FIGURE 9-1 This painting presents settler Laura Secord giving information to British commander Lieutenant FitzGibbon about American plans for attack in 1813. Secord walked 30 kilometres to deliver her message. How do the details in the painting add to the tension of the moment?
It is early morning on June 23, 1813. Laura Secord quietly slips away from her home in Queenston. Her husband, badly wounded in the Battle of Queenston Heights the year before, must stay behind with their six children.

The night before, Secord had overheard the American soldiers staying in her home planning their next move—an attack on the British troops camped at Beaver Dams. She might be forced to give them food and lodging, but she will not let them overrun her colony! She has to warn the English troops. Secord isn’t sure where Lieutenant James FitzGibbon and his forces are exactly, but if she doesn’t find them the Americans will kill them all.

Secord cautiously stays in the dense forests and swamps. She walks for hours, alert to every sound around her. She hears noises! Americans? Canadian militia? No, a camp of First Nations allies of the British! Two warriors take Secord to FitzGibbon. Exhausted, she tells her story. FitzGibbon quickly gathers his men, and they prepare for battle.

Use these questions to set a purpose for reading each section.

- What was life like in Upper Canada before 1812?
- What factors contributed to the War of 1812?
- What were key events and people in the War of 1812?
- What were key outcomes of the War of 1812 for Canada?
What was life like in Upper Canada before 1812?

Set a Purpose
As you read, make note of the ways Upper Canada’s identity was based on British traditions.

Some people consider the War of 1812 an avoidable and useless conflict between neighbours, with lives lost but nothing gained on either side. Others consider it a sideshow, something overshadowed by more important wars being fought between Britain and Napoleon around the same time. The War of 1812 can also be considered a kind of civil war that, for the United States, became a second American Revolution, and, for Canadians, became a fight for survival.

To understand more about the significance of the War of 1812, we must first look at what life was like in the small colony of Upper Canada.

A Very British Colony
The Constitutional Act of 1791 had divided the former French colony of Québec into two new colonies, Upper Canada and Lower Canada. Britain now controlled colonies in the Maritimes, Upper and Lower Canada, and Rupert’s Land. There were also disputed lands to the west.

Compared with the United States, the colony of Upper Canada was small. Now the home of British loyalists who had fled the United States during the American Revolution, Upper Canada was also becoming a mirror of British society.

Governor John Graves Simcoe
Today it might seem odd that the British would try to recreate Britain in Canada. However, this replica of British society is exactly what the first British governor of Upper Canada, John Graves Simcoe, planned to deliver. An aristocrat, Simcoe believed that the upper class could (and should) provide government, military, and religious leadership to the lower classes. Neither Simcoe, nor anyone in London, believed that the general population of Upper Canada had the ability to govern itself.
Laws and Government

British influence was everywhere in Upper Canada. The Anglican Church (Church of England) had special privileges, just as it did in England. British common law was the law of the land, and was generally fair and well organized.

The British also controlled the colonial government. Democratic concepts were limited, because the British government hoped to avoid any revolutionary activities. The British government believed that the American colonies had been allowed to develop too much freedom prior to the American Revolution. The colonial assemblies in the Thirteen Colonies had encouraged grassroots democratic institutions such as town meetings, where all landowners could express their views. This was not going to happen in Upper Canada.

Under the Constitutional Act of 1791, an elected Legislative Assembly was created for Upper Canada, but it had very little actual power. This Assembly was counterbalanced by a Legislative Council, which was personally appointed by the Lieutenant Governor. The Lieutenant Governor also appointed an Executive Council, which was involved in the day-to-day running of the colony. Some local leaders were also required. This meant that a few people made decisions for the rest of the population of Upper Canada. This was very like the distribution of power in Britain.

Did You Know?

To the British government and to Simcoe, the idea of a society without an upper class ruling the lower classes was unacceptable. It would be too much like the republicanism of the United States.

FIGURE 9-2 John Graves Simcoe arrived in Upper Canada in 1792 and served as its Lieutenant Governor from the capital of York (now called Toronto). His wife, Elizabeth Simcoe, kept a diary and painted, creating a record of life in early Upper Canada.
The People of Upper Canada

The population of Upper Canada on the eve of the War of 1812 was fairly small, especially in comparison to that of the United States. By the early 1800s, residents of European origin in Upper Canada numbered around 77,000. The estimated number of settlers in all British colonies in North America at that time was around 425,000. In contrast, the American population was around 6 million.

Attracting Immigrants

When Simcoe arrived in Upper Canada, he wanted to both increase the settler population and establish an aristocracy. The problem was that emigration from Britain was very low during the late 18th and early 19th centuries, and wealthy newcomers were scarce. This was partially because of the wars with Napoleon. Despite Simcoe’s offer of land grants in 1792, few people could or would emigrate while these wars were under way. For the British aristocracy, Upper Canada simply seemed too wild and undeveloped. There was little interest in “roughing it in the bush.”

This meant that much of the pre-war immigration to Upper Canada was from the United States. By this time, there was little good land available in the settled parts of the eastern United States, especially in New England. One alternative was the Ohio Valley, but there were ongoing conflicts between First Nations and American settlers in that area. When Upper Canada offered land grants to prospective settlers, many Americans decided to move north. Requirements for the land grant, including an oath of allegiance to the British Crown and possible militia service, were seen by many as mere formalities.

American settlers in Upper Canada were generally very pleased with the abundance of land available in the British colony.

Did You Know?

North American population estimates during this period vary, and they often leave out Aboriginal populations.

**FIGURE 9-3** This painting shows Upper Canada in the early 19th century, after about 10 years of work to clear the land.

*Perhaps this is one of the finest countries in the world for a farmer that will be industrious...you would be astonished to see the people from all parts of the States, by land and water, 250 wagons at a time, with their families on the road, something like an army on the move; the goodness of the land is beyond all description...*

*Thomas Merritt, writing to his brother, 1800*
A Safe Haven

In 1793, Simcoe insisted that the legislature pass a law against slavery, which made Upper Canada the first British colony to do so. Upper Canada’s Abolition Act of 1793 did not end slavery entirely in the colony, but it was a significant beginning. There were about 300 slaves in the colony and several legislators were slave owners, so the law allowed some slave-holding to continue. It did free slaves over age 25, and made it illegal to bring slaves into the colony. Upper Canada became a destination for American slaves seeking freedom.

