

# Going Beyond the Facts

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## Selected Activities The War of 1812



Death of General Brock, 1960  
Roy Greenaway (1891-1972)  
oil on canvas  
Government of Ontario Art Collection, 623021

prepared by the Ontario Heritage Fairs Association  
for use with

<http://www.archives.gov.on.ca/english/on-line-exhibits/1812/index.aspx>

**Archives**  
of Ontario

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de l'Ontario

**THE THRILL  
OF DISCOVERY  
LE FRISSON  
DE LA DÉCOUVERTE**

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## **Introduction by The Archives of Ontario**

The Archives is the largest provincial archives in Canada, with a collection that includes 2.9 million photographs, more than 85,000 maps of Ontario, 240,000 architectural drawings, and over 30,000 hours of audio, video and film records. These records date back to 1729, and reflect all aspects of public and private life in Ontario. The core of the archive's collection is made up of historical provincial documents. Stacked up, these documents alone would be 100 kilometres high - taller than 180 CN Towers.

The Archives is the documentary history of the province of Ontario, and a must-visit for Ontario students who want to understand the province's past, present and future.

The Archives of Ontario offers free, curriculum-linked educational programs at its facility in north Toronto. In addition, the Archives of Ontario has over 40 online lessons designed to meet Ontario Ministry of Education curriculum requirements, ready for you to use in your classroom. All lesson plans are free.

[ontario.ca/archives](http://ontario.ca/archives)

# **Activity : Setting the Stage**

## ***Introduction***

The Canada we know today is very different from the Canada of 1812-14. By examining a map produced in 1800 and by placing events that occurred before, during and after the War, students will better understand the time period and the people who lived then.

## ***Specific Expectations***

Students will:

- Put the War of 1812 into an historical perspective
- Analyse, synthesize and evaluate historical information

## ***Directions***

### **Part One**

Discuss as a class the concept of historical perspective and how we can better understand people in the past. Have the students examine the map provided individually, in pairs or in groups to

- a) Decide when it was produced (E.g. It was commissioned by John Graves Simcoe during the time Ontario was called Upper Canada and Quebec was called Lower Canada. The Constitutional Act in 1791 created Upper Canada and Lower Canada in 1791. Simcoe was the first Lieutenant Governor of Upper Canada 1791-1796). \*On the title of the map it gives 1800 as the date. This could lead to an interesting question as to why it was completed after Simcoe left office.
- b) Determine how this map is different from a map of the same region developed today.
- c) Have the students in groups or pairs construct a list of items they and their parents would not want to live without e.g. cell phone, dishwasher, refrigerator, furnace, electricity, car, subway, etc. Have them then organize the items by categories such as Transportation and Communication.
- d) Discuss how life was different in 1812 using the same categories. Include in your discussion how the people in 1812 would think and feel about ordinary things in our lives. E.g. a 50 km journey, preparation of the family dinner, a sick animal, moving to a new location, keeping in touch with friends and family.

### **Part Two:**

In groups or as a class have the students place the events before, during and after the War in chronological order on the timeline provided.

## Student Handout

Map Title : \_\_\_\_\_



A Map of the Province of Upper Canada, describing all the new settlements, townships, etc. with the countries adjacent, from Quebec to Lake Huron, compiled at the request of His Excellency Major General John G. Simcoe  
David William Smyth, Surveyor General, compiler W. Faden, London, Publisher  
Miscellaneous Map Collection  
Reference Code: C 279-0-0-34  
Archives of Ontario, I0004758

### Task One: Examine the map above and answer the following questions :

1. When do you think this map was created?
2. Give three reasons to justify your answer.

Reason One :

Reason Two :

Reason Three :

3. a) If you were to examine a map of the same region today what differences would you find? An example is provided to get you started.

Original Map	Map Today
Upper Canada	

b) Name the map above with an appropriate title.

