



Grade 7 History (Part II)

British North America after the Fall of New France

Royal Proclamation of 1763

Quebec Act of 1774

The American Revolution/War of Independence

The Loyalists

War of 1812

Expectations

Explain the historical impact of key events on the settlement of British North America (e.g., the Treaty of Paris, the Quebec Act, the American Revolution).

Describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement.

Outline the reasons for the early settlement of English Canada (e.g., as an outcome of the American Revolution).

Use appropriate vocabulary (e.g., *institutions*, *revolution*, *Loyalists*, *Patriots*, *Upper Canada*, *Lower Canada*) to describe their inquiries and observations.

Resources to find

Maps:

- The Thirteen Colonies
- New France (including the Ohio Valley territory)
- BNA before the American Revolution
- BNA and the United States of America (without the western territories)
- North America (with and without political borders)
- Large class map of North America (or use the same one as the students on an overhead projector)

Many maps can be found and downloaded from the Atlas of Canada website. Check the black line masters that accompany the textbook if your school purchased these.

Resources included in these lessons

- Simplified text
- 5 Lesson Plans
- Black line Master: Storyboards
- Cloze activity
- Summative Assessment Task (Two Maps)

Introductory Lesson

Where was BNA?

Organize the students into groups of 3-4. Give each group a map of North America without political borders. Ask students to identify the water and colour it blue. Students should then be guided to identify and label the following:

- * Atlantic Ocean
- * Quebec
- * The Ohio Valley
- * The Thirteen Colonies
- * The Great Lakes

Review who was living where. The French Catholics still lived in the former New France but were now under British rule. Ask, "How do you think the French felt being governed by the British?". In the Thirteen Colonies, the majority of the settlers were English-speaking and there were also a few Dutch and German settlers. The entire area was governed by Britain. We use the acronym BNA to refer to British North America.

Advise students that they must keep this map in their notes to use as a reference for this section.

British North America

After the Battle of the Plains of Abraham, the British were in control of a large territory. Since French had lost political control of all of their land, the French King did not send soldiers to help the French in North America fight the British. All of the French-speaking people still lived in the same places, however, they were now governed by the British.

The new British land was called British North America. Today, that area of land is known as Canada and the United States.

Now that the British controlled the Thirteen Colonies and the Ohio Valley (all of the land up to the Mississippi River), the British citizens from the **Thirteen Colonies*** wanted to move west and build farms, towns and settlements in that territory. There were many people living in the Thirteen Colonies and it was getting crowded. The First Nations people who originally lived on that land did not want white European settlers to come and take their land away. Since they had helped the British in the war against the French, they felt that the British owed them their land as payment. To send a message to the British, a First Nations leader, Pontiac, along with his allies, attacked and took over some forts along the border of the Ohio Valley. The First Nations people left when winter arrived, but since the British did not want any more conflict with the First Nations, they did not allow any more settlers to move west. This made many of white settlers angry with the British.

In Quebec, the British had to decide the best way to rule the French Catholic people. The French had lost the war and were not happy to have new rulers. In order to prevent (stop) more problems, the Britain wrote the **Royal Proclamation of 1763**. They hoped that this would keep the peace with the First nations, the French and the settlers in the Thirteen Colonies.

The most important points of the **Royal Proclamation of 1763** are:

1. The First Nations were given more rights to their land. A big piece of land in the Ohio Valley was set aside for the First Nations. The British government (known as the "Crown") had to negotiate with the First Nations when new settlers moved into First Nations land. However, in many cases, settlers were allowed to build on First Nations' land without an agreement with the First Nations. Today, there are still many land claims with the federal government to resolve these issues.
2. The British were hoping that since settlers were not allowed to move west and settle, they would move north to Quebec and **assimilate*** the French Catholic population of the former New France. Since most of the best land for farming was already taken, not many settlers actually moved north.
3. British Law was established in all of British North America. The French did not like this. They wanted to keep their laws and the Seigneurial System.

* The Thirteen Colonies were the first British colonies in North America. Today, these are the thirteen eastern states along the Atlantic Ocean. They are part of the United States of America now.

* Assimilate: to become like someone else. The French had a different culture and language. If they assimilated, they would begin to speak English and adopt British culture.

The Quebec Act of 1774

The British knew that there were many unhappy British settlers and merchants in the Thirteen Colonies. They knew that there would be trouble coming from this group of people. They decided that if they made the French Catholics happy, that they would side with the British in a conflict with the British settlers in the Thirteen Colonies.

The **Quebec Act of 1774** was a legal document which gave rights to the French. The British stopped trying to assimilate the French. They realized that if the French were happy, they would not side with the settlers in the Thirteen Colonies if those settlers tried to break away from the Britain. These are the most important points of the Quebec Act:

1. The French were allowed to keep their language and religion.
2. The French were allowed to keep the Seigneurial System of land ownership.
3. The French were allowed to keep their civil and property laws. Criminal law would follow the British System.