The Loyalists

To some extent, the British government laid the foundation for Upper Canada’s upper class in the way it treated Loyalists following the American Revolution. In 1783, all Loyalists in Upper Canada who had served as officers for Britain were offered half pay. Loyalists who had lost property during the American Revolution could also seek compensation in a one-time payment.

By 1800, the members of both councils in the colonial government came from powerful and wealthy Loyalist families. However, much to the surprise of British officials, including Simcoe, these Loyalists demanded certain things that seemed more American than British—such as the power to elect local officials. While Simcoe reluctantly allowed these elections, he denied the right to hold town meetings.

As well, both Loyalist settlers and more recent settlers from the United States continued to have strong American ties. They had family, friendship, and business connections with Americans—more so than with other British colonies.

Life in the British Colony

Simcoe’s land grants allowed 81 hectares to those who took an oath of allegiance and agreed to serve in the militia. The proclamation also listed other requirements:

That every petitioner for lands make it appear, that he or she is in a condition to cultivate and improve the same, and shall, besides taking the usual oaths, subscribe a declaration...: “I...do promise and declare that I will maintain and defend to the utmost of my power the authority of the king in his parliament as the supreme legislature of this Province.”
New settlers were supplied with tools, seeds, and other provisions. Within each township, one-seventh of the land was set aside for the Anglican Church, and one-seventh of the land was set aside for the Crown.

Life on the frontier in Upper Canada was very harsh. Settlers had to clear their land to make it suitable for farming, which meant cutting dense forests and removing the tree stumps by hand. This often took years to accomplish, and in the meantime, settlers had to survive somehow. People tended to have large families, with many children to feed. Even very young children helped on the farm.

Settler homes were small, and there was no running water or indoor toilet. Lighting came from candles made from animal fat, and people went to bed when night fell.

Homes were also very isolated. Roads were poor and the patchwork of lands set aside for the Crown and the church meant that there were often great distances between neighbours. The few doctors tended to live in towns, too far away to deal with emergencies.

**Religion and Education**

Just as in Britain, the government of Upper Canada favoured the Anglican Church. This had an impact on marriages and education. In 1793, Simcoe passed a law that allowed only Anglican ministers to legally perform marriages. The law soon had to be changed, though, because there were so few Anglican ministers. There was no public school system, so wealthy families hired Anglican tutors to teach their children. Anyone else who wanted their children to be educated had to do it themselves.

**Public Works**

Simcoe ordered three military highways to be built, but they were little more than cart paths. Any other roads were built by the settlers themselves. Settlers had the responsibility of clearing the road allowance in front of their land, but these “roads” were more like paths through the forest. The terrible state of roads in Upper Canada was the main reason early settlement took place close to the shores of Lakes Erie and Ontario. In general, travel by water was easier, safer, and faster.

In addition to those three military roads, few public works were undertaken. Government officials in Upper Canada, unlike the Loyalists, were seriously underpaid. In fact, the operating budget for the administration of Upper Canada was always less than what was needed to pay officials and build roads, bridges, and other public works. Officials compensated themselves by charging a variety of fees.
FIGURE 9-5 This map shows Upper Canada in 1800 with the military highways (the small orange lines running north of Lake Ontario and Lake Erie) added. Yonge Street was built to run north from York (now called Toronto) on Lake Ontario to Lake Simcoe. Danforth connected York and Kingston. Dundas connected York with London and Niagara. Dundas follows a traditional First Nations trail.

Thinking IT THROUGH

Summarize What’s Important

1. Design an advertisement that describes what life was like in the colony of Upper Canada. Include laws and government, who lives there, living conditions, religion, and education.

Analyze Critically

2. Create a visual diagram that shows how the government of Upper Canada was organized. Connect key ideas and positions with lines. On the appropriate lines write the terms “appointed” or “elected.” Include the Legislative Assembly, Executive Council, and Lieutenant Governor in your diagram. Who holds the power in Upper Canada? How democratic was the government of Upper Canada?

3. How was the British belief that the general population was unable to govern itself reflected in the way Upper Canada was governed in the years leading up to 1812?

Synthesize and Evaluate

4. Make a list of potential problems Governor Simcoe would face as a result of increased American settlement in Upper Canada. Why would Simcoe tolerate any American immigration to Upper Canada?

5. Perspectives Write a paragraph to answer the section question: What was life like in Upper Canada before 1812? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.
What factors contributed to the War of 1812?

The War of 1812 was fought primarily around the Great Lakes, but the factors leading to it were much broader in scope. Beyond North America, the British and French were still locked in a prolonged conflict. This had an impact on trade and shipping across the Atlantic. Within North America, American colonization pushing west into First Nations lands created its own conflict.

The Maritime Argument

On June 18, 1812, American President James Madison declared war on Britain, and thus also on its colonies. When Madison gave his government a list of reasons to declare war, most reasons related to the British navy. These maritime issues had been developing for a while.

The Sailor’s Life

In the conflict between the French and the British, Napoleon’s strength was on land and Britain’s was on the sea. To maintain the strength of the Royal Navy, Britain needed many ships. In 1812, the Royal Navy had over 500 active warships and 140,000 men serving aboard them.

For most sailors in the Royal Navy, the pay was poor, food was often disgusting, working conditions were extremely dangerous, and discipline was harsh. In contrast, merchant ships paid sailors four times what the Royal Navy did. There were never enough volunteers for the Royal Navy, so men were impressed into service. Not surprisingly, there were many deserters.

No man will be a sailor who has contrivance enough to get himself in jail; for being in a ship is being in a jail, with the chance of being drowned.

Samuel Johnson, English author, 1759

The United States had many merchant ships, and there was always a strong chance that British navy deserters were serving on them. Royal Navy ships often stopped American ships and seized members of the crew whether they were deserters or not. Understandably, this practice was on Madison’s list of complaints.
Trade Wars

Britain and France were both trying to restrict any trade with their enemy. Napoleon tried to cut off trade to Britain with the Continental System. In return, Britain tried to cut off trade to Napoleonic France. However, the French simply did not have the ships to enforce the Continental System.

In 1807, Britain issued Orders in Council that banned direct trade with Europe and authorized the Royal Navy to seize all ships attempting to defy its blockade. The Americans felt that they were not at war with anyone, and that it was the right of any independent nation to trade with whomever they wished. The United States protested against the ban, but the British refused to change it. During the next five years, Britain seized over 900 American ships and their cargoes.

