8 Lessons Assignment

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Class: CURR 335
For: Dr. Christou
Lesson 1: Introduction

Overview: This lesson is the introductory lesson in which we will overview the parties involved in “Canada” at the time exp: New France, Britian, First Nations. In addition, we will begin to explore the challenges facing individuals and groups in Canada between 1713 and 1800 and the ways in which people responded to those challenges. It will involve youtube clips showing an overview of where Canada was at the time and involve students using critical thinking skills to understand how the various parties felt during the time.

Learning Goal: Critical thinking skills understanding the challenges people faced between 1713 and 1800 as well as knowledge of the structure of Canada in 1713 and the relationship between France, Britian and the First Nations during this time.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical perspective

Materials:

Youtube Videos:
Appendix A1: Video - A Part of our Heritage Canada
https://www.youtube.com/watch?feature=player_embedded&v=O1jG58nghRo
Appendix A2 Video – A Brief History of Canada
https://www.youtube.com/watch?v=ksYSCWpFKBo
Plan of Instruction:

**Introduction (10 minutes):** The lesson will begin with playing the two videos that introduce the ideas of security and events and perspectives leading up to the final years of New France. It is important to prompt the students and engage them in thinking about the various ways that people would have thought and how that relates to others at the time as well as explaining the general landscape of how New France looked in 1713 and who controlled what.

Using Appendix A1, A2

**Body (30 minutes):** The body of the lesson should be split between discussion on The Treaty of Utrecht and the mind map on perspectives of the French, Natives and English at the time. The first should focus on the Treaty, looking through portions of the excerpt provided and the second half then focusing on the perspectives mind map.

Using Appendix A4, A5, A6

**Prompts for students:**

What does the Treaty of Utrecht mean for the French, Natives and English?

Who gained the most from the Treaty of Utrecht?

**Conclusion Question (5 minutes):** How does this change the landscape of Canada? **Assessment:** Be able to assess students’ understanding of the different points of view through their concluding question and their responses during class.
Lesson 2: Seignueural System

Overview: The lesson describes the way that every day people of New France lived under the control of Seigneurs. It shows the students the relationship dynamic between worker and boss and gets them to question whether or not this was fair.

Learning Goal: By the end of this lesson students should understand the power difference between habitants and seigneurs; they should understand how habitants lived; they should be able to look critically at a primary source document such as a picture, document or map and draw conclusions from it.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical perspective

Materials:

Appendix B1: Document 1 Ordinance of 1728, Claude-Thomas Dupuy, Intendant of New France

Appendix B2: Map of Baliscan 1720

Appendix B3: Photograph of Louis-Joseph Papineau’s Manor House

Appendix B4: Table of Seignuerial rents and arrears paid, Sorel 1798-1805
Plan of Instruction:

Introduction (10 minutes): Begin by introducing B2 to the class on a projector or smartboard. Prompt the students by explaining how the seigneuries would divide up land along the riverbanks. Ask the students why would all of the habitants want to live along the riverbanks and why does it make sense to divide the land up in small strips as they do. Also explain how the habitants worked for the seigneurals and display B4 showing the disparity between rent and rent paid showing the poor living conditions of the habitants. Speak about the fact that most habitants came to New France believing that they were going to have a better life full of opportunity and riches.

Body (10 minutes) Look at B1 and go through it with the class picking out any words that are not part of their vocabulary so that the students can then take over the reading themselves. Tell the class to divide up into groups of 3 and read and discuss B1 and B3.

Guided Practice (20 minutes) Students take time to read through the document and answer the following prompts.

- Why were the habitants unhappy with the seigneurs?
- Who was in the right?
- What does the photo of Louis-Joseph Papineau’s house say about the disparity in money between habitants and seigneurs?

Sharing (5 minutes) Students share their conclusions.

Assessment: Be able to assess students’ understanding of the different points of view through their classroom sharing at the end of class.
Lesson 3: Fur Trade

Overview: Students will make connections between Trading in the Era of New France and trading that occurs now. While also understanding the historical perspectives of the Natives and French at the time through primary sources and a game style activity.

Learning Goal: By the end of this lesson students should have a firm understanding of how Trading worked in the Era of New France along with a connection to how this type of trade continues today.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical perspective

Materials:

Appendix C1:
Appendix C2: Picture of Beaver Pelt
Appendix C3: Picture of Hudson Bay Blanket

Plan of Instruction:

Introduction (10 minutes): Begin by asking the students this question.

• What do you do when you don’t have any money and you and a friend both have an item that each other need?
Continue along the guidelines of the fur trade exploring how a trade is beneficial for both French and Natives alike. Ask the following:

- What do we still trade today? Who do we trade with?

**Body (10 minutes)** Discus Appendix C1 with the class having them break into pairs and read it and discuss with each other the significance of the passage. Start off by discussing the first paragraph with the class and talking about the significance it has.

**Activity and Conclusion (25 minutes):**

This activity is meant to get the students to understand the difficulties of trade between the French, British and Aboriginals.

**Activity**

1. Split your class into 4 groups representing the 4 different groups of people that were involved in the fur trade. The groups should be as equally numbered as possible.

2. Send the English and the French into the hallway (or somewhere that they cannot overhear the Métis and Blackfoot groups.)

3. Have the English and the French decide (separately) what they are going to charge, in beaver pelts, for the following items:

   - A Hudson Bay blanket
   - A pound of glass beads
   - A hatchet head
4. Have the Blackfoot and the Métis come up with hand signals to represent the following:

• “Can we trade?”
• “How much does it cost?”
• “I accept that price.”
• “I will not pay that much.”
• “Can we negotiate a different price?”

5. Have the students write down the prices and hand signals to avoid confusion.

6. Each group picks two representatives as the leaders in the trade.

7. Bring all the students back into the room.

8. To begin the trade, have the English start with the Blackfoot; remember, the Blackfoot say no words, but use only hand signals, and ultimately cannot understand the words being said to them. (If you have an English and French group, perhaps suggest that the Blackfoot group use half of the hand signals that they have come up with for the English and save the other half for the French group.)

9. Do the same trade that was done with the English with the French group.

10. Discuss with the groups what happened in the trade and the difficulties in communicating with each other.

Relate this back to New France and discuss how it could be difficult for an entire market to be regulated that way. Also discuss the ways that the natives, French and English were able to overcome language barriers.
Assessment: Be able to assess students’ understanding of the different points of view, understand of the fur trade and understandings of connections made to today through discussion and the activity.
Lesson 4- The French-British Conflict/The Expulsion of the Acadians

Overview: This lesson looks at the conflicts between the British and the French leading up to the Seven Years War. It involves the issues surrounding the Acadians in Nova Scotia. It will involve looking at a map of Acadian Territory to understand the decisions of the British. Students will look at the events leading to the expulsion and their reasons and consequences.

Learning Goal: To understand the events leading up to and causing the expulsion of the Acadians and the Seven Years War. To understand the struggles faced by the British, French and the eventual involvement of the Acadians. This will assist in understanding the lifestyles and beliefs of the Acadians as a group of people.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Cause and Consequence, Historical Perspective

Materials:

i) Deportation of the Acadians (canadiana.ca)

Appendix D.1

ii) Map of Acadia 1754
Appendix D.2

Timeline of events between British and French

Appendix D.3

Plan of Instruction:

1) **Warm-up (5 mins):** Have students make a list of differences between French and British (language, religion, politics/economics, culture, alliances. Give timeline to students and make note of the many various conflicts and their consequences in the French-British relationships. (Focus primarily on the events of Acadia/Nova Scotia/East Coast)

2) **Discussion (10 mins):** Talk about how the differences between the French and English have impacted North America. What were their different beliefs about war, land possession, assimilation? Were these events instrumental in making their relationships worse or better? What are the consequences of their differences?

3) **Modelling (10 mins):** Show map of Acadia in 1754. Have students make observations about territory. Who owns the most? Is it spread out or does each country have specific “corners”? What does this mean for the people living in Acadia? Discuss the distribution of Acadian people between the French and British alliances.

4) **Guided Practice: (10)** Read through Deportation of the Acadians. Have students discuss in small groups the causes of each event described in article. Have students make a timeline based on the article, linking each event to its outcome.
5) **Independent Activity (10 mins):** Have students write and submit a paragraph about their opinion on whether or not the British made the right decision by expelling the Acadians. Ask for proof from the article, the history of the French-British conflict, or the experiences of the Acadians to support their argument. Have them decide whether they believe the British could have taken a different approach, and what the resulting consequence would have been.

6) **Sharing/Discussing/Teaching (5 mins):** Have students discuss what they thought, and compare their ideas with other students. Write down the ideas on the board, and talk about why we think particular events had these consequences, and how they might have been different had a group made different choices.

**Assessment:** By looking at the students’ paragraphs, assess their knowledge of cause and consequence by observing their use of critical thinking about how events took place, and how they expect the events may have had different outcomes. Assess their appropriate use of evidence as a means of backing up their ideas and arguments.
Lesson 5- Seven Years War

Overview: Students will learn the events leading up to and contributing to the Seven Years War. It will relate to the tensions between imperial rivalries that were building between the French and the British. Events will be discussed by use of timeline. Students will look at the different perspectives of the French and British by looking at some of the Articles of Capitulation and a soldier’s account of the campaign on Quebec. Students are asked to state own views by responding to the Articles of Capitulation and by comparing and contrasting their views.

Learning Goal: To understand the tactics used in various parts of the war, and their impact on the outcomes. Students will understand the reasons for the beginning and resolution of the war, and the various events that took place within them. Students should be able to understand the various perspectives of the participants.

Curriculum Expectations:

3. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

4. Historical perspective

Materials:

i) 12, 13, 25, 28, 41, 46 from the Article of Capitulation (translated)

Appendix E. 1

ii) A Soldier’s Account of the Campaign on Quebec, 1759
Appendix E2

iii) The plains of Quebec History Plains of Abraham Video

Appendix E.3

Plan of Instruction:

1) **Warm-Up (10 mins):** Plains of Abraham video

2) **Discussion (5 mins):** What have British and French relations been like so far? What are their conflicts at this point in time?

3) **Modelling (10 mins):** Draw a timeline of the events of the 7 Years War.
   Explain significance of each event as you go along. Discuss what makes each event unique

4) **Guided Practice (10 mins):** Students read through the account of the soldier; point out specific points that are representative of British point of view.

5) **Independent Activity (10 mins):** Based on the articles from the treaty, if you were British, decide whether or not you would agree with each item and how or if you would alter them. Give reasons for your decision. Students work in groups to determine their plans.

6) **Sharing (5 mins):** Have class present their ideas as groups, allow for group discussion. Reveal the actual reactions from the British, and compare with the ideas of the different groups. Discuss the similarities and differences.

**Assessment:** Be able to assess students’ understanding of the different points of view, understand the reasons behind the events of the war, and understand the impact of these events on all sides.
Lesson 6- Significance of New France

Overview: This lesson looks at the changes that were occurring in New France by looking at the lifestyles of the Natives, and how their ways of life were altered with the arrival of new settlers. This will look at how life was changed for Native populations, the changes in politics and law, and the effects of New France that have impacted our country today. This lesson will look at the impacts of the Quebec act and Proclamation Line, and how these documents were used to create a nation of French, British, and Native peoples.

