

Lesson title

Building a city: the founding of New Orleans

Grade level: 6th-8th grades

Number of students: 16

NB: this lesson takes place in a French immersion school following both the French national curriculum and the Louisiana one. The lesson will be conducted entirely in French. English translation is provided here.

General Objective:

Through the analysis and comparison of a series of plans and illustrations of New Orleans (3 maps dating from the 1720s to 1731), students will formulate hypotheses about the strategic importance of the city in the context of the French colonization of Louisiana.

Learning objectives:

- Identify key elements on a map using visual cues (i.e. relying on image-reading skills), the legend, and the caption
- Understand the different parts of a map and their function
- Use map reading skills to infer historical facts (more specifically use knowledge on urban design to infer societal facts)
- Understand the strategic importance of New Orleans for consolidating the colonization of Louisiana

Learning Standards:

1) French standards:

- Poser des questions, se poser des questions à propos de situations historiques ou/et géographiques (ask questions, ask yourself questions about historical and/or geographical situations).
- Construire des hypothèses d'interprétation de phénomènes historiques ou géographiques (formulate an interpretative hypothesis about historical or geographical phenomena).
- Vérifier des données et des sources (check data and sources).
- Utiliser ses connaissances pour expliciter, expliquer le document et exercer son esprit critique (use your knowledge to elucidate, explain a document, and think critically).

2) Common Core Standards:

- 6.1.3. Analyze information in primary and secondary sources to address document-based questions
- 8.2.2. Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history
- 8.2.3. Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812.

Materials:

Document 1: "Plan de la Nouvelle-Orleans Capitale de la Louisiane," in Dumont de Montigny, Mémoires historiques de la Louisiane, tome II, 51 (ca. 1720s)

Document 2: "Plan de la Nouvelle-Orleans, dessiné le 14 février 1731," in Marc-Antoine Caillot, Relation du voyage de la Louisiane ou Nouvelle France fait par le Sr. Caillot en l'année 1730.

Document 3: "Le Mississipi ou La Louisiane dans l'Amerique Septentrionale" by François Chéreau (ca. 1720)

Document 4: Worksheet (1 per group)

NB: the documents are introduced to the students without supplemental information (no added title beside the one written on the original map)

Number of class periods: 2

Students work in small groups. They answer the following questions and complete the following worksheet.

- 1) For each of the three documents, write the following details: **title, author, and date of creation**. If the information is not provided, write a question mark. Look carefully! Use the magnifying glass provided. **DO NOT FILL OUT THE LAST COLUMN YET!**

	Title	Author	Date of creation	Type of document
Document 1				
Document 2				
Document 3				

- 2) Look at documents 1 and 3.
What is the main difference between these two documents?
What type of document is document 1?
What type of document is document 3?
- 3) Fill in the 5th column in the table about all the documents.



Engage in a class-wide discussion about these first three questions. The goal of the discussion (LEARNING OBJECTIVE) is to establish the difference between a “plan” and a “carte” in French (both translated by “map” in English). The main difference has to do with the scale of what is represented: we use a “carte” when representing a bigger space: *carte de la Louisiane, carte des Etats-Unis, carte du monde...* But, we use “plan” when focusing on a smaller geographical unit: *plan de la Nouvelle-Orléans, plan de Paris, plan du Quartier Français, plan d’une école...*

- 4) Look at maps 1 and 2. Focus on both the written and illustrated parts.
Using these two maps and your personal knowledge, define as precisely as possible the information that needs to be featured on a map?



Engage in a class-wide discussion to answer question 4. Summarize the main elements usually featured on a map: title, symbols, key, scale, and compass rose.

- 5) Read all the symbol keys in documents 1 and 2. Look up the words you do not know in a dictionary. Write down the definitions. Try to find at least one synonym.

Word	Definition	Synonym

- 6) List the name of buildings/spaces noted in the keys in the following table. Start your list by naming the buildings that are represented in both documents. Be careful, sometimes similar buildings or spaces are called differently.

Document 1	Document 2

(End of lesson 1)

- 7) Some of the buildings/spaces you listed serve the same purpose.
When **two or more buildings/spaces** are used for similar activities, color their name with the same color and color the corresponding buildings/spaces on the map.
Create your own key for the colors you used.

Color used	Type of activity/purpose of space

- 8) For what purposes are most buildings/spaces used?
What does it tell you about the life in New Orleans in the beginning of the 18th century?
Write a short paragraph that you will present to your classmates.



Ask the different groups to display their maps on the board. Engage in a class-wide discussion to talk about the type of buildings and the students' deductions with regard to living in New Orleans in the early years of the 18th century.

- 9) Look at the buildings/spaces inside the city and the city limits. Do you notice any differences? Explain.
- 10) Based on your answer to question #9, which document was created first? Why?
- 11) Look at document 3. In your opinion, when was it created in relation to documents 1 and 2? Argue your point of view.

WORKSHEET

BUILDING A CITY: THE FOUNDING OF NEW ORLEANS

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- 3) Fill in the 5th column in the table about all the documents.



CLASS DISCUSSION

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FICHE DE TRAVAIL:

CONSTRUIRE UNE VILLE: LA FONDATION DE LA NOUVELLE-ORLEANS

- 1) Pour chacun des trois documents, écrivez les détails suivants: titre, auteur et date de création. Si l'information n'est pas présente sur le document, écrivez un point d'interrogation. Utilisez la loupe à votre disposition! NE REMPLISSEZ PAS ENCORE LA DERNIERE COLONNE DU TABLEAU!

	Titre	Auteur	Date de création	Type de document
Document 1				
Document 2				
Document 3				

- 2) Regardez les documents 1 et 3.
Quelle est la différence principale entre ces deux documents?

Quel genre de document est le document 1?

Quel genre de document est le document 3?

- 3) Remplissez la 5ème colonne du tableau à propos de tous les documents.



DISCUSSION AVEC LA CLASSE

- 4) Regardez les plans 1 et 2. Concentrez-vous sur les parties écrites et dessinées. En utilisant ces deux plans et vos connaissances personnelles, définissez aussi précisément que possible les informations que l'on doit trouver sur un plan.



DISCUSSION AVEC LA CLASSE

- 5) Lisez tous les éléments de la légende dans les documents 1 et 2. Cherchez la définition des mots que vous ne connaissez pas dans le dictionnaire. Ecrivez les définitions et essayez de trouver au moins un synonyme.

Mot	Définition	Synonyme(s)

- 6) Faites la liste des bâtiments/espaces notés dans la légende dans le tableau ci-dessous. Commencez votre liste par les bâtiments/espaces qui sont notés dans les deux documents. Attention, parfois les mêmes bâtiments/espaces sont nommés différemment.

Document 1	Document 2

(Fin de la leçon 1)

- 7) Certains bâtiments/espaces dont vous avez fait la liste sont utilisés pour des choses similaires. Quand deux (ou plus) bâtiments/espaces sont utilisés pour des activités similaires, coloriez leur nom avec la même couleur et coloriez les bâtiments/espaces correspondant sur le plan.
 Créez votre propre légende qui explique le type d'activité en fonction de la couleur que vous avez utilisée.

Couleur	Type d'activité pour lequel ce bâtiment/espace est utilisé

8) Pour quel type d'activités le plus de bâtiments/espaces sont-ils utilisés ?

Qu'est-ce que cela vous apprend sur la vie à la Nouvelle-Orléans au début du 18^{ème} siècle ?

Ecrivez un court paragraphe que vous présenterez au reste de la classe.



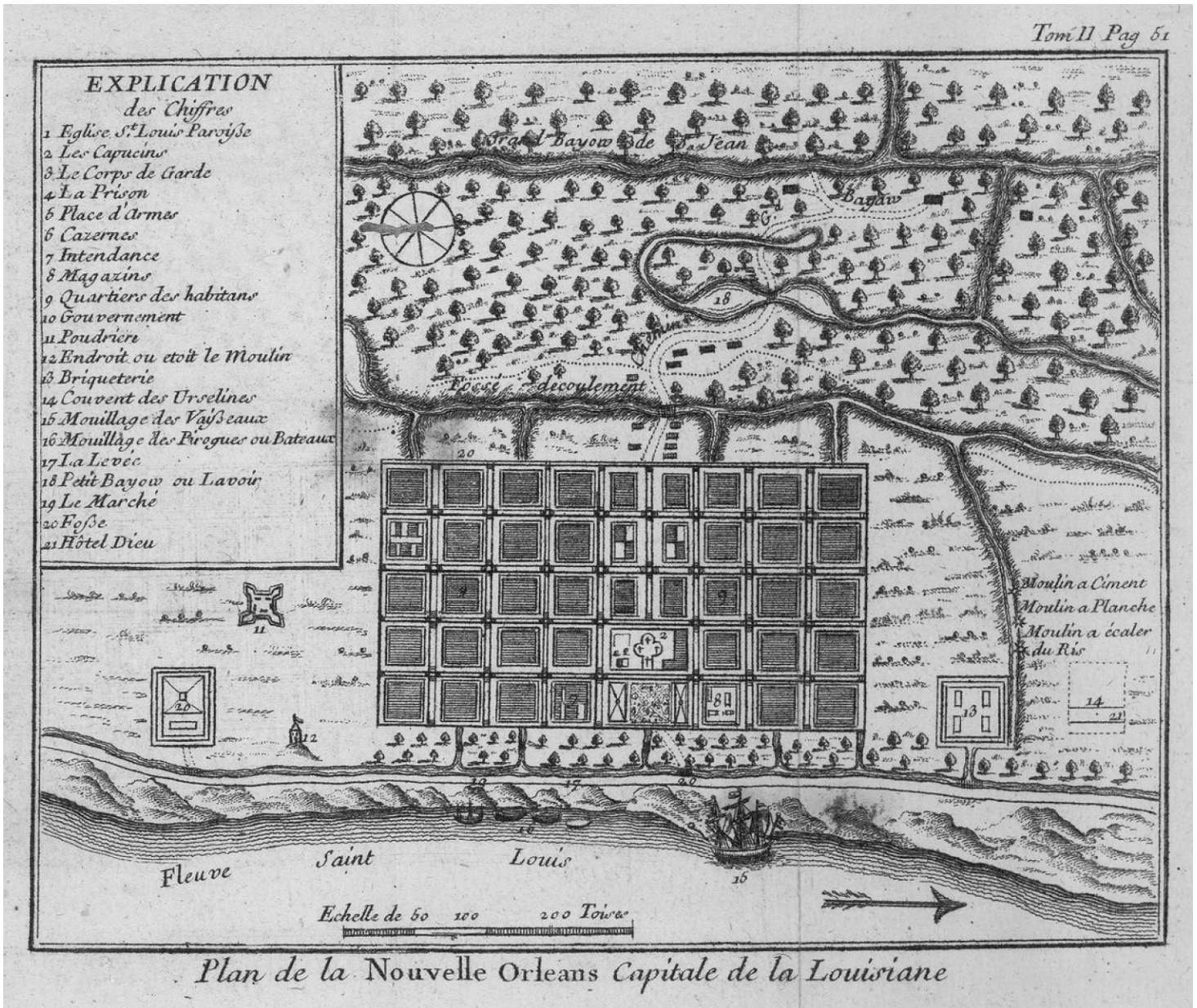
DISCUSSION AVEC LA CLASSE

9) Comparez la taille de la ville dans les documents 1 et 2. Que pouvez-vous dire ? Argumentez votre point de vue en indiquant des différences spécifiques dans les bâtiments/espaces représentés.

10) En vous aidant de la réponse que vous avez donnée à la question 9, quel plan a été créé en premier : le plan du document 1 ou du document 2 ?

11) Regardez le document 3. A votre avis, quand a-t-il été créé comparativement aux documents 1 et 2 ? Expliquez votre point de vue.

