wealthy merchants who wanted to build Halifax into a large trading port. These merchants had everything to lose in a revolution, and much to gain by staying out of it.

Some Nova Scotians did support the revolution. The inhabitants of the town of Machias, now in Maine, invited George Washington to send an invasion force to attack Nova Scotia. Washington refused. A small force of Nova Scotians, led by Jonathan Eddy, fought several minor battles with the British, but they were easily defeated.

However, American **privateers** were busy raiding British ships and villages along Nova Scotia's coast during the war. These attacks caused so much damage to Nova Scotia's economy that the colony's loyalty to Britain was guaranteed.

privateer a private ship or individual authorized by a government to attack foreign ships during wartime

Loyalists residents of the Thirteen Colonies who remained loyal to Britain during the American Revolution

FIGURE 5-18 This print from 1780 shows Halifax Harbour and Citadel Hill. Fort George, located at the top of this hill, held a 14-gun battery during the American Revolution. This made Halifax a secure base for merchant ships and the British Navy.

The Loyalists

Not all Americans supported the revolution. Approximately one person in five was strongly in favour of British rule. These **Loyalists** were persecuted by revolutionary patriots during the war. Patriots abused the Loyalists, and they burned their homes and farms.

The Price of Loyalty

The Americans loyal to the British government often thought that revolutionary politics were being forced on them by such radicals as the Sons of Liberty. This Boston storekeeper protested:

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

Loyalists were often physically attacked. Many were beaten, tarred and feathered, or sometimes killed—a high price to pay for holding a political opinion.

The TORY'S Day of JUDGMENT.

FIGURE 5-19 This engraving shows a Loyalist strung up from a "Liberty pole." Why do you think the revolutionary government failed to stop this kind of harassment?

Thinking IT THROUGH

1. What argument does the shopkeeper make about those who want to rebel against Britain? Does he support the revolution? What makes you think so?

2. How does this situation compare to what you learned about England under the rule of Cromwell in Chapter 4? Is a new form of rule always in the best interests of the people?

The Loyalists Arrive in Canada

When the revolution ended and the Treaty of Paris was signed, between 80 000 and 100 000 Loyalists had to leave their homes in the United States. Some went to England, or to other British colonies. Many accepted Britain's offer of farmland in the colonies of Québec, Nova Scotia, and the Island of St. John (Prince Edward Island). During 1783 and 1784, about 7500 Loyalists settled in what was to become Ontario, and about 2000 settled in Québec. Almost 30 000 settled in Cape Breton, the Island of St. John, and the Saint John River Valley.
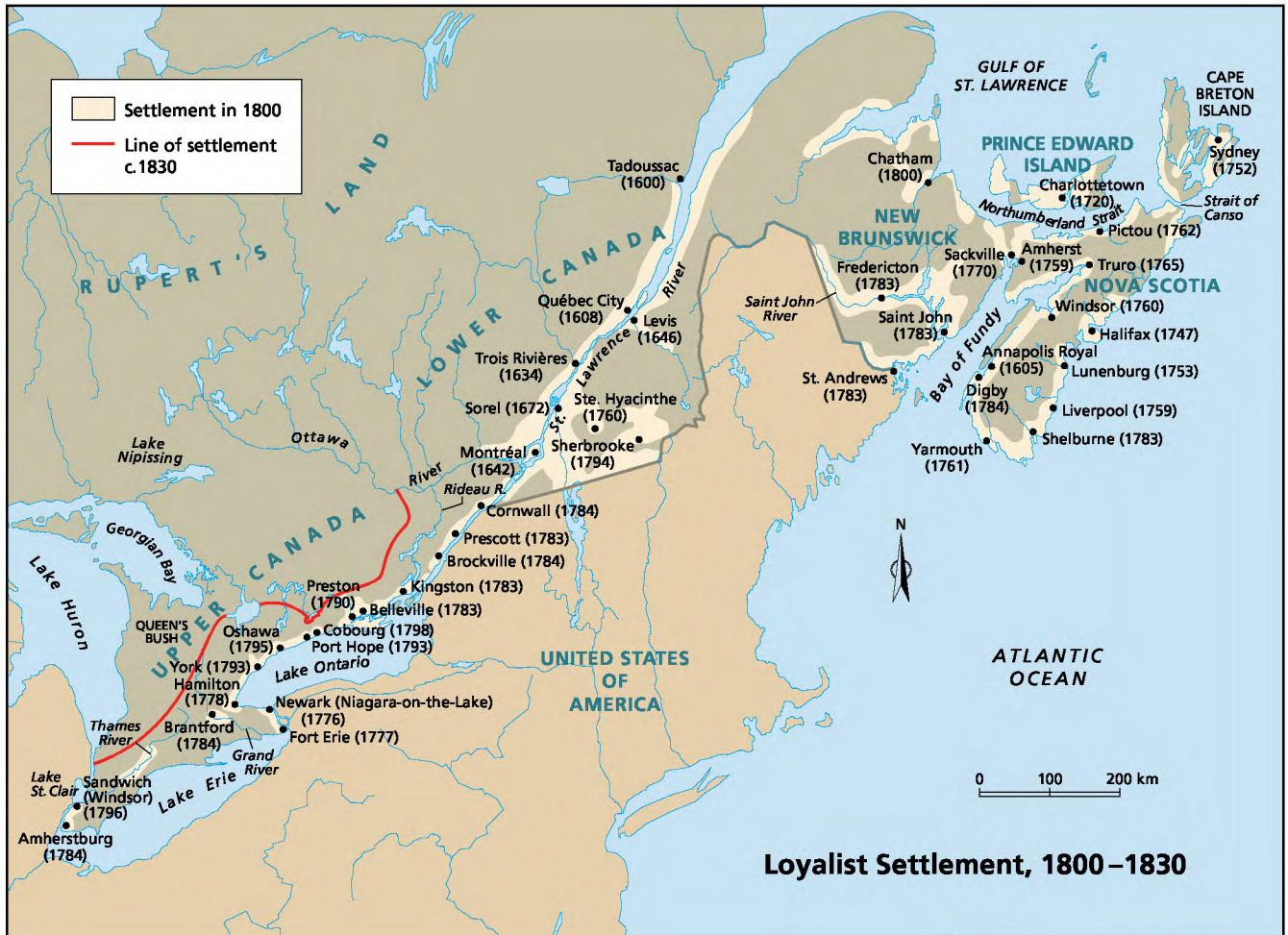
Loyalist Settlement, 1800–1830

Map legend:
- Settlement in 1800
- Line of settlement c.1830

The Black Loyalists

At the time of the American Revolution, there were approximately 500 000 African-Americans in the Thirteen Colonies. Most were slaves working on the plantations of the south. Many of the men who signed the Declaration of Independence—Thomas Jefferson, for example—were slave owners.

The economics of slavery in America created a strategic opportunity for the British. By offering freedom to slaves in the Thirteen Colonies, the British hoped to ruin the plantation economies of many American states, weakening the rebels.

WEB LINK • • • • • • • • • • • • • • • • •

To learn more about the Black Loyalists, visit our website.

> *To every Negro who shall desert the Rebel Standard, full security to follow, within these Lines, any occupation which he shall think proper.*
>
> **British Commander-in-Chief Sir Henry Clinton, 1779**

abolitionist someone working to end slavery

ambassador an official delegate of one nation to the government of another nation

It is estimated that tens of thousands of slaves crossed the British lines. Some became soldiers, and others worked as cooks, labourers, or nurses. Some were also sold back into slavery when the war was over.

Loyalists who had slaves kept as many as they could and brought them to Québec, Nova Scotia, and New Brunswick—much to the disgust of **abolitionists** in Britain. (Slavery would not be completely abolished in the British Empire until 1834.) When the war ended, approximately 3000 Black Loyalists went to Nova Scotia, where many of their descendants still live.

The First Nations

When the American Revolution began, First Nations felt that they needed to choose sides if they were to protect their own interests. There was little chance that they could stay out of the conflict, especially since the Americans wanted their lands.

The Mohawk Nation, which was part of the Haudenosaunee Confederacy, had traditional territory in what was now the colony of New York. They had strong links to the British, and maintained good relations with Sir William Johnson, the British Superintendent of Indian Affairs. However, when it came to the revolution, the council of the Haudenosaunee Confederacy decided to keep a neutral position. Mohawk leader Joseph Brant disagreed.

Joseph Brant

Joseph Brant, also called Thayendanegea, was the brother of Molly Brant, Sir William Johnson's companion and friend. He visited England as an **ambassador** in 1775, and secured a promise of lands in Québec if the Mohawks fought with the British. During the war, Brant led Mohawk and Loyalist fighters against the rebels.

When the British lost the war, the 1783 Treaty of Paris recognized American independence and divided British North America. These negotiations, however, ignored the First Nations. Feeling betrayed, Brant argued that the Haudenosaunee had been friends and supporters of the British cause for many years. In a letter, he protested that the grand council

FIGURE 5-21 Joseph Brant believed that it was necessary for First Nations to adopt European customs while keeping their own traditions.

could not believe it possible such firm friends and allies could be so neglected by a nation [Britain] remarkable for its honour and glory, whom we have served with so much zeal and fidelity… We desire to know whether we are to be considered as His Majesty's faithful allies, and have that support…such as old and true friends expect.

At Brant's insistence, the British government gave the Haudenosaunee land along the Grand River in southern Ontario, near the present-day city of Brantford. The Mohawks and other members of the Confederacy settled there in 1784. Mohawk allies would again help the British fight the Americans in the War of 1812.

Joseph Brant, Diplomat

Brant was a natural leader and diplomat. As a personal friend of important people in English society, he was invited to dine with the king and queen, and socialized with the Prince of Wales.

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

Thinking IT THROUGH

1. How would establishing diplomatic (friendly) links to Britain benefit the Mohawk people?

2. Using the London newspaper account, identify words and phrases that show Joseph Brant was held in high regard by people in England. How might he use this position to advance the cause of the Mohawk people?

3. Brant would never have called himself king, since his society did not have European-style hierarchies. Why would the newspaper give him this title?

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

The Remaining British Colonies

After 1783, the British made serious efforts to build up their English-speaking colonies. They wanted populations loyal to the British crown. The Loyalists, including First Nations and African-Americans, had been the first wave of people welcomed to the north. As refugees from the United States, they seemed less likely to challenge the authority of the British government, or its representatives.

Although the War of 1812 would eventually ensure that British North America would not be part of the United States, few people were certain of this outcome at the end of the 1700s. The British colonies had tiny populations, and there was little unity. French-speaking

Canadiens did not like British rule. People living on the east coast still had close economic ties with Britain and New England, and felt they had little in common with the inland colonies. It would prove difficult to unite these diverse colonies. The Dominion of Canada would not be formed until 1867.

The Constitutional Act

The Loyalists created problems for the British government. Those who settled in Québec demanded that they be governed separately from the French-speaking Canadiens. The Constitutional Act, passed in 1791, divided Québec into two new colonies. Lower Canada, the heartland of what had been New France, kept French culture, the Catholic religion, and French civil law. Upper Canada was English-speaking and Protestant, with British laws and institutions. Lower Canada would later become the province of Québec; Upper Canada, the province of Ontario.

The Constitutional Act gave both colonies their own governments, each consisting of an elected assembly, a governor, and two councils. The members of the Executive and Legislative Councils were appointed by the governor, who was always a British nobleman. The members of these councils were prominent members of the community, and they helped the governor make laws for the colony. Elected assembly members could also propose acts or laws, but these could be **vetoed** by the governor and the councils. It was very similar to the system that caused rebellion in the Thirteen Colonies, but more rigid.

veto to stop or reject a legislative enactment

Thinking IT THROUGH ⚓

Summarize What's Important

1. Using a graphic organizer, identify the pros and cons of the British colonies of Québec and Nova Scotia joining the Americans in declaring independence from Britain. What were the key reasons they did not join the American revolutionaries?

2. Identify the reasons the Mohawk Nation remained loyal to Britain during the American Revolution.

Analyze Critically

3. Assess the impact of the Loyalists on the existing Canadian colonies. Was their arrival beneficial or not?

Build an Argument

4. A political refugee can be defined as "a person who has fled their homeland because of an oppressive government." Should the Loyalists be considered political refugees? Support your thinking with specific details.

Synthesize and Evaluate

5. Slavery was not abolished in the British Empire until 1834. List the reasons the British would offer freedom to slaves in the 1770s. Do you think the British would have made this offer if there had not been a revolution? Elaborate and clarify your thinking.

6. Write a paragraph to answer the question: *How did the American Revolution change British North America?* Set aside your paragraph to help you answer the Chapter Focus Question on the next page.

Looking Back...
The American Revolution and British North America

How did the American Revolution shape North America?

The American Revolution is one of the influential events in world history. It changed the face of North America politically, socially, and economically.

1. **Cause and Consequence** Using information from the chapter and your paragraphs from each section, complete an organizer like the one below to show how the American Revolution changed North America.

	Before the Revolution	During the Revolution	After the Revolution
Political Changes (government, taxes, laws)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:
Social Changes (freedoms, rights, standard of living)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:
Economic Changes (trade, imports, exports)	British Colonies: American Colonies:	British Colonies: American Colonies:	British Colonies: American Colonies:

Analyze Critically

2. **a)** Go online and find a copy of the Declaration of Independence. What statements seem to be the most important in defining this new country?

   b) Refer to the list of statements you identified as most important in the Declaration of Independence to discuss how the existence of such a document made American independence from Britain legitimate.

Build an Argument

3. If you were the chief adviser to King George III, what arguments would you use to attack the Declaration of Independence and its authors? Share your thinking with the class.

4. To what extent did colonies of North America benefit from the American Revolution? Refer to the chart above to identify specific relevant details and examples to help clarify your thinking.

Synthesize and Evaluate

5. The American Revolution is often seen as a fight for democracy. With a partner, create a list of criteria that could be used to judge how democratic a revolution can be. Using your paragraphs from each section and examples from the text to support your position, answer this question: How democratic was the American Revolution? Discuss possible presentation options with your teacher.

KEY CONCEPTS Age of Enlightenment   reason   inalienable   guillotine

CRITICAL INQUIRY

Significance

Patterns and Change

Judgements

Evidence

Cause and Consequence

Perspectives

How did the French Revolution contribute to modern ideas of democracy?

Crowds surrounded the fortress called the Bastille. Roland shouldered the musket he had taken and hurried to join them. The crowd was furious, and why not? People were dying of hunger all over France. Everyone knew that the king would use his foreign mercenaries against his own people, and that his promises to the new Assembly were worthless. The people of Paris had no choice. They needed gunpowder to defend themselves, and they were going to take the gunpowder stored in the Bastille.

As Roland neared the drawbridge of the fortress, shots rang out and people began to fall. A man reeled past him, his arm shot away. Bodies lay everywhere. With every shot, the fury of the crowd increased.

Suddenly, Roland heard the beat of drums and watched as soldiers trotted into the square. They were French—the regiment of Guards. They trundled a cannon into the courtyard and aimed it at the inner door of the prison. When the cannon roared, the ancient wood of the massive door splintered. The crowd surged forward. The real Revolution had begun!

By the late 18th century, France was a bankrupt kingdom ruled by an absolute monarch. Its people were subject to increasing taxes and were denied the many privileges of the nobility and the Church. Finally, the old system was overthrown and replaced with a new one. The French Revolution changed European history, and set France on the road to democracy.

Use these questions to set a purpose for reading each section.

- What was French society like in the 18th century?

- How did Enlightenment thinkers influence ideas about government?

- Was the crisis in France avoidable?

- What factors contributed to revolution in France?

- How did revolution change the way France was governed?

Reading ⚓

Use Background Knowledge to Infer

In many societies, change often comes with some degree of violence. When is violence justified to influence societal change?

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What was French society like in the 18th century?

In Chapter 4, you read about democratic traditions that developed in England. There had been a parliament in England for hundreds of years, and Magna Carta paved the way for future reforms. The people of England had never fully accepted the idea of the divine right of kings, and the Civil War brought an end to absolute monarchy in England. In Chapter 5, you saw that the Thirteen Colonies in North America rebelled against the rule of Britain in order to gain economic freedom and political independence.

The situation in France was very different. Although it was the 18th century, France still had one foot in the Middle Ages. It was ruled by an absolute monarch, and society was still divided by a strict feudal **hierarchy**.

The Regions of France

regionalism devotion to the interests of one's own region, rather than one's country

France is a large country, covering about 547 000 square kilometres. The varied climate and soils make it possible to grow different kinds of crops, including grains, sugar beets, and grapes for wine. Today, France produces the largest wheat crop of any Western European country. Large rivers, such as the Rhône, the Garonne, and the Seine criss-cross the country, providing water and a means of transportation.

France was—and still is—a country of diverse regions. In the 18th century, some of these regions were almost like separate countries, where people spoke languages other than French, such as Breton or German. **Regionalism** created problems for the rulers of France.

FIGURE 6-2 Brittany is a region on the northwest coast of France, on the English Channel. The people of Brittany speak Breton. This language is similar to Celtic languages such as Welsh and Cornish.

TIMELINE

1643
Louis XIV becomes king of France

1763
End of the Seven Years War

1774
Louis XVI becomes king of France

1789
June: Tennis Court Oath

July: Fall of the Bastille

August: Declaration of the Rights of Man and the Citizen

October: The March on Versailles

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The Three Estates

The Three Estates were at the heart of French society. A person was born into an estate and usually lived in it all of his or her life. The First and Second Estates, along with the monarch, controlled the majority of power and wealth in the country, even though they were the smallest groups. The Third Estate carried most of the burden of taxation and poverty in France. This would be a significant factor in the French Revolution.

bourgeoisie the French middle class; from the Old French word meaning "town dweller"

The First Estate

The First Estate was the clergy. This status was not hereditary, but people needed access to education, money, and connections to become part of the clergy. The First Estate made up less than one percent of the entire population. The Church could demand a tithe from peasants. A tithe was 10 percent of a person's income.

The Second Estate

Nobles made up the Second Estate. There were two kinds of nobles: those from old families and those who had received noble status from the king in return for services or money. They were called "Nobles of the Robe."

FIGURE 6-3 Why might the monarch be considered to be outside of and above the Three Estates?

The Third Estate

Everybody else, from the wealthiest banker to the poorest farmer, belonged to the Third Estate. The peasants worked the land, and the **bourgeoisie** were merchants and business owners. The majority of the population of France was in the Third Estate. With the exception of very successful bourgeoisie, the Third Estate was not as wealthy as the clergy or nobility. In fact, peasants were typically very poor. They were also the most heavily taxed.

1791
Legislative Assembly convened

1792
French monarchy overthrown

1793
January: Louis XVI executed
July: Jean-Paul Marat murdered by Charlotte Corday
September: Reign of Terror begins
October: Marie Antoinette executed

1794
Maximilien de Robespierre executed

1795
Directory established
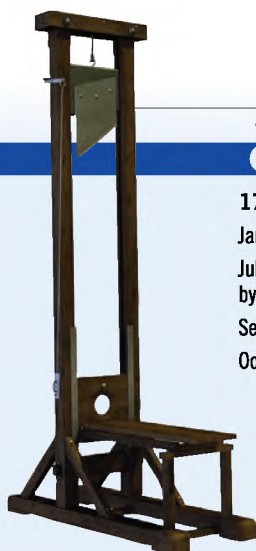
A Rural Society

Although Paris was one of the largest cities in Europe, France was largely a rural society. Much of the land was owned by the nobility or the royal family, who held large feudal estates. The Church was also a major landowner.

Four out of five people living in France farmed for a living, and many owed the bulk of their produce to their **seigneur**, or feudal lord. Under this feudal system, there had been little development in farming tools and methods in France. Farming went on as it had for centuries.

The Peasants

Most French farmers, the peasants, held small plots of land. In general, their farms were not as productive as farms in countries such as England and the Netherlands. Few peasants could read or write, and they had no access to education. They worked hard, but most had little to show for their labour. Writers of the time described the lives of the peasants as brutal. Often victims of **epidemics** and famine, peasants tended to regard life with a certain amount of superstition.

Many peasants spent part of their time working on the lord's property and on government projects, or they had to pay special fees to nobles. They were forbidden to kill or drive off animals that killed livestock or destroyed crops, because these animals were often hunted by nobles for recreation. At times, these hunts would ride through planted fields, damaging crops.

Did You Know?

Farm workers in 18th-century France paid so many taxes and fees that many could not make even a modest amount of money for themselves. Fees included

- *capitation* (poll or head tax)
- *dixième* (tenth of income)
- *gabelle* (salt tax)
- *taille* (direct tax)
- fees to use the lord's wine press, mill, and bakery

FIGURE 6-4 This 1761 painting by Jean-Baptiste Greuze shows the main living area of a well-off French peasant family. How can you tell that they are better off than most?

City Life

Paris had a population of around 600 000 people in the 1700s. Situated on the Seine River, this city was the hub of the country. Most people living in Paris had recently come from the countryside looking for work. However, guilds controlled the work in French towns and cities. This made life difficult for many, because it was very hard to become part of a guild. Thousands of workers without guild memberships toiled at the lowest-paying jobs—if they could find work at all. As a result, many city dwellers had little to do, little to eat, and little to lose.

Even those who had good jobs—shopkeepers, **artisans**, clerks, or labourers—had to spend most of their money on food, which was very expensive. This meant that many people were poor and lived in slums. Paris, for example, had many beggars, **vagrants**, and thieves.

Everyone, rich and poor, had to deal with **inflation**. In the 1780s, things were made worse by crop failures throughout France. Flour and bread became very expensive. This was a great burden, because bread was a staple in the diet of most French people.

The Bourgeoisie

The bourgeoisie were an important part of the French economy. They invested in new businesses and provided goods and services. However, laws and regulations made it very difficult for the bourgeoisie to make a profit. Guilds and monopolies on the production of certain goods made competition almost impossible.

artisan a craftsperson

vagrant a homeless person

inflation a situation in which the price of goods rises quickly

> **Did You Know?**
>
> France had an estimated population of 28 million in the 18th century. Only 20 percent lived in towns and cities.

FIGURE 6-5 This early-18th-century laundry service and fish shop were two successful businesses located in Paris, on the banks of the Seine. Why might these businesses choose to locate on the water's edge?

tariff a tax on goods crossing a border

toll a charge to use a road or bridge

infrastructure the roads, canals, and other means of communication and travel within a community

Each of the different districts of France had its own internal **tariffs** and **tolls**. The lack of decent roads and canals only made the situation worse for business owners, who found it difficult and expensive to move their goods around the country. France lacked what modern economists call an **infrastructure**—and the government seemed to be doing very little to develop one.

Power and the Bourgeoisie

Although some bourgeoisie gained Nobility of the Robe, their ability to participate in government did not increase. A small group of nobles from ancient families controlled the most important offices in government. They also controlled the Church and the military. The king and his inner circle of "true" aristocrats were snobbish. They could not imagine giving up anything to people of lower rank, and those who were kept out of this privileged circle deeply resented their lack of access.

How did Louis XIV both enrich and impoverish France?

By the 18th century, France was one of the largest and richest countries in Europe. However, the country also had political and economic problems. Many of these problems resulted from the actions—and inactions—of the kings of France, who belonged to the Bourbon family.

The most famous of the Bourbon kings, Louis XIV, made France a power in Europe. At the same time, he added to France's financial problems. His successors, Louis XV and Louis XVI, seemed unable or unwilling to make the changes necessary to fix these problems.

The Extravagant Sun King

Louis XIV ruled France for 72 years, from 1643 to 1715. Louis saw himself as the centre of French life and culture. He believed that he was the source of all light in the nation, and he was known as the Sun King. The phrase *L'état c'est moi* ("I am the state," or "the state is me") reveals how Louis saw himself in relation to his country. As far as government was concerned, Louis depended solely on his own judgement and on the advice of a few important ministers. His word was law.

FIGURE 6-6 An official portrait of Louis XIV, painted by Hyacinthe Rigaud in 1701. The painting's point of view also makes the short king appear tall. Why might Louis be so careful about his public appearance?

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Versailles

In 1661, Louis XIV began expanding a hunting lodge 22 kilometres southwest of Paris into a vast palace. The palace and gardens of Versailles took several decades to perfect and cost an enormous amount of money.

In 1682, Louis moved his court and government from Paris to Versailles. Important nobles had to live there so he could watch and control them. Nobles who were in Louis' favour were invited to the royal getting up, the royal breakfast, the royal lunch, the royal supper, the royal going to bed, and all special occasions in between. Those out of favour lived in rooms far from the king.

Versailles was luxurious, beautiful, and isolated. As a result, nobles and the royal family had little knowledge of the realities of everyday life in France.

Making France Powerful

Louis XIV involved France in a number of wars so that he could promote his own interests and expand French territory. Wars with the Spanish and the Dutch in the late 1660s did secure new territory for France, but they depleted the French treasury.

French colonies were established in the Americas, in Africa, and in Asia. French explorers claimed the Mississippi region for France, calling it La Louisiane (in English, Louisiana). French diplomats were sent to the sultan of Morocco and the emperor of China.

France was feared and despised by other countries in Europe. As a result, many former allies began to turn their backs on Louis and France.

WEB LINK • • • • • • • • • • • • • •
To learn more about Versailles, visit our website.

Enriching French Culture

Louis XIV was a major patron of the arts. He supported musician and composer Jean-Baptiste Lully, who created French opera. He supported writers such as Molière, and he commissioned paintings from artists such as Hyacinthe Rigaud (see Figure 6-6). Under Louis' influence, Rigaud became famous enough to paint the portraits of nobles all over Europe. When Louis moved his court from the Louvre Palace in Paris to Versailles, he made the Louvre an art gallery—which it still is today.

French art and architecture, French thinking, and even French cooking became the standard by which all others were judged. Other European rulers copied the palace at Versailles and hired French tutors, dancing masters, composers, and fencing instructors. French was the language of cultured people throughout Europe.

Growing Economic Problems

Louis was very close to the Catholic Church. His persecution of Calvinist Protestants, or Huguenots, was so intense that it caused a huge decline in population in some parts of the country. The Huguenots were often business people, and the loss of their businesses was bad for the economy. This, along with Louis' other extravagances, almost ruined the French economy entirely. During his reign, the **deficit** increased.

deficit the negative balance that accumulates when a government's expenses are greater than its revenues

When Louis XIV died in 1715, his five-year-old great-grandson was crowned Louis XV. During his reign, court extravagances and the failure of government reform continued to push France toward disaster.

Thinking IT THROUGH ⚓   Perspectives

Summarize What's Important

1. Using a Venn diagram or another graphic organizer, compare and contrast urban and rural life in 18th-century France.

2. Create a visual representation of the Three Estates in French society. For each estate, identify its members and make a comment about the influence these people had in government decisions.

Analyze Critically

3. How might the structure of French society lead to discontent in the general population?

Synthesize and Evaluate

4. List the ways Louis XIV both enriched and impoverished French society. Did France ultimately benefit or suffer because of Louis' rule? Share your thinking with a partner.

5. Write a paragraph to answer the section question: *What was French society like in the 18th century?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did Enlightenment thinkers influence ideas about government?

Ideas about science and the ability of people to change things for the better may seem normal to us today. However, these ideas were not normal to people in the 18th century. People did not think about progress the way we do, nor did they assume that the present was better than the past. These ideas were first introduced and circulated by a group of **intellectuals** in France who became known as the "**philosophes**." These men and women were part of the **Age of Enlightenment**, and they helped form a new way of thinking about the world.

The Philosophes

The philosophes met to discuss ideas, society, politics, history, and solutions to social problems. They also wrote and published their opinions—some even wrote plays, novels, and operas in order to show the public what they were thinking. Many French philosophes rejected the idea of absolute monarchy and favoured more democracy. This idea was supported by the revolutions in Britain and, after 1776, in the United States. The philosophes also believed in the ability of science and scientific reasoning to explain the world.

intellectual a person who uses thought and reason to discuss ideas

philosophes French for philosophers; intellectuals in France who discussed ideas about politics, history, science, and economics

Age of Enlightenment a cultural movement in Europe and the United States in the 18th century involving intellectuals who wanted to improve society

FIGURE 6-8 A gathering of philosophes in the home of Madame Geoffrin, one of the leading female figures of the French Enlightenment, in 1755. Imagine a group of people gathered in your living room to discuss all the newest ideas. How might your gathering look different? What do these differences communicate about your society?

censor to forbid people from seeing, hearing, or reading certain information or ideas

reason a belief based on critical thinking and logical conclusions

empiricism the theory that all knowledge comes from experience

salon a meeting of intellectuals to discuss exciting ideas, usually held in someone's home

Did You Know?

People of the Enlightenment had a keen interest in the natural world and in science. They found science fascinating—from the hypnotism of Franz Mesmer (from whose name we get the word *mesmerize*) to the discovery of oxygen.

FIGURE 6-9 A portrait of Madame de Pompadour. What impression does this portrait give? Why?

For the most part, philosophes and their supporters were well-off, fashionable people. They had time to sit in cafés, reading newspapers and discussing ideas about politics, science, and religion. The Church and government **censored** books and newspapers, but some writers pushed the limits of the law. Many were arrested or exiled.

The Enlightenment

Although France had been a Catholic country for centuries, many of the philosophes were against any religion they saw as old-fashioned or superstitious. They believed their own ideas to be "enlightened."

What did *enlightened* mean? Above all, it meant that science and human intelligence were of the highest importance. If a belief could not stand up to **reason**—if it could not be proven—then it should be rejected.

Influence from Other Countries

Events in Britain influenced the French philosophes. They knew about English physicist Isaac Newton (1642–1727), who had formulated the law of gravity. They read the work of English philosopher John Locke (1632–1704), who had created a new branch of philosophy known as **empiricism**. Empiricism meant that knowledge was possible only through experience of the world. In other words, you could not know anything unless you had experienced it yourself. Religious beliefs could not be proved in this way. They required and demanded faith, as did long-standing ideas about the monarchy. Who could prove, for example, that the monarch had a God-given right to power?

It is easy to see how the philosophes came into conflict with the Church. To many philosophes in France, the Church and the monarchy were holding up progress: they either had to change or go.

Women and the Enlightenment

Women were important to the spread of new ideas during the Enlightenment. Wealthy and educated women held **salons** in their homes, where the philosophes could meet and freely exchange ideas about society, religion, and government. Madame de Pompadour, the mistress of Louis XV, held many salons during her lifetime and protected free thinkers from royal officials.

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Debates about equality and liberty for all men also led to questions about the rights of women. For example, although philosophes might have agreed that all men should have the right to vote, this right was not automatically extended to women.

The works of female English writers, such as Mary Astell (1666–1731) and Mary Wollstonecraft (1759–1797), were very influential in France. Wollstonecraft published *A Vindication of the Rights of Women* in 1792, in which she argued that all women should have access to education.

Rousseau, Voltaire, and Montesquieu

Jean-Jacques Rousseau, François-Marie Arouet (who wrote under the name Voltaire), and Charles-Louis de Secondat, baron de Montesquieu, were French philosophes with international reputations. Each had new ideas about society, and had followers in other parts of Europe and in America.

FIGURE 6-10 Voltaire (1694–1778) was born in Paris. His father was a notary, and his mother came from a noble family. Voltaire believed that a monarch could rule well if he or she was enlightened. He felt the common people were ignorant and superstitious. He hated injustice, and defended people he believed were victims of prejudice.

FIGURE 6-11 Montesquieu (1689–1755) was born into a wealthy noble family. He believed an ideal government would allow the ruler and elected officials to hold separate powers. This meant that no one person or group could hold too much power.

FIGURE 6-12 Rousseau (1712–1778) was born in Geneva, Switzerland. His father was a watchmaker. Rousseau believed that modern society had destroyed peoples' natural goodness and virtue. However, he also believed that reason could change people for the better.

"Back to Nature" or "On All Fours"?

Of all the philosophes, Rousseau is one whose ideas seem particularly powerful today. He thought that civilization was bad because it destroyed the goodness in human beings. In his view, it also cut people off from nature, with harmful results.

Rousseau believed that feelings were more important than thinking. In this he differed from philosophes who placed emphasis on the importance of scientific reasoning. His ideas were romantic, not scientific at all. In the following passage—the opening of his book *Emile*—Rousseau writes about how people cut themselves off from nature.

> *God makes all things good. Man [people] meddles with them and they become evil. He forces one soil to yield the products of another, one tree to bear another's fruit. He confuses time, place and natural conditions. He mutilates his dog, his horse, his slave. He destroys and defaces all things; he loves all that is deformed and monstrous; he will have nothing as nature made it, not even man himself.*

Rousseau's ideas were not accepted by the "skeptics"—philosophes who hated all forms of superstition. A skeptic is someone who refuses to accept ideas or reports unless they can be held up to scientific examination. The skeptics thought Rousseau's ideas were more about the way he would like things to be, than about the way they really are. They also resented his attack on reason because, to them, it was reason that made human beings noble and free. Without the power of reason, the skeptics argued, people would accept any idea that appealed to them, including a bad one.

Voltaire, in particular, disliked Rousseau and his ideas. He wrote to Rousseau in 1755. Part of his letter appears below.

> *I have read, monsieur, your new book against the human race. I thank you for it. No one has ever used so much intellect to prove us beasts. A desire seizes us to walk on all fours when we read your work. Nevertheless, as it is more than sixty years since I lost the habit, I feel, unfortunately, that it is impossible for me to resume it.*

Thinking IT THROUGH

Summarize What's Important

1. How does Rousseau describe people's relationship with nature?

2. Why does Voltaire feel that Rousseau is "against the human race"?

Build an Argument

3. Does Rousseau or Voltaire have a more defensible view of civilization? Support your position with specific reference to the text.

Influence on Ideas of the Revolution

The ideas of the philosophes influenced many in France, including bourgeoisie and nobility. Even Louis XVI followed Rousseau's suggestion that everyone ought to learn a trade—he learned how to make locks and clocks, and how to build walls.

The leaders of the French Revolution idolized Rousseau, whose ideas had also influenced Thomas Jefferson and contributed to the success of the American Revolution. Two of Rousseau's political theories had a major impact on the Revolution: the "social contract" and the "general will."

The Social Contract and the General Will

In 1762 Rousseau published a book called *The Social Contract, Or Principles of Political Right*. In this book he outlined an ideal society, one in which everyone was "free." Government in some form would still be necessary, so **citizens** would agree to a social contract. Everyone would enjoy the same rights and the same duties, and follow the same rules.

Related to the social contract was the idea of general will. The social contract could not be followed unless everyone agreed on it. The general will, in this sense, was the will of the people as a whole to want what was best for everyone. In this kind of society, individuals would not be able to follow their own selfish interests at the expense of others.

It is easy to see how these ideas would appeal to the people of a country where the majority suffered from poverty, and a privileged few enjoyed wealth, power, and prosperity.

citizen a member of a nation; during the French Revolution, citizenship was meant to promote equality

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Thinking IT THROUGH   Significance

Summarize What's Important

1. Use a graphic organizer to outline the main ideas of Rousseau, Voltaire, and Montesquieu. How do their ideas reflect the defining characteristics of the Enlightenment?

2. Describe how wealthy, educated women played a role in helping to spread new ideas during the Enlightenment. Should they have been treated more fairly because of their contribution?

Analyze Critically

3. Define *empiricism* in your own words. What might limit empiricism as a way to gain knowledge? What other ways might a person use to gain knowledge?

4. How might the ideas of the philosophes threaten the power of absolute monarchs such as the Bourbons?

Use Background Knowledge to Infer

5. Why might the ideas of the Enlightenment thinkers, such as Rousseau, appeal to people living in a society as divided as 18th-century France?

6. Which of the Enlightenment thinkers' ideas do you see as most compelling (convincing)?

Synthesize and Evaluate

7. Write a paragraph to answer the section question: *How did Enlightenment thinkers influence ideas about government?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Interpreting Maps to Make Connections

In the 18th century, many French peasants lived in extreme poverty, while other peasants managed to get by. It has been estimated that an 18th-century French family in the fertile areas of northwestern France would have needed approximately two hectares of land to grow the crops they needed to feed themselves, pay taxes and rent, and save seed for the following year.

Good land produced more crops such as wheat, but poor land could also be profitable because it could produce cash crops such as grapes for wine. (A cash crop is one that is grown for sale or export, not for feeding the local population.) Grapes, for example, thrive on the sunny slopes of hillsides in sandy, chalky soil.

Peasants in wine-producing regions were very busy tending and pruning the vines, and harvesting grapes during the wine-making season in October and November. Men and women picked the grapes, and women carried the baskets of fruit to the manor castle.

As you study the maps, consider who might have been better off in 18th-century France—a farmer living in the Paris Basin or a farmer from wine-producing Burgundy. Think also about why farmers living in some areas of the country lived in poverty.

Apply IT

1. With a partner, study and discuss Figures 6–13 to 6–15. Use a graphic organizer to record your observations.

2. Make a list of other maps and information that might help you understand the economics of farming during the 18th century.

3. With your partner, develop a hypothesis that could explain why some French farmers were relatively well-off, why other farmers were very poor, and which areas would be most ready to revolt. A hypothesis is a proposed answer, based on evidence, to a question.

4. Discuss your hypothesis with the class. Reconsider your hypothesis and rewrite it if necessary.
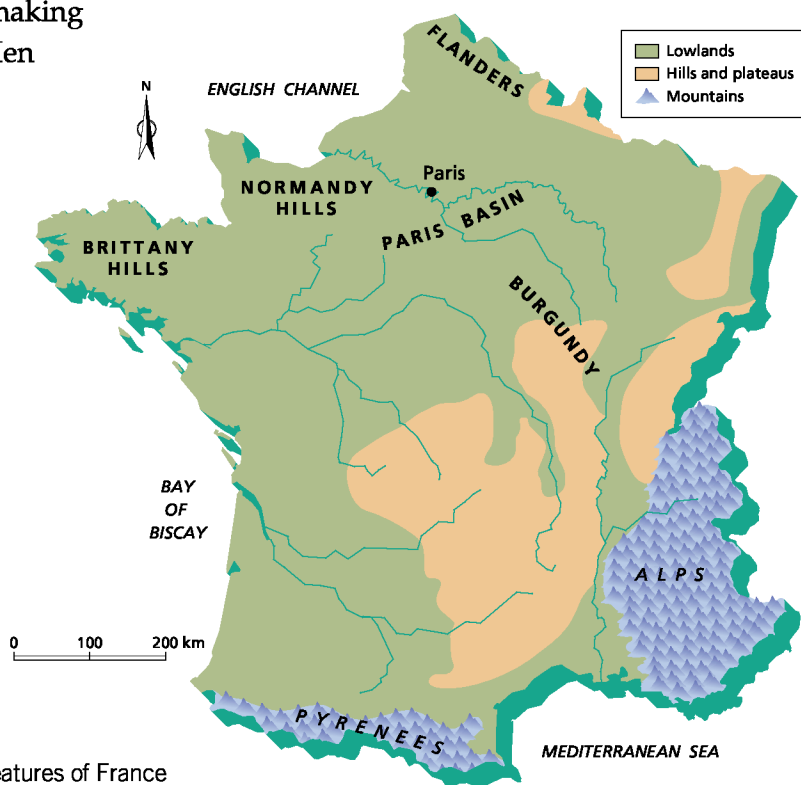
FIGURE 6-13 Physical features of France

FIGURE 6-14 Agricultural products of France by district

Dairy
Sugar-beets
Corn
Wine

0   100   200 km

Wheat   Rye   Oats   Buckwheat

FIGURE 6-15 Levels of wealth and living standards in the regions of 18th-century France. Where were living standards highest? Where were they lowest? What factors could explain this?
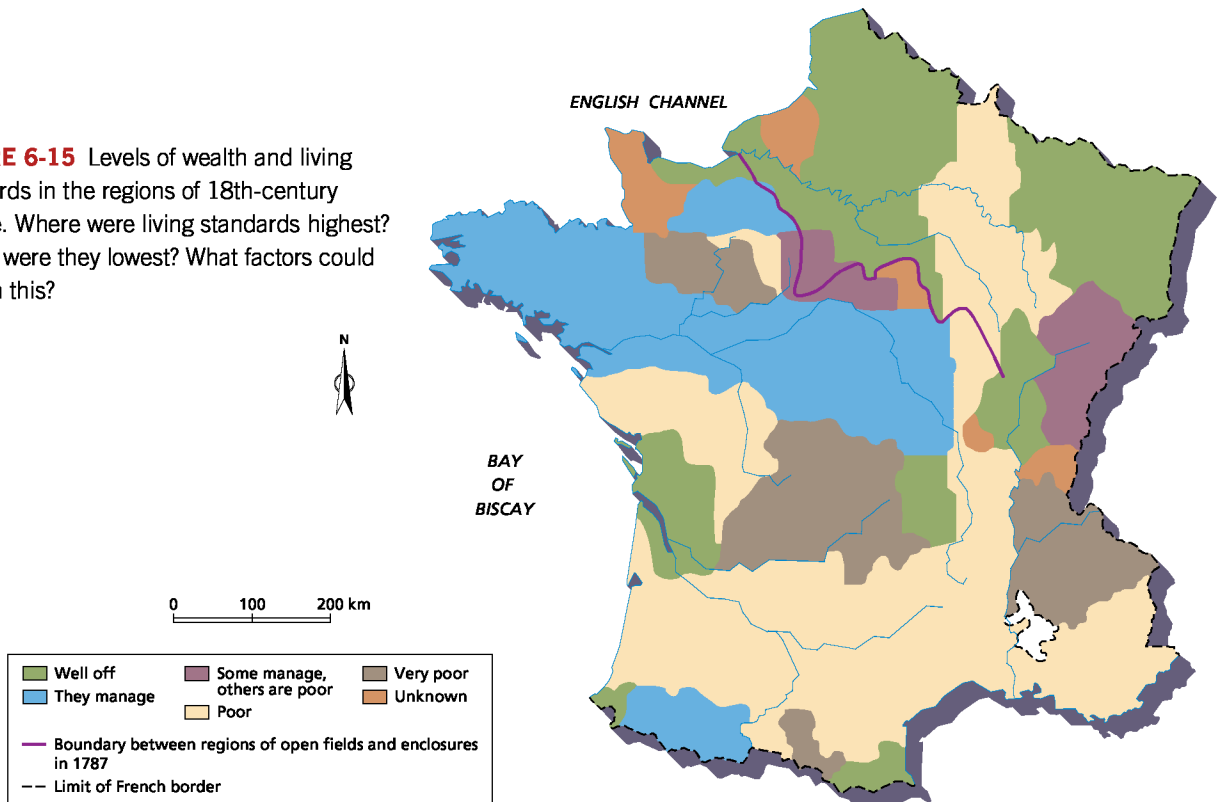
0   100   200 km

Well off
They manage
Some manage, others are poor
Poor
Very poor
Unknown
Boundary between regions of open fields and enclosures in 1787
Limit of French border

Was the crisis in France avoidable?