Following the incident involving the *Chesapeake* and the *Leopard* (Figure 9-6), President Jefferson declared an embargo on trade with Britain. The embargo had little effect on the British, but it caused economic hardship for businesses in the United States, especially those in the northeast. Many people in New England objected, and the embargo was lifted in 1809.

*FIGURE 9-6* War nearly broke out between the United States and Britain in 1807. The captain of *HMS Leopard* suspected that the *USS Chesapeake* had four Royal Navy deserters onboard and demanded them back. When the captain of the *Chesapeake* refused, the *Leopard* opened fire. Three men were killed, and 18 were wounded. Crew from the *Leopard* boarded the *Chesapeake* and took the four deserters.

Did You Know?

In a ship’s name, USS stands for “United States Ship” and HMS stands for “Her [or His] Majesty’s Ship.”

**Did You Know?**

*emargo* an order prohibiting ships from entering or leaving a country’s ports; a suspension of trade, usually in anticipation of war
**Manifest Destiny**

After the United States won independence from Britain, Americans came to believe that the United States was destined to expand west across North America and govern the entire continent. This belief became known as manifest destiny.

The United States expanded American territory in 1803, when Napoleon and President Thomas Jefferson negotiated the Louisiana Purchase. This was still not enough. The problem for the Americans was that they were trying to expand into land where First Nations peoples were already living.

**The First Nations Perspective**

Many First Nations peoples had already been driven from their traditional territories by the expanding American population. Many had been promised that there would be no more expansion, but those promises had not been kept. As a result, First Nations peoples were less and less willing to grant lands to the Americans in return for more promises.

Americans in favour of expansionism had been fighting the First Nations south of the Great Lakes for decades, ever since the Treaty of Paris in 1783. As you read in Chapter 5, Britain and the United States had agreed to the treaty, but the First Nations had not been included in the negotiations.

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*FIGURE 9-7* Tenskwatawa claimed to have supernatural powers, which increased his prestige and following.

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...[T]he Indians [insisted that they] were a free People subject to no Power upon Earth, that they were faithful allies of the King of England, but not his Subjects—that [the British] had no right whatever to grant away to the United States of America, their Rights or Properties.

*British General Allan Maclean, 1783*

Two Shawnee brothers, Tenskwatawa and Tecumseh, led a resistance against American expansion. Tenskwatawa (who was known as the Prophet) was a visionary who saw a future country in which all First Nations people could live in harmony, untroubled by the encroachments of Europeans. Tecumseh was a skilled military leader and a great orator. He believed that firm action by a confederacy of many First Nations was the only way to stop the continued aggression of Americans on the frontier.
The British Perspective

The British also feared American expansion, and not just because it threatened the colonies of Upper or Lower Canada directly. It also threatened Rupert’s Land and the freedom that British fur traders enjoyed in the North-Western Territory.

First Nations peoples in the North-Western Territory—and in what was technically American territory to the south—had a long-lived trading relationship with British North America. In return for furs, the British provided the First Nations with supplies—food, clothing, cooking utensils, and guns and ammunition.

On several occasions, the Americans discovered that First Nations warriors were using rifles and ammunition that came from Britain. These discoveries convinced many Americans (especially those in Kentucky and Ohio) that the British were behind the First Nations resistance.
The War Hawks, Harrison, and Tecumseh

Different opinions and interests were emerging within the American Congress as politicians debated on how to deal with Britain and the need for expansion. One group of politicians advocated war with Britain. Called the War Hawks, members of this group were from areas settled since the end of the American Revolution—Kentucky, Tennessee, Ohio, and western territories such as Indiana and Michigan. The War Hawks were keen supporters of President Madison and they wanted expansion. They felt that Britain was damaging the American economy, and they also believed that Britain was encouraging First Nations attacks on American settlers.

The governor of Indiana Territory, William Henry Harrison, also advocated expansion. One of Harrison’s tasks was to make treaties with the First Nations peoples for land. In 1809, he negotiated the Treaty of Fort Wayne with First Nations living on the banks of the Wabash River. This treaty agreed to make annual payments of $500 to each First Nation in exchange for 3 million acres (1.2 million hectares) of land. To Harrison, this was a fantastic deal. To Tecumseh, it was a bad deal. He believed that the First Nations leaders who had agreed to it had betrayed their own people, and that Harrison was lying. Tecumseh believed that the United States only wanted land from First Nations and could not be trusted.

As governor, Harrison had many dealings with Tecumseh and Tenskwatawa. He both feared and respected Tecumseh. Harrison believed that as long as Tecumseh was around, he could not defeat the First Nations who were restricting the frontier.

The Battle of Tippecanoe

In the autumn of 1811, Tecumseh travelled south to convince other First Nations to join his confederacy. Harrison saw an opportunity, and on the night of November 7 he attacked Tenskwatawa’s village on the Tippecanoe River (near present-day Lafayette, Indiana). The village was destroyed, and Harrison claimed victory even though he had lost the most men.

The Battle of Tippecanoe had one important effect: it convinced Tecumseh that the only way he could ever achieve his dream of an independent territory for all First Nations was to move his forces north and seek a more formal alliance with the British in Upper Canada.
The Treaty of Fort Wayne

In the negotiations for the Treaty of Fort Wayne, several First Nations leaders demanded a price by land area. In response, Harrison said:

Other Civilized Nations considered the lands of the Indians as their own and appropriated them to their own use whenever they pleased. A treaty was considered by white people as a most solemn thing and those which were made by the United States with the Indian Tribes were considered as binding as those which were made with the most powerful Kings on the other side of the Big Water…

With respect to your selling the land by the acre it is entirely out of the question… This is the first request your new Father [President Madison] has ever made you. It will be the last. He wants no more of your land. Agree to the proposition which I now make you and send on some of your wise men to take him by the hand. He will set your Heart at ease. He will tell you that he will never make another proposition to you to sell your lands.

Governor William Harrison, 1809

Thinking IT THROUGH

1. What is Harrison’s message? How might First Nations respond to such a message?

2. What points does Tecumseh make in his response to Harrison?

3. Who makes a more convincing argument? Identify the words and phrases that you feel indicate each speaker’s attitudes and beliefs. Consider the words “father,” “brother,” and “fire.”

