This series of eight lessons uses the Gr. 7 Ontario History curriculum to explore the big six historical thinking concepts: historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension.

The content covered in this resource was greatly focused on the overall curriculum expectation: A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.
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# Lesson 1: Introduction

## Overview
This lesson is an introduction to some of the issues, events, and developments in Canada between 1713 and 1850. It aims to supply the students with the content needed to understand these issues, events and developments so that they can be used to explore French and English Canadian relations through the use of historical thinking concepts.

During this lesson, in small groups, students will read and summarize pieces of texts about different issues, events and developments. They will use these their summaries to create a timeline that will be referenced throughout the unit.

Students will also start to work with the historical thinking concept of evidence by making inferences from visual clues in images in order to connect the images to events in the timeline.

## Learning Goal
Students will be able to describe the events on the timeline and be able to arrange them chronologically.

Students will practice summarizing excerpts of text.

Students will learn how to look at sources (images) and ask questions about the source to make inferences about what the source is depicting.

## Curriculum Expectations
### Overall Expectations:

A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.

A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1713 and 1800 and explain their impact.

### Specific Expectation:

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.
### Historical Thinking Concepts:

This lesson works with evidence, particularly inferring information from evidence (images). It also looks at continuity and change by using chronology as a means of organizing information.

### Materials (Appendices)

#### Primary Source Documents

1. Encyclopedia Excerpts

#### Instructions for teacher

1. Encyclopedia Excerpts
2. Decoding an Image
3. Decoding Images: Answer sheet

#### Prompts for students (BLMs)

1. Encyclopedia Excerpts
2. Decoding Images Handout

### Plan of Instruction

#### Warm Up (5 min.)

- a) Take a map of Canada and cut Quebec out. Discuss separatism. (* Note to teacher: Make sure that you state that your actions are an attempt to illustrate separatism and are not intended to be offensive to French Canadians. Also consider who is in your class.)
- b) Write class agenda in French. Fly the French flag in the classroom. Hand out copies of the French national anthem. Have students discuss how life might have been if the French had gained more power than the British.

#### Discussion (5-10 min.):

- Class Mind Map
  - As a class create a mind map of French and English Canadian relationships.
  
  * Note to teacher: Make sure that at least one event/issue/development from the time line is included in the mind map.
  - Discuss as a class some of the ideas on my mind map.

#### Modeling (10 min.):

Transition from the mind mapping activity by taking one of the timeline events/issues/development and projecting a piece of text about it onto a screen or the board. (You should do the War of 1812 excerpt. It is considerably larger than any of the others.)
Model summarizing the reading.
- Read the text aloud to the class.
- Choose something in the text that is important and highlight or underline it.
- Ask students what they thought was important in the text and highlight or underline it.
- Once all of the important sections of the texts have been highlighted or underlined, write the highlighted or underlined parts of the text on a separate piece of chart paper and put it on the board.

Guided Practices (20 min.):

Jig Saw Timeline
- Divide students into 7 small groups.
- Assign each group a piece of text to summarize. The excerpts are different lengths. For groupings that are more equal I suggest giving some groups more than one document. For example:
  i.  Battle of the Plains of Abraham and Jay’s Treaty
  ii.  The Constitutional Act and the Treaty of Paris, 1783
  iii.  The Royal Proclamation
  iv.  The Seven Years War
  v.  The Treaty of Paris, 1763 and the Treaty of Utrecht
  vi.  The Treaty of Ghent
  vii.  The Expulsion of the Acadians
- Once they have summarized the information in their text have them record their summary on a piece of chart paper.
- Have students post their pieces of chart paper on the board in chronological order.

* Note to teacher: both longer and shorter pieces of text are included for the variety of reading skills in your classroom. All though I have combined some excerpts to make the readings more even, if you think that students would benefit from shorter reading material then add more groups. Make sure that stronger readers get the longer pieces of text.

Sharing/ Discussing/ Teaching (10 min.):
- Have groups present their summaries to the class.
- Add any missing information that is essential to understanding the event/ issue/ development.
* Note to teacher: This would be a good spot to break the lesson into two days.

**Modeling (5-10 min.):**

Transition from working with text to working with images but telling the class that they will now be looking at those same events/ issues/ developments in images and creating a visual timeline.

- Project an image of one of the timeline events/ issues/ development onto a screen or the board.
- Demonstrate pulling clues out of the image to tell you what issue, event or development the image is depicting.
  i. What do you see? (Who is in the picture, where are they, what are they doing?)
  ii. What is happening in the picture? (Are they fighting? Are they signing a document?)
  iii. What could these things mean?

**Independent Activity (10-15 min.):**

- Give each student a *Decoding Images* Package.
- Ask students to pull clues out of the images like you demonstrated and try to identify which image is representing each issue, event, and development.
- Underneath each image students should write three point form notes about why they think that image depicts a particular timeline event.
- Once they have identified the images have students put the images in chronological order.

**Sharing/ Discussing/ Teaching (10-15 min.):**

- Have students discuss their results with other students.
- Students are free to change their answers as long as they write why they changed their mind.
- Collect the students’ final order of images and reasoning.

**Assessment**

**Assessment for Learning**

The mind map at the start of the class is meant to assess student’s prior knowledge. If a student seems particularly knowledgeable then perhaps they could summarize one of the longer encyclopedia articles.

By the end of the lesson students have achieved the learning goals
if:

- They are able to describe the events on the timeline.
- Successfully summarized their excerpt within their group. The group did not miss any major points made in the excerpt. (Observe students working in small groups. Did the student participate?)
- They were able to make inferences about the images and defend their inferences with clues from within the image. It is not essential that they got the images matched correctly to the events. It is more important that they practiced asking questions and used elements from within the text to defend their decision. (Observe during the small group discussion at the end. Did the student think about their answers? Did they participate in discussions with other students? Ask students to hand in their Decoding Images worksheet. See if they were able to identify any of the images. Did they support their identifications? Did their reasoning connect specific and unique elements of the descriptions of the events to details in the image?)
Appendix i.
Excerpts for Students to Summarize

Plains of Abraham, Battle of the

The Battle of the Plains of Abraham, 13 September 1759, during the SEVEN YEARS' WAR, fought upstream from Québec on a tract of land that is thought to have been named after Abraham Martin, to whom it was granted 1635-45. A powerful British force under Major-General James WOLFE and Vice-Admiral Charles Saunders was sent up the St Lawrence to capture Québec. The French, commanded by Lieutenant-General the Marquis de MONTCALM, at first held the British at bay.

Having sailed upstream past the city on September 5 and 6, Wolfe's army landed without opposition on September 13, climbing the cliffs a few km above Québec. Montcalm's communications with his source of supplies were threatened; he felt obliged to accept battle and impulsively attacked without waiting to collect all his forces. The armies actually on the field seem to have been about numerically equal - some 4500 each - but the British were all regulars, whereas many of the French were ill-trained militia. The French attack was broken by British infantry fire, and the French retired in disorder. Both Wolfe and Montcalm were mortally wounded. The French field army retreated up the St Lawrence by a circuitous route that night. Québec surrendered on September 18. A French attack early in 1760 failed to recover the city, and later in the year the British captured Montréal and NEW FRANCE fell.

Suggested Reading C.P. Stacey, Quebec 1759: The Siege and the Battle (1959).

Author C.P. STACEY Revised: NORMAN HILLMER

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Constitutional Act, 1791

The Constitutional Act of 1791 was an Act of the British Parliament creating Upper Canada and Lower Canada. It came into effect on December 26, having received royal assent the preceding June. This Act enshrined constitutional changes that were part of that reorganization of British North America which took place under the pressure of thousands of Loyalists seeking refuge after the American Revolution. Modelled on the earlier creation of the provinces of New Brunswick and Cape Breton in 1784, a constitutional bill was prepared by William Wyndham Grenville to ensure the development of British parliamentary institutions in the territory governed by the Quebec Act of 1774. According to its author, the bill's general purpose was to "assimilate" each colony's constitution to that of Britain.

The bill had 4 main objectives: to guarantee the same rights and privileges as were enjoyed by loyal subjects elsewhere in North America; to ease the burden on the imperial treasury by granting colonial assemblies the right to levy taxes with which to pay for local civil and legal administration; to justify the territorial division of the Province of Quebec and the creation of separate provincial legislatures; and to maintain and strengthen the bonds of political dependency by remediing acknowledged constitutional weaknesses of previous colonial governments. This involved bolstering the authority and prestige of the governor by making him a true representative of the imperial power, and limiting the powers of the elected colonial assemblies by creating independent legislative councils whose appointed members comprised an aristocratic body modelled on the House of Lords and devoted to the interests of the Crown (see Château Clique; Family Compact). The Act guaranteed continuity of ownership of lands held under the Seigneurial System in Lower Canada and created the Clergy Reserves in Upper Canada.

By giving Upper Canada a provincial constitution and a separate existence, and by favouring British colonization there, Britain took the first steps on the path that led, ultimately, to the creation of the Canadian Confederation. Nevertheless, many historians have considered that the Act's failure to establish Responsible Government and its distribution of financial powers in favour of the appointed councils as factors contributing to the political conflict of the early 19th century.

See also Rebellions of 1837.

Author PIERRE TOUSIGNANT

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Jay’s Treaty

Jay’s Treaty, signed 19 November 1794 in London by the US and Britain and named for John Jay, US chief justice and a signatory. This primarily commercial agreement was intended to settle disputes which threatened war, such as British retention of frontier posts in American territory after the Treaty of PARIS (1783), American-Indian disputes over the Ohio Valley, and American anger over British seizure of shipping.

The treaty stipulated that Britain would evacuate western posts by 1 June 1796, and that merchants of both countries would have free access to lands on either side of the border; that the Mississippi River would be open to both countries; that a commission to settle debts to Britain since the start of the American Revolution would be established; and that American shipping would not be hindered in trade with British possessions. The treaty marks the revival of arbitration in international relations, since commissioners were appointed to settle outstanding boundary problems caused by the peace of 1783.

See also JOINT COMMISSION.

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Quebec Act

Quebec Act (An Act for making more effective Provision for the Government of the Province of Quebec in North America) was a British statute which received royal assent 22 June 1774 and became effective 1 May 1775. The Act enlarged the boundaries of the Province of Quebec to include Labrador, Ile d'Anticosti and Iles de la Madeleine on the east, and the Aboriginal territory south of the Great Lakes between the Mississippi and Ohio rivers on the west. The colony was to be governed by a governor and a council consisting of 17 to 23 appointed councilors; an elected assembly was not contemplated in the Act. Religious freedom was guaranteed for the colony's Roman Catholic majority, and a simplified Test Oath, which omitted references to religion, enabled them to enter public office conscientiously (see Catholicism). The Act restored French civil law and British criminal law and provided for continued use of the Seigneurial System.

Interpretations of the Act

The Quebec Act was framed largely by Governor Sir Guy CARLETON, although not all of his policies were incorporated into it. The Quebec Act has been interpreted in a number of ways. Some felt it was an attempt to rectify some of the problems created by the Royal Proclamation of 1763, which dramatically reduced the size of New France, by creating an untouchable Aboriginal territory out of the vast western interior and promising an elected assembly. Others saw it rather as an attempt to demonstrate greater fairness toward the colony's French Catholics, perhaps with the aim of ensuring their loyalty in the event of troubles with the American colonies, and it effectively guaranteed the survival of the ancien régime society in North America. Territorial expansion was a recognition of Montréal's role in the continental economy, and the Act enabled the Québec economy to rely again on the fisheries and the traditional Fur Trade.

The Quebec Act and the American Revolution

Anglophones in Québec were very pleased with the territorial expansion but were unhappy with the fact that no elected assembly was provided for.

For their part, American settlers were enraged when Québec acquired the Aboriginal territory, which they considered to be theirs by right; they regarded the Quebec Act as one of the "Intolerable Acts" which contributed to the outbreak of the American Revolution.

When the Americans attacked Québec in 1775, the francophone upper classes allied themselves with the British. As a result, despite the capitulation of Montreal, the siege of Québec failed, prompting Benjamin Franklin's famous statement that it would be easier to buy Canada than to try to conquer it.

Following the victory of the American revolutionary forces and the signing of the Treaty of Versailles in 1783, approximately 50,000 Loyalists arrived in the province of Québec. The
newly arrived anglophones were dissatisfied with the privileges granted by the Quebec Act to the French language population, and they put pressure on the British administration. The Quebec Act was eventually replaced by the CONSTITUTIONAL ACT, 1791, which created UPPER CANADA and LOWER CANADA.

**Suggested Reading** Hilda Neatby, *The Quebec Act* (1972).

**Author**

Nancy Brown Foulds

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Royal Proclamation of 1763

The Royal Proclamation of 1763 was issued by King George III to establish a basis of government administration in the N American territories formally ceded by France to Britain in the Treaty of PARIS, 1763, following the SEVEN YEARS’ WAR. It established the constitutional framework for the negotiation of Indian treaties with the aboriginal inhabitants of large sections of Canada. As such, it has been labelled an "Indian Magna Carta" or an "Indian Bill of Rights."

The document is referred to in s25 of the CONSTITUTION ACT, 1982. This provision details that there is nothing in Canada's Charter of Rights and Freedoms to diminish the rights and freedoms that are recognized as those of aboriginal peoples by the Royal Proclamation.

King George’s Proclamation became a key legal instrument for the establishment of colonial governments in the PROVINCE OF QUEBEC, E Florida, W Florida and Grenada. It also defined the legal status of a large area in the N American interior as a vast Indian reserve. The eastern boundary of this territory, which explicitly excluded the colony of Québec and the lands of the Hudson’s Bay Co, was set along the heights of the Appalachian mountain range. The western border was not specifically described. These special provisions to acknowledge and protect some rights of the native peoples in the N American interior were made in recognition of the fighting power they collectively represented.

By holding out to Indians the promise of a degree of security as the sole authorized inhabitants of the larger part of their ancestral lands, the British government was endeavouring to stabilize the western frontier of the old crown colonies along the Atlantic seaboard. The decision to formalize this limited but important recognition of native rights was hastened by news that a number of Indians following Ottawa Chief PONTIAC had successfully demonstrated their defiance of crown rule over their lands by briefly seizing several British military posts recently captured from the French. Knowledge of this act only seemed to underlie for imperial authorities the self-interested wisdom of affording to native groups, many of whom had recently fought the British as allies of the French, a degree of protection from the landgrabbing expansionism of frontiersmen along the western borders of the Thirteen Colonies. The implications of doing otherwise, and of thereby incurring an enormous expense for the maintenance of law and order in the N American interior, were unthinkable to the parsimonious officials responsible for the strategic defence of the British empire.

King George reserved the western lands to the "several nations or tribes of Indians" that were under his "protection" as their exclusive "hunting grounds." As sovereign of this territory, however, the king claimed ultimate "Dominion" over the entire region. He further prohibited any private person from directly buying the interest of native groups in their ancestral soil. This exclusive right of purchase he rather reserved for himself and his heirs alone. As detailed in the Proclamation, he set out a procedure whereby an Indian group, if they freely chose, could sell their land rights to properly authorized representatives of the British monarch. This could only take place at some public meeting called especially for the purpose. It was thus that the constitutional basis was established for the future negotiation of Indian treaties in British N America. The Royal Proclamation thereby established the British Crown as the essential central agent in the transfer of Indian lands to colonial settlers.
Although it proved virtually impossible for imperial authorities to check the western boundaries of the Thirteen Colonies at the Royal Proclamation line, repeated efforts were made to hold back the pressure of colonial settlement from the larger part of those lands reserved to the Indians. Outrage against this imperial policy in the Thirteen Colonies was one of the factors responsible for the outbreak of the American Revolution in 1776. The first systematic attempts to enforce consistently the treaty-making provisions of the Royal Proclamation took place in the regions north of the Great Lakes which became designated as Upper Canada in 1791. The treaty-making procedures that evolved in this crown colony were later largely exported to the territories purchased in 1870 by the new Dominion from the Hudson's Bay Co.

Although these regions had been specifically designated in 1763 as outside the jurisdictional framework put in place by the Royal Proclamation, Canadian government officials recognized that the native peoples of the newly annexed territory had the same rights to their unceded ancestral lands as Indians in the UC area prior to the negotiation of treaties. Hence a basis of land tenure was established throughout most of the prairie provinces and northern Ontario, where 7 numbered treaties were negotiated in the 1870s, on the basic principles outlined in the Royal Proclamation of 1763.

The Royal Proclamation tends to come under close scrutiny whenever there is cause to examine the legal character of aboriginal land title. In the St Catharine's Milling case, for example, which became in 1889 the vehicle for the settling of a constitutional dispute between the governments of Ontario and the young Dominion, lawyers for the former argued that the Royal Proclamation was of no force in the legal elaboration of Indian rights. In handing down the opinion of 3 of 7 Canadian Supreme Court judges in 1973, however, Mr Justice Emmett HALL expressed quite a different view of the Proclamation. Responding to a case involving the territorial rights of the Nishga nation, he found that the basic principles of the Royal Proclamation were generally applicable in British Columbia, where most of the land remains uncovered by Indian treaties. If Mr Justice Hall's view is technically correct, the implications of this are that aboriginal land rights are legally enforceable over other large areas of the country such as the Yukon, the eastern Arctic, parts of Quebec and the Maritime provinces. In these regions the treaty-making provisions of the Royal Proclamation have never been implemented.

It remains to be seen, therefore, whether the principles of the Royal Proclamation have constitutional application to all of Canada or only to parts of the country. Another question to be faced is whether the Proclamation is itself the source of aboriginal land rights, or whether it merely acknowledges and confirms pre-existing rights. The inclusion of reference to King George's statement in the Canadian Constitution Act, 1982, assures that the interpretation of his words will remain for a long time to come an important topic of attempts to clarify the precise character of aboriginal rights in Canadian law.

See also ABORIGINAL RIGHTS; INDIAN TREATIES; LAND CLAIMS; and various entries under NATIVE PEOPLE.

Author ANTHONY J. HALL

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Seven Years' War

The Seven Years’ War, 1756-63, was the first global war. The protagonists were Britain, Prussia and Hanover against France, Austria, Sweden, Saxony, Russia and eventually Spain. Britain declined to commit its main forces on the continent, where it depended on the Prussians and German mercenaries to defend George II’s Electorate of Hanover. Britain’s war aims were to destroy the French navy and merchant fleet, seize its colonies, and eliminate France as a commercial rival. France found itself committed to fighting in Europe to defend Austria, which could do nothing to aid France overseas.

Hostilities began in 1754 in America’s Ohio Valley when a Virginian major of militia, George Washington, ambushed a small French detachment. He was subsequently forced to accept humiliating terms dictated by the commander of the French force sent to bring him to account. The British then ordered 2 regiments, commanded by Major-General Edward Braddock, to America. Other regiments were to be raised in the colonies, and a 4-pronged attack was to be launched against the French at Fort Beauséjour on the border of Nova Scotia, against their forts on Lake Champlain, and at Niagara, and against Fort Duquesne on the Ohio River.

On learning of these movements the French ordered 6 battalions under Baron Armand Dieskau to be sent to reinforce Louisbourg and Canada. Vice-Admiral Edward Boscawen was then ordered to sail with his squadron to intercept and capture the French convoy, although war had not been declared. He captured only 2 ships. The British had even less success on land. The army advancing on Lake Champlain was stopped by the French near Lake George but Dieskau was wounded and taken prisoner. The proposed assault on Niagara collapsed through military ineptitude, and Braddock’s 1500-man army was destroyed by a small detachment of French and Indians. Only in Acadia did the British enjoy success. Fort Beauséjour with its small garrison was captured. The Acadian settlers were subsequently rounded up by the New England forces and deported.

In April 1756 more French troops and a new commander, the marquis de Montcalm, arrived in Canada, and the next month Britain declared war. The strategy of the commander in chief and governor general, the marquis de Vaudreuil, was to keep the British on the defensive and as far from Canadian settlements as possible. He captured the British forts at Oswego on Lake Ontario and thereby gained control of the Great Lakes. At the same time Canadian and Indian war parties ravaged the American frontier settlements. The Americans could not cope with these attacks and Britain was forced to send over 23,000 troops to the colonies and commit most of its navy to blockading the French ports. The French aim was to tie down these large British forces with a small army, and the Canadians and Indian allies, thereby sparing more valuable colonies from attack.

In August 1757 the French captured Fort William Henry on Lake George. The next year Major-General James Abercromby, with an army of over 15,000 British and American troops, suffered a crushing defeat at Fort Carillon (Ticonderoga) at the hands of Montcalm and 3500 men. The tide of war now turned against the French. On Lake Ontario, Fort Frontenac (Kingston, Ont.) was destroyed in August 1758 with its stock of supplies for the western oosts. Elsewhere Louisbourg
and Guadeloupe were taken by the British. France’s Indian allies in the Ohio region concluded a separate peace with the British, forcing the French to abandon Fort Duquesne. Supply ships reached Québec every year but the French refused to send more than token troop reinforcements. They pinned their hopes on an invasion of Britain to force the British to come to terms.

In 1759, 2 British armies advanced on Canada while a third captured Niagara. The Royal Navy brought Major-General James WOLFE with 9000 men to Québec and General Jeffery AMHERST advanced up Lake Champlain only to halt at Crown Point. After maneuvering fruitlessly all summer Wolfe induced Montcalm to give battle on September 13 outside Québec, and inflicted a shattering defeat in the Battle of the PLANES OF ABRAHAM. The city surrendered a few days later. The chevalier de LÉVIS took over command of the French army and the following April soundly defeated the British on the same battlefield (see Battle of STE-FOY). On May 16 he had to raise the siege of the city when British frigates arrived to dash all hope of French reinforcements. Retiring to Montréal, the French army was forced to capitulate to Amherst on 8 September 1760 (see CONQUEST), freeing the British forces for service elsewhere. In 1762 Martinique was taken and only the intervention of Spain that year saved the other French islands in the West Indies.

France and Spain had organized a major expedition for the invasion of England, but the British naval victories at Lagos, Portugal, in August and Quiberon Bay, France, in November 1759 had ended that. The British, however, were now war weary and staggering under a colossal national debt. The war minister, William Pitt, was driven out of office in 1761 by the new king, George III, and peace negotiations began.

