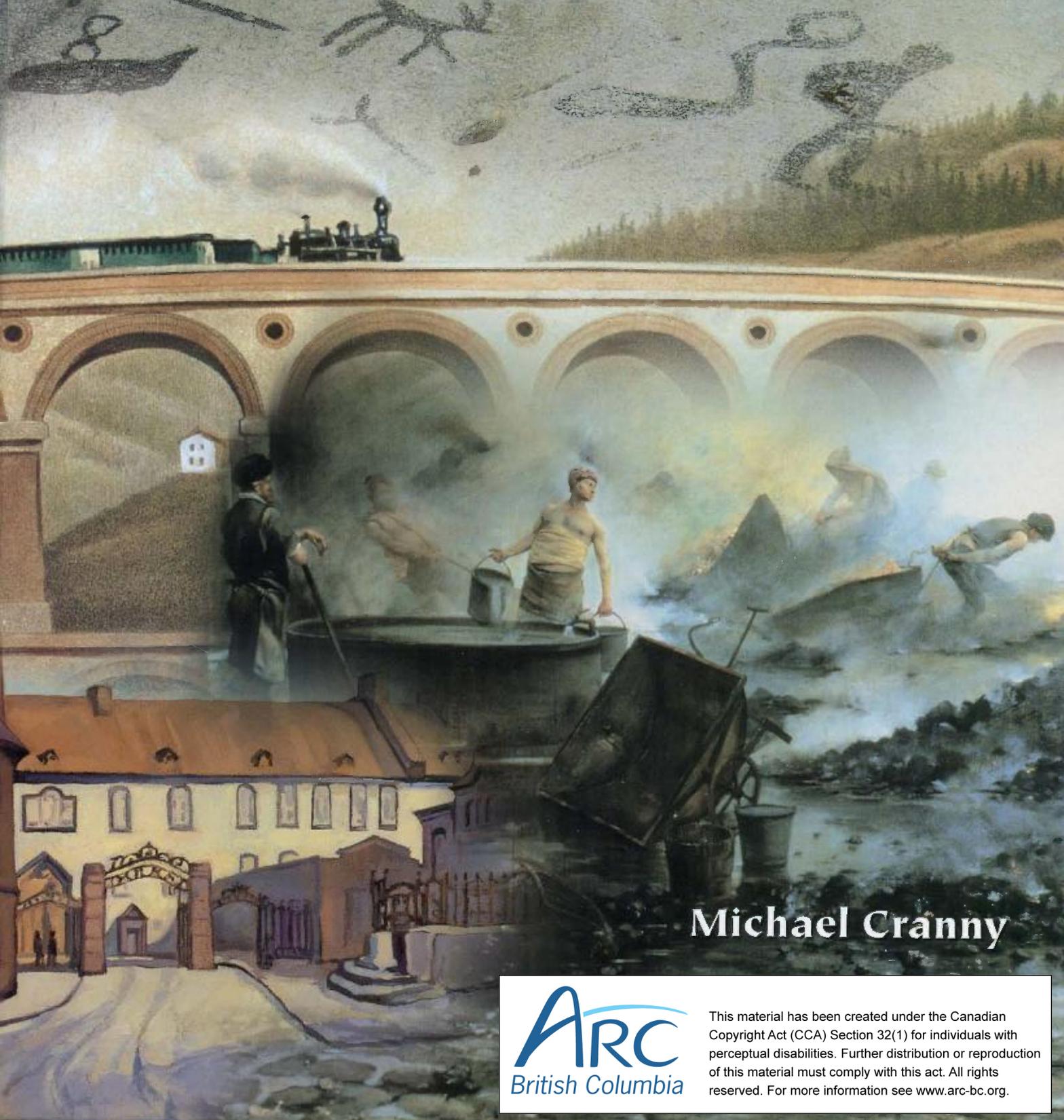


# CROSSROADS

## A MEETING OF NATIONS



**Michael Cranny**

**ARC**  
British Columbia

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# CROSSROADS

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## A MEETING OF NATIONS

**Michael Cranny**

With Contributions by  
Graham Jarvis

**Prentice Hall Ginn Canada, Scarborough, Ontario**

*For my children, Morgan, Meghan and Jonathan—and for  
Bronwen*

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# CROSSROADS

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# PREFACE

*Crossroads* builds on the skills and ideas introduced and developed in *Pathways*. By examining the political and economic changes in Europe and North America, students learn how historical forces—revolution, imperialism, colonialism, and industrialization—have had an impact on the world. This book also introduces students to Canada—its geography, early history, and culture.

Like *Pathways*, *Crossroads* integrates history and geography with other disciplines from the humanities. A Window on the Past opens each chapter, often in the form of an illustrated fictional story based on real historical occurrences. These Windows are designed to catch the interest of the student and to offer unique opportunities for skill development that are essential to a complete understanding of period, place, and perspective.

*Crossroads* also continues the tradition of asking students to consider primary sources from a variety of genres, and to explore the uses and limitations of each. The Cross Currents feature helps students see the present-day relevance of their studies and offers more opportunities for critical reflection. The Guidebook feature, focusing on skill development, is enhanced by colourful maps, tables, and graphs. Activities at the end of each section and each chapter foster critical thinking; analysis and evaluation of the “raw materials” of social studies; synthesis of information; and the extension of knowledge and skills.

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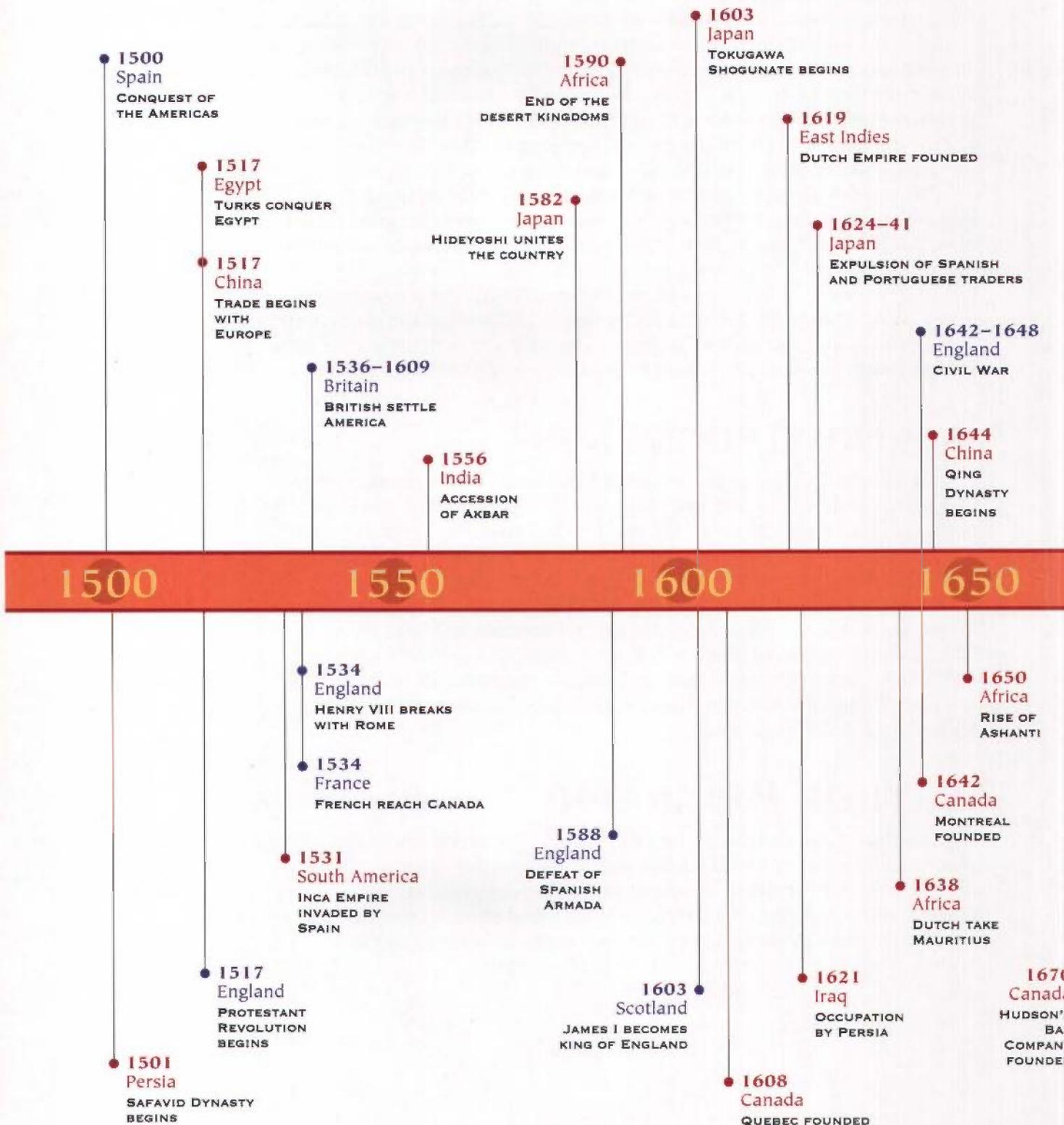
I would like to thank Anita Borovilos and Bob Kirk for their commitment to this project, and for their help and encouragement throughout. I would also like to thank Jessica Pegis and Judith Dawson for their creativity, time, and energy.

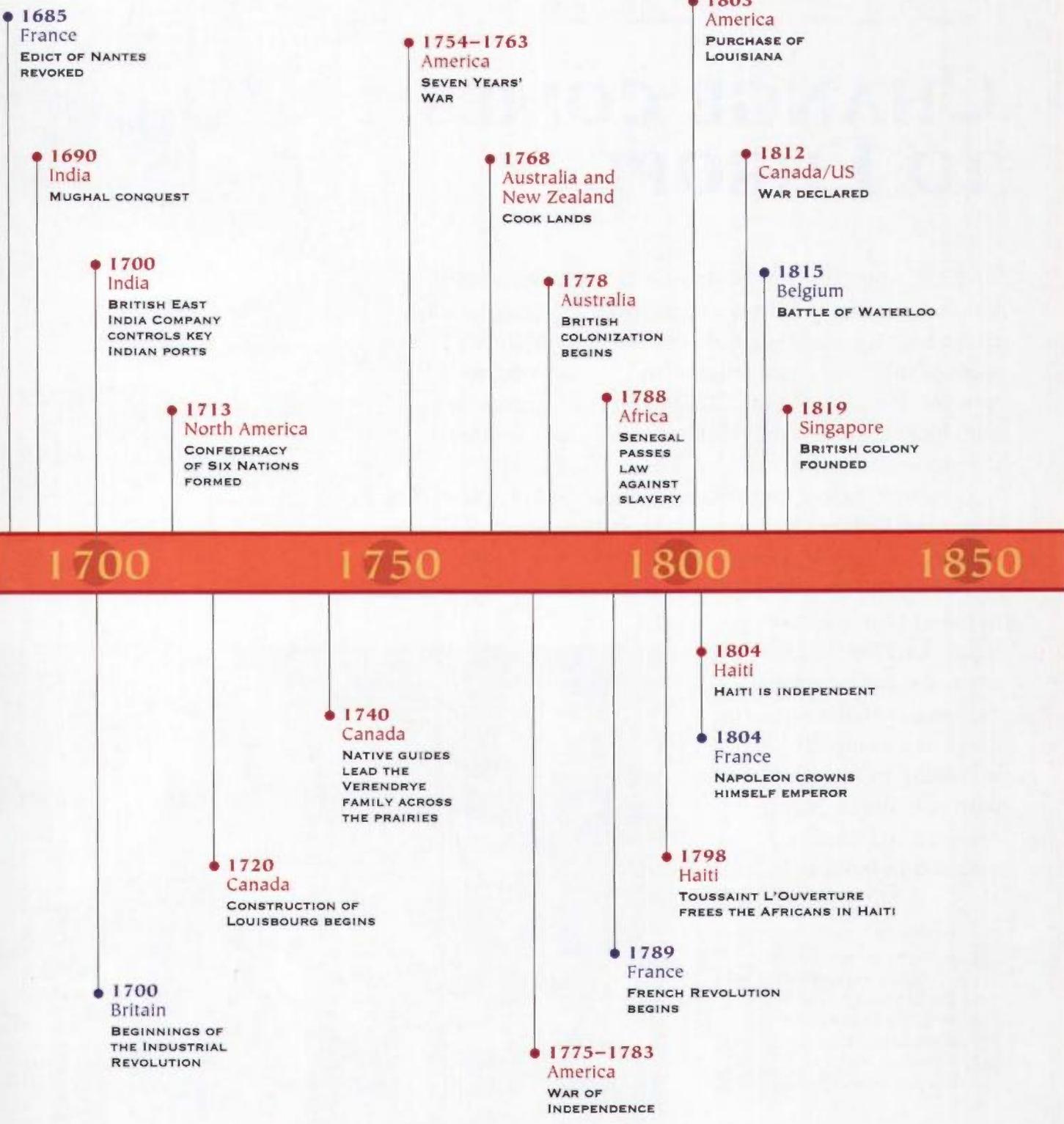
The editorial team would like to thank the many reviewers of *Crossroads: A Meeting of Nations* for offering their analyses and thoughtful advice, especially Dennis DesRivieres and Cam Murray, who reviewed Chapter 6; Dixon Taylor, Kwakwaka'wakw, Coordinator for Aboriginal Education, BC Ministry of Education, who reviewed Chapter 7; Keith Regular, who reviewed Chapter 7; and Graham Jarvis, who made many substantive contributions to the text. We also extend a special thanks to Zena Denchik, who has ensured that every page of *Crossroads* looks beautiful.

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Michael Cranny has been a social studies educator for over twenty years. He has been head of secondary Social Studies and Humanities departments in high schools in School District 91, Nechako Lakes, British Columbia; and has been British Columbia's provincial Pacific Rim and Social Studies Coordinator for over three years. Cranny earned his Master's degree in Archaeology and Anthropology from the University of British Columbia.

# WORLD EVENTS 1500–1800





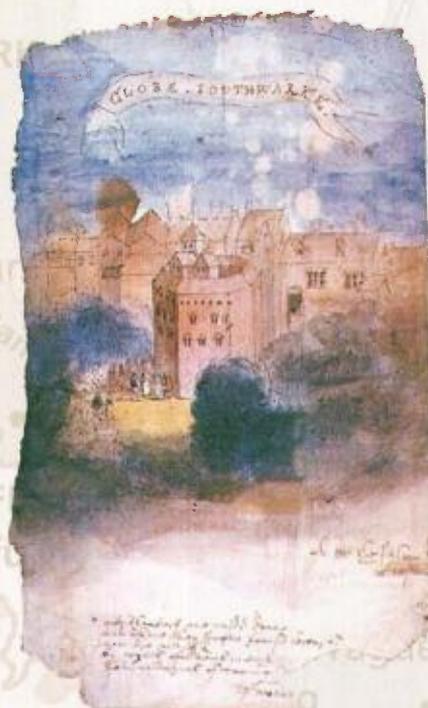
# UNIT 1

## CHANGE COMES TO EUROPE

By 1500, a new age was beginning in European history. Politics, society and the economy were changing in ways that ended the feudal organization of the Middle Ages. New ways of thinking about religion and politics emerged. A new social class—the middle class—became prominent, and the economy of the world gradually became global through colonialism.

The first sign of these changes occurred in England. For centuries, England had enjoyed a primitive form of democracy. This was challenged by the Stuart kings, who ruled England after 1603, and a civil war broke out in 1642 to protect these democratic rights. By 1689, England had become a constitutional monarchy. At the same time, England was rapidly becoming an imperial power, with colonies in North America and financial interests in India and China.

**Elections to parliament.** This representation of English life shows that elections to parliament were accepted as part of daily life, and would be considered an important right if threatened.



**The Globe Theatre.** The opening of popular theatres, such as the Globe, demonstrates how different England became after 1500. There was a large urban population in London, and entertainment was no longer reserved for the upper classes alone.

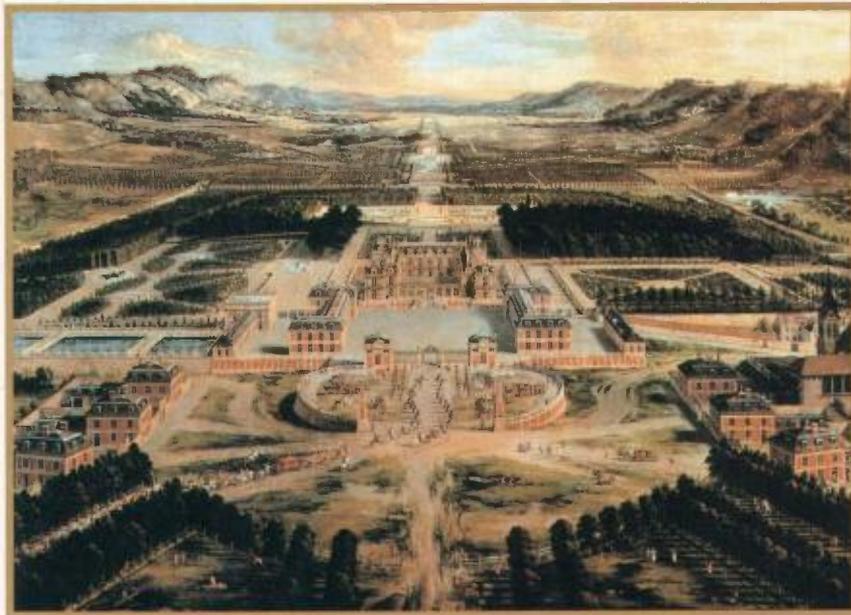


**The palace at Versailles.** The Palace of Versailles illustrates in a concrete way the enormous wealth and privileges that the monarchs, nobility and Church in France enjoyed. At the same time that elaborate entertainments were being staged at Versailles, the ordinary people of France were starving.

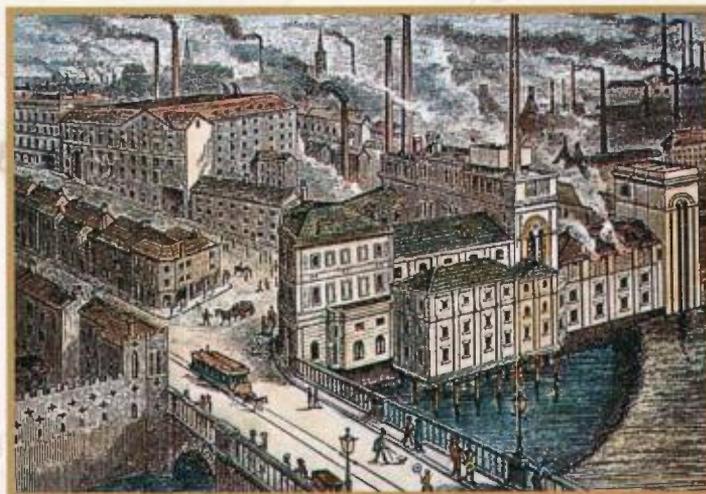
The political and economic situation in France was quite different. France was still a feudal society. The upper classes and the Church enjoyed enormous privileges, and ordinary people were impoverished. Yet the new thinking about political rights eventually reached France. A revolution began in 1789. At first it was moderate, seeking reforms to the old system. Thwarted by events, the revolution became radical and bloody. Eventually, a moderate Directory emerged as the government of France.

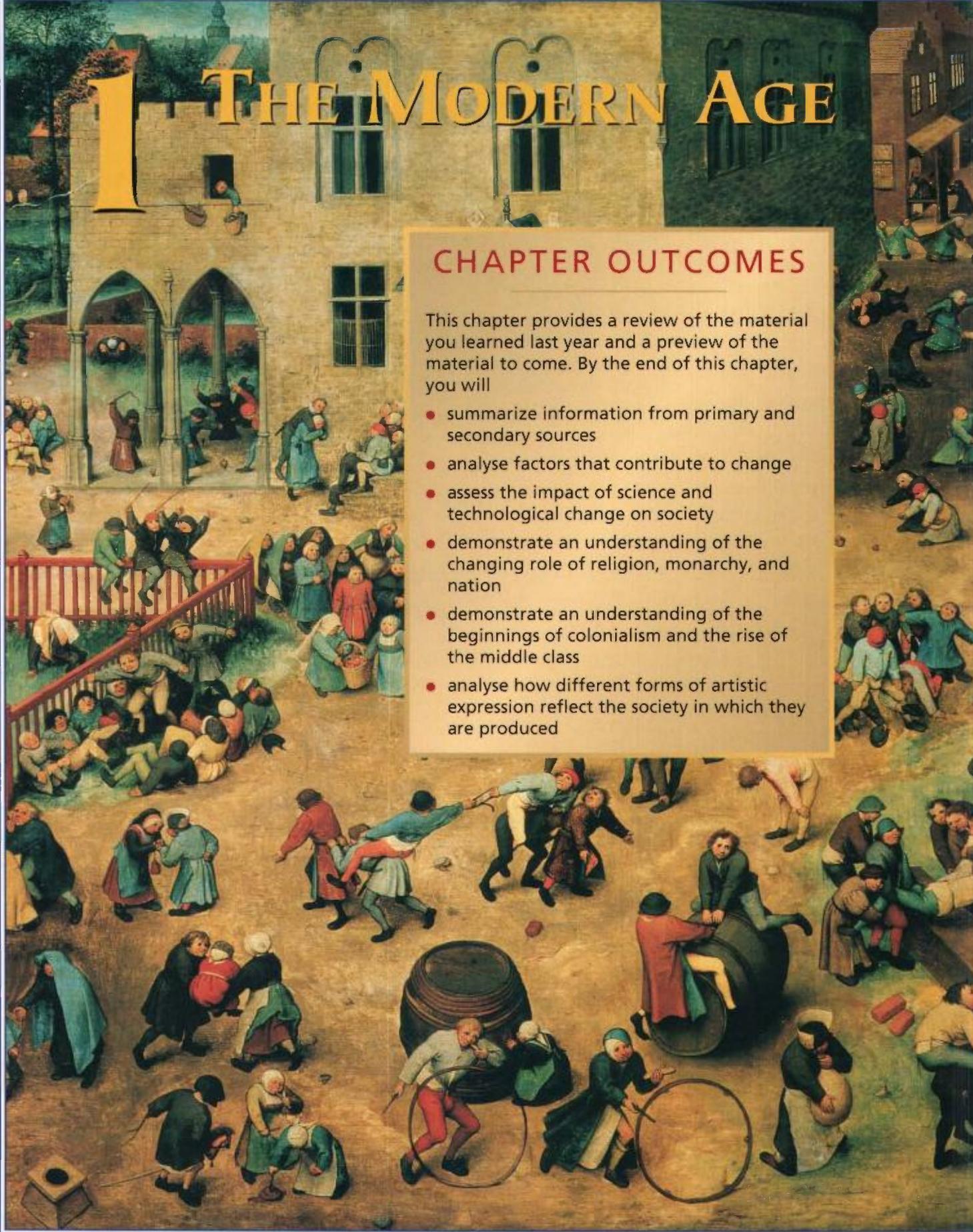
The chaos in France during the revolution allowed a remarkable man to emerge from obscurity into prominence. Napoleon Bonaparte moved slowly at first, while he consolidated his power. Then he crowned himself emperor of the French. His goal was to rule Europe. An extremely able general, he almost achieved this goal, though in the end he was defeated. Nevertheless, he changed the political face of Europe, and unleashed nationalism, which would become an extremely potent force in nineteenth-century Europe.

**The Industrial Revolution.** England becomes an urban and industrialized nation.



Napoleon may have changed the political face of Europe, but the economic developments which began in Britain around 1700 changed the face of the world. The Industrial Revolution transformed the way that agriculture, industry and business operated. Essentially, the Industrial Revolution involved the mechanization, through technological advances, of agriculture and industry. This process of mechanization transformed society in very basic ways—in how people lived and worked. In one way or another, this revolution affected the entire world.





# I THE MODERN AGE

## CHAPTER OUTCOMES

This chapter provides a review of the material you learned last year and a preview of the material to come. By the end of this chapter, you will

- summarize information from primary and secondary sources
- analyse factors that contribute to change
- assess the impact of science and technological change on society
- demonstrate an understanding of the changing role of religion, monarchy, and nation
- demonstrate an understanding of the beginnings of colonialism and the rise of the middle class
- analyse how different forms of artistic expression reflect the society in which they are produced

# INTRODUCTION

S ometime around the year 1500, Europe began to experience profound changes in its political, religious, social, economic, and intellectual life. As a result of these changes, European history began to enter a new era—the Early Modern Age.

The concept of “ages” or “eras” in history was a new one. **Renaissance** historians were the first to distinguish different eras in history. They realized that the way of life during the Renaissance was so different from the way of life during the **Middle Ages** that they should be considered distinct historical time periods.

The Early Modern Age had its roots in the Middle Ages, and evolved from the many

changes that occurred during the Renaissance and **Reformation**, when people began to question all aspects of life—from the role of humans on earth to the position of the earth in the universe. New ways of thought in politics, in society, in economics, in the arts, and in science caused great changes. The effect of these changes was the emergence of a new era in history—the Early Modern Age.

This kind of change comes slowly. Change has a domino-like effect. One small change in one area leads to a series of other changes as a result of the first change. Some geographical areas experienced changes earlier than others, and some regions experienced change in

different ways. Nevertheless, historical change eventually reached all of Europe.

All civilizations experience this kind of evolutionary change in their histories. This chapter will look briefly at some of the most important causes of change in Europe, and at how the effects of these changes led gradually to the Early Modern Age in Europe.

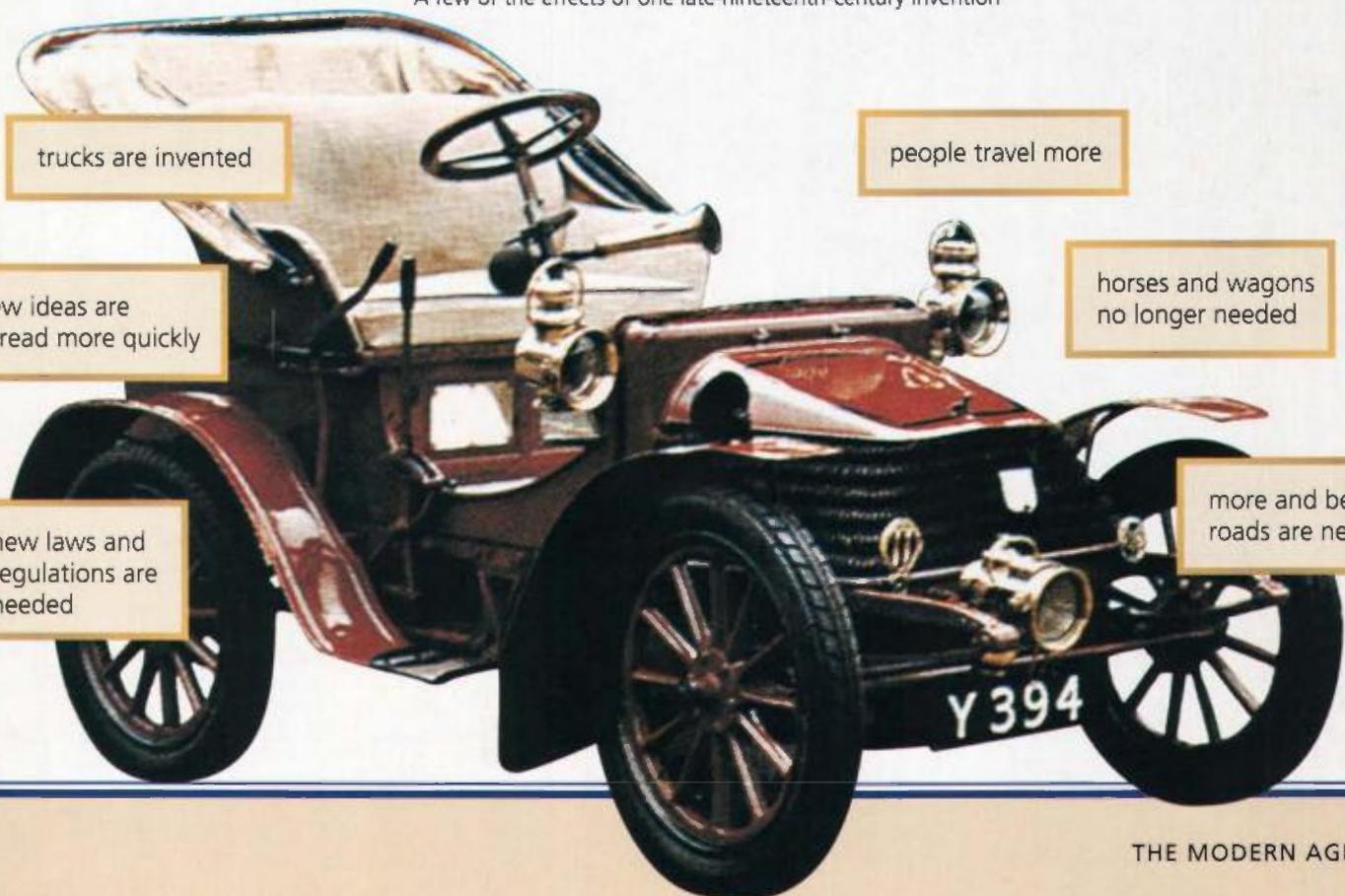
**Renaissance:** a time of great revival, or re-birth, of art, literature, and learning in Europe, during the fourteenth to sixteenth centuries, marking the transition from the medieval to the modern world

**Middle Ages:** the time period in European history from about 500 to 1450 CE.

**Reformation:** a great religious movement in Europe during the sixteenth century to reform the Roman Catholic Church

## The Domino Effect of Change

A few of the effects of one late-nineteenth-century invention



# KINGS GAIN POWER

**W**hen Martin Luther nailed his 95 Theses to the door of Wittenberg's All Saints Church in 1517, complaining about some of the practices of the Roman Catholic Church, he had no idea of the enormous change in European religious life that would result from his act. It was the beginning of the Reformation.

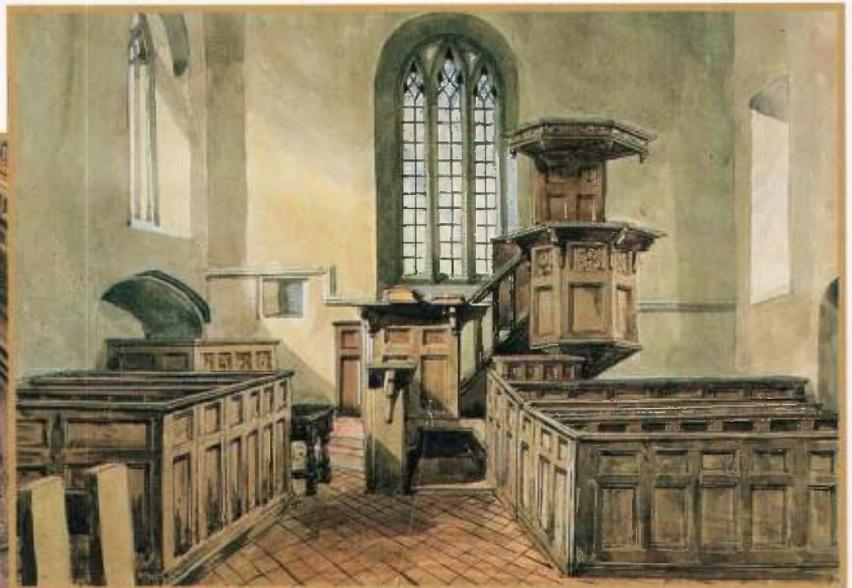
Until then, all Europeans had been Roman Catholics, but dissent had been growing within the Church. The

Church's opponents felt that it had grown away from the teachings of Christ and had become too wealthy and powerful. Luther was followed by many other reformers, who became known as **Protestants**.

Protestants believed that the Church should be based on the word of God, which came from the Bible, and rejected the authority of the pope and other Church officials. Protestants

also believed that the services and buildings of the Church should be plain and simple, more in keeping with the poverty of Christ and his disciples. A great deal of the Protestant anger against the Catholic Church focused on its wealth and on the elaborate decorations found in Catholic churches.

After the Reformation, Europe's many different



**Figures 1-1 and 1-2** Which of these churches is Protestant and which is Roman Catholic? How can you tell?

"Churches are to be built wide and strong and without extravagance. They are to contain no precious stones nor any gold or silver save for the Eucharist cup ... Within churches, one may read, sing and teach only what is written in the books of the Bible."

*-Johan Ebelin, a former Franciscan preacher who had become a Protestant in 1521*



kingdoms had many different religions. Now religious disputes made political ones worse.

At the same time that Europe was being divided on religious grounds, and that the authority of the pope was under attack by the Protestants, kings began to seek more and more power for themselves. In the past, popes had often interfered in the running of kingdoms, using their religious authority as the reason. In addition, kings had frequently been no more powerful than some of their

feudal nobles, who often tried to displace the kings. Kings now began to make themselves the supreme authority in their kingdoms.

One way to do this was to claim religious control—the kings would decide on the religion of their kingdoms. The kings also undermined the power of their nobles by replacing them in the administration of their kingdom. They began to appoint people from the middle class, who would be loyal to the king, to government posts. In addition, kings began to pay

for professional armies, rather than rely on their nobles to supply troops when needed. To pay for all this, kings taxed their subjects. As the kings took away the importance of the feudal nobles, the modern idea of “nation” began to emerge. In other words, people started to think of themselves as the subjects of the French or the English king, and not as serfs of a particular noble.

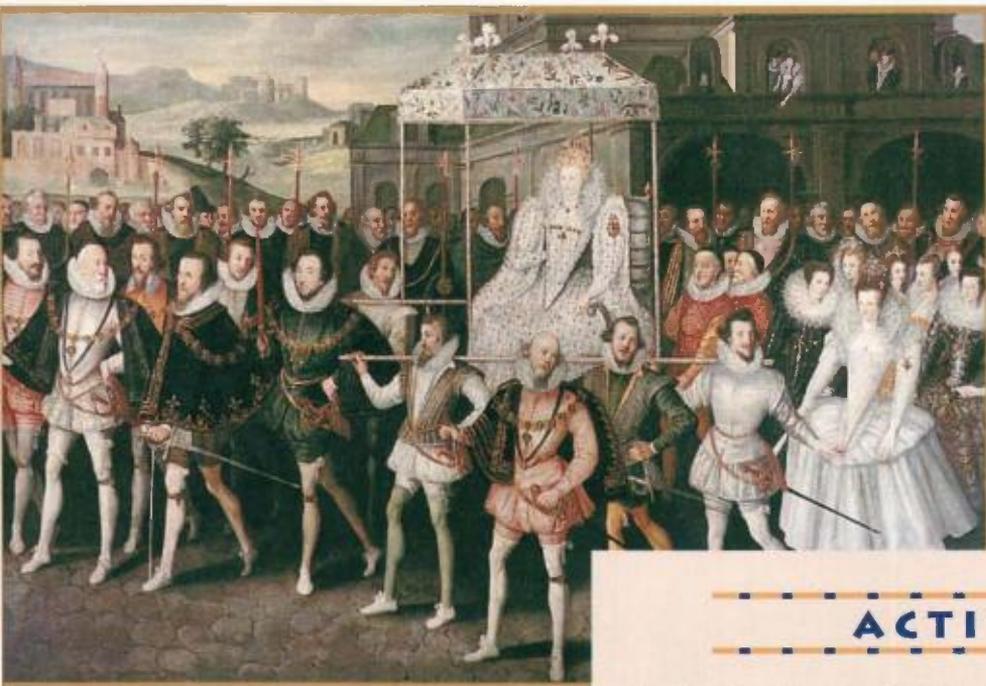
Kings came to be thought of as people with special “kingly” virtues, such as law-making and maintaining peace and order. Gradually, these kingly virtues came to be seen as God-given virtues, raising the monarch high above the status of ordinary people. This would lead in time to the theory of the Divine Right of Kings.

**Martin Luther:** a German religious reformer

**Protestant:** people who belonged to Christian congregations that separated from the Roman Catholic Church during the Reformation

**Eucharist:** the sacrament of the Last Supper in Christian theology

**courtier:** an attendant at a monarch's court



**Figure 1-3** Queen Elizabeth I of England regularly toured around England to show herself to the people. Today this would be called “public relations” or “photo opportunities.” Elizabeth is shown, richly dressed, carried in a canopied chair, and surrounded by **courtiers** to carry out her wishes. What would ordinary people who witnessed this ceremonial parade think about their country?

## ACTIVITIES

1. If you had lived in the sixteenth century, would you have been a Roman Catholic or a Protestant? Give reasons for your answer.
2. Make a two-column organizer in your notebook, titled “The Growing Power of Kings.” In the first column, list the different actions taken by the kings to increase their power. In the second column, list the people affected by these actions, and explain how these actions would affect them.
3. How do we define the term “nation” today? Is this similar to, or different from, the way “nation” was defined in 1500? Give reasons for your answer.

# A PROSPEROUS AGE

**B**y 1500 the economy of Europe was thriving. The population of Europe began to rise rapidly, largely due to improvements that had been made in agricultural production. Fewer farmers could now feed more people. Agriculture was still the backbone of the economy, however. Most industries in 1500 still depended on the products of the land for raw materials, such as hides for shoes, wool for cloth, and grapes and hops for wine and beer.

This situation was gradually changing. In many places, agricultural workers were no longer tied to their lord's manor as **serfs**, as they had been in feudal times. Many former serfs now owned their own land or were **tenant farmers**. Many others moved to towns to earn their living in the wide variety of occupations available there. As a result, the towns and cities of Europe grew quickly. The landscape of Europe was gradually changing from a rural to an urban one.

## The Importance of Trade

Sir Walter Raleigh was an important person at the court of Elizabeth I. He was an adventurer, licensed by the Queen to travel the high seas and seize the ships of other nations to capture their cargoes.

Whoever commands the sea commands the trade; whosoever commands the trade of the world commands the riches of the world, and consequently the world itself.

—Sir Walter Raleigh



## Changes in Agriculture

**T**he medieval technique of strip-farming was not very productive. The farmers' strips were often far apart from each other, and were too small to produce bountiful harvests,

especially in bad years.

Gradually, farmers began to consolidate their small strips of land into one, larger field, allowing them to produce larger harvests. In some areas, farmers

began to specialize. Instead of growing a small amount of many different kinds of crops, they concentrated on what they could best grow, and bought the goods they needed from others. Farmers also began to improve the soil. In some cases they built drainage ditches, to keep the soil drier. In low-lying areas, farmers increased the amount of land available for agriculture by draining marshes. Farmers also benefited from the new products from the Americas. Crops such as maize and potatoes yielded high as well as nutritious harvests. These changes were just the beginning—before long, other technological changes would transform the world of the farm entirely.



**Figure 1-4** This painting shows some of the improvements that were being made in agriculture at this time. Which ones are they?

A dramatic increase in trade following overseas exploration also changed Europe's economy. This trade began to link different parts of the world much more closely together. A new pattern began in the sixteenth and seventeenth centuries as Europeans built permanent settlements in other parts of the world, especially in the Americas. The Portuguese

and Spanish were the first to do this, but it was not long before the British, French, and Dutch followed their example. By 1700, European countries had established **empires** in many parts of the world, particularly North America.

The growth of trade and industry encouraged the growth of the middle class. The middle class, composed of landowners

and prosperous merchants, had many more opportunities to expand with the increase in trade. The emergence of the middle class gradually disrupted the old social structure of lords and serfs.

**serf:** a person attached to a lord's land and required to give services to the lord

**tenant:** a person who pays rent for the use of land to a landlord

**empire:** a group of states or territories controlled by one country



**Figure 1-5** The European economy expanded enormously with global trade and empire-building. Where were European countries building empires?

## ACTIVITIES

1. In 1500, most industry was still based on agricultural products. Several of these have been mentioned in this chapter. With a partner, brainstorm a list of three or four other agricultural products that can be used in industry.
2. What did Raleigh mean by his statement that whoever controlled the sea would control the world?



**Figure 1-6** This bustling scene of the port and market of Antwerp shows how active trade was becoming. It also shows the opportunities available for the middle class to expand and become wealthy. The authorities in Antwerp actively encouraged trade with the Americas and the growth of a middle class.

# A NEW VIEW OF HUMANITY

The Renaissance had led to a whole new way of viewing humans and their role in the world.

Europeans were now more interested in the life of the world around them, and less interested in religion and the world to come. Along with this a belief developed that humans were capable of doing almost anything they put their minds to.

**Figure 1-7** Greek and Roman themes were very popular during the Renaissance. In their desire to portray life realistically, Renaissance artists learned how to create the effect of perspective in their paintings, and used shading to depict rounded forms. How can you tell that Greek and Roman figures are being represented here?



This new way of thought, called **humanism**, could be seen in the artwork of the time. Unlike the medieval period, when art was very stylized and devoted to religious themes, the art of the Renaissance was realistic. It frequently depicted Greek and Roman themes as Europeans began to rediscover the culture of the Greeks and

## New Forms of Literature

Shakespeare was one of the authors who wished to write about everyday things. He wrote the following sonnet. What is the subject of this poem?

Shall I compare thee to summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date:  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimmed;  
And every fair from fair sometime declines,  
By chance, or nature's changing course, untrimmed;  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou owest;  
Nor shall Death brag thou wand'rest in his shade,  
When in eternal lines to time thou growest:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.



vernacular, the everyday language of people, rather than in Latin. Gradually, questions about the meaning of life would lead to the development of new **philosophies** about the role of humans in the world.

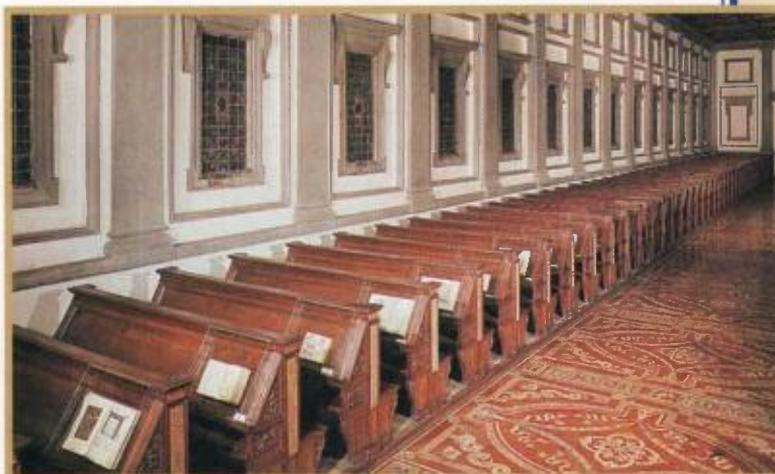
The printing press had a very important impact on society because it spread the ideas of humanism widely throughout society. As books became widely available, more and more people learned to read and write. More and more schools were opened, especially in towns, and more and more children went to them. Most schooling was still reserved for boys of relatively wealthy families. There were some schools for girls, and the girls of the wealthy were usually well educated. Most children from poor families, however, began to work at a very early age.

Romans. It also began to concentrate on the everyday life of ordinary people.

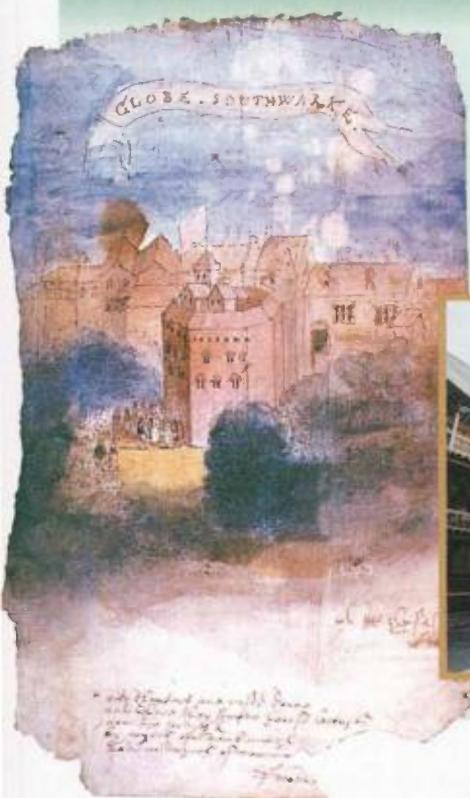
The same trend was evident in literature. Instead of writing exclusively about religion, authors began to write stories of everyday life or historical events, and poets began to write sonnets about love. Much of this writing was in the

As well as type, printers soon began to print illustrations, which could be used to spread new ideas among those who had not yet learned to read or write. By 1500, at least 6 million books had been printed in Europe. Books were no longer to be found only in the libraries of monasteries or universities, or in the homes of the wealthy. Popular culture also became important. Many new ideas were spread to the public through the theatre.

**Figure 1-8** One of the first public libraries in the European world was founded in Florence in 1571. The books were either stored flat or placed on **lecterns**.



## The Globe Theatre



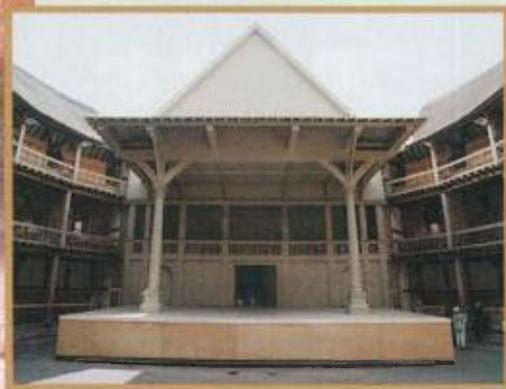
The Globe Theatre was built in London in 1599. Plays by Shakespeare and other playwrights were performed here regularly. The Globe could accommodate 3000 people.

The Globe was open every day except Sunday, and all classes of

society attended performances. The more affluent sat in the balconies, which were roofed with **thatch**. The poor stood in the central pit, which was open to the sky. The stage backed towards the afternoon sun, so that the performers were in the shade.

All actors were male; boys played the roles of women. There were very few props—a few curtains, a throne, a bed, and a few stools or benches.

The audience was very rowdy, often shouting, hissing, or clapping, and frequently throwing apple cores and other such items at the performers.



**Figure 1-10** The reconstruction of the Globe Theatre in 1996

**Figure 1-9** The original Globe Theatre

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

**philosophy:** the pursuit of the principles underlying all knowledge; the pursuit of wisdom

**lectern:** a reading desk

**thatch:** a roof made of straw

## ACTIVITIES

1. What was humanism? How did it change the way people looked at their role in the world?
2. Which of the following do you think was the most influential way of spreading new ideas—art, printing, education, or the theatre? Give reasons for your answer.

# A NEW VIEW OF THE WORLD

**E**normous advances in science were made during the sixteenth and seventeenth centuries, and these discoveries also changed the way that people viewed the world around them. Copernicus, in 1543, was the first European astronomer to challenge the medieval belief that the heavens revolved around the Earth. Copernicus stated that the planets, including the Earth, orbited the sun, but he was unable to prove

this. Years later, in 1632, Galileo was able to prove that Copernicus was right. This was a dangerous discovery.

Christian doctrine was based on an Earth-centred

universe, which could only be understood through the teachings of the Church. Galileo seemed to be destroying a thousand-year-old tradition of respect for religious authority.

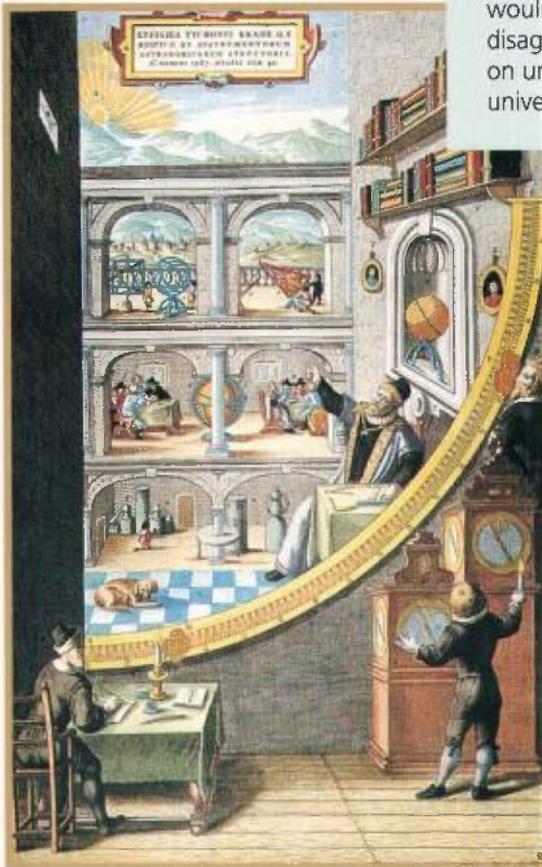
## The Language of Science

**G**alileo's writings provide us with additional insight as to why he fell foul of Church authority. Why would the Church disagree with his views on understanding the universe?

Philosophy [science] is written in this grand book—I mean the universe—which stands continually open to our gaze, but it cannot be understood unless one first learns to comprehend the characters in which it is written. It is written in the language of mathematics, and its characters are triangles, circles, and other geometric figures, without which it is humanly impossible to understand a single word of it.



—Galileo



**Figure 1-11** The Danish astronomer Tycho Brahe had a unique house named "Uraniburg," or "Heavenly City," built for him in 1576. It contained a library, laboratory, observatory, and a shop for making instruments. Brahe is shown here in the observatory. The pictures on the walls show some of the scientific instruments he made. Can you find his steel quadrant, which he used to measure the position of the stars with great accuracy?



**Figure 1-12** An early microscope. The inventor of the first microscope is not known. The microscope was much improved in the seventeenth century by Anton Van Leeuwenhoek, who used it to study structures in substances as diverse as his own saliva and the sap-carrying cells in trees.

In 1620, Francis Bacon published a book declaring that the traditional methods of science were faulty. In their place, he proposed a method of systematic research that today is known as the "scientific method." In the 1660s, Isaac Newton brought together earlier explanations of the universe in a new theory based on the law of gravity. After Newton, it began to seem that science could unlock all the secrets of the world and that religion was no longer needed to provide explanations for the mysteries of life.

## The Scientific Method

Francis Bacon proposed the systematic nature of scientific research:

- ◆ State a problem.
- ◆ Gather information on the problem through observation and experimentation. Record and analyse the data.
- ◆ Form a hypothesis, which is an assumption to be tested.
- ◆ Test the hypothesis through further observation and experimentation. Record and analyse the data.
- ◆ Draw a conclusion. If the hypothesis is supported by the data, then restate it as a theory.

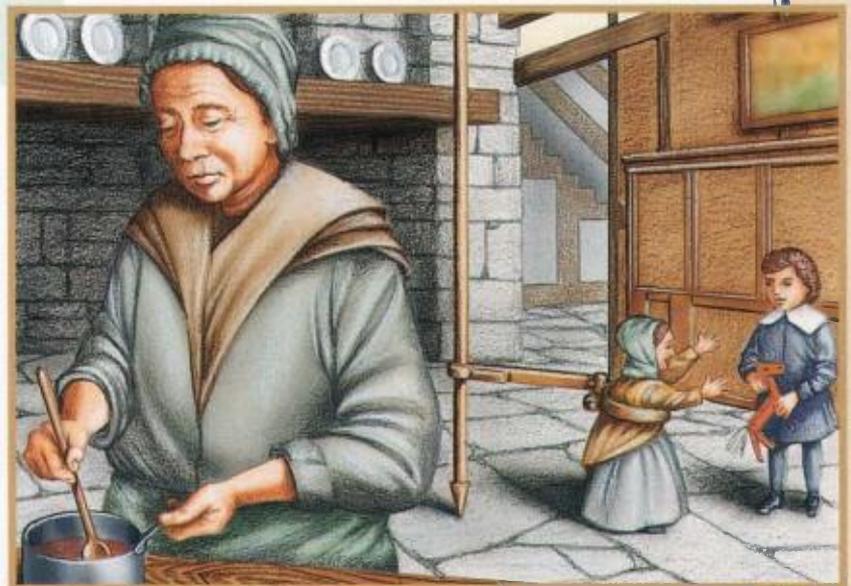
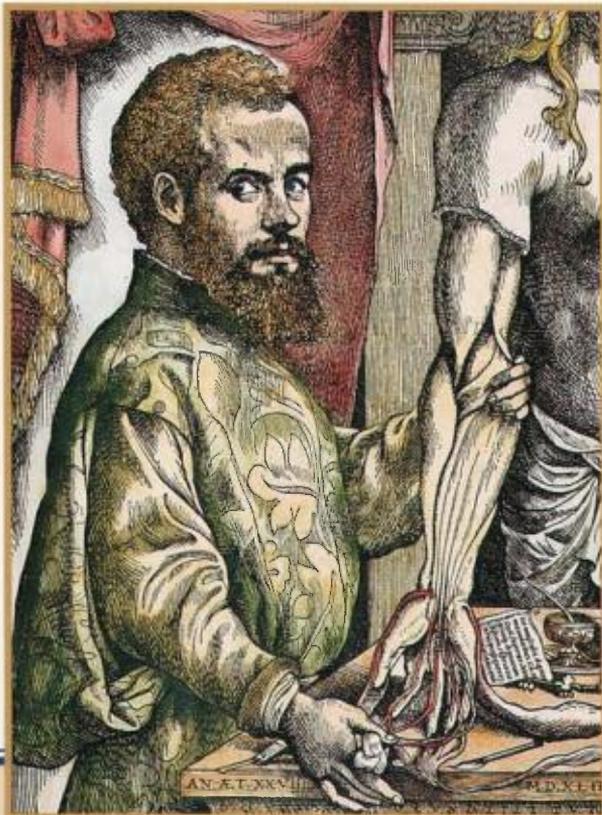
### DID YOU KNOW?

Francis Bacon died in 1626 during the course of an experiment on refrigeration. He caught a chill one bitterly cold day while he was gathering snow to stuff in a chicken to see if this would keep the meat from spoiling.

The developments in science could not have happened without the invention of new technologies. Galileo needed the telescope to refine the theories of Copernicus, doctors needed the microscope to explore the human body, and navigators needed more accurate time-keeping devices to plot their courses. Not all new technology was devoted to scientific pursuits, however. Much of it was directed at everyday pursuits in trade, farming, and industry. Some of it was designed to help mothers with young children! The combination of scientific knowledge and technological skills would eventually lead to the Industrial Revolution, which in turn helped to lead to the modern world.

**anatomist:** a dissector of dead bodies

**Figure 1-13** Andreas Vesalius, a famous **anatomist** in the sixteenth century, vastly improved knowledge about the human body through the use of the microscope. Until that time, doctors had relied on the work of Galen, which dated from the second century BCE and contained many errors. This is an engraving of the tendons of the arm that appears in Vesalius's book, *Structure of the Human Body*, published in 1543.



**Figure 1-14** Families were very large at this time. Some mothers had ten or more children. A device called the "baby-trot" was invented to free the mother from close supervision of young children. The baby was restrained by a rod that pivoted around an axle.

## ACTIVITIES

1. Science and religion came into conflict during the sixteenth and seventeenth centuries. Why were churches so opposed to scientific development?
2. Compare the importance of science and religion in the world today to 1500. Which one is dominant? Why do you think this is so?

## CONCLUSION

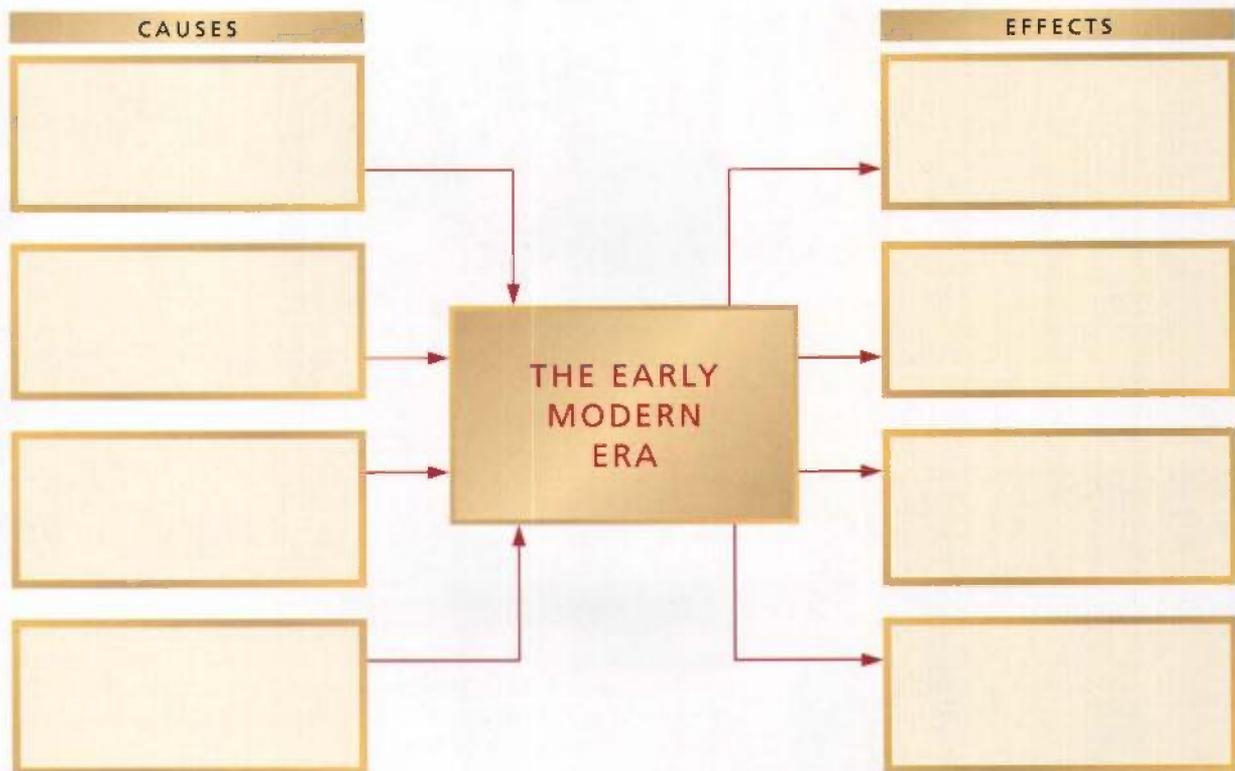
The world was on the brink of fundamental changes in 1500. Because they happened very gradually, it took some time for these

changes to become known. The changes were great enough, however, to lead the European world into a new stage of history that is known as "the Early Modern Age."

## SUMMARY ACTIVITY

A Cause-and-Effect Thinking Map helps to organize your ideas. By summarizing the information you know about a variety of events, it is easier to see the changes that were happening in society, to see how these changes were interrelated, and to see what the effects of these changes were. The boxes on the

left-hand side of the Thinking Map are "causes." This is where you record what you know about the events that caused the changes to happen. On the right-hand side are boxes for "effects," the results of the changes that occurred.



## ON YOUR OWN

1. Select one of the changes occurring during this time period. Do some research, and then produce an annotated visual such as the one on page 3, which shows how one change can lead to many others.
2. Construct a Cause-and-Effect Thinking Map for a change that is occurring in society today.
3. Compare the impact of art or science in the world today with its impact in 1500. You will need to determine ways of assessing impact on society. How might you do this?

# 2 THE FIGHT FOR DEMOCRACY AND THE ENGLISH CIVIL WAR



## CHAPTER OUTCOMES

In this chapter, you will focus on the growth of democracy in England during the seventeenth century. By the end of this chapter, you will

- explain how a conflict over the rights of parliament could develop into a civil war
- explain reasons for colonialism
- compare the motives of the Royalists to those of the Roundheads
- compare forms of government, particularly republics, constitutional monarchies, and absolute monarchies
- use statistics to understand social structure
- understand the principle of the rule of law
- explain how religion influenced events in England from 1600 to 1648
- use visuals as primary sources

# The Amethyst Ring

*This fictional story recounts a fascinating episode in British history.*

**A**partment 521 was in the darkest corner of an ancient and darkened hallway. It was identified by a crested brass plate with the name "Stuart" in fancy old-fashioned lettering. Sarah listened for a moment, then knocked softly.

A very elderly man opened the door and smiled warmly, "Well ... Sarah. Come in. It's

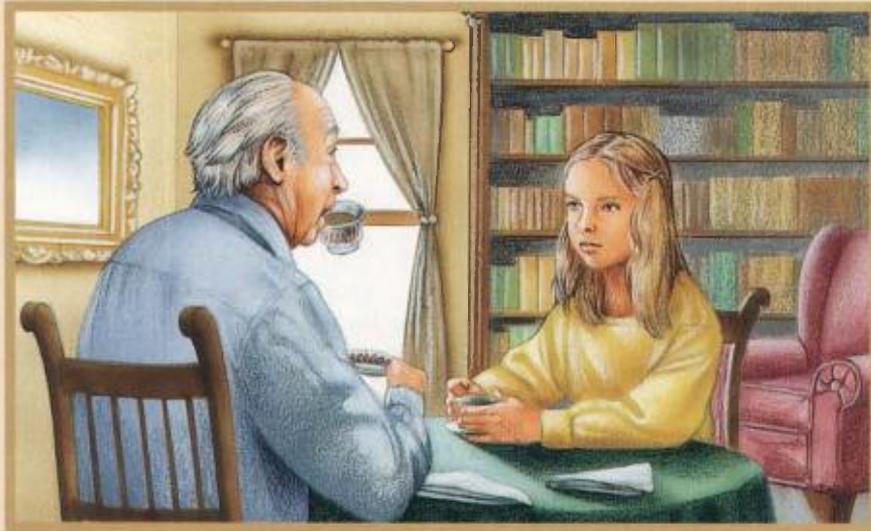
nice to meet you." Will Stuart was still a handsome man, though now his thinning hair was white and he was bent with age. He still had an infectious, musical laugh—and his cobalt-blue eyes still sparkled. Will and Sarah talked for a time about the family. Finally, they got around to the reason for Sarah's visit.

"Uncle Will, I want to find out more about the history of

our family—I got interested in it accidentally. I was searching the Internet for a school project on government, and I stumbled across the Stuarts. I know we are related to the royal Stuarts, but I don't know how, and nobody seemed to be able to tell me. Then my grandmother told me to contact you. She said you knew as much about the family as anybody."



Lady Arabella on the way to the Tower of London after her capture



Sarah and Uncle Will talk over tea.

"We are related to the royal Stuarts, Sarah," said Will. "It's kind of a hobby of mine to gather information on them."

Sarah brushed her hair back. "Well, I got some interesting stuff in my searches—including a little about a woman named

"Arabella Stuart" who was almost Queen of England. Have you ever heard of her? Did she have anything to do with the English Civil War or Oliver Cromwell, or the Stuart king who was beheaded?"

"Lady Arabella was a real person," Will explained. "She was a granddaughter of King Henry VII, and had more claim to the throne than King James I. Queen Elizabeth treated her very badly, and James I was more suspicious of her than Elizabeth. She was a very beautiful woman, by all accounts, and this made the king even more suspicious. Men fell in love with Arabella, and James worried that people would conspire to make her queen."



The escape of Arabella Stuart

"So what happened to her?"

"She secretly married William Seymour, although James had forbidden the marriage. When he found out about it, James had the pair arrested, but they escaped, with Arabella disguised as a man. They rode like the wind to the coast. Unfortunately, at the coast, soldiers captured Arabella, although William managed to escape."

Sarah was caught up in Will's tale, "What happened then? Was Arabella beheaded?"

Will paused. "Would you like another biscuit, Sarah? Should I put on some more tea?"

"Uncle Will!" Sarah was hooked.

Uncle Will laughed. "Yes, the story of Lady Arabella," he continued. "William escaped, and Arabella said she was happy that he had done so. She spent the rest of her days in prison and

died insane—at least that's the official story."

Sarah was outraged. "But that's terrible. Why should she be punished? She didn't do anything to actually hurt the king."

"But remember, Sarah, that Stuart kings considered themselves above the law—in fact, that was a cause of the Civil War that later occurred. James was king of England, but he wasn't English, and he was afraid of anyone with a good claim. It was as simple as that. Besides, that was the official story."

Sarah looked surprised. "You mean that the official story might be wrong?"

"Well, some say that Arabella escaped from prison, based on some letters they use as proof." Will handed a packet of old letters in the ornate handwriting of long ago to Sarah. After looking at them, Sarah saw

that each was signed "Arabella" in a large, **flamboyant** hand.

"Well, then, the official story must be false—right?"

"Not necessarily," answered Uncle Will.

"But these must be from her," said Sarah.

"Hold on a moment," cautioned Uncle Will. "How do you know they're genuine? Letters are primary sources, but you have to ask yourself a few questions before accepting sources like this at face value. Every bit of evidence has to be put on trial—and a good historian has to act like a prosecutor."

"But why would anyone want to write phony letters from Lady Arabella?" Sarah wanted very much to believe that the letters were genuine. She had a real feeling of sympathy for a woman who might be her distant ancestor.

"Excellent, Sarah! That's what a good researcher should ask. Now you tell me," he asked. "Who might want people to believe that Arabella was free? And what would their motive be?"

Sarah understood. "Well, she did have a claim to the throne, so James's enemies might use her—to raise money or armies!"

Uncle Will was delighted. "Precisely! There were many who might want others to think Arabella was safely out of England. So what do you think we do with these letters?"

Sarah's tea was now quite cold. "We have to check them out. Otherwise, I guess, they aren't proof of anything. If we can find other evidence to support the letters, then we'd have something."



Sarah studies the evidence.

Uncle Will walked across the room and took a small package wrapped in silk from the desk. "Sarah," he said, "I can't tell you how much your visit means to me. I'm getting on, you know. It's wonderful to find a kindred spirit and a new friend. I've got a present for you—something that's been in the family for hundreds of years."

He handed the package to Sarah, who carefully unwrapped a tiny, painted picture of a beautiful woman with dark, curled hair, dressed in the stiff clothes of the seventeenth century. She gasped. "It's not Arabella?"

Uncle Will smiled. "It is indeed—but there's more." He handed Sarah a beautiful ring made of braided gold set with a large purple stone. "This was Arabella's—given to her by William Seymour. **Amethyst** symbolized "peace of mind"—and was a protection against insanity. It was supposedly taken from Arabella when she was arrested. It came to me when my mother died, and I'm passing it on to you. These are our family's treasures, Sarah. Keep them

safe—promise?"

Sarah thanked Uncle Will, promising to keep safe the treasures entrusted to her. She was almost in tears when they parted. She knew Uncle Will was very old—and that made her

think about the passage of time. They stood together a moment in the light of the doorway, shook hands, and said goodbye.

**flamboyant:** showy

**amethyst:** clear, purple gemstone



Uncle Will's gift to Sarah

## ACTIVITIES

1. Arabella Stuart's life seems romantic because it has all the elements of plot development—a sympathetic main character, true love, escape, capture, and mystery. Can you see how the events of her life are like the plot of a story? Outline this "plot" in point form. Then write a proposal in the form of a letter for a TV movie based on Arabella's life. You should also suggest actors who would act the parts. How would your TV movie end?
2. Uncle Will does not accept the letters he has as proof that Arabella escaped to Europe. List three rules that should be applied when using primary source documents to make sure that they are reliable and accurate. Discuss these with a class member.
3. What is empathy? What signs are there that Sarah empathizes with Arabella?

## TIME LINE

- 1603 • JAMES I BECOMES RULER
- 1621 • THE MAYFLOW LANDS AT PLYMOUTH ROCK
- 1625 • CHARLES I BECOMES RULER
- 1628 • PETITION OF RIGHT
- 1642 • START OF THE ENGLISH CIVIL WAR
- 1649 • DEATH OF CHARLES I
- 1658 • CROMWELL DIES
- 1660 • THE RESTORATION OF CHARLES II
- 1688 • THE GLORIOUS REVOLUTION



*Power tends to corrupt and absolute power corrupts absolutely.*

—LORD ACTON, 1887

Lord Acton made this statement partly as a result of the events of the seventeenth century. What actions of the kings and Commonwealth was he thinking of?

## INTRODUCTION

Canadians tend to take their **democracy** for granted, and sometimes treat their **civil rights** as if they have always existed. But this is not the case. For most of recorded history, democracy and civil rights did not exist. This is still true in many places around the world. Democracy and civil rights have been won only after much struggle.

Many of the democratic traditions that Canadians enjoy today come from England. Throughout British history, a number of events occurred that led the way eventually to democracy. This process was very slow and evolutionary, taking many centuries. **Magna Carta**, signed in 1215, was one of the most important landmarks on the way to democracy. It recognized individual freedoms and required the king to consult an elected parliament, and to rule lawfully. Parliament had been in existence since Anglo-Saxon times to advise the king on policy. During the Tudor era, to a large extent, the **monarchs**—especially Elizabeth I—accepted the democratic traditions that had been gained by the English people in the past, and were careful to

keep parliament on their side.

England came under Stuart rule in the seventeenth century. The Stuarts did not follow the same policies as the Tudors. As a result, serious conflict between the monarchs and parliament occurred. This conflict led to a number of critical events that advanced the cause of democracy in England. During the seventeenth century, the English fought a **civil war** to protect their rights; they beheaded a king and became, for a brief time, a **republic**. They then deposed a king, in a process known as the “Glorious Revolution.” By the end of the century, English monarchs had been required to accept a Bill of Rights, making England a **constitutional monarchy**.

These events were important for the English, but they were also to be important for Canada and the United States. In their early years, both countries were populated largely by people emigrating from the British Isles, who brought with them democratic traditions and ideals. European countries, like France, also looked to the English for ideas about how countries should be governed.

**democracy:** a government that is controlled by the people who live under it

**civil rights:** the rights of a citizen

**Magna Carta:** the Great Charter guaranteed the English people certain civil rights

**monarch:** a king or queen

**civil war:** a war between citizens of the same country

**republic:** a country without a monarch

**constitutional monarchy:** a monarchy in which the monarch rules according to the constitution and laws of the nation

## THE REGIONS 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 consists of the northern portion of a second large island. The rest of the island is occupied by the Republic of Ireland. Great Britain covers approximately

244 000 square kilometres. It measures 965 kilometres from north to south and 508 kilometres from west to east at its widest.

The English Channel separates Great Britain from the continent of Europe. Great Britain has 8000 kilometres of coastline, with many good harbours. In addition, its rivers provide transportation routes within

**Gulf Stream:** warm ocean current flowing from the Gulf of Mexico north along the coast of the United States and then east to Europe

**Spanish Armada:** a great fleet of ships sent by Spain in 1588 to invade England

**to colonize:** to settle in and control the lands of others

**entrepreneur:** a person who runs a business, taking the risk in order to make the profit

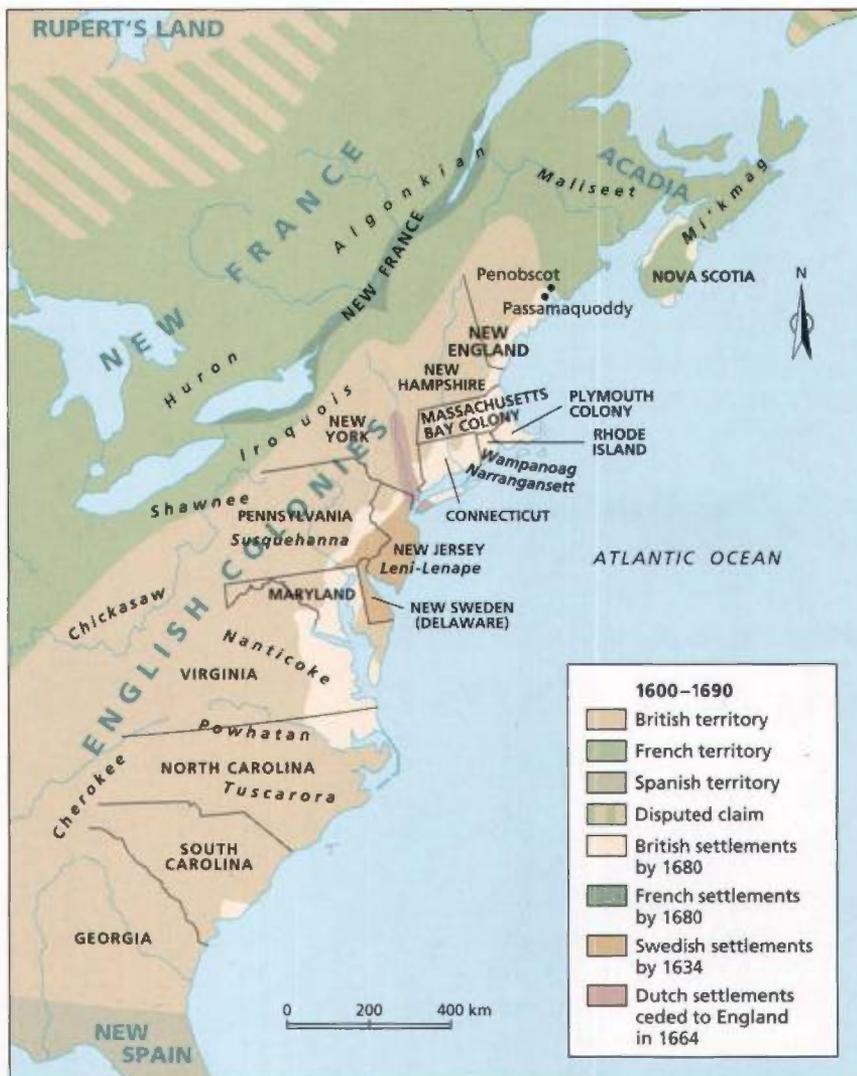
the country. As an island nation, the British have always been sea-farers.

Britain can be divided into two major regions—Lowland Britain and Highland Britain. Lowland Britain is found in the south and east. It consists of low-lying and fertile land, ideally suited to agriculture. The climate is warmer here 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, the south and the east of Britain are much more heavily populated and more important politically. This has been so throughout British history, and was an important factor during the political disturbances of the seventeenth century.

## ENGLISH SOCIETY IN THE SEVENTEENTH CENTURY



England was rapidly 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 were able to travel anywhere on the high seas they wanted to go. As a result, England became a **colonizing** nation. English people began to build colonies in North America. Before long, England began to establish colonies in India, South Africa, and other parts of the world as well. Trade with these colonies and with the rest of the world enriched England enormously.

The English population grew rapidly in the seventeenth century, as did its business and agriculture. English **entrepreneurs**—merchants, manufacturers and landholders—found unprecedented opportunities to become wealthy. To the prosperous upper class, the world looked promising indeed. The country was poised to become a world power.

**Figure 2-1** The British settlements in North America in Stuart times

At the same time, English society was becoming more stratified, divided by deep differences between the various classes. There were basically three classes. The upper class consisted of the king, the king's advisors, the nobles, and high church officials, such as bishops. The middle class consisted of merchants, manufactures, landowners, professionals, and military officers. Members of the middle class could aspire to join the upper class eventually. The lower class was made up of thousands of ordinary workers. England was still basically an agricultural nation, and most people lived in the country, although towns and cities were growing rapidly.

The upper class and the more prosperous members of the middle class lived in fine town and country houses filled with valuable possessions, including china from Asia and fine furniture made from the woods of Africa. English traders roamed the world, bringing back the products of many lands to England.

Skilled workers—carpenters, blacksmiths, stone masons, dress makers—could earn a reasonable amount of money from their skills and could afford to live quite comfortably. Many belonged to cooperative organizations, rather like **guilds**. These organizations made sure that their members were protected, and looked after their welfare.

Agricultural and ordinary workers, however, did not fare nearly as well. They worked long hours for very little pay—perhaps ten pennies a day for men, and a few pennies for women. Their living quarters were

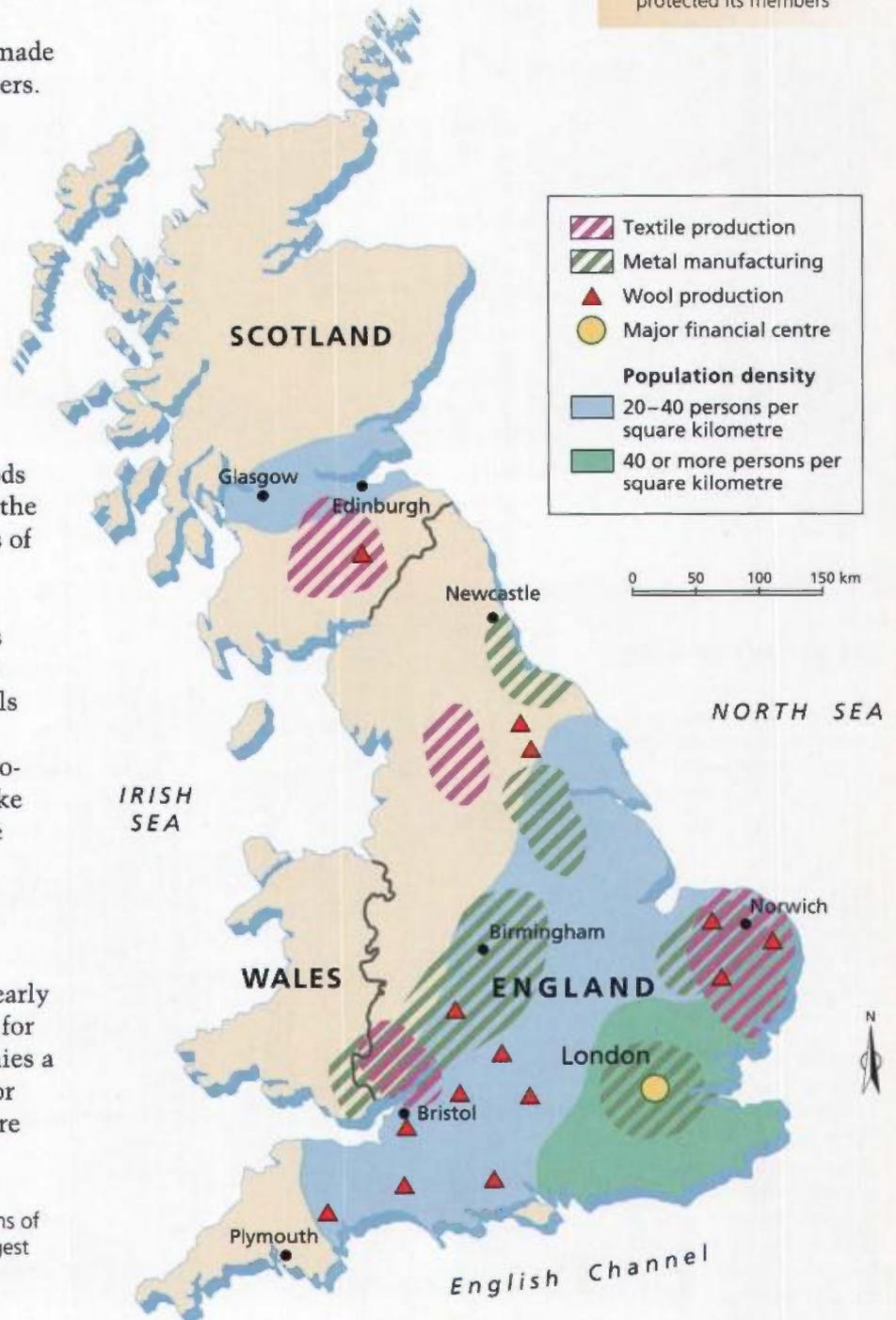
small and cramped, with whole families living in one or two rooms.

Many other people lived in dire poverty, with little or no opportunity to improve their lives. Widows, in particular, suffered badly with the loss of their husband's wage. Cities and the countryside teemed with thousands of unemployed people and children whose only means of livelihood was crime.

### DID YOU KNOW?

Wealthy women wore elaborate make-up in the seventeenth century. Some of them shaved their eyebrows off, replacing them with ones made of mouse skin.

**guild:** a medieval association of craftsmen or tradesmen which upheld standards and protected its members



**Figure 2-2** The important cities and towns of England, circa 1640. Where were the largest cities and towns? Where were the major industries located?



**DID YOU KNOW?**

Boys and girls wore the same clothes—dresses—until the boys were about six, when they began to wear breeches.

**Figure 2-3** What is suggested about the social structure of England by the size and location of the castle in comparison with the size and location of the homes of the king's subjects? This painting is unsigned and undated. What clues help you to decide when it may have been painted?

**DID YOU KNOW?**

Some city dwellers often took their meat to the local baker to cook, because their houses had no ovens.



**Figure 2-4** A typical country gentleman's home. As a party of gentlemen prepare to ride out, workers carry out a variety of tasks. What tasks can you identify?



### DID YOU KNOW?

In 1666 a huge fire, which started in a baker's shop in Pudding Lane, destroyed two-thirds of London. The fire raged unchecked for days, until the king ordered that houses in its path be blown up. The plague never returned to London, leading people to speculate that all the plague-carrying rats were burned in the fire.

**Figure 2-5** A scene at an inn. One person is canvassing for votes in a forthcoming parliamentary election. What are the other people doing? What product from North America is in evidence?

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 usually strongly flavoured to disguise the fact that it wasn't very fresh. There were few ways to preserve food in the seventeenth century. Fruits and vegetables were not popular, and were usually eaten cooked. Several courses were eaten off the same plate, with spoons and knives. Forks were just beginning to come into fashion.

The English diet and social customs were being greatly changed by foods and other products arriving from around the world. The new foods included pineapples, maize, potatoes, coffee, tea, and chocolate. Soon a new social institution sprang up—the coffee-house—where men gathered to drink coffee, smoke the newly available tobacco from North America, and indulge in gossip or political discussions. Beaver skins from North America led to a whole new style in hat fashions.



**Figure 2-6** These strange-looking figures were a common sight during plagues. There were three plagues during the seventeenth century, but the one in 1665 was the worst. Doctors wore costumes like this to visit the sufferers. The "beak" was filled with herbs, in the hopes of warding off infection. How useful would the plague suit have been in protecting the doctors?

# Using Statistics to Understand Social Structure

It is sometimes difficult to understand how past societies actually functioned and how the people in those societies lived their daily lives. You can obtain a lot of information by reading things they wrote, or by looking at pictures they produced. Sometimes you can use statistics to find out about how societies worked and how people actually lived their lives.

Statistics are more apt to be objective than other sources of information, but it can be difficult to tell how accurate or reliable they are. They can be distorted by the people who collect the data, or by the purpose for which the data were being collected. Nevertheless, they provide yet another window on the past.

For example, you can use the data in Table 2–1 to discover how wealth was distributed among the various social classes of England. Tables 2–2 and 2–3 give you some idea of how much money was available to people to meet their needs. Table 2–4 explains a little about English money and will help you to interpret the data.

**Table 2–1** English society in the seventeenth century

| Number of families | Occupation                                     | Average yearly income per family in £s |
|--------------------|--|--|
| 160                | Nobles   | 3200                                   |
| 26                 | High church officials                          | 1300                                   |
| 4 400              | Baronets, knights, and esquires                | 660                                    |
| 12 000             | Gentlemen                                      | 280                                    |
| 10 000             | Government officials                           | 180                                    |
| 2 000              | Merchants and traders by sea                   | 400                                    |
| 8 000              | Lesser merchants and traders by sea            | 198                                    |
| 25 000             | Persons in the law, liberal arts, and sciences | 107                                    |
| 110 000            | Shopkeepers, tradesmen, and artisans           | 42                                     |
| 9 000              | Naval and military officers                    | 70                                     |
| 85 000             | Common sailors and soldiers                    | 17                                     |
| 364 000            | Labouring people and out-servants              | 15                                     |
| 400 000            | Cottagers and paupers                          | .5                                     |

**Table 2-2 Wages in England, circa 1660**

|                                   |                        |
|-----------------------------------|------------------------|
| Agricultural labourer (male)      | 10d per day            |
| Agricultural labourer (female)    | 4d per day             |
| Skilled crafts (mason, carpenter) | 1s per day             |
| Silversmith                       | 3s for engraving a cup |
| Scullery maid                     | 10s per year           |
| Cook in a great house             | £2 per year            |

**Table 2-4 English money**

d = penny    s = shilling    £ = pound  
 There were 20 pennies in a shilling, and 12 shillings in a pound.

**Table 2-3 Prices for some common goods and services in England, circa 1660**

|                                   |                          |
|-----------------------------------|--------------------------|
| 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 3 lemons          | 6d                       |
| Renting a sedan chair for the day | 2 1/2s                   |

## YOUR TURN

- Using Table 2-1, construct two pie graphs. The first pie graph should show the number of families in each of the three social classes. The second pie graph should show the average amount of income per class in each of the three classes.
  - To make a pie graph, you need to convert the figures into percentages:
    - ◆ Add up the total number of families in each social class. For example, the upper class contained 26 586 families, the middle class contained 154 000 families, and the lower class contained 849 000 families.
    - ◆ Add these three figures together to find out the total number of families in all social classes. The total number of families was 1 029 586.
    - ◆ Calculate what percentage of the total each social class represents. Use a calculator: The first calculation has been done for you.  
 $26\,586 \div 1\,029\,586 \times 100 = 2.6\%$
    - ◆ Now construct your first pie graph.
  - Repeat these steps to construct the second pie graph.
- What conclusions about English society can you reach on the basis of the pie graphs?
- Tables 2-2 and 2-3 present very fragmented data. For example, they do not tell you what housing costs were. Nevertheless, create an imaginary family of four—the parents are agricultural labourers with two small children:
    - ◆ Figure out their weekly income (on the basis of a six-day week)
    - ◆ Calculate how much food they would be able to buy during a week, assuming they spend 30 percent of their income on food.
  - Repeat the steps above, this time for the imaginary family of a skilled craftsperson with two children, whose wife works only in the home.
- What conclusions can you draw about the families' standards of living on the basis of these calculations?
- How can the collection of statistics be biased?

**Protestant:** any Christian not belonging to the Roman Catholic or Orthodox Eastern Church

**congregation:** an assembly of people who gather for religious worship

**Church of England:** the established church in England, headed by the monarch

**elaborate:** decorated, ceremonial

**to dissent:** to differ in opinion, disagree; refuse to conform to the established church

**Calvinist:** a follower of the teachings of John Calvin, a leader of the Protestant Reformation

**to tolerate:** to allow people to live, think, or worship according to their own beliefs

## THE ROLE OF RELIGION

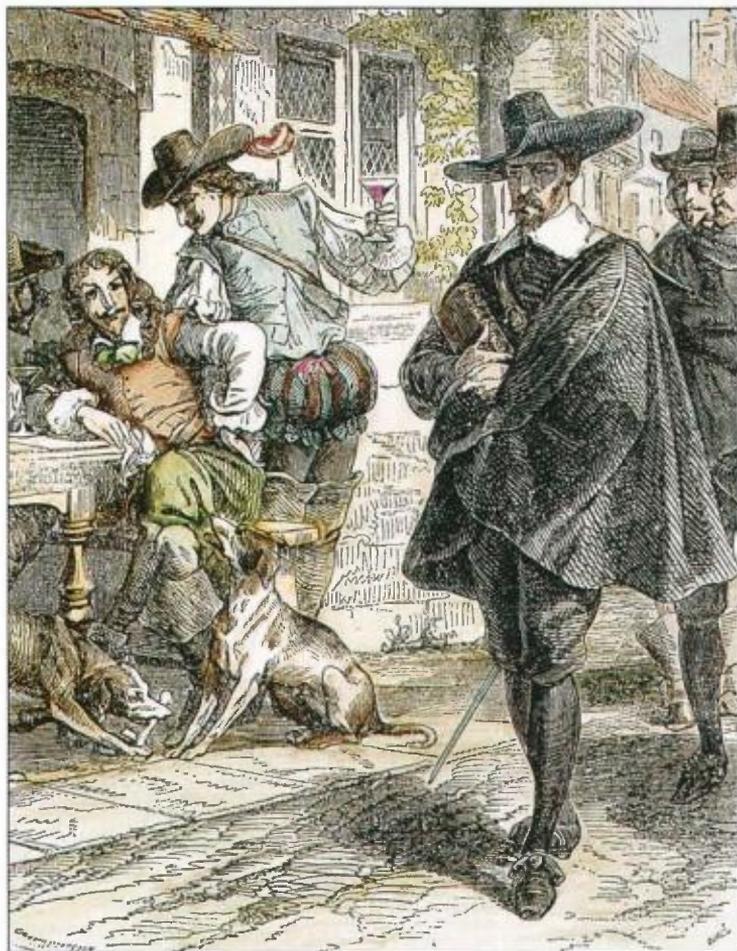
People were devout during the seventeenth century, and religion was still important to them. Everyone went regularly to church. Most of England was **Protestant**, although a number of Roman Catholics remained in the country. Within the Protestants, there were many different **congregations** with different ways of worshipping and different interpretations of the Bible. 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 taxes from the people. Its services and ceremonies were often very **elaborate**, and its buildings were richly decorated.

The Puritans were a very large and powerful group among the **dissenting** Protestants. They were totally opposed to the ceremonies and decoration of Anglican churches. The Puritans were **Calvinists** and believed that churches and church services should be simple and plain. They viewed religious art and decoration as aspects of religion associated with the Roman Catholic Church. Puritans wore dark clothes, and led very sober lives. They especially disapproved of drinking, gambling, and the theatre, believing that life should be devoted to God. The Puritans were suspicious of human nature and believed that stern laws were needed to keep people from straying into sin.

Puritanism spread rapidly through England in the sixteenth and seventeenth centuries. It was particularly appealing to people in business and to the smaller landowners.

At various times, there was a certain amount of **toleration** for the dissenting Protestants. At these times, Puritans could hold their own services as long as they occasionally attended the Church of England. At other times, however, it was illegal for Puritans to hold their own church services, and many Puritans were fined and imprisoned for their beliefs. Some Puritans left the country in search of religious freedom. They went first to Holland. Later, one group of Puritans chartered a ship, *The Mayflower*, to take them to America, where they founded a Puritan colony at Plymouth Rock in 1621. These were the first of many Puritans who settled in what would later become New England. Other Puritans entered parliament, seeing political power as another way to



**Figure 2-7** Compare the clothing worn by the seventeenth-century people in this engraving. How does it differ? What does this difference represent? This wood engraving was done in the nineteenth century. Is it a primary source?

promote their beliefs. The Stuart kings ended up fighting parliament on both religious and political grounds.

With the exodus of Puritans to the United States, England's religious conflict was transported to the colonies. Religious values have played an important role in the history and culture of both Canada and the United States. Through the centuries, the Puritans were followed to North America by other religious minorities from many parts of Europe. Canada was an important destination for many of these people, including English Methodists, Scottish Presbyterians, German Lutherans, Scandinavian and Dutch Calvinists, and Mennonites.

## WITCHES

Armed with a Puritan sensitivity to "evil," seventeenth-century people constantly sought out "witches," the

personification of the devil. Suspicion fell on anyone who did not seem to fit into society. Puritans were especially suspicious of women. According to their beliefs, women were responsible for **original sin**, and were less able to resist temptation than men. During the seventeenth century, a witch-hunt **hysteria** took place in England, and hundreds of people were persecuted and executed for witchcraft. Witch-hunts also took place in Scotland and in the Puritan colonies in the United States.

Most of the people persecuted for witchcraft were innocent of any crime. They were social "misfits," such as women who did not marry or "wise women," who were knowledgeable about medicinal plants and treatments for illness. They practised the traditional medicine of the countryside—as people had done for hundreds, perhaps thousands, of years. Some people told fortunes or made "love potions." Others were simply

**original sin:** in Christian belief, the state of sin in which all humans live because Eve caused Adam to disobey God's will

**hysteria:** a state of uncontrolled excitement

### DID YOU KNOW?

*The Crucible is a powerful film about witches and the abuse of power.*



**Figure 2-8** The public hanging of witches in Scotland, 1678. Why is one man ringing a bell? What does he probably hold in his other hand?

**to duck:** to plunge suddenly under water and out again

### DID YOU KNOW?

*People believed that only the innocent could drown. Satan would protect his followers, real witches, by not allowing them to drown.*

old women who lived alone, perhaps with a pet animal. For whatever reason, they came under suspicion.

Witch-hunting quickly became a profitable business. Some people claimed a special ability to find witches, and to know how to prove that a person was a witch. Pins, for example, were used to find the places on the body where a witch was supposed not to feel pain. It was considered quite legitimate to torture people suspected of witchcraft.

The most famous witch-hunter was Matthew Hopkins, who called himself the "Witch-Finder General." Hopkins sentenced many people to death. 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). The Witch-Finder General was eventually exposed as a fraud and was himself executed.

Witchcraft trials were the result of peoples' hysterical fears. Chief justices, who usually doubted that accused witches were guilty, lacked the courage to override the frightening mobs calling for execution. They did not believe in witchcraft and were disturbed by trials that were used not to determine guilt or innocence, but only to find guilt. The witch-hunts show us how easily human emotion and fear can destroy the institutions society has established to protect everyone.

## ACTIVITIES

1. What factors were responsible for the growing wealth and prosperity of England in the seventeenth century?
2. The Puritans had a long-lasting effect on English society and, to some extent, our own. With a partner, brainstorm aspects of society today that seem "Puritan" in origin.
3. We use the term "witch-hunt" now to describe situations in which many people react to a fear in spite of evidence and good sense. Sometimes this creates a "mob mentality" that destroys innocent
4. people, much like the witch craze did in the seventeenth century. Find out about a modern "witch-hunt" and write a summary of what happened. Explain how television and other media can contribute to peoples' hysteria.
4. What aspects of life in seventeenth-century England would you find the most different from life today. Select three or four concrete examples of life in the seventeenth century that seem unusual to you, and explain why you find them unusual.

## THE EARLY STUARTS

**J**ames VI of Scotland succeeded Elizabeth I when she died in 1603. He then became James I of England. James was a descendant of Mary, Queen of Scots, a Stuart, who had been executed by Queen

Elizabeth. As James VI, the ruler of Scotland, James had important ties to France and other Roman Catholic countries in Europe. The Stuarts disliked the democratic traditions of England. They preferred to rule as

**absolute monarchs**, much like the rulers of France and Spain. As a result, the first Stuart, James I, introduced the idea of the Divine Right of Kings into England, which proved to be very unpopular there.

England had had a parliament since Anglo-Saxon times. The king used parliament as a way to consult with the powerful people of the land. By 1215, Magna Carta had forced King John to grant concessions to parliament. The Charter stated that the king must rule lawfully. The king could not introduce new taxes without the consent of parliament. Furthermore, any person accused of a crime was guaranteed the right to a trial by a jury of his peers. By 1295, parliament had taken on its present form, with a House of Lords and a House of Commons. Lords inherited their places in the House of Lords. The House of Lords also included bishops and other high officials of the Anglican Church. The House of Commons, on the other hand, was made up of wealthy landowners and townspeople, who were elected to represent people of property. This was

not democracy as we know it, but a stage in the development of parliamentary government. Most people did not have the right to vote or sit in parliament. These rights would take years to win. However, the seventeenth-century parliament jealously guarded its rights and was not prepared to surrender its powers to the monarch.

**absolute monarch:** a king, queen, emperor, or empress with unlimited power

**slovenly:** untidy, dirty, careless in dress, appearance, and habits

**to exalt:** to place high in rank, honour, or power

**to debase:** to make low in rank, honour, or power

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## JAMES I

James was an intelligent man, but he also had a talent for doing the wrong thing. He was also impressed with his own wit. Some people called James “the wisest fool in Christendom.” James had been king of Scotland for twenty years before he became king of England, and he spoke with a heavy Scottish accent. His habits were **slovenly**, and his tongue, so it was said, was too large for his mouth. He did not make a good impression on his new subjects, especially when he tried to introduce the Divine Right of Kings.

## The Divine Right of Kings

James I believed in the Divine Right of Kings. The word “divine” means, in this case, “coming from God.” James believed that his powers as ruler came directly from God, and that he was God’s representative on earth. Since his powers came from God, his decisions could not be questioned by ordinary people. James fully intended to keep his God-given rights. In a speech to parliament, he made his views absolutely clear.

“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** low things and **debase** high things, and make of their subjects like men of chess ... therefore, kings have absolute power.”



### DID YOU KNOW?

James I was one of the first anti-smoking advocates. He published a pamphlet to try to convince his subjects not to smoke.

**tyrant:** a cruel and unjust ruler or person

**incompetent:** lacking ability

**to ally:** to combine with for a special purpose

**to compromise:** to settle a dispute, with both sides giving up a part of what they demand

The stage was set for a confrontation between James and parliament. James did some useful things during his reign—his King James version of the bible is considered a great work of English literature—but he acted too much like a **tyrant** to earn the love of his subjects. He selected **incompetent** people as advisors and gave them titles, such as the Duke of Buckingham. In doing so, he insulted many of the other nobles in the land. Always short of money, James tried to find new sources of money without consulting parliament, the proper

course of action. When he called parliament, it resisted him, promising him more tax money only in exchange for more powers for parliament.

James was **allied** with the Church of England, and disliked the Puritans. He delighted in angering them. Knowing that Puritans were extremely devout and opposed to entertainment on Sunday, he published a *Book of Sports*, which encouraged people to play games and have fun on Sunday—after going to church, of course!

When James died of stomach problems, in 1625, he left behind a divided nation with many powerful and dissatisfied people. His son, Charles I was to reap the harvest that James had planted.

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## CHARLES I

Like his father, Charles believed in the Divine Right of Kings and was unwilling to **compromise** with parliament. Although he was very dignified and charming, Charles was also aloof. He kept apart from people and was very narrow-minded. People complained about his **extravagance**. Charles loved art and enjoyed owning fine possessions. Like his father, he was always looking for more money. He continued to rely on his father's **favourite**, the Duke of Buckingham, for advice. Buckingham was greatly **despised** and led the king into one disaster after another, including wars with France and Spain. Within a few short years of his accession to the throne, Charles had **alienated** many people who might otherwise have supported him.

**Figure 2-9** All attention is focused on James I in this portrait. Note the differences in lighting and the amount of detail in the foreground (the objects at the front) and the background (the objects at the rear) of the painting.



## ACTIVITIES

1. With a partner, do some research on James I. Write a character sketch of James. What directions would you give to an actor asked to portray James I in a film?
2. Prepare a defence for the proposition that the Divine Right of Kings is necessary to good government.
3. Re-write James's speech on page 29 in modern English. What analogy, or comparison, did he use to express his point of view? Does the king prove his point? Explain the reasons for your opinion.

## THE FIGHT WITH PARLIAMENT

**C**harles's real difficulties came about because he constantly needed money to support his extravagant lifestyle—and he had to go to parliament to get it. Parliament, however, would agree to Charles's request for more taxes only if he agreed to respect its wishes. Charles usually refused to accept parliament's

conditions. Sometimes he agreed to them, fully intending to back out of the deal.

The king searched for ways to rule without parliament, and found some very unpopular means of raising money. For example, he brought back an ancient fee called **ship money**, which people had once had to pay to the king to provide warships for the

**extravagance:** careless and lavish spending, wastefulness

**favourite:** a person or thing liked better than others, a person treated specially

**to despise:** to hate, to scorn, to deny respect

**to alienate:** to cause someone to become indifferent or hostile

**ship money:** in earlier times, coastal towns had to supply the king with ships, or their value in money. Charles I made all towns and landowners pay ship money.



**Figure 2-10** Charles I and Henrietta Maria. The drawn curtains appear to look out at the entire world, rather than a specific place, suggesting the special status of the royal couple. Henrietta is handing Charles a laurel wreath. What does this symbolize? What other objects are included in the painting to demonstrate their royal status?

**tunnage and poundage:**

a customs duty or tax collected on the tons and pounds of goods coming into or leaving the country

**to billet:** to require homeowners to provide food and lodging for soldiers

**title:** a name showing a person's rank and position in life. Charles I forced anyone with property worth forty pounds or more to pay him a large fee to become a knight.

**Court of Star Chamber:** a royal court in which people had no legal rights

navy. Charles raised the ship money, but used most of it for himself. He also forced people to make loans to the Crown, mortgaged royal properties, and collected customs fees known as **tunnage and poundage**. He **billeted** his soldiers with homeowners, increased fees for government services, and sold noble **titles** to anyone who would support him or lend him money. He also used the secret **Court of Star Chamber** to convict, imprison, and fine his enemies. People tried by this court had no rights under the law.

Charles's attempts to rule England without parliament were partly successful, but he soon found he needed even more money than

could be raised through ship money and other means. In 1628, Charles recalled parliament, hoping that this time it would be more agreeable. His hopes were immediately dashed. Parliament told the king it would grant no money until the king ceased his illegal activities and until he signed a new charter called the "Petition of Right." The king dissolved parliament again, and resolved to rule without it.

When the Duke of Buckingham, the king's favourite, was assassinated, Charles mourned, but the public rejoiced. Charles asked others to help him achieve his goals. In particular, he asked Lord Strafford and

## Freedom of Speech

Today, we take freedom of speech for granted. We would be shocked if people were thrown in jail for criticizing our leaders. But freedom of speech is a right in Canada today only because others fought for it. In many places in the world this basic freedom still does not exist. Charles I and his advisors did not believe in freedom of speech. When Puritans wrote **satires** and pamphlets attacking the government, the writers and printers were arrested and punished.

The punishment for **sedition** **libel** was severe. A lawyer named Walter Prynne, who wrote satirical plays about the government, was found guilty of this charge. He was forbidden to practise law, deprived of his university degree, and forced to pay a fine of five-thousand pounds (the equivalent, perhaps, to a million dollars today). His books were burned in front of his face by the hangman. He then had to stand in the **pillory** in two different places in London, and one ear was cut off at each place.

He was branded on both sides of his face with the letters "S" and "L," and then imprisoned.

Even these punishments could not prevent people from expressing their views. Thousands of people attended such punishments and hissed and booed the executioners as they cut off peoples' ears. Prynne had his ears cut off twice, and each time had them sewn back on. Each time he cried out: "Cut me, tear me, I fear thee not. I fear the fire of Hell, but not thee."

In an attempt to stop protest from spreading, Charles made it a crime to bring foreign books into the country, or to print anything without government permission. No books of religion, medicine, poetry, or literature could be printed, sold, or read unless they were licensed by the Church of England. Charles allowed only twenty printers to work in the country, and these could only have two apprentices each. The Court of Star Chamber was used against anyone who broke these new laws.

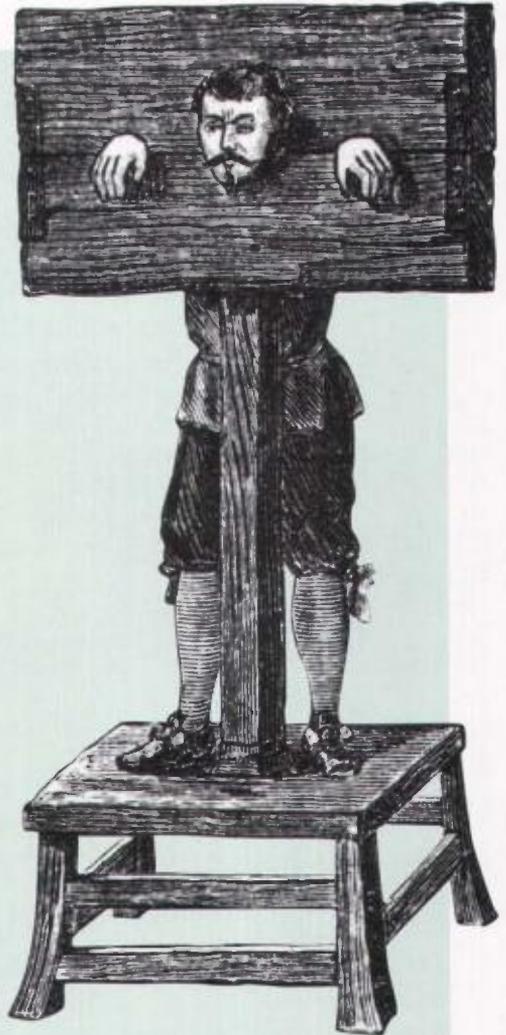


Figure 2-11 An offender in pillory

## The Petition of Right, 1628

This selection from the Petition of Right spells out one of parliament's major complaints against King Charles. To what document does it refer? What exactly is the complaint?

And whereas by the statute called the "Great Charter of the Liberties of England" [Magna Carta] it is declared that no freeman may be imprisoned, or [relieved] of his land or liberties, or be outlawed and exiled, except by lawful judgement of his peers, or by the law of the land, yet many of your subjects have been imprisoned without any cause shown. They were detained by your Majesty's special command in defiance of writs of **habeus corpus**, and were returned to prison, without being charged with anything to which they might answer according to law."



Archbishop Laud to bring the country under royal control. He still needed money desperately. Strafford found so many ingenious ways of obtaining money for the king, that his methods became known as "Strafford's Fork"—a reference to the king who was "feeding off the country."

Laud was also very unpopular. At a time when Puritans were protesting

against all decoration and ritual in the church as "Papist," Laud insisted on more of these things. As a result, Puritans violently attacked churches, destroying priceless carvings, books, and paintings. Even the carved rails around the altar were broken up and burned. Enormous stained glass windows, hundreds of years old, were smashed to bits.

**satire:** a literary work in which corruption, stupidity, foolishness, or abuses are held up to ridicule and contempt

**sedition libel:** false and malicious statements against the monarch, which are treasonous

**pillory:** a device consisting of a wooden board with holes for the head and arms, in which offenders were exposed to public scorn

**writ of habeus corpus:** an order requiring that a prisoner be taken to court to decide if he or she is being imprisoned lawfully



Figure 2-12 What parts of this church are being destroyed?

**Presbyterian:** a Protestant church governed by presbyters (elders)

**covenant:** agreement

**dilemma:** a difficult choice

## THE LONG PARLIAMENT

By 1637, Charles was in real trouble. He had alienated the English people on religious as well as political grounds. Now, as king of Scotland, he set about alienating the Scottish people. In 1637 he attempted to force the Scots to worship in the style of the Church of England. The Scots totally humiliated him. Thousands of Scots, who were **Presbyterians**, signed a **covenant** to resist this demand, and rose in revolt. Charles desperately needed money to pay for soldiers to quell the revolt, and he had to call parliament to get it. Called in 1640, the "Short Parliament" sympathized with the Scots, and Charles angrily shut it down within three weeks. But Charles still had not solved his money problems. He called a new parliament, blindly hoping that it would give him what he wanted. However, the new Long Parliament (so called because it sat for thirteen years) was even more unfriendly to Charles. The leaders of parliament demanded that both Strafford and Laud be removed from power and punished.



Eventually, Charles gave in to their demands and turned Laud and Strafford over to parliament, which promptly executed both. When the king wrote Strafford that he had had to sign his death warrant for political reasons, Strafford sounded a now-famous warning when he said "Put not your trust in princes, nor in the sons of men, for in them there is no salvation." The execution of his trusted advisors distressed the king, but parliament went further. It was determined that the king should never again have absolute power. It planned to pass the Grand Remonstrance, which proposed to change the role of the king in government, and to remove many of his powers.

Parliament had a **dilemma**, however. Just how much power did the monarch have by right? How far could parliament go in taking away rights from the king? Magna Carta had left a number of issues about the king's rights up in the air. The king, for example, had the right to conduct foreign policy. He also had a right known as the "royal prerogative," which allowed him to act outside the law or even against the law in cases of emergency. No one knew exactly what the limitations of the royal prerogative were. Interestingly, in the seventeenth century, probably more people supported the king's rights over parliament's rights.

This became evident when parliament was debating the Grand Remonstrance. Charles learned that the Commons was badly divided. Radical members wanted to take away most of his powers, but many others just wanted guarantees that the king would rule the country in accordance with law and tradition.

**Figure 2-13** Charles I declares war on parliament at Nottingham, in 1642. Note the upward flow of movement in this engraving. How is this created? What is the artist suggesting by this upward flow? What evidence suggests that this is a military occasion?

Because of this split in opinion, the Grand Remonstrance had barely passed parliament. Charles believed that if he could arrest the radical parliamentary leaders, and punish them as traitors, he could regain control.

Leading 500 soldiers in person, Charles invaded the House of Commons—which was against the law—and tried to arrest the leaders.

Forewarned, the radicals escaped, and parliament called for an army. This was open rebellion. Charles left Westminster and went north to Nottingham, where he knew he had support. The queen, Henrietta Maria, took the **Crown Jewels** to Europe to pawn them for money to pay for an army. It was clear to everyone that the king was preparing to make war on parliament.

**Crown Jewels:** jewels used but not owned by the royal family

**militia:** citizens who are not regular soldiers, but who are trained to act as soldiers in times of emergency

## ACTIVITIES

1. Make a list of the measures that Charles I used to avoid calling parliament. Beside each entry, explain which classes of society would be the angriest about these measures and why.
2. Write the kind of pamphlet against the government of Charles I that you imagine Walter Prynne might have written.
3. Prepare a script in which you explain why you should not be prosecuted in the Court of Star Chamber.
4. If you lived in the seventeenth century, would you have supported the king's rights or parliament's rights? Explain the reasons for your answer.
5. Read the selection from the Petition of Right. With a partner, read the sections from the Canadian Charter of Rights and Freedoms on page 78. What section relates directly to the selection from the Petition of Right? In your opinion, what are the three most important clauses in the Charter? Why?

## THE CIVIL WAR

**C**ivil war is a terrible kind of war because people within a country fight each other, and even family members may take different sides. When Charles raised his standard on a windy moor near Nottingham in 1642, he began a conflict that, for seven years, would tear his country apart. He probably hoped for a quick victory. There was no English army as such, and both sides had to create a fighting force. Many of Charles's supporters, called "Royalists" or "Cavaliers," came from noble families and were used to fighting and riding. Parliament's troops were local **militia**—farmers and townspeople

with almost no military experience. Charles also had experienced commanders, such as his dashing nephew Prince Rupert, who could inspire the troops. However, parliament controlled the navy, and the richest part of the country—the south and London. Unless Charles won the war in the early stages, he was doomed.

