

HSG-4102-2

History of Québec and Canada: 1760-1840

History of Québec and Canada



HSG-4102-2**History of Québec and Canada: 1760-1840****INTRODUCTION**

The *History of Québec and Canada: 1760 -1840* course contains two objects of study: the historical periods defined by key events in the history of Québec and Canada, and social phenomena related to human action in a given socio-historical context, chosen based on the association of the phenomena with major changes.

By the end of the course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada from 1760 to 1840.

The aim of the *History of Québec and Canada: 1760-1840* course is to develop the two subject-specific competencies of the *History of Québec and Canada* program:

1. *Characterizes a period in the history of Québec and Canada*
2. *Interprets a social phenomenon*

SUBJECT-SPECIFIC COMPETENCIES

The following table lists, for each competency, the key features studied in this course. The manifestations of the key features are presented in Chapter 3.

Table 6 – Key Features of Subject-Specific Competencies

Competency 1 Characterizes a period in the history of Québec and Canada	Competency 2 Interprets a social phenomenon
<ul style="list-style-type: none"> ▪ Establishes historical facts ▪ Establishes a chronology ▪ Considers geographical features 	<ul style="list-style-type: none"> ▪ Defines the object of interpretation ▪ Analyzes a social phenomenon ▪ Ensures the validity of his/her interpretation

HISTORICAL METHOD

In the history program, adult learners use the historical method when analyzing social phenomena.

The historical method used in interpreting social phenomena involves the following: identification of the problem, development of a tentative explanation (hypothesis), collection of data, analysis of data, interpretation and validation.

CROSS-CURRICULAR COMPETENCIES

Cross-curricular competencies transcend subject-specific competencies, and some play an essential role in the development of skills employed in the study of history. These include:

- Uses information
- Solves problems
- Exercises critical judgment
- Adopts effective work methods

SUBJECT-SPECIFIC CONTENT

The subject-specific content of the *History of Québec and Canada: 1760-1840* course focuses on the following periods and social phenomena:

1. 1760-1791 *The Conquest and the change of empire*
2. 1791-1840 *The demands and struggles of nationhood*

A. Knowledge

The *knowledge to be acquired* represents the body of knowledge that adult learners are expected to acquire through the characterization of a period in the history of Québec and Canada and the interpretation of a social phenomenon. This knowledge is not specific to either of the competencies and may therefore be used for the purposes of both characterization and interpretation. Table 7 presents the compulsory elements of the subject-specific content.

Table 7 – Compulsory Elements of the Subject-Specific Content for HSG-4102-2

		Compulsory Elements	
Objects of Study	1760-1791	1791-1840	
		The Conquest and the change of empire	The demands and struggles of nationhood
Common Concepts	<ul style="list-style-type: none"> – Culture – Economy – Power – Society – Territory 		
Specific Concepts	<ul style="list-style-type: none"> – Allegiance – Assimilation – Constitution 	<ul style="list-style-type: none"> – Bourgeoisie – Nationalism – Parliamentary government 	
Historical Knowledge	<ul style="list-style-type: none"> – Military regime – Royal Proclamation – Status of Indians – Instructions to Governor Murray – Protest movements – <i>Quebec Act</i> – American invasion – Loyalists – Colonial economy – Sociodemographic situation – Catholic Church – Anglican Church 	<ul style="list-style-type: none"> – <i>Constitutional Act</i> – Parliamentary debates – Nationalisms – Liberal and republican ideas – Population – Rebellions of 1837-1838 – Capital and infrastructure – Agriculture – Fur trade – Timber trade – Migratory movements – British-American War of 1812 – Anglican Church – Durham Report 	

Period

1760-1791

Social phenomenon

The Conquest and the change of empire

The British army officially captured the city of Québec five days after the battle of the Plains of Abraham in 1759. Montréal, where French troops had fallen back, capitulated the following year in the face of the enemy's significant military deployment. The British controlled much of the territory of New France, which had been devastated by several years of war, leaving the population exhausted. Although the war between the mother countries continued on other fronts, a transformation got under way in the colony with the establishment of the military regime.

