000412

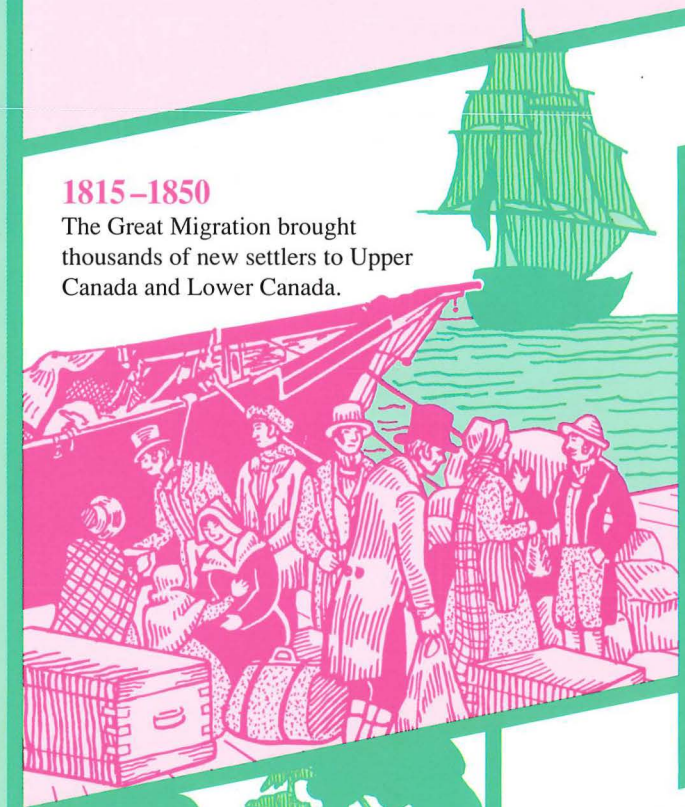
Chapter 7

Upper and Lower Canada (1815–1838)

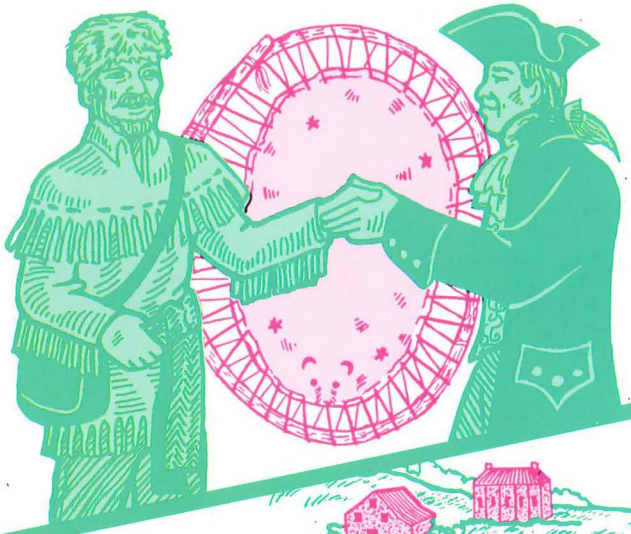
Overview

Use this Overview to predict the events of this chapter.

1815–1850
The Great Migration brought thousands of new settlers to Upper Canada and Lower Canada.



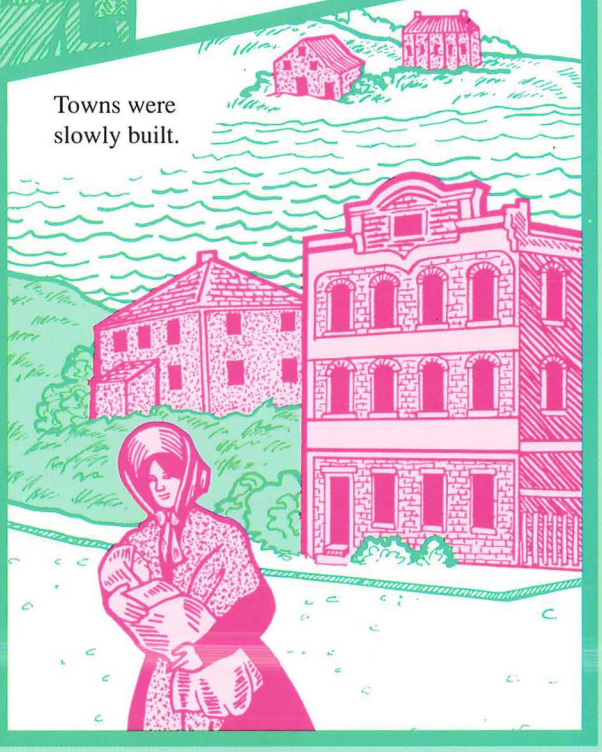
1821
Rivalry between the North West Company and the Hudson's Bay Company ended in 1821. The new company was called the Hudson's Bay Company.



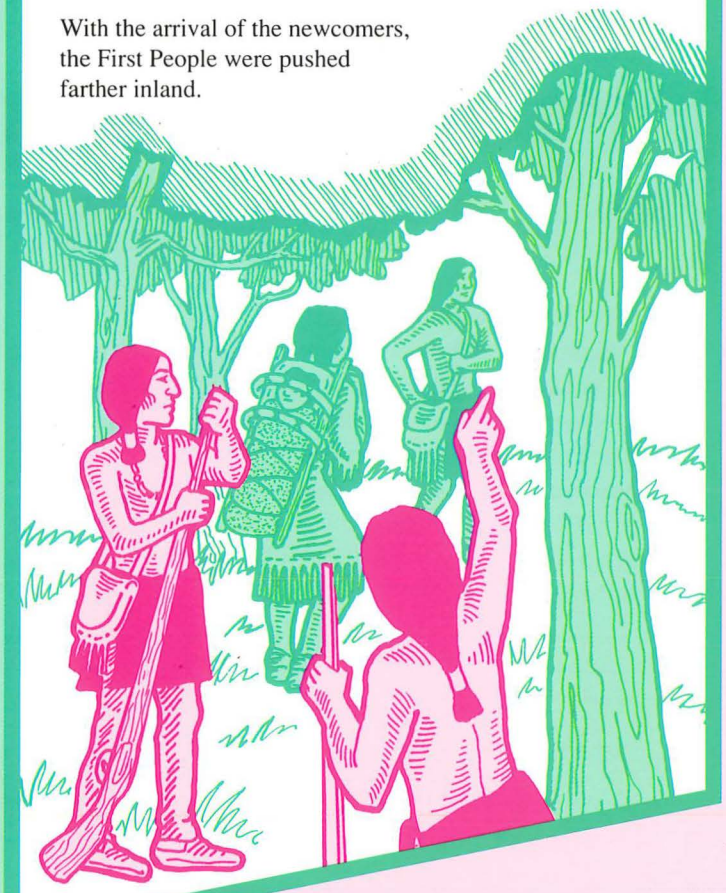
Most of the new pioneers moved into the forested areas of Upper Canada. Many faced great hardship as they felled the trees and built new homes.

A thriving timber industry developed in Upper Canada and Lower Canada.

Towns were slowly built.



With the arrival of the newcomers, the First People were pushed farther inland.

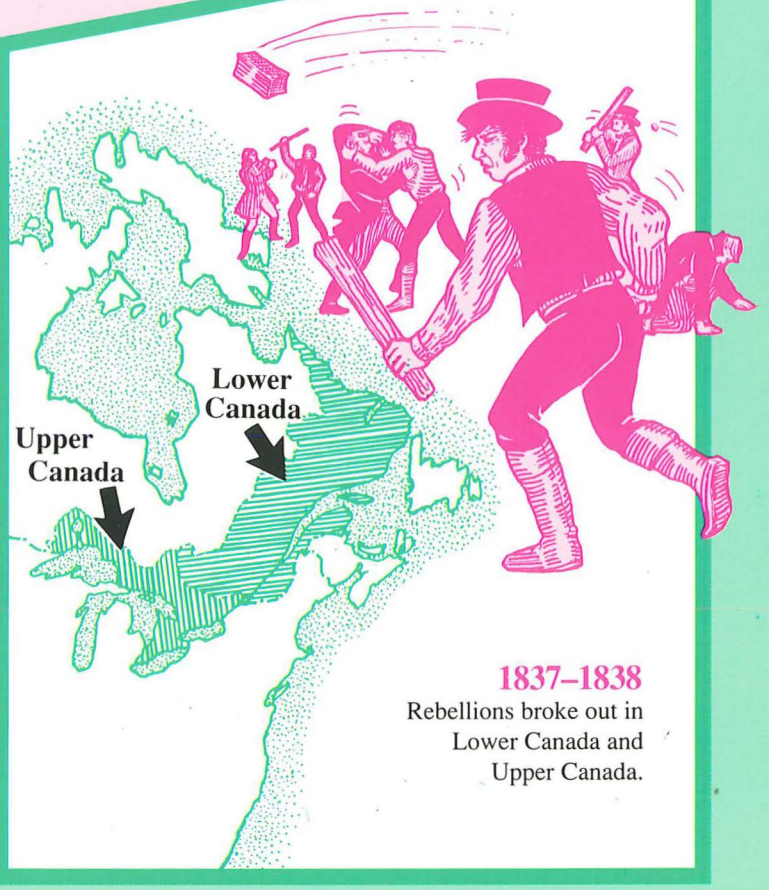


In both Upper Canada and Lower Canada, small groups of powerful and conservative men appointed by the governor controlled the government. They shaped policy and provided favours for their friends.

Executive Council

The ordinary people felt they had little influence in the government. Only property owners had the vote. Laws put forward by the elected assembly (the Legislative Assembly) could be stopped by the Executive Council.

Legislative Assembly



1837–1838
Rebellions broke out in Lower Canada and Upper Canada.

Section IV Questions to Talk About

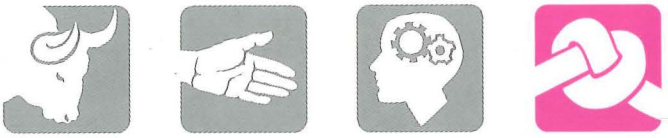
Discuss the following questions by referring to the section story on pages 130 and 131. Keep the questions in mind while you read the rest of the chapter. See if there are similarities between how the government of Upper and Lower Canada between 1815 and 1838 is similar to Mrs. Cherniak's Special Council at Fairmont School and the changes brought about by Students' Council.

1. (a) In small groups discuss some criteria for acting in a responsible way. Share your ideas with the rest of the class and compile a master list. (b) What two things did the students on the Special Council do to indicate they were acting in a responsible way?
2. Discuss the following questions by referring to the story on pages 130 and 131. **For Act I:** Who participated in the student government at Fairmont School? How were decisions made? Who had the final authority? **For Act II:** How did the situation change? **For Act III:** In what ways did the Special Council operate as if they had a government that was responsible to the student body? **For Act IV:** Who lost some power when the Special Council operated as though they were responsible to the Students' Council? Who gained more power?
3. Draw a diagram to illustrate the type of government the students at Fairmont School had at the end of Act IV.

Chapter 7 Focus

Chapter 6 described the events of Canada's history from 1776 to 1815. This chapter is about political reform—changes to make the government reflect what some people wanted.

The concepts of power, co-operation, decision-making, and conflict underlie the events of this chapter. The concept of conflict is the focus of Chapter 7.



Overview/Prediction Chart

Examine the Overview found on the previous pages. In pairs or small groups, use the Overview and what you already know to predict answers to the questions in the Prediction Chart. Put your predictions in the "My Predictions" column. Once you have finished the chapter, complete the "What I Found Out" column to help you review and summarize. Your teacher will provide you with a full-sized working copy of the Prediction Chart.

Prediction Chart—What Do You Think?

Questions	My Predictions (fill out now)	What I Found Out (fill out at end of chapter)
1. What might be the major events?		
2. Who might be some of the important people or groups?		
3. Who might hold power?		
4.		

SAMPLE

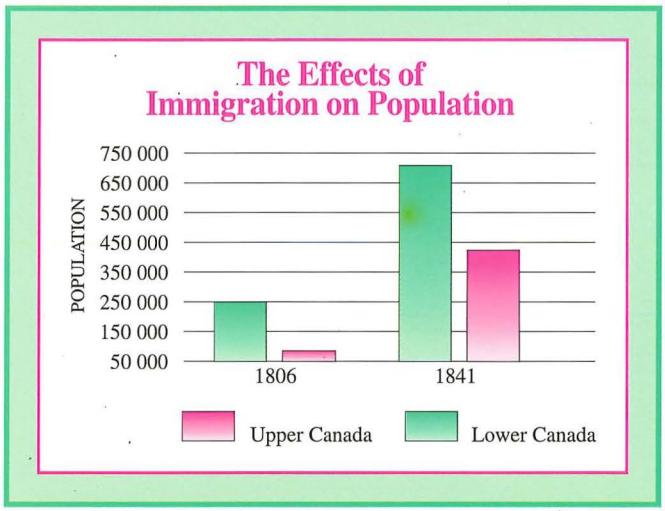
C-11811, National Archives of Canada, Ottawa.