Louis XVI became king in 1774. He was not prepared to rule, and he did not have the ability to cope with the troubles ahead. In fact, Louis was not very interested in governing at all. He left many decisions to others, and seemed to have little understanding of the problems at hand.

Problems Within France

The problems Louis inherited were complicated, and were probably too much for one person to fix. Laws, for example, differed from place to place within France. There were also continuing economic problems. Inflation was high, and merchants struggled to pay taxes and duties. The majority of the population still suffered from terrible poverty.

Louis needed the support of the bourgeoisie, but most were very frustrated and wanted drastic changes. They could not understand why improvements were not taking place, and placed the blame on the king.

Some people who wanted reform were not entirely against Louis. Jeanne-Marie Phlippon Roland, better known as Madame Roland, was a leading figure in the reform movement during the reign of Louis XVI. Her description of Louis is considered balanced and insightful. See if you agree.

FIGURE 6-16 This portrait of Louis XVI was painted by Antoine-François Callet. How does his appearance compare to Madame Roland's description of his character?

This man was not precisely what he was depicted by those who took a pleasure in slandering him. He was neither the brutish blockhead [a stupid person with no manners or education]… nor was he the honest, kind, and sensible creature whom his friends praised to the skies. Nature had endowed him with ordinary faculties [abilities], which would have done him well in an obscure station; but he was depraved by his princely education and ruined by his mediocrity [neither good nor bad] in difficult times… Louis XVI had, besides, an excellent memory and an active turn of mind; was never idle, and read a great deal…was well-versed in history, and was the best geographer in the kingdom… If he had been born two centuries before, and his wife had been a rational woman, he would have made no more noise in the world than so many other princes…without doing much good or much harm.

Louis XVI and Marie Antoinette

In 1770, at the age of 15, Louis married 14-year-old Marie Antoinette, the youngest daughter of Holy Roman Emperor Francis I. Born in Vienna, Austria, Marie Antoinette had been taught to dance, sing, and play several different instruments.

Described as graceful and fair, the young Marie Antoinette made a good impression on the people of France—at first. Although the marriage sealed an alliance between Austria and France, the two nations had often been at war in the past. French nobles who already disapproved of the marriage were easily offended by her foreign customs, and the new queen was often the target of unkind gossip.

Marie Antoinette was still a teenager when she became queen in 1774. While she had definite opinions on government, she had no education or experience on which to base her judgements. She was strong-willed, and she promoted people she liked while dismissing those she despised—despite their qualifications.

The Affair of the Necklace

In 1772, Louis XVI's father commissioned a fabulous diamond necklace for his mistress. He died before it was paid for, leaving the jewellers on the point of bankruptcy. They offered the necklace—worth over one million French livres—to the new king and queen, but Marie Antoinette turned it down. This was when a con artist named Jeanne de Saint-Rémy de Valois entered the picture. Using fake letters, she convinced a cardinal that the queen had authorized him to buy the necklace on her behalf. When Valois gained possession of the necklace, she had it smuggled out of France. The jewellers, still waiting to be paid, appealed directly to the king and queen. Marie Antoinette denied ever having ordered the necklace, although Valois and the cardinal insisted she had. The whole affair became a public scandal.

Although Marie Antoinette was probably innocent, the French public was ready to believe the worst of their queen—that she would spend a fortune on herself when ordinary people were struggling to feed their children.

FIGURE 6-17 This portrait of Marie Antoinette and her children was painted by one of the most famous artists of the day, Madame Vigée-Lebrun, in 1787. The queen is shown dressed in fine silks, and wearing an expensive wig. Study her face carefully, trying not to notice her finery. What do you read in her expression?

©P

Two Views of Marie Antoinette

History often presents different views about the same person. Sometimes these views are so different that it is difficult to know what that person was really like. Consider these portraits of Marie Antoinette.

This first portrait of the queen comes to us from Swiss author Madame de Staël.

> *The Queen of France, Marie Antoinette is one of the most amiable and gracious persons who had been seen on the throne. Nothing prevented her from keeping the love of the French, because she had done nothing to lose it. The personal characters of the Queen and King were entirely worthy of attachment; but the arbitrary nature of the French government…accorded so badly with the spirit of the times that even the virtues of princes disappeared…*

The following portrait of the queen comes from the memoirs of a Swiss officer in the French court, Baron de Besenval.

> *The Queen is far from lacking spirit but her education…has been neglected. Except novels, she has never opened a book, and has not even sought the ideas that society can give; as soon as conversation takes a serious turn, a look of boredom comes over her face…she amuses herself with the day's gossip, and, above all, with the scandal of the court…*

Thinking IT THROUGH ⚓

Analyze Critically

1. These two accounts of Marie Antoinette are very different. Consider the reasons for different accounts of historical figures. Which account do you believe is closer to the truth? Explain your thinking.

Ask Meaningful Questions

2. Create a list of questions you would need answered if you were to present a balanced description of Marie Antoinette.

The Crisis

The money spent by Louis XIV and his successors far exceeded the amount that could be raised through taxes. France had spent huge amounts of money on the Seven Years War in Europe. Participation in the American Revolution had also come at a great financial cost. France was almost bankrupt, but the nobility seemed unwilling to change the system.

Meanwhile, the philosophes published their ideas about political and economic reform. This inspired many French people to openly express their displeasure with the king and queen. The middle class, the working class, and a few aristocrats demanded a greater say in government.

The English and American revolutions, which had both ended with the overthrow of a monarch, had a great influence on the French. The events of the American Revolution in particular were firmly in the minds of those demanding change. France had, after all, helped the American Revolution succeed. French officers and soldiers had fought in America and seen that revolution firsthand. American thinkers, such as Benjamin Franklin, visited France and helped spread ideas about freedom and liberty.

textiles woven fabrics used to make clothing and other products

War, Famines, and Unemployment

Famines and other disasters in the 1780s created a food crisis in France. Many parents could not feed their children, and they had little choice but to abandon them. During this decade, more than 40 000 children were abandoned.

Britain's Industrial Revolution was putting French people out of work. For the first time, **textiles** could be made quickly and cheaply with machines, and the workers of France could not compete. The textile industry in France had provided work for many people, so the loss of these jobs became a serious problem.

Unemployed, starving people had nothing to lose, and little else to do but gather and talk about a government that seemed unwilling to help them. Sometimes mobs formed. When crowds rioted in Paris against the high price of bread, the king's troops opened fire. The king's popularity fell even lower. Members of the royal court could not agree on what to do. Revolution seemed unavoidable.

Thinking IT THROUGH

Summarize What's Important

1. What reasons did the citizens of France have for disliking Louis XVI and Marie Antoinette? Whom were they more justified in not liking? Use specific details to clarify your thinking and present your answers in a graphic organizer.

Analyze Critically

2. **Perspectives** You are an adviser to the newly crowned king of France. It is your job to create and present a description of the state France is in and suggest solutions to the problems Louis XVI faces. What must Louis do to solve the problems?

Synthesize and Evaluate

3. With a partner, list the reasons France was in a crisis at this point in history. Put your reasons in order, from most significant to least significant. Then, use this information to answer the section question: *Was the crisis in France avoidable?* Set aside your findings to help you answer the Chapter Focus Question at the end of the chapter.

What factors contributed to revolution in France?

Louis XVI began to respond to the growing crisis by having critics of the government imprisoned or killed. He was desperate for money and ideas. In 1789, he called together representatives of the people to find solutions to France's problems. This would be Louis' last chance.

The Estates General

France had a kind of parliament known as the Estates General, which met only by royal command. Their last meeting had been held in 1614.

The Estates General included representatives from all three estates. However, while the Third Estate had twice as many delegates as either of the other two estates, each estate voted as a **bloc**. This meant that the two privileged estates, the aristocrats and the clergy, could outvote the Third Estate two to one.

By the time Louis XVI called the Estates General together, his government was in a very serious crisis. His controller general of finances had tried to reform the economy by taxing the nobles, but he had been forced out of office by Marie Antoinette. Louis hoped that this meeting would help raise the needed money.

Louis knew that the Estates General would want some say in government in return for helping him, but he had no intention of surrendering his power. Instead, he planned to give them some small, token responsibilities, such as allowing them a say in fixing the tax system. However, when the Estates General finally met in Versailles in May 1789, its members were not all interested in bowing to the king's wishes. Many were determined to achieve significant progress toward democracy in France.

As the Estates General met, people in France sensed that great things were happening. Had a revolution begun? Those anxious for reform crowded into Versailles to hear the latest news.

FIGURE 6-18 This cartoon means something if you know that French aristocrats paid few taxes and lived off wealth created by peasants and workers. To people of the day, it needed no caption. How would this cartoon be perceived by a French aristocrat in the 18th century?

The Third Estate Breaks Away

Six weeks of frustration followed. The three estates could not agree on whether to address the problem of taxation or completely reorganize the government. Finally, the Third Estate broke with the other estates. This was the first concrete step toward revolution and change. Led by Count Mirabeau, a brilliant speaker and leader, the Third Estate declared that they would form a completely new government, the National Assembly. Their goal was to write a new constitution for France. The king responded by having them locked out of their meeting rooms, so angry delegates retreated to the Royal Tennis Courts. Here they took the Tennis Court Oath, a pledge that they would continue meeting until France had a new government.

Louis was eventually forced to order the First and Second Estates to join the National Assembly and create a new government. Joyful crowds soon filled the streets of Versailles and Paris. Had revolution been so quickly achieved?

The Fall of the Bastille

The happiness brought about by the establishment of the National Assembly did not last long. The immediate problems of poverty and starvation had not been addressed. More riots over the high price of bread broke out in Paris and other cities. Mobs began attacking the city's prisons, hoping to free political prisoners. Louis tried to restore peace by sending foreign **mercenary** troops to Paris and Versailles. Instead, citizens became frightened and suspicious. They began to arm themselves.

WEB LINK • • • • • • • • • • • • • • • • •

To read more about the fall of the Bastille, visit our website.

mercenary a paid soldier

On July 14, 1789, a mob attacked a prison and fortress in Paris called the Bastille. Troops sent to disperse the mob joined it instead, and the Bastille was soon captured. There were only seven prisoners inside, but they were all released. The mob then killed the prison governor, and paraded his head through the streets. Within weeks, the fortress itself had been torn down completely.

The fall of the Bastille frightened Louis. His power as a monarch slipping even further away, he agreed to dismiss his mercenary soldiers. A new army called the National Guard was formed, and the Marquis de Lafayette, a French officer who had fought in the American Revolution, was placed in command.

FIGURE 6-20 Stories of torture within the Bastille were widely circulated, even though they were probably untrue. Why might this fortress become such a powerful symbol of struggle against oppression?

FIGURE 6-21 Bastille Day, July 14, is an important holiday in France. It commemorates not only the fall of the Bastille prison, but the beginning of the French Revolution. Festivities include fireworks, concerts, and military displays.

The Declaration of the Rights of Man and the Citizen

The National Assembly passed the Declaration of the Rights of Man and the Citizen on August 26, 1789. Although the articles in the document would be revised during later debates, the Declaration of 1789 set out basic rights that the government must follow. It resembled the United States Declaration of Independence, and it also contained ideas from English philosopher John Locke and the French philosophes—Voltaire, Montesquieu, and Rousseau.

The Declaration guaranteed equality to all citizens, as well as freedom of thought, speech, religion, security, and property. It ended certain privileges for nobles (such as exemption from taxation), and it put limits on the power of the government.

Natural Rights

The Declaration opens with the statement that it will "set forth the natural, **inalienable**, and sacred rights" of man. Natural rights are inalienable in the sense that they are above the authority of any government. They are separate from legal rights, which are granted by laws. Natural rights are also universal, meaning that all people should have them. To John Locke, for example, natural rights included life, liberty, and property.

inalienable something that cannot be taken away or transferred

Equality

While the Declaration recognized the rights of citizens, this did not actually include everyone. For example, the rights to vote and participate in government were given only to "active citizens," who were property-owning men over the age of 25. The declaration also excluded women. One French writer, Olympe de Gouges, responded to the Declaration by writing her own Declaration of the Rights of Woman and the Female Citizen in 1791.

The Declaration also failed to acknowledge rights for slaves, non-Catholics, and those who did not own property.

FIGURE 6-22 The Declaration of the Rights of Man and the Citizen

A French Declaration and a Canadian Charter

Although it failed to address equality for all the people of France, the Declaration of the Rights of Man and the Citizen would greatly influence democratic governments for centuries to come. In part, the Canadian Charter of Rights and Freedoms has roots in the Declaration of the Rights of Man and the Citizen.

The representatives of the French people, constituted as a National Assembly, considering that ignorance, forgetfulness, or contempt for the rights of man are the sole causes of public misery and the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man…

- *Men are born and remain free and equal in rights*
- *Liberty consists of the freedom to do all that does not injure others…limits can only be determined by law.*
- *No man can be accused, arrested, or detained except in cases determined by law…*
- *Every man is presumed innocent until he is declared guilty…*
- *No one should be disturbed because of his opinions, even in religion, provided their manifestation does not disturb public order as established by law.*

1. *The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.*

2. *Everyone has the following fundamental freedoms:*
   a) freedom of conscience and religion;
   b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
   c) freedom of peaceful assembly; and
   d) freedom of association.

6. *Every citizen of Canada has the right to enter, remain in and leave Canada.*

7. *Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.*

9. *Everyone has the right not to be arbitrarily detained or imprisoned.*

12. *Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.*

Thinking IT THROUGH ⚓

Analyze Critically

1. **Patterns and Change** Which rights in the Canadian Charter of Rights and Freedoms are clearly rooted in the Declaration of the Rights of Man and the Citizen? Identify the words or phrases that support your answer.

Synthesize and Evaluate

2. **a)** Look at the excerpt from the Canadian Charter of Rights and Freedoms. Which of these rights are called "fundamental?" What makes them so?

   b) How might these fundamental Canadian rights have benefited 18th-century French society? Explain your reasoning.

The Great Fear

After the fall of the Bastille, revolutionary feelings spread throughout France. People were aware that changes were taking place, but they also feared that the king's soldiers would bring a bloody end to the Revolution. These feelings resulted in a mass panic called the "Great Fear," which spread rapidly through parts of rural France. Mobs stormed the **châteaux** of the aristocrats, burned buildings to the ground, and killed hundreds of people. They also invaded offices and burned feudal certificates and papers.

On August 4, 1789, the National Assembly abolished all feudal rights and privileges for the nobility. It also ended serfdom. This erased the obligations of peasants to their lords, meaning that they could concentrate on growing crops for their families. The Church could no longer collect tithes.

châteaux the mansions and great estates of the rich

Paris and the King

Without an immediate solution to the food crisis, people felt that the king and the Assembly still did not truly understand conditions in the cities. They felt that the government needed to come to Paris, instead of being isolated in Versailles.

The March on Versailles

By October of 1789, women in Paris were tired of waiting for the new government to deal with the food crisis. In the marketplaces, frustrated and hungry women gathered and talked about what should be done. It was they who had to find food for their children, after all. Why not take matters into their own hands?

On October 5, a young woman entered a Paris marketplace beating a drum. Other women began to gather, many carrying kitchen knives. In one of the most significant events of the French Revolution, the women decided to go to Versailles to speak directly to the king.

As they marched in the rain to Versailles—a distance of approximately 22 kilometres—the women were joined by hundreds of other women and men. They looted a building and found cannons to bring with them. They were also followed at a careful distance by Lafayette and soldiers of the National Guard.

After about six hours, the mob reached Versailles. A small group of women were allowed to speak to the king, but most of the crowd was restless. After waiting for hours, they attacked the National Assembly and stormed the palace. Lafayette convinced the king and queen to appear on a balcony and address the crowd, who shouted for the king and his family to return to Paris.

The king and queen had no choice but to agree to the crowd's demands. On October 6, 1789, Louis, Marie Antoinette, and their children travelled to Paris. Wagons of grain came with them. It is said that as they walked beside the carriages, some women shouted:

> *"Courage, friends! We shall not want bread now; we are bringing you the Baker, the Bakeress, and the Baker's boy!"*
>
> **The French Revolution, A History, by Thomas Carlyle, 1838**

The crowd of women had changed the course of the Revolution. They had forced the king to leave his isolation at Versailles. It was a clear sign that the people were gaining power, and the monarchy was losing control.

a Versaille a Versaille du 5. Octobre 1789.

FIGURE 6-23 There are many paintings and drawings of the March on Versailles, but this is one of the most famous. The march itself became another symbol of the will of the people, much like the fall of the Bastille.

Citizens and Constitutions

Once in Paris, the National Assembly worked quickly to establish a new constitution. Most of the old system was swept away, and all noble titles were declared obsolete. Everyone, rich and poor, was given the title of citizen. The government also seized control of the Church and its property. The new government believed it was well on its way to solving the country's financial problems.

Many aristocrats fled to other countries, such as Austria, England, and Switzerland. They became known as the émigrés. Many plotted to end the Revolution and restore the old system while living in exile.

In 1791, Louis, Marie Antoinette, and their children also tried to escape from France in disguise. This was the worst thing Louis could do. Once more he had shown himself to be untrustworthy. It was obvious that he did not support democratic changes. Unfortunately for the royal family, the king was recognized, arrested, and imprisoned. He had no choice now but to accept France's new constitution.

The newly formed Legislative Assembly convened for the first time on October 1, 1791. It tried to establish a workable government, but it was doomed to failure. Too many different groups were struggling for power. **Radicals** wanted a republic, **moderates** wanted a constitutional monarchy, and monarchists wanted to restore most of the king's powers.

radical someone who wants major change quickly, and is willing to take extreme measures to get it

moderate someone who may support political change, but does not hold extreme or radical opinions

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Thinking IT THROUGH

Summarize What's Important

1. Use a graphic organizer to summarize events leading up to Louis' acceptance of the constitution.

Analyze Critically

2. (Significance) How is the fall of the Bastille symbolic of French democracy? How important was the fall of the Bastille to the morale of the revolutionaries?

3. How democratic was the Declaration of the Rights of Man and the Citizen? Compare the ideas in the declaration to those of the Enlightenment thinkers. Did the declaration live up to their visions of an ideal society?

Synthesize and Evaluate

4. List the actions Louis took to try to appease and/or stop the revolutionary action of the French citizens. At what point was his fate sealed? Share your thinking with a partner.

5. Was the Estates General a success or a failure? Evaluate its success from the perspective of the king as well as each of the three estates.

6. Write a paragraph to answer the section question: *What factors contributed to revolution in France?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did revolution change the way France was governed?

There were many challenges facing the new Assembly as it tried to create a government. Disagreements about what should happen to the monarchy, increasing violence, and wars with other European countries brought about a final split between the radicals and the moderates. The Revolution now entered a new and violent phase.

The Political Clubs

There were no political parties in France at this time. Instead, people joined "political clubs," where they could meet and discuss their ideas. Members of these clubs were also members of the Assembly, and they usually stuck together.

Girondists and Jacobins

The two most important clubs were the Girondists and the Jacobins. Both clubs started out moderate. In fact, the Girondists began as a branch of the Jacobin Club. Although the Girondists originally wanted sweeping changes in government, they were eventually viewed as too conservative by the more radical Jacobins known as "The Mountain" (see Figure 6-24 below).

As the Jacobins became increasingly powerful and extreme, the two factions struggled for control of the Assembly.

FIGURE 6-24 Diagram of the French National Assembly. Today, we use the terms *right*, *left*, and *centre* to describe the views of politicians. These terms are a heritage of the French Revolution, when delegates to the National Assembly took seats to the right or left of the Presiding Deputy's podium. Those on the right wanted to have a strong monarchy. The centre wanted a constitutional monarchy. Those on the left wanted a republic.

■ **The Mountain** (extreme Jacobins)   ■ **The Jacobins**
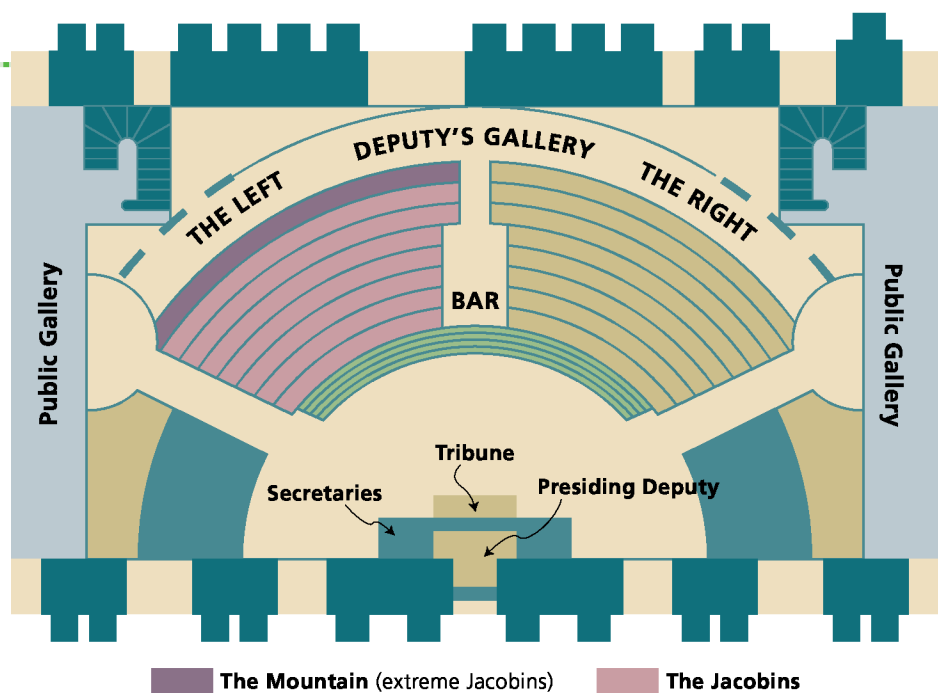
The Sans-Culottes

The sans-culottes were poor people from Paris and other large cities. They supported the radicals who wanted to execute the king and aristocrats. They disliked the bourgeoisie, and they wanted the government to lower prices and supply bread to the poor.

The sans-culottes were led by a fiery writer named Jean-Paul Marat. The violence of the sans-culottes mobs was used to support the more extreme revolutionaries and punish the moderates.

Marat, Danton, and Robespierre

The most radical leaders of the Revolution were Jean-Paul Marat, Georges Danton, and Maximilien de Robespierre. They were opposed to any deals with the monarchy, and were prepared to bring the king to trial and execution. They set out to destroy anyone who seemed to have sympathy for the old system.

Marat, Danton, and Robespierre would eventually take control of the National Assembly and the Revolution. Marat, the most radical of the three, was murdered in his bath by Charlotte Corday, a Girondist, in 1793. At her trial, Corday declared that she had "killed one man to save 100 000."

WEB LINK • • • • • • • • • • • • • •
To read more about Marat, Danton, and Robespierre, visit our website.

FIGURE 6-25 This painting of Marat is by Jacques-Louis David, a former court painter for Louis XVI. Marat is seated in a bathtub because he contracted a skin disease while hiding in the sewers of Paris, and the bath relieved his discomfort. He holds a note from his assassin, Charlotte Corday. The knife wound is also clearly visible. What conclusions can you draw about the artist's politics from viewing this painting?

guillotine a device consisting of a heavy blade that is dropped to behead a person

The Revolutionary Wars

By now, other European leaders were nervous about what was happening in France. Many did not know whether to support or oppose the Revolution—or even become involved at all. Monarchs of other nations found themselves dealing with the émigrés, many of whom begged them to intervene in France. Marie Antoinette's brother, Leopold II, who was Holy Roman Emperor at that time, promised his sister help if she and her husband could escape Paris. He and Frederick William II of Prussia openly declared their support of the French monarchs, but did little else.

France then declared war on Austria in the spring of 1792. Even though the French lost the first battles, the people's faith in the Revolution never waned. In fact, the opposite happened. Jacobin leaders made patriotic speeches, telling the people that foreign troops would destroy France and all their hard-earned rights. Composer Claude de Lisle wrote an anthem to encourage citizens to fight. Called *La Marseillaise*, it became a wildly popular song of the Revolution—and it is now the national anthem of France. Finally, at Valmy, French armies won a victory. This would lead to further battles in Italy and Egypt, which you will study in Chapter 8.

The End of the Monarchy

Within France, suspicion of the royal family was growing. A newly elected body—the National Convention—decided that the king should be tried for his crimes against the country. He had already been removed from the royal palace in Paris, which had been burned by a mob. The monarchy was officially abolished in 1792, and the king was now called "Citizen Louis Capet."

The Trial of Citizen Louis Capet

A total of 33 charges were laid against Louis. Although the Constitution of 1791 actually protected the monarch from anything worse than dethronement, this was ignored. Louis defended himself by stating that he intended to become a constitutional monarch, but this was hard to prove. His use of foreign mercenaries before the fall of the Bastille and his attempt to escape France in 1791 were declared to be acts of treason against the people of France. It also did not help that his émigré cousin, Louis Joseph de Bourbon, had joined the allied army fighting France in Austria. This was evidence, some said, that there were plots to restore the monarchy.

Louis was found guilty. The punishment was death, and he was executed by **guillotine** on January 21, 1793. Marie Antoinette was guillotined the following October.

The Execution of Louis Capet

This eyewitness account comes to us from Henry Essex Edgeworth de Firmont, the man who led Louis XVI to his execution.

Thinking IT THROUGH

Analyze Critically

1. Was it important for the king to be seen as dignified? What lines in the text show that this was important to him? What reasons can you give for this being important to him?

Synthesize and Evaluate

2. Evaluate the importance of Louis' death as a rallying point for the revolutionaries. What lines in the excerpt support your answer?

The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and…I feared for a moment that his courage might fail; but what was my astonishment, when…I felt that he suddenly let go my arm, and I saw him cross with a firm foot the breadth of the whole scaffold;… I heard him pronounce distinctly these memorable words: "I die innocent of all the crimes laid to my charge; I pardon those who have occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France."

He was proceeding when a man on horseback, in the national uniform, and with a ferocious cry, ordered the drums to beat. Many voices were at the same time heard encouraging the executioners… [who] in seizing with violence the most virtuous of Kings, they dragged him under the axe of the guillotine, which with one stoke severed his head from his body… The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked around the scaffold…some cries of "Vive la République" were heard. By degrees the voices multiplied, and…this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air.
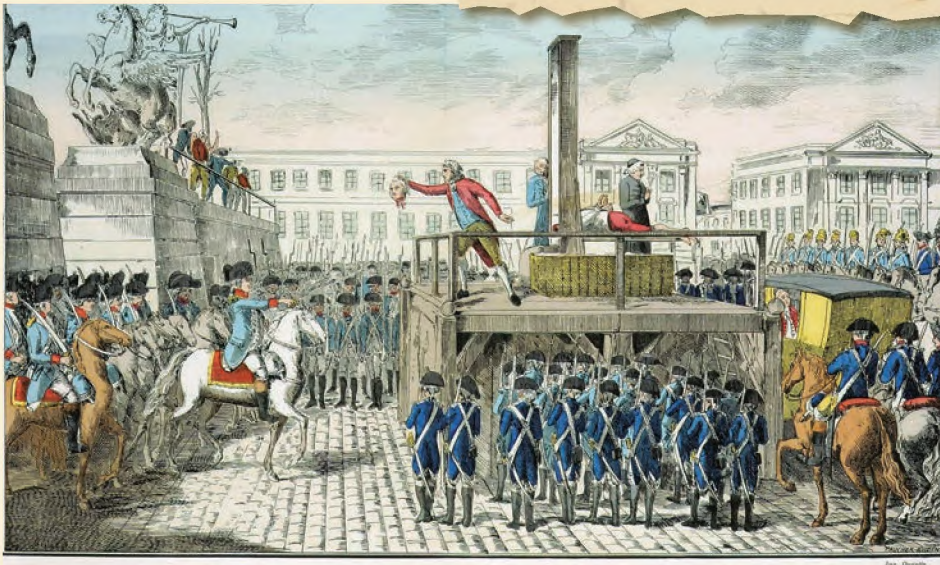
FIGURE 6-26 This 1793 engraving shows the execution of Louis in January of 1793.

Women and the Revolution

Women of all classes were active participants in the French Revolution. Wealthy women held the salons that spread ideas and supported the work of philosophes such as Rousseau. Writers such as Olympe de Gouges argued that equal rights should include women. And poor women were the ones who led the March on Versailles.

OLYMPE DE GOUGES was a playwright, feminist, and activist. She was also a Girondist. Her Declaration of the Rights of Woman and the Female Citizen, and her opposition to the execution of Louis XVI, made her enemies among the Jacobins. She was arrested, tried, and executed.

THE TRICOTEUSE (French for "knitting woman") became a symbol of the Revolution after the March on Versailles. The market-going women of Paris who had taken part in the march were often seen at trials and executions during the Revolution, either shouting at the accused or calmly knitting.

Les Tricoteuses Jacobines, ou de Robespierre. Elles étoient un grand nombre à qui l'on donnoit 40 Sols par jour pour aller dans la tribune des Jacobins applaudir les motions Révolutionnaires.

CHARLOTTE CORDAY was a Girondist who believed that the Revolution had been hijacked by the radical Jacobins, especially Jean-Paul Marat. Deciding to take matters into her own hands, she stabbed Marat in his bathtub. Seen as a hero by some and a murderer by others, she was arrested and executed. Compare this image with Figure 6-25. Do these paintings show different points of view about Corday? What evidence can you find to support your opinion?

MADAME ROLAND was a Girondist leader. She was famous for her salons where ideas about the American and English revolutions were discussed. She hoped that the new French state would be a model of harmony and reason. She thought that once the tyrant king was no longer in power, people would do what was in the best interest of all. She was mistaken.

MARIANNE is a national symbol of France. Representing Liberty and Reason, Marianne first appeared as a symbol of the French Revolution. Representations of Marianne still appear throughout France today.

How can we judge the long-term effects of the French Revolution?

If you ask the average person to name or describe a revolution, chances are they will first think of the French Revolution. Even after over two centuries, the French Revolution still resonates with most people. We still see it in films and in popular musicals. Many books have been written about it. And you and your classmates are studying it now.

The fact that we still talk about it today shows that the French Revolution had a long-lasting effect on the world. Is there more to the story? How can we judge the long-term effects of this Revolution?

To answer this question, we can look at different factors:

- Success/failure of the Revolution
- Changes in government
- Historical significance of events
- What would have happened if the Revolution had not taken place
- Whether the goals of the revolutionaries were achieved/not achieved
- Changes to society
- Long-lasting changes that are still seen today
- Effects on other countries and societies

FIGURE 6-27 A voter casts a ballot in a Canadian election. Many democratic governments have been influenced by the *Declaration of the Rights of Man and the Citizen*.

Thinking IT THROUGH

1. Work in groups. Each group will discuss one of the factors listed here. First, create a question to lead your inquiry. Research answers to that question, using as many different sources as possible.

2. Present the group's findings to the class in a visual way (for example a poster or a PowerPoint presentation).

3. Once presentations have been completed, work as a class to come to a consensus on the long-term effects of the French Revolution.

FIGURE 6-28 The musical *Les Misérables* is based on a book published in 1862 by French author Victor Hugo. The musical, set between 1815 and 1832, depicts the aftermath of the French Revolution. The monarchy has been restored, but there is still a great divide between rich and poor, and the people are ready to revolt once again.

The Republic of France

The execution of Louis led to a new stage in the Revolution. The National Convention, having abolished the monarchy, now declared France a republic. The republic's official slogan was "Liberty, Equality, Fraternity."

However, the more moderate members of the government had lost the struggle for power with the Jacobins and the sans-culottes. By disagreeing with the ideals of the radical revolutionaries, they were now considered to be enemies of the Revolution. All Girondists were arrested and imprisoned. There were no restraints on the power of the Jacobins, and no one to speak against them. France was now effectively governed by a **dictatorship**.

dictatorship a government run by one person or a small group of people

speculator a person who hopes to take advantage of a sudden rise or fall in prices

The Reign of Terror

From 1793 to 1794, the revolutionary government was controlled by the Committee of Public Safety. This period became known as the Reign of Terror.

Led by Maximilien de Robespierre, the Committee passed a number of harsh laws designed to intimidate or eliminate anyone who disagreed with them. Being unable to produce a signed certificate of citizenship would result in immediate arrest and execution. New legislation was passed to regulate business. Food **speculators** were guillotined and all granaries and bakeries placed under state control.

FIGURE 6-29 The guillotine proved to be both efficient and intimidating. The executions were public and terrorized people, which was the intent. This engraving shows Girondists on their way to the guillotine. Spectators and the condemned show their emotions in different ways. What are some of the emotions shown in this image?

Some benefits of the Revolution were extended beyond the middle class at this time. Many ordinary people participated in political life for the first time. The government authorized free primary education, public assistance for the poor, price controls, and taxes based on income. A new calendar, a new system of time-keeping, and the metric system were introduced. The government also called for the abolition of slavery in France's colonies. However, most of these reforms were never fully carried out.

Robespierre

Robespierre believed deeply in France and the Revolution. He wanted to protect both at all costs. Those who challenged him, and anyone else who threatened the Revolution, were guillotined. It is believed that at least 17 000 people—and perhaps as many as 30 000—were executed under Robespierre's rule.

Eventually, Robespierre's control began to falter. Other members of the Committee of Public Safety began to argue with him, and he was openly ridiculed at times. His most loyal friends began to doubt him.

Finally, when Robespierre tried to condemn more people to the guillotine, he was shouted down by his opponents. He was then arrested. Although he tried to shoot himself, he only shattered his jaw. On July 28, 1794, Robespierre was himself executed by guillotine.

FIGURE 6-30 While Robespierre did destroy all opposition, he also modernized France in many ways. Robespierre also confiscated the property of the wealthy aristocrats who had left France.

A New Government: The Directory

In October 1795, members of the National Convention reorganized the government yet again by establishing the Directory.

The Directory gave political power to those who owned property. By doing so, the Directory hoped to copy the American and British models. However, this also meant that only people with property could vote and elect members to government.

The days of equality—and the title "citizen"—were over. Many advances were reversed. The Revolution appeared to be over.

Revolution and Democracy

The three revolutions of the 17th and 18th centuries—the English, the American, and the French—are closely connected. Without the English Civil War, the American war for independence would not likely have happened. Without the American Revolution, the French Revolution would not likely have happened.

Did You Know?

The tide was turned against the Jacobins as the Reign of Terror came to an end. Mob violence known as the "White Terror" swept through France in 1794. Anyone suspected of being a Jacobin was beaten or murdered.

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All three revolutions were driven by the desire to create a government that was more democratic—a government in which more people had a say. In terms of achieving democracy, how might we rank the three revolutions?

England's Glorious Revolution gave parliament power over the monarch and made the government subject to the law. It created a Bill of Rights to spell this out. That was its great achievement.

The American Revolution created the first modern republic, and it created a government subject to the will of the people. The Declaration of Independence put democratic principles before everything else. How much power the government should have over the people is still being debated in the United States today.

The French Revolution went further. Very early, it went beyond being a middle class revolution. It also tried to change the world. French revolutionary armies tried to spread democracy, at least the kind that France had created, throughout Europe. Many welcomed this effort, but in the end, the "universal revolution" failed. The French Revolution also failed to remake French society. After Napoleon, France returned, more or less, to its prerevolutionary ways. Still, the ideas that drove the French Revolution—rule by all the people, "Liberty, Equality, Fraternity," the nation united, and the idea of revolution itself—continue to the present day.

Thinking IT THROUGH

Summarize What's Important

1. What were the goals of the Girondists and the Jacobins? Use a graphic organizer to assess each club's responsibility for the increased violence in French society.

Analyze Critically

2. Do some further research into the murder of Jean-Paul Marat. Why was Marat such an important target? What lasting impact did his murder have on the outcome of the Revolution?

3. It seems ironic that the Committee of Public Safety would be best known for the Reign of Terror. Suggest reasons that Robespierre resorted to and justified such violence to protect a republic whose motto was "Liberty, Equality, Fraternity."

Build an Argument

4. Brainstorm reasons for and against the execution of Louis XVI. Make references to his actions and connections to Austria.

Synthesize and Evaluate

5. Who were the sans-culottes? How justified were they in their violent opposition to the new National Assembly? Give reasons to support your thinking.

6. Write a paragraph to answer the section question: *How did revolution change the way France was governed?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...
Revolution in France

How did the French Revolution contribute to modern ideas of democracy?

Ideas about democracy and about the rights of individuals that began in the English Civil War and the American war for independence were further developed during the French Revolution. Today, many of Canada's democratic traditions are rooted in the ideas of French Enlightenment thinkers and the Declaration of the Rights of Man and the Citizen.

1. a) **Patterns and Change** Identify the rights listed in the Bill of Rights in England, the American Declaration of Independence, and the Declaration of the Rights of Man and the Citizen.

b) Using a graphic organizer like the one shown here, identify the connections between the rights Canadians enjoy today—the leaves and branches of the tree—and the rights you identified in part a)—the roots of the tree.

c) Complete your thinking by writing a short paragraph to answer the Chapter Focus Question.
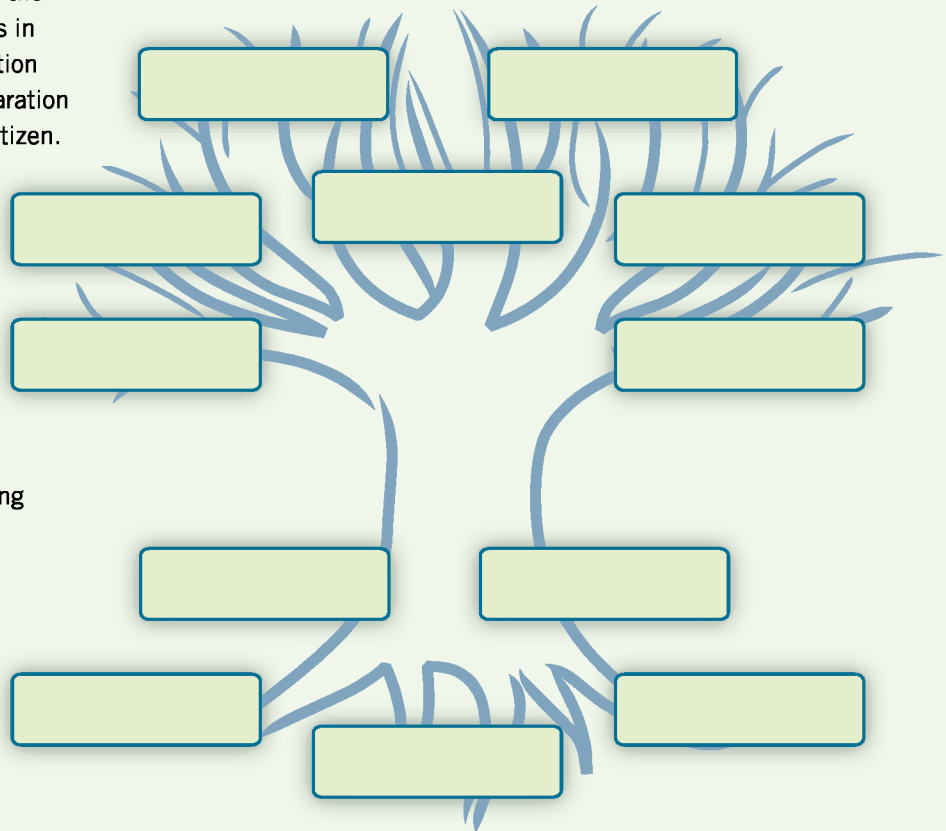
Analyze Critically

2. Create a timeline that lists the key events and people of the French Revolution. Look for themes in your timeline. What types of events and people accounted for the success of the Revolution? Which were the most pivotal?

Build an Argument

3. The French Revolution changed French society. More recently, several Middle Eastern countries have experienced revolutions. Are revolutions the only way that the average citizen can change society? Support your position with examples from the French Revolution as well as other revolutions.

Synthesize and Evaluate

4. Identify how the Enlightenment, the American and English revolutions, and leadership affected the French Revolution. Which of these three factors had a more significant effect on the Revolution? Share your thinking with a partner.

