

Chapter 7

Spanish Louisiana

Pages 186-211

Section 1

The French and Indian War

Pages 190-192

Section 2

The Transition to Spanish Control

Pages 193-197

Section 3

The American Revolution and the Last Decades of Spanish Rule

Pages 198-205

Section 4

Spanish-Era People and Immigrants

Pages 206-209

Chapter Review

Pages 210-211

Did You Know?

Antonio de Ulloa is usually credited with the modern “rediscovery” of platinum. He Ulloa wrote a book about some of his experiences titled *A Voyage to South America*.

Using Reading Skills: Vocabulary Enhancement

After students have read these two pages about Antonio Ulloa, ask them: What does a *revolt* mean as in the “Revolt of 1768”? Next, ask them: What does the term *rebellion* mean? Finally, ask them: How are these two terms similar? Different? (A *revolt* usually refers to an armed uprising that quickly fails or succeeds; a *rebellion* usually refers to an open formidable resistance that is usually unsuccessful.)

CHAPTER

7

Spanish Louisiana

On March 5, 1766, Antonio de Ulloa, the first Spanish governor of Louisiana, arrived at New Orleans in the midst of a violent rainstorm. Very few people gathered to greet their new leader, and those who were in attendance did not offer a warm welcome.

Spain had accepted Louisiana from France in 1762, but the colony was a low priority for the Spanish king. It took nearly four years for the Spanish to organize a fleet, fill those ships with supplies for the colonists and gifts for the Native Americans, and send the fleet to join Governor Ulloa in Cuba for the final journey to New Orleans.

Ulloa was a naval officer and experienced colonial administrator who had previously served in Peru. Despite his military rank, Ulloa was mainly a man of science. He had an impressive knowledge of astronomy, engineering, geography, and the flora and fauna of the New World. He also spoke several languages including French.

His ability to speak to the colonists in their own language was an advantage, but Ulloa had several disadvantages as well. He had requested several hundred troops to accompany him to Louisiana, but he was given only ninety. Under those circumstances, and with an unwelcoming population at New Orleans, he hesitated to take formal control of the colony.

Ulloa tried to work with the French Superior Council, but putting Spanish trade policies into effect created many enemies among the council members. The leading citizens of New Orleans were also offended by the governor’s decision to get married at a fort at the mouth of the river, called the Balize, rather than in the city. Making matters worse, when he finally decided to formally transfer the colony to Spain, Ulloa further angered the colonists by making the proclamation at the Balize rather than in the city, where three-quarters of Louisiana’s population lived.

Chapter Preview

People

Antonio de Ulloa; Alejandro O’Reilly; Luis de Unzaga; Bernardo de Gálvez; Esteban Miró; Francisco Luis Héctor, the Baron de Carondelet

Places

Balize, West Florida, Manchac, Barataria

Terms

French and Indian War, Treaty of Fontainebleau, Treaty of Paris of 1763, militia, Cabildo, Code O’Reilly, *laissez-faire*, American Revolution, Treaty of Paris of 1783, Articles of Confederation, *gens de couleur libres*, refugee, subsidize, Malaguenos

186

Notes

Higher Level Thinking

Project this image of the American flag (without the description), adopted in 1794, onto a screen or Smart Board as found at this website: www.usflag.org/history/the15starflag.html. Ask students: What is unique about this American flag? (*It is the only American flag that had more than thirteen stripes.*) Next, ask students: Why were fifteen stripes used with this flag? (*The fifteen stripes represented the original thirteen states and the new states of Vermont and Kentucky.*)

Using Reading Skills: Interpretation

Share with your students a portion of the lyrics from “Johnny Has Gone for a Soldier”:

Verse Two: *Me, oh my, I love her so,
Broke my heart, I had to go. And only
time will heal my woe. Johnny has gone
for a soldier.*

Verse Three: *I'll sell my rod, I'll sell
my reel, likewise I'll sell my spinning
wheel. And buy my love a sword of steel.
Johnny has gone for a soldier.*

Verse Four: *With fife and drum I
marched away, I could not heed what
she did say, I'll not be back for many a
day. Johnny has gone for a soldier.*

Ask students: What is the tone of this song? Who is speaking in verses two and four? (*Johnny*) Who is speaking in verse three? (*Johnny's sweetheart*) What was the purpose of a spinning wheel? (*It is a device for making thread or yarn from natural fibers.*) As a class, write a fifth verse to this song.

Signs of the Times



U.S. Expansion

The original thirteen colonies had formed the United States of America by 1790. Vermont, Kentucky, and Tennessee had become states by 1796.

Music

One of the world's great musical geniuses, Wolfgang Amadeus Mozart, was born in Salzburg (today's Austria) in 1756, the year the French and Indian War officially began. He began composing music by age five and was performing before European royalty by age six.

Musical favorites of the American Revolution included “Johnny Has Gone for a Soldier,” “The Foggy, Foggy Dew,” and “All the Pretty Little Horses.” British soldiers sang “The Yankees Return from Camp” to make fun of the colonists. Today, it is known as “Yankee Doodle.”

Sports

Golf was first played in America at a course established in Charleston, South Carolina, in 1786.

Inventions

Inventions from this era helped start the Industrial Revolution and increased the demand for cotton. In England, the spinning jenny (1764) sped up yarn production, and the power loom used water power to turn yarn into cotton cloth.

In the United States, inventor Eli Whitney patented his cotton gin (1794), which simplified the process of separating cotton fiber from seeds.

In 1790, the metric system of measurement was invented in France. Unlike English measurements, it used a decimal system and defined the meter to be one 10-millionth of the distance from the equator to Earth's pole.

New Orleans plantation owner Etienne de Boré deserves credit for being the first planter in Louisiana to process sugar into granules in 1795. His success made sugar production profitable and encouraged other planters to begin raising the crop.

Transportation

In 1782, the Montgolfier brothers in France launched the first successful hot air balloon, to an altitude of 985 feet. It was made of paper, and its air was heated by burning wool and moist straw. Later that year, with King Louis XVI and Queen Marie Antoinette of France looking on, the brothers sent up a rooster, a sheep, and a duck to 1,650 feet.

To connect New Orleans and Texas during their colonial rule, the Spanish improved the route between the city and the capital of Spanish Texas, San Antonio. This Camino Real or “Road of the King” was used for transporting cattle and other goods between the two cities. Modern-day Highway 90 still follows this route.



188

Notes

Section 1

The French and Indian War

INTRODUCE

Outline

- A. The Outbreak of War
- B. A Secret Transfer
- C. The Treaty of Paris

Materials

Textbook, pages 190-192

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 7-1

mystatehistory.com

Online Textbook

Bellringer

Ask students: Why was it called the “French and Indian War”? (*The name reflects a British perspective. The British fought the French and the Indians in this war.*)

Diverse Learners

Instruct students to read this section. Next, ask them to identify the name the French used for this war. Finally, ask students to coin a name for this war from the Native American perspective.

Building 21st-Century Skills: Cause and Effect

Ask students to read in this section about the outbreak of the war. Next, have students respond to these two prompts: “If the *cause* is the lucrative fur trade, what is the *effect*? (*competing British/French territorial claims in North America*)” “If the *cause* is competing British/French territorial claims, what is the *effect*? (*war between Great Britain and France*)”

Section 1

The French and Indian War

As you read, look for

- ▶ conflicts between the French and English that led to war;
- ▶ the participants in the French and Indian War;
- ▶ why and how France transferred Louisiana to Spain;
- ▶ the results of the Treaty of Paris of 1763;
- ▶ terms: **French and Indian War, Treaty of Fontainebleau, Treaty of Paris of 1763.**

For as long as European countries had been in North America there had been competition among those nations for control of the continent. That rivalry, particularly between France and England, eventually resulted in open warfare.