In 1810, Tecumseh addressed Harrison at a conference and referred to the Treaty of Fort Wayne and other negotiations:

The same promises were made to the Shawnee one time…at Fort Finney… Flags were given to my people and they were told they were now the children of the Americans…

Our beloved chief Moluntha stood with the American flag and that very peace treaty in his hand, but his head was chopped by an American officer, and that officer was never punished… Brother, after such bitter events, can you blame me for placing little confidence in the promises of Americans?… It is you, the Americans, by such bad deeds, who push [us] to do mischief. You do not want unity among the tribes, and you destroy it. You try to make differences between them. We, their leaders, wish them to unite and consider their land the common property of all, but you try to keep them from this. You separate the tribes and deal with them that way, one by one, and advise them not to come to this union. Your states have set an example of forming a union among all the Fires, why should you censure the Indians from following that example?… You are driving the red people this way! At last you will drive them into the Great Lake, where they can neither stand or walk… The only way to stop this evil is for all red men to unite in claiming an equal right in the land. That is how it was at first, and should be still, for the land was never divided, but was for the use of everyone… Sell a country! Why not sell the air, the clouds and the Great Sea, as well as the earth? Did not the Great Good Spirit make them all for the use of his children?

Tecumseh, 1810
Giving an Oral Presentation

The ability to speak well in public is an important life skill. Tecumseh’s skill as a public speaker was recognized by First Nations, American, and British audiences. One American described Tecumseh’s method this way:

...Tecumseh spoke, at first slowly and (in a low voice); but soon he grew impassioned, and the words fell in avalanches from his lips. His eyes burned with supernatural lustre, and his whole frame trembled with emotion: his voice resounded...now sinking in low and musical whispers, now rising to its highest key, hurling over his words like a succession of thunderbolts...I have heard many great orators, but I never saw one with the vocal powers of Tecumseh, or the same command of the muscles of his face. Had I been deaf, the play of his countenance would have told me what he said...His speech has been reported, but no one has done or can do it justice.

Modern public speaking is much different than it was in Tecumseh’s time, but we can still learn from his techniques to engage his audience and get his point across.

Prepare
Tecumseh gathered knowledge about his subject and his audience. He knew his subject deeply. By making a commitment to his topic, he was able to show why the topic would matter to his audience.

Rehearse
Tecumseh would vary his tone to hold the attention of his audience, speed up or slow down for effect, and pause when his audience needed time to take in what he had said. He would engage his audience by using body language, and by making eye contact.

Stage
Tecumseh paid attention to the whole performance of a speech. He often staged his presentations. For example, Tecumseh once arrived with 24 silent warriors, and then postponed his speech for a day.

Apply It
1. Your teacher will assign you a topic for an oral presentation. Make sure you know
   - your topic
   - your audience
   - your purpose
   - how long you will be speaking
   - where you will be speaking
   - what equipment you can use
   - how to make sure that the equipment and space are ready for you
2. Prepare by researching your topic, noting what other information you need, and what questions your audience might have.
3. Organize your notes, prepare any visuals, and note how you could use eye contact and movement before you rehearse. As you rehearse, time and make notes about how to refine your presentation.
4. Stage and present your presentation.
Who Is Ready for War?
The British, already involved in their war with Napoleon, were not eager for another war in North America. They could not spare any more soldiers or other resources to defend the colonies. However, the British did not back down on the maritime issues.

It was clear to President Madison and his War Hawk supporters that the only solution was to declare war on Britain. Many also believed that the United States could easily defeat the colonies of Upper and Lower Canada.

The acquisition of Canada this year, as far as the neighborhood of Quebec, will be a mere matter of marching, and will give us the experience for the attack on Halifax the next, and the final expulsion of England from the American continent…

Thomas Jefferson, 1812

The Americans planned to attack Upper Canada, then march east along the St. Lawrence River to capture Montréal and Québec City. In the spring of 1812, American General William Hull led a force of over a thousand militia and regular troops north from Ohio to Detroit, while other forces gathered near Fort Niagara.

War Is Declared
Spurred on by emotional speeches, the American Congress voted in early June to declare war on Britain. When the British finally realized that the Americans were not bluffing, the Orders in Council preventing American trade with France were rescinded on June 16, 1812. However, it took three weeks for this news to get to the United States. By that time, the war had become what many called “a matter of honour.”

Thinking IT THROUGH

Summarize What’s Important
1. Using a graphic organizer, outline the factors contributing to the declaration of war in 1812.

Analyze Critically
2. Create arguments either for or against American expansion from American, First Nations, and British perspectives. If possible, propose a solution that would satisfy all three groups. Whose perspective do you support? Why?

Synthesize and Evaluate
3. List the reasons President Madison gave for war against Britain. Judge whether each reason was justifiable. Use details to support your position.
4. Judgements Do you feel the Americans negotiated treaties with First Nations in good faith? Support your thinking by referring to other interactions you have read about between the First Nations and European colonists.
5. Write a paragraph to answer the section question: What factors contributed to the War of 1812? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.
The War of 1812 actually lasted from 1812 to 1815. Rather than being just a “matter of marching,” as Thomas Jefferson had predicted, the war became a protracted fight involving many people and events. Many battles were badly fought, resulting in deaths, injuries, and lost possessions on both sides.

**The Soldier’s Life**

At the centre of any war are soldiers and those who lead them. On the side of British North America, there were four groups defending the land: regulars, First Nations allies, long-term local troops, and militia. Regulars signed up for extended tours of duty and were generally well trained. British regular troops were extremely well trained, excelled at taking and carrying out orders, and could be relied on to keep calm. However, Britain had few regular troops in North America. Most were fighting the French in Europe.

**Militia**

A militia was made up of amateur soldiers—civilians who lived in the area. On both the British colonial side and the American side, all men could be called to serve in times of war. Unfortunately, the militia was often poorly trained and badly equipped, so they tended to panic in battle or get sick. Militiamen were usually signed up for six months’ service and often went home when their time was up, regardless of the military situation. After all, they had families and farms to protect, and crops to harvest.

The Americans also faced other problems. Many men in the American military were older and had served in the American Revolution. Some officers had their positions for political reasons, not because they were skilled. As well, the American militia had a tendency to elect their officers, which did not always have the best results. Worse, many American militiamen refused to fight anywhere but within the United States. Several American attacks on British North America failed in part because the militia would not cross the border.
Sir Isaac Brock arrived in Upper Canada in 1802. He was quickly promoted. After 1811, he served both as commander of British forces in Upper Canada and as the colony’s administrator. Brock had few regular troops under his command (only 1500), but he strengthened the defences of Upper Canada and trained the militia as best he could. Brock also understood that the key to holding Upper Canada was the British–First Nations alliance. One of his key allies was Tecumseh.