Bush Farm Near Chatham. When European and American settlers started farms in Upper and Lower Canada, their first task was to clear away the dense forests. Many of the trees were burned; others provided lumber for homes and furniture.

Changes to Upper and Lower Canada: 1815–1838

There were three major changes in Upper and Lower Canada between the end of the War of 1812, which you read about in the last chapter, and the rebellions of 1837, which you will read about in this chapter. Two of these changes, a population explosion and the development of a thriving timber trade, affected both Upper and Lower Canada. The other change, the end of competition in the fur trade, affected only Lower Canada.

Population Explosion



Lower Canada

The population in Lower Canada increased from 250 000 in 1806 to 717 000 in 1841. This population explosion was caused mainly by a very high birth rate among the French-speaking people of Lower Canada. In addition, some British and many American immigrants settled in the Eastern Townships of Lower Canada. This was an area of Lower Canada that had been set aside for settlement by English-speaking farmers.

Upper Canada

Upper Canada was originally settled by Loyalists leaving the United States during and after the American Revolution; then, until the War of 1812, by other American settlers.

After the War of 1812, American settlers were no longer welcome in Upper Canada. A wave of settlers from Great Britain (Ireland, Scotland, England, and Wales) took their place. Historians call the period between 1815 and 1850 "The Great Migration."

Many tenant farmers in Great Britain were being forced by their landlords to leave their small farms because it was more profitable for the landowners to use the farms for grazing sheep than to rent them to the farmers. Many artisans were finding themselves unemployed because machines used in the Industrial Revolution were taking over their jobs. In Ireland in the 1840s, many people were starving because of poor potato crops.

These immigrants came to seek new lives for themselves in British North America. Many of the immigrants bought land and became farmers. Others came to the cities. They often worked as servants, labourers on canals and railways, in the forest industry, or at whatever job was available. By 1860, the majority of English-speaking people in Canada* were of Irish descent.

As a result of British immigration, the population of Upper Canada increased from 71 000 in 1806 to 432 000 in 1841. In 1815, the population was 80 percent American-born. In 1841, almost 50 percent were recent British immigrants.

During the late 1700s and early 1800s, the population of both Upper and Lower Canada increased greatly.

*Sometimes Upper and Lower Canada were called the Canadas or Canada, and the people were called Canadians.

Most British immigrants that came to British North America left behind a life of unemployment and poverty. In spite of leaving family and friends and most of their possessions behind, they were prepared to venture into the colonies of the New World, where their lives could begin again.

Exploring Further

1. Pretend you are one of the people in the illustration below. Write a journal account of your thoughts and feelings (both positive and negative) about leaving your homeland and going to a new country.

Aboard the Immigrant Ship

The sea journey to British North America lasted from 20 days to more than two months. Most of the immigrants travelled in the holds of cargo ships. These ships were not meant to transport people but for carrying timber. Living conditions were primitive, unsanitary, cramped, and rat-infested. The variety of food was limited due to a lack of refrigeration. Food and water had to be taken along. Because of the many ocean storms sea sickness was common. Diseases such as typhus, cholera, and dysentery spread quickly in such close quarters. Many became ill on the long voyage and large numbers died.

In fact, so many people died that the vessels became known as "coffin ships." The first stop for the ships, upon reaching British North America, was Grosse Isle, an island in the St. Lawrence River just below Quebec City. A doctor would come on board to inspect the passengers. Anyone who was sick was removed to wooden sheds on the island, where they were cared for. Once the ship was given a clean bill of health, it was allowed to sail on to Quebec or Montreal.

Focus On: The Great Migration 1815–1850

continued

Some immigrants chose to stay in Quebec or Montreal. Most travelled on to Upper Canada or to the United States. To reach Upper Canada, the newcomers travelled in smaller boats down the St. Lawrence to Kingston and farther. Once in Upper Canada, they tried to find jobs or to search for land. A person who bought land received a "location ticket," which described where to find the land. Once they had this, they would travel on foot or in carts through the backwoods to find their new homes.

An Eyewitness Account:

In many cases in bad weather, they would not go on deck; their health suffered so much that their strength was gone, and they had not the power to help themselves. Hence the between-decks were like a loathsome dungeon. When the hatchways were opened under which the people were stowed, the steam rose and the stench was like that from a pen of pigs.

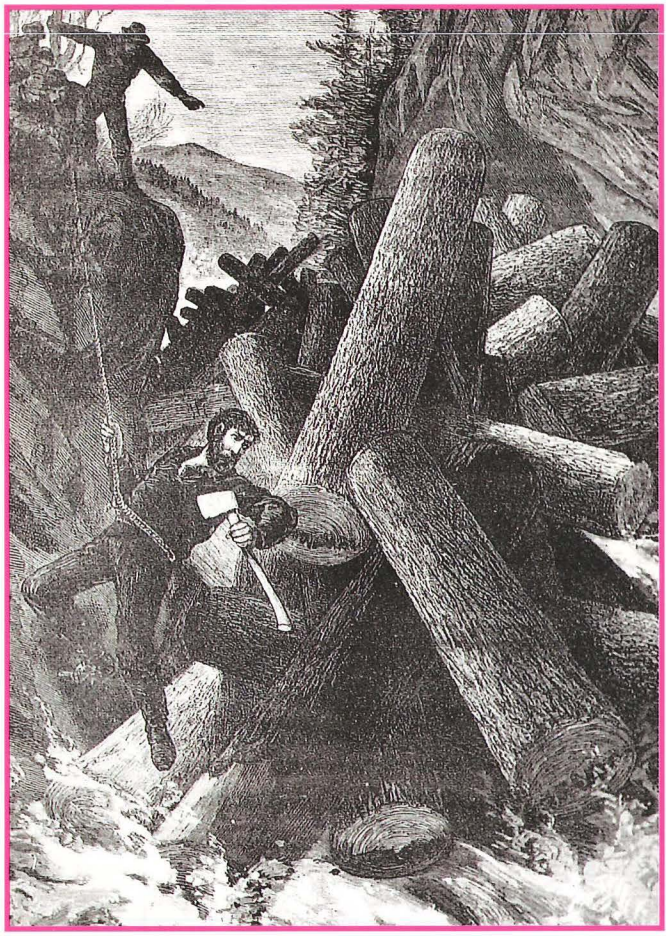
Exploring Further

1. Continue the journal you started on the previous page. In it describe the conditions on board the ship and some of the events that happened to you and your family.
2. Do research to find out about typhus, cholera, and dysentery. What are the causes, symptoms, and cures? Do we still have these diseases today?

The Timber Trade

A second major change in Upper and Lower Canada in the early 1800s occurred because the pioneers began to use trees as a way of making a living. Before that time they had used some to build their homes, but most were cut down and burnt in order to clear land for planting crops.

In 1839, wood made up 80 percent of all goods exported from Upper and Lower Canada. It provided jobs for thousands of people in Lower Canada. Much of it was sold to Britain. The United States also bought some. The rest was used in Nova Scotia and New Brunswick in the shipbuilding industry.



Among the dangers faced by lumbermen were the log jams. The man in this picture is attempting to break up a log jam.

Uses for Trees

Potash was used for making soap and glass in Europe. It was made from ashes of trees. The pioneers could sell potash and have a little extra money to buy a few luxuries.

Masts made of white pine were needed for the ships of the British royal navy. A supply of new masts was particularly needed until 1815 because Britain was involved in European wars until then.

Square timber was needed in Europe for building. The men would fell the trees, cut off the limbs, and square the trunks. Next, they would lash the timber together in huge rafts that could hold as many as 50 or 60 men and then float the rafts downstream to the ports of Quebec and St. John. There, the timber was loaded onto large ships and transported to Europe. Sawn lumber was needed for the larger homes that pioneer families wanted as their lives became more settled. By 1854 there were 1618 sawmills in Upper Canada. They produced boards for Europe and for local use.

The shipbuilding industry in the colonies of Nova Scotia and New Brunswick required lumber. The ships built in Nova Scotia were for local use, but the New Brunswick ships were exported. By 1800, British North America supplied more ships to Britain than any other country. Nearly 500 ships were built in the peak year of 1875. Most of these ships came from New Brunswick and Quebec.

Philomen Wright (1760–1839)

Philomen Wright was the first lumberman in the Ottawa Valley. He came from the United States. With a small group of pioneers, Wright founded the village of Hull in 1800. By 1805, the community was running short of money and Wright came up with a brilliant idea for saving the community.

He knew Great Britain had developed a great need for timber. France had conquered much of Europe at this time and was cutting off Britain's timber supply. If Britain was to keep building ships for its navy, then it would need timber from its colonies.

All one winter, Wright and his men chopped down trees. Next, they lashed the logs together to form a huge raft they called "The Columbo." In June, Wright and three others rode the raft down the swift Ottawa River and the St. Lawrence all the way to Quebec. This proved that timber from the Ottawa Valley could be successfully delivered to market.

The End of Competition in the Fur Trade

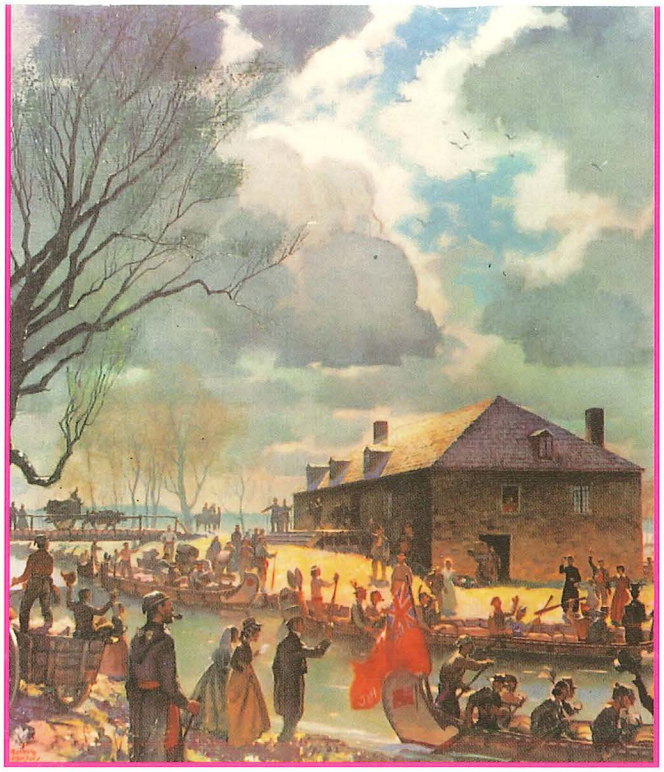
The third major change in the Canadas in the early 1800s involved the fur trade. The fur trade was still an important part of the economy of Lower Canada. The rivalry between the French and the British over the fur trade could have ended in 1763 when the British took control of New France—but it did not. Instead, traders from Montreal returned to the woods and extended the vast fur-trading system even farther than it had gone before.

In 1783, a group of Montreal merchants formed the North West Company to compete for furs with the Hudson's Bay Company. The North West Company proceeded to build trading posts far to the west so that it would be easier for the Native peoples to bring in their furs. The Hudson's Bay Company was forced to build posts inland as well. Sometimes the trading posts of the two companies were in sight of one another.

The Hudson's Bay Company had an advantage in that it had posts on Hudson Bay itself and could ship furs and trading goods in and out of the Bay. The North West Company had to use the slower overland route to Montreal. However, the voyageurs who worked for the North West Company were so skilled that they provided stiff competition.

The fur frontier was moving farther north all the time. This meant that it was becoming more and more expensive for the North West Company to take their furs to market and to transport trading goods and supplies to the trading posts.

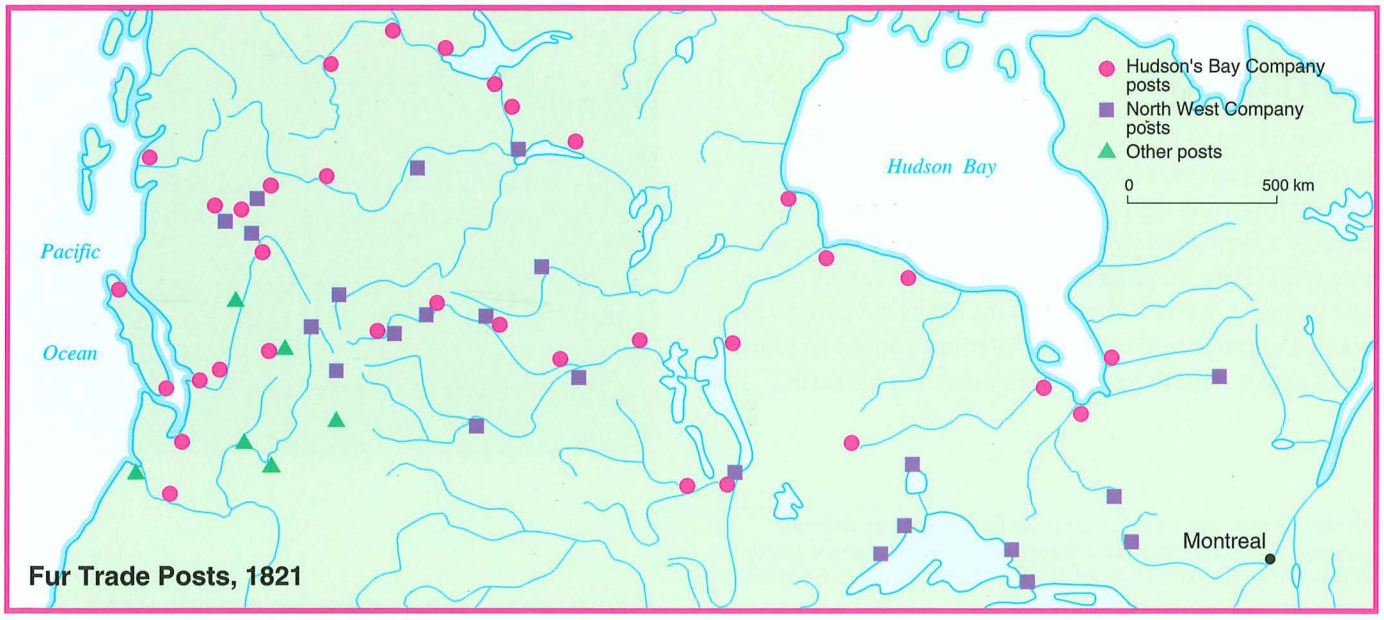
In 1821, the rival companies decided to unite under the name of the Hudson's Bay Company. The new company took over all the trading posts in the West. There would be no more need for voyageurs to carry furs and trading goods to and from Montreal.