Document 1:



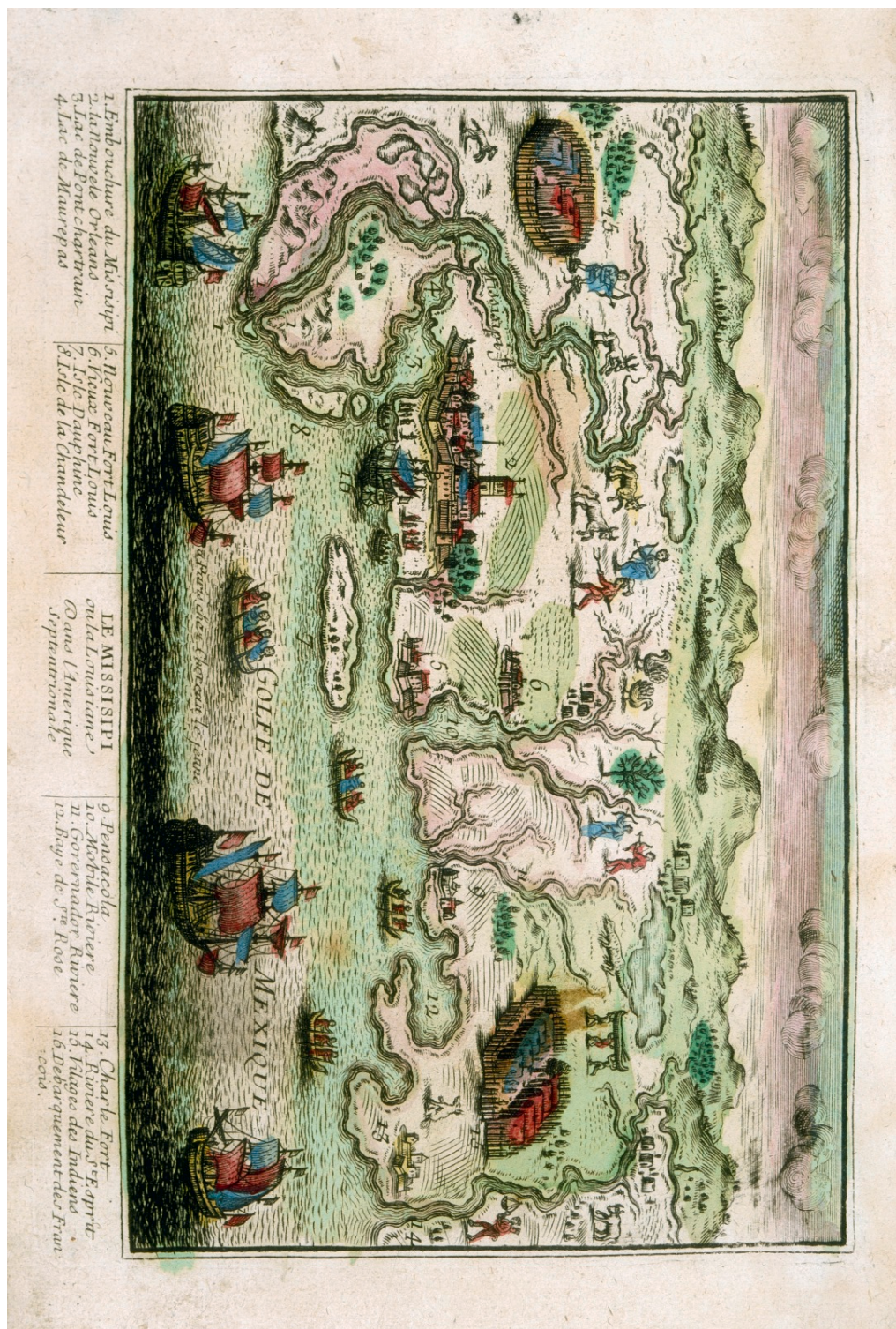
Plan de la Nouvelle Orleans...; 1753; by Jean Baptiste Le Mascrier; *The Historic New Orleans Collection*, 74-43-L

Document 2:



Plan de la Nouvelle Orleans...; between 1731 and 1758; by Marc-Antoine Caillot;
The Historic New Orleans Collection, 2005.0011

Document 3



Le Mississipi ou La Louisiane...; ca.1720; by François Chéreau; *The Historic New Orleans Collection*, 1959.210