

**Louis-Joseph, Marquis de Montcalm**  
(1712-1759)

Louis-Joseph de Montcalm was born in France near Nîmes. He joined the French army at the age of nine and was a captain at age 17. He won distinction in the War of the Austrian Succession.

By 1756 Montcalm had retired and was living with his wife and children in the south of France when he was asked to go and lead the French forces in Quebec. He did not want to go, but went anyway because he thought it was his duty.

Montcalm quarrelled with Pierre de Rigaud de Vaudreuil, the governor of Quebec. Montcalm thought Vaudreuil could not be a good military leader because he was born in New France and had no experience of European warfare. Actually Montcalm was not experienced in the **guerrilla warfare** that was successful in New France. Montcalm's strategy of withdrawing troops from the interior to defend Quebec was not successful.

On September 13, 1759, Montcalm was surprised to find the British soldiers lined up on the Plains of Abraham. He could have avoided the battle—the British would have to withdraw soon because winter was coming. Both British and French had 4500 soldiers, but the British had forced the French into fighting in the well-organized European style of warfare, so the British won.

Montcalm was **fatally** wounded at the Battle of the Plains of Abraham. There is a highly romanticized painting that shows him dying on the battlefield. Actually he died the next morning in Quebec.



**General James Wolfe**  
(1727-1759)

James Wolfe was born in the County of Kent in England. He was not a strong child, but he was determined to be a soldier like his father. He chose a lifetime career in the British army, joining at age 13. He served in Europe and Scotland.

Wolfe came to North America during the Seven Years' War. He served under Lord Amherst in the assault on Louisbourg. He led front line troops who helped the British capture that fort in 1758. After the capture of Louisbourg, Wolfe returned to England, but was selected to command the expedition against Quebec.

Wolfe and his men spent most of the summer of 1759 camped on the St. Lawrence River near Quebec, looking for a way to take the city. The British soldiers were not used to the hot Canadian summer, and many of them became very ill. Wolfe quarrelled with his officers and allowed his men to burn the farms of French militia.

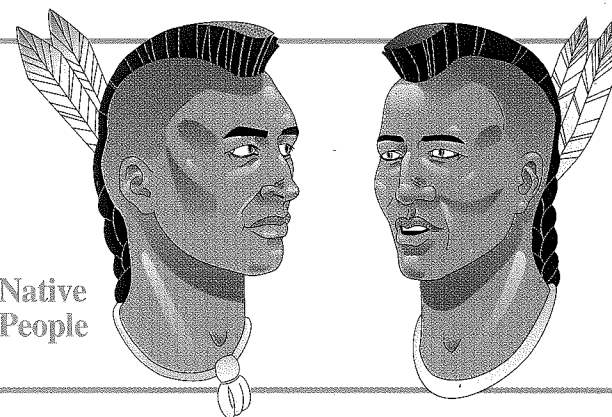
Wolfe's men won the Battle of the Plains of Abraham because they were well disciplined, and they were able to fight on an open field rather than in the guerrilla style preferred by French militia. However, Wolfe was very unpopular. There is a highly romanticized painting of his death. Some officers who were there refused to be in the painting; others who were not there paid to be included.

**Guerrilla warfare**—fighting in small bands, making sudden attacks and ambushes on the enemy  
**Fatally**—to death

## An Exercise in Critical Thinking Points of View

What was to happen to the people of New France and Acadia? Although the French had been defeated by the British in North America, until the European war between the two countries was settled, the future of New France was undecided.

In this part of the chapter you will be asked to do some critical thinking and to look at issues from several points of view. Critical thinkers realize that there is always more than one position to take on an issue.



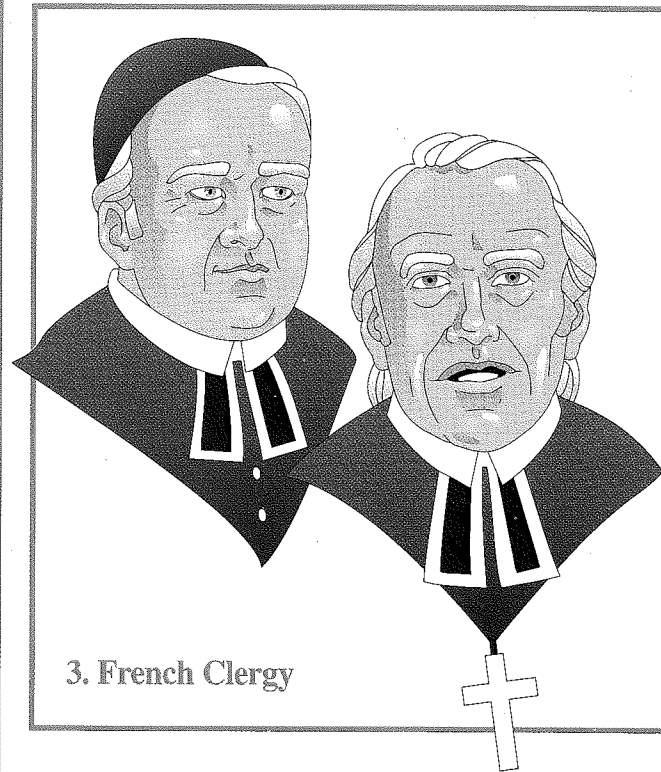
1. Native People

You have gathered together to decide on your future now that the British have defeated the French. You live in the lands to the west of the Thirteen Colonies. Every week more and more British colonists are moving across the Appalachian Mountains onto the lands where you farm and hunt. Use a consensus model (refer to page 3) to decide what you wish to tell the British governor about this situation.



