

HOW DID THE LAND CHANGE AFTER THE TREATY OF UTRECHT?

Borders within countries and between countries are not always permanent. Even though it may seem unlikely, there is a possibility that the borders within or around Canada may change again one day. The 1700s were a time when the borders in North America were constantly changing.

In 1700, the King of Spain, Charles II, died without an heir to take over his throne. France took this opportunity to try to seize Spain and its territories. This started the War of the Spanish Succession in Europe. The **United Kingdom of Great Britain**, also known as Britain, formed in 1707 when England and Scotland united. It was ruled by Queen Anne, and joined many European countries in fighting against France. Peace talks followed the war and led to the Treaty of Utrecht in 1713. A **treaty** is a formal agreement between countries, often signed to end a war. A treaty may also define borders and identify the ownership of different pieces of land. France was forced to give up some of its territory as part of the terms of the treaty. Read excerpts from the Treaty of Utrecht in **Figure 1.13**. What parts of North America changed hands, according to these excerpts?

French and British colonies in North America had little to do with the war in Europe. However, the treaty had consequences for North America.

United Kingdom of Great Britain the kingdom of Great Britain, or Britain, was formed when England and Scotland united in 1707

treaty an agreement signed between different countries, in which promises are made

FIGURE 1.13 These images and excerpts are from the Treaty of Utrecht. **Analyze:** Based on the excerpts of the treaty, did more lands in North America now belong to France or Britain?

X: The said most Christian King [the French King] shall restore to the kingdom and Queen of Great Britain, to be possessed in full right for ever, the bay and straits of Hudson [Hudson Bay], together with all lands, seas, sea-coasts, rivers, and places situate in the said bay and straits, ...

XII: The most Christian King [the French King] shall take care to have delivered to the Queen of Great Britain, ... the island of St. Christopher's ... to be possessed alone hereafter by British subjects, likewise all Nova Scotia or Acadie [Acadia], with its ancient boundaries, as also the city of Port Royal, now called Annapolis Royal, and all other things in those parts, ...

XIII: The island called Newfoundland, with the adjacent islands, shall from this time forward belong of right wholly to Britain ...



FRENCH AND BRITISH TERRITORIES AFTER 1713

Today, New Brunswick is the only Canadian province that is officially bilingual. This means that both English-speaking and French-speaking citizens have equal status, rights, and privileges. The area that is now New Brunswick was once a French colony. It was known as Acadia, which included parts of present-day Nova Scotia and Prince Edward Island. The Treaty of Utrecht handed this area over to the British, eventually leading to English settlement in the region.

After British Queen Anne, French King Louis XIV, and the other European leaders agreed to the Treaty of Utrecht, the terms of the treaty had to be carried out. The first step was to create new maps of North America showing the new boundaries. Look back at **Figure 1.1** on page 22. This map shows the North American territories claimed by France, Britain, and Spain before 1713. **Figure 1.14** shows the territories after 1713—after the Treaty of Utrecht had been signed. The French had agreed to give the British large amounts of land, including Newfoundland and parts of Acadia. What did the loss of this land mean to France?

Despite the treaty, some land was still considered disputed territory. Where do you see disputed territories after the treaty was signed?

How does the bilingual nature of New Brunswick show Canada's connection to its past?

North America after the Treaty of Utrecht, 1713



FIGURE 1.14 This map shows the North American territories claimed by European countries after the 1713 Treaty of Utrecht. **Analyze:** How much land did France lose to Britain because of the treaty?

CONTINUITY AND CHANGE

One of the ways historians learn about the past is by examining how the lives of people changed, or did not change, over a period of time. Think about the past five years. What changes have you gone through? What aspects of your life have stayed the same or almost the same?

Sometimes changes are rapid, with a lot of events occurring over a very short period of time, such as the many interactions during a war. Other times, changes take place almost too slowly to see them happening, such as when glaciers melt naturally over 100 years. And sometimes, things remain unchanged, even as everything else alters around them, such as a national historic site set aside by our federal government.