UNIT ACTIVITY

Worst King and Best Revolutionary Awards

In this unit, you learned about many kings and revolutionary leaders who were key figures in revolutions. You will create a one- or two-page historical pamphlet for each king (Charles I, George III, and Louis XVI) and three revolutionary leaders (Oliver Cromwell, George Washington, and Maximilien de Robespierre). Your pamphlets must include images, a map of the region, and a brief biography on the successes and failures of each. Finally, you must award the title "Worst King" and "Best Revolutionary" and explain your choices in a paragraph.

STEP ONE: Building and Acting on a Plan

Decide if you will work on your own, with a partner, or in a group. List the tasks you will need to complete this activity (for example, research, design, present) and set deadlines. Check with your teacher to ensure that your plan will be effective.

STEP TWO: Investigation

Review Chapter 4 Building Your Skills: Using Statistics to Understand Social Structure. Use your textbook and online learning resources to investigate the kings and revolutionaries. Include statistics to support your position. Include information such as

- Did deaths result from this person's actions?
- What was the economy like under this person's rule?
- What were the positive and negative aspects of their rule?
- What new laws were created, and what were their effects?

STEP THREE: Interpreting Maps

Review Chapter 6 Building Your Skills: Interpreting Maps to Make Connections. Use the information you gathered in Step 2 to create a map to be included in your pamphlet. Include images, and indicate the regions most affected by the actions of the king or revolutionary.

STEP FOUR: Create Your Historical Pamphlet

Review Chapter 5 Building Your Skills: Using a Historical Pamphlet as a Primary Source. Use the information you have collected and your map to create a short biography for each king and revolutionary. Another option is to use presentation software to create one or two slides for each

revolutionary. Finally, write a paragraph stating who you chose as Worst King and Best Revolutionary, and why you made these choices.

STEP FIVE: Giving a Presentation

Present your information on kings and revolutionaries to your classmates. State who your Worst King and Best Revolutionary are and why you chose them. Answer any questions from your teacher and classmates.

STEP SIX: Evaluation

Once you have presented, listen closely to the presentations of your fellow students. Did you have similar choices? Why or why not? Has the class reached a consensus?

CRITERIA FOR SUCCESS

- ☐ Did you develop a plan with specific tasks to complete?
- ☐ Was your plan realistic? Were you able to complete the tasks in the time allotted?
- ☐ Did you include a map? Does your map clearly indicate the regions affected by the monarchs and the revolutionaries?
- ☐ Did you include statistics to support your position? Did you include information on the economy and positives and negatives of the kings and the revolutionary leaders?
- ☐ Have you clearly stated who you chose as Worst King and Best Revolutionary and given your reasons why?

UNIT 3

UNIT FOCUS QUESTION

What brought change in Europe and North America?

Global Transformations

The Industrial Revolution brought tremendous change, wealth, and power to Britain at a time when other nations were only just emerging. In France, the new French emperor, Napoleon Bonaparte, was hungry for power. As Britain and France fought for European supremacy, the newly formed United States sought to assert its independence from Britain. This led to the War of 1812, which would forever change the destiny of North America and the country that would one day become Canada.

Change in Europe and North America
- Britain
- France
- Upper Canada
- Lower Canada
- United States and additional territories

Canada and the War of 1812

How did the War of 1812 shape Canada's future?

The War of 1812 brought the United States and Britain into conflict. As colonies of Britain, Upper and Lower Canada came under attack. Although the nation of Canada would not exist for another 50 years, the Canadian identity was forged during this war.

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The Industrial Revolution

To what extent was the Industrial Revolution revolutionary?
Britain's Industrial Revolution changed society, created cities, linked nations, and changed how people lived and worked. These revolutionary changes in agriculture, industry, transportation, and trade spread throughout the world.
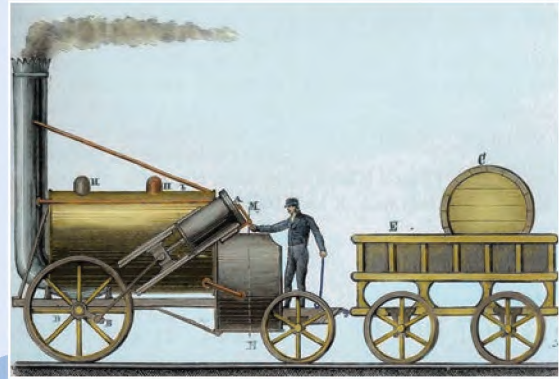
The Napoleonic Era

What is the legacy of the Napoleonic era?
Napoleon Bonaparte came of age during the French Revolution. It was a time of great change and great advantages for a talented, ambitious soldier. Under Napoleon, France became both an empire and a superpower.

The Industrial Revolution

FIGURE 7-1 The town of Sheffield, which is located near coal mines in northern England, was transformed from a quiet town into a city of factories, steel mills, and canals during the Industrial Revolution.

KEY CONCEPTS ▷ work agriculture industry technology social reform

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CRITICAL INQUIRY

Significance

Patterns and Change

Judgements

Evidence

Cause and Consequence

Perspectives

The great engine shuddered as the driver released the steam and the machine moved slowly down its track. Tom Crowder watched from the crowd, amazed. A few days ago, he had been harvesting apples. He had never heard of a steam engine or a train. Now he was watching an engine travel down a wooden track.

Smiling, Tom turned and walked away. He was headed into the city. His life on the farm was behind him now. His father had been blunt: there was no work on the farm for Tom and all of his brothers. Tom would have to live with his uncle in the city and find work there. Tom wondered what kind of work he would find. He was 16 and old enough to do a man's work—if he could find a job.

Tom soon entered the city, a strange and crowded place full of people and tall brick buildings. Uncle William lived somewhere near a canal, but in what direction? He took a chance and turned right, walking deeper into the city.

The Industrial Revolution started in Britain. It changed the world. It made some people vastly wealthy and powerful while countless others were poor and powerless. It changed where and how people lived, created cities, linked nations, and transformed both society and the natural world. These changes were great enough to be called a revolution.

Use these questions to set a purpose for reading each section.

- How did agricultural change set the stage for the Industrial Revolution?

- How did work and technology change during the Industrial Revolution?

- How did the Industrial Revolution affect British society?

- How did British society respond to the Industrial Revolution?

Reading

Make Connections

Tom's life has been changed forever in terms of both technology and work. In what ways has your life been changed by technology? What impact might technological innovations have on a job you hope to do one day?

How did agricultural change set the stage for the Industrial Revolution?

work a person's employment or occupation

agriculture the practice of cultivating the soil and rearing animals

Not all revolutions are violent clashes that overthrow a leader or a government. Sometimes a revolution is the result of many new inventions and practices. After 1700, the ways people had of growing food, making products, organizing **work**, and transporting goods all changed. These changes were huge, rapid, and far-reaching. The reasons behind these changes included new products and ideas from beyond Britain and Europe, and an agricultural revolution that started first in Britain.

How did the population change?

New developments in **agriculture** threw many thousands of people out of work. However, increases in food production also fed a growing population. This growing population then provided workers for factories, and new towns and cities grew around these factories. Cities quickly doubled and even tripled their populations.

Another change that happened at this time was where people lived. Like Tom, whose story you read on page 229, people moved in search of work and new ways of life—often from the country and into the city. For example, in 1801, only 26 percent of the population of Britain was urban. By 1851, the urban population had grown to 41 percent. This shift in where people lived also meant a big shift in the kind of work they did.

FIGURE 7-2 The population of England tripled in 150 years. What factors do you think might cause such a rapid rise in population? What impact do you think such growth would have on a country?

Population of England (in millions)

1700 1780 1790 1801 1831 1851

TIMELINE

1700 Enclosure increases

1701 Jethro Tull invents the seed drill

1712 Thomas Newcomen invents the steam engine

1764 James Hargreaves invents the Spinning Jenny

1765 James Watt improves the steam engine
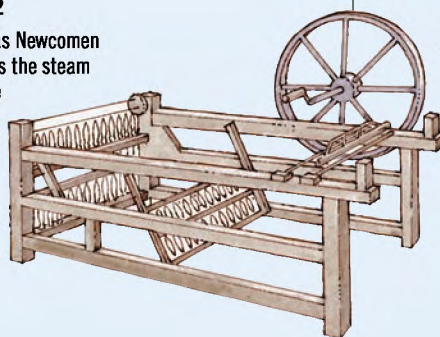
How did agriculture change?

From medieval times, farmers and farm labourers in Britain worked small and scattered strips of land. They lived in small villages, and experienced little change in their daily lives.

Enclosure

Enclosure ended the old system forever. With enclosure, landowners combined the many small strips into large fields and "enclosed" them with fences. Turning many small strips into one large field meant a farmer could work the land more efficiently. The process of enclosure began in **Tudor** times but sped up enormously after 1700.

Enclosure also meant that the **commons** became private property. In theory, all villagers who had once used the commons were entitled to sections of that land. In fact, only the better-off could afford to pay the fees required to use the land.

Poor farmers were left in a difficult situation. Before enclosure, they could **graze** their cows and sheep on the commons. As well, they could collect wood, acorns, and other natural products from the commons. When enclosure ended these practices, many small farmers had no choice but to sell their farms to richer landowners. The rich landowners were quick to take advantage of the opportunity.

Farming for Profit

Enclosure led to a whole new approach to agriculture—farming became a business. As landowners began to farm in order to earn a **profit**, rather than to simply feed themselves, they became more willing to invest money in farming techniques that might make them richer. As business people, they knew they had to accept the occasional failure and take financial risks if new ways of farming were to be found. Their goal was to make each plot of land produce better results for lower costs.

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enclosure the process of combining fields and surrounding them with fences

Tudor the period between 1485 and 1603 in England, during which the Tudor royal family ruled

commons land held to be used by everyone, in other words, held in common, for all people living in an area

graze to feed on growing plants, such as grasses

profit financial gain; in a business, this is what is left after money is spent and the result is sold

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Did You Know?

One British man who inherited a farm in 1776 used all the new agricultural methods available to him. In the year 1776, his farm earned £2000 (two thousand pounds sterling, the British currency). In 1816, the farm earned £20 000. How do the earnings compare?

1802
The first Factory Act is passed

1807
British parliament passes the Slave Trade Act

1819
Peterloo Massacre

1830
Liverpool–Manchester railway opens

1840s
The Irish potato famine begins
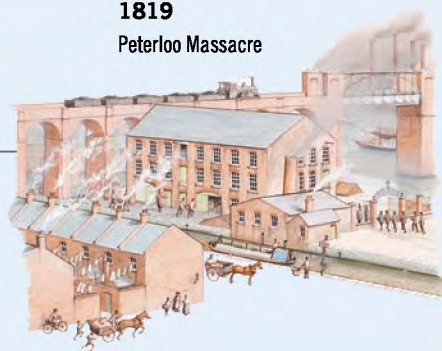
FIGURE 7-3 Historical paintings can provide evidence of how people in a certain time and place lived. This painting by an unknown artist in the 1700s shows Dixton Manor, the estate of an important family in Gloucestershire. Dixton Manor had many enclosed fields. What other details of country life can you see in the painting?

Significance

New Technologies

Changes in Britain also included new farming technologies. The new methods were improvements on these old methods:

- In medieval times, seeds were **broadcast**—in other words, seeds were planted by throwing them broadly over a field by hand.

- In medieval times, land was left fallow, which meant that it was regularly left unplanted. Each year, one-third of farmland would be left with no crops growing on the land. This practice helped recover nutrients necessary to grow crops in following years.

broadcast to sow seeds by throwing them over a field by hand

manure animal droppings used to fertilize land

labour human effort; the supply of workers

The Seed Drill

Jethro Tull (1674–1741) was an agricultural innovator from Berkshire, in southeast England. He found that when soil was well broken up and enriched with **manure** or fertilizer, crops grew much better. Tull also invented a planting machine, which he called a seed drill. The seed drill could be pulled by horses, and planted seeds in uniform rows. Planting in uniform rows was faster and less wasteful than broadcasting seed. Many more seeds sprouted instead of being eaten by birds and animals. The neat rows of plants were easier to weed and harvest. As a result, the seed drill increased efficiency and reduced **labour**.

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Agricultural Science

Some other well-developed innovations were brought from the Americas. The most famous practice was companion planting, the centuries-old practice of growing plants such as corn, beans, and squash together for mutual benefit.

In England, Lord Townshend (nicknamed "Turnip Townshend") developed a crop rotation system for English crops and new ways of feeding livestock. Like most members of parliament of the time, he was also a wealthy landowner. When he retired from politics, he devoted himself to making the farms on his estate more profitable. Townshend found that by rotating crops of turnips, barley, grasses, and wheat from field to field, he could use every field every year, increase crops, and grow cheap **fodder**. Fodder would feed livestock and allow him to increase his herds. When clover and turnip crops were grown, they released nitrogen into the soil, and so replenished it.
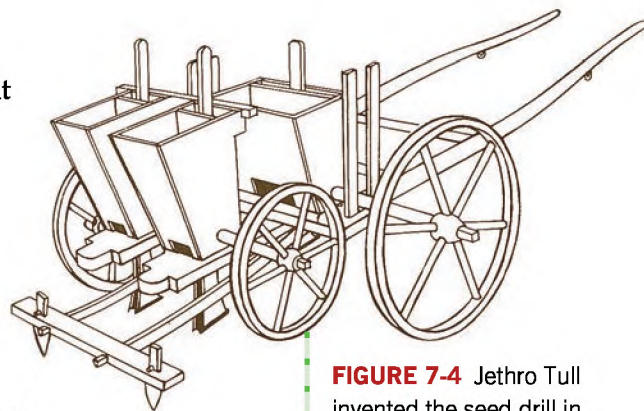
FIGURE 7-4 Jethro Tull invented the seed drill in 1701. What concerns do you think landowners and farm workers would have about the seed drill?

fodder plants to feed animals
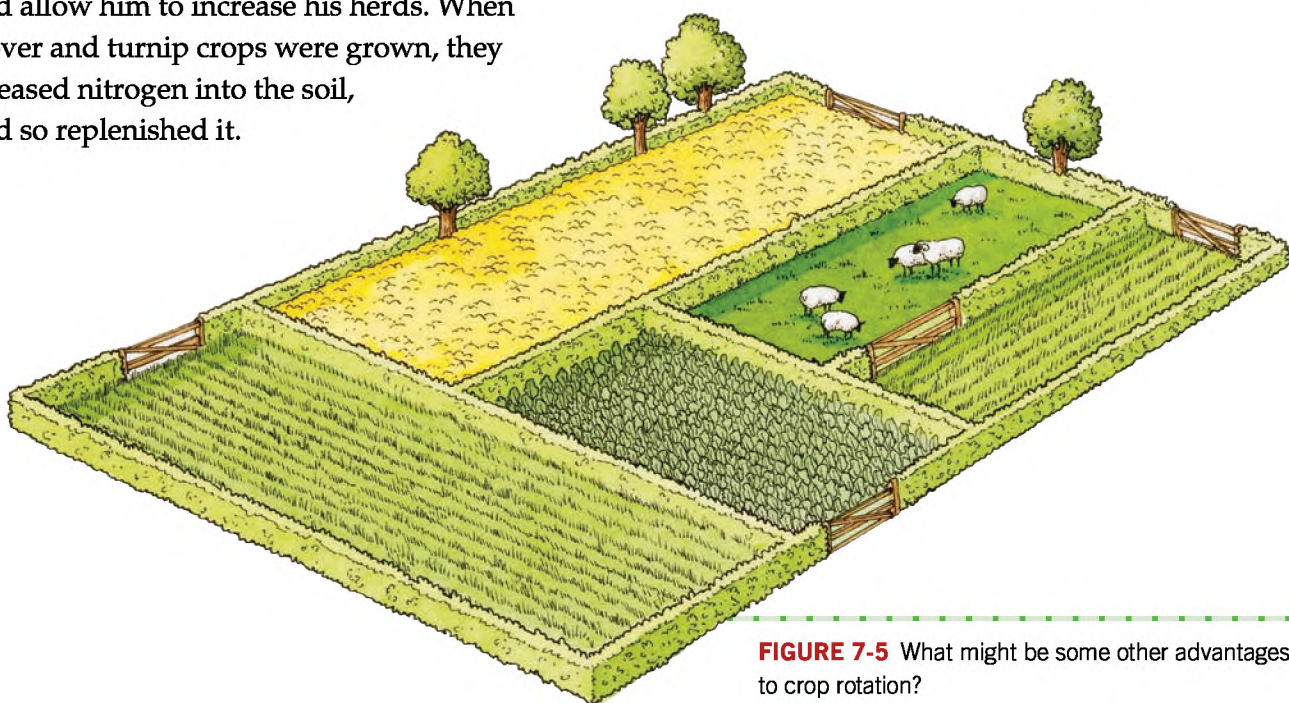
FIGURE 7-5 What might be some other advantages to crop rotation?

	Field 1	Field 2	Field 3	Field 4
Year 1	*turnip*	wheat	*grasses*	barley
Year 2	barley	*turnip*	wheat	*grasses*
Year 3	*grasses*	barley	*turnip*	wheat
Year 4	wheat	*grasses*	barley	*turnip*

FIGURE 7-6 A four-year plan for crop rotation.

New Crops

The agricultural revolution was also a time when many crops new to Britain became important. Travellers to the Americas had learned about corn, beans, squash, potatoes, tobacco, sugar, and cotton. Tropical plants such as sugar cane had to be grown in tropical climates, but other new crops could be grown in Britain and mainland Europe.

After corn was introduced to Europe from the Americas, it contributed to a huge increase in the livestock population. The potato did the same for the human population. Farmers in Ireland quickly started growing potatoes, which were very nutritious, as a staple crop. In fact, both an increasing civilian population and the large armies of the Napoleonic era were fed by these recent introductions.

FIGURE 7-7 As you read in Chapter 1, some First Nations in North America planted corn, beans, and squash together. This Three Sisters Garden is in present-day Sault Ste. Marie, Ontario, near the historic Clergue Blockhouse.

breed a group of animals distinguished by particular characteristics

hardy capable of enduring difficult conditions

global worldwide

Livestock Changes

Another change in agriculture in Britain was in livestock. Before, people mainly raised cattle for milk and sheep for wool—neither for meat. Farmers had to slaughter many animals each fall because they did not have enough fodder to keep all the animals alive through the winter.

In the agricultural revolution, however, farmers realized that by increasing their fodder they could keep more animals and develop livestock **breeds**. For example, cattle were bred to provide meat instead of milk, and sheep were bred to have thicker wool. The new breeds could also be **hardier** and more resistant to disease. All these changes could increase profits.

A Global Economy

Corn and potatoes had become very important to Britain, but they were only part of the impact of a new **global** economy. As you read in earlier chapters, trade, colonialism, and mercantilism had a tremendous impact on both the home country and on peoples around the world. The colonies provided raw materials, labour, and markets for finished products. The profits from these trade relationships could be huge, at least for some of the people involved.

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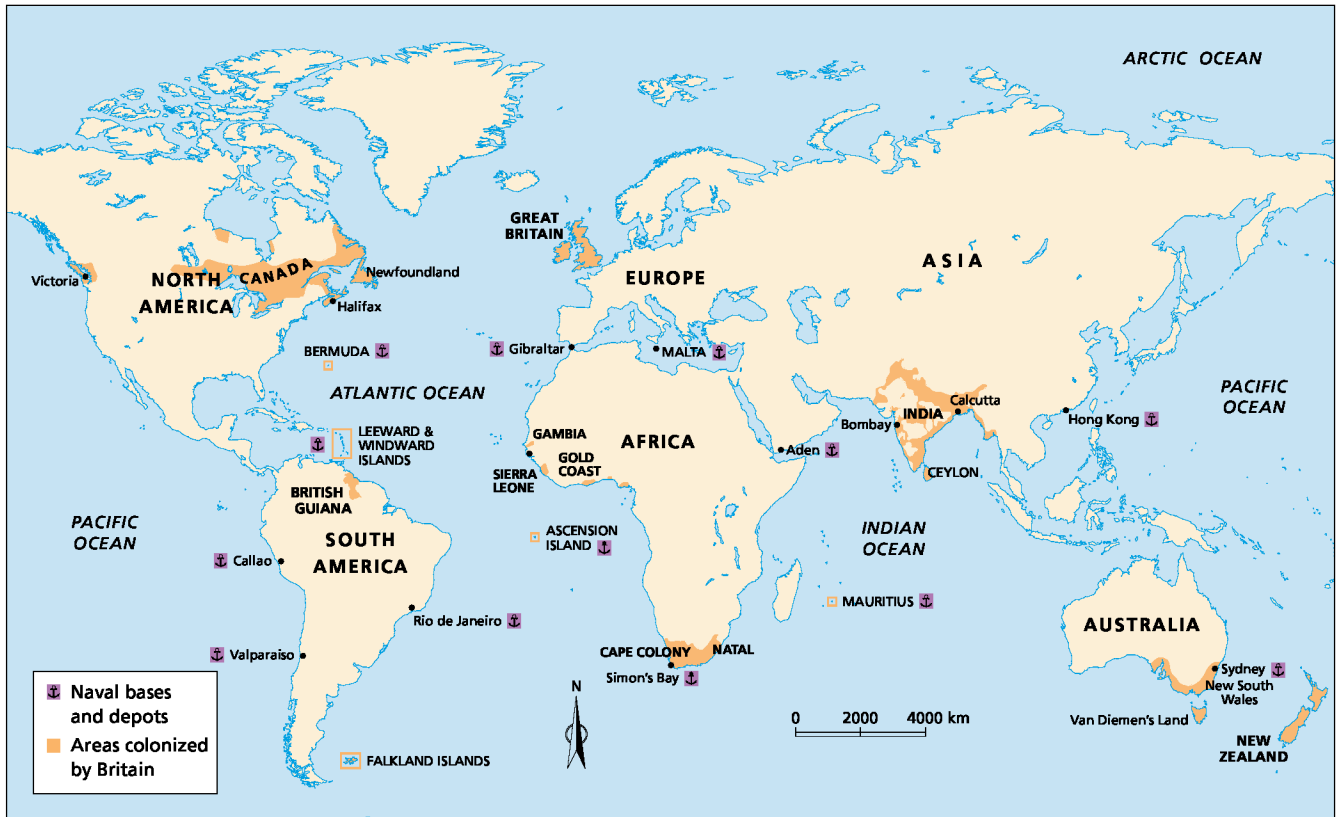
FIGURE 7-8 Areas colonized by Britain in 1850.

The Impact of Agricultural Change

Farms were now more productive in Britain than they had ever been. Fewer farmers were needed to feed larger city populations. However, these changes were easier for wealthy farmers in Britain. Soon, many small farmers were caught in a money crunch—unable to afford new and better animals and plants, so less able to compete with richer farmers. Many smaller farmers sold their land and looked for work in the city.

The agricultural revolution changed the look of the countryside, and it helped to create and support the Industrial Revolution. Both at home and globally, Britain was ready for the Industrial Revolution.

Thinking IT THROUGH ⚓

Summarize What's Important

1. Describe new practices, technologies, and products in Britain and explain how they would contribute to increases in profits or population.

Make a Prediction

2. In a very short time, the population in Britain grew enormously and became more urban. In a list, predict possible outcomes of these changes. Save your list to refer to later.

Synthesize and Evaluate

3. **Cause and Consequence** Write a paragraph to answer the section question: *How did agricultural change set the stage for the Industrial Revolution?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did work and technology change during the Industrial Revolution?

industry any kind of commercial undertaking, including trade and manufacturing

From 1700 on, everything needed for **industry** to expand rapidly was present in Britain.

Labour

Britain had a large labour supply. The British population had grown rapidly since the 1600s, and there were thousands of people who were willing to work in factories. As well, because of the new developments in farming, many farm labourers were without work. These people moved to growing cities in search of work.

Government

The British government of the time was business-friendly. Business people had influence in the government and were able to get parliament to pass laws that helped businesses grow.

Although Britain had become a constitutional monarchy after the Glorious Revolution, it was generally the rich who still held power in Britain. Before the 19th century, very few people in Britain had the legal right to vote, and therefore few people had actual representation in parliament. For example, according to a survey in 1780, only 214 000 people in England and Wales could vote, which was less than 3 percent of the population. Laws passed in 1832, 1867, and 1884 expanded the right to vote.

The British government also encouraged improvements in transportation, and the British navy was used to protect the shipping lanes.

FIGURE 7-9 This illustration shows workers' housing built near factories. Factory owners often rented out housing to workers and ran a company store to sell necessities to workers. What conclusions can you make from this image?

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Capitalists

Britain also had **capitalists** who were ready and willing to build factories and improve transportation for a profit. British laws benefited capitalists, although that was not their intent. The Test Act of 1673 banned people who were not Anglicans from official positions of power and from certain professions (positions in government, the church, the army, and so on). As a result, many Methodists, Quakers, and members of other religious groups devoted themselves to business and becoming wealthy. Once Britain started to industrialize, change came very quickly, and government placed few restrictions on businesses.

Energy Sources and Raw Materials

Britain had large deposits of coal and iron, which were both important to the Industrial Revolution. Everyone burned coal for heat in the winter. When the steam engine was developed, it also used coal as fuel, leading to even greater growth in the coal industry.

Britain (and British business owners) had huge sources of other raw materials and of capital, either from within Britain or through global trading. For example, British capitalists invested in sugar plantations in the West Indies, which provided refined sugar, molasses, and rum. Rum was offered as a daily ration in the Royal Navy from 1731 to 1970.

Cast Iron and Other Metals

Coal is also used to make iron, which meant that the coal and iron industries were closely linked. English Quaker Abraham Darby, his son, and his grandson were innovators in the improvement of **cast iron**. Other contributions to the Industrial Revolution made by this family included refining the manufacture of brass and building the first cast-iron bridge. Better metals meant iron pots and pans, iron wheels in factories, iron and brass steam engines, and bridge supports for the growing transportation system.

FIGURE 7-10 This 1826 painting by John Nash is entitled "Views of the Royal Pavilion, Brighton." From this image, what can you learn about life for the upper class in Britain during the Industrial Revolution?

capitalist a person with money (capital) to invest

cast iron molten iron poured into a mould to make a product

Did You Know?

Another product important to the Industrial Revolution was rubber. It first came from South America. Without rubber, many machine parts that require flexibility would have been difficult, if not impossible, to develop. Rubber was also used in waterproofing, and helped the spread of electricity, the bicycle, and the automobile.

The Textile Industry

The textile industry helped make Britain into a rich and powerful country. It is a good example of how the Industrial Revolution changed so much in so many ways.

Technology and Work

Making any product from raw materials takes certain steps. To make fabric, the steps are to clean the fibre, make the thread, and weave the threads into fabric. New **technology** that could speed up these steps and reduce work hours could make the inventor a fortune. Several inventors, such as Englishmen James Hargreaves and John Kay, literally went "from rags to riches" because their inventions dramatically increased profits in the textile industry.

Materials and Trade

Until the 20th century, all cloth was made from plant or animal fibres. Wool comes from sheep, cotton from the cotton plant, linen from the flax plant, and silk from silkworms.

Britain's climate and geography suited sheep, so wool had been an extremely important industry in Britain for a long time. Enclosure made it possible and profitable to keep huge herds of sheep and breed for high-quality wool. British woollen cloth was in high **demand** in Europe and elsewhere.

A growing textile industry increased Britain's desire to acquire new colonies and new sources of raw materials. This affected many lands and peoples. For example:

- Britain used two types of cotton, a type grown with long fibres and another type with short fibres. British mills favoured cotton with long fibres, which was grown in the American south. British demand for this cotton meant that many people in the southern United States became cotton farmers. This greatly increased the slave trade, because slave labour was used in the cotton fields.

- New colonies in India were used to supply cotton as well as dyes such as indigo (a blue dye created from a plant).

- The famous red coats of the British military take their colour from cochineal, a dye made from crushed insects and used for centuries by First Nations in the Americas.

- Sisal is a plant grown traditionally in places such as Mexico, Florida, and the Caribbean. In contrast to hemp, another plant used to make rope, sisal is smoother and easier to work with. Sisal twine was commonly used by British farmers.

FIGURE 7-11 Britain profited from the raw cotton grown in colonial India, so it discouraged local textile industries. In the 20th century, independence leader Mahatma Gandhi (Mohandas K. Gandhi) regularly wore handwoven cotton fabric to protest British colonial practices. (India would not be independent from Britain until 1947.)

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ZOOM IN
Fabric Goes High-Tech

New technologies developed in the Industrial Revolution made many processes faster, including the making of fabric.

PREPARING THE FIBRE involves cleaning it of debris. For example, cotton needs to be cleaned of seeds, soil, and other plant materials. This cleaning could be done with carding combs, which are like some brushes used on dogs or cats.

THE SPINNING WHEEL was used to make thread before the Industrial Revolution.

TO MAKE THREAD, the fibre out is drawn out and twisted into a continuous, rope-like thread.
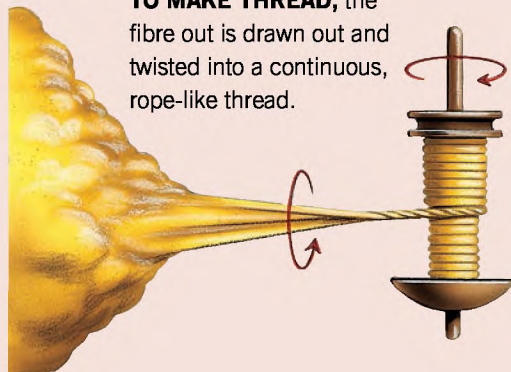
THE SPINNING JENNY was invented by James Hargreaves to allow thread to be made faster. Named after Hargreaves' wife, this machine had many spindles and was driven by a hand crank. Using a spinning jenny made making thread 10 times faster than it had been. Later inventions such as Richard Arkwright's water frame and Samuel Crompton's spinning mule made thread even faster.

WEAVING thread together makes fabric. This is done on a frame called a loom. A weaver would set up rows of vertical threads and pass a thread under and over the vertical threads from left to right and right to left repeatedly. The grid of vertical and horizontal threads (shown here) makes the woven fabric.
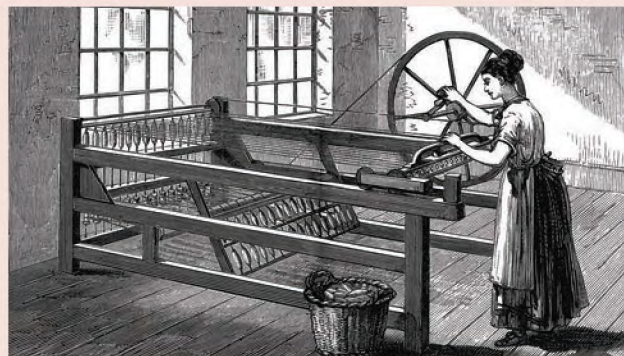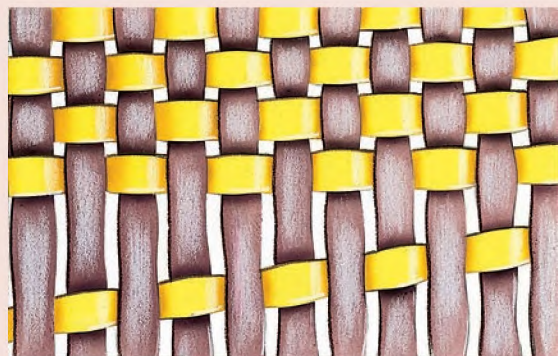
A SHUTTLE would be used by a weaver to hold the thread for weaving. The flying shuttle, invented by John Kay, used springs and levers to move the shuttle from side to side. Since this was previously done by hand, this invention made weaving on a large loom much faster.

Steam Power

During the Industrial Revolution, inventions built on inventions. For example, Richard Arkwright's water frame was developed because of the spinning jenny. Once yarn could be spun in greater quantities, weaving could be more mechanized, and looms could get larger. When the looms got larger, a new problem emerged—how to get enough power. The water frame was developed as a way to use water power.

Some traditional sources of power at the beginning of the Industrial Revolution were human power, horse power, and running water. Running water was used in colonial Canada as a way to power grain mills. In England, industries close to a source of running water could use water wheels to run machines as long as the factory was not too big. However, the lack of dependable power was a major problem for many factory owners.

Newcomen's Steam Engine

The first breakthrough in power sources came in 1712, but it started as a solution to a common problem in mines. Water that trickled underground into mines had to be pumped out so that the miners could work. The deeper the mine, the harder it was to pump water out. To provide more power to water pumps, Thomas Newcomen invented an engine that harnessed the power of steam, which was produced when water was heated by a coal fire. Newcomen's engine was built around a single fact: that when water is heated to become steam (vaporized water), it expands to take up more space than the liquid form does.

FIGURE 7-12 James Watt's engine was nicknamed "Old Bess." Steam engines made many things possible—large machines, trains, and even ocean-going ships made of steel. These engines could be dangerous to work around. Why might steam engines be dangerous if not properly used?

Watt's Steam Engine

Newcomen's engine did not work very well, but it was a breakthrough that others could improve upon. James Watt did just that in the 1760s. He figured out a way to make Newcomen's engine more practical and get the maximum use from the steam by compressing it.

Think of a kettle of boiling water that whistles when steam is produced. The whistle sounds when steam is compressed in the narrow spout of the kettle. If steam is put under pressure in a boiler, it can be harnessed to power a **turbine**. Watt then adapted his engine so that it could power machines in factories.
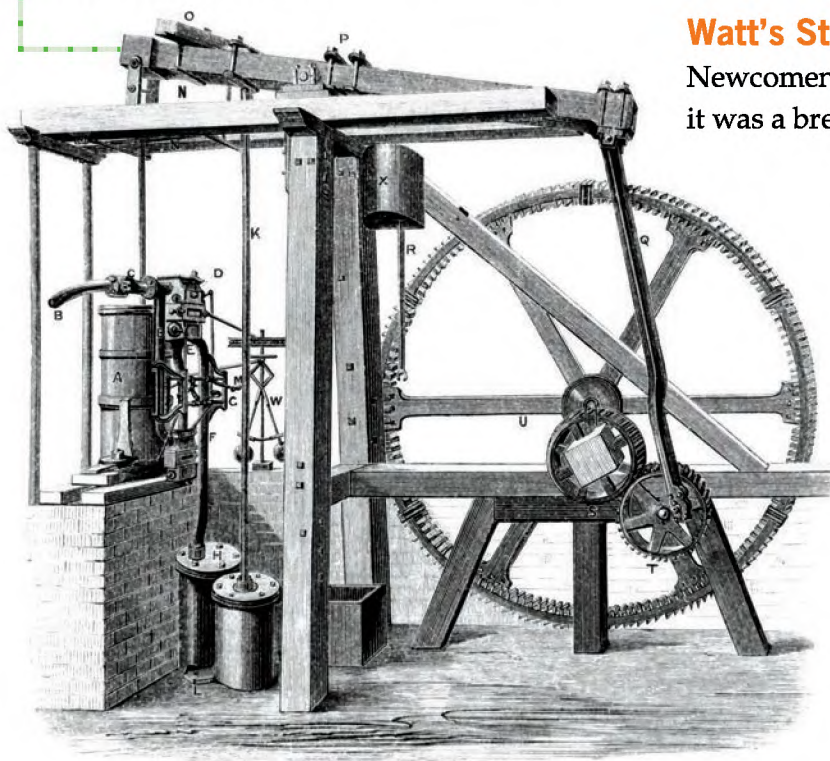
How was work transformed?

The Industrial Revolution not only changed how products were made. It also changed the kind of work that workers did, and how that work was organized. Before the Industrial Revolution, many of the products that people bought and used were handmade and produced in small numbers by people working in their homes. There was little, if any, separation between work and home life. This was true of farms and of the cottage industries that were part of the early Industrial Revolution.

piecework work that is paid by the number of completed items rather than the time taken to do the work

Cottage Industry

In a cottage industry, the work involved in making a product takes place in stages by different workers working in their homes. A business person would organize and pay for certain work to be done. Work was passed from one worker to the next until the entire process was completed. The business person would then collect and sell the finished product.

Cottage workers were paid for **piecework**, which meant that they were paid for each piece of work done for their task. The less they produced, the less they were paid.

There were advantages and disadvantages to the cottage system.

FIGURE 7-13 This illustration from 1783 shows cottage workers from County Down, Ireland, preparing flax to be made into linen. From this image, what can you learn about life in Ireland during this time?

Advantages	Disadvantages
• Cottage workers could look after their families at home while doing piecework. • Workers could live and work in their own communities, with the support of their friends and relatives, instead of having to move away to find work. • The income benefited the entire family. • Other family members could help with the work. • Business owners did not have to build a factory.	• Cottage workers worked extremely long hours for very little pay. • Cottage workers were isolated from one another, even if they were working for the same business owner. • Isolated workers had little power when dealing with the business owners who paid them.

FIGURE 7-14 Do workers still work at home today? In what industries? What would be modern advantages and disadvantages of working at home?

market those wishing to purchase goods

Spinners and Weavers

The cottage industry was especially important in making textiles. Spinning and weaving were all done by cottage workers, many of whom were also farmers. Frequently, women living and working on farms would spin to supplement their family's income. Sometimes one person in each village would work as the weaver, because looms took up too much space to fit into each cottager's house.

Spinning and weaving was generally very poorly paid. This was partly because almost anyone could learn to spin and weave, and both were common skills. Spinners and weavers did not have to be artists—they simply had to produce work that was reasonable in quality. As well, during poor farming years, there were many people looking for work. This meant that business owners were able to lower the prices they paid.

The Factory Age

The inventions of the Industrial Revolution made the cottage system obsolete in many areas. Most of the new machines were large, and they required a source of energy that individual people could not provide.

In the factories, many parts of the manufacturing process were now in one place. This meant that the workers were brought together for the many steps in making each product. Business owners tried to find different ways to make products as efficiently as possible.

How did transportation change?

The Industrial Revolution could happen only with improvements to Britain's transportation system:

- to make transportation both faster and cheaper

- to transport raw materials to factories

- to transport products to **market**

- to extend markets around the world

In 1700, Britain's transportation system was very poor. It was almost impossible to travel quickly or easily for long distances. Many roads became muddy tracks in bad weather. Although goods could be sent by sea or along the rivers, whole areas of the country could not be reached this way. Good transportation was desperately needed.

Eventually, improvements in transportation made it possible to move raw materials and manufactured goods relatively quickly and cheaply. This vastly increased profits for British industry.

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Industrial Growth in England and Wales, mid-1850s

Population density
- 20 000
- 100 000
- 400 000
- 2 400 000

Cities with over 100 000 persons named

- Exposed coalfields
- Industrial areas
- Machinery
- Hardware
- Consumer goods
- Pottery
- Cotton and woolen textiles
- Iron ore mining
- Salt mining
- Copper mining
- Tin mining
- Slate mining
- Lead mining
- Principal railways

SCOTLAND

Manchester
Bradford
Leeds
Sheffield
Liverpool

IRISH SEA

NORTH SEA

Cardigan Bay

WALES

Birmingham

ENGLAND

Bristol

London

Bristol Channel

English Channel

0   50   100   150 km

FIGURE 7-15 The industrial areas of England. Why were the industrial areas located where they were? Where are the largest markets—the largest centres of population? Why would transportation be such an issue in industrial Britain?

Roads

One of the first strategies for improving transportation was to allow private companies to build a section of road and charge tolls to anyone who used it. This was a way of getting roads built at no cost to the government.

Scottish engineer James Loudon McAdam was one of the most successful road builders of the Industrial Revolution. McAdam built roads with layers of crushed stone. The largest stones were on the bottom, and fine granite gravel was laid on the surface. The sides of the roads were sloped to shed water.

McAdam's roads were a big improvement on earlier roads. Many gravel roads in British Columbia use the same technique, and are called "macadam roads."

With better roads, coaches could carry passengers and mail relatively quickly from town to town. Goods could be transported by wagons.

FIGURE 7-16 A macadam road in Delta, B.C. Macadam roads were later improved by the addition of asphalt to the surface layer.

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Chapter 7 The Industrial Revolution   **243**

Water Transportation

aqueduct a bridge that transports water across a gap

locomotive a steam engine designed to pull cars along a railway

In the 1700s, investors also began to build canals. These waterways could carry materials and goods by boat or barge, thus reducing the cost of shipping by three-quarters.

For example, an 11-kilometre canal was built from Lord Bridgewater's coal mine business to factories in the city of Manchester in 1761. The Bridgewater Canal was so successful that canals busy with traffic soon criss-crossed England. Some of these canals were remarkable feats of engineering, with sections built as **aqueducts** high over river valleys. By the early 19th century, over 4000 kilometres of canals had been built.

In the same period, Britain also improved its sea harbours and docks and developed steamships. These improvements helped with global trade and transportation to and from British colonies.

FIGURE 7-17 The Rocket was built by George and Robert Stephenson. It could pull a small train at speeds up to 48 kilometres per hour. Human beings had never been able to travel so fast.

Rail Transportation

Inventors believed that the new steam engines could also help with transportation. Eventually, steam engines were developed that could power railway **locomotives**. Steam locomotives revolutionized transportation. In 1829, George and Robert Stephenson built a locomotive called the Rocket. By the mid-1800s, railway lines were built in Britain, Europe, and North America. In 1885, Canada's newly completed railway network was the longest in the world. By the end of the 1800s, countries all over the world had railway networks.

Thinking IT THROUGH

Summarize What's Important

1. Using the textile industry as an example, explain how technology, the nature of work, materials, and trade changed in the Industrial Revolution.

Analyze Critically

2. Explain how advances in transportation were factors in the Industrial Revolution.

Synthesize and Evaluate

3. Capitalists were ready to invest money to gain profit. Should people be concerned with letting anyone with money invest in anything? What restrictions, if any, should be placed on capitalists? Support your reasoning with specific details.

