

CHAPTER 6

The United States Breaks Away

What's Chapter 6 About?

In 1776, the Thirteen Colonies decided to break away from Britain and become an independent country: the United States. The colonies of Québec and Nova Scotia did not join this war against British rule, but the war affected them all the same.

Because of the war, a wave of people migrated to Nova Scotia and Québec. These people included the United Empire Loyalists and First Nations allies who changed the course of Canadian history.

The war also created the United States — a new player in the future of North America.

FOCUS QUESTIONS

- How did the emergence of the United States shape Canada?
- What challenges of coexistence arose from the Loyalist migration?
- How did people meet those challenges?

American soldiers from the Thirteen Colonies attacked Québec in 1775, hoping to free it from British rule. They thought the Canadiens would welcome them as liberators. They were wrong, and the attack failed. What would Canada be like today if the people of Québec had chosen differently?



CHAPTER TASK

Develop an Interview Plan

HISTORY HAPPENS

MEMO

To: Junior Journalist Corps

From: Senior Editor, *History Happens*

Date: Late 1700s, early 1800s

Re: Events surrounding the creation of the United States of America
Please investigate this lead.

We have received reports that the creation of the United States is having major impacts on all of British North America. We are interested in learning more about how peoples in the colonies of Québec and Nova Scotia are being affected by these events.

Please do some background research on the topic, track down someone from the time period to interview, and prepare a detailed interview plan.

Your plan should include the following:

- A summary of the major conflicts, migrations, and political decisions from 1776 to 1814.
- The person you have selected to interview and the reasons why you have selected this person.
- At least five good interview questions. For each question, tell why you think the question will provide the information you need.

We have deadlines to meet! Submit your plan within the next two weeks.

I need to hear from you:

- In writing or
- Via voice mail.

Yours in time-travel reporting,
The Editor

Conflict in the Thirteen Colonies

GET READY

This section presents information to answer the chapter-focus question:

How did the emergence of the United States shape Canada?

The United States emerged from a conflict with Britain. As you read this section, look for:

- Words that describe sides in the conflict. What divisions did it create among people?
- Words that describe the geography of the conflict. What parts of British North America did it target?

What Was the American War of Independence?

After 1763, Britain was deeply **in debt** because of the Seven Years' War. It was looking for ways to save money. It wanted to keep troops stationed in the Thirteen Colonies, but decided to make the Thirteen Colonies pay for the troops.

To do this, Britain raised taxes in the colonies. The colonists, however, refused to pay. They said that Britain had no authority to tax them, because Britain didn't allow colonists to elect representatives to the British parliament. They came up with a slogan: "No taxation without representation."

In 1775, the protests turned into a rebellion. George Washington took command of an army raised in the Thirteen Colonies to fight British rule. In 1776, the United States declared itself independent of Britain, and began a war — called the American war of independence, or the American Revolution. The war lasted until 1783.

The war deeply divided communities in the Thirteen Colonies. People who supported the rebellion called themselves "Patriots." People who opposed the rebellion — who wanted to remain united to the British empire and loyal to Britain — called themselves "United Empire Loyalists."

in debt: to owe money

George Washington became the first president of the United States in 1789, in a simple ceremony on the balcony of a building overlooking Wall Street in New York City.

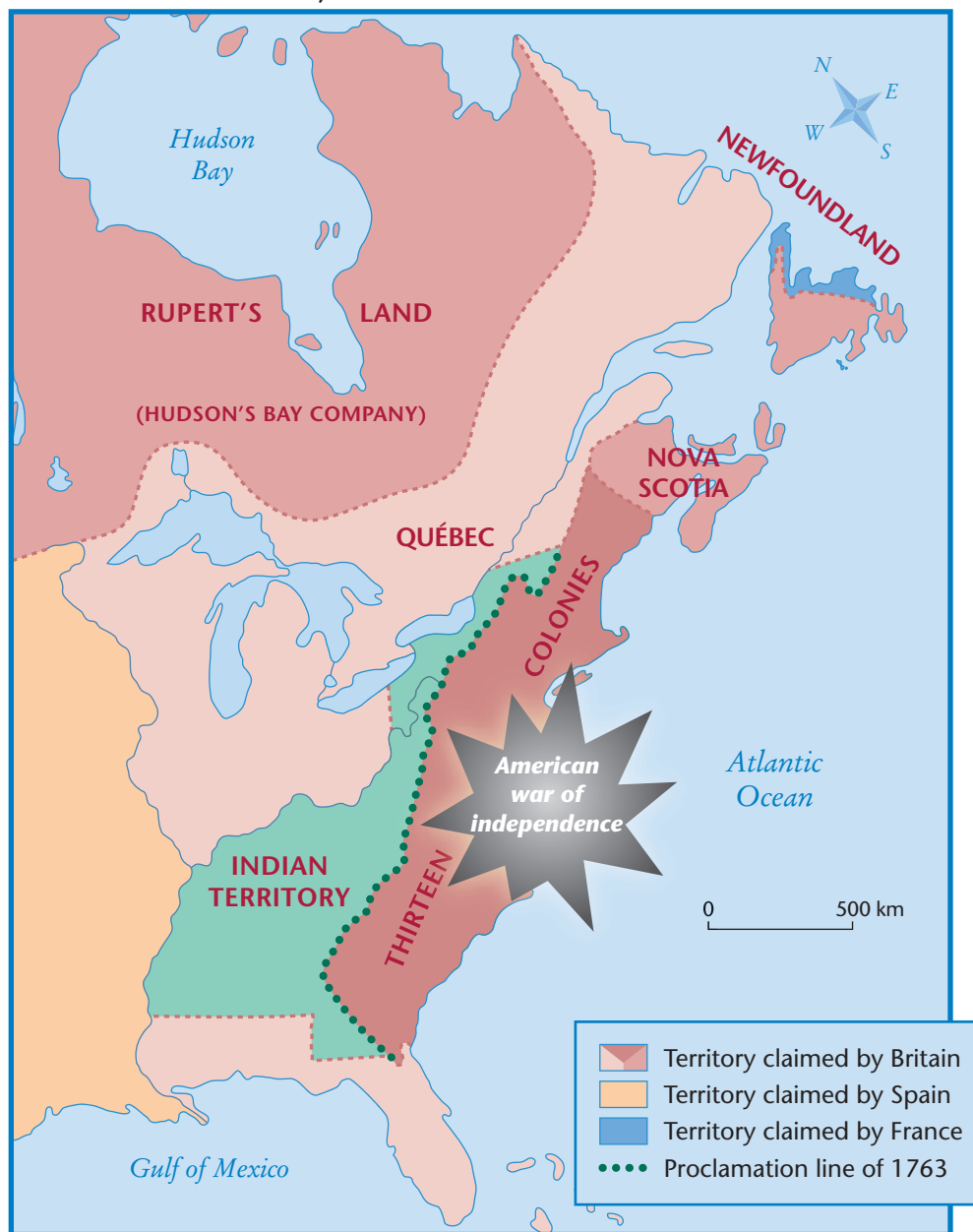


If you compare this map with the map that shows Québec in 1763 on page 164, you will see that Québec is bigger here.

