Beads and Pendants

Archaeologists have found many different kinds of beads and pendants at the site. Some are made of clay and some are of rock or copper that came from far away. Similar kinds of beads have been found at other sites in Louisiana, suggesting, if not contact with the people at Poverty Point, at least a strong cultural influence from the site.

Decorative Clay Objects

These clay objects (below) come in many sizes and shapes, including cube, barrel and globular designs. While similar to PPOs, they are smaller, decorated and not typically found in cooking pits. People often impressed or cut rings or grooves into them. They are some of the most unusual and beautiful artifacts found at the site and may have been made as objects of art!

Figurines

Archaeologists have found more than 100 small, clay figurines at Poverty Point. Most resemble women, and some were made to look pregnant. Some have very fine details, like hair styles, head bands or belts. Some of the faces even look like they are smiling. Often the figurines are missing their heads, but it is unclear if they were made without heads, if the heads were snapped off on purpose, or if they just broke off.
Most of the figurines have been found on the site's ridges. This is the area where people probably lived. Around the world, female figurines are common. While some think they may have been symbols of fertility or used for ritual healing, the figurines could also be meant to look like ancestors or loved ones, or could even be children's toys.

**Fired Earth Objects**

Archaeologists sometimes find lumps of fired earth, called daub (left half of image to the right), that reveal how people made their houses. Daub is mud that people packed against a framework of woven sticks to make the walls of a house. Packing the weave with mud gave it more support and insulation. If the structure caught fire, the daub was burnt but retained the impression of the weave — and sometimes even human palm prints!

Other bits of fired earth bear the marks of the baskets they were hauled in (right half of the image below). If clay that had been pressed against a basket was fired, the mark of the basket would be preserved. Looking at the pattern left behind, it is easy to see that people wove cane strips together to make strong baskets. On average, the baskets held about 50 pounds of dirt.
Microliths

Many of the rocks close to Poverty Point are small cobbles. These stones were used to make microliths, which are tiny stone tools. With the right technique, people could get a lot of these tools out of a single small cobbles.

Archaeologists refer to some microliths by more specific names, like perforators or blades, based on the shapes of the tools or how people used them. Blades are long, thin microliths that people used for cutting, drilling and scraping. Some of the blades became tiny key-shaped tools called perforators, but whether they were purposely shaped or worn into that shape through use is not known.

American Indians probably used microliths for preparing food, making other tools from bone or wood, and engraving decorated objects. If people were actually making textiles at Poverty Point, then microliths would have also been good tools for stripping fibers from plants. Microliths were the Swiss Army knives of their day.

Owl Pendants

One of the most unusual artifact types researchers have found at the site is the red jasper “pot-bellied” owl pendant. These ground stone pendants are very rare. In fact, fewer than 30 have been found, mostly at other sites and some as far away as eastern Florida. Yet, archaeologists consider these pendants to be a classic Poverty Point artifact type.
Pipes

Archaeologists have found tubular pipes made of clay and stone at the site. Pipes like these may have been smoked for special events, like rituals or ceremonies. Or, shamans or priests may have used them as "sucking tubes" to suck illness, objects or bad spirits from people. Long after Poverty Point, American Indians sometimes smoked pipes to declare peace or war and to honor other tribal leaders. Just how far into the past these practices extend is unclear.

Plummets

These teardrop-shaped weights (right) varied in size with some over 4 inches long. People often made them out of iron-rich stones found in the Ouachita Mountains of Arkansas. There is a good chance that people used plummets as fishing net weights. Net fishing would have provided them with a lot of food in exchange for very little time and effort.

People may have also used plummets as loom weights for making textiles. These textiles would have been woven from wild plant fibers. Archaeologists have found rare Late Archaic period textiles at Avery Island in southern Louisiana. However, they have not yet found any at Poverty Point. This may be due to the fact that textiles simply do not preserve well.
Pottery

The people at Poverty Point were among the first in Louisiana to use pottery. Some of the pieces, or sherds, of pots and bowls found at the site are similar to ones archaeologists have found on the Gulf Coast of Florida and in the Tennessee River Valley. The people at Poverty Point probably traded for those ceramics.

American Indians also made pottery at Poverty Point. This pottery was the earliest ever made in the Lower Mississippi Valley. Poverty Point pottery was simple in design and often had no material mixed in with the clay. Some pottery had plant fibers mixed in with the clay to prevent cracking during firing. Spanish moss, which grows on some of the trees around the site, was used in this way. Firing is the process of placing the pots in or near a fire to harden them.

Even though people at Poverty Point made pottery, they tended to use stone containers more than ones made of fired clay.

Poverty Point Objects (PPOs)

Poverty Point Objects (or PPOs) are fired ceramics that were used in place of cooking stones. People made them from the fine soil found at the site and most were small enough to fit in the palm of your hand. There is evidence suggesting that the number, size and shape of PPOs determined how hot an earth oven (seen below) would get and how long it could stay hot.

More PPOs have been found at the site than any other kind of cultural artifact. The large number of PPOs suggests that people did a lot of cooking. If people did a lot of cooking, it was probably because they had access to a lot of food. The resource-rich environments nearby would have made it easy for them to find food. People probably did not go hungry. Then again, maybe they were also being good hosts. After all, the site probably had a lot of visitors over the centuries.

This work from the Louisiana Department of Culture, Recreation & Tourism is used with permission. The original work is available at http://www.crt.state.la.us/dataprojects/archaeology/povertypoint/assets/poverty-point-pdf-1.03.pdf.
Economic Characteristics of Poverty Point

Trade and Travel

Poverty Point was at the heart of a huge exchange network. This was in no small part due to its location. American Indians built the site on Macon Ridge in northeast Louisiana. This ridge, which is naturally elevated, is surrounded by many rivers. The largest of these is the mighty Mississippi River. Directly along the eastern edge of the site flow the waters of Bayou Macon.

Given the risk of flooding, it may seem foolish for people to have built the site near so many rivers. In reality, the elevation of Macon Ridge kept the site safe from floods. Plus, rivers were the highways of the ancient world. People used them to trade, travel and share news.

The only major drawback to living at Poverty Point was that there were no rocks near the site. This would have been a problem for people who relied on stone tools. Without trade or travel, people at Poverty Point would not have been able to make the things they needed to survive.

Archaeologists are not really sure how things like stone arrived at the site. People either brought items to the site for trade or went from the site to get them. Perhaps they did both. In any case, Poverty Point may have received over 70 tons of rocks and minerals. These materials came from as far north as Iowa and as far east as the Appalachian Mountains.

Many rivers surround Poverty Point. This would have made trade fairly easy for the people of Poverty Point. Rivers enabled them to carry things, especially heavy things like rocks, more quickly by water rather than by land. People used dugout canoes to travel and haul their goods along these waterways.
People used some of the rock from trade to make stone spear points. They also used stones and minerals to make decorative items, like the objects seen below made of lead ore called galena. They made some tools, like very small hand tools called microliths, from stone found closer to home. Soapstone bowls, however, were made elsewhere before arriving at the site. They were carved at the quarries in Georgia and Alabama before shipment.

During this time period, many people used stones for cooking. They made these stones hot in a fire and then used them as a heat source in earth ovens. Without rock, the people of Poverty Point had to come up with other ways to cook their food. One solution to this problem was right under their feet.

People used the soil on Macon Ridge to make the site's most common artifact: Poverty Point Objects (PPOs). They used these shaped wads of fired mud for cooking in earth ovens. Researchers have found PPOs as far away as Florida's Atlantic coast and throughout the Southeast. Archaeologists have traced the soil used to make some of these distant PPOs directly to Macon Ridge. People must have either gotten these items in trade or while visiting the site.
The Plaza

Though it may not look like it, people built the site's 43-acre plaza by hand just like the mounds and ridges. People started building the plaza around the same time as the site's mounds, or perhaps only slightly later. Maintaining the plaza required lots of care: People regularly filled low spots and tried to stop gullies (trenches formed from erosion) from spreading before they got too big.

The plaza's most striking features now lie beneath the surface. Hidden underground are holes filled with earth where hundreds of wooden posts once stood. Some of the holes are over 2 feet wide and their bases are 10 feet below the modern ground level. The number and closeness of the holes suggests that people reset the posts often. The posts were in circles that were up to 213 feet in diameter and may have stood 20 feet tall.