By the 1750s, the French had begun to make territorial claims in the heart of North America. Their plan was to take control of the fur trade and to establish settlements along a route that linked Louisiana with their colony called New France (Canada). At the same time, British colonists were moving further west, in search of new lands to settle. Many of the English were also intent on controlling the *lucrative* (profitable) trade in furs.



Right: Native Americans and European colonists exchanged trade goods throughout North America.

190

Social Studies Standard 1—Historical Thinking Skills

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

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

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

The Outbreak of War

In 1754, these competing claims resulted in open conflict between French and English forces. War was formally declared between the two nations in 1756 and did not end until 1763. Before the war ended, five European countries had entered the fight, and battles had taken place in Europe, North America, the Caribbean, and as far away as the Philippines, Spain's colony in the Pacific. The French called the conflict the Seven Years' War. The British referred to it as the **French and Indian War**, because those were the parties they were fighting.

Spain hesitated at first but eventually joined the conflict on the side of the French. Spain and France had not always been allies, but the Spanish chose to act because they were concerned about protecting Mexico from the British. The British did, however, invade and take control of the important Spanish port at Havana, Cuba.

A Secret Transfer

Sensing the defeat that was to come, France took steps to keep Louisiana out of British hands by secretly transferring the colony to Spain before peace negotiations began. This 1762 agreement was called the **Treaty of Fontainebleau**. Spain was aware that Louisiana had been an economic disaster for France. Still, the Spanish were willing to take on the financial burden of the colony. They hoped that they could keep the British and their ever-increasing numbers of colonists from moving west toward their lucrative silver mines in Mexico.



Left: This Benjamin West painting depicts British General William Johnson saving a wounded French officer from a tomahawk in the French and Indian War.

191

Using Pictures and Illustrations

Ask students: If the French were allied with the Indians, why is this British general depicted as stopping a Native American from attacking a French officer? (This Native American was a member of the Mohawk tribe, which was allied with the English. Therefore, he would be an enemy of the French.)

Teacher Note

Go to www.mrnussbaum.com/fiwarint.htm to find an interactive map of major battles during the French and Indian War.

Reading Comprehension: Interpreting

Have students read this quotation, which is a translation of part of the letter dated April 21, 1764, from Louis XV to Louisiana Governor Charles Philippe Aubry. (This is the letter in which the French king reveals to the governor the contents of the secret Treaty of Fontainebleau.)

Hoping, moreover, that His Catholic Majesty will be pleased to give his subjects of Louisiana the marks of protection and good will which only the misfortunes of war have prevented from being more effectual.

Ask students: Who is “His Catholic Majesty”? (*King Charles III of Spain, who will be the new ruler of Louisiana.*) What does Louis XV mean by “the misfortunes of war”? (*The phrase refers to the fact that the French were on the losing side of the French and Indian War.*) Have students restate this quotation in modern-day English.

Discussion

Ask students: How did the Spanish government's securing of the Louisiana Territory help protect New Spain (Mexico)?

Answer to Map 7.1 Skill

the Mississippi River

ASSESS**Answers to “Reviewing the Section”**

1. The **French and Indian War** (called the Seven Years' War by the French) was formally declared between England and France in 1756 and ended in 1763. In all, five European countries fought, and battles took place in Europe, North America, the Caribbean, and the Philippines. The **Treaty of Fontainebleau** was a treaty of 1762 in which France kept Louisiana out of British hands by secretly transferring the colony to Spain before peace negotiations began. The **Treaty of Paris of 1763** was the treaty that formally ended the French and Indian War. In it, France lost all that remained of its North American holdings except for control of a few Caribbean islands, and Spain agreed to transfer its control of Florida to the British in exchange for the return of Cuba.

2. The French wanted to control the fur trade and to establish settlements along a route that linked Louisiana with their colony called New France (Canada). British colonists were searching for new lands to settle further west, and many British also wanted to control the fur trade.

3. The Spanish hoped that by controlling Louisiana they could keep the British and their ever-increasing numbers of colonists from moving west toward the Spanish silver mines in Mexico.

MAP 7.1**North America after the French and Indian War**

Map Skill: What river formed much of the dividing line between the territories of Spain and England?

**The Treaty of Paris**

The war formally ended with the **Treaty of Paris of 1763**. In the final settlement, France lost all that remained of its North American holdings, keeping only control of a few Caribbean islands. Spain agreed to transfer its control of Florida to the British in exchange for the return of Cuba. The British understood the growing importance of the Mississippi River and especially the port at New Orleans. But they were unable to gain control of the port because it had already been transferred to Spain in the Treaty of Fontainebleau.

Reviewing the Section

1. Define in sentence form: French and Indian War, Treaty of Fontainebleau, Treaty of Paris of 1763.
2. What were the conflicting goals of France and England in the 1750s that eventually led to war?
3. Why was Spain willing to receive Louisiana even though the colony had been an economic disaster for France?

192

Higher Level Thinking

Go to http://avalon.law.yale.edu/18th_century/paris763.asp to find the Treaty of Paris of 1763. Project Article VII of this treaty, which addresses French territories in America, on a screen or Smart Board. Ask students to read and interpret this article.

Discussion

In the Treaty of Paris of 1763, the colony of Cuba was returned to Spain while Great Britain was ceded Florida. Ask students: Who got the better deal, Spain or Great Britain? List two reasons for your answer.

Section 2

The Transition to Spanish Control

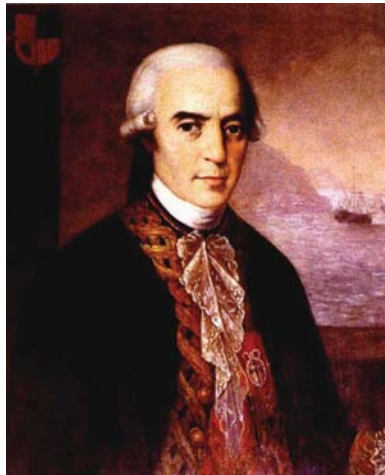
As you read, look for

- ▶ events leading up to a revolt against the new Spanish government;
- ▶ Governor O'Reilly's tactics for controlling the Louisiana colony;
- ▶ different approaches to illegal trade taken by Governors Unzaga and Gálvez;
- ▶ terms: *militia*, *Cabildo*, *Code O'Reilly*, *laissez-faire*.

At the end of the French and Indian War, the North American continent was divided between England and Spain. Spain's new holdings were vast, and its obligations were multiplied. In part, this accounts for the slow pace at which the Spanish took control of Louisiana.

Spain hoped to maintain Louisiana at as small a price to itself as possible. This strategy helps to explain why Governor Ulloa was assigned so few troops to accompany him to Louisiana. Spain also hoped to limit the costs of administration. They looked for ways to make the existing French governmental structures work with, rather than against, Spanish laws and policies.

This was not to be. Many of the men who served on the French Superior Council were not interested in cooperating with Ulloa and Spain. In fact, they hoped to convince France to retake control of the colony. They even sent representatives to Paris to make their case. Even without a return of French control, the Creoles were committed to protecting their long-established patterns of trade. Because of financial problems and years of warfare, France had not been able to supply the colony with its basic needs since the 1740s. Over time, the trade practices that developed in the colony included illegal but necessary dealings with English traders. Prosperous members of the Superior Council worried that these irregular but profitable arrangements would be threatened under Spanish control. When Ulloa proclaimed new trade regulations, their worst fears came true.



Above: Antonio de Ulloa.

193

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

Section 2

The Transition to Spanish Control

INTRODUCE

Outline

- A. The Colonists Revolt
- B. Spain Takes Effective Control
- C. Governor Unzaga
- D. Bernardo de Gálvez: Governor and Hero

Materials

Textbook, pages 193-197

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 7-2

mystatehistory.com

Online Textbook

Bellringer

Project a map of Spanish territory in North America after 1763 on a screen or Smart Board, such as the map found on page 192. Ask students to respond to this prompt: In three sentences, describe the boundaries of Spanish territory in North America following the Treaty of Paris of 1763.