Learning Goal: To understand the impact of the relations between the French and the British, and how they resolved/did not resolve various issues. To look at the perspectives of both sides in regards to the rules in the Quebec Act.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical perspective, Change and Continuity

Materials:

i) The Quebec Act of 1774 from uppercanadahistory.ca

Appendix F.1

ii) The Royal Proclamation
Appendix F.2

Plan of Instruction:

1) **Warm-up (5 mins):** Ask students to think of famous French-Canadians (politics, performers, artists, athletes etc.), popular French foods, tourist sites, culture etc. Ask them to imagine our nation without these French influences. What do these things mean to our identity?

2) **Discussion (10 mins):** The French and the Natives underwent a large period of change after the end of the Seven Years war. What were some of the positive and negative changes? How did each group adapt? How is French history still important to Canada today (culture, politics, identity)?

3) **Modeling (10 mins):** Create a mind map for each group of people. Label how their lives have been impacted by the events between the arrival of the French and the end of the Seven Years War. Circle the events that were similar/affected both groups.

4) **Guided Practice (5 mins):** Discuss the events leading up to the Quebec Act and the Proclamation Line of 1763. What problems did the British have now that they have conquered France? How did they resolve these problems (Quebec Act and Proclamation Line)? Were these good solutions?

5) **Independent Activity (10 mins):** Each student makes a chart with the problems facing the British following the Seven Years War. In the second column, have students write their solutions that they would use. Have students look at terms of Quebec act and Proclamation Line. In the third column, list the actual terms from the treaties.
6) **Sharing/Discussing/Teaching (5-10):** Compare thoughts about the treaties. Discuss how the results of these treaties impact our country today. How did the French ultimately react to the Quebec Act? What were the positive/negative reactions? What rights to Native and French people have/how have they impacted our culture? Were these good or bad solutions?

**Assessment:** Assess students’ critical thinking skills about the perspectives of each group in the events following the initial settlement/wars. By analyzing their ideas about the resolutions of the problems, assess how well they understand the problems faced by different groups, and the impact this had on their resolution and the world we live in today.
Lesson 7 - Loyalists

Overview: This lesson introduces the issues faced by different groups of Loyalists after the war. It focuses on the struggles and decisions these Loyalists had to survive. It focuses on the issues surrounding a new government.

Learning Goal: To understand the decisions faced by different groups of Loyalists, and their impact upon the growth of Canada. To understand the experiences of different people based on their different loyalties.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical Perspective

Materials:

i) Account of Joseph and Mary Brant
   Appendix G.1

ii) Account of George Carscallen
    Appendix G.2

iii) Account of Colonel Stephen Blucke
     Appendix G.3

Plan of Instruction:
1) **Warm-up (10 mins):** Ask students to make a list of places/people/beliefs that they are loyal to. What steps would they take to prove their loyalty? Have them write down the ways in which they defend their loyalties, and what they would do if they were threatened.

2) **Discussion (5 mins):** Discuss the ways in which Loyalists faced decisions regarding their loyalties to their nation/beliefs. Look at the perspectives of different groups of Loyalists (African-American, Aboriginal, “Escorted”). Discuss the ideas of leaving behind their lives and starting over. What would that mean for the Loyalists in terms of their losses and gains?

3) **Modeling (10 mins):** Discuss the account of Colonel Stephen Blucke. What group of Loyalists does his perspective relate to? What was he loyal to? How did he show his loyalty? Was his experience positive or negative? What struggles and successes did he face as a loyalist?

4) **Guided Practice (3 mins):** Ask students to work in pairs. Explain that each student will have a perspective from a different Loyalist. Ask them to read their perspective individually, and then share what they learned with their partner. Have their partner do the same.

5) **Independent Activity (10 mins):** Have students list the differences in backgrounds, experiences, and points of view of each perspective. Have them draw a list of similarities and differences between each perspective. Ask them to decide whether or not the Loyalist had a better life before or after siding with the British. Have them explain their reasons.
6) **Sharing/Discussing/Teaching (7-10 mins):** Make a chart to compile the ideas of each student on each side. Explain that each Loyalist had an individual experience. They come from many different backgrounds, and have many different reasons for their convictions. The Loyalists made a significant impact on the culture of British North America by creating a spirit of allegiance to the crown, and is significant to much of our society today. By looking at the experiences of the Loyalists we can see how British North America was met with a new challenge that brought about much change.

**Assessment:** Students will have demonstrated the ability to distinguish experiences of various groups of people by understanding their perspectives and experiences. Students should draw connections as to how these experiences impacted the culture and society of British North America in the 18th century.
Lesson 8: Summative Assignment

Overview: This lesson will assess the students overall knowledge of the curriculum expectations A1.2. It is expected that students will have a good perspective on the main challenges facing individuals or groups (such as the French, English and Natives) in Canada between 1713 and 1800 and the ways that they responded to those challenges.

Learning Goal: To assess the students learning of the unit.

Curriculum Expectations:

1. A1.2 analyze some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges, and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

2. Historical Perspective

Materials: none

Plan of Instruction:

Class Time (90 mins): Students will have two in class periods, in the library or computer lab to write a letter to a relative from the perspective of a French habitant, British soldier or native American.

Assessment: The Following page will contain the assessment.
Canada from 1713 – 1800 / A Letter to a Relative

**Task:** For this assignment you will be expected to take on the perspective of:

1) A French Habitant

2) A British Soldier

3) A Native American

In the assignment you will write a letter to a relative describing what is going on in your life, how you feel about things, how you feel about your enemies and how you think the entire thing will turn out.

**Example:** For example, if you were writing about a French Habitant, you could be a mother and wife, writing to a sister or mother about how unfair the Seigneur is and how overworked your family is. You could discuss you discomfort with the British and how you feel things will turn out for your family.

**Specifications:**

- 300-500 words
- Typed
- In a letter format

**Resources:** Take into consideration the things we have learned the past few weeks. Draw information from the primary sources and your notes for information on narrative perspective. You can also use additional resources providing that they are cited.
Guidelines for your Letter

Introduction paragraph:

• Why you are sending this letter
• Where you are
• What the environment is like
• How you’re feeling

Body Paragraph:

• Things that are going well for you, your family, your country/homeland
• Things that are not going well for you, your family, your country/homeland
• How you feel about these things
• Challenges that you and your family face
• Interactions that you have with different groups of people
• How you feel about others (Example: How natives feel about the French)
• Noteworthy events occurring
• Food you eat, your daily activities, tools that you might use/weapons

Conclusion Paragraph:

• Your farewells and well wishes
• How you feel about the future, what do you think will happen next, what do you want to happen next, what do you think others will do?
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<th>Level 3</th>
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<td>Student exceeds expectations and understanding of content</td>
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<td>Student communicate in an effective and efficient manner and demonstrate a competent writing style</td>
<td>Student communicate in an effective and efficient manner and demonstrate an effective writing style</td>
<td>Student communicate in an effective and efficient manner and demonstrate an exceptional writing style</td>
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<th>Level 1</th>
<th>Level 2</th>
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<td>Students fail to show application of their knowledge in the writing task</td>
<td>Students apply their knowledge appropriately for the most part in the writing task</td>
<td>Students apply their knowledge appropriately into the writing task</td>
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Appendices

Appendix A1: Video - A Part of our Heritage Canada
https://www.youtube.com/watch?feature=player_embedded&v=01jG58nhRo

Appendix A2 Video – A Brief History of Canada
https://www.youtube.com/watch?v=ksYSCWpFKBo

Appendix A3 Textbook – Pearson History Grade 7
http://kilby.sac.on.ca/faculty/nMcNair/7%20HIS%20Documents/His7_Unit1.pdf
Appendix A4: Map of 1713 North America
Appendix A5: Mind Map Example

- French
  - Canada 1713-1800 (Perspectives)
    - Natives
    - English
Appendix A6: Treaty of Utrecht

Excerpt from the Treaty of Utrecht: Translated into English

The Treaty of Peace and Friendship betwixt the most Serene and most Potent Princess Anne, by the grace of God, Queen of Great Britain, France, and Ireland, and the most Serene and most Potent Prince Lewis, the XIVth, the most Christian King, concluded at Utrecht, the 11th day of March, 1713.

WHEREAS it has pleased Almighty God, for the glory of his name, and for the universal welfare, to direct the minds of Kings for the healing, now in his own time, the miseries of the wasted world, that they are disposed towards one another with a mutual desire of making peace: be it therefore known to all and singular whom it may concern, that under his Devine guidance, the most Serene and most Potent Princess and Lady Anne, by the grace of God, Queen of Great Britain, France, and Ireland, and the most Serene and most Potent Prince and Lord Lewis the XIVth, by the grace of God, the most Christian King, consulting as well the advantage of their subjects, as providing (as far as mortals are able to do) for the perpetual tranquility of the whole Christian world, have resolved at last to put an end to the war, which was unhappily kindled, and has been obstinately carried on above these ten years, being both cruel and destructive, by reason of the frequency of battles, and the effusion of Christian blood. And for promoting their royal purpose, of their own proper motion, and from that paternal care which they delight to use towards their own subjects, and the public weal of Christendom, have nominated and appointed the most noble, illustrious, and excellent Lords, their Royal Majesties respective Ambassadors Extraordinary and Plenipotentiaries, viz. her Sacred Royal Majesty of Great Britain, the Right Reverend John, by Devine permission, Bishop of Bristol, Keeper of the Privy Seal of England, one of her Majesty's Privy Council, Dean of Windsor, and Register of the most noble Order of the Garter; as also the most Noble, Illustrious, and Excellent Lord, Thomas Earl of Strafford, Viscount Wentworth of Wentworth Woodhouse, and Stainborough, Baron of Raby, one of her Majesty's Privy Council, her Ambassador Extraordinary and Plenipotentiary to the High and Mighty Lords the States General of the United Netherlands, Colonel of the Royal regiment of Dragoons, Lieutenant General of her Majesty's forces, first Lord Commissioner of the Admiralty of Great Britain and Ireland, and Knight of the most Noble Order of the Garter; and his Sacred Royal

most Christian Majesty, the most Noble, Illustrious, and Excellent Lords, Nicolas, Marquis of Huxelles, Marshal of France, Knight of the King's Orders, and Lieutenant General of the dukedom of Burgundy; and Nicolas Mesnager, Knight of the King's Order of St. Michael: and have furnished the said Ambassadors Extraordinary with full and ample power to treat, agree of, and conclude a firm and lasting peace between their Royal Majesties. Wherefor the aforesaid Ambassadors, after diverse and important consultations had in the congress held at Utrecht for that purpose, having at length overcome, without the intervention of any mediator, all the obstacles which hindered the end of so wholesome a design, and having invoked the Devine assistance, that God would be pleased to preserve this their work intire and unviolated, and to prolong it to the latest posterity, after having mutually communicated and duly exchanged their full powers (copies whereof are inserted word for word at the end of this instrument) they have agreed on the reciprocal notions of peace and friendship between their above-mentioned Majesties, and their people and subjects, as follows:

I. That there be an universal perpetual peace, and a true and sincere friendship, between the most Serene and most Potent Princess Anne, Queen of Great Britain, and the most Serene and most Potent Prince Lewis the XIVth, the most Christian King, and their heirs and successors, ans also the kingdoms, states, and subjects of both, as well without as within Europe; and that the same be so sincerely and inviably preserved and cultivated, that the one do promote the interest, honour, and advantage of the
other, and that a faithful neighbourhood on all sides, and a secure cultivating of peace and friendship, do daily flourish again and increase.