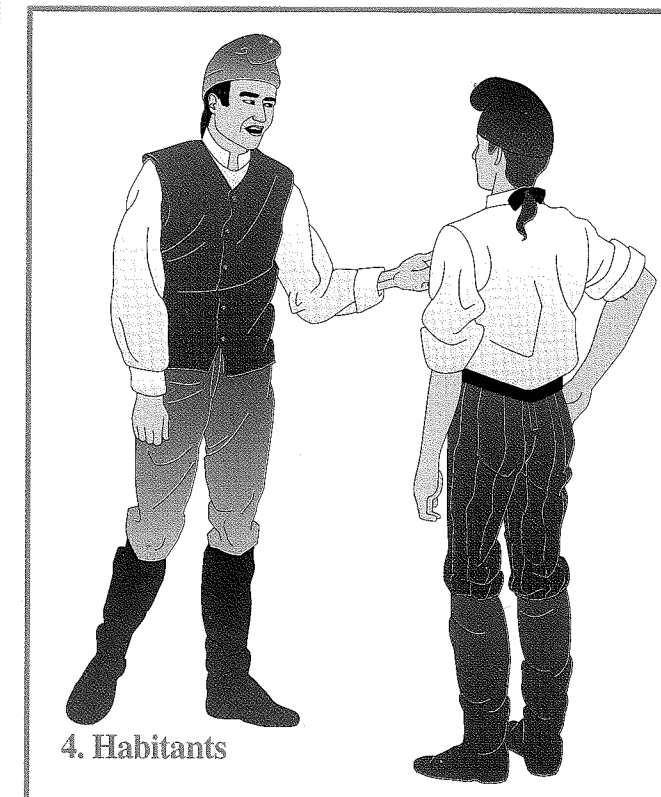
2. Seigneurs

You are members of the seigneurie in Quebec. Several of your group are part of the government's Sovereign Council. You have gathered together to discuss recent events in the colony. You are very concerned about what will happen to you now that the British have won the war. Will you be deported from your lands by the British, just as the Acadians were? What will happen to your government? There are approximately 60 000 of you to be ruled by less than 1000 British. What problems will result from this? You have heard that the British will not allow any Roman Catholics to participate in government affairs! Some of your habitants have had problems because British laws and customs are different from French laws and customs. Discuss the situation with your fellow seigneurs and make plans as to what you should do. What alternatives are open to you and your habitants? Discuss the consequences of each alternative. When you have arrived at a decision, outline your plans in a letter to the bishop of Quebec. Ask him if the clergy wishes to join you in your plans.



3. French Clergy

As members of the Roman Catholic clergy, you have gathered together to discuss the future of the French in Quebec now that the British have won the war. The habitants are very concerned and you have instructed the local priests to tell them during Church services that they should obey their new masters. You are concerned with *La Survivance* (cultural survival) and that the British will not allow your people to keep their Roman Catholic religion and French language. You have heard that the British will not support your efforts to collect one twenty-sixth of the grain the habitants grow. You need this tax to help you look after the sick and needy, to educate the children, and to continue your work in Christianizing the Native people. Discuss these issues and make plans as to what you should do. What alternatives are open to you and your people? Discuss the consequence of each alternative. When you have arrived at a decision, outline your plans in a letter to the bishop of Quebec.

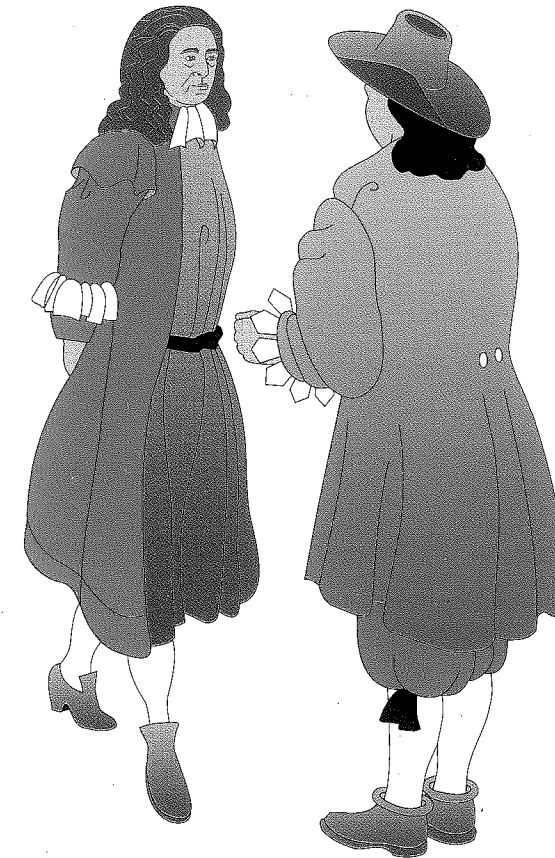


4. Habitants

You have gathered together along with some of your fellow habitants to discuss your future. You are very concerned about what will happen to you now that the British have won the war. Will you be deported from your lands by the British, just as the Acadians were? There are approximately 60 000 French to be ruled by less than 1000 British. The local priest has encouraged you to obey your new masters, as have your local seigneurs, but you have many concerns. You have heard that the British system of holding land surveys lots in squares rather than in long narrow strips like the seigneurial system you are used to. You fear you will lose your land and your homes. You have heard that you will have to pay more rent, more taxes, and will not be able to use the local wheat mill. Rumours are everywhere! Discuss the situation with your group and make plans as to what you should do. What alternatives are open to you? Discuss the consequences of each alternative. When you have arrived at a decision, outline your plans in a letter to your local priest.