The first minister in the French government, the duc de Choiseul, was determined to regain Martinique and Guadeloupe and to retain a base for the Grand Banks fisheries. He also wanted CAPE BRETON, but had to settle for St-Pierre and Miquelon. He left Canada to Britain, convinced that the American colonies, no longer needing British military protection, would soon strike out for independence. The loss to France of Canada would be as nothing compared to the loss to Britain of her American colonies. To force the stubborn Spanish king to agree to peace terms, France ceded the vast Louisiana territory as compensation for the loss of Florida.

Despite some opposition in Britain from those who foresaw what Choiseul privately predicted, Guadeloupe rather than Canada was returned to France by the Treaty of PARIS (1763). Twelve years later the American colonies rose in revolt against Britain. Ironically, it was only with the military aid of the French that they finally gained their independence.


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Treaty of Paris (1763)

The Treaty of Paris ended the Seven Years' War between France, Britain and Spain. It marked the end of that phase of European conflict in North America, and created the basis for the modern country of Canada.

The Seven Years' War

The Seven Years' War was fought from 1756-63. The first war to span the globe, it was chiefly fought between Britain, Prussia and Hanover, against France, Austria, Sweden, Saxony, Russia and Spain.

France and Britain were especially hostile enemies, waging war on land and sea in Europe and in colonies around the world. Britain hoped to destroy France’s navy and merchant fleet, take possession of its colonies and remove France as a commercial rival.

Much of the fighting took place in North America, where the European powers clashed over possession of their colonies. The North American theatre is also known as the French and Indian War.

Dividing the Colonies

The Treaty of Paris was signed on 10 February 1763 by France, Britain and Spain.

Three years earlier, Governor Pierre de Rigaud de Vaudreuil de Cavagnial, Marquis de Vaudreuil, surrendered New France (what is now Quebec, and other French territories in North America) to a British invasion force at Montréal by the Articles of Capitulation on 8 September 1760. Prior to this the Aboriginal allies of the French had reached an agreement with the British at Oswegatchie (25 August) and the Huron of Lorette had done likewise at Longueuil (5 September). New France was under military occupation and military rule until a definitive treaty of peace was negotiated.

By the terms of the treaty, Britain obtained the French possessions of Ile Royale (Cape Breton Island), Canada (Quebec), and the Great Lakes Basin and the east bank of the Mississippi River. Britain received Florida from Spain.

France retained fishing rights in Newfoundland and the Gulf of ST LAWRENCE, acquired the small Gulf islands of Saint Pierre and Miquelon as an unfortified fishing station, and had her lucrative West Indian possessions, trading centres in India and slaving station on the Île de Gorée (in present-day Senegal) restored.

In accordance with the conditional capitulation of 1760, Britain guaranteed French Canadians limited freedom of worship. Provisions were made for exchange of prisoners; French Canadians were given 18 months to emigrate if they wished: and government archives were preserved.
Britain had acquired a large empire and France was still able to challenge British naval supremacy, but Spain achieved none of her war aims.

Britain would later lose the southern North American colonies in the American Revolution. The northern colonies would become the modern country of Canada.

See also ROYAL PROCLAMATION OF 1763.

Author

Cornelius J. Jaenen. Revised By Jon Tattrie

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Paris (1783), Treaty of

Paris (1783), Treaty of, concluded the **AMERICAN REVOLUTION**. On 20 Sept 1783 Britain acknowledged American independence and recognized a boundary along the centre of the 4 northerly Great Lakes and from Lake of the Woods "due west" to the imagined location of the Mississippi's headwaters, then S along the Mississippi R. This gave the US Niagara, Detroit and Michilimackinac, and valuable lands reserved to Indians by the **ROYAL PROCLAMATION OF 1763**. The Americans, negotiating through the French comte de Vergennes, obtained fishing rights off Newfoundland and access to the E banks of the Mississippi; in turn they promised restitution and compensation to British **LOYALISTS**.

The treaty was ineffective. Britain retained its western posts until after **JAY'S TREATY** (1794), and denied the US free navigation of the St Lawrence. The Americans largely ignored their promises to the Loyalists, many of whom settled in Canada. Nevertheless, Britain soon resumed trade with and investment in the new republic.

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Utrecht, Treaty of

Utrecht, Treaty of, an agreement between Britain and France concluded 11 Apr 1713 at Utrecht in the Netherlands as part of the series of treaties ending the WAR OF THE SPANISH SUCCESSION. The treaty recognized Queen Anne as the legitimate sovereign of England and officially ended French support for the claims of the Jacobite party to the British throne. Territorially, it resulted in major concessions by France in N America. France agreed to restore the entire drainage basin of Hudson Bay to Britain and to compensate the Hudson's Bay Co for losses suffered during the war. In addition, France agreed to cede all claims to Newfoundland and to evacuate its base there at Plaisance (Placentia), although French fishermen retained certain rights on the Newfoundland coasts (see FRENCH SHORE). Moreover, ACADIA, whose capital of Port-Royal (Annapolis Royal) had been captured by a New England expedition in 1710, was to pass to Britain, although France continued in possession of a part of the territory (modern New Brunswick) because of differences of interpretation in the size of the territory. Lastly, France retained Cape Breton I, where it began to construct the fortress of LOUISBOURG and Île Saint-Jean (Prince Edward Island).

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The war of 1812 was a military conflict between the United States and Great Britain. As a colony of Great Britain, Canada was swept up in the War of 1812 and was invaded a number of times by the Americans. The process of naming the War of 1812 for its year of commencement, even though it lasted into 1814, developed slowly through the 19th century.

Causes of the War of 1812

The real origins of the War of 1812 were in the conflict that raged in Europe for two decades after Napoleon Bonaparte. These NAPOLEONIC WARS caused Great Britain to adopt measures that greatly aggravated the United States. On 21 Nov 1806 Napoleon ordered a blockade (the Berlin Decree) of shipping aimed at crippling British trade. He ordered all European ports under his control closed to British ships. He further decreed that neutral and French ships would be seized if they visited a British port before entering a continental port (the so-called Continental System).

Great Britain responded to Napoleon with a series of orders-in-council requiring all neutral ships to obtain a licence before they could sail to Europe. Since the victory of Lord Nelson at Trafalgar (21 Oct 1805), Great Britain had the sea power to enforce its blockade. For some 20 years the Americans grappled with the problems of being a neutral nation in the great European war. Tensions mounted as the British began stopping American ships from trading in Europe. Even more vexing was the British practice of searching American vessels for “contraband” (defined by the British as goods that they declared illegal) and of searching for deserters who had fled the harsh conditions of the Royal Navy. Many of these deserters had taken jobs on American ships and American certificates of citizenship made no impression on the British. The final straw in this perceived British arrogance was the actions of British captains to impress (seize) native-born Americans and put them into service on British ships.

These maritime tensions exploded, literally, in 1807 off the shore of Chesapeake Bay. A British naval squadron was watching the area for French ships when several British sailors managed to desert and promptly to enlist in the American navy. The captain of the American 38-gun frigate Chesapeake knew that he had deserters on board when HMS Leopard tried to board and search his ship. When the Chesapeake refused to heave to, the 50-gun Leopard opened fire, killing three and injuring 18 of the crew. The British boarded and seized four men. This “Chesapeake Affair” outraged even temperate Americans. The actions of the British ship HMS Guerriere on 1 May 1811 in impressing an American sailor from a coastal vessel caused further tension.

This dispute over maritime rights might have been resolved with diplomacy (in fact the new government of Lord Liverpool rescinded the orders-in-council a few days before the US declared war, though the news hadn’t yet reached America) but there were other interests at play among the Americans. Not all Americans wanted war with Great Britain, notably the merchants of New England and New York. President James Madison was intrigued by the analysis of Major General Dearborn that in the event of war, Canada would be easy pickings -
that in fact an invasion would be welcomed by the Canadians. It was a war that had been loudly demanded by the "War Hawks," a group of Congressmen from the south and west, filled with Anglophobia and nationalism. These Republicans encouraged war as a means to retaliate against Britain for the economic distress caused by the blockade, but also for what they perceived as British machinations in encouraging the resistance of the First Nations to American expansion into the West.

On 1 June 1812, President Madison sent Congress a request for an immediate declaration of war. On 4 June Congress voted 79-49 in favour. On 17 June the Senate followed with approval 19 votes to 13, and on 18 June Madison signed a declaration of war against Great Britain.

**Early Campaigns of the War of 1812**

The British and Canadians were badly outnumbered by the Americans. As the Americans made their plans, it became obvious that their easiest objective would be **UPPER CANADA**. The Maritime provinces were protected by British sea power and Lower Canada was protected by its remoteness and by the fortress of Québec. But Upper Canada would seem an easy target. The population was predominantly American and the province was lightly defended.

However, the badly outnumbered British were in fact better prepared than the Americans knew. The 41st Regiment of British regulars had been reinforced. The Provincial Marine controlled Lake Ontario. Much of the preparation was thanks to the prescience of Major-General Sir Isaac **BROCK**, administrator of Upper Canada. Brock had a thorough grasp of the challenges of the upcoming conflict and for the 8 months prior to the war he pushed forward defence measures in every possible way. Perhaps most importantly, Brock developed a policy towards making allies of the First Nations.

Like most commanders, Brock was dissatisfied by the number of troops at his disposal, with only some 1600 regulars in the province. But he was not prepared to simply wait passively for the Americans to act. He believed that a bold military stroke would galvanize the population and encourage the First Nations to come to his side. This he accomplished with the quick and bloodless capture of a key US post at **MICHILIMACKINAC** Island in Lake Huron, on 17 July. When he arrived at Amherstburg, Brock found that the American invasion under the bombastic General William Hull had already been withdrawn. With the great Shawnee chief **TECUMSEH** at his side he boldly demanded that Hull surrender Detroit, which the hapless general did on 16 August, in effect giving the British control of Michigan territory and the Upper Mississippi.

At this point Thomas Jefferson’s remark that the capture of Canada was "a mere matter of marching" returned to haunt Washington. Having lost one army at Detroit, the Americans lost another at **QUEENSTON HEIGHTS**, 13 October, after their militia stood on its constitutional guarantee and refused to cross into Canada. But Brock was killed - an irreparable loss. A new American army under William Henry Harrison struggled up from Kentucky to try to retake Detroit. One wing was so badly mauled at Frenchtown, 22 Jan 1813, by a force of British, Canadians and First Nations under Lieutenant-Colonel Henry **PROCTER**, that further attempts at invasion that winter were abandoned. The only Americans in Canada were prisoners of war.

With the death of Brock, British strategy was to act defensively and allow the invaders to make mistakes. Governor Sir George **PREVOST** husbanded his thin forces carefully, keeping a strong garrison at Québec and sending reinforcements only when he got them. As the campaign of 1813 opened, the invaders determined to seize Kingston to cut the link between Upper and Lower Canada. But a weakness of resolve diverted the attack to the lesser prize of **YORK** (Toronto). The Americans boldly occupied the town, burning the public buildings and basin. **http://thecanadianencyclopedia.com/PrinterFriendly.cfm?Params=A1ARTA0008442**
The Americans briefly occupied the town, burning the public buildings and seizing valuable naval supplies destined for Lake Erie; but the British, by burning their half-completed warship, frustrated the enemy’s plan to appropriate it and change the balance of naval power on Lake Ontario. Neither side totally controlled that lake for the balance of the war.

The Americans abandoned York and on 27 May 1813 their fleet seized **FORT GEORGE** at the mouth of the Niagara River. While this period was the bleakest of the war for the British, the military situation was not irretrievable. The Americans did not press the advantages of their success, particularly in not keeping General John Vincent and his army from Fort George on the run. On the night of 5 June 1813, Vincent’s men turned on their pursuers at **STONEY CREEK**. In a fierce battle the Americans were dislodged, had two generals captured and retired dispirited towards Niagara. The Americans suffered another defeat three weeks later at **BEAVER DAMS**, where some 600 men were captured by a force of First Nations. Finally, worn down by sickness, desertion, and the departure of short-term soldiers, the American command evacuated Fort George on 10 December and quit Canada. On leaving, the militia burned the town of Newark (Niagara-on-the-Lake), an act that drove the British to brutal retaliation at Buffalo. These incendiary reprisals continued until Washington itself was burned by the British the following August.

**The Western Campaigns of the War of 1812**

The Americans fared better on the western flank. The British tried and failed to take Harrison’s stronghold at Fort Meigs on the Maumee River. A struggle for control of Lake Erie (see **WAR ON THE LAKES**) followed. The two rival fleets, both built of green lumber on the spot, met 10 September 1813 at **PUT-IN-BAY**. The British were hampered by the American seizure of naval supplies at York the previous spring and by the loss, early in the battle, of several senior officers. American commodore Oliver Hazard Perry, a bold seaman, used unorthodox tactics to turn defeat into victory and become the first man in history to capture an entire British fleet. The Americans gained dominance over the upper Great Lakes and Lake Erie became an American lake. Detroit was abandoned, and the British army retreated up the Thames River. Procter delayed fatally in his retreat, however, and Harrison caught up with him at **MORAVIANTOWN** (aka Battle of the Thames). There, the exhausted regulars and First Nations warriors were routed and scattered. Procter fled and Tecumseh was killed. The defeat was not fatal to the province, however, as Harrison could not follow up his victory (his Kentuckians were eager to get back to their farms at harvest time), but it effectively ended the First Nations alliance. On Lake Huron, units of the American fleet searched for British supply vessels, which led to the sinking of the **NANCY**, razed **SAULT STE MARIE** on 21 July 1814 and attempted to recapture Fort Michilimackinac (see **BATTLE OF MACKINAC ISLAND**). The British regained a presence on the lake in early September with the capture of the **Tigress** and **Scorpion**.

**The Campaign in Lower Canada in the War of 1812**

The Americans might have struck a mortal blow against Lower Canada, but their invading armies, which outnumbered the enemy 10-1, were led with almost incredible ineptitude by Generals James Wilkinson and Wade Hampton. A miscellaneous force of British regulars, **VOLTIGEURS**, militia and First Nations harassed the advancing Americans and turned the invasion back at **CHÂTEAUGUAY** under Lieutenant-Colonel Charles de **SALABERRY** and at **CRYSLER’S FARM** (near Morrisburg, Ont) on 11 November, under Lieutenant-Colonel Joseph Wanton Morrison.
Last Invasion of Upper Canada, 1814

The following year, 1814, the Americans crossed the Niagara River at Buffalo, easily seized Fort Erie on 3 July, and turned back a rash attack by the British under General Phineas Riall at Chippawa on 5 July. The whole Niagara campaign came to a climax with the bitterest battle of the war, at Lundy's Lane on 25 July. Fought in the pitch dark of a sultry night by exhausted troops who could not tell friend from foe, it ended in stalemate. The American invasion was now effectively spent. They withdrew to Fort Erie. Here they badly trounced the forces of the new British commander, Lieutenant-General Gordon Drummond, when he attempted a night attack (14 - 15 Aug). With both sides exhausted, a 3-month standoff followed. Finally, on 5 November, the Americans again withdrew across the Niagara River, effectively ending the war in Upper Canada.

The 1814 Campaign in the East

On the Atlantic front, Nova Scotia Lieutenant-Governor Sir John Sherbrooke led a force from Halifax into Maine, capturing Castine on 1 September. By mid-month British forces held much of the Maine coast, which was returned to the US only with the signing of the peace treaty. The most formidable effort by the British in 1814 was the invasion of northern New York, which Governor Prevost led to Plattsburg on Lake Champlain with 11 000 of Wellington's veterans. Prevost's hesitancy to attack - he was no Brock - together with the 11 September defeat of the hastily built British fleet in Plattsburgh Bay by the American commodore, Thomas Macdonough, caused Prevost to withdraw.

That single action by Prevost tipped the scales in favour of the Americans, forcing the British peace negotiators at Ghent to lower their demands and accept the status quo. Had Prevost succeeded, much of upper New York State might be Canadian today. On the other hand, if the Americans had won the battle of Stoney Creek, or had taken Montréal, much of Ontario and Québec - perhaps all - might now be under the Stars and Stripes.

The last battle of the war is often cited as the Battle of New Orleans, but that event was followed by another engagement on 11 Feb 1815 at Fort Bowyer on Mobile Bay, and by a number of naval engagements, including a battle between the US sloop Peacock and East India cruiser Nautilus in the Indian Ocean, four and a half months after the peace treaty was signed. That was the last battle.

Peace Treaty: The Treaty of Ghent

With no progress being made on the military front, President Madison eagerly accepted the offer of mediation from the Russian czar. Commissioners from both sides met at Ghent in August and on Christmas Eve 1814 a treaty was signed. All conquests were to be restored. The disputes over the boundaries were deferred to joint commissions.

Who Won or Lost the War of 1812?

Washington had expected the largely American population of Upper Canada to throw off the "British yoke" as soon as its army crossed the border. This did not happen. Lured northwards by free land and low taxes, the settlers wanted to be left alone. Thus the British and Loyalist
By free land and low taxes, the settlers wanted to be left alone. Thus the British and Loyalist elite were able to set Canadians on a different course from that of their former enemy. And the growing belief that they, the civilian soldiers, and not the First Nations and British regulars, had won the war - more mythic than real - helped to germinate the seeds of nationalism in the Canadas. Canada owes its present shape to negotiations that grew out of the peace, while the war itself - or the myths created by the war - gave Canadians their first sense of community and laid the foundation for their future nationhood. To this extent the Canadians were the real winners of the War of 1812.

For the Americans, the outcome was more ambiguous. Since the issues of impressment and maritime rights were not dealt with in the peace, that motivation for war could be considered a failure, despite some spectacular victories at sea, which were indicators of the future potential of American power. Also, the war was a failure for the "War Hawks," who coveted the annexation of Canada. This proved not to be militarily feasible. The conclusions that the war was a "second war of independence" or a war of honour and respect are less easy to judge.

If the winners are qualified, the losers are easier to identify. The death of Tecumseh and the defeat of the First Nations at the Battle of the Thames broke apart Tecumseh's confederacy. Similarly, in the related defeat of the Creek Nation, the hope of halting American expansion into First Nations territory effectively ended. While in Canada the First Nations fared better in preserving their land and culture, in the end the British abandoned their Aboriginal allies in the peace, just as they had several times before.


Author PIERRE BERTON and JAMES MARSH

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Treaty of Ghent

Treaty of Ghent, signed in Ghent, Belgium, on Christmas Eve 1814 by Great Britain and the US to end the War of 1812. Negotiations for peace had begun the previous year, with both parties agreeing to meet in Europe to work out the details. The military situation in North America was so balanced that neither side had achieved its war aims. For the British, it had been a war of survival for their remaining territories in North America, and thus their diplomats remained on the defensive. With the abdication of Napoleon Bonaparte, most of Britain’s great diplomats were tasked with the difficulties of settling with France for over a decade of warfare, and the delegation at Ghent was not very strong. It consisted of Admiral Gambier, Henry Goulburn (Parliamentary Undersecretary for War and the Colonies), and William Adams, a Doctor of Civil Law. The Americans included firmer talent such as John Quincy Adams, James A. Bayard, and Albert Gallatin.

The two delegations met in the neutral state of Belgium in August 1814. Britain’s initial instructions were to be forceful, with some in London hoping that the release of their armies from fighting in Europe might effectively change the seesaw battles of 1813 toward British victory. But ten years of constant warfare made most diplomats eager for peace and avoiding the impression that London was now on a war of conquest. The capture of Washington in September and incursion into Maine turned the US delegation sullen until the news of American victory at Lake Champlain.

Even in the midst of diplomacy, the relative deadlock of the battlefields continued. Fear of a revived French army led London to ask their champion soldier the Duke of Wellington, currently the ambassador in Paris, to consider leading the forces in North America. The Duke was clear that he did not think even he could make good on the situation in the New World, and London turned its attention to a quick peace. Washington informed their delegation that a return to the status quo ante bellum was desired, due to the worsening economic and trade situation created by the war. They drafted a treaty of 15 initial points, to which the British agreed to nine, and two more were added. The final 11 articles became the Treaty of Ghent before Christmas Day 1814. All conquests were to be returned. Hostilities against the First Nations were to be terminated by both sides, and Britain was not to arm the Aboriginals for operations against the US.

Consequently, none of the issues that had caused the war or that had become critical to the conflict were included in the treaty. There was nothing included on neutral rights or impressment. All captured territory in Upper and Lower Canada and the US was returned to its original owner. Outstanding concerns about the western boundaries of both countries were resolved later by a commission. War prisoners were to be returned to their home countries. The British proposal to create a buffer state for the Native Americans in Ohio and Michigan fell apart after the dissolution of the Native coalition.

But news was slow to travel from Europe to North America, and operations already begun played out as news of the Treaty made its way to both British and American forces. The American victory at New Orleans, under the command of future US president Andrew Jackson, took place two weeks after the signing: a month later, the British achieved one last land victory at the Battle of
Fort Bowyer, under Major General John Lambert. But with the war over, both London and Washington were to settle their differences peacefully.

What emerged from this peace was the survival of Upper and Lower Canada as part of British North America, and with it a growing sense of identity different from that of their American neighbours and, indeed, the Imperial motherland. Washington had hoped that the once-American populations of Upper and Lower Canada would rise up and side with the invading forces, a hope that was never realized. For the Canadas, the war also bred the infamous "militia myth," that the chief battles had been won by and large by part-time citizen soldiers, which thus negated the need for the colonies to invest in professional soldiers. This myth, which downplayed the incredible influence of career soldiers like Isaac Brock and First Nation chiefs like Tecumseh, would continue to influence military affairs in Canada until the First World War.

Author JASON RIDLER

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The Deportation of the Acadians

Soldiers rounding up terrified civilians, expelling them from their land, burning their homes and crops - it sounds like a 20th century nightmare in one of the world's trouble spots, but it describes a scene from Canada's early history, the Deportation of the Acadians.