Review

Ask students: What economic policy discouraged colonial trade with any other nation but the mother country? (*mercantilism*)

Teacher Note

A journal article titled “Ulloa’s Account of the 1768 Revolt,” by R. E. Chandler, provides a translation of Ulloa’s report of this event. See *Louisiana History: The Journal of the Louisiana Historical Association*, Volume 27, No. 4 (Autumn, 1986), pp. 407-437.

Building 21st-Century Skills: Primary Source

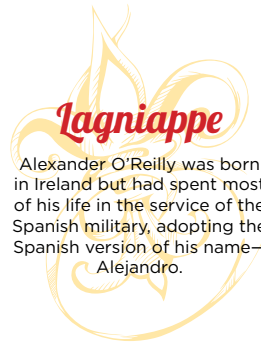
Share with your students this excerpt from Governor Ulloa’s report on the 1768 Revolt:

It is necessary to point out that the inhabitants . . . live in a kind of independence that is so general that when one is on his own property he looks upon himself as absolute lord, without subjection to nor obedience to the one in authority. From this is born the freedom which reigns among them to do whatever strikes their fancy, and they treat their superior, whom they recognize as such in name only, with little respect.

Ask students: Who, do you suppose, wrote this passage? (*Governor Ulloa*) Who were the inhabitants Ulloa was describing? (*Louisiana colonists*) What does this passage suggest about one of the causes of the 1768 Revolt? (*Louisiana’s remote location along with the colonists’ ownership of property led to an independent spirit less likely to submit to mere social or political claims of “superiority.”*)

Discussion

Ask students: What do you predict is the likely response of the Spanish government to the 1768 Revolt?



Alexander O’Reilly was born in Ireland but had spent most of his life in the service of the Spanish military, adopting the Spanish version of his name—Alejandro.

The Colonists Revolt

These fears, and the desire to protect their own economic well-being, provided the *impetus* (incentive, driving force) for the open revolt that broke out in 1768. Encouraged by members of the Superior Council, unhappy colonists traveled to the city from the German Coast and the Acadian settlements to the west. They were joined by hundreds of men from the city who poured into the streets on the night of October 27 and took control of the city. The rioters held a meeting and wrote a petition asking Ulloa to leave the colony at once. Using the petition as evidence of popular support, the Superior Council agreed with the rioters and ordered the governor to leave within three days. With so few troops at his disposal, Ulloa had little choice but to comply. Once back in Spanish territory, the *ousted* (removed, thrown out of office) governor spent considerable time making reports about the revolt and the people he believed to be responsible for it.

Spain Takes Effective Control

When the Spanish sent their next expedition to Louisiana, they corrected many of the mistakes of Ulloa’s entrance. Most importantly, they sent a decisive leader and skilled military man, General Alejandro O’Reilly, to head the second Spanish arrival. He was a skilled and respected soldier with many victories to his credit. O’Reilly was accompanied by twelve ships and nearly two thousand men. This was an overwhelming show of military force and more than enough men to put down any opponents who dared to oppose the Spanish a second time.



Right: Alejandro O’Reilly

Notes

O'Reilly arrived in August of 1769 and spent time at the mouth of the Mississippi before proceeding upriver to New Orleans. His arrival at the city was both impressive and well planned, and O'Reilly showed none of the hesitation to take charge that Ulloa had.

He also immediately set out to discover who had been responsible for the revolt. After a thorough investigation, O'Reilly acted. Ultimately the general pardoned all of the common people who had taken part in the uprising. The leaders of the revolt, however, he dealt with severely. Of the thirteen men put on trial, twelve were found guilty. Six were sentenced to prison terms in Cuba. The remaining six were sentenced to execution before a firing squad in New Orleans. Although he had pardoned the general public, many believed O'Reilly's punishments were too harsh. Those people gave him the nickname Bloody O'Reilly.

Despite his nickname, O'Reilly was actually a fair and effective administrator. He focused on developing more regular trade practices at New Orleans with an emphasis on encouraging trade with Spanish ports, while discouraging illegal trade with the British. He also set price controls that made it more affordable for colonists to buy necessary food and supplies, even though, to his frustration, much of that food still came from British sources. He also directed that a census be taken.

O'Reilly reorganized the local **militia** (a military force composed mainly of citizen-soldiers), and improved the condition of forts throughout the colony. He also reached out to Native Americans in the region. He met with tribal leaders, presented them with gifts, and worked to establish new understandings with them.

O'Reilly completely reorganized colonial government. He abolished the French Superior Council, whose members had led the revolt, and replaced it with a Spanish governing body called the **Cabildo**. The Cabildo's members were responsible for enforcing the colony's laws, advising the governor, and acting as a court. The Cabildo adopted a new code of laws based on the Spanish Laws of the Indies. In Louisiana, these new laws came to be known as the **Code O'Reilly**. O'Reilly was responsible for numerous and impressive accomplishments by the time he turned the colony over to the second official Spanish governor and departed Louisiana for Cuba in March 1770.

Bottom: The Cabildo in New Orleans.



Higher Level Thinking

On a screen or Smart Board, post the list of names below:

- Pierre Carrere
- Nicholas Chauvin de La Freniere
- Pierre Marquis
- Joseph Milhet
- Jean Baptiste Noyan

Ask students: Why are these individuals important in this chapter of Louisiana history? (Governor O'Reilly executed these five prominent citizens for the Revolt of 1768.)

Engagement

Upon Governor Alejandro O'Reilly's arrival in Louisiana, he required the colonists to take an oath of loyalty to the King of Spain accompanied with their signature. (Illiterate colonists were allowed to sign by drawing a cross.) He assembled all the residents for this solemn occasion. The clergy signed first followed by the landowners, the merchants, and, finally, the residents of New Orleans. The German settlement sent ten deputies to take the oath. The Acadians also pledged loyalty by deputation.

As a class, draft a loyalty oath to the King of Spain, as Governor O'Reilly might have written it, with special emphasis on the colonists' *vassalage* (submission) and their obligation to be obedient.

The next day, randomly distribute colonist cards. On side one of the card, print: "Governor Alejandro O'Reilly requires you to assemble outside his home on August 26, 1769, to take an Oath of Loyalty to Charles III, the King of Spain." On side two of the card, print the occupation or ethnicity of the colonist (i.e., clergy, landowner, merchant, resident of New Orleans, German deputy, or Acadian deputy). Call the colonists forward in the same order as Governor O'Reilly to take the loyalty oath and sign it.

Engagement

Have your class debate this question: Does Governor Alejandro O'Reilly deserve the moniker "Bloody O'Reilly"?

Did You Know?

The King's orders to Governor Alejandro O'Reilly included a command to make "formal charge and punish according to the law, the instigators and accomplices of the uprising which occurred in New Orleans."

In Other Words

cupola—a small, decorative structure on top of a building that can be used to provide a lookout or to admit light and air

mansard roof—a four-sided roof with two slopes on each side; the lower, steeper slope has dormer windows, which creates an additional floor of livable space

Using Art

Have students look up pictures of cupolas and of mansard roofs. Then have them sketch a building with a mansard roof and sketch several examples of cupolas. They should label the features of these structures, e.g., the dormer windows. Note: The photograph of the Cabildo on page 195 shows both of these features.

Looking Ahead

Students will read about the Fire of 1788 later in this chapter, on page 203.

Using the Internet

Have students visit the online museum exhibit titled “The Cabildo: Two Hundred Years of Louisiana History,” as found at this website: www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/index. Instruct students to record one fact they learned about Louisiana history at each of the twelve stops (from Introduction to Reconstruction II) in the exhibit.