Québec got bigger because of the Québec Act of 1774. You studied the Québec Act in the last chapter. The act established rights in Québec that protected French law and customs. It also extended the boundaries of Québec.

The new boundaries made territory around the Great Lakes part of Québec without consulting First Nations. The Thirteen Colonies believed they had a right to this territory also, and called the Québec Act “intolerable.” They accused Britain of favouring “French enemies” over them — Britain’s original colonists.

British North America, 1776



HISTORY HAPPENS

Eighteenth Century Edition
International News

The “newspaper” from the past
for today’s reader.

Tarring and Feathering on the Rise

— by Beatrix Chronos, your time-roving reporter

THIRTEEN COLONIES, 1775 — Townspeople in Savannah, Georgia were abuzz this morning over the tarring and feathering of an unidentified local resident. The man was accused of being loyal to the British Crown and is just the latest victim of a barbaric practice that has been sweeping the Thirteen Colonies.

At about 9:00 yesterday evening, the man and his family were dining at home when a mob of angry men showed up at his door. They dragged him to the town square and covered him with hot tar. Next, they dumped a sackful of feathers over his head.

“Then, they put him in a cart and carted him up and down the streets of Savannah for more than three hours,” said a witness, still clearly shaken. “They swore they would hang him unless he would declare ‘Success to American Liberty!’”

A doctor who later examined the victim said that the man was lucky to be alive. “I’ve seen cases where the tar caused serious burns, and others where the feathers were lit on fire.” The doctor, not surprisingly, declined to give his name. “Let’s just say I don’t want any trouble.”

Opinion on the streets today seemed more or less evenly divided over the incident. Some reacted in horror to the spectacle while others openly applauded.

“Is that what this rebellion is about?” said (name also withheld by request). “Torturing people who disagree with you? If so, count me out.”

“We’re at war here,” countered another. “People have to choose sides. If you’re with the British, then you are a traitor—case closed. If you ask me, that guy got what he deserved. And if you have a problem with that, my friend, then maybe you will be the next one hearing a knock at the door.” ■



Under threat of violence, this family has decided to leave the Thirteen Colonies. They are hoping to find safety in the colonies of Québec and Nova Scotia, which have not joined the rebellion against British rule. Thanks to American artist Howard Pyle (1853–1911) for supplying this illustration.

A Wave of Refugees

GET READY

This section presents additional information about this chapter-focus question:

How did the emergence of the United States shape Canada?

You could use the information in this section to help you identify a person you would like to interview for your chapter task.

- Which person interests you most? Why?
- Each person represents a group that migrated during the American war of independence. Each group faced its own hardships and challenges. What made each group unique?

refugee: a person who seeks protection in another country to escape danger in their own country

What Was the Loyalist Migration?

The American war of independence pressured people in the Thirteen Colonies to choose sides. Did they support breaking away from British rule, or did they support remaining under British rule?

During and after the war, many people who supported British rule left the Thirteen Colonies for the British colonies of Québec and Nova Scotia. They were **refugees**, escaping to territories that remained under British rule in North America.

Most of these people called themselves Loyalists and most had British ancestors. This wave of people, however, included three thousand black Loyalists. It also included two thousand Haudenosaunee people, who had become allies of Britain during the war, and three thousand German Mennonites, who had not taken sides in the war.

What impact do you think these settlers had on people already living in these colonies?

Meet the Loyalists

Hannah Ingraham

1772–1869

Nothing has ever tasted so good to eleven-year-old Hannah Ingraham. Toast and butter! And eaten in their own house at last. The house has no windows, no doors and no floor. But it does have a roof and a hearth, where a fire now blazes. It's a big improvement over the tent they've lived in for weeks and weeks, especially with winter just around the corner.

Hannah Ingraham's family came to Nova Scotia in 1783. As Loyalists living in New York — one of the Thirteen Colonies — they lost their farm after the American war of independence.

Hannah had learned to live with a certain amount of terror, but she remembered vividly when American soldiers came, the night before they left, to harass her father one last time. They took him away without any explanation.

The next morning, the soldiers let Hannah's father go. Hannah's family boarded a British ship that was taking Loyalists north, into what remained of British North America.

Hannah's family decided to start over at St. Anne's — a former Acadian settlement, later to become Fredericton, New Brunswick.

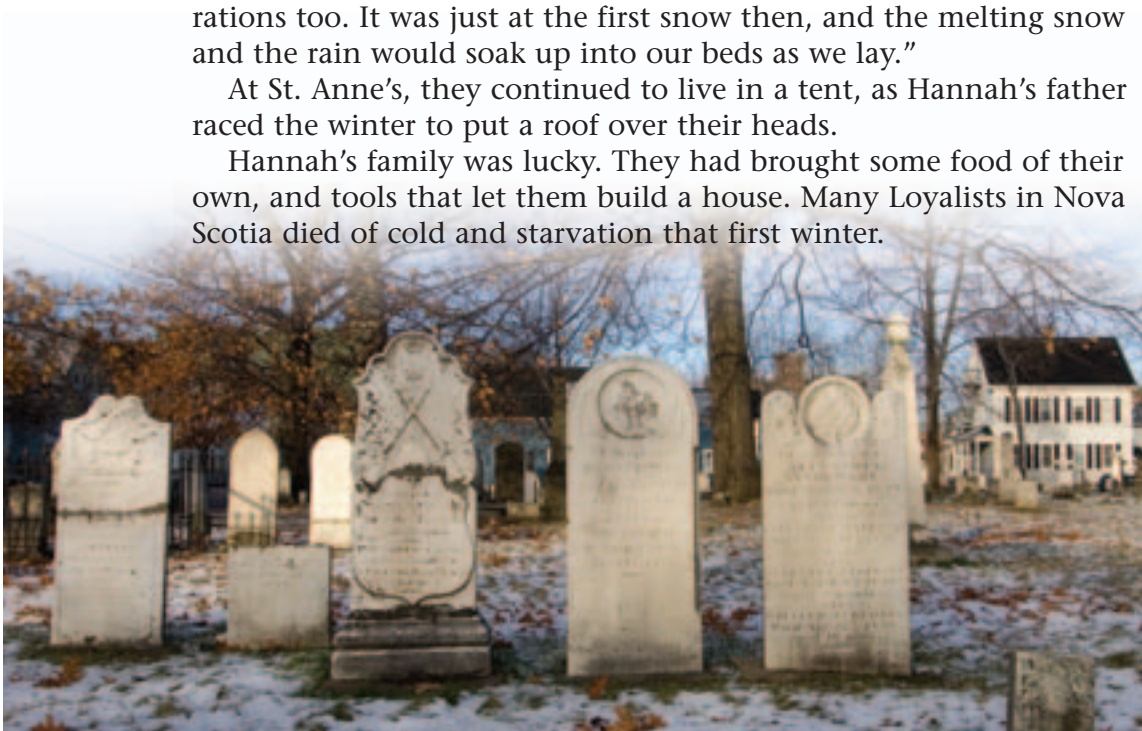
First, however, they landed at St. John. "It was a sad sick time...We had to live in tents. The government gave them to us and rations too. It was just at the first snow then, and the melting snow and the rain would soak up into our beds as we lay."