4. **Patterns and Change** Write a paragraph to answer the section question: *How did work and technology change during the Industrial Revolution?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

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How did the Industrial Revolution affect British society?

The changes brought about by the Industrial Revolution were enormous and long-lasting. Britain became very wealthy and powerful. However, the impact of the revolution on individuals was considerably different depending on where they lived and their place in society.

British society was transformed in many ways as people moved from the country to densely packed cities, leaving their farms and becoming factory workers. While the upper and middle classes saw great profits, working families continued to struggle. For some people, life became very hard. For example, many children worked in factories and coal mines. It took time for laws against child labour and other discriminatory practices to be passed. Gradually, industrialization began to make life better for all people.

At the same time, the Industrial Revolution was not the only influence on British society. For example, Britain was often in conflict with France and Napoleon, and many men were drawn away to serve in the Royal Navy.

Changes to the Environment

One outcome of the Industrial Revolution could not be escaped by anyone—the impact of coal. Without coal there would not have been an Industrial Revolution, because it was the fuel for the steam engines that powered factories, trains, and ships. The smoke from coal fires, however, was heavily polluting.

The city of Manchester, the surrounding lands, and the city of London were subjects in early studies into **acid rain** and air pollution. Scottish scientist Robert Angus Smith arrived in Manchester in the 1840s to document atmospheric pollution, which led to the study of climate change.

The Environment and the Arts

The rich could leave the city for fresh air, and many did so. Clean, untouched nature—a stark contrast to dirty and crowded cities—became a popular subject in art and literature. Artists of the time, including poets such as William Wordsworth and Percy Shelley, were well known for their romantic portrayals of nature. Shelley's wife, Mary Wollstonecraft Shelley, also included detailed passages about nature in her famous novel *Frankenstein*, which was published in 1818. Artist J.M.W. Turner (1775–1851) created popular and colourful paintings of land and sea.

Reading ⚓

Set a Purpose

As you read this section, look for how people were affected by changes in government and new ways of work. Decide if those effects on people were positive or negative.

acid rain rainwater that has been polluted by chemicals introduced into the atmosphere through industrial and automobile emissions

Did You Know?

Coal continues to be mined and used for power in countries around the world, including Canada. However, some of the methods have changed. For example, some modern smokestacks have what are called "scrubbers" to remove as much pollution as possible from the smoke.

WEB LINK • • • • • • • • • • • • • • •

To learn more about J.M.W. Turner, visit our website.

FIGURE 7-18 Cities such as London were used to fogs, like the one shown in this photograph from 1927. However, the Industrial Revolution introduced a new phenomenon: smog. At times, pollutants from coal fires were held in the air above cities, usually because of certain weather conditions. Britain even had "killing smogs," when people with respiratory problems died because of the bad air quality.

Changes in Government

British government during the Industrial Revolution was for the most part controlled by landowners and business owners, because they were among the group who could vote or run for election. As a result, the government's economic policy promoted a market that was as free as possible from government interference. This policy was called *laissez-faire*—a French phrase roughly meaning "leave alone." This could mean, for example, that a business owner would not have to pay tariffs to the government.

Laissez-faire was a new idea. Previously, the government had often interfered with trade and prices. Scottish philosopher Adam Smith (1723–1790) promoted the idea of reducing government interference as much as possible. He thought, for example, that mercantilism and control of trade with the American colonies was a burden on Britain.

While laissez-faire was not completely embraced by the British government, most business owners were in favour of it because it promoted their main interest—to make a profit. It was not equally good for the workers. Less government involvement meant little protection for workers. It was easy for business owners to fire workers and find replacement workers if they wanted to lower costs.

Laissez-Faire Economics

In modern democracies, politics and economics are closely linked. Laissez-faire ideas of the 18th and 19th centuries still carry weight. Today they are called supply-side economics. Supporters of these policies believe that government should not interfere with business and that taxes should be very low. The benefits from economic growth, they argue, will help all people by providing jobs, while keeping wages competitive and prices low.

Others think that a modern society needs to provide a social safety net for its citizens and protect them with government regulations. They believe that taxes support government services and provide the greatest good for the greatest number of people.

The debate is decades old and continues today. In the 20th century and more recently, some supporters of laissez-faire style policies have been U.S. President Ronald Reagan, British Prime Minister Margaret Thatcher, and Canadian Prime Minister Stephen Harper. In the United States, many Republicans argue against any new tax or government social program on principle.

FIGURE 7-19 American President Ronald Reagan introduced tax cuts and deregulation of industry in the 1980s. Many people see this as a continuation of laissez-faire ideals.

Thinking IT THROUGH

Build on the Ideas of Others

1. In a small group, agree on a definition of *laissez-faire*. Discuss the costs and benefits of laissez-faire ideas. Then, try to decide when and to what extent a government should interfere with businesses and implement new taxes. Share your thinking with the class.

New Opportunities

For business owners and inventors, the Industrial Revolution was a time of new opportunities. This journey was not always smooth. For example, James Hargreaves tried to keep his invention of the spinning jenny a secret so that only he and his family and friends would benefit. When word got out, an angry mob of spinners broke into Hargreaves' house and destroyed the original spinning jenny. Forced to move away, Hargreaves soon found partners and set up a factory. Soon spinning jenny machines were being used all over England and Hargreaves became a very wealthy man.

Did You Know?

The Industrial Revolution was also a time in which modern banking developed. Many business owners had growing capital and could lend it out for new businesses to start up or to expand.

Changes Brought by the Industrial Revolution

Was the Industrial Revolution a positive change or a negative one? Observers at the time had many different opinions.

This excerpt is from a novel written and set during the Industrial Revolution. Charles Dickens's *Dombey and Son* featured a fictitious business by the same name.

> *The earth was made for Dombey and Son to trade in, the sun and moon were made to give them light. Rivers and seas were made to float their ships; rainbows gave them promise of fair weather, winds blew for or against their enterprises…*
>
> **excerpt from *Dombey and Son*, by Charles Dickens**

This separate account describes a woman's first trip on a railway—the one connecting Liverpool to Manchester, which opened in 1830.

> *We started on Wednesday last, to the number of about 800 people, in carriages. The most intense curiosity and excitement prevailed, and, though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them… What with…the tremendous velocity [speed] with which we were borne past them…I never enjoyed anything so much as the first hour of our progress… [My mother] rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death, and intent upon nothing but devising a means of escaping from a situation which appeared to her to threaten with instant annihilation [destruction]…*

According to the same account, the train locomotive stopped to take on a supply of water. Several men jumped off to look around, but they were unfamiliar with trains and tracks, and did not notice a locomotive approaching on another track.

> *Poor Mr. Huskisson…bewildered…by the frantic cries of "Stop the Engine! Clear the Track!"…completely lost his head, looked helplessly to the right and left, and was instantaneously prostrated by the fatal machine, which dashed down like a thunderbolt upon him, and passed over his leg, smashing it and mangling it in the most horrible way…*
>
> **excerpts from *Record of a Girlhood*, by Fanny Kemble, 1878**

Thinking IT THROUGH

Summarize What's Important

1. Identify and explain three to five words that summarize people's reactions to the railway.

Make Connections

2. Today, what technology might draw the kind of crowd that the railway drew in 1830? What would you go to see?

Analyze Critically

3. From the perspective of an onlooker, explain why you gathered to watch the first railway and how you will remember the event.

4. What attitude toward nature is shown in the excerpt from *Dombey and Son*? What does the author's attitude toward business seem to be? Identify the words or phrases that support your thinking.
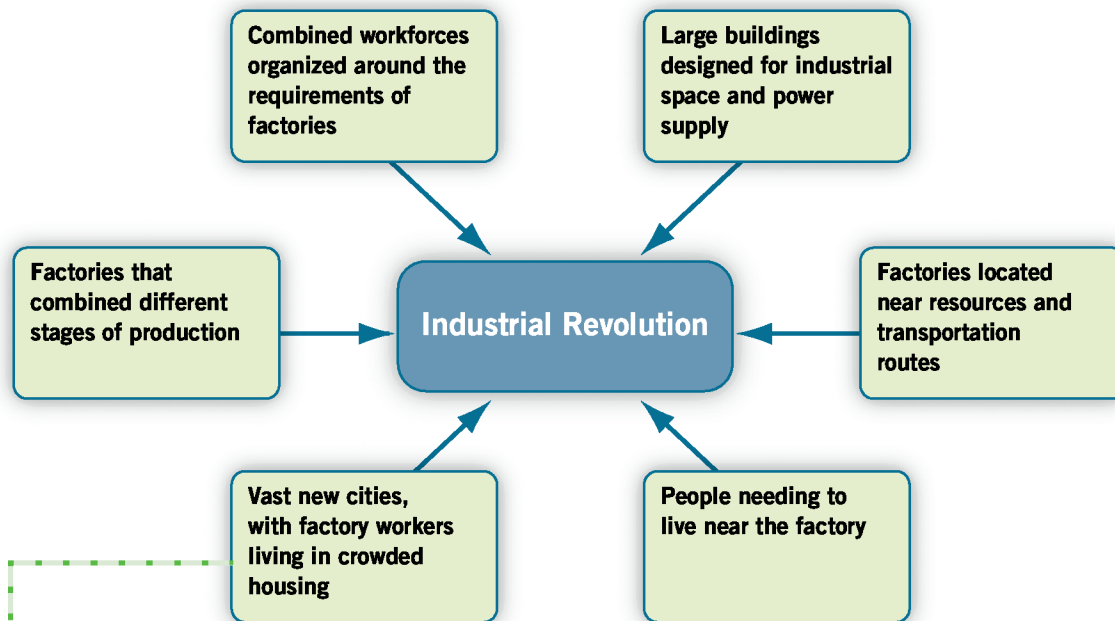
FIGURE 7-20 Several factors changed work during the Industrial Revolution. How might these factors affect how people lived their lives all day, how they lived from birth to death, how their families lived, and where they lived?

The Impact on Workers

For workers, the impact of the Industrial Revolution was often quite negative. You might think of work as a nine-to-five commitment, but in the Industrial Revolution work days were much longer. The majority of people who worked in factories endured long, hard hours in unsafe conditions, and received very little pay. Cities became dirty, crowded, and disease-ridden.

Workers as a Cost

To the business owner, labour was one of several costs involved in the process of making a product. Finding ways to reduce the cost of labour meant increasing profits.

Factory owners tended to pay extremely low wages. They also tended to avoid spending money on improvements that would make working conditions better. As a result, many factory owners demanded long shifts, neglected to repair factory buildings, and trimmed wages where possible.

Working Conditions

Work in textile factories might start at 5:00 a.m. and continue until 9:00 p.m. Shifts were as long as 12 to 16 hours. The air was usually filled with fluff and microscopic fibres, which got deep into workers' lungs. The noise of looms and other machines was sometimes deafening.

exploit to use or take advantage of

workhouse an institution where someone would work at a menial job and be paid with some basic food and shelter

For workers in mines, there were different risks. Coal miners worked from the dark of early morning to the dark of night, and saw the sun only one day a week. Work in mines was hard and dangerous, often involving toxic materials such as coal dust (which could cause a disease known as black lung), lead (which is poisonous), or lime (which can blister or blind). There could also be cave-ins. Explosions were caused by methane gas, which ignites very easily.

Child Labour

Children were put to work in many industries during the Industrial Revolution and they were often **exploited**. They were seen as useful workers because of their small size and because their labour came cheap. Children were hired from **workhouses** and employed in factories with mechanized looms, where their small hands could reach into the machines to pick out loose threads or tangles. Chimney cleaners hired small boys, who were sent into the chimneys of large homes and businesses to clean out the soot.

According to one estimate, children accounted for 15 percent of the labour force in Britain by the early 19th century. That meant more than one million children were working, of whom 350 000 were aged 7 to 10. From 1791 to 1850, the average age for a lower-class child to start work was 10.

A good number of these children were effectively working as child slaves. Usually they received only accommodation and simple food as their "wages." Children who were paid were paid very little. Many children were beaten. From an early age, they were exposed to pollution and dangerous work of all kinds.

FIGURE 7-21 These children are taking a heavy load through a tunnel in a mine. Poor working conditions affected everyone, but they were more serious for children, stunting their growth and deforming their bodies.

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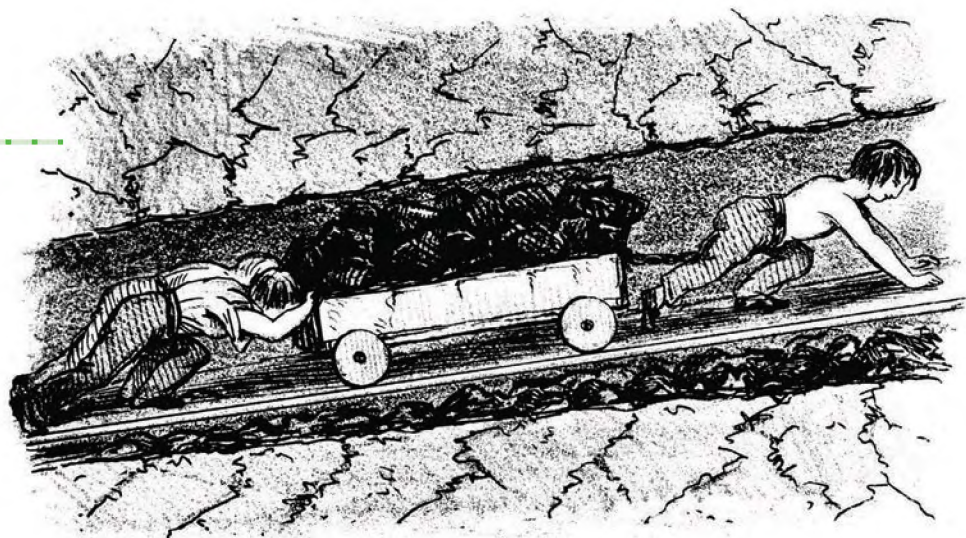
The Supply and Demand for Child Labour

Why were so many children working? Poor children went to work because they had no other choice. Family sizes were increasing. Free, compulsory schooling did not yet exist. In order to survive, poor families needed every person who could work to do so. Lower-class adults were away from home for long shifts. Single-parent families were increasing in number (to about one-third of lower-class families). Wars, epidemics, accidents, and other factors were taking fathers away from their children. As in prerevolutionary France, some families simply had no way to care for their children.

At the same time, business owners wanted the cheapest labour they could find.

It is…the constant aim…to supersede [replace] human labour altogether, or to diminish its cost, by substituting the industry of women and children for that of men… In most…cotton mills, the spinning is entirely managed by females of sixteen years and upwards…This tendency to employ merely children with watchful eyes and nimble fingers, instead of journeymen of long experience, shows how the…division of labour into degrees of skill has been exploded by our enlightened manufacturers.

Richard Arkwright, 1835

FAST FORWARD

Teen and Child Labour

Children and teens around the world continue to work today. Many children work in family businesses or otherwise support their families. Perhaps you have a part-time job that gives you extra spending money.

International organizations such as the United Nations advocate to protect child workers from exploitation and dangerous work conditions. Wherever possible, governments also try to protect children from exploitation. Like other provinces, British Columbia has laws that regulate labour for young people, as well as workplace safety.

Thinking IT THROUGH

1. With a partner, decide what kinds of work children should be allowed to do and what the minimum working age should be. Support your decision with reasons. Share your responses with another pair. Then, as a group of four, decide on criteria for allowing child labour. Share your thinking with the class.

FIGURE 7-22 In this photo taken in 2009, nine-year-old Ganga Burman works at breaking stones on the riverside. She was working in the outskirts of the city of Siliguri, in eastern India.

Changes to Society

Just like other countries in the 18th and 19th centuries, Britain had a rigid and complicated class structure. In a class system, a person is born into a specific social group that sees itself as different from other social groups. The Industrial Revolution made differences between social groups in Britain even more apparent.

The Upper Class

Upper-class people placed themselves apart from the rest of British society. They knew each other personally or by reputation and kept track of each other. Other classes were forced to respect the boundaries the elite established. People who tried to get "above their class" were called "bounders"—an insult. In 1836, English novelist and historian Walter Besant—who was the son of a merchant—wrote about upper-class bias against the middle class:

> In the first place, [the middle class] was far more a class apart…
> In no sense did it belong to society… That is to say, if they went to live in the country they were not called upon by the [upper class] county families, and in town they were not admitted by men into their clubs, or by ladies into their houses… The middle class knew its own place…

Upper class		
Middle class	upper middle class	
	lower middle class	
	skilled labour	
Lower class	unskilled labour	
	casual labour	

FIGURE 7-23 The British class system during the Industrial Revolution. How are social classes defined in Canada today?

The Middle Class

In Industrial Revolution Britain, *middle class* meant that your father worked in the professions, as a doctor, engineer, or lawyer, for example. He could also be a business person with property and money, or a military officer.

People who worked in stores or offices or who owned small shops were part of the lower middle class. Teachers below the university level were also part of the lower middle class, and university professors were in the upper middle class.

The Lower Class

A person who worked in the trades or in a factory was considered lower class or working class. Within this class were different rankings, such as skilled labour, unskilled labour, and casual labour. The lowest class was composed of people who could not find steady jobs.

Like the middle class, the lower class was increasing in size and importance during the Industrial Revolution. While getting a university degree could help lift a person into the middle class, most lower-class people had almost no chance of education at all.

©P

Servants

A person in the lower class could work as a domestic servant in the households of the middle and upper classes. The demand for servants was high in the Industrial Revolution. An upper-class manor might have 50 or more servants, for both inside and outside work. Most middle-class families would employ at least one servant, perhaps a cook. Typically the wages were low, but food and shelter were included. As well, domestic jobs had some security.

The Poor

Every city in Britain had **slums**, where the poor lived in cramped rooms or apartments. The poorest were those who were sick, disabled, elderly, unable to find work, or otherwise "fallen on hard times." Often whole families lived in a single room and had to share a single outdoor toilet with many other families. The very poor also included many children who were orphans or who had been abandoned.

Liverpool in 1845
population 223 054

63 054
upper class and
middle class

160 000
lower class

60 000
living in
crowded
apartments

40 000
living in
cellars

RIP
Average age at death = **22**
Annual deaths
per 1000 population = **35**
Infant mortality rate
= **1 in 5 (upper class)**
= **1 in 2 (working class)**

2 toilets for
250 people
in Irish section
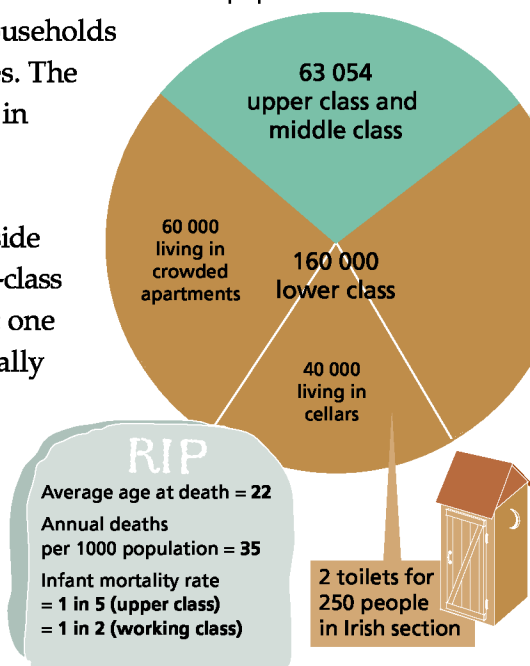
FIGURE 7-24 These statistics provide a snapshot of life in Liverpool in 1845. Liverpool was a thriving port in northwest England. The term *infant mortality* refers to the number of children who die before the age of one. What do these statistics tell you about the population of Liverpool and the lower class in Liverpool? What relationship do you see among housing, sanitation, and infant mortality?

slum an overcrowded district inhabited by very poor people

Women in the Industrial Revolution

The Industrial Revolution changed the way women worked and lived. In the cottage system, everything was done at home, and husbands and wives tended to work cooperatively. Unmarried or elderly women could still find work in the "family business" and support themselves.

As factory work became more common, many women went to cities looking for work. They were typically paid less than men. In the factories and mines, lower-class women shared all the hardships common to the rest of the lower class. They pulled carts loaded with coal and did hard, dirty work in the textile industry. As well, an increasing number were single parents. For women who stayed in the countryside, there were very few options—usually domestic service or work on farms.

Not all women were disadvantaged during the Industrial Revolution. Some were actually better off. For one thing, many women had income of their own for the first time, and this gave them some independence. Middle- and upper-class women usually had the means to live very good lives.

FIGURE 7-25 These women and children are picking hops, which are used to make beer. Work gangs consisting of women and their children were common in Britain in the 18th and 19th centuries. Do you think this is an accurate portrayal of this activity, or an idealized one? Explain your answer.

Changes Within and Beyond Britain

In Britain, as the middle class started to grow in number and income, middle-class people wanted more of a say in public life. This included having the vote and effective representation in parliament. Just as in Canada today, members of parliament in Britain were each elected for one riding. However, the ridings in Britain did not accurately represent population. Cities such as Manchester, with their new power, wealth, and responsibilities, understandably wanted reform.

Outside of Britain, factors such as imperialism, colonialism, and slavery were at work. During the Industrial Revolution the British Empire expanded and increased its wealth. This was partly due to the relationships Britain had with the colonies and the use of slave labour.

Thinking IT THROUGH

Summarize What's Important

1. Use a graphic organizer to show how life changed for women and children during the Industrial Revolution.

Analyze Critically

2. **Significance** Using an example from the Internet, examine how life during the Industrial Revolution is reflected in the arts. This can include paintings, illustrations, songs, or literature.

Synthesize and Evaluate

3. Assume the roles of a worker and of a business owner. Write two letters assessing the impact of the Industrial Revolution on the workers. Make reference to laissez-faire ideas, working conditions, and profit.

4. **Patterns and Change** Write a paragraph to answer the section question: *How did the Industrial Revolution affect British society?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did British society respond to the Industrial Revolution?

During the 1800s, the British government, churches, and other groups began to gather information about society. Often it was in the form of statistics. Numerical data were collected on the number of people living, being born, dying, and working—even on the number of toilets available. This evidence showed that **social reform** was becoming more and more necessary during the Industrial Revolution.

Change and Turmoil

There were times during the Industrial Revolution when workers faced unemployment, higher food costs or shortages, evictions from their homes, famine, and other turmoil. Prices for basic foods rose when the 1815 Corn Laws set new prices for grains. While this had little impact on the meals of the rich, it did have a huge impact on the poor. Understandably, increased prices and unemployment led to conflict and calls for reform.

The Poor Laws

In the 17th century, Britain tried to address poverty with the Poor Laws. However, even when they were revised in 1834, the Poor Laws did not effectively alleviate poverty and unemployment.

The Poor Laws made charity the responsibility of local authorities, but this still left many poor people without relief. Many tried to find places in workhouses, where at least they had shelter and food. However, some workhouses tried only to profit from the people under their care.

Working Toward Reform

Many people were deeply distressed by conditions in factories, mines, slums, and plantations, but any kind of change in working conditions was difficult and slow to achieve. Government inquiries were often fiercely opposed by industrialists. Passing laws that limited hours of work or set minimum wages was not easy. In some cases, it seemed as though social conditions changed for the worse before they got better.

social reform a kind of social movement that aims to make gradual change, or change in certain aspects of society

WENTWORTH STREET, WHITECHAPEL

FIGURE 7-26 This print shows the slums in the Whitechapel district in London during the Industrial Revolution.

J. HANSON,

(Late Kirkham)

CHIMNEY SWEEP,

TOWER-STREET, DUDLEY,

Begs respectfully to inform the Gentry and Inhabitants of Dudley and its Vicinity, that he has commenced the above Profession, and hopes by his unremitting attention, to merit their liberal support.

⁎⁎⁎ Small Boys, and clean Cloths, upon the most reasonable terms.

☞ **BEWARE OF STROLLERS!**

FIGURE 7-27 How does this advertisement for chimney sweeping services give evidence of attitudes toward child workers at the time?

Social Reformers

Throughout the 18th and 19th centuries, social reformers tried to improve life for the lower class. Some social reformers were mainly concerned with helping children, and addressed child labour, education, and housing. Many supported free schooling, which at that time was not available for all children.

With the support of donors, ragged schools offered free lessons and food to needy children. These schools were named "ragged schools" because the students often had ragged clothing.

Irish teacher Thomas Barnardo taught in ragged schools in London. He went on to found the Barnardo Homes, which sent thousands of children to work as servants or farm helpers in Canada and Australia. The idea behind this program was that poor children would have a better chance at life in another country.

EXPLORING SOURCES

Testimony about Child Labour

Government documents are often a good source of information about social conditions and attitudes during certain time periods. The following comes from a government inquiry into the death of a child who worked as a chimney sweep helper.

On Monday morning, 29 March, 1813, a chimney sweeper of the name of Griggs attended to sweep a small chimney in the brewhouse of Messrs Calvert and Co…; he was accompanied by…a lad of about eight years of age, of the name of Thomas Pitt. The fire had been lighted as early as 2 o'clock the same morning, and was burning on the arrival of Griggs and his little boy at eight… [Griggs] had no sooner extinguished the fire than he suffered the lad to go down [the chimney]; and the consequence, as might be expected, was his almost immediate death, in a state, no

doubt, of inexpressible agony….An alarm was given in the brewhouse immediately that he had stuck in the chimney, and a bricklayer who was at work near the spot… made a hole sufficiently large to draw him through. A surgeon attended, but all attempts to restore life were ineffectual. On inspecting the body, various burns appeared; the fleshy part of the legs and a great part of the feet more particularly were injured… the elbows and knees, seemed burnt to the bone…

Thinking IT THROUGH

1. In small groups, make comments about the events described in the testimony. Was this death preventable? How so?

2. What results do you think this inquest would have? Explain your answer.

Workers' Associations

Workers hoped that they would be able to influence their employers by banding together. They tried to use the medieval system of guilds as a model. In the guild system, workers formed associations to look after the interests of their members. However, they were held back by the government, which declared worker associations illegal.

Workers were especially affected by new technology, which might replace workers or reduce the quality of the product. In some cases, workers responded violently to threats to their livelihood. During the Luddite rebellions, groups of people in northern England smashed textile machinery. The Luddites argued that the machines were harmful to everyone because they made inferior products and threatened jobs.

Not all business owners were against making changes to help workers. For example, Welsh factory owner Robert Owen made improvements such as shorter work hours and safer working conditions. Owen argued that humans are products of their environment, so changing the environment can change people. He built schools and renovated worker housing. While doing this, he still made a profit.

Abolition

Many people in Britain enjoyed sugar, molasses, rum, and tobacco. These were all products of the colonies—and of the slave trade. Britain bought and sold people as slaves—as many as 3 259 440 by some estimates—to provide workers on plantations in the American colonies. The idea that "all men are created equal" made some people in Britain question this practice.

Slaves, former slaves, social reformers, workers, politicians, and religious leaders worked together to end slavery. Former slaves such as Olaudah Equiano, Toussaint l'Ouverture, Sojourner Truth, and Harriet Tubman took great risks to lead the abolition movement. In 1787, an English politician named William Wilberforce and leaders of the Quakers religious group started an anti-slavery movement. In 1789, over 700 metal workers in Sheffield, England, signed and sent a petition against slavery to parliament.

In the colonies, Canada made an early start in legislating against the slave trade in 1793. Eventually the British parliament passed the Slave Trade Act in 1807. It made the slave trade illegal throughout the British Empire, but did not free existing slaves.

One technique that abolitionists used to raise awareness was to ask people to stop buying the products made through slave labour. They stated that if one British family stopped using sugar, it could save one African from slavery every 21 months.

> **Did You Know?**
> Today, the term *Luddite* is often used negatively to mean someone who is anti-technology and backward. How could you evaluate technology to determine whether it is harmful or not?

FIGURE 7-28 Olaudah Equiano was born in Nigeria around 1745 and died in 1797. He was a slave in the Americas and moved to England after earning his freedom. He became famous as a writer supporting abolition. This portrait was created around 1790.

Democratic Reform

The growing middle class and the workers of Britain were inspired by ideas of equality and fair representation, which were part of the American and French Revolutions. As well, some business owners hoped to either gain the right to vote or have their vote matter more. Thomas Paine wrote *The Rights of Man* in 1791. He looked at the representation that villages, towns, and cities had in government.

> The county of Yorkshire, which contains near a million souls, sends two county members...; The town of Old Sarum, which contains not three houses, sends two members; and the town of Manchester, which contains upwards of sixty thousand souls, is not admitted to send any. Is there any principle in these things?

Hope for reform in government led to many gatherings, such as the one in Manchester that led to the Peterloo Massacre in 1819. Laws would not change to expand the right to vote until 1832.

Moving to the Colonies

Many people saw little opportunity in the overcrowded and impoverished cities of Britain, and some were literally starving. The colonies seemed to offer an escape.

The Irish Potato Famine

absent landlords people who own land but do not live on it

By the 1840s, most Irish peasants grew and ate potatoes as their main source of food. Many were desperately poor. Wealthy landowners, usually English and often **absent landlords**, grew grain and other cash crops in Ireland for shipment to England and Europe.

In 1845, the entire Irish potato crop rotted in the fields due to disease. Soon millions of people were suffering from starvation because of the loss of their basic food. Thousands of poor Irish families were driven from their land. Many moved overseas to the colonies to escape the famine.

Did You Know?

The English continued to allow grain to be exported from Ireland and sold at high prices, rather than to use it to feed the starving poor in Ireland.

The Clearances in Scotland

In Scotland, thousands of people were displaced by what were called the clearances. The clearances were part of the policy of enclosure. Landlords got rid of their poor tenant farmers so that they could enclose the land and raise sheep.

Typically, the farmers were given a very short time to sell their furniture and livestock before they were forced to leave their lands forever. The vacated farms were often burned to the ground to prevent the tenants from returning. Thousands of Scots had to find new homes and work, and some travelled to the large industrial cities of southern Scotland and England. Others migrated overseas.

The Factory Acts

Eventually, enough people became so disturbed by the extreme effects of the Industrial Revolution that new laws, called Factory Acts, were written. Children were among the first to benefit.

- In 1802, it became illegal to have children work more than 12 hours straight in cotton mills.

- In 1819, it became illegal to hire a child under nine years of age for work in the textile industry. However, there were no inspectors to enforce this law, and it did not apply to children in other industries.

- In 1824, workers' associations became legal, and an early form of **labour unions** was established.

Over time, positive changes such as democratic reform, protective laws, and abolition helped workers in Britain and abroad. Children started going to school, and mass entertainment (such as sporting events) became popular. Cities became more livable, with gas street lights and better sanitation. Before long, many people saw cities as places of opportunity and excitement. The benefits were significant, even if they were not spread equally.

Thinking IT THROUGH

Summarize What's Important

1. Use an organizer to identify and describe the different ways people responded to the Industrial Revolution.

Analyze Critically

2. What implications did the Industrial Revolution have for the movement of people? What effect did the clearances in Scotland and the Irish potato famine have on Canada?

Synthesize and Evaluate

3. How was the Industrial Revolution a catalyst for social reform? List the different reforms and how they attempted to make life better for people in Britain.

4. Write a paragraph to answer the section question: *How did British society respond to the Industrial Revolution?* Set aside your paragraph to help you answer the Chapter Focus Question.

©P

Taking Action Cooperatively

People often need to work cooperatively to bring about change. You may have had an experience where a group did not cooperate and the results were poor. Sometimes this happens because the goal or the plan is not clear. At other times, members need to work on their group skills.

Each member of a group must commit to contributing, listening with respect and with an open mind, taking responsibility, and participating in decision-making.

Agree on a Single Goal

Discuss goals and choose one that will guide your group. The goal should be realistic. For example, "Ending world hunger" is a huge goal. What are examples of other goals related to world hunger that would be achievable for a school group?

Develop Your Strategy and Plan

Discuss your goal and develop a strategy to achieve it.

- List and discuss different ways you could reach your goal.
- Decide on one strategy for the group.
- Once you have chosen a strategy, consider what tasks and steps are involved.
- Decide on responsibilities. Discuss and decide who will do what and when.

Sometimes, developing a plan will show ways in which a strategy needs to be revised. Fine-tune your strategy and plan as needed.

Monitor Your Progress

Meet as a group to make sure you are making progress. For each task and step, check with one another. If any problems are coming up, what can be done to help? How should the plan be fine-tuned?

Complete Your Project

Achieve your goal. Present your research and outline what actions you took.

Reflect and Evaluate

Did you achieve your goals? What went well? What challenges and surprises came up? How well did the group solve problems? What are the skills you need to work on?

Apply IT

1. Your teacher will assign a topic. Get to know your assignment about the Industrial Revolution. What are your instructions, goal, and timeline?

2. Develop a teamwork checklist for your group.

3. Brainstorm about the goal and strategy. Develop and refine your plan to achieve your goal.

4. Assign tasks and roles such as facilitator, mediator, and recorder. Prepare to change roles if necessary, or to share the load. Develop a strategy for completing the project. Decide how the group will make decisions.

5. Complete, refine, and present the results.

6. Evaluate the success of the project.

Looking Back...
The Industrial Revolution

To what extent was the Industrial Revolution revolutionary?

In this chapter you have read about the great changes British society experienced during the Industrial Revolution—from changes in agricultural practices to new technology that changed where people lived and how they worked. However, when people think of a revolution, they often think of protests and violent attempts to overthrow governments. The Industrial Revolution in Britain did not attempt to overthrow the government, but it did change society in significant ways.

1. a) **Patterns and Change** In small groups, generate a list of characteristics that an event, or series of events, needs in order to be considered revolutionary. Note your thinking in a table modelled on the one below.

   b) Using your answers to the section questions and the information in your table, answer the Chapter Focus Question.

Criteria to Be Considered Revolutionary	How Events of the Industrial Revolution Relate to the Criteria	Meets Criteria? Yes / No
1.		
2.		
3.		
4.		
5.		
Conclusion: Was the Industrial Revolution revolutionary?		

Analyze Critically

2. How were colonies valuable to Britain during the Industrial Revolution? Note possible advantages and disadvantages of having colonies or being a colony.

3. To what extent did the Industrial Revolution contribute to the development of democratic concepts? Give specific examples in Britain and globally.

Synthesize and Evaluate

4. Was the Industrial Revolution a positive development in history? With a partner, make a list of questions you would need to answer in order to reach a conclusion. Use these questions to guide your research. Then, in a form other than a paragraph, present your conclusion and specific details to support your thinking.

8

The Napoleonic Era

FIGURE 8-1 *Napoleon Crossing the Alps* (also known as *Napoleon at the St. Bernard Pass*) was painted by Jacques-Louis David between 1801 and 1805. It shows a brave Napoleon leading troops across a mountain pass in spring 1800.

KEY CONCEPTS > nationalism patriotic civil law emperor censorship

Critical Inquiry: Significance, Patterns and Change, Evidence, Perspectives, Cause and Consequence, Judgements

It was a cold December day, but the cathedral was filled to overflowing. Most of the crowd of 20 000 had arrived before seven o'clock that morning. Hours later, the procession of the new Emperor Napoleon, accompanied by thousands of glittering cavalrymen, crossed the Pont Neuf and approached Notre Dame Cathedral.

Artist Jacques-Louis David sketched the scene and the guests as the crowd waited for the coronation. He was commissioned to paint the event on a huge canvas. The emperor, his wife, his family, the pope, nobles, and officers—over 150 people would need to be included.

At last, trumpets announced the arrival of the imperial couple. The crowd still had to wait, however, as Napoleon and Josephine changed into their coronation robes. Suddenly, people shouted "Vive l'Empereur!" Napoleon and Josephine had finally entered the cathedral. David continued sketching as the ceremony went on. At last, Napoleon took the crown from the pope and placed it on his own head. Along with the huge crowd, David cheered the new emperor of France.

Napoleon Bonaparte was a man with ambition, energy, and intelligence. He also came of age during the French Revolution. It was a time of great change and great advantages for a talented soldier like Napoleon. During the Revolution, France had set out on the road to democracy. Under Napoleon, France became an empire and a superpower.

Use these questions to set a purpose for reading each section.

- What factors allowed Napoleon to gain power?

- What impact did Napoleon's imperialism have in Europe and beyond?

- Did the people of France benefit from Napoleon's rule?

- To what extent did Napoleon affect politics and law outside of France?

Reading

Make Connections

Important ceremonies, such as the coronation of a new ruler, are documented so they can be remembered. Jacques-Louis David's painting of Napoleon's coronation is still shown in France. How do we document special ceremonies today? Do these methods give a more accurate depiction of the event than a painting?

What factors allowed Napoleon to gain power?

emperor leader and central authority of an empire, which is a large collection of countries dominated, influenced, or controlled by one country

Only seven years after King Louis XVI of France was overthrown and executed, Napoleon Bonaparte took control of the French government. Just another five years after that, Napoleon crowned himself **emperor**. How could this happen in a country that had recently fought for democracy and equality?

A Changing France

Napoleon Bonaparte came of age at a time when French society was changing very quickly. It was the French Revolution. France was in turmoil and its government was not yet stable. Within just 10 years, France had experienced the fall of the Bastille, the Declaration of the Rights of Man and the Citizen, the execution of Louis XVI and Marie Antoinette, the beginning of the Reign of Terror, and the creation of the National Convention and the Directory.

The old rules and old ways of doing things were gone, and almost every day new groups and individuals struggled for power. Everyone had their own vision of what France's future would be. Outsiders watched the events of the Revolution with horror, fascination, and excitement. To some, the changes going on in France were an inspiration. To others, they seemed dangerous and threatening.

Napoleon's Early Life and Family

Napoleon Bonaparte was born on the Mediterranean island of Corsica in 1769. He was the second son of an aristocratic, but poor, family. His family had been involved in the Corsican independence movement. After the island became a French possession, Napoleon's father was invited to be part of the French government at Versailles.

TIMELINE

1769
Napoleon Bonaparte is born on the island of Corsica

1779
Napoleon begins his military schooling in France

1793
Napoleon defeats royalists in Toulon

1795
Napoleon defends the Directory from royalist rebels

1796
Napoleon begins the Italian campaigns of the Revolutionary Wars

©P

When Napoleon was nine, he was accepted into a military school in France. He was also given a scholarship. The military suited him perfectly, but he disliked his classmates. While at school, Napoleon learned that French society was still divided into the Three Estates. He saw how high rank was awarded to those who had good connections and came from respected families rather than to those who were the best soldiers.

Napoleon's father died in 1785. At 16, Napoleon was now the head of his family. He was responsible for the support of four brothers and three sisters, all of whom had expensive tastes. Napoleon's mother insisted that her sons and daughters support one another at all times. These strong family bonds and responsibilities were two of Napoleon's greatest motivations to succeed.

Napoleon's Military Career Begins

Napoleon graduated from military school and became an artillery officer when he was 16. This was an important job for him—especially because it was one in which he could be promoted based on his skills. Napoleon quickly proved himself.

- In 1793, power struggles within the National Convention led to rebellion in several French cities, including the southern port city of Toulon. The British navy supported the rebels in Toulon, but Napoleon led French troops to recapture the city against great odds.

- In 1795, royalist forces in Paris threatened rebellion against the revolutionary government. Napoleon was called upon to defeat the rebels. Over 1400 royalists died, and the rest fled.
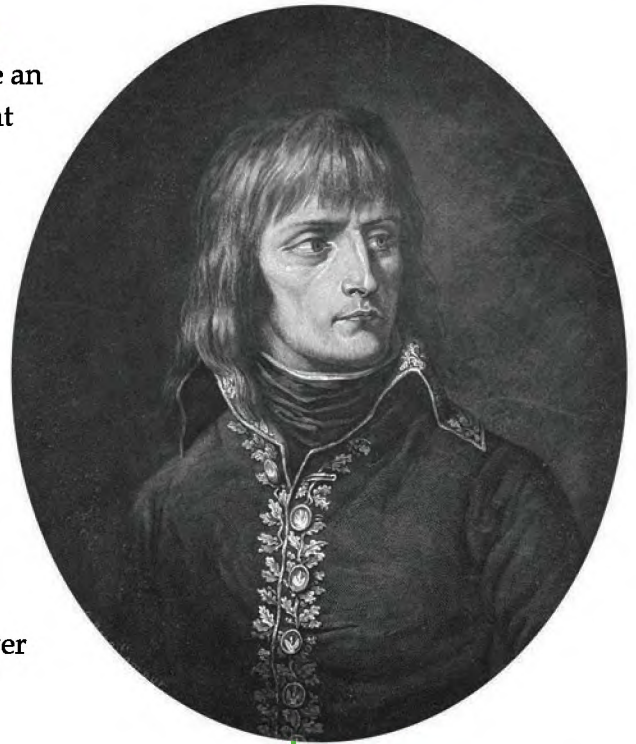
FIGURE 8-2 This 1796 engraving shows Napoleon as a young officer.