4. Place the events below in the correct chronological order on the time line provided.

Large Loyalist Migration

American Revolution

Treaty of Ghent

Napoleonic War

The Seven Year's War

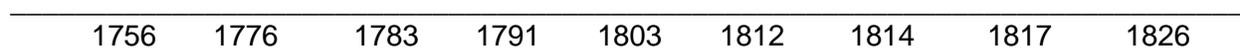
The Constitutional Act

Rush-Bagot Agreement

Building of the Rideau Canal

War of 1812

Time line



# Activity: Who Has the Advantage?

## ***Introduction***

Students will decide who they think holds the advantage at the beginning of the War of 1812 by examining conditions in both the United States and Great Britain during this time period.

## ***Specific Expectations***

Students will:

- analyse, synthesize and evaluate historical information

## ***Vocabulary***

**British North America (BNA)** - That part of North America which did not separate from the British Empire as part of the United States in 1783.

**Upper Canada** – That part of North America now known as Ontario

**Regular troops** - The full-time soldiers of a country

**Militia** - The part-time civilian military force used in Great Britain, Upper Canada and the United States.

**Blockade** - The use of naval power to prevent an enemy nation from shipping goods from its ports. Generally it involves stationing war vessels off the coast to prevent the departure of commercial or war ships.

**Stores** - Military supplies of all kinds.

## ***Directions***

- Familiarize the students with the vocabulary they will require to complete this exercise.
- In groups or individually have the students cut out the cards included in the student activity kit and sort them into three categories: British Advantage, Neutral Advantage, and American Advantage using the instructions given.

- Have the students make a decision, based on their categorizing, on which side would have the advantage at the beginning of the War of 1812. Remind them to give detailed reasons for their choices.

### ***Extension***

Book time in the computer lab and have the students individually or in pairs examine the Chronology of the War of 1812 section on-line exhibit at <http://www.archives.gov.on.ca/english/on-line-exhibits/1812/chronology.aspx> to discover if their choice about who had the advantage was a good one and if the advantage they predicted continued. Follow-up questions are provided.

Discuss the students' findings as a class.

### ***Marking Rubric***

Category	Level 1	Level 2	Level 3	Level 4
Analysis, synthesis, evaluation	Had difficulty categorizing facts appropriately	Categorized obvious facts appropriately	Categorized all facts appropriately	Categorized and organized facts effectively
Communication	Evidence used to back up decision is incomplete or lacking in detail	Evidence used to back up decision provides some detail	Evidence used to back up decision is adequate and provides some detail and evidence of thought	Evidence used to back up decision is intuitive, informative, thoughtful and detailed

## Student Worksheet: Who Has the Advantage?

### Task One: Categorizing the Facts

Each card describes a fact about the United States and/or British North America in 1812.

1. Cut out the cards and organize the facts so that any similar facts are placed together. E.g. "The United States had a population of more than 4 million" would pair with "the population of all of British North America was approximately 500,000..." Some of the facts will stand alone.
2. Examine each fact or set of facts to decide if these facts represent an advantage for the British or Americans if war broke out. Once you decide, place the sets of facts under the appropriate heading. \*If neither side would benefit it would be neutral.

British Advantage	Neutral Advantage	American Advantage
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The United States had a population of more than 4 Million.	The Americans were facing uprisings from Indian groups upset with American settlers Moving westward into their territories. Many American troops were used to deal with these uprisings.
The American military was made up of approximately 7,000 regular troops.	Great Britain was unsure of the loyalty of the French Canadians in Lower Canada and that of settlers who had newly arrived from the United States
All military stores and equipment for British North America had to be imported from Great Britain.	Most of the top military leaders in the United States were older and only had experience fighting during the Revolutionary War over thirty years earlier.
Great Britain had approximately 6,000 regular troops in BNA with 1,500 in Upper Canada.	General Brock, the leader of the British troops, had been in charge of the military in Upper Canada for 10 years.