II. That all enmities, hostilities, discords, and wars, between the said Queen of Great Britain and the most Christian King, and their subjects, do cease and be abolished, so that on both sides they do wholly refrain and desist from all plundering, depredation, harm-doing, injuries, and annoyance whatsoever, as well by land, as by sea and fresh waters, in all parts of the world, chiefly through all tracts, dominions, and places of what kind soever, of the kingdoms countries, and territories of either side.

III. All offences, injuries, harms, and damages which the aforesaid Queen of Great Britain, and her subjects, or the aforesaid most Christian King, and his subjects, have suffered the one from the other, during this war, shall be buried in oblivion, so that neither on account, or under pretence thereof, or of any other thing, shall either hereafter, or the subjects of either, do or give, cause one suffer to be done or given, to the other, any hostility, enmity, molestation, or hinderance, by themselves or by others, secretly or openly, directly or indirectly, under colour of right, or by way of fact.

IV. Furthermore, for adding a greater strength to the peace which is restored, and to the faithful friendship which is never to be violated, and for cutting off all occasions of distrust, which might at any time arise from the established right and order of the hereditary succession to the crown of Great Britain, and the limitation thereof by the laws of Great Britain (made and enacted in the reigns of the late King William the Third, of glorious memory, and of the present Queen) to the issue of the aforesaid Queen, and in default thereof to the most Serene Princess Sophia, Dowager of Brunswick-Hanover, and her heirs in the Protestant line of Hanover. That therefore the said succession may remain safe and secure, the most Christian King sincerely and solemnly acknowledges the aforesaid limitation of the succession to the kingdom of Great Britain, and on the faith and word of a King, on the pledge of his own and his successors honour, he does declare and engage, that his heirs and successors do and shall accept and approve the same for ever. And under the same obligation of the word and honour of a King, the most Christian King promises, that no one besides the Queen herself, and her successors, according to the series of the said limitation, shall ever by him, or by his heirs or successors, be acknowledged or requited to be King or Queen of Great Britain. And for adding more ample credit to the said acknowledgement and promises, the most Christian King does engage, that whereas the person who, in the life-time of the late King James the Second, did take upon him the title of Prince of Wales, and since his decease, that of King of Great Britain, is lately gone, of his own accord, out of the kingdom of France, to reside in some other place, he the aforesaid most Christian King, his heirs and successors, will take all possible care that he shall not at any time hereafter, or under any pretence whatsoever, return to the kingdom of France, or to any the dominions thereof.

V. Moreover, the most Christian King promises, as well in his own name, as in that of his heirs and successors, that they will at no time whatever disturb or give any molestation to the Queen of Great Britain, her heirs and successors, descended from the aforesaid Protestant line, who possess the crown of Great Britain, and the dominions belonging therunto. Neither will the aforesaid most Christian King, or any one of his heirs, give at any time any aid, succour, favour, or counsel, directly or indirectly, by land or by sea, in money, arms, ammunition, warlike provision, ships, soldiers, seamen, or any other
way, to any person or persons, whosoever they be, who for any cause, or under any pretext whatsoever, should hereafter endeavour to oppose the said succession, either by open war, or by formenting seditions and forming conspiracies against such Prince or Princes who are in possession of the throne of Great Britain, by virtue of the acts of parliament afore-mentioned, or against that Prince or Princess to whom the succession to the crown of Great Britain shall be open, according to the said acts of parliament.

VI. Whereas the most destructive flame of war, which is to be extinguished by this peace arose chiefly from thence, that the security and liberties of Europe could by no means bear the union of the kingdoms of France and Spain under one and the same King; and whereas it has at length been brought to pass by the assistance of the Divine Power, upon the most earnest instances of her Sacred Royal Majesty of Great Britain, and with the consent of both of the most Christian and of the Catholic King, that this evil should in all times to come be obviated, by means of renunciations drawn in the most effectual form, and executed in the most solemn manner, the tenor whereof is as follows:
Appendix B1: Document 1 Ordinance of 1728, Claude-Thomas Dupuy, Intendant of New France

Document 1: Ordinance of 1728, Claude-Thomas Dupuy, Intendant of New France

In 1728, Intendant Claude-Thomas Dupuy, the chief civil official in the colony and the highest judicial officer, issued this legal ruling on a case between the habitants of the seigneurie of Sainte-Anne de la Pérade and the seigneur. In many contracts under seigneurial tenure, the tenants were obliged to use the seigneur's mill to grind their grain. The seigneur and the miller received part of the tenants' flour as payment for this service. The seigneur, represented by his wife who could not appear before the court in her own right, accused the habitants of taking their grain across the St. Lawrence River to another mill. How do the two sides justify their claims? What is the nature of the priest's involvement in the issue? What are the implications of the intendant's ruling for social relations at this local level?

On the request presented to us by the Sieur de la Pérade seigneur of Sainte-Anne, saying that some of the habitants of his seigneurie refuse to come to the mill to grind their grains even though they are obliged to do so by their contracts, and in a similar discussion in 1708, M. Raudot, the Intendant at that time, delivered an ordinance which required that the curé [priest] and all the habitants of the said seigneurie bring their wheat to the mill at the said location belonging to M. de la Pérade, prohibiting them from going elsewhere on pain of confiscation and financial penalty.

Despite all those obligations and prohibitions the said habitants still continue to grind at another mill and he [la Pérade] has been obliged lately to make a seizure recently at the mill of one Pierre Brisson, miller of Sieur Levraud in his seigneurie of St. Pierre.

Sieur de la Pérade asks that we convene all the said habitants before us [i.e. the court] who took wheat to Brisson's mill, and that Brisson declare the quantity of wheat or flour that he has from those habitants [..]

[The miller of the seigneurie of Saint-Pierre, eight habitants and the Sieur de la Pérade, represented by his wife, appeared before the Intendant in Québec City.] The said habitants presented us with a document claiming that for a long time the Sieur de la Pérade's mill was decréd, but since they were summoned to come to this city and this court, the sieur de la Pérade hired a carpenter to rebuild it.

They say also that the miller who was at the said mill was a well-known knave, as even the Sieur de la Pérade knew as he had been obliged to expel him from the mill for this reason, that the mill was not sufficient for them to grind the grain that their families required, that the miller received strangers to whom he gives preference because they furnish half of the grinding does that he earns, and therefore it is in his interest to keep them happy and to serve them first. These strangers come to the miller to the detriment of the said tenants and subjects. The miller takes advantage of the fact that the tenants cannot avoid grinding their grain at the seigneurial mill as he will always have the right to force them to do so and to ask that they pay him the milling dues for the wheat that they take to grind elsewhere. The said habitants also allege that to re-establish good order and to protect them from all the considerable wrongs that the said miller causes them regarding their wheat, the said Sieur de la Pérade should be obliged to have a pole and weights at his mill so that by weighing their wheat in the presence of the said miller they should be able also to reweigh their flour before him.

Source: Œuvres et documents relatifs à la tenure seigneuriale (Québec: E. R. Fréchette, 1852), pp. 120–24. Translated by the editor.
The said habitants also say that far from wanting to avoid going to the said mill, it would be very advantageous for them not to be forced to take their wheat to a different mill and it is only extreme necessity which has forced them to do so. But they would never avoid going to the mill if we would regulate the matter and act according to their representations.

And by the said Sieur de la Péraze, represented as said above [i.e., by his wife], it was said that the allegations of the habitants stem from a spirit of mutiny and disobedience. His mill has always been in a good state, which he offers to prove by having it visited if we order thus at the expense of whoever is at fault, that if he is presently having it repaired, it only reflects the attention which he has always had to foresee problems that may cause delays because this work that the habitants mention is only an updating of the workings of the mill which he is doing as a precautionary measure.

As for the complaints that they make of the miller’s infidelity, those reflect an anxious and capricious attitude since they have never made any precise and accurate complaints but rather vague complaints on the subject of which the Sieur de la Péraze in order to satisfy them has changed the miller fourteen times in eighteen years. This still has not made them happy.

And when they say that strangers come to grind their wheat at the said mill and are given preference, no one can honestly deny that the Sieur de la Péraze has publicly stated that the miller should serve the people of the area with a full preference, diligence, exactness and faithfulness. By this complaint they confirm how poorly founded is their search for false pretext to complain about the mill; after all, they allege that the mill has been entirely decept for a long time at the same time that they argue that strangers, who are therefore not required to go to this mill, do so and are well served by it, to the detriment of the locals.

And when they say that they lack flour for their ordinary needs, they should only blame themselves as they don’t wish to bring or take the appropriate measures even though they have been invited to do so many times. They should always have wheat at the mill which would meet their wishes since when they come to pick up a sack of flour they only have to leave a sack of wheat and would be assured in this way of always having enough flour. […]

As for the pole and weights that they ask to have placed in the mill, they know full well that these had been there in the past, and that far from bringing tranquility and less suspicion, it brought forth—as it will in the future—an infinity of fights and quarrels and useless trouble. […]

[...] Having seen the concession contracts of the said habitants by which they are indispensably obliged to bring their grains to be ground at the mill of the said seigneurie and the ordinance of M. Leduc [the former intendant] on a similar difficulty on the 30 August 1707 which obliged them to take their wheat to the mill on the threat of confiscation of their grains that they take elsewhere and to whatever fines may be deemed appropriate, we declare valid the seizure from Brisson, miller of the seigneurie of Saint-Pierre, from the curé of the said seigneurie of Sainte-Anne and the other habitants. […]

We forbid again the curé and all the other habitants to take their grains to be ground elsewhere than to the seigneurial mill of the said seigneurie. […]

We forbid them very purposefully from taking any grain or flour which is not given to them by the said miller on the threat of being seen and charged for making trouble to the others who have grain or flour in the said mill, nor to enter there except when the miller is there. […]

We order that anyone must make a complaint immediately to the said Sieur de la Péraze. Before taking the flour, he will be asked to visit the said mill to examine the case and render justice to whomsoever and that once the flour is taken no one may complain.

We have condemned the habitants to the costs of the seizures and summons, as well as the travel costs of the said Sieur de la Péraze which we have calculated at 30 livres […]

10 July 1728
Appendix B2: Map of Baliscan 1720

Document 6: Map of Batiscan, 1720s

This map was produced at the time of a division of the parish of Batiscan into two new parishes. The family names are indicated in the lots that they owned. What are the social implications of the distribution of houses? Where is the oldest church located? Which habitants would have had the most prominent pieces of property? What other buildings are indicated in the map?

Source: Batiscan: Library and Archives Canada H3/325/Batiscan(1725)/LAC NMC 1725
Appendix B3: Photograph of Louis-Joseph Papineau’s Manor House

This photo is of an old manor house, in which the seigneur Louis-Joseph Papineau lived during the early 1800s. How large is this house? What does its size indicate about relative levels of wealth in rural areas? This house, Montibello, is now a national historic site on the Ottawa River.

Appendix B4: Table of Seignuerial rents and arrears paid, Sorel 1798-1805

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Appendix C1: Thomas McCliesh Trading With Natives

Thomas McCliesh: Trading With Natives

This is a later passage in McCliesh's letter to the London Committee from Albany Fort. Here, he is advising the Committee on what kinds of trade goods will and will not be popular with Native traders, especially those who have been trading with a French trading post upriver. July 16, 1716, p48-49, 3rd pgh: "I hope the trade... in cats or martens."