1799
Napoleon returns to France to seize power and become First Consul

1804
Napoleon passes the Napoleonic Code and crowns himself emperor
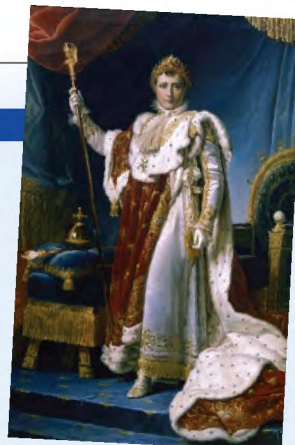
1812
Napoleon launches an attack on Russia, only to retreat months later

1814
Napoleon abdicates and leaves France for exile on the island of Elba

1815
Napoleon loses the Battle of Waterloo and is imprisoned on the island of Saint Helena; he dies there in 1821

©P

The Revolutionary Wars

Napoleon was a follower of Rousseau and supported many ideas of the French Revolution. He was also a careful strategist, and he was ready to take advantage of any opportunity. In a letter to a friend, he said,

> *Revolutions are ideal times for soldiers with a bit of wit and the courage to act.*

France's Revolutionary Wars presented exactly those "ideal times." As you read in Chapter 6, exiled supporters of the French royal family and other aristocrats were stirring up opposition to the French republic. Neighbouring nations did not openly support the French Revolution, because they did not want revolution to spread to their own countries. At the same time, French revolutionaries were inspired to defend their borders and spread their ideas.

The Italian Campaigns

After his successful defeat of the royalists in Paris in 1795, Napoleon was rewarded with the opportunity to lead France's Italian campaigns. At that time, Italy was a collection of separate regional governments, some of which were ruled by the Austrian empire. Many Italian cities had secret Jacobin clubs that worked to spread the ideals of the French Revolution. When Austria went to war with republican France, many Italians were delighted. Napoleon promised freedom to the Italians, drove out the Austrians, and created new, French-controlled republics in Italy.

FIGURE 8-3 Napoleon saw marriage as an opportunity to further his career. In 1795, Napoleon met Josephine, a glamorous aristocrat. She had powerful friends, even though her husband had been executed during the Reign of Terror. Napoleon married her in 1796.

The Italian Campaigns, 1796–1800

Campaigns of 1796–97
Campaign of 1800
Site of key battles of the campaign of 1799

FIGURE 8-4 This map shows the location of Napoleon's victories in Italy. He was nicknamed "the little corporal" because he took an interest in the smallest details of military organization and supply.

The Egyptian Campaign

Napoleon's successes in Italy were outstanding. Next, he asked the French government to allow him to capture Egypt. Napoleon argued that capturing Egypt would cut Britain off from its wealthy colony in India, which supplied much of the cotton used in Britain's textile factories.

By this time the French government was getting worried about Napoleon's growing fame and power. They agreed to his plan, but in part hoped to simply get him out of France and out of the public eye.

In July 1798, Napoleon crushed the once mighty Egyptian army. The city of Cairo quickly surrendered. However, only days later, British admiral Horatio Nelson destroyed the French navy in the Battle of the Nile. Napoleon had failed, but he was still so popular that this defeat did not seem to matter.

FIGURE 8-5 This 1806 painting by Louis Lejeune shows what he believed the Battle of the Pyramids looked like.

Taking Control of the Government

While Napoleon was leading troops to defend French borders and extend French influence, the government in France was a mess. The Directory had replaced the Convention in 1795. The five members of the Directory were split, parliament was unable to make decisions, and corruption was growing. Powers within and outside the Directory thought it was time for a change. One member of the Directory, Emmanuel Sieyès, approached Napoleon with an idea to overthrow the Directory. Napoleon was eager to help.

On November 9, 1799 (18 Brumaire in the Revolutionary Calendar), Napoleon took control. He had the military strength to overthrow the government and replace it with a three-man Consulate. Napoleon himself became First Consul. This gave him the powers of a dictator.

Emperor Napoleon

From 1799 to 1804, Napoleon worked to strengthen his hold on the leadership of France. In 1800, he led an invasion of Austria through the Alps. His success ensured support from both the military and the French public.

Napoleon decided to make himself emperor. He already had the powers of a dictator: he controlled the army, the police, and the media. He presented himself to the French public as the saviour of France, a promoter of its ideals, and a source of stability.

The crowning of Napoleon took place on December 2, 1804. Napoleon staged the most elaborate coronation ceremony imaginable. He also made sure that he controlled how the event was remembered. For example, even though his mother did not attend because of a family dispute, he made sure she was shown in the painting of the coronation.

FIGURE 8-6 In this painting by Jacques-Louis David, Napoleon is shown placing the crown on Josephine's head.

Thinking IT THROUGH

Cause and Consequence

Summarize What's Important

1. Use a graphic organizer to identify and describe the internal, external, political, social, and personal factors that allowed Napoleon to gain power.

Analyze Critically

2. How did Napoleon's military success allow him to gain power in France?

3. Napoleon failed to hold Egypt, but he returned to France more popular than ever. Suggest reasons why his failure did not affect his popularity. Share your thinking with a partner.

Synthesize and Evaluate

4. With a partner, describe Napoleon's early life and military schooling. To what extent do you think the French class system motivated Napoleon to strive for military excellence?

5. Using your answer from question 1, list the factors in order from most important to least important. Now write a short paragraph to answer the section question: *What factors allowed Napoleon to gain power?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

What impact did Napoleon's imperialism have in Europe and beyond?

Napoleon developed a strong military that became the pride of France. His army was well paid, well fed, well trained, and professional. He gave his soldiers fancy uniforms, badges, awards, and traditions. As well, he rewarded skill and bravery with promotions. Napoleon's generals were outstanding soldiers who had been promoted through the ranks—something that could not happen in other European armies, which were commanded by aristocrats.

Napoleon fostered feelings of loyalty and superiority in his soldiers. He ate the same food as they did and looked after their welfare. As an outstanding strategist, he led them to many victories. The army of France—now called the Grande Armée by Napoleon—saw itself as a winner. This feeling of superiority helped the army win even more battles.

FIGURE 8-7 This map shows the extent of the French Empire under Napoleon, states under French administration, and other political divisions in 1807.

patriotic showing pride or love for one's country

Even foreign troops within the army were treated as equals. Many soldiers in the Grande Armée had strong **patriotic** feelings toward France.

Conquering Europe to Create an Empire

Napoleon had gained fame as a military leader and was able to seize power in France because he had that military strength. Once he was emperor, Napoleon knew that he would have to continue fighting to keep his power. His grand goals extended from his early successes in Italy and his less-than-successful but ambitious goals for Egypt. As Napoleon saw it, to rule the world he would have to conquer the rest of continental Europe and defeat Britain.

I wanted to rule the world and in order to do this I needed unlimited power… I wanted to rule the world—who wouldn't have in my place? The world begged me to govern it…

Using a combination of speed and surprise, Napoleon won major battles at Ulm and Jena (now in modern-day Germany). In Austerlitz, which today is in the Czech Republic, he defeated the armies of Austria, Prussia, and Russia and forced their rulers to sign treaties with him.

Victory at Austerlitz: The Battle of the Three Emperors

The Battle of Austerlitz is an example of Napoleon's military skill and use of geography. This battle is also known as the Battle of the Three Emperors because it involved Napoleon, Czar Alexander I of Russia, and Emperor Francis II of the Holy Roman Empire.

Austerlitz was an important town because it guarded the road to the capital city of Austria, Vienna. The area had two major environmental factors: a large hill, called Pratzen Heights, and frequent foggy days. Napoleon would use the land and the weather to his advantage when attacking Austerlitz.

Napoleon placed his best soldiers on Pratzen Heights as bait. He knew this would tempt the Austrian-Russian army to attack, and he was right. When attacked, the French soldiers seemed to retreat down the hill, and the enemy followed—right into a section of swampy land. Napoleon's reinforcements, who had been hidden in the fog, then arrived. At the same time, the "retreating" French troops turned around to fight their enemy. The battle was won because Napoleon had used his knowledge of the land to set a trap and defeat his enemies.

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Reading a Topographic Map

Napoleon used his understanding of geography and maps to plan battles. Today, we can use topographic maps and computer models in the same way.

Examine a Topographic Map

Topographic maps show the hills, valleys, water, and other physical features of an area. Water is shown in blue. The brown lines on a topographic map are contour lines.

Read Contour Lines

All locations on a single contour line have the same elevation (the height above a certain base level). The contour lines on a topographic map show you how high or low the land is and how steep the change in elevation is. Contour lines on a topographic map are farther apart where slopes are gradual and closer together where slopes are steep.

Compare Map to Land

Compare Figure 8-8 with Figure 8-9 to locate the shore, the river, a steep slope, and a gentle slope.

Topographic Map

FIGURE 8-8 Topographic maps show contour lines and the elevation for each contour line. On this topographic map, the contour line marked "20" indicates all locations that are at an elevation of 20 metres above sea level.

Landscape
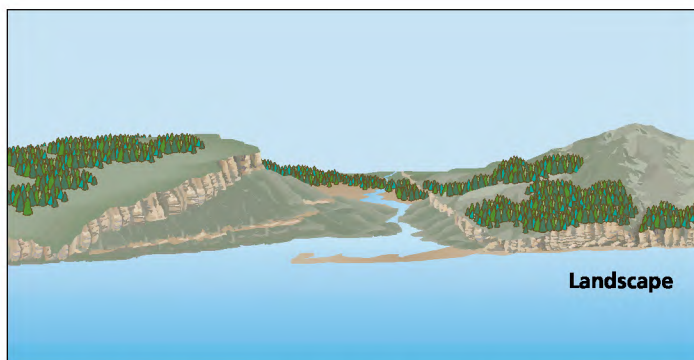
FIGURE 8-9 This computer illustration shows the same land area as the topographic map.

Apply IT

1. On the topographic map, identify the two highest areas. What is the elevation of each?

2. Using the topographic map, identify
   a) where a hill begins to rise sharply
   b) a gradual slope

3. On the map and illustration, locate where you think would be ideal locations for the following:
   a) a lookout, a surprise meeting, a challenging climb, and an easy downhill hike
   b) where Napoleon would have commanders view their troops, and where he might create a trap for the enemy

Napoleon: General and Image Maker

Napoleon was an energetic general and an excellent military strategist. His strategies and leadership skills were so outstanding that they continue to be studied today. But Napoleon also knew that to be a great leader, he needed to look great in the public eye.

THE GRANDE ARMÉE was the key to Napoleon's success. Large and highly motivated, the French army could travel long distances quickly to surprise an enemy. In fact, Napoleon's army could travel twice as fast as any other army in Europe. In this photo, history enthusiasts re-enact the 1806 Battle of Jena in Germany.

AS A YOUNG GENERAL Napoleon slept briefly in the evening and woke before midnight to work for hours on orders and plans for the next day. At the beginning of each day, his officers and soldiers always knew exactly what they were supposed to do.

NAPOLÉON PASSANT LA REVUE DE SA GARDE.

WELL-DISCIPLINED soldiers attacked in columns that were 50 or 60 men wide. The sight of these columns, particularly that of the Guard—all of them very tall and wearing bearskin helmets—terrified opponents. Marching forward into a hail of musket fire could only happen if soldiers were well disciplined. If the column did not break, it stood a good chance of defeating the enemy soldiers. Napoleon would not hesitate to sacrifice his soldiers if it meant victory. Thousands of his soldiers died or were maimed in every major battle.

MEDALS, MEDALLIONS, AND MONEY were used to commemorate Napoleon's military victories. They were clear signs that France was victorious with Napoleon leading the way.

ART was used as propaganda. Napoleon could be painted in historical scenes the way he wished, no matter what had actually occurred. He could be a beloved son, husband, and father, a dashing military officer, or a hard-working politician. This painting shows Napoleon (centre) commanding the French army at the Battle of Jena in 1806. How does this image portray him? Why would that image be important?

The Plumb-pudding in danger – or – State Epicures taking un Petit Souper.
"the great Globe itself and all which it inherit" is too small to satisfy such insatiable appetites.

ADMIRED AND FEARED by both his allies and his enemies, Napoleon's skill and ambition were widely recognized. He was regularly mocked by his enemies in cartoons such as this British caricature from 1805. How might this mockery affect the image Napoleon worked so hard to create?

Allies, Enemies, and Colonies

As an empire builder, Napoleon created both allies and enemies. Allies were independent countries that were considered friends, countries under French administration, and French colonies.

Russia, Prussia, and the Austrian Empire kept their own rulers, but eventually became Napoleon's allies. Members of Napoleon's family were made the monarchs of Italy, Naples, Spain, Sweden, Germany, and the Netherlands. Northern Italy was made into a single state (the Kingdom of Italy), and was controlled by France. Napoleon's ministers reorganized much of Poland into the Grand Duchy of Warsaw.

Britain as the Enemy

Britain was one of Napoleon's greatest enemies. Because Britain and France were both powerful nations with allies and colonies around the world, their conflict affected people worldwide. At one point, Napoleon believed that he could invade England, but he quickly found out that while his army was strong, his navy was weak. After the Battle of Trafalgar in 1805, it was obvious that it would be very difficult, if not impossible, to defeat Britain at sea.

> ### Did You Know?
> In 1803 Napoleon sold the Louisiana Territory to the newly formed United States. The price: cash and cancelled debts totalling about $15 million. The Louisiana Territory was much larger than the present state of Louisiana. In fact, the two million square kilometre area included the land of 15 present-day states and extended across what is now the Canadian border. This money helped France with its debt and economy.

FIGURE 8-10 British Admiral Nelson destroyed the combined French and Spanish fleets at the Battle of Trafalgar in 1805. This painting by British painter J.M.W. Turner shows Nelson's flagship, *Victory*, during the battle. While the victory at Trafalgar ensured Britain's power at sea, Nelson himself was mortally wounded by a French sniper.

©P

The Continental System

Napoleon decided to starve the island nation of Britain into submission. He tried to stop other countries from trading with Britain, and created what became known as the Continental System.

Under this system, the entire continent of Europe was supposed to stop trading with Britain—and with British colonies such as those in North America. However, without control of the seas, Napoleon could never enforce his Continental System. British ships simply smuggled goods into Europe. Meanwhile, European ships were forced to stay in port, which was bad for economies across Europe. So much legal trade was cut off that goods became scarce. In the end, Napoleon's blockade hurt his own empire as much as it did Britain.

At the same time, Britain tried to restrict any international trade with France. While the trade restrictions did not work, they were one factor in the War of 1812, which you will read about in Chapter 9.
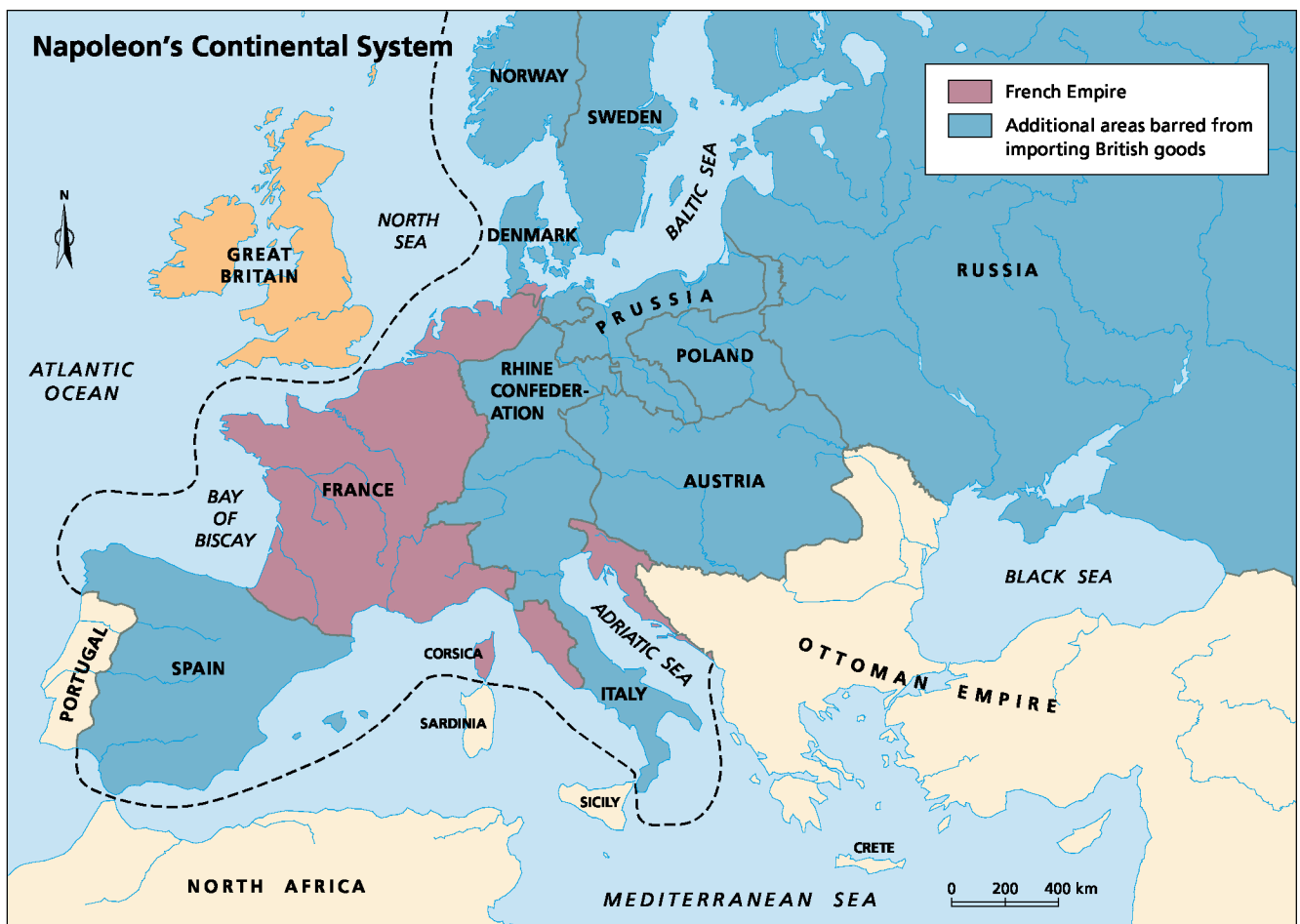
FIGURE 8-11 This map shows how Napoleon's Continental System was designed as a blockade to cut Britain off from trade with continental Europe. Why might this system be hard to enforce?

Spain, Russia, and Waterloo

guerrilla warfare warfare that is loosely organized and uses small groups, surprise raids, and sabotage

logistics the discipline of moving people and supplies during war or a disaster relief effort

scorched earth policy a strategy of burning or destroying the crops and other resources of a land so that the enemy cannot make use of them

Napoleon had been successful for so long in his career that he seemed invincible. However, he did suffer defeats—not just at Trafalgar, but in Spain, in Russia, and at Waterloo. These defeats affected Napoleon's dreams of world domination, but they also had a tremendous impact across Europe.

Spain

Spain had once ruled a mighty empire, but by the early 19th century the country was weak. Spanish rulers had helped Napoleon when his armies attacked Portugal, which had refused to join the Continental System. However, Spain resented being part of Napoleon's loss at Trafalgar, and the country suffered under the Continental System. The alliance began falling apart, and Napoleon soon turned from friend and ally to brutal conqueror.

When Napoleon replaced the Spanish king with his own brother, Joseph, in 1808, the Spanish rebelled. They fought the French using **guerrilla warfare** instead of the traditional battles in which Napoleon excelled. When the British sent troops to help the Spanish, the French found themselves fighting a five-year war that they could not win.

Russia

Russia had become an ally of France, and had agreed to stop trade with Britain. However, the czar of Russia did not trust Napoleon, and changed his mind. Napoleon then declared war against Russia. He knew that fighting on Russian territory would be difficult because of the vast land area and the climate. He believed he could defeat the Russian army if he could draw it into a quick, decisive battle.

In June of 1812, Napoleon assembled 500 000 people, including staff, for the invasion of Russia. It was the largest army in Europe at that time. Supplying food, equipment, ammunition, and shelter for such a huge army would be a challenge, but Napoleon was considered to be a genius at **logistics**.

Napoleon defeated the Russians in bloody battles at Smolensk and at Borodino, but the czar refused to surrender. The Russians retreated and burned food and buildings along their way—what is a called a **scorched earth policy**. Because Napoleon's army was far from their home base, they had planned to live off the land. That made the scorched earth policy of the Russians both effective and deadly.

When Napoleon's army arrived in Moscow on September 14, 1812, the city was deserted. After seeing that the city was on fire, the French realized that their situation was hopeless.

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In October, Napoleon ordered his army to retreat, hoping to return to friendlier territory before the long, cold Russian winter began. However, the retreat from Moscow almost completely destroyed the Grande Armée, which was reduced by some accounts to only 40 000 men. One of Napoleon's generals, Philippe-Paul, comte de Ségur, remembered the retreat this way:

Evidence

[T]hey saw in Napoleon's wake a mob of tattered ghosts draped in women's cloaks, odd pieces of carpet, or great coats burned full of holes, their feet wrapped in all kinds of rags, they were struck with consternation. They stared in horror as those skeletons of soldiers went by, their gaunt, gray faces covered with disfiguring beards, without weapons, shameless, marching out of step, with lowered heads, in absolute silence, like a gang of convicts.

FIGURE 8-12 This painting, showing the retreat of the Grande Armée from Russia, was painted by Johann Adam Klein. Napoleon eventually abandoned his army in Russia and returned to Paris. The retreating soldiers, starving and freezing in the deadly winter, ate dead horses and left their wounded comrades to die. Why do you think the soldiers would not simply surrender to the Russians?

Napoleon's defeat in Russia was a huge setback, but he kept trying to expand his empire. He recruited new soldiers and continued to fight against the allied forces of Russia, Britain, Austria, Sweden, Portugal, and Spain. However, a loss in Leipzig doomed him. When Paris was captured by his enemies in 1814, Napoleon's own soldiers refused to march on the city. Without the backing of the military, Napoleon was powerless. He abdicated, and was exiled to the small island of Elba, near Italy.

Waterloo

Napoleon's exile on Elba lasted only 10 months. He returned to France with 1000 soldiers and began to rebuild his forces. During his new rule, which lasted about 100 days, Napoleon failed to make peace with Britain. He then fought the decisive Battle of Waterloo.

Napoleon had planned to defeat the armies of Britain and Prussia before they could combine forces, but he was too late. At Waterloo, a total of 150 000 soldiers fought for an entire day. Almost 50 000 soldiers were killed or wounded, and Napoleon was defeated once and for all.

Napoleon was captured and taken to the British colonial prison on Saint Helena, an island in the south Atlantic. He died there in 1821.

FIGURE 8-13 The Battle of Waterloo was fought in what is now Belgium. Troops led by the British Duke of Wellington fought very well and did not retreat. At one point, 12 000 French cavalrymen charged the British lines, only to be thrown back by musket fire from British formations. This painting by Henri Philippoteaux shows that final charge.

Thinking IT THROUGH

Make Connections

1. Think of a time when you were motivated by someone else to do something. What did they do to motivate you? How was that similar to or different from the ways Napoleon motivated his soldiers?

Ask Meaningful Questions

2. Prepare a report outlining the advantages and disadvantages of disrupting Britain's trade with Europe. Write three or four questions that you need answers to in order to write your report.

Synthesize and Evaluate

3. With a partner, list the criteria needed to be an effective military leader. Organize the criteria under headings you choose. Then use the criteria to explain why Napoleon was such an effective leader. Share your thinking with another pair.

4. Write a paragraph to answer the section question: *What impact did Napoleon's imperialism have in Europe and beyond?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

Did the people of France benefit from Napoleon's rule?

The French were proud of their country and of their accomplishments after the French Revolution. They had thrown out an absolute monarch and written the Declaration of the Rights of Man and the Citizen. They had defended their borders and even extended their influence. However, by December 1804, France was again under the rule of one man—the emperor Napoleon.

Life under Napoleon was, in many ways, better than life under Louis XVI. Napoleon abolished the inherited privileges of aristocrats. He made peace between the state and the Catholic Church, and he encouraged religious tolerance. He also kept food prices low. Daily life probably felt more stable and secure for people who had lived through the violent events of the Revolution. However, the people did not have full representation in the government, and the economy continued to suffer.

Ruling as First Consul and Emperor

Napoleon manipulated the democratic process. He wanted the appearance of legitimacy and democracy. He often used **plebiscites**, which seemed democratic. However, Napoleon doctored the results to get what he wanted. He could then claim that he acted with the support of the people of France.

For example, when Napoleon made himself First Consul for life, a national plebiscite administered by his brother Lucien gave him almost 100 percent support. It helped that Lucien had rejected almost all of the negative votes.

Administration and the Economy

Napoleon centralized the French government, making it easier to administer and to collect taxes. Taxes were very important because France was suffering from the costs of war. The economy was also weak, and French industry was far behind that of Britain.

Napoleon tried to protect the French economy by placing high tariffs on imported goods. As well, Napoleon founded the Bank of France. The new currency, not surprisingly, included a gold coin called the *napoleon*.

Reading ⚓

Set a Purpose
While reading, make note of the reforms Napoleon made in France. Think about how those reforms affected the people of France.

plebiscite also called a referendum; a vote in which a populace is asked to either accept or reject a particular proposal, such as a new constitution or other legislation

Did You Know?
Napoleon and Josephine did not have any children. Wanting a son to follow in his footsteps, Napoleon decided to end his 13-year marriage to Josephine so that he could marry again. After a search for likely candidates, he married an Austrian princess, Marie-Louise, the niece of Marie Antoinette. Their son was born a year later. Was this the beginning of another French ruling dynasty?

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Awards, Arts, and Entertainment

Napoleon thought that people were easily distracted by "baubles" such as titles, awards, and entertainments. He established the Legion of Honour, which replaced the old French orders of chivalry and allowed Napoleon to honour soldiers and citizens.

Napoleon filled French museums with art and treasures, often stolen from conquered countries. In Italy, French soldiers stole everything they could—paintings, jewellery, even valuables from ancient tombs. Napoleon used part of this treasure to pay his army, and shipped thousands of valuable pieces of art to France for his personal use.

Public Works

Napoleon initiated a program of public works that employed many people. France built new harbours and canals, and improved some roads. New roads were built to allow quick movement of the Grande Armée. La Grande Cornice road, for example, was built along the Mediterranean coast. Other works such as the Arc de Triomphe still stand today.

FIGURE 8-14 This painting by Auguste Couder shows Napoleon visiting the Louvre Museum.

Education

After Napoleon became First Consul, he reformed the educational system in France. This system included primary schools, secondary schools, and technical schools. Scholarships were established for deserving students. It was now against the law for parents to refuse to send their children to school.

Napoleon's educational reforms were the first step toward public education, one of the goals of the Enlightenment. The reforms also supported what Napoleon himself had experienced—that opportunity, talent, and hard work could help a student achieve great things.

Legal Reforms

One of Napoleon's first tasks was to bring together all the legal reforms introduced during the French Revolution and harmonize them with other existing French laws. Before Napoleon intervened, French law was complicated and old fashioned. Changes had been made during the Revolution, but there was still no unified code.

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When Napoleon became First Consul, he ordered his officials to completely reorganize **civil law** in France. Napoleon did not write the laws, but he made sure that they reflected the kind of society he wanted. This new civil code, also called the Napoleonic Code, was one of Napoleon's greatest achievements. It guaranteed the right of equality under the law, the right to hold property, freedom of religion, and freedom to pursue work of one's choice. The Napoleonic Code continues to influence law around the world. However, the new code did not apply to everyone.

civil law the law that relates to a person's rights and liberties (as opposed to criminal law)

censorship the act of preventing certain material (including text, pictures, television, and movies) from reaching the public

EXPLORING SOURCES

Equal or Not Equal?

The Napoleonic Code generally made France a fairer, more equal country. However, the code was also influenced by Napoleon's personal views.

Napoleon approved of ancient Roman law, which gave men full authority over women. Under Napoleon, women in France lost some of the rights that they had gained during the Revolution. For example, a married woman required the permission of her husband to buy a house.

The husband must possess the absolute power and right to say to his wife: "Madam, you shall not go out, you shall not go to the theatre, you shall not receive [a visit] from such and such a person; for the children you bear shall be mine."

Napoleon

Censorship

Napoleon exerted control over the education system, the media, and the legal system in order to promote what he saw as important and worthy. Napoleon's secret police force could arrest and detain anyone for almost any reason.

Newspapers were told what they could print and what they could not. No one could criticize the emperor. This type of control is known as **censorship**. Even schoolchildren had to memorize lessons about Napoleon's greatness.

FIGURE 8-15 Napoleon owned two small newspapers that reported on his military successes during the Italian campaigns. These papers told people back home in France what the soldiers were doing. They also made sure that Napoleon was seen as the person behind every success.

I Order You to Have Fun

After Napoleon crowned himself emperor in 1804, he tried to hold court in the tradition of pre-revolutionary France. However, Napoleon did not have a sociable personality. His attempts at reinstating court life often had hilarious results.

Thinking IT THROUGH

Analyze Critically

1. Choose a word or phrase from this excerpt that characterizes the author's opinion of Napoleon. Share your thinking with a partner. How does this view differ from what you have read about Napoleon to this point? Give some reasons for these differences.

2. Someone who witnessed this event wrote this excerpt. Bearing that in mind, how reliable is this source? Make a list of things that could affect the reliability of the source. Why is information about the author of a primary source important when assessing reliability?

With the new Empire came a proper Court…the etiquette of the old monarchy was revived; chamberlains [an official to the court of the ruler], ladies-in-waiting, and other court positions were created anew… Balls, suppers, and other court entertainments were revived. Unfortunately, neither the Emperor nor his courtiers quite knew how to go about it all, so the ceremonies were stiff, and the atmosphere was one of often paralyzing dullness.

Napoleon himself was no help. He was given to walking up and down two lines of his courtiers, stopping to tell the women that they looked old, or overdressed, or underdressed, blaming the men for shortcomings and occasionally flying into a rage…with the Emperor's eagle eye watching it all, no one could relax—in exasperation, he accused his court of being morose, adding, "I order you to have fun."

from the memoirs of the Duchesse d'Abrantes

Thinking IT THROUGH

Analyze Critically

1. Suggest some reasons why Napoleon's manipulation of the democratic process did *not* lead to another revolution in France. How did Napoleon ensure public support? How effective was he in keeping the support of the people of France? Support your thinking with specific details.

Synthesize and Evaluate

2. a) List the domestic reforms Napoleon made that affected the people of France.

b) Categorize each reform under the following headings: Political, Social, Economic, and Legal.

c) For each reform, decide if it had a generally positive or negative affect on the people of France.

d) Share your thinking with a partner. Make note of any changes in your thinking.

e) Answer the section question: *Did the people of France benefit from Napoleon's rule?* Set aside your answer to help you answer the Chapter Focus Question at the end of the chapter.

©P

To what extent did Napoleon affect politics and law outside of France?

As you read in Chapter 6, the French Revolution promoted ideals such as freedom, equality under the law, and representative government. Although Napoleon liked some of the goals of the Revolution, he hated what he saw as the chaos of democracy. He was more interested in becoming an emperor than a leader among equals. How do the following quotations show his attitude toward the principles of freedom and democracy?

As an emperor, Napoleon sought to extend his values and ideas beyond France—into other nations and into French colonies.

The Influence of the Civil Code

The Napoleonic Code was adopted by other countries under French rule at that time, and became the base for private law in countries such as Italy, Poland, Belgium, Spain, and Portugal. The country of Romania adopted the Napoleonic Code as late as 1864, and it is still in use today.

The French colony of New France, in what is now Québec, followed French laws. As you saw in Chapter 1, these laws included feudal laws and the seigneurial system. After the colony was taken over by the British in 1763, the British parliament passed the Quebec Act. It allowed the French colonists to retain French civil laws, but also introduced British criminal laws. In 1866, the Civil Code of Lower Canada was revised to include the Napoleonic Code. This means that the traditions of the Napoleonic Code live on in Canada today.

Canada's Legal Systems

Canada is one of few countries in the world that it combines two different legal systems. Many of Canada's laws are based on English common law, while some laws in Québec are based on French civil law. However, the difference between English common law and French civil law in Canada is more than a matter of languages.

Laws are sometimes described as being public or private. Public laws (including criminal law) are concerned with harm to society at large. Other laws address the private lives of people, and this private area of law is often called *civil law*. Civil law covers such areas as marriage, adoption, possessions, wills, and sales.

As you read the following, look for the differences between English common law and French civil law.

British Common Law

In England, the common law tradition goes back to 1066. In this tradition, a judge makes a decision, which then becomes a precedent. Judges in later, similar cases use these precedents to guide their decisions. Judges can also use precedents to interpret statutory laws (a written law set down by a legislature). However, statutes can overrule precedents.

French Civil Law

In contrast, French civil law comes from the tradition of Roman law, and is a systematic, written "code" of law. French civil law has a statement of rules, principles, and concepts to deal with disputes. In this case, a judge looks first to the Code and then refers to previous decisions. In New France, French law was based on the laws in use in the region of Paris. One key distinction then was that the accused was presumed guilty and would have to prove innocence.

In Canada

Laws from the two traditions of English common law and French civil law differ in many ways. Canada has worked hard to translate not only the languages of the laws but also the concepts behind them.

One result of our complex legal traditions is that many Canadian lawyers, judges, and scholars have valuable experience in applying different legal traditions.

Thinking IT THROUGH

1. What is the difference between public law and civil law? Give an example of each.

2. What is meant by the term *statutory law*? How is this different from a precedent? Describe the difference between how each becomes a law.

3. How is Canada's legal system a reflection of its past?

Slavery

One of France's most important colonies was Haiti, where huge plantations grew sugar, coffee, cocoa, and cotton. By 1775, France was importing half of all the goods coming to Europe from the West Indies. Sugar from Haiti was highly desirable in Europe, and importing sugar made the fortunes of many important French families.

©P

Like other European countries, France participated in the slave trade. Approximately 500 000 African men and women were forced to work on Haitian plantations. Most died within 10 years from the hardships of plantation life.

Many slaves hoped that the French Declaration of the Rights of Man and the Citizen would ensure everyone's equality. Leaders within slave communities thought that France would outlaw slavery, and Napoleon led them to believe that he supported this idea.

Haiti's Slave Revolt and Napoleon's Betrayal

Britain had invaded Haiti in 1793. When Napoleon came to power, he planned to expel the British and regain the French colony. He promised slaves and former slaves in Haiti that he would help them if they supported the French.

Haitian leader Toussaint l'Ouverture led a slave revolt, capturing several towns from the British and forcing the British to withdraw by 1798. By 1801, l'Ouverture had conquered the whole island of Haiti, declaring it an independent country with its own government and constitution. Haiti, a former colony of slaves, was now a country of free men and women.

However, Napoleon considered Haiti and slave labour too valuable to lose. He sent an expedition of 70 warships and 25 000 men to retake the island. He then passed laws in France that supported slavery.

The End of the Empire

After his defeat at waterloo, Napoleon was finished. His schemes to conquer Europe had failed, but his effect on European affairs had been great. To students of history and politics, Napoleon provides many lessons. He is an example of what a highly motivated, unscrupulous, and brilliant individual can do if the circumstances are right. He also unleashed new forces, such as nationalism, that would drive history throughout the 19th and 20th centuries.

The Congress of Vienna

At the Congress of Vienna, which was held from September 1814 to June 1815, rulers met to decide the fate of France and its empire.

For the European rulers, their first action was to establish leadership in France. Although many rulers disliked the exiled Bourbon family and Louis XVIII in particular, they agreed to Louis XVIII returning as France's king. They also supported him with troops.
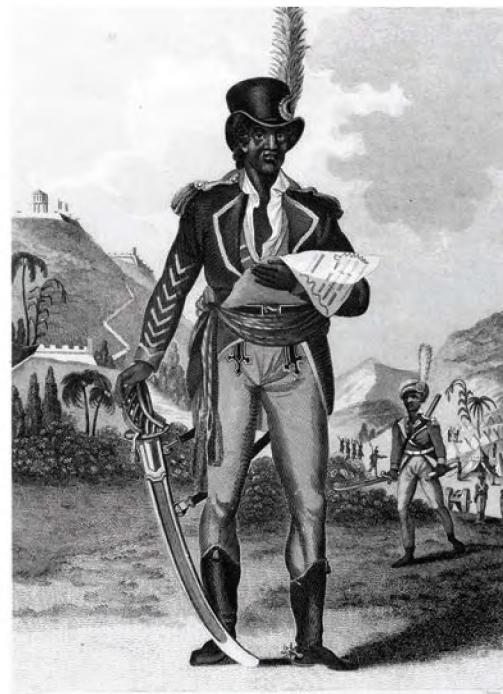
FIGURE 8-16 Toussaint l'Ouverture was tricked into returning to France and imprisoned in the dungeon of Fort-de-Joux, where he died a year later.

As for breaking up Napoleon's empire, the rulers generally returned countries and powers to the way they had been before Napoleon and even before the Revolution. They also tried to create a balance of power in hopes of preventing more wars.

- France was allowed to retain its pre-Napoleonic borders.

- Britain took over many of France's overseas colonies.

- Belgium and Holland were made into one new kingdom.

- Much of Italy was given back to Austria.

The Rise of Nationalism

Napoleon tried to use **nationalism** for his own benefit. It was a relatively new concept during his era. In the Middle Ages, for example, Europeans did not have nationalistic feelings. Instead, they identified with their church, their village, or their social class. However, when nationalism emerged, it was an unstoppable force. It operates or has operated in all parts of the world.

Napoleon used these feelings to help him defeat other empires in Europe, such as the Austrian Empire. By promising to help people who shared language and culture create new nations, he worked to destroy the Austrian Empire from within.

Nationalism: Positive or Negative?

In some ways, nationalism can be a positive force. It gives people a sense of place, and a sense of common heritage. National pride can give a people a strong sense of identity and the strength to resist an invader. However, powerful feelings of nationalism can also bring about wars, such as the First and Second World Wars.

German philosopher Johann Fichte was influenced by the French Revolution and initially welcomed Napoleon. However, in the following speech made in 1806 in Berlin, Fichte argued that a country cannot be a nation if it is under the control of an empire. Fichte took a great risk making this speech, because Berlin was occupied by the French at the time.

Those who speak the same language are joined to each other by a multitude of invisible bonds by nature herself…they understand each other…they belong together and are by nature one and an inseparable whole… [It] is not because men dwell between certain mountains and rivers that they are a people, but, on the contrary, men dwell together—and, if their luck has so arranged it, are protected by rivers and mountains—because they were a people already by a law of nature which is much higher.

Independence Movements

After the Second World War, nationalism played a role in fostering independence movements among colonies. As a result, many new independent nations were created after 1945. One example is Tunisia, which was under French colonial rule for over a century, until 1956. After that, Tunisia became independent and Tunisian leaders ruled their own country. In 2011, Tunisians overthrew the president who had ruled autocratically for years. Many other countries have histories of shifting powers, colonialism, imperialism, nationalism, conflict, and revolution.

FIGURE 8-17 Tunisian nationalism led to its independence in 1956. This photo was taken on March 20, 2012, during a national celebration of Tunisian independence.

EXPLORING SOURCES

Turning the Tide on Napoleon

Using feelings of nationalism was an advantage for Napoleon at first. However, these strong feelings could also be turned against him. The people of Spain rebelled when Napoleon placed his brother Joseph on the Spanish throne. The Spanish were energized by feelings of nationalism—they wanted their country to be their own.

FIGURE 8-18 This painting is by Spanish artist Francisco Goya. It shows Spanish rebels being executed by the French after an uprising in the city of Madrid in 1808. What details indicate how the artist views the French and the Spanish subjects?

FIGURE 8-19 When the French attacked the Spanish city of Saragossa in 1809, a 22-year-old woman named Augustina was one of the fighters who resisted the French invaders. When she saw that gunners on the city wall had been killed, she leaped over the bodies and began firing a cannon by herself. Augustina became known as the "Maid of Saragossa."

Thinking IT THROUGH

1. These images depict two events in the resistance of Spain against the French. How do these images show feelings of nationalism on the part of the Spanish? Write a descriptive paragraph about each painting to support your theories.

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Historians Evaluate Napoleon

Historians seldom agree on Napoleon's importance in history. The quotations shown here are written by historians, rather than witnesses to the events, and are secondary sources.

British author H.G. Wells is best known for his science fiction. His book *The Outline of History*, from which this excerpt is taken, was completed in 1919. Like others of his time, he was shocked by the destruction of the First World War and the 1918 influenza epidemic, which killed millions. He wrote the following about Napoleon:

And now we come to one of the most illuminating figures in modern history, the figure of an adventurer and a wrecker… Against this background of confusion and stress and hope…appears this dark little archaic personage, hard, compact, capable, unscrupulous, imitative, and neatly vulgar…

He was of little significance to the broad onward movement of human affairs…a thing like the bacterium of some pestilence. Even regarded as a pestilence, he was not of supreme rank; he killed far fewer people than the influenza epidemic of 1918…

John McManners, a British clergyman and historian, commented on Napoleon's achievements in 1966. This excerpt is from *Lectures on European History 1789–1914: Men, Machines and Freedom.*

Though the Emperor lacked vision or ideals (about the future), his genius, working by way of his ambitions, was responsible for scattering abroad in Europe the ideas of the French Revolution and, at home, for (building) the (laws) and (government) of France. The Council of State, the Code, the Legion of Honour, the Bank of France, the Université, the whole prefectural and mayorial system of local government, and the restoration of the established Church were his work… At his fall, he left behind a country in which careers were open to talent.

Thinking IT THROUGH

1. Create a T-chart with Wells and McManners as headings. Write down the words or phrases they use to discuss Napoleon's significance.

2. How does their choice of words give you an indication of their opinion of Napoleon?

Thinking IT THROUGH

Summarize What's Important

1. What impact did Napoleon's defeat at Waterloo have on the political boundaries of Europe and beyond?

Synthesize and Evaluate

2. Has nationalism had a positive or negative effect in history? Explain.

3. Answer the section question: *To what extent did Napoleon affect politics and law outside of France?* Use your response to this question to help you answer the Chapter Focus Question.

