Chapter 6

French Louisiana

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Exploration and Early Settlements Pages 164-170

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Discussion

Ask students: How would it feel to commit to a naval career at age twelve and then, later, serve under the command of your older brother, as Jean-Baptiste Le Moyne did?

Did You Know?

At the age of seventeen, Jean-Baptiste Le Moyne was severely wounded in a naval battle in present-day Canada.

French Louisiana

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Chapter Preview

People

Jean-Baptiste Le Moyne, Sieur de Bienville; Alonso Álvarez de Pineda; Sieur de Sauvole; Antoine Crozat; Antoine de la Mothe, Sieur de Cadillac; Louis Juchereau de St. Denis; John Law; Étienne de Périer; Pierre François de Rigaud, Marquis de Vaudreuil; Louis Billouart, Chevalier de Kerlerec

Places

Fort St. Louis, Matagorda Bay; Ship Island; Fort Maurepas; English Turn; Fort Mississippi; Fort Louis, Mobile Bay; Fort St. Jean Baptiste (Natchitoches); Poste du Rapides (Alexandria)

Terms

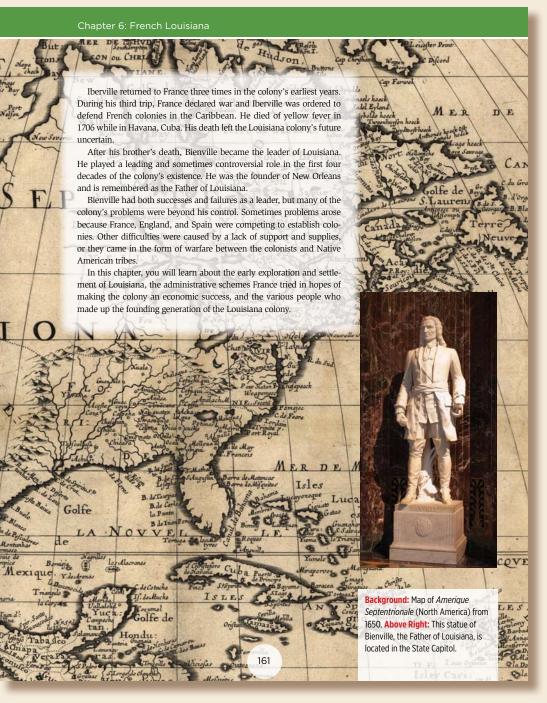
mouth, commandant, commissary-commissioner, proprietorship, indigo, calumet, joint-stock company, Mississippi Bubble, concession, casket girls, Code Noir Jean-Baptiste Le Moyne was born in Montreal, in today's Canada, in 1680. He was the twelfth born in a family that had thirteen children in all. Like his father and his brothers, Jean-Baptiste had a title that indicated he had high social status. He inherited the title, Sieur de Bienville, at the age of ten when an older brother died. Many of Bienville's brothers distinguished themselves in the French military service. Following that family tradition, Bienville entered the navy at age twelve. By age seventeen he had taken part in many military engagements. In some of them he fought alongside his older brother, Pierre Le Moyne, Sieur d'Iberville.

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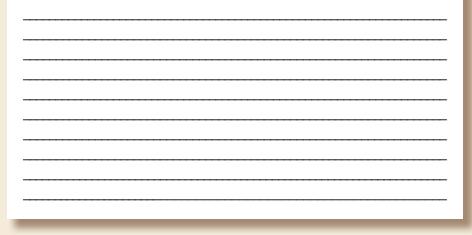
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In 1698, Iberville asked Bienville to join him on a voyage to France. King Louis XIV had decided to establish a settlement on the lands La Salle had claimed for France and named Louisiana in 1682. After receiving instructions from the king, the brothers left France and began the journey to Louisiana. Iberville commanded a fleet of four ships with about two hundred men on board. After stopping in the Caribbean to resupply, the brothers and their crew arrived off the Gulf Coast in January 1699.





Notes



Higher Level Thinking

Ask students: Why is the virus that led to the death of Pierre Le Moyne, Sieur d'Iberville, called "yellow fever"? (*When the virus reaches a toxic phase, a yellowing of the skin or jaundice occurs due to liver failure.*)

Using Geography Skills

Ask students where they have encountered the names Bienville and Iberville before. (*There are parishes* named for Bienville and Iberville. There is a village of Bienville in Bienville Parish. Streets in New Orleans (and perhaps other municipalities) are named for them. A state office building in Baton Rouge is named for Bienville. Students may know of other locations or perhaps hotels or buildings that carry their names.)

Did You Know?

The word Septentrionale means "of the north" in Latin. The term was often used on maps mostly made before 1700. The word is related to the noun septentrion, which refers to the seven stars of the Big Dipper. Why would the Big Dipper be related to the word for "north"? (because the Big Dipper is seen in the Northern Hemisphere, and stars in the Big Dipper's bowl point to the North Star)

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

Discussion

Have students ask their parents or grandparents if they remember the last appearance of Halley's Comet (which came into view in 1986). In that appearance, for the first time, it could be observed in detail by spacecraft. Ask students how old they will be when it comes around again in 2061.

Did You Know?

During King Louis XIV's childhood, his mother, Anne of Austria, served as his regent. A *regent* is a person who rules during the minority, absence, or disability of a monarch.

Higher Level Thinking

Louis XIV reigned for seventy-two years. He was known as the "Sun King" and the *Grand Monarque*. He is reputed to have boasted "I am the state." Ask students: What is the meaning and significance of this brief quotation? (*Louis XIV was the personification or embodiment of the nation-state of France. Also, France was unified by the monarchy. Finally, Louis XIV's statement also suggests that through his rule the government has a monopoly over the administration of justice and the use of force.*)

Using the Internet

The portrait of Louis XIV by artist Hyacinthe Rigaud, along with background information about it, can be found at this website: **www.louvre.fr/en/ oeuvre-notices/louis-xiv-1638-1715**.



Signs of the Times

Literature

Robinson Crusoe (1719), *Gulliver's Travels* (1726), and *Aesop's Fables* were popular books for parents to read to their children. The most widely read book among colonists was the Bible.

Music

Two of the most prominent musicians of the Baroque period were Johann Sebastian Bach and George Frideric Handel. Both composers were born in Germany in 1685, the year La Salle mistakenly landed his fleet at Matagorda Bay. Bach completed his Brandenburg Concertos in 1721, the same year the Mississippi Bubble burst. Handel composed his beloved oratorio *Messiah* in 1742, while Bienville was officially the governor of Louisiana.

Science and Inventions

In 1705, English astronomer Edward Halley used Isaac Newton's laws of motion to predict the return of the comet that was later named for him. Halley's Comet has returned every 75-76 years, just as predicted. It is due to come around again in 2061.

Frenchman Denis Papin invented the first steam engine in 1707.

Kings of France

During the time of French exploration and settlement of Louisiana, France was ruled by kings named Louis. Louis XIV, at age 4, succeeded his father Louis XIII to the throne of France in 1643 and was king for 72 years—longer than any European king in history. He outlived both his son and grandson, so his great-grandson Louis XV succeeded him when Louis XIV died in 1715.

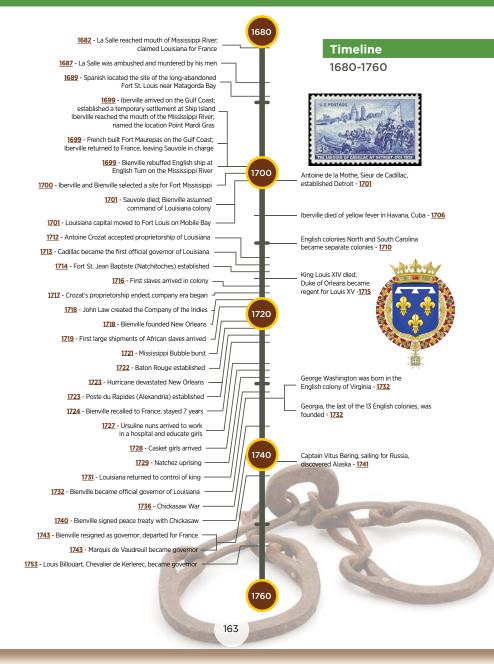
Enlightened Thinking

The eighteenth century was the time of the Enlightenment, a period in Europe when many writers and thinkers began to question established beliefs like the authority of kings or the church in favor of reason and scientific proof. The idea gradually developed that everyone was of equal value and had equal rights. These beliefs influenced the writers of our Declaration of Independence.

Royal Fashion

Louis XIV was known for the splendor of his clothing and shoes. Louis favored high heels, which, in turn, made them very popular among both men and women at that time. In 1701, artist Hyacinthe Rigaud painted a portrait of Louis in his coronation costume, which included furs, silk stockings, and red high heels. The king liked the portrait so much he requested a second copy be made.





Diverse Learners

In heterogeneous groups of three or four, have students research the navigational instruments that were used by early explorers including the astrolabe, compass, cross-staff, quadrant, and sextant. They might research the origin of each instrument, how it improved navigation, and its specific purpose in navigating a ship. Groups could also provide a drawing that illustrates this instrument's role in navigation.

Using the Internet

Share with your students this brief biography of Pierre Le Moyne, Sieur d'Iberville, as found at this website: www.knowla.org/entry/895/.

Higher Level Thinking

Instruct students to review the timeline of events in Louisiana (left). Next, ask students: Why did Pierre Le Moyne, Sieur d'Iberville, have to rediscover the mouth of the Mississippi River. (*With La Salle's untimely death in 1687, the location of the mouth of the Mississippi River had been lost to Europeans.*)

Engagement

Several improvements in navigation and cartography helped launch the Great Age of Exploration, which took place in the time period of this chapter. Students can experience one of these advancements by making their own primitive compass in class. Provide each student (or student group) with a glass of water, a Styrofoam bowl, a piece of agricultural straw, a straight pin, a magnet, and a marker. Fill the bowl twothirds of the way full with water. Next, rub the pointed end of the straight pin against the magnet and then insert the pin inside the piece of straw. Place the straw in the bowl of water. The pointed and magnetized end of the straight pin should point due north. Use a marker to create a compass rose around the edge of the bowl, first noting due north.

Section 1

Exploration and Early Settlements

INTRODUCE

Outline

- A. La Salle's Return and Death
- **B.** Iberville and Bienville
- C. Administrative Challenges

Materials

Textbook, pages 164-170 Student Workbook **Teacher Tech DVD** Lesson Plan Guided Reading, 6-1 mystatehistory.com **Online Textbook**

Bellringer

Ask students: If you were exploring an uncharted area, what resources would you bring on the voyage?

Teacher Note

An excellent overview of the Hernando de Soto expedition, including maps and images, in travelogue format (going state-by-state), can be found at this website: http://national humanitiescenter.org/pds/amerbe gin/exploration/text1/desoto.pdf

Teacher Note

Iris H. W. Engstrand has written an interesting, thoughtful, and brief assessment of Spanish exploration and colonization in the Americas. It is an excellent primer for this section: "How Cruel Were the Spaniards?" in OAH Magazine of History (Summer 2000, pp. 12-15). (This note was also in Chapter 5)

Section 1

Exploration and Early Settlements

As you read, look for

- triumph and tragedy for French explorer La Salle;
- exploration and settlement by brothers Iberville and Bienville;
- relocation of the main settlement from Fort Maurepas to Mobile Bay;
- Bienville's challenges after his brother's death:
- terms: mouth, commandant, commissarycommissioner

The first Europeans to see and travel across the lands that became Louisiana were Spaniards. In 1519, Alonso Álvarez de Pineda led an expedition to map the southeastern coast of North America where it borders the Gulf of Mexico. Twenty years later, Spanish explorer Hernando de Soto led six hundred men on an expedition across most of the states that make up the modern South. When de Soto died of fever along the banks of the Mississippi River in 1542, the surviving members of his expedition sailed down the river and returned to Spanish territory in Mexico. Their detailed reports of what they saw created little interest on the part of the Spanish, whose priority was finding gold and silver. Since de Soto's expedition found none, Spanish interest in the region declined.



Social Studies Standard 1—Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

Conducting historical research

Cavelier, Sieur de La Salle. Right:

the nineteenth century.

- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events



La Salle's Return and Death The first French

explorers to arrive in Louisiana were led by René-Robert Cavelier, Sieur de La Salle. He hoped to locate a trade route that would connect French territory in Canada with trade routes to Asia. He did not achieve that goal. but La Salle did make it to the **mouth** (the place where a stream enters a larger body of water) of the great river now called the Mississippi. On April 9, 1682, La Salle claimed the surrounding region for France and named it Louisiana in honor of

his king, Louis XIV. A small celebration accompanied the event and included a religious service with prayers and songs sung in Latin. La Salle placed a large log on the spot to mark where the claim had been made official. Today that site, located in modern-day Plaquemines Parish, is marked by a monument that tells the story of the colony's origins.

La Salle returned to France, where he received royal sponsorship for establishing a permanent settlement in Louisiana. He was given a small fleet of ships, and three hundred settlers accompanied him on his return journey. Unfortunately, La Salle's second expedition ended in failure. For unknown reasons, but probably due to errors in navigation, La Salle and his crew failed to locate the entrance to the Mississippi River. Instead, the fleet sailed all the way to Texas and came ashore at Matagorda Bay, where La Salle established a temporary base he called Fort St. Louis.

He then set out on foot to try to locate the river. During that difficult journey, some of La Salle's men became angry and planned to kill him. They carried out their plan by ambushing and murdering him on March 19, 1687. Only a handful of the people who accompanied La Salle on his second expedition survived. In 1689, the Spanish, who were concerned about rumors of a French settlement in territory they claimed, located the site of Fort St. Louis. The fort had long been abandoned. The few survivors the Spanish found were orphaned French children who had been taken in by local Native American tribes.

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Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana

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 18128.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict

Left: This print shows La Salle, priests, and others on shore as supplies are being unloaded from one of his ships at Matagorda Bay.

Lagniappe

In 1996, one of La Salle's sunken ships, *La Belle*, was discovered in Matagorda Bay, about halfway between today's cities of Galveston and Corpus Christi, Texas. An excavation produced the hull of the ship, cannons, glass beads, bells, pottery, and even the skeleton of a crew member. From 1999 to 2002, archaeologists excavated Fort St. Louis and found cannons, musket balls, gun flints, pottery, coins, and many other

items.



In Other Words

ambushing—attacking someone by surprise from a hidden place

Higher Level Thinking

Ask students to compare and contrast the French motivations for colonization with those of the Spanish explorers.

Discussion

Ask students: If you participated in an exploration and discovered a new land or body of water, for whom would you claim it? Would you hold a ceremony? If so, how would it be similar to or different from the La Salle expedition? If not, how would you make claim to the territory?

Using Geography Skills: Physical Geography

Project a map of Louisiana parishes on a screen or Smart Board such as the one found at this website: **www. rootsweb.ancestry.com/~laliving/ lamap.jpg**. Ask students to locate Plaquemines Parish, where La Salle claimed the region for France.

Did You Know?

In the weeks before La Salle's assassination, his expedition had suffered many difficulties. An alligator killed one man, others were lost to sickness, and still others deserted to live with the Indians. Finally, mutineers murdered La Salle's nephew. Apparently fearing retribution, the rebels ambushed La Salle, who was shot through the head with an arquebus.

Teacher Note

The remarkable story of *La Belle*'s discovery and excavation can be found at this website: **www.texasbeyond history.net/belle/index.html**. The website features many activities for students and photographs of artifacts.

Answer to Map 6.1 Skill

They are all located on or near water routes.

More Map Skills

Ask students to find an island location that was also included in French territory. (*It is the island that is today called Hispaniola—which contains today's Haiti and the Dominican Republic. During Louisiana's French era, the eastern half of the island, owned by the French, was called Saint-Domingue. It played an important role in the French period of Louisiana history.*)

Engagement

Divide your class into heterogeneous groups of three or four students. Inform students that they will be taking on the role of Iberville's landing party searching for a suitable location for the first French settlement on the Gulf Coast. Project an image of the Gulf Coast on the screen or Smart Board such as the one found at this website: www.gulf base.org/bay/index.php?map=inset-h Instruct students to select the best location for the settlement. Once students have selected a site, they must provide a written description of the settlement location while also listing three advantages of the site selected.

MAP 6.1

North America, 1700

Map Skill: What do the nine cities/forts in French territory have in common?



Iberville and Bienville Twelve years passed between the

Twelve years passed between the time of La Salle's death and the next attempt to establish a Louisiana colony. The French were finally driven to action by the fear that their two most serious rivals, England and Spain, would establish permanent settlements near the Mississippi River before they did. Those concerns were justified. Spain had already begun to establish a fort and settlement at Pensacola Bay. Louis XIV gave royal support for the settlement of Louisiana to Pierre Le Moyne, Sieur d'Iberville. in 1698.

Iberville's Initial Voyage

Iberville, accompanied by his brother Bienville, commanded a fleet of four ships that left France in October 1698. After a stop for supplies in the Caribbean, Iberville and his men arrived on the Gulf Coast and landed briefly near Pensacola in January 1699. Sailing westward along the coast, Iberville established a temporary settlement on an island off the coast of Biloxi Bay in today's state of Mississippi, which he named Ship Island. Iberville then set off to find the Mississippi River.

Using information provided by Native Americans, Iberville and his men reached the mouth of the Mississippi River on March 2, 1699. The following day, Iberville named the location of their first camp Point Mardi Gras, because they reached it on the date of that Catholic holiday. Iberville and his men then explored the river as far as modern-day Pointe Coupee Parish before splitting into two groups and returning to Ship Island by two separate routes.

Right: These views of West and East Ship Island before and after Hurricane Katrina in 2005 show how exposed these low-lying islands are to storms.



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Special FEATURE

Henri de Tonti

Henri de Tonti was born in Italy about 1650 but moved with his family to France as a child. He entered the French military in his teens and lost one of his hands in an explosion during a naval battle. Tonti replaced the hand with an iron hook, which earned him the nickname the "Iron Hand." Tonti traveled to New France in 1678 with René-Robert Cavelier, Sieur de La Salle, and was also with him on the voyage down the Mississippi in 1682. When La Salle returned to France, Tonti stayed and continued exploring the lower Mississippi valley. Before leaving Louisiana, Tonti left a letter for La Salle with a tribe near the Mississippi River. La Salle never returned to Louisiana, but the letter



was given to Bienville in 1699 during the initial French expeditions to explore the river. The letter provided proof to Iberville and Bienville that this was the river La Salle had found and the area he had named Louisiana. Later, Tonti himself returned to the Gulf Coast. He assisted Bienville in the early years of colonial settlement and was effective at maintaining good relationships with Native American tribes. He died of yellow fever near Mobile in 1704. The following is a translation of part of the letter Tonti left for La Salle:

Dear Sir:

When I found that the post on which you set up the arms of the King had been knocked down by driftwood, I had others erected on this side, about 7 leagues above the sea; and I left a letter in a tree close by, in a hole on the back side, with a notice above it. The Quynypyssa having danced the calumet for me, I left this letter with them, to assure you of my very humble respects and to let you know that, acting on information I received at the fort—that you had lost a vessel and that Indians had looted your goods and you were fighting with them—upon this information I came downriver with twenty-five Frenchmen, five Chaouenois and five Illynoys. All the extreme since you destroyed this village. I shall end by telling you that I am greatly

grieved that we are going back, having suffered the misfortune of failing to find you after two canoes skirted the coast for 30 leagues toward Mexico and 25 toward the Florida Cape. For want of fresh water the canoes were forced to turn back. Although we have heard no news

of you and have seen no signs of you, I am not without hope that God will give you marked success in your business and your undertaking. This I wish with all my heart. You do not have a more faithful servant than I,

HENRI DE TONTI

On Feb. 17, 1690, Henri de Tonti, a trader and French army officer known as the Iron Hand, arrived in this area to search for LaSalle's lost colony. While here, he helped arrange a treaty between the Taensa and Natchitoches Indians. and I am giving up everything to look for you... Now that you have read his letter, what evidence do you have that Tonti was La Salle's "faithful servant"?

> Left: This historical marker is located in Natchitoches Parish. Above: Henri de Tonti.

Notes

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Using Pictures and Illustrations

Have students study the painting of Henri de Tonti and comment on his dress, his wig, and his posture. Does he appear to be embarrassed about his "Iron Hand" or does he seem to be featuring it in this formal portrait?

Did You Know?

Henri de Tonti was a skilled negotiator and diplomat. On several occasions, he reduced tensions and settled disputes between Native American tribes or conflicts involving Native Americans and Europeans. At the time of his death at age fifty-four, Tonti was Iberville's "Ambassador of [Indian] Nations."

Discussion

Ask students: What knowledge and skills did Tonti likely need to be a successful ambassador?

Using Writing Skills

The discovery of Tonti's letter by Bienville in 1699 was one of the most remarkable events in early Louisiana history. Ask students to write a letter, as Bienville would have written it, to the authorities in France explaining your amazing discovery and summarizing the contents of Tonti's letter to La Salle.

Building 21st-Century Skills: Primary Sources

Project the entry below describing Iberville's location and construction of Fort Maurepas onto a screen or Smart Board:

On Tuesday, the 7th [April 1699] . . . Iberville went in search of a place, and observed an elevated situation that appeared very suitable....which induced them to...construct the fort there, as they could find no spot more convenient, and our provisions failing, we could search no longer. On Wednesday, the 8th, we commenced to cut away the trees preparatory for the construction of the fort. All our men worked vigorously, and at the end of the month it was finished. In the meantime, the boats were actively engaged transporting the powder, guns, and ammunition, as well as the livestock, such as bulls, cows, hogs, fowls, turkeys, etc. In fact, everything was taken from the ships that could be spared, leaving only what was absolutely necessary for our return to France.

Ask students: What does this record tell us about the significance of Fort Maurepas? What motive might the author have in conveying the shortage of provisions while attempting to locate the fort?

Using the Internet

Share with your students the "Plan of Fort Maurepas" as found at this website: **www.oceanspringsarchives. net/node/201**. (Scroll down to find the plan.)



The Founding of Fort Maurepas

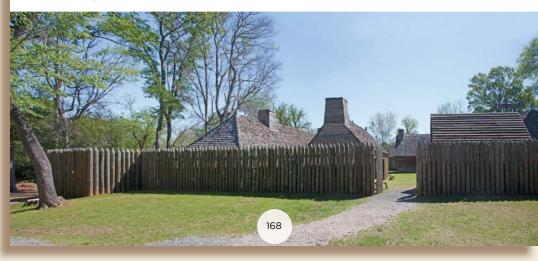
Although the French were determined to control the mouth of the Mississippi River, Iberville decided that the nearby Gulf Coast was a more promising place to locate his first settlement. The French began building a fortification near the site of present-day Ocean Springs, Mississippi. They named the settlement Fort Maurepas in honor of the Comte de Maurepas, who served as secretary of state to the king of France. Seventy soldiers and twelve cannons were stationed at the fort.

In May 1699, Iberville returned to France. He planned to bring back supplies and additional settlers. He particularly hoped to return with some French women because all of the members of the first expedition were men. He left a lieutenant named Sieur de Sauvole in charge at Fort Maurepas.

Bienville's Explorations

In his brother's absence, Bienville continued to explore the river and its surroundings. He encountered many Native Americans and began to learn their languages. He also unexpectedly encountered an English ship sailing up the Mississippi River in August 1699. Bienville suspected that the English were there to scout sites for a possible settlement. Because he knew this was a threat to French plans, he acted boldly in response. Bienville told the English that France had already claimed the river and the surrounding regions, and he ordered them to depart. He also told them that there was a large fleet of French ships and troops nearby who were ready to attack if the English did not follow his orders. Bienville was bluffing, so he was very lucky that the English believed him and sailed back downriver and out into the Gulf of Mexico. The spot on the river where this event took place was named English Turn in honor of Bienville's success. The event convinced Bienville that the French had to build a fort on the banks of the river to protect the French claim. When Iberville returned in January of 1700, he and Bienville settled on a location fifty-four miles above the mouth of the river and named it Fort Mississippi.

Below: Visitors to Ocean Springs, Mississippi, can tour this reconstruction of Fort Maurepas.



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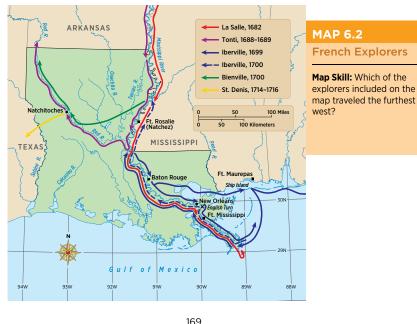
The Move to Mobile Bay

Iberville returned to France for a second time in May 1700, leaving Sauvole in charge once again. When Sauvole died of fever in the summer of 1701, Bienville took command of the Louisiana colony. When Iberville returned with supplies and another group of settlers in early 1702, he made Bienville's authority over the colony official. Iberville and Bienville also joined forces to move the main settlement from Fort Maurepas to a new and more favorable site. The soil around Fort Maurepas had proved too sandy for farming, and the site had flooded more than once. The brothers situated the second Louisiana settlement near Mobile Bay in today's state of Alabama. After overseeing the construction of a settlement named Fort Louis. Iberville



returned to France a third and final time in March 1702. He never returned to Louisiana. While he was in France, the country declared war and Iberville was drafted into military service. He was ordered to the Caribbean to protect French colonies. While in Havana, Cuba, Iberville contracted yellow fever and died.

Above: Fort Maurepas Park has been built on the site of the French fort established in 1699 by Pierre Le Moyne, Sieur d'Iberville.



Notes

Answer to Map 6.2 Skill

St. Denis

More Map Skills

Have students locate Mobile Bay, Alabama, and Havana, Cuba, on a map.

Building 21st-Century Skills: Primary Sources

Share with your students this data from the Census of 1721, about the French settlements of Biloxi and Mobile Bay:

Group	Population
Frenchmen	119
Frenchwomen	95
French Children	113
Domestic Servants	22
African American Slaves	247
Native American Slaves	116
Total	712

Ask students: What does this census data tell us about French settlements along the Gulf Coast?

Reading Comprehension: Interpreting

Instruct students to read the section titled "Administrative Challenges" on page 170. How does Bienville encourage a good relationship with the Native Americans? (*He provides annual gifts* to the natives—a sign of good will; he learns their languages and customs; and he sends young male settlers to live with natives for periods of time, so they can also learn to communicate effectively.)

Did You Know?

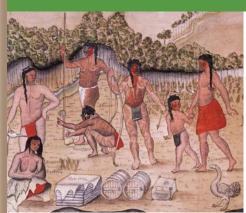
The allegations against Bienville included an abuse of power in the treatment of his countrymen, cruelty toward Native American prisoners, tolerating the sexual abuse of Native slave girls, weakness in response to a violent attack by the Koroas tribe, interference with parish worship, and not practicing his religion, among other concerns.

ASSESS

Answers to "Reviewing the Section"

1. A mouth is the place where a stream enters a larger body of water, e.g., where the Mississippi River meets the Gulf of Mexico. The **commandant** was the officer in command of the Louisiana colony. The **commissary-commissioner** was the business manager of the Louisiana colony.

2. It is the place where Bienville unexpectedly came upon an English vessel sailing up the Mississippi in August 1699. He suspected the English were scouting possible settlement sites, so he told them that France had already claimed the river and surrounding regions, and he ordered them to depart. He bluffed that there was a large French fleet with troops nearby. Believing him, the English turned around at the point in the river that is called English Turn. 3. He learned their languages and customs himself and also sent settlers to live with different tribes for periods of time so they, too, could communicate with the native people.







Top: This Alexandre de Batz painting is called *Images of Savages of Several Nations at New Orleans*, 1735. Middle: Pierre Le Moyne, Sieur d'Iberville. Bottom: Jean-Baptiste Le Moyne, Sieur de Bienville.

Chapter 6: French Louisiana

Administrative Challenges

When Bienville learned of his brother's death, he assumed responsibility for the Louisiana colony. Bienville had his hands full securing enough food and supplies for the colonists. Because the soil around the first settlements was not productive, the colony was dependent on food supplied by France. Those shipments were irregular and rarely had enough supplies to keep the colonists well fed. Very often the colonists relied on friendly Indians who would sell a part of their crops in exchange for trade goods. Those trade goods were important, not only to buy food, but also because the Native Americans considered them to be an indication of good will. When the French did not bring them annual gifts, the native people considered this a sign of hostility. Bienville worked hard to maintain peaceful relations with neighboring tribes. One

way he did this was by learning their customs as well as their languages. He also sent settlers to live with different tribes for periods of time so they, too, could communicate skillfully with the native people.

Keeping peace within the settlement also proved to be a challenge. Many of the colonists complained about Bienville's leadership. Some of them put their complaints into detailed letters they sent back to France. The way France organized the colony's governance contributed to these disagreements. After Iberville's death, the French court gave Bienville the title of **commandant** (officer in command). He felt slighted because he was not named governor, but the title of commandant did give him control over military and civilian affairs. However, the colony's economic affairs were controlled by a separate **commissary-commissioner** (business manager). This division of governing authority resulted in near-constant disagreements throughout the French colonial period.

Bienville and the first commissary-commissioner who was sent to Louisiana fought constantly. An influential priest made the situation even worse when he joined forces with the business manager and wrote detailed letters questioning Bienville's leadership. These events led to an investigation of Bienville, who had to devote precious time and energy to defending himself. After a new commissary-commissioner arrived to hear the evidence, Bienville was cleared of wrongdoing. He remained as commandant until a new governor was appointed in 1713. Bienville remained on the scene, but many other men also entered the colony's leadership struggles at this time.

Reviewing the Section

- 1. Define in sentence form: mouth, commandant, commissary-commissioner.
- 2. Why is a certain location on the Mississippi River known as "English Turn"?
- 3. In what ways did Bienville try to maintain peaceful relations with the Native Americans?

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Developing Writing Skills

Invite students to assume the role of Bienville at the time of these various allegations. Have them write a letter in defense of his service as commandant. Students should include at least three of his accomplishments in service to France as detailed in this section. The letter might also respond to at least some of the specific allegations and the motivations of his accusers.

Section 2: Governing from Afar

Section 2

Governing from Afar

As you read, look for

- the failure of mercantilism in the colony of Louisiana;
- successes and failures of Antoine Crozat's proprietorship;
- how the company era produced a ruinous stock bubble;
- the restoration of royal rule, and the final days of Bienville in Louisiana;
- terms: proprietorship, indigo, calumet, joint-stock company, Mississippi Bubble.

Louisiana's origins were based on the search for a new trade route to the East, perhaps to China or India, which the French hoped would lead to riches. When that did not turn out to be the case, France did not give up the dream of making Louisiana a colony that could contribute to their national wealth. At this time, European powers that established colonies in the New World implemented the economic system called mercantilism. Mercantilist theory required that the colonies of a given nation trade only with the mother country. The colony's role in the economic system was to provide valuable raw materials back to the founding nation. Ideally, the European nations hoped to find precious metals like gold and silver. Failing this, they hoped to profit from the raw materials they found. In Louisiana, the earliest and most profitable raw materials shipped back to France included timber and animal pelts. Despite these exports, the Louisiana colony was not making a profit. The crown decided to try something new.

Below: Louis XIV, King of France, ruled from a magnificent palace near Paris called Versailles.



Social Studies Standard 2—Key Events, Ideas and People See page T165

Standard 10—Interdependence and Decision Making

Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.

8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana

Section 2

Governing from Afar

INTRODUCE

Outline

- A. Proprietorship
- B. The Company Era
- C. The Final Years of French Colonial Rule

Materials

Textbook, pages 171-179 Student Workbook Teacher Tech DVD Lesson Plan Guided Reading, 6-2 mystatehistory.com Online Textbook

Bellringer

Why did France colonize Louisiana? (Territorial gains increased the power and prestige of the nation and the monarchy; colonies were a source of raw materials and resources for the mother country; spreading Catholicism to native peoples was considered a worthy goal.)

Teacher Note

With some minor adaptations, a mercantilism simulation (as found at website http://iga.illinoisstate.edu/downloads/Mercantilism.pdf) could be used, so students experience the limitations and restrictions of the mercantilist system.

Did You Know?

In the eighty years leading up to the American Revolution, there were four French-English wars in Europe:

- (1689-1697) War of the League of Augsburg
- (1701-1714) War of the Spanish Succession
- (1740-1748) War of the Austrian Succession
- (1755-1763) Seven Years War

Developing Writing Skills

Have pairs of students create a handbill that would attract settlers to the Louisiana Province. Elements of the handbill might include an inviting slogan, attractive images, a description of the province's location and climate, a list of settlements, occupations needed, the land available, and the crops grown and livestock raised.

Higher Level Thinking

Ask students: What are some of the challenges that you predict Antoine Crozat will face in making a profit from a colony located over three thousand miles from France? (Answers might include these: communication with the colony, competitors [i.e., Great Britain and Spain], selecting trustworthy and effective colonial administrators, providing sufficient settlers and supplies, and security issues.) Lagniappe

By the mid-twentieth century, Detroit, Michigan, had become the center of U.S. automobile production. One of its auto companies named its most luxurious brand Cadillac in honor of the city's founder.





Proprietorship

France was experiencing severe economic problems because of high royal expenditures and years of warfare with Spain and England. The Louisiana colony quickly became a financial burden rather than a profitmaking enterprise. Even so, the French knew they needed to maintain the Louisiana claim to keep the English and Spanish from establishing colonies there. King Louis XIV settled on the idea of a **proprietorship** (the system of letting an individual businessman take control of the colony in the hopes that he could make it profitable). The arrangement offered a contract to one person who assumed responsibility for the colony. In return for economic control and a large portion of any profits he could make, the proprietor agreed to send settlers to Louisiana, provide supplies for the colony, and make certain that French laws were enacted and observed.

A French nobleman named Antoine Crozat agreed to accept the proprietorship of Louisiana in late 1712. Crozat had no intention of going to Louisiana himself. Instead, he appointed a colonial governor who he believed had the ability to make Louisiana profitable. His choice was an experienced colonial administrator named Antoine de la Mothe, Sieur de Cadillac. Cadillac had migrated from France to Canada in the hopes of making his fortune. He served in the French army at several colonial outposts and established a city he named Detroit in 1701.

Bienville transferred authority to Cadillac in 1713 and turned his attention to military affairs. Cadillac had many successes as the first person to officially hold the title of governor of Louisiana. The expansion of settlements to different parts of the colony is his most lasting contribution. By this time, the main Louisiana settlement had shifted from Fort Louis to the nearby site of present-day Mobile, Alabama. But Cadillac thought settlement should be expanded further upriver and in the direction of Spanish settlements to the west.



Above: Antoine de la Mothe, Sieur de Cadillac. **Right:** Artist Hyacinthe Rigaud painted this portrait of Louis XIV wearing his coronation robes.

St. Denis and the Founding of Natchitoches

Cadillac ordered a colonist named Louis Juchereau de St. Denis to establish an outpost on the banks of the Red River. In 1714, St. Denis established Fort St. Jean Baptiste, which became the city of Natchitoches, named for a nearby Caddo tribe. Under the system of mercantilism, it was technically illegal for French settlers to trade with the Spanish, but the realities of receiving so few supplies actually encouraged it. St. Denis organized an expedition into nearby Spanish territory in the hopes of establishing informal trading relationships with Spanish outposts. St. Denis had numerous adventures while in Spanish territory. At one point he was jailed. At another point the Spanish viceroy (the governor of a country or province who represents the king) in Mexico City ordered him to accompany a Spanish expedition to build forts along the border between Louisiana and Texas. St. Denis even married the granddaughter of a Spanish commandant.

In the course of his adventures, St. Denis established a trading relation-

Below: Monument to French colonial explorer Louis Juchereau de St. Denis in Natchitoches Bottom: This reconstruction of Fort St. Jean Baptiste is located on Cane River Lake a few hundred yards from the original fort site. The reconstruction is based on original plans and extensive research in Louisiana, Canada, and France. The builders used local materials and many eighteenth-century construction methods.

ship with Spanish outposts. The Spanish had horses and cattle to trade. The French offered supplies like guns, ammunition, knives, and medicine in return. The Spanish could pay for these items with silver, which the French greatly desired. This kind of irregular trade became a common feature of life in remote outposts like Natchitoches. It made some people like St. Denis quite wealthy. Illegal trade also began to take hold in the colony's main settlements in Biloxi and Mobile, although it was harder to accomplish there. When New Orleans was founded in 1718, it too became a site of extensive illegal trade.

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Notes

Did You Know?

The word Natchitoches is likely derived from a native word nacicit referring to a place where the soil is red in color.

Did You Know?

"Chief Pretty Legs" was the nickname the natives gave Louis Juchereau de St. Denis. This moniker reflected both his tall stature (six feet) and his penchant for wearing bright-colored clothes including yellow jackets, red pants, and white silk stockings.

Review

Ask students: When French settlers traded with the Spanish, what rule of mercantilism was violated? (Colonists were only allowed to trade with the *mother country.*)

Using the Internet

Have students go to www.crt.state. la.us/louisiana-state-parks/historicsites/fort-st-jean-baptiste-statehistoric-site/index and read the overview and watch the short slide presentation on Fort St. Jean Baptiste. (If they pause the mouse over each picture in the slide show, a description of the picture will come up.) Then have them write a letter to a friend inviting the friend to join in visiting the fort reconstruction. The letters should describe what they will see and explain the historical background of the fort.

Did You Know?

The Natchitoches Christmas Festival is ranked the "Third Best Holiday Light Show" in the country. Have students guess which Shows #1 and #2 might be. (Only the Rockefeller Center show in New York City and the holiday show at Disnev World in Orlando, Florida, outrank it!)

Using Your Creativity

Natchitoches has earned the nickname "The City of Lights" because of the 300.000 lights of its Christmas festival. After reading about Natchitoches on this page, have your students think of some new nicknames for this historic city. Then have them make a small poster advertising each new creation.

Discussion

Ask students if they have ever eaten a Natchitoches meat pie. What were their impressions of this famous filled pastry? Can they name the main ingredients of the meat pie filling? (ground beef and pork, bell pepper, celery, onion, garlic, and herbs and spices)

A Cultural Review

Write the word "Natchitoches" vertically on the board and have students think of words or phrases that begin with each letter and that relate to what they have read so far in this chapter about French Louisiana. Some words might be as follows:

- N = Native Americans
- A = Alfonso Álvarez de Pineda
- T = Trade
- C = Canada
- H = Henri de Tonti

Special FEATURE

Natchitoches: The Oldest City in Louisiana

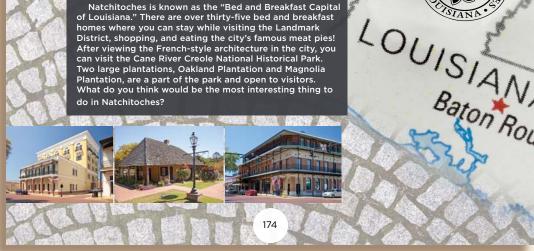
Have you ever wondered which city in Louisiana is the oldest? The answer is Natchitoches (pronounced Nak'-uhtish), which celebrated its 300th birthday in 2014!

Louis Juchereau de St. Denis founded Natchitoches in 1714 as a trade outpost. Due to its good location on the Red River, Natchitoches became an important trade and farming center, surrounded by plantations. When the Louisiana Purchase was made in 1803, Natchitoches was the oldest city included in the territory.

Today, Natchitoches is famous for more than just being the oldest city in Louisiana. Several movies have been filmed there including The Horse Soldiers (1959) and, most famously, Steel Magnolias (1989). There is even a Walk of Honor in Natchitoches that has marble fleurs-de-lis in the sidewalk to commemorate famous movie stars, athletes, and other people who have had a significant impact on the city. In addition to being a popular location for movies, Natchitoches hosts a famous Christmas festival every year that includes over 300,000 lights!

If you visit Natchitoches today, there are plenty of opportunities to explore the city's history. In fact, there is a replica of the 1732 French Fort St. Jean Baptiste, which will give you a look at how French soldiers lived during the colonial period. Natchitoches itself is one of only two National Landmark Historic Districts in Louisiana.

Natchitoches is known as the "Bed and Breakfast Capital of Louisiana." There are over thirty-five bed and breakfast homes where you can stay while visiting the Landmark District, shopping, and eating the city's famous meat pies! After viewing the French-style architecture in the city, you can visit the Cane River Creole National Historical Park. Two large plantations, Oakland Plantation and Magnolia Plantation, are a part of the park and open to visitors. What do you think would be the most interesting thing to do in Natchitoches?





Problems in the Colony

The growth of illegal trade was not Cadillac's main problem. In fact, in some cases, as with St. Denis, he quietly encouraged it. Yet he also continued to seek legal ways to make the colony profitable. Cadillac was the first to promote the cultivation of tobacco and **indigo** (a plant that is used to make blue dye). He hoped he could sell indigo back to France for profit. He and his first commissary-commissioner also encouraged the colonists to establish small farms to increase the supply of locally produced food. Many colonists were willing to take grants of land, but most of them had no agricultural experience and had little success as farmers.

At first, Cadillac made efforts to work well with his business manager and with Bienville. Over time, however, intense infighting developed among the men. Many of these disagreements were caused by the overlapping areas of authority each man claimed. Cadillac also had a reputation

for being blunt and lacking tact. Unlike Bienville, who had gone to great effort to learn native languages and customs, Cadillac considered the Indians his inferiors. Whether he meant to or not, he often insulted or offended tribal leaders. On one occasion, his refusal to smoke the **calumet** (a ceremonial pipe) caused great offense. The Native Americans interpreted Cadillac's refusal not only as a sign of disrespect but also as an insult that was so serious it could lead to war.

As with Bienville before him, colonists and other leaders wrote numerous letters of complaint back to France. In 1716, Crozat brought Cadillac back to France and sent a second governor to replace him, but he served less than a year before Crozat surrendered the unprofitable colony back to the crown.

Crozat's opportunity to

rid himself of the colony arose when Louis XIV died in 1715. The great-grandson who would become Louis XV was only five years old at the time. Until he could perform his royal duties, an advisory council called the regency ruled for him. The Duke of Orleans led the regency council. When Crozat asked to be relieved of his proprietorship, the regency and colonial council agreed. In late 1717, Crozat's fiveyear proprietorship ended, and France was left looking for yet another way to administer Louisiana.



Top and Middle: The indigo plant.

Bottom: This Antoine Simon Le Page

du Pratz drawing shows the March of

the Calumet of Peace

Teacher Note

An article on French colonial rule in Louisiana can be found at this website: www.knowla.org/entry/534/.

Higher Level Thinking

Read Jacques Marquette's 1673 journal entry, and then ask students to speculate on the item (the calumet) being described:

There is nothing more mysterious or more respected among them [the Indians]. Less honor is paid to the Crowns and scepters of Kings than the... [natives] bestow upon this. It seems to be the God of peace and of war, the Arbiter of life and of death. It has but to be carried upon one's person, and displayed, to enable one to walk safely through the midst of Enemies—who, in the hottest of the fight, lay down their arms when it is shown.

Did You Know?

The word *calumet* is derived from a medieval French word *chalemel* meaning "reed, cane, stem, tube, or pipe."

Using Geography Skills: Physical Geography

Project a map of the French colonial forts and settlements as found at these websites: www.quebecoislibre. org/06/060319map.jpg and www. culture.gouv.fr/culture/celebrations/ louisiane/en/ow_cartes/ow_postes. html. Ask students: What patterns do you notice in the location of French forts and settlements in the Mississippi Valley and Gulf Coast?

Notes



Marche du

Review

Have students read the paragraph on "The Company Era," and then ask this question: In this chapter, what were three different designations assigned to French colonial Louisiana? (royal colony, proprietorship, and joint-stock company)

Did You Know?

The term *millionaire* was coined in France during this speculative period of investment that led to the Mississippi Bubble.

Reading Comprehension: Inference

Ask students: What can be inferred about this historical event from the phrase "Mississippi Bubble"? (Bubbles are inflated with hot air rather than something more substantive; bubbles are fragile, unstable, and tend to burst. This suggests that the Company of the Indies stock was inflated due to speculation rather than performance. The price of the stock collapsed when the company came under greater scrutiny.)

Using the Internet

Share with your students this animated video (9:44), "John Law and the Mississippi Bubble," as found at this website: www.nfb.ca/film/john_law_ and_the_mississippi_bubble/

Answer to Figure 6.1 Skill

Answers will vary.



Figure 6.1

Mississippi Company Share Price

The price for each share of Mississippi Company stock rose rapidly in 1719. What was the cost in January 1720? What was the value one year later? How might investors react to this situation?



The Company Era

Crozat's financial losses in Louisiana were well known, and the regency had difficulty finding a single proprietor willing to risk his fortune. Instead, the crown, in conjunction with a financier named John Law, devised a joint-stock company to take control of Louisiana. A joint-stock **company** was an early form of the modern corporation in which many people invested by buying stock. John Law was a Scotsman who had settled in France and had impressed the Duke of Orleans with his financial knowledge. The regency gave him permission to organize the first Bank of France in 1716. The following year, Law created the Company of the West to take charge of the Louisiana colony. By 1718, Law had created a second company named the Company of the Indies. Many people just called it the Mississippi Company. This new company absorbed the Company of the West and, in the process, took responsibility for Louisiana.

A Bursting Bubble

Law planned to get the funds to develop Louisiana by selling shares in these joint-stock companies. In its early years, the Company of the Indies generated large profits, and many people wanted to invest. Their reasons for doing so had little to do with Louisiana itself. The desire to get rich quick created a mania (excessive enthusiasm) for buying shares in the company. The price of the shares began to rise along with the number of investors. The rapid rise in the value of the company's stocks created a nickname for the process. It was called the Mississippi Bubble. As long as that bubble of investors continued to expand, profits rose. Early inves-

> tors made very large profits. But as expenses in Louisiana grew, it became hard to maintain profits for the company's stockholders. By 1720, it became difficult just to pay back initial investments. Rumors of financial difficulties grew, and worried investors began to demand payments in cash. John Law and others had to admit that the company did not have the funds

on hand to pay its investors, let alone to continue investing so heavily in the development of Louisiana. Stock prices began to fall precipitously



Top: John Law. Right: Philippe, Duke of Orleans, Regent of Louis XV.

Higher Level Thinking

When shares in the Company of the Indies were first sold in 1719, the price per share was 150 *livres* (the name of the French currency at the time). By January of 1720, the price per share had risen to 18,000 livres. Ask your students to calculate the percentage rate of return on one share of this stock. (18,000 livres ÷ 150 livres = 12,000%)

reputation suffered.

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The Founding of New Orleans

The Company of the Indies was reorganized after Law's failure and remained in charge of the colony throughout the 1720s. During those years, the population of Louisiana grew slowly, and important developments took place. In 1718, Law and others had allowed Bienville to fulfill one of his dreams and establish a city on the banks of the Mississippi River. Bienville believed that in time it would become a bustling city and thriving port. Bienville named the city New Orleans in honor of the Duke of Orleans. Despite Bienville's grand dreams, the first months and years of the city's existence were difficult. In 1723, a great hurricane destroyed the city's crops and most of its buildings.

Though its progress was slow, New Orleans eventually became the thriving, wealthy city Bienville hoped. He, however, did not fare so well in the short term. The same kind of bureaucratic infighting that had existed in the early years continued. Accusations of mismanagement resulted in Bienville's recall to France in 1724. He would remain in France for the next seven years defending his actions.

Territorial Expansion

In Bienville's absence, the territory continued to expand. The company had established an outpost in 1722 called Baton Rouge. The following year, company employees began developing a post on the Red River named Poste du Rapides. In time it would become the city of Alexandria. Territorial expansion was a sign of progress, but it also created further tensions with Native Americans.

As we learned in Chapter 5, French attempts to order the Natchez off their land so company officers could turn the area into a tobacco planta-

tion resulted in the Natchez uprising of 1729. Although the Natchez succeeded in their surprise attack on the colonists, their victory was brief. In the next two years, French soldiers pursued and defeated the remaining Natchez. The fear created by the Natchez massacre of settlers led many people to abandon their land claims and return to the safety of New Orleans.

Ten years after the Mississippi Bubble burst, the Company of the Indies returned the colony to the control of the king in 1731.

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Lagniappe

Bienville's choice of a location

for his city in the crescent

(bend) of the Mississippi River

gave New Orleans one of its

nicknames, the "Crescent

City."

Below: Plan (Map) of New Orleans

dated 1722.

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Notes

Discussion

Ask students: What are some of the nicknames for the city of New Orleans? (Answers might include these and others: America's Most European City, The Big Easy, The Birthplace of Jazz, The Crescent City, NOLA, Paris of the South, The Queen of the Mississippi, Saint City, and Super Bowl City.)

Using the Internet

Share with your students the first eleven minutes of this classperiod-length video. "New Orleans: The Natural History." It is found at this website: www.youtube.com/ watch?v=UI3hML6U06g. The beginning of this video details the topography of South Louisiana and the founding of New Orleans.

Did You Know?

The French divided the Louisiana Province into nine districts: Alibamons. Arkansas, Biloxi, Illinois, Mobile, Natchez, Natchitoches, Nouvelle Orléans (New Orleans), and Yasous (Yazoo). In each district, a fort was built for protection and a military commander and judge were appointed.

Using the Internet

Share with your students a map of the nine districts of the Louisiana Province as found at this website: www. culture.gouv.fr/culture/celebrations/ louisiane/en/ow_cartes/ow_prov. html.

Using Reading Skills: Summarizing

Instruct students to read this page of the textbook regarding the Choctaw and Chickasaw. Then ask students to complete this 3-2-1 prompt:

Identify:

3 reasons the Choctaw were upset with the French.

2 reasons Bienville launched a military campaign against the Chickasaw.

1 question I still have.

Diverse Learners

Ask students to voluntarily assume one of the following roles: Native Americans (one half of the class), Spain, France, and England (one sixth of the class representing each European nation). Assign pairs of students representing Native Americans to conference with pairs of students representing one of the European nations. At this conference, discuss the following questions:

Is it possible for Europeans to colonize America while living peacefully with Native Americans? If so, what principles, understandings, or rules will guide our peaceful coexistence? If not, what issues have been resolved and what issues are still unresolved?
How will both Native Americans and Europeans benefit from this understanding?

Ask students to report on the results of their conference either verbally or in written form.

Did You Know?

In 1744, the official census indicates the population of Louisiana included over 3,000 white settlers, 800 soldiers, and 2,000 slaves.



The Final Years of French Colonial Rule

Louis XV had been crowned king in 1722 at the age of twelve, but he had a series of advisers who continued to help him rule France. In 1732, Louis XV and his advisers asked Bienville to return to Louisiana once

more—this time as the colony's official governor. Bienville saw this as a way to finally redeem his reputation. Louis XV and others saw Bienville as a good choice because of his first-hand knowledge of Louisiana and his expertise in dealing with the native people.

The Natchez uprising led to open warfare and damaged the colony's economic prospects. It had also upset alliances between the French and other tribes. For many years, the Choctaw had been allies of the French, but Governor Étienne de Périer, whose actions had started the Natchez uprising, had also upset the alliance with the Choctaw. Périer had named men he liked as tribal chiefs, and the tribe's real leaders did not like his interference. Bienville sought to improve the relationship between French settlers and the Choctaw on his return.

Trouble with the Chickasaw

The Choctaw had long been enemies of the Chickasaw, who were allies and trading partners with the English. The English and French, who were long-time rivals, tried to control the relationship between the Choctaw and Chickasaw each to their own advantage. The French knew that, if the Choctaw became allies with the Chickasaw, their loyalty could shift to the English. Additionally, the Chickasaw had taken in the few Natchez survivors

who had escaped being killed or captured by the French.

Bienville demanded the return of the Natchez to the French. When the Chickasaw refused, Bienville began a military campaign against them. The French paid the Choctaw to fight the Chickasaw. The English entered the conflict on the side of the Chickasaw by giving them weapons and supplies. The French conducted military campaigns against the Chickasaw for several years with very little success. By 1740, Bienville signed a peace treaty with the Chickasaw, but neither side had achieved a clear victory.

Bienville's Final Departure

Bienville's only official term as governor of the colony ended without glory or the improvement of his reputation. At his own request, the French appointed a new governor, and Bienville departed Louisiana for France in 1743. Despite all the difficulties of his final years in the colony, Bienville certainly deserved the title Father of Louisiana. His older brother Iberville deserves the credit for leading the expedition that began the colony's first settlements. It was Bienville, however, who guided the colony in its most difficult early years, maintained a leadership role often without reward, and succeeded in founding New Orleans.

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Review

Above: Hyacinthe Rigaud painted Louis

some eight years after he was crowned

XV in his coronation robes in 1730.

king in 1722 at age twelve.

Instruct students to review the passages of this chapter describing Bienville's service in Louisiana. Next, have them list his three greatest accomplishments and three biggest failures. Then, have them share with the class an item from their list. Conclude by having students vote on whether Bienville's service in Louisiana was ultimately a success or a failure.

The End of an Era

Two more governors oversaw the final years of French royal control. Pierre François de Rigaud, better known as the Marquis de Vaudreuil, was the governor who arrived to replace Bienville in 1743. During his nine-year *tenure* (term of office), Vaudreuil oversaw a peace settlement with the Chickasaw. Although New Orleans was still a rough frontier city, Vaudreuil and his wife tried to bring some of the lifestyle and glamour of Paris to the city. Madame Vaudreuil wore the latest French fashions, and the couple gave elaborate parties and balls that featured fine food, French wines, and French music and dancing. When Vaudreuil received the appointment to become governor of Canada in 1752, he arranged a grand party for the new governor of Louisiana.

Unlike Vaudreuil, Louis Billouart, Chevalier de Kerlerec, the final governor of the French period, was appointed because of his experience as a military leader. This was important because the final years

of France's dominance of Louisiana were overshadowed by growing tensions with England. Kerlerec's main priority was to strengthen the defenses of the colony before open warfare broke out between the French and English in North America. As with all other governors before him, Kerlerec had problems managing the colony. Kerlerec even requested to be relieved of his governorship. Despite those requests, he remained governor of Louisiana until a new power took control of the colony in the 1760s.

During the colony's final years under French control, France went to war with England and, as in the past, was often unable or unwilling to provide enough goods and supplies to the colony. The colony had become a drain on the royal treasury, and life for the people in Louisiana continued to be hard. The economic system of mercantilism was a failure in Louisiana and what replaced it, from the French perspective, was probably even worse. Without regular supplies from France, the colonists had to find other ways to get the goods they needed. Just as St. Denis had done forty years earlier, French colonists resorted to trading with Spanish and, when necessary, even

with English traders. This established a pattern of ignoring official orders from France when those orders did not meet the colonists' needs. Some historians have even called Louisiana a *rogue* (wayward, unlawful) colony because of this pattern of illegal trade and ignoring dictates from France.

Reviewing the Section

- 1. Define in sentence form: proprietorship, indigo, joint-stock company.
- 2. Why did the Mississippi Bubble expand and then burst?
- 3. When was New Orleans founded, by whom, and for whom was it named?

Above: Louis Billouart, Chevalier de Kerlerec.

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Notes



ASSESS

Answers to "Reviewing the Section"

1. A proprietorship was the system of letting an individual businessman take control of a colony in the hopes that he could make it profitable. Indigo is a plant that is used to make blue dye. A joint-stock company was an early form of the modern corporation in which many people invested by buying stock. 2. When the Company of the Indies was founded, the desire to get rich guick created a mania for buying its shares. The price of the shares began to rise along with the number of investors. As long as that bubble of investors continued to expand, profits rose and early investors made large profits. As expenses in Louisiana grew, it became hard to maintain profits for the company's stockholders. Then, by 1720, it became difficult just to pay back initial investments. Rumors circulated, and worried investors began to demand cash payments. John Law and others had to admit that the company did not have the funds to pay its investors, let alone to continue investing in Louisiana's development. Stock prices started falling steeply, and by the end of 1721, shares in the Company of the Indies were all but worthless.

3. It was founded in 1718 by Bienville and was named for the Duke of Orleans, the regent for King Louis XV.

Section 3

The Founding Generation

INTRODUCE

Outline

- A. The Diversity of Colonists
- **B.** The Rise of Creole Culture

Materials

Textbook, pages 180-183 Student Workbook Teacher Tech DVD Lesson Plan Guided Reading, 6-3 mystatehistory.com Online Textbook

Bellringer

Ask students: Why did the number of permanent European settlers remain small throughout the early years of the Louisiana colony? (Answers might include some of these: *disease, conflict with the natives, lack of supplies, and harsh living conditions.*)

Section 3

The Founding Generation

As you read, look for

- the various groups who settled colonial Louisiana;
- the origin of the term "Creole";
- successes and failures of the founding generation;
- terms: concession, casket girls, Code Noir.

Convincing people to settle in Louisiana turned out to be extremely difficult. *Mortality* (death) rates for colonists were very high, and after the scandal of the Mississippi Bubble, many people blamed Louisiana for their financial losses. The numbers of Europeans who settled in Louisiana was quite small—remaining in the hundreds until the 1720s. Ultimately, a mixture of people from places in Africa, Germany, and the Caribbean joined with French colonists to create a diverse population.

The Diversity of Colonists

Louisiana's first French settlers were the members of Iberville's expedition. The group that arrived in 1699 was made up entirely of men. It included officers, soldiers, sailors, Canadians who had accompanied Iberville, pirates who joined the expedition when it stopped in the Caribbean to resupply, and a small group of laborers and cabin boys. The officers had the highest social rank, but no matter their social status, all of those first arrivals faced great difficulties in trying to establish the colony. The men were often hungry, and many died.

The colonial settlements grew slowly in the first years. By 1708, there were fewer than three hundred colonists. Many of those were in the settlements against their will, including about eighty Native Americans whom the French had bought or captured to use as an enslaved work force. By this time, there were also twenty-eight women and twenty-five children, but single men still far outnumbered families.

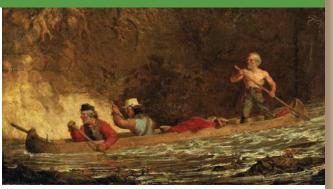


Social Studies Standard 1—Historical Thinking Skills See page T165 Social Studies Standard 2—Key Events, Ideas and People See page T165

Social Studies Standard 10—Interdependence and Decision Making See page T171

Below: The Trapper and his Family by Charles Deas.

The French refused to count another group of men as regular settlers. They were the hunters and fur trappers who came and went at will. Many of them were from Canada and spent most of the year in the wilderness, often living among Native Americans. They generally came into the settlements only to trade their furs and buy supplies. The French called them *coureurs de bois*, which literally means "runners of the woods." The men who engaged in the same activities



Above: The Voyageurs by Charles Deas.

but who were willing to register with French officials were referred to as *voyageurs*. They, too, spent most of their time away and not in the settlements doing the day-to-day work of building a colony.

Proprietor Crozat had agreed to send thousands of settlers, but when the Company of the West took control in 1717, the population had only reached about five hundred. One of the promises John Law made was that he would increase the number of settlers by ten thousand. Law did not achieve this goal, but in the years between 1717 and 1721, more than seven thousand colonists were sent to Louisiana.

Their jobs and descriptions varied. Many of them were employees of the king or of the Company of the Indies. These colonists were often skilled laborers who could make maps or draw plans for the cities John Law planned to build. Other settlers came to work on the land. Some of them were offered **concessions** (grants of land). The concessionaires—people who agreed to take these lands and clear them for food and cash crops—needed workers to accomplish these goals. Concessionaires offered contracts to laborers called *engagés* (indentured servants). An engagé signed a contract agreeing to work for a concessionaire for a certain number of years in exchange for passage to Louisiana. Their lives were often hard, and many of them died before they could finish their periods of indenture.

John Law undertook one extremely controversial practice in order to send settlers to Louisiana. This involved sending people who were prisoners in France. Some of them were violent criminals, but others were simply homeless or in debt, both of which were crimes in France at this time. Whatever their crime, this group of settlers were called *forçats* because they were forced to come to Louisiana. Many *forçats* escaped before leaving France or died of disease while traveling to or shortly after arriving in the colony. Those who survived had very few useful skills. Colonial officials complained bitterly back to France about this practice, one writing, "What can one expect from a bunch of vagabonds and wrongdoers?" Sending *forçats* to Louisiana was also controversial in France. Some people took advantage of this forced migration to try to get rid of troublesome relatives. The practice stopped after just a few years.

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Did You Know?

According to one contemporary estimate, there were 800 *coureurs de bois* operating in New France.

Teacher Note

An informative article on the *coureurs de bois* can be found at this website: www.chroniclesofamerica.com/ french/coureur_de_bois.htm.

Did You Know?

Typically, *engagés* served a thirty-six-month contract. This contract bound the hired man to do three years' service for his employer (or anyone to whom the employer sold his contract). In exchange, the *engagés* received passage to North America, room and board, and a small annual wage. After fulfilling his contract, the *engagé* was entitled to passage back to France, if he so chose.

Using Writing Skills

After learning about the duties of an *engagé* and the terms of a typical contract, have each student write a contract between a concessionaire and an *engagé*. Then have some students volunteer to read their contracts, and have other students judge whether each contract is complete and is fair to both sides.

Notes	

Did You Know?

One of the surnames of the Germans who came to Louisiana was Zweig, which means twig. When translated into French, it becomes La Branche.

Developing Writing Skills

Instruct students to read and respond to this prompt:

The year is 1704 and you are about to leave your home and resettle in the Louisiana Province. You are allowed only one small suitcase (cassette) on this journey. What articles would you place in your suitcase? Write a rationale for each suitcase article.

Using the Internet

The Code Noir (1724) can be found at this website: http://faculty.wash ington.edu/qtaylor/documents_us/ LA_code_noir.htm.

Building 21st-Century Skills: Primary Sources

Assign one of the fifty-four articles of the *Code Noir* to pairs of students. Next, have these student pairs read, interpret, and explain the article to the class.

Higher Level Thinking

After students have examined the *Code Noir*, have them rank the regulations from the least severe to the most severe. Then ask them to propose changes in the code.

Lagniappe

The German Coast is often called by its French name, Côte des Allemands (Coast of the Germans). There is also a Lac (Lake) des Allemands and a Bayou des Allemands. The community of Des Allemands, home of the Louisiana Catfish Festival, has been designated the Catfish Capital of the

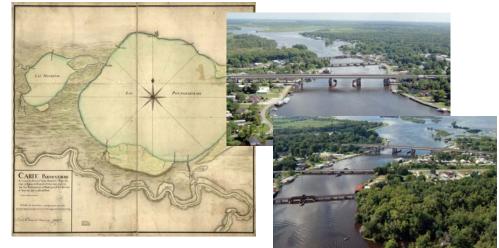


The Ursuline Academy in New Orleans, founded in 1727 by the Ursuline nuns, is both the oldest continuously operating school for girls and the oldest Catholic school in the United States.

Left: The German Coast is located west of Lake Pontchartrain. Right: Views of Bayou des Allemands. John Law did oversee the arrival of several hundred productive colonists who came to Louisiana to flee warfare in their homelands. This group of Germans settled in areas outside New Orleans, particularly on the western end of Lake Pontchartrain in an area that was named the German Coast. These settlers used their agricultural experience to establish small farms. Their produce, which they carried to New Orleans to sell and trade, was a critical source of food in that city's early years.

By 1726, there were about two thousand people in the colony listed as citizens, but getting marriageable women to come to the rough outposts in Louisiana still proved difficult. The company engaged a group of Ursuline nuns to come in 1727 to work in a hospital and to teach. You read about one of them, Marie Madeleine Hachard, in the introduction to Chapter 2. The company also sent a small number of young, marriageable girls from France in 1728. The company gave each girl a small trunk filled with clothing and the kinds of goods needed to establish a household. Their trunks were called cassettes or caskets, so these young women were called *filles à la cassette* or casket girls.

Native Americans often escaped their French masters and did not prove to be the ideal work force colonial leaders had hoped. The colony needed another supply of laborers, and this led to the arrival of the first groups of Africans in 1716. Between 1719 and 1721, several large shipments of Africans arrived. Many of the people who were captured and then sold into slavery came from the west coast of Africa. Many of them had agricultural skills, including knowledge of how to grow rice. After the arrival of the Africans, rice came to be an important food source in the colony. By 1724, enslaved Africans had become the colony's main source of laborers. In that year, Bienville established a **Code Noir**, or Black Code. This set of laws regulated the behavior of slaves and laid out rules for their masters.



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The Rise of Creole Culture

These were the people who made up the founding generation of Louisiana. Whenever a child was born in the colony, that person was called a Creole. The Creole generation grew slowly but steadily. By the time French control of Louisiana came to an end, the population had grown to between six thousand and seven thousand people, many of them Creoles—people born in Louisiana. It would be this generation of Louisiana Creoles who would interact with Louisiana's second colonial master, Spain.

The French colonial period had its share of successes and failures. Although there were administrative failures and economic losses, in just over sixty years the French had begun to settle the vast territorial claim of Louisiana. Despite severe difficulties in the first two decades, small numbers of settlers survived, built homes, and began families. Some like St. Denis established thriving farms or trading operations and began to prosper. France did not profit in the way a few individuals did, but the first generation of free people born in the Louisiana colony saw themselves as culturally French. The establishment of a durable French cultural identity in Louisiana was an important French success. When the colony was given to Spain, the people's loyalty to France led to protests among many members of Louisiana's founding generation. It is to that set of events and to the period of Spanish colonial rule that we turn next.

Lagniappe

Although greatly favoring the masters, Bienville's Code Noir did provide some protections for slaves. It prohibited the separation of husbands and wives and the separation of children under fourteen from their mothers.

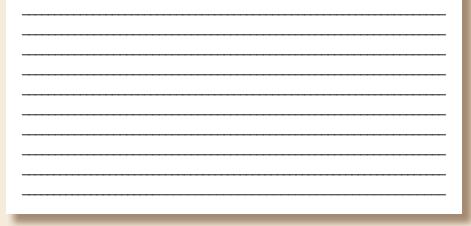
Reviewing the Section

- 1. Define in sentence form: concession, casket girls, Code Noir.
- 2. Who were the *forçats*, and why was their relocation to Louisiana controversial?
- 3. What useful agricultural skill did slaves bring with them from Africa?

Below: Roque House in Natchitoches is a fine example of French Creole architecture.



Notes



Engagement

Create a human bar graph to rate the success or failure of the French colonial period (10=very successful; 1=dismal failure). Write numbers 1-10 on an acetate board or post them on a screen. Have students stand in front of the number that matches their ranking of this period, thereby creating single-file student lines in front of each number (a human bar graph). When students take their seats, have them provide historical evidence for their ranking.

ASSESS

Answers to "Reviewing the Section"

1. A concession was a land grant given by the French proprietary government to a concessionaire (a person who agreed to clear land for growing food and cash crops. **Casket girls**, (*filles à la cassette*) were young marriageable girls sent from France to Louisiana in 1728. Each had a small trunk (casket) filled with clothing and household goods. The **Code Noir** (Black Code) was a set of laws Bienville established in 1724 to regulate the behavior of slaves and lay out rules for masters.

They were French prisoners who were forced to come to Louisiana. Some were violent criminals, but others were homeless or in debt. They were controversial because they had few useful skills, and some French people took advantage of this forced migration to get rid of troublesome relatives.
They had knowledge of rice cultivation. (ADD WORD TO FIX WIDOW?)

CHAPTER REVIEW

Reviewing the Content: Who Am I?

For this review activity, divide the class into three groups. Assign each group one section from the chapter. Ask students to compile a list of the persons discussed in their assigned section. For each person on the section list, students should develop three clues (that aid their classmates in correctly identifying the historical personage) on the index card with the correct person listed at the top of the card. Play the review game by randomly selecting one card from each section. (When a group's card is being used, that group sits out the turn.) If a group can identify the person after one clue, they receive three points, after two clues two points, and after three clues one point. The group with the most points at the end of the review wins the game.

Chapter Review

Chapter Summary

Section 1: Exploration and Early Settlements

- The first French explorers in Louisiana were led by René-Robert Cavelier, Sieur de La Salle. On April 9, 1682, at the mouth of the Mississippi River, La Salle claimed the region for France and named it in honor of his king, Louis XIV.
- La Salle's second expedition to Louisiana ended in failure. He had planned to establish a permanent settlement, but through errors in navigation, the expedition failed to locate the Mississippi River. La Salle's crew eventually mutinied against him, and La Salle was murdered.
- In 1698, Louis XIV gave support for the settlement of Louisiana to Pierre Le Moyne, Sieur d'Iberville. Iberville, accompanied by his brother, Jean-Baptiste Le Moyne, Sieur de Bienville, arrived on the Gulf Coast with four ships. Iberville built Fort Maurepas, in present-day Mississippi, as a first fortified settlement.
- In response to an English threat, Iberville and Bienville built Fort Mississippi 54 miles above the mouth of the Mississippi River.
- Iberville died of yellow fever while in Cuba, and Bienville took charge of the Louisiana colony. He faced many challenges including securing food and keeping peace within the colony. When Bienville's leadership was questioned by some of the colonists, he was investigated, but cleared of any wrongdoing.

Section 2: Governing from Afar

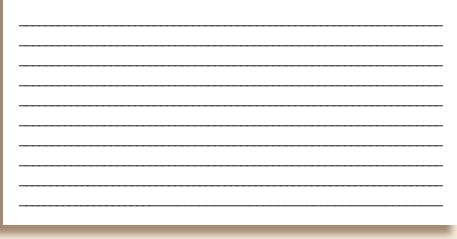
- European powers believed that the purpose of their colonies was to provide wealth from precious metals or raw materials. Louisiana became a financial burden for France, so they turned it into a proprietorship in which a businessman took control of the colony.
- Under Antoine Crozat's proprietorship, Antoine de la Mothe, Sieur de Cadillac, became governor of Louisiana. Under his leadership, settlements such as Fort St. Jean Baptiste were built in different parts of the colony.
- Although the mercantilist economic system prohibited colonists from trading with other nations, French settlers began to trade illegally with the Spanish for much-needed goods.

- Various difficulties in the colony and a lack of profit led Crozat to return Louisiana to the crown in 1717. Control of Louisiana was then given to John Law's Company of the West (later Company of the Indies). The company was initially successful, but eventually failed causing many investors to lose their personal fortunes in the Mississippi Bubble.
- The Louisiana colony was slowly growing with the founding of New Orleans, Baton Rouge, and Poste du Rapides (Alexandria). Tensions with Native Americans led to fighting between the French (with the assistance of the Choctaw) and the Chickasaw (with the assistance of the English).
- In 1731, control of the Louisiana colony returned to the crown again. The next year, Bienville was asked to return to the colony as governor. He would serve in this capacity until his return to France in 1743.
- The final French governors of Louisiana were Pierre François de Rigaud, the Marquis de Vaudreuil, who attempted to bring glamour to the territory, and Louis Billouart, Chevalier de Kerlerec, who prepared the territory for war with the English.
- War between France and England left the colonists without needed goods and supplies. The colony was not profitable and life in Louisiana was difficult. Colonists often ignored the orders of French officials when they did not meet the colonists' needs, earning Louisiana the title of a rogue colony.

Section 3: The Founding Generation

- The early settlers in Louisiana were from diverse places including Africa, the Caribbean, France, and Germany.
- The population of the Louisiana colony grew very slowly. Several groups settled in Louisiana's challenging environment including concessionaires, engagés, and the controversial forçats.
- To increase the labor force in Louisiana, African slaves were imported to the territory beginning in 1716. They brought with them valuable knowledge about growing rice.
- One of the legacies of French control of Louisiana was the establishment of a strong French culture carried on by a generation born in Louisiana known as Creoles.

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Activities for Learning

Understanding the Facts

- 1. What was the goal of René-Robert Cavelier, Sieur de La Salle, when he first explored Louisiana?
- 2. Who was Louisiana named after?
- 3. Which two European rivals posed a threat to France's claim of Louisiana?
- 4. What was the name of the first fortified French settlement in the Louisiana colony?
- 5. What was the name of the second Louisiana settlement? Where was it located?
- 6. Which two French officials often disagreed during the French colonial period in Louisiana?
- 7. What were the two profitable raw materials shipped back to France?
- 8. What did King Louis XIV decide to do with Louisiana because it was a financial burden?
- 9. What French outpost was established on the banks of the Red River in 1714? What city did this outpost become?
- 10. What was the name of the joint-stock company, originally created by John Law, which was put in charge of the Louisiana colony?
- 11. Why is New Orleans referred to as the "Crescent City"?
- 12. Who is deserving of the title "Father of Louisiana"?13. What was the occupation of the "runners of the woods"?
- 14. Why did the Company of the Indies engage the Ursuline nuns to come to Louisiana?
- 15. By the time French control came to an end, what was the population of Louisiana?

Developing Critical Thinking 🚟

- Why did Iberville and his brother Bienville decide to build a fort on the banks of the Mississippi River?
- 2. How was Bienville able to successfully maintain peaceful relations with the Native Americans?

Writing across the Curriculum

You are King Louis XIV and you have decided the Louisiana colony has become too costly to the royal treasury. Create a handbill (a small printed advertisement) offering the Louisiana colony to any skilled proprietor who might apply. In this handbill, be sure to include a description of the Louisiana colony, such as its location, settlements, fortifications, settlers, population, and its goods and products. Also include a list of responsibilities of the proprietor.

Exploring Louisiana on the Internet

Go to **www.knowla.org/entry/627/** and read the article titled "Creoles." List five facts that you learned about this term from reading the article.

Building 21st-Century Skills: Primary Sources

A primary source is an eyewitness (first-hand) account or record of an event. Primary sources include interviews, journals, legal documents, letters, and news articles. Historians use primary source evidence to reconstruct past events. Read an excerpt from the Code Noir and answer the questions that follow:

Article XVIII: We forbid slaves from selling sugar cane...at the risk of a whipping for the slaves.

Article XXXIII: The slave who has struck his master in the face or has drawn blood...shall be punished by death.

Article XLII: The masters may also, when they believe that their slaves so deserve, chain them and have them beaten with rods or straps.

- 1. Who is being regulated by the code?
- 2. What types of behavior are subject to punishment?
- 3. What types of punishment can be inflicted for violating the code?
- 4. What does this code suggest about slavery in the Louisiana colony?



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Notes

Answers to "Activities for Learning"

Understanding the Facts

1. La Salle hoped to locate a trade route from French Canada to Asia.

- 2. King Louis XIV
- 3. Spain and England
- 4. Fort Maurepas
- 5. Fort Louis; near Mobile Bay
- 6. the commandant and the commis-

sary-commissioner

7. timber and animal pelts

8. King Louis XIV decided to establish a proprietor system.

- 9. Fort St. Jean Baptiste; Natchitoches
- 10. Company of the West

11. because New Orleans was located

in a bend of the Mississippi River

12. Jean-Baptiste Le Moyne, Sieur de Bienville

- **13.** They were hunters and fur trappers.
- 14. to work and to teach
- **15.** between 6,000 and 7,000

Developing Critical Thinking

1. The English were scouting for a possible settlement site on the Mississippi River. Iberville and Bienville decided that building a fort on the river was the most effective way to protect the French claim in Louisiana.

2. Bienville learned the customs and the languages of the neighboring tribes. He also sent settlers to live with different tribes for a period of time.

Writing across the Curriculum

Read students' handbills.

Exploring Louisiana on the Internet

Answers will vary.

Building 21st-Century Skills

1. the conduct of slaves and masters

2. slaves selling of sugar cane and striking their masters

3. whippings, beatings, and death

4. Slave behavior was closely regulated. Slave "misbehavior" was severely punished. Masters were given broad discretion in their treatment of slaves.