At St. Anne's, they continued to live in a tent, as Hannah's father raced the winter to put a roof over their heads.

Hannah's family was lucky. They had brought some food of their own, and tools that let them build a house. Many Loyalists in Nova Scotia died of cold and starvation that first winter.

This section profiles real people with an element of imagination. Can you identify the element that "brings history to life"?

Today, you can visit Loyalist graveyards, such as this one in Fredericton, New Brunswick. In what way might a graveyard record the challenges Loyalists faced because of their migration?



David George

1743–1810

As his ship leaves the harbour, David George hopes he is headed somewhere better than Nova Scotia. Like many former slaves, George had joined the British and fought the Americans. After the war, he had settled in Nova Scotia, like so many other Loyalists. Now, he's leaving for Sierra Leone in west Africa with more than one thousand other black Loyalists.

David George began life as a slave in the Thirteen Colonies.

During the American war of independence, the British offered slaves “freedom and a farm” if they joined the Loyalist cause. David George joined. After the war, he went to Nova Scotia, along with three thousand other black Loyalists, and thirty thousand white Loyalists. He settled in Shelburne, Nova Scotia.

Black Loyalists soon discovered what “freedom and a farm” meant: smaller farms, on poorer land, than white Loyalists — or no farms at all. They faced violent racism, too. In 1784, white settlers attacked black settlers in Shelburne and drove them out.

George was a fiery Baptist preacher, and he organized protests against this treatment. The British government then offered free land and transport for any black Loyalists who wanted to settle in the British colony of Sierra Leone.

David George decided to leave. Almost one-third of the population of black Loyalists left with him.

More than two thousand, however, stayed. Some had established farms. Others had found work as blacksmiths, tailors, cooks, and teachers, and in other trades and professions. Still others had become indentured servants: people who promised their work to an employer in exchange for housing and food. These people have many descendants in Nova Scotia today.

David George died in Sierra Leone in 1810.

Many people in Nova Scotia are proud of their connection to the Loyalists. This photo shows Elizabeth Cromwell, past president of the Black Loyalist Heritage Association, talking to former Governor General Adrienne Clarkson outside the Black Loyalist Old School Museum in Birchtown, Nova Scotia.



Other People of the Migration

Thayendanegea

1742–1807

When he can see the Grand River, **Thayendanegea** pauses and looks back at the long column of people behind him. Two thousand have followed him here: Haudenosaunee people and people of other First Nations. They fought with the British against the Americans, and had paid a terrible price. The Americans had burned their villages, orchards and crops. Thayendanegea demanded Britain provide a place for these people to start over. He hopes this new land around the Grand River, in British North America, will give the Haudenosaunee a secure future.

The American war of independence split the Haudenosaunee Confederacy. The Mohawk, Cayuga, Seneca and Onondaga fought with the British. The Oneida and Tuscarora sided with the Americans or remained neutral.

Britain left its Haudenosaunee allies out of the treaty it concluded with the Americans to end the war. Thayendanegea protested. Britain then offered his people 275 000 hectares along both sides of the Grand River — land Haudenosaunee people still call home, in what is today Ontario.

Thayendanegea remained an enemy of the United States all his long life. In 1794, George Washington sought his help to make peace with First Nations fighting the western expansion of the United States. Thayendanegea visited these nations, but encouraged them to keep fighting.

Thayendanegea pressed Britain to recognize the rights of his people to the land at Grand River. He worked to ensure that the Haudenosaunee had clear legal title to the land according to British rules and laws.

LANGUAGE LIVES!

Brantford, Ontario is named after Joseph Brant — Thayendanegea — in recognition of the migration he led of Haudenosaunee people to the Grand River after the American war of independence. First Nations people sometimes had two names: a traditional name, such as Thayendanegea, and a Christian name, such as Joseph Brant.

Thayendanegea:

 tie-en-deh-nay-guh

Thayendanegea, also known as Joseph Brant, visited England. He is famous for refusing to kneel before the king. “I bow to no man,” he said, “for I am considered a prince among my own people. But I will gladly shake your hand.”

This drawing of Thayendanegea was published in the Britain’s *The London Magazine* in 1776.



Hans Winger

1756–1828

Hans Winger doesn't consider himself a Loyalist. Like many German Mennonites in the Thirteen Colonies, he doesn't believe in war and refused to take sides in the conflict between the British and the Americans. Mennonites had suffered for this belief. The colonies passed laws requiring them to fight. When they still refused, many were sent to jail and lost their property. After the war, the new government of the United States promised the Mennonites freedom from military service. Winger, however, doesn't trust the promise. He, his family and a small group of followers have moved north, like the Loyalists. A storm destroyed their first settlement, just north of Lake Erie. They are looking for another place to start over.

