

Grade 7 History

UNIT 1 (New France and British North America: 1713-1800)
CHAPTER 1: Canadian Beginnings 1713

Unit 1 Overview

How did key changes during this period lead to British North America?

At the beginning of the 1700s, the British and the French both controlled large areas of North America. As the colonies expanded and grew, conflicts between both groups and First Nations also grew. Valuable resources, such as furs, became a huge part of the expanding European presence.

In this unit, you will learn about the important changes during this period and how these changes affected the lives of different people and ultimately shaped the future of British North America.

Title Page

Exceeding Expectations:

- Title: Title is an appropriate size
- Organization: Space on the page has been used in an efficient and productive manner (little or no white space)
- Neatness: Presentation of information is very neat and paper has not been damaged
- Images: Five or more appropriate, detailed images are included. Images are labelled. High quality illustrations coloured with attention to detail
- Creativity: Highly original and creative elements connect to theme in a meaningful way

Look through pages 17-131 in your textbook for ideas

UNIT 1

New France and British North America: 1713-1800

Chapter 1-Learning Goals

As you work through this chapter, you will:

- Identify the people who were living in North America in 1713 and why the land was important for different groups
- Formulate questions about life in North America and examine the time period using continuity and change
- Explain how the land was divided by the Treaty of Utrecht and how this division affected people's relationships and led to uncertainty in North America
- Analyze maps to understand the changes in border and the movement of people after 1713

Have you ever attended a Canada Day celebration? Why do we remember some events and consider them important, even if they happened a long time ago?



In 2013, the city of Utrecht in the Netherlands launched a year-long celebration of the anniversary of the Treaty of Utrecht, which was signed in 1713. There were concerts and parties, exhibits, plays, and fireworks. The Treaty of Utrecht ended the War of the Spanish Succession, which was a war between European countries. However, the treaty also affected North America. European powers redrew the map of North America and divided land between France and Britain.



Who Wanted the Land, and Why?



Imagine that you are a young person living in North America in 1713. You might be living in a small but growing French Colony in the St. Lawrence Valley, a British colony in what is now the United States, or an **Indigenous**, native, village along the fur trade route.

TERMINOLOGY

Indigenous:

Native to the area; to do with the original inhabitants of Canada (First Nations, Metis, and Inuit)

The land known as Canada today has gone through many changes over hundreds of years. Early French maps—as far back as the early 1500s—showed the land as both New France and Canada. The name Canada comes from the Iroquois word *Kanata*, which means “village: or settlement. Early English maps did not give this land a single name. Those maps referred to the land by the different names of the different regions existing at that time. Historical maps would have looked very different, almost unrecognizable compared to those of Canada today, because Europeans had just begun to discover the vast land.



North America before the Treaty of Utrecht, 1713

This is a map of part of North America, showing how it was divided before the Treaty of Utrecht in 1713. Some land was considered disputed territory. **Disputed territory** is land over which different groups are arguing and claiming ownership. Where does the map show disputed territories?



TERMINOLOGY

Disputed territory:

Area of land that different groups claim belongs to them.



**“It’s mine!
Mine mine mine
mine mine
mine!”**

EUROPEAN
INTEREST IN NORTH
AMERICA BEFORE
1713

By 1713, Europeans had been coming to North America for over 200 years. They were competing with each other to claim the land, send goods back to Europe, and build settlements. Early explorers, such as Genoese explorer Giovanni Caboto (also known as John Cabot) arrived in 1497. The King of England had sent Caboto to explore and claim lands for England. French explorer Jacques Cartier arrived in North America in 1534. He claimed land for France.



John Cabot



Jacques Cartier

EARLY CANADIAN HISTORY

In the following videos, you will learn about European interest in North America Before 1713.

1) Vikings



Video Title	Importance to Canadian History
1) Vikings	<ul style="list-style-type: none">-First Europeans to visit the continent many years before the English and French came-First contact First Nations had with Europeans on their land

2) John Cabot



Video Title	Importance to Canadian History
2) John Cabot	<ul style="list-style-type: none">-Italian explorer who sailed under the expense of the British Crown-Discovered how rich natural resources (cod fish) were in the “New World” (North America)-Encouraged further exploration of this “New World” and its land by other explorers

3) Jacques Cartier



Video Title	Importance to Canadian History
3) Jacques Cartier	<ul style="list-style-type: none">-French explorer sailing under the expense of the French Crown-Sailed into the Bay of Gaspé and met the group from the Iroquoian nation of Stadaconé.-When Cartier met their chief Donnacona, and asked him for the name of this country, Donnacona replied "kanata" meaning village and lands. It was interpreted by Cartier and his men as the official name of the country. This is the story of how Canada got its name.

