

# LOYALISTS

The Development of the  
Eastern Townships by Loyalists

Teacher's Workbook  
For Highschool



**HISTORY OF CANADA AND QUEBEC (2017)**

## Secondary 3

### Description of the learning task

The Eastern Townships are said to have been developed by Loyalists who came from the United States. Is this really true? Is this information a myth or a reality? What role did these individuals truly play in the history of the Eastern Townships? The various documentary records will allow students to answer these questions.

These activities aim to lead students in a critical study of primary sources. Documentary analysis is at the heart of these activities. Learners will be made to question the role played by Loyalists in the history of the Eastern Townships.



## ERA AND SOCIAL REALITY

# The Settlement of the Eastern Townships

(Conquest and Change of Empire – Demands and National Struggles)

Following the American Revolution, several volunteer combatants who had fought for the British Empire left the United States to find refuge in the Province of Quebec. When the treaty that effectively ends the War of Independence is signed in 1783, certain Loyalist refugees illegally settled in the Upper Richelieu Valley, at the heart of the unoccupied seigneuries of Noyan Foucault and St. Armand. Some of these Loyalists would later travel to the Eastern Townships to settle in that region.

Est-il vrai que les Loyalistes ont développé les Cantons-de-l'Est? La réponse est complexe. Il est évident que la région s'est développée d'abord par une population d'origine américaine. Certains habitants étaient des **Loyalistes** ou fils de Loyalistes. Ces derniers ont eu de l'influence sur le développement de la région, mais le contexte entourant **l'Acte constitutionnel** à un grand rôle à jouer dans l'arrivée de cette population dite loyaliste.

## HISTORICAL KNOWLEDGE

# Loyalist Constitutional Act

These activities cover two social realities touched upon in the training program:

1. *Conquest and Change of Empire*, corresponding to the period in which the American War of Independence took place,
2. *Demands and National Struggles*.

The activities bearing on the first social reality cover the period during which Loyalists immigrated to Upper and Lower Canada. These activities aim to highlight how these individuals, who were refugees, experienced this migration, what their living conditions were and the strategies that they deployed to succeed in settling land of their own.

The activities bearing upon the second social reality, on the other hand, will require that students examine the Constitutional Act to determine the impacts that this document had on the settlement of the region.



## EDUCATIONAL AIMS/COMPETENCIES

### DEVELOP HISTORICAL THINKING

- / Teach the learner to rely on facts (obtained from sources)
- / Adopt a historical perspective

### COMPETENCY 1 OF THE HISTORY OF QUEBEC AND CANADA EDUCATIONAL PROGRAM (2017):

**Describe a period in the history of Quebec and Canada**

- / Identify actions and words
- / Identify historical actors

### COMPETENCY 2 OF THE HISTORY OF QUEBEC AND CANADA EDUCATIONAL PROGRAM (2017):

**Interpret a social reality**

- / Identify specific elements of context
- / Establish moments of change and moments of continuity

## TECHNIQUES FOR THE ANALYSIS OF PRIMARY SOURCES

- / These activities can be undertaken individually or in groups.  
The thoughts and proposals offered in the Teacher's Workbook are meant to guide the teacher in accompanying students throughout this activity.

### Critical Analysis of Primary Sources

The following information can help you guide students in their analysis of primary sources.

#### Step 1: Read (Observe and identify important information):

- / Who? What? Where? When?

#### Step 2: Interrogate the document: *External Analysis (bearing on the context in which the document was produced)*

- / With regards to the author (origins, intentions, religion, sex, etc.) and the source.

##### Questions that must be answered:

- // *Who is the author? Is the author an actor in the events that occurred, or merely a witness to them?*
- // *To whom was this document destined? Why was it written?*
- // *What are the origins of this document? Where does it come from? When was it produced?*
- // *Is this document an original document or a translation?*
- // *Does this document contain only an excerpt of the original document, or it is a reproduction of the original in its entirety?*

- / *Internal Analysis (bearing on the content of the document)*

##### Questions that must be answered:

- // *What are the main themes discussed within this document? What is the main message?*
- // *Is the content of the document plausible? Does it correspond to what we already know about this period and its context?*
- // *Does the document offer facts\* or opinions\*?*

#### Step 3: Interpretation

- / Give meaning to the content of the text and to the themes that you have identified:
- // *What do you think was the purpose of this document and of the message it contains? What questions does it answer? To what other documents is it related?*

\*Verifiable information

\*Opinion: Personal point of view, often arbitrary and volatile

**PREPARATION**

## Activity 1

### The Loyalists

- / Lead learners to describe the concept of Loyalists based on their analysis of illustrations and on their previous knowledge. Questions such as What? Where? When? How? Why? can guide them in their analysis of the documents.
- / It can be interesting to question students on the vocabulary at hand. Have they ever seen the word "loyalist" in another context (video game, movie, book, etc.)?
- / Ask students to locate the Eastern Townships on a map.

## Activity 2

### Loyalists or Yankees?

- / Throughout the various activities they will undertake, students will be made to answer the following question: Is the settlement of the Eastern Townships by the Loyalists a myth or reality?
- / Students can use the table provided in the Student's Workbook to gather the required information.

**MAIN ACTIVITY**

## Activity 3

### Analyzing Primary Sources

The following activities aim to give learners an opportunity to analyze primary sources as well as question the context in which these documents were produced.

- / Letter from Governor Frederick Haldimand
- / Letter Discussing a Loyalist
- / John Savage's Petitione
- / Excerpt of a Sketch of John Savage's Life

// *This document is both a primary and a secondary source. Indeed, it is a primary source because it is an original document dating back to 1921, produced with a view to commemorating the one hundredth anniversary of St-John's Church in Shefford. The document's author was present at this event. However, this sketch of John Savage's life is also a secondary source because its contents are based on oral stories as well as historical documents consulted by its author.*



## Activity 4

### Loyalists John Savage and Gilbert Hyatt: Two Pioneers Who Contributed to the Settlement of the Eastern Townships

/ Students will be asked to describe the adventures experienced by the Loyalists in the Eastern Townships. To do so, they will require different maps and documents. Students should be able to gather several elements from these documents. Here are a few examples.

// *Territory: the distance travelled between the Upper Richelieu Vally and their township. Hardships related to the territory (temperature, animals). Proximity to the United States, etc.*

// *Politics: administrative burden involved in securing a piece of land, several petitions sent, conditions that must be fulfilled in order to be given a piece of land.*

// *Social: difficulties experienced by settling families (they had to leave everything behind and start from scratch, etc.)*

### RETURN AND REVIEW

## Activity 5

### Is the settlement of the Eastern Townships by the Loyalists a myth or a reality?

/ The two following answers are possible:

/ **Myth:** Loyalists did not settle the entire Eastern Townships territory (see map of Loyalist townships). Several Americans also pretended that they were Loyalists; several settled the land illegally. Several other returned to the United States during the War of 1812, which means they remained faithful to their motherland. They may have participated in the settlement of the Eastern Townships, but these inhabitations represented only a small portion of the population, etc.

/ **Reality:** Sources show that several Loyalist families settled in the Eastern Townships. The maps illustrate the proximity of refugee camps to Loyalist-settled townships. The adventures of John Savage and of Gilbert Hyatt are proof that there were indeed Loyalists in the Shefford and Ascot townships, etc.





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