(Below) Today, white cylinders in the plaza give visitors to the site an idea of how big some of the post circles were.

(Above) The wide-open plaza offered a great view of the site, which could have made it an ideal meeting place.
The Dock

The southeastern corner of the plaza slopes down to Bayou Macon. Archaeologists call this gentle slope the dock. The dock would have provided an easy route for people to reach the site from the bayou. This was important because the bayou was used for trade, travel and fishing.

People raised the uppermost part of the dock where it intersects with the plaza. Guests walking up the slope would not be able to see the site until they reached the very top of the dock. Then, visitors would have been able to see Poverty Point in its entirety. The view surely would have left travelers in awe of the site.

(Right) Bayou Macon viewed from the top of the slope.
(Below) The gentle rise of the dock is clearly visible from the air.

This work from the Louisiana Department of Culture, Recreation & Tourism is used with permission. The original work is available at http://www.crt.state.la.us/dataprojects/archaeology/povertypoint/assets/poverty-point.pdf-1.03.pdf.
Topic Two: European Exploration and Settlement (8.1.1, 8.1.2, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.3, 8.4.1, 8.4.2, 8.7.1, 8.10.4)

Connections to the unit claim: Students investigate the exploration, settlement, and colonization of Louisiana and consider the legacy left behind from European settlement.

Suggested Timeline: 25 class periods

Use this sample task:

- **Exploration of Louisiana**
  Note: Instructional Process step 21: Be sure to point out the location of the Rocky Mountains and Appalachian Mountains. This will allow them to visualize the true scope of French Louisiana.
  Note: Instructional Process 31: Be sure to explain what the document, Jean-Baptiste Le Moyne, Sieur de Bienville, means by “fine crescent”. The document means a natural bend in the river where there is high ground.
  - **Comparison of French Louisiana and Spanish Louisiana**

To explore these key questions:

- Explain the sequence of expeditions and how they lead to the founding of Louisiana.
- Why did La Salle claim the Mississippi River for France and name it Louisiana?
- Why was the city of New Orleans built along the Mississippi River?
- Describe the living conditions of French Louisiana.
- Describe the economics, government, and cultural legacy of French Colonial Louisiana.
- Explain the experience of enslaved Africans who arrived during French Colonial Louisiana.
- What were the causes and effects of the French and Indian War on Louisiana?
- Describe the economics, government, and cultural legacy of Spanish Colonial Louisiana.
- Explain the story of the Acadian Exile and the effects of expulsion on the southern part of Louisiana.

That students answer through this assessment:

- Students analyze the painting, Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River, using the National Archives: Analyze a Photograph. Collect these for a grade.
- Students work to explore various documents about La Salle claiming Louisiana for France and engage in class discussions. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the map, Early Map of New Orleans (1728), using the National Archives: Analyze a Map. Collect these for a grade.
- Students write a response to explain the contributions and legacy of French exploration on Louisiana. Grade the written response using the LEAP Assessment Social Studies Extended Response Rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
- Students write down their own definitions of, provide examples of, and draw a visual of mercantilism. Collect these for a grade.

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- Students analyze the Code Noir written in 1724 and engage in class discussions about the purposes of these laws. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)

- Students use their Causes and Outcomes of the French and Indian War handout and other documents from this lesson and engage in class discussions about the effects of the French and Indian War on Louisiana. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)

- Students analyze their notes and sources to complete a Venn diagram comparing and contrasting French Colonial Louisiana to Spanish Colonial Louisiana. Collect these for a grade.

- Students write a response to the question: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France? Grade the written response using the LEAP Assessment Social Studies Extended Response Rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: W.8.2a-e, W.5.4, W.8.5, WHST.8.6, WHST.8.10)
Grade 8 Instructional Task: Exploration of Louisiana
Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Two: European Exploration and Settlement

Description: Students investigate the exploration, settlement, and colonization of Louisiana.

Suggested Timeline: 10 class periods

Materials: Timeline of European Exploration of Louisiana (blank and completed), De Soto on the Shore of the Mississippi, Analyzing Photographs & Prints, Early Exploration of Louisiana, René-Robert Cavelier, sieur de La Salle, French Colonial Louisiana, National Archives: Analyze a Photograph (blank and completed), Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River, Diary of Jacques de la Metairie, notary on LaSalle’s voyage (1682), summarizing, North America in 1748, conversation stems, Jean-Baptiste Le Moyne, Sieur de Bienville, Early Map of New Orleans (1728), National Archives: Analyze a Map (blank and completed), LEAP Assessment Social Studies Extended Response Rubric

Instructional Process:
1. Say, “Now that you’ve learned about the greatest Native American settlement in Louisiana and evaluated whether the people who lived there were more complex than previously thought, your next task will build knowledge about the legacy of European exploration on our state.

2. Conduct a brief discussion where the students connect their understanding of physical geography to the location of the area of first settlement by European explorers. As students explain the connection write down their answers on chart paper. Keep the chart paper up in the class throughout this instructional task so the students can see that their connections were correct. Possible questions:
   a. Which physical characteristic of Louisiana would make Louisiana enticing to European colonization?
   b. Which physical characteristic of Louisiana gave European’s access to the interior of North America?
   c. Why were European explorers drawn to Louisiana? Give an economic reason and military reason.

3. Say “Now that we examined how physical geography will impact settlement, we can now research Louisiana’s settlement and colonization. At the end of the task you can go back and see if your predictions were accurate.”

4. Provide each student with a copy of the Timeline of European Exploration of Louisiana.

5. Say, “As we analyze documents you will fill in the Timeline of European Exploration of Louisiana with important events. Let’s start with the first European expedition to ever set foot in what we call Louisiana today, Hernando De Soto.”

6. Divide the class into small groups using an established classroom routine.

7. Project or provide each group with access to De Soto on the Shore of the Mississippi by Augustus Robin.

8. Explain that the engraving depicts De Soto as the first European to reach the Mississippi River.

9. Direct them to examine each map in small groups. As needed, provide students with questions similar to the observation questions from the Library of Congress’ Analyzing Photographs & Prints have the each group to write down what they observe about the engraving. This should include:
   a. Who are the different people in the engraving?
   b. What are the people doing in the engraving?
   c. What objects are in the engraving?
   d. Describe the physical geography of the engraving.
10. Have the students reflect on the painting. Possible questions to answer:
   a. What are the people in the background doing in the engraving? What does this tell you about European explorers?
   b. How is De Soto portrayed in the engraving? What conclusion can be drawn about De Soto from this engraving?
   c. How are Native Americans portrayed in the engraving? What conclusion can be drawn about Native American and European relationships at the time?
11. Have the students create questions they would like to further explore about the engraving.
12. Have them discuss their questions in their groups to see if they can answer their group members questions.
13. Provide students with access to Early Exploration of Louisiana by Michael T. Pasquier from knowlouisiana.org.
14. Have the students read the section “Spanish Exploration in the Gulf of Mexico” independently. When students have finished reading the section, instruct them to complete the first box on the Timeline of European Exploration of Louisiana about Hernando De Soto’s expedition through the southeastern part of North America.
15. Say, “After Hernando De Soto’s failed expedition in the mid 1500’s no other European explorer stepped foot into what is today Louisiana for another 130 years. During this time the English setup the 13 British colonies, the Spanish controlled most of Central and South America, and the French settled in Canada.”
16. Have the students read the sections on French Explorations in Canada and Missionaries, Fur Traders, and Native Americans in New France independently. When students have finished reading the sections, instruct them to complete next box on the Timeline of European Exploration of Louisiana about French explorers settling in Canada. Then, have students complete the third box about French explorers trading for furs and spreading Catholicism on the timeline.
17. Say, “By the 1680’s the French were well established as fur traders in French Canada along the St. Lawrence River. Rene-Robert Cavelier, Sieur de La Salle wanted to expand France’s trade network to include the Mississippi River.
18. Provide students with access to:
   a. René-Robert Cavelier, sieur de La Salle by Michael T. Pasquier from knowlouisiana.org
   b. Early Exploration of Louisiana by Michael T. Pasquier from knowlouisiana.org
19. Direct students to read the section on the LaSalle Expeditions, 1682 - 1689 from René-Robert Cavelier, sieur de La Salle independently. When students have finished reading the section, instruct them to complete boxes 4 - 6 on the Timeline of European Exploration of Louisiana about LaSalle reaching the mouth of the Mississippi River, naming Louisiana, and LaSalle’s second voyage to Louisiana.
20. Project or provide students with access to Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River by Jean-Adolphe Bocquin.
21. Say, “Paintings were the photos of the 1680’s. We are going to analyze this painting as if it was a photograph.”
22. Have the students analyze the painting using the National Archives: Analyze a Photograph handout.
23. Divide the class into pairs using an established classroom routine.
24. Provide the students with a copy of the Diary of Jacques de la Metairie, notary on LaSalle’s voyage (1682).
25. Direct students to read the document in pairs and to underline key words and phrases.
26. Next, instruct students to work in pairs to rewrite the document in their own words.
27. Conduct a brief discussion about LaSalle’s ceremony claiming Louisiana for France. Instruct students to use both documents and their analyses of the documents to answer the questions. Possible questions:
   a. Why does LaSalle want Louisiana for France?