<p>The population of all of British North America was approximately 500,000. About 100,000 lived in Upper Canada.</p>	<p>The economy of the United States was both agricultural and industrial.</p>
<p>The voluntary militias in both the United States and British North America were very poorly fed, clothed and equipped.</p>	<p>Great Britain had a much larger and better trained navy.</p>
<p>The economy of British North America and Upper Canada was agricultural. Almost all manufactured goods were imported.</p>	<p>All military stores and equipment for British North America had to be imported from Great Britain.</p>
<p>Not all Americans supported the idea of war. Many New Englanders, in fact, openly opposed the war.</p>	<p>Most of the British officers and regular army soldiers had at least some war experience.</p>
<p>Most of the people who lived in Upper Canada were United Empire Loyalists or people who had recently moved there from the United States.</p>	<p>The United States had factories that could produce military weapons located quite close to the borders of British North America.</p>
<p>An American volunteer militia of 50,000 was set up in 1812.</p>	<p>Great Britain was already at war with France in Europe. Most of Great Britain's navy was involved in the blockade in Europe in 1812.</p>
<p>All men in British North America were technically part of the militia and <u>could</u> be called upon in time of war. Only a few had any training.</p>	<p>Many of the younger American officers and regular troops had no experience with fighting.</p>

## ***Student Worksheet: Decision Time***

5. Decide which side would have the advantage if war was to be fought in 1812.
6. Back up your decision by stating three detailed reasons why your chosen side would have the advantage.

Who Would Have the Advantage? \_\_\_\_\_

Reason One:

Reason Two:

Reason Three:

## ***Student Worksheet : Follow-up Questions***

Examine the Detailed Chronology of the War located at <http://www.archives.gov.on.ca/english/on-line-exhibits/1812/chronology.aspx> to see if the side you chose really did have the advantage and if that advantage continued to the end of the war?

- a. Who won the most battles in 1812?
- b. Did your prediction hold true? Was there any pattern to which side won when?
- c. What was the most significant battle fought in 1812? Why did you choose that particular battle?
- d. Did any change occur to the pattern of victories in 1813? Why do you think that did or did not happen?
- e. What was the most significant battle fought in 1913? Why did you choose that particular battle?
- f. Did any change occur to the pattern of victories in 1813? Why do you think that did or did not happen?
- g. In 1814 the British war with France ended with the defeat of Napoleon. Why would this have a significant impact on the War in North America?
- h. By 1814 both sides were ready to negotiate a peace settlement. Why do most historians argue that there was no winner to this war?
- i. The Treaty of Ghent ending the war was signed December 25, 1814 yet the Battle of New Orleans occurred January 8<sup>th</sup>, 1815. Why would the fighting continue after the war was over?

# Activity: Interpreting Evidence

## ***Introduction***

Each of the battles of the War of 1812 is well-documented in the on-line exhibit, 'The War of 1812', at <http://www.archives.gov.on.ca/english/on-line-exhibits/1812/index.aspx> Coverage of the battle is separated into four battlegrounds: the Detroit Frontier, Niagara Frontier and York, Kingston and the St. Lawrence, and, the War Beyond Upper Canada.

Students will interpret primary and secondary sources to learn more about a specific battle and then apply their skills to researching a second battle.

## ***Specific Expectations***

Students will:

- Learn more about the events of the War of 1812
- Analyse, synthesize, and evaluate historical information.
- Communicate the results of inquiries using oral and written presentations.
- Use appropriate vocabulary to describe their inquiries and observations.

## ***Directions***

### **Part One**

1. Introduce the topic of battles during the War of 1812 and determine what questions the students would like answered when learning about a battle. As a class or individually have the students use the W5H to formulate questions that could be used to focus research about one of the battles.
2. Review, if needed, the difference between primary and secondary sources and the need to organize research finding. Prepare copies of the student handout "Task One" and go over with the students what is expected as they complete the task.
3. Emphasize the importance of recording where the source can be found in order to document their research and be able to find it again if needed.
4. Prepare copies of the four sources – either one set per student, one per pair of students or you could run off and separate the sources so they could be used and shared by a group. Have the students complete Task One and then review their findings as a class.

- Run off and have the students complete the Reflection and then debrief as a class.