Both Brock and Tecumseh were skilled military strategists. Tecumseh had a low opinion of most British military leaders, but admired Brock. Brock wrote to his brother about Tecumseh:

*A more sagacious [discerning and wise] and gallant Warrior does not, I believe, exist. He was the admiration of every one who conversed with him.*

**FIGURE 9-11** From the war’s beginning to its end First Nations were involved in every battle and were crucial to victories.

**Brock and Tecumseh**

Sir Isaac Brock arrived in Upper Canada in 1802. He was quickly promoted. After 1811, he served both as commander of British forces in Upper Canada and as the colony’s administrator. Brock had few regular troops under his command (only 1500), but he strengthened the defences of Upper Canada and trained the militia as best he could. Brock also understood that the key to holding Upper Canada was the British–First Nations alliance. One of his key allies was Tecumseh.

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Brock’s Strategy

As the likelihood of war increased, Brock predicted the American plan of attack. He knew that the only way to move troops and supplies quickly in Upper Canada was by water. He also knew how much the young colony depended on the flow of supplies on the St. Lawrence River and through the Great Lakes. Brock took steps to control the lakes before the war broke out.

Threats from Detroit

In early August of 1812, Brock heard that American General Hull was threatening Upper Canada from Detroit. Brock collected as many regular troops as he could and travelled quickly by water to reinforce the fort at Amherstburg, which was downriver from Detroit.

When Brock arrived at Amherstburg, he and Tecumseh met for the first time. They immediately devised a plan to attack the American forces. The Americans had a strong garrison and outnumbered the British–First Nations alliance. However, General Hull was an inexperienced, nervous commander. He was especially nervous about First Nations fighters and the possibility of guerrilla warfare.

Victory at Detroit

Together, Brock and Tecumseh made Brock’s force appear much larger than it was. They also made it seem that Brock had little control over the First Nations allies, which was intended to make Hull more nervous.

Hull surrendered the fort without a fight. For the British–First Nations alliance, it was a stunning victory that increased First Nations’ participation on the side of the British. As well, it convinced the people of Upper Canada that they could win against the Americans, despite being outnumbered.

It was such a popular victory that it lived on in a song:

Come all ye bold Canadians,
I’d have you lend an ear
Unto a short ditty
Which will your spirits cheer.

Concerning an engagement
We had at Detroit town,
The pride of those Yankee boys
So bravely we took down.

From “The Bold Canadian” credited to Private Cornelius Flummerfelt
Queenston Heights

As Brock had predicted, the war continued in the Great Lakes area—specifically around Niagara, the area between Lake Ontario and Lake Erie. The Battle of Queenston Heights on the Niagara escarpment was the first major battle of the War of 1812. It was also the scene of Brock’s death.

On October 13, 1812, Brock was at his headquarters at Fort George. He heard that an American force was about to cross the Niagara River at Queenston Heights. British troops were already in position, as were warriors from the Six Nations under the leadership of Teyoninhokarawen (John Norton) and Ahyonwaeghs (John Brant).

Brock rushed to the scene. British artillery at the top of the Heights had pinned down the American invasion force, but when Brock arrived, the British position was attacked by more American troops. Brock and his men were forced off the Heights. Without waiting for reinforcements, Brock and a small number of men rushed back up the slope in an attempt to recapture their guns. Brock was shot through the heart.

Later that day, the British–First Nations alliance defeated the Americans and forced them back across the Niagara River. Although Brock was unquestionably brave, his impulsive action had deprived the colony of a competent British military commander.

FIGURE 9-13  The Death of Brock at Queenston Heights by C.W. Jefferys was painted many years later, around 1908. Jefferys shows Brock in the bright red uniform that made him so visible that day. According to some reports, Brock died wearing the First Nations sash that his friend Tecumseh had given him. How can art influence our perceptions of past events?
Controlling the Lakes

As Brock had known, the key to winning the war was naval control of the Great Lakes. Because the Lachine Rapids near Montréal created a barrier for navigation on the St. Lawrence River, any ships used on the Great Lakes would have to be built at the lakes themselves. During the winter of 1812–13, the British and the Americans both started building ships at ports on Lake Erie and Lake Ontario. By the standards of the Royal Navy and the American Navy, the ships were small, but size was not the issue.

On Lake Ontario, the American and the British naval commanders were reluctant to get into a full-scale battle. On Lake Erie, however, the American fleet was commanded by Oliver Hazard Perry. Like Brock, Perry was a decisive commander who took personal risks to ensure military success.

On September 10, 1813, Perry and the British naval commander, Robert Barclay, fought the Battle of Lake Erie. Nine ships from the American navy fought against six British ships. The British gained an early advantage and nearly wrecked Perry’s flagship, *Lawrence*. However, Perry had himself rowed to his other ship, *Niagara*, from which he attacked the two largest British ships. The battle ended with all six British ships surrendering. Perry’s victory gave the Americans complete control of Lake Erie.

FIGURE 9-14 In this painting, Perry is being rowed to the *Niagara*. How can you tell that this painting was produced for patriotic reasons?
Attack and Counterattack

The second and third years of the war consisted of attacks back and forth across the border. Some battles were on water, but many were on land. A key change came in 1814, when Napoleon abdicated and Britain could send more regular troops to fight in North America.

Raiding the Capital: The Battle of York

In April 1813, the Americans launched a raid on York, the capital of Upper Canada. They wanted to capture supplies and warships. British troops withdrew without much of a fight, but destroyed a warship and blew up Fort York as they retreated, killing and wounding many Americans. American forces burned the Legislative Assembly building, but withdrew after an occupation of only two days.

The Battle of the Thames

Following the defeat and capture of the British naval force on Lake Erie, the British commander at Detroit decided to retreat eastward. At this point the British were out of ammunition and supplies. This decision disgusted Tecumseh. He felt that the British should stand their ground and fight.

The British commander, Henry Procter, decided to take all the civilians from the villages near Detroit on the retreat. The civilians, the British troops, and Tecumseh and his warriors travelled slowly along the Thames River. When the Americans easily caught up, the Battle of the Thames began. During the battle, Procter and about 250 of his men ran away. Tecumseh and his warriors kept fighting, but lost the battle. Tecumseh was killed.

