

The British in North America

Chapter INQUIRY

What kind of society did the British colonists create in North America?

Key CONCEPT

Mercantilism

Many imperial powers from Europe used the mercantile system to grow powerful. **Mercantilism** allowed an imperial country to become rich in gold and silver by selling the resources taken from its colonies.

Fish, furs, wood, and iron ore could bring the home country great wealth. With unlimited access to these resources, the home country no longer had to pay to get them from other countries. The imperial country could consume as many resources as it needed. Then it could make even more money by selling what it didn't need to other countries in exchange for gold and silver.

This chapter examines Britain as an example of one imperial power that used the mercantile system. Through its colonies in North America, Britain hoped to obtain everything it needed to become rich and powerful.

British Colonies

In Chapter 2, you learned how newcomers from France built colonies in North America. In this chapter, you'll discover the reasons why Britain wanted to do the same. You'll see how Britain's colonies differed from those of France. This chapter gives you a chance to analyze the impact of the newcomers on the First Nations. Finally, you will have the opportunity to learn about some early British explorers and their accomplishments in North America.



Honing Your Skills

Comparing and contrasting two things means finding similarities and differences between them. The Skill Check feature on the next page will show you how to do this. The project at the end of this chapter will ask you to compare and contrast the societies of the First Nations, New France, and the British colonies.

Perspectives on Mercantilism

This chapter asks you to think further about the economic reasons behind the Europeans' desire to colonize North America.



Think AHEAD

Study the diagram and the painting of the British colony at Halifax.

- a) Brainstorm a list of ways the mercantile system might benefit
- the home country
 - the colonists
 - the First Nations

- b) Can you think of any drawbacks of using this system? List those as well.
- c) When you have finished this chapter, return to your list and revise it according to what you have learned.



SKILL CHECK: Compare and Contrast

In Chapter 1, we looked at the societies of three different First Nations. Chapter 2 introduced you to the ways of life of the early French colonists in North America. In this chapter, we will study the British in North America and explore the kind of society they created. By the end of Chapter 3, you may be able to see similarities and differences among all of these societies. This will help you begin to understand the relationships that developed among them. Here are some guidelines for comparing and contrasting information effectively.

Create a Graphic Organizer

A graphic organizer helps you compare and contrast information. To compare two European countries in the 1600s, you would list the facts about each one in two separate columns. Then you would look for the things that are similar and different.

of France and England in the 1600s, you could divide your chart into categories such as type of government, religion, language spoken, location of colonies, and so on. The categories you choose will depend on the question you are trying to answer. (You may have to do extra research—at the library or on the Internet—in order to find all the information needed for your chart.)

Decide on Categories for Comparison

Try It!

Dividing your organizer into categories allows you to compare and contrast the most important characteristics. For example, if you are looking at the countries

Communicate Your Findings

Once you have completed your organizer and analyzed the results, you can communicate your findings in one of several ways:

- through an oral presentation, using your organizer to point out similarities and differences
- in a Venn diagram
- in a written summary that explains the information in paragraph form

| Categories | France | England |
|--|----------------------------|----------------------------|
| Government | Monarchy - ruled by a king | Monarchy - ruled by a king |
| Religion | | |
| Language | | |
| Location of colonies in North America (Hint: See page 35.) | | |

The British Cross the Atlantic

France was not the only European country building an empire. All the imperial powers of Europe believed an empire was the path to wealth and power. In this section, you'll discover some of the different reasons why the British decided to expand their empire by building colonies in North America.

Focus

Why did the British build colonies in America?

Colonizing America

Walter Raleigh was the first English explorer to try to build a colony in North America. His first attempt was in 1585. It failed, so he tried again in 1587. This attempt failed, too. Raleigh failed because he and the colonists

were not prepared for the harsh life of the North American wilderness. Still, the British wanted to try again. Why was it important for Britain to build colonies in America?

- **The economy.** France, Spain, and Portugal had made a lot of money from their colonies in the Americas. Britain hoped it could do the same.
- **Competition.** Spain and France were expanding their empires. Britain was in competition with them and wanted to prevent them from becoming more powerful.
- **Quality of life.** In Britain, the cities were overcrowded and there was little good farmland left. Colonies provided a place to resettle people.
- **Religious freedom.** Many religious groups in Britain (for example, the Puritans, Quakers, and Baptists) were treated badly because of their beliefs. They wanted to find a place where they could practise their faiths freely. Going to America seemed like a good opportunity.

King James I of England knew it would cost a great deal of money to set up the colonies. However, he did not want to risk losing the government's money. Instead, in 1607 he began granting permission to private groups who were interested in setting up colonies along the eastern coast of North America.

The Thirteen Colonies

Eventually, colonists from Britain established 13 separate colonies along the eastern coast of the present-day United States. Together the colonies became known as New



Figure 3.1 The Thirteen Colonies in North America. Compare this map to a modern map of the United States. What has changed? **SKILLS**

England. Each colony was unique. Each had its own social structure, religious groups, and type of government.

Their economies were based on producing various goods. For example, the colony called Virginia had a mild climate that was suited to growing tobacco. This product was very popular in Europe. The demand for tobacco played the same role in Virginia as the demand for furs played in New France. To the north of Virginia, a religious group called the Pilgrims founded a colony at Plymouth, Massachusetts. The

Pilgrims came to America in search of a place where they could practise their religion freely. They were joined by other settlers who cleared farms, raised cattle, and fished for a living.

The Thirteen Colonies and New France Compared

New France and the first of the Thirteen Colonies were founded around the same time. Yet England's colonies grew much more quickly (see Figure 3.3). Why was this so?

