

# GALLERY 1: EARLY WARS IN CANADA

The Teacher's Answer Key is a tool intended to help teachers correct worksheets or continue the discussion in the classroom.

Students should be able to answer all of the questions by looking closely at artifacts, images or dioramas, and reading the related exhibition text. In some cases, they will be asked to formulate opinions based on what they have learned.

For each question, teachers will find information to help students find the answer in the gallery, as well as contextual information pulled from the exhibitions.

## ACTIVITY SHEET ANSWER KEY

### 1

**Choose one person in the Iroquoian community model. What is he or she doing? Explain how that relates to war or conflict.**

#### **Student Action:**

Students will observe a diorama of an Iroquoian town, around 1500, in what is now Southern Ontario. Additional information can be found in the corresponding text, maps and interactive touch screen.

#### **Answer:**

Men: Every man was a warrior; trained by a lifetime of hunting.

Women: Women produced the corn used for military rations, determined the fate of prisoners, and could request military action to avenge family members killed by an enemy.

Children:

- Boys were hunters and warriors in training.
- Girls were farmers in training.
- Children's games prepared them to assume military roles.

#### **Additional Information:**

Iroquoian Community around 1500

This model of an Iroquoian community around 1500 is divided into two parts. The first features military aspects of day-to-day life. The second portrays a siege and battle.

Iroquoians shared similar languages, economies based on farming, hunting, and fishing, and a sophisticated style of warfare.

Two of the best-known Iroquoian groups are the Huron Confederacy and the Iroquois League. They fought a long war over control of the hunting grounds north of the St. Lawrence.

## 2

### Observe the mannequins. How did Ojibwa warriors and French militiamen help each other?

#### Student Action:

Students will observe the mannequins, related artifacts and maps, and read the corresponding text panels. These mannequins represent an Ojibwa warrior and a French militiaman going to war against the Iroquois League.

#### Answer:

The warrior speaks to the Frenchman, as he teaches his ally about the forest. He carries an iron-headed tomahawk, matchlock musket, powder horn, and bullet pouch, and wears a French coat and shirt.

The French militiaman listens to the warrior. He wears First Peoples' snowshoes, moccasins, leather leggings, and beaded ammunition pouches, and carries a tomahawk.

#### Additional Information:

First Peoples and the French survived the Post-Contact Wars by working together and trading tactics and technology.

First Peoples adopted firearms and other European products. The French adopted First Peoples clothing and equipment, including moccasins, canoes, snowshoes, and tomahawks. The French taught First Peoples how to use firearms; First Peoples taught the French how to fight in the forest. Algonkians, Iroquois from Kahnawake and Kanasatake, Hurons, and the French formed a powerful alliance that fought the Iroquois League until 1701 and the British until 1760.

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## 3

### Why did Louisbourg need this mortar? Did it work?

#### Student Action:

Students will consider a cast iron mortar from the fortified city of Louisbourg, associated with the British siege in 1758. Additional information about the conflict can be found in related images, artifacts, maps and text.

#### Answer:

The mortar formed part of the defences of Louisbourg during the British siege of 1758.

Louisbourg flourished as a naval base, fishing port, and commercial centre until 1758. In this year, 13,000 British soldiers and a massive fleet attacked the fortified city and overwhelmed 7,000 French defenders. The British deported Louisbourg's residents back to France and abandoned the remains of the fortified city at the end of the war.

#### Additional Information:

Made of cast iron, it could propel a 60-kilogram shell for up to four kilometres. Exploding mortar shells could shatter ships and buildings. Flying shell fragments could kill or wound anyone standing nearby.

# 4

## What happened to these three people?

### Student Action:

Students will look at artifacts and images, listen to audio recordings and read text, all relating to three individuals connected to the American Revolution.

### Answer:

#### Richard Pierpoint

Richard Pierpoint grew up in South Africa, but was captured and sold into slavery in British America around 1760. He escaped during the American Revolution and enlisted in Butler's Rangers, a famous Loyalist regiment. Pierpoint later settled in Upper Canada, where he raised the Coloured Corp during the war of 1812 and fought at Queenston Heights.