*La Survivance* — refers to the French concern for preserving distinctive cultural ideas about their own Roman Catholic religion, French language, and French civil laws

### 5. British Merchants



You are part of a small group of British merchants who moved into Quebec in 1761 from the Thirteen Colonies (after the Seven Years' War). Customs and traditions certainly are different here. The 60 000 people all speak French, and all are Roman Catholics living under a different system of government and laws than you are used to. Even their system of holding land is strange to you. You had anticipated that large numbers of British merchants would move north to Quebec from the Thirteen Colonies but this has not happened. There are only about 1000 of you here, but you realize that with the help of the British government you hold a very dominant and influential position. Perhaps if you **petition** the British government it will be possible to have an elected **assembly** in the Quebec government, just as you did in the Thirteen Colonies. You could dominate this assembly, and in turn the colony, especially if you are able to exclude all Roman Catholics from participating. As far as you are concerned the British won the war and should use their victory to good advantage. Discuss the situation and make plans as to what you should do. What alternatives are open to you? Discuss the consequences of each alternative. When you have arrived at a decision, outline your plans in a letter to the British government.

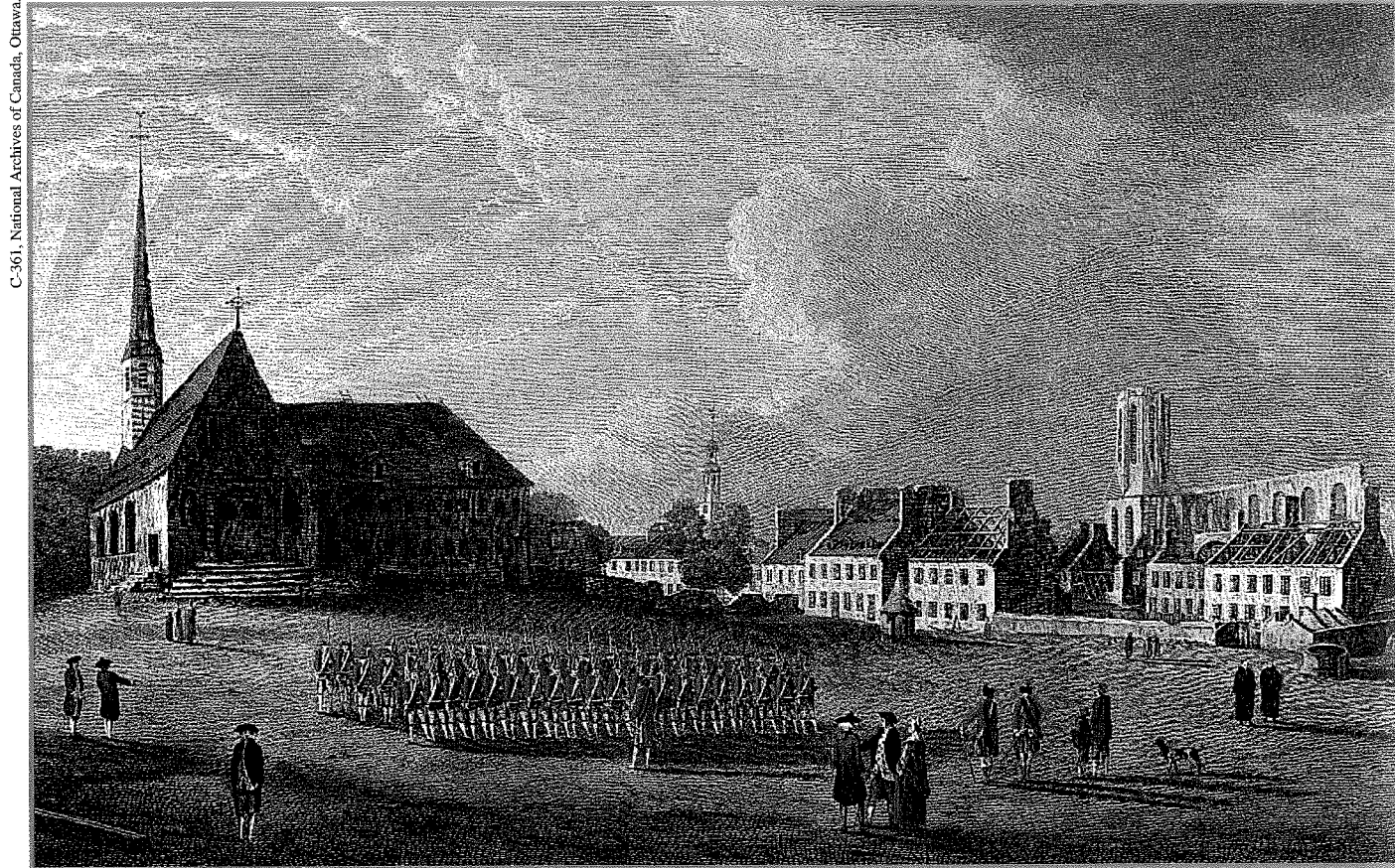
### Periods Two and Three

- Each group is to read the letter they have written out loud to the class. The Native group is to explain what they wish to do. After each group has finished, answer the following questions:
  - What is the speaker saying? **Paraphrase** the main points in your notebook or use a web or mind map to record the main ideas.
  - Record emotionally charged words that tell how the speaker feels.
  - What position is the speaker taking?
  - What values do you think are important to each speaker?
- Critical thinkers realize there is more than one point of view on every issue. As a class, list as many alternatives as you can think of that the British had in dealing with the French and the Native peoples. List these alternatives on large chart paper for reference as you study the rest of this chapter. Which alternative do you think the British will turn to first?

| Alternatives Open to the British |  |
|----------------------------------|--|
| 1                                |  |
| 2                                |  |
| 3                                |  |
| 4                                |  |

**Petition** — a formal request to a government or authority by a group of people, asking for a specific action  
**Assembly** — at this time an elected group that made laws. The Assembly had little power as the governor or his council could veto its decisions.  
**Paraphrase** — to express the meaning of a book, a passage, or a set of words in different words

# British Military Rule



British Military Rule is established in Quebec.

In North America, the war between Britain and France ended when the British captured Montreal in September 1760. However, the Seven Years' War continued in Europe and other parts of the world until 1763. Until the war was over and a peace treaty signed, the *Canadiens* continued to hope that New France would be returned to France.

Between 1760 and 1763, the British army in New France set up a temporary government. This is known as the period of British Military Rule. British military governors were appointed at Quebec, Montreal, and Trois Rivières. Supreme authority was in the hands of the British commander-in-chief, General Amherst, in New York. Some of the French officials returned to France, but most of the colonists stayed. The British Military Rule was not a harsh **occupation**. The British military rulers did not wish to cause any further disruption in the colony of New France and did not make any great changes to life in the colony during this three-year period.