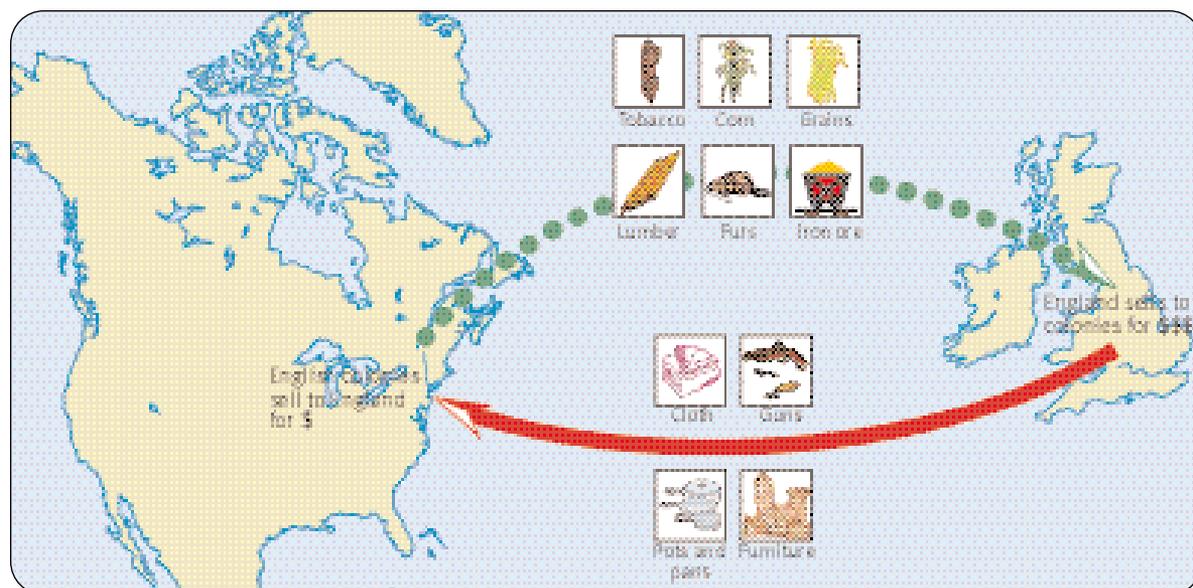


Figure 3.2 The mercantile system and flow of goods between England and its colonies. With the money they earned from tobacco, many plantation owners could afford to import luxury items from England. England charged the colonists high prices for these goods. Examine this diagram. How does it show that the relationship between England and its colonies was a good example of the mercantile system?

| | New France | The Thirteen Colonies |
|------|------------|-----------------------|
| 1660 | 3 000 | 90 000 |
| 1710 | 18 000 | 331 711 |
| 1720 | 24 474 | 446 185 |
| 1730 | 34 118 | 629 445 |
| 1740 | 44 000 | 905 563 |
| 1750 | 53 000 | 1 170 760 |
| 1760 | 64 000 | 1 593 625 |

Figure 3.3 Population growth in New France and New England, 1660–1760. Before reading on, speculate about the reasons why the Thirteen Colonies grew faster than New France. **SKILLS**

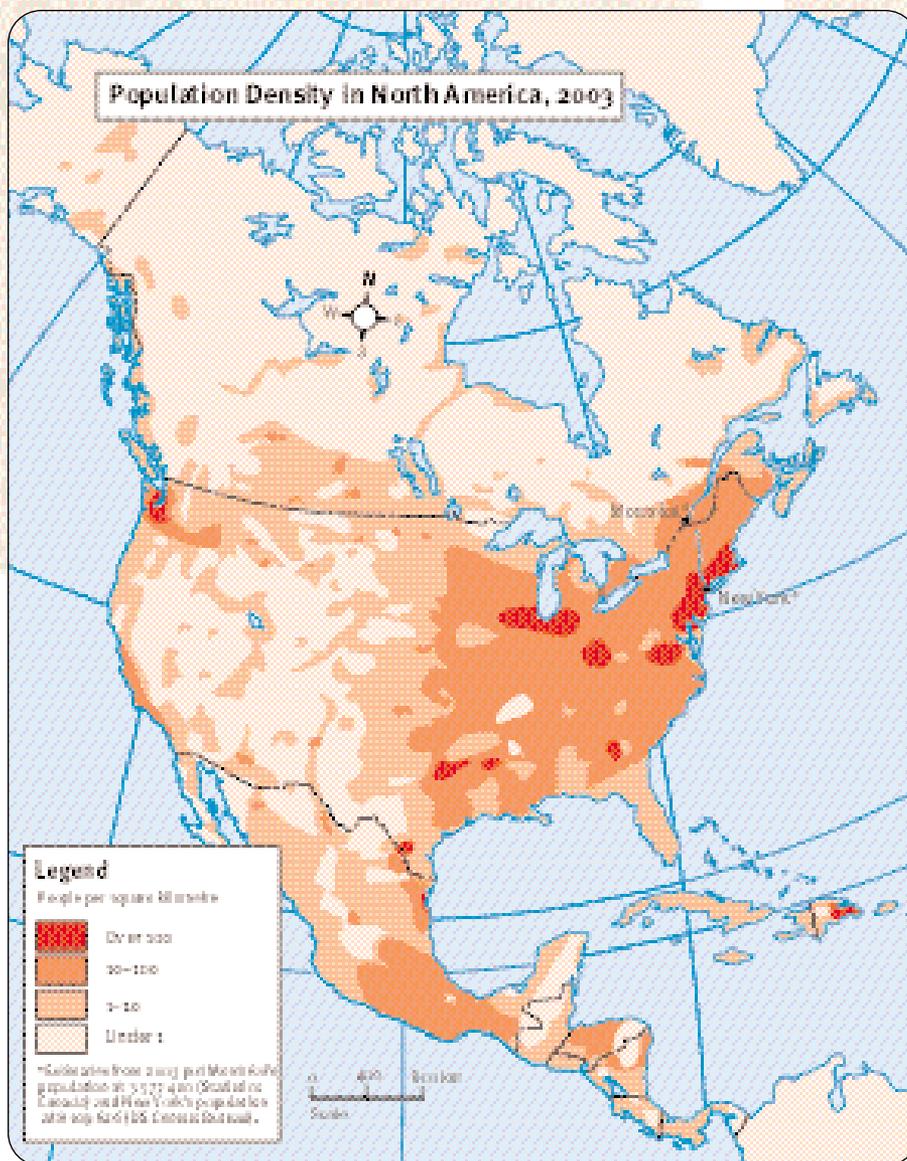
Britain and France had different reasons for colonizing North America. In the beginning, they did not have the same goals or use the same systems to run their colonies. The following chart outlines some

of the characteristics of each. These factors will help you understand why the population of the British colonies in America grew relatively quickly.