4) Jean Nicolle



Video Title	Importance to Canadian History
4) Jean Nicollet	-In search of a route from Europe to Asia through North America, he and other explorers after him mapped a lot of North America

5) Syrup



Video Title	Importance to Canadian History
5) Syrup	<ul style="list-style-type: none">-Maple syrup was harvested first by the First Nations then shown to the early settlers-Added flavour to food-Became a trading item due to its availability only in certain areas of Canada and the USA

6) Governor Frontenac



Video Title	Importance to Canadian History
6) Governor Frontenac	<ul style="list-style-type: none">-His quick thinking held off an attack of British troops near the Beauport Shore, and secured the colony of New France for many more years to come-His acts of bravery have made him a well known Canadian hero-By thwarting the British attack, he allowed French culture to develop deeply in Canada, the legacy of which still remains today.

THE IMPORTANCE OF NATURAL RESOURCES



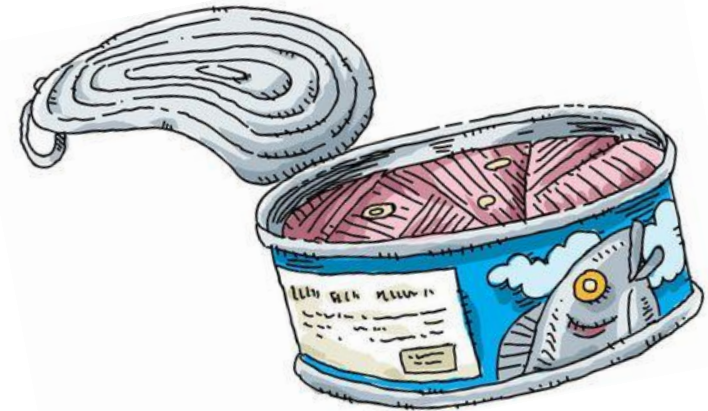
The Importance of Natural Resources

When arriving in North America, the Europeans saw the large amounts of resources such as **fish**, **fur**, and **timber**. Back in Europe, the demands of a large population left most fur-bearing animals and fish from lakes close to extinction. The new land in North America offered **jobs** and **wealth** and a way to supply growing demands back home.



Fish

Fish, an important part of the European diet, was simple to cook and easy to preserve and transport. It took several weeks to preserve the fish with salt before it could be sent back to Europe for Sale. During this time, the Europeans developed relationships with the First Nations peoples.



The First Nations taught Europeans how to build canoes and sleds and how to navigate the terrain.



The Fur Trade

Fur was a necessity to survive in the winter climate, but it also became a popular European fashion in the 1500s. Over time, Europeans' desire for fur, especially beaver pelts, grew. Fur was used to make hats and other items for wealthy people. First Nations peoples did not fully understand why Europeans would choose to trade what they considered valuable everyday items in exchange for fur. But the trade was beneficial for both groups so it continued.





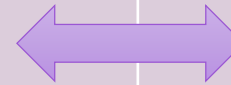
This drawing by Wenceslaus Hollar shows an unnamed woman wearing a fur muff and cape in 1646.

FIRST NATIONS

- Fish
- Fur
- Timber
- Jobs/wealth
- Knew how to build canoes
- Knew how to build sleds
- Knew how to navigate the terrain
- Warm clothing (such as mittens and leggings)
- Knew how to prepare fur for transport

EUROPEANS

- Metal pots
 - Tools
 - Cloth



Natural Resources

STATIONS

Natural Resources

Interactive Tabs

Canoe

Purpose:
transportation
method

Materials: -tree bark -
chopped down and
hollowed out trees



Chopped Wood Pile



Purpose:

- used as fuel for fire
- used to build structures

Materials:

- trees

Fire

Purpose:

- keeping warm
- cooking food

Materials:

- dirt fire pit
- smaller branches
- larger logs to fuel fire



Fur Pelts



Purpose:

- as a form of currency
- used to make textiles (clothing, blankets)

Materials:

- beaver, fox, moose, bear, wolf, muskrat

Maple Trees

Purpose: -trees were tapped in the later winter / early spring to release the maple sap

Materials: -maple trees (sap was harvested and used for cooking and baking)



Snow Shoes



Purpose:

-transportation
method

Materials:

-birch or hard ash
-stretched animal
skin and rawhide

First Nations of Northeastern North America, 1650-1760



FIRST NATIONS TERRITORIES

Thousands of years before Europeans came to North America and claimed the land and resources, people were living in the land we now call Canada. First Nations lived throughout North America and had developed a variety of cultures. Each group had its own distinct language, ways of living on the land, ways of governing and organizing themselves, and beliefs and values.

Settlements were strategically built close to a water source to access drinking water and transportation.