"I hope the trade will increase and not diminish, provided your honours send a yearly supply of such goods as is most taking with the Indians, which I shall indent for. I have sent an indent home of what is wanting, peradventure your honours may think it large. In cloth, brandy, powder, and tobacco, pray diminish none but rather make an addition to the cloth, for I shall husband everything to the best advantage.

Here is not half a year's trade of cloth nor of tobacco, and a small quantity of brandy which is the only commodity in this country, for I can have more done towards the encouragement of the trade in small furs for a gallon of brandy than for forty beaver in any other goods in the factory: it is become so bewitching a liquor amongst the Indians especially with those that use the French. Where the French have settled up this river the Indians can come here in seven days from thence.

Here is a large quantity of kettles in the country but so unusable that they never will be traded here; for it is impossible for Indians to carry them in their canoes nor draw them on their sledges through the woods in the winter, most of them being 15, 14, 13, and 12 lb., for no Indian will trade a larger kettle than 9 or 10 lb. at most, neither is there any profit to be got by them.

The trade has altered to what it was formerly, for man, wife and children must be clothed in scarlet or purple, besides abundance of other finery, if they go with a hungry belly, for that an Indian cannot afford to trade a larger kettle. It is my opinion your honours had better send for them home whilst they are fit for sale, for in time they will spoil.

Here is likewise a large quantity of plover shot which will not be traded nor spent in factory use in some years; for Bristol shot, duck, and beaver is the only shot that is useful to the Indians, likewise some great shot of which I have sufficient for two years, and of duck the same. I hope for the future your honours will send yearly such goods as shall be indented for both in quantity and quality, for now is the time to oblige the native: for if once we should be disappointed of goods I am positive that it will be a hard matter to draw the Indians from the French, for the French are a people that seldom spare for cost where a good bargain is to be purchased.
I have had several complaints from the Indians of the badness of our cloth this year, and not without reason on their side, for the baize is as thick as it is; they matter not the fineness or the coarseness provided it is thick.

All those Indians that has traded with the French, nay all the Indians in general, desire that they may have such short guns as the French trades, they being handy and light for travelling in the woods; they are 3 1/2 foot the longest and 3 foot the shortest. I have indented for some of the 3 1/2 foot and 3 foot; the 3 1/2 will go at nine beaver with most of the Indians, and the 3 foot will go at seven beaver in cats or martens."

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</tr>
<tr>
<td>Publisher:</td>
<td>The Hudson's Bay Record Society, London.</td>
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<td>Location:</td>
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<td>Copyright Holder:</td>
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Appendix C2: Beaver Pelt
Appendix C3: Hudson Bay Blanket
Appendix D.1

The Deportation of the Acadians, 1755-1762

This page will provide an overview of the circumstances surrounding the Acadian expulsion of 1755 to 1762.

Historical Boundaries of Acadia

The historical boundaries of Acadia included most of what is now Nova Scotia, Cape Breton Island (then called Île Royale), New Brunswick and Prince Edward Island (then called Île St-Jean). Under the Treaty of Utrecht, 1713, mainland Acadia was ceded to Britain. The treaty made provision for the resettlement of the Acadians, but, for a number of reasons, this never occurred.

An Oath of Neutrality Offered and Accepted

As subjects of the British Empire, Acadians were expected to swear allegiance to the British monarch. Acadians offered to swear an oath of neutrality, which was accepted by the British governor of the day, Richard Philipps. For the most part, the Acadians enjoyed a period of prosperity after becoming subjects of Great Britain.

Rising Tension

After the mid 1740s, however, Acadia was of growing strategic interest and was to become the battleground for British and French expansion on the eastern seaboard of North America. Tensions between the British in Nova Scotia and the French on Île Royale and Île St-Jean rose dramatically after the arrival of 7000 British colonists in the area.

An Oath of Allegiance Demanded

In the face of increasing military preparations and other fighting in North America, the new governor of Nova Scotia, Charles Lawrence, demanded an unconditional
oath of allegiance to ensure that the Acadians would not take up arms against the British.

The Acadians at first refused as they were concerned about possible retaliation from the French should they swear allegiance to Britain. Later, they reluctantly agreed. This was not convincing enough for Governor Lawrence, who ordered the expulsion to begin.

**Deportation**

In July 1755, the deportations began. The total Acadian population at the time was around 12,000 and it is estimated that as many as 10,000 were expelled. The British seized farms, goods, livestock and pillaged and ruined Acadian homesteads to ensure that they would not return. This continued until 1762.

**Scattered**

When the British won control of most French possessions in North America under the *Treaty of Paris, 1763*, French settlers on Île Royale and Île St-Jean were also expelled. While those on the islands were returned to France, however, the Acadians were sent to other British colonies along the eastern seaboard of North America. Many of those deported died in the process; perhaps 1000 managed to remain by hiding in the woods.

**Return**

Britain eventually gave many Acadians permission to return, once the military threat had passed and they agreed to the oath of allegiance. As many as 3000 Acadians eventually returned, but their farms and homesteads had been claimed by British settlers. As a result, they were forced mainly into unsettled areas of what is now New Brunswick and Nova Scotia.

The largest number settled in eastern New Brunswick. They remain there to this day and represent a strong cultural force. Small numbers also settled on what is now Cape Breton (Île Royale) and Prince Edward Island (Île St-Jean).

**Bibliography**


Appendix D.2
Appendix D.3

1603-1750 The French English Conflict

• Early 1600's
The first systematic effort to found French colonies in America. French settlements in Acadia, along the St. Lawrence and at Placentia in Newfoundland flourished. French government, to participate in the Atlantic fishery and North American fur trade, believed permanent settlements were required. During the same period, English merchants increased an already extensive fishing operation in Newfoundland and planted colonies along the Atlantic seaboard to the south.

Missionaries followed the French colonists and brought Christianity to the First Nation people. A secondary purpose was to make the Mi'gmaq and Maliseet First Nations friendly to French military forces and to persuade them to assist France in its war against England for control of the region. The missionaries created a core of genuine converts and these allies proved to be extremely useful in times of war. This positive response to missionary work indicated that it was possible for the French to identify themselves with Acadia and its First Nation inhabitants.

Different concepts of land ownership and usage were imposed on the First Nation people after contact with the French. In earlier times, lands were used in common with the products of the land being shared by everyone and was distributed according to clan. After contact with the French, land tenure based on clan ownership was replaced by individual ownership and French traders and settlers quickly occupied the best land.

France creates settlements at Port Royal in Acadia (or Nova Scotia) and on the St. Lawrence River in New France (or Quebec) to protect fishing and fur trading activity.

• 1603
Panonias, the leader of a Mi'gmaq war party against the Penobscot, was killed in battle and his corpse brought back to Port Royal for burial (Biggar 1922:444).

• 1604
Samuel de Champlain and Pierre du Gast, the Sieur de Monts, explored what later became New Brunswick and named the Saint John River. A small French settlement was established on Dochets Island in the St. Croix River in Charlotte County on the Maine and New Brunswick border.

• 1605
The French colonists moved across the Bay of Fundy from Dochets Island to Port Royal on the present-day Annapolis Basin in Nova Scotia. France sent out more settlers and gradually new communities were established. The colonists lived along the riverbanks, diking and farming the tidal marshlands, raising cattle and other livestock, and having large healthy families.

• 1613
Captain Samuel Argall of Jamestown, Virginia was sent by the British to attack and capture Port Royal. This was to be the first of several times the French colony would fall into British hands during the next century. Port Royal was soon returned to France because of French military victories in Europe and ensuing diplomatic negotiations.

• 1620's
A large number of Puritans seeking religious freedom left England and crossed the Atlantic to establish prosperous settlements in Massachusetts. Many New Englanders were involved in farming and with each generation, the need for more farmland increased. New settlements were set up in New Hampshire and Maine in First Nation territory. The New Englanders drove out resident First Nation people and then rapidly replaced the forests with farm buildings, fields, orchards, fences and pastures.

• 1625
Charles I of England granted Nova Scotia to Sir William Alexander who called the land north of the Bay of Fundy, Alexandria; and its principal river, the Clyde. This later became New Brunswick and the Saint John River. French in Acadia and New France tried to prevent the expansion of New England settlements into what they considered their territory. French military leaders and Jesuit missionaries effectively recruited Mi'gmaq and Maliseet warriors to assist them in the war against the English.

- **1631**
  The French built Fort Latour at the mouth of the Saint John River as a trading post and rallying place for the First Nation population.

- **1654**
  New England sent forces to attack the French posts at Saint John, New Brunswick, and Port Royal and La Have in Nova Scotia.

- **1672**
  The French seigniorial system established below Fredericton.

- **1675-1678**
  King Philip’s War (First Anglo-Wabanaki War) begins between the English and the First Nation people in Maine after an ‘Indians’ uprising against English settlements in southern Maine. Following King Philip’s War, remnants of several defeated New England Wabanaki tribes fled north.

- **early 1680’s - mid 1880’s**
  The Wabanaki Confederacy played a crucial role for First Nation rights in North America. The Abenaki, Mi’gmaq, Maliseet, Passamaquoddy, and Penobscot First Nations were all members at various times during this interval and developed a close cultural relationship. Representing a sacred bond of Algonquian goodwill that arose out of necessity, these five First Nations shaped policies in reaction against or in accord with strategic movements by the French, English, Huron, Ottawa, Mohawk, Ojibwa and Iroquois and spanned the Canadian Maritimes, Gaspe Peninsula in Quebec and in Maine (Abbe-Museum).

- **1688-1759**
  A series of five "French and Indian" Wars or Territorial Wars fought by First Nations, French and English. In some, First Nations are allied with the French for their conflict with England. Other First Nations are simply motivated by self-preservation to stem the steady encroachment by English on First Nation lands and food sources. English settlers offer bounties for "Indian" scalps. French offer bounties for English scalps. Many Wabanaki move out of Maine to Canada’s St. Francis and St. Lawrence River valleys.

- **1688-1698**
  King William War (Second Anglo-Wabanaki War): New England First Nation communities attacked and ravished; directly related to the ongoing power struggle in Europe.

- **1689**
  A Maliseet war party traveled from Meductic to Maine where they captured Fort Charles at Pemaquid situated midway on the coast between the Penobscot and Kennebec Rivers. They destroyed the fort and settlement and took captives including a ten-year-old boy named John Gyles who in 1736 published an account of his six year stay on the Saint John River.

- **1690**
  Sir William Phips attacked and seized Port Royal, and Acadia briefly annexed to Massachusetts. French and First Nation forces drove New England fishermen from the harbours of Nova Scotia, and continued to attack New England settlements. French military and naval forces defeated the English elsewhere in the world forcing the return of Port Royal and other captured French posts to France.

- **1692**
  The French built Fort Nashwaak at the mouth of the Nashwaak River, and for a time it became capital of Acadia. Here, Maliseet from Medunctic and Aukpaque traded with the French in times of peace and supported them in times of war.
The French established military points of strength at the mouth of the Nashwaak and Saint John rivers and at the Maliseet community of Meductic. At Meductic there was a fort surrounded by a palisade that guarded the eastern end of an eight-mile long portage that avoided the rapids obstructing the lower end of the Eel River. Within the fort was a wooden cabin used by French Jesuit missionaries to provide religious instruction.

- **Early 1700’s**
  Three or four hundred First Nation people resided at Meductic. There were other First Nation communities at Aukpaque, Tobique and Madawaska on the Saint John River. All served to warn the French at Quebec of possible English attacks.