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b. What conclusions can be made about France's views on religion based on the previous two documents? Provide evidence from the documents to support your answer.

c. How do French citizens view their king, King Louis XIV? Provide evidence from the documents to support your answer.

d. How do French explorers view Native Americans? Provide evidence from the documents to support your answer.

e. How will LaSalle's claim to Louisiana eventually lead to conflict between Native Americans and the French?

28. Project or provide students with a copy of the North America in 1748 map.
29. Conduct a brief discussion about the map. Possible questions:
   a. Where areas do the French claim on this map?
   b. How would you characterize the size of the French claim?
   c. If LaSalle claimed all the lands which waters drain into the Mississippi River, what is the extent of France's claim in the New World?

30. As a class, conduct a discussion about the impact of LaSalle claiming Louisiana for France. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. Why did LaSalle have representatives of the Catholic Church with his expedition?
   b. Why was the ceremony to claim Louisiana for France held at the mouth of the Mississippi River?
   c. What did France hope to gain economically and politically with the acquisition of Louisiana?
   d. What does the 2 documents tell you about the power of King Louis XIV?
   e. How were the Native Americans living along the Mississippi River going to be affected after LaSalle claimed Louisiana for France?

31. Say, "After the King and his ministers find out about the tragedy of LaSalle’s final expedition, they become worried that France could lose Louisiana because France did not have a fort at the mouth of the Mississippi River to protect their new lands from the Spanish and British."

32. Have the students read the sections on French Explorations in Canada and Missionaries, Fur Traders, and Native Americans in New France from Early Exploration of Louisiana independently. When students have finished reading the section, instruct them to complete next box on the Timeline of European Exploration of Louisiana about French explorers settling in Canada. Then students can complete the third box about French explorers trading for furs and spreading Catholicism on the timeline.

33. Provide students with access to French Colonial Louisiana by Michael T. Pasquier from knowlousiaiana.org.
34. Direct students to read the sections on the First French Settlements, 1699-1713 independently. When students have finished reading the section instruct them to complete the next box on the Timeline of European Exploration of Louisiana about Iberville setting up the first settlement in Biloxi. Then have students complete box 8 about Iberville moving the colony and leaving for Europe and box 9 about the colony being short on supplies dependent on Native Americans.

35. Say, "Life in French Louisiana was extremely difficult. Iberville was not able to set up a colony on the Mississippi River like he had hoped to, so the French were settled in modern day Biloxi Mississippi. The colonists lacked supplies, and they had not set up a great trading network with Native Americans for furs. This directly impacted the economy of the colony since they need a settlement at the mouth to secure a better trading network for furs. Eventually, Bienville is able to set up a settlement on the Mississippi River."

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36. Provide the students with access to Jean-Baptiste Le Moyne, Sieur de Bienville by Michael T. Pasquier from knowlouisiana.org.

37. Direct students to read the section titled “Later Career” independently and then complete the next box on the Timeline of European Exploration of Louisiana. Note to teacher: Be sure to explain what the document means by “fine crescent.” The document means a natural bend in the river where there is high ground.

38. Project or provide students with a copy of the Early Map of New Orleans (1728).

39. Direct students to analyze the Early Map of New Orleans (1728), using the National Archives: Analyze a Map handout.

40. Say, “We now have an understanding of French exploration of Louisiana and the challenges faced by early colonists. Consider the contributions and legacy of French exploration on Louisiana. How has the French exploration of Louisiana contributed to our identity as a state?”

41. Instruct students to write a response to the following prompt: How has the French exploration of Louisiana contributed to our identity as a state? Students should be given a copy of the LEAP Assessment Social Studies Extended Response Rubric to reference as they are writing.
Rene-Robert Cavelier, Sieur de La Salle, taking possession of Louisiana and the Mississippi River
Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):
- Portrait
- Landscape
- Event
- Documentary
- Selfie
- Aerial/Satellite
- Action
- Panoramic
- Posed
- Other
- Architectural
- Candid

Is there a caption?  □ yes □ no

Observe its parts.

List the people, objects and activities you see.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?

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1 This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf

Return to Grade 8 Social Studies: How to Navigate This Document
Diary of Jacques de la Metairie, notary on LaSalle’s voyage (1682)

“When we discovered three channels by which the River Colbert \(^1\) discharges itself into the sea, we landed on the bank of the western channel about three leagues from its mouth... Here we prepared a column and a cross, and to the said column were affixed the arms of France with this inscription:

Louis the Great, King of France and Navarre, Reign; The Ninth April 1682

... after a salute of fire-arms and cries of Vive le Roi (French for “long live the king”) the column was erected by De La Salle, who standing near it, said with a loud voice: ‘In the name of the most high, by the grace of God, King of France... this ninth day of April, one thousand six hundred and eighty-two, I, in virtue of the commission of his Majesty (Louis XIV) which I hold in my hand, and which may be seen by all whom it may concern, have taken and do now take in the name of his Majesty and of his successors to the crown, possession of this country of Louisiana... the River Colbert \(^1\) and rivers which discharge themselves therein... from the source of the great river... as far as the mouth at the... Gulf of Mexico.’

“Upon the assurance which we have received from all these nations that we are the first Europeans who have descended or ascended the River Colbert \(^1\), hereby protesting against all those who may in future undertake to invade any or all these countries, people, or lands”

\(^1\) The Mississippi River was formerly known as the Colbert River

\(^2\) Rivers which flow into the Mississippi River
North America in 1748

NORTH AMERICA AFTER 1748

[Map showing territorial claims by British, French, and Spanish in North America in 1748]

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Return to Grade 8 Social Studies: How to Navigate This Document
Jean Baptiste Le Moyne Sieur de Bienville and architects from France planned and formed New Orleans over 100 miles from the mouth of the Mississippi River in 1718. The site for New Orleans was chosen because it was on high ground and on a bend on the river which created a natural levee.
## Analyze a Map

### Meet the map.

- What is the title?
- What is in the legend?
- Is there a scale and compass?

### Type (check all that apply):
- Political
- Exploration
- Land Use
- Census
- Topographic/Physical
- Survey
- Transportation
- Other
- Aerial/Satellite
- Natural Resource
- Military
- Relief (Shaded or Raised)
- Planning
- Population/Settlement

### Observe its parts.

- What place or places are shown?
- What is labeled?
- If there are symbols or colors, what do they stand for?
- Who made it?
- When is it from?

### Try to make sense of it.

- What was happening at the time in history this map was made?
- Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.
- Write one sentence summarizing this map.
- How does it compare to a current map of the same place?

### Use it as historical evidence.

- What did you find out from this map that you might not learn anywhere else?
- What other documents or historical evidence are you going to use to help you understand this event or topic?

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1 This analysis worksheet is in the public domain and is courtesy of the National Archives. It is available online at [https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf)

Return to [Grade 8 Social Studies: How to Navigate This Document](#)
Grade 8 Instructional Task: Comparison of French and Spanish Louisiana
Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Two: European Exploration and Settlement

Description: Students examine the economics, government, and cultural legacy of French Colonial Louisiana and Spanish Colonial Louisiana.