The St. Lawrence Campaign: The Battle of Crysler’s Farm

Planning to capture the city of Montréal, the Americans crossed the St. Lawrence River near Cornwall. British troops quickly moved into the area, and the two sides met near the farm of John Crysler, a leader of the local militia and a wealthy Loyalist farmer.
If the Americans had won at Crysler’s Farm, they could have very easily pushed on to Montréal. However, the American generals were ill and their men were sick and badly trained. The battle took place on November 11, 1813, and lasted less than two hours. The Americans retreated, and returned to the other side of the river.

**Lower Canada: Chateauguay and Lake Champlain**

Action during the War of 1812 took place in Lower Canada as well. In October 1813, an American force had attempted to capture Montréal by travelling up the Chateauguay River, but locals had alerted the British. The commander in Lower Canada, Charles de Salaberry, and less than 1000 men successfully defended Montréal against 4000 Americans. They managed to do so by barricading the river and pretending to have more men than they did. The American commander was fooled and ordered a retreat.

In September 1814, the governor-in-chief of British North America, George Prevost, planned to invade the United States through Lake Champlain, south of Montréal. Prevost needed British ships to supply his army of 10 000 men, but the British fleet was defeated on Lake Champlain. Prevost was forced to march his army home.

**Catherine Lundy and the Battle of Lundy’s Lane**

In July 1814, the Americans tried one last time to invade Canada. The Battle of Lundy’s Lane was fought about two kilometres from Niagara Falls, near the home of Catherine Lundy. She was in her twenties and had four small children. Lundy provided water to the British troops and the militia before the battle, and later opened her home to serve as a hospital for the many wounded.

The battle involved British troops, militia, and First Nations allies against Americans, in numbers that were more evenly matched than in many other battles. The fighting was confused and disorganized, primarily because it was at night and in close contact. Both sides lost about the same number of men, and both claimed victory, although the Americans were the first to retreat.

FIGURE 9-16 The Battle of Lundy’s Lane was the war’s bloodiest battle. The fighting was so close that soldiers used bayonets, as this illustration shows. About 21 percent of the British and 35 percent of the Americans were killed or wounded. These casualties were as high as those in many battles in the Napoleonic Wars.
Looking West

The War of 1812 was primarily fought in eastern North America, but there was an incident that brought the war to the Pacific coast.

Between 1804 and 1806, the Lewis and Clark expedition travelled from St. Louis (in what is now the state of Missouri) to the mouth of the Columbia River and back. The expedition’s purpose was to survey the territory included in the Louisiana Purchase and to establish an American presence on the west coast.

Following the Lewis and Clark expedition, American fur trader John Jacob Astor established Fort Astoria in 1811. At the same time, the land west of the Rocky Mountains was being explored by the North West Company. Fort Astoria was seen as competition.

Attack on Fort Astoria

In 1813, the British government ordered ships to the Pacific Ocean to capture an American ship, the Essex, and take Fort Astoria.

Unfortunately for the traders at Fort Astoria, their supply ship had been sunk, and they were running out of food. When some North West Company traders appeared at Fort Astoria in late 1813, they offered to buy Fort Astoria for about a third of its value. Short of supplies and fearing the arrival of the British navy, the Fort Astoria traders agreed. Soon afterward, the HMS Racoon arrived and was surprised that Fort Astoria had already changed hands. The British captain insisted on a formal transfer of ownership. He renamed it Fort George and lowered the American flag to put up the British flag.

FIGURE 9-17 Fort Astoria was established at the mouth of the Columbia River in the area that is now the state of Oregon. Astor planned to supply his fur traders in the far west by sea, because he thought the overland journey from eastern America was too long and difficult.
Americans have daily reminders of the War of 1812, even if they are not aware of them.

THE WHITE HOUSE is seen today as the symbol of the American president and the republic of the United States of America. It did not always look as it does today—and it was not always called the White House.

THE PRESIDENT’S HOUSE came under attack in late August 1814, when about 4500 British soldiers landed on the coast of Maryland and marched north to Washington, D.C. Thinking that the British would attack Baltimore, a seaport, American troops had left Washington largely undefended. The militia left behind was easily defeated, and the British occupied the American capital. They also burned some public buildings—and the President’s House. This image was painted by an eyewitness shortly after the British burned the President’s House and left the capital. After the fire, the President’s House was rebuilt and painted white—and since then, it has been known as the White House.
THE ATTACK ON BALTIMORE
saw British ships relentlessly
bombarding Fort McHenry’s
ramparts (defensive walls) through
the night of September 7, 1814.
Over 10 000 American troops
stood firm and the American flag
flew overhead. Despite firing about
1500 rockets and cannonballs at
the fort, the British gave up
and retreated.

THE STAR-SPANGLED BANNER
was written by Francis Scott Key,
who witnessed the bombardment of
Fort McHenry. He was an American
lawyer who had been aboard a British
ship trying to negotiate the release
of an American civilian doctor. Key
was so inspired by what he saw that
he wrote a poem to celebrate the
American victory. The poem was set
to music, and in 1931 it was adopted
as the American anthem. There are
four verses, but usually only the first
is sung.

O say can you see by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O’er the ramparts we watched, were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say does that star-spangled banner yet wave,
O’er the land of the free and the home of the brave?
Ending the War

By the summer of 1814, it was clear to both the Americans and the British that the war should end. The main reason given for the war—the British attacks on American ships—was now gone, because the war against Napoleon was over. As well, after being at war for over 20 years with France, the British were exhausted and had no desire to continue a war with the United States.

The Americans had also tired of the war. It had never been popular in New England, where people considered the war bad for business. Even the War Hawks now wanted peace, mostly because the threat of a First Nations confederacy under Tecumseh had vanished with Tecumseh’s death.

The Treaty of Ghent

Delegates from Britain and the United States arrived in the Belgian town of Ghent in August 1814. They spent the next four months negotiating an agreement. The Treaty of Ghent took effect in February 1815, after it had been ratified (signed) by both Britain and the United States.

The treaty essentially restored relations to the way things had been before the war. Items such as established borderlines were left to future negotiations. Notably, First Nations were not consulted during the negotiations, even though they had been a vital part of the war and their lands were still threatened by American expansion.

Did You Know?

Slow communications meant that a final battle happened in 1815. The Battle of New Orleans took place after the peace treaty was settled, but before it was ratified in the United States.

December 24, 1814—Britain ratifies the Treaty of Ghent
January 8, 1815—American forces defeat the British at the Battle of New Orleans
February 16, 1815—The United States ratifies the treaty

Thinking IT THROUGH

Summarize What’s Important

1. Using a graphic organizer, make a list of the key battles in the War of 1812. For each battle, identify the key players, the outcome, and the impact it had on the war.