### Part Two:

- Introduce the class to the War of 1812 Online Exhibit at <http://www.archives.gov.on.ca/english/on-line-exhibits/1812/index.aspx> . Introduce the four battlegrounds introduced on the site and the battles fought at each site. Have each student or pair of students choose one battle or assign specific battles and have them complete their own research. You may want to concentrate on the higher profile battles such as the Battle of Queenston Heights (Death of General Brock), the Battle of Lundy's Lane, the Battle of Beaver Dams (Laura Secord), the burning of York, the Battle of Bladensburg (burning of the White House) and the Battle of New Orleans.
- Assign the student (s) the task of researching one of the battles using sources from the on-line exhibit and at least one or two other research sources. The Canadian Encyclopedia at <http://www.thecanadianencyclopedia.com> is a good source of accurate information. Run off copies of the research cards provided to help the students with their research.
- Once their research is completed have the students prepare a presentation that can be submitted for assessment or presented to the class. The finished product could be a written or oral eyewitness account of the battle by a soldier or a reporter. Included in their account should be an explanation about why their battle is significant.

### Marking Rubric

1 – limited    2 – some    3 – good    4 – thorough, superior

Category	Level	Comments
<b>Thinking</b> Demonstrates skills of inquiry and research <ul style="list-style-type: none"> <li>uses and documents a variety of sources</li> <li>uses analysis, synthesis and evaluation</li> <li>presentation is organized and demonstrates planning</li> <li>presentation shows unity and coherence</li> <li>presentation includes one or more connections/comparisons/conclusions about the significance of their battle</li> </ul>	1 2 3 4	
<b>Communication</b> Demonstrates through effective presentation a clear understanding of his/her topic	1 2 3 4	

## Student Handout: Interpreting Evidence

**Task One:** Examine each of the provided research sources, provide its reference code and answer the questions in the chart.

**Source 1**

**Reference Code:** \_\_\_\_\_

Archives of Ontario  
[www.archives.gov.on.ca](http://www.archives.gov.on.ca)

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created?		
What point of view/side does the creator represent?		
What does this source tell us about this battle at Chrysler's Farm?		
What does it not tell us? What questions do you still have about the battle?		

**Source 2**

**Reference Code:** \_\_\_\_\_

Archives of Ontario  
[www.archives.gov.on.ca](http://www.archives.gov.on.ca)

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created?		
What point of view/side does the creator represent?		
What does this source tell us about this battle at Chrysler's Farm?		
What does it not tell us? What questions do you still have about the battle?		

**Source 3**

Reference Code: \_\_\_\_\_

Archives of Ontario  
[www.archives.gov.on.ca](http://www.archives.gov.on.ca)

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created? (Who is the intended audience?)		
What point of view/side does the creator represent?		
What does this source tell us about this battle at Chrysler's Farm?		
What does it not tell us? What questions do you still have about the battle?		

**Source 4****Reference Information:**

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created?		
What point of view/side does the creator represent?		
What does this source tell us about this battle at Chrysler's Farm?		
What does it not tell us? What questions do you still have about the battle?		

## Student Handout: Interpreting Evidence Reflection

**Task Two:** Reflect upon your learning using the questions provided.

Why is it important to use more than one source when researching a topic?

Why is it important to record the sources you use?

What do you learn from primary sources that you don't learn from secondary sources?

When the Archives of Ontario provided extracts from their original documents they typed the text exactly as it was originally written (E.g. not correcting any spelling and grammar errors). How does this help us understand the event and time period?

We use the W5H to help us focus our research. Go back over your research findings to determine if all of these types of questions were answered. Place a check mark for each type of question answered adequately.