Charles was successful at first and won a number of small battles, but he could never gain a decisive victory. Parliament made an alliance with the Scots, who attacked from the north, and began to build a more modern army. The leader of this "New Model Army," was Oliver Cromwell, a

**lobster-tail helmet:** a soldier's helmet with jointed plates on the back to protect the neck

Puritan who believed absolutely in parliament's cause. The new soldiers, called "Roundheads" (because they cut their hair short—many Cavaliers wore long curls), were highly disciplined, usually very religious, and well-equipped. With their steel body-armor and **lobster-tail helmets**, they were a formidable force. The New Model Army defeated the Royalists at two important battles, Marston Moor and Naseby. Charles was forced to flee to Scotland, where he was made prisoner and handed over to parliament.

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## THE RUMP PARLIAMENT

In 1642, when the Civil War began, many of the members of parliament who had voted against the Grand Remonstrance left parliament to fight

for the king. This left parliament in the hands of Presbyterians and Puritans, who also disagreed on many important matters. The Puritans, for example, wanted churches to be completely independent of one another, while the Presbyterians wanted churches to be organized so that people worshipped the same way everywhere.

The Presbyterians had no objection to the return of Charles, if he agreed to limited powers. The Puritans, on the other hand, were republican. They wanted to end the monarchy. Charles himself tried to play one side against the other, and was very dishonest in his dealings with everybody. When rebellions broke out in support of the king, the parliamentary army sent Colonel Pride to drive the 143 Presbyterian members out of parliament. The "Rump Parliament" left by "Pride's Purge" charged the king with treason and with making war on his own people, and put him on trial for his life.



**Figure 2-14** Civil War armour. Can you find the lobster-tail helmet?



**Figure 2-15** The Battle of Marsten Moor, 1644

### DID YOU KNOW?

Women were active during the Civil War. They demanded equal rights in the church and in government. Organized groups of women, with elected leaders, petitioned parliament in 1642 for better working conditions, but were turned down. In 1649, women again petitioned parliament, but were told to go home to their husbands. After 1688, a number of women—including Mary Astell, Hannah Wooley, Lady Chudleigh, and Aphra Behn—published pamphlets that argued for equal rights for women. These early feminists were easily suppressed, and there was no significant improvement in women's rights during the seventeenth century.

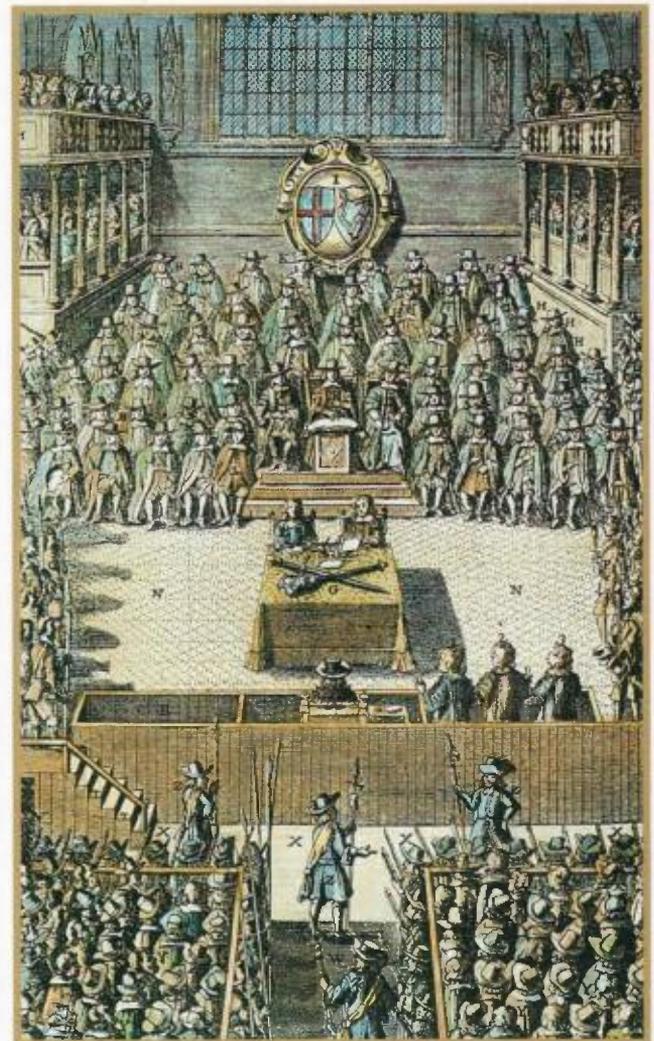
## THE TRIAL OF THE KING

The charge of treason against the king was revolutionary. In 1649, treason was, by definition, the act of trying to overthrow the king—so Charles was on trial for trying to overthrow himself. Charles was well aware of this absurdity.

At one point in the arguments, Charles rapped the floor with his walking stick, and the gold head fell off. Both he and the spectators believed they had seen an evil omen. After a tumultuous trial, he was found guilty and sentenced to death.

On the January day of his execution, Charles woke early and asked for his finest clothes. He was determined to die with dignity. He put on two shirts and ate some food. He was afraid that if he shivered or looked faint his enemies might think he was afraid. At one o'clock, he was led onto a scaffold, and, after a short speech, was executed.

**Figure 2-16** Charles I during his trial in Westminster, in 1649. Where is Charles sitting? What evidence in the picture suggests that the outcome might go against Charles?

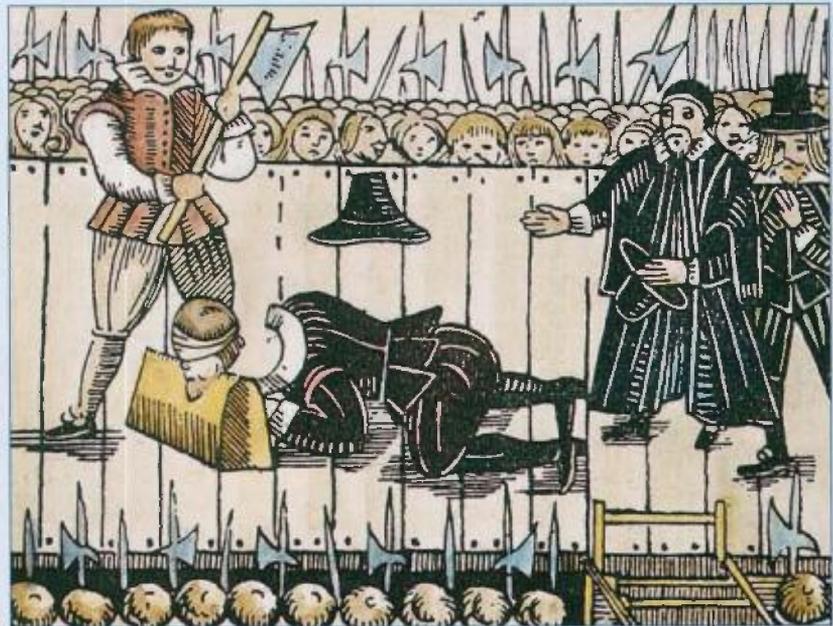


# Charles I versus Parliament

## Charles's Argument

When asked to plead guilty or not guilty, Charles I refused to do either. He said that he did not accept the legality of the court, and demanded to know: "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." Furthermore, Charles maintained that it was impossible for him to be tried by his equals (guaranteed by law) because he had no equals. He could not commit treason because he could not be a traitor to himself.

**Figure 2-17** The execution of Charles I. This is a coloured woodcut from a contemporary ballad. Whose side was the ballad representing—the king's or parliament's? How can you tell?



## Parliament's Verdict

"That the court being satisfied that he, Charles Stuart, was guilty of the crimes of which he had been accused, did judge him tyrant, traitor, murderer, and public enemy to the good people of the nation, to be put to death by the severing of his head from his body."

## YOUR TURN

1. Charles I set out his defence against parliament's charges very clearly, and parliament's verdict is printed above. Review the material in the chapter on Charles's actions and on the traditions of England, and then write an outline of parliament's case against Charles in response to his arguments. Be sure to refer to "The Elements of a Good Argument" on this page.
2. Which side do you think had the best legal argument? Give reasons for your opinion.
3. Explain the difference between a king ruling with absolute power and one ruling within parliamentary restraints.

### The Elements of a Good Argument

Properly constructed arguments must avoid mistakes in logic. Here are three faults to look for in an argument:

1. Hypothesis contrary to fact—the argument starts with a premise (assumption) that may not be true. For example, "God has given power to rulers."
2. Faulty dilemma—giving people a choice, but ignoring other possibilities. For example, "If we don't have a strong, absolute ruler, society will fall apart."
3. False analogy—comparing things that really can't be compared. For example, "Jane is a good athlete, so she will be a good student leader."

# Canada's Parliament—A Civil War Heritage

Canada's parliamentary heritage comes from England. Some of the most important traditions come from the period of the English Civil War.

**Figure 2-18** The Speaker's chair. How can you tell the Speaker is an important person?



## The Reluctant Speaker

The House of Commons cannot do any business without the Speaker. When the king invaded the House of Commons in 1640, he ordered the Speaker to leave the House. Members literally held the Speaker in his chair. Today, when the Speaker is elected, members of parliament pretend to drag the Speaker to the chair, a reminder of the importance of the Speaker.

## 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 around 1640, when Charles arrived at parliament with 500 soldiers and the doors were closed against him.

## The Mace

The mace is the symbol of the authority of parliament. King Charles demanded that the mace be surrendered in 1640, but the Commons refused. Today, the mace is displayed in the House of Commons while it is in session.



**Figure 2-19** The mace represents the authority of the people.

## WHAT DO YOU THINK?

1. Are the symbols of democracy important? Should the government make more effort to maintain and explain these symbols?
2. How important is tradition? Does your school have any traditions? Make up a list of things in your community or school that could become traditions, and explain why they should be valued.
3. The Speaker's chair in the House of Commons is large and imposing, much like a throne. Why might this be the case? Why is it important that the Speaker be impartial?

## Using **Political Art** as a Primary Source

### CATALOGUE CARD

**What is it?** Art designed to make a point

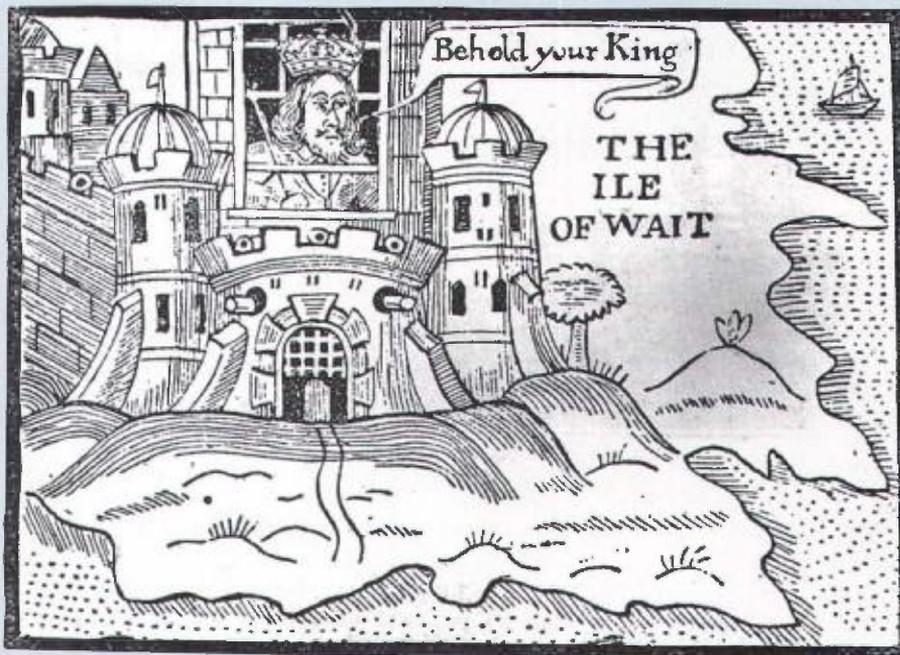
**Who made it?** Commercial artists

**When?** In all times, but particularly times of political and social turmoil

Many people think that art is mostly for decoration, but many artists use their art to make a point. In the seventeenth century, people paid artists to illustrate a point of view, or to glamorize people and events. This is called "propaganda," and the practice continues today.



**Figure 2-20** It has always been important for armies to show their opponents in the worst possible light. This broadside shows Royalist soldiers committing atrocities. Why would the Roundheads print such broadsides? What were they saying about themselves?



**Figure 2-21** This broadside shows the king in prison on the Isle of Wight. Why is the Isle of Wight called the Isle of Wait? Whose opinion might this cartoon influence?

### The Broadside

Broadsides were like newspapers. They were printed quickly and carried current news. They were also heavily biased, since they were designed to influence public opinion. Broadsides were printed on one side of the page and passed out to people on the street, or tacked to posts and bulletin boards. Those printed during the English Civil War almost always supported either the king or parliament.

## Using **Political Art** as a Primary Source

### Official Portraits



**Figure 2-22** 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? Was it painted to influence the way people thought about Cromwell and his programs?



**Figure 2-23** Like all monarchs, King Charles I had one of the world’s best painters do his portraits. This painting by Van Dyke shows Charles as he wished to be seen. What qualities does the painting suggest that Charles possessed? Is this a better portrait than the one of Cromwell? Explain why or why not.

### History and Fantasy



### YOUR TURN

1. Create a broadside in support of either the Royalist or Roundhead side in the English Civil War. It should be clear which side your broadside supports. Use the front page of a modern newspaper as a template, or example. To add interest, and to attract attention, add other news items and features. Remember that broadsides were printed on one side only.

**Figure 2-24** This illustration shows Charles I being taken to heaven by angels. After Charles II came to the throne, Royalists began to portray Charles I as a saint, cruelly murdered. At his execution, many people had soaked handkerchiefs in his blood and treated them as holy relics. Why would many people continue to believe that the monarch had special powers?

## ACTIVITIES

1. Charles's support came from the north and west of England, while parliament's came from the south and east. Refer to the map on page 21. What influence did economic conditions have on the outcome of the Civil War?
2. To help answer the question "Did Charles force civil war on parliament?" make a for-and-against organizer with the question as the title. List the points that support a Yes answer, with examples, in one column. List the points for a No answer, with examples, in another column. Write your conclusions at the bottom of the chart.
3. Do you think the Civil War was a religious war, a political war, or both? Write two short notes to the king. In the first, explain why, as a Puritan, you think civil war is probable for religious reasons. In the second, explain why civil war is likely for political reasons. Share the notes with other members of the class. Were either the religious reasons or the political reasons more important? Were both reasons important? Explain the reasons for the conclusion you reach.

## THE TRIUMPH OF PARLIAMENT

A republic is a country without a monarch, but the execution of Charles I did not make England a republic. By ancient right, Charles's son would still automatically become Charles II. The English republic, called the "Commonwealth," actually came into being when the Rump Parliament voted to abolish the monarchy and the House of Lords.

Many people disagreed with the decision of the Rump Parliament and questioned its right to make any decisions at all. With only sixty members, it could hardly claim to represent the people of England. Half the members of the Long Parliament had joined the Royalist cause, and Pride's Purge had expelled 143 Presbyterians. However, in politics, often "might makes right." The Rump was supported by the victorious Roundhead army. The army attacked anyone who refused to support the Commonwealth. Ireland and Scotland were particular

problems. Both countries were strong supporters of Charles II and the Royalist cause. Parliament dispatched an army under Oliver Cromwell to end the Royalist threat in these two countries.

Cromwell was a master soldier, but he had little sympathy for either the Presbyterians or the Catholics he conquered. He defeated the Scots in two major battles, and ended their resistance. In Ireland, Cromwell pursued a brutal campaign against the Irish, who had rebelled against the English in 1641. When the city of Drogheda resisted, for example, Cromwell's soldiers massacred its entire garrison. All Catholic landowners in the north of Ireland were forcibly removed from their lands. The Catholic landlords were resettled in the southern and western parts of the island. Northern Ireland was resettled with English and Scottish Protestants, making it the stronghold of the Protestants in Ireland.

# Northern Ireland

Northern Ireland is still dealing with the situation created by Cromwell. For many years, Northern Ireland has been divided into two separate communities—Catholics and Protestants. Violent conflict between the two groups has been a common occurrence, although recent peace initiatives make the situation look a little more promising.

The English had attempted to conquer Ireland for centuries, so that conflict between the Irish and English was nothing new when Cromwell conquered the Irish in 1649. What was decisive about his victory, however, was that England gained control over Ireland for the first time. Subsequent English governments maintained and extended this control.

After 1649, Ireland was divided into two hostile groups—the Irish Catholics, who wanted their country back, and a small group of English Protestants, who dominated the country. Catholic schools and priests were outlawed, and Catholics were forbidden to follow trades or professions. It was not until 1828 that either Catholics in Britain or Ireland could hold political office.

There were numerous uprisings by the Irish over the years, all of them unsuccessful. However, the rebellion of 1919 ended with a truce. Following this, Ireland was divided, in 1922, into two different areas: the Irish Free State and Northern Ireland, which was still the English stronghold



**Figure 2–25** During a ceasefire in Belfast in July 1997, a young boy looks through the scope on a soldier's weapon.

centuries after Cromwell's victory. In 1949, the Republic of Ireland became an independent state. Northern Ireland remained part of Great Britain. The conflict in Northern Ireland today is between Irish Catholics, who want independence from Britain, and the British Protestants, who want to maintain the tie with Britain.

There have been many

attempts to bring peace to the warring sides. In April 1998, a new proposal was put forth. It would give the Irish Republic a governing role in Northern Ireland. It would also disarm the warring factions, and establish a parliament for Northern Ireland. The agreement has been hailed as "historic." In a 1998 referendum, the agreement was approved by a large majority.

## WHAT DO YOU THINK?

1. Find out more about the conflict in Northern Ireland today. Write one account of the situation from an Irish Catholic point of view, and another from an English Protestant point of view.
2. How long should events that happened in the past be allowed to control events today? Explain the reasons for your answer.

## THE LORD PROTECTOR

Eventually, Cromwell lost patience with the Rump Parliament, which seemed unable to govern effectively. The army wanted more influence and also wanted to be paid. When the Rump members refused to hold an election unless they could be guaranteed their seats, Cromwell marched in with a troop of soldiers and drove the members out. He then locked the doors of parliament and put the key in his pocket. 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 responsible for law, order, and collecting taxes in their 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, but he was too strong to be resisted. However, Cromwell regarded himself as a failure. He had opposed the dictator-like powers of the king and had ended up becoming a

dictator himself. When he died in 1658, his son Richard (nicknamed “Tumble-down Dick”) proved incapable of ruling the nation, and resigned as Protector. The republican experiment was over.

## THE RESTORATION

After Cromwell’s death, General Monk, the commander of the army in the north, returned to Westminster and recalled the Long Parliament. Monk knew that parliamentary government had to be restored or civil war would break out once again. He ordered the old parliament to dissolve itself and to call an election for a new one. The new parliament decided to restore the monarchy and the House of Lords, and in 1660, it invited Charles II to become king of England—a very popular decision.

The people of England wanted no more to do with military dictatorships. They were concerned about the lack of a parliament, which protected their rights. In addition, only Puritans were pleased with the Blue Laws—the rest of the people resented the grim and joyless lifestyle they imposed. As a result, there was great rejoicing when the monarchy

**Figure 2–26** We have Blue Laws in our society today. The sale of alcohol and tobacco are controlled, for example. What other Blue Laws can you think of?





**Figure 2-27** Charles II enters London. What evidence in the picture suggests that this was a joyful occasion?

was restored and Charles II returned to England as king.

However, parliament insisted that the king rule as a constitutional monarch, with his powers set out by parliament. Charles outwardly accepted the limitations on his power, although he secretly planned to regain the power his father had lost. He intrigued with various European nations to bring this about, although nothing ever came of his schemes.

Charles tried to make sure that he would have a majority of supporters in parliament by influencing who was elected. He did this through persuasion, bribery, and blackmail.

The royal supporters came to be known as "Tories," and were the beginning of England's first real political party. The opponents of a catholic monarchy came to be known as "Whigs."

Charles was a fun-loving person whose lifestyle was often scandalous. As a result, the Blue Laws of the Puritans were quickly overturned. England again was able to enjoy the theatre and other entertainments, led by the example of the king. In many ways life returned to the way it had been before the Commonwealth.

The **regicides** were punished severely. Thirteen members of the

**regicide:** a person who kills, or participates in the killing of, a king

**Test Act:** an act forbidding anyone except members of the Church of England from holding political office or entering the professions

Rump Parliament were hanged, drawn, and quartered, a horrible punishment. They were hanged, but taken down before death occurred, so that they were still alive while their entrails were removed. Following death, their bodies were cut into four sections and displayed around the country as a warning to others. The bodies of Cromwell and other Roundheads were dug up and hanged outside Westminster Abbey.

When Charles tried to protect the religious freedom of Catholics, the new Parliament passed the **Test Act**. This act made the Church of England supreme. Catholics were not allowed to hold political office, or to join the professions. Charles's own brother,

James, who was a Catholic, had to give up his job as High Admiral because of the Test Act. Parliament had made it clear to Charles that it, not he, made the laws. Charles II died in 1685 and was succeeded by his Catholic brother, James II.

## THE GLORIOUS REVOLUTION

The death of Charles II in 1685 created a problem for parliament. His successor, James II, was openly Catholic. Anti-Catholic feeling in England was very high. Only a few years earlier, in 1678, a man named

## Aphra Behn: Poet, Playwright, and Spy

Aphra Behn, one of the most interesting women in literature, was a spy for Charles II. Married at eighteen to a Dutch merchant, she claimed to have been born in the South American colony of Surinam. By nineteen, her intellect and accomplishments had already earned her the nickname "the incomparable." As a widow during the Dutch War, she travelled to Europe and spied for England. Charles II was always interested in what was happening on the continent of Europe, because part of his desire was to return England to the continental

mode of absolute government. On her return to England, she was sent briefly to debtor's prison. With an almost photographic memory, Aphra soon found that she could make a living writing about her adventures. She was probably the first woman to make a living as an author. She wrote poems, novels, and fifteen plays. The excerpt below, a song called "Love Armed," is from her play *Abdelazer*. It is on the subject of love. Summarize the passage in your own words.

Love in fantastic triumph sat,  
Whilst bleeding hearts around him flowed,  
For whom fresh pains he did create,  
And strange tyrannick power he showed.  
From thy bright eyes he took his fire,  
Which round about, in sport he hurled,  
But 'twas from mine he took desire.

"All my life is nothing but extremes."

—Aphra Behn



Figure 2-28 Aphra Behn

Titus Oates had caused a country-wide panic in England when he concocted a story about a Catholic plot to take over the nation. From the very beginning of his reign, James infuriated parliament by giving high offices to Catholics, in spite of the Test Act. He clearly intended to return England to the Catholic fold.

James also made it very clear that he believed in the Divine Right of Kings, and meant to take power away from parliament. Look at his portrait at the beginning of the chapter (page 18). What impression of James's willingness to compromise do you get?

Rebellions soon 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. Judge Jeffries conducted courts that ordered the execution of so many people suspected of being rebels

that they became known as the "Bloody Assizes."

Parliamentary leaders were extremely distressed by the king's actions and intentions. In 1688, parliament invited James's Protestant daughter, Mary, and her husband William of Orange, to become queen and king of England. They agreed to do so. James's supporters began to flee the country, and eventually James himself left England, **abdicating** his throne. This particular event has become known as the "Glorious Revolution." For the first time, the monarch was chosen by parliament, not hereditary right. Divine Right was dead. Mary and William agreed to the terms of a new Bill of Rights. This document made it clear that parliament was the real government of the country. These rights are the basis for the rights we enjoy today as Canadians.

#### DID YOU KNOW?

Until 1688, James II had no male heirs, so many of those who opposed his pro-Catholic and pro-Divine-Right stance were content to wait for him to die. When his wife finally had a son, their opposition became fierce. Rumours began to circulate that the baby was not really his son, but had been smuggled into the palace in a warming pan.

**To abdicate:** to give up or renounce

#### 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."

## Bill of Rights, 1689

It is often difficult to understand the English used in legal documents, particularly if they were written in the seventeenth century. As you read the Bill of Rights, 1689, concentrate on the important nouns and verbs as you try to understand what it is saying. The first part says "the Lords and Commons, free, declare." Section 1 states that "suspending law or making law without the consent of parliament is illegal." What do the other sections state?

### Selections from The Bill of Rights 1689

"... the Lords, Spiritual and Temporal, and Commons ... now assembled in full and free representation of this nation ... vindicating and asserting their ancient rights, declare:

1. That the pretended power of suspending of laws, or the execution of laws by regal authority without the consent of Parliament is illegal.
5. That it is the right of the subjects to petition the King, and all commitments and prosecutions for such petitioning are illegal.
8. That the election of Members of Parliament ought to be free.
9. That freedom of speech, and debates or proceedings of Parliament, ought not to be impeached or questioned in any court or place out of Parliament.
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
13. And that ... parliaments ought to be held frequently.



## John Locke

John Locke was the son of a Puritan country lawyer who fought briefly for the Roundheads during the Civil War. Locke became involved in politics during the Restoration, and fled to Holland in 1683, afraid that his life was at risk for his anti-Royalist beliefs. During the 1680s, he wrote a number of books outlining his political philosophy. After the Glorious Revolution, he hurried home to England and published his books. He became extremely popular and influential. His political philosophy reflected the anti-Divine-Right theory of the Glorious Revolution and had a great impact on the thought that led to the American Revolution and the French Revolution. Although Locke's political philosophy is quite complex, its essence can be summarized in a few basic concepts:

1. Locke argued that all humans possess "natural" human rights to life, liberty, and property.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain **inalienable** rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the people to alter or abolish it, and to institute new Government."



2. People should surrender their natural rights to government only in order to protect those rights from the ill-will of others.
3. If a government failed to protect the natural rights of its citizens, then the people were justified in revolting and overthrowing the government.

The American Declaration of Independence, quoted above, clearly reflects Locke's philosophy.

**inalienable:** unable to be taken or given away



Figure 2-29 John Locke

## ACTIVITIES

1. Why did the republican experiment fail in England? Give reasons for your answer.
2. "The Stuarts learned nothing from the Civil War." Prepare a brief position paper in which you agree or disagree with this statement. Explain your reasons.
3. Why do you think this episode in English history is called the "Glorious Revolution"? Explain your answer in a letter to a friend who lives in a country ruled by an absolute king.
4. "Without the English Civil War, democracy would never have developed." Make a case for or against this statement. Give evidence to support your case.
5. Make an organizer to compare government under a republic (the commonwealth), an absolute monarchy, and a constitutional monarchy. Use the following headings: the ruler, the role of law, and the rights of the people.

## CONCLUSION

The long fight for democratic rights, which came to a crisis with the Civil War, did not end with the Bill of Rights in 1689. The Civil War had, however, ended the concept of the Divine Right of Kings and the practice of absolute monarchy in England forever. It would take time before this happened in England's North American colonies or in other European countries.

But in England, never again would the ruler have more power than the elected representatives of the people. Canada's courts and government still reflect these principles, formulated centuries ago in England. Our constitution restates the principles of the 1689 Bill of Rights—almost word for word in some cases.

The English Revolution was a large step toward political reform, 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 of 1688 than they had been at the beginning of the Civil War in 1642. Women had failed to gain equal rights. Although the ruler had become a constitutional monarch, and parliament had asserted its power, the structure of society, with its deeply imbedded social classes, had not really changed as a whole. Making a more equitable society would be the task of future generations.

## SUMMARY ACTIVITIES

1. Write a play about the trial of a Royalist supporter of Charles I. Your dialogue should highlight the issues that both sides considered important.
2. Prepare a pamphlet that clearly shows Royalist or Roundhead bias. Your pamphlet should focus on issues of the Divine Right of Kings. It may include advertisements and stories that will help you demonstrate your knowledge of the life and events of the period.
3. Draw up a petition on behalf of the women of England to be presented to the Long Parliament. Explain why the women were seeking more rights.
4. Create a diorama, model, or picture of a scene from the Restoration. Your project should show concrete examples of your knowledge of the "look" of the Restoration.
5. What does "the rule of law" mean?

## ON YOUR OWN

1. Research the incidents of the English Civil War and prepare a realistic comic book of the events. Your comic book should explain why the Royalists lost the war.
2. Research the beginnings of colonialism. Why did European nations believe that they had the right to colonize different areas of the world?
3. In a letter to the king of England, explain why you object to the settlement of Europeans in your land.
4. If one European nation attempted to establish settlements in lands of another European nation, what would the probable result have been?

# 3 REVOLUTION IN FRANCE

## CHAPTER OUTCOMES

In this chapter, you will examine the period of the French Revolution, which lasted from the 1780s until the end of the century. By the end of the chapter, you will

- describe life in seventeenth- and eighteenth-century France
- outline the social, economic, and political causes of the French Revolution
- describe the course of the French Revolution
- compare and contrast the views of the *philosophes*
- use primary sources to identify point of view and editorial purpose
- construct rules for critically evaluating historical accounts
- read character in portraits
- assess the importance of the French Revolution

# Emilie: A Tale of the French Revolution

*This fictional story is set in Paris during the height of the French Revolution—an event you will read about in this chapter, and one that shaped the modern world. The story captures the turbulent atmosphere of the period, when ordinary citizens would suddenly find themselves in danger because of their political beliefs. Emilie is a member of the moderate Girondist Party. As the story opens, she has just escaped execution by members of the more radical Jacobin Party, who have seized control of the revolution and believe the Girondists must be put down.*

**E**milie was not alone in the darkness. The sewer was alive with animal sounds. Fingers squeezing against the slimy bricks, she pulled herself deeper

into the narrow passage. She heard shouts, splashing, and curses—guards searching other sewers—then only the metallic dripping of water and the scuffling of rats.

Her escape was a miracle. A friend of **Charlotte Corday**, she had been sentenced to the **guillotine**. But the **tumbrel** carrying her to certain death broke an axle and collapsed.

Emilie knew it was a miracle that she had escaped the guillotine.





The sewer was alive with sounds ... and danger.

Cheered by the other prisoners, Emilie broke free, scrambled across the bridge, and jumped into the Seine. Musket-balls peppered the water as she swam to a gaping sewer out-fall.

The tunnels were illuminated at intervals by grates overhead. At length, Emilie lay down, pulled herself into a ball, and fell asleep. Nightmarish images caused her to jump and start as she slept; beads of sweat formed on her brow and upper lip. She woke to the sound of voices, and caught the faint odour of baking bread. **Ravenous**, she saw a low opening in the wall and crawled through.

Emilie saw patterned metal

above her. Carefully, she pushed herself upward. The grate was slightly domed, and she could see quite well. In one corner, there were sacks of flour. In another, Emilie could see freshly baked loaves and a large water barrel.

With one hand, Emilie tested the grate. It moved easily. She listened, but there were no sounds other than the soft roar of the ovens. She pulled herself up. Quickly she went to the water barrel, took a dipper and drank deeply. Her thirst quenched, Emilie ate broken bread from a basket. Then, clutching two loaves, she turned away.

"Citizen," a voice called out.

"Where do you think you're going with my bread?"

In a flash of panic, Emilie thought of the drain. She could slide down the tunnel and escape—but to what? Perhaps she could bluff. Surely a common thief would be safe from the guillotine. Boldly, she turned to face a burly older man, who was dusted with charcoal and flour.

"Citizen," she said. "I was hungry. You charge too much for your goods."

"Come, come, Citizen," said the man. "Thieves don't come out of the drains. You are the Girondin who escaped yesterday. Even this baker can put two and two together."

Emilie looked frantically about the room, but the baker stood between her and the door. There was no escape. Emilie surrendered. Her legs gave way and she collapsed to the floor.

"There are no Jacobins here, Citizen," the baker said, with a hint of impatience. "I'm not going to turn you over to the Committee—but it is not safe for you to be seen. Take your bread and eat. And take a jug of water. There is a room behind the wood bin. Stay in there until I call you."

He showed Emilie into a small room, its floor littered with sacks. A tiny, high window let in the cool dawn light.

The baker closed the door, piled wood against it, and went back to his work. Emilie pulled sacks into a pile and sat against the wall. On the other side of the wall, from time to time, she could hear people talking. Now and then, a woman would sing or hum bits of folk song, and there were the sounds of a working



The baker opened the the door and found Emilie with several loaves of bread.

bakery. Hungrily, she ate her bread and drank water from the jug.

Emilie dozed through the day falling, at intervals, into restful, dreamless sleep. It was early evening when she woke. The tiny window was almost dark. She could still hear the sounds of the street.

The baker returned late in the evening, after the street above had grown silent. Emilie heard the wood being removed, and then the door opened. She stood upright against a far wall. In a moment, the baker came into the room, followed by a tall, haggard-looking woman carrying a candle.

"Citizen," said the baker, "my name is Jacques." He tilted his head in the direction of the woman. "Citizen Anne-Marie, my wife." The woman motioned Emilie to follow.

Anne-Marie led Emilie up the narrow stairs to a room in back of the shop. Emilie saw a

metal tub of steaming water, and a small table with brushes and a mirror. Some clothes hung on hooks nearby. For the first time, Anne-Marie spoke.

"You must wash and change quickly, citizen. Choose any dress and take another as a change. Make haste!"

Anne-Marie waited outside the door while Emilie washed and changed. Jacques had set a table with bread, cheese, eggs, and wine. Both watched as Emilie ate her meal—her first in many hours. Anne-Marie rolled up spare clothes and stuffed them into a cloth bag.

Jacques told Emilie that she was near the Marais, one of the wealthier areas of the city, and that her escape had been widely reported. A few months earlier, he said, they probably would have turned her over to the police as a counter-revolutionary. But much had happened. Their daughter, whose clothes Emilie was wearing, had been

denounced as a traitor, and arrested. With no news of her since **Ventose**, they assumed she was dead.

Anne-Marie fussed a little over Emilie, straightening the shawl that she had draped around the girl's shoulders, and pushing the hair from her face. But they did not ask her to tell them her plans or where she was going. They gave her some **assignats**, enough for a few days travel. Jacques gave her an official-looking paper. It was, he told Emilie, a pass that had belonged to his daughter, and it had been signed by Robespierre. With luck, it would allow her to leave the city.

Then they led her out the back door. Emilie pulled the shawl closely over her head and set off down the alley. No one took any notice of Emilie as she dodged between the carts. To all appearances, she was just another young woman going about her business.

That night, as she had on many others, she slept in a doorway, arising at the first light of dawn. She judged it was better to try her escape in the bustle of early evening, when many people were leaving the city for the country. During the day, she constructed a story: She was a young wife whose husband had fought at Valmy, and she had had no news of him. She would find the army, and search for him.

As evening came, Emilie joined the crowds of people moving towards the gate. She waited as revolutionary guards checked papers. As she approached the barrier, she started up a conversation with another woman and talked about the weather. She took her pass from her apron pocket.

"How is it," the guard asked, "that you present a pass signed by Citizen Robespierre? He has been arrested, and may already be dead."

Emilie's heart sank. "Citizen, I asked for a pass to try to join my husband, who is with the army, and I was given this one. How could I, a young wife,



The guard scrutinized Emilie's pass.

question such a pass? May I not go through?"

The guard raised the barrier. "Bonne chance, citizen." Emilie walked into the twilight. She was out of the city and, for the moment, safe.

**revolution:** an overthrow of the government and social system of a country, usually by force

**Charlotte Corday:** a Girondist who assassinated a leading Jacobin, Jean-Paul Marat

**guillotine:** an instrument for beheading by means of a heavy blade

**tumbrel:** a cart with sides, used to take prisoners to the guillotine

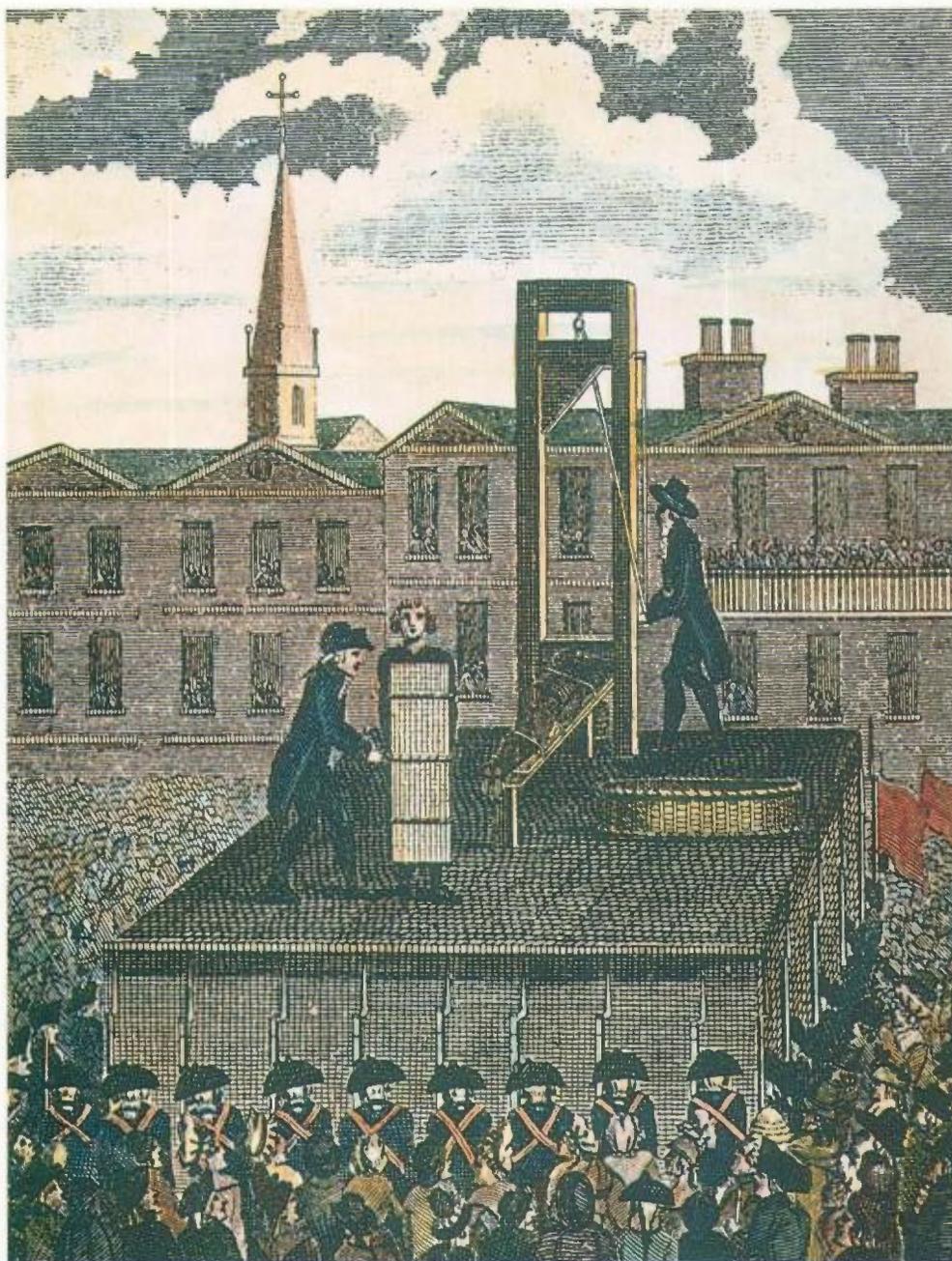
**ravenous:** seriously hungry

**Ventose:** the name of the sixth month in the Revolutionary Calendar

**assignats:** certificates of money in Revolutionary France

## ACTIVITIES

1. Name some personal characteristics that allowed Emilie to survive her ordeal.
2. Why were the baker and his wife sympathetic to Emilie?
3. Do you think Emilie was out of danger once she passed through the gates of Paris? Explain.
4. Emilie had to concoct several stories in order to escape execution. During periods of terror or revolution, many ordinary citizens must resort to fabricating stories in order to save their families and loved ones. Can you give any examples from other periods of history when this might be necessary? Is it ethical to lie in these circumstances? Explain.



## TIME LINE

- 1763 • SEVEN YEARS' WAR ENDS
- 1774 • LOUIS XVI BECOMES KING
- 1776 • AMERICAN DECLARATION OF INDEPENDENCE
- JAN 1789 • THE ESTATES GENERAL SUMMONED
- JUNE 1789 • TENNIS COURT OATH
- JULY 14 1789 • FALL OF THE BASTILLE
- AUG 1789 • ALL FEUDAL PRIVILEGES ABOLISHED
- OCT 1789 • OCTOBER DAYS
- 1790 • CIVIL CONSTITUTION OF THE CLERGY
- 1791 • FLIGHT TO VARENNES
- AUG 1792 • MONARCHY OVERTHROWN
- OCT 1792 • CONVENTION MEETS
- JAN 1793 • LOUIS XVI EXECUTED
- SEP 1793 • REIGN OF TERROR BEGINS
- OCT 1793 • MARIE ANTOINETTE EXECUTED
- JULY 1794 • FALL OF ROBESPIERRE; THERMIDOR PERIOD BEGINS
- 1795 • DIRECTORY MEETS

*Experience teaches us that, generally speaking, the most perilous moment for a bad government is when it seeks to mend its ways.*

—ALEXIS DE TOCQUEVILLE

*O, Liberty, what crimes are committed in thy name!*

—MADAME ROLAND, ABOUT TO BE GUILLOTINED, IN 1793

While revolutions are often beneficial in the long run, these quotations suggest that they can be difficult to endure. During periods of revolution, countries lack stability and many people do things they would never do under other circumstances. In this climate, revolutionaries sometimes turn on each other. After you finish this chapter, think about the French Revolution and the fate of people such as Madame Roland, and decide: Was the revolution worth all the suffering it caused?

## INTRODUCTION

**lavishly:** in an expensive manner; spending or owning much more than is necessary

**feudal system:** the economic and social system of medieval Europe. Lords received land from the ruler and serfs worked the land for the lord.

**illiterate:** unable to read

**privileged:** having special rights and benefits not given to all people

**philosophes:** educated people who had theories about society and government

**absolute monarchy:** rule by a sovereign with unlimited power, one who is above the law

**democracy:** a government that answers to the wishes of the people

In Chapter 2 you read that England had many democratic traditions before the revolutionary period of the seventeenth century. Parliament had existed since Anglo-Saxon times (approximately 800–1100), and the English people had never accepted the concept of the Divine Right of Kings. This paved the way for the reforms that eventually saw William and Mary cooperate with parliament and accept the English Bill of Rights.

The situation was markedly different in France. Here, a bloody revolution was required to overthrow the monarch and establish rights for ordinary citizens. The French Revolution changed France forever. It also affected the rest of Europe and the development of democracy elsewhere. The revolution was not unexpected. French rulers had completely lost touch with their subjects. The country was heavily in debt, and taxes were high. There were poor people everywhere, many without hope. Yet, the upper classes

lived **lavishly**, spending freely on fantastic luxuries. How did such inequality come to be?

While France was the largest country in western Europe, it was also perhaps the most backward. The **feudal system**, with privileged nobles and **illiterate** serfs, was still a major part of French life. Monarchs placed many restrictions on the business class—called the *bourgeoisie*—and this blocked the development of the economy. The king of France was an absolute monarch who answered to no one but God. Very few people were happy about this arrangement, or about the condition of France.

In this atmosphere, the ideas of some enlightened thinkers, who were known as the **philosophes**, gradually filtered down to all levels of society. In general, the philosophes opposed the idea of **absolute monarchy**, supported **democracy** and equality, and hated injustice. These ideas would eventually take root among ordinary people. It was only a matter of time before the spirit of revolution would take root.

## THE REGIONS OF FRANCE

France is bordered on three sides by water. It is separated from England by the British Channel and the Strait of Dover. On the west coast is the Bay of Biscay, which flows into the Atlantic Ocean, and to the south is the Mediterranean Sea.

France is a large country, 547 026 square kilometres. It has many different regions. The climate, large land area, ample rainfall, and varied soils make it possible to grow many different crops, ranging from sugar beets to grapes for wine. France grows the largest wheat crop of any western European country. Large rivers, such

as the Rhône, the Garonne, and the Seine, criss-cross the country, and provide water and a means of transportation. There are many canals and ports on both sides of the country.

In the seventeenth century, before the French Revolution, most of the land belonged to the aristocrats or the royal family, who held large feudal estates. The Catholic Church was also a major landowner. Farming went on as it had for centuries. Four out of five people farmed for a living and owed the bulk of their produce to the *seigneur*, or feudal lord.

### DID YOU KNOW?

At the point where England and France are separated by the Strait of Dover, the distance is a mere 35 kilometres.

# Testing a Hypothesis Using Maps

In the seventeenth century, many French peasants lived in extreme poverty, while others managed to get by. There were reasons for this, some of them **social** and some **geographic**. In this Guidebook, you will look more closely at the link between geography and the economic status of the peasants.

France has many surface land features, as shown in Figure 3-1. One of the most fertile areas is the northwest, especially the Paris Basin, where wheat and rye are grown. It has been estimated that a seventeenth-century French family would have needed approximately 2 hectares of land to provide enough food for themselves, pay all the required taxes and rents, and save enough seed for sowing the next year.

Orchard and dairy farming took place in pockets around the country. If peasants lived in the south of France or in the Alsace region, they might grow grapes for wine. Wine was an important **cash crop**. Grapes for wine thrive on the sunny slopes of hillsides in sandy, chalky soil. Deep, rich valley soils result in poor wine.

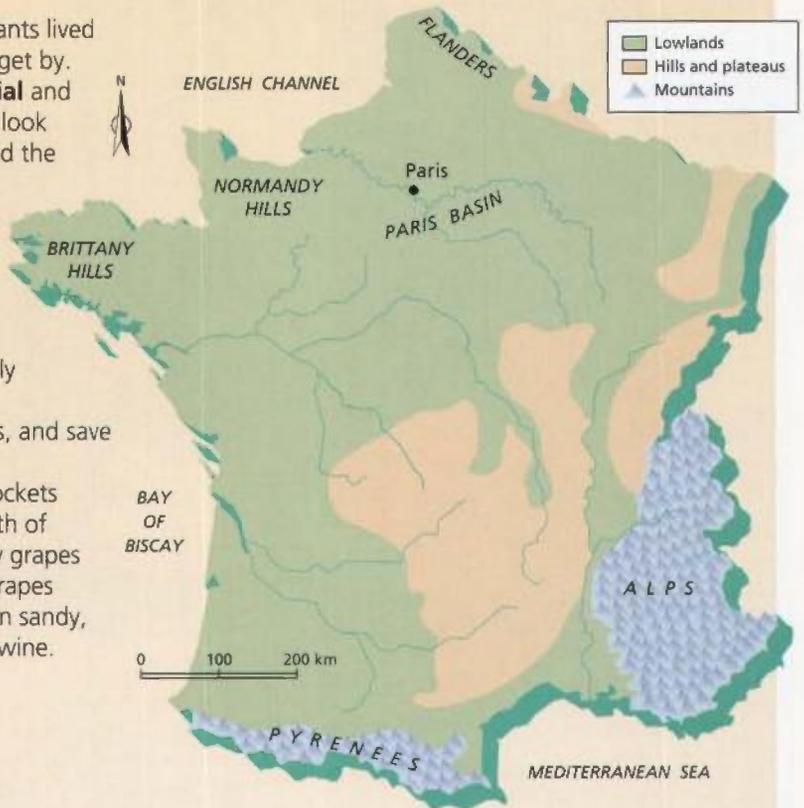


Figure 3-1 France's important physical features

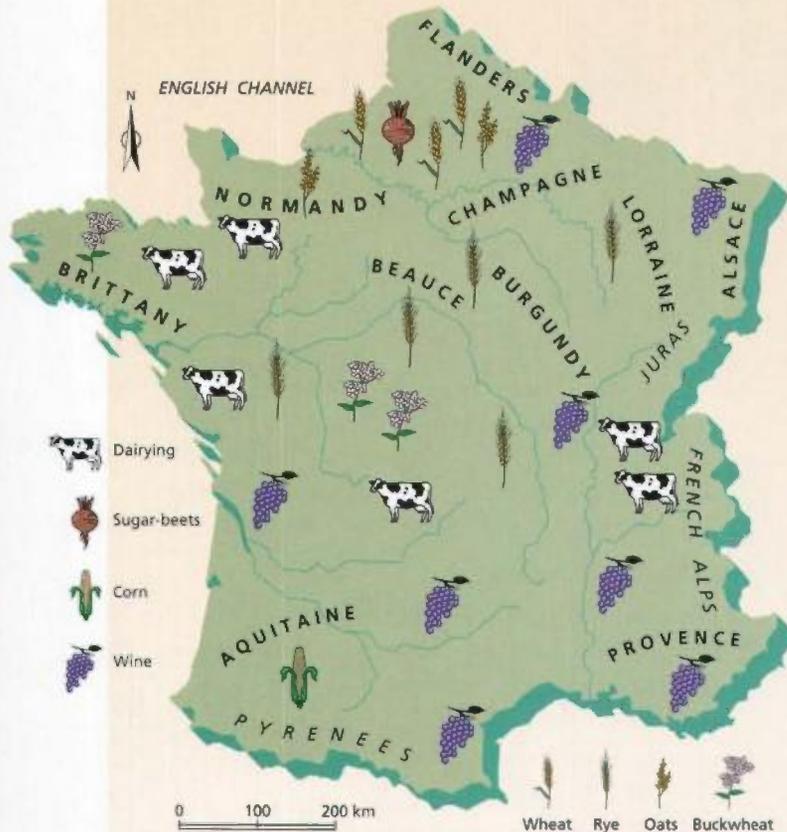


Figure 3-2 France's agricultural products by district

Peasants in wine-producing regions were extremely busy, tending and pruning the vines, and harvesting the grapes during the wine-making season of October and November. Men and women picked the grapes and women carried the baskets of fruit to the manor castle. Because good grape-growing land is stony, peasants in those regions grew mostly grapes and depended less on animals or other crops.

Now consider who might have been better off in seventeenth-century France—a farmer living in the Paris Basin, or a farmer from the busy wine-producing valley of Burgundy? Reread the information above and look at Figures 3-1 to 3-4 before you proceed to the next section.

**social reasons:** reasons that relate to the society in which people live

**geographic reasons:** reasons that relate to the physical location in which people live

**cash crop:** a crop that is grown for export, not to feed the population

continued

ENGLISH CHANNEL

BAY OF BISCAY

0 100 200 km

Salses

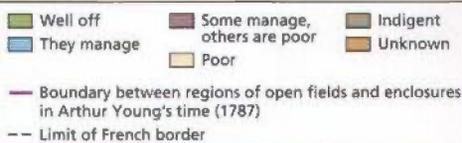


Figure 3-3 A vineyard near the southern town of Salses

Figure 3-4 Living standards of provincial populations in seventeenth-century France. This map shows the levels of wealth in the different regions of France. Notice that living standards were highest on the flat plains at the lower reaches of major northern rivers.

## YOUR TURN

- a) Compare Figure 3-1, a map of France's physical features, with Figure 3-2, a map of France's agricultural products by district. Then compare both figures with Figure 3-4, a map that shows the standard of living in various regions of France during the seventeenth century.

b) What products were grown in the poorest regions of France? Give some reasons why farmers in these regions were poor, referring to the text and maps for supporting reasons.
- Make a list of the conditions that might have enabled farmers to support themselves comfortably.
- With a partner, develop a hypothesis that could explain why some French farmers were relatively well-off while others were very poor. A hypothesis is a proposed answer, based on actual evidence, to a question. Refer as well to the list you created by answering question 2.
- Can you support your hypothesis using the materials in this feature? Remember that in order to support your hypothesis, you must be able to say why something occurred with a good degree of certainty.
- With a partner, select the best statement:
  - ◆ Our hypothesis has been supported. It is unlikely that another reason could have caused this difference in income.
  - ◆ Our hypothesis cannot be discarded. There is some evidence that this reason caused the difference in income.
  - ◆ Our hypothesis must be modified or thrown out because other reasons for the disparity in income are evident.

# FRENCH SOCIETY IN THE SEVENTEENTH CENTURY

French society had been a hierarchy since the early Middle Ages. It was organized like a pyramid, with relatively few people, the aristocrats, near the top, and many workers and serfs at the bottom. The king, of course, was at the top of the pyramid. The aristocrats had many privileges, and paid few taxes. The Church was also privileged. It had the right to tax peasants 10 percent of their income (a **tithe**).

## THE PEASANTS

In seventeenth-century France, most French farmers owned only small plots of land and still used medieval farming methods. In general, their farms did not produce nearly the same value in produce per hectare as

farms in countries such as England and Holland. Peasants, few of whom could read or write, worked hard, but most had little to show for their labour. Writers of the time described their existence as brutal. Often victims of epidemics and famine, they tended to regard life with a certain amount of superstition. And they had no access to education.

Peasants were forced to spend part of their time working on the lord's property and on government projects. They were forbidden to kill or drive off those animals that killed livestock or destroyed crops, because these animals were often hunted by aristocrats. At times, hundreds of mounted aristocrats chased game animals through planted fields. Crops were trampled, but the aristocrats owed the peasants nothing.

### DID YOU KNOW?

Farm workers in seventeenth-century France paid many taxes and fees, which prevented them from making even a modest amount of money. For example, 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

**tithe:** one tenth of one's annual income or produce from land



**Figure 3-5** This painting shows the main living area of a well-off peasant family. How can you tell that they are better off than most? Look again at Figure 3-4. Where might this family live?

# Using an Eyewitness Account as a Primary Source

## CATALOGUE CARD

**What is it?** An excerpt from an Englishman's journal kept during his journey to France

**Who wrote it?** Arthur Young

**When?** Sometime in the eighteenth century

**Why?** To record the events he witnessed

This gloomy account of French country life was written by an English agricultural expert. There are many facts about peasant life—but there are also many inferences and opinions. An “inference” is something you conclude or decide based on something you have observed.

For example, you observe a cat meowing; you infer that the cat is hungry. An opinion is a belief based on what seems to be true to you. Inferences and opinions are not bad, but they should still be supported with good evidence.

As you are reading this account and evaluating its usefulness as a primary source, think about the author's point of view and his audience—the people who would probably get the chance to read this account. Look for words that show **bias**—despotism, for example, a word for harsh rule. Also examine how much information Young tried to obtain from real people. Information obtained by talking to people instead of merely observing them often strengthens the reliability of a report.

## YOUR TURN

1. List the statements and/or phrases in Arthur Young's account that are observed facts. Next, list the inferences and the opinions. How many facts are there compared to inferences and opinions? What does this suggest about Young's account?
2. Look closely at the second paragraph. What emotion does Young inspire in you? To whom is he speaking?
3. List several points for and against Arthur Young's account as a reliable source of information. Refer to all the information in this feature.

### The Misery of the French Peasants



All over the country, girls and women are without shoes or stockings ... There is a poverty that strikes at the root of national prosperity.... The poor people seem poor indeed; the children terribly ragged, if possible worse clad than with no clothes at all ... a beautiful girl of six or seven years playing with a stick, and smiling under such a bundle of rags as made my heart ache to see her ... one third of what I have seen of this province seems uncultivated and nearly all of it is in misery.

What have king's ministers and parliaments and states to answer for, seeing millions of hands that would be industrious, idle and starving through the stupid

pronouncements of despotism, or the equally detestable prejudices of a feudal nobility...?

Walking up a hill, I was joined by a poor woman ... She had seven children ... This woman, at no great distance would have been taken for sixty or seventy, her figure was so bent, and her face so furrowed and hardened by labour—but she said she was only twenty-eight ... [T]he countrywomen of France work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person and every feminine appearance.

**bias:** favouring one viewpoint without reason

## CITY LIFE

Paris was the largest city in France in the 1700s, many times larger than the next largest city. It had a population of 600 000 people. Situated on the Seine,

and only 145 kilometres from the English Channel, Paris was truly the hub of the country. Most people who lived in Paris and other cities had recently come from the countryside in search of work. Unfortunately, even those who were lucky enough to have

jobs—as shopkeepers, **artisans**, clerks, or labourers—had to spend half their incomes on food. This meant that many people were poor and lived in slums. As a result, Paris had many beggars, vagrants, and thieves.

On the other hand, prosperous merchants and aristocrats displayed their extraordinary wealth without embarrassment. Because of the great influx of cash into the cities, the cost of goods rose steeply and ordinary people had to deal with **inflation**. Inflation eventually made flour very expensive—a great burden, because bread was the staple diet of most French people.



**Figure 3-6** This early eighteenth-century laundry service and fish shop were two successful businesses located on the banks of the Seine. Notice how “built up” Paris was by 1700. Why might these businesses choose to locate on the water’s edge?

## THE BOURGEOISIE

France did have a middle class—the bourgeoisie. This group of people was important to the economy because they invested in new business ventures.

However, laws and regulations made it very difficult for the *bourgeoisie* to make a profit. Some people held **monopolies** on the production of certain goods. In some

regions, guilds held special privileges granted by the king and could control how many goods were produced and how much they would cost.

Moreover, France was divided into many different districts, each with its own internal **tariffs** and **tolls**. The lack of decent roads and canals only made the situation worse. France lacked what modern economists call **infrastructure**—and the government seemed to be doing very little to develop one.

**artisan:** a craftsperson

**inflation:** a situation in which the price of goods rises quickly

**monopoly:** the exclusive right to sell a product to a group of people

**tariff:** a tax

**toll:** a charge to use a road or bridge

**infrastructure:** the roads, canals, and other means of communication and travel within a community

## ACTIVITIES

1. Life was very hard for poor peasants in France before the revolution. Imagine you are a local official concerned about the welfare of people in your district. Make up a petition requesting three changes or improvements that you think would benefit the poor.
2. Reread Arthur Young’s account of French country life on page 60. Most nobles would not think the same way as Young. Make a list of reasons why these people were so poor from a nobleman’s or noblewoman’s point of view.
3. What was the bourgeoisie? What economic restrictions were placed on the bourgeoisie?

# LOUIS XIV: THE EXTRAVAGANT SUN KING

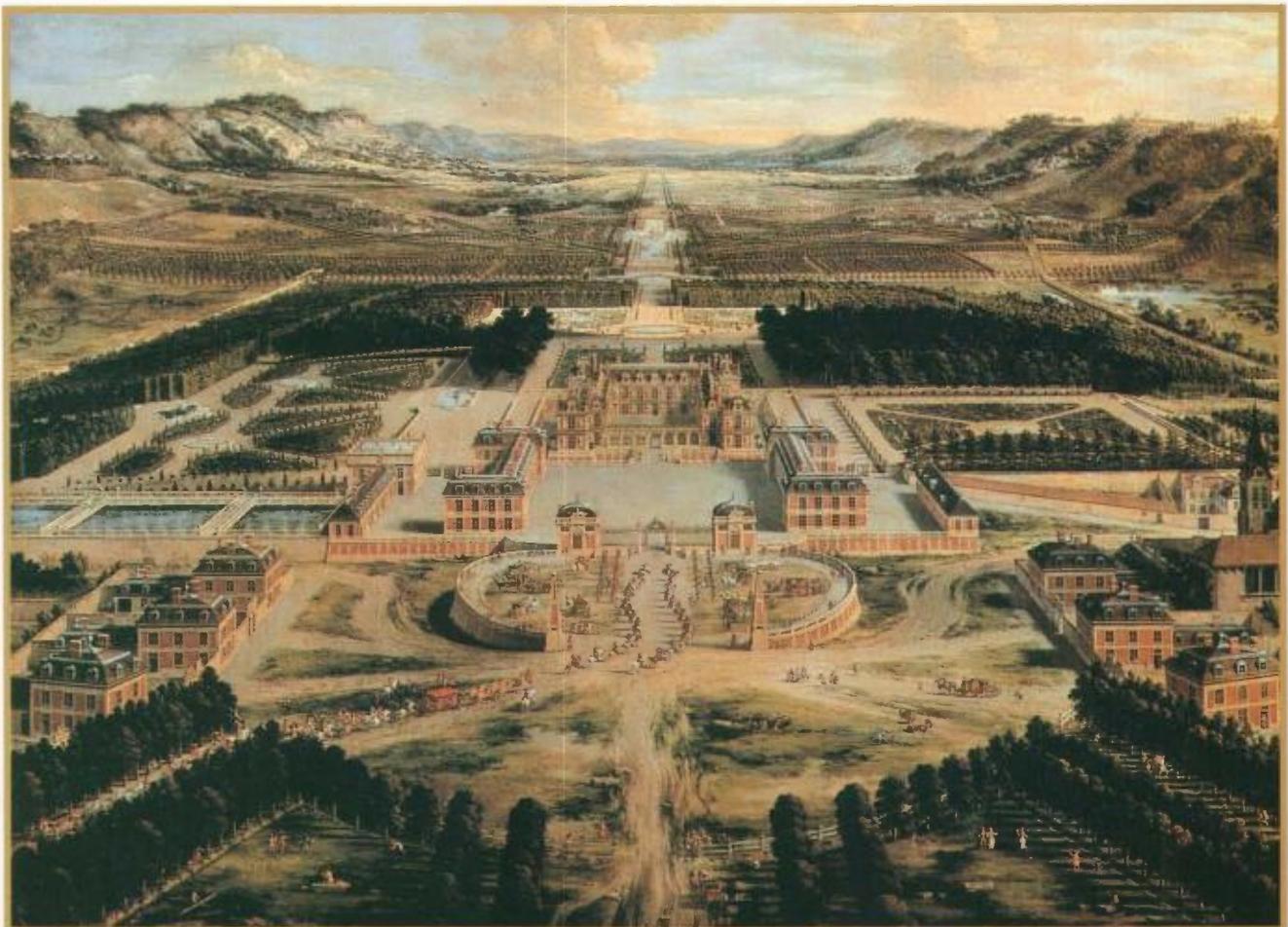
to simulate: to recreate

Louis XIV, known as the “Sun King,” ruled France for seventy-two years. In an age of absolute monarchs, Louis set new standards. He saw himself as the centre of French life and culture. He was the Sun King because that was the name he gave himself: he believed that he was the source of all light in the nation. His phrase, *Etat c’est moi* (“I am the nation”), reveals exactly how Louis saw himself in relation to his country.

To ensure his position as the greatest monarch in Europe, Louis built a vast palace in the village of Versailles, southwest of Paris, and forced important nobles to live there

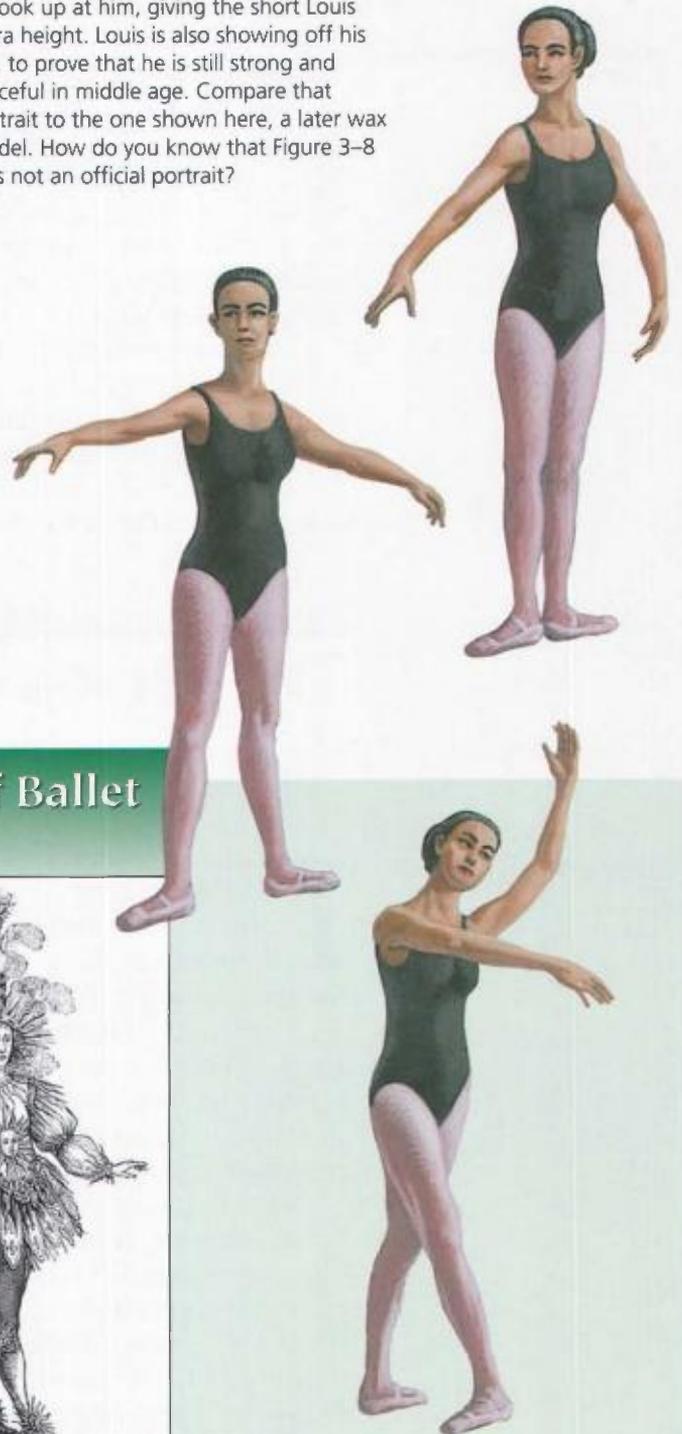
with him. He became the centre of their lives. Everything they did required Louis’s approval. If they were in Louis’s favour, they were invited to all the ceremonies of the royal day, such as the royal getting up, the royal breakfast, the royal lunch, the royal supper, the royal going to bed, and all special occasions in between. Nobles even took daily ballet lessons in order to learn how to move and gesture gracefully in the presence of the king. They had little else to do, since they were not part of the government. Louis depended solely on his own judgment and on a few important ministers in ruling the country. His word was law.

**Figure 3-7** This painting of the Palace at Versailles, by Pierre Patel, is so realistic that it resembles a photograph. Why might the painter have **simulated** an aerial view of the palace and its surroundings?





**Figure 3-8** An official portrait of Louis XIV is shown on page 50, the opening page of this chapter. In that portrait, Louis is shown as a serious, no-nonsense ruler. The painting's point of view forces the viewer to look up at him, giving the short Louis extra height. Louis is also showing off his leg, to prove that he is still strong and graceful in middle age. Compare that portrait to the one shown here, a later wax model. How do you know that Figure 3-8 was not an official portrait?



## Louis XIV and the Origins of Ballet

Today, ballet, a highly formal kind of dance, has admirers in every country. Some ballets, such as *The Nutcracker*, are so popular that they are performed year after year. Ballet dancers must spend many years training, beginning in childhood. Even then, only a few people gain the strength and grace to dance professionally.

The rules of ballet were first established by the dancing master to the court of Louis XIV. Louis insisted that the nobles learn ballet so that they could be graceful at all times. Slip-ups could mean losing one's apartment at the Palace of Versailles or being asked to leave the royal court—the end to all dreams of power and influence.

Do you think that there is still a place for an art form such as ballet in modern life? Give reasons for your answer.



**Figure 3-9** Top: First Position. Middle: Second Position. Bottom: Fourth Position. These basic positions were established in the seventeenth century and are the same positions used by dancers today. Louis XIV is shown in his dance costume (left). During the ballet other dancers, representing planets, would move around Louis. He kept the title "Sun King" throughout his life.

**Calvinist:** Protestants who followed the strict philosophy of John Calvin

**deficit:** the money the government is short each year after it pays its bills

## THE BRINK OF DISASTER

Louis XIV became involved in a number of wars so that he could promote his own interests and expand French territory. His campaigns were largely unsuccessful. A series of wars with the Dutch in the late 1660s did secure some territory in the southeastern part of France, but also depleted his treasury.

Louis also involved himself in the politics of the Holy Roman Empire by claiming that the French monarch had special rights within the Roman Catholic Church. At home, his persecution of **Calvinist** Protestants

was so intense that it caused a huge decline in population in some parts of the country. These Huguenots, as they were called in France, were often business people and entrepreneurs. These conflicts, along with Louis's other extravagances—especially the building of the Palace at Versailles—almost ruined the economy. During Louis XIV's reign, the **deficit** was twice the amount of government revenues.

Louis XV came to the throne when his great-grandfather, Louis XIV, died in 1715. He was only five years old. During the reign of Louis XV, the extravagances of the court and the failure of government to reform economic and social life continued to push France toward disaster.

## THE REIGN OF LOUIS XVI

*What I should like most is to be loved.*

—LOUIS XVI

**L**ouis XVI came to the throne in 1774. He was not prepared to be king and, though personable, he did not have the qualities a French ruler would need to cope with the troubles ahead. Louis was not interested in governing, and left many decisions to others. The royal court was truly a world unto itself.

Although France was in crisis during his reign, Louis did little to improve conditions for the middle and lower classes and had limited contact with them. While he may have had good intentions, he seemed to have no understanding of the problems at hand. In fairness, the problems were complicated and probably beyond fixing by one person.

For example, laws were different in different parts of the country. Some laws were based on ancient Roman laws, a legacy of the time when

France had been part of the Roman Empire. Other laws were based on local customs. For example, the laws in the Paris region were called the "Custom of Paris." There were also language barriers. Many people in France did not speak French; they spoke Breton or German, or some other local language or dialect. And, as had been the case during the reign of Louis XIV, merchants were saddled with many taxes and duties at countless border stops inside the country. Shipping of goods from Paris to the Mediterranean Sea involved paying thirty separate taxes. Finally, there was the terrible poverty of many people in the country.

Louis did not have the support of the middle class. Yet business people and professionals, such as lawyers and physicians, were the most frustrated by the system and would have welcomed change. Well-educated and informed, they could not understand why improvements were not taking place.

### DID YOU KNOW?

One of Louis XVI's hobbies was the making and fixing of locks.

# Using a Character Portrait as a Primary Source

## CATALOGUE CARD

**What is it?** A character sketch of Louis XVI

**Who wrote it?** Manon Jeanne Roland de la Platière

**When?** After Louis's reign had ended

**Why?** To explain certain events

The following portrait of Louis XVI's character reveals something unique about character portraits: They usually express as much about the person who has created the portrait as they do about the person being portrayed.

Madame Roland was a leading **revolutionary** figure during the reign of Louis XVI. Her house would eventually become the centre of the more moderate voice of reform, the Girondists. The following account describes

Louis as a very ordinary person who just happened to be born during the wrong period of history. Notice how Mme Roland tries to strike a balance in depicting Louis as "good" or "bad." What might this reveal about her own character?



**Figure 3-10** Madame Roland seated at her writing desk. Look at this portrait again after you have finished reading the feature. Has she been portrayed as you imagined her? Explain.

This man was not precisely what he was depicted by those who took a pleasure in slandering him. He was neither the **brutish blockhead** ... nor was he the honest, kind, and sensible creature whom his friends praised to the skies. Nature had endowed him with ordinary **faculties**, which would have done him well in an obscure station; but he was depraved by his princely education and ruined by his **mediocrity** 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.



**revolutionary:** desiring a complete change in government or social system

**brutish blockhead:** stupid person with no manners or education

**faculties:** abilities

**mediocrity:** in the middle, neither good nor bad

## WHAT DO YOU THINK?

1. After reading Madame Roland's character portrait of Louis XVI, what aspects of his character are you persuaded to accept? Why?
2. What does Madame Roland's account suggest about popular opinion regarding Louis XVI during his reign?
3. Do you accept her evaluation that Louis might have made less of an impact in a different era? (You may want to revisit this question after you have finished this chapter.)
4. In point form, list your impressions of Madame Roland.

## DID YOU KNOW?

The Affair of the Diamond Necklace is a mystery that remains unsolved to this day. The **scandal** involved a mysterious countess and a cardinal disliked by Marie Antoinette. The countess told the cardinal that she could help him regain the queen's favour. She produced letters from the queen that suggested her dislike had turned to favour and even engineered a meeting between the cardinal and a woman who pretended to be Marie Antoinette.

The cardinal was duped into buying a diamond necklace for the queen on an installment plan. When he could not pay, he was brought to trial and the scandal was made public. Historians have suggested that the whole affair might have been engineered by Marie Antoinette to ruin the cardinal. But her actual role in the scandal has never been verified.

**scandal:** something that draws public attention and criticism

## LOUIS XVI AND MARIE ANTOINETTE

In 1770, Louis XVI married Marie Antoinette, a member of the Austrian royal family. Because Austria had often been an enemy of France, she was unpopular from the start. Marie Antoinette was very interested in the glittering life at court, but she offended many aristocrats with her attitudes toward traditional French manners and courtesies. She had an

idealized view of peasant life, and even built a little farm at Versailles so she could play at farming.

Marie Antoinette did little to win the hearts of her subjects. She was extravagant and loved fine things, spending large sums on jewels, for example. Her alleged involvement in the Affair of the Diamond Necklace—jewels worth more than the annual income of the country of France—created a crisis for the government. People were deeply offended by the idea that she would spend a fortune on herself when many French people lived in poverty, often unable to feed



**Figure 3-11** The queen's portrait was painted by one of the most famous artists of the day, Madame Vigée-Lebrun. Marie Antoinette is shown here 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 face?

# 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 portrait of the queen, courtesy Baron de Bronstadt, is more critical.

This flattering portrait of the queen comes to us from Madame de Staël.

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 ...."



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...."

## WHAT DO YOU THINK?

1. It is difficult to know what Marie Antoinette was really like from these descriptions. Why do you think are they so different?
2. If you could obtain three more pieces of information about the writers and why they wrote what they did, what information would you request? The information should help you evaluate the reliability of the portrait.
3. **a)** To help future generations understand you, create a Character Profile Survey Form of ten questions, the answers to which will yield a good sense of who you are. Leave space at the bottom of the form to write a Character Summary.  
**b)** Ask two or three classmates or friends (called "respondents") to complete the form. Discuss the Character Summary with your respondents. Would you change anything about your questions now?

their children. Others knew of France's tremendous debts, and resented the high taxes, which were being used just to keep the country's economy afloat.

A strong-willed person, Marie Antoinette had definite opinions on government, but no learning or experience on which to base her judgements. She helped to select government ministers without knowing the responsibilities of their

**portfolios**, and regardless of their capabilities. She also worked to dismiss people she despised, even if they were doing a good job for the country. For example, Marie urged the firing of the controller general of finances, A. R. Turgot, because Turgot wanted the court to economize and had proposed that nobles be taxed. Neither Marie nor Louis liked the idea of curtailing their spending.

**portfolio:** the area of responsibility of a government official, for example, defence, the budget

## ACTIVITIES

1. Create an organizer to display the leadership capabilities of the rulers of France (refer to pages 62–67). List three headings at the top: Louis XIV, Marie Antoinette, and Louis XVI. List the following headings on the left-hand side of your organizer:

- ◆ military might
- ◆ economic strategy
- ◆ national pride
- ◆ respect for the people of France
- ◆ knowledge of the country's problems
- ◆ control of the country
- ◆ force of character

Mark each ruler Excellent, Good, or Poor for each quality. Based on your assessments, give each ruler an overall rating. Then, in a paragraph, summarize their suitability as leaders.

2. Imagine that you have been hired as Louis XVI's personal advisor on the state of the country. Outline the chief problems that must be overcome (see page 64). Your letter must outline some possible solutions, and must persuade Louis of the benefits of reform.
3. Read the descriptions of Louis XVI (page 64) and Marie Antoinette (pages 66–67). Write a note from Marie to Louis, or vice-versa, about the things that are most important to that person.

## NEW IDEAS

### DID YOU KNOW?

Mary Wollstonecraft's *Vindication of the Rights of Women* was published in England in late 1792. A treatise on the social and political rights of women, it met with fiery protest.

The French Revolution took place at a time when many new ideas about society were being published and discussed. Many of these ideas came from thinkers known as the “philosophes.” These ideas were the **catalyst** for revolution.

The philosophes were women and men who met to discuss society and politics, and solutions to social problems. Many French philosophes rejected the idea of absolute monarchy and favoured democracy, which had been won by revolution in both Britain and, after 1776, in the United States. They also believed in the ability of science and scientific reasoning to explain the world.

Women were especially important to the spread of new ideas. They held **salons** where ideas about society, religion, and government could be freely exchanged. Madame de Pompadour, the unofficial wife of Louis XV, held many salons during her lifetime and protected free

thinkers from the royal officials. Ideas about the rights of women were circulating throughout Europe. The works of English writers, such as Mary Astell and Mary Wollstonecraft, had an influence in France.

## THE ENLIGHTENMENT

Although France had been a Catholic country for centuries, many of the philosophes were against any religion that they viewed as old-fashioned or superstitious. Their ideas were, as they said themselves, enlightened, and they belonged to a period we now call “the Enlightenment.”

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 demonstrated by experiment—then it had to be discarded.

**catalyst:** something that helps other things to change

**salon:** a meeting of intellectuals to discuss exciting ideas

**reason:** the ability to think critically and draw logical conclusions

**bigotry:** prejudice

Events in Britain influenced the philosophes. They knew about English physicist Isaac Newton (1642–1727), who had formulated the law of gravity. They knew the writings of English philosopher John Locke (1632–1704), who had created a new branch of philosophy known as “empiricism.” (For more on Locke’s ideas about politics, see page 48.) Empiricism meant that knowledge was possible only through experience of the world. In other words, you could not know anything unless you experienced it through your senses. Religious beliefs, of course, could not be proved in this way. They required and demanded faith, as did long-standing ideas about the monarchy. Who could prove that the monarch had a God-given right to power?

It is easy to see how the philosophes came into conflict with the Church and refused to accept its teachings. The Church, on the other hand, gave its support to the country’s rulers. To many philosophes in France, the church and the monarchy were holding up progress: they either had to change or go.



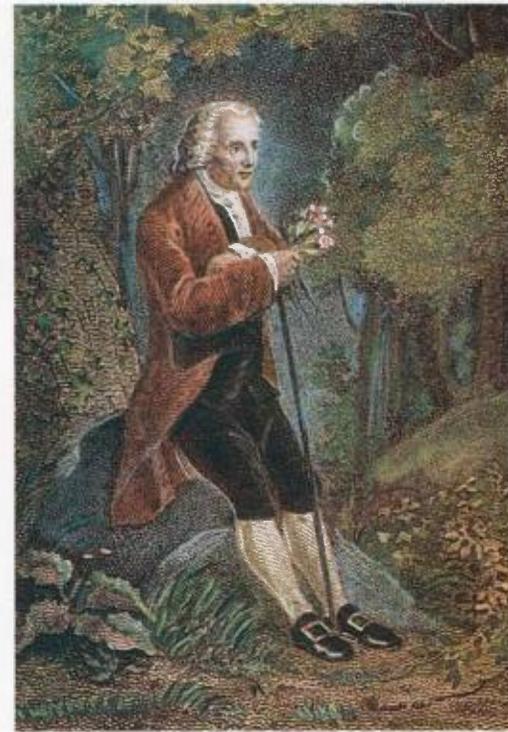
## Rousseau, Voltaire, and Montesquieu

Rousseau, Voltaire, and Montesquieu were philosophes with international reputations. Each had new ideas about society and followers in other parts of Europe and in America.

Voltaire, the most famous philosophe, was against the Church and for freedom of thought. Many of his ideas were accepted by rulers of other nations, such as Frederick of Prussia, who believed himself to be an enlightened monarch. In fact, Voltaire believed that absolute monarchy was, for the most part, good for society. However, he hated injustice, often defending people because they were victims of superstition and **bigotry**.

Montesquieu, on the other hand, believed that the ruler had to work with elected parliaments. His ideas were not so well received by European monarchs, who had little interest in sharing powers with the people.

Jean Jacques Rousseau believed that society needed a social contract—an agreement—in which everyone agreed to abide by certain rules. For example, each citizen would have to agree to what the majority wanted. He believed in what he described as “natural” law, in other words, that people have a naturally good will that is destroyed by government and modern society (see feature on page 71). Many of



**Figure 3-13** This portrait of Rousseau shows him as a true lover of nature. Rousseau became a very popular writer, particularly with educated women, many of whom sent him gifts.

**Figure 3-12** Even in pictures, it is possible to see the humour and intelligence in Voltaire’s face and eyes, and to imagine the biting wit he used to attack his critics and enemies, such as Rousseau.



**Figure 3-14** This portrait of a young woman reading a novel was painted in 1776. Perhaps she was one of the many women interested in the ideas of Rousseau and the other philosophes.



**Figure 3-15** A *salon* hosted by Madame Geoffrin. Imagine this group of people gathered in your living room to discuss all the newest ideas. In what ways would your gathering look different? What do these differences communicate about your society?

**censored:** something one is forbidden to see, hear, or read

Rousseau's ideas have survived into the twentieth century. People who believe that we should live in harmony with nature are followers of Rousseau.

For the most part, philosophes and their supporters were fashionable and economically privileged. They had time to sit in cafés, reading

newspapers and discussing ideas about politics, science, and religion. Even though books and newspapers were **censored** by the Church and government, writers pushed the limits of the law. Many were arrested or exiled. Voltaire, for example, fled the country several times to escape prison.

**Figure 3-16** Philosophes and other educated people of the Enlightenment took a keen interest in the natural world. In eighteenth-century science, many concepts taken for granted today were unknown. People of all ages found science immensely intriguing—from the hypnotism of Franz Mesmer to the discovery of oxygen. This painting by Joseph Wright shows people watching an experiment to see if a lark can survive in a vacuum. How is scientific experimentation different today? Hint: Examine where the experiment is taking place and who is observing.



# Back To Nature or On All Fours?

*Nature never deceives us; it is we who deceive ourselves.*

—JEAN JACQUES ROUSSEAU

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 the 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.

Rousseau's ideas were not

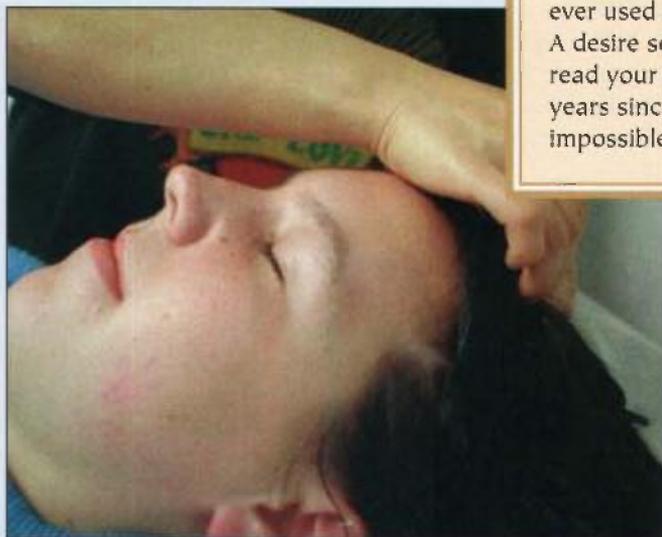
accepted by the **skeptics**, philosophes who hated all forms of superstition. A skeptic is someone who refuses to accept ideas or reports unless they can be held up to scientific examination. They thought Rousseau's ideas were more about the way he would like things to be than the way they really are. 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. His letter appears in the excerpt below.

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.



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.



**Figure 3-17** Concern about the destruction of much in the natural world alarms many people today. Some people reconnect with nature by taking an interest in non-scientific pursuits, such as alternative healing, spiritualism, and new-age music. Here, a young woman has acupuncture at a youth clinic.

**romantic:** someone who has an unrealistic view of life and expects "story-book endings"

**skeptic:** one who questions or raises doubts

**irony:** a form of ridicule in which the speaker intends exactly the opposite of what he or she says

## WHAT DO YOU THINK?

- How did Voltaire use **irony** to insult Rousseau?
- Write a short note from Rousseau to Voltaire defending your (Rousseau's) ideas. Explain how Voltaire misinterpreted your philosophy.
- Would you consider yourself more a follower of Rousseau or of the skeptics? Explain why you think so.

## ACTIVITIES

1. Create a hall of fame for the philosophes that illustrates why they were important to the French Revolution. Construct a panel out of cardboard or some stiff material to hold the display. You could make a photo collage that includes all the philosophes and use display type around the collage to discuss the contributions of each thinker. Or you could display individual photos, with a brief description underneath.
2. Browse through some newspapers and magazines in your school library. With a partner, collect clippings about trends, events, and attitudes that would appeal to Rousseau. Collect other clippings that show how the scientific method has permanently altered our way of thinking. Paste your clippings on poster paper, under appropriate titles.

## THE REVOLUTION BEGINS

### A CRISIS

**republican government:**  
a government in which  
all power rests with the  
citizens who vote to elect  
their leaders

All the money spent by Louis XIV and his successors came mostly from taxing and exploiting the lower and middle classes, not from profits made in new business. During the reign of Louis XVI, France was almost bankrupt. The revolution was close at hand.

Led by the philosophes, many French people openly expressed their displeasure with the government—sometimes with riots. The royal court split into two groups, one that supported the king and changes to the economy, and another that supported Marie Antoinette and more power for the nobles. The middle class, the working class, and a few aristocrats demanded some kind of democracy, much like the limited democracy that had existed in England for almost a century.

Many French officers and soldiers had taken part in the American Revolution (France had helped the American colonists fight against Britain). The Americans were democratic in their views and had made a point of protecting the freedoms of the individual, which

were outlined in the American Declaration of Independence (see page 48 for excerpts). To the philosophes and their followers, France was embarrassingly backward. Compared to the absolute monarchy of France, the **republican government** of America—or even the constitutional monarchy of England—seemed much more advanced.

France's problems were made worse by a series of famines and other disasters in the 1780s. Thousands of French people were close to starvation. Families, the most important institution in society, broke up because parents could not provide for their children. During this period, more than 40 000 children were abandoned each year.

Britain's Industrial Revolution—which you will read about in more detail in Chapter 5—was also putting French people out of work. For the first time, textiles could be made with the assistance of machines and imported cheaply, so fewer hands were needed. Unemployment was one of the government's most serious problems. France's unemployed people were starving, and were very unhappy, with nothing to lose. They demanded change, and they wanted it



**Figure 3-18** This sketch depicts the life of the very poor before the revolution. This man is competing with several dogs for the carcass of an animal. List all the evidence in the sketch that communicates how hard life was. Do think this picture is an exaggeration? Why or why not?

soon. During the revolution, the Paris mob, as it was called, was violent and unpredictable. It supported some extreme measures that resulted in the coming Reign of Terror.

Louis responded by allowing critics of the government to be imprisoned or, occasionally, killed. When crowds rioted in Paris against the high price of bread, the king's troops responded by shooting several dozen people. The king's popularity fell even lower. When he had begun his reign, people thought he could save France. Now, he had no solutions to offer. Even his supporters were disappointed. Desperate for money and ideas, he called together the representatives of the people, the Estates General, to try to find solutions to France's problems.

## THE ESTATES GENERAL

*We will not leave except by force of the bayonet!*

—COUNT MIRABEAU, AT THE ESTATES GENERAL FOR THE THIRD ESTATE

France had a kind of parliament known as the "Estates General," which met only as a result of a royal command. The Estates General

**Figure 3-19** 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 eighteenth century? How do you think he or she would justify their lifestyle?



**bloc:** a group

included representatives from the three estates (or social levels) of France. The members of the First Estate were the clergy. Aristocrats formed the Second Estate. The middle class made up the Third Estate.

The Estates General met very seldom—in fact, their last meeting had been held in 1614! Although 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 privileged classes, the aristocrats, and the clergy, had twice as much voting power as the middle class.

Louis XVI called the Estates General together only when his government was in a serious crisis. His controller general of finances, A. R. Turgot, had tried to reform the economy but had been forced out of office by Marie Antoinette. Now the country was bankrupt. Louis ordered the Estates General to meet at Versailles in 1789. He and his new director of the treasury, Jacques Necker, hoped that this meeting

would help raise money and put an end to widespread rioting.

Louis realized that the representatives gathered would want some say in government. However, he was not prepared to surrender his absolute power to the people. Instead, he planned to give the Estates some small, token responsibilities, such as allowing them a say in fixing the tax system. But when the Estates General finally met in May, its members would not bow to the king's wishes. Despite some internal conflicts, there was still great hope that progress would be made toward democracy in France.

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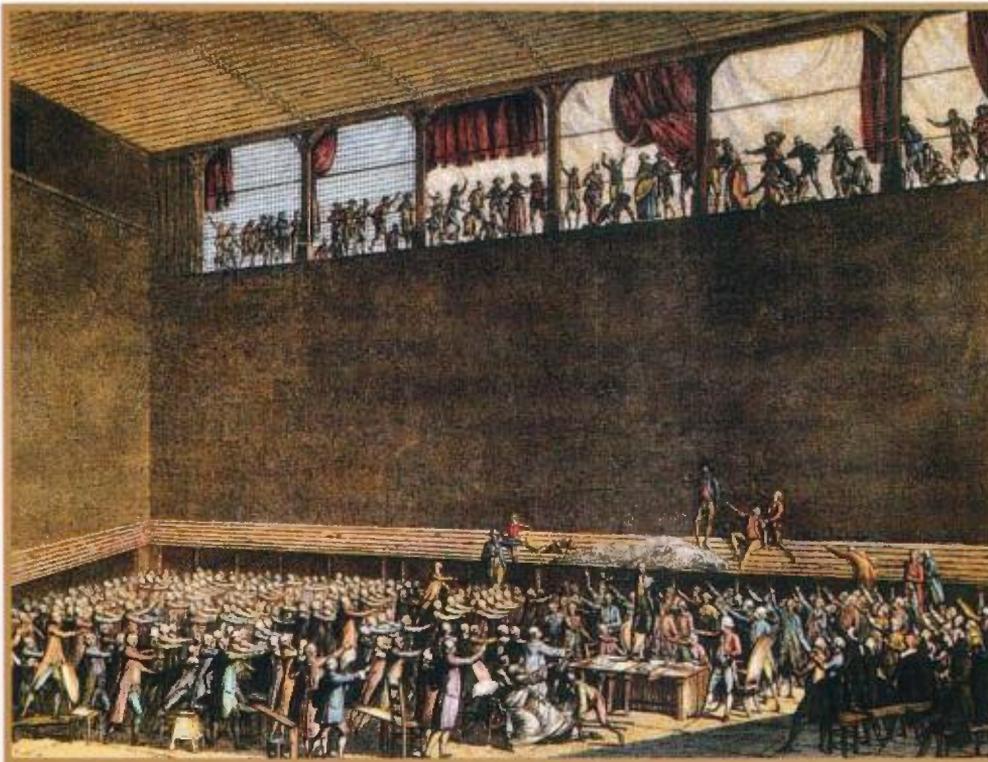
## THE SPIRIT OF REVOLUTION GROWS

Ordinary people in France sensed that great things were happening and quickly caught the revolutionary spirit. Thousands crowded the town

of Versailles, anxious to learn the latest news and anxious, too, for democracy. People knew that history was being made. They had great expectations of the delegates who were meeting to decide the fate of France.

After six weeks of little progress, the Third Estate broke with the other Estates. Led by Count Mirabeau, a brilliant speaker and leader, its members declared that they would form a new government known as the National Assembly. Their real goal was a new constitution for France. Delegates

**Figure 3-20** Why has the artist paid so much attention to the surroundings in this drawing of Tennis Court Oath? Why do you think the delegates are so small by comparison?



retreated to the Royal Tennis Courts, angry after the king tried to lock up the site of their meeting. Here they took the the Tennis Court Oath, a pledge that they would continue meeting until France had a new form of government. Louis responded with some democratic reforms, but his offer was rejected. He was forced to back down and order the other two estates to join the National Assembly.

Joyful crowds filled the streets of Versailles and Paris. It seemed certain that the French Revolution had been a success.

## THE FALL OF THE BASTILLE

The calm did not last long. More riots, over the high price of bread, broke out in Paris and other cities. The mob began attacking the city's prisons in a bid to free political prisoners. The revolution was quickly going beyond the control of its original leaders and taking on a life of its own. Louis responded by sending



**Figure 3–21** The Bastille represented the power of the king and was suspected of holding many political prisoners. It was attacked and destroyed, with the help of rebel French soldiers. Why do you think the people of Paris destroyed the Bastille when the revolution seemed to be going so well?

foreign **mercenary** troops to Paris and Versailles. People assumed that the king would use the soldiers against the revolution and began to arm themselves.

On July 14, 1789, a great mob attacked the royal prison and fortress known as “the Bastille.” Troops sent to disperse the mob joined it instead, and the Bastille was soon captured. There were only seven prisoners in the Bastille, but they were all released. The mob cut off the governor’s head and paraded it through the streets.

The fall of the Bastille frightened Louis. He agreed to send his mercenary soldiers away. Citizens, determined to keep order in Paris, formed a new army called the “National Guard,” which was commanded by the Marquis de Lafayette, a hero of the American Revolution.

**Figure 3–22** Many North Americans of French heritage also celebrate democracy on July 14—Bastille Day. Bastille Day commemorates the fall of the Bastille prison, and the official beginning of the French Revolution. Festivities include fireworks, concerts, parties, cultural events, and military displays.

**mercenary:** a paid soldier

**cockade:** an ornament worn on top of a hat

### DID YOU KNOW?

*In honour of the French Revolution, the National Guard and the people wore red, white, and blue cockades and sashes. Later, when Louis visited Paris and met with its new mayor, he too wore a revolutionary cockade. He was greeted with cheers of Vive le Roi “Long Live the King”).*



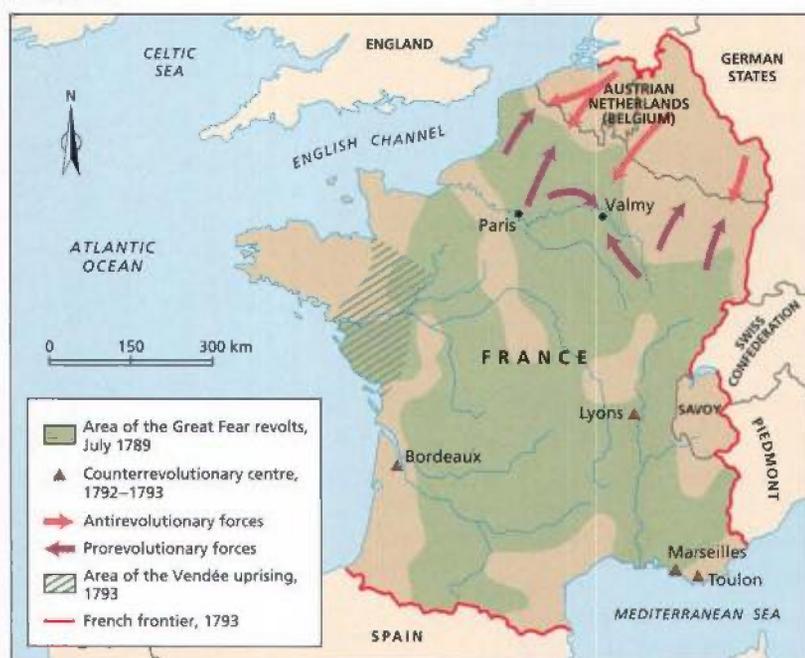
**châteaux:** the mansions and great estates of the rich

## THE GREAT FEAR

Although the revolution had occurred mostly in Paris and Versailles, revolutionary feelings spread quickly. In the countryside, peasants were aware that enormous changes were taking place, but they were also fearful. They believed that the king's soldiers and the aristocrats would stop the revolution. These feelings resulted in a panic called the "Great Fear," which spread rapidly through parts of rural France. Peasants stormed the **châteaux** of the aristocrats, burned them to the ground, and killed hundreds of people. They invaded offices and burned feudal certificates and papers that recorded their obligations to the lords.

The Great Fear spread through large areas of France (see Figure 3-23), but did not really affect isolated Normandy or Brittany, the peninsulas to the south of the English Channel. Nor did it affect the lowlands of Flanders. Many people from these regions did not support the revolution. Look back at Figures 3-2 and 3-3 (on pages 57 and 58) and suggest some reasons why this was the case.

**Figure 3-23** Study this map for a few moments, then review Figures 3-2 and 3-4 on pages 57 and 58. Suggest some reasons why peasants living in Normandy, Brittany, and Flanders might not have been supporters of the revolution.



## PARIS AND THE KING

On August 4, 1789, the National Assembly met in Versailles. In one stroke, it abolished all feudal rights and privileges and ended serfdom. Next, it declared all people equal before the law.

These changes were extraordinary. Much had been accomplished in a short time, but people began to feel that the king and the assembly might be out of touch with conditions in the cities. They felt that the government needed to come to Paris, and not be isolated in Versailles. Nor could the assembly solve the continuing food crisis, felt most acutely by women and children.

In October, crowds of women meeting in Paris decided to march to Versailles to meet the king, a distance of approximately 50 kilometres. As they marched, the women were joined by hundreds of others and followed, at a distance, by Lafayette and the National Guard. In Versailles, the women—covered in mud from their walk—attacked the National Assembly and stormed the palace. Reluctantly, the queen and king appeared and agreed to go back to Paris.

## DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN

Later in August, the Declaration of the Rights of Man and the Citizen was passed by the National Assembly, which now met in Paris. This document, like the American Declaration of Independence, sets out basic human rights that governments may not overlook. It contains ideas



**Figure 3-24** There are many paintings and drawings of the march to Versailles, but this is one of the most famous. What might the woman in the gold dress be thinking? What about the woman who is tugging her arm?

taken from English philosopher John Locke and the philosophes you learned about in this chapter—Voltaire, Montesquieu, and Rousseau. The declaration guaranteed freedom of thought, speech, religion, security, and property, and it put limits on the power of the government.

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 was given the title “citizen.” The government seized control of the Church and its property. Certificates of money, called *assignats*, were issued, to be redeemed when Church lands were sold. The new government believed it was well on its way to solving the country’s financial problems.

In the meantime, Louis had noticed that many aristocrats were departing for other countries, such as England and Switzerland. These

**émigrés** were working outside France to restore the old system. In 1791, the queen and king and their children tried to escape from the country in disguise. Louis’s motive was to obtain foreign aid in order to restore his monarchy. This was the worst thing he could do. It proved that the monarchy would not support the democratic changes that had occurred, and that they could not be trusted.

The royal family was recognized at Varennes, arrested, and imprisoned. Louis was forced 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 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. Could the revolution ever survive?

#### DID YOU KNOW?

In documents such as the French Declaration of the Rights of Man and the Citizen and the American Declaration of Independence, the word “man” means everybody, regardless of sex.

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

**émigrés:** people who leave one country for another

**radical:** someone who wants major change quickly

## A French Declaration and a Canadian Charter

Here are excerpts from two documents written 200 years apart: the French Declaration of the Rights of Man and the Citizen, and The Canadian Charter of Rights and Freedoms, enshrined in the Canadian constitution in 1982. How are they similar? How are they different?

### 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 ....

Article 1 Men are born and remain free and equal in rights ...

Article 4 Liberty consists of the freedom to do all that does not injure others ... limits can only be determined by law.

Article 7 No man can be accused, arrested, or detained except in cases determined by law ...

Article 9 Every man is presumed innocent until he is declared guilty ...

Article 10 No one should be disturbed because of his opinions, even in religion, provided their manifestation does not disturb public order as established by law.

### DID YOU KNOW?

Today, we use the terms "right," "left," and "centre" to describe the views of politicians and other people. These terms are a heritage of the French Revolution. At that time, delegates to the French National Assembly took seats to the right or left of the speaker's podium,

depending on their political ideas. Those on the right wanted to keep the king and have a strong monarchy. The centre wanted a constitutional monarchy. Those on the left wanted a republic; some even wanted the death of the king.

### Excerpts from the Canadian Charter of Rights and Freedoms



Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of 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.
3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or a legislative assembly and to be qualified for membership therein.
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 or unusual punishment.

**inalienable:** something that cannot be taken away or transferred

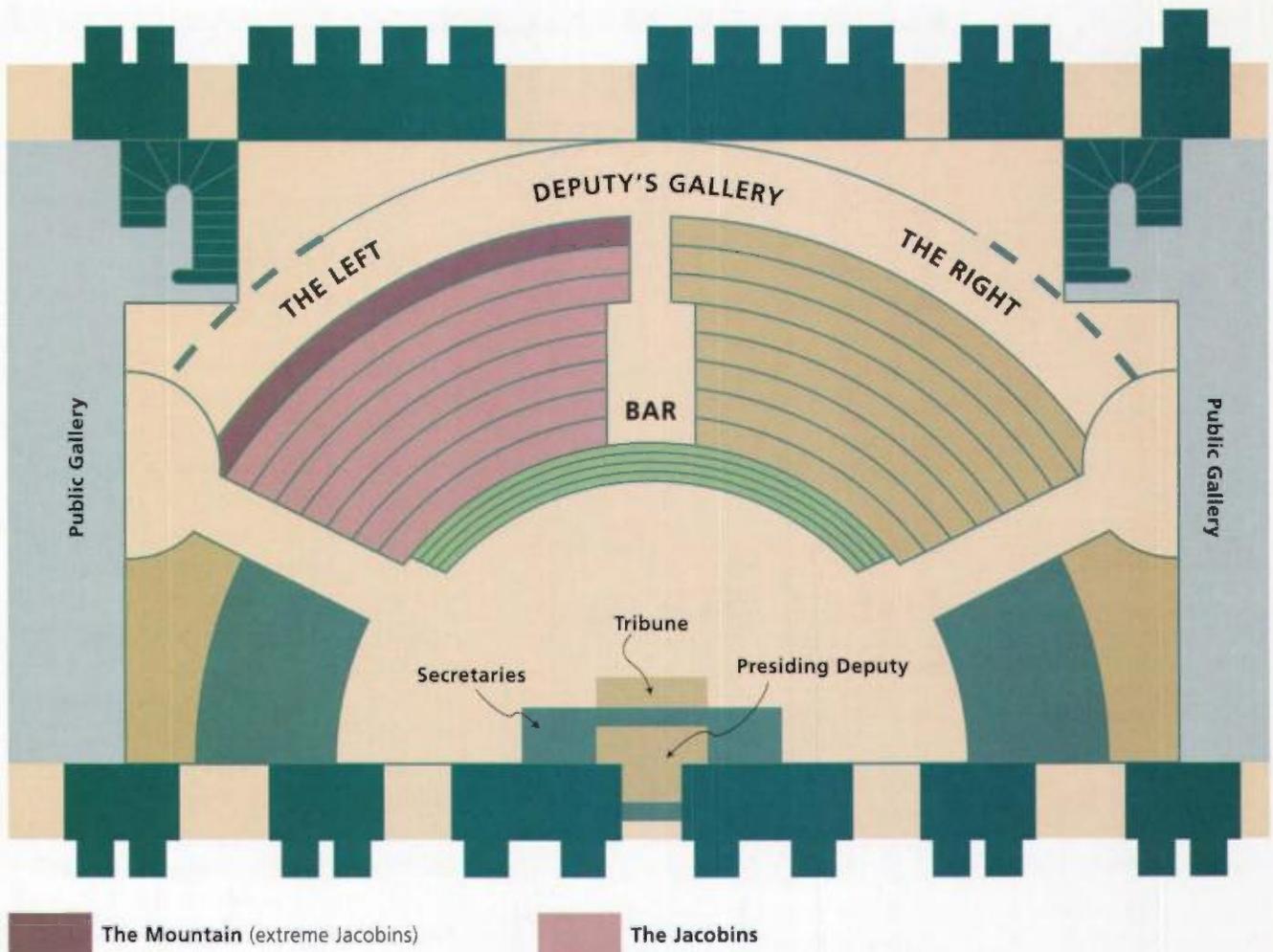


Figure 3-25 Diagram of the French National Assembly

## ACTIVITIES

- Imagine you are a delegate to the Estates General. Write a statement explaining why you, as a representative of one of the Estates, will or will not cooperate with the king?
- Women played important roles in the years leading up to the revolution. Using three headings—Leadership, Action, and Lasting Impact—itemize the accomplishments of individuals or groups of women.
- Compare the Declaration of the Rights of Man and the Citizen with the English Bill of Rights (see page 47). Are they similar? In what ways?
- With a partner, create a role play that explains the reasons behind the March on Versailles or the Great Fear. First, write some dialogue for people who have opposing views of these events. You could start by creating some dialogue between the two women noted in the caption of Figure 3-24. How do you know that the woman in the gold dress is reluctant?
- Canvass your teachers or parents and find out which modern politicians and political parties would be called left-wing, centre, or right-wing. List some of these.
- Like left-wing parties in revolutionary France, those in Canada want social change. What changes do they want? What are the main goals of right-wing parties?

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# A REVOLUTION DEVOURS ITS OWN CHILDREN

In its final stages, the French Revolution seemed to turn on its leaders. A split occurred between moderates and radicals, and leaders who wanted less than a full revolutionary republic fell under suspicion. They were arrested and executed as the revolution entered a new and violent phase.

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## THE POLITICAL CLUBS

Democracy was new to France and many traditions had yet to be established. There were no political parties, for example. Instead, people joined a political club to be with people who shared their views. Clubs published pamphlets and held regular meetings. Eventually, they would lead of the revolution.

Two of the most important clubs were the Girondists, many of whose members came from an area of France called the "Gironde," and the Jacobins, who met at the Paris monastery of Saint Jacques. Both clubs started out moderate and middle-class. In fact, the Girondists were originally a branch of the Jacobin Club. Though the Girondists originally wanted sweeping changes in government, they were viewed as too conservative by some revolutionaries. The Jacobins became radical and were responsible for the coming Reign of Terror. The two factions became involved in a power struggle, which the Girondists lost. Most of them were sent to the guillotine.

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## THE SANS-CULOTTES

The *sans-culottes* were mostly poor people from Paris and the larger cities. They resented the bourgeoisie and were against reforms that would benefit the business class. Instead, they wanted the national government to lower prices and supply bread to the poor. The *sans-culottes* were very violent. They formed mobs that roamed Paris, attacking anything or anybody suspected of being against the revolution.

The *sans-culottes* supported the radicals who wanted to execute the king and aristocrats. They were led by the fiery pamphlet writer, Jean-Paul Marat. They considered the leaders of the original revolution to be far too moderate, and arrested and guillotined many well-intentioned people, including Madame Roland, a leader of the Girondists. (For more on Madame Roland, see page 65.)

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## MARAT, DANTON, AND ROBESPIERRE

Jean-Paul Marat, Jacques Danton, and Maximilien Robespierre were the radical leaders of the revolution. 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, the most radical of the three, was murdered in his bath by Charlotte Corday, a Girondist, in

# Fashion and Politics

The manner in which people dress says a great deal about who they are—and who they think they are. Today, people often dress a certain way to display their identity, or as a way of showing that they identify with a certain group.

During the French Revolution, the sans-culottes (literally, “without breeches”) were the poorest class. They identified themselves by refusing to wear the knee breeches worn by the rich. Instead they wore long trousers. They also wore special caps, the same as those worn in ancient Rome by freed slaves.

Fashion designers also caught the spirit of change. Before the revolution, rich people, including children, dressed in elaborate, stiff clothing. They wore enormous wigs made of human hair. During the eighteenth century, many women began styling their own hair and wore simpler dresses based on designs from ancient Greece and Rome. They chose this period of history because it represented the noble ideals of good government and freedom.



**Figure 3-26** The sans-culottes distinguished themselves from the bourgeoisie by wearing distinctive clothing—in this case, long pants instead of short breeches.



**Figure 3-27** This woman and little girl belong to the bourgeoisie. They would be trying to imitate the style of the court at Versailles. Their costumes would have been entirely hand-made of the most costly fabrics. Notice how the girl is dressed as a tiny adult. Like most men and women of the period, they wear wigs made of human hair, which was probably bought from a young peasant woman. Today, hair for wigs is bought from women who live in developing nations.

## WHAT DO YOU THINK?

1. How would the clothing shown in Figure 3-28 change the lifestyle of women used to wearing the clothing shown in Figure 3-27?
2. Do you think it is still possible for one person to start a fashion trend? Can you give an example?
3. Name three groups in society and summarize the main features of their clothing that help to identify them.



**Figure 3-28** This family wears clothing in the “modern” style of the ancient Greeks and Romans. Notice the simple clothing and natural hair. This portrait was painted by Vigée-Lebrun.

**Figure 3-29** This gold enamel pocket watch features the portraits of Robespierre and Marat. As a young lawyer, Robespierre was opposed to the death penalty, but as a leader of the revolution he agreed to the executions of hundreds of people. Robespierre also tried to protect the queen and many Girondists, but failed. Yet he demanded the execution of Danton and other revolutionaries. What might have been his motives?



**Figure 3-30** This painting of Marat is by Jacques Louis David, a former court painter for Louis XVI. In this picture, Marat is made to look almost like a saint. He 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 David's politics from viewing this painting?

1793. Danton and Robespierre, with the help of important Jacobins, would eventually take control of the National Assembly and the revolution.

## THE REVOLUTIONARY WARS

By now, many European regimes were nervous about what was happening in France. It became obvious that the

country was about to be invaded by forces that included many European emigrés who wanted to restore the king's power. France 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. Marat, Danton, Robespierre, and others made patriotic speeches, telling the people that foreign troops would destroy the country and all their hard-earned rights. Finally, at Valmy, the French armies won a victory.



## THE END OF THE MONARCHY

The war and other events had made many people even more suspicious of the royal family. A newly elected body—the National Convention—decided that the king should be tried

for his crimes against the country and executed. He had already been removed from the royal palace, which had been sacked and burned by the Paris mob. The king, now called “Citizen Louis Capet,” was tried for his crimes and found guilty. He was guillotined January 21, 1793. Marie Antoinette was guillotined in October.

### DID YOU KNOW?

The guillotine was originally invented by a humane doctor to stop the suffering of condemned prisoners. It became an ideal killing machine for the revolution. In Paris, over 1500 people were guillotined in two months in 1794—an astonishing number.

## The Execution of Louis Capet

This eyewitness account comes to us from Henry Essex Edgemont de Firmont, the man who led Louis XVI to his execution. Louis was executed by the guillotine.

**Figure 3-31** The movie *Dead Man Walking* recounts the true-life story of an American nun (played by Susan Sarandon) who opposes the death penalty. Canada abolished the death penalty in 1976. Examine the Canadian Charter of Rights and Freedoms (page 78) and the English Bill of Rights (page 47). Can you find the phrase that would support the abolition of the death penalty?