When you think about continuity and change, you can ask the following questions:

- What has changed?
- What has not changed?
- How quickly or slowly did the changes happen?
- Do the changes indicate progress for some groups or individuals and decline for others?
- What can we learn from comparing two different time periods?

CASE STUDY: ACADIA

As you read through the history of Acadia, consider what changed immediately, what changed gradually, and what did not change at all for Acadians.

Before the Treaty of Utrecht was signed, Acadia was part of New France. After the treaty was signed, the same territory belonged to Britain, and the Acadians became British citizens. The French government encouraged the Acadians to move to the French colony of Île Royale (present-day Cape Breton), and the British offered to transport them.

Read the quote in **Figure 1.15**. Father Felix Pain explains to the French governor of Île Royale the Acadians' position on relocating. How does Father Pain justify the Acadians' choice to stay?

“[To move] would be to expose us manifestly to die of hunger burthened as we are with large families, to quit the dwelling places and clearances from which we derive our usual subsistence, without any other resource, to take rough, new lands, from which the standing wood must be removed. One fourth of our population consists of aged persons, unfit for the labour of breaking up new lands, and who, with great exertion, are able to cultivate the cleared ground which supplies subsistence for them and their families.”

— Father Felix Pain

FIGURE 1.15 Father Pain summarizes for the French governor of Île Royale the Acadians' reasons for refusing to be removed from their farms. **Analyze:** According to this quote, what continuity do the Acadians desire?

Consider the Acadians' claim in **Figure 1.15** that a quarter of the population was made up of “aged persons.” Acadian families had an average of six or seven children, and few died in childhood, so 75 percent reached adulthood. The population grew from 2500 in 1711 to 14 000 in 1755. How do you think the British felt about a growing population of French-speaking colonists within their new borders?

Over the decades, Acadians continued to speak French and attend Catholic church. They became prosperous through trade. They began to supply agricultural goods to the British and to French military forts. The British did not like the Acadians supplying their enemy. How do you think this growing issue changed the lives of the Acadians?



FIGURE 1.16 Lewis Parker painted *Acadians Building Dykes and Aboiteaux at Grand Pré* in 1989. **Analyze:** What skills and knowledge would the Acadians have to pass on to maintain their way of life?

Acadians had great ties to their land. They drained the salt marshes using a system of dikes (walls built to control water and prevent it from covering an area of land). The annual task of making and maintaining the dikes is illustrated in **Figure 1.16**. How would this routine affect the Acadian community? The salt marshes were very fertile, allowing the Acadians to grow a rich variety of crops. Fruit grew in orchards on the higher lands surrounding their farms. Most families also kept farm animals, such as cows, goats, and chickens.

TRY IT

1. Create a t-chart to compare examples of continuity and change in Acadia.
2. Use one example of continuity and one of change to explain how the two co-existed in Acadia. Would you consider your examples to have positive or negative consequences for the Acadians?

FRENCH AND BRITISH DISPUTED TERRITORIES

Before the Treaty of Utrecht was signed, the French and British disagreed over who owned what land. Did the treaty settle these land disputes, or did the French and the British still disagree over who owned what land? Look again at the maps in Figures 1.1 and 1.14. Both of these maps—before and after the treaty was signed—show disputed territory. Both the French and the British claimed ownership of land that was disputed. Why would the French and the British argue over the ownership of land after they had signed a peace treaty? Consider the words in the treaty that you read in Figure 1.13 and the term *ancient boundaries*, used in section XII. Read what historian John G. Reid says about this phrase in Figure 1.17. According to Reid, the phrase *ancient boundaries* meant nothing. No one—neither the French nor the British—knew what the ancient boundaries were, so some land remained in dispute after the treaty was signed.