| | New France | The Thirteen Colonies |
|-----------------|---|--|
| Different Goals | France was not interested in spending heavily on its North American colonies. Its priority was collecting furs and other natural resources such as timber, fish, and metal ores from the land. | Britain invested a lot of money in its colonies overseas. The British wanted to establish large settlements to gain military and economic advantage over the other imperial countries. |
| The Climate | The climate of the St. Lawrence Valley and Acadia was extreme. Winters were long and cold. Most of the year, it was too cold for farming. This made it harder for people to earn a living. However, it was the best place to find thick furs, which is why France preferred it. | The climate was mild, especially in the southern colonies. In the south, farms flourished year-round. Overall, the climate made life more comfortable. |
| Employment | The early economy of New France was based mainly on the fur trade. First Nations trappers, the <i>coureurs de bois</i> , and the fur traders ran most of the fur trade. There were not as many opportunities for others to earn a living. | The economies of the British colonies were based mainly on farming, fishing, and logging. Therefore, there were many more opportunities for colonists to earn a living. |
| Religion | Only French Catholics were encouraged to come to New France. | The Thirteen Colonies allowed settlers from many faiths to settle there. They also permitted people from different countries to come, as opposed to just from Britain. |
| Trade | New France was allowed to trade only with France. All trade revolved around the fur trade, and one company had a monopoly on that trade. | The Thirteen Colonies were initially allowed to trade with other countries, not just Britain. The colonists were free to start businesses and grow a variety of crops for profit. |

Canada Today

Since the 1700s, the population gap between Canada and the United States has continued to grow. In 2002, Canada's population was 32 million. The United States' population was 290 million. What impact do you think living beside a large and powerful neighbour has on Canada? As a class, discuss some of your ideas. Then work on your own to create a cartoon or slogan that illustrates your point of view.



Think It Through

1. In a group, discuss the importance of the British government's role in building the Thirteen Colonies.
2. How did the French and the British use the natural resources of North America

differently to make money? You can respond to this question in writing, orally, or by creating an organizer or illustrations. **SKILLS**

The British Colonies in Atlantic Canada

In Chapter 2, you discovered that the French had built colonies in the country we now call Canada and explored the interior of the continent. As they did, they claimed all the lands they passed through for France, expanding the French Empire. In this section, you'll see how Britain also set out to build colonies here. You'll look at the issues surrounding the colonies in Newfoundland and Halifax. As you do, you'll discover one of the great tragedies of the early days of contact.

Focus

What role did Britain play in colonizing the land we now call Canada?

A New Found Land

John Cabot (called Giovanni Caboto in his native Italy) reached the waters off Newfoundland in 1497. When he returned to England, he reported seeing fish so plentiful they could be caught just by lowering a basket into the water.

News about the fish stocks spread quickly among the fishing fleets of Europe. Fish was an important food staple there. This was especially true in Catholic countries, where the Church prohibited people from eating meat on certain days of the week. Soon hundreds of ships were fishing in the waters off the coast of this "New Found Land."

Although Cabot claimed Newfoundland for Britain, the British didn't really want the island as a colony. They were not interested in building settlements there. The climate was too harsh and the soil wasn't good for farming. All they wanted was fish.

Most fishers stayed on board their ships. They went ashore only to dry the catch. They all returned home before the winter storms set in. As the fishery grew, however, there was competition among the fleets to secure the best harbours for drying stations. Some of the crew began staying behind in the winter to guard these sites.

Canada Today

People believed the abundant fish stocks Cabot found would last forever. For hundreds of years, fishers from around the world overfished the cod on the Atlantic coast. By 1992, almost all the codfish were gone! The Canadian government decided to shut down the fishery. It reopened it in 1999 but allowed only a limited number of boats to fish for cod. The stocks, however, continued to decline. In 2003, the government shut down the fishery again. The fishery that first lured Europeans to North America may never reopen.



Figure 3.4 Cod-fishing boats docked in St. John's, 2003. What lesson can we, as a society, learn from the collapse of the cod fishery on the East Coast? In your opinion, has Canada learned this lesson well? Give a recent example to support your answer.



Over time, the number of British newcomers in Newfoundland began to grow. The king, George II, granted the captains permission to build fishing villages on the coast. As the villages grew, Britain could no longer ignore the island. In 1729, the king appointed a governor. Newfoundland was evolving from a fishing station into a colony.

Figure 3.5 A fishing station in Newfoundland. The European fishers used salt to preserve their catch. The British didn't have much salt, though. They had to go ashore to clean and dry their fish on platforms in the sun. Draw a cause-and-effect diagram to illustrate how this led to the building of settlements in Newfoundland. (You may want to refer to the Skill Check on page 76.)

CASE STUDY

Extinction of a Nation

What happened to the First Nations people who once lived in Newfoundland? Long before the British came, the Beothuk [bay-AH-thuk] had lived on the island. In the summer, they lived along the coast, where they fished and gathered shellfish. In the winter, they moved inland to hunt caribou.

The arrival of the British fishers disrupted this way of life. The British fishing villages cut off the Beothuk's access to the sea. Now they had to compete with the British for the island's food resources.

The Beothuk were afraid of the newcomers. They tried to avoid them, even though this meant going hungry because they were unable to reach the fishing areas. Once the fishing season ended, the British would return home to Europe with their catch. While they were gone, the Beothuk would sometimes raid fishing stations and take steel hooks, ropes, and other supplies. When the British returned in the spring, hostilities between the two peoples grew more violent. Eventually, the British used guns to hunt down and kill many Beothuk men, women, and children. The British also unintentionally brought diseases to the island, which resulted in the deaths of many Beothuk.

By 1828, only one Beothuk remained. She was a young woman named Shanawdithit. She lived with an English family in St. John's (the capital of the island) during her last years. By this time there were people interested in

Tech Link

For a closer look at drawings by Shanawdithit, open Chapter 3 on your *Voices and Visions* CD-ROM.

learning about the culture of the Beothuk. Shanawdithit tried to answer their questions, drawing pictures to describe the life her people once led. When Shanawdithit died of tuberculosis in 1829, the Beothuk went extinct. In 200 years, an entire culture had been wiped out by violence and disease.



Respond

1. In your own words, explain the main cause of the conflict between the British fishers and the Beothuk in Newfoundland.
2. If British colonists in Newfoundland had been more interested in the fur trade than the fishery, how might the relationship between them and the Beothuk have been different?