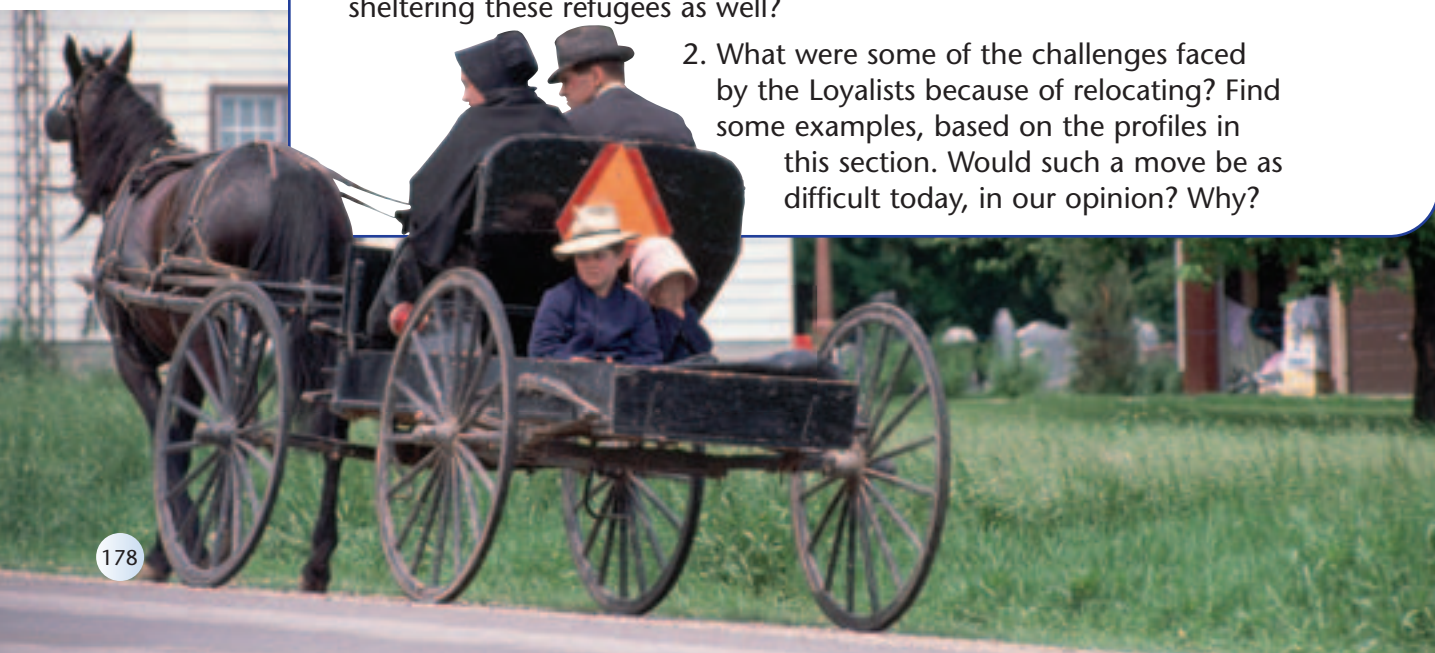
In 1792, Winger became pastor of the first Mennonite community in Canada. He helped establish Mennonite settlements near what are now Waterloo and Markham, Ontario.

By 1793, more than three thousand Mennonites had arrived in the area. Winger petitioned the British government to grant his people freedom from military service. The government granted the petition, but required Mennonites to pay fines in compensation.

Many Mennonite people in Ontario today maintain a strong sense of identity.

RESPOND

1. The Loyalists fled political, racial and religious persecution during the American war of independence. It's a story that has played out again and again in the history of the world. Are there conflicts creating refugee situations in the world today? Does Canada have a role in sheltering these refugees as well?
2. What were some of the challenges faced by the Loyalists because of relocating? Find some examples, based on the profiles in this section. Would such a move be as difficult today, in our opinion? Why?



IDENTITY THEN AND NOW

Loyalty to the Loyalists

An Interview with Marilyn Lappi, a Descendant of the United Empire Loyalists

Marilyn Lappi lives in Alberta, but she can trace her ancestors to United Empire Loyalists who left the Thirteen Colonies during the American war of independence, more than two hundred years ago.

She proudly signs U.E. after her name, which stands for “Unity of the Empire.”

Lappi is an avid **genealogist**. “There was a rumour passed down through the generations that my family was descended from Loyalists.”

She found her family name — Dockstader — in a book called *Loyalist Lineages*. She then painstakingly researched her family tree, and even visited the Mohawk Valley in New York where her Loyalist ancestors once farmed. When the American war of independence broke out, some of the family escaped overland to a Loyalist refugee camp in Québec. They settled just west of Montréal.

“I just think it’s nice to know your family is part of Canada’s history, and that your roots grow deep in this country.”

Lappi is a member of the United Empire Loyalists Association of Canada, a national organization with 28 branches across Canada and 2 400 members.

“Many people may be amazed to find they have family ties to this dramatic piece of Canada’s history,” Lappi says. “We estimate that one in ten Canadians has a Loyalist background.”

Anyone with an interest in Loyalist history can join the association. To qualify as a Loyalist descendent, however, you need to document your family history. The association can help get you started, with tips on tracing family records and information about the Loyalist migration.

genealogist: a person who researches family trees

lineage: ancestry or family line



Marilyn Lappi has a certificate acknowledging her Loyalist ancestry. To qualify for her certificate, she documented her family tree.