The path leading to the guillotine was extremely rough and difficult to pass; the king was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment, when arrived at the last step, I felt him 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 encouraging the executioners ... [who] in seizing with violence the most virtuous of kings, they dragged him under the axe of the guillotine, which at one stroke 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.

**scaffold:** the raised platform for the guillotine or gallows

## THE REIGN OF TERROR

**speculator:** a person who deals in a product and hopes to take advantage of a sudden rise or fall in prices

The trial and execution of the king happened because the more moderate members of the government had lost out to the Jacobins and the sans-coulottes. All enemies of the revolution—and all the Girondists—were arrested and imprisoned.

The years 1793 to 1794 are known as the “Reign of Terror.” During this period, the revolutionary government had extraordinary powers. It passed a number of harsh laws designed to intimidate or eliminate anyone who disagreed with the radical Jacobins. The Law of Suspects, for example, provided for the arrest of anyone of noble family or who had held office before the revolution. Being unable to produce a signed certificate of citizenship would result in immediate arrest and execution. There was also a complete reorganization of the armed forces, and new legislation was passed to regulate business. Food **speculators** were guillotined and all granaries and bakeries placed under state control.

Few people dared stand up to this government. Danton, for example, was beheaded in 1794. Before his death, he predicted that Robespierre would soon follow. He told the executioner to hold his severed head high so the crowd could look at it. It was, as he said, “worth seeing.” Other people who challenged Robespierre—even the leaders of sans-culottes—were guillotined. It is estimated that over 37 000 people were guillotined during the Reign of Terror. After Danton’s execution in 1794, Robespierre ruled France with the powers of a dictator.

## THE FALL OF ROBESPIERRE

Robespierre destroyed all opposition to the government and made sweeping changes in France. The country was modernized in many ways. The metric system was introduced, as well as a Revolutionary Calendar. The

**Figure 3-32** This engraving depicts several Girondists on their way to the guillotine during the Reign of Terror. Many people are reacting in different ways. What are some of the emotions shown?



army was made more efficient, and new schools and universities were set up to educate the population. Robespierre also confiscated all the property of the emigrés.

As France grew stronger, people began to fear a dictatorship by Robespierre. To everyone's surprise, when Robespierre tried to condemn more people, he himself was also condemned. After a failed attempt to shoot himself, he was quickly arrested and guillotined with his closest friends.

The Reign of Terror was over. Robespierre, once a sincere opponent of the death penalty, had brought about the bloody deaths of thousands. Radical Jacobins were immediately replaced by the Thermidoreans, named after the eleventh month in the revolutionary calendar (see feature below). This group was anxious to bring peace to the revolution.

## THE DIRECTORY

The rule of Robespierre was replaced with the Directory, which was controlled by the middle class. The new government gave most of the power to people of property, which signalled a return to special privileges for people with money. Only this group could vote and elect members to government.

The days of equality—and the title "citizen"—were over, and many of the advances made by the poor were swept away. But soon the Directory itself would be swept away by Napoleon Bonaparte, a man who would establish a new type of monarchy by calling himself "Emperor of France."

## The Revolutionary Calendar

The Revolutionary Calendar was established by the National Convention in 1793. It was one of many revolutionary changes meant to issue in a new age of history. The calendar, however, was not very scientific, and four or five days—called *sans-culottides*—were left over each year.

| Autumn      |                    |                         |
|-------------|--------------------|-------------------------|
| Vendémiaire | (month of vintage) | September 21–October 22 |
| Brumaire    | (month of fog)     | October 22–November 20  |
| Frimaire    | (month of frost)   | November 20–December 20 |
| Winter      |                    |                         |
| Nivose      | (month of snow)    | December 21–January 19  |
| Pluviose    | (month of rain)    | January 20–February 18  |
| Ventose     | (month of wind)    | February 19–March 20    |
| Spring      |                    |                         |
| Germinal    | (month of budding) | March 21–April 19       |
| Floreal     | (month of flowers) | April 20–May 19         |
| Prairial    | (month of meadows) | May 20–June 18          |
| Summer      |                    |                         |
| Messidor    | (month of harvest) | June 19–July 18         |
| Thermidor   | (month of heat)    | July 19–August 17       |
| Fructidor   | (month of fruit)   | August 18–September 16  |

## ACTIVITIES

1. What role did the political clubs play in the revolution? Select one club—Jacobin, Girondist, or Royalist—and create an imaginary membership card that includes an oath of **allegiance** to the club. Design an appropriate **logo** to appear beside the oath. Both the oath and the logo should communicate the club's goals and distinguish it from the two other political clubs.
2. Make up three goals for the new government of France with which Madame Roland would agree. Do the same for Marat and Robespierre. Why do you think Madame Roland was executed?
3. What was the Reign of Terror? If you asked Robespierre how he, a man once opposed to the death penalty, could then approve of the Reign of Terror, what would he say? Write a short speech that Robespierre might have given to the Committee of Public Safety asking for the Reign of Terror. Be sure to mention the Flight to Varennes.
4. Propose some reasons why women were unable to keep leadership positions during the Reign of Terror and its aftermath.
5. With a partner, propose four or five criteria for judging whether a revolution was "worth it." One example might be the number of innocent people killed. According to your criteria, was the French Revolution "worth it"? How is this different from judging whether or not the revolution was a "success"?

**allegiance:** a formal declaration of loyalty

**logo:** a graphic symbol often used in advertising

## CONCLUSION

The French Revolution was an important event in the history of civilization. The people of the largest, most influential country in Europe created a republic based on the principles of freedom, democracy, and equality. Even though there were set-backs, such as the Reign of Terror, and even a return to monarchy under Napoleon, much of the progress made during the Revolution survived. Many of the important institutions in France—the colleges and schools, for example—are the direct result of events that took place during the revolution.

Like the English Revolution, the French

Revolution had an important effect on the history of Europe. Ideas about democracy and about the rights of the individual spread quickly and were very worrisome to absolute monarchs in Austria and in other countries. The concept of war also changed because all the resources of countries were being used to fight the enemies of the revolution. This differed from the traditional system of wars, which had been fought between professional armies. Napoleon Bonaparte would take this process even further. Under his leadership, the forces of the French Revolution would change the map of Europe completely.

## SUMMARY ACTIVITIES

1. The Dauphin, or crown prince, of France disappeared under mysterious circumstances during the revolution. Create an imaginary diary that describes his escape from prison and flight to freedom.
2. Using a tourist map of the city as a guide, create a large-size map of Paris during the revolution, showing the sites of major events.
3. Formally debate the resolution "A revolution is always necessary to change society." Each side of the debate should present well-reasoned, well-researched arguments.

## ON YOUR OWN

1. Research in more detail one of the people mentioned in this chapter, and then write an essay on their life and achievements.
2. Write a play centred on one incident in the French Revolution. The play should demonstrate your knowledge of the life and issues of the period.
3. From the pages of history, select another revolution that occurred at some point from 1500 to the present day. Write a report that illustrates the similarities and differences between that revolution and the French Revolution.
4. Arrange to have your class view *A Tale of Two Cities* or *The Scarlet Pimpernel*, movies about the era of the French Revolution.

# 4 THE NAPOLEONIC ERA

## CHAPTER OUTCOMES

In this chapter, you will examine Napoleon's rise to power in France at the end of the eighteenth century. You will also examine the influence of Napoleon—and the legacy of the French Revolution—on the rest of Europe. By the end of the chapter, you will

- analyse written and pictorial work for bias
- support a point of view with evidence
- assess the reliability of primary and secondary source material
- analyse the relationship of a society's values and its laws
- make informed judgements about the career of Napoleon
- read and interpret a topographic map
- describe the factors that encouraged the emergence of nationalism
- assess the impact of the Napoleonic era

# The Battle of Waterloo

*The Battle of Waterloo marked the end of Napoleon Bonaparte's career. The self-proclaimed emperor of France had been a teenager during the French Revolution and had received his first military commission at age sixteen. From his earliest years, he seemed destined to make his mark on the world.*

*In this chapter, you will read more about the Napoleonic Era and the history that led up to this historic battle. In this Window on the Past, you will eavesdrop on the battle itself from the perspective of a British lieutenant. The fight ended in a crushing defeat for the French by British and German forces. While this account is fictionalized, the events are accurate—even the young age of Lieutenant George Spencer.*

*After the Battle of Waterloo, Britain made Napoleon a prisoner of war. He was banished to the Island of Saint Helena, where he died six years later.*

**T**he Twenty-third Regiment of Foot had stayed in rank through the rainstorm. It was still dark, but the soldiers dried themselves off as best they could, eating scraps of food from their kit bags. Lieutenant George Spencer, aged seventeen, straightened his wet cloak. He knew that the time to fight Napoleon was close at hand, but for now they had to wait. Edwards, his servant, pushed forward a tin cup of warm soup and a biscuit. "Compliments of Captain Harrison, sir. He says he hopes you're the lucky one—one cup's got a bit of potato in it." George ate his biscuit and drained the soup—no potato.

As the sun came up, **Wellington's** army began to take shape. Soldiers along the line cleaned their muskets by firing them into the air. A slight breeze carried veils of grey smoke down into the valley. The popping of the guns seemed to cheer

everyone up. Many soldiers took long drinks from canteens filled with rum. George said nothing. It was common practice for the soldiers to drink heavily before a battle. Many would be dead by nightfall.

George heard the French army long before it appeared on the opposite ridge. Soon, bright troops of **cavalry** rode out onto the field, and cannons were placed in position. George picked out the red tunics of the



As George drank, the British soldiers readied themselves for battle.

feared Dutch **lancers**, the green-coated **dragoons**, the gold of the **hussars**, and the blue coats of the towering **grenadiers**. The sounds of bands, and great shouts of "Vive l'Empereur" rose in the morning air. It was a spectacle unlike anything George had ever seen.

The soldiers of the Twenty-third stood open-mouthed, stunned by the sight of such an enormous and confident army led by the most famous general in history—Napoleon. Then Sergeant Reilly broke the spell. He laughed and said, rather proudly, in his thick northern accent, "Say one thing for old Bonaparte. He can really put on a show."

As George watched, columns of French soldiers marched into the valley, which was soon obscured by musket smoke. Then Napoleon ordered his cannons to fire. There must have been almost a hundred guns lined along the far ridge and they shook the whole valley. Cannonballs whistled through the ripening rye, thudded into the hillside, and killed many men. Almost immediately, British cannons began to fire back. The pounding, rolling, thunderous noise of the guns swept through the Twenty-third like a wave.

George watched as a French cannonball seemed to bounce off the **rise** and hurl directly toward him. He did not duck or move, a sure sign of cowardice. Instead, he gripped his sword and stood in place, as all British officers and men were expected to do. The cannon-ball hummed past him and took the head off a man in the second rank. George watched as soldiers pulled the



George would not duck even as the canon-ball grazed the side of his face.

body away, and moved forward to fill the gap in the ranks. Then, at Wellington's order, the Twenty-third and the rest of the army moved back behind the rise—safe, for a time, from the French cannon.

The Twenty-third formed into two lines facing the enemy. Then, with what seemed like a single, continuous movement, 700 men reached into their ammunition pouches, brought paper cartridges to their mouths, bit off the ends, loaded, and rammed their charges home—the smallest movements practised a thousand times. It was a source of pride in the British army that every soldier could load and fire four times a minute—one shot better than the French army.

For several minutes, the French army remained motionless. Then, accompanied by bugles, columns of **infantry** began to move down the slope

and across the valley floor. British cannons fired **volley** after volley, but the French soldiers never faltered. They came up the slope following the line of the road, flags flying, **bayonets** glittering in the sun—16 000 soldiers cheering and shouting "Vive l'Empereur!"

The British soldiers held their fire until the French columns were forty paces away. George heard the orders above the battle noises: "Make ready, level, fire! Load, make ready, level, fire!" Hundreds of French soldiers fell, but still they surged forward. Suddenly, a bugle call rang out.

French cavalry trotted forward in perfect formation, sunlight flashing on helmets, **breastplates**, and sabres. The Twenty-third formed into a defensive **square**, the colours in the centre. On four sides, three rows of soldiers waited, the first

kneeling, muskets planted in the dirt with bayonets facing out.

Buglers sounded the charge. George's heart was beating rapidly, his throat was dry, his palms wet. He took his position in the colour party and looked at Sergeant Reilly, who winked at him.

"This'll be a day you can tell your grandchildren about, Mister Spencer," he said. "Not many have the luck to be charged by Boney's cavalry under such favourable circumstances."

The infantry square, and the other squares nearby, were soon like islands in a sea. Waves of troopers swept by the steel of the bayonets. French dragoons closed in and fired their carbines and pistols directly into the defenders. George's sabre was

shot out of his hand, and his **shako** was pierced by a bullet. A ball passed through both sides of Sergeant Reilly's mouth, but he was still holding up the colours.

When evening came, the Twenty-third was still fighting. Exhausted, they suffered from hunger, thirst, and fear. They had been in battle all day without any real rest, and most were at the limit of their endurance. During a pause in the action, water and some food were delivered, but the men were almost beyond caring.

Napoleon had one more hand to play. He sent the Imperial Guard into the fight. Hand-picked soldiers who would fight only on Napoleon's direct order, they had never lost a battle. The reputation of these

giants, with their gold ear-rings and bearskin helmets, was such that the sight of them could often force Napoleon's enemies to retreat. Now they were marching toward the Twenty-third. The gunners wheeled their cannons forward and loaded them with double charges of **grapeshot**.

The Guard came out of the smoke in columns eighty-men wide, stepping to the steady beating of the drums. At point-blank range, the Twenty-third began firing furiously. The Guard wavered and stopped. To the astonishment of the exhausted soldiers, they began to turn back. Sergeant Reilly grabbed George by the sleeve—normally a **flogging offence**. "Mister Spencer, it's unbelievable. The Guard is



The mere sight of Napoleon's Imperial Guard would often send his enemies packing.

retreating.”

As the Guard began to fall back, Captain Harrison ordered the Twenty-third to attack. When Wellington’s whole army charged down into the valley, Napoleon’s soldiers ran from the field, dropping everything. The Battle of Waterloo was over. The Twenty-third halted, most soldiers so exhausted that they sank down where they had

stood. George collapsed to his knees.

That night, Wellington’s army rested on the battlefield. Food was brought and fires were built. Edwards appeared with a quick supper of biscuits and tea. Everywhere on the battlefield, scavengers were already at their work, stripping the dead and wounded of their valuables. George found a dead horse, sat

down with his back against it, and fell into a deep sleep.

**Regiment of Foot:** in the army, about 600 foot soldiers commanded by a colonel

**Wellington:** Duke of Wellington, the leader of the British army

**cavalry:** combat troops on horses

**lancers:** cavalry troops armed with long lances

**dragoons:** soldiers armed with short muskets, or firearms

**hussars:** soldiers on horseback armed with sabres and pistols

**grenadiers:** soldiers who throw grenades

**rise:** an area of rising ground

**infantry:** the foot soldiers in an army

**volley:** round of shots

**bayonets:** In Napoleon’s time, bayonets were long and wide, with a triangular blade. They could result in fatal wounds because the bayonets were usually dirty. Most soldiers feared a bayonet charge more than gunfire.

**breastplates:** a piece of armour for the chest

**square:** a square-shaped formation

**shako:** a stiff military hat in the shape of a tube, usually with a plume

**grapeshot:** a cluster of small iron balls fired from a cannon

**flogging offence:** one of the many offences for which a soldier could be whipped. Some soldiers had to endure over one hundred lashes for relatively minor offences.

**scavengers:** people who come to a battlefield to steal the belongings of the dead and wounded

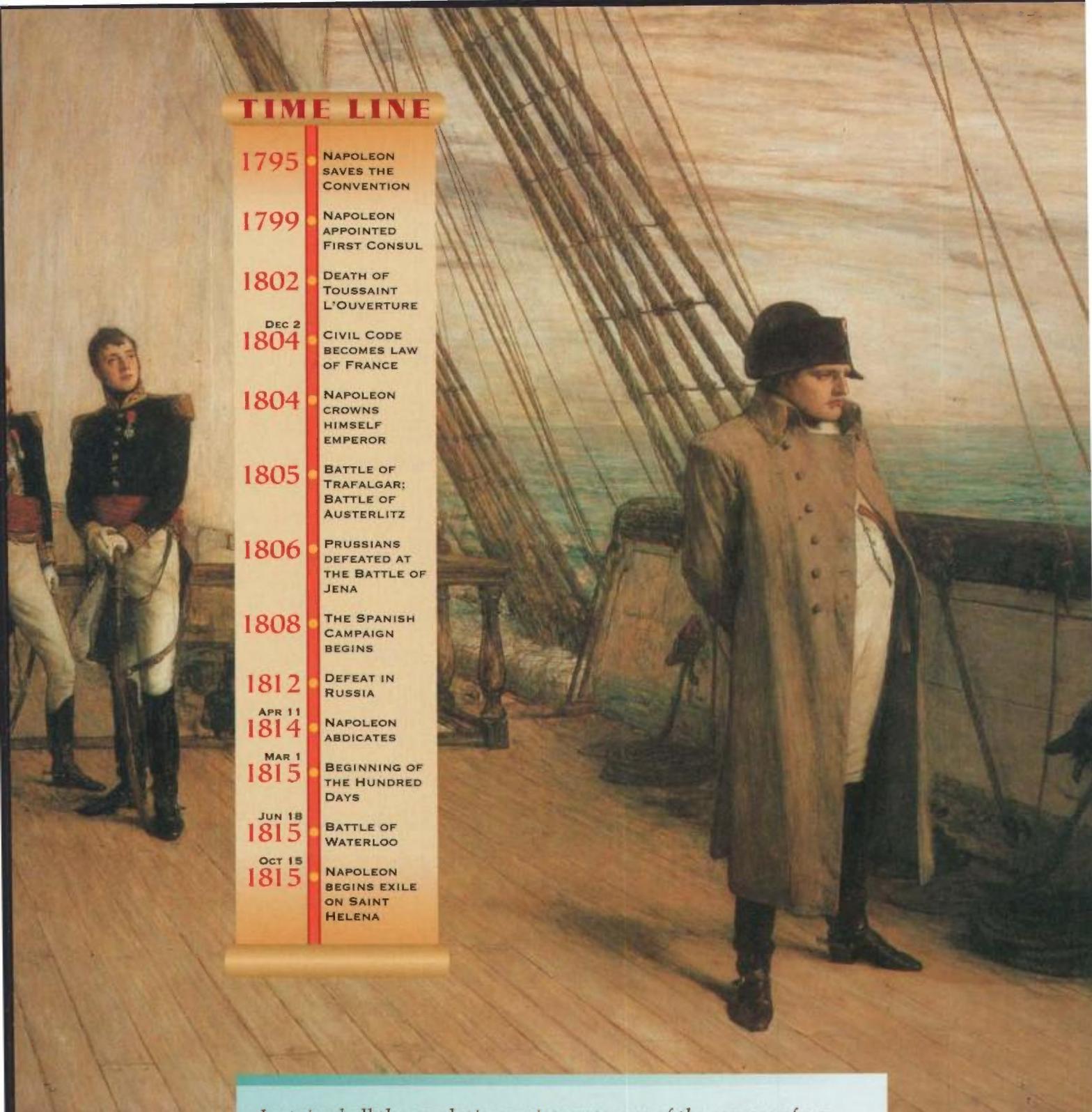


Exhausted, George fell asleep. The Battle of Waterloo was over.

## ACTIVITIES

1. George endured some terrible events during the Battle of Waterloo. Name three. In your opinion, which event was most terrible?
2. Soldiers often react automatically during a battle because of their training. What would happen if they paused to think about what they were doing?
3. Create a diary entry for one of the scavengers who began stripping the soldiers of valuables after the battle was over. Was it wrong for people to take these items? Why or why not?
4. Was George too young to fight? List several pieces of evidence from the story to justify your answer, whether “yes” or “no.”

## TIME LINE

- 
- 1795 • NAPOLEON SAVES THE CONVENTION
  - 1799 • NAPOLEON APPOINTED FIRST CONSUL
  - 1802 • DEATH OF TOUSSAINT L'OUVERTURE
  - DEC 2 1804 • CIVIL CODE BECOMES LAW OF FRANCE
  - 1804 • NAPOLEON CROWNS HIMSELF EMPEROR
  - 1805 • BATTLE OF TRAFALGAR; BATTLE OF AUSTERLITZ
  - 1806 • PRUSSIANS DEFEATED AT THE BATTLE OF JENA
  - 1808 • THE SPANISH CAMPAIGN BEGINS
  - 1812 • DEFEAT IN RUSSIA
  - APR 11 1814 • NAPOLEON ABDICATES
  - MAR 1 1815 • BEGINNING OF THE HUNDRED DAYS
  - JUN 18 1815 • BATTLE OF WATERLOO
  - OCT 15 1815 • NAPOLEON BEGINS EXILE ON SAINT HELENA

*I retained all the revolutionary interests, one of the sources of my strength, and it also explains why I was able to set aside the revolutionary theories.... Through my propensity towards a monarchic form of government, I had preserved the revolutionary interests while banishing the revolutionary theories.*

—NAPOLEON, ON THE ISLAND OF SAINT HELENA

Napoleon describes himself as having revolutionary interests, but of also admiring “a monarchic form of government.” Is that possible?

## INTRODUCTION

**corrupt:** dishonest and greedy

**minor nobility:** not the highest-ranking nobles

**formidable:** impressive

**phenomenal:** remarkable, out of the ordinary

**N**apoleon Bonaparte came of age at a time when society was changing very quickly—during the French Revolution. For a young person, particularly one who was ambitious and talented, the revolution was a time of opportunity. The old rules and old ways of doing things were gone, and a new society had not yet taken shape.

Napoleon was in an ideal position to benefit from this uncertainty. He was a soldier with revolutionary ideas, but he also had a burning drive to be important. Intelligent and industrious, he rose quickly to power in France. As ruler of France, and later much of Europe, he had more power than almost any other person in history. In his lifetime, he inspired both admiration and terror.

The Napoleonic Era, however, is not just about Napoleon's forceful personality. Few people in Europe, and in the European and African communities of North and South America, were not affected by his ideas. While an ambitious, sometimes brutal general, Napoleon also brought positive changes to many countries. Old, **corrupt** monarchies were swept aside or were forced to adapt to revolutionary ideas. Napoleon created a new law code based on the principles of the Enlightenment (however, he did not believe in rights for women) and reformed the court system. He also created new school systems, universities, and hospitals. Even today, many countries operate in ways that are a legacy of the Napoleonic system.

## NAPOLÉON'S EARLY CAREER

**N**apoleon Bonaparte was born on the island of Corsica, where his family belonged to the **minor nobility**. Corsica had once been part of Italy, but was ruled by France around the time of Napoleon's birth. When Napoleon's father, Charles Bonaparte, was invited to be part of the French government meeting at Versailles as a delegate from Corsica, Napoleon accompanied him to France. There he enrolled in military school—a career choice that suited him perfectly.

When his father died in 1785, Napoleon, aged sixteen, was made the legal head of the family. While his family was respected in Corsica,

Napoleon felt lonely and isolated in France, and was often poor. But his mother, Laetitia Bonaparte, insisted that the Bonaparte brothers and sisters support one another at all times. These family bonds proved to be **formidable**. In 1804, when Napoleon crowned himself Emperor of France, Laetitia refused to attend the coronation because Napoleon was fighting with his brother Lucien.

Napoleon became an artillery officer, which was a prestigious job. Officers in the artillery enjoyed top-quality education and training. Although Napoleon was an unremarkable student, after graduation he read to educate himself. He had a head for detail and a

**phenomenal** memory. Later, his generals were constantly astonished with his knowledge of the smallest details about the army. He seemed to know exactly where every cannon, horse, and soldier was at any time.

Napoleon was a follower of Rousseau and supported many ideas of the French Revolution. In 1793, he helped to recapture the city of Toulon from anti-revolutionary forces. His success attracted notice, and he became one of the youngest generals in the army. However, Napoleon also deplored mob violence. In 1795, called upon to save the Convention (see page 83) from rebellious French citizens, Napoleon ordered cannons to fire grapeshot point-blank into the crowd. Hundreds were killed or maimed. Napoleon later remarked that he put down the rebels with “a whiff of grapeshot.” As a reward, he was given command of a French army fighting in Italy—a wonderful opportunity to build his career.



**Figure 4-1** This portrait of Laetitia Bonaparte, sitting beside a bust of Napoleon, was painted by François Gérard. How has Gérard managed to convey both the affection—and tension—between these two family members? Examine the position and angle of Laetitia and Napoleon and the use of space between and around them to help you arrive at an answer.

## Josephine Bonaparte

Josephine met Napoleon in 1795. She was not particularly impressed by the general, who was six years her junior. Assured by her powerful friends in government that Napoleon was destined to be important, she decided that he would make a good husband.

Josephine had been a style setter in France ever since her previous husband had been executed during the Reign of Terror. She lived by her wits and owed many people money. She hoped that Napoleon could pay off her debts. In fact, Napoleon was very poor. He was trying to support a large family of brothers and sisters, all of whom had expensive tastes. He hoped that marriage to a

glamorous aristocrat would improve his fortunes. They married in 1796, just before Napoleon launched his campaigns in Italy and Egypt.

For many reasons, Napoleon came to distrust Josephine and the marriage was soon in trouble. When the couple failed to have a son, Napoleon divorced Josephine and married the Austrian princess Marie-Louise, the niece of Marie Antoinette. Their son was born a year later. Josephine, now definitely outside the royal family, lost all official powers. However, Napoleon still valued Josephine’s advice, and often asked for her opinion. She died in 1814.



**Figure 4-2** This painting of Josephine is by the painter David, who created the portrait of Marat shown on page 82. Why would an artist who painted the revolutionary Marat choose the coronation of Napoleon and Josephine as a worthy subject?

**republic:** a country in which the power rests with citizens entitled to vote

**spoils:** the things soldiers steal from the people they have conquered

## NAPOLEON'S ITALIAN AND EGYPTIAN CAMPAIGNS

The spirit of the French Revolution had spread quickly throughout Europe. Everywhere, people hoped that privileged classes and corrupt governments in their own countries would be swept away. Many educated young people were involved in politics, many as part of secret societies and political clubs.

Italy was no exception. The Jacobin clubs, which you read about in Chapter 3, operated secretly in most the major cities. But Italians did not want to be governed by the French; they wanted to be rid of their unpopular Austrian rulers. They remembered their glorious past—the achievements of the Italian Renaissance and of the Roman

Empire. When Austria went to war with France during the French Revolution, many Italians were delighted. Realizing the importance of gaining the support of Italians, Napoleon promised them freedom in this 1797 address:

Peoples of Italy! The French army comes to break your chains. The French nation is a friend of all nations; receive us with trust! Your property, your religion, your customs will be respected. We shall wage war like generous enemies, for our only quarrel is with the tyrants who have enslaved you.



### DID YOU KNOW?

Before he was defeated by the British, Napoleon sent home many Egyptian drawings and artifacts. Egyptian-styled buildings, furniture, and clothing became immensely popular in France.

In 1796, Napoleon won brilliant victories in Italy, at Lodi, Castiglione, and Arcole. He drove out the Austrians and set up new French-controlled **republics**. Unfortunately, his promise to free the Italians was overstated. Under Napoleon's command, the army viewed Italy as rich enemy territory. French soldiers stole everything they could—paintings, jewellery, even valuables from ancient tombs. Napoleon paid for his army from the **spoils** of Italy. And he shipped thousands of valuable art treasures back to France for his own use. In the process, Napoleon made himself very wealthy.

Buoyed by success, Napoleon asked the French government to allow him to capture Egypt in 1798. This move, he argued, would cut Britain off from her great and wealthy colony in India. Wary of Napoleon's

**Figure 4-3** This map shows the location of Napoleon's victories in Italy. Napoleon won many battles because he was able to move his armies quickly, even over great distances. This had the effect of confusing and exhausting his opponents. In Italy, he inspired and energized the weary French army, and gave it victory after victory. He was nicknamed "corporal" because he took an interest in the smallest details of military organization and supply.



growing power, the government was happy to have General Bonaparte temporarily out of the way, and gave its permission.

Napoleon crushed the once mighty Egyptian army. The British, however, were not so easily defeated. Napoleon's navy was destroyed by the

British admiral, Horatio Nelson, at the Battle of the Nile. Napoleon abandoned his army and escaped back to France. While the Egyptian campaign was a failure by any standard, it did little to affect Napoleon, who returned to France more popular than ever.

## ACTIVITIES

1. Some historians like to use psychology to try to understand the motives of famous people in history. List three personal events that you think might have influenced Napoleon's life direction.
2.
  - a) Throughout Napoleon's early career, many events occurred that resulted in professional and personal opportunities. Display some of these events, along with some of the opportunities, in a chart form. An example is completed for you.  

| Event  | Opportunity                                   |
|--|---|
| Revolutionary forces recapture Toulon in 1793. | Napoleon attracts notice and is made general. |
  - b) Now do the same for your high school career to date. Think about your academic life as well as any extracurricular activities associated with school.
3. Napoleon thought he could harm England's trade with India by invading Egypt. Was this a reasonable assumption? Consider the following:
  - a) Examine a map of Europe, Africa, and Asia. With your finger, trace a route from England, around the Cape of Good Hope (in Africa), to India. This was England's trading route with India.
  - b) Examine the distance of India from Egypt. How far away are the two nations? What kind of terrain would an army encounter crossing Africa to India?
  - c) Based on your observations and answers, decide whether Napoleon's plan was reasonable.
4. Imagine you are a young Italian who has joined a Jacobin Club in northern Italy, but who wants to resign after Napoleon's invasion. Write a short letter of resignation, explaining why you no longer support the French.

## MAKING FRANCE STRONG

In 1799, Napoleon helped to overthrow the government of France, then known as the Directory. While France was busy overseas and doing much to try to liberate other European countries from oppression, its own government was inefficient and corrupt. After seizing power, Napoleon adopted the title of First Consul and set about improving French life in many ways.

One of his first tasks was to bring together all the legal reforms of the French Revolution and to harmonize them with other existing French laws. Before Napoleon intervened, French law was complicated and outmoded, the result of hundreds of years of feudalism. Although changes had been made during the revolution, there was still no unified code of laws for the whole country.

**civil law:** the law that relates to a person's rights and liberties (as opposed to criminal law)

**tariff:** a tax

When Napoleon became First Consul, he ordered his officials to completely reorganize laws into the Civil Code—a new book of law for the nation. Napoleon did not write the laws, but he made sure that they reflected the kind of society he wanted. The Civil Code, also called the “Napoleonic Code,” was one of Napoleon’s great 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. However, women lost rights under the code (see page 99). Many European countries still base their laws and courts on the code. The code is still used in **civil law** in the province of Quebec and the state of Louisiana.

Napoleon also initiated a program of public works that employed many

people. He rebuilt and improved French roads so that his armies could move quickly and to stimulate the economy. He built new harbours and canals, filled museums with art and treasures (often stolen from conquered countries), and established new universities and schools. He kept the price of food staples low.

Napoleon did not, however, create a strong French economy. The economy only seemed stronger. The new jobs were created by his wars, and France enjoyed new wealth because it had stolen so many goods from other countries. Yet industry at home was poorly developed. The Industrial Revolution, which you will read about in Chapter 5, was making Britain strong, but was less significant in France. Napoleon protected French industry by placing high **tariffs** on imported goods.

#### DID YOU KNOW?

*Napoleon's educational reforms were the first step toward public education, one of the goals of the Enlightenment. He created new primary schools, secondary schools, lycées for academically advanced boys, and technical schools. Scholarships were established for bright students. It was against the law for a parent to refuse to send their children to school.*



**Figure 4-4** Can you take a picture of just anybody? Quebec's civil code was recently revised to prevent photographers from snapping pictures in public without the permission of the subject. The reform was based on French law, and is just one example of how the French Civil Code continues to have influence in other countries today.

# Changing Social Values?

## The Civil Code and Women

Societies, even modern ones, are difficult to understand. They are made up of many individuals who have different lifestyles, ideals, and **values**. Nevertheless, in every society, the values held by a majority of the people constitute a “norm.”

One way to determine a society’s norms is to examine its laws, which are often used to enforce values. If the values protected by law are the values accepted by a large portion of the population, those laws will be accepted.

Values, norms, and laws change over time, of course. These changes are of great interest to historians, political scientists, and **sociologists**.

For example, Napoleon’s Civil Code took many rights from women that had been won in the previous decades. Napoleon thought that women were inferior to men, even though they had played a critical role during the French Revolution. His Civil Code placed women once again under the control of their fathers or husbands, who could order them to do whatever they wanted and punish them if they disobeyed. A wife had no rights to property

other than what she inherited, and required her husband’s permission to buy a house. It is obvious that Napoleon had strict views on the role of women. His views were very **discriminatory**.

Napoleon influenced French law by presiding over many of the committee meetings held to draft the new Civil Code. “He took a personal interest in the work,” recounts one source, “... but his contributions were invariably on the **reactionary** side.” In this way, Napoleon’s views on the rights of women found their way into law. This shows how one powerful individual with forceful opinions can sometimes change social values. French laws about women and property were not reformed again for many years after Napoleon’s passing.

Were Napoleon’s ideas shared

Women should stick to knitting.



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.”



by other people at the time? We will never know for certain, but those women who had been active in the Enlightenment and in the Revolution must have felt betrayed by the Civil Code.

Had Napoleon wished to assess public opinion on the issue of women’s rights, he could have held a **referendum**. During a referendum, the public votes Yes or No to a proposed law or legal reform. The proposal becomes law only if a majority of voters vote Yes.

**values:** worthwhile principles

**sociologists:** people who study human society and human social relations

**discriminatory:** showing prejudice

**reactionary:** having a reaction, usually political and usually conservative

**referendum:** the submission of a law to the direct vote of the people

### WHAT DO YOU THINK?

1. Napoleon insisted that the place for women was in the home. How do you think educated women of time would have reacted to this idea?
2. With respect to women’s rights, was the Civil Code changed in a democratic fashion? Explain.
3. A referendum on Quebec sovereignty was held in 1996. What was the outcome? Did this referendum resolve the issue? Why or why not?
4. How does the Canadian system of electing members of parliament help to ensure that Canadian laws reflect the values of Canadians?

# Napoleon and the Liberation of Haiti

*Remember, brave Negroes,  
that France alone recognizes  
your liberty and equal rights.*

—NAPOLEON'S DECLARATION TO  
THE PEOPLE OF HAITI

Like many European countries, France had participated in the slave trade in the seventeenth century and had sent many Africans to work in its colonies in the West Indies. In later chapters, you will learn more about **colonialism**, and how it benefited Europe.

France's most important Caribbean colony was Haiti (formerly St. Domingue). Claimed by Christopher Columbus in 1492, Haiti was French-controlled by the late 1700s. By 1775, half of all the goods imported to Europe from the West Indies were going to France.

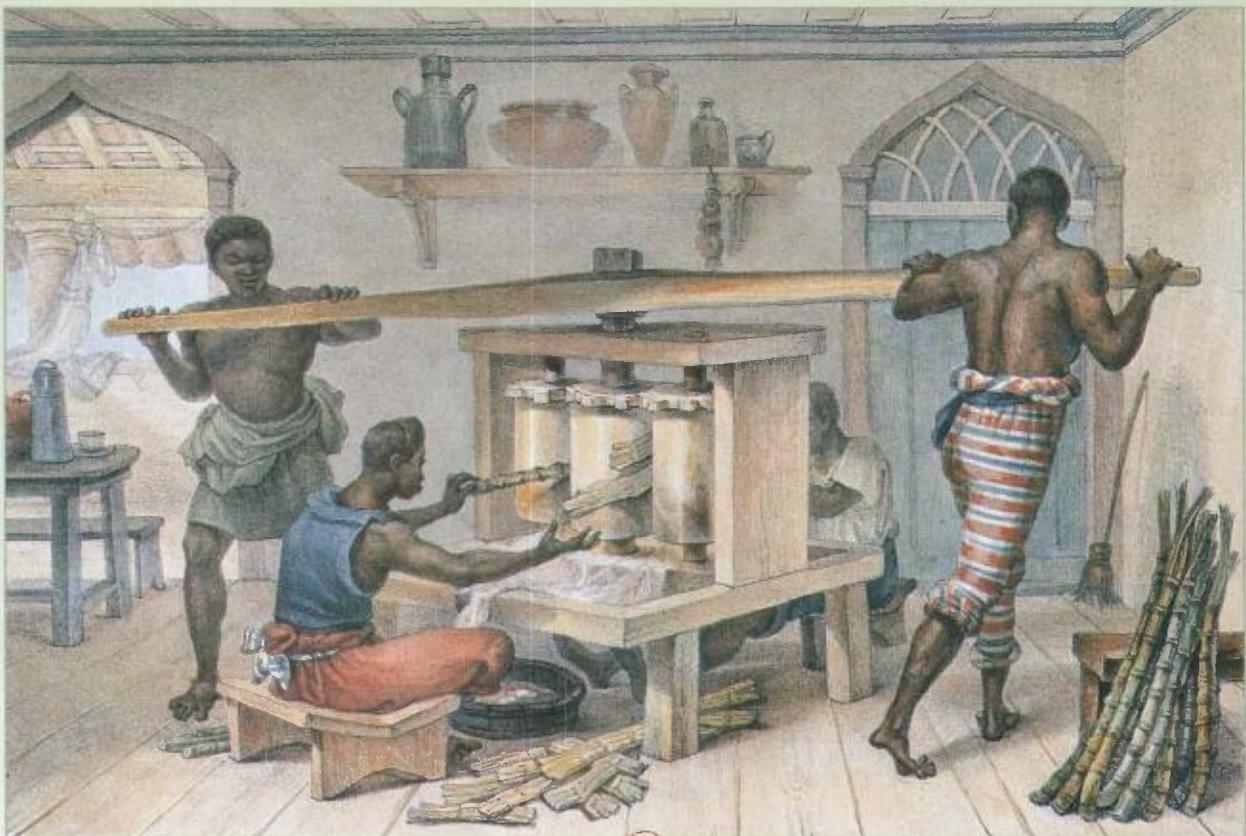
Approximately 500 000 African men and women worked on huge plantations in Haiti, growing sugar, coffee, cocoa, and cotton. Sugar cane was the most important crop, and its production exacted a terrible price. Most Africans died after ten years of plantation life because of the physical demands of clearing the land, harvesting the cane (at maturity, cane is taller than most humans), and processing the cane juice (see Figure 4-5).

Sugar was highly desirable in Europe. Like the newly fashionable tobacco, it was quickly habit-forming. One historian has noted: "We can only speculate vaguely about the extra energy which cane sugar must have injected into the bodies and minds of Europeans. It must have been quite an important

factor in Europe's rise to world dominance."

However, African slaves in Haiti were hopeful—they knew that the French Revolution had changed the world. To many, it seemed that the French

**Figure 4-5** The pressing of sugar. After the sugar cane was harvested, it was brought quickly to the mill, where it was pressed and sent to the "boiling house." Despite the heat of the Caribbean, slaves working at this end of the production line were expected to stand day and night over boiling pots of sugar, skimming impurities off the top with a heavy ladle. The sugar needed to be transferred to at least five different pots before all its impurities were removed. Even so, this process resulted in basic raw sugar. Fully refined white sugar—the variety put in coffee or tea—underwent further processing.



continued

Declaration of the Rights of Man and the Citizen (see page 78) ensured everyone's equality. No longer could a person be denied his or her rights because of race. Leaders within slave communities also thought that France would outlaw slavery.

When Napoleon came to power, he gave indications that he wanted to end slavery. He promised slaves and former slaves that he would offer assistance if they would help him expel the British from Haiti. (England had invaded Haiti in 1793.) Of course, he had made similar promises to Italians and Germans, and had broken them.

Haitian leaders, such as Toussaint L'Ouverture, Jean-Jacques Dessalines, and Henri Christophe were forced to decide whether to fight for or against the French. Some were former slaves and all had experience training soldiers and leading troops. They knew that a deal with the French was risky, but calculated that the risk was worth taking. They were utterly committed to the **abolition** of slavery. The Haitian leaders helped the French by capturing several towns from the British and forcing the British to withdraw by 1798.

But Napoleon was alarmed by the events that were to unfold



Figure 4-6 The West Indies in 1793

next. In 1801, Toussaint conquered the whole island of Haiti. He declared it an independent country and established a government with its own constitution. This event capped the first successful slave revolt in world history, one that had been brewing for ten years.

Napoleon knew that Haiti was too valuable to lose. He sent an expedition of seventy warships and 25 000 men to capture Toussaint. The leader was tricked into returning to France and imprisoned in the dungeon of Fort-de-Joux, where he died a year later.

As soon as Napoleon no longer needed allies in the West Indies, he passed laws at home that supported slavery.

But the clock could not be turned back in Haiti. It became independent in 1804—the first colony in the Americas, after the United States, to gain its freedom. At that time, all the French—about 30 000 colonists—were expelled.

**colonialism:** control of one part of the world by a powerful country, often for commercial advantage

**abolition:** the doing away with

## WHAT DO YOU THINK?

1. Napoleon told the Africans of Haiti that he understood their plight. Did he? Explain.
2. Before the uprising in Haiti, would Europeans have believed that a slave revolt on this scale was possible? Why or why not?
3. Toussaint L'Ouverture was immortalized in a sonnet by the British poet Wordsworth. Read the sonnet (your teacher will supply you with a copy) and discuss its meaning with your classmates.
4. Find out more about Haiti today. What is its political status?



Figure 4-7 Toussaint L'Ouverture led the slave revolt in Haiti.

# NAPOLEON THE EMPEROR

**ancien regime:** the "old regime," in other words, France before the revolution

**etiquette:** proper manners

**chamberlain:** an official in the court of a ruler

Although Napoleon knew that the French Revolution had secured his reputation, and although he liked some of its goals, he tried to destroy democracy in France. In time, he became much more of a tyrant than any of the rulers of the **ancien regime**, even Louis XIV.

Napoleon looked back to the Roman Empire and copied the Romans in many ways. For example, the title "First Consul," which Napoleon adopted after he overthrew the Directory, was really a Roman title. His views about women were also influenced by ancient Roman law, which had affirmed the authority

## I Order You To Have Fun

After Napoleon crowned himself emperor, he tried to hold court in the tradition of the **ancien regime**. However, as the accompanying document shows, Napoleon did not have the sociable personality of Louis XIV, and his attempts at reinstating court life often had hilarious results.

**Figure 4-8** David's painting shows Napoleon crowning himself emperor. Strangely enough, many European monarchs were relieved by this act. Why do you think this was so?



With the new Empire came a proper Court ... the **etiquette** of the old monarchy was revived; **chamberlains**, 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." For once he was not obeyed.



## Madame de Staël: A Dissenting Voice

Not all French people supported Napoleon. One person who criticized him was Madame de Staël. She had been an important person in France even before the revolution (see page 67), when famous thinkers and politicians visited her salons. A writer, she was a respected leader in society. Although Madame de Staël had welcomed the revolution, she, like other aristocrats, had been forced out of France during the Reign of Terror.

After Robespierre died, Madame de Staël returned to France, and to politics. She and Napoleon disliked each other, but because she was such an important figure, Napoleon could not dismiss her.

During Napoleon's reign, she bravely criticized him and the things that he did. She did not believe that Napoleon was living up to the ideals of the French Revolution. Instead, she implied, Napoleon talked about loving liberty in order to promote his own "ambitious views" and "selfish intentions."

The emperor subsequently ordered her to stay at least 60 **leagues** from Paris, but she defied him. Napoleon tried to prevent people from visiting her, and several important people, including her friend Madame Jeanne Récamier, were exiled for so doing.

of fathers and husbands.

In 1804, Napoleon crowned himself Emperor of France. As emperor, Napoleon had complete control of the country's affairs. He even had a secret police force, which could arrest and detain anyone for almost any reason. But Napoleon also knew that he had to remain popular with his people in order to succeed. He would not give them cause to overthrow him.

### A Portrait of Madame de Staël

Surrounded in her father's house by all the celebrated men then residing in Geneva, and stimulated by the conversations carried on in her presence and by her own genius, her intellect became over-developed ... she felt strongly and her words were of fire. Her husband was an ordinary man, and she was neither a good nor a happy wife. Swayed by her vivid imagination, too eager for fame and success, held in restraint by the social laws that confine women in a narrow circle, from which they can only escape by forfeiting their peace of mind, she defied and overcame these things, and suffered unspeakably in this struggle between the interior forces that urged her on, and the social proprieties that failed to curb her.

—Madame de Rémusat on Madame de Staël, 1809



When Madame de Staël objected that a book she had written had been censored, Napoleon condemned the book and banished Madame de Staël from France.

Madame de Staël paid for her protests against Napoleon by being isolated from society. It must have been difficult for her to live without the help and support of her dearest friends and family. For a time she settled in England, where she was warmly welcomed as an important author and thinker—and a fellow enemy of Napoleon. After the Battle of Waterloo, she moved to Italy, and then back to France. She died in 1817.

**league:** an old measure of distance, usually equal to about 5 kilometres



Figure 4-9 Madame de Staël

Napoleon believed that society should share his values. He exerted control over the media, the law, and the education system in order to promote these values. Newspapers were told what they could print and what they could not—and they were not supposed to criticize the emperor. This type of control is known as **censorship**. Even school children had to memorize lessons about Napoleon's greatness.

### DID YOU KNOW?

Napoleon's Roman style reminded people that he was both a conqueror and a true emperor—in the tradition of Julius Caesar. Portraits and statues of him show him wearing Roman robes and togas, victory wreaths, and other Roman symbols.

**censorship:** the act of preventing certain publications or pictures (including television and movies) from reaching the public

## ACTIVITIES

1. Reread pages 97 to 98 and itemize Napoleon's reforms under some broad categories, e.g., law. Beside each item place a "P," if in your opinion the change was positive, or an "N," if it was negative. Compare your categories and ratings with those of a partner.
2. Do you think Napoleon betrayed the French Revolution when he became emperor? Imagine that Marat, Robespierre, and Danton bring Napoleon to trial after his defeat at Waterloo. Make up a list of the charges these leaders of the French Revolution might bring against him. How might he defend his actions?
3. Who was Madame de Staël? Why did she criticize Napoleon? How did Napoleon respond? Create a short dialogue between Madame de Staël and the emperor.
4. Do you think governments are justified in using some kinds of censorship? Debate the issue of censorship with the class and record the points other members of the class make, both for and against.

## NAPOLEON AND EUROPE

In the 1800s, as he tried to expand his empire, Napoleon would wage war with most of Europe. Britain, with its powerful navy, was one of Napoleon's greatest enemies. It gave money and supplies to any country that would fight him. In 1805, Napoleon planned to invade England with thousands of troops, but his ships were spotted and captured by Lord Nelson before the invasion could begin. Losing this battle meant that Napoleon could never control the seas, which were dominated by England.

### THE CONTINENTAL SYSTEM

Napoleon knew that Britain needed to trade with other countries in order to prosper. He tried to stop all its trade with Europe with his Continental System. Through this system,

countries in Napoleon's empire (see Figure 4-10) were forbidden to trade with Britain or with its colonies, such as Canada. Any European port that allowed British ships to dock was severely punished. So much legal trade was cut off that goods became scarce and expensive. Smuggling became so profitable that private vessels took the risk of "running the blockade." Napoleon's blockade hurt his own empire as much as it did Britain.

Without control of the seas, Napoleon could never enforce his Continental System. British ships smuggled goods into Europe, and European ships had to stay in port, which was bad for Europe's business. The British also made it illegal for ships from other countries, such as the United States, to trade with France or its empire. As a result, the Continental System helped start a war between Canada and the United States in 1812 (the War of 1812), which you will read about in Chapter 10.

## CONQUERING EUROPE

As emperor, Napoleon realized that his power came from his military victories. He would have to continue fighting to stay strong. He knew that the other rulers of Europe would try to prevent him from achieving his goals, but he believed he could defeat any army. Using a combination of speed and surprise, he won major battles at Ulm, Austerlitz, and Jena, where he defeated the armies of Austria, Russia, and Prussia, and forced their rulers to come to terms with him. By the time his enemies had agreed to sign the Treaty of Tilsit, in 1807, Napoleon had gained much ground in Europe.

### Born to govern?

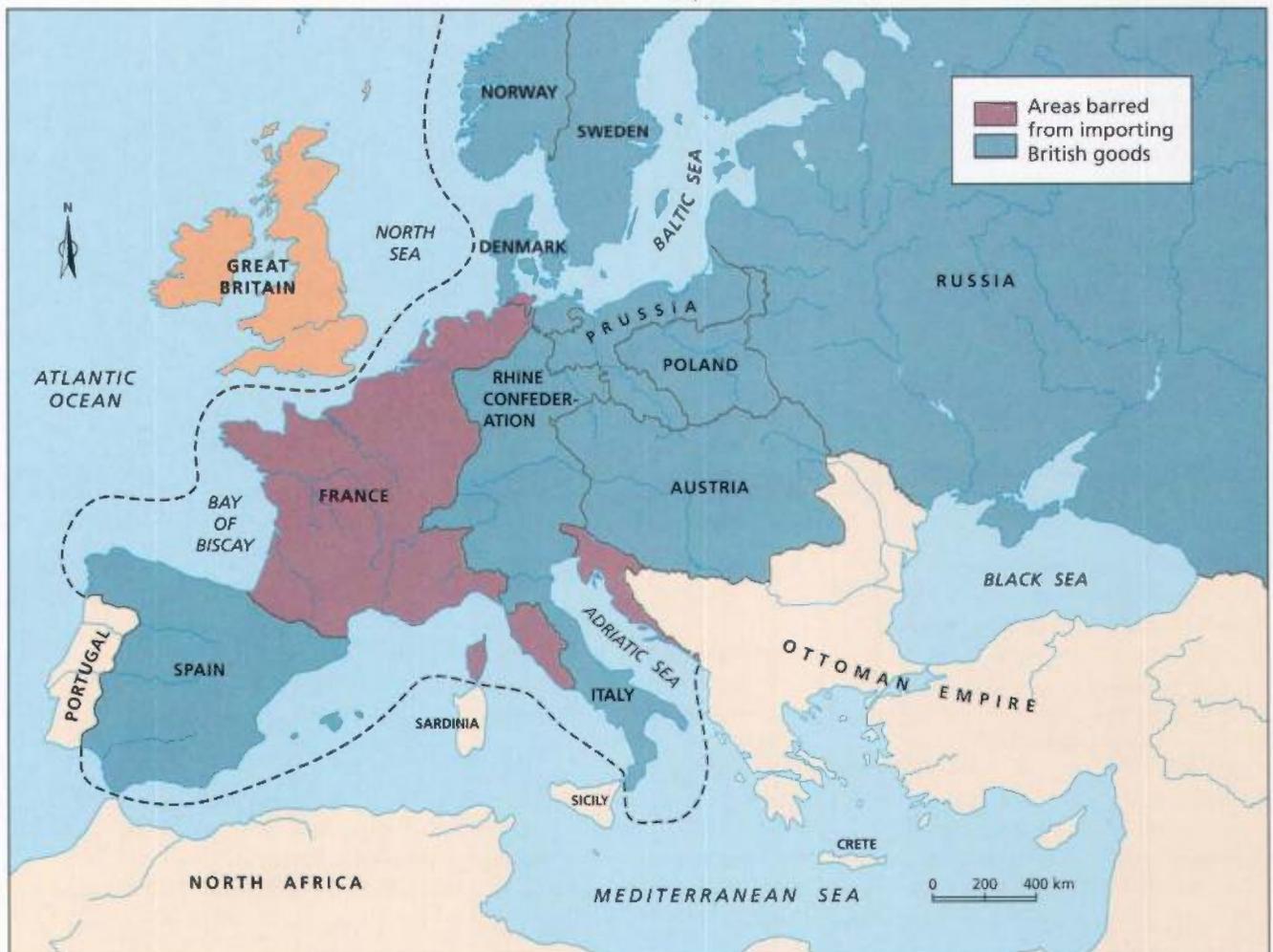
Napoleon explains his motives for expanding the empire in this quote. It is clear that his ambitions were grand. Do Napoleon's words indicate that he was an excessively cruel person? How would you describe his character?

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...



—Napoleon

**Figure 4-10** This map shows how Napoleon's Continental System, in the form of a blockade, cut Europe off from Britain.



# Reading a Topographic Map

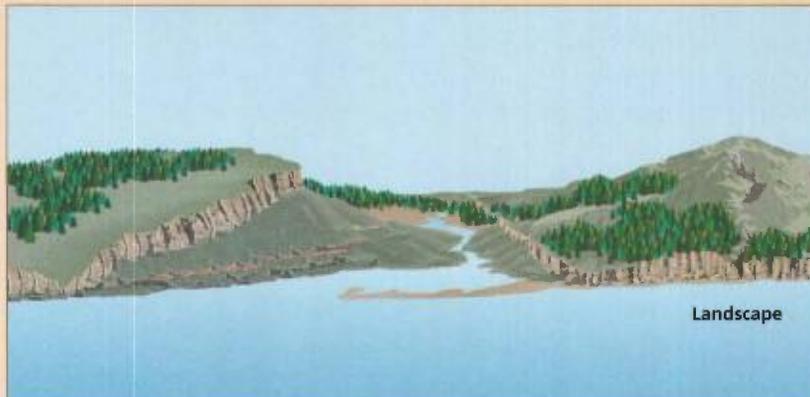
In battle, Napoleon knew how he could use the landscape to his advantage. One soldier wrote: “The topography of a country seemed to be modelled in relief in his head.” In other words, Napoleon could visualize a three-dimensional model of the countryside. Today, we use topographic maps and computer models to try to do the same thing. With this and his other skills, Napoleon knew exactly where troops could move quickly and where they could not.

Napoleon often used his understanding of geography and maps to beat his enemies. At times, he deliberately fought in areas where fog was common—so that his troops could move without being seen. He did just this at the battle of Austerlitz.

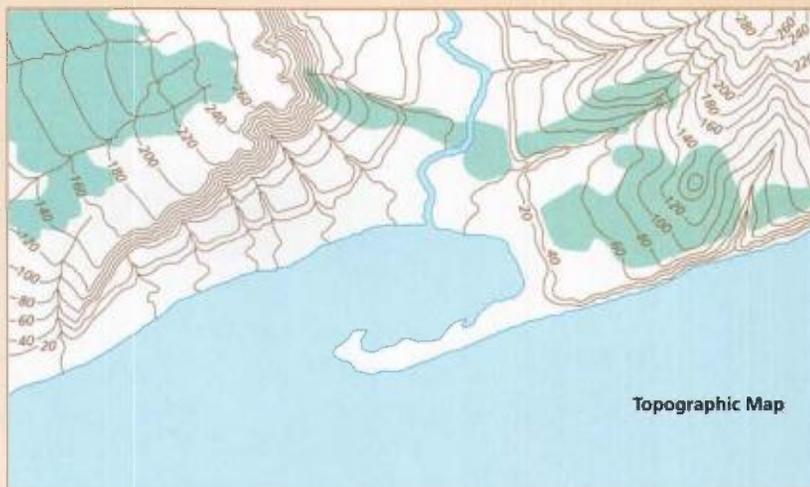
Austerlitz is a small town, now called Slavkov, in what is today the Czech Republic. This area of Europe was part of the Austrian Empire in Napoleon’s time. It was important because it guarded the road to the Austrian capital city of Vienna. Weeks before, Napoleon’s armies had annihilated an army of 70 000 Austrians, and he wanted to complete his victory. Napoleon had to force his enemies—the Austrians and the Russians—to fight him, so that he could destroy them.

Napoleon could detect an enemy’s weakness and make instant decisions to use it to his advantage. He was prepared to abandon part of the battlefield, if it would lure his enemy into a trap. This is what he did at Austerlitz.

Napoleon knew he had to convince the larger Austrian-Russian army that he was in a weak position before they would attack. He ordered the extra troops he needed to stay away from the



Above, this landscape is shown as it appears in nature. Below, a topographic map of the same region.



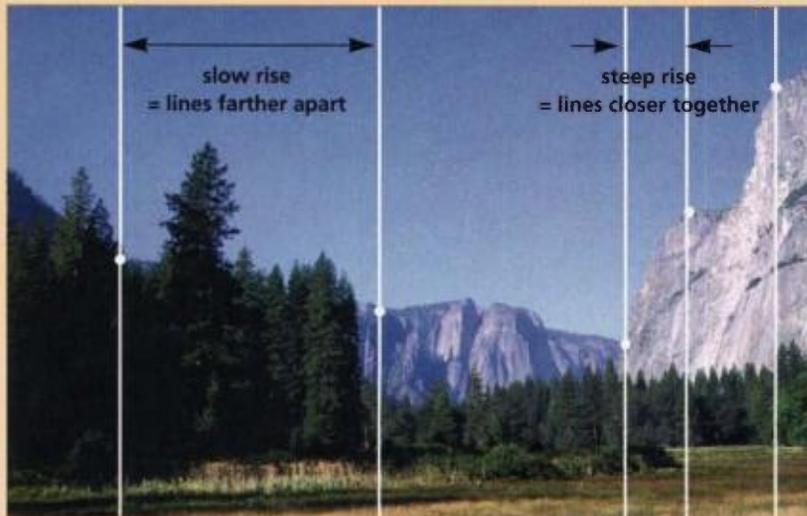
**Figure 4-11** Topographic maps show the hills, valleys, water, and other physical features of an area. Topographic maps have brown contour lines that show **elevation**. Water is shown in blue. The distance between the contour lines represents several metres of space—just how many depends on the scale of the map. Contour lines are farther apart where slopes are gentle and close together where the slopes are steep. This may seem odd, but if you examine Figure 4-12, you’ll get the picture.

battlefield until the last moment. In this way, his army would look smaller than it really was. Because he knew that commanders always looked for high ground on a battlefield, Napoleon picked Austerlitz: it had a large hill called “Pratzen Heights.” He would use this hill, and part of his army, as

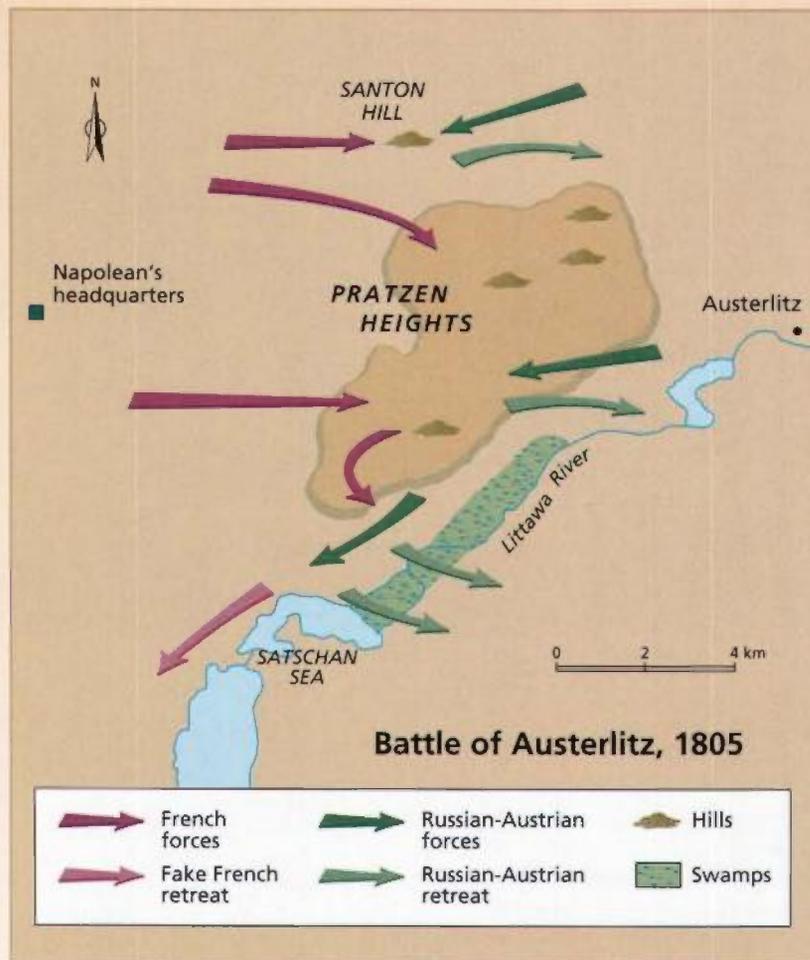
bait. Austerlitz was also near an area of low, swampy ground and hemmed in by artificial lakes. These too could be used as part of his trap.

Quietly, Napoleon sent orders for his extra soldiers to move toward Austerlitz. They would arrive at exactly the right moment

continued



**Figure 4-12** This view shows why contour lines on a topographic map are closely spaced when there is a sudden rise in altitude.



**Figure 4-13** The Battle of Austerlitz

during the battle. Probably no other army in Europe could have been relied upon to move so quickly and surely. Napoleon placed some of his troops on the Pratzen Heights. As he had predicted, the Austrian-Russian army moved forward to take advantage of this poor showing. They drove his soldiers from the heights, forcing—so it seemed to them—the French army into retreat. It was too good to be true.

While most of the Austrian-Russian army was following the retreating French into the swampy land between the lakes, Napoleon's reinforcements arrived. They took Pratzen Heights once again and attacked the rear of the Austrian-Russian army. Meanwhile, the "retreating French," who were actually some of the best soldiers in Napoleon's army, had turned around to fight. The Austrians and Russians were caught in the trap, and they were destroyed.

**elevation:** the height above some level

## YOUR TURN

1. What is the distance in metres between the contour lines shown in Figure 4-11? Take two figures next to each other to arrive at the answer.
2. Where does the hill begin to rise sharply? Locate the point on Figure 4-11. How did you know this was the point?
3. How high is the highest point of the hill shown in Figure 4-11?
4. Look at Figure 4-13. Where do you think Napoleon's army hid? Offer an explanation based on what you have learned about topography and military strategy.

# NAPOLEON, THE GENERAL

*His presence on the field made a difference of 40 000 men.*

—THE DUKE OF WELLINGTON ON  
NAPOLEON

The Duke of Wellington, who fought Napoleon at Waterloo, knew of Napoleon's ability to intimidate enemies and **motivate** his own soldiers.

Napoleon understood how soldiers thought, and used this understanding to ensure victory after victory. His army was well-trained and professional. Many soldiers had strong patriotic feelings which had, in part, come from the French Revolution. Foreign soldiers in the army were treated as equals and fought just as hard as French troops. They, too, thought of themselves as revolutionaries.

Led by Napoleon, the French army could do amazing things, often travelling long distances to surprise an enemy. In fact, Napoleon's army could travel twice as fast as any other army in Europe. Napoleon slept briefly in the evening then woke before midnight to work for hours on orders and plans for the next day. At the beginning of each day, his generals and soldiers always knew exactly what they were supposed to do. Napoleon may have had his failures, but as a general, he was supreme.

The key to Napoleon's success was his large, motivated *Grand Armée*. This army never lost faith in their commander, even though he sometimes abandoned his soldiers. Napoleon left the French army behind when he escaped from Egypt, for example. But on many levels he understood people very well. He gave his soldiers fancy uniforms, badges, awards, traditions, good pay, and good food. He also led them to many



victories. The Grand Armée of France saw itself as a winner, much like a Stanley Cup hockey team might do today—and this feeling of superiority helped it win battles.

Many of the soldiers in Napoleon's army were not French, since conquered territories were forced to send troops to fight as part of his Grande Armée. But even these soldiers soon came to idolize Napoleon.

**Figure 4-14** This picture shows Napoleon visiting the Louvre Museum with one of his highest-ranking generals, Marshal Ney. Napoleon's generals were often outstanding soldiers who had been promoted through the ranks—something that could not happen in other European armies, which were commanded by aristocrats. Why would Napoleon and his marshal wear their military uniforms to visit a museum?

Marching forward into a hail of musket fire, while comrades were being killed or wounded all around, could only happen if soldiers were well-disciplined. If the column did not break, it stood a good chance of breaking through the enemy line and defeating opposing soldiers. How would you have felt if you had been marching in one of these columns?

**to motivate:** to give people the will and desire to accomplish things

**standard:** a flag or banner

**Figure 4-15** Napoleon's soldiers attacked in columns fifty- or sixty-soldiers wide, protected by cannons. The sight of these columns, particularly that of the Guard—gigantic soldiers in tall bearskin helmets—terrified opponents. A picture of the Guard appears on page 91.



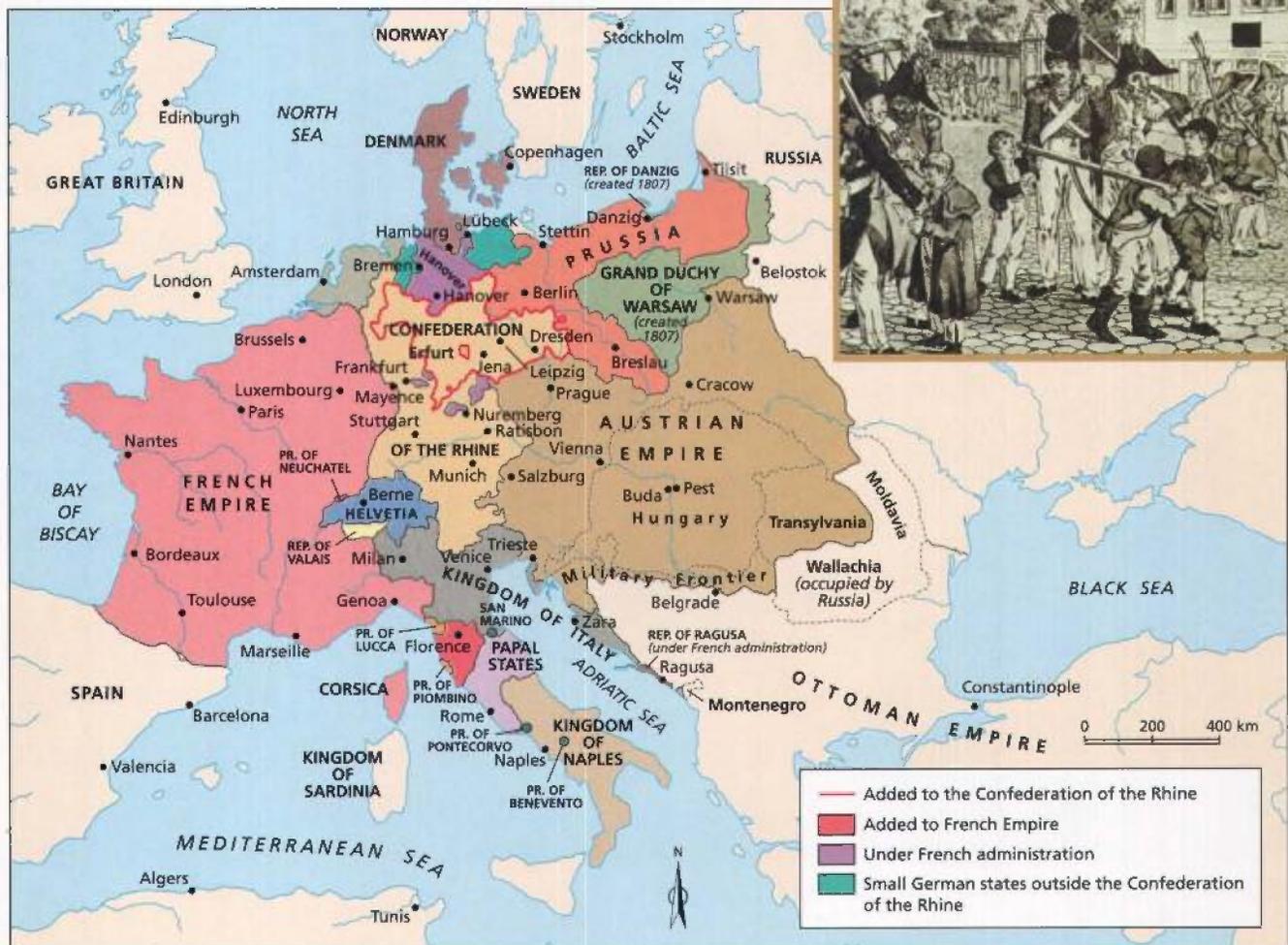
**Figure 4-16** This astonishing painting of Napoleon's Egyptian campaign (see page 96) shows Napoleon on horseback in the background and the Guard in the foreground, right. Try to identify the **standard** bearers. What contribution would they be making?

## THE NEW MAP OF EUROPE

After the Treaty of Tilsit, much of Europe was divided into new countries and provinces. Members of Napoleon's family were made monarchs of Italy, Naples, Spain, Sweden, Germany, and Holland. Napoleon demolished the old Holy Roman Empire, which had been in existence for centuries. Parts of Germany were made into the new Confederation of the Rhine. Northern Italy was made into a single state, controlled by France. Napoleon's ministers reorganized much of Poland into the Grand Duchy of Warsaw. Russia, Austria, and Prussia kept their own rulers, but became Napoleon's allies. In all Europe, only

Great Britain remained independent. Napoleon insisted that all parts of his empire base their governments and legal systems on those of France. In this way, the French Revolution reached many other Europeans. Napoleon abolished serfdom, as well as the inherited privileges of aristocrats. He replaced old laws with the Napoleonic Code, and encouraged religious tolerance. As a result of Napoleon's efforts, many features of the old feudal system were finally laid to rest.

**Figure 4-17** This map shows the boundaries of Napoleon's empire in 1807.



**Figure 4-18** The people of Germany welcome Napoleon's soldiers.



## ACTIVITIES

1. What was the purpose of the Continental System? Did it succeed or fail? Imagine that you are a senior advisor to Napoleon. You have been asked to prepare a **memo** outlining the advantages and disadvantages of disrupting Britain's trade with Europe. Your memo should examine the impact of such a move from the standpoint of Britain, France, and the rest of Europe.
2. Why do you think Napoleon was a successful general? List the personal qualities that you think gave him an advantage as a military commander.
3. Study the topographic map on page 106 and create a three-dimensional model of the area out of modelling clay or a material of your choice. Use paint to denote water and other natural features.

## THE RISE OF NATIONALISM

*What is the German fatherland!  
Now name at last that mighty land!  
Where're sounds the German tongue  
Where're its hymns to God are sung!  
That is the land,  
Brave German, that thy Fatherland ...*

—GERMAN NATIONALISTIC SONG

When Napoleon's soldiers of the French Revolution defeated the great empires of Europe, many of the people he "conquered" were happy. They loved the ideals of the revolution: liberty, equality, and fraternity. They admired how the people of France had completely remade their country—they had thrown out a tyrant, Louis XVI. Hated aristocrats and landowners had been killed or driven out of France. The Declaration of the Rights of Man and the Citizen had given people more freedom, justice, and democracy than any other bill of rights in European history. The French were justly proud of their country and of their accomplishments. They were a real nation, a people who shared the same language, culture, history, and ethnic background.

This idea of a people creating a nation—called **nationalism**—was

appealing to many people. In the Austrian Empire, for example, people spoke many languages and belonged to many cultures. Many resented their Austrian rulers and took the new idea of nationalism very personally. They wanted "nations" of their own people, where their own languages and customs would be the norm.

Napoleon used these feelings of nationalism to help him defeat the Austrian Empire, one of his principal enemies. Promising that he would help people who shared language and culture to create new nations, he worked to destroy the Austrian Empire from within. Of course, Napoleon always placed France's interests first.

Nationalism was a new concept when it appeared. People in the Middle Ages, for example, did not have nationalistic feelings. Instead, they would have identified with their church and their social class. When nationalism emerged, it was a force that could not be stopped. It was an important concept in the nineteenth century, and it is an important idea today. Unfortunately, nationalism that is too strong can become a kind of racism. Powerful feelings of nationalism have helped to bring about many wars, including World

**memo:** an official note or report that communicates information, usually in a business setting

**nationalism:** the belief that one's own country is the best country

**Figure 4-19** After World War II, nationalism played a role in fostering independence movements. As a result, many new independent nations were created. Right, Tunisia gained independence in 1952 after nationalists fought to end almost a century of French rule. Below, Serbia fought for its independence from the former Yugoslavia for many years.



## LOSS IN SPAIN

Napoleon's success could not last forever. Forces such as nationalism, which he had helped to unleash, would eventually work against him. The new French royalty, made up of members of Napoleon's own family, was not accepted in the countries where they were sent to rule. Disillusioned Europeans began to view Napoleon as a tyrant, and as merely replacing one form of bad

War I and World War II in the twentieth century. Extreme nationalism in Germany resulted in racial and religious persecution of the Jewish people. Today, ethnic "cleansing" in Bosnia is also the result of nationalism. Some people feel that nationalism is a destructive force.

**Figure 4-20** This picture, by the Spanish artist Goya, shows some of the horrors of the French invasion of Spain. Goya was one of the first artists to expose cruelty and inhumanity through his art.





**Figure 4-21** The “Maid of Saragossa” was famous in the last century for her courage and leadership. Her name was “Augustina” and she was about twenty-two when the French attacked her native city of Saragossa, Spain. Like many Spanish women, she was a member of the guerrilla army that resisted the invaders. When Augustina found that all the gunners on a section of wall had been killed, and that the enemy was about to break into the city, she leapt over the bodies of the dead and began firing the guns herself. Jumping on top of a cannon, she called her comrades to the wall, vowing that she would not leave alive until the siege was over. Her **patriotism** served as an example to other people in Spain. Enraged by the brutality of Napoleon’s troops, they continued their rebellion until France had been defeated.

government for another. Resentment was particularly strong in Spain, a country where Napoleon’s troops proved to be brutal conquerors, rather than friendly saviours.

Spain had once had a mighty empire, but by the early nineteenth century it was no longer powerful. The Spanish rulers had helped Napoleon when his armies attacked Portugal, Britain’s trading partner, but the Spanish people did not accept Napoleon.

When Napoleon replaced the Spanish king with his brother Jerome,

in 1808, the Spanish people rebelled. In spite of cruel punishments and terror tactics, the Spanish refused to surrender their homeland. They fought the French using **guerrilla warfare**, not the traditional pitched battles in which Napoleon excelled. When the British sent troops—accompanied by the Duke of Wellington—to help the Spanish, the French found themselves fighting a five-year war that they could not win. French morale plummeted, and Napoleon knew he had lost many soldiers.

**guerrilla warfare:** warfare that is loosely organized, including volunteer soldiers, surprise raids, etc.

**patriotism:** pride in one’s country

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## THE RUSSIAN CAMPAIGN

Napoleon's ambitions caused him to overreach himself and to lose the empire he had built. The disastrous war with Spain did not stop him from fighting elsewhere. Britain remained his enemy, and some countries still remained outside the Continental System (see page 104).

One of France's allies, Russia, had at first agreed to stop trade with Britain. However, the Tsar did not trust Napoleon, and changed his mind. Russia refused to follow the policies of the French, causing Napoleon to declare war. Although he knew that fighting on Russian territory would be difficult, Napoleon decided that Russia could be defeated if the Russian army could be drawn into a decisive battle. And so it was that, in 1812, Napoleon assembled the largest army in Europe at that time (about 600 000 soldiers, with reinforcements) and led it towards Russia.

Like most of Napoleon's armies, his fighting force was made up of many different nationalities—French, Dutch, Germans, Poles, and Italians. To ensure their loyalty, Napoleon promised the soldiers of each nationality that they would be able to form their own countries after the war. He knew that nationalism was becoming a powerful force and used that knowledge skilfully. Napoleon also continued to motivate his troops with ideas about freedom and equality. Soldiers believed the emperor because many still thought of themselves as part of a great revolution in Europe. As fighters in this revolution, they would make life better for everyone—once the wars were over.

Napoleon hoped that he would be able to trap the Russian army and

destroy it, thereby forcing the Tsar to surrender. However, the vast land mass of Russia made it almost impossible for him to succeed. In bloody battles at Smolensk and at Borodino, he defeated the Russians, but the Tsar refused to surrender. Weakened, but still able to fight, the Russians retreated, burning food and shelters as they did so. Since Napoleon's army lived off the land and were far from their bases, the Russian strategy proved to be effective and deadly.

### Arrival in Moscow

When Napoleon arrived in Moscow with his army, he hoped that the Russians would give up. Instead, the city was deserted. There were no Russians to surrender. After the Russians set fire to their own city, the French realized that their situation was hopeless. The Russians had not been victorious, but they had fought intelligently. Napoleon was baffled by such fierce national resistance. In October, he ordered his army to retreat, hoping to return to friendlier territory before the terrible Russian winter began.

However, Napoleon's troops had been lured too far. The long retreat from Moscow destroyed the Grand Armée. Napoleon had lost his confidence. The soldiers, like robbers, carried away any loot they could find, even forcing peasants to carry the treasures which had been stolen. Later, soldiers would dump their wounded comrades out of carts, and leave them to die along the route. The French had to feed on their own dead horses for food—so long as the meat did not freeze, because then it could no longer be cut.

In bitter winter weather, thousands of soldiers froze to death on the road. The Russians attacked the retreating Grand Armée whenever they could. Cossacks—fierce riders

**Tsar:** the Russian monarch before the Russian Revolution of 1917

## The End of the Grand Armée

After the experience in Russia, the Grande Armée was a shadow of its former self. One observer described the retreating army in the excerpt that follows.

[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 4-22** This illustration shows soldiers from Napoleon's army as they retreated through Russia, starving, demoralized, and cold. Why do you think the soldiers would not simply surrender to the Russians?

from the Russian region of Ukraine—raided at will. Straggling through the battlefield of Borodino, where they had fought a few weeks before, the soldiers saw 30 000 corpses, still unburied and scattered across the landscape.

As the Russian winter deepened, many more soldiers died of exposure and cold. Others deserted, hoping to return to their homes in various parts

of Europe. But the Russians continued their attacks, and the French had to fight back. In the end, only 9000 out of the original 600 000 soldiers were left to fight. In December, when the Grand Armée had virtually ceased to exist, Napoleon abandoned it and returned to Paris. He had no use for a defeated army. The Russian campaign was a disaster from which the emperor would never recover.

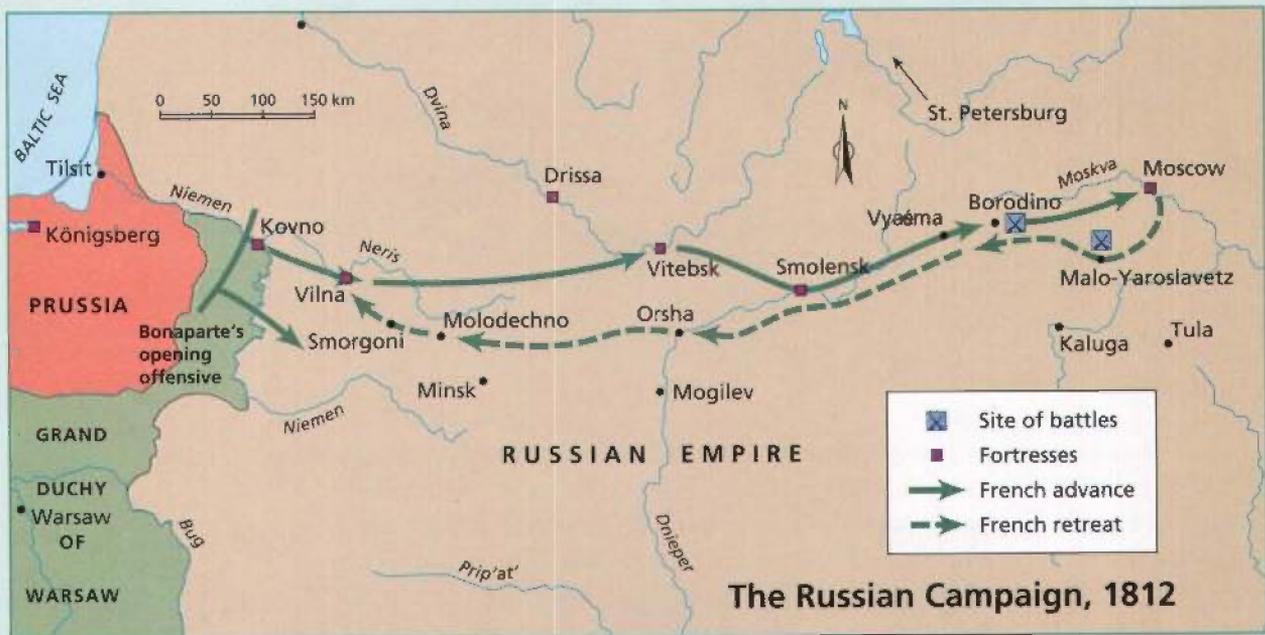
# The Logistics of Invading Russia

Logistics is the science of moving people and supplies. Napoleon was considered a genius when it came to logistics. To understand the logistics of Napoleon's invasion of Russia, use the following information, along with your calculation of the distance the army had to travel to Moscow (see Figure 4-23), to determine the quantities of supplies that would be needed for the Russian campaign. Remember that after you calculate the distance, you must determine how many days the invasion would take.

|                                      |         |
|--------------------------------------|---------|
| Soldiers (before reinforcements)     | 449 000 |
| Horses (approximate)                 | 330 000 |
| Civilian drivers and other civilians | 100 000 |
| Wagons                               | 2 000   |
| Cannons                              | 1 146   |

| Daily supplies required |   |
|-------------------------|---|
| for 250 soldiers        | 4 wagon-loads* of food and other supplies** |
| for 250 horses          | 100 wagon-loads of fodder                   |
| for ammunition          | 60 000 cannon-balls (1 battle)              |
|                         | 2 000 000 musket cartridges (1 battle)      |

\* A large wagon held about 1000 kilograms.  
 \*\* A single military bakery could bake 60 000 loaves of bread a day.



**Figure 4-23** This map shows the route the French army took when it invaded Russia in 1812. It retreated along the same route. Perhaps this seems like a small distance, but it was not. The army could march no more than 20 kilometres a day. To gain a better idea of the distance involved, measure the distance from the Rhine River to Moscow, then calculate the actual distance using the map scale. Now estimate the length of time it would take to reach Moscow.

## Using *History Books* as a Secondary Source

**H**istory is written by people. When we read history, we should be asking ourselves questions about the author as much as about the people and events being described. What is the author's social background? What attitudes or ambitions might he or she have?

Answering these and other questions helps us to be active participants in the study of history.

H. G. Wells was born in Britain in the nineteenth century. He wrote *The War of the Worlds*, *The Time Machine*, and other works of science fiction and is best known for these books today.

Wells also liked history. In 1918, at the end of World War I,



Figure 4-24 H. G. Wells

he completed his book *The Outline of History*. Like many people at the time, Wells was shocked by the terrible casualties and destruction of World War I. His book is accurate in the sense that the events he writes about actually took place. But, like most history books, it is a **secondary source**. Wells did not actually observe all the events he recounts.

Wells did have strong opinions about people in history. Read these lines 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 [disease]. Even regarded as a pestilence, he was not of supreme rank; he killed far fewer people than the influenza epidemic of 1918 ....*

Perhaps you noticed that Wells had an excellent vocabulary. He uses words such as "vulgar" (common or ordinary) and

"archaic" (left over from the past), and displays his knowledge to great effect. Wells also held very strong political views. He wanted to outlaw war, for example, and he was a **socialist**. He expressed his views without reservation and did not like to accept other opinions.

Many people think that the study of history is about memorizing facts and dates. Nothing could be further from the truth. In fact, the historian R. G. Collingwood went so far as to say that anything that could be memorized was not history. This does not mean that we shouldn't try to remember key dates in history. It simply reminds us that history is really about trying to learn about people by looking at the things they have done. We can learn a lot about all of humanity in this way. First, however, we must **interpret** what we read, hear, and see.

**secondary source:** writing that uses other people's first-hand accounts of an event as source material; not a primary source

**capable:** able to do things

**socialist:** one who supports socialism, a system in which all members of a community share the work and the profits

**interpret:** to understand

**tabloid:** a newspaper made for easy reading, with many pictures and short, often sensational, stories

### WHAT DO YOU THINK?

1. Which aspects of Napoleon's life does H. G. Wells emphasize? What does the information tell you about Napoleon? What does it tell you about H. G. Wells? Is the information reliable—or relevant—in either case? Explain.
2. Suggest some reasons why H. G. Wells would interpret Napoleon's life as he did. Review the text above for clues.
3. The media create history by covering particular events and making them seem important. How do you think Napoleon would appear in today's television programs and **tabloids**? What aspects of his life would be regarded as newsworthy?

## ACTIVITIES

1. Explain the meaning of "nationalism." How did Napoleon help to spread feelings of nationalism throughout Europe? Explain why you think nationalism is a positive or negative force, or both.
2. What is the difference between nationalism and patriotism?
3. How did the war in Spain weaken Napoleon's army? Imagining that you are a French officer, write to Napoleon detailing recommendations that you think might help France in Spain.
4. Examine the picture by the Spanish painter Goya on page 112. Is this picture a reliable source of information about the war? How do you know? Does the painting qualify as a primary source? Why or why not?
5. Examine the picture of the French retreat from Russia on page 115. Is this picture a reliable source of information about this disaster? How do you know? Do you think Napoleon was in power when this picture was painted? Explain.

## ABDICATION AND EXILE

**T**he terrible defeat of Napoleon's army in Russia had seriously damaged the empire. Yet Napoleon was still not ready to give up.

Remarkably, his officials recruited a new army, and the French continued to fight the Russians, Austrians, and Prussians, defeating them in several battles.

However, Napoleon's empire was breaking up, and his enemies were taking bold steps against him. Madame de Staël, for example, went to Sweden to encourage the new king, King Bernadotte, to resist the French. Bernadotte joined the forces who were sending troops to fight Napoleon. When Napoleon lost the important battle of Leipzig, the emperor was doomed. After a last battle near Paris, Napoleon gave up his throne and was exiled to the island of Elba, near Italy. In an emotional speech, he said goodbye to his Old Guard and asked them to remember him. Even in defeat, he had the power to win the loyalty of his soldiers.

## THE HUNDRED DAYS

Napoleon's abdication, his agreement to give up his title and powers, marked the end of the last stage of the French Revolution. The brother of executed Louis XVI—Louis XVIII—was invited to be King of France. The new king was very unpopular. A majority of French people were supporters of the revolution, and there were many supporters of Napoleon, who were called "Bonapartists."

Louis and his advisors had very little understanding of the mood of the people. They made many bad political decisions, thereby destroying what little support the monarchy had. Unbelievably, Louis wanted to revive the concept of the Divine Right of Kings. When royalists began to torture and murder Bonapartists, people complained that the king and his supporters had "learned nothing and forgotten nothing." Many people longed for Napoleon to return.

As Emperor of Elba, a tiny island, Napoleon was unhappy. After just ten months in exile, he returned to France with a small force of 1000 soldiers. When the road was blocked by royal troops, Napoleon walked forward and announced that if they wanted to shoot their emperor, he stood before them. His influence was still so great that the soldiers came over to his side. The commander, Marshal Ney, who had been one of Napoleon's generals and who had promised to "bring Napoleon back in a cage," also joined his old commander. The fearful king and his supporters were forced to leave the country. Napoleon returned to Paris and began to rebuild his forces. He would rule France for approximately 100 days. Within months, he had enlisted more than 300 000 soldiers.

The new army was highly professional and included many members of the Old Guard and other famous regiments. When he failed to make peace with England, Napoleon marched his army toward Belgium, hoping to defeat the separate armies of the allies before they could join up.

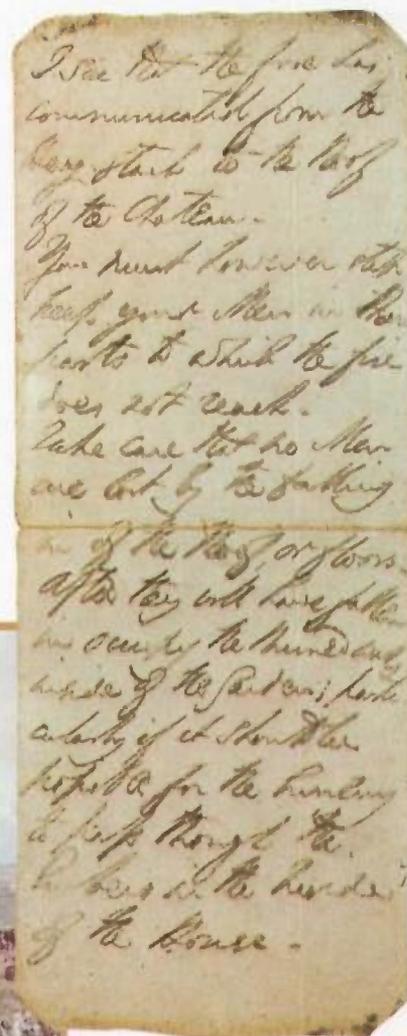
In the battle of Waterloo, he almost succeeded. In this desperate fight, British and German troops, under the Duke of Wellington, fought very well, and did not retreat. When the Old Guard was cut to pieces by British musket fire, the French army was **routed** and Napoleon defeated.

**to route:** to force an army to run wildly from the enemy, as opposed to retreating, which is a careful, well-disciplined military manoeuvre

**square:** a square-shaped formation

## THE BATTLE OF WATERLOO

One of the most famous struggles in history, the Battle of Waterloo involved more than 130 000 soldiers fighting within a relatively small valley. The slaughter was unbelievable. Almost 50 000 were killed or wounded. It is hard for modern people even to imagine the battle, which lasted for a whole day. At one point, 12 000 French cavalry charged the British lines, only to be thrown back by concentrated musket fire from British **squares**. For Napoleon,



**Figure 4-26** Wellington scribbled this note to one of his commanders during the Battle of Waterloo. How would a commander communicate with troops today?



**Figure 4-25** The Battle of Waterloo

## An Eyewitness Account of the Battle of Waterloo

**E**yewitness accounts of battles and other catastrophic events can make for exciting reading. The Battle of Waterloo has been described many times and by many people. Each account is a fragment of the whole picture. This description, written by a captain in the British army, describes the action in a single part of a battlefield:

I shall never forget the scene which the field of battle presented about seven in the evening. I felt weary and worn out, less from fatigue than from anxiety.

Our division, which had stood upwards of 5000 men at the commencement of the battle, had gradually diminished down to a single line ... The Twenty-seventh regiment were literally lying dead, in square, a few yards behind us. My horse had received another shot through the leg, and one through the flap in the saddle, which lodged in his body ... The smoke still hung so thick about us that we could see nothing ...

nothing met my eye except the mangled remains of men and horses...

Presently a cheer ... made everyone prick up their ears; it was Lord Wellington's long-wished-for orders to advance ... we ... charged through the hedge ... sending our adversaries flying at the point of the bayonet. Lord Wellington galloped up to us at the instant, and our men began to cheer him; but he called out. "No cheering, my lads, but forward and complete our victory."

—*Captain J. Kincaid, Rifle Brigade, at the Battle of Waterloo, June 18, 1815*



**diplomat:** a representative of government who works with other governments for the good of his or her country

**Viscount:** a title of nobility

it was the last gamble. Had the emperor defeated the Duke of Wellington's forces, his empire might have survived. As it was, the loss at Waterloo ended Napoleon's career.

### SAINT HELENA

Protected by troops of the Old Guard, Napoleon escaped from Waterloo. At the port of Rochefort, where he was trapped by his pursuers, he surrendered to a British naval commander. Napoleon may have hoped that the British king would allow him to live in exile in England, as many other political refugees had done. However, the rulers of Europe were so afraid of Napoleon, and of his power to motivate supporters, that he was exiled to a place from which no escape was possible. A British ship took Napoleon to the island of Saint Helena, far away in the south Atlantic, where he remained a prisoner until his death in 1821.

### THE CONGRESS OF VIENNA

The defeat of the emperor left France without a government, but Louis XVIII soon returned, supported by foreign troops. In the meantime, an alliance of governments had formed against Napoleon, including Britain, Russia, Austria, and Prussia, to decide how his old empire should be broken up and governed.

The map of Europe was redrawn at the Congress of Vienna, which met for the first time in 1814, a year before the Battle of Waterloo. The important participants were Maurice de Talleyrand of France, an important **diplomat**; Prince Klemens von Metternich of Austria; **Viscount** Castelreagh of Britain; and Tsar Alexander of Russia. After many discussions, France was allowed to retain her old borders, but Britain took over many of its overseas colonies. Belgium and Holland were

made into one new kingdom, and much of Italy was given back to Austria. As far as it was possible, the effects of the French Revolution, and of Napoleon, were cancelled.

Britain worked hard to make sure that the major countries and empires were more or less equally strong, because a “balance of power” would prevent further wars. Tsar Alexander

promised that all the rulers of Europe would work to prevent war through “charity, peace, and love.”

It seemed as if the Congress had managed to turn back the clock, but this was not the case. The agreement could not stop the forces of nationalism and the desire of people for freedom. Within a few years, Europe was once again torn by revolution.

#### DID YOU KNOW?

Even today, speaking of “meeting one’s Waterloo” means that one has failed in a critical struggle.

**Figure 4-27** Europe after the last meeting of the Congress of Vienna, 1815



## ACTIVITIES

1. What made it possible for Napoleon to return to France and to become Emperor again? Prepare questions that a TV reporter might ask the people who welcomed Napoleon back.
2. Make a full-size recruiting poster for either Napoleon or the Duke of Wellington. Make sure that your poster is accurate for its time and that it explains the advantages of joining the fight to potential recruits.
3. What happened to Napoleon after he lost the Battle of Waterloo? Do you think he was fairly treated? Explain why or why not.
4. The British commander at the Battle of Waterloo, Lord Wellington, once said that he would never attempt to write an account of the battle. Why do you think he felt this way?
5. Even after the Congress of Vienna, many people in Europe would have welcomed Napoleon back. Explain why you think this would be so. Was the Congress a complete success? What advice would you have given a delegate to the Congress if you were a ruler? An aristocrat? An ordinary citizen?

## CONCLUSION

For almost two centuries, people have tried to understand the role of Napoleon in the history of Europe and the western world.

Equally fascinating is the story of the obscure military officer's rise to power. Those interested in psychology often grapple with the motivation of a person who wanted to conquer the world—to the exclusion of all else.

Yet it should not be forgotten that Napoleon changed Europe. New views about society, brought about by the French Revolution, were introduced to the lands he conquered. Perhaps he had selfish reasons for ridding Europe of feudalism and inequality, as Madame de Staël suggested, but he did so nevertheless. Napoleon himself once remarked that he believed in equality because it had helped him rise to greatness. He remade laws and gave people a new type of justice, which they had never before known. On the other hand, he

probably set back the cause of women's rights by many years.

The sleeping force of nationalism was stirred by Napoleon. By promising brand-new countries to the peoples of Europe, he set in motion events and forces that would result in World War I. Today, nationalism is still at work making history in various parts of the world.

Napoleon was a remarkable individual possessed of energy, intelligence, and concentration. He also came of age in a time when these powers could find expression. A child of the revolution, he rode history, which he understood very well. Like all historical forces, Napoleon left a mixed legacy. It is easy to see him, as many do, as selfish and power hungry. But it is also possible to defend him because of the positive changes that resulted from his conquests.

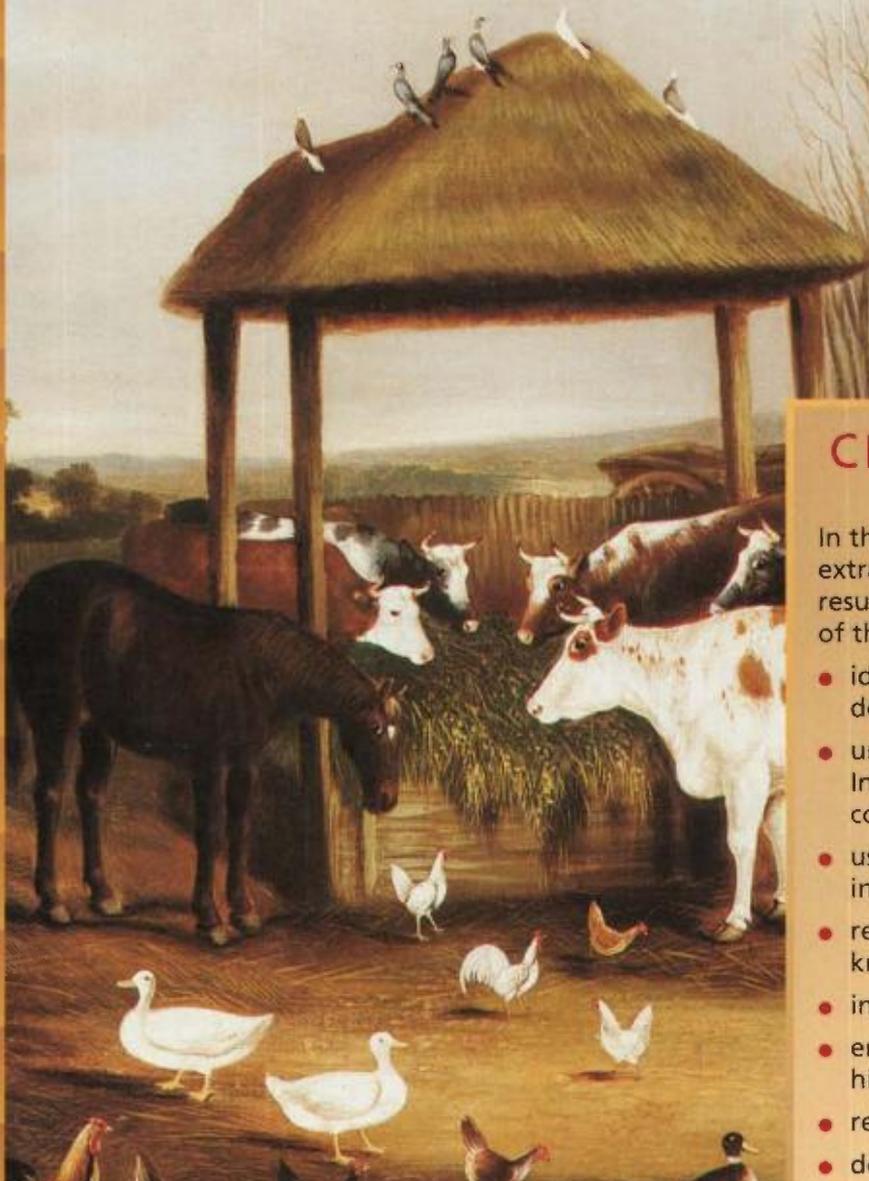
## SUMMARY ACTIVITIES

1. Write a journal about life in Napoleon's France. Pretend you are a man or woman who is strongly biased for or against the emperor.
2. Imagine that you have been asked to write a book review of H.G. Wells's *The Outline of History*. As one paragraph in your review, support or rebut Wells's assessment of Napoleon's place in history, using the information contained in this chapter. Be sure to inject some of your own personality into the review—that is what makes a book review lively and interesting.
3. With another student, script a television interview in which Napoleon is asked to evaluate his strengths, weaknesses, greatest contributions to history, and what, if anything, he might change about his career if given another opportunity. Present your interview before the rest of the class with one student playing the television reporter and the other playing Napoleon. The student who plays Napoleon could appear in period costume. You could repeat this exercise for another figure in this chapter, for example, Madame de Staël.

## ON YOUR OWN

1. Research the origins and development of one nationalist movement since the end of World War II (1945). You could begin by looking up the word "nationalism" in an encyclopedia. Write a brief report based on your research.
2. Write a story in which Toussaint L'Ouverture is one of the main characters. Your story should show your understanding of the cause of African slaves in Haiti.

# 5 THE TRIUMPH OF STEAM



## CHAPTER OUTCOMES

In this chapter, you will learn about the extraordinary changes that occurred as a result of the Industrial Revolution. By the end of this chapter, you will

- identify important events, inventions, and developments of the Industrial Revolution
- understand the ways in which the Industrial Revolution contributed to colonialism
- use historical pictures as a source of information about other periods in history
- read maps and synthesize geographic knowledge
- interpret cartoons
- empathize with people from other ages in history
- read and interpret primary sources
- detect romanticism or bias in pictures

# Oliver Twist's Offence

*Oliver Twist was written by the English writer Charles Dickens in 1838. Dickens himself had experienced life in a workhouse. As a young boy, he had worked in a blacking factory while his father was in debtor's prison. The experiences he endured during this time made him feel utterly hopeless, and forever changed Dickens's outlook on the society around him. This excerpt from the novel describes how the orphan, Oliver Twist, is chosen to ask for more food at the workhouse, and the consequences of his action.*

Oliver had not been within the walls of the **workhouse** a quarter of an hour and had scarcely completed the demolition of a second slice of bread when Mr. Bumble, who had handed him over to the care

of an old woman, returned, and telling him it was **board night**, informed him that the board had said he was to appear before it forthwith.

Not having a clearly defined notion of what a live board was, Oliver was rather astounded by

this intelligence and was not quite certain whether he ought to laugh or cry. He had no time to think about the matter, however, for Mr. Bumble gave him a tap on the head with his cane to wake him up and another on the back to make



Oliver meets the board of the workhouse.

him lively; and, bidding him follow, conducted him into a large whitewashed room where eight or ten fat gentlemen were sitting around a table. At the top of the table, seated in an armchair rather higher than the rest, was a particularly fat gentleman with a round, red face.

"Bow to the board," said Bumble. Oliver brushed away two or three tears that were lingering in his eyes and, seeing no board but the table, fortunately bowed to that.

"What's your name, boy?" said the gentleman in the high chair.

Oliver was frightened at the sight of so many gentlemen, which made him tremble, and the **beadle** gave him another tap behind which made him cry. These two causes made him answer in a very low and hesitating voice. Whereupon a gentleman in a white waistcoat said he was a fool, which was a **capital** way of raising his spirits and putting him quite at his ease.

"Boy," said the gentleman in the high chair, "listen to me. You know you are an orphan, I suppose?"

"What is that, sir?" enquired poor Oliver.

"The boy *is* a fool—I thought he was," said the gentleman in the white waistcoat.

"Hush!" said the gentleman who had spoken first. "You know you've got no father or mother and that you were brought up by the parish, don't you?"

"Yes, sir," replied Oliver, weeping bitterly.

"What are you crying for?" enquired the gentleman in the

white waistcoat. And to be sure it was very extraordinary. What *could* the boy be crying for?

"I hope you say your prayers every night," said another man in a gruff voice, "and pray for the people who feed and take care of you—like a Christian."

"Yes, sir," stammered the boy.



"Well! You have come here to be educated, and taught a useful trade," said the red-faced gentleman in the high chair.

"So you'll begin to pick **oakum** tomorrow morning at six o'clock," added the surly one in the white waistcoat.

For the combination of both these blessings in the one simple process of picking oakum, Oliver bowed low by the direction of the beadle and was then hurried away to a large ward where, on a rough, hard bed, he sobbed himself to sleep. What a noble illustration of the tender laws of England! They let the **paupers** go to sleep.



The room in which the boys were fed was a large stone hall, with a **copper** at one end out of which the master, dressed in an apron for the purpose and assisted by one or two women, ladled the **gruel** at mealtimes. Of this festive composition each boy had one **porringer**, and no more—except on occasions of great public rejoicing, when he had two ounces [57 grams] and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and, when they had performed this operation (which

never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper with such eager eyes as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most **assiduously** with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys generally have excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months; at last they got so **voracious** and wild with hunger that one boy, who was tall for his age and hadn't been used to that sort of thing (for his father had kept a small cook shop), hinted darkly to his companions that, unless he had another basin of gruel **per diem**, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild hungry eye, and they **implicitly** believed him. A council was held; lots were cast who should walk up to the master after supper that evening and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the **short commons**. The gruel disappeared; the boys whispered to each other and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger and reckless with misery. He rose from the table and, advancing to the master, basin

and spoon in hand, said, somewhat alarmed at his own **temerity**:

"Please, sir, I want some more."

The master was a fat, healthy man, but he turned very pale. He gazed in **stupefied** astonishment on the small rebel for some seconds and then clung for support to the copper. The assistants were paralyzed with wonder; the boys with fear.

"What!" said the master at length in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle; **pinioned** him in his arms; and shrieked aloud for the beadle.

The board were sitting in solemn conclave when Mr. Bumble rushed into the room in great excitement and, addressing the gentleman in the high chair, said:

"Mr. Limbkins, I beg your

pardon, sir! Oliver Twist has asked for more!"

There was a general start. Horror was depicted on every countenance.

"For *more!*" said Mr. Limbkins. "Compose yourself. Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the **dietary?**"

"He did, sir," replied Bumble.

"That boy will be hung," said the gentleman in the white waistcoat. "I know that boy will be hung."

Nobody **controverted** the **prophetic** gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anyone who would take Oliver Twist off the hands of the parish.



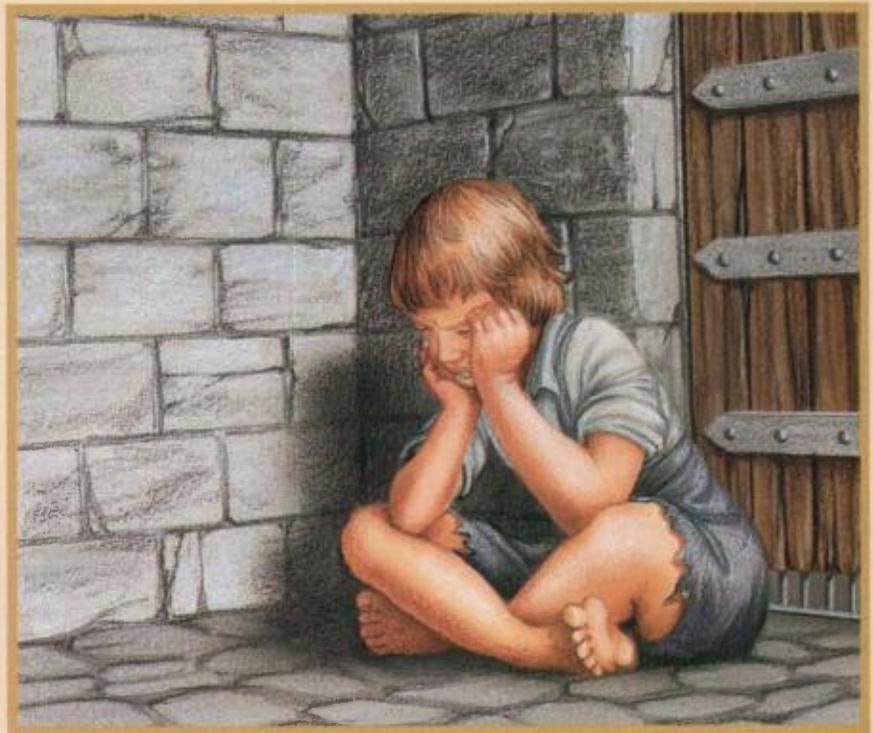
For a week ... Oliver remained a close prisoner in the dark and solitary room to which he had been consigned by the wisdom and mercy of the board .... He only cried bitterly all day; and, when the long dismal night came on, spread his little hands before his eyes to shut out the darkness, and, crouching in the corner, tried to sleep; **ever and anon** waking with a start and tremble and drawing himself closer and closer to the wall, as if to feel even its cold hard surface were a protection in the gloom and loneliness which surrounded him.

Let it not be supposed by the enemies of "the system" that, during the period of his solitary **incarceration**, Oliver was denied the benefit of exercise, the pleasure of society, or the advantages of religious consolation. As for exercise, it was nice cold weather, and he was allowed to perform his



The reaction to Oliver's request for more food

**ablutions** every morning under the pump in a stone yard in the presence of Mr. Bumble, who prevented his catching cold and caused a tingling sensation to pervade his frame by repeated applications of the cane. As for society, he was carried every day into the hall where the boys dined and there sociably flogged as a public warning and example. And, so far from being denied the advantages of religious **consolation**, he was kicked into the same apartment every evening at prayer-time and there permitted to listen to, and console his mind with, a general **supplication** of the boys containing a special clause, therein inserted by authority of the board, in which they **entreated** to be made good, virtuous, contented, and obedient, and to be guarded from the sins and vices of Oliver Twist....