**Canadiens**—French-speaking people born in New France (Quebec). The name shows that the *Canadiens* were distinct from the French in Europe.

**Occupation**—the control of an area by a foreign military force

## Life of the *Canadiens*

This period of British Military Rule—from 1760 to 1763—was a time of uncertainty for the *Canadiens*. Until a peace treaty was signed, there was uncertainty in New France about how daily life and government might become different under British rule.

The *Canadien* soldiers in the militia were allowed to return to their homes, and they were promised that their property would not be taken away. However, many found that their property had been destroyed. Many farms along the St. Lawrence River east of Quebec had been burned by British soldiers during the summer of 1759. Much of the Lower Town of Quebec, which the British had been able to reach with cannon shots all through the summer of 1759, had been destroyed. This meant that many homes and businesses had been destroyed.

The *Canadiens* were uneasy, remembering the deportation of the French Acadians during British occupation in 1755. They had questions about whether or not they would be asked to swear an oath of loyalty

(allegiance) to Britain or face deportation. They also had questions about maintaining their French language and culture, and Roman Catholic religion.

The Jesuits were forced to return to France. Since they had run the schools, the educational system of the *Canadiens* was seriously weakened. However, because the orders of nuns were allowed to stay, the hospitals that they ran continued to operate. In fact, there are stories about the French nuns knitting stockings to help keep the British soldiers warm during the winter of 1759–60.

Many of the business people of New France were actually from France. When they returned to France, their place in business was often taken over by British merchants, many of these coming from the Thirteen Colonies.

Some aspects of life in New France changed very little under British Military Rule. The French language and Roman Catholic religion were maintained. The role of the Catholic priests in meeting the needs of the people also continued. French **civil law** and the French language were used in the courts. The seigneurial system continued.

The British wanted to co-operate with the French during this time of uncertainty, so daily life in New France changed little between 1760 and 1763. However, during the time of British Military Rule, New France lost its main political, business, and religious leaders who returned to France.

## The Treaty of Paris (Peace Treaty 1763)

In 1763, the war in Europe between Britain and France ended and The Treaty of Paris was signed. By the terms of this treaty, France surrendered all of its possessions in New France and Acadia to Britain. The French kept two tiny islands, St. Pierre and Miquelon, off the coast of Newfoundland.

### Effects of the Treaty of Paris

- Economic stability was restored as the British troops paid for goods with coin money.\*
- The military courts used French civil law.
- The French were assured they would not be deported.
- The Roman Catholic religion was retained.
- The seigneurial system was retained.

**Civil law**—having to do with private rights of citizens, especially property disputes; as opposed to criminal law, which has to do with public wrongs

\*There was considerable economic chaos in New France after the Seven Years' War. The British introduced a variety of economic changes, which added to the economic uncertainty in New France.



Treaty of Paris, 1763

## An Exercise in Problem Solving

1. Return to the five groups of the role play activity you just did on pages 75 to 77 (Native people, seigneurs, French clergy, habitants, and British merchants).
2. Analyse the facts presented in the Treaty of Paris. How do they affect your role play group?
3. List these facts on large notepaper (wall chart).
4. Reorder or regroup the facts you listed, placing those items that are similar together. Record them on a graphic organizer or chart.
5. Analyse the facts again.
6. Hypothesize what you think may happen to your particular group as a result of the Treaty of Paris.
7. Share your hypothesis with the rest of the class.