Special FEATURE

The Cabildo

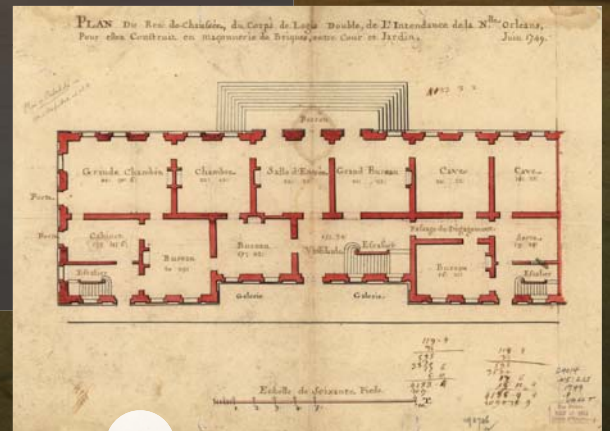
When Alejandro O'Reilly replaced the French Superior Council with a governing body called the Cabildo, he also ordered that the existing French colonial government building be updated and improved. That renovated building was damaged beyond repair in the devastating fire that swept New Orleans in 1788. The building was reconstructed and began to serve again as the home of the Cabildo in 1794. At that time, the building had only two stories and looked similar to other Spanish colonial governmental centers throughout Central and South America.

The building's second floor meeting room for the Spanish council was called the *Sala Capitular* or Council Chamber. It was in this room in 1803 that Spain transferred Louisiana back to France, and, a month later, that France transferred Louisiana to the United States. Thus, the building is very significant in both Louisiana and U.S. history.

In 1847, the New Orleans District Council voted to add a third-story mansard roof and cupola to the building. This style was popular in French architecture and gave the building a French character it had not had in its original design. Thus, in design terms, the building is very much a French and Spanish *hybrid* (mix), reflecting the history of the colony before it became part of the United States.

After its redesign in 1847, the Cabildo continued to be used for various governmental functions until it became the headquarters of the Louisiana State Museum in 1911.

It remains part of the museum today. Anyone can visit the building and its exhibits to learn more about the building's history and the history of Louisiana. Have you visited the Cabildo? If so, what do you remember most about the building? If not, would you like to visit it?



Notes

Governor Unzaga

Luis de Unzaga, who had accompanied O'Reilly to New Orleans, became the colony's second Spanish governor in early 1770. Unzaga was in his fifties and a bachelor when he arrived, but he quickly married a Creole woman named Elizabeth de St. Maxent. Although the marriage may have been for love, it also had economic advantages, because the bride's father, Gilbert Antoine de St. Maxent, was one of the colony's wealthiest traders. Unzaga encouraged many of his officers to marry local women who had both family connections and substantial *dowries* (property brought by a woman to the marriage).

Unzaga was more *pragmatic* (practical) about the economic situation in New Orleans than O'Reilly had been. Although doing business with British traders was banned, Unzaga often ignored or *tacitly* (without actually saying) approved of this trade when it was necessary to feed the colonists or was helpful to his colonial allies. Unzaga served for seven years but had to be replaced when his eyesight failed.

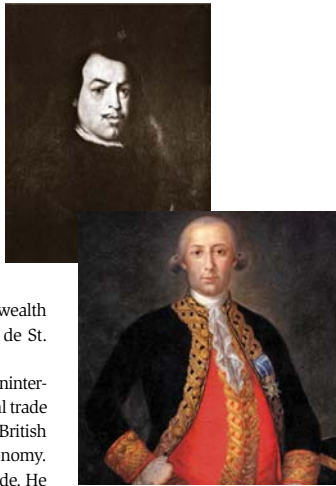
Bernardo de Gálvez: Governor and Hero

Bernardo de Gálvez was a young and vigorous man in his early thirties when he became governor of Louisiana in 1777. Gálvez had arrived in the colony to lead the militia but was appointed governor a year later. His career as a Spanish soldier and colonial administrator had benefited from having an uncle who headed the Spanish colonial administration. But Gálvez was also a talented administrator and a skilled and experienced soldier. Like Unzaga before him, he was able to gain immediate wealth and important connections through his marriage to another of de St. Maxent's daughters, Félicité.

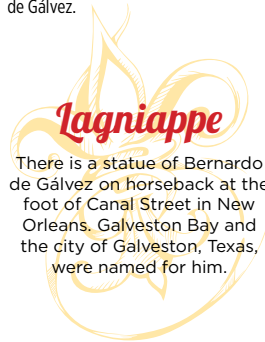
Governor Unzaga had exercised a practical and *laissez-faire* (noninterference by the government in economic matters) approach to illegal trade with the British. But Gálvez worked hard and consistently to eject British traders from the river and from their central role in the local economy. In fact, for a brief period, he succeeded in discouraging British trade. He also supported the development of other economic activities like growing tobacco and harvesting timber, both for export. Perhaps most importantly, Gálvez convinced the usually stingy Spanish to raise the annual sum they awarded the colony for governance and maintenance.



The parishes of East and West Feliciana were named for Félicité de St. Maxent Gálvez. The word *félicité* means "happiness" in French.



Top: Luis de Unzaga. Above: Bernardo de Gálvez.



There is a statue of Bernardo de Gálvez on horseback at the foot of Canal Street in New Orleans, Galveston Bay and the city of Galveston, Texas, were named for him.

Reviewing the Section

1. Define in sentence form: Cabildo, Code O'Reilly, *laissez-faire*.
2. Why did the colonists revolt when the Spanish took control of their government?
3. In what ways did Luis de Unzaga go about improving relations between the Spanish government and the people of Louisiana?

197

Did You Know?

Gilbert Antoine de St. Maxent made a fortune in the fur trade—buying pelts and selling trade goods and supplies to fur trappers. He established a trade outpost near the confluence of the Missouri, Mississippi, and Illinois Rivers that later became the city of St. Louis.

Using Geography Skills: Political Geography

Project a map of the parishes of Louisiana onto a screen or Smart Board. Have students identify the parishes of East Feliciana and West Feliciana.

Did You Know?

After leaving his post in Louisiana, Bernardo de Gálvez served as Governor of Cuba and Viceroy of New Spain.

ASSESS

Answers to “Reviewing the Section”

1. The **Cabildo** was the reorganized form of colonial government instituted by Governor O'Reilly to replace the French Superior Council. Its members were responsible for enforcing the colony's laws, advising the governor, and acting as a court. Cabildo was also the name of the building where the government met. **Code O'Reilly** was the new code of laws for the Spanish colony of Louisiana based on the Spanish Laws of the Indies. **Laissez-faire** is a doctrine of noninterference by a government in economic affairs.

2. Members of the Superior Council were afraid that their irregular but necessary and profitable trade relations with English traders would be threatened under Spanish control. When Ulloa proclaimed new trade regulations, their fears came true. These fears and concern for their own economic well-being caused the colonists to revolt against the new Spanish government in 1768.

3. He married a Creole woman from a wealthy and influential family, and he encouraged his officers to enter similar marriages. He often ignored or tacitly approved of trade with the British when it was necessary to feed the colonists or was advantageous to his colonial allies.

