

New Orleans, the Founding Era: Growth of the City from 1718 to 1755

Teacher's guide: grade levels 7-12 Number of class periods: 3

What's Inside

Lesson One....p. 3

Lesson Two....p. 7

Lesson Three....p. 10



Common Core Standards

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Louisiana Social Studies Grade-Level Expectations

6.1.1, 7.1.1, 8.1.1, US1.1: Produce clear and coherent writing for a range of tasks, purposes, and audiences.

6.1.3: Analyze information in primary and secondary sources to address document-based questions.

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

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.

The Historic New Orleans Collection, 533 Royal Street, New Orleans, LA 70130 www.hnoc.org/education

Cover: Le Missisipi ou la Louisiane dans l'Amérique Septentrionale; ca. 1720; hand-colored engraving by François Chéreau; The Historic New Orleans Collection, 1959.210



Africans and African Americans in Early New Orleans

Objectives

Students will analyze two documents that look at the roles of Africans and African Americans in early colonial New Orleans in order to understand the population's significance.

Materials

Handout: Africans and African Americans in Early New Orleans

Worksheet: Analyzing Writing on Africans and African Americans in Early New Orleans

Procedures

Have the students do the lesson in small groups of two to four people.

- 1. Distribute copies of the documents. Share read the texts.
- 2. Distribute the worksheet. Encourage students to work collaboratively and talk about the documents.
- 3. Reconvene as a class to discuss students' answers to the worksheet.



Africans and African Americans in Early New Orleans

Excerpt 1

Excerpts from Michael T. Pasquier, "French Colonial Louisiana." In *knowlouisiana.org Encyclopedia of Louisiana*. Louisiana Endowment for the Humanities, 2010—. https://www.knowlouisiana.org/entry/french-colonial-louisiana.

A 1708 census recorded 339 individuals in the French colony: 60 Canadian *coureurs des bois* (woods runners or backwoodsmen); 122 soldiers, seamen, and craftsmen employed by the Crown; and 157 Indian slaves and European men, women, and children. A handful of Catholic missionary priests traveled through or settled in the colony, though with limited success at evangelizing Native Americans and gaining support from the French laity. With no clear leader, the political organization of Louisiana bore modest resemblance to Canada, its neighbor to the north.



The forced migration of approximately 6,000 enslaved Africans constituted the most significant demographic alteration to French colonial Louisiana during the 1720s. Approximately two-thirds of the enslaved came from the Senegambian region of West Africa, while the rest came from the Bight of Benin and Angola. They brought with them knowledge of rice, corn, tobacco, cotton, and indigo cultivation, as well as an assortment of technologies and skills related to craftsmanship, all of which were considered useful for the development of a fledgling colony in the Americas. African slaves interacted with Indian slaves on a daily and intimate basis, effectively undermining the intention of French masters to control the thoughts and actions of their human property. In 1724 French officials implemented the *Code noir* in hopes of regulating the everyday lives of enslaved and free people of African descent in Louisiana, much as governments had done in other French colonies throughout the Caribbean. Such regulatory efforts produced mixed results, with many enslaved Africans taking advantage of the frontier conditions of Louisiana by creating runaway communities in cypress swamps throughout the Lower Mississippi Valley and possibly planning slave revolts against their white masters.

By 1732 enslaved Africans accounted for approximately 65 percent of the total population of Louisiana. The large majority of African slaves lived on private plantations along the Mississippi River away from New Orleans. African slaves, most of whom worked on the plantations of the governor and the [Company of the Indies], made up 12 percent of New Orleans's population in 1726. Only one slave ship arrived at Louisiana after 1736, thus setting the stage for the development of what historian Gwendolyn Midlo Hall called an "Afro-Creole" culture in eighteenth-century Louisiana. People of African descent born in the colony, or Afro-Creoles, would constitute more than 50 percent of the total population of Louisiana by the end of the French colonial period in 1769.

¹ This census covered the entire Gulf Coast region around Mobile, AL. The city of New Orleans had not yet been founded.

Excerpt 2

Excerpts from Erin M. Greenwald, "Arriving Africans and a Changing New Orleans." In *New Orleans, the Founding Era*. New Orleans, LA: The Historic New Orleans Collection, 2018.