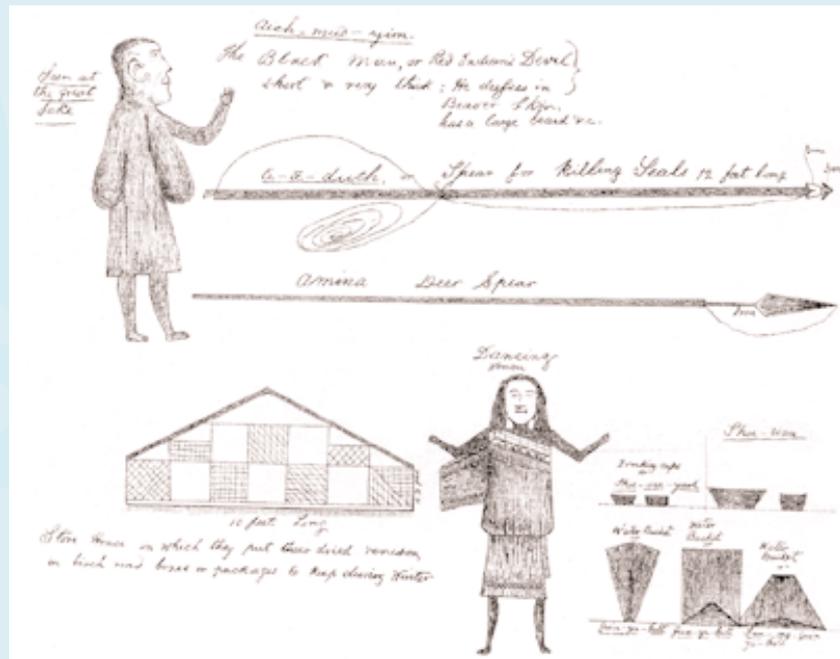


Figure 3.6 Drawings by Shanawdithit. Explain what type of source these drawings represent—are they primary or secondary? What can you tell about the Beothuk from these illustrations?

Events in Europe Affect the Colonies

Britain and France fought many wars against each other in Europe. Sometimes,

these conflicts affected their colonies in North America. In 1713, the two imperial powers signed the Treaty of Utrecht to create peace in Europe. The agreement allowed the French to keep control of the Fortress of Louisbourg on Île Royale (present-day Cape Breton), while the French colony of Acadia was given to the British. The British renamed the colony Nova Scotia. Otherwise, they let the habitants live their lives the way they always had—at least for a time. (You'll learn about the fate of the Acadians in Chapter 5.)

Reading STRATEGY

The most important new vocabulary words in each chapter appear in boldface. These words are defined in the glossary at the back of this book. However, you should keep a dictionary close by in case there are other words in the text that are unfamiliar to you.

The Creation of Halifax

Eventually, Britain became more concerned about the strong French presence in Nova Scotia and at the Fortress of Louisbourg. So, in 1749 Britain decided to show its **sovereignty** over Nova Scotia. This means it would tighten its control over the former French colony.

The British planned to build a town and a fort in Nova Scotia at a place the Mi'kmaq [MIG-mah] called Chebucto, meaning "the biggest harbour." It was to become a base for British troops and naval ships. Sixteen ships sailed into the harbour with 2600 soldiers and colonists on board, ready to begin building the town. They called the settlement Halifax, after the British official in London who oversaw the project. The houses and buildings spread out along the waterfront at the base of a hill. At the top of the hill, the British built a military fort.

Active Citizenship in Halifax

The government at Halifax included a governor, a council of advisors, and an elected assembly. For many years, though, the governors of the colony put off elections. They worked with their advisors to govern on their own. Then, in 1758, Britain insisted that an election be held. The **citizens** of the colony could now participate actively in their government by voting. It was the first elected assembly in British North America.

As you know, citizenship involves much more than voting in elections. Halifax residents who contributed to their society by working, paying taxes, volunteering, or abiding by the law, for example, were also active citizens.



Figure 3.7 This is a modern reconstruction of the military fort overlooking Halifax harbour. Why do you think the British chose a hilltop for the fort and shaped it like a star? Check on the Internet or in the library to find the answer.

The Mi'kmaq Perspective

The Mi'kmaq people who lived in Nova Scotia were concerned about the British newcomers. The site where they had built Halifax was one of the Mi'kmaq people's preferred coastal campsites. Their French allies urged the Mi'kmaq to make life difficult for the British. In response, the governor of the British colony, Lord Cornwallis, issued orders to "annoy, distress, take, or destroy Mi'kmaq people wherever they are found."

With the hostile relations between the British colonists and the Mi'kmaq, the newcomers decided it was not a good time to build farms outside Halifax. Besides, there was little good farmland available in the colony. The Acadians already occupied most of the fertile land. This situation increased tensions between the French and British colonists in Nova Scotia. It did not seem that peace would last much longer.

VOICES

In 1749, the Mi'kmaq enlisted the help of some French missionaries to write a declaration of war against the British. It read in part:

“ The place where you stand, where you build houses, where you build a fort, where you wish, as it were, to enthrone yourself, this land of which you now wish to make yourselves absolute masters, this same land belongs to me. I have grown up on it like the grass, and it is the very place of my birth and my residence. ...

Show me where I, a Native, will lodge? You chase me away, and where do you want me to take refuge? You have seized nearly all of this land in all its vastness.... At the present time, you force me to speak out because of the considerable theft you inflict upon me. ”

Source: Cornelius Jaenen and Cecilia Morgan, "A Mi'kmaq Declaration of War, 1749," in *Material Memory: Documents in Pre-Confederation History* (Toronto: Pearson Education Canada, 1999).

Think It Through

- Citizenship and Identity.** How did the establishment of the first elected assembly in Canada increase the responsibilities of the colonists?
- Britain gained control of Nova Scotia. What do you predict will be the long-term consequences of this for the Acadians? Give reasons to support your predictions.
- What do you predict will be the long-term consequences for the Mi'kmaq of British expansion in Nova Scotia? Give reasons to support your predictions.

The Company by the Bay

Beaver furs were in demand throughout Europe. As a result, the imperial powers competed for furs in North America. In this section, you'll discover how the British entered the fur trade. You'll also look at the issues that affected the competition for furs among the British, the French, and the First Nations.

Focus

What was the importance of the creation of the Hudson's Bay Company?

they heard stories about a vast sea that lay far to the north. This "sea" was Hudson Bay. You read about the adventures of two *coureurs de bois*, Pierre Radisson and the *Sieur des Groseilliers*. They thought that if they found this sea, they would find an abundant new supply of furs, too.