The Spring Brigade, by Franklin Arbuckle. Fur traders set off from Montreal to go to the fur trading posts in the West.

C-2774, National Archives of Canada, Ottawa.

Shooting the Rapids, by Frances Anne Hopkins. The artist has included herself in the painting.



Fur Trade Posts, 1821

Life in Lower Canada: 1815–1838

Groups in Lower Canada

In the male-dominated society of Lower Canada there were three major groups at this time. They were the French-speaking habitants, the English-speaking merchants, and the French-speaking professional men.* Each group had special concerns they wanted the government to implement.

Habitants

The French-speaking tenant farmers, or habitants, continued to live much as they had done for the past 150 years. They worked their long, narrow farms and paid their rent to the seigneur. But change was threatening their lifestyle. Population growth was filling up the available farmland. The narrow farms were becoming even narrower as farmers divided them among their sons. New rows of farms appeared behind the original row fronting on the St. Lawrence, Richelieu, and Ottawa rivers. As available farmland dwindled, young people left to work in the towns or the lumber camps of Lower Canada or they went to the United States.

Extreme poverty was common after 1810. Some faced starvation. The economic situation was made worse by the low prices fetched by wheat at the time, and by the fact that much of the wheat was ruined by bad weather, disease, and insects.

The habitants were anxious over the scarcity of land and the poor economic conditions. The huge number of English-speaking newcomers made them fearful of losing their French language, Roman Catholic religion, and agricultural way of life.

Merchants

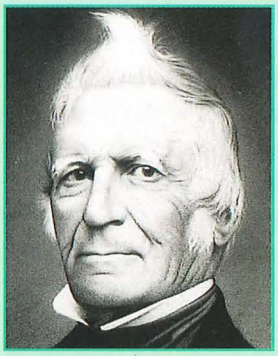
Compared to the habitants, the English-speaking merchants were newcomers to Lower Canada. They had arrived following the events in 1763, when New France became a British colony. The merchants were rich and powerful. They made their money from the export of furs and timber, as well as wheat from the habitants' farms. They wanted improvements, such as harbours, canals, and roads, all of which were to be paid for by government taxes.

*Note: Women did not enter the professions (become doctors, lawyers, judges) at this time or become involved in the government. While Native people also lived in the area they were not involved in the government at this time and are thus not included on this page.

Professional Men

The French-speaking professionals were the newest group in Lower Canada. This group did not become prominent until after 1800. They were educated people, mostly lawyers and doctors. They wanted to be the leaders of the colony and they believed that they spoke for all the French-speaking people of Lower Canada.

These professional men began to dream of and speak of a separate French Canadian nation. This nation would preserve the French Canadian way of life: the French language, Roman Catholic religion, and traditional agricultural lifestyle. They saw the British as a cultural threat. They formed a new political party called the "Parti Canadien."



Louis-Joseph Papineau (1786-1871)

Louis-Joseph Papineau was a wealthy seigneur and a strong supporter of the old French order in Lower Canada. This meant he favoured doing things in the old ways, as they had been done before the British came.

Papineau served as an officer in the militia, defending British North America from the Americans during the War of 1812.

He had been elected to the Legislative Assembly of Lower Canada in 1809. He served as the Speaker of the Assembly almost continuously from 1815 to 1837.

As Speaker, Papineau became the leader of the Parti Canadien, which, after 1826, was called the Parti Patriote. These were the people who wanted **political reform** in Lower Canada.

Political reform—changes to make the government better

Government in Lower Canada

The system of government in Lower Canada during this time was that which had been established by the Constitutional Act of 1791.* (*See* pages 119 and 120 in Chapter 6.)

The power of the elected Legislative Assembly was limited by the governor and the Councils. However, after 1817 the Legislative Assembly controlled revenues in Lower Canada. Its laws could be vetoed by the Legislative Council and the Executive Council, and by the British-appointed governor. Members of the Legislative Council and the Executive Council were appointed for life, so they could not be voted out at election time. Since the governor was English-speaking, the council members appointed by him also usually spoke English. Their interests and concerns were usually different from those of the French-speaking habitants and professional men.**

Château Clique

One group in Lower Canada held most of the power in the government. This group came to be known as the Château Clique. This group was well named, since château means "castle" and clique means "a small group unfriendly to outsiders." The Château Clique:

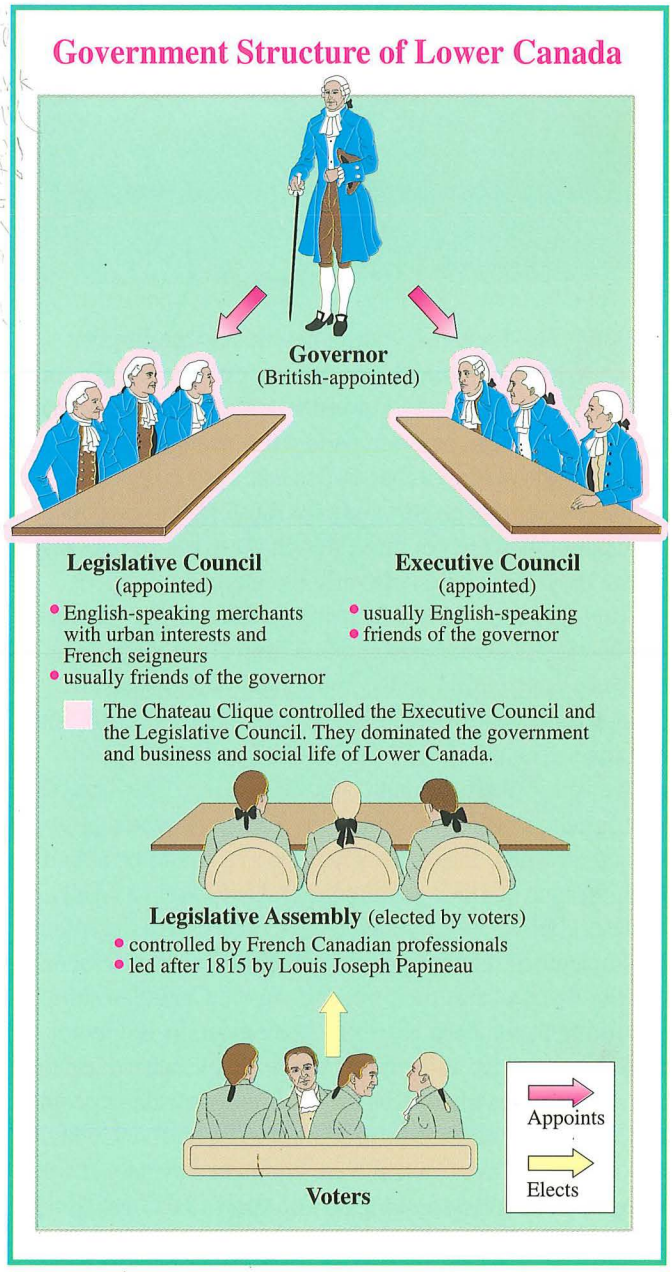
- was a small group of powerful people (mostly in businesses) in the colony of Lower Canada
- were either of British background or were wealthy French Canadians who allied with the British
- believed power should be in the hands of a few capable people (themselves)
- wanted the Roman Catholic Church to stay powerful; in turn the Church supported their political aims
- favoured the British point of view and the British system of government
- wanted more English-speaking settlers in the colony.

Parti Canadien

Some people in Lower Canada wanted the old French ways to remain. These people formed the Parti Canadien, later the Parti Patriote (after 1826). They favoured traditional French ways, which were tied to the past. They viewed most new ideas as negative and change as a threat. They appealed to the *Canadien* professional **elite**.

The Parti Canadien was almost exclusively French, but there were a few English-speaking people who took up the cause. The leader of the Parti Canadien was Louis-Joseph Papineau, a lawyer and a long-time member of the Legislative Assembly.

Shortly after 1800 the French-speaking professional group won control of the Legislative Assembly. Even though the Legislative Assembly had little power they were able to vote against improvements such as canals, thereby blocking the plans of the merchants. Their name for the French-speaking people of Lower Canada was *Canadiens*.

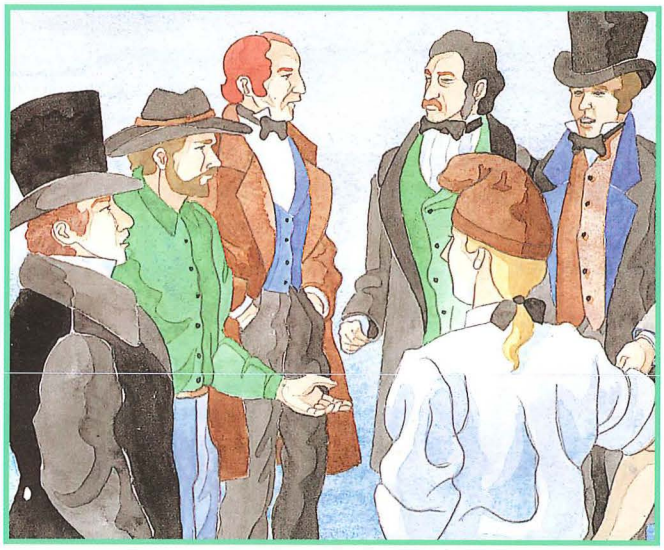


*Upper Canada had the same government structure but had an entirely separate government.
Elite—special group, usually more educated or richer than others

**Note: Women with property in Lower Canada could vote until the 1830s, at which time they lost their vote. Women in Upper Canada could not vote.

Unrest in Lower Canada

Points of View



The French-speaking people and the English-speaking merchants wanted different things for Lower Canada. For instance, the merchants wanted to improve canals, harbours, and roads to make it easier to transport wheat and timber to Britain. They suggested that all landowners be taxed to pay for these improvements. The habitants were not interested in these improvements, which they felt would help only the merchants.

Immigration was also causing problems. The Château Clique was encouraging emigration from Great Britain, but the *Canadiens* looked on the immigrants with dismay. If enough immigrants arrived, the French-speaking inhabitants of Lower Canada could lose their language rights and protection of their Roman Catholic religion. They saw the immigrants settling on land in the Eastern Townships and wondered where their own young people would be able to farm. In June of 1832, an immigrant ship brought a deadly disease, cholera, which resulted in an epidemic in the colony. By September, it had claimed almost 5500 victims. Not only did the British "cast their beggars on the Canadian shore," according to the Parti Patriote, "they must do still more; they must send us, as the final outrage, pestilence and death."

Another area of concern for the French-speaking people of Lower Canada was the fact that the Executive Council and the Legislative Council were dominated by people who were either English-speaking or who supported Great Britain. It was difficult for the Legislative Assembly to get its laws passed when the goals and values of the council members and the governor were so different from the members of the Legislative Assembly, the majority of whom were French-speaking.

Appeal to Great Britain

In 1822, the English-speaking merchants asked Britain to unite Upper and Lower Canada. They thought that the English majority that would result from the union of the two colonies would agree to build the canals, harbours, and roads they wanted.

In response, Papineau took a protest petition to Britain. He managed to persuade the British Parliament to forget the idea of uniting the two colonies, at least for the time being.

In 1834, the Legislative Assembly put together a list of its grievances, which they called the Ninety-Two **Resolutions.** They decided that they would vote for no taxes until their concerns were resolved. This meant that government workers would not be paid and that the building of roads and bridges would stop.

The British response to the unrest in Lower Canada was to send out Lord Gosford as the new governor in 1835. He had special orders to investigate the grievances in the Ninety-Two Resolutions. He was not well received. Papineau and the Patriotes despised him as a **puppet** of the British. The Montreal merchants were angry with him for trying to please the Patriotes (formerly the Parti Canadien).