## Alternatives Open to the British

The British colonial policy was ethnocentric.\* Many British believed that their culture was superior to the French and the Native peoples' cultures. This belief in ethnocentrism was central to the British policies in interacting with both the French and the Native peoples. Another key part in British policy was their belief in claiming and ruling conquered lands.\*\* When the French signed the Treaty of Paris in 1763 they surrendered to Britain all claims over French lands in North America except the islands of St. Pierre and Miquelon.

Britain felt that the French *Canadiens* were still too much of a threat to North America. Approximately one-third of the continent of North America still had French people living there, with French militia and their Native allies. Britain still considered the French a threat to their colonies to the south—the Thirteen Colonies. The British also had to consider the large number of Native peoples living in North America. The British had to make a decision as to what they would do with these people.

After the Seven Years' War was over and the Treaty of Paris was signed, the British had to make some major decisions as to what they should do with the large numbers of French and Native peoples living on the lands that were now part of the British Empire. The British basically had five alternatives:

- Deportation:** force the *Canadiens* to leave Quebec, just as the British did with the Acadians from 1755 to 1762.
- Maintain the status-quo:** allow the French to keep their system of doing things—French laws, customs, language, and religion; maintain existing reserves for the Native people.
- Isolation:** create separate territories, which are sometimes called reserves: one for the British, one for the French, and one for the Native peoples. Each territory would have its own system of government, language, and religion. People living in these reserves were to be protected by the government.
- Assimilation (when a culture is absorbed into another):** make the French and/or the Native peoples into British subjects by enforcing British laws, customs, language, and religion. British immigration was encouraged to create a majority. This alternative is also called Anglicization.
- Biculturalism (having two cultures):** allow British and French ways of doing things. The term biculturalism is a modern one. The British did not seriously consider biculturalism in 1763.

### For Your Notebook

- Use a mind map, web, paragraph, or outline notes to summarize each of the alternatives. Design an icon for each alternative.
- Apply one or more of the textbook icons (power, cooperation, decision-making, or conflict) to each of the alternatives. There is no single correct icon to apply to each alternative. Be prepared to defend your choice.

### Exploring Further

- Divide your class into five groups. Your teacher will give you one of the five alternatives to work on.
  - Consider what Canada would have been like today if that alternative had been followed exclusively.
  - Design a mobile to illustrate the alternative you have been assigned. Your teacher will be asking you to add illustrated examples to your mobile as you progress through this textbook.



A view of the Church of Notre Dame de la Victoire. During the siege of Quebec in 1759, many buildings were destroyed by cannonballs and fire.

\*See page 24 for a further explanation of ethnocentrism.  
 \*\*Note: British claim over conquered lands was not unique to Britain. It was standard European policy to claim and rule conquered lands.

## An Exercise in Decision-Making

Divide your class into two groups with one half of the class working on each exercise.

**Exercise 1:** There were over 60 000 French-speaking, Roman Catholic people who were used to French laws and customs living in Quebec. What was to be done with the French people and with the colony of Quebec? What kind of government should there be? The government in Britain had to make a decision.\*

- Earlier in this chapter you looked at the British occupation of Quebec mainly from the point of view of the people who lived there. In this exercise you were asked to take an alternative point of view—that of the British government. As advisors to the British government, discuss in pairs the alternatives and consequences, then decide what you would do if you were the British government. Refer to the information on page 80, “Alternatives Open to the British,” to help you in your decision-making. You may wish to use the chart below in making your decision. Be ready to defend your choice.
- With your partner prepare an official report to the British government outlining your points of view.

**Exercise 2:** In the past most Europeans disregarded the fact that the lands they were moving onto had been occupied by Native peoples for thousands of years. They believed that the lands were theirs because they had planted their country's flag, established control and set up homes. Britain did not have a formal policy towards the Native peoples. By the mid-eighteenth century the British Parliament began to think about and write down

their policies on how they should formally deal with the Native peoples of the New World.

- In this exercise you are to pretend you are advisors to the British government. Discuss in pairs the alternatives and consequences, then decide what you would do about the Native Peoples. Refer to page 80, “Alternatives Open to the British,” to help you in making a decision.
- With your partner prepare an official report for the British government outlining your point of view regarding what you think should become part of British policy on what to do with the Native peoples.

### A few tips:

- Use brainstorming for alternative ideas, to decide on the best possibilities, or to look at positive and negative outcomes before you predict.
- Either create your own decision-making model, or use the one from Chapter 1 of this textbook, the example on page 67, or the one on this page.

## An Exercise in Critical Thinking

Each group is to read its reports written for the above exercise. After listening to the reports, discuss the following questions in class:

- Find words in the reports that tell how the writers feel about the issue.
- Define “point of view.”
- What point of view are the writers taking?
- Do you feel the writers have enough information about the issue to arrive at a good decision? Why or why not?

### Decision-Making Chart

| Issue to be Solved | Alternative | Consequences | Decision |
|--------------------|-------------|--------------|----------|
|                    | 1.          |              |          |
|                    | 2.          |              |          |
|                    | 3.          |              |          |
|                    | 4.          |              |          |
|                    | 5.          |              |          |

\*Note: The British had strict anti-Catholic laws (e.g., Roman Catholics could not hold public office or vote).