In keeping with the terms of the treaties of capitulation of 1759 and 1760, the social and administrative structures developed under French control were not systematically suppressed. The new administrators nonetheless adopted a set of measures to ensure the functioning of the colony. The fate of the population awaited the conclusion of the Seven Years' War. It was sealed in 1763 by the Treaty of Paris and the Royal Proclamation, which gave the new British colony its first constitution. The territory of the Province of Quebec, limited to the St. Lawrence Valley, was now a possession of the British Crown. The Royal Proclamation quelled a revolt by certain Indigenous nations, who were granted a vast territory to the west and north of the British colonies. In 1764, civilian government replaced the military administration, and provision was made for the application of English civil and criminal law.

The intentions of the British authorities were clear. The gradual assimilation of the new subjects into British culture was the desired goal. However, the first governors were conciliatory toward the predominantly rural *Canadiens*, who formed the vast majority of the colonial population. The French and Catholic character of the colony, which the British merchants deplored, underlay the concessions granted by James Murray and his successor, Guy Carleton. While disputes between Great Britain and the Thirteen Colonies multiplied, the British maintained relative peace in the Province of Quebec by ratifying the *Quebec Act* in 1774, and by fending off the American invasion.

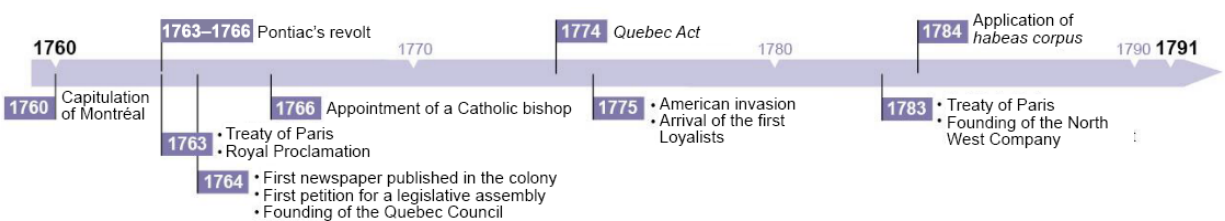
In the Province of Quebec, which had been deserted by certain members of the political and economic elite of the former French colony after the capitulation of Montréal, the top administrative positions were now mainly in British hands. Scottish merchants dominated the colonial economy, whose focal point continued to be the fur trade. New capital promoted economic recovery, to which the *Canadiens* and Indigenous peoples contributed in various ways. The colony's management was the responsibility of the governor and advisors loyal to the British Crown; *Canadiens* who wished to hold administrative positions had to swear allegiance to the latter. The practice of the Catholic religion remained dominant despite the royal instructions advocating the establishment of the Anglican Church. The handful of Catholic schools coexisted with an increasing number of Protestant schools.

The clergy and the *Canadien* seigneurs acquiesced to the policies of the first governors and later to those of the Crown, while the new *Canadien* professional bourgeoisie and some British merchants expressed dissatisfaction with the governance of the colony. The Loyalists, who arrived in the province