Then, as if things were not bad enough, crops failed in much of North America in 1836. Many people in Lower Canada faced starvation.

In January of 1837 Governor Gosford sent a report of his study of the Ninety-Two Resolutions to Britain. In response, the British Colonial Secretary issued 10 resolutions. These were a blow to Papineau and the Patriotes. Britain refused to give the Legislative Assembly any more power. British immigration would continue to be encouraged. It was also decided that if the Legislative Assembly refused to vote for taxes, the governor could simply take from the treasury the money needed to pay his officials.

Then, later in 1837, economic depression hit the United States, Britain, and British North America. Prices dropped and many businesses failed. The situation had a disastrous effect on the rich Canadian timber trade. The *Canadiens* took out their anger on the English-speaking merchants.

For Your Notebook

1. In the 1820s and 1830s who had the power in Lower Canada? What role did ordinary people play in making decisions?

Resolution—formal statement of the way one feels; usually written down and sent to one in a position of power and authority; may be followed as a guideline for ruling a group of people
Puppet—leader who is not independent, who waits for orders or does what someone else tells him or her to do

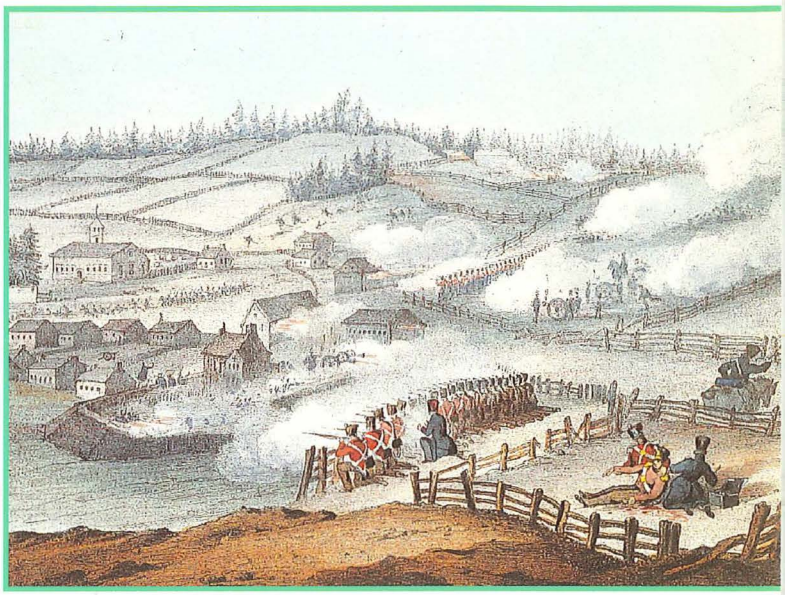
Armed Rebellion in Lower Canada

By the end of November, the *Canadiens* were ready to fight. Papineau supported the rebellion, but fled when he was threatened with arrest. The people listened to another leader, Wolfred Nelson, who cried, "The time has come to melt our spoons into bullets!"

The actual rebellion in Lower Canada lasted only a few weeks. It began on November 23, 1837, at St. Denis, where the rebels won a victory.* Following this successful battle, about 200 of the rebels built a log fort at the village of St. Charles. But this battle was not nearly as successful. The British troops fired their cannon, charged, and the rebels fled. Of the Patriotes, 40 were killed, 30 wounded, and over 500 captured. Papineau and other rebel leaders fled to the United States.

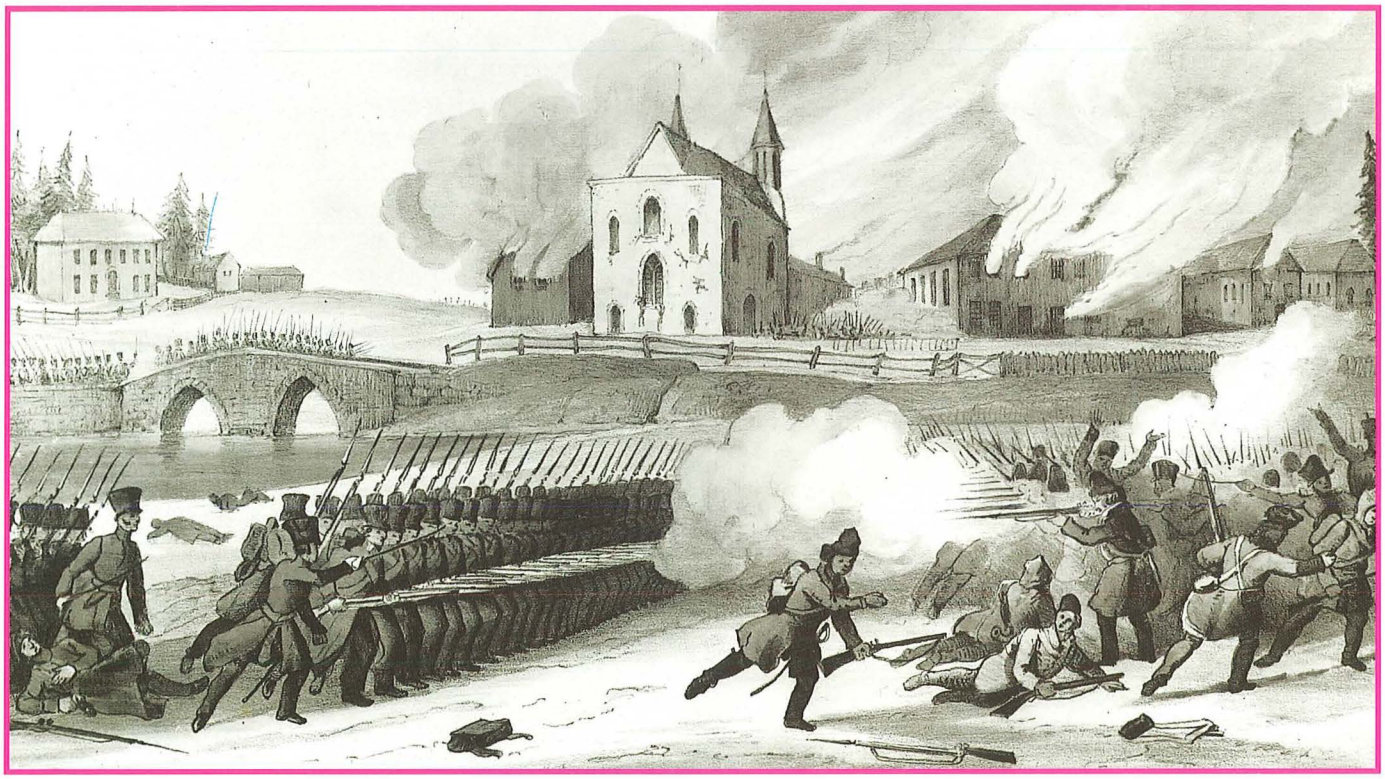
The biggest battle took place on December 14 at St. Eustache. Over 1000 Patriotes gathered there and fortified the church and several other buildings. The British attacked the church with cannons and then set fire to it. The rebel leader, Dr. J.O. Chenier, and 70 other rebels died as they tried to escape the flames. The British troops then robbed and burned the village. This ended any hopes of a successful rebellion. A second, small rebellion in November of 1838 was quickly put down.

In the end, 12 of the rebels were hanged and 58 were sent in chains to a prison colony in Australia. The remaining 1200 prisoners were set free. Papineau and others who had fled to the United States were to be executed if they returned to the Canadas.



C-393, National Archives of Canada, Ottawa.

After the British attacked the Patriotes at St. Charles, Papineau and other rebel leaders escaped to the United States.



The Battle of St. Eustache, December 14, was the end of the Rebellion of 1837 in Lower Canada.

*The term rebels refers to the popular movement known as the Patriotes. Most were French-speaking professionals, merchants, farmers, labourers, and crasftsmen. The key leaders were Papineau and Wolfred Nelson. Refer to page 141 under "Parti Canadien" for additional information.

Life in Upper Canada: 1815–1838

Simulation
A New Home

#6673, National Gallery of Canada, Ottawa.

Behind Bonsecours Market, Montreal (1866), by William Raphael. Many immigrants to Upper Canada stopped in Montreal.

Role Card*

Name: ..... Alex MacIntosh, age 19
Country of Origin: ..... Scotland
Family Information: ..... 2 females, wife 17 and one-year-old daughter
Education/Skills: ..... unskilled, illiterate
Wealth: ..... poor
Religion: ..... Presbyterian

Other: All of your family died of cholera on the passage from Scotland. You met your wife on the ship. Her family also died aboard the ship.

Month you purchased your lot: ..... April

Equipment/Supplies you have:
1 broad axe, some nails, garden seeds

Location Ticket: ..... Concession 3, Lot 13

*Additional Role Cards are in the Teacher's Resource Package.

To help you better understand what life was like in Upper Canada from 1815 to 1838, you are to take part in the following four-part activity. Carefully examine the above painting. Imagine what it might have been like to have arrived in Montreal and to wait on the dock before you proceed to your new home in Upper Canada. Your teacher will give you a role card. You are to pretend you are the person described on this card throughout this activity. The concluding part of this activity is on page 156. A sample role card is on the left.

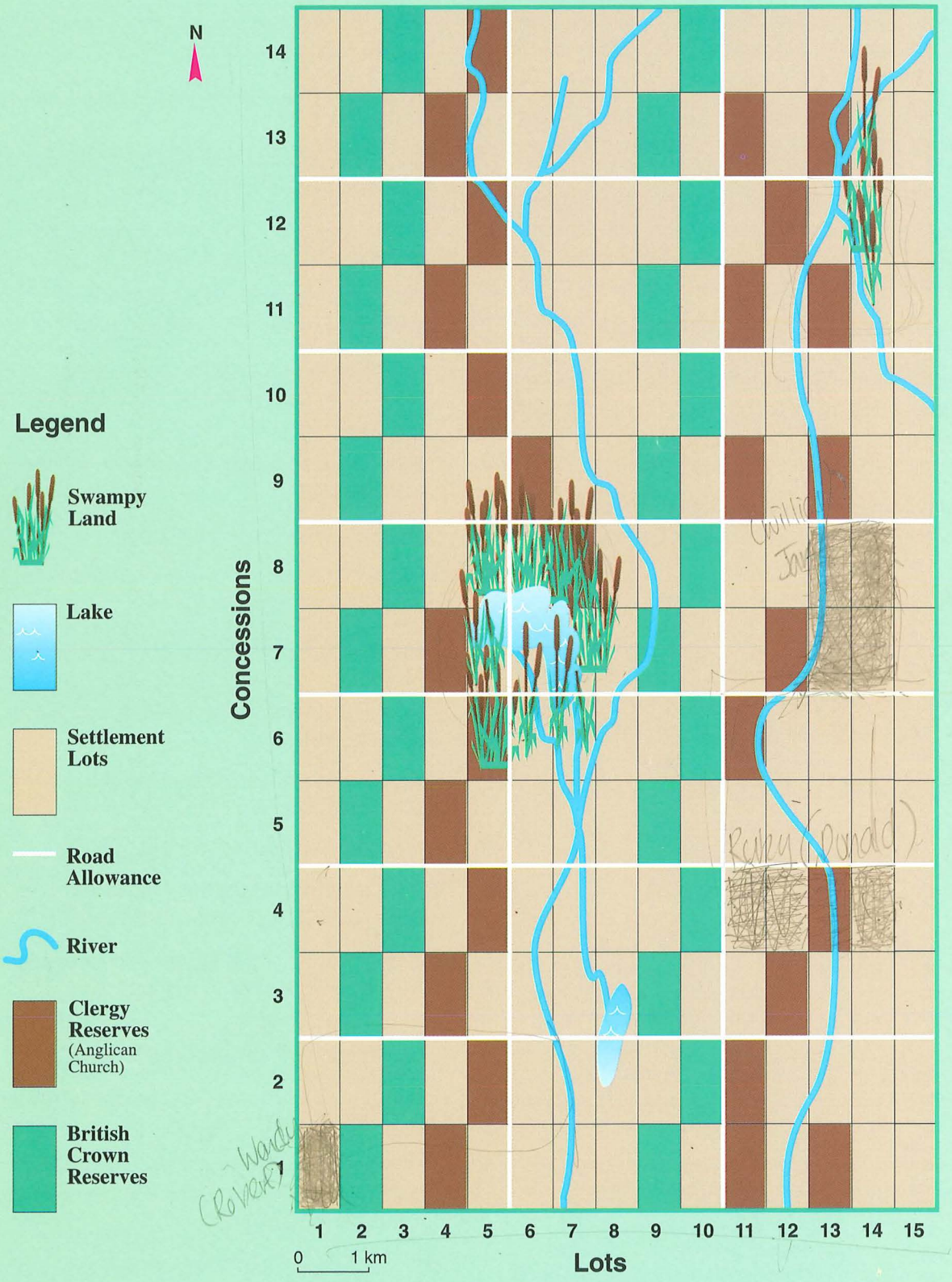
All Settlers Must Perform the Following Duties:

1. Clear and fence 2.03 hectares for every 40.5 hectares you have been granted.
2. Build a dwelling house, 4.88 metres x 6.1 metres.
3. Clear one half of the road in front of each lot.