French and English Settlements

In the early 1600s, France and England tried to make their claims on North America stronger. They did this by establishing permanent settlements. These settlements were built on land where First Nations peoples lived. Why did the French and English believe that they had the right to build on First Nations' land?

It's Mine

Quote

Read the following quote. It is from a sermon about First Nations peoples, written by a preacher in 1609. A sermon is a speech on a religious or moral subject. Sometimes sermons were printed and published so that a wider audience could read them. The word “savage” is a racist term that both the English and the French used for Aboriginal peoples.

“It is likely to be true that these savages have no particular property in any part of parcel of that country, but only a general residency there, as wild beasts in the forest.”
- Preacher

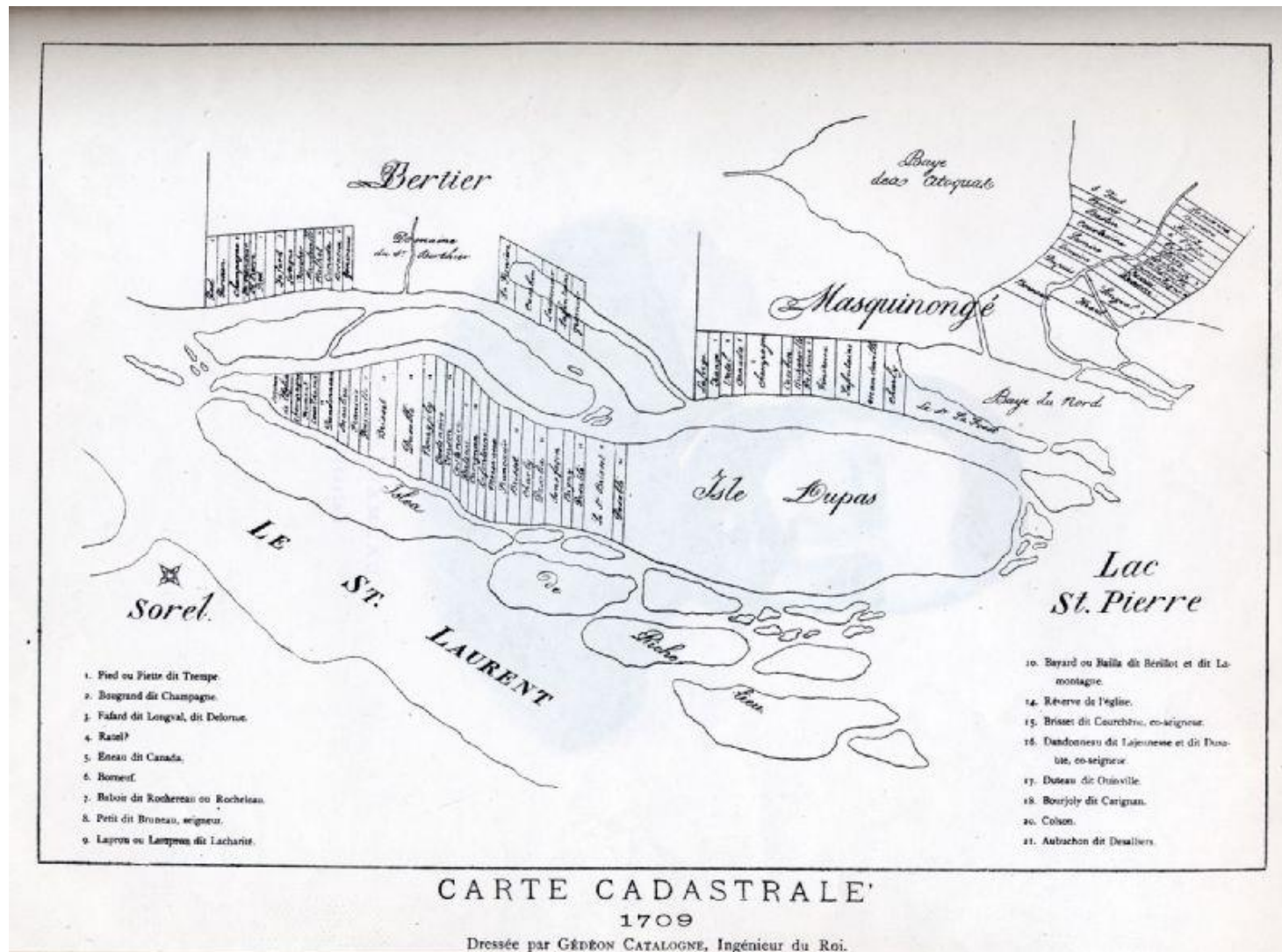
Why do you think Europeans used the word *savage* so freely?