The American Revolution

Many people in the Thirteen Colonies were very angry with Britain. The three main reasons were:

1. They were not allowed to move west to the Ohio Valley and build farms because the British were afraid of conflict from the First Nations. Also, the Royal Proclamation of 1763 meant that people had to negotiate with the First Nations to get land. The settlers in the Thirteen Colonies felt that this was unfair. They felt that since they were British citizens and this was now British land that they should be allowed to settle there. They did not care that it was also First Nations' territory.
2. The settlers were also angry because the British made them pay high taxes. Britain needed this tax money to pay for the war with the French. The settlers did not think that this was fair.
3. The settlers felt that Britain did not understand their needs. Since the British governors made all decisions in the colonies, many settlers felt that these governors were harming their economy because they chose what was good for Britain and not what was good for the settlers in the colonies. They wanted to be allowed to vote for a local politician who would represent them and their needs in the British Parliament. They believed they should only pay taxes to a government they had elected themselves. "*No taxation without representation!*" became their cry for revolution.

War broke out between the Thirteen Colonies and Britain in 1776. The people in the Thirteen colonies who wanted to separate from Britain and have an independent nation were called **Patriots**. But not everyone in the Thirteen Colonies wanted to separate from Britain. Some

people wanted to stay loyal to Britain and the British King. These people are called **Loyalists**. The Loyalists were people of British and European backgrounds. Black Loyalists received their freedom from slavery by supporting the British during the American Revolution. The Patriots threatened the Loyalists. Sometimes they were harassed and sometimes the Patriots burned down their farms or businesses. The Patriots felt that if the Loyalists did not want to be part of their new, independent country, they should leave. Thousands of Loyalists left during the American Revolution and in the years after. Some went to the Caribbean, a few returned to Britain but most Loyalists went to the British colonies to the north, what is now Canada. Some moved to the Nova Scotia and New Brunswick. The rest went to Quebec.

After the War of Independence, a new country was formed: The United States of America. The new border is more or less where it is today, except in the West which was not yet settled. More conflict would come later over the western part of North America. The Americans were now in power. Britain had lost this land forever. They only had the land which was north of the Great Lakes and east of the Mississippi River. This land is called British North America (BNA).

The Loyalists

The Loyalists who came to BNA had many challenges. They had to build new homes, farms and establish their businesses again. They had to learn to grow and cook with new crops. They had to make new friends and learn to get along with the French. Many were not used to the cold weather and the very harsh winters. There were very few settlements, towns or even villages in many parts of BNA. Some Loyalists had come from quite large cities such as Philadelphia. They were not used to so much wilderness and isolation.

The Loyalists who moved to BNA did not like the seigneurial system. In the former Thirteen Colonies, they were allowed to own land. Under the seigneurial system, they could never own land. They believed that since they had shown loyalty to Britain by immigrating to BNA, Britain should allow them to own land like they could before. They sent a **petition*** to the British King to demand that they be given the right to own their land.

Britain could see that they needed to keep both the Loyalists and the French happy. They passed the **Constitutional Act of 1791** which would hopefully satisfy everyone. The most important points are:

1. BNA was divided into Upper and Lower Canada. This is a geographical term meaning that the land that was downstream (along the St. Lawrence River) was lower and the land that was upstream and along Lake Ontario had a higher elevation. Upper Canada is now Ontario. Lower Canada is now Quebec.
2. People who lived in upper Canada were allowed to own land. People who lived in Lower Canada (mostly French) continued the seigneurial system.
3. Each colony was allowed to elect representatives who had the power to raise taxes.

4. 1/7th of all land in Upper Canada was given to the Anglican Church.
5. 1/7th of all land in Upper Canada still belonged to Britain and was controlled by the lieutenant-governor. This is called Crown Land. Much of the land in Ontario is still Crown land and belongs to the government.

* Petition: A letter of complaint that demands that something needs to change. It is usually signed by many people and given to the people in power.

Lesson 2 Similar But Different

Students compare the experiences of the Loyalists to their own immigration experience. This lesson must be completed before they work on Lesson #3 (Storyboards)

1. Set up a large t-chart on the chalkboard or overhead projector:

The Loyalists	Our Experiences

2. After reading the simplified text, “The Loyalists”, brainstorm the difficulties and challenges the Loyalists faced. Model note-taking on the t-chart. Encourage higher-level English-language learners to make and complete their own chart at the same time. Then, complete the other side with their own challenges. Make sure to include successes so that the immigration experience is not viewed only from a negative point of view.

3. Hand out the black line master, “Similar but Different”. Working in partners, students work on identifying what they have in common with the Loyalists and what is different (unique) about their experience.

4. Get together as a class and discuss their responses. Complete the section “How I’ll remember” together. In this box, students write (or draw pictures) to help them remember key points about the Loyalist experience.

Lesson 3 Storyboards

Rationale:

Many new immigrants to Canada face similar challenges to the Loyalists (finding a new home, finding a livelihood, making new friends, understanding how the weather and geography of

Canada shape our lives, etc.). Discuss the challenges faced by your ESL students. Make a list of these on chart paper or write them on the chalkboard. Make the obvious comparisons between their experiences and that of the Loyalists.

