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CHAPTER 1

CANADIAN BEGINNINGS: 1713
LEARNING GOALS
As you work through this chapter, you will
• describe the people who were living in Canada in 1713 and why the land was important for different groups
• explain how the land was divided up by the Treaty of Utrecht and how this division affected people’s lives
• understand how the Treaty of Utrecht left North America in a continued state of instability after 1713
• analyze maps to understand the changes in borders and the movement of people after 1713

Have you ever celebrated an event that happened a long time ago, such as a birth or relative’s wedding? Why do we remember some events as important, even if they happened a long time ago?

In 2013, the city of Utrecht in the Netherlands launched a year-long celebration of the anniversary of the Treaty of Utrecht, which was signed in 1713. There were concerts and parties, exhibits, plays, and fireworks. The Treaty of Utrecht ended the War of Spanish Succession, which was a war between European countries. However, the treaty also affected North America. European powers redrew the map of North America and divided land between France and Britain.

The Treaty of Utrecht, by Turkish artist Semiramis Öner Mühüdaroğlu, was painted to celebrate the 300th anniversary of the signing of the treaty. Who do you think is included in the painting? What does that tell you about who was included in the creation of the treaty and perhaps who was missing?

As you read this chapter, you will discover what the Treaty of Utrecht was, why it was created, and who was affected by it. At the end of this chapter, you will be asked the following question: How did the Treaty of Utrecht lead to changes in North America?
The Seven Years’ War still stirs strong emotions in Québec, even 250 years later. In the chapter opener, “the War of Conquest” was listed as another name for the Seven Years’ War. That is because, in Québec, the Seven Years’ War is seen as a hostile takeover of the Canadiens by a foreign power. Figure 3.29 shows a cannonball, believed to be from 1759, stuck in a tree on Rue St. Louis in Québec City. What might this image symbolize for the people who live in Québec today?

**TERMS OF SURRENDER**

The French proposed specific conditions of their surrender in a document called *Articles of Capitulation*, which they presented to the British. These conditions were proposed to protect the future of the inhabitants of New France, including the Canadiens, Acadians, and First Nations. Look at the painting in Figure 3.30. What do you think was important to the French as they negotiated their surrender?

---

**FIGURE 3.29** This 1759 cannonball is stuck in a tree in Québec City. **Analyze:** Why do you think the French have not removed the cannonball?

**FIGURE 3.30** This painting, called *Entry of the British Troops into Montréal*, by Adam Sheriff Scott, shows British troops arriving in Montréal after the French surrender. **Analyze:** Who is represented most prominently in this painting?
The British passed the *Articles of Capitulation* in their government. They put General James Murray in charge of making sure that his soldiers obeyed this document as they went about the business of rebuilding the city of Québec and ruling the French.

**LOSS OF IDENTITY**

In the years immediately following the war, the British had to decide how to govern a colony where most of the people were French-speaking and Roman Catholic. The British had several options, which are listed in Figure 3.31.

<table>
<thead>
<tr>
<th>Option</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>expulsion</td>
<td>Force the French to leave.</td>
</tr>
<tr>
<td>continuation of the current situation</td>
<td>Allow the French to keep their laws, language, and religion; allow the First Nations to stay on lands reserved for them.</td>
</tr>
<tr>
<td>isolation</td>
<td>Create separate areas for French, British, and First Nations to live, where they could have their own governments, religions, and languages.</td>
</tr>
<tr>
<td>assimilation</td>
<td>Force the French and First Nations to become British subjects and enforce British laws, language, customs, and religion.</td>
</tr>
<tr>
<td>biculturalism</td>
<td>Allow both British and French cultures to co-exist.</td>
</tr>
</tbody>
</table>

With the Royal Proclamation of 1763, the British government began to assert its power over the *Canadiens* by creating new rules for them to live by. This meant that the Catholic Church lost a lot of its power to govern the people and that new British laws replaced French laws. French-speaking Catholics were not allowed to hold positions of power within the government. The British planned to move a great number of British settlers into the area to outnumber the *Canadiens* and make them fit into, or *assimilate* to, the British way of life. Many of the wealthy and educated French people decided to leave for other areas, which left openings for the British to take over businesses, industries, and the fur trade.

To keep control of the *Canadiens*, the British wanted them to swear an Oath of Allegiance to the King of England. Figure 3.32 shows an excerpt of the Oath. This was a promise that they would be good and loyal citizens and follow the new British rules.

> “Do severally swear, in the presence of Almighty God, that we will not take up arms against George the Second, King of Great Britain, or against his troops or subjects; nor give any intelligence to his enemies directly or indirectly:—so help me God.”