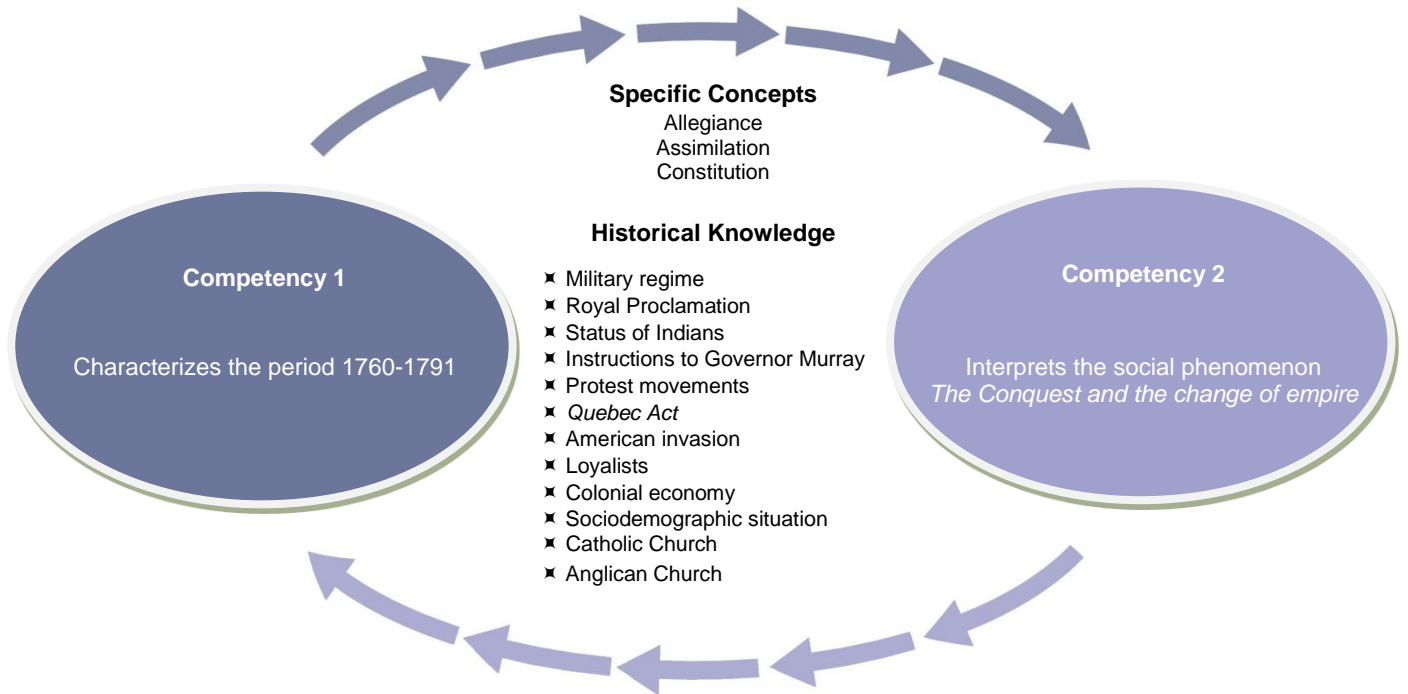
after the American Declaration of Independence, added their support to grievances about constitutional problems. The political and demographic circumstances, the demands expressed by a number of influential members of the colony and the many petitions sent to London contributed to the adoption of the *Constitutional Act*, which divided the Province of Quebec into two parts, and to the granting of a legislative assembly.

To characterize the period 1760-1791, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were during the time when the colony was called the Province of Quebec, before the passing of the *Constitutional Act*, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The Conquest and the change of empire*. The interpretation process involves explaining how the change of empire affected colonial society. The social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables adult learners to ensure the validity of their interpretation.



Period 1760-1791	Social phenomenon The Conquest and the change of empire
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Knowledge to be Acquired

Period	Social phenomenon
1760-1791	The Conquest and the change of empire

Military regime
a. Socio-political context
b. Capitulation of Montréal
c. Emigration of <i>Canadiens</i>
d. Reconstruction of the colony
e. Military administration of the colony
f. Conditions imposed on the <i>Canadiens</i>
Royal Proclamation
a. Treaty of Paris (1763)
b. Political, legal and administrative structures
c. Territory of the Province of Quebec
d. Territorial rights of Indians
e. Other British colonies in North America
Status of Indians
a. Pontiac's revolt
b. Indian Department
c. First Nations' demands
Instructions to Governor Murray
a. Establishment of civil government
b. Assimilation of the <i>Canadiens</i>
c. <i>Test Act</i>
d. Concessions made to the <i>Canadiens</i>
Protest movements
a. Interest groups
b. Purposes of the petitions