“Europeans called themselves ‘civilized’ and Indigenous peoples ... ‘savages,’ the underlying assumption being that as savages, ‘Indians’ were at the bottom of the human development.”

-Dr. Emma LaRocque, historian and First Nations Expert

The first English Settlement was in Newfoundland. The English focused their settlements along the east coast of North America, south of the French, who lived mostly along the St. Lawrence River. As well, the English built three trading posts around James Bay. These trading posts put the English closer to some First Nations, making it easier to trade with them for furs.

The French relied on First Nations traders to bring them furs along the St. Lawrence River, which had the largest French settlements. First Nations came from the north to Montreal and other French trading posts to exchange furs for European goods. The river was the best way to move goods in New France.



This 1709 diagram shows farms along the St. Lawrence River in New France. Why would people design settlements this way?

In the early 1600s, France put in place the **seigneurial system** for its North American settlements. The seigneurial system was the way that land was divided among settlers in New France. A landlord, called a *seigneur*, rented out farmland to farmers for a small fee. Most of the farms in New France were located along the St. Lawrence River.

Term

Seigneurial system:

The system used by the government to divide land among settlers in New France.

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 border within or around Canada may change again one day. The 1700s were a time when the border 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.



Term

The United Kingdom of Great Britain:

The kingdom of Great Britain, or Britain, was formed when England and Scotland united in 1707.

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 difference pieces of land. France was forced to give up some of its territory as part of the terms of the treaty. French and British colonies in North America had little to do with the war in Europe. However, the treaty had consequences for North America.



Term

Treaty:

An agreement signed between different countries, in which promises are made.

North America after the Treaty of Utrecht, 1713

As part of the terms of the treaty, new maps of North America were created. They showed new boundaries.



What changed?

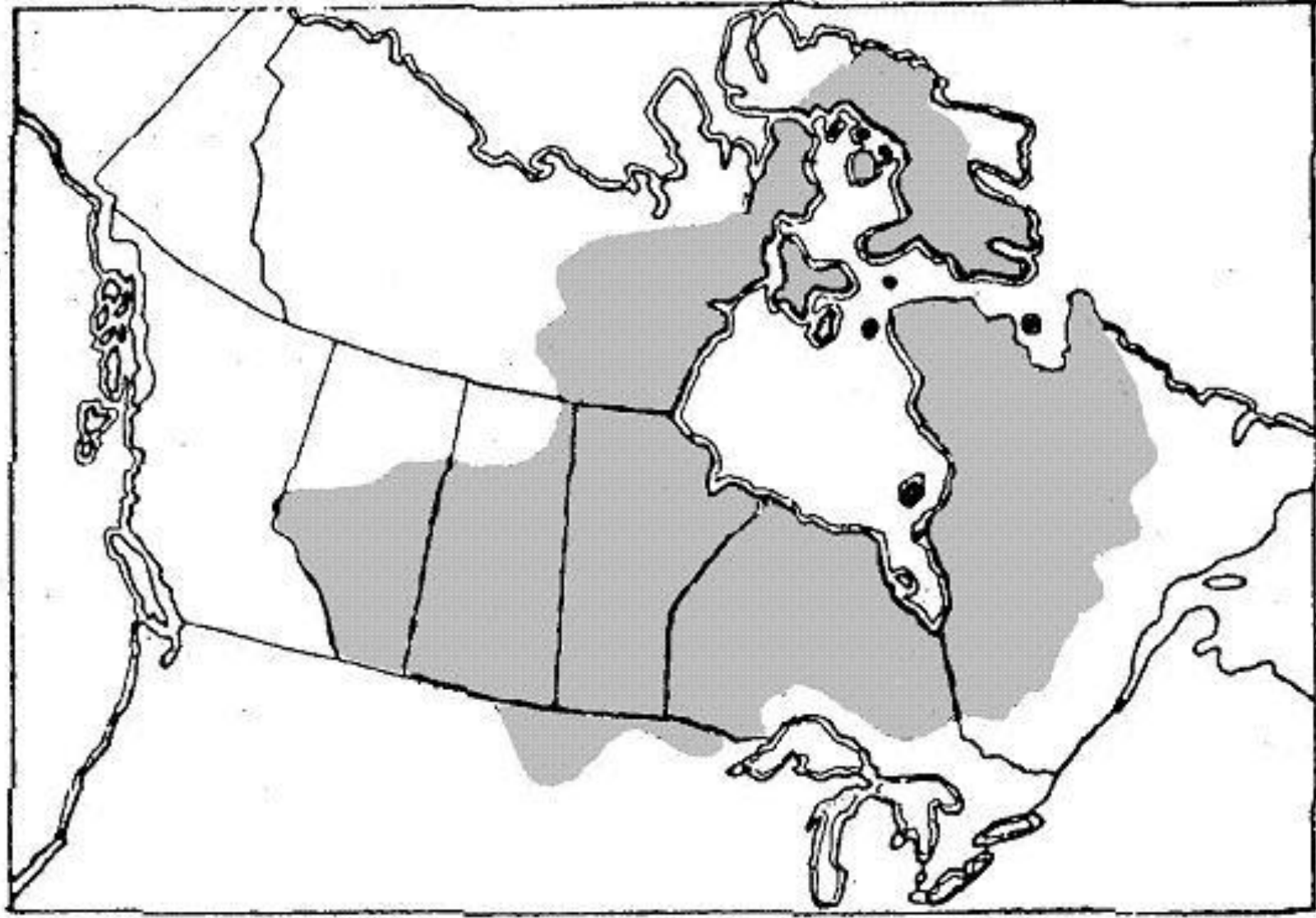
North America before the Treaty of Utrecht, 1713