Radisson and des Groseilliers took their idea to the governor of New France. But he was not interested in searching for this mysterious body of water. So instead, they took their plan to Britain. They found a group of British merchants who were willing to pay for their expedition.

In 1668, two ships sailed from London. A storm forced Radisson's ship to turn back. But the second ship, carrying

The Europeans Explore Hudson Bay

In Chapter 2, you discovered that the Canadian *coureurs de bois* travelled with the First Nations into the interior. As they did,



Figure 3.8 Henry Hudson's last voyage, as imagined by an unknown nineteenth-century artist. Henry Hudson was the British explorer and sea captain after whom Hudson Bay was named. He was known as an avid adventurer, but not a great leader. In 1610, he was looking for a passage through the Arctic when he happened upon the huge bay. He failed to keep control of his crew, and they mutinied. The sailors set Hudson and a few of his loyal followers adrift in a small rowboat in the middle of the bay.

des Groseilliers and his crew, reached the vast body of water spoken of by the First Nations. They dropped anchor at the mouth of the Rupert River and built a small fort. During the winter, they traded with the local Cree (Nehiyawak [nay-HI-uh-wuk]) and Innu [IN-noo]. When summer came, they returned to England with a shipload of furs.

Radisson and des Groseilliers had been right. Hudson Bay provided an ocean route into the heart of the continent—and an abundant new supply of furs.

The Hudson's Bay Company

In 1670, King Charles II of England granted a monopoly to the Hudson's Bay Company. The monopoly covered all the lands drained by the rivers that flowed into Hudson Bay. It

was a vast territory consisting of most of what is now Western and Northern Canada.

The British called the area **Rupert's Land**, after Prince Rupert, the first head of the company. The Hudson's Bay Company was not interested in building a colony. They were merchants, interested only in trade. They built trading posts at the mouths of important rivers. First Nations and Inuit [IN-yoo-it] hunters brought the furs to these posts.

Conflict on the Bay

Meanwhile, the French fur traders decided they could not stand by while the English grabbed up all the furs in Rupert's Land. In 1686, a French soldier named Pierre de Troyes led a bold attack on the British forts along the bay. The French surprised the

The English (Hudson's Bay Company) called their trading posts **factories**. The trader in charge of a post was called the **factor**.

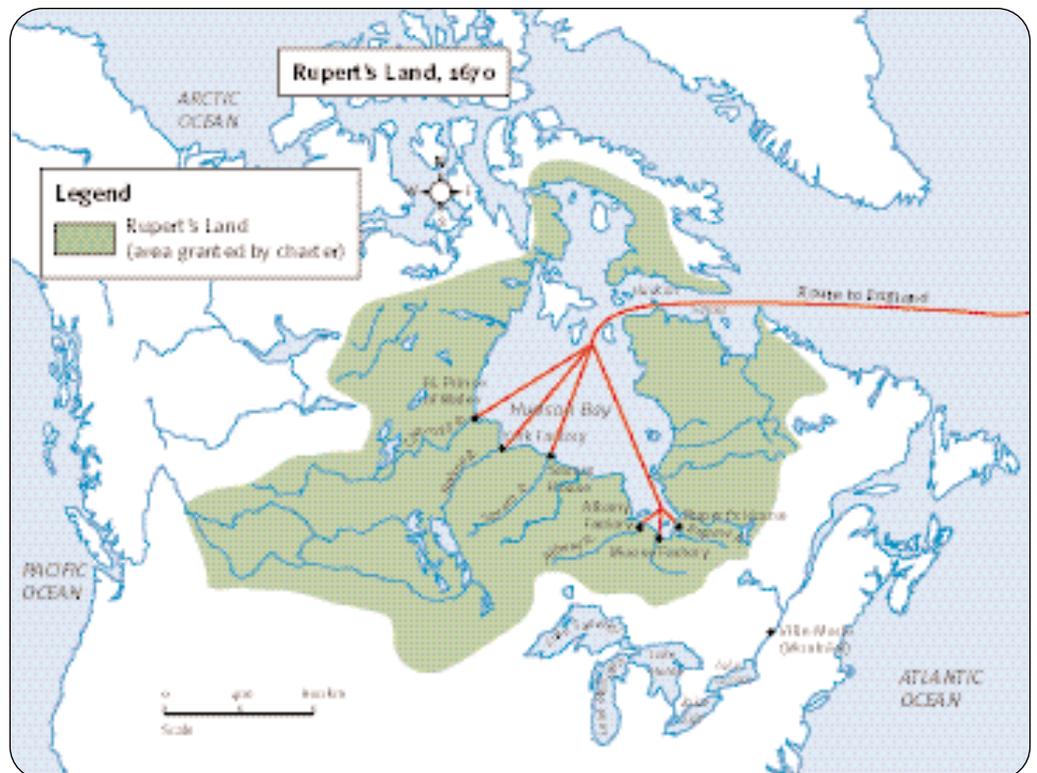


Figure 3.9 Rupert's Land and the trading forts of the Hudson's Bay Company. Fur traders were eager to gain control over Hudson Bay and the surrounding land. Look at this map. Why do you think control of this area was important to the British? How do you think the First Nations who lived there felt about newcomers taking control of the land?

British by travelling from the interior by canoe, instead of arriving in the bay by ship. De Troyes and his troops easily captured Rupert House, Moose Factory, and Albany Factory on James Bay. The British were caught off-guard. They didn't even have time to load their cannons!

The French victory was not complete, though. The British remained in control of York Factory at the mouth of the Nelson River. The most famous soldier in New France, Pierre Le Moyne d'Iberville, led French troops in several attempts to capture York Factory. In 1697, he finally succeeded. In a daring naval battle on the waters of the

bay, d'Iberville's ship sank or drove away three British warships.

The French victories in Rupert's Land did not last. The Treaty of Utrecht brought peace between Britain and France both in North America and in Europe. It returned the Hudson Bay lands, Acadia, and Newfoundland to the British in 1713.

The battles over the fur-trading posts were part of a larger conflict between Britain and France for control of North America and the fur trade. The war between these two empires would last another 50 years. You'll find out how the competition ended in Chapter 5.

Canada Today

The Hudson's Bay Company is Canada's oldest company. In fact, it is one of the oldest companies in the world! Today, though, the Bay does not do business at trading posts. It operates more than 100 department stores and sells billions of dollars worth of goods every year.