Suggested Timeline: 15 class periods

Materials: Mercantilism, French Colonial Louisiana, Slavery in French Colonial Louisiana, T-chart Comparing French Louisiana and Spanish Louisiana (blank and completed), Code Noir (1724), discussion stems, Map of North America before the French and Indian War, Map of North America after the French and Indian War, Incidents leading up to the French and Indian War, 1753–54, French and Indian War/Seven Years’ War, 1754–63, Treaty of Paris, 1763, Causes and Outcomes of the French and Indian War T-chart (blank and completed), map of North America, Cajuns, Timeline of Acadian Exile or Le Grand Derangement (blank and completed), LEAP Assessment Social Studies Extended Response Rubric

Instructional Process:

1. Say, “In the last task you examined the founding of Louisiana and learned about the legacy of exploration on French Louisiana. In this task you will compare and contrast the economic, cultural, and political legacies of French Louisiana and Spanish Louisiana. You will explore how Louisiana grew from a sparsely populated colony to a colony with a strong population dependent on plantation agriculture and slavery.”

2. Write the word mercantilism on the board and read or project the following definition:
   a. Economic theory where a country wants to increase exports but limit imports to create gold reserves for the country.

3. Read aloud the first two paragraphs of the meaning of mercantilism.

4. Ask, “What do these definitions have in common?”

5. Take notes for the class or annotate the definitions as students share their answers.

6. Provide examples of mercantilism usage in the 18th Century.
   a. Say, “Nearly all European countries used the economic system of mercantilism. Under this economic system if you lived in a British colony you could only sell your products to Britain and buy goods from Britain. If you bought or sold to other country’s merchants you could be fined or jailed. The reason for this policy was Britain only wanted to export products around the world, because when you export products your product goes up but money comes in. Britain did not want to import anything, because when you import the product come in but you have to send another country your money.”

   b. Say, “Another example of mercantilism is if you lived in the Spanish Empire in South America and you owned a silver mine. You could only buy Spanish products with your silver. This would help Spain increase its wealth.”

7. Direct students to explain the meaning of mercantilism in their own words orally or in writing, provide examples of mercantilism, and provide a visual.

8. Say, “Now with an understanding of mercantilism, we can examine the culture, economics, and government of French Louisiana.

9. Divide the class into small groups using an established classroom routine.

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11. Provide students with a copy of the T-chart Comparing French Louisiana and Spanish Louisiana.

12. Direct students to read the texts aloud in their small groups, noting details about the economy, religion, government population, and use of slavery in French Colonial Louisiana. Instruct students to complete the French Louisiana side of their T-chart Comparing French Louisiana and Spanish Louisiana with the details they note as they are reading.

13. Say, “Now that you have an understanding of the economics, government, and culture of French Colonial Louisiana, you will examine the Code Noir in French Colonial Louisiana to get an understanding of the hardships faced by the first African settlers to Louisiana.”


15. Divide students into pairs using an established classroom routine.

16. Instruct pairs to read the Code Noir (1724), considering the following questions as they read:
   a. How do the French view religion?
   b. Why did the French create the Code Noir and view the Code Noir as necessary?
   c. Why was the Code Noir demand harsh punishments on disobedient slaves?
   d. How would slaves view the Code Noir?

17. Conduct a discussion about the legacy and reasons for implementing the Code Noir in French Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. What does the Code Noir tell you about France’s religious views? Cite from the Code Noir.
   b. How could the Code Noir still affect Louisiana’s religious identity?
   c. After examining rule XIII, why would French officials not want slaves to gather together?
   d. After examining rule XXV, why would slave owners not fear breaking the Code Noir’s rules on caring for a slave? Cite from the Code Noir.
   e. Why did the Code Noir demand harsh punishments for slaves who strike their masters or other French colonists?
   f. What was the ultimate goal of Code Noir?

18. Say, “As French colonists in Louisiana were trying to establish a plantation economy, France was getting ready to go to war with its most bitter rival. The French and the British were bitter rivals during the 1600’s and 1700’s. This rivalry eventually leads to the end of French Colonial Louisiana.”

19. Project or provide students with a copy of the Map of North America before the French and Indian War.

20. Conduct a brief discussion about the Map of North America before the French and Indian War. Possible questions:
   a. What do you notice about this map that could cause France and Britain to go to war?
   b. Why would France hope to keep the territory that is disputed?
   c. Why would Britain hope to keep the territory that is disputed? (Have students reference content knowledge from 7th grade American History.)

21. Project or provide students with a copy of the Map of North America after the French and Indian War.

22. Say, “Let’s consider how the same area changed after the French and Indian War. French Louisiana was divided up between Spain and Britain, and Britain took control of Canada. Both France and Britain claimed the Ohio River Valley. France wanted control the Ohio River Valley to trade for furs with Native Americans. Britain wanted...
control the Ohio River Valley so British colonists could settle there and grow crops on the river valley’s fertile soil.” Be sure to point to the location of the Ohio River Valley while explaining the situation.

23. Divide the class into small groups using an established classroom routine.

24. Provide students with a copy of the following sources:
   a. Incidents leading up to the French and Indian War, 1753–54
   b. French and Indian War/Seven Years’ War, 1754–63
   c. Treaty of Paris, 1763

25. Provide students with a copy of the Causes and Outcomes of the French and Indian War T-chart.

26. Instruct students to read each source in groups and discuss the various causes and outcomes of the French and Indian War. Direct students to connect the various causes and outcomes on their Causes and Outcomes of the French and Indian War T-chart.

27. Project or provide students with a copy of Map of North America after the French and Indian War.

28. Conduct a discussion about the effects of the French and Indian War on Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. How did the French and Indian War change Louisiana?
   b. Explain how France’s fur trade will be affected because of the Treaty of Paris of 1763?
   c. Spain and France use the economic theory of mercantilism. How will French colonists in Louisiana be affected by Spain taking over the colony?
   d. How will New Orleans trading industry be affected by Spain taking over the city?
   e. In your opinion, how will French colonists view Spain taking over Louisiana? Explain the reason for your opinion.

29. Say, “France left Louisiana as a backwater colony with a very weak economy based on tobacco and indigo. However, when the Spanish takeover Louisiana they start to transform Louisiana into a highly coveted colony with a vibrant economy.”

30. Divide the class into small groups using an established classroom routine.

31. Provide students with access to Spanish Colonial Louisiana by Charles Chamberlain and Lo Faber and Slavery in Spanish Colonial Louisiana by John C. Rodrigue from knowlouisiana.org.

32. Say, “Before you start your next task you will need to know the definition of manumission. Manumission is the freeing of a slave by his/her slave owner.”

33. Direct students to read each source aloud with their group, noting details about the economy, religion, government population, and use of slavery in Spanish Colonial Louisiana. Instruct students to complete the Spanish Louisiana side of their T-chart Comparing French Louisiana and Spanish Louisiana with the details they note as they are reading.

34. Say, “During Spanish rule, one of Louisiana’s largest ethnic groups settled in southern Louisiana. The Cajuns arrived in Louisiana during Spanish rule and have left a lasting legacy on the culture of south Louisiana. To understand the story of the Acadian Exile from their original home in Nova Scotia Canada to south Louisiana, you have to remember that Spanish and French people were overwhelmingly Catholic while the British were Protestant. Also the British and French had been at odds for a long time by the mid-1700’s.”

35. Project the map of North America.
36. Say, “The Acadians, or Cajuns, are originally from France but moved to Nova Scotia at the time called Acadia in the 1630’s. Eventually the Acadians settled in Louisiana during Spanish rule.” Use the map of North America to indicate the physical locations of Nova Scotia and Louisiana.

37. Divide the class into small groups using an established classroom routine.

38. Provide students with access to Cajuns by Shane K. Bernard from knowlouisiana.org and with a copy of the Timeline of Acadian Exile or Le Grand Derangement.

39. Direct students to read the document in small groups, stopping at the section titled, “Cajuns and the Civil War.” Instruct students to use the source to complete the Timeline of Acadian Exile or Le Grand Derangement.