North America after the Treaty of Utrecht, 1713



How much land did France lose to Britain because of the treaty?



MAP ASSIGNMENT



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?

ROMAN NUMERALS

Number	Roman Numeral	Calculation
0	not defined	
1	I	1
2	II	1+1
3	III	1+1+1
4	IV	5-1
5	V	5
6	VI	5+1
7	VII	5+1+1
8	VIII	5+1+1+1
9	IX	10-1
10	X	10
11	XI	10+1
12	XII	10+1+1
13	XIII	10+1+1+1
14	XIV	10-1+5
15	XV	10+5

JUST FOR FUN 😊

- WRITE OUT YOUR BIRTHDAY IN ROMAN NUMERALS

January = 1
February = 2
March = 3
April = 4
May = 5
June = 6
July = 7
August = 8
September = 9
October = 10
November = 11
December = 12

Eg: XI.XVII

1	I	11	XI	21	XXI	31	XXXI	41	XLI
2	II	12	XII	22	XXII	32	XXXII	42	XLII
3	III	13	XIII	23	XXIII	33	XXXIII	43	XLIII
4	IV	14	XIV	24	XXIV	34	XXXIV	44	XLIV
5	V	15	XV	25	XXV	35	XXXV	45	XLV
6	VI	16	XVI	26	XXVI	36	XXXVI	46	XLVI
7	VII	17	XVII	27	XXVII	37	XXXVII	47	XLVII
8	VIII	18	XVIII	28	XXVIII	38	XXXVIII	48	XLVIII
9	IX	19	XIX	29	XXIX	39	XXXIX	49	XLIX
10	X	20	XX	30	XXX	40	XL	50	L

What changed?

North America before the Treaty of Utrecht, 1713




North America after the Treaty of Utrecht, 1713



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.



“... 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*

“... 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.