In the summer of 1718 the frigate *Aurore* left Saint-Malo and sailed westward along the Breton coast. At France's westernmost tip, the crew turned the vessel southward, skirting the Bay of Biscay before heading into the open Atlantic. Their primary destination, the slaving port at Ouidah (also known as Juda or Whydah, and located in modern-day Benin), lay at a distance of some 3,800 nautical miles from Saint-Malo and was the only open-market slaving port frequented by ships belonging to the Company of the West. The *Aurore*'s captain, recorded only as sieur d'Herpin, was charged with the first mission of its kind: the procurement of captive African laborers for the fledgling Louisiana colony.

Within a decade of the <i>Aurore's</i> 1718 voyage [the first French voyage to bring African captives to the colony], enslaved Africans would become Louisiana's favored laboring class, arriving in numbers that changed the colony's demographic from a society with slaves to a slave society.
Article II of the <i>Code noir</i> , issued by the Crown in 1724 and intended to regulate treatment of the enslaved in French colonial Louisiana, states:
"All slaves in our Province shall be baptized and instructed in the Roman, Catholic, and Apostolic Faith. We order the inhabitants who purchase newly arrived Negroes to have them baptized and instructed within a suitable amount of time, under penalty of an arbitrary fine. We enjoin the Directors General of the said Company [Company of the Indies] and all our officers to uphold this order precisely."
The [city's] first census, recorded in 1721, documents the presence of 171 enslaved Africans in a total civilian population of 479 men, women, and children. Ten years later New Orleans was home to some 893 civilians, of whom 252 were classified as enslaved individuals of African descent (76 children, 74 women, and 102 men). Neither of these early censuses records the presence of free Africans or free people of color in New Orleans or anywhere else in the colony, yet other records, including those of the Catholic Church, Company of the Indies, and Louisiana Superior Council, testify to the presence of a small and growing community of free blacks. And at least one African woman—listed in passenger registers as Marie Jeanne, "negresse libre" [free black woman], and in company documents as Marie Baude, "la femme Pinet" [the wife of Pinet]—arrived directly from Senegal as a free woman in 1729.
X
The role of African and African descended people in the development of early New Orleans society was formative

The role of African and African-descended people in the development of early New Orleans society was formative. Their labors—clearing the land to allow for growth, raising the levees to protect against flooding, making the very bricks, shingles, and foundations used to construct permanent structures—shaped the physical landscape. Their knowledge of rice and crop cultivation, building methods, and healing helped sustain and shelter the settlement's early inhabitants, and their cultures—of survival, of resilience—continue to mark and mold the city nearly three hundred years after their arrival.

Lesson One Document Analysis Worksheet

Analyzing Writing on Africans and African Americans in Early New Orleans

Name	Date
Respond to the questions below by gathering e for your responses.	vidence from the two excerpts. Make sure to provide specific evidence
 There are three census records referenced in reveal about the changing population of New C 	the articles. In what years were these records taken, and what did they orleans?
	npact of the knowledge, skills, and physical labor that free and enslaved imilar and what is different in their descriptions?
 Both articles mention the role of the Code not aspects of the Code noir does each author focus 	ir in the development of New Orleans and Louisiana. What different s on?



Examining Colonial-Era Census Records

Objectives

Students will examine statistics from census records collected in and around New Orleans in the early to mideighteenth century, then respond to questions about the documentation of early inhabitants of the colony.

Materials

Handout: Growth and Change in New Orleans During the 1720s and 1730s

Worksheet: Examining Census Data in French Louisiana

Procedures

Have the students do the lesson in small groups of two to four people.

- 1. Distribute copies of the handout and worksheet.
- 2. Encourage students to work collaboratively and talk about the questions and their responses.
- 3. Reconvene as a class to discuss students' answers to the worksheet.

Lesson Two Handout

Growth and Change in New Orleans During the 1720s and 1730s

Adapted from Paul LaChance, "The Growth of the Free and Slave Populations of French Colonial Louisiana." In *French Colonial Louisiana and the Atlantic World*. Baton Rouge, LA: LSU Press, 2005.