When the Hudson's Bay Company first started, it had a **monopoly** on the fur trade. That meant no other British company could trade in Rupert's Land. Today, of course, the Bay no longer has a monopoly. It competes with many other companies to attract your business.



Figure 3.10 A modern Bay store in Calgary, Alberta. If the Hudson's Bay Company still had a monopoly, what effect do you think it would have on prices? How is competition good for consumers like you?

Think It Through

- Predict how the French, English, and First Nations reacted to the Treaty of Utrecht.
- Britain now controlled Nova Scotia, Newfoundland, and Rupert's Land.
 - What parts of North America did the French control?
 - Predict the consequences of this situation for the future of the French fur trade. Then draw a mind map to illustrate your ideas.

The British Continue to Explore

At first, the traders at the Hudson's Bay Company posts stayed at their forts. They waited there for First Nations peoples to bring the furs to them. Then, the French began interfering in the British fur trade. They met First Nations trappers before the trappers reached the British forts. They bought the furs the British traders were expecting. Now the British traders would have to travel into

the interior themselves to compete with the French. In this section, you'll learn about some of their expeditions and you'll discover what the British traders and explorers accomplished.

Into the Interior

Henry Kelsey worked for the Hudson's Bay Company. In 1690, he left his trading post and set off on a journey with a group of Cree. His goal was to meet Aboriginal peoples and convince them to become

trading partners with the British. He took a brass pot, a blanket, some guns, tobacco, and a hatchet with him to show any First Nations people he met.

Kelsey travelled on foot and by canoe south and west away from Hudson Bay. The Cree led him out of the forest and into the grasslands of the prairies. He was the first European to see the vast herds of buffalo that once roamed the Plains. As he crossed the prairies, the First Nations peoples he met welcomed him to their territories. The Cree already had alliances with the Siksika [sik-SIK-uh] First Nation, who lived in the West. Through this relationship, the Cree helped Kelsey gain greater access to furs.

Kelsey remained on the prairies for two years, travelling as far west as present-day Saskatchewan. Through his contact with First Nations, he increased the flow of furs from the interior to the Hudson Bay posts.

Focus

What did the British explorers who ventured into the North and West achieve?



Figure 3.11 *Kelsey on the Plains*, painted by Rex Woods about 1967. It is a romanticized repainting of a work by Charles W. Jefferys in 1927. Kelsey is taking part in a buffalo hunt with the Assiniboine [uh-SIH-nih-boyn] Nation in August 1691. Like the *coureurs de bois*, Kelsey lived among the First Nations. He learned their languages and customs. How do you think this helped his relations with First Nations people? What impact do you think this had on the fur trade? For help in analyzing this image, see the Skill Check on page 6.

West into Alberta

Another British explorer, named Anthony Henday, ventured even farther west. Henday worked for the Hudson's Bay Company, too. In 1745, he set off from York Factory, travelling on foot to what is today Red Deer, Alberta. He also wanted to make contact with the Siksika people who lived there. He hoped to convince them to bring their furs to Hudson Bay.

Led by his Cree guides, Henday arrived at a large Siksika camp of about 200 tipis. Their leader was sitting on a white buffalo robe surrounded by 20 Elders. They smoked a pipe of tobacco with Henday, which was a symbolic act to show good faith. Then everyone feasted on pieces of boiled buffalo meat served in baskets of woven grass. Hospitality such as this was an important

part of the Siksika culture. It ensured the well-being of the giver and the receiver.

The Siksika society was based on equality among its members. Its economy was based on meeting the needs of the community. Henday invited the Siksika to bring furs to the trading posts at Hudson Bay. He was suggesting they adopt an economy driven by profit. The Siksika refused his offer. The idea of trading for profit was new to them. The effect of this trade on their hunting and gathering activities would have to be carefully considered before it could be accepted.

To the Northern Lands

Beyond the tree line, in the Far North, lies a vast marshland. It's too cold for trees any larger than shrubs to grow there. The Dene [DEN-ay] people who lived there told the British stories about gold and copper along the shores of a distant northern river.

In 1770, a young sailor named Samuel Hearne set out from Hudson Bay to find the river and its rich resources. He joined a party of Dene and their leader, Matonabee. They travelled on snowshoes, hauling their supplies on toboggans. When the snow melted in spring, they made bark canoes to carry them across the rivers and lakes.

Hearne did not find any gold or copper. However, he was the first European to reach the shores of the Arctic Ocean, and he learned from the Dene how to travel and live off the land.

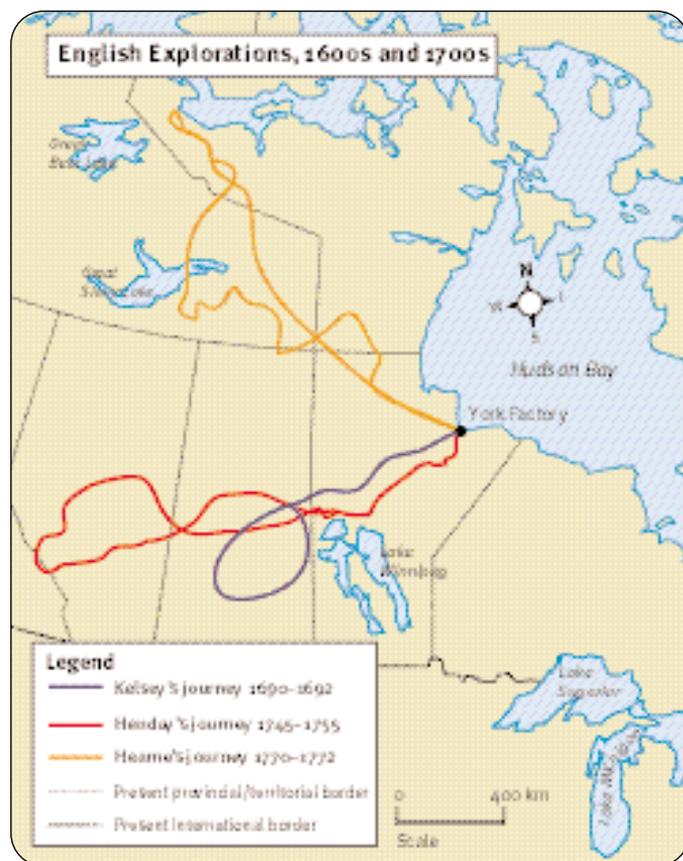


Figure 3.12 The routes into the interior taken by the three English explorers. What does this map tell you about the extent of British exploration?