The American Revolution and the Last Decades of Spanish Rule

INTRODUCE

Outline

- A. The Colonies Unite
- B. Spain in the American Revolution
- C. Governor Miró
- D. Governor Carondelet
- E. Final Spanish Governors

Materials

Textbook, pages 198-205

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 7-3

mystatehistory.com

Online Textbook

Bellringer

Ask students: What was the British war debt following the French and Indian War? (*122 million pounds, with interest on this debt at 4.4 million pounds a year*)

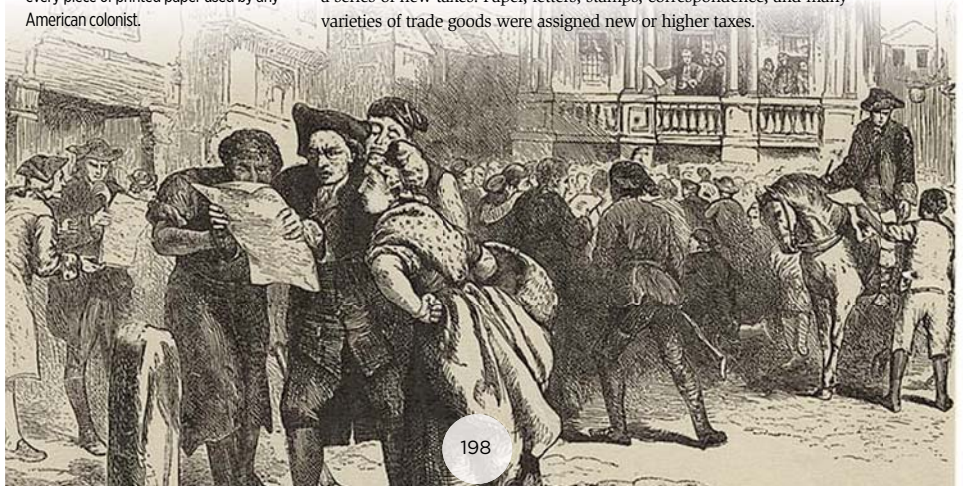
Section 3

The American Revolution and the Last Decades of Spanish Rule

As you read, look for

- ▶ the causes and outcome of the American Revolution;
- ▶ the role of Spain and the heroic deeds of Gálvez in the American Revolution;
- ▶ growing appreciation for Governor Esteban Miró;
- ▶ troubled times in the governorship of the Baron de Carondelet;
- ▶ terms: *American Revolution, Treaty of Paris of 1783, Articles of Confederation, gens de couleur libres.*

Below: The citizens of Boston, Massachusetts, reacted in anger as they read the Stamp Act of 1765. This act of the British Parliament placed a tax on every piece of printed paper used by any American colonist.



Besides leading to the loss of the Louisiana colony for France, the French and Indian War took a huge economic toll on all of the nations involved. When the war ended in 1763, the British were left with a large debt. The British government had spent a lot of money protecting their North American colonies. Therefore they thought that the colonists themselves should be responsible for paying much of this debt through a series of new taxes. Paper, letters, stamps, correspondence, and many varieties of trade goods were assigned new or higher taxes.

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

Social Studies Standard 2—Key Events, Ideas and People

See Page T193



The colonists were particularly troubled by a British attempt to better control the trade in tea, one of their favorite beverages. They were also upset in general by the idea that there was “taxation without representation” in the British *parliament* (governing body). British King George III refused even to consider the colonists’ grievances. Tensions continued to rise in the late 1760s and 1770s. In March 1770, British soldiers fired on a group of unruly protesters in Boston, in a conflict known as the Boston Massacre. In 1775, British soldiers and American colonists engaged in the first formal battles of the **American Revolution** (the war in which the American colonists fought for their independence from Great Britain). These battles took place in the Massachusetts towns of Lexington and Concord. Seeing no alternative to warfare, the colonists declared independence from Great Britain on July 4, 1776.

The American Revolution was a long and bloody struggle, and victory was not assured. Seven years of fighting took place before the British and their former colonies made peace in 1783. This agreement was known as the **Treaty of Paris of 1783**.

The Colonies Unite

Even before the war was over, the rebellious colonies had agreed on a form of government called the **Articles of Confederation**. This arrangement lasted between 1781 and 1787, but some leaders felt the articles did not provide for a powerful enough central government. Thus, in March 1787, delegates gathered in Philadelphia to form a convention to debate the articles. This convention ultimately decided to form a new kind of central government. The Constitutional Convention, as it came to be known, worked diligently and in secret through September 1787. After months of work and debate, members of the convention developed a new form of government described in the document called the United States Constitution. Enough of the colonies agreed to the new constitution to confirm its ratification in 1788, and it went into effect on March 4, 1789. It would be another twenty-three years before Louisiana officially became a U.S. state and, therefore, subject to the terms of the Constitution.



The war between the thirteen American colonies and the British Empire can properly be called the American Revolution, the Revolutionary War, or the War for American Independence.

Above: This Howard Chandler Christy painting, *Signing of the Constitution*, which was completed in 1940, hangs in the House Wing of the U.S. Capitol. To make the painting as authentic as possible, the artist located old portraits of 37 of the 39 Constitutional Convention delegates and the Convention secretary. He hid the faces of the two delegates whose portraits he could not find.

199

Teacher Note

A side-by-side comparison of some of the major provisions in the Articles of Confederation and the U.S. Constitution can be found at this website: <http://supreme.lp.findlaw.com/documents/articles.html>.

Using the Internet

Share with your students this video (3:09) on the Articles of Confederation and the Constitutional Convention as found at this website: www.history.com/topics/articles-of-confederation/videos#america-gets-a-constitution.

Using the Internet

Instruct students to go to the following website: www.bostonmassacre.net/trial/index.htm. Ask them to read one of the eyewitness depositions (Theodore Bliss, Benjamin Burdick, Robert Goddard, Newton Prince, and Jane Whitehouse) found at this site. Have the students answer as many of the questions listed below as their eyewitness addresses in his/her testimony:

1. Where did this event take place? (Be as specific as possible.)
2. How many British soldiers were involved in this incident?
3. How many people were in the crowd at this incident?
4. Did the crowd provoke the soldiers? If yes, how?
5. Who gave the British soldiers the order to “Fire!”?

After students have answered these questions for their eyewitness, discuss the answers as a class.

Using Geography Skills: Physical and Political Geography

Project the map onto a screen or Smart Board as found at this website: <http://international.loc.gov/intldl/fiahtml/map6.html>. Ask students: What physical geography feature forms the boundary between Spanish territory and the United States? (*Mississippi River*) What territory did Spain regain with the Treaty of Paris of 1783? (*Florida*)

In Other Words

collage—a work of art made by gluing pieces of different materials (like paper, cloth, or wood) to a flat surface

Did You Know?

Less than 15 percent of *coartación* cases required the intervention of the courts. This was likely due to the slave owners' awareness that the court was willing to rule in the slave's favor when negotiations were not conducted in "good faith."

Using the Internet

Have students go to the website of Le Musée de f.p.c. (a House Museum Honoring the Legacy of New Orleans' Free People of Color): www.lemuseed-efpc.com/footsteps/. After exploring the website, they should make note of eight interesting facts they learned about this unique museum.

Did You Know?

By the end of the Spanish colonial period, 1,490 slaves in New Orleans alone had acquired their freedom by cash payments.

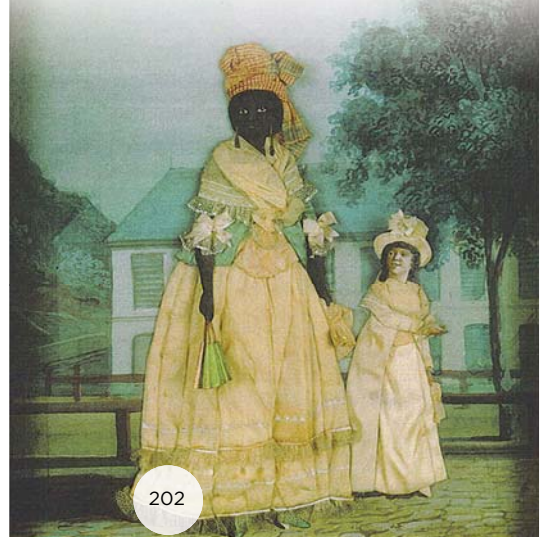
New Regulations

Miró set about trying to better regulate a city that had already established a reputation for pleasure seeking and rowdiness. In 1786, he announced a series of orders that were called *Miró's Bando de Buen Gobierno* (Miró's Proclamation for Good Government). He sought to better monitor the city's taverns and gambling establishments. He also tried to discourage trade on Sundays so more of the city's inhabitants would attend Mass. He ordered that no one leave or enter the city without reporting to the governor's office and receiving permission. Many people resented the new regulations, and some simply ignored what they saw as intrusions on their rights.