40. Conduct a discussion about how the migration and settlement of the Acadian ethnic groups in colonial Louisiana contributed to cooperation and conflict. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. Why did the Spanish colony welcome the exiled Acadians to Louisiana?
   b. How did this relationship benefit both the exiled Acadians as well as the Spanish colonial government?
   c. How did restrictions on settlement cause conflict?

41. Say, “We have researched the economics, government, and culture of both French Colonial and Spanish Colonial Louisiana. In the next task, you will examine the end of Spanish Louisiana in 1800, but for now consider: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France?”

42. Instruct students to write a response to the following question: Why was Spain able to develop Louisiana into a more successful and stable economy compared to France? Students should be given a copy of the LEAP Assessment Social Studies Extended Response Rubric to reference as they are writing.
# T-chart Comparing French Louisiana and Spanish Louisiana

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<tr>
<th>Characteristics</th>
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<th>Spanish Louisiana</th>
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<td>Economics of the colony</td>
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Code Noir (1724)

To regulate relations between slaves and colonists, the Louisiana Code noir, or slave code, based largely on that compiled in 1685 for the French Caribbean colonies, was introduced in 1724 and remained in force until the United States took possession of Louisiana in 1803. The Code’s 54 articles regulated the status of slaves and free blacks, as well as relations between masters and slaves. The entire body of laws appears below.

BLACK CODE OF LOUISIANA
I. Decrees the expulsion of Jews from the colony.

II. Makes it imperative on masters to impart religious instruction to their slaves.

III. Permits the exercise of the Roman Catholic creed only. Every other mode of worship is prohibited.

IV. Negroes placed under the direction or supervision of any other person than a Catholic, are liable to confiscation.

V. Sundays and holidays are to be strictly observed. All negroes found at work on these days are to be confiscated.

VI. We forbid our white subjects, of both sexes, to marry with the blacks, under the penalty of being fined and subjected to some other arbitrary punishment. We forbid all curates, priests, or missionaries of our secular or regular clergy, and even our chaplains in our navy to sanction such marriages. We also forbid all our white subjects, and even the manumitted or free-born blacks, to live in a state of concubinage with blacks. Should there be any issue from this kind of intercourse, it is our will that the person so offending, and the master of the slave, should pay each a fine of three hundred livres.

XII. We forbid slaves to carry offensive weapons or heavy sticks, under the penalty of being whipped, and of having said weapons confiscated for the benefit of the person seizing the same. An exception is made in favor of those slaves who are sent a hunting or a shooting by their masters, and who carry with them a written permission to that effect, or are designated by some known mark or badge.

XIII. We forbid slaves belonging to different masters to gather in crowds either by day or by night, under the pretext of a wedding, or for any other cause, either at the dwelling or on the grounds of one of their masters, or elsewhere, and much less on the highways or in secluded places, under the penalty of corporal punishment, which shall not be less than the whip. In case of frequent offences of the kind, the offenders shall be branded with the mark of the flower de luce, and should there be aggravating circumstances, capital punishment may be applied, at the discretion of our judges. We command all our subjects, be they officers or not, to seize all such offenders, to arrest and conduct them to prison, although there should be no judgment against them.

XIV. Masters who shall be convicted of having permitted or tolerated such gatherings as aforesaid, composed of other slaves than their own, shall be sentenced, individually, to indemnify their neighbors for the damages occasioned by said gatherings, and to pay, for the first time, a fine of thirty livres, and double that sum on the repetition of the offence.

XXI. Slaves who are disabled from working, either by old age, disease, or otherwise, be the disease incurable or not, shall be fed and provided for by their masters; and in case they should have been abandoned by said masters, said slaves shall be adjudged to the nearest hospital, to which said masters shall be obliged to pay eight cents a day for the food and maintenance of each one of these slaves; and for the payment of this sum, said hospital shall have a lien on the plantations of the master.

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XXII. We declare that slaves can have no right to any kind of property, and that all that they acquire, either by their own industry or by the liberality of others, or by any other means or title whatever, shall be the full property of their masters.

XXV. Slaves shall never be parties to civil suits, either as plaintiffs or defendants, nor shall they be allowed to appear as complainants in criminal cases, but their masters shall have the right to act for them in civil matters, and in criminal ones, to demand punishment and reparation for such outrages and excesses as their slaves may have suffered from.

XXVII. The slave who, having struck his master, his mistress, or the husband of his mistress, or their children, shall have produced a bruise, or the shedding of blood in the face, shall suffer capital punishment.

XXVIII. With regard to outrages or acts of violence committed by slaves against free persons, it is our will that they be punished with severity, and even with death, should the case require it.

XXIX. Thefts of importance, and even the stealing of horses, mares, mules, oxen, or cows, when executed by slaves or manumitted persons, shall make the offender liable to corporal, and even to capital punishment, according to the circumstances of the case.

XXX. The stealing of sheep, goats, hogs, poultry, grain, fodder, peas, beans, or other vegetables, produce, or provisions, when committed by slaves, shall be punished according to the circumstances of the case; and the judges may sentence them, if necessary, to be whipped by the public executioner, and branded with the mark of the flower de luce.

XXXII. The runaway slave, who shall continue to be so for one month from the day of his being denounced to the officers of justice, shall have his ears cut off, and shall be branded with the flower de luce on the shoulder: and on a second offence of the same nature, persisted in during one month from the day of his being denounced, he shall be hamstrung, and be marked with the flower de luce on the other shoulder. On the third offence, he shall suffer death.

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This map is in the public domain and is available online at http://international.loc.gov/intdlib/fixhtml/map4.html.
Map of North America after the French and Indian War

This map is in the public domain and is available online at http://international.loc.gov/intid/iishtml/map5.html

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Incidents leading up to the French and Indian War, 1753–54

The French and Indian War, the North American phase of the larger Seven Years’ War, began after a series of incidents in the upper Ohio River valley, which the French and British governments both claimed as their territory. Military forces assembled by both imperial powers built forts in the region and attempted to capture each others’ forts. These skirmishes, which included an expedition led by George Washington, ultimately led to the escalation of a wider, full-scale war between Great Britain and France.

Wanting to limit British influence along their frontier, the French built a string of forts from Lake Erie towards the forks of the Ohio (present-day Pittsburgh).

Since the colony of Virginia also claimed this region, Virginian lieutenant governor Robert Dinwiddie sent Major George Washington with a small expedition to order the removal of the French forts in late 1753. Washington arrived at Fort Le Boeuf, about 15 miles inland from present-day Erie, Pennsylvania, and delivered his message. The commander of the fort, Jacques Legardeur de Saint-Pierre, received Washington and his men courteously, but denied the validity of English claims to the contested region. Washington then returned hastily to Virginia, arriving in early 1754, and delivered the French reply to Governor Dinwiddie. Dinwiddie and the legislature agreed that French rejection of British demands constituted a hostile act, and that the French must be driven from their frontier forts on British-claimed land. Dinwiddie sent Captain William Trent of the Virginia militia to construct a fort at the strategically important forks of the Ohio River and to convince the local Indians to ally against the French. Dinwiddie also promoted Washington to the rank of Lieutenant Colonel and ordered an expedition to compel the French to surrender their forts.

While French and British officials maneuvered military forces about, they also attempted to curry favor with American Indians living in the region. The most important group, the Mingoes, were part of the Iroquois Confederation, which was allied with Great Britain. British officials claimed the Iroquois Confederacy had granted a Native American named Tanaghrisson the title of ‘Half-King’ over the Mingoes and other Native communities under Iroquois rule. However, many Indians in the upper Ohio Valley were concerned about British colonists encroaching upon their land, and did not acknowledge either British or Iroquois authority. Although many of them also feared French power and bore grudges against the French from previous wars, the Indians of the upper Ohio valley believed a French alliance to be the lesser of two evils. Consequently, they were amenable to supplying French forces with additional men and intelligence about British movements.

Aided by such reports, the French soon learned of the British fort that William Trent and his small group of men were constructing, and French forces moved swiftly to compel its surrender on April 17, 1754. The French destroyed the unfinished fort, building in its place the much more formidable Fort Duquesne.