FIGURE 1.17 In 1994, John G. Reid comments on the phrase *ancient boundaries* in the Treaty of Utrecht. **Analyze:** What might be some of the problems with using a phrase like *ancient boundaries*?

“... its ancient boundaries is a conveniently high sounding phrase that meant nothing, as there was no clearly understood notion of where boundaries lay.”
— John G. Reid, historian

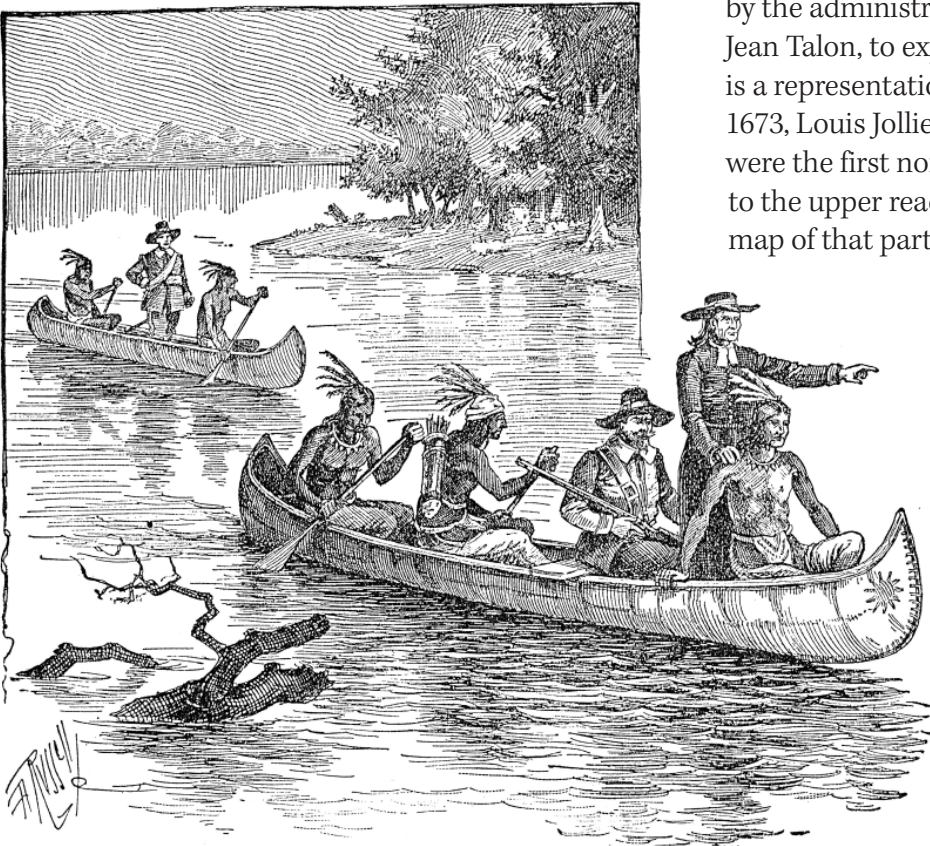
EUROPEAN EXPLORATION

Another reason why some land remained in dispute after the treaty was that the French and the British did not know exactly what land they were claiming. It took a lot of work for Europeans to explore and map out North America. By 1713, only some of this work was done. The French had only recently sent explorers to search the territory beyond the Great Lakes, in the middle of the continent. Louis Jolliet

was a North American-born explorer chosen by the administrative official of New France, Jean Talon, to explore the continent. Figure 1.18 is a representation of one of these voyages. In 1673, Louis Jolliet and Father Jacques Marquette were the first non-Aboriginal people to travel to the upper reaches of Louisiana and create a map of that part of the continent. There were

vast amounts of land that no European had ever seen. As explorers discovered more of North America after 1713, this created more disputes over territory.