Oliver in solitary confinement

**workhouse:** a house in which poor people are lodged and sent to work

**board:** the people who direct a particular business, in this case, the workhouse

**beadle:** the person in day-to-day charge of the workhouse

**capital:** excellent (British slang)

**oakum:** loose fibres picked from old ropes that are used to caulk ships

**pauper:** a person with no money at all

**copper:** large boiler used for cooking or laundering

**gruel:** a light, thin liquid made by boiling a cereal such as oatmeal in water

**porringer:** one-handed metal bowl or cup

**assiduously:** attentively

**voracious:** extremely hungry

**per diem:** per day

**implicitly:** implied, not openly stated

**short commons:** small amount of food

**temerity:** reckless boldness

**stupefied:** to be struck senseless

**to pinion:** to bind or hold fast

**dietary:** a regulated allowance of food

**to controvert:** to dispute or deny

**prophetic:** giving warning of what is to come

**ever and anon:** now and again

**to incarcerate:** to imprison

**ablution:** washing

**to console:** to comfort

**to supplicate:** to beg

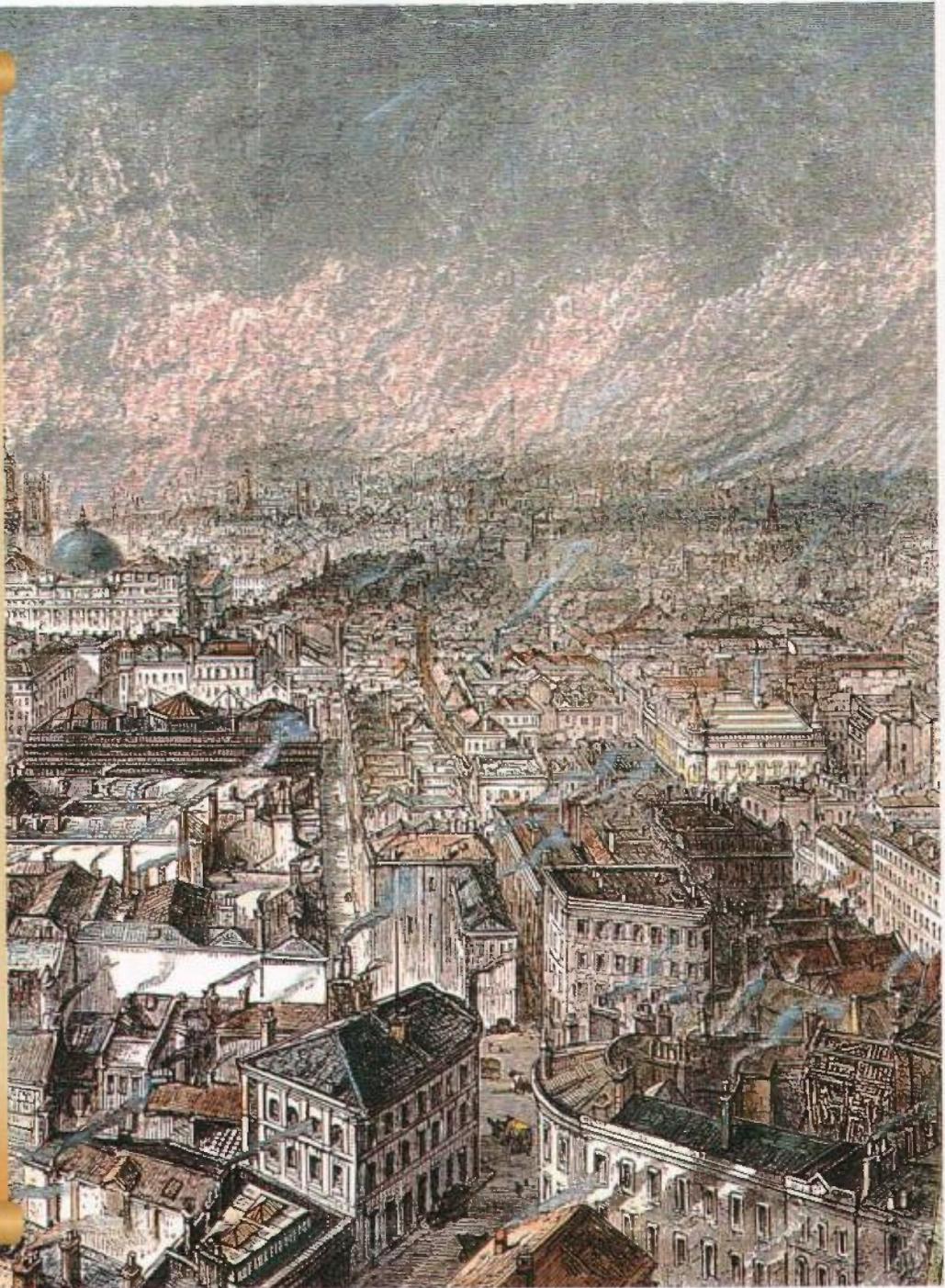
**to entreat:** to beg

## ACTIVITIES

1. This short excerpt shows how Dickens used humour to draw attention to a serious situation. In particular, he used irony. Irony is using language that appears to mean one thing on the surface, when the writer actually means the opposite. Find three examples of irony and explain the double meaning of each.
2. Dickens is famous for the names he gave to his characters—Uriah Heap, Mr. Gradgrind, and Little Dorrit are a few examples. Often these names help us to visualize the person. Does the name “Bumble” help you to visualize the beadle? Describe Bumble, and explain why Dickens gave him this name.
3. In this excerpt, we learn a lot about the workhouse from Oliver’s point of view. What point of view did the board members have towards the workhouse?

## TIME LINE

- 1700 • ENCLOSURE SPEEDS UP
- 1701 • JETHRO TULL INVENTS THE SEED DRILL
- 1712 • NEWCOMEN INVENTS THE STEAM ENGINE
- 1733 • KAY INVENTS THE FLYING SHUTTLE
- 1750 • DARBY DEVELOPS CAST IRON PROCESS
- 1760 • FIRST CANAL IS BUILT
- 1764 • HARGREAVES INVENTS THE SPINNING JENNY
- 1769 • WATT IMPROVES THE STEAM ENGINE
- 1769 • ARKWRIGHT INVENTS THE WATER FRAME
- 1785 • STEAM-POWERED MILLS IN THE TEXTILE INDUSTRY
- 1802 • FIRST ENGLISH FACTORY ACTS PASSED
- 1830 • LIVERPOOL-MANCHESTER RAILWAY OPENS
- 1834 • THE POOR LAW REFORMED



*The earth was made for Dombey and Son to trade in, the sun and the moon were made to give them light. Rivers and seas were made to float their ships...*

—CHARLES DICKENS

Charles Dickens caught the spirit of the Industrial Revolution—that humankind had entered a bold new era of progress in which the exploitation of the earth's resources would greatly improve the material well-being of humanity.

## INTRODUCTION

**N**ot all **revolutions** are violent. Some revolutions happen as a result of new inventions and new ways of doing things. After 1700, the ways of growing food, and manufacturing and transporting goods changed completely in Great Britain. This change was great enough to be labelled a revolution, usually called the "Industrial Revolution." The changes in agriculture and industry that occurred during the years after 1700 affected all members of society in fundamental ways and completely transformed the face of society. This process has continued during the twentieth century. Your grandparents and parents watched society change as a result of the invention of the car, the airplane, television, and satellites. You are participating in the enormous changes that computer **technology** is creating in society.

The technologies of the Industrial Revolution transformed the old, traditional ways of farming. New towns and cities filled with people seeking employment in factories, where any number of new products could be made quickly and cheaply. Great Britain's economy grew enormously, and many people became very wealthy. Not everyone benefited, however. The majority of people who worked in factories endured long, hard hours in unsafe conditions for

very little pay. Cities became even more dirty, crowded, and disease-ridden. Even small children had to work in dangerous and cruel conditions. The history of the Industrial Revolution is also the history of working peoples' struggle to enjoy some of the benefits of the new technologies for themselves.

The economy of the world became **global**, as the Industrial Revolution spread to other countries. Countries became linked in complex trading arrangements. Some countries were linked through colonial ties; the colonies supplied raw materials and bought manufactured goods from the "**mother**" country. Other countries followed Great Britain's example, and became **industrialized** themselves.

The Industrial Revolution also changed the ways in which humans interacted with nature. Until then, although humans had imposed technology on nature, it had never been done on the huge scale that industrialization brought about. At the time, most people looked on this as a sign of progress. They were not aware of the problems that could follow such large-scale **exploitation** of the earth's resources. Pollution, **global warming**, and the depletion of the **ozone layer** are results of the Industrial Revolution that the world must now find ways of coping with.

**revolution:** a complete change in something; the overthrow of a government

**technology:** new inventions; the science of industry

**global:** world-wide

**"mother" country:** in the language of colonialism, the colonizing power was often referred to as the "mother" country—a sexist reference no longer in use

**industrialized:** an economy based on industry, not agriculture

**to exploit:** to use

**global warming:** an increase in the world's temperature

**ozone layer:** a layer of gas above the Earth's surface that protects human beings from harmful rays of the sun

## WHY BRITAIN?

**T**he Industrial Revolution first took place in Great Britain. It was many years before other European countries followed the British example. There

are many reasons why Britain led the world in industrialization.

Britain contained all the essential elements for industrialization. It had a good supply of people who were

**labour supply:** a supply of workers

**Test Act:** an act forbidding anyone except members of the Church of England from holding political office or entering the professions

**capital:** money used to invest in business

**raw materials:** the essential materials needed in an industry to make a product

**inefficient:** unproductive; inadequate in performance

**commons:** land held to be used by everyone

willing to work—in other words, a **labour supply**. The British population had grown rapidly since the 1600s, and the increased population needed work. In addition, because of new developments in farming technology, many former farmers now needed new kinds of work. There were many unemployed people wandering the countryside or moving to cities in search of employment.

The British middle class, who were mostly landowners and business people, had influence in the government as a result of the Glorious Revolution. (See Chapter 2 for an account of this.) Because of their importance in government, they were able to get parliament to pass laws that helped business grow.

Moreover, religious groups, such as the Puritans, were barred by the **Test Act** from positions in government, the church, or the army. These were the official positions of power in Britain. To compensate for this lack of official power, these people devoted themselves to business and industry. They became wealthy, and could invest their

money in new businesses. This kind of money is called **capital**, and it is essential for industrialization. When the British colonized India, enormous amounts of treasure were stolen and shipped back to Britain—more capital to support industrialization.

Great Britain also gained an early technological advantage over other countries. The British government encouraged the numerous scientific advances and technological inventions that were being made during this time.

Britain also had large deposits of **raw materials**, such as coal. Coal provided a cheap source of power for the new machines needed in industry. Furthermore, Britain had many colonies. British companies could import raw materials from these colonies and then sell the finished products back to the colonies. Everything needed for industry to grow—a labour supply, a stable and pro-business government, capital, technology, good transportation, and raw materials—was present in Great Britain from 1700 on. Together, these made the Industrial Revolution possible.

## AN AGRICULTURAL REVOLUTION—SINKING MONEY INTO THE EARTH

*Enclosure thou art a curse upon the land,  
And tasteless was the wretch who  
thy existence plann'd.*

—OLIVER GOLDSMITH

**T**he strip-farming methods used in medieval times, where farmers had many small and scattered strips of land to farm, were very **inefficient**.

During Tudor times, landowners began to consolidate the small strips into large fields. This movement was called “enclosure.” Larger fields meant that farmers spent less time working the land and could work it more profitably. The process of enclosure speeded up enormously after 1700.

At the same time, the large areas of land held by villages as **commons**—land which could be used by anyone

# Using Pictures to Draw Conclusions

Social historians often use historical pictures to understand how a landscape, or cityscape, changed over time. These can assist historians in compiling the evidence necessary to form **conclusions** about the lives of the people who lived in a particular location at a particular time.

A good painting or drawing is like a snapshot of a time. In addition to the obvious elements of the painting, however, artists often **unconsciously** include many details of great value to historians. These can be just as important as the obvious information presented by the painting. Historians can use this

unconscious information to draw conclusions about the time in question, along with other sources of information.

Examine the painting on this page. The painting, done by an unknown artist in the 1700s, shows Dixton Manor, the estate of an important family. Dixton Manor had many enclosed fields. Look carefully. This picture tells us a lot about enclosure.

**conclusion:** a deduction or inference

**unconsciously:** unaware



Figure 5-1 Dixton Manor

## YOUR TURN

1. Have you been able to pick out the unconscious information the artist included in the painting of Dixton Manor? In this case, you have to look carefully at the ground. If you do, you can see the remains of old ridge-and-furrow agriculture—the strips once worked by individual farmers under the feudal system. At one time, this same view would also have included several villages.
2. Assume that it took four strips to support a family of five. What conclusions can you draw about the number of people who were displaced by enclosure?
3. Look at other paintings and drawings in this chapter and in other chapters of this book. Find one or two that give unconscious information in the details of the painting, and explain how this evidence can help modern historians understand the time period.

in the village—started to be turned into private property. Parliament passed laws making it possible for the commons to be divided up. In theory, all villagers were equally entitled to this land, but, in fact, only the better-off could afford to pay the fees required to obtain commons land. The result was that the amount of land available for farming increased a great deal, but in most cases, only the more wealthy farmers were able to take advantage of the enclosures.

Poor farmers were left in very unfortunate circumstances. The loss of the commons land was a particular hardship to them because they no longer had anywhere to **graze** their cows and sheep. The commons had also been used for collecting wood, acorns, and other products that helped to eke out a better life for their families. Many small farmers were driven to despair by the enclosures, and had no choice but to sell their farms to richer landowners, who could afford to take advantage of the situation.

In addition, enclosure led to a whole new attitude toward agriculture. Farming became a business, and people began to farm to earn a profit rather than just to support themselves. Large landowners

were able to take advantage of technological innovations in farming techniques that occurred at this time. New plants and animals were introduced, and farming became much more mechanized.

Most of the small farmers who sold their land at this time spent the money they had received quickly. Sometimes they could become farm labourers, but often farming families had no choice but to go to the city to look for work. The cities were flooded with unemployed farmers and their families. On the other hand, the new city populations could be fed because the enclosed farms produced much more food than the old-fashioned, small farms had. The agricultural revolution changed the look of the English countryside, and it helped to create and support the Industrial Revolution.

### DID YOU KNOW?

*In 1790, the rural population of Britain was twice as high as the urban population. By 1840 this had reversed, and the urban population was twice as high as the rural population.*

**to graze:** to feed on growing plants, such as grass

**breed:** a group of animals distinguished by particular characteristics

## NEW BREEDS

Many English landowners saw that better farm animals would bring higher profits. Gradually, new **breeds** of cattle and sheep replaced the old, medieval types. These new breeds of animals produced more meat—and, in the case

**Figure 5-2** The Gloucester Old Spot Pig, the result of years of careful selective breeding



of sheep, thicker wool—than in earlier times. It is a surprising fact, but until the agricultural revolution, people did not raise sheep or cattle primarily for meat. They raised cattle for milk and sheep for wool—and ate the ones they slaughtered in the fall because they lacked enough **fodder** to keep all the animals alive over the winter.

The new breeds of animals were harder and did not catch diseases as easily. However, the new animals were expensive and, at first, in short supply. Keeping them over the winter was also expensive. Soon, many farmers were caught in a money crunch. They could not afford new and better animals and plants, and they could not compete with those farmers and landlords who did have enough money to invest in the new breeds.

## NEW CROPS AND TECHNOLOGIES

As landowners became committed to raising food for profit, they became willing to invest money in farming techniques that had the potential to make them even richer. As business people, they understood that 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 an acre of land produce more crop—and more money—while lowering their own costs of raising crops.

Jethro Tull and Lord Townshend (nicknamed “Turnip Townshend”) were two innovators who helped make agriculture more profitable. Jethro Tull was an English inventor who tried to understand the way soil helped plants grow. He found that when soil was well broken up, or cultivated, and enriched with **manure**, or fertilizer, crops grew much better. Tull invented a planting machine, called a “seed drill,” which

could be pulled by horses. The seed drill planted seeds neatly in rows and was faster and much less wasteful than the old method of **broadcasting** seed. Many more seeds sprouted, instead of being eaten by birds and animals. Planting in uniform rows made weeding and crop maintenance much easier. The seed drill solved the problem of waste and made it possible to farm with fewer people.

“Turnip Townshend” was an English lord who had also been an important politician. Like most members of parliament of the time, he was also a wealthy landowner. Townshend had a great interest in agriculture and when he retired he devoted himself to making the farms on his estate more profitable. He found that by growing four crops—turnips, barley, grasses, and wheat—in rotation (turnips one year, barley the second year, grasses the third year, and wheat the fourth year, and then repeating the cycle) four times as much crop could be produced. Land no longer needed to be kept fallow to recover its nutrients, because the new crops of turnips and clover released nitrogen into the soil.

In addition, turnips and clover could be used as inexpensive fodder to feed animals over the winter. This made it even easier to build and maintain large herds of animals. Enclosure, improved animal breeds,

### DID YOU KNOW?

*One young man who inherited a farm in 1776 used all the new agricultural methods available to him. In 1776, his farm earned £2000 a year; by 1816, it earned £20 000 a year. What percentage increase in revenue does this represent?*

**fodder:** animal food

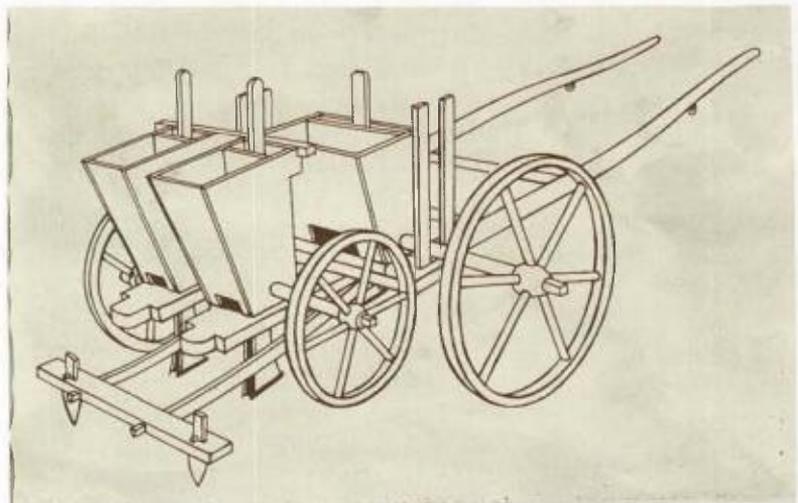
**manure:** animal droppings used to fertilize land

**to broadcast:** to sow seeds by throwing them over a field by hand

### DID YOU KNOW?

*During medieval times, one-third of farming land was always in fallow—meaning that no crops were grown on this land. Reducing the need to leave fields fallow increased agricultural production by one-third.*

**Figure 5-3** This seed drill was invented in 1701 by Jethro Tull.



cultivation, fertilization, careful seeding, and crop rotation all made farms much more productive. The agriculture of France and other European countries was backward in comparison.

With enclosure, the population of many towns grew very quickly, especially in the centre part of England—an area called “the

Midlands.” Towns such as Manchester and Liverpool changed from sleepy little country towns into bustling cities, filled by the many farming families who no longer had farms. The growth of cities and towns was possible because improvements in agriculture increased the amount of food and made it possible for fewer farmers to feed large city populations.

## ACTIVITIES

1. What are the essential ingredients of industrialization? Draw a circle in your notebook and label the circle “industrialization.” Draw lines radiating out from the circle to represent the essential elements needed for industrialization to occur. Explain how each of these elements contributed to industrialization.
2. Write a letter to your local member of parliament from the point of view of a poor farming family. Explain the consequences of enclosure for your family.
3. Pretend you are a prosperous eighteenth-century English landowner. Write a letter to your friends in London describing some of the experiments you are trying on your farm. Explain why you are trying them, and the results you expect to get from them.

## AN ECONOMIC REVOLUTION

**entrepreneur:** a person who runs a business, taking the risk in order to earn a profit

**franchise:** the right to vote

**self-interest:** action in one’s own interest, rather than in another’s

England had a pro-business government. Although only people with wealth and power could get seats in parliament, after the Glorious Revolution this included many **entrepreneurs** from the middle class. Ordinary working people still did not have the **franchise**. Nor were women allowed to vote. Even the suggestion that they should be able to vote—made by women such as Mary Wollstonecraft among others—was considered a dangerous and foolish idea.

The English parliament had two main parties—the Tories, composed of rich landowners, and the Whigs, who represented middle-class

business people. The business people caused the government to follow an economic policy called *laissez-faire*.

The *laissez-faire* policy meant that business and industry would be as free as possible from government regulation. The theory was that competition and **self-interest** would provide the greatest good for the greatest number of people. In other words, if people were free to pursue profit without too many government regulations, they would be motivated to make their industries bigger. In turn, this would create a wealthy and productive economy. The wealth created by the businesses would benefit everyone in society. Business

people who supported laissez-faire were opposed to any government regulations that would hurt their ability to pursue a profit. This was not always good for the workers, because it meant the business owners wanted to keep the wages paid to workers as low as possible, in order to increase profits.

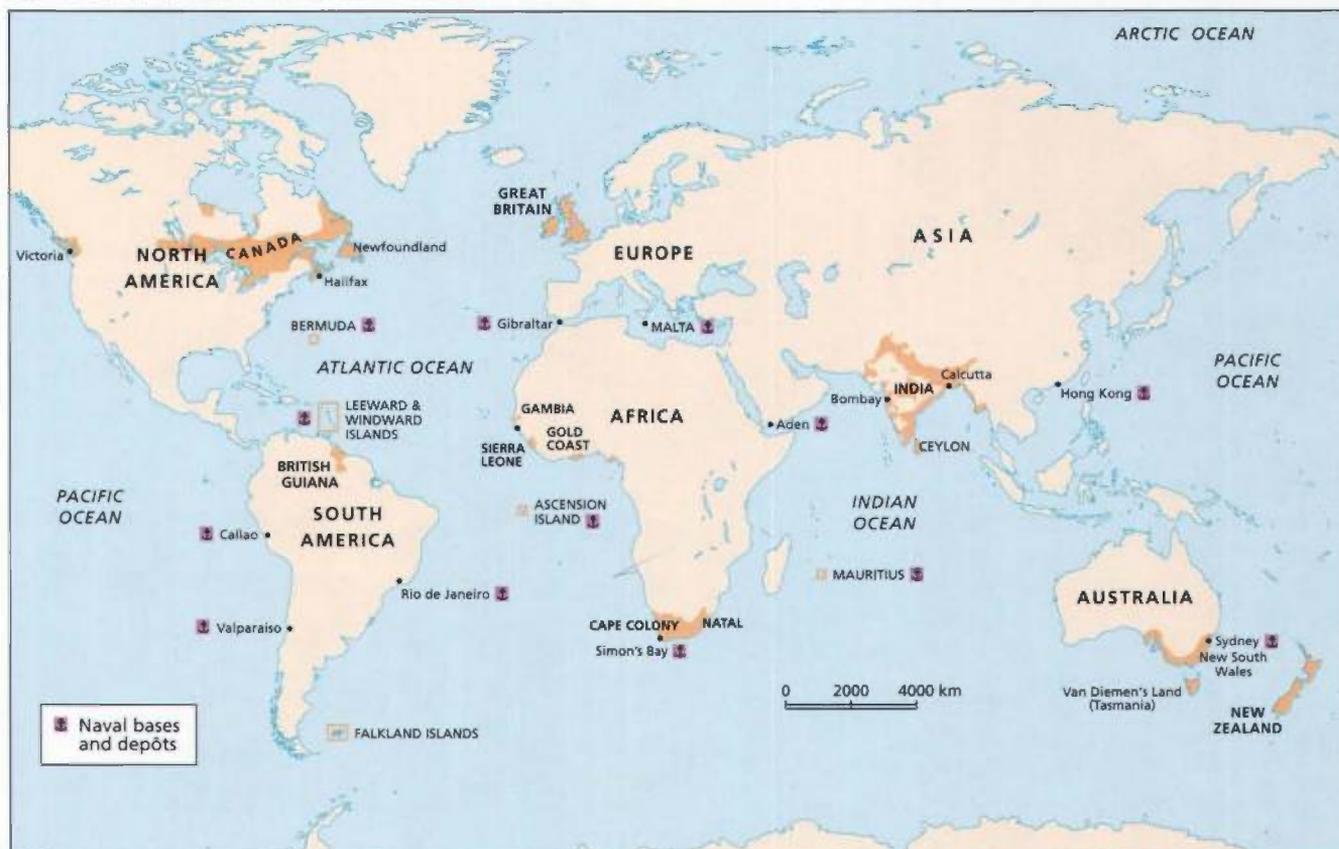
In addition to the government's laissez-faire policies, industry in Great Britain was helped by a whole range of new technologies that greatly improved industrial processes. Inventions in the textile industry, in the coal and iron industries, in ceramics, and in many other fields completely changed those industries. Also, a source of power was found that would revolutionize, first, Great Britain's industry, and then the world's. Under such conditions, business and industry grew enormously.

## THE TEXTILE INDUSTRY

The textile industry was an important part of the Industrial Revolution, and it helped make Great Britain into a rich and powerful country. Textiles are cloth and cloth products. Today, of course, many textiles are made from **synthetic** fibres, many of which are made from oil. Until the twentieth century, however, all cloth was made from plant or animal fibres—wool from sheep, silk from silk worms, and linen from flax. Britain's climate and geography suited the raising of sheep, so that wool had been an extremely important industry in Britain for a long time. Enclosure, for the first time, had made it possible and profitable to maintain enormous herds of sheep. British wool could be harvested fairly cheaply and turned into cloth in nearby communities.

**synthetic:** made by humans

Figure 5-4 Areas colonized by Britain in 1850



## DID YOU KNOW?

Britain's demand for cotton meant that many people in the southern United States became cotton farmers. This greatly increased the number of slaves in the United States, because slaves were used to work in the cotton fields.

**demand:** desire for particular goods

British wool was high quality wool, and British woolen cloth was in high **demand** in Europe and elsewhere.

The textile industry was a major factor in Britain's desire to acquire new colonies. A cotton as well as a wool industry developed. Cotton from the former colonies in the southern United States was supplemented by cotton from newly conquered India, which also supplied natural dyes.

Many of the important inventions during the early days of the Industrial Revolution had to do with the

manufacture of cloth. Many people in Britain were involved in the textile industry, either as investors or as textile workers. Inventions that could speed up the process of making cloth could make the inventor a fortune. Several inventors, John Kay and James Hargreaves, for example, literally went from "rags to riches" because their inventions improved profits in the textile industry.

One of the first important inventions in the textile industry was the "flying shuttle," invented by John

## The Making of Cloth

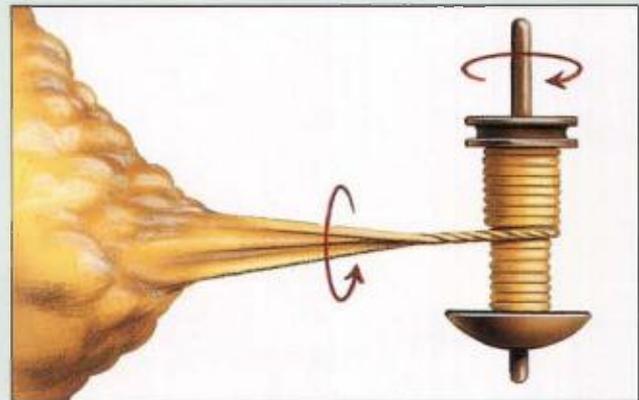
1

Raw textile fibre always needed some preparation. Cotton had to be cleaned of seeds and other plant materials, and wool from sheep had to be cleaned of the debris the sheep had picked up.



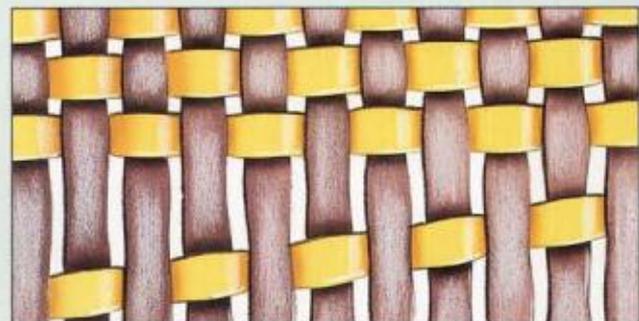
2

The cotton or wool fibres needed to be drawn out by a spinner and twisted together to make a continuous, rope-like thread. Before the Industrial Revolution, spinners used a spinning wheel, or a distaff—which was a pole, often with a weight, that could be twirled to make thread.



3

Once the thread was created, a weaver turned the thread into cloth. Weaving was done on a loom, which allowed the weaver to set up a web of strands of yarn from the top to the bottom of a frame. A shuttle was then used to pass yarn from side to side through the vertical strands of yarn. Because of the way the loom operated, the up-and-down yarn strands and the side-to-side strands were interlocked together. In other words, they were "woven."

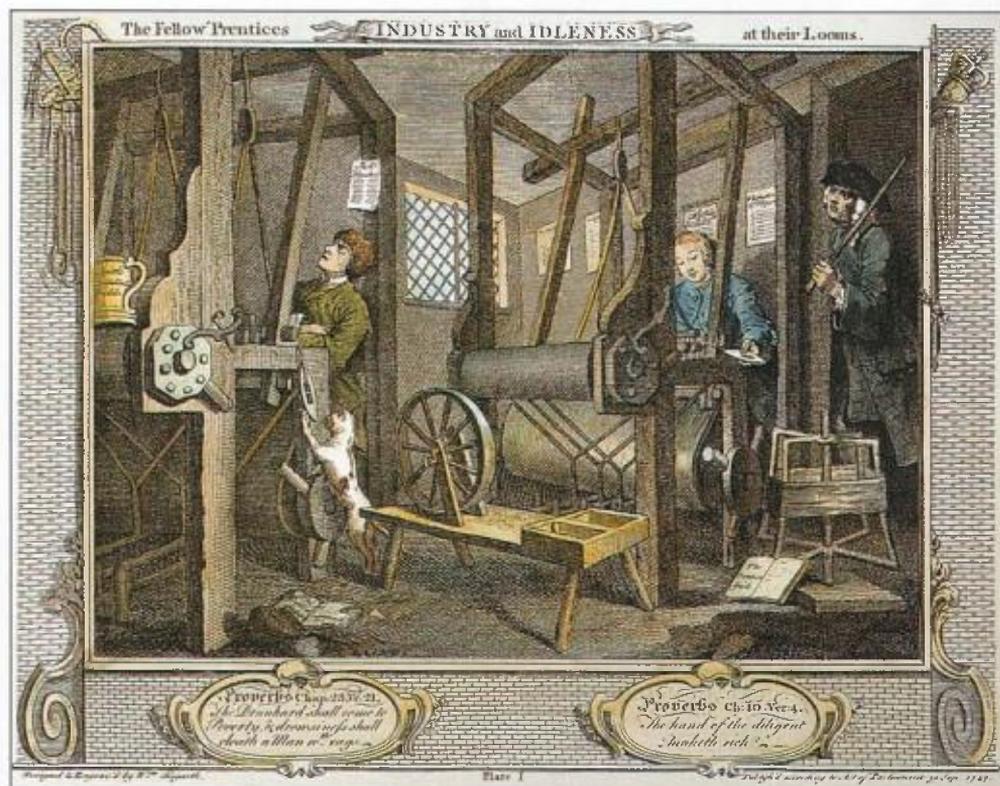


Kay in 1733. This device made weaving much faster, and allowed large looms to be operated by only one person. On a small loom, the weaver could throw the shuttle from one hand to the other across the threads, but on a large loom two people were needed. John Kay's invention, however, used springs and levers to pull the shuttle back after it had crossed the threads. This made weaving on a large loom much faster. Of course, it also put one of the two shuttle throwers out of a job.

Weaving used up yarn faster than the spinners could produce it; the flying shuttle made the problem of yarn supply even worse. It was obvious to many people that inventions that could make spinning faster would quickly be accepted. Inventors hurried to fill the need for more thread. Many people tried to invent spinning machines, but without success. In 1764, however, James Hargreaves built the Spinning Jenny, which he named for his wife.

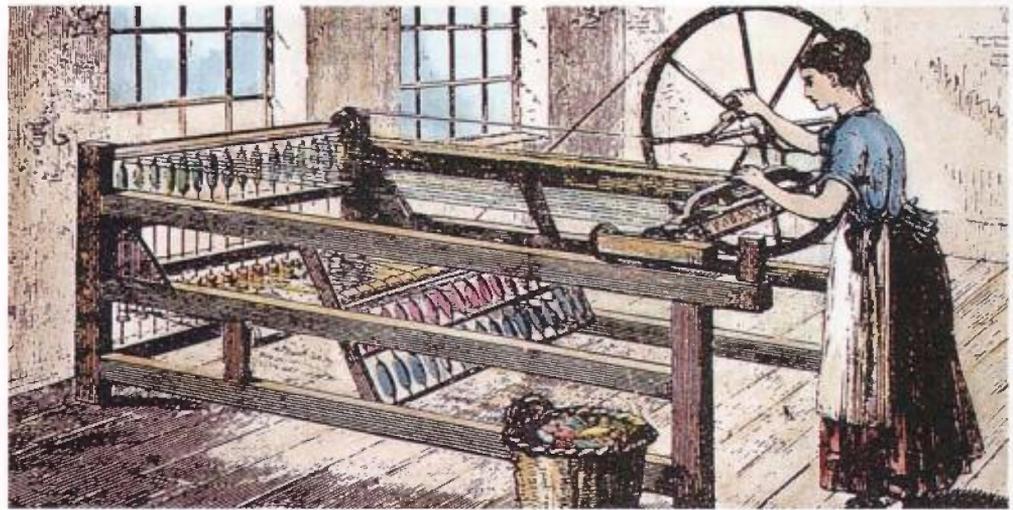
The Spinning Jenny was an ingenious device, driven by a hand-cranked wheel, which allowed a spinner to spin off a number of threads at the same time. This meant that one spinner could now do the work of several spinners. Hargreaves was himself a poor spinner. Because of this, he tried to keep his invention a secret, using it only to produce yarn for himself. This proved to be impossible, and the existence of the new machine soon became known. One day, an angry mob of spinners broke into Hargreaves's house and destroyed the original Spinning Jenny. Forced to move away, Hargreaves soon found partners and set up his own spinning factory. He became a very wealthy man and had no sympathy for other textile workers.

The Spinning Jenny was an important improvement for the spinning part of the textile industry. The need for spun yarn was so great that Spinning Jennies were soon being used all over England.



**Figure 5-5** *The Fellow 'Prentices at Their Looms*, by William Hogarth. This engraving from 1747 shows two apprentice weavers working at their looms, watched by the master holding a stick. The boy closest to the door is holding a shuttle in his left hand ready to throw it through the yarn to the other side. Yarn is wrapped around a large spool. There is also a spinning wheel in the room. Such pictures help us learn about the conditions under which people worked and about the machines they used. How would you find out if this shop was typical of the period?

**Figure 5-6** By using many spindles, the Spinning Jenny allowed a spinner to make yarn much faster than by the old methods.

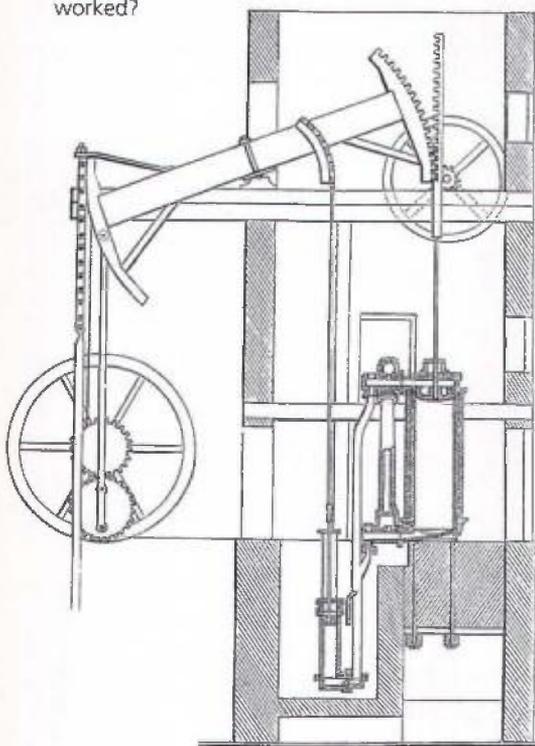


**to seep:** to trickle slowly

**compressed steam:** steam under pressure

**Figure 5-7** James Watt's double-rotating steam engine, 1769. Steam engines made many things possible—large machines, locomotives, and large ocean-going ships made of steel. The steam engine was at the heart of many machines, and coal was used to produce the steam. Can you see how it worked?

Other ways of improving spinning were also invented. Richard Arkwright developed the Water Frame, a way of spinning yarn using rollers. This machine improved the strength of the yarn being spun and was even faster than the Jenny. Arkwright also became very wealthy as a result of his invention. Later, Samuel Compton built a machine he called a "mule." The mule combined the best features of the Water Frame and the Spinning Jenny. Many other inventions followed, all designed to improve the spinning process.



Once a plentiful supply of good quality yarn was available, it was possible to mechanize weaving even more. This led to enormous looms, which could no longer be powered by human labour. Such large machines also needed large buildings to house the machines and the labourers needed to work them. Many new factories were built. The textile industry became a factory industry dependent upon power.

## THE STEAM MACHINE

Other industries also became dependent upon a secure source of power. Many industries close to a source of running water could use water wheels to run machines, as long as the factory was not too big. But the lack of power was a major problem for many factory owners.

The first breakthrough in providing power for factories—and for other industries—came as a result of problems with water that **seeped** into deep coal mines. This water had to be pumped out before the miners could work, and the deeper underground the mines went, the harder it was to pump water out. Part of the problem was solved when Thomas Newcomen invented a machine that harnessed the power of **compressed steam**. This machine—or engine—used steam to pump the water out of the mines.

But Newcomen's engine did not work very well, and it was only the first step in solving the growing power needs of industry. The real breakthrough came when James Watt, a Scottish machine-maker, figured out a way to get the maximum use out of the steam being produced in Newcomen's engine. Watt's new

steam engine was much more practical and efficient, producing power with relatively little waste. Used first to pump water out of mines, Watt adapted the engine so that it could drive machines. In so doing, Watt had solved the problem of powering the factory age.

## THE IRON AND COAL INDUSTRIES

The iron and coal industries were also important to the Industrial Revolution. They began to grow much faster after 1750, when Abraham Darby invented a process for making better **cast iron**. Improvements by other inventors followed quickly. Soon cast-iron products were available everywhere, largely because they were much easier and cheaper to produce than other metal products. Cast iron could be used for all sorts of things, from pots and pans to the supports needed to hold up bridges. Larger and larger cast-iron factories were built. England became the world's leading producer of cast iron.

The coal industry was closely linked to the iron industry because coal is used in its manufacture. Darby used coke—a form of coal that has been heated to burn off the sulphur that coal contains—to make better iron. As the iron industry grew, the coal industry grew with it. The steam engine also used coal, provoking even greater growth in the coal industry.

Everyone burned coal for heat in the cold, damp English winter. England had large deposits of coal in many areas, so it was a relatively cheap fuel. Coal deposits were often far underground, and mines were dangerous places to work—coal produces methane gas, which explodes very easily. Coal dust is also highly toxic. Coal miners worked from the dark of early morning to the dark of night, and saw the sun only one day a week. Miners usually died young, in accidents or from “Black Lung,” which is a disease caused by breathing coal dust. Wages were as low as mine-owners could make them. Without coal, however, there would not have been an Industrial Revolution

### DID YOU KNOW?

*Until relatively few years ago, the buildings of most larger European cities were black with grime from coal smoke, and their air was badly polluted. London, for example, sometimes had “killer fogs,” dense clouds of moisture and coal-smoke pollution. What changes were necessary before these problems could be solved?*

**cast iron:** molten iron poured into a mould to make a product

## ACTIVITIES

1. Make a list of the positive and negative aspects of laissez-faire economic theory.
2. Explain what the textile industry is, and why it became important in Britain. In what ways was the textile industry a global industry? How did it spur the growth of colonies?
3. Imagine you are one of the spinners who protests the invention of the Spinning Jenny. Write a letter to a newspaper explaining your reasons. Your letter should show that you understand the implications of the invention. It should also give good reasons why you think its use should not be allowed.
4. Identify and explain the importance of three other inventions of the Industrial Revolution. Show how one invention led to another.
5. Make up an epitaph for a young coal miner, detailing the cause of death and the circumstances. Were such people heroes of the Industrial Revolution? Explain your opinion.

## TRANSPORTATION—FROM MARKET TO MARKET

**market:** those wishing to purchase goods

**toll:** a fee for using a road

The Industrial Revolution could happen only if the products factories made could be cheaply transported to people who needed them—to the **market**, in other words. At the other end, factories also needed tonnes and tonnes of raw materials of every kind. Some raw materials had to be brought from colonies on the other side of the world.

In 1700, England's transportation system was very poor indeed. It was almost impossible to travel quickly or easily for long distances. Many roads were still "medieval" and became no more than 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.

Roads in 1700 were so bad that in many places goods had to be carried on pack-horses for long distances. Each pack-horse could only carry 100 or 200 kilograms, and they had to be loaded just right. Pack-horses often slipped or dumped their loads. Horses used for transport had to be regularly

fed and rested, and this slowed progress considerably. Long stretches of good road—where large wagons could be used—were needed before the factory system could develop completely.

One of the first strategies for improving roads was the turnpike system. This was a way of getting roads built at no cost to the government. Private companies were allowed to build a section of road and to charge **tolls** to anyone who used it.

One of the most successful turnpike engineers was James Macadam. Macadam built roads that would not become muddy. The roads were built of three layers of graded stone, with the largest stones on the bottom and fine granite gravel on the surface. The surface of the road would shed water because the sides of the road sloped away from the center. Macadam roads were a vast improvement on earlier roads. Soon, the Macadam technique was being used everywhere. Today's gravel roads in British Columbia are Macadam roads.

With new roads, regular stagecoaches could carry passengers and mail relatively quickly from town to town. Goods could be transported by wagons, the equivalent of modern transport trucks.

New roads alone did not solve the transportation problems of the Industrial Revolution. Investors also began to build canals in the 1700s. Soon a network of waterways linked the different parts of Great Britain. Canals—narrow, artificial water channels—were built to link rivers together. The canals carried raw materials and goods to the big industrial cities, reducing the cost of shipping by three-quarters.

**Figure 5-8** A Macadam road in Delta, BC. Macadam roads were later improved by the addition of tar to the surface layer of gravel. The resulting surface was called "tarmac."





**Figure 5-9**  
Today, the canals are used for pleasure boating. An aqueduct carries this canal over a valley.

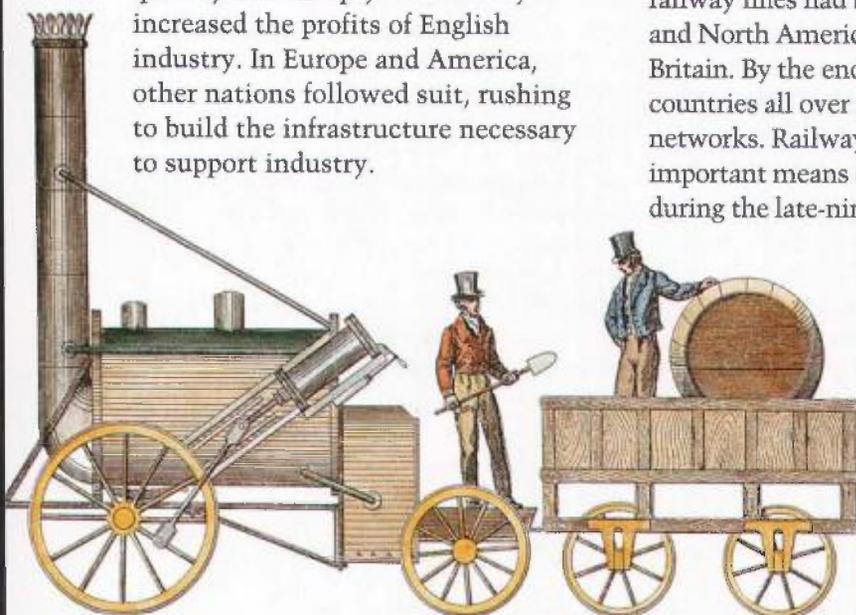
The first canal, finished in 1760, was only a few kilometres long, but soon England was criss-crossed with canals busy with traffic. Some of these canals were remarkable feats of engineering—sometimes being carried on bridges high over river valleys. By the early nineteenth century, over 4000 kilometres of canals had been built.

Improvements in transportation made it possible to ship raw materials and manufactured goods relatively quickly and cheaply. This vastly increased the profits of English industry. In Europe and America, other nations followed suit, rushing to build the infrastructure necessary to support industry.

## RAILWAYS

Even more important to the transportation system, in the long run, was the use of the steam engine in **locomotives**. In 1829, George and Robert Stephenson built a locomotive—called the “Rocket”—that could pull a small train at the unheard of speed of 39 kilometres per hour. Nothing built by human beings had ever been able to travel so fast. By the mid-1800s many railway lines had been built in Europe and North America, as well as in Britain. By the end of the century, countries all over the world had railway networks. Railways became the most important means of transportation during the late-nineteenth century.

**locomotive:** a steam engine designed to pull cars on a railway

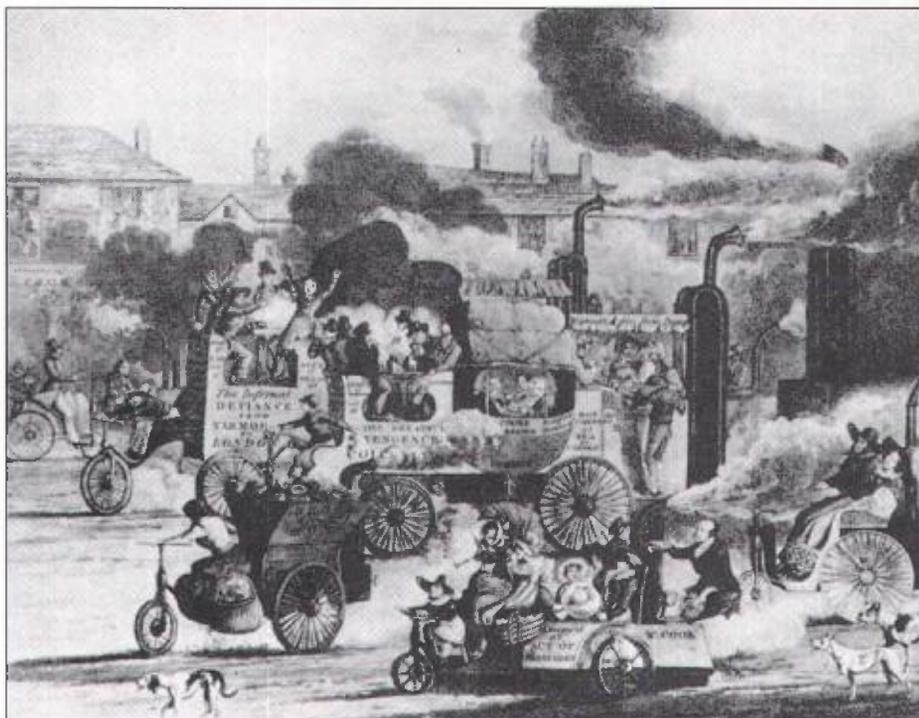


**Figure 5-10** The “Rocket” built by George and Robert Stephenson

**Figure 5-11** A futuristic view of the traffic and pollution problems to come, 1831. Steam carriages had already been tried, with limited success.

#### DID YOU KNOW?

*At first, people thought that it was unhealthy for humans to travel at the speed the locomotives could reach.*



## The Opening of the Liverpool to Manchester Railway, 1830

This account of the first train ride on the Liverpool to Manchester line describes the joy and fear people felt. Unfortunately, a fatal accident spoiled the great event. What modern or future technology might draw such crowds?

"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 with which we were borne past them, my spirits rose to real champagne height, and 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 herself and all her travelling companions ... presently a hundred voices were heard exclaiming that Mr. Huskisson was killed ... Poor Mr. Huskisson [one of several men who had jumped

off the train to look around while it took on a supply of water, did not notice an engine approaching on the other track]... bewildered by the frantic cries of "Stop the Engine! Clear the Track!" ... completely lost his head, looked helplessly to the left and right, and was instantly 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.... So great was the shock that the Duke of Wellington declared his intention not to proceed, but to return immediately to Liverpool... However ... the whole population of Manchester had turned out to witness the procession, and because a disappointment might give rise to riots and disturbances, he consented to go on, and gloomily enough the rest of the journey was accomplished." [Mr. Huskisson subsequently died of his injuries.]



## ACTIVITIES

1. Explain why a transportation system can help or hinder industrialization.
2. Describe the improvements in transportation which took place in the eighteenth and nineteenth centuries in Britain. Make a PMI chart focusing on improvements in transportation and their effects.
3. With a partner, brainstorm the ways that the steam engine would change society. Would these changes be restricted to the area of transportation alone? Explain why or why not.

| Improvements (point form) | Plus | Minus | Interesting |
|---------------------------|------|-------|-------------|
|                           |      |       |             |
|                           |      |       |             |
|                           |      |       |             |

## MECHANIZATION AND THE FACTORY SYSTEM

Before the Industrial Revolution, many of the products that people bought and used were made in people's houses—or cottages—not in factories. This has been called "cottage industry," and was part of the early Industrial Revolution. Cottage industry has never completely disappeared, even in the modern world.

A person with money to invest—a **capitalist**—paid people to make a particular product in their homes. The product was then collected from their homes. Usually, the cottager was paid a fixed price for each completed item.

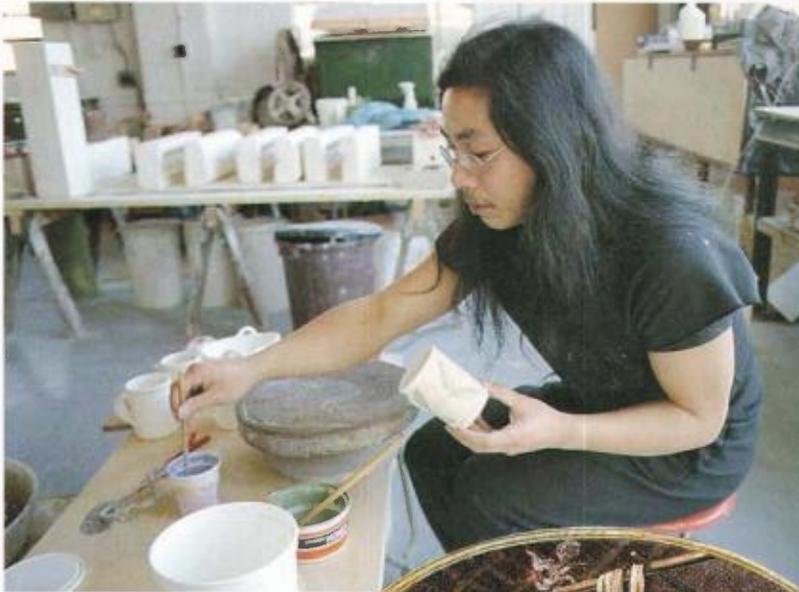
The cottage industry was especially important in Britain in the textile industry. Spinning and weaving were all done by cottagers who were also farmers. Frequently, the farm wives would spin in their spare time to supplement the income from farming. In many cases, one person in each village would act as the weaver, since looms took up too

much space to fit into each cottager's house. The finished goods were then collected by **clothiers**, who sold the finished goods.

There were advantages and disadvantages to the cottage system. The cottagers were working at home and so could look after their families. They were able to live and work in their own communities, with the support of their friends and relatives. And the income benefited the family.

On the other hand, spinning and weaving were generally very poorly paid. People worked extremely long hours for very little return. This was partly because almost anyone could learn to spin and weave. It was not necessary for a spinner or weaver to be an artist; it was more important to produce work of reasonable quality. In addition, individual cottagers worked alone. Without the support of other workers, they had little power when dealing with their employers. In poor farming years, when many people turned to spinning and weaving for additional income, the

**capitalist:** a person with money to invest  
**clothier:** a capitalist who invests money in textile-making



**Figure 5-12** A modern cottage industry where pottery is made



**Figure 5-13** An engraving of cottage industry, 1783. These people are preparing flax for the manufacture of linen in a cottage in County Down, Ireland. Likely they are all family members, but we do not know because they have not been identified.

clothiers were able to lower the prices they paid because there were so many people willing to work. This is called “the law of supply and demand”—the more **supply** there is of a particular item, the cheaper it is. If an item is in scarce supply, the **demand** for that item is high, therefore, the more expensive it is.

## THE FACTORY AGE

The new inventions of the Industrial Revolution made the cottage system obsolete. Most of the new inventions were large and required a source of energy—either water or steam—that individual people could not provide. Richard Arkwright’s Water Frame, for example, was just too large to fit into a cottage, and it could not be powered by hand or foot, the way simple spinning wheels could be.

**supply:** the amount of goods available

**demand:** the desire of people to buy a certain good or product

**Figure 5-14** Workers’ houses were built around the factories. Neighbourhoods were cramped, noisy, and unhealthy, but people had little choice in housing. Often they rented their living space from the factory owner and bought food and other necessities from a company store. What advantages did such arrangements give the factory owner?



The new machines required factories to accommodate the needs for space and power. Factories changed the way many British people lived and worked. The switch from the cottage system to the factory system affected thousands and thousands of people. It created vast new cities, with factory workers living in large housing developments. The factory system made Britain a wealthy country, but it was brutally hard on working people.

Since people could no longer remain in their communities to spin and weave, they had to go to the factories, which were usually located in the larger cities. In the factories, many different parts of the manufacturing process were carried out under one roof. It made sense to

centralize as many parts of manufacturing as possible. Arkwright was one of the first to see the advantages of the factory system. He built huge factories that combined all the processes involved in the manufacture of cloth. The raw fibres were cleaned, spun, and woven in the same factory. Arkwright controlled every part of the factory, as well as the labour of his employees.

Most factory owners cared little about the people who laboured long hours in their noisy, dangerous, and dirty buildings. In fact, because labour was part of overhead—the expenses a business has to pay out before it can count its profits—they tended to try to lower this expense by paying extremely low wages. They also avoided making improvements that

#### DID YOU KNOW?

An observer noted the way Arkwright managed his factories:

*“Coordinating, organizing and disciplining large bodies of men, so that each man fitted into his niche and the whole acted with the mechanical precision of a trained army.”*

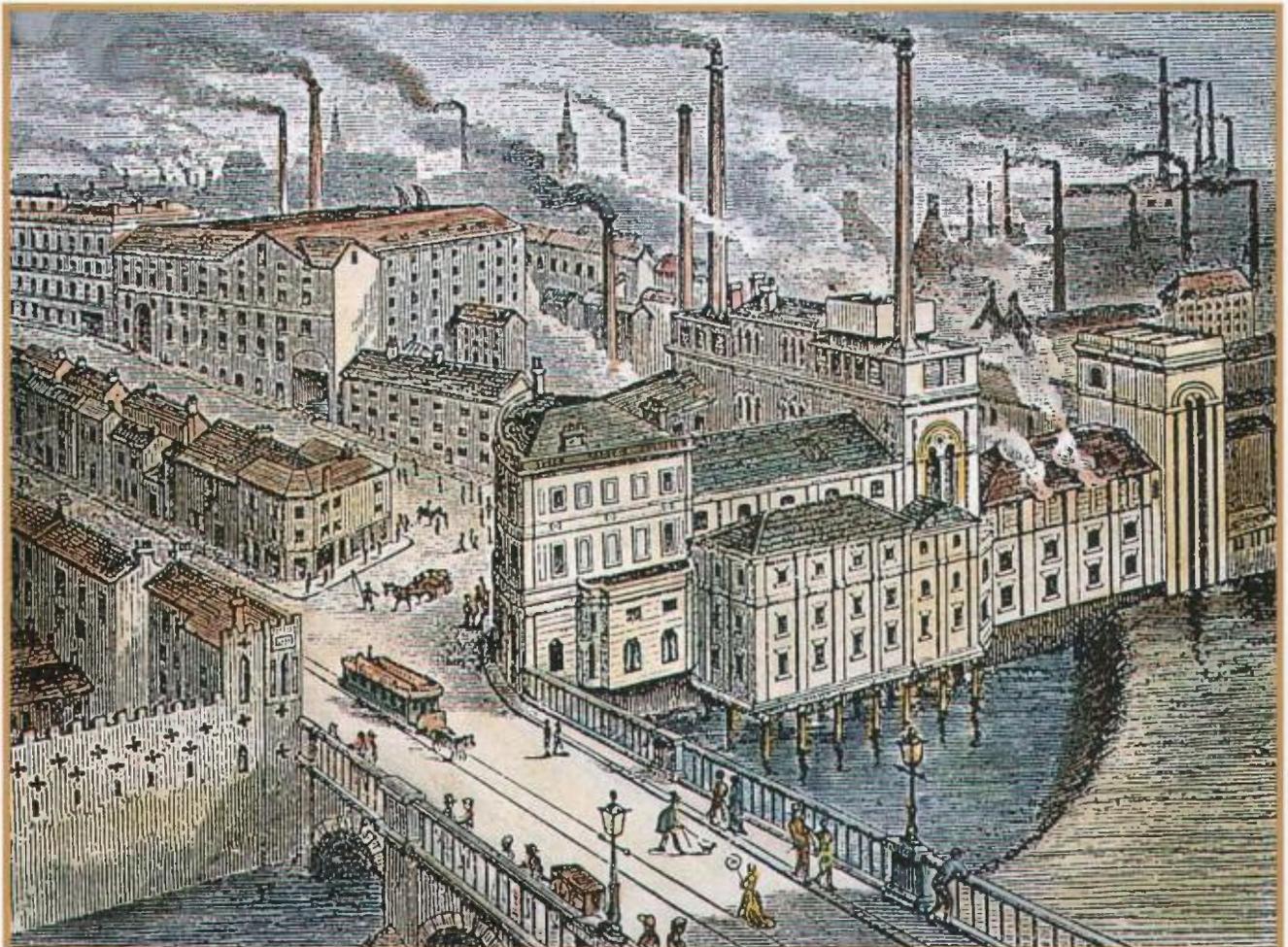
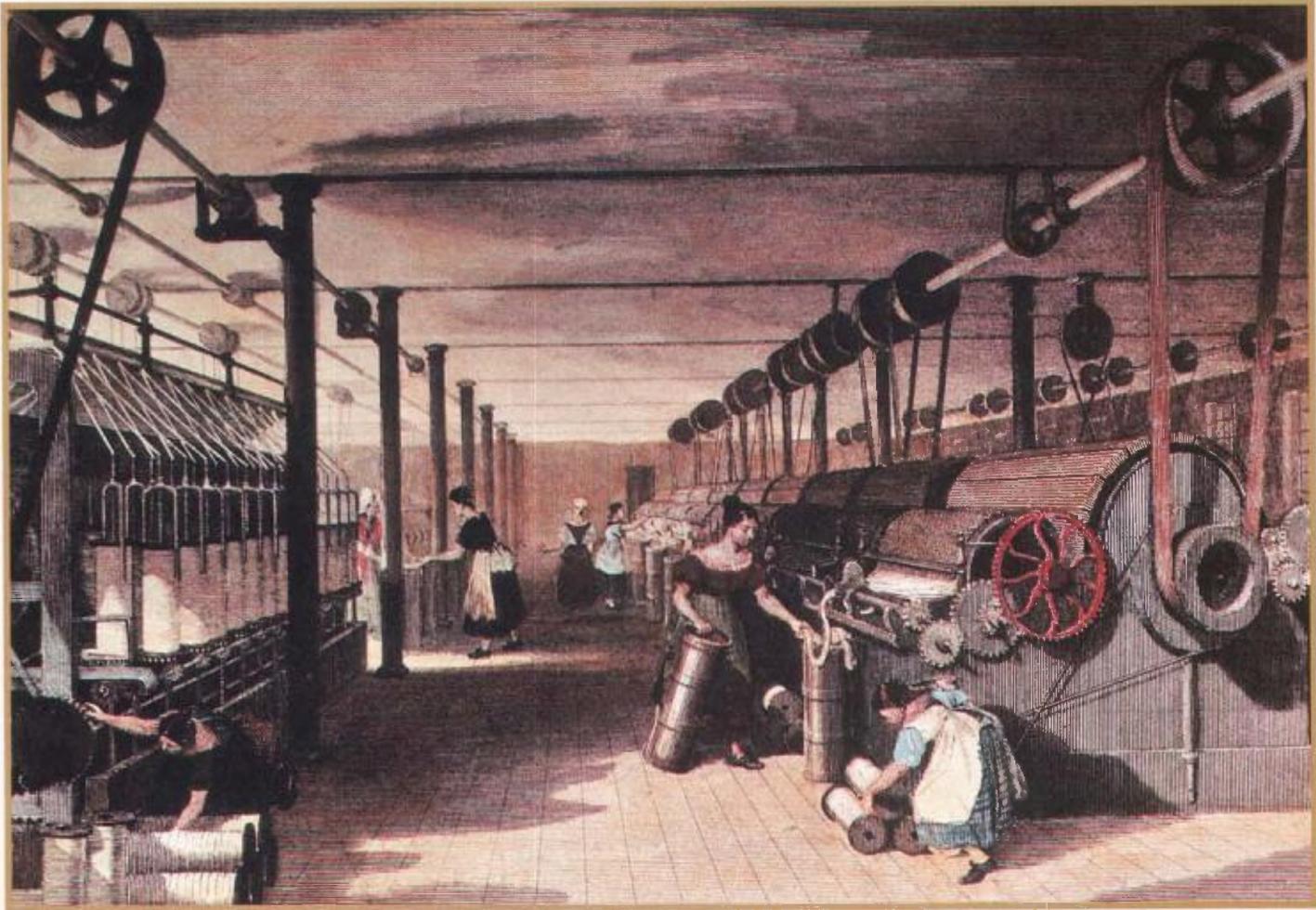
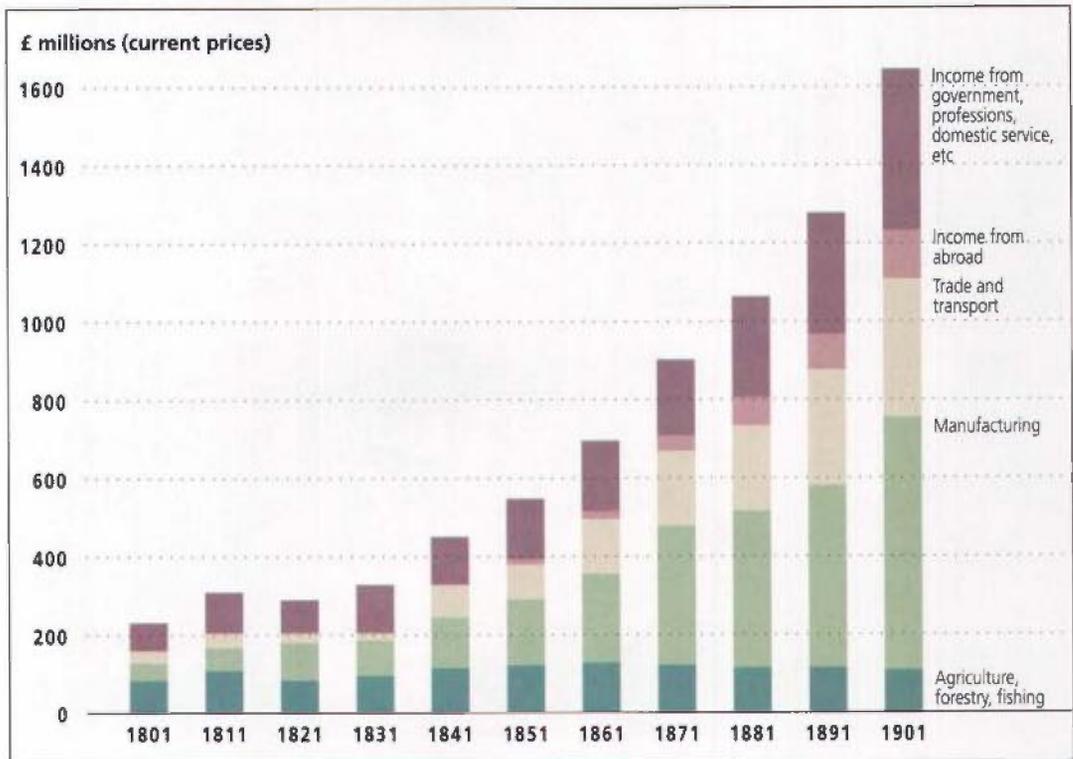


Figure 5-15 An engraving of Sheffield, England, showing the many factories and steel works



**Figure 5-16** The interior view of a typical textile factory



**Figure 5-17** During the Industrial Revolution, England's economy changed dramatically. How much richer was England in 1901 than it was in 1801? What industries provided most of England's income?

would make working conditions better. Any money spent on workers would cut into profits. As a result, the early factory age produced some appalling conditions in which people were forced to work.

## CHILD LABOUR

Many of the people enduring the horrendous working conditions of the Industrial Revolution were children. They suffered outrageous injustices during the early stages of industrialization.

Poor children went into the labour force because they had no other choice. Education was not compulsory, so very few working-class children could read or write. Also, in order to survive, poor families needed every person to work at the earliest possible age. Wages were so low that parents could not make ends meet.

Children were particularly useful workers in some industries—such as textile factories and mine shafts—because of their small size. Many children were employed to run in and out of the workings of power looms. They could get their small hands into the workings of the machines to pick out loose threads or tangles. Chimney-

cleaners also employed small boys, who were sent up into the chimneys of large homes and businesses to clean out the soot.

Working-class children, as well as adults, suffered physically from their home and factory environments. They were exposed to pollution from coal-burning as well as other industrial pollution. In textile factories, 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. Often, workers were forced to take part of their wages in food, which was usually of very poor quality. Workers were also forced to work long overtime shifts. Many were beaten. A lifetime in the mills was a hard life and often a short one.

Such conditions affected everyone, but they were more serious for children, stunting their growth and deforming their bodies. In the 1830s, the government of Britain became interested in conditions for workers and interviewed many who were, or had been, child labourers. One seventeen-year-old worker described the bald spot on her head, which she got from pushing coal carts through mine tunnels. She pushed and pulled her cart more than 2 kilometres every trip.



**Figure 5-18** Children working in a mine in Lancashire, England. They are taking a load of coal through the mine tunnel. Could adults fit into this tunnel?

# Using a **Government Report** as a Primary Source

## CATALOGUE CARD

**What is it?** An inquest report

**Who wrote it?** Government employees

**When?** 1817

**Why?** To deal with matters of public concern

Government documents are a good source on information about social conditions and attitudes. Such documents contain—usually word for word—transcriptions of actual testimony. The testimony that follows about the death of a chimney sweep is straightforward and eloquent. The fact that an inquest was held after his death is important. It shows that many people were deeply distressed by working conditions. Of course, others—such as the employer of the chimney sweep—probably had other views.

The death of a chimney sweep was not uncommon. Small boys, called “climbing boys,” were used to clean the chimneys of Britain because they were small enough to climb through the many chambers and flues.

**Figure 5-19** What evidence in this advertisement shows that most people accepted child labour?

## **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!**

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

heat sufficient to have prevented the child's return to the top .... Soon after his descent, the master, who remained on the top, was apprehensive that something had happened, and therefore desired him to come up; the answer of the boy was, "I cannot come up, master, I must die here." An alarm was given in the brewhouse immediately that he had stuck in the chimney, and a bricklayer at

work near the spot attended, and after knocking down part of the brickwork of the chimney, just above the fireplace, 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; those parts too by which climbing boys most effectually ascend or descend chimneys, viz. the elbows and knees, seemed burnt to the bone, from which it must be evident that the unhappy sufferer made some attempts to return as soon as the horrors of his situation became apparent.



## YOUR TURN

1. Was this death preventable?
2. Write an account of the climbing boy's experiences from his point of view?
3. Write an account of the death from Griggs's point of view.
4. Do you think that this inquest led to improvements in the working conditions for climbing boys? Why or why not?

# Child Labour Today

Craig Keilburger is a teenager who lives just north of Toronto. He became interested in child labour when he read a newspaper article about a twelve-year-old Pakistani child who, at the age of four, had reportedly been sold by his father to a rug manufacturer in exchange for a loan. Craig got his classmates together and formed "Free the Children," an organization devoted to ending child labour.

Since then, Craig has generated an enormous amount of publicity on child labour around the world. He has appeared on numerous television programs, and met the prime minister of Canada as well as **Mother Teresa**. He has toured South Asia and countries in South America.

Not everyone supports Craig or "Free the Children," but there is no doubt that he has raised the consciousness of the North Americans who frequently buy products made by children in the developing world. It is estimated, for example, that 1 million children are labourers in Bangladesh alone.

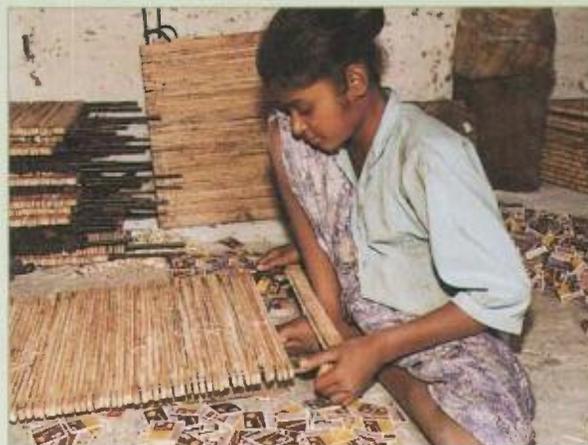
## WHAT DO YOU THINK?

1. Would abolishing child labour be an effective strategy to improve the lives of children? Why or why not?
2. What other strategies have been proposed to end child labour?
3. Which strategy do you think would be most effective and why?

Solutions to child labour are not easy. Many children who work are the sole support of their families. If they lose their jobs in one industry as the result of an anti-child-labour campaign, they and their families will suffer greatly. Generally, they will simply go into a new industry because they need to earn money in order to eat.

Some people feel that a better solution to child labour is to improve the working conditions for children who work. Another solution would be to provide families with sufficient income so that they do not need to send their children out to work. Instead, they could send their children to school.

**Figure 5-20** This child is making matches in southern India. Most children earn less than \$1 per day (US). They work for eight or nine hours a day, and few attend school.



## THE FACTORY ACTS

Throughout the eighteenth and nineteenth centuries, many **social reformers** tried to improve the lot of working people. In spite of their efforts, it took many decades before working people saw the kind of changes that gave them both dignity and decent working conditions.

Working people also tried to help themselves. They attempted to use

the medieval system of guilds, in which the workers in particular crafts or trades had formed associations to look after the interests of their members, as a model. If workers could band together, they would be less isolated and more able to influence the actions of their employers. However, the workers were constantly frustrated in their efforts by the government, which declared such associations illegal.

Parliament was controlled by the rich and powerful who, under the theory of *laissez-faire*, rejected any

**Mother Teresa:** a nun who devoted her life to the care of the poor and diseased in India

**social reformers:** people who wish to change the nature of society

**labour unions:**

organizations devoted to improving conditions for their members

**Society:** in this context, the upper class

move to improve the lot of the working people, whether by social reformers or workers' associations. They claimed that such acts would damage the economy. Eventually, however, enough members of parliament became so deeply disturbed by the evils of the factory system that new laws, called "Factory Acts," were written. These were designed to improve the lives of working people.

Children were among the first to benefit. The Factory Act of 1802, for example, made it illegal to have children work more than twelve hours straight in cotton mills. Later, work hours for children were reduced still further. 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 make sure that these rules were obeyed, and children working in other industries were still not protected. In 1824, workers' associations became legal, and an early form of **labour unions** were established.

The majority of middle- and upper-class people continued to believe that the working class should work as much as possible. In their view, leisure was bad for the working class, who might slip into "evil" occupations, such as drinking and gambling. In spite of this attitude, the Factory Acts were passed.

## ACTIVITIES

1. In the eighteenth century, a group of workers called "Luddites" destroyed machines that were taking peoples' jobs. Find out more information about the Luddites. If you were a worker during that period, would you have been a Luddite? Give reasons for your answer.
2. Describe working conditions for children in factories and mines during the eighteenth century.
3. Imagine that you are a factory owner in eighteenth-century Britain. Write a letter from an employer's point of view to a friend explaining why you think child labour is important to the economy and why it is undesirable to improve working conditions.
4. Why were the Factory Acts an important step in improving the lives of working people. Write a preamble to the Factory Act from the point of view of an employee.

## SOCIETY AND CULTURE

*Never speak disrespectfully of Society, Algernon. Only people who can't get into it do that.*

—LADY BRACKNELL, IN *THE IMPORTANCE OF BEING ERNEST*, ACT THREE, BY OSCAR WILDE

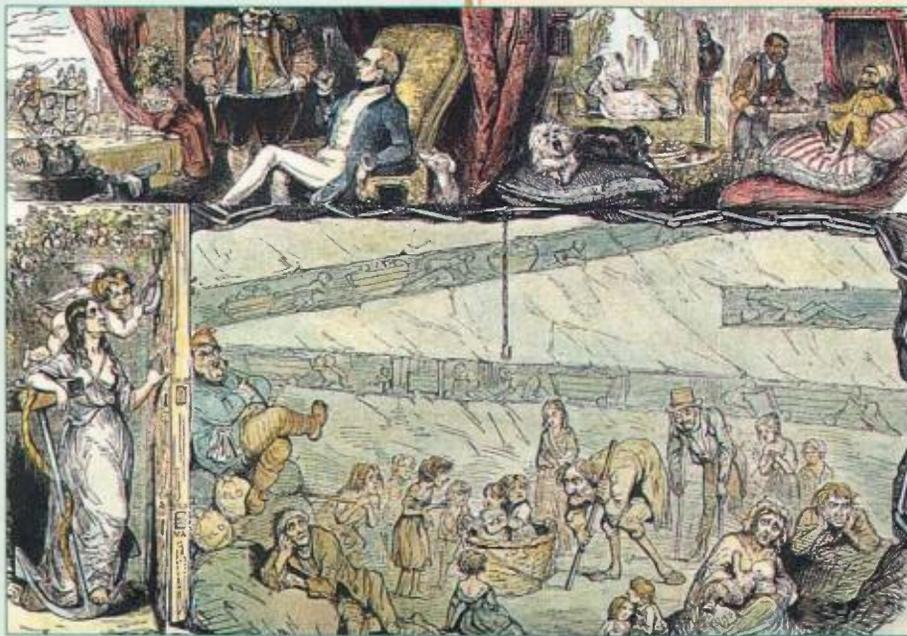
**L**ike other countries during the eighteenth and nineteenth centuries, Britain had a rigid and complex class structure. This affected almost every area of life.

The British class system is still powerful in the twentieth century, although its power is declining. In a class system, a person is born into a specific social group that sees itself as different from, and perhaps better than, other social groups. The British used a person's accent to determine what social class the person belonged to. Upper-class people, who called themselves "Society," went to the right schools, belonged to the right

## Class Structure

This quote, from words written by Walter Besant in 1836, shows the rigid lines that existed between the classes.

In the first place, it was far more a class apart. In no sense did it [the middle class] belong to society [the upper class].... Bankers were still accounted tradesmen who could not possibly belong to society. That is to say, if they went to live in the country they were not called upon by the [society] 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, respected itself, made its own society for itself, and cheerfully [honoured the upper class].



**Figure 5-21** This cartoon, from 1843, was inspired by a government report on working conditions in the coal mines. What point about social class is the cartoonist making?

churches, and even read the right newspapers. They knew each other personally, or by reputation. People in the upper class kept track of each other. Lists of the upper class are still available today in books such as *Debrett's Peerage*.

Middle-class and working-class people had their own culture and amusements. The middle class grew enormously during the Industrial Revolution. In Canada, today, the definition of "middle class" is much looser than it was in Britain during the nineteenth century. To the British at that time, middle class meant that your father worked in the professions, as a doctor, engineer, or lawyer, for example, or he was a business person with property and money, or a military

officer. A university degree also helped lift a person into the middle class.

There was also a lower middle class. White-collar workers, for example, 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, even though university professors were in the middle class.

A person who worked in the trades, or in a factory, was considered working class. The working class also had different rankings—skilled labour, unskilled labour, and casual labour. The lowest class was composed of people who could only find jobs intermittently.

## WOMEN IN THE INDUSTRIAL AGE

The Industrial Revolution changed the family, and the way women worked and lived. In the cottage system, women worked as part of the family, which was essentially a home-based business. Because everything was done at home, husbands and wives tended to work cooperatively. Unmarried women and elderly women could work in the “family business” and support themselves. When the cottage industry began to die, thousands of these home-based businesses were destroyed, forcing the women who had been part of them to look for work elsewhere. Those who stayed in the countryside had very few options. They could try to go into service—work as a servant for someone with money—or they could look for work on farms. Often, landowners used large “gangs” of women labourers to do agricultural work, such as weeding and harvesting.

Failing that, the women had to work in factories. Because so many women were available for work, employers could pay them very poorly.

In the factories and mines, working-class women shared all the hardships common to the rest of the working class. Women pulled carts loaded with coal through tiny underground mine shafts and did all sorts of hard, dirty work in the textile industry.

Not all women were poor during the Industrial Revolution. Many were actually better off because of the changes that occurred. For one thing, many women had cash money of their own for the first time, and this gave them some independence. Middle- and upper-class women were able to live very good lives, pampered by servants. Many households had large numbers of servants, fifty or more in the very large houses. Because servant’s wages were so low, almost everyone in the middle class had at least one servant—a cook, perhaps. Large families with many servants needed large houses.

**Figure 5–22** These women and children are picking hops, which are used in the making of beer. This pattern of work gangs, consisting of women and their children, was a feature of English life throughout the eighteenth and nineteenth centuries. Do you think that this is an accurate portrayal, or an **idealized** one? Why or why not?

**idealized:** not realistic



Servants were given rooms of their own, usually in the attics. Soon, the large industrial cities were filled with the large houses of the prosperous middle class.

## THE POOR

Every English city had its slums, where the poor lived in cramped apartment buildings. Often whole families lived in a single room. The industrial cities had grown so quickly that proper streets and sewers had not been planned or built. Crime was common and so was disease—scarlet fever, tetanus, tuberculosis, and cholera. Cholera, carried in polluted water, was deadly—and there were epidemics of it in all the major industrial cities in Britain, and on some of the emigrant ships bound for Canada.

Britain's Poor Law, which was supposed to help the needy, did not work well. In the early Industrial Revolution, the Poor Law had been in



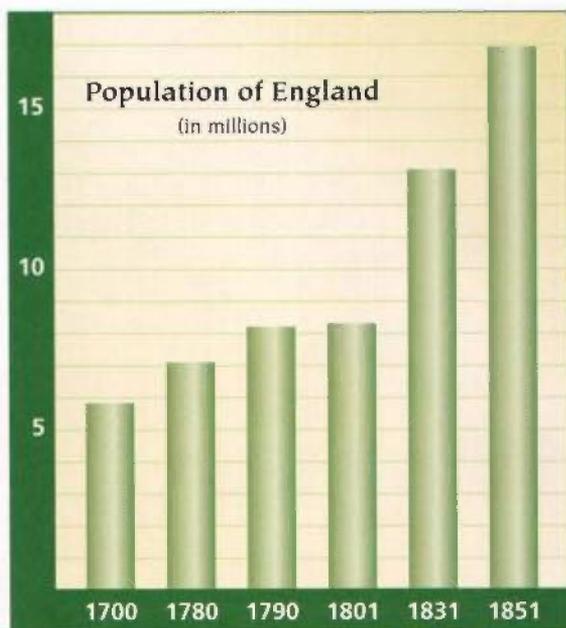
**Figure 5-23** Occasionally, women were able to earn superior positions in Britain. This illustration shows a woman pit-head worker—a very unusual situation.



**Figure 5-24** Slums in Whitechapel, London

existence—and unchanged—since the sixteenth century. Even when it was reformed in 1834, it was still not a remedy for the thousands who could not find work.

Charity was the responsibility of local authorities, usually the parish. Often, Poor Law relief was given out by people who had absolutely no understanding of, or sympathy for, the poor. With little or no experience, they often made mistakes. Large families would sometimes get no help, while a loafer—with a good story—could get help. In desperation, people were forced to move into workhouses. These were terrible places where, for shelter and a little food, the poor worked at menial jobs. Often, overseers and board members made profits from the goods or services produced by workhouse inmates.

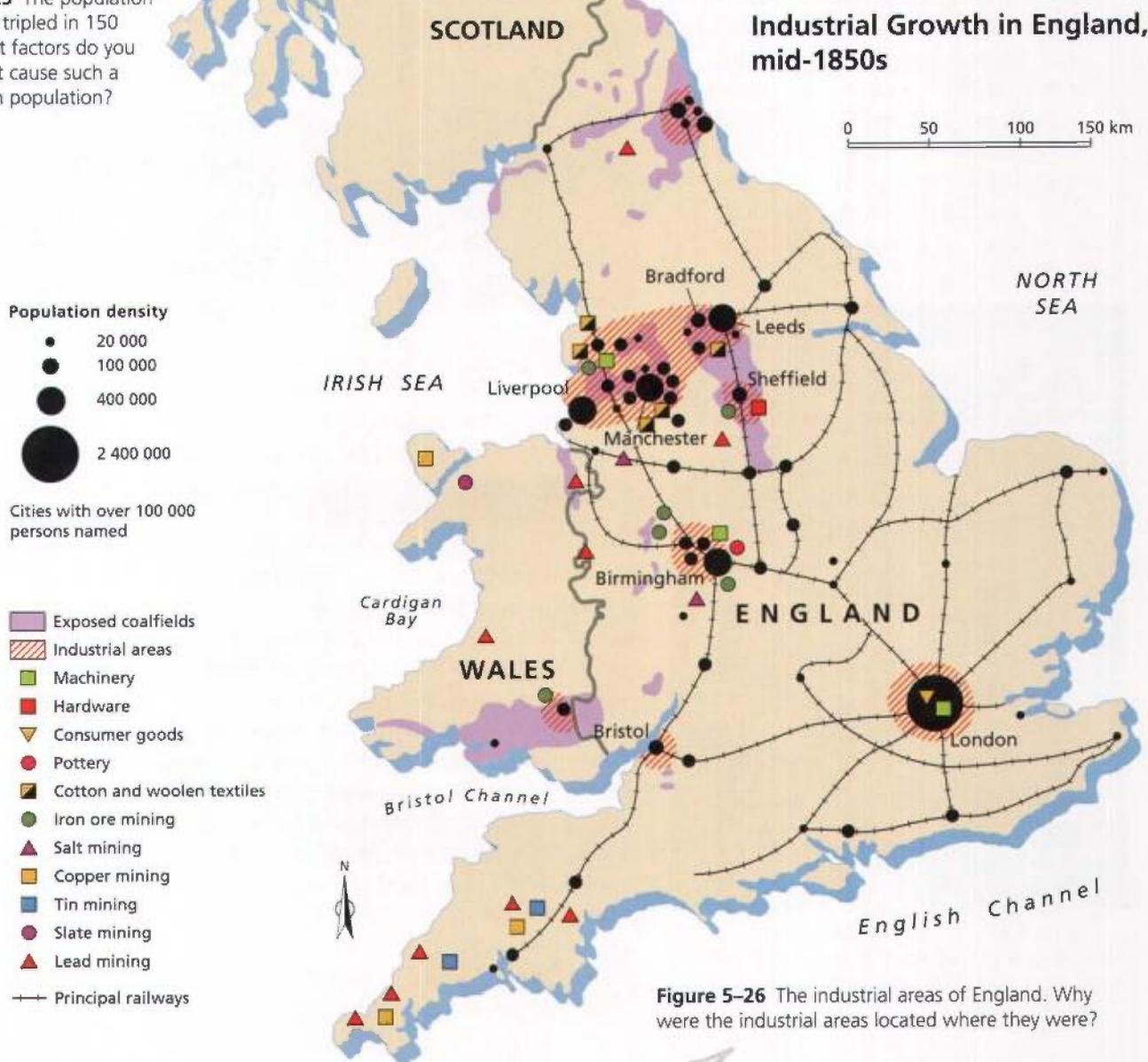


**Figure 5-25** The population of England tripled in 150 years. What factors do you think might cause such a rapid rise in population?

**Table 5-1** What do these statistics tell you about the poor in Liverpool?

**1845 Census**

|   |                 |
|---|-----------------|
| Total population                              | 223 054         |
| People living in cellars                      | 40 000          |
| People living in crowded apartments           | 60 000          |
| Members of the working class                  | 160 000         |
| Death rate (per thousand)                     | 35              |
| Newborn's chances of reaching the age of five |                 |
| (working class)                               | 1 in 2          |
| (upper class)                                 | 4 in 5          |
| Average age at death                          | 22              |
| Number of toilets in Irish sections           | 2 to 250 people |



**Figure 5-26** The industrial areas of England. Why were the industrial areas located where they were?

During the 1800s, the English government, social reformers, churches, and other groups began to gather information about society. Often this was in the form of statistics. Numerical data was collected on the number of people living, being born, dying, or working—even on the number of toilets available.

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## POPULATION ON THE MOVE

The population of Britain increased dramatically during the Industrial Revolution. Although many people moved from the countryside to the cities, many others emigrated to overseas colonies, such as Canada. They saw little opportunity in the overcrowded and impoverished cities of Britain. The colonies, on the other hand, seemed to offer an escape from poverty, the class system, and factory life. The colonies were promoted by the government and by **land speculators** as places with great potential for honest, hard-working people.

Immigrants often had to endure great hardship and misery before they had any kind of success in the colonies.

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## THE IRISH POTATO FAMINE

After their introduction into Europe from the New World, potatoes quickly became a staple food for millions of Europeans. By the 1840s, most Irish peasants grew and ate potatoes. Many lived in virtual poverty. Wealthy landlords, usually English and often **absent**, grew grain and other cash crops for shipment to England and Europe. In 1845, the Irish potato crop suffered a terrible blight—a disease that rotted the potatoes in



Figure 5-27 Starving Irish people trying to enter the workhouse

the fields. Soon, millions of Irish were suffering severe hunger because of the loss of their basic food.

Thousands of families were driven from their land, either because they could no longer pay the rent, or because they had to sell their property to buy food. In desperation, many Irish left their homeland to work in the industrial cities of Britain, such as Liverpool, or to go overseas to the colonies.

### DID YOU KNOW?

*The English response to the Potato Famine was to continue to allow grain to be sent out of Ireland and sold at high prices, rather than to use it to feed the starving Irish.*

**to speculate:** to buy land in the expectation that its value will increase

**absent:** away, in this case, owners who owned land but did not live on it

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## THE CLEARANCES

In Scotland, thousands of people were displaced by the so-called “clearances.” The clearances were part of the policy of enclosure. Landlords got rid of their poor tenant farmers, called “crofters,” so that they could use the land for raising sheep. Typically, the crofters 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. As with the Irish, some went overseas, while others travelled to the large industrial cities of southern Scotland and England.

## A Terrible Journey

The voyages to the colonies were very difficult. Many people got sick and died from the conditions in steerage—the cramped quarters in the ship's hold where they were forced to stay. This report of a shipping official helps us to understand the terrible hardships that Irish immigrants suffered.



Out of the 4000 or 5000 emigrants that have left since Sunday, at least 2000 will fall sick somewhere before three weeks are over. They ought to have accommodation for 2000 sick at least in Montreal and Quebec, as all the Cork and Liverpool passengers are half-dead from starvation and want before embarking; and the least bowel complaint, which is sure to come with a change of food, finishes them without a struggle. I never saw people so indifferent to life; they would continue in the same berth with a dead person until the seamen or captain dragged out the corpse with boat hooks. Good God! What evils will befall the cities wherever they alight! Hot weather will increase the evil..."



**Figure 5-28** This picture of immigrants leaving for Canada or the United States captures the sadness of being parted from their homeland. How would you feel if you were forced to leave your loved ones and friends, never to see them again?

## ACTIVITIES

1. Make an organizer with the headings Clothing, Housing, Transportation, Earning a Living, and Education. List the factors that made a person upper class, middle class, or working class in Britain during the eighteenth and nineteenth centuries.
2. Did the Industrial Revolution improve conditions for women? List three ways in which life improved and three ways in which life got worse for women.
3. Using the data in Table 5-1, determine how large a part of the population was considered working class. What proportion of Liverpool's population had sub-standard housing? Compare the death rate for children in the upper and lower classes. How do you account for the difference? Why are sanitation facilities important?
4. Examine the map of industrial regions of Britain on page 154. Give reasons why industrial areas are located where they are.
5. What effect did the highland clearances and the Irish potato famine have on Canada? Do you know anyone of Irish or Scottish ancestry? How and when did their family come to Canada? Pretend you are a Scottish or Irish farmer who must immigrate. Write a short speech to your village, explaining why you must leave home.

## CONCLUSION

The changes brought about by the Industrial Revolution were enormous and long-lasting. In industrialized countries, first in Britain and later almost everywhere in the world, society was transformed. Traditional rural life ended, to be replaced by urban and factory life. Working-class families had to learn to cope with city life and the factories, with their brutal conditions and low wages. On the other hand, the upper and middle classes profited greatly from the Industrial Revolution.

Eventually the cruelties of the factory system, and of life for the lower classes in general, shocked writers such as Charles Dickens, who helped to force change by appealing directly to middle-class people.

Gradually, industrialization began to make life better for all people. In time, laws were passed that ended child labour and other discriminatory practices.

Great improvements in transportation helped many people, not just the industrialists. Cities became more livable, with gas lights and better sanitation. Children started going to school. Mass entertainment—sports, like football, for example—became very popular. Before long, people forgot about the country life of earlier times and accepted the city as a place of opportunity and excitement.

The Industrial Revolution is not quite over. You are in a new phase of that great process, and you will have to adjust, just as your ancestors did, to the revolutionary changes that the future will bring.

## SUMMARY ACTIVITIES

1. Prepare a protest poster against enclosure. Your poster should point out the negative aspects of enclosure and highlight the profits that will be made by landowners.
2. With a partner, or partners, draw up a submission to parliament which contains a list of recommendations for laws dealing with child labour. Your list should begin with a preamble—an explanation of what the recommendations are concerned with and why you feel it is necessary that they be adopted.
3. How did the Industrial Revolution spur the growth of colonies? What was the value of colonies to an industrialized nation? What were the benefits of being a colony? Were there any drawbacks?
4. The Industrial Revolution transformed life for the people of Britain. Develop a chart showing how life was transformed for various groups of people. Present a position paper on which social group's life changed the most.

## ON YOUR OWN

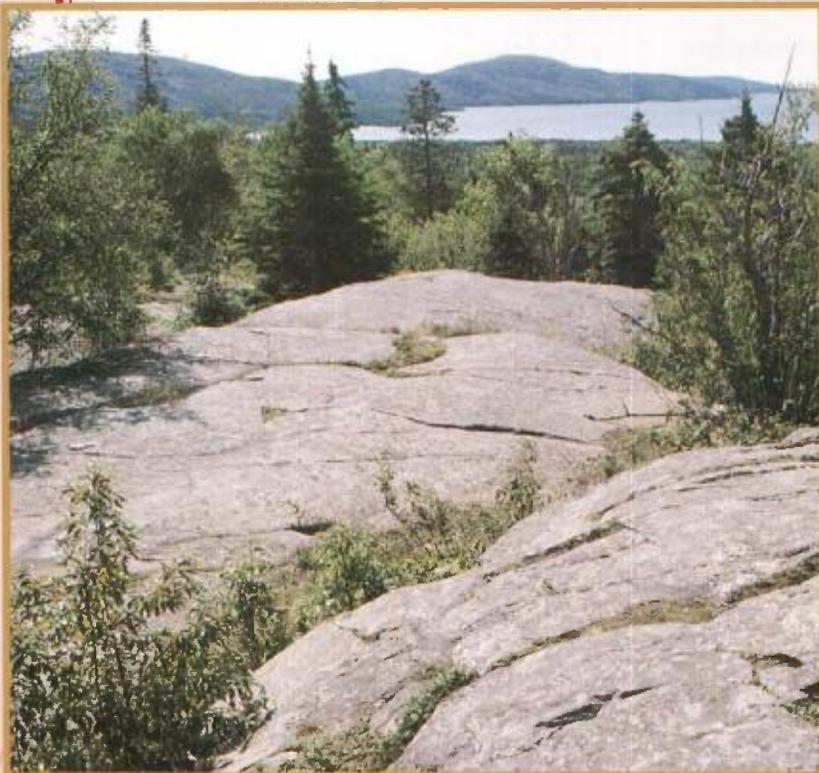
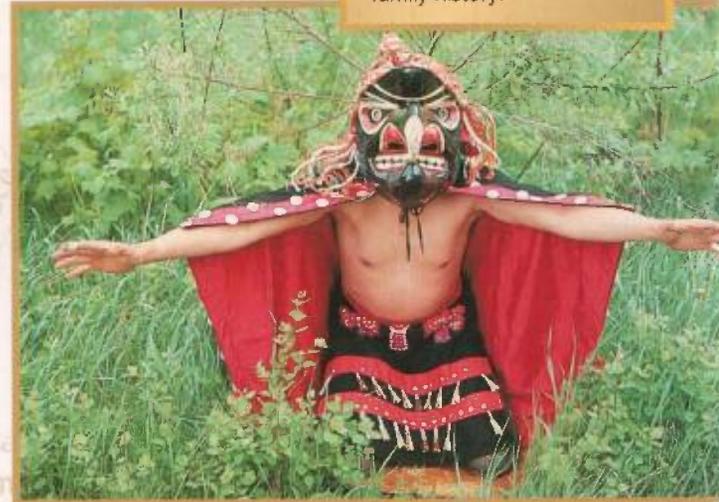
1. With a partner, write a business proposal to investors outlining your plans for a new railway that will connect two important English cities. To help plan your venture, use a good atlas map showing the topography of Britain. Be sure to include costs (in pounds), time needed, labour force required, and other factors that you think are important in your proposal. Your estimates need not be accurate, but should show that you have an understanding of the problems, and expected profits, of the venture.
2. Research the Peterloo Massacre, the Chartist Movement, and trade unions. Write a short report on attempts by working people to organize themselves in order to better their lives.
3. Imagine that you are a worker in a textile mill in England. Do research to find out more about working conditions in the mill. Write a letter to your MP, explaining your daily life in the mills and at home.
4. Compare the factories of today with the factories of the early Industrial Revolution. What aspects are the same? What aspects are different?
5. Research the impact of European immigration on the Native peoples of North America. Has the situation been resolved?

# UNIT 2

## NORTH AMERICA BECKONS

The European colonists who began to move to North America in ever-increasing numbers after 1600 usually found a land that was different from the land they had left. They discovered that the landscape, climate, and vegetation varied greatly from region to region in North America. Their first years were usually years of struggle as they adapted to the new environment.

**The Northwest Coast peoples.** Ritual dancing is an ancient feature of Northwest Coast aboriginal life. It reminds people of the importance of clan and family history.

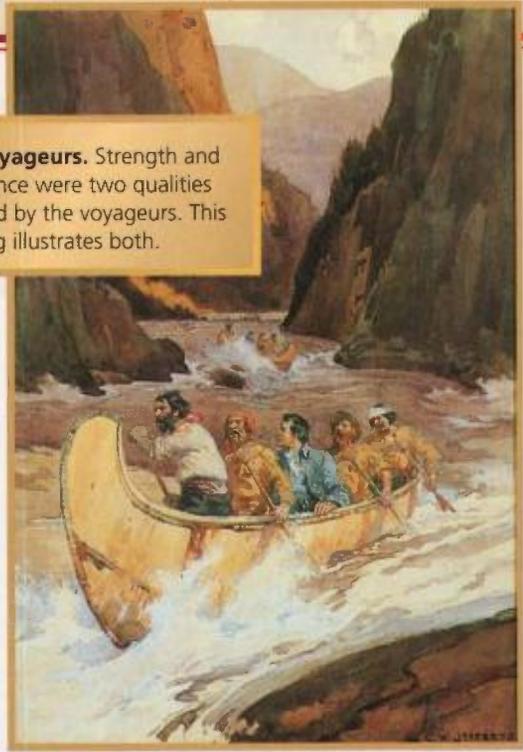


This process of adaption would have been much more difficult without the assistance of the Native peoples of North America, who generously shared their expertise and knowledge with the newcomers. Having lived in North America for many thousands of years, the Native peoples understood the impact of the physical environment on their lives. Over the years, they had developed societies that expressed their values in harmony with their environment.

**The Canadian Shield.** The Canadian Shield has become symbolic of Canada. Images of the Shield were popularized by the Group of Seven painters.

For many years, the French exploited the resources of New France—primarily fish and furs—without settling in the land. But after New France was made a royal colony in 1663, permanent settlements began to grow, and a French-Canadian sense of identity emerged. The French and the English competed for Native allies and the control of the fur trade. Eventually, they competed for control of the continent itself, and it became English.

**The voyageurs.** Strength and endurance were two qualities required by the voyageurs. This painting illustrates both.



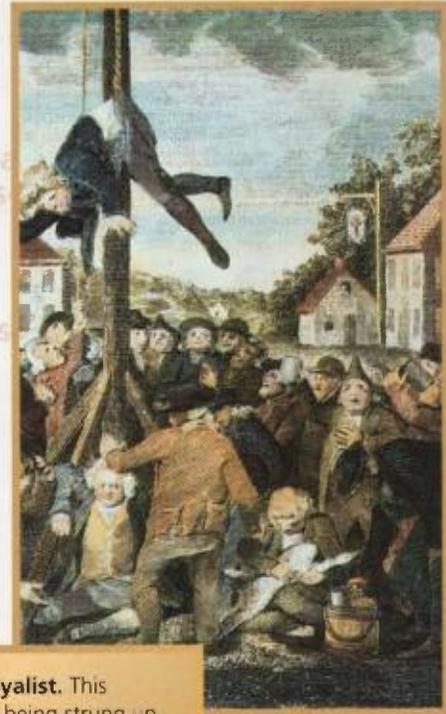
**A harvest festival.** This painting of people going to church for a harvest festival shows the importance of good crops to the inhabitants of New France.

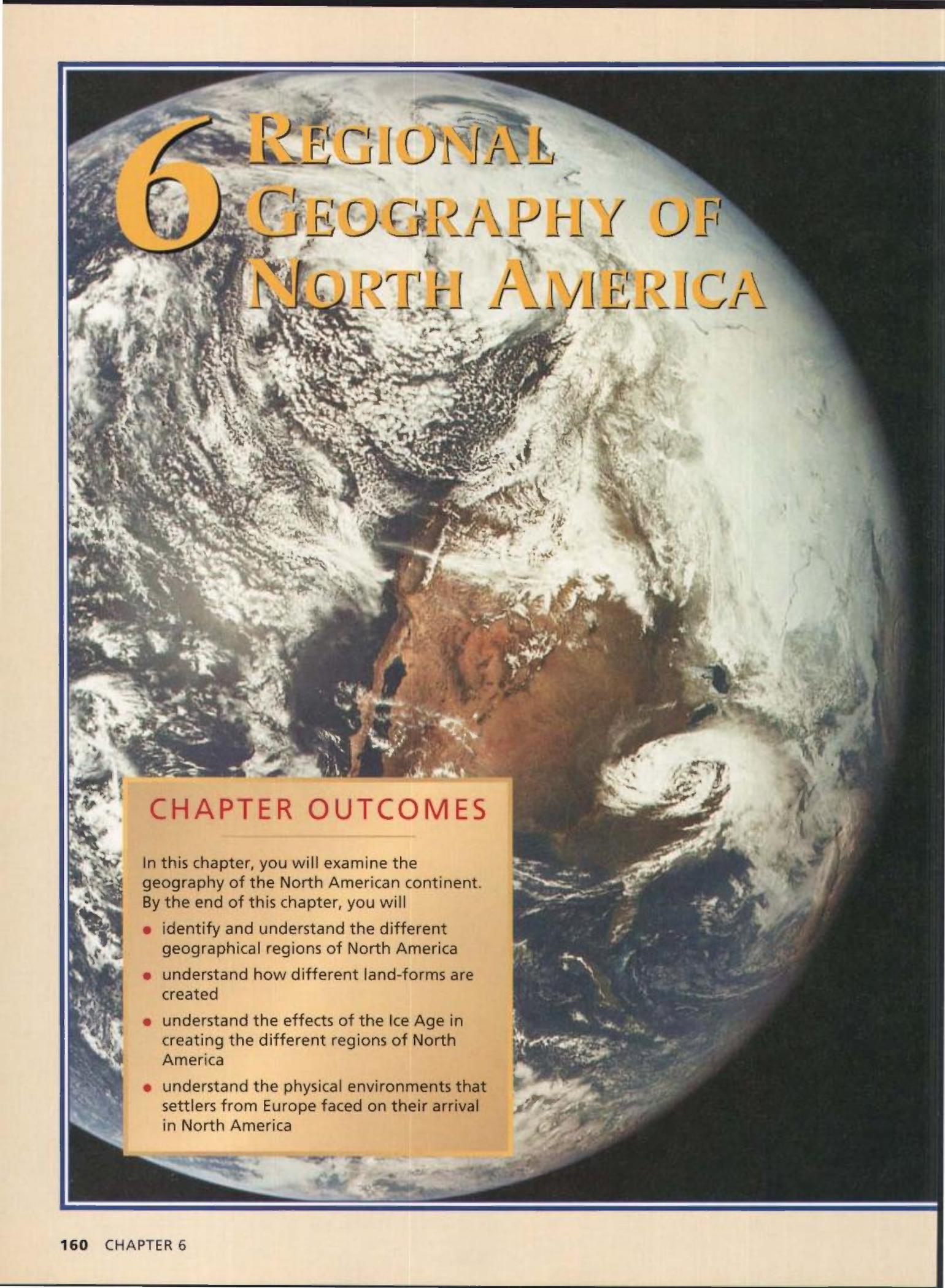


The fur trade encouraged the British to move ever westward, seeking new supplies of fur. Eventually, Europeans reached both the Arctic and Pacific oceans. The first settlers in the west were those brought out by Lord Selkirk to the area that is now Winnipeg. The fur trade ensured that the northern half of the continent would be Canadian territory.

Back in the east, the face of British North America changed greatly with the results of the American Revolution. Canada gained new settlers as United Empire Loyalists moved north. Several of the many attempts to develop a government fair to both French and English inhabitants were also made at this time. A British and American dispute led to the War of 1812, the outcome of which determined that Canada would remain British.

**The price of being a Loyalist.** This painting shows a Loyalist being strung up from a liberty pole. This is an example of the humiliation the Loyalists endured at the hands of the Sons of Liberty, an extreme revolutionary group.



A satellite photograph of the Earth, showing the North American continent in the center. The land is brown and tan, surrounded by blue oceans and white clouds. The title '6 REGIONAL GEOGRAPHY OF NORTH AMERICA' is overlaid in large, bold, orange letters.

# 6 REGIONAL GEOGRAPHY OF NORTH AMERICA

## CHAPTER OUTCOMES

In this chapter, you will examine the geography of the North American continent. By the end of this chapter, you will

- identify and understand the different geographical regions of North America
- understand how different land-forms are created
- understand the effects of the Ice Age in creating the different regions of North America
- understand the physical environments that settlers from Europe faced on their arrival in North America

# INTRODUCTION

From the seventeenth century on, increasing numbers of Europeans left Europe for a new life in North America. Sometimes their reasons were political. Other times they left for economic or religious reasons.

Colonizers arriving in North America found extremely varied landscapes. The look of the land differed greatly from **region** to region, reflecting the great geographic diversity of the continent. North America had a very diverse population of Native peoples too. You will read about these peoples in Chapter 7. This chapter, however, will introduce you to the physical geography of North America.

The earth is 4.5 billion years old. It is composed of three layers—the crust, the mantle, and the core. The Earth's crust is a thin layer of rock, about 5 kilometres to 35 kilometres thick. It is broken

into large and small pieces called "plates." Under the crust is the mantle, which consists of molten rock called "magma." In the centre of the Earth is the core, a hot, dense mass that is solid in the middle. The intense heat of the core is responsible for melting the rock of the mantle. The magma is very thick material that slowly swirls around like boiling water, causing the plates of the crust to move or to break. This process has been going on for billions of years. About 2 billion years ago, the Canadian Shield was formed by the action of **tectonic** forces. From 600 to 225 million years ago, the continents of North America, Africa, and Europe were joined. Over the last 250 million years, the continent of North America began to evolve into the continent we know today.

When two plates are pushed together over millions

of years, the rock layers of the crust crumple up into **fold mountains**. The Rocky Mountains and the Appalachian Mountains of North America, for example, are fold mountains.

Sometimes the crust breaks while it is folding. Molten rock from the mantle then pushes up through the break to erupt as a volcano. With each eruption, another layer of molten rock reaches the Earth's surface, where it cools and hardens. This process builds **volcanic mountains**. The Canadian Shield and the coastal ranges along the North American west coast are volcanic mountains.

Just as tectonic forces built up the features of North America, the Ice Age began to **erode** them. The Earth began a prolonged period of cooling about 60 million years ago. By 2.5 million years ago, **glaciation** of the northern

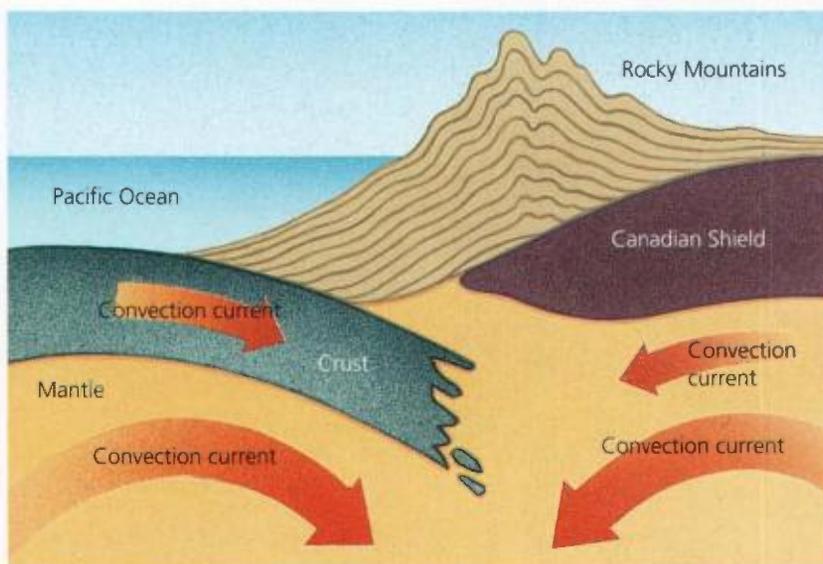


Figure 6-1 The formation of fold mountains

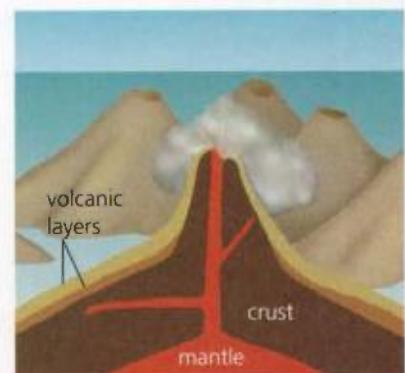


Figure 6-2 The formation of volcanic mountains

hemisphere was widespread. The glaciers expanded and retreated for hundreds of thousands of years.

During the last Ice Age, about 25 000 to 10 000 years ago, glaciers covered most of the northern and central parts of North America. A glacier is massive, weighing millions of tonnes. It is literally a river of ice that slowly flows downhill, scraping the land beneath.

By 12 000 years ago, the ice sheets had begun a period of melting. The advance and retreat of the ice sheets changed the landscape of North America.

Most of the melted water eventually drained into the world's oceans. Some of the melted water, however, was blocked by the debris the

glaciers had scraped away. This debris acted like dams, forming lakes, which only later could drain away. In areas covered by these lakes, deposits of silt were laid down. Much of the southern prairies of Canada, for example, were covered by Lake Agassiz, which, when it drained, left behind a broad expanse of flat, bare land. In other areas, such as the Canadian Shield, the glaciers scraped the rocks bare, leaving only thin layers of soil. In yet other areas, the glaciers left mounds of debris, which became hills.

Before the arrival of European settlers, North America was largely a wilderness of forests, swamps, and deserts. The original inhabitants of North America

had not changed the basic nature of the environment to any great extent. The colonists from Europe behaved quite differently. From their perspective, the natural environment was there to be used and modified to accommodate their needs. Once Europeans reached North America, the existing patterns of the physical environment gradually began to change. By the twentieth century, the landscape had been transformed.

Even though North American regions have similar **topography**, many variations in **climate** and **vegetation** can occur as you move from north to south. As you read through the next pages, keep in mind the similarities and differences within these regions, depending on their location.

**region:** an area with similar characteristics

**tectonic:** to do with the structure of the Earth's crust

**fold mountains:** mountains created by the bending of rock layers

**volcanic mountains:** mountains created by breaks in the Earth's crust

**erode:** to wear down the surface of the Earth

**glaciation:** land being covered with thick, moving ice

**vegetation:** plants that grow naturally in an area

**topography:** the shape of the land

**climate:** the prevailing conditions of temperature and precipitation



**Figure 6-3** The glaciers flowed from areas where the snow was greatest, such as the Rocky Mountains and Hudson Bay. Glaciers are large enough to flow over hills and mountains. The Greenland Ice Sheet is a remnant of the continental ice sheet.

**Figure 6-4** The physical and political regions of North America. Geographically, North America is divided into a number of regions. These divisions are based primarily on topography. Generally, while the national boundaries of North America run east-west, many of the geographic regions run north-south.



- Physical Regions**
- Appalachian Region
  - Coastal Plains
  - Great Lakes-St. Lawrence Lowland
  - Interior Plains
  - Canadian Shield
  - Western Cordillera
  - Intermountain Region
  - Arctic Region

# APPALACHIAN REGION

The Appalachian Region is a mountainous area on the east coast of North America. It extends for 2400 kilometres, from Newfoundland in the north, west through the Maritime provinces, and south through the US as far as Alabama and Georgia. The width of this mountain region varies between 160 to 480 kilometres. The Appalachians are fold mountains, caused by two plates coming together.

## Topography

The Appalachian Mountains are made up of many different mountain ranges. They are old mountains, formed about 300 000 000 years ago. This makes them relatively low as mountain ranges go, because erosion has reduced their once sharp, ragged peaks into rolling mountains and hills.



Figure 6-5 The Appalachian Region

The region is not wholly mountainous. It also contains fertile plateaus and river valleys. The many rivers of the Appalachian Region provide transportation. In addition, many deposits of coal, oil, and gas can be found in the **sedimentary** layers of rock.

