

## **ACTIVITY FIVE: EARLY CANADIAN SETTLEMENT**

### **Objectives:**

- To be aware of how settlement influenced the development of early Canada
- To know settlement patterns of early Canada
- To realize what it meant to be a settler

### **Materials:**

- Text, pp. XXX
- Reading Two: Two Viewpoints of American Settlers

### **Procedures:**

1. Introduce settlement in early Canada by a class discussion of who came and why.
2. Discuss the seigniorial land system in New France. List on the blackboard the rights and obligations of the seigneur and the habitant. Discuss advantages and disadvantages of the system.
3. Compare the patterns of early Canadian and American settlement. Make a checklist showing the patterns of settlement, settlers' problems and beliefs influencing settlement.
4. Discuss possible rights and obligations for immigrants who come to Canada today. Make a list of rights and obligations for the government and for immigrants. Compare your list with the plan used in New France.
5. Have a class discussion of contemporary immigration issues in the United States and Canada. In groups, have students devise a plan similar to rights and obligations of the seigniorial system.
6. Students read, VIEW OF A LOYALIST SETTLER and A VIEW OF AN AMERICAN DRAFT RESISTER. Identify the situations of each of the settlers. Compare their reasons for settling in Canada. Discuss how the views are similar and different.

### **Notes for Teaching:**

This activity, which can take 2-3 periods, introduces the early settlement of Canada. Important questions are: who came; why did they come; and where did they settle? Stress harsh winter conditions and remoteness from Europe as factors making it difficult to attract early settlers to New France. Recruitment of French settlers was more closely controlled by the King of France than was the flow of people to the 13 British colonies by the English Crown.

A discussion of contemporary immigration issues allows students to make comparisons with the early French efforts to bring settlers. Possible government inducements might be jobs,

medical benefits, subsidized housing and free transportation to Canada. Obligations of an immigrant could be to accept the work assigned by the government (perhaps for a given time period) and pay income tax.

Discussion of the Loyalist and American draft resister views enables students to compare reasons for the immigration of two groups of Americans. Students could be asked to suggest reasons for the groups' coming and discuss conditions they faced. The point to be made is that both groups found it difficult to leave a country in which they had social roots. However, strongly held beliefs, loyalty to the Crown and opposition to war were reasons for coming to Canada.

## **READING TWO: VIEWPOINTS OF AMERICAN SETTLERS**

### **View of a Loyalist Settler:**

#### **Reminiscence of Mrs. White of Whites Mills Near Cobourg, Upper Canada.**

My father and mother came from England, settled in the United States, in St. Lawrence upon a farm which they purchased there, planted some trees and were begin(n)ing to prosper, when the Revolutionary War broke out in 1774. Hearing that sugar was made from trees in Canada, and being thorough Loyalists, and not wishing to be mixed up with the contest about to be carried on, we packed up our effects and came over to Canada . . .

We never thought of these privations but were always happy and cheerful, no unsettled minds, no political strife, about Church government or squabbling Municipal Councils. We left everything to our faithful Governor. I have often heard my father and mother say, that they had no cause of complaint in any shape, and were always thankful to the government for their kind assistance in the hour of need. Of an evening, my father would make shoes of deer skins for the children and mother home spun dresses.

**From: Ontario Historical Society, vol. v, Toronto, 1906, p. 153-157.**

### **View of an American Draft Resister:**

#### **By Lewis Harris**

Robert Ricketts was born an American citizen and expects to die as one. But he may never see his own country again.

Mr. Ricketts, 32, deserted the United States Army in 1971 to protest his country's involvement in Vietnam. He arrived in Quebec with his wife in 1973, after spending two years in Europe.

Fluent in French, Mr. Ricketts says he has "close ties with the French Community . . . and I really like Quebec because it has one of the fastest rates of social change in North America. But I still use the United States as my frame of reference."

"The Americans who came to Canada because of the war in Vietnam mostly ended up going one of two different routes," said Mr. Ricketts, a student and part-time waiter in a downtown restaurant.

"They became completely integrated into Canada and took out Canadian citizenship or they adjusted to Canada but retained their American citizenship."

"I guess I fall into the second category. I have landed immigrant status but I don't plan on becoming a Canadian citizen."

**From: MONTREAL STAR, January 3,1977**