Quebec Act
a. Religion and civil rights
b. Executive, legislative and judicial powers
c. Role of the governor
d. Reactions of various groups
e. Territory of the Province of Quebec
American invasion
a. Intolerable Acts (Coercive Acts)
b. Letters to the <i>Canadiens</i>
c. Occupation of Montréal and siege of Québec
d. Declaration of Independence of the United States
e. Territory of the Province of Quebec and the United States after the Treaty of Paris (1783)
f. Migration of Indigenous populations
Loyalists
a. Living conditions of the migrants
b. Loyalist settlements
Colonial economy
a. British economic policy
b. Control by British merchants
c. Fur trade
d. Agricultural production
e. Fisheries
Sociodemographic situation
a. British immigration
b. Acadian refugees
c. Composition of the population
d. Use of the French language
e. Natural growth of the <i>Canadiens</i>
f. <i>Canadien</i> professional bourgeoisie
Catholic Church
a. Clergy
b. Religious orders
c. Schools
d. Hospitals

Anglican Church
a. Places of worship
b. Schools

Period

1791-1840

Social phenomenon

The demands and struggles of nationhood

The number of appeals sent from the Province of Quebec to Great Britain concerning the colony's socio-political situation multiplied during the 1780s, partly in connection with the arrival of the Loyalists. Among the sometimes contradictory demands, the demand for a legislative assembly rallied more and more supporters among French- and English-speaking members of the colony. London amended the colony's constitution in 1791 by adopting the *Constitutional Act*, which instituted representative parliamentary government, granting the right to vote to men and also to women, under certain conditions. The Act established Lower Canada and Upper Canada, incorporated a legislative assembly for each of the two colonies into the existing political structure, and safeguarded the principal gains of the *Quebec Act*.

The *Constitutional Act* led to the territorial, legal, ethnic and linguistic division of the colony. English speakers, who formed a large majority west of the Ottawa River, were in the minority in Lower Canada, and were mainly concentrated in the cities of Montréal and Québec and the town of William Henry (Sorel). In the 19th century, linguistic duality became more pronounced. The press disseminated the often conflicting views of the *Canadien* professional bourgeoisie and the English-speaking merchant bourgeoisie. Political dissension prompted the rise of *Canadien* nationalism, which was amplified by prevailing socio-economic conditions.

The population of Lower Canada grew owing to the high birth rate of the *Canadiens* and to immigration, which came mainly from the British Isles (often Ireland) and generally took place under difficult conditions. Many newcomers settled in the cities, where they sought employment as unskilled workers in emerging industries stimulated by the availability of capital. The local economy, in which francophones were the main source of labour power, was essentially agricultural. New lands, of which one seventh were reserved for the Anglican Church, were granted according to the now preferred townships system. Great Britain's demand for Canadian wheat burgeoned. At the turn of the 19th century, production was rising. Until the agricultural crisis of the 1830s, and despite the disparities, farmers' living conditions improved. Outside the growing season, while the women tended to family life and looked after the farm, increasing numbers of men worked in the timber trade. The growth of the latter in the context of Napoleon's continental blockade reinforced the gradual integration of the colonial economy into the British economy. Along with cod, furs were still one of the main products traded. Nevertheless, the fur trade slowly declined and so too did the involvement of the Indigenous peoples in economic activities.

The first election campaign in Lower Canada got under way in the spring of 1792. The Legislative Assembly became the theatre of the first debates between members whose interests led them to support the *Parti canadien*, which was in the majority, and the members linked to the British merchant class. In addition to language and economic issues, the weakness of the Assembly's powers and the ineffective exercise of democracy fuelled tensions, which were running high under the administration of Governor James Craig. At that time, the governor held enormous authority and the councils were

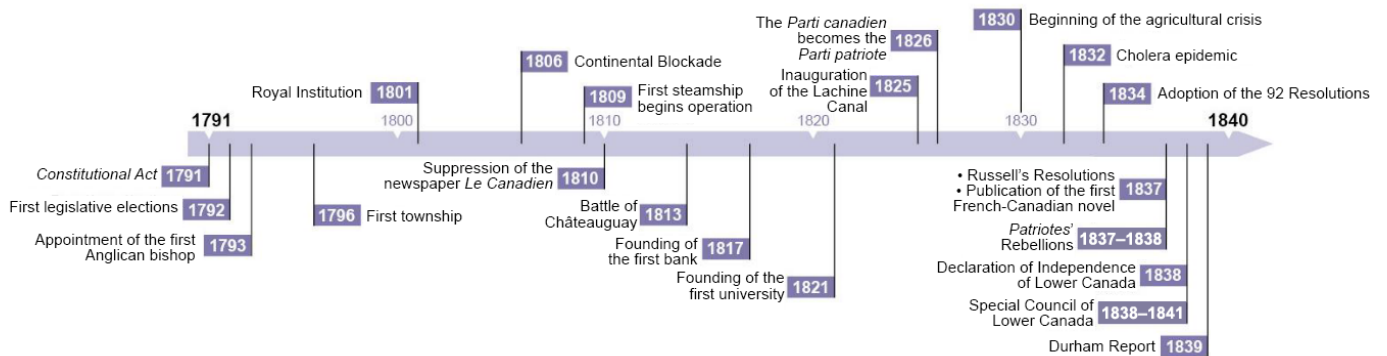
appointed rather than elected. The Assembly demanded control over the colonial government's actions.