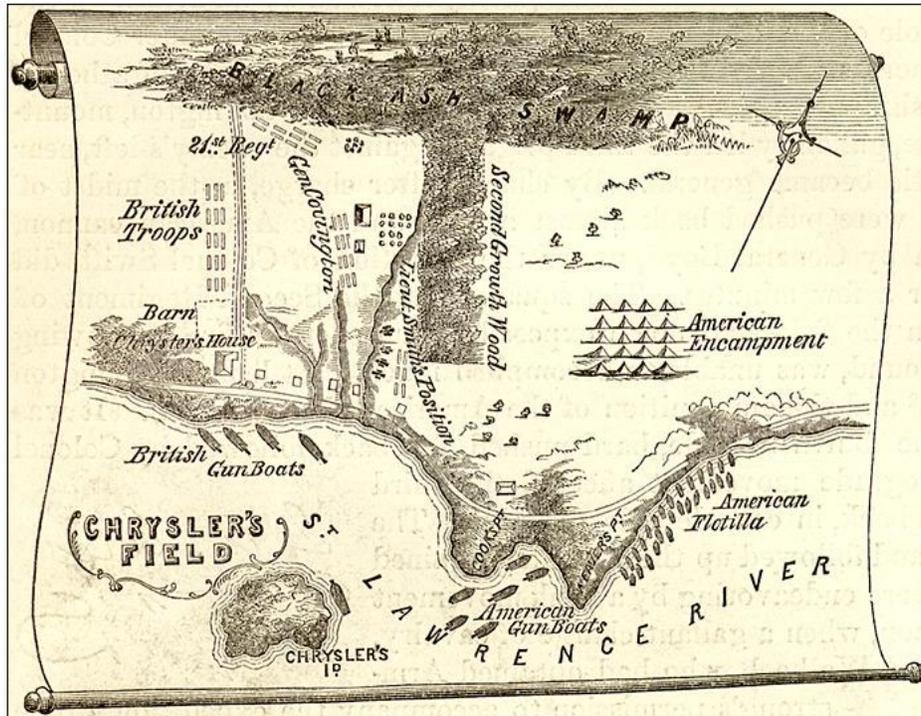
Who?   What?   When?   Where?   Why?   How?

What other sources do you think you might search out to answer any unanswered questions and/or learn even more about the battle?

Why was this battle significant (important) during the War of 1812? Is it still important today? Why?

## Sources: Examining the Evidence

### Source 1



Map of the Chrysler's Field, 1869  
Benson J. Lossing,

The Pictorial Field-Book of the War of 1812

An illustration  
Reference Code: 971 .034 LOS, page 654  
Archives of Ontario

### Source 2

*"Gen[era]l Boyd with 2500 men was ordered to disperse the pursuing army which Gen[era]l Wilkinson estimated at 900 men. Wilkinson with the raiders prepared to descend (sic) the Long Sault. Gen[era]l Boyd found the British drawn up in order of battle & the engagement lasted with obstinancy (sic) upon both sides for three hours & an half. When our troops gave way and retreated, our loss is stated by the officers to be 500 killed, wounded & missing."*

Extract from an original letter from Nathan Ford (Ogdensburg)  
to his brother David Ford, November 13, 1813  
Ford family fonds  
Reference Code: F483, box MU 1054  
Archives of Ontario

### Source 3

*"My dear father, ... I suppose you have had a full account of Col. Harveys gallant affair of the 11 at Chrysler. I was on the field of battle the next morning & it was covered with American killed & wounded. We had buried some & about 80 lay dead, some scalped some horses were intermingled among them. We had 11 killed on the field and 135 wounded some of them whom died. Poor Capt. Naime was killed at the close of the battle almost the last shot fired. It was fought at Chryslers house on a burnt piece of ground half a mile square. Our army were drawn up in a solitary line of 1,000 men from the woods to the river. The enemy is send out of the woods in two large columns of 2,000 each besides 300 horses..."*

Letter from Thomas G. Ridout (Montreal) to his father Thomas Ridout, November 20, 1813  
Thomas Ridout family fonds  
Extract from an original letter  
Reference Code: F 43, box MU 2390  
Archives of Ontario

### Source 4

*The Battle of Chrysler's Farm was fought in a farmer's field on the banks of the St Lawrence River near Morrisburg, Ont, on 11 November 1813. An American force under the command of Major General James Wilkinson had sailed down the St Lawrence River with plans to capture Montréal and thereby complete the conquest of Upper Canada. A small corps of British regulars, Mohawk warriors and Canadian militia under Lieutenant-Colonel Joseph Wanton Morrison of the 89th Regiment harassed the Americans as they moved downriver, forcing Wilkinson to land over 3000 men on the Canadian shore to attack Morrison's smaller force of 1169 men.*