Looking Back...
The Napoleonic Era

What is the legacy of the Napoleonic era?

Napoleon is one the most famous figures in history. Even before reading this chapter, you may have already had a picture of Napoleon in your head. Napoleon was a remarkable person, but he was also a product of historical forces. Ultimately he was defeated, and spent his last years in exile. Nevertheless, his legacy survives in many modern institutions and ideas of democracy. Does he deserve to be as famous as he is?

1. Use the key ideas from the section questions to complete the following activities. Use a chart like the one shown here to organize your thinking.
   a) With your class, decide on a definition of legacy. Using that definition, make a list of modern institutions and ideas that are rooted in the Napoleonic era.
   b) Make a comment about Napoleon's contribution to each item on your list. Did he have a direct role in the product?
   c) Evaluate how significant Napoleon's role was in each of these products, and then answer the Chapter Focus Question.
   d) Does Napoleon deserve to be so famous? Justify your thinking with your answer to the Chapter Focus Question.

A legacy is...		
What we have today that is rooted in the Napoleonic era	How this legacy came to be	Napoleon's contribution to this legacy
1.	1.	1.
2.	2.	2.
3.	3.	3.
The legacy of the Napoleonic era was: Napoleon's contribution:		
Does Napoleon deserve his fame? Yes, because… No, because…		

Ask Meaningful Questions

2. Look for the connections between the Canadian Charter of Rights and Freedoms, the Bill of Rights, the Declaration of the Rights of Man and the Citizen, and the Napoleonic Code. With a partner, generate a list of questions you would need to answer to complete this task.

Build an Argument

3. In the past, historians used Napoleon to support the "Great Man Theory" of history. This refers to the belief that important individuals "create history." Build an argument in favour of or against the Great Man Theory. Did Napoleon "create" history or was he only a product of his time? Use Napoleon's accomplishments and failures to support your thinking.

Analyze Critically

4. Make a distinction between nationalism and patriotism.

9

Canada and the War of 1812

FIGURE 9-1 This painting presents settler Laura Secord giving information to British commander Lieutenant FitzGibbon about American plans for attack in 1813. Secord walked 30 kilometres to deliver her message. How do the details in the painting add to the tension of the moment?

CRITICAL INQUIRY

Significance
Patterns and Change
Judgements
Evidence
Cause and Consequence
Perspectives

I t is early morning on June 23, 1813. Laura Secord quietly slips away from her home in Queenston. Her husband, badly wounded in the Battle of Queenston Heights the year before, must stay behind with their six children.

The night before, Secord had overheard the American soldiers staying in her home planning their next move—an attack on the British troops camped at Beaver Dams. She might be forced to give them food and lodging, but she will not let them overrun her colony! She has to warn the English troops. Secord isn't sure where Lieutenant James FitzGibbon and his forces are exactly, but if she doesn't find them the Americans will kill them all.

Secord cautiously stays in the dense forests and swamps. She walks for hours, alert to every sound around her. She hears noises! Americans? Canadian militia? No, a camp of First Nations allies of the British! Two warriors take Secord to FitzGibbon. Exhausted, she tells her story. FitzGibbon quickly gathers his men, and they prepare for battle.

What was the War of 1812? Why does it matter to Canada today? During the War of 1812, the borders between the United States and the Canadian colonies and how people would be governed were at stake. The impact was felt as far away as New Orleans and the Pacific coast, even though the battles took place mainly in Upper Canada. This chapter will examine Upper Canada from 1792 to 1815, and the events and people involved in the War of 1812.

Use these questions to set a purpose for reading each section.

- What was life like in Upper Canada before 1812?

- What factors contributed to the War of 1812?

- What were key events and people in the War of 1812?

- What were key outcomes of the War of 1812 for Canada?

Reading ⚓

Imagine your home and way of life were being threatened by an invading army. What would you do to ensure your safety and preserve your way of life?

What was life like in Upper Canada before 1812?

Some people consider the War of 1812 an avoidable and useless conflict between neighbours, with lives lost but nothing gained on either side. Others consider it a sideshow, something overshadowed by more important wars being fought between Britain and Napoleon around the same time. The War of 1812 can also be considered a kind of civil war that, for the United States, became a second American Revolution, and, for Canadians, became a fight for survival.

To understand more about the significance of the War of 1812, we must first look at what life was like in the small colony of Upper Canada.

A Very British Colony

grassroots made up of ordinary people

The Constitutional Act of 1791 had divided the former French colony of Québec into two new colonies, Upper Canada and Lower Canada. Britain now controlled colonies in the Maritimes, Upper and Lower Canada, and Rupert's Land. There were also disputed lands to the west.

Compared with the United States, the colony of Upper Canada was small. Now the home of British loyalists who had fled the United States during the American Revolution, Upper Canada was also becoming a mirror of British society.

Governor John Graves Simcoe

Today it might seem odd that the British would try to recreate Britain in Canada. However, this replica of British society is exactly what the first British governor of Upper Canada, John Graves Simcoe, planned to deliver. An aristocrat, Simcoe believed that the upper class could (and should) provide government, military, and religious leadership to the lower classes. Neither Simcoe, nor anyone in London, believed that the general population of Upper Canada had the ability to govern itself.

TIMELINE

1792
John Graves Simcoe arrives in Upper Canada and offers land grants

1793
The Abolition Act and a Militia Act are signed in Upper Canada

1807
British Orders in Council allow the Royal Navy to stop and seize American ships; the United States imposes an embargo on Britain

1808
The Militia Act of 1808 combines previous laws and updates them to apply to most men aged 16 to 60

1811
Battle of Tippecanoe

Laws and Government

British influence was everywhere in Upper Canada. The Anglican Church (Church of England) had special privileges, just as it did in England. British common law was the law of the land, and was generally fair and well organized.

The British also controlled the colonial government. Democratic concepts were limited, because the British government hoped to avoid any revolutionary activities. The British government believed that the American colonies had been allowed to develop too much freedom prior to the American Revolution. The colonial assemblies in the Thirteen Colonies had encouraged **grassroots** democratic institutions such as town meetings, where all landowners could express their views. This was not going to happen in Upper Canada.

Under the Constitutional Act of 1791, an elected Legislative Assembly was created for Upper Canada, but it had very little actual power. This Assembly was counterbalanced by a Legislative Council, which was personally appointed by the Lieutenant Governor. The Lieutenant Governor also appointed an Executive Council, which was involved in the day-to-day running of the colony. Some local leaders were also required. This meant that a few people made decisions for the rest of the population of Upper Canada. This was very like the distribution of power in Britain.

FIGURE 9-2 John Graves Simcoe arrived in Upper Canada in 1792 and served as its Lieutenant Governor from the capital of York (now called Toronto). His wife, Elizabeth Simcoe, kept a diary and painted, creating a record of life in early Upper Canada.

Did You Know?

To the British government and to Simcoe, the idea of a society without an upper class ruling the lower classes was unacceptable. It would be too much like the republicanism of the United States.

June 1812
The United States declares war on Britain and thus on British North America

August 1812
Isaac Brock and Tecumseh defeat William Hull at the Battle of Detroit; later, in October, Brock dies at the Battle of Queenston Heights

October 1813
Tecumseh dies at the Battle of the Thames

August–September 1814
The British capture Washington, D.C., but are defeated in Baltimore

January 1815
The Americans win the Battle of New Orleans—after the Treaty of Ghent was settled in December 1814

The People of Upper Canada

The population of Upper Canada on the eve of the War of 1812 was fairly small, especially in comparison to that of the United States. By the early 1800s, residents of European origin in Upper Canada numbered around 77 000. The estimated number of settlers in all British colonies in North America at that time was around 425 000. In contrast, the American population was around 6 million.

Attracting Immigrants

When Simcoe arrived in Upper Canada, he wanted to both increase the settler population and establish an aristocracy. The problem was that emigration from Britain was very low during the late 18th and early 19th centuries, and wealthy newcomers were scarce. This was partially because of the wars with Napoleon. Despite Simcoe's offer of land grants in 1792, few people could or would emigrate while these wars were under way. For the British aristocracy, Upper Canada simply seemed too wild and undeveloped. There was little interest in "roughing it in the bush."

This meant that much of the pre-war immigration to Upper Canada was from the United States. By this time, there was little good land available in the settled parts of the eastern United States, especially in New England. One alternative was the Ohio Valley, but there were ongoing conflicts between First Nations and American settlers in that area. When Upper Canada offered land grants to prospective settlers, many Americans decided to move north. Requirements for the land grant, including an oath of allegiance to the British Crown and possible militia service, were seen by many as mere formalities.

American settlers in Upper Canada were generally very pleased with the abundance of land available in the British colony.

FIGURE 9-3 This painting shows Upper Canada in the early 19th century, after about 10 years of work to clear the land.

> *Perhaps this is one of the finest countries in the world for a farmer that will be industrious…you would be astonished to see the people from all parts of the States, by land and water, 250 wagons at a time, with their families on the road, something like an army on the move; the goodness of the land is beyond all description…*
>
> **Thomas Merritt, writing to his brother, 1800**

A Safe Haven

In 1793, Simcoe insisted that the legislature pass a law against slavery, which made Upper Canada the first British colony to do so. Upper Canada's Abolition Act of 1793 did not end slavery entirely in the colony, but it was a significant beginning. There were about 300 slaves in the colony and several legislators were slave owners, so the law allowed some slave-holding to continue. It did free slaves over age 25, and made it illegal to bring slaves into the colony. Upper Canada became a destination for American slaves seeking freedom.

The Loyalists

To some extent, the British government laid the foundation for Upper Canada's upper class in the way it treated Loyalists following the American Revolution. In 1783, all Loyalists in Upper Canada who had served as officers for Britain were offered half pay. Loyalists who had lost property during the American Revolution could also seek compensation in a one-time payment.

By 1800, the members of both councils in the colonial government came from powerful and wealthy Loyalist families. However, much to the surprise of British officials, including Simcoe, these Loyalists demanded certain things that seemed more American than British—such as the power to elect local officials. While Simcoe reluctantly allowed these elections, he denied the right to hold town meetings.

As well, both Loyalist settlers and more recent settlers from the United States continued to have strong American ties. They had family, friendship, and business connections with Americans—more so than with other British colonies.

FIGURE 9-4 Each year, American Loyalist officers were paid half of what their officer salary had been. This continued to be paid to their widows. Combined with financial compensation for property loss, this could make a man quite wealthy compared with others in the colony.

+ $1000 extra one-time pay for losses (about $14 300 in 2012)

$350 per year (about $5000 in 2012)

$100 per year (about $1430 in 2012)

Income

Former Loyalist Officer or His Widow

Average Labourer

Life in the British Colony

Simcoe's land grants allowed 81 hectares to those who took an oath of allegiance and agreed to serve in the militia. The proclamation also listed other requirements:

That every petitioner for lands make it appear, that he or she is in a condition to cultivate and improve the same, and shall, besides taking the usual oaths, subscribe a declaration...: "I...do promise and declare that I will maintain and defend to the utmost of my power the authority of the king in his parliament as the supreme legislature of this Province."

New settlers were supplied with tools, seeds, and other provisions. Within each township, one-seventh of the land was set aside for the Anglican Church, and one-seventh of the land was set aside for the Crown.

Life on the frontier in Upper Canada was very harsh. Settlers had to clear their land to make it suitable for farming, which meant cutting dense forests and removing the tree stumps by hand. This often took years to accomplish, and in the meantime, settlers had to survive somehow. People tended to have large families, with many children to feed. Even very young children helped on the farm.

Settler homes were small, and there was no running water or indoor toilet. Lighting came from candles made from animal fat, and people went to bed when night fell.

Homes were also very isolated. Roads were poor and the patchwork of lands set aside for the Crown and the church meant that there were often great distances between neighbours. The few doctors tended to live in towns, too far away to deal with emergencies.

Religion and Education

Just as in Britain, the government of Upper Canada favoured the Anglican Church. This had an impact on marriages and education. In 1793, Simcoe passed a law that allowed only Anglican ministers to legally perform marriages. The law soon had to be changed, though, because there were so few Anglican ministers. There was no public school system, so wealthy families hired Anglican tutors to teach their children. Anyone else who wanted their children to be educated had to do it themselves.

Public Works

Simcoe ordered three military highways to be built, but they were little more than cart paths. Any other roads were built by the settlers themselves. Settlers had the responsibility of clearing the road allowance in front of their land, but these "roads" were more like paths through the forest. The terrible state of roads in Upper Canada was the main reason early settlement took place close to the shores of Lakes Erie and Ontario. In general, travel by water was easier, safer, and faster.

In addition to those three military roads, few public works were undertaken. Government officials in Upper Canada, unlike the Loyalists, were seriously underpaid. In fact, the operating budget for the administration of Upper Canada was always less than what was needed to pay officials and build roads, bridges, and other public works. Officials compensated themselves by charging a variety of fees.

©P

FIGURE 9-5 This map shows Upper Canada in 1800 with the military highways (the small orange lines running north of Lake Ontario and Lake Erie) added. Yonge Street was built to run north from York (now called Toronto) on Lake Ontario to Lake Simcoe. Danforth connected York and Kingston. Dundas connected York with London and Niagara. Dundas follows a traditional First Nations trail.

Thinking IT THROUGH

Summarize What's Important

1. Design an advertisement that describes what life was like in the colony of Upper Canada. Include laws and government, who lives there, living conditions, religion, and education.

Analyze Critically

2. Create a visual diagram that shows how the government of Upper Canada was organized. Connect key ideas and positions with lines. On the appropriate lines write the terms "appointed" or "elected." Include the Legislative Assembly, Executive Council, and Lieutenant Governor in your diagram. Who holds the power in Upper Canada? How democratic was the government of Upper Canada?

3. How was the British belief that the general population was unable to govern itself reflected in the way Upper Canada was governed in the years leading up to 1812?

Synthesize and Evaluate

4. Make a list of potential problems Governor Simcoe would face as a result of increased American settlement in Upper Canada. Why would Simcoe tolerate any American immigration to Upper Canada?

5. **Perspectives** Write a paragraph to answer the section question: *What was life like in Upper Canada before 1812?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What factors contributed to the War of 1812?

merchant ship a ship used for commercial transportation of goods

impress to force someone to serve in the navy or army

The War of 1812 was fought primarily around the Great Lakes, but the factors leading to it were much broader in scope. Beyond North America, the British and French were still locked in a prolonged conflict. This had an impact on trade and shipping across the Atlantic. Within North America, American colonization pushing west into First Nations lands created its own conflict.

The Maritime Argument

On June 18, 1812, American President James Madison declared war on Britain, and thus also on its colonies. When Madison gave his government a list of reasons to declare war, most reasons related to the British navy. These maritime issues had been developing for a while.

The Sailor's Life

In the conflict between the French and the British, Napoleon's strength was on land and Britain's was on the sea. To maintain the strength of the Royal Navy, Britain needed many ships. In 1812, the Royal Navy had over 500 active warships and 140 000 men serving aboard them.

For most sailors in the Royal Navy, the pay was poor, food was often disgusting, working conditions were extremely dangerous, and discipline was harsh. In contrast, **merchant ships** paid sailors four times what the Royal Navy did. There were never enough volunteers for the Royal Navy, so men were **impressed** into service. Not surprisingly, there were many deserters.

> *No man will be a sailor who has contrivance enough to get himself in jail; for being in a ship is being in a jail, with the chance of being drowned.*
>
> **Samuel Johnson, English author, 1759**

The United States had many merchant ships, and there was always a strong chance that British navy deserters were serving on them. Royal Navy ships often stopped American ships and seized members of the crew whether they were deserters or not. Understandably, this practice was on Madison's list of complaints.

FIGURE 9-6 War nearly broke out between the United States and Britain in 1807. The captain of *HMS Leopard* suspected that the *USS Chesapeake* had four Royal Navy deserters onboard and demanded them back. When the captain of the *Chesapeake* refused, the *Leopard* opened fire. Three men were killed, and 18 were wounded. Crew from the *Leopard* boarded the *Chesapeake* and took the four deserters.

Trade Wars

Britain and France were both trying to restrict any trade with their enemy. Napoleon tried to cut off trade to Britain with the Continental System. In return, Britain tried to cut off trade to Napoleonic France. However, the French simply did not have the ships to enforce the Continental System.

In 1807, Britain issued Orders in Council that banned direct trade with Europe and authorized the Royal Navy to seize all ships attempting to defy its blockade. The Americans felt that they were not at war with anyone, and that it was the right of any independent nation to trade with whomever they wished. The United States protested against the ban, but the British refused to change it. During the next five years, Britain seized over 900 American ships and their cargoes.

Following the incident involving the *Chesapeake* and the *Leopard* (Figure 9-6), President Jefferson declared an **embargo** on trade with Britain. The embargo had little effect on the British, but it caused economic hardship for businesses in the United States, especially those in the northeast. Many people in New England objected, and the embargo was lifted in 1809.

> **Did You Know?**
>
> In a ship's name, *USS* stands for "United States Ship" and *HMS* stands for "Her [or His] Majesty's Ship."

embargo an order prohibiting ships from entering or leaving a country's ports; a suspension of trade, usually in anticipation of war

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Manifest Destiny

After the United States won independence from Britain, Americans came to believe that the United States was destined to expand west across North America and govern the entire continent. This belief became known as manifest destiny.

The United States expanded American territory in 1803, when Napoleon and President Thomas Jefferson negotiated the Louisiana Purchase. This was still not enough. The problem for the Americans was that they were trying to expand into land where First Nations peoples were already living.

The First Nations Perspective

Many First Nations peoples had already been driven from their traditional territories by the expanding American population. Many had been promised that there would be no more expansion, but those promises had not been kept. As a result, First Nations peoples were less and less willing to grant lands to the Americans in return for more promises.

Americans in favour of **expansionism** had been fighting the First Nations south of the Great Lakes for decades, ever since the Treaty of Paris in 1783. As you read in Chapter 5, Britain and the United States had agreed to the treaty, but the First Nations had not been included in the negotiations.

FIGURE 9-7 Tenskwatawa claimed to have supernatural powers, which increased his prestige and following.

> …[T]he Indians [insisted that they] were a free People subject to no Power upon Earth, that they were faithful allies of the King of England, but not his Subjects—that [the British] had no right whatever to grant away to the United States of America, their Rights or Properties.
>
> **British General Allan Maclean, 1783**

Two Shawnee brothers, Tenskwatawa and Tecumseh, led a resistance against American expansion. Tenskwatawa (who was known as the Prophet) was a visionary who saw a future country in which all First Nations people could live in harmony, untroubled by the encroachments of Europeans. Tecumseh was a skilled military leader and a great **orator**. He believed that firm action by a confederacy of many First Nations was the only way to stop the continued aggression of Americans on the frontier.

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North America in 1800

Hudson Bay

PACIFIC
OCEAN

RUPERT'S LAND

LOWER CANADA

Québec City

Montréal

UPPER CANADA

Maine

ILLINOIS TERRITORY

York (Toronto)

Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut

First Nations Confederacy proposed by Tecumseh

MICHIGAN TERRITORY

New York

Detroit

Pennsylvania

New Jersey

LOUISIANA TERRITORY

Tippecanoe

INDIANA TERRITORY

Ohio

Delaware

Washington, D.C.

Maryland

Kentucky

Virginia

LAND CLAIMED BY SPAIN

Tennessee

North Carolina

ATLANTIC OCEAN

South Carolina

MISSISSIPPI TERRITORY

Georgia

New Orleans

N

0   250   500 km

Legend:
- British colonies and territories
- American states and territories
- First Nations confederacy proposed by Tecumseh
- Other territories
- Disputed territories
- – · – · future Canada–USA border

FIGURE 9-8 This map shows the areas that are now Canada and the United States. Tecumseh imagined a First Nations state extending from the Gulf of Mexico to the Great Lakes, or north from the Ohio River to the Canadian border, encompassing what are now the states of Ohio, Indiana, Michigan, and Illinois.

The British Perspective

The British also feared American expansion, and not just because it threatened the colonies of Upper or Lower Canada directly. It also threatened Rupert's Land and the freedom that British fur traders enjoyed in the North-Western Territory.

First Nations peoples in the North-Western Territory—and in what was technically American territory to the south—had a long-lived trading relationship with British North America. In return for furs, the British provided the First Nations with supplies—food, clothing, cooking utensils, and guns and ammunition.

On several occasions, the Americans discovered that First Nations warriors were using rifles and ammunition that came from Britain. These discoveries convinced many Americans (especially those in Kentucky and Ohio) that the British were behind the First Nations resistance.

FIGURE 9-9 Harrison became governor of Indiana Territory in 1801 and remained so for 12 years. In 1840, he was elected President of the United States but soon after became sick with a cold. He died from pneumonia in April 1841.

FIGURE 9-10 Tecumseh was a skilled warrior and diplomat. He successfully formed allies among former enemies and among peoples with different languages and cultures.

The War Hawks, Harrison, and Tecumseh

Different opinions and interests were emerging within the American Congress as politicians debated on how to deal with Britain and the need for expansion. One group of politicians advocated war with Britain. Called the War Hawks, members of this group were from areas settled since the end of the American Revolution—Kentucky, Tennessee, Ohio, and western territories such as Indiana and Michigan. The War Hawks were keen supporters of President Madison and they wanted expansion. They felt that Britain was damaging the American economy, and they also believed that Britain was encouraging First Nations attacks on American settlers.

The governor of Indiana Territory, William Henry Harrison, also advocated expansion. One of Harrison's tasks was to make treaties with the First Nations peoples for land. In 1809, he negotiated the Treaty of Fort Wayne with First Nations living on the banks of the Wabash River. This treaty agreed to make annual payments of $500 to each First Nation in exchange for 3 million acres (1.2 million hectares) of land. To Harrison, this was a fantastic deal. To Tecumseh, it was a bad deal. He believed that the First Nations leaders who had agreed to it had betrayed their own people, and that Harrison was lying. Tecumseh believed that the United States only wanted land from First Nations and could not be trusted.

As governor, Harrison had many dealings with Tecumseh and Tenskwatawa. He both feared and respected Tecumseh. Harrison believed that as long as Tecumseh was around, he could not defeat the First Nations who were restricting the frontier.

The Battle of Tippecanoe

In the autumn of 1811, Tecumseh travelled south to convince other First Nations to join his confederacy. Harrison saw an opportunity, and on the night of November 7 he attacked Tenskwatawa's village on the Tippecanoe River (near present-day Lafayette, Indiana). The village was destroyed, and Harrison claimed victory even though he had lost the most men.

The Battle of Tippecanoe had one important effect: it convinced Tecumseh that the only way he could ever achieve his dream of an independent territory for all First Nations was to move his forces north and seek a more formal alliance with the British in Upper Canada.

©P

The Treaty of Fort Wayne

In the negotiations for the Treaty of Fort Wayne, several First Nations leaders demanded a price by land area. In response, Harrison said:

Other Civilized Nations considered the lands of the Indians as their own and appropriated them to their own use whenever they pleased. A treaty was considered by white people as a most solemn thing and those which were made by the United States with the Indian Tribes were considered as binding as those which were made with the most powerful Kings on the other side of the Big Water…

With respect to your selling the land by the acre it is entirely out of the question… This is the first request your new Father [President Madison] has ever made you. It will be the last. He wants no more of your land. Agree to the proposition which I now make you and send on some of your wise men to take him by the hand. He will set your Heart at ease. He will tell you that he will never make another proposition to you to sell your lands.

Governor William Harrison, 1809

Thinking IT THROUGH

1. What is Harrison's message? How might First Nations respond to such a message?

2. What points does Tecumseh make in his response to Harrison?

3. Who makes a more convincing argument? Identify the words and phrases that you feel indicate each speaker's attitudes and beliefs. Consider the words "father," "brother," and "fire."

In 1810, Tecumseh addressed Harrison at a conference and referred to the Treaty of Fort Wayne and other negotiations:

The same promises were made to the Shawnee one time…at Fort Finney… Flags were given to my people and they were told they were now the children of the Americans…

Our beloved chief Moluntha stood with the American flag and that very peace treaty in his hand, but his head was chopped by an American officer, and that officer was never punished… Brother, after such bitter events, can you blame me for placing little confidence in the promises of Americans?… It is you, the Americans, by such bad deeds, who push [us] to do mischief. You do not want unity among the tribes, and you destroy it. You try to make differences between them. We, their leaders, wish them to unite and consider their land the common property of all, but you try to keep them from this. You separate the tribes and deal with them that way, one by one, and advise them not to come to this union. Your states have set an example of forming a union among all the Fires, why should you censure the Indians from following that example?… You are driving the red people this way! At last you will drive them into the Great Lake, where they can neither stand or walk… The only way to stop this evil is for all red men to unite in claiming an equal right in the land. That is how it was at first, and should be still, for the land was never divided, but was for the use of everyone… Sell a country! Why not sell the air, the clouds and the Great Sea, as well as the earth? Did not the Great Good Spirit make them all for the use of his children?

Tecumseh, 1810

Giving an Oral Presentation

The ability to speak well in public is an important life skill. Tecumseh's skill as a public speaker was recognized by First Nations, American, and British audiences. One American described Tecumseh's method this way:

…Tecumseh spoke, at first slowly and (in a low voice); but soon he grew impassioned, and the words fell in avalanches from his lips. His eyes burned with supernatural lustre, and his whole frame trembled with emotion; his voice resounded…now sinking in low and musical whispers, now rising to its highest key, hurling over his words like a succession of thunderbolts… I have heard many great orators, but I never saw one with the vocal powers of Tecumseh, or the same command of the muscles of his face. Had I been deaf, the play of his countenance would have told me what he said… His speech has been reported, but no one has done or can do it justice.

Modern public speaking is much different than it was in Tecumseh's time, but we can still learn from his techniques to engage his audience and get his point across.

Prepare

Tecumseh gathered knowledge about his subject and his audience. He knew his subject deeply. By making a commitment to his topic, he was able to show why the topic would matter to his audience.

Rehearse

Tecumseh would vary his tone to hold the attention of his audience, speed up or slow down for effect, and pause when his audience needed time to take in what he had said. He would engage his audience by using body language, and by making eye contact.

Stage

Tecumseh paid attention to the whole performance of a speech. He often staged his presentations. For example, Tecumseh once arrived with 24 silent warriors, and then postponed his speech for a day.

Apply IT

1. Your teacher will assign you a topic for an oral presentation. Make sure you know
   - your topic
   - your audience
   - your purpose
   - how long you will be speaking
   - where you will be speaking
   - what equipment you can use
   - how to make sure that the equipment and space are ready for you

2. Prepare by researching your topic, noting what other information you need, and what questions your audience might have.

3. Organize your notes, prepare any visuals, and note how you could use eye contact and movement before you rehearse. As you rehearse, time and make notes about how to refine your presentation.

4. Stage and present your presentation.

Who Is Ready for War?

The British, already involved in their war with Napoleon, were not eager for another war in North America. They could not spare any more soldiers or other resources to defend the colonies. However, the British did not back down on the maritime issues.

It was clear to President Madison and his War Hawk supporters that the only solution was to declare war on Britain. Many also believed that the United States could easily defeat the colonies of Upper and Lower Canada.

> *The acquisition of Canada this year, as far as the neighborhood of Quebec, will be a mere matter of marching, and will give us the experience for the attack on Halifax the next, and the final expulsion of England from the American continent…*
>
> **Thomas Jefferson, 1812**

The Americans planned to attack Upper Canada, then march east along the St. Lawrence River to capture Montréal and Québec City. In the spring of 1812, American General William Hull led a force of over a thousand militia and regular troops north from Ohio to Detroit, while other forces gathered near Fort Niagara.

War Is Declared

Spurred on by emotional speeches, the American Congress voted in early June to declare war on Britain. When the British finally realized that the Americans were not bluffing, the Orders in Council preventing American trade with France were rescinded on June 16, 1812. However, it took three weeks for this news to get to the United States. By that time, the war had become what many called "a matter of honour."

Thinking IT THROUGH ⚓

Summarize What's Important

1. Using a graphic organizer, outline the factors contributing to the declaration of war in 1812.

Analyze Critically

2. Create arguments either for or against American expansion from American, First Nations, and British perspectives. If possible, propose a solution that would satisfy all three groups. Whose perspective do you support? Why?

Synthesize and Evaluate

3. List the reasons President Madison gave for war against Britain. Judge whether each reason was justifiable. Use details to support your position.

4. **Judgements** Do you feel the Americans negotiated treaties with First Nations in good faith? Support your thinking by referring to other interactions you have read about between the First Nations and European colonists.

5. Write a paragraph to answer the section question: *What factors contributed to the War of 1812?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were key events and who were the people in the War of 1812?

regular a professional soldier

The War of 1812 actually lasted from 1812 to 1815. Rather than being just a "matter of marching," as Thomas Jefferson had predicted, the war became a protracted fight involving many people and events. Many battles were badly fought, resulting in deaths, injuries, and lost possessions on both sides.

The Soldier's Life

At the centre of any war are soldiers and those who lead them. On the side of British North America, there were four groups defending the land: **regulars**, First Nations allies, long-term local troops, and militia. Regulars signed up for extended tours of duty and were generally well trained. British regular troops were extremely well trained, excelled at taking and carrying out orders, and could be relied on to keep calm. However, Britain had few regular troops in North America. Most were fighting the French in Europe.

Militia

A militia was made up of amateur soldiers—civilians who lived in the area. On both the British colonial side and the American side, all men could be called to serve in times of war. Unfortunately, the militia was often poorly trained and badly equipped, so they tended to panic in battle or get sick. Militiamen were usually signed up for six months' service and often went home when their time was up, regardless of the military situation. After all, they had families and farms to protect, and crops to harvest.

The Americans also faced other problems. Many men in the American military were older and had served in the American Revolution. Some officers had their positions for political reasons, not because they were skilled. As well, the American militia had a tendency to elect their officers, which did not always have the best results. Worse, many American militiamen refused to fight anywhere but within the United States. Several American attacks on British North America failed in part because the militia would not cross the border.

©P

Major Battles of the War of 1812

1. **June 1812** – U.S. declares war on Britain.
2. **July 1812** – American army enters Upper Canada.
3. **July 1812** – British capture Fort Michilimackinac.
4. **August 1812** – General Brock and Chief Tecumseh capture Detroit from American General Hull.
5. **October 1812** – Battle of Queenston Heights.
6. **April 1813** – Americans capture York.
7. **September 1813** – Americans destroy British ships on Lake Erie.
8. **October 1813** – Battle of Thames River. American victory. Chief Tecumseh killed.
9. **October 1813** – American force of 4000 troops retreat from British and Canadian force of 1000.
10. **December 1813** – Americans set fire to the town of Newark.
11. **July 1814** – Battle of Lundy's Lane.

FIGURE 9-11 From the war's beginning to its end First Nations were involved in every battle and were crucial to victories.

Brock and Tecumseh

Significance

Sir Isaac Brock arrived in Upper Canada in 1802. He was quickly promoted. After 1811, he served both as commander of British forces in Upper Canada and as the colony's administrator. Brock had few regular troops under his command (only 1500), but he strengthened the defences of Upper Canada and trained the militia as best he could. Brock also understood that the key to holding Upper Canada was the British–First Nations alliance. One of his key allies was Tecumseh.

Both Brock and Tecumseh were skilled military strategists. Tecumseh had a low opinion of most British military leaders, but admired Brock. Brock wrote to his brother about Tecumseh:

A more sagacious [discerning and wise] and gallant Warrior does not, I believe, exist. He was the admiration of every one who conversed with him.

FIGURE 9-12 General Sir Isaac Brock would later be called "the hero of Upper Canada."

Brock's Strategy

As the likelihood of war increased, Brock predicted the American plan of attack. He knew that the only way to move troops and supplies quickly in Upper Canada was by water. He also knew how much the young colony depended on the flow of supplies on the St. Lawrence River and through the Great Lakes. Brock took steps to control the lakes before the war broke out.

Threats from Detroit

In early August of 1812, Brock heard that American General Hull was threatening Upper Canada from Detroit. Brock collected as many regular troops as he could and travelled quickly by water to reinforce the fort at Amherstburg, which was downriver from Detroit.

When Brock arrived at Amherstburg, he and Tecumseh met for the first time. They immediately devised a plan to attack the American forces. The Americans had a strong garrison and outnumbered the British–First Nations alliance. However, General Hull was an inexperienced, nervous commander. He was especially nervous about First Nations fighters and the possibility of guerrilla warfare.

Did You Know?

Before his defeat, Hull proclaimed that he would show no mercy to anyone he took as prisoner if they had fought on the side of First Nations.

Brock affirmed First Nations' right to their land and said that the American provocation should be ignored.

In treaty talks, the Americans later disowned Hull's proclamation. The British also backpedalled on Brock's promise.

Victory at Detroit

Together, Brock and Tecumseh made Brock's force appear much larger than it was. They also made it seem that Brock had little control over the First Nations allies, which was intended to make Hull more nervous.

Hull surrendered the fort without a fight. For the British–First Nations alliance, it was a stunning victory that increased First Nations' participation on the side of the British. As well, it convinced the people of Upper Canada that they could win against the Americans, despite being outnumbered.

It was such a popular victory that it lived on in a song:

Come all ye bold Canadians,

I'd have you lend an ear
Unto a short ditty
Which will your spirits cheer,

Concerning an engagement
We had at Detroit town,
The pride of those Yankee boys
So bravely we took down.

From "The Bold Canadian" credited to Private Cornelius Flummerfelt

©P

Queenston Heights

As Brock had predicted, the war continued in the Great Lakes area—specifically around Niagara, the area between Lake Ontario and Lake Erie. The Battle of Queenston Heights on the Niagara escarpment was the first major battle of the War of 1812. It was also the scene of Brock's death.

On October 13, 1812, Brock was at his headquarters at Fort George. He heard that an American force was about to cross the Niagara River at Queenston Heights. British troops were already in position, as were warriors from the Six Nations under the leadership of Teyoninhokarawen (John Norton) and Ahyonwaeghs (John Brant).

Brock rushed to the scene. British artillery at the top of the Heights had pinned down the American invasion force, but when Brock arrived, the British position was attacked by more American troops. Brock and his men were forced off the Heights. Without waiting for reinforcements, Brock and a small number of men rushed back up the slope in an attempt to recapture their guns. Brock was shot through the heart.

Later that day, the British–First Nations alliance defeated the Americans and forced them back across the Niagara River. Although Brock was unquestionably brave, his impulsive action had deprived the colony of a competent British military commander.

FIGURE 9-13 *The Death of Brock at Queenston Heights* by C.W. Jefferys was painted many years later, around 1908. Jefferys shows Brock in the bright red uniform that made him so visible that day. According to some reports, Brock died wearing the First Nations sash that his friend Tecumseh had given him. How can art influence our perceptions of past events?

Controlling the Lakes

As Brock had known, the key to winning the war was naval control of the Great Lakes. Because the Lachine Rapids near Montréal created a barrier for navigation on the St. Lawrence River, any ships used on the Great Lakes would have to be built at the lakes themselves. During the winter of 1812–13, the British and the Americans both started building ships at ports on Lake Erie and Lake Ontario. By the standards of the Royal Navy and the American Navy, the ships were small, but size was not the issue.

On Lake Ontario, the American and the British naval commanders were reluctant to get into a full-scale battle. On Lake Erie, however, the American fleet was commanded by Oliver Hazard Perry. Like Brock, Perry was a decisive commander who took personal risks to ensure military success.

On September 10, 1813, Perry and the British naval commander, Robert Barclay, fought the Battle of Lake Erie. Nine ships from the American navy fought against six British ships. The British gained an early advantage and nearly wrecked Perry's flagship, *Lawrence*. However, Perry had himself rowed to his other ship, *Niagara*, from which he attacked the two largest British ships. The battle ended with all six British ships surrendering. Perry's victory gave the Americans complete control of Lake Erie.

FIGURE 9-14 In this painting, Perry is being rowed to the *Niagara*. How can you tell that this painting was produced for patriotic reasons?

Attack and Counterattack

The second and third years of the war consisted of attacks back and forth across the border. Some battles were on water, but many were on land. A key change came in 1814, when Napoleon abdicated and Britain could send more regular troops to fight in North America.

Raiding the Capital: The Battle of York

In April 1813, the Americans launched a raid on York, the capital of Upper Canada. They wanted to capture supplies and warships. British troops withdrew without much of a fight, but destroyed a warship and blew up Fort York as they retreated, killing and wounding many Americans. American forces burned the Legislative Assembly building, but withdrew after an occupation of only two days.

The Battle of the Thames

Following the defeat and capture of the British naval force on Lake Erie, the British commander at Detroit decided to retreat eastward. At this point the British were out of ammunition and supplies. This decision disgusted Tecumseh. He felt that the British should stand their ground and fight.

The British commander, Henry Procter, decided to take all the civilians from the villages near Detroit on the retreat. The civilians, the British troops, and Tecumseh and his warriors travelled slowly along the Thames River. When the Americans easily caught up, the Battle of the Thames began. During the battle, Procter and about 250 of his men ran away. Tecumseh and his warriors kept fighting, but lost the battle. Tecumseh was killed.

FIGURE 9-15 One of the earliest British victories of the war was in July 1812 at Fort Michilimackinac, where Lakes Michigan and Huron meet. Today, the fort is a National Historic Landmark in the state of Michigan.

The St. Lawrence Campaign: The Battle of Crysler's Farm

Planning to capture the city of Montréal, the Americans crossed the St. Lawrence River near Cornwall. British troops quickly moved into the area, and the two sides met near the farm of John Crysler, a leader of the local militia and a wealthy Loyalist farmer.

If the Americans had won at Crysler's Farm, they could have very easily pushed on to Montréal. However, the American generals were ill and their men were sick and badly trained. The battle took place on November 11, 1813, and lasted less than two hours. The Americans retreated, and returned to the other side of the river.

Lower Canada: Chateauguay and Lake Champlain

Action during the War of 1812 took place in Lower Canada as well. In October 1813, an American force had attempted to capture Montréal by travelling up the Chateauguay River, but locals had alerted the British. The commander in Lower Canada, Charles de Salaberry, and less than 1000 men successfully defended Montréal against 4000 Americans. They managed to do so by barricading the river and pretending to have more men than they did. The American commander was fooled and ordered a retreat.

In September 1814, the governor-in-chief of British North America, George Prevost, planned to invade the United States through Lake Champlain, south of Montréal. Prevost needed British ships to supply his army of 10 000 men, but the British fleet was defeated on Lake Champlain. Prevost was forced to march his army home.

Catherine Lundy and the Battle of Lundy's Lane

In July 1814, the Americans tried one last time to invade Canada. The Battle of Lundy's Lane was fought about two kilometres from Niagara Falls, near the home of Catherine Lundy. She was in her twenties and had four small children. Lundy provided water to the British troops and the militia before the battle, and later opened her home to serve as a hospital for the many wounded.

The battle involved British troops, militia, and First Nations allies against Americans, in numbers that were more evenly matched than in many other battles. The fighting was confused and disorganized, primarily because it was at night and in close contact. Both sides lost about the same number of men, and both claimed victory, although the Americans were the first to retreat.

FIGURE 9-16 The Battle of Lundy's Lane was the war's bloodiest battle. The fighting was so close that soldiers used bayonets, as this illustration shows. About 21 percent of the British and 35 percent of the Americans were killed or wounded. These casualties were as high as those in many battles in the Napoleonic Wars.

©P

Looking West

The War of 1812 was primarily fought in eastern North America, but there was an incident that brought the war to the Pacific coast.

Between 1804 and 1806, the Lewis and Clark expedition travelled from St. Louis (in what is now the state of Missouri) to the mouth of the Columbia River and back. The expedition's purpose was to survey the territory included in the Louisiana Purchase and to establish an American presence on the west coast.

Following the Lewis and Clark expedition, American fur trader John Jacob Astor established Fort Astoria in 1811. At the same time, the land west of the Rocky Mountains was being explored by the North West Company. Fort Astoria was seen as competition.

Attack on Fort Astoria

In 1813, the British government ordered ships to the Pacific Ocean to capture an American ship, the *Essex,* and take Fort Astoria.

Unfortunately for the traders at Fort Astoria, their supply ship had been sunk, and they were running out of food. When some North West Company traders appeared at Fort Astoria in late 1813, they offered to buy Fort Astoria for about a third of its value. Short of supplies and fearing the arrival of the British navy, the Fort Astoria traders agreed. Soon afterward, the *HMS Racoon* arrived and was surprised that Fort Astoria had already changed hands. The British captain insisted on a formal transfer of ownership. He renamed it Fort George and lowered the American flag to put up the British flag.

FIGURE 9-17 Fort Astoria was established at the mouth of the Columbia River in the area that is now the state of Oregon. Astor planned to supply his fur traders in the far west by sea, because he thought the overland journey from eastern America was too long and difficult.

American Reminders of the War

Americans have daily reminders of the War of 1812, even if they are not aware of them.

THE WHITE HOUSE is seen today as the symbol of the American president and the republic of the United States of America. It did not always look as it does today—and it was not always called the White House.

THE PRESIDENT'S HOUSE came under attack in late August 1814, when about 4500 British soldiers landed on the coast of Maryland and marched north to Washington, D.C. Thinking that the British would attack Baltimore, a seaport, American troops had left Washington largely undefended. The militia left behind was easily defeated, and the British occupied the American capital. They also burned some public buildings—and the President's House. This image was painted by an eyewitness shortly after the British burned the President's House and left the capital. After the fire, the President's House was rebuilt and painted white—and since then, it has been known as the White House.