Tech Link

The Hudson's Bay Company depended on maps made by the people who knew the land. You can see the map that Ac ko mok ki, a leader of the Blackfeet in Montana, made for an HBC surveyor. Just open Chapter 3 on your *Voices and Visions* CD-ROM.

VOICES ■



Tech Link

Look in the Documents section of Chapter 3 on your *Voices and Visions* CD-ROM to read more from Hearne's journal of his explorations.

Samuel Hearne's journey lasted for 19 months. Led by Matonabbee, he travelled all the way to the shores of the Arctic Ocean and back again. In his journal, he wrote about the hardship he suffered during the trip.

“My feet and legs had swelled considerably. The nails of my toes were bruised to such a degree that several of them fell off. The skin was entirely chafed off from the tops of both my feet, and between every toe. For a whole day I left the print of my feet in blood almost at every step I took.”

Biography

Matonabbee (about 1737–1782)

As a young boy, Matonabbee was raised at a fur-trading post, so he knew both the European and Dene ways of life. He was a skilled diplomat who spoke at least three languages. On one occasion, the Hudson's Bay Company sent him to Lake Athabasca to settle a dispute between the Dene and the Cree.

Matonabbee's leadership made Samuel Hearne's expedition a success. He knew the route to the Arctic Ocean. He showed Hearne how to travel light and live off the resources of the land.

Matonabbee was a successful fur trader. He and his people collected furs from groups as far north as the Mackenzie River and brought them to Hudson Bay trading posts. It was said that no other Dene brought as many furs to the forts.

Matonabbee was a close ally of the British at the HBC trading posts. In 1782, the French attacked and destroyed Fort Prince of Wales. Around the same time a smallpox outbreak killed most of his people. With the HBC fort and his people gone, Matonabbee killed himself in despair.

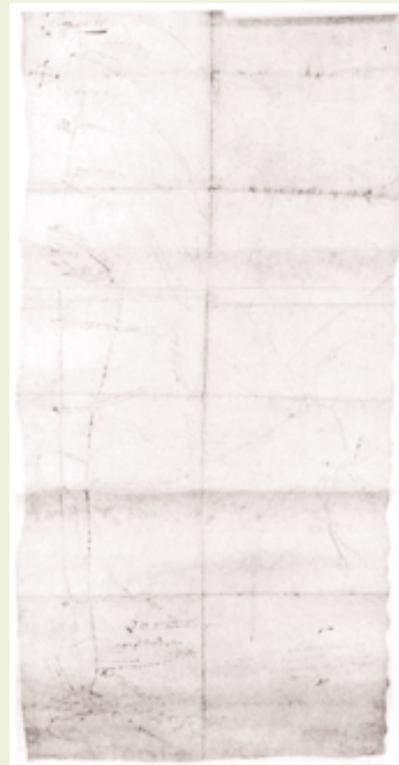


Figure 3.13 The map that Matonabbee drew. When they returned to Hudson Bay, Matonabbee presented Hearne with a map of their travels. Most accounts of Samuel Hearne's expedition describe Hearne as an explorer and Matonabbee as his guide. Do you think these are fair and accurate descriptions? Give reasons for your answer.

CASE
STUDY

The Search for the Northwest Passage

Ever since the Europeans first arrived in North America, they heard rumours about a Northwest Passage through the Arctic. They were convinced this route would give them a shortcut to Asia. In the Arctic, the ice melted briefly each summer. When it did, the British sent expeditions there to search for a route to the Pacific.

One of the most famous Arctic explorers was a British sea captain named Sir John Franklin. In 1845, he and his two ships disappeared while searching for the passage. Several search parties tried to find them. With the help of the Inuit, the British finally found the missing ships frozen and crushed in a sea of ice. Franklin and all the crew were dead.

Passage Finally Found

In 1906, a Norwegian sailor named Roald Amundsen sailed his small boat, the *Gjoa*, into the waters north of Baffin Island. Three years later, he emerged on the other side in the Pacific Ocean. Amundsen had finally found the Northwest Passage. But the ice made travel extremely dangerous. Though some ships have crossed it, the Northwest Passage remains largely an unusable route to Asia.

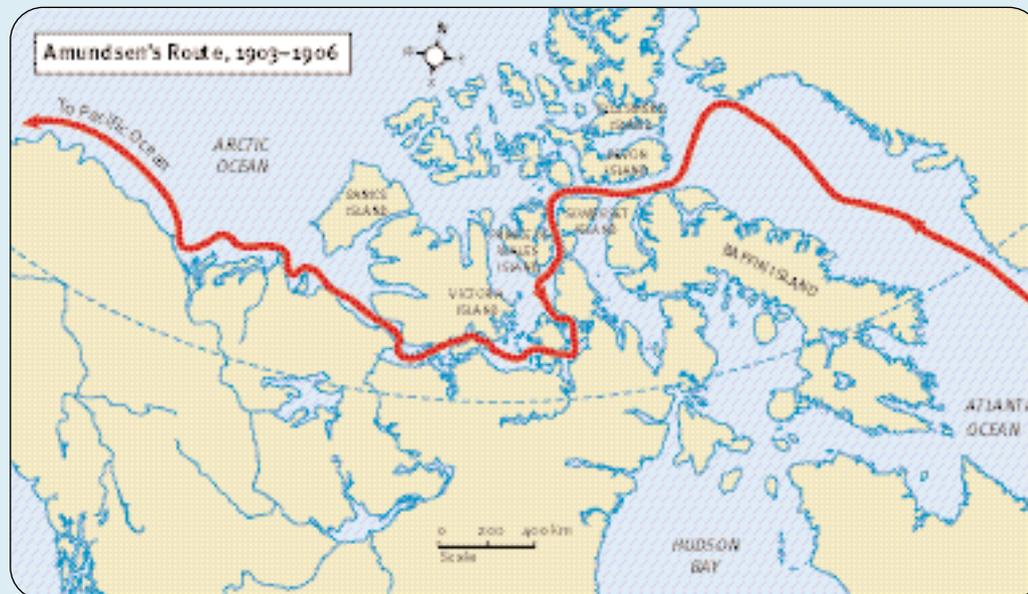


Figure 3.14 A map of Roald Amundsen's route through the Northwest Passage. Why do you think it took him three years to make this journey?