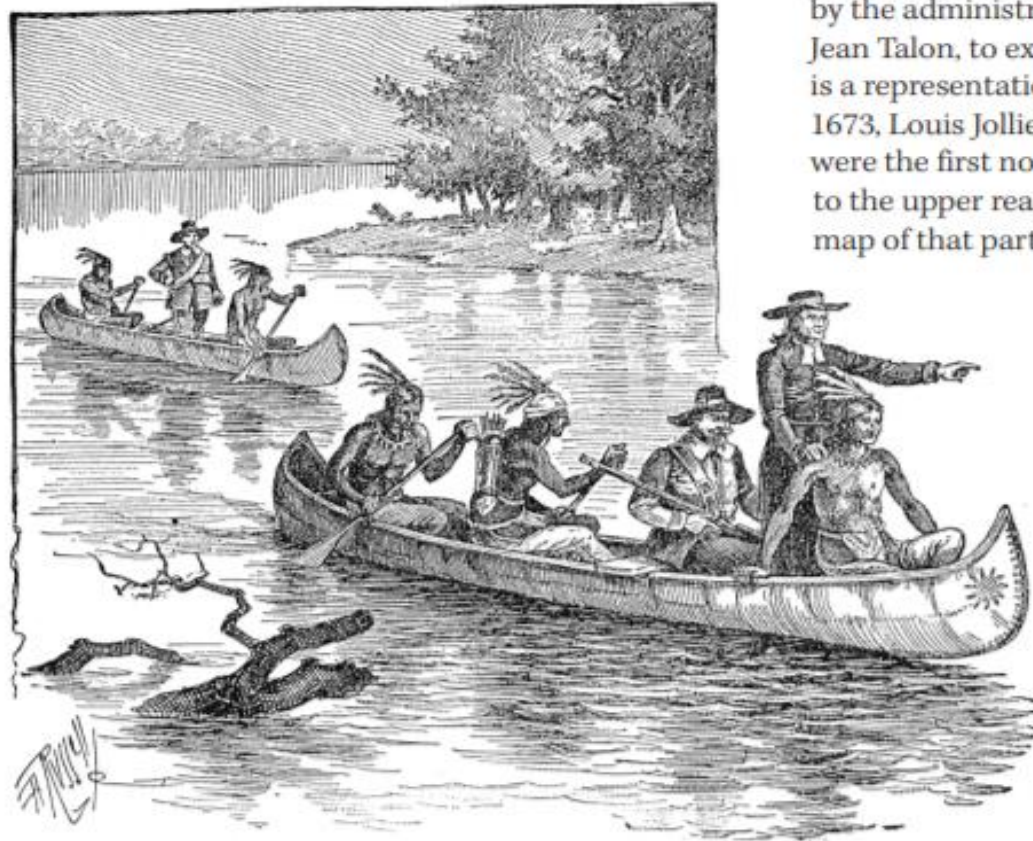


FIGURE 1.18 This illustration was created in the 1800s by A. Russell. It depicts a scene in the 1600s. In the first canoe, we see Louis Jolliet (sitting) with Father Jacques Marquette (standing) and their First Nations guides. **Analyze:** What does the illustration suggest to you about the relationship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

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?

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 ...



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?

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.



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?

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*?

“... 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*

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?

HOW DID THE TREATY OF UTRECHT AFFECT RELATIONS IN NORTH AMERICA?

Have you ever strongly disagreed with a person and then decided to come to an agreement despite your differences? If you still had to be around that person every day, would it be easy or uncomfortable?

The Treaty of Utrecht was also called the Treaty of Peace and Friendship. By signing this treaty, France and Britain agreed to stop fighting one another. As you learned earlier in the chapter, valuable land changed hands from French to British. There were also disputed territories without clear ownership. How would these factors affect the relationships among the different groups living there? Was this really a period of peace or was it a state of uncertainty?

By 1713, there had been many years of conflict among the French, the British, and First Nations peoples living in North America. Although the French and the British had established peace, First Nations had been left out of that process. Read the excerpt from a letter written by a Jesuit missionary in **Figure 1.24**. Jesuit missionaries were members of the Society of Jesus, a Roman Catholic religious order. They lived among First Nations to learn their cultures and languages. The Jesuits also taught First Nations peoples about Jesus and attempted to convert them to Christianity. In the letter, the missionary speaks about the Abenaki reaction after the British began settling in former French territories. What were the concerns of the Abenaki people?



“They [the Abenaki] asked the English by what right they had thus settled in their territory.... The answer that was given them—that the King of France had ceded [given] their country to the King of England—threw them into the greatest alarm; for there is not one savage Tribe will patiently endure to be regarded as under subjection to any Power whatsoever.”

— *Jesuit missionary*

FIGURE 1.24 This reaction of the Abenaki to British settlement was recorded by a Jesuit missionary in 1722. **Analyze:** What does the missionary mean by “under subjection”?

After ending the war with the French, the British wanted to continue to explore and expand their territory. To help gain more land and create stability, the British needed to repair relationships with First Nations in Acadia, particularly the Wabanaki Confederacy. The French and the Wabanaki Confederacy had an **alliance**, cooperated together, to fight against the British.

Alliance

A type of agreement between people or groups to achieve a common goal.

CREATING THE TREATY OF PORTSMOUTH

The British wanted to end the alliance between the Wabanaki Confederacy and the French and take control of the land. In July 1713, the British and the Wabanaki Confederacy came together in Portsmouth on the eastern coast of North America to reach an agreement.