RESPOND

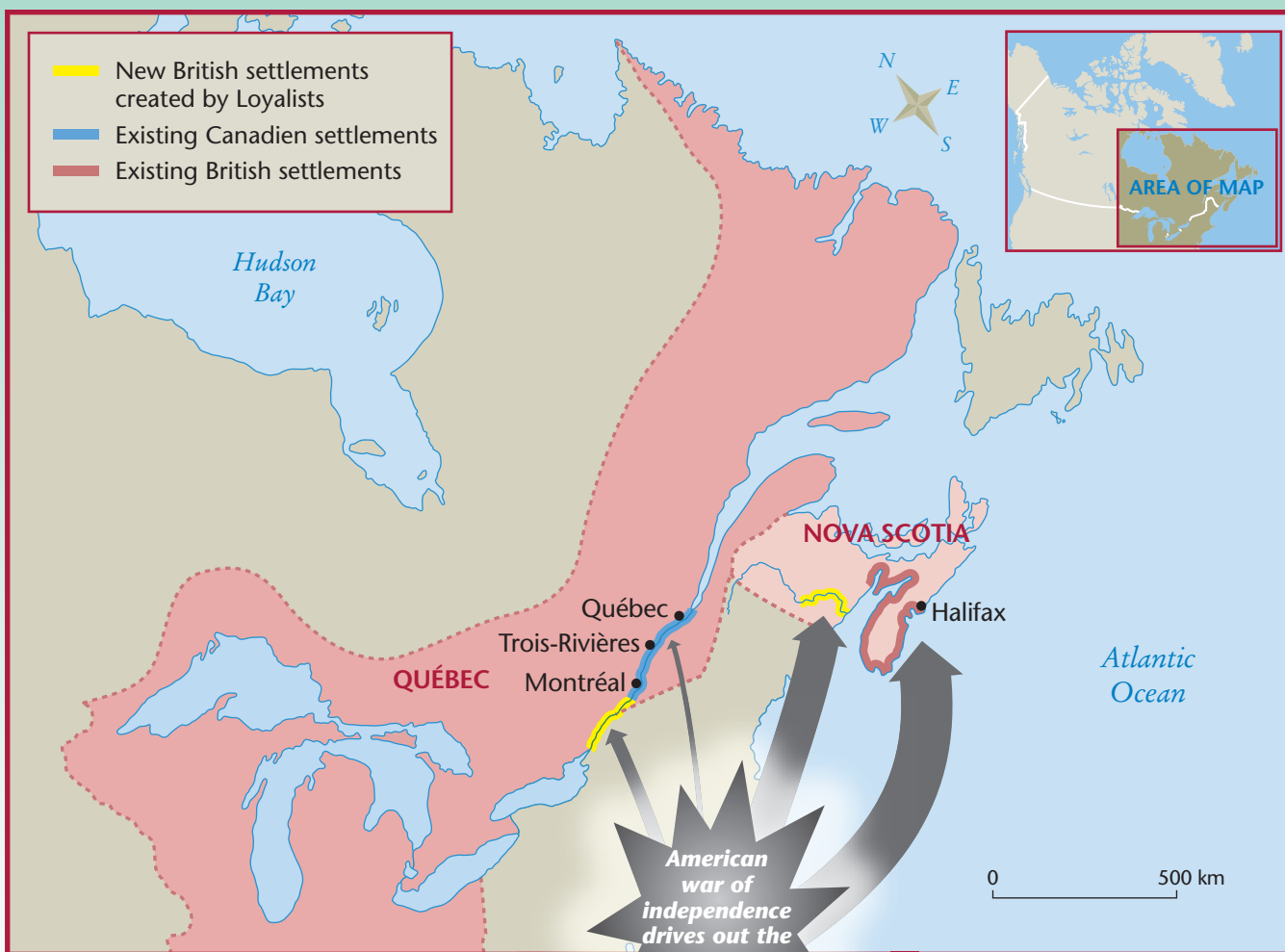
Collective identity comes from sharing a language, culture and history with a group of people. In what way does “U.E.” express a collective identity for Marilyn Lappi?

BUILD THE BIG PICTURE

migration: movement of people from one region of a territory to another

During the American war of independence, people **migrated** from the Thirteen Colonies to the colonies of Québec and Nova Scotia. They joined existing settlements, and they also built new settlements.

Migration of the Loyalists during the American War of Independence, 1776–1783



RESPOND

1. How would you describe the relationship between bodies of water (rivers, lakes and oceans) and settlements on this map? How could you explain this relationship?
2. What else may have played a role in where the Loyalists, and other migrants from the war, settled? Describe at least one other factor, based on the map. Check pages 386 and 387 of the Skills Centre for tips on reading maps.
3. There are challenges of coexistence brewing on this map. Based on the map's information, predict two challenges of coexistence that will emerge from the Loyalist migration.

Challenges Created by the Loyalist Migration

GET READY

This section presents information to answer these chapter-focus questions:

What challenges of coexistence arose from the Loyalist migration?

How did people meet those challenges?

As you read this section, look for examples of:

- Challenges the migration of the Loyalists posed for themselves and others. Be as specific as possible about the groups of people affected.
- Solutions proposed and adopted to meet these challenges.

Impacts on the Canadiens

The arrival of the Loyalists greatly increased the number of British people in Québec. Before the arrival of the Loyalists, Québec had very few British settlers. By 1790, however, British people made up about ten percent of Québec's population.

The Loyalists began to ask Britain for British laws and customs in Québec, because "they were British born subjects and have always lived under the government and laws of England."

This concerned many Canadiens. What about their rights under the Québec Act of 1774 — rights that protected French laws and customs? Would the arrival of the Loyalists endanger these rights?

Impacts on First Nations

The Loyalists were mostly farmers, and their arrival marked a shift in the reason that Britain negotiated treaties —or agreements — with First Nations.

Before the Loyalists, Britain negotiated treaties of “peace and friendship.” For example, in 1779, Britain concluded a treaty with the Mi’kmaq people to secure their support during the American war of independence.

After the Loyalists arrived, however, Britain negotiated treaties as a way to take over land for settlement.

Between 1781 and 1792, Britain concluded “land treaties” with the First Nations of the Niagara Peninsula. The Royal Proclamation of 1763 required this. In territory it had declared “Indian Territory,” the proclamation recognized First Nations’ rights to land. The proclamation said First Nations had to agree to give up their land before settlers could move in, but this did not always happen.

Loyalist farms had profound impacts on First Nations, such as the Mi’kmaq and the Anishinabe. Farms restricted the access of First Nations to the land that had shaped and supported their societies. This painting was done by George Harvey (1806–1876).



Did negotiators really understand each other, or did differences of language and culture get in the way? Chapter 10 explores controversies surrounding treaty-making in more detail.

Most of the Loyalists ended up in Nova Scotia, which has little good farmland. As families struggled to make a living, they moved into Mi'kmaq hunting and fishing grounds. The British government did not negotiate with the Mi'kmaq for these lands. It said that the Royal Proclamation of 1763 did not apply to the Mi'kmaq people because they were not within the territory described as “Indian Territory” by the proclamation.

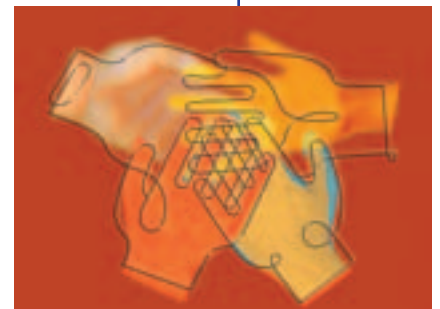
With supplies from Britain, Loyalists hastily built camps, such as this one in Cornwall (now in Ontario) in 1784. Other refugee camps sprang up in Nova Scotia. The migration of the Loyalists created an emergency — how to house and feed so many people who arrived all at once.