More Tolerant Slave Laws

In the area of slave law, Miró established new rules that affected both slaves and their masters. Under the French Code Noir (Black Code), masters were given virtually complete legal authority over their slaves. Spanish slave law respected the rights of slave owners, but also gave slaves the right to complain to the Cabildo about poor treatment. Miró also instituted the Spanish practice of *coartación* (self-purchase) for slaves. Under this system, slaves could accumulate money and property. If they earned enough, they could even buy their own freedom. If their master did not wish to sell the slave or set a price, the slave could appeal to Spanish authorities and have a price set.

These more liberal slave laws upset many slave owners. On plantations outside the city, many French-descended planters simply ignored Spanish law and continued to rely on the French Black Code. In the city of New Orleans, however, Spanish slave laws had more influence. One result is that, during the Spanish period, the population of freed slaves, called *gens de couleur libres* (free people of color), became so numerous that they started to constitute a distinct community and develop their own culture.



Right: This collage painting depicts a free woman of color and her daughter in New Orleans.

202

Notes

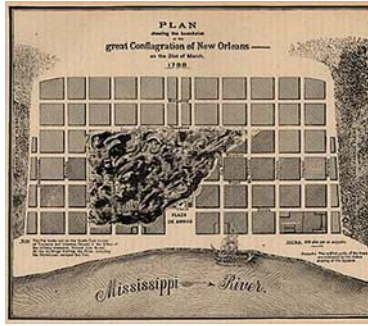
A Devastating Fire

Despite his early unpopularity, Miró became a widely admired leader in New Orleans after a devastating city-wide fire in 1788. On Good Friday of that year, a resident of the city lit candles in his home chapel. His home caught fire and the flames spread quickly across the compact city's many wooden structures. By the time the fire burned out, nearly 80 percent of the city's buildings had been destroyed. In a report to his superiors in Havana, Miró wrote, "It is a difficult task to decide which has caused the most sorrow, whether the destruction of the city or the pitiful situation of all of its inhabitants."

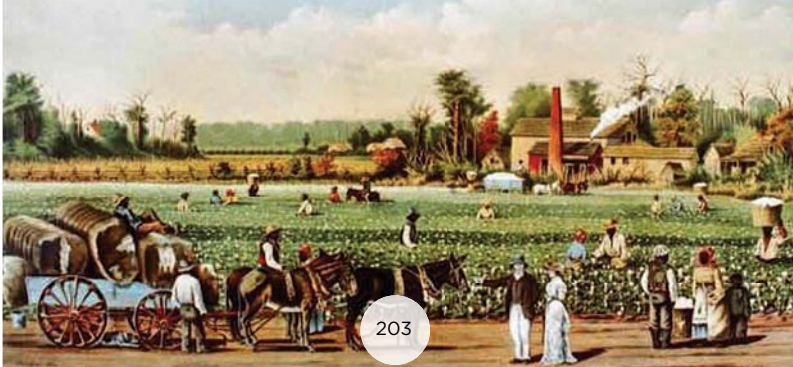
The governor immediately set out to aid the citizens who had lost everything they owned. In the years that followed, he also worked closely and effectively with the colony's intendant (financial officer) Martín Navarro. Such close cooperation between colonial officials, which was so essential to rebuilding the city, had been rare during the French colonial period. According to one historian, Miró "had the longest and most effective tenure of the colony's Spanish governors."

Encouraging Anglo Migration

Outside New Orleans, Miró also sought to increase the population in the colony's outposts. In particular, he is credited with encouraging immigration of British or British-descended colonists (called Anglos) who came from the territories of the United States. These colonists were quite different from many of Louisiana's long-time inhabitants. Most of them spoke English rather than French or Spanish, and many identified with religions other than Catholicism. To entice them to settle in Louisiana's northern and western frontiers, the Spanish government offered grants of land. In return, the Anglo immigrants had to swear loyalty to the Spanish king and agree to refrain from practicing or proclaiming any religion other than Catholicism. What began as a slow trickle of Anglo-American settlers in the late 1780s turned into a flood of hundreds and then thousands in the decades that followed. In time, their presence would contribute to a shift away from Spanish control.



Above: Map showing the area enflamed by the Fire of 1788. Below: Anglo immigrants came to Louisiana.



Notes

Did You Know?

While nearly 80 percent of New Orleans was destroyed by the Fire of 1788, only one person died.

Higher Level Thinking

The New Orleans Fire of 1788 destroyed 856 of 1,110 buildings. Have students determine the percentage of buildings destroyed. ($856 \div 1,110 = .771$ or 77%)

Using the Internet

Share with your students the article about the New Orleans Fire of 1788 as found at this website: www.gonola.com/2012/03/13/good-friday-in-flames-how-new-orleans-rebounded.html. Instruct students to list five facts they learned about this fire from reading the article.

Engagement

Instruct students to read the passage about "Encouraging Anglo Migration." Pair students and have them develop two slogans that encourage Anglo migration to Louisiana. Each slogan must include two historically accurate facts about this event. Have the student pairs share their most effective slogan with the class and record these slogans on an acetate board or Smart Board. Finally, have the class vote on the slogan that is most effective.

Did You Know?

The canal that Carondelet had excavated was 1.6 miles long.

Keeping Up to Date

The land that was created when the Carondelet Canal was filled in was later used for railroad tracks. Today it is getting a new life as part of the Lafitte Greenway, which spans 2.6 miles from Mid-City to Basin Street at Armstrong Park. A greenway is a linear park that encourages recreation and active transportation through bike and pedestrian paths. Construction on the 12-foot-wide multiuse path began in March of 2014. Have students check for updates on the progress of this project.

Using Reading Skills: Drawing Inferences

Instruct students to read about the “Revolutions in France and Saint-Domingue.” Ask students: What can be inferred about the reason the Spanish king was “unnerved” by events in France. (*A revolution had overthrown the French monarchy, and King Louis XVI was beheaded. The Spanish king was concerned that revolution might topple other monarchies in Europe.*)



Above: This photograph of the Carondelet Canal turning basin was taken early in the twentieth century. The canal went out of use in 1927 and was filled in in 1938. **Right:** Fighting continued between rebel slaves and French forces for more than two decades after the Saint-Domingue slave revolt began in 1791.

Governor Carondelet

Francisco Luis Héctor, the Baron de Carondelet, became governor of Louisiana in 1791 when Miró returned to Spain. Carondelet had a military background but only two years of administrative experience when he took over the governorship. In New Orleans, Carondelet is credited with creating a system of oil-lit lamps that provided the city with light and increased safety after dark. He also oversaw the construction of a canal that connected the heart of the city with Bayou St. John. This provided an additional route into the city by way of Lake Pontchartrain.

Revolutions in France and Saint-Domingue

Despite his industriousness, Carondelet oversaw Louisiana during a time of great unrest. In 1789, the French Revolution began. Common people rose up against their king and the nobility, claiming “liberty, equality, and fraternity” for all men. Despite its worthy aims, the revolution quickly turned bloody and led to thousands of executions, including those of King Louis XVI and Queen Marie Antoinette.

The French Revolution also led to unrest in Louisiana. The Spanish king was understandably worried about events in neighboring France. Governor Carondelet understood and sympathized with these fears and closely monitored the colony’s population for signs of unrest. He suppressed any open support for the French Revolution, outlawed revolutionary clubs, and even banned the singing of songs associated with the revolution.

Carondelet kept a lid on revolutionary sentiments in Louisiana, but the nearby French colonial island of Saint-Domingue followed France into a period of violent revolution. Slaves on the island, who far outnumbered the island’s whites and free people of color, broke out into open revolt



in 1791. Decades of fighting followed. In the early years, many whites and free people of color fled the island and the violence. Thousands of them came to Louisiana. Many of the refugees brought their slaves with them.