*While the Canadian militia and Mohawk warriors guarded the woods on either side of John Chrysler's field, the British regulars were drawn up in 2 lines to await the American assault. The Americans attacked the British lines without success and were forced to retreat from the battlefield after suffering severe losses. Wilkinson continued down the St Lawrence with the remnant of his demoralized army but before reaching Montréal he learned of a similar defeat of American General Hampton's army, at the Battle of Châteauguay a few weeks earlier. The Americans were forced to call off the attack on Montréal.*

Author: Ronald J. Dale  
Article: Chrysler's Farm  
Source: Canadian Encyclopedia

## Research Card – Battle of \_\_\_\_\_

Source \_\_\_\_\_ Reference Information:

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created?		
What point of view/side does the creator represent?		
What does this source tell us about this battle?		
What does it not tell us? What questions do you still have about the battle?		

## Research Card – Battle of \_\_\_\_\_

Source \_\_\_\_\_ Reference Information:

Is this a primary or secondary source?	Who created it?	When was it created?
Why do you think it was created? For whom was it created?		
What point of view/side does the creator represent?		
What does this source tell us about this battle?		
What does it not tell us? What questions do you still have about the battle?		

# Activity: Should I Go OR Should I Stay?

## ***Introduction***

Life in the British army or the British militia was not an easy one in the 1800s. Desertion was common despite harsh penalties for getting caught.

*“Desertion has come to such height that 8 or 10 men go off daily. That black guard 104 first led the way. The army is not quite so sickly as it was ...”*

Extract from an original letter from Thomas G. Ridout (near Niagara)  
to his brother George Ridout, September 16, 1813  
Thomas Ridout family fonds  
Reference Code: F 43, box MU 2390  
Archives of Ontario

Students will learn more about why soldiers during the War of 1812 felt compelled to desert as they read extracts from original letters of soldiers.

## ***Specific Expectations***

- Describe the personalities of the War of 1812;
- Use a variety of primary and secondary sources to locate relevant information;
- Analyse, synthesize and evaluate historical documents;
- Communicate the results of inquiries for specific purposes and audiences (letter home);
- Use appropriate vocabulary to describe their inquiries and observations

## ***Directions***

1. Discuss the term “desertion” outlining what it is, and the possible punishments for being caught – lashes, imprisonment, loss of land, execution. Use the extract from the original letter from Thomas G. Ridout included in the introduction to establish the severity of the problem of desertion and to discuss why primary documents are so important to our understanding of historical events.
2. Give each student a copy of the Student Handouts (Should I Go OR Should I Stay?) and (Primary Sources). Assign Task One and discuss the findings with the class after completion.

3. Review your expectations for a quality letter and assign Task Two. Collect the letters for assessment.
4. Have the students complete Task Three and then discuss as a class their reflections, especially the questions they would like to ask.

***Marking Rubric for Letter***

Category	Level 1	Level 2	Level 3	Level 4
Knowledge	Demonstrates limited understanding of the issues	Demonstrates some understanding of the issues	Demonstrates good understanding of the issues	Demonstrates thorough understanding of the issues
Communication	Ideas vague with little or no organization and few or no supporting details	Ideas somewhat clear, show some organization and are supported by some details	Ideas clear, show organization and are supported by details	Ideas intuitive, informative, well organized and thoroughly supported by details

## ***Student Handout: Should I Go OR Should I Stay?***

**Task One:** Read each of the primary sources provided. In the chart provided give each hardship an appropriate label and then give details about why this hardship would be difficult for the soldiers.

<b>Source</b>	<b>Hardship</b>	<b>Details</b>
1		
2		
3		
4		
5		
6		
7		

**Task Two:** Put yourself in the place of a soldier during the War of 1812. Write a letter to a friend or family member telling them of the hardships of being a soldier and why you or a friend is thinking of the question, 'Should I Go OR Should I Stay'? Keep in mind that the purpose of your letter to make sure the audience understands the hardships of being a soldier.

**Task Three: Reflection**

1. Place a check on the line provided to show how valuable the extracts from the original letters were in helping you understand what it was like to be a soldier during the War of 1812?