Further south, George Washington, accompanied by Tanaghrisson, surprised an encampment of French soldiers in southwestern Pennsylvania on May 24, 1754. A brief fight ensued, and afterwards the wounded French leader, Ensign Joseph de Jumonville, attempted to explain through translators that the French expedition was on a peaceful mission to warn British forces about their incursions into French-claimed territory. Although accounts of the incident differ, it seems that Tanaghrisson, who bore an intense personal hatred of the French stemming from earlier war experiences, intervened in the negotiations and killed Jumonville. Expecting further French incursions, Washington then hastily constructed a fort and prepared to defend his forces, but a combined French and Indian force forced his surrender on July 3.

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Once he heard of Washington’s defeat, Lieutenant-Governor Dinwiddie immediately passed on the news to his superiors in London and called for aid from neighboring colonies. Only North Carolina responded, but refused to make any expenditures outside its own borders. However, British Prime Minister Thomas Pelham-Holles, Duke of Newcastle, reacted swiftly to the news, and planned a quick strike against the French forts before they could be reinforced. King George II approved Newcastle’s plan to send General Edward Braddock to quickly seize French frontier forts.

Other political leaders wanted a bigger war, and so they publicly announced Newcastle’s plans and changed the original plan so that Braddock would command more forces and order the fractious North American colonies to provide additional support against the French. Once the plans had been publicly announced, the French government moved quickly to dispatch reinforcements to North America and further pursued negotiations to diplomatically isolate the British government by winning over its traditional European allies. Once military forces were under way, war was inevitable.

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The French and Indian War was the North American conflict in a larger imperial war between Great Britain and France known as the Seven Years’ War. The French and Indian War began in 1754 and ended with the Treaty of Paris in 1763. The war provided Great Britain enormous territorial gains in North America, but disputes over subsequent frontier policy and paying the war’s expenses led to colonial discontent, and ultimately to the American Revolution.

The French and Indian War resulted from ongoing frontier tensions in North America as both French and British imperial officials and colonists sought to extend each country’s sphere of influence in frontier regions. In North America, the war pitted France, French colonists, and their Native allies against Great Britain, the Anglo-American colonists, and the Iroquois Confederacy, which controlled most of upstate New York and parts of northern Pennsylvania. In 1753, prior to the outbreak of hostilities, Great Britain controlled the 13 colonies up to the Appalachian Mountains, but beyond lay New France, a very large, sparsely settled colony that stretched from Louisiana through the Mississippi Valley and Great Lakes to Canada. (See Incidents Leading up to the French and Indian War and Albany Plan)

The border between French and British possessions was not well defined, and one disputed territory was the upper Ohio River valley. The French had constructed a number of forts in this region in an attempt to strengthen their claim on the territory. British colonial forces, led by Lieutenant Colonel George Washington, attempted to expel the French in 1754, but were outnumbered and defeated by the French. When news of Washington’s failure reached British Prime Minister Thomas Pelham-Holles, Duke of Newcastle, he called for a quick undeclared retaliatory strike. However, his adversaries in the Cabinet outmaneuvered him by making the plans public, thus alerting the French Government and escalating a distant frontier skirmish into a full-scale war.

The war did not begin well for the British. The British Government sent General Edward Braddock to the colonies as commander in chief of British North American forces, but he alienated potential Indian allies and colonial leaders failed to cooperate with him. On July 13, 1755, Braddock died after being mortally wounded in an ambush on a failed expedition to capture Fort Duquesne in present-day Pittsburgh. The war in North America settled into a stalemate for the next several years, while in Europe the French scored an important naval victory and captured the British possession of Minorca in the Mediterranean in 1756. However, after 1757 the war began to turn in favor of Great Britain. British forces defeated French forces in India, and in 1759 British armies invaded and conquered Canada.

Facing defeat in North America and a tenuous position in Europe, the French Government attempted to engage the British in peace negotiations, but British Minister William Pitt (the elder), Secretary for Southern Affairs, sought not only the French cession of Canada but also commercial concessions that the French Government found unacceptable. After these negotiations failed, Spanish King Charles III offered to come to the aid of his cousin, French King Louis XV, and their representatives signed an alliance known as the Family Compact on August 15, 1761. The terms of the agreement stated that Spain would declare war on Great Britain if the war did not end before May 1, 1762. Originally intended to pressure the British into a peace agreement, the Family Compact ultimately reinvigorated the French will to continue the war, and caused the British Government to declare war on Spain on January 4, 1762, after bitter infighting among King George III’s ministers.

Despite facing such a formidable alliance, British naval strength and Spanish ineffectiveness led to British success. British forces seized French Caribbean islands, Spanish Cuba, and the Philippines. Fighting in Europe ended after a failed Spanish invasion of British ally Portugal. By 1763, French and Spanish diplomats began to seek peace. In the resulting
Treaty of Paris (1763), Great Britain secured significant territorial gains in North America, including all French territory east of the Mississippi river, as well as Spanish Florida, although the treaty returned Cuba to Spain.

Unfortunately for the British, the fruits of victory brought seeds of trouble with Great Britain’s American colonies. The war had been enormously expensive, and the British government’s attempts to impose taxes on colonists to help cover these expenses resulted in increasing colonial resentment of British attempts to expand imperial authority in the colonies. British attempts to limit western expansion by colonists and inadvertent provocation of a major Indian war further angered the British subjects living in the American colonies. These disputes ultimately spurred colonial rebellion, which eventually developed into a full-scale war for independence.

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Treaty of Paris, 1763

The Treaty of Paris of 1763 ended the French and Indian War/Seven Years' War between Great Britain and France, as well as their respective allies. In the terms of the treaty, France gave up all its territories in mainland North America, effectively ending any foreign military threat to the British colonies there.

During the war, British forces had scored important overseas victories against France: not only had the British conquered French Canada, they also won victories in India, and captured French island colonies in the Caribbean. In March of 1762, French King Louis XV issued a formal call for peace talks.

The British Government was also interested in ending the war. The Seven Years' War had been enormously expensive, and the Government had to finance the war with debt. Creditors were beginning to doubt Great Britain's ability to pay back the loans it had floated on financial markets. In addition, British King George II had died in 1760, and his successor George III was more amenable to ending the war.

Initial attempts at negotiating a peace settlement failed, and instead French and Spanish diplomats signed the Family Compact, a treaty that brought Spain into the war against Britain. British Prime Minister Lord Bute continued secret and informal talks with French diplomat Étienne-François de Stainville, duc de Choiseul, and they came to an unofficial agreement in June, 1762. Bute promised fairly generous terms, and the two countries agreed to an exchange of ambassadors in September.

By the time the formal negotiations began, the situation had changed. News had reached Europe of the British capture of Havana, and with it the Spanish colony of Cuba. Spanish King Charles III refused to agree to a treaty that would require Spain to cede Cuba, but the British Parliament would never ratify a treaty that did not reflect British territorial gains made during the war.

Facing this dilemma, French negotiator Choiseul proposed a solution that redistributed American territory between France, Spain and Great Britain. Under Choiseul's plan, Britain would gain all French territory east of the Mississippi, while Spain would retain Cuba in exchange for handing Florida over to Great Britain. French territories west of the Mississippi would become Spanish, along with the port of New Orleans. In return for these cessions, along with territory in India, Africa, and the Mediterranean island of Minorca, France would regain the Caribbean islands that British forces had captured during the war. The British Government also promised to allow French Canadians to freely practice Catholicism and provided for French fishing rights off Newfoundland.

Choiseul preferred to keep the small Caribbean islands of Martinique, Guadeloupe, and St. Lucia rather than hold on to the vast territory stretching from Louisiana to Canada. This decision was motivated by the fact that the islands' sugar industry was enormously profitable. In contrast, Canada had been a drain on the French treasury. The loss of Canada, while lamentable to French officials, made sense from a mercantile perspective.

The diplomats completed their negotiations and signed the preliminary Treaty of Paris on November 3, 1762. Spanish and French negotiators also signed the Treaty of San Ildefonso at the same time, which confirmed the cession of French Louisiana to Spain.

Although British King George III and his ministers were in favor of the treaty, it was unpopular with the British public.

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However, the treaty contained enough concessions to war hawks that the British Parliament ratified the Treaty of Paris by a majority of 319 to 64, and the treaty went into effect on February 10, 1763.

