Curriculum Ideas for Teachers

History
Intermediate Division

10

This resource document was prepared in support of the Intermediate Division History guideline.

“The United Empire Loyalists and the American Revolution” is a core content area in *The Story of Canada and Canadians: A Two-Year Program in Canadian History* for Grades 7 and 8. This document is intended to assist teachers in planning and implementing learning activities appropriate to the study of this topic.

The United Empire Loyalists and the American Revolution
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Statement of Intent
The aim of this unit is to develop an understanding of the influence of revolutions on people by examining the experience of the Loyalist refugees of the American Revolution and their impact on Canada.

Objectives
Students will be given the opportunity to develop:

- an understanding of the factors that can lead to conflict within a society, through a study of the American Revolution;
- an awareness of some of the problems faced by political refugees with special reference to the experience of the Loyalists;
- the ability to organize facts and perceive patterns;
- the ability to derive information from paintings, sketches, historical maps, and charts;
- the ability to evaluate primary written resources and to detect bias;
- an understanding of the impact that the arrival of the Loyalists had on Canada.

Overview

1. Introduction to the Thirteen Colonies
   a) Location of the Thirteen Colonies
   b) Nature of the Early Settlements
   c) Life in the Colonies

2. The American Revolution
   a) Underlying Causes of the Revolution
   b) Immediate Issues
   c) Patriots and Loyalists
   d) Brief Look at the American Revolution

3. The Decision to Leave
   a) The Loyalists: Who Were They? Why Did They Leave the United States?
   b) Petition to the Crown
   c) Assistance Given by the Crown

4. Loyalist Communities in Canada
   a) Migration Routes
   b) ‘The Hungry Year’, 1788-89
   c) Early Problems of the Loyalist Settlers
   d) Influence of the Loyalists in Canada
   e) United Empire Loyalists Today
### Suggested Strategies

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<thead>
<tr>
<th>Content</th>
<th>Strategies</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1. <em>Introduction to the Thirteen Colonies</em></td>
<td>Show a cartoon or read a brief account of the beginning of conflict in the thirteen colonies between the Loyalists and the Patriots. Establish the time of the event.</td>
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<tr>
<td><strong>a</strong>) Location of the Thirteen Colonies</td>
<td>Have students locate the thirteen colonies. (Each student should be provided with a map.)</td>
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</tbody>
</table>
| — names | | — Nick Mika and Helma Mika, *United Empire Loyalists: Pioneers of Upper Canada*, p. 38
| — political boundaries | | — R. Stewart and N. McLean, *Forming a Nation*, p. 181
| — physical boundaries | | — an atlas
| — geographical relationship to New France, to Europe | | |
| **b**) Nature of the Early Settlements | Ask students why they think people come to Canada today. List the replies on the blackboard. *Discussion question:* — Did people come to America for similar reasons three hundred years ago? | — Nick Mika and Helma Mika, *United Empire Loyalists: Pioneers of Upper Canada*, p. 38
| Reasons for settlement: | Have students validate their answers by checking appropriate sections in the basic texts. | — R. Stewart and N. McLean, *Forming a Nation*, p. 181
| — religious | | — an atlas
| — political | | |
| — economic | | |
| **c**) Life in the Colonies | Have students gather material on life in the thirteen colonies. *or* Show the students films or filmstrips on life in the colonies. | — Nick Mika and Helma Mika, *United Empire Loyalists: Pioneers of Upper Canada*, p. 38
| — southern colonies | Discuss the content, emphasizing the differences between the three major groups of colonies. | — R. Stewart and N. McLean, *Forming a Nation*, p. 181
| — middle colonies | | — an atlas
| — New England | | |

*Note: Full bibliographical details for resources are given in the bibliography (p. 11).*
2. The American Revolution

a) Underlying Causes of the Revolution

Have students fill in columns 2 and 3 of this chart:

<table>
<thead>
<tr>
<th>Issues</th>
<th>Why did the British government take this action?</th>
<th>The response in the thirteen colonies</th>
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</thead>
<tbody>
<tr>
<td>1733 — Molasses Act</td>
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<td>1763 — Proclamation Line</td>
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<td>1764 — Sugar Act</td>
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<td>1765 — Stamp Act</td>
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<tr>
<td>1765 — Mutiny Act</td>
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<tr>
<td>1767 — Townshend Act</td>
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<td>1768 — Arrival of British Troops in Boston</td>
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b) Immediate Issues

Events in Massachusetts:
- the Tea Act, 1773
- Boston Tea Party
- the "Intolerable Acts", 1774
- Continental Congress
- March to Concord, 1775
- Bunker Hill
- the spread of the rebellion to the other colonies

Discussion question:
- With British troops in Boston, would it have been possible at this point to settle the dispute between the British government and the North American colonies?