These duties must be performed within two years of the date of the ticket.

continued on page 146

A Township in Upper Canada



Part 1

(a) Work with a partner for Part 1 to share and discuss how to deal with your role card. Examine the map provided on page 145. Locate your lot and study the map's legend.

(b) Visualize in your mind what the land you have purchased would look like. Imagine yourself walking across the land that you are seeing for the first time. Notice the smells, sights, and sounds around you. Look at the reactions of your family members. Experience walking throughout your land and then answer the following questions.

- Is your land flat? hilly? Is it covered with trees? rocks? water? swamps? What is the soil like? Is it good for growing crops? What is the drainage like? What wild animals are in the area? Do you have fresh water available for drinking? Is there a river nearby? Will it be beneficial or harmful?

(c) Think about and make plans of what you would do for your first three months. Make brief notes of your decisions.

Consider:

- What skills do you have?
- What equipment do you have?
- What assistance is available from family members, the religious community, hired help, the Native people?
- What food supplies have you brought with you?

(d) Think about and make plans for the next two years. (Remember duties you are required to do by law before you get the deed to your land.)

- How do you plan to survive through the first winter?
- What will you do if someone in your family is injured or becomes sick?
- If you are going to grow a crop how will you harvest it?
- How do you plan to meet others in your area? Or does the isolation not bother you?
- Do you feel it is important to co-operate with others in your area? If so, how?
- Do you feel a school should be built nearby? A church? If so, who will build it and how?
- Is transportation a problem? What about roads? Waterways? Do you feel you should be involved in building them?
- How do you "pay for" the goods and services you need and use?
- What ways are there for making money?*
- Check back to page 144. Have you completed all the duties you are required to do?

(e) Think about and make plans for the next five years.

Consider:

- How will the area in which you live change over the next five years?
- How do you plan on looking after the soil so it does not become depleted?
- What will you do if you need more land?
- What industries do you think should be developed in the area?** How should this be done?
- Is there a need for a village or town to be built in your area? Where would it best be built?
- Would you provide assistance to newcomers? If yes, what kind of assistance? If no, why not?
- What problems have you had in keeping the roads in good condition?
- How have the **Crown reserves** and the **clergy reserves** interfered with your building and maintaining the roads?
- How has the land-granting system encouraged **speculation?**

---

*Potash was one way for settlers to earn cash after the land was cleared. The large hardwood trees were collected and burned in huge bonfires. Water was poured through the ashes. The liquid was boiled in iron pots until it evaporated. The remaining grey powder, known as potash, was sold to European factories where it was used in the manufacture of soap and cosmetics.

**Grist mills for grinding grain and saw mills for planing logs into lumber were needed in pioneer communities. These mills were located near rivers as running water was necessary in the milling process.

Crown reserve—one-seventh of all public land was set aside for the British government by the Constitutional Act of 1791. By 1825 these lands were finally sold because they prevented compact settlement, making it difficult to complete roads

Clergy reserve—one-seventh of all public land was set aside for Protestant schools and churches by the Constitutional Act of 1791 (*see* Chapter 6, page 119).

Speculation—the act of buying or selling land, at some risk, with the hope of making large profits from future price changes

Part 2

You have lived in Upper Canada for years. Write a letter to relatives in Great Britain telling them about your new life. Describe your accomplishments and the hardships you have encountered. You may wish to encourage them to come to Upper Canada by giving them reasons why this is a good place to settle.

Part 3

As a class, brainstorm about the following. Record your contributions on huge chart paper or the chalkboard.

(a) What circumstances forced the majority of the immigrants to come to Upper Canada?

(b) What problems were involved in travel to Upper Canada?

(c) What hardships were encountered during

i. the first three months
ii. the first year
iii. the first five years?

(d) What was the importance of family, friends, and Native neighbours?

(e) What geographic features hindered settlement? What other factors hindered settlement? What factors helped settlement? How could settlement of Upper Canada have been carried out more efficiently?

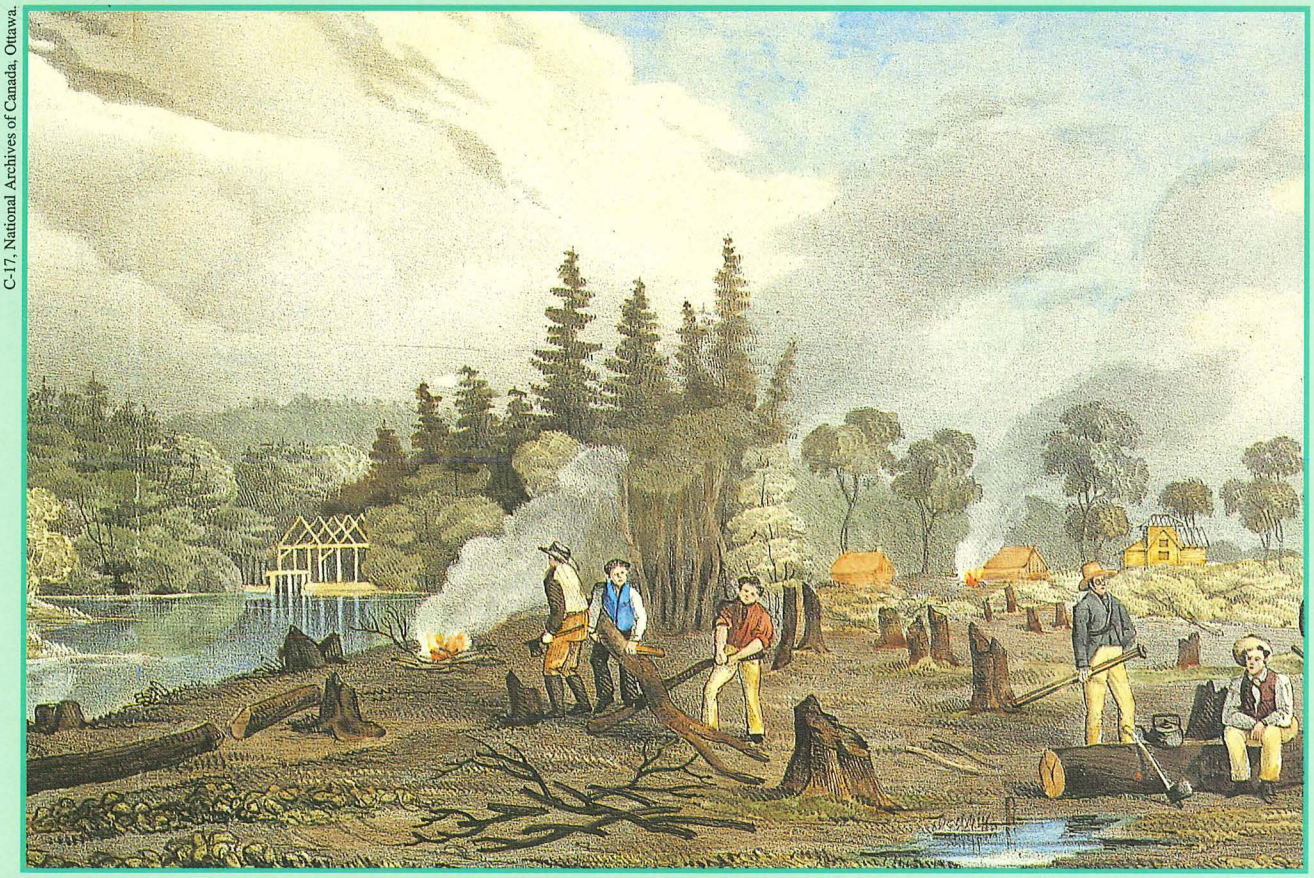
(f) How did your area change during the first five years?

(g) What cultural groups settled in your township? Is there evidence of a pattern of kinship (or cultural) settlement? Why did people (in history) settle in cultural groups? What advantages does this type of settlement have? What disadvantages are there?

(h) Suppose that someone from the government (the Legislative Assembly) comes to your community. He asks you to fill out a questionnaire on how you have cleared the land, how many animals you own, and other questions. He also asks you to name things you feel prevent the improvement of your township. What complaints or grievances would you give him? List these on large chart paper. Keep this list for later reference.

Note: Part 4 of this activity is on page 156 and is to be done later.

Below: The first task of many settlers was clearing the land.



C-17, National Archives of Canada, Ottawa.

Focus On: Daily Life on a Pioneer Homestead

C-12632, National Archives of Canada, Ottawa.

Above: Once new roads were built, it became easier to travel.

For their homesteads the pioneers selected lands where the First People had lived for thousands of years. The land was still in its natural state—an uncleared dense forest—home to the First People and the various species of wildlife. As the trees were cut and the swamps drained, the First People and the wildlife were forced farther inland, away from the newcomers who were making Upper Canada their home.

Clearing a forested area of thousands of trees and building a new home was a time-consuming and difficult task.

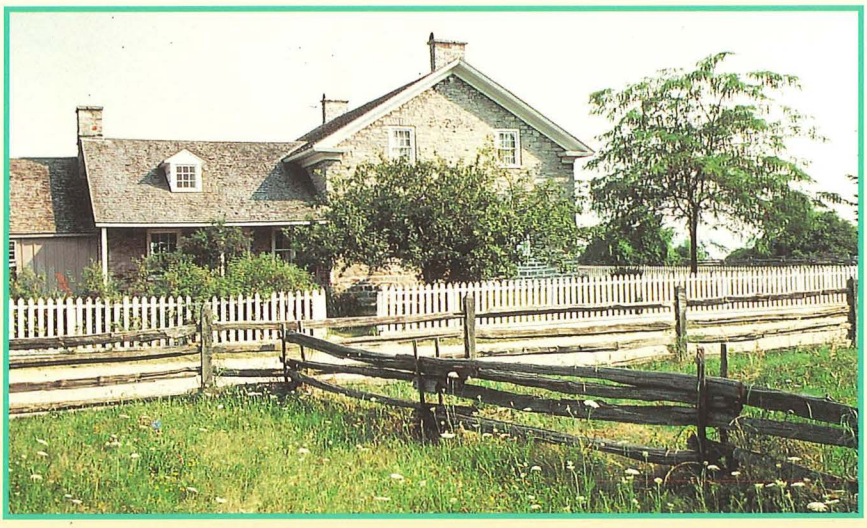
But gradually life on a homestead became more comfortable as time went on. The pictures show a pioneer homestead in the early years of settlement, 15 years after settlement, and 30 years after settlement.

The first house of a pioneer family was usually a one-room log cabin with a dirt floor and a wooden chimney. A blanket might be used to divide the room into two for sleeping purposes. These homes were cold and draughty. As the logs dried, they shrank, making the gaps between them even larger. These gaps were filled with mud or lime plaster, which had to be replaced every year.

Right: A pioneer homestead in the early years of settlement was usually a one-room log cabin with a dirt floor.

Below: Fifteen years later, this family had built a larger house with several rooms.

After a year or two, when there was a little more time, a larger and more comfortable house would be built. It would have several rooms on the main floor, with a loft or attic as well. The fireplace would be stone or brick. Once this house was finished, the old log cabin would be turned over to the pigs or other farm animals for shelter.



Thirty years after settlement, a pioneer homestead might look like this.

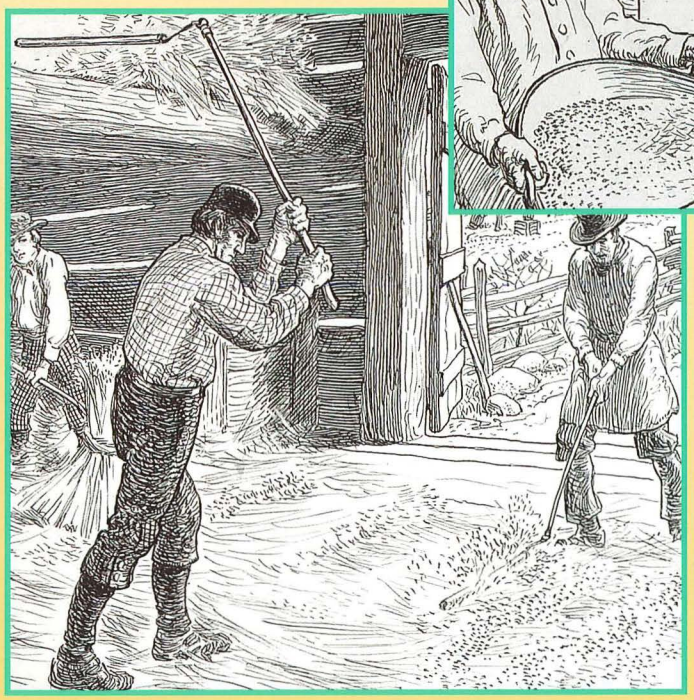
A few years later, the family might add on to the log house, or build a new home of fieldstone or sawn lumber, if there was a sawmill in the district. This house would have glass windows instead of the oiled paper or rags that covered the windows on the other houses. Glass was expensive because, until 1825, it had to be imported. After that it was manufactured in Upper Canada.