The Acadians had lived in Nova Scotia since the founding of Port-Royal in 1604. They established a small, vibrant colony around the Bay of Fundy, building dykes to tame the high tides and to irrigate the rich fields of hay. Largely ignored by France, the Acadians grew independent minded. With their friends and allies the Mi'kmaq, they felt secure, even when sovereignty over their land passed to Britain after 1713.

In 1730 the British authorities persuaded the Acadians to swear, if not allegiance, at least neutrality in any conflict between Britain and France. But over the years the position of the Acadians in Nova Scotia became more and more precarious. France raised the stakes by building the great fortress of Louisbourg on Cape Breton Island. In 1749 the English countered this threat by establishing a naval base at Halifax. In 1751 the French built Fort Beauséjour on the Isthmus of Chignecto and the English responded with Fort Lawrence, a stone's throw away.

While previous British governors had been conciliatory towards the Acadians, Governor Charles Lawrence was prepared to take drastic action. He saw the Acadian question as a strictly military matter. After Fort Beauséjour fell to the English forces in June 1755, Lawrence noted that there were some 270 Acadian militia among the fort's inhabitants - so much for their professed neutrality.

In meetings with Acadians in July 1755 in Halifax, Lawrence pressed the delegates to take an unqualified oath of allegiance to Britain. When they refused, he imprisoned them and gave the fateful order for deportation.

Lawrence had strong support in his Council from recent immigrants from New England, who coveted Acadian lands. Traders from Boston frequently expressed wonder that an "alien" people were allowed to possess such fine lands in a British colony. On Friday, September 5, 1755 Colonel John Winslow ordered that all males aged 10 years and up in the area were to gather in the Grand-Pré Church for an important message from His Excellency, Charles Lawrence, the Lieutenant-Governor of Nova Scotia. The decree that was read to the assembled and stated in part: "That your Land & Tennements, Cattle of all Kinds and Livestocks of all Sorts are forfeited to the Crown with all other your effects Savings your money and Household Goods, and you yourselves to be removed from this Province."

It was a New Englander, Charles Morris, who devised the plan to surround the Acadian churches on a Sunday morning, capture as many men as possible, breach the dykes and burn the houses and crops. When the men refused to go, the soldiers threatened their families with bayonets. They went reluctantly, praying, singing and crying. By the fall of 1755 some 1100 Acadians were aboard transports for South Carolina, Georgia and Pennsylvania.

Lawrence urged his officers not to pay the least attention "to any remonstrance or Memorial
Lawrence urged his officers not to pay the least attention “to any remonstrance or Memorial from any of the inhabitants.” When Colonel John Winslow read the deportation order, he admitted that although it was his duty, it was “very disagreeable to my nature, make and temper.” In a phrase that would not be out of place in many more recent atrocities he added “but it is not my business to animadvert, but to obey such orders as I receive.”

Some Acadians resisted, notably Joseph Beausoleil Brossard, who launched a number of retaliatory raids against the British troops. Many escaped to the forests, where the British continued to hunt them down for the next five years. A group of 1500 fled for New France, others to Cape Breton and the upper reaches of the Peticoudiac River. Of some 3100 Acadians deported after the fall of Louisbourg in 1758, an estimated 1649 died by drowning or disease, a fatality rate of 53%.

Between 1755 and 1763, approximately 10,000 Acadians were deported. They were shipped to many points around the Atlantic. Large numbers were landed in the English colonies, others in France or the Caribbean. Thousands died of disease or starvation in the squalid conditions on board ship. To make matters worse, the inhabitants of the English colonies, who had not been informed of the imminent arrival of disease-ridden refugees, were furious. Many Acadians were forced, like the legendary Evangeline of Longfellow’s poem, to wander interminably in search of loved ones or a home.

Although the Acadians were not actually shipped to Louisiana by the British, many were attracted to the area by the familiarity of the language and remained to develop the culture now known as “Cajun.”

Back in Nova Scotia, the vacated Acadian lands were soon occupied by settlers from New England. When the Acadians were finally allowed to return after 1764, they settled far from their old homes, in St Mary’s Bay, NS, Chéticamp, Cape Breton, PEI and the north and east of present-day New Brunswick.

The expulsion proved to have been as unnecessary on military grounds as it was later judged inhumane. Lawrence’s lack of imagination played as big a part as greed, confusion, misunderstanding, and fear.

The migrations of the Acadians to a new Acadie continued into the 1820s. Throughout the ordeal they maintained their sense of identity, as indeed they do today - a remarkable demonstration of human will in the face of cruelty.

James H. Marsh is editor in chief of The Canadian Encyclopedia.
Appendix ii. Decoding an Image

What do you see?
- Native American, therefore we must be in North America. (French or English Canadians)
- There is a man dressed in red lying on the ground hurt or dying.
- There are other people standing around him, most are wearing red. (Redcoats? Are they British?)
- There is a harbour in the background; we must be near a body of water. (Quebec, Nova Scotia?)
- There is a battle going on in the background.

What could this mean?
- The man dying could be Wolfe or Montcalm dying? Probably Wolfe because he is wearing a red coat, which was the British colour.
- If it is Wolfe then this must be the Battle of the Plains of Abraham.

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Appendix iii.  

Decoding Images

Draw clues out of the following images and by using what you know from the timeline, determine which timeline event they are depicting.

First: List everything you see in the image.  
Second: What is happening in the image?  
Third: What inferences can we make from that information?  
Fourth: What could be happening in the image?
Decoding Images: Answer Sheet

The War of 1812

The Expulsion of the Acadians

The Treaty of Ghent

The Quebec Act

Jay’s Treaty

Battle of the Plains of Abraham

The Seven Year’s War


# Lesson 2: Historical Significance

## Overview

In this lesson students are asked to determine whether or not places, events, etc. are historically significant. It seeks to answer the question: “Why, out of all the people, events, issues and developments in eighteenth and nineteenth century Canada, are we learning about these events in particular?”

First students try to persuade a celebrity to visit their hometown during their tour by listing aspects of the town that they think would be significant to that celebrity. Then they rank events from the timeline created in the last lesson in order of significance. Students are asked to highlight sections of texts that show why that text and the subject it discusses is significant to our studies on eighteenth and early nineteenth century Canadian developments. Finally students are asked to consider what type of narrative the primary sources would be significant to.

This lesson explains why the events that the students summarized in the previous lesson are significant enough to have made it onto the timeline. It also introduces students to making value judgments on sources and the relevance of events, which we will continue to explore in later lessons.

## Learning Goal

Students will learn vocabulary to describe the impact of change. They will also learn that historically significant events, people, etc. are significant because they resulted in change and/or reveal something about contemporary or historic issues and/or societies.

Students will practice making judgments about whether or not a source or event is significant. They will also practice supporting their judgment by pulling out sections of text from sources that show how the issue/event/source either resulted in change or is revealing.

By the end of this lesson students should understand that the past and history are two different things and that history is a narrative made up of significant issues, events, developments, etc. Students should also recognize that an event’s significance rests on its place in a historical narrative.

## Curriculum Expectations

Specific Expectation:

A2.1 formulate questions to guide investigations into perspectives
of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.

**Historical Thinking Concept:**

This lesson focuses on historical significance. Students will learn to attribute historical significance to events, developments, etc. that have resulted in change and/or reveal insights into the contemporary or historic issues, topics and/or societies. The lesson also introduces the concept that historical significance is constructed and relative to the narrative that is being told.

<table>
<thead>
<tr>
<th>Materials (Appendices)</th>
<th>Primary Source Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>iii. The Treaty of Utrecht</td>
<td></td>
</tr>
<tr>
<td>iv. Excerpt from The Encyclopedia of Canada’s Peoples on Acadian language, dance and music.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions for teacher**

i. Vocabulary for Describing Features of Change

**Prompts for students (BLMs)**

ii. Diamond Ranking Model Hand Out

<table>
<thead>
<tr>
<th>Plan of Instruction</th>
<th>Warm Up (10 min.): Attracting Celebrities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Name of celebrity) is going to be touring North America. (He/She) has hasn’t decided which cities or towns (He/She) will be visiting yet. We need to convince (Him/Her) that (He/She) should come to our city/town! Let’s try and convince (Him/Her) to come here!</td>
</tr>
</tbody>
</table>

*Example: Beyonce is going to be touring North America! She hasn’t released which cities she will be performing in yet and I think we need to convince her to come to the K-Rock Centre in Kingston!*

Ask students to write down the top five things that Kingston has to offer that would convince the celebrity to choose your town as a stopping point during their tour. Once they have written down their top five things, ask students to share some of their suggestions. Ask the students why they think that their suggestions would persuade that celebrity. Would their selections change if it were a different celebrity (eg. Obama)?

**Discussion (5 min.):** Discuss the concept of significance with the students.
- Does anyone know what the words significant means?
  - What are some other words that mean the same thing as ‘significant’?

**Modeling (5-10 min.):**

Events, developments, and people are historically significant if they resulted in change or reveal something about their society.

- Demonstrate the thought processes for deciding whether or not an event on the timeline is significant because it resulted in change.
  1. Introduce vocabulary to talk about the impact of change. See Appendix i.
  2. Was the change short-term or long-term?

- Demonstrate the thought processes for deciding whether or not an event on the timeline is significant because it reveals something about how society was in that time period.
  1. Who was involved in the event? Who used the artifact?
  2. What happened during the event? What was the artifact used for?
  3. What does it tell us about that society?

**Guided Practices (10 min.):**

Diamond Ranking Model

- Divide the students into pairs.
- Give students the handout. See Appendix ii.
- Instruct the pairs to rank the events listed on the handout in order of their historical significance with circle 1 being the most historically significant event and circle 9 being the least historically significant. Explain that sometimes events are equally historically significant, hence the multiple circle 2s, 4s and 7s.

**Sharing/ Discussing/ Teaching (10 min.):**

- Once students have ranked the events have pairs join together in groups of four.
- Have groups of four discuss their rankings. Each pair has to justify their ranking to the other pair.
- The two pairs must negotiate a ranking that they can all agree upon.

* Note to teacher: This would be a good spot to pause the lesson and resume it in the next class.

**Independent Activity (20-30 min.):**
Give each student a copy of the Treaty of Utrecht and an excerpt on Acadian music and dancing. It is up to the students to determine why each text is significant and highlight the parts of the text that prove its significance. They should also determine whether the text is significant because it resulted in change or because it is revealing.

- Treaty of Utrecht (Appendix iii.)
- Excerpt on Acadian dance and music (Appendix iv.)

**Sharing/ Discussing/ Teaching (10- 15 min.):**
As a class, have students answer with a thumbs up or down the following questions:

- Was the Treaty of Utrecht historically significant because it is revealing? Resulted in change? Both?
- Was the excerpt about Acadian dance and music revealing because it is revealing? Resulted in change? Both?

Ask students what parts of the tests they chose to highlight and why.

Introduce the idea that an events’ historical significance is also dependent on the narrative that is being told.

ie. The new iPad mini with retina display came out recently and it is changing the way people interact with technology and each other. It doesn’t have anything to do with French and English Canadian relations during the eighteenth and early nineteenth century so it is not historically significant to our narrative and therefore it should not be on our timeline.

Ask the students to think about what narratives the Treaty of Utrecht and the excerpt about Acadian dance and music would be significant to? Have them brainstorm ideas in small groups.

Ask each group to choose a presenter to tell the rest of the class about one narrative that each source could be historically significant to.

Build on the students’ ideas and suggest other sources that could be useful to those narratives. This will lead into the next lesson on evidence.

**Assessment**
By the end of the lesson students will explain historical significance by showing that events, issues, etc. resulted in change and/or revealed something about contemporary or historic issues and/or society.
Students will also be starting to ask questions about whether or not a source or event is significant in different narratives.

Student progress towards the learning goals can be seen by listening to student’s thought processes when they are interacting with their group. Collect their highlighted excerpts and check to see which sections the students highlighted and why.

**Assessment for Learning**

- Thumbs up/ Thumbs down activity allows you to gauge whether the students were able to identify they reasons the two topics covered in the text were significant.
- By reviewing what the students highlighted in the text, the teacher can gauge whether or not the students understand the idea of significance.
Appendix i.

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Quality of Change</th>
<th>Impact of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>Sustainable</td>
<td>Wide Spread</td>
</tr>
<tr>
<td>Environmental</td>
<td>Planned</td>
<td>Extensive</td>
</tr>
<tr>
<td>Political</td>
<td>Intended</td>
<td>Broad-Based</td>
</tr>
<tr>
<td>Technological</td>
<td>Unintended</td>
<td>Deep</td>
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<td>Social</td>
<td>Chaotic</td>
<td>Radical</td>
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<td>Cultural</td>
<td>Progressive</td>
<td>Transformative</td>
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<td>Regressive</td>
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<td>Welcome</td>
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<td>Popular</td>
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<td>Revolutionary</td>
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<td>Reactionary</td>
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</table>

Appendix ii. **Diamond Ranking System**

On a separate piece of paper rank the events listed below in order of their historical significance with Circle 1 being the most historically significant event and Circle 9 being the least historically significant. Sometimes events are equally historically significant. There are multiple Circle 2s, 4s and 7s; events of equal significance go in the circles with matching numbers.

Events:
- The Treaty of Utrecht, 1713
- The Expulsion of the Acadians, 1755
- Battle of the Plains of Abraham, 1759
- The Treaty of Paris, 1763
- The Royal Proclamation, 1763
- The Quebec Act, 1754-1755
- The Constitutional Act, 1791
- The War of 1812
- The Treaty of Ghent, 1814

Appendix iii.
The Treaty of Utrecht
Appendix iv.

Excerpts on Acadian Dance and Music

# Chapter 2

<table>
<thead>
<tr>
<th>Lesson: Evidence</th>
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<tbody>
<tr>
<td><strong>Overview</strong></td>
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</table>
| This lesson aims to impart in students a strong belief that evidence is essential to developing an understanding of an event whether it is historical or contemporary. Not only does evidence provide facts about the past and insights to what historical characters experienced, the grouping of evidence is how we create historical narratives.  

This lesson focuses on the French Canadian (Canadien) perspective of the conquest. The conquest is a major topic in French-Canadian history and discourse, even today. By discussing it within this unit I hope to provide students with a background from which to consider contemporary French Canadian perspectives and better understand some of the political events that have occurred in Quebec in more recent history, such as the proposal for separatism in the 1995 which we will be talking about later in the unit while examining ethical perspectives.  

This lesson connects to previous lessons by building on the idea of significance. Just as an event is only significant if it fits the context or the narrative you are exploring is evidence. Sources are only significant if situated in their context and they are only relevant to your inquiry if their context is relevant to your research. |
| **Learning Goal** |
| In this lesson students will learn how to interpret sources and make inferences from them. Students will practice sourcing primary documents and inferring from the source the creator’s context and worldview. Students will start to understand the importance of corroborating evidence to ensure that their interpreting of an event is correct. |
| **Curriculum Expectations** |
| A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.  

This lesson will focus on developing historical thinking concepts about evidence. In particular it looks at the importance of sourcing in determining the significance of a source and on how, by interpreting significant primary sources, students can many inferences and build up an interpretation of what happened and how different groups of people experienced an event. The concept of corroboration will also be explored. |
### Materials (Appendices)

#### Primary Source Documents

i. Excerpts from Changing Perspectives in Canadian History (includes translation of the Articles of Capitulation, a speech made by the Vicar General of Quebec after New France had passed into English rule, a letter written by Mother Marie d’Youville, and several other perspectives)

ii. Excerpts from John Knox’s journal about the fall of New France

iii. Excerpts from John Knox’s journal about life for the locals after the Battle of the Plains of Abraham

#### Instructions for teacher

iv. For Playing Clue

v. Evidence Terminology

#### Prompts for students (BLMs)

vi. Evidence Crossword

vii. Evidence- Data Organizer

viii. Evidence Vocabulary Crossword

---

### Plan of Instruction

**Warm Up (50 min.):**
Play Clue.

**Discussion (5 min.):**
Connect what the students were doing playing Clue with skills they will be using to examine evidence.

- When students were making conclusions by looking at what cards were in their hand and what cards they new or suspected others had they were making inferences based on sources.
- When students were asking other players questions to figure out who had which cards they were asking

---

24 I have allotted an entire class to playing Clue because I believe that it is relevant to learning the historical thinking concept of evidence. In Clue players make inferences based on sources, ask questions to make sources turn into evidence and corroborate with other players to draw conclusions with a degree of certainty. Besides incorporating historical thinking concepts the game will also help students connect the concept of evidence with their prior knowledge since most people have played Clue before. Even if they have not played Clue before I believe that it is a fun way to introduce a concept that is far too often dulled down into a study of primary and secondary sources with a seemingly endless supply of handouts. That being said, this is my personal philosophy and should you prefer to use a more conventional method I suggest playing Two Truths and a Lie as a way to introduce the idea of evidence, asking questions and sourcing,
questions to make sources evidence
- Students were also corroborating their evidence with that of other players to draw conclusions/ confirm inferences.

Modeling (15 min.):
Inquiry Question: Was the conquest and incident or a catastrophe?

There are several types of sources that are available to historians.
- The first are accounts. These are narratives or stories that were written to describe an event. The journal of British Officer John Knox is an example of an account of the fall of New France.
- The second are traces. These are things left over from the time period. Telegrams, e-mails, receipts, etc. The excerpts of letters written by Mother Marie d’Youville are an example of a trace. Although not intended to be a historical artifact it has become one since it reveals part of the French Canadian experience in the weeks following the conquest.

We are going to be looking at the excerpts from Mother Marie’s letters.

Show students how to work through the Evidence Data Organizers step-by-step.

1. Inquiry Question: Was the conquest and incident (meaning a difficulty but one that the French Canadians should have been able to move past) or a catastrophe?
2. Source: Quotes from letters written by Mother Marie d’Youville. She was the founder of the Order of the Grey Nuns. It was created in New France, sometime soon after the conquest.
3. Context: The Seven Years War was ending. The British military was is power. The French Canadians were tried under British civil and criminal law, which they weren’t accustomed to. French Canadians were leaving New France. Many of those who remained were struggling because the British did not accept to paper currency that had become popular. All of this change could have been overwhelming for the writer, especially if her support system was disintegrating because people were leaving the colony.
4. Description: The main parts are about people leaving. What I found interesting was her statement that “all the good citizens are leaving.” By this does she mean the law-
abiding citizens or is she referring to any French Canadian leaving as ‘good’? What does she mean by ‘good’?

5. Inferences about the perspective of the creator: She is a Nun and she attributes the change of ruler to God. She is most likely a Catholic as that was the most prevalent faith among French Canadians at the time and they believed that God preordains who should rule. I think her audience was other French Canadians, some who were staying and some who were leaving. I think she was hoping to connect with other French Canadians through their shared loss.

6. Inferences to answer inquiry question:

Next corroborate your inferences with the narrative on that section from the same book.

**Guided Practices (10 min.):**
Inquiry questions: Was the conquest an incident or a catastrophe.

With that question in mind students will work in pairs through another primary source. Students are to record their findings in Evidence Data Organizers (Appendix vii.) Each student will need approximately three Evidence Data Organizers; alternatively they can use the organizer as a template and replicate it in their notebooks.

**Independent Activity (10 min.):**
Students are to repeat the process the teacher has modeled and they have practiced in small groups but this time independently.

**Sharing/ Discussing/ Teaching (10 min.):**
As a class, take up the Evidence Data Organizer sheets and make a class copy so that each student has a basic understanding of each source even if they didn’t get to that one. Use chart paper or type it up on a projector so everyone can see. Have students raise their hands and give their findings for each section. At the end of the activity you should have Evidence sheets for all of the primary sources.

By repeating the process again as a class once the students have had the chance to try it out on their own and see where they might struggle, I hope to give students a second chance to learn from others while we take this up.

**Assessment**
**Assessment for and as Learning**

The class review at the end is a means of gauging where students are in regards to understanding how to work with evidence. If
there are some still not comprehending the concepts, perhaps it would be a good idea to model the exercise again the next day as a class but with a different type of primary source (maybe an image or an artifact), that way you can see if the student’s weakness lies in understanding difficult text or in understanding the concepts of evidence.
Appendix ii.
Appendix iii.

Appendix iv.

For Playing Clue

You will need…
1 Game Set/ 6 students

1 Game Set Consists of…
- 1 board
- 6 character markers/ pieces
- 6 suspect cards
- 6 weapon cards
- 9 location cards
- 1 envelope
- 1 die
- paper and a writing utensil for each person
- 1 set of instructions

* TIP: If you choose to use the version included in this resource I suggest printing it off on cardstock paper, as it will make the game sturdier. Dollarama usually has a cheap version of card stock that would do the trick.

Instructions

Object

Francine Newman—apparently the victim of foul play—is found in one of the rooms of her mansion. To win, you must determine the answers to these three questions: Who did it? Where? With What Weapon?

Setup

1. Look on the board for the START space and Suspect name nearest you. Take that Suspect token as your playing piece and put it on that space. If fewer than six are playing, be sure to place the remaining token(s) onto the appropriate name(s)— they might, after all, be involved in the crime, and they must be on the premises!
2. Place each of the weapons in a different room. Select any six of the nine rooms.
3. Place the empty envelope marked “Case File CONFIDENTIAL” onto the “X” in the center of the board.
4. Sort the pack of cards into three groups: Suspects, Rooms and Weapons. Shuffle each group separately and place each face down on the table. Then—so no one can see them—take the top card from each group and place it into the envelope. The Case File now contains the answers to the questions: Who? Where? What Weapon?
5. Shuffle together the three piles of remaining cards. Then deal them face down clockwise around the table. (It doesn’t matter if some players receive more cards than others.) Secretly look at your own cards: Because they’re in your hand, they can’t be in the Case File—which means none of your cards was involved in the crime!
6. Take a detective’s notebook sheet and, so no one can see what you write, fold it in
half: Check off the cards that are in your hand, if you wish.
7. James Wolfe—the player with the red token—always plays first. Play then proceeds, in
turn, to the first player’s left.