Teacher-directed lesson:
Explain the Tea Act, the "Intolerable Acts", and the March to Concord.

Discussion question:
- Why was Massachusetts the only colony in the armed revolt?

Describe the Battle of Bunker Hill and, through questioning, establish why the other colonies decided to join the rebellion.

c) Patriots and Loyalists

The position taken by each group

Divide the class into three groups. The groups imagine that they are American colonists in 1776. The first group prepares pro-rebellion speeches; the second group prepares anti-rebellion speeches; the third group prepares speeches setting forth a neutral position. From the individual speeches, each group composes a collective speech which is checked by the teacher and then read to the class.

d) Brief Look at the American Revolution

- armies
- battles
- public opinion

a) Have students compare the British and Continental armies in size, equipment, personnel, methods of fighting, and training. Discuss why the American armies won the war.

b) Have students choose one or two battles and study them in detail. Have them submit their reports for evaluation.

c) Have students study conflicting newspaper accounts of one battle and estimate the influence of the accounts on public opinion in the colonies and in Britain.

Resources

- C. Andreae et al., Canada: Discovering Our Heritage, pp. 146-65
- Stewart and McLean, Forming a Nation, pp. 164-77
<table>
<thead>
<tr>
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<tr>
<td>3. The Decision to Leave</td>
<td>a) Have students read accounts of the coming of the Loyalists to British North America in various texts. Then have them read the two articles reprinted in this document, <em>The Composition of the Loyalist Immigration</em> and <em>Black Loyalists</em>. Have students compare the various versions of the account and discuss any discrepancies found.</td>
<td>Appendix A: The Composition of the Loyalist Immigration</td>
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<tr>
<td>a) The Loyalists: Who Were They?</td>
<td>b) Ask one or two students to gather information on Indian Loyalists and report their findings to the class.</td>
<td>Appendix B: Black Loyalists</td>
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<tr>
<td>Why Did They Leave the United States?</td>
<td>Have students read <em>The Carscallen Episode</em> and/or study once again the cartoon used in the introduction. <strong>Discussion questions:</strong> - Why did the neighbours treat the Carscallen family in such a manner? - Were the Carscallens the only people treated in this manner? - What would you have done if you had been a member of the Carscallen family? - Why did many people decide to leave?</td>
<td>Appendix C: The Carscallen Episode</td>
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<td>- the effect of revolution on individuals and communities</td>
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<td>b) Petition to the Crown</td>
<td>Divide the class into groups of four to five students. Ask each group to imagine that they are a family of Loyalists travelling towards British territory. They have lost virtually all their possessions except what they can carry. One evening around the campfire, the family decides to send a petition to the Governor General of British North America (Canada). Each group should outline the following in their petition: - their needs (land, farm and household tools, seed, food, clothing); - the hardships they expect to encounter; - the help they expect from the Crown. <strong>Note:</strong> It may be necessary to begin by explaining the nature of a petition. Each group then drafts its petition and shares it with the other groups. An actual Loyalist petition (Appendix D) can then be read to the class for comparison purposes.</td>
<td>Appendix D: Petition of the Loyalists</td>
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<td>c) Assistance Given by the Crown</td>
<td><strong>Student speculation</strong> Explain that, under the circumstances, the Loyalists could take only a few items with them. Ask the students to imagine that they are a Loyalist family about to leave their home and pose the following questions: - What items would you take with you? - What other things will you need when you reach your destination? List the students’ responses on the blackboard.</td>
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<td>Content</td>
<td>Strategies</td>
<td>Resources</td>
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<td>4. <strong>Loyalist Communities in Canada</strong>&lt;br&gt;a) Migration Routes</td>
<td>Have students read <em>Government Assistance for the Loyalists</em> and compare their list of needs with what the government actually provided. Have them discuss the discrepancies.</td>
<td>— Appendix E: <em>Government Assistance for the Loyalists</em></td>
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<td></td>
<td>On a map of eastern North America, have students mark the migration routes followed by Loyalist groups attempting to reach Canada. Have them label the major Loyalist settlements.</td>
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<td>Discuss why these routes were chosen and the geographic advantages of the settlement locations.</td>
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<td>b) “The Hungry Year”, 1788-89</td>
<td>Have students speculate on the life of the Loyalist settlers in the early years. Then have them read <em>The Hungry Year</em>. Through questioning, make sure that students have absorbed the essential information contained in this article.</td>
<td>— Appendix F: <em>The Hungry Year</em></td>
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<td>c) Early Problems of the Loyalist Settlers</td>
<td>Divide the class into groups of four to six students. Have each group study reference material and write a diary chronicling the problems and frustrations experienced by both men and women during the first months of Loyalist settlement in Canada.</td>
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<td>d) Influence of the Loyalists in Canada</td>
<td>Through questioning, get students to identify and describe the effects of the Loyalists’ arrival in Canada.</td>
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<td></td>
<td>— How did the arrival of the Loyalists alter the map of Canada?</td>
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<td>— With the coming of the Loyalists, the English-speaking population became roughly equal to the French-speaking population. What implications would this have for Canada’s future?</td>
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<td></td>
<td>— How did the Loyalists’ political beliefs (i.e., support of the monarchy) affect Canada?</td>
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<tr>
<td>e) United Empire Loyalists Today</td>
<td>Through questioning, find out whether any of the students have a United Empire Loyalist background. These students could explain where their families came from, where they settled, where they moved to, etc.</td>
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<td>If some of the students suspect that they may be of a Loyalist background but have little specific information to go on, write to the United Empire Loyalists’ Association of Canada, 23 Prince Arthur Avenue, Toronto, Ontario, M5R 1B2. This organization has an extensive collection of Loyalist papers, which are periodically published in short newsletters.</td>
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<td></td>
<td>Genealogies can be examined at this point. Each student can research his/her own roots or origins and prepare a report. Ask students to submit these reports for evaluation.</td>
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Unit Evaluation
Throughout the unit, there have been many opportunities to evaluate student progress: for example, map work, individual and group reports, writing assignments (e.g., diaries), analysis of original source materials, and oral communication in classroom discussions.