#### Hannah Ingraham

Born in the British colony of New York, Hannah Ingraham was a child during the American Revolution. Growing up in a Loyalist family behind rebel lines, she endured hardship and harassment by her neighbours. After the war, Hannah and her family fled into exile and helped to build a new Canada.

#### Joseph Brant (Thayendenegea)

Mohawk war chief Joseph Brant organized and led a company of Mohawks and Loyalists during the American Revolution. A gifted warrior and charismatic leader, Brant gained a reputation for humanity and generosity towards his American enemies. After the war, Brant led a group of Mohawks and other First Peoples to settle along the Grand River in Upper Canada.

### Additional Information:

The American Revolution created two countries, Canada and the United States.

In 1775, American anger over taxation and British attempts to limit western settlement exploded into revolution. Within months the rebels invaded Canada to secure their northern frontier. British colonies that joined the rebellion became the United States of America. Those that defeated American invaders and local rebels later came together to form Canada.

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# 5

## Find the tunic with the missing arm. What happened?

### Student Action:

Students will locate the tunic of François Dézéry, who was wounded at the Battle of Chateauguay, during the War of 1812. Related artifacts and text provide additional information about the battle.

### Answer:

After Captain François Dézéry was shot in the left arm at Chateauguay, surgeons removed the sleeve of his coat to treat the wound.

### Additional Information:

An army of Lower Canadian militia and Abenaki, Huron, and Mohawk warriors turned back an American invasion that threatened Montreal and Upper Canada.

In October 1813, Lieutenant Colonel Charles de Salaberry and 1,800 troops and warriors outfought 4,000 Americans along the Châteauguay River, south of Montreal. If the Americans had won the Battle of Châteauguay and gone on to capture Montreal, they would have cut the supply lines to Upper Canada and forced that province to surrender.

Treating the wounded quickly increased their chance of survival. Military surgeons followed armies into action, and performed surgery near the battlefield. Operating without anaesthetics meant agonizing pain for patients, but could heal wounds and save lives.

## 6

### Who would you rather have been in the War of 1812?

- A British or Canadian soldier, like François Dézéry
- A battlefield surgeon, like William Dunlop
- A homesteader near the battlefields, like Laura Secord
- A First Peoples warrior, like John Norton (Teyoninhokarawen)

Give one reason why.

#### Student Action:

Students will review the artifacts, audio recordings, images and text relating to four individuals involved in the War of 1812. They must form an opinion based on what they discover.

#### Answer:

Open-ended.

#### Additional Information:

##### Francois Dézéry – A British or Canadian soldier

After Captain Francois Dézéry was shot in the left arm at Chateauguay, surgeons removed the sleeve of his coat to treat the wound.

##### William Dunlop – A battlefield surgeon

Treating the wounded quickly increased their chance of survival. Military surgeons followed armies into action and performed surgery near the battlefield. Operating without anaesthetics meant agonizing pain for patients, but could heal wounds and save lives.

*“There is hardly ... a less enviable situation than that of an Army Surgeon after a battle—worn out ... in body and mind, surrounded by suffering, pain and misery, much of which he knows it is not in his power to heal.”*

— William Dunlop, British army surgeon

##### Laura Secord – A homesteader near the battle

When American armies invaded Canada, Canadian civilians trapped in American-occupied territory continued to resist the invaders.

Laura Secord, like many other women, gathered intelligence. After hearing American officers discussing a surprise attack on a British outpost, she slipped past a screen of guards and set off to warn the garrison. On the way, she met 465 Mohawk and Ojibwa warriors. Alerted by Secord, they ambushed and defeated the Americans at the Battle of Beaver Dams on 24 June 1813.

##### John Norton (Teyonimhokarawen) – A First Nation Warrior

On 13 October 1812, an American army crossed the Niagara River and occupied Queenston Heights, near Niagara Falls. After the first British counter-attack failed, First Peoples warriors led by John Norton pinned down the Americans until British reinforcements arrived. The Americans quickly surrendered.

Mohawk war chief John Norton led the First Peoples forces at Queenston Heights. Son of a Cherokee father and Scottish mother, Norton was adopted as a nephew by Joseph Brant (Thayendanege), a leading Mohawk chief. The combination of Iroquois and British clothing worn by Norton in this portrait reflects both his own dual heritage and the ongoing cultural exchange between First Peoples and Europeans.