THE ATTACK ON BALTIMORE
saw British ships relentlessly bombarding Fort McHenry's ramparts (defensive walls) through the night of September 7, 1814. Over 10 000 American troops stood firm and the American flag flew overhead. Despite firing about 1500 rockets and cannonballs at the fort, the British gave up and retreated.

O say can you see by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming,

Whose broad stripes and bright stars through the perilous fight,

O'er the ramparts we watched, were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there;

O say does that star-spangled banner yet wave,

O'er the land of the free and the home of the brave?

THE STAR-SPANGLED BANNER
was written by Francis Scott Key, who witnessed the bombardment of Fort McHenry. He was an American lawyer who had been aboard a British ship trying to negotiate the release of an American civilian doctor. Key was so inspired by what he saw that he wrote a poem to celebrate the American victory. The poem was set to music, and in 1931 it was adopted as the American anthem. There are four verses, but usually only the first is sung.

Ending the War

By the summer of 1814, it was clear to both the Americans and the British that the war should end. The main reason given for the war—the British attacks on American ships—was now gone, because the war against Napoleon was over. As well, after being at war for over 20 years with France, the British were exhausted and had no desire to continue a war with the United States.

The Americans had also tired of the war. It had never been popular in New England, where people considered the war bad for business. Even the War Hawks now wanted peace, mostly because the threat of a First Nations confederacy under Tecumseh had vanished with Tecumseh's death.

The Treaty of Ghent

Delegates from Britain and the United States arrived in the Belgian town of Ghent in August 1814. They spent the next four months negotiating an agreement. The Treaty of Ghent took effect in February 1815, after it had been ratified (signed) by both Britain and the United States.

The treaty essentially restored relations to the way things had been before the war. Items such as established borderlines were left to future negotiations. Notably, First Nations were not consulted during the negotiations, even though they had been a vital part of the war and their lands were still threatened by American expansion.

Thinking IT THROUGH

Summarize What's Important

1. Using a graphic organizer, make a list of the key battles in the War of 1812. For each battle, identify the key players, the outcome, and the impact it had on the war.

Analyze Critically

2. Militia was made up of amateur soldiers. How effective can you expect militiamen to be against "regular" soldiers? Suggest ways you could make them more effective in their service.

3. Writing from the perspective of General Brock and Tecumseh, analyze the importance of a British–First Nations alliance in the War of 1812. Do you see this alliance as key to winning the war? Share your thinking with a partner.

Synthesize and Evaluate

4. Using the graphic organizer you created in question 1 and information in the chapter, decide what contributed to the outcome of the war. To what extent did leadership, chance, military strength, or strategy affect the end result of the war?

5. **Significance** Write a paragraph to answer the section question: *What were key events and people in the War of 1812?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

©P

What were key outcomes of the War of 1812 for Canada?

The Treaty of Ghent restored life in North America to the way things had been before the war. In effect, this meant that nothing changed. No territory was lost or gained by either side. No financial compensation for property loss was paid by either side. Does that make the War of 1812 a tie?

Not exactly. About 15 000 Americans died from causes related to the war. British and Canadian figures are less clear, but a good estimate is about 7000 dead. Thousands more on both sides had been injured. Many towns had been destroyed. While these effects are bad, the numbers still do not answer the question, "Who won?"

Did First Nations Win?

Tecumseh had staked the future of his great confederacy on a British victory. By the end of the war, he was dead, and his followers were scattered and defenceless against the advance of the American frontier.

The story of relations between the American government and the First Nations living in what is now the United States is a long, violent, and tragic one. Could this story have been different if the British had won decisively, or if First Nations had been involved in the Treaty of Ghent?

The End of Hostilities of the War of 1812

FIGURE 9-18 The graphic novel *The Ruptured Sky: The War of 1812*, written by W.L. Liberman and illustrated by Chris Auchter, is an account of the War of 1812 from a First Nations perspective. This panel illustrates how First Nations were left out of negotiations for the Treaty of Ghent.

The year 2012 saw celebrations of the 200th anniversary of the War of 1812 in Canada. Societies celebrate anniversaries of important events because they help us do two things:

- remember events and why they were important
- bring new perspectives to past events

Remembering the Troops

Even in 1812, the song you read about on page 310 was shaping how people might remember the war. At about the same time, John Strachan, a minister in York, predicted that people would remember the war because of "a handful of regular troops" who "repelled [the] invaders."

Forty years later, in 1852, historian Gilbert Auchinleck wrote about the Canadian militia, which "achieved the expulsion of the invading foe" helped only by "a mere handful of British troops."

Brock's Monument

In 1823, a 41-metre column was constructed on Queenston Heights in honour of Sir Isaac Brock. The site is where he was buried after the Battle of Queenston Heights.

The first monument was destroyed by an explosive charge in 1840, possibly by an anti-British agitator. A second even grander monument was built between 1853 and 1859, using limestone taken from Queenston Heights. When the monument was inaugurated in 1859, an invitation for the ceremony was sent to First Nations allies. Women from the Six Nations came to the ceremony, wearing black, and walked in a line along the Niagara Escarpment. They stated that they were honouring the First Nations warriors who had died—their husbands, fathers, and sons.

FIGURE 9-19 This photo shows First Nations veterans of the War of 1812 and the Red Ensign, which is Canada's former national flag. The Red Ensign reminded Canadians of the connection to Britain.
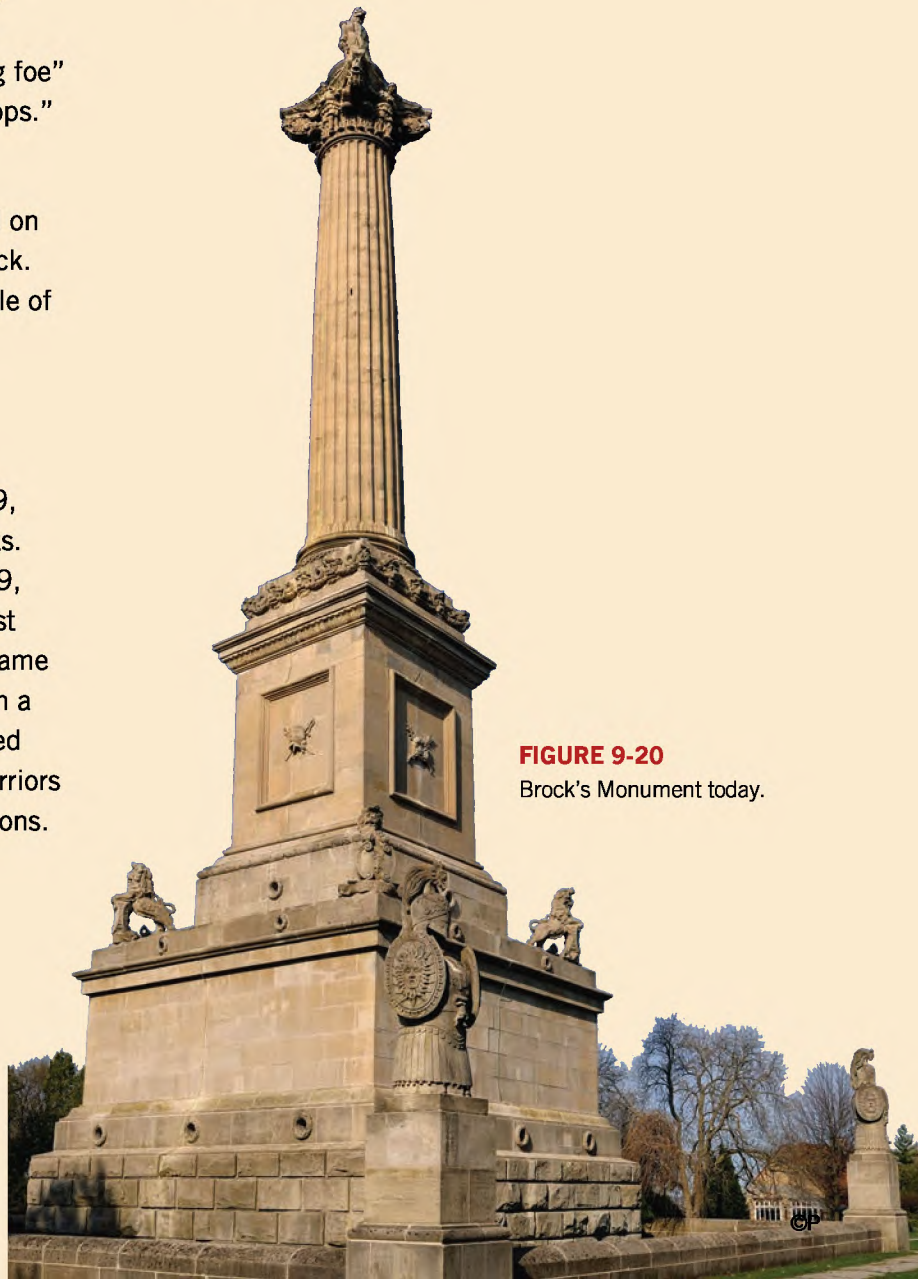
FIGURE 9-20 Brock's Monument today.

Remembered in Song

The song "The Maple Leaf Forever" was written in 1867, the year of Canada's Confederation. It was very popular in English Canada. It promoted pride in British heritage and being part of the British Empire. It also commemorated some pivotal events in Canadian history. Here is an excerpt from the song:

At Queenston Heights and Lundy's Lane
Our brave fathers, side by side,
For freedom, homes and loved ones dear,
Firmly stood and nobly died;
And those dear rights which they maintained,
We swear to yield them never!
Our watchword evermore shall be
"The Maple Leaf forever!"

Our fair Dominion now extends
From Cape Race to Nootka Sound;
May peace forever be our lot,
And plenteous store abound:
And may those ties of love be ours
Which discord cannot sever,
And flourish green o'er freedom's home
The Maple Leaf forever!

Today

Today, Canada is an independent, multicultural nation that long ago loosened many of its ties to Britain. What does the War of 1812 mean to us now?

The War of 1812 confirmed the boundary between the United States and what was then British North America. It did not stop the threat of war between the United States and Britain. After all, both the Americans and the British built fortifications and made invasion plans well into the 19th century. A new war never came, and instead, Canadians and Americans created strong economic ties, and began to trade peacefully across the longest undefended border in the world.

In Ontario

Feelings about the War of 1812 are probably strongest in Ontario. Many Ontarians see the War of 1812 as the starting point for their province, when residents who were greatly outnumbered fought together to defend their homes. Many in Québec remember the British connection in the war without any feeling of closeness. In the Maritimes and the West, there are different feelings again.

The First Nations

Among First Nations, the War of 1812 has many different meanings. For some, the War of 1812 is a memory of proud resistance. The war is also a reminder of what could have been in North America.

So what is the War of 1812 to you? The starting point of Canada? Something you feel a proud personal connection to? An interesting, but not very relevant historical event? An event that forever changed your ancestors, home, and you?

Thinking IT THROUGH

Analyze Critically   `Perspectives`

1. For some, the War of 1812 is remembered as a war of resistance. How can the successful resistance of an invading army translate into national pride?

2. How does time change the way historical events are remembered? How do you believe Canadians should remember the War of 1812 today? How should Americans remember it?

Did Canada Win?

It could be said that Canada won the war. The population of Upper Canada included those of American origin. Some were Loyalists, but many more were not. Both the Americans and the British had been worried about what these colonists would do when war broke out. While it is true that some did fight on the American side, many more took no part in the fighting at all. There were also a significant number who volunteered for service in Upper Canada militias. British troops, First Nations allies, long-term local troops, and militia combined to defend British North America. People of many different beliefs and backgrounds were united in a common cause, which helped change the identity and future of Canada forever.

Did the United States Win?

The United States neither gained nor lost territory. However, the Americans considered the outcome their victory, because the United States had confirmed again that it was independent of Britain.

The War of 1812 also prompted the Americans to develop a stronger, more professional military. They did not want to face any future difficulties with a militia.

Whatever else Americans think of the War of 1812, it does not play as significant a role for them as other conflicts. When Americans think about conflicts that defined their nation, they almost always look to the original American Revolution or to the American Civil War.

Impacts of the War

The impact of the war was devastating for civilians as well as soldiers. For example, at the very end of 1813, the Americans decided to abandon Fort George, which was on the Canadian side of the Niagara River. Before they did, they set fire to the town of Newark. This left the local residents to freeze to death in the snow. The British forces retaliated for the burning of Newark. They later crossed the river, captured Fort Niagara, and then captured and burned the nearby American towns of Lewiston and Buffalo.
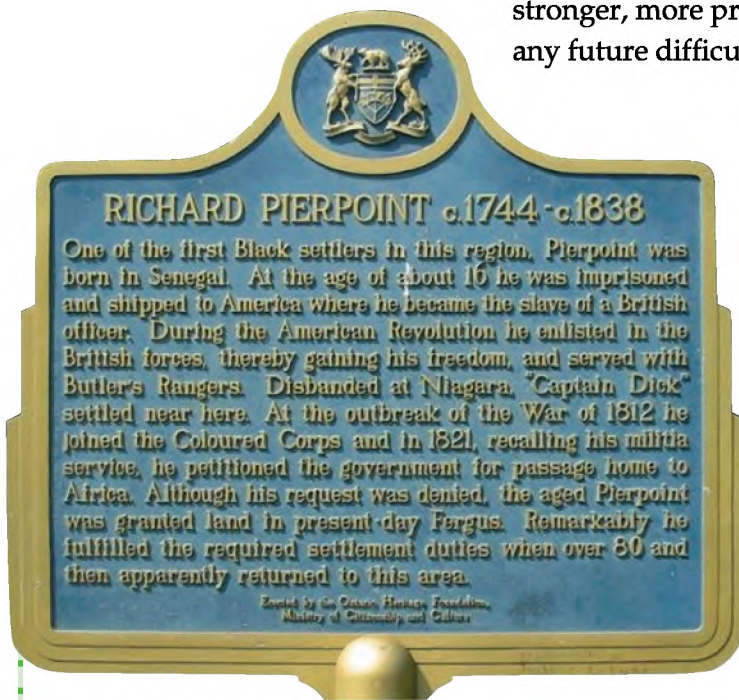
FIGURE 9-21 Richard Pierpoint was a former slave who lived in Niagara. One of the many who wished to defend Upper Canada, he petitioned Brock to create an all-Black military unit, which later fought at Queenston Heights.

In May 1814, the village of Dover Mills (now Port Dover, Ontario) was raided by a force of 750 American soldiers. The village was burned. Eyewitness Amelia Harris described the raid this way:

> [W]hen I looked up I saw the hillside and the fields, as far as the eye could reach, covered with American soldiers... My mother knew instinctively what they were going to do... She entreated the [commanding officer] to spare her property and said that she was a widow with a young family. He answered her civilly and respectfully and expressed his regret that his orders were to burn but he would spare the house... Very soon we saw columns of dark smoke arise from every building and what at early dawn had been a prosperous homestead, at noon there remained only smouldering ruins.

In the East and West

Lower Canada was largely untouched by the war. Although the French-Canadian militia had fought to defend the colony, most of the fighting took place in Upper Canada.

In the Maritimes, there really was no war. Trade with New England was prosperous, and neither side wanted a war to disturb their commercial relationships.

This was much the case in western Canada. Fort Astoria (now called Fort George) remained in British hands. The Oregon Territory was recognized in 1818 by Britain and the United States as open territory.

The Significance of the War of 1812

The significance of the War of 1812 has varied in Canada both through time and according to perspective. What did the War of 1812 mean in 1815? What does it mean to Canada now? In 1912, the War of 1812 represented to many in Canada one chapter in a proud British heritage. In 2012, it represented the beginnings of our nation.

Did You Know?

Melville Island, in Halifax Harbour, was used by the British to house American prisoners of war during the War of 1812. More than 5000 prisoners were kept there, including 1000 Americans captured in the Niagara region. Those who died of disease were buried on nearby Deadman's Island. At the end of the war, the surviving prisoners were released—and were expected to return to their homes at their own expense.

Thinking IT THROUGH ⚓

Summarize What's Important

1. What were the key results of the War of 1812?

Synthesize and Evaluate [Judgements]

2. a) What decides if a war is "won" or "lost"? In small groups, create a list of conditions needed to declare that a war has been won. Share your thinking with other groups until the class can agree on a list.

b) Divide your class into three groups: Canada, the United States, and First Nations. Conduct a debate to decide who won the War of 1812.

3. Write a paragraph to answer the section question: *What were key outcomes of the War of 1812 for Canada?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...
Canada and the War of 1812

When the United States declared war on Britain in 1812, the colonies in British North America were also drawn into the fight. Upper Canada saw the most fighting as the two nations struggled for control of the Great Lakes. Although by the end little had changed in terms of territory won or lost, the war contributed to the formation of a growing Canadian identity.

1. **a)** Use the key ideas from the section questions to identify the impact of the War of 1812 on the people of what is now Canada. You may also use the information you learned about Canada in other chapters. Use the following graphic organizer to collect information about Canada before and after the War of 1812. Do further research if necessary.

   b) In your opinion, how significant was the War of 1812 to Canada's growing identity? Begin by defining "significance" and then reflect on the outcome of the war. Record your thinking in a graphic organizer. Then, answer the Chapter Focus Question: *How did the War of 1812 shape Canada's future?*

	Before the War of 1812	After the War of 1812
Canada's relationship with First Nations		
Canada's relationship with the United States		
How Canada viewed itself		
How other countries viewed Canada		

Build an Argument

2. **a)** Given the outcome of the war, to what extent to do you feel the War of 1812 affected the relationship between the United States and Canada? Use examples to support your opinion.

   b) Share your thinking with others. Note any changes to your argument after talking with other students.

Ask Meaningful Questions

3. What information would you need to make a statement about how the First Nations, the Americans, and Canadians should remember the War of 1812?

Create a Chain Reaction Diagram

> Turnips ➡ Pyramids ➡ Conscription ➡ White House on Fire

The events listed in the diagram above might seem unrelated. However, you have learned how crop rotation—introduced by *Turnip* Townsend—led to a larger food supply and population in England. This contributed to the Industrial Revolution. Napoleon wanted to prove that France was a power equal to England, which led to his invasion of Egypt and the looting of the *pyramids*. His struggle for power resulted in battles between England and France. In order to bolster its navy, England forced American sailors into military service through *conscription*. Americans, angered by conscription and wanting to prove their own power in North America, waged the War of 1812 against British-Canadian and First Nations soldiers. In response, the Canadians set the *White House on fire*.

Create and present your own chain reaction diagram. Choose four people, events, or places from Unit 3 that share a cause and consequence relationship. Provide background information on each of your choices, and explain how they are linked.

STEP ONE: Building and Acting On a Plan

Decide if you will work on your own, with a partner, or with a group. If you are working with a partner or group, read Building Your Skills Chapter 7: Taking Action Cooperatively. List the tasks you will need to complete, and set deadlines. Check with your teacher to ensure that your plan will be effective.

STEP TWO: Investigation

Use your textbook and learning resource centre to investigate how people, events, or places in Unit 3 are related. Ask the following questions:
- What did the key people in these chapters have in common?
- How did decisions and events in Chapters 7 and 8 lead to outcomes in Chapter 9?
- Work backwards from known outcomes and ask yourself: What happened in the past to cause this event?
- List the most important events in chronological order to understand the chain of events.

STEP THREE: Preparation

Select four people, places, or events to include in your chain reaction. Create a diagram similar to the one above. Review Chapter 8 Building Your Skills: Using Topographic Maps, and create a map to show the regions most impacted by the events in your chain reaction. The map will show how events in one part of the world can have effects across the globe.

STEP FOUR: Giving an Oral Presentation

Use the three-step system in Building Your Skills Chapter 9: Giving an Oral Presentation to prepare, rehearse, and present your chain reaction, map, and background information. Be sure to explain how each element of your diagram links to the next.

CRITERIA FOR SUCCESS

☐ Did you develop a plan with specific tasks to complete?
☐ Was your planning realistic? Were you able to complete the tasks in the time allotted?
☐ Did your map clearly indicate the regions most affected?
☐ Did you include a detailed account of each of your choices?
☐ Was the connection between events easily understood by your audience?
☐ Did you prepare, rehearse, and present with confidence?

Map Appendix

Geographic Regions of North America

Geographic Regions
- Appalachian Region
- Coastal Plains
- Great Lakes-St. Lawrence Lowland
- Interior Plains
- Canadian Shield
- Western Cordillera
- Intermountain Region
- Arctic Region

North America is divided into eight distinctive geographic regions based on topography (land forms), climate, and vegetation. How do the political divisions of the continent contrast with these regions?

The Appalachian Region

The Appalachian region consists of a mountainous area that separates the Atlantic coast of North America from the Interior Plains. While not extremely high, this mountain range is wide and rugged in places.

Did You Know?

Fold mountains like those in the Appalachian Range are formed when two tectonic plates push together. Over millions of years, the rock layers of the crust crumple and form folds.

Topography	Vegetation	Climate
• Fold mountains formed 300 million years ago • Mountains significantly eroded over time • Deep river valleys • Some navigable rivers (St. Lawrence, Hudson)	• Dense mixed forests • Fertile river valleys • Mountain soils are thin and rocky	• Winters cold in the north; mild in the south • Summers generally hot and humid • High rain and snow fall
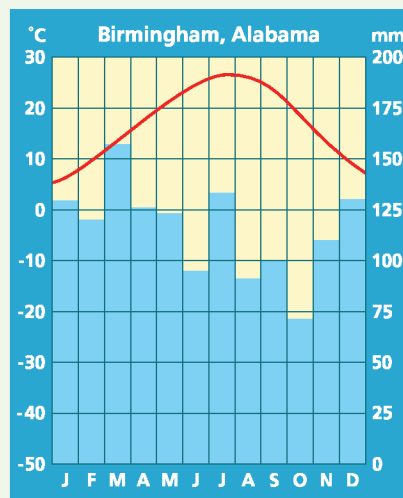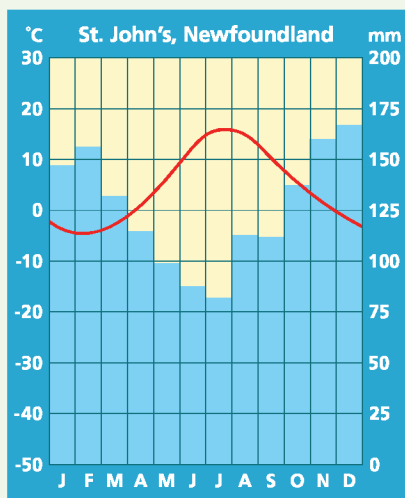
Compare and contrast the amount of snowfall typically received by St. John's and Birmingham.

©P

The cold Labrador Current and the warm Gulf Stream on the Grand Banks encourages growth of marine organisms, providing rich feeding grounds for fish.

How would the Appalachian mountains act as a barrier to the early colonization of North America by Europeans?

High-altitude plateaus called "dolly sods" are found in the Allegheny Mountains in the Appalachian Range. Animals and plants found here thrive in cold, high altitudes.

The Appalachian region has rich deposits of coal, which lie in shallow seams near the tops of the mountains. Knowing that this type of resource extraction happens in this area, what benefits and problems might arise?

The Coastal Plains Region

The Coastal Plains region consists of a series of lowlands that run south from Maine to Florida and west into the Gulf of Mexico. This region can extend 50 to 500 kilometres inland.

Hurricanes affect the Coastal Plains region every year. These large storms are formed when warm air rises over tropical bodies of water. Warm air at high altitudes draws cooler air up quickly from below, causing wind and thunderstorms. These storms then join together in large, circular bands, which spin and grow. Hurricanes can move north along the east coast of North America, slowing down only over land or when they reach cooler waters.

Topography	Vegetation	Climate
• Flat, low-lying land • Over half the region is less than 30 metres above sea level • Many streams, rivers, marshes, and swamps • Mississippi River deposits rich sediments in the delta region of the Gulf of Mexico	• Wet areas encourage aquatic plants, grasses, and mangroves • Inland pine forests • Agriculture often requires draining of swamps	• Cold, snowy winters in the north • Mild to warm winters in the south • Hot humid summers • Hurricanes from late summer to early winter

This housing development was originally swampland. What effect do such developments have on local ecosystems? What challenges would this type of environment present for Aboriginal peoples and early European explorers?

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Atlantic City, New Jersey

Miami, Florida
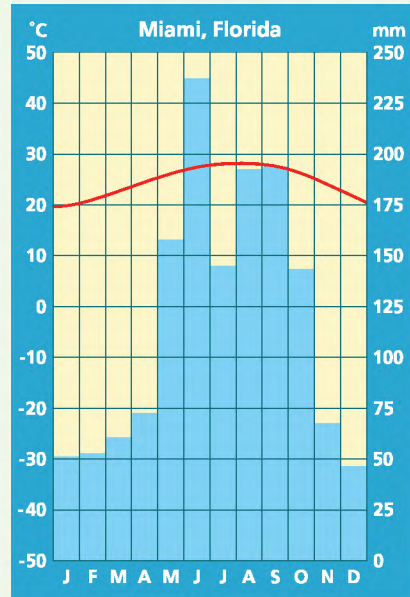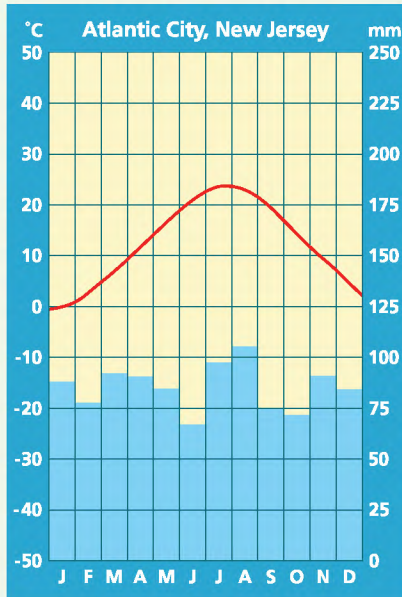
Briefly describe differences in climate between the northern and southern Coastal Plains.
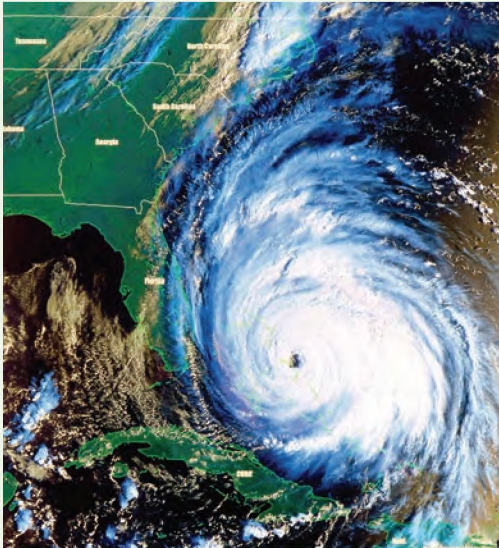
Hurricanes spin in a distinctive spiral formation.

Hurricanes bring extensive rainfall, flooding, and winds that can exceed 250 kilometres per hour. This neighbourhood in New York was destroyed by Hurricane Sandy in 2012.

Although low-lying and prone to flooding, the Mississippi delta also has a high rate of economic development. Why do you think this is so?

The Great Lakes–St. Lawrence Lowland Region

This is the smallest geographic region in North America, but also one of the most highly populated. The region was formed by the deposition of soil and rock from glaciers during the last Ice Age about 25 000 to 10 000 years ago. It has some of the most fertile soils in North America.

Did You Know?

Glaciers are very thick layers of ice that move slowly across the land. The combined weight (millions of tonnes) and movement of a glacier scrapes the land beneath. This creates mounds of debris made up of soil and rock. As the glacier melts, the debris is washed away. This process formed the rich soil deposits of the Great Lakes–St. Lawrence Lowland region.

Topography	Vegetation	Climate
• Flat plains and rolling hills • Many river valleys • Soils are extremely fertile	• Extensive broadleaf forests • Some stands of coniferous trees • Region ideal for mixed agriculture	• Cold, snowy winters • Humid summers, but cooled due to influence of the Great Lakes

The Niagara Escarpment is a prominent feature of the Great Lakes–St. Lawrence Lowlands region.

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Toronto, Ontario climate graph (°C / mm)

Québec City, Québec climate graph (°C / mm)
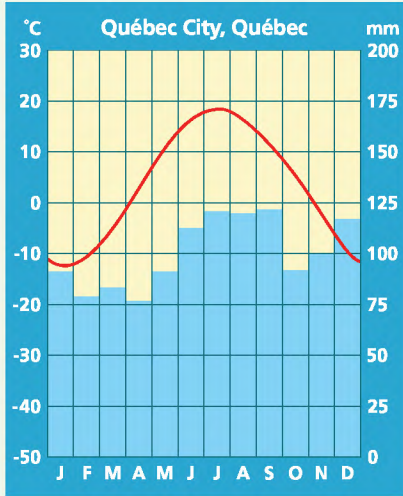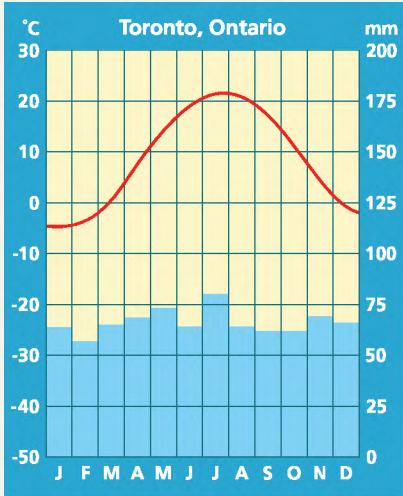
Briefly describe the annual precipitation pattern for this region, based on the data in the climate graphs.

Fields and farms along the St. Lawrence River in Québec.

The majority of Canada's population lives in this region. What effects does this concentration of people have on natural ecosystems?

©P

The Interior Plains Region

The Interior Plains region dominates the central part of North America. While much of the region was originally grassland, the northern part of this region consists of gently rolling hills covered with boreal forest.

boreal forest a northern forest area dominated by pine, fir, and spruce trees

tundra an ecosystem where the growth of trees is limited by cold temperatures and short growing seasons
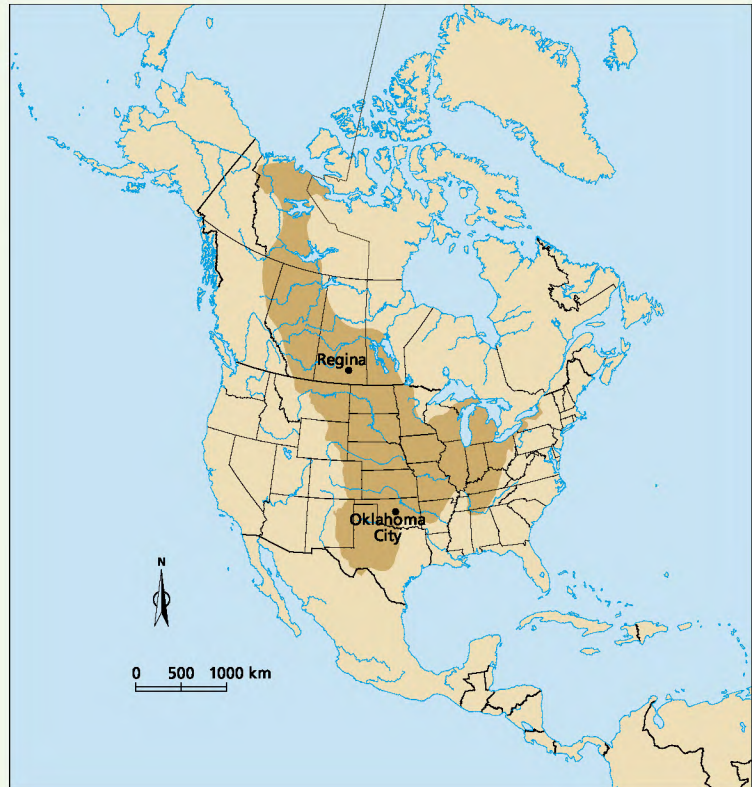
Topography	Vegetation	Climate
• Was the bed of a shallow sea 100 million years ago • Low rolling hills cut with river valleys • Open plains	• Mostly grassland with isolated stands of trees • Some mixed forests to the east • **Boreal forest** and **tundra** in the north	• Cold, dry winters • Hot summers • Arid to semi-arid conditions • Most precipitation falls in the summer • Tornado activity

Canada's grasslands are now only one-quarter of their original size due to farming and human settlement.

©P

Oklahoma City, Oklahoma

Regina, Saskatchewan
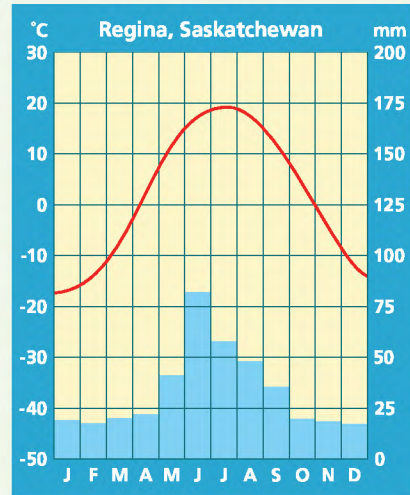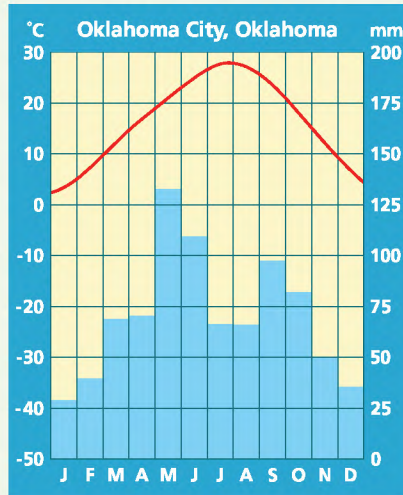
A semi-arid climate is generally defined as receiving less than 500 mm annual precipitation. Based on this definition, are either of these two places semi-arid? What are the challenges of farming in a semi-arid climate?

Why is this region suitable for farming and ranching?

In the American Midwest, the collision of dry, cold air from the Rockies and warm, moist air from the Gulf of Mexico frequently causes tornadoes. With wind speeds of up to 650 kilometres an hour, tornadoes can be extremely destructive.

Corn is traditionally grown in this region. It provides food for humans, fodder for livestock, and oil. Recently, much of the corn crop in Canada and the United States has been raised for use as biofuel. What are the benefits and problems associated with such a switch?

The Canadian Shield Region

Two billion years ago, the Canadian Shield region was a range of volcanic mountains. Erosion, especially from glacial activity (see page 332), has almost completely worn these mountains away. This region is a vast storehouse of valuable minerals.

Did You Know?

The word *muskeg* comes from a Cree word, *maskek*, which means "low-lying marsh." Areas of muskeg are made up of decaying plants, mosses, small trees, and small bodies of water. This ecosystem is an ideal home for beavers.

Topography	Vegetation	Climate
• Bare rock interspersed with lakes, rivers, and muskeg • Large deposits of nickel, gold, silver, copper, and other minerals	• Boreal forest • Tundra dominates northern part of region • Extensive muskeg swamps	• Long, very cold winters • Short, cool summers • Short growing season
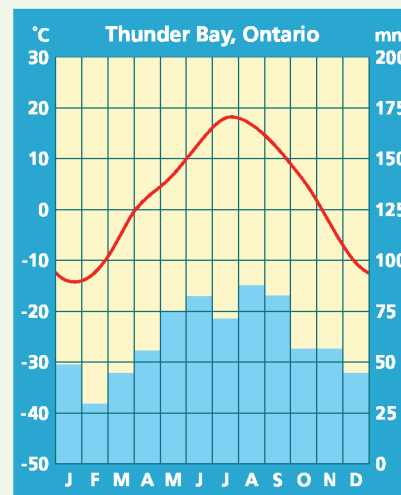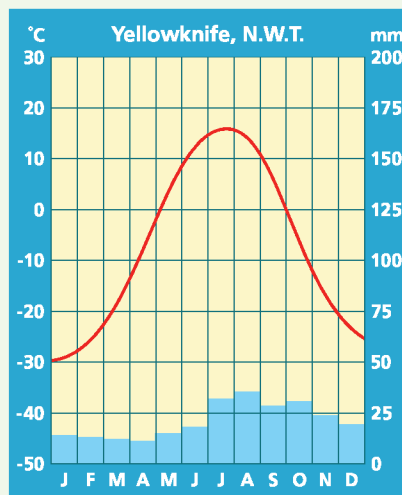
Using data from the graphs, explain why these two locations are generally unsuitable for agriculture.

The Canadian Shield consists primarily of exposed rock and boreal forest. What might have attracted the first European explorers to this landscape?

Muskeg is commonly found in the Canadian Shield.
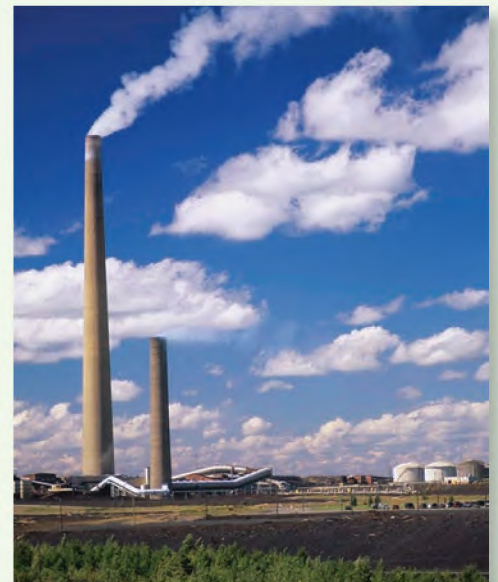
Sudbury, Ontario is dominated by the Inco smelter and its 380-metre-tall Superstack, the second-tallest chimney in the world. The Superstack is designed to reduce, through its height, the emission of gases like sulphur dioxide into Sudbury. What would be the effect of such a chimney on a larger area?

The Western Cordillera Region

The Western Cordillera consists of two mountain ranges dominating western North America: the Rocky Mountains, which consists of fold mountains, and the Coast Range, which consists of both fold and volcanic mountains. Both mountain ranges are the result of plate tectonic activity between the North American and Pacific Plates.

Did You Know?

The Rocky Mountains were once part of the same ancient seabed that formed the Interior Plains. Fossilized seashells have been found at the tops of these mountains.

Prince Rupert

Vancouver

N

0   500   1000 km

Topography	Vegetation	Climate
• High, rugged mountain ranges • Deep river valleys • Rocky Mountains form the continental divide: rivers west of the Rockies flow west	• Windward slopes have dense coniferous forests • Leeward slopes are drier and are dominated by smaller forests and grasses • Alpine tundra	• Cool winters along the coast; colder winters inland • Cool summers on the coast, warmer summers inland • Very high precipitation in some coastal locations

Prince Rupert, B.C.

Vancouver, B.C.
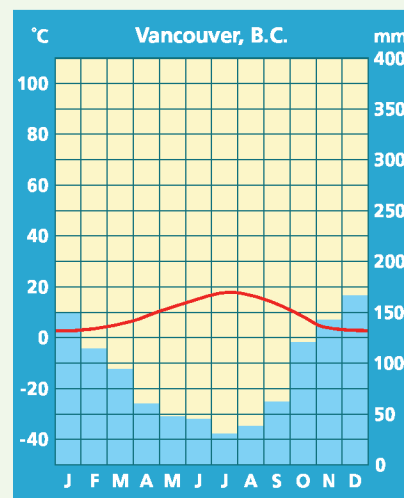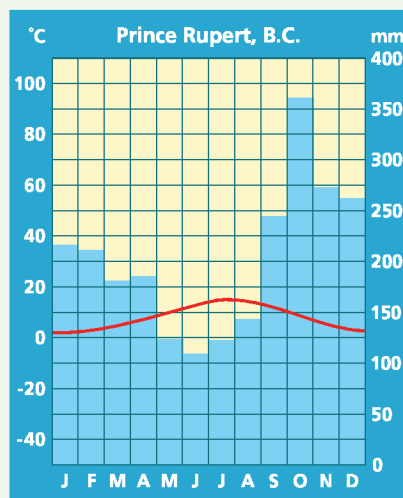
Tropical rainforests have what is termed a wet and a dry season. Is this true of the temperate rainforest of the British Columbia coast? Explain.

The Rocky Mountains are about 70 million years old. What effect have the Rockies had on traditional transportation routes in western North America? How did this affect Aboriginal peoples and European explorers?

The coast of British Columbia is home to the largest temperate rainforest in the world. Some trees are centuries old.

An oil pipeline from Alberta's oil sands to Kitimat, B.C. has been proposed. Large supertankers would be required to navigate coastal waters such as these. What are the risks of such a proposal? Do the benefits outweigh the risks? Discuss.

The Intermountain Region

The Intermountain region consists of a series of high plateaus that lie between the Coast Range and the Rocky Mountains. This region lies within the rain shadow of the mountains. As a result, it is a very dry area with sparse vegetation.

Did You Know?

Rain-shadow environments exist throughout the world. They include the Tibetan Plateau in central Asia, the Atacama Desert in Chile (the driest desert on Earth), and the Midlands of Tasmania, in Australia.

Topography	Vegetation	Climate
• Isolated, high-elevation plateaus cut by river valleys • Many rivers do not flow out of the region • Desert conditions	• Area dominated by scrub, isolated grassland and desert plants • Slopes of some mountains may have thin pine forests	• Wide range of climate conditions depending on latitude • Cool winters, hot summers • Generally little precipitation

The Thompson River Valley in British Columbia shows the very dry nature of this region.