FIGURE 1.18 This illustration was created in the 1800s by A. Russell. It depicts a scene in the 1600s. In the first canoe, we see Louis Jolliet (sitting) with Father Jacques Marquette (standing) and their First Nations guides. **Analyze:** What does the illustration suggest to you about the relationship between European explorers and First Nations in the 1600s?



EUROPEAN AND FIRST NATIONS RELATIONS

Europeans negotiated and signed the Treaty of Utrecht. They did not consult First Nations about their claims to the land or about the terms of the treaty. However, part of the treaty, such as section XV, referred to First Nations. Read that section of the treaty in Figure 1.19. What was the relationship between First Nations and Europeans supposed to be like, according to this section of the treaty?

XV: The subjects of France inhabiting Canada, and others, shall hereafter give no hinderance or molestation to the ... Indians [First Nations], subject to the Dominion of Great Britain, nor to the other natives of America, who are friends to the same. In like manner, the subjects of Great Britain shall behave themselves peaceably towards the Americans who are subjects or friends to France [including First Nations]; and on both sides, they shall enjoy full liberty of going and coming on account of trade ...



FIGURE 1.19 These words from the Treaty of Utrecht speak of creating peace among all the nations living in North America. **Analyze:** Why was it important for the French and the British to have peace with each other and with First Nations?

TRADING RELATIONSHIPS

The treaty had been signed, and it was considered by some to be a time of peace among the French, British, and First Nations. However, the French and the British were back in competition for the fur trade. How did this competition affect First Nations?

The British wanted to strengthen trading relationships with some First Nations peoples after the Treaty of Utrecht. Many First Nations peoples believed that trading with the British would benefit their people. This belief led to the expansion of trading relationships between First Nations and the British.

In Figure 1.20, historian Peter Schmalz writes about how the fur trade affected the Ojibwe First Nation during the first half of the 1700s. Schmalz is one of the first historians to write a history of First Nations using **oral history**. Oral history is one method used by First Nations Elders to pass history and knowledge of their people through the generations. How did the French and the British treat the Ojibwe people, according to Schmalz?

“With the advantages of competitively priced European goods, gifts from their allies ... the Ojibwe were in an enviable position ... As long as the French were pitted against the English [in the fur trade], the Ojibwe were treated with respect and sought as friends in trade ...”
— Peter Schmalz, historian

oral history a method of obtaining information about the past by gathering and interpreting voices and memories from people, communities, and past participants in events

FIGURE 1.20 In 1991, Peter Schmalz describes the benefits that the Ojibwe experienced after 1713. **Analyze:** What caused the French and the British to treat the Ojibwe well after 1713?

ANALYZING FLOW MAPS

Maps are graphic or visual representations of what is happening on Earth. They can be used to show the borders of countries or the locations of cities or towns. They can also be used to show the movement of people or the change in settlement patterns. Maps use colour, symbols, and labels to tell a story.

Maps can be primary or secondary sources. A map that was created during and about a period of time is a primary source for that period. A map that was created recently, based on information collected from primary sources of the 1700s, is a secondary source. Maps do not need to be old, however, to be primary sources. For example, a current map of Canada is a primary source map for what Canada looks like today.

One type of map is a flow map, which shows the movement of people or goods using arrows. Each arrow begins at the source of the movement and ends at the destination. By reading a flow map, you can determine the distance and directions of movement and assess any patterns in the movement.

Figure 1.21 shows the movement of the Ojibwe, Odawa, and Haudenosaunee nations around 1713. In what directions were these nations moving?