Analyze Critically

2. Militia was made up of amateur soldiers. How effective can you expect militiamen to be against “regular” soldiers? Suggest ways you could make them more effective in their service.

3. Writing from the perspective of General Brock and Tecumseh, analyze the importance of a British–First Nations alliance in the War of 1812. Do you see this alliance as key to winning the war? Share your thinking with a partner.

Synthesize and Evaluate

4. Using the graphic organizer you created in question 1 and information in the chapter, decide what contributed to the outcome of the war. To what extent did leadership, chance, military strength, or strategy affect the end result of the war?

5. Significance  Write a paragraph to answer the section question: What were key events and people in the War of 1812? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.
What were key outcomes of the War of 1812 for Canada?

The Treaty of Ghent restored life in North America to the way things had been before the war. In effect, this meant that nothing changed. No territory was lost or gained by either side. No financial compensation for property loss was paid by either side. Does that make the War of 1812 a tie?

Not exactly. About 15,000 Americans died from causes related to the war. British and Canadian figures are less clear, but a good estimate is about 7000 dead. Thousands more on both sides had been injured. Many towns had been destroyed. While these effects are bad, the numbers still do not answer the question, “Who won?”

Did First Nations Win?

Tecumseh had staked the future of his great confederacy on a British victory. By the end of the war, he was dead, and his followers were scattered and defenceless against the advance of the American frontier. The story of relations between the American government and the First Nations living in what is now the United States is a long, violent, and tragic one. Could this story have been different if the British had won decisively, or if First Nations had been involved in the Treaty of Ghent?

**FIGURE 9-18** The graphic novel *The Ruptured Sky: The War of 1812*, written by W.L. Liberman and illustrated by Chris Auchter, is an account of the War of 1812 from a First Nations perspective. This panel illustrates how First Nations were left out of negotiations for the Treaty of Ghent.
The year 2012 saw celebrations of the 200th anniversary of the War of 1812 in Canada. Societies celebrate anniversaries of important events because they help us do two things:

- remember events and why they were important
- bring new perspectives to past events

Remembering the Troops
Even in 1812, the song you read about on page 310 was shaping how people might remember the war. At about the same time, John Strachan, a minister in York, predicted that people would remember the war because of “a handful of regular troops” who “repelled [the] invaders.”

Forty years later, in 1852, historian Gilbert Auchinleck wrote about the Canadian militia, which “achieved the expulsion of the invading foe” helped only by “a mere handful of British troops.”

Brock’s Monument
In 1823, a 41-metre column was constructed on Queenston Heights in honour of Sir Isaac Brock. The site is where he was buried after the Battle of Queenston Heights.

The first monument was destroyed by an explosive charge in 1840, possibly by an anti-British agitator. A second even grander monument was built between 1853 and 1859, using limestone taken from Queenston Heights. When the monument was inaugurated in 1859, an invitation for the ceremony was sent to First Nations allies. Women from the Six Nations came to the ceremony, wearing black, and walked in a line along the Niagara Escarpment. They stated that they were honouring the First Nations warriors who had died—their husbands, fathers, and sons.
Remembered in Song
The song “The Maple Leaf Forever” was written in 1867, the year of Canada’s Confederation. It was very popular in English Canada. It promoted pride in British heritage and being part of the British Empire. It also commemorated some pivotal events in Canadian history. Here is an excerpt from the song:

At Queenston Heights and Lundy’s Lane
Our brave fathers, side by side.
For freedom, homes and loved ones dear.
Firmly stood and nobly died;
And those dear rights which they maintained.
We swear to yield them never!
Our watchword evermore shall be.
“The Maple Leaf forever!”

Our fair Dominion now extends
From Cape Race to Nootka Sound;
May peace forever be our lot.
And plenteous store abound:
And may those ties of love be ours
Which discord cannot sever.
And flourish green o’er freedom’s home
The Maple Leaf forever!

Today
Today, Canada is an independent, multicultural nation that long ago loosened many of its ties to Britain. What does the War of 1812 mean to us now?

The War of 1812 confirmed the boundary between the United States and what was then British North America. It did not stop the threat of war between the United States and Britain. After all, both the Americans and the British built fortifications and made invasion plans well into the 19th century. A new war never came, and instead, Canadians and Americans created strong economic ties, and began to trade peacefully across the longest undefended border in the world.

In Ontario
Feelings about the War of 1812 are probably strongest in Ontario. Many Ontarians see the War of 1812 as the starting point for their province, when residents who were greatly outnumbered fought together to defend their homes. Many in Québec remember the British connection in the war without any feeling of closeness. In the Maritimes and the West, there are different feelings again.

The First Nations
Among First Nations, the War of 1812 has many different meanings. For some, the War of 1812 is a memory of proud resistance. The war is also a reminder of what could have been in North America.

So what is the War of 1812 to you? The starting point of Canada? Something you feel a proud personal connection to? An interesting, but not very relevant historical event? An event that forever changed your ancestors, home, and you?

Thinking IT THROUGH

Analyze Critically

1. For some, the War of 1812 is remembered as a war of resistance. How can the successful resistance of an invading army translate into national pride?

2. How does time change the way historical events are remembered? How do you believe Canadians should remember the War of 1812 today? How should Americans remember it?
Did Canada Win?

It could be said that Canada won the war. The population of Upper Canada included those of American origin. Some were Loyalists, but many more were not. Both the Americans and the British had been worried about what these colonists would do when war broke out. While it is true that some did fight on the American side, many more took no part in the fighting at all. There were also a significant number who volunteered for service in Upper Canada militias. British troops, First Nations allies, long-term local troops, and militia combined to defend British North America. People of many different beliefs and backgrounds were united in a common cause, which helped change the identity and future of Canada forever.

Did the United States Win?

The United States neither gained nor lost territory. However, the Americans considered the outcome their victory, because the United States had confirmed again that it was independent of Britain.

The War of 1812 also prompted the Americans to develop a stronger, more professional military. They did not want to face any future difficulties with a militia.

Whatever else Americans think of the War of 1812, it does not play as significant a role for them as other conflicts. When Americans think about conflicts that defined their nation, they almost always look to the original American Revolution or to the American Civil War.