RESPOND

Migrations always pose challenges of coexistence among peoples. With a group of classmates:

1. Choose three specific challenges of coexistence created by the Loyalist migration and describe each in general terms that might fit any migration.
2. Brainstorm ways a community could respond to these challenges. For each challenge, choose your best idea.
3. Prepare to present your ideas to another group. You can present them as skits, as illustrations, or as written strategies.
4. Exchange ideas with another group. In your own group, evaluate the ideas of the other group. What idea of citizenship shapes their response? Would it create a society you would want to live in? Why or why not? Discuss your observations with the other group, and listen to their observations about your ideas.



The Loyalists Press for Changes

What Did the Loyalists Want?

Nova Scotia

petition: to ask for something in a formal way

Many of the Loyalists who arrived in Nova Scotia joined settlements that already existed there. The British colonists in these settlements had migrated to Nova Scotia mostly from the Thirteen Colonies after the Seven Years' War. They had taken over land the Acadians had once farmed. Britain had deported the Acadians during the Great Deportation, starting in 1755.

A large group of Loyalists established new settlements along the St. John River, in what is today New Brunswick. These colonists felt separate from the other colonists of Nova Scotia — separate because of geography, and also politics. The St. John River settlers were mostly “new colonists” in Nova Scotia, unlike colonists in older, more established British settlements. They felt they had different needs and priorities.

The St. John River colonists petitioned Britain for their own colony, separate from Nova Scotia.

Québec

In the late 1780s, the British government received several **petitions** from Loyalist settlers in Québec. They asked the British government to allow them to use British laws and customs in place of French laws and customs.

Britain now had a problem. It owed something to the Loyalists, who had fought with Britain against the Americans. Britain also wanted to secure the goodwill of the new Loyalist settlers, in case the Americans decided to attack what was left of British North America.

Britain, however, had passed the Québec Act in 1774 to secure the support of the Canadiens living in its colonies.

How could Britain balance the demands of the Loyalists and the objective of Canadiens to maintain their language and culture?

RESPOND

Rejoin the small group you worked with to explore the challenges posed by migration. As a group, consider how you think Britain should respond to the demands of the Loyalists in Nova Scotia and in Québec. Whose interests does Britain need to consider? What do you think Britain should do? Why?

How Did Britain Respond to Loyalist Concerns?

Because of the Loyalist settlers around the St. John River, Britain divided Nova Scotia into several new colonies in 1784. It gave the St. John River settlers their own colony — New Brunswick — and also created the separate colonies of Cape Breton Island and St. John Island.

A few years later, Britain reorganized Québec by passing the Constitutional Act in 1791. This act established British laws and institutions for Loyalist settlers west of Montréal. The act:

- Divided Québec into Upper Canada and Lower Canada.
- Established British civil and criminal law in Upper Canada. In Lower Canada, the act reaffirmed the arrangements under the Québec Act of 1774: British criminal law, but French civil law.
- Set aside lands for Protestant churches and guaranteed the Canadiens rights to the Catholic Church.
- Established officials and a legislative council appointed by Britain in each colony, and an assembly elected by the colonists. This meant Upper and Lower Canada had “representative government.”

Representative government was an important right for the Canadiens. Britain had promised to establish an elected assembly in Québec under the Québec Act in 1774, but had not followed through until now.

Representative government was also important to the Loyalists. Coming from the British Thirteen Colonies, the Loyalists had long experience with representative government, and considered it part of their heritage.

What’s Representative Government?

In a representative government, citizens elect representatives to an assembly and the assembly speaks for citizens. It “represents” them.

In 1791, the elected assemblies in British North America didn’t have the authority to make decisions, such as how to spend money raised through taxes. They could only advise the real decision makers: the British-appointed governors and legislative councils.

British North America, 1791

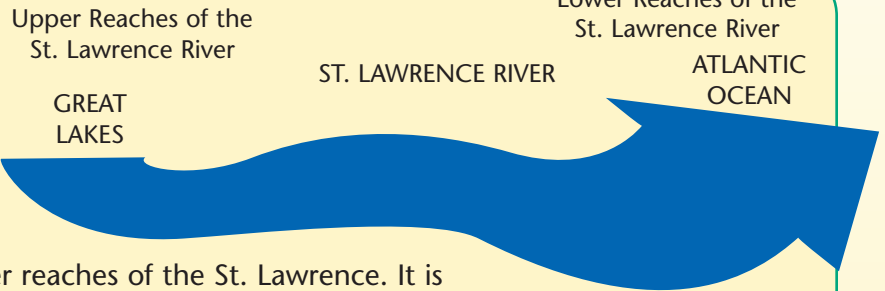


When the Loyalists began to arrive in the colony of Québec, the British government encouraged them to settle in the western part of the colony. How did this decision of geography become a factor in the separation of Upper and Lower Canada? What if the Loyalists had established farms among the Canadien communities along the St. Lawrence River? How might this have changed the way Britain responded to the demands of the Loyalists for British laws and institutions?

LANGUAGE LIVES!

The terms *Upper Canada* and *Lower Canada* come from the geography of the St. Lawrence River. Think about the direction the St. Lawrence flows: from the Great Lakes to the Atlantic Ocean.

“Upper” Canada contains the upper reaches of the St. Lawrence. It is upstream of “Lower” Canada, which contains the lower reaches of the St. Lawrence.

**RESPOND**

Britain responded to some of the challenges of coexistence posed by the migration of the Loyalists by dividing the colonies of Nova Scotia and Québec into new parts.

1. Do you think this was a good solution? How does it compare with what your group thought Britain should do?
2. In the reorganization of British North America, neither Britain nor the Loyalists considered consulting First Nations. How can you explain this omission?
3. How would you describe the idea of citizenship that shaped Britain’s response to the Loyalist migration?



The War of 1812

GET READY

In 1812, the U.S. declared war on Britain, and tried to invade British North America — what is now Canada. The U.S. was not as powerful as it is today, but an American takeover was still a real possibility.

The history of the War of 1812 provides further answers to this chapter-focus question:

How did the emergence of the United States shape Canada?

As you read this section, look for:

- Examples of how this war created a sense of unity among diverse peoples in British North America.
- Examples of how it reinforced British identity, at the expense of other identities, in British North America.

revolution: a rapid, often violent change in a system of government (from monarchy to republic, for example)

republic: a system of government that does not have a monarch (usually a democracy)

What Was the War of 1812?

The War of 1812 was a fight between the United States and British North America, but it was really part of the Napoleonic Wars in Europe.