Respond

In a small group, discuss the following issues.

- a) Even though it turned out to be unusable, do you think it is still important that Amundsen found the Northwest Passage?
- b) **Citizenship and Identity:** Is it important for Canada to keep control of the Far North? Why?

The Issue of Ownership

Since the 1880s, Canada has claimed **sovereignty** over the Arctic. This means that the Northwest Passage and the islands there are under the control of the Canadian government. In 1969, an American ship challenged Canada's ownership. It travelled through the passage without permission. The United States argued that the Northwest Passage belonged to all countries. In the end, the US backed down. For a time, the issue was forgotten.

In 1985, however, it happened again. The Americans sent another ship through the passage without permission. Canada was angry. It feared that if it lost control over the passage, it might lose ownership of the northern islands, too. Canada was also concerned that it might not be able to protect the delicate northern ecosystem from pollution from oil tankers and other cargo ships. Canada warned that refusing to recognize its sovereignty in the Arctic would be an "unfriendly act." The Americans wanted to avoid a major conflict. They agreed and promised to ask for permission before entering the northern waters again.

Exploring the Pacific Coast

Most efforts to find the Northwest Passage began at the Atlantic coast. However, British explorers looked for a passage from the Pacific coast, too.

In 1778, the English explorer James Cook sailed his ship the *Resolution* into a harbour on Vancouver Island. Cook was sent by Britain to look for a Pacific entrance to the Northwest Passage. He was welcomed by the Nuu-chah-nulth [noo-CHAH-noolth] who lived on the island.

Cook failed to find the route he was seeking, so he left the coast and set sail across the Pacific for Asia. When his ship reached China, he and his crew discovered that the sea otter skins they had traded with the Nuu-chah-nulth were worth a lot of money. Their pelts were so valuable that the traders called the sea otter "soft gold." When word spread, fur traders rushed to the Pacific coast to grab up these precious furs.

Another British sea captain, named George Vancouver, followed in the wake of

Captain Cook. He, too, came to explore the coast in search of an entrance to the Northwest Passage. From 1791 to 1794, he and his crew spent three summers exploring up and down the Pacific coast. They drew the first accurate map of the shoreline of present-day British Columbia. It proved that there was no entrance to the Northwest Passage along the coast. Today, Canada's third-largest city, Vancouver, bears his name.



Figure 3.15 Sea otters have thick fur to keep them buoyant and warm in the cold water. In the past, when the Europeans found valuable resources such as the sea otter, they hunted them until they were all gone. Why do you think the Europeans did not practise conservation in those days?

VOICES

The Nuu-chah-nulth have their own story about their meeting with James Cook. They talk about being eager to trade with the newcomers:

“ We were anxious to secure trade with these new vessels. To this end, we sent out some of our best canoes and mariners to welcome and assist our visitors. This we were able to do, directing Cook’s ships through the fog to an anchorage well within our territory. We were able to bind Cook to us through a ceremonial welcome and gift exchange, and to establish and maintain good relations with the captain and his crews in the hope that we could attract more visitors.”

Source: Alan Hoover, ed., *Nuu-chah-nulth Voices: Histories, Objects and Journeys* (Royal BC Museum, 2000), p. 19.

The British: Forging the Foundations of Canada

The British played a key role in the exploration and colonization of North America. They built colonies and benefited from the rich natural resources here. They travelled through the interior and up and

down the coasts of North America. As they did, they made contact with many First Nations. In time, this contact would alter these nations forever. On the Atlantic coast, the British built the first English-speaking communities in the land that would become Canada.

Think It Through



1. Mercantilism played an important part in Britain’s expansion in North America. Explain the economic factors behind each of these explorations, including the role played by the British government:

- the Hudson’s Bay Company
- Hearne’s exploration
- Kelsey’s exploration
- the search for a Northwest Passage
- Henday’s exploration
- Cook’s exploration

Record your information in a chart like the one below. As an alternative, you may want to record your information in a mind map.

2. The Think Ahead question at the beginning of this chapter asked you what you thought the effects of mercantilism would be on the colonies, the home country, and the First Nations. Now that you have completed this chapter, as a class review your original answer. Revise it according to what you have learned.

| Exploration | Economic Factors | Role of the British Government |
|------------------------------------|---|--|
| The Hudson’s Bay Company | Wanted to make money from the fur trade | Gave a monopoly for English trade on Hudson Bay to one company |
| Hearne’s exploration | Searching for gold and silver | None |
| Kelsey’s exploration | | |
| The search for a Northwest Passage | | |
| Henday’s exploration | | |
| Cook’s exploration | | |



Chapter 3 PROJECT Compare and Contrast

Cultural Diversity

In Chapters 1, 2, and 3, you learned about the cultures of three First Nations (the Mi'kmaq, Anishinabe [a-nih-shih-NAH-bee], and Haudenosaunee), the French colonists, and the British colonists. You saw how they governed themselves, chose their leaders, and set up their societies and economies. They each played an equal role in forging the foundations of Canada.

In the chapters to come, you'll learn more about the relationships among these diverse groups of people. In this chapter project, though, you'll look for the similarities and differences among their ways of life.

1. Work in small groups. Create a list of categories to use in your comparison. To prepare your list, you'll need to review the information in Chapters 1, 2, and 3.
2. Once you have your categories, brainstorm a list of questions to guide you in making your comparisons. For example, "What was the role of religion in each of these societies?"
3. As a group, review Chapters 1, 2, and 3. Take turns having each student read sections of the chapter aloud. As one student reads, another student should record point-form notes.

4. Once you have the answers to your questions, create a poster to display the information. Your poster may be a comparison chart similar to the one shown below. Or you may choose to do a visual presentation using images and drawings.
5. When your chart is complete, display it in your classroom.

Analyzing the Results

Once you have completed your poster, hold a class discussion on the following questions:

- What are the similarities in each category? What are the differences?
- What does this information tell you about the relationships among these people?
- How does this information help you understand the *equal but different* role each group played in forging the foundations of Canada?

Reflecting

As a group, critique your comparison poster and the process you used to create it. Is there any part of the project that you feel could be improved the next time?

| Different but Equal | | | |
|---------------------|-----------------------|------------------|-------------------|
| | First Nations Peoples | French Colonists | British Colonists |
| Government | | | |
| Economy | | | |
| | | | |
| | | | |