Impacts of the War

The impact of the war was devastating for civilians as well as soldiers. For example, at the very end of 1813, the Americans decided to abandon Fort George, which was on the Canadian side of the Niagara River. Before they did, they set fire to the town of Newark. This left the local residents to freeze to death in the snow. The British forces retaliated for the burning of Newark. They later crossed the river, captured Fort Niagara, and then captured and burned the nearby American towns of Lewiston and Buffalo.
In May 1814, the village of Dover Mills (now Port Dover, Ontario) was raided by a force of 750 American soldiers. The village was burned. Eyewitness Amelia Harris described the raid this way:

> [W]hen I looked up I saw the hillside and the fields, as far as the eye could reach, covered with American soldiers… My mother knew instinctively what they were going to do… She entreated the [commanding officer] to spare her property and said that she was a widow with a young family. He answered her civilly and respectfully and expressed his regret that his orders were to burn but he would spare the house… Very soon we saw columns of dark smoke arise from every building and what at early dawn had been a prosperous homestead, at noon there remained only smouldering ruins.

In the East and West
Lower Canada was largely untouched by the war. Although the French-Canadian militia had fought to defend the colony, most of the fighting took place in Upper Canada.

In the Maritimes, there really was no war. Trade with New England was prosperous, and neither side wanted a war to disturb their commercial relationships.

This was much the case in western Canada. Fort Astoria (now called Fort George) remained in British hands. The Oregon Territory was recognized in 1818 by Britain and the United States as open territory.

The Significance of the War of 1812
The significance of the War of 1812 has varied in Canada both through time and according to perspective. What did the War of 1812 mean in 1815? What does it mean to Canada now? In 1912, the War of 1812 represented to many in Canada one chapter in a proud British heritage. In 2012, it represented the beginnings of our nation.

Melville Island, in Halifax Harbour, was used by the British to house American prisoners of war during the War of 1812. More than 5000 prisoners were kept there, including 1000 Americans captured in the Niagara region. Those who died of disease were buried on nearby Deadman’s Island. At the end of the war, the surviving prisoners were released—and were expected to return to their homes at their own expense.

Did You Know?

**WEB LINK**

To learn more about the War of 1812 and the Canadian identity, visit our website.

**Thinking IT THROUGH**

**Summarize What's Important**

1. What were the key results of the War of 1812?

**Synthesize and Evaluate**

2. a) What decides if a war is “won” or “lost”? In small groups, create a list of conditions needed to declare that a war has been won. Share your thinking with other groups until the class can agree on a list.

   b) Divide your class into three groups: Canada, the United States, and First Nations. Conduct a debate to decide who won the War of 1812.

3. Write a paragraph to answer the section question: What were key outcomes of the War of 1812 for Canada? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.
When the United States declared war on Britain in 1812, the colonies in British North America were also drawn into the fight. Upper Canada saw the most fighting as the two nations struggled for control of the Great Lakes. Although by the end little had changed in terms of territory won or lost, the war contributed to the formation of a growing Canadian identity.

1. a) Use the key ideas from the section questions to identify the impact of the War of 1812 on the people of what is now Canada. You may also use the information you learned about Canada in other chapters. Use the following graphic organizer to collect information about Canada before and after the War of 1812. Do further research if necessary.

   b) In your opinion, how significant was the War of 1812 to Canada's growing identity? Begin by defining “significance” and then reflect on the outcome of the war. Record your thinking in a graphic organizer. Then, answer the Chapter Focus Question: How did the War of 1812 shape Canada’s future?

<table>
<thead>
<tr>
<th>Before the War of 1812</th>
<th>After the War of 1812</th>
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<tr>
<td>Canada's relationship with First Nations</td>
<td></td>
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<tr>
<td>Canada's relationship with the United States</td>
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<tr>
<td>How Canada viewed itself</td>
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<tr>
<td>How other countries viewed Canada</td>
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Build an Argument

2. a) Given the outcome of the war, to what extent do you feel the War of 1812 affected the relationship between the United States and Canada? Use examples to support your opinion.

   b) Share your thinking with others. Note any changes to your argument after talking with other students.

Ask Meaningful Questions

3. What information would you need to make a statement about how the First Nations, the Americans, and Canadians should remember the War of 1812?
UNIT ACTIVITY

Create a Chain Reaction Diagram

The events listed in the diagram above might seem unrelated. However, you have learned how crop rotation—introduced by Turnip Townsend—led to a larger food supply and population in England. This contributed to the Industrial Revolution. Napoleon wanted to prove that France was a power equal to England, which led to his invasion of Egypt and the looting of the pyramids. His struggle for power resulted in battles between England and France. In order to bolster its navy, England forced American sailors into military service through conscription. Americans, angered by conscription and wanting to prove their own power in North America, waged the War of 1812 against British-Canadian and First Nations soldiers. In response, the Canadians set the White House on fire.

Create and present your own chain reaction diagram. Choose four people, events, or places from Unit 3 that share a cause and consequence relationship. Provide background information on each of your choices, and explain how they are linked.

STEP ONE: Building and Acting On a Plan

Decide if you will work on your own, with a partner, or with a group. If you are working with a partner or group, read Building Your Skills Chapter 7: Taking Action Cooperatively. List the tasks you will need to complete, and set deadlines. Check with your teacher to ensure that your plan will be effective.

STEP TWO: Investigation

Use your textbook and learning resource centre to investigate how people, events, or places in Unit 3 are related. Ask the following questions:

- What did the key people in these chapters have in common?
- How did decisions and events in Chapters 7 and 8 lead to outcomes in Chapter 9?
- Work backwards from known outcomes and ask yourself: What happened in the past to cause this event?
- List the most important events in chronological order to understand the chain of events.

STEP THREE: Preparation

Select four people, places, or events to include in your chain reaction. Create a diagram similar to the one above. Review Chapter 8 Building Your Skills: Using Topographic Maps, and create a map to show the regions most impacted by the events in your chain reaction. The map will show how events in one part of the world can have effects across the globe.

STEP FOUR: Giving an Oral Presentation

Use the three-step system in Building Your Skills Chapter 9: Giving an Oral Presentation to prepare, rehearse, and present your chain reaction, map, and background information. Be sure to explain how each element of your diagram links to the next.

CRITERIA FOR SUCCESS

- Did you develop a plan with specific tasks to complete?
- Was your planning realistic? Were you able to complete the tasks in the time allotted?
- Did your map clearly indicate the regions most affected?
- Did you include a detailed account of each of your choices?
- Was the connection between events easily understood by your audience?
- Did you prepare, rehearse, and present with confidence?