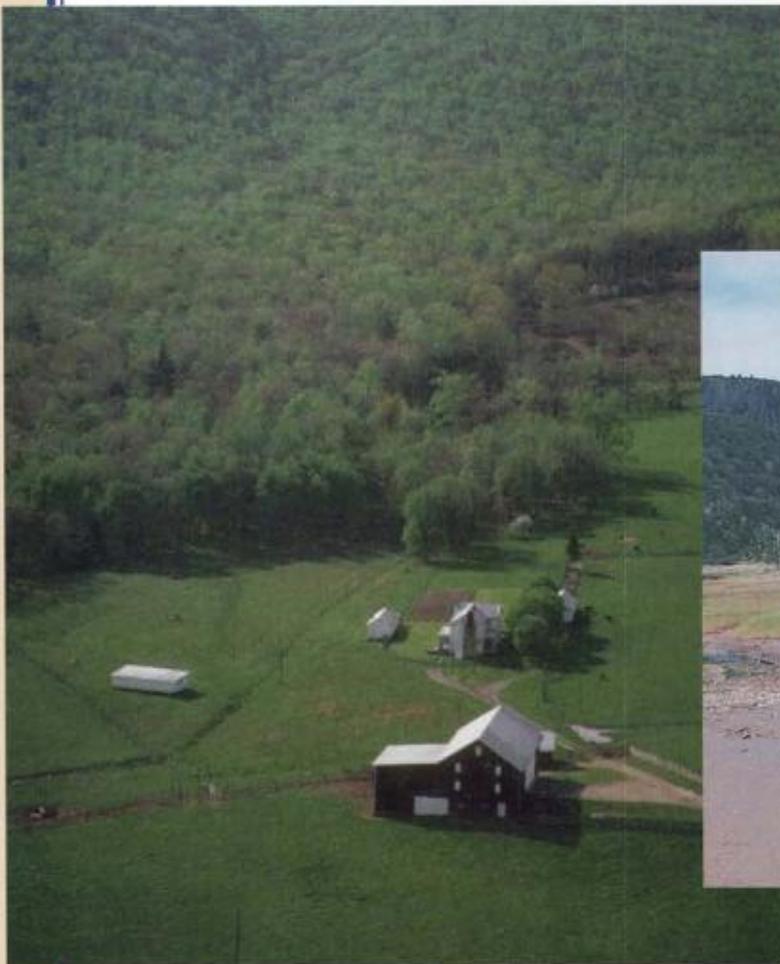


Figure 6-7 Shenandoah Valley farm, Virginia



Figure 6-6 Coniferous forest in Alma, New Brunswick

## Climate

The climate of the Appalachian Region is affected by two ocean currents. The Labrador Current brings cold water south from the Arctic and causes freezing during the winter months in the northern parts of the region. The Gulf Stream brings warm water north from the Caribbean and along the coast of North America before it turns east, crossing the Atlantic Ocean to Europe. The meeting of the Gulf Stream and the Labrador current also provides an ideal breeding ground for fish by encouraging the growth of plankton, microscopic organisms that provide food for fish. The Grand Banks, off the northeast coast of North America, once teemed with many different varieties of fish, one of the main attractions of North America for Europeans.

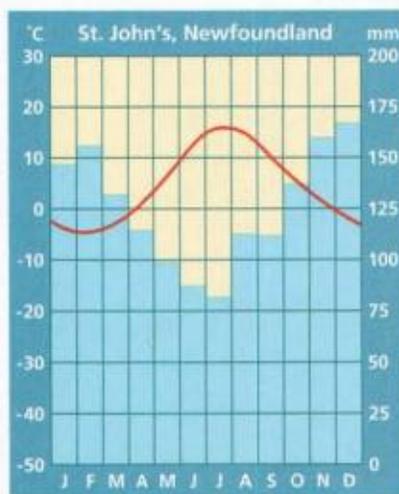


Figure 6-8 St. John's, Newfoundland

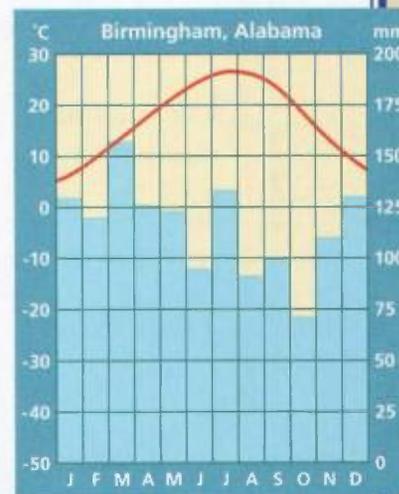


Figure 6-9 Birmingham, Alabama

### DID YOU KNOW?

The forces of erosion help to create landscapes. Erosion is the process of wearing down land. Over thousands of years, water can wear down high ridges and create deep valleys. When rain falls more quickly than the ground can absorb it, the water runs off the

surface, carrying with it a great deal of soil. This process can carve channels into the surface, forming valleys. Water, as it freezes and thaws, can also pry apart rocks. Wind is also a force of erosion, gradually wearing away the surface of rocks.

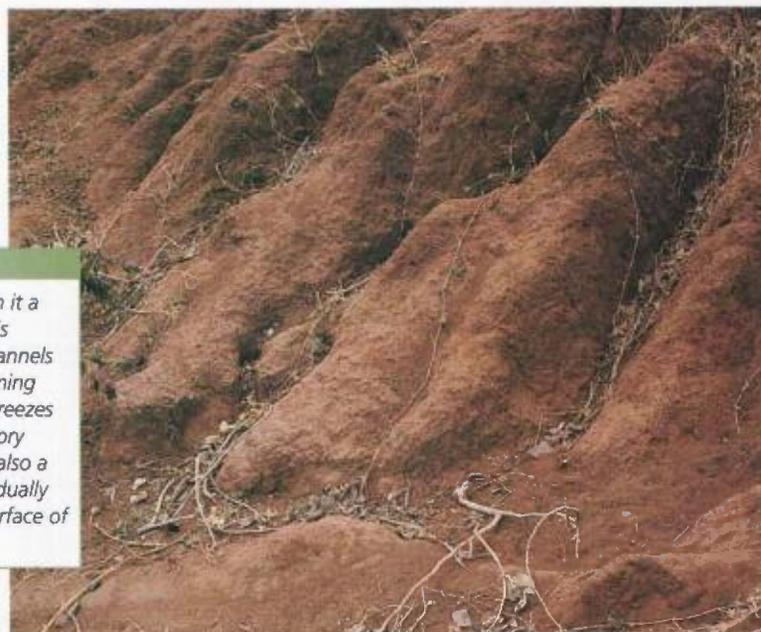


Figure 6-10 Water is carrying soil away, carving channels in the hill.

## Vegetation

Originally, the Appalachian Region was heavily forested with mixed **coniferous** and **deciduous** trees. These could survive in the poor and unproductive mountain soil, and flourish on the plateaus and in the river valleys, where the soil was much more productive.

**coniferous:** evergreens—trees or shrubs bearing cones

**deciduous:** trees that shed their leaves annually

**sedimentary:** the type of rock formed by the erosion of other rocks, after this loose material has hardened

## ACTIVITIES

1. Using the climate graphs in Figure 6-8 and 6-9, compare the climate of the northern and southern portions of the Appalachian Region.
2. How would the Appalachian Mountains act as a barrier to colonization?

# THE COASTAL PLAINS

The Coastal Plains are a lowland area that stretches for 3200 kilometres from Cape Cod, along the Atlantic coast, including Florida, then turning westward and continuing along the Gulf of Mexico into Mexico. They extend some 50 to 100 kilometres inland from the ocean. The streams from the Appalachians become very rapid as they enter the Coastal Plains, making them important in the development of industry.



Figure 6-11 The Coastal Plains



Figure 6-12 Farm land around Chesterton, Maryland

## Topography

The Coastal Plains have an average elevation of less than 200 metres above sea level. The surface is mostly flat, or gently rolling. More than half the Coastal Plains is less than 30 metres above sea level.

The Coastal Plains contain many **swamps** and **marshes**. In the past, the gradual sinking of the land allowed the sea to submerge the lower reaches of many streams that cross the plains. Some of the rivers can be navigated for many miles inland. The Hudson River, for



Figure 6-13 Okefenokee Swamp, on the Georgia-Florida border

example, can be navigated as far inland as Albany. An important feature of the Gulf Coastal Plain is the Mississippi **Delta**—where the Mississippi empties into the Gulf of Mexico, creating a wide belt of fertile agricultural land.

As well as providing transportation routes and agricultural land, the swamp, and marshes of the Coastal Plains are also important sources of shellfish and other aquatic life forms.

## Climate

Climate varies greatly in the Coastal Plains. In the north, it is characterized by cold and snowy winters and hot, humid summers. The southern portions have a sub-tropical climate, with mild to warm winters. The southern portions of the region are also subject to hurricanes. Hurricane season occurs between late summer and early winter.

**swamp:** wet, spongy land

**marsh:** low land that is flooded in wet weather and almost always wet

**delta:** an area of soil or silt deposits built up at the mouth of a river



Figure 6-14 Atlantic City, New Jersey

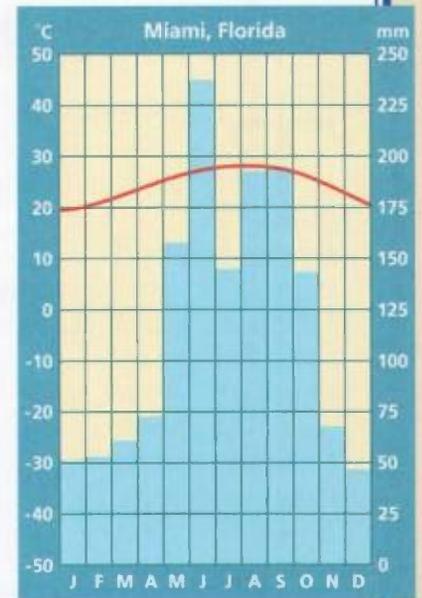


Figure 6-15 Miami, Florida



## Vegetation

The soils of the Coastal Plains are mainly very sandy. The natural vegetation adapted to this sandy soil, and in some areas (Mexico) lush jungles developed. The original vegetation of the area was pine forests.

Figure 6-16 Some of the damage caused by Hurricane Andrew in Florida

### DID YOU KNOW?

Hurricanes are violent wind storms that occur frequently in the West Indies and the Gulf of Mexico. For a storm to be considered a hurricane, the winds must reach speeds of more than 120 kilometres an hour. Often, hurricane winds reach as much as 240 kilometres an hour.

Hurricanes form in the tropics over large bodies of water. They are caused by convectional heating. Warm, moist air at the water surface is lighter than the surrounding air and, as it rises, it is replaced by cooler, heavier air. Sometimes this cooler, heavier air blows inward in a spiral, causing a hurricane.

## ACTIVITIES

1. What are the biggest differences between the Appalachian Region and the Coastal Plains?
2. What are some of the similarities between the two regions?
3. Compare the climate graphs in this region with those of the Appalachian Region. What are the differences?
4. In terms of climate, why is Florida an important tourist centre today?

# THE GREAT LAKES-ST. LAWRENCE LOWLAND

The Great Lakes-St. Lawrence Lowland is the smallest geographical region in Canada. It includes the triangle formed by Lakes Huron, Ontario, and Erie. The region contains several **escarpments**, the best known being the Niagara Escarpment, which extends from Niagara Falls to Manitoulin Island. The region is also cut by a short extension of the Shield near Kingston, and then continues along the St. Lawrence River. It also includes the Ile d'Anticosti, a small island in the Gulf of the St. Lawrence. The region is bounded by the Canadian Shield, to the north, and the Appalachian Mountains to the south.

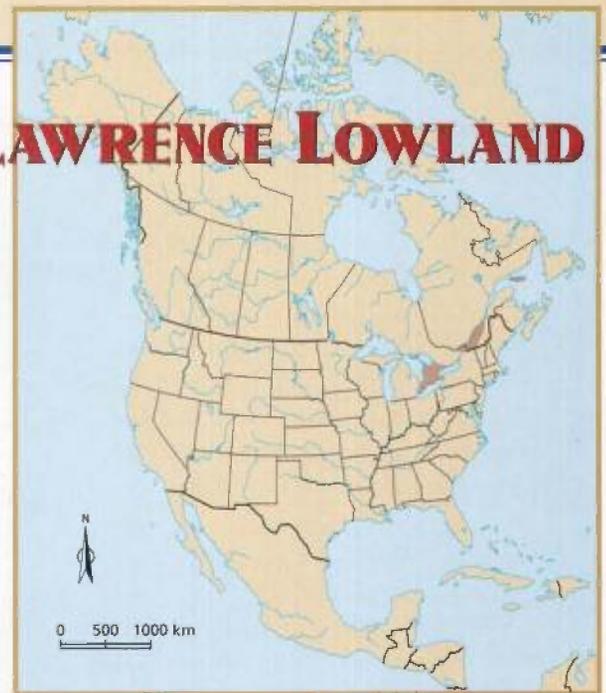


Figure 6-17 The Great Lakes-St. Lawrence Lowland

## Topography

The Great Lakes section of this region has a rolling landscape, created mainly by glaciation. Flat plains are broken by hills and deep river valleys. The St. Lawrence section consists of flat plains on either side of the river, which gradually begin to rise into the Canadian Shield and the Appalachians.



Figure 6-18 A vineyard near Inniskillen, Ontario



Figure 6-19 Apple-harvesting in Quebec

## Climate

The climate is essentially a humid continental climate. It is humid because of the presence of the Great Lakes. The Great Lakes tend to cool the temperature during the summer. By storing heat, the Great Lakes warm the surrounding areas in winter. Winters vary from cool to cold, and summers from warm to hot.

## Vegetation

Originally this region, which has very fertile soils, was heavily treed. The Great Lakes portion once had Canada's largest broad-leafed forests, because its soil and climate conditions allowed maple, beech, hickory, and black walnut trees to thrive. Elsewhere in the region, the vegetation was mixed forest of both deciduous and conifers, such as maple, beech, oak, ash, and birch, along with spruce, fir, pine, and cedar.

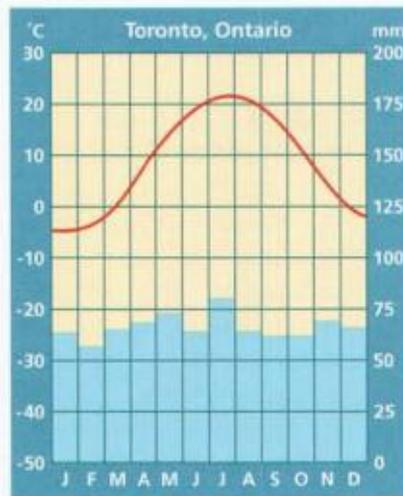


Figure 6-20 Toronto, Ontario

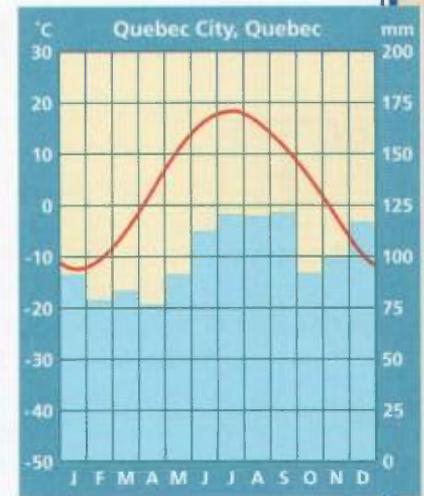


Figure 6-21 Quebec City, Quebec

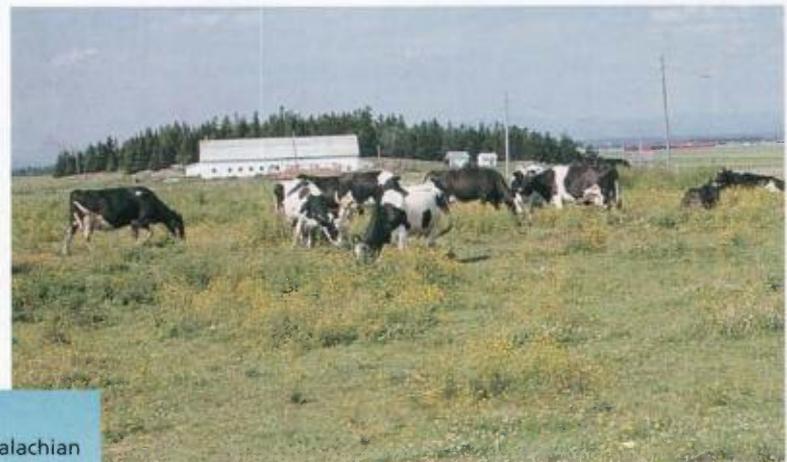


Figure 6-22 Dairy farming in the region

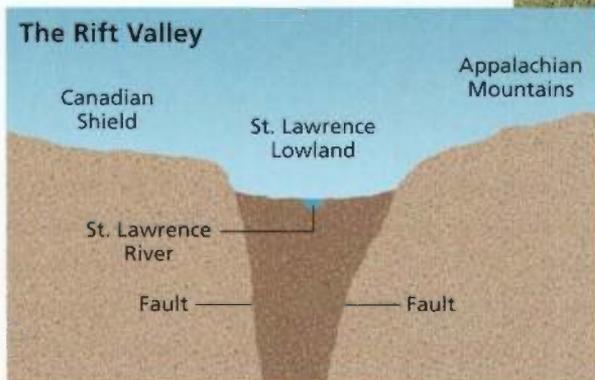


Figure 6-23 The formation of a rift valley

**escarpment:** a steep cliff formed by erosion or faulting

**continental climate:** a climate type that develops away from the influence of oceans. The temperature range tends to be large and precipitation is low.

**rift valley:** a valley that is created when the portion of land between two faults (cracks in the Earth's crust) drops down

**faulting:** movement along a crack (fault) or cracks in the Earth's crust

### DID YOU KNOW?

The St. Lawrence lowland was formed in a different way than the Great Lakes lowland. First, a **rift valley** was created by **faulting**. Then, towards the end of the last Ice Age, cracks in the Earth's surface caused the

area around the St. Lawrence to sink. It was then flooded by a part of the Atlantic Ocean, which laid down the sediments that gave this flat area its excellent soils.

## ACTIVITIES

1. Why has the Great Lakes-St. Lawrence Lowland become the most populous region of Canada, even though it is the smallest region?
2. Why is this region the most favourable in Canada for agriculture?

# THE INTERIOR PLAINS

The Interior Plains are a vast sweep of plain, but they are not entirely flat. In most places the land is composed of gently rolling hills and deep river valleys. In the United States, the Interior Plains run between the Appalachian Mountains, on the east coast, and the Rocky Mountains in the west. In Canada, the Interior Plains run between the Canadian Shield and the Rocky Mountains. From north to south, the Interior Plains extend from the Gulf of Mexico to the Arctic Ocean. Because of its huge size, the region is very diverse.



Figure 6–25 Sprinkler irrigating a farm in the Interior Plains



Figure 6–26 Wheat-farming in Saskatchewan

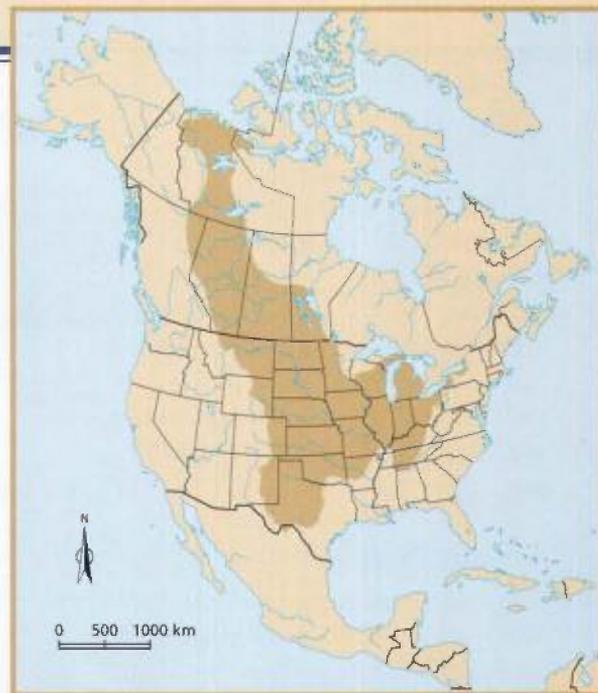


Figure 6–24 The Interior Plains

## Topography

In the US, the Interior Plains are divided into the Central Lowland and the Great Plains. The northern boundary of the Central Lowland is formed by the Canadian Shield, the Great Lakes, and the St. Lawrence River.

The Great Plains are higher in elevation than the Central Lowland, rising from about 600 metres to 1500 metres above sea level in the west.

In Canada's Prairie provinces, the Interior Plains contain three different elevations, which are separated by escarpments. In general, the plains are gently rolling, gradually sloping down from west to east. To the north of the Prairies, the Interior Plains continue to the Arctic Ocean.

**tornado:** a brief, but very destructive storm characterized by a wind funnel

**funnel:** the usual shape of a tornado; a tube of winds spiralling at high speeds

**vortex:** a mass of fluid or air that whirls in a rotary direction

## Climate

The climate of the Interior Plains is a continental climate, affected by its location in the heart of the continent—far from the moderating influence of the oceans. It is a climate of extremes, including long, hot, summers, cold winters, and little precipitation. Farther north, the winters are colder and longer, and summers are shorter and cool. The northern portion of the region has an Arctic climate, with extremely long, cold winters, and short, cool summers.

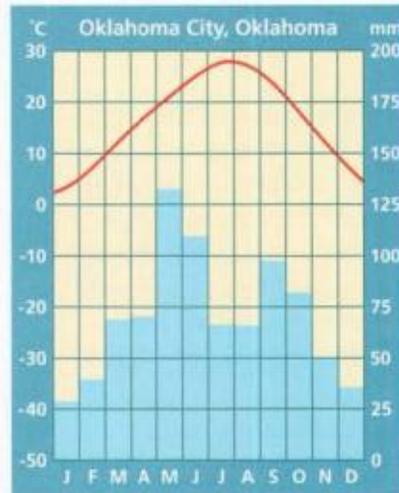


Figure 6-27 Oklahoma City, Oklahoma

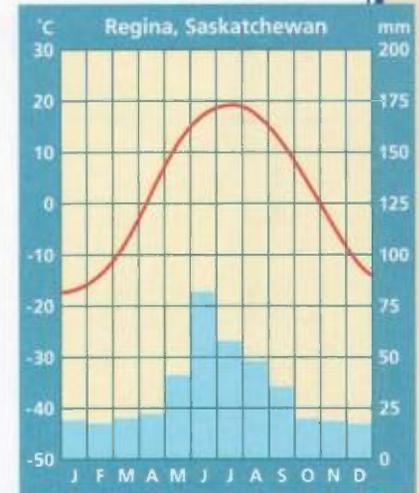


Figure 6-28 Regina, Saskatchewan

### DID YOU KNOW?

The American Midwest is often subject to **tornadoes**, most of which occur during March and June during the hottest time of the day. They occur when dry, cold air from the north collides with warm, moist air from the south.

Tornadoes are extremely destructive. The winds inside the tornado's **funnel** move in a counter-clockwise direction at speeds of up to 650 kilometres an hour. The area inside the funnel is called the **vortex** and is usually 300 to 400 metres wide, and up to 7 kilometres in length. The vortex moves along the ground at 60 kilometres an hour.



Figure 6-29 A tornado

## Vegetation

Originally, the Central Lowland east of the Mississippi was covered with mixed deciduous trees and scattered evergreens. West of the Mississippi, in the Great Plains, prairie grasses grew as tall as a person. The natural vegetation of the Canadian prairies was also grassland—trees grew only in the river valleys. In the northern portion of the Interior Plains, boreal forest grows, gradually becoming tundra towards the Arctic Ocean.

## ACTIVITIES

1. Explain why there is so much diversity in the Interior Plains region.
2. Using the climate graphs, explain why farmers need to use irrigation.
3. Find out what the term "dryland farming" means, then suggest the areas of this region where dryland farming occurs.

# THE CANADIAN SHIELD

The Canadian Shield is more than 2 billion years old. It consists of great volcanic mountains that were levelled by millions of years of erosion. It is the geographic foundation of Canada, covering more than half of its surface area. It consists of a platform of rocks that stretches from Labrador, around Hudson Bay and James Bay, in the east, south to the Great Lakes, and west to the Interior Plains. The Shield overlaps the US in two areas.

Figure 6-30 The Canadian Shield

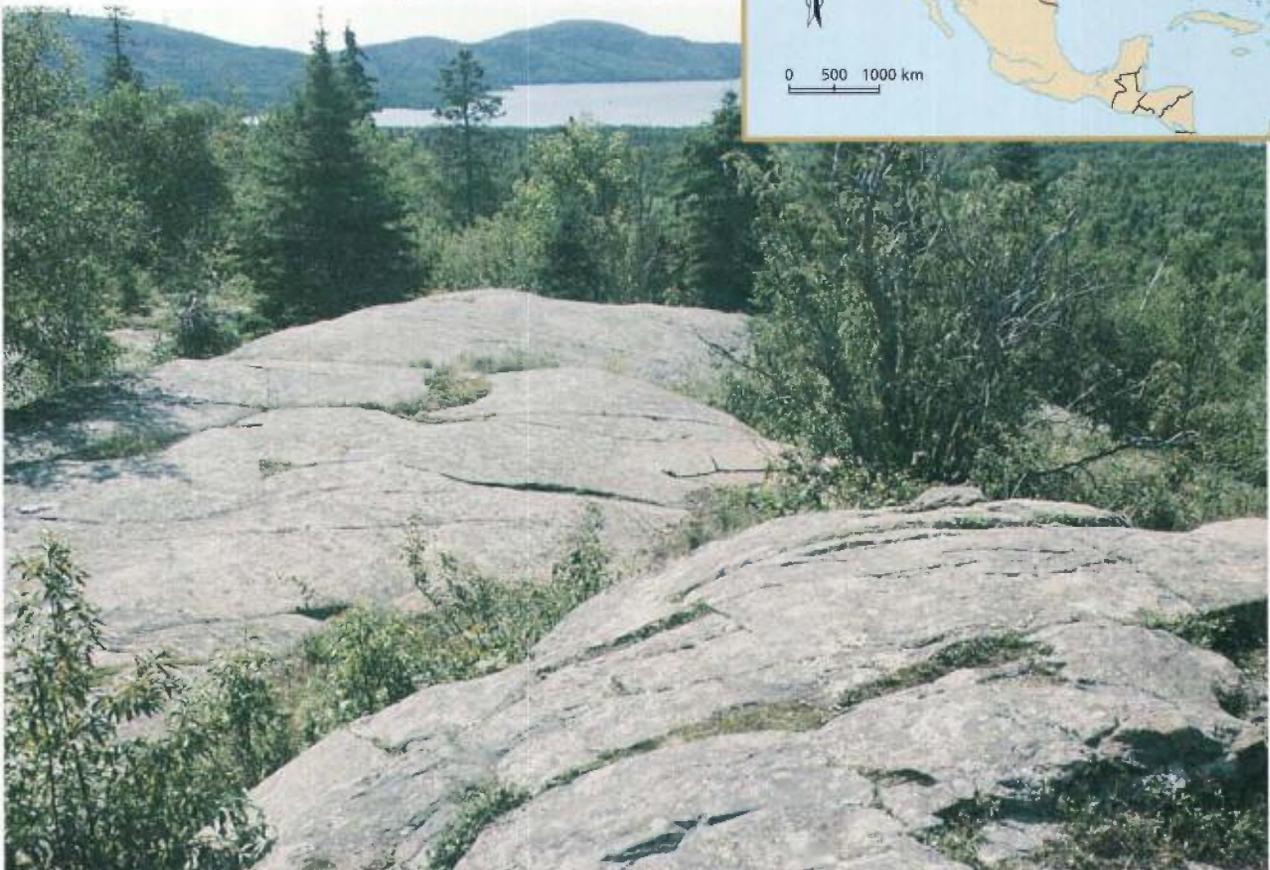


Figure 6-31 The varied landscape of the Shield—rocks, trees, and lakes—north of Lake Superior

## Topography

During the Ice Age, glaciers removed most of the soil, leaving a barren rock surface in many places. As well, the retreat of the glaciers affected the drainage of the Shield to a significant degree. Debris deposited by the glaciers dammed up rivers, or forced

them to flow in different directions. As a result, the Shield consists of a chaotic pattern of rivers, lakes, swamps, and **muskeg**.

The average elevation of the Shield is about 100 metres above sea level in the north, rising to about 500 metres in

the south. The centre of the Shield is much lower in elevation than its outer portion. The areas around Hudson Bay and James Bay are lowland areas covered with clay. As a result, most rivers in this region flow into these two bays.

## Climate

The climate varies throughout the vast area covered by the Canadian Shield. As you travel north, the winters become increasingly long and cold, with the summers becoming shorter and cooler.

## Vegetation

**Boreal forest** covers most of the Shield, since evergreens, such as spruce, pine, and fir, are more suited to the thin, sandy soil. Some deciduous trees, such as poplar and white birch, are also present. These trees are small and weak, more suited to the pulp and paper industry than to lumbering. North of the tree-line, however, no trees are able to grow—the growing season is too short, there is too little precipitation, and there is permafrost.

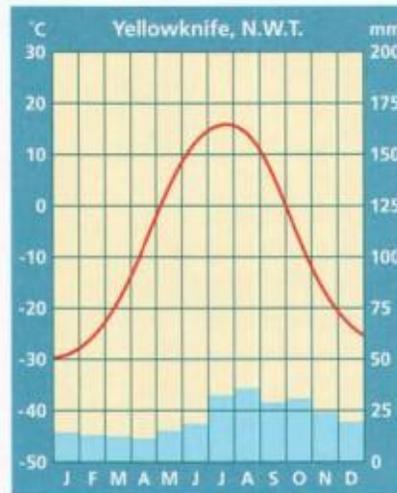


Figure 6-32 Yellowknife, NWT

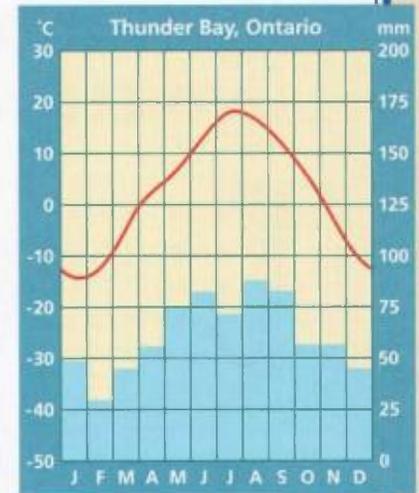


Figure 6-33 Thunder Bay, Ontario

### DID YOU KNOW?

The Canadian Shield is a storehouse of valuable minerals—such as lead, copper, gold, zinc, and nickel. The causes for these deposits can be found long ago in the past, when magma forced its way through the cracks in the Shield's rock. The glaciers stripped the top layers, making these mineral formations easy to detect. This later attracted many mining companies to the area.

**muskeg:** a level bog or swamp, found in Canada

**boreal:** Northern, or of the Arctic

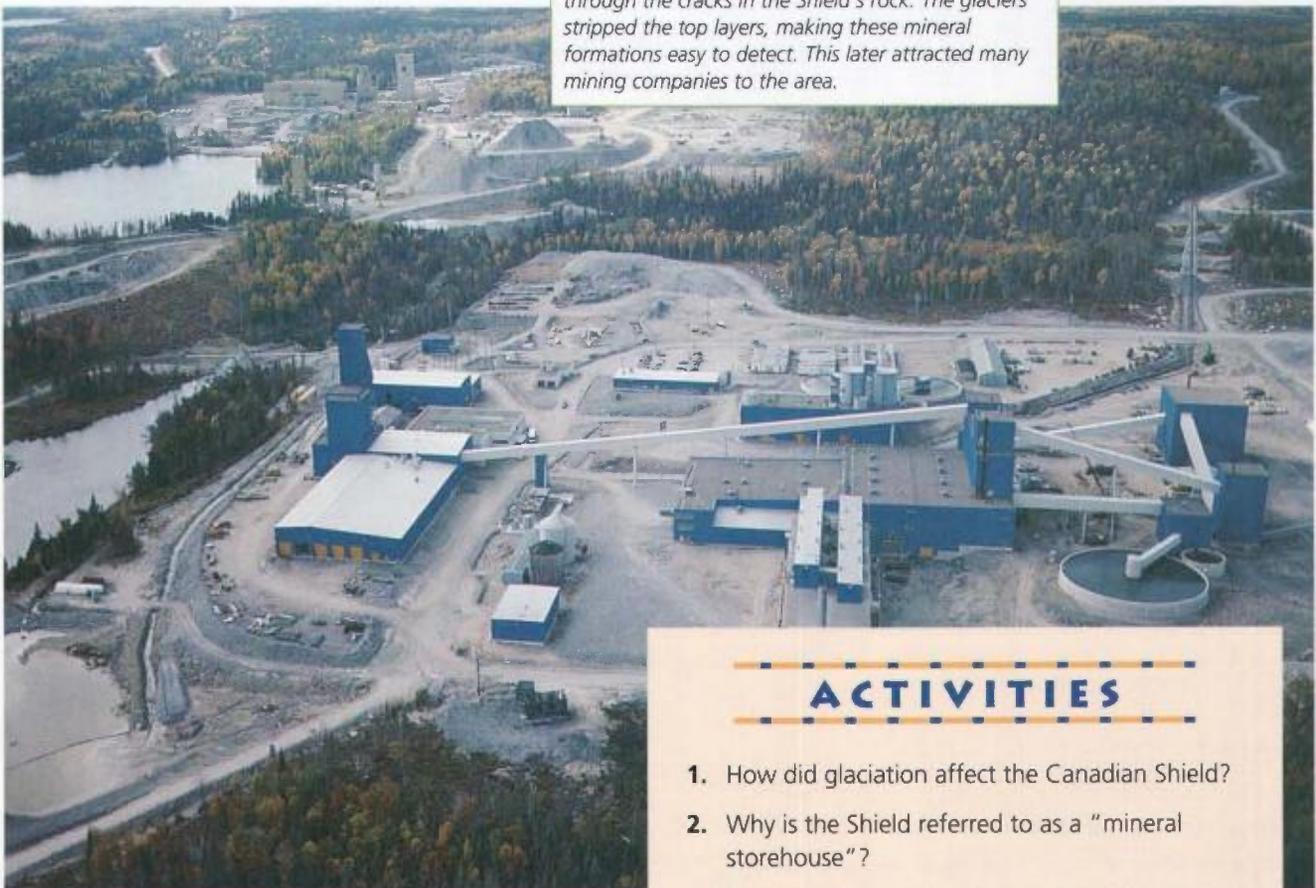


Figure 6-34 The Hemlo gold mines near Marathon, Ontario

## ACTIVITIES

1. How did glaciation affect the Canadian Shield?
2. Why is the Shield referred to as a "mineral storehouse"?
3. Apart from forestry, what other important industry is found in the Shield today?

# THE WESTERN CORDILLERA

The Western Cordillera Region runs along the west coast of North America. It consists of range after range of mountains, separated by plateaus and valleys. The Rocky Mountains are the most easterly range of mountains of this region. In the US, they veer towards the interior of the continent, to a great extent. The coastal chains of mountains are volcanic mountains, but the inner ranges of mountains (the Rocky Mountains) are fold mountains.

Figure 6-35 The Western Cordillera

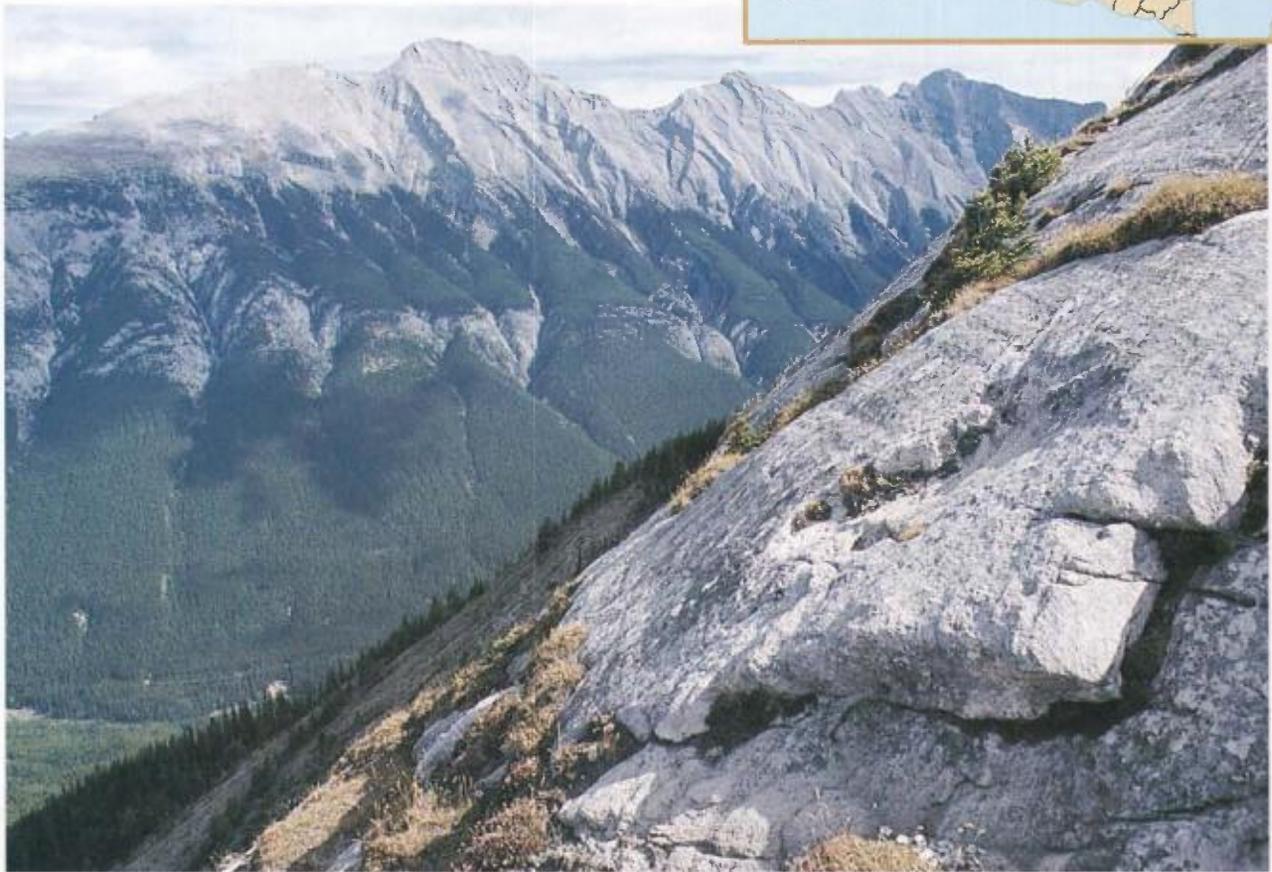
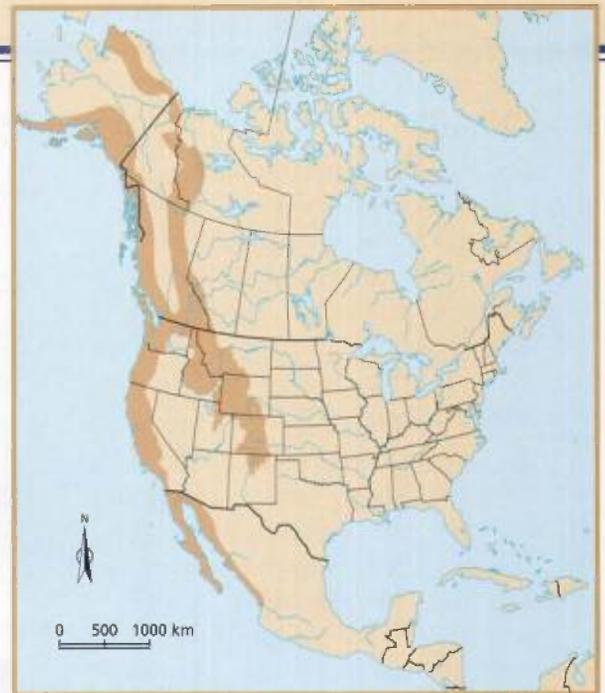


Figure 6-36 Mount Rundle (on the right), close to Banff, Alberta

## Topography

The Western Cordillera is comprised of new mountains not yet worn down by erosion. They are more than twice as high as the Appalachian Mountains in the east. There are many different mountain ranges in this region. The Rocky Mountains, to the east, form the Continental

Divide. All the rivers east of the Rockies flow east, finding their outlets in the Gulf of Mexico or the Arctic Ocean, or Hudson Bay and James Bay. West of the Rockies, rivers drain towards the Pacific Ocean.

## Climate

The west coast has a **maritime climate**. Although it varies from north to south, the west coast is moist and mild—in fact, parts of it are among the wettest regions on Earth. Moderated by the water of the Pacific Ocean, winters are usually above freezing. Summers are cooler than in the interior of the continent. Valleys are warmer than mountain slopes, and windward slopes are much wetter than leeward slopes, which are often very dry because of the **rain-shadow effect** (see page 177).

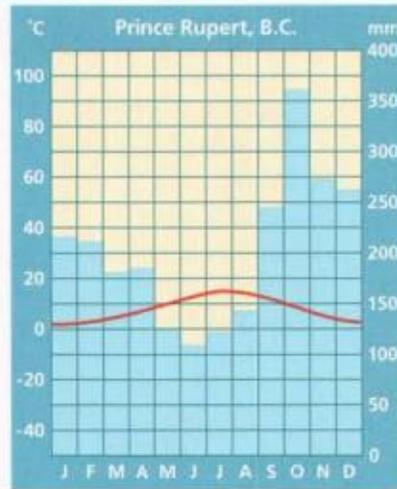


Figure 6-37 Prince Rupert, B.C.

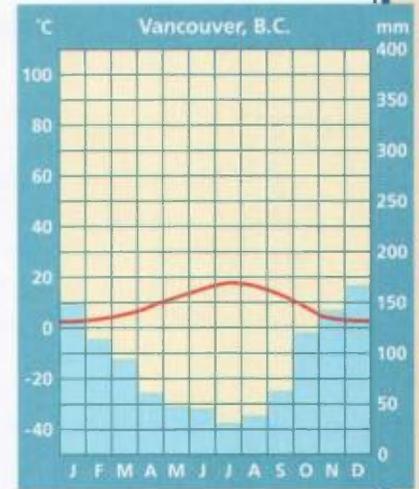


Figure 6-38 Vancouver, B.C.

Note: The scale of these climate graphs differs from others in this chapter. Why is this so?

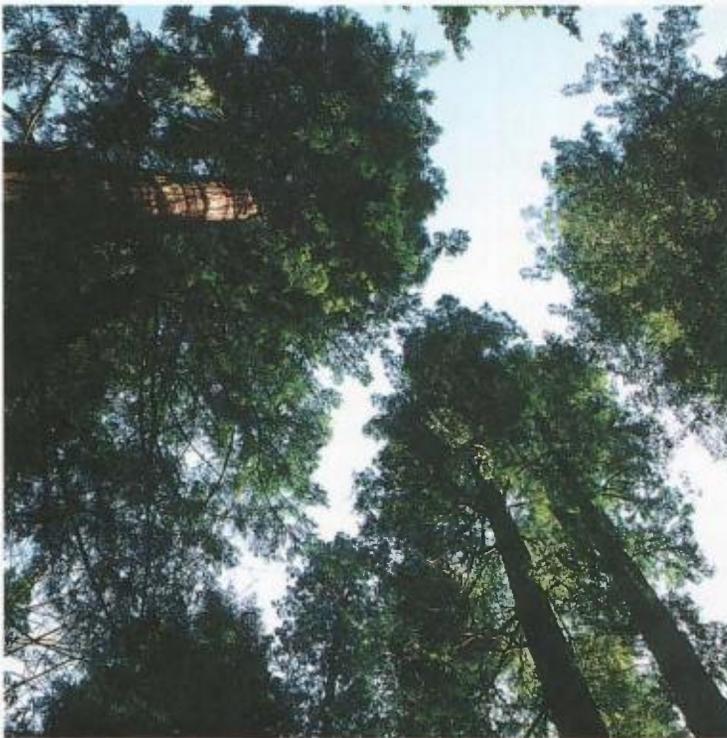


Figure 6-39 Why do lumber companies prize these trees?

## Vegetation

Western Cordilleran vegetation varies enormously from one side of a mountain to the other. On the moist, windward slopes, evergreens, such as Douglas fir, western hemlock, and western red cedar, grow to tremendous age and size on the lower slopes. Some are as high as a 30-storey office building. The giant sequoia, the largest tree in the world, grows near Yosemite. Higher up, the trees are smaller. At the very tops of the mountains, the vegetation becomes similar to that of the tundra, or it ceases entirely. On the leeward slopes, grasses and cactuses grow in the dry valleys. Farther south, the great evergreens no longer grow, since the rainfall is less.

**maritime climate:** a climate that is strongly influenced by the closeness of a large body of water. The annual temperature range tends to be small and precipitation is high.

**temperate:** climate that has warm summers and cool winters

### DID YOU KNOW?

The Pacific North American forest can be categorized as a rain forest. Usually, people think of rain forests as being tropical because of the amount of rainfall needed. The Pacific coast of North America is **temperate**, but it receives as much rain as tropical rainforests.

## ACTIVITIES

1. What is unusual about the climate of the Western Cordillera?
2. What is unusual about its vegetation?
3. How does the Western Cordillera differ from the Appalachian Region?

# THE INTERMOUNTAIN REGION

The Intermountain Region is an area in the US and Canada that lies between the Rocky Mountains and the Coast Mountains, the Cascades, and the Sierra Nevada. It is a thinly populated area of high **plateaus** and isolated mountains, and contains the only deserts in the US. In Canada, the region consists of the interior plateau valleys of British Columbia and the Yukon.

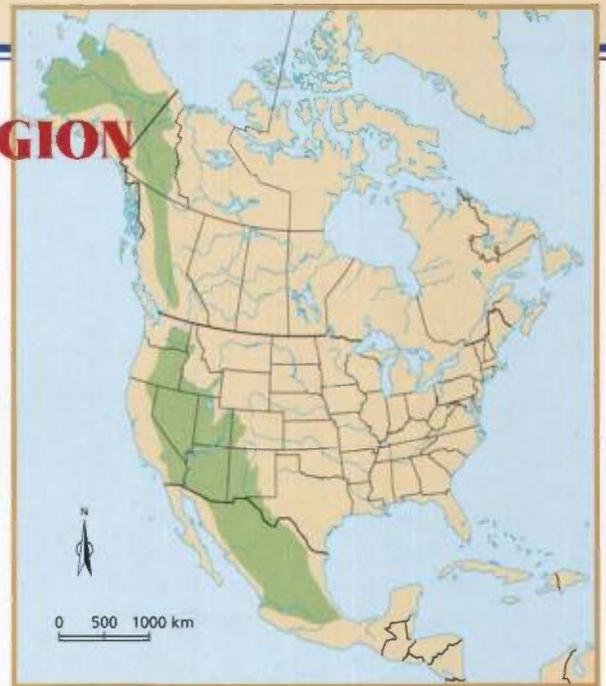
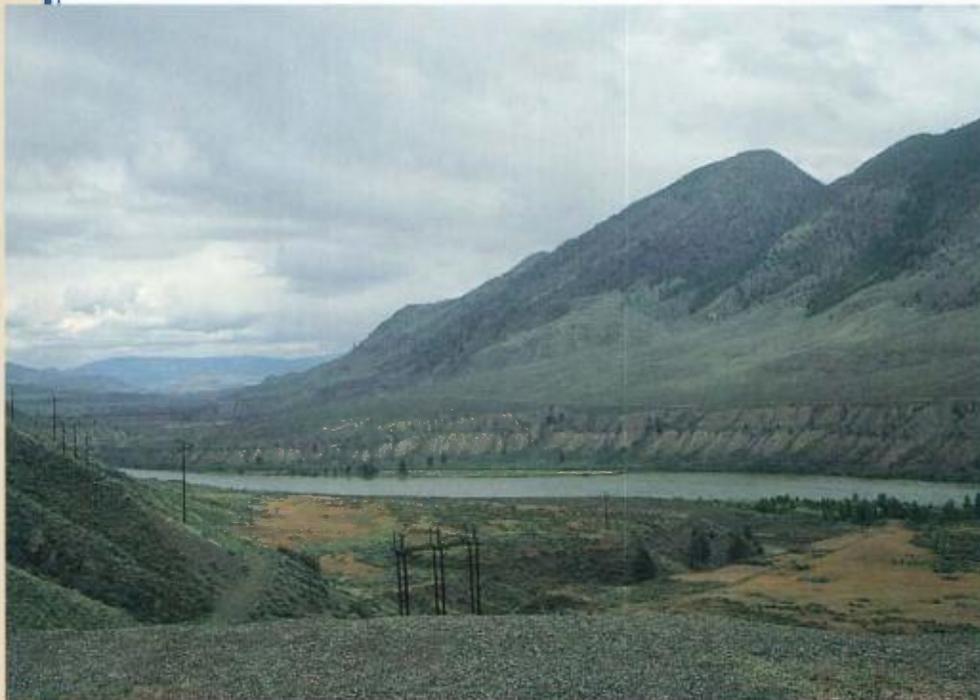


Figure 6-40 The Intermountain Region



Figure 6-41 Death Valley, California, is 86 metres below sea level.



## Topography

In many areas, the streams and rivers of the Intermountain Region's mountains and plateaus never reach the sea. Instead, they flow into **brackish** lakes, such as the Great Salt Lake in Utah, or disappear into desert **sinks**. In other areas of the region,

some rivers do find a way to the ocean. In some portions of the region, there are areas that can be made productive by irrigation. In other areas, cattle-ranching is possible.

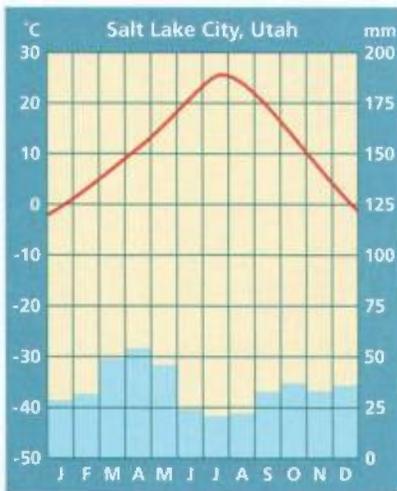
**plateau:** a flat area at a high elevation

**brackish:** somewhat salty

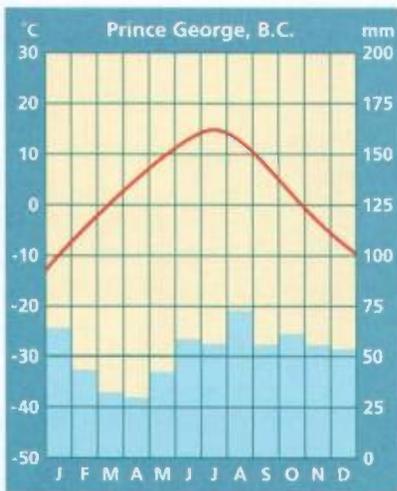
**sink:** a place in which liquid collects

**rain-shadow:** area on the leeward slope of mountains, with little precipitation

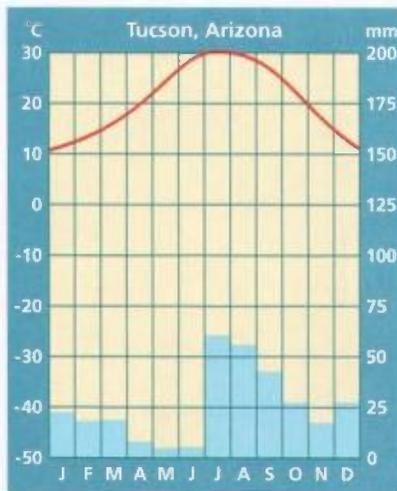
**Figure 6-42** The plateau around the Thompson River and its tributaries is very rugged, and the rivers have eroded huge canyons in the landscape.



Figures 6-43 Salt Lake City, Utah



Figures 6-44 Prince George, B.C.



Figures 6-45 Tucson, Arizona

## Climate

The climate of the Intermountain Region is affected by its location and by its elevation. Winters can be cool and wet or hot and dry, depending on the region. In the southern portions of the region, winters are short and warm with very little precipitation. The northern portions of the region also lack precipitation, although the climate is more moderate, with moist winters and hot dry summers.

## Vegetation

The vegetation of the Intermountain Region generally ranges between sparse grassland to plants that can survive in semi-desert or desert conditions. The higher areas are covered in thin pine forest.

### DID YOU KNOW?

One of the reasons that the Intermountain Region is so dry is that it lies in the **rain-shadow** of the coastal mountains of the west coast. As moist air is forced to rise up the windward slope of a mountain range, it cools. When cool, it can hold less water vapour. At a certain point the air becomes saturated with water vapour and condensation occurs. This produces clouds and, eventually, rain or snow. As the cool air descends the leeward slope of the mountain range, the opposite occurs. The warmer air can hold more moisture, the clouds evaporate, and no rain or snow falls. The result is a very dry climate area.

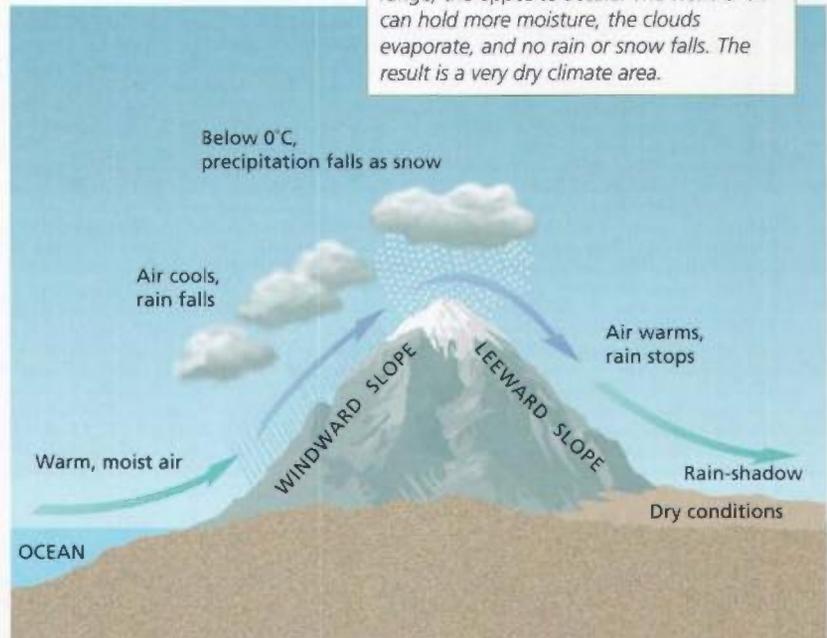


Figure 6-46 The effects of rain-shadow

## ACTIVITIES

1. What are the greatest hindrances to human occupation of the Intermountain Region?
2. What actions have humans undertaken to make this region more hospitable to human habitation?

# THE ARCTIC

The Arctic Region in northern Canada is a combination of lowlands and mountains. The lowlands are found in a series of islands lying to the north of Hudson Bay. The mountains are found in the extreme northwest border.



Figure 6-47 The Arctic



Figure 6-48 Inuitian region near Resolute Bay, NWT

## Topography

Much of the Arctic near the ocean is very flat. The mountains of the far north were formed by folding and are presently covered by glaciers.



Figure 6-49 Purple saxifrage, a low-lying plant that grows in the Arctic

## Climate

The Arctic climate is very severe because it is so far from the equator. Winter lasts for ten months in the far north. Summer is very short, and not very warm. Because it has little precipitation, the Arctic is actually a desert.

## Vegetation

Very few life forms, beyond lichen, can grow on the mountains of the Arctic. Trees cannot grow on the **tundra**, either, because the climate is too cold and dry, and only a small amount of thawing occurs during the summer. Small shrubs, mosses, and lichens are the only things that can grow. They cling to the ground, soaking up the small amount of warmth and moisture available.

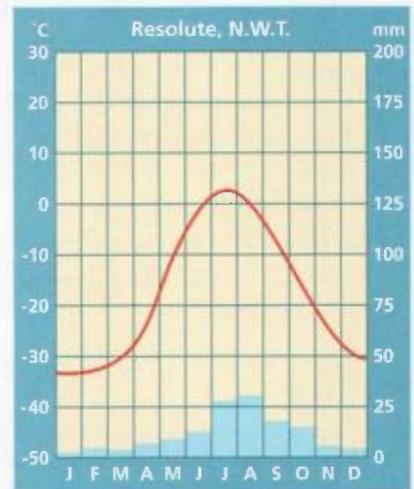


Figure 6-50 Resolute, NWT

### DID YOU KNOW?

*Permafrost is characteristic of the Arctic—it means that the ground is permanently frozen, except for the few inches at the surface that thaw during the summer. Building is a problem because of the permafrost. Water and sewage must be carried in large, above-ground pipes called “utilidors.”*



Figure 6-51 Utilidors in Iqaluit

## ACTIVITIES

**tundra:** northernmost vegetation region found in areas too cold for trees to grow. Bushes, grasses, mosses, and similar plants dominate.

1. Using an atlas, find out how many daylight hours there are in the Arctic over the course of a year?
2. Do a PMI on the advantages or disadvantages of living in the Arctic. (See page 143 for a model.)

## CONCLUSION

The settlers who came to North America found a wilderness rich in diversity and natural resources. They exploited these natural resources and, over time, created whole new environments.

European attitudes towards the environment contrasted sharply with the attitudes of the original inhabitants of North America, who saw themselves

as conservators, rather than exploiters.

The results of industrialization and development have led us to a situation where the very future of the Earth is threatened—we suffer from many forms of pollution, many of which we may or may not be able to counteract. What questions should we be asking ourselves, now, as we near the next millennium?

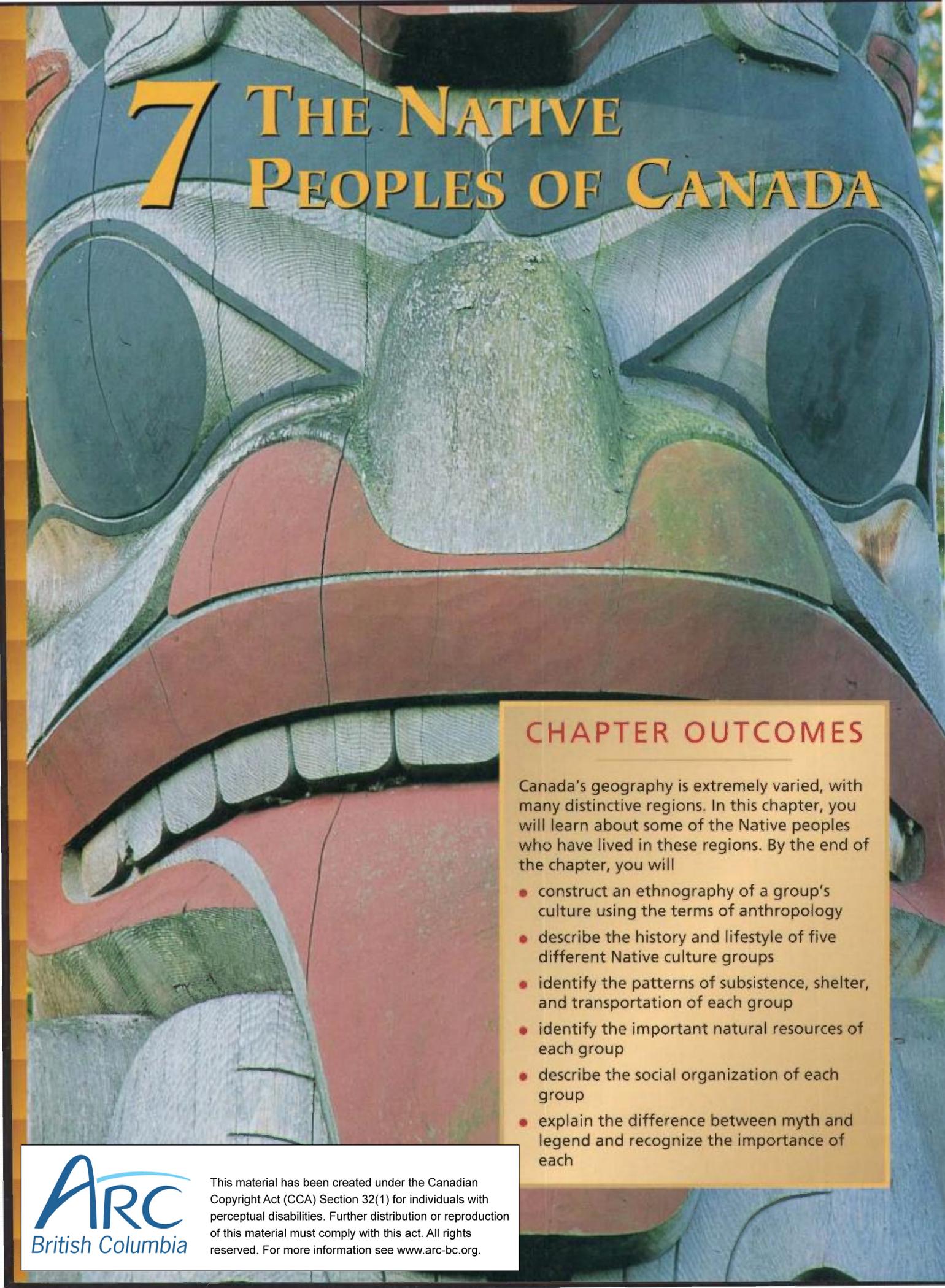
## SUMMARY ACTIVITIES

1. Create an organizer to compare the regions on the basis of climate, vegetation, and economic activities.
2. Using an atlas and an outline map of North America, show the different climatic regions of the continent.
3. Do the same activity as in question 2, but for the vegetation regions of North America.

Make an annotated legend to accompany the map, describing the characteristics of the climate regions.

## ON YOUR OWN

1. Research some of the current major environmental issues affecting each of the regions of North America. (For example, mining, forestry practices, fisheries depletion, global warming, acid rain, and ozone depletion.) You could add these to the summary chart you made above.



# 7 THE NATIVE PEOPLES OF CANADA

## CHAPTER OUTCOMES

Canada's geography is extremely varied, with many distinctive regions. In this chapter, you will learn about some of the Native peoples who have lived in these regions. By the end of the chapter, you will

- construct an ethnography of a group's culture using the terms of anthropology
- describe the history and lifestyle of five different Native culture groups
- identify the patterns of subsistence, shelter, and transportation of each group
- identify the important natural resources of each group
- describe the social organization of each group
- explain the difference between myth and legend and recognize the importance of each

# Why the Salmon Came to Squamish Waters

*Myths are stories that explain something about the universe—how it was made, for example, and why certain events occur. This myth about salmon has been handed down by the Squamish people. Salmon are still an extremely important food resource for the people living on the Northwest Coast of Canada, and form an essential part of their diet. In this story, the origins of the salmon are revealed.*

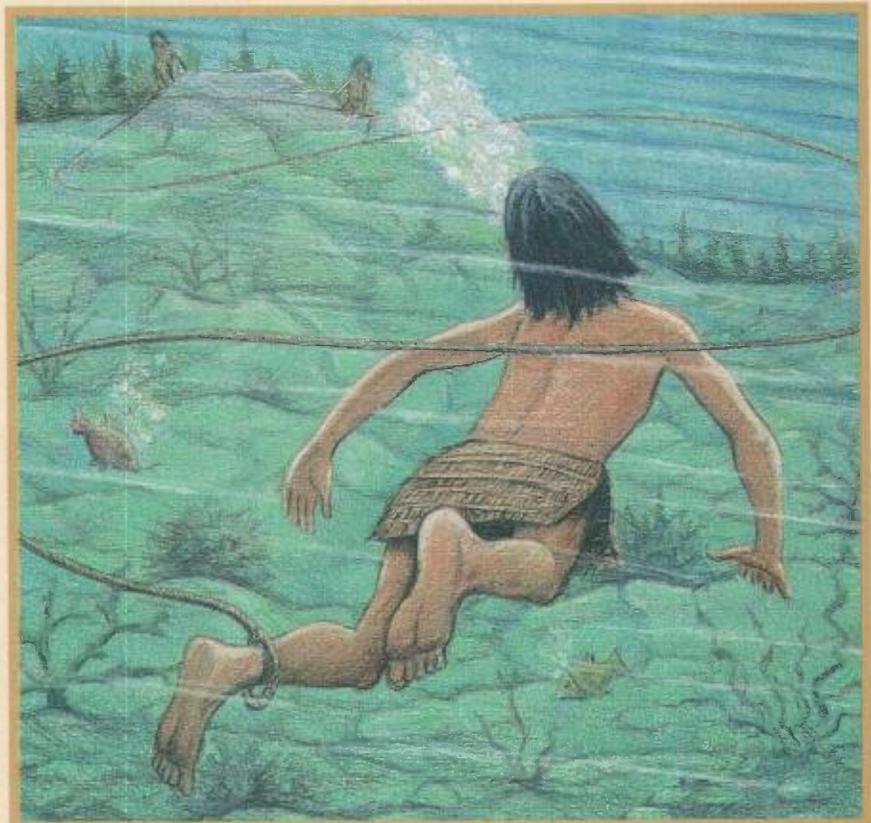
**A** long time ago, people, animals, and birds were really the same, only disguised in different forms. The Chief of the Squamish people was sad because there were no salmon in Squamish waters. As a result, the people often went hungry. One day, the Squamish village was visited by four **supernatural** brothers, and the Chief decided to ask them for help in persuading the Salmon people to swim to Squamish waters.

The four brothers were renowned for their good deeds, and they gladly agreed to offer their services to the Chief. The problem was that no one knew exactly where the Salmon people could be found. It was decided to ask Snookum, the Sun, as Snookum could see all over the world from his home high in the sky.

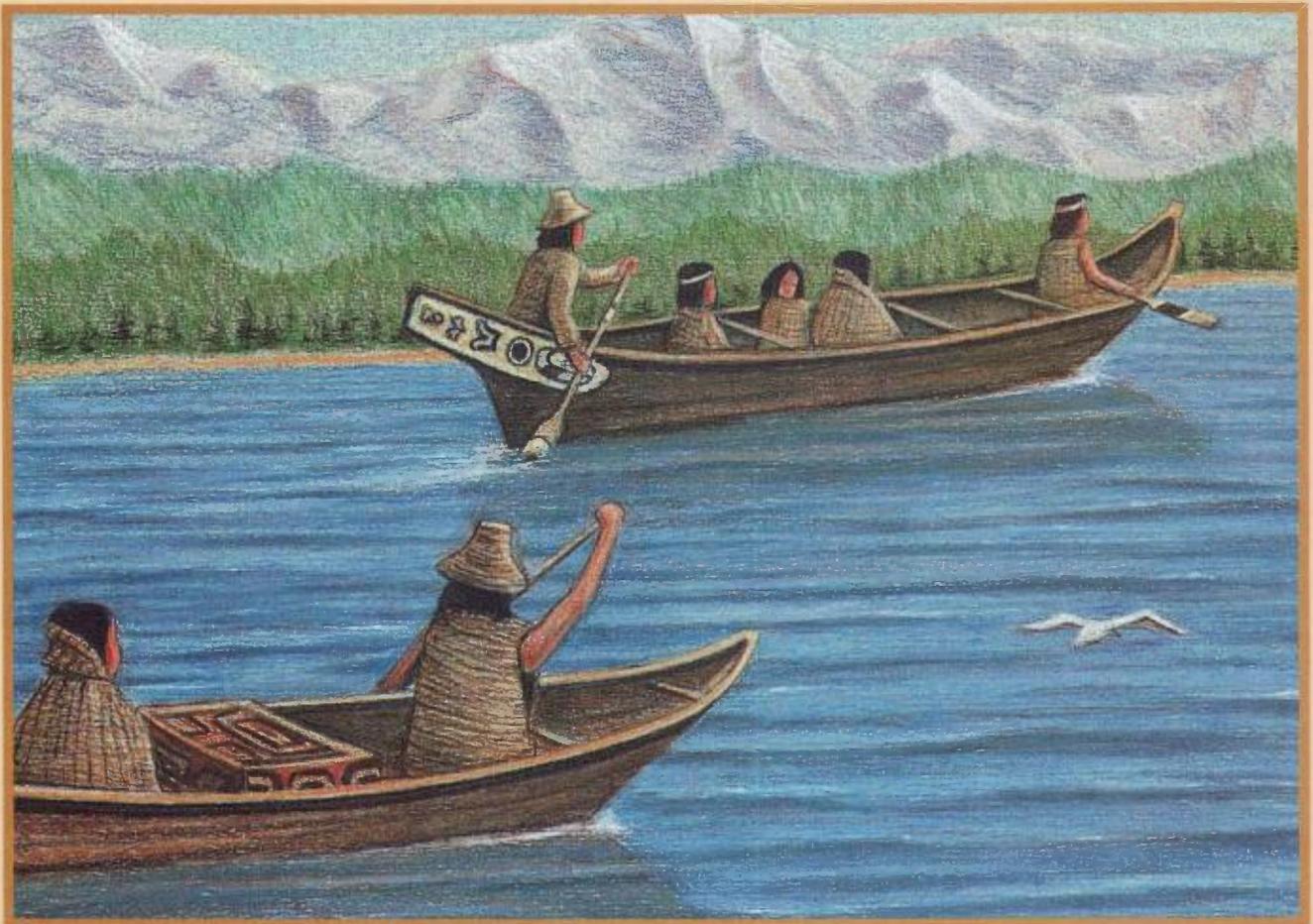
After much thought and discussion, the brothers decided to use their great powers to transform the youngest brother into a salmon by tying him to a rock with a length of fishing line. He leapt and sported in the manner of a salmon until he attracted the attention of Snookum. But the crafty Sun

caused the other three brothers to fall into a deep trance. Then, having transformed himself into a magnificent Eagle, Snookum swooped down from the sky and caught the Salmon brother in his claws. The Sun-Eagle rose rapidly up into the heavens, breaking the line as he flew.

On waking from their trance, the three brothers discovered their young brother was missing, and Snookum was back up in the sky. They decided to try again. They transformed the third brother into a great whale and tied him to shore with a very strong line. For a second time,



The youngest brother sported about, just like a salmon.



The Squamish people paddled their canoes towards the territory of the Salmon people.

Snookum cast the brothers into a trance. Again, transformed into an Eagle, he swooped down and dug his claws into the whale's back. The Sun-Eagle now tried to fly back up into the sky, but this time the line held. The Eagle realized he was stuck fast to the whale's back.

The frantic flapping of the Sun-Eagle's wings awoke the brothers from their trance, and they hauled in the line, bringing the whale and its unwilling passenger to shore. Outwitted and now captured, the Sun-Eagle agreed to tell the brothers the location of the Salmon people in exchange for his freedom.

Snookum told the brothers that the Salmon people lived a

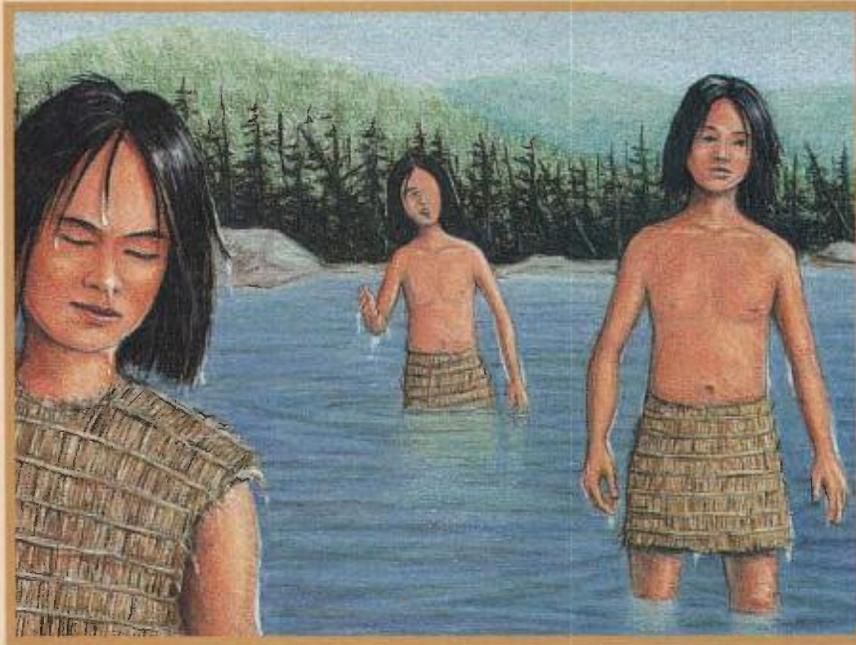
long distance away to the west. He warned that if the Squamish people wished to visit the Salmon people, they must first prepare some medicine and take it with them on their journey. Then he was set free.

The Squamish people prepared the required medicine. Led by the brothers, they paddled their canoes westward until they arrived at the home of the Salmon people. Here they were **cordially** received, and they gave some of their medicine to Spring Salmon, the Chief of the Salmon village. As a result, Spring Salmon was very friendly to the whole party.

In a stream that flowed behind the village, Spring

Salmon kept a fish trap. He directed four of his young people, two boys and two girls, to enter the water and swim up the creek to the Salmon trap. Obeying his orders, the young people drew their blankets over their heads and walked into the sea. No sooner had the water lapped against their faces than they became salmon. Leaping and playing together, just as salmon do in the running season, they swam their way to the trap in the creek.

Later, when it came time to welcome the visitors with a feast, Spring Salmon ordered the fish to be brought from the trap to be cleaned and roasted. The four salmon were cleaned and



One of the youths emerged from the water with only half a face.

cut open and then spread above the flames on a wooden grill.

When the Chief invited his guests to eat, he insisted that they must not throw away any of the bones. They were to lay them aside carefully, making sure that not even the smallest bone was destroyed. When the meal was over and the satisfied guests had finished eating, all the bones were carefully gathered up and thrown into the sea. A few minutes later, the four young people reappeared in their original human form and waded out of the water to join the others.

The Squamish started to believe that they had found the home of the Salmon people. They became even more convinced when, on a subsequent occasion, one youth did not throw all the bones back into the sea. This resulted in near disaster—one of the youths emerged from the water with part of his face missing. He was made whole again only when the guilty Squamish youth produced the missing bones.

The eldest of the four brothers told how the Squamish people were often poor and hungry, and requested that the

Salmon be allowed to visit Squamish waters and swim in Squamish streams.

Chief Spring Salmon agreed, on one condition, which was that the Squamish be very careful with the bones and always be sure to throw them back into the water, just as they had seen the Salmon people do.

The four brothers and the Squamish people promised to observe this rule faithfully. As they were leaving, Chief Spring Salmon called to them: "I will send Spring Salmon to you first in the season. After that, I will send the Sockeye, then the Coho, then the Dog-Salmon (Chum), and last of all the Humpback."

The Chief of the Squamish kept his word and ever since that time, so very long ago, different varieties of Salmon, in that order, have come to the Squamish waters to help feed the people. And in the days of old, before the coming of the white people, the Squamish obeyed the words of Chief Spring Salmon and were very careful to throw the salmon bones back into the water.

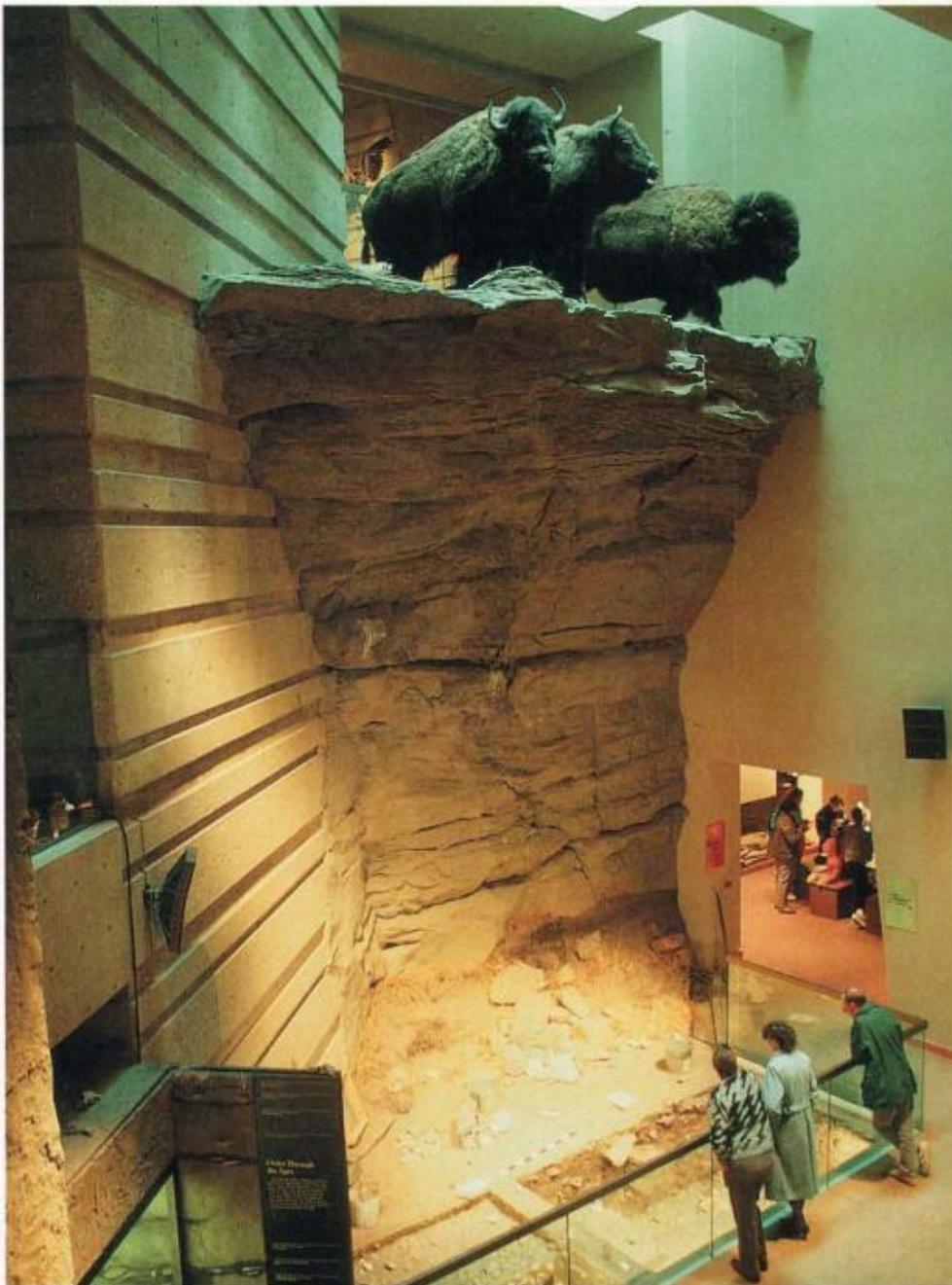
**supernatural:** living in the spirit world, not of the physical world

**cordially:** with politeness and friendliness

**trickster:** someone who lies or plays tricks to cause trouble

## ACTIVITIES

1. The **trickster** is a popular character in many myths and legends from around the world. Who is the trickster in this Northwest Coast myth? How is he outwitted? Why would the myth-maker include such a character?
2. Conservation of resources is important to the people who depend directly on them. How is the theme of conserving salmon made apparent in this myth?



### TIME LINE

- 1700 BCE** ● PEOPLE MOVE INTO THE PLATEAU REGION FROM NORTHERN BC AND PRESENT-DAY CALIFORNIA
- 90 CE** ● LARGE COMMUNITY DEVELOPS AT KEATLEY CREEK
- 1000 CE** ●
- 600 BCE** ● FIRST NATIVE CANADIAN CULTURE IN THE ARCTIC REGION
- 500 CE** ● IROQUOIS ACQUIRE AGRICULTURE
- 1000 CE** ● IROQUOIS CULTURE FLOURISHES IN THE GREAT LAKES REGION
- 1400** ● BEGINNING OF THE LEAGUE OF FIVE NATIONS
- 1713** ● THE FIVE NATIONS ARE JOINED BY THE TUSCARORA, CREATING SIX NATIONS
- 1800** ● BISON STILL ROAM FREELY ON THE PLAIN

*For a long time I stood there waiting. Finally the tree spoke: "O poor boy. No living soul has ever seen me before. Here I stand, watching all the trees and all the people throughout this world, and no one knows me. One power, and one only, I shall grant you. When you are treating the sick, you shall see the whole world; when the mind of your patient is lost, you shall see and recapture it."*

These words, spoken to a Coast Salish boy while he fasted in the woods, communicate a belief in the power of every living creature. What is meant by the statement: "When you are treating the sick, you shall see the whole world?"

## INTRODUCTION

bison: buffalo

Long before any Viking or European explorer ever came to Canada, North America was home to millions of Native peoples, representing many different culture groups and speaking hundreds of languages. If no one from Europe had ever explored Canada—or the coastline of the Americas—the history of the continent might be completely different. There might not be a Canada, or a United States, or a Mexico; and English might be a second language, not the dominant language of media, politics, and business. Think about it: How would you fit in?

In this chapter, you will revisit the time when the aboriginal peoples of Canada were its sole inhabitants. You have already learned about the

geography of North America. Native societies, which in many cases go back thousands of years BCE, responded in different ways to their environment. On the plains, for example, the **bison** drive became the focal point of the Cree and Assiniboin cultures, while in the Arctic, eight months of snow and ice affected every aspect of Inuit society. You will learn about both groups in this chapter, as well as three other groups—the Iroquois of the Eastern Woodlands, the peoples of the Plateau, and the peoples of the Northwest Coast.

As you are reading, try to imagine life in Canada before the arrival of Jacques Cartier and Samuel de Champlain, explorers you will read about in the next chapter.

### GUIDEBOOK

## An Introduction to Anthropology

Anthropology is the study of human groupings and the interactions of human beings—how they structure their lives, deal with each other, and deal with the world around them.

There are thousands of human societies around the world. This Guidebook will introduce you to some terms used by anthropologists to describe these societies. Many of these terms will be used in this chapter.

**Subsistence** All people have to eat to survive. Anthropologists use the technical term “subsistence” to refer to the diet of human groups and the ways in which people obtain food.

**Hunting and Gathering** All humans were hunters and gatherers until the development of agriculture in some parts of the world some 12 000 years ago. Some foods, such as plants and small animals, can be gathered from the environment. These foods form the basis of the diet in most hunter-gatherer groups. Larger animals are also hunted. Most hunter-gatherer societies are small and have a simple social structure. Hunter-gatherer societies still exist today in the Arctic, South America, Africa, Asia, and Australia.

**Agriculture** Through agriculture, humans plant and harvest plant foods, rather than simply gathering

them. In addition, animals can be used by agricultural societies to provide both meat and other food products.

Over time, certain plants and animals have been **domesticated**. This means that they are controlled and used by humans to provide resources, for example, as food or clothing. The domestication of plants in North and South America occurred more than 10 000 years ago. Domestication of corn, beans, members of the squash family, potatoes, tomatoes, and tobacco was begun by the aboriginal peoples of Mexico and Peru, and the knowledge of their use spread over much of both continents over thousands of years.

**Social Organization** Because human beings are social, they prefer to live in groups. These groups, known as “societies,” develop rules so that group activities can proceed smoothly.

**Leadership and Government** Small societies may have no permanent leaders. Instead, they trust the most experienced and skilled person for a specific task, such as leading a hunting expedition. Larger societies always develop some form of permanent leadership. Authority is usually vested in one person (for example, a chief), who has the power to direct the activities of the group.

**Religion** In order to explain how and why events occur, humans have developed religious beliefs. Religion explains the nature of the world and provides a moral structure so that people may live together in harmony. Mythology (see this chapter’s Window on the Past for an example) is actually an ancient form of religion.

Some Native spiritual traditions that you will read about in this chapter include myth-making, **shamanism**, the spirit quest, and

religious festivals. Festivals are an important part of religion because they mark special occasions when all members of the group join to celebrate some important aspect of their lives.

**Kinship** Kinship describes how a person identifies his or her blood relatives—through the mother’s family, the father’s family, or both. Other kinship rules govern whether a newly married couple live with the family of the wife or that of the husband. The following kinship terms are used by anthropologists. You will encounter a number of these terms in this chapter.

**Matrilocal** When a man and a woman marry, they go to live with the woman’s extended family.

**Patrilocal** When a woman and a man marry, they go to live with the man’s extended family.

**Patriarchal** Status and power is controlled by men.

**Patrilineal** Descent from generation to generation is reckoned through the male line only.

**Matrilineal** Descent from generation to generation is reckoned through the female line only.

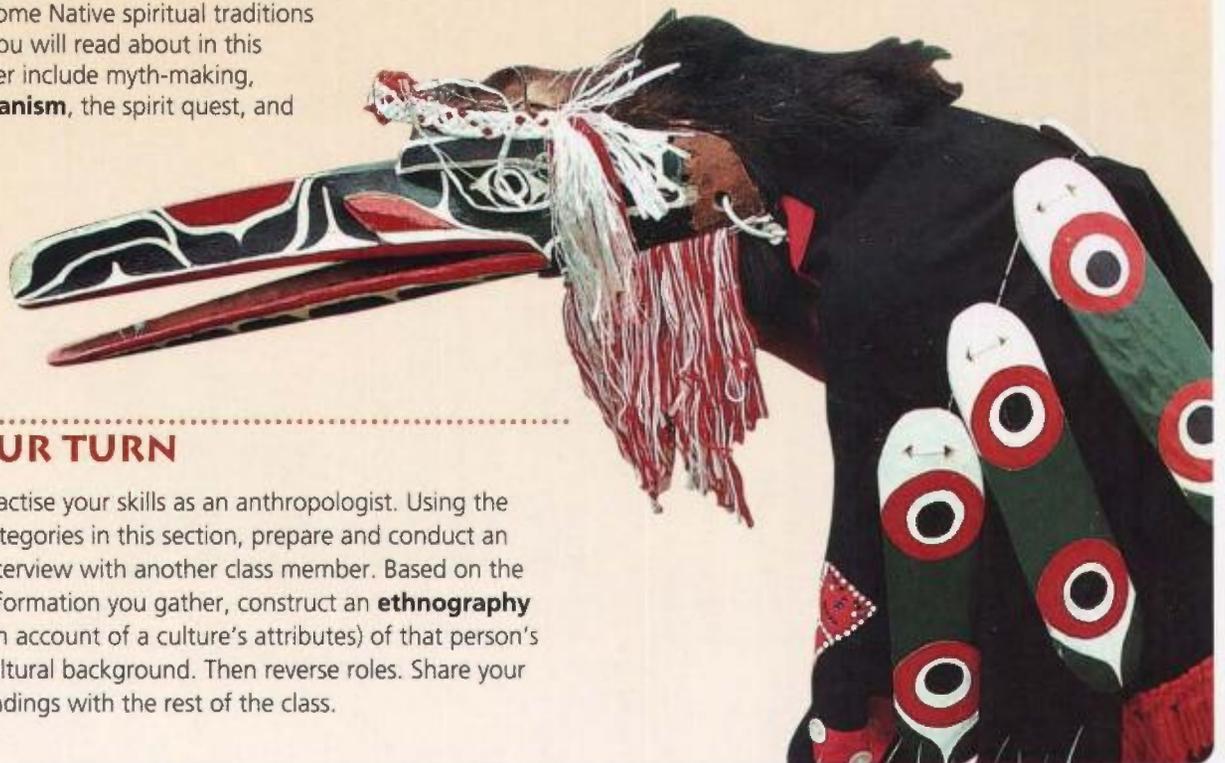
**Bilateral** Descent from generation to generation is reckoned through both the male and female lines.

**to domesticate:** to adapt a plant or animal for human use

**shamanism:** the belief that everything in the world has a spirit and that certain special people can communicate with the spirit world

**ethnography:** an organized way of describing the characteristics of a culture

**Figure 7-1** This Northwest Coast raven mask and button blanket could be worn during a spiritual ceremony. Masks and costumes depicting animals and other mythical beings intensify the presence of the being symbolized and open a door to another world.



## YOUR TURN

1. Practise your skills as an anthropologist. Using the categories in this section, prepare and conduct an interview with another class member. Based on the information you gather, construct an **ethnography** (an account of a culture’s attributes) of that person’s cultural background. Then reverse roles. Share your findings with the rest of the class.

## THE INUIT OF THE ARCTIC

### DID YOU KNOW?

"Inuit" means "the people."

The Arctic Region includes northern Canada, most of Alaska, and Greenland.

While the Arctic is a challenging environment—snow-covered for most of the year—it is also a place of great beauty.

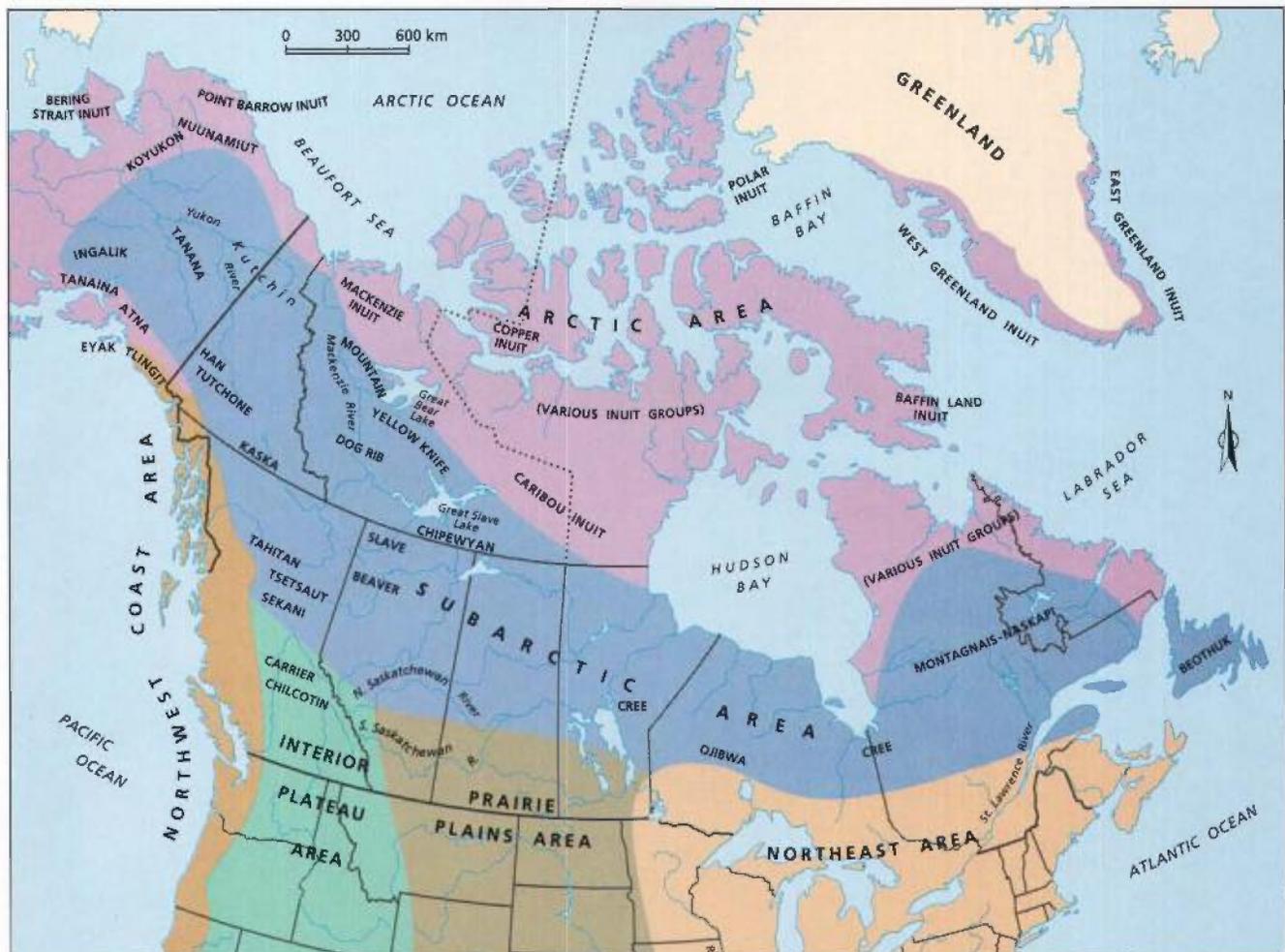
The Inuit are one Native group that resides in the Arctic. Considered to be the largest ethnic group living in Canada, the Inuit trace their ancestry back thousands of years BCE. Traditionally, most Inuit have lived along the coast.

The Arctic is a difficult home, even for those who have adapted to it. Inuit groups over most of the Arctic were never large, and most people

lived on the edge of survival. As a result, a major concern was staying alive and as healthy as possible.

Because of the Arctic climate, shelter was important. In winter, temperatures drop to well below  $-30$  degrees C. The Inuit solved the problem of shelter in two ways. In the winter, they used snow as a building material to construct domed snow houses known as *iglus*. Two skilled persons, using only long knives as tools, could build an iglu in less than an hour. Snow also makes an excellent insulator. Warmed by the bodies of its occupants and a seal oil lamp, an iglu provides a secure and safe house.

**Figure 7-2** This map of the Arctic and Subarctic areas of Canada shows how many Native groups live in these regions. The Inuit also live on the east and west coasts of Greenland.





**Figure 7-3** Left: Two people working quickly can build an igloo in a matter of hours. In the western Arctic, the Inuit build pit houses (an example is on page 203). Right: Inside an igloo. The women are seated on a raised platform. The cooking area is to the left.



Ingenious clothing also provided warmth in winter. Inuit clothing was primarily made of caribou skin. Because caribou hair is hollow, it traps air and forms an **insulating** barrier. Winter pants and parkas were layered to provide maximum warmth. The inner layer was worn with the hair side facing outward, and the outer layer was worn with the hair side facing inward. The body warmed the suit, and the air-trapping hair provided a warm, insulating barrier. The hood of the parka was lined with fur, and when the hood was drawn over the head, the fur fringe nearly

obscured the wearer's face. In this way, breath was trapped near the face and warmed the skin. Double boots of sealskin and caribou hide and mittens of caribou hide completed the winter gear. The Inuit could survive well in this gear under most winter conditions. During the brief summer of the Arctic, the outer suit of clothes was discarded.

**insulating:** a warming barrier through which energy (heat) cannot escape



**Figure 7-4** Tents of animal hide were used in the summer months.

**soapstone:** a soft stone that has a soapy feel

**kayak:** an Inuit canoe consisting of a frame that is covered with skins except for a small opening in the centre

**umiak:** a larger boat covered with hides and propelled by broad paddles

## LOOKING FOR FOOD

While the Inuit who lived inland hunted caribou and musk-ox, especially in the fall, coastal groups depended primarily on sea mammals—seal, walrus, and whales. All Inuit ate fish.

The Inuit ate animals and used animal products because plant foods are extremely scarce in the Arctic. They used all parts of the animal, including the fat. The seal was an especially important animal because the seal blubber provided both energy and protein.

Animal fat also provided a fuel source. Fuel is scarce in the Arctic because very few trees grow in the region, and those that do are no taller than shrubs. Fat was collected and rendered into oil to be used in small **soapstone** lamps equipped with a moss wick. Such lamps were used primarily to provide heat and light. Cooking by lamplight was a long and difficult process, so most food was eaten raw. Over the long winter months, snow was used as a source of drinking water. However, eating snow in a cold climate can be dangerous, so collected snow would be slowly melted over soapstone lamps.

Arctic winters are dark. Depending on the latitude, winter nights can last up to twenty hours.

Therefore, little travel was possible during the winter, and people relied on stored supplies of meat, which were kept frozen outside the iglu until needed. As the days lengthened in the spring, hunters would move out onto the sea ice near the shore to hunt seals, which provided needed fresh food after the long winter months.



**Figure 7-5** Left: In winter, the Inuit travelled by sleds pulled by teams of dogs. In summer, people walked. Right: The **kayak** was used strictly for hunting. The larger **umiak** was used for transporting groups of people.



## The Caribou Hunt

Because the caribou helped the Inuit to survive their environment, great importance was attached to the annual hunt. Caribou herds follow specific **migration** routes every year. In order to capture enough animals, Inuit groups would establish lines of **inukshuk** (semblance of men) so that they could direct the herd to places where hunters waited concealed in shallow pits. In other locations, the caribou were directed into lakes or rivers, so that hunters in kayaks could kill them.

The caribou were a major source of meat, and a successful hunt would provide the group with enough food to last the winter. The caribou were also the major source of hides for winter clothing and **sinew** used to sew clothes together. Caribou antlers were used extensively to make tools. If the caribou suddenly changed their migration route, those Inuit who had no other major food source would face the prospect of a winter of starvation.

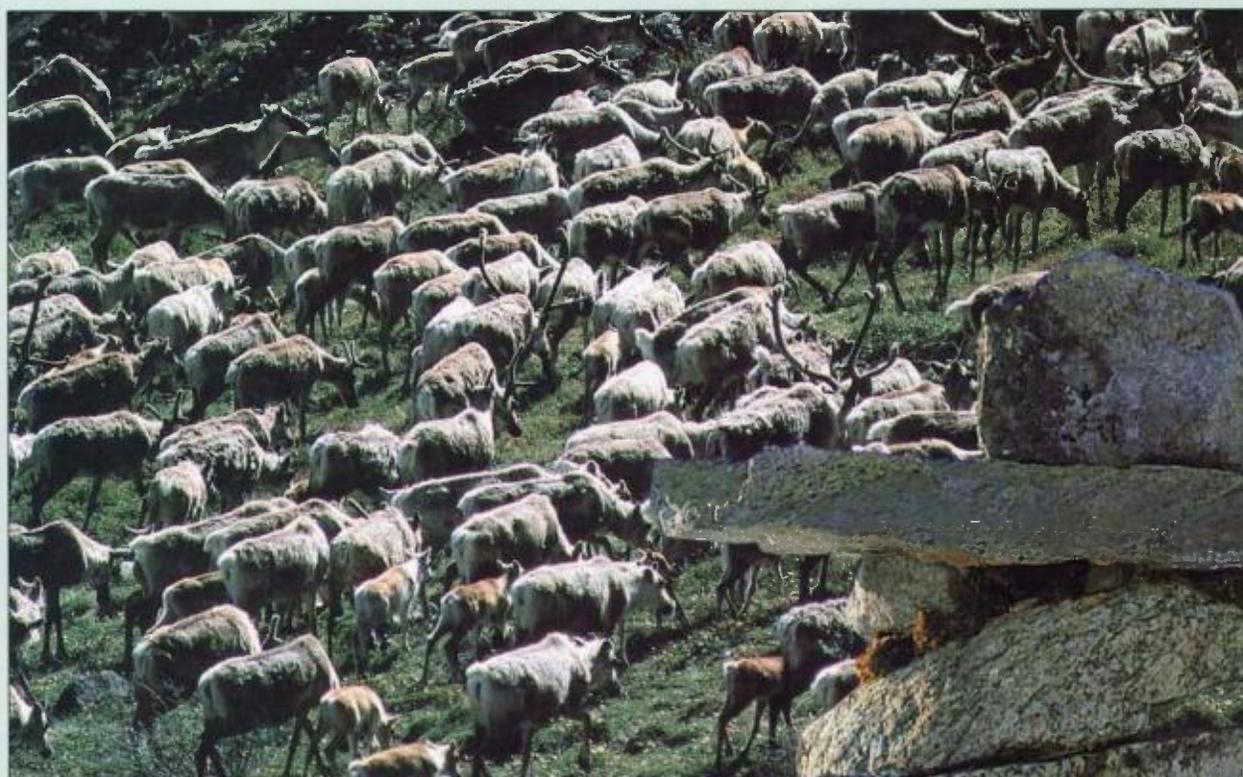
**migration:** movement from one place to another to ensure survival

**inukshuk:** human figures serving as landmarks

**sinew:** connective tissue attached to muscles used for making tough cord or thread

### DID YOU KNOW?

*It was considered bad luck to perform any summer activities involving the caribou hide (such as sewing it together) during the period of actual hunting.*



**Figure 7-6** Caribou migration routes are thousands of years old. These animals are now extinct in large areas of British Columbia.

### DID YOU KNOW?

*The Inuit who settled in the territory west of Hudson Bay became known as the "Caribou Inuit" because they relied so much on this animal for survival.*

**Figure 7-7** These **inukshuk**, placed in long rows, drive caribou toward waiting hunters.



## DID YOU KNOW?

The people of the Subarctic used long snowshoes with upturned tips for walking on hard snow, and snowshoes with rounded tips (known as "bear paws") for walking on soft snow.



**Figure 7-8** Would this Athabascan snowshoe be used for walking on hard or soft snow?

**Figure 7-9** The Dene lived in the Subarctic area, south of the Arctic. This picture of a Dene winter camp was painted during the nineteenth century. Identify as many elements of the picture as you can.

## SOCIAL ORGANIZATION

Because hunting was so important, Inuit society was organized according to groups of people who hunted together, and on trading partnerships between groups who had different goods to offer, for example, seal oil, walrus hide, or caribou hide. Trading partnerships were so important that they were expected to last a lifetime.

Some Inuit, such as those who lived along the Bering Sea, emphasized patrilineal bonds, which meant that a newly married couple would live with the husband's family,

and the children would receive names from the husband's family tree. However, the couple would spend at least a year with the wife's relatives, so that the husband could work alongside the bride's father. The elders of the male line of the family always directed the other members of the community in proper behaviour and also formed a governing council of the local community.

All Inuit shared a belief in the spirit force of the universe and the need to behave in a certain way in order to ensure existence with nature. Illness or misfortune was a signal to the members of the community that they had not conducted themselves properly.



## ACTIVITIES

1. How did the Inuit cope with the harshness of their environment to exist successfully in the Arctic? Create a catalogue of home, fashion, and edible products, complete with pictures and text, that would be useful in the Arctic.
2. Why do you suppose most Inuit groups were so small in numbers?
3. Create a flow chart to express patrilineal or matrilineal bonds when a man and a woman marry and have children. Begin with these boxes and work downwards. You can show a relationship between the two sides of your flow chart by means of arrows.

Family A

Family B

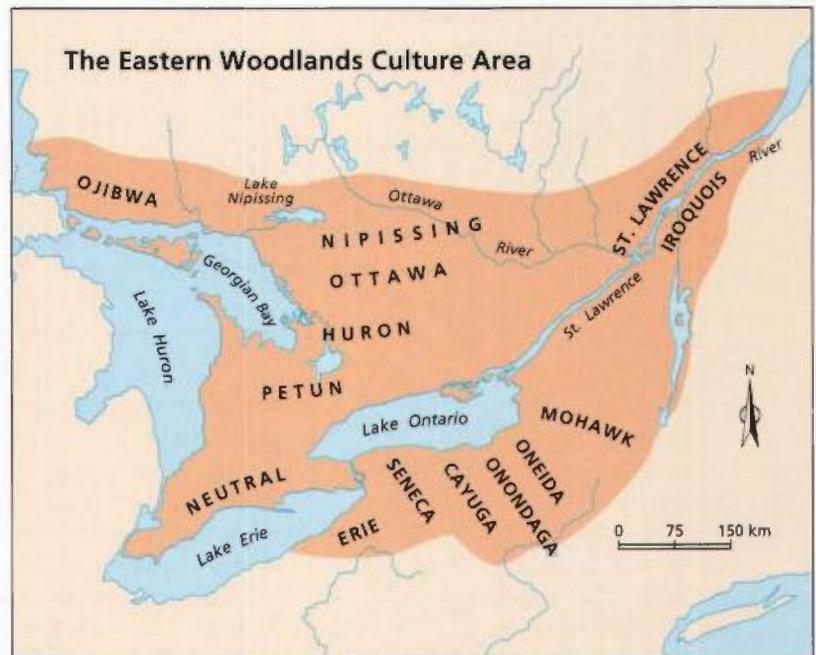
# THE IROQUOIS OF THE EASTERN WOODLANDS

In the next chapter, you will read more about the Iroquois and the Huron, two groups that lived in the fertile country of the Great Lakes.

The Iroquois have lived in their present territory since before 1200. They built large towns, heavily guarded by **palisades** of logs. Towns were surrounded by large fields of maize, beans, squash, and sunflowers.

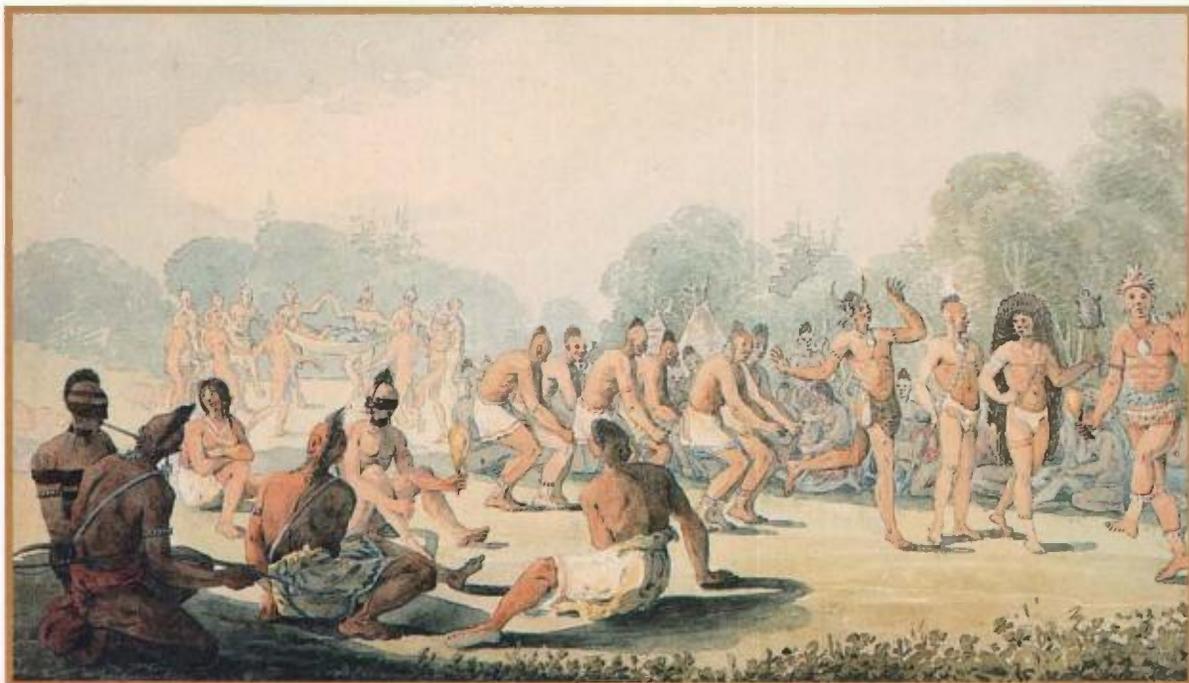
Iroquois towns usually contained several rows of longhouses—sometimes as many as fifty in a row. Each extended family of the town lived in a longhouse, which was divided into several compartments, or hearths, one for each **nuclear family**. The town was run by a town council, which consisted of the chiefs from each family. When a decision about a town matter was needed, the council would meet and make a decision.

Figure 7-10 The peoples of the Eastern Woodlands



**palisade:** a defensive fence  
**nuclear family:** a mother, a father, and their children

Figure 7-11 This painting depicts an Iroquois dance for the recovery of the sick. Can you find the ill member of the community?



## Using a Legend as a Primary Source

### CATALOGUE CARD

**What is it?** A legend that describes the beginnings of the Iroquois confederacy

**Who wrote it?** Unknown

**When?** Unknown

**Why?** To explain the importance of peace in the development of a nation

Many Iroquoian speakers lived south of Lake Ontario in what is now the United States. They comprised five nations: the Cayuga, Oneida, Onondaga, Seneca, and the Mohawk. As these nations competed for farm land and other resources, they found themselves in a state of

almost perpetual warfare.

In the late fifteenth or early sixteenth century, the Iroquois nations stopped fighting with each other and made an alliance known as the "Confederacy of the Five Nations." What follows is an adaptation of a legend of how the confederacy came into being.

You might be interested to learn that a legend is not the same thing as a myth. A myth explains something about the world. A legend usually describes the challenges and adventures of a heroic person. Think about this difference when you are reading this adaptation.

In the time when war was the normal state of things, a young Huron woman who lived apart from her mother became pregnant, although she was still a virgin. Her mother dreamed that the child was destined to do great things. When the child, a boy, was born, he was named Dekanawida, and he was truly gifted. As he grew into a young man, he showed a natural gift as a persuasive speaker, but his own people treated him with doubt and jealousy. He therefore decided to depart and eventually came to the country of the five Iroquois nations.

He travelled amongst the

Iroquois hunters, giving them a message of peace, and urging them to take this message back to their chiefs. The Peacemaker, as he was called, stopped for a time among the Onondagas and gazed through the smoke hole of the house of Ayonhwathah. Ayonhwathah was a **cannibal**, but he was soon persuaded from this way of life by the Peacemaker, and he accepted his message of peace. Dekanawida charged him with the task of converting Thadodaho, a particularly unpleasant shaman with snakes in his hair. Leaving Ayonhwathah to convert

Thadodaho by combing the snakes from his hair, Dekanawida left to spread his message of peace among the Mohawk.

Unfortunately, Ayonhwathah failed in his mission. Thadodaho killed each of Ayonhwathah's three daughters in turn. In great grief, Ayonhwathah left his village and went eastward into Mohawk country. Wandering aimlessly, he happened upon Dekanawida, who cured Ayonhwathah of his grief by uttering the Requickening Address for the first time. Together they sang the Peace Hymn, the Hai Hai.

Together, Dekanawida and Ayonhwathah taught the ritual to the Mohawk, and accepted adoption into the Mohawk nation. They then turned westward, accompanied by the Mohawk chiefs, and quickly



**Figure 7-12** In this modern-day video, Dekanawida is shown preparing to bury the war clubs and hatchets of the different nations under the roots of a tree.

## Using a Legend as a Primary Source *continued*

convinced the Oneidas to join the League as younger brothers of the Mohawk. Bypassing the Onondaga for a time, they travelled to the Cayuga, who also accepted membership in the League as younger brothers. The three nations then returned to the Onondagas, all of whom, save Thadodaho, joined the League, as older brothers on the side of the Mohawk. The four nations

then went to the Seneca, and convinced this last nation to join, also as older brothers.

With the power of all five nations behind them, Dekanawida and Ayonhwathah returned to Thadodaho, and with the greatest difficulty, straightened his mind, and combed the snakes from his hair. Thadodaho, who was made first among equals in the role of the fifty League Chiefs,

placed antlers on the heads of all the chiefs as symbols of their authority, and taught them the words of the Great Law.