- **1702 - 1713**
  Queen Anne’s War (Third Anglo-Wabanaki War): fought between France and England in North America for control of the continent and was the counterpart of the War of the Spanish Succession in Europe. The French Crown declares war on neighbouring English colonists. Many First Nation communities attacked and ravished by the English.

- **1704**
  English forces attack French settlements along the Bay of Fundy but are unable to capture Port Royal, defended by French, Maliseet and Mi’gmaq forces.

- **1710**
  The English brought a larger force, attacked and captured Port Royal, and renamed it Annapolis Royal in honour of Queen Anne. Thus, the first settled French community in North America passed permanently into British hands. Counterattacks by French forces and Native allies kept the English confined to their fort.

- **1711**
  A party of eighty British soldiers ambushed and annihilated within a few miles of the fort at Port Royal.

- **1713**
  The Treaty of Utrecht resulted in the English gaining control of mainland Nova Scotia but France retained control over what is now Cape Breton and New Brunswick and kept the support of their First Nation allies. The British Crown acquired the power to pass legislation concerning its American colonies and it could confirm or annul existing property rights. After 1713, American colonists moved east of the Kennebec River to set up new settlements. The French begin construction of a great fortress, Fort Louisbourg, along the sheltered south-western shore of Cape Breton which served as a focal point for French military, fishing and trading operations along the Atlantic seaboard and in the French West Indies.

- **1722-1727**
  Dummer’s or Lovewell’s War (Third Anglo-Wabanaki War): a war when First Nations react to British encroachment. The Passamaquoddy claimed that New Englanders were trespassing on their territory and French military leaders encouraged Maliseet and Mi’gmaq warriors to attack. The British attacked and burned many First Nation villages, including Norridgewock and Old Town in Maine. First Nations retaliated by destroying English settlements on the lower Kennebec River.

- **1724**
  First Nation warriors raid several British controlled points in Nova Scotia.

- **1725-1727**
  In Dummer’s Treaty, English recognize Wabanaki ownership of lands in Maine, but not Mi’gmaq and Maliseet lands in Nova Scotia. “Articles of Submission and Agreement” were signed at Boston on December 15, 1725 by which First Nations were forced to acknowledge the sovereignty of the British Crown over Nova Scotia.

- **1736**
  John Gyles published an account of his 6-year stay on the Saint John River with the Maliseet people (1689).

- **1744-1748**
  King George’s War (Fifth Anglo-Wabanaki War) begins after France declares war on Britain, and the conflict spills over into northeast America. English declare war on the Mi’gmaq and Maliseet First Nations. New Englanders wanted to settle Nova Scotia but first they had to defeat the French and their First Nation allies, and
then deport French colonists. French and First Nation forces attack English fishing boats and the British fort at Annapolis Royal. They also renew their attacks on New England settlements to the south. The First Nation warriors were fighting for traditional interests and against encroachments by New Englanders upon their territory. The English retaliated by sending forces to attack First Nation encampments in Nova Scotia to kill their inhabitants or drive them into the woods, thus making it unsafe to fish or trade near the coast.

- **1745**
  Massachusetts land forces assisted by British warships successfully attack and capture the French fortress at Louisbourg.

- **1746**
  In September 1746, some two hundred First Nation people and their French allies surprised the British troops guarding the captured fortress of Louisbourg and forty British troops killed, wounded or captured.

- **1748**
  British military losses to France in Europe forced Great Britain to return Fort Louisbourg to France. This infuriated the New Englanders who had successfully captured the fortress. To appease the American interests, strengthen British involvement in the cod fishery, neutralize French strength at Louisbourg, and offer protection against French and First Nation attacks, the British government brought over 3,000 soldiers and settlers and established a colony at Halifax. The French contested the creation of this English stronghold at Halifax. French and First Nation forces harassed the infant community and confined the settlers to the palisades. In an attempt to pacify the First Nations people, British officials renewed the treaty of 1725. French agents, however, stirred up the First Nation people and influenced them against the British and soon new attacks were being made.
### The Demands of the Marquis de Vaudreuil

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<thead>
<tr>
<th>French Demand</th>
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<tr>
<td>12. Allow de Vaudreuil and other senior French government officials to return to France</td>
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<td>13. If the peace treaty to end the war returns Québec to France, de Vaudreuil must be allowed to return and the surrender is void</td>
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<tr>
<td>25. The Roman Catholic religion must be allowed to continue without interference</td>
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<td>28. Roman Catholic officials must be allowed to do their duties as before</td>
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<td>41. People who have been subjects of the King of France may not be required to fight against France in future</td>
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<td>46. French merchants shall be allowed to continue their trading as before</td>
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Appendix E.2

A Soldier’s Account of the Campaign on Quebec, 1759
Edited by Robert Henderson

Written by the Sergeant Major of the 40th Regiment’s Grenadiers (part of the Louisbourg Grenadiers), A Journal of the Expedition up the River St. Lawrence was published as a pamphlet in Boston in November 1759. Not only was it the first account to be published on the siege of Quebec, but is one of the few works by a member of the other ranks. While it lacks the flare of officer’s account, it does present one of the best records of the day to day movements of the part of Wolfe’s Army, namely the Louisbourg Grenadiers. The Louisbourg Grenadiers themselves were made up of the Grenadier Companies of the 22nd, 40th, and 45th Regiments who had been left to garrison Louisbourg, captured the year earlier. General James Wolfe, while forming his expedition against Quebec at Louisbourg, personally oversaw the training of the Louisbourg Grenadiers in the “New Exercise”, which was an improved infantry drill. As fate would have it, on September 13th, 1759 on the Plains of Abraham, Wolfe would fall mortally wounded next to the Louisbourg Grenadiers. A few days later, Quebec surrendered and the duty fell upon the Louisbourg Grenadiers to form the honour guard and first to enter the walls of Quebec. In his account, the Sergeant Major skips a day around the time of the battle of the Plains and records it incorrectly as occurring on the 14th of September.

"A Journal of the Expedition up the River St. Lawrence;

Containing

A True and Particular Account of the Transactions of the Fleet and Army,
From the Time of Their Embarkation at Louisbourg ’Til After
the Surrender of Quebec

by the Serjeant-Major of Gen. Hopson’s Grenadiers
Louisbourg, June 1st, 1759

We embark’d on board the Transport Harwood, bound on the Expedition to Canada ...

The 4th Day we set Sail for the River St. Lawerance, which we made on the 9th Day, and there we lay till the 16th, before we got into the River; which is very wide and Mountainous. For about forty Leagues up the River the Depth of Water is 100 Fathoms. The 16th Day we came into seventeen fathom Water; and on the 23rd we join’d Admiral Durell, who had 7 Sail of the Line, with some Frigates with him, which lay as a Guard to Protect the River, at a Place call’d the Island of Coudre... This island is pleasantly situated, lies partly high, and was very well peopled before we came up:

And passing this Island about a League up, we anchor’d, and two of our Boats went in Shore and was attack’d by a small Party of Canadians and Indians, and was obliged to retreat to their Ships.

The 25th we made the out End of the Island of Orleans, and on the 27th we landed on it without the loss of a Man. A small Party of Rangers were almost surrounded by a large Party of Indians; but the Rangers rush’d through them with the Loss of only one Man; what damage the Enemy sustain’d is uncertain.

On the 29th the French sent five Fire Ships down among our Fleet; but, thank God, they did no Damage. The same Day we marched about 6 miles, under the Command of Col. Carlton, and encamped that same Night in Sight of the French Army, and likewise in Sight of the Town – Gen. Monckton’s Brigade and a party of Rangers landed on the South Side; we had a small Attack, by which we had 3 kill’d, 2 wounded and 4 taken Prisoners.

July 1st, the Enemy came against our Detachment on the South-side of the River with floating Batteries; but our Shipping soon drove them off; --the Damage they suffer’d is not known. Same Day the Louisbourg Grenadiers went a Foraging; we had two kill’d and scalp’d belonging to the 22d Regiment. The same Day we marched to the West End of the Island, in order to join the Louisbourg Battalion. A Party of the Enemy fired out of the woods, and wounded two men.

July the 5th, a Barge between the Island and the main Land, to sound the Depth of Water: The French fir’d four Cannon-Shot at her, and came down on a large Bar of Sand, from whence they fir’d small arms; also five Canoes came down the River, loaded with Indians, who took the Barge, made one Man prisoner, and wounded another belonging to the 22d Regiment. On the same Day their floating Batteries attack’d our Shipping but was soon obliged to quit their Firing. --Gen. Monckton opened a small Battery upon the South Side; The first Day they canonaded and bombarded on both Sides; but lost never a Man.
The 8th, we landed on Quebeck-Shore, without any Interception, and marched up the River about two miles; when the Louisbourg Grenadiers being order’d out to get Fascines, they had scarce set down to take a small Refreshment, and detacht a small Party of Rangers to guard the Skirts of the Wood, before a large Party of Indians surrounded them, kill’d and scalp’d 13, wounded the Captain-Lieutenant and 9 Privates; they likewise kill’d and wounded 14 of the Royal Americans, wounded 2 of the 22d and one of the 40th Regiment: we got only 3 Prisoners, and kill’d 2 of the Savages.

The third Day our Shipping was drove off by the Enemy’s Shells. - We got only some few Prisoners, ’til the 12th Day, when the French built a Battery against us, but had not Time to mount any Guns on it; for we soon demolish’d it with our Field-Pieces and Hawitzers. The fourteenth Day their floating Batteries came out after our Boats, but we soon drove them back again. -The 16th, we set the Town on Fire, about 12 O’clock, which continued burning all that Day.

On the 17th we went out a Fascining, and to make Oars, with a small Party to cover us; -5 were kill’d of which 4 were scalp’d, and we was oblig’d to quit the Wood directly; the Indians came up very close, and kill’d and scalp’d one Man close by us; the Grenadiers of the 45th Regiment fir’d upon them, and I saw one drop; but the Indians took him off in a minute. We had 5 kill’d, belonging to the 35th Regiment, and one dangerously wounded; the 15th Reg, had one wounded very bad; but our People returning up on them, made them fly so fast that they were oblig’d to leave their Blankets and Match-coats, with several other Things, behind them; but we could not get one of them Prisoners. A Deserter came to us, from whom we had an imperfect Account of their Forces; which, however, gave us some Encouragement.
July 18th, the Deserter went out with our Light-Infantry, to show them a Place where to cross the Falls; the Indians fir’d on them, but hurt none: Likewise the same Night some of our Shipping pass’d the Town, and one run ashore on the South Side of the River. The 19th Day the floating Batteries came out to attack Our Shipping round the Harbour; but our Batteries on the Land-Side drove them off, so that the Shipping receiv’d but two Shot. On the 20th an accident happen’d in the Light-Infantry’s Camp; a Man sitting in his Tent, with his Firelock by him, taking hold of the Muzzle to pull it towards him, it went off and wounded him in the Thigh so that he died the same Night.

The 21st Day of July all the Grenadiers cross’d over to the Island of Orleans; the Indians attack’d us very smartly, as we was marching to the Water-Side. -- Same Day the Enemy open’d two batteries on us, which raked our Camps. Our Troops, with Seamen, stormed a Battery on the S. Side, spiked the Cannon, broke the Mortars, broke into their Magazine, took all their powder, and threw all the Shot and Shells into the Water.

July 22d we set the Town on Fire, which burnt all the next Day: Some of our Shipping went to pass the Town; but they fir’d so hot, that they were oblig’d to turn back.