Inspired by the national and liberal movements then active in Europe and the decolonization movement in Latin America, the parliamentary majority stepped up pressure on the mother country. In 1826, the *Parti canadien*, led by Louis-Joseph Papineau, became the *Parti patriote*. It both benefited from and contributed to the rise of *Canadien* nationalism. Following the adoption of the Russell Resolutions, which constituted Britain's response to the 92 Resolutions adopted by the representatives of Lower Canada, popular assemblies were held. Rallying calls were issued and boycotts were organized. As during the British-American War, the Catholic religious elites fell into line with the British authorities. Their position contrasted with that of the *Patriotes* and of certain parish priests. Conflicts between paramilitary organizations took place in Montréal. Arrest warrants were issued, and the *Patriote* leaders were arrested or chose to go into exile when armed revolt broke out. The victory of the *Patriotes* at Saint-Denis was not an indication of the outcome, as defeats piled up in both Lower and Upper Canada. The rebellions of 1837 and 1838 were quelled. Of the hundreds of individuals apprehended, some were condemned to exile, while others were executed.

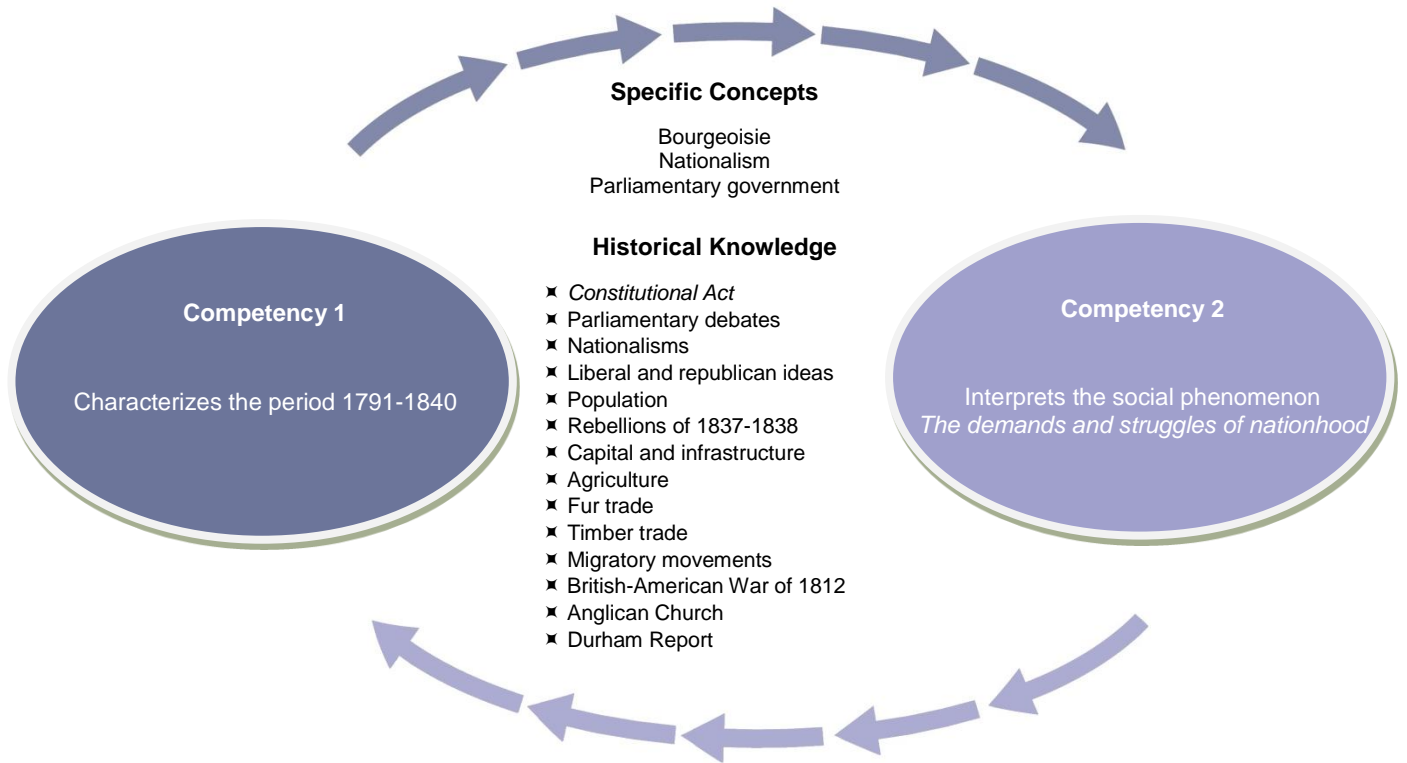
London sent Lord Durham to conduct an inquiry. He weighed the effects of the refusal to grant responsible government to the Legislative Assembly and the concentration of power in the hands of the Château Clique or the Family Compact. In addition, observing that a "racial crisis" divided the colony of Lower Canada, he recommended the union of the two Canadas, with the objective of assimilating the *Canadiens*.