In 1789, France had had a **revolution**. It had violently dethroned its monarch and become a **republic**. This made many monarchs in Europe nervous. What if their people rose up against them, too? Countries ruled by monarchs — including Britain — went to war against the French republic. Napoleon was a French general who defended the French republic very ably and conquered a large part of Europe, so the wars were named after him.

In 1812, the Napoleonic Wars triggered a conflict in North America.

As part of its war against France, Britain shut down trade between France and the U.S. It blocked American ships from landing at French ports. The British navy also began boarding American ships, looking for British deserters.

To retaliate, the U.S. declared war on the nearest piece of British territory: British North America, now known as Canada.

The Americans invaded British North America, expecting the colonists of British North America to join them in their fight against British rule. Instead, the colonists fought back.

HISTORY HAPPENS

Eighteenth Century Edition
International News

The “newspaper” from the past
for today’s reader.

Presidential Mansion Set Ablaze!

— by Beatrix Chronos, your time-roving reporter



The Presidential Mansion in Washington lies in ruins, after soldiers from British North America burned it.

WASHINGTON, DISTRICT OF COLUMBIA, Thursday, August 25, 1814 — The skies above Washington burned a bright orange last night, as invaders from the north overran the city.

Although Britain’s General Ross led the charge, the men on the street clearly considered this a “Canadian” victory. “We won this fight together,” declared one young soldier, stopped by this reporter as he strolled along Pennsylvania Avenue. “British soldiers, Canadien militia, Mohawk soldiers — we’re all fighting on the same side.”

The stage was set earlier Wednesday, when Britain’s General Ross and his troops attacked the American army at Bladensburg, Maryland, about 50 kilometres outside Washington. Although Ross’s five thousand men were outnumbered two to one, they quickly overpowered the less experienced Yankees.

From there, Ross and his men marched into Washington virtually unopposed. They set fire to several public buildings, including the Capitol building and the famous Presidential Mansion.

According to reports, the men who entered the hastily abandoned mansion found the dining room set for dinner, and a banquet in the kitchen ready to be served. “This sure beats camp rations,” beamed one soldier as he filled his plate. Later, their bellies full, the soldiers set fire to the building and headed off into the night.

Military staff from Upper Canada call the actions of Ross’s troops payback for the American raid on York last year. “The Americans burnt our parliament building to the ground. Now they know how it feels.”

American workers who surveyed the smoldering ruins of the Presidential Mansion this morning insist it can be restored. “The walls are still standing, and we can rebuild the insides,” said their foreman. “Maybe we’ll even paint the outside white, top to bottom. It’ll look even better than ever! Wouldn’t it be nice if the president lived in a white house?” ■

FOCUS ON INQUIRY

Laura Secord: What's the story?

FOCUS SKILLS Retrieving Information

Share and discuss your process for retrieving information.

The Topic

During wars, people sometimes express patriotism through songs. They also express patriotism through stories of heroes.

One of the famous stories of the War of 1812 recounts the bravery of Laura Secord. To what extent is this story true, and to what extent is it a legend?

Getting Started

Work with a group of classmates to:

- Find as many versions of the story as you can.
- Find as much historical data on Laura Secord as you can.

You need to collect information from a variety of sources, such as children's books, Canadian histories, and war history sites.

Your Goal

Information can serve a variety of purposes. As you retrieve information about Laura Secord, you need to recognize whether it aims to inform, persuade or entertain. On your own, **create steps for retrieving information** that answer these questions:

- What strategy will help you keep track of the sources of your information?
- What information about sources do you need to collect?
- What strategies will help you evaluate the purpose of each piece of information?
- How can you verify information that seems unreliable?

Finishing Up

Be prepared to discuss the story of Laura Secord in class. Based on your research, to what extent does the "story" match the facts? Whose perspective on the war does it represent? Why is it famous?



Taking Sides in the War of 1812

An American View

The Americans hoped that the people living in British North America would not oppose their takeover plans. In July 1812, the Americans invaded Upper Canada. General William Hull, their leader, wrote:

Inhabitants of Canada! After thirty years of peace and prosperity the United States has been driven to arms. The army under my command has invaded your country, and the flag of the United States now waves over the territory of Canada. To the peaceable unoffending inhabitant it brings neither danger nor difficulty. I come to find enemies, not to make them. I come to protect, not to injure you.

In the name of my country, and by the authority of my government, I promise you protection to your persons, property, and rights. Remain at your homes, pursue your peaceful and customary avocations. Raise not your hands against us.

The United States offers you Peace, Liberty, and Security — your choice lies between these and WAR, slavery, and destruction. Choose, but choose wisely.

— Adapted from General William Hull's proclamation in David P. Gagan and Anthony W. Rasporich (editors), *The War of 1812*. Toronto: 1973, pages 39–67.



This image shows American military uniforms during the War of 1812. In what way do uniforms express patriotism?

republican government: a government that has no monarch and that is usually elected

The Position of the Canadiens

Some Americans thought the Canadiens might rise up against British rule, once the American attack began. This didn't happen, partly because the Catholic Church opposed it.

The Catholic Church opposed **republican government** in general — government elected by the people and without a monarch. During the Napoleonic Wars, it opposed the French republic. During the War of 1812, it opposed the American republic. It encouraged the Canadiens to fight for Britain and its monarchy.

In one of the key battles of the war, British troops and Canadien militia — the Voltigeurs — fought off an American attack on Montréal. If the attack had succeeded, the Americans could have won the war. Montréal was a crucial supply and communications link between Upper and Lower Canada.

The Position of Upper Canada

The American attacks centred on Upper Canada, where some of the Loyalists had settled after the American war of independence. Many Upper Canadians expressed strong support for Britain, and strong opposition to American plans.

By 1812, the population of Upper Canada included many American-born settlers. These Americans had come to Upper Canada as immigrants, not as refugees like the Loyalists. They had come seeking land to farm.

The Canadien Voltigeurs and British troops fight off an American attack on Châteauguay, near Montréal. This illustration was created by Henri Julien (1852–1908).



Some American settlers in Upper Canada chose to support the U.S. invasion, but many did not take sides. Most hoped the war would end quickly, with as little damage to their farms as possible.

After the war, Britain ordered settlers who had supported the American cause to leave Upper Canada, and it discouraged further American **immigration**. At the same time, it encouraged immigrants from Britain to settle in Upper Canada, and offered plots of land to British soldiers as a way to defend the colony if the Americans decided to invade again.

immigration: the process of people establishing homes and citizenship in a country that is not their native country

RESPOND

In the last chapter, you learned how conflicts led Britain to mistrust Francophones in Canada. Britain had different strategies to deal with its mistrust:

- Starting in 1755, before the Seven Years' War, Britain deported the Acadians.
- In 1774, before the American war of independence, Britain re-established rights for Canadiens under the Québec Act as a way to build support among Canadiens for British rule.