For Anglo-American colonists, the treaty was a theoretical success. By confirming the conquest of Canada and extending British possessions to the Mississippi, the colonists no longer had to worry about the threat of a French invasion. For the American Indians in what had been frontier territory, the treaty proved disastrous. They could no longer pursue what had been a largely effective strategy of playing the French and British against each other to extract the most favorable terms of alliance and preserve their lands against encroachment by Anglo-American colonists.

Despite what seemed like a success, the Treaty of Paris ultimately encouraged dissension between Anglo-American colonists and the British Government because their interests in North America no longer coincided. The British Government no longer wanted to maintain an expensive military presence, and its attempts to manage a post-treaty frontier policy that would balance colonists’ and Indians’ interests would prove ineffective and even counterproductive. Coupled with differences between the imperial government and colonists on how to levy taxes to pay for debts on wartime expenses, the Treaty of Paris ultimately set the colonists on the path towards seeking independence, even as it seemed to make the British Empire stronger than ever.

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### Causes and Outcomes of the French and Indian War

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Timeline of Acadian Exile or Le Grand Derangement
Topic Three: Louisiana Purchase (8.1.1, 8.2.2, 8.2.5, 8.7.1)

Connections to the unit claim: Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

Suggested Timeline: 5 class periods

Use this sample task:
- Louisiana Purchase

To explore these key questions:
- Why did Spain give Louisiana back to France?
- Why did Napoleon Bonaparte of France want Louisiana?
- Why did Thomas Jefferson want to acquire New Orleans and Louisiana from France?
- What were the opinions of Louisiana Purchase from people around the United States?
- What is the legacy of the Louisiana Purchase on the United States?

That students answer through this assessment:
- Students use their split-page notes handout to engage in class discussions about reasons why Napoleon wanted Louisiana and why he eventually lost interest in the colony. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students analyze the Letter from Thomas Jefferson to Robert Livingston, April 18, 1802 using a SOAPSTone graphic organizer. Collect these for a grade.
- Students use the Letter from Thomas Jefferson to Robert Livingston, April 18, 1802 and their SOAPSTone graphic organizer to engage in class discussions about reasons why Thomas Jefferson wanted to acquire New Orleans from France. Use a discussion tracker to keep track of students’ contributions to the discussion and use this information to assign a grade to students. (ELA/Literacy Standards: SL.8.1a-d, SL.8.3, SL.8.6)
- Students write a response defending either Griswold’s or Madison’s opinion of the Louisiana Purchase while explaining the legacy of the Louisiana Purchase on Louisiana and the United States. Grade the written response using the LEAP Assessment Social Studies Extended Response Rubric. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written. (ELA/Literacy Standards: WHST.8.2a-e, WHST.5.4, W.8.5, WHST.8.6, WHST.8.10)
**Grade 8 Instructional Task: Louisiana Purchase**

**Unit Two: Louisiana: Settlement and Colonial Legacy, Topic Three: Louisiana Purchase**

**Description:** Students examine events that led to the Louisiana Purchase as well as various perspectives on the acquisition of this territory in order to understand its legacy.

**Suggested Timeline:** 5 class periods

**Materials:** Spanish Colonial Louisiana, split-page notes (blank and completed), conversation stems, Letter from Thomas Jefferson to Robert Livingston, April 18, 1802, SOAPSTone graphic organizer (blank and completed), Louisiana Purchase, Louisiana Purchase (1803), Representative Roger Griswold Speech to Congress, Letter from James Madison to Robert Livingston, LEAP Assessment Social Studies Extended Response Rubric

**Instructional Process:**

1. Say, “During this task, you will examine the events that lead to the end of Spanish Louisiana, the French taking over Louisiana again, and the eventual sale of Louisiana to the United States in order to understand America’s acquisition of Louisiana. Then you will investigate different perspectives on the Louisiana Purchase and the legacy of this acquisition on both America and Louisiana’s identities. By 1800 a man named Napoleon Bonaparte had taken over power of the French government.”
2. Provide students with access to Spanish Colonial Louisiana by Charles Chamberlain and Lo Faber and a copy of the split-page notes.
3. Direct students to read paragraph 5 of the section titled “1795–1803: Economic Transformation and Spain’s Farewell” independently. This paragraph begins with, “But even as Spanish Louisiana.” Instruct students to record notes on the transfer of Louisiana from Spain to France (questions 1 and 2) on their split-page notes.
4. Say, “As you read Napoleon forced the Spanish king to give Louisiana back to France because he had great plans for Louisiana and France’s other important colony, Saint Domingue. Saint Domingue is half an island in the Caribbean that France used as a sugarcane plantation colony. During this time, sugarcane was one of the most valuable cash crops in the world.”
5. Conduct a discussion about the reasons why Napoleon wanted Louisiana and why he eventually lost interest in the colony. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. If you were a slave owner in Louisiana would the slave revolt in Saint Domingue scare you? Why or Why not?
   b. Besides no longer needing Louisiana anymore, why would Napoleon be willing to sell Louisiana to the United State by 1803?
   c. What economic opportunities that were afforded to Louisiana’s unique geography did America want to control?
   d. If you were a farmer in Ohio near the Ohio River, why would you want the United States to control Louisiana and especially New Orleans?

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7. Record student responses on the board or chart paper.
8. Provide students with a copy of the Letter from Thomas Jefferson to Robert Livingston, April 18, 1802 and the SOAPSTone graphic organizer.
9. Say, “As you read this letter you will use the SOAPSTone graphic organizer which is a mnemonic device to help you analyze literary nonfiction. Read over the graphic organizer to see the different aspects you will use to analyze Jefferson's letter.”
10. Provide time for students to independently review the graphic organizer.
11. Read the first sentence of the Letter from Thomas Jefferson to Robert Livingston, April 18, 1802 aloud to the class and then model the SOAPSTone strategy.
12. Say, “After reading the first sentence I want to consider the speaker and his point of view in writing this letter. Jefferson is writing to Livingston, and it is evident from this first sentence that he is very concerned that France has taken control of Louisiana. Jefferson writes, ‘The cession of Louisiana & the Floridas by Spain to France works most sorely on the US.’ This shows his concern over Louisiana being controlled by France.”
13. Model how to complete the S for Speaker on the SOAPSTone graphic organizer.
14. Direct students to read the Letter from Thomas Jefferson to Robert Livingston, April 18, 1802 independently and continue to identify each of the aspect of SOAPSTone as they read and record their information on their SOAPSTone graphic organizer. For more information about this strategy see: SOAPSTone.
15. Conduct a discussion about the reasons Thomas Jefferson wanted to acquire New Orleans from the French. Encourage students to use the conversation stems during the discussion and provide evidence from the documents and outside knowledge to support their answers. Possible questions:
   a. What was Thomas Jefferson’s tone in the letter to Robert Livingston? What does that tell you about his feelings toward France controlling Louisiana?
   b. Why did Thomas Jefferson want to buy New Orleans?
   c. According to the letter, describe the relationship between France and the United States up to this point.
   d. According to the letter, what was Thomas Jefferson’s goal for Robert Livingston?
16. Provide students with access to Louisiana Purchase by Gaye Wilson from Monticello.org.
17. Have students independently read the section of the document titled: Negotiations. As they are reading the section of the document, have them complete questions 3 through 5 on their split-page notes covering the transfer of Louisiana from Spain to France.
18. Project or provide students with a copy of the Louisiana Purchase (1803) map.
19. Ask, “What geographical advantages would this land acquisition add to the United States?”
20. Ask, “What would be some potential drawbacks to this acquisition?”
21. Say, “The Louisiana Purchase was significant event for America. It was the first time the U.S. bought land from a foreign nation. The Louisiana Purchase doubled the size of the U.S. In 1803, but most lands east of the Mississippi River were still sparsely populated. Some politicians felt America did not need all this land.”
22. Divide the class into pairs using an established classroom routine.
23. Provide students with a copy of:
   a. Representative Roger Griswold Speech to Congress
   b. Letter from James Madison to Robert Livingston
24. Have students reads both documents in pairs, noting the different perspectives on the Louisiana Purchase.
25. Conduct a brief discussion about the different perspectives on the Louisiana Purchase. Possible questions:
   a. What is Roger Griswold’s opinion about the Louisiana Purchase?