**GAME PLAY**

**Moving Your Token**
On each turn, try to reach a different room of the mansion. To start your turn, move your
token either by rolling the die or, if you’re in a corner room, using a Secret Passage:

**Rolling**
Roll the die and move your token the number of squares you rolled.
You may move horizontally or vertically, forward or backward, but not diagonally. You
may change directions as many times as your roll will allow. You may not, however,
enter the same square twice on the same turn. You may not enter or land on a square
that’s already occupied by another suspect.

**Secret Passages**
The rooms in opposite corners of the mansion are connected by Secret Passages. If you’re
in one of these rooms at the start of your turn, you may, if you wish, use a Secret Passage
instead of rolling. To move through a Secret Passage, announce that you wish to do so,
then move your token to the room in the opposite corner.

**Entering and Leaving a Room**
You may enter or leave a room either by rolling the die and moving through a door, or by
moving through a Secret Passage. A door is the opening in the wall, not the space in front
of the doorway. When you pass through a door, do not count the doorway itself as a
space. You may not pass through a door that’s blocked by an opponent’s token. As soon
as you enter a room, stop moving. It doesn’t matter if you roll
a number that’s higher than you need to enter. You may not re-enter the same room on a
single turn. It is possible that your opponents might block any and all doors and trap you
in a room. If this happens, you must wait for someone to move and un-block a door so
you can leave!

**Making a Suggestion**
As soon as you enter a room, make a Suggestion. By making Suggestions throughout the
game, you try to determine—by process of elimination—which three cards are in the
confidential Case File envelope. To make a Suggestion, move a Suspect and a Weapon
into the room that you just entered. Then suggest that the crime was committed in that
Room, by that Suspect, with that Weapon. Example: Let’s say that you’re James Wolfe
and you enter the Lounge. First move another Suspect—Pontiac, for instance—into the
Lounge. Then move a weapon—the Wrench, perhaps—into the Lounge. Then say, “I
suggest the crime was committed in the Lounge by Pontiac with the Wrench.”
Remember two things: You must be in the Room that you mention in your Suggestion.
Be sure to consider all tokens—including spare Suspects and including yourself!—as
falling under equal suspicion.

Proving a Suggestion True or False
As soon as you make a Suggestion, your opponents, in turn, try to prove it false. The first to try is the player to your immediate left. This player looks at his or her cards to see if one of the three cards you just named is there. If the player does have one of the cards named, he or she must show it to you and no one else. If the player has more than one of the cards named, he or she selects just one to show you.

If that opponent has none of the cards that you named, then the chance to prove your Suggestion false passes, in turn, to the next player on the left. As soon as one opponent shows you one of the cards that you named, it is proof that this card cannot be in the envelope. End your turn by checking off this card in your notebook. (Some players find it helpful to mark the initials of the player who showed the card.) If no one is able to prove your Suggestion false, you may either end your turn or make an Accusation now.

Making an Accusation
When you think you’ve figured out which three cards are in the envelope, you may, on your turn, make an Accusation and name any three elements you want. First say, “I accuse (Suspect) of committing the crime in the (Room) with the (Weapon).” Then, so no one else can see, look at the cards in the envelope. In a Suggestion, the Room you name must be the Room where your token is located. But in an Accusation, you may name any room. Remember: You may make only one Accusation during a game.

If Your Accusation Is Incorrect
If any one of the cards that you named is not inside the Case File: Secretly return all three cards to the envelope. You may make no further moves in the game, and therefore cannot win, but you do remain involved in the investigation. You do continue to try to prove your opponents’ Suggestions false. Your opponents may continue to move your token into the various Rooms where they make Suggestions. If after making a false Accusation your token is blocking a door, move it into that room so that other players may enter.

Winning
You win the game if your Accusation is completely correct—that is, if you find in the envelope all three of the cards that you named. When this happens, take out all three cards and lay them out for everyone to see.

Special Notes About Suggestions
1. When you make a suggestion, you may, if you wish, name one or more of the cards that you hold in your own hand. You might want to do this to gain information or to mislead your opponents.
2. You may, if you wish, make a Suggestion and an Accusation on the same turn.
3. You may make only one Suggestion after entering a particular room. To make your next Suggestion, you must either enter a different room or, sometime after your next turn, re-enter the room that you most recently left. You may not forfeit a turn to remain in a particular room. But if you’re trapped in a room because your opponents are blocking the door(s), you must remain there until a door is unblocked and you can move out of the
Room.
4. You may make a Suggestion that includes a Suspect or Weapon that’s already in your Room. In this case, transferring one or both of those items is not necessary. When a transfer is necessary, leave the item(s) in the new location after the Suggestion is made.
5. If yours was the Suspect transferred, you may, on your next turn, do one of two things: Move from the Room in one of the usual ways OR Make a Suggestion for that room. If you decide to make a Suggestion, do not roll the die or move your token.
6. There is no limit to the number of Suspects or Weapons that may be in one Room at one time.\(^{28}\)

Note: I do not own the rights to Clue, which is the copyright of Hasbro Inc. The attached files are for educational use only and not for sale or profit. The official Clue game can be purchased at a variety of retailers or from their website: http://www.hasbro.com/en_CA/

Algonquins, Abenaki, Huron, and other First Nations Tribes
Appendix v.

<table>
<thead>
<tr>
<th><strong>Evidence Terminology</strong></th>
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<tbody>
<tr>
<td><strong>Account</strong></td>
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<tr>
<td><strong>Context</strong></td>
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<tr>
<td><strong>Corroboration</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
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<tr>
<td><strong>Inference</strong></td>
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<tr>
<td><strong>Interpretation</strong></td>
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<tr>
<td><strong>Source</strong></td>
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<tr>
<td><strong>Sourcing</strong></td>
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<td><strong>Trace</strong></td>
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<table>
<thead>
<tr>
<th>Inquiry Question</th>
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<tbody>
<tr>
<td><strong>Sample question:</strong> What is the story of X?</td>
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<table>
<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td><strong>Sample questions:</strong> What type of source is this? Who created it? When and where was it produced?</td>
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<thead>
<tr>
<th>Context</th>
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<tr>
<td><strong>Sample questions:</strong> What other events or developments were happening at the time the source was created? How might they have influenced this source?</td>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Sample questions:</strong> What do you notice that’s important about this source? What do you notice that’s interesting? What can’t you explain?</td>
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<tr>
<th>Inferences about the perspective of the creator</th>
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<tr>
<td><strong>Sample questions:</strong> To what groups might the creator have belonged? Why do you think he or she made this source? Who do you think was the audience for this? What do you think the audience wanted to hear or see? How might the background of the creator and the audience have influenced this source?</td>
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<table>
<thead>
<tr>
<th>Inferences to answer inquiry question</th>
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<tr>
<td><strong>Sample questions:</strong> What can you learn from examining this source? How does this source help you answer your inquiry question? Does it confirm, extend, or contradict what you know? What does it not tell you? What further questions do you have?</td>
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</table>
Appendix viii.

Evidence

Across
1. an account of the past reached by making inferences from sources
2. trace, relic, account, etc. that is being analyzed in the course of a historical inquiry

Down
1. a narrative or story
2. the circumstances at the time of the creation of a source
3. cross-checking
4. what a source becomes when it is analyzed
5. asking questions about the creator and the intended audience
6. a scrap left over from the past, not necessarily intended to be left behind

Key
For more free tools visit http://edtools.mankindforward.com

Across
1. interpretation
2. source

Down
1. account
2. context
3. corroboration
4. evidence
5. sourcing
6. trace
**Chapter 3**

**Lesson: Continuity and Change.**

| Overview | This lesson focuses on how there was both change and continuity in Canada between 1713 and 1850. Although power shifted towards the British after the Treaty of Paris in 1763, other things such as the Catholic religion and cultural identities continued. A main focus will be on how different groups experienced the changes and continuities as either progress or decline.  
In this lesson students will analyze maps, primary and secondary sources to examine how different groups, in this case the French Canadians, the British colonists, the Acadians and Pontiac and his Ottawas experienced the changes between 1713 and 1783.  
Students use the skills they practiced in the evidence lesson and apply them to new sources with the purpose of recognizing periods of change and continuity and different groups’ perspectives on the changes and continuities. Students will practice recognizing patterns of change, which will prepare them for the next lesson on cause an consequence where they will have to look deeper into turning points and trace them back and forth to their causes and consequences. |
| Learning Goal | In this lesson students will learn vocabulary with which to describe change, it’s impact, it’s quality, it duration, it’s pacing and direction. They will also learn how to describe continuities.  
Students will analyze sources and look for patterns in continuity and turning points that resulted in radical change. They will compare different groups experiences of events and make judgments on whether an event symbolized a period of progress or regression for the group. At the end of the lesson students will create a timeline of their own.  
A main focus in this lesson is that history is not a series of disjointed events. There are tuning points where change switches direction but there are also continuities. It is this interweaving of continuities and change that help propel history forward. |
| Curriculum Expectations | A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain. |
This lesson will explore some examples of continuity and change in Canada between 1713 and 1850. In particular it will explore how continuity and change are interwoven through history and how change is a process, with various paces and patterns such as progress and decline.  

<table>
<thead>
<tr>
<th>Materials (Appendices)</th>
<th>Primary Source Documents:</th>
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<tbody>
<tr>
<td></td>
<td>i. Map of Borders after The Treaty of Paris and Royal Proclamation, 1763</td>
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<td>ii. Map of Borders after the Quebec Act, 1774</td>
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<tr>
<td></td>
<td>iii. Map of Borders after the Treaty of Paris, 1783</td>
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<tr>
<td></td>
<td>iv. Excerpts from British Officer John Knox’s journal</td>
</tr>
</tbody>
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| Instructions for teacher: |
| v. Terms and Phrases to Talk about Continuity and Change |
| vi. Vocabulary for Describing Features of Change |
| vii. Timeline Sketch |

| Prompts for students (BLMs): |
| v. Terms and Phrases to Talk about Continuity and Change |
| vi. Vocabulary for Describing Features of Change |
| viii. Turning Points Hand Out |
| ix. Continuity and Change Word Search |

<table>
<thead>
<tr>
<th>Plan of Instruction</th>
<th>Warm Up (1min.):</th>
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<tr>
<td></td>
<td>Present students with three maps of Canada that show which nation controlled different sections of the land: one from after the Treaty of Paris and Royal Proclamation in 1763, one of the borders after the Quebec Act in 1774, and one of the borders after the Treaty of Paris in 1783. (Appendix i., Appendix ii., Appendix iii.)</td>
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<table>
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<tr>
<th>Discussion (5 min.):</th>
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<tr>
<td>Introduce the maps as sources that they need to turn into evidence.</td>
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<tr>
<td>- What questions would they ask?</td>
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<tr>
<td>- What inferences can they make?</td>
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* Make sure that they ask what the similarities between the maps are and what the differences between them are. Pay particular attention to what happens to the Indian Territory.  

<table>
<thead>
<tr>
<th>Modeling (10 min.):</th>
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<tbody>
<tr>
<td>Define:</td>
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<tr>
<td>- “Change: an alteration; or possibly evolutionary erosion or sudden collapse, gradual building, or revolutionary</td>
</tr>
</tbody>
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31 Sexias, Dr. Peter and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education Ltd., 2013), 86.
**upheaval.**”³²

- “Continuity: Staying the same; an uninterrupted succession or flow.”³³

The three main points from this lesson are:

1. Continuity and change are interwoven. This means that they are always present even if one appears more evident at a certain point.
2. Change is a process. Sometimes change moves quickly, other times more gradually. There are often patterns that can be seen in change. Turning points are moments of change where history changes the direction it was going. Patterns and Turning Points are all part of the process of change.
3. Change does not always mean progress, not does it mean decline. Change goes through periods of both as well as periods of stasis where it is neither. Also sometimes what is progress to one group of people is a decline for others.³⁴

* Make sure the timeline is visible. Draw a rough version of it on the board. As you talk about those three concepts of continuity and change.

- At times change occurs quickly. For example during the Seven Year’s War forts could change hands in mere months or days. The Battle at the Plains of Abraham was very short.
- At other time change is gradual.
- “Turning points are moments when the process of change shifts in direction or pace.”³⁵ An example of a turning point is the Treaty of Paris of 1763. It marked a turning point in Quebec’s history, as it was the official break from their motherland of France.
- There are always continuities that are uninterrupted by these changes. Continuities include religion, nationalism, and cultural identity.

**Guided Practices (10 min.):**

Have students divide into small groups an take turns reading sections of John Knox’s account of the Battle of the Plains of Abraham. As a group, looks for instances of change and turning points in the story. Also look for patterns and continuity. Is there

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³² Sexias and Morton, *The Big Six*, 77.
³³ Sexias and Morton, *The Big Six*, 77.
³⁴ Sexias and Morton, *The Big Six*, 86.
³⁵ Sexias and Morton, *The Big Six*, 86.
Independent Activity (15 min.):

Using the collection of primary sources that students have been amassing so far, as well as those attached to this lesson, students will look for continuities, things that stay the same while other changes are occurring or patterns that connect individual events.

Examples of Continuities:
- Evidence of different groups continual cultural identity

Examples of patterns that connect individual events and could suggest a continuity if you asked the right questions about the source:
- Battles that took place at Fort Frontenac, Sieges where the English won, events that had religious significance

Students will then construct mind maps that show the relationships events have that aren’t necessarily chronological.

Next students will pick out several turning points (events that altered the direction of change) and defend why or why not these events are turning points.

Sharing/ Discussing/ Teaching (10 min.):
Divide students into pairs. Have them exchange mind maps and turning point handouts. Do you agree with the other person’s findings? Why or why not?

Assessment (* I chose to separate this assignment from the previous part of the lesson because it is complicated and I don’t want students to feel overwhelmed as they are trying to learn a new concept. I predict students will have a lot of questions about the assignment so maybe it would be best if it were introduced at the start of midway through a period and then have the rest of that period be a work period.)

Assessment as Learning

Students are asked to create a detailed timeline that depicts both the changes and continuity in events/ issues/ and developments between 1713 and 1814 that have been discussed previously in class.

1. Draw the standard timeline onto a piece of Bristol board. (Remember to leave larger spaces between the events
2. Find or draw images that represent the events on the timeline. You may use no more than three images from the historical significance lesson. Place these images either above or below the written events.

3. Choose one continuity to illustrate. Find or draw images that represent that continuity. Place these images either above or below the written events.

On the same timeline or on a new one (up to you) use different coloured pencil crayons or markers to represent different groups such as First Nations, French Canadians, British colonists, Loyalists, Acadians, etc. and draw line representing whether events on the timeline lead to progress (better, line goes towards the top of the paper), regress (worse, line goes towards the bottom of the page), or stasis (stable). You must depict three perspectives...
Appendix i.

Appendix ii.

Appendix iii.

Appendix iv.
Excerpt from British Officer John Knox’s Journal. Entry about the Battle at the Plains of Abraham.
This is the natural text of the page.
## Appendix v.

### Terms and Phrases to Talk About Continuity and Change

<table>
<thead>
<tr>
<th>General Historical Terms</th>
<th>Decade</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Century</td>
</tr>
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<table>
<thead>
<tr>
<th>Names of Particular Periods (Examples)</th>
<th>Colonial</th>
</tr>
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<tr>
<td></td>
<td>Pre- Confederation</td>
</tr>
<tr>
<td></td>
<td>Great Depression</td>
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<td></td>
<td>Cold War</td>
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<thead>
<tr>
<th>Describing Duration</th>
<th>Short- Term</th>
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<td>Long- Term</td>
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</table>

<table>
<thead>
<tr>
<th>Describing Pace and Pattern</th>
<th>Turning Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abrupt</td>
</tr>
<tr>
<td></td>
<td>Choppy</td>
</tr>
<tr>
<td></td>
<td>Jerky</td>
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<td>Explosive</td>
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<td></td>
<td>Gradual</td>
</tr>
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<td></td>
<td>Gentle</td>
</tr>
<tr>
<td></td>
<td>Drawn- Out</td>
</tr>
<tr>
<td></td>
<td>Sluggish</td>
</tr>
</tbody>
</table>

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### Vocabulary for Describing Features of Change

<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Quality of Change</th>
<th>Impact of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>Sustainable</td>
<td>Wide Spread</td>
</tr>
<tr>
<td>Environmental</td>
<td>Planned</td>
<td>Extensive</td>
</tr>
<tr>
<td>Political</td>
<td>Intended</td>
<td>Broad-Based</td>
</tr>
<tr>
<td>Technological</td>
<td>Unintended</td>
<td>Deep</td>
</tr>
<tr>
<td>Social</td>
<td>Chaotic</td>
<td>Radical</td>
</tr>
<tr>
<td>Cultural</td>
<td>Progressive</td>
<td>Transformative</td>
</tr>
<tr>
<td></td>
<td>Regressive</td>
<td>Narrow</td>
</tr>
<tr>
<td></td>
<td>Contested</td>
<td>Superficial</td>
</tr>
<tr>
<td></td>
<td>Resisted</td>
<td>Shallow</td>
</tr>
<tr>
<td></td>
<td>Welcome</td>
<td>Modest</td>
</tr>
<tr>
<td></td>
<td>Popular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revolutionary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reactionary</td>
<td></td>
</tr>
</tbody>
</table>

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41 Sexias, Dr. Peter and tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education Ltd., 2013), 93.
Appendix viii.

## Turning Points

<table>
<thead>
<tr>
<th>Turning Point?</th>
<th>Yes</th>
<th>No</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Quebec Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The English Troops suffering from smallpox in 1758.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Royal Proclamation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix ix.

Continuity and Change

ABRUPT   SUPERFICIAL
CENTURY   SUSTAINABLE
CHANGE    TERM
CHRONICLE TURNING
CONTESTED UNINTENDED
CONTINUITY WELCOME
DECADE    DECLINE
DEEP      EXPLOSIVE
EXTENSIVE
GENTLE    MODEST
GRADUAL   PERIODIZATION
LONG      PLANNED
MODEST    POINT
PERIODIZATION
PLANNED    POINT
PROGRESS   REACTIONARY
RESISTED   REVOLUTIONARY
REVOLUTIONARY
SHALLOW   SHORT
STASIS
# Chapter 4

<table>
<thead>
<tr>
<th>Lesson: Cause and Consequence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>In this lesson students will watch a video about First Nations, British colonist, and Britain’s relationships after the Royal Proclamation of 1763. Using the historical thinking concept of cause and consequence students will identify the causes of events during that time period that affected the relationship between those groups and the consequences of those events. Students will work in groups to examine the decisions made by specific groups and how those groups’ decisions resulted in short and long-term consequences. This lesson connects the concept of change from the previous lesson to that of perspectives in the lesson that follows this.</td>
</tr>
<tr>
<td><strong>Learning Goal</strong></td>
<td>Students will learn about the causes and consequences of events that followed the fall of New France. They will practice identifying the causes and consequences of events and the interrelationship between them. Students will consider the role of human agency in relation the conditions in which a historical actor lives.</td>
</tr>
<tr>
<td><strong>Curriculum Expectations</strong></td>
<td>A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain. This lesson explores the historical thinking concept of cause and consequence. It specifically explores the concept that change is driven by multiple causes and results in multiple short and long-term consequences. The role of historical actors and the conditions in which they live will also be explored.</td>
</tr>
</tbody>
</table>
| **Materials (Appendices)** | **Primary Source Documents**  
| | v. Map of Borders after The Treaty of Paris and Royal Proclamation, 1763  
| | vi. Map of Borders after the Quebec Act, 1774  
| | vii. Map of Borders after the Treaty of Paris, 1783 |

---

<table>
<thead>
<tr>
<th>xi.</th>
<th>Assessment Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>xii.</td>
<td>Transcript from <em>The War That Made America- Part 4, Unintended Consequences</em></td>
</tr>
<tr>
<td>xiii.</td>
<td>Cause and Consequence Worksheet</td>
</tr>
</tbody>
</table>

### Plan of Instruction

#### Warm Up (1 min.):

Project images of the three maps from the start of last lesson: One from after the Treaty of Paris and Royal Proclamation in 1763, one of the borders after the Quebec Act in 1774, and one of the borders after the Treaty of Paris in 1783. (Appendix i., Appendix ii., Appendix iii.)

#### Discussion (2 min.):

Ask students what they remember about the maps.
- They show change in territorial borders.

But what caused the territorial borders to change? Who decided to change them? What were the consequences of the changes? These are questions we will be answering in this lesson.

#### Modeling (10 min.):

Watch the Keeping Order in the Colonies clip from *The War That Made America- Part 4, Unintended Consequences* (2:13 min.), which can be found at:
- [http://www.youtube.com/watch?v=TwbRHihtXcY](http://www.youtube.com/watch?v=TwbRHihtXcY)

Why did Amherst get the job of keeping order in the colonies? (Consequence)
- He was victorious at Montreal (Cause)

What are the conditions in which he is working?
- Limited resources, dwindling man power (Consequence)
- Cause of the limited resources and dwindling man power is that the British are fighting elsewhere in the world
How did he try to save funds? (His need to save funds was a consequence of not having enough resources, which was a consequence on the British pursuing battles elsewhere in the world.)

- He curtails gifts to the Natives (which then offends them and is one of the causes of Pontiac’s War)

Events have multiple cause and multiple consequences. Quite often the consequences of one event become the causes of another.43

Also important to consider is the role of the individual. Individuals make decisions, which result in consequences. Their decisions are largely influenced by their context.44

Guided Practices (30 min.):

Watch clips “Conflict Over Dealings With Indians” to “Violent Reaction to the Stamp Act” from The War That Made America-Part 4, Unintended Consequences. (Approximately 20 minutes)

Divide the class into three groups.

One group will follow the actions of Pontiac and other First Nations and identify the causes and consequences of their actions.

Another group will follow the actions of Sir Amherst and identify the causes and consequences of his actions.

The last group will follow the actions of the colonists and identify the causes and consequences of their actions.

Sharing/ Discussing/ Teaching (5-10 min.):
Each group will present their findings to the class. Once everyone has presented, as a class we will point out similarities such as shared consequences or how one group’s decision affected another group.