The War of 1812 led Britain to mistrust people who were American-born. What did it do this time? Give an example of Britain's strategy.

First Nations and the War of 1812: Tecumseh

When the war began, Tecumseh, a leader of the Shawnee First Nation, began to organize First Nations to support the British against the Americans. Here is a speech he gave to the Osages First Nation during the winter 1811–1812. The Osages, located in the Great Lakes region, became allies of Tecumseh and the British during the War of 1812.

Brothers, when the white men first set foot on our grounds, they were hungry. They had no place on which to spread their blankets, or to kindle their fires. We shared freely with them whatever the Great Spirit had given us.

Brothers, the white people came among us feeble, and now we have made them strong, they wish to kill us, or drive us back, as they would wolves and panthers.

Brothers, the white men are not our friends. At first, they only asked for land sufficient for a wigwam. Now, nothing will satisfy them but the whole of our hunting grounds.

Brothers, the Americans wish to make us enemies, so that they may sweep over and desolate our hunting grounds, like devastating winds, or rushing waters.

Brothers, the king of England is angry with the Americans, our enemies. He will send his troops against them. He will send us rifles.

Brothers, we must be united. We must fight each other's battles, and more than all, we must love the Great Spirit. He is for us, He will destroy our enemies, and make us happy.

— Adapted from a speech by Tecumseh to the Osages in Carl Klinck (editor), *Tecumseh: Fact and Fiction in Early Records*. Englewood Cliffs: Prentice-Hall, Inc., 1961, pages 106–107.

RESPOND

During the War of 1812, and during the American war of independence, First Nations were allies of Britain, not peoples loyal to Britain.

1. How could you communicate the importance of this distinction to someone not familiar with Canadian history? How could you represent it visually? How could you explain it in words? Is there another way you could explain it?
2. What phrases in Tecumseh's speech reflect this distinction?

PERSPECTIVES ON The War of 1812

Historians today have different points of view on how the War of 1812 shaped Canada.

What if you could hear historians debate a question that put this issue into focus? For example:

Did the War of 1812 help Canada develop its unique identity?

Here are some points you might hear.

Yes

- The War of 1812 united the diverse peoples of British North America for the first time. Canadiens, British Canadians and First Nations fought along side one another for a common cause: to prevent an American takeover of their lands.
- If the United States had won the War of 1812, Canada might not exist today at all.
- The treaty that ended the war established a boundary between Canada and the U.S. that we still respect today.

No

- The War of 1812 affirmed British identity in Canada, but not Canadian or First Nations identities.
- The end of the war meant that Britain was less worried about the threat of an American invasion, and felt it didn't need allies as much.
- Britain began to ignore First Nations in making decisions about the future of Canada. It sought to isolate First Nations peoples on **reserves**.
- Britain began to advocate **assimilation** for non-British peoples, including First Nations and the Canadiens.

reserve: an area of land set aside by treaty (agreement) for the use of a First Nation

assimilation: the process of becoming part of a different cultural group (not your own)



Can you identify the symbols on this medal from 1813? Which side of the debate do you think its evidence supports? Why?

The War of 1812 and the Border between British North America and the U.S.



After the War of 1812, Britain and the United States agreed to settle the boundary between British North America and the U.S. peacefully. They negotiated the boundary in a series of treaties, ending in 1846. How can you confirm that the boundary shown on this map is the same as the boundary we have today? How do lines of latitude and longitude help you?

The Bold Canadian: A Ballad of the War of 1812

This is an excerpt from a song written during the War of 1812. Does it offer evidence to support the claim that the War of 1812 helped Canada to develop its identity? Use the song's lyrics to explain your answer.

What role does music play in expressing identity? Can you think of examples of how Canadians express their identity through music today?

**The Yankees did invade us,
To kill and to destroy,
And to distress our country,
Our peace for to annoy,
Our countrymen were filled
With sorrow, grief and woe,
To think that they should fall
By such an unnatural foe.
Come all ye bold Canadians,
Enlisted in the cause,
To defend your country,
And to maintain your laws;
Being all united,
This is the song we'll sing:
Success onto Great Britain
And God save the King.**

— Ontario Historical Society Papers and Records (Volume 23, 1926), pages 238–239.

RESPOND

1. How might the perspectives of English-speaking Canadians, French-speaking Canadians and First Nations differ on the War of 1812? Why? Use the points in the “historians’ debate,” and other information in this chapter, as examples to defend your opinion.
2. How could you confirm whether your assessment of the perspectives of English-speaking Canadians, Canadiens and First Nations peoples is accurate? Brainstorm a strategy for doing this.
3. What if the United States had won the war of 1812? Probably, British North America would have become American. How do you think your life would be different today if Alberta were part of the United States?

Chapter 6 Review

WHAT DID CHAPTER 6 EXPLORE?

- How the Loyalist migration posed challenges for First Nations peoples and the Canadiens.
- How the Constitutional Act of 1791 met some of the challenges caused by the Loyalist migration, but not others.
- How different peoples have different perspectives on the role of the War of 1812 in shaping Canadian identity.

Check for Understanding

1. To what extent did the Loyalist migration include a diversity of peoples?
2. In what ways did the Loyalist migration pose challenges for peoples already living in British North America?
3. Identify and explain two impacts of the War of 1812 on the peoples of British North America (Canadiens, First Nations peoples, English-speaking peoples), a positive one and a negative one.

Demonstrate your Knowledge

4. An American magazine plans to publish an article about the emergence of the United States, and is seeking input from a reviewer in Canada. As that reviewer, make a checklist of events and perspectives you would expect this article to include. Explain your choices.

Would you include the Québec Act of 1774 in your list of events? Why or why not?

Apply your Skills

5. Look at the proclamation of American General William Hull.
 - Describe the historical context of this proclamation. Historical context describes circumstances, and accepted values and attitudes, that factored into an event.
 - What is the purpose of this proclamation: to inform, persuade or entertain? Back up your conclusion with words and phrases the proclamation uses.

Take Stock

6. In this chapter, you developed scenarios as a way to make choices and formulate advice.

In what way does developing scenarios contribute to problem solving?

What did you learn about developing scenarios from your work in this chapter?