The 23d 300 provincials landed on the Island of Orleans, which was some Reinforcement.

July 25th, the Louisbourg Battalion and three more Companies of Grenadiers, with 3 Companies of Light-Infantry, went round the Island of Orleans. -- The 27th we arrived at our Camp; and we receiv’d News That our Forces on Montmorancy Side had been attack’d the Day before, and likewise got the Better of the Enemy; we had an Account that we kill’d 300 of them, but the Number of wounded none of us could tell: Our loss was 5 Officers and 32 Privates, 12 of whom were kill’d and the rest wounded. The same Day we went to get our Plunder, which we discovered on our march round the Island, consisting of Gowns, Shirts, Petticoats, Stockings, Coats and Waistcoats, Breeches, Shoes, and many other Articles too tedious to mention and some Cash; which, if the Things had been sold to the Value, would have fetch’d upwards of 500 l. Sterl. The same Night the French sent five Fire-Floats down, which made great Confusion among our Fleet; but the Men of War sent their Boats and tow’d them ashore, where they burnt out without further Damage.

July 29, Otway’s and Hopson’s Grenadiers went on board the Three-Sisters, Witmore’s and Warburton’s on board the Russell, the rest in flat-bottom Boats and other Vessels, with a full Intent to land on a Part of the French Shore; so as by that Means we might come at the Town:

The First Push we made was on the 31st of July: with 13 Companies of Grenadiers, supported by about 5 Thousand Battallion-men; -- as soon as we landed we fixed our Bayonets and beat our Grenadier’s-March, and so advanced on; during all this Time their Cannon play’d very briskly on us; but their Small-Arms, in their Trenches, lay cool ’till they were sure of their Mark; then they pour’d their Small-Shot like Showers of Hail, which caus’d our brave Grenadiers to fall very fast: Brave Gen. Wolfe saw that our attempts were in vain, so he retreated to his Boats again: The number of kill’d and wounded that Day was about 400 Men; - in our Retreat we burnt the two Ships, which we had ran ashore on that side to cover our Landing.

The 3d Day of August a Party of Capt. Danks’s Rangers went from the Island of Orleans to Quebec Side, a little down the River; they were attack’d by a Party of French, and was smartly engag’d for the Space of half an Hour; but the Rangers put them to flight, kill’d several and took one Prisoner: The Rangers lost one Lieutenant, who died of his Wounds soon after, and 2 or 3 others. They got a great deal of Plunder.

Aug 4th the French made an Attempt of crossing the Falls; but our Train fir’d Hawits and Cohorns so fast, that they were oblig’d to retreat without accomplishing any Thing; ----what Damage was done them I know not.
On the 6th a Victualing Ship sail’d from our Fleet, and went below the Falls, the French hove Shot and Shells in great Number at them; but did them no Harm.

The 8th of Aug. two Centinels being at the Falls, they took an Indian and bro’t him Prisoner to the General, who sent him on board the Admiral. At 12o’Clock at Night we threw a Carcass and one Shell on the Enemy’s Battery of 9 Guns, which blew up their Magazine, Platforms, and burnt with such Violence that some of the Garrison were oblig’d to get into Boats to save themselves from the Flames. The 9th Day we set the Town on Fire, being the 3d Time.

On the 10th the French floated a Thing down in the Form of a Floating-Battery; one of our Ships sent out a Boat to see what it was, and just as the Seamen were going to jump on board, it blew up and kill’d one midshipman and wounded four Sailors......The same day about 30 Sailors went a Plundering on the South-side of the River, and as they were about their Prey, they was surpriz’d by a Party of Indians and drove off; but they all got safe to their Boats, tho’ not without the Loss of their Plunder.

The 11th Instant there was an Engagement between our Scouting-Parties and the Indians, Our People drove them off, we had a great Number wounded, several very badly, but the most slightly; there was but few kill’d: There was one of the 35th Reg. told me, he saw an Indian who fir’d at him, but miss’d him; that he levelled his Piece and fir’d at the Indian and miss’d him likewise; upon which the Indian immediately threw his Tommahawk at him and miss’d him; whereupon the Soldier, catching up the Tommahawk, threw it at the Indian and levell’d him, and then went to scalp him; but 2 other Indians came behind him, and one of them stuck a Tommahawk in his Back; but did not wound him so much as to prevent his Escape from them.

The 12th Day We had an Account of General Murray’s going to land above the Town—He made all Attempt to land twice and was beat off; he made the third Attempt, and landed at the South-Shore with the Loss of about 100 kill’d and wounded. The same Day we had an Account from the Enemy, That Gen. Amherst’s Army was taken very badly and that they were oblig’d to turn back again.

On the 13th we had an Account by one of the French Gunners, who deserted to us that Night, That the enemy had very little provisions; he likewise gave an Account what a Body of French and Indians came over the Falls, the same Side that our Army was on, and that they had four Days Provisions with them, and remain’d there still.

The 14th a Sailor belonging to the Dublin Man of War, endeavour’d to swim over to the French, over the River; but the Current ran so strong, that he was driven on Shore on the Island-Side and was taken up by one of Hopson’s Grenadiers and carried to their Quarter-Guard, from whence he was carried on board his own Ship again, stark naked.

The 15th of Aug. Captain Gorham returned from an Incursion, in which Service were employ’d, under his Command, 150 Rangers, a Detachment from the different Regiments, Highlanders, Marines, &c. amounting in the whole to about 300, an arm’d Vessel, three Transports, with a Lieutenant and Seamen of the Navy to attend him, of which Expedition they gave the following Account:

"That on the 4th of August they proceeded down to St. Paul’s Bay, (which is opposite to the North Side of this Island) where was a Parish containing about 200 men, who had been very active in distressing our Boats and Shipping –At 3 o’Clock in the Morning Capt. Gorham landed and forced two of their Guards; of 20 Men each, who fired smartly for Some Time; but that in two Hours they drove them all from their Covering in the Wood, and clear’d the Village which they burnt, consisting of about 50 fine Houses and Barns; destroy’d most of their Cattle, &c. That in this one Man was kill’d and 6 wounded; but that the Enemy had two kill’d, and several wounded, who were carried off— That from thence they proceeded to Mal Bay, 10 Leagues to the Eastward on the same Side, where
they destroyed a very pretty Parish, drove off the Inhabitants and Stock without any Loss; after which, they made a Descent on the South Shore, opposite the Island of Coudre, destroyed Part of the Parish of St. Ann's and St. Roan, where were very handsome Houses with Farms, and loaded the Vessels with Cattle; after which they returned from their Expedition.

The same Day 1 of our Schooners went from the Fleet below the Fall, and the French fir’d 8 or 9 Shot at her; but miss’d her. This Day a Party of young Highlanders came to the Island of Orleans from Gen. Monckton’s Encampment; on Purpose to destroy all the Canaada-Side. -- The same Day our People set one of the Enemy’s Floating-Batteries on Fire; -- and in the Night General Monckton set the Town on Fire, (being the 4th Time) and the Flames raged so violently, that ’twas imagin’d the whole City would have been reduc’d to Ashes.

August 18th, a Sloop and Schooner went below the Falls; the French hove Shot and Shells at them, but did ’em no Damage. The same Day the Enemy hove a Bomb from the Town, which kill’d one Man and wounded 6 more;--one Man had his Arm cut off by a Piece of the same Shell.

On the 20th the Louisbourg Grenadiers began their March down the main Land of Quebec, in order to burn and destroy all the Houses on that Side-- On the 24th they were attack’d by a Party of French, who had a Priest for their Commander; but our Party kill’d and scalp’d 31 of them, and likewise the Priest, their Commander; They did our People no Damage. The three Companies of Louisbourg Grenadiers halted about 4 Miles down the River, at a Church called the Guardian-Angel, where we were order’d to fortify ourselves till further Orders; we had several small Parties in Houses, and the Remainder continued in the Church. -- The 25th, began to destroy the Country, burning Houses, cutting down Corn, and the like: At Night the Indians fired several scattering Shot at the Houses, which kill’d one of the Highlanders and wounded another; but they were soon repulsed by the Heat of our Firing. -- It was said that the Number of the Enemy consisted of 800 Canadians and Indians. Sept 1st we set Fire to our Houses and Fortifications, and marched to join the Grand Army at Montmorancy; the 3 Companies of Grenadiers ordered to hold themselves in Readiness to march at a Minute’s Warning.

The 26th a Serjeant of the 35th Regiment deserted across the Fall, and our people fir’d several Grape-Shots after him; notwithstanding which he got clear off to the Enemy.

The 27th of August some of our Shipping went past the Town, which fir’d so hot at them with Shots and Bombs, that one would have thought Vessel to pass; but they receiv’d little or no Damage. The 29th, 5 Sail went to pass the Town, up the River; the Town fir’d very warm all the Time of their passing, and I was very well informed, That only 15 of their Shot took Place out of all their Firing: Likewise the 30th Instant four of our Ships pass’d the Town, where they kept a continual Firing; but did us very little Damage.

Sept. 1st all the Sick and Women that was on Montmorancy-Side, came over to the Island of Orleans; on the 2d Intant a very large Body of Wolfe’s Troops came over, with the Louisbourg Grenadiers, and encamped that Night on the same Island.

The 3d Day all the Army left Montmorancy-Side and we set all the Houses and Fortifications on Fire, and then we embark’d in flat-bottom Boats and came above the Fall; the French fir’d very brisk all the Time of our passing, but did us no Damage, and we went over to Point Levee and encamped there.

Sept. 4th the Louisbourg Grenadiers and the Remainder of the Army, cross’d over to Point-Levee from the Island of Orleans, and encamped there. -- The Same Day 4 Men came from Gen. Amherst’s Army; they was 26 Days on their Journey, and inform’d us, That we had got Ticonderoga, and likewise Crown-Point.
Sept 5th about 5 or 6000 Men Marched up the River on Point-Levee Side, to go above the Town, and carried one Month's Provision up in Sloops. The same Day one of the Royal-Americans, who was taken Prisoner by the French-Indians the 31st of July last, made his Escape and came to the Porcupine Sloop of War, that lay a little below the Fall; he informs us That there is no more than about 300 Indians that carries Arms; but that there are a great number of Women and Children, that they were very scant of Provisions; likewise that he himself had been 48 Hours without any thing to eat: He further said, that the Enemy they were very numerous in their Intrenchment", consisting of at least, 14,000 Men of which 11,000 were Canadians and the rest Regulars, the latter of whom were heartily tir'd with the Siege.

Sept. 6th the Schooner Terror of France went above the Town, in the middle of the Day, as she pass'd they kept up a constant Fire at her, and she receiv'd five of their Shot; one in her Jib, two in her Mainsail and 2 in her Foresail; but lost none of her Hands, nor did she sustain any further Damage.

The whole Army being on Point-Levee Side, the main Body were order'd to get ready to march above the Town, on the South Side, and to take only one Shirt and one Pair of Stockings, besides what we had on. We marched up the River about 8 Miles, and then embark'd on board the Men of War and Transports that were up the River: the Number that embarked was 3349 Men, with a Party of the Train of Artillery.

Sept. 10. the Weather being very wet, and the Troops very much crowded on board the Men of War and Transports, the General thought proper to land us on the South Side again; which was a great Decoy to the French: We marched to the Church of St. Nicholas, under the Command of General Monckton, where we halted. The next Day we received intelligence of a small Number of French and Indians, who were driving some Cattle;......we dispatched a Party of 500 Men, who took the Cattle, but the Enemy got off.