# The Proclamation of 1763\*

## Introduction

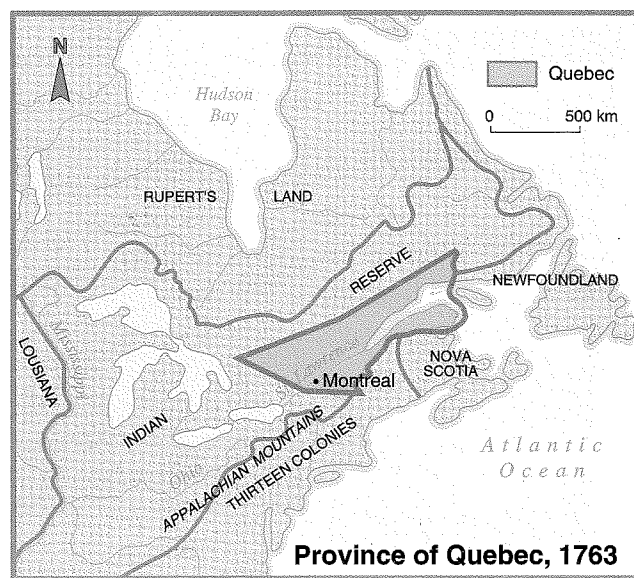
In 1763, the British government issued a royal proclamation outlining what was to be done in Quebec. This is known as the Proclamation of 1763.

## Aims: to make Quebec British (Assimilation)

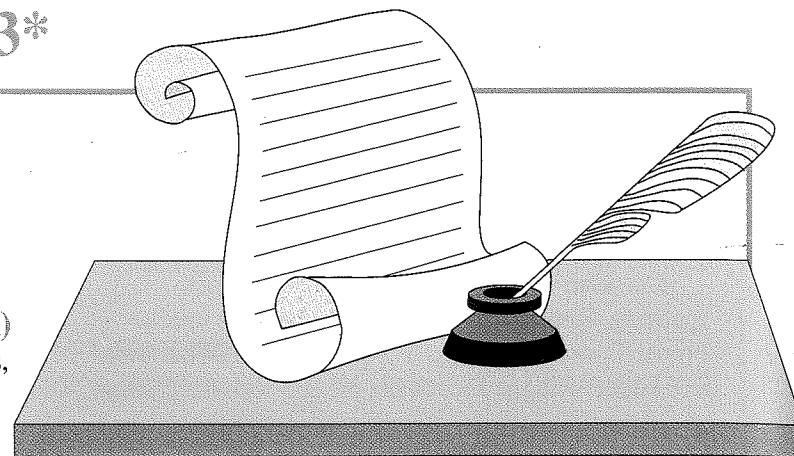
- to ensure that British institutions and laws, customs, language, and religion were enforced in Quebec
- to attract British settlers to Quebec
- to limit the size of Quebec, cutting the Montreal fur traders out of the western fur trade
- to reassure the Native peoples that their interests in the fur trade and their hunting grounds in the Ohio Valley would be protected

Part of the population in Quebec consisted of long-time British subjects, who were still loyal to Britain. Britain believed they should give these people what they wanted over the next decade or so to create a strong, loyal base. They believed that in time the French could be assimilated or absorbed into the British way of doing things.

The British government realized that the Native peoples were unhappy because of the many people from the Thirteen Colonies who were moving west across the Appalachian Mountains into their territory.\*\* If the boundaries of Quebec were limited, the Native peoples would be happy since traders, trappers, and settlers were forbidden to enter their territory unless they had a special government licence.



The Proclamation of 1763 reduced the size of Quebec.



## Key Terms

**Settlement Patterns:** Settlement in the Ohio and Mississippi river valleys was forbidden. Trappers, traders, and settlers had to have special government licences to enter lands set aside for the Native peoples.

**Language:** The French language was allowed to continue.

**Religion:** The Roman Catholic religion was allowed to continue but the Church had no official status; the Protestant religion was to be introduced and promoted.

**Government:** Quebec was to be ruled by an appointed British governor and an appointed Executive Council (to be drawn from the English-speaking military and merchant elites) and an elected Legislative Assembly (as soon as the population was large enough to warrant it).

- British laws and court system were created to replace French laws (except for French civil laws, which were allowed to continue for settling property disputes).
- Roman Catholics were to be barred from legal positions and were not allowed to be elected to the Legislative Assembly.

## Exploring Further

1. In your role play groups established on page 75, predict how your “characters” (seigneurs, French clergy, Native people, habitants, and British merchants) would have felt about the Proclamation of 1763. Record your predictions on large chart paper and display on the wall.

\*The Proclamation of 1763 is sometimes referred to as the Royal Proclamation of 1763.

\*\*Also the Native peoples had lost their traditional trading partners, the French.

# After the Proclamation of 1763

As a result of the Proclamation of 1763, civil rule replaced military rule in Quebec. The British found that the Proclamation did not result in assimilation (absorbing one culture into another) of the French the way they had hoped.

