

Life in Upper Canada 1815 – 1838

All Settlers Must Perform the Following Duties

- 1. Clear and fence 2.03 hectares for every 40.5 hectares you've been granted.**
- 2. Build a dwelling house, 4.88 meters x 6.1 meters.**
- 3. Clear one half of the road in front of each lot.**

These duties must be performed within two years of the date of your arrival.

Visualize in your mind what the land you have purchased would look like. Imagine yourself walking across the land you are seeing for the first time. Notice the smells, sights, and sounds around you. Look at the reactions of your family members.

Consider the following:

Is your land flat? Hilly? Is it covered with trees? Rocks? Water? Swamps? What is the soil like? Is it good for crops? What is the drainage like? What wild animals are in the area? Do you have fresh drinking water? Is there a river nearby that is safe and usable?

The first three months:

- What skills do you have?
- What equipment do you have?
- What help is available from family, the religious community, hired help or Native people?
- What food supplies did you bring with you?

The first TWO years

- How do you plan to winter?
- What will you do if someone injured or becomes sick?
- If you are going to grow a crop how will you harvest it?
- How do you plan to meet others in your area? Or does the isolation not bother you?
- Do you feel it is important to co-operate with others in your area? If so, how?
- Do you feel a school should be built nearby? A church? If so, who will build it and how?
- Is transportation a problem? What about roads? Waterways? Do you feel you should be involved in building them?
- How do you "pay for" the goods and services you need and use?
- What ways are there for making money? (see the note on potash)

Think about and make plans for the next five years.

Consider:

- How will the area in which you live change over the next five years?
- How do you plan on looking after the soil so it does not become depleted?
- What will you do if you need more land?
- What industries do you think should be developed in the area? (see note on Grist mills)
- How should this be done?
- Is there a need for a village or town to be built in your area? Where would it best be built?
- Would you provide assistance to newcomers? If yes, what kind of assistance? If no, why not?
- What problems have you had in keeping the roads in good condition?
- How have the Crown reserves and the clergy reserves interfered with your building and maintaining the roads?
- How has the land-granting system encouraged speculation?
- What geographic factors hindered settlement?
- What cultural groups settled in your township? Is there evidence of a pattern of kinship (or cultural) settlement?
- Why did people (in history) settle in cultural groups?
- What advantages does this type of settlement have? What disadvantages are there?
- Suppose that someone from the government (the Legislative Assembly) comes to your community, He asks you to fill out a questionnaire on how you have cleared the land, how many animals you own, and other questions. He also asks you to name things you feel prevent the improvement of your township. What complaints or grievances would you give him?

***Potash** was one way for settlers to earn cash after the land was cleared. The large hardwood trees were collected and burned in huge bonfires. Water was poured through the ashes. The liquid was boiled in iron pots until it evaporated. The remaining grey powder, known as potash, was sold to European factories where it was used in the manufacture of soap and cosmetics.

Grist mills for grinding grain and saw mills for planing logs into lumber were needed in pioneer communities. These mills were located near rivers as running water was necessary in the milling process.

Crown reserve-one-seventh of all public land was set aside for the British government by the Constitutional Act of 1791. By 1825 these lands were finally sold because they prevented compact settlement, making it difficult to complete roads.

Clergy reserve-one-seventh of all public land was set aside for Protestant schools and churches by the Constitutional Act of 1791.

Speculation-the act of buying or selling land, at some risk, with the hope of making large profits from future price changes