1. Have students reflect, in writing, on their family's experience in Ontario.
2. Model a storyboard (see Blackline Master) by using the events in your or a fictitious person's life. Demonstrate to the students how they can show the challenges faced by new immigrants with a series of pictures, accompanied by brief captions.
3. Ask students to use the storyboard template to show their family's experience in Canada. Encourage them to use their writing to help them develop ideas.

The War of 1812

The Treaty of Paris ended the American Revolution and was signed by the Patriots (Americans) and British in 1783. There were still many bad feelings between the two nations. This eventually led to a war between them. There were three main causes of this war:

1. During the American Revolution, many British soldiers **deserted*** the British army and navy and joined forces with the patriots. After the American Revolution, more sailors abandoned the British navy because conditions on British ships were very poor. They joined the American **merchant navy***. At this time, the British navy was still fighting the French in Europe. It was still very strong and stopped many of the American merchant navy ships to prevent them from trading with the French. This was called **blockade**.
2. After they took over the ships (like pirates), the British forced American sailors to serve on British ships. This was called **impressment** (like kidnapping).
3. In the United States there was a group called the **War Hawks**. This group felt that the United States should expand north into British North America. They believed that all they would have to do was march into Canada and take over.

On July 12, 1812, General William Hull of the Northwest Army of the United States **invaded** BNA. He tried to convince the people living in Canada to join him in the fight against the British but most people were either tired of wars or happy with the British and did not join General Hull. It was surprising that the French did not join the Americans. They did not like British rule, but the Quebec Act of 1774 allowed them to keep their language, religion and laws. So they were happy. They also did not trust the Americans and believed that they would not guarantee the French the same rights that they had under the British.

Sir Isaac Brock led the British forces. After many battles on both sides of the border, the two sides both claimed victory. Neither side won or lost and the border between Canada and the United States has remained the same to this day.

* The merchant navy are ships used for trade and business, not war.

Lesson 4 **What if?**

Ask students to reflect on how their lives and this part of North America might be different if the Americans had been successful with the following questions:

Would we be learning French in school?

Would your family have chosen to come here? Why? Why not?

What might the map of North America look like?

Would the British have come back and invaded again to get their territory back?

How might the British citizens have reacted to their new leaders?

What might have happened to groups like the French and the First Nations?

As you discuss each question, invite students to create a visual on the board or overhead projector which might illustrate how our lives would be different in this other reality.

Lesson 5

The Battle of Lundy's Lane

This was the final battle between the British and the Americans. It was a bloody and violent battle that marked the end of the War of 1812. Provide students with the following simplified text of the battle:

Lundy's Lane is very close to Niagara Falls. The Battle of Lundy's Lane happened in 1814. It lasted on five hours. Some people believe that it was the final battle that ended the War of 1812. The battle was fought at night in the dark and it was very noisy because of the noise of Niagara Falls. The British fired on their own men. American soldiers accidentally bayoneted (stabbed with the knives on the end of their rifles) their own soldiers. They were very tired after this violent and confusing battle. The next day, the Americans retreated to Fort Erie to build up their defenses. The British waited for another attack. It never came. Both the Americans and the British lost about 800 soldiers. Both sides believed they had won because it was never clear who won or lost.

1. Ask students to draw a series of pictures which illustrate the events of this battle as well as the conclusion to the war.
2. Have students write captions underneath each picture to explain the events.
3. Students with a more advanced understanding can write a journal entry explaining who they think won the War of 1812. They will need to research (or be provided with) more information than is provided in these lessons.

Summative Assessment

Two Maps

1. Give students two blank maps of North America without any current political borders between provinces/states or Canada and the United States.
2. On the first map, ask students to draw the borders after the fall of New France but before the American Revolution (this is the same map that they drew in the Introductory activity). Next, have them draw where the original Thirteen Colonies were as well as the old French Territory.
3. On the second map, have students emphasize the borders between Canada and the United States.
4. Ask them to think of a different title for both maps. The title should show a clear understanding of the territory that was BNA prior to the American Revolution (map 1) and what the British territory became after the American Revolution. Students can also indicate that the border between Canada and the United States did not change after the War of 1812.

Extension:

As a link with Geography, students can also include a legend, if this skill has been taught.

Vocabulary Cloze

Choose the correct word from the list below to write in each sentence.

territory border battles invaded independence
govern settlers citizens crowded Revolution

1. The _____ between Canada and the U.S.A. has not changed since 1812.
2. If you are a _____ of Canada, you can have a Canadian passport.
3. Many countries have fought for their _____ from other nations.
4. The American _____ began in 1776.
5. The Patriots did not want the British to _____ them any more.
6. The _____ built new farms and villages.
7. There were many people living in the Thirteen Colonies, making it very _____.
8. The British fought many _____ with the French and took over their _____.
9. The Patriots _____ Upper Canada on July 12, 1812.