The Anglo-Americans from the Thirteen Colonies did not come north to live in Quebec (instead they moved westward). The French greatly outnumbered the British in Quebec. For every 100 Europeans in Quebec, 97 were French and three were British. Thus there was no British culture into which the French could be assimilated. The priests and the seigneurs tried hard to maintain the French culture. The Native peoples had been promised a western reserve where colonists from the Thirteen Colonies could not go. The colonists were moving west into Native lands even though the Proclamation of 1763 forbade settlement in the Ohio and Mississippi valleys.

## British Governors in Quebec

### Governor James Murray



C-28065, National Archives of Canada, Ottawa (detail).

The first appointed British governor general to Quebec was James Murray. He had been one of General Wolfe’s officers and was the military governor of Quebec during the period of British Military Rule (from 1760 to 1763). It was Governor Murray’s job to enforce the conditions of the Proclamation of 1763. However, Britain and the

creators of the Proclamation were a long distance away from the colony. Thus the officials in Quebec had a certain amount of freedom in interpreting and enforcing the Proclamation of 1763.

Murray grew to like and respect the *Canadiens*—especially the clergy and the seigneurs. The many **concessions** that Murray made towards the French provoked the hostility of the British merchants. They wanted to control

**Concession** — giving in

\*Note the Proclamation of 1763 did not allow for an elected assembly, which made the British merchants quite angry.

\*\*Had Murray done so, he would have given the British minority political control over a huge French majority.

the colony through an elected assembly so they could vote on and pass whatever laws benefited them the most.\*

The conditions of the Proclamation of 1763 were difficult for Governor Murray to enforce. The British merchants revived the fur trade but their attitudes and opinions contrasted sharply with those of the habitants of New France. The British wanted the Proclamation of 1763 enforced so that they could have political power and make profits from the fur trade. Governor Murray interpreted the Proclamation in favour of the *Canadiens* and allowed French to be spoken in the smaller courts. Some of Murray’s concessions were quite important:

- In an effort to maintain harmony with some 60 000 *Canadiens*, Murray did not call the assembly although the Proclamation of 1763 made provision for this.\*\*
- He believed that co-operation with the Catholic Church could strengthen the loyalty of the population. When the Roman Catholic Church chose Briand as bishop, the British Government confirmed him as Superintendent of the Roman Catholic Church in New France.

The British merchants wanted the Proclamation of 1763 enforced. Through their many influential contacts in the British Parliament and their many letters of complaint, they pressured the British government to recall Murray. Sir Guy Carleton was sent out to be the colony’s new governor.

### Governor Guy Carleton

Sir Guy Carleton became the governor of Quebec in 1768. He saw that British control of Quebec was dependent on the support of the large population of *Canadiens*. Loyalty and support were important because at this time, the people in the Thirteen Colonies to the south were starting to have disagreements with the officials in Britain. He wanted to make sure that the *Canadiens* would be loyal to Britain. To ensure this support, Carleton made friends with the leaders of the *Canadiens*, the seigneurs and the clergy. He thought that if the leaders accepted British rule, the rest would also agree. Carleton encouraged the British government to allow the French people to keep their system of laws and their Catholic religion. Therefore Carleton rejected the policy of assimilation in favour of an acceptance of allowing the two cultures to exist side by side.

Although they did not use the term biculturalism, this policy of allowing two cultures—French and British—to exist side-by-side is a forerunner of the biculturalism we have in Canada today. These ideas were officially recognized and supported by the British government when they passed the Quebec Act of 1774.

# The Quebec Act, 1774

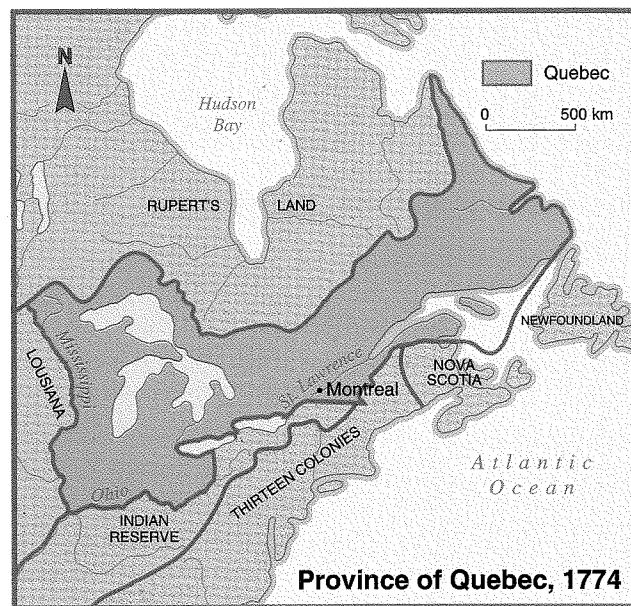
## Introduction

The Quebec Act was passed by the British government in an attempt to keep the loyalty of the *Canadiens*.

## Aim: to allow the French and British ways of doing things (Biculturalism)

The British hoped the Quebec Act would combine the French and British ways of doing things while maintaining the French character of the colony.

This was an example of biculturalism—where two cultures (British and French) exist side by side in the same country. The British government decided that the best way to gain the loyalty of the *Canadiens* was to allow them to maintain the French character of Quebec and preserve the French culture. Quebec was to become both British and French.