Formal evaluation can include:

1. Essay questions
   - What part did the following play in creating the tensions that led to the American Revolution: the Proclamation Act; the Stamp Act; the Boston Massacre?
   - What might have been the response of the following to the billeting of British troops in Boston: a southern plantation owner; a New England farmer; a merchant in Boston?

2. Cartoon study
   Show the students a cartoon from the period and ask them to explain, in writing, what is happening, what events led up to it, and what the probable outcome will be.

3. Dramatization
   Have the students write a play dramatizing a historical situation from the period.

Appendix A: The Composition of the Loyalist Immigration
It is a commonplace of Canadian history that the Loyalists represented a cross-section of colonial society and of the different national elements within the American colonies. A few examples will illustrate this last point: the followers of Joseph Brant came within the Order-in-Council's definition of a Loyalist and, as a matter of interest, all members of the Six Nations on the reserves at Brantford and Deseronto are considered eligible for membership in this Association. On 8 July, 1794, nineteen free negroes petitioned Simcoe that their military grants for service in the Revolution be granted them in block. John Phillips was described as a Jew from Philadelphia. The Bastedo family were Spanish Protestants who fled first to Holland, then to Great Britain and the American colonies, and finally to Upper Canada, to cite a few examples of diversity.

To establish the varied national character of the Loyalist migration more exactly, the genealogist of the Toronto Branch made a random selection of 705 names. Of the 705 persons listed the origins were as follows:

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>118</td>
</tr>
<tr>
<td>Germany</td>
<td>162</td>
</tr>
<tr>
<td>Scotland</td>
<td>133</td>
</tr>
<tr>
<td>England</td>
<td>104</td>
</tr>
<tr>
<td>Switzerland</td>
<td>4</td>
</tr>
<tr>
<td>Negro</td>
<td>2</td>
</tr>
<tr>
<td>Denmark</td>
<td>2</td>
</tr>
<tr>
<td>Ireland</td>
<td>69</td>
</tr>
<tr>
<td>Netherlands</td>
<td>49</td>
</tr>
<tr>
<td>France</td>
<td>33</td>
</tr>
<tr>
<td>Wales</td>
<td>26</td>
</tr>
<tr>
<td>Sweden</td>
<td>2</td>
</tr>
<tr>
<td>West Indies</td>
<td>1</td>
</tr>
</tbody>
</table>