As a result of his efforts, Dekanawida had brought peace to the Five Nations, and they ceased to war amongst themselves. Henceforth, they lived as brothers of the same clan.



### WHAT DO YOU THINK?

1. The legend of the Peacemaker bears a resemblance to a story that is important to European culture. What is that story? How is it similar to this legend? How is it different?
2. Identify other regions of the world where war is "the normal state of things." Are these regions close to peace?

## SOCIETY AND GOVERNMENT

Iroquoian societies were both matrilineal and matrilocal, terms you learned on page 187. Women owned the fields in which crops were grown, and they were responsible for ensuring that the crops were well-tended and harvested.

When a couple married, they went to live with the bride's family. All Iroquoian groups had a fairly complex system of government. At the local level, each **extended family** or clan had two leaders. One, the "civil chief," directed the normal activities of the clan. The "military chief" was in charge of settling

conflicts with other groups. Both chiefs were chosen by the women elders of the clan, who also had the authority to remove a chief if he proved to be a poor leader.

Several towns usually cooperated in an area. On a regular basis, councils would be held to discuss matters concerning the entire group, and each town would send representatives to this council.

The nations of the Iroquois cooperated as much as possible. Matters concerning the entire nation would be discussed at a confederacy council, and each tribe would send representatives to this council. At all levels, decisions were made **democratically**, and the opinion of the majority was followed.

### DID YOU KNOW?

*The Iroquois had a three-level system of government—town, tribal, and confederacy. Canada today has a similar three-level system—municipal, provincial, and federal.*

**cannibal:** one who eats human flesh

**extended family:** the people related to the members of the nuclear family, e.g., the mother's mother or sister

**archaeological excavation:** a dig to uncover evidence of former civilizations

**hearth:** fireplace

#### DID YOU KNOW?

*The longhouse was built of a wood frame and covered with bark*

## THE AGRICULTURE OF THE IROQUOIS

Agriculture came late to the Iroquoian people. Around 500 CE, they learned how to grow corn from their neighbours to the south. Until this time, the Iroquois had lived in small villages and had led a fairly nomadic existence, often travelling around the region seeking food. The discovery of agriculture eventually led to a rapid increase in both the size of villages and the number of people living in them because people could now stay in one place. This change is well documented by **archaeological excavations** of village sites in southern Ontario.

In the early-agricultural period, between 500 and 1300 CE, villages remained rather small, comprising

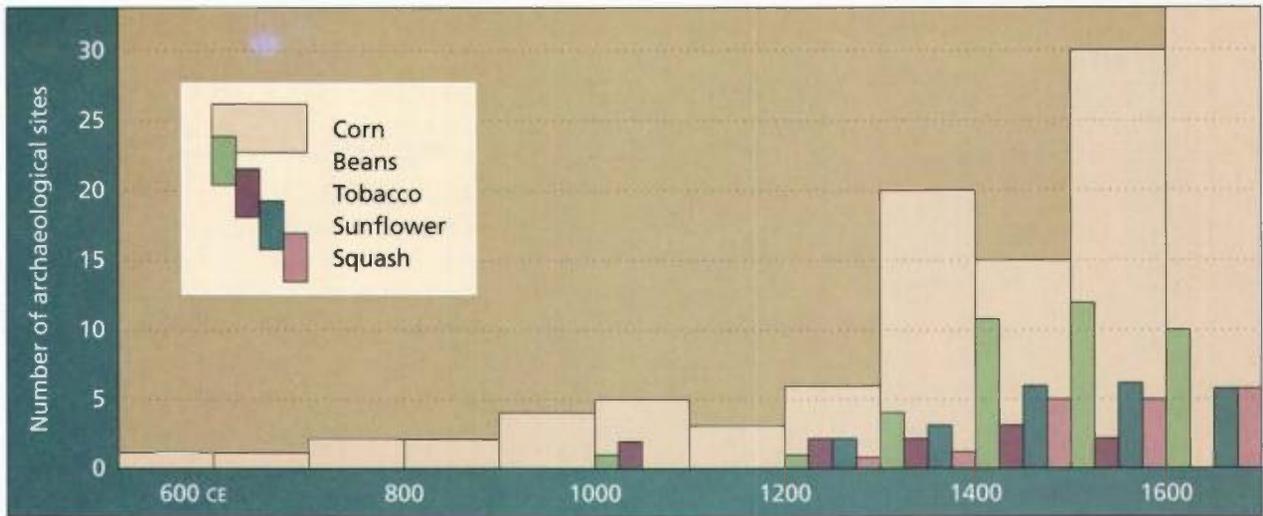
about eight longhouses and about 250 people. The whole village covered about one hectare, and was surrounded by a defensive palisade. Fields were still rather small. Each **hearth** was shared by two families.

In the middle-agricultural period, between 1300 and 1400, villages grew much larger. New crops—beans, sunflower, and squash—were cultivated, along with the staple crop of corn. The villages had now become towns, each averaging about a dozen longhouses and 1000 people.

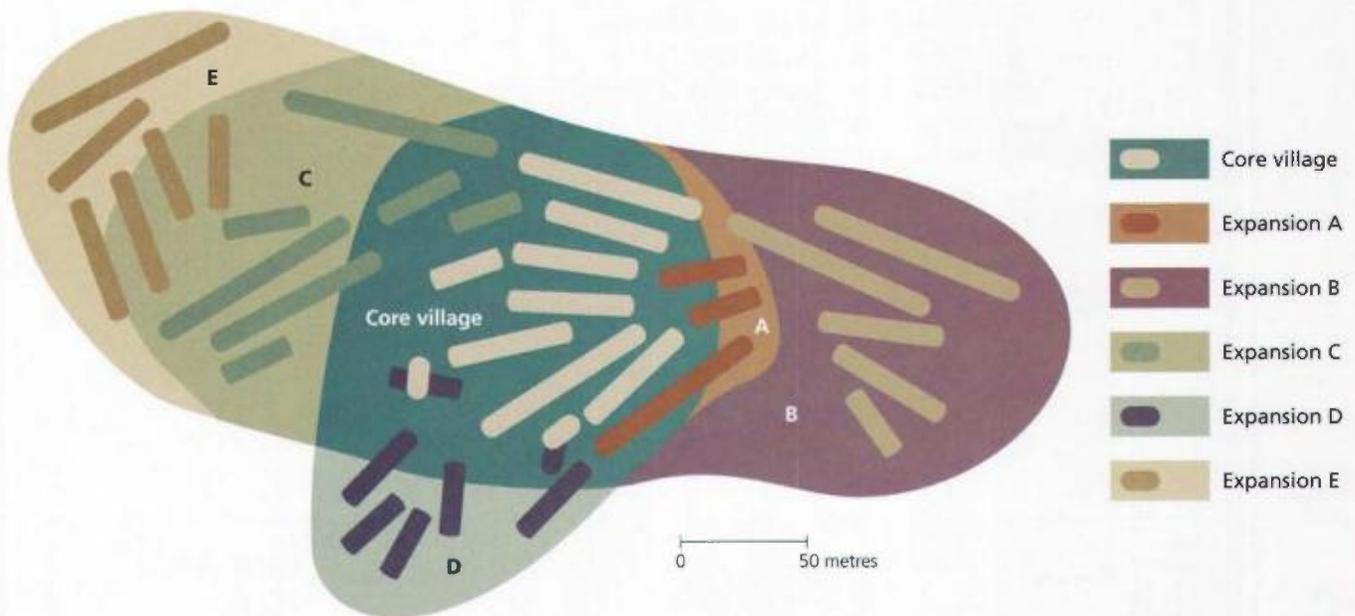
By the late-agricultural period (1400 to 1600), some towns covered up to four hectares or more, each with more than 2000 people. These palisaded villages were surrounded by large fields, which provided a stable source of food. Tobacco was a valuable trade item that could be exchanged for non-agricultural products with nations further north, such as the Huron.

**Figure 7-13** This reconstruction of an early Iroquoian village (around 1000 CE) is located near London, Ontario.





**Figure 7-14** After 1000, Iroquois agriculture grew quickly. According to this chart, evidence for which crop has been found most frequently by archaeologists?



**Figure 7-15** This diagram shows how an early Iroquoian village could expand into a town. The core village is visible, as well as each addition.

## ACTIVITIES

1. What were the effects of the development of agriculture among the Iroquois? What do you suppose were the advantages of agriculture? What disadvantages do you think may have occurred?
2. How was Iroquois society democratic? Why were women so important to its development?
3. Look again at Figure 7-12. What is symbolized by the image of the hatchets being placed under the roots of a tree? What common expression used today captures this image?
4. Reread the information on the growth of Iroquois villages on page 196 and examine Figure 7-15. To which period does this town belong? How can you tell? Based on the number of longhouses shown here, how many people might occupy this town?

**blind:** an enclosure used to conceal oneself from wildlife for the purpose of hunting

**pound:** hunting by trapping in a pen and killing

**corral:** a pen to trap the bison

## THE PEOPLES OF THE PLAINS

The Plains peoples are part of a huge group of North American Indians who have lived in the Interior Plains. In the past, the cultures of the Plains peoples (those living in northern Canada) depended on one animal—the bison.

The bison, or buffalo, once numbered in the millions. As late as the nineteenth century, it was estimated that 40 million bison lived on the Interior Plains. The Plains people subsisted on bison meat, and made many household and personal items from bison hides, hair, horns, and bones. The organization of Plains society was also affected by the bison. The number of people needed to operate an efficient bison drive—about fifty to a hundred people—became the basic unit of social organization.

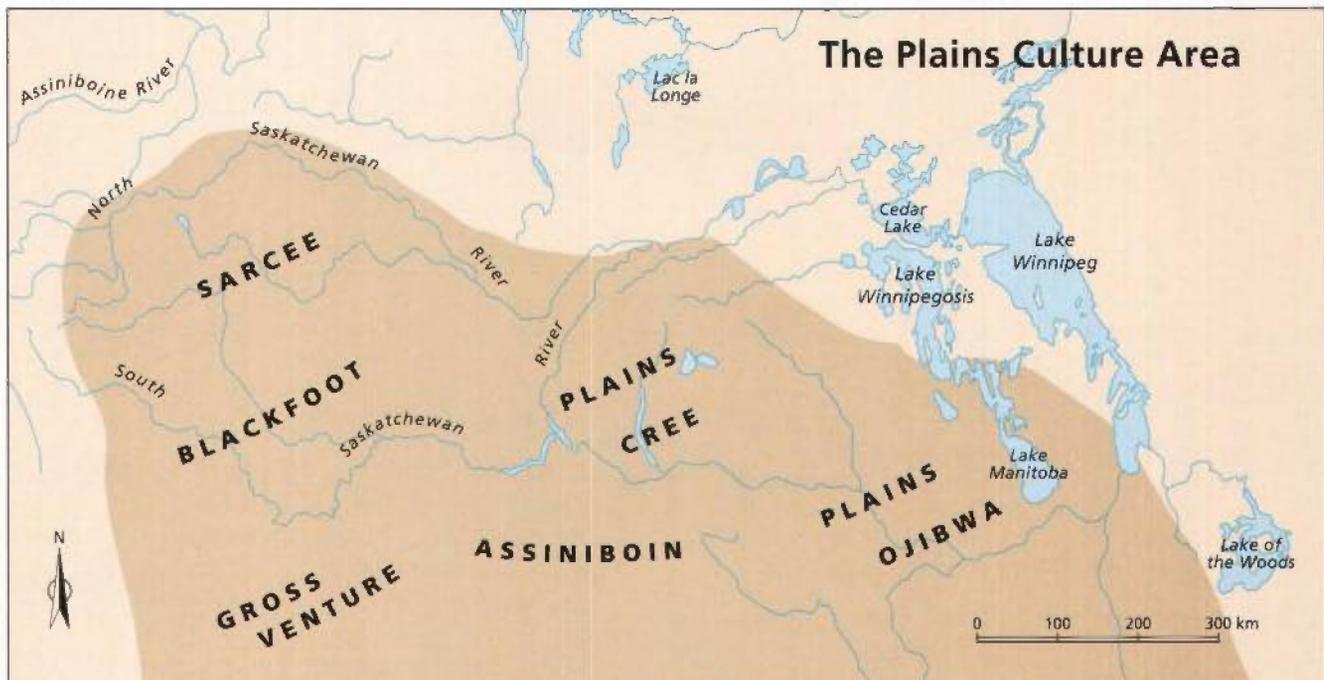
The bison hide was tanned and then used to make tipi coverings and robes. Clothing—tunics, leggings, skirts, breechcloths, and moccasins—

was made from deer skins. Some hides were not stripped of their fur. These were used as winter cloaks and robes that were worn with the fur facing inward, a style that provided natural insulation for the wearer. Bison horns were made into cups and spoons. The intestines were processed into extremely strong cords that could be used to stitch together clothing and tipi coverings, or to make bow strings and bindings for spears and arrows.

## THE HUNT

Bison are considered to be placid but unpredictable animals. They could stampede easily—sometimes without warning. It was not uncommon for bison hunters to be crushed by stampeding herds. These herds were magnificent, consisting of tens of thousands of animals, and would darken the plains as they passed.

Figure 7-16 The people of the Plains



Bison herds were often funnelled towards a location where they could be killed. **Blinds** were constructed, wide at one end and narrowing towards the collection point. The hunters began the process by locating and moving a herd towards the wide end of the buffalo run. Other members of the group—women, children, and old people—then rose up from behind the blinds, shouting and waving their arms, which kept the stampeding herd within the run.

The run would end in one of two manners. The first was the buffalo **pound**, large enough and strong enough to contain part of the herd. As the bison milled around within the pound, hunters would kill them, usually with bows and arrows. Because the bison were fairly placid, they did not seem to notice when other bison were being killed.

## The First Trail Mix?

The Plains peoples were nomads who travelled great distances to hunt bison, so they needed to take along food that would not spoil. Because they did not have access to vegetables and nuts, they developed an extremely useful and nutritious trail food, pemmican.

Pemmican has three main ingredients: ground-up bison meat that has been dried, lard, and dried berries. The meat

was mixed with the lard and dried berries to make a cake, and then wrapped in bison-hide packages.

Pemmican lasts for months at a time, and is both nutritious and tasty. A small amount can provide a great deal of food energy because of the high protein content.

**Figure 7-17** Pemmican cakes last a long time and provide excellent nutrition.



**Figure 7-18** This painting of a Cree bison pound shows the edge of the **corral** to the right. The corral did not have to be strong. As long as it was interwoven with brush and no light passed through, the bison would think it was a solid wall.



### DID YOU KNOW?

*The Blackfoot kept spiral shells that looked like sleeping bison. These were tokens of their appreciation for the hunt.*

**jump:** hunting by enticing over a cliff

## A Londoner Reacts to the Bison

William Blackmore was a visitor to the United States from London, England during the mid-nineteenth century. He travelled more than 160 kilometres on the Kansas Pacific Railway. When the train encountered a herd of bison, Blackmore noted that it

... passed through an almost unbroken herd of buffalo. The plains were blackened with them, and more than once the train had to stop to allow an unusually large herd to pass.



### DID YOU KNOW?

While horses had lived in North America for millions of years, they became extinct at the end of the last Ice Age, along with other large mammals. When the Spanish arrived in Mexico, they brought horses with them. By about 1750, the horse had arrived in the northern plains. The horse lightened the work of the bison drive because enough horses could replace a corral.

Plains peoples also used buffalo jumps, or cliffs, to trap and kill buffalo. The run would end at the top of the cliff, and the stampeding herd would simply run over the edge. Many buffalo were killed by the fall, and the survivors were slaughtered by waiting hunters at the bottom. Once

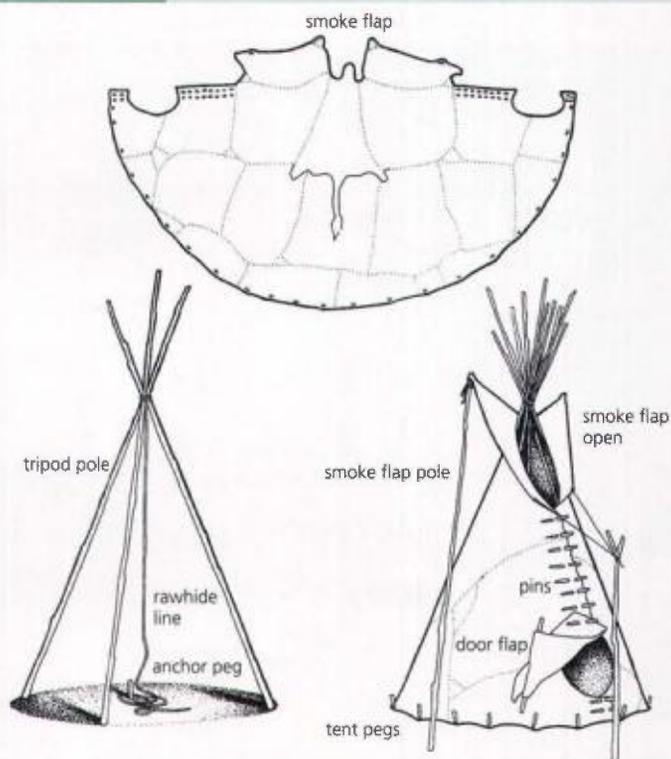
enough animals had been killed, they were butchered and processed. Both buffalo pounds and buffalo jumps seem to have been used for thousands of years. (A recreation of a buffalo jump at the Head-Smashed-In Buffalo Jump Interpretive Centre in Alberta is shown on page 185.)

## The Tipi

The tipi is an ideal house for nomadic peoples. It consists of three or four support poles made of wood, usually birch, because this tree grows straight and has relatively thin trunks. These poles are set up in a pyramid shape, large enough to shelter a single family. This framework is then covered with stitched bison hide. A flap is left open at the top of the tipi to allow for ventilation and the escape of smoke.

The tipi could be set up or taken down in a very short period of time. When a herd of bison was passing, it was often crucial that the band be able to move on very short notice.

**Figure 7-19** This diagram shows the construction of a tipi, beginning with the frame (left). The bison hide is shown top, before being placed on the pole frame.



## PLAINS SPIRITUALITY: THE SUN DANCE

The Sun Dance was the central religious festival of the Plains peoples. Actually, it has nothing to do with worshipping the sun. Among the Plains Cree, it was called the “Thirsting Dance.” This is a more accurate term, since the dancers sought visions by subjecting themselves to pain and suffering.

The Sun Dance was held during the summer, when most members of a nation assembled prior to the bison hunt. Sometimes a woman who was admired by everyone was the sponsor of the event. Often she would hold the event after prayers made at a time of crisis had been answered. On other occasions, a man would pledge to hold a Sun Dance, especially if he had returned safely from a war expedition.

While the sponsor **fasted**, a lodge for the ceremony would be built, using a tall centre pole made from a specially chosen cottonwood tree. This pole was decorated with a variety of offerings, such as bison skulls or other ritual objects. Rafters from the centre pole rested on a framework of smaller poles, which made up the walls of the lodge.

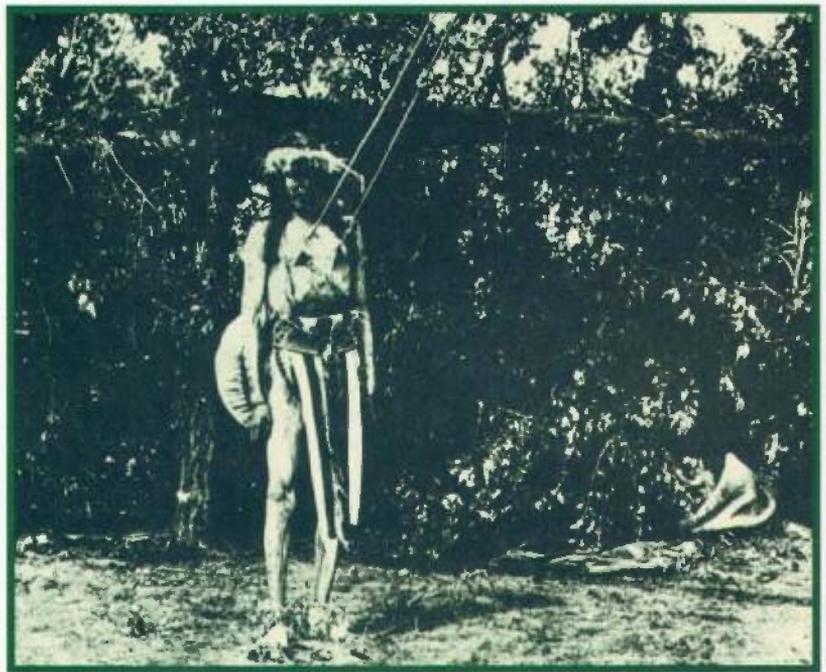
When the lodge was finished, the dances began. Dancers were people

who had made vows. They danced, often without rest, for the several days that the ceremony took. Dancers were not allowed food, drink, or rest until the Sun Dance was over. They danced in place, following the rhythm of chants, keeping their gaze fixed on the top of the centre pole. To prove themselves, young men would have their chests pierced with skewers of bone, which would be attached by ropes to the centre pole. As they danced, they would lean backward until the skewers were ripped out. The scars that resulted were held in high esteem as badges of the ability to withstand pain—essential for a warrior.

**to fast:** to abstain from food

**initiation:** a ceremony during which one gains new status, such as membership in a select group

**Figure 7-20** This young man is performing the Sun Dance as a rite of **initiation**.



## ACTIVITIES

1. How did the bison contribute to the development of Plains culture? Create a poster or write a paragraph that summarizes the information on pages 198–200.
2. In what ways were the Plains peoples adapted to a nomadic lifestyle? How did the horse enhance this lifestyle?
3. Why was the Sun Dance ceremony so important to Plains culture? Why was bravery an important aspect for young men?
4. What other passages from childhood to adulthood can you identify?

**dugout:** made by hollowing out a large log

**pit house:** a home built partly underground

**rafter:** a beam that supports the roof of a home

## THE PEOPLES OF THE PLATEAU

Some archaeologists think that the peoples of the Plateau came from other regions of western Canada and the United States in approximately around 1700 BCE. At this time, people who lived in the more northern forest of present-day British Columbia moved south, while some people who lived on the dry, southern edge of the plateau (in what is now California) moved north. Both groups were probably seeking a more comfortable climate.

Evidence from tools dating back to 500 BCE suggests that the Plateau peoples had **dugout** canoes and well-constructed winter homes. The remains of some of these homes indicate that some were more than 9 metres in diameter.

### HOME ON THE PLATEAU

Unlike the coast of British Columbia, the Plateau has cold winters and a dry climate. In the past, the Native peoples who lived there constructed **pit houses** for protection against the elements. A pit house was an ideal structure for this climate. A circular pit was dug into soft soil near a water supply (usually a creek), to a depth of about 3 metres. Strong **rafters** were then built up over the the pit. These were then covered with bark, followed by earth and sod. The finished house was well insulated against winter cold. A hole was left at the peak of the roof, which had two purposes. A notched log was placed at the top of the hole, which became a kind of door, used to enter and leave the house. A hearth was built directly under the hole, which was also used as a smoke hole and for ventilation. The hole could also be closed, and the log could be removed at night or when danger was near. Raised platforms around the outside wall were used as sitting and sleeping areas.

Pit houses were between 6 and 8 metres across, although archaeologists have discovered older houses that measure up to 20 metres

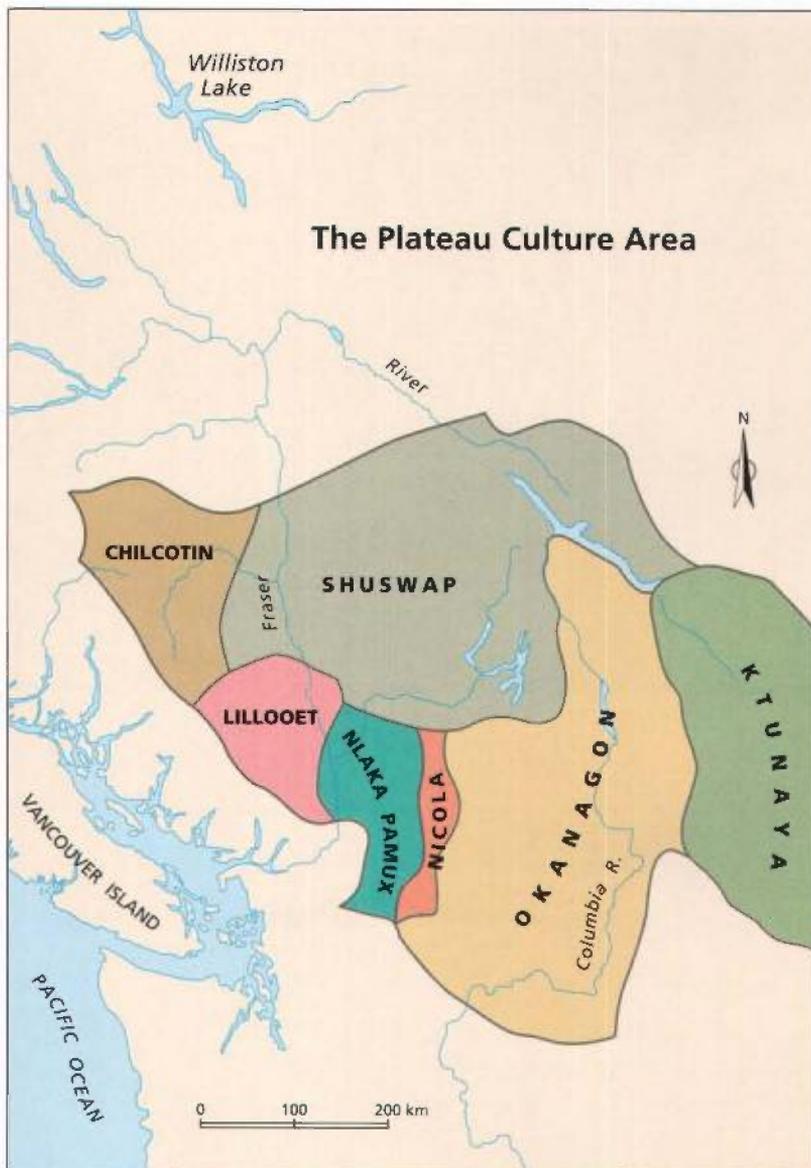
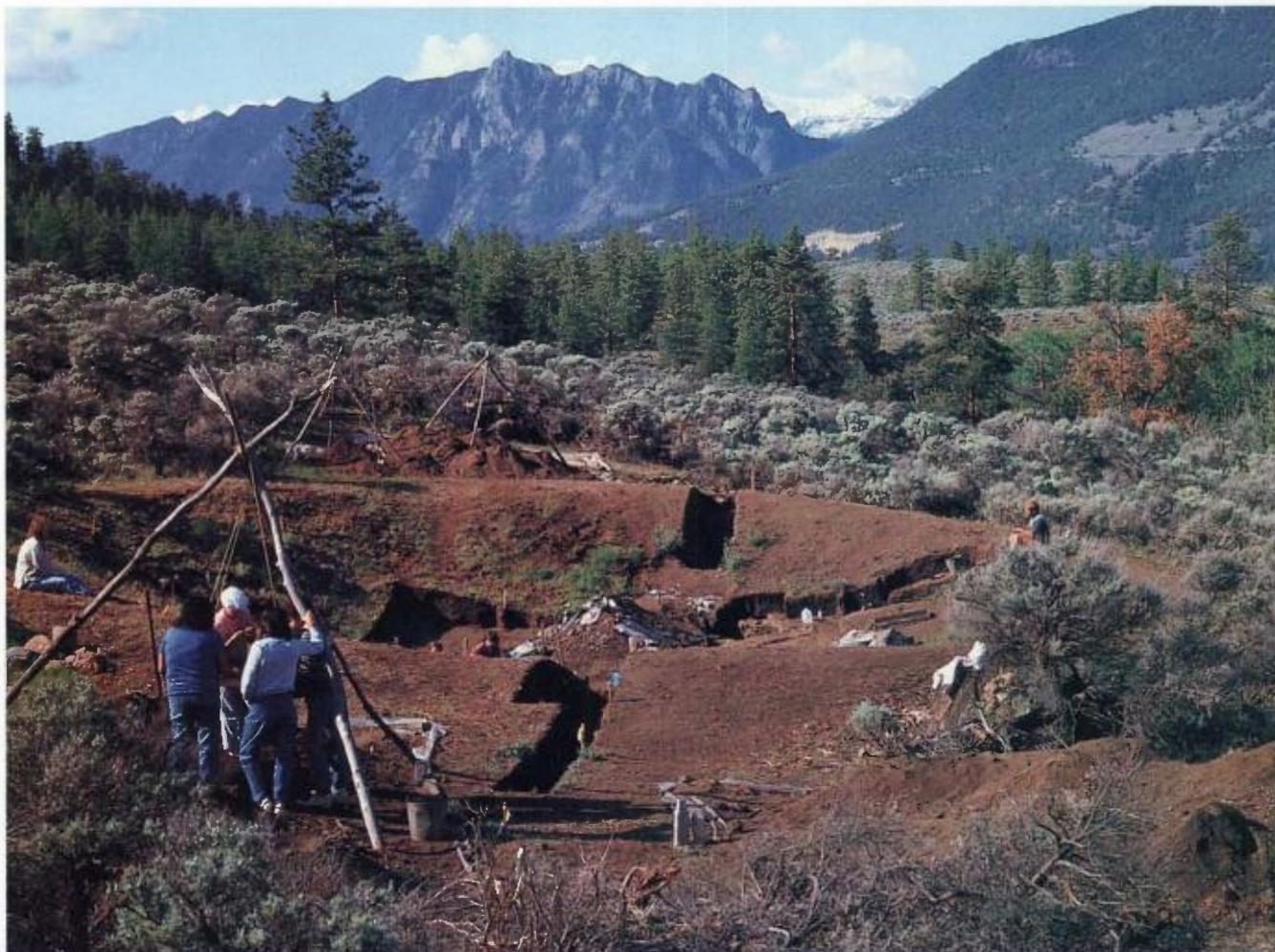


Figure 7-21 The peoples of the Plateau



**Figure 7-22** The remains of this large pit house were found at Keatley Creek, British Columbia. Here, an archaeological dig is in progress. These **semi-subterranean** pit houses were common among the Interior Salish.

in diameter. While the pit house was warm, it was also rather dark and smoky, and the people tended to leave them once spring arrived. Smaller covered pits for food storage were built near the pit house. In spring and summer, people lived in tents as they travelled around their region obtaining food resources.

Pit houses were reused over several winters, but most were abandoned after a few years. Rafters eventually rotted, making the house unsafe. Moreover, the earth that covered the house eventually became infested with insects, rodents, and—worst of all—rattlesnakes. Most pit houses were abandoned before the rafters actually rotted.

## THE IMPORTANCE OF SALMON

Plateau peoples, such as the Interior Salish relied heavily on salmon as a dietary staple. In the fall, people congregated along salmon-bearing rivers and streams to collect and smoke the fish.

Plants were another staple food item. Berries were collected as they ripened, then dried and made into cakes that were eaten during the winter months. **Edible** roots, including the wild onion, wild lily bulbs, and the root of a yellow flower called “balsam root,” were collected during the late summer. These were roasted in earth ovens. Roasting improved the

**semi-subterranean:**  
partially underground  
**edible:** able to be eaten

**landslide:** the rapid downward movement of land on a slope

**to excavate:** to dig an archaeological site

**to disperse:** to scatter across an area

## A “flock” of salmon

The Canadian artist Paul Kane spent much of the 1840s travelling through the West and painting the Native peoples he met. In 1847, he was at Kettle Falls in the interior of British Columbia. He wrote the following:

The salmon ... continue to arrive in almost incredible numbers for nearly two months; in fact, there is one continuous body of them, more resembling a flock of birds than anything else in their extraordinary leap up the falls....The chief told me that he had taken as many as 1700 salmon, weighing on an average of 30 pounds (14 kilograms) each, in the course of one day. Probably the daily average taken in the chief's basket is about 400. The chief distributes the fish thus taken during the season amongst his people, everyone, even to the smallest child, getting an equal share.



### DID YOU KNOW?

The salmon entered the Interior Plateau via the Fraser River. The catastrophe that became known as “Hell’s Gateslide” was a **landslide** that made the Fraser River impassable for most salmon.

flavour of the roots and preserved them for winter use.

Hunting also played an important role in the diet of the Interior Salish. While many types of animals were hunted, deer were the most popular prey. Long fences were constructed that led the deer into snares or into lakes, where they were killed with bows and arrows. Dogs were used to drive the deer into these fenced-off areas.

Like the bison of the Plains, deer were a resource that went beyond food. Deer hide was used to make all manner of clothing, as well as moccasins. The wearing of moccasins indicated a certain status among the Interior Salish. Ordinary people often had to make do with footwear made of salmon skin.

**Excavating** the site at Keatley Creek (see page 203), archaeologists discovered many huge pit houses, indicating a population concentration much larger than had been known historically. This period lasted from 90 CE to about 1000 CE. About 1000 years ago, the entire site was

abandoned. Some archaeologists speculate that a major landslide in the Fraser Canyon drastically reduced the salmon runs, and that the people were forced to **disperse** as a result.

## CULTURES IN CONTACT

The Plateau lies between the culture areas of the Northwest Coast and the Plains. Most of the peoples who lived in this region were Interior Salish with a Plains-style culture as they do today. The Ktunaya lived in the east, as they do today.

Interior Salish people shared many cultural attributes with the Coast Salish, and traded with them extensively. Shells and soapstone were two items that were commonly traded. The Ktunaya were closer to Plains people in their culture. They adopted the Sun Dance as a major ceremonial activity, and they also hunted bison.

## ACTIVITIES

1. How were pit houses an ideal form of housing for the Plateau peoples?
2. Natural disasters can be devastating to people so closely in tune with their environment. With a partner, conduct research in the school library or from other sources to find examples of other such events that affected the lifeways of a Native group. Share your findings with the rest of the class.
3. In what ways were chiefs important to the welfare of the group they led? How could an inefficient chief be damaging to his people?

## THE PEOPLES OF THE NORTHWEST COAST

**rank:** status, position in a group

**stand:** types of trees covering an area

Archaeological evidence supports the view that the coast of British Columbia has been inhabited for more than 10 000 years. The peoples of the Northwest Coast were part of a distinctive culture that stretched from Oregon to Alaska. Archaeologists have concluded that most of the features of historical nations of the area probably had evolved by about 1500 BCE.

### SOCIAL ORGANIZATION

Northwest Coast peoples were deeply concerned with concepts of inherited **rank** and privilege. Villages had chiefs and nobles who had the right to high-ranking family names, and who controlled access to resource sites. A noble's wealth depended on the ability to manage resources effectively. House sites, salmon-fishing stations, berry patches, and important **stands** of cedar were



Figure 7-23 The peoples of the Northwest Coast

**potlatch:** a traditional ceremony practised by many aboriginal peoples of the Pacific Northwest Coast. "Potlatch" is Chinook, meaning "to give." The gifts of a potlatch are payments to those who witness a family ceremony, e.g., a marriage.

**totem pole:** a large red cedar log that is carved and depicts a family history using crests and designs owned by an individual family—primarily a Northwest Coast tradition

**Figure 7-24** These paddles from Bella Coola are also beautifully decorated.



**Figure 7-25** The Haida village of Skidegate

considered private property and were passed on to family members. Groups called "clans" consisted of people who shared a name and descent from a common ancestor. A clan not only held territory, but also possessed ritual dances, songs, and the right to have certain crests representing their clan: the grizzly bear, for example.

Many people in a town were commoners, who lacked any prestige or privileges. They shared in the group's activities and provided the labour needed to develop the village's wealth. Slaves also formed a part of the population. They were either purchased or captured in raids on other nations. They performed menial tasks, and could be sold and given away at **potlatches**, or even killed, if a chief wanted to show that he cared little for his great wealth.

Unlike other nations of the Northwest Coast, the Coast Salish were less rigid in their social organization. Although some people possessed high status, it was possible for skilled individuals to rise from humble origins. Slavery was not common in Coast Salish villages, and slaves could even gain status. There were no real chiefs among the Coast Salish, and political power was held by the leaders of each extended family, which occupied a large winter longhouse.

## ART AND DANCE

The peoples of the Northwest Coast have created some of the most distinctive art in the history of Canada. **Totem poles**, for example, have been carved from the single trunks of western red cedars. Many of these trees could reach a height of 30 metres. Totem poles were used by each clan to tell the story of its origins and deeds. Each clan reckoned descent from a mythical common ancestor, which was represented by a stylized animal or bird, and each clan had the right to use specific images on their totem poles.

Ritual dances were another feature of Northwest Coast aboriginal life. Dances were important because they reminded people of the importance of each clan, and communicated the legends of each clan. Dancers wore elaborate costumes, including wooden cedar masks. Masks were worn to represent characters in legends. Each mask was elaborately carved and decorated, and some masks were ingeniously hinged so that the dancer could represent the ability of some bird, animal, or mythical being.

Both totem poles and ritual dancing remain features of Northwest Coast aboriginal life today.



## HOMES AND CANOES

Cedar was used in the construction of houses and canoes. Northwest Coast big houses were extremely large, and lasted for years. They were constructed by first raising a strong frame of dressed cedar logs, which were then faced with cedar planks. The support poles of longhouses were usually carved with images important to the clan that occupied them.

Northwest Coast canoes were made from single cedar logs, and were extremely seaworthy. The waters of this part of Canada can be very stormy, especially in winter, yet the larger canoes were designed for journeys of hundreds of kilometres, or for the hunting of whales off the coast. The largest canoes were more than 20 metres long and could carry more than fifty persons. Smaller canoes were used by individuals for both fishing and as a means of visiting nearby villages.

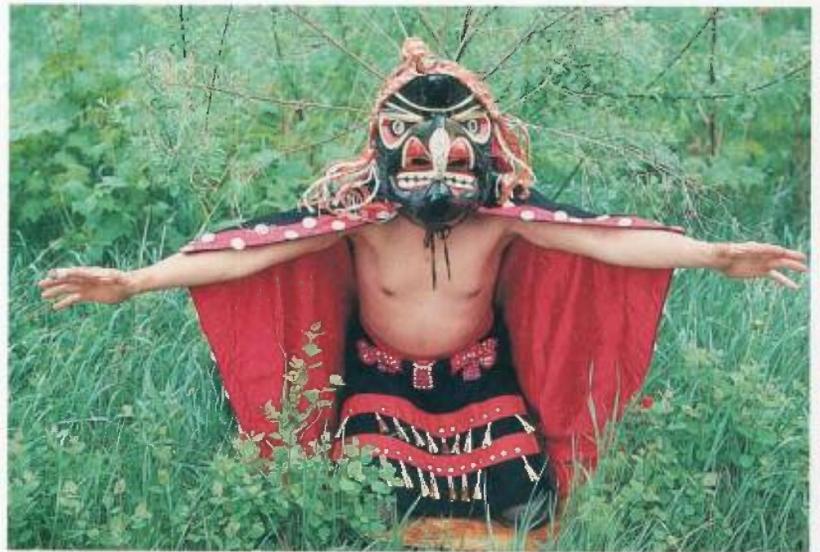
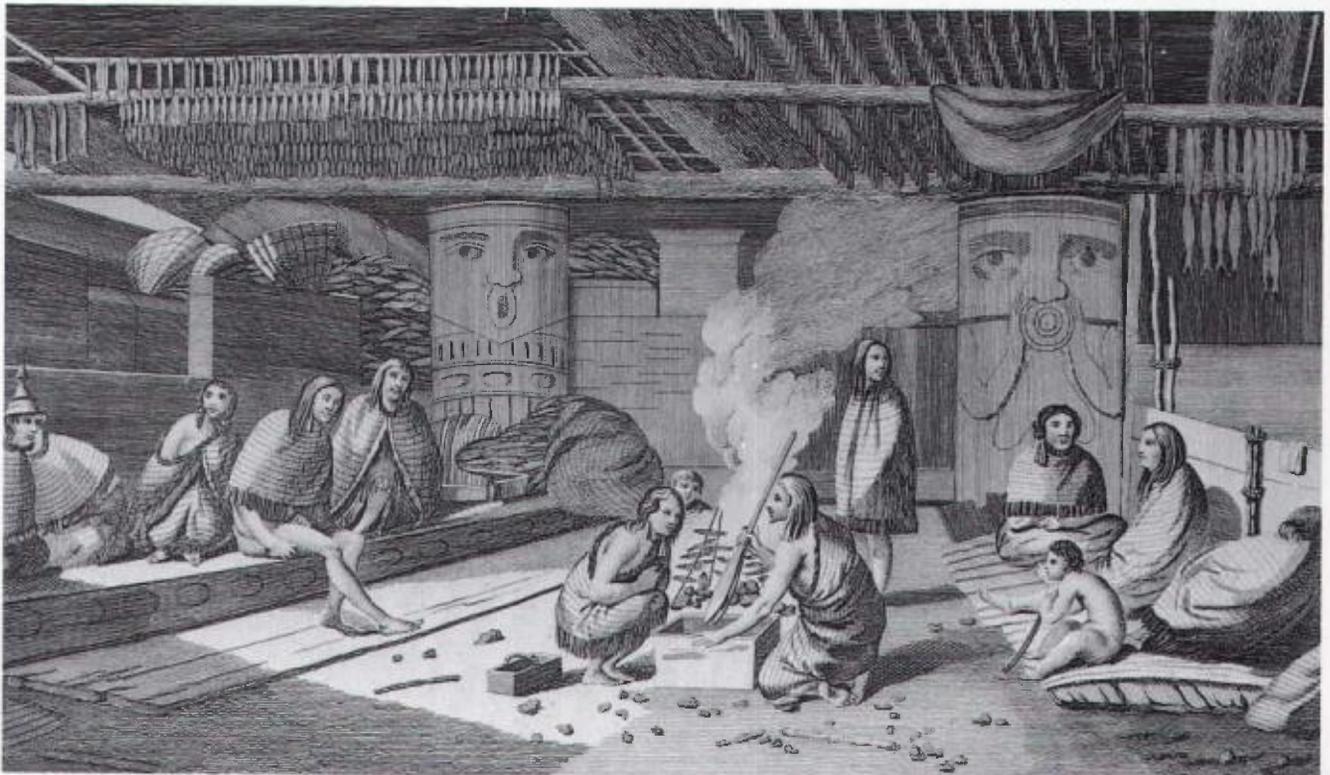


Figure 7-26 Ritual dancing is still a feature of Northwest Coast aboriginal life.

## THE POTLATCH

Status and wealth were extremely important to Northwest Coast aboriginal peoples. The **potlatch** was the outward sign of a noble's status. Nobles hosted potlatches whenever a major event took place, such as the birth of an heir, the death of a chief, or

Figure 7-27 As you can see, the interior of this Northwest Coast big house is very large. How can you tell that salmon and cedar were extremely important?



## DID YOU KNOW?

The Northwest Coast “bent-wood cedar box” was so well made it was watertight. These boxes were often used as storage containers. Large boxes were also used as cooking vessels. Each box was decorated with images of a clan’s symbolic crests.



Figure 7–28 A bent-wood cedar box

the raising of a new house or totem pole. In so-called “rivalry potlatches,” other nobles and their followers were invited from nearby or even distant villages. They were treated to an elaborate feast and ceremonial dances. At the end of the potlatch, the host would demonstrate his wealth and status by giving away large amounts of his personal possessions—canoes, blankets, food, ceremonial coppers (shield-shaped copper plaques), boxes, and even slaves. In some cases, the host noble would even **ceremonially** destroy property.

Although the purpose of the potlatch was public recognition of a noble’s status, it was also a way of redistributing wealth and food. While a noble might be temporarily made poor after a potlatch, he could gain much of his wealth back when his guests held their own potlatch and invited him as guest. In fact, in rivalry potlatches this return invitation was necessary in order to avoid shame.

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## FOOD BY THE SEASON

The Northwest Coast peoples are unusual in that they enjoyed an extremely complex society without developing agriculture. This was due to the nature of the environment in which they lived—food, in great variety, was readily available.

However, because food had to be collected from different sites and at different times of the year, it was necessary for the peoples of the Northwest Coast to move around their area. This movement was called a “seasonal round.” Depending on the time of year, **habitations** could be small and mobile, or they could be large and fixed.

An area for which the seasonal round is well known is the lower mainland of British Columbia. This

was one of the richest areas for animal and plant life on the entire Northwest Coast. It supported, at various times of the year, a pre-European-contact population of over 30 000 people—one of the densest population **concentrations** in all of North America.

The season began in the winter months. At this time of year, the various nations of southwestern British Columbia lived in large, permanent villages. This was a time of relatively little hunting-and-gathering activity, and people spent their time making and repairing tools, and telling tales within their own groups. There were major winter villages in the lower mainland. These had been occupied in some cases for thousands of years, and they were very large. Archaeological investigations of the Musqueam village indicate that it stretched nearly 2 kilometres along the north bank of the Fraser River and was home to at least a thousand people. Two other villages, Kwantlen and Tsawassen, were home to at least as many people. All these villages were part of the larger Coast Salish nation, which also had villages across the Strait of Georgia and upriver along the Fraser. Another large winter village at the head of Howe Sound was occupied by the Squamish nation.

Early spring was a time when stored supplies of food were beginning to run out, and the larger villages began to slowly break up as family or house groups began to move around the area to collect what food was available. One major source of winter food was shellfish, especially mussels, clams, and oysters. Enormous deposits of these shells, called **middens**, have been found throughout the area.

By early summer, the peoples of the area had established camps all over the region. These were bases for the collection of foodstuffs, including salmon and shellfish, birds, and early-ripening plant foods, such as salmonberries and huckleberries.

**ceremonially:** with dignity, observing the occasion

**habitation:** a place to stay

**concentration:** the measure of how many people there are relative to the space they occupy

**midden:** a heap of garbage, shells, or other debris

Many Squamish people moved south and occupied camps along the northern shores of Burrard Inlet and in what is now Stanley Park. The Musqueam occupied sites along the shores of English Bay and Lulu Island. Groups of Cowichan and Nanaimo came across the Strait of Georgia and lived in fairly large villages on Lulu Island and on the Fraser River. The Cowichan village on Lulu Island was at least a kilometre long.

Late summer to early fall is the period when the major salmon run takes place on the Fraser River. The numbers of fish moving up the Strait of Georgia and then up the Fraser was so large that people were able to collect enough food to last them for most of the winter months. Early summer camps were largely abandoned as people from nearly all groups moved up the Fraser to catch fish near the mouth of the Fraser Canyon. Fish caught were dried on huge racks, and the dried fish was then carried back to winter camps. In 1828, the chief trader at Ft. Langley recorded 550 Cowichan canoes and 200 Squamish canoes passing downriver at the conclusion of this season. In the late autumn, people also collected the Indian potato from the marshes of the lower Fraser. By the late autumn, most people were back in their winter villages.



**Figure 7-29** Salmon drying on large racks late in the summer season

Despite the fact that the people belonged to several different villages or nations, they often cooperated with each other. Food collection sites belonged to people from specific villages or nations, and these groups had the right to use these sites as opposed to members of different families. Because Salish people had a **bilateral kinship** pattern, it was possible for people to marry outside their own group, and this meant that individuals could enjoy ownership rights to many different sites. Bilateral kinship also meant that individuals could choose to spend the winter in the villages of relatives, as opposed to the village they normally lived in. So while a village could be primarily, for example, of the Musqueam, Cowichan or Squamish families could also spend the winter there.

**bilateral kinship:** ancestry is reckoned through the mother's and father's families

## ACTIVITIES

1. Imagine you are a member of an important family and you have been chosen to make a totem pole that shows major events in your family's history. What images would you select? How would you arrange them?
2. How did the Coast Salish differ from other Native peoples of the Northwest Coast?
3. How did the seasonal round of the Plateau peoples differ from that of peoples of the Northwest Coast? How were they similar?
4. In 1914, Edward Curtis made a film called *In the Land of the War Canoes*. If possible, have your teacher screen this film for the class. After watching the film, discuss whether it is an accurate depiction of Northwest Coast life. Can you detect any bias in the film?

## CONCLUSION

Canada has been home to a huge number of Native communities for thousands of years. In the past, some of these societies were loosely organized and scattered over a vast territory. Others were compact and centralized.

The peoples of the Plains, for example, hunted bison on foot, and moved all their worldly goods from place to place according to the rhythm of the hunt. On the other hand, the Iroquois of the Eastern Woodlands built large, permanent towns and farms after they acquired agriculture around 500 CE. Social life also varied tremendously. Inuit society was based on life-long trading partnerships

because no one could survive without hides and oil. Among the coastal peoples of the Northwest, traditions of inherited rank and privilege meant that their societies emphasized wealth, power, and earthly possessions. Yet the Northwest Coast peoples also had a unique way of redistributing wealth, known as the "potlatch" (which no European would have understood).

It is dangerous to categorize—or to make generalizations about—the cultural life of the Native peoples of Canada. Although you have examined five representative groups in this chapter, they remain five societies, each with their own characteristics and traditions.

## SUMMARY ACTIVITIES

1. Prepare an organizer that will help you understand the similarities and differences which exist among the Native peoples of Canada.
2. Have your teacher form the class into groups. Each group should select a nation from one of the major Native culture areas of Canada. Using the information provided here as a base, and after conducting further

research in your school library or from other sources, prepare a report on aspects of that nation's culture. Share your findings with the rest of the class.

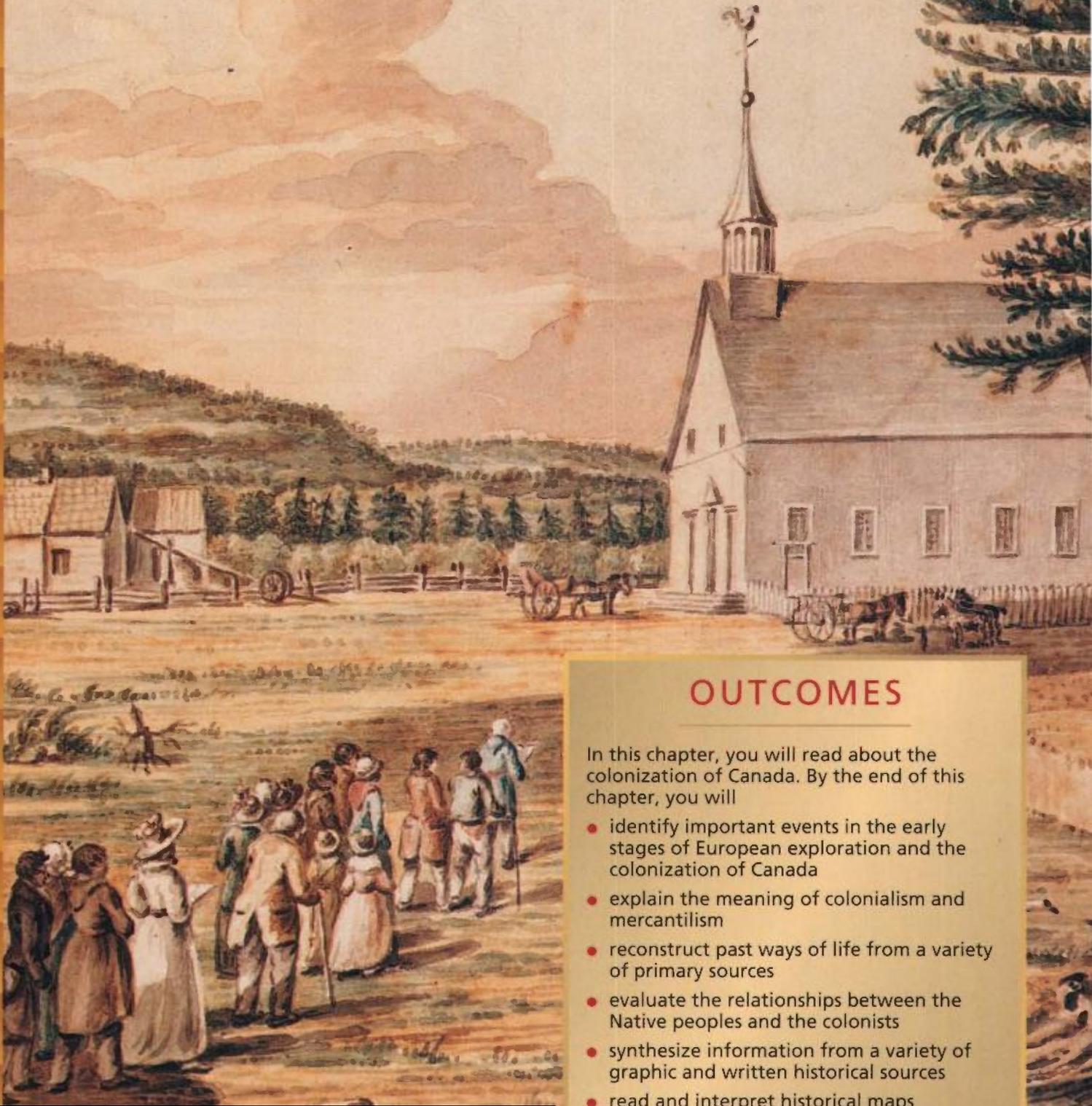
3. Visit the cultural centre of a local aboriginal group. List any new information you learned from this visit.

## ON YOUR OWN

1. Invite a member of a local aboriginal group to visit your class and to recount a legend or myth that explains the history of his or her people.
2. The following names are Native in origin. Find out more about their origin and what they meant in the original language.

|           |          |          |              |
|-----------|----------|----------|--------------|
| Canada    | Quebec   | Ontario  | Saskatchewan |
| Yukon     | Saguenay | Winnipeg |              |
| Moose Jaw | Kamloops | Kelowna  |              |

# 8 ARRIVAL IN CANADA



## OUTCOMES

In this chapter, you will read about the colonization of Canada. By the end of this chapter, you will

- identify important events in the early stages of European exploration and the colonization of Canada
- explain the meaning of colonialism and mercantilism
- reconstruct past ways of life from a variety of primary sources
- evaluate the relationships between the Native peoples and the colonists
- synthesize information from a variety of graphic and written historical sources
- read and interpret historical maps
- evaluate photographic evidence of changes in communities

# Gabriel and the Red Cow

*The Acadians were pioneers who came from France in the early 1600s and settled mostly along the coast of Nova Scotia. They built a number of large farming communities on the shores of the Bay of Fundy. The Acadians saw themselves as distinct—separate even from the other French settlers in Canada. They always tried to avoid getting involved in wars between England and France.*

*Acadia was occupied several times by the British, and finally became a British possession after 1713. During the Seven Years' War, the Acadians had to take an oath of unconditional allegiance to Britain. When they refused, the British expelled them from their prosperous farms. This fictional story tells how a young Acadian lost his family during these times.*

**G**abriel shook blood from his hands, and looked out from the stable toward the village and the sea. A moment ago, he had been helping his

father pull a half-formed calf from the red cow. Such a strange day already, and it wasn't even dawn. The red cow had experienced no trouble with her calves before, but she'd lost the

one this morning—months before she should have calved.

In the village, lantern light streamed from many windows. People were tense and fearful. The proclamation had been a



Groups of people made their way down to the beach, pushing carts and carrying whatever they could.

complete surprise. It was true that few in Acadia liked the British, but people had tried to cooperate as best they could. Mostly they just wanted to be left alone. There wasn't much hope that France would help Acadians. Canada was the priority, and everyone in Acadia knew it.

It was unbelievable. A British officer had announced that all Acadians must leave their homes and be sent away. For what crime? They had done nothing. When the meeting broke up, Gabriel's father had come home directly. He could barely speak, brushing tears away as he told the family about the British order. They must leave behind everything they had known and worked for. No, they would not be returning. No, they would not be able to sell their lands first. No, they could not keep their livestock. No, they would not be paid for what they lost. No, they could not pick where they would be sent. No, they could not choose with whom they would be sent. No! No! No!

Frantically, people ran from neighbour to neighbour, asking for advice or support, though it was the same for everyone. Père Joseph had visited just before dark to try to encourage them. Since then, the family had worked through the night, trying to bundle up their most prized possessions. They could only take what they could carry.

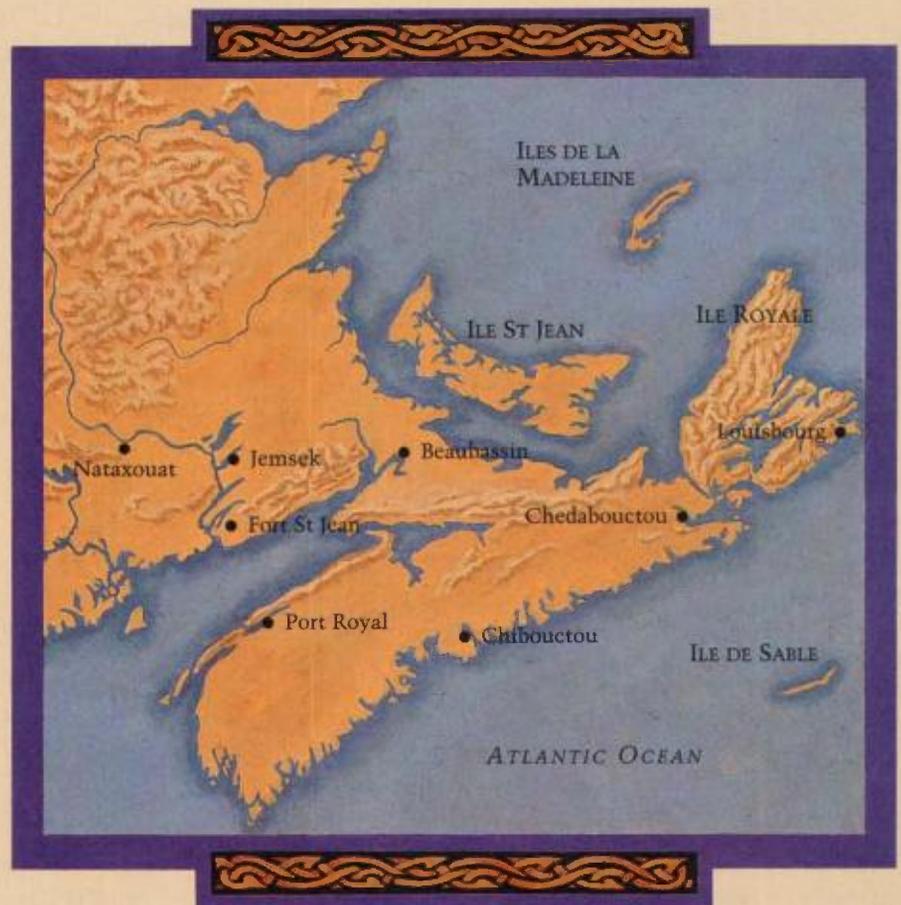
The soldiers landed at dawn and marched directly through the village to the church. From there, patrols were sent out to all the farms. Groups of people began to make their way down the roads to the beach, pushing

small carts and carrying whatever they could. There was little resistance, since no one wanted to put anyone else in danger. The children were already terrified.

Like the others, Gabriel had joined the crowds heading for the beach. That evening, the September breeze was chill and damp. Everywhere, families had gathered around fires. Those who spoke kept their voices low. Many people had already been put aboard ships. Soldiers, none of whom spoke French, had pushed people into the boats, in spite of protests. Families were broken up and even husbands and wives sent to different ships. Children separated from their parents screamed and cried in

vain. Gabriel looked for Constance, his childhood friend. He thought he saw her standing near the water. He called out, and Constance turned to meet him, her eyes glistening with tears.

Quite suddenly the sky began to glow red. Gabriel looked back toward the farm and saw the horizon ablaze. The soldiers must be firing the barns and houses. He had to get back! The red cow was probably still in her stall. He touched Constance on the shoulder and whispered, "Wait for me." Then he turned away, rushed past his horrified family, and ran back up the darkened road. Several times soldiers challenged him, and he was even shot at by a drunken sentry standing near the church.



The colony of Acadia

Gabriel ran through the fields to the farm. None of the farm buildings had yet been set afire, and there seemed to be no soldiers around. It was eerie and quiet, and the red cow was nowhere to be seen. Gabriel heard a noise in the house and went through the open front door to investigate.

Inside, two red-coated soldiers were rummaging through chests, and another was chipping at the plaster with his bayonet. He cursed and called out to the others.

"These farmers'll have money hid somewheres, boys. But look quick—the sergeant will want to see bonfires here in a few minutes."

Gabriel tried to back away, hoping he hadn't been seen. The sight of the soldiers looting the house made him furious.

"Well, here's a boy that could tell us where them valuables is hid." Gabriel was given a hard push from behind, which sent him sprawling into the room. The sergeant aimed a kick at him, but Gabriel rolled aside. The soldier with the bayonet tried to stick him, but lost his balance. Gabriel grabbed his wrists and pulled him to the

floor. Bolting through the door, Gabriel realized that the barn and house were about to go up in smoke. He watched the scene in horror from the relative safety of his father's wood lot.

The morning came, but it brought with it heavy mists from the Bay of Minas. Gabriel pulled himself out from his hiding place. He waited for a long time before he thought it was safe to see what had happened at the farm. The soldiers were gone, but everything was ashes. The house, the barn, the sheds, all burned to the ground—even the crops had been burned. Gabriel was in shock. He could see nothing but desolation. He turned towards the bay, hoping that his family and Constance were still safe.

As the mist cleared, Gabriel saw that the ships had left the bay. Everyone had been taken, and he was alone. Then, a flash of colour? What was that? On a bush, a red ribbon fluttered in the quickening breeze. Gabriel recognized it—the ribbon from Constance's hair. He untied it from the branch, and stood looking at it for many minutes. Where was she now? Where were they all? He had never felt so

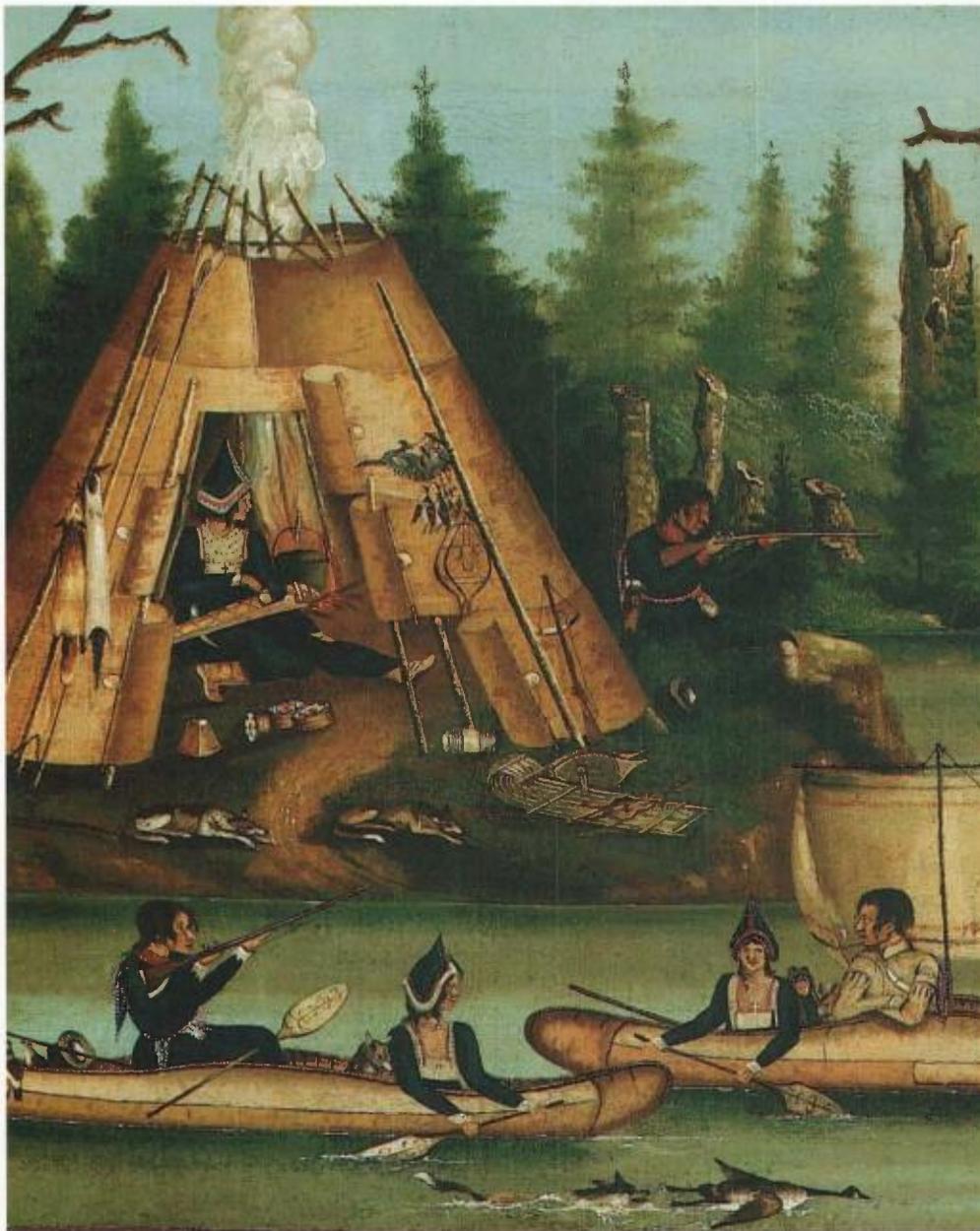
alone in his life.

Gabriel knew that he had to make a decision soon. He might try to go northwards towards Louisbourg, but he had no desire to join the militia in that cold and forbidding fortress. Or he could head toward the St. Lawrence and Canada. As he pondered his options, he was pushed roughly from behind. "Shoot me, you fool!" he said, too tired to care. But no shot came.

Gabriel turned slowly, expecting to look into the unshaven face of a British soldier. The red cow stood there calmly chewing her cud. A long tether rope hung around her neck. Clearly, she had escaped too. No doubt, she was to be taken along to feed the British soldiers. Gabriel was delighted to see her, and told her so. "So, all is not lost, my beauty. And now, to Louisbourg?" The cow, bothered by the flies that rose from the seaweed that scattered the beach, shook her head vigorously. Well, at least they were communicating, Gabriel thought. He picked up the end of the tether rope, and the two of them began the long, slow trek to Canada.

## ACTIVITIES

1. Imagine you are an Acadian woman or man. What advice would you give to other Acadians at meetings about taking an Oath of Allegiance to Britain?
2. A story must have a conflict to be interesting. Identify a conflict in this story. How does it help to keep you reading?
3. Does Constance add anything to the story? Explain why or why not.
4. Imagine that you have also escaped the expulsion and meet Gabriel on the trek he is about to take. In conversation, present Gabriel with a plan to get you to the St. Lawrence region. In a paragraph, outline your plan.



*It was a finer greeting than ever a father gave to his own child, and it made us marvellously happy. For the men danced in one band, the women in another, the children in another. And afterwards they brought us fish and the bread they make of coarse meal, throwing it into our ships in such quantities that it seemed to fall from the sky.*

**—JACQUES CARTIER, UPON SAILING TO THE VILLAGE OF HOCHELAGA IN 1536**

Jacques Cartier was one of the first European explorers to come to Canada. This description of the welcome extended to him by the Iroquois of Hochelaga (modern-day Montreal) seems so positive. As you work through this chapter, consider why the Native peoples of the region would have welcomed Cartier so warmly. What can we learn from this episode in history?

## TIME LINE

- | CE   | EVENT  |
|------|--|
| 1000 | ARRIVAL OF LEIF THE LUCKY IN VINLAND             |
| 1014 | FREYDIS ERIKSDOTTIR LEADS EXPEDITION TO VINLAND  |
| 1497 | CABOT SAILS TO NEWFOUNDLAND                      |
| 1534 | JACQUES CARTIER MAKES FIRST VOYAGE TO CANADA     |
| 1583 | HUMPHREY GILBERT CLAIMS NEWFOUNDLAND FOR ENGLAND |
| 1608 | CHAMPLAIN FOUNDS THE HABITATION AT QUEBEC        |
| 1629 | KIRKE CAPTURES QUEBEC                            |
| 1649 | DESTRUCTION OF THE HURONIA MISSIONS              |
| 1687 | ASSASSINATION OF LA SALLE                        |
| 1692 | MADELEINE DE VERCHÈRES DEFENDS HER SEIGNEURY     |
| 1713 | TREATY OF UTRECHT                                |
| 1731 | FIRST WESTWARD JOURNEY BY LA VERENDRYE           |
| 1755 | EXPULSION OF THE ACADIANS                        |
| 1759 | BATTLE OF THE PLAINS OF ABRAHAM                  |

**to colonize:** to settle and control new lands

**middle latitudes:** above the Tropic of Cancer, but below the Arctic Circle

**imperialism:** the policy of extending control of a region or regions by one nation. Imperialism usually involves both economic and political control.

**sagas:** stories of adventure

**artifact:** something made by people

**recreation:** something that is restored like the original

## INTRODUCTION

The years from 1450 to 1600 were Europe's Age of Exploration. Powerful monarchs, beginning with the Portuguese and Spanish, wanted to explore "new worlds" and gain the legendary riches of the East.

In 1492, Christopher Columbus convinced the queen of Spain that he could find a new trade route to Asia. Instead, he landed at San Salvador and began to **colonize** the Americas. It soon became apparent that North America was not part of Asia, but an entirely separate continent.

However, most European explorers continued to hope that exploration would uncover a sailing route *through* North America—a Northwest Passage to Asia. While you may find this notion preposterous, Columbus and other Europeans of his era had no knowledge at all of the interior of North America, nor of its great land mass.

Following the example of Spain, Portugal, and England, France sent its explorers westward in 1534. Avoiding the Spanish to the south and the

English to the north, the French charted a course along the **middle latitudes**. France also wanted to discover the passage that would link the Atlantic Ocean and the Pacific Ocean.

While the St. Lawrence River did not lead to Asia, the French did come to Canada, where they found a land rich in many natural resources, including furs. The French stayed in Canada and built a great commercial empire around the fur trade that brought enormous profit to France. This economic **imperialism** was not unique to France, but a feature of all European empires that began to develop during this era.

In Canada, the French came into contact with long-established Native communities, who gave them access to ancient trading networks. They built a successful colony in the St. Lawrence-Great Lakes area, called "New France." In the Maritimes, their colony was known as "Acadia." These two colonies became an important part of the foundations of modern Canada.

## THE VIKINGS

Landing long before the French, the Vikings were most likely the first explorers of Canada. They came from Scandinavia, the modern countries of Sweden, Norway, and Denmark. They were farmers in their homeland, and very warlike. Before 1000, many Vikings left their small farms to look for new opportunities. Some raided Europe, causing great destruction wherever they went. Others sailed their longships westward.

By the beginning of the eleventh century, the Vikings had completely colonized Iceland and had small settlements on Greenland. Next, the Vikings reached the shores of North America and briefly settled there. Although some historians believe that the Irish or others found their way to North America before the Vikings, there is no firm evidence that such journeys took place.

Evidence for Viking landings in North America is found in historical



**Figure 8-1** This Parks Canada recreation of the Viking settlement at L'Anse aux Meadows is in northern Newfoundland, the likely location of Leif Erikson's Vinland. The site was discovered by Helge and Anne Ingstad, who found some Viking artifacts there. How would you check to make sure that the site had been occupied by Vikings, and that the artifacts had not been brought there by Native peoples?



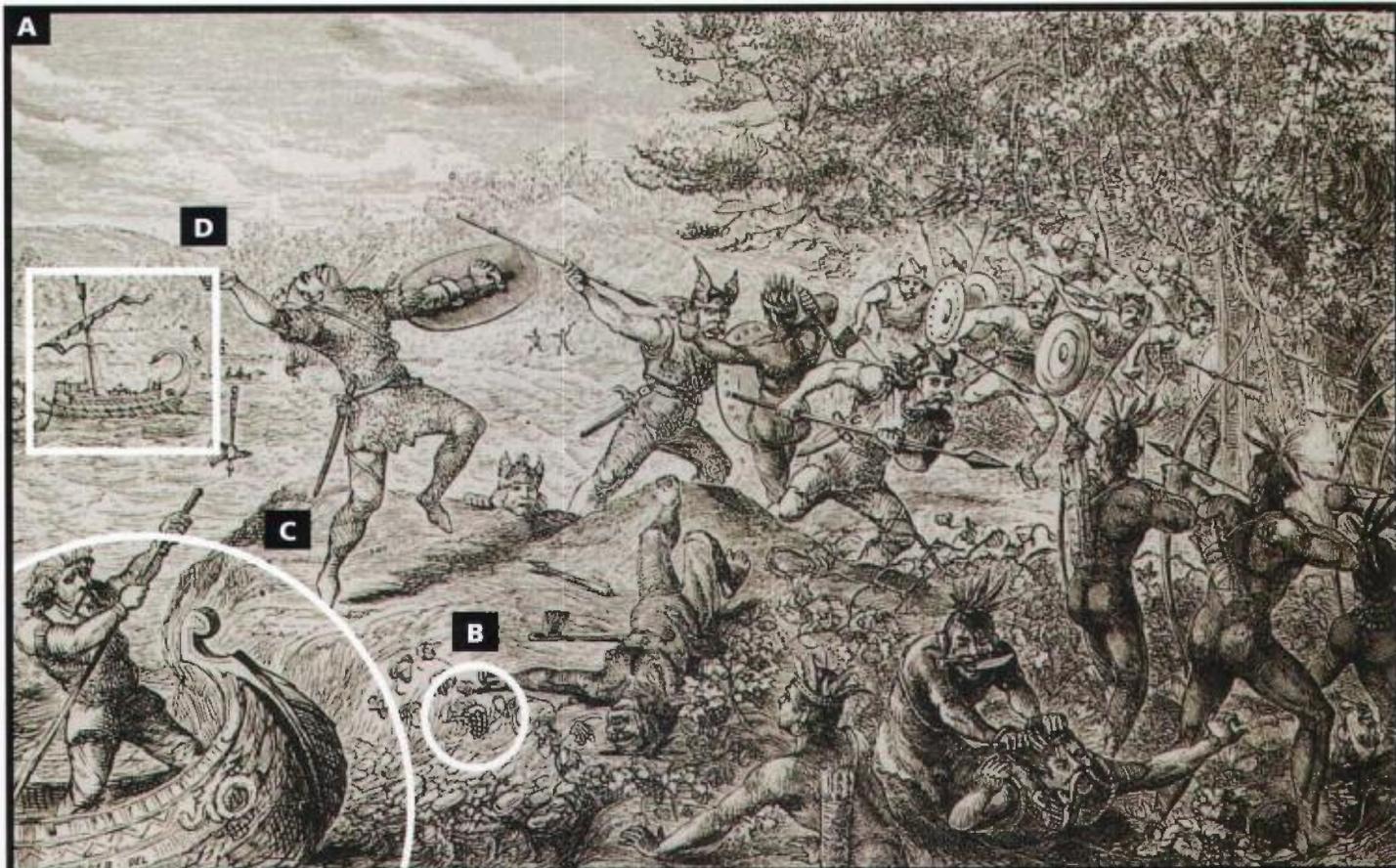
stories known as the **sagas**—especially those from Iceland. They told of voyages by Leif Erikson, sometimes called “Leif the Lucky,” to places he called Helluland, Markland, and Vinland. For many years, historians wondered about the actual locations of these landings. Some thought Vinland was a southern region where vines actually grew. Others thought that Leif had landed in Newfoundland when the climate was warmer. The discovery of Viking **artifacts** and the remains of Viking-style buildings at L'Anse aux Meadows, in Newfoundland, have convinced many historians that Vinland was really northern Newfoundland.

Too few Vikings came to North America to build a permanent community. Thorfinn Karlsefni brought three ships and a few hundred people as settlers—possibly to L'Anse aux Meadows—but left within a few years. Freydis Eriksdottir led an expedition to Vinland in 1014. Her attempt to establish a settlement also failed.

From the beginning, the Vikings were in conflict with local Native peoples. Having no qualms about attacking and killing anyone they found, they were in turn attacked in force and driven off. In time, even the settlements in Greenland were forgotten by Europe, and they mysteriously disappeared.

#### DID YOU KNOW?

*Freydis Eriksdottir, daughter of Erik the Red, led a Viking expedition to Newfoundland in the early eleventh century. According to one saga, Freydis made fun of several Viking soldiers as they retreated from a Native attack. Despite being pregnant, she told them: “If I only had weapons I could make a better fight than any of you.” She followed them to the edge of the forest, where she discovered a dead Viking soldier, picked up his sword, and began to fight.*



**Focal Point A**

The picture resembles the “last stand” scene of an adventure novel or Hollywood movie. Illustrations of this type were used in textbooks as well as works of fiction as recently as fifty years ago.

**Focal Point B**

In the foreground are bunches of grapes, to prove to the viewer that the setting is Vinland, where grapes grow.

**Focal Point C**

This boat is a fairy-tale craft. It bears little resemblance to a real Viking ship.

**Focal Point D**

This boat is an ancient Greek galley, a long, narrow ship propelled by oars. The galley was built for sheltered seas, not crossing an ocean. The Vikings would not have used such a ship.

**Figure 8-2** Illustrations of historical events are often **romanticized**. This picture of the Viking landing in Newfoundland is based on fact. The Vikings did **ambush** the sleeping men and women they encountered on the shores of Newfoundland, and Thorald, Leif’s brother, was later attacked and killed. But the illustration is also misleading. Examine all the circled elements and read the accompanying text. Then decide: Does this picture help us understand the history of the Vikings in North America in any way?

**romanticized:** made gentle, happy

**ambush:** trap

**monopoly:** completely control of the market for a certain good or service

**Letters Patent:** royal documents that set out terms and permission

**heathen:** not-Christian

**infidel:** non-believer, in this case, non-Christian

## ACTIVITIES

1. So far as we know, the Vikings stopped visiting North America in the eleventh century. Imagine you belong to a small Viking community which was left behind by the last ships. Write part of a saga describing your experiences in North America. Give your saga a memorable name.

## DID YOU KNOW?

1997 marked the five-hundredth anniversary of John Cabot's voyage to Newfoundland. An English team sailed in an exact reproduction of the *Mathew* to North America. People followed the voyage of the *Mathew* by consulting an internet web site every day. The governments of Canada and Newfoundland spent \$20 million on the project, which involved 1400 artists and seventy-five major events.

# FISHERS AND FREEBOOTERS: EARLY EUROPEAN ARRIVALS

**A**t the end of the fifteenth century, Spain and England were trying to break Portugal's **monopoly** on trade with Asia. No one knew that other continents lay to the west. Columbus's journey launched the competition among European nations to open trade routes to Asia by going across the Atlantic.

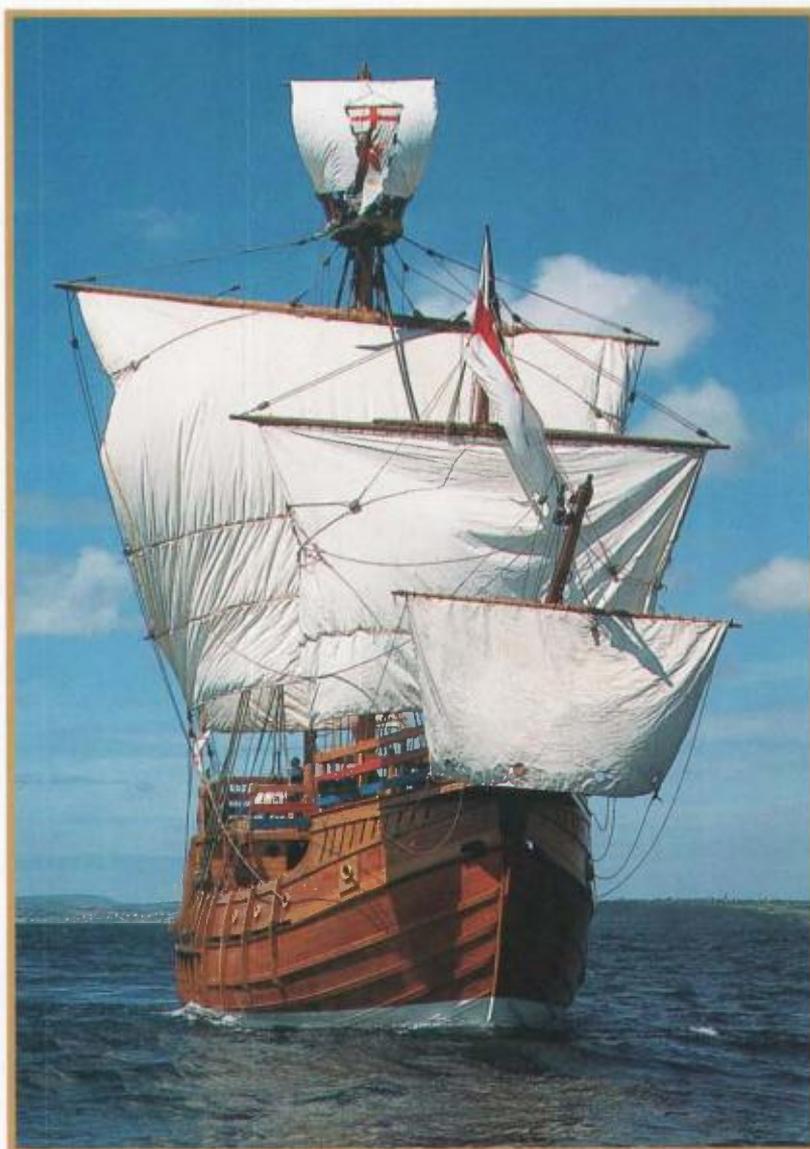
In 1497, Henry VII of England gave John Cabot, an Italian, permission to explore the North Atlantic in the hopes of finding the riches of Asia. Cabot's licence—his **Letters Patent**—gave him the right to “seek out, discover, and finde whatsoever isles, countreys, regions, or provinces of the **heathen** and **infidel**” and to “subdue, occupy, and possesse all such townes, cities, castles and isles of them found.” Cabot first set sail with a single small ship—the *Mathew*—and nineteen crew members. He expected to find Japan and China.

During his voyage, Cabot sailed against the prevailing winds (winds blow from the west in the northern hemisphere). As he drew closer to Newfoundland, he probably picked up the Labrador Current, which flows down toward Newfoundland. The crew of the *Mathew* undoubtedly found themselves on a rocky, forbidding coast. Cabot landed and, as

instructed by the king, claimed the “New Found Land” for England.

Cabot was astonished by the great schools of cod fish on Newfoundland's Grand Banks. Following his voyage, English, French, and Portuguese ships also travelled to Newfoundland and Labrador.

**Figure 8-3** A reproduction of the *Mathew* was built to honour the five-hundredth anniversary of John Cabot's voyage to North America. It made the same ocean crossing as the original.



## DID YOU KNOW?

The Grand Banks extend northeast and southwest some 480 kilometres and are 320 kilometres wide. In its heyday, the Grand Banks were the most important cod-fishing region in the world, attracting approximately 100 000 fishers a year. Today, the Grand Banks cod fishery is endangered, with stocks dangerously depleted by over-fishing and environmental changes.

## Life in an Early Fishery

By the early 1500s, European fishing fleets were regularly summering along the Atlantic coast of Canada to fish for cod and trade with the local Native peoples. Europeans required a great quantity of fish. Much of Europe was still Roman Catholic, and Catholics frequently abstained from meat. During the early part of the sixteenth century, there were a total of 165 meatless days in the Church calendar! The most popular fish was young, lightly salted, dried cod. Cod has a very mild flavour, which probably accounted for its popularity.

Many risks were associated with a fishing expedition to the Grand Banks. It took twenty days to reach Newfoundland from Europe, and all the work had to be done in the short northern

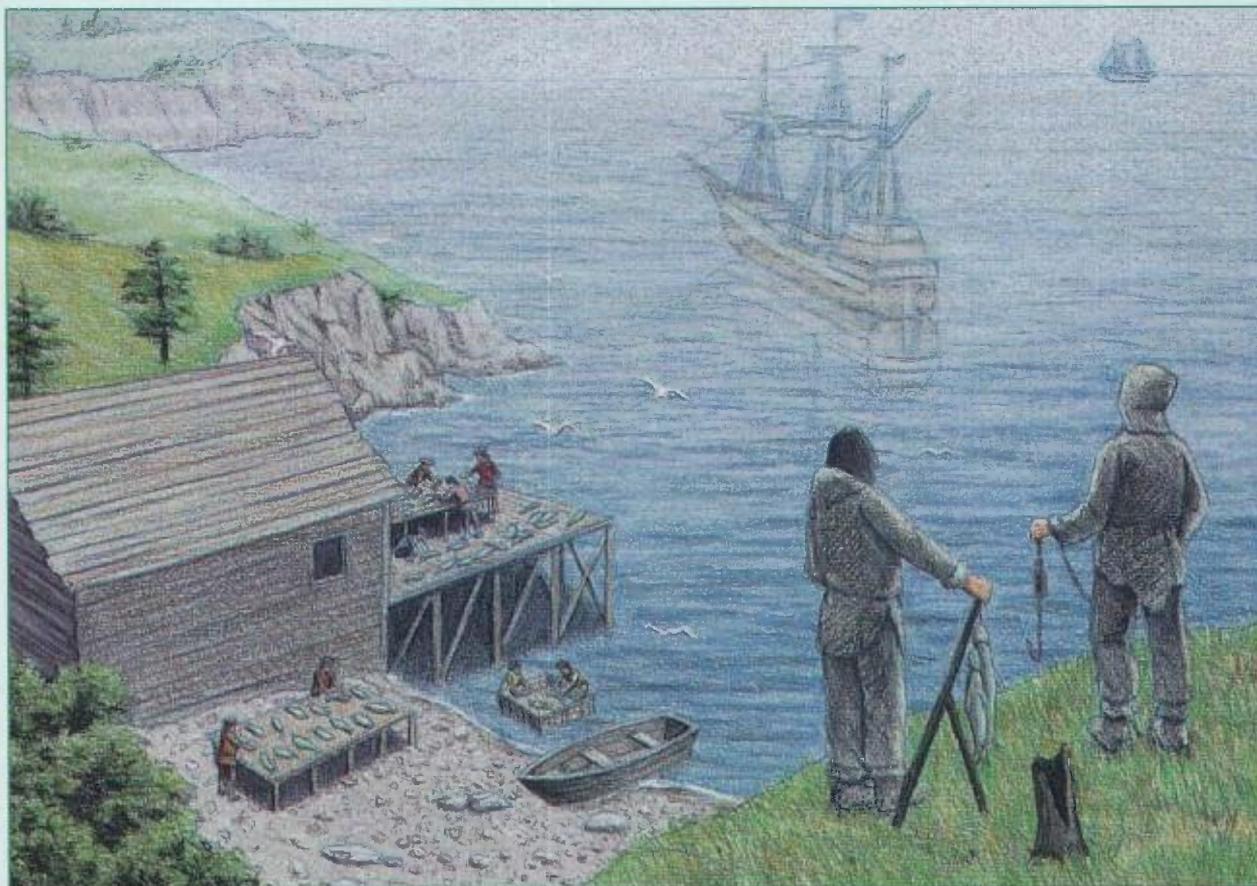
summer—it was simply too cold to fish in winter. Fishing in the region was also hazardous. There was persistent fog because of the meeting of two currents—one warm, one cold. The warm Gulf Stream sweeps along the eastern edge of the Banks, and occasionally its southern edge, while the Labrador Current cools the waters to the north and west. The Banks are also in the path of glaciers carried down by the Labrador Current. Still, these risks were more than offset by the profits to be made on a fishing expedition.

Because fish had to be preserved—either by drying or salting—fishers set up camps. They also explored, looking for bait fish and animals to hunt, adding to European knowledge of the Canadian east coast. Since the

Portuguese and French fishers had access to cheap salt from the Bay of Biscay, off France's west coast, they did not always come ashore. But the English dried their fish on the shores of the Grand Banks and spent the short summer season there.

A small number of Native people were kidnapped by the Europeans who came to the Grand Banks during this period. Some were sold as slaves in Lisbon; three were sent to England, along with a hawk and an eagle, where they were displayed as curiosity items. For the most part, however, relations between the Europeans and the Native peoples during this early period were marked by a spirit of cooperation.

**Figure 8-4** An early scene along the Grand Banks. Identify as many activities as you can by reviewing the text.



## ACTIVITIES

1. John Cabot was lost at sea. Draw a memorial tombstone for him complete with a brief description of his accomplishments.
2. We have no written records of what Native peoples thought when they encountered Europeans for the first time. Imagine that you are an elder in a Native community. You must decide whether or not to cooperate with the Europeans who have arrived on the Grand Banks. Draw up a list of pros and cons to assist you and your community in this decision.
3. Brainstorm a list of three or four natural resources that are in demand today because of custom or fashion. They can be edible, but they do not have to be. Is the environment suffering because of human demand for these things?

## THE FRENCH EXPLORERS

### JACQUES CARTIER AND THE IROQUOIS

In 1524, France sent Giovanni Verrazano to find the fabled Northwest Passage to Asia. Verrazano sailed the coast of North America between Newfoundland and Florida, discovering that North America was not an **archipelago** of islands, as many believed, but a real continent. The king of France was disappointed by Verrazano's failure and did not launch any new expeditions.

Ten years later, a new king asked Jacques Cartier, one of Verrazano's officers, to continue looking for the Northwest Passage. Twenty days after sailing from Saint Malo, Cartier sighted Labrador and Newfoundland. He then sailed south to what are now Prince Edward Island and New Brunswick. Upon reaching the Gaspé Peninsula, he claimed the territory for France. He kidnapped Taignoagny and Domagaya, the sons of a local Iroquois chief, and returned home.

The following year, Cartier returned to explore the great river he

had noticed on his first journey—the St. Lawrence. For guides, Cartier relied on Taignoagny and Domagaya. Although they had been taken from their home, the brothers probably agreed to be guides because they saw great trade possibilities emerging from an alliance with the French. They told Cartier of a fabulous land, the kingdom of the Saguenay, where people wore gorgeous clothes and golden jewellery.

The journey along the St. Lawrence was treacherous. The banks of the river were forbidding, and great cliffs of barren rock loomed over the tiny caravels. But this landscape gradually gave way to open farm land and Native villages. At last, the little fleet arrived at the community of Stadacona, near present-day Quebec City.

**archipelago:** a group of islands

Figure 8-5 Jacques Cartier



## Kidnapped Tour Guides

When Cartier arrived in Stadacona, he was greeted the following day by Donnacona, the father of his Iroquois guides. Cartier described the landing in his journal. Notice that he is not embarrassed to admit that two young men were kidnapped. As you are reading this document, note Cartier's language. What does it suggest about his attitude to the Iroquois?

After we had cast anchor between this large island and the north shore, we went on land and took with us the two Indians we had seized on our former voyages. We came upon several of the people of the country who began to run away and would not come near, until our two Indians 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 Indians. The Captain received them all, 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 Indians in twelve canoes....



**scurvy:** a terrible, often fatal, disease caused by a lack of vitamin C

**immunity:** resistance to disease

**Sieur:** lord

**pyrites:** a common mineral with a pale brass-yellow colour

**treachery:** being false, betraying someone

Cartier did not stay at Stadacona—a relatively small community. Ignoring Donnacona's advice, he sailed further up the St. Lawrence to the a much larger town called "Hochelaga," where Montreal now stands. Cartier returned from his journey feeling less confident that he could reach China via the St. Lawrence. He prepared to spend the winter at Stadacona.

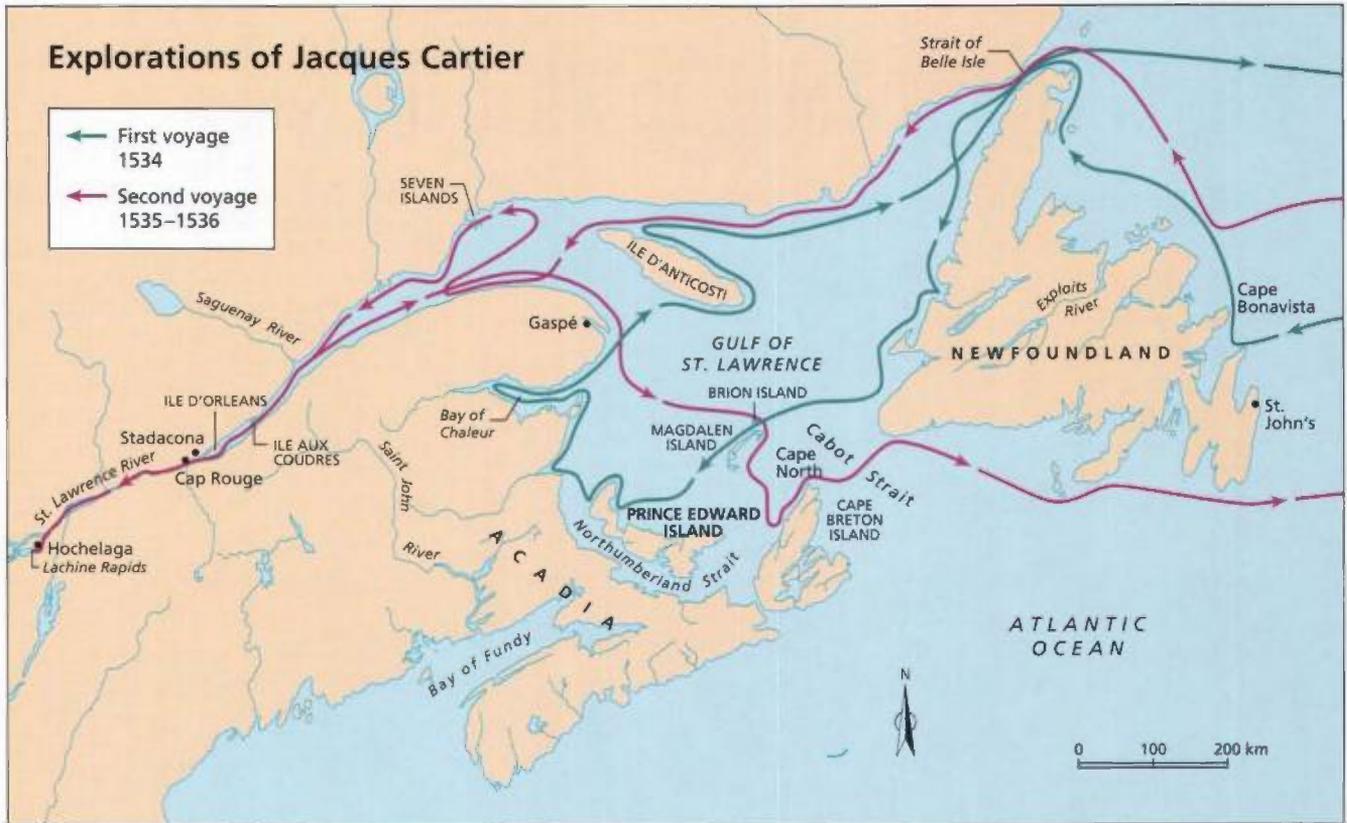
Relations between the French and the Iroquois were now strained. Unprepared for the ordeal, the French spent a miserable winter, and twenty-five sailors died of **scurvy**. Domagaya showed Cartier how to make a Vitamin-C-rich tea of spruce bark and needles, which saved many lives. When weather permitted, Cartier returned to France, kidnapping Donnacona and nine other Iroquois. Within six years, all the Iroquois had died in Europe from diseases for which they had no **immunity**. None ever saw their home land 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, to begin 1541. This time, a noble—the **Sieur de Roberval**—was authorized to establish a French colony in North America. Roberval set sail a year later, in 1542. Both expeditions failed. By this time, the Iroquois were justifiably suspicious of the French, who now built their forts some distance from the town.

In the spring of 1542, Cartier loaded his ship with barrels of Canadian "diamonds and gold"—actually worthless quartz crystals and iron **pyrites**—and went to meet Roberval, who was arriving in the Gulf of St. Lawrence. Against orders, he left Roberval and set sail for France. Roberval was left to spend the winter alone and lost fifty settlers. Disgusted by French **treachery**, the Iroquois refused to trade food, and threatened war.

The French effort to colonize Canada had, for the time being, failed utterly.



**Figure 8-6** The routes of Cartier's two voyages

## THE BEGINNINGS OF THE FUR TRADE

Cartier's "diamonds" did little to persuade French business people, nobles, and monarchs to invest in Canada. Yet these were the very people who wanted to exploit the new colony. In the eyes of the French, the colony existed primarily to raise money for the home country, not to open up new areas for settlement. However, soon another source of potential wealth emerged.

Europeans were still making good money fishing, but even more profits could be made from beautiful furs that were so coveted in Europe—wolf, fisher, marten, lynx, and other animals. These furs were used to decorate the clothing and bedding of wealthy Europeans. Traders could pick up **fancy** furs at bargain prices in

the new colony.

The Native people also liked the idea of trading furs. There were so many fur-bearing animals, and their pelts were easy to obtain. European trade goods, however, were not commonly available to them. Of course, the monetary value of the furs was far greater than the value of items desired by the Native people—knives, hatchets, pots, and beads. For example, one trader's report showed that he had "netted, from an outlay of £4 in 'trifles,' a cargo valued at £130, which included dressed and painted deerskins, sealskins, fisher, otter, lynx, and enough beaver to make six-hundred hats."

However, everyone was satisfied with the exchange for the time being. In the early years, both the Native people and the Europeans viewed the fur trade as a supplement to their primary income from fishing and hunting.

**fancy:** a trade term used to describe certain furs

# Why What You Think is What You See

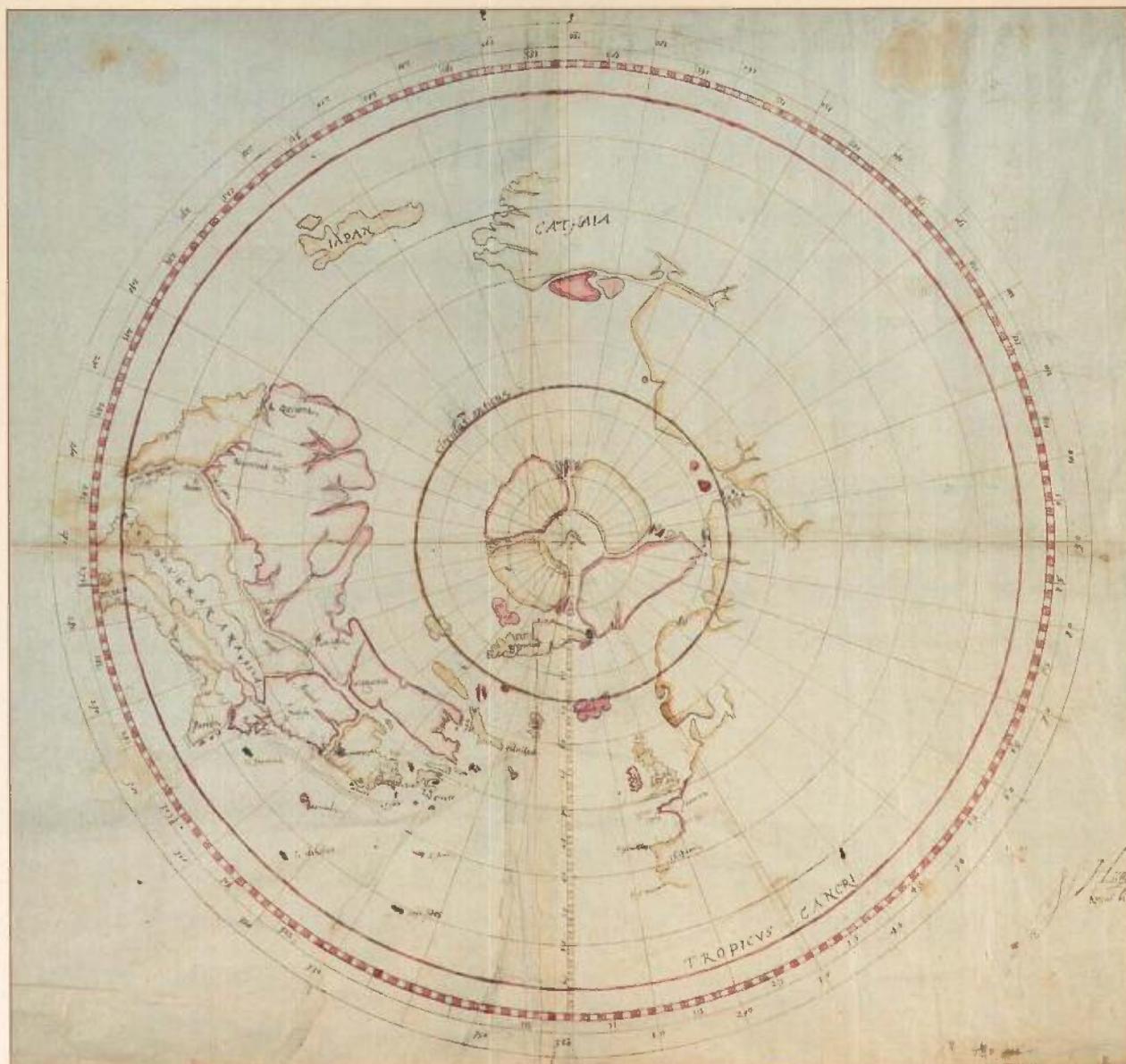
## The Difference Between Perception and Reality

By now you have read that many European explorers, beginning with John Cabot, were convinced of the existence of a Northwest Passage to China. They and their governments had good reasons to believe this theory. If an easy route

to China and the rest of Asia could be found, then there would be many rewards. At long last, the riches of the East would flow to Europe on a regular basis—something that could not be achieved by overland routes.

The Northwest Passage was just waiting to be found, or so it seemed.

**Figure 8-7** This map, dated 1582, was drawn by English sea-farer Sir Humphrey Gilbert. It represented his own opinion about the shape of North America. The map led explorers to believe that they could easily sail around the continent to China (Cathay) and Japan. The French had similar maps. It is easy to see why Cartier was anxious to follow the St. Lawrence River, which he believed would ultimately lead to the Pacific.



Have you ever noticed that when everyone believes something, that is all they see? For example, if you are lying on the grass with your friends gazing up at the sky and one of you muses aloud that a certain cloud resembles her dog Oscar, what will happen next? Now that your friend has said the cloud resembles a dog, you may find that the shape of a dog is all you can see. Similarly, if you decide that another cloud resembles your guitar, or your skateboard, you won't be able to get that image out of your mind.

This very human trait is rooted in **perception**. How you perceive the world is based on many factors, including your background knowledge, biases, and even the most recent suggestions made to you—for example, the suggestion that a cloud resembles a dog.

While our perception of reality often differs from reality itself, we have no choice but to perceive the world through our own personal lens. After all, we're human.

How does any of this relate to the European explorers of the sixteenth and seventeenth centuries?

Let's go down the following list:

**Background knowledge:** The Europeans had no firm background knowledge about North America. No one really knew what it looked like or how large it was. Therefore, it was possible that the Northwest Passage could exist, because no one said it didn't.

**Bias:** The European explorers and monarchs were biased in favour of the Northwest Passage because it suited their **agenda**.

**Immediate Suggestions:** When people viewed Humphrey Gilbert's map of the polar regions (Figure 8-7), which claimed to prove the existence of a Northwest Passage, or maps similar to it, they were reminded all over again that the

Northwest Passage existed.

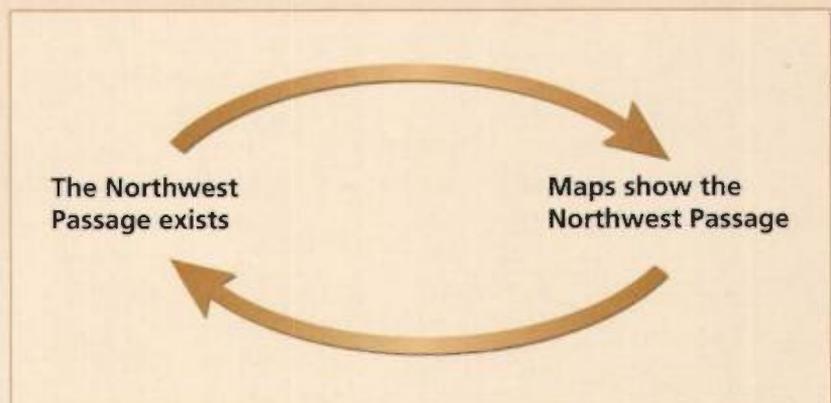
In other words, there was a kind of **feedback loop** of false information. It looked something like the diagram shown below.

The dream of the Northwest Passage to China would eventually evaporate, as the reality of geography took its place. Like all dreams, it was hard to let go. On the plus side, reality kept map-makers busy for the next 200 years.

**perception:** looking

**agenda:** things to be done

**feedback loop:** a model that displays how realities are interdependent, in other words, how each depends on the existence of the other for its own existence



## YOUR TURN

1. Name other examples from history in which "what they thought was what they saw." Could human beings possibly have a false concept of the earth or the universe today? Explain.
2. How do groups like the Flat Earth Society—people who say the earth is flat—maintain their beliefs in the face of overwhelming evidence to the contrary: for example, pictures of the Earth taken from space?
3. Feedback loops help us to see reality as a system. They can be about almost anything, and range from simple to complex. Create a feedback loop for a series of events in your life. To get you started, here is another example:



## THE ENGLISH AND THE DUTCH

The Dutch and the English looked for opportunities to colonize the north. In 1610, the Dutch settled first on the Hudson River, which Henry Hudson had explored on behalf of the **Dutch East India Company** a few years earlier. They stayed until their colony, New Amsterdam, fell to the English fifty years later.

Like the French, the English were also searching for a Northwest Passage, but they explored the Arctic, claiming territories as they went. The English explorers were often the same daring

**sea dogs** who had attacked the Spanish treasure ships along the coastal waters of northern South America following the Spanish conquest of the Aztec and Inca empires. They included Martin Frobisher, William Baffin, and John Davis.

In 1583, an Englishman, Humphrey Gilbert, claimed Newfoundland for England, even though many Portuguese and **Basque** fishers lived there. Gilbert's idea of **diplomacy** was to threaten to cut off the ears of anyone who would not "hear" the king of England's claim.

## THE FOUNDING OF NEW FRANCE

### SAMUEL DE CHAMPLAIN

*I arrived there (Quebec) on July the Third. On arrival I looked for a place suitable for our settlement, but I could not find any more suitable or better situated than the point of Quebec, so called by the natives, which was covered with nut trees.*

—SAMUEL DE CHAMPLAIN, 1608

After Cartier's failure to establish a permanent French colony, the French limited their activities in Canada to fishing, and trading by shore parties. Later in the sixteenth century, several French expeditions set out to colonize in Canada, but they all failed.

Samuel de Champlain, who was a soldier and navigator, was intensely interested in the Americas. As a captain, he had sailed to the West Indies with the Spanish, and as a soldier he had fought in the religious wars of the **Reformation**. In 1604, he

was made an assistant to the Sieur de Monts. De Monts was a French noble appointed by the king of France to set up trading posts in Canada. He was given a monopoly on the fur trade in return for establishing a French colony. In the summer of 1605, de Monts, Champlain, and approximately sixty settlers had established a small post called "Port Royal" in what is now Nova Scotia.

Port Royal was not a great success. Business was not as brisk as de Monts had anticipated, and eventually he lost his trading monopoly. The settlers built several buildings at Port Royal, including a mill, and planted a number of crops, but the settlement was abandoned by 1607. Even Champlain's cooking club, The Company of Good Cheer, could not hold the group together. A few settlers were permitted to stay on, as long as they agreed not to work the fur trade. They became highly skilled farmers, and would eventually form the colony of Acadia, described in the Window on the Past.