A Summary of Rural Life in Upper Canada in the Early Years of the Nineteenth Century

Most inhabitants:

- lived on the forest frontier
- used physical labour to fell the trees and remove the stumps
- persisted through years of hard work and effort to create a home
- were **subsistence farmers**
- had to work daily to provide their necessities
- were isolated from their neighbours
- received the little education they had from their parents or a **literate** neighbour
- visited nearby towns to use the mills to grind their grain or the sawmill to get lumber
- attended "bees" to get big projects accomplished and to have some social activity
- depended on their own ingenuity for their survival.

C-73396, National Archives of Canada, Ottawa.



C-73395, National Archives of Canada, Ottawa.

Left: These men are threshing to separate wheat from chaff.

Above: This man is winnowing—allowing the chaff to blow away so only wheat remains.

Subsistence farmer—only grew enough food for the family; none was left to sell for much-needed cash to buy other products and supplies

Literate—educated; having the ability to read and write

Focus On: Daily Life in the Towns of Upper Canada

As more fields were cleared in Upper Canada, more wheat was grown. Farmers could sell wheat for cash. Villages began to grow at places that were convenient for the farmers, like crossroads or mill sites. In the villages the farmers could sell their wheat and purchase goods with the money. A fairly large village could be expected to provide the following services for its local farmers: stores, taverns, shoemaker, blacksmith, miller, carpenter, lawyer, doctor, wagonmaker, tinsmith, tailor, school, church, and newspaper.

Eyewitness Account

Catherine Parr Traill, an early settler, describes the changes that took place in her community over a few years:

When we first came up to live in the bush . . . there were but two or three settlers near us and no roads out . . . . Very great is the change that a few years have effected in our situation . . . . A village has started up where formerly a thick pine-wood covered the ground; we have now within a short distance of us an excellent sawmill, a grist mill and store, with a large tavern and many good dwellings.

(from *The Backwoods of Canada* by Catherine Parr Traill)

Kingston

Kingston developed as a British military and naval base for Lake Ontario and was the largest and most important town in Upper Canada for many years.

Eyewitness Account

Here is a description of Kingston, written about 1820:

Kingston, although the largest town in the Upper Province, contains only 2,336 inhabitants, most of whom are the descendants of those loyalists who sought asylum in Canada after the revolutionary war. The rest are English, Irish, and Scotch, with a few Germans and Frenchmen. The streets are laid out with considerable regularity; but the houses, like almost all others in the Canadas, are very irregularly built. In consequence of the neglected condition of the roads in this as well as in every other part of the Province, it is scarcely possible in wet weather to walk out without sticking fast in the ***mire.*** *The public buildings of Kingston are of such an inferior description as scarcely to be worthy of notice.*

(from *Five Years' Residence in the Canadas* by Edward Allen Talbot)

York

The Queen's Rangers began clearing land to build a fort at York in 1793. Governor Simcoe decided to build a temporary capital here. In 1834, it was renamed Toronto and has been the capital ever since.

York became more important as the newcomers moved westward. It became their business centre and their government centre.

Eyewitness Account

Here is a description of York, written about 1820:

The streets of York are regularly laid out, intersecting each other at right angles. Only one of them, however, is yet completely built; and, in wet weather, the unfinished streets are, if possible, muddier and dirtier than those of Kingston.

(from *Five Years' Residence in the Canadas* by Edward Allen Talbot)

C-1669, National Archives of Canada, Ottawa (detail).

This painting shows King Street, which is still one of Toronto's main streets.

Mire—wet, soggy ground

Focus On: Canada Revisited— Upper Canada Village

These pictures are from a reconstructed Upper Canada Village.

Right: As communities developed, lumber mills made possible the construction of frame houses.

Below: One of the early industries was weaving woolen and linen fabrics.

Below: On winter and summer evenings, travellers were relieved to find food and shelter at an inn. This picture shows the livery stable behind the inn.

Right and below: As soon as the members of the community could afford them, they built schools and churches.

Right: Later there would be a more elaborate centre of government, such as this city hall.

Services Provided in the Towns

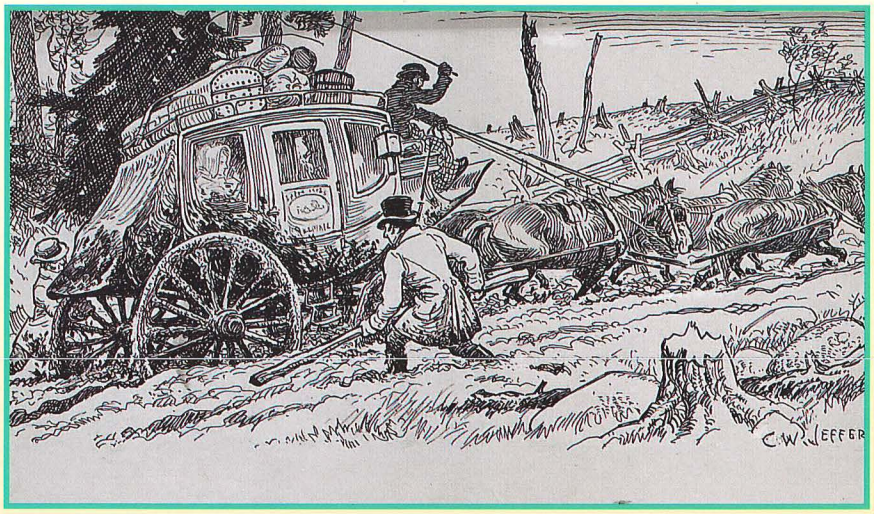
Services, running water, natural gas for home heating, sewers to take away water and waste, garbage collection, sidewalks, paved roads, police and fire protection—none of these were available in the early 1800s in Upper Canada.

You have read the description of how the unpaved roads turned to mud in the rain. People threw their garbage onto roads or into streams and lakes. Many got their drinking water from the same streams where they disposed of their garbage. By the 1840s, cities were installing sewer systems to take away used water.

Toronto had a water system by 1841, but its main purpose was not to provide clean water for drinking. It was for firefighting. Fire was a serious threat to the wooden buildings of early towns, with their poorly constructed or open fireplaces. There were no paid firefighters. The firefighting was done by the people of the town. By law, every house had to have a water bucket and a ladder on its roof near the chimney. When a fire broke out, people from all around came with their buckets to help fight it. Some towns were lucky enough to have a fire engine that could be pulled by men or horses to the fire. In the 1820s and 1830s towns began to establish volunteer fire departments. This was more effective, since the volunteers received some training.

By the 1840s cities were beginning to have gas lights. Pipes were installed to bring flammable gas to light posts on streets and to light fixtures in houses. The gas was lit with a flame to produce light.

C-69849, National Archives of Canada, Ottawa.



Mail was delivered by coach in the 1800s.

Transportation in Upper Canada

Walking was often the safest and fastest means of getting about in Upper Canada, since the first roads were often nothing better than wide, muddy footpaths. Even in the towns the unpaved streets turned to mud when it rained. By the 1830s, a few main streets had been macadamized, which meant they were paved using crushed stone or gravel. But most streets remained unpaved. In the countryside, corduroy roads were used. Logs were laid side by side across them in order to create a hard surface. The result looked like the bumps on a piece of corduroy. These roads were very uncomfortable to walk on or drive over.

Eyewitness Account

Here is one traveller's description of such a road:

. . . Indeed, "corduroy" is dreadful. When we came to it I tried every thing to save my poor bones—sitting on my hands, or raising my body on them—but it was of little use; on we went, thump, thump, thumping against one log after another, and this, in the last part of our journey, with the bare boards of an open wagon for seats . . . But we got through without an actual upset or breakdown, which is more than a friend of mine could say, for the coach in which he was went into so deep a mud-hole at one part of the road, that it fairly overturned, throwing the passengers on the top of one another inside, and leaving them no way of exit, when they came to themselves, but to crawl out through the window.

(from *Adventures in Canada; or Life in the Woods* by John C. Geikie)

Waterways, as well, were often used for transportation. In the winter, horse-drawn sleighs could travel swiftly over the ice. The rest of the year, many types of boats were used. By the 1820s, steamboats were going back and forth across Lake Ontario, carrying passengers and cargo between the falls of Niagara and the beginning of the St. Lawrence at Kingston.

Government in Upper Canada

In the 1830s the system of government in Upper Canada, as in Lower Canada, remained as it had been set out in the Constitutional Act of 1791 (*see* pages 119 and 120). There was an elected Legislative Assembly, appointed Legislative Council and Executive Council, and a British appointed lieutenant-governor. As in Lower Canada, the elected Legislative Assembly had limited power. Laws passed by the Legislative Assembly had to be approved by the Executive Council and the Legislative Council and the lieutenant-governor. There were two political groups in Upper Canada: the Tories, led by the Family Compact, and the Reformers.

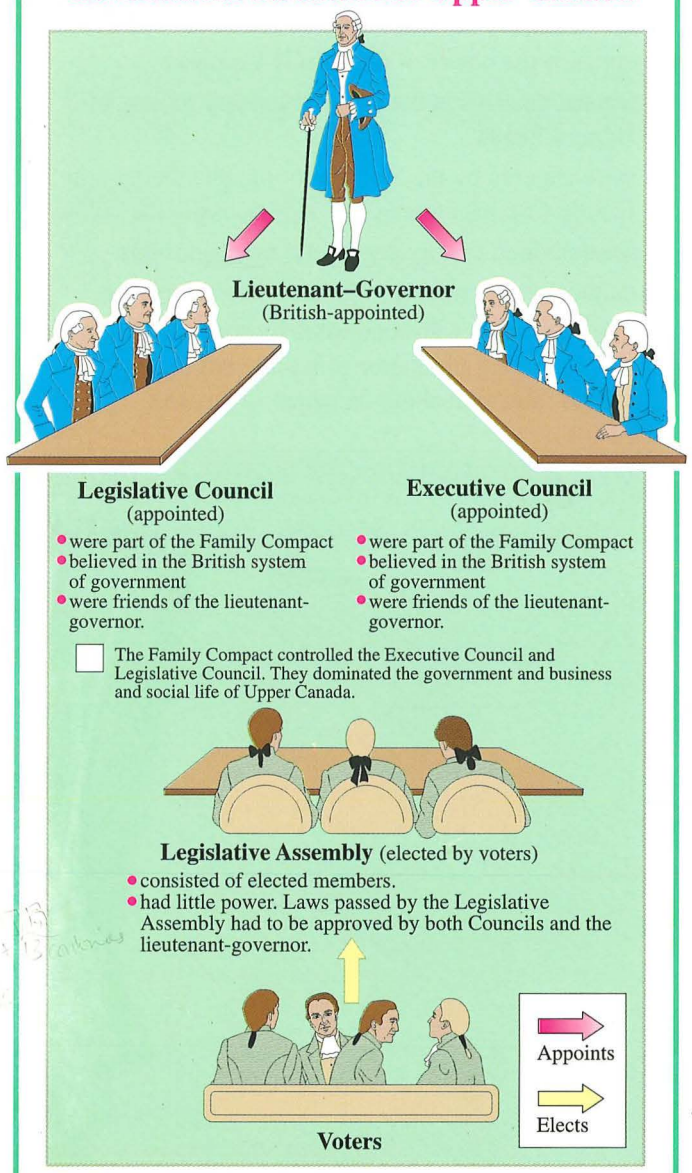
Family Compact

Just as Lower Canada had its elite powerful people called the Château Clique, Upper Canada also had an elite. This group came to be known as the Family Compact. Members of this group were in the Executive Council and Legislative Council, so they had the power to veto or stop any laws passed by the Legislative Assembly that they did not like. They took for themselves and gave to their friends favours such as jobs, land, and contracts for canal and road work. Most of the Family Compact members were of Loyalist descent, or were British immigrants who arrived before 1800. They claimed that those who had not proven their loyalty to Britain by fighting against the Thirteen Colonists in the American Revolution and the Americans in the War of 1812 were not true Upper Canadians. They did not want Americans to be part of the government of Upper Canada and some even said that Americans should have their land taken away from them.

The Family Compact:

- was a small group of powerful people in the colony of Upper Canada
- along with their friends and supporters were known as Tories
- did not want people from the United States to be part of the government of Upper Canada
- defended tradition (the things that had always been done) and opposed change
- believed power should be in the hands of a few capable people (themselves)
- believed the Church of England should be powerful in the colony
- were loyal to Great Britain and to the British system of government.

Government Structure of Upper Canada



Bishop Strachan (1778–1867)

John Strachan was born in Scotland. After he arrived in Upper Canada in 1799, he taught school. His leadership of Upper Canadians and his bravery were noted when the Americans attacked York during the War of 1812, and during his tireless work to help victims of the cholera epidemic of the 1830s.

Strachan was a powerful spokesman for and advisor to the Family Compact. By the 1820s he and his friends in the Family Compact largely controlled the government of Upper Canada.

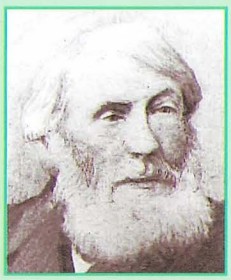
In 1839 Strachan became the first Anglican bishop of Toronto.