Notes

A Slave Conspiracy

In 1795, rumors of a slave conspiracy in Pointe Coupee Parish reached New Orleans. Through slave informers, officials were told of a planned revolt centered on the plantation of the prominent colonist Julien Poydras. Wasting no time, Carondelet led an investigation of the slave conspirators and their free supporters. The inquiry resulted in sixty convictions. Twenty-three of the slave conspirators were sentenced to be hanged. After their deaths, their heads were severed from their bodies and placed on *pikes* (spikes) along the River Road to serve as a warning to other slaves who might have similar ideas.

Historians have debated whether or not the revolutions in France and Saint-Domingue had some role in encouraging slaves to plan a revolt in 1795. There is no clear evidence that this was the case. What is clear is that Governor Carondelet governed Louisiana during a period of great difficulty and unrest.

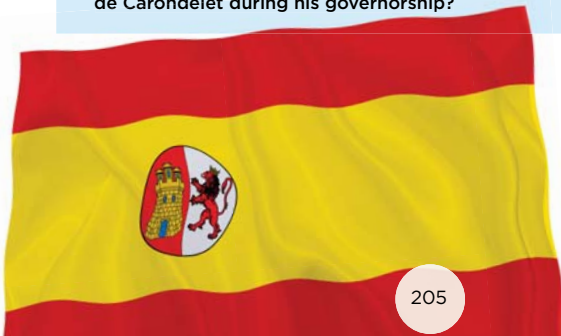


Final Spanish Governors

The last two Spanish governors of Louisiana served shorter terms and played less prominent roles in the colony. Manuel Gayoso de Lemos was named governor in 1797 but died in office in 1799. Manuel Juan de Salcedo was appointed governor two years later and served until 1803. Those years saw both growth and challenges. Some of those challenges would lead to dramatic changes in Louisiana's administration. In the meantime, the different groups of people who came to Louisiana during the Spanish period also contributed to a changed Louisiana.

Reviewing the Section

1. Define in sentence form: Treaty of Paris of 1783, Articles of Confederation, *gens de couleur libres*.
2. What heroic deed allowed Bernardo de Gálvez to add the phrase *Yo Solo* to his personal coat of arms?
3. What events in Europe caused trouble for the Baron de Carondelet during his governorship?



205

Above: Francisco Luis Héctor de Carondelet served as governor of the Spanish colonies of Louisiana and West Florida. **Left:** The Spanish Bourbon Flag is one of the ten flags that have flown over Louisiana.

Did You Know?

In addition to the twenty-three slaves who were executed, thirty-one slaves were flogged and sentenced to hard labor in Spanish fortresses. Three whites were convicted and sentenced to hard labor in Havana, Cuba.

Teacher Note

A letter from Manuel Gayoso de Lemos to his wife Peggy (transcribed in English and dated August 14, 1797) can be found at this website: <http://mshistorynow.mdah.state.ms.us/images/143.gif>. The letter focuses largely on personal matters.

ASSESS

Answers to “Reviewing the Section”

1. The **Treaty of Paris of 1783** was the agreement that ended the American Revolution and made the United States an independent nation. The **Articles of Confederation** was a document (in effect between 1781 and 1787) that set forth the form of government for the colonies during the American Revolution and for the United States after the war until it was replaced by the U.S. Constitution in 1787. ***Gens de couleur libres*** were free people of color.

2. In the spring of 1781, he organized a second expedition from Cuba to Pensacola Bay, where he hoped to bombard British forts from shipboard cannons and allow soldiers to go ashore. His ships' commanders were reluctant to cross over a sandbar and sail into Pensacola Bay because they were afraid of running aground. He took control of the lead ship and sailed it across the bar and into the bay. Then he reportedly proclaimed “*Yo Solo*” (“I Alone.”)

3. In the French Revolution, common people rose up against the royalty and nobility. The revolution quickly turned bloody. Thousands were executed, including King Louis XVI and Queen Marie Antoinette. This caused unrest in Louisiana because many colonists were descended from the French and might show support for the French people's revolution. Carondelet suppressed any open support for the French Revolution, and outlawed revolutionary clubs and songs.

Section 4

Spanish-Era People and Immigrants

INTRODUCE

Outline

- A. Acadians
- B. Isleños and Malagueños
- C. Anglos

Materials

Textbook, pages 206-209

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 7-4

mystatehistory.com

Online Textbook

Bellringer

Instruct students to read Section 4. After reading this brief section, ask students: What methods did the Spanish use to attract immigrants to Louisiana? (*The Spanish welcomed immigrants, provided support for resettlement, subsidized the transport of immigrants, provided a workforce of slaves, and offered free land.*)

Section 4

Spanish-Era People and Immigrants

As you read, look for

- ▶ the indirect journey of the Acadians from eastern Canada to Louisiana;
- ▶ the arrival in Louisiana of two different Spanish-speaking groups;
- ▶ mixed results in the campaign to attract Anglos to the colony;
- ▶ terms: **refugee**, **subsidize**, **Malagueños**.

The ability to attract large numbers of new immigrants is one of the great successes of the Spanish colonial period. The Spanish were energetic in pursuing potential settlers. Spanish willingness to temporarily support immigrants helped these new arrivals establish settlements and discover effective ways to make a living in their new home. Many of these Spanish-era migrant groups retain distinctive cultural communities into the present day.

Acadians

The Acadians were French migrants who had been in New France since the early 1600s. The English gained control over eastern Canada in 1714. Despite disagreements over religion, the Acadians remained and lived under British rule until 1755, when the British expelled them from their rich farmlands. By 1763, virtually all of the Acadians had been ejected from their homes and had lost their lands and livelihoods. The British burned some Acadian settlements so they could not return. In other cases, they gave their former homes and farms to British migrants from Massachusetts.

Below: In this large mural by Robert Dafford, *The Arrival of the Acadians in Louisiana*, the figures represent documented refugees who arrived in Louisiana from 1764 to 1788. Some of the models are direct descendants of the historic figures they portray. The mural is on display at the Acadian Memorial in St. Martinville.



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.

8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

When Acadian refugees first landed in the British colonies, they were generally unwelcome. The French offered the Acadians **refuge** (protection from danger or distress) in Louisiana for cultural reasons. With their interest in growing the colony's population, the Spanish continued welcoming them, and began to provide support for their resettlement. Although their transition to Louisiana was far from smooth, approximately one thousand Acadians came to Louisiana between 1757 and 1770. By the end of the Spanish period, their population had grown to over four thousand. The Acadians had established farms and had begun to make their mark on Louisiana's economy, culture, and southwestern territory, known today as Acadiana.

Isleños & Malaguenos

The Spanish also sought Spanish-speaking migrants for the Louisiana colony. Once the American Revolution began, the Spanish were particularly interested to sponsor immigrants who could also serve as soldiers. In 1778, the Spanish subsidized the transport of 1,600 people—700 of them men—from the Canary Islands, the Spanish possession in the Atlantic Ocean. To **subsidize** is to grant money toward a useful cause. The Spanish planned to train these Isleños, as they were called, as militia. After the Revolutionary War, a few hundred more migrants came, bringing the total population of Isleños to about 2,000.

The Isleños were first settled near modern-day Barataria in Jefferson Parish, but warfare and flooding disrupted the early settlements. Eventually, most of the Isleños settled in San Bernardo, today called St. Bernard Parish. Some of their descendants continue to live there even today.

A smaller group of Spanish-speaking immigrants came from the Málaga region of Spain. About sixty people arrived in Louisiana and were assigned a workforce of seventy-five slaves for one year. The **Malaguenos** (people from Málaga) did not succeed as farmers. Ultimately, many of them found economic success as cattle herders and later as ranchers. Their descendants helped found the city of New Iberia.

Lagniappe

In 1845, poet Henry Wadsworth Longfellow wrote the epic poem *Evangeline: A Tale of Acadie*. Although it is based on the real events of the Acadian expulsion from eastern Canada, its main characters, Evangeline and Gabriel, were invented by Longfellow. In 1929, a statue depicting Evangeline was donated to the town of St. Martinville by the makers of the silent film *Evangeline*.

The film's star posed for the statue.