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b. What aspects of Griswold’s speech reveal his perspective?

c. What is James Madison’s opinion about the Louisiana Purchase?

d. What aspects of Madison’s letter reveal his perspective?

e. Are you more inclined to agree with Griswold or Madison? Why?

26. Instruct students to write a response in which they defend a claim in support of either Griswold’s or Madison’s opinion of the Louisiana Purchase while explaining the legacy of the Louisiana Purchase on Louisiana and the United States. Students should use evidence from the task and their knowledge of social studies to develop and support their claim. Students should be given a copy of the LEAP Assessment Social Studies Extended Response Rubric to reference as they are writing.
<table>
<thead>
<tr>
<th>Keywords/Quotations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did Napoleon want to take Louisiana back from the Spanish?</td>
<td></td>
</tr>
<tr>
<td>Why did Napoleon decide to sell Louisiana to the United States?</td>
<td></td>
</tr>
<tr>
<td>What lands did Jefferson originally approve Monroe and Livingston to buy from France?</td>
<td></td>
</tr>
<tr>
<td>How much could they offer France for these lands?</td>
<td></td>
</tr>
<tr>
<td>What was Napoleon's counter offer to Livingston and Monroe?</td>
<td></td>
</tr>
<tr>
<td>How much land did Livingston and Monroe buy from France?</td>
<td></td>
</tr>
</tbody>
</table>

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Letter from Thomas Jefferson to Robert Livingston, April 18, 1802

The cession of Louisiana & the Floridas by Spain to France works most sorely on the US. on this subject the Secretary of state has written to you fully... There is on the globe one single spot, the possessor of which is our natural & habitual enemy. It is New Orleans, through which the produce of three eighths of our territory must pass to market, and from its fertility it will long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance. Spain might have retained it quietly for years. Her pacific dispositions, her feeble state, would induce her to increase our facilities there, so that her possession of the place would be hardly felt by us, and it would not perhaps be very long before some circumstance might arise which might make the cession of it to us the price of something of more worth to her. Not so can it ever be in the hands of France... It (is) impossible that France and the US can continue (to be) friends when they meet in so irritable a position... The day that France takes possession of New Orleans... it seals the union of two nations who in conjunction can maintain exclusive possession of the ocean from that moment we must marry ourselves to the British fleet & nation. We must turn all our attentions to a maritime force, for which our resources place us on very high ground: and having formed and cemented together a power which may render reinforcement of her settlements here impossible to France... This is not a state of things we seek or desire...

If France considers Louisiana however as indispensable for her views she might perhaps be willing to look about for arrangements which might reconcile it to our interests. If any thing could do this it would be the ceding to us the island of New Orleans and the Floridas. This would certainly in a great degree remove the causes of jarring & irritation between us, and perhaps for such a length of time as might produce other means of making the measure permanently conciliatory to our interests & friendships. It would at any rate relieve us from the necessity of taking immediate measures for countervailing such an operation by arrangements in another quarter... I have no doubt you have urged these considerations on every proper occasion with the government where you are (France)... Perhaps nothing since the revolutionary war has produced more uneasy sensations through the body of the nation (than France taking over Louisiana). Notwithstanding temporary bickerings have taken place with France, she (France) has still a strong hold on the affections of our citizens generally.—I have thought it not amiss, by way of supplement to the letters of the Secretary of state, to write you this private one to impress you with the importance we affix to this transaction...

Thomas Jefferson

This Letter was created by Thomas Jefferson. April 18, 1802. It is available online at https://founders.archives.gov/documents/Jefferson/01-37-02-0220
### SOAPSTone

<table>
<thead>
<tr>
<th>As you read, look for these details...</th>
<th>How do you know? Cite specific evidence from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> Who is the Speaker?</td>
<td>• What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</td>
</tr>
<tr>
<td><strong>O</strong> What is the Occasion?</td>
<td>• What is the time and place of the text? What caused this text to be written? Identify the context of the text.</td>
</tr>
<tr>
<td><strong>A</strong> Who is the Audience?</td>
<td>• To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</td>
</tr>
<tr>
<td><strong>P</strong> What is the Purpose?</td>
<td>• What did the author want the audience to think or do as a result of reading this text? Why did the author write it? • What is the message? How does the speaker convey this message?</td>
</tr>
<tr>
<td><strong>S</strong> What is the Subject?</td>
<td>• What topic, content, and ideas are included in the text? • How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?</td>
</tr>
<tr>
<td><strong>T</strong> What is the Tone?</td>
<td>• What is the author’s attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author? • What details “tell” the author’s feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</td>
</tr>
</tbody>
</table>
Louisiana Purchase (1803)

Map by William Morris. Licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Available online at https://upload.wikimedia.org/wikipedia/commons/5/57/Louisiana_Purchase.png
Representative Roger Griswold, a Federalist who opposed the Louisiana Purchase, gave a speech to Congress in 1803.

It is, in my opinion, scarcely possible for any gentleman on this floor to advance an opinion that the President and Senate may add to the members of the union by treaty whenever they please, or, in the words of this treaty, may incorporate in the union of the United States a foreign nation who, from interest or ambition, may wish to become a member of our government. Such a power would be directly repugnant to the original compact between the states, and a violation of the principles on which that compact was formed.

The incorporation of a foreign nation into the Union, so far from tending to preserve the Union, is a direct inroad upon it. It destroys the perfect union contemplated between the original parties, by interposing an alien and a stranger to share the powers of government with them . . .

This subject was much considered during the last session of Congress, but it will not be found . . . that any individual entertained the least wish to obtain the province of Louisiana. Our views were then confined to New Orleans and the Florida, and, in my judgment, if it would have been happy for the country if they were still confirmed within those limits. The vast and unmanageable extent which the accession of Louisiana will give to the United States; the consequent dispersion of our population; and the destruction of that balance which it is so important to maintain between the Eastern and Western states, threatens, at no very distant day, the subversion of our Union.

Author: Roger Griswold. Annals of Congress, 8th Congress, 1st session, Volume 1. This document is in the public domain and is available online at https://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=013/llac013.db&recNum=228.
James Madison to Robert Livingston, July 29, 1803

Dear Sir

... The purchase of Louisiana in its full extent, tho' not contemplated is received with warm, & in a manner universal approbation (approval). The uses to which it may be turned, render it a truly noble acquisition. Under prudent management it may be made to do much good as well as to prevent much evil. By lessening the military establishment ... it will answer the double purpose of saving expense & favoring liberty. This is a point of view in which the Treaty will be particularly grateful to a most respectable description of our citizens. It will be of great importance also to take the regulation & settlement of that Territory out of other hands (French hands), into those of the U. S. who will be able to manage both for the general interest & conveniency. By securing also the exclusive jurisdiction (control) of the Mississippi to the mouth, a source of much perplexity (confusion) ... is effectually cut off.

Author: James Madison. This document is in the public domain and is available online at https://cdn.loc.gov/service/mss/mjm/25/25_0781_0784.pdf
Unit Two Assessment

**Description:** Students write an essay in response to the following question: What is the legacy of settlement and colonization on an area's identity?

**Suggested Timeline:** 5 class periods

**Student Directions:** Students write an essay in response to the following question: What is the legacy of settlement and colonization on an area's identity? Note: students should consider the economic, political, and cultural legacies of exploration and colonization on Louisiana.

**Resources:**
- Social Studies Extended Response Checklist
- Aspects of Poverty Point's Identity
- Timeline of European Exploration of Louisiana
- T-chart Comparing French Louisiana and Spanish Louisiana
- Causes and Outcomes of the French and Indian War T-chart
- Timeline of Acadian Exile or Le Grand Derangement
- split-page notes
- SOAPSTone Graphic Organizer

**Teacher Notes:** In completing this task, students meet the expectations for social studies GLEs: 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, and 8.4.2. They also meet the expectations for ELA/Literacy Standards: WHST.6-8a-f, WHST.6-8.5, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10

Use the LEAP Assessment Social Studies Extended Response Rubric to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

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