The Reformers

The Reformers in Upper Canada:

- opposed the power of the Family Compact
- wanted changes in the government and society of Upper Canada
- were angered by the attitudes of the members of the Family Compact toward the Americans in the colony
- were divided into moderate and radical groups
- included some radicals who later became rebels.

The Reformers were supported by some of the people represented in the simulation you took part in on pages 144 to 147, and read about on pages 148 to 152.



Robert Gourlay (1778–1863)

Robert Gourlay arrived in Upper Canada in 1817 from Scotland. He had a plan to bring poor people from Britain over to farm. He said that without land, "no good can be expected of us."

Gourlay sent a questionnaire to farmers in Upper Canada, asking them about their progress in clearing land, the number of animals they owned, and so on. He also asked them to name things they felt prevented the improvement of their township or province.

Gourlay was criticized by members of the Family Compact for attempting to stir up discontent because the farmers began to have meetings to voice their concerns over the land. They felt that the land should be owned by those who lived and worked on it, not by those who did not improve it, or by the church (clergy reserves) or government (Crown reserves). Between the clergy reserves, the Crown reserves, and the land owned by rich people who did not work it, there was a great deal of land in Upper Canada that was not available for farming. These land reserves made it difficult to build roads and it took farmers much longer than necessary to get their crops to market.

The Family Compact saw Gourlay as someone who caused trouble. He was thrown in jail and then banished from Upper Canada in 1819.

William Lyon Mackenzie (1795–1861)

Mackenzie was another Reformer. He was born in Scotland and came to Canada in 1820. He began as a shopkeeper, but in 1824 he established *The Colonial Advocate,* a newspaper for which he was publisher, editor, writer, and paper carrier. He used his newspaper to speak out on the land problems, the power of the Family Compact, and the question of who was an Upper Canadian.

On June 8, 1825, 15 young men from wealthy, well-known families of York (now Toronto) smashed their way into the offices of *The Colonial Advocate* and threw the printing equipment into the street. They then tossed the type (letters used for printing) into the harbour.

Fortunately for Mackenzie, he was able to turn this disaster into a triumph. He became a public hero. The young men were tried, and convicted, and ordered to pay Mackenzie $2450. Before the raid *The Colonial Advocate* had been in financial trouble. Afterwards, he was able to pay off his debts and buy new equipment.

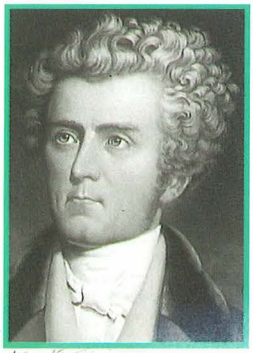
Mackenzie was first elected to the Legislative Assembly in 1828. He used his new position to suggest government changes. He thought that the elected people in the Legislative Assembly did not have enough power and suggested that Upper Canada adopt the American system of government.

Other members of the Legislative Assembly did not always like Mackenzie's ideas and voted to expel him. Mackenzie was expelled from the Legislative Assembly a total of six times and each time the people re-elected him.

Mackenzie often became very agitated during his speeches. He had lost his hair as a result of a fever and it was a common sight to see him tear his bright red wig off his head and fling it on the ground to make a point.

As the 1830s wore on, Mackenzie became more radical. He decided to resort to armed rebellion in an attempt to destroy Upper Canada's system of government.

Sir Francis Bond Head



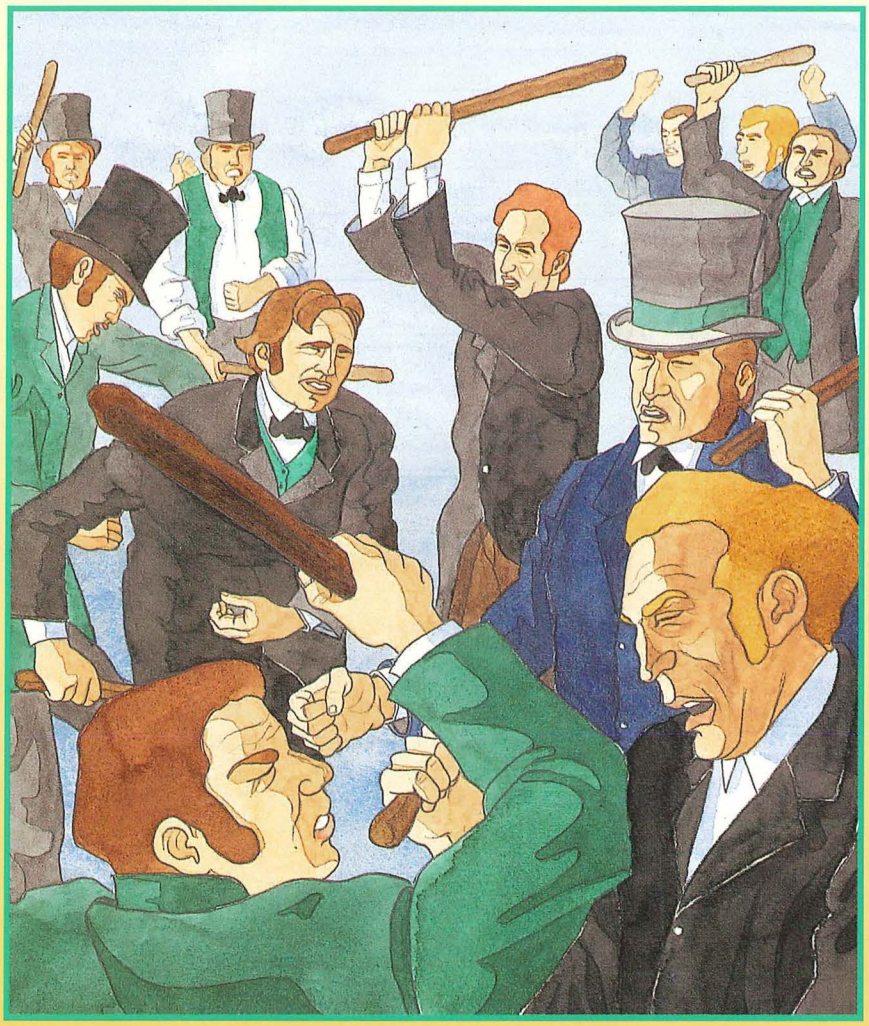
C-18789, National Archives of Canada, Ottawa (detail).

Sir Francis Bond Head was appointed lieutenant-governor of Upper Canada in 1835. He was welcomed as a friend and ally by the Reformers, but they soon changed their minds. He included two leading Reformers among his official advisors, but when he ignored their advice, they quit in anger.

The Legislative Assembly decided not to co-operate with him. The Reformers would not vote to pass money bills. As a result, without money, all work on bridges, roads, and docks came to an immediate halt.

Sir Francis called an election in which he personally fought for the Tories.* The people of the colony, worried about their roads and bridges and the pro-Americanism of the Reformers, voted for the Tories. William Lyon Mackenzie and many other Reformers went down in defeat in this 1836 election. **Moderates** like Robert Baldwin simply did not run because they rejected the increasing **radical** Mackenzie.

Focus On: Elections in Upper and Lower Canada



Election violence in the 1830s was very common. There was no secret ballot as there is today. Instead of voting in private booths and then depositing their ballots in a box, the voters shouted their choices for everyone to hear. The choice was often greeted by insults from people who were voting for an opponent. Voters threw stones and even swung clubs at one another. In Montreal in 1832, one candidate hired bullies who threatened and beat anyone who declared his support for the opponent. The resulting riot caused the deaths of three people.

Exploring Further

1. What difference would a secret ballot have made in elections in the 1830s ?
2. Compare a Canadian election with one in the 1830s.

Strong disagreements, fueled by alcohol, often turned elections of the 1830s into violent confrontations.

*The Family Compact, along with their friends and supporters, were known as Tories. *See* page 153.

Moderate—a person who does not hold extreme opionions
Radical—holding extreme opinions; wants fundamental social, economic, and political changes

Simulation Conclusion

(Continued from page 147.)

Part 4

Mentally place yourself back into the role you played in the simulation on pages 144 to 147. It is now 1837 and you have lived in Upper Canada for a number of years. You and your neighbours have gathered at a bee to build a community hall.

People are talking about the recent election and the resulting political unrest. The Reformer William Lyon Mackenzie arrives to try to convince you to join his armed rebellion against the government.

In your role, decide whether you will join Mackenzie or not. Your teacher will tell you what group to work with.

Either select one of the decision-making models used in this textbook or design your own model. Use that model to decide as a group whether you will join with Mackenzie. Be prepared to share your decision-making process and your decision with the rest of the class.

Armed Rebellion in Upper Canada

Mackenzie decided to take advantage of the political unrest. He began to ride about the countryside north of Toronto, stirring up people against the government. Those who became most rebellious were called Radicals. They wanted Upper Canada to have a government like the Americans had in the United States.

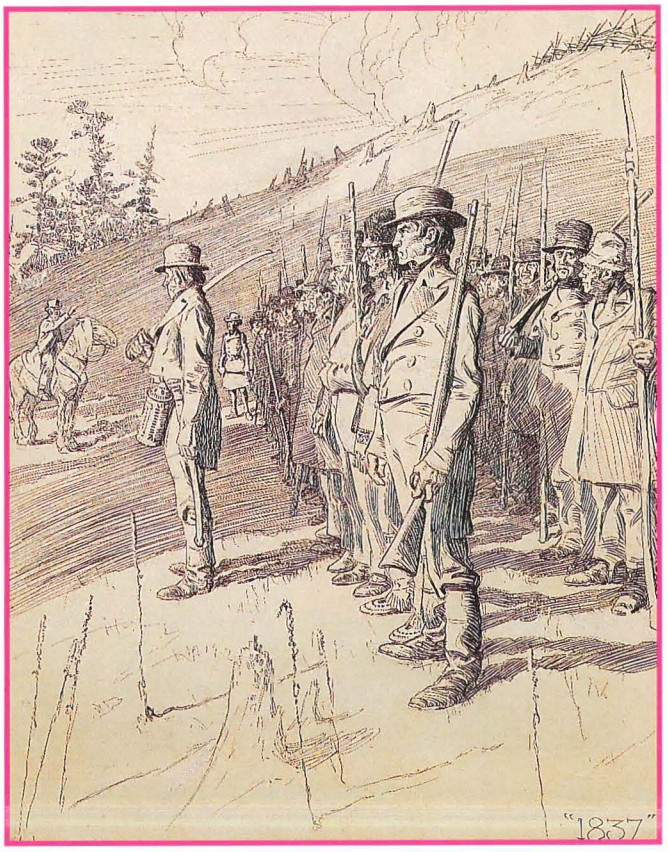
On October 9, 1837, news came that Papineau's Patriotes in Lower Canada were ready to spring into armed action. British troops had left Toronto to defend the government of Lower Canada and thousands of weapons were left unguarded in Toronto. Mackenzie decided the time was ripe for armed rebellion. He suggested to his rebel followers that they seize the weapons; capture Sir Francis Bond Head, the lieutenant-governor of Upper Canada; and proclaim a new government. His followers were not yet ready for armed rebellion. They sent Mackenzie north of the city to collect names of people in favour of the proposed new government, but he was not to speak of armed rebellion. Mackenzie collected 4000 names on his petition.

On December 5, Mackenzie, wrapped in several overcoats to keep out bullets, led a group of about 800 men down Yonge Street into Toronto. A few of the men had guns. Others carried pitchforks, clubs, and even carving knives strapped to poles. They were fired on by a small band of defenders, who turned and ran as soon as they fired. In response to the attack, the leading rebel riflemen threw themselves down and returned fire. In the confusion, those behind thought the riflemen had been killed. They turned and fled back the way they had come.

On December 6, with cannon and rifles, 600 of the colony's militia marched up Yonge Street. Before long the rebels were running for their lives. Mackenzie stayed until the bitter end and then, in spite of the fact that Sir Francis Bond Head had offered a $5000 reward for his capture, was able to escape to the United States. There, he tried to raise an army to liberate Upper Canada by offering 120 hectares of free land to anyone who would join him. He was arrested for breaking the legal neutrality between the Province of Canada and the United States and was imprisoned for 11 months.