The 12th we received Orders to embark'd on board our Ships again.

The 13th we had Orders to land; so we fell down the River in the Ships and Boats till we came a little above the Town, where the Enemy least suspected us (for where the Enemy thought we should have landed, they had about 600 Horse; but what Number of Foot we could not say; we could perceive that they was intrench'd and had 5 Floating-Batteries to intercept our Landing.)

On the 14th we landed, at break of Day, and immediately attacked and routed the Enemy, taking Possession of a Battery of 4 24-Pounders, and one thirteen Inch Mortar, with but an inconsiderable Loss. We then took Post on the Plains of Abraham, whither M. Montcalm (on hearing that we had landed, for he did not expect us) hasted with his whole Army (consisting of Cavalry as well as Infantry) to give us Battle; about 9 o’Clock; we observed the Enemy marching down towards us in three Columns, at 10 they formed their Line of Battle, which was at least six deep, having their Flanks covered by a thick Wood on each Side, into which they threw above 3000 Canadians and Indians, who gaul'd us much; the Regulars then marched briskly up to us, and gave us their first Fire, at about Fifty Yards Distance, which we did not return, as it was General Wolfe’s express Orders not to fire till they came within twenty Yards of us --They continued firing by Platoons, advancing in a very regular Manner till they came close up to us, and then the Action became general: In about a Quarter of an Hour the Enemy gave way on all Sides, when a terrible Slaughter ensued from the quick Fire of our Field Pieces and Musquetry with which we pursue'd them to the Walls of the Town, regardless of all excessive heavy Fire from all their Batteries. The Enemy lost in the Engagement, Lieut. Gen. Montcalm, (who was torn to Pieces by our Grape Shot) 2 Brigadier-Generals; one Colonel; 2 Lieutenant-Colonels ; and at least 130 Officers and Men kill’d and 200 taken Prisoners at their very Sally-Ports, of which 58 were Officers. On our Side was killed the brave and never to be forgotten General WOLFE; with 9 Officers, 4 Serjeants and 44 Privates; wounded, Brigadier-General Monckton, Colonel Carlton, Quarter-Master-General; Major Barre, Adjutant-General; and 50 Other Officers, with 26 Serjeants and 557 privates.-- This Action was the more glorious, as the Enemy were at least
12,000 strong, besides 500 Horse; whereas we, at the utmost, did not consist of above 3500, some of whom did not engage; for at the Time of the Engagement Colonel Scott was out burning the Country with 1600 Men; Col. Burton was at Point-Levee with 2000 Men; and on the Island of Orleans there were 1500; whereas our whole Army, at our first embarking at Louisbourg, did not exceed 8240 Men.

At Ten o’Clock at Night we surpriz’d their Guard and took Possession of their Grand Hospital, wherein we found between 12 and 1500 Sick and Wounded.

We lay on our Arms all Night, and in the Morning we secured the Bridge of Boats which the Enemy had over Charles River, and possessed ourselves of all, the Posts and Avenues that was or might be of any Consequence leading to the Town, and broke Ground at 100 Yards Distance from the Walls; we likewise got up 12 heavy 24-pounders; six heavy Twelve Pounders, some large Mortars, and the 46 inch Hawitzers, to play upon the Town, and we had been employed three Days, intending to make a Breach, and storm the City Sword in hand, but we were prevented by their beating a Parley, and sending out a Flag of Truce with Articles of Capitulation, and the next Day- being the 17th of September, we took Possession of the City, where we found 250 Pieces of Cannon, a Number of mortars, from 9 to fifteen Inches, Field-Pieces, Hawitzers, &c. with a large Quantity of Artillery-Stores.

M. Vaudreuille, the Governor-General of New-France, stole out of the City before the Capitulation; leaving only about 600 Men, under the Command of Mon. Ramsay, by whom the Capitulation was signed. The poor Remains of the French Regulars, with about 10,000 Canadians, retired to Jaques Quartees under the Command of M. Levy; but the Canadians deserted him in great Numbers, and came in and surrendered themselves.

Sept 19th the French Garrison were embarked on board Transports: Such of the Inhabitants as would come in and take the Oaths of Allegiance, were permitted to enjoy their Estates.

Brigadier General Murray is Governor of the Town, and the whole Army left to Garrison it.
A view of the church of Notre-Dame-de-la-Victoire, Quebec City 1760 (NAC)

During the whole Siege from first to last, 535 Houses were burnt down, among which is the whole eastern Part of the lower Town (save 6 or 8 Houses) which make a very dismal Appearance. We also destroyed upwards of Fourteen Hundred fine Farm-Houses in the Country, &c.

FINIS"

Appendix E.3

http://www.youtube.com/watch?v=D4eVwzZ9a_A
Appendix F.1

ANNO DECIMO QUARTO
GEORGE III. REGIS
SEVENTH DAY OF October in the Third Year of His Reign
*Thought Fit To Proclaim*

**THE QUEBEC ACT OF 1774**

An act for making more effectual provision for the government of the Province of Quebec in North America

The Quebec Act of 1774 dealt with the old French Canadian empire and its original owners the Aboriginals. Most of the latter lived in the huge pocket of land lying below the Great Lakes. All were members of proud tribes and were determined to resist further white encroachments on their traditional hunting grounds. The British were anxious to respect their strength and to prevent any reoccurrence of the bloody wars on the American frontier that had been enflamed by the eloquence of Pontiac raging against white entrenchment. They wanted to head off continued Indian wars caused by American frontiersmen flooding into the wide open western spaces of the Ohio country. In order to do so the British used the Quebec Act of 1774 to broaden the boundaries of Quebec as indicated by the shaded areas in the maps below by extending the boundaries set out in the Proclamation of 1763 to the line of the Ohio River.

Under this act Quebec received distinctive treatment. There was complete acceptance of authoritarian rule. The Quebec Act essentially reversed the earlier provisions designed to create uniformity among the North American colonial governments - uniformity based on English institutions. It was made with good intentions but it was both criticized and acclaimed from the moment it appeared. In approving it the British government had heeded the advice of James Murray, Quebec's first English governor and Sir Guy Carleton his successor and ignored the petitions and pleadings of a small group of English settlers, mainly merchants, who opposed it. The act confirmed to Canadians the free use of their language, their customs and their Roman Catholic religion. It granted them most of the old French civil laws including the seigneurial tenure of land. It ensured the rights of the clergy to collect tithes and it offered the people an oath of allegiance that
contained no insulting religious clause. According to the new act Quebec reverted substantially to the traditions of the French regime - rule by the governor and appointed council rather than by an elected assembly. It guaranteed the primacy of the church as well as French property and civil law. The privileges of the seigneurs and the system of feudal land tenure were guaranteed.

The matter of an elected assembly was set aside. Carleton opposed colonial assemblies. In his letter to the British government on January 20, 1768 he wrote, "The better sort of Canadians fear nothing more than popular Assemblies, which, they conceive, tend only to render the People refractory and insolent. Enquiring what they thought of them, they said they understood some of our Colonies had fallen under the King's Displeasure, owning to the Misconduct of their Assemblies and that they should think themselves unhappy if like Misfortune befell them." Carleton believed that the British form of Government transplanted to Quebec would never produce "the same Fruits as at Home" chiefly because he felt it was impossible for the "Dignity of the Throne or Peerage to be represented in the American Forests." In the colony, he said, the Governor had little or nothing to give away so he would have little influence. It was, therefore, critical that he retain all in proper Subordination, that is, that the power remain in his hands.

Unlike those who believed the French-speaking Canadians would eventually become assimilated into a majority of English-speaking immigrants, Carleton saw no likelihood of that happening.

"There is not the least probability this present superiority (French Canadians) should ever diminish. On the contrary 'tis more than probable it will increase and strengthen daily. The Europeans who migrate will never prefer the long, unhospitable Winters of Canada to the more cheerful Climates and more fruitful soil of his Majesty's Southern Provinces. While the severe Climate and the Poverty of the Country discourages all but the Natives, its Healthfulness is such that the Canadians multiply daily so that barring a Catastrophe shocking to think of, this Country must to the end of Time be peopled by the Canadian race."

It was difficult to know just what the majority of Canadians actually felt about an assembly. Few could read and the majority had no knowledge whatsoever of democracy nor the principles on which it worked. It could
be claimed by anyone, therefore, that they were uninterested in adopting them. They had always been ruled by a king's deputy and his little court at Quebec and as long as their rule light they preferred it. When this was replaced by a governor and council appointed by the British crown, they readily accepted it.

In French Canada the act was received without any popular demonstration by the French Canadians. On the whole the Quebec Act satisfied only the upper class French Canadians. The lower class found nothing in the Quebec Act to cheer about. The habitant had mixed feelings about it, for while it gave him security of his language and religion it also revived certain objectionable feudal privileges of the seigneurs. The habitant disliked the governor's defence measures which involved forced labour and the requisitioning of supplies and the prospect that he might be forced into the army. The men to whom a great body of people always looked for advice and guidance - the priests, cures and seigneurs - naturally regarded the Act's provisions as evidence of a considerate and liberal spirit in which the British government was determined to rule the province.

Of great importance to Canadian history was the fact that the Act meant the province of Quebec was being treated in a special way by an imperial act of parliament.

This complicated the future development of Canadian government for the chance from the beginning to fit Quebec into the ordinary pattern of British institutions had been lost. In their assessment of the Act, some Canadian
writers and historians will be influenced by its effect on the subsequent history of Canada. While there was never any likelihood of completely assimilating French Canadians into an English-speaking Canada, the future co-operation between the two language groups was made more difficult by this measure which increased the French feeling of separateness.

The Quebec Act of 1774 was made with good intentions, but it was both criticized and acclaimed from the moment it appeared. In approving it the British government had heeded the advice of James Murray, Quebec’s first English governor and Sir Guy Carleton, his successor, and ignored the petitions and the pleadings of a small group of the English settlers, chiefly merchants, who opposed it. Unfortunately, evidence is scarce on the views and motives of those who gave the Act its final form. The papers of Carleton would have been invaluable but they were destroyed by his wife after his death in accordance with his wishes.

The denial of representative government infuriated the merchant class who protested that the mother country had deprived them of a basic right of all Englishmen. However, two important provisions took some of the edge off their discontent. The more humane English criminal law replaced the relatively harsh French penal code. By far the most attractive features of the Quebec Act were the territorial changes. The Act’s extension of the boundaries of the colony included the rich fur-trading territory between the Ohio and the upper Mississippi rivers which had formerly been part of the French empire. This meant the merchants in Canada were now able to exploit the fur trade in this area without fear of competition from the merchants of Albany and New York. In addition to consoling the fur-trade merchants of Quebec this extension tied the Ohio country to a 'safe' province - Quebec. British concerns regarding the status of the 13 Colonies were already surfacing and with good reason.

The American colonies were enraged by these acts which they saw as moves on the part of the mother country to confine their settlement to the eastern coastal plain. In American eyes the Quebec Act became one of the final Intolerable Acts of Britain that sparked the revolution. In some ways it was the most intolerable of the Intolerable Acts since it seemed to be aimed at weakening not only Massachusetts, whose Boston harbour was closed following the Boston Tea Party, but all the Atlantic colonies. They declared the Act was "dangerous to an extreme degree to the civil rights and liberties of all America." By 1774 rebellion in the 13 Colonies was developing rapidly and the stifling of their westward expansion and was
another sour ingredient added to the already bubbling pot. The Quebec Act contributed more, perhaps, than any other measure to drive them into rebellion against their sovereign.