To characterize the period 1791-1840, adult learners identify and interrelate the distinctive features that describe it. This entails establishing a coherent chronology of the period's events and using geographical features to facilitate an understanding of these events. The characterization process reveals the perspective and contribution of various actors who influenced the path taken by society. In order to describe how things were in Lower Canada before the passing of the *Act of Union*, adult learners make connections among various sources of information relating to the different aspects of society.

The object of interpretation is *The demands and struggles of nationhood*. The interpretation process involves explaining the rise of nationalism in a colony seeking political autonomy. The social phenomenon evokes change and transformation, highlights the interaction of the various aspects of society and favours the establishment of connections between political history and social history. Using a method of critical analysis helps adult learners to analyze the changes and continuities and the causes and consequences that explain the phenomenon. The study of this social phenomenon leads to the discovery of multiple perspectives, which enables adult learners to ensure the validity of their interpretation.



Period 1791-1840	Social phenomenon The demands and struggles of nationhood
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Knowledge to be Acquired

Period	Social phenomenon
1791-1840	The demands and struggles of nationhood

Constitutional Act
a. Legislative Assembly and Legislative Council
b. Governor and Executive Council
c. Right to vote and eligibility of men and women
d. Territories of Lower Canada and Upper Canada
Parliamentary debates
a. Authority of the governor
b. Subjects debated in the Legislative Assembly
c. Political parties
Nationalisms
a. Linguistic duality
b. British nationalism
c. <i>Canadien</i> nationalism
Liberal and republican ideas
a. National liberation movements in the Western world
b. Political liberalism
c. Republicanism
d. Newspapers
Population
a. Composition of the population in Lower Canada and Upper Canada
b. Population growth in Lower Canada and Upper Canada
c. Social groups
d. Indian agents
e. Abolition of slavery

Rebellions of 1837-1838
a. The 92 Resolutions
b. The Russell Resolutions
c. Popular assemblies
d. The colonial state's repressive measures
e. Upper and lower Catholic clergy
f. Armed conflict
g. Declaration of Independence of Lower Canada
h. Suspension of the constitution
i. Rebellions in Upper Canada
Capital and infrastructure
a. Founding of banks
b. Construction of roads and bridges
c. Construction of canals
d. Construction of railways
Agriculture
a. Organization of the territory
b. Corn Laws
c. Intensive wheat farming
d. Crisis of the 1830s
Fur trade
a. Expansion of fur territories
b. Fur market
c. Merger of companies
Timber trade
a. Preferential tariffs
b. Continental Blockade
c. Wood processing
d. Shipbuilding
e. Trades
f. Timberland