— Extract From a Brief of the United Empire Loyalists' Association, 1967.
Appendix B: Black Loyalists

Between 1793 and 1803 there were a number of slave sales in Upper Canada. A "good" slave — one that was strong and fit for hard labour — brought as much as £60. These good slaves were used in gangs to clear land; those unfit for hard labour were brought to Canada as domestic servants. These practices were tolerated as late as 1832, after which time some illegal sales of black slaves were reported.

The presence of slaves was common but not characteristic of Upper Canada, as the economy did not lend itself to slave labour. Once the land was cleared, slaves were no longer necessary and were often sold. Upper Canada's first governor, John Graves Simcoe, abhorred slavery and submitted a bill in 1793 to prevent further slavery. Farmers who needed slaves in their clearing operations objected to the bill and the subsequent act was compromised. The anti-slavery sentiment was strong enough to outlaw the slave trade early in the nineteenth century. Slaves remained in the service of their owner until the death of the owner, whereupon they were set free. Thomas Talbot retained a slave until his death. Generally, a slave in Upper Canada was more a personal member of the household than a slave in the normal sense of the word. By 1833, slavery was entirely abolished.

The blacks who came to Upper Canada to settle after the American Revolution were free men. They were identified as Black Loyalists and treated much like other Loyalists, although they were often given less and poorer land.

The Black Loyalists played a significant role in the history of Upper Canada. Butler’s Rangers, famous for their lightning military thrusts into the thirteen colonies during the American Revolution in defense of the monarchist cause, were ten per cent black. The exploits of these guerilla fighters make interesting reading for Canadian students. Another interesting aspect of the history of Black Loyalists is their role in the Rebellion of 1837, when an entirely black militia unit was used to protect the Welland Canal.

Pockets of black farm settlements can be found in the Windsor area. These settlements can be researched at the local level.

Appendix C: The Carscallen Episode

It is the year 1776. In a small farming community, Camden Valley, in the British colony of New York, Edward Carscallen has refused to join the revolt against King George III and the British Parliament. To avoid arrest for refusing to become a rebel soldier, Edward goes into hiding. The following account, taken from History of the Province of Ontario by William Canniff, tells what happens when recruiters for the rebels come to take him away:

Edward Carscallen was an Irishman by birth, had served in the British army and . . . emigrated to the American colonies prior to the rebellion. He desired to remain neutral and take no part in the contest. The rebels, however, said . . . that inasmuch as he was acquainted with military tactics he must come and assist them, or be regarded as a King’s man. His reply was that he had fought for the King and he would do it again, consequently an order was issued to arrest him; but when they came to take him he had secreted himself. His escape was a hurried one, and all his possessions . . . were at the mercy of the rebels. . . . They, disappointed in not catching him, took his young and tender son, and threatened to hang him if he would not reveal his father’s place of concealment. The brave little fellow replied, “Hang away!” and the cruel men, under the name of liberty, carried out their threat; and three times was he suspended until almost dead, yet he would not tell, and then, when taken down, one of the monsters actually kicked him.

The hero of the hanging story was George Carscallen, youngest son of Edward and Elizabeth. In 1776 he was thirteen; family tradition refers to him as “the weenie one”. Perhaps the most significant point is that — in spite of their anger and threats — the neighbours could not bring themselves to inflict permanent injury on the boy; they probably admired his courage, as well as his father’s — for all they were on “the other side”.

Appendix D: Petition of the Loyalists
To His Excellency Lieutenant General Frederick Haldimand, Governor & Commander In Chief, &c. &c.

The request of the Companies of Associated Loyalists going to form a Settlement at Cataroque.

The Boards, Nails & Hinges be found Each Family for Completing such Buildings as they shall see Cause to Erect for their Convenience at any time for the space of Two years from and after their first Arrival at Cataroque with Eighty Squares of Window Glass to be delivered shortly after their arrival there.

That Arms and Ammunition with one Felling Ax be allowed to each Male Inhabitant of the age of fourteen years.