Excerpts from “Historical Narratives of Early Canada”,
uppercanadahistory.ca

Appendix F.2
The Royal Proclamation - October 7, 1763

And whereas it is just and reasonable, and essential to our Interest, and the Security of our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under our Protection, should not be molested or disturbed in the Possession of such Parts of Our Dominions and Territories as, not having been ceded to or purchased by Us, are reserved to them. or any of them, as their Hunting Grounds.--We do therefore, with the Advice of our Privy Council, declare it to be our Royal Will and Pleasure. that no Governor or Commander in Chief in any of our Colonies of Quebec, East Florida. or West Florida, do presume, upon any Pretence whatever, to grant Warrants of Survey, or pass any Patents for Lands beyond the Bounds of their respective Governments. as described in their Commissions: as also that no Governor or Commander in Chief in any of our other Colonies or Plantations in America do presume for the present, and until our further Pleasure be known, to grant Warrants of Survey, or pa

And We do further declare it to be Our Royal Will and Pleasure, for the present as aforesaid, to reserve under our Sovereignty, Protection, and Dominion, for the use of the said Indians, all the Lands and Territories not included within the Limits of Our said Three new Governments, or within the Limits of the Territory granted to the Hudson's Bay Company, as also all the Lands and Territories lying to the Westward of the Sources of the Rivers which fall into the Sea from the West and North West as aforesaid.

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

And We do further strictly enjoin and require all Persons whatever who have either wilfully or inadvertently seated themselves upon any Lands within the Countries above described. or upon any other Lands which, not having been ceded to or purchased by Us, are still reserved to the said Indians as aforesaid, forthwith to remove themselves from such Settlements.

And whereas great Frauds and Abuses have been committed in purchasing Lands of the Indians, to the great Prejudice of our Interests. and to the great Dissatisfaction of the said Indians: In order, therefore, to
prevent such Irregularities for the future, and to the end that the Indians may be convinced of our Justice and determined Resolution to remove all reasonable Cause of Discontent, We do, with the Advice of our Privy Council strictly enjoin and require, that no private Person do presume to make any purchase from the said Indians of any Lands reserved to the said Indians, within those parts of our Colonies where, We have thought proper to allow Settlement: but that, if at any Time any of the Said Indians should be inclined to dispose of the said Lands, the same shall be Purchased only for Us, in our Name, at some public Meeting or Assembly of the said Indians, to be held for that Purpose by the Governor or Commander in Chief of our Colony respectively within which they shall lie: and in case they shall

And we do hereby authorize, enjoin, and require the Governors and Commanders in Chief of all our Colonies respectively, as well those under Our immediate Government as those under the Government and Direction of Proprietaries, to grant such Licences without Fee or Reward, taking especial Care to insert therein a Condition, that such Licence shall be void, and the Security forfeited in case the Person to whom the same is granted shall refuse or neglect to observe such Regulations as We shall think proper to prescribe as aforesaid.

And we do further expressly conjoin and require all Officers whatever, as well Military as those Employed in the Management and Direction of Indian Affairs, within the Territories reserved as aforesaid for the use of the said Indians, to seize and apprehend all Persons whatever, who standing charged with Treason. Misprisions of Treason. Murders, or other Felonies or Misdemeanors. shall fly from Justice and take Refuge in the said Territory. and to send them under a proper guard to the Colony where the Crime was committed of which they, stand accused. in order to take their Trial for the same.

Given at our Court at St. James's the 7th Day of October 1763. in the Third Year of our Reign.

GOD SAVE THE KING.

Excerpt from “The Royal Proclamation”
Appendix G.1

Joseph and Mary Brant
TORN BETWEEN TWO WORLDS

Like the European settlers, the Iroquois of the Six Nations were divided when the colonists rebelled. Some sided with the rebels. More sided with the British. Most, however, wanted to remain neutral.

Into this conflict stepped Joseph Brant (Thayendanegea in Mohawk) and his sister, Mary (Konwatsi’ Tsiiajenn in Mohawk). The step-children of an important Mohawk sachem — a hereditary Chief — they had grown up in the longhouses of the Mohawk River Valley of New York. But they had also spent a lot of time with Europeans and had adopted many of their ways. Each had one foot in the Mohawk world and another in the European world.

Recently widowed, Mary had been married for years to William Johnson, a wealthy and powerful Irish trader who had been in charge of Aboriginal affairs for the British. Johnson had arranged for Joseph to attend a special school. There, the young man had learned English and trained as an interpreter.

The Brants were firmly pro-British. They believed that the British would stop settlers from taking over Aboriginal lands and persuaded their people to fight for the King. This would have lasting consequences for the people of the Six Nations — and for the Brants.

When the tide of war turned in favour of the rebels, the people of the Six Nations were forced to flee northward. Mary and some of the Mohawks settled at Cataracu, now Kingston, Ontario. After the war, much of what had been their homeland was granted to American soldiers. What is worse, the treaty that ended the war did not even mention the Aboriginal nations. The people of the Mohawk Valley were now exiles. Many felt betrayed by the British — and by the Brants. To make the best of things, Joseph Brant persuaded the British to grant the Six Nations land along the banks of the Grand River in Southern Ontario. When they moved there, the ford across the river at his farm was called Brant’s Ford. Today it is the site of the city of Brantford. Mary stayed at her new home in Cataracu.

For the rest of their lives, Joseph and Mary Brant tried to help their people. But the Mohawks could not agree on the kind of help they wanted, and many blamed the Brants for their troubles. In the end, Joseph decided to move away. He built himself a mansion overlooking Burlington Bay on Lake Ontario.

Still, he never forgot his heritage. When he died in 1807, his last words to the friend at his bedside were, “Have pity on the poor Indians. If you can get any influence with the great, endeavour to do them all the good you can.”

More people you could research are:

Mary Bliss
Colonel Stephen Blucke
Joseph and Mary Brant
John Deserontyou
General Haldimand
William Johnson
Russell Pitman
In 1776, 13-year-old George Carscallen was no stranger to hard work. As his family struggled to carve out a new life on a farm in the British colony of New York, George helped out where he could.

The Carscallens had more to worry about than just making their farm succeed though. For years anger at Britain had been simmering among many American colonists. But George’s family, like many of their neighbours in the Camden Valley, had tried to remain neutral.

When fighting broke out in 1775, though, the Camden Valley settlers were forced to take sides. “If you’re not with us, you’re against us,” the rebels told them. Some neighbours did join the rebels, but George’s father refused. Twice he was arrested and twice he escaped and returned home. Fearing a third arrest, he packed a few belongings and went into hiding, along with his three older sons. This left George, his mother, his older sister, Elizabeth, and his younger sister, Ann, to look after the farm by themselves.

Not long afterward, a gang of rebels arrived at the farm. When they could not find his father, they grabbed George and threatened to hang him if he did not reveal his father’s hiding place. George’s response? “Hang away!”

Three times, the rebels placed a noose around the teenager’s neck and hoisted him up at the end of a rope. Three times, George refused to betray his father and brothers. Some of the rebels were neighbours who knew George and his family. Finally, when they realized that he was going to stand firm no matter what, they stopped.

After this it was too dangerous to stay on the farm. The rebels who arrived next time might not be so merciful. Besides, the family could no longer survive. The rebels had stolen all the livestock — a yoke of oxen, a yoke of steers, three horses, one cow, and 11 hogs — as well as tools, utensils, clothes, and furniture. Along with his mother and sisters, George joined a stream of Loyalists from the area who were fleeing to Quebec as refugees.

In the meantime, George’s father and older brothers had signed up to fight for the British. Three years later, as soon as he was 16, George did the same. He joined the King’s Royal Regiment of New York. After the war, in return for the losses they had suffered, the entire family received grants of land near what is now Napanee, Ontario. Once again, they started farms from scratch.

This time the Carscallens prospered. Three descendants of the family have served as members of the Ontario Legislature, and one of these also became a federal member of Parliament. As for George, his name lives on in the story of bravery that is told in the family to this day.
Appendix G.3

Colonel Stephen Blucke

Stephen Blucke is a name that will always be remembered when one discusses the early settlement of Birchtown. Blucke was a mulatto man from Barbados, with a black mother and a white father. He married a Black lady by the name of Margaret, and they adopted a young girl named Isabel Gibbons as their child.

Blucke’s record of military service is rather vague. It is known that he was the commander of a company of Black Pioneers when they were settled in Birchtown, and that he was considered the leader of the blacks as a whole at that time. However, he is not listed in any of the regimental records for the Black Pioneers or the Black Brigade. Similarly, there is no record of his military service in Barbados. One source suggests that he was a slave of one John Willoughby in Virginia, but his literacy and contemporary accounts of him having been a native of Barbados suggest otherwise.

Blucke went out with the chief surveyor, Benjamin Marston, to look at the Port Roseway area and decide what was to be set aside for the Blacks. He agreed that it was acceptable land for settlement, despite the sharp granite rocks in the bay and land, and the swamp to its rear. Perhaps he was seduced by the area’s beauty, or maybe he simply wished to settle quickly and avoid conflict with more influential whites.

Stephen Blucke was involved with much of the business within the community. In order to fish, he built a boat; one of the first to be constructed by blacks in Shelburne. He was quite friendly with the local merchant, Stephen Skinner, who seems to have acted as his patron. It appears likely that Skinner used this influence to both of their benefits. He hired blacks through Blucke, thus obtaining cheap labour and allowing Blucke to display influence in the community.

He certainly helped the members of his community receive the land they were entitled to, but he was the first in Birchtown to have a lot, a big one - about 200 acres. The rest of the population got 40 acres at the most, and not until about four years later. Blucke’s home was the only well built structure in Birchtown, except perhaps the churches. It seems that he had
some savings from the revolution, and continued to profit from his position as the connection between the black and white communities in the area.

Blucke was the only member of the community who was able to attend the Anglican church in town. The rest could not because they did not have enough money to rent a pew, and by that time, they likely preferred to have their own religious leaders.

Blucke helped many people with petitions to the authorities. Some documents from the period refer to him as the 'Birch Magistrate', which implies he was charged with enforcing summary justice in Birchtown, although records are sparse. He was often a witness to land being purchased or sold. He could write, so he also made petitions on behalf of the settlers for things like relief and other issues.

He organized the men into work crews, and ran the Black Militia, which constructed the Annapolis road and performed other public works. Later in his career, he became a teacher for the black students living in Birchtown. He was given favourable reports by the inspector of schools; they said he was doing well with his students. At the time of the Sierra Leone exodus, Blucke organized a petition opposing the use of public funds to transport the blacks away from Nova Scotia. It seems likely that his old patron, Stephen Skinner, had helped him out with the idea. If half of the blacks left, both men would lose half their influence. The petition was ineffective, and two years later the schoolhouse was closed due to lack of students.

Around 1788 Margaret Blucke left her husband: it seems that he took up with their adoptive daughter Isabel. She moved to New York and wrote a pleading letter to John Marrant asking him for details about the situation.

Around 1785, Stephen Blucke was accused of stealing money that was entrusted to him and shortly after decided it was time for him to leave Shelburne. Some articles of his clothing were found near the Annapolis road, which leads most people to believe that he was killed by an animal while attempting to escape. The money he was accused of stealing was later discovered, but Blucke's body was not.