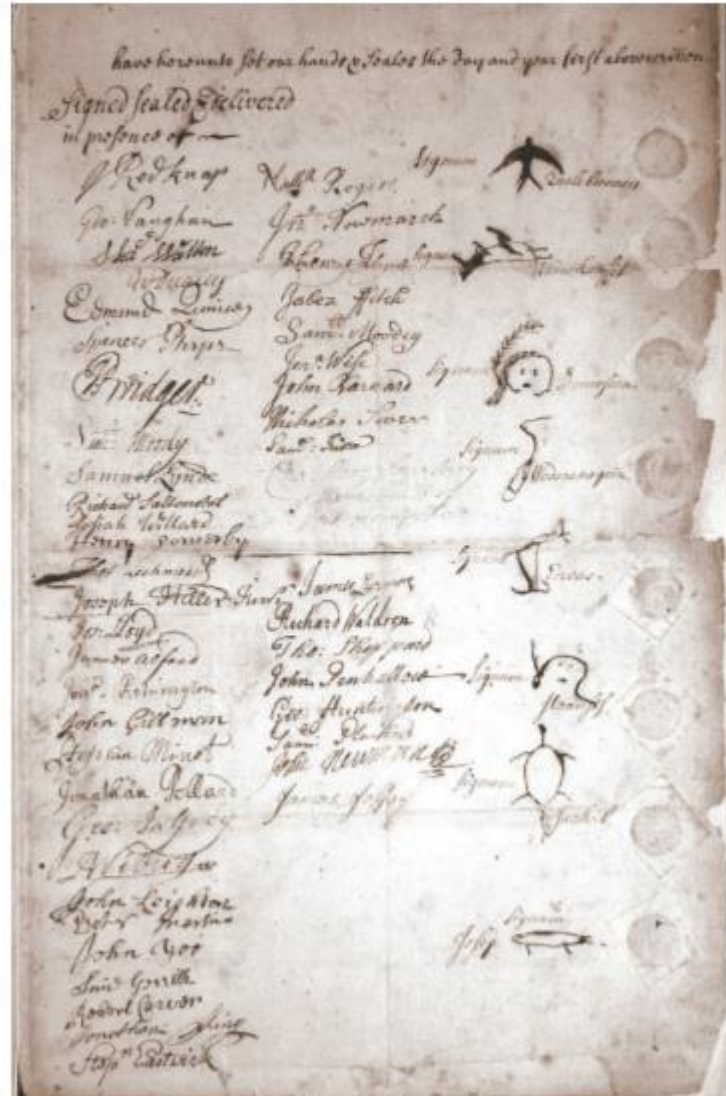
The British agreed to not build on Wabanaki land any further, to conduct trade at a neutral location, and to exchange gifts as part of Wabanaki tradition. In return, the Wabanaki Confederacy agreed to stop attacks on the British, give back settlements and lands taken from the British, and allow any future disputes to be decided on by the British government.

The treaty was written in English and was read aloud to nation members of the Wabanaki Confederacy by interpreters. What misunderstandings do you think could happen with the treaty being written only in English?

The document in **Figure 1.25** is a page with signatures from the Treaty of Portsmouth. How do you think this treaty would establish peace between the British settlers and the Wabanaki Confederacy?

Just like the anniversary of the Treaty of Utrecht, the 300th anniversary of the Treaty of Portsmouth was celebrated with several exhibits. Copies of the original treaty were put on display. Read the quote in **Figure 1.26** by Charles B. Doleac about the 300th anniversary of the Treaty of Portsmouth. What headlines do you think he is referring to?

FIGURE 1.25 The last page of the Treaty of Portsmouth, 1713, shows the signatures of all the people who were present. **Analyze:** What do you notice about the signatures?



“The issues discussed in Portsmouth in 1713 have a direct connection with ideas concerning the Rights of Indigenous People that are in the headlines today.”

— Charles B. Doleac, chairman of the 300th anniversary of the Treaty of Portsmouth

FIGURE 1.26 This quote is from the 2013 chairman of the 300th anniversary of the Treaty of Portsmouth. **Analyze:** What do you think he means by “direct connection”?

CONNECTING TO OUR PAST

PG.40

SOCIAL JUSTICE ORGANIZATION

- <https://www.youtube.com/watch?v=7rQzW192n3w>

What are you passionate about?

- Animals • Bullying + violence •
- Disasters • Education •
- Environment • Health • Poverty •
- Others

FRENCH AND FIRST NATIONS ALLIANCES

Philippe de Rigaud de Vaudreuil, pictured in **Figure 1.28**, wanted to preserve the relationship between the French and the Wabanaki Confederacy. Vaudreuil was the governor general of New France from 1703 to 1725. Vaudreuil gave out payments to the Wabanaki to encourage them to settle in New France. What does Vaudreuil say about the Wabanaki First Nations in **Figure 1.29**? A subject is a person or nation under the rule of another person or nation. Allies are people or nations with a common cause. Vaudreuil was seeking to ally New France with the Wabanaki First Nations. What common cause might the French and Wabanaki have had?



FIGURE 1.28 Henri Beau painted this portrait of Philippe de Rigaud de Vaudreuil in 1923. Vaudreuil served as a captain for the New France military as well as the governor general of New France.

Analyze: What sentiment is the artist trying to portray about Vaudreuil?



“[W]e treat our Indians
[First Nations] as allies, and not
as subjects ...”

— *Governor General Vaudreuil*

FIGURE 1.29 This comment was made by Vaudreuil in a public statement, in 1721. **Analyze:** What does Vaudreuil mean by “subjects”?