Table 1: Population of Regions of French Louisiana, 1699-1766

Census Year	New Orleans Population	Lower Mississippi Valley Population	Total Population
1721	343	1,369	1,712
1726	773	1,631	2,404
1731	892	4,159	5,051
1737	1,722	2,903	4,625

Table 2: Population Growth in New Orleans by Race, 1721-37

Census Year	Group	Number of Residents	Percentage of Total
1721	Whites	243	70.8
	Africans	89	25.9
	Indians	11	3.2
	Total	343	100.0
1726	Whites	665	86.0
	Africans	77	10.0
	Indians	31	4.0
	Total	773	100.0
1731	Whites	623	70.5
	Africans	252	28.5
	Indians	9	1.0
	Total	884	100.0
1737	Whites	759	43.4
	Africans	963	55.1
	Indians	26	1.5
	Total	1,748	100.0

Lesson Two Document Analysis Worksheet

Examining Census Data in French Louisiana

Name	Date		
-	ne population growth of the lower Mississippi valley compares to that of the city of I 1737. Which area grew at a faster rate? What might be some reasons for this?		
2. In which year were the popul year were they farthest apart?	ations of New Orleans and the lower Mississippi valley the closest together? In which		
	oth of each group in Table 2. Does each group demonstrate a consistent pattern of ome possible reasons for an inconsistent pattern of population growth in colonial		
4. Which segment of the popul for this occurrence?	ation saw the largest growth over a single period? Can you think of a possible reason		
	se tables conflict with information in the second excerpt in Lesson One. Can you think of tistics recorded in census records may not always be accurate?		



Mapping Early Colonial New Orleans

Objectives

Students will analyze maps that span the French colonial period to analyze how city planners documented the growth and changes that the city experienced during this time.

Materials

Handout: Maps of New Orleans, 1732-55

Graphic Organizer: Analyzing Maps of New Orleans from the French Colonial Period

Procedures

Have the students do the lesson in small groups of two to four people.

- 1. Distribute copies of the maps or post these images on the walls as a gallery walk.
- 2. Distribute the graphic organizer "Analyzing Maps of New Orleans from the French Colonial Period." Encourage students to look at maps with a critical eye and to think about the maps' accuracy, intentions, and purposes.
- 3. Reconvene as a class to discuss students' answers to the graphic organizer.