Be allowed Each Family
One Plough shear & Coulter
Leather for Horse Collers
Two Spades
Three Iron Wedges
Fifteen Iron Harrow Teeth
Three Hoes
One Inch & half Inch Auger
Three Chizels (sorted)
One Gouge
Three Gimblets

One Handsaw and Files
One Nail hammer
One Drawing Knife
One Frow for splitting Shingles
Two Scythes and one sickle
One Broad Ax

One Grind stone allowed for every Three Families
One years Clothing to be Issued to Each Family in Proportion to their Number, in the different species or articles issued to those gone to Nova Scotia.

Two years Provisions to be found to Each Family in Proportion to their (Number) and Age.

Two Horses, Two Cows, and Six Sheep to be delivered at Cataroque to Each Family at Government's Expence; The Cost of which to be made known at delivery. To the End that the same may be a moderate Tax, be again repaid to Government at the End of Ten Years if required — Our present Poverty and Inability to Purchase these Articles, as well as our remote situation when there from Wealthy Inhabitants, will we hope plead our Excuse in this request —

That seeds of different Kinds such as Wheat, Indian Corn, Pease, Oats, Potatoes and Flaxseed be given to Each Family in quantity as His Excellency may think Proper.

That one Blacksmith be Established in Each Township and found with Tools and Iron for Two years at Government’s Expence for the use of the Inhabitants of Each Town.

— PAC, MG21, Copies from the British Museum, Add. MSS 21875 [Haldimand Papers], Sorel, January 1784, folios 127-127v.
Appendix E: Government Assistance for the Loyalists

The British government was faced with many problems as a result of the Loyalist migrations. Where were they to be settled? How could the government assist them?

The provisions made by the Crown included the following:

- **Free grants of land for every family:**
  
  To every master of a family one hundred acres, and fifty acres to each person of which his family consisted; to every single man fifty acres; to every non-commissioned officer of the forces disbanded in Quebec, two hundred acres; to every private one hundred acres; and to every person in their families fifty acres.

- **Location of the land grants were drawn by lot.**
  
  After occupying the land for twelve months, the Loyalists were granted a permanent deed. They were not required to pay rent or taxes for the first ten years.

- **An axe, hoe, and tools for those who needed them:**

- **Food for a prescribed period:**
  
  They are to be victualled at two-thirds allowance to the 1st of May 1785, and from that period at one-third allowance to the 1st of May 1786, estimating the whole return at one pound flour, and one pound beef, or twelve ounces pork; and the children under ten years to have (half) of the allowance made to the grown persons.

- **Cloth, clothing, blankets, and shoe soles:**

- **A tent for every five persons and a kettle for each tent.**

Militia rolls carried the following notation:

Those Loyalists who have adhered to the unity of the Empire, and joined the Royal Standard before a Treaty of Separation in 1783, and all their children and descendants by either sex, are to be distinguished by the following capitals, affixed to their names: U. E.

The famine did not affect Lower Canada as severely as it did Upper Canada. The entire wilderness of the upper province contained fewer than 10,000 souls, of whom between 6,000 and 7,000 were United Empire Loyalists. What is now Toronto was nothing but a ruined French fort and a grove of oak trees. Hard times culminated in a period of real starvation which began in 1787, a year of unfavourable weather and small harvests.

By the following spring many settlers had no food left and were forced to eat what they would otherwise have planted as seed. To make matters worse, the British government, acting on the premise that the Loyalists could by this time take care of themselves, ceased to issue food rations to the United Empire Loyalists. It is likely that some settlers had persuaded themselves that the food rations would be provided indefinitely and had consequently been improvident; the majority, however, drained by the tremendous difficulties involved in clearing the land and establishing homes, their resources already depleted by the poor harvests of 1787, had simply found it impossible to provide for the crop failure of 1788.

Almost every year some parts of Ontario and Quebec experienced periods of drought, but nothing would seem to compare to the dryness and heat of 1788. Seventy-five years later aged settlers who had then been children were able to remember and vividly describe their misery to their children, grand-children, and historians. William Kirby based his poem "The Hungry Year" on these reminiscences:

The century’s last decade came with signs
Foreboding evil to the forest land.
The sun and moon alternate rose and set.
Red, dry, and fiery, in a rainless sky;
And month succeeded month of parching
drought,
That ushered in the gaunt and hungry year,—
The hungry year whose name still haunts the
land
With memories of famine and of death!