Movement of Ojibwe, Odawa, and Haudenosaunee Nations around 1713

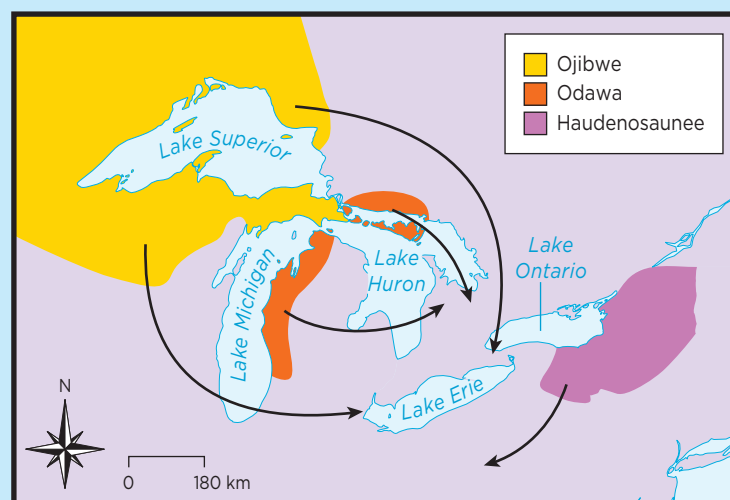


FIGURE 1.21 This map shows the movement of three First Nations around 1713. These nations had lived on their territories for thousands of years.

HOW TO READ A FLOW MAP

Examine **Figure 1.21**. Identify the title of the map. What is the location being shown on the map?

STEP 1

STEP 2

Read the legend. Identify the colours on the map.

Investigate if the map is a primary or secondary source. Justify your choice.

STEP 3

STEP 4

Look for patterns you can see on the map. What factors might explain these patterns?

CLAIMING FIRST NATIONS LAND

As Europeans settled the east coast of North America during the 1600s and 1700s, they forced many First Nations people from their homes. Europeans, including the British, also killed First Nations people or sold them into slavery. **Figure 1.22** is an image of a First Nations person who was sold into slavery. What beliefs, held by many Europeans at that time, might have caused them to enslave First Nations peoples?

Now that the treaty had given the British control of the East Coast, the British wanted First Nations land that was in this area. Nation by nation, the First Nations of the East Coast were either chased away or killed by British settlers who were seeking land. Like other east coast Algonquians, the Abenaki (ah-buh-nah-kee) were forced to flee their territory. The Abenaki Nation was part of the Wabanaki (wah-buh-nah-kee) Confederacy. The Wabanaki Confederacy was made up of five distinct groups of First Nations peoples who lived in Acadia, including the Mi'kmaq (meeg-mah or mick-mac) and Maliseet (MAL-uh-seet). Some Abenaki relocated to New France. They joined their French and First Nations allies in both regions. The Abenaki wanted to fight the British. Read the quote in **Figure 1.23** from French missionary (person engaged in a religious mission) Father Loyard. Father Loyard's words suggest that he thought the Abenaki could help the French defend New France from future attacks by the British.



FIGURE 1.22 This 1732 painting by an unknown artist is entitled *Slave of Fox Indians*. This young First Nations man was sold as a slave in North America. **Analyze:** How did the artist depict the First Nations slave?



"... of all the savages of New France ... the greatest services are the Abenaki. This nation is composed of five villages, which in all make five hundred men bearing arms ... It is this which renders their situation so important as regards Canada, of which they are the strongest defences ..."

— Father Loyard

FIGURE 1.23 In this quote from 1722, Father Loyard is commenting on the Abenaki. **Analyze:** What did he think the Abenaki could do for New France, which he refers to as *Canada*?

The French urged the Abenaki to move from British territories and settle in New France. The Mi'kmaq and the Maliseet were the largest group on the East Coast in terms of population in 1713. They remained in that area and continued to fight against British control. Governor General Vaudreuil of New France gave out huge payments to the nations of the Wabanaki Confederacy. He wanted to ensure their loyalty to New France. Why would the French want the loyalty of the Wabanaki Confederacy?

CHECK-IN

- CONTINUITY AND CHANGE** What changed after the Treaty of Utrecht for the French, the British, and First Nations? What stayed the same?
- CAUSE AND CONSEQUENCE** Look back at **Figure 1.19**. According to the treaty, how were the British supposed to treat First Nations? How did the British treat the Abenaki people?