#### Dutch East India Company:

one of the East India companies chartered by European sovereigns to establish worldwide trading connections

**sea dogs:** English navigators, often pirates

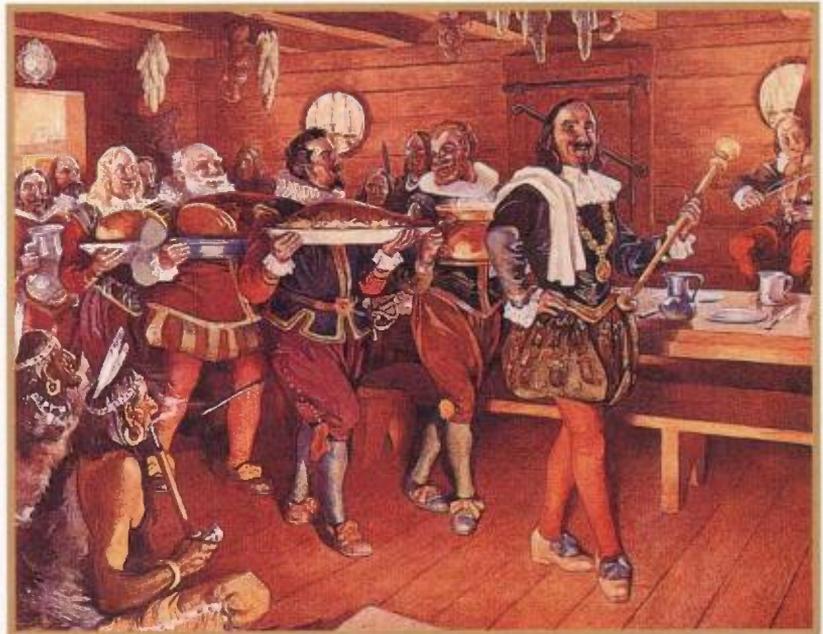
**Basque:** people living near the Bay of Biscay

**diplomacy:** the settling of issues or disputes without giving offence

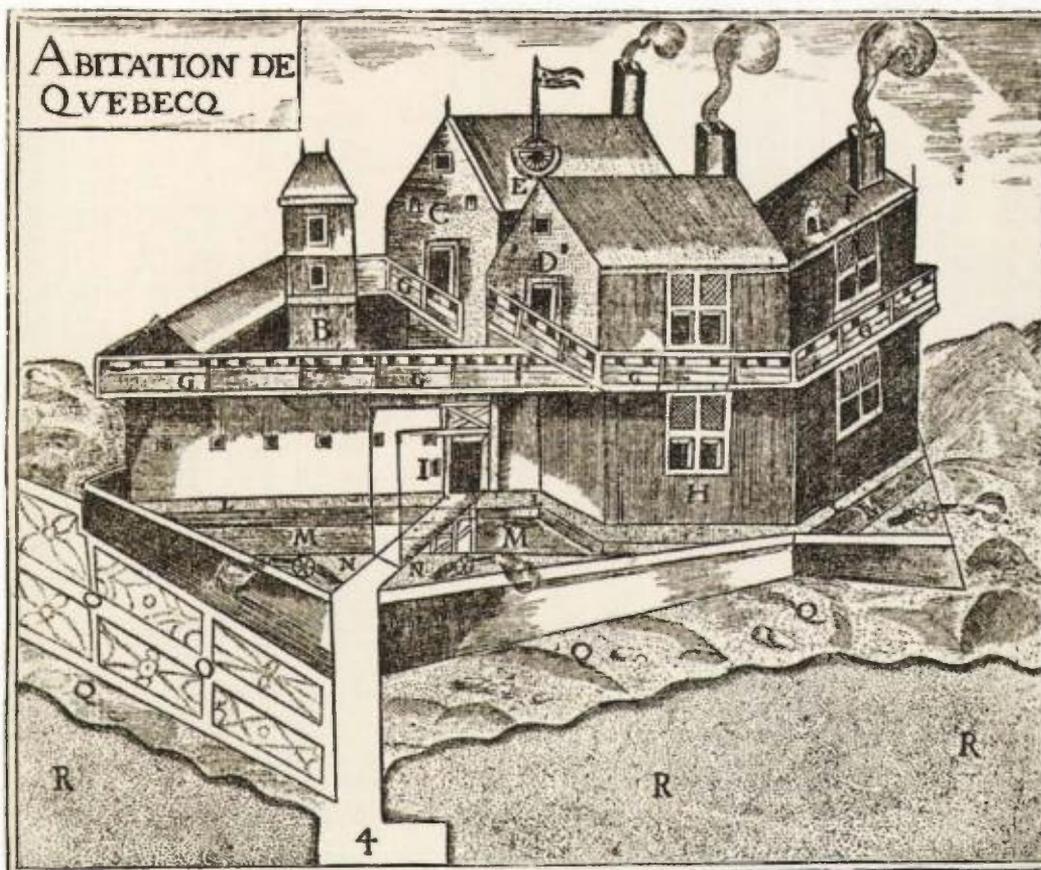
**Reformation:** the period in England in the sixteenth century when the Roman Catholic Church was reformed

Champlain was still convinced that Canada could be profitable. In 1608, he led an expedition up the St. Lawrence. Arriving at what is now Quebec City, he found no evidence of the village of Stadacona, described by Cartier, but he did meet the Algonkians and the Montagnais, Native hunters from the northern forests. His soldier's eye must have noted the advantages of the region. Quebec's towering cliffs provided an almost **impregnable** natural fort.

Champlain established a post—a **habitation**—at Quebec, and allied with the Algonkians and Montagnais against the Iroquois. In return, they agreed not to trade any furs with the English. Champlain also met Hurons from the west, who told him that furs could also be found in their territories. The next year he joined an Algonkian raid against the Iroquois. The firearms of the French helped the Algonkians win several battles.



**Figure 8-8** Champlain's Order of Good Cheer (*Ordre de Bon Temps*) was an ingenious way to keep everyone's spirits up during the long winter months at Port Royal. This portrait shows Champlain playing the role of the Grand Master and leading the procession of cooks to the table. The Iroquois guests are shown looking on. When it came time for them to cook, many residents spent days hunting for the right foods—usually game. In 1946, the *Ordre de Bon Temps de Québec* was established to commemorate the original association and to promote adult education and recreation in Quebec.



**Figure 8-9** Champlain's habitat included a warehouse, various storerooms, a building for munitions, and several residences. It was surrounded by a moat. Can you explain why?

**impregnable:** a location which an enemy cannot take by force

**habitation:** residence

## Champlain Chooses Sides

Champlain found himself in the middle of an ongoing war between the Algonkians and Montagnais, on one side, and the Iroquois nations, on the other. In this excerpt from his own account, dated 1610, Champlain describes a battle scene in which the Iroquois were introduced to the firearms of the French. The element of surprise and terror provided by these weapons would not last long. The Iroquois quickly found ways to defend themselves.

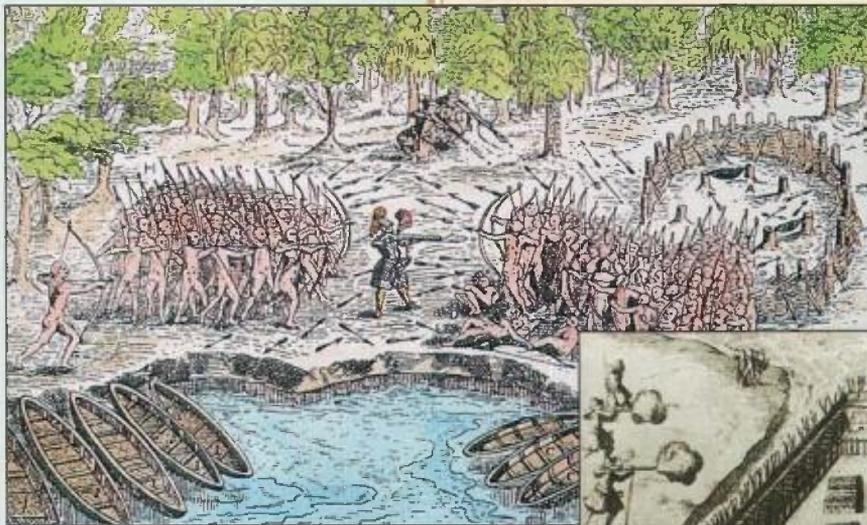
**arquebus:** one of the earliest shoulder-held firearms, an early form of musket

**ally:** one who helps when another attacks or is attacked

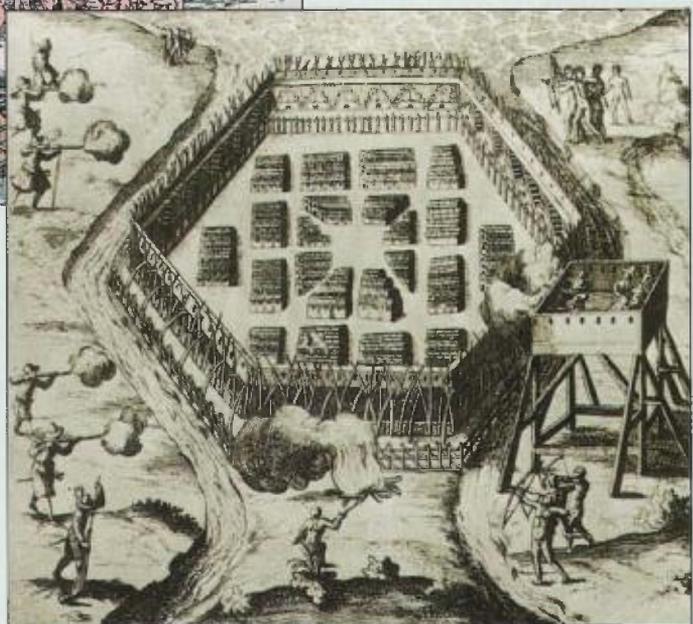
**perspective:** the sense of three dimensions in a flat image

When we had gone about a half league through the thick woods, among swamp and marsh, with water up to our knees, each loaded down with a pikeman's corselet, which bothered us greatly, as did the hordes of mosquitoes, a strange sight, which were so thick that they hardly allowed us to draw our breath, so greatly and severely did they persecute us, we should not have known where we were had it not been for two Indians of whom we caught sight, moving through the bush, to whom we called ... we heard the howls and shouts of both parties flinging insults at each other, and continually skirmishing while waiting for us ... I directed my companions to keep behind me and

not to leave me. I approached the enemy's barricade .... It was made of strong trees, placed one upon the other, in a circle, which is the ordinary form of their forts. All the Montagnais 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 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.



**Figure 8-10** These illustrations from the early seventeenth century are based on Champlain's descriptions of warfare between the Algonkians and their French **allies**, and the Iroquois. Notice that the artist is not concerned with realism or **perspective**. The people are much larger and the buildings much shorter than they should be. Look carefully at the engraving above, which depicts the first battle in which Champlain participated. Locate the palm trees, canoes that look like French river skiffs, and a fort that looks like a French sheep pen. Compare this picture to the one on the right, which also depicts an attack on an Iroquois village. Which is probably more accurate? Why?



## AN ALLIANCE WITH THE HURON EMPIRE

The Hurons were closely related to the Iroquois, but had become their enemies. Great traders themselves, the Hurons navigated the rivers of central Canada and were very prosperous. Champlain was eager to form an alliance with them and to use Huron trading connections. Eventually they would become the leading source of furs for the French.

The Hurons had many economic advantages because of their geographic location. Their territory was located on the southern shore of Georgian Bay, where the fishing was excellent. The vegetation of the region included mixed forests, meadows, and fields. The sandy soil was perfect for planting corn, squash, pumpkins, and beans.

The Hurons lived in communities of 800 to 1600 men, women, and children. Their total population

numbered some 20 000. Their **longhouses** were designed to house several families and were surrounded by defensive **palisades** and huge fields.

The Hurons were primarily farmers who lived on their produce. Their diet was supplemented by fish and game from Georgian Bay, the Great Lakes, and local rivers. They did not hunt much, and meat made up less than 10 percent of their diet.

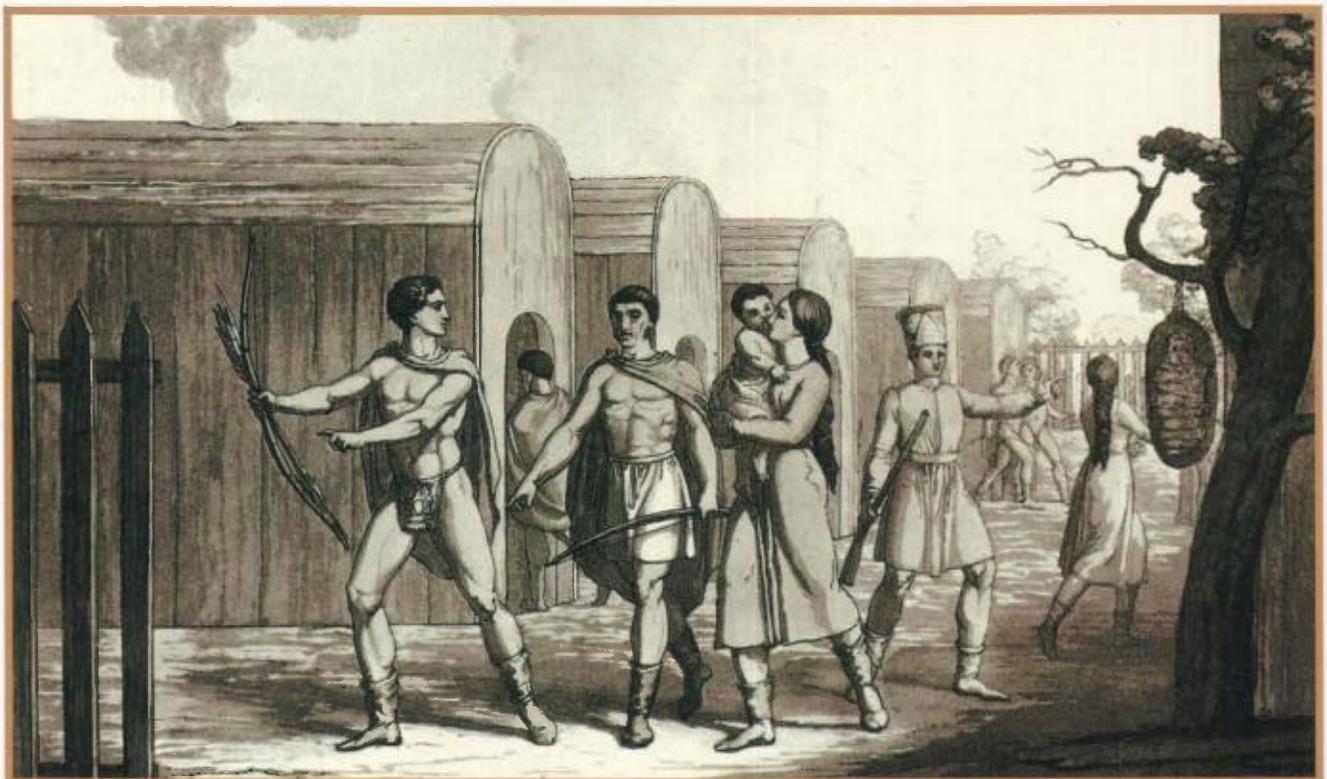
The Huron economy was based on farming, much of it directed by women. Every spring, Huron women would plant enough corn for several years, to insure against drought or to trade. Corn could also be traded to the tribes who lived north of the Canadian Shield, where farming was non-existent. In fact, the Nipissings and Algonkians were eager to trade their furs for corn. Women also collected hemp, a tall herb that is tough and fibrous, and twisted it into twine for fishing nets. Fishing nets were always in demand and could be traded for tobacco, wampum, and black-squirrel skins.

**longhouses:** homes

**palisade:** wall of upright, often pointed, logs

**wampum:** bead belts, used by Native peoples to record events, also used as currency or in exchanges

**Figure 8-11** This picture of a Huron town is very European in style. How can you tell? Identify the longhouses in this picture. Have these been drawn with accuracy? Check an encyclopedia or other source to find out.



## Using a **Letter** as a Primary Source

In 1615, a Recollet **missionary**, Father Denis Jamet, wrote to the French Cardinal de Joyeuse. The Recollets were a Roman Catholic order of Franciscans who had come to Canada that year. Many missionaries were sent to New France with orders to convert the Native peoples to Christianity.

This letter is not a personal note to Joyeuse. It is more like a bulletin to bring the cardinal up to date on the progress of religious work in New France.

Even though this letter is somewhat official, it is also very plain-speaking. If Jamet had wanted to tell the Hurons what he thought of them, would he have written this letter?

As for the Hurons, they are settled peoples living in large villages near a great lake the other end of which they have never seen ....

All religious who go there can expect no comfort. Their food is usually Indian corn cooked in water; for their feasts they have bread baked in hot ashes. They have the advantage that the lake lacks no fish if they want to take the trouble to fish, but they are lazy and content themselves with one dish when they could have two. This is a bit annoying for us Frenchmen. But what matters most is that to win their friendship it would be necessary to live with them helter skelter in their cabins, which is a strange dissatisfaction, as you can imagine, Monseigneur.



### YOUR TURN

1. What line in the letter suggests to you that Jamet expects Joyeuse to agree with him?
2. What lines suggest that Jamet has made value judgements about the Hurons?
3. As a French Catholic missionary living in the early seventeenth century, could Jamet have avoided making these value judgements? Explain.
4. Name other **genres** where it is most likely that you will express your views with complete honesty. What do these genres have in common?

As you might expect, the Algonkians and Montagnais were uneasy about the prospect of Champlain forging links with the mighty Huron nation.

Champlain made many trips back and forth between Canada and France, usually looking for money to back his trading ventures. There were great profits to be made. Hats made from beaver fur—especially **castor gras d’hiver**—were becoming the rage in Europe, and North America seemed to be a place where money could be made. In 1613, Champlain became a partner in a trading company with a monopoly in Canada. By 1616, his partners, the Hurons, were supplying most of the beaver furs along the St. Lawrence.

Champlain began sending out young men, called **coureurs de bois**, to explore the Great Lakes region. They were to live with Native peoples and marry into their communities. Coureurs de bois such as Étienne Brulé travelled far into the interior of the country, guided to Lakes Ontario, Erie, and Superior by Huron allies. In 1615, both Champlain and Brulé accepted an invitation from the Hurons to visit them in their own land, after which Champlain recorded his observations of Huron culture.

Back in Quebec, Champlain struggled to keep his venture going. The company was making good money from furs, but France had little interest in building a settlement. Nor

**missionary:** one who travels to another region to communicate a religious message and assist the local people

**genre:** literary form

**castor gras d’hiver:** prime winter beaver pelt (literally, “greasy winter beaver pelt”)

**coureurs de bois:** runners of the woods

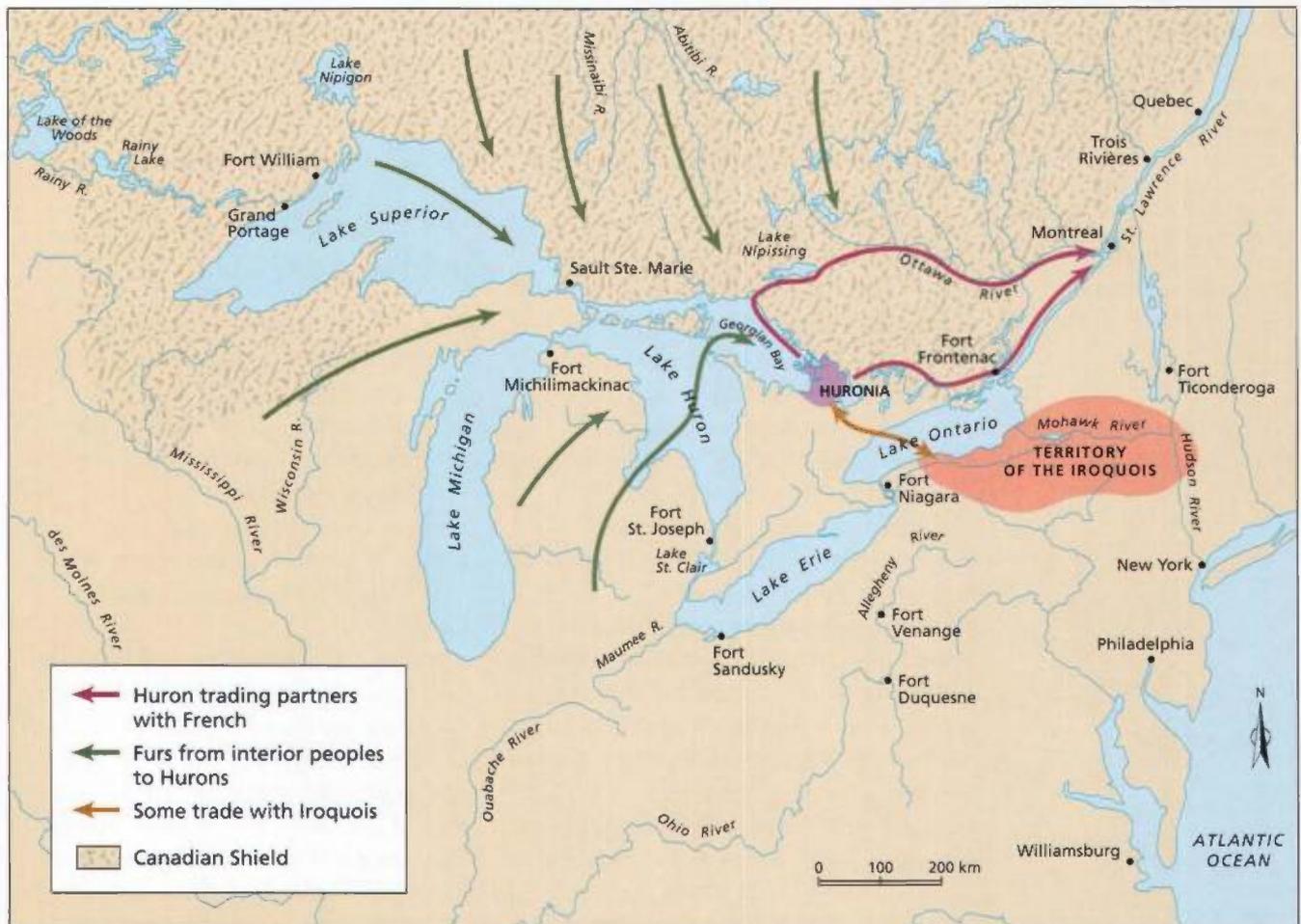
did Champlain. In fact, Champlain tried to stop people from coming to farm at the habitation because he thought this would ruin the trade; worse still, it might create trade outside his monopoly. Some Native allies became annoyed with Champlain. Christian missionaries who had begun to accompany traders to Canada were trying to convert them to Roman Catholicism, and to force them to change their own culture and traditions. When Champlain's colony was attacked by the English Kirke brothers, the Algonkians (and Étienne Brulé) guided the English and refused to help the French. Champlain was captured and taken prisoner. The Algonkians and

Montagnais had turned on the French because they were uneasy about the prospect of Champlain forging links with the mighty Huron nation.

Champlain's colony, however, did not die. When he was in his sixties, a new company—The Company of a Hundred Associates—took over, with strong backing from the most powerful person in France, Cardinal Richelieu. Champlain returned to Quebec and began to rebuild the colony, which had been destroyed by the English. He set up new posts in the Company's name at different places along the river. A few years later, Champlain died on Christmas Day.

#### DID YOU KNOW?

In 1627, only 107 French people resided in Canada.



**Figure 8-12** The Hurons had built a vast trading empire before the arrival of Champlain, and they expanded it when Champlain arrived. Their activities brought them into conflict with the Iroquois, who were also expanding their territories. From Huronia, canoes travelled between Georgian Bay and the Ottawa River, then down to the St. Lawrence. At which point would the Hurons most likely meet Iroquois war parties?

## ACTIVITIES

1. Create a Time Line for the excursions of Giovanni Verrazano, Jacques Cartier, and the Sieur de Roberval. Add as many dates as you can. Even if you are not sure exactly when an event occurred, add it on your Time Line between two known dates.
2. What social values would have led Jacques Cartier to kidnap the sons of his Iroquois host at the Gaspé Peninsula and take them to Europe?
3. In point form, summarize Champlain's reasons for exploring Canada and his successes and failures in Canada. What were your criteria for determining whether something was a success or failure?
4. Create a drawing that reflects the many facets of Huron society. Use the text on page 229 as your information base.

## SETTLEMENT AND COLONIZATION

### DID YOU KNOW?

*The Hurons found the Jesuits' robes and beards strange. They noticed that the robes restricted movement, dried slowly when wet, smelled bad, caught on the underbrush, and dragged dirt into the canoes. The priests' beards were considered by the Hurons to be "the greatest disfigurement that a face can have."*

By the time Champlain died, European countries were working hard to extend their imperial interests around the world. On the Atlantic Coast of North America, the Dutch and the English had colonies. They also took possession of islands in the Caribbean, challenging France and Spain. By the late 1600s, Holland had lost its colony to the English, and the English colonies of Massachusetts, Maryland, Connecticut, Rhode Island, Delaware, Virginia, New Jersey, Maine, and Carolina—also called “the Thirteen Colonies”—were growing rapidly.

The Company of a Hundred Associates was required by its **charter** to bring settlers to Canada and to establish **seigneuries**, which were feudal-style manors. Overseeing posts along the St. Lawrence, including the town of Montreal, the Company viewed the settlement issue with some reluctance. They were, after all, in the fur business, not in the farming business. By mapping out seigneuries in Acadia and along the St. Lawrence, and appointing seigneurs to bring in the settlers, they believed they had solved the problem.

In the long run, the Company of a Hundred Associates was a business

failure. It lost its monopoly in the fur trade in 1660, and soon fell into **bankruptcy**.

## THE JESUIT MISSIONS

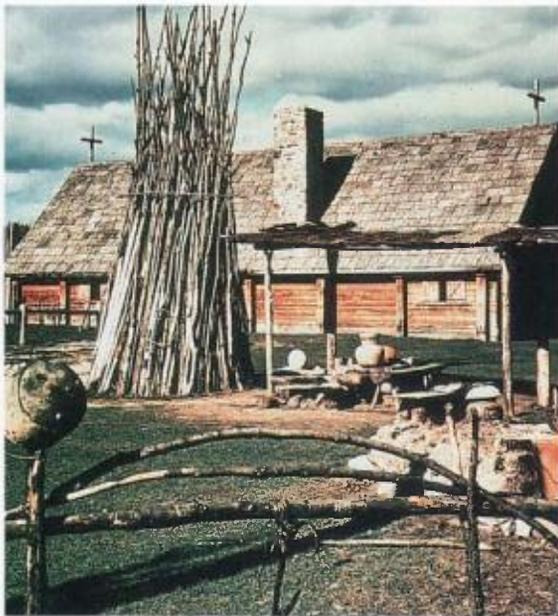
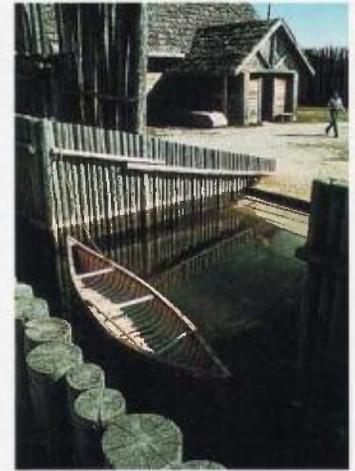
The Jesuits, an order of Roman Catholic priests, were the partners of the Company of a Hundred Associates. Richelieu wanted the Native peoples to hear “the knowledge of the true God [and] ... be civilized and instructed in the Catholic faith.” He was encouraged in this view by the king of France, Louis XIII.

Other missionaries had tried and failed to convert the Hurons to Catholicism, but the Jesuits were different. They were prepared to go anywhere and make any sacrifice to spread the influence of the Church. The Jesuits were also prepared to adapt to Native traditions and customs. This accommodation allowed them to live and work with the Hurons, who were tolerant of the newcomers, but unwilling to abandon their own culture or religious beliefs.

**charter:** a document setting out terms of existence

**seigneuries:** feudal-like states

**bankruptcy:** a state of financial ruin



**Figure 8–13** These photographs show the reconstruction of the Jesuit mission of Saint Marie Among the Hurons. It was built on the ruins of the original, which burned down in 1649. One of a chain of missions, Saint Marie had a stockade and a protected system of water locks that allowed canoes to come up into the fort. The mission also had a chapel, **smithy**, bakery, storehouses, gardens, stables, and living quarters.

The Jesuits found the task of mastering Native languages **daunting**, yet this was essential for communication. Native languages were very different from French or Latin (which every Jesuit had studied). They included many connected words and complicated verbs. The meaning of something could change according to where the speaker was located—on land or in the water. And one word could have several meanings, based on breathing,

tone, or **inflection**.

On the surface, the Jesuits tried to stay out of Huron politics. But because Hurons who converted to Christianity enjoyed privileges in the fur trade, many joined the Church and came to live near the Jesuit missions in Huronia. Still, many Hurons refused to join the Church. This disagreement eventually split the Huron nation, which made it more vulnerable to attack.

**smithy:** workshop

**daunting:** challenging

**inflection:** the emphasis placed on a particular syllable of a word

## A Disappearing Act

Between 1649 and 1650, Huronia was attacked by a coalition of Seneca and Mohawk Indians. For the next ten years, the powerful Iroquois moved in and almost annihilated the Hurons and other Native bands in southern Ontario. They destroyed all the missions in Huronia. Many Hurons, Petuns, Tobacco, and others of the bands of southern Ontario, were taken captive and later adopted into the Iroquois **League of Five Nations**. Jesuit priests were captured and tortured to death.

**Five Nations:** the original Iroquois confederacy

**similes:** a figure of speech comparing two things

This was a fearful time for both the missionaries and the Hurons. The Iroquois were skilled aggressors—so skilled that even their enemies were in awe of them, as the Jesuit account below illustrates. As you are reading, pay attention to the **similes** used in this excerpt. What do they have in common? Are they effective? Why?

[The Iroquois] come like foxes through the woods, which afford them concealment and serve them as an impregnable fortress. They attack like lions and, as their surprises are made when they are least expected, they meet with no resistance. They take flight like birds, disappearing before they have really appeared.



**Figure 8-14** This weapon was carved from a single piece of wood and thrown by an Iroquois warrior in battle. It could fell an enemy 40 metres away.

### DID YOU KNOW?

The names *du Lhut*, *Marquette*, and *Cadillac* survive in the twentieth century as the names of a city (Duluth, Minnesota) a Catholic university (Marquette University in Milwaukee, Wisconsin) and a luxury car (the Cadillac).

## THE ROLE OF THE COUREURS DE BOIS

In keeping with their plan, the French tried to develop close trading relationships with Native peoples. Officially, they wanted Native traders to come to the St. Lawrence. But in practice, French explorers and *coureurs de bois* travelled far out into the continent, seeking both furs and the elusive Northwest Passage.

The *coureurs de bois* were the independent traders of the fur business. Furs were supposed to be controlled by monopolies, such as the Company of a Hundred Associates, but these rules were easy to bend. Since the Iroquois had more or less stopped the Algonkians and other Native bands from bringing furs to the St. Lawrence, the *coureurs de bois* had to go to the source. They paid officials fees and bribes to look the other way. The *coureurs de bois* travelled the waterways in birch-bark canoes, usually made by the

Algonkians. This was the beginning of the **fur brigades**, which eventually opened up the west to the fur trade. Once into the Great Lakes, they could travel great distances.

Brothers-in-law Pierre Radisson and Médart de Groseilliers are perhaps the most famous of the *coureurs de bois*. De Groseilliers brought many furs from the north country. Radisson, hearing of the great northern sea from the Algonkians and Ojibwa, was guided to Hudson Bay and the rich fur territories that surrounded it. When

Radisson and de Groseilliers failed to interest France in their find, they travelled to England, where King Charles II sponsored the creation of the Hudson's Bay Company—soon to be New France's Number One enemy.

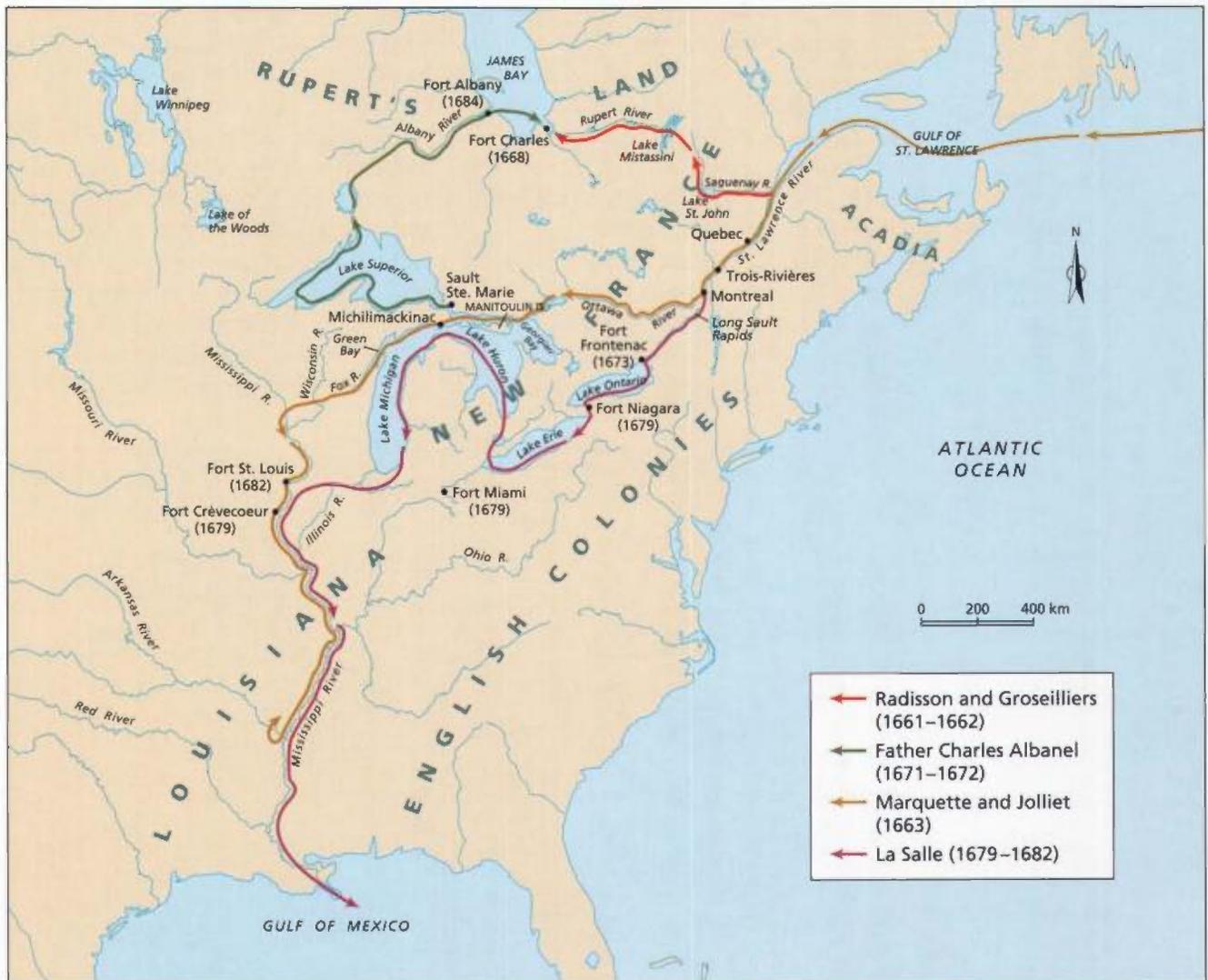
Other travellers, such as Daniel du Lhut, Jacques Marquette, and Antoine de la Mothe Cadillac, travelled the Great Lakes and the upper Mississippi. By 1740, the Verendrye family (a father and three sons) had crossed the prairies and had established trading forts. They probably saw the Rocky Mountains.

**DID YOU KNOW?**

One of the most famous of the independent trader-explorers was René Robert, Sieur de La Salle, a noble from Normandy in France. He built the first sailing ship on the Great Lakes, the *Griffin*. The ship sank and was rediscovered in deep water at Tobermory, Ontario, in this century.

**fur brigades:** groups of people who traded furs for a living

**Figure 8-15** This map shows the routes of French *coureurs de bois* and adventurers into the interior of North America. They were always assisted by Native guides. Regions of the continent were named according to what the travellers saw, or recorded, with reference to the fur trade.



# THE ROYAL PROVINCE OF NEW FRANCE

When Champlain died in 1635, only a few French lived in New France. The Company of a Hundred Associates had failed to bring settlers to Canada, and the Iroquois controlled much of the fur trade (after wresting it from the Hurons). They began to set higher prices and to cut French profits. For the next twenty-five years, little changed.

However, in 1661, an appeal to France for help from New France met with success. Louis XIV, now king of France, and his minister of the marine, Jean-Baptiste Colbert, were determined to make the colony strong and profitable.

The theory of mercantilism was very popular in the seventeenth century (see feature on page 237). To Louis and Colbert, Canada needed to become a part of the French mercantile empire. In addition to the fur trade, there was talk of New France shipping barrel staves to France's colony in the West Indies, where they were needed for sugar

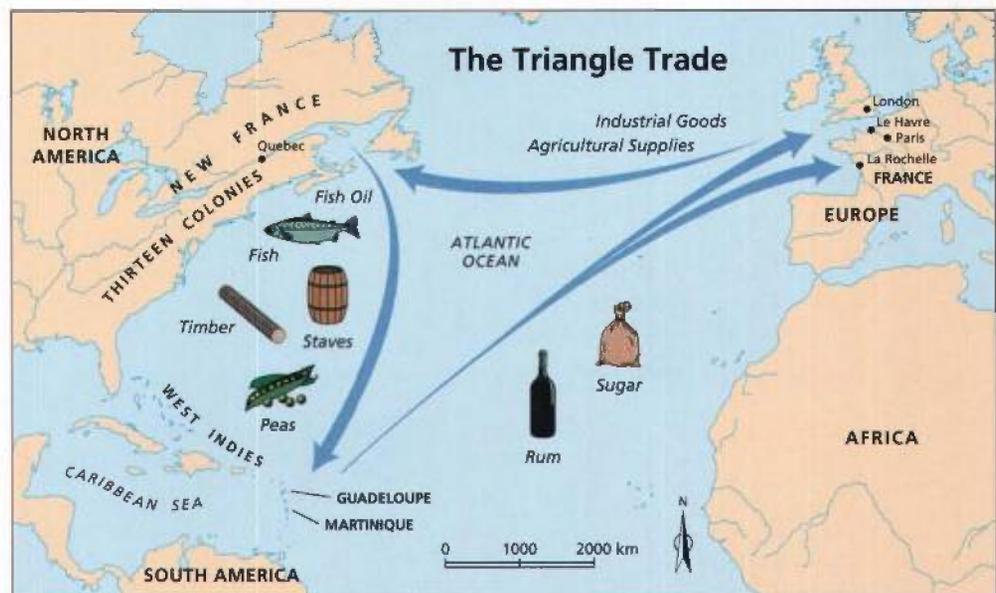
production. Wood was cheaper in Canada than anywhere else. Louis and Colbert knew they had to organize life in New France so that it could operate successfully as a commercial venture.

France responded to the colony's call for help by sending a regiment of professional soldiers. The 1100 soldiers almost doubled the population of Canada. Led by the Marquis de Tracy, they attacked and burned Iroquois villages until the Iroquois asked for peace. Both parties got what they wanted: the French would open up the fur trade to the west for themselves, and the Iroquois could devote their energies to expanding their territory elsewhere.

In 1663, the government of France made New France a royal colony. A governor was appointed to represent the king of France, supervise defence, and establish treaties with the Native peoples. A chief administrator, the *intendant*, would govern the local people. Professional soldiers were sent for protection. A Catholic bishop

**staves:** the narrow strips of wood in barrel

**Figure 8-16** This map shows the flow of raw materials and finished products within the French and English empires. In this type of trade, England used waste-sugar products to make rum, and traded it for furs in North America. As you study this map, consider why the French government wished to keep New France small.



would be responsible for religious affairs, and Catholic priests and **nuns** would continue to convert the Native peoples to Christianity. Together, the governor, the intendant, and the bishop made up the Sovereign Council—the government of New France. A few settlers were also represented on the Council.

France wanted the colony to be a small copy of the home country. The

seigneurial system, similar to the feudal system, would ensure that the colony's aristocrats would have control of the land, with the same rights they enjoyed in France. Champlain had wanted the Native peoples and the French traders to intermarry and make one nation. But this idea was slowly replaced with a new plan—a strong colony populated by French peasants.

**nun:** a Catholic woman who takes vows and enters a religious community

## The Role of Mercantilism in Colonialism

**M**ercantilism is an economic theory you read about last year in your study of global history. Mercantilism became popular in Europe in the 1500s and was the primary reason behind Europe's desire to colonize new lands.

The theory of mercantilism states that there is a certain amount of wealth in the world and that it is in a nation's best interest to accumulate it. Through wealth, a nation can achieve power. A country achieves wealth by producing and exporting more goods than it imports. These goods must be sold at a **profit** for wealth to accumulate.

Profits are large when a country spends a small amount of money on the **raw materials** needed to create a product and sells the **finished product** for a high price. It is easy to see how a new colony in North America would be the perfect place for Europeans to find a steady supply of new raw materials.

Mercantilism was meant to serve the interests of the empire, not the colony. Colonies existed for the benefit of the home country. Colonies could not sell their raw materials to anyone but the home country, and they were not allowed to manufacture anything for export.

As you continue reading this chapter, think about the political and social consequences of mercantilism and colonialism. Start by looking at Figure 8–17. As you learned in Chapter 4, the West Indies produced many goods that Europeans wanted, especially sugar. Who provided the labour in Europe's West Indian colonies? What does this say about European imperialism and the mercantilist system?

**profit:** an excess of money after spending

**raw materials:** natural sources, such as trees or furry animals

**finished product:** a product that has been manufactured



**Figure 8–17** In this diagram of mercantilism, using beaver fur as an example, pelts were bought for a low price, made into hats, blankets, and other luxuries, and sold to home and foreign markets for profit. The surplus was often sold off to other colonies.

**tannery:** a place where hides are converted to leather

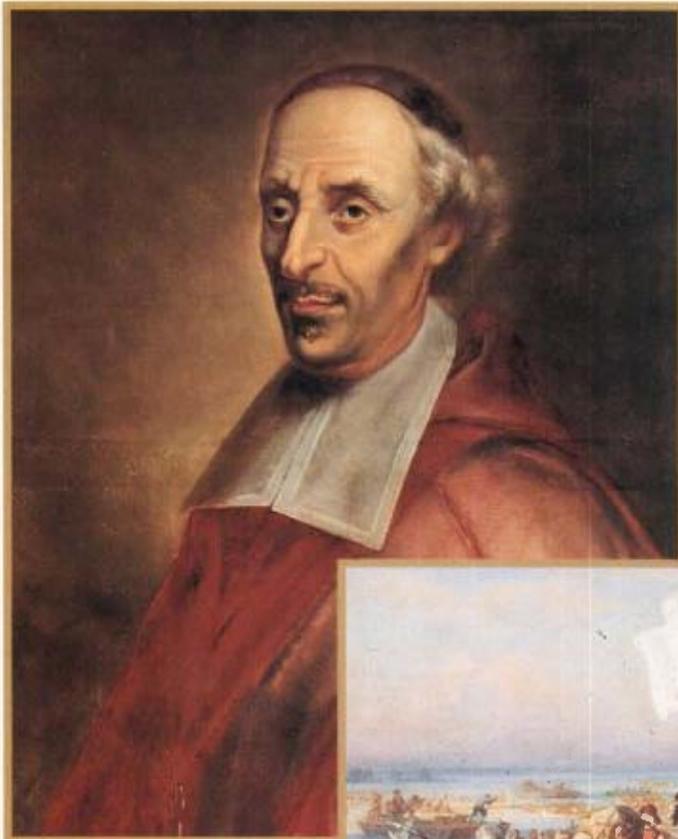
## THE FIRST GOVERNMENT

Jean Talon was New France's first intendant. He knew that New France needed settlers, a good defence system, and basic industries. The arrival of so many French soldiers made New France safer and also increased its population, since many of the soldiers decided to settle in Canada. Talon recruited women by looking to those who had the least to gain by staying in France. These women, often orphans, became known as the *filles du roi*, or the "the

king's daughters." Over the next ten years, hundreds of young women came to start new lives in Canada.

Talon also understood the role of the colony in the mercantile system. He established lumber mills, a **tannery**, and a brewery in Canada. These did not compete with French industries, but made trade within the empire easier, and life in the colony more comfortable. He also allowed small ships to be built. These improvements made New France stronger, more self-sufficient, and more profitable to France.

Frontenac, became New France's first governor. He agreed to take the posting because he needed to escape people to whom he owed money in France! Almost from the beginning, Frontenac fought with the Church and the home government. Instead of keeping the colony small, as Louis XIV



**Figure 8-18** The colony's first bishop, Francois de Laval, was an aristocrat who founded a training school for priests in New France. It later became Laval University. Laval fought very hard against the emerging trade in alcohol. Both French and English traders exchanged alcohol for furs at a large profit, a development that had a devastating impact on Native communities. This portrait shows the first bishop as a severe aristocrat. What other personality traits can you glean from this portrait?



**Figure 8-19** Frontenac cooperated with—and fought with—the Iroquois.

and Colbert wished, he ordered the *coureurs de bois* to look for more furs, thereby extending the boundaries of the empire. He also disliked the Jesuits, who were perceived to be harming the fur trade by trying to limit the use of alcohol.

At one point, Frontenac asked the Iroquois to meet with him and build a business alliance. Simultaneously, however, he was building forts to protect the French against their

attacks. The Iroquois said they would agree only if the French would not expand their territory. Frontenac's own policy of encouraging the *coureurs de bois* and other explorers to travel far beyond the borders of New France seemed highly suspicious to the Iroquois. Frontenac was recalled to France in 1682, but he was sent back several years later to lead his last campaign against the Iroquois.

## ACTIVITIES

1. Create a dialogue between a Huron chief and a Jesuit missionary in which both present their best arguments for and against allowing the Jesuits to stay and work in Huronia.
2. Outline the reasons why young French Canadians became *coureurs de bois*. Summarize the explorations of the French in central North America.
3. Outline the results of the fur trade from the points of view of both the French traders and the Native peoples whom they encountered.
4. Explain the relationship between mercantilism and colonialism (page 237). Can there ever be profit without one party being short-changed? Explain.
5. Talon, Frontenac, and Laval are often considered important figures in the early history of New France. Do you agree? Make cases for and against this proposition and draw a conclusion.
6. Explain why some young women would agree to come to the colony of New France as *filles du roi*.

## LIFE IN NEW FRANCE

Life in New France was firmly anchored in the seigneurial system. Seigneurs, or lords, were granted parcels of land, and the *habitants*, or peasant farmers, had the right to cultivate the land in exchange for providing fees and services to the seigneur. This system had much in common with the old feudal system of Europe, but it was also quite different. Both the seigneurs and the *habitants*, who lived on the land, were relatively

prosperous. Many worked part-time in the fur trade

These various enterprises gave the people of New France an attitude of independence, which sometimes irritated representatives of France. They 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.

**arpent:** a French land measure

**midwife:** a woman who helps deliver babies

**militia:** citizens who train as soldiers in their spare time

## THE SEIGNEURY

You read earlier that the parcelling of land into seigneuries was begun by the Company of a Hundred Associates. By 1663, there were 104 seigneuries divided into more than 13 million square arpents and spread over 320 kilometres on both sides of the St. Lawrence.

The seigneur had to build and live in a manor house, hold court in the event of disputes, attract settlers, and build a mill. Usually, he was also responsible for defence. The habitants were required to pay rent, provide days of service to the seigneur, and serve in the militia. They had to keep their land productive and grind their grain into flour at the seigneur's mill.



**Figure 8-20** If the seigneur was absent and could not defend the seigneurie, members of his family could be called up. In 1692, teen-aged Madeleine de Verchères led the defence of a seigneurie when it was attacked by Iroquois forces.

**Figure 8-21** Rich merchants working in New France were able to import furniture and other articles from France. Judging from the contents of this room, what observations can you make about the people who used it?

## THE HABITANTS

The lives of the habitants were built around the manor and the Church. Many of the younger people worked in the fur trade or, if they could be

spared, in some of the small industries of Quebec. Women worked on the farm, and they had many children, always delivered in the home by midwives. They lived simply, but reasonably well, once the danger of attack by the Iroquois had been removed.

Life was based on the cycle of the farm. In the spring, crops were planted, sugar was harvested from sugar maples, and the fishing season began (in the spring, many species



**Figure 8-22** The homes of the habitants were well-built and often made of stone. Their furniture was made by local craftspeople, or by the habitants themselves. What signs of prosperity and lifestyle can you find in the picture?



## Better Off in New France?

Although the habitants had many of the same duties as peasants in France, their lives were better in many ways. The average farm was 150 metres wide and 2500 metres long, of which only 25 percent needed to be farmed. The habitants paid the seigneur two bushels of wheat, a live chicken, and about \$5 a year in rent. They were **tithed** for one-twenty-sixth of

the wheat they harvested.

A French peasant, on the other hand, paid 600 times as much rent as the habitant, and many taxes, which the habitant did not have to pay at all (see page 59, Did You Know?). It is not surprising that the peasants of New France regarded themselves as superior to the peasants of the home country.

One intendant, apparently fed

up with the attitudes of the habitants, described them this way:

The men are all strong and vigorous but have no liking for work; the women love display and are excessively lazy, those of the country districts just as much as the towns' people.



**Figure 8-23** This watercolour looks towards the Ile d'Orléans, which is shown in Figure 8-6. You can see the style of farmhouses, and even a few habitants. You can't see the manor house, probably because the painter is using it as a vantage point. What might be the purpose of the fenced areas on the river itself?

**to tithe:** to tax

came into the shallows to spawn). The habitants spent the summer cultivating and weeding their fields, cutting wood, and clearing wasteland. The fall marked the climax of the year's labours. This was harvest time, when the crops were gathered. In the fall, animals were slaughtered and foods preserved for the winter.

The habitants ate well, and shortages seem to have been rare. People raised pigs, chickens, ducks, geese, and some cows, so there was an abundance of milk, butter, and

cheese. Peas were an important crop, and pea soup a common dish. They ate lots of fish, particularly on Friday—the Catholic meatless day. Fruits and berries were abundant.

Habitants enjoyed music and story-telling, which occupied many a winter's evening. They were also regular church-goers. As was the custom of the medieval farmers of Europe, they often worked together on joint projects and helped each other with planting, clearing, or harvesting.

# Using a Satellite Image and a Map to Observe Changes over Time

In Quebec, most settlement took place along the St. Lawrence and other rivers. This gave seigneuries a particular look, which is quite easy to see from the air.

Because river frontage was important to the habitants, and

because they were given land in strips, farms were very long and narrow. Moreover, many farms were subdivided lengthwise when children inherited them.

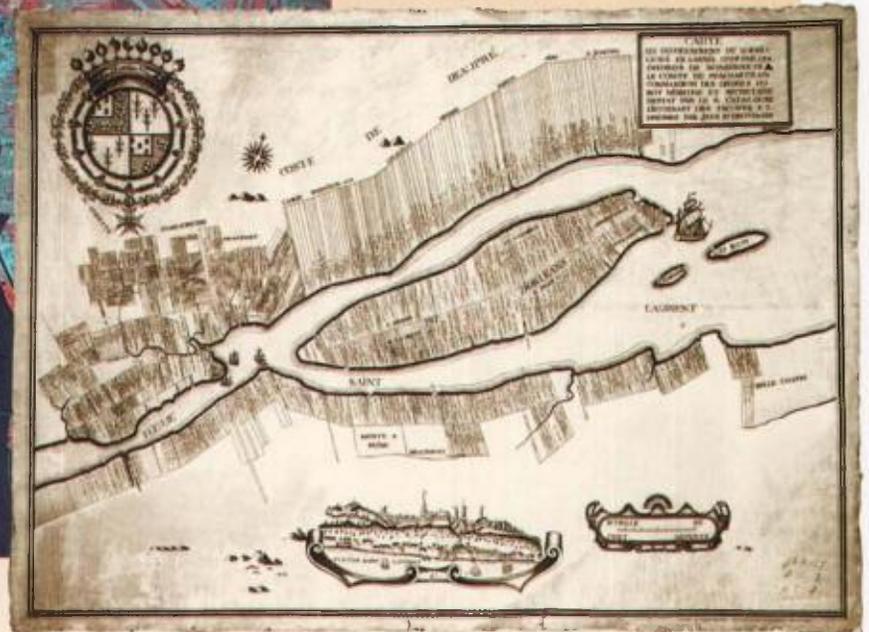
Examine this satellite photo and map for a few minutes.

Although the map and satellite photo show two different areas, you can still see the strip farms of the habitants. On the map, each strip is labelled with the farmer's name. The larger names are those of the seigneurs.

**scale:** the relationship between distance on a map and distance on the Earth's surface



**Figure 8-24** A satellite image of the St. Lawrence farms. Vegetation is shown in red.



**Figure 8-25** An old map showing the St. Lawrence farms

## YOUR TURN

- Examine the satellite photo of the region near Montreal (Figure 8-24). (Downtown Montreal is the greyish area shown in the lower left quadrant of this photo.)
  - Due east of Montreal is the Ile Sainte-Hélène. Find the Ile Sainte-Hélène in Figure 8-25.
  - In Figure 8-24, an island is shown just southeast of Ile Sainte-Hélène. Why would it not appear in Figure 8-25? (Hint: The map-maker did not make an error.)
- Locate the highway in Figure 8-25. What can you say about the direction of the highway?
- Locate the evidence of strip farms in Figure 8-24. Where are most of them located in relationship to Montreal?
- What can you say about the **scale** of Figure 8-25 compared to that of Figure 8-24. (For information on map scales, see page 269.)

## THE TOWNS

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

None of these communities was large. In the early seventeenth century, only about 18 000 Europeans lived in the whole of Canada. Towns, with their small industries, schools, hospitals, and other **amenities**, were rather more interesting places to live than the scattered seigneuries. At the far end of the St. Lawrence, bordering the territory of the Iroquois (a border the Iroquois did not accept), Montreal was becoming a lively place. Fur brigades arrived via the Ottawa River, the Church was very active, and Native visitors and **emissaries** came and went regularly.

## WOMEN IN NEW FRANCE

In the early days, Canada had attracted some women from France, but they were relatively few in number. If they could avoid it, the fur-trading monopolies did not want to build up communities of farmers. Some of the first female immigrants to New France were nuns, sent out by religious orders to help convert and educate Native peoples. Marie L'Incarnation, who came to Quebec in 1668, founded the Ursuline Order of Nuns for just such a purpose. The Ursulines established a long tradition of Catholic service in New France.



**Figure 8-26** Quebec, with its upper city high on the bluffs and its lower city teeming with port activities, was the largest European town in Canada. Did the Church have much influence in New France? How can you tell?



**amenities:** things and services which improve life

**emissaries:** people sent out on missions

**Figure 8-27** This woman, in her long, fur-trimmed cape and hood, is dressed for winter. She also carries a fur hand-warmer. What can you conclude about her financial and social status?

As in old France, women in Quebec and Acadia 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. Even so, women often worked like partners in the family business, learning the skills of buying and selling, investing, and bookkeeping. Because many men had to travel to trade furs, women were often more knowledgeable about the day-to-day running of the business than the men.

As widows, women could and did actively take part in the business life of the colony. After her husband's death in 1745, for example, Madame Marie-Ann Fornel invested in land and other ventures with great success. Similarly, Louise de Ramezay ran lumber mills, a tannery, and a flour mill. Other women also operated successful businesses in New France. Of course, on the farms, women worked alongside the men, much as they did in Europe.

## Immigration to New France, 1608–1759

This graph shows immigration to New France from the beginning to the virtual end of the colony in 1760. Examine the chart carefully and make a statement about the male-to-female ratio of immigrants. During what two periods does immigration peak? Read the text for reasons to account for these peaks.

**Table 8-1** Immigration to New France, 1608–1759

| 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          |
| <b>Total</b> | <b>6908</b> | <b>1619</b> | <b>8527</b> |

## ACTIVITIES

- Describe life on a seigneurie on the St. Lawrence River, perhaps during the Iroquois wars.
- Reread the feature on page 241 and decide whether you would have preferred to stay in France and live in a feudal-style farm or move to Canada and live as a habitant. Make a list of pros and cons for each option. Consider criteria such as familiarity of surroundings, physical labour, and taxes.
- Like the Jesuits, the women of the Ursuline Order of Nuns were some of the first Europeans to come to Canada. Why are people who are attached to religious orders ideally suited to leave their home country and take up residence in a new land?

# RIVALRY AND CONFLICT

The history of New France was marked by struggles for power. The French fought not only the Iroquois and other Native communities, but also the British and their American colonies. Fights occurred because one group or nation had infringed on the territories of the other. Native bands were often forced to side with the European power that would help them achieve the goals of their own people.

There were four major wars between the French and English in North America. Each conflict was a European war that had been carried over to the colonies.

King William's War, also called "the War of the Grand Alliance," began in 1689 and ended in 1697. It was fought to block Louis XVI's ambitions to expand his overseas territory. In North America, the leader of the French forces was the famous Frontenac. Although he was 70 years old, he personally led the French, accompanied by Native allies, on raids against Britain's Thirteen Colonies.

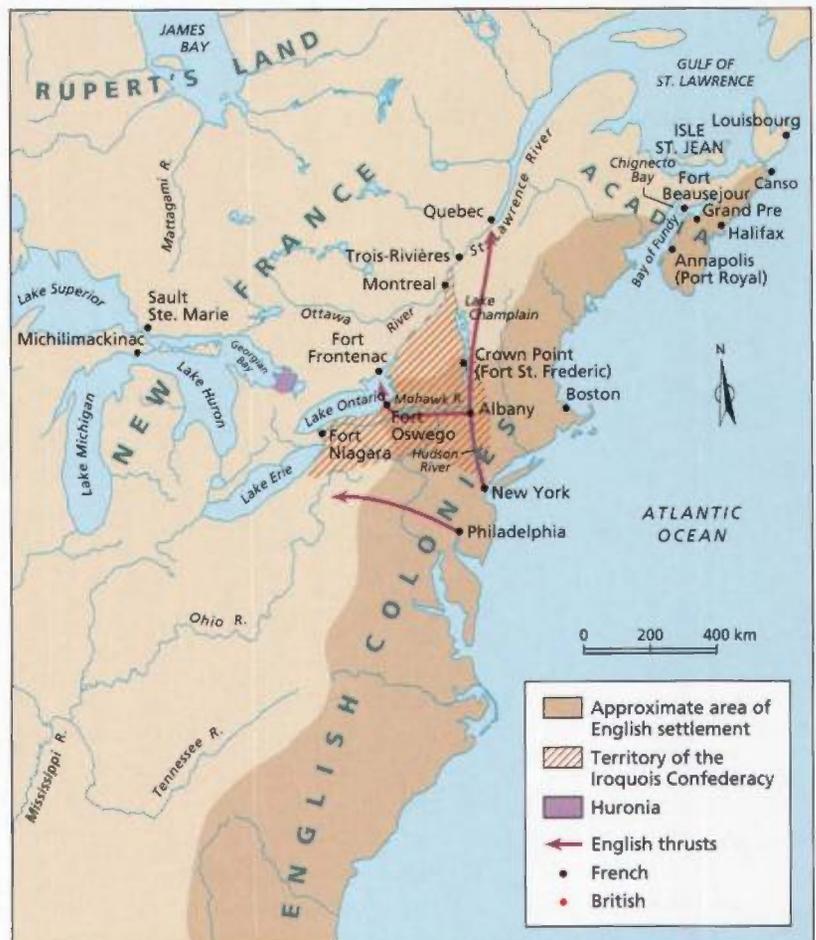
In the same war, a New Englander, William Phips, captured Acadia, but failed to take Quebec. Fighting on the French side, Pierre le Moyne d'Iberville attacked forts on the New England coast, captured St. John's, Newfoundland, and disrupted the Hudson's Bay Company by attacking its forts and ships. In one naval battle, d'Iberville captured two

British ships and sank another with his single ship. King William's War ended in 1697, when the Treaty of Ryswick was signed, returning all captured territories, including Acadia, to their original owners,

Queen Anne's War, or "the War of the Spanish Succession," began in 1704 and ended in 1713. This time, Acadia was captured once again by the English, but another attack on Quebec failed. In other parts of the world, the British were also successful, defeating French armies in major battles in Europe. The Treaty of Utrecht, which ended the war, gave Britain territories in Canada and India, as well as Gibraltar, one of the most important strategic locations in the world.

**confederacy:** an alliance; a joining of independent states

**to ally:** to take sides with



**Figure 8-28** This map shows threats faced by New France to the east, south, and west. After the defeat of the Hurons in 1649, most of New France's Native allies came from the woodlands of the north. Britain allied with the powerful Iroquois **Confederacy**. As new England grew, and the Iroquois grew stronger, the population of New France remained low. Why would the Iroquois need to **ally** themselves with anyone?

## The Fortress of Louisbourg

In the seventeenth and eighteenth centuries, when France and England were at war in North America, strategic sites were critically important. These sites were often fortified.

A strategic site is one that overlooks, or is close to, an important communication route. Because the St. Lawrence River was the highway of New France, France had to prevent the English from taking control of the Gulf of St. Lawrence. In order to protect its valuable river-route, France built the great fortress of Louisbourg in Cape Breton. Her other great fortress was Quebec, built high on a cliff-guarded hill overlooking the St. Lawrence.

Louisbourg was supposed to be impregnable. Roughly designed in the shape of a star, its walls were 2.4 metres thick and more than 9 metres high. The walls were angled to deflect cannon-balls.

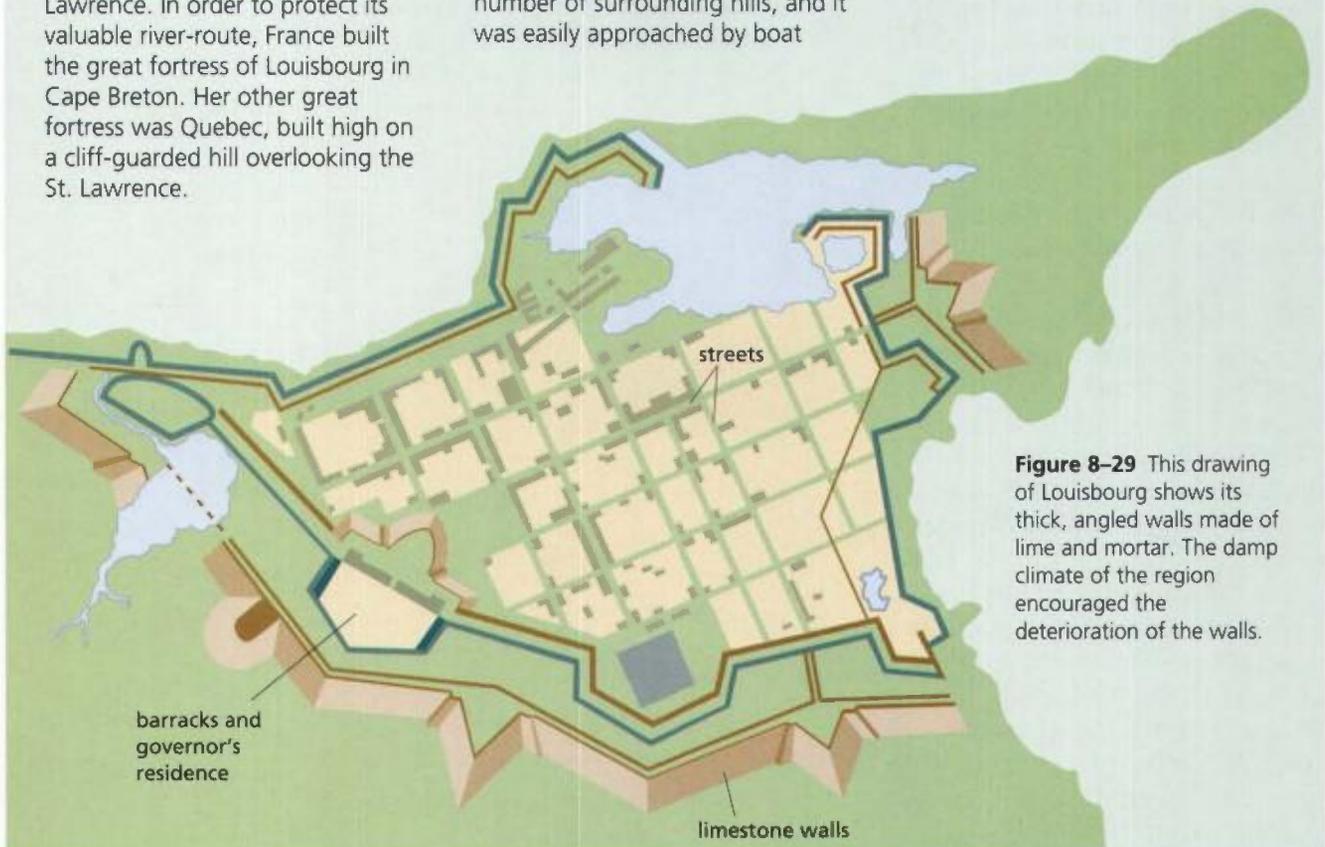
**Sappers** could not easily undermine the wall because soldiers could shoot down at them from many vantage points.

Unfortunately, Louisbourg had some disadvantages. It could be attacked by cannon-fire from a number of surrounding hills, and it was easily approached by boat

through nearby coves. In addition, its walls were made of materials that were slow to set and that crumbled easily. Louisbourg's soldiers were often uncomfortable, and morale was always low.

Louisbourg fell to an assault by New Englanders in 1745. The fortress was returned to France in return for the Madras Islands by a treaty in 1748.

**Sapper:** a military specialist in the field of fortification



**Figure 8-29** This drawing of Louisbourg shows its thick, angled walls made of lime and mortar. The damp climate of the region encouraged the deterioration of the walls.

The Treaty of Utrecht, however, did not end fighting in North America. Boundaries remained unclear, and the Native peoples were still unhappy about European settlement in their territories. Fights and raids were still common. In anticipation of further conflict, France built the "super fortress" of

Louisbourg to protect the St. Lawrence, the lifeline of New France.

All sides prepared for another war, and one broke out in 1744. The final act in the conflict began when the Seven Years' War broke out in 1755. When it ended, New France had become a British possession, and Canada a British colony.

## THE SEVEN YEARS' WAR AND THE FALL OF NEW FRANCE

*Your letters on the negotiations terrify me. The betrayal with which they threaten the colony, at once so useful and so loyal, is incredible ... These letters bind my arms.*

—GOVERNOR LA GALISSONNIÈRE [1600]

Unlike the previous wars, the Seven Years' War had its origins in North America. The growing colonies of New England resented the fact that, by treaty, they were not allowed to cross the Allegheny Mountains and settle in the rich farm lands of the Ohio Valley and neighbouring areas. In fact, before the war broke out, fighting occurred along the border areas even though France and Britain were officially at peace. Since both the French and English claimed the valuable Ohio Valley, and were sending troops into the area, war was inevitable.

In one of the first battles, a fight between British soldiers led by George Washington (who later became president of the United States) and French troops resulted in a British defeat in Ohio. In other areas, British and Mohawks fought the French and their Native allies in the north.

The British government, realizing that a battle for the continent was underway, sent more troops and took other measures. In 1755, the government ordered the Acadians (see the Window on the Past) to be forcibly removed from their homes. The Acadians had refused to swear loyalty to Britain, even though their land had become part of British territory in 1713.

The removal of the Acadian people made it possible for New England settlers to move into their abandoned

farm lands. Although many Acadians managed to return home after a long exile, others moved to French Louisiana. The **expulsion** of thousands of Acadians is one of the most tragic events in Canadian history.

In 1758, British troops under General James Wolfe captured the fortress of Louisbourg, the doorway to the St. Lawrence. Wolfe's victory at Louisbourg was made possible because the British prime minister had made the capture of Canada a top priority in the war with France. Besides, Wolfe, although young and dying of **tuberculosis**, was a brilliant commander.

New France, on the other hand, had some chain-of-command problems. The military commander, the Marquis de Montcalm, was a good general, but he did not get along with the Marquis de Vaudreuil, the governor. Vaudreuil, born in Canada, thought Montcalm lacked knowledge about fighting in North America. Montcalm had little respect for the Canadian methods of Vaudreuil. The two sometimes cancelled one another's orders. This confusion would help bring about the fall of Quebec.

For a time, the war went well for the French, who won victories in many places. The loss of Louisbourg, however, was a major defeat. Moreover, because French Canadian farmers were away fighting, not harvesting crops, food and other supplies became short.

In 1759, British ships sailed down the St. Lawrence and anchored within sight of Quebec's citadel. Seizing the Ile d'Orléans and the south shore of the river, Wolfe then ordered his cannons to fire into the city and fortress. However, because it was late in the year, Montcalm and Vaudreuil hoped that they could hold on until the British had to leave the river before winter set in. Wolfe understood this problem and looked for a solution. To force the militia to desert, he published orders that any farm missing

**to expel:** to force departure

**tuberculosis:** an infectious disease that affects the lungs



**Figure 8-30** The death of General Wolfe

men would be burned—orders that helped to weaken the French forces.

Wolfe then discovered a small cove, now called “Anse au Foulon.” (Wolfe’s Cove). From here a trail led to the top of the cliffs. Under cover of darkness, and fooling sentries by pretending they were piloting French supply boats, longboats brought troops to the cove. Highlanders of the British army scaled the cliffs and overpowered the sentries. The rest of Wolfe’s soldiers followed. In the morning, Montcalm saw the “thin, red line” of 4500 soldiers stretched across the Plains of Abraham, ready to challenge the might of Quebec.

Fearing that even more British troops might arrive with heavier cannons, he gave the order to march out of the fortress, and led the attack in person. Charging the British, the militia began to fire before the British were in range. The British, however, held fire until the French were only 40 metres away. Then, on Wolfe’s orders, they fired at the French forces. As one commentator put it, “With one deafening crash, the most perfect volley ever fired on battlefield burst forth as if fired from a single,

monstrous weapon, from end to end of the British line.”

As French soldiers fell dead and wounded by the hundreds, the British reloaded and fired again and again. Defeated, the French retreated to Quebec. Wolfe was killed, and Montcalm was mortally wounded. He died later in the citadel. Soon after, Quebec surrendered. Although French soldiers counter-attacked, they could not displace the British once fresh troops arrived the next spring. That year, in 1760, Montreal was taken. When the Treaty of Paris was signed in 1763, New France was declared a British possession.

## ACTIVITIES

1. Outline the causes of war between Britain and France in North America.
2. Explain why the Mohawks and other First Nations would choose to become allied with Europeans, even though they knew that all Europeans were a threat to their territory and way of life.
3. Work with a partner or small team to create a strategic plan for victory in the Seven Years’ War, using outline maps that you have drawn and other materials. You may represent the British, French, or one of the nations of the Iroquois Confederacy. Present your strategic plan to the class.

## CONCLUSION

The long history of New France—as a possession of France—ended on the Plains of Abraham in 1759. But the culture and society that had been established in Acadia, in the interior of North America, and along the St. Lawrence, did not die. It had deep roots, and, for many reasons, the British were content to leave the French to live in their own way.

Today, French culture is central to the identity of Canada. It is particularly strong in New Brunswick, where most Acadians live, and in the province of Quebec. The dreams of Champlain and the other founders of French Canada have not died. French-Canadian society, originally built on the fur trade and strengthened through the seigneurial system, has grown far beyond its founders' visions.

## SUMMARY ACTIVITIES

1. In a group, create a large map of North America as you think Cartier, Champlain, or La Salle might have imagined it. Research the Native cultures that they would encounter to the west, south, and north. Draw their territories on the map, and include notes about important cultural traits of which the French should be aware.
2. With partners, create a play, from a Huron point of view, about the destruction of Huronia.
3. Build a model of an Iroquois town, with stockade, houses, and surrounding fields.
4. In comic-book format, describe the growth of New France to 1700.
5. Create a portion of a ship's log to describe the triangle of trade between Canada, the West Indies, and France. A ship's log usually includes daily entries that describe the ship's progress, the weather, and other events.
6. Some historians argue that the expulsion of the Acadians was cruel but necessary, since the Acadians were potential enemies and more French were coming to Acadia all the time. How would you respond to this proposal? With a partner, construct a pro or con argument about the expulsion.

## ON YOUR OWN

1. By the eighteenth century, many European nations had built vast empires around the world. You have had the opportunity to learn about the British and French imperial ambitions in *Crossroads*. Find out more information about the empires of the Spanish, the Portuguese, and the Dutch. What regions of the world were controlled by these countries? When did these colonies gain their independence?
2. Find out more about the revival of Acadian culture in New Brunswick through literature, music, theatre, and cuisine. Collect as many pictures depicting Acadian culture as you can and display them on the class bulletin board.

# 9 CANADA MOVES WEST

## OUTCOMES

In this chapter, you will read about the role of the fur trade in the creation of the country of Canada. By the end of this chapter, you will

- outline the role of the fur trade in Canada
- understand that the fur trade is an example of economic imperialism
- describe the function and duties of fur traders
- use problem-solving strategies
- identify factors that created conflicts in the fur trade
- describe the economics of the fur trade
- evaluate the importance of rivers and other geographic elements to the spread and success of the Canadian fur trade
- compare European and Native perspectives on the fur trade



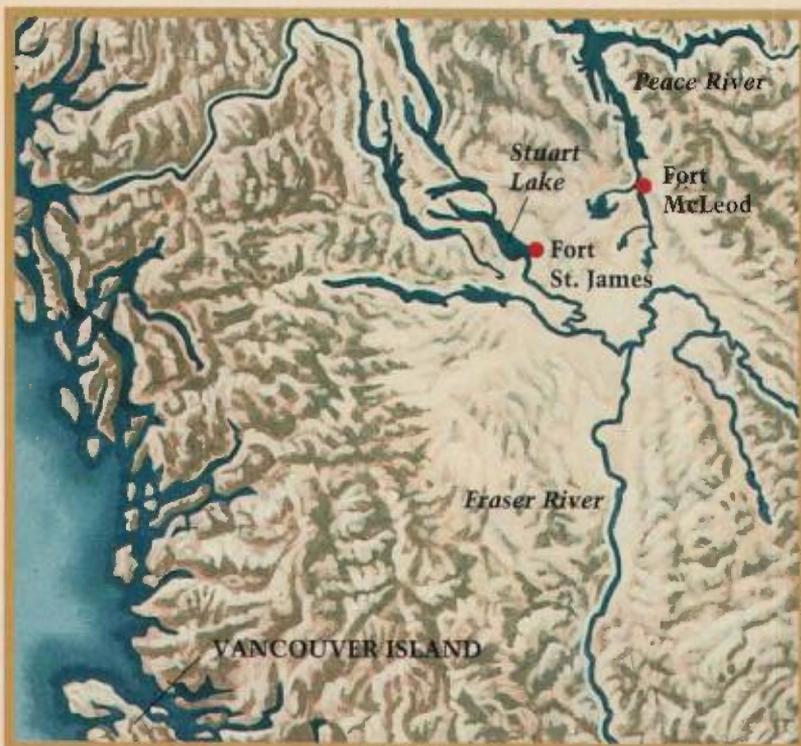
# Sixteen Years in the Indian Country:

## The Journal of Daniel Williams Harmon

*In the eighteenth and early nineteenth centuries, few people in eastern North America or Europe had any knowledge of the inhabitants or geography of western North America. This was still a largely unknown territory. The first accounts of the west came from fur traders.*

*In this window, you will read some of the entries in the journals of Daniel Williams Harmon, who was chief trader at the North West Company fur post at Fort St. James in northcentral British Columbia (New Caledonia) between 1810 and 1816. Prior to this, Harmon had spent some time on the prairies, where he had married a Métis woman named Elizabeth Duval. The couple had twelve children.*

*Harmon's book, *Sixteen Years in the Indian Country*, describes life in New Caledonia. We can learn something about the lives of the Carrier and Sekani peoples, as well as about the lives of the fur traders. In spite of having married a Métis woman, and having valued her and their children, Harmon expressed many of the prejudices of his day towards the Native peoples. As you read his journal, look for examples of bias.*



A map of the places mentioned in Harmon's journal

**N**ovember 8, 1810.  
[Arrived at Stuart's Lake] Our road here has been over uneven Country, generally covered with thick Timber—however, we passed several small Lakes ... [Fort St. James] stands in a very pleasant place at the East end of what is now called Stuart's Lake. [Close to] the Fort a **considerable** River runs out of the Lake, where the Natives who call themselves Tâ cullies [actually the Nakrzali-tenne, one of the Carrier nations] have a village or rather a few small Huts made of wood where they remain during the Salmon time—that is, while they are taking and drying those Fish.

*November 24, 1811.* The **Corpse** of a Woman of this place who died on the 20th was burnt this afternoon as it is the custom among the Tâ cullies always to burn their Dead and then gather up the Ashes, which they put into a kind of Box, that is placed under a Shed erected for that purpose—while the Corpse was burning the Natives made a terrible Savage noise, by crying and a kind of Singing

*May 8, 1811.* [On April 22 Harmon had travelled to McLeod's Lake] People arrived from Stuart's Lake and inform me that my Woman on the 25th was brought to bed of a Daughter—whom I name Polly Harmon. As the Ice in the River begins to be bad, it is expected

that a few Days hence the **navigation** will be open .... All my most serious thoughts are taken up on reflecting on that separation which is soon to take place with me and my beloved Son—who a few months hence will be at such an immense distance from his affectionate Father! And it is very probable that I shall never see Him again in this World! .... There is no consideration that could induce me to **send him down** (especially while so young) but the thoughts that he will soon be in the arms of my kind Relations who will ... bring him up in the paths of virtue in the civilized part of the World, which it could not be possible for me to do in this Savage Country.

*July 6, 1811.* One of my Men has returned from McLeod's Lake, and says there are Indians ... who as is supposed are watching for a favourable opportunity to attack the Fort.

*August 2, 1811.* Five Salmon is all the provisions we have in the Fort & we are no less than ten persons ... and what will become of us unless the Salmon begin soon to make their appearance in the River. However, we cannot believe that we shall be allowed to starve.

*September 2, 1811.* We now have salmon in abundance which the Natives [the Carrier] take in the following manner: They make a Dam across the River and at certain places leave spaces,



Fur traders arriving at the fort



Snowshoes and dog teams were essential for winter travel.

where they put a kind of long Basket Net, which generally is about fifteen feet [4.5 metres] in circumference & fifteen [4.5 metres] or twenty [6 metres] in length, one end of which is made like a wire Mouse Trap, & into that the Salmon enter, but when once in cannot go out, till the Basket is taken ashore, when they open a Door made for that purpose & turn them out, and in one of those Baskets they will often take four or five hundred Salmon that will weigh five to seven pounds [2 to 3 kilograms] each.... Just as they are taken out of the water they are good eating, but when cured as these Indians are wont to do by drying them in the Sun, they are not at all palatable.

*October 7, 1811.* [Chief Kwah, of the Carrier] sent one of his wives to request me, either to come and see him, or to send him some medicine ... A few days after, he became so well as to be able to hunt; and he killed and brought home a number of beavers, with which he yesterday made a feast. He sent an invitation to me to attend this feast; and I concluded it would be necessary for me to go, or he might think I was afraid of him [a few days earlier, Harmon and the Chief had had a serious argument] ... the women came in with large Dishfulls of Berries, and of them every one ate what he liked and then the Men & Women joined in singing a few songs—the *airs* of which are not

altogether unpleasant to the ears of Civilized People ...

*December 13, 1811.* Our goods were drawn on sledges by dogs. Each pair of dogs drew a load of two hundred and fifty pounds [113 kilograms], besides **provisions** for themselves and their driver, which would make the whole load about three hundred pounds [136 kilograms]. I have seen many dogs, two of which would draw on a sledge, five hundred pounds [227 kilograms], twenty miles [33 kilometres], in five hours. For a short distance, two of our stoutest dogs will draw more than a thousand pounds weight [454 kilograms]. In short there is no animal, with which I am

acquainted, that would be able to render half the service that our dogs do, in this country, where the snow is very deep in the winter season.

*January 1, 1812.* This being the first Day of the year, Mr. McDougall & I Dined with all our People in the Hall, and after our repast was over I invited several of the Sicanny [Sekani] and Carrier chiefs & most respectable Men [nobles] among them, to come and partake of what we had remaining—and I must acknowledge that I was surprised to see them behave with so much decency & even **propriety** as they did in drinking off a Flagon or two of Rum, and after their repast was over they smoked their Pipes and conversed **rationaly** on the great difference there is between the manners and customs of Civilized People and

those of the Savages ... They readily conceded, that ours were superior to theirs.

*January 20, Thursday, 1812.* I accompanied by Mr. McDougall & twelve of our People and also two Carriers, set off for the Nâte-ote-tains Lands, a Tribe that never had any intercourse with White People & after searching Hard Seven Days generally upon the Lakes we arrived at their first Village, whose inhabitants were not a little surprised and alarmed to see People among them of so different a complexion from themselves. As their Village stands on the border of a long Lake they perceived us at a considerable distance & came out to meet us (Men & Women) armed some with Bows & Arrows & others with Axes or Clubs &c. However they did not attempt to do us the least injury,

but, they made many savage gestures, as if in defiance. But after we told them that we had not come to war upon them, but to bring them such articles as they stood in need of, in exchange for their Furs we ever after were treated with much respect and great hospitality.

**prejudice:** a pre-held opinion or feeling, independent of experience; an unfavourable bias

**considerable:** quite large

**corpse:** a dead body

**navigation:** the ice on the lakes and rivers would have melted

**to send down:** "down" refers to the east, where life was more settled than in the west

**palatable:** edible

**air:** melody

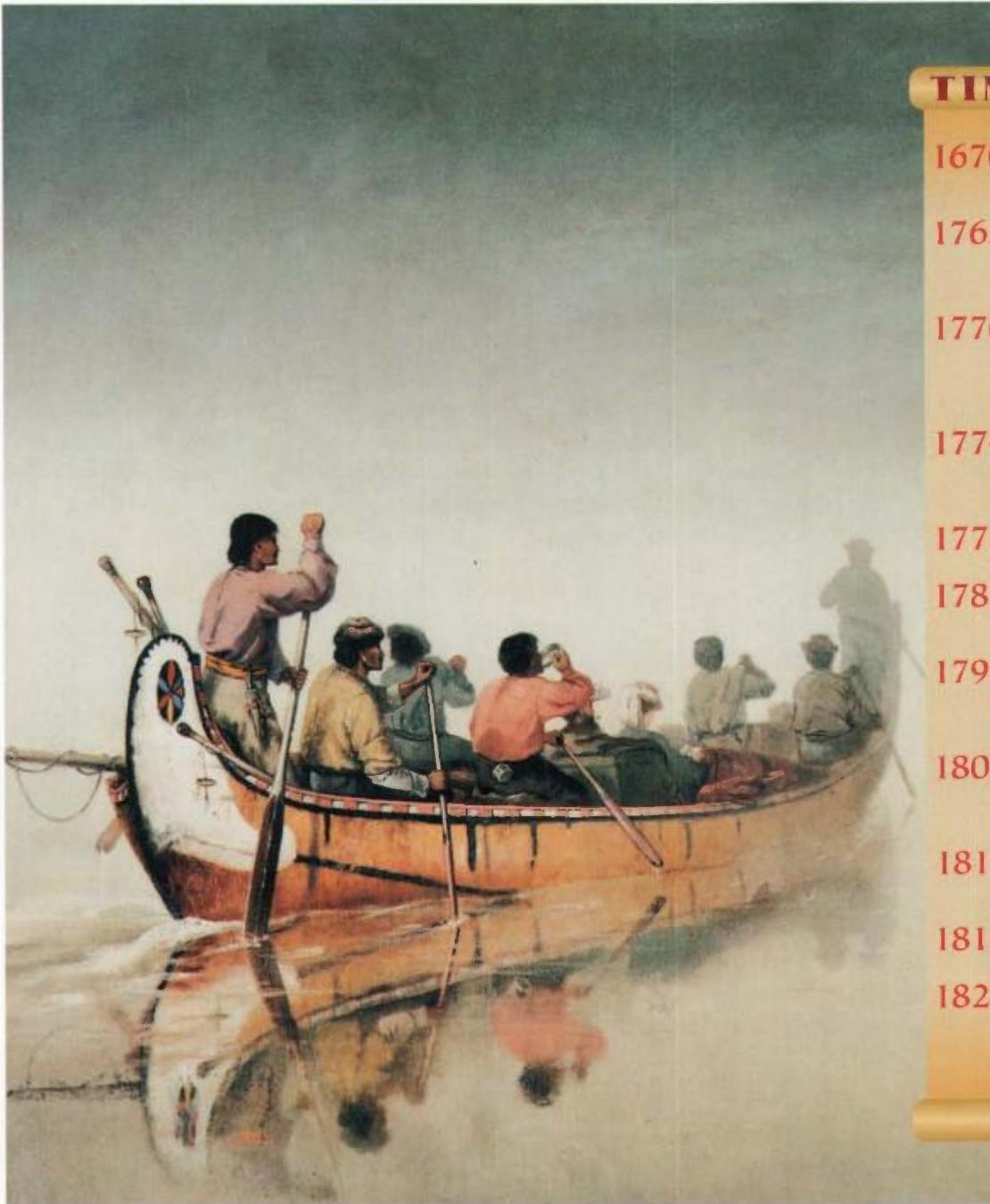
**provisions:** supplies of food and equipment

**propriety:** good behaviour and manners

**rational:** based on reason

## ACTIVITIES

1. Find three statements Harmon makes that show he, like most of the people of his day, thought his own culture was superior to others.
2. How accurate or useful to the historian do you think Harmon's observations are? Explain the reasons for your answer.
3. What sort of person do you think Daniel Harmon was? Using statements from the journal in support, describe him in two character sketches—one from the point of view of his family and friends, and the other from the point of view of one of his Carrier customers.
4. Harmon had to take hardships in stride. What were some of these hardships?



## TIME LINE

- 1670 • HUDSON'S BAY COMPANY IS CHARTERED
- 1763 • ARRIVAL OF SCOTTISH AND AMERICAN FUR TRADERS
- 1770 • SAMUEL HEARNE AND MATONABBEE SEARCH FOR COPPER
- 1774 • PEREZ SAILS THE COAST OF BRITISH COLUMBIA
- 1778 • COOK LANDS AT NOOTKA
- 1783 • NORTH WEST COMPANY FOUNDED
- 1793 • ALEXANDER MACKENZIE ARRIVES AT BELLA COOLA
- 1808 • SIMON FRASER TRAVELS THE FRASER TO THE COAST
- 1811 • SELKIRK FOUNDS RED RIVER COLONY
- 1816 • PEMMICAN WAR BREAKS OUT
- 1821 • THE HUDSON'S BAY COMPANY AND THE NORTH WEST COMPANY MERGE

*We were Caesars, there being nobody to contradict us.*

—PIERRE RADISSON

The Canadian west was opened up by the larger-than-life exploits of European fur traders and their Native allies. "Caesars" is a reference to the emperors of Rome, who had unlimited power and built a large empire.

## INTRODUCTION

**clothier:** a maker or seller of clothes or cloth

**shellack:** a kind of varnish

You learned in Chapter 8 how important the fur trade was in the life of New France. In fact, the fur trade was important in the history of all of Canada, not just New France. The quip that Canada was probably the only country in the world to be founded on the whims of the fashion industry is true in many respects. The fashion referred to, of course, was the beaver hat. European **clothiers** had used fur for centuries to make or trim cloaks. Furs were also used to cover beds—very welcome on cold winter nights in houses with primitive heating systems! But hats made from beaver felt became a fashion rage that swept all of Europe. As a result of the demand for furs in Europe, traders eventually travelled from one end of the continent of North America to the other, using the rivers and lakes

as highways, in search of furs to supply this demand.

Fur traders were the leading edge of the wave of European settlers who later came to make Canada their home. Almost everywhere, Native peoples met fur traders long before they encountered other Europeans. Because the traders came to do business with the Native peoples, who also profited from the exchange, the relationship between the European traders and the Natives peoples was one of equals. The fur traders had no desire to conquer the Native peoples, or to change their ways of life or beliefs. It was a case of mutual dependency—the traders bought furs, which Native peoples could get relatively easily, and they sold goods, such as metal hatchets and pots and glass beads, which Native peoples wanted.

### The Beaver Hat

Beaver hats were made from a felt that was crafted from the fine, thick undercoats that were sheared from beaver pelts. The undercoat was covered by tiny barbs, which could be matted and beaten, **shellacked**, and shaped into an extremely durable felt that shed rain. Hats made from beaver felt were a symbol of social superiority. Elaborate customs developed as to how the hats were worn and the sweeping

gestures with which they were removed—all of which marked the wearer's social station in life. Worn-out hats could be traded in for new models. The worn-out hat was then resold in Spain. The Spanish wearer could, in turn, trade in his old hat for a newer one. The old hat was then trimmed and re-sold in Portugal. Many a fourth-hand beaver hat made its way to Africa, where it could be exchanged for ivory.



Figure 9-1 The evolution in fashion of hats made from beaver felt.

From the very beginning, Native peoples took over part of the fur business, becoming **entrepreneurs** who **mediated** between Europeans and Native peoples who did not deal directly with the Europeans. European fur traders were able to take advantage of the trade routes that had been established for centuries by the various Aboriginal nations. This could lead to bloodshed, if either Native nations or the Europeans tried to disrupt the established trading patterns. Some of the earliest and bloodiest wars—such as the one between the Iroquois and the Huron that you read about in Chapter 8—were partly caused by fur-trade rivalries.

From the time of New France on, fur-trading companies, such as the Company of a Hundred Associates and the Hudson's Bay Company, always tried to obtain a monopoly, meaning that their company alone had rights to do business in certain territories, and no others were allowed to take furs there. Monopolies were fiercely guarded and fought over.

After the fall of New France in 1763, the French fur trade was taken over by Scottish and American

entrepreneurs, who eventually came together to form the North West Company in 1783. A fierce rivalry that lasted for years developed between the Hudson's Bay Company and the North West Company. This competition benefited the Native peoples, who could play one company off against the other to obtain more favourable trading terms, just as we do today when we shop at different stores to compare prices.

The history of western Canada was, in a sense, part of the "business plan" of the large fur-trading companies. The fur traders were not colonialists. They had no desire to settle permanently in the lands in which they traded. They were **economic imperialists**—and wanted to exploit the land for profit. To further this business plan, fur traders travelled and mapped the network of rivers and lakes in the west and north of the country. They negotiated trading deals with many of Canada's Aboriginal peoples, and, eventually, they crossed the entire continent. All this activity served to keep the northern portion of North America in Canadian, rather than American, hands.

#### DID YOU KNOW?

Mercury was used in the making of felt hats. The mercury fumes inhaled during the process were so harmful to hat-makers, leading to **insanity**, that the slang expression "mad as a hatter" became common.

**entrepreneur:** one who carries out an enterprise

**to mediate:** to act between parties to bring about an agreement

**insanity:** mental illness

**economic imperialists:** imperialism is the domination of one country by another, politically, economically, or culturally. Economic imperialism refers to economic domination.

**capitalist:** a person with capital, or money, to invest

## THE HUDSON'S BAY COMPANY

*Glib, plausible, ambitious, supported by unquestionable physical courage, they were the completely equipped fortune hunters.*

—DOUGLAS MCKAY

**L**ike the French, the Dutch, and others, English **capitalists** were very interested in the profits that could be made from the fur trade. During the seventeenth century, most of the best fur-trading areas were controlled by the French and their Native allies.

In 1669, two French *coureurs de*

*bois*, Pierre Radisson and Médart de Groseilliers, visited London to propose establishing a fur trade based on Hudson Bay. They found ready listeners.

Radisson was more familiar with Native peoples. He had been a prisoner of the Mohawk for a number of years, and had learned their languages and customs. He escaped once but was recaptured and tortured. He eventually managed to escape, after some difficulties.

Meanwhile, Groseilliers had learned from the Huron of untouched

**Rupert's Land:** the territory given to the HBC

**mouth:** the part of a river where its waters empty into another body of water

fur lands north of Lake Superior. Radisson and Groseilliers proved they existed by travelling north in 1659 and trading with some Cree for furs from much farther north. The government of New France confiscated these rich, glossy furs, and refused to consider a trade based on Hudson Bay. Radisson and Groseilliers could find no backers for their scheme until they travelled to England in 1669.

Here they finally met with success. King Charles II and his cousin, Prince Rupert, the English Civil War general, were economic imperialists. They felt they had the right to take over any lands that would provide them with wealth. As a test, they sent Radisson and Groseilliers to Hudson Bay. When Groseilliers returned with thick, northern furs, the king laid claim to the territory and called it **Rupert's Land**. In 1670, he gave a charter to a company headed by Prince Rupert,

giving it rights to all the lands drained by all the rivers flowing into Hudson Bay. This was a vast territory which included most of western Canada. The company's official title was the "*Governor and Company of Adventurers of England trading into Hudson's Bay*." We know this venture as the Hudson's Bay Company, the HBC, or now, simply as "the Bay."

The company was profitable from the start. Its posts were called "factories," because the head trader was called "the Factor." They were located at the **mouths** of large rivers on the shores of Hudson Bay and James Bay. The posts were staffed by Europeans who relied on the Cree, Assiniboin, and Chippewa to bring furs to the posts using the waterways of the interior. Since the HBC had the only trading posts for thousands of square kilometres, Native traders were eager to trade with it. The trades were reasonably fair, since the Native traders

**Figure 9-2** King Charles II of England signing the charter for the Hudson's Bay Company, 1670







The directors of the HBC, who were all wealthy gentlemen, ran the business from London and knew virtually nothing about actual conditions in Rupert's Land. In addition, they could only communicate with the Factors once a year. Since they had to rely on the Factors to oversee the business, they had to give them some authority to make decisions on their own. As a result, although the London shareholders would set the official price for furs, the Factors frequently modified this price—they knew what things were worth in Canada, regardless of the price set in London.

Beaver was so valuable that it was, in effect, turned into money. A "Made Beaver" (MB) was a prime adult beaver fur, and it was used to gauge the value of all other furs. Fur traders were given Made Beaver tokens, which could be spent like cash at HBC stores.

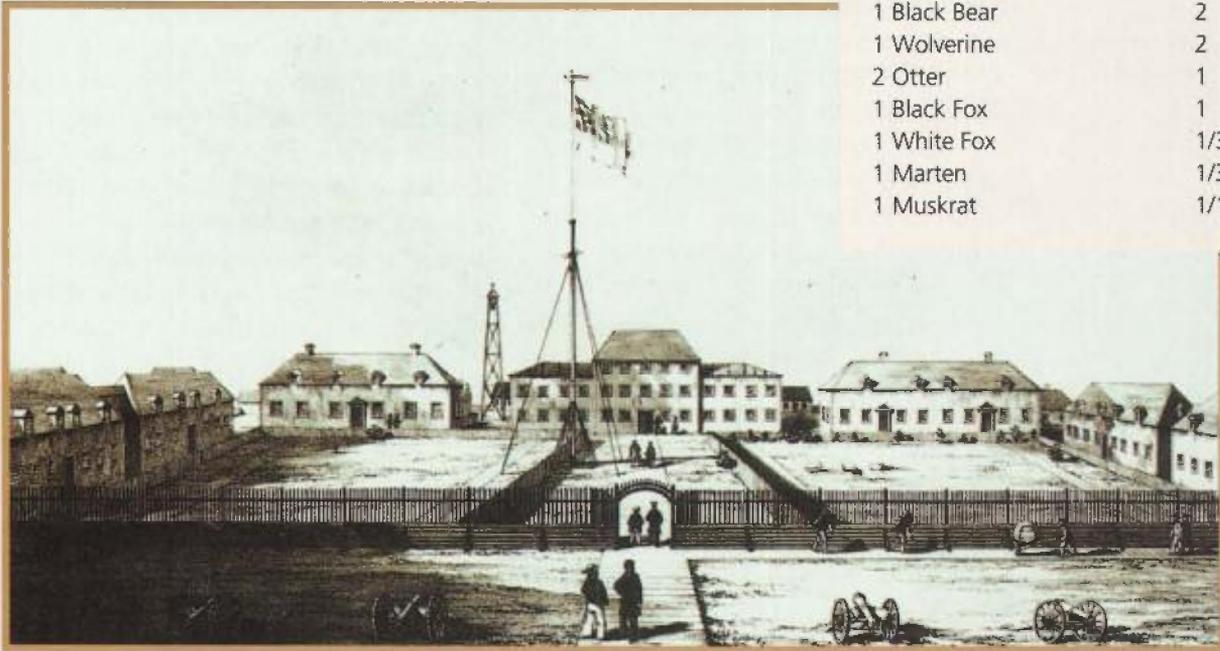
**Figure 9-5** The HBC had an enormous advantage over rivals in the fur trade—during the ice-free summer months, it could use ships to supply its major posts and to transport bales of furs away. Why would the company, for many years, officially discourage traders from exploring and setting up posts inland?

- **depot:** a storehouse
- **cooperage:** a place to make barrels and casks
- **smithy:** a place where a blacksmith works

**Figure 9-6** This brigade of York boats on the lower Saskatchewan River is headed for HBC trading posts. Rather than canoes, the HBC used York boats to transport goods. York boats could be rowed or sailed, and they could carry much more freight than a canoe. However, they were much more difficult to carry around a portage.



**Figure 9-7** York Factory was the first and most important of all the HBC posts. It was from here that the fur shipments were sent to England. By the mid-1850s, York Factory had thirty buildings, laid out in an "H" shape. It included the main **depot**, a guest house, a doctor's house, a church, a hospital, a library, a **cooperage**, a **smithy**, a bakehouse, various fur stores, provisions houses, and officers' and servants' quarters. Most of the other posts were much smaller than this.



**Table 9-1** The price of furs in Made Beavers, 1773

| Type of Fur   | Value in MBs |
|---------------|--------------|
| 1 Whole Moose | 2            |
| 1 Black Bear  | 2            |
| 1 Wolverine   | 2            |
| 2 Otter       | 1            |
| 1 Black Fox   | 1            |
| 1 White Fox   | 1/3          |
| 1 Marten      | 1/3          |
| 1 Muskrat     | 1/12         |



**Figure 9-8** Why do you think a Factor would want to have as wide a variety of goods as possible in his store?

**Table 9-2** Cost of Goods at a Trading Post, 1733

| Good                         | Price in MBs |
|------------------------------|--------------|
| Coloured beads, .45 kilogram | 1            |
| Brass kettle, 1              | 1            |
| Brazil Tobacco, .90 kilogram | 1            |
| Blanket, 1                   | 1            |
| Fire steels, 4               | 1            |
| Gun, 1                       | 12           |
| Shot, 2.26 kilograms         | 1            |
| Gunpowder, .68 kilograms     | 1            |
| Pistol, 1                    | 4            |
| Brandy, 4.5 litre            | 1            |
| Hatchets, 2                  | 1            |
| Ice-chisels, 2               | 1            |
| Needles, 12                  | 1            |
| Thread                       | 1            |
| Buttons, 12 dozen            | 1            |
| Handkerchiefs, 1             | 1            |
| Looking-glasses, 2           | 1            |
| Spoons, 4                    | 1            |
| Shirts, 2                    | 1            |
| Shoes, 1 pair                | 1            |

## DID YOU KNOW?

In the Arctic winter, wine froze as soon as it was poured because while it was in the corked bottle it was under pressure. Once the cork was removed, the pressure was released, and the wine turned into an icy slush.

**health:** a toast drunk in a person's honour

**want of:** lack of

## LIVING IN AN HBC POST

Large HBC factories and forts were staffed by the chief trader, or Factor, and clerks who worked in the store. There were also people to load and unload boats, boat-builders and carpenters, a smith to make iron goods and repair things, and various other "servants" of the company. All of these people received salaries and were expected to work long hours, with few holidays.

Fur-trading posts were the shopping malls and community centres of their day. The variety of items that posts stocked is often surprising, considering the great distances over which goods had to be transported. You could get much more of what you wanted in a trading post than you can in today's corner stores, which are about the same size.

Many different items were sold at posts. The most important were everyday items that people used to prepare food, or to hunt or fish—guns, shot, powder, fish-hooks, and nets. Blankets were also a very important

## The Climate of Hudson Bay

Climate was a major factor of life in a HBC post on the shores of Hudson Bay or James Bay. Hudson Bay is colder than the Arctic Ocean or the North Pole, because there are no moderating ocean currents. Temperatures as low as  $-63$  degrees Celsius have been recorded. The snow outside the buildings routinely piled up to as much as 3.6 metres deep. In

the more poorly built forts, as much as a third of a metre of ice could build up on the inside walls. The summer brought no relief—it was very short—only three months long—and with it came the miseries of black flies and mosquitoes. Almost all visitors to the posts on Hudson Bay commented on the weather and the hardships it created.

The wine with which the officers drank the aforesaid **healths** [to King George II], which was a good port wine, froze in the glass as soon as poured out of the bottle.

—Captain Christopher Middleton

The head of my bed-place, for **want of** knowing better, went against one of the outside walls of the house; and notwithstanding they were of stone, near three feet thick [almost one metre], and lined with inch [2.54 centimetres] boards, supported at least three inches [8 centimetres] from the walls, my bedding was frozen to the boards every morning; and before the end of February, these boards were covered with ice almost half as thick as themselves.

—William Wales

Here is now such swarms of small sand flies that we can hardly see the sun through them and where they light is just as if a spark of fire fell and raises a little bump which smarts and burns so that we cannot forbear rubbing of them as causes such scabbs that our hands and faces is nothing but scabbs. They fly into our ears nose eyes mouth and down our throats as we be most sorely plagued by them.

—James Knight

The snows were higher than the house—consequently, all the window of the upper as well as the lower storey were entirely blocked up. The depth of drift in the yard is about 22 feet [7 metres].

—Samuel Hearne



## Smoking the Peace Pipe

After the Native peoples had pitched their tents outside the trading post and settled in, the ritual of the peace pipe took place. The pipes used in many Plains ceremonies were special. Carved from a stone found in northern Minnesota, their stems could be up to 4 feet long [1.2 metres] and were often decorated with bear claws and eagle talons.

**gravity:** dignified behaviour

**Zenith:** the sky

**Nadir:** the ground

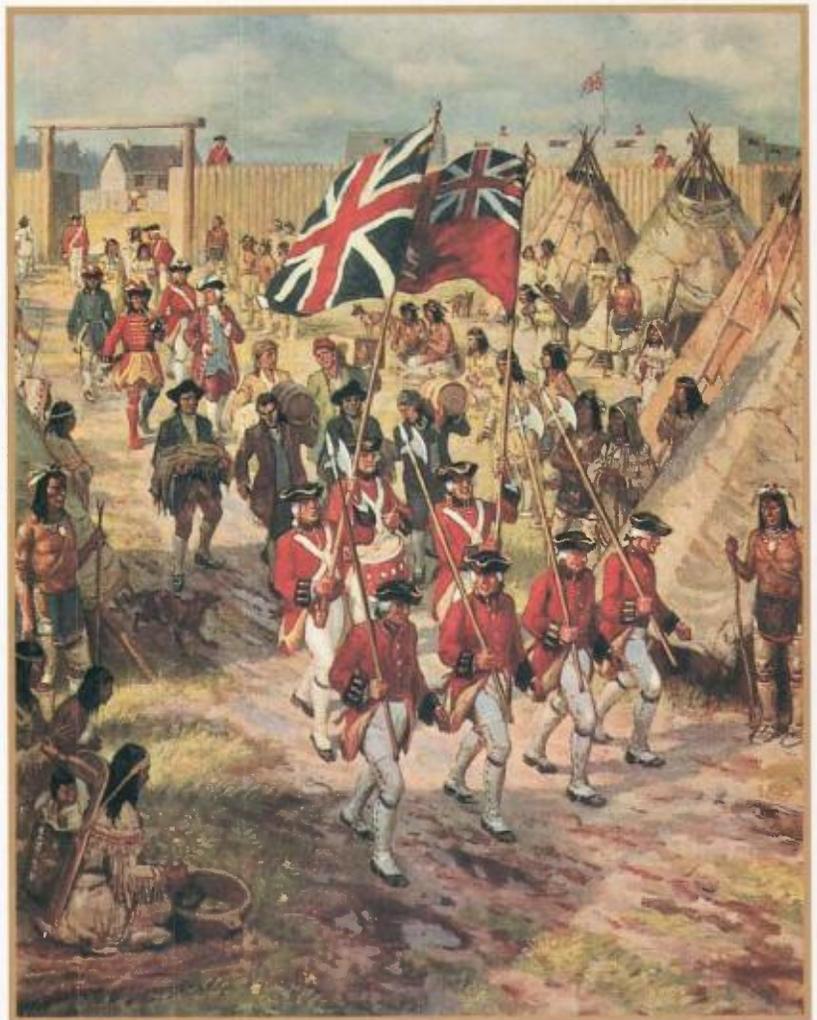
trade item. But decorative items were also stocked. Buttons, for example, were used for costumes and ceremonial blankets. Silver, copper, and other metals were used to make beads and ornaments that were attached to dance costumes to make sounds during the dancing.

For the most part, life at a HBC post was quite dull and boring—filled with routine chores. The year was broken up by celebrations, such as Christmas, and post officers entertained each other several evenings a week. But still, the posts held only a small number of people, who soon got tired of each other's company. The two great occupations at a HBC post during the winter were said to be have been eating and drinking!

## TRADING CEREMONIES

The great exception to this routine came when the fur brigades and the supply ships arrived in the summer. Great ceremony attended the trading sessions. The customs and traditions of the aboriginal peoples had to be respected before any friendships or business relationships could develop. One of the most important customs was the smoking of the peace pipe.

[The Factor] takes the pipe in both hands, and with much **gravity** rises from his chair, and points the end of the stem to the East, or sunrise, then to the **Zenith**, afterwards to the West, and then perpendicularly down to the **Nadir**. After this he takes three or four hearty whiffs, and having done so, presents it to the Indian leader, from whom it is carried round to the whole party ... When it is entirely smoked out, the Factor takes it again, and having twirled it three or four times over his head, lays it deliberately on the table; which being done, all the Indians return him thanks by a kind of sighing out of the word "Ho!"



**Figure 9-9** Part of the trading ceremonies at a HBC post. Which of the people can you identify? What other objects were part of the ceremony?

Then the talk would begin. The Native trading captain would describe the past year and the number of furs that had been brought, inquiring what kind of goods the Factor might like to trade. That was the signal for the Factor to welcome the traders. The Native trading captain would be given a uniform—a red or blue cloth coat, decorated with stripes and much lace. The rest of his costume was just as

elaborate. The Factor also decked himself out in an elaborate costume. Other gifts would be given to the Native peoples, usually liquor and tobacco. The Native peoples were then paraded back to their camp, preceded by flags and drums. Following a night-long feast and partying in the encampment, the real trading began in earnest the following day.

## ACTIVITIES

1. Explain how and why the Hudson's Bay Company was established.
2. Why was it successful as a business enterprise right from the start?
3. What effect did distance and poor communication have on the way the business was run?
4. Compare Tables 9-1 and 9-2. What goods could be purchased if a trader brought in furs worth 50 MB? Make up a shopping list of items that you, as a Native trader, might want to buy.
5. Take the role of an employee in one of the forts on Hudson Bay. Write a letter home to your relatives, describing your life at the trading post.
6. How did the HBC employees treat the Cree, Assiniboin, and the Chippewa, who were their principal allies in the fur trade?

## THE NORTH WEST COMPANY

**heir:** one who inherits

**league:** an old measure of distance, normally equal to about 5 kilometres

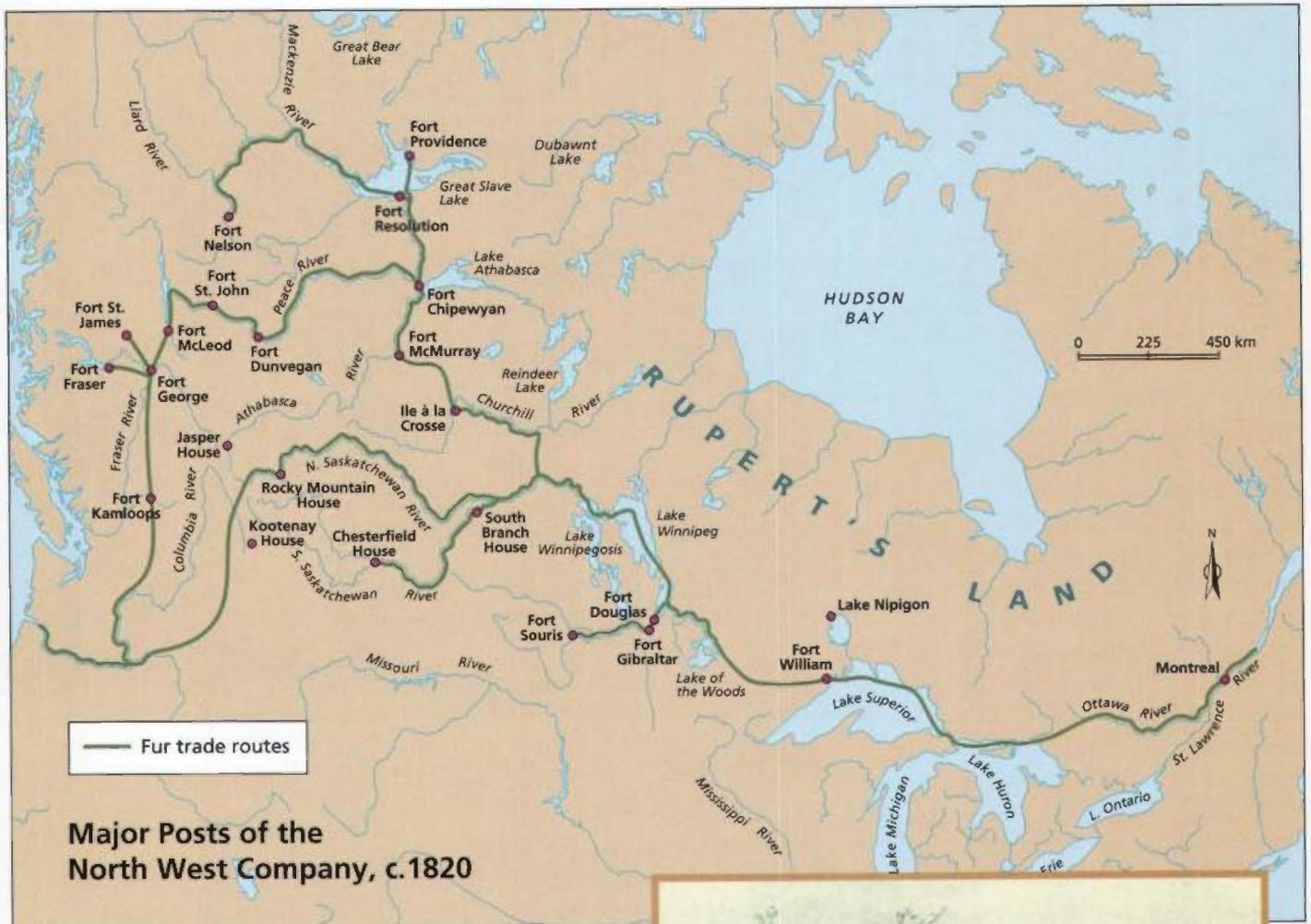
*The Canadians [voyageurs] are chosen Men inured to hardship & fatigue, under which most of Your Present Servants [HBC] would sink. A Man in the Canadian Service who cannot carry two Packs of eighty lbs. [36 kilograms] Each, one and a half Leagues loses his trip that is his wages"*

—A CONTEMPORARY VIEW

**A**s heirs to the old fur-trading companies of New France, the North West Company was a partnership of Scottish and American capitalists who moved to Montreal beginning immediately after the fall of New

France in 1763. These aggressive and enterprising "Montrealers" moved quickly to take over the trading networks that had been established by the French. They used many of the French employees in their operations and used French contacts among the Native communities. In 1783, a number of smaller companies merged to form the North West Company (NWC).