— Oath of Allegiance

*FIGURE 3.32* This excerpt is from the Oath of Allegiance to the King of England as recorded by William Smith in his book *History of Canada: From its First Discovery to the Year 1791*, Vol. 1 published in 1815. Smith was an author and clerk of the Parliament. Analyze: What could have motivated the *Canadiens* to swear this oath?

*FIGURE 3.31* British options for dealing with the French and First Nations are listed here. Analyze: What do you think would have been the best option for the British to take?
FOCUS ON

DETERMINING CAUSE AND CONSEQUENCE

All events, both past and present, have causes and consequences. For example, you did not do your homework assignment. The cause may have been that you decided to hang out at a friend’s place after school instead, or perhaps you simply forgot. The consequence may be that your teacher will not accept a late assignment. A further consequence of that will be that your class grade falls.

Which of these consequences were intended (planned)? Which were unintended (unplanned)? You may have planned on meeting your friend after school. But your class grade falling because you failed to hand in one assignment was unplanned. Consequences can also be short term or long term. Not all consequences are equally important over time. If missing handing in one assignment was a one-time event, it likely has only short-term consequences.

As a historian, you need to think about the causes and consequences of all actions and events. When determining the causes and consequences of an event, ask yourself questions such as these:

- What were the causes of this event?
- Who influenced this event?
- What were the social, political, and economic conditions that influenced this event?
- What ideas and beliefs influenced this event?
- What were the short- and long-term consequences of this event?
- Which consequences were intended, and which were unintended?

THE CONQUEST

Following their victory in the Battle of the Plains of Abraham in 1759, British soldiers took control of Québec and the rest of New France. By 1763, 70,000 Canadiens were living under British rule.

Examine some of the consequences of what many people living in Québec today refer to as “the Conquest.”

Consequences: By 1760, many homes in the city of Québec had been burned down and all the public buildings needed repair. Examine the evidence shown in Figures 3.33 and 3.34. What would it be like to live in the aftermath of a war?

Consequence: The British were English-speaking Protestants, which set them apart from the French-speaking Catholics of New France. The two groups had different laws and customs. The British tried to force the French to assimilate to the British way of life and swear an oath of allegiance to the King of England.
Consequence: In 2009, the National Battlefields Commission planned a 250th anniversary commemoration of the Battle of the Plains of Abraham. The Commission planned for 2000 people to wear period clothing and uniforms to re-enact the events. However, threats from separatist groups (separatists are people who want Québec to be a country separate from Canada) and opposition from well-known francophone historians led to the cancellation of the event. What does the response in Figure 3.35 tell you about the long-term consequences of the Conquest?

TRY IT
1. What were the intended and unintended consequences of the Conquest? What were the short- and long-term consequences?
2. Research to find out how the unintended consequences of the Conquest are related to cancelling the 2009 commemoration of the Battle of the Plains of Abraham.
3. The Conquest led to Canada becoming a bilingual country. What might British leadership in the 1760s have thought about this unintended consequence?
A NEW ORDER

By 1770, the French people understood that their religion, language, and way of life were still under attack as the British continued their attempts at assimilation.

Sir Guy Carleton (see Figure 3.36A) replaced James Murray and became Governor of Québec in 1768. Since the Canadiens were unhappy with British institutions, Carleton was afraid that they might fight with the enemy if Great Britain was dragged into another war, which seemed likely. In the Thirteen Colonies, British settlers were becoming even more unhappy than the Canadiens with British rule. Some of them concluded that it would be better to be an independent country than to continue as part of the British Empire. This made it essential for Carleton to secure the loyalty of the Canadiens.

Carleton decided to appoint some Canadiens to government positions and to support the Catholic Church, which played such a central role in their social and religious life. He also believed that many of the French laws relating to civilian life should be restored. In 1770, Carleton travelled to London, where he spent four years trying to convince the British government to reform the laws to preserve harmony in the colony.

Today’s Carleton University in Ottawa is named after Sir Guy Carleton (Figure 3.36B). What does this say about Carleton’s significance to Canada?

QUÉBEC ACT, 1774

Carleton’s efforts paid off. The British government passed the Québec Act, 1774, which returned to the French many of the rights they had lost with the Royal Proclamation. These rights included the following:

- guarantee of religious freedom, which meant that Catholics would be allowed to practise their religion even under a Protestant government
- allowance for Catholics to hold political positions without giving up their religion
- restoration of the French civil law system (relating to the private rights of individuals), while maintaining British criminal law
- restoration of the seigneurial system of land ownership and use
- expansion of French territory, but into lands that were established for First Nations use in the Royal Proclamation of 1763
The Québec Act, 1774 still met with opposition. Many Canadiens wanted the government to consist of elected rather than appointed officials. However, the governor and his council continued to rule. Examine the maps in Figure 3.37. How did the Québec Act, 1774 change the boundaries?