Prince George, B.C.

Salt Lake City, Utah
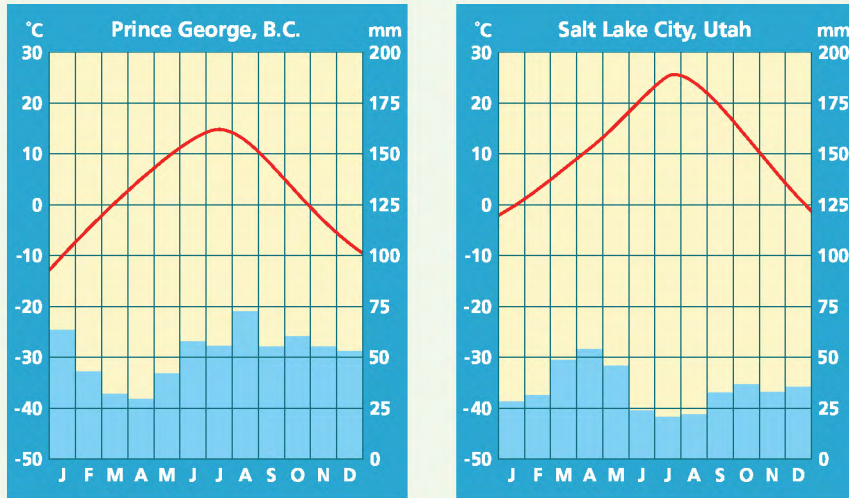
Is the rain-shadow effect more pronounced in the north or the south of the Intermountain region? Explain.

Below 0°C, precipitation falls as snow

Air cools, rain falls

Air warms, rain is limited

WINDWARD SLOPE

LEEWARD SLOPE

Rain shadow

Warm, moist air

Dry conditions

OCEAN

In a rain-shadow environment, air loses its moisture as it crosses over mountains. What challenges does this environment bring for people living in the Intermountain region?

The Colorado River is the major waterway through the southern Intermountain region. As a source of water for irrigation and hydroelectric power, it has been repeatedly dammed (left) and had its flow diverted over the past century. So much water is now used that the Colorado River delta (right) is completely dry most years.

The Arctic Region

The Arctic region is the coldest of all regions of North America, and consists of both lowlands and mountains.

This region contains natural resources such as minerals, oil, and natural gas. However, the fragile nature of the environment and the cold climate make safe resource extraction a challenge.

Did You Know?

The Arctic archipelago (a chain or cluster of islands) consists of 94 major islands and over 36 000 minor islands.

Topography	Vegetation	Climate
• Some coastal areas are extremely flat • Areas such as Baffin Island can also be very mountainous • Much of the region is made up of an archipelago	• Lichens, mosses, and small shrubs • Plants are small and stunted and have a very short growing season • Permafrost means that the ground is permanently frozen to great depths • Only the top layer of permafrost melts in the brief summer	• Winters are extremely cold and dry • Summers are short and cool • Frosts occur generally ten months out of the year

How did the Inuit adapt to life in the Arctic region?

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Resolute, Nunavut
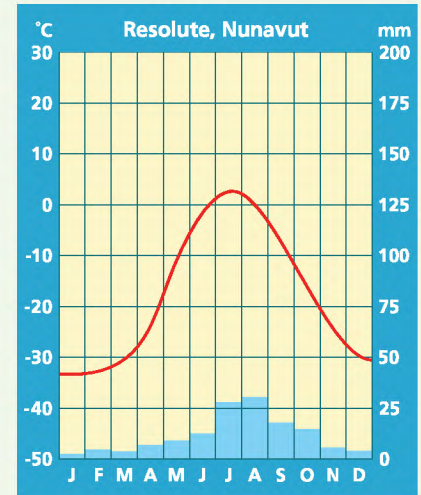
Using the climate graph data, explain how the Arctic can be considered to be a desert.

The climate of the Arctic has been warming considerably over the past 40 years. Many waterways are now ice-free during the summer months. What effect will a warming Arctic have on human activities in the region?

Because of permafrost, water and sewage must be carried in large above-ground pipes called "utilidors." If such pipes were buried, they would break due to freezing and thawing each year.

Great Britain and France

Great Britain and France consist of a variety of distinct physiographic regions. Topography, vegetation, and climate are varied across both nations.
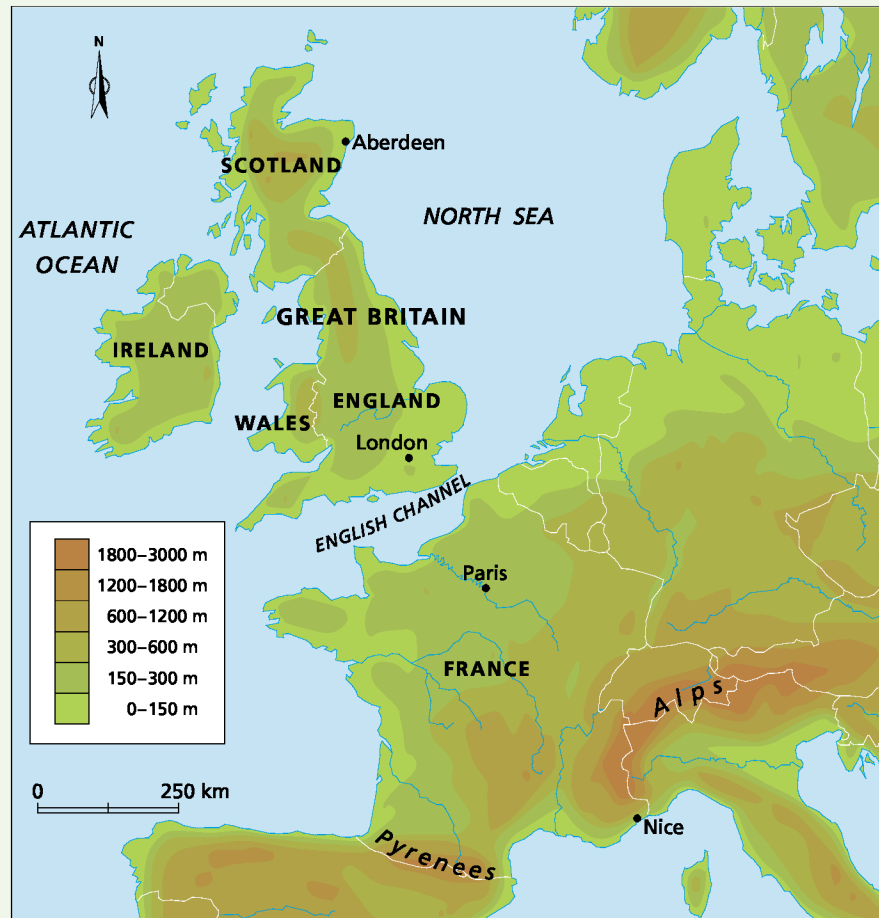
GREAT BRITAIN

Topography	Vegetation	Climate
• In Scotland, Wales, and the northwest of England, rugged with low mountain ranges • In the eastern and southern parts of England, low rolling hills cut with river valleys	• Much of southern and eastern England was once mixed deciduous and coniferous forests • In Scotland, Wales, and northern England, rocky outcrops exposed during the last Ice Age resulted in sparser natural vegetation of low shrubs and some stands of coniferous trees	• Moderated climate due to the warm Gulf Stream • Winters are generally cool and wet • Summers are generally cool in the north and warmer in the south • Precipitation is evenly distributed throughout the year

FRANCE

Topography	Vegetation	Climate
• Atlantic coastline rugged; coastline on English Channel low and sandy • North dominated by rolling hills and river valleys • Central highlands • South dominated by the Pyrenees Mountains and Alps	• Northern plain was once mixed forests • Central highlands and southern coastline dominated by semi-arid vegetation and thin forests • Alpine vegetation in the Pyrenees and Alps	• Cool winters in the north; mild to warm winters in the south • Mild to warm summers in the north; hot summers in the south • North tends to get more precipitation • Southern coast tends to be dry

Aberdeen, Scotland

London, England

Paris, France

Nice, France
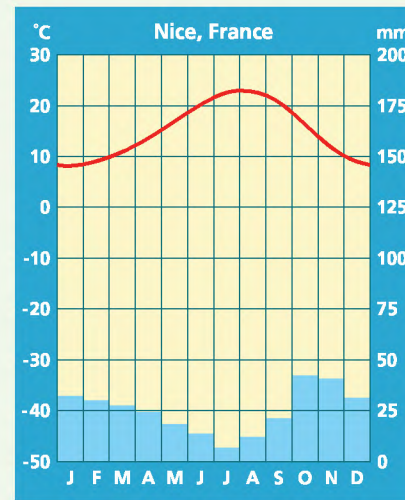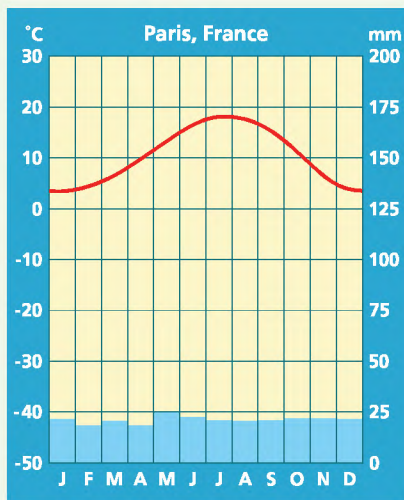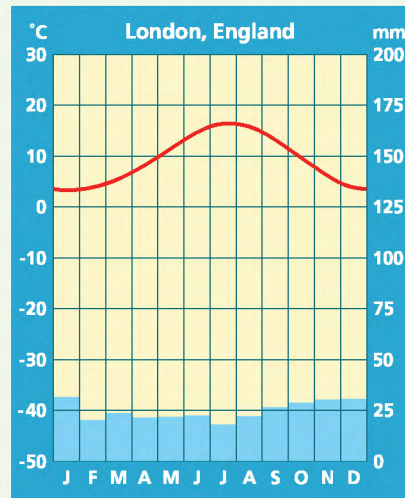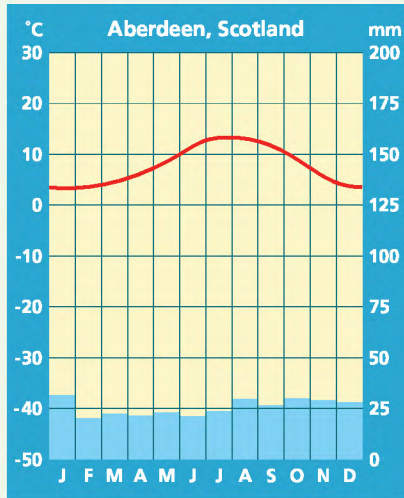
The Cotswolds of southwest England (left) is highly developed farmland, but is also admired for its beauty. The Pyrenees (right), in southern France, created a natural border between France and Spain. Both of these regions have seen thousands of years of human activity. How has this activity changed the landscape?

SKILLS TOOL KIT

CONTENTS

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Using Oral Tradition as Source Material

Oral tradition is a way of remembering the past through stories, spoken explanations, and songs, rather than in writing. For example, the Icelandic sagas tell about events in Iceland in the 10th and 11th centuries. Among First Nations, Métis, and Inuit peoples, teachings often take the form of stories in the oral tradition.

Locate Oral Tradition Source Material

Search for examples of oral tradition. These can include a recollection of the fur trade told by a First Nations Elder or knowledge keeper, oral tradition retold and published in book form, traditional songs that have been recorded, or traditional songs for which the lyrics have been noted and published.

If you find different published versions of one story, examine how they compare. Look at their sources and their purposes. Some versions might differ in minor detail or they might differ significantly.

Ask Questions about Oral Tradition

To consider oral tradition as a source about the past, you might ask these questions:

- What is the subject of the oral tradition?
- Who or what is the source? What knowledge, experience, and bias does the person telling or retelling bring to the subject? Where and when was the oral tradition created and told?
- Why was this story, song, or spoken explanation created and told? For example, is it to relay a central belief or to remember an event?
- What is significant about the story, song, or spoken explanation? What can be learned from it?

Apply IT

1. Choose a topic and locate sources from oral tradition about the topic. For example, to learn more about Vikings in North America, you might research the Icelandic sagas.

2. Answer the questions about oral tradition listed here to show how your source can give information about the past. Summarize what can be learned from the source you have found. How does it compare with other source material you might use?

Gitxsan Hereditary chiefs Walter Harris and Alvin Weget listen to the Supreme Court of Canada decision on *Delgamuukw v. British Columbia* in 1997. The court accepted First Nations oral tradition as evidence in this case.

©P

Getting Started on a Problem, Issue, or Inquiry

Your teacher has asked you to get started on research for a problem, an issue, or an inquiry related to the subject of the French Revolution. The French Revolution is a complex subject and period in time. How should you get started?

What is my topic?

You will need to narrow your topic. For example, you might want to look at one specific subject in the French Revolution (such as laws), a group of people (such as the Girondists), or an event within the French Revolution (such as the execution of Marie Antoinette).

Define a Problem, Issue, or Inquiry

To focus on the Reign of Terror, for example, you can define a problem, issue, or inquiry. The following chart defines these terms and gives examples.

Problem A problem presents a situation that requires investigation and a solution.	*Could France have ended the Reign of Terror in a different way?*
Issue An issue is a specific topic that involves various points of view. It requires a decision about what is most desirable as an outcome, or what ought to be the case. An issue requires a judgement.	*What should the Committee of Public Safety have done about food speculators?*
Inquiry An inquiry is a specific question that when answered would describe how things were, are, or are likely to become.	*To what extent was the Reign of Terror anti-democratic?*

What do you already know?

Write down everything you already know about the topic.

What I already know about the Reign of Terror
- It happened from 1793 to 1794
- Robespierre and the Committee of Public Safety had their enemies executed by guillotine
- Did not end until Robespierre was arrested and executed

©P

Ask Questions

Writing down what you already know will also show you what you need to find out about a subject. Create research questions to help you find the information you need. Your process may look like this:

General Topic		Topic of Interest		Inquiry Question		Research Questions
The French Revolution	→	The Reign of Terror	→	To what extent was the Reign of Terror anti-democratic?	→	1. How were decisions made during the Reign of Terror? 2. Who made the decisions? 3. What rights did individuals have during the Reign of Terror?
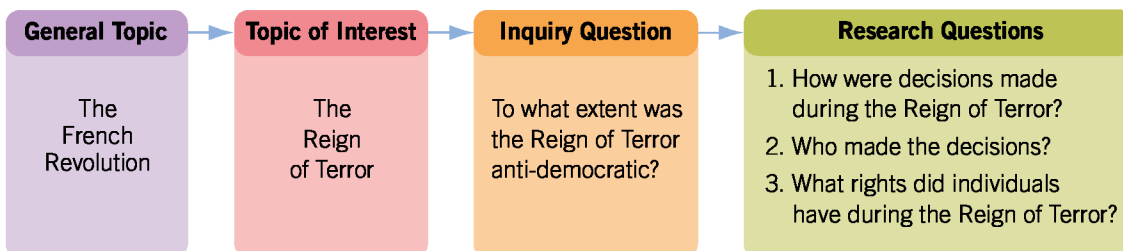
Find Sources and Begin Research

Think of how and where you will gather information. What will your sources be? Are they up to date? Are some sources more reliable than others? As you research, make notes. Remember to document where your information and ideas come from and note what you have quoted or paraphrased. Review types of sources on pages 68, 128, and 170 of this text.

Develop a Plan

Think of all the steps in your task. Then set dates for completing each stage.

Reign of Terror Project Plan

1. Gather information and note sources
2. Organize information
3. Prepare presentation
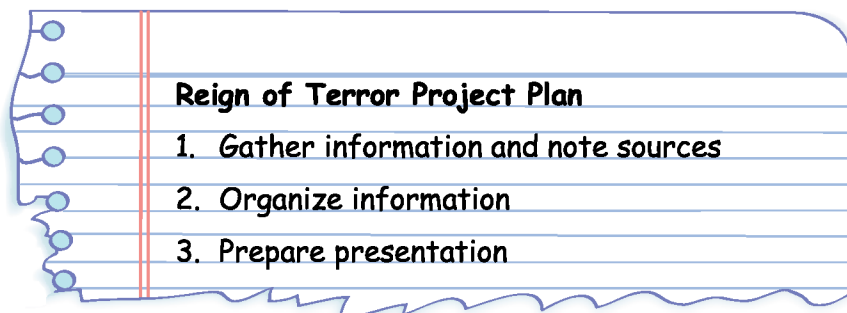
Apply IT

Brainstorm topics about the French Revolution that spark your curiosity. Then, walk through the steps above to create the following for your topic:

- a question that expresses a problem, issue, or inquiry
- a list of what you know
- your research questions
- a list of possible resources
- your plan, with dates

Defending a Position on an Issue

You may need to talk about an issue for a formal debate, a panel discussion, or an informal class conversation. How can you effectively defend your position on an issue?

Research the Issue

To defend any position on an issue, you must first conduct research.

- Examine the issue and any key terms.
  - What key terms need to be defined?
  - Can the issue be broken down into parts?
- Identify facts, opinions, and other perspectives on the issue.

Consider Positions and Decide on Your Own

You may have found different positions on the issue during your research. Note the facts (such as historical data) that support each position. Decide on your own position. Do you have evidence to support it? What objections might people have to your argument? How can you respond to them?

Be prepared to re-evaluate your position if you find stronger evidence in support of a different position.

Develop Your Argument

Before a formal discussion on an issue, review

- the issue and how it can be clearly stated
- your position and the evidence you have
- possible arguments that can be made against your position and how you can respond
- alternative positions and the evidence you have against those positions

Remember that objectively presenting facts, clearly identifying opinions, and using a respectful tone will build credibility.

Common Pitfalls to Avoid

- Attacking the person rather than addressing the argument
- Making assumptions
- Ignoring other possibilities
- Generalizing

Apply IT

For a controversial issue that you will be discussing, apply the steps of researching thoroughly, considering positions and deciding on your own position, and developing your argument.

Making Connections

As you read about a time and place in history, you might be reminded about something you know from another subject. For example, learning about steam engines in the Industrial Revolution might remind you of experiments in science class. There are connections between many of the subjects you study. Making these connections can help you make sense of the past.

What else was happening?

When you study a topic such as the Industrial Revolution in Britain, you learn about key events, people, and ideas of that time. You can then ask what else was happening at the time. What kind of art, music, or literature was being produced? What was happening in law? What were the effects on the environment? What was happening with people and their families? Was anything happening in other countries that affected events in Britain?

Look for Connections

Brainstorming possible connections can help you decide which connections seem strong and which might need to be studied further. Below are some examples of connections for the Industrial Revolution.

Visual Arts
paintings of
J.M.W. Turner

Literature
Charles Dickens's
Oliver Twist

**Industrial
Revolution**

Technology
steam trains

People
children work
in factories

Law
The Poor Laws
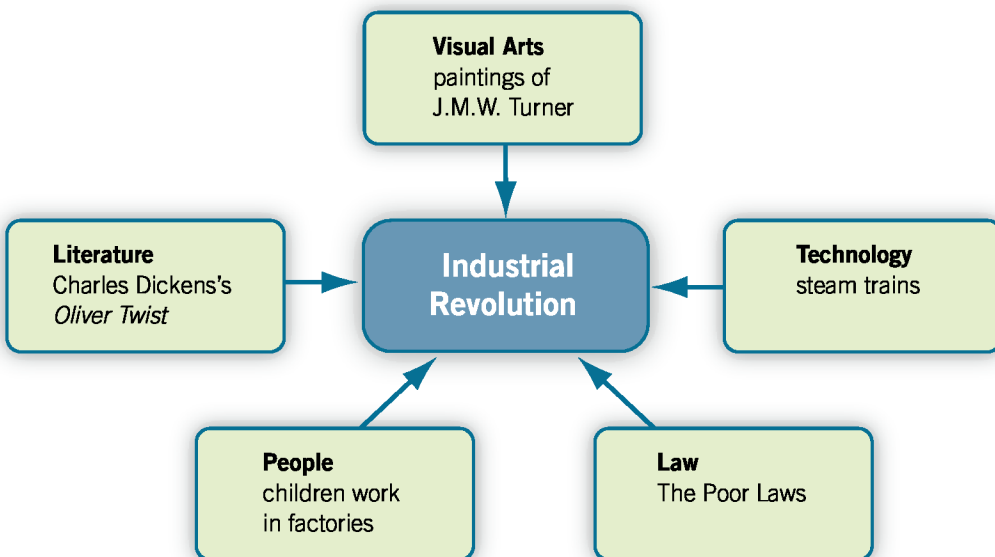
Apply IT

Describe and examine possible connections for another topic in your studies. Then explore some of those connections further. If you have a specific interest you would like to focus on—for example, the military in the Napoleonic Era—focus on those interests as you explore connections.

Understanding Historical Evidence

This textbook includes various examples of historical evidence. The evidence that historians use to understand and tell about the past can be described as *accounts* and *traces*.

- **Accounts** describe or explain events; they tell stories. They can be primary sources, such as diaries or letters from the time of the events, or secondary sources written later. This textbook is a secondary source account. Look for examples of accounts that are primary sources on pages 17, 100, and 141.

- **Traces** are items from the past that do not tell a story by themselves, but offer clues about what life was like or what happened in a certain time period and place. Traces are usually primary sources such as artifacts, images, and buildings. Some examples of trace evidence are on pages 92, 165, and 275.

Historians can ask some questions about traces in order to find clues to the past.

Ask Questions About Artifacts

- What is the object?
- What might it be used for?
- Who would use it?
- Where and when was it used?
- What clues does it give about the time and place in which it was used?

Ask Questions About Images

- Who and what is in the image (photography, painting, etc.)?
- Who could have been in the image but is not?
- Who might have made the image?
- Why was the image made?
- What clues does the image give about the time and place in which it was made?

Ask Questions About Buildings

- Where and when was this building built?
- Who built it?
- Why was the building built? What purposes did it serve?
- How might the building have changed over time?
- What clues does the building give about the time and place in which it was built?

Apply IT

Find examples of accounts and trace evidence about the palace at Versailles in this book, in online sources, or in a museum. For the trace evidence, ask the kinds of questions outlined above and develop a list of things you can say about life in Versailles before, during, and after the French Revolution.

Versailles as it is today.

Working with Criteria

How can you decide that a certain historical event is important, that your assignment is ready, or that a source is reliable? We can form judgements and make evaluations such as these by using certain standards or measurements. These are called criteria.

Develop Criteria

Develop likely criteria by using questions. Clarify what key words mean, what matters, and how the task of evaluating can be broken down into categories. Here are some examples of subjects and how they can be clarified and broken down.

Is my report ready to submit?

- *Is there a proper conclusion? Is all of the information included? Have I checked for spelling errors?*

Criteria: organization, content, mechanics

What was the significance of the fur trade in Canada?

- *How widespread was the fur trade? How did the trade impact where people lived?*

Criteria: quantity, cause and effect

Is this article a good source of information?

- *When was it published? Is the author an expert? Does it consider other points of view?*

Criteria: currency, authority, objectivity

Evaluate Criteria

You can evaluate your criteria by showing how each one applies to the topic or issue. You can also use a scale to decide the extent to which the criteria apply.

Criteria to judge a source of information:
- current – yes, it was published this year
- reliable – yes, I think so; it was published in a well-known web magazine and written by an expert in the subject; the author credited her sources
- objective – yes, the author notes different points of view and responds to them, notes her own conclusion, and gives support for that conclusion

Criteria to judge the significance of the fur trade in Canada

Quantity
0 = no impact
1 = insignificant impact
2 = impact
③ = significant impact

Whole companies and communities developed to support the fur trade. In 1788 alone the fur trade would be worth the equivalent of $25 million today.

Cause and Effect
0 = no impact
1 = insignificant impact
② = impact
3 = significant impact

Europeans came to North America to take part in the trade. Settlements developed around fur trade posts. However, they also developed for farming in other areas.

Summarize the Evaluation

To summarize your judgement or decision, you can briefly describe your conclusion.

- This seems to be a good source of information. It is very current and it seems to be both reliable and objective.
- The fur trade was widespread and successful and had an impact on settlement in Canada.

Apply IT

Choose a subject. For your subject, develop two to four criteria and show how each one applies. Use a scale like the one shown here to evaluate the criteria. Then write a short statement to summarize your judgement or decision.

Glossary

A

abdicate to give up or renounce

abolitionist someone working to end slavery

Aboriginal peoples the First Nations, Inuit, and Métis peoples

absent landlords people who own the land but do not live on it

absolute monarch a king, queen, emperor, or empress with unlimited power

absolute monarchy a monarchy in which the king or queen has total power

acid rain rainwater that has been polluted by chemicals introduced into the atmosphere through industrial and automobile emissions

Age of Enlightenment a cultural movement in Europe and the United States in the 18th century involving intellectuals who wanted to improve society

agriculture the practice of cultivating the soil and rearing animals

alliance a relationship formed for mutual benefit

ally a partner with whom one joins forces for mutual benefit

ambassador an official delegate of one nation to the government of another nation

amenities services that improve life

aqueduct a bridge that transports water across a gap

archipelago a group of islands

arquebus one of the earliest shoulder-held firearms; an early form of musket

artifact something made by people

artisan a craftsperson

assimilation absorbing a people into mainstream society

assizes criminal court sessions

B

baggage train wagons of supplies, as well as people, needed to support an army

bayonet a sword-like blade that can be fixed to the end of a musket for use in hand-to-hand fighting

bloc a group that votes together for the same things

blue laws strict laws, often printed on blue paper

boreal forest a northern forest area dominated by pine, fir, and spruce trees

bourgeoisie the French middle class; from the Old French word meaning "town dweller"

boycott refuse to buy goods from a particular source

breed a group of animals distinguished by particular characteristics

broadcast to sow seeds by throwing them over a field by hand

C

Calvinist a follower of the teachings of John Calvin, a leader of the Protestant Reformation

Canadien/Canadienne a male/female descendant of the inhabitants of New France

capitalist a person with money (capital) to invest

caravel a small, highly manoeuvrable sailing ship

cash crop a crop grown in bulk for sale in distant markets

cast iron molten iron poured into a mould to make a product

castor gras d'hiver prime winter beaver pelt (meaning "greasy winter beaver pelt")

Cavalier a supporter of Charles I; derived from the French word *chevalier*, meaning "horseman"

censor to forbid people from seeing, hearing, or reading certain information or ideas

censorship the act of preventing certain material (including text, pictures, television, and movies) from reaching the public

châteaux the mansions and great estates of the rich

Church of England the official church in England, headed by the monarch

circumnavigate to sail around the world

citizen a member of a nation; during the French Revolution, citizenship was meant to promote equality

civil law the law that relates to a person's rights and liberties (as opposed to criminal law)

civil rights the rights of a citizen, such as safety, protection from discrimination, and the right to vote

civil war when two or more groups in a country fight each other for control of that country

clan a group of people sharing a common ancestor

colonialism a policy of populating and controlling other peoples' lands

colonization settlement and control of the lands of others for the purpose of extracting resources

colonize to populate and control lands outside a homeland

colony a land controlled by another country, and populated with settlers from that country

commons land held to be used by everyone, in other words, held in common, for all people living in an area

compromise to settle a dispute, with both sides giving up a part of what they demand

confederacy an association of independent nations

constitution a document that sets out the major laws and principles of a government

constitutional monarchy a form of government in which a monarch acts as head of state, but his or her powers are limited by a constitution

convert to change beliefs

cooperage a place to make barrels and casks

coureur de bois French fur trader; meaning "runner of the woods"

Court of Star Chamber a royal court where sessions were held in secret

Crown Jewels jewellery used but not personally owned by the royal family

D

deficit the negative balance that accumulates when a government's expenses are greater than its revenues

demand desire for particular goods

democracy a government that is controlled by the people who live under it

depot a storehouse

dictator a ruler with unrestricted authority

dictatorship a government run by one person or a small group of people

dissent to disagree or differ in opinion

diversity the quality of being varied; the variability among culturally distinct peoples or nations

dowry a gift of money given to a groom, usually provided by the bride's family

duck to plunge suddenly under water and out again

duty an import tax

E

economic imperialism one country controlling another for economic gain

embargo an order prohibiting ships from entering or leaving a country's ports; a suspension of trade, usually in anticipation of war

emissary representative

emperor leader and central authority of an empire, which is a large collection of countries dominated, influenced, or controlled by one country

empire a number of states under a single supreme authority

empiricism the theory that all knowledge comes from experience

enclosure the process of combining fields and surrounding them with fences

epidemic a widespread occurrence of a disease in a community

expansionism the policy of expanding a nation's territory, usually through military aggression

exploit to use or take advantage of

expulsion the forced removal of a whole people from their homeland

extravagance careless and lavish spending, wastefulness

F

factor the chief trader at an HBC trading post

factory an HBC trading post

favourite a person given special treatment

feudalism legal and military customs that ordered society in medieval Europe

filles du roi young women who immigrated to New France to start new lives; literally, "daughters of the king"

First Peoples the original peoples of Canada: the First Nations and Inuit

fixed economy an economy that is controlled by a government, for example, by setting prices and rules

fodder plants to feed animals

fur brigades groups of people who traded furs for a living

G

garrison a force of soldiers protecting a town or fortress

gatekeeper someone who controls entry; in the fur trade, someone who controls those who are guided and assisted in pursuit of fur

global worldwide

grassroots made up of ordinary people

graze to feed on growing plants, such as grasses

guerrilla warfare warfare that is loosely organized and uses small groups, surprise raids, and sabotage

guillotine a device consisting of a heavy blade that is dropped to behead a person

H

habitation residence

hardy capable of enduring difficult conditions

heathen not Christian

hierarchy a ranking of groups in society from most powerful to least powerful

humanism a system or mode of thought in which human interests predominate

husbandry breeding and raising livestock, such as poultry

I

identity how we are shaped by the places we live, the languages we speak, the groups we belong to, where we come from, and how we see ourselves

illegitimate born of parents not married to each other; not recognized by law as an heir

imperialism the aggressive building of empire

impress to force someone to serve in the navy or army

inalienable something that cannot be taken away or transferred

independence the state of being self-governing and not under the authority of another country

industry any kind of commercial undertaking, including trade and manufacturing

infidel non-believer; in this case, non-Christian

inflation a situation in which the price of goods rises quickly

infrastructure the roads, canals, and other means of communication and travel within a community

intellectual a person who uses thought and reason to discuss ideas

intercolonial trade trade between colonies

Intolerable Acts acts passed by British parliament, considered by American colonists to violate their natural and constitutional rights

L

labour human effort; the supply of workers

labour unions organizations devoted to improving conditions for their members

land speculator a person who buys and sells land for a profit

language family a group of similar languages that share a common ancestor language

Letters Patent royal documents that set out terms and permission

locomotive a steam engine designed to pull cars along a railway

logistics the discipline of moving people and supplies during war or a disaster relief effort

Loyalists residents of the Thirteen Colonies who remained loyal to Britain during the American Revolution

M

Magna Carta the Great Charter, which guaranteed the English people certain civil rights and limited the powers of the monarch

manure animal droppings used to fertilize land

market those wishing to purchase goods

market economy an economy in which the prices of goods vary according to supply and demand

matrilineal a society in which the lineage of children follows the maternal, or mother's, line

mercantilism economic policy in which colonies exist to serve the interests of the home country

mercenary a paid soldier

merchant ship a ship used for commercial transportation of goods

Métis people who have either French or English as well as First Nations ancestry, and who self-identify as Métis. They share a common history and culture, and are one of the Aboriginal peoples of Canada.

militia a body of civilian soldiers called out for service only during emergencies

mission a missionary post

moderate someone who may support political change, but does not hold extreme or radical opinions

monarch a king or queen

monopoly the right to carry on all business related to a certain good or service

N

nationalism patriotic feelings and principles; the desire for people of one language, culture, location, and ethnicity to form one nation

nation-state a country that rules itself and can make treaties with other states

natural resource something found in nature that is useful to humans

navigational instruments sextants, compasses, telescopes, time pieces, and other instruments to measure the location of the sun and stars with reference to the horizon and time of day

Nor'wester a partner with the NWC who worked not in Montréal but in the Canadian interior

O

orator an eloquent public speaker

P

palisade wall of upright logs surrounding a village

parflêche a folded rawhide bag developed and used by Plains First Nations

parliament the legislative body in England

patrilineal describing a society in which the lineage of children follows the paternal, or father's, line

patriot a person devoted to the interests of his or her country

patriotic showing pride or love for one's country

pemmican a mixture of pounded bison meat, fat, and berries

persecution the oppression of a group of people because of their religious beliefs, ethnicity, sexual orientation, or other characteristics

perspective the representation of objects on a flat surface so that they appear three-dimensional; for example, objects meant to be in the distance are smaller

Petition of Right a document affirming specific rights for English citizens

philosophes French for philosophers; intellectuals in France who discussed ideas about politics, history, science, and economics

piecework work that is paid by the number of completed items rather than the time taken to do the work

pillory a device consisting of a wooden board with holes for the head and arms, in which offenders were exposed to public scorn

plantation a large farm that requires a large resident workforce

plebiscite also called a referendum; a vote in which a populace is asked to either accept or reject a particular proposal, such as a new constitution or other legislation

plunder to take goods by force

portage to carry boats and goods overland, for example, around dangerous parts of a river

prejudice unreasonable hostile feeling toward an ethnic group

privateer a private ship or individual authorized by a government to attack foreign ships during wartime

profit financial gain; in a business, this is what is left after money is spent and the result is sold

proportion showing things as the right size in relation to each other; for example, people are smaller than buildings

proprietary colony a colony established for the purpose of making a profit, often by a company

protest a public demonstration of objection, often to a government policy

Protestant any Christian not belonging to the Roman Catholic or Eastern Orthodox Church

pyrite a common brass-coloured mineral; also called "fool's gold"

Q

Quebec Act an act passed by British parliament to provide for more effective governance of the Province of Québec

R

radical someone who wants major change quickly, and is willing to take extreme measures to get it

raw material a natural material, such as logs or animal hides, that can be used to create goods

reason a belief based on critical thinking and logical conclusions

regionalism devotion to the interests of one's own region, rather than one's country

regular a professional soldier

religious colony a colony established by people seeking the freedom to practise their religion

repeal to take back

republic a government where there is no king or queen; power rests with the citizens who vote to elect their leaders

resource exploitation using land, water, and natural resources for profit

royal province a designation that gave the colony in New France a political structure similar to that of a province in France

Rupert's Land the vast territory given to the HBC by Charles II

S

sagas stories of adventure

salon a meeting of intellectuals to discuss exciting ideas, usually held in someone's home

satire a literary work in which corruption, foolishness, or abuses are held up to ridicule and contempt

scorched earth policy a strategy of burning or destroying the crops and other resources of a land so that the enemy cannot make use of them

scurvy an often fatal disease caused by a lack of vitamin C

seditious libel false and malicious statements against the monarch, which are considered treason

seigneur the lord and landowner of a feudal estate

seigneurial system a social and economic structure similar to feudalism

shot lead balls ranging in size from seed-sized birdshot to marble-sized musket balls; exploding gunpowder propels shot down the barrel of a gun

siege to surround and attack a fortified enemy, preventing food and other supplies from entering

slum an overcrowded district inhabited by very poor people

smuggler someone who imports and exports goods illegally

sniper a sharpshooter who attacks from a distance

social reform a kind of social movement that aims to make gradual change, or change in certain aspects of society

Sons of Liberty a political group of activists

sovereign independent; having self-government

sovereign council a governing council modelled on the governments of the provinces of France

Spanish Armada a fleet of ships sent by Spain in 1588 to invade England

spawn to deposit and fertilize eggs

speculator a person who hopes to take advantage of a sudden rise or fall in prices

sugar islands a term describing the islands of the West Indies (Caribbean) known for sugar cane production; included Martinique, Jamaica, and Barbados

T

tar and feather covering a person with hot tar and feathers

tariff a tax on goods crossing a border

technology tools, machines, techniques, and methods of organization that help humans solve a problem or reach a goal

Test Act an act forbidding anyone except members of the Church of England from holding political office or entering the professions

textiles woven fabrics used to make clothing and other products

Thirty Years War a series of wars fought between Catholics and Protestants in Europe

tithe a payment of one-tenth of a person's earnings

toll a charge to use a road or bridge

toque a brimless knitted cap

trading post a store where furs could be bartered for goods; sometimes a post was also a fort

travois a sled for transporting goods, consisting of two poles joined at one end and dragged by a dog or horse

triangle trade trade between three ports or regions

Tudor the period between 1485 and 1603 in England, during which the Tudor royal family ruled

tumpline a strap slung across the forehead to help carry a load

tundra an ecosystem where the growth of trees is limited by cold temperatures and short growing seasons

turbine a rotary mechanical device in which fluid or steam makes the blades move

Twelfth Night a celebration of the new year, held on the 5th of January

tyrant a ruler who uses power oppressively or unjustly

©P

U

upstream toward a river's source

V

vagrant a homeless person

vernacular the everyday language of people

veto to stop or reject a legislative enactment

voyageur a worker employed by the North West Company to transport furs and goods to and from trading posts

W

wampum belt a belt of purple and white beads made from clam shells; the design of the belt recorded historical events and treaties

watershed the region drained by a river system

work a person's employment or occupation

workhouse an institution where someone would work at a menial job and be paid with some basic food and shelter

Pronunciation Guide

Use this glossary to help you pronounce some of the more difficult words in this book. When you are sounding out the word, place the stress, or emphasis on the syllable that is written in capital letters.

A

aboiteaux – ah-bwa-TOH
Aix-la-Chapelle – EKS-la-Sha-PEL
Anse au Foulon – ONS oh FOOL-oh
arquebus – AHR-kwuh-buhs

B

Behchokö – BEH-cho-kon
Beothuk – Bee-AW-thuk
bourgeois – boor-zhwah

C

Canadiens – KA-na-DYEN
canots du maître –
    KA-noh doo MAY-trah
canots du nord – KA-noh doo NORD
castor gras d'hiver –
    KA-stor grah DEEV-air
Champlain – Sham-PLAIN
Charest – Sha-RAY
coureur de bois – koo-RAR duh BWAH

D

Dene – DEH-neh
dérangement – day-RONJ-uh-MON
Duquesne – Doo-KEN

E

Étienne Brulé – Ay-TYEN Broo-LAY

F

filles du roi – FEE doo rwah
fleur-de-lis – FLUR-duh-LEES
Fort Ouiatanon –
    FORT Wee-AH-teh-nawn

G

Gros Ventre – GROH VON-truh

H

habitant – A-bee-TOH
Haida – HEYE-duh
Haudenosaunee –
    HOW-deh-noh-SAW-nee
Hochelaga – OSH-la-goh

I

Île Saint-Jean – EEL Seh-ZHAWN

J

Jacques Duchesneau –
    ZHAHK DOO-shuh-noh

K

Kainai – GAI-nah
Kehewin – KEE-hah-win
Kootenai – KOO-tuh-NAY
Ktunaxa – Too-NAH-hah
Kwakwaka'wakw –
    KWAY-KWA-kah-WAYK

L

L'Anse aux Meadows –
    LAWS oh MEH-doh
la Vérendrye – lah Vay-rahn-DREE
Les Fêtes de la Nouvelle-France –
    Lay FET duh la Noo-VEL FRAWNS
Lévis – LAY-vee
Louis de Buade, Comte de Frontenac –
    Loo-EE duh BOHWD, COHT-uh duh
    FRONT-nak

M

Marie Antoinette –
    Marie An-twah-NET
Médard Chouart Des Groseilliers –
    MAY-dahr SHOO-ahr Deh GROH-
    seh-lee-ay
Mesquakie – Mes-KWAY-kee
Mi'kmaq – MEE-ge-MAW
Michilimackinac –
    MEE-shee-lee-MAK-in-AK
Montagnais – MON-tahn-YAY
Montcalm – Mon-KALM
Montmorency – MOH-moh-rah-SEE

N

Nehiyaw – Nuh-HEE-yah
Nisga'a – NIHS-gaah
Nlaka'pamux – Ng-GLA-KAP-muh
Nuu-chah-nulth – NEW-CHAH-nulth

O

Ouludah Equiano –
    Oh-LAU-duh Ay-kwee-AHN-oh

P

Parflêche – PAR-FLESH
pays d'en haut – PAY-ee DAH oh
Peigan – PAY-gun
Petite chapelle de Tadoussac – Puh-
    TEET shah-PEL duh TAH-doo-SAHK
pièces – pee-ES
Pikangikum – Pih-KAN-jih-kum
Potawatomi – PAH-teh-WAH-teh-mee

R

Richelieu – REE-shil-YUH
Rocheleau – RAW-shuh-LOW

S

Saanich – SA-nich
Sarcee – SAHR-see
Saulteaux – Soh-TOH
Secwepemc – Shee-KWE-pem
seigneur – sen-YUR
Sioux – SOO
Stl'atl'imx – STAT-lee-um

T

Thayendanegea –
    Ta-YEHN-dah-NEY-geh-ah
Ticonderoga – TY-KON-duh-ROH-gya
Tlingit – TLIN-git
Toussaint l'Ouverture –
    Too-SAN loo-ver-TYR
travois – TRAV-wah
Tsilhqot'in – Tsil-KOH-ten
Tsimshian – SIM-shee-AN
Tsuu T'ina – SOO Tee-nah

V

Versailles – Ver-SAI

W

Webequie – WEH-beh-KWAY
Wendake – WHEN-dayk
Wyandot – WHY-un-do

Index

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Credits

Photo Credits

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