The trading methods of the North West Company were quite different from those of the Hudson's Bay Company. Unlike the HBC, which was content to wait for its Native traders to bring the furs to the posts on Hudson Bay, the North West Company built many posts

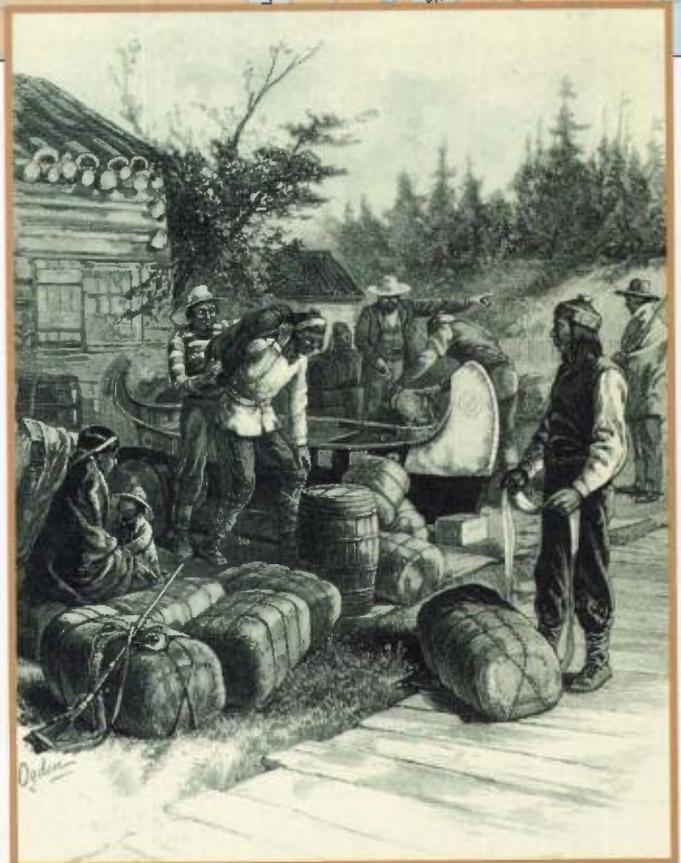


**Major Posts of the North West Company, c.1820**

**Figure 9-10** The trading posts and transportation routes of the North West Company. After 1814, the furs from all posts in the western mountains were shipped out via the Pacific Ocean.

throughout the interior of the west and north and dealt directly with the different Native nations. As well as this, the NWC also did its best to intercept the furs on their way to the HBC posts. This forced the HBC to build inland posts, too (see Figure 9-3). The first, Cumberland House, was established in 1774 to try to stem the loss of pelts going south to the Montrealers. Eventually, a whole series of HBC trading posts dotted the interior of the country. The competition between the two fur-trading companies became fierce.

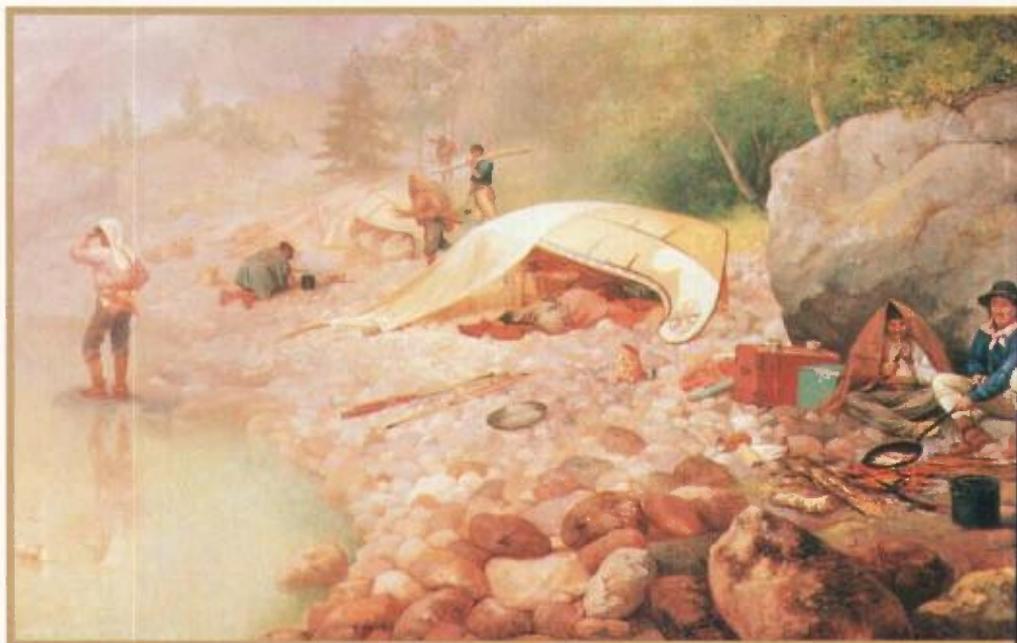
**Figure 9-11** Voyageurs were hardy and, apparently, fun-loving and down-to-earth. Daniel Williams Harmon said that "all their chat is about horses, dogs, canoes, women, and strong men who can fight a good battle." What is sexist about this quote?



# THE LIFE OF A VOYAGEUR

The entire distance from Montreal to the Rocky Mountains could be travelled by water, but not without many hardships and dangers. The usual pattern was for the voyage to be split into two parts. In the first stage, voyageurs from Montreal travelled up the Ottawa, across the Mattawa, Lake Nipissing, and the French River, 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") was a major post, and the first stage of the journey ended here. At this point, the trade goods were loaded into smaller canoes, which travelled through the Lake of the Woods/Rainy River system to Lake Winnipeg and on to the Saskatchewan and other rivers.

The voyageurs who paddled the canoes for the North West Company were almost always



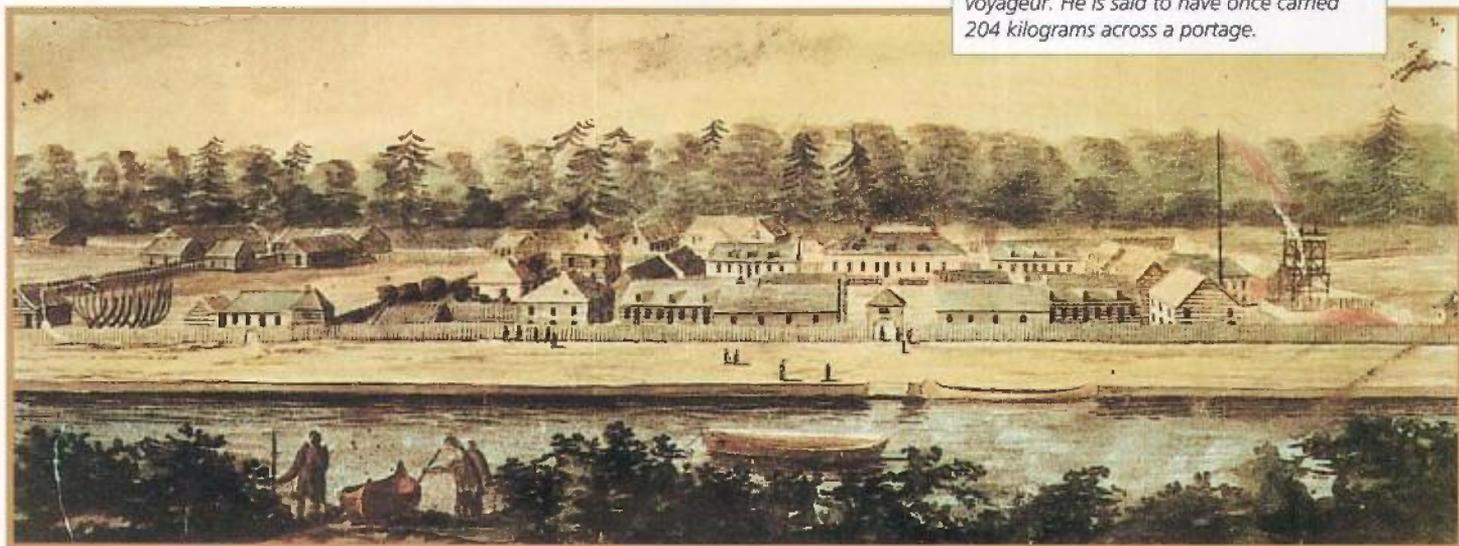
**Figure 9-12** This painting is by Frances Ann Hopkins, first woman painter to travel in the west.

*Canadiens*. They were famous for their strength and endurance. Paddling for fifty minutes an hour at perhaps forty strokes a minute, for ten hours a day, they pushed their heavy canoes across the thousands of kilometres of rivers

and lakes between the interior posts and the main depots at Fort William and Montreal, stopping briefly for ten-minute smoke breaks, called "pipes". To liven the long hours of paddling, the voyageurs sang songs.

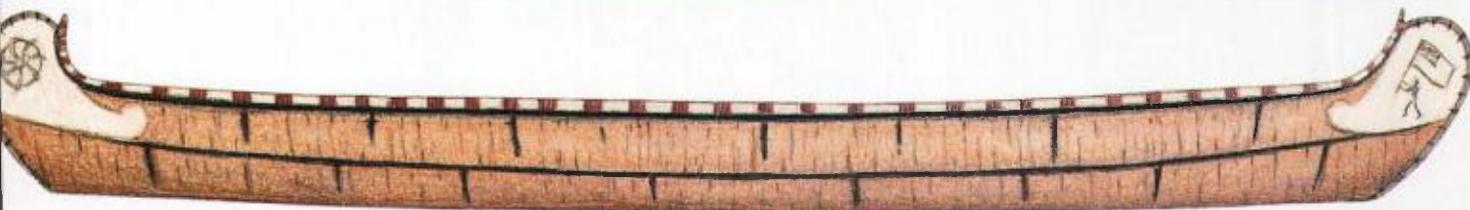
**Figure 9-13** Fort William covered 50 hectares. It included a cooperage, a boatyard warehouse, dormitories, and officers' quarters. The dining hall was large enough to seat 200 people and glittered with silver and crystal on important occasions.

**DID YOU KNOW?**  
A man named "Pierre Bonga" is the only known Black West Indian to have been a voyageur. He is said to have once carried 204 kilograms across a portage.



There were frequent portages along all the routes. During a portage, a voyageur would carry 36-kilogram bales of goods, called *pièces*, over narrow trails around waterfalls and rapids, or over the land links between bodies of water. Most voyageurs carried two or three *pièces* at a time, often almost running over the portage. They also had to carry the great, heavy, partially waterlogged canoes.

**Figure 9-14** The small canoes used from Fort William to the interior were called *canots du nord*. They were 7 metres long and a little over a metre wide. They could be paddled by six men, but still held a cargo of a ton and a half [1500 kilograms].



The canoes are ... covered with the bark of the birch tree, and sewed very close with fibrous roots; As early in the spring as ice will permit, they are brought up to La Chine [Lachine], a village nine miles [14 kilometres] above Montréal ...



At this place the Indian goods are put on board very carefully; the dry merchandise in bales about eighty pounds weight [36 kilograms], the rum, powder, and shot, in small kegs ...

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

**DID YOU KNOW?**

The *canots du nord* were so easy to tip that one observer noted that "you really had to keep your tongue in the middle of your mouth; otherwise the canoe would tip."

At night, the voyageurs camped out around a campfire. Their meals do not sound very appetizing. The main meal was cooked dried peas or cornmeal, mixed with water and bits of lard or perhaps **pemmican**.

Sometimes, as a special treat, the cook made a kind of bread known as *galette*. The recipe called for the cook to punch a hole in one of the bags of flour, pour in a little water, and add salt. The main flavouring came from the cook's unwashed hands as he kneaded the dough and shaped it into flat cakes to be baked in frying pan grease. The flat cakes were then flipped like pancakes, and eagerly eaten by all. After dinner, they told jokes, smoked one last pipe, then settled down to sleep under their canoes.

Voyageurs had their own hierarchy, mostly based on whether or not they worked from the Great Lakes eastward (called "pork-eaters"), or west of the Great Lakes (called "winterers").

**pemmican:** a mixture of buffalo meat and fat



**Figure 9-15** The canoes used to transport goods from Montreal to Fort William were called *canots de maître*. They were about 10 or 11 metres long and about one and a half metres wide, used twelve paddlers, and could carry 4 tons [4000 kilograms] of weight.



**Figure 9-16** Beaver, marten, and fisher pelts

**overhead:** the costs of running a business

One way for the North West Company to be successful was to cut **overhead**. This could be done by having the partners work in the field, rather than hiring managers or factors to do the trading. This also meant that the partners could keep a close eye on the actual trade itself. They called themselves “wintering partners” because they spent the winter far from Montreal. North West Company wintering partners who spent at least a year west of the depot at Fort William on Lake Superior were called “Nor’westers,” a title of which they were extremely proud.

Usually, they were young men, tough and resourceful, and willing to adapt to the ways of the country, as the French *coureur de bois* had done before them. They moved ever westward, searching for new sources of furs and for the elusive Northwest Passage.

In the end, the North West Company failed. Although it had been very successful, competition with the HBC proved to be too great a barrier to overcome. The HBC had also suffered from this competition. The logical solution was to join the two companies, which was done in 1821.

## Using **Songs** as a Primary Source

**What is it?** A voyageur song

**Who wrote it?** Unknown

**When?** During the days of the fur trade

Songs can often tell us a great deal about a time period and its people. Many of the voyageur songs were quite impolite, but generally they told a story of heroic events or lost love. Sung to the rhythm of the paddling, they eased the strain on the voyageurs. The following song is one that was frequently sung.

A la clair fontaine,  
M'en allant promener,  
J'ai trouvé l'eau si belle,  
Que je m'y suis baigné.  
Il y a longtemps que je t'aime,  
Jamais je ne t'oublierai.

### YOUR TURN

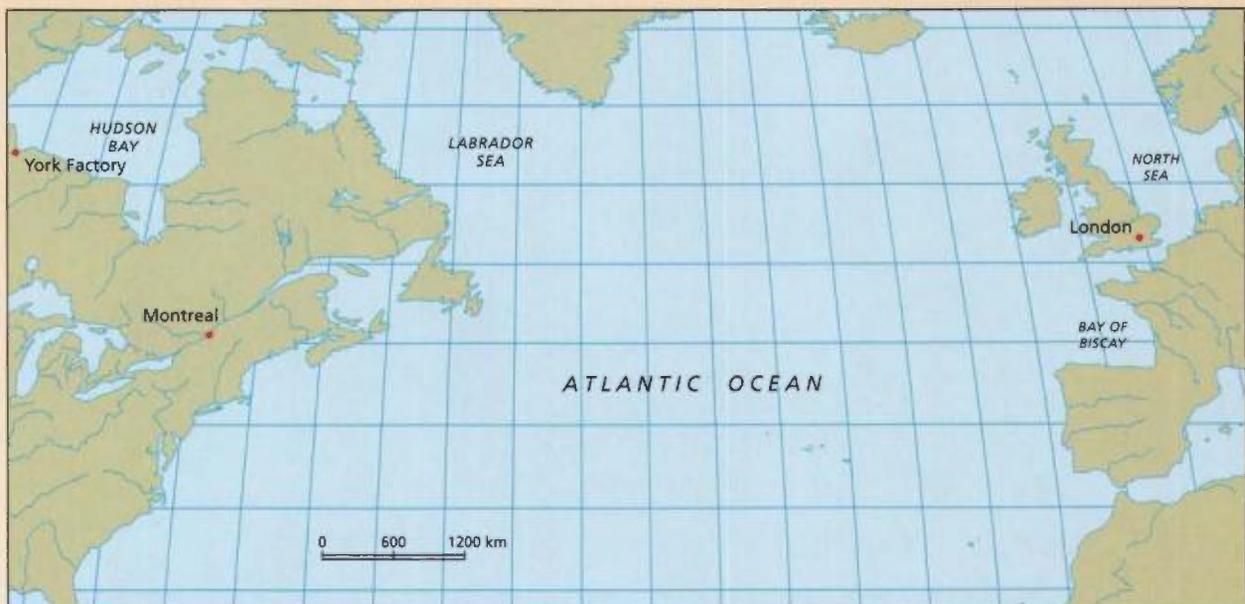
1. Translate this song into English.
2. Other groups of labourers have also used song to ease their work. With a partner, do some research to find out about this practice. Prepare a short presentation to the class on the results of your research. Consider the subject matter of the songs, as well as their rhythm. If possible, find a recording of one of these songs to play for the class.
3. Why do you think the voyageurs tended to use themes of heroic exploits or lost love in their songs? Think of the lives they led, and give reasons for your answer.

# The Logistics of the Fur Trade

Unlike partners in the Hudson's Bay Company, employed from Britain, most people in the North West Company were active traders. Many had been independent pedlars before joining together in the NWC in 1783.

To make the new company work, the NWC had to overcome the serious problem of distance. The HBC could transport furs and goods by sailing ships to London directly from where the bulk of the trading took place, on Hudson Bay and James Bay. This was

true even after the HBC built interior posts. The York boats used by the HBC were 50 metres long, and could use either oars or sails. They could carry a cargo of 3000 kilograms, about twice as much as a *canot du nord*. The NWC partners, on the other hand, had to resort to canoe brigades, which had to cross the continent before they reached the ships at Montreal that would carry the furs to London. (See page 116 for more information on logistics.)



**Figure 9-17** The success of fur-trade companies depended to a large extent on how quickly they could get the furs to market.

## YOUR TURN

Map-makers use scale to represent distance. A line scale, which is used in this book, gives distances in kilometres (km). A map's scale tells you the size of the area it covers. A map drawn to a scale of 500 km/cm will appear much larger than one drawn to a scale of 5000 km/cm. Remember to look at scale when doing the activities below.

To find the distance between two points on a map, place a piece of paper so that the edge connects both points. Mark the points with a dot on the piece of paper. Then compare the distance between the two dots with the map's scale and estimate the distance in kilometres as accurately as you can.

1. Use the scale on the map in Figure 9-17 to measure the distance from York Factory to London and from Montreal to London.
2. Use the scale in Figure 9-3 to calculate the distance from Edmonton House to York Factory. Use the scale in Figure 9-10 to measure the distance from Rocky Mountain House to Montreal. Which company had the longest fur-trade route?
3. Checking scale carefully, estimate the total distance from western Canada to London that each company had to travel.
4. How would the geographic factor of distance affect the economic success of these companies?

# The Trapping of Animals

Attitudes towards the trapping of animals for fur and leather clothing have changed tremendously in the last decade or so. Animal-rights activists have convinced many people to stop buying furs and leather made from animals who have died cruelly in traps. One of their more dramatic methods has been to throw paint on men or women wearing fur coats, destroying the coat. The activists have also encouraged **boycotts** of fur clothing with a great deal of success. Numerous brands of **synthetic** furs have been developed. The European Parliament threatened to ban the importation of Canadian furs in 1997, but instead set standards for humane trapping.

On the other hand, the fur trade provides much of the

livelihood for Canada's Native peoples, who hunt as a way of life. The Canadian government estimates that 40 000 Native peoples are employed as trappers. The trapping methods used now are much more humane than those used in earlier centuries. In addition, furs are a renewable resource. They are harvested by people who live off the land and care for it, and the furs of endangered species are never harvested.

**boycott:** refusal to buy a product

**synthetic:** using fibres that are not of natural origin

**Figure 9-18** How effective a protest against the fur trade is this? Is it more effective than throwing paint on a fur coat?



## WHAT DO YOU THINK?

1. Write a dialogue between an animal-rights activist and a Native person who earns their living by trapping. Be sure to clearly express both points of view.
2. What are your personal feelings on this issue? Do you wear clothing made from fur or leather? Are you careful to avoid these products when you shop? Give reasons for your answer.

## ACTIVITIES

1. What was the main difference in how the NWC and the HBC operated? Why was this important?
2. Write a list of handling instructions for newcomers to a fur brigade on how to load and handle a canoe.
3. Compose a voyageur song of your own. How are you going to make it one that would appeal to voyageurs?

# EXPLORATION

## THE INTERIOR

One of the most important of the contributions made to Canada by the fur traders was the exploration and mapping that they did. Their intention was to find more furs, or better ways of shipping furs to market, but what they really did, inadvertently, was to map the country. The North West Company produced many more explorers than the Hudson's Bay Company because of their different means of operation, but the contributions of all the explorers were important. They were not really discoverers, of course, because the aboriginal inhabitants of Canada were quite familiar with this territory. They were, however, the first to extend this knowledge to Europeans.

In 1690, the HBC sent Henry Kelsey to encourage the Native peoples to bring their furs to York Factory. During a two-year journey, he reached The Pas and Saskatoon before returning to York Factory. His observations were largely ignored.

Samuel Hearne was the next explorer sent out by the HBC. Hearne

was an interesting person. He had educated himself, having failed almost all his subjects in school, by joining the Royal Navy, where he learned some of the basic skills of navigation before joining the HBC. In 1769, Hearne was sent on the first of three explorations, with Chipewyan guides, into the northern part of Rupert's Land. His goal was to find the rich copper mines that geographers believed existed in the barren lands. Hearne was unsuccessful until his third expedition. At this time he met Matonabbee, a great hunter and chief, who taught Hearne to survive in the barrens. At the end of almost two years, Hearne and his companions had travelled more than 6 000 kilometres, mostly on foot—and they had found copper.

Alexander Mackenzie, a "wintering" employee of the NWC, was often depressed by the ordeals, boredom, and loneliness of life in Fort Chipewyan on Lake Athabasca.

His superior, Peter Pond, believed that a major river flowed from Lake Athabasca to the Pacific, and he ordered Mackenzie to find this passage in 1789. Mackenzie

### DID YOU KNOW?

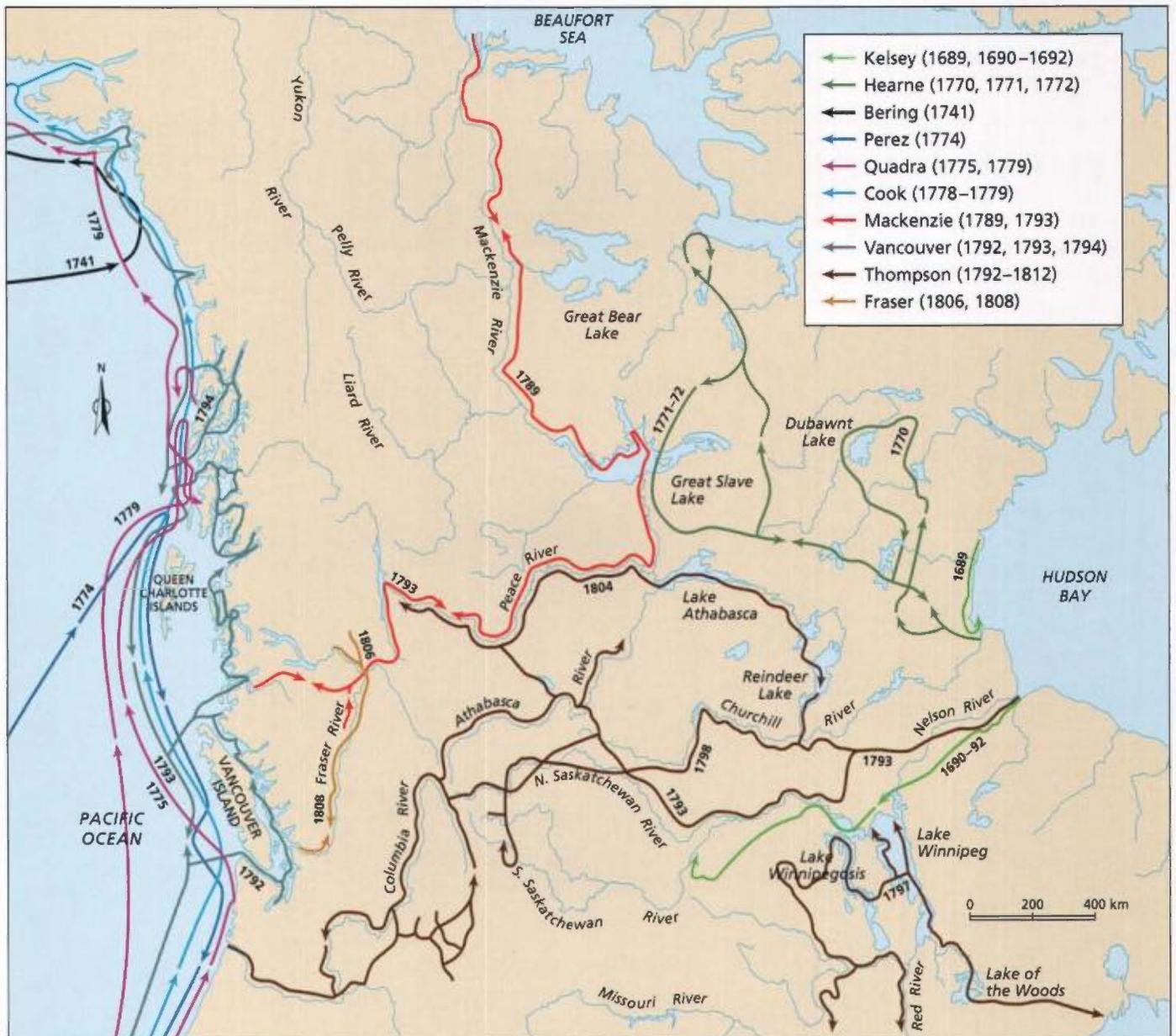
*Peter Pond, the chief NWC trader at Fort Chipewyan, had already shot and killed at least one and possibly two rivals.*

## Successful Travel

Matonabbee attributed the difficulties of Hearne's initial explorations to the lack of Native women in his party.

When all the men were heavily laden, they can neither hunt nor travel to any considerable distance [without women]. Who is to carry the produce of their labour? Women ... also pitch our tents, make and mend our clothing ... and, in fact, there is no such thing as travelling any considerable distance without their assistance ...





**Figure 9-19** The exploration of the west and the Pacific coast. The arrows show direction of travel.

reached the Arctic Ocean after considerable hardship, following a river that was subsequently named after him, but it was obviously nowhere near the Pacific.

After his failure to reach the Pacific Ocean, Mackenzie bought better **navigational instruments**, which he hoped would help him to correct gross errors in his position. In 1792, he began planning another attempt to reach the Pacific. This time, Mackenzie decided to follow the Peace River and to depend upon his Native guides more than on Peter

Pond's advice.

Happily for the expedition, the Peace River led to the Finlay River and then to the Parsnip River. From the Upper Parsnip, after a relatively short portage at Giscomb, the expedition arrived on the Fraser River, which Mackenzie assumed was the Columbia River. Since the Columbia River, which flowed out into the Pacific, was well known, Mackenzie was delighted. He travelled down the Fraser to a point where Native guides warned of dangerous and impassable rapids.

**DID YOU KNOW?**

*There was so much snow and ice that Mackenzie did not realize he had reached an ocean until he saw whales beyond the ice.*

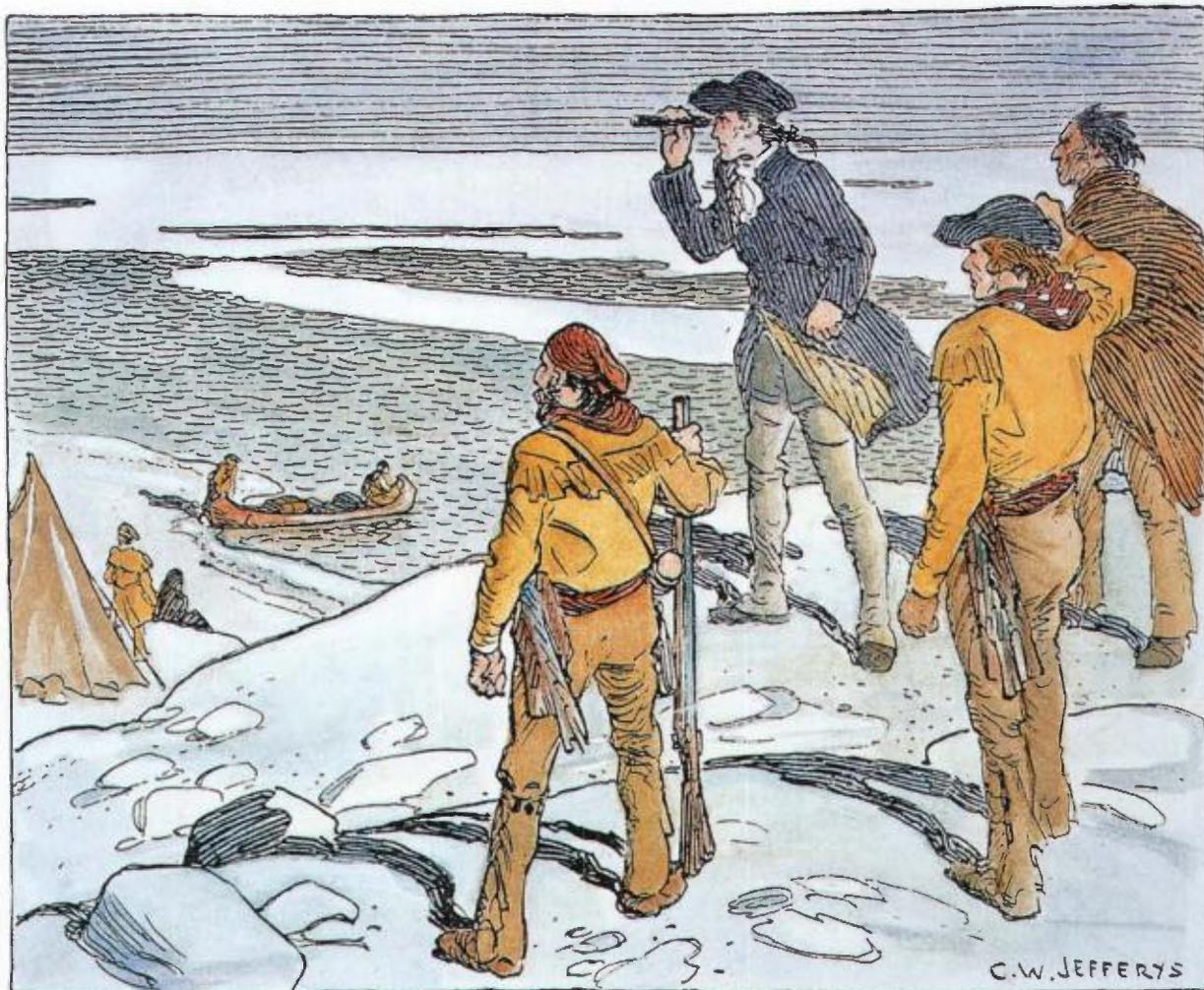


Figure 9-20 Alexander Mackenzie sighting the Arctic Ocean for the first time, on July 14, 1789

Turning westward, the expedition was guided down the Blackwater River system to Bella Coola, a bustling and populous place already visited by European trading ships.

As leader of the first European expedition to cross the land mass of Canada by land, he painted his name and a record of his accomplishment on a rock: "Alexander Mackenzie, from Canada, by land, the twenty-second of July, one thousand seven hundred and ninety-three."

Mackenzie had opened new territory for the Nor'westers, but the value of his finds was not immediately obvious to the company. For one thing, he had not found an easy sea route to the Pacific, as hoped. Also, the Native peoples of the far west were obviously already trading with ships

from the United States and England by the time he arrived at Bella Coola. The coastal people were not particularly friendly in their dealings with Mackenzie's party. However, he had found a large river that he thought might be the Columbia and which was worth following up.

Another North West Company partner continued Mackenzie's exploration. Between 1805 and 1808, Simon Fraser crossed into the central part of what is now British Columbia and set up posts at Fort McLeod, Fort Fraser, Fort St. James, and Fort George. Because Fraser thought the region looked much like the Scottish highlands, he called it "New Caledonia." In 1808, he followed the Fraser River, thinking that it was the Columbia River, to the coast, though

**navigational instruments:** sextant, compass, telescope, time piece, and other instruments to measure the location of the sun and stars with reference to the horizon and time of day

**mariners:** sailors

**dentalia:** narrow tusk shells from the west coast of Vancouver Island, a sign of high status among the Native peoples of BC

dangerous rapids forced the party to abandon their canoes and edge their way along steep cliffs.

Fraser was disappointed. He soon realized that the newly travelled river was not the transportation route he had hoped for. Moreover, as with Mackenzie, he was not exactly welcomed by the aboriginal nations of the lower Fraser.

The Columbia never did become a solution to the North West Company's problems of shipping and transportation, although David Thompson, now regarded as one of the best map-makers in history, came close to claiming the route for the Nor'westers. Apprenticed to the Hudson's Bay Company at fourteen,

Thompson found the work at the factory deadly dull. Luckily, he met Philip Turnor, a surveyor, and developed an interest in surveying and map-making.

Dissatisfied with the attitudes of his superiors in the HBC, Thompson walked cross-country to the nearest NWC post and signed on. The rival company, which appreciated his talents, allowed him to work as he saw fit. He would survey and map Canada for the next thirty years, even mapping the boundary between Canada and the United States.

Between 1797 and 1810, Thompson established trading posts and explored the prairies. In 1810, Thompson was asked to find the mouth of the Columbia River, before John Jacob Astor's Pacific Fur Company could establish a fort there. Thompson and his voyageurs travelled the river and reached the Pacific in July of 1811. They found, to their dismay, that the Americans had built a trading post at the river's mouth two months before. Even so, Thompson had mapped the length of the river and increased European knowledge of the west.

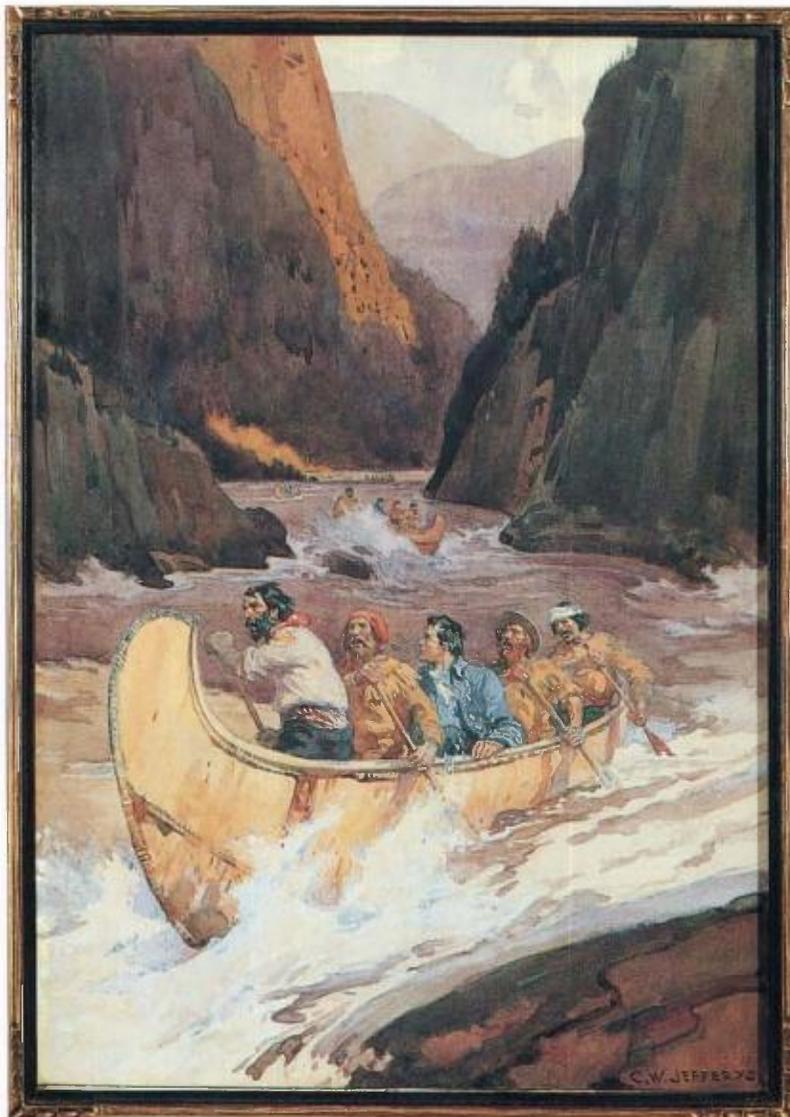
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## THE PACIFIC COAST

In the eighteenth century, while fur traders based in the east were expanding trade networks toward the Pacific, ships from Europe were mapping and exploring the west coast of North America.

Explorers on the Pacific coast north of Oregon found that the indigenous peoples were not prepared to surrender any of their rights to Europeans. The Coast Indians had large populations and powerful, well-

**Figure 9-21** The difficulties of travel on the Fraser River



organized societies. They could deal from strength. Maquinna, a famous Nu-chal'-nath leader from the area of Nootka Sound, on Vancouver Island, demanded respect. **Mariners** were careful in their dealings with Maquinna and his people. It was easy and very dangerous to give offence. The crews of more than one trading ship were killed when they insulted or otherwise angered the Northwest Coast peoples.

**Figure 9-22** Tetacu and his family. The family members are wearing **dentalia** shells and other badges of rank. The baby's head appears to be bound, a practice that changed the shape of the skull—another mark of high rank among the Northwest peoples.

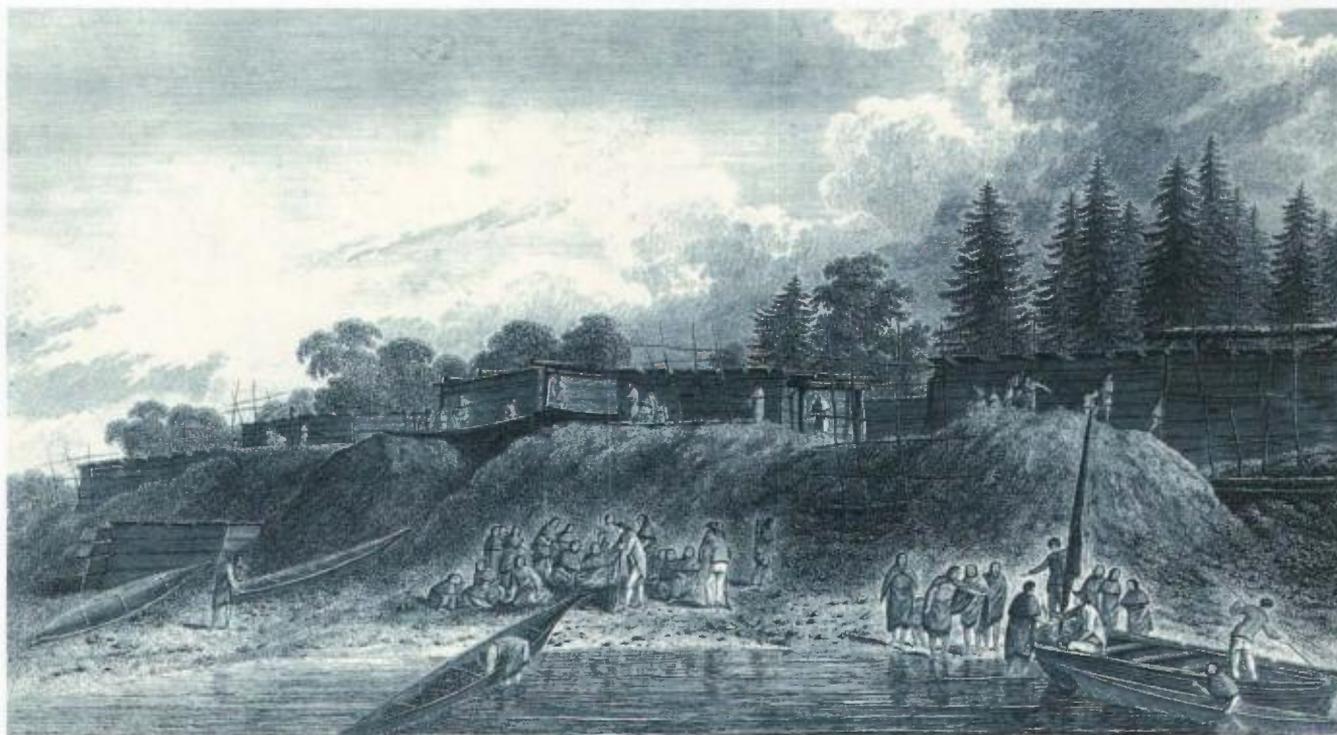


## Captured by the Nootka: John Jewitt and John Thompson

**M**aquinna's warriors killed all but two crew members of the trading ship *Boston* in March, 1803 because their conduct had displeased him. The two survivors were a sail-maker, John Thompson, and an English blacksmith, John Jewitt. Maquinna seems to have spared the sail-maker because he was

elderly, but he spared Jewitt because he wanted Jewitt to make weapons. The two were held for twenty-eight months, living in the Nu-chal'-nath style, until they were rescued in 1805. Jewitt kept a journal during this time, which is now an invaluable source of information about the Northwest Coast Indians.

**Figure 9-23** An artist's view of a Northwest Coast village



**coastline mapping:**  
mapping the edge of the  
land next to the sea

**epic:** heroic

The Spanish, who had seized Mexico in the sixteenth century, were determined to extend the boundary of their colony northward. Spain's right to the eastern Pacific was not contested until the eighteenth century, when word was received that Russia was sending ships southward. At this point, several Spanish expeditions were sent out, the first led by Juan Perez in 1774.

Perez was not able to do good **coastline mapping** because he sailed north in a ship that was too large to approach shore. He knew that another Spaniard, Juan de Fuca, claimed to have found a waterway into the coast of North America. Perez got to the

Queen Charlotte Islands and traded with the Haida there, but he did not claim the lands he saw for Spain. In 1775 and 1779, Bodega Y Quadra sailed north exploring the coast, getting as far as Alaska.

Russian exploration of the west coast of North America came about because of the ambitions of Peter the Great, the Tsar of Russia. Peter planned to make Russia a world power, with an empire that could compete with those of other European nations. In 1725, he sent a Dane, Vitus Bering, to look for land suitable for a Russian colony to the east of Siberia. Bering took three years just to reach the Pacific coast of Russia. In an **epic**

**Figure 9-24** A replica of the *Endeavour*, Cook's ship on his 1768 voyage



and dangerous journey, he explored the North Pacific and 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. When the survivors were offered high prices for the soft, luxurious furs of sea otters by Chinese merchants, a brisk trade in these skins began. Soon Russian fur traders were busy hunting the sea otter off the Alaska coast. They were soon joined by American and English captains, who slaughtered millions of sea otters and fur seals.

Captain James Cook, an English navigator, was so famous in his day that volumes describing his trips to the Pacific sold out within three days of publication. Cook was a good captain and took personal interest in the welfare of the sailors under his command. His use of sauerkraut, and other sources of Vitamin C, saved many of them from scurvy.

Cook was also a remarkable navigator, map-maker, and leader. In 1768, during the first of Cook's three voyages, his small ship **circumnavigated** the globe, bringing back scientific information and specimens that caused great excitement in Europe. Cook's second expedition found Antarctica. On his third expedition, Cook proved that a Northwest Passage did not exist. In February of 1778, he landed at Nootka Sound on Vancouver Island and traded with the Nu-chal'-nath people he met there. Continuing north, he explored the coastline and then sailed to Hawaii, where he was killed.

George Vancouver was one of Cook's officers. He was sent by the British to strengthen Britain's claim to the Pacific coast. 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

#### DID YOU KNOW?

James Cook charted the waters for Wolfe's expedition to capture New France.

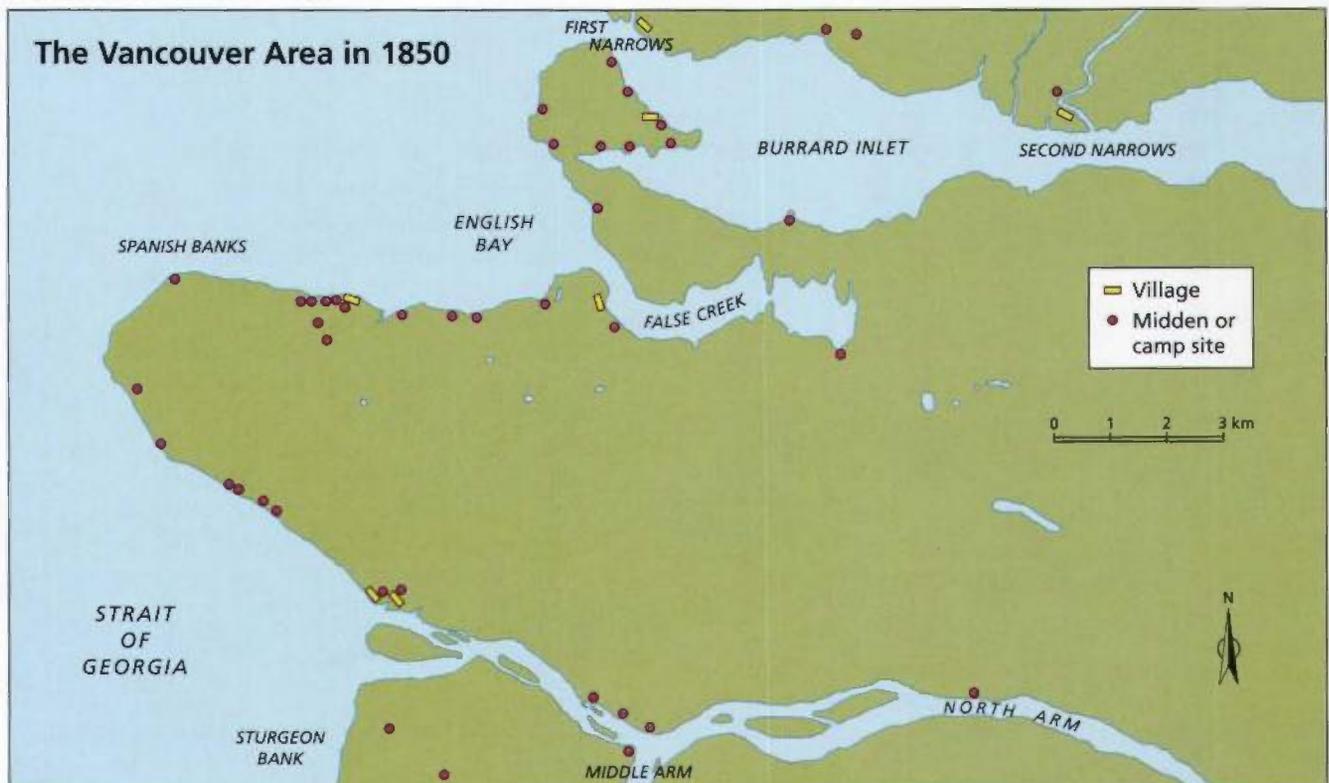
#### DID YOU KNOW?

Captain Bligh, of the novel Mutiny on the Bounty, sailed with George Vancouver.

**to circumnavigate:** to sail around the world

**midden:** a refuse heap

**Figure 9-25** A map of the area around the modern city of Vancouver in 1850. It was well-populated when the Spanish and the English arrived there. Even today, shell middens can be found on every major beach in and near the city.



# The Role of Native Peoples in the Fur Trade

The fur trade changed Native societies in many ways, but it also fit in very well with the lifestyle of many Native peoples. Hunters continued their way of life, and women continued to prepare pelts and to preserve food.

Native peoples who lived close to posts changed the most. They not only trapped furs, but also supplied the interior trading posts with food for the winter. On the plains, this was most apt to be buffalo, and in the far west fishers supplied posts with thousands of dried salmon and whitefish. Many fur traders would have starved without this assistance. The traders themselves often fretted because Native peoples spent too much time hunting and too little time looking for furs.

Fur trading was more than a simple transaction of buying and selling. It was also a meeting of cultures. Both the Native peoples and the staff at the trading posts had to learn to deal with different cultural customs.

White traders wanted to get the best deal possible, but Native traders and trappers were keenly aware of the value of the animal pelts and goods that they were bringing to exchange. They constantly demanded to be paid honest prices for their furs, and to be given honest prices on the goods they bought.

The following are some comments that have been made by both Europeans and Native peoples about the impact of the fur trade on Native peoples.

**what the traffic would bear:** a fair price

**utility:** usefulness

**to accrue:** to gain, to result in

## YOUR TURN

1. What were the advantages of the fur trade for Europeans?
2. What were the advantages of the fur trade for the original inhabitants of Canada?
3. Is it possible to come to a final conclusion about the impact of the fur trade on the Native peoples of Canada?

I have never seen a finer sense of profit than in a trading Indian. He knew exactly the effort that went into getting a gun from York Factory, had a highly developed idea of **what the traffic would bear** and was aware not only of the **utility** of what he bought but also of the social status that would **accrue**, and he built this into his price.

—Michael Asch, University of Alberta, anthropologist



The Indians saw themselves as trading partners, not as exploited victims of the fur trade. The European records made a big thing of how impressed the Indians were with their trade goods; Indian oral tradition tells the reverse—how impressed the Europeans were with the furs that the Indian's didn't value particularly highly. So there was a sort of mutual exploitation going on, based on a lack of knowledge about how each side perceived the value of the goods it was trading.

—Jennifer Brown, University of Winnipeg, historian



The Indian people inadvertently became dependent on European goods for their own survival. 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 Indian groups and so-called “traditional enemies” among the Indians developed. One example of this was the Cree-Dené animosity, some of which arose out of trade-based conflicts in the mid-1700s. Indians identified bows and arrows with hunting, not human carnage, but the arrival of the rifle brought a marked increase in human violence.

—Blair Stonechild, Cree, who heads the department of Indian Studies at the Saskatchewan Indian Federated College in Regina



already there. At Vancouver's suggestion, made to avoid conflict, which neither side wanted, the Spanish agreed to work with the British to chart the channels and inlets of the Strait of Georgia. In negotiations, Spain gave up its claims to the coast north of California.

Vancouver continued his work on

several expeditions between 1792 and 1794. Trained by Cook, Vancouver produced wonderfully accurate and detailed maps. He also took care to guard the health of sailors, particularly against the disease of scurvy. A tough taskmaster, Vancouver worked himself to exhaustion. He died in 1798, at the age of 40.

## ACTIVITIES

1. Draw three or four simple frames of a "serious" comic strip on Mackenzie's trip to the Arctic.
2. In point form, describe the achievements of either Fraser or Thompson.
3. Create an organizer comparing the claims to the Pacific coast of the Europeans and the Native peoples. What criteria will you use?
4. How did Cook and Vancouver contribute to the history of British Columbia?

## WOMEN IN THE FUR TRADE

The role of women in the fur trade has only recently begun to be studied. In fact, women played a vital role in the fur trade. Without their assistance, it is doubtful how well the European fur traders would have done.

It was the custom of traders to take "country wives"—Native or Métis women. These women had family and other social connections with the Indian trading partners, which often proved beneficial to the success of the Europeans in trading. More importantly, the wives provided their husbands with knowledge about Native customs and acted as interpreters.

In many cases, women ensured the actual survival of European traders. Their services in grinding

corn to make **sagamite**, making moccasins, snowshoes, and leather garments, as well as procuring firewood, were essential to the survival of Europeans in an unfamiliar environment. In winter, snowshoes made travel much easier.

The canoe brigades were supplied with pemmican, a nutritious mixture of pounded buffalo meat and fat, which took up very little space and became a staple in the diet of the fur traders. Women also supplied additional foods, such as fish, wild rice, maple sugar, and berries.

Women **dressed** the furs caught by the men, which the inexperienced Europeans did not know how to do. Indian women also helped to make and operate the birch-bark canoes so necessary to the fur trade.

**"country wife":** a wife married "after the customs of the country," which were a blend of both European and Native peoples' marriage rites

**sagamite:** a staple food made from ground corn

**to dress:** to prepare raw furs for use

## Thanadelthur

One outstanding diplomat was Thanadelthur, a young Chipewyan woman. In 1713, she had escaped from the Cree and stumbled into some HBC goose hunters. The HBC were trying at that time to establish peace between the Chippewa and the Cree, and included Thanadelthur in the peace mission. The mission was going very wrong when Thanadelthur took the initiative. She persuaded the Cree to talk with the Chippewa, even though this took all her powers of persuasion. When they were reluctant to agree, Thanadelthur “made them all stand in fear of her” and “Scolded at some and pushed at others . . . and forced them to ye peace.” All agreed that Thanadelthur alone had made the agreement possible.

After Samuel Hearne’s first two explorations were unsuccessful, few explorers dared venture forth without Native women to help and guide them. The women pitched the tents, dried meat, collected berries, dressed skins, and made snowshoes—none of which tasks Native men were prepared to perform.

As if this were not enough, Native wives provided their fur-trader

husbands with information about the intentions of their countrymen, and acted as diplomats.

It is safe to say that indigenous women to a very large extent made the fur trade possible, keeping both trappers and traders alive. They worked every bit as hard as the men, yet they are scarcely even mentioned in the journals of the fur traders or explorers.

Native and Métis women suffered many indignities in return for their hard work and loyalty, but could seldom retaliate. The chief of the Hudson’s Bay Company, George Simpson, had two Native wives, but he abandoned both when he married his Scottish cousin. Daniel Harmon, and others, did better. They recognized the children from their country marriages, remembering them and their mothers in their wills, and perhaps finding their children employment with the Company. Some even sent their children to England or the United States to be educated, though this was rare.



Figure 9-26 Women preparing a moose hide

## ACTIVITIES

1. Why do you think women are seldom mentioned in Canadian history books? Is this even more the case with the Native women of Canada? Explain your answer.
2. What roles did Native women play in the founding of Canada?
3. Write a dialogue that might have taken place among the four women who accompanied Mackenzie to the Arctic.

## THE ARRIVAL OF SETTLERS

There was a great deal of money to be made in the fur trade. In 1788 in England, companies sold furs to a value of £191 000 at auction—the equivalent of many millions of dollars in today's currency. It is no wonder that the HBC and the NWC were such rivals. From 1763 to 1821, the two companies tried every trick in the book to win Native customers and suppliers away from the each other. **Margins** were cut and profits were lowered to entice customers. At times, the men of one company would ambush the brigades of the other company. One of the most serious developments, however, was the founding of the Red River Colony by Lord Selkirk, which almost started a fur-trade war.

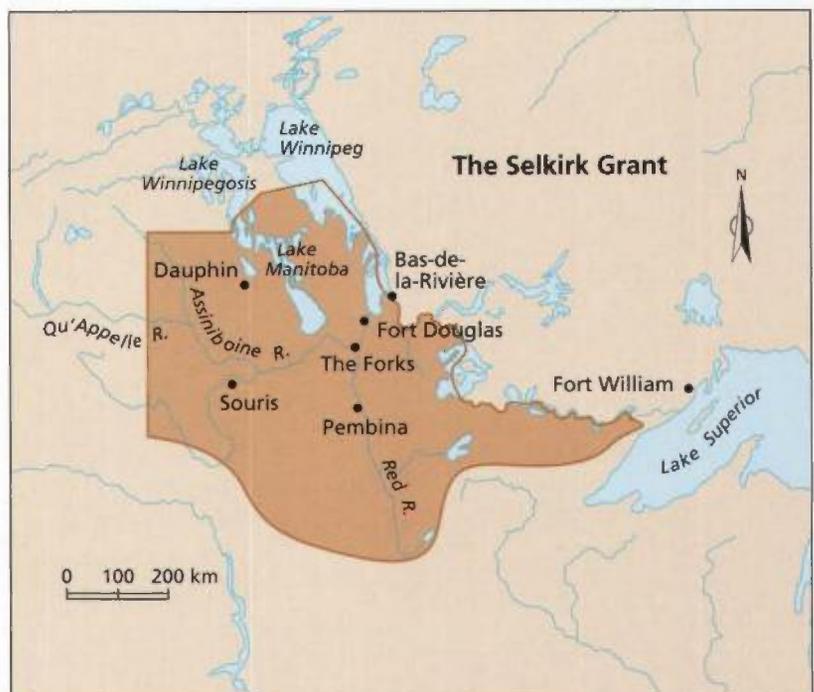
Lord Selkirk (Thomas Douglas, the Earl of Selkirk) was a **philanthropist**. Concerned by the terrible poverty and upheavals caused by the Highland Clearances (see Chapter 5), which put thousands of Scots out of their homes, Selkirk sponsored several schemes to resettle the Scots in Canada. The most ambitious of these plans involved setting aside a huge tract of

agricultural land on the Red River, in the Winnipeg area. Selkirk was able to get this land from the Hudson's Bay Company because he owned many shares in the company. After much opposition from the North West Company, Selkirk was given the rights to settle an area of thousands of square kilometers, which he named "Assiniboia."

**margin:** the difference between the cost and the selling price

**philanthropist:** a person who uses his or her money to help others

Figure 9-27 The location of the Selkirk Grant



**Figure 9-28** The battle of Seven Oaks. Who is winning?



Selkirk might have been a kindly man, but he did not know much about agriculture. He sent his settlers off to the junction of the Red and Assiniboine rivers without ploughs. They had nothing more than hoes and spades to use to cultivate the land. Only the assistance of the Métis and the NWC allowed the colonists to survive their first two years.

Selkirk's scheme upset the NWC because the settlers took up land that lay directly across its trade routes. Moreover, the plan disrupted the buffalo hunts of the Métis, who supplied the Nor'westers with pemmican. The arrival of settlers threatened the fur traders' whole way of life.

Then the governor of the Selkirk settlement did a foolish thing. He issued a "pemmican proclamation," in 1814, forbidding the export of pemmican from the Red River. The NWC, however, depended on the pemmican from the Red River. They

could not afford to import all their food from Montreal.

This action confirmed the NWC belief that the HBC had planted the colony as a way to ruin it. The Pemmican War broke out between the two companies. The NWC first offered free transport to the settlers to new and better land in Upper Canada. Two-thirds of the 200 settlers accepted the offer, although Selkirk sent some replacements.

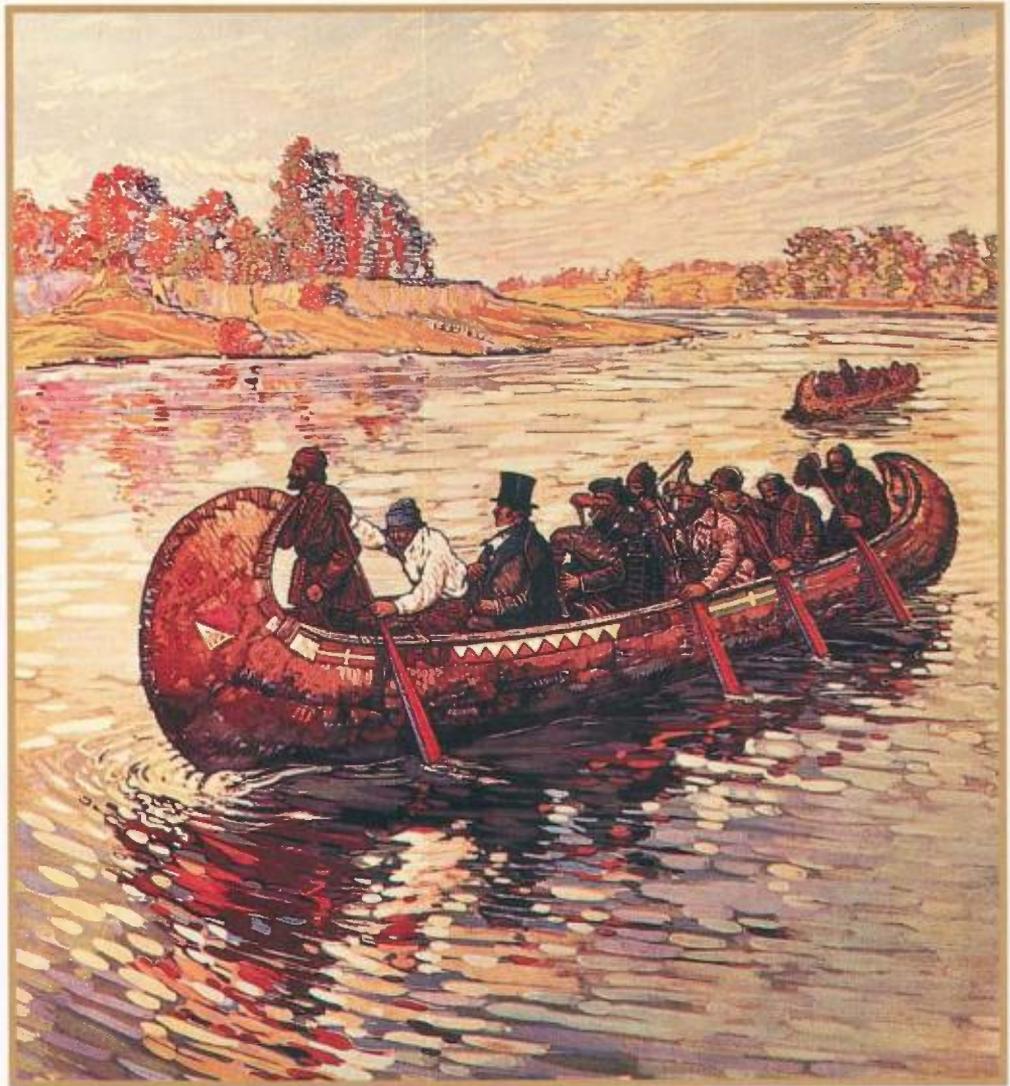
The conflict came to a head at Seven Oaks, when the governor and twenty-one settlers and HBC employees were killed in a fight with some Métis, supporters of the NWC. Selkirk, armed with **mercenaries**, then captured Fort William, the NWC headquarters on Lake Superior. The Pemmican War took the fur trade far beyond the normal practices of competitive business. The Nor'westers sued Selkirk, and he lost a great deal of his money.

**mercenary:** a soldier who works for pay

A year after Selkirk died, in 1821, the two companies merged at the suggestion of the British government. Both companies were broke after the long period of rivalry. The new company, the Hudson's Bay Company, hired on many NWC employees. Forced to work together, they had to learn to forget old grievances. Some Nor'westers never could do this, and they left the new HBC. One of the amalgamated HBC's first acts was to stop using the long route from Lake Superior to Montreal. From then on, all furs were shipped out through Hudson Bay.

George Simpson was appointed the new governor of Rupert's Land. Simpson, a very capable administrator, was given the powers of a **dictator**, and he was not afraid to use them. He fired and punished employees without hesitation. People called him the "little emperor." Like an emperor, he travelled with as much pomp and ceremony as he could muster, covering great

distances by canoe. Simpson was governor for forty years. He also promoted conservation, and brought back the dwindling wild stocks of fur-bearing animals.



**Figure 9-29** The Governor of Rupert's Land, George Simpson, on a tour of inspection

**dictator:** a person with absolute authority

## ACTIVITIES

1. How did the arrival of settlers threaten the fur traders' way of life?
2. Who was responsible for starting the Pemmican War? Before you answer, think about immediate causes and underlying causes.
3. Was the merger between the NWC and the HBC a good idea? Give reasons for your answer.

## CONCLUSION

**H**istorians have said that the fur trade unfurled the map of Canada. Perhaps so, although fur traders were only secondarily explorers. They were, first of all, fur traders. The west is dotted with communities that grew from trading posts. These posts were originally the sites of important Native villages.

From the beginning, the fur business needed the agreement and cooperation of Native peoples, a fact of which traders were keenly aware. They courted powerful people and tried to arrange marriages to help make business easier. On the other side, close relations with white traders made chiefs like Kwah, in New Caledonia, rich.

By bringing brandy and small pox, the latter unintentionally, the fur traders also brought death and destruction, and problems that would sap the

strength of the Native peoples.

One can't help but admire the endurance of the traders. Far from home, they lived in, as they saw it, complete isolation for many months out of the year. Their journals only occasionally record their feelings, as when young John Macdonnell wrote, in 1823 from Fort Fraser, that he prayed that the "interminable gloom" would lift from his shoulders. In places like Fort St. James, fur traders were often close to starvation, eking out a living on an almost constant diet of dried salmon. Small wonder that traders yearned for their homes in the east, and left the trade as soon as it was financially possible. Still, it is difficult to find a community in the west that didn't know the fur traders, or a river down which they didn't paddle their birch-bark canoes.

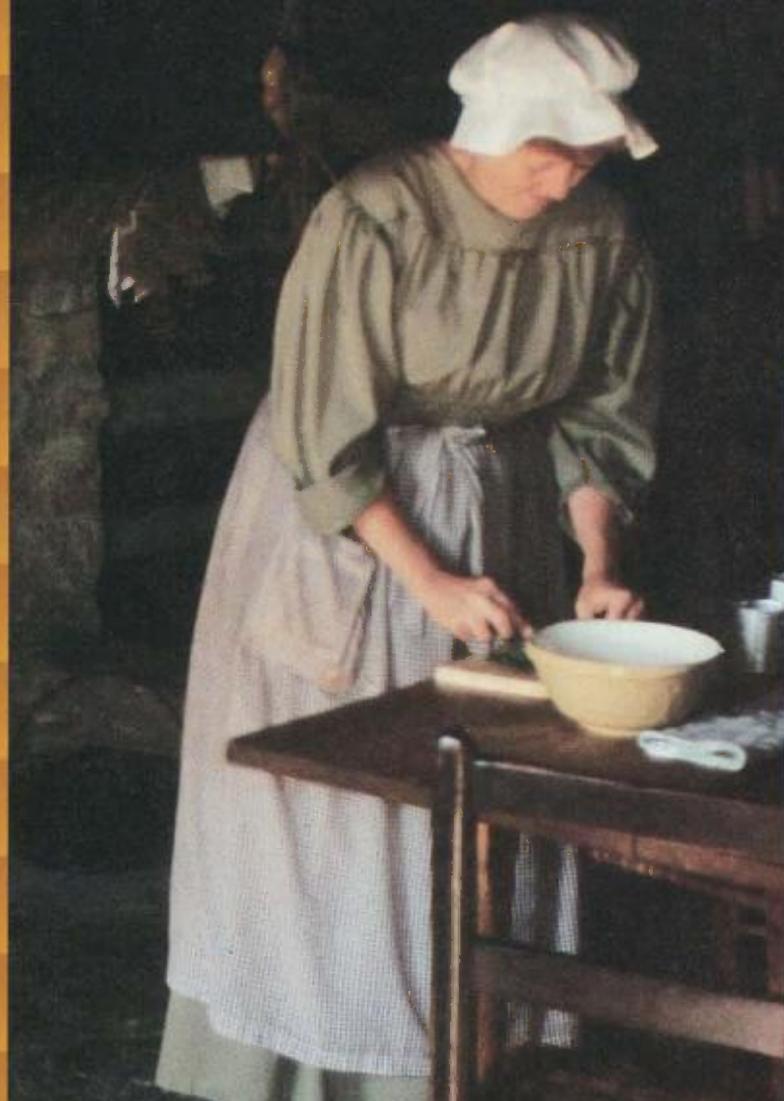
## SUMMARY ACTIVITIES

1. Design a fur-trade game, based on building a fur empire. Use important Canadian rivers and bodies of water to move the pieces along, and use the names and locations of real trading posts.
2. Create a fur-trader's journal that describes some of the activities in which you would participate and some of the things you would see. Illustrate your journal.
3. In what ways are colonists different from economic imperialists? Give reasons for your answer.

## ON YOUR OWN

1. Research the way fur-trading posts were built. Build a model, or draw up plans, for a trading post, complete with notes explaining the purpose of each item.
2. European countries felt that they were quite justified in claiming huge parts of continents in their names. Why did they think this? Were they justified in their beliefs?
3. Research the concept of Eurocentrism to answer this question.
3. If the fur traders had not explored the Canadian west, claiming it for Great Britain, what might the country of Canada look like today?

# 10 THE AMERICAN REVOLUTION AND BRITISH NORTH AMERICA



## CHAPTER OUTCOMES

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

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



# Roughing it in the Bush

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



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

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

### Introduction to Roughing in the Bush

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

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

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

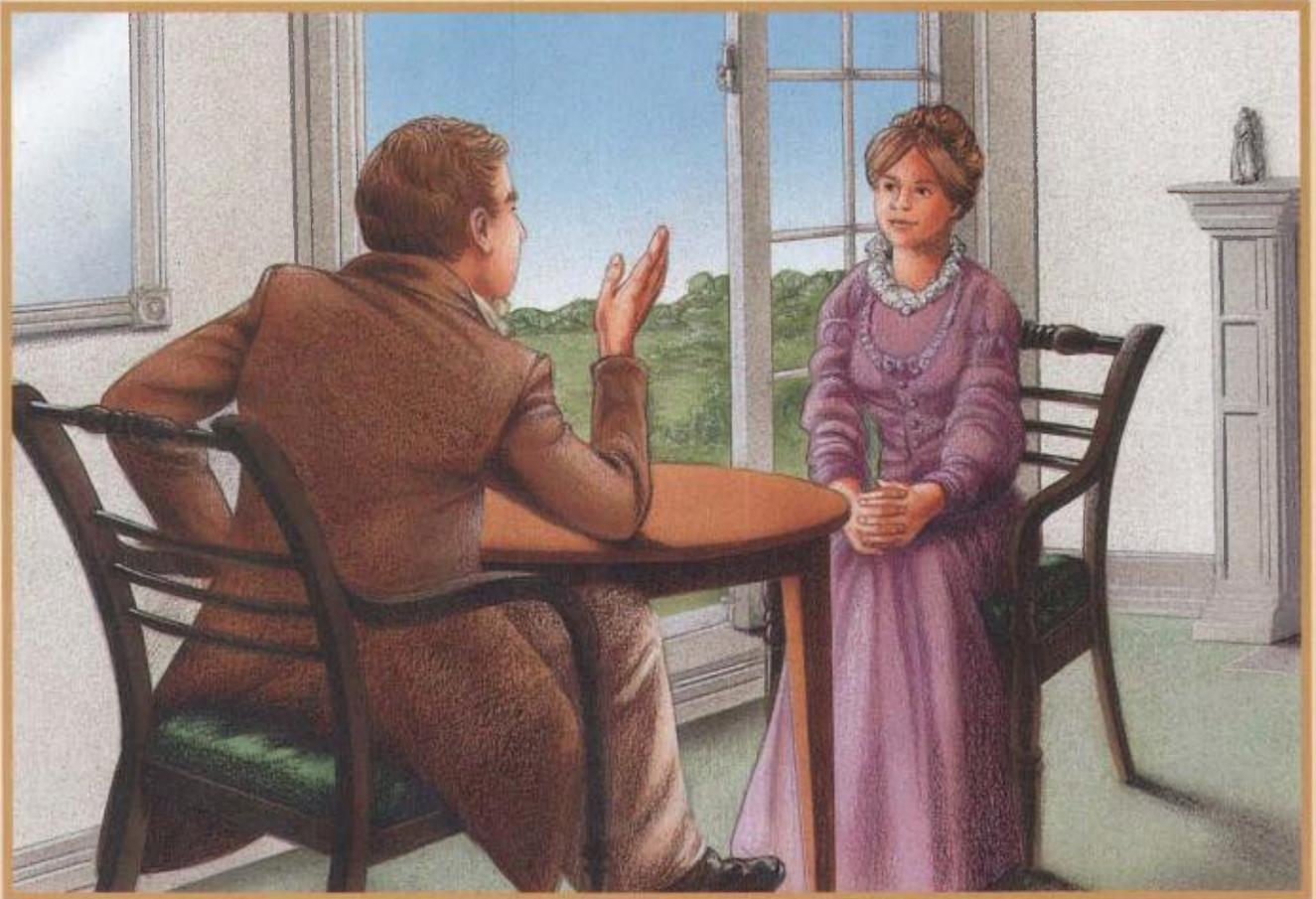
The emigrant’s hope of bettering his condition and

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

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

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

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



Susanna and her husband discuss coming to Canada.

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

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

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

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

So far from this being the

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

### Arriving in Canada

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

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

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

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

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

upward trip and provisions for the sick on her return.

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

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

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



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



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

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

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

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

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

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

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

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

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

### **Finding the Farm**

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

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



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

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

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

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

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

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

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

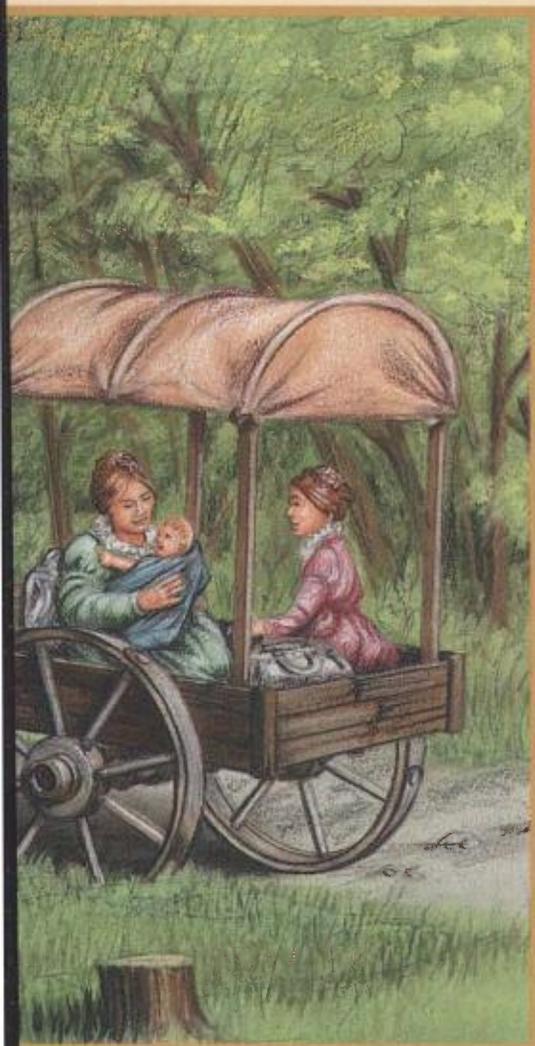
location that. I wish you Britishers may enjoy it."

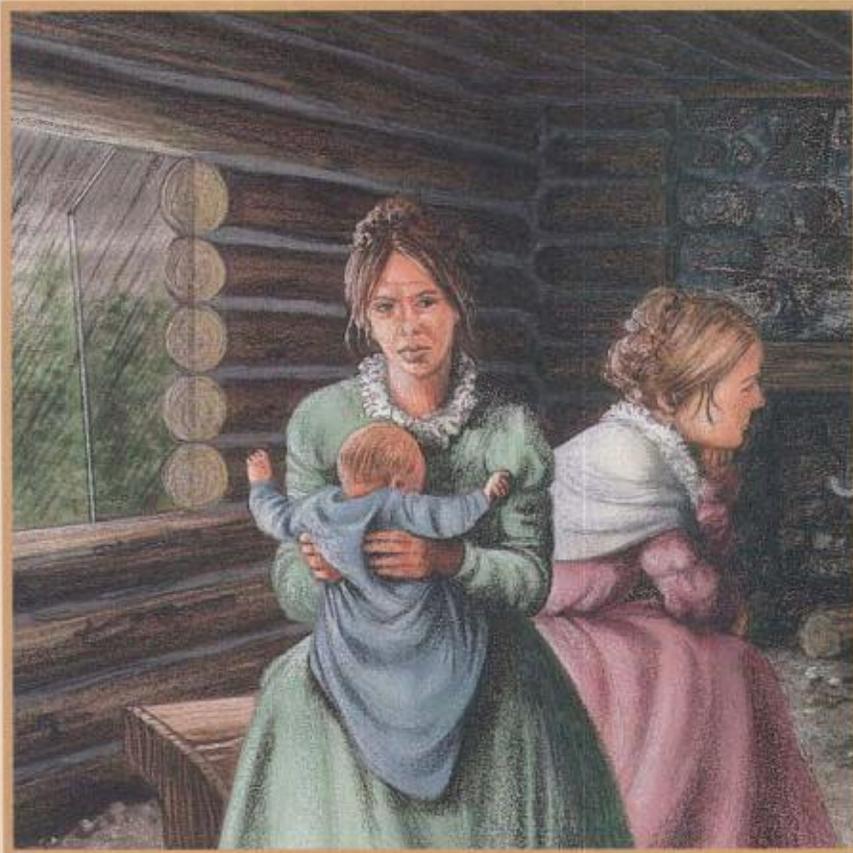
I gazed upon the place with perfect dismay, for I had never seen such a shed called a house before. "You must be mistaken; for that is not a house, but a cattle-shed, or pig-sty."

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

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

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





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

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

The prospect was indeed dreary. Without, pouring rain;

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

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

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

**slighting:** hurtful

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

**inducement:** good reason

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

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

**uncouth dialect:** improper speech

**vociferation:** yelling

**melancholy:** deep sadness

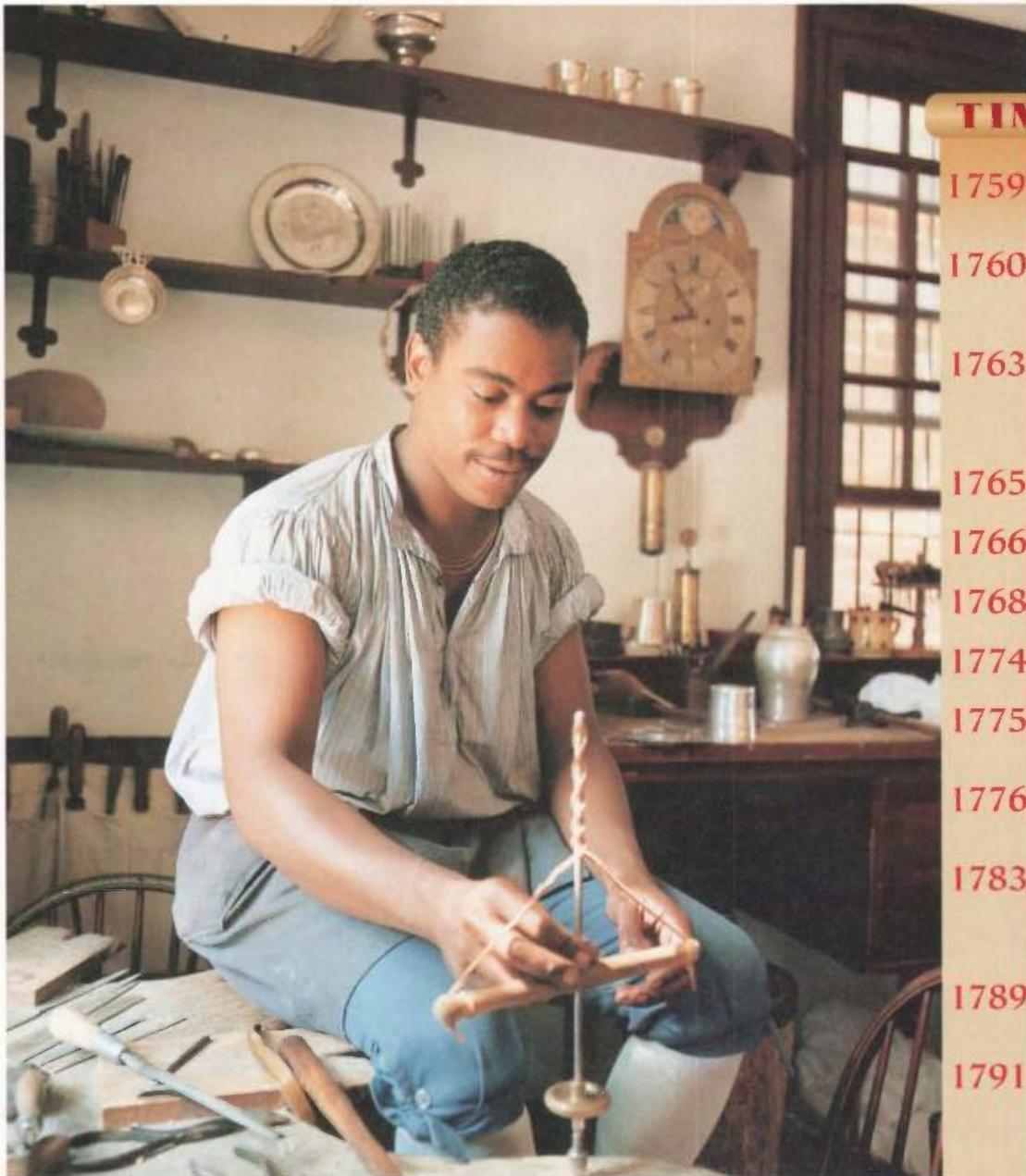
**dexterously:** skilfully

**gratuitous:** unnecessary

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

## ACTIVITIES

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



## TIME LINE

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

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

—HECTOR ST. JOHN CREVECOEUR

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

## INTRODUCTION

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

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

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

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

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

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

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

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

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

### Burning the farms

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

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

—British General Murray, 1760



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

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

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

## AFTER THE FALL OF QUEBEC

### AFTER THE CAPTURE

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

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

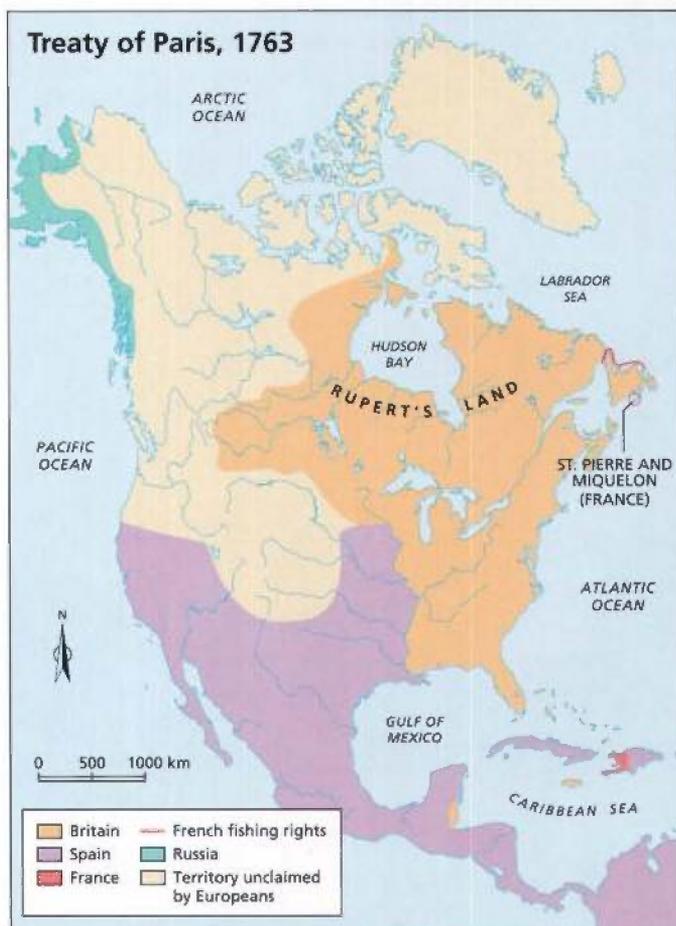
Canada's surrender, and the Treaty of Paris in 1763, ended the wars between Britain and France for control of North America. According to the terms of the treaty, France gave

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





**Figure 10–2** The spirit of France, shown as an angel, offers the keys to Quebec (in the background) to Britannia, the spirit of Britain. In which country would this plaque have been produced? Why might female “spirits” have been chosen to represent the two countries?



**Figure 10–3** This map shows which parts of North America were claimed by various European powers after the Treaty of Paris in 1763.

up all rights and colonies in North America to Britain, except for Louisiana and the city of New Orleans, which she gave to Spain, and the islands of St. Pierre and Miquelon, near Newfoundland, which France retained. In exchange, she received Martinique, Guadeloupe, and some other sugar islands in the Caribbean. Intendant François Bigot and Vaudreuil went into exile in France, where they were arrested and briefly imprisoned in the Bastille.

## QUEBEC ACCEPTS BRITISH RULE

The people of the newly conquered territories of New France were not given much say in their own government. After all, they were the “enemy,” as far as the British were concerned. Similarly, the French colonists did not expect to be given many rights. Democracy was more or less unknown in France and her colonies at this time.

The British did not have any way to rule a conquered enemy except by using the army as police and army officers as judges. In other words, Quebec came under military rule. Soldiers and guard posts were set up everywhere.

Although the British had hoped that French Canadians would forget their language and traditions and become English, this would not happen. The first British governor, Guy Carleton, realized that the French would not abandon their own ways of living—especially their language and religion. Besides, Governor Carleton rather liked the way he could get along with the French through priests and seigneurs.

The British treated the Canadiens reasonably well, paying for supplies with money rather than simply taking things. Guns were allowed for

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

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

## NATIVE PEOPLES' RESISTANCE

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

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

## Vice Squad

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

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

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

—A British Officer, 1761



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

**Captain of Militia:** military officers

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

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

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



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

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



## A ROYAL PROCLAMATION ANGERS THE AMERICANS

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

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

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

### DID YOU KNOW?

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

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



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

# Weapons of Mass Destruction

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

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



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

## WHAT DO YOU THINK?

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

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

## THE QUEBEC ACT

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

disagreed with almost every part of it.

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

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

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

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

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



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

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

## ACTIVITIES

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

# THE AMERICAN REVOLUTION

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

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

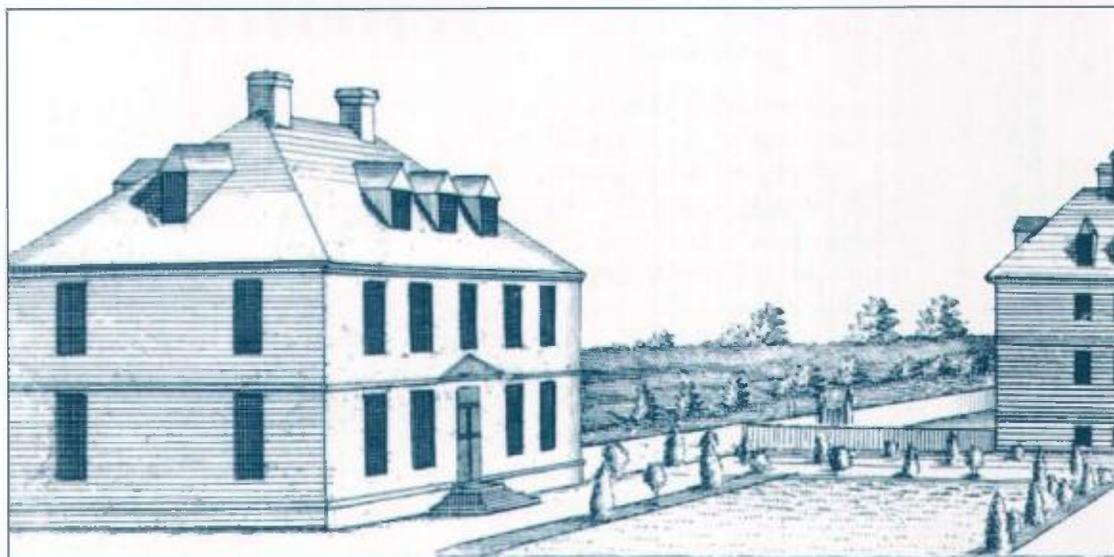
Many had close links with Britain and even owned property in the home country. There were also strong business ties between Britain and North America. As a manufacturing nation, Britain used raw materials from North America in its factories, and sent back manufactured goods. The potential loss of this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

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

## THE STAMP ACT

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

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



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

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

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



**Figure 10-11**  
George III was the king of England between 1760 and 1820.

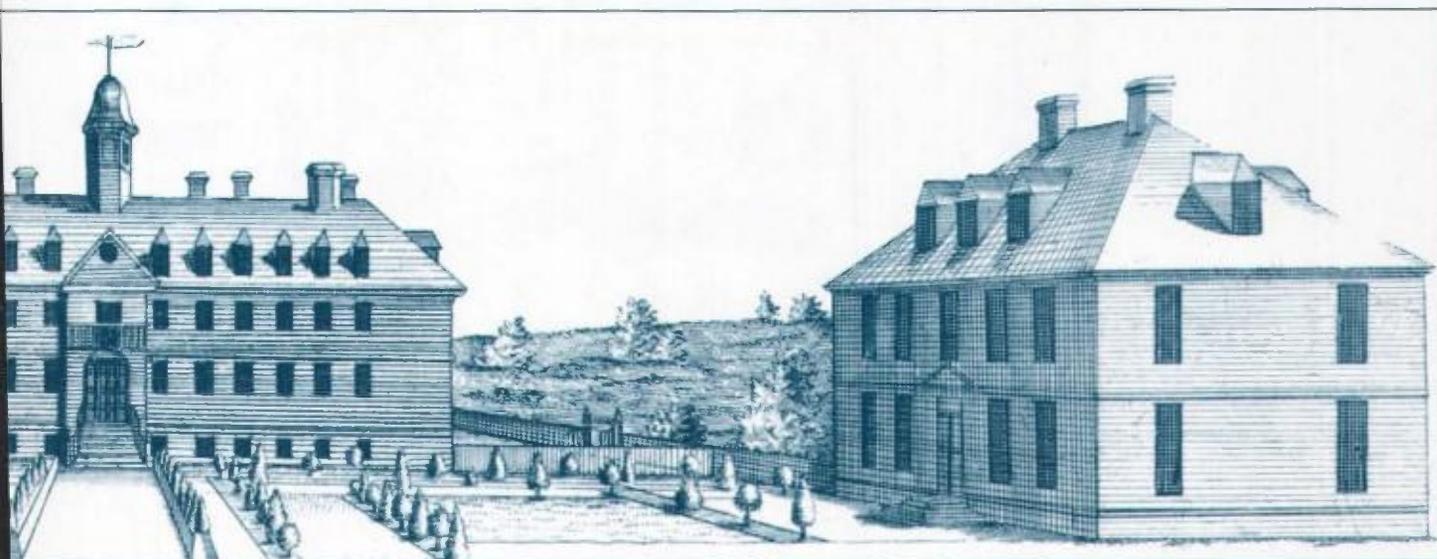
He was a sincere and honest ruler, but he could not deal effectively with the American colonies. In later life, he suffered from mental illness.

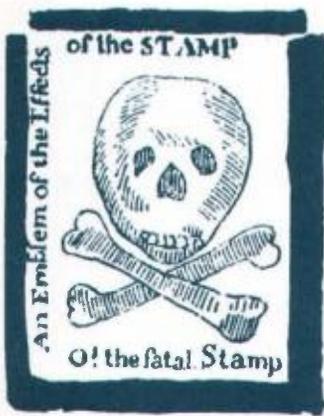
disaster, and everyone knew it. It was **repealed** in 1766. However, the British still wanted to raise money. They brought in new taxes on tea and other goods imported by the colonists. Again the Americans protested and, once again, the taxes were abolished, except for the tax on tea.

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

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

**to repeal:** to take back





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

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

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

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



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

## THE REVOLUTION BEGINS

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

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

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

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

## THE REVOLUTIONARY WAR

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

### DID YOU KNOW?

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

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



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

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

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

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## THE DECLARATION OF INDEPENDENCE

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

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

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

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## THE REVOLUTION SUCCEEDS

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

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

# Using a Declaration of Rights as a Primary Source

## CATALOGUE CARD

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

**Who wrote it?** Thomas Jefferson

**When?** 1776

**Why?** To create a democratic republic

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

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

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

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

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

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

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



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

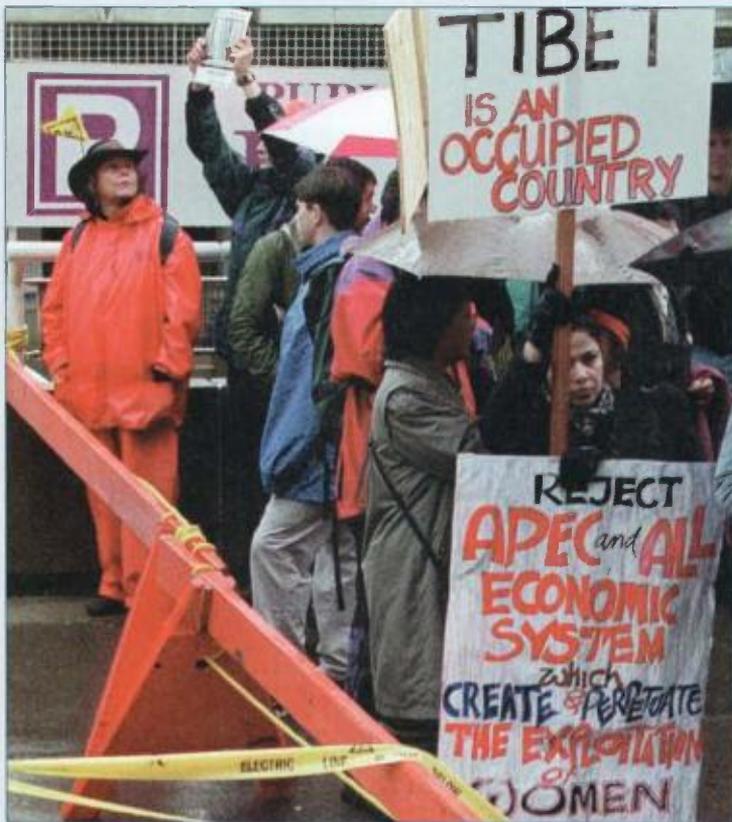
A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for <sup>one</sup> people to dissolve the political bands which have connected them with another, and to ~~assume among the powers of the earth~~ <sup>assume among the powers of the earth</sup> ~~the~~ <sup>separate and equal</sup> station to which the laws of nature & of nature's god entitle them, a decent respect to the opinions of mankind requires that they should declare the causes ~~which~~ <sup>which</sup> impel them to ~~the~~ <sup>the</sup> separation.

We hold these truths to be ~~self-evident~~ <sup>self-evident</sup>; that all men are created equal & independent that ~~they are endowed by their creator with certain~~ <sup>they are endowed by their creator with certain</sup> ~~unalienable~~ <sup>unalienable</sup> rights, that among ~~these~~ <sup>these</sup> are ~~life, liberty, & the pursuit of happiness~~ <sup>life, liberty, & the pursuit of happiness</sup>; that to secure these ~~rights~~ <sup>rights</sup>, governments are instituted among men, deriving their just powers from

## Using a Declaration of Rights as a Primary Source

continued



### WHAT DO YOU THINK?

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

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

### ACTIVITIES

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

# THE AMERICAN REVOLUTION AND BRITISH NORTH AMERICA

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

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

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

## THE LOYALISTS

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

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

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

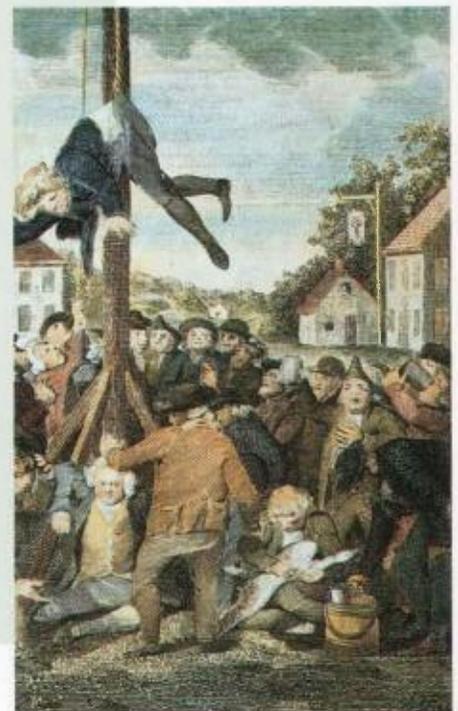
## The Price of Loyalty

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

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

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

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





**Figure 10-18** Because many of them were farmers, Loyalists settled in areas with good, arable land. The British government also provided them with supplies, including farming tools. Because there were few roads, most Loyalists took up acreage on the shores of rivers and lakes.

**Figure 10-19** Loyalists and other settlers were forced to clear land and build houses and barns before their farms could be profitable. Their three basic products, wheat, lumber, and **potash**, helped provide money for survival and improvements. Opposite, a **thresher** stands outside a recreated pioneer farm house in Ontario.



**potash:** wood ashes used as a fertilizer in farming

**thresher:** a machine used for processing wheat

## ARRIVAL IN CANADA

Some Loyalists fought against the Patriots. In the south, there was a bloody civil war between Patriots and Loyalists. When the revolution ended, many Loyalists felt forced to leave their homes to go to British colonies elsewhere. Many came to Canada—about 43 000 settled in what was to become Ontario. Almost 8000 went to the Maritime colonies, which resulted in the formation of a new colony, New Brunswick, in 1784.

The arrival of so many English-speaking colonists in Canada made the 60 000 or so Canadiens very uncomfortable. The Loyalists themselves resented the French and did not want to adjust to French traditions. In the west, they demanded their own government, and Quebec was split into two colonies, Lower Canada, to the east, and Upper Canada, to the west.

## JOSEPH BRANT AND THE MOHAWKS

When the American Revolution began, the Native peoples had to choose sides. There was little chance that they could stay out of the conflict, especially since the Americans wanted their lands. The **Mohawk nation**, in particular, had strong links to the British. They had good relations with Sir William Johnson, who represented England, and judged that their best interests were served by siding with the Loyalists. One Mohawk leader, Joseph Brant, was the brother of Molly Brant,

Sir William's companion and friend, and had other close links with the Johnson family.

Brant was an exceptional diplomat. A skilled leader and famous warrior, he had made several trips to England as an **ambassador** for the **Six Nations**. As a personal friend of important people in English society, he was also invited to dine with the king and queen, and socialized with the Prince of Wales.

One reason for Brant's visit to England was to find lands on which Loyalist Mohawks could settle. The Mohawks, Brant argued, had been friends and supporters of the British cause for many years, and should have a place within the Empire. Brant was angry with British treatment of the Iroquois. He believed that the British, along with the Americans, had obstructed what might have been a great alliance of Iroquois and western aboriginal peoples. He protested that the Iroquois grand council:

"... 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.



In time, the British government gave the Mohawks land along the Grand River in southern Ontario, near the present city of Brantford. Mohawk allies would help the British again in the war of 1812 against the Americans.

**Mohawk nation:** one of the Six Nations

**ambassador:** an official delegate of one nation to the government of another nation

**Six Nations:** the Iroquois confederacy of six nations

### DID YOU KNOW?

At the Hurontown Conference of Indian Nations in 1786, delegates drafted a message to the American government. It reminded the Americans that the Native peoples had not participated in the peace treaty between Britain and the United States, and that they had acted as independent nations during the revolution.

The Hurontown Conference was one of many attempts to defend Native land and traditions from the powerful governments of the United States, Britain, and eventually, Canada. History books have tended to overlook this continuing struggle.

## The Colonel Steps Out

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

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



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



**scalplock:** a small lock of hair

## ACTIVITIES

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

# BRITISH NORTH AMERICA

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

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

## THE CONSTITUTIONAL ACT

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

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

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

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

**to veto:** to stop

**cargo:** goods brought by ship

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

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

**passage:** money for the voyage

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

## GETTING TO CANADA

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

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

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

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

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

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



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

## THE PIONEERS OF UPPER CANADA

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

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

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

### The Black Loyalists

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

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

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

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

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



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

**to annex:** to take for oneself

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

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

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

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

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

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## PIONEER SOCIETY

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

potash, an excellent fertilizer.

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

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

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

## A Pioneer's Death

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

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

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



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

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

that he was still alive.

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

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

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

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



## JOHN GRAVES SIMCOE AND THE BRITISH BOND

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

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

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

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





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

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

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

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

## ACTIVITIES

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

# THE WAR OF 1812

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

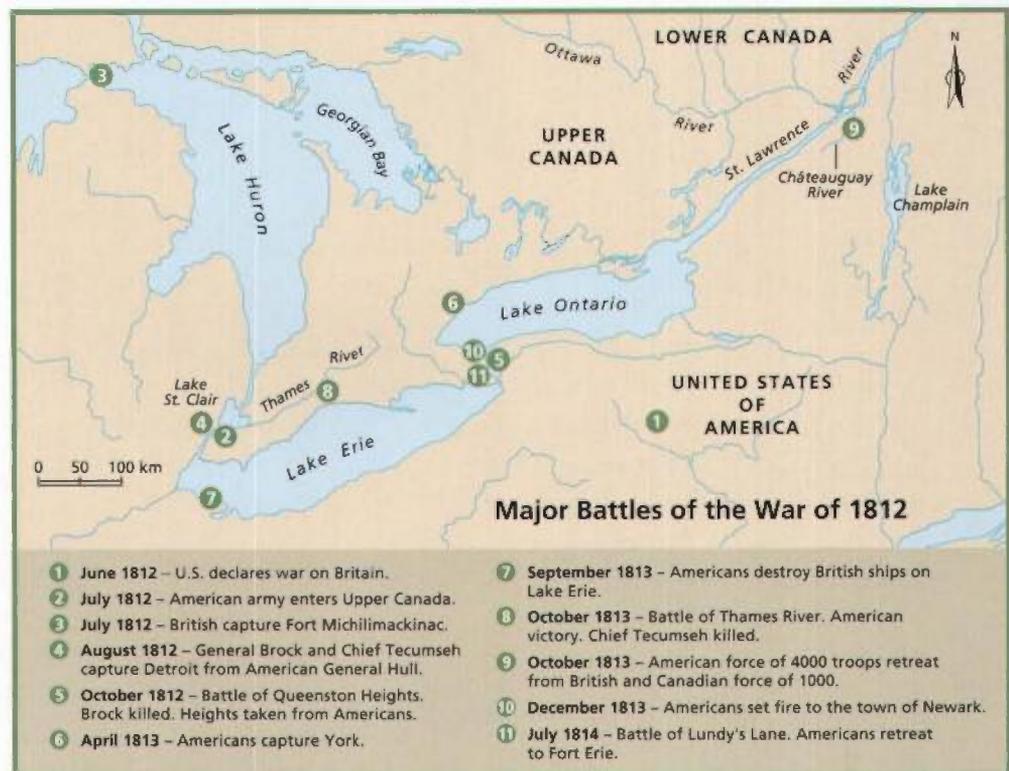
The British worried about the future of their North American colonies. They certainly did not seem very strong. The capital of Upper Canada, York, had only 1500 or so inhabitants by 1812. The entire population of British North America was under 500 000. At the same time, the population of the United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

protected by only 5000 soldiers, seemed a tempting target.

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

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

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

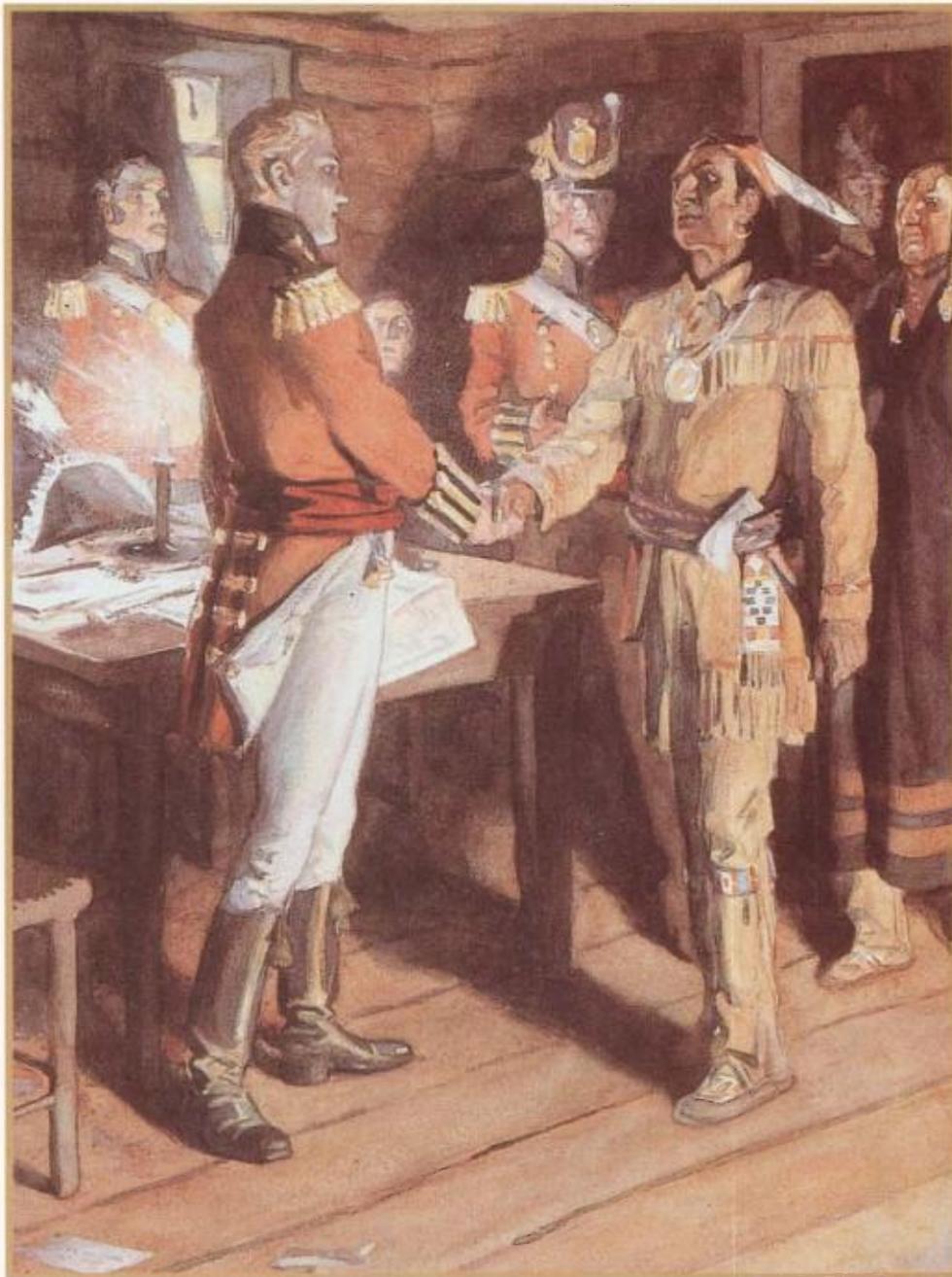


## THE COURSE OF THE WAR

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

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

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



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

## The Tale of Tecumseh

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

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

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

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



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

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

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

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

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

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

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

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

## ACTIVITIES

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

## CONCLUSION

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

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

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

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

## SUMMARY ACTIVITIES

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

## ON YOUR OWN

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

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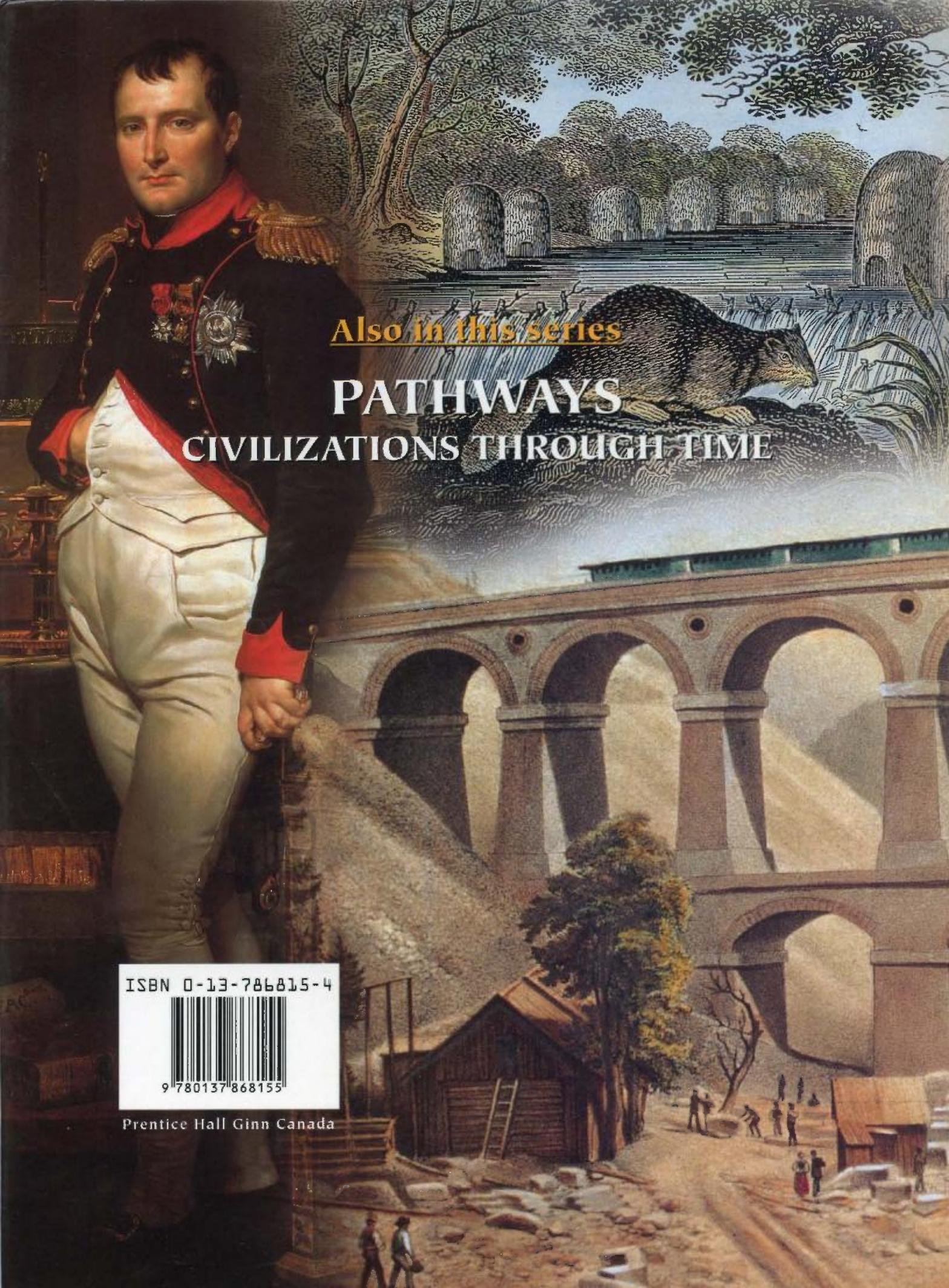
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