Independent Activity (10 min – 15 min.).45

43 Sexias, Dr. Peter and Tom Morton, The Big Six Historical Thinking Concepts (Toronto: Nelson Education Ltd., 2013), 115.
44 Sexias and Morton, The Big Six, 115.
45 I changed the order of the ‘Sharing/ Discussing/ Teaching’ and the ‘Independent Activity’ sections because I think that the students will be able to see more connections between the causes and consequences of individual’s actions by interacting with each other’s group findings that if they were to interact with each other’s individual finding. There is just so much more information that can be presented the group findings.
Students will look at two primary sources: The Royal Proclamation of 1763 and a speech made by William Pitt on the Stamp Act of 1765. Students will complete the worksheet, which asks them to identify the event the source is related to, identify the causes of the document/event and its short and long-term consequences. It also asks them to identify the groups that were involved in the creation of this document and or affected by the event and list the groups’ decisions and actions regarding the document/events.

| Assessment          | Ask students to hand in their Cause and Consequence Worksheets (appendix ix.). Use the rubric in appendix viii. to check if they have understood the concepts and are able to apply them when looking at specific documents and events. |

Also the group activity makes the perspectives of individual groups more obvious, and therefore does a better job at achieving the curriculum expectations. Students will receive feedback on their individual work from the teacher by handing their findings in.
Appendix i.

Appendix ii.

Appendix iii.

---

Appendix iv.

The Royal Proclamation, 1763

The King, A Proclamation
George R.

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 Parts of Our Dominions and Territories as, not having been ceded to or purchased by Us, are reserved to them, or any of them, 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 of any Lands beyond the Heads or Sources of any of the Rivers which fall into the Atlantic Ocean from the West and North West, or upon any Lands whatever, which, not having been ceded to or purchased by Us as aforesaid, are reserved to the said Indians, or any of them.

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 License for that Purpose first obtained.

And, we do further strictly enjoin and require all Persons whatever who have either willfully 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 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 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 lie within the limits of any Proprietary Government, they shall be purchased only for the Use and in the name of such Proprietaries, conformable to such directions and Instructions as We or they shall think proper to give for that Purpose: And we do, by the Advice of or Privy council, declare and enjoin, that the Trade with the said Indians shall be free and open to all our Subjects whatever, provided that every Person who may incline to Trade with the said Indians, do take out a License for carrying on such Trade from the Governor or Commander in Chief of any of our Colonies respectively where such Person shall reside, and also give Security to observe such Regulations as We shall at any time think fit, by ourselves or by our Commissionaries to be appointed for the Purpose, to direct and appoint for the Benefit of the said Trade; and we do thereby 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 Licenses without Fee or Reward, taking especial Care to insert therein a Condition, that such License 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 enjoin 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

---

Appendix v.

Speech made by William Pitt on The Stamp Act

GENTLEMEN, Sir (to the Speaker), I have been charged with giving birth to sedition in America. They have spoken their sentiments with freedom against this unhappy act, and that freedom has become their crime. Sorry I am to hear the liberty of speech in this House imputed as a crime. But the imputation shall not discourage me. It is a liberty I mean to exercise. No gentleman ought to be afraid to exercise it. It is a liberty by which the gentleman who calumniates it might have profited. He ought to have desisted from his project. The gentleman tells us, America is obstinate; America is almost in open rebellion. I rejoice that America has resisted. Three millions of people so dead to all the feelings of liberty, as voluntarily to submit to be slaves, would have been fit instruments to make slaves of the rest. I come not here armed at all points, with law cases and acts of Parliament, with the statute-book doubled down in dog's ears, to defend the cause of liberty: if I had, I myself would have cited the two cases of Chester and Durham. I would have cited them, to have shown that, even under former arbitrary reigns, Parliaments were ashamed of taxing a people without their consent, and allowed them representatives . . . The gentleman tells us of many who are taxed, and are not represented. -- The India Company, merchants, stockholders, manufacturers. Surely many of these are represented in other capacities, as owners of land, or as freemen of boroughs. It is a misfortune that more are not equally represented. But they are all inhabitants, and as such, are they not virtually represented? Many have it in their option to be actually represented. They have connections with those that elect, and they have influence over them. . . .

The gentleman boasts of his bounties to America! Are not these bounties intended finally for the benefit of this kingdom? If they are not, he has misapplied the national treasures. I am no courtier of America -- I stand up for this kingdom. I maintain, that the Parliament has a right to bind, to restrain America. Our legislative power over the colonies is sovereign and supreme. When it ceases to be sovereign and supreme, I would advise every gentleman to sell his lands, if he can, and embark for that country. When two countries are connected together, like England and her colonies, without being incorporated, the one must necessarily govern; the greater must rule the less; but so rule it, as not to contradict the fundamental principles that are common to both. If the gentleman does not understand the difference between external and internal taxes, I cannot help it; but there is a plain distinction between taxes levied for the purposes of raising a revenue, and duties imposed for the regulation of trade, for the accommodation of the subject; although, in the consequences, some revenue might incidentally arise from the latter.

The gentleman asks, when were the colonies emancipated? But I desire to know, when they were made slaves? But I dwell not upon words. When I had the honor of serving his Majesty, I availed myself of the means of information, which I derived from my office: I speak, therefore, from knowledge. My materials were good, I was at pains to collect, to digest, to consider them; and I will be bold to affirm, that the profits to Great Britain from the trade of the colonies, through all its branches, is two millions a year. This is the fund that carried you triumphantly through the last war. The estates that were rented at two
thousand pounds a year, threescore years ago, are at three thousand pounds at present. Those estates sold then from fifteen to eighteen years purchase; the same may now be sold for thirty. You owe this to America. This is the price America pays for her protection. And shall a miserable financer come with a boast, that he can bring a pepper-corn into the exchequer, to the loss of millions to the nation! I dare not say, how much higher these profits may be augmented. Omitting the immense increase of people by natural population, in the northern colonies, and the emigration from every part of Europe, I am convinced the commercial system of America may be altered to advantage. You have prohibited where you ought to have encouraged, and encouraged where you ought to have prohibited. . . .

A great deal has been said without doors, of the power, of the strength of America. It is a topic that ought to be cautiously meddled with. In a good cause, on a sound bottom, the force of this country can crush America to atoms. I know the valor of your troops. I know the skill of your officers. There is not a company of foot that has served in America, out of which you may not pick a man of sufficient knowledge and experience to make a governor of a colony there. But on this ground, on the Stamp Act, when so many here will think it a crying injustice, I am one who will lift up my hands against it.

In such a cause, your success would be hazardous. America, if she fell, would fall like the strong man. She would embrace the pillars of the state, and pull down the constitution along with her. Is this your boasted peace? Not to sheath the sword in its scabbard, but to sheath it in the bowels of your countrymen? Will you quarrel with yourselves, now the whole House of Bourbon is united against you? . . . The Americans have not acted in all things with prudence and temper. The Americans have been wronged. They have been driven to madness by injustice. Will you punish them for the madness you have occasioned? Rather let prudence and temper come first from this side. I will undertake for America, that she will follow the example. There are two lines in a ballad of Prior's, of a man's behavior to his wife, so applicable to you, and your colonies, that I cannot help repeating them:

Be to her faults a little blind:  
Be to her virtues very kind.

Upon the whole, I will beg leave to tell the House what is really my opinion. It is, that the Stamp Act be repealed absolutely, totally, and immediately. That the reason for the repeal be assigned, because it was founded on an erroneous principle. At the same time, let the sovereign authority of this country over the colonies be asserted in as strong terms as can be devised, and be made to extend to every point of legislation whatsoever. That we may bind their trade, confine their manufactures, and exercise every power whatsoever, except that of taking their money out of their pockets without their consent.

By William Pitt, Later Earl of Chatham

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Appendix vi.

Petition of the Merchants of London Against the Stamp Act

January 17, 1766


A petition of the merchants of London, trading to North America, was presented to the House, and read; setting forth;

"That the petitioners have been long concerned in carrying on the trade between this country and the British colonies on the continent of North America; and that they have annually exported very large quantities of British manufactures, consisting of woolen goods of all kinds, cottons, linens, hardware, shoes, household furniture, and almost without exception of every other species of goods manufactured in these kingdoms, besides other articles imported from abroad, chiefly purchased with our manufactures and with the produce of our colonies; by all which, many thousand manufacturers, seamen and labourers, have been employed, to the very great and increasing benefit of this nation;

and that, in return for these exports, the petitioners have received from the colonies, rice, indigo, tobacco, naval stores, oil, whale fins, furs, and lately potash, with other commodities, besides remittances by bills of exchange and bullion, obtained by the colonists in payment for articles of their produce, not required for the British market, and therefore exported to other places; and that, from the nature of this trade, consisting of British manufactures exported, and of the import of raw materials from America, many of them used in our manufactures, and all of them tending to lessen our dependence on neighbouring states, it must be deemed of the highest importance in the commercial system of this nation; and that this commerce, so beneficial to the state, and so necessary for the support of multitudes, now lies under such difficulties and discouragement, that nothing less than its utter ruin is apprehended, without the immediate interposition of parliament;

and that, in consequence of the trade between the colonies and the mother country, as established and as permitted for many years, and of the experience which the petitioners have had of the readiness of the Americans to make their just remittances to the utmost of their real ability, they have been induced to make and venture such large exportations of

http://web.ebscohost.com/ehost/detail?vid=3&sid=fc78f5c7-9d81-4924-9802-4f232a511b61%40sessionmgr110&hid=124&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=21212310.
British manufactures, as to leave the colonies indebted to the merchants of Great Britain in the sum of several millions sterling; and that at this time the colonists, when pressed for payment, appeal to past experience, in proof of their willingness; but declare it is not in their power, at present, to make good their engagements, alleging, that the taxes and restrictions laid upon them, and the extension of the jurisdiction of vice admiralty courts established by an act passed in the fourth year of his present Majesty, for granting certain duties in the British colonies and plantations in America, and by an act passed in the fifth year of his present Majesty, for granting and applying certain stamp duties, and other duties, in the British colonies and plantations in America, with several regulations and restraints, which, if founded in acts of parliament for defined purposes, are represented to have been extended in such a manner as to disturb legal commerce and harass the fair trader, have so far interrupted the usual and former most fruitful branches of their commerce, restrained the sale of their produce, thrown the state of the several provinces into confusion, and brought on so great a number of actual bankruptcies, that the former opportunities and means of remittances and payments are utterly lost and taken from them; and that the petitioners are, by these unhappy events, reduced to the necessity of applying to the House, in order to secure themselves and their families from impending ruin; to prevent a multitude of manufacturers from becoming a burthen to the community, or else seeking their bread in other countries, to the irretrievable loss of this kingdom; and to preserve the strength of this nation entire, its commerce flourishing, the revenues increasing, our navigation, the bulwark of the kingdom, in a state of growth and extension, and the colonies, from inclination, duty, and interest, firmly attached to the mother country; and therefore praying the consideration of the premises, and entreating such relief, as to the House shall seem expedient.\footnote{51, 52}


\footnote{52 The original document did not have breaks in the text. I made the decision to separate sections so that students would be able to access the text.}
## Appendix vii.

### Assessment Cause and Consequence

<table>
<thead>
<tr>
<th>Criteria for Historical Thinking</th>
<th>Very well</th>
<th>To some extent</th>
<th>To a limited degree</th>
<th>Not at all</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies <strong>multiple short- and long-term causes</strong> of an historical event.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student describes the <strong>interrelationship among the various causes</strong> of an historical event.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student identifies <strong>multiple short- and long-term consequences</strong> of an historical event.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student describes the <strong>complex interrelationship among the consequences</strong> of an historical event.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student describes the interplay between the <strong>actions of historical actors and the conditions</strong> at the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After his victory at Montreal, the job of keeping order in the colonies is given to General Amherst, along with a knighthood. But Britain has not given Sir Jeffery what he needs to do the job, leaving him to struggle with tight budgets and dwindling manpower.

Amherst's job isn't made any easier by his view of the Indians. Though Indians were crucial to him in delivering the French surrender, Amherst has little regard for what he calls the savage enemy. Amherst orders a series of reforms. He restricts Indian access to ammunition. And to save the empire money, he curtails gift giving, a time-honored custom. His aim is to transform the crown's relationship with Indians from that of powerful allies into master and subjects.

But the Indians do not see themselves as subjects. And they are wary of further encroachments on their land. They see the British building a tremendous stronghold called Fort Pitt on the forks of the Ohio, despite the Treaty of Easton, which promised no British settlement west of the Allegheny Mountains. There's growing talk of war. William Johnson, the crown's superintendent of Indian affairs, is one man who appreciate that a war with Indians is something Britain can ill afford.

In 1763, an Ottawa war chief named Pontiac uses powerful religious ideas to stir his fellow Indians to action.

The Master of Life took Neolin by the hand and gave him a fancy hat.

Pontiac tells them of the visions of a Delaware Indian prophet named Neolin and his encounter with their creator, the Master of Life.

The Master of Life spoke to him, this land that I created was for you and no one else. As for those who came to trouble your lands, Neolin said, drive them out, make war upon them.

War belts spread Pontiac's message. Indians who once played the two European empires against each other, now band together against the British. This would be a new war.

On the morning of June 2, 1763, warriors from the Ojibwe and Sauk nations are engaged in a heated game of baggataway, or as the French call it, lacrosse. The game is entering its third day, outside Fort Michilimackinac on the northernmost reaches of modern-day Michigan. We know of the game that day from the writings of one of the first English traders to venture into the territories, Alexander Henry.

I did not go to see the match, which was to be played outside the fort. But rather employed myself in writing letters.
The British had no idea why this game of lacrosse was really being played here. They didn't realize that Amherst's reforms had insulted and enraged the native people. And they had not yet heard a very important piece of news.

Only the Indians knew that a month earlier, Pontiac had inspired an Indian attack on Fort Detroit. It was a sign of things to come. And now it comes to Michilimackinac.

Going instantly to my window, I saw a group of Indians within the fort. They were furiously cutting down and scalping every Englishman they found. They dying were writhing and shrieking under the knife and tomahawk. I was shaken, not only with horror but with fear. I found many of the French Canadian inhabitants calmly looking on.

The attack at Michilimackinac would be repeated, as one British outpost after another falls to the Indians. And this new war spreads across the land. Under Amherst's command, the British manage to lose all but three of their major forts in the back country to Indians inspired by Pontiac. Hundreds of soldiers and thousands of civilians are killed or taken captive.

Coincidentally, on that same day in 1763, George Washington joins a group of Virginians in a land venture to colonize the Ohio country. They seek a land grant of nearly 4,000 square miles. Washington and his partners hope it will bring them wealth and the status they crave as English gentlemen.

But there's a problem. Five years earlier, in the Treaty of Easton, Britain promised the Indians that whites would not settle west of the Allegheny mountains. But this claim lies hundreds of miles beyond the Alleghenies, in what is today Indiana.

To men like Washington, though, the Treaty of Easton was just a local agreement that didn't affect their land claim. Washington was looking to the future, to the day when the British would establish new colonies in the heart of the continent. And he wasn't adverse to being in on the ground floor.

Pontiac's war rages on. And Britain loses control of the frontier. As with Mary Jemison's family in the French and Indian War, Indians are again taking settlers captive. After Mary was taken in Pennsylvania, her family was killed.

I can remember my mother's words. "My dear little Mary, your life, my child, I think will be spared. But we shall be tomahawked in this lonesome place. Be careful. And do not forget your English tongue."

Mary was taken to a Seneca village and adopted into the tribe. With the frontier in turmoil again, producing more stories like Mary's, pressure mounts on Jeffery Amherst to do something.

Amherst is short of money. He's short of men. And he's not getting much help from the colonial legislatures. Now Sir Jeffery raises the possibility of a weapon he would never
consider using against a European foe.

Could it not be contrived to send the smallpox among those disaffected tribes of Indians? We must, on this occasion, use every stratagem in our power to reduce them. We would do well to try to infect the Indians by means of blankets, as well as to try every other method that can serve to extirpate this execrable race.

In fact, smallpox has already ravaged the Indians. Amherst's orders make little difference. Sir Jeffery is unable to keep order. He is relieved of his command. On November 17, 1763, Amherst heads home to England aboard a ship named The Weasel.

Although Indian raids have subsided, the Pennsylvania frontier remains tense. In early December, Matthew Smith and friends from Paxton, Pennsylvania, report an exaggerated rumor of hostile Indians nearby. In fact, the Indians of Conestoga are peaceful farmers.

I cautiously crawled to get a view. I saw Indians armed. They were strangers. They outnumbered us by dozens.

On December 14, 50 armed vigilantes descend on Conestoga. Instead of dozens, only six Indians were in the camp. They track down 14 more who have escaped, and slaughtered them too, scalping the children for effect. The Paxton Boys spread the word that they intend to kill everything Indian in Pennsylvania.

In an effort to end the bloodshed, the British and the Ohio Indians establish a truce. A treaty is signed. And hundreds of captives taken by Indians are returned, some against their will. Many, like Mary Jemison, have adopted an Indian way of life.

I had been with the Indians four summers and four winters. Sheninjee and I were married according to Indian custom. My anxiety to be set at liberty had almost subsided.

To encourage the return of captives, the King of England offers a bounty. In Mary, a neighboring Dutchman sees a chance to make some money.

Come here.

I ran from him with all the speed I was mistress of and got home. The chiefs gave orders that I should not be taken without my consent. And that as it was my choice to stay, I should live amongst them, quietly and undisturbed.

Mary Jemison lived as a Seneca for the rest of her life.

In February 1763, Britain and France signed the Treaty of Paris, ending at last the Seven Years' War. King George III now ruled more territory across the globe than was ever held by the Roman Empire. But the territory in North America is now so vast, the British must find a new way to manage it.
The king issues the royal proclamation of 1763. Among its provisions is a new boundary. The proclamation goes even further than the Treaty of Easton, asserting that all lands west of the Appalachians, the heart of the continent, are reserved for the Indians.

And yet, more immigrants than ever are settling in the back country. In the 1760s, the Ohio country plays host to a new migration from Britain and other parts of Europe. Newcomers cut their way into North America's interior, often marking the corners of their land claims with their initials.

The migration was fueled by letters from friends and relatives who had served with British forces during the French and Indian War, Colonials had been fighting for access to the continent's vast interior. After all, that's what they thought the war was all about. And now, the King has declared the very land they are settling is off limits, reserved for Indians.\(^5^4\)

Appendix ix.

**Cause and Consequence Work Sheet**

What event does the primary source discuss? ___________________________________

What led to the creation of this document/ event (causes)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who were involved in the making of the document/ or affected by this event?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What decisions did the above make and what actions did they take?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were the short- term consequences of this document/ event?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were the long-term consequences of this document/ event?
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________________________________________________________________________
________________________________________________________________________
## Lesson: Historical Perspectives

| Overview | In this lesson students explore different historical perspectives. Through an analysis of historical fiction and non-fiction sources, students will explore different historical perspectives by placing historical actors in their context and interpreting the actor’s opinions on significant events.

This lesson connects to those that came before it by building on many of the skills already covered in class. Students will use their knowledge of evidence to convincingly situate a historical actor in their context so that they may try to make inferences about the social values, religious beliefs and other cultural norms that would have influenced the actor’s worldview. Students will then use their understandings of continuities; especially cultural continuities to further try to understand the actor’s context. Eventually the students will write from a historical perspective, their interpretation of what the historical actor would think about an event that is significant to them.

This lesson will also connect to the one that follows on the ethical dimension. Students will have already been introduced to the idea that historical figures have worldviews that are different from ours and as such cannot be judged by the same expectations and belief systems. |
| Learning Goal | In this lesson students will learn that “the perspectives of historical actors are best understood by considering their context.” Students will apply their understanding of evidence to adopt a historical perspective. While adopting that historical perspective students will consider continuities that would have been present in that historical character’s worldview.

Students will also learn that “different historical actors have diverse perspectives on the events in which they are involved.” Students will explore different historical perspectives on an event.

At the end of the lesson students will create an original biographical poem (based on a template) that is narrated from the perspective of a historical actor. |

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| Curriculum Expectations | A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.  

This lesson examines historical perspectives. The focus of this lesson will be on situating the perspectives of historical actors in their context and comparing the different perspective of different historical actors about events. |
| --- | --- |
| Materials (Appendices) | **Primary Source Documents:**  
  i. Excerpts from *Band of Acadians*  
  ii. *In Search of Canada Volume I*, “Becoming British” Excerpt  
  iii. Painting of the *Expulsion Order Being Read to Acadians* by Charles Jeffreys  
  iv. A Painting of the expulsion of the Acadians  
**Instructions for teacher:**  
  i. Excerpts from *Band of Acadians*  
  ii. *In Search of Canada Volume I*, “Becoming British” Excerpt  
**Prompts for students (BLMs):**  
  i. Excerpts from Band of Acadians  
  ii. *In Search of Canada Volume I*, “Becoming British” Excerpt  
  v. BLM.5.2 On Writing Historical Fiction  
  vi. BLM 5.3 Write Your Own Bio-Poem |
| Plan of Instruction | **Warm Up (10 min- 90 min.):**  
Watch part of a movie that is glaringly historically inaccurate. Some titles: Pocahontas (lot’s to talk about for Canadian History), Indiana Jones, The Emperor’s New Groove, Monty Python an the Holy Grail  
Students can shout out “Inaccuracy!” or “FALSE!” When something is not historically correct.  
**Discussion (5 min.):**  
Just as we learned when we discussed historical significance, context is essential to understanding history. Without some sort of context people, events, etc. are not significant. The same holds true when it come to peoples’ perspectives. |
A historical actor (a person from the past)’s context gives us insight into how they most likely saw the world. What beliefs did they have? What kind of behaviour was considered moral? What was their role in society? What did society expect from them? What did they expect from society? These answers can be found in evidence drawn from primary sources.

Historians can then use those worldviews to better understand why people made the decisions they did, and why they reacted the way that they did to different events in history.

Today we will be looking at historical fiction as a means of adopting historical perspectives.

**Modeling (10 min.):**

Historical fiction is one way for historians to bring history to life and help others connect with historical perspectives. With historical fiction authors occasionally stray from the truth a little bit to engage readers, To make sure that we interpret our characters’ context correctly I have included a historical narrative on the topic with which to corroborate our interpretations. (Appendix ii.)