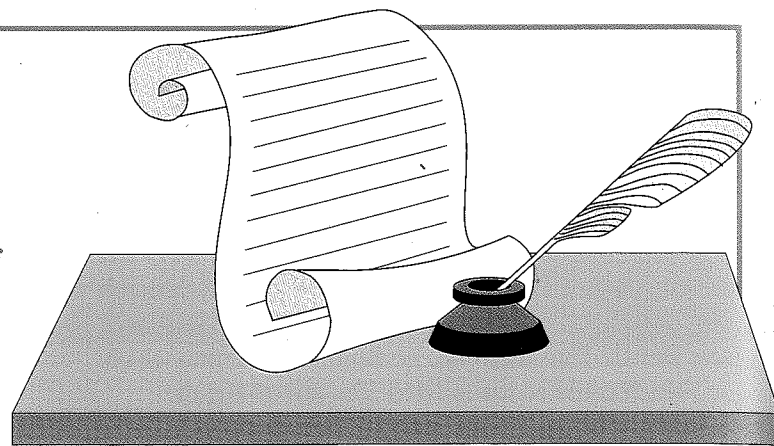


The boundaries of Quebec were enlarged to include the rich fur trading areas between the Ohio and Mississippi rivers.

## Key Terms

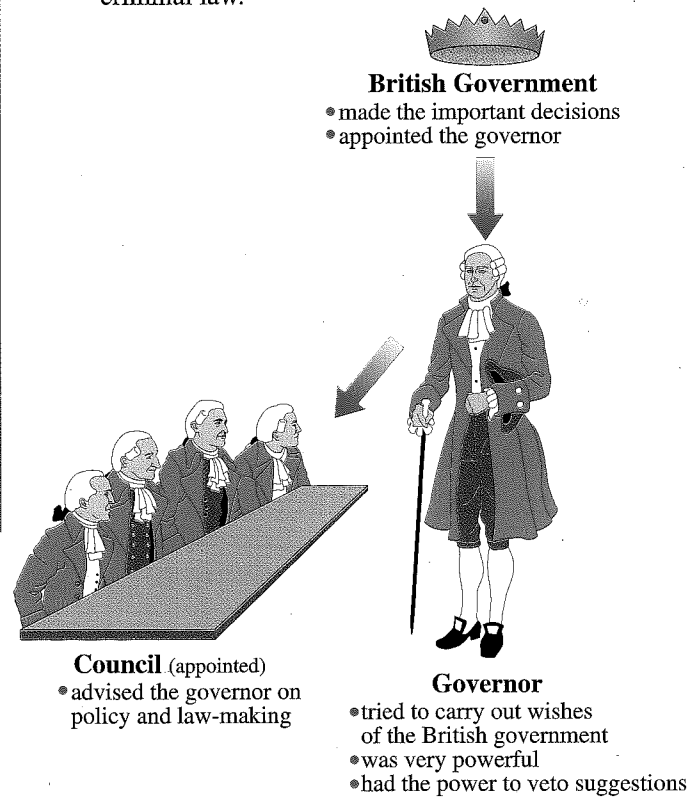
**Language:** The French language was allowed to continue.

**Religion:** The Roman Catholic Church was allowed to continue and to collect tithes (church taxes).



## Government:

- Quebec was to be ruled by an appointed British governor and an appointed council.
- An elected assembly (although promised earlier) was not introduced at this time.
- Roman Catholics could hold government positions.
- French civil law was to continue along with English criminal law.



**Land Holding System:** The seigneurial system was allowed to remain. The governor could also grant land according to the British freehold system.

## An Exercise in Critical Thinking

### Reactions to the Quebec Act

| Who  | Reaction    | Why  |
|------|-------------|--|
| Who? | anger       | <ul style="list-style-type: none"> <li>• westward expansion cut off (French had control of Ohio Valley)</li> <li>• fear of tighter British control</li> <li>• called the Quebec Act intolerable</li> </ul> |
| Who? | delight     | <ul style="list-style-type: none"> <li>• extended boundary into very large area would increase fur trade business</li> </ul>   |
|      | anger       | <ul style="list-style-type: none"> <li>• less political power as a result of no assembly</li> </ul>  |
| Who? | pleasure    | <ul style="list-style-type: none"> <li>• kept religious influence and ability to tithe (tax)</li> </ul>  |
| Who? | pleasure    | <ul style="list-style-type: none"> <li>• kept land and privileges</li> <li>• kept French civil law</li> <li>• implied that French language will remain</li> </ul>  |
| Who? | indifferent | <ul style="list-style-type: none"> <li>• kept <i>Canadien</i> way of life but under control of Church and seigneurs</li> </ul>   |
| Who? | upset       | <ul style="list-style-type: none"> <li>• north of the Ohio River not much change</li> <li>• south of the Ohio River great numbers of settlers moved west from the Thirteen Colonies</li> </ul>             |

1. Use this list to decide who held each point of view described in the following chart. Select from: British merchants in Quebec, British, Thirteen Colonies, Native people, French seigneurs, French habitants, French Catholic Church officials.
2. Form into your role play groups established on page 75 (seigneurs, French clergy, and others). Compare the predictions you recorded on the wall chart (see page 82) with the way the various groups reacted to the Quebec Act (above). Share your results with your classmates.
3. In your role play groups decide what new problems your group thinks the Quebec Act would create. Present these hypotheses to the class as a bulletin board display, mural, collage, poster, story, play, or mobile.
4. Why is it important to look at an issue from different points of view?