Migratory movements
a. Social and economic conditions in Great Britain
b. Epidemics and quarantine
c. Places of settlement of immigrants
d. Emigration to the United States
e. Migration to cities
f. Regions of colonization
British-American War of 1812
a. Alliance with First Nations
b. Catholic Church
c. Participation of the <i>Canadiens</i>
Anglican Church
a. Diocese of Québec
b. Bishop's participation in the Councils
c. Clergy Reserves
d. Free public schools
Durham Report
a. Exercise of power
b. "Racial crisis"
c. Union of the two Canadas
d. Assimilation of the <i>Canadiens</i>
e. Responsible government

B. Techniques

The study of the periods and social phenomena in the *History of Québec and Canada: 1760-1840* course requires adult learners to use different techniques.

These techniques, presented in Appendix 2, are as follows:

- using and creating representations of time
- using and creating historical maps

BROAD AREAS OF LEARNING

Each of the five broad areas of learning, especially *Media Literacy*, addresses contemporary issues that raise a variety of questions, which may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Media Literacy* is to encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights. The various elements of the sample learning situation presented in the next section target this educational aim.

EXAMPLE OF ELEMENTS OF A LEARNING SITUATION

Learning situations place adult learners at the heart of the action. To enable adult learners to develop competencies, construct and effectively apply knowledge and utilize multiple, varied resources, a learning situation must be meaningful, open and complex; it must involve different steps and a variety of tasks, as reflected in the following example, *Toward Responsible Government*. To enable adult learners to carry out the different tasks, this example should be accompanied by a document file that includes texts, timelines, graphs, caricatures, etc.

PREPARATION	Toward Responsible Government	
	Context	
	<p>A representative parliamentary system was established in the colony in 1791 when London adopted a new constitution, the <i>Constitutional Act</i>. Ever since the Conquest, various pressure groups in the new British colony had been demanding this form of parliamentary government.</p> <p>It was in this context that <i>Canadien</i> nationalism, under the leadership of such figures as Louis-Joseph Papineau, would develop and the rebellions of 1837 and 1838 would be quelled.</p>	
	Pedagogical Aim	To enable adult learners to characterize the period 1791-1840 and explain the rise of nationalism in a colony seeking political autonomy.
	Broad Area of Learning	Media Literacy
	Educational Aim	To encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.
Cross-Curricular Competency	Exercises critical judgment	
Subject-Specific Competencies – Evaluation Criteria	<p>Characterizes a period in the history of Québec and Canada</p> <ul style="list-style-type: none"> – Coherent representation of a period in the history of Québec and Canada <p>Interprets a social phenomenon using the historical method</p> <ul style="list-style-type: none"> – Rigour of the interpretation 	

Sample Question

Subject-specific competency: *Characterizes a period in the history of Québec and Canada*

Evaluation criterion: Coherent representation of a period in the history of Québec and Canada

To characterize the period 1791-1840 in the history of Québec and Canada, and to identify the historical facts, actions and events that marked it, adult learners must perform a variety of tasks to determine the distinctive features of the period within a given territory.

Describe distinctive features of the historical period 1791-1840 from a cultural, social, political, economic and territorial perspective.

Adult learners may wish to use a variety of research and communication tools, such as:

- a map to:
 - identify the territory recognized by the *Constitutional Act* of 1791
 - indicate the European territory affected by Napoleon's continental blockade around 1811
- a timeline to:
 - set out a sequence of key political events (e.g. the Durham Report, first legislative elections, British-American War)
 - establish the chronology of economic events (e.g. the Corn Laws, the founding of the Bank of Montreal, the merger of the North West and Hudson Bay companies)
- information and communications technologies to:
 - describe the locations of rebellions (e.g. the *Patriote* battles in 1838)
 - create a timeline with a web application to situate the battles of 1837 and 1838

Adult learners may wish to examine a variety of sources, such as:

- written documents to:
 - describe social and economic conditions in Great Britain at the beginning of the 19th century
 - describe, with the help of period newspapers such as the *Quebec Mercury*, the *Montreal Gazette*, *Le Canadien* and *La Minerve*, some of the ideologies that influenced the 1791-1840 period (e.g. political liberalism and republicanism)
 - understand, by consulting bishops' pastoral letters, the Catholic Church's position on the rebellions of 1837 and 1838
- visual documents to:
 - illustrate clashes in the Legislative Assembly (e.g. linguistic duality) by means of posters, drawings, paintings or caricatures
 - illustrate events (e.g. the 1837 and 1838 rebellions) with art work of the time

ACHIEVEMENT	<p>Sample Question</p> <p>Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></p> <p>Evaluation criterion: Rigour of the interpretation</p> <p>In order to interpret the social phenomenon <i>The demands and struggles of nationhood</i>, adult learners must be able to analyze and explain the phenomenon by using the historical method in a variety of tasks. The explanation must take cultural, social, political, economic and territorial aspects into account, situating them geographically and within the proper timeframe.</p> <p><i>Explain how the demands and struggles of nationhood contributed to the colony's quest for political autonomy during the historical period 1791-1840.</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> ▪ to use diverse documents to: <ul style="list-style-type: none"> ○ determine consequences (e.g. those of Napoleon's blockade on the British colony) ○ explain cultural changes in Lower Canada (e.g. the importance attached to the nationalist newspapers of the day) ○ analyze social changes or continuities regarding immigration and population growth <p>Adult learners may use various research and communication tools, such as:</p> <ul style="list-style-type: none"> ▪ audiovisual documents to: <ul style="list-style-type: none"> ○ explain changes in Lower Canada (e.g. the link between the timber economy and land-use planning) ○ justify their explanation of the demands for nationhood in Lower Canada, the quest for political autonomy and the Durham Report
INTEGRATION	<p>Self-Assessment</p> <p>To develop content-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.</p> <p><i>What I learned, my difficulties, my solutions</i></p> <p>Adult learners may use various techniques and strategies to take stock of their knowledge, what they have learned and any difficulties they encountered. For example, they may:</p> <ul style="list-style-type: none"> ▪ use different learning strategies to: <ul style="list-style-type: none"> ○ illustrate, with the help of a graphic organizer, what they have learned or the difficulties they encountered with regard to the compulsory elements of the period 1791-1840 ○ create a relevant concept map to show connections between the demands and struggles of nationhood

END-OF-COURSE OUTCOMES

By the end of the *History of Québec and Canada: 1760-1840* course, adult learners will be able to characterize and interpret particular features of the history of Québec and Canada.

After studying the period 1760-1791 and the social phenomenon *The Conquest and the change of empire*, adult learners will be able to assess the consequences of the Conquest on the social and administrative structures of the French regime. In addition, they will be able to weigh the impact of the arrival of the Loyalists in the colony.

After studying the period 1791-1840 and the social phenomenon *The demands and struggles of nationhood*, adult learners will be able to recognize the effects of the rise of *Canadien* nationalism. They will also be able to determine how relations between Great Britain and its colony influenced the development of *Canadien* nationalism.

EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies with respect to the acquisition of history-related knowledge and its effective application, teachers base their judgment on three criteria.

The criterion *Appropriate use of knowledge* applies to both subject-specific competencies. The criterion *Coherent representation of a period in the history of Québec and Canada* is related to the development of the competency *Characterizes a period in the history of Québec and Canada*. The criterion *Rigour of interpretation* is related to the competency *Interprets a social phenomenon*.

The following table presents the connections between the competencies and the evaluation criteria.

Table 8 – Competencies and Evaluation Criteria

Competency	Evaluation criteria
Competency 1 Characterizes a period in the history of Québec and Canada	<ul style="list-style-type: none"> – Appropriate use of knowledge – Coherent representation of a period in the history of Québec and Canada
Competency 2 Interprets a social phenomenon	<ul style="list-style-type: none"> – Appropriate use of knowledge – Rigour of interpretation

**Éducation
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Québec 