Two other rebels, Samuel Lount and Peter Matthews, were hanged on April 12, 1838, for the crime of **treason.**

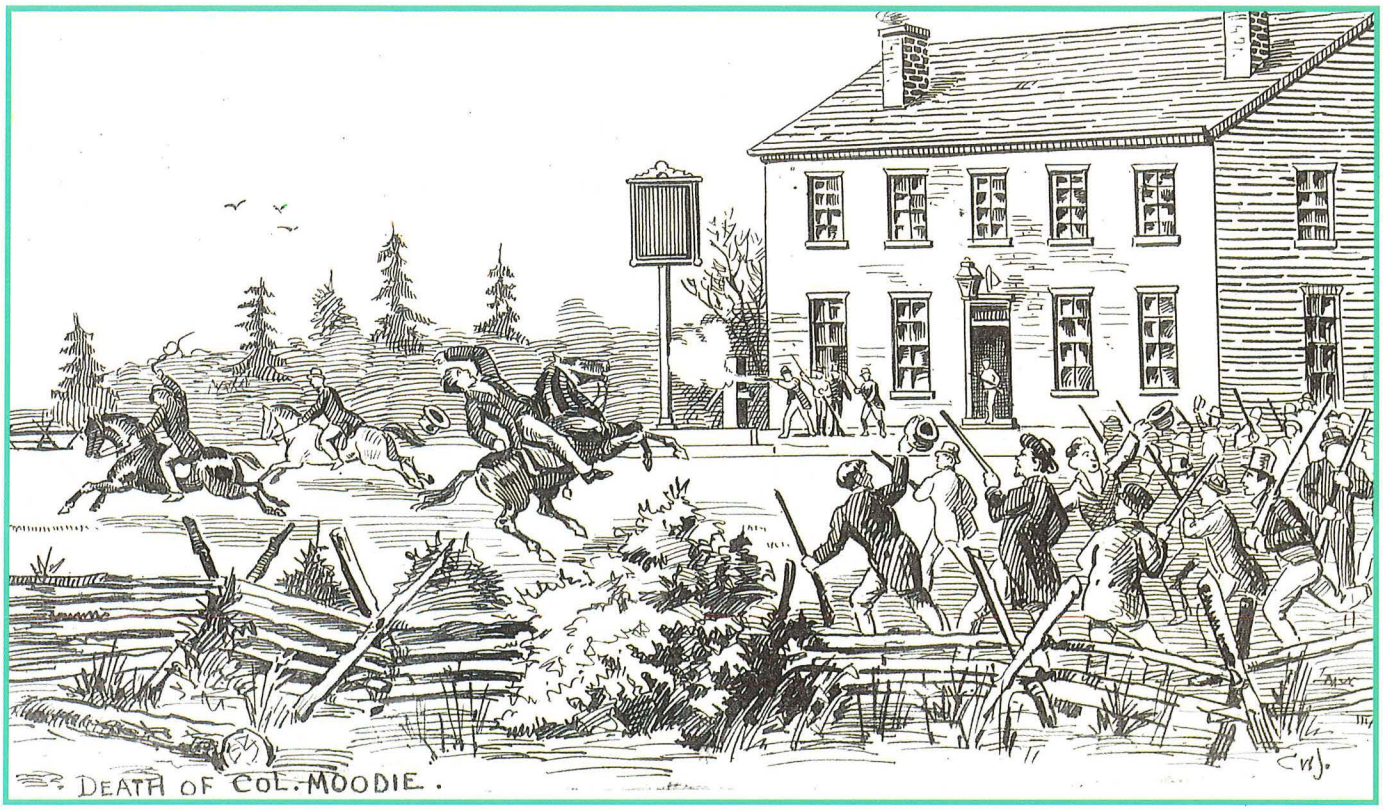
Mackenzie returned to Canada in 1849. He began another newspaper and was elected to the Legislative Assembly, but he never regained his earlier influence.



T-1316 #1, Art Gallery of Ontario, Toronto

During the Rebellion of 1837, radicals were eager to take up arms with Mackenzie.

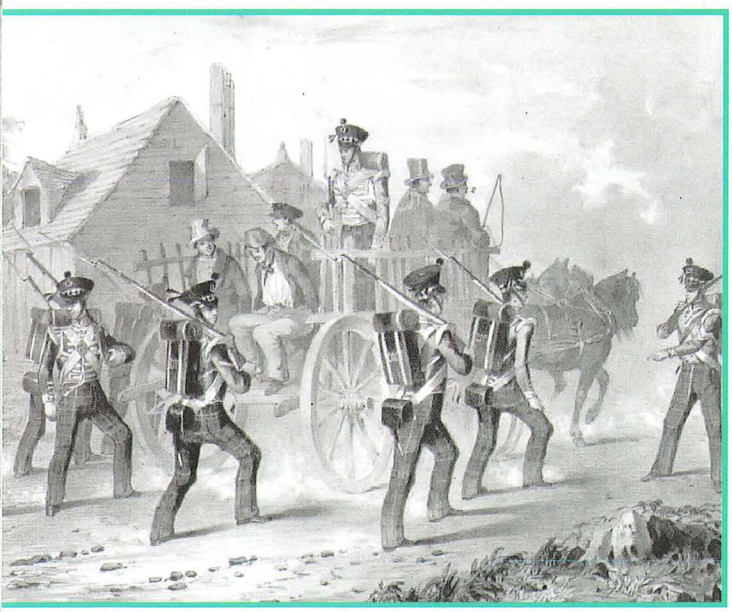
Treason—the crime of betraying one's country



The Rebellion of 1837 was violent.

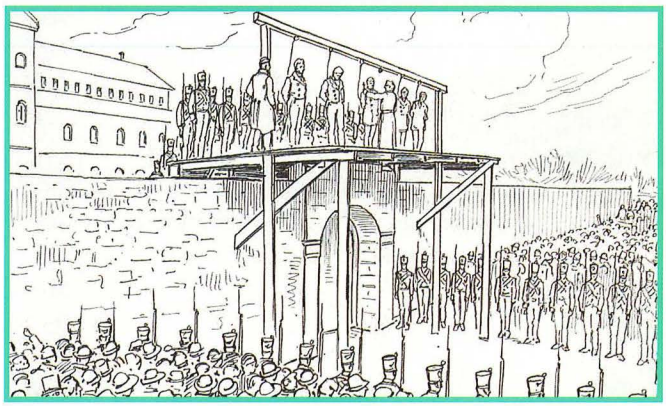
Aftermath of the Rebellions

Lower Canada ended up, at least temporarily, worse off than before the rebellion. The colony's Legislative Assembly was suspended until 1841, and the governor and a Special Council ruled. In Upper Canada, people were afraid to speak out because even moderate reformers were branded as rebels.



C-3653, National Archives of Canada, Ottawa.

Soldiers captured rebels who spoke out against the government.



C-13493, National Archives of Canada, Ottawa.

Twelve Patriotes were executed after the rebellions of 1837 and 1838.

The British response to the rebellions was one of shock. The prime minister decided to send John George Lambton (Lord Durham) as governor general. He was told to investigate the causes of the rebellions and to suggest solutions to the problems. You will read about Lord Durham's suggestions and the British response in the next chapter.

Exploring Further

1. Lord Durham was sent by the British to investigate the rebellions in Upper and Lower Canada. Imagine you are Durham. What would you report to the British government about the causes and possible solutions for the rebellions?

Review

Summarizing the Chapter

- Upper and Lower Canada underwent three major changes between the end of the War of 1812 and the Rebellions of 1837. These were a population explosion due mainly to a high birth rate in Lower Canada and immigration to Upper Canada, the development of a successful timber industry, and the end of competition in the fur trade through the union of the Hudson's Bay Company and the North West Company. The latter change affected only Lower Canada.
- The system of government during this period remained as it had been established by the Constitutional Act of 1791. Laws passed by the elected Legislative Assembly could be vetoed by the appointed Legislative Council, the Executive Council, or by the governor.
- A small group of powerful people held much of the power in each colony. In Lower Canada this group was known as the Château Clique; in Upper Canada, the Family Compact. A reform movement developed in the Legislative Assembly of each colony led by Louis-Joseph Papineau in Lower Canada and William Lyon Mackenzie in Upper Canada. The Patriotes in Lower Canada and the radical Reformers in Upper Canada demanded that Executive Council and Legislative Council members as well as members of the Legislative Assembly be elected rather than appointed. They thought the people should have more say in how the colonies were run.
- By 1837, there were brief armed rebellions. The rebellions were quickly put down. The rebel leaders fled to the United States.
- The British response was to send Lord Durham to the Canadas as governor, with orders to study the situation and make recommendations.

Checking Predictions

1. At the beginning of this chapter you made some predictions based on the Overview and what you already knew. Now, use what you learned from reading the chapter to fill in the third column of the chart that you began earlier.
2. Refer to the "Questions to Talk About" on page 134. Discuss the questions based on what you have learned about the government in Upper and Lower Canada.

Working with Information

1. Here are some main ideas from this chapter. Use one of the following approaches to make a permanent set of notes: mind map, web, paragraph, or outline to show the relationship among these main ideas.
   - increased population and settlement in Upper Canada
   - timber trade
   - the end of competition in the fur trade
   - French-English conflict
   - rebellion in Lower and Upper Canada
   - rural and urban life
2. Review all of the different examples of conflict found in this chapter. Work with a partner to draw a mind map that organizes all of these examples on one sheet of paper. Show how this conflict affected the ordinary people's attempts to have more say in governmental decisions. Use simple line drawings and at least three colours. A sample mind map is shown on page 16.
3. Using either the government of Upper Canada or Lower Canada as your reference point, answer these three questions: Who participates in the government? Who has the power to make decisions? Does majority rule exist?

Building Thinking Strategies

Evaluating Information

This excerpt is from William Lyon Mackenzie's newspaper, *The Constitution.* It was written on July 12, 1837, and criticizes the Executive Council (the Family Compact).

Ye false Canadians! Tories! Pensioners! Placemen! Profligates! Orangemen! Churchmen! Spies! Informers! Brokers! Gamblers! Parasites and knaves of every cast and description, allow me to congratulate you! Never was a vagabond race more prosperous. Never did successful villainy rejoice in brighter visions of the future than ye may indulge. Ye may plunder and rob with impunity—your feet [are] on the people's necks, they are transformed into tame, crouching slaves, ready to be trampled on. . .

1. What is Mackenzie's message?
2. What colourful words and phrases does Mackenzie use to make his point? What other devices does he use?
3. Do you think that Mackenzie is successful in getting his point across?
4. Rewrite Mackenzie's message using today's language.

Looking at a Situation from Another Point of View

1. How do you think the Native peoples felt when the settlers moved into and settled on their traditional lands? What problems do you think developed?

Conceptualizing

1. Settlement is a major concept in this textbook. Review the steps on concept formation as found on page 39. Make a bulletin board display of your triad's idea of settlement. Use the Great Migration as your example.

Communicating Ideas

Writing

1. Read about the experiences of the men and the women who worked in the timber industry. Put yourself in the role of a worker in Lower Canada. Write three journal entries: the day you made the decision to take your job after considering its merits over working on a farm; a day during your winter in the woods; and a day during the raft journey downstream.
2. Write a character description of a wife or mother of a Château Clique or Family Compact member. Include how she dressed and lived, and what she believed.
3. Which person in this chapter would you have liked to have met? Tell why.
4. What role did the ordinary people have in the government of Lower and Upper Canada before the rebellions?
5. Do research in your school library to find out what part Baldwin and Ryerson played in the rebellion. Write a biography for each.

Speaking

1. You are a newspaper reporter interviewing immigrants as they step off their ship in Montreal. Ask them about their reasons for leaving their homeland, their experiences during their journey, and their expectations for life in Canada.

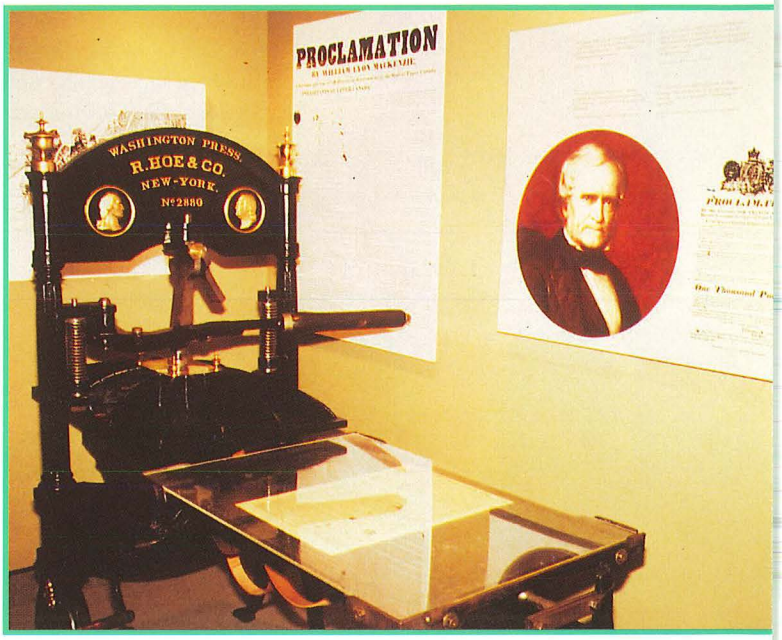
Listening

1. Conduct a campaign for election to the Upper or Lower Canada Legislative Assembly. Create campaign posters and write a major campaign speech. Deliver your speech to a group of other students. Remember that politicians often use very forceful language while seeking election.

Creating

1. Create a newspaper issue in Upper Canada or Lower Canada devoted to the 1837 Rebellion. Include:
   a) articles describing events of the rebellion
   b) columns analyzing causes and effects
   c) columns speculating on what Lord Durham's recommendations might be
   d) "Letters to the Editor" and
   e) an editorial.
2. Create a collage that visually describes the Family Compact and the Château Clique.

Canada Revisited



William Lyon Mackenzie's printing press in a reconstructed print shop in Mackenzie House, Toronto.