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## 7

### What is the Patriote cannon made of? What does that tell you about the Patriotes?

#### Student Action:

Students will examine the artifact carefully. The wooden cannon was used by French Canadian Patriotes during an armed resistance in 1837 and 1838. The cannon, as well as related images and text, offer insight into the experiences of the Patriotes.

#### Answer:

Desperately short of artillery, the Patriotes resorted to improvised weapons, like this wooden cannon. One of six made at St. Timothée from hollowed-out logs, reinforced with iron bands, it was never fired.

#### Additional Information:

Patriote Rebellions, 1837–1838

Political and ethnic tensions provoked a devastating civil war in Lower Canada.

Largely excluded from power by Lower Canada’s English-speaking elite, French-Canadian Patriotes turned to armed resistance in 1837 and 1838. Led by Louis-Joseph Papineau, they set up their own local governments in towns near Montreal and prepared to declare independence. British troops defeated the Patriotes in a series of small but bitter battles.

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## 8

### Could the Fenian attacks against Canada in the 1860s be called acts of terrorism? Why?

#### Student Action:

Students will consider the artifacts, images, maps and text related to the Fenian attacks against Canada between 1866 and 1871.

#### Answer:

Yes, the Fenian attacks on Canada could be considered terrorism because the Fenians used violence in an effort to bring about political change.

#### Additional Information:

The Fenians were mostly Irish-American veterans of the Civil War. They planned to capture Canada and trade it for Ireland’s independence from Britain.

The Fenian threat, together with British-American tensions during the American Civil War, provided strong military arguments in favour of Confederation. In 1867, the province of Canada joined New Brunswick and Nova Scotia in the new Dominion of Canada, a self-governing British colony.

Fenian raiders threatened every community along the American border from Manitoba to New Brunswick. In April 1866, the Royal Navy, British army, and New Brunswick militia prevented a Fenian attack on Campobello Island. In June, Fenians managed to overcome a small Canadian force at Ridgeway, but immediately withdrew across the American border. The movement collapsed after 1871.

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## 9

### If you could ask Louis Riel one question, what would it be?

#### Student Action:

Students will consider the artifacts, images and text relating to Louis Riel. They must formulate a question that would help them better understand the events and Riel's actions.

#### Answer:

Open-ended.

#### Additional Information:

Born in Red River and educated in Montreal, Louis Riel's education, charisma, and bilingualism made him a natural leader of the Métis in 1869-1870 and 1885. His execution in 1885 remains one of the single most controversial actions in Canadian history.

When Canada purchased the prairies from the Hudson's Bay Company in 1869, armed Métis led by Louis Riel formed a provisional government at Red River. Métis envoys persuaded Ottawa to create the province of Manitoba and guarantee Métis cultural and land rights. A small military force secured the new province for Canada.

#### The 1885 Resistance

Ottawa's refusal to quickly resolve the question of Métis title to their farms along the Saskatchewan River led to a second armed resistance in 1885.

For the second time, Louis Riel and a Métis provisional government challenged Ottawa. A few Cree bands joined the Métis. They resented years of abuse by Indian Agents at a time when First Peoples were suffering from starvation. Travelling by railway and communicating by telegraph, a small Canadian army suppressed the Métis and Cree resistance. But both societies survived as viable communities, which continue to work to protect their rights and heritage.

# 10

Match each event with its consequence then place it on the timeline below (use the letter and number). Now, add why these events might matter to you. Some examples:

- You've heard of Brockville or Brantford, Ontario
- You cheer for Canada in sports events
- You sing "O Canada"
- There's English and French at school
- Queen Elizabeth II is on your money
- There's a prime minister and an elected House of Commons

## Student Action:

Students will review the artifacts, audio recordings, images and text relating to four individuals involved in the War of 1812. Students must form an opinion based on what they discover.

## Answer:

A. Battle of Queenston Heights	3. The United States fails to conquer Canada
B. Battle of the Plains of Abraham	1. Canada becomes a British colony where French and English are spoken
C. American invade Canada	2. Canada becomes distinct from the United States
D. Rebellion in Lower Canada	4. Leads to changes that shape Canada's government