**FIGURE 3.37** The map on the left shows how the British divided the land as a result of the Royal Proclamation of 1763. The map on the right shows the new boundaries that the British created with the Québec Act, 1774. **Analyze:** What areas do you see had the most land changes?

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**CHECK-IN**

1. **CAUSE AND CONSEQUENCE** What were the economic, political, and cultural consequences of the Seven Years’ War for the French? Which were intended consequences, and which were unintended?

2. **INTERPRET AND ANALYZE** Review the primary source evidence that was included in this section. What types of artifacts left from the war can help us understand life in the time of conflict? Give examples. How do these artifacts affect the way that historians learn about this time period?

3. **HISTORICAL PERSPECTIVE** When important decisions were being made about the country, whose voices were heard? Whose voices were not heard? How does this affect what is discussed during decision making?

4. **COMMUNICATE** Create a series of tweets in the role of one of the missing voices you identified in question 3. Work with a partner to develop an appropriate hashtag for your tweets.
LEARNING GOALS
As you worked through this chapter, you had opportunities to
• describe the people who were living in Canada in 1713 and why the land was important for different groups
• explain how the land was divided up by the Treaty of Utrecht and how this division affected people’s lives
• understand how the Treaty of Utrecht left North America in a continued state of instability after 1713
• analyze maps to understand the changes in borders and the movement of people after 1713

In this chapter, you learned about the 1713 Treaty of Utrecht and how it changed North America. You considered why the French, the British, and First Nations all had claims to land in North America. You also considered why the 1713 Treaty of Utrecht led to a division of the land. You learned that the French had to hand over North American land to the British. You also learned that the treaty did not include First Nations’ claims to the land. As well, you discovered that the treaty had major effects on First Nations.

Summarize Your Learning
Now that you have completed Chapter 1, you are ready to answer the Chapter Big Question: How did the Treaty of Utrecht lead to changes in North America? Select one of the following tasks to summarize your learning. For example:
• Create a plaque dedicated to the Treaty of Utrecht. Your plaque should include the relevant information about the treaty and discuss the importance of the Treaty of Utrecht to Canadian history.
• Create and present a plan for celebrating the anniversary of the Treaty of Utrecht in North America. Your proposal should include details on why this is an event worth recognizing, who should be involved in the planning, and how the event will be celebrated.
APPLY YOUR LEARNING

1. **GATHER AND ORGANIZE** Find at least three different primary sources about life in New France. The sources may come from the same website, but the sources themselves must be distinct. For example, one may be a letter, and another may be a picture, a quote, or an artifact. Some websites may already have suggested topics, such as slavery in New France, and may provide you with a number of primary sources. Try to sort these sources in terms of which may give you the most clues about the beliefs, attitudes, and values of the time period.

2. **CONTINUITY AND CHANGE** Create a chart to compare the changes that affected different groups before and after 1713. For example, you may compare the changes experienced by the Ojibwe living around Lake Superior to those experienced by the Wabanaki living on the east coast.

3. **HISTORICAL PERSPECTIVE** Write a letter from the perspective of an Acadian living close to a British fort. Find evidence from Chapter 1 to infer how Acadians felt and thought. In your letter, tell your parents about what your life has been like since the British took control of Acadia. What hopes and fears might you have?

4. **EVALUATE AND DRAW CONCLUSIONS** Using a chart, list all the changes to the lives of any three groups of people discussed in this chapter. Rank and order the three most important improvements for each of the three groups. Then conclude whose life improved the most during the beginning of the 18th century.

5. **INTERPRET AND ANALYZE** Use the knowledge you have gained about the Treaty of Utrecht to answer the following questions:
   a) What is a treaty, and how is it a kind of legal contract?
   b) How could the Treaty of Utrecht have been negotiated and written differently in order to create greater stability in the relationships between the different groups in North America?

6. **FORMULATE QUESTIONS** The chapter starts with the following question: How did the Treaty of Utrecht lead to changes in North America? Read the ideas for asking research questions on page xx. Use these ideas to create some research questions that would help you answer the Chapter Big Question.

7. **HISTORICAL SIGNIFICANCE** Compare the images from different accounts of New France that you find online or in books. How many times do you find images of men doing important things, which changed the course of history? How many times do you find images of women doing important things? Why do you think some people may find women historically significant, while others may not? Explain why you think that something is or is not historically significant.
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