By stating that the Wabanaki First Nations were allies, not subjects, Vaudreuil was saying that the Wabanaki Confederacy was a separate nation and was not subject to the Treaty of Utrecht in the same way that the French were. He was claiming that much of the land that the British thought was part of Acadia was Wabanaki land. Wabanaki land was not part of the treaty and did not belong to the British. For the French, this meant that they would have the right to use this land after 1713. The British took a different position. Since the Wabanaki Confederacy had allied themselves with the French, they were subject to the Treaty of Utrecht just as the French were. That is, the Wabanaki First Nations had lost their right to the land in Acadia.

STRENGTHENING TIES

Vaudreuil not only wanted to ally New France with the Wabanaki, he also wanted to unite all the Wabanaki Nations of the Confederacy. Read the quote in **Figure 1.30** where he suggests this to his King.

If Vaudreuil was successful, what might be the consequences for the peace established by the treaty?



"... by uniting the Abenakis and the Mi'k Maqs, we should be in a position to recover ... all we have lost in the East by the Treaty of Utrecht."

— *Governor General Vaudreuil*

FIGURE 1.30 Vaudreuil tells his King, in a 1724 report, that the French needed to unite the Wabanaki Nations. **Analyze:** Would this goal benefit the Wabanaki Confederacy? Why, or why not?

BREAKING THE TREATY OF PORTSMOUTH

Shortly after signing the Treaty of Portsmouth, the British stationed soldiers and built settlements inside Wabanaki territory. This broke the terms of the treaty. Borders between the French and the British were also in dispute. The French and the British were, once again, pushing farther into First Nations territory.

BRITISH, FRENCH, AND WABANAKI RELATIONS

The British began to displace and to enslave Wabanaki nations again. In response to the British actions, the Wabanaki attacked a newly built British fishing station in Acadia. For the next 10 years, the Wabanaki continued to raid British settlements on the eastern coast, as well as farther south in New England, a region in northeastern North America.

The British knew the French had good relations with the Wabanaki and suspected the French were involved in the attacks. The French claimed that the Wabanaki were acting on their own. The British urged their government to take action. Britain responded by reinforcing the border area and Acadia. Since the British believed Acadians were helping the Wabanaki, they started chasing some Acadians away from Nova Scotia. The British also started to plan how they would bring New Englanders to settle Nova Scotia in order to outnumber the French and the First Nations.

FATHER RALE'S MISSION

The French government denied that the French were involved in the Wabanaki attacks against the British. In the 1720s, however, government letters were found that suggested something else. Read the excerpt in **Figure 1.31**. It is part of a letter written by Michel Bégon, an administrative official of New France. It was written to Father Sébastien Rale (also known as Father Sebastian Rale), a French Jesuit priest. The letter suggests that the French government had promised to give the Wabanaki guns and supplies to use against the British.



“If they [the British] attack Them [First Nations] ill-advisedly ... we could help them only by The Munitions [weapons] that we would Give Them.”

— *Michel Bégon, administrative official of New France*

FIGURE 1.31 This excerpt is from a letter Bégon wrote to Father Rale in 1721.

Analyze: What was the significance of this letter for British and French relations?

Father Rale lived and worked with the Abenaki people for many years during the late 1600s and into the 1720s. He learned the eastern Algonquian language and began writing an Abenaki–French dictionary. Father Rale taught the Abenaki Catholicism and they attended Mass and evening prayer every day. He accompanied the Wabanaki Confederacy and other First Nations peoples on many raids of British settlements.

Read the account by Father Rale in **Figure 1.32**. He describes an incident between the Wabanaki Confederacy and the British after the Treaty of Portsmouth had been made. How would this incident between the British and the Wabanaki Confederacy benefit the French?



“About this time a score of Savages entered into one of the English houses, to trade or to rest ... they saw the house suddenly surrounded by a troop of nearly two hundred armed [British] men ... [The English] assuring them that they had come only to invite some of them to go to Boston, to confer there with the Governor, on the means of keeping peace and good understanding. The Savages, a little too credulous [trusting], [sent] four of their fellow-countrymen to Boston; but when they arrived there, they were diverted, [ending] in retaining them prisoners.”

— *Father Rale*

FIGURE 1.32 This excerpt is taken from a letter written in 1721 by Father Rale. The letter was found after his death in 1724. **Analyze:** How do you think the Wabanaki would have described the same event?

Between 1722 and 1725, a series of battles occurred between the British and the Wabanaki Confederacy. This period was known as Father Rale's War. Father Rale was captured and killed by the British in 1724. **Figure 1.33** shows a depiction of the day Father Rale was killed.

FIGURE 1.33 This painting, entitled *Death of Father Sebastian Rale of the Society of Jesus*, was commissioned in 1856. **Analyze:** Do you think the events of the day Father Rale died are accurately represented in this painting?



REVIEW QUESTIONS

JEOPARDY

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