\_\_\_\_\_

Not valuable extremely valuable

2. Explain why you placed your check mark where you did.
  
  
  
  
  
  
  
  
  
  
3. Write three questions you would have liked Mr. Ridout or Mr. Stone to have answered about military life during of the War of 1812? Explain why you would like to learn more about each of these topics?

Question	Why You Would Like to Learn More About This Topic

## **Student Handout: Primary Sources: Should I Go OR Should I Stay?**

### **Primary Source 1**

***“(...) I begin to feel the want of cloth trousers it is a difficult matter to get my nakedness washed. And moreover the mornings are getting cool. And a fellow will soon begin to look funny in summer clothes. Get me a pair of grey trousers made like Robert Stanton’s (...)”***

Extract from an original letter from Thomas G. Ridout to his brother  
George Ridout, September 4, 1813  
Thomas Ridout family fonds  
Reference Code: F 43, box MU 2390  
Archives of Ontario

### **Primary Source 2**

***“I have furnished barracks for one hundred and twenty men and they are all on the spot, including the Rifle Company now on duty here. And all are in the greatest want of almost every necessary. And I have this day received a letter from Col. Vincent referring me to you for stoves, blankets, etc. and I must observe that we are in as great want of shoes, pantaloons, jackets, and watch coats for the Guard”***

Extract from an original letter from Colonel Joel Stone to  
Colonel Lethbridge, October 25, 1812  
Joel Stone family fonds  
Reference Code: F 536, MU 2892  
Archives of Ontario

### **Primary Source 3**

***“We have had a most harassing journey of 10 days to this place when we arrived last night in a snow storm. It has been snowing all day & is now half a foot deep. ... Frequently I had to go middle deep in a mud hole & unload the wagon & carry heavy trunks 50 yards waist deep in the mire & reload the wagon. Sometimes put my shoulder to the fore wheel & raise it up. One night the wagon [upset] going up a steep hill in the woods in one of the worst places I ever saw. Gee I carried the load up to the top whilst Mr. Couche rode on 3 miles in the rain for a lanthorn & about 11 o'clock we got it when we missed a trunk with 500 guineas [12 shilling coin] in it. Mr Couche & I immediately rode back 2 miles & found it in a mud hole but nothing lost ...”***

Extract from an original letter from Thomas G. Ridout (Kingston)  
to his father Thomas Ridout, November 1, 1813  
Thomas Ridout family fonds  
Reference Code: F 43, box MU 2390  
Archives of Ontario



## Primary Source 6

*“We came to Thompson’s the day before yesterday. I met with a most ungracious reception when Mr. Stanton went to the don. The old fellow told him he could not come in as his family occupied the whole house but that we might go into an old house a little distance of which was inhabited in the early periods of the world. Accordingly we shifted our Flag to the old wigwam, cleared it of rubbish, made a fire & fried a little Beef we had brought with us. In the Evening we cleaned out the dung & made a straw bed on the floor. We collect balm in the garden for tea. I carry on an extensive robbery of pears, apples, onions, corn, carrots [etc.] for we can get nothing but by stealing excepting some milk, which by the by is carefully measured. Bread & butter is out of the question. And to day we sent a Dragoon to the 12 after [their] articles. And Gee to the cross roads for beef and whiskey. Lewis cooked some & have bread yesterday.”*

Extract from an original letter from Thomas G. Ridout to his brother George Ridout, September 4, 1813  
Thomas Ridout family fonds  
Reference Code: F 43, box MU 2390  
Archives of Ontario

## Primary Source 7

*“Give me leave Sir to remark the duty I owe to my fellow creatures and as a true patriot to my country to remind you at the certain calamity that must befall us if the Militia are thus continued to be cawled [called] from their families. If they are cawled [called] one month or six weeks from their farms they can put no spring grain in the ground and the consequence will be that their families must inevitably suffer the famine even threatens before the ensuing harvest when there is but little sown that can be reapt [reaped] if the farmers are prevented from putting in spring grain the famine will undoubtedly be dreadful.”*

Letter from Lieutenant Colonel Benoni Wiltse to Colonel Joel Stone, April 13, 1813  
Joel Stone family fonds  
Reference Code: F 536, box MU 2892  
Archives of Ontario