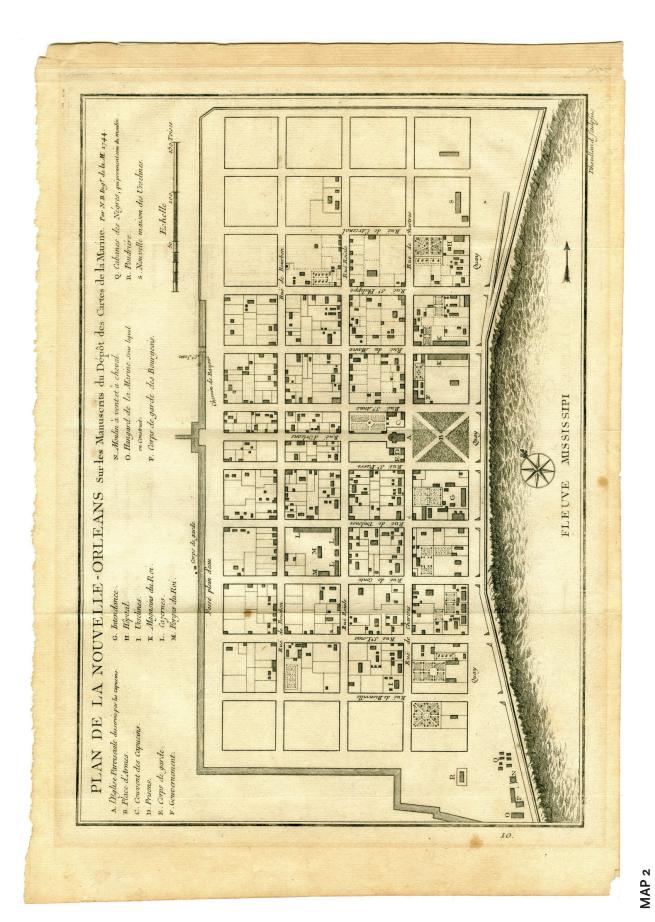
Lesson Three Handout

Maps of New Orleans, 1732-55



Plan De La Nouvelle Orleans, Telle Qu'elle Etait Le 1er. Janvier 1732

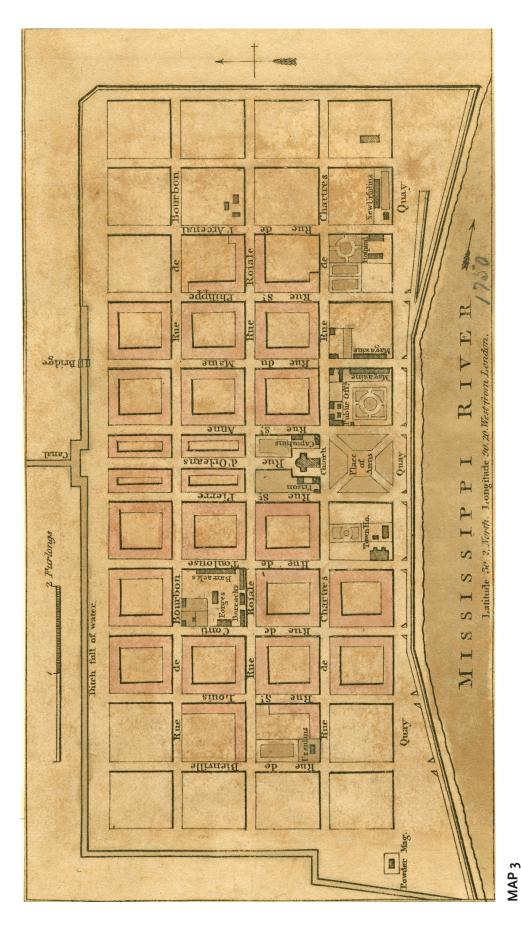
January 1, 1732; ink and watercolor on paper The Historic New Orleans Collection, 1980.75



Plan de la Nouvelle Orleans

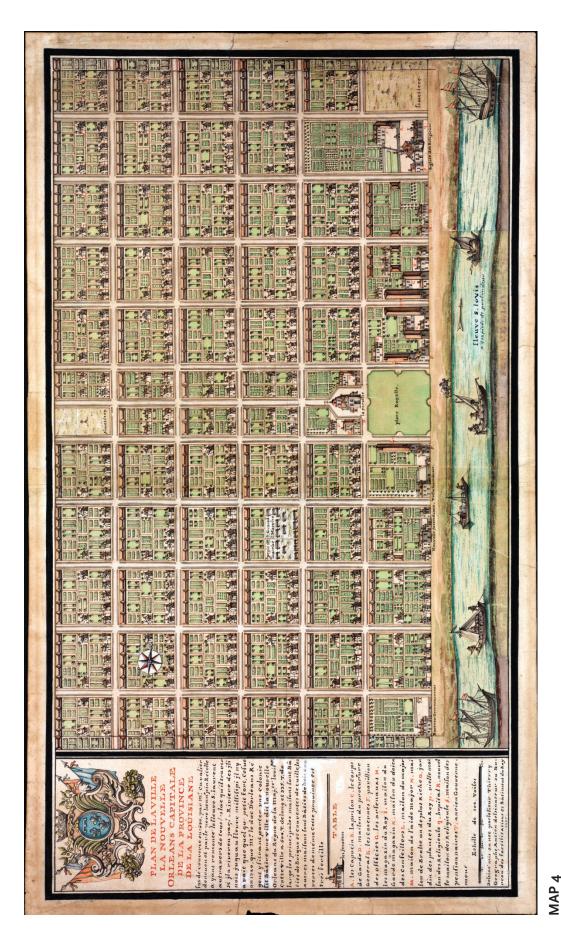
1744; engraving by Jacques Nicolas Bellin, engraver; Guillame Dhuelland, cartographer

The Historic New Orleans Collection, 2011.0377



Map of French Quarter

ca. 1750; engraving with watercolor The Historic New Orleans Collection, 1989.15



Plan de la Ville La Nouvelle Orleans Capitale de la Province de la Louisiane 1755; ink and watercolor on paper

by Thierry, cartographer

The Historic New Orleans Collection, 1939.8

Note: This fanciful map of New Orleans in 1755 contains some accurate elements: the Ursuline convent (lower right) occupies two full squares; shows uniformly populated squares that existed only on paper at this time. This is New Orleans not as it was, but as the French king wanted it various government buildings along the river are for the most part correctly placed. However, along the far edges of town, the map also oortrayed—as the thriving capital of a successful colony Lesson Three Graphic Organizer

Analyzing Maps of New Orleans from the French Colonial Period

Name ______ Date_____

Examine each of the maps from the "Maps of New Orleans, 1732–55" handout, then respond to the prompts in the graphic organizer.					
	Мар 1	Map 2	Map 3	Мар 4	
How does this map label the Mississippi River?					
Find the Ursuline Convent on this map. How is it marked?					
Find the area that is called Jackson Square today. What purpose did it serve in this map?					
Does this map have dramatic differences from the map that came directly before it? If so, what has changed?	N/A				