Corn failed, and fruit and herb. The tender
grass
Fell into dust. Trees died like sentient things,
And stood wrapped in their shrouds of withered
leaves,
That rustled weirdly round them sear and dead.
From springs and brooks no morning mist
arose;
The water vanished; and a brazen sky
Glowed hot and sullen through the pall of
smoke
That rose from burning forests, far and
near...
But how did the settlers come to starve, if, as we are
told, the rivers contained an abundance of fish and
the woods of game, wild fruits, and nuts? In his
memoirs Thomas Merritt of St. Catharines tells us
that many families had run out of food three months
before the harvest was due and were living off
leaves, ground nuts, herbs, and fish until "in the
middle of June moss became so thick in the river
that they could not see to fish." In the Niagara
district the drought dried up wells and springs, crops withered, cattle died, game and
wild birds practically disappeared. Although
government officials rationed what food supplies
they had, the great distances and difficult roads
often rendered assistance impossible.
An exceptionally cold winter followed the
drought of 1788. The ice was so thick on the rivers
and lakes that fishing was virtually impossible.
Henry Ruttan, the son of Loyalists who settled near
Adolphustown, tells us in his autobiography that the
severe winter "caused the deer to fall easy prey to
the wolves, who fattened on their destruction whilst
men were perishing from want." Five of the
inhabitants near Hay Bay were found dead,
"including one poor woman with a live infant at her
breast".
The non-Loyalist immigrants who came to
Canada at this time suffered just as much once they
had used up the supplies they had brought with
them.
There was some relief from the famine when
Lord Dorchester removed the import duty on
provisions brought from the United States via Lake
Champlain on February 14, 1789. E. C. Guillet
suggests that this step was taken one year too late.
An excellent harvest in 1789 provided enough food
for most settlers.

— Based on an account by Mrs. Betty Ross of Weston,
Ontario.

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Hopple, E. L. Medicine Maid. Belleville, Ont.:

Johnson, J. Wilderness Women. Toronto: Peter


Lapp, E. C. To Their Heirs Forever. Belleville,

Martineau, I. L. Call Us Canadians. Toronto:

Mika, Nick, and Mika, Helma. United Empire
Loyalists: Pioneers of Upper Canada. Belleville,

Rogers, J. Bold Ventures. Toronto: Clarke, Irwin,
1962.

Stewart, R., and McLean, N. Forming a Nation.

Ryerson, 1960.
Monographs

This series of monographs outlines the lives and achievements of nine Loyalists. They include: from Ontario, Molly Brant, sister of Indian leader Joseph Brant, and Peter Sherk, Pennsylvania Mennonite; from Quebec, Sir John Johnson, who advocated the separation of Ontario from Quebec; from New Brunswick, Jonathan O’Dell, secretary to Sir Guy Carleton, and Hannah Ingram; from Prince Edward Island, Peter Schurman; and from Nova Scotia, Joseph Durfee, head of the Port Roseway Associates, Boston King, a Black Loyalist, and John Howe, Joseph Howe’s father.

Videotapes
The Videotape Program Service (VIPS) makes taped copies of OECA programs and programs acquired from other sources available to educational institutions in the Province of Ontario for non-broadcast use.

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This program records the dramatic and fateful pattern of divergence between the ambitions of the American revolutionaries and the interests of the Canadian groups along the St. Lawrence. The flames of rebellion spread northward but Canada resists encroachment.


Traditions of the past are recalled by the descendants of the original Loyalist, Irish, and German settlers who first populated Ontario’s Prince Edward County.

*The Loyalists, 1783*. In Their Shoes Series. OECA, BPN 146803. Colour, 15 min. Unlimited.

This program is set in New York City of 1783, where a group of Loyalists have taken refuge. History is seen as a sequence of potential events whose actualization depends on the responses and choices of the human characters who happen to occupy the stage of history. Should Hannah leave New York with her family and move to British North America, or stay in a hostile environment and marry the man she loves? This is a question to be resolved by the students.


Thomas Paine, played by Robert Vaughan, talks to interviewer Patrick Watson about human nature, the validity of revolution, and the rumours about his unpleasant conduct.