Let’s look at the excerpts from John Skelton’s *Band of Acadians* first.

- Read the first excerpt.
- In the first excerpt the author is working hard to place Nola is her historical context.
- The story starts on the eve of the Acadian’s deportation. Immediately before the first excerpt Nola has just bid farewell to her parents who she may never see again. Her parents have devised a plan, which she and a group of children carry out to escape the deportation and all the dangers associated with traveling on a cramped ship that could be filled with deadly diseases.
- There were two things in the first except that caught my eye.
- Firstly the descriptions of the British. The text tells us that they have taken over the priest’s house and that they like to harass some of the Acadians. Nola recalls one of the British trying to touch her the day previous and how she had scared him away by screaming. Through these details the author is showing us the tension that was present between the British and the Acadians. You too can create context by using specific events or actions.
- Secondly, Jocelyne’s comment that there are only 300 soldiers but almost 300 Acadians. My first reaction was: why don’t they fight back then? After all isn’t that what we’d do now if someone was trying to evict us from our land?

- Opposing present ideas on actors in the past is called presentism. That is what I was doing with my initial response of wondering why they didn’t just fight back like we would today. It didn’t make sense so I went back to the evidence, went back to that worldview and tried to understand why a population so large was able to be controlled by such a small force, especially when it was their lives and their homes that were at stake.

- I found a possible answer in the first line of that excerpt: the British were occupying the Priest’s house. Could the Acadian’s be Catholic? Catholics at the time believed that the Monarch was chosen by God and that in defying the monarch you were defying God. Such a worldview would explain why the Acadians left without as much of a struggle as one might expect.

- This is just an interpretation made from an inference from a work of fiction. To turn it into proof I would have to corroborate it against primary sources, and that is what I would do next- consult more sources to see if my interpretations holds up.

That is your job for the day. Look at the sources and try to understand why the historical characters in the historical fiction, the historical narrative and the paintings may have made the decisions that they did. If ever you are confused by something they did, go back to their context and their worldview- the answer might be there.

There will be more than one perspective alluded to in some of the sources. I encourage you to consider the different perspectives of historical actors surrounding this issue. British, English Canadian, Acadian, French they all have different perspectives on historical events.

In a few minutes you are going to be asked to make your own piece of historical fiction in the form of a biographical poem.

- While you’re engaging with the sources, start thinking about a historical perspective you would like to adopt for the poem.

Guided Practices (10 min.):
Students engage with the quotations from the historical fiction
novel, the historical narrative and the paintings to brainstorm historical perspectives they may way to adopt. Teacher goes around, asks if they have found anything that didn’t make sense to them. Are there any other sources that they think should be included in this activity?

**Independent Activity (20 min.):**
- Give students BLM Handouts (Appendix v. and vi.)
- Walk around and make sure everyone has an idea for a perspective they want to work with and evidence to back up their inferences about what that character is thinking.
- Keep walking around asking if anyone needs help.
- While walking around the classroom constantly ask students how they have situated their character into their context.

**Sharing/ Discussing/ Teaching (5 min.):**
In small groups have students read their poems aloud or pass their papers around to be read by others if they are uncomfortable reading their own work.

**Assessment**

**Assessment as Learning**

Presenting their poems to the class allows students to engage with others interpretations of the text. They can use it to see if they are on the right track and interpreting the sources correctly.

Collect the poems. By looking through all the poems the teacher can gauge whether or not the students understand concepts. Ensure that students are explaining their character’s perspective in their historical content, are using evidence to support their inferences and considering other group’s perspectives. If they are doing all of those things then they have been very successful in the learning goals. If students have shown that they do not understand the concept then work with those individuals one on one.

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**Sexias, Dr. Peter and tom Morton, The Big Six Historical Thinking Concepts** (Toronto: Nelson Education Ltd., 2013), 148.
Appendix i.

Looking at Historical Fiction: Band of Acadians
by John Skelton

Summary: The night before the Acadians are forcefully deported, a young Acadian girl named Nola and a group of other Acadian children escape Grand Pre. They face many obstacles and dangers on their way to the French at Fort Louisburg.

Excerpt 1:

“She walked nervously past the heavily guarded priest’s house used as a headquarters by the British, and studiously avoiding eye contact with the soldiers, went straight to the spot in a field where her best friend, Jocelyne, was picking corn. On reaching her friend, she whispered nervously, “Jocelyne, have you heard about the escape plan?”

“Yes, Nola, my mother told me. Our parents have come up with an excellent plan. It’s scary, but I think we can do it. There are only three hundred soldiers here, and we’re almost three thousand. It won’t be easy. Those soldiers are tough, and they aren’t playing games.” Some of the meaner ones seem to enjoy harassing us.”

“I know what you mean. Yesterday one of them tried to touch me, but I shrieked so loudly he ran off, it was lucky for me there were others around when that happened.”

Excerpt 2:

“[W]ithin a blink of an eye the whole crew crawled into the rough sanctuaries and pulled shut the earthen flaps. Except for the steady patter of rain, an eerie silence fell over the area.

Not two minutes later, they heard heavy footfalls over the dikes and then a voice. Hector the only fugitive who understood English, heard: “I thought they came this way, but I don’t see them anywhere.”

“Keep looking!” said a booming male voice. “Those scalawags can’t have gone far.”

“Those youngsters are a bad lot,” another, less forceful voice said.

“Troublemakers- everyone of them. Someone planned all this, you can be sure. Only the boys ran off, while the men stayed behind to slow us down. It won’t work, though. We’ll get those little runaways even if they do run fast. I’m surprised I can’t see the rascals anywhere.”

“Curse this rain, and no moon. It’s too dark to see more than a few feet ahead.”

“Look over there! Is that something moving?”

“Yes! Go catch those silly devils.”

Fifteen minutes later the hideaways herd boots tromping again and the man with the booming saying, “It was a moose. I recognized those tracks. I think those accursed children have gotten away.”

“Colonel Winslow won’t be pleased we let them escape,” the more timid man said, sighing.

“Only for now. We’ll be back at first light to catch them for sure. They won’t get far in this filthy weather. Let’s return to headquarters. This rain is nasty.”

Excerpt 3:

“Her home spun woolen clothes were soaked though, her prized, lovingly decorated moccasins were coated with mud, and her brown hair was matted and tangled, but she was thrilled with the success so far.”

Questions:

1. How do the characters help us understand society at that time?
2. What might have been the point of view of the author of this story?
3. How could this story be told from another point of view?
4. Is this story accurate? Plausible? Why or why not?
5. How important is historical accuracy in a work of fiction?
6. How does this story help us understand the past in ways that other sources do not?
7. What do other sources offer that this fictional story does not?

60 John Skelton, Band of Acadians, 15.
Appendix ii.

Secondary Source: In Search of Canada Volume I

5

Canada becomes British
The map shows the location of Quebec and the surrounding region during the period of British rule, highlighting the strategic importance of the region for controlling the St. Lawrence River and Lake Champlain. The map also indicates the extent of British control in the region at the time.
gravitation declined to accept. Hence the barycentre moved outside the orbit of the Moon. It was later found that the Moon's own orbit was also moved by the tidal forces.

1. If the Moon revolves around the Earth, why doesn't the Earth's gravity pull it into the Earth?
2. If the Moon's gravitation was strong, why doesn't the Earth's mass start to move?
Waste should not be emitted from the border.

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Appendix iii.

Appendix iv.

Questions:
1. What is the context of these scenes?
2. Who are the different groups of historical actors in the scenes?
3. What would each of the groups’ worldviews be like?
4. Based on their worldview and their context, what do you think these historical actors may be thinking?
5. How does this story help us understand the past in ways that other sources do not?
6. What do other sources offer that this fictional story does not?

---

Ground Rules for Writing Historical Fiction

• Unless otherwise instructed, you may include imaginary characters. However, the conditions within which these characters operate and the major events they witness must conform to the historical record. Do research so you can incorporate facts into your narrative and present accurate perspectives.
• Good historical fiction does more than describe events. Show how your characters saw those events at the time through their historical perspectives.
• Convince the reader that your characters are real. Give them depth. The reasons behind their actions or beliefs may be complex, or even contradictory.
• Remember that you do not need to agree with or support your characters’ beliefs—you need merely to represent those beliefs accurately.

Questions to Think about When Writing Historical Fiction

• How can I use language and dialogue to create an authentic sense of the time period?
• How can I make my characters authentic, with perspectives that reflect the time and place in which they lived?
• What evidence do I have that this is what my characters would believe or do?
• What other options might my characters have, given this time and setting?
• What is my point of view?
• From what other point of view could I have told this story?
• How accurate or plausible is my story or poem?
• How does my story or poem help others understand the past in ways that other sources do not? ^65

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^65 Sexias, Dr. Peter and tom Morton, The Big Six Historical Thinking Concepts (Toronto: Nelson Education Ltd., 2013),166.
Appendix vi.

BLM 5.3  Write Your Own Bio-Poem

Name: ___________________________________________ Date: ________________________________

I am ___________________________________________ (2 special characteristics you have)

I wonder ________________________________________ (something you are curious about)

I hear ___________________________________________ (an imaginary or real sound)

I see ____________________________________________ (an imaginary or real sight)

I touch __________________________________________ (an imaginary or real touch)

I want ____________________________________________ (an actual desire)

I am ____________________________________________ (repeat first line)

I face ________________________________________ (a barrier or challenge that you face)

I accept the power of ______________________________________ (a force or factor that is beyond your influence)

I worry ________________________________________ (a worry you have)

I seek the help of ___________________________________ (a person or people who help you)

I am inspired by ___________________________________ (a person or people who inspire you)
I am ______________________________________________________
(repeat first line)

I understand _____________________________________________ (something you know
to be true)

I say ______________________________________________________ (something you
believe in)

I dream ________________________________________________ (something you actually
dream about)

I try _____________________________________________________ (something you really make an
effort to do)

I am ______________________________________________________
(repeat first line)

---

66 Sexias, Dr. Peter and tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson
Education Ltd., 2013), 167.
# Chapter 6

## Lesson: Ethical Dimension

| Overview | This lesson explores our role as historians and informed citizens in remembering and responding to past sacrifices, injustices and heroics.  

The lesson starts with reading excerpts from Henry Wadsworth Longfellow’s epic poem Evangeline. This use of historical fiction connects the lesson to its predecessor on historical perspectives.  

Next will discuss memorials and historic sites.  

Students need access to computers to explore the website for the Grand Pre National Historic Site and look up information about Memorials. A brochure is attached to support the activity with the website but it does not contain nearly as much information.  

At the end of the lesson students will do a close examination of a memorial.  

This lesson is the final step before the summative assignment. It provides students with the perspective that it is their responsibility to remember the past. This will make their final assessment, which is creating a museum exhibit more significant and purposeful. |
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<tbody>
<tr>
<td>Learning Goal</td>
<td>Students will learn the difference between implicit and explicit ethical standpoints. They will practice their skill of inferring information from images while analyzing a memorial. Students will understand that, like in historical perspectives, a historical actor’s worldview is very different from our own and as a result we cannot judge them by contemporary standards.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain.  

In this lesson students will engage in the ethical dimension of history. We will discuss implicit and explicit ethical stances in regards to two historical fictions: John Skelton’s *Band of Acadians* and Henry Wadsworth Longfellow’s *Evangeline*. Students will actively explore ways in which we can better remember the past as part of our responsibility as historians and informed citizens. |
<table>
<thead>
<tr>
<th>Materials (Appendices)</th>
<th>Primary Source Documents</th>
</tr>
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|                       | i. Excerpts from Henry Wadsworth Longfellow’s poem *Evangeline*  
|                       | ii. Handout with pictures of Grand Pre Historic Site  
|                       | iii. Grand Pre Historic Site Brochure  |

**Instructions for teacher**

There are no specific handouts for the teacher.

**Prompts for students (BLMs)**

iv. BML 6.6 Assess a Memorial

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<table>
<thead>
<tr>
<th>Plan of Instruction</th>
<th>Warm Up (5 min.):</th>
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<td></td>
<td>Read excerpts from the poem <em>Evangeline</em> by Henry Wadsworth Longfellow.</td>
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**Discussion (5-10 min.):**

*Evangeline* is an example of historical fiction just like John Skelton’s novel *Band of Acadians*. Did you notice any similarities between the two stories? Any differences?

(Both works examine the expulsion of the Acadians at the hands of the English. In both works families are torn apart.)

“How did you feel towards the British soldiers after reading excerpts from both works?”

In Skelton’s novel his characters outwardly say that the British soldiers were harsh. In *Evangeline* Longfellow did not say that the British were harsh or cruel in an outright manner. Instead he let the reader come to that conclusion by presenting them with scenes that suggest cruelty and harshness such as Gabriel being torn away from Evangeline and dragged onto a ship.

Both authors are passing ethical judgment on the British’s actions. Skelton is passing judgment explicitly, meaning in an obvious, unconcealed way. Longfellow’s judgments are more implicit, meaning implying or suggesting wrongdoing rather than saying it outright.

Authors of historical narratives make explicit or implicit ethical
judgments in their retellings of history, sometimes without even meaning to.\textsuperscript{67} As historians we must be conscious of the judgments we make. Like we discussed while studying historical perspectives, the worldview of historical actors may vary widely from our own and it is unfair to judge them by today’s standards\textsuperscript{68}. Only by considering the historical actors’ context and avoiding presentism can we start to make judgments about the past.

**Modeling (10 min.):**

As historians and, more importantly as informed citizens it is our responsibility to remember and respond to contributions, sacrifices, and injustices of the past.\textsuperscript{69}

An example of this is Remembrance Day.

Can anyone tell me some of the things we do on Remembrance Day to show our thanks to those who protected our country?
- Poppies
- Minute of silence
- Assemblies

Another way we celebrate the heroics and sacrifices of veterans are through memorials called cenotaphs. Cenotaphs are large sculptures that have the names of those who died at war chiseled into them. Has anyone ever been to our local cenotaph?
- If ‘yes’, ask them where it was, what wars were represented on it and what they thought of it.
- If ‘no’, tell them where it is.

Discuss whether or not a cenotaph is an appropriate way to remember those people’s actions. How effective is it?

If they don’t think that cenotaphs are sufficient brainstorm ideas for other ways that people can remember and give thanks to veterans.

**Guided Practices (5-10 min.):**

Some argue that the British decision to deport the Acadians in

\textsuperscript{67} Sexias, Dr. Peter and tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education Ltd., 2013), 178.

\textsuperscript{68} Sexias and Morton, *The Big Six*, 180-181.

\textsuperscript{69} Sexias and Morton, *The Big Six*, 182.
1755 was an understandable at the time because of their links to France and the looming threat of war. Others argue that the expulsion of the Acadians was unjust.

Which do you think is more correct? Why?

Without really examining the historical context of the situation we cannot make an ethical judgment. However for the sake of today’s class let’s imagine we believe that the expulsion of the Acadians was unjust. What do we do now? It is our responsibility to remember the injustice and if possible make reparations for history’s events. We talked about cenotaphs and memorials as being ways we remember the past. Another way we remember is the past is through historic sites.

Grand-Pre (Evangeline’s home) is a national historic site. Students will examine publications from the historic site and if possible, explore its website. Students are to research programs the historic site offers the public so that they can learn more about Acadian heritage. They should also make note of any other ways the site chooses to engage people.

Independent Activity (10 min.): 

Students are asked to choose one memorial that can be found on the Historic Site of Grand-Pre and fill out the BLM 6.6 Assessing a Memorial hand out. They will probably have to do a small amount of additional research on the internet to find out the dates of when the monuments were erected and any writing that might be on them.

Sharing/ Discussing/ Teaching (5 min.) 

Have students get into small groups and share their assessments with other students.

Assessment 

During class discussions and in their examination of a memorial students will consider and propose ways in which we can remember the past. They will not use contemporary standards on right and wrong to pass ethical judgments on historic actors.
Appendix i.

Excerpts from Henry Wadsworth Longfellow poem:

*Evangeline: A Tale of Acadie* (1899)

This is the forest primeval. The murmuring pines and the hemlocks, Bearded with moss, and in garments green, indistinct in the twilight, Stand like Druids of eld, with voices sad and prophetic, Stand like harpers hoar, with beards that rest on their bosoms. Loud from its rocky caverns, the deep-voiced neighboring ocean Speaks, and in accents disconsolate answers the wail of the forest.  

This is the forest primeval; but where are the hearts that beneath it Leaped like the roe, when he hears in the woodland the voice of the huntsman? Where is the thatch-roofed village, the home of Acadian farmers—Men whose lives glided on like rivers that water the woodlands, Darkened by shadows of earth, but reflecting an image of heaven? Waste are those pleasant farms, and the farmers forever departed! Scattered like dust and leaves, when the mighty blasts of October Seize them, and whirl them aloft, and sprinkle them far o'er the ocean. Naught but tradition remains of the beautiful village of Grand-Pre. Ye who believe in affection that hopes, and endures, and is patient, Ye who believe in the beauty and strength of woman's devotion. List to the mournful tradition still sung by the pines of the forest; List to a Tale of Love in Acadie, home of the happy.

Thus as they sat, there were footsteps heard, and, suddenly lifted, Sounded the wooden latch, and the door swung back on its hinges. Benedict knew by the hob-nailed shoes it was Basil the blacksmith, And by her beating heart Evangeline knew who was with him. "Welcome!" the farmer exclaimed, as their footsteps paused on the threshold, "Welcome, Basil, my friend! Come, take thy place on the settle Close by the chimney-side, which is always empty without thee; Take from the shelf overhead thy pipe and the box of tobacco; Never so much thyself art thou as when, through the curling Smoke of the pipe or the forge, thy friendly and jovial face gleams Round and red as the harvest moon through the mist of the marshes." Then, with a smile of content, thus answered Basil the blacksmith, Taking with easy air the accustomed seat by the fireside:-- "Benedict Bellefontaine, thou hast ever thy jest and thy ballad! Ever in cheerfullest mood art thou, when others are filled with Gloomy forebodings of ill, and see only ruin before them. Happy art thou, as if every day thou hadst picked up a horseshoe."
Pausing a moment, to take the pipe that Evangeline brought him,
And with a coal from the embers had lighted, he slowly continued:--
"Four days now are passed since the English ships at their anchors
Ride in the Gaspereau's mouth, with their cannon pointed against us.
What their design may be is unknown; but all are commanded
On the morrow to meet in the church, where his Majesty's mandate
Will be proclaimed as law in the land. Alas! in the mean time
Many surmises of evil alarm the hearts of the people."
Then made answer the farmer:--"Perhaps some friendlier purpose
Brings these ships to our shores. Perhaps the harvests in England
By untimely rains or untimelier heat have been blighted,
And from our bursting barns they would feed their cattle and children."
"Not so thinketh the folk in the village," said warmly the blacksmith,
Shaking his head as in doubt; then, heaving a sigh, he continued:--
"Louisburg is not forgotten, nor Beau Sejour, nor Port Royal.
Many already have fled to the forest, and lurk on its outskirts,
Waiting with anxious hearts the dubious fate of to-morrow.
Arms have been taken from us, and warlike weapons of all kinds;
Nothing is left but the blacksmith's sledge and the scythe of the mower."
Then with a pleasant smile made answer the jovial farmer:--
"Safer are we unarmed, in the midst of our flocks and our cornfields,
Safer within these peaceful dikes besieged by the ocean,
Than our fathers in forts, besieged by the enemy's cannon.
Fear no evil, my friend, and to-night may no shadow of sorrow
Fall on this house and hearth; for this is the night of the contract.
Built are the house and the barn. The merry lads of the village
Strongly have built them and well; and, breaking the glebe round about them,
Filled the barn with hay, and the house with food for a twelvemonth.
Rene Leblanc will be here anon, with his papers and inkhorn.
Shall we not then be glad, and rejoice in the joy of our children?"
As apart by the window she stood, with her hand in her lover's,
Blushing Evangeline heard the words that her father had spoken,
And, as they died on his lips, the worthy notary entered.

Then Evangeline lighted the brazen lamp on the table,
Filled, till it overflowed, the pewter tankard with home-brewed
Nut-brown ale, that was famed for its strength in the village of Grand-Pre;
While from his pocket the notary drew his papers and inkhorn,
Wrote with a steady hand the date and the age of the parties,
Naming the dower of the bride in flocks of sheep and in cattle.
Orderly all things proceeded, and duly and well were completed,
And the great seal of the law was set like a sun on the margin.
Then from his leathern pouch the farmer threw on the table
Three times the old man's fee in solid pieces of silver;
Lifted aloft the tankard of ale and drank to their welfare.
Wiping the foam from his lip, he solemnly bowed and departed,
While in silence the others sat and mused by the fireside,
Till Evangeline brought the draught-board out of its corner.
Soon was the game begun. In friendly contention the old men
Laughed at each lucky hit, or unsuccessful manoeuvre,
Laughed when a man was crowned, or a breach was made in the king-row.
Meanwhile, apart, in the twilight gloom of a window's embrasure,
Sat the lovers and whispered together, beholding the moon rise
Over the pallid sea and the silvery mist of the meadows.

And anon with his wooden shoes beat time to the music.
Merrily, merrily whirled the wheels of the dizzying dances
Under the orchard-trees and down the path to the meadows;
Old folk and young together, and children mingled among them.
Fairest of all maids was Evangeline, Benedict's daughter!
Noblest of all the youths was Gabriel, son of the blacksmith!

So passed the morning away. And lo! with a summons sonorous
Sounded the bell from its tower, and over the meadows a drum beat.
Thronged ere long was the church with men. Without, in the churchyard,
Waited the women. They stood by the graves, and hung on the headstones
Garlands of autumn-leaves and evergreens fresh from the forest.
Then came the guard from the ships, and marching proudly among them
Entered the sacred portal. With loud and dissonant clangor
Echoed the sound of their brazen drums from ceiling and casement,--
Echoed a moment only, and slowly the ponderous portal
Closed, and in silence the crowd awaited the will of the soldiers.
Then uprose their commander, and spake from the steps of the altar,
Holding aloft in his hands, with the seals, the royal commission.
"You are convened this day," he said, "by his Majesty's orders.
Clement and kind has he been; but how you have answered his kindness
Let your own hearts reply! To my natural make and my temper
Painful the task is I do, which to you I know must be grievous.
Yet must I bow and obey, and deliver the will of our monarch:
Namely, that all your lands, and dwellings, and cattle of all kinds
Forfeited be to the crown; and that you yourselves from this province
Be transported to other lands. God grant you may dwell there
Ever as faithful subjects, a happy and peaceable people!
Prisoners now I declare you, for such is his Majesty's pleasure!"
As, when the air is serene in the sultry solstice of summer,
Suddenly gathers a storm, and the deadly sling of the hailstones
Beats down the farmer's corn in the field, and shatters his windows,
Hiding the sun, and strewing the ground with thatch from the house-roofs,
Bellowing fly the herds, and seek to break their enclosures;
So on the hearts of the people descended the words of the speaker.
Silent a moment they stood in speechless wonder, and then rose
Louder and ever louder a wail of sorrow and anger,  
And, by one impulse moved, they madly rushed to the door-way.  
Vain was the hope of escape; and cries and fierce imprecations  
Rang through the house of prayer; and high o'er the heads of the others  
Rose, with his arms uplifted, the figure of Basil the blacksmith,  
As, on a stormy sea, a spar is tossed by the billows.  
Flushed was his face and distorted with passion; and wildly he shouted,—  
"Down with the tyrants of England! we never have sworn them allegiance!  
Death to these foreign soldiers, who seize on our homes and our harvests!"  
More he fain would have said, but the merciless hand of a soldier  
Smote him upon the mouth, and dragged him down to the pavement.

In the midst of the strife and tumult of angry contention,  
Lo! the door of the chancel opened, and Father Felician  
Entered, with serious mien, and ascended the steps of the altar.  
Raising his reverend hand, with a gesture he awed into silence  
All that clamorous throng; and thus he spake to his people;  
Spake he, as, after the tocsin's alarum, distinctly the clock strikes.  
"What is this that ye do, my children? what madness has seized you?  
Forty years of my life have I labored among you, and taught you,  
Not in word alone, but in deed, to love one another!  
Is this the fruit of my toils, of my vigils and prayers and privations?  
Have you so soon forgotten all lessons of love and forgiveness?  
This is the house of the Prince of Peace, and would you profane it  
Thus with violent deeds and hearts overflowing with hatred?  
Lo! where the crucified Christ from His cross is gazing upon you!  
See! in those sorrowful eyes what meekness and holy compassion!  
Hark! how those lips still repeat the prayer, 'O Father, forgive them!'  
Let us repeat that prayer in the hour when the wicked assail us,  
Let us repeat it now, and say, 'O Father, forgive them!'"  
Few were his words of rebuke, but deep in the hearts of his people  
Sank they, and sobs of contrition succeeded the passionate outbreak,  
While they repeated his prayer and said, "O Father, forgive them!"

Then came the evening service. The tapers gleamed from the altar;  
Fervent and deep was the voice of the priest, and the people responded,  
Not with their lips alone, but their hearts; and the Ave Maria  
Sang they, and fell on their knees, and their souls, with devotion translated,  
Rose on the ardor of prayer, like Elijah ascending to heaven.

Meanwhile had spread in the village the tidings of ill, and on all sides  
Wandered, wailing, from house to house the women and children.  
Long at her father's door Evangeline stood, with her right hand  
Shielding her eyes from the level rays of the sun, that, descending,  
Lighted the village street with mysterious splendor, and roofed each
Peasant's cottage with golden thatch, and emblazoned its windows.
Long within had been spread the snow-white cloth on the table;
There stood the wheaten loaf, and the honey fragrant with wild flowers;
There stood the tankard of ale, and the cheese fresh brought from the dairy; 495
And at the head of the board the great arm-chair of the farmer.
Thus did Evangeline wait at her father's door, as the sunset
Threw the long shadows of trees o'er the broad ambrosial meadows.
Ah! on her spirit within a deeper shadow had fallen,
And from the fields of her soul a fragrance celestial ascended.-- 500
Charity, meekness, love, and hope, and forgiveness, and patience!
Then, all forgetful of self, she wandered into the village,
As o'er the darkening fields with lingering steps they departed,
Urged by their household cares, and the weary feet of their children. 505
Down sank the great red sun, and in golden, glimmering vapors
Veiled the light of his face, like the Prophet descending from Sinai.
Sweetly over the village the bell of the Angelus sounded.

Meanwhile, amid the gloom, by the church Evangeline lingered.
All was silent within; and in vain at the door and the windows 510
Stood she, and listened and looked, until, overcome by emotion
"Gabriel!" cried she aloud with tremulous voice; but no answer
came from the graves of the dead, nor the gloomier grave of the living.
Slowly at length she returned to the tenantless house of her father.
Smouldered the fire on the hearth, on the board was the supper untasted.
Empty and drear was each room, and haunted with phantoms of terror.
Sadly echoed her step on the stair and the floor of her chamber.
In the dead of the night she heard the disconsolate rain fall
Loud on the withered leaves of the sycamore-tree by the window.
Keenly the lightning flashed; and the voice of the echoing thunder 520
Told her that God was in heaven and governed the world He created!
Then she remembered the tale she had heard of the justice of Heaven;
Soothed was her troubled soul, and she peacefully slumbered till morning.
Half-way down to the shore Evangeline waited in silence,
Not overcome with grief, but strong in the hour of affliction,-- 530
Calmly and sadly she waited, until the procession approached her,
And she beheld the face of Gabriel pale with emotion.
Tears then filled her eyes, and, eagerly running to meet him,
Clasped she his hands, and laid her head on his shoulder, and whispered,--
"Gabriel! be of good cheer! for if we love one another
Nothing, in truth, can harm us, whatever mischances may happen!" 540
Smiling she spake these words; then suddenly paused, for her father
Saw she, slowly advancing. Alas! how changed was his aspect!
Gone was the glow from his cheek, and the fire from his eye, and his footstep
Heavier seemed with the weight of the heavy heart in his bosom.
But with a smile and a sigh, she clasped his neck and embraced him, 550
Speaking words of endearment where words of comfort availed not.
Thus to the Gasperau's mouth moved on that mournful procession.

There disorder prevailed, and the tumult and stir of embarking.  
Busily plied the freighted boats; and in the confusion  
Wives were torn from their husbands, and mothers, too late, saw their children 570  
Left on the land, extending their arms, with wildest entreaties.  
So unto separate ships were Basil and Gabriel carried,  
While in despair on the shore Evangeline stood with her father.  
Half the task was not done when the sun went down, and the twilight  
Deepened and darkened around; and in haste the refluent ocean 575  
Fled away from the shore, and left the line of the sand-beach  
Covered with waifs of the tide, with kelp and the slippery sea-weed.  
Farther back in the midst of the household goods and the wagons,  
Like to a gypsy camp, or a leaguer after a battle,  
All escape cut off by the sea, and the sentinels near them, 580  
Lay encamped for the night the houseless Acadian farmers.  
Back to its nethermost caves retreated the bellowing ocean,  
Dragging adown the beach the rattling pebbles, and leaving  
Inland and far up the shore the stranded boats of the sailors.  
Then, as the night descended, the herds returned from their pastures, 585  
Sweet was the moist still air with the odor of milk from their udders  
Lowing they waited, and long, at the well-known bars of the farm-yard,--  
Waited and looked in vain for the voice and the hand of the milkmaid.  
Silence reigned in the streets; from the church no Angelus sounded,  
Rose no smoke from the roofs, and gleamed no lights from the windows. 590  

Suddenly rose from the south a light, as in autumn the blood-red  
Moon climbs the crystal walls of heaven, and o'er the horizon  
Titan-like stretches its hundred hands upon mountain and meadow, 615  
Seizing the rocks and the rivers, and piling huge shadows together.  
Broader and ever broader it gleamed on the roofs of the village,  
Gleamed on the sky and the sea, and the ships that lay in the roadstead.  
Columns of shining smoke uprose, and flashes of flame were  
Thrust through their folds and withdrawn, like the quivering hands of a martyr. 620  
Then, as the wind seized the gleeds and the burning thatch, and, uplifting,  
Whirled them aloft through the air, at once from a hundred house-tops  
Started the sheeted smoke with flashes of flame intermingled.  

These things beheld in dismay the crowd on the shore and on shipboard.  
Speechless at first they stood, then cried aloud in their anguish, 625  
"We shall behold no more our homes in the village of Grand-Pre!"  
Loud on a sudden the cocks began to crow in the farmyards,  
Thinking the day had dawned; and anon the lowing of cattle  
Came on the evening breeze, by the barking of dogs interrupted.  
Then rose a sound of dread, such as startles the sleeping encampments 630  
Far in the western prairies of forests that skirt the Nebraska,
When the wild horses affrighted sweep by with the speed of the whirlwind,
Or the loud bellowing herds of buffaloes rush to the river.
Such was the sound that arose on the night, as the herds and the horses
Broke through their folds and fences, and madly rushed o'er the meadows.

Many a weary year had passed since the burning of Grand-Pre.
When on the falling tide the freighted vessels departed,
Bearing a nation, with all its household Gods, into exile,
Exile without an end, and without an example in story.
Far asunder, on separate coasts, the Acadians landed;
Scattered were they, like flakes of snow, when the wind from the northeast
Strikes aslant through the fogs that darken the Banks of Newfoundland.
Friendless, homeless, hopeless, they wandered from city to city,
From the cold lakes of the North to sultry Southern savannas--
From the bleak shores of the sea to the lands where the Father of Waters
Seizes the hills in his hands, and drags them down to the ocean,
Deep in their sands to bury the scattered bones of the mammoth.
Friends they sought and homes; and many, despairing, heart-broken,
Asked of the earth but a grave, and no longer a friend nor a fireside.
Written their history stands on tablets of stone in the churchyards.
Long among them was seen a maiden who waited and wandered,
Lowly and meek in spirit, and patiently suffering all things.
Fair was she and young; but, alas! before her extended,
Dreary and vast and silent, the desert of life, with its pathway
Marked by the graves of those who had sorrowed and suffered before her,
Passions long extinguished, and hopes long dead and abandoned,
As the emigrant's way o'er the Western desert is marked by
Camp-fires long consumed, and bones that bleach in the sunshine.
Something there was in her life incomplete, imperfect, unfinished;
As if a morning of June, with all its music and sunshine,
Suddenly paused in the sky, and fading, slowly descended
Into the east again, from whence it late had arisen.
Sometimes she lingered in towns, till, urged by the fever within her,
Urged by a restless longing, the hunger and thirst of the spirit,
She would commence again her endless search and endeavor;
Sometimes in churchyards strayed, and gazed on the crosses and tombstones,
Sat by some nameless grave, and thought that perhaps in its bosom,
He was already at rest, and she longed to slumber beside him.
Sometimes a rumor, a hearsay, an inarticulate whisper,
Came with its airy hand to point and beckon her forward.
Sometimes she spake with those who had seen her beloved and known him,
But it was long ago, in some far-off place or forgotten.
"Gabriel Lajeunesse!" they said; "Oh, yes! we have seen him.
He was with Basil the blacksmith, and both have gone to the prairies;
Coureurs-des-bois are they, and famous hunters and trappers."
"Gabriel Lajeunesse!" said others; "Oh, yes! we have seen him.
He is a voyageur in the lowlands of Louisiana."

Then would they say, "Dear child! why dream and wait for him longer?
Are there not other youths as fair as Gabriel? Others
Who have hearts as tender and true, and spirits as loyal? 710
Here is Baptiste Leblanc, the notary's son, who has loved thee
Many a tedious year; come, give him thy hand and be happy!
Thou art too fair to be left to braid St. Catherine's tresses."
Then would Evangeline answer, serenely but sadly, "I cannot!
Whither my heart has gone, there follows my hand, and not elsewhere. 715
For when the heart goes before, like a lamp, and illumines the pathway,
Many things are made clear, that else lie hidden in darkness."

Thereupon the priest, her friend and father-confessor,
Said, with a smile, "O daughter! thy God thus speaketh within thee!
Talk not of wasted affection, affection never was wasted; 720
If it enrich not the heart of another, its waters, returning
Back to their springs, like the rain, shall fill them full of refreshment;
That which the fountain sends forth returns again to the fountain.
Patience; accomplish thy labor; accomplish thy work of affection!
Sorrow and silence are strong, and patient endurance is godlike. 725
Therefore accomplish thy labor of love, till the heart is made godlike,
Purified, strengthened, perfected, and rendered more worthy of heaven!"
Cheered by the good man's words, Evangeline labored and waited.
Still in her heart she heard the funeral dirge of the ocean,
But with its sound there was mingled a voice that whispered, "Despair not!" 730
Thus did that poor soul wander in want and cheerless discomfort,
Bleeding, barefooted, over the shards and thorns of existence.

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Swiftly they glided away, like the shade of a cloud on the prairie.
After the sound of their oars on the tholes had died in the distance,
As from a magic trance the sleepers awoke, and the maiden
Said with a sigh to the friendly priest, "O Father Felician!
Something says in my heart that near me Gabriel wanders. 845
Is it a foolish dream, an idle and vague superstition?
Or has an angel passed, and revealed the truth to my spirit?"
Then, with a blush, she added, "Alas for my credulous fancy!
Unto ears like thine such words as these have no meaning."
But made answer the reverend man, and he smiled as he answered,—
"Daughter, thy words are not idle; nor are they to me without meaning,
Feeling is deep and still; and the word that floats on the surface
Is as the tossing buoy, that betrays where the anchor is hidden.
Therefore trust to thy heart, and to what the world calls illusions.
Gabriel truly is near thee; for not far away to the southward, 855
On the banks of the Teche, are the towns of St. Maur and St. Martin.
There the long-wandering bride shall be given again to her bridegroom,
There the long-absent pastor regain his flock and his sheepfold.
Beautiful is the land, with its prairies and forests of fruit-trees;
Under the feet a garden of flowers, and the bluest of heavens
Bending above, and resting its dome on the walls of the forest.
They who dwell there have named it the Eden of Louisiana."

With these words of cheer they arose and continued their journey.
Softly the evening came. The sun from the western horizon
Like a magician extended his golden wand o'er the landscape;
Twinkling vapors arose; and sky and water and forest
Seemed all on fire at the touch, and melted and mingled together.
Hanging between two skies, a cloud with edges of silver,
Floated the boat, with its dripping oars, on the motionless water.
Filled was Evangeline's heart with inexpressible sweetness.
Touched by the magic spell, the sacred fountains of feeling
Glowed with the light of love, as the skies and waters around her.
Then from a neighboring thicket the mocking-bird, wildest of singers,
Swung aloft on a willow spray that hung o'er the water,
Shook from his little throat such floods of delirious music
That the whole air and the woods and the waves seemed silent to listen.
Plaintive at first were the tones, and sad; then soaring to madness
Seemed they to follow or guide the revel of frenzied Bacchantes.
Single notes were then heard, in sorrowful, low, lamentation;
Till, having gathered them all, he flung them abroad in derision,
As when, after a storm, a gust of wind through the tree-tops
Shakes down the rattling rain in a crystal shower on the branches.
With such a prelude as this, and hearts that throbbed with emotion,
Slowly they entered the Teche, where it flows through the green Opelousas,
And, through the amber air, above the crest of the woodland,
Saw the column of smoke that arose from a neighboring dwelling;--
Sounds of a horn they heard, and the distant lowing of cattle.

Just where the woodlands met the flowery surf of the prairie,
Mounted upon his horse, with Spanish saddle and stirrups,
Sat a herdsman, arrayed in gaiters and doublet of deerskin.
Broad and brown was the face that from under the Spanish sombrero
Gazed on the peaceful scene, with the lordly look of its master.
Round about him were numberless herds of kine that were grazing
Quietly in the meadows, and breathing the vapory freshness
That uprose from the river, and spread itself over the landscape.
Slowly lifting the horn that hung at his side, and expanding
Fully his broad, deep chest, he blew a blast, that resounded
Wildly and sweet and far, through the still damp air of the evening.
Suddenly out of the grass the long white horns of the cattle
Rose like flakes of foam on the adverse currents of ocean.
Silent a moment they gazed, then bellowing rushed o'er the prairie,
And the whole mass became a cloud, a shade in the distance.
Then, as the herdsman turned to the house, through the gate of the garden
Saw he the forms of the priest and the maiden advancing to meet him. Suddenly down from his horse he sprang in amazement, and forward Pushed with extended arms and exclamations of wonder; When they beheld his face, they recognized Basil the blacksmith. Hearty his welcome was, as he led his guests to the garden. There in an arbor of roses with endless question and answer Gave they vent to their hearts, and renewed their friendly embraces, Laughing and weeping by turns, or sitting silent and thoughtful. Thoughtful, for Gabriel came not; and now dark doubts and misgivings Stole o'er the maiden's heart; and Basil, somewhat embarrassed, Broke the silence and said, "If you came by the Atchafalaya, How have you nowhere encountered my Gabriel's boat on the bayous?"

Over Evangeline's face at the words of Basil a shade passed. Tears came into her eyes, and she said, with a tremulous accent, "Gone? is Gabriel gone?" and, concealing her face on his shoulder, All her o'erburdened heart gave way, and she wept and lamented. Then the good Basil said,--and his voice grew blithe as he said it,-- "Be of good cheer, my child; it is only today he departed. Foolish boy! he has left me alone with my herds and my horses. Moody and restless grown, and tried and troubled, his spirit Could no longer endure the calm of this quiet existence. Thinking ever of thee, uncertain and sorrowful ever, Ever silent, or speaking only of thee and his troubles, He at length had become so tedious to men and to maidens, Tiedious even to me, that at length I bethought me, and sent him Unto the town of Adayes to trade for mules with the Spaniards. Thence he will follow the Indian trails to the Ozark Mountains, Hunting for furs in the forests, on rivers trapping the beaver. Therefore be of good cheer; we will follow the fugitive lover; He is not far on his way, and the Fates and the streams are against him. Up and away tomorrow, and through the red dew of the morning, We will follow him fast, and bring him back to his prison."

And the soul of the maiden, between the stars and the fire-flies, Wandered alone, and she cried, "O Gabriel! O my beloved! Art thou so near unto me, and yet I cannot behold thee? Art thou so near unto me, and yet thy voice does not reach me? Ah! how often thy feet have trod this path to the prairie! Ah! how often thine eyes have looked on the woodlands around me! Ah! how often beneath this oak, returning from labor, Thou hast lain down to rest, and to dream of me in thy slumbers! When shall these eyes behold, these arms be folded about thee?" Loud and sudden and near the note of a whippoorwill sounded Like a flute in the woods; and anon, through the neighboring thickets, Farther and farther away it floated and dropped into silence. "Patience!" whispered the oaks from oracular caverns of darkness;
And, from the moonlit meadow, a sigh responded, "To-morrow!"

Not that day, nor the next, nor yet the day that succeeded,

Found they trace of his course, in lake or forest or river,

Nor, after many days, had they found him; but vague and uncertain

Rumors alone were their guides through a wild and desolate country;

Till, at the little inn of the Spanish town of Adayes,

Weary and worn, they alighted, and learned from the garrulous landlord

That on the day before, with horses and guides and companions,

Gabriel left the village, and took the road of the prairies.

So came the autumn, and passed, and the winter--yet Gabriel came not;

Blossomed the opening spring, and the notes of the robin and bluebird

Sounded sweet upon wold and in wood, yet Gabriel came not.

But on the breath of the summer winds a rumor was wafted

Sweeter than the song of bird, or hue or odor of blossom.

Far to the north and east, it is said, in the Michigan forests,

Gabriel had his lodge by the banks of the Saginaw River.

And, with returning guides, that sought the lakes of St. Lawrence,

Saying a sad farewell, Evangeline went from the Mission.

When over weary ways, by long and perilous marches,

She had attained at length the depths of the Michigan forests,

Found she the hunter's lodge deserted and fallen to ruin!

Thus did the long sad years glide on, and in seasons and places

Divers and distant far was seen the wandering maiden;--

Now in the Tents of Grace of the meek Moravian Missions,

Now in the noisy camps and the battle-fields of the army,

Now in secluded hamlets, in towns and populous cities.

Like a phantom she came, and passed away unremembered.

Fair was she and young, when in hope began the long journey;

Faded was she and old, when in disappointment it ended.

Each succeeding year stole something away from her beauty,

Leaving behind it, broader and deeper, the gloom and the shadow.

Then there appeared and spread faint streaks of gray o'er her forehead,

Dawn of another life, that broke o'er her earthly horizon,

As in the eastern sky the first faint streaks of the morning.

Then it came to pass that a pestilence fell on the city,

Presaged by wondrous signs, and mostly by flocks of wild pigeons,

Darkening the sun in their flight, with naught in their craws but an acorn.

And, as the tides of the sea arise in the month of September,

Flooding some silver stream, till it spreads to a lake in the meadow,

So death flooded life, and, o'erflowing its natural margin,

Spread to a brackish lake the silver stream of existence.

Wealth had no power to bribe, nor beauty to charm, the oppressor;
But all perished alike beneath the scourge of his anger;--

Suddenly, as if arrested, by fear or a feeling of wonder,
Still she stood, with her colorless lips apart, while a shudder
Ran through her frame, and, forgotten, the flowerets dropped from her fingers, 1345
And from her eyes and cheeks the light and bloom of the morning.
Then there escaped from her lips a cry of such terrible anguish,
That the dying heard it, and started up from their pillows.
On the pallet before her was stretched the form of an old man.
Long, and thin, and gray were the locks that shaded his temples;
But, as he lay in the morning light, his face for a moment
Seemed to assume once more the forms of its earlier manhood;
So are wont to be changed the faces of those who are dying.
Hot and red on his lips still burned the flush of the fever,
As if life, like the Hebrew, with blood had besprinkled its portals,
That the Angel of Death might see the sign, and pass over.
Motionless, senseless, dying, he lay, and his spirit exhausted
Seemed to be sinking down through infinite depths in the darkness,
Darkness of slumber and death, forever sinking and sinking.
Then through those realms of shade, in multiplied reverberations,
Heard he that cry of pain, and through the hush that succeeded
Whispered a gentle voice, in accents tender and saint-like,
"Gabriel! O my beloved!" and died away into silence.
Then he beheld, in a dream, once more the home of his childhood;
Green Acadian meadows, with sylvan rivers among them,
Village, and mountain, and woodlands; and, walking under their shadow,
As in the days of her youth, Evangeline rose in his vision.
Tears came into his eyes; and as slowly he lifted his eyelids,
Vanished the vision away, but Evangeline knelt by his bedside.
Vainly he strove to whisper her name, for the accents unuttered
Died on his lips, and their motion revealed what his tongue would have spoken.
Vainly he strove to rise; and Evangeline, kneeling beside him,
Kissed his dying lips, and laid his head on her bosom.
Sweet was the light of his eyes; but it suddenly sank into darkness,
As when a lamp is blown out by a gust of wind at a casement.

All was ended now, the hope, and the fear, and the sorrow,
All the aching of heart, the restless, unsatisfied longing,
All the dull, deep pain, and constant anguish of patience!
And, as she pressed once more the lifeless head to her bosom,
Meekly she bowed her own, and murmured, "Father, I thank thee!"

Still stands the forest primeval; but far away from its shadow,
Side by side, in their nameless graves, the lovers are sleeping.
Under the humble walls of the little Catholic churchyard,
In the heart of the city, they lie, unknown and unnoticed.
Daily the tides of life go ebbing and flowing beside them,
Thousands of throbbing hearts, where theirs are at rest and forever,
Thousands of aching brains, where theirs no longer are busy,
Thousands of toiling hands, where theirs have ceased from their labors,
Thousands of weary feet, where theirs have completed their journey!

Still stands the forest primeval; but under the shade of its branches
Dwells another race, with other customs and language.
Only along the shore of the mournful and misty Atlantic
Linger a few Acadian peasants, whose fathers from exile
Wandered back to their native land to die in its bosom.
In the fisherman's cot the wheel and the loom are still busy;
Maidens still wear their Norman caps and their kirtles of homespun,
And by the evening fire repeat Evangeline's story,
While from its rocky caverns the deep-voiced, neighboring ocean
Speaks, and in accents disconsolate answers the wail of the forest.  

---

Appendix ii.

**Grand-Pre National Historical Site of Canada**

Close up of the statue of Evangeline

Website: [http://grand-pre.com](http://grand-pre.com)

Who and what are they commemorating?

What do you think of their publications? (Brochure, calendar, news, etc.)

What could the historic site add to their collection that would make it more interesting?

**BIG QUESTION:**
Why do you think it is important for us to remember?

---

# Chapter 7

## Lesson: Conclusion

| Overview | In this lesson students will be introduced to the summative assessment, which consists of the students turning the classroom into a museum exhibit on the events/ issues/ developments that we have studied in this unit.

There will be six displays included in the exhibit. Each display focuses on a different historical thinking concept. Students will have the opportunity to choose two displays that they will contribute to. |
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<tbody>
<tr>
<td>Learning Goal</td>
<td>Students will research and show their knowledge through the assignments they complete. They will practice using the different historical thinking concepts and applying them to the content discussed in class.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain. In this lesson students have the opportunity to engage in any two of the six historical thinking concepts. The assignments will cover the following aspects of each historical thinking concept:

**Historical Significance**

- “Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time.
- Events, people or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.
- Historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative.
- Historical significance varies over time and from group to group.”[74](#)

---

### Evidence
- “History is interpretation based on inferences made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records.
- Sourcing often begins before a source is read, with questions about who created it and when it was created. It involves inferring from the source the author or creator’s purposes, values, and worldview, either conscious or unconscious.
- A source should be analyzed in relation to the context of its historical setting: the conditions and worldviews prevalent at the time in question.
- Inferences made from a source can never stand alone. They should always be corroborated—checked against other sources (primary or secondary).”

### Continuity and Change
- “Continuity and change are interwoven: both can exist together. Chronologies— the sequencing of events— can be a good starting point.
- Change is a process, with varying paces and patterns. Turning points are moments when the process of change shifts in direction or pace.
- Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be a decline for another.”

### Cause and Consequence
- “Change is driven by multiple causes and results in multiple consequences. These create a complex web of interrelated short- term and long-term causes and consequences.
- Events result from the interplay of two types of factors: (1) historical actors, who are people (individuals or groups) who take actions that cause historical event, and (2) the social, political, economic, and cultural conditions within which the actors operate.”

### Historical Perspectives

75 Sexias, Dr. Peter and tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson Education Ltd., 2013), 49.
76 Sexias and Morton, *The Big Six*, 86.
- There can be a vast “difference between current worldviews (beliefs, values, and motivations) and those of earlier periods in history.
- It is important to avoid presentism- the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experience of historical actors.
- The perspectives of historical actors are best understood by considering their historical context.”

The Ethical Dimension
- “Authors make implicit or explicit ethical judgments in writing historical narratives.
- When making ethical judgments, it is important to be cautious about imposing contemporary standards of right and wrong on the past.
- A fair assessment of the ethical implications of history can inform us of our responsibilities to remember and respond to contributions, sacrifices, and injuries of the past.”

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<th>Materials (Appendices)</th>
<th>Primary Source Documents:</th>
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<td>Instructions for teacher:</td>
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<td>iv. Imaginary Conversation Example</td>
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<td>v. Summative Assignment Hand Out: Our Exhibition</td>
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<thead>
<tr>
<th>Plan of Instruction</th>
<th>Warm Up (10 min.- 1 to 2 hours):</th>
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<tr>
<td></td>
<td>Go on a field trip to a museum. If that isn’t possible then let them explore an online exhibit. The Canadian Museum of Civilization has a variety on online exhibits.</td>
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<tr>
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<th>Discussion (5 min.):</th>
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<tbody>
<tr>
<td></td>
<td>Museums…</td>
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<tr>
<td></td>
<td>- Interpret evidence</td>
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<td></td>
<td>- Create a historical narrative</td>
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<td>- Remember past events/issues/ developments</td>
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<th>Modeling (15-20 min.):</th>
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<td>Explain the assignment:</td>
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<td>Last class we talked a lot about our responsibility to remember the</td>
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past. As part of our responsibility to remember it is also our responsibility to share the information with others. Over the next couple of weeks you will be turning the classroom into a museum exhibit on the events/ issues/ developments that we have studied in this unit.

There will be six stations in the exhibit, each one dealing with a different historical thinking concept. You are asked to contribute to at least two. There are two columns of stations on the hand out. You must choose one station from each column. If you desperately want to do two from one column come see me with the reasons why you want to do this.

* Go through the hand out with the class. Show examples or talk about what examples might look like.

**Guided Practices (several days):**

Have students start brainstorming what they would like to do for their assignments. (Note: This might be a good time to have them booked in a computer lab)

Have students pick which two assignments they would like to complete.

Have students work on their assignments. Meet with groups for each assignment by calling everyone who would like to do the (which ever assignment) over to one corner of the room. Go over the specifics of what you expect. Perhaps lead them to some useful resources. Do this each day to watch their progress and keep people on track.

**Independent Activity (several days):**

When students are not working with you in assignment groups they should be working independently on their assignments.

**Sharing/ Discussing/ Teaching (several days):**

At the start of each day, let students ask questions they might have. Discuss different aspects of the exhibition that need considered such as advertisement, speakers for the opening night (perhaps friends and family could be invited to the exhibit), the title of the exhibit, etc.

Each day the students will share with you their progress on assignments in small groups. In those groups you will also ask students how they are connecting their assignment to the content and the historical thinking concepts.
Assessment of Learning

Students will be assessed on their contributions to the class exhibit, specifically whether or not they demonstrated a powerful understanding of the historical thinking concepts and if they are able to apply those concepts to the content discussed in class.

Rubrics for this assignment should include the historical thinking concepts and whether or not students showed understanding of them to (level one) little degree, (level two) some degree, (level three) a moderate degree, and (level four) a high degree. They should also include marks for their use of content. Was the information they presented correct? Students should also be given marks for the overall look of their assignments. Have students taken the time to make their work appear neat and professional (ie. typed work if appropriate, work is completed, etc.)
Appendix i.

**Canadian Museum of Civilization: Online Exhibitions**

http://www.civilization.ca/exhibitions/online-exhibitions/online-exhibitions

Appendix ii.

Civilization Clicks: ‘Write a Label’ Lesson Plan

Pedagogical Intent
Students learn about the history and cultures of Canada’s aboriginal peoples, and learn how to write concise, meaningful label text, by selecting objects from the Canadian Museum of Civilization’s database, writing several labels in different ways, sharing their labels with their classmates, and making a presentation in a format of their choice.

Grade: Grades 9-12; Quebec Secondary Cycle 2

Subjects: Social Studies, Geography, History and Citizenship Education, Language Arts, Arts Education

Themes: Canada’s aboriginal peoples, First Nations, life in aboriginal societies before and after contact, change and continuity, methods of historical inquiry; communities: local, national, global

Objectives and Competencies: Use information, use information and communication technology, communicate appropriately; observe, describe, summarize, reason, use critical thinking, use creativity, cooperate with others, listen to others, use oral communication, conduct research using a variety of information sources and develop research skills

Duration: 120-180 minutes

Web Resources:
- Gateway to Aboriginal Heritage web module
  www.civilization.ca/ressors/ethno/index_e.html

Optional Technical Equipment
- One computer with Internet access for each pair of students, needed for 60-90 minutes; if computers are available, the artifact information package for each student is not required
- A projector and computer with Internet access

Student Handouts
One copy per student:
- An Artifact Information Package from the
  Selected Artifacts list (Teacher Preparation, Step 3)
- Write A Label: Sample Text

Teacher Preparation:
1. Ensure students have been introduced to the history of aboriginal peoples in Canada.
2. Visit the Gateway to Aboriginal Heritage web module. Select the Objects tab, and By Object Type from the side menu. View the available categories of objects. Select a category. A list of objects is displayed. Select the link for an object to display its artifact record.
3. Print out two or three copies of each artifact information package from the Selected Artifacts list below, to provide one package per student.

Cape
(II-C-347)

www.civilization.ca/clic
Selected Artifacts

- Berry basket (VI-N-52 a,b)
- Man’s parka (IV-C-1745)
- Moccasins (V-C-207 a-b)
- Hunting bag (VI-2-248)
- Harpoon head (IV-D-1835 a)
- Snowshoes (II-D-26 a-b)
- Shirt (V-A-503)
- Toy toboggan (III-L-418 a-f)

Optional: Consult the artifact database and select artifacts related to a subject you are exploring; print out one record per student, or save the records so that you can project them.

Optional, if computers with Internet access are available: Instead of printing out artifact records for students, allow each pair of students to select two artifacts from the database.

procedure

1. Begin with a classroom discussion about museum exhibition text. Who has been to a museum recently? What did you see? Do you remember seeing artifacts with text labels? Explain that “labels” are what we call the text that accompanies an object or group of objects. If necessary, explain that museum artifacts are objects made by humans that belong to a museum collection. Ask students why labels accompany objects. They tell visitors about the objects, and specifically they tell visitors what museums want them to know about objects.

2. Introduce the two main types of labels and their purposes.

   a) Identification labels (museums sometimes call them tombstone labels): provide the most basic information about the artifact, usually the name, age, place of manufacture, museum owning it, and artifact number. These are written in point form. b) Interpretive labels: tell more about an object than the identification labels. These are usually written in full sentences, and often include a heading. Brainstorm on what an interpretive label could talk about.

   Ideas: why it was important to someone; why the museum collected it; why someone made it; how they made it; something special about when or how it was used or who used it.

   Hand out the Sample Text sheet, or project the text onto the wall. Read out each label sample, and ask students to identify which is an identification label, and which is an interpretive label.
3. **Explore what makes an effective interpretive label.**
   Ask students to look at the following two examples of text on their Sample Text sheet plus the previous example (Label 2), or project the text onto the wall:

   **Label 3:**
   Older women and poorer people in the community owned capes like this one. They wove them from sagebrush bark, a material that is both water-resistant and sturdy, and used them as rain cloaks and sleeping mats.

   **Label 4:**
   This cape was more than just a cape. Worn during heavy rainfalls, it was a rain cloak. Set on the floor, it was a mat for sitting or sleeping on. Woven from sturdy sagebrush bark, it served its owner - day and night - for many years.

   What does each emphasize? Which does the class like the best? Why?

   Brainstorm about what makes for good artifact label text. Make a list of "Criteria for good label text". Some ideas:
   - Answers questions about what you see
   - Answers other questions that you have about the artifact
   - Is relevant; connects to your life

4. **Introduce the artifact database.** Move to the computer lab, if possible. Explain that this database includes photos and information about thousands of artifacts made and used by aboriginal peoples in Canada.

   If you have a projector, or students are at computers, show how the database is organized by category, and show the highlighted artifacts with supplementary information that appear in each category. Take a few minutes to explore themes and artifacts of interest to the students.

5. **Introduce the small group work.**
   Form groups of two students. Hand out one Artifact Information Record to each student, ensuring each pair has two different artifacts.

   **Optional, if computers are available:** Each group chooses an artifact category from the database. Take 10 minutes to review the artifacts within the category. Ask each group to select two artifacts of their choice. Ask each group to brainstorm about their artifacts. What do you know about the artifacts? Look at the photograph, and read the information available. Look at the materials used to make each artifact. Look for wear marks to give you hints about how an object was used. What does each artifact tell you about the people who made it or used it? If possible, encourage students to use the Gateway to Aboriginal Heritage web module, and other resources, to conduct additional research.
6. Assign the text writing challenge to each group. Each student will now have the chance to write artifact labels.
   Ask each student to select one artifact, and to write three labels for the artifact:
   1) an identification label; the group should decide on the format for the identification labels, using the Sample Text, Label 1 as a guideline;
   2) an interpretive label that focuses on the object;
   3) an interpretive label that focuses on a person, such as the person who made or used the object
   For the interpretive labels, each group should develop text guidelines based on the criteria for good text developed by the class. As part of these guidelines, each group should decide on a maximum word count (for example, under 35 words, under 50 words), keeping in mind that short texts are more likely to be read.

7. Students share their labels within their group.
   Ask students to read their labels to each other. Do they satisfy the guidelines set out by their group? Ask students to rewrite the labels until all team members feel that they meet the criteria for good label text.

8. Students present their labels to the class.
   Groups can choose how to present their text to the class, such as verbally or with the assistance of drawings or mock-ups.
   Encourage students to ask questions about each label. Ask students to discuss what the most interesting artifacts were and why. How did the text help to make the artifacts interesting? Which were more successful, the texts that focused on the object or the text that focused on the person who made or used the object? Why?

9. Ask students to reflect on the experience.
   What did students find challenging about writing artifact labels? Do they feel that their text conveys the importance of the artifacts and of the people who made or used them? Would working as a museum exhibition text writer interest them?

---

Extension Ideas

**Thematic Labels:** Use artifact labels to present specific themes. For example, ask students to select artifacts and write labels to show how different aboriginal groups fulfilled similar needs, such as clothing, hunting or travelling.

**Same Object, Different Voices:** Write the labels using the voice of the museum expert, the person who made the artifact and the person who inherited the artifact from a grandparent.

**Images and Labels:** Ask students to locate a photograph or image from the archival records and to write a label for the image. The archival database can be searched by categories just like the artifact database.

**Hold a Display Fair:** Ask students to create displays of their selected artifacts with the headings and labels in your classroom. Invite other classes to visit the displays and ask questions to your students about the artifacts and the text.

**French as a Second Language:** Use the French version of the artifact record. Ask students to write an identification label for the artifact in French, using the terms on the artifact record to assist them.

**English as a Second Language:** Ask students to identify an object they use at home that is similar to an artifact. Ask them to describe their household object, and explain what it is used for, how it is used, what it is made from, and who uses it. Class members can each write a label about their choice of object.

---

[www.civilization.ca/clic]
Write a Label
Lesson Plan
GATEWAY TO ABORIGINAL HERITAGE

Write A Label: Sample Text

Label 1:
Cape
No date
Nlaka’pamux
British Columbia
Sagebrush bark, buckskin decoration
CMC Artifact II-C-347

Label 2:
Woven from sagebrush bark and decorated with buckskin, this cape had several functions. Worn as a rain cloak, it gave its wearer protection from the rain. Set on the floor, it was a mat for sitting or sleeping on.

Label 3:
Older women and poorer people in the community owned capes like this one. They wove them from sagebrush bark, a material that is both water-resistant and sturdy, and used them as rain cloaks and sleeping mats.

Label 4:
This cape was more than just a cape. Worn during heavy rainfalls, it was a rain cloak. Set on the floor, it was a mat for sitting or sleeping on. Woven from sturdy sagebrush bark, it served its owner - day and night - for many years.

www.civilization.ca/clic

Appendix iii.

Scene Study Example

6
Experiments in government:
the early days of Canadian biculturalism

The role of external, ethnic or racial developments or the role of ideology. The role of the early years. The transition from official and semi-official to informal and semi-formal. The role of the early leaders. The role of the early states. The role of the early political systems.

Generals

They governed different aspects of the colony.

Courts

The courts were involved in different aspects of the colony.

Armed forces

The armed forces were involved in different aspects of the colony.

Trade

The trade was involved in different aspects of the colony.

Culture

The culture was involved in different aspects of the colony.

Other actors

The other actors were involved in different aspects of the colony.

The scene is Governor James Murray's headquarters in the town of Quebec. The date is late 1763. Seated around a huge table strewn with maps and many official-looking papers are eleven men. They look very troubled, and seem to be debating a difficult problem.

Murray: As you all know, I am expecting further instructions from the Board of Trade any day now. Meanwhile, the Board of Trade expects me to manage the colony as well as possible given the current condition. Clearly, the situation is going to get more complicated, but we have to proceed. Clearly, the situation is going to get more complicated.

Gage: The situation is going to get more complicated.

Member of the Board: The situation is going to get more complicated.

Councillor: The situation is going to get more complicated.

Murray: We have to manage the colony. The situation is going to get more complicated.
Appendix iv.

Imaginary Conversation Example
Appendix v.

Label Example

Write A Label: Sample Text

Label 1:
Cape
No date
Nlaka’pamux
British Columbia
Sagebrush bark, buckskin decoration
CMC Artifact II-C-347

Label 2:
Woven from sagebrush bark and decorated with buckskin, this cape had several functions. Worn as a rain cloak, it gave its wearer protection from the rain. Set on the floor, it was a mat for sitting or sleeping on.

Label 3:
Older women and poorer people in the community owned capes like this one. They wove them from sagebrush bark, a material that is both water-resistant and sturdy, and used them as rain cloaks and sleeping mats.

Label 4:
This cape was more than just a cape. Worn during heavy rainfalls, it was a rain cloak. Set on the floor, it was a mat for sitting or sleeping on. Woven from sturdy sagebrush bark, it served its owner - day and night - for many years.

# Our Exhibit

Chose one assignment from each column to create for the exhibition.

<table>
<thead>
<tr>
<th>Exhibition Assignments</th>
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<tbody>
<tr>
<td><strong>Time Capsule</strong></td>
</tr>
<tr>
<td>Choose the ten most significant events/people/documents, etc. from the unit that you would want people in the future to know about and represent them in a time capsule.</td>
</tr>
<tr>
<td>Some things you could include:</td>
</tr>
<tr>
<td>- Documents</td>
</tr>
<tr>
<td>- Pictures</td>
</tr>
<tr>
<td>- Copies or models of artifacts</td>
</tr>
<tr>
<td>- Your present perspective on past events</td>
</tr>
<tr>
<td>- A comparison between then and now so that the people in the future could compare them to their own society.</td>
</tr>
<tr>
<td>- Etc.</td>
</tr>
<tr>
<td>With this assignment you must also hand in a detailed explanation about why the events/ people/ documents etc. are historically significant and why you ranked them in that order.</td>
</tr>
<tr>
<td><strong>Museum Labels</strong></td>
</tr>
<tr>
<td>Choose three documents, images, or artifacts and write both an information label and an interpretive label for each.</td>
</tr>
<tr>
<td>Develop an interpretation of what that document, image or artifact tells us about its context based on inferences you have made from the document, image or artifact. Don’t forget to corroborate your interpretation against another source!</td>
</tr>
<tr>
<td>Display the documents, images, or artifacts with your labels like you would see them displayed in a museum.</td>
</tr>
<tr>
<td><strong>Mind Map</strong></td>
</tr>
<tr>
<td>Make a large mind map (the size of a piece of Bristol board) that shows specific causes and consequences of an event or a person’s decision. Include images and summaries of the causes and consequences.</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>Create a multilevel timeline that showcases not only the events and their dates but also the continuities that existed through the time period.</td>
</tr>
<tr>
<td>Step 1- Choose a group from whose perspective you will determine the</td>
</tr>
</tbody>
</table>
significance of the events and whether or not certain developments or turning points led to progress or decline.

Step 2- Create a time line that includes significant events, issues, people, etc. and identifies turning points.

Step 3- Illustrate with drawings or pictures continuities that existed during the time.

Step 4- Using a line, illustrate whether or not an event, development, etc. was a period of progress or decline for the group you are representing.

<table>
<thead>
<tr>
<th>Historical Perspectives</th>
<th>Design a Monument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopt a historical perspective and create an original piece of writing. Possible formats include letters, poems, scene studies, imaginary conversations, journal entries and newspaper editorials.</td>
<td>Design a monument that remembers an event or group of people discussed in this unit. Build a model of your monument and write how it is supposed to help remember the past, the specific events and people it remembers and ways other people could interact with it.</td>
</tr>
</tbody>
</table>

We will set a deadline for the project as a class, once everyone has started their assignments.
Bibliography

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Nathalja Henkenhaf received her Bachelor of Fine Arts (Honours) from Queen’s University where she also studied Art History and History. She aspires to teach Visual Arts and History at a high school level. Through these subjects she hopes to help her students think critically about the world around them and develop creative thinking and problem solving skills so that they may forge their own paths and make a difference in their community.