Above: Statue of *Evangeline* in St. Martinville.

207

Teacher Note

The historic context of Henry Wadsworth Longfellow's poem *Evangeline: A Tale of Acadia* can be found at this website: www.hwlongfellow.org/works_evangeline.shtml.

Did You Know?

Málaga is a southern coastal region of Spain along the Mediterranean Sea.

Higher Level Thinking

Ask students: Why would immigrants from Málaga, Spain, name the city they founded New Iberia? (*Spain is located on the Iberian Peninsula.*)

Using Geography Skills: Political Geography

Project a map of the parishes of Louisiana onto a screen or Smart Board such as the one found at this website: http://upload.wikimedia.org/wikipedia/commons/7/78/Louisiana_Locator_Map.PNG. Ask students to identify Jefferson Parish and St. Bernard Parish.

Notes

Map Skills

On a large-scale map of Louisiana, have students trace the path of Bayou Teche and answer the following questions. Through which towns does it flow? Does it generally flow west to east or east to west?

Using Art

Have students design a “Welcome to New Iberia” sign that would be erected at the city limits. In the sign, they should use all of the city’s names: Nueva Iberia, Nouvelle Ibérie, New Town, and New Iberia.

Using the Internet

Have students go to www.hisugar.org/ to learn about “the sweetest festival in the state of Louisiana”—New Iberia’s Louisiana Sugar Cane Festival. Then ask them to complete this 3-2-1 prompt:

Identify:

3 things I learned about the Louisiana Sugar Cane Festival.

2 things I would like to do if I attended the festival.

1 thing I still want to know about the festival.

Special FEATURE

New Iberia

In 1779, a group of Spanish pioneers from Málaga, Spain, founded Nueva Iberia on the banks of the Bayou Teche. Nueva means “new” in Spanish, and “Iberia” refers to the peninsula on which Spain is located. The settlers chose that name to remind themselves of their homeland. Unfortunately for the settlers, the soil in Nueva Iberia was not good for farming or ranching. Instead, the Spanish settlers used their location to exchange goods and services with others. They developed an important trading post between New Orleans and the prairies in the west. The town is located at the lower (downstream) end of a twenty-five-mile loop of Bayou Teche. It was easier for boatmen to unload their cargo at New Iberia, transport it overland for less than two miles, and reload it on boats at the upper end of the loop than to push it upstream those twenty-five miles.

Nueva Iberia would not remain in the hands of the Spanish for long. French Acadians from eastern Canada also settled in the area and called it “Nouvelle Ibérie,” the French version of New Iberia. In 1803, after the Louisiana Purchase, English-speaking settlers arrived, and they chose to call the settlement New Town. In an effort to create one name for the city, a post office was established in 1814 with the name “New Iberia.” Residents, however, continued to use their own names for the city. Can you imagine how confusing that must have been to live in a city that had at least three different names? Finally in 1847, the Louisiana legislature reached a compromise and officially named the city New Iberia.

New Iberia is home to many festivals throughout the year, including Mardi Gras celebrations, the Louisiana Sugar Cane Festival, and the World Championship Gumbo Cook-off. The home of the famous Tabasco brand pepper sauce is only a few miles away at Avery Island. Such unique features of our state make it an interesting, fun, tasty, and *spicy* place to live and to visit. What would be your favorite thing to see or do in New Iberia?



Notes

- In 1795, rumors of a slave conspiracy in Pointe Coupee Parish reached Governor Carondelet. He responded swiftly and 23 slave conspirators were hanged.

Section 4: Spanish-Era People and Immigrants

- The Spanish attracted settlers to Louisiana during their period of colonial rule.
- The Spanish continued to welcome Acadian refugees who had begun settling in Louisiana during French colonial rule. By the end of the Spanish period, the Acadian population was over 4,000.
- Spain sponsored Spanish-speaking immigrants to settle in the Louisiana colony. The Spanish planned for the *Isleños*—immigrants from the Canary Islands—to be trained to serve in the colonial militia. A smaller group of Malagenos also migrated to the colony. Their descendants founded the city of New Iberia.
- Spain approved and oversaw the migration of hundreds of Anglos who were attracted to the large tracts of land. However, many of the settlers went beyond Louisiana and settled in Texas.

Activities for Learning

Understanding the Facts

1. Which two European nations formally went to war in 1756 over control of the North American continent?
2. Which treaty transferred ownership of the Louisiana colony from France to Spain?
3. After the French and Indian War, why could the British not gain control of the port of New Orleans?
4. How did the colonists receive Governor Ulloa when he arrived in New Orleans?
5. What skills did Alejandro O'Reilly possess that made him an effective governor?
6. List three of Alejandro O'Reilly's accomplishments as governor of Louisiana.
7. Which two governors married daughters of Gilbert Antoine de St. Maxent, the wealthy Louisiana trader?

8. Which treaty ended the American Revolution?
9. Identify the two forts in Louisiana that Governor Gálvez captured from the British.
10. Describe the Spanish practice of *coartación*.
11. According to one historian, which Spanish governor had the “most effective tenure” of the Louisiana colony?
12. What did Governor Carondelet install to make New Orleans safer?
13. When did the British expel the Acadians?
14. In what economic activity did the Malagenos find success in the Louisiana colony?

Developing Critical Thinking

1. Why did France secretly transfer the Louisiana colony to Spain?
2. Compare and contrast any two Spanish governors described in this chapter.

Writing across the Curriculum

Write a one-page letter to Governor O'Reilly pleading for mercy for those citizens condemned for the Revolt of 1768. Your letter should include a flattering salutation (words of greeting or goodwill at the beginning of a letter) based on O'Reilly's previous accomplishments. Using historical facts, your letter should also include three reasons why O'Reilly should treat the condemned prisoners mercifully. Finally, conclude your letter by asking for an alternative punishment for the prisoners rather than execution.

Exploring Louisiana on the Internet

Go to <http://cdm16313.contentdm.oclc.org/cdm/singleitem/collection/p16313coll29/id/277/rec/178>. Read the first 3 pages of this primary source made when Alejandro O'Reilly was governor of Louisiana. Make an inventory list of the New Orleans buildings found on these pages. What does this list of buildings tell you about New Orleans in 1769?

Answers to “Activities for Learning”

Understanding the Facts

1. France and England
2. Treaty of Fontainebleau
3. because it had been transferred to Spain by the Treaty of Fontainebleau
4. The colonists were unhappy about Spanish control of the colony, and they opposed Ulloa's new trade regulations. This led to open revolt against the governor, who was given a petition asking

him to leave the colony.

5. O'Reilly was decisive, and he was a skilled and respected soldier with many victories.
6. Accept any three of these answers: O'Reilly developed more regular trade practices; he set price controls that allowed colonists to buy food and supplies at a reasonable cost; he directed a census to be taken; he reorganized the militia and improved the conditions of the forts; he reached out to Native Americans; and he reorganized colonial

government.

7. Luis de Unzaga and Bernardo de Gálvez
8. Treaty of Paris of 1783
9. forts at Manchac and Baton Rouge
10. *Coartación* was the Spanish practice of allowing slaves to purchase their freedom.
10. Esteban Miró
11. oil-lit lamps
12. 1755
13. cattle ranching

Developing Critical Thinking

1. France realized that the British were about to defeat them in the French and Indian War. They preferred to transfer the colony to Spain rather than allowing it to fall in the hands of their enemy—Great Britain.
2. Answers will vary.

Writing across the Curriculum

Read students' letters.

Exploring Louisiana on the Internet

Student inventory list should include the following buildings:

- general warehouse
- residence with kitchen in rear
- forge
- carpenter's shop
- cooper's workshop
- grand hospital used for barracks
- hospital for officers appointed to lodgings
- groundwork for kitchen
- actual kitchen
- guard room
- main body guard
- town hall being built
- civil jail
- military jail
- jailer's apartment
- old council house
- water closets

Answers to question will vary.