

Chapter 6

French Louisiana

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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.

CHAPTER

6

French Louisiana



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.

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.

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Notes

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.

Notes

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 two-thirds 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.

Timeline 1680-1760



Antoine de la Mothe, Sieur de Cadillac, established Detroit - **1701**

Iberville died of yellow fever in Havana, Cuba - **1706**

English colonies North and South Carolina became separate colonies - **1710**

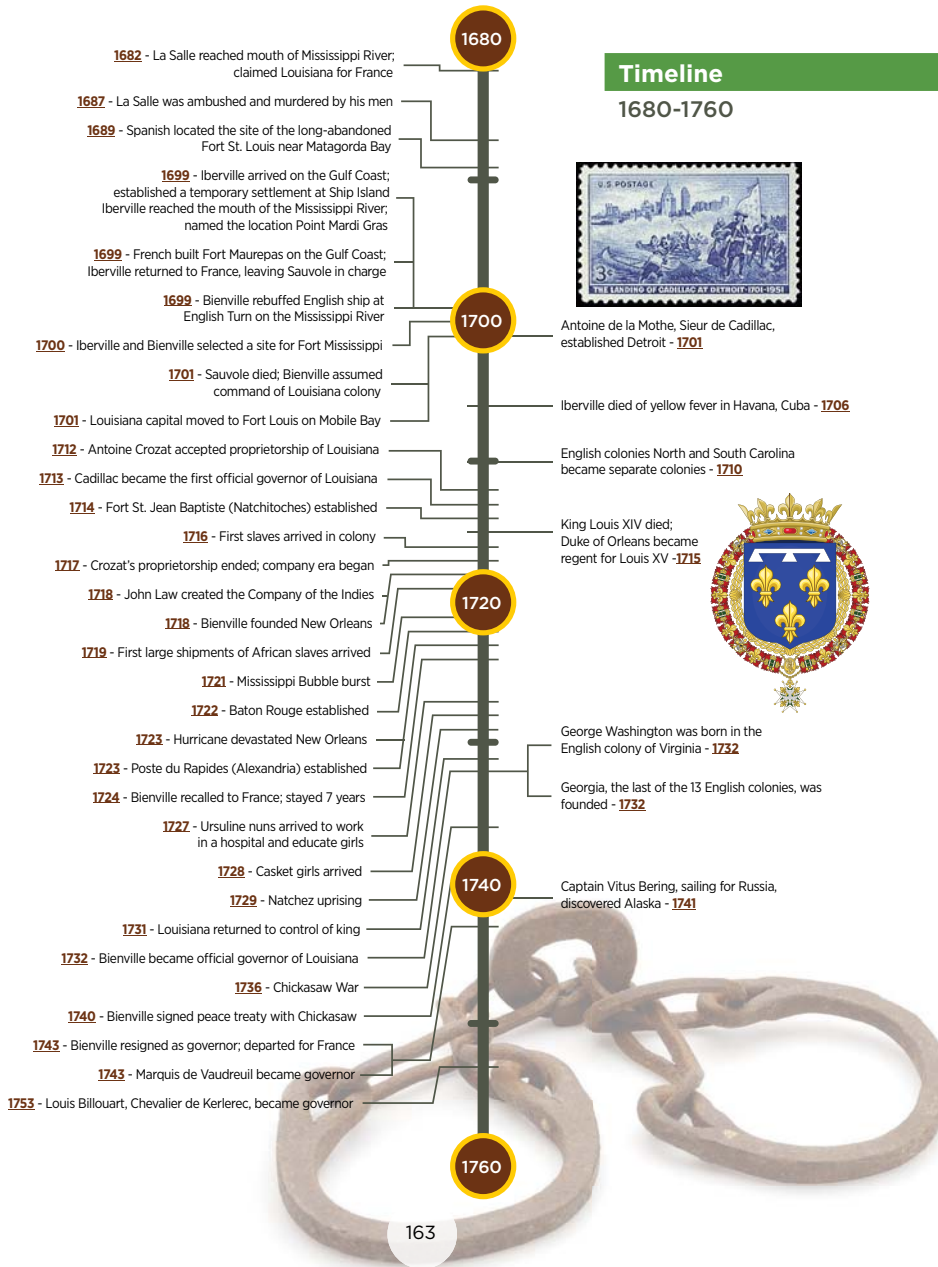
King Louis XIV died; Duke of Orleans became regent for Louis XV - **1715**



George Washington was born in the English colony of Virginia - **1732**

Georgia, the last of the 13 English colonies, was founded - **1732**

Captain Vitus Bering, sailing for Russia, discovered Alaska - **1741**



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.

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://nationalhumanitiescenter.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

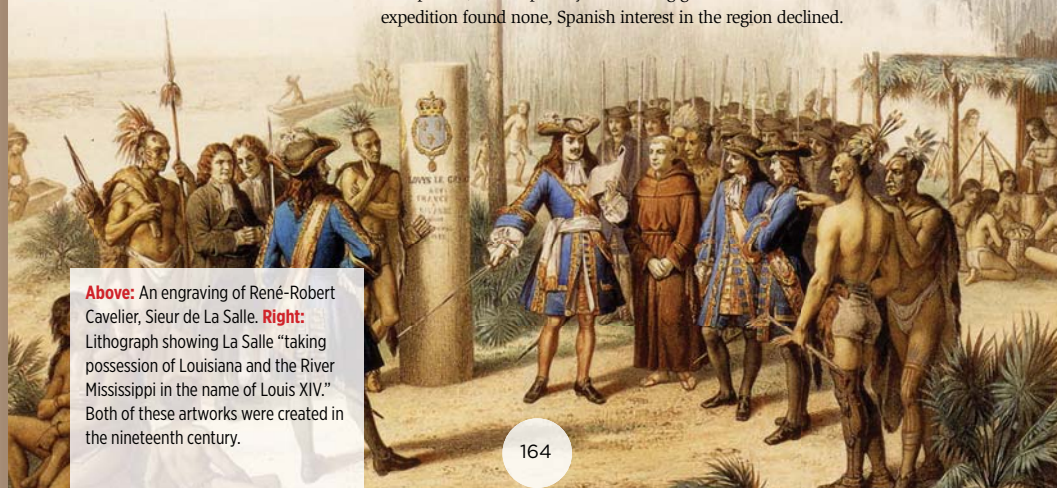
Exploration and Early Settlements

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, commissary-commissioner.**



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.



Above: An engraving of René-Robert Cavelier, Sieur de La Salle. **Right:** Lithograph showing La Salle "taking possession of Louisiana and the River Mississippi in the name of Louis XIV." Both of these artworks were created in the nineteenth century.

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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
- 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.

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.



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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 1812

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

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.texasbeyondhistory.net/belle/index.html. The website features many activities for students and photographs of artifacts.

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.

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

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.



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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?

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 Disney 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

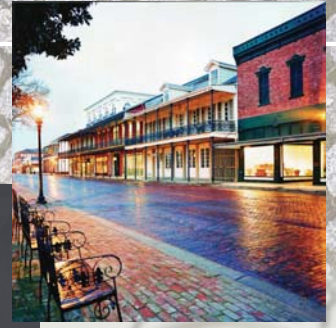
Have you ever wondered which city in Louisiana is the oldest? The answer is Natchitoches (pronounced Nak'-uh-tish), which celebrated its 300th birthday in 2014!

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?



Notes

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

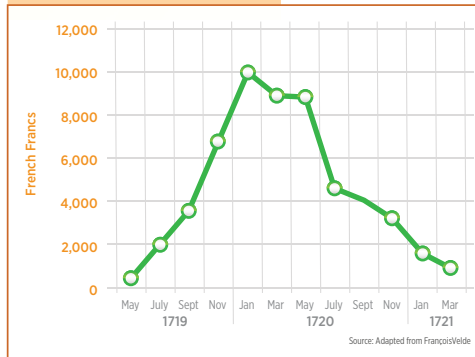
Answers will vary.



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?



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

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 investors 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*

(steeply). By the end of 1721, shares in the Company of the Indies were all but worthless. In other words, the Mississippi Bubble had burst. Many investors, including John Law himself, lost their personal fortunes. Law had to flee France in disgrace, and Louisiana’s reputation suffered.



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. ($18,000 \text{ livres} \div 150 \text{ livres} = 12,000\%$)

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:

1. 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?

2. 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.



Above: Hyacinthe Rigaud painted Louis XV in his coronation robes in 1730, some eight years after he was crowned king in 1722 at age twelve.

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

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 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.

Below: *The Trapper and his Family* by Charles Deas.



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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

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 Cavélier, 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.

Notes

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



1. 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?



Fort St. Jean